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ABSTRACT

The Teacher Corps has been directed to put a greater focus on demonstration, documentation, institutionalization, and dissemination of the results of Teacher Corps projects. This report deals with program policy alternatives for improving the dissemination of project-developed products, practices, and processes to educational agencies and institutions. Resource requirements for maintaining efficient operation of an information sharing system over a five-year period are examined. Projections are made on the resources that would be necessary to support program outreach activities at minimum, middle, and maximum levels. An attempt is made to identify effective means for Teacher Corps projects to extend the impact of their school improvement programs beyond their local sites. Techniques for establishing an effective dissemination system are described and the feasibility of applying these practices in Teacher Corps projects is discussed. Detailed cost projections for implementing Teacher Corps information dissemination projects of varying size and efficacy are provided. (JD)

ALTERNATIVE PROJECTIONS OF RESOURCE REQUIREMENTS FOR TEACHER CORPS INFORMATION SHARING AND DISSEMINATION

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PREFACE

The Teacher Corps program was established in 1965 to strengthen the educational opportunities available to children in areas having concentrations of low-income families, to encourage colleges and universities to broaden their programs of teacher prepration, and to encourage institutions of higher education and local educational agencies to improve programs of training and retraining for teachers and teacher aides. Among the new directions charted for the program by the Education Amendments of 1976 was a greater focus on demonstration, documentation, institutionalization, and dissemination of the results of Teacher Corps projects. This report deals with program policy alternatives for improving the dissemination of project-developed products, practices, and processes to educational agencies and institutions.

In October of 1978 the Far West Laboratory for Educational Research and Development negotiated a contract with the Teacher Corps program to:

- Study the operations projects, the regional networks, and the support agencies that made up the program;
- Design and pilot test mechanisms to improve information sharing among the projects;
- Develop a set of procedures for educational product review and validation that would receive consensus approval by the Executive Secretaries of the twelve regional networks; and
- Provide recommendations to the Teacher Corps program office on policy alternatives for establishing and operating dissemination or outreach mechanisms.

This report addresses the contract requirement that the Teacher Corps Dissemination Project design and test an information sharing system for Teacher Corps projects to exchange information about products, practices, and other outputs. The Request for Proposal to which the Laboratory

responded specifies that we provide three alternative projections of resource requirements for maintaining efficient operation of the information sharing system over a five-year period at minimum, middle, and maximum levels. The RFP also stated that the system design make use of mechanisms that could be sustained using already existing features of the Teacher Corps organization.

In the months since October 1978, when the Laboratory project was initiated, we reached agreement with our Teacher Corps project monitors on detailed specifications for this report. In a memorandum of 6 December 1979 from James S. Eckenrod, of this project, to Susan L. Melnick, then of the Teacher Corps Washington program office, the content of this report was delineated as follows:

> I.4: Projection of Resources Needed to Maintain Internal Information Sharing System for Five Years
>
> This will be a technical report that will include projection data for both the internal and external systems. We will have a preliminary draft of this document ready for review by members of our Advisory Panel and consultants in dissemination by 1 June 1980, and will incorporate their suggestions for making the document a useful policy planning tool for Teacher Corps.

This report, then, consolidates data on projected resource requirements for the self-sustained operation of <u>both</u> design components of the original RFP, an internal information sharing system and an external external validation/dissemination system, for policy-level analysis by the Teacher Corps program office. We have taken this approach because, as the project has evolved, we came to regard the separation of the two components as an unwieldy artifact of the RFP that did not sufficiently attend to the overlap in the two outreach processes.

A second technical report on projections for outreach resource requirements (originally intended to deal only with the validation/dissemination system) will be prepared for delivery by 10 March 1981. The intervening time will (1) enable us to reflect upon the reponses to this paper from the Teacher Corps Washington program staff and (2) enable us to take into account any organizational shifts of dissemination agencies and activities within the Department of Education, in particular in the Office of Educational Research and Improvement, that are likely to occur in the next few months.

We are pleased to acknowledge the generous contributions to the preparation of the report of members of our project Advisory Panel, an additional panel of specialists in educational knowledge production and utilization interviewed during April 1980 American Educational Research Association meetings in Boston, the Executive Secretaries of the Teacher Corps regional networks, and several of our colleagues at the Far West Laboratory. The names of these persons who shared with us the benefits of their knowledge of educational change, expressed their judgment about the future of Teacher Corps, or reviewed earlier drafts of the paper are all contained in Appendix B. Each one contributed in some important way to the analyses, writing, and recommendations; but only we can accept responsibility for the final product.

EXECUTIVE SUMMARY

Since we initiated the work of the Teacher Corps Dissemination Project at the Far West Laboratory in October of 1978, we have had some difficulty in specifying the scope of our work, in part, we believe, because of the fact that Teacher Corps, as an educational program undergoing rapid structural change, has not yet established outreach goals for the program or performance standards for individual projects. The challenge of implementing new program Rules and Regulations, the problems associated with program funding for fiscal year 1980-81, and shifts in program leadership in the midst of the transition to the new Department of Education have all apparently combined to prevent the formulation of program diffusion policy. The dilemma that this situation poses for us in the task of projecting resources needed to support the new program emphasis on demonstration, documentation, institutionalization, and dissemination of the results of Teacher Corps projects is that we have no concrete guidelines regarding the scale of the outreach effort that Teacher Corps wants or expects.

Consequently, we have had to approach the study of the potential for educational diffusion by the Teacher Corps in a rather abstract, hypothetical mode. We have sought to collect as much personal, first-hand information about the operations of Teacher Corps projects as we could to have a reasonably concrete base for our speculations. We have observed projects in their local school and community settings, probed their interactions in the regional network configurations, and asked them to provide us with information about their outreach activities and intentions. The results of our study of the current state of capability and readiness of Teacher Corps projects to undertake effective educational dissemination activities are not generally positive. In general, we

found very little current interest in or evidence of serious preparation for outreach by Teacher Corps projects.

These findings have been shared with several specialists in educational knowledge production and utilization, some of whom have had experience in various Teacher Corps activities, and with educators currently associated with Teacher Corps projects, networks, or support services. We have encountered some strong differences of opinion about the potential of the Teacher Corps for making substantial contributions to school improvement and educational personnel development programs nationally. Our analysis of alternatives for "investing" Teacher Corps program resources in outreach support projects, networks of projects, and the like has been done in the midst of an ideological split among our advisors about the most effective goals and means for achieving program outreach. We have encountered strong advocates of the traditional Teacher Corps emphasis on service to local schools in opposition to those who would emphasize the program "mandate" to become a demonstration program. We find persons who argue that Teacher Corps should rely on existing Department of Education diffusion systems rather than create (or maintain) outreach support mechanisms that--depending on the bias of the person--would either (1) cut into the local service program development capabilities of projects or (2) be largely wasted anyway because of the lack of commitment to or capability of the projects for outreach in the first place.

Treading as lightly as possible between the different ideological and political viewpoints of the Teacher Corps we set out to develop a set of assumptions about the "directions" that the program might take in the next few years so that we could conceptualize some "likely futures." From these we formulated a set of "if-then" propositions as premises for the task of projecting (or forecasting) the resources that would be necessary to support

program outreach activities at minimum, middle, and maximum levels over a five-year period.

One of the most important conclusions we came to was that the variability among Teacher Corps projects in their capabilities for educational knowledge production and utilization would (1) likely reduce the overall achievement of Teacher Corps program outreach, if equity in the level of project funding were to be continued, but could (2) serve, with a system of differential grant funding based on variability, to (a) increase the likelihood that the most productive projects would engage in outreach and (b) make possible the improvement of the capability of all projects to provide effective school improvement program services through a system of collaborative interaction among developer/demonstrator projects and adopter projects. Of course, the "a" and "b" alternatives suggest another instance of policy priority-setting that must be accomplished; how much program effort goes for "outside" dissemination and how much goes for "inside" capability building?

We began to regard the situation as something of a classic conundrum, a puzzle which as Webster indicates could only have a conjectural answer. But our professional commitment led us to grapple further with the myriad of factors we had set out to analyze as objectively as possible. We had to make the best judgments we could about several perplexing problems.

On one hand:	On the other hand:
Nearly one-third of all Teacher Corp projects have IHE components that have been ranked highly in terms of educational knowledge production and utilization; 13 of the 24 "Research Centers" in the nation identified in the Clark and Guba (1977) productivity study have Teacher Corps projects.	More than four out of ten Teacher Corps projects have IHE components that were ranked low in educational knowledge production and utilization; 27 projects have IHEs that were classified in the Clark and Guba study as "non-producers." (Having a Teacher Corps grant now, however, would likely raise their rankings into the "low producer" category.)

On one hand:	On the other hand:
The research into the dissemination of school improvement and educational personnel development programs indicates that personal linkage between developer and adopter and some form of external support are essential for successful implementation or adaptation; the dissemination of educational innovations requires a high level of personal commitment and ongoing support capabilities.	In nearly two years of our project operation we have not found any significant evidence that more than a very few Teacher Corps projects are investing resources in planning and preparing for outreach activities or taking steps to improve their capabilities for providing assistance to potential adopters; they have not been required to demonstrate a serious commitment to outreach.
The program priorities of the Teacher Corps on community involvement and community-based education apparently led to the allocation of fiscal year 1980-81 funds to support the Recruitment and Community Technical Resource Centers (RCTRCs), that have in recent years aided projects in recruiting interns and establishing Community Councils, while the system of regional networks that enabled projects to share information among themselves was disestablished.	In a year when no new-start Teacher Corps projects will be funded and interns for the Program 79 projects are already selected, the advocates of the need to build outreach capability among projects are dismayed over the maintenance of the RCTRCs, the project support service group that some advisors or reviewers regard as not capable of contributing to project outreach potential; the "wrong support service at the wrong time."
There is already a great deal of duplication in the support services provided by contractors or special projects for the outreach activities of different Department of Education programs; there are serious discussions underway about means to consolidate and/or otherwise streamline these services, particularly in the Office of Eduational Research and Improvement and generally in the Education Department.	Teacher Corps projects in some of the regional networks demonstrated considerable gains in awareness of the two-way nature of dissemination agency services available to them but most appear to lack knowledge of these available resources; the stimulation that the regional networks provided to projects, through sharing information and formal training activities, to increase their outreach capabilities might yield better utilization of ED dissemination systems.
The bulk of the educational products and practices that are now available through the federally supported dissemination systems are for elementary and secondary schools and focus largely on basic skills.	The program emphases of Teacher Corps, while basic skills and school curricula are important, range more broadly in scope (community involvement, inservice education, adult education, etc.) and may not be adequately served by existing systems.

The outcome of our deliberations over these problems is the set of recommendations for establishing a system of "essential" outreach services that, on balance, we believe, will contribute to the following:

- Improved information exchange and meaningful collaboration among Teacher Corps projects;
- Increased utilization of existing information clearinghouses and networks; federal, regional, and state dissemination systems; and communication services in LEAs and IHEs not presently used;
- Better utilization of the strengths in educational knowledge production and utilization available in some Teacher Corp projects to assist in the improvement of the capability to "deliver" effective school improvement and educational personnel development programs by projects that have fewer resources;
- The development of a cadre of outreach specialists for serving institutions of higher education, community-based education programs, etc., that can be integrated into the emerging outreach support systems (non-profit marketing agencies, technical assistance programs, etc.) in the Education Department;
- Commitment of "appropriate" amounts of program and project resources to planning for and implementing outreach activities throughout the life of a project;
- Recognition of the "costs" in program and project resources that must be committed ("set-aside") to establish and operate various outreach system components to establish Teacher Corps as a "demonstration program" and/or as a vehicle to stimulate the capability of institutions of higher education throughout the country to deliver school improvement and educational personnel programs.

This section of the report is intended to provide a brief overview of the more extensive treatments of background issues, concerns about the readiness and capability of projects to undertake outreach, assumptions and premises used in our analyses, and so forth, that follow in the remainder of the report.

The recommendations for consideration by the Teacher Corps program office are derived from the design of an outreach system for Teacher Corps that envisions three kinds of fundamental change in the Teacher Corps program, the first two of which involve no additional funding:

1. Establishment of performance standards for Teacher Corps projects:

   - Variation in capabilities for educational research and development (R&D) and/or commitment to educational dissemination and utilization (D&U) can serve as criteria;

   - Recognition of variation in the capabilities of Teacher Corps projects can contribute to specialization in program development and efficiency in implementation of proven programs.

   Outreach performance standards are discussed on pages 13 to 24, 28 to 30, and 36 to 37.

2. Differential grant awards to projects (without exceeding anticipated program funding levels) to provide support for:

   - Developer/Demonstrator Projects; projects with demonstrated capability for research and development in school improvement programs and/or with capability and institutiional commitment to the dissemination and utilization of educational knowledge; these would receive from 120 to 140 percent of the average grant award to projects in a given year.

   - Regular/Service projects; those with the capability to implement effective school-improvement and professional development programs in the local schools; these would receive the average grant award amounts.

   - Adopter Projects; projects that would receive assistance in implementing and adapting proven school improvement programs from Developer/ Demonstrator Projects; these would receive from 60 to 80 percent of the average grant award amounts.

   Differential grant awards are discussed in the report on pages 26 to 31, 36 to 37, 59, 62, 65, 68-69, 71-72, and 74-77. The amounts that would be shifted among projects in a given year, in one of three different levels of outreach program support (prior to fiscal year 1986 when the number of projects anticipated will require more than $37.5 million to support), range from $3,500,000 to $1,550,000 (see Table 6, page 29).

3. Establishment of new program outreach support mechanisms:

   - Teacher Corps Washington Outreach Unit, an administrative group to provide leadership and coordinate outreach; the costs for this are estimated in terms of Department of Education employees reassigned or added to the staff of the Washington program office (within ED staffing limitations) and range from one to three federal staff person-years annually (see page 38).

- Teacher Corps Communications Project (TCCP), a project to facilitate exchange of information among program units and assist projects with publication activities; the estimates for the yearly operation of this project range from $210,000 to $390,000 (see pages 44-45).

- Teacher Corps Diffusion Project (TCDP), educational linkage specialists to provide training and technical assistance for projects in educational dissemination; the annual costs estimated for this project would rise from $1,460,000 in the minimum level of outreach support up to $1,750,000 in the medium configuration but, because responsibility for many of the functions envisioned for the TCDP would shift to the regional networks at the optimal, or maximum, outreach support level, funding would decline to $860,000 (see pages 46-47).

- Regional Outreach Support Networks, a system of networks to facilitate project information sharing, review and validation of products and practices, and dissemination to educational audiences nationally; the network system is not considered feasible at the minimum level of outreach support and estimated yearly costs range (with some variation depending on the ratio of network staff to the number of projects served) from $3,034,000 to $4,452,000 for the medium and maximum outreach support levels (see pages 48 to 56).

The proposed outreach support projects and networks are discussed in more considerable detail in the section on Outreach System Components, pages 33 to 56,

BACKGROUND ISSUES

Teacher Corps projects are established to plan and implement programs of school improvement that will lead to the attainment of four major program outcomes:

- An improved school climate which fosters the learning of children of low-income families.
- An improved educational personnel development system for persons who serve or who are preparing to serve in schools attended by children of low-income families.
- The continuation of educational improvements (including products, processes, and practices) achieved as a result of the project, after federal funding ends.
- The adoption or adaptation of those educational improvements by other educational agencies and institutions.

To accomplish the third and fourth outcomes, which require institutionalization and dissemination for adoption and adaptation, Teacher Corps projects plan and allocate resources in much the same way as, but largely subsequent to, their efforts to attain the first two. Toward these ends the staff of the Teacher Corps Dissemination Project is working to identify effective means for Teacher Corps projects to extend the impact of their school improvement programs beyond their local sites. We have sought to help projects recognize that dissemination is a two-way process and integrate it into their total school improvement programs. In this context, federally sponsored dissemination networks and other systems can contribute significantly to the planning, initiation, development, and implementation of school improvement programs by Teacher Corps projects and, simultaneously, can serve as means for the extension of program impact.

Throughout this report we will use the terms outreach and dissemination interchangeably to refer to the knowledge-transfer processes specified by the Dissemination Analysis Group (DAG), including spread, exchange, choice and implementation. Outreach for Teacher Corps is considered a two-way interactive process involving the sharing of information among projects and dissemination to educational audiences throughout the country.

In previous technical reports to Teacher Corps we have consistently maintained that the dissemination research literature dictates two basic principles that should be incorporated into the information sharing and dissemination systems design. These are:

- Some form of personal intermediary or linkage is essential to the dissemination process.
- A relatively comprehensive yet flexible external support system is needed to provide crucial materials and in-person utilization assistance.

Our original outreach system design work provided (as required in the RFP) a central role to the regional Teacher Corps networks and other special purpose groups of projects for stimulating outreach by projects. The termination of the system of regional networks obviously changes this situation. We are now able to speculate about radically different modes for providing support services to Teacher Corps projects, not only for dissemination activities but also for program development, evaluation, implementation, that is, all the elements of the planned school improvement process. The opportunity to propose a new system of dissemination support mechanisms for Teacher Corps had, quite predictably, rather different effects upon the advisors and consultants with whom we have discussed our outreach design work:

- Those critical of the past record of Teacher Corps in bringing about significant change in school improvement or educational personnel development programs argue for a "clean-sweep" and reliance upon specialists in educational change, diffusion, linkage, and so forth, who are already "in place" in agencies of the new Office of Educational Research and Improvement (OERI) in the Department of Education (ED) who can make use of already-established outreach linkage mechanisms in ED and in state education agencies (SEAs) and regional organizations.
- Those supportive of Teacher Corps' record over the years argue for continued investment in the program features which they judge have been proven effective in recent years, in effect, shaping the evolution of the program from "lessons learned" in the field in order to let the Teacher Corps

"experiment" get a fair chance to reach "maturity"; they argue for a "balanced" approach to outreach system design, one that seeks increased efficiency through coordinated OERI dissemination efforts but preserves the "unique" program features of Teacher Corps.

In this report we have tried to accommodate the full range of differences in viewpoints. However, because there are basic ideological differences at the core of many specific issues we have simply not been able to assess the validity of all the arguments used by critics and defenders of the Teacher Corps. In other words, we do not belabor any arguments about whether or not the choice of one alternative course of action over another is a matter of educational efficiency or personal expediency, of professional effectiveness or political favoritism, of competence or cronyism, or the like.

We have tried to synthesize the judgments of our advisors and reviewers as factually as possible and to make clear our own rationale for any preferences expressed between action alternatives. One persistent conflict that affects all the policy options explored in the report is the preference of some advisors for a "lean" outreach program evolving (at least initially) within the ED Office of Educational Research and Improvement (OERI) in contrast to the judgment of others favoring a structured system of outreach projects and networks operating primarily within Teacher Corps.

- One section of this report, "A Day in the Life of Dee Ess," presents a brief scenario of how a "lean" (OERI) dissemination program might begin to evolve a collaborative system of outreach for all ED school improvement programs. (See pages 39 to 41.)

- Most of the section on "Outreach System Components," however, reflects more the value that Teacher Corps personnel have given to technical assistance projects and the regional network structure over the past several years. (See pages 33 to 77.)

Our recommendations for programmatic changes are preceded by a summary of concerns (pages 13 to 24) derived from interaction with Teacher Corps projects about their interest in outreach. We have some strong reservations about the

likelihood that many projects will engage in serious dissemination activities. These concerns are reflected in our judgment about the entire range of suggestions for improving Teacher Corps outreach mechanisms and activities. A large number of alternatives are spelled out for review by policy makers ...J, though we hope that all our professional judgments are sound and rational, at least they are clearly identified as judgments.

CONCERNS ABOUT TEACHER CORPS OUTREACH

Essentially, this report details what we, drawing upon our project advisors and various consultants, regard as (1) essential elements for a minimal, "bare bones" information/dissemination system and (2) an optimal, but reasonably affordable set of linkages and support components that could lead to a maximally effective outreach program for Teacher Corps. The requirement of the RFP to define a "middle" level of support is generally treated in terms of points along continuums between the minimal and optimal conditions for a given outreach program element.

To arrive at the set of essential elements for the Teacher Corps outreach program we undertook the following activities:

- Review of the literature on the dissemination of innovations;
- Study of the operations of Teacher Corps' organizational components;
- Consultation with specialists in federal school improvement programs and educational diffusion; and
- Speculation on likely and alternative futures of Teacher Corps outreach.

These inquiries led us to try to identify some indices of Teacher Corps project readiness and capability to make use of various elements of an outreach program. We assumed that any reasonably objective data we could isolate on such characteristics would give more validity to projections on how the outreach system might be expected to operate. We conceptualized the two factors as follows:

- Readiness: interest in or willingness to share information or disseminate products and practices; evidenced by seeking out information on dissemination, contribution of information through exchange mechanisms, and so forth.

- Capability: ability to utilize personnel and material resources to support effective outreach activities; evidenced by the status ascribed in the Index of Productivity* (see Appendix A for a complete list of project ratings), institutional commitment to dissemination and field-based educational service programs, and other, less tangible, indicators of outreach capability demonstrated by individual projects.

Readiness of Projects for Outreach

Our concern about the readiness of Teacher Corps projects to engage in linkage and to invest project resources to operate effective outreach programs has been shaped by the following:

- Formal and informal interaction with the Executive Secretaries of the regional Teacher Corps networks and the special purpose groups of projects since October of 1978.
- Responses to seven issues of our INFORMATION Bulletin, distributed to projects since December of 1978.
- Interaction with Teacher Corps project personneT during visits to 21 project sites and during numerous network, regional, and national Teacher Corps conferences since November of 1978.
- Response to our Handbook for Review and Validation of Teacher Corps Products and Practices distributed to projects in December of 1979.
- Response by projects to our request for information, in January 1980, about project-developed products and practices to include in the prototype catalog Teacher Corps Projects at Work.
- Response of project personnel to training opportunities provided at our Teacher Corps Dissemination Project Orientation Conference, 7-9 November 1979, and at three of the four Regional Conferences in May of 1980.

In our discussions with field personnel, even at institutions of higher education that are generally acknowledged to be elite knowledge-producing

*Based on the classification of schools, colleges, and departments of education (SCDEs) defined by Clark and Guba (1977), Lotto and Clark (1978), and Clark (1978).

universities, we found that Teacher Corps project staff members do not regard themselves as "disseminators." Moreover, when pressed about their plans to initiate outreach activities, some Corpsmembers told us they have no intentions of engaging in dissemination beyond their local education agencies.

On the other hand, in instances when we were able to engage in face-to-face discussions with project personnel, we often found that they became more receptive to outreach activities as they perceived that dissemination could be regarded as an extension of their school improvement programs. In those situations outreach began to take on human dimensions and project personnel started to see their dissemination responsibilities as more manageable. They also expressed more positive attitudes toward outreach.

In balance, however, our personal interaction with project personnel does not make us optimistic that Teacher Corps projects will carry out the dissemination mandate on their own initiative without careful guidance and external support. Our recommendations do not give a great deal of weight to those few occasions when, in informal personal interaction, we were able to persuade project personnel to "see" dissemination in a more positive light.

Our judgment also derives from more objective data about project receptivity to our efforts to assist them in preparation for outreach. Among these occasions we give the following considerable weight in assessing the potential for project self-initiative:

- Since we distributed to projects our Handbook for Review and Validation of Teacher Corps Products and Practices in December of 1979, only one project has made a submission to the Joint Dissemination Review Panel; however, this project went through a network prescreening that did not make use of that new Teacher Corps handbook.

- In March of 1980 we published a notice in the INFORMATION Bulletin that we would provide projects with copies of three educational dissemination resources upon request; only five projects and five "others" requested these materials which we prepared for our Network Dissemination Orientation Conference; others have requested the publications when introduced to them in face-to-face meetings with our project staff.

- In January of 1980 we asked the 132 Teacher Corps projects to provide us with information about their products and practices; the resulting catalog Teacher Corps Projects at Work contains data submitted by the 39 projects which responded. Table 1 provides more complete data on this effort to stimulate information sharing among Teacher Corps projects.

- During May of 1980 we participated in three of the four Teacher Corps Regional Conferences around the country; about three percent of the participants in these conferences attended our sessions on dissemination. (A summary of project responsiveness to this aspect of our work is contained in Table 2.)

- Since we initiated the Corpsline information exchange column in the INFORMATION Bulletin in November of 1979 only two Teacher Corps projects have submitted entries; we have elicited or prepared ourselves all the other items. Only one project has reported any response to an offer to share information with others.

TABLE 1.

Results of January 1980 Request for Information from Teacher Corps Projects.

	Program 78 Projects	Program 79 Projects	National Total
Total Number of Projects Contacted	79	53	132
Number Responding to Request	30	15	45
Percent of Total	37.9	28.3	34.1
Number of Projects Providing Usable Data	25	14	39
Percent of Total	31.6	26.4	29.5
Number of Usable Descriptions Submitted	119	28	147
Average Number of Project Descriptions Submitted	4.8*	2.0	3.8
Number of Projects Providing Narrative Descriptions of Outreach	4	2	6
Percent of Total	5.1	3.8	4.5
Number Providing Sample Outreach Materials	7	0	7
Percent of Total	8.9	0	5.3

* The average drops to 4.0 when the project that submitted 22 descriptions is not considered.

TABLE 2.

Response of Teacher Corps Project Personnel to Opportunity to Participate in Dissemination Roundtable Discussion at Three Regional Conferences.

Conference Site	Number of Projects	Approximate Number of Participants	Number Attending Roundtable	Percent of Participants Attending
Denver	30	150	9	6.0
San Diego	24	120	6	5.0
Philadelphia	40	200	0	0
Total	94	470	15	3.0

It should be abundantly clear that Teacher Corps projects are not presently exhibiting much interest in the Fourth Outcome; we are not sanguine that any significant improvement will occur without external stimulation.

Capability of Projects for Outreach

In addition to the judgments we have made about the readiness or commitment of Teacher Corps projects to engage in dissemination we have taken an additional factor--capability--into account in identifying the parameters of a "minimal" level of effective program outreach. Teacher Corps projects are not equal in their capability to engage in effective dissemination activities. This disparity stems largely from the variability among the institutions of higher education (IHEs) in terms of their resources for and their institutional commitment to research, teaching, and service. In Clark and Guba's (1977) terminology, these "missions" of schools, colleges, and departments of education (SCDEs) involve five kinds of activity:

1. Teaching and instruction.
2. Research and scholarly productivity.
3. Development, dissemination, and demonstration.
4. Ad hoc services to schools and other educational agencies.
5. Effecting change in schools or other educational agencies.

In the study, activities 3, 4, and 5 were considered together as educational dissemination and utilization (D&U). Survey respondents were advised that activity number 3, development, dissemination, and demonstration, involved:

> ...the design and preparation of generalizable instructional materials such as textbooks, audio-visuals, workbooks, etc.; of teaching techniques, administrative patterns, and other novel concepts, practices, or artifacts; dissemination of information about or demonstration of any of the foregoing to a wide range of potential adopters; or evaluation of any of the foregoing.

Activity number 5, effecting change in schools or other educational agencies, involved:

> ...needs assessment, assistance in selecting new programs or practices responsive to local needs, retraining of faculty and staff as required by newly installed innovations, demonstrating new approaches that are under consideration for adoption, servicing and nurturing newly installed programs.

There is great variation in the institutional resource bases of the IHEs involved in Teacher Corps projects; there are "rich" and "poor" institutions in both the public and private educational sectors that take on Teacher Corps projects. Some of the "richer" IHEs operate educational field service bureaus or centers, school study councils, or other structures such as teacher centers, with little or no external funding and have well-established records of collaboration with local educational agencies (LEAs). Others simply do not yet have the resource capability to deliver sustained high-quality school improvement programs when Teacher Corps funding ends.

There is also considerable variation in the institutional commitment of different IHEs involved in Teacher Corps projects to perform field-based inservice teacher education, dissemination or demonstration, and so forth.

These things we "know" without careful research evidence to provide us with concrete proof of variability. We also have to exercise caution when making sense of research data that are available.

There are limitations on the sort of conclusions that can be drawn from the data on the productivity of Teacher Corps SCDEs provided in Appendix A; we have included the listing of projects classified by indices of educational R&D productivity simply to provide an estimate of the proportion of projects that one might expect to have more or less capability for outreach. The potential for effective outreach performance by any given project cannot be predicted from the classifications made in the original study. Among the factors limiting the usefulness of the data are:

- The data were collected in 1974-76; institutions do change--some may have improved in their performance, others may have declined; project personnel could be superior or inferior to the faculty assessed in the original study;
- Clark and Guba (1977) regarded their measures of educational D&U (central to the focus of this report) as less precise than the measures of educational R&D; many instances of field-service activities go unrecorded and could not be assessed in the study;
- The distinctions among the projects in a given category (that is, subcategories in each of the high, medium, and low levels) of educational R&D were based upon ratings that have little direct connection with issues of educational D&U; and
- The "strength" or "weakness" of the LEA and community components of a Teacher Corps project has not been considered at all in the classification of SCDE productivity. (See also pages 79-81.)

We present the data, however, to demonstrate the range of potential for outreach activity as suggested by one objective measure of educational capabilities. Any criteria used for the assessing SCDE outreach potential should certainly include the factors on educational D&U that Clark and Guba employed in their original study. Such a process would lend additional validity to the process for differential grant awards suggested later in this report.

Certainly, there are Teacher Corps IHEs with "strong commitment" to school service and dissemination (Lotto and Clark [1978] estimated that approximately 14 percent of all SCDEs fit in that "highest" category and that another 14 percent were capable of providing "positive support"); these may be expected to sustain and perhaps expand the thrust of project innovations after federal funding ends. The willingness expressed in the grant proposals of all Teacher Corps projects to engage in field-based school improvement projects and to extend the impact of those efforts beyond the local educational setting cannot, however, be expected to eventuate universally. Projects in IHEs with low levels of institutional commitment to school service and dissemination (Lotto and Clark estimated that more than half of all SCDEs had weak, little-or-no, or ambivalent commitment to D&U) will, in the absence of external stimulation, very likely be limited in their outreach performance. Though some Teacher Corps projects based in "poor" and "low commitment" IHEs may come through with sterling performances in outreach activities, by virtue of the personal commitment and competence of project staff, we are not optimistic that any significant number will do so. The hypothetical distribution of nine possible "types" of projects represented in Table 3 may be contrasted with the distribution of SCDEs (with Teacher Corps projects) rated by "productivity"* summarized in Table 4 to get a rough estimate of how many Teacher Corps projects might be expected to establish and sustain effective outreach programs.

* A measure involving the number of articles published in 13 practitioner-oriented journals, practitioner-oriented presentations at six national conferences, and contributions to Resources in Education of ERIC judged to be directed toward the community of practice rather than the research community (Clark and Guba, 1977; Clark, 1978).

TABLE 3.

Hypothetical Percentage Distribution of Teacher Corp Projects by Resources for and Institutional Commitment to Educational Dissemination and Utilization

Levels of IHE Resources Available for School Service	Levels of IHE Commitment to Educational Dissemination and Utilization (Note 1)			Total
	High	Medium	Low	
	Percent with Strong Commitment; Positive Support	Percent with Acceptance; Weak Commitment	Percent with Little/No Commitment; Ambivalent Commitment	
High	22	6	5	33
Medium	5	18	9	32
Low	4	3	28	35
Percent of Teacher Corps Project IHEs Estimated in Each Category	31	27	42	100
Percent of SCDEs Nationally in Each Category (Note 2)	28	40	32	100

Notes: 1. Collapsed into three levels from Lotto and Clark's (1978) six categories.

2. Adapted from Lotto and Clark (1978).

TABLE 4.

Number of Teacher Corps Projects in Each Department of Education Region Classified by Index of Productivity; Categories from Clark and Guba (1977) and data from Clark (1978). (See Appendix A for Complete List.)

Number of Projects in ED Regions	Index of the Productivity			
	High	Medium	Low	Totals
I	2	4	4	10
II	5	5	4	14
III	5	4	6	15
IV	1	5	14	20
V	12	4	6	22
VI	2	5	10	17
VII	2	1	3	6
VIII	3	2	2	7
IX	6	4	6	16
X	3	2	-	5
Total Number	41	36	55	132
Percent	31.1	27.3	41.6	100.0

In summary, both our personal impressions and our interpretation of indicators of project readiness and capability for dissemination lead us to the firm conviction that most Teacher Corps projects will need specialized technical assistance and external support if they are to carry out even minimally effective outreach programs. It is our judgment that the cumulative effect of (1) Teacher Corps project funding cutbacks, (2) loss of training and personal linkage opportunities provided by regional networks, and (3)

very wide variation among Teacher Corps IHEs in capabilities for knowledge production, dissemination, and utilization reduces the overall likelihood that Teacher Corps will achieve its mandate for adoption or adaptation of its educational improvements. Our perception that projects generally exhibit a low-level of willingness to perform outreach compounds the problem.

If Teacher Corps projects were to be left to themselves we would predict:

- About one-third of all projects will live up to their capability to produce educational products and practices that are sufficiently effective and innovative to be of interest to a broad range of potential adopters; however, with no technical assistance or external support for outreach it is unlikely that very many will divert project training and program development funds to collect adequate evaluation and other documentation data to establish plausible evidence of effectiveness (many projects are presently eliminating staff positions for documentors and evaluators) nor will they invest in building the kind of personal linkage systems that would enable project staff personnel to assist adopters in implementing project-developed innovations.

- About one-third of all projects might be expected to live up to their potential to produce products and practices that have sufficient positive effects to be institutionalized locally and to be of interest to some potential adopters; lacking the resources, however, to establish the effectiveness of innovations, promulgate information about them to others, or provide assistance to adopters of project-developed products, it is unlikely that many will achieve more than records of local service; the middle-range SCDEs are more likely to engage in successful D&U activities than are the "lower" range IHEs but they are less likely to produce really innovative products and practices (R&D) than the larger institutions.

- About one-third of all projects, deprived of opportunities to learn from other projects and receive training in adapting proven educational products and practices, will not have the capability to develop or implement really effective school improvement and educational personnel development programs, let alone disseminate them to other educational audiences.

These rather dire predictions, however, may be alleviated to various degrees depending upon the extent to which the Teacher Corps program is able to implement elements of the outreach support program detailed in the remainder of this paper.

ASSUMPTIONS AND PREMISES

This section describes alternatives for interventions that the Teacher Corps Washington program office may consider in policy decisions about the allocation of program resources to attain the "Fourth Outcome," the adoption or adaptation of educational improvements developed by Teacher Corps projects by other educational agencies and institutions.

The components that constitute the "minimum" information sharing/dissemination system have been identified as those mechanisms or activities that are (1) considered by a consensus of the specialists we have consulted to be essential to the achievement of the demonstration/dissemination mandate and (2) feasible within the limits of anticipated program funding for the next several fiscal years, $37.5 million. We have already indicated that we have not hesitated to recommend changes in the Teacher Corps program Rules and Regulations wherever we considered them necessary to achieve the implementation of an essential system element. In some instances, however, when our consultants differ strongly on the importance of an outreach mechanism or activity, we have outlined policy alternatives that take into account these differences in viewpoint.

In contrast, the mechanisms and activities described in operating a "maximally" effective national outreach program represent the components of a comprehensive educational dissemination system that encompasses (1) the sort of program envisioned in the Dissemination Analysis Group (DAG) report (1977) for elementary and secondary education and (2) the configuration for improving the capabilities of institutions of higher education to contribute to school improvement efforts suggested by Lotto and Clark (1978).

Assumptions Underlying Cost Estimates

All the educational diffusion specialists we consulted agree with our contention that the Teacher Corps information sharing and dissemination system should reflect two basic principles:

- Some form of personal intermediary or linkage is essential to the dissemination process; and
- A relatively comprehensive yet flexible external support system is needed to provide crucial materials and in-person utilization assistance.

There is more of a range of opinion about precisely which Teacher Corps actors should perform linkage roles and functions (Butler and Paisley 1978, Madey 1980) and what level of external support, materials, or technical assistance is really crucial. Differences in viewpoints are discussed in the context of the descriptions of outreach activities and mechanisms that follow in the next section. Our own recommendations among policy options are always clearly noted.

In order to ensure, however, that there are even minimum levels of information sharing, validation, and dissemination among Teacher Corps projects we recommend that there be differential funding of projects; that is, those with the greatest capability for R&D and readiness for D&U would receive more support for development and outreach than the less productive or committed projects. Table 5 provides a year-by-year breakdown of our assumptions about Teacher Corps program funding levels (1) authorized in the program rules and regulations, (2) estimated as the average award to be granted in the immediate future, and (3) recommended as the average appropriate to support an effective outreach program thereafter. As program funds become available we recommend increases for outreach support. For example, we suggest grants for the fifth year be made at the authorized level of $150,000 in fiscal year 1984 when the Program 79 projects reach that state. (Text continues on page 28.)

TABLE 5.

Authorized, Estimated, and Recommended Levels of Teacher Corps Project Funding

Teacher Corps Program Cycle No. of Projects	Funding Levels	Cycle Fiscal Year 1981	Cycle Fiscal Year 1982	Cycle Fiscal Year 1983	Cycle Fiscal Year 1984	Cycle Fiscal Year 1985	Cycle Fiscal Year 1986
(78)	Authorized	(3) 300,000	(4) 200,000	(5) 150,000			
	Estimated	250,000	175,000	125,000			
79	TOTAL	19,750,000	13,825,000	9,875,000			
(79)	Authorized	(2) 300,000	(3) 300,000	(4) 200,000	(5) 150,000		
	Estimated	250,000	250,000	175,000	150,000		
53	TOTAL	13,250,000	13,250,000	9,275,000	7,950,000		
(80)							
(0)							
(81)	Authorized		(1) 150,000	(2) 300,000	(3) 300,000	(4) 200,000	(5) 150,000
	Recommended		125,000	250,000	250,000	200,000	150,000
(40)	TOTAL		5,000,000	10,000,000	10,000,000	8,000,000	6,000,000
(82)	Authorized			(1) 150,000	(2) 300,000	(3) 300,000	(4) 200,000
	Recommended			125,000	250,000	250,000	200,000
(40)	TOTAL			5,000,000	10,000,000	10,000,000	8,000,000
(83)	Authorized				(1) 150,000	(2) 300,000	(3) 300,000
	Recommended				125,000	250,000	250,000
(40)	TOTAL				5,000,000	10,000,000	10,000,000
(84)	Authorized					(1) 150,000	(2) 300,000
	Recommended					125,000	250,000
(40)	TOTAL					5,000,000	10,000,000
(85)	Authorized						(1) 150,000
	Recommended						125,000
(40)	TOTAL						5,000,000
PROGRAM TOTAL		33,000,000	32,075,000	34,150,000	32,950,000	33,000,000	39,000,000
REMAINING FOR SUPPORT		4,500,000	5,425,000	3,350,000	4,550,000	4,500,000	—

Similarly, we suggest that the average fourth year grant for Program 81 projects (and thereafter) be at the authorized amount of $200,000 in fiscal year 1985. Other assumptions incorporated in Table 5 include:

- Teacher Corps program funding will be at $37,500,000 annually through fiscal year 1985; thereafter additional funds will be necessary to support both projects and support activities.
- No new projects will be funded in fiscal year 1981; there will be no Program 80 projects.
- In fiscal year 1982 there will be sufficient program money to support 40 new-start Program 81 projects.
- Forty new start projects will be funded each year until the Teacher Corps reaches 200 projects in operation in fiscal year 1986.

Table 6 provides a breakdown of the amounts that we recommend be shifted among projects over fiscal years 1982 to 1986. Basically, the projects with low levels of educational R&D productivity would receive less in the way of grant awards than projects with high productivity; middle range projects would receive the average grant amounts. (More specific criteria for differentiating among projects are introduced on page 36-37.) For planning purposes we have assumed that approximately one-third of the projects in a given program cycle will fall into each of the three categories of productivity. Other assumptions included in Table 6 include:

- Differential funding would begin in Fiscal Year 1982 after Teacher Corps projects had responded to grant renewal memoranda that specified program standards for demonstration and dissemination activities.
- Approximately one-third of the projects in each funding cycle would be classified as adopter projects and receive from 20 to 40 percent less in grant awards than the average for all projects.
- Approximately one-third of the projects would be classified as developer or demonstration projects and receive from 20 to 40 percent more than the average for all projects.

(Text continues on page 30.)

TABLE 6.

Recommended Differential Project Funding, 1982-86 (In Thousands of Dollars)

Program Cycle	Approximate Number of Projects at Each Level of Productivity	FY 1982 Outreach Level			FY 1983 Outreach Level			FY 1984 Outreach Level			FY 1985 Outreach Level			FY 1986 Outreach Level		
		Minimum	Medium	Maximum	Minimum	Medium	Maximum	Minimum	Medium	Maximum	Minimum	Medium	Maximum	Minimum	Medium	Maximum
78	26 Low	$ 125	$ 135	$ 150	$ 75	$ 85	$ 100									
	27 Medium	175	175	175	125	125	125									
	26 High	225	215	200	175	165	150									
	79 TOTAL	1,300	1,040	650	1,300	1,040	650									
79	18 Low	175	185	200	125	135	150	$ 100	$ 110	$ 125						
	17 High	250	250	250	175	175	175	150	150	150						
	18 Medium	325	315	300	225	215	200	200	190	175						
	53 TOTAL	1,350	1,170	900	900	720	450	900	720	450						
81	13 Low	100	110	125	175	185	200	175	185	200	$ 190	$ 160	$ 175	$ 100	$ 110	$ 125
	14 Medium	125	125	125	250	250	250	250	250	250	200	200	200	150	150	150
	13 High	150	140	125	325	315	300	325	315	300	250	240	225	200	190	175
	40 TOTAL	325	195	-0-	975	845	650	975	845	650	650	520	325	650	520	325
82	13 Low				100	110	125	175	185	200	175	185	200	150	160	175
	14 Medium				125	125	125	250	250	250	250	250	250	200	200	200
	13 High				150	140	125	325	315	300	325	315	300	250	240	225
	40 TOTAL				325	195	-0-	975	845	650	975	845	650	650	520	325
83	13 Low							100	110	125	175	185	200	175	185	200
	14 Medium							125	125	125	250	250	250	250	250	250
	13 High							150	140	125	325	315	300	325	315	300
	40 TOTAL							325	195	-0-	975	845	650	975	845	650
84	13 Low										100	110	125	175	185	200
	14 Medium										125	125	125	250	250	250
	13 High										150	140	125	325	315	300
	40 TOTAL										325	195	-0-	975	845	650
85	13 Low													100	110	125
	14 Medium													125	125	125
	13 High													150	140	125
	40 TOTAL													325	195	-0-
Total Amount Awarded		$32,075	$32,075	$32,075	$34,150	$34,150	$34,150	$32,950	$32,950	$32,950	$33,000	$33,000	$33,000	$39,000	$39,000	$39,000
Amounts Shifted		2,975	2,405	1,550	3,500	2,800	1,750	3,175	2,605	1,750	2,925	2,405	1,625	(3,575)	(2,925)	(1,950)

- The remaining one-third (regular/service projects) would receive grants of approximately the average for all projects.

- Over a five year project life (as illustrated by the Program 81 projects) an average project would receive $975,000 in grant awards; an adopter project would receive $700,000 at the minimum level of outreach program support and $825,000 in the optimal configuration; a developer/demonstrator project would receive grants of $1,250,000 and $1,125,000 respectively.

- The projects with more capability in educational R&D and D&U would provide assistance to projects with less capability; in essence, the developer/demonstrator projects would provide training and technical assistance to the adopter projects.

- The proportion of project grant funds shifted among adopter and developer/demonstrator projects would diminish at higher levels of outreach program support as responsibility for coordinating outreach activities is increasingly assumed by the staff of the regional networks.

Underlying Premises

While we personally lean toward a long-term effort of consolidating and streamlining all of the federally supported educational dissemination programs within the Department of Education we have specified the details of what is essentially a separate Teacher Corps outreach system based on the following premises:

- *If Teacher Corps projects are to achieve the demonstration/dissemination "mandate," then outreach requirements will have to be specified by the federal program officers:* clear standards of dissemination performance for projects need to be issued.

- *If the readiness of Teacher Corps projects to engage in outreach activities is to be improved, then the competence of project personnel to make use of information-dissemination systems will have to be upgraded:* means for personal linkage among project personnel and outreach specialists must be established and/or maintained by the federal program.

- *If the most successful school improvement and educational personnel development programs developed by Teacher Corps projects are to be disseminated to national audiences, then the projects with the capability to develop such programs should receive additional support to engage in outreach activities:* projects with high levels of capability should be designated as developer/demonstrator projects and receive additional support in a system of differential grant award funding.

- *If Teacher Corps is to become a national demonstration program for school improvement and educational personnel development programs, then program resources for service operations will have to be diverted to dissemination activities:* the program office and field projects will have to plan to allocate resources to outreach even at the expense of some school service activities.

- *If the capabilities of all Teacher Corps projects to "deliver" effective school improvement programs are to be improved, then the configuration of collaboration among projects will have to be changed so that those with high levels of commitment and strong resource bases to support educational R&D/D&U will be able to provide assistance to less capable projects:* a new system of differential funding among projects should be established to support a new configuration of project interaction in regional capability-building networks.

We have elaborated a set of support mechanisms that we judge appropriate to achieve the goals stated in these premises. The policy decisions made with respect to the options implied in these statements by the Teacher Corps program office will, we expect, make our next effort at projecting resources somewhat simpler; we hope that we will not be trying to cover such a range of alternative courses of action and can address our analysis to a particular set of program outreach activities. It is hoped also that the "second-round" of resource projections can be done within a framework of Department of Education dissemination objectives for educational personnel development and school improvement programs that incorporate:

- Review of products and practices for approval for release, functions that are now accomplished for various types of materials for various audiences by the Office of Public Affairs, the Joint Dissemination Review Panel, and several specific ED programs that operate their own outreach systems.

- Nonprofit marketing mechanisms, a function now accomplished largely by a variety of federally supported information systems and clearinghouses, by support contractors for some programs, and on an ad hoc basis by others.

- Client services for adopters, the technical assistance so essential to the successful adaptation of educational products and practices now or previously performed by many federal agencies such as the National Diffusion Network, the Research and Development Utilization Program, and others.

OUTREACH SYSTEM COMPONENTS

Table 7 provides an overview of the outreach mechanisms and activities--in addition to the formal dissemination support groups intended to provide linkage and coordinate interagency relations--that we have identified as important elements in information sharing and diffusion of innovations. The table can only suggest some of the specific activities, linkage functions and/or roles, cost variables, and so forth, which are described in the following pages.

The new outreach support units considered essential at even the minimum outreach configuration are:

- An Outreach Unit in the Teacher Corps Washington program office to coordinate the work of national and regional support projects and maintain liaison with other Federal dissemination agencies;
- A Teacher Corps Communications Project (TCCP) to provide information services to projects, regional units, and the program office; and
- A Teacher Corps Diffusion Project (TCDP) to provide training and technical assistance in all phases of dissemination to projects and other program units.

If Teacher Corps program resources permit support of additional outreach components at some middle level we recommend the establishment of another outreach support mechanism:

- Regional Outreach Support Networks in at least six georgraphic areas coinciding with or combining one or more of the ten Department of Education regions (see maps on page 52 to 54).

The specifications of an optimal outreach system, at a maximum level of Teacher Corps program support, assume the existence of each of the support groups described above and the operation of a strong system of:

- Regional Outreach Support Networks in eight geographic areas (combining the ten ED regions) with at least one full-time equivalent dissemination specialist for every ten Teacher Corps projects in the region (see Table 8 on page 51) and capable of performing many of the technical assistance functions suggested for the Teacher Corps Diffusion Project in the minimum level configuration.

Detailed descriptions of the outreach system components, including the specific dissemination mechanisms and activities that constitute a given component, follow in the pages after Table 7. The basic data are repeated in each section (in full-size type for the benefit of the near-sighted). Annual cost estimates and five-year projections of costs are derived from the project funding figures recommended in Table 6 at minimum, medium, and maximum levels of Teacher Corps outreach program support.

TABLE 7. Dissemination Activities and Mechanisms Considered Essential and/or Optimal for Different Levels of Teacher Corps Outreach Support.

OUTREACH ACTIVITIES AND MECHANISMS (DAG Activities in *Italics*)	ALTERNATIVE LEVELS OF SUPPORT FOR TEACHER CORPS PROGRAM OUTREACH		
	MINIMUM	MEDIUM	MAXIMUM
Establishment of Teacher Corps program outreach performance standards for adopter, developer, and demonstrator projects	Teacher Corps Washington Outreach Unit issues specific performance standards and guidelines for collaborative interaction among projects	Regional Outreach Support Networks facilitate implementation of program outreach performance standards by Teacher Corps projects in region	Regional Outreach Support Networks coordinate interaction among Teacher Corps projects and Program Specialists to achieve objectives
Supervision of project outreach performance; make objective determinations of project capabilities in educational R&D and/or commitment to D&U; monitoring of product review/validation and achievement of dissemination objectives	Program Specialists assess capability of each project for educational R&D and D&U and make recommendations for differential funding of projects with the most potential for outreach and/or assisting other Teacher Corps projects	Regional Networks collaborate with Program Specialists in assessing capabilities of projects for educational R&D and D&U; promote interaction among projects, referrals for review/validation, to facilitate achievement of outreach objectives	Regional Networks coordinate collaboration among projects to improve the capabilities of all to develop and implement effective school improvement programs; provide linkage with other educational diffusion agencies/networks
Training of project personnel in educational product marketing, linkage functions, technical assistance to adopters in implementing products and practices, managing outreach programs, etc.	Teacher Corps Diffusion Project coordinates training within ED Regions; projects with high capabilities in R&D and D&U receive supplemental funding to assist in regional training	Regional Networks coordinate training within region and collaboration among projects. TCCP, TCDP, and Teacher Corps Outreach Unit to maximize training effects regionally	Regional Networks conduct training and technical assistance to improve outreach capabilities of all projects; provide linkage with all Teacher Corps outreach agencies
Interaction between groups of projects (regionally or for thematic program interests) for the *spread* and *exchange* of information, to encourage *choice* and facilitate *implementation* assistance	Projects within reasonable proximity meet periodically, exchange personnel or teams for training; projects with strong R&D and D&U capabilities assist TCDP	Regional Networks facilitate meetings of projects and coordinate information sharing; coordinate collaboration among projects in regional "capacity building" for school improvement	Regional Networks conduct meetings of projects for information sharing and exchange of products and practices; provide linkage with TCDP and other outreach resource agencies
Preparation of local information materials, including newsletters, articles, media releases, etc., for *spread* of project information locally	Teacher Corps Communications Project provides guidelines, "how-to" materials, and linkage with local public information agencies	Regional Networks coordinate training of project personnel in use of "how-to" materials; provide linkage with TCCP and other information agencies	Regional Networks provide training and technical assistance as needed for projects in the preparation of effective information materials
Preparation of promotional, instructional, and support materials for *spread* and *exchange* and use in *choice* and *implementation* activities of project-developed innovations	Projects with high R&D capability and D&U commitment receive supplementary funding for outreach; other projects get assistance from TCCP within funding limitations	Regional Networks facilitate collaboration between strong R&D/D&U projects and "adopter" projects; coordinate direct assistance to projects by TCCP, TCDP, educational marketing groups	Regional Networks provide technical assistance in materials preparation or coordinate delivery by TCCP and/or TCDP of highly specialized educational marketing services, and so forth
Documentation and evaluation to provide data on evidence of effectiveness of products/practices for Review and Endorsement assessment Process	Local projects use IHE resources or those of nearby Teacher Corps Projects with strong R&D capabilities; TCDP assists as possible	Regional Networks coordinate collaboration among projects as necessary to facilitate Review and Network Endorsement Processes	Regional Networks provide training and technical assistance in documencation and evaluation; direct Network Endorsement process
Validation of evidence of effectiveness of products and practices as prescreening for review by Joint Dissemination Review Panel (JDRP)	TCDP provides referrals for any projects needing assistance (ED Regional offices, Teacher Corps projects with high R&D capabilities)	Regional Networks facilitate validation process for regional projects; provide referrals; forward validaced products to program office	Regional Networks provide training and technical assistance in validation Procedures; forward validated products to program office
Presentations at local, state, regional, and national meetings of educational organizations and publication in professional journals, etc., to *spread* information and facilitate *exchange*	All projects allocate resources to make presentations to appropriate audiences; the most productive projects receive supplemental funding for presentations and publication	Regional Networks promote participation by projects in regional meetings and collaborate with TCDP in making effective use of publication opportunities by Teacher Corps projects	Regional Networks conduct regional meetings in school improvement and educational personnel training programs; coordinate other regional and national project presentations
Dissemination of innovative materials through state or federally funded dissemination systems to stimulate *exchange* and *choice* activities	All projects make use of ERIC and similar state information systems or networks; eligible projects seek funding from NDN	Regional Networks facilitate submissions by projects to dissemination systems and maintain linkage with state and regional agencies	Regional Networks provide training and technical assistance in accessing various systems; Provide linkage between projects and agencies
Operation of demonstration programs (classrooms, inservice centers, etc.) to provide for *exchange* and to facilitate *choice* by potential adopters	All projects conduct some demonstration activities; most Productive Products get supplemental funding from Teacher Corps Program	Regional Networks coordinate collaboration among projects to maximize impact of demonstration activities by Teacher Corps Projects in region	Regional Networks provide training and technical assistance to Projects in establishing demonstration programs; coordinate with NDN
Providing on-site technical assistance to adopters in the *implementation* of Project-developed Products and Practices	Eligible projects get NDN funding; other productive Projects with strong D&U capabilities get supplementary Program funding	Regional Networks facilitate collaboration among adopter and demonstrator projects to improve the capabilities of all to assist adopters/adapters	Regional Networks conduct training and technical assistance to regional projects to establish implementation service capability
Commercial publication of effective project developed materials; *spread*, *exchange*, and *choice* done by publisher; *implementation* contracted	Any project with commercially attractive materials can get assistance from Publishers; TCDP Provides referrals as possible	Regional Networks facilitate interaction with projects and Publishers; coordinate technical assistance between Projects and TCDP	Regional Networks provide linkage between projects and publication specialists; maintain coordination with other Teacher Corps regions

1. Establishment of Teacher Corps program outreach performance standards for adopter, developer, and demonstrator projects.

   Minimum: Teacher Corps Washington Outreach Unit issues specific performance standards and guidelines for collaborative interaction among projects.

   Medium: Regional Outreach Support Networks facilitate implementation of program outreach performance standards by Teacher Corps projects in region.

   Maximum: Regional Outreach Support Networks coordinate interaction among Teacher Corps projects and Program Specialists to achieve objectives.

We recommend that Teacher Corps Washington promulgate a set of project outreach performance standards, direct projects to conduct formal appraisals of their readiness and capabilities for outreach, and require all projects to apply for one of three levels of differential support when they complete continuation grant applications for fiscal year 1982. Essentially, projects would be assigned to one of three categories of educational R&D/D&U capability after review of grant application data by a panel of Teacher Corps Washington program staff personnel; maximum attention should, of course, be given to objective self-appraisal data supplied by projects but the program officials should strive to ensure that the evidence provided by projects demonstrates potential for achieving the standards established for each level. In general, we would suggest that specific check-list criteria be developed from the following broad sort of guideline statements:

- Developer/Demonstration Projects; these projects should provide strong evidence of commitment and resource capabilities (in place or readily available) to plan and develop novel educational programs; conduct effective documentation and evaluation of the implementation of innovative programs to ensure that evidence of effectiveness can be validated; specify means for demonstrating innovative programs and disseminating information about them on a broad regional or national basis; detail resources to be committed to maintaining innovations and to providing technical assistance to adopters (including adaptation in a wide range of educational settings) both among Teacher Corps projects and other educational audiences.

- Regular/Service Projects; These projects should provide convincing evidence of institutional commitment and resource capability to develop effective school improvement programs in the project LEA, to assess the effectiveness of products and practices, and to provide and maintain effective demonstration and dissemination services for potential adopters in the local area (state or region, as appropriate).

- Adopter Projects; these projects indicate a need (or are judged by differential funding review panel to have a need) for training and technical assistance in adapting innovative educational programs in the LEA schools and for increasing the capabilities of the IHE to provide effective school improvement programs to schools in the local and regional area.

When established, the program of differential funding would make the resources of more productive Teacher Corps projects available to projects that needed the most help. At minimal levels of outreach program support, the "personal linkage" between project personnel and dissemination resources (whether for drawing-upon or contributing-to) will obviously be weak. A great deal of responsibility falls to the projects themselves because of the limited capability for linkage operations by the Teacher Corps Diffusion Project (TCDP) and Teacher Corps Communications Project (TCCP). Much of the assistance provided to adopter projects would have to come about through brokerage and/or referrals conducted at a distance by the support project personnel striving to get the best "matches" among projects. Thus, the personal linkage in the minimum outreach program will take place largely among project personnel engaged in collaborative interaction with other project personnel, local information resource personnel, or other adopters.

Even more critical to the success of a program of differential funding among Teacher Corps projects than the linkage capabilities of the TCDP and the TCCP, in the minimum level outreach configuration, would be the effectiveness of the personnel who were assigned to the Teacher Corps Washington Outreach Unit. We have estimated annual

operating costs and projected costs for this group in terms of Department of Education personnel assignments rather than Teacher Corps program funding.

Outreach Unit Teacher Corps Washington	Estimated Annual Cost		
	Minimum	Medium	Maximum
	1 F.T.E.	2 F.T.E.	3 F.T.E.
Costs of assigning program staff personnel to monitor outreach support projects and provide liaison with Federal dissemination systems	Costs Projected Over Five Years		
	Federal Staff Person-Years		
	5	10	15

It has become increasingly clear to us during our study of Teacher Corps operations that the Federal program office should establish an Outreach Unit to provide leadership and administrative control of the information sharing and validation/outreach activities. At a very minimum we recommend that a full-time program staff professional be assigned to provide leadership in outreach activity and accomplish the following responsibilities:

- Monitor the Teacher Corps Communication Project (TCCP)
- Monitor the Teacher Corps Diffusion Project (TCDP)
- Coordinate program relations with ED dissemination agencies and professional educational associations:

. DAC	. Teacher Centers	. ASCD
. ERIC	. ROEP	. AASA
. RDx	. AACTE	. NAESP
. JDRP/NDN	. NEA	. NASSP
. RRC	. AFT	. etc.
. Education Practice File	. ATE	
. Equal Education Opportunity Program	. NSDC	
	. CCSSO	

The following scenario, written by Fred Rosenau, gives a view of how a Teacher Corps Outreach Unit staff person might carry out such tasks.

A DAY IN THE LIFE OF DEE ESS:

A Teacher Corps Dissemination Scenario

On a sparkling April day in 1981, Dee Ess, newly appointed Dissemination Specialist in the Washington office of Teacher Corps, rode Metro to her office. During the 20-minute ride, she had ample time to run over mentally some of the issues she knew were facing her in this; her third, week in a challenging new assignment. Above all, she knew that in two days she would be sitting down, for the first time, with the full Office of Educational Research and Improvement dissemination coordination committee whose minutes she had reviewed over the previous weekend. She had met, thus far, only two members of the committee--one of whom was the head of the dissemination and professional development group. But she had been engaged in a crash reading program to catch up on recent reports from the various technical assistance contractors and dissemination networks most likely to assure Teacher Corps of the kinds of help it would need in the year ahead.

Opening her briefcase deftly so as not to jostle her seatmate, she began riffling through the long list of notes she had compiled for herself to try to attend to some of the many details needing her attention in the next few days. These included:

- Planning production of a very simple, perhaps computer-based and computer-printed, directory--updated and unillustrated--of all Teacher Corps projects for distribution to the ED Regional Offices, Teacher Centers, the Regional Exchanges, the ERIC Clearinghouse on Teacher Education, Regional Programs, state education agency inservice coordinators, state capacity-building projects, key offices on the Hill, all key offices in OERI, OESE, OSERS, etc. She made another note to see if it would be possible for the copies headed for the Hill to carry personal notes from the projects themselves...

- Making arrangements to meet with the Teacher Center state coordinators at the next Teacher Center program workshop.

- Planning to cooperate with the Regional Offices for the next series of ESEA Title I workshops.

- Arranging for distribution, with a cover memo from the director of Teacher Corps, of Resources for Educational Program Improvement to Teacher Corps projects.

- Planning--and getting costs for--an insert for the ED newsletter on Teacher Corps dissemination activities in recent months. She felt this insert, on different color stock, would be an effective alternative to the former Teacher Corps INFORMATION bulletin.

- Arranging--via one of the OERI technical assistance contractors--for help in improving the writing/editing/production of the various locally produced Teacher Corps "newsletters" which heretofore seemed distinctly un-newsy.

- Working with Basic Skills Coordinating Committee members to get selective basic skills information out to all projects--not just the basic skills cluster funded by tne Basic Skills program.

- Linking state and regional Teacher Corps clusters to the next series of regional dissemination forums.

- Helping to move Teacher Corps output more quickly into RDx, the Urban Superintendents Network, and so on.

- Scheduling a meeting with the dissemination project director at the Council of Chief State School Officers.

- Making arrangements to get the best TC videocassettes and audiotapes into the National Audiovisual Center for nationwide distribution.

- Meeting with the Office of Public Affairs to suggest ideas for stories or features attractive to the editors of Education USA, Education Times, Teacher Education Reports, and other key media.

- Working with the editors of American Education to develop a Teacher Corps feature for fall; she had already tossed out three possible sites that would entice journalists.

- Conferring with the OERI publication specialist about a possible third printing of School Learning Climate and Student Achievement. Should that Florida State University document be accessed only by ERIC, put on sale by the ERIC Clearinghouse, or placed with a nonprofit distributor?

- Discussing with colleagues the notion of discouraging Teacher Corps projects from paying for exhibit booths at ATE, NEA, QUEST, AACTE, and similar conferences; instead, shouldn't Teacher Corps make a concerted effort to get on the programs of all significant professional meetings in the coming year?

- Collecting from Teacher Corps Program Specialists examples of "failures" and "successes" to be shared--after de-personalization--with all other projects (for example, materials, practices, how-tos, demonstrations that did/didn't work out there).

- Querying her boss as to whether the Assistant Secretary for Public Affairs might ask the Secretary to visit in person a strong Teacher Corps site as a media event.

- Feeding tidbits to NSDC, ASCD, AACTE, Teachers' Centers Exchange, networks, and resource centers to maintain keen interest in Teacher Corps activities and accomplishments.

- Setting up a system to monitor all dissemination/service/technical assistance providers to obtain publications of value and importance to Teacher Corps projects.

- Checking to see if Networking for Interagency Collaboration had yet turned up in ERIC so Teacher Corps projects could refer to it as needed.

- And, further along in the month, seeing if she could compare the costs of a Teachers' Centers Exchange workparty with those of a regional Title I meeting so she could make recommendations as to which technique offered the most cost/beneficial potential for Teacher Corps projects.

She would have continued riffling through her briefcase, but the Metro public address system was signalling her station, so she closed the snap and headed for her office, wondering which item on her list should be dealt with first. As she walked along a line from an old Beatles song came into her mind--she wasn't sure she had it quite straight but the words seemed to fit the task ahead--she'd get by, with a little help from her friends.

2. Supervision of project outreach performance: make objective determinations of project capabilities in educational R&D and/or commitment to D&U; monitoring of product review/validation and achievement of dissemination objectives.

   Minimum: Program Specialists assess capability of each project for educational R&D and D&U and make recommendations for differential funding of projects with the most potential for outreach and/or assisting other Teacher Corps projects.

   Medium: Regional Networks collaborate with Program Specialists in assessing capabilities of projects for educational R&D and D&U; promote interaction among projects, referrals for review/validation, to facilitate achievement of outreach objectives.

   Maximum: Regional Networks coordinate collaboration among projects to improve the capabilities of all to develop and implement effective school improvement programs; provide linkage with other educational agencies/networks.

The other side of the coin in the system of differential funding (where projects with high capabilities in educational R&D/D&U help adopter projects) involves the responsibility for monitoring the performance of projects in meeting their stated outreach objectives, that is; that the program standards for outreach activities are met by each project.

Certainly a radical departure from past practices, a system for differentiating among projects such as we have proposed, would result in some degree of turmoil among Teacher Corps projects, perhaps even charges of unfair treatment in the classification of some projects to regular/service or adopter status. We recommend that the Teacher Corps Program Specialists, who are in fact charged with monitoring the performance of local projects, play a major role in assisting projects make objective assessments of their outreach potential, then follow through as closely as possible in monitoring the achievement of project objectives in dissemination, and as necessary take steps to try to adjust any real inequities. The Program Specialists should also maintain

close collaboration with the staff of the Outreach Unit and the various outreach support projects/networks, etc., in order to increase the likelihood that projects will make better use of available resources. At the minimum level of outreach program support it would be necessary for Program Specialists to work closely together in monitoring the interation among developer/demonstrator projects and adopter projects. At higher levels of Teacher Corps outreach program support, the Regional Networks could play an increasingly larger role in the linkage, referral, brokerage, etc., functions that Program Specialists would be concerned about and, thereby, make somewhat easier the tasks of monitoring project outreach performance.

We have not calculated any particular costs for this component of the Teacher Corps outreach system because supervision is so closely tied in with the relationship of Program Specialists with projects, a function that is incorporated in the program office operating costs.

3. Training of project personnel in educational product marketing, linkage functions, technical assistance to adopters in implementing products and practices, managing outreach programs, etc.

   Minimum: Teacher Corps Diffusion Project coordinates training within ED Regions; projects with high capabilities in R&D and D&U receive supplemental funding to assist in regional training.

   Medium: Regional Networks coordinate training within region and collaboration among projects, TCCP, TCDP, and Teacher Corps Outreach Unit to maximize training effects regionally.

   Maximum: Regional Networks conduct training and technical assistance to improve outreach capabilities of all projects; provide linkage with all Teacher Corps outreach agencies.

The responsibilities for training and technical assistance in outreach activities fall, in the minimum level of program outreach support, primarily to the TCDP and, to a lesser extent, to the TCCP. Regional Networks, however, assume an increasing degree of responsibility for training as the level of program outreach support increases. Cost estimates and projections for the training component discussed here are limited to the TCDP and TCCP operations.

Teacher Corps Communications Project	Estimated Annual Cost		
	Minimum	Medium	Maximum
Costs determined on the basis of staff person-years estimated to achieve production of various information publications and/or operation of systems at various levels of support by Teacher Corps Washington	$ 210,000	$ 300,000	$ 390,000
	Costs Projected Over Five Years		
	Federal Staff Person-Years		
	$1,050,000	$1,500,000	$1,950,000

We recommend that a Teacher Corps Communications Project (TCCP) be established for a three- to five-year period through competitive responses to a Request for Proposal (RFP), a process that we believe will result in securing the most competent personnel for the task of providing information services to projects, regional units, and the program office. Professional and support staff costs (including institutional overhead and facilities) are estimated on the basis of $60,000 per person-year. Production costs for publications, services, and so forth are estimated on the basis of anticipated volume.

Mechanism or Activity	Minimum	Medium	Maximum
Project Staff (3, 4, 5 person-years)	$180,000	$240,000	$300,000
Program Directory (Minimal, as at present with basic data on projects; on project innovations, services, etc; at optimal level of outreach support the directory is part of computer database information system which can be updated periodically)	6,000	10,000	10,000
Archive collection of program materials (storage, cataloging, etc.); collection, exchange, clearinghouse services improve at different levels	10,000	20,000	30,000
Catalog of project-developed products and practices; annual publication at minimum level to computerized data base Teacher Corps Practice File at optimal level of support	6,000	8,000	10,000
Newsletter about promising practices, etc., 4, 6, or 10 issues at different levels of outreach support	8,000	12,000	20,000
Direct communication service to projects	----	10,000	20,000

Teacher Corps Diffusion Project	Estimated Annual Costs		
	Minimum	Medium	Maximum
Costs determined on the basis of staff person-years estimated to achieve various levels of outreach support services to Teacher Corps projects and other units; support from Teacher Corps Washington	$1,460,000	$1,750,000	$860,000
	Costs Projected Over Five Years		
	$7,300,000	$8,750,000	$4,300,000

We recommend that a Teacher Corps Diffusion Project (TCDP) be established through competetive responses to an RFP issued by Teacher Corps for a three- to five-year contract. We believe this process will secure the most competent personnel to perform the highly specialized services envisioned for this project; these include training and technical assistance in all phases of school improvement program planning, development, evaluation, adaptation, and dissemination. At low levels of outreach program support, TCDP project personnel will focus more on coordinating the collaborative interaction among Teacher Corps projects with different levels of capability for educational R&D and/or commitment to knowledge D&U to maximize the effects of program outreach. Funds should be alloted for direct support of assistance in cases where there are many more adopter projects in a given area that can be served by developer/demonstration projects in the region. As higher levels of support become possible, the TCDP would be increasingly able to provide direct service to projects rather than brokerage and referrals that would be characteristic of the minimum level of operations. Such services include:

- Assessment of educational products and practices for Project Review and Network Endorsement processes;
- Validation of the evidence of product effectiveness in the prescreening process for JDRP review;

- Maintaining linkage with state, regional, and federal dissemination systems, clearinghouses, and networks;
- Establishing means for improved D&U among Teacher Corps IHEs and other SCDEs throughout the country (alternatives include support of new unit within NDN or setting up a separate D&U program for IHEs); and
- Assistance to projects in identifying potential audiences for dissemination, packaging educational materials, marketing practices, educational linkage functions, implementation assistance, and so forth.

Mechanism or Activity	Levels of Program Support		
	Minimum	Medium	Maximum
Project Staff (6, 10, and 6 person-years; many technical assistance and training functions assumed by Regional Outreach Support Networks in optimal configuration)	$360,000	$600,000	$360,000
Consultant fees and travel for technical assistance in product assessment; program development, documentation, evaluation; demonstration; marketing, packaging, and so forth (focus shifts to the regional networks capabilities at optimal level of support)	300,000	500,000	200,000
Support for Teacher Corps projects with exceptional R&D capability and/or commitment to D&U to provide assistance to Teacher Corps projects with less capability (need diminishes with increase in capability of other outreach support units)	500,000	300,000	100,000
Establishing and operating a system for improving D&U school improvement programs among Teacher Corps IHEs and other SCDEs nationally (regional networks perform the function in optimal configuration)	100,000	200,000	100,000
Training and technical assistance to projects, and increasingly as the levels of outreach support increase, to the Regional Outreach Support Networks	200,000	150,000	100,000

4. Interaction between groups of projects (regionally or for thematic program interests) for the spread and exchange of information, to encourage choice and facilitate implementation assistance.

   Minimum: Projects within reasonable proximity meet periodically, exchange personnel or teams for training; projects with strong R&D and D&U capabilities assist TCDP.

   Medium: Regional Networks facilitate meetings of projects and coordinate information sharing; coordinate collaboration among projects in regional "capacity building" for school improvement.

   Maximum: Regional Networks conduct meetings of projects for information sharing and exchange of products and practices; provide linkage with TCDP and other outreach resource agencies.

The system of Teacher Corps regional networks that operated through mid-1980, as we indicated at the beginning of this report, was to have played a central part in the information sharing and dissemination systems for Teacher Corps. Many of our advisors, although certainly not all, judged that the regional network system provided definite benefits to project operations and had potential for providing the stimulus for outreach--through peer pressure, institutional rivalry, professional interaction, and the like--that is missing when projects work in isolation from one another. One reviewer stated that the regional networks spread the program resources too thinly whereas another thought our case for a minimal outreach system without the personal linkage supplied by network interaction was "fatally flawed." Special purpose groups of projects, such as the Youth Advocacy Loop and Research Adaptation Cluster, also provided for professional stimulation, although the potential for facilitating outreach activities was not so readily apparent.

Our recommendations for the system of Regional Outreach Support Networks, defined below, should not, however, be construed to mean that we advocate simply reestablishing the previous regional network system. Though some of the networks, in our judgment, helped projects prepare for the "future" tasks of institutionalization and outreach--and did very creditable jobs in training, establishing

liaison with state dissemination agencies, providing linkage for projects with information resources, and so forth--others did nothing. We recommend that any future Teacher Corps investment in networking be made solely on the basis of providing means for the best available training and technical assistance in all the elements of developing and "delivering" successful school improvement programs. We make no recommendations with regard to the special purpose groups of projects; these seem to us to have less impact upon the larger challenge of Teacher Corps program outreach that is our primary concern.

Regional Outreach Support Networks	Estimated Annual Costs	
	Medium	Maximum
Costs determined on the basis of different ratios of Network staff personnel to projects in various regional configurations; the basic principle is to concentrate help where it is most needed	$3,034,000 to $3,124,000	$4,329,500 to $4,452,000
	Costs Projected Over Five Years	
	$21,398,000	$30,719,000

In order to ensure that the most qualified educational linkage personnel available are given the opportunity to assist Teacher Corps projects prepare for and conduct outreach activities, we recommend that a system of Regional Outreach Support Networks be established through competitive proposals in response to a procurement issued to a broad range of educational agencies able to operate outreach support programs. We would not limit eligibility for competing for the network contracts (or grants) to IHEs because of the specialized nature of educational dissemination. The qualifications needed for effective outreach linkage are not necessarily limited to teacher educators in SCDEs and Teacher Corps should endeavor to secure the most competent personnel for this vital task.

We suggest that the boundaries of the Teacher Corps network system follow, at least generally, those of the Department of Education's regions to increase the potential for coordinating effort with other Federally supported programs administered or supported regionally. A regional Teacher Corps network system, however, is not considered feasible at the minimum level of program outreach support. In that situation we recommend that differential funding (discussed on pages 28 to 30) be set up to provide additional funding for projects that have more capability in educational R&D and/or commitment to D&U to assist other projects.

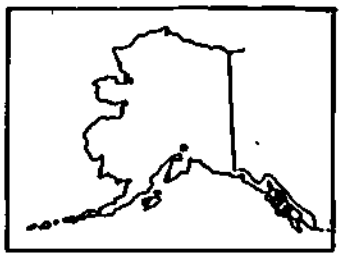
The variation in the cost estimates for the medium and maximum outreach programs is based upon different ratios of the number of full-time equivalent (FTE) network professional staff personnel to the number of Teacher Corps projects in each region (1:15 and 1:10 respectively). Table 8 indicates the number of personnel who would be involved in three different regional configurations (see also the maps on pages 52 to 54). As the number of Teacher Corps projects in a given region varied over the years, the FTE ratio could be adjusted without much disturbance in the continuity of personnel. For example, if the number of projects in ED Region IV were to increase from 20 to 23 the regional network staff could be increased from 2.0 to 2.3 FTE staff by contracting for the part-time services of an available educational linkage specialist. The same principle would work in reverse but, to ensure continuity, no region would ever have fewer than one (1.0 FTE) network staff person. The estimated cost of the regional network system is determined on the basis of $20,000 or $25,000 per project served (medium and maximum support levels) plus a personnel allowance of $25,000 for each FTE staff person, prorated as necessary. Other costs are estimated on a national basis although there would likely be regional variation. (Text continues on page 55.)

TABLE 8.

Number of Teacher Corps Regional Outreach Support Network Professional Staff Personnel in Ratios of 1:15 and 1:10 to the Number of Projects in Three Configurations of Department of Education Regions

Ten ED and TC Regions (Map on page 52)				Eight TC Regions (Map on page 53)				Six TC Regions (Map on page 54)			
Regions	Number of Projects	Network Staff Ratio 1:15	Network Staff Ratio 1:10	Regions	Number of Projects	Network Staff Ratio 1:15	Network Staff Ratio 1:10	Regions	Number of Projects	Network Staff Ratio 1:15	Network Staff Ratio 1:10
I	10	1.0	1.0	1	10	1.0	1.0	1	24	1.6	2.4
II	14	1.0	1.4	2	14	1.0	1.4				
III	15	1.0	1.5	3	15	1.0	1.5				
IV	20	1.3	2.0	4	20	1.3	2.0	2	20	1.3	2.0
V	22	1.5	2.2	5	22	1.5	2.2	3	37	2.5	3.7
VI	17	1.1	1.7	6	17	1.1	2.7	4	23	1.5	2.3
VII	6	1.0	1.0	7	13	1.0	1.3				
VIII	7	1.0	1.0					5	12	1.0	1.2
IX	16	1.1	1.6	8	21	1.4	2.1	6	16	1.1	1.6
X	5	1.0	1.0								
Total	132	11.0	14.4		122	9.3	13.2		132	6.5	9.5

FIGURE I. Distribution of Teacher Corps Projects in Ten ED Regions.



REGION X

Alaska	1
Idaho	1
Oregon	1
Washington	2

REGION VIII

Colorado	1
Montana	2
North Dakota	1
South Dakota	1
Utah	1
Wyoming	1

REGION VII

Iowa	1
Kansas	1
Missouri	2
Nebraska	2

REGION V

Illinois	6
Indiana	2
Michigan	3
Minnesota	1
Ohio	7
Wisconsin	3

REGION I

Connecticut	2
Maine	1
Massachusetts	4
New Hampshire	1
Rhode Island	1
Vermont	1

Boston Area	3
New York City	7
New Jersey	3
Philadelphia Area	3
Delaware	1
Maryland	2
Washington, DC-Arlington, VA	2

REGION II

New Jersey	3
New York	9
• Puerto Rico	1
• Virgin Islands	1

REGION III

Delaware	1
District of Columbia	1
Maryland	2
Pennsylvania	6
Virginia	4
West Virginia	1

REGION IV

Alabama	4
Florida	3
Georgia	2
Kentucky	2
Mississippi	3
North Carolina	2
South Carolina	2
Tennessee	2

REGION IX

Arizona	2
California	10
Hawaii	1
Nevada	1
• American Somoa	1
Trust Territory of the Pacific	
• Guam	1
Wake Islands	

REGION VI

Arkansas	1
Louisiana	3
New Mexico	1
Oklahoma	2
Texas	10

In this configuration the Teacher Corps Regional Outreach Support Networks coincide with The Department of Education regions; I (Boston), II (New York), III (Philadelphia), IV (Atlanta), V (Chicago), VI (Dallas), VII (Kansas City), VIII (Denver), IX (San Francisco), and X (Seattle).

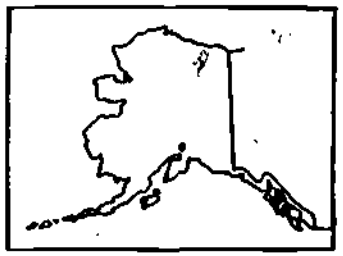


FIGURE 2. Distribution of Teacher Corps Projects in Eight Regions.

REGION X

Alaska	1
Idaho	1
Oregon	1
Washington	2

REGION VIII

Colorado	1
Montana	2
North Dakota	1
South Dakota	1
Utah	1
Wyoming	1

REGION VII

Iowa	1
Kansas	1
Missouri	2
Nebraska	2

REGION V

Illinois	6
Indiana	2
Michigan	3
Minnesota	1
Ohio	7
Wisconsin	3

REGION I

Connecticut	2
Maine	1
Massachusetts	4
New Hampshire	1
Rhode Island	1
Vermont	1

Boston Area	3
New York City	7
New Jersey	3
Philadelphia Area	3
Delaware	1
Maryland	2
Washington, DC-Arlington, VA	2

REGION II

New Jersey	3
New York	9
• Puerto Rico	1
• Virgin Islands	1

REGION III

Delaware	1
District of Columbia	1
Maryland	2
Pennsylvania	6
Virginia	4
West Virginia	1

REGION IV

Alabama	4
Florida	3
Georgia	2
Kentucky	2
Mississippi	3
North Carolina	2
South Carolina	2
Tennessee	2

REGION IX

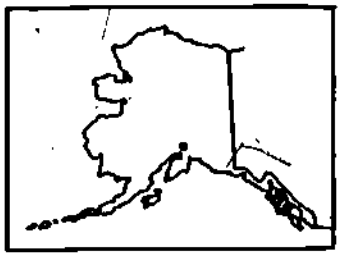
Arizona	2
California	10
Hawaii	1
Nevada	1
• American Somoa	1
Trust Territory of the Pacific	
• Guam	1
Wake Islands	

REGION VI

Arkansas	1
Louisiana	3
New Mexico	1
Oklahoma	2
Texas	10

In this configuration the Department of Education Regions VII (Kansas City) and VIII (Denver) are combined into a single Teacher Corps Regional Outreach Support Network as are Regions IX (San Francisco and X (Seattle); the remaining Networks coincide with the ED Regions.

FIGURE 3. Distribution of Teacher Corps Projects in Six Regions.



REGION X

Alaska	1
Idaho	1
Oregon	1
Washington	2

REGION VIII

Colorado	1
Montana	2
North Dakota	1
South Dakota	1
Utah	1
Wyoming	1

REGION VII

Iowa	1
Kansas	1
Missouri	2
Nebraska	2

REGION V

Illinois	6
Indiana	2
Michigan	3
Minnesota	1
Ohio	7
Wisconsin	3

REGION I

Connecticut	2
Maine	1
Massachusetts	4
New Hampshire	1
Rhode Island	1
Vermont	1

Boston Area	3
New York City	7
New Jersey	3
Philadelphia Area	3
Delaware	1
Maryland	2
Washington, DC-Arlington, VA	2

REGION II

New Jersey	8
New York	9
• Puerto Rico	1
• Virgin Islands	1

REGION III

Delaware	1
District of Columbia	1
Maryland	2
Pennsylvania	6
Virginia	4
West Virginia	1

REGIDN IV

Alabama	4
Florida	3
Georgia	2
Kentucky	2
Mississippi	3
North Carolina	2
South Carolina	2
Tennessee	2

REGION IX

Arizona	2
California	10
Hawaii	1
Nevada	1
• American Somoa	1
Trust Territory of the Pacific	
• Guam	1
Wake Islands	

REGION VI

Arkansas	1
Louisiana	3
New Mexico	1
Oklahoma	2
Texas	10

In this configuration Department of Education Regions I (Boston) and II (New York) are combined, as are Regions III (Philadelphia) and V (Chicago), Regions VI (Dallas) and VII (Kansas City), and Regions VIII (Denver) and X (Seattle). Regions IV (Atlanta) and IX (San Francisco) remain as separate units.

Of the six possibilities (two ratios in three configurations) we judge that (given the present distribution of projects throughout the country) the optimal system of networking and outreach linkage would be provided by having one FTE staff person for every 10 projects in eight Teacher Corps regions. Combining ED Regions VII with VIII and IX with X, although the geographic areas (see Figure 2, page 53) are large indeed, is more economical in terms of the ratio of network staff to projects served. In addition, the cities of Denver and San Francisco, where the Network staff would likely be located, both have superior transportation facilities to compensate for the distances between some of the more remote projects. Although at a 1:15 ratio it would take only 9.3 FTE network staff to serve these eight regions, it was the consensus among our advisors and reviewers that the Executive Secretaries, in the previous Teacher Corps regional configuration of 12 networks, could serve about 10 projects most efficiently.

The estimated annual costs of this outreach component are stated in terms of options depending upon the ratio of FTE network staff professionals to the number of projects (out of 132) served.

Mechanism or Activity (Minimum level not included)	Levels of Outreach Program Support	
	Medium	Maximum
Basis for Network Budget, per project	$ 20,000	$ 25,000
Ratio of Staff FTE per project	1:15	1:10
Ten Regions; 132 projects 11.0 and 14.4 FTE	$2,640,000 220,000 $2,860,000	$3,300,000 360,000 $3,660,000
Eight Regions; 132 projects 9.3 and 13.2 FTE	$2,640,000 186,000 $2,826,000	$3,300,000 330,000 $3,630,000

	Medium	Maximum
Six Regions; 132 projects	$2,640,000	$3,300,000
6.5 and 9.5 FTE	130,000	237,500
	$2,770,000	$3,537,500
Support for Deans Councils (allowances* of $1,000 or $3,000 for each project)	$ 132,000	$ 396,000
Support for Superintendents Councils*	$ 132,000	$ 396,000

*Regarded by some reviewers as a politically astute investment for institutionalization and outreach but by others as simply window dressing or boondoggles.

The five-year projections are based upon an eight region configuration and include the following variables:

Levels of Outreach Program Support

	Medium	Maximum
Per Project Operating Budget	$ 20,000	$ 25,000
Ratio of Network FTE Staff to Projects in Region	1:15	1:10
Allowance for Deans Council, per Project	$ 1,000	$ 3,000
Allowance for Superintendents Council, per Project	$ 1,000	$ 3,000

The estimate for each year (below) includes the costs for each of the factors above and network staff costs for the number of projects indicated:

Fiscal Year	No. Projects	Staff FTE	Medium	Staff FTE	Maximum
1982	172	11.5	$ 4,014,000	17.2	$ 5,762,000
1983	212	14.1	4,946,000	21.2	7,102,000
1984	173	11.5	4,036,000	17.3	5,795,000
1985	160	10.7	3,734,000	16.0	5,360,000
1986	200	13.4	4,668,000	20.0	6,719,000
		TOTALS	$21,398,000		$30,719,000

5. Preparation of local information materials, including newsletters, articles, media releases, etc., for spread of project information locally.

   Minimum: Teacher Corps Communications Project provides guidelines, "how-to" materials, and linkage with local public information agencies.

   Medium: Regional Networks coordinate training of project personnel in use of "how-to" materials; provide linkage with TCCP and other information agencies.

   Maximum: Regional Networks provide training and technical assistance as needed for projects in the preparation of effective information materials.

The next four Teacher Corps outreach system components involve cost estimates and projections of funds that we recommend be allocated (that is, set aside) for expenditure in each Teacher Corps project budget; we are not discussing "new" or "additional" program funds but rather the allotment of specific minimum proportions of each project's budget to carry out important outreach activities at particular times. Thus, the cost figures are directly related to the demonstration/dissemination mandate of the Teacher Corps but are not really separate from the program funding amounts authorized and/or appropriated by the Congress each year.

Teacher Corps Project Local Information Materials	Estimated Annual Costs		
	Minimum	Medium	Maximum
Annual costs calculated at 2, 3, and 4 percent of average annual project budget estimated to be $200,000 for each of 132 project; projections based on the assumed number of projects operating over the five-year period (1982-86)	$528,000	$792,000	$1,056,000
	Costs Projected Over Five Years (Allocated from project grant funds)		
	$1,834,000	$2,751,000	$3,668,000

The importance of effective communications between Teacher Corps projects and local community groups (parents, civic leaders, taxpayer organizations, etc.) has been well established in practice. Teacher Corps projects throughout the country have experienced improved community relations by publishing and distributing print materials, producing media presentations for public meetings, and so forth. Among such materials are the following:

- Newsletter
- Community Council election guides
- Project information brochures
- Slide-tape presentations about project activities
- Radio and television presentations (audio and videotapes)
- Informational posters
- Project reports

We recommend that all Teacher Corps projects receive guidance in the preparation of public information materials to enhance public acceptance of project efforts.

Our calculations were based on the assumption that (given past practices) over the five years of a project's life the average annual budget would be $200,000.* An average project expenditure of two percent of its annual budget, $4,000 per year on local public information, is not regarded as more than a very minimal investment to reach an audience that is crucial to institutionalization of a project's program. The projections for 1982-1986 were based upon the following factors:

Program Cycle	Number of Projects	Number of Years	Total @ $2,000	Total @ $3,000	Total @ $4,000
78	79	2	$ 316,000	$ 474,000	$ 632,000
79	53	3	318,000	477,000	636,000
81	40	5	400,000	600,000	800,000
82	40	4	320,000	480,000	640,000
83	40	3	240,000	360,000	480,000
84	40	2	160,000	240,000	320,000
85	40	1	80,000	120,000	160,000

* The program Rules and Regulations state that the maximum amount a project might receive over five years is $1,100,000, or an average of $220,000.

6. Preparation of promotional, instructional, and support materials for spread and exchange and use in choice and implementation activities and project-developed innovations.

   Minimum: Projects with high R&D capability and D&U commitment receive supplementary funding for outreach; other projects get assistance from TCCP within funding limitations.

   Medium: Regional Netorks facilitate collaboration between strong R&D/D&U projects and "adopter" projects; coordinate direct assistance to projects by TCCP, TCDP, educational marketing groups.

   Maximum: Regional Networks provide technical assistance in materials preparation or coordinate delivery by TCCP and/or of highly specialized educational marketing services, and so forth.

This outreach system component also involves the allocation of local project budgets rather than program funds although, with a system of differential funding, the developer/demonstrator projects end up spending more on dissemination materials than will the adopter projects. For projecting the costs, however, we have relied upon average figures for all projects to arrive at an estimate of the total of project budget monies that we recommend be allocated to this component.

Teacher Corps Project Dissemination Materials	Estimated Annual Costs (for 132 Projects)		
	Minimum	Medium	Maximum
Annual costs calculated at 4, 6, and 8 percent of the average fourth and fifth year budgets of 132 projects; average annual project budget estimated at $150,000; projections based on the number of projects operating in fourth and fifth years of program cycle in 1982-1986	$792,000	$1,188,000	$1,584,000
	Costs Projected Over Five Years (Allocated from project grant funds)		
	$2,304,000	$3,456,000	$4,608,000

As Teacher Corps projects undertake outreach activities they will have to prepare a variety of promotional, informational, and "how-to" materials to facilitate adoption and adaptation. Emrick and Peterson (1978) have defined such materials ("brochures, manuals, workbooks, handbooks, filmstrips, videotapes, and other hard-copy or mediated presentations of information") in three categories:

- Descriptive materials: printed matter, visual displays, and other hard-copy information designed to communicate what the new knowledge, product or practice is, how it can be used, and what benefits will accrue from use.
- Instructional materials: the textbooks, workbooks, audiovisual sequences, and other items which make up the basic curriculum or content of the educational process (curriculum materials that are not central to the innovation are classified as support materials).
- Support materials: printed matter, audiovisual aids, and other informational components that occupy a background or optional status; support materials include elements of an innovation's curriculum, management, and implementation that are neither central to the innovation nor essential to its utilization.

The capability of projects to produce such materials may be closely related, we suspect, to the general level of productivity in educational R&D. Thus, in a Teacher Corps program of minimum outreach effort we would not expect more than a third of all projects to (1) develop really innovative school improvement or educational personnel training programs or (2) need technical assistance to prepare dissemination materials.

In arriving at the estimated annual cost that existing projects should allocate to the production and delivery of dissemination materials we assumed that an average budget for Teacher Corps projects in the fourth year would be $175,000 and in the fifth year $125,000; we took the average for the two years, $150,000, and calculated the minimum, medium, and maximum levels of expenditures by projects at four, six, and eight percent of the total for 132 projects. To arrive at a five-year projection of the costs of dissemination materials we

noted (from Table 6) that only Programs 78, 79, 81, and 82 would have projects in their fourth and fifth years during 1982-1986. Using an annual average budget of $150,000, we again calculated the amounts to be allocated at four, six, and eight percent.

Program Cycle	No. of Projects in 4th Year	No. of Projects in 5th Year	Total No. of Project-Years	Level of Outreach Support		
				Minimum ($6,000)	Medium ($9,000)	Maximum ($12,000)
78	79	79	158	$ 948,000	$ 1,422,000	$ 1,896,000
79	53	53	106	636,000	954,000	1,272,000
81	40	40	80	480,000	720,000	960,000
82	40	-	40	240,000	36,000	480,000

7. Documentation and evaluation to provide data on evidence of effectiveness of products/practices for Review and Endorsement assessment process.

   Minimum: Local projects use IHE resources or those of nearby Teacher Corps projects with strong R&D capabilities; TCDP assists as possible.

   Medium: Regional Networks coordinate collaboration among projects as necessary to facilitate Review and Network Endorsement processes.

   Maximum: Regional Networks provide training and technical assistance in documentation and evaluation; direct Network Endorsement process.

This component also involves the allocation of project funds, and as with the previous system component, would vary considerably among individual projects because of differential funding.

This component, and even more so the following one on product validation, provides a great deal of contention among our consultants and advisors. Advice for allocating Teacher Corps funds for product review, endorsement, and/or validation ranges from "nothing" to "whatever it takes." We are always brought up short by the question, "What does Teacher Corps want its projects to do?" Without clear guidelines on expectations for outreach performance by projects we are not able to provide a precise answer to the question and others of the sort that it elicits, such as:

> "Are all projects expected to produce products and practices that will have national significance?"
>
> "How much scrutiny is 'enough' in determining the effectiveness of an inservice teacher education program or similarly complex educational innovation?"

Until such time as there are clear guidelines we have resorted to calculation of cost estimates that assume an average "reasonable" investment in program documentation and evaluation. With many projects eliminating the staff position of documentor/evaluator--our own notion is that many could benefit from adding writer-editors to project staff--the situation will remain unclear until guidelines are promulgated.

Project Documentation and Evaluation of Programs	Estimated Annual Costs (For 132 Projects)		
	Minimum	Medium	Maximum
Annual costs calculated at 10, 15, and 20 percent of the average second and third year budgets of 132 projects; average annual budget estimated at $250,000; projections based on the number of projects in the second and third years of operation in 1982-1986	$3,300,000	$4,950,000	$6,600,000
	Costs Projected Over Five Years		
	(Allocated from project grant funds)		
	$8,325,000	$12,487,500	$16,650,000

If the Teacher Corps is to become a program demonstrating "exemplary" school improvement and educational personnel development programs then it is absolutely imperative that projects systematically collect, analyze, and act upon evaluative data to assess the effects of their products and practices. There can be no plausible evidence of effectiveness if some measurements of change are not made against baseline data. Without any evidence of effectiveness no reasonably skeptical educator will seriously entertain the prospects of adopting an educational program.

Our estimates of the costs of documentation and evaluation (discussed here as an outreach component although both are already incorporated in project budgets for program development and implementation) are based upon the assumption that at least ten percent of the developmental effort of a Teacher Corps project ought to be allocated for these functions to ensure adequate evidence of program effectiveness. We assume an average project budget, in the second and third development/training years, of $250,000. The estimates of 10, 15, and 20 percent of these annual budgets (for the minimum, medium, and maximum levels), are based upon a minimum allocation of $20,000 for project staff salaries for documentation and evaluation and $5,000 for specialized assistance in evaluation. We judge that this amount will provide a minimally effective job of documentation and evaluation and that additional investment by projects will yield even better returns in the plausibility of claims of effectiveness.

The five-year projections take into account the following factors:

Program Cycle	No. of Projects in 2nd Year	No. of Projects in 3rd Year	Total No. of Project-Years	Level of Outreach Support		
				Minimum ($25,000)	Medium ($37,500)	Maximum ($50,000)
79	-	53	53	$1,325,000	$1,987,500	$2,650,000
81	40	40	80	2,000,000	3,000,000	4,000,000
82	40	40	80	2,000,000	3,000,000	4,000,000
83	40	40	80	2,000,000	3,000,000	4,000,000
84	40	-	40	1,000,000	1,500,000	2,000,000

8. Validation of evidence of effectiveness of products and practices as prescreening for review by Joint Dissemination Review Panel (JDRP)

   Minimum: TCDP provides referrals for any projects needing assistance (ED Regional offices, Teacher Corps projects with high R&D capabilities)

   Medium: Regional Networks facilitate validation process for regional projects; provide referrals; forward validated products to program office.

   Maximum: Regional Networks provide training and technical assistance in validation procedures; forward validated products to program office.

The amounts of project budget funds to be allocated that are suggested here, as with the previous two components, will vary from project to project because of differential funding. But rather than just project average program calculations in estimating the investment to be made in product validation, we have tried to estimate just how many Teacher Corps members are likely to seek JDRP's exemplary designation for the educational products they have developed in their projects.

The numbers may appear low to some readers; we base our judgment that Teacher Corps projects will not seek JDRP approval in large numbers on (1) past experience with the Teacher Corps program, (2) the information given us about project intentions by the Executive Secretaries of the former regional networks, and (3) the prediction by some observers that the JDRP itself may be radically altered or abolished in the reasonably near future.

Validation of Evidence of Product/Practice Effectiveness	Estimated Annual Costs		
	Minimum	Medium	Maximum
Annual costs estimated on the basis of 10, 15, and 25 percent of 26 projects (approximately one-third of the Program 78) spending $2,000 for validation assistance; projections are based on the same proportion of projects in 5th year of operation between 1982 and 1986	$ 6,000	$ 8,000	$ 14,000
	Costs Projected Over Five Years (Allocated from project grant funds)		
	$ 12,000	$ 18,000	$ 32,000

Our interaction with Teacher Corps project personnel has led us to conclude that, without external stimulus such as the peer pressure provided by the regional or special purpose group of projects, very few of them are likely to submit evaluation data on their products or practices to the Joint Dissemination Review Panel (JDRP). It is possible, given future budget restrictions, that more projects than has been the case up to now will come to recognize the potential for support of outreach activites through the National Diffusion Network (NDN) and seek exemplary status for their innovations from the JDRP, the criterion for NDN consideration. We doubt, however, if it would be a significantly larger proportion. Our projections of resources necessary to support validation, therefore, are based upon the following assumptions about how projects are likely to behave under varying circumstances of program outreach support.

Minimum Level	Medium Level	Maximum Level
Very few projects would seek to have products/ practices validated; although the Teacher Corps Outreach Project (if established) could provide referrals for assistance with the pre-screening process for JDRP submission we doubt if more than 10 percent of all projects would undertake the effort	With some additional peer oressure for the assessment of product effectiveness (depending on the "strength" of regional network activity) we would expect that the proportion of projects seeking validation could rise to 15 percent	A strong system of regional networks would both stimulate projects to undertake validation and assist them in the process; we would expect that as many as 25 percent of all projects would prepare JDRP submissions

For both the estimated annual costs and the five-year projections we assume that only one-third of the projects will ever have products and practices developed to the point where evidence of effectiveness could be reviewed by the JDRP. We estimate that the cost of technical assistance for product validation would average about $2,000. Thus, one-third of the seventy-nine Program 78 projects, 26 might be expected to have evaluation data that could be reviewed by the JDRP. If ten

percent of the 26 (rounded up to 3) sought JDRP approval we would estimate an expenditure of project funds of $6,000 for prescreening assistance. In the five year period 1982 to 1986 the numbers of projects in each program cycle in the fifth year is as follows:

Program Cycle	No. of Projects in 5th Year	One-third with Data Suitable for JORP	Estimated Number of Submissions Level of Outreach Support Minimum (10%)	Medium (15%)	Maximum (25%)
78	79	26	3	4	7
79	53	18	2	3	5
81	40	13	1	2	4
			6	9	16

9. Presentations at local, state, regional, and national meetings of educational organizations and publication in professional journals, etc., to spread information and facilitate exchange.

   Minimum: All projects allocate resources to make presentations to appropriate audiences; the most productive projects receive supplemental funding for presentations and publication.

   Medium: Regional Networks promote participation by projects in regional meetings and collaborate with TCCP in making effective use of publication opportunities by Teacher Corps projects.

   Maximum: Regional Networks conduct regional meetings in school improvement and educational personnel training programs; coordinate other regional and national project presentations.

The cost estimates and projections for the next two outreach system components are based upon proportions of the amounts recommended for shifting among projects in the differential system of grant awards. Thus, we are again looking at the prescribed allocation of authorized program funds rather than additional support necessary to operate the outreach system.

The presumption behind the diminution of amounts shifted among the projects at the higher levels of outreach program support is that, as the support projects and regional networks become more efficient in improving the capabilities of all projects to develop and implement effective school improvement programs, there will be less need for additional grant support to support the technical assistance provided at the lowest level of outreach program support by the developer/demonstrator projects.

The national impact of this component of the Teacher Corps dissemination system would, we judge, be enhanced considerably, particularly at the minimum level of support for outreach, if the most productive projects received supplemental funding for the costs incurred in travel to professional organization meetings and for personnel resources invested in preparing articles, reports,

etc., for publication in education journals. Table 6 makes clear that differential funding of projects, moreover, need not have any effect upon the overall level of program funding if the reduction in funding levels for low-level producing adopter projects is transferred to the more productive developer/demonstration projects. (The amounts suggested in the three levels decline as they go from the minimum to maximum because the regional network system would provide training and technical assistance in these activities and pick up some of the "slack.")

	Estimated Annual Costs		
	Minimum	Medium	Maximum
Presentations at educational meetings and publication in education journals	(Program funds reallocated among 176 projects)		
Estimates of annual costs based on average of 57 projects using 25 percent of average amount of grant funds shifted among 176 projects; five-year projections follow same formula using data on projects and funding shifts from Table 6	$ 743,750	$ 601,250	$ 387,500
	Costs Projected Over Five Years (Program funds reallocated among all projects)		
	$4,037,500	$3,285,000	$2,156,250

To project the resources to be allocated for this outreach component we have assumed that approximately one-fourth of the amount shifted among projects through differential grant funding (Table 6 on page 29) would be utilized for presentations and publication activity. (The remaining three-fourths would be allocated for the three outreach system components discussed next: dissemination of innovations via established dissemination systems, operation of demonstration centers, and providing technical assistance to adopters.) The cost data above simply represent 25 percent of the amounts recommended for shifting among projects. The annual cost estimates are equal to one-fourth of the amounts to be shifted among 176 operating Teacher Corps projects in Fiscal year 1982. The 57 most productive projects would receive additional support

to share information with other educators. The projections of costs over the next five years have been calculated in exactly the same way: the figure of $2,156,250 is equal to one-fourth of the sum of the amounts transferred among projects in the maximum level of outreach program support for the period 1982-1986.

10. Dissemination of innovative materials through state or federally funded dissemination systems to stimulate exchange and choice activities.

    Minimum: All projects make use of ERIC and similar state information systems or networks; eligible projects seek funding from NDN.

    Medium: Regional Networks facilitate submissions by projects to dissemination systems and maintain linkage with state and regional agencies.

    Maximum: Regional Networks provide training and technical assistance in accessing various systems; provide linkage between projects and agencies.

The data underlying the cost estimates for this outreach system component were calculated in the same way as they were for the previous activity, presentations and publication.

Dissemination Through Existing State and Federally Funded Dissemination Systems	Estimated Annual Costs		
	Minimum	Medium	Maximum
	(Program funds reallocated among 176 projects)		
Estimates of annual costs based on average of 57 projects using 5 percent of average amount of grant funds shifted among 176 projects; five-year projections follow same formula for years 1982-1986	$ 148,750	$ 120,250	$ 77,500
	Costs Projected Over Five Years		
	(Program funds reallocated among all projects)		
	$ 808,250	$ 657,000	$ 431,250

This outreach system component would also benefit from differential funding of Teacher Corps projects because those projects that were the most productive would have the most to disseminate. The lower costs, however, of utilizing existing dissemination systems (such as ERIC, NDN, RDx, or the state dissemination programs established by the NIE State Dissemination Grants Program) will not require extensive expenditures of either Teacher Corps program or project funds. The estimates for annual and five-year costs above were determined in the same way as those for the preceding component (presentations and publication) except that we assumed that five percent of the total

amounts shifted among projects would be sufficient for this activity. Most of the expenditures anticipated for this component would be for project staff time to establish and maintain linkage with dissemination system personnel, prepare materials for submission, and so forth. (Costs of evaluation consultants to assist projects in prescreening evaluation data of products and practices to be submitted to the JDRP are subsumed under the outreach system component for validation, pages 65 to 67 above.) In the more optimal outreach system configurations, Teacher Corps projects would receive assistance in utilizing dissemination agencies from regional network staff personnel.

Table 6 provides the amounts recommended for differential funding of projects according to their levels of educational R&D productivity and/or commitment to educational D&U. The medium level annual cost estimate, $120,250, is equal to five percent of $2,405,000, the total amount to be shifted among all Teacher Corps projects in Fiscal 1982. The $657,000 five-year projection at the middle level of outreach support is equal to five percent of the total shift in Teacher Corps funds of $13,140,000 over the years 1982-1986.

last Operation of demonstration programs (classrooms, inservice centers, etc.) to provide for exchange and to facilitate choice by potential adoptors.

Minimum: All projects conduct some demonstration activities; most productive products get supplemental funding from Teacher Corps program.

Medium: Regional Networks coordinate collaboration among projects to maximize impact of demonstration activities by Teacher Corps projects in region.

Maximum: Regional Networks provide training and technical assistance to projects in establishing demonstration programs; coordinate with NDN.

The estimates of cost for the next two outreach system components, operation of demonstration programs and providing on-site technical assistance to adopters, have been calculated in terms of ranges of expenditures. Because there is such a wide variation in costs involved in operating demonstration sites and providing technical assistance to adopters we have calculated cost estimates and projections using a range of 30 to 60 percent of the total fourth and fifth year budgets of Teacher Corps projects to accommodate the wide range of possibilities for each of the two outreach components.

Operation of Demonstration Centers	Estimated Annual Costs (Fiscal 1983)
	Minimum — Medium — Maximum
Annual estimates based upon the allocation of 30 to 60 percent of 132 program 78 and 79 budgets in fiscal year 1983; five-year projections based upon same proportions of all projects in fourth and fifth years of operation in 1983-1986	(Program funds reallocated among 132 projects)
	$7,745,000--(ranging up to)--$11,490,000
	Costs Projected Over Five Years
	(Project funds reallocated among all 4th and 5th year projects)
	$18,877,500--(ranging up to)--$37,755,000

The operation of demonstration sites is an important element of outreach for many if not most innovative educational programs. Providing potential

adopters with personal observation, training, or other experience with the operation of demonstration classrooms, teacher inservice centers, and the like very often facilitates the choice among alternative programs. We recommend that all Teacher Corps projects, unless their products and practices simply do not lend themselves to observation, operate some sort of demonstration service even if limited in availability only to educators in the immediate region or state.

In order to maximize the impact of the innovative products and practices developed by productive Teacher Corps projects, we recommend that a substantial proportion of their differential funding be allocated if appropriate to the operation of large-scale demonstration facilities. Estimates of the annual five-year costs of Teacher Corps demonstration centers involve funds from the fourth and fifth year budgets of each project; the differential support of the more productive projects is already built into the system of separate funding for adopter and developer/demonstrator projects. The amounts indicated above suggest the <u>total</u> that might be invested in demonstration site operations; the data in Table 9 (next page) give a more complete picture of variation among projects. The data for fiscal year 1983 are presented primarily to give an example of what a given year might look like when there are projects in both the fourth and fifth years of operation.

The range of possibilities for a given project to spend on operating a demonstration center thus ranges from $22,500 for a fifth year low-productivity Program 78 project spending 30 percent of its annual budget in the minimum outreach support program configuration to $135,000 for a Program 79 project spending 60 percent of its fourth year budget in the minimum outreach program support situation.

TABLE 9.

Range of Potential Expenditures from Teacher Corps Project Budgets for Operation of Demonstration Centers: Fiscal Year 1983. Percents are of Amounts Recommended for Differential Funding in Table 6.

Approximate Number of Projects at Each Level of Productivity			Differential Budget Levels (In Thousands of Dollars) Fiscal Year 1983								
			Minimum			Medium			Maximum		
Program Cycle			Amount Recmd.	Percent		Amount Recmd.	Percent		Amount Recmd.	Percent	
				30	60		30	60		30	60
78	26	Low	$ 75	22.5	45.0	$ 85	25.5	51.0	$ 100	30.0	60.0
	27	Medium	125	37.5	75.0	125	37.5	75.0	125	37.5	75.0
	26	High	175	52.5	105.0	165	49.5	99.0	150	45.0	90.0
79	18	Low	125	37.5	75.0	135	40.5	81.0	150	45.0	90.0
	17	Medium	175	52.5	105.0	175	52.5	105.0	175	52.5	105.0
	18	High	225	67.5	135.0	215	64.5	129.0	200	60.0	120.0
TOTALS			$19,150	5,745	11,490	$19,150	5,745	11,490	$19,150	5,745	11,490

The five-year projections are simply equal to the ranges represented by calculating 30 and 60 percent of the total expenditures (from Table 5) for all fourth and fifth year projects during the period 1982-1986:

Program Cycle	Fiscal Year (In thousands of dollars) 1982	1983	1984	1985	1986
78	13,825	9,875			
79		9,275	7,950		
81				8,000	6,000
82					8,000
	13,825	19,150	7,950	8,000	14,000

12. Providing on-site technical assistance to adopters in the implementation of project-developed products and practices.

    Minimum: Eligible projects get NDN funding; other productive projects with strong D&U capabilities get supplementary program funding.

    Medium: Regional Networks facilitate collaboration among adopter and demonstrator projects to improve the capabilities of all to assist adopters/adapters.

    Maximum: Regional Networks conduct training and technical assistance for regional projects to establish implementation service capability.

As with the previous component the cost estimates for this outreach system activity have been calculated in terms of ranges of expenditures that could conceivably be involved in providing technical assistance to adopters.

On-site technical assistance to adopters implementing products and practices Annual estimates based upon the allocation of 30 to 60 percent of 132 Program 78 and 79 project budgets for 1983; projections based upon same proportions in fourth and fifth year budgets of all projects in 1982-1986	Estimated Annual Costs (Fiscal 1983) Minimum — Medium — Maximum (Program funds reallocated among 132 projects) $5,745,000--(ranging up to)--$11,490,000 Costs Projected Over Five Years (Project funds reallocated among all 4th and 5th year projects) $18,877,500--(ranging up to)--$37,755,000

The provisions of technical assistance in helping adopters adapt project-developed innovations is essential to ensure that products and practices will be disseminated successfully around the country. Because, however, we can expect such a diverse range of products and practices, each requiring varying amounts of personal intervention by "credible" developer personnel providing assistance to adopters during the implementation phase, we have found it necessary to recommend a range of possible expenditures for this outreach system component. The calculations have been made in the same way as were the figures for the previous component, operating demonstration sites, and are, consequently equivalent.

13. Commercial publication of effective project developed materials; spread, exchange, and choice done by publisher; implementation contracted.

Minimum: Any project with commercially attractive materials can get assistance from publishers; TCDP provides referrals as possible.

Medium: Regional Networks facilitate interaction with projects and publishers; coordinate technical assistance between projects and TCDP.

Maximum: Regional Networks provide linkage between projects and publication specialists; maintain coordination with other Teacher Corps regions.

Perhaps the most effective educational dissemination system operating in the United States is the commerical publishing industry. Though Teacher Corps innovations will likely be more in the realm of processes and practices, there will be some materials that may have commercial appeal and projects should be encouraged to seek such publication.

Beyond the few instances of personal linkage service suggested above the costs of commercial publication are borne by the publishers and the Teacher Corps program will not need to allocate any funds for this effective means of outreach.

TWO COMPOUNDING PROBLEMS

There are two additional situations in Teacher Corps that increase the difficulty of formulating national program policy with regard to outreach. Both are related to the recommended strategy of shifting program resources among projects to capitalize upon the strengths of projects with institutions of higher education (IHE) components that are strong in educational knowledge production and utilization (KPU). In this report we have referred to these projects as those with schools, colleges, or departments of education (SCDEs) that demonstrate high levels of educational research and development (R&D) and/or strong institutional commitment to service to local education agencies (LEAs) through various channels of educational knowledge dissemination and utilization (D&U).

The problem of formulating general outreach policy for the Teacher Corps program is compounded by these two situations:

- Almost one out of every six projects is directed by an official of the LEA component; we do not consider the use of any index of KPU strength for the SCDEs associated with these projects as a valid predictor of potential for contributing to the overall outreach effort of Teacher Corps.
- The geographic distribution of Teacher Cops projects with SCDEs that are strong in KPU is badly skewed; the projects that have IHE components with high levels of educational R&D/D&U capability are concentrated in the northeast and are virtually absent in the southeast.

LEA-Based Projects

Table 10 indicates the number and regional distribution of Teacher Corps projects that have directors located in the LEA. We identified a project as LEA-based if the address of the project director listed in the Teacher Corps Directory for 1979-80 gave a LEA location. Whether or not these data are completely accurate with respect to the LEA or IHE affiliation

of the project director (we did telephone projects in instances where the directory address did not give a clear indication of either LEA or SCDE location) the fact remains that approximately one director out of every six has no professional stake in the capabilities of the IHE component to provide educational D&U services to adopters beyond the local area. In addition,

TABLE 10.

Teacher Corps Projects with Directors Located in Local Education Agency (LEA) by Productivity of Institution of Higher Education (IHE) in Each Department of Education Region (See Appendix A for Complete List)

Department of Education Regions and Number of Teacher Corps Projects		Number of LEA-Based Projects in Each Level and Index of IHE Productivity							Total	Percent of Total
		High			Medium		Low			
I	10	1	-	-	-	-	-	1	2	20.0
II	14	-	-	-	-	1	1	-	2	14.3
III	15	-	-	1	1	2	1	2	7	46.7
IV	20	-	-	-	-	-	1	-	1	5.0
V	22	1	-	1	-	-	-	-	2	9.1
VI	17	-	-	-	-	1	-	1	2	11.8
VII	6	-	-	-	-	-	-	-	0	0
VIII	7	-	-	1	-	-	-	-	1	14.3
IX	16	-	-	-	-	1	2	2	5	31.3
X	5	-	1	-	-	-	-	-	1	20.0
Totals	132	2	1	3	1	5	5	6	23	17.4
Total Number and Percent in Level		6	26.1		6	26.1	11	47.8	100.0	

of the 23 LEA-based projects in the country, 11, nearly half, have IHE components that are rated at the low end of the scale of educational R&D productivity. In our judgment (1) the lack of professional incentive for LEA-based project directors to engage in school improvement service activities beyond the local LEA and (2) the fact that only one-quarter of the LEA-based projects have SCDE components with sufficiently high R&D productivity to be likely to be classified as developer/demonstrator projects makes the entire category of projects marginal as potential prospects for contributing to the national Teacher Corps outreach effort.

But conversely, as one of our reviewers pointed out, several of the LEA-based projects are directed by persons in the central offices of large city school districts (Boston, Baltimore, Dallas, New York, Philadelphia, Pittsburgh, St. Paul) and in state education department agencies (Alaska, Puerto Rico, and Guam) where the capabilities to perform educational D&U services in similar contexts might be just as good as or better than many IHEs.

We recommend then that Teacher Corps give careful scrutiny to the proposals for funding as developer/demonstrator projects that may come from LEA-based projects during the first three or four years of a program cycle. Though we have perceived that some LEA-based directors have little interest in engaging in outreach once the objectives for local school improvement have been accomplished, on balance we would suggest careful review of proposals on a case-by-case basis to assess the evidence of commitment to effective outreach.

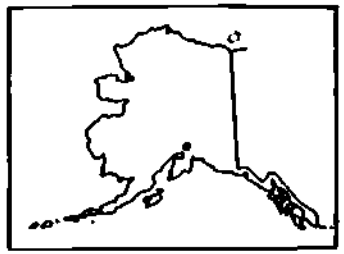
Geographic Distribution of Projects

The second situation that we believe makes the formulation of a national outreach policy more difficult for Teacher Corps is the geographic

maldistribution of projects with IHEs with strong educational R&D and D&U capabilities. Figure 4 indicates the locations of the Teacher Corps projects with SCDEs classified as high R&D producers in the 1977 Clark and Guba study (see also Table 4 on page 23). The concentration of the projects most likely to become developer/demonstrator projects in Department of Education Regions II, III, and particularly V, and the paucity of such projects in Region IV are particularly apparent. This situation makes the kind of collabortive interaction of developer/demonstrator projects with adopter projects that we recommend difficult indeed, even with differential project grant funding and linkage support that would be provided by the Teacher Corps Diffusion Project (TCDP).

One of our reviewers (who questioned whether or not the "market" for Teacher Corps project-produced teacher education materials was large enough to begin with to justify support of even our minimal outreach program recommendations) suggested that at the very least Teacher Corps should concentrate its resources to assist IHEs in the areas where they were most needed. This suggests that in a low level program of support for outreach the TCDP might best be located in the southeastern part of the nation, particularly in light of the distance between the current concentrations of potential developer/demonstrator projects and likely adopter projects. A longer term means for "shortening" the lines for project collaboration would be to fund projects with high R&D/D&U productivity SCDE components in the ED Region IV although, as presently projected, this would not occur before fiscal year 1982. The same reviewer, however, had reservations about the effectiveness of single-focus-support projects, such as the TCDP, because of the lack of "ownership" in the activity that the reviewer judged to be characteristic of the relations among colleagues providing collaborative assistance within the regional networks.

FIGURE 4. Teacher Corps Projects With High Levels of Educational R&D Productivity.



REGION X

Alaska	1
Idaho	1
Oregon	1
Washington	2

REGION VIII

Colorado	1
Montana	2
North Dakota	1
South Dakota	1
Utah	1
Wyoming	1

REGION VII

Iowa	1
Kansas	1
Missouri	2
Nebraska	2

REGION V

Illinois	6
Indiana	2
Michigan	3
Minnesota	1
Ohio	7
Wisconsin	3

REGION I

Connecticut	2
Maine	1
Massachusetts	4
New Hampshire	1
Rhode Island	1
Vermont	1

Boston Area	3
New York City	7
New Jersey	3
Philadelphia Area	3
Delaware	1
Maryland	2
Washington. DC-Arlington. VA	2

REGION II

New Jersey	3
New York	9
Puerto Rico	1
Virgin Islands	1

REGION III

Delaware	1
District of Columbia	1
Maryland	2
Pennsylvania	6
Virginia	4
West Virginia	1

REGION IV

Alabama	4
Florida	3
Georgia	2
Kentucky	2
Mississippi	3
North Carolina	2
South Carolina	2
Tennessee	2

REGION VI

Arkansas	1
Louisiana	3
New Mexico	1
Oklahoma	2
Texas	10

REGION IX

Arizona	2
California	10
Hawaii	1
Nevada	1
American Somoa	1
Trust Territory of the Pacific	
Guam	1
Wake Islands	

Locations of 41 Projects with SCDEs Classified by R&D Productivity (Clark and Guba, 1977)

SUMMARY AND RECOMMENDATIONS

The amounts of Teacher Corps program funds that go toward the Fourth Outcome, dissemination for adoption or adaptation, in the next year or five years will, of course, never be known with any degree of precision. If one were to add up the figures in Table II, the summary of outreach cost estimates on page 87, the totals that apparently could be spent would indeed be staggering. The sum of the five-year projections in the maximum outreach configuration for funds to be allocated (set aside) and required to operate support projects and networks is approximately $140 million. However, the figures are not additive; it takes a bit more manipulation of the cost estimate data to arrive at a reasonable estimate of the total amounts of program funds that might be invested in outreach in the next five years.

We can begin with some broad assumptions about the allocation of project operating funds and Teacher Corps options for funding outreach support projects and networks and work toward some more realistic estimates.

If we assume that:	Then the "cost" of outreach includes:
The total amount of Teacher Corps project operating funds in the fifth year of a program cycle goes for outreach activities, demonstration, and dissemination...	The grant awards for fifth year projects (see Table 5, page 27) will reach $9,875,000 in fiscal 1983, $7,950,000 in 1984, drop-off for 1985 because there will be no projects in the fifth year, and then stabilize at $6 million annually in 1986 when the Program 81 projects reach year five.
The total amount of Teacher Corps project operating funds in the fourth year of a program cycle goes for outreach (from our point of view the process of "institutionalization" is a form of dissemination--"selling" elements of the Teacher corps project to other schools in the LEA and other departments of the IHE)...	The grant awards for fourth year projects will total $13,825,000 in fiscal 1982, $9,275,000 in 1983, and then stabilize at $8 million in 1985; total fourth and fifth year project grant totals reach: 1982 - $13,825,000 1983 - 19,150,000 1984 - 7,950,000 1985 - 8,000,000 1986 - 14,000,000

If we assume that:	Then the "cost" of outreach includes:
Amounts set-aside by projects in the first, second, and third years to get ready for dissemination (evaluation, documentation, validation, etc.) and allocated for local information outreach (newsletters, media releases) are actually part of the overall dissemination effort...	The amounts that are ultimately set-aside (see Table 11, next page) for the preparation of local information materials (ranging from $528,000 to $1,056,000 annually for 132 projects), documentation and evalution ($3.3 to $6.6 million), and validation of the evidence of effectiveness (from six to fourteen thousand dollars annually).
All of the other outreach activities and mechanisms summarized in Table 11 that are to be paid for through the allocation of program or project funds (preparation of dissemination materials, presentations at professional organization meetings, etc.) are accomplished during the fourth and fifth years of a project...	The total fourth and fifth year project operating budgets (discussed on the previous page) and the amounts spent in years one to three (above) reaching totals of: 1982 - $17,659,000 to $21,495,000 1983 - 22,984,000 to 26,820,000 1984 - 11,784,000 to 15,620,000 1985 - 11,834,000 to 15,670,000 1986 - 17,834,000 to 21,670,000
The Teacher Corps Communications Project and the Teacher Corps Diffusion Project are established (at a cost of $1,670,000 annually in the minimum outreach support program)...	The total expenditures for Teacher Corps outreach activities rise to: 1982 - $19,329,000 to $23,165,000 1983 - 24,654,000 to 28,490,000 1984 - 13,454,000 to 17,290,000 1985 - 13,504,000 to 17,340,000 1986 - 19,504,000 to 23,340,000
A system of Regional Outreach Support Networks is established at a middle level of outreach support (with annual costs ranging from $3,034,000 to $4,124,000)...	The total outreach costs rise to (assuming an average annual network cost of $3,079,000): 1982 - $22,408,000 to $26,244,000 1983 - 27,733,000 to 31,569,000 1984 - 16,533,000 to 20,369,000 1985 - 16,583,000 to 20,419,000 1986 - 22,583,000 to 26,419,000
The Regional Outreach Support Network system is operated at an optimal level of Teacher Corps Outreach program support averaging $4,390,000 per year)...	The total rises to: 1982 - $26,798,000 to $30,834,000 1983 - 32,123,000 to 35,959,000 1984 - 20,923,000 to 24,759,000 1985 - 20,973,000 to 24,809,000 1986 - 27,973,000 to 30,809,000
Only fifth year projects can "really" engage in dissemination and a medium level of outreach support is provided for the TCCP, TCOP, and regional network operations...	Fifth year project grants and support system projects and networks costs: 1982 - $ 3,034,000 to $ 3,124,000 1983 - 12,909,000 to 12,999,000 1984 - 10,984,000 to 11,074,000 1985 - 3,034,000 to 3,124,000 1986 - 9,034,000 to 9,124,000

TABLE 11.

Summary of Annual and Five-Year Projected Cost Estimates for Components of Recommended Teacher Corps Outreach System, Fiscal 1982-1986.

Outreach Activities and Mechanisms Estimates of annual costs are given first and are followed by projections over the five year period of 1982 to 1986.	Amounts Allocated Within Program and/or Project Funding; Require No Additional Appropriations or Support from Teacher Corps Program Office			Amounts Required for Operation That Must Be Provided by the Teacher Corps Program and/or Additional Appropriations		
	Levels of Outreach Program Support			Levels of Outreach Program Support		
	Minimum	Medium	Maximum	Minimum	Medium	Maximum
Establishment of program outreach performance standards; Teacher Corps Outreach Unit staffing in Person Years	1 F.T.E. 5 F.T.E.	2 F.T.E. 10 F.T.E.	3 F.T.E. 15 F.T.E.			
Supervision of Project Outreach Performance; subsumed within duties of Program Specialists and functions of Regional Outreach Networks	--	--	--			
Training of project personnel for outreach: Operations of Teacher Corps Communications Project (TCCP)				$ 210.000 1,050.000	300.000 1,500,000	390.000 1,950.000
Operations of Teacher Corps Diffusion Project (TCDP)				1,460.000 7,300.000	1,750,000 8,750,000	860.000 4,300.000
Interaction between groups of projects; operations of Regional Outreach Support Networks; range varies depending upon ratio of network staff to projects served				-- --	$ 3,034.000 to 3,124.000 21,398.000	4,329.500 4,452.000 30,719.000
Preparation of local information materials; projects set-aside funds to produce local communications materials	$ 528.000 1,834.000	792.000 2,751,000	1,056.000 3,668.000			
Preparation of dissemination materials; projects allocate funds to produce promotional, instructional and support materials	792.000 2,304.000	1,188.000 3,456.000	1,584.000 4,608.000			
Project documentation and evaluation of programs; project program development funds that contribute to overall outreach potential	3,300.000 8,325,000	4,950.000 12,487.500	6,600.000 16,650.000			
Validation of evidence of effectiveness of products and practices as prescreening for review by Joint Dissemination Review Panel	6.000 12.000	8.000 18.000	14.000 32.000			
Presentations at local, state, regional, and national meetings of educational organizations; projects funds allocated for outreach	743.750 4,037.500	601.250 3,285,000	387.500 2,156.250			
Dissemination of innovative materials through state or federally funded dissemination systems; projects allocate costs	148.750 808.250	120.250 657.000	77.500 431.250			
Operation of demonstration programs to provide for exchange and to facilite choice by potential adopters; project allocated funds	7.745.000 18.877.500	--(ranging up to)-- --(ranging up to)--	11.490.000 37.755.000			
Providing on-site technical assistance to adopters of project-developed innovations; projects allocate funds as needed	5.745.000 18.877.500	--(ranging up to)-- --(ranging up to)--	11.490.000 37.755.000			
Commercial publication of effective project developed materials; costs borne by publisher	--	--	--			

Given the large number of variables and three levels of outreach support it is easy to see how one can "massage" the data in many ways and come up with estimates for Teacher Corps outreach that range from the astronomic to sums that are virtually nothing above the fifth year project grant award totals intended to support the demonstration and dissemination year. We have deliberately expanded the scope of dissemination activity to include various project functions, such as documentation and evalution, that are not ordinarily considered as part of an outreach effort. We have done this primarily to ensure that the program officials will have some idea of the scope of "costs" involved in preparing for and conducting effective outreach programs when they establish the outreach performance standards for Teacher Corps projects. A review of all of the recommendations made in this report arrayed against a summary of the costs, both "set-aside" and "extra," may help define the policy options more precisely.

Recommendations	Resource Requirements
Differential funding of projects to establish developer/demonstrator projects, regular/service projects, and adopter projects to compensate for variability in the capabilities of projects to engage in effective educational knowledge production and utilization (KPU).	Beginning in 1982, differential awards would be made to projects (see Table 6, page 29,) that would shift from as little as $1,550,000 to as much as $3,500,000 among the developer/demonstrator and adopter projects annually; in 1986, however, project operating costs would exceed $37.5 million and additional funds would be needed to support project operations and outreach support mechanisms.
Promulgation of dissemination performance standards for Teacher Corps projects to establish criteria for grant renewal applications at one of the three levels specified above; adopter, regular/service, or developer/demonstrator projects.	Beginning with the grant renewal applications for fiscal 1982, projects would be required to provide solid evidence of capabilities for educational KPU in order to qualify for funding as as a developer/demonstrator project (see pages 36-37).

Recommendations	Resource Requirements
Establishment of a Teacher Corps Washington Outreach Unit to monitor outreach support projects and provide liaison with Federal dissemination systems.	There would be no additional program office operating funds required if qualified personnel were to be shifted between existing units or replaced with Department of Education staffing limitations (see pages 37-41).
Teacher Corps Program Specialists assist projects in making objective assessments of their potential for engaging in effective outreach and closely monitor the program office decisions about differential grant awards to be made to projects.	This activity falls within the scope of the project monitoring responsibility of the Program Specialists and would not require any additional program support (see pages 42-43).
Establishment of a Teacher Corps Communications Project through a competitive response to a RFP to provide program-wide information services (directory, archives, list of project-developed products and practices, newsletter, etc.) and limited communication services to projects.	The estimates for operating the TCCP, with funds available in the balance between project operating costs and the anticipated appropriations for the program from Congress (at least until 1986), range from $210,000 to $390,000 annually (see pages 44-45).
Establishment of a Teacher Corps Diffusion Project, also through competitive responses to a RFP, to provide training and technical assistance to projects in all phases of school improvement program planning, development, evaluation, adaptation, and dissemination.	The estimates for operating the TCDP, also within anticipated funding levels for Teacher Corps through 1985, range from $1,460,000 in the minimum level of outreach support downward to $860,000 in the maximum configuration when many of the TCDP functions would be performed by the regional networks (see pages 46-47).
Establishment of Regional Outreach Support Networks through competitive responses to an RFP to provide training and technical assistance to the Teacher Corps projects in regions corresponding generally to the Department of Education regions.	Funding estimates were calculated only at the medium and maximum levels of outreach support; when the cost of networks is added to the cost of the TCCP and TCDP the total exceeds the amount available within anticipated program funding levels (see Table 12 below); costs range from $3,034,000 per year to $4,452,000 (see pages 48-56).
Allocation of project funds to prepare local information materials, newsletters, articles, media releases, etc.	Performance standards could establish guidelines for project performance in local communications and set-aside amounts would range from $528,000 to $1,056,000 each year (see pages 57-58).

Recommendations	Resource Requirements
Allocation of project funds to prepare promotional, instructional, and support materials.	While there would be considerable variation in the requirements for these sorts of dissemination materials, Teacher Corps outreach performance standards could prescribe minimum requirements; set-asides (from fourth and fifth year budgets of projects) would range from $792,000 to $1,188,000 annually (see pages 59-61).
Allocation of project funds for documentation and evaluation of product/practice effectiveness to provide data on program outcomes for review and endorsement processes; provides data on evidence of effectiveness to establish credibility with potential adopters.	Although documentation and evaluation are normally considered part of the program development function, their importance to outreach makes them, in our estimate, a part of the performance standards requirements; cost estimates (from second and third year budgets of projects) for staff salaries and technical assistance range from $3,300,000 to $6,600,000 per year (see pages 62-64).
Allocation of project funds to conduct validation of evidence of effectiveness of products and practices as prescreening for review by Joint Dissemination Review Panel (JDRP).	Because there have been so few Teacher Corps products submitted to the JDRP we have estimated a low level of need to utilize fifth year project funds for validation; the annual cost estimates range from $6,000 to $14,000 (see pages 65-67).
Allocation of project funds to make presentations at local, state, and national meetings of educational organizations and publication in professional journals, etc.; channels for sharing information about project-developed innovations with national audiences.	Outreach performance standards could provide projects with guidelines on the importance of sharing information and setting aside part of the funds shifted among projects; estimates range from $743,750 down to $387,500 (decline is due to reduction in level of differential funding shifts at higher levels of outreach program support) each year (see pages 68-70).
Allocation of project funds for the dissemination of innovative materials through state or federally funded dissemination systems.	As with the component above projects would be expected to set aside funds to make use of available outreach agencies ranging from $148,750 and declining (as above) to $77,500 (see pages 71-72).

Recommendations	Resource Requirements
Allocation of project funds to operate demonstration programs (classrooms, inservice centers, etc.) to provide for exchange of information and to facilitate choice by potential adopters.	While there will be great variation among projects in their needs to set up demonstration facilitates the annual cost estimates were calculated on the basis of 30 to 60 percent of the total amounts of fourth and fifth year operating budgets and range from $7,745,000 to $11,490,000 each year (see pages 73-75).
Allocation of project resources to provide on-site technical assistance to adopters in the implementation of project-developed products and practices.	The cost estimates for this component were determined in the same way as the one above and are equivalent, $7,745,000 to $11,490,000 annually (see pages 76-77).
Project utilization of commercial publishing firms for project-developed materials that have the necessary market appeal qualities.	There would be no Teacher Corps funds required for distribution of project-developed materials through commercial publishing houses (see page 70).
Careful case-by-case scrutiny of the applications for developer/demonstrator grant funding by LEA-based Teacher Corps projects.	This activity represents a normal program staff function in making determinations for differential grant awards and involves no special cost requirements (see pages 79-81).
Consideration of limiting eligibility for proposals for establishing and operating the Teacher Corps Diffusion Project to educational agencies that were located in the southeastern part of the U.S. where there is at present only one Teacher Corp project that would likely be eligible fo support as a developer/demonstrator project.	Again, this activity is a normal Teacher Corps program staff function and would involve no additional costs (see pages 81-83).

In the final analysis--to be made by the Teacher Corps Washington program office--the options we have discussed come down to three basic policy decisions:

- Whether or not to establish a system of differential funding among projects to put additional resources at the disposal of projects most likely to develop effective programs and seek to disseminate them to national audiences;
- Whether or not to establish outreach performance standards for Teacher Corps projects that prescribe the allocation of project operating funds for specified outreach activities throughout the life of the project; and

- Whether or not to utilize available program funds (or seek additional appropriations) to establish outreach support projects, the TCCP, the TCDP, and regional networks.

Table 12, next page, provides a comparison of the estimated costs of operating the outreach support system mechanisms with estimates of available program funds for fiscal years 1982-1985:

- The estimated costs for establishing and operating the two support projects, the TCCP and the TCDP, are from Table 11.
- The costs of operating the regional networks are from the summary of calculations for each year from page 55.
- The estimates of funds available for program support services are from Table 5 (page 27).
- Project operating requirements in 1986 exceed the $37.5 million level of funding assumed in all previous calculations.

Though there are obviously shortfalls between the amounts suggested for operating the outreach mechanisms (for example, $639,000 in the medium level of outreach support in fiscal year 1982) and the amounts anticipated as being available in each year, we do not think that the amounts are really unmanageable. It can also be seen that, in each year, the minimum outreach system configuration would leave some money available for support of some form of information sharing or networking activities. If the Teacher Corps program office should decide to invest program resources in outreach support projects and some system of regional networks then it becomes a problem of finding sufficient funds from within the amounts appropriated or of obtaining additional funding. The policy question to be answered is whether or not the effects on project outreach capabilities that can be anticipated from such support mechanisms justify the amount of program resources invested in them. We think that in this report we have established that (1) many Teacher Corps

projects have a real need for training and technical assistance in even some of the most basic aspects of educational outreach, (2) there are projects with the capabilities and commitment to educational D&U that could provide such assistance to the projects with less capability, and (3) it will take

TABLE 12.

Comparison of Costs of Operating Teacher Corps Outreach Support Projects and Networks with Estimates of Available Program Funding Levels, 1982-1985.

	Levels of Outreach Program Support		
	Minimum	Medium	Maximum
FISCAL YEAR 1982			
Cost of operating TCCP and TCOP	$ 1,670,000	2,050,000	1,250,000
Cost of operating regional networks	--	4,014,000	5,762,000
Amount of program funds available	5,425,000	5,425,000	5,424,000
Difference between costs/available funds	3,755,000	(639,000)	(1,588,000)
FISCAL YEAR 1983			
Cost of operating TCCP and TCOP	1,670,000	2,050,000	1,250,000
Cost of operating regional networks	--	4,946,000	7,102,000
Amount of program funds available	3,350,000	3,350,000	3,350,000
Difference between costs/available funds	1,680,000	(3,649,000)	(3,877,000)
FISCAL YEAR 1984			
Cost of operating TCCP and TCOP	1,670,000	2,050,000	1,250,000
Cost of operating regional networks	--	4,036,000	5,795,000
Amount of program funds available	4,550,000	4,550,000	4,550,000
Difference between costs/available funds	2,880,000	(1,536,000)	(2,495,000)
FISCAL YEAR 1985			
Costs of operating TCCP and TCOP	1,670,000	2,050,000	1,250,000
Cost of operating regional networks	--	3,734,000	5,360,000
Amount of program funds available	4,500,000	4,500,000	4,500,000
Difference between costs/available funds	2,930,000	(1,284,000)	(2,110,000

some system of management to coordinate such interaction among projects. We recommend that the Teacher Corps program officials give careful attention to the cost-benefit potential of a comprehensive outreach system such as that envisioned in our maximum outreach support configuration in comparison to the bare-bones model that is represented in the minimum level program. The attainment of the goals specified in the underlying premises (pages 30 and 31) of our analyses will require the allocation of Teacher Corps resources somewhere within the scope of the alternatives we have developed in this report.

Final Comments

Earlier in this report we raised a spector in the form of some "dire predictions" of what might be expected in the way of Teacher Corps outreach achievement if projects were to be left without any form of stimulation or external support for demonstration and dissemination. We hypothesized an approximately even three-way split among projects in terms of potential capability for developing and implementing effective programs of school improvement and educational personnel development. We foresaw about a third of all projects able to develop and disseminate effective programs, about a third capable of serving their local communities adequately, and another third lacking in the capabilities for both effective program development and outreach. We were not optimistic, however, that many of even the most highly capable projects would rise to the challenge of dissemination without some form of external stimulation and additional resources.

We did not follow the advice of a few of our advisors/reviewers that we should recommend some really severe means for improving the overall capability of the Teacher Corps to achieve its demonstration/dissemination mandate. One person suggested that we devise some form of administrative sorting of projects

into categories of potential for effective outreach based upon the battlefield medical practice of triage in which priorities are established to determine who is to survive and who is to go untreated. That seemed unreasonable to us but we did build upon the notion of differential treatment in constructing the system of variable grant awards for developer/demonstrator projects, regular/service projects, and adopter projects. Our assumptions that about one-third of all Teacher Corps projects fall into each of these categories, given the evidence we have examined, seem reasonable, but they may also be wrong.

It may just turn out that only ten or twenty percent of the Teacher Corps projects would be willing to undertake the kind of comprehensive educational R&D and D&U efforts that we defined as sufficient for funding as a developer/demonstrator project. On the other hand, half or more of the projects might present substantial evidence of commitment to wide-ranging dissemination efforts. In either case the formulas we have devised for differential funding would have to be altered to accomplish equitable funding of projects within the guidelines for variable grant awards.

Whichever way the system of differential grant awards for Teacher Corps projects develops (or does not develop) one problem remains that we have not addressed in any detail in this paper; what means are there to support continued outreach by the really exceptional projects that cannot afford to operate demonstration centers or provide technical assistance to adopters after their grants have run out? We suggest that the Teacher Corps Outreach Unit devote attention early-on to a couple of possibilities (in addition to funding through the National Diffusion Network. These are:

- Working within the OERI dissemination structure to seek means to establish a program, similar to the Technical Assistance Base project that provided training for NDN developer/demonstrator projects, that would provide assistance to IHEs and LEAs engaged in collaborative efforts to implement school improvement and/or educational personnel development programs;

- Establish a cadre of technical assistance specialists who could work through the TCDP to help Teacher Corps projects and other educational agencies on an at-cost basis.

However the problem is solved, it is important that it be addressed so that the truly exceptional products and practices are not lost to the educational community. Outreach support services for Teacher Corps projects, it seems clear to us, are the <u>right</u> program support service at the <u>right time</u>.

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APPENDIX A

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work)	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW	
REGION I, Boston, MA	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Connecticut (2)									
University of Connecticut*	X			X					
Windham Public Schools									
University of Hartford	X						X		
Hartford Public Schools									
Maine (1)									
University of Maine at Orono	X						X		
Old Town School System									
Massachusetts (4)									
Boston State College	X							X	
Boston Public Schools									
Lesley College	X								X
Lowell Public Schools									
Northeastern University		X							X
Boston Public Schools									
University of Massachusetts at Amherst		X	X						
Worcester Public Schools									
New Hampshire (1)									
Keene State College	X								X
Fall Mountain Regional School District									
Rhode Island (1)									
Rhode Island College	X						X		
Pawtucket School Department									

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION I (continued)	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Vermont (1)									
University of Vermont Montpelier Public Schools	X					X			
REGIONAL TOTALS (10)	8	2	1	1		1	3	1	3

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION II, New York, NY	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
New Jersey (3)									
Kean College of New Jersey Passaic Public Schools	X							X	
Rutgers University Graduate School of Education* New Jersey State Department of Education	X			X					
Trenton State College* Trenton Public Schools	X						X		
New York (9)									
Bank Street College of Education District 2 Manhattan Public Schools	X			X					
City College of New York* Office of Bilingual Education and Community School District 7		X					X		
Fordham University* Community School District #10	X						X		
Hofstra University* Westbury Unified School District	X					X			
Hunter College Community School District #4	X				X				
Nazareth College Rochester City School District	X								X
New York University School District 13	X		X						
Queens College Community School District #5	X				X				
State University College at Buffalo Buffalo Public Schools	X						X		

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION II (continued)	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Puerto Rico (1) University of Puerto Rico Department of Instruction		X						X	
Virgin Islands (1) College of The Virgin Islands Virgin Islands Department of Education	X								X
REGIONAL TOTALS (14)	12	2	1	2	2	1	4	2	2

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION III, Philadelphia, PA	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW		
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers	
Delaware (1)										
Cheyney State College New Castle County School District		X						X		
District of Columbia (1)										
Howard University* Washington D.C. Public Schools	X								X	
Maryland (2)										
University of Maryland Charles County Public Schools	X		X							
University of Maryland Baltimore County Baltimore City Public School System		X					X			
Pennsylvania (6)										
Beaver College School District of Philadelphia		X							X	
Lehigh University Allentown School District	X						X			
Pennsylvania State University Keystone Central School District	X		X							
Temple University School District of Philadelphia	X		X							
University of Pittsburgh School District of Pittsburgh		X			X					
Villanova University* Interboro School District		X				X				

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work)	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW	
REGION III (continued)	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Virginia (4)									
Norfolk State College Norfolk Public Schools	X							X	
Trinity College* Arlington Public Schools		X							X
Virginia Polytechnic Institute and State University Wise County Schools	X				X				
Virginia State University Surry County Public Schools	X								X
West Virginia (1)									
West Virginia Univeristy* Kanawha County Schools		X					X		
REGIONAL TOTALS (15)	8	7	3		2	1	3	2	4

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION IV, Atlanta, Georgia	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY					
			HIGH			MIDDLE		LOW
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Alabama (4)									
Auburn University at Montgomery* Montgomery Public Schools	X							X	
Miles College Jefferson County Board of Education	X								X
University of Montevallo Talladega County Board of Education	X								X
University of South Alabama* Mobile County Public School System	X							X	
Florida (3)									
Florida International University Dade County Public Schools	X							X	
University of North Florida* Saint Johns County School District		X						X	
University of West Florida* Okaloosa County Schools	X							X	
Georgia (2)									
Atlanta University* Atlanta Public Schools	X			X					
West Georgia College Carroll County School System	X							X	
Kentucky (2)									
Murray State University* Henry County Public Schools	X							X	

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION IV (continued)	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Western Kentucky University Jefferson County Schools	X						X		
Mississippi (3)									
Jackson State University Jackson Municipal School System	X							X	
Mississippi Valley State University* Humphreys County School District	X								X
University of Southern Mississippi South Pike County School District	X						X		
North Carolina (2)									
University of North Carolina at Greensboro	X							X	
University of North Carolina at Wilmington Pender County School System	X							X	
South Carolina (2)									
Francis Marion College Lee County Schools	X								X
University of South Carolina Richland County School	X						X		
Tennessee (2)									
Austin Peay State University Clarksville-Montgomery School System	X						X		
Memphis State University* Memphis City Schools	X						X		
REGIONAL TOTALS (20)	19	1		1			5	10	4

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION V, Chicago, Illinois	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Illinois (6)									
Chicago State University Posen-Robbins School District	X				X				
Governors State University West Harvey School District 47	X					X			
Illinois State University Joliet Township High School District 204		X			X				
Northeastern Illinois University Chicago Board of Education District 9	X							X	
Roosevelt University* Chicago Public Schools	X							X	
Southern Illinois University* Cahokia Unit School District #187	X				X				
Indiana (2)									
Indiana University Indiana Girl's School	X		X						
Indiana University Indianapolis Public Schools	X		X						
Michigan (3)									
Michigan State University* Lansing School District	X		X						
Oakland University* Farmington Public Schools	X						X		
Western Michigan University Battle Creek Public School	X				X				

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION V (continued)	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW		
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers	
Minnesota (1)										
University of Minnesota Saint Paul Public Schools		X	X							
Ohio (7)										
Ashland College Lorain City Schools	X							X		
Baldwin-Wallace College Cleveland Public School District	X							X		
Kent State University Akron Public Schools	X				X					
Ohio State University* South-Western City School District	X		X							
University of Toledo Springfield Local Schools	X				X					
Wright State University Trotwood-Madison City School District	X							X		
Youngstown State University Youngstown Public Schools	X						X			
Wisconsin (3)										
University of Wisconsin at Madison Menominee Indian School District	X		X							
University of Wisconsin at Oshkosh* Berlin Area Public Schools	X						X			
University of Wisconsin at Superior Hayward Community Schools	X							X		
REGIONAL TOTALS (22)	20	2	6		6	1	3	6		

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION VI, Dallas, Texas	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY						
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Arkansas (1)									
University of Arkansas at Pine Bluff Pine Bluff Public School District	X						X		
Louisiana (3)									
Grambling State University* Natchitoches Parish School System	X								X
Southern University Iberville Parish School Board	X							X	
University of New Orleans* New Orleans Public Schools	X						X		
New Mexico (1)									
University of New Mexico Chama Valley School District 19	X				X				
Oklahoma (2)									
Central State University Oklahoma City Public Schools	X								X
Oklahoma State University Shawnee Public Schools	X			X					
Texas (10)									
Laredo State University Laredo Independent School District	X								X
Prairie View A&M University Waller Independent School District	X								X
North Texas State University Dallas Independent School District		X					X		

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work)	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW	
REGION VI (continued)	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Saint Edwards University, Inc. Ben Bolt/Palito Blanco Independent School District	X								X
Texas Christian University Fort Worth Independent School District	X							X	
Texas Southern University North Forest Independent School District	X							X	
Texas Tech University* Lubbock Independent School District	X						X		
Trinity University Edgewood Independent School District		X							X
University of Houston* Houston Independent School District	X						X		
University of Texas at El Paso Canutillo Independent School District	X						X		
REGIONAL TOTALS (17)	15	2		1	1		6	3	6

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION VII, Kansas City, Missouri	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY					
			HIGH			MIDDLE	LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Iowa (1)									
Drake University*	X						X		
Des Moines Independent Community School District									
Kansas (1)									
University of Kansas	X			X					
Unified School District #101									
Missouri (2)									
Avila College	X								X
Kansas City Public Schools									
Saint Louis University*	X							X	
Saint Louis Public Schools									
Nebraska (2)									
University of Nebraska at Lincoln	X			X					
Lincoln Public Schools									
University of Nebraska at Omaha	X							X	
Omaha Public Schools									
REGIONAL TOTALS (6)	6			2			1	2	1

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION VIII, Denver, CO	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Colorado (1)									
Colorado State University*	X						X		
Fort Lupton Public Schools									
Montana (2)									
Eastern Montana College	X								X
Lame Deer Public Schools									
University of Montana									
Browning Public Schools District #9		X			X				
North Dakota (1)									
University or North Dakota	X								
Turtle Mountain Community Schools					X				
South Dakota (1)									
Black Hills State College*	X								X
Little Wound School									
Utah (1)									
Weber State College									
Utah State University @	X				X			(X)	
Ogden School District									
Wyoming (1)									
University of Wyoming	X						X		
Arapahoe School District #38									
REGIONAL TOTALS (7)	6	1			3		2		2

@ Two universities sharing IHE function; project director is located at Weber State College; Utah State is counted for productivity of SCDE.

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION IX, San Francisco, CA	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW		
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers	
Arizona (2)										
Arizona State University Phoenix Union High School System	X			X						
Northern Arizona University* Leupp Boarding School Kaibeto Boarding School	X						X			
California (10)										
California State College at Stanislaus Stockton Unified School District		X						X		
California State College at San Bernardino Redlands Unified School District	X							X		
California State College at Hayward New Haven Unified School District	X						X			
California State University at Sacramento San Juan Unified School District		X					X			
Dominican College* Vallejo City Unified School District		X							X	
Laverne University Rowland Unified School District		X						X		
San Diego State University San Diego Unified School District	X			X						
San Francisco State University Berkeley Unified School District	X				X					

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION IX (Continued)	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY						
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Stanford University San Jose Unified School District	X		X						
University of California at Berkeley Oakland Unified School District	X		X						
Hawaii (1) University of Hawaii* Hawaii State Department of Education	X		X						
Nevada (1) University of Nevada at Las Vegas Nye County School District	X						X		
American Samoa (1) American Samoa Community College Department of Education	X								X
Guam (1) University of Guam Guam Department of Education		X							X
REGIONAL TOTALS (16)	11	5	3	2	1		4	3	3

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION X, Seattle, WA	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY						
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Alaska (1)									
University of Alaska* Alaska Department of Education		X		X					
Idaho (1)									
Idaho State University* Pocatello School District #25	X						X		
Oregon (1)									
University of Oregon Eugene School District 4J	X		X						
Washington (2)									
Western Washington University* Arlington School District	X					X			
Washington State University* Pasco School District	X				X				
REGIONAL TOTALS (5)	4	1	1	1	1	1	1		

APPENDIX B

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ALTERNATIVE PROJECTIONS OF RESOURCE REQUIREMENTS FOR TEACHER CORPS INFORMATION SHARING AND DISSEMINATION

James S. Eckenrod
with
Suzanne Hering and Fred Rosenau
Teacher Corps Dissemination Project

20 August 1980
(revised 1 October 1980)

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
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PREFACE

The Teacher Corps program was established in 1965 to strengthen the educational opportunities available to children in areas having concentrations of low-income families, to encourage colleges and universities to broaden their programs of teacher prepration, and to encourage institutions of higher education and local educational agencies to improve programs of training and retraining for teachers and teacher aides. Among the new directions charted for the program by the Education Amendments of 1976 was a greater focus on demonstration, documentation, institutionalization, and dissemination of the results of Teacher Corps projects. This report deals with program policy alternatives for improving the dissemination of project-developed products, practices, and processes to educational agencies and institutions.

In October of 1978 the Far West Laboratory for Educational Research and Development negotiated a contract with the Teacher Corps program to:

- Study the operations projects, the regional networks, and the support agencies that made up the program;
- Design and pilot test mechanisms to improve information sharing among the projects;
- Develop a set of procedures for educational product review and validation that would receive consensus approval by the Executive Secretaries of the twelve regional networks; and
- Provide recommendations to the Teacher Corps program office on policy alternatives for establishing and operating dissemination or outreach mechanisms.

This report addresses the contract requirement that the Teacher Corps Dissemination Project design and test an information sharing system for Teacher Corps projects to exchange information about products, practices, and other outputs. The Request for Proposal to which the Laboratory

responded specifies that we provide three alternative projections of resource requirements for maintaining efficient operation of the information sharing system over a five-year period at minimum, middle, and maximum levels. The RFP also stated that the system design make use of mechanisms that could be sustained using already existing features of the Teacher Corps organization.

In the months since October 1978, when the Laboratory project was initiated, we reached agreement with our Teacher Corps project monitors on detailed specifications for this report. In a memorandum of 6 December 1979 from James S. Eckenrod, of this project, to Susan L. Melnick, then of the Teacher Corps Washington program office, the content of this report was delineated as follows:

> I.4: Projection of Resources Needed to Maintain Internal Information Sharing System for Five Years
>
> This will be a technical report that will include projection data for both the internal and external systems. We will have a preliminary draft of this document ready for review by members of our Advisory Panel and consultants in dissemination by 1 June 1980, and will incorporate their suggestions for making the document a useful policy planning tool for Teacher Corps.

This report, then, consolidates data on projected resource requirements for the self-sustained operation of both design components of the original RFP, an internal information sharing system and an external external validation/dissemination system, for policy-level analysis by the Teacher Corps program office. We have taken this approach because, as the project has evolved, we came to regard the separation of the two components as an unwieldy artifact of the RFP that did not sufficiently attend to the overlap in the two outreach processes.

A second technical report on projections for outreach resource requirements (originally intended to deal only with the validation/dissemination system) will be prepared for delivery by 10 March 1981. The intervening time will (1) enable us to reflect upon the reponses to this paper from the Teacher Corps Washington program staff and (2) enable us to take into account any organizational shifts of dissemination agencies and activities within the Department of Education, in particular in the Office of Educational Research and Improvement, that are likely to occur in the next few months.

We are pleased to acknowledge the generous contributions to the preparation of the report of members of our project Advisory Panel, an additional panel of specialists in educational knowledge production and utilization interviewed during April 1980 American Educational Research Association meetings in Boston, the Executive Secretaries of the Teacher Corps regional networks, and several of our colleagues at the Far West Laboratory. The names of these persons who shared with us the benefits of their knowledge of educational change, expressed their judgment about the future of Teacher Corps, or reviewed earlier drafts of the paper are all contained in Appendix B. Each one contributed in some important way to the analyses, writing, and recommendations; but only we can accept responsibility for the final product.

EXECUTIVE SUMMARY

Since we initiated the work of the Teacher Corps Dissemination Project at the Far West Laboratory in October of 1978, we have had some difficulty in specifying the scope of our work, in part, we believe, because of the fact that Teacher Corps, as an educational program undergoing rapid structural change, has not yet established outreach goals for the program or performance standards for individual projects. The challenge of implementing new program Rules and Regulations, the problems associated with program funding for fiscal year 1980-81, and shifts in program leadership in the midst of the transition to the new Department of Education have all apparently combined to prevent the formulation of program diffusion policy. The dilemma that this situation poses for us in the task of projecting resources needed to support the new program emphasis on demonstration, documentation, institutionalization, and dissemination of the results of Teacher Corps projects is that we have no concrete guidelines regarding the scale of the outreach effort that Teacher Corps wants or expects.

Consequently, we have had to approach the study of the potential for educational diffusion by the Teacher Corps in a rather abstract, hypothetical mode. We have sought to collect as much personal, first-hand information about the operations of Teacher Corps projects as we could to have a reasonably concrete base for our speculations. We have observed projects in their local school and community settings, probed their interactions in the regional network configurations, and asked them to provide us with information about their outreach activities and intentions. The results of our study of the current state of capability and readiness of Teacher Corps projects to undertake effective educational dissemination activities are not generally positive. In general, we

found very little current interest in or evidence of serious preparation for outreach by Teacher Corps projects.

These findings have been shared with several specialists in educational knowledge production and utilization, some of whom have had experience in various Teacher Corps activities, and with educators currently associated with Teacher Corps projects, networks, or support services. We have encountered some strong differences of opinion about the potential of the Teacher Corps for making substantial contributions to school improvement and educational personnel development programs nationally. Our analysis of alternatives for "investing" Teacher Corps program resources in outreach support projects, networks of projects, and the like has been done in the midst of an ideological split among our advisors about the most effective goals and means for achieving program outreach. We have encountered strong advocates of the traditional Teacher Corps emphasis on service to local schools in opposition to those who would emphasize the program "mandate" to become a demonstration program. We find persons who argue that Teacher Corps should rely on existing Department of Education diffusion systems rather than create (or maintain) outreach support mechanisms that--depending on the bias of the person--would either (1) cut into the local service program development capabilities of projects or (2) be largely wasted anyway because of the lack of commitment to or capability of the projects for outreach in the first place.

Treading as lightly as possible between the different ideological and political viewpoints of the Teacher Corps we set out to develop a set of assumptions about the "directions" that the program might take in the next few years so that we could conceptualize some "likely futures." From these we formulated a set of "if-then" propositions as premises for the task of projecting (or forecasting) the resources that would be necessary to support

program outreach activities at minimum, middle, and maximum levels over a five-year period.

One of the most important conclusions we came to was that the variability among Teacher Corps projects in their capabilities for educational knowledge production and utilization would (1) likely reduce the overall achievement of Teacher Corps program outreach, if equity in the level of project funding were to be continued, but could (2) serve, with a system of differential grant funding based on variability, to (a) increase the likelihood that the most productive projects would engage in outreach and (b) make possible the improvement of the capability of all projects to provide effective school improvement program services through a system of collaborative interaction among developer/demonstrator projects and adopter projects. Of course, the "a" and "b" alternatives suggest another instance of policy priority-setting that must be accomplished; how much program effort goes for "outside" dissemination and how much goes for "inside" capability building?

We began to regard the situation as something of a classic conundrum, a puzzle which as Webster indicates could only have a conjectural answer. But our professional commitment led us to grapple further with the myriad of factors we had set out to analyze as objectively as possible. We had to make the best judgments we could about several perplexing problems.

On one hand:	On the other hand:
Nearly one-third of all Teacher Corp projects have IHE components that have been ranked highly in terms of educational knowledge production and utilization; 13 of the 24 "Research Centers" in the nation identified in the Clark and Guba (1977) productivity study have Teacher Corps projects.	More than four out of ten Teacher Corps projects have IHE components that were ranked low in educational knowledge production and utilization; 27 projects have IHEs that were classified in the Clark and Guba study as "non-producers." (Having a Teacher Corps grant now, however, would likely raise their rankings into the "low producer" category.)

On one hand:	On the other hand:
The research into the dissemination of school improvement and educational personnel development programs indicates that personal linkage between developer and adopter and some form of external support are essential for successful implementation or adaptation; the dissemination of educational innovations requires a high level of personal commitment and ongoing support capabilities.	In nearly two years of our project operation we have not found any significant evidence that more than a very few Teacher Corps projects are investing resources in planning and preparing for outreach activities or taking steps to improve their capabilities for providing assistance to potential adopters; they have not been required to demonstrate a serious commitment to outreach.
The program priorities of the Teacher Corps on community involvement and community-based education apparently led to the allocation of fiscal year 1980-81 funds to support the Recruitment and Community Technical Resource Centers (RCTRCs), that have in recent years aided projects in recruiting interns and establishing Community Councils, while the system of regional networks that enabled projects to share information among themselves was disestablished.	In a year when no new-start Teacher Corps projects will be funded and interns for the Program 79 projects are already selected, the advocates of the need to build outreach capability among projects are dismayed over the maintenance of the RCTRCs, the project support service group that some advisors or reviewers regard as not capable of contributing to project outreach potential; the "wrong support service at the wrong time."
There is already a great deal of duplication in the support services provided by contractors or special projects for the outreach activities of different Department of Education programs; there are serious discussions underway about means to consolidate and/or otherwise streamline these services, particularly in the Office of Eduational Research and Improvement and generally in the Education Department.	Teacher Corps projects in some of the regional networks demonstrated considerable gains in awareness of the two-way nature of dissemination agency services available to them but most appear to lack knowledge of these available resources; the stimulation that the regional networks provided to projects, through sharing information and formal training activities, to increase their outreach capabilities might yield better utilization of ED dissemination systems.
The bulk of the educational products and practices that are now available through the federally supported dissemination systems are for elementary and secondary schools and focus largely on basic skills.	The program emphases of Teacher Corps, while basic skills and school curricula are important, range more broadly in scope (community involvement, inservice education, adult education, etc.) and may not be adequately served by existing systems.

The outcome of our deliberations over these problems is the set of recommendations for establishing a system of "essential" outreach services that, on balance, we believe, will contribute to the following:

- Improved information exchange and meaningful collaboration among Teacher Corps projects;
- Increased utilization of existing information clearinghouses and networks; federal, regional, and state dissemination systems; and communication services in LEAs and IHEs not presently used;
- Better utilization of the strengths in educational knowledge production and utilization available in some Teacher Corp projects to assist in the improvement of the capability to "deliver" effective school improvement and educational personnel development programs by projects that have fewer resources;
- The development of a cadre of outreach specialists for serving institutions of higher education, community-based education programs, etc., that can be integrated into the emerging outreach support systems (non-profit marketing agencies, technical assistance programs, etc.) in the Education Department;
- Commitment of "appropriate" amounts of program and project resources to planning for and implementing outreach activities throughout the life of a project;
- Recognition of the "costs" in program and project resources that must be committed ("set-aside") to establish and operate various outreach system components to establish Teacher Corps as a "demonstration program" and/or as a vehicle to stimulate the capability of institutions of higher education throughout the country to deliver school improvement and educational personnel programs.

This section of the report is intended to provide a brief overview of the more extensive treatments of background issues, concerns about the readiness and capability of projects to undertake outreach, assumptions and premises used in our analyses, and so forth, that follow in the remainder of the report.

The recommendations for consideration by the Teacher Corps program office are derived from the design of an outreach system for Teacher Corps that envisions three kinds of fundamental change in the Teacher Corps program, the first two of which involve no additional funding:

1. Establishment of performance standards for Teacher Corps projects:

   - Variation in capabilities for educational research and development (R&D) and/or commitment to educational dissemination and utilization (D&U) can serve as criteria;
   - Recognition of variation in the capabilities of Teacher Corps projects can contribute to specialization in program development and efficiency in implementation of proven programs.

   Outreach performance standards are discussed on pages 13 to 24, 28 to 30, and 36 to 37.

2. Differential grant awards to projects (without exceeding anticipated program funding levels) to provide support for:

   - Developer/Demonstrator Projects; projects with demonstrated capability for research and development in school improvement programs and/or with capability and institutional commitment to the dissemination and utilization of educational knowledge; these would receive from 120 to 140 percent of the average grant award to projects in a given year.
   - Regular/Service projects; those with the capability to implement effective school-improvement and professional development programs in the local schools; these would receive the average grant award amounts.
   - Adopter Projects; projects that would receive assistance in implementing and adapting proven school improvement programs from Developer/ Demonstrator Projects; these would receive from 60 to 80 percent of the average grant award amounts.

   Differential grant awards are discussed in the report on pages 26 to 31, 36 to 37, 59, 62, 65, 68-69, 71-72, and 74-77. The amounts that would be shifted among projects in a given year, in one of three different levels of outreach program support (prior to fiscal year 1986 when the number of projects anticipated will require more than $37.5 million to support), range from $3,500,000 to $1,550,000 (see Table 6, page 29).

3. Establishment of new program outreach support mechanisms:

   - Teacher Corps Washington Outreach Unit, an administrative group to provide leadership and coordinate outreach; the costs for this are estimated in terms of Department of Education employees reassigned or added to the staff of the Washington program office (within ED staffing limitations) and range from one to three federal staff person-years annually (see page 38).

- Teacher Corps Communications Project (TCCP), a project to facilitate exchange of information among program units and assist projects with publication activities; the estimates for the yearly operation of this project range from $210,000 to $390,000 (see pages 44-45).

- Teacher Corps Diffusion Project (TCDP), educational linkage specialists to provide training and technical assistance for projects in educational dissemination; the annual costs estimated for this project would rise from $1,460,000 in the minimum level of outreach support up to $1,750,000 in the medium configuration but, because responsibility for many of the functions envisioned for the TCDP would shift to the regional networks at the optimal, or maximum, outreach support level, funding would decline to $860,000 (see pages 46-47).

- Regional Outreach Support Networks, a system of networks to facilitate project information sharing, review and validation of products and practices, and dissemination to educational audiences nationally; the network system is not considered feasible at the minimum level of outreach support and estimated yearly costs range (with some variation depending on the ratio of network staff to the number of projects served) from $3,034,000 to $4,452,000 for the medium and maximum outreach support levels (see pages 48 to 56).

The proposed outreach support projects and networks are discussed in more considerable detail in the section on Outreach System Components, pages 33 to 56.

BACKGROUND ISSUES

Teacher Corps projects are established to plan and implement programs of school improvement that will lead to the attainment of four major program outcomes:

- An improved school climate which fosters the learning of children of low-income families.
- An improved educational personnel development system for persons who serve or who are preparing to serve in schools attended by children of low-income families.
- The continuation of educational improvements (including products, processes, and practices) achieved as a result of the project, after federal funding ends.
- The adoption or adaptation of those educational improvements by other educational agencies and institutions.

To accomplish the third and fourth outcomes, which require institutionalization and dissemination for adoption and adaptation, Teacher Corps projects plan and allocate resources in much the same way as, but largely subsequent to, their efforts to attain the first two. Toward these ends the staff of the Teacher Corps Dissemination Project is working to identify effective means for Teacher Corps projects to extend the impact of their school improvement programs beyond their local sites. We have sought to help projects recognize that dissemination is a two-way process and integrate it into their total school improvement programs. In this context, federally sponsored dissemination networks and other systems can contribute significantly to the planning, initiation, development, and implementation of school improvement programs by Teacher Corps projects and, simultaneously, can serve as means for the extension of program impact.

Throughout this report we will use the terms outreach and dissemination interchangeably to refer to the knowledge-transfer processes specified by the Dissemination Analysis Group (DAG), including spread, exchange, choice and implementation. Outreach for Teacher Corps is considered a two-way interactive process involving the sharing of information among projects and dissemination to educational audiences throughout the country.

In previous technical reports to Teacher Corps we have consistently maintained that the dissemination research literature dictates two basic principles that should be incorporated into the information sharing and dissemination systems design. These are:

- Some form of personal intermediary or linkage is essential to the dissemination process.
- A relatively comprehensive yet flexible external support system is needed to provide crucial materials and in-person utilization assistance.

Our original outreach system design work provided (as required in the RFP) a central role to the regional Teacher Corps networks and other special purpose groups of projects for stimulating outreach by projects. The termination of the system of regional networks obviously changes this situation. We are now able to speculate about radically different modes for providing support services to Teacher Corps projects, not only for dissemination activities but also for program development, evaluation, implementation, that is, all the elements of the planned school improvement process. The opportunity to propose a new system of dissemination support mechanisms for Teacher Corps had, quite predictably, rather different effects upon the advisors and consultants with whom we have discussed our outreach design work:

- Those critical of the past record of Teacher Corps in bringing about significant change in school improvement or educational personnel development programs argue for a "clean-sweep" and reliance upon specialists in educational change, diffusion, linkage, and so forth, who are already "in place" in agencies of the new Office of Educational Research and Improvement (OERI) in the Department of Education (ED) who can make use of already-established outreach linkage mechanisms in ED and in state education agencies (SEAs) and regional organizations.
- Those supportive of Teacher Corps' record over the years argue for continued investment in the program features which they judge have been proven effective in recent years, in effect, shaping the evolution of the program from "lessons learned" in the field in order to let the Teacher Corps

"experiment" get a fair chance to reach "maturity"; they argue for a "balanced" approach to outreach system design, one that seeks increased efficiency through coordinated OERI dissemination efforts but preserves the "unique" program features of Teacher Corps.

In this report we have tried to accommodate the full range of differences in viewpoints. However, because there are basic ideological differences at the core of many specific issues we have simply not been able to assess the validity of all the arguments used by critics and defenders of the Teacher Corps. In other words, we do not belabor any arguments about whether or not the choice of one alternative course of action over another is a matter of educational efficiency or personal expediency, of professional effectiveness or political favoritism, of competence or cronyism, or the like.

We have tried to synthesize the judgments of our advisors and reviewers as factually as possible and to make clear our own rationale for any preferences expressed between action alternatives. One persistent conflict that affects all the policy options explored in the report is the preference of some advisors for a "lean" outreach program evolving (at least initially) within the ED Office of Educational Research and Improvement (OERI) in contrast to the judgment of others favoring a structured system of outreach projects and networks operating primarily within Teacher Corps.

- One section of this report, "A Day in the Life of Dee Ess," presents a brief scenario of how a "lean" (OERI) dissemination program might begin to evolve a collaborative system of outreach for all ED school improvement programs. (See pages 39 to 41.)

- Most of the section on "Outreach System Components," however, reflects more the value that Teacher Corps personnel have given to technical assistance projects and the regional network structure over the past several years. (See pages 33 to 77.)

Our recommendations for programmatic changes are preceded by a summary of concerns (pages 13 to 24) derived from interaction with Teacher Corps projects about their interest in outreach. We have some strong reservations about the

likelihood that many projects will engage in serious dissemination activities. These concerns are reflected in our judgment about the entire range of suggestions for improving Teacher Corps outreach mechanisms and activities. A large number of alternatives are spelled out for review by policy makers and, though we hope that all our professional judgments are sound and rational, at least they are clearly identified as judgments.

CONCERNS ABOUT TEACHER CORPS OUTREACH

Essentially, this report details what we, drawing upon our project advisors and various consultants, regard as (1) essential elements for a minimal, "bare bones" information/dissemination system and (2) an optimal, but reasonably affordable set of linkages and support components that could lead to a maximally effective outreach program for Teacher Corps. The requirement of the RFP to define a "middle" level of support is generally treated in terms of points along continuums between the minimal and optimal conditions for a given outreach program element.

To arrive at the set of essential elements for the Teacher Corps outreach program we undertook the following activities:

- Review of the literature on the dissemination of innovations;
- Study of the operations of Teacher Corps' organizational components;
- Consultation with specialists in federal school improvement programs and educational diffusion; and
- Speculation on likely and alternative futures of Teacher Corps outreach.

These inquiries led us to try to identify some indices of Teacher Corps project readiness and capability to make use of various elements of an outreach program. We assumed that any reasonably objective data we could isolate on such characteristics would give more validity to projections on how the outreach system might be expected to operate. We conceptualized the two factors as follows:

- Readiness: interest in or willingness to share information or disseminate products and practices; evidenced by seeking out information on dissemination, contribution of information through exchange mechanisms, and so forth.

- Capability: ability to utilize personnel and material resources to support effective outreach activities; evidenced by the status ascribed in the Index of Productivity* (see Appendix A for a complete list of project ratings), institutional commitment to dissemination and field-based educational service programs, and other, less tangible, indicators of outreach capability demonstrated by individual projects.

Readiness of Projects for Outreach

Our concern about the readiness of Teacher Corps projects to engage in linkage and to invest project resources to operate effective outreach programs has been shaped by the following:

- Formal and informal interaction with the Executive Secretaries of the regional Teacher Corps networks and the special purpose groups of projects since October of 1978.
- Responses to seven issues of our INFORMATION Bulletin, distributed to projects since December of 1978.
- Interaction with Teacher Corps project personnel during visits to 21 project sites and during numerous network, regional, and national Teacher Corps conferences since November of 1978.
- Response to our Handbook for Review and Validation of Teacher Corps Products and Practices distributed to projects in December of 1979.
- Response by projects to our request for information, in January 1980, about project-developed products and practices to include in the prototype catalog Teacher Corps Projects at Work.
- Response of project personnel to training opportunities provided at our Teacher Corps Dissemination Project Orientation Conference, 7-9 November 1979, and at three of the four Regional Conferences in May of 1980.

In our discussions with field personnel, even at institutions of higher education that are generally acknowledged to be elite knowledge-producing

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*Based on the classification of schools, colleges, and departments of education (SCDEs) defined by Clark and Guba (1977), Lotto and Clark (1978), and Clark (1978).

universities, we found that Teacher Corps project staff members do not regard themselves as "disseminators." Moreover, when pressed about their plans to initiate outreach activities, some Corpsmembers told us they have no intentions of engaging in dissemination beyond their local education agencies.

On the other hand, in instances when we were able to engage in face-to-face discussions with project personnel, we often found that they became more receptive to outreach activities as they perceived that dissemination could be regarded as an extension of their school improvement programs. In those situations outreach began to take on human dimensions and project personnel started to see their dissemination responsibilities as more manageable. They also expressed more positive attitudes toward outreach.

In balance, however, our personal interaction with project personnel does not make us optimistic that Teacher Corps projects will carry out the dissemination mandate on their own initiative without careful guidance and external support. Our recommendations do not give a great deal of weight to those few occasions when, in informal personal interaction, we were able to persuade project personnel to "see" dissemination in a more positive light.

Our judgment also derives from more objective data about project receptivity to our efforts to assist them in preparation for outreach. Among these occasions we give the following considerable weight in assessing the potential for project self-initiative:

- Since we distributed to projects our Handbook for Review and Validation of Teacher Corps Products and Practices in December of 1979, only one project has made a submission to the Joint Dissemination Review Panel; however, this project went through a network prescreening that did not make use of that new Teacher Corps handbook.

- In March of 1980 we published a notice in the INFORMATION Bulletin that we would provide projects with copies of three educational dissemination resources upon request; only five projects and five "others" requested these materials which we prepared for our Network Dissemination Orientation Conference; others have requested the publications when introduced to them in face-to-face meetings with our project staff.

- In January of 1980 we asked the 132 Teacher Corps projects to provide us with information about their products and practices; the resulting catalog Teacher Corps Projects at Work contains data submitted by the 39 projects which responded. Table 1 provides more complete data on this effort to stimulate information sharing among Teacher Corps projects.

- During May of 1980 we participated in three of the four Teacher Corps Regional Conferences around the country; about three percent of the participants in these conferences attended our sessions on dissemination. (A summary of project responsiveness to this aspect of our work is contained in Table 2.)

- Since we initiated the Corpsline information exchange column in the INFORMATION Bulletin in November of 1979 only two Teacher Corps projects have submitted entries; we have elicited or prepared ourselves all the other items. Only one project has reported any response to an offer to share information with others.

TABLE 1.

Results of January 1980 Request for Information from Teacher Corps Projects.

	Program 78 Projects	Program 79 Projects	National Total
Total Number of Projects Contacted	79	53	132
Number Responding to Request	30	15	45
Percent of Total	37.9	28.3	34.1
Number of Projects Providing Usable Data	25	14	39
Percent of Total	31.6	26.4	29.5
Number of Usable Descriptions Submitted	119	28	147
Average Number of Project Descriptions Submitted	4.8*	2.0	3.8
Number of Projects Providing Narrative Descriptions of Outreach	4	2	6
Percent of Total	5.1	3.8	4.5
Number Providing Sample Outreach Materials	7	0	7
Percent of Total	8.9	0	5.3

* The average drops to 4.0 when the project that submitted 22 descriptions is not considered.

TABLE 2.

Response of Teacher Corps Project Personnel to Opportunity to Participate in Dissemination Roundtable Discussion at Three Regional Conferences.

Conference Site	Number of Projects	Approximate Number of Participants	Number Attending Roundtable	Percent of Participants Attending
Denver	30	150	9	6.0
San Diego	24	120	6	5.0
Philadelphia	40	200	0	0
Total	94	470	15	3.0

It should be abundantly clear that Teacher Corps projects are not presently exhibiting much interest in the Fourth Outcome; we are not sanguine that any significant improvement will occur without external stimulation.

Capability of Projects for Outreach

In addition to the judgments we have made about the readiness or commitment of Teacher Corps projects to engage in dissemination we have taken an additional factor--capability--into account in identifying the parameters of a "minimal" level of effective program outreach. Teacher Corps projects are not equal in their capability to engage in effective dissemination activities. This disparity stems largely from the variability among the institutions of higher education (IHEs) in terms of their resources for and their institutional commitment to research, teaching, and service. In Clark and Guba's (1977) terminology, these "missions" of schools, colleges, and departments of educatrion (SCDEs) involve five kinds of activity:

1. Teaching and instruction.
2. Research and scholarly productivity.
3. Development, dissemination, and demonstration.
4. Ad hoc services to schools and other educational agencies.
5. Effecting change in schools or other educational agencies.

In the study, activities 3, 4, and 5 were considered together as educational dissemination and utilization (D&U). Survey respondents were advised that activity number 3, development, dissemination, and demonstration, involved:

> ...the design and preparation of generalizable instructional materials such as textbooks, audio-visuals, workbooks, etc.; of teaching techniques, administrative patterns, and other novel concepts, practices, or artifacts; dissemination of information about or demonstration of any of the foregoing to a wide range of potential adopters; or evaluation of any of the foregoing.

Activity number 5, effecting change in schools or other educational agencies, involved:

> ...needs assessment, assistance in selecting new programs or practices responsive to local needs, retraining of faculty and staff as required by newly installed innovations, demonstrating new approaches that are under consideration for adoption, servicing and nurturing newly installed programs.

There is great variation in the institutional resource bases of the IHEs involved in Teacher Corps projects; there are "rich" and "poor" institutions in both the public and private educational sectors that take on Teacher Corps projects. Some of the "richer" IHEs operate educational field service bureaus or centers, school study councils, or other structures such as teacher centers, with little or no external funding and have well-established records of collaboration with local educational agencies (LEAs). Others simply do not yet have the resource capability to deliver sustained high-quality school improvement programs when Teacher Corps funding ends.

There is also considerable variation in the institutional commitment of different IHEs involved in Teacher Corps projects to perform field-based inservice teacher education, dissemination or demonstration, and so forth.

These things we "know" without careful research evidence to provide us with concrete proof of variability. We also have to exercise caution when making sense of research data that are available.

There are limitations on the sort of conclusions that can be drawn from the data on the productivity of Teacher Corps SCDEs provided in Appendix A; we have included the listing of projects classified by indices of educational R&D productivity simply to provide an estimate of the proportion of projects that one might expect to have more or less capability for outreach. The potential for effective outreach performance by any given project cannot be predicted from the classifications made in the original study. Among the factors limiting the usefulness of the data are:

- The data were collected in 1974-76; institutions do change--some may have improved in their performance, others may have declined; project personnel could be superior or inferior to the faculty assessed in the original study;
- Clark and Guba (1977) regarded their measures of educational D&U (central to the focus of this report) as less precise than the measures of educational R&D; many instances of field-service activities go unrecorded and could not be assessed in the study;
- The distinctions among the projects in a given category (that is, subcategories in each of the high, medium, and low levels) of educational R&D were based upon ratings that have little direct connection with issues of educational D&U; and
- The "strength" or "weakness" of the LEA and community components of a Teacher Corps project has not been considered at all in the classification of SCDE productivity. (See also pages 79-81.)

We present the data, however, to demonstrate the range of potential for outreach activity as suggested by one objective measure of educational capabilities. Any criteria used for the assessing SCDE outreach potential should certainly include the factors on educational D&U that Clark and Guba employed in their original study. Such a process would lend additional validity to the process for differential grant awards suggested later in this report.

Certainly, there are Teacher Corps IHEs with "strong commitment" to school service and dissemination (Lotto and Clark [1978] estimated that approximately 14 percent of all SCDEs fit in that "highest" category and that another 14 percent were capable of providing "positive support"); these may be expected to sustain and perhaps expand the thrust of project innovations after federal funding ends. The willingness expressed in the grant proposals of all Teacher Corps projects to engage in field-based school improvement projects and to extend the impact of those efforts beyond the local educational setting cannot, however, be expected to eventuate universally. Projects in IHEs with low levels of institutional commitment to school service and dissemination (Lotto and Clark estimated that more than half of all SCDEs had weak, little-or-no, or ambivalent commitment to D&U) will, in the absence of external stimulation, very likely be limited in their outreach performance. Though some Teacher Corps projects based in "poor" and "low commitment" IHEs may come through with sterling performances in outreach activities, by virtue of the personal commitment and competence of project staff, we are not optimistic that any significant number will do so. The hypothetical distribution of nine possible "types" of projects represented in Table 3 may be contrasted with the distribution of SCDEs (with Teacher Corps projects) rated by "productivity"* summarized in Table 4 to get a rough estimate of how many Teacher Corps projects might be expected to establish and sustain effective outreach programs.

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* A measure involving the number of articles published in 13 practitioner-oriented journals, practitioner-oriented presentations at six national conferences, and contributions to Resources in Education of ERIC judged to be directed toward the community of practice rather than the research community (Clark and Guba, 1977; Clark, 1978).

TABLE 3.

Hypothetical Percentage Distribution of Teacher Corp Projects by Resources for and Institutional Commitment to Educational Dissemination and Utilization

Levels of IHE Resources Available for School Service	Levels of IHE Commitment to Educational Dissemination and Utilization (Note 1)			
	High	Medium	Low	
	Percent with Strong Commitment; Positive Support	Percent with Acceptance; Weak Commitment	Percent with Little/No Commitment; Ambivalent Commitment	Total
High	22	6	5	33
Medium	5	18	9	32
Low	4	3	28	35
Percent of Teacher Corps Project IHEs Estimated in Each Category	31	27	42	100
Percent of SCDEs Nationally in Each Category (Note 2)	28	40	32	100

Notes: 1. Collapsed into three levels from Lotto and Clark's (1978) six categories.

2. Adapted from Lotto and Clark (1978).

TABLE 4.

Number of Teacher Corps Projects in Each Department of Education Region Classified by Index of Productivity; Categories from Clark and Guba (1977) and data from Clark (1978). (See Appendix A for Complete List.)

Number of Projects in ED Regions	Index of the Productivity			
	High	Medium	Low	Totals
I	2	4	4	10
II	5	5	4	14
III	5	4	6	15
IV	1	5	14	20
V	12	4	6	22
VI	2	5	10	17
VII	2	1	3	6
VIII	3	2	2	7
IX	6	4	6	16
X	3	2		5
Total Number	41	36	55	132
Percent	31.1	27.3	41.6	100.0

In summary, both our personal impressions and our interpretation of indicators of project readiness and capability for dissemination lead us to the firm conviction that most Teacher Corps projects will need specialized technical assistance and external support if they are to carry out even minimally effective outreach programs. It is our judgment that the cumulative effect of (1) Teacher Corps project funding cutbacks, (2) loss of training and personal linkage opportunities provided by regional networks, and (3)

very wide variation among Teacher Corps IHEs in capabilities for knowledge production, dissemination, and utilization reduces the overall likelihood that Teacher Corps will achieve its mandate for adoption or adaptation of its educational improvements. Our perception that projects generally exhibit a low-level of willingness to perform outreach compounds the problem.

If Teacher Corps projects were to be left to themselves we would predict:

- About one-third of all projects will live up to their capability to produce educational products and practices that are sufficiently effective and innovative to be of interest to a broad range of potential adopters; however, with no technical assistance or external support for outreach it is unlikely that very many will divert project training and program development funds to collect adequate evaluation and other documentation data to establish plausible evidence of effectiveness (many projects are presently eliminating staff positions for documentors and evaluators) nor will they invest in building the kind of personal linkage systems that would enable project staff personnel to assist adopters in implementing project-developed innovations.

- About one-third of all projects might be expected to live up to their potential to produce products and practices that have sufficient positive effects to be institutionalized locally and to be of interest to some potential adopters; lacking the resources, however, to establish the effectiveness of innovations, promulgate information about them to others, or provide assistance to adopters of project-developed products, it is unlikely that many will achieve more than records of local service; the middle-range SCDEs are more likely to engage in successful D&U activities than are the "lower" range IHEs but they are less likely to produce really innovative products and practices (R&D) than the larger institutions.

- About one-third of all projects, deprived of opportunities to learn from other projects and receive training in adapting proven educational products and practices, will not have the capability to develop or implement really effective school improvement and educational personnel development programs, let alone disseminate them to other educational audiences.

These rather dire predictions, however, may be alleviated to various degrees depending upon the extent to which the Teacher Corps program is able to implement elements of the outreach support program detailed in the remainder of this paper.

ASSUMPTIONS AND PREMISES

This section describes alternatives for interventions that the Teacher Corps Washington program office may consider in policy decisions about the allocation of program resources to attain the "Fourth Outcome," the adoption or adaptation of educational improvements developed by Teacher Corps projects by other educational agencies and institutions.

The components that constitute the "minimum" information sharing/dissemination system have been identified as those mechanisms or activities that are (1) considered by a consensus of the specialists we have consulted to be essential to the achievement of the demonstration/dissemination mandate and (2) feasible within the limits of anticipated program funding for the next several fiscal years, $37.5 million. We have already indicated that we have not hesitated to recommend changes in the Teacher Corps program Rules and Regulations wherever we considered them necessary to achieve the implementation of an essential system element. In some instances, however, when our consultants differ strongly on the importance of an outreach mechanism or activity, we have outlined policy alternatives that take into account these differences in viewpoint.

In contrast, the mechanisms and activities described in operating a "maximally" effective national outreach program represent the components of a comprehensive educational dissemination system that encompasses (1) the sort of program envisioned in the Dissemination Analysis Group (DAG) report (1977) for elementary and secondary education and (2) the configuration for improving the capabilities of institutions of higher education to contribute to school improvement efforts suggested by Lotto and Clark (1978).

Assumptions Underlying Cost Estimates

All the educational diffusion specialists we consulted agree with our contention that the Teacher Corps information sharing and dissemination system should reflect two basic principles:

- Some form of personal intermediary or linkage is essential to the dissemination process; and
- A relatively comprehensive yet flexible external support system is needed to provide crucial materials and in-person utilization assistance.

There is more of a range of opinion about precisely which Teacher Corps actors should perform linkage roles and functions (Butler and Paisley 1978, Madey 1980) and what level of external support, materials, or technical assistance is really crucial. Differences in viewpoints are discussed in the context of the descriptions of outreach activities and mechanisms that follow in the next section. Our own recommendations among policy options are always clearly noted.

In order to ensure, however, that there are even minimum levels of information sharing, validation, and dissemination among Teacher Corps projects we recommend that there be differential funding of projects; that is, those with the greatest capability for R&D and readiness for D&U would receive more support for development and outreach than the less productive or committed projects. Table 5 provides a year-by-year breakdown of our assumptions about Teacher Corps program funding levels (1) authorized in the program rules and regulations, (2) estimated as the average award to be granted in the immediate future, and (3) recommended as the average appropriate to support an effective outreach program thereafter. As program funds become available we recommend increases for outreach support. For example, we suggest grants for the fifth year be made at the authorized level of $150,000 in fiscal year 1984 when the Program '79 projects reach that state. (Text continues on page 28.)

Similarly, we suggest that the average fourth year grant for Program 81 projects (and thereafter) be at the authorized amount of $200,000 in fiscal year 1985. Other assumptions incorporated in Table 5 include:

- Teacher Corps program funding will be at $37,500,000 annually through fiscal year 1985; thereafter additional funds will be necessary to support both projects and support activities.
- No new projects will be funded in fiscal year 1981; there will be no Program 80 projects.
- In fiscal year 1982 there will be sufficient program money to support 40 new-start Program 81 projects.
- Forty new start projects will be funded each year until the Teacher Corps reaches 200 projects in operation in fiscal year 1986.

Table 6 provides a breakdown of the amounts that we recommend be shifted among projects over fiscal years 1982 to 1986. Basically, the projects with low levels of educational R&D productivity would receive less in the way of grant awards than projects with high productivity; middle range projects would receive the average grant amounts. (More specific criteria for differentiating among projects are introduced on page 36-37.) For planning purposes we have assumed that approximately one-third of the projects in a given program cycle will fall into each of the three categories of productivity. Other assumptions included in Table 6 include:

- Differential funding would begin in Fiscal Year 1982 after Teacher Corps projects had responded to grant renewal memoranda that specified program standards for demonstration and dissemination activities.
- Approximately one-third of the projects in each funding cycle would be classified as adopter projects and receive from 20 to 40 percent less in grant awards than the average for all projects.
- Approximately one-third of the projects would be classified as developer or demonstration projects and receive from 20 to 40 percent more than the average for all projects.

(Text continues on page 30.)

TABLE 6.

Recommended Differential Project Funding, 1982-86 (In Thousands of Dollars)

Program Cycle	Approximate Number of Projects at Each Level of Productivity		FY 1982 Outreach Level			FY 1983 Outreach Level			FY 1984 Outreach Level			FY 1985 Outreach Level			FY 1986 Outreach Level		
			Minimum	Medium	Maximum	Minimum	Medium	Maximum	Minimum	Medium	Maximum	Minimum	Medium	Maximum	Minimum	Medium	Maximum
78	26	Low	$ 125	$ 135	$ 150	$ 75	$ 05	$ 100									
	27	Medium	175	175	175	125	125	125									
	26	High	225	215	200	175	165	150									
	79	TOTAL	1,300	1,040	650	1,300	1,040	650									
79	18	Low	175	185	200	125	135	150	$ 100	$ 110	$ 125						
	17	High	250	250	250	175	175	175	150	150	150						
	18	Medium	325	315	300	225	215	200	200	190	175						
	53	TOTAL	1,350	1,170	900	900	720	450	900	720	450						
81	13	Low	100	110	125	175	185	200	175	185	200	$ 190	$ 160	$ 175	$ 100	$ 110	$ 125
	14	Medium	125	125	125	250	250	250	250	250	250	200	200	200	150	150	150
	13	High	150	140	125	325	315	300	325	315	300	250	240	225	200	190	175
	40	TOTAL	325	195	-0-	975	845	650	975	845	650	650	520	325	650	520	325
82	13	Low				100	110	125	175	185	200	175	185	200	150	160	175
	14	Medium				125	125	125	250	250	250	250	250	250	200	200	200
	13	High				150	140	125	325	315	300	325	315	300	250	240	225
	40	TOTAL				325	195	-0-	975	845	650	975	845	650	650	520	325
83	13	Low							100	110	125	175	185	200	175	185	200
	14	Medium							125	125	125	250	250	250	250	250	250
	13	High							150	140	125	325	315	300	325	315	300
	40	TOTAL							325	195	-0-	975	845	650	975	845	650
84	13	Low										100	110	125	175	185	200
	14	Medium										125	125	125	250	250	250
	13	High										150	140	125	325	315	300
	40	TOTAL										325	195	-0-	975	845	650
85	13	Low													100	110	125
	14	Medium													125	125	125
	13	High													150	140	125
	40	TOTAL													325	195	-0-
Total Amount Awarded			$32,075	$32,075	$32,075	$34,150	$34,150	$34,150	$32,950	$32,950	$32,950	$33,000	$33,000	$33,000	$39,000	$39,000	$39,000
Amounts Shifted			2,975	2,405	1,550	3,500	2,800	1,750	3,175	2,605	1,750	2,925	2,405	1,625	(3,575)	(2,925)	(1,950)

- The remaining one-third (regular/service projects) would receive grants of approximately the average for all projects.

- Over a five year project life (as illustrated by the Program 81 projects) an average project would receive $975,000 in grant awards; an adopter project would receive $700,000 at the minimum level of outreach program support and $825,000 in the optimal configuration; a developer/demonstrator project would receive grants of $1,250,000 and $1,125,000 respectively.

- The projects with more capability in educational R&D and D&U would provide assistance to projects with less capability; in essence, the developer/demonstrator projects would provide training and technical assistance to the adopter projects.

- The proportion of project grant funds shifted among adopter and developer/demonstrator projects would diminish at higher levels of outreach program support as responsibility for coordinating outreach activities is increasingly assumed by the staff of the regional networks.

Underlying Premises

While we personally lean toward a long-term effort of consolidating and streamlining all of the federally supported educational dissemination programs within the Department of Education we have specified the details of what is essentially a separate Teacher Corps outreach system based on the following premises:

- *If Teacher Corps projects are to achieve the demonstration/dissemination "mandate," then outreach requirements will have to be specified by the federal program officers:* clear standards of dissemination performance for projects need to be issued.

- *If the readiness of Teacher Corps projects to engage in outreach activities is to be improved, then the competence of project personnel to make use of information-dissemination systems will have to be upgraded:* means for personal linkage among project personnel and outreach specialists must be established and/or maintained by the federal program.

- *If the most successful school improvement and educational personnel development programs developed by Teacher Corps projects are to be disseminated to national audiences, then the projects with the capability to develop such programs should receive additional support to engage in outreach activities:* projects with high levels of capability should be designated as developer/demonstrator projects and receive additional support in a system of differential grant award funding.

- *If Teacher Corps is to become a national demonstration program for school improvement and educational personnel development programs, then program resources for service operations will have to be diverted to dissemination activities:* the program office and field projects will have to plan to allocate resources to outreach even at the expense of some school service activities.

- *If the capabilities of all Teacher Corps projects to "deliver" effective school improvement programs are to be improved, then the configuration of collaboration among projects will have to be changed so that those with high levels of commitment and strong resource bases to support educational R&D/D&U will be able to provide assistance to less capable projects:* a new system of differential funding among projects should be established to support a new configuration of project interaction in regional capability-building networks.

We have elaborated a set of support mechanisms that we judge appropriate to achieve the goals stated in these premises. The policy decisions made with respect to the options implied in these statements by the Teacher Corps program office will, we expect, make our next effort at projecting resources somewhat simpler; we hope that we will not be trying to cover such a range of alternative courses of action and can address our analysis to a particular set of program outreach activities. It is hoped also that the "second-round" of resource projections can be done within a framework of Department of Education dissemination objectives for educational personnel development and school improvement programs that incorporate:

- Review of products and practices for approval for release, functions that are now accomplished for various types of materials for various audiences by the Office of Public Affairs, the Joint Dissemination Review Panel, and several specific ED programs that operate their own outreach systems.

- Nonprofit marketing mechanisms, a function now accomplished largely by a variety of federally supported information systems and clearinghouses, by support contractors for some programs, and on an ad hoc basis by others.

- Client services for adopters, the technical assistance so essential to the successful adaptation of educational products and practices now or previously performed by many federal agencies such as the National Diffusion Network, the Research and Development Utilization Program, and others.

OUTREACH SYSTEM COMPONENTS

Table 7 provides an overview of the outreach mechanisms and activities--in addition to the formal dissemination support groups intended to provide linkage and coordinate interagency relations--that we have identified as important elements in information sharing and diffusion of innovations. The table can only suggest some of the specific activities, linkage functions and/or roles, cost variables, and so forth, which are described in the following pages.

The new outreach support units considered essential at even the minimum outreach configuration are:

- An Outreach Unit in the Teacher Corps Washington program office to coordinate the work of national and regional support projects and maintain liaison with other Federal dissemination agencies;
- A Teacher Corps Communications Project (TCCP) to provide information services to projects, regional units, and the program office; and
- A Teacher Corps Diffusion Project (TCDP) to provide training and technical assistance in all phases of dissemination to projects and other program units.

If Teacher Corps program resources permit support of additional outreach components at some middle level we recommend the establishment of another outreach support mechanism:

- Regional Outreach Support Networks in at least six georgraphic areas coinciding with or combining one or more of the ten Department of Education regions (see maps on page 52 to 54).

The specifications of an optimal outreach system, at a maximum level of Teacher Corps program support, assume the existence of each of the support groups described above and the operation of a strong system of:

- Regional Outreach Support Networks in eight geographic areas (combining the ten ED regions) with at least one full-time equivalent dissemination specialist for every ten Teacher Corps projects in the region (see Table 8 on page 51) and capable of performing many of the technical assistance functions suggested for the Teacher Corps Diffusion Project in the minimum level configuration.

Detailed descriptions of the outreach system components, including the specific dissemination mechanisms and activities that constitute a given component, follow in the pages after Table 7. The basic data are repeated in each section (in full-size type for the benefit of the near-sighted). Annual cost estimates and five-year projections of costs are derived from the project funding figures recommended in Table 6 at minimum, medium, and maximum levels of Teacher Corps outreach program support.

TABLE 7. Dissemination Activities and Mechanisms Considered Essential and/or Optimal for Different Levels of Teacher Corps Outreach Support.

OUTREACH ACTIVITIES AND MECHANISMS (DAG Activities in *Italics*)	ALTERNATIVE LEVELS OF SUPPORT FOR TEACHER CORPS PROGRAM OUTREACH		
	MINIMUM	MEDIUM	MAXIMUM
Establishment of Teacher Corps program outreach performance standards for adoptar, developer, and demonstrator projects	Teacher Corps Washington Outreach Unit issues specific performance standards and guidelines for collaborative interaction among projects	Regional Outreach Support Networks facilitate implementation of program outreach performance standards by Teacher Corps projects in region	Regional Outreach Support Networks coordinate interaction among Teacher Corps projects and Program Specialists to achieve objectives
Supervision of project outreach performance; make objective determinations of project capabilities in educational R&D and/or commitment to D&U; monitoring of product review/validation and achievement of dissemination objectives	Program Specialists assess capability of each project for educational R&D and D&U and make recommendations for differential funding of projects with the most potential for outreach and/or assisting other Teacher Corps Projects	Regional Networks collaborate with Program Specialists in assessing capabilities of projects for educational R&D and D&U; promote interaction among projects, referrals for review/validation, to facilitate achievement of outreach objectives	Regional Networks coordinate collaboration among projects to improve the capabilities of all to develop and implement effective school improvement programs; provide linkage with other educational diffusion agencies/networks
Training of project personnal in educational product marketing, linkage functions, technical assistance to adoptars in implementing products and practices, managing outreach programs, etc.	Teacher Corps Diffusion Project coordinates training within ED Regions; projects with high capabilities in R&D and D&U receive supplemental funding to assist in regional training	Regional Networks coordinate training within region and collaboration among projects, TCCP, TCDP, and Teacher Corps Outreach Unit to maximize training effects regionally	Regional Networks conduct training and technical assistance to improve outreach capabilities of all projects; provide linkage with all Teacher Corps outreach agencies
Interaction between groups of projects (regionally or for thematic program interests) for the *spread* and *exchange* of information, to encourage *choice* and facilitate *implementation* assistance	Projects within reasonable proximity meet periodically, exchange personnel or teams for training; projects with strong R&D and D&U capabilities assist TCDP	Regional Networks facilitate meetings of projects and coordinate information sharing; coordinate collaboration among projects in regional "capacity building" for school improvement	Regional Networks conduct meetings of projects for information sharing and exchange of products and practices; provide linkage with TCDP and other outreach resource agencies
Preparation of local information materials, including newsletters, articles, media releases, etc., for *spread* of project information locally	Teacher Corps Communications Project provides guidelines, "how-to" materials, and linkage with local public information agencies	Regional Networks coordinate training of project personnel in use of "how-to" materials; provide linkage with TCCP and other information agencies	Regional Networks provide training and technical assistance as needed for projects in the preparation of effective information materials
Preparation of promotional, instructional, and support materials for *spread* and *exchange* and use in *choice* and *implementation* activities of project-developed innovations	Projects with high R&D capability and D&U commitment receive supplementary funding for outreach; other projects get assistance from TCCP within funding limitations	Regional Networks facilitate collaboration between strong R&D/D&U projects and "adopter" projects; coordinate direct assistance to projects by TCCP, TCDP, educational marketing groups	Regional Networks provide technical assistance in materials preparation or coordinate delivery by TCCP and/or TCDP of highly specialized educational marketing services, and so forth
Documentation and evaluation to provide data on evidence of effectiveness of products/practices for Review and Endorsement assessment process	Local projects use IHE resources or those of nearby Teacher Corps projects with strong R&D capabilities; TCDP assists as possible	Regional Networks coordinate collaboration among projects as necessary to facilitate Review and Network Endorsement Processes	Regional Networks provide training and technical assistance in documentation and evaluation; direct Network Endorsement Process
Validation of evidence of effectiveness of products and practices as prescreening for review by Joint Dissemination Review Panel (JDRP)	TCDP provides referrals for any projects needing assistance (ED Regional offices, Teacher Corps projects with high R&D capabilities)	Regional Networks facilitate validation process for regional projects; provide referrals; forward validated products to Program office	Regional Networks provide training and technical assistance in validation procedures; forward validated products to Program office
Presentations at local, state, regional, and national meetings of educational organizations and publication in professional journals, etc., to *spread* information and facilitate *exchange*	All projects allocate resources to make presentations to appropriate audiences; the most productive projects receive supplemental funding for presentations and publication	Regional Networks promote participation by projects in regional meetings and collaborate with TCCP in making effective use of publication opportunities by Teacher Corps projects	Regional Networks conduct regional meetings in school improvement and educational personnel training programs; coordinate other regional and national Project presentations
Dissemination of innovative materials through state or federally funded dissemination systems to stimulate *exchange* and *choice* activities	All projects make use of ERIC and similar state information systems or networks; eligible projects seek funding from NDN	Regional Networks facilitate submissions by projects to dissemination systems and maintain linkage with state and regional agencies	Regional Networks provide training and technical assistance in accessing various systems; provide linkage between projects and agencies
Operation of demonstration programs (classrooms, inservice centers, etc.) to provide for *exchange* and to facilitate *choice* by potential adopters	All projects conduct some demonstration activities; most productive products get supplemental funding from Teacher Corps program	Regional Networks coordinate collaboration among projects to maximize impact of demonstration activities by Teacher Corps projects in region	Regional Networks provide training and technical assistance to projects in establishing demonstration programs; coordinate with NDN
Providing on-site technical assistance to adopters in the *implementation* of project-developed products and practices	Eligible projects get NDN funding; other productive projects with strong D&U capabilities get supplementary program funding	Regional Networks facilitate collaboration among adopter and demonstrator projects to improve the capabilities of all to assist adopters/adapters	Regional Networks conduct training and technical assistance to regional projects to establish implementation service capability
Commercial publication of effective project developed materials; *spread*, *exchange*, and *choice* done by Publisher; *implementation* contracted	Any project with commercially attractive materials can get assistance from Publishers; TCDP provides referrals as possible	Regional Networks facilitate interaction with projects and Publishers; coordinate technical assistance between projects and TCDP	Regional Networks provide linkage between projects and publication specialists; maintain coordination with other Teacher Corps regions

1. Establishment of Teacher Corps program outreach performance standards for adopter, developer, and demonstrator projects.

   Minimum: Teacher Corps Washington Outreach Unit issues specific performance standards and guidelines for collaborative interaction among projects.

   Medium: Regional Outreach Support Networks facilitate implementation of program outreach performance standards by Teacher Corps projects in region.

   Maximum: Regional Outreach Support Networks coordinate interaction among Teacher Corps projects and Program Specialists to achieve objectives.

We recommend that Teacher Corps Washington promulgate a set of project outreach performance standards, direct projects to conduct formal appraisals of their readiness and capabilities for outreach, and require all projects to apply for one of three levels of differential support when they complete continuation grant applications for fiscal year 1982. Essentially, projects would be assigned to one of three categories of educational R&D/D&U capability after review of grant application data by a panel of Teacher Corps Washington program staff personnel; maximum attention should, of course, be given to objective self-appraisal data supplied by projects but the program officials should strive to ensure that the evidence provided by projects demonstrates potential for achieving the standards established for each level. In general, we would suggest that specific check-list criteria be developed from the following broad sort of guideline statements:

- Developer/Demonstration Projects; these projects should provide strong evidence of commitment and resource capabilities (in place or readily available) to plan and develop novel educational programs; conduct effective documentation and evaluation of the implementation of innovative programs to ensure that evidence of effectiveness can be validated; specify means for demonstrating innovative programs and disseminating information about them on a broad regional or national basis; detail resources to be committed to maintaining innovations and to providing technical assistance to adopters (including adaptation in a wide range of educational settings) both among Teacher Corps projects and other educational audiences.

- Regular/Service Projects; These projects should provide convincing evidence of institutional commitment and resource capability to develop effective school improvement programs in the project LEA, to assess the effectiveness of products and practices, and to provide and maintain effective demonstration and dissemination services for potential adopters in the local area (state or region, as appropriate).

- Adopter Projects; these projects indicate a need (or are judged by differential funding review panel to have a need) for training and technical assistance in adapting innovative educational programs in the LEA schools and for increasing the capabilities of the IHE to provide effective school improvement programs to schools in the local and regional area.

When established, the program of differential funding would make the resources of more productive Teacher Corps projects available to projects that needed the most help. At minimal levels of outreach program support, the "personal linkage" between project personnel and dissemination resources (whether for drawing-upon or contributing-to) will obviously be weak. A great deal of responsibility falls to the projects themselves because of the limited capability for linkage operations by the Teacher Corps Diffusion Project (TCDP) and Teacher Corps Communications Project (TCCP). Much of the assistance provided to adopter projects would have to come about through brokerage and/or referrals conducted at a distance by the support project personnel striving to get the best "matches" among projects. Thus, the personal linkage in the minimum outreach program will take place largely among project personnel engaged in collaborative interaction with other project personnel, local information resource personnel, or other adopters.

Even more critical to the success of a program of differential funding among Teacher Corps projects than the linkage capabilities of the TCDP and the TCCP, in the minimum level outreach configuration, would be the effectiveness of the personnel who were assigned to the Teacher Corps Washington Outreach Unit. We have estimated annual

operating costs and projected costs for this group in terms of Department of Education personnel assignments rather than Teacher Corps program funding.

Outreach Unit Teacher Corps Washington	Estimated Annual Cost Minimum	Medium	Maximum
	I F.T.E.	2 F.T.E.	3 F.T.E.
Costs of assigning program staff personnel to monitor outreach support projects and provide liaison with Federal dissemination systems	Costs Projected Over Five Years Federal Staff Person-Years 5	10	I5

It has become increasingly clear to us during our study of Teacher Corps operations that the Federal program office should establish an Outreach Unit to provide leadership and administrative control of the information sharing and validation/outreach activities. At a very minimum we recommend that a full-time program staff professional be assigned to provide leadership in outreach activity and accomplish the following responsibilities:

- Monitor the Teacher Corps Communication Project (TCCP)
- Monitor the Teacher Corps Diffusion Project (TCDP)
- Coordinate program relations with ED dissemination agencies and professional educational associations:

. DAC	. Teacher Centers	. ASCD
. ERIC	. ROEP	. AASA
. RDx	. AACTE	. NAESP
. JDRP/NDN	. NEA	. NASSP
. RRC	. AFT	. etc.
. Education Practice File	. ATE	
. Equal Education Opportunity Program	. NSDC	
	. CCSSO	

The following scenario, written by Fred Rosenau, gives a view of how a Teacher Corps Outreach Unit staff person might carry out such tasks.

A DAY IN THE LIFE OF DEE ESS:

A Teacher Corps Dissemination Scenario

On a sparkling April day in 1981, Dee Ess, newly appointed Dissemination Specialist in the Washington office of Teacher Corps, rode Metro to her office. During the 20-minute ride, she had ample time to run over mentally some of the issues she knew were facing her in this, her third, week in a challenging new assignment. Above all, she knew that in two days she would be sitting down, for the first time, with the full Office of Educational Research and Improvement dissemination coordination committee whose minutes she had reviewed over the previous weekend. She had met, thus far, only two members of the committee--one of whom was the head of the dissemination and professional development group. But she had been engaged in a crash reading program to catch up on recent reports from the various technical assistance contractors and dissemination networks most likely to assure Teacher Corps of the kinds of help it would need in the year ahead.

Opening her briefcase deftly so as not to jostle her seatmate, she began riffling through the long list of notes she had compiled for herself to try to attend to some of the many details needing her attention in the next few days. These included:

- Planning production of a very simple, perhaps computer-based and computer-printed, directory--updated and unillustrated--of all Teacher Corps projects for distribution to the ED Regional Offices, Teacher Centers, the Regional Exchanges, the ERIC Clearinghouse on Teacher Education, Regional Programs, state education agency inservice coordinators, state capacity-building projects, key offices on the Hill, all key offices in OERI, OESE, OSERS, etc. She made another note to see if it would be possible for the copies headed for the Hill to carry personal notes from the projects themselves...

- Making arrangements to meet with the Teacher Center state coordinators at the next Teacher Center program workshop.

- Planning to cooperate with the Regional Offices for the next series of ESEA Title I workshops.

- Arranging for distribution, with a cover memo from the director of Teacher Corps, of Resources for Educational Program Improvement to Teacher Corps projects.

- Planning--and getting costs for--an insert for the ED newsletter on Teacher Corps dissemination activities in recent months. She felt this insert, on different color stock, would be an effective alternative to the former Teacher Corps INFORMATION bulletin.

- Arranging--via one of the OERI technical assistance contractors--for help in improving the writing/editing/production of the various locally produced Teacher Corps "newsletters" which heretofore seemed distinctly un-newsy.

- Working with Basic Skills Coordinating Committee members to get selective basic skills information out to all projects--not just the basic skills cluster funded by the Basic Skills program.

- Linking state and regional Teacher Corps clusters to the next series of regional dissemination forums.

- Helping to move Teacher Corps output more quickly into RDx, the Urban Superintendents Network, and so on.

- Scheduling a meeting with the dissemination project director at the Council of Chief State School Officers.

- Making arrangements to get the best TC videocassettes and audiotapes into the National Audiovisual Center for nationwide distribution.

- Meeting with the Office of Public Affairs to suggest ideas for stories or features attractive to the editors of Education USA, Education Times, Teacher Education Reports, and other key media.

- Working with the editors of American Education to develop a Teacher Corps feature for fall; she had already tossed out three possible sites that would entice journalists.

- Conferring with the OERI publication specialist about a possible third printing of School Learning Climate and Student Achievement. Should that Florida State University document be accessed only by ERIC, put on sale by the ERIC Clearinghouse, or placed with a nonprofit distributor?

- Discussing with colleagues the notion of discouraging Teacher Corps projects from paying for exhibit booths at ATE, NEA, QUEST, AACTE, and similar conferences; instead, shouldn't Teacher Corps make a concerted effort to get on the programs of all significant professional meetings in the coming year?

- Collecting from Teacher Corps Program Specialists examples of "failures" and "successes" to be shared--after de-personalization--with all other projects (for example, materials, practices, how-tos, demonstrations that did/didn't work out there).

- Querying her boss as to whether the Assistant Secretary for Public Affairs might ask the Secretary to visit in person a strong Teacher Corps site as a media event.

- Feeding tidbits to NSDC, ASCD, AACTE, Teachers' Centers Exchange, networks, and resource centers to maintain keen interest in Teacher Corps activities and accomplishments.

- Setting up a system to monitor all dissemination/service/technical assistance providers to obtain publications of value and importance to Teacher Corps projects.

- Checking to see if Networking for Interagency Collaboration had yet turned up in ERIC so Teacher Corps projects could refer to it as needed.

- And, further along in the month, seeing if she could compare the costs of a Teachers' Centers Exchange workparty with those of a regional Title I meeting so she could make recommendations as to which technique offered the most cost/beneficial potential for Teacher Corps projects.

She would have continued riffling through her briefcase, but the Metro public address system was signalling her station, so she closed the snap and headed for her office, wondering which item on her list should be dealt with first. As she walked along a line from an old Beatles song came into her mind--she wasn't sure she had it quite straight but the words seemed to fit the task ahead--she'd get by, with a little help from her friends.

2. Supervision of project outreach performance: make objective determinations of project capabilities in educational R&D and/or commitment to D&U; monitoring of product review/validation and achievement of dissemination objectives.

   Minimum: Program Specialists assess capability of each project for educational R&D and D&U and make recommendations for differential funding of projects with the most potential for outreach and/or assisting other Teacher Corps projects.

   Medium: Regional Networks collaborate with Program Specialists in assessing capabilities of projects for educational R&D and D&U; promote interaction among projects, referrals for review/validation, to facilitate achievement of outreach objectives.

   Maximum: Regional Networks coordinate collaboration among projects to improve the capabilities of all to develop and implement effective school improvement programs; provide linkage with other educational agencies/networks.

The other side of the coin in the system of differential funding (where projects with high capabilities in educational R&D/D&U help adopter projects) involves the responsibility for monitoring the performance of projects in meeting their stated outreach objectives, that is; that the program standards for outreach activities are met by each project.

Certainly a radical departure from past practices, a system for differentiating among projects such as we have proposed, would result in some degree of turmoil among Teacher Corps projects, perhaps even charges of unfair treatment in the classification of some projects to regular/service or adopter status. We recommend that the Teacher Corps Program Specialists, who are in fact charged with monitoring the performance of local projects, play a major role in assisting projects make objective assessments of their outreach potential, then follow through as closely as possible in monitoring the achievement of project objectives in dissemination, and as necessary take steps to try to adjust any real inequities. The Program Specialists should also maintain

close collaboration with the staff of the Outreach Unit and the various outreach support projects/networks, etc., in order to increase the likelihood that projects will make better use of available resources. At the minimum level of outreach program support it would be necessary for Program Specialists to work closely together in monitoring the interation among developer/demonstrator projects and adopter projects. At higher levels of Teacher Corps outreach program support, the Regional Networks could play an increasingly larger role in the linkage, referral, brokerage, etc., functions that Program Specialists would be concerned about and, thereby, make somewhat easier the tasks of monitoring project outreach performance.

We have not calculated any particular costs for this component of the Teacher Corps outreach system because supervision is so closely tied in with the relationship of Program Specialists with projects, a function that is incorporated in the program office operating costs.

3. Training of project personnel in educational product marketing, linkage functions, technical assistance to adopters in implementing products and practices, managing outreach programs, etc.

   Minimum: Teacher Corps Diffusion Project coordinates training within ED Regions; projects with high capabilities in R&D and D&U receive supplemental funding to assist in regional training.

   Medium: Regional Networks coordinate training within region and collaboration among projects, TCCP, TCDP, and Teacher Corps Outreach Unit to maximize training effects regionally.

   Maximum: Regional Networks conduct training and technical assistance to improve outreach capabilities of all projects; provide linkage with all Teacher Corps outreach agencies.

The responsibilities for training and technical assistance in outreach activities fall, in the minimum level of program outreach support, primarily to the TCDP and, to a lesser extent, to the TCCP. Regional Networks, however, assume an increasing degree of responsibility for training as the level of program outreach support increases. Cost estimates and projections for the training component discussed here are limited to the TCDP and TCCP operations.

Teacher Corps Communications Project	Estimated Annual Cost		
	Minimum	Medium	Maximum
Costs determined on the basis of staff person-years estimated to achieve production of various information publications and/or operation of systems at various levels of support by Teacher Corps Washington	$ 210,000	$ 300,000	$ 390,000
	Costs Projected Over Five Years		
	Federal Staff Person-Years		
	$1,050,000	$1,500,000	$1,950,000

We recommend that a Teacher Corps Communications Project (TCCP) be established for a three- to five-year period through competitive responses to a Request for Proposal (RFP), a process that we believe will result in securing the most competent personnel for the task of providing information services to projects, regional units, and the program office. Professional and support staff costs (including institutional overhead and facilities) are estimated on the basis of $60,000 per person-year. Production costs for publications, services, and so forth are estimated on the basis of anticipated volume.

Mechanism or Activity	Minimum	Medium	Maximum
Project Staff (3, 4, 5 person-years)	$180,000	$240,000	$300,000
Program Directory (Minimal, as at present with basic data on projects; on project innovations, services, etc; at optimal level of outreach support the directory is part of computer database information system which can be updated periodically)	6,000	10,000	10,000
Archive collection of program materials (storage, cataloging, etc.); collection, exchange, clearinghouse services improve at different levels	10,000	20,000	30,000
Catalog of project-developed products and practices; annual publication at minimum level to computerized data base Teacher Corps Practice File at optimal level of support	6,000	8,000	10,000
Newsletter about promising practices, etc., 4, 6, or 10 issues at different levels of outreach support	8,000	12,000	20,000
Direct communication service to projects	----	10,000	20,000

Teacher Corps Diffusion Project	Estimated Annual Costs		
	Minimum	Medium	Maximum
Costs determined on the basis of staff person-years estimated to achieve various levels of outreach support services to Teacher Corps projects and other units; support from Teacher Corps Washington	$1,460,000	$1,750,000	$860,000
	Costs Projected Over Five Years		
	$7,300,000	$8,750,000	$4,300,000

We recommend that a Teacher Corps Diffusion Project (TCDP) be established through competetive responses to an RFP issued by Teacher Corps for a three- to five-year contract. We believe this process will secure the most competent personnel to perform the highly specialized services envisioned for this project; these include training and technical assistance in all phases of school improvement program planning, development, evaluation, adaptation, and dissemination. At low levels of outreach program support, TCDP project personnel will focus more on coordinating the collaborative interaction among Teacher Corps projec s with different levels of capability for educational R&D and/or commitment to knowledge D&U to maximize the effects of program outreach. Funds should be alloted for direct support of assistance in cases where there are many more adopter projects in a given area that can be served by developer/demonstration projects in the region. As higher levels of support become possible, the TCDP would be increasingly able to provide direct service to projects rather than brokerage and referrals that would be characteristic of the minimum level of operations. Such services include:

- Assessment of educational products and practices for Project Review and Network Endorsement processes;
- Validation of the evidence of product effectiveness in the prescreening process for JDRP review;

- Maintaining linkage with state, regional, and federal dissemination systems, clearinghouses, and networks;
- Establishing means for improved D&U among Teacher Corps IHEs and other SCDEs throughout the country (alternatives include support of new unit within NDN or setting up a separate D&U program for IHEs); and
- Assistance to projects in identifying potential audiences for dissemination, packaging educational materials, marketing practices, educational linkage functions, implementation assistance, and so forth.

Mechanism or Activity	Levels of Program Support		
	Minimum	Medium	Maximum
Project Staff (6, 10, and 6 person-years; many technical assistance and training functions assumed by Regional Outreach Support Networks in optimal configuration)	$360,000	$600,000	$360,000
Consultant fees and travel for technical assistance in product assessment; program development, documentation, evaluation, demonstration; marketing, packaging, and so forth (focus shifts to the regional networks capabilities at optimal level of support)	300,000	500,000	200,000
Support for Teacher Corps projects with exceptional R&D capability and/or commitment to D&U to provide assistance to Teacher Corps projects with less capability (need diminishes with increase in capability of other outreach support units)	500,000	300,000	100,000
Establishing and operating a system for improving D&U school improvement programs among Teacher Corps IHEs and other SCDEs nationally (regional networks perform the function in optimal configuration)	100,000	200,000	100,000
Training and technical assistance to projects, and increasingly as the levels of outreach support increase, to the Regional Outreach Support Networks	200,000	150,000	100,000

4. Interaction between groups of projects (regionally or for thematic program interests) for the spread and exchange of information, to encourage choice and facilitate implementation assistance.

   Minimum: Projects within reasonable proximity meet periodically, exchange personnel or teams for training; projects with strong R&D and D&U capabilities assist TCDP.

   Medium: Regional Networks facilitate meetings of projects and coordinate information sharing; coordinate collaboration among projects in regional "capacity building" for school improvement.

   Maximum: Regional Networks conduct meetings of projects for information sharing and exchange of products and practices; provide linkage with TCDP and other outreach resource agencies.

The system of Teacher Corps regional networks that operated through mid-1980, as we indicated at the beginning of this report, was to have played a central part in the information sharing and dissemination systems for Teacher Corps. Many of our advisors, although certainly not all, judged that the regional network system provided definite benefits to project operations and had potential for providing the stimulus for outreach--through peer pressure, institutional rivalry, professional interaction, and the like--that is missing when projects work in isolation from one another. One reviewer stated that the regional networks spread the program resources too thinly whereas another thought our case for a minimal outreach system without the personal linkage supplied by network interaction was "fatally flawed." Special purpose groups of projects, such as the Youth Advocacy Loop and Research Adaptation Cluster, also provided for professional stimulation, although the potential for facilitating outreach activities was not so readily apparent.

Our recommendations for the system of Regional Outreach Support Networks, defined below, should not, however, be construed to mean that we advocate simply reestablishing the previous regional network system. Though some of the networks, in our judgment, helped projects prepare for the "future" tasks of institutionalization and outreach--and did very creditable jobs in training, establishing

liaison with state dissemination agencies, providing linkage for projects with information resources, and so forth--others did nothing. We recommend that any future Teacher Corps investment in networking be made solely on the basis of providing means for the best available training and technical assistance in all the elements of developing and "delivering" successful school improvement programs. We make no recommendations with regard to the special purpose groups of projects; these seem to us to have less impact upon the larger challenge of Teacher Corps program outreach that is our primary concern.

Regional Outreach Support Networks	Estimated Annual Costs	
	Medium	Maximum
Costs determined on the basis of different ratios of Network staff personnel to projects in various regional configurations; the basic principle is to concentrate help where it is most needed	$3,034,000 to $3,124,000	$4,329,500 to $4,452,000
	Costs Projected Over Five Years	
	$21,398,000	$30,719,000

In order to ensure that the most qualified educational linkage personnel available are given the opportunity to assist Teacher Corps projects prepare for and conduct outreach activities, we recommend that a system of Regional Outreach Support Networks be established through competitive proposals in response to a procurement issued to a broad range of educational agencies able to operate outreach support programs. We would not limit eligibility for competing for the network contracts (or grants) to IHEs because of the specialized nature of educational dissemination. The qualifications needed for effective outreach linkage are not necessarily limited to teacher educators in SCDEs and Teacher Corps should endeavor to secure the most competent personnel for this vital task.

We suggest that the boundaries of the Teacher Corps network system follow, at least generally, those of the Department of Education's regions to increase the potential for coordinating effort with other Federally supported programs administered or supported regionally. A regional Teacher Corps network system, however, is not considered feasible at the minimum level of program outreach support. In that situation we recommend that differential funding (discussed on pages 28 to 30) be set up to provide additional funding for projects that have more capability in educational R&D and/or commitment to D&U to assist other projects.

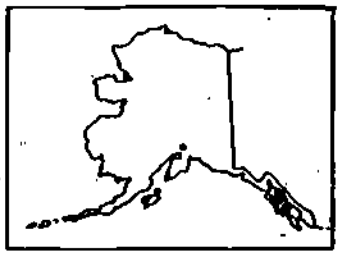
The variation in the cost estimates for the medium and maximum outreach programs is based upon different ratios of the number of full-time equivalent (FTE) network professional staff personnel to the number of Teacher Corps projects in each region (I:15 and 1:10 respectively). Table 8 indicates the number of personnel who would be involved in three different regional configurations (see also the maps on pages 52 to 54). As the number of Teacher Corps projects in a given region varied over the years, the FTE ratio could be adjusted without much disturbance in the continuity of personnel. For example, if the number of projects in ED Region IV were to increase from 20 to 23 the regional network staff could be increased from 2.0 to 2.3 FTE staff by contracting for the part-time services of an available educational linkage specialist. The same principle would work in reverse but, to ensure continuity, no region would ever have fewer than one (1.0 FTE) network staff person. The estimated cost of the regional network system is determined on the basis of $20,000 or $25,000 per project served (medium and maximum support levels) plus a personnel allowance of $25,000 for each FTE staff person, prorated as necessary. Other costs are estimated on a national basis although there would likely be regional variation. (Text continues on page 55.)

TABLE 8.

Number of Teacher Corps Regional Outreach Support Network Professional Staff Personnel in Ratios of 1:15 and 1:10 to the Number of Projects in Three Configurations of Department of Education Regions

Ten ED and TC Regions (Map on page 52)				Eight TC Regions (Map on page 53)				Six TC Regions (Map on page 54)			
Regions	Number of Projects	Network Staff Ratio 1:15	Network Staff Ratio 1:10	Regions	Number of Projects	Network Staff Ratio 1:15	Network Staff Ratio 1:10	Regions	Number of Projects	Network Staff Ratio 1:15	Network Staff Ratio 1:10
I	10	1.0	1.0	1	10	1.0	1.0	1	24	1.6	2.4
II	14	1.0	1.4	2	14	1.0	1.4				
III	15	1.0	1.5	3	15	1.0	1.5				
IV	20	1.3	2.0	4	20	1.3	2.0	2	20	1.3	2.0
V	22	1.5	2.2	5	22	1.5	2.2	3	37	2.5	3.7
VI	17	1.1	1.7	6	17	1.1	2.7	4	23	1.5	2.3
VII	6	1.0	1.0	7	13	1.0	1.3				
VIII	7	1.0	1.0					5	12	1.0	1.2
IX	16	1.1	1.6	8	21	1.4	2.1	6	16	1.1	1.6
X	5	1.0	1.0								
Total	132	11.0	14.4		122	9.3	13.2		132	6.5	9.5

FIGURE 1. Distribution of Teacher Corps Projects in Ten ED Regions.



REGION X

Alaska	1
Idaho	1
Oregon	1
Washington	2

REGION VIII

Colorado	1
Montana	2
North Oakota	1
South Oakota	1
Utah	1
Wyoming	1

REGION VII

Iowa	1
Kansas	1
Missouri	2
Nebraska	2

REGION V

Illinois	6
Indiana	2
Michigan	3
Minnesota	1
Ohio	7
Wisconsin	3

REGION I

Connecticut	2
Maine	1
Massachusetts	4
New Hampshire	1
Rhode Island	1
Vermont	1

Boston Area	3
New York City	7
New Jersey	3
Philadelphia Area	3
Delaware	1
Maryland	2
Washington, DC-Arlington, VA	2

REGION II

New Jersey	3
New York	9
• Puerto Rico	1
• Virgin Islands	1

REGION III

Delaware	1
District of Columbia	1
Maryland	2
Pennsylvania	6
Virginia	4
West Virginia	1

REGION IV

Alabama	4
Florida	3
Georgia	2
Kentucky	2
Mississippi	3
North Carolina	2
South Carolina	2
Tennessee	2

REGION VI

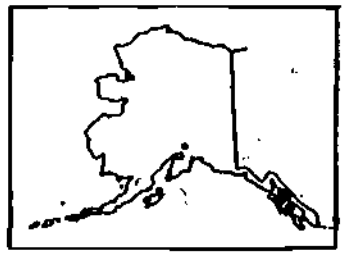
Arkansas	1
Louisiana	3
New Mexico	1
Oklahoma	2
Texas	10

REGION IX

Arizona	2
California	10
Hawaii	1
Nevada	1
• American Somoa	1
Trust Territory of the Pacific	
• Guam	1
Wake Islands	

In this configuration the Teacher Corps Regional Outreach Support Networks coincide with The Department of Education regions; I (Boston), II (New York), III (Philadelphia), IV (Atlanta), V (Chicago), VI (Dallas), VII (Kansas City), VIII (Denver), IX (San Francisco), and X (Seattle).

FIGURE 2. Distribution of Teacher Corps Projects in Eight Regions.



REGION X

Alaska	1
Idaho	1
Oregon	1
Washington	2

REGION VIII

Colorado	1
Montana	2
North Dakota	1
South Dakota	1
Utah	1
Wyoming	1

REGION VII

Iowa	1
Kansas	1
Missouri	2
Nebraska	2

REGION V

Illinois	6
Indiana	2
Michigan	3
Minnesota	1
Ohio	7
Wisconsin	3

REGION I

Connecticut	2
Maine	1
Massachusetts	4
New Hampshire	1
Rhode Island	1
Vermont	1

Boston Area	3
New York City	7
New Jersey	3
Philadelphia Area	3
Delaware	1
Maryland	2
Washington, DC-Arlington, VA	2

REGION II

New Jersey	3
New York	9
• Puerto Rico	1
• Virgin Islands	1

REGION III

Delaware	1
District of Columbia	1
Maryland	2
Pennsylvania	6
Virginia	4
West Virginia	1

REGION IV

Alabama	4
Florida	3
Georgia	2
Kentucky	2
Mississippi	3
North Carolina	2
South Carolina	2
Tennessee	2

REGION IX

Arizona	2
California	10
Hawaii	1
Nevada	1
• American Somoa	1
Trust Territory of the Pacific	
• Guam	1
Wake Islands	

REGION VI

Arkansas	1
Louisiana	3
New Mexico	1
Oklahoma	2
Texas	10

In this configuration the Department of Education Regions VII (Kansas City) and VIII (Denver) are combined into a single Teacher Corps Regional Outreach Support Network as are Regions IX (San Francisco and X (Seattle); the remaining Networks coincide with the ED Regions.

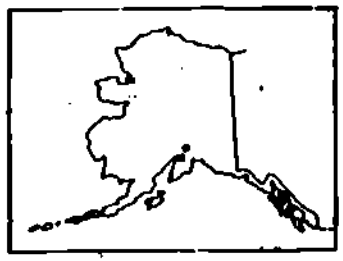


FIGURE 3. Distribution of Teacher Corps Projects in Six Regions.

REGION X

Alaska	1
Idaho	1
Oregon	1
Washington	2

REGION VIII

Colorado	1
Montana	2
North Dakota	1
South Dakota	1
Utah	1
Wyoming	1

REGION VII

Iowa	1
Kansas	1
Missouri	2
Nebraska	2

REGION V

Illinois	6
Indiana	2
Michigan	3
Minnesota	1
Ohio	7
Wisconsin	3

REGION I

Connecticut	2
Maine	1
Massachusetts	4
• New Hampshire	1
Rhode Island	1
Vermont	1

Boston Area	3
New York City	7
New Jersey	3
Philadelphia Area	3
Delaware	1
Maryland	2
Washington, DC-Arlington, VA	2

REGION II

New Jersey	3
New York	9
• Puerto Rico	1
• Virgin Islands	1

REGION III

Delaware	1
District of Columbia	1
Maryland	2
Pennsylvania	6
Virginia	4
West Virginia	1

REGION IV

Alabama	4
Florida	3
Georgia	2
Kentucky	2
Mississippi	3
North Carolina	2
South Carolina	2
Tennessee	2

REGION IX

Arizona	2
California	10
Hawaii	1
Nevada	1
• American Somoa	1
Trust Territory of the Pacific	
• Guam	1
Wake Islands	

REGION VI

Arkansas	1
Louisiana	3
New Mexico	1
Oklahoma	2
Texas	10

In this configuration Department of Education Regions I (Boston) and II (New York) are combined, as are Regions III (Philadelphia) and V (Chicago), Regions VI (Dallas) and VII (Kansas City), and Regions VIII (Denver) and X (Seattle). Regions IV (Atlanta) and IX (San Francisco) remain as separate units.

Of the six possibilities (two ratios in three configurations) we judge that (given the present distribution of projects throughout the country) the optimal system of networking and outreach linkage would be provided by having one FTE staff person for every 10 projects in eight Teacher Corps regions. Combining ED Regions VII with VIII and IX with X, although the geographic areas (see Figure 2, page 53) are large indeed, is more economical in terms of the ratio of network staff to projects served. In addition, the cities of Denver and San Francisco, where the Network staff would likely be located, both have superior transportation facilities to compensate for the distances between some of the more remote projects. Although at a 1:15 ratio it would take only 9.3 FTE network staff to serve these eight regions, it was the consensus among our advisors and reviewers that the Executive Secretaries, in the previous Teacher Corps regional configuration of 12 networks, could serve about 10 projects most efficiently.

The estimated annual costs of this outreach component are stated in terms of options depending upon the ratio of FTE network staff professionals to the number of projects (out of 132) served.

Mechanism or Activity (Minimum level not included)	Levels of Outreach Program Support	
	Medium	Maximum
Basis for Network Budget, per project	$ 20,000	$ 25,000
Ratio of Staff FTE per project	1:15	1:10
Ten Regions; 132 projects 11.0 and 14.4 FTE	$2,640,000 220,000 $2,860,000	$3,300,000 360,000 $3,660,000
Eight Regions; 132 projects 9.3 and 13.2 FTE	$2,640,000 186,000 $2,826,000	$3,300,000 330,000 $3,630,000

	Medium	Maximum
Six Regions; 132 projects	$2,640,000	$3,300,000
6.5 and 9.5 FTE	130,000	237,500
	$2,770,000	$3,537,500
Support for Deans Councils (allowances* of $1,000 or $3,000 for each project)	$ 132,000	$ 396,000
Support for Superintendents Councils*	$ 132,000	$ 396,000

*Regarded by some reviewers as a politically astute investment for institutionalization and outreach but by others as simply window dressing or boondoggles.

The five-year projections are based upon an eight region configuration and include the following variables:

	Levels of Outreach Program Support	
	Medium	Maximum
Per Project Operating Budget	$ 20,000	$ 25,000
Ratio of Network FTE Staff to Projects in Region	1:15	1:10
Allowance for Deans Council, per Project	$ 1,000	$ 3,000
Allowance for Superintendents Council, per Project	$ 1,000	$ 3,000

The estimate for each year (below) includes the costs for each of the factors above and network staff costs for the number of projects indicated:

Fiscal Year	No. Projects	Staff FTE	Medium	Staff FTE	Maximum
1982	172	11.5	$ 4,014,000	17.2	$ 5,762,000
1983	212	14.1	4,946,000	21.2	7,102,000
1984	173	11.5	4,036,000	17.3	5,795,000
1985	160	10.7	3,734,000	16.0	5,360,000
1986	200	13.4	4,668,000	20.0	6,710,000
		TOTALS	$21,398,000		$30,719,000

5. Preparation of local information materials, including newsletters, articles, media releases, etc., for spread of project information locally.

   Minimum: Teacher Corps Communications Project provides guidelines, "how-to" materials, and linkage with local public information agencies.

   Medium: Regional Networks coordinate training of project personnel in use of "how-to" materials; provide linkage with TCCP and other information agencies.

   Maximum: Regional Networks provide training and technical assistance as needed for projects in the preparation of effective information materials.

The next four Teacher Corps outreach system components involve cost estimates and projections of funds that we recommend be allocated (that is, set aside) for expenditure in each Teacher Corps project budget; we are not discussing "new" or "additional" program funds but rather the allotment of specific minimum proportions of each project's budget to carry out important outreach activities at particular times. Thus, the cost figures are directly related to the demonstration/dissemination mandate of the Teacher Corps but are not really separate from the program funding amounts authorized and/or appropriated by the Congress each year.

Teacher Corps Project Local Information Materials	Estimated Annual Costs		
	Minimum	Medium	Maximum
Annual costs calculated at 2, 3, and 4 percent of average annual project budget estimated to be $200,000 for each of 132 project; projections based on the assumed number of projects operating over the five-year period (1982-86)	$528,000	$792,000	$1,056,000
	Costs Projected Over Five Years (Allocated from project grant funds)		
	$1,834,000	$2,751,000	$3,668,000

The importance of effective communications between Teacher Corps projects and local community groups (parents, civic leaders, taxpayer organizations, etc.) has been well established in practice. Teacher Corps projects throughout the country have experienced improved community relations by publishing and distributing print materials, producing media presentations for public meetings, and so forth. Among such materials are the following:

- Newsletter
- Community Council election guides
- Project information brochures
- Slide-tape presentations about project activities
- Radio and television presentations (audio and videotapes)
- Informational posters
- Project reports

We recommend that all Teacher Corps projects receive guidance in the preparation of public information materials to enhance public acceptance of project efforts.

Our calculations were based on the assumption that (given past practices) over the five years of a project's life the average annual budget would be $200,000.* An average project expenditure of two percent of its annual budget, $4,000 per year on local public information, is not regarded as more than a very minimal investment to reach an audience that is crucial to institutionalization of a project's program. The projections for 1982-1986 were based upon the following factors:

Program Cycle	Number of Projects	Number of Years	Total @ $2,000	Total @ $3,000	Total @ $4,000
78	79	2	$ 316,000	$ 474,000	$ 632,000
79	53	3	318,000	477,000	636,000
81	40	5	400,000	600,000	800,000
82	40	4	320,000	480,000	640,000
83	40	3	240,000	360,000	480,000
84	40	2	160,000	240,000	320,000
85	40	1	80,000	120,000	160,000

* The program Rules and Regulations state that the maximum amount a project might receive over five years is $1,100,000, or an average of $220,000.

6. Preparation of promotional, instructional, and support materials for spread and exchange and use in choice and implementation activities and project-developed innovations.

   Minimum: Projects with high R&D capability and D&U commitment receive supplementary funding for outreach; other projects get assistance from TCCP within funding limitations.

   Medium: Regional Netorks facilitate collaboration between strong R&D/D&U projects and "adopter" projects; coordinate direct assistance to projects by TCCP, TCDP, educational marketing groups.

   Maximum: Regional Networks provide technical assistance in materials preparation or coordinate delivery by TCCP and/or of highly specialized educational marketing services, and so forth.

This outreach system component also involves the allocation of local project budgets rather than program funds although, with a system of differential funding, the developer/demonstrator projects end up spending more on dissemination materials than will the adopter projects. For projecting the costs, however, we have relied upon average figures for all projects to arrive at an estimate of the total of project budget monies that we recommend be allocated to this component.

Teacher Corps Project Dissemination Materials	Estimated Annual Costs (for 132 Projects)		
	Minimum	Medium	Maximum
Annual costs calculated at 4, 6, and 8 percent of the average fourth and fifth year budgets of 132 projects; average annual project budget estimated at $150,000; projections based on the number of projects operating in fourth and fifth years of program cycle in 1982-1986	$792,000	$1,188,000	$1,584,000
	Costs Projected Over Five Years (Allocated from project grant funds)		
	$2,304,000	$3,456,000	$4,608,000

As Teacher Corps projects undertake outreach activities they will have to prepare a variety of promotional, informational, and "how-to" materials to facilitate adoption and adaptation. Emrick and Peterson (1978) have defined such materials ("brochures, manuals, workbooks, handbooks, filmstrips, videotapes, and other hard-copy or mediated presentations of information") in three categories:

- Descriptive materials: printed matter, visual displays, and other hard-copy information designed to communicate what the new knowledge, product or practice is, how it can be used, and what benefits will accrue from use.
- Instructional materials: the textbooks, workbooks, audiovisual sequences, and other items which make up the basic curriculum or content of the educational process (curriculum materials that are not central to the innovation are classified as support materials).
- Support materials: printed matter, audiovisual aids, and other informational components that occupy a background or optional status; support materials include elements of an innovation's curriculum, management, and implementation that are neither central to the innovation nor essential to its utilization.

The capability of projects to produce such materials may be closely related, we suspect, to the general level of productivity in educational R&D. Thus, in a Teacher Corps program of minimum outreach effort we would not expect more than a third of all projects to (1) develop really innovative school improvement or educational personnel training programs or (2) need technical assistance to prepare dissemination materials.

In arriving at the estimated annual cost that existing projects should allocate to the production and delivery of dissemination materials we assumed that an average budget for Teacher Corps projects in the fourth year would be $175,000 and in the fifth year $125,000; we took the average for the two years, $150,000, and calculated the minimum, medium, and maximum levels of expenditures by projects at four, six, and eight percent of the total for 132 projects. To arrive at a five-year projection of the costs of dissemination materials we

noted (from Table 6) that only Programs 78, 79, 81, and 82 would have projects in their fourth and fifth years during 1982-1986. Using an annual average budget of $150,000, we again calculated the amounts to be allocated at four, six, and eight percent.

Program Cycle	No. of Projects in 4th Year	No. of Projects in 5th Year	Total No. of Project-Years	Level of Outreach Support		
				Minimum ($6,000)	Medium ($9,000)	Maximum ($12,000)
78	79	79	158	$ 948,000	$ 1,422,000	$ 1,896,000
79	53	53	106	636,000	954,000	1,272,000
81	40	40	80	480,000	720,000	960,000
82	40	-	40	240,000	36,000	480,000

7. Documentation and evaluation to provide data on evidence of effectiveness of products/practices for Review and Endorsement assessment process.

   Minimum: Local projects use IHE resources or those of nearby Teacher Corps projects with strong R&D capabilities; TCDP assists as possible.

   Medium: Regional Networks coordinate collaboration among projects as necessary to facilitate Review and Network Endorsement processes.

   Maximum: Regional Networks provide training and technical assistance in documentation and evaluation; direct Network Endorsement process.

This component also involves the allocation of project funds, and as with the previous system component, would vary considerably among individual projects because of differential funding.

This component, and even more so the following one on product validation, provides a great deal of contention among our consultants and advisors. Advice for allocating Teacher Corps funds for product review, endorsement, and/or validation ranges from "nothing" to "whatever it takes." We are always brought up short by the question, "What does Teacher Corps want its projects to do?" Without clear guidelines on expectations for outreach performance by projects we are not able to provide a precise answer to the question and others of the sort that it elicits, such as:

> "Are all projects expected to produce products and practices that will have national significance?"
>
> "How much scrutiny is 'enough' in determining the effectiveness of an inservice teacher education program or similarly complex educational innovation?"

Until such time as there are clear guidelines we have resorted to calculation of cost estimates that assume an average "reasonable" investment in program documentation and evaluation. With many projects eliminating the staff position of documentor/evaluator--our own notion is that many could benefit from adding writer-editors to project staff--the situation will remain unclear until guidelines are promulgated.

Project Documentation and Evaluation of Programs	Estimated Annual Costs (For 132 Projects)		
	Minimum	Medium	Maximum
Annual costs calculated at 10, 15, and 20 percent of the average second and third year budgets of 132 projects; average annual budget estimated at $250,000; projections based on the number of projects in the second and third years of operation in 1982-1986	$3,300,000	$4,950,000	$6,600,000
	Costs Projected Over Five Years (Allocated from project grant funds)		
	$8,325,000	$12,487,500	$16,650,000

If the Teacher Corps is to become a program demonstrating "exemplary" school improvement and educational personnel development programs then it is absolutely imperative that projects systematically collect, analyze, and act upon evaluative data to assess the effects of their products and practices. There can be no plausible evidence of effectiveness if some measurements of change are not made against baseline data. Without any evidence of effectiveness no reasonably skeptical educator will seriously entertain the prospects of adopting an educational program.

Our estimates of the costs of documentation and evaluation (discussed here as an outreach component although both are already incorporated in project budgets for program development and implementation) are based upon the assumption that at least ten percent of the developmental effort of a Teacher Corps project ought to be allocated for these functions to ensure adequate evidence of program effectiveness. We assume an average project budget, in the second and third development/training years, of $250,000. The estimates of 10, 15, and 20 percent of these annual budgets (for the minimum, medium, and maximum levels), are based upon a minimum allocation of $20,000 for project staff salaries for documentation and evaluation and $5,000 for specialized assistance in evaluation. We judge that this amount will provide a minimally effective job of documentation and evaluation and that additional investment by projects will yield even better returns in the plausibility of claims of effectiveness.

The five-year projections take into account the following factors:

Program Cycle	No. of Projects in 2nd Year	No. of Projects in 3rd Year	Total No. of Project-Years	Level of Outreach Support		
				Minimum ($25,000)	Medium ($37,500)	Maximum ($50,000)
79	-	53	53	$1,325,000	$1,987,500	$2,650,000
81	40	40	80	2,000,000	3,000,000	4,000,000
82	40	40	80	2,000,000	3,000,000	4,000,000
83	40	40	80	2,000,000	3,000,000	4,000,000
84	40	-	40	1,000,000	1,500,000	2,000,000

8. Validation of evidence of effectiveness of products and practices as prescreening for review by Joint Dissemination Review Panel (JDRP)

   Minimum: TCDP provides referrals for any projects needing assistance (ED Regional offices, Teacher Corps projects with high R&D capabilities)

   Medium: Regional Networks facilitate validation process for regional projects; provide referrals; forward validated products to program office.

   Maximum: Regional Networks provide training and technical assistance in validation procedures; forward validated products to program office.

The amounts of project budget funds to be allocated that are suggested here, as with the previous two components, will vary from project to project because of differential funding. But rather than just project average program calculations in estimating the investment to be made in product validation, we have tried to estimate just how many Teacher Corps members are likely to seek JDRP's exemplary designation for the educational products they have developed in their projects.

The numbers may appear low to some readers; we base our judgment that Teacher Corps projects will not seek JDRP approval in large numbers on (1) past experience with the Teacher Corps program, (2) the information given us about project intentions by the Executive Secretaries of the former regional networks, and (3) the prediction by some observers that the JDRP itself may be radically altered or abolished in the reasonably near future.

Validation of Evidence of Product/Practice Effectiveness	Estimated Annual Costs		
	Minimum	Medium	Maximum
Annual costs estimated on the basis of 10, 15, and 25 percent of 26 projects (approximately one-third of the Program 78) spending $2,000 for validation assistance; projections are based on the same proportion of projects in 5th year of operation between 1982 and 1986	$ 6,000	$ 8,000	$ 14,000
	Costs Projected Over Five Years (Allocated from project grant funds)		
	$ 12,000	$ 18,000	$ 32,000

Our interaction with Teacher Corps project personnel has led us to conclude that, without external stimulus such as the peer pressure provided by the regional or special purpose group of projects, very few of them are likely to submit evaluation data on their products or practices to the Joint Dissemination Review Panel (JDRP). It is possible, given future budget restrictions, that more projects than has been the case up to now will come to recognize the potential for support of outreach activites through the National Diffusion Network (NDN) and seek exemplary status for their innovations from the JDRP, the criterion for NDN consideration. We doubt, however, if it would be a significantly larger proportion. Our projections of resources necessary to support validation, therefore, are based upon the following assumptions about how projects are likely to behave under varying circumstances of program outreach support.

Minimum Level	Medium Level	Maximum Level
Very few projects would seek to have products/ practices validated; although the Teacher Corps Outreach Project (if established) could provide referrals for assistance with the pre-screening process for JDRP submission we doubt if more than 10 percent of all projects would undertake the effort	With some additional peer pressure for the assessment of product effectiveness (depending on the "strength" of regional network activity) we would expect that the proportion of projects seeking validation could rise to 15 percent	A strong system of regional networks would both stimulate projects to undertake validation and assist them in the process; we would expect that as many as 25 percent of all projects would prepare JDRP submissions

For both the estimated annual costs and the five-year projections we assume that only one-third of the projects will ever have products and practices developed to the point where evidence of effectiveness could be reviewed by the JDRP. We estimate that the cost of technical assistance for product validation would average about $2,000. Thus, one-third of the seventy-nine Program 78 projects, 26 might be expected to have evaluation data that could be reviewed by the JDRP. If ten

percent of the 26 (rounded up to 3) sought JORP approval we would estimate an expenditure of project funds of $6,000 for prescreening assistance. In the five year period 1982 to 1986 the numbers of projects in each program cycle in the fifth year is as follows:

Program Cycle	No. of Projects in 5th Year	One-third with Data Suitable for JORP	Estimated Number of Submissions Level of Outreach Support Minimum (10%)	Medium (15%)	Maximum (25%)
78	79	26	3	4	7
79	53	18	2	3	5
81	40	13	1	2	4
			6	9	16

9. Presentations at local, state, regional, and national meetings of educational organizations and publication in professional journals, etc., to spread information and facilitate exchange.

   Minimum: All projects allocate resources to make presentations to appropriate audiences; the most productive projects receive supplemental funding for presentations and publication.

   Medium: Regional Networks promote participation by projects in regional meetings and collaborate with TCCP in making effective use of publication opportunities by Teacher Corps projects.

   Maximum: Regional Networks conduct regional meetings in school improvement and educational personnel training programs; coordinate other regional and national project presentations.

The cost estimates and projections for the next two outreach system components are based upon proportions of the amounts recommended for shifting among projects in the differential system of grant awards. Thus, we are again looking at the prescribed allocation of authorized program funds rather than additional support necessary to operate the outreach system.

The presumption behind the diminution of amounts shifted among the projects at the higher levels of outreach program support is that, as the support projects and regional networks become more efficient in improving the capabilities of all projects to develop and implement effective school improvement programs, there will be less need for additional grant support to support the technical assistance provided at the lowest level of outreach program support by the developer/demonstrator projects.

The national impact of this component of the Teacher Corps dissemination system would, we judge, be enhanced considerably, particularly at the minimum level of support for outreach, if the most productive projects received supplemental funding for the costs incurred in travel to professional organization meetings and for personnel resources invested in preparing articles, reports,

etc., for publication in education journals. Table 6 makes clear that differential funding of projects, moreover, need not have any effect upon the overall level of program funding if the reduction in funding levels for low-level producing adopter projects is transferred to the more productive developer/demonstration projects. (The amounts suggested in the three levels decline as they go from the minimum to maximum because the regional network system would provide training and technical assistance in these activities and pick up some of the "slack.")

Presentations at educational meetings and publication in education journals	Estimated Annual Costs		
	Minimum	Medium	Maximum
	(Program funds reallocated among 176 projects)		
Estimates of annual costs based on average of 57 projects using 25 percent of average amount of grant funds shifted among 176 projects; five-year projections follow same formula using data on projects and funding shifts from Table 6	$ 743,750	$ 601,250	$ 387,500
	Costs Projected Over Five Years		
	(Program funds reallocated among all projects)		
	$4,037,500	$3,285,000	$2,156,250

To project the resources to be allocated for this outreach component we have assumed that approximately one-fourth of the amount shifted among projects through differential grant funding (Table 6 on page 29) would be utilized for presentations and publication activity. (The remaining three-fourths would be allocated for the three outreach system components discussed next: dissemination of innovations via established dissemination systems, operation of demonstration centers, and providing technical assistance to adopters.) The cost data above simply represent 25 percent of the amounts recommended for shifting among projects. The annual cost estimates are equal to one-fourth of the amounts to be shifted among 176 operating Teacher Corps projects in Fiscal year 1982. The 57 most productive projects would receive additional support

to share information with other educators. The projections of costs over the next five years have been calculated in exactly the same way: the figure of $2,156,250 is equal to one-fourth of the sum of the amounts transferred among projects in the maximum level of outreach program support for the period 1982-1986.

10. Dissemination of innovative materials through state or federally funded dissemination systems to stimulate exchange and choice activities.

    Minimum: All projects make use of ERIC and similar state information systems or networks; eligible projects seek funding from NDN.

    Medium: Regional Networks facilitate submissions by projects to dissemination systems and maintain linkage with state and regional agencies.

    Maximum: Regional Networks provide training and technical assistance in accessing various systems; provide linkage between projects and agencies.

The data underlying the cost estimates for this outreach system component were calculated in the same way as they were for the previous activity, presentations and publication.

Dissemination Through Existing State and Federally Funded Dissemination Systems	Estimated Annual Costs		
	Minimum	Medium	Maximum
	(Program funds reallocated among 176 projects)		
Estimates of annual costs based on average of 57 projects using 5 percent of average amount of grant funds shifted among 176 projects; five-year projections follow same formula for years 1982-1986	$ 148,750	$ 120,250	$ 77,500
	Costs Projected Over Five Years		
	(Program funds reallocated among all projects)		
	$ 808,250	$ 657,000	$ 431,250

This outreach system component would also benefit from differential funding of Teacher Corps projects because those projects that were the most productive would have the most to disseminate. The lower costs, however, of utilizing existing dissemination systems (such as ERIC, NDN, RDx, or the state dissemination programs established by the NIE State Dissemination Grants Program) will not require extensive expenditures of either Teacher Corps program or project funds. The estimates for annual and five-year costs above were determined in the same way as those for the preceding component (presentations and publication) except that we assumed that five percent of the total

amounts shifted among projects would be sufficient for this activity. Most of the expenditures anticipated for this component would be for project staff time to establish and maintain linkage with dissemination system personnel, prepare materials for submission, and so forth. (Costs of evaluation consultants to assist projects in prescreening evaluation data of products and practices to be submitted to the JDRP are subsumed under the outreach system component for validation, pages 65 to 67 above.) In the more optimal outreach system configurations, Teacher Corps projects would receive assistance in utilizing dissemination agencies from regional network staff personnel.

Table 6 provides the amounts recommended for differential funding of projects according to their levels of educational R&D productivity and/or commitment to educational D&U. The medium level annual cost estimate, $120,250, is equal to five percent of $2,405,000, the total amount to be shifted among all Teacher Corps projects in Fiscal 1982. The $657,000 five-year projection at the middle level of outreach support is equal to five percent of the total shift in Teacher Corps funds of $13,140,000 over the years 1982-1986.

last Operation of demonstration programs (classrooms, inservice centers, etc.) to provide for exchange and to facilitate choice by potential adoptors.

Minimum: All projects conduct some demonstration activities; most productive products get supplemental funding from Teacher Corps program.

Medium: Regional Networks coordinate collaboration among projects to maximize impact of demonstration activities by Teacher Corps projects in region.

Maximum: Regional Networks provide training and technical assistance to projects in establishing demonstration programs; coordinate with NDN.

The estimates of cost for the next two outreach system components, operation of demonstration programs and providing on-site technical assistance to adopters, have been calculated in terms of ranges of expenditures. Because there is such a wide variation in costs involved in operating demonstration sites and providing technical assistance to adopters we have calculated cost estimates and projections using a range of 30 to 60 percent of the total fourth and fifth year budgets of Teacher Corps projects to accommodate the wide range of possibilities for each of the two outreach components.

Operation of Demonstration Centers	Estimated Annual Costs (Fiscal 1983)
	Minimum — Medium — Maximum
Annual estimates based upon the allocation of 30 to 60 percent of 132 program 78 and 79 budgets in fiscal year 1983; five-year projections based upon same proportions of all projects in fourth and fifth years of operation in 1983-1986	(Program funds reallocated among 132 projects)
	$7,745,000--(ranging up to)--$11,490,000
	Costs Projected Over Five Years
	(Project funds reallocated among all 4th and 5th year projects)
	$18,877,500--(ranging up to)--$37,755,000

The operation of demonstration sites is an important element of outreach for many if not most innovative educational programs. Providing potential

adopters with personal observation, training, or other experience with the operation of demonstration classrooms, teacher inservice centers, and the like very often facilitates the choice among alternative programs. We recommend that all Teacher Corps projects, unless their products and practices simply do not lend themselves to observation, operate some sort of demonstration service even if limited in availability only to educators in the immediate region or state.

In order to maximize the impact of the innovative products and practices developed by productive Teacher Corps projects, we recommend that a substantial proportion of their differential funding be allocated if appropriate to the operation of large-scale demonstration facilities. Estimates of the annual five-year costs of Teacher Corps demonstration centers involve funds from the fourth and fifth year budgets of each project; the differential support of the more productive projects is already built into the system of separate funding for adopter and developer/demonstrator projects. The amounts indicated above suggest the <u>total</u> that might be invested in demonstration site operations; the data in Table 9 (next page) give a more complete picture of variation among projects. The data for fiscal year 1983 are presented primarily to give an example of what a given year might look like when there are projects in both the fourth and fifth years of operation.

The range of possibilities for a given project to spend on operating a demonstration center thus ranges from $22,500 for a fifth year low-productivity Program 78 project spending 30 percent of its annual budget in the minimum outreach support program configuration to $135,000 for a Program 79 project spending 60 percent of its fourth year budget in the minimum outreach program support situation.

TABLE 9.

Range of Potential Expenditures from Teacher Corps Project Budgets for Operation of Demonstration Centers: Fiscal Year 1983. Percents are of Amounts Recommended for Differential Funding in Table 6.

Approximate Number of Projects at Each Level of Productivity			Differential Budget Levels (In Thousands of Dollars) Fiscal Year 1983								
			Minimum			Medium			Maximum		
Program Cycle			Amount Recmd.	Percent		Amount Recmd.	Percent		Amount Recmd.	Percent	
				30	60		30	60		30	60
	26	Low	$ 75	22.5	45.0	$ 85	25.5	51.0	$ 100	30.0	60.0
78	27	Medium	125	37.5	75.0	125	37.5	75.0	125	37.5	75.0
	26	High	175	52.5	105.0	165	49.5	99.0	150	45.0	90.0
	18	Low	125	37.5	75.0	135	40.5	81.0	150	45.0	90.0
79	17	Medium	175	52.5	105.0	175	52.5	105.0	175	52.5	105.0
	18	High	225	67.5	135.0	215	64.5	129.0	200	60.0	120.0
TOTALS			$19,150	5,745	11,490	$19,150/	5,745	11,490	$19,150	5,745	11,490

The five-year projections are simply equal to the ranges represented by calculating 30 and 60 percent of the total expenditures (from Table 5) for all fourth and fifth year projects during the period 1982-1986:

Program Cycle	Fiscal Year (In thousands of dollars) 1982	1983	1984	1985	1986
78	13,825	9,875			
79		9,275	7,950		
81				8,000	6,000
82					8,000
	13,825	19,150	7,950	8,000	14,000

12. Providing on-site technical assistance to adopters in the implementation of project-developed products and practices.

    Minimum: Eligible projects get NDN funding; other productive projects with strong D&U capabilities get supplementary program funding.

    Medium: Regional Networks facilitate collaboration among adopter and demonstrator projects to improve the capabilities of all to assist adopters/adapters.

    Maximum: Regional Networks conduct training and technical assistance for regional projects to establish implementation service capability.

As with the previous component the cost estimates for this outreach system activity have been calculated in terms of ranges of expenditures that could conceivably be involved in providing technical assistance to adopters.

	Estimated Annual Costs (Fiscal 1983)		
	Minimum	Medium	Maximum
	(Program funds reallocated among 132 projects)		
On-site technical assistance to adopters implementing products and practices Annual estimates based upon the allocation of 30 to 60 percent of 132 Program 78 and 79 project budgets for 1983; projections based upon same proportions in fourth and fifth year budgets of all projects in 1982-1986	$5,745,000	--(ranging up to)--	$11,490,000
	Costs Projected Over Five Years		
	(Project funds reallocated among all 4th and 5th year projects)		
	$18,877,500	--(ranging up to)--	$37,755,000

The provisions of technical assistance in helping adopters adapt project-developed innovations is essential to ensure that products and practices will be disseminated successfully around the country. Because, however, we can expect such a diverse range of products and practices, each requiring varying amounts of personal intervention by "credible" developer personnel providing assistance to adopters during the implementation phase, we have found it necessary to recommend a range of possible expenditures for this outreach system component. The calculations have been made in the same way as were the figures for the previous component, operating demonstration sites, and are, consequently equivalent.

13. Commercial publication of effective project developed materials; spread, exchange, and choice done by publisher; implementation contracted.

Minimum: Any project with commercially attractive materials can get assistance from publishers; TCDP provides referrals as possible.

Medium: Regional Networks facilitate interaction with projects and publishers; coordinate technical assistance between projects and TCDP.

Maximum: Regional Networks provide linkage between projects and publication specialists; maintain coordination with other Teacher Corps regions.

Perhaps the most effective educational dissemination system operating in the United States is the commerical publishing industry. Though Teacher Corps innovations will likely be more in the realm of processes and practices, there will be some materials that may have commercial appeal and projects should be encouraged to seek such publication.

Beyond the few instances of personal linkage service suggested above the costs of commercial publication are borne by the publishers and the Teacher Corps program will not need to allocate any funds for this effective means of outreach.

TWO COMPOUNDING PROBLEMS

There are two additional situations in Teacher Corps that increase the difficulty of formulating national program policy with regard to outreach. Both are related to the recommended strategy of shifting program resources among projects to capitalize upon the strengths of projects with institutions of higher education (IHE) components that are strong in educational knowledge production and utilization (KPU). In this report we have referred to these projects as those with schools, colleges, or departments of education (SCDEs) that demonstrate high levels of educational research and development (R&D) and/or strong institutional commitment to service to local education agencies (LEAs) through various channels of educational knowledge dissemination and utilization (D&U).

The problem of formulating general outreach policy for the Teacher Corps program is compounded by these two situations:

- Almost one out of every six projects is directed by an official of the LEA component; we do not consider the use of any index of KPU strength for the SCDEs associated with these projects as a valid predictor of potential for contributing to the overall outreach effort of Teacher Corps.
- The geographic distribution of Teacher Cops projects with SCDEs that are strong in KPU is badly skewed; the projects that have IHE components with high levels of educational R&D/D&U capability are concentrated in the northeast and are virtually absent in the southeast.

LEA-Based Projects

Table 10 indicates the number and regional distribution of Teacher Corps projects that have directors located in the LEA. We identified a project as LEA-based if the address of the project director listed in the Teacher Corps Directory for 1979-80 gave a LEA location. Whether or not these data are completely accurate with respect to the LEA or IHE affiliation

of the project director (we did telephone projects in instances where the directory address did not give a clear indication of either LEA or SCDE location) the fact remains that approximately one director out of every six has no professional stake in the capabilities of the 1HE component to provide educational D&U services to adopters beyond the local area. In addition,

TABLE 10.

Teacher Corps Projects with Directors Located in Local Education Agency (LEA) by Productivity of Institution of Higher Education (1HE) in Each Department of Education Region (See Appendix A for Complete List)

Department of Education Regions and Number of Teacher Corps Projects		Number of LEA-Based Projects in Each Level and Index of 1HE Productivity							Total	Percent of Total
		High			Medium		Low			
1	10	1	-	-	-	-	-	1	2	20.0
11	14	-	-	-	-	1	1	-	2	14.3
111	15	-	-	1	1	2	1	2	7	46.7
1V	20	-	-	-	-	-	1	-	1	5.0
V	22	1	-	1	-	-	-	-	2	9.1
V1	17	-	-	-	-	1	-	1	2	11.8
V11	6	-	-	-	-	-	-	-	0	0
V111	7	-	-	1	-	-	-	-	1	14.3
IX	16	-	-	-	-	1	2	2	5	31.3
X	5	-	1	-	-	-	-	-	1	20.0
Totals	132	2	1	3	1	5	5	6	23	17.4
Total Number and Percent in Level		6	26.1		6	26.1	11	47.8	100.0	

of the 23 LEA-based projects in the country, 11, nearly half, have IHE components that are rated at the low end of the scale of educational R&D productivity. In our judgment (1) the lack of professional incentive for LEA-based project directors to engage in school improvement service activities beyond the local LEA and (2) the fact that only one-quarter of the LEA-based projects have SCDE components with sufficiently high R&D productivity to be likely to be classified as developer/demonstrator projects makes the entire category of projects marginal as potential prospects for contributing to the national Teacher Corps outreach effort.

But conversely, as one of our reviewers pointed out, several of the LEA-based projects are directed by persons in the central offices of large city school districts (Boston, Baltimore, Dallas, New York, Philadelphia, Pittsburgh, St. Paul) and in state education department agencies (Alaska, Puerto Rico, and Guam) where the capabilities to perform educational D&U services in similar contexts might be just as good as or better than many IHEs.

We recommend then that Teacher Corps give careful scrutiny to the proposals for funding as developer/demonstrator projects that may come from LEA-based projects during the first three or four years of a program cycle. Though we have perceived that some LEA-based directors have little interest in engaging in outreach once the objectives for local school improvement have been accomplished, on balance we would suggest careful review of proposals on a case-by-case basis to assess the evidence of commitment to effective outreach.

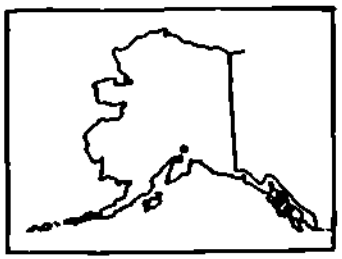
Geographic Distribution of Projects

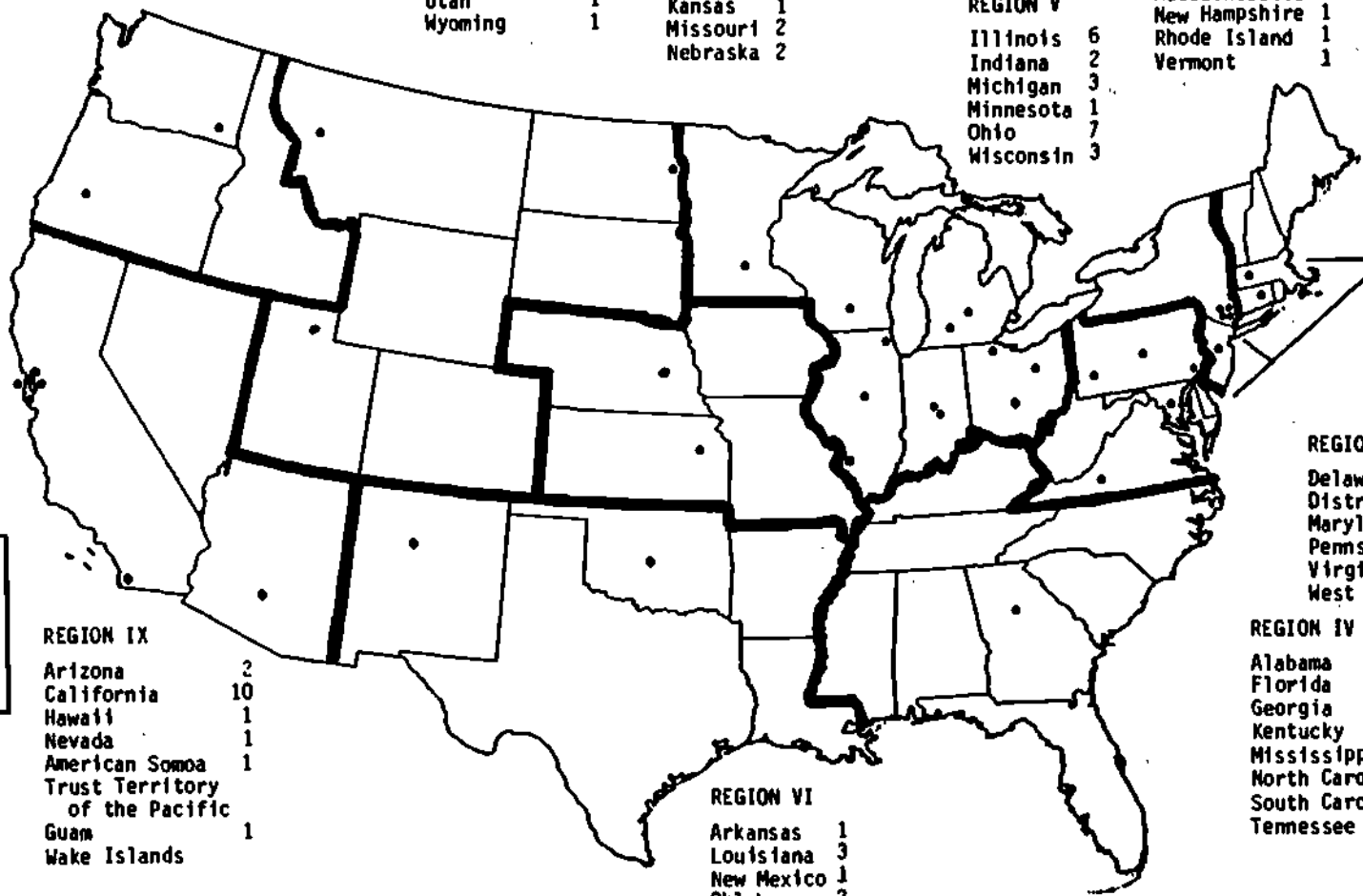
The second situation that we believe makes the formulation of a national outreach policy more difficult for Teacher Corps is the geographic

maldistribution of projects with IHEs with strong educational R&D and D&U capabilities. Figure 4 indicates the locations of the Teacher Corps projects with SCDEs classified as high R&D producers in the 1977 Clark and Guba study (see also Table 4 on page 23). The concentration of the projects most likely to become developer/demonstrator projects in Department of Education Regions II, III, and particularly V, and the paucity of such projects in Region IV are particularly apparent. This situation makes the kind of collabortive interaction of developer/demonstrator projects with adopter projects that we recommend difficult indeed, even with differential project grant funding and linkage support that would be provided by the Teacher Corps Diffusion Project (TCDP).

One of our reviewers (who questioned whether or not the "market" for Teacher Corps project-produced teacher education materials was large enough to begin with to justify support of even our minimal outreach program recommendations) suggested that at the very least Teacher Corps should concentrate its resources to assist IHEs in the areas where they were most needed. This suggests that in a low level program of support for outreach the TCDP might best be located in the southeastern part of the nation, particularly in light of the distance between the current concentrations of potential developer/demonstrator projects and likely adopter projects. A longer term means for "shortening" the lines for project collaboration would be to fund projects with high R&D/D&U productivity SCDE components in the ED Region IV although, as presently projected, this would not occur before fiscal year 1982. The same reviewer, however, had reservations about the effectiveness of single-focus-support projects, such as the TCDP, because of the lack of "ownership" in the activity that the reviewer judged to be characteristic of the relations among colleagues providing collaborative assistance within the regional networks.

FIGURE 4. Teacher Corps Projects With High Levels of Educational R&D Productivity.





REGION X

Alaska	1
Idaho	1
Oregon	1
Washington	2

REGION VIII

Colorado	1
Montana	2
North Dakota	1
South Dakota	1
Utah	1
Wyoming	1

REGION VII

Iowa	1
Kansas	1
Missouri	2
Nebraska	2

REGION V

Illinois	6
Indiana	2
Michigan	3
Minnesota	1
Ohio	7
Wisconsin	3

REGION I

Connecticut	2
Maine	1
Massachusetts	4
New Hampshire	1
Rhode Island	1
Vermont	1

Boston Area	3
New York City	7
New Jersey	3
Philadelphia Area	3
Delaware	1
Maryland	2
Washington, DC-Arlington, VA	2

REGION II

New Jersey	3
New York	9
Puerto Rico	1
Virgin Islands	1

REGION III

Delaware	1
District of Columbia	1
Maryland	2
Pennsylvania	6
Virginia	4
West Virginia	1

REGION IV

Alabama	4
Florida	3
Georgia	2
Kentucky	2
Mississippi	3
North Carolina	2
South Carolina	2
Tennessee	2

REGION IX

Arizona	2
California	10
Hawaii	1
Nevada	1
American Somoa	1
Trust Territory of the Pacific	
Guam	1
Wake Islands	

REGION VI

Arkansas	1
Louisiana	3
New Mexico	1
Oklahoma	2
Texas	10

Locations of 41 Projects with SCDEs Classified by R&D Productivity (Clark and Guba, 1977)

SUMMARY AND RECOMMENDATIONS

The amounts of Teacher Corps program funds that go toward the Fourth Outcome, dissemination for adoption or adaptation, in the next year or five years will, of course, never be known with any degree of precision. If one were to add up the figures in Table 11, the summary of outreach cost estimates on page 87, the totals that apparently could be spent would indeed be staggering. The sum of the five-year projections in the maximum outreach configuration for funds to be allocated (set aside) and required to operate support projects and networks is approximately $140 million. However, the figures are not additive; it takes a bit more manipulation of the cost estimate data to arrive at a reasonable estimate of the total amounts of program funds that might be invested in outreach in the next five years.

We can begin with some broad assumptions about the allocation of project operating funds and Teacher Corps options for funding outreach support projects and networks and work toward some more realistic estimates.

If we assume that:	Then the "cost" of outreach includes:
The total amount of Teacher Corps project operating funds in the fifth year of a program cycle goes for outreach activities, demonstration, and dissemination...	The grant awards for fifth year projects (see Table 5, page 27) will reach $9,875,000 in fiscal 1983, $7,950,000 in 1984, drop-off for 1985 because there will be no projects in the fifth year, and then stabilize at $6 million annually in 1986 when the Program 81 projects reach year five.
The total amount of Teacher Corps project operating funds in the fourth year of a program cycle goes for outreach (from our point of view the process of "institutionalization" is a form of dissemination--"selling" elements of the Teacher corps project to other schools in the LEA and other departments of the IHE)...	The grant awards for fourth year projects will total $13,825,000 in fiscal 1982, $9,275,000 in 1983, and then stabilize at $8 million in 1985; total fourth and fifth year project grant totals reach: 1982 - $13,825,000 1983 - 19,150,000 1984 - 7,950,000 1985 - 8,000,000 1986 - 14,000,000

If we assume that:	Then the "cost" of outreach includes:
Amounts set-aside by projects in the first, second, and third years to get ready for dissemination (evaluation, documentation, validation, etc.) and allocated for local information outreach (newsletters, media releases) are actually part of the overall dissemination effort...	The amounts that are ultimately set-aside (see Table 11, next page) for the preparation of local information materials (ranging from $528,000 to $1,056,000 annually for 132 projects), documentation and evalution ($3.3 to $6.6 million), and validation of the evidence of effectiveness (from six to fourteen thousand dollars annually).
All of the other outreach activities and mechanisms summarized in Table 11 that are to be paid for through the allocation of program or project funds (preparation of dissemination materials, presentations at professional organization meetings, etc.) are accomplished during the fourth and fifth years of a project...	The total fourth and fifth year project operating budgets (discussed on the previous page) and the amounts spent in years one to three (above) reaching totals of: 1982 - $17,659,000 to $21,495,000 1983 - 22,984,000 to 26,820,000 1984 - 11,784,000 to 15,620,000 1985 - 11,834,000 to 15,670,000 1986 - 17,834,000 to 21,670,000
The Teacher Corps Communications Project and the Teacher Corps Diffusion Project are established (at a cost of $1,670,000 annually in the minimum outreach support program)...	The total expenditures for Teacher Corps outreach activities rise to: 1982 - $19,329,000 to $23,165,000 1983 - 24,654,000 to 28,490,000 1984 - 13,454,000 to 17,290,000 1985 - 13,504,000 to 17,340,000 1986 - 19,504,000 to 23,340,000
A system of Regional Outreach Support Networks is established at a middle level of outreach support (with annual costs ranging from $3,034,000 to $4,124,000)...	The total outreach costs rise to (assuming an average annual network cost of $3,079,000): 1982 - $22,408,000 to $26,244,000 1983 - 27,733,000 to 31,569,000 1984 - 16,533,000 to 20,369,000 1985 - 16,583,000 to 20,419,000 1986 - 22,583,000 to 26,419,000
The Regional Outreach Support Network system is operated at an optimal level of Teacher Corps Outreach program support averaging $4,390,000 per year)...	The total rises to: 1982 - $26,798,000 to $30,834,000 1983 - 32,123,000 to 35,959,000 1984 - 20,923,000 to 24,759,000 1985 - 20,973,000 to 24,809,000 1986 - 27,973,000 to 30,809,000
Only fifth year projects can "really" engage in dissemination and a medium level of outreach support is provided for the TCCP, TCDP, and regional network operations...	Fifth year project grants and support system projects and networks costs: 1982 - $ 3,034,000 to $ 3,124,000 1983 - 12,909,000 to 12,999,000 1984 - 10,984,000 to 11,074,000 1985 - 3,034,000 to 3,124,000 1986 - 9,034,000 to 9,124,000

TABLE 11.

Summary of Annual and Five-Year Projected Cost Estimates for Components of Recommended Teacher Corps Outreach System. Fiscal 1982-1986.

Outreach Activities and Mechanisms Estimates of annual costs are given first and are followed by projections over the five year period of 1982 to 1986.	Amounts Allocated Within Program and/or Project Funding; Require No Additional Appropriations or Support from Teacher Corps Program Office			Amounts Required for Operation That Must Be Provided by the Teacher Corps Program and/or Additional Appropriations		
	Levels of Outreach Program Support			Levels of Outreach Program Support		
	Minimum	Medium	Maximum	Minimum	Medium	Maximum
Establishment of program outreach performance standards; Teacher Corps Outreach Unit staffing in Person Years	1 F.T.E. 5 F.T.E.	2 F.T.E. 10 F.T.E.	3 F.T.E. 15 F.T.E.			
Supervision of Project Outreach Performance; subsumed within duties of Program Specialists and functions of Regional Outreach Networks	--	--	--			
Training of project personnel for Outreach: Operations of Teacher Corps Communications Project (TCCP)				$ 210,000 1,080,000	300,000 1,500,000	390,000 1,950,000
Operations of Teacher Corps Diffusion Project (TCDP)				1,460,000 7,300,000	1,750,000 8,750,000	860,000 4,300,000
Interaction between groups of projects; operations of Regional Outreach Support Networks; range varies depending upon ratio of network staff to projects served				-- --	$ 3,034,000 to 3,124,000 21,398,000	4,329,500 4,452,000 30,719,000
Preparation of local information materials; projects set-aside funds to produce local communications materials	$ 528,000 1,834,000	792,000 2,751,000	1,056,000 3,668,000			
Preparation of dissemination materials; projects allocate funds to produce promotional, instructional and support materials	792,000 2,304,000	1,188,000 3,456,000	1,584,000 4,608,000			
Project documentation and evaluation of programs; project program development funds that contribute to overall outreach potential	3,300,000 8,325,000	4,950,000 12,487,500	6,600,000 16,650,000			
Validation of evidence of effectiveness of products and practices as prescreening for review by Joint Dissemination Review Panel.	6,000 12,000	8,000 18,000	14,000 32,000			
Presentations at local, state, regional, and national meetings of educational organizations; projects funds allocated for outreach	743,750 4,037,500	601,250 3,285,000	387,500 2,156,250			
Dissemination of innovative materials through state or federally funded dissemination systems; projects allocate costs	148,750 808,250	120,250 657,000	77,500 431,250			
Operation of demonstration programs to provide for exchange and to facilite choice by potential adopters; project allocated funds	7,745,000 18,877,500	--(ranging up to)-- --(ranging up to)--	11,490,000 37,755,000			
Providing on-site technical assistence to adopters of projecc-developed innovations; projects allocate funds as needed	5,745,000 18,877,500	--(ranging up to)-- --(ranging up to)--	11,490,000 37,755,000			
Commercial publication of effective project developed materials; costs borne by publisher	--	--	--			

Given the large number of variables and three levels of outreach support it is easy to see how one can "massage" the data in many ways and come up with estimates for Teacher Corps outreach that range from the astronomic to sums that are virtually nothing above the fifth year project grant award totals intended to support the demonstration and dissemination year. We have deliberately expanded the scope of dissemination activity to include various project functions, such as documentation and evalution, that are not ordinarily considered as part of an outreach effort. We have done this primarily to ensure that the program officials will have some idea of the scope of "costs" involved in preparing for and conducting effective outreach programs when they establish the outreach performance standards for Teacher Corps projects. A review of all of the recommendations made in this report arrayed against a summary of the costs, both "set-aside" and "extra," may help define the policy options more precisely.

Recommendations	Resource Requirements
Differential funding of projects to establish developer/demonstrator projects, regular/service projects, and adopter projects to compensate for variability in the capabilities of projects to engage in effective educational knowledge production and utilization (KPU).	Beginning in 1982, differential awards would be made to projects (see Table 6, page 29,) that would shift from as little as $1,550,000 to as much as $3,500,000 among the developer/demonstrator and adopter projects annually; in 1986, however, project operating costs would exceed $37.5 million and additional funds would be needed to support project operations and outreach support mechanisms.
Promulgation of dissemination performance standards for Teacher Corps projects to establish criteria for grant renewal applications at one of the three levels specified above; adopter, regular/service, or developer/demonstrator projects.	Beginning with the grant renewal applications for fiscal 1982, projects would be required to provide solid evidence of capabilities for educational KPU in order to qualify for funding as as a developer/demonstrator project (see pages 36-37).

Recommendations	Resource Requirements
Establishment of a Teacher Corps Washington Outreach Unit to monitor outreach support projects and provide liaison with Federal dissemination systems.	There would be no additional program office operating funds required if qualified personnel were to be shifted between existing units or replaced with Department of Education staffing limitations (see pages 37-41).
Teacher Corps Program Specialists assist projects in making objective assessments of their potential for engaging in effective outreach and closely monitor the program office decisions about differential grant awards to be made to projects.	This activity falls within the scope of the project monitoring responsibility of the Program Specialists and would not require any additional program support (see pages 42-43).
Establishment of a Teacher Corps Communications Project through a competitive response to a RFP to provide program-wide information services (directory, archives, list of project-developed products and practices, newsletter, etc.) and limited communication services to projects.	The estimates for operating the TCCP, with funds available in the balance between project operating costs and the anticipated appropriations for the program from Congress (at least until 1986), range from $210,000 to $390,000 annually (see pages 44-45).
Establishment of a Teacher Corps Diffusion Project, also through competitive responses to a RFP, to provide training and technical assistance to projects in all phases of school improvement program planning, development, evaluation, adaptation, and dissemination.	The estimates for operating the TCDP, also within anticipated funding levels for Teacher Corps through 1985, range from $1,460,000 in the minimum level of outreach support downward to $860,000 in the maximum configuration when many of the TCDP functions would be performed by the regional networks (see pages 46-47).
Establishment of Regional Outreach Support Networks through competitive responses to an RFP to provide training and technical assistance to the Teacher Corps projects in regions corresponding generally to the Department of Education regions.	Funding estimates were calculated only at the medium and maximum levels of outreach support; when the cost of networks is added to the cost of the TCCP and TCDP the total exceeds the amount available within anticipated program funding levels (see Table 12 below); costs range from $3,034,000 per year to $4,452,000 (see pages 48-56).
Allocation of project funds to prepare local information materials, newsletters, articles, media releases, etc.	Performance standards could establish guidelines for project performance in local communications and set-aside amounts would range from $528,000 to $1,056,000 each year (see pages 57-58).

Recommendations	Resource Requirements
Allocation of project funds to prepare promotional, instructional, and support materials.	While there would be considerable variation in the requirements for these sorts of dissemination materials, Teacher Corps outreach performance standards could prescribe minimum requirements; set-asides (from fourth and fifth year budgets of projects) would range from $792,000 to $1,188,000 annually (see pages 59-61).
Allocation of project funds for documentation and evaluation of product/practice effectiveness to provide data on program outcomes for review and endorsement processes; provides data on evidence of effectiveness to establish credibility with potential adopters.	Although documentation and evaluation are normally considered part of the program development function, their importance to outreach makes them, in our estimate, a part of the performance standards requirements; cost estimates (from second and third year budgets of projects) for staff salaries and technical assistance range from $3,300,000 to $6,600,000 per year (see pages 62-64).
Allocation of project funds to conduct validation of evidence of effectiveness of products and practices as prescreening for review by Joint Dissemination Review Panel (JDRP).	Because there have been so few Teacher Corps products submitted to the JDRP we have estimated a low level of need to utilize fifth year project funds for validation; the annual cost estimates range from $6,000 to $14,000 (see pages 65-67).
Allocation of project funds to make presentations at local, state, and national meetings of educational organizations and publication in professional journals, etc.; channels for sharing information about project-developed innovations with national audiences.	Outreach performance standards could provide projects with guidelines on the importance of sharing information and setting aside part of the funds shifted among projects; estimates range from $743,750 down to $387,500 (decline is due to reduction in level of differential funding shifts at higher levels of outreach program support) each year (see pages 68-70).
Allocation of project funds for the dissemination of innovative materials through state or federally funded dissemination systems.	As with the component above projects would be expected to set aside funds to make use of available outreach agencies ranging from $148,750 and declining (as above) to $77,500 (see pages 71-72).

Recommendations	Resource Requirements
Allocation of project funds to operate demonstration programs (classrooms, inservice centers, etc.) to provide for exchange of information and to facilitate choice by potential adopters.	While there will be great variation among projects in their needs to set up demonstration facilitates the annual cost estimates were calculated on the basis of 30 to 60 percent of the total amounts of fourth and fifth year operating budgets and range from $7,745,000 to $11,490,000 each year (see pages 73-75).
Allocation of project resources to provide on-site technical assistance to adopters in the implementation of project-developed products and practices.	The cost estimates for this component were determined in the same way as the one above and are equivalent, $7,745,000 to $11,490,000 annually (see pages 76-77).
Project utilization of commercial publishing firms for project-developed materials that have the necessary market appeal qualities.	There would be no Teacher Corps funds required for distribution of project-developed materials through commercial publishing houses (see page 70).
Careful case-by-case scrutiny of the applications for developer/demonstrator grant funding by LEA-based Teacher Corps projects.	This activity represents a normal program staff function in making determinations for differential grant awards and involves no special cost requirements (see pages 79-81).
Consideration of limiting eligibility for proposals for establishing and operating the Teacher Corps Diffusion Project to educational agencies that were located in the southeastern part of the U.S. where there is at present only one Teacher Corp project that would likely be eligible for support as a developer/demonstrator project.	Again, this activity is a normal Teacher Corps program staff function and would involve no additional costs (see pages 81-83).

In the final analysis--to be made by the Teacher Corps Washington program office--the options we have discussed come down to three basic policy decisions:

- Whether or not to establish a system of differential funding among projects to put additional resources at the disposal of projects most likely to develop effective programs and seek to disseminate them to national audiences;
- Whether or not to establish outreach performance standards for Teacher Corps projects that prescribe the allocation of project operating funds for specified outreach activities throughout the life of the project; and

- Whether or not to utilize available program funds (or seek additional appropriations) to establish outreach support projects, the TCCP, the TCDP, and regional networks.

Table 12, next page, provides a comparison of the estimated costs of operating the outreach support system mechanisms with estimates of available program funds for fiscal years 1982-1985:

- The estimated costs for establishing and operating the two support projects, the TCCP and the TCDP, are from Table 11.
- The costs of operating the regional networks are from the summary of calculations for each year from page 55.
- The estimates of funds available for program support services are from Table 5 (page 27).
- Project operating requirements in 1986 exceed the $37.5 million level of funding assumed in all previous calculations.

Though there are obviously shortfalls between the amounts suggested for operating the outreach mechanisms (for example, $639,000 in the medium level of outreach support in fiscal year 1982) and the amounts anticipated as being available in each year, we do not think that the amounts are really unmanageable. It can also be seen that, in each year, the minimum outreach system configuration would leave some money available for support of some form of information sharing or networking activities. If the Teacher Corps program office should decide to invest program resources in outreach support projects and some system of regional networks then it becomes a problem of finding sufficient funds from within the amounts appropriated or of obtaining additional funding. The policy question to be answered is whether or not the effects on project outreach capabilities that can be anticipated from such support mechanisms justify the amount of program resources invested in them. We think that in this report we have established that (1) many Teacher Corps

projects have a real need for training and technical assistance in even some of the most basic aspects of educational outreach, (2) there are projects with the capabilities and commitment to educational D&U that could provide such assistance to the projects with less capability, and (3) it will take

TABLE 12.

Comparison of Costs of Operating Teacher Corps Outreach Support Projects and Networks with Estimates of Available Program Funding Levels, 1982-1985.

	Levels of Outreach Program Support		
	Minimum	Medium	Maximum
FISCAL YEAR 1982			
Cost of operating TCCP and TCDP	$ 1,670,000	2,050,000	1,250,000
Cost of operating regional networks	--	4,014,000	5,762,000
Amount of program funds available	5,425,000	5,425,000	5,424,000
Difference between costs/available funds	3,755,000	(639,000)	(1,588,000)
FISCAL YEAR 1983			
Cost of operating TCCP and TCOP	1,670,000	2,050,000	1,250,000
Cost of operating regional networks	--	4,946,000	7,102,000
Amount of program funds available	3,350,000	3,350,000	3,350,000
Difference between costs/available funds	1,680,000	(3,649,000)	(3,877,000)
FISCAL YEAR 1984			
Cost of operating TCCP and TCOP	1,670,000	2,050,000	1,250,000
Cost of operating regional networks	--	4,036,000	5,795,000
Amount of program funds available	4,550,000	4,550,000	4,550,000
Difference between costs/available funds	2,880,000	(1,536,000)	(2,495,000)
FISCAL YEAR 1985			
Costs of operating TCCP and TCOP	1,670,000	2,050,000	1,250,000
Cost of operating regional networks	--	3,734,000	5,360,000
Amount of program funds available	4,500,000	4,500,000	4,500,000
Difference between costs/available funds	2,830,000	(1,284,000)	(2,110,000

some system of management to coordinate such interaction among projects. We recommend that the Teacher Corps program officials give careful attention to the cost-benefit potential of a comprehensive outreach system such as that envisioned in our maximum outreach support configuration in comparison to the bare-bones model that is represented in the minimum level program. The attainment of the goals specified in the underlying premises (pages 30 and 31) of our analyses will require the allocation of Teacher Corps resources somewhere within the scope of the alternatives we have developed in this report.

Final Comments

Earlier in this report we raised a spector in the form of some "dire predictions" of what might be expected in the way of Teacher Corps outreach achievement if projects were to be left without any form of stimulation or external support for demonstration and dissemination. We hypothesized an approximately even three-way split among projects in terms of potential capability for developing and implementing effective programs of school improvement and educational personnel development. We foresaw about a third of all projects able to develop and disseminate effective programs, about a third capable of serving their local communities adequately, and another third lacking in the capabilities for both effective program development and outreach. We were not optimistic, however, that many of even the most highly capable projects would rise to the challenge of dissemination without some form of external stimulation and additional resources.

We did not follow the advice of a few of our advisors/reviewers that we should recommend some really severe means for improving the overall capability of the Teacher Corps to achieve its demonstration/dissemination mandate. One person suggested that we devise some form of administrative sorting of projects

into categories of potential for effective outreach based upon the battle-field medical practice of triage in which priorities are established to determine who is to survive and who is to go untreated. That seemed unreasonable to us but we did build upon the notion of differential treatment in constructing the system of variable grant awards for developer/demonstrator projects, regular/service projects, and adopter projects. Our assumptions that about one-third of all Teacher Corps projects fall into each of these categories, given the evidence we have examined, seem reasonable, but they may also be wrong.

It may just turn out that only ten or twenty percent of the Teacher Corps projects would be willing to undertake the kind of comprehensive educational R&D and D&U efforts that we defined as sufficient for funding as a developer/demonstrator project. On the other hand, half or more of the projects might present substantial evidence of commitment to wide-ranging dissemination efforts. In either case the formulas we have devised for differential funding would have to be altered to accomplish equitable funding of projects within the guidelines for variable grant awards.

Whichever way the system of differential grant awards for Teacher Corps projects develops (or does not develop) one problem remains that we have not addressed in any detail in this paper; what means are there to support continued outreach by the really exceptional projects that cannot afford to operate demonstration centers or provide technical assistance to adopters after their grants have run out? We suggest that the Teacher Corps Outreach Unit devote attention early-on to a couple of possibilities (in addition to funding through the National Diffusion Network. These are:

- Working within the OERI dissemination structure to seek means to establish a program, similar to the Technical Assistance Base project that provided training for NDN developer/demonstrator projects, that would provide assistance to IHEs and LEAs engaged in collaborative efforts to implement school improvement and/or educational personnel development programs;

- Establish a cadre of technical assistance specialists who could work through the TCDP to help Teacher Corps projects and other educational agencies on an at-cost basis.

However the problem is solved, it is important that it be addressed so that the truly exceptional products and practices are not lost to the educational community. Outreach support services for Teacher Corps projects, it seems clear to us, are the right program support service at the right time.

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APPENDIX A

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work)	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW		
REGION I, Boston, MA	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers	
Connecticut (2)										
University of Connecticut*	X			X						
Windham Public Schools										
University of Hartford	X						X			
Hartford Public Schools										
Maine (1)										
University of Maine at Orono	X						X			
Old Town School System										
Massachusetts (4)										
Boston State College	X							X		
Boston Public Schools										
Lesley College	X								X	
Lowell Public Schools										
Northeastern University		X							X	
Boston Public Schools										
University of Massachusetts at Amherst		X	X							
Worcester Public Schools										
New Hampshire (1)										
Keene State College	X									
Fall Mountain Regional School District									X	
Rhode Island (1)										
Rhode Island College	X						X			
Pawtucket School Department										

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION I (continued)	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Vermont (1)									
University of Vermont Montpelier Public Schools	X					X			
REGIONAL TOTALS (10)	8	2	1	1		1	3	1	3

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION II, New York, NY	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
New Jersey (3)									
Kean College of New Jersey Passaic Public Schools	X							X	
Rutgers University Graduate School of Education* New Jersey State Department of Education	X			X					
Trenton State College* Trenton Public Schools	X						X		
New York (9)									
Bank Street College of Education District 2 Manhattan Public Schools	X			X					
City College of New York* Office of Bilingual Education and Community School District 7		X					X		
Fordham University* Community School District #10	X						X		
Hofstra University* Westbury Unified School District	X					X			
Hunter College Community School District #4	X				X				
Nazareth College Rochester City School District	X								X
New York University School District 13	X		X						
Queens College Community School District #5	X				X				
State University College at Buffalo Buffalo Public Schools	X						X		

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION II (continued)	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY						
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Puerto Rico (1) University of Puerto Rico Department of Instruction		X						X	
Virgin Islands (1) College of The Virgin Islands Virgin Islands Department of Education	X								X
REGIONAL TOTALS (14)	12	2	1	2	2	1	4	2	2

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION III, Philadelphia, PA	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW		
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Delaware (1)									
Cheyney State College New Castle County School District		X						X	
District of Columbia (1)									
Howard University* Washington D.C. Public Schools	X								X
Maryland (2)									
University of Maryland Charles County Public Schools	X		X						
University of Maryland Baltimore County Baltimore City Public School System		X					X		
Pennsylvania (6)									
Beaver College School District of Philadelphia		X							X
Lehigh University Allentown School District	X						X		
Pennsylvania State University Keystone Central School District	X		X						
Temple University School District of Philadelphia	X		X						
University of Pittsburgh School District of Pittsburgh		X			X				
Villanova University* Interboro School District		X				X			

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION III (continued)	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Virginia (4)									
Norfolk State College Norfolk Public Schools	X							X	
Trinity College* Arlington Public Schools		X							X
Virginia Polytechnic Institute and State University Wise County Schools	X				X				
Virginia State University Surry County Public Schools	X								X
West Virginia (1)									
West Virginia Univeristy* Kanawha County Schools		X					X		
REGIONAL TOTALS (15)	8	7	3		2	1	3	2	4

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION IV, Atlanta, Georgia	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Alabama (4)									
Auburn University at Montgomery* Montgomery Public Schools	X							X	
Miles College Jefferson County Board of Education	X								X
University of Montevallo Talladega County Board of Education	X								X
University of South Alabama* Mobile County Public School System	X							X	
Florida (3)									
Florida International University Dade County Public Schools	X							X	
University of North Florida* Saint Johns County School District		X						X	
University of West Florida* Okaloosa County Schools	X							X	
Georgia (2)									
Atlanta University* Atlanta Public Schools	X			X					
West Georgia College Carroll County School System	X							X	
Kentucky (2)									
Murray State University* Henry County Public Schools	X							X	

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION IV (continued)	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Western Kentucky University Jefferson County Schools	X						X		
Mississippi (3)									
Jackson State University Jackson Municipal School System	X							X	
Mississippi Valley State University* Humphreys County School District	X								X
University of Southern Mississippi South Pike County School District	X						X		
North Carolina (2)									
University of North Carolina at Greensboro	X							X	
University of North Carolina at Wilmington Pender County School System	X							X	
South Carolina (2)									
Francis Marion College Lee County Schools	X								X
University of South Carolina Richland County School	X						X		
Tennessee (2)									
Austin Peay State University Clarksville-Montgomery School System	X						X		
Memphis State University* Memphis City Schools	X						X		
REGIONAL TOTALS (20)	19	1		1			5	10	4

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION V, Chicago, Illinois	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Illinois (6)									
Chicago State University Posen-Robbins School District	X				X				
Governors State University West Harvey School District 47	X					X			
Illinois State University Joliet Township High School District 204		X			X				
Northeastern Illinois University Chicago Board of Education District 9	X							X	
Roosevelt University* Chicago Public Schools	X							X	
Southern Illinois University* Cahokia Unit School District #187	X				X				
Indiana (2)									
Indiana University Indiana Girl's School	X		X						
Indiana University Indianapolis Public Schools	X		X						
Michigan (3)									
Michigan State University* Lansing School District	X		X						
Oakland University* Farmington Public Schools	X						X		
Western Michigan University Battle Creek Public School	X				X				

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION V (continued)	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW		
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers	
Minnesota (1)										
University of Minnesota Saint Paul Public Schools		X	X							
Ohio (7)										
Ashland College Lorain City Schools	X							X		
Baldwin-Wallace College Cleveland Public School District	X							X		
Kent State University Akron Public Schools	X				X					
Ohio State University* South-Western City School District	X		X							
University of Toledo Springfield Local Schools	X				X					
Wright State University Trotwood-Madison City School District	X							X		
Youngstown State University Youngstown Public Schools	X						X			
Wisconsin (3)										
University of Wisconsin at Madison Menominee Indian School District	X		X							
University of Wisconsin at Oshkosh* Berlin Area Public Schools	X						X			
University of Wisconsin at Superior Hayward Community Schools	X							X		
REGIONAL TOTALS (22)	20	2	6		6	1	3	6		

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION VI, Dallas, Texas	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY						
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Arkansas (1)									
University of Arkansas at Pine Bluff Pine Bluff Public School District	X						X		
Louisiana (3)									
Grambling State University* Natchitoches Parish School System	X								X
Southern University Iberville Parish School Board	X							X	
University of New Orleans* New Orleans Public Schools	X						X		
New Mexico (1)									
University of New Mexico Chama Valley School District 19	X				X				
Oklahoma (2)									
Central State University Oklahoma City Public Schools	X								X
Oklahoma State University Shawnee Public Schools	X			X					
Texas (10)									
Laredo State University Laredo Independent School District	X								X
Prairie View A&M University Waller Independent School District	X								X
North Texas State University Dallas Independent School District		X					X		

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work)	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY					
			HIGH			MIDDLE	LOW	
REGION VI (continued)	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Saint Edwards University, Inc. Ben Bolt/Palito Blanco Independent School District	X								X
Texas Christian University Fort Worth Independent School District	X							X	
Texas Southern University North Forest Independent School District	X							X	
Texas Tech University* Lubbock Independent School District	X						X		
Trinity University Edgewood Independent School District		X							X
University of Houston* Houston Independent School District	X						X		
University of Texas at El Paso Canutillo Independent School District	X						X		
REGIONAL TOTALS (17)	15	2		1	1		6	3	6

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION VII, Kansas City, Missouri	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Iowa (1)									
Drake University*	X						X		
Des Moines Independent Community School District									
Kansas (1)									
University of Kansas	X			X					
Unified School District #101									
Missouri (2)									
Avila College	X								X
Kansas City Public Schools									
Saint Louis University*	X							X	
Saint Louis Public Schools									
Nebraska (2)									
University of Nebraska at Lincoln	X			X					
Lincoln Public Schools									
University of Nebraska at Omaha	X							X	
Omaha Public Schools									
REGIONAL TOTALS (6)	6			2			1	2	1

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION VIII, Denver, CO	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY					
			HIGH			MIDDLE		LOW
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Colorado (1)									
Colorado State University*	X						•		
Fort Lupton Public Schools							X		
Montana (2)									
Eastern Montana College	X								X
Lame Deer Public Schools									
University of Montana									
Browning Public Schools District #9		X			X				
North Dakota (1)									
University or North Dakota	X								
Turtle Mountain Community Schools					X				
South Dakota (1)									
Black Hills State College*	X								
Little Wound School									X
Utah (1)									
Weber State College									
Utah State University @	X				X			(X)	
Ogden School District									
Wyoming (1)									
University of Wyoming	X								
Arapahoe School District #38							X		
REGIONAL TOTALS (7)	6	1			3		2		2

@ Two universities sharing IHE function; project director is located at Weber State College; Utah State is counted for productivity of SCDE.

TEACHER CORPS PROJECTS BY DEPARTMENT OF EOUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION IX,San Francisco, CA	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Arizona (2)									
Arizona State University Phoenix Union High School System	X			X					
Northern Arizona University* Leupp Boarding School Kaibeto Boarding School	X						X		
California (10)									
California State College at Stanislaus Stockton Unified School District		X						X	
California State College at San Bernardino Redlands Unified School District	X							X	
California State College at Hayward New Haven Unified School District	X						X		
California State University at Sacramento San Juan Unified School District		X					X		
Dominican College* Vallejo City Unified School District		X							X
Laverne University Rowland Unified School District		X						X	
San Diego State University San Diego Unified School District	X			X					
San Francisco State University Berkeley Unified School District	X				X				

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION IX (Continued)	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY						
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Stanford University San Jose Unified School District	X		X						
University of California at Berkeley Oakland Unified School District	X		X						
Hawaii (1) University of Hawaii* Hawaii State Department of Education	X		X						
Nevada (1) University of Nevada at Las Vegas Nye County School District	X						X		
American Samoa (1) American Samoa Community College Department of Education	X								X
Guam (1) University of Guam Guam Department of Education		X							X
REGIONAL TOTALS (16)	11	5	3	2	1		4	3	3

TEACHER CORPS PROJECTS BY DEPARTMENT OF EDUCATION REGIONS AND STATES (Asterisk--*--indicates projects that contributed usable data to Teacher Corps Projects At Work) REGION X, Seattle, WA	LOCATION OF PROJECT DIRECTOR		INDEX OF IHE PRODUCTIVITY							
			HIGH			MIDDLE		LOW	
	IHE	LEA	KPU Centers	Other Outstanding	KPU Actives	Unusual Producers	Middle Range	Low Range	Non Producers
Alaska (1) University of Alaska* Alaska Department of Education		X		X					
Idaho (1) Idaho State University* Pocatello School District #25	X						X		
Oregon (1) University of Oregon Eugene School District 4J	X		X						
Washington (2) Western Washington University* Arlington School District	X					X			
Washington State University* Pasco School District	X				X				
REGIONAL TOTALS (5)	4	1	1	1	1	1	1		

APPENDIX B

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