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ABSTRACT

Findings of the one-year evaluation of Massachusetts Title III, Elementary and Secondary Education Act innovative projects covering the period from July, 1975 through June, 1976 are outlined in this summary. The formative stages of evaluation are viewed from two perspectives: project strategy designs and project directors' change processes. The Executive Summary presents findings, implications, and recommendations directly related to these perspectives; the report also includes information gathered through mailed questionnaires, on-site interviews, and feedback sessions. The survey and questionnaires are appended. (Author/MV)

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EVALUATING ESEA TITLE III PROJECTS IN MASSACHUSETTS 1975-1976

A DESIGNING CHANGE PRODUCT

EXECUTIVE SUMMARY

Merrimack Education Center
101 Mill Road
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September 15, 1976

ACKNOWLEDGEMENTS

The evaluation team wishes to express its gratitude to the many professionals who contributed their time and expertise in the course of this study. Particular thanks are due to the individuals who served as Title III project directors during FY 76 and whose names appear in the Technical Appendix. We commend the project directors and the efforts they have made on behalf of innovation in Massachusetts, especially working under the constraints of one-year funding.

We would like also to express our appreciation to the Title III/Title IV-C staff for their contributions and support provided us in this evaluation project.

We are appreciative for the considerable energy Ms. Roberta Giaimo and Ms. Denise Pendleton devoted to the coordination, compilation, and final typing of the series of reports and to Ms. Kathy Adams who prepared the appendix Index and coordinated the microforming process for all Title III proposals.

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Dear Dr. Reynolds:

The Merrimack Education Center is pleased to submit to you and the Advisory Council the Evaluation Report for the 1975-1976 Title III projects.

In the Executive Summary, six recommendations are made which we believe will strengthen the operation of Title IV-C projects. These recommendations were arrived at as a result of our participation in project evaluations, our attendance at the State Advisory Council meetings, and as a result of other activities and efforts related to the Title III efforts.

It is hoped that the evaluation reports will be helpful to local and State agencies as they embark on the difficult task of implementing the new Title IV-C programs and will provide direct implications for training in the fall. We have appreciated the opportunity to work with you and your staff during the project year and look forward to the mutual development of recommendations for the coming year.

Sincerely,

Richard J. Lavin

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FOREWORD

This Executive Summary outlines findings of the one-year evaluation of Title III, ESEA innovative projects covering the period of July 1975 through June 1976. The Merrimack Education Center's evaluation of Title III projects focused upon the formative stages of evaluation viewed from two perspectives:

- How did the projects derive strategies for implementation of objectives defined in their proposals?
- What process did project directors follow in attempting to bring about change in their respective communities?

This Executive Summary pertains directly to these questions and presents findings, implications, and recommendations. The report which follows presents a compilation of insights and information gathered through the experiences of a six-member evaluation team utilizing mailed questionnaires, on-site interviews, and feedback sessions.

The underlying issues for innovation in Massachusetts are extremely complex, involving as they do the transition of funding from Federal to local support. This is especially true for those projects funded during FY 76 since they were one-year projects. The orientation of this evaluation design addressed significant issues facing future projects whether they be Title IV-C, or special projects to improve education in the Commonwealth.

Two supplementary reports are available with this Executive Summary which pertain directly to the issues. These include:

- A summary of the results of interviews with 32 project directors which were conducted by evaluation team members from February to April of 1976.
- The analysis of survey data collected from questionnaires designed and administered by Arthur D. Little, Inc.

There are two related appendices: The Training Session agendas, and a Technical Appendix which contains questionnaires and survey instruments utilized. The Technical Appendix contains an index by subject and title for all projects and all project proposals are available on microfiche.

RECOMMENDATIONS

1. We recommend that training be focused on the emerging role of the project director as different from traditional roles in education.

2. We recommend that training for project management of Title IV-C projects focus on the problem of overload and how it might be alleviated. This will require a review of specific role functions for the project director.

3. We recommend that training for Title IV-C project directors deal with management of complex systems through a process of planned change.

4. Training for project directors should include the development of strategies that prevent the project from being kept isolated and apart from the system.

5. We recommend that the Title IV projects outline early in the implementation stages projected long-range plans, costs and implications for LEA continuation of the innovation.

6. We recommend that diffusion funds be made available at the State level to assist successful projects in their diffusion efforts as part of the validation process.

A. OVERVIEW

On October 1, 1975, Dr. Richard J. Lavin submitted a proposal on behalf of the Merrimack Education Center to the Curriculum Services Bureau within the Massachusetts Department of Education. The proposal outlined a process for evaluating 32 state-wide Title III, ESEA projects funded by the Department in 1975-76. By using a variety of techniques, both formative and summative evaluations were to be undertaken with an immediate view to enhancing the success of Title III projects in their beginning stages.

The purpose of Title III of the Elementary and Secondary Education Act was to promote innovation and change in education. The task of the evaluation team was to conduct an evaluation of the projects including their management and their impact. The evaluation proposal was developed from assumptions that there were daily administrative problems in addition to problems in continuing the projects and in disseminating the projects to others. When administrative problems could be defined and overcome, the prospects of success would be improved.

A primary purpose of this evaluative effort was to assist project directors in maximizing the success of their projects through a systematic application of problem solving and management skills. A secondary goal was to obtain insights into the problems experienced by this group of projects and to translate these insights into a set of specific recommendations to the State regarding the upcoming implementation of Title IV-C.

1. OBJECTIVES OF THE STUDY

In the original proposal to the Massachusetts Department of Education, Curriculum and Instruction Division, the general purpose of the evaluation was the improvement of project management, especially to assure better use of the human and the material resources available for innovation. The following objectives guided the activities carried out during the year:

- *To conduct a formative evaluation by examining Title III project outcomes in light of project objectives and Title III expectancies*
- *To assist project directors in meeting goals and expectations through feedback sessions*

- *To provide a summative report on the effectiveness of Title ~~III~~ ESEA programs with recommendations for further policy development*

- *To suggest a plan for dissemination of Title III project outcomes through increased linkages with educational practitioners.*

Feedback sessions developed into Training Seminars which utilized the activities of data collection and analysis. The general purpose of this survey-feedback process was two-fold:

- *To identify problems encountered by the Title III projects in order to provide feedback to project directors*

- *To determine how well project directors coped with the unanticipated barriers/constraints and to document through a progressive evaluation*

These activities and procedures are further described in the next section: "The Process of the Study."

B. THE PROCESS OF THE STUDY

To this point we have been reviewing the proposal and its intent. This Section of our report outlines the activities engaged in by the study team. The following tasks and activities were conducted:

- *design field interview instrument*
- *schedule on-site visits*
- *coordinate mailing of questionnaires*
- *conduct Training Seminars*
- *provide further data collection at Training Seminars*

1. FIELD INTERVIEW INSTRUMENT

One phase of the evaluation involved collecting data by interviewing all project directors between January and April, 1976. A group exploratory interview was held with one project director and three evaluation team members present. The questionnaire was revised accordingly following this interview, and then administered in on-site interviews. Each project director was asked the same series of questions and responses were organized so that conclusions might be drawn. The scope of the interview was limited by the fact that the projects were funded for one year.[1]

On-Site Interview.

Each project spelled out in detail its objectives and its "innovative" strategies in the application to the Massachusetts Department of Education for Title III funds. Before visiting a project director the six evaluation team members reviewed the project application documents. Each site visit consisted of a two-hour interview by an evaluation team member.

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[1] The projects funded in the 1976 fiscal year have completed their operations as federally supported programs. Title III will be continued in Title IV-C of the new legislation (P.L. 93-380) as it is consolidated with six other programs.

The interview focused on several key factors:

- *stages of the problem-solving model*
- *roles of project directors*
- *perceived outcomes and achievement of objectives*
- *local support and commitment (continuation support)*
- *dissemination and diffusion*

The interviewer attempted to identify factors [illegible]acilitated or impeded the development of an innovative program. The interviewer made judgments based upon the questionnaire and the on-site interview. A technique used in the interview was probing, which usually motivated the project director to communicate fully, to enlarge on, clarify, and explain the reasons behind a response. However, interviewers obtained some partial answers, and others that might be considered irrelevant and unclear.

Project directors' answers were recorded on the questionnaire.[2] Each of the four interviewers used a similar format to gather the information.[3]

2. DATA COLLECTION THROUGH MAILED QUESTIONNAIRES

Questionnaires were sent to project directors and similar forms were sent to administrative personnel associated with the projects. A major purpose for these questionnaires was to identify any potential constraints limiting possibilities of project development. The questionnaires were designed and analyzed by the staff of Arthur D. Little, Inc.[4] Three major topics were analyzed and reported by the ADL team:

- *The analysis of project objectives*
- *The constraints and obstacles encountered*
- *The coping tactics and strategies designed to overcome constraints*

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[2]The questionnaire is located in the Technical Appendix.

[3]Several interviews were taped. The tapes are available at the Merrimack Education Center.

[4]The data analysis and summary prepared by ADL can be obtained from the Merrimack Education Center.

Subsequently, the ADL staff conducted two workshops to discuss the findings and implications from the questionnaire data. The first feedback session focused on a review of project objectives and analysis of the value of these objectives as tools for establishing priorities and solving problems. The second session centered on a review of the obstacles to success that had been encountered during the year and the tactics that had been devised to offset or remove the obstacles.

3. DATA COLLECTION AT TRAINING SEMINARS

Implementation of change strategies imposed a progressive need for feedback of information and data concerning achievement of project goals. Project directors were surveyed with several questionnaires regarding the implementation process at each of six monthly Training Seminars. Many of the questions were designed to elicit feedback enabling evaluators to query project directors about planning, organizing and carrying out activities designed to enhance goal achievement.

4. CONDUCTING TRAINING SEMINARS

Specific management concerns were addressed through a series of Training Seminars which placed emphasis upon successive stages of innovation.[5] Training Seminars initiated dialog of interaction through self-study and observation between and among project staffs, Title III ESEA staff, and evaluation team. Training Seminars became a means through which issues could be explored including a perspective on the role of the innovator, an identification of alternative solutions, and coping tactics. Feedback at each succeeding Training Seminar helped to detect the results of suggested corrective action.

Project directors were encouraged to consider their objectives in light of more commonly recognized educational objectives for the system and the broader State goals. The recognition of these relationships in a hierarchy of objectives strongly affects the ability of the project director to get others to apply project results or encourage support for the continuation of a project.

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[5]Agendas for Training Seminars can be found with the Technical Appendix accompanying this Executive Summary.

In addition to information about the project's goals, a major function of the Training Seminars was the identification of actual or potential constraints to the possibilities of change. Through feedback provided during the formative stages, project directors received information enabling them to reflect upon necessary corrections and adjustments while the project was still in operation.

The evaluation occurred during the sequence of decision points while project directors paved a path of implementation. Figure 1 represents a Project Planning Sequence illustrating major events in the evaluation time-line. The evaluators gathered information reflecting the progress and character of the Title III programs as they were implemented over the one year of Federal funding. The procedures and activities utilized during these formative stages supplied data, plus lessons learned, that could be used to modify the design of existing programs or to draw implications and recommendations for future programs.

The time restrictions imposed on most projects was a formidable constraint.[6] In the span of one year project directors were expected to conduct a small scale R&D program, establish innovative approaches to education, evaluate their effectiveness and disseminate information about their projects. This expectation, given what we know about the evolutionary development of innovations, was too optimistic.

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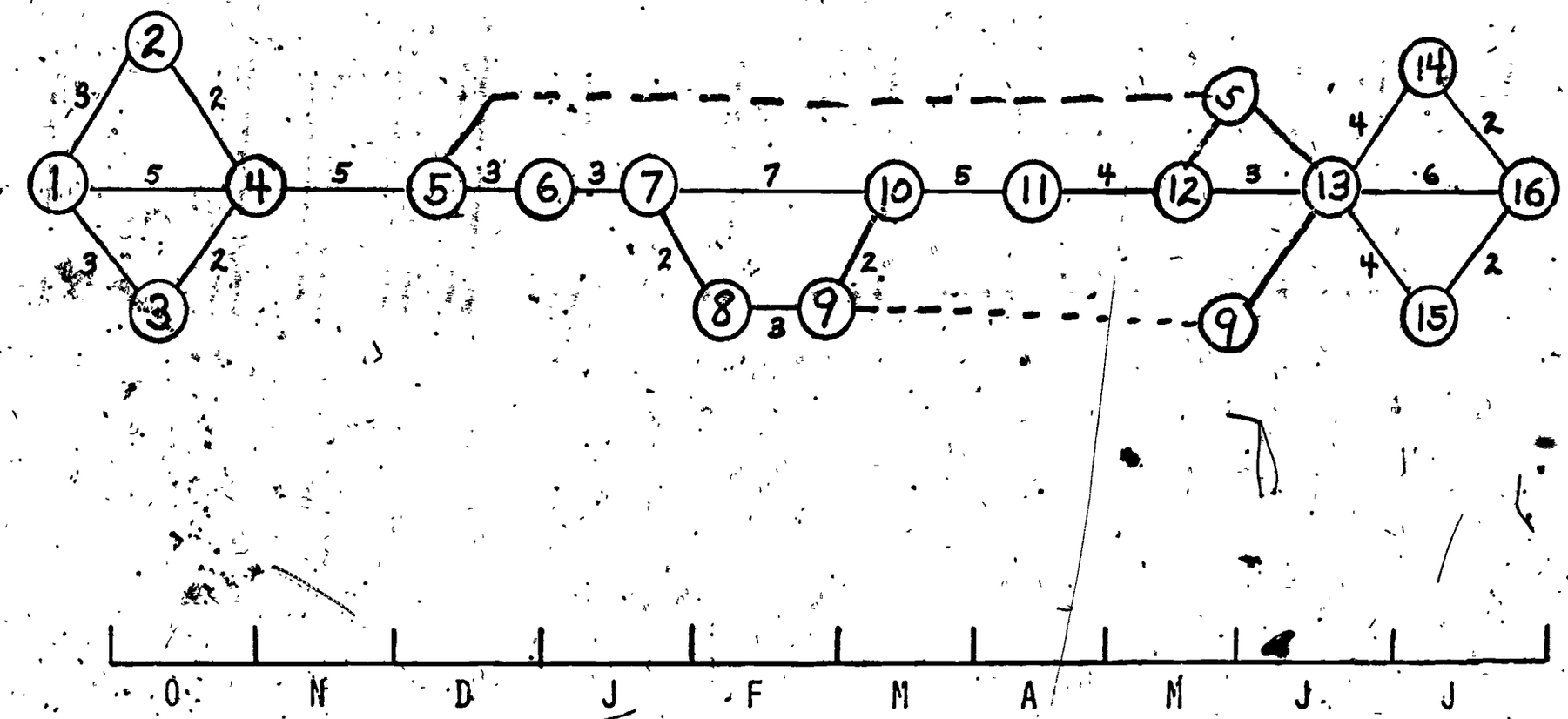
[6]The presence of a termination point, when the LEA assumes full responsibility for funding the Title III project, created pressure upon the project participants to conduct an innovative process in a constricted time period.

FIGURE 1

PROJECT PLANNING SEQUENCE



1. PROJECT ORIENTATION
2. INTERVIEW STAFF AND BOARD
3. REVIEW PROJECT OBJECTIVES--TITLE III
4. DESIGN INSTRUMENT(S)
5. INTERVIEW PROJECTS (32 ON-SITE INTERVIEWS)
6. DATA COLLECTION AND ANALYSIS
7. PREPARE INTERIM REPORT
8. PLAN TRAINING SESSIONS
9. CONDUCT REGIONAL TRAINING SESSIONS (6 SESSIONS)
10. MODIFICATION FROM FEEDBACK
11. VISIT PROJECTS/ADVISE
12. COMPLETE INTERVIEWS
13. ANALYZE RESULTS
14. PREPARE FINAL REPORT
15. DEVELOP DISSEMINATION PRODUCT AND PLAN
16. PRESENT FINAL REPORT (FEEDBACK TO POLICY GROUPS)

C. CONCLUSIONS AND RECOMMENDATIONS

This section outlines findings of the evaluation of Title III, ESEA projects and presents several recommendations. In order to arrive at findings, implications, and recommendations the evaluation team reviewed the insights and information gathered from the field interviews, the questionnaires administered, and the feedback elicited at Training Seminars. This section focuses upon factors deemed important by the evaluation team and identified as critical variables by other innovation studies nationally. These factors are considered in the topic sections below:

1. *role of the project director*
2. *problem solving*
3. *overcoming isolation*
4. *dissemination and diffusion*
5. *allocation of resources*

1. ROLE OF THE PROJECT DIRECTOR

The role of the project director is central to the chances that exist for successful implementation, completion, and dissemination of a project. Day-to-day responsibility for financial management, staff and student participation, effective communication with school and community, fulfillment of State reporting requirements, problem solving of many kinds--these are just a few of the concerns of the project director. The tasks of maintaining and eventually disseminating a project are staggering.

We queried project directors to obtain their perceptions of their roles: as subject matter specialists, as managers, as facilitators, or some combination of the above. In a summary of the field interviews, Ronald Havelock has reviewed the role of the project director and the organizational surroundings in which the projects functioned. Five role patterns emerged from the interview sessions conducted by the evaluation team:

- *manager*
- *facilitator*
- *communicator*
- *creator*
- *"do-all"*

Administrators, curriculum coordinators, classroom teachers and school guidance counselors are frequently called upon to direct an innovative project. Rarely have they received training for a specialty in providing project leadership as it relates to educational change. It is not surprising that most local innovative programs reveal various types of shortcomings.

We recommend that training be focused on the emerging role of the project director as different from traditional roles in education.

We would suggest that any data-gathering efforts undertaken with the Title IV-C projects next year focus immediately on the project director's perceptions of his/her own needs and strengths as a manager. Some of the specific issues that should be raised are:

- *effective use of objectives as tools for project evaluation and management*
- *design and use of project status reports for identification of operational problems*
- *determination of various criteria for the selection of alternative courses of creative action*
- *coping with repercussions which commonly arise when an "innovation" is introduced*

We recommend that training for project management of Title IV-C projects focus on the problem of overload and how it might be alleviated. This will require a review of specific role functions for the project director.

Havelock has reported the great work demand (overload) on the educational innovator as well as the precariousness of being the go-between or the middleman between the innovative and the "traditional." The summary of field interviews prepared by Havelock can be obtained from the Merrimack Education Center. This summary has practical import for understanding the project director's tasks and activities and how he/she provides for the implementation of project objectives.

2. PROBLEM SOLVING AND THE PROCESS OF CHANGE

A model proposed for the evaluation and Training Seminars as a point of reference was that contained in Havelock's Guide to Innovation in Education, a six-stage model of "rational" problem solving beginning with the establishment of a relationship between change agent and client; proceeding to diagnosis of the real educational need; a search for resources relevant to solutions to that need; the building and choice among alternative solutions; the gaining of acceptance for chosen solutions through a more widespread social diffusion effort; and finally, the implementation and long-term maintenance of the agreed-upon solution, leading optimally to an internal capacity for problem solving on other educational problems which is self-renewing.

Because innovation is a process rather than a decision point, support capability must be established for project directors to implement this process. In adapting the model to fit the Title III situation, one important consideration was the life-cycle of the typical project. The one-year funded cycle is a compression of the problem-solving cycle. Both relationships and needs were established long before projects were funded and even search and choice among solutions took place either during or prior to the proposal writing process.

Needs Analysis.

A survey feedback approach was employed to reveal problems encountered and assist in identifying successful solutions. This problem solving focus was designed to assist project directors as they responded to complex environments.

As a project develops there are critical issues that arise leading to a new set of questions (i.e., needs) and the project director must return to the beginning step and work through again. The needs may have changed; the resources available may have altered, or new solution possibilities may have emerged.

Problem analysis assists the project director in identifying likely causes of incomplete implementation. This leads him/her to search much farther and much deeper for information and ideas, and to develop, refine, and choose among solutions with far more skill and imagination.

Using the problem solving model enables project directors to carry problem analysis through all phases of the innovative project rather than merely as a "pre-assignment."

We recommend that training for Title IV-C project directors deal with management of complex systems through a process of planned change.

Training for project directors should focus on these priorities: needs assessment, dissemination, utilization of resources, validation, and project continuation. Figure 2 illustrates the concepts of the proposed training model.

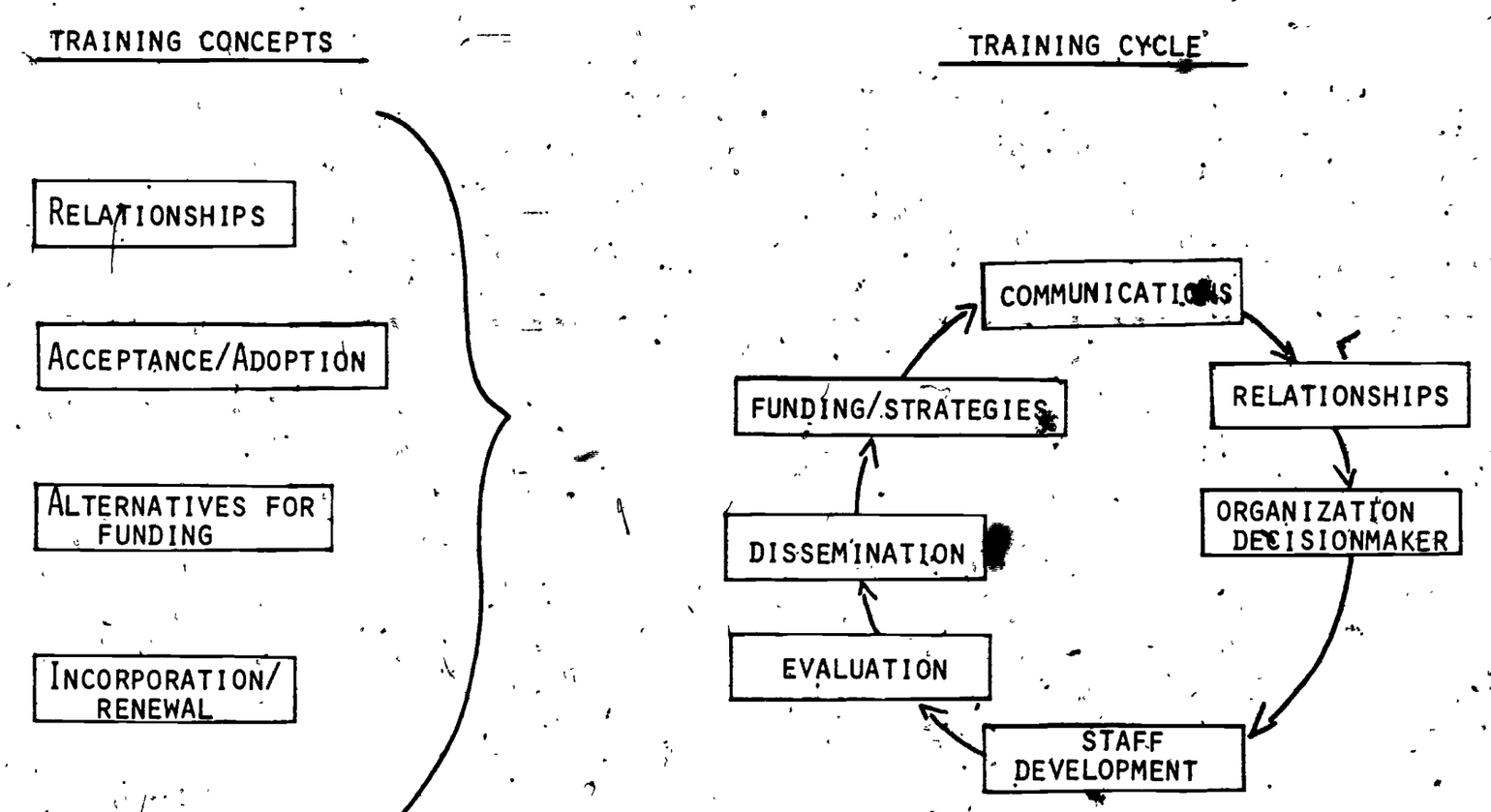
Title III project directors reported that their projects went through the complex process of implementation. Once this process has occurred, the effectiveness of implementation and potential student impact can be examined. These later effects are more visible during the second and third years of a project. However, the project director must make critical decisions in the first year that affect the potential ability to reap outcomes in the future.

3. OVERCOMING ISOLATION

Innovative projects, by definition, embody a departure from procedures and concepts traditionally maintained in a school system. Unless a project director has some consistent tie with the administration, the project will indeed be isolated. A working relationship is needed that is sufficient to keep the administration apprised of shifts in project emphasis, as well as political or logistical difficulties.

One means of overcoming isolation of the project is to locate discrepancies between initial objectives and expectations held by project directors and administrators of the local system. A close fit of objectives of the project to the school district's goals must be found and frequently communicated. If goals clarification is part of the developmental process, the project director can more easily determine how much energy and resources the district will commit to diffuse project methods to other schools in the district. For continuation of the project it must become an integral component of the system important enough to the district to merit local support and funding.

FIGURE 2


TRAINING CONCEPTS
RELATIONSHIPS
ACCEPTANCE/ADOPTION
ALTERNATIVES FOR FUNDING
INCORPORATION/ RENEWAL
TRAINING CYCLE
COMMUNICATIONS
RELATIONSHIPS
ORGANIZATION DECISIONMAKER
STAFF DEVELOPMENT
EVALUATION
DISSEMINATION
FUNDING/STRATEGIES

An early training seminar should redefine the purpose and ultimate utility of the project goals and objectives. An increased demand for specificity may have driven the project planner to trivialize the objectives. Objectives that are so specific that they amount to a listing of activities, not to a framework in which activities may be designed, redesigned and executed systematically, are ~~only~~ slightly useful as a tool for project management. Failure to devise a logical structure of objectives within the project's subsystems and the school district environment will have important consequences for the project.

Interorganizational linkages at the LEA level can prevent isolation of projects by building ties with other agencies, organizations, and groups. Interdepartmental linkages, although difficult to establish, help to adhere the project to the more traditional educational approaches maintained in most schools. Those projects that remain "flexible" are likely to be successfully perpetuated either in whole or in part.

Training for project directors should include the development of strategies that prevent the project from being kept isolated and apart from the system.

In many instances Title III project directors did not transfer functions to the "clients" and projects were not geared to disengage. A one-year period of time was not adequate for this to occur. Project directors should strive early on to determine the resource commitment of the LEA to the innovative project. A direct tie to inservice funds of the local district is often helpful for the project director to win acceptance and support within the school(s) where the project will be diffused. By examining the inservice budget, the project director can set long-range goals related to quantity and quality of staff development for diffusion prospects.

Since the innovative project becomes changed during implementation, as it is operationalized, revised, and perfected within the realities of the institutional setting, what the project eventually looks like might not be what the local administrator thought he was "buying" and supporting in the beginning. A whole new level of effort to win support is needed.

Isolation is further heightened by the fact that Title III projects, during the path of implementation, tend to concentrate on one subsystem as a starting point.

> *A school may try to make limited improvements in its teaching technology without attempting to deal with the accompanying changes in authority structure and morale problems. Or it may focus on faculty morale and attitudes without dealing with the environment or formal authority system.*[7]

When the Title III project begins to make marginal improvements in one area it then must adjust for the repercussions in other subsystems. These adjustments and fine tuning are the responsibilities of the project director and not all of these can be set out in the application grant for funding. As each new subsystem is woven into the complexity, the project director must anticipate constraints and barriers as well as "repercussions."

4. DISSEMINATION AND DIFFUSION

Current diffusion approaches conceptualize issues either in mechanical terms (how to disseminate from the validated State or national bank) or exclusively in terms of local self-help with minimal focus on external resources available. The mechanistic approach is full of products but lacks the motivational basis while the second approach is content-free and inbued with social-psychological assumptions about the nature of innovation and self-renewal.[8] Neither strategy alone is sufficient and an integration of product and process is required using verified practices and a talent pool of project directors.

Strategies identified by Title III project directors for disseminating information about their projects include the following items in Table 1.

---

[7]T. Deal and V. Baldridge. "An Organizational View of Educational Innovation." Stanford University: Center for Research and Development, 1974.

[8]Susan Klein. "Toward Consensus on Minimum Criteria for Educational Products." Washington, D. C.: National Institute of Education, 1976.

TABLE 1

COURSES/WORKSHOPS

- Courses open to other school systems
- Curriculum materials in demand by other districts
- Training materials located in collaborative centers
- Workshops sponsored by districts for other towns
- Involvement of individuals in training

PUBLICATIONS/PACKAGING

- Creative package which can be used by dissemination centers
- Handbooks development
- Library of written curriculum mateirals accumulated
- Published curriculum
- Resource bank for all schools in district
- Inventory listing of packages/materials

Many times improvement programs that are successful in the pilot tryout in a few classrooms or in one or two schools fail to spread throughout the school district. School district officials generally make crucial decisions during the initiation/support stages of innovation rather than later during implementation. District administrators may be too busy and too remote to become involved in the day-to-day implementation of the project. School boards are reluctant to budget money for innovative programs on a district-wide level especially when the program requires considerable expense in inservice training or the pilot was initially funded by outside sources (e.g., Title III funds) but the school district is asked to pick up the tab for diffusion to other schools.

Incentives must be found for the school district to concern itself with diffusion of the federally funded project and alternative sources for new funding (LEA and non-LEA) must be found. Project directors proved resourceful in their search for new funding and a list obtained from the survey of Title III projects is offered in Table 2.

TABLE 2

SOURCES OF FUNDING

GRANTS

- Proposals - both Federal and State
- Involve community resources
- Submit project for refunding as part of larger project

EXCHANGE ECONOMY

- Initiate fee for all future workshops
- Assess participating systems for membership
- Sell products using experience and findings

Obviously, more alternatives must be sought to enable projects to continue after cessation of Federal funding. Diffusion expectations should be defined by the project director and communicated to administrators in the school district.

We recommend that the Title IV projects outline early in the implementation stages projected long-range plans, costs and implications for LEA continuation of the innovation.

5. ALLOCATION OF RESOURCES (State)

Title IV-C staff within the MDE should undertake a thorough review of project expenditures for each of the Title IV-C projects in an effort to illustrate the concept of investment funds and show relationships to expected returns at the local, State, and national levels. Incentives should be investigated that would examine the whole exportability question. An effort analysis and analysis of funding should be reported as part of the State's evaluation to the Title IV-C Advisory Council. Aggregated information from all Title IV-C projects can be reviewed by the Advisory Council to determine what areas are not being emphasized by projects and the significance of these exclusions.

Evaluation of funds allocated within a project provides an idea of how project directors are assigning priority to objectives. If this review were to take place during the first year, the project director and the staff from Title IV-C could realistically project over three years what can be accomplished with the resources. To obtain greater returns from the investment of Federal funds the project could be diffused to another district using the projected costs rather than funding the new district the complete amount to "reinvent" the project.

We recommend that diffusion funds be made available at the State level to assist successful projects in their diffusion efforts as part of the validation process.

The benefits of the Federal funds can be broadened and increased through allocation of mini-grants for those districts which choose to replicate a validated project in neighboring towns. This mini-grant is precisely for the purpose of diffusion. In addition, we suggest that advisory council members be assigned ad hoc to areas where they desire to become more involved in the diffusion of innovative projects and their implementation strategies.

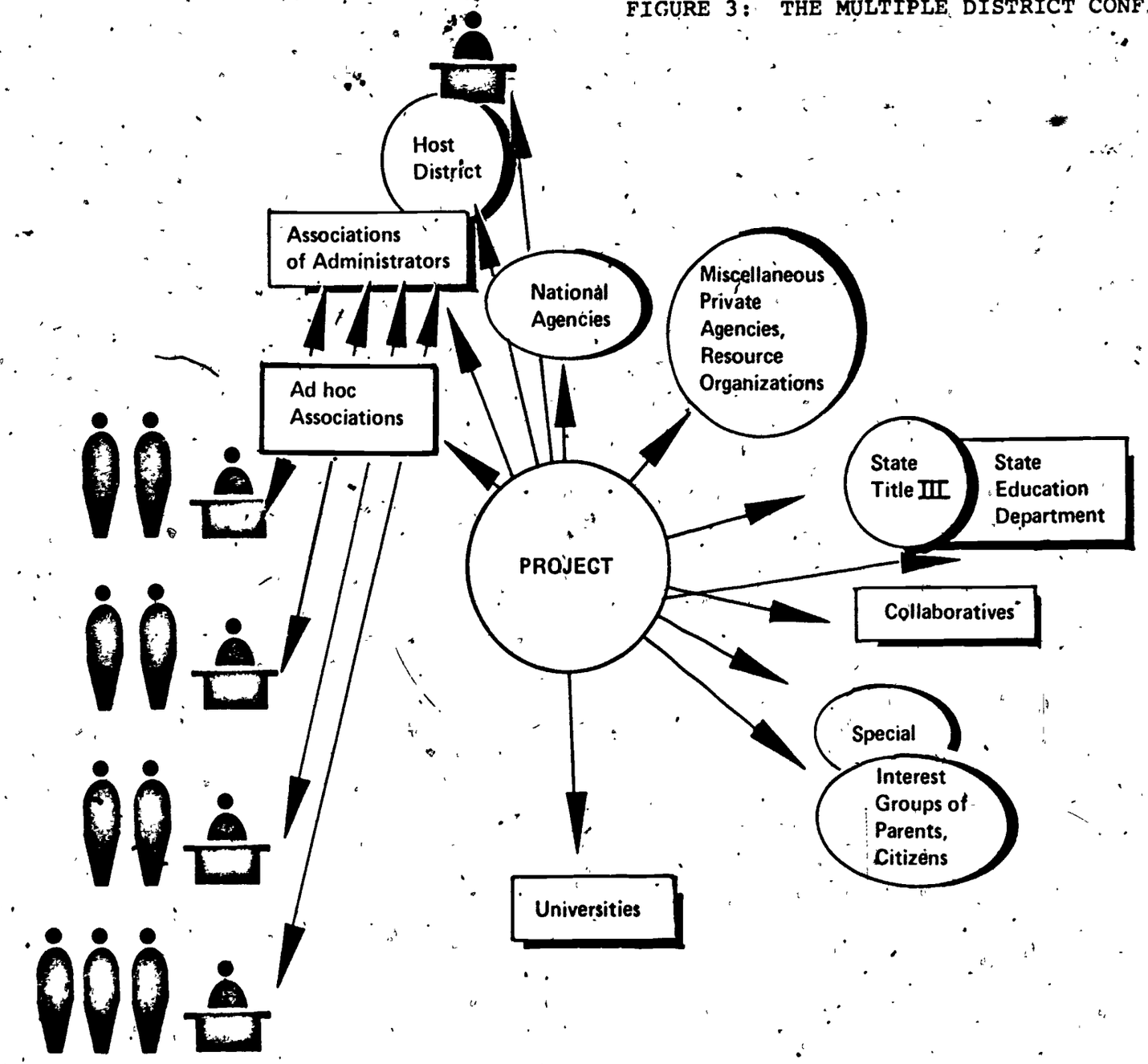
Figure 3 illustrates Havelock's findings suggesting the complex set of relationships necessary to diffuse an innovative project. Groups of people, organized or otherwise, appear in the configuration with arrows representing key relationships. The multiple district pattern is often considerably more complicated and certainly more variable than the single district pattern. Because data were very limited, the arrows should be viewed speculatively.

Figure 3 also illustrates the complexities of the linkages with other organizations and agencies. The accomplishments of Title III and Title IV-C should encourage the State Department to begin to look at establishing linkages with internal (MDE) and external organizations. Through these channels the Title IV-C validated practices can be shared with other major program components of MDE. Not accomplishing these linkages can only lead to duplication and reinvention of the same "innovations."

The review process for continuation of Title IV-C projects should include examination of resource allocation patterns in the individual projects. Continuation proposals should be reviewed to determine the capability of the district to accomplish objectives given the resources the LEA has committed. The review process for continuation should carefully look at results of project policies and plans with continuation funding contingent upon this review.

The award process for any new Title IV-C projects should be reviewed annually for possible policy revision. A committee, comprised of members of the advisory council and other individuals, would examine the grant award process and make recommendations for modifications in policy, based upon data gathered from the formative evaluation.

FIGURE 3: THE MULTIPLE DISTRICT CONFIGURATION



D. SUMMARY AND FINAL OBSERVATIONS

This study has identified a series of recommendations for local and State policymakers derived from the impact of the final year of Title III, ESEA funding. Our report only begins to suggest the meshing of talents and resources needed to support adaptation and transformation of innovative projects for the diffusion of successful accomplishments.

Without a high level of support within the educational system, it is unlikely that the process of innovation could be maintained despite the merits of the individual projects. This support must be more systematically brought to bear on the diffusion/validation procedures identified for Title IV-C.

If an innovation is validated in one school, it is assumed that the district will want to continue part or all of the project using other sources of local funds. And the innovation should be available, with appropriate incentives provided, for diffusion in the State.

Through workshops and the interviews conducted and the review of informative materials from Title III projects, priceless information was collected for future use. A subsequent concept paper will be available shortly on the training implications from our recent observations that can be utilized in the progressive evaluation of Title IV-C projects. Work on diffusion and validation models will be given a more practical turn because of this evaluative study.

MASSACHUSETTS EDUCATIONAL INNOVATORS IN ACTION:

"THE PROCESS FOR THE PRODUCT"

RONALD G. HAVELOCK

Supported by the Staff of the Merrimack Education Center

September 1976

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MASSACHUSETTS EDUCATIONAL INNOVATORS IN ACTION: THE PROCESS FOR THE PRODUCT

Ronald G. Havelock
Supported by the Staff of the
Merrimack Education Center

PREFACE

1975-76 was the last year for Innovation Projects under Title III of the Elementary and Secondary Education Act of 1965. New legislation replaced it but as the old law terminated, State Departments of Education were forced to dole out funds for just one year of effort. What could be accomplished in one year? After several years of three-year projects, this was quite a challenge. For the evaluators, statewide, there was also a challenge, not so much to see what could be done, because there would be few visible results within the year, but to see how it was done. How did project directors take hold of these projects and steer them towards what they thought would be a worthwhile end? We tried to find out through long structured interviews with each of the directors of those projects which had won the competition for the final year of funds.

The State awarded thirty-three projects in the final year of Title III. We got to talk to thirty-two of them as they were completing their work in the eighth and ninth month of a twelve-month cycle. We asked them to describe their projects, to explain what they hoped would result from them in outcomes for teachers, students, the community, and others; but we were most concerned about how they did it, how they conceived it in the first place, how they planned, how they perceived their own roles, how they developed relationships with various people and groups who would be important for success, how they acquired resources, how they solved problems, how they evaluated what they were doing, and how they made sure that their efforts would last and would spread to others.

Each interview took about two hours, some less, some a lot more. We felt that in most of them we really got to know the people who were directing this work and they got to know us. In fact, they could have gone longer and it often seemed that we had both learned a great deal: many expressed their appreciation for such an opportunity to take a long reflective look at what happened and especially how it happended.

The interviews were partly very open, partly structured (see the sample schedule included in the appendix). Thus, they gave us an opportunity both to appreciate the uniqueness of each and at the same time to compare some aspects across projects. On content, there is little we can say except that the variety is mind-boggling as well as exciting. But there are similarities and these become obvious when we look at the process. This is what we will try to convey to the reader in the following pages.

We focused our study on the role and experience of the project director partly because of our own time and budgetary constraints. However, we reasoned that directors typically play the most vital role in innovation projects. There is one responsible person; insiders and outsiders tend to look to this person for information, reassurances and guidance regarding most aspects of a project from start to finish. For better or for worse (we think probably for better) the project director, therefore, symbolized and personified the project as a whole.

Given this fact, a second general finding is that all projects are engaged in a problem-solving effort for the educational community. In other words, there are some needs to which attention has been drawn, and an effort is made to acquire resources, ideas, facts, and solutions relevant to these needs and to apply these resources to the needs with expectations of positive results.

A third conclusion is that this problem-solving doesn't occur in one fixed sequence; rather, there is a pattern which repeats itself, sometimes many times before a project is completed. In fact, the more capacity a project has for recycling, up-to-a-point, the stronger the project, because there is more responsiveness to changing needs, changing resources, and changing perceptions of what is possible. All projects go through at least one problem-solving cycle just in the process of preparing a proposal. Very often, at State insistence, this proposal is written up a second time requiring a second year's cycle before final funding is made available. After funding has terminated, there are also probably many cycles but we obviously did not have a chance to look at them.

A fourth conclusion of this study is regarding the tasks of the director himself (herself). There are at least four principal functions which must be performed: the manager function, the facilitator-coordinator, the communicator, and the intellectual leader or creator (e.g., proposal and report writers). Almost all directors assumed at least two of these functions; many assumed all four. We expected that there would be considerable role strain due to both the heavy load of work and complexity of skills implied by these functions and by the marginality and ambiguity associated with all new roles which don't fit existing and traditional stereotypes. On the surface, however, there was not must evidence of such role strain or at least of any undue suffering resulting from it.

Of all his/her responsibilities probably the most crucial is the development and maintenance of strong positive relationships between the project and the rest of the system, most especially the superintendent and the school board. Most project directors well appreciated this point but some failed to inspire a sense of commitment, belonging, and ownership of the project in these significant areas.

While almost all recognized their projects as a form of school district problem-solving, very few went very far in assessing and analyzing district needs before advocating their "solutions," and none had a satisfactory procedure for reassessing needs on a continuing basis.

Projects varied greatly in their willingness and ability to use knowledge and technical resources from various sources. There was a tendency to think that what was needed for the project was either already in hand or readily obtainable from a particular source. Hence, most projects did not engage in a serious search effort and did not tap a very wide range of leads into the resource universe of American education.

A crucial question for most projects was survival beyond the one year funding period. It was clear that a very wide range of options exists for continuation both financial and other. Most projects sought continuation through the same Federal program and most also sought increases and commitments from their local district. The results were mixed. Continued local support depended on many factors, some of which were entirely outside the control of the project director. However, relationship to the community, to the board, to the superintendent and others was a crucial matter over which he/she usually did have some control.

Projects also used a tremendous variety of media to tell their story both to their own district and to outsiders. Personal, group, print, and electronic media strategies were used, usually in combination. Local newspapers are probably the most common, most accessible medium for dissemination and sometimes assisted in building political support for the project.

Finally, it is very difficult to make a blanket judgment about the "success" of the program, partly because evaluation efforts are generally feeble and too narrowly focused to give a full and fair picture of all the bad or the good things that actually happened and resulted. Our inclination is to believe that the over-all effort was overwhelmingly positive and very much worthwhile.

I. *THE DIRECTOR'S ROLE AND ROLE PERCEPT*

An important focus of this evaluation project was the role of the project director. Training activities were undertaken on the assumption that the role was often ill-defined and misunderstood by both role occupants and the relevant others with whom the project director had to relate.

One way to conceive the role was as another type of administrator within the system or as another kind of teacher or another kind of counselor. These more traditional, more fully accepted, and more fully understood roles are likely to serve as models or reference points for any new, emergent, or fuzzy roles that the system now has to deal with. Furthermore, for many of our project directors, these were the roles from which they, themselves, had only recently emerged, and perhaps, the roles to which they could or would return when the project was over for whatever reason.

To explore the areas of role functions and role self-perceptions, two questions were asked in the interviews. The first was simply: "How would you define your role in the project?' The second was a listing of eleven role functions which was handed to the director with the question: "What percentage of your time is spent on the following roles?" Respondents were reminded that the total might add up to more than one hundred percent since the roles were overlapping. They were also urged to provide fuller explanations of what work they performed under each of the headings. To further check on the importance of the role in the total work space of the person, we asked what percentage of time was devoted to project duties altogether. In response to this last question, we found the following pattern:

TABLE 1

TIME DEVOTED TO PROJECT

Time Devoted to Project	Number
100%	10
90%	1
80%	1
75%	2
60%	2
50%	6
40%	2
35%	3
30%	2
20%	1
No codable response	2

Thus, roughly one-third are full-time and the other two-thirds cluster around fifty percent. In any case, it is evident that the project director role is a serious part of the work life of all the people who were interviewed. Furthermore, for many if not most it was a dominating and even all-consuming activity which swallowed up much more time than was actually budgeted.

Moving now to the kinds of activities which were mentioned as a part of the role, it is clear that project directors are called upon to perform a very large array of tasks. It will be convenient for clarity of presentation to group the findings into five clusters and to discuss the open-ended question and the eleven function list together. The five patterns which seem to emerge from the analysis are as follows:

A. *The manager*
B. *The facilitator*
C. *The communicator*
D. *The creator*
E. *The "do-all"*

A. *The Manager*

The largest category involved duties which traditionally are associated with managing or directing something, including making the key decisions and telling people what to do; in short, the "boss". There were a total of forty-seven mentions of activity which seemed to fit this category. Some of these corresponded exactly with the list which we later provided of eleven functions. For these specified functions in the tables below we will also provide the average percentage of time which project directors devote to the function.

TABLE 2

MANAGER ROLE DIMENSIONS

Average Percentage of Time	Function	Spontaneous Mentions
	Director	8
	Budget-books-bills	7
37%	*Manager*	5
	Administrator	5
	Planning	5
	Staff recruitment	5
	Purchasing-Ordering materials	3
20%	*Key Decision Maker*	1

Other functions which received mention and seemed to fit roughly into this category were: "riding herd on consultants", "clear bureaucracy", "trouble shooter", "logistical problems", and "safety".

Most project directors make it very clear that they feel responsible for the project fiscally and in all other ways. In a few cases, this is seen as a burden which was cast upon them by an unkind fate or by mismanagement and shirking of responsibility further up the line, but more often it is or becomes a welcome challenge and a chance to move up and out of traditional school roles.

B. *The Facilitator*

Second in importance is the role of "facilitator", a term which we use to cover the various activities related to bringing people together and helping them to do whatever it is that they are to do. For some, this role was paramount and precluded functioning as the decision-maker or as the one who directs others. However, for the majority the "manager" and the "facilitator" roles either overlapped or had to be performed at different stages of the project. The following table tells part of the story.

TABLE 3

FACILITATOR ROLE DIMENSIONS

Average Percentage of Time	Function	Spontaneous Mentions
	Coordinator	10
	Scheduling	4
17%	*Consultant*	3
	Facilitator	2
	Problem Solver	2
12%	*Catalyst*	1

Other functions which seemed to fit this category were: "guiding and paving the way", "orchestrating ideas", "generating a team", "chairperson to keep things together", "working behind the scenes to smooth things", "assist in defining the problem", "working with teachers and students", and "forcing people to deal with issues". Altogether, there were 33 spontaneous mentions of functions which fitted this category.

C. *The Communicator*

Another very important set of responsibilities related in one way or another to communication: firstly, within the project; secondly, between the project and the system; thirdly, between the project and the community; and finally, in some cases, between the project and a wider community of interest among educators in other school districts across the state and beyond the state.

It also appears that the communicator role becomes more salient and changes as the project progresses through the year. As the next table illustrates, the dimensions of this role are potentially vast and extremely complex, requiring a great variety of skills in using very different media and messages to best advantage and in orchestration.

TABLE 4

COMMUNICATOR ROLE DIMENSIONS

Average Percentage of Time	Function	Spontaneous Mentions
11%	*Disseminator*	6
	Public Relations/ publicity	6
12%	*Resource Linker*	3
	Liaison	3
	Newspaper articles/press releases	2
	Links to state	2

Other activity descriptions which seemed to fit this category were: "communicator", "salesman", "linking project inside and outside the system", "brochure development", "creating audio-visual presentations on the project", "running workshops", "newsletter" and "keeping the staff informed". Communicating activities were perhaps even more important than these figures indicate, but we will reserve much of that discussion for the part of the report which deals with dissemination as such. Altogether, there were thirty-six spontaneous mentions of role activity in this category in response to the open-ended question on role description, second only to the "manager" category.

D. *The Creator*

It was obvious from many of the interviews that the project director viewed him-or-herself as the prime source of ideas for the project and the one to whom others would look for guidance and instruction as to what it was all about. There were eleven spontaneous mentions which seemed to suggest

this in one way or another. For example, four stated that they were teachers or trainers of teachers in the basic substance of the project, and this item was rated as receiving an average of 16% of the director's time. Two indicated that they were the "solution providers" and this category on the list was rated at 12% on the average by all project directors. Other spontaneous mentions which seemed to fit are: "instigator", "trainer-of-trainers", "conscience", "visionary", and "guiding teachers to the solution".

More compelling evidence for the importance of this role comes from the fact that about half the project directors wrote the proposals for their projects, many practically alone. Even more are likely to have been involved in writing the proposals for next year's follow-on activities. These facts should be put together with other facts about the perception of the project as "innovative". Nearly half of those interviewed saw the project as "a very new and unique concept as far as I know" (14 of the 30 from whom responses to this question were obtained). The other half (15 out of 30) saw the project as "new at least as far as my region or district is concerned". No one stated that his/her project was not innovative and only one said that "it was only new as far as the particular client group was concerned". Thus, it is clear that project directors are heavily involved in creating their projects and see their projects as creative. This may partly explain the very high sense of involvement, responsibility, commitment to success, and commitment to continuation that typify their attitudes.

E. Other Roles

In addition to the salient role dimensions suggested above, there were other functions which received significant mention and these are identified in the next table.

TABLE 5

OTHER DIMENSIONS OF THE DIRECTOR'S ROLE

Average Percentage of Time	Function	Spontaneous Mention
	Internal evaluator	4
	Look for/solicit funds	4
	Develop materials/modules	4
11%	*Solution adapter*	1
11%	*Solution implementor*	0
7%	*Researcher*	1

Other unclassifiable responses were: "look for new avenues" and "production".

F. *The "Do-All"*

It would be misleading to say that we found four distinct "types" in our analysis of roles. In fact, almost all project directors had duties which covered several sets of functions spreading across these types. A few were so bold as to suggest that they did everything, leaving us to wonder whether the old fashioned ideas of division of labor and delegation of authority had been discarded altogether. In response to the open-ended question, "how would you define your role?" we received an average of 3.9 separate functions per respondent. In response to the more closed-ended list of eleven functions, the average respondent checked 6.4 functions as involving him or her at least 5% of the time. Hence, it is clear that most project directors are called upon to play diverse roles and more of them end up as "do-alls" than are willing to admit it.

Implications of Role Analysis

Given the breadth, complexity, and sheer demand of this role, we might ask two questions: first, is it possible for anyone to do it? and secondly, if

it is, what sort of person is required? From our interviews, we have the strong impression that it is very possible. In fact, many people seem to approach the assignment with zest and flair, even when the assignment is thrust upon them by others and not sought by deliberate choice. The second question is more difficult to answer. In terms of background, sex, age, or other obvious measures of that sort, we discern no pattern whatever. Many project directors are former teachers; many are former administrators at various levels; some are former guidance counselors; a few are new professionals fresh out of university; two or three are college professors doing this on the side or taking time out. In sum, it is very clear that Title III creates opportunities for new people to do things they have never done before, to broaden their skill mix, and to gain a great variety of new experiences relevant in various ways to schools.

On the other hand, it is no bed of roses. There are severe role strains to be endured, and while most end up doing very well, there are many errors made along the way which result from lack of skills, lack of training, or a lack of realization until too late that a certain kind of activity was required which had not been a part of the director's "bag of tricks" heretofore. "Title III Project Director" is not a role which has any basis in the traditions of education and it is not well understood or even well appreciated by most educators, even those who administer Title III at the federal and state level. The problems which loom the largest can probably be summarized best by the two words: "ambiguity" and "overload".

Ambiguity:

It is rarely clear to a person entering this role what will be required in terms of activities and responsibilties. There are few clearly defined limits and few if any sources one can go to to get even suggestions of the best way to define those limits for oneself; hence, there are great ambiguities with respect to the task, itself. Secondly, there are ambiguities with

respect to others, especially established roles in the system such as "principal" and "teacher". These ambiguities often lead to discomfort and sometimes open conflict with others in these more traditional and more established roles. Finally, there is usually an ambiguity with regard to status and power within the system. Most project directors appear to have more freedom and more opportunity for self-definition of work space than traditional role holders, but this is almost always bought at the price of security. Furthermore, it is often under threat by others who feel that their own power or status is being threatened. Often, those most threatened will also be in positions which are marginal to the system in one way or another.

Overload:

Our concern about overload derives more from logic than from the direct evidence of the interviews. Few complained specifically about overload in spite of the obvious bustle of their work lives. Then why raise the question? For three reasons: first of all, it is obvious that the variety of role demands will lead people to over-extend themselves, perhaps even without knowing it. Second, it is likely that many project directors put the best face on it when they are interviewed by an outsider; it is simply not kosher to admit failures and inadequacies to strangers, especially when they may have an influence on your future. Thirdly, we suspect that the "do-all" syndrome is ultimately unhealthy, not just because mistakes get made and jobs don't get done well, but also because not enough people get into the act that way and others aren't being trained to take on parts of the role when and if the project director drops out of sight for whatever reason.

There seems to be some evidence that the long interviews, coupled with the training sessions at which project directors could discuss and compare their roles had some sort of therapeutic effect, even though it came very late in the project year. Project directors have had few chances to see the role in perspective and to work on filling out or upgrading their skill repertoire. We feel that there is a need to expand and strengthen the special

culture of project directors through training experiences and through continuing opportunities to dialogue with each other and with experts on various aspects of project management.

II. *BUILDING AND MAINTAINING RELATIONSHIPS WITH KEY PEOPLE AND GROUPS*

It is evident that the success of a project at all stages depends upon the good will and, to some extent, the involvement of persons in various key positions in the district and sometimes beyond the district. Hence, one of the questions in our interview dealt directly with relationship issues. The question was put as follows:

> *"Have you been able to build relationships with people in key positions? (Those who authorize, unlock doors to funds, clients, etc.?)"*

Four follow-up questions sought more detail: "who are they?", "what kind of effort was needed to acquire these relationships?", "how do you maintain them?", and "are there any current problems where relationships could be improved?"

In answer to the general question, we found a large majority of "yes" answers, even in one or two cases where further probes revealed very serious relationship failures. Twenty clearly claimed success in establishing key relationships and were able to present evidence of this. On the other hand, for five of the projects, there were significant failures which hampered the implementation of the projects in important ways; for the six other projects, it was difficult to determine whether or not key relationships had been established because of the oblique or incomplete nature of the response. On the other hand, a majority of projects cited instances of problems in relationships which occured at one point or another; seventeen cited problems; eleven claimed no problems; and the remaining four did not give a clear response which could be codable one way or the other.

A. Key Relationships: What are they?

Title III projects usually must fit into one of two basic social configurations, simply stated as the "district configuration" and the "multiple district configuration" (which might be regional or state-wide). The district configuration is by far the most common and is remarkably constant, regardless of the specific content of the project, the number of schools involved or the level. It is illustrated in the figure below. The left-hand side of the figure shows the key roles within the district, representing individuals, staff, or administrative hierarchies. Also represented are groups of people, organized or otherwise. Arrows represent the key relationships.

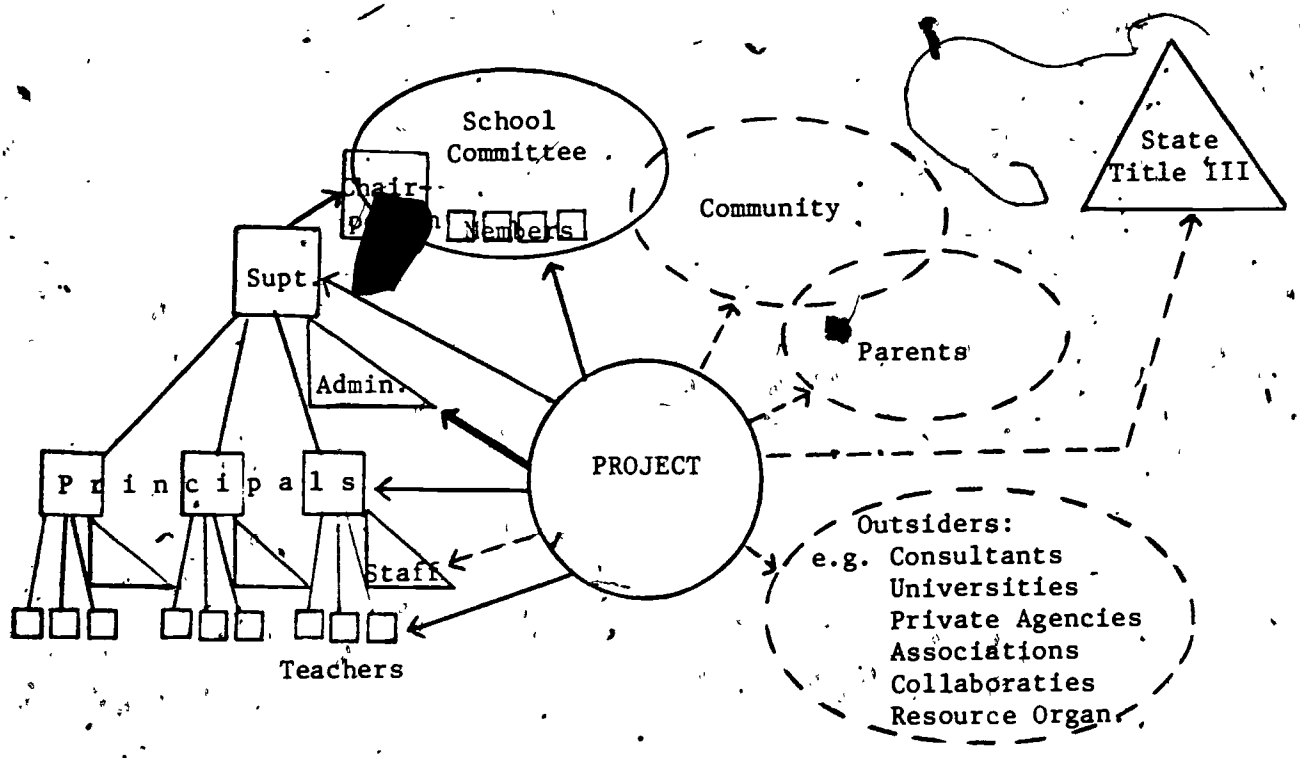

FIGURE 1: The District Configuration

The most constant elements in this configuration are probably the relationship between the project and the superintendent and the interconnected relationship of the superintendent to his school committee and its chairperson. Decision-making power in the system is very heavily concentrated at these two points, making their good will and support absolutely essential, especially for long-term continuance.

The multiple district configuration is often (but not necessarily) considerably more complicated and certainly more variable. Thus, the diagram below must be viewed much more tentatively. Furthermore, because our data is very limited, the arrows are drawn more-or-less speculatively.

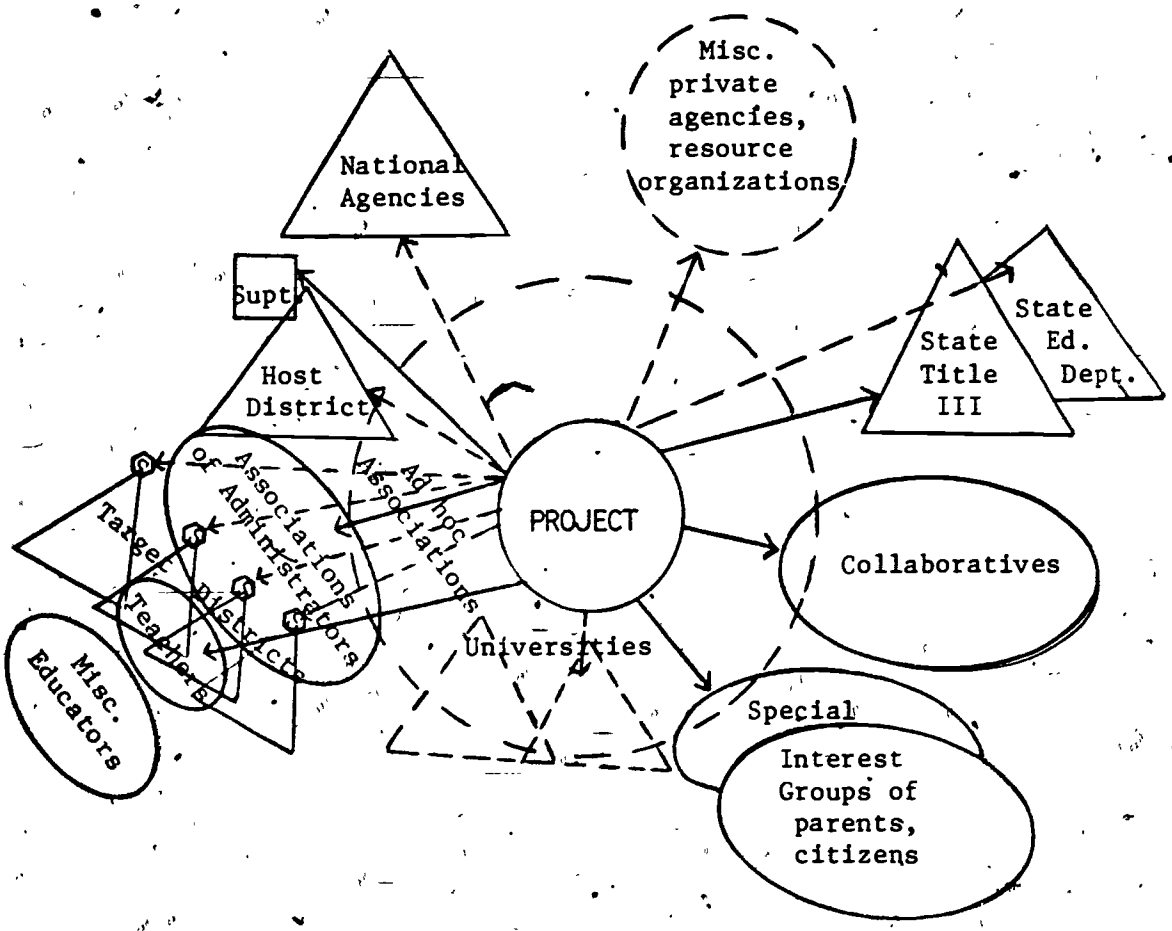

FIGURE 2: The Multiple District Configuration

As Figure 2 suggests, it is vastly more important for multiple district projects to build good relationships with associations of educators and concerned citizens which cut across district lines. There will still be important relationships to maintain within districts, of course, but these will be necessarily more limited with the possible exception of the "host" district, if there is one, i.e., the district which provides a base for the staff and for various activities and services. This may well be the district in which the project originated in a previous year. Because of the nebulous character of many of the associations to which the project must relate, it may actually find itself in the business of creating an ad hoc organization or association of its own to serve as a membership focus for those who would like to be involved. Indeed, many of the educational collaboratives which are now thriving within the State of Massachusetts have such an origin.

Given the above distinction between project types, who do we find identified by the project directors themselves as the key people? The following table summarizes the findings.

TABLE 6

HOW PROJECTS RELATE TO KEY PEOPLE

Key Role/Group	Relationship Solid	Relationship Problematic	Total
Superintendent	9	3	12
Principal(s)	12	2	14
School Committee	9	2	11
Admin. Staff (e.g. pupil personnel, spec. ed. dir., dep. sup., curr. directors)	18	2	20
Teachers* (inc. dept. heads)	10	3	13
State Title III Staff	3	1	4
Parent Groups* (advisory)	3	0	3
Students*	(1)	(1)	(2)

In addition to the above, two projects noted relations to university people, in one case adequate, in the other problematic. One project noted a very good relationship (interest, involvement) with the mayor of the city; another noted relations with selectmen. School psychologist, guidance personnel, and counselors were each mentioned once as solid relationships. In one case, there was difficulty relating adequately to the chief project consultant who had originally developed and written the proposal.

B. *Quality of Relationships*

In some cases, it seemed evident after a good deal of probing that a "good" relationship with a powerful person or group wasn't necessarily good for very much. For example, one director first claimed that relations with the superintendent were quite good, but later informed us that the superintendent had been unwilling to recommend continuation of the project to the school committee in the absence of continued state funding. This and other examples of a similar kind suggest that project directors sometimes take too much for granted: if there is an important gatekeeper whose strong endorsement is necessary, it may be a good idea to test the strength of the relationship and to indulge in intensive communication beyond the point at which formal endorsement has been secured.

C. *What were the Problems?*

We were able to identify six classes of problems connected to building relationships, and of these, at least five had to do directly or indirectly with power.

(1) Turfishness: in at least two instances, the project seemed to represent a threat to the authority or the "turf" of other people in the system: in one of these cases the project director had attempted to by-pass the authority of another administrative person, attempting to build a firm relationship with the superintendent;

when the latter stuck to the chain of command, the project came under mugh tighter control and surveillance by the unsympathetic intermediary. In the other case, a multiple district configuration, key relationships with university people failed because of inter-institutional suspicions and concern to maintain traditional perogatives.

(2) Passivity: some important people simply chose to remain aloof from project activity by delegating excessively to others or by playing hard-to-get. Sometimes the lack of contact was deliberately manipulated by an intermediary. For example, it is common practice in some districts for the superintendent to block access to the school committee or to filter it excessively so that there is no real chance for the project to display its wares to the people who will make the decisions on its fate.

(3) Over-control: in one instance, the project director claimed that the essential goals of a project were completely thwarted by a conservative principal who "chairs everything and everybody". In another case, project staff found that they were being held "accountable" by an impossible number of petty bureaucrats.

(4) Low-power association: in one instance, the persons to whom the project related most closely had very little power to affect change in their own organizations. It is important for project directors to make a distinction between the people it is serving as clients, many of whom are necessarily and by definition in low-power positions, and those to whom it must relate for administrative and fiscal survival.

(5) Pre-occupation of key persons: in one case, the merits of a project could not be appreciated because the school committee was locked in a re-election struggle. In other cases, people were for various

reasons just too busy or overbooked to give the project the attention that it needed.

(6) Finally, there were a few instances of simple resistance to change. In two cases, department heads refused to concede that newer approaches were worth even minimal investments of staff time or attention. In another case, a superintendent was unwilling to take any risks on behalf of change after an incident of inappropriate behavior on a field trip early in the project.

This listing of problems should be placed in the perspective of all the projects in which no problems were reported and those in which problems were confronted and overcome with relative ease. The overall record seems remarkably good. Certainly there is little evidence that there is any massive resistance to educational innovation within the State of Massachusetts.

D. *How Are Relationships Built and Maintained?*

Because the interview did not permit the tracing of actions with respect to any one key person in any detail, we are not able to report as much as we would like to about how relationships developed over time and what types of strategies and tactics were employed. It is clear, however, that personal face-to-face contact has no substitute at the early stages. The most successful project directors seemed to be very forceful and bold in this regard, some of them meticulously making the rounds to every school in their district more than once: first to explain everything to the principal, later, with the principal's blessing, to the staff. Such a thorough personal approach seems to pay off. More passive approaches using brochures or letters or reports and memos did not seem to work well except as supplements to the more direct personal approach. If this is the case, it follows that project directors must make very shrewd judgments as to who the "key" people really are for their projects since it will not be possible to make effective personal contact with all the school personnel who are potentially relevant in the district. This is even more obviously true for the multiple district configurations.

E. *Implications*

Building relationships and maintaining them is perhaps the most critical aspect of the management of all innovative projects. Hence, it would appear obvious that project directors have some amount of training or orientation regarding relationship issues, problems, and strategies prior to entry on their mission. In fact, there are at least four entry situations: the first and easiest is the "old hand" in the familiar situation. A few of our respondents indicated that relationships were not a problem because they already had positions in the system which commanded power and respect and had known all the key people for years. The second entry situation is the person who has been with the system for some time in a relatively low status, usually teacher, sometimes guidance counselor, who now takes on a dramatically new role with greatly enhanced but ambiguous status; a third type is the newcomer who starts his/her experience in this district with this project even though he/she might have had some other educational role in the past. A last entry point is the outsider, i.e., the person whose home base and professional identity are really outside the district. For the last three entry positions, training and/or sophistication in relationship building are critical.

There are at least three areas in which some sort of training would be beneficial: (1) the sociometry of the district (or region or state); (2) interpersonal relating; and (3) group organizing and leadership. Regarding the first, we have already noted the basic configurations which must be understood; within those configurations, project directors must become adept at identifying those persons and groups whose active support is most essential. Regarding interpersonal relationships, it is clear that project directors must become skilled at relating to power figures on a one-to-one basis without being either intimidated or offensive. With respect to group leadership, project directors need to know how to organize groups of parents, community members, or educators to provide adequate linkage, support, advice, and if necessary, buffering from potentially-threatening interests; thus, specific orientation and help on the

recruitment, management, and utilization of advisory groups of various kinds is in order.

III. PROJECTS AS PROBLEM-SOLVING

A major argument behind this approach to evaluation has been a conception of Title III Projects as educational problem-solving efforts. The model which was proposed as a point of reference was that contained in Havelock's Guide to Innovation in Education[1], a six-stage model of "rational" problem solving beginning with the establishment of a relationship between change agent and client, proceeding to diagnosis of the real educational need, a search for resources relevant to solutions to that need, the building and choice among alternative solutions, the gaining of acceptance for chosen solutions through a more widespread social diffusion effort, and finally the implementation and long-term maintenance of the agreed-upon solution, leading optimally to an internal and self-renewing capacity for problem-solving on other educational problems. In adapting this model to fit the Title III situation, certain modifications are in order. One important consideration is the life-cycle of the typical project. It is never the case that the one-year funded cycle is a truly complete problem-solving cycle; in fact, it is only a part of one, indeed often a fairly small part. In other words, both relationships and needs were established long before and even search and choice among solutions took place either during or prior to the proposal-writing process. At the other end of the cycle, it is also obvious that many aspects of maintenance and self-renewal are only settled months or even years after funding has been terminated. Figure 3 might suggest this situation diagrammatically. Nine periods of time are suggested; of these only two or at the most four are conducted within the official "funded" cycle, namely T6 and T7 and possible T8 and T9. We would prefer to argue, however, that a project does not involve just one cycle of problem solving, but at least two

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[1] Ronald G. Havelock. "The Change Agent's Guide to Innovation in Education." Educational Technology Publications, Englewood Cliffs, New Jersey, 1973.

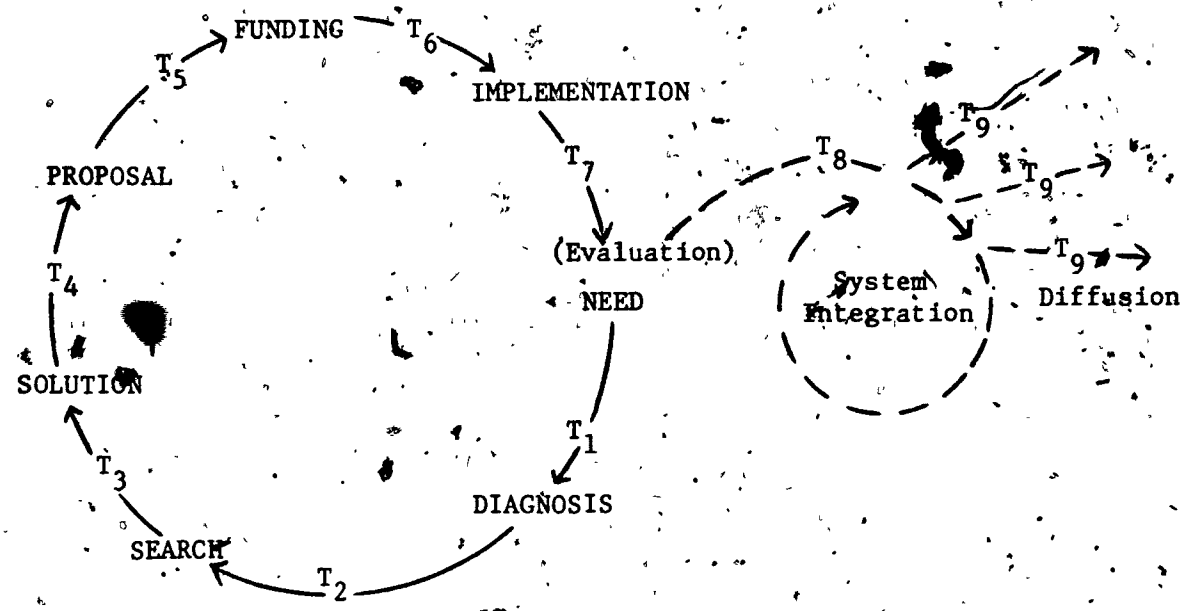

FIGURE 3: SINGLE CYCLE MODEL OF THE LIFE OF A PROJECT

and probably many more. In other words, it does not suffice to consider a need at one point in time and then forget about it or assume that it stays the same; equivalent reasoning should apply to the search and solution phases of a project. Hence, we can conceive of a pre-funding cycle and a post-funding cycle as diagrammed in Figure 4.

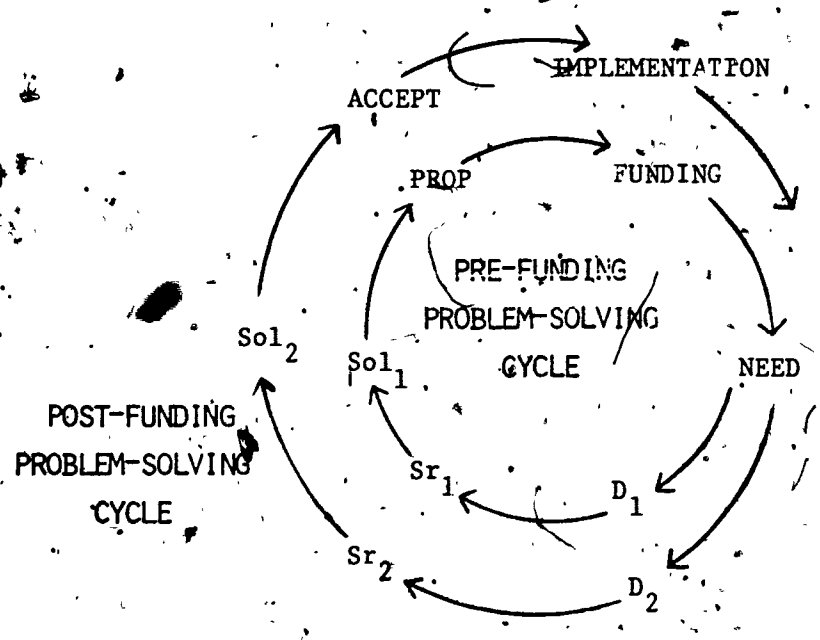

FIGURE 4: MULTIPLE CYCLE MODEL OF THE LIFE OF A PROJECT

There are at least three reasons why Figure 4 represents what should happen in a project rather than Figure 3. The first is time lag. The situation at the beginning of the funded cycle is frequently not the same as it was in the very early stages of project conception. The need may have changed, the resources available may have altered, or new solution possibilities may have emerged. Secondly, with the funding should come a greatly increased capacity to work through the problem-solving steps so that it should now be possible to do a much more thorough job of needs assessment, to search much farther and much deeper for information and ideas, and to develop, refine, and choose among solutions with far more skill and imagination. Thirdly, after the proposal is funded, we are dealing with a changed, almost always enlarged, social situation. More people are involved at more levels; it cannot therefore be assumed that what was perceived as the need or the most appropriate solution by one or two individuals writing the proposal will be perceived exactly the same way by the larger circle. If norms of participation and democratic decision making are upheld, then there is a necessity of proceeding through many of the problem-solving steps once more with the larger group. (The same logic, of course, applies with even greater force at the diffusion stage where the social circle expands enormously.)

Following the above reasoning, we asked project directors to tell us what steps they went through to assess needs and search for resources and solution alternatives, both before and after projects were funded. The findings are a bit disheartening, suggesting that the Figure 3 model is much more common than than the Figure 4 model. A number of interview questions attempted to get at perceptions of the project as a problem-solving process. The first and most obvious of these questions yielded the slimmest returns: "Do you see your project as an example of problem solving? Can you explain what you mean by this?" Almost all respondents mistook the intent of this question, answering that their projects represented solutions to the problems of this or that client group, usually students. What they missed was the notion of a process of problem solving which was implied in the question.

It seemed that the focus was very much on the solution and not the problem or the need from which the problem might have been formulated. Most project directors perceived the need as fairly obvious and the solution as something they were committed to and thoroughly convinced of the appropriateness.

A number of other questions addressed themselves to more specific aspects of problem solving. Two questions concerned diagnosis and needs assessment; two concerned financial resources; one concerned acquisition of information, products and materials; and, a set of four questions asked about the solution choosing and adaptation process.

A. *Diagnosis and Needs Assessment*

One item simply asked respondents to rate the amount of effort which went into "diagnosis and needs assessment." The results were as follows:

TABLE 7

AMOUNT OF EFFORT APPLIED TO DIAGNOSIS OR NEEDS ASSESSMENT

"None"	0
"Minimal"	4
"Reasonable Amount"	13
"Large Amount"	9
"Extremely large amount"	3
No Response	2

In most cases, the assessment referred to took place before the project was funded and in many cases, the process was described as "informal".

The more revealing question was worded as follows: "How well have you continued to assess and diagnose needs and problems?" Most of the

responses seemed to fit under "evaluation" rather than needs assessment. For example, seven mentioned student tests of one kind of another; usually referred to as "pre-tests". Five others mentioned teachers' ratings of students. Two mentioned "feedback" from students: in one case via a special form, in the other "constant". One mentioned very specific outcomes such as "the number of boats built, issues of the magazine actually published." In one case, the project revolved around very intensive diagnostic case studies of individual children with special needs. The project director in this case indicated that the assessment process could not be generalized; it had to be viewed case by case. Altogether, sixteen project directors mentioned some sort of data from or by or on students, themselves, as a major part of the diagnosis.

Data on teachers' self-assessments were cited four times, and regular meetings or visits with teachers, three times. Letter requests to parents and parent meetings were each cited once. In three cases, workshop reactions were elicited; one said that "each activity has its own instrument". One indicated that assessments were by personal visitations which were "carefully documented".

Five stated little more than that the process was "informal", one saying that the need was "obvious", another indicating that he/she spends a lot of time trying to anticipate problems".

One director perhaps stated what was implicit in some other responses, that this needs assessment step was done "just for proposals".

One project actually hired an outside consultant to come in on a weekly basis to examine how the project was going and how the project team members were relating to each other and to relevant others. This project was one of the few which claimed to have rather serious relationship difficulties.

In summary, we feel ~~that the~~ needs assessment process is treated generally in a very informal and perfunctory manner. Assessments are rarely used to redirect or refocus project objectives or activities in a significant way. There also seems to be a confusion between (a) needs assessment, (b) needs analysis and interpretation, (c) formative evaluation, (d) summative evaluation, and (e) student testing. We will return to some of these issues later in this report in discussing what respondents said about "evaluating benefits".

Implications

There seems to be a need for a more satisfactory orientation to the subject of needs assessment or diagnosis by potential project directors. It is noteworthy that scant mention was made of national, state, or local educational priorities and one wonders whether these have any real meaning or visibility to the average educator. There is also perhaps a dearth of appropriate tools to assess a range of needs in some way which allows meaningful options to emerge and rational choices to be made. Finally, it would appear that whatever needs assessment is made in the proposal stage stands for the entire project. It may well be that state guidelines should encourage some form of reassessment of needs prior to implementation of the project as specified in the proposal.

B. *Searching for and Acquiring Resources*

Most directors indicated that they had made an extensive search for resources, in terms of products, materials, and to a lesser extent, consultants. However, some also indicated that they needed to make no search because "I already had it in my head." We find this latter response distressing since it was fairly common and seemed to represent some lack of openness to new and different ideas and approaches.

Many projects take it upon themselves to develop their own materials, handbooks, etc., expressing dissatisfaction or lack of awareness of what presently exists.

Three projects mentioned universities or university-based consultants as resources; other human resources mentioned were a "people bank" of 25 resource linkers and private consultants. Two projects mentioned other kinds of resource centers. The State's Regional Centers and the several collaboratives did not receive explicit mention in this context. Only two projects gave explicit credit to packaged materials developed elsewhere.

We also asked directors what problems or difficulties they might have encountered in trying to get materials. In a few cases, delays were encountered because of school committee objections or simply inaction, but most indicated that there were no real problems here. In one case, the project director held a regional center responsible for a blockage. In three cases, directors indicated that they or their staff were too overextended and tied to a tight project timeline which allowed little time to expend effort in this direction. One project cited resentment in the district caused by too much innovation: "Innovation on top of innovation beyond the tolerance point."

Implications

As with needs assessment there does not appear to be a consistent or coherent strategy of information-materials search in any of these projects. In spite of the claim by many that they expend effort in this direction, there is little evidence for this from what they report. Furthermore, there is little evidence of imagination in the search process, such as it is. Almost no use seems to be made of the vast information resource represented by ERIC; collaboratives are underutilized; the State's resources are underutilized; there is little search for past Title III projects which

might have tried similar kinds of things, which might also have developed suitable materials, which might have a great deal of experience and technical know-how to pass on. This lack of outreach to a very rich resource universe should also be contrasted with the strong claims these projects make to be original and "innovative". It is doubtful that these claims to originality could be justified if more extensive searches had been undertaken; on the other hand, the quality and sophistication of projects, and furthermore, their genuine innovativeness could be enhanced by such a search. It would appear that a more thorough orientation and training would be justified in this area also, together, perhaps with more explicit encouragement by the State for such search activities after the project has been funded.

C. Consideration of Alternative Solutions

Another interview question was phrased as follows: "Have you considered or developed alternative solutions for the project objectives different from those expressed at the start of your project? -- and, if so, how did these alternatives emerge?" The typical answer was "Yes" (13 "yes", 3 "no", of those answers which were clearly codable*). On the other hand, most of these "alternatives" represented minor shifts in procedure or scope. Two projects indicated that they had shifted from an individual approach to a "systems" approach. Others indicated a shifting, expanding, or narrowing of the primary target group. One project to develop "alternative schools" found a good deal of resistance to such a global concept, and thus reoriented itself to the more modest-sounding objectives of developing a resource center and technical assistance for "non-traditional" programs.

*Because of great length of the interview, some sections were marked as lower priority than others, meaning that if the interviewer were running short on time, he/she might pass over them to others. The reason why these items were deemed lower in priority is not their general importance for project management but the fact that we were interviewing late in the project cycle when little could be done to alter the situation based on our findings or reflections.

The sources of influence for seeking alternatives were almost always negative, e.g., resistance by a particular group of teachers, feedback from students and teachers, or mandate from the superintendent. In one case, a superintendent would not allow implementation of an alternative solution, requiring that the project stick to the original objectives in spite of what the project director viewed as clear evidence of their inappropriateness.

An additional question asked "what process was used (if any) to adapt or test the solution chosen before implementation?" This question elicited very few responses and it seems evident that most directors feel there is no time for such testing within a one-year cycle. Those projects which represent either replications or diffusion of past successful projects are obviously in good shape on this question. For example, the Watertown Reading Resource Center was a concept already well tested by EDCO in 20 Boston schools before being tried in Watertown. Similar advantages applied in the case of the "Adventure" projects. For a few projects, initial rejection of a proposal leads to a rethinking, redevelopment and resubmission on a following year. In at least one instance (Saugus, ACT III) the result seems to have been very satisfactory. A few projects do report major redevelopment within the project cycle: in one case, the original approach met with considerable objections and resistance by students (an individualized learning program), workloads which were deemed unfairly heavy and inability or unwillingness of students to take completely self-guided actions regarding their course of study. The project director felt compelled to provide more structure and admitted: "I'm more authoritarian with the students than before. They need to be told to be here and to do the work."

We regret that we have only these few scraps of evidence to provide on the process of adaptation which has been suggested as critical by many experts in the field of innovation. Evaluations of project management in future years should explore this area more thoroughly.

IV. ADEQUACY OF FUNDS

It was a genuine surprise to find that projects were uniformly satisfied with the level of funding which they had been awarded under Title III. The question was put as follows: "To what extent are your satisfied with the financial support the project has received thus far?" The suggested alternatives with tabulated responses appears in Table 8.

TABLE 8

Adequacy of Funding	
"Not Enough"	0
"Adequate Funds"	25
"Money Left Over"	3
No codable response	3

In all three cases where it was predicted that money would be left over, the amounts were small. Only three of those who said it was adequate offered qualifiers: one would have needed more if they had not started late since they had far more participants than they thought would subscribe; a second said they succeeded only because of volunteer helpers supported under another federal program; a third simply indicated that it was "tight". We view this satisfaction with project funds with mixed feelings. On the one hand it seems to indicate great wisdom (or generosity) on the part of the state in parcelling out the funds. On the other hand, from our point of view, especially in light of the findings reported in this section, the projects would have been more truly beneficial problem-solving activities if they had invested more time, and inevitably more expense in such activities as needs assessment, resource search, careful selection of a solution from among alternatives, and adaptation and redevelopment of the solution to meet the special needs of the cli[illegible]

V. STABILIZING THE INNOVATION: CONTINUANCE

At the time of our interviews, the issue which was beginning to loom large for many projects was continuation into the following year. Obviously, it is a matter of great importance for the project director and his/her staff since their jobs may well be on the line. More importantly for many of them, their emotional investment in an idea and an ideal is on the line. For the federal and state people who fund such projects on a short-term basis, it is also a crucial matter to see that the investment is not plowed under when the first leaves turn. Therefore, we explored ~~a~~ number of aspects of project continuation plans in our interviews. The lead questions concerned funding, of course. We asked: "Do you anticipate acquiring adequate financial resources to continue the project?" and then "What kinds of activities did you employ to meet this need?" In response, three simply said "No", one indicating that they might do something later under "766"; a second that such was not necessary; and a third that continuation of the project was undesirable in its present form since it was going "downhill".

Most projects indicated that they had submitted proposals under Title IV-C, the continuation of the Title III program and most seemed hopeful of funding via this route, although in fact the state was to fund only a handful of these projects for another round. Beyond this, many projects seemed lost. Six projects indicated that they had proposals in for various federal programs (all different!). Those cited were: the National Endowment for the Arts, U. S. Office of Education-Bureau of Education for the Handicapped; Elementary and Secondary Education Act; National Institute of Education, and the National Defense Education Act.

Of these, at least three were either assured or in hand. Private foundations were sought in at least four instances. In one of these, support is assured (in addition to support from Title IV-C) and in two others it is possible. The assured case is instructive: the project director searched a foundation directory for several who seemed like they might be interested in his kind of project; wrote off several letters explaining his needs and got vague responses of interest from three. These he pursued with vigor, receiving a further vague response from one. Continued pursuit of this only finally yielded a grant; thus, the energy and persistence of the director paid off.

Even though it is possible to extend some projects for many years on state, federal or private grants, sustained improvements in education eventually must be sustained at the local level, backed up by local tax dollars. Therefore, the most important long-term route to continuance is through the local administration, the school committee, and sometimes ultimately the electorate. It is clear that many Title III projects have rough going at this point. Theoretically, there are five ways a school committee can cope with the renewal of a project: (1) it can increase the level of effort (not an illogical proposition, given the fact that most projects are initially funded as "pilots" in some sense); (2) it can keep it going at the same level of effort: (3) it can reduce the level of effort significantly while maintaining the essential aspects; (4) it can reduce the level of effort substantially, eliminating essential aspects; or (5) it can drop support altogether. It appears, however, that only the last three of these five options are real as far as school committees are concerned; there are no instances of the first two options among our projects. Fifty percent is probably on the generous side for LEA funding relative to state-federal, and it is usually a struggle to get long-term commitment to more than one new position.

Continued financing can be a gloomy topic for innovators, but the picture need not be so dark as it is usually painted. In fact, there are several alternative ways to approach the problem and many examples emerged from our interviews. Above all, it is important for project directors to be diverse in their thinking about future funding. A frontal approach to the superintendent and the school committee is only one approach that is worth trying. Even with the frontal approach, however, it is important to proceed strategically. The relationship to the superintendent is the most crucial, followed closely by the relationship to the board. The latter relationship may evolve either directly or through the superintendent;

it is sometimes even possible to by-pass a negative or passive superintendent if solid relationships have been developed with key board members, although we do not advise such a strategy. The relationship to key power figures has to be developed in such a way that there is no premature closure on their decision making. As noted earlier, one project director who claimed to have strong support from above also said that funding through the school committee would not be proposed for next year: evidently "support" was one thing, but "priorities" was another. The true test of support is the willingness of those in authority to re-examine their priorities and, in tight budget situations, to make a choice for the new over the old. If a project has proven itself as a major contribution to the educational process in the district, it has earned the right to displace other activities that have been going longer and, therefore, should not be viewed as an "extra" or, as one respondent put it, "frosting on the cake". It is up to the project director and more importantly the state and its representatives to point out these things to the district.

With or without direct support from the district, there are many funding options which need to be explored. Among these are defining and subdividing some elements of the project which might be separately fundable in different ways or under different categories of the school budget, exploring non-cost options such as the use of idle equipment, empty or underutilized space and facilities, parent or student volunteers, community resource persons outside the schools, voluntary contributions, and fee-for-service or fee-for-product arrangements. We found some examples of each of these options in one or another project.

We were especially intrigued by some of the examples we found of what might be called "exchange economies": For example, a theatre arts project in Boston was successful enough to develop its own company which could put on productions and sell tickets to generate revenue. Two other projects were able to generate additional revenue through the sale of materials they had developed. The highly inventive "OPUS" project, only in its planning

year, has already found several ways to reduce costs (through donations and use of idle equipment, volunteers from various segments of the community etc.) and to generate small but meaningful amounts of revenue by selling the various products of its enterprises such as bumper stickers which promote agriculture in Massachusetts and, of course, its agricultural produce. This project promises not only to provide integrated academic and real life experiences of high value to students but to be self-supporting in doing so!

The general point which should be made to conclude this section is to recognize that innovative projects which provide significant benefits ought to be salable in one way or another, but project directors probably need help in exploring viable alternatives. We can see from our interviews that there are many alternatives but these alternatives are not equally perceived by all project directors.

We should not ignore the fact that there are non-financial aspects to continuance which we might put under the general heading of "institutionalization." We can identify many of these activities under the headings of: (1) training; (2) materials development; (3) facilities development or reorganization; and (4) administrative restructuring. The most commonly cited of these was training; five projects indicated that they did some special training of trainers or specially designated staff persons who could carry on the basic activities of the project, passing them on to other trainers, as a result of such training, presumably ad infinitum. Three projects indicated that they felt their development of materials which would last and could be passed on to others represented a kind of insurance that the project would have longer term impact. However, the means by which such materials would be diffused and put to good use were not well thought out. There were other instances of the development of laboratories or resource centers which have an obvious physical reality which lives on after the paid staff are gone, but in one instance the director expressed strong doubts as to whether her carefully constructed and assembled resource room could be effective without some full-time person who was responsible and trained to keep it together, keeping track of items loaned, replenishing stocks, and maintaining active awareness

among teachers.

Finally, with regard to administrative restructuring there are usually several types of options, all of which need to be worked out with key power figures, but many of which can be accomplished without obviously affecting the school budget and hence without disturbing the school committee. One step is awarding official recognition to the project as a part of the regular school program. Another is the changing of job descriptions and perhaps the awarding of newly vacant slots to members of the Title III project (there was one example which clearly fitted this pattern) and changing the title of the position. A third approach is the fusion of projects or parts of projects with existing ongoing and well-accepted services. In this latter case, of course, the project director may feel that the essential purpose of the innovation will be subverted when this is done, a sentiment expressed by at least one respondent.

VI DISSEMINATION

Title III projects can be judged successful on three grounds: first, on the direct effects; i.e., the benefits that they produce for students or others during the lifetime of the federal/state funding. Second, through their continuation and integration into the ongoing activity of schools in subsequent years, and third, through their dissemination or diffusion to other schools, other school districts across the state, and perhaps even to other states. This last measure of success is at the same time the most enticing and the most tenuous since it raises the possibility of enormous educational gains and widespread influence resulting from relatively modest initial investments. For this reason, we were eager to examine the various ways in which projects were engaging in dissemination activities. For the most part, it seemed that dissemination was not a very salient goal at the time of our interviews in comparison to issues of continuance or implementation. Nevertheless, almost all projects had engaged in some kinds of dissemination well beyond their initial target group (i.e.,

the clients designated as the primary beneficiaries of the projects' activities or services), and many had quite ambitious plans for widespread dissemination in the last stages of the project.

Almost all projects used more than one medium to get the message across, some using a great number. We counted at least 25 distinct types of media or strategies which could be classified as follows:

Personalized:

Workshops: cited by nine projects as an explicit dissemination strategy, five of these for dissemination beyond the district, four for dissemination to other schools or other populations within the district. Workshops and training events of various sorts were also mentioned in other contexts by at least 10 other projects, many of these undoubtedly resulting in fairly widespread dissemination.

Course Teaching: explicitly mentioned as a dissemination strategy by only one project but clearly an important medium for dissemination for several others.

Visitation-out: two projects indicated that they would disseminate by making personal visits to other schools, in one case inside the district, in the other outside. Another regretted that there was not enough time for such visits.

Visits-in: only one project made explicit mention of inviting outsiders in to visit, discuss, and observe what was going on. We wonder why this obvious approach was not more popular.

Demonstrations: only mentioned once explicitly. Again, this seems a bit strange. It may be (a) that most of these projects were not very demonstrable in this sense, or (b) that this particular word is out fashion. Many of the activities that fall under the category of "workshop" might equally fit a loose definition of "demonstration".

Using collaboratives: a special opportunity in the State of Massachusetts is the presence of several voluntary educational collaboratives which criss-cross the state. Only one project made explicit mention of such a strategy, another considered it.

Building or tapping into existing networks of educators: explicitly mentioned by only two projects: one said they made use of informal teacher coffee hours (in-district dissemination), the other mentioned the Regional Centers. Again, for many others this was an implicit strategy but not articulated in response to our survey.

Consulting: one project director indicated that she was considering disseminating the process she had developed through private consulting to other districts on a fee basis.

Print Media:

Newspaper coverage: explicitly mentioned in 15 projects, this was clearly the most popular single medium for dissemination. Usually coverage was in the local community newspaper but regional newspapers were also commonly used. It was almost never difficult to get coverage, and stories and press releases were usually accepted by such papers. Cordial and even close relationships with editors or education writers were sometimes cited as well. A few projects also received coverage in the large metropolitan dailies, but in these cases the project had considerably less control over content. As noted earlier in discussing the director's role, many directors soon learn to become adept at dealing with the local press.

Newsletters-school: mentioned by three projects, obviously for intra-district dissemination.

Newsletters-educational: one project mentioned using the North Shore Collaborative's newsletter; another mentioned "professional newsletter".

Newsletter-Project: three projects cited their own newsletters as a prime dissemination vehicle; two others mentioned such a newsletter as a planned activity.

Journal articles: three mentions.

Non-Print Media:

Radio: used by one, planned by another; indirect evidence suggests however, that several other projects received minor publicity from this medium (see below).

Television: cited by five projects, two commerical, one educational, one cable, one closed-circuit.

Print Materials:

Packages-kits: three developing, one planning.

Handbooks-manuals: five mentions, and implicit for several others.

Brochures-pamphlets: five developed, one planned; presumably several others had developed brochures but did not report them in terms of a dissemination strategy.

Reports: actually mentioned by only one project as part of their dissemination plan.

Bumper stickers: as noted earlier, one project generated some revenue through the sale of bumper stickers which promoted agriculture in Massachusetts ("Support Mass. Growers"). At the same time, in smaller print, the stickers advertised the project.

Non-Print Materials:

Slide-tape presentations: mentioned by four projects.

Videotapes: three mentions.

Film: one mention.

Photo essay: one mention.

Other Dissemination Strategies:

Exchange with other projects: two mentions.

Expansion: one mention.

"I may just take the whole show elsewhere": one mention.

The above listing is impressive in its variety, but the explicit mentions are probably gross underestimates of actual use in most cases. At least this is the impression which we got from group discussions of dissemination which were held at workshop meetings in April. Nearly all participants in these groups indicated use of local newspapers on several occasions, and about half noted some experience with either radio or television. What we are most concerned about, however, is the absence of any coherent and deliberately-planned strategy of diffusion in nearly all the projects. Little thought was given to the kinds of audiences that should be targeted. the use of opinion-leaders, and the use of several media in concert to produce synergistic effects. We feel that it would be worthwhile providing orientation sessions and training in the use of various media, the development of dissemination materials, and, above all, the design and implementation of overall dissemination strategies. The few group discussions which were held did reveal a considerable amount of sophistication by some directors and a lot of wisdom worth sharing. For

example, the following points came out of a brief exchange on TV coverage: "You have to pressure them". "You need to give them a 'news' angle: what is the story? When is it going to happen?" One project urged four of its students at different times to make presentations on Boston's Channel 4 Speak-Out program. All four were accepted with a resulting deluge of calls for more information. The discussion went on to raise points about how to handle radio coverage, the use of awards as publicizing "events", distortion effects that can come from miscommunication with reporters and so forth. We only regret that (a) there were not more opportunities for such discussions, and that (b) we were not able to capture more of the experience for inclusion in this report. Clearly, also, more probing and extended interview questions on the dissemination experience of different projects should be undertaken in subsequent years.

VII. EVALUATION

The last question in the interview asked "How are you evaluating the benefits or outcomes of the project?" In response, we found a variety of procedures followed as summarized in Table 9.

TABLE 9

PROCEDURES USED FOR PROJECT EVALUATION

Procedures	Respondents	No. of Projects
Questionnaires		12
	Teachers	(8)
	Students	(4)
	Administrators	(2)
	Parents	(1)
Interviews		6
	Teachers	(3)
	Students	(2)
	Administrators	(2)
	Parents	(1)
Tests		6
	Teachers	(1)
	Students	(6)
Feedback		4
	Teachers	(3)
	Parents	(2)
Counts (e.g. number participating)		3
Observations (e.g. classroom)		2
Written Evaluations (by teachers)		2
"Subjective" (by project director in one case; by parents in another)		2
Records		1
Documentation		1
"Informal"		1
None (Not relevant-needs to be at it longer)		1
Uncodable-No response		6

Two clarifications need to be made regarding this table. First, most of those not responding to this question had covered the topic of evaluation in discussing the earlier question on needs assessment. As noted in that section, many of the responses such as "pre and post tests" seemed to fit better under evaluation. Secondly, since many projects mentioned more than one type of respondent and more than one type of procedure, the totals in the table overlap considerably.

It is fair to say that evaluation was not a very salient aspect of most projects and very few were thought of or designed as "experiments". No mention was made of "control groups", "sampling", "randomization", "hypothesis testing" or any of various possible statistical tests or analyses. Undoubtedly such matters would have come up from various projects in more extensive probing; the point is that they were not mentioned spontaneously.

Perceptions of the "Success" of the Project

We did not feel that it was possible to collect quantitative data from projects on their degree of success in any way that could be meaningfully compared, grouped, or summated, but we did ask each director a subjective question near the beginning of the interview which probably tells us something about the overall impact of the Title III Program. The question was simply: "How is your project going at this point?" Responses can be grouped in Table 10.

TABLE 10

HOW THE PROJECT IS "GOING" AT THE TIME OF THE INTERVIEW

Unqualified success	7
Very well-some problems	8
OK-no problems	5
OK-some problems	6
Struggling-not OK	1
Failing	2

Some examples from each group might add meaning to these numbers:

Unqualified success:

"Proposal well-conceived; project follows it closely. Really good feedback, high workshop attendance; nothing but praise for materials and lots of teachers use materials without telling us."

"Fabulous! Thirty people have attended the 15 planned sessions regularly."

"Excellent. Positive feedback from teachers and students; the program is accepted and is effective. The community is supportive. All activities went off without problems."

Very well-some problems:

"It works! We have the endurance to put up with bureaucracy; we don't quite fit in. The best part is that we have merged school and community."

"Absolutely great--nothing but positive feedback. Teachers really excited over workshop. Principals very supportive. Problems of proximity, not enough materials, funding for next year."

"Very successful project but Regional Centers aren't promoting it; it needs state support."

OK-no problems:

"Appeals directly to special interest groups. Because it is on a volunteer basis, there is commitment."

"Stayed close to the project as written."

"Good progress."

OK-some problems:

"Basically pleased. We came with a different concept of school; there was resistance and confusion which led to redesign and clarification by us. Now the teachers are saying, 'we're beginning to see what they're about'."

"Very successful in providing service and in getting people to work with us but unsuccessful in getting the system to pick it up."

Struggling:

"Too much for one year; participants felt no support, overload. Program is seen (by administration) as a panacea and is supported without any knowledge."

Failing:

"Ill-conceived; principal is very conservative; chairs everything and everybody."

"Downhill! Breakdown of communcation. Regular teachers resent involvement in 'special ed'; difficult teacher union negotiations; confused perception of objectives by all groups."

These quotes should give a good flavor of the types and range of responses received. They do not, however, represent a true evaluation of what was going on. In some cases, our own judgments would be more harsh, based on what was said subsequently, in some cases more lenient. Nevertheless, our overall impression of the Title III program as a whole for 1975-76 was that it was remarkably successful in providing the stimulus for change in a wide variety of ways in a wide variety of situations. The precise measurement of the benefits probably has to be done on a project-by-project basis and many projects will yield data of this sort. We would guess, however, that many of the evaluations will underestimate true impact. As one director noted, many use and benefit without reporting back, and much of the benefit in terms of improved atmosphere, attitudes toward school by students and parents, increased options for learning, and so forth will go completely unmeasured, either because they are "intangible" and unmeasurable or simply because they were not part of the evaluation design; i.e., not intended or stated objectives.

Our evaluation through these interviews does highlight one important fact: very diverse projects with diverse objectives do have a lot of things in common when it comes to the management of innovation. They all experienced very similar challenges in building relationships, assessing needs, searching for and implementing solutions, and evaluating outcomes. Particularly when it came to continuance and dissemination, they experienced very similar kinds of difficulties. We hope therefore, that future evaluations will again focus on the project management process and provide some formative evaluation data as well as orientation and training and experience-sharing sessions for those who are engaged in this important enterprise.

DATA ANALYSIS
AND
SUMMARY

FORMATIVE EVALUATION OF

ESEA TITLE III PROJECTS

PERFORMED BY:
ARTHUR D. LITTLE, INC.

AUGUST 1976

ERIC

SUMMARY

In coordination with Merrimack Education Center, under a contract with the Massachusetts Department of Education, Title III, Arthur D. Little, Inc. (ADL) has performed a formative evaluation of ESEA Title III projects begun in September, 1975.

The primary purpose of ADL's evaluative efforts has been to assist Project Directors in maximizing the success of their projects through a systematic application of problem-solving and management skills. A secondary goal of our work has been to obtain insights into the problems experienced by this group of projects and to translate these insights into a set of specific recommendations to the State regarding the upcoming implementation of Title IVC.

To meet these two goals, we engaged project Directors in a process of self-evaluation and problem-identification. The first step was the design and distribution of two questionnaires -- one for Project Directors and the other for school administrators who were associated with the projects and instrumental in decisions to fund and/or disseminate them next year. Subsequently, two workshops were conducted. The first focused on a review of project objectives and analysis of the value of these objectives as tools for establishing priorities and solving problems. The second workshop centered on a review of the obstacles to success that had been encountered during the year, and the tactics that had been devised to offset or remove the obstacles.

Our principle findings and recommendations gained through analysis of data obtained from the questionnaires, and from observations made at the workshops, are as follows:

1. There is a need for clarification and definition of the roles to be played in innovative education projects by each of the major actors involved (State, school system or community, Project Director).

2. Project Directors need additional guidance in developing the management skills required to bring about change, ensure success in their projects, and enhance the likelihood of dissemination of their work.

3. Useful involvement by school administrators is currently rare. Greater emphasis should be put upon the need for strong and consistent administrative support of projects throughout their entire life in a system.

I. INTRODUCTION

Background

As part of an evaluation by Merrimack Education Center (MEC) of one-year innovative education projects funded under Title III during 1975-1976, Arthur D. Little, Inc. (ADL) undertook a program of activities designed to assist project leaders and yield insights into project planning and management. This effort began in October of 1975, and has continued to the present time, culminating in this final report.

The problem that ADL has addressed existed at two levels. First, there was an immediate need to obtain information that would enable this year's Title III projects to maximize their chances of success. The exceptionally short funding period for these projects clearly allowed for very little trial-and-error. Therefore, our primary challenge was to identify any potential obstacles to success that the projects may have faced, and to feed back all useful data to MEC and to the Directors of the projects themselves. Where possible, corrective action could then be taken to offset or avert the problems identified. At the least some legitimate learning could be expected to occur that would benefit both State and project personnel. Results would thus serve as a partial formative evaluation.[1]

The second part of the problem was only slightly less pressing: the State's need to define an optimal approach to the implementation of Title IVC, the auspices under which many innovative education projects will be conducted in the future. The necessary administrative transition from Title III to Title IV, combined with the peculiar circumstances which engendered thirty-two projects that were funded for only one year, provided the Department of Education with an exceptional opportunity to review its policies, guidelines and procedures. ADL's task, in this context, was to examine the nature and source of major problems or obstacles encountered by this year's Title III projects, and to suggest ways in which the development of innovative education projects under Title IVC might be facilitated. The outcome of our data-gathering and analysis, together with MEC's in-depth evaluation of each of the Title III projects can thus provide input to decisions that are still to be made regarding the nature of the guidelines and practices to be instituted with Title IVC, next year.

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[1] The value we see in a formative evaluation of projects such as these, lies in the potential for improvement of projects <u>as they develop</u>. By allowing project staff to scrutinize their objectives, performance and problems as they proceed with project management, the State can vastly enhance the chance of success among those projects it supports financially.

Approach To The Problem

ADL's approach to this twofold problem has been to initiate a process of self-evaluation and dialogue among all thirty-two of the Title III projects begun in September, 1975. Three major topics were introduced to provide a focus for the inquiry:

- the adequacy of stated objectives of each project (as defined in the application for funding);
- constraints or obstacles that could affect the chances of successful realization of each project's objectives;
- the possibility of developing specific tactics through which to cope with the obstacles to success identified.

A directed examination of projects focused the attention of project leaders singly and collectively on the three major topics. This examination occurred in three phases and yielded data that, along with group discussions of project progress, provide the basis for our conclusions. First, we designed two questionnaires (to be described in detail later in this report) that were to be sent to the Directors of the projects, and to administrative personnel associated with each project. (These questionnaires have provided the hard data presented in this report.[2])

Questionnaires, directions, and appropriate materials necessary for instrument administration were compiled by the ADL team and shipped to the MEC office for distribution to the projects. The evaluation team distributed all questionnaires to each project and retrieved the questionnaires following completion by participants.

A few weeks following the mailing of questionnaires, a workshop was held in which the process of self-evaluation and reflection begun with the questionnaires was continued and extended. Early results of the questionnaire were presented to the Project Directors in attendance; open discussion of common problems and concerns was encouraged, and additional data were gathered in a specially designed exercise. Although discussion ranged over a wide variety of topics, the principle focus of this first workshop was on the utility and appropriateness of project objectives in the process of project management.

A second meeting was held in late May, after a series of workshops focusing on techniques and problems of innovation had been conducted by MEC. Our purpose in this final meeting was to gather insights from

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[2] In addition to specific information about individual projects that was obtained through the questionnaire, we have included observations and suggestions based upon our personal contacts with project personnel.

the Project Directors regarding the anticipated outcomes of their projects, the problems they had faced, and the success of tactics they had devised to cope with those problems.

The results of this entire effort are summarized in the remainder of this report. In order to establish a clear context for our final analysis of the data, a detailed description is included of the types of information we solicited, and of the reasoning that stands behind our selection of certain approaches to the task.[3]

The data themselves are presented as appendices to this report.

Finally, we have presented our interpretation of the facts and some recommendations regarding the upcoming implementation of Title IVC. In doing so, we have limited our comments to issues and problems we believe to be central to the job of fostering constructive innovation in education. And we have, above all, tried to provide suggestions that we consider practical and feasible.

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[3] Where appropriate, a rationale for specific aspects of our approach (questionnaire content, focus of investigation, etc.) is incorporated in the descriptive sections of the report.

II. DIRECTED INQUIRY

The most immediate purpose of MEC's evaluation of Title III projects was the generation of information which would be helpful to the projects themselves during their first, critical year of existence. In line with this objective, ADL used the stated objectives for each project as a basis or focal point for its investigations.

There were two major reasons for our decision to use the project objectives as a central ingredient of the questionnaires and exercises we designed. First, the objectives provided a basis for discussion and examination of each of the projects being evaluated. Every project had a set of stated objectives. Those objectives provided us with a way of posing general questions to all the projects which could be answered in specific terms relevant to individual projects.

A second reason for our use of the objectives was based on our hypothesis that the objectives could eventually be used as tools for project management and project evaluation. It must be emphasized that we did not assume that the objectives prepared in the proposal stage of a project's life were to be definitive descriptions of the project's nature and purpose. By extension, therefore, we understood that other measures and criteria for evaluating the success of projects would have to be devised as time went on. Nonetheless, the original project objectives were, we felt, one basis upon which Project Directors (or anyone else) could measure progress and/or success, and focus on problems of project implementation or administration that posed obstacles to success.

Keeping the limits of their significance in mind, we used the project objectives as the central ingredient for two questionnaires, one aimed at Project Directors, the other at school administrative personnel associated with the projects. The two instruments differ somewhat, more in degree of specificity than in content. But they were designed with one general purpose in mind: to determine the extent to which Project Directors and school administrators (through whom project support would presumably come) shared an understanding of the purpose of their Title III project, and of the chances -- and reasons -- for success or failure of the project.

Questionnaire for Project Directors

The Project Directors' questionnaire was divided into three parts, each with a distinct focus.

Part I - Identifying Constraints

Principally, this section of the questionnaire was designed to focus attention on the barriers that Project Directors could see impeding the successful completion of their projects, and to anticipate the

identification of ways of coping with these barriers. The ability to identify existing or potential obstacles and the ability to plan ways to cope with those obstacles are, we believe, skills that are central to the process of project management.

A list of twelve common constraints formed the core of Part I of the questionnaire.[4] Derived from a far longer list of problems compiled by Project Directors at the Title III evaluation orientation meeting held in October, this list contained summary descriptions of the most frequently cited obstacles encountered by Project Directors early in the year. To complete Part I of the questionnaire, the Project Directors were asked first to add to the base list any difficulties they could see in their own situation. The goal was to present a complete picture of their project's position. Second, they were to indicate the relative importance of all those constraints that affected their own project (i.e., any of the base list of twelve obstacles that were present in their situation, as well as any other problems that were added to the list).

Of all the twelve problems described, four were mentioned with outstanding frequency:[5]

- Competition for teachers' time.
- Need for support of key administrative personnel.
- Resistance to curriculum innovation.
- Need for school and community commitment to risk-taking.

Looking at these common problems, a connection seems to emerge: each constraint is probably symptomatic of a lack of uniform administrative support within the broad context of the school system and/or community.

A sampling from the list of additional constraints supplied by individual Project Directors provides examples that reinforce this generalization.

- Unclear authority of project staff
- Forced change in schedule
- Lack of project time
- Lack of money for implementation
- Delay in hiring project director

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[4] See Appendix B

[5] By 50-75% of those responding

- Scheduling conflicts
- Unclear understanding of objectives

We do not suggest that these constraints are typical of the problems encountered by most of the projects. Each project existed in its own, particular context; the obstacles faced by individual Project Directors were, therefore, substantively different. Nonetheless, each individual problem listed here probably stems in part from a lack of coordination of administrative and project staff efforts to establish and maintain the projects. The significance of these observations regarding the limitations and obstacles faced by Project Directors will only be clear when seen in the broader context of our other findings. These data alone simply suggest -- but do not confirm -- the existence of a fairly common concern among Project Directors regarding the degree of support and administrative assistance they received from their schools and communities.

Part II - Expectations

Part II of the questionnaire required the respondents to do four things:

- to match the constraints they had identified with specific project objectives that would be difficult to achieve unless the obstacle were removed;
- to describe the action needed to ensure successful accomplishment of the project objectives;
- to estimate the degree of success achieved to date in meeting each project objective;

AND

- to estimate the degree of success anticipated in meeting each objective by the end of the school year.

The first operation called for -- matching obstacles with objectives -- was designed primarily to enable Project Directors to evaluate the importance of the constraints they faced relative to their long-range project objectives. We believe that this is one efficient way to optimize chances of a project's ultimate successful completion. If problems could be associated with specific project objectives, and priorities assigned to those same objectives, then it would be possible to devise a systematic plan for dealing with operational constraints. The problems that bore most heavily on the most important project goals would, by extension, be the problems that required most immediate attention. Looking first at the questionnaires, then picking up on this approach to problem analysis in a subsequent workshop, we discovered that many Project Directors had difficulty making clear connections between the problems they faced day-to-day, and the original objectives

of the project. On the questionnaires themselves, this lack of clear association was indicated by several incomplete, or apparently superficial attempts to provide the data required.

The fact that many Project Directors had difficulty matching the constraints they had identified to the objectives prepared for their project is difficult to interpret conclusively. We would speculate that the chief difficulty stemmed from the project objectives. It seems likely that many Project Directors found a disparity between their own perception of their project's purpose and procedural goals, and the description of their project that was implicit in the original project objectives.[6] If that was the case, it follows that these Project Directors would have found it very difficult to link constraints with objectives in any useful or realistic way.

The second part of this section of the questionnaire called for descriptions of the actions needed to ensure successful accomplishment of the project objectives. Somewhat predictably, the responses in this section were also rather spotty and inconclusive. Here, as in the first part of this section, many people seemed to have difficulty connecting their original project objectives with day-to-day problems and practical solutions. When remedial actions were suggested, they were frequently vague and open-ended. In many cases, considerable emphasis was placed on the need for administrative or community participation that was not currently being offered.

On the basis of our interpretation of the data obtained from this portion of the Project Directors' questionnaires, and on the strength of conversations between many of these Directors and the ADL team, we suggest that current attempts to strengthen the project management skills of Project Directors be continued and amplified. Specifically, we suggest the institution (by the State Administrators of Title IVC) of workshops on problem-solving and techniques for enlisting and maintaining school administration support.

The last two portions of Part II provided more substantial data than the first two sections. Primarily, we have used the Project Directors' estimates of success in combination with the Administrators' responses to the same questions.[7] A discussion of the data and our interpretations of it are included in the section describing the questionnaire for Administrators.

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[6] We cannot provide printed data to support this supposition, but the ADL team did hear frequent comments on the inapplicability or inappropriateness of the original objectives for several projects.

[7] See Appendices E and F.

However, there is one important observation to be made regarding this part of the questionnaire. It seems to have been much less difficult for Project Directors' to estimate the extent to which project objectives had been or would be realized than it was for them to establish the relationships between obstacles and objectives that were called for by the previous parts of the exercise.

Any interpretation of this fact must be tentative. But it is consistent with other findings to assume that in many cases, the apparent ease with which Project Directors forecast their expectations of successful accomplishment of objectives says more about the degree of importance they attached to the objectives than it does about the validity of the objectives themselves. We feel that it is likely that demands for specificity of objectives on the State's part forced a trivialization of project objectives which, in turn, foiled attempts to use the objectives constructively as tools for problem-solving in mid-year. If this is true, we suggest that the State could largely avert similar problems in the future by revising the guidelines for proposal preparation. If the project objectives were initially designed for ultimate use as project management tools, both Project Directors and the State would gain an extremely valuable set of objective standards through which early measures of project success could be obtained.

Part III - Project Objectives

Part III of the questionnaire was also constructed around the project objectives. Here, again, we used the data from this exercise in combination with data from an identical exercise from the administrators' questionnaire.[8] Simply stated, this final section of the questionnaire called for two operations. First, the project objectives were to be assigned a rank order indicating their relative importance at the time they were written. (For Project Directors who had been hired after their project had been funded, this rank order could reflect the relative importance of objectives when they were first encountered.) The second step called for another rank-ordering of the same objectives, this one reflecting the relative importance of the objectives as they were presently understood (i.e., in mid-project, when most of the questionnaires were completed.)

As with some of the exercises in Part II, we did not expect these rankings to be accurate in any absolute sense. Rather, we wished to discover two more general types of information:

- How had the Directors' own perceptions of their project objectives (and/or projects) changed since the beginning of the year?

AND

[8] See Appendix G and H

- To what extent was there agreement between Project Directors and the administrators who had some presumed interest in and involvement with the projects?

The vast majority of Project Directors indicated some change in the priority they placed on the stated project objectives. This, in itself, is not surprising -- indeed, it is expected and desirable.

What was striking were the number of questionnaires (and the frequent personal comments) which indicated a great reluctance in many Directors to assign any rank order to their objectives. "They all are important," was one common complaint; another: "They don't describe our real priorities".

We do not wish to fault those who struggled with this exercise and finally either gave up or compromised, assigning all objectives equal weight. It is important to note, however, that the responses in this section did much to confirm our suspicion that there is widespread lack of clarity concerning the purpose and nature of the objectives written to define Title III projects. However, as subsequent portions of this report will show, this lack of clarity seems to exist at many levels, not just among the project staff.

Questionnaire for Administrators

At the same time as questionnaires were sent to the Directors of each project, similar (but somewhat truncated) forms were sent to administrative personnel associated with the projects. In most cases, these were school Principals or Superintendents whose names were provided by Project Directors at the first Title III Evaluation orientation meeting.

Theoretically, each of these administrators was in a position to affect the operation of a project and, ultimately, to be instrumental in attempts to fund or disseminate the project in the future. Many of the administrators who received questionnaires were not, in fact, particularly familiar with the on-going activities of the Title III projects in question. A common cause for confusion, we believe, was the Project Directors' lack of established and deliberate contact with key administrative personnel on whose assistance and support the Project Directors could rely.

established and deliberate contact with key administrative personnel on whose assistance and support the Project Directors could rely.

A few months later, several Project Directors said they could identify more appropriate recipients for the administrators' questionnaire. By that time, for the most part, our attempts to get the administrators' responses were complete. Therefore, the data we have must be used cautiously, since we know that many of the responses are far less than fully informed. However, the limitations of the data are offset by the observation that so weak an understanding existed of the administrative structure that supports most Title III projects. We recognize that this is an organizational problem, rather than an individual one. Furthermore, as the concluding sections of this report point out, we believe that, with guidance from the State, projects can form more useful linkages with the administrations of their school contexts.

The following description of the administrators' questionnaire will highlight not only the data supplied by administrators themselves, but also the comparison of those data with the Project Directors' responses to the same questions.

Part I - Expectations

This section of the questionnaire asked Administrators to provide three sets of information:

- the actions they felt were needed to ensure successful accomplishment of each of the project objectives,
- their estimations of the degree of success already achieved in meeting each objective,
- their estimations of the extent to which each objective would be realized by July (project end).

On the first point, actions needed to ensure success, the administrators' questionnaires were generally vague, tending to place much of the responsibility squarely on the project staff.

Estimates of success to date and expected success by July were more revealing of useful insights, especially when compared with the figures given by the Project Directors.

We have calculated averages of these estimates as follows:

Average of Project Directors' Average Estimated Success to Date (%)	Average of Administrators' Average Estimated Success to Date (%)
51	48

Average of Project Directors' Average Estimated Success by: July (%)	Average of Administrators' Average Estimated Success by July (%)
74	68

The difference between these two sets of figures is slight, indicating no drastic disagreement between the two groups -- Project Directors and Administrators.

But a comparison of individual average estimates (Project Director vs. Administrator) points up some rather more noticeable discrepancies. Almost half of the matched sets of data we have show at least 20 percentage points difference between one or both of the Directors' and Administrators' estimates.

Ultimately, the only clear conclusion that can be drawn from these figures is that there is a difference in the perspectives of many Project Directors and Administrators over the projects for which they share responsibility. This difference could be a direct result in variations in level of involvement, or it could manifest a serious lack of communication. In ~~either case~~, we would suggest that a gap exists which, if it is not acknowledged and bridged in some way, could seriously undermine the credibility of Title III (or next year, Title IVC) projects within schools and communities.

Part II - Project Objectives

The second part of the Administrators' questionnaire was identical to Part III of the questionnaire for Project Directors. Both Project Directors and Administrators were asked to rank order their project objectives twice. One rank ordering reflected the respondents' perception of the relative importance of the objectives as they were first conceived during the project design phase. The second rank ordering was to indicate the respondents' current perception of the objectives' relative importance. Thus each questionnaire contains two sets of rank orderings in which numerical values (1,2,3,4,5---) are assigned to each project objective.[9]

Comparisons among these rank orderings enabled us to assess two issues. a. First, we wished to determine where there were changes in individual respondents' perceptions of the order of importance of objectives (order "then" vs. order "now") and, if there were changes, how great they were. We wished also to determine whether Project Directors and Administrators changed in a similar or different manner. To reduce the rank order comparisons to a single value we calculated the

[9] See appendices G and H for correlation data.

statistic, Rho, or rank-order correlation. Values of Rho range from +1.00 to -1.00 and provide an indication of the similarity between two sets of rankings. Correlations close to 0 indicate little or no similarity while values approaching +1.00 indicate a very high degree of similarity between two sets of ranks. Negative values indicate the degree of inverse relationship or the extent to which an important objective on one ranking is associated with low importance in the other ranking. A completely inverse relationship is indicated by a Rho of -1.00.

b. Further, we wished to assess the extent of agreement between the individual perceptions of the relative importance of objectives on the part of Project Directors and Administrators concerned with the same project. Again we used the rank-order correlation statistic, Rho, to reflect the degree of agreement between two sets of rankings. We expect in using this statistic, to find high positive values where Project Directors and Administrators are in full or near-complete agreement and very low values (0 to -1.00) where there is no agreement or complete disagreement.

Turning now to the results of our evaluation of changes over time in the perceived relative importance of objectives, we find, that as a group, Project Directors' rankings of objectives as understood at the beginning of the project are similar to their rankings of the objectives as perceived later. The median correlation (representative value of the 29 correlations of Project Director rankings "then" and "now") is more than +.90. This indicates that there was little change in the way Project Directors judged the relative importance of objectives originally and at a later date.

The administrators' rankings of objectives as perceived at the beginning of the project are also very similar to their rankings reflecting later perceptions of the importance of objectives. The median correlation (representative value of the 23 correlations of Administrators' rankings "then" vs. "now") is also over +.90. This indicates that Administrators' perceptions, like the Project Directors, changed very little over time.

The high degree of consistency over time in individuals' perception of the relative importance of objectives could imply good communication between Project Directors and Administrators associated with the same project. But this would be the case only if there were substantial agreement between Project Directors and Administrators associated with the same project in their assessment of the importance of that project's objectives. Our correlation data show that there is not substantial agreement. Comparison between the Project Director's and Administrator's initial perceptions of the relative importance of objectives show that there is substantial but far from complete agreement. The median correlation of 21 Project Directors' and

Administrators' rankings (to show original importance of objectives) is +.71.

Of even greater interest than this value is the median correlation +.38 between rankings by Project Directors and Administrators to indicate later perceptions of the importance of objectives. It would appear that the level of agreement between Project Directors and Administrators over the relative importance of objectives decreased over time. Had there been a close relationship between the Project Directors and Administrators questioned one would expect, if not complete agreement, at least some substantial increase in the level of agreement between members of the two groups. Such an increase in level of agreement would have been indicated by a median correlation higher than +.71, not a value .33 lower.

This finding is fully consistent with observations derived from workshop discussions, in which Project Directors revealed a feeling that more close association between project and administrative staff was needed. (Further discussion of this point is given in the description of Workshop #2, page 15.)

FEEDBACK OF DATA

Workshop #1 - Objectives vs. Goals

A few weeks after the questionnaires were sent out, a workshop was held for all Project Directors. Early results from the questionnaires were presented, and then two types of activities were introduced. The purpose of both types was to build on the problem-solving approach introduced in the questionnaires: identification of obstacles. followed by prioritization of objectives, culminating in the design of coping tactics to offset the most significant problems blocking success.

The first step was to decide on three or four topics -- each on a common problem area -- which then became the basis for small-group discussion. Groups were formed according to the participants' concerns over the various issues selected. Their goal was to share relevant experiences and to try to devise tactics for dealing with the obstacles they had in common. The outcome of this activity, while describable in

individual terms, was difficult to measure in the aggregate. Nevertheless, some very valuable insights were gained.

One group shared its problems easily enough, but failed to emerge with any suggested solutions. Also, we observed that many of the Project Directors present at the workshop had difficulty divorcing themselves from their own immediate needs and concerns long enough to obtain a general perspective and approach to problem-solving. As with the questionnaire exercise that called for a match between project objectives and the obstacles that affected each objective, this small-group discussion technique left the Project Directors bogged down in immediate issues, apparently without recourse either to adequate objective standards, or to longer-term project goals. This suggests to us that many of the Project Directors were approaching their responsibilities without the managerial and basic problem-solving skills they needed in order to manage their projects efficiently. Clearly, there are potential benefits to be obtained through helping Project Directors in the development of such managerial skills.

The second activity introduced at the workshop revealed similar problems. The participants were asked to complete a matrix that showed the applicability of their own project objectives to a set of much broader, State goals. The purpose of the exercise was twofold:

- to help participants to progress further toward a prioritization of their objectives,

AND

- to help participants differentiate between long-term goals and specific, measurable objectives that define, step-by-step the activities required to meet such goals.

Do we expect Title III projects to tie in directly with the broad concepts expressed in the State goals? No, not necessarily. These goals were used in the matrix to represent the types of institutional aims with which specific project objectives frequently must be reconciled or dovetailed. Our belief was that it should be possible for Project Directors who have a clear grasp of their project objectives to demonstrate the importance and feasibility of their effort in the broader context of a school or community. This is only possible, however, where the distinction between goals and objectives that describe activity is perfectly clear. And it soon emerged that many of the Project Directors present at this first workshop were resistant to or confused by this distinction between goals and objectives.

We had hoped that the process of relating project objectives to more general educational goals would help Project Directors plan for the extension and dissemination of successful practices. But difficulties in relating objectives to goals, and the perceived artificiality of the goals reported above prevented us from doing more than discussing

and demonstrating the need to express project goals that are supported by those in a position to provide support for adoption of new practices. We were persuaded, however, that many Project Directors will fail to communicate their successes unless they can rationalize and communicate relationships between project and institutional objectives. To the extent that the Project Directors participating in this evaluation were typical, future Project Directors will benefit from guidance and training in doing so.

Workshop #2 - Review of Problems and Coping Tactics

The final workshop conducted by ADL was held in late May. Since this was to be attended on a completely voluntary basis, the rather light turnout of Project Directors we had was to be expected. Capitalizing on the small groups present, we held informal sessions, geared mainly to sharing year-end impressions and experiences, and to summarizing the problems and coping strategies that had been witnessed during the year.

The outcome of this discussion is incorporated, in large part, in the following section dealing with our conclusions and recommendations. Summarized briefly here, the concensus reached indicates that there is, very definitely, a role for school administration to play in project management. Further, it was generally agreed that projects need help in establishing and maintaining a useful connection between projects and the administration of the schools (or communities) in which the projects exist.

It appears that many administrators -- especially Superintendents and Principals -- tend to be heavily involved with innovative projects only through the planning stages. Once a project has been accepted and funded, the tendency is for the school administration to shift its attention to other business, leaving the project to be run by its newly appointed Director. In the case of newly conceived projects (and especailly those funded for only a year) this tendency is especially debilitating. The Project Director is often a person with little or no management experience. In his or her inexperienced hands is placed the full burden of administration and coordination, scheduling, money management, personnel problems, parent-school relations, and so on. Referring to the constraints and obstacles to success identified by Project Directors in their questionnaires, one sees quickly that many projects experienced difficulty with administrative issues of the types we have just mentioned. The exceptional Director in the exceptional organization will be able to juggle these responsibilities confidently, going after the assistance and support he or she needs to make the project succeed.

III. CONCLUSIONS AND RECOMMENDATIONS

In the following pages we will outline a set of recommendations for changes that could be made in the existing system through which innovative education projects are designed, funded, implemented and evaluated. Considered together, the changes we propose constitute an action plan that would involve the State Administrators of Title IVC, the teachers involved in specific projects, and members of the administrations of the schools in which the projects are conducted. Therefore, we have presented our recommendations in three sections. The first section deals with the State's role.

Recommendations for the State

On the strength of our recent evaluation of Title III projects, we feel strongly that it is time for the State to amplify its relationship with the innovative projects it helps to support. In effect, we advocate the adoption of a more active role, and the design of guidelines that will help particularly to ensure effective, consistent, and informed project management. Specific suggestions as to how these changes might be made follow:

1. Projects should be selected, in part, on the basis of strong evidence that each has -- or can win -- acceptance and support within the school and community in which it will be located.

This statement is not meant to imply that the State is currently heedless of this need. However, as we have already indicated, many of this year's Title III Project Directors have encountered severe difficulties in this area.

Innovative education projects, by definition, embody a departure from procedures and concepts traditionally maintained in a school system. But we feel that the State must be careful to determine the nature of any resistance that may have been raised against proposed plans for innovative projects, and should be prepared to anticipate the likelihood that some objections may intensify, rather than diminish, if a project is funded. If the Director and staff of a project can recognize negative attitudes or resistance to innovation early in the project's life, they can concentrate their communication efforts to obtain maximum understanding and acceptance.

2. State guidelines for the planning and development of innovative projects should stipulate that an ongoing relationship be formed between each project and some member of the "parent" school system administration.

Unless a Project Director has some consistent contact with a member of the administration, the project he or she is trying to run will indeed

be isolated. Day-to-day reporting is not necessary. A working relationship is needed that is sufficient to keep the administration apprised of shifts in project emphasis, political or logistical difficulties, monetary problems, etc. Ideally, this administrative liaison should also have enough authority to intervene on behalf of the project in a variety of contexts -- the school itself, the community, or even the State.

3. State guidelines should also be devised that redefine the purpose and ultimate utility of the objectives to be prepared for each project.

In the past, an increased demand for specificity has driven many project planners to trivialize their objectives. Objectives that are so specific that they amount to a list of activities; not to a framework in which activities may be designed, redesigned and executed systematically are only slightly useful as a tool for project management. And surely, that is what project objectives should ultimately be: an effective tool for measurement of achievement and planning for project development.

Our final recommendation is, in our view, a logical and desirable outgrowth of the evaluation efforts that the State has solicited this year.

4. To ensure clear understanding of the educational and management guidelines it promulgates for projects funded under Title IV-C, we strongly recommend that two types of assistance be provided for newly-funded projects.

   a) As the project is started, (preferably before the beginning of the school year) a seminar should be conducted which would present the fundamental principles of effective project management. This seminar should be attended by the Directors of each project, and by at least one person representing the school's administrative system(s) in which the project is to operate.

   b) Workshops should be held in which specific techniques for solving specific problems are presented. Topics for these workshops could easily be devised on the basis of this year's evaluation of Title III projects, and additional information obtainable through on-going self-evaluation by project staff and their administrative liaisons.

As we have pointed out earlier in this report, Project Directors are, often, inexperienced in management. It is our contention that the State has a basic responsibility to provide these Directors with some form of guidance in the practices required by their jobs for which they have no prior training. Furthermore, it will be to the State's own advantage if it can back its investment in innovative projects at least to this extent. We believe that if some help is given in the

first year of a project's life, far better chances exist that the project will succeed, gain wider acceptance, and ultimately represent the type of educational advancement that the original investment of State funds was meant to engender.

The responsibility for innovative education projects cannot and does not logically lie entirely with the administrators of Title IVC. Indeed, our observations during the course of this evaluation have uncovered several areas of concern in the approach of school systems and the projects themselves to the concept and process of innovation. Following are recommendations for the further definition of responsibilities and roles to be maintained by school systems in which innovative projects are undertaken, and by the projects themselves.

Recommended Role of School Administration

One of the most widespread problems we have uncovered is the lack of administrative support experienced by many of this year's Title III projects. The causes for this lack are not entirely clear in some cases. It is safe to assume that for every school system that is remiss in its responsibilities to a project, there is a Project Director who has failed to articulate his or her needs for administrative support. In this context, we would suggest that the following goals be set for administrative involvement in projects funded under Title IVC:

1. The first responsibility of the school system should be the selection of the Project Director who is qualified to handle the wide range of demands that his or her job entails. Where possible, someone experienced in project management should be selected. We recognize that teachers with fully-developed management skills are rare. If experience is lacking, demonstrated capability for leadership, sound decision-making skills, and a capacity for delegation of authority are vital. Above all, it must be understood by all those involved in the choice of a Project Director that the person selected will almost invariably need help in the project's first year developing the management and communication skills needed to foster and disseminate a successful effort.

2. At least one individual should be assigned to act as liaison between the project and the school system as a whole.[10] This might be a curriculum coordinator in the faculty department most closely associated with the project, or it could be a faculty member or an administrator with acknowledged talents in project administration. It should not be a person whose other responsibilities are so compelling that this role will consistently be obscured by other pressures.

[10] Projects that involve more than one school or school system could need more than one administrative liaison.

3. Wherever possible, schools should be required to review the basis on which innovative projects are planned and supported.

   We recognize that in many systems, few clear, long-range educational goals exist. However, if projects are to be successfully perpetuated and disseminated, they must sooner or later be accepted as adjuncts to the more traditional educational approaches maintained in most schools. It is desirable, therefore, that projects be selected that will complement, enhance, or provide constructive alternatives to a school's basic curriculum. We believe that the more schools can be urged (through the State guidelines for Title IVC) to design projects with an eye to gaining broad acceptance by faculty, administration and parents, the better the chances of project success and dissemination will be.

   This is not to say that projects must conform to curriculum. It has been true in the past, and it will continue to be that many programs will be diametrically opposite in their purpose and conduct to the more "traditional" context in which they are developed. These contrasts are healthy; but they should not be attempted despite the system.

Recommended Role for Project Directors

The role of the Project Director is certainly central to the chances that exist for successful implementation, completion, and dissemination of a project. Day-to-day responsibility for financial management, staff and student attendance, effective communication with school and community, fulfillment of State reporting requirements, problem-solving of many kinds -- these are just a few of the concerns of the Project Director. Even for an experienced manager this would be a challenging and difficult job. And for a teacher whose managerial experience is probably extremely limited, at best, the task of maintaining (and eventually disseminating) a project is staggering. The following recommendations are meant to reflect our belief that the role of the Project Director must be defined (and limited to some extent) if the people who fill this position in the future are not to be forced to spread their skills and energies too thin.

1. Regardless of action that may be taken by State or school, the Director of any project should establish a constructive and clear relationship with a member of the school administration or faculty who can be of genuine assistance. As a source of feedback, advice, and help, such a relationship is an invaluable adjunct to the Director's own skills and the support of his/her own staff.

2. The Project Director is an agent for change. In this role he or she must strive to communicate the nature and purpose of practices used in project implementation, to relate these practices to institutional goals, and to seek their adoption by the system directly and forcefully.

3. The quarterly reports submitted to State supervisors by the Project Directors should include reviews of the original project objectives and of the actions and activities that contribute to the realization of those objectives. At any time during the development of the project (and especially in cases where a Director is selected after the objectives and goals for a project have been established), it should be the Director's right to question, re-phrase, or even redefine objectives if he or she feels that is a necessary and responsible action.

CONCLUSION

Given the unusually short duration of the projects evaluated, the time limits involved in the evaluation itself, and the limitations we have already identified in the data we have obtained, we are justified in drawing only tentative conclusions from the work described in this report.[11] With that set of restrictions in mind we are still prepared to state unequivocally our conviction that some re-evaluation of guidelines, requirements and procedures should be performed by the Department of Education before Title IVC is fully implemented.

In the course of our formative evaluation of this year's projects, we have found the Project Directors to be communicative, responsive, and, in general, open to suggestion as to how their performance could be improved. We have also found that, in many cases, their various approaches to the complex problems of project management lacked focus, and more importantly, the administrative support that makes good project management possible.

Innovation is hard to accomplish, even under ideal conditions. Unless an innovative project is widely understood and accepted it cannot possibly succeed. The responsibility for creating such understanding and acceptance must, finally, be shared by all the major actors in the project development process. The extent to which each of these actors can support and complement the others' efforts is, we believe, the extent to which any innovative education project will succeed.

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[11] We would suggest that any data-gathering efforts undertaken next year focus immediately on the Project Directors' perceptions of their own needs and strengths as managers and administrators. Some of the specific issues that should be raised are: effective use of objectives as tools for project evaluation and management, useful forms of interaction with school and administrations, planning for dissemination, and problems commonly associated with innovation.

To facilitate the interaction and learning processes that would make possible such a cooperative approach to project development, we suggest that the State continue to foster the communication with and support of projects that were begun this year. Specifically, we strongly urge the development of an on-going evaluative process, to be conducted by the State Administrators of Title IVC and by the projects funded under Title IVC. To reinforce this approach, workshops should be offered, starting early in the school year, which enable Project Directors to examine closely, problems of project management and suitable techniques for removing or offsetting obstacles to project success.

The outcome of the State's continued examination and support of innovative education projects should be a significant improvement in the relations between the projects themselves and the traditional educational systems in which the projects exist. If this relationship is strengthened and efforts are made to enhance the management skills of the individuals placed in charge of projects, there is every reason to expect strong and lasting accomplishments in the development of innovative educational techniques.

APPENDIX A

ERIC

ESEA TITLE III PROJECT EVALUATION

Questionnaire for Project Leaders

INTRODUCTION

As part of the evaluation of ESEA Title III projects, your cooperation is needed to compile some background information about the development and implementation of Title III programs across the State.

To complete this questionnaire, you will need to consider several aspects of your project:

- the original objectives for the project;
- any obstacles or constraints that have been encountered or are anticipated;
- coping tactics that have been or should be developed to offset any obstacles or constraints;
- your expectations of success in meeting the original objectives for the project.

Your response to this questionnaire will be incorporated into a body of information to be shared in the workshops that will take place early in 1976. So it is important that you give some careful thought to the questions raised here; the more you put into your response now, the more you and other project leaders will benefit from this phase of the evaluation process.

Please complete the questionnaire without consulting other project staff or school administration personnel. There are no right or wrong answers to the questions raised here, so even if you feel that your perspective on some problems may be limited, there should be no need for you to collaborate on your response. Your independent assessment is the most valuable contribution you can make.

Please be sure to read all instructions carefully. If you have any questions or problems, feel free to call for assistance. The person administering this phase of the evaluation is Susan Williams of Arthur D. Little, Inc., Acorn Park, Cambridge, Mass. She may be reached at (617) 864-5770, Ext. 3180 or 3195.

PART I

CONSTRAINTS

Purpose: To help you to identify the constraints (problems or circumstances) that affect your project, and to evaluate the relative importance of those constraints.

Note: The list of constraints that appears in the following exercise [(Column (a) Items 1-12)] was derived from a listing of problems identified by participants in the Title III Evaluation orientation meetings held in early December. Those project leaders who attended an orientation meeting (in either Natick or Springfield) will remember contributing to that preliminary list of constraints.

This exercise takes the process of identifying constraints a step further. It requires that you continue to think about the problems you have to deal with in managing your project until you have identified all the major constraints you face.

PART I

CONSTRAINTS

Please complete FORM A, "Relative Importance of Constraints", as follows:

A. Review the list of constraints in Column (a) of FORM A (opposite). Decide which (if any) of these constraints are present in your situation.

B. Add to the list of constraints in Column (a) as necessary, until you are satisfied that all of the major constraints you face are shown on the table.

C. In Column (b): numerically rank only the constraints in Column (a) that fit your situation, indicating their relative sigificance to your project. Do not rank any of constraints 1 - 12 that are not present in your situation. Let 1 = the most significant constraint you face, and so on. (The significance of a constraint is equivalent, in this context, to the extent to which that constraint threatens the successful accomplishment of project objectives.)

D. In Column (c): numerically rank only those constraints among items 1 - 12 in Column (a) that fit your situation, indicating their relative significance to your project. Do not rank any of constraints 1 - 12 that do not apply, and do not rank any of the constraints you may have added to the list. Once again, let 1 = the most significant constraint, and so on.

FORM A

RELATIVE IMPORTANCE OF CONSTRAINTS

Project Name: _____

(a) Constraints	(b) Rank-all constraints that fit your situation	(c) Rank-any of constraints 1-12 that fit your situation
1. Lack of available/adequate contact time with students		
2. Difficulty in communication with school board (school system)		
3. Competition for teachers' time		
4. Difficulty maintaining student interest/participation		
5. Lack of control over allocation of funds for specific purposes		
6. Students slow to adjust to non-traditional situation		
7. Need for support of key administrative personnel		
8. Need for school and community commitment to risk-taking		
9. Difficulty planning curriculum		
10. Resistance to curriculum innovation among faculty		
11. Difficulty in dissemination of information about project		
12. Isolation of innovation in school/community		
Additional constraints:		
13.		
14.		
15.		

A-4

PART II

EXPECTATIONS

Purpose: To help you to define and articulate your expectations regarding the chances of successful accomplishment of your project's original objectives.

ERIC

PART II

EXPECTATIONS

Please complete FORM B, "Expectations of Success", as follows:

A. In Column (a) of FORM B, opposite, the original objectives for your project are listed. Please review this list of objectives thoroughly.

B. To fill in Column (b) of FORM B you will need to refer to the [illegible] constraints on FORM A, Column (a).

In Column (b) of FORM B, write the number (taken from FORM A) of each constraint that you feel affects the chance of successful accomplishment of each objective listed in Column (a). Where more than one constraint affects an objective, more than one number should appear opposite that objective.

C. In Column (c): please summarize briefly any action which, if taken, would offset the constraints identified in Column (b). Do not refrain from suggesting an action which, though technically possible, you feel is not likely to be taken.

D. In Column (d) of FORM B: indicate the extent (expressed as a percentage) to which each project objective has already been accomplished. (That is, if an objective has already been fully realized, write "100" in Column (d), opposite that objective. If little progress has been made on an objective, enter a low percentage figure, such as 15 or 20.)

E. In Column (e): estimate the chances in 100 (expressed as a percentage) of successful accomplishment of each project objective by July 1976 (project end.)

FORM B

EXPECTATIONS OF SUCCESS

Project Name: _____

(a) Project Objectives	(b) Constraints Affecting Objectives	(c) Actions Needed (or taken) to Cope With Constraints	(d) Success to Date (%)	(e) Chances (in 100) of Success by July

A-7

ERIC

PART III

PROJECT OBJECTIVES

<u>Purpose</u>: To help you clarify the relative importance of your project's original objectives.

ERIC

PART III

PROJECT OBJECTIVES

Please complete FORM C, "Ranking of Project Objectives", as follows:

A. Reread the original project objectives listed in Column (a) of the table opposite.

B. In Column (b): indicate numerically the relative importance of each objective as understood when the objectives were first defined. (Let 1 stand for the most important, i.e., the objective which, if met, does most to justify the whole project.)

C. In Column (c): without referring to what you have put in Column (b), indicate the relative importance of each objective as you perceive it now, part way through the project. (Again, let 1 = most important.)

NOTE: The figures in Column (c) need not be the same as those in Column (b).

A-9

FORM C

RANKING OF PROJECT OBJECTIVES

Project Name: _____

(a) Project Objectives	(b) Original Importance (1 = most important)	(c) Importance Now (1 = most important)

A-10

ESEA TITLE III PROJECT EVALUATION

Questionnaire for Administrators

INTRODUCTION

As part of the evaluation of ESEA Title III projects, your assistance is needed to compile some background information about the development and implementation of Title III programs across the State.

To complete this questionnaire, you will need to consider various aspects of the Title III project with which you are associated:

- the original objectives for the project;
- your expectations regarding the chances of successful accomplishment of the project objectives;
- any changes in approach that might be required to make possible accomplishment of the project objectives.

Your response to this questionnaire will be incorporated in a body of information to be shared in a series of workshops for Title III Project Directors early in 1976. So it is important that you give careful thought to the questions raised here; your efforts at this stage will benefit the entire project and its staff in the months ahead.

Please complete the questionnaire without consulting project staff or other school administration personnel. There are no right or wrong answers to the questions raised here, so even if you feel that your perspective on some issues is limited, there should be no need for you to collaborate on your response. Your independent assessment of the project is the most valuable contribution you can make.

Please be sure to read all instructions carefully. If you have any questions or problems, feel free to call for assistance. The person administering this phase of the evaluation is Susan Williams of Arthur D. Little, Inc., Acorn Park, Cambridge, Mass. She may be reached at (617) 864-5770, Ext. 3180 or 3195.

PART I

EXPECTATIONS

Purpose: To assist you in defining and articulating your expectations regarding the chances of successful accomplishment of the proje original objectives.

ERIC

PART I

EXPECTATIONS

Please complete FORM A, "Expectations of Success", as follows:

A. Review the original project objectives listed in Column (a) of the table opposite.

B. In Column (b): opposite each objective in Column (a), write a word phrase that identifies clearly an action which, if taken, would ensu the successful accomplishment of that objective. Do not refrain fro suggesting an action which, though technically possible, you feel is likely to be taken.

C. In Column (c): indicate the extent (expressed as a percentage) to w each project objective has already been accomplished. (That is, if objective has already been fully realized, write "100" in Column (c) opposite that objective. If little progress has been made on an obj tive, enter a low percentage figure, such as 15 or 20.)

D. In Column (d): estimate the chances in 100 (expressed as a percenta of successful accomplishment of each project objective by July, 1976 (project end). The figures you come up with should reflect your sen of the likelihood of success, nothing more precise.

FORM A

EXPECTATIONS OF SUCCESS

Project Name: _____

(a) Project Objectives	(b) Actions Needed to Ensure Success	(c) Success to Date (%)	(d) Chances (in 100) of Success by July

A-14

ERIC

PART II

RANKING PROJECT OBJECTIVES

Purpose: To assist you in clarifying the relative importance of the project's original objectives.

ERIC

PART II

RANKING PROJECT OBJECTIVES

Please complete FORM B, "Ranking Project Objectives", as follows:

A. Review the original project objectives listed in Column (a).

B. In Column (b): indicate numerically the relative importance of each objective as understood when the objectives were first defined. (Let 1 = the most important, i.e. the objective which, if met, would do most to justify the whole project.)

C. In Column (c): indicate numerically the relative importance of each objective as understood now, part way through the project. Again, let 1 = most important.

NOTE: The figures in Column (c) need not be the same as those in Column

FORM B

RANKING PROJECT OBJECTIVES

Project Name: _____

(a) Project Objectives	(b) Original Importance (1 = most important)	(c) Importance Now (1 = most important)

A-17

APPENDIX B

ERIC

APPENDIX B

PROJECT LEADER RESPONSES FROM PART I, FORM A

Common Constraints Affecting Accomplishment of Project Objectives	No. of times Constraint cited as applicable by Project Leader
1. Lack of available/adequate contact time with students	6
2. Difficulty in communication with school board (school system)	11
3. Competition for teachers' time	25
4. Difficulty maintaining student interest/participation	6
5. Lack of control over allocation of funds for specific purposes	9
6. Students slow to adjust to non-traditional situation	5
7. Need for support of key administrative personnel	19
8. Need for school and community commitment for risk-taking	14
9. Difficulty planning curriculum	10
10. Resistance to curriculum innovation among faculty	16
11. Difficulty in dissemination of information about project	12
12. Isolation of innovation in school/community	13

APPENDIX C

APPENDIX C

PROJECT LEADER
RESPONSES FROM PART I, FORM A

Additional Constraints Cited By Project Leaders

1. Lack of money for implementation
2. Time of project
3. Time required for approval of project funds
4. Too many teachers wishing involvement
5. Lack of staffing in specific subject area
6. Delay in hiring project director
7. Too many non-traditional educational needs to meet
8. Novelty of project - no track record
9. Inadequate selection of Board of Directors
10. Lack of necessary transportation
11. Scheduling conflicts
12. Teacher contract restrictions on inservice time
13. Teacher reluctance to work across educational levels
14. Lack of project time
15. Lack of equipment
16. Lack of needed materials
17. Supervisor (power conflict)
18. Educational priorities of school administration
19. Lack of appropriate space
20. Lack of technical skill among decision-makers
21. Forced change in schedule
22. Unclear authority of project staff
23. Lack of alternatives
24. Lack of motivation
25. Lack of leadership
26. Limited sense of responsibility (staff)
27. Unclear understanding of objectives
28. Inability to structure tasks

29. Lack of time to communicate with other administrators
30. Lack of staff
31. Restrictions due to consulting status in school
32. Low student enrollment
33. Activities overload
34. Inability/unwillingness to work for change
35. Lack of control over implementation of objectives in LEA
36. Inability to operate within power structure of institutions
37. Uncertainty of future project existence

APPENDIX D

APPENDIX D

PROJECT LEADER
RESPONSES FROM PART II, FORM B

Actions Needed (Taken) Cited By Project Leaders

1. Inservice time for workshops
2. Funding
3. Administrative support (change)
4. Priority - Project (staff)
5. More specialists for project (staffing)
6. More project (operating) time
7. Administrative involvement in planning
8. Personal contact with resource people
9. Legal follow-up to release dollars
10. Adjust to individual schedules
11. Credit toward contracted in-service time for teachers
12. Negotiate with unit for support of voluntary participation
13. In-service broker for each level
14. Establish separate In-service options for HS teachers
15. More project staff meeting time
16. Disseminate information
17. More collaboration
18. Training for Administrators
19. Training for Teachers
20. Re-evaluate Teacher/Administrator hiring procedure
21. Re-evaluate system education priorities
22. More priority - project (Admin.)
23. Develop manageable programmatic steps for Teachers
24. Involve more teachers in short-term tasks
25. Identify educational leadership - Staff devel.
26. Modify schedule
27. Teacher in-service programs and teacher participation
28. Consolidate curriculum
29. Involve students in independent activities (tasks)
30. Develop new activities to address student needs

APPENDIX E

ERIC

APPENDIX E

PROJECT LEADERS' ESTIMATION OF SUCCESS

PROJECT NAME	Average Success to Date %	Average Success by July %
Watertown - Inservice	.55	.83
Middle Grades - Hadley	.48	.62
"Breaking the Barriers"	.39	.92
Diagnostic/Prescriptive	.50	.78
Project Renewal	.82	.95
Laboratory for Living	.45	.68
Project Exploration	.83	.91
Action Learning Project	.57	.60
Amherst Mgm. Training Prog. for Ed.	.51	.94
Ipswich Env. & Civic Action Project	.51	.91
Diagnostic Classroom	.96	.86
Project Interserv	.66	.89
Lexington Teacher Training Program	.38	.69
Project A.C.T.	.76	.84
O.P.U.S.	.08	.12
Watertown Reading	.37	.66

APPENDIX E

PROJECT LEADERS' ESTIMATION OF SUCCESS
(cont'd)

PROJECT NAME	Average Success to Date %	Average Success by July %
Act III	.24	.40
North Shore Alt. Education	.78	1.00
Driver Education - Handicapped	.31	.69
Peer Group Teaching	Inc.	1.00
Community Family Life Ed.	.61	.80
Project Open	.15	.45
Math. Labs/ w/Metric Inservice	.50	.90
Marlboro Energy Cons. Corps	.71	1.00
Boston Theater Arts Project	1.00	1.00
Project Eight	.80	1.00
Student Leadership Training	--	--
Individualizing in Stages	.63	.66
Teachers Center Project	.27	.33
Management Training Center	.36	.72
Project Appraisal	--	--
Gloucester Museum Project	.57	.94

APPENDIX F

ERIC

APPENDIX F

ADMINISTRATORS' ESTIMATION OF SUCCESS

PROJECT NAME	Average Success to Date %	Average Success by July %
Watertown - Inservice	.23	.75
Middle Grades - Hadley	.69	.77
"Breaking the Barriers"	.33	.97
Diagnostic/Prescriptive	?	?
Project Renewal	.82	1.00
Laboratory for Living	.28	.68
Project Exploration	.85	1.00
Action Learning Project	.54	.64
Amherst Mgm. Training Prog. for Ed.	--	--
Ipswich Env. & Civic Action Project	.45	.83
Diagnostic Classroom	.48	.70
Project Interserv	.62	.77
Lexington Teacher Training Program	.00	.00
Project A.C.T.	.69	.96
O.P.U.S.	.00	.07
Watertown Reading	.37	.64

APPENDIX F

ADMINISTRATORS' ESTIMATION OF SUCCESS
(cont'd)

PROJECT NAME	Average Success to Date %	Average Success by July %
Act III	.38	.95
North Shore Alt. Education	1.00	1.00
Driver Education - Handicapped	.125	.35
Peer Group Teaching	.72	.83
Community Family Life Ed.	.47	.86
Project Open	.60	.92
Math. Labs/ w/Metric Inservice	.71	.90
Marlboro Energy Cons. Corps	.79	[illegible]
Boston Theater Arts Project	.84	.93
Project Eight	--	--
Student Leadership Training	.43	.27
Individualizing in Stages	.40	.55
Teachers Center Project	.93	.95
Management Training Center	--	--
Project Appraisal	.53	.71
Gloucester Museum Project	--	--

APPENDIX G

ERIC

APPENDIX G

CORRELATION OF PROJECT DIRECTORS' AND ADMINISTRATORS' RANKING OF OBJECTIVES (RHO)

PROJECT NAME	Correlation of Project Directors' Rank Ordering of Objectives (Imp. Then vs. Now)	Correlation Administrat Rank Orderi Objectives (Imp. Then
Watertown - Inservice	.50	.50
Middle Grades - Hadley	.90	.83
"Breaking the Barriers"	1.00	.54
Diagnostic/Prescriptive	.40	--
Project Renewal	1.00	1.00
Laboratory for Living	1.00	.80
Project Exploration	.95	1.00
Action Learning Project	.92	.98
Amherst Mgm. Training Prog. for Ed.	--	--
Ipswich Env. & Civic Action Project	.97	.98
Diagnostic Classroom	.77	--
Project Interserv	.96	.67
Lexington Teacher Training Program	.50	1.00
Project A.C.T.	.99	.96
O.P.U.S.	1.00	1.00
Watertown Reading	1.00	1.00

APPENDIX G

CORRELATION OF PROJECT DIRECTORS' AND ADMINISTRATORS' RANKING OF OBJECTIVES (RHO) (cont'd)

PROJECT NAME	Correlation of Project Directors' Rank Ordering of Objectives (Imp. Then vs. Now)	Correlation Administrat Rank Orderi Objectives (Imp. Then v
Act III	.69	.99
North Shore Alt. Education	.60	.60
Driver Education - Handicapped	.33	--
Peer Group Teaching	1.00	1.00
Community Family Life Ed.	.64	1.00
Project Open	.50	.10
Math. Labs/ w/Metric Inservice	1.00	--
Marlboro Energy Cons. Corps	.14	1.00
Boston Theater Arts Project	.20	.20
Project Eight	.90	--
Student Leadership Training	--	--
Individualizing in Stages	1.00	- .20
Teachers Center Project	.96	1.00
Management Training Center	1.00	--
Project Appraisal	--	.65
Gloucester Museum Project	.91	--

APPENDIX H

APPENDIX H

CORRELATION OF PROJECT DIRECTORS' AND ADMINISTRATORS' RANKING OF OBJECTIVES (RHO)

PROJECT NAME	Rank Order Correlation Importance Then	Rank Orde Correlati Importanc Now
Watertown - Inservice	.05	.0
Middle Grades - Hadley	.85	.87
"Breaking the Barriers"	1.00	.55
Diagnostic/Prescriptive	--	--
Project Renewal	1.00	1.00
Laboratory for Living	.02	.04
Project Exploration	0.10	- 0.3
Action Learning Project	.16	- .36
Amherst Mgm. Training Prog. for Ed.	--	--
Ipswich Env. & Civic Action Project	.94	.90
Diagnostic Classroom	--	--
Project Interserv	.71	.59
Lexington Teacher Training Program	--	--
Project A.C.T.	.85	.87
O.P.U.S.	.07	.07
Watertown Reading	1.00	1.00

APPENDIX H

CORRELATION OF PROJECT DIRECTORS' AND ADMINISTRATORS' RANKING OF OBJECTIVES (RHO)
(cont'd)

PROJECT NAME	Rank Order Correlation Importance Then	Rank Or Correla Importa Now
Act III	.04	.08
North Shore Alt. Education	.95	.80
Driver Education - Handicapped	.34	.38
Peer Group Teaching	--	--
Community Family Life Education	.83	.44
Project Open	.01	.09
Math. Labs/ w/Metric Inservice	1.00	1.00
Marlboro Energy Conservation Corps	.06	.06
Boston Theater Arts Project	1.00	.40
Project Eight	--	--
Student Leadership Training	--	--
Individualizing in Stages	--	--
Teachers Center Project	.55	.32
Management Training Center	--	--
Project Appraisal	--	--
Gloucester Museum Project	--	--

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TRAINING SEMINARS

INTRODUCTION

This Training Summary accompanies a series of reports as part of the Formative Evaluation of Title III in Massachusetts during 1975-76. The primary purpose of the training program was to train project directors for planning and conducting local educational change programs funded by Title III ESEA. The formative evaluation was distinctive in its emphasis on evaluative input into the formative processes through the Training Seminars and feedback sessions.

In concept and design, the Training Seminars reflected the guidance and recommendations of leading researchers who have studied the process of change and the strategies of problem solving. It has been possible to draw on extensive literature concerned with innovation and change in educational systems and relate the results of personal experiences with developments in Massachusetts. The emphasis of the training and formative evaluation was on a framework considering process and product, and more importantly, the interrelatedness of the two.

This Training Summary is designed to assist workshop leaders in conducting training seminars for the Title IV-C project directors in future years. The evaluation team has tested these materials in training the project directors to plan and conduct their local innovative projects. The training materials will be further tested during the fall semester of 1976 to build a graduate level course directed by Dr. Richard J. Lavin of the Merrimack Education Center.

Training was provided directly to the identified needs of the project leaders. Through a set of evaluation procedures data was gathered to assess existing support capabilities for follow-on training to the project directors. The Training Seminars were designed to elicit information enabling project directors to analyze problems and implement program modifications based upon evaluative feedback.

Specific management concerns were addressed through the Seminars. Emphasis was placed upon successive stages of innovation and sustaining efforts when funding phases down. Project directors participated in self-study and reflection through data collection. Through a problem analysis, the project director was able to identify where efforts would yield the greatest payoff.

Three major purposes for this type of training are:

1. *Uncovering the principles underlying a successful program, and sharing these principles.*

2. *Exploring techniques for increased program effectiveness and adapting these techniques to unique projects.*

3. *Improving means of attaining objectives through better management techniques and improved dissemination practices.*

The issues raised in the subsequent training sessions related to specific areas of the project director's implementation activities.

1. *Building and maintaining effective relationships.*

2. *Problem-solving and finding alternative solutions; problem analysis.*

3. *Funding and using resources.*

4. *Project continuance.*

5. *Dissemination and diffusion.*

SCHEDULE OF TRAINING

The training sessions were scheduled to enable project directors to participate in the iterative process to identify problems and examine alternatives. Figure 1 illustrates the time, schedule, location, and site of the training. Figure 2 illustrates content of the Training Seminars.

ESEA TITLE III

MEETING DATES FOR PROJECT DIRECTORS

Dates	Location	Time	Resource
PHASE I			
February 24 (Tuesday) (East)	Marriott Newton, MA	9:30 - 4:00 (full day)	MEC and ADL
February 27 (Friday) (West)	Ramada Inn Springfield, MA	"	"
March 9 (Tuesday) (East)	Marriott	9:30 - 12:00 (half day)	MEC and Ron Havelock
March 11 (Thursday) (West)	Yankee Drummer Auburn, MA	"	"
March 23 (Tuesday) (East)	Holiday Inn Newton, MA	9:30 - 4:00 (full day)	"
March 25 (Thursday) (West)	Yankee Drummer	"	"
PHASE II			
April 27 (Tuesday) (East)	Marriott	9:30 - 12:00 (half day)	MEC and Ron Havelock
April 30 (Friday) (West)	Ramada Inn	"	"
May 25 (Tuesday) (East)	Marriott	9:30 - 12:00 (half day)	MEC and ADL
May 28 (Friday) (West)	Yankee Drummer	"	"

FIGURE 1

**Orientation conferences were held for the Title III staff on December 29 and 30, 1975 at the Merrimack Education Center.

OUTLINE OF TRAINING SESSIONS

TITLE III ESEA, 1975-1976

(Each Training Sessions is offered on two dates in two locations--east and west.)

	9:30 - 12:00	1:00 - 3:00
DAY 1		Overview of Evaluation Process Constraints and Barriers
DAY 2	Problem-Solving Model Six-Stage Model Interview Data and On-site Visitations	Change Agent's Guide to Innovation
DAY 3	Objectives and Goals Questionnaire Findings	Constraints and Barriers Coping Tactics Personal Outline Plan
DAY 4	Questionnaire Survey Results Simulation Exercise	
DAY 5	How to Sell your Project How to Describe the Benefits of your Project	
DAY 6	Review of data collection and Explanation of findings	

FIGURE 2

DECEMBER SESSION

The problem-solving process involves a wide range of skills including the ability to develop imaginative ways of dealing with problems. Project directors, as a group, perform relatively weakly on the dimensions of problem analysis and this interferes significantly with their ability to make decisions.

Expertise in these areas relates to evaluating local resources and contraints as they arise in conducting the local program through the process of implementation and diffusion. In the first introductory workshop a modified Delbecq procedure was used to identify constraints and barriers. Brainstorming in the session also stimulated idea production and expression. The purpose of this activity was to obtain as many ideas related to the problem at hand as possible. The form shown in Figure 3 was used for each person to complete. The results of the total of individual constraints and barriers are shown in unedited form in Table 1.

The constraints and barriers were recorded by the evaluation team and utilized later in developing a questionnaire to be mailed to all project directors. See the supplementary report by ADL, Inc. for sample of the questionnaire and analysis of the data.

The force-field method is often used prior to the systems analysis method with the sole purpose of identifying the problem. A list of restraining forces is thus derived -- those constraints that inhibit the attainment of the change goal. Any one of the constraints generated from the problem analysis can be used as the issue to be applied in the systems analysis cycle.

TITLE III PROJECT DIRECTORS' MEETING

December 11, 1975

Treadway Motor Inn
Springfield, Mass.

I. INTRODUCTION -- Jack Reynolds

II. MEC - OVERVIEW of EVALUATION PROJECT

III. DATA COLLECTION PROCESS

a. Questionnaire

b. Interview

IV. PROJECT DIRECTOR TRAINING

a. Change Agent

b. Models

V. DISSEMINATION - Next steps

FIGURE 3

ESEA TITLE III EVALUATION

PROBLEM IDENTIFICATION

What problems have you encountered as you have implemented the objectives of your project?

STUDENT	INSTRUCTIONAL STAFF	ORGANIZATION (SCHOOL STAFF)

TABLE 1: UNEDITED SUMMARY OF CONSTRAINTS AND BARRIERS

	N	Students
1.	(5)	Contact time - project (scheduling)
2.		Priorities - (Student enrollment)
3.	(3)	Recruitment
4.	(2)	Readiness/preparation (roles)
5.	(5)	Dissemination-awareness
6.		Homogeneous - (peer models) selecting students
7.	(3)	Student input and participation in design (process)
8.	(2)	Target groups - Secondary scheduling - voluntary
9.	(8)	Maintaining student participation
10.	(1)	Transportation (field)
11.	(6)	Adjusting to new situation (non-traditional)
12.	(2)	Curriculum adjustment (overload - expecta)
13.	(1)	Maintaining balance; goals and interests
14.	(7)	Special needs - goals, objectives (selecting appropriate)
15.	(1)	Student's time and assignments (conflicts)
16.	(6)	Student motivation/interest
17.	(8)	Time constraints (participants)
18.	(1)	Attitudes towards testing; testing materials

ORGANIZATIONAL

	N	
1.	(5)	Communication - with project with system
2.	(4)	Commitment to risk-taking
3.	(3)	Structure of bureaucracy (introducing change) overcoming constraints
4.	(3)	Implementation delays (control)
5.	(1)	Tolerance for change (level; competition)
6.	(1)	Communication - decision making (for continuation) funding for future
7.	(1)	Organizational structure (changes over time)
8.	(2)	Objectives - realistic for time and resources available
9.	(1)	Long-range goals, objectives, activities, etc. (planning, cross-district)
10.	( )	Distribution/dissemination (aggregate market) (see #9)
11.	(1)	Priorities/commitments (alter over time)
12.	(1)	Combining innovation to reinforce curriculum (basic skills, etc.)
13.	( )	Disseminating basic values of innovative projects (validity of curriculum and skills, etc.)
14.	(2)	Confused roles/responsibilities project within parameters
15.	(1)	LEA-based budget (in-kind, etc.) local contributions
16.	(7)	Communications - horizontal (misinterpretations) - vertical perceptions of various groups regarding project objectives
17.	(7)	Support of key personnel (administration, etc.)
18.	(3)	Attitudes - Department chairpersons, involvement
19.	(3)	Apathy
20.	(6)	Communications to school board, information and support

ORGANIZATIONAL (continued)

21. (2) Principal's attitudes (positive and negative)

22. (3) Budgets - allocate to project

Continuation - allocate - control of resources

Complementarity - objective and system

23. (1) Process in diverse systems

24. (1) Local interpretation of 766.

INSTRUCTIONAL STAFF

	N	
1.	(6)	Time - released time (negotiations)
2.	(1)	Educational plans - special needs (managing)
3.	(4)	Inservice - attendance (competition for time)
4.	(5)	Team teaching - resistance; resistance to change (curriculum)
5.	(3)	Time - interdisciplinary planning
6.	(2)	Preparation time "add-on"
7.	(4)	Disseminating bulletins to all participants (communication)
8.	( )	Time - recruiting, selecting, etc.
9.	( )	Allocating time
10.	(2)	Logistics for meetings
11.	(1)	Time during school day
12.	(6)	Staff-motivation; inertia - resistance to change
13.	(1)	Process and problem-solving (tasks)
14.	(3)	New resources; identify and utilize
15.	(1)	After-school workshops; time-scheduling
16.	(1)	Participants - (extra) selecting representative sample disseminating to others oversubscribed workshops
17.	(1)	Alternatives within system; schedules conflicting
18.	(1)	Recruiting core faculty as participants (full-time faculty)
19.	(4)	Developing curriculum
20.	(5)	Training needs; perceptions of teachers (format for sessions, etc.)
21.	(5)	Reach others who may need programs

INSTRUCTIONAL STAFF (Continued)

22. (2) Priorities -- Objectives/conflict of time

23. (5) Competition for time, interest, attention

24. (2) Anticipating and assessing needs (for retraining)

25. (2) Add-on to other duties competing objectives

26. (4) Time for planning, etc. Money and time for inservice (after school, etc.)

27. (3) Commitment - resistance, isolation of innovation

28. (2) Cross-district or school (diversity for implementation diverse policies)

29. (2) Generating optimism (maintaining)

30. (1) Project elements - allocate resources (priorities)

TRAINING SEMINAR FOR TITLE III STAFF

Dr. Ronald Havelock led a two-day training seminar for Title III staff in late December, 1975. The purpose of this seminar was to present a general conceptual basis for innovation utilizing the "problem-solving model." The following topics were highlighted:

- *Relation of theory of change to local innovation*
- *Change strategies related to theory of change*
- *Case studies of change projects*

Dr. Havelock presented a general problem-solving model (with linking strategies) and provided several case studies of the development and introduction of the innovative projects into local school districts.

PROBLEM-SOLVING MODEL

Havelock has suggested four primary ways in which individuals can act as change agents: as a catalyst, a solution giver, a process helper, or a resource linker. (See Figure 4.) A process helper provides assistance in showing the client how to recognize and define needs, to diagnose problems, to set objectives, acquire relevant resources, to select or create solutions, to adopt and install solutions and to evaluate and determine if they are satisfying needs. However, effective problem-solving also requires bringing together needs and resources; the resource linker may be defined as the person who plays this role and helps clients find and make the best use of resources inside and outside their own systems.

These roles are not mutually exclusive and indeed are complementary. (See Table 2.) Problem-solving studies are not solely at the process level. Project leaders play these roles in the overall planning and installation of innovations. Activities are comprised of the six problem-solving stages:

1. *Building a relationship*
2. *Diagnosing the problem*
3. *Acquiring relevant resources*
4. *Choosing the solution*
5. *Gaining acceptance*
6. *Stabilizing the innovation*

This process may be undertaken for change projects of any scale, from system-wide reorganization of a school to the introduction of specific materials or procedures in the classroom.

TYPES OF CHANGE PROJECTS

Introducing a new inservice staff training program
Introducing a new pattern for organizing instruction
Introducing a new instructional system
Introducing a program to serve a special purpose or special student group
Changing the curriculum in one or more areas

ESEA TITLE III SESSION

Monday, 12/29/1975

A. Introductions/ Purposes

B. Discussion of Change Agent Guide

C. Use of Checklists to Accompany Guide

D. Planning and Diffusing Innovation Game Simulation

Tuesday 12/30/1975

A. Application of Change Agent Skills to Sample Project

1. Relationship, Diagnosis , Acquisition Skills

2. Choosing, Acceptance, Self Renewal Skills

3. Strategies and Techniques

B. Establishing Agenda for Training Sessions

Timeline

FIGURE 4

FOUR WAYS TO BE A CHANGE AGENT

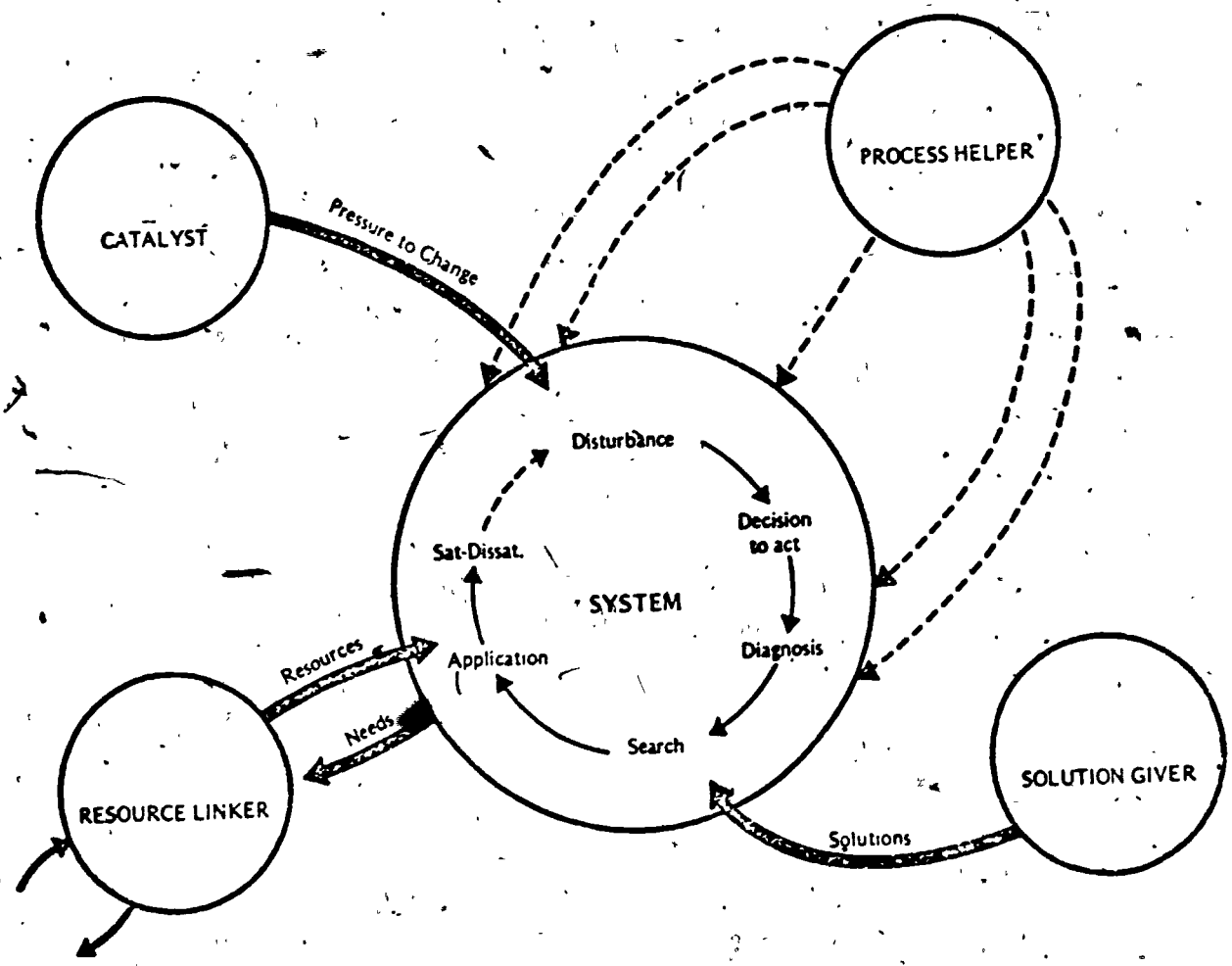


TABLE 2

ROLES OF THE CHANGE AGENT*

1. A CATALYST. . .is needed to overcome inertia, to prod and pressure the system to start working on problem solving. This role is often taken by students, concerned parents, or school board members. The change agent as a catalyst can energize the problem-solving process to get things started.

2. A SOLUTION GIVER. . .has definite ideas about what the change should be. This person has solutions and would like to have others adopt those solutions. The solution giver has to know when and how to offer it and has to know enough about it to help the school system adapt it to local needs.

3. A PROCESS HELPER. . .is skilled in the various stages of problem-solving. This person provides valuable assistance in assisting the client system in recognizing and defining needs; diagnosing problems; setting objectives; acquiring relevant resources; selecting or creating solutions; adapting and installing solutions; and, evaluating solutions to determine if they are satisfying needs.

4. A RESOURCE LINKER. . .is the linker or "broker" of needs/resources. Resources consist of people with time, energy, and motivation to help as well as materials and information. The "linker" brings people together, and helps clients find and make the best use of resources.

(See Technical Appendix for Innovative Guide Checklists #6-9.)

*Excerpted from R. Havelock, The Change Agent's Guide to Innovation in Education. Englewood Cliffs, New Jersey: Educational Technology Publications, 1973.

CONSTRAINTS AND COPING TACTICS

At the February 24th Session, the lists of constraints obtained from the mailed questionnaire were displayed.

Coping tactics were discussed related to the constraints. To improve problem-solving skills it would be important for leadership personnel to concentrate on improving management resources, planning and using time, making adequate use of staff, and delegating items to others as well as management monitoring and control. The brainstorming session was intended to get into these areas of concern.

Table 3 presents the listing of constraints and coping tactics derived. Figure 5 outlines the agenda of the day.

GOAL CLARIFICATION

Project directors need competence in analyzing the relationships between major educational aims (State and local goals) and the procedures they are using to foster innovation in the schools. A sense of relative importance of objectives and how they relate to district goals is useful in communicating the utility of the results to those influencing decisions about continuation of the project.

A hierarchy of objectives facilitates the translation of organizational objectives into group and individual goal possibilities. Failure to devise a logical structure of objectives within the educational system has important consequences for the project.

In order to measure the appreciation of differences in importance among project objectives, the questionnaires in Figure 6 were utilized. While the central theme entails attention to objectives as a means for improving the effectiveness of leadership the activities are sharply focused on practical applications.

The goal of these activities is the improvement of project management, and ultimately, better utilization of the human and material resources available for innovation. Consequently, the seminars designed to help project leaders and to elicit information through data collection, include exercises and discussions that enable participants to apply new learning to project management.

Additionally, with the questionnaires, we have encouraged project leaders to consider project objectives in the light of more commonly recognized educational objectives--the broader State goals. The ability to do this strongly affects the ability of the project leader to get others to apply project results or encourage support for the continuation of the project. The data collection introduced a procedure for establishing relative importance among project objectives and required the project leader to explicitly examine the relationships between project objectives and educational goals.

The success of this procedure is demonstrated through the ability to communicate to administrative boards and those the project serves. Another aim of this undertaking is the skill development and use of objectives as a part of the management process. This interpretation reflects a comprehensive approach and makes explicit in the process the potential educational impact of the project. The data collection process provided a useful way of thinking about projects and stimulated the project leaders to relate their work more effectively to current and future goals.

Administration of an objectives questionnaire and ranking by project directors of the priority of objectives and perceived difficulty of attaining them was a major data collection item. (See Data Analysis and Summary report by Arthur D. Little, Inc.)

The focus on program objectives assisted project directors in:

1. *Identifying the relative importance of objectives.*

2. *Understanding how this data can be used in project management.*

3. *Applying data to the management of a project.*

4. *Exploring techniques for increasing program effectiveness and adapting these techniques to a project setting.*

5. *Improving means employed for attaining objectives through better management, improved dissemination practices, etc.*

Reduction of discrepancies between initial objectives and expectations along with the development of tactics to cope with constraints led to revised plans with improved recognition of short-term and long-range aspects of project activities.

FIGURE 5

E.S.E.A. - Title III

Project Directors' Meeting Agenda

February 24, 1976

"Old Meeting House Room"

9:30 -	10:00	Introduction
		Review of Evaluation Project to Date
10:00 -	10:45	Review of Questionnaire Findings
10:45 -	11:30	Exercise Relating Objectives to Goals
11:30 -	12:00	Discussion / Implications
12:00		Luncheon
		"Minuteman Room"
1:15 -	1:45	Display Constraints/ Select Areas for Discussion
1:45 -	2:45	Form Small Groups / Develop Coping Tactics
2:45 -	3:00	Report General Conclusions and Prescriptions
3:00 -	3:45	Develop Personal Outline Plan
		(Strategies to Overcome Barriers)
		Plans collected to be Critiqued
3:45 -	4:00	Closing Comments

TABLE 3

CONSTRAINTS AND COPING TACTICS

1. Lack of contact time with students - constraint strategies initiated

   a. Required student involvement
   b. More project time
   c. Modify schedule
   d. Involve students in independent activities
   e. Assign higher priority to project

2. Communication with school board

   a. More administrative support
   b. Presentation to school committee
   c. More information dissemination
   d. More forceful project leader

3. Competition for teachers' time

   a. Re-evaluate system education priorities
   b. Identify school educational leadership
   c. Negotiate with union for support of voluntary participation
   d. Adjust to individual schedules
   e. Credit toward contracted inservice time for teachers

4. Difficulty keeping student interest/participation

   a. Parent meetings
   b. Better scheduling
   c. Develop new activities to address student needs
   d. Consolidate curriculum
   e. Involve students in independent activities

5. Lack of control over project funds (allocation)

   a. Legal follow-up to release dollars
   b. Administrative involvement
   c. Presentation to school committee
   d. Define roles and responsibilities

6. Students slow to adjust to nontraditional situation

   a. Information dissemination
   b. Parent meetings
   c. Training for teachers
   d. Develop new activities to address student needs
   e. Second year implementation
   f. Better materials

7. Need for support of key administrative personnel

   a. Training for administrators
   b. More information dissemination
   c. Administrative involvement in planning
   d. Feedback by participants
   e. Define roles and responsibilities

8. Need for school and community commitment to risk-taking

   a. Parent meetings
   b. Involve key staff
   c. More information dissemination
   d. Involve more teachers in short-term tasks
   e. Re-evaluate system education priorities
   f. Involve community
   g. Presentation to school board

9. Difficulty planning curriculum

   a. Administrative involvement in planning
   b. Identify educational leadership
   c. Involve key staff
   d. Re-evaluate system education priorities
   e. More project staff meeting time

10. Resistance to innovation (faculty, etc.)

   a. More forceful project leader
   b. More information dissemination
   c. More collaboration
   d. Training for teachers/administrators
   e. Workshops
   f. Involve key staff
   g. More project staff meeting time

11. Difficulty in dissemination of project information

    a. Administrative support
    b. Involve community
    c. More collaboration
    d. Parent meetings

12. Isolation of innovation in school/community

    a. Administrative support
    b. Involve community
    c. Workshops
    d. Parent meetings
    e. More project time
    f. Re-evaluate system education priorities
    g. Training for teachers/administrators

FIGURE 6

FORM C

RELATIONSHIP OF PROJECT OBJECTIVES TO EDUCATIONAL GOALS

SAMPLE PROJECT

KEY
1 = Much
2 = Little
3 = Nothing

Contribution of outcomes (fully attained objectives) to: Educational Goals*

SAMPLE OBJECTIVES	I Physical & Emotional Well-being	II Basic Communication Skills	III Inservice Education	IV Arts in Education	V Chapter 622	VI Respect for the Community of Man	VII Occupational Competence	VIII Understanding of the Environment	IX Individual Values and Attitudes	X. Creative Interests and Talents	XI Chapter 766	XII Unspecified
1. To develop a broad program of adapted physical education (hereinafter referred to as APE) that will meet the needs, interests and abilities of special needs children attending public schools in Walpole, Massachusetts. The program will be individualized in accordance with those activities/experiences deemed val[illegible] to each participant.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
2. To develop a program that will include (a) Activity; (b) Leisure education; (b) Therapeutic APE; and (d) APE experiences.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
3. To develop transfer of learning to settings different (e.g., classroom and home) from those in which learning is conducted (e.g., gymnasium).	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
4. To ascertain if an individualized, person-centered, diagnostic-prescriptive APE program can effect the growth and development of children with special needs in the following areas: (a) Intelligence; (b) Perceptual-Motor; (c) Social Maturity; (d) Personality; (e) Behavibral; and (f) Achievement.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
5. To make a positive impact on the following four facets of the life of a child with special needs: (a) Medical; (b) Educational; (c) Psychological; (d) Behavioral.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

*Consult Figure 7 for definitions.

FIGURE 7

EDUCATIONAL GOALS - DEFINITIONS

1. PHYSICAL AND EMOTIONAL WELL-BEING

Education should contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and to a capacity for influencing one's own destiny.

2. BASIC COMMUNICATION SKILLS

Education should develop in each learner the basic skills needed for communication, perception, evaluation, and conceptualization of ideas. Among the most important are reading, writing, speaking, listening, visual and computational skills.

3. INSERVICE EDUCATION

Offer professional development activity for teachers based upon identified needs and designed to build instructional competencies.

4. ARTS AND HUMANITIES

Education, for each learner, provides access to man's cultural heritage interwoven with existing curriculum structure, enhances the teaching and learning of the humanities.

5. CHAPTER 622

Improving equality of educational opportunities and meeting the needs of learners in the performance of effective school programs that are nondiscriminatory.

6. RESPECT FOR THE COMMUNITY OF MAN

Education should provide each learner with knowledge and experience which contribute to an understanding of human similarities and differences and which advance mutual respect for humanity and for the dignity of the individual.

7. OCCUPATIONAL COMPETENCE

Education should provide the learner with the skills, experience and attitudes, and the guidance for initial job placement; it is equally important for the learner to develop a capacity to adapt to changing conditions.

8. UNDERSTANDING OF THE ENVIRONMENT

Education should provide each learner with knowledge and understanding of the social, physical, and biological worlds and the balance between man and his environment and should develop attitudes and behavior leading to intelligent use of the environment.

9. INDIVIDUAL VALUES AND ATTITUDES

Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral, and ethical values and attitudes.

10. CREATIVE INTERESTS AND TALENTS

Education should provide each learner with varied opportunities to nurture interests, to discover and to develop natural talents, and to express values and feelings through various media.

11. CHAPTER 766

Provide for a flexible and uniform system of special education program opportunities for all children requiring special education; flexible and nondiscriminatory system for identifying and evaluating the individual needs of children requiring special education.

MARCH 9th SESSION

As we have indicated, the data collection strand through questionnaires and the training strand offering seminars were conducted concurrently. The major focus of this training strand was to help project leaders with planning and conducting local educational change projects.

The questionnaires administered through the mail were used to assist project directors to:

- identify the relative importance of objectives
- examine importance data and how it can be used in project management
- apply importance data to the management of innovation.

Project directors were provided the Change Agent's Guide to Innovation in Education and the problem-solving model for planned change was presented at the session on March 9th. The content of the training session was a general conceptual basis of problem-solving with suggested ways of applying it to the design and implementation of innovation locally. This was similar to the two-day session held for Title III Staff during the Holiday recess in December.

A slide tape developed at the University of Michigan, Center for Research and Utilization of Scientific Knowledge, Institute for Social Research, Ann Arbor, Michigan, provided the focus for discussion of the problem-solving model. Examples from Title III projects visited by the evaluation team were also used for illustrative purposes.

E.S.E.A. TITLE III EVALUATION
PROJECT DIRECTOR'S MEETING

AGENDA

Marriott - Newton
Salon A

March 9, 1976
9:30 - Noon

I. OVERVIEW — *9:30 - 10:00*

- *A. Purpose of Session*
- *B. Explanation of Model*
- *C. Background of publication (CHANGE AGENT'S GUIDE).*

II. SLIDE-TAPE PRESENTATION — *10:00*

Six-Stage Model - Review Havelock's six stages

- *Relationship*
- *Diagnosis*
- *Acquisition*
- *Choosing*
- *Acceptance*
- *Self-Renewal*

III. DISCUSSION AND OBSERVATIONS — *10:45*

- *Relationships*
- *Acceptance/Diffusion*
- *Self-Renewal*

IV. DEVELOPMENT OF ACTION STRATEGIES — *11:00*

Complete Form

Small Group discussion of action strategies.

V. SESSION WRAP-UP — *11:55*

Distribute materials

- *Change Agent Guide*
- *Questionnaire*

FERENCES: Slide tape presentation developed by the University of Michigan Center r Research and Utilization of Scientific Knowledge (Lipsitt, et. al.) Review four les and stages of implementation.

DIFFUSION SESSION

SIMULATION AS A TRAINING DEVICE

As a research, training, and teaching device, simulation has had many and varied uses. In the social sciences it has served a wide variety of purposes: designing new systems, increasing knowledge of individual and group behavior, training participants in fulfilling certain roles, and teaching participants about decision-making processes. It has been described as the most promising, currently available, single innovation in administrator preparation.

One entire seminar was devoted to simulating the diffusion process using a simulation game. (See agenda in Figure 9.) A simulation training exercise was designed to involve participants in the problems that supervisors, administrators, and project leaders might encounter in real life while implementing a Title III innovation. The simulation exercise required action on the part of the participants. Procedures focused on the practices related to group activity. While the content of the game is concerned mainly with problem solving and decision making, the theory for the game is based upon the Havelock model of dissemination/diffusion and offers some suggestions on the use of the model as a source of data for solving problems.

Because most of the real life experiences of a project leader entail inter-personal activity, small group activities served as the vehicle for conducting the game. The setting was designed to provide a typical example of an innovation and much can be gained by analyzing it in terms of the forces, the constraints and barriers, that bear on the school system and the diffusion of innovations in that environment. Some questions were put to the participants and are raised here for conjecture:

1. *What does this project imply for inservice training?*
2. *What are the effects of the environment (community) on the extent of innovation, program development?*
3. *Identify the constraints (limiting factors) that any project leader might expect.*

*(Simulation game is located in Technical Appendix.).

FIGURE 9

ESEA TITLE III
PROJECT DIRECTORS' MEETING

March 23, 1976
9:00 a.m.

Holiday Inn

AGENDA

I. TABULATION RESULTS (4-STAGE QUESTIONNAIRE)

A. EFFORT INVESTED TO DATE/SUCCESS SO FAR

B. LISTING OF FUNCTIONS AND ACTIVITIES

II. SIMULATION EXERCISE

A. INTRODUCTION AND SCENARIO

B. 400 DAYS - 2000 VOTES (SMALL GROUPS)

III. DEBRIEFING AND APPLICATION

IV. OUTLINE OF PHASE II OPTIONAL SESSIONS

APRIL AND MAY

Participants were scored on both the number of activities and the number of stages selected or referenced. Anticipating barriers and defining precautionary measures added further "bonus" points for the competing teams. Anticipating constraints can cut project losses and conjectured information is often worth knowing.

Project participants were aided through the game in data-gathering and collection of information about opinion leaders in their "simulated community." The project directors invested time and resources in testing out strategies, collecting information, and sequencing the steps so that ultimate decisions would have payoff (i.e., project success). In real life, one often spends time in convincing the administrator of project success only to find that the influence and power for continuation rests with the school board and certain people on the board.

Endorsement of the school community was essential for the simulation game* and types of influences (high, medium, low, negative, neutral, positive, etc.) were elements of change. The real test of the simulation game, of course, is in the application of both the understandings of stages and of diffusion strategies in the remaining days of the project duration. "200 Days--4,000 Votes," the title of the game, is specifically set forth to provide the realities of project management. There is only so much time in which to allocate priorities and it moves by fast.

*R. Havelock, 1973; partially adapted from E. Rogers, 1970. See Technical Appendix for "Players Rules."

APRIL 27th SESSION

At the April 27th session, each project director was asked to outline briefly a plan for successful completion and extension of his/her project. Small groups addressed priority decisions and shared experiences and approaches to the accomplishment of objectives.

The emphasis, as in all the sessions, was on gaining a greater understanding of the procedures and steps in the iterative planning cycle.

Figure 10 provides the agenda for the morning's training session. Figure 11 was used as a survey instrument to collect the most salient aspects of the projects at the end of the funding cycle.

The theme of the Training Seminar was how to "get more out of your project." Time was limited for the one-year projects, resources were running out as the school year approached its conclusion.

An additional topic was "how to sell your project" which featured utilizing media, preparing briefings and reports, and communicating with opinion leaders and advisory committees. It was evidenced by the questionnaires that project directors showed weak "political" behavior and did not consider the power structure and/resources of the schools or the community which might aid them in making decisions.

Reference: Bettinghaus, E. Keeping the Public Informed: Accent on Accountability. Denver, Colorado: The Cooperative Accountability Project, 1973.

FIGURE 10

ESEA TITLE III EVALUATION WORKSHOPS

TO ALL PROJECT DIRECTORS
AND TITLE III STAFF MEMBERS:

THE FOLLOWING OPTIONAL SESSIONS HAVE BEEN SCHEDULED FOR TITLE III PROJECT DIRECTORS. RON HAVELOCK AND DICK LAVIN WILL LEAD INFORMAL DISCUSSIONS.

EAST	WEST
TUESDAY, APRIL 27, 1976 9:30 A.M. TO NOON LOCATION: MARRIOTT (NEWTON)	FRIDAY, APRIL 30, 1976 9:30 A.M. TO NOON LOCATION: RAMADA INN (CHICOPEE)

AGENDA ITEMS

HOW TO SELL YOUR PROJECT -- MEETINGS, WORKSHOPS AND BRIEFINGS

LOCATING NETWORKS -- FOR DISSEMINATION AND DIFFUSION IN THE STATE

BENEFITS -- HOW TO DESCRIBE THE BENEFITS OF YOUR PROJECT

EVALUATION QUESTIONNAIRE

ESEA Title III - PROJECT: _____

Director or Representative _____ Date _____

Instructions: List two or three specific activities under each heading.

Circle one in each column for each category.

	Effort invested to date.	Success so far.
1. Build and maintain good relationships with key persons and groups. Done or doing: _____ Planned: _____	HI MED LO	HI MED LO
2. Develop widespread acceptance/adoption of project outside the original primary target group. Done or doing: _____ Planned: _____	HI MED LO	HI MED LO
3. Pursue alternative strategies for continued financing of project activities. Done or doing: _____ Planned: _____	HI MED LO	HI MED LO
4. Develop procedures in addition to financing for incorporating project activities in on-going program and insuring self-renewal. Done or doing: _____ Planned: _____	HI MED LO	HI MED LO

Additional space for comments:

MAY 25th SESSION

The final session for the year concentrated on the decisions central in the support stage which are predominately institutional and budgetary. The project directors had isolated principle barriers and coping strategies they had used in earlier sessions. This session was to determine if they had proved successful.

The incorporation stage represents the most "serious" commitment on the part of the district, as Federal "seed money" is withdrawn and decisions must be made about not only whether but also what components of and on what scale a project should be incorporated into standard district practice. Few innovations will be incorporated as a district "add-on," but will constitute budgetary and pedagogical trade-offs.

The May 25th session provided feedback on the data collection performed by ADL:

- *projections of achievement of objectives*
- *priorities among objectives*
- *constraints and coping strategies identified*

The project directors were asked to reflect upon how objectives relate to the school district objectives. They were asked to identify the planning and support needs for future projects.

Figure 12 presents the agenda for the May session. Figure 13 illustrates a questionnaire designed to analyze the steps the project directors took in the process of planned change and asks the project director to rate his/her efforts on a scale of 0-3. Figure 14, another survey instrument utilized, asks the project director to briefly summarize the most salient aspects of his/her project near the end of the funding cycle.

A summary of the Training Seminars and Formative Evaluation is depicted in Figure 15.

FIGURE 12

ESEA TITLE III EVALUATION

May 25, 1976
9:30 a.m. to 12:00 noon

Marriott; Newton, MA
Old Meetinghouse Room

AGENDA

I. PRESENTATION OF "DATA SO FAR"
PROJECTED ACHIEVEMENT OF OBJECTIVES
PRIORITIES AMONG OBJECTIVES

DON MEALS, ADL

II. SUMMARIZE COPING STRATEGIES
LIFE CYCLE OF INNOVATIVE PROJECTS

III. PLANNING AND SUPPORT NEEDS

IV. WRAP-UP

DICK LAVIN, MEC

FIGURE 13

(1) Complete Column I for all items on both pages using the scale:

3 = High; 2 = Moderate; 1 = Low; 0 = none;
? = no information; unclear

(2) Complete remaining columns (II, III, & IV) for all items scored either 2 or 3 in Column I.

(3) Please list the Project Title and name of Director or Representative

(4) Mail form back to Merrimack Education Center
101 Mill Road
Chelmsford, MA 01824
Attention: Denise Pendleton

TITLE III PROJECTS: FROM ORIGIN TO RENEWAL: Steps in the Process of Change

(Key: 3 = High; 2 = Moderate; 1 = Low; 0 = None; ? = no info; unclear)

	I Importance for success	II Intense effort	III Success so far	IV Could do more
RELATIONSHIPS				
1. Establishing good relations with key people				
2. Establishing good relations with district superintendent				
3. Establishing good relations with school board members				
4. Establishing good relations with teachers in direct target group				
5. Establishing good relations with other teachers in the district				
6. Establishing good relations with students--direct target group				
7. Establishing good relations with parents				
PROCESS				
1. Developing understanding of target as social system (leadership, norms, roles, subgroups)				
2. Detailed analysis of the needs of target system				
3. Analysis of the target system's resistance to innovation or change				
RESOURCE SEARCH				
1. Search for and use of educational research and development literature				
2. Search for and use of expert consultants				
3. Search for and use of experienced practitioners from outside the district				
4. Search for and use of materials from other sources relevant to the project				
5. Active solicitation and use of materials and/or ideas and practices from target group itself				
SCHEDULING				
1. Serious considerations of alternative ways to meet the need before settling on one way				
2. Adaptation of procedures or elements of the innovation to fit the target's situation				
3. Participation by members of the target group in creating or shaping aspects of the innovation				
4. Careful and detailed planning of how the project was to be implemented				
5. Revision of project-based ongoing evaluation of needs and outcomes (recycling, flexibility)				
DISSEMINATION				
1. Serious discussion and planning of how to expand project beyond direct target group				
2. Engage in discussions or negotiations with key persons regarding such diffusion ideas				
3. Conduct workshops for diffusion of project beyond original target group				
4. Prepare materials, packages, guides, etc.				
5. Disseminate above print items beyond target				
6. Gaining newspaper coverage of project				
7. Gaining radio or television coverage				

	I Importance for Success	II Intense effort	III Success so far	IV Could do more
FINANCING				
1. Title IV proposal to extend-broaden project				
2. Explore possibilities of cooperation with other projects and/or educational collabs.				
3. Proposals-discussions to increase school district share of project costs				
4. Search-solicitation of funds from other sources-Federal, State, private (not Title IV)				
5. Exploration-experimentation with fee-for-service or fee-for-product arrangements				
6. Explore-consider cost-cutting alternatives				
7. Explore-consider noncost options-parent volunteers				
8. Explore-consider noncost options-unused space, equipment				
9. Explore-consider noncost options-under-utilized resources persons in school and community				
INSTITUTIONALIZING				
1. Gain official recognition of project as continuing part of school district program				
2. Special sessions to train trainers who can carry on the essential functions				
3. Change traditional job descriptions to reflect acceptance of new functions				
4. Simplifying and streamlining of project				
5. Fusion of project with existing and ongoing services and functions				
6. Gain acceptance of new roles, positions, as regular part of school program				
7. Gain acceptance of space allotment to adequately accommodate project-long term				
PLANNING EXTENSION AND SELF-RENEWAL				
1. Explore-discuss alternative survival-extension plans among project staff				
2. Discussions of the above with gatekeepers and other key power figures and groups				

TITLE III PROJECT: _____

DIRECTOR OR REPRESENTATIVE: _____

PROJECT TITLE: _____

NAME: _____

DATE: _____

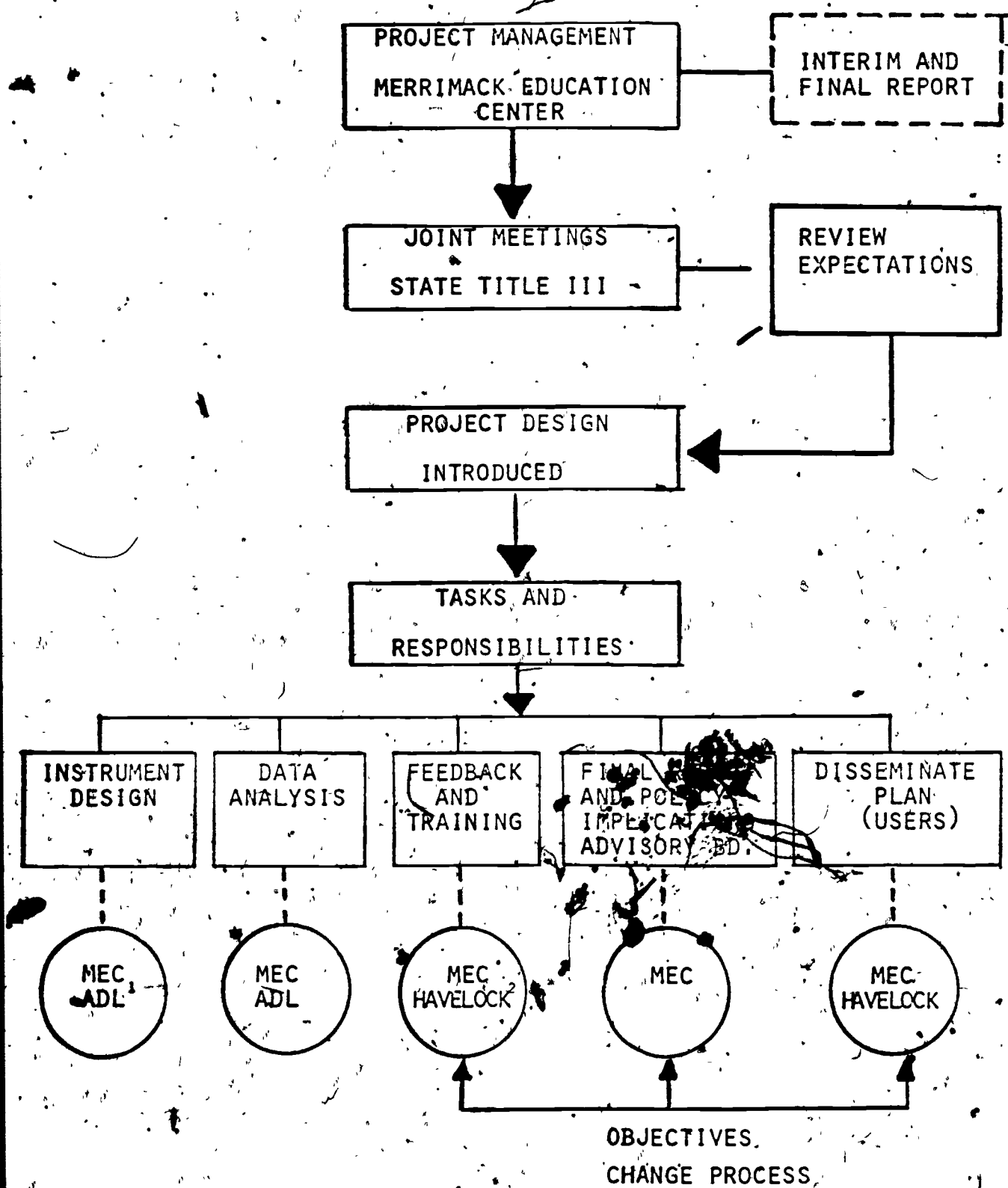
COMPLETING THE TITLE III PROJECT

The four areas listed below are usually the most salient aspects of a project near the end of the yearly cycle. Please indicate how you feel about your project now on each of these dimensions.

	Have had conspicuous success in this area	Have done an adequate job in this area	Still having some problems in this area	Have serious problems in this area	Describe nature of problem or success in 4 or 5 words
EVALUATION PROCESS (Measuring results, successes and shortcomings)					
DISSEMINATION (Widening the circle of awareness, interest, acceptance and adoption)					
PLANNING FOR NEXT YEAR (Initiating processes that keep the essential aspects of the project going and/or expanding)					
FUNDING FOR NEXT YEAR AND BEYOND (Exploration and utilization of multiple bases of support which will be ongoing)					

FIGURE 15

SUMMARY OF THE EVALUATION/TRAINING PROCESS



[1]ADL - Arthur D. Little Consultants (Research Associates)

[2]Havelock ← Author of "Education Change Agents, Modules and Materials" (Will be the trainer in these scheduled sessions.)

TECHNICAL APPENDIX

400 DAYS --- 2000 VOTES

A SIMULATION TRAINING EXERCISE

DEVELOPED FOR:

MASSACHUSETTS E.S.E.A. TITLE III
EVALUATION AND TRAINING PROJECT

Merrimack Education Center
101 Mill Road
Chelmsford, Massachusetts 01824

Dr. Ronald Havelock
March, 1976

(R. Havelock,
March 1976)

400 DAYS -- 2000 VOTES

You are newly-appointed staff members in a suburban school district of very mixed ethnic, social, and economic composition. You have been assigned the task of directing a State funded one-year project to create a program to more adequately service the "special needs" children of the district. The proposal for this grant was rather vaguely written by a project director who resigned to take another job just at the point at which the project is unexpectedly funded. This former project director was a creative genius who had many ideas about dealing with special needs of children and also had a charismatic effect on teachers, parents, and school boards. It was on the strength of her past record that the project was funded. Furthermore, her charisma led her to promise in her proposal that she would not only launch a successful pilot program but would assure continuance of the program by taking it to the voters at a referendum asking for permanent funding and district-wide adoption. The referendum will come in conjunction with the next school board election which is exactly 400 days away.

Unfortunately, you are not a creative genius, as far as you know, nor do you have any charisma. In fact, you are entirely new to the district and you don't really know what makes it tick. You don't know who's who, nor what issues count with what people. All you have is some energy, partly born of fear for where you will get next year's bread because the superintendent has assured you that if the referendum fails you're out of a job.

You just happened to have met the previous director as she was walking out the door and you had expressed anguish and despair over your lot. "Don't worry!" she said. "Just read this green book and follow it. You see, I'm not really a genius and I didn't have any charisma either, but on my last assignment I found this book and everything began to happen for me." "Ok," you said, "but isn't there anything else you can offer me to get me going?" "Well, not much, but keep in mind that about 4,000 people will vote in that election. You need to persuade at least 2,000 that you've got a project good enough for them to pay for out of their own pockets, and before you do that you have to have a good program. It won't be an easy task but it might help you to know that there

are ten basic influence groups in this town. Leadership is overlapping and some groups are much more important than others. I'll leave it to you to figure out the rest. I could tell you, but then it wouldn't be such a learning experience for you, would it?" and the door closed behind her.

Now, alone, you pick up the big tattered green volume and consider the message on the cover: "The Change Agent's Guide to Innovation in Education," it says. What does it mean? Do we have time to read books? All we've got is 400 days!

(R. Havelock, 1976; partially adapted from E.M. Rogers, 1970.)

PLAYER'S RULES

You are a change agent team with 400 work days. Your objective is to plan and pilot test an innovation and obtain approval for district-wide adoption for which 2,000 votes are needed. Community members who have been persuaded to vote for the innovation will sometimes be described as "adopters."

The change agent team should also appoint its own scorekeeper to fill out and keep a running total of days actually expended as they are spent. This team scorekeeper should periodically remind his/her team of the days they have left.

PILOT PROJECT PHASE (10 minutes - real time):

On the basis of your current knowledge of the process of project development and management, list the specific procedures that you would want to follow to complete the pilot project. This should be a joint list if you are working as a team. Therefore, the group must reach a collective decision or agreement on each item. Each activity you list will cost 20 days. Thus, you should be careful not to list too many activities, otherwise you will have very few days remaining for diffusion. However, if you spend very few days on the pilot project you may not have an innovation which is either effective or credible to the community. Thus, there is a trade-off in which somewhere between 6 and 12 specific activities are optimal.

Activity #1 _____ Cost 20 days

Activity #2 _____ Cost 20 days

Activity #3 _____ Cost 20 days

Activity #4 _____ Cost 20 days

Activity #5 _____ Cost 20 days

Activity #6 _____ Cost 20 days

Activity #7 _____ Cost 20 days

Activity #8 _____ Cost 20 days

Activity #9 _____ Cost 20 days

Activity #10 _____ Cost 20 days

Activity #11 _____ Cost 20 days

Activity #12 _____ Cost 20 days

Activity #13 _____ Cost 20 days

Activity #14 _____ Cost 20 days

Activity #15 _____ Cost 20 days

Activity #16 _____ Cost 20 days

Activity #17 _____ Cost 20 days

Activity #18 _____ Cost 20 days

Circle and add for total pilot days [ ]

DIFFUSION PLANNING PHASE: (20 minutes: 2 minutes to read rules, 5 minutes to list possible diffusion activities.

To carry out a successful program to gain acceptance for innovations, it is sometimes necessary to collect information about communication patterns and behavior of potential adopters and to plan a diffusion strategy accordingly. Your team will have 5 minutes to discuss a joint strategy and to select information.

1. Two kinds of activities are available to you: (1) obtaining information about the social structure and communication habits of the community; and (2) selecting appropriate diffusion strategies to encourage citizens to vote for adoption of your project. The information and diffusion strategies available to you, and the time you must spend on each, are provided on page 9. You are free to spend any proportion of your remaining time on each of these two major types of strategies.

2. Each time you take an information step or a diffusion strategy, the cost is subtracted from the work days which you have left for diffusion after the pilot project.

3. The decision as to how much information your team should buy before you take a diffusion step is entirely up to you. Thus, your team may take a diffusion step immediately after asking for a specific piece of information (e.g., asking information about an opinion leader, and then taking a diffusion step which involved that opinion leader) or the players may first ask for as much information as they want about the community and school system (like opinion leadership, radio exposure, literacy, etc.) and then take a number of diffusion steps.

4. Selection of diffusion strategy: #10 must be preceeded by diffusion strategy #1; i.e., you much talk about the innovation with an opinion leader before he will agree to hosting a demonstration in the district. Each opinion leader can be used only once for each strategy.

5. Each diffusion strategy has some value in terms of the number of voters who will be persuaded to vote favorably as a result of that step. There are also cumulative effects; i.e., choosing one diffusion step early may affect the number of adopters for another diffusion step later.

PRECAUTIONS WHICH SHOULD BE TAKEN WHEN USING SPECIFIC DIFFUSION STRATEGIES:
(10 minute group brainstorm: team can use this list later to negotiate bonuses and penalties on chance cards.)

1. When seeking endorsement of opinion leaders:

   a. (example) Don't try to discuss the project at his/her dinner hour.
   b. _____
   c. _____
   d. _____
   e. _____
   f. _____

2. When preparing for and using demonstrations/workshops or meetings:

   a. (example) Don't arrange a meeting place too difficult to find.
   b. _____
   c. _____
   d. _____
   e. _____
   f. _____

3. When preparing for and using media:

   a. (example) Don't prepare a presentation which is too long for the attention span of your audience.
   b. _____
   c. _____
   d. _____
   e. _____
   f. _____

OPINION LEADERS: POTENTIAL AND ACTUAL

	Cost to find Influence	Influence	To gain endorsement		Used to host Demonstration	
			Cost in Days		Cost in Days	
Superintendent	5		20		60	
School Board Chairman	5		30		60	
Local Paper Editor	5		20		50	
High School Principal	5		10		50	
High School Football Coach	5		10		50	
School Board Member	5		20		60	
Local Bank President	5		30		60	
PTA Chairman	5		10		50	
Teacher's Union Leader	5		10		50	
Newsletter Editor	5		10		30	
Director, Pupil Personnel Services	5		10		40	
Young teacher	5		10		30	
Older Teacher A	5		10		40	
Older Teacher B	5		10		40	
Psychiatrist	5		30		60	

Three of the above have large influence.

Three have medium influence.

Four have relatively low influence even though they are opinion leaders.

Four have no following in the community whatsoever, although they are registered voters.

One person actually has negative influence; this person's association with the project will cost you votes.

Five days are charged to find out the relative influence of each person on this list (Large, Medium, Small, None, Negative).

You may use a person from this list without selecting such a card. There is some common sense correspondence between titles and influence but it's <u>not</u> perfect and there are a few surprises.

THE DIFFUSION PHASE (20 minutes):

Carry out your diffusion program by asking the scorekeeper for chance cards corresponding to each strategy one at a time. You may revise your diffusion program at any time without cost and you may ask for additional information steps as you feel you need them.

1. Various chance events affect your success. These events, represented by the chance cards, correspond to reality and may be to your advantage or disadvantage. You must draw and settle a chance card every time you select a diffusion strategy. The way in which you settle a chance event is indicated on the chance card (e.g., demonstration fails = -20 work days). Do not draw chance cards for information steps.

2. Items which you have listed on page 6 as "precautions" can give you bonus days if they roughly correspond to items on the chance cards.

3. Each opinion leader can be used only once for an endorsement and once for a workshop-demonstration. Endorsement must precede workshop.

4. Any time during the play at the cost of 10 days your change agent team may ask for feedback from the scorekeeper to know how many votes are now favorable.

5. This simulation exercise is terminated when you have used all of your 400 work days or when the time allotted by the moderator has expired. The scoring system allows greater success to the players who process and use pertinent information about the district by more wisely choosing among the diffusion strategies. Obtain a post mortem of your choices of strategies from the moderator.

DIFFUSION STRATEGIES AND INFORMATION STEPS

INFORMATION STEPS	COST	DIFFUSION STRATEGIES	COST
A. Actual influence of a potential opinion leader.	5 days	1. Public endorsement by potential opinion leaders.	Variable
B. Community Newspaper Circulation.	5 days	2. Community Newspaper Story.	10 days
C. School Newsletter Circulation.	5 days	3. School Newsletter Story.	10 days
D. Radio Talk Show (average audience).	5 days	4. Radio Talk Show.	10 days
E. PTA average meeting attendance.	5 days	5. PTA Presentation	20 days
F. Open School Board Meeting - average attendance.	5 days	6. School Board Briefing	10 days
		7. Film at PTA Meeting	30 days
G. Cable TV audience	5 days	8. Film discussion on Cable TV	30 days
H. Specially-called meeting attendance for demonstrations, workshops, etc.	5 days	9. Demonstration Workshop	40 days
		10. Demonstration Workshop hosted by a potential opinion leader	Variable
I. Average audience or participation for additional media which your team might propose.	Your own additional ideas	11. _____	10 days
		12. _____	10 days
		13. _____	10 days
		14. _____	10 days
J. FEEDBACK: Straw poll test of number of voters who have been persuaded so far: Ask scorekeeper - lost 10 days			

MULTIPLIER = [ ]

...MATION STEP		DIFFUSION STEP				TOTAL DAYS SPENT	TOTAL ADOPTERS (Cumulative)
...TEP	COST IN DAYS	STEP	COST IN DAYS	CHANCE - COST OR GAIN IN DAYS	NUMBER OF ADOPTERS (Scorekeeper Only)	Pilot Project Total	

...tained from scorekeeper at any time at cost of 10 ...

INNOVATION GUIDE CHECKLIST #6

AWARENESS AND RETRIEVAL OF INFORMATION RESOURCES

[GUIDE Stage III, pp. 77-82 and 87-95 - and Appendix B and C]

1. Have you considered the task of acquiring appropriate information resources? _____
2. Have you read through "Stage III" of the GUIDE? _____
3. Have you scanned the different sections of Appendix B (Major Information Sources)? _____
4. Have you evolved an information acquisition strategy? _____
5. Have you viewed Information Resources in relation to the full cycle of problem solving? _____

Seven Major Purposes of Resource Acquisition (GUIDE p. 78-79)	I have thought about this aspect	I have awareness of IR's on this aspect	I have acquired IR's* on this aspect	Briefly list IR's* acquired	I have adequate grasp of this aspect
Diagnosis					
Awareness					
Trial					
Evaluation-after-Trial					
Installation					
Maintenance					

*[IR = Information Resources]

Checklist #6, continued

6. Access to Information Source Types

	List:	Not aware of any source of this type	This type of source not relevant	This type of source not accessible	This type of source is accessible: Not Used Yet	Used
PRINT SOURCE TYPES						
Major Texts or Reviews of the Subject Area of this Innovation						
Newsletters:						
Information Services ERIC: OTHER:						
Libraries						
Directories & Indices						
Reference Books						
Other Print Sources						

Checklist #6, continued

	List:	Not aware of any source of this type	This type of source not relevant	This type of source not accessible	This type of source is accessible: Not Used Yet	Used
PERSON SOURCE TYPES						
Consulting Organizations						
Individual Consultants						
Academic Institutions						
Individual Professors, Scholars, & Researchers						
Federal Government Agencies						
Professional Associations						
Other School Systems						
Other Individuals in my School System						

7. Have you used an adequate variety of resources? _____

8. Have you spent enough time searching for resources? _____

9. Have you spent enough time reading, listening to, or observing the resources you have acquired? _____

INNOVATION GUIDE CHECKLIST #7

CHOOSING THE SOLUTION

[GUIDE Stage IV, pp. 97-109]

1. *Have you been able to identify some research findings relevant to the change project?*

	Relevant to:			
	the client and context	the manifest problem	the underlying cause(s)	the change process
No search made				
Search made: no findings				
Findings identified and collected				
Findings summarized				
Implications discussed by change team				
Implications discussed with client system				
Implications listed				

List of Implications from Research Findings:	Relevant to:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Checklist #7, continued

2. *Have you generated a range of solutions and solution ideas?*

a. Have you tapped an adequate number of idea sources?

	Not Relevant	Relevant but not solicited	No Ideas	Ideas Heard	Ideas listed	Ideas summarized	Ideas synthesized
(1) from research							
(2) from change team brainstorming							
(3) from brainstorming with clients							
(4) from outside experts							
(5) from students							
(6) from teachers							
(7) from community							

b. What are the major alternatives for action? (List)

(1) _____

(2) _____

(3) _____

(4) _____

Checklist #7; continued

3. *Feasibility Testing: Listing, Analysis, and Rating*

LISTING OF CONSEQUENCES	ALTERNATIVES #1	#2	#3
a. Benefits: Short term			
b. Benefits: Long term			
c. Costs (financial and human): Short term			
d. Costs (financial and human): Long term			
e. Diffusibility Problems forseen			
f. Other Potential Problems forseen			

Checklist #7, continued

3. *Feasibility Testing (continued)*

Alternative Rating Modes
[Rank order: "1-5" scale or use "Hi"-"Med"-"Lo"]

Analysis and Rating Dimensions	Original Alternatives 1	2	3	4	Revised, Combined, Adapted Alternatives 1	2	3
a. Potential BENEFIT							
(1) Number of people helped							
(2) How long it will help							
(3) How much will it help on diagnosed problem							
(4) How much positive side effects							
(5) Negative effects if it works							
(6) Negative effects if it fails to work							
(7) Over-all benefit							
b. WORKABILITY							
(1) Evidence that the innovation will deliver as hoped							
(2) Evidence of reliability of performance							
(3) The client can afford financial cost							
(a) for trial							
(b) for initial purchase & installation							
(c) for maintenance over long haul							
(4) The client can afford the human investment and cost							
(a) for trial							
(b) for initial purchase & installation							
(c) for maintenance over long haul							
(5) There is a good cost-to-benefit ratio							
(6) Client has the necessary staff							
(7) Innovation is adequately developed (see GUIDE p. 118 "2f")							
(8) Over-all workability							
c. DIFFUSIBILITY							
(1) Congruent with client values							
(2) Can be demonstrated easily-conveniently							
(3) Can be tried out by client on limited basis							
(4) Adequately packaged and labelled							
(5) Over-all diffusibility							

Checklist #7, continued

4. *Adaptation*

Is a trial phase planned? _____

Is a trial component of the proposed change going to be tested before the whole program is tried? _____

Is a trial group within the client system going to try out the change before all of the system tries? _____

Will there be evaluation of the trial effort? _____

Will the proposed change be seriously reconsidered after results of trial are in? _____

Will efforts be made to change the innovation as a result of trial experiences? (e.g., adding more elements, better packaging, combining, eliminating elements.) _____

Will more than one innovation idea be tried out? _____

Will they be tried out in such a way that their impact can be compared? _____

INNOVATION GUIDE CHECKLIST #8

GAINING ACCEPTANCE

[GUIDE Stage V, 111-132]

I. Preparation

a. Have you developed a plan for gaining acceptance? _____

b. Has the plan been specified in activities? _____
...persons to be contacted? _____
...steps in sequence? _____

c. Has the plan been shared, critiqued, and revised by all the members of the change team? _____

d. Does the plan take adequate account of the norms, values, characteristics of the client system? _____

e. Do you have ways to evaluate the success of your strategy as it goes along? _____

f. Will you be able to alter your strategy if it is not working? _____

g. What specific steps have you taken to prepare for the following?

(1) Promotion (to build awareness)

(2) Informing (to build interest and to satisfy information seeking)

(3) Demonstration (to allow pre-trial evaluation)

(4) Training (to help insure successful trial and adoption)

(5) Servicing (to help adoption and integration)

(6) Nurturing, consulting, and psychological support (to help integration)

Checklist #8, continued

2. Progress Record

		WHERE THEY ARE AT: Awareness	Interest	Evaluation (indicate +/-)	Trial	Adoption	Integration
Key Members ("Stepping Stones") of the Client System	Innovators						
	Resistors						
	Formal Leaders Administrators Elected Officials						
	Informal Leaders of Opinion in the Community...						
	...in the schools						
	The School Staff as a Whole						
	Community as a Whole						

Checklist #8, continued

3. Diagnosing the Forces For and Against the Innovation

	FORCES FAVORING		FORCES OPPOSING	
	List	Rank of Importance	List	Rank of Importance
Characteristics of the Innovation				
Norms				
Key People				
Other Factors				

What can be done to reduce, redirect or eliminate the impact of the most important *opposing* forces?

What can be done to enhance and/or maximize use of the *favoring* forces?

INNOVATION GUIDE CHECKLIST #9

INSURING CONTINUANCE

[GUIDE Stage VI., pp. 133-136]

1. Rewards Continuing Over Time

For Whom	What rewards	How much	How constant over time	How visible over time
Administration				
Teachers and Staff				
Students				
Community				

2. Practice and Routinization

a. Has a continuing program of in-service training relevant to the innovation been instituted? _____

b. Are new users continuing to be introduced to the innovation? _____

c. Are users given a chance to practice on their own without heavy surveillance and risk of public censure? _____

d. Do users now accept the innovation as a regular part of their work? _____

3. Structural Integration

a. Is the innovation now accepted as a regular part of the school budget? _____

b. Have schedules been rearranged permanently to make provision for the innovation? _____

c. Have staff and student work loads been adjusted to make way for the innovation? _____

d. Has there been official recognition that the innovation is here to stay? _____

Checklist #9, continued

4. Continuing Evaluation

a. Has a continuing evaluation procedure been instituted? _____

b. Is there adequate budget for evaluation? _____

c. Are there staff on board with adequate skills for continuing evaluation? _____

d. Is evaluation recognized and accepted by users as necessary and useful? _____

e. Are evaluations read and attended to by users? _____
administrators? _____

f. Is evaluation fed back to the developers of the innovation to improve its long term effectiveness? _____

5. Maintenance

a. Are relevant materials (if any) and other consumable supplies maintained at adequate levels? _____

b. Is related equipment (if any) kept in good repair? _____

c. Are users regularly given help and advice when they encounter difficulties? _____

d. Is feedback from evaluation used regularly to help users improve their utilizations? _____

6. Continuing Adaptation Capability

a. Are users able to adapt the innovation to fit their special circumstances? _____

b. Is feedback from evaluation and from users (staff or students) used to reshape the innovation? _____

c. Is adoption of the innovation regularly reviewed to see if it is still the most suitable and effective product or practice of its type available? _____

MERRIMACK EDUCATION CENTER

TITLE III ESEA EVALUATION

Interview Questionnaire

The purpose of this interview is to get your (Project Director) views on how the project is going up to now and perhaps to explore aspects of project management which you feel might be improved in the short time remaining between now and June.

There are three objectives to these field visits we are making now. The first, and perhaps most important, is to determine ways in which we might help out with the concluding phases of the project, especially with issues of long-term maintenance and dissemination. Secondly, we want to get some information from each of the projects which we can use later in the workshop sessions we have remaining. The third is to collect information for the State on the problems and progress of this last year of Title III which will help the Title III staff do a better job next year.

Do you have any questions at this point before we begin?

1. Would you describe your project to me?

2. How is your project going at this point? (Interviewer will need to ask leading questions to move response from yes/no)

3.a) Who are the people that your project serves directly?

3.b) Are there others who also receive benefits? Who are they and what benefits do they receive?

4. Given the choices on this card, how would you describe your project?

a) ____ It is a very new and unique concept as far as you know.

b) ____ It is new at least as far as your region or district is concerned.

c) ____ It is new at least for the particular client group you are working with.

d) ____ It is not really innovative at all.

5. If you consider your project innovative, will you explain what you view as the most innovative aspects? (After the initial response ask--Can you think of any other innovative aspects of your project?)

6. Do you see your project as an example of problem solving? Can you explain what you mean by this?

7.a) How would you define your role in the project?

7.b) What percentage of your total time is spent on project duties?

7.c) What sort of work do you perform in addition to this project?

8. There are a number of different terms that various people use to describe the roles they fill on Title III projects, and usually someone defined formally as the "director" fills many of these roles simultaneously or consecutively. I would like to give you a list of the roles and ask you to make a rough guess as to the percentage of your total project time you devote to each of them. (only roles you feel you spend time in)

[Provide interviewee the following list of roles:]

a) What percentage of your time is spent on the following roles: (Note: Do not need to add up to 100%)

____a) manager/administrator of the project

____b) key decision-maker

____c) researcher

____d) trainer-teacher

____e) disseminator

____f) catalyst (someone who incites others to action and to articulate their needs)

____g) consultant (helping others to help themselves)

____h) solution provider (offering explanation and solutions)

____i) solution adapter (someone who takes innovations or innovative ideas developed elsewhere and reshapes them in some way to fit the local scene)

____j) solution implementer

____k) resource linker (ask respondent to indicate what resources he is thinking of)

b) (After examining the percentages of time spent on various roles, ask the project director to give a brief description of what is meant by each of the roles that take up the largest percentage of his/her time)

[Note: If project director spends less then 50% of his/her time on project, then have two people present, i.e., the one who is doing the work.]

9. Timespan and Timeline of Project Stages

We would now like to get some perspective on the major steps or stages in this project, simply from the point of view of when they happened and how long they lasted. In responding here, I would like you to think not just of the activities as specified in your proposal but to look at the project in the larger sense which probably started much further back and will extend into the future, perhaps well beyond this summer. I am going to provide you a chart with 12 possible stages that might have taken place. If you cannot pinpoint or identify some of these for your project, that is quite understandable. Otherwise, try to give a date roughly to the nearest month if possible.

(Refer to Timeline of Project Stages)

10. Have you been able to build relationships with people in key positions? (Those who authorize, unlock doors to funds, clients, etc.?)

a) Who are they?

b) What kind of effort was needed to acquire these relationships?

c) How do you maintain these relationships?

d) Are there any current problems in areas where the relationships could be improved? [If yes, then probe for barriers.]

11. How well have you continued to assess and diagnose needs and problems? Can you explain your answer further?

12. How much effort has gone into assessment and diagnosis? (Use card)

____ none

____ minimal

____ reasonable amount

____ large amount

____ extremely large amount

13. To what extent are you satisfied with the financial support the project has received thus far? (use card)

____ money left over (how much?)

____ adequate funds

____ not enough (how much more would you need to adequately complete your objective?)

14. Do you anticipate acquiring adequate financial resources to continue the project? What kinds of activities did you employ (or contemplate) to meet the need of adequate funding?

15. a) What is the amount of effort and degree of success so far in searching for and acquiring information and/or products and materials for the project? (give card)

— responses

15.b) Can you explain including types of activities, problems and difficulties encountered?

16.a) Have you considered or developed alternative solutions for project objectives different from those expressed at the start of your project?

16.b) If so, how did the alternatives emerge?

16.c) Have any new alternatives emerged since the project was funded?

16.d) What process was used (if any) to adapt or test the solution chosen before implementation?

17.a)Do you have plans for diffusion of this project or its findings?

17.b)What activities are contemplated?

17.c)How will they be supported?

18.a)Have specific steps been taken to insure the continuance of the project after July? What are they?

ERIC

18.b) Have steps been taken to insure the durability of the accomplishments of the project after July? What are they?

19. How are you evaluating the benefits (outcomes) of the project? [What criteria? Qualitative or quantitative means? Can you provide this to us?]

20. Can you think of any questions we should have asked but didn't?

TIMELINE OF PROJECT STAGES

	Not Sure	1973 or earlier	1974	1975 Jan. Feb.	1975 Mar. Apr.	1975 May June	1975 July Aug.	1975 Sept. Oct.	1975 Nov. Dec.	1976 Projected Jan. Feb.	1976 Projected Mar. Apr.	1976 Projected May June	1976 Projected July or later
A. When did the basic ideas behind the project originate?													
B. When did the project originate?													
C. When did you first establish relationships with key persons?													
D. When did you establish relationships with the direct clients of the project, with people in key power positions with respect to the project, those who authorize, who unlock the doors to funds, resources, clients, etc.?													
E. When did you establish relationships with the indirect clients of the project?													
F. When did you become aware of the problem described in your project?													
G. When did you complete the initial needs assessment?													
H. When did you begin the reassessment or ongoing need definition?													
I. When were objectives first established?													
J. Have your objectives been altered? If so, when?													
K. When were you notified of official approval of project funding?													
L. When did you initiate a resource search? When did you seek out resources?													
M. When did you actually begin implementation of your project?													
N. Have you conducted diffusion activites? If so, when did you begin?													
O. When were outcomes of the project evaluated or benefits assessed in any formal sense?													

APPENDICES
PROJECT INDEX
PROJECT BIBLIOGRAPHY

INCLUDED IN THIS PACKET ARE:

- THE TRAINING AGENDA APPENDIX
- THE TECHNICAL APPENDIX
- PROJECT INDEX
- BIBLIOGRAPHY

ERIC

SUMMARY SECTION

T3-75-76-01	MANAGEMENT TRAINING PROGRAM FOR EDUCATIONAL LEADERSHIP Hampshire Educational Collaborative/Amherst Public Schools
T3-75-76-02	PROJECT INTERSERV Attleboro School Department
T3-75-76-03	PROJECT EIGHT Quabbin Regional Junior/Senior High School; Barre, Ma.
T3-75-76-04	COMMUNITY FAMILY LIFE EDUCATION Billerica Public Schools
T3-75-76-05	AN INSERVICE PROGRAM TO TRAIN JUNIOR HIGH SCHOOL REGULAR CLASSROOM TEACHERS TO EVALUATE AND ASSIST CHILDREN WITH SPECIAL NEEDS Watertown Public Schools in collaboration with Boston University
T3-75-76-06	STUDENT LEADERSHIP TRAINING FOR MULTI-ETHNIC SETTINGS Boston Public Schools
T3-75-76-07	BOSTON THEATRE ARTS PROGRAM Boston Public Schools
T3-75-76-08	CURRICULUM DEVELOPMENT PROJECT AROUND THE NEEDS OF LOW-INCOME YOUTH Cambridge School Department/The Group School, Cambridge
T3-75-76-09	THE DIAGNOSTIC CLASSROOM PROJECT AND PUBLISHED TESTS SUPPLEMENT Educational Collaborative of Greater Boston (EDCO)
T3-75-76-10	IPSWICH ENVIRONMENTAL AND CIVIC ACTION PROJECT Ipswich Public Schools
T3-75-76-11	THE ACTION LEARNING PROJECT OF HAMPSHIRE REGIONAL HIGH SCHOOL Hampshire Regional School District, Easthampton
T3-75-76-12	PROJECT OPEN Fall River Public Schools
T3-75-76-13	PEER GROUP TEACHING OF THE METRIC SYSTEM Everett Public Schools
T3-75-76-14	PROJECT RENEWAL Everett Public Schools
T3-75-76-15	A MIDDLE GRADES INTERDISCIPLINARY PROGRAM IN ENVIRONMENTAL EDUCATION Hadley Public Schools
T3-75-76-16	GLOUCESTER MUSEUM PROJECT "HOW GLOUCESTER WORKS" Gloucester Public Schools

SUMMARY SECTION -2

T3-75-76-17 DRIVER EDUCATION AND TRAINING PROGRAM FOR THE PHYSICALLY AND MULTIPLY HANDICAPPED
Worcester Vocational School Department/Easter Seal Society

T3-75-76-18 PROJECT ACT: ACTION CURRICULUM TRAINING
Hampden-Wilbraham Regional School District, Minnechaug

T3-75-76-19 WATERTOWN READING RESOURCE ROOM AND DROP-IN CENTER
Watertown Public Schools/EDCO

T3-75-76-20 A DIAGNOSTIC-PRESCRIPTIVE ADAPTED PHYSICAL EDUCATION PROGRAM FOR CHILDREN WITH SPECIAL NEEDS
Walpole Public Schools

T3-75-76-21 OCCUPATIONAL PROGRAM IN A UNIVERSAL SETTING (O.P.U.S.)
Gill-Montague Regional School District, Turner Falls

T3-75-76-22 PROJECT EXPLORATION
North Middlesex Regional School District, Townsend

T3-75-76-23 A TEACHERS CENTER: PROFESSIONAL RESPONSIBILITY IN STAFF DEVELOPMENT THROUGH THE COOPERATIVE EFFORTS OF SUDBURY, LINCOLN-SUDBURY, LINCOLN, ACTION, MAYNARD, AND CARLISLE TEACHERS
Sudbury Public Schools

T3-75-76-24 LABORATORY FOR LIVING
Shrewsbury School Department

T3-75-76-25 ACT III: ARTS FOR CHILDREN AND TEACHERS/PHOTOGRAPHY, MOVEMENT AND DRAMA
Saugus Public Schools

T3-75-76-26 THE DEVELOPMENT OF MATH LABORATORIES WITH METRIC AND INSERVICE
Pembroke Public Schools

T3-75-76-27 PROJECT APPRAISAL
Foxboro Public Schools/Project SPOKE, Norton, MA.

T3-75-76-28 INDIVIDUALIZING IN STAGES: EVOLUTIONARY EDUCATIONAL CHANGE
Northbridge Public Schools

T3-75-76-29 NORTH SHORE ALTERNATIVE EDUCATION PROGRAM
Masconomet Regional School District (Boxford) in collaboration with the North Shore Community College

SUMMARY SECTION -3

T3-75-76-30 P.L. 766 - THE IMPETUS OF MAINSTREAMING -- BREAKING THE BARRIERS, BRIDGING THE GAP
Melrose Public Schools

T3-75-76-31 MARLBOROUGH ENERGY CONSERVATION CORPS
Marlborough Public Schools

T3-75-76-32 LEXINGTON TEACHER TRAINING PROGRAM
Lexington Public Schools

SUBJECT INDEX

ACTION-ORIENTED CURRICULUM

Action Learning Project of Hampshire Regional High School. Hampshire Regional School District. (Easthampton.) 55p. T3-75-76-11. The program integrates real-world experiences into classroom courses and conducts weekend vacation adventure programs to increase student awareness of recreational and social resources available to them.

A Middle Grades Interdisciplinary Program in Environmental Education Through a Hadley Environmental Laboratory Project. Hadley Public Schools. 72p. T3-75-76-15. An action-oriented problem-solving environmental program to serve as a community catalyst in developing environmental ethics and as a model for implementation by other schools.

Project ACT: Action Curriculum Training. Hampden-Wilbraham Regional School District (Minnechaug). 100p. T3-75-76-18. Through the use of high stress physical challenges and experiential curriculum, the project will foster growth in student self-esteem, increased sense of mastery, acceptance and trust in diverse peers, decision-making skills and enthusiasm for learning.

Project Exploration. North Middlesex Regional School District (Townsend). 54p. T3-75-76-22. Project Exploration is designed to be a learning-by-doing program dealing with both cognitive and affective learning.

ADAPTED PHYSICAL EDUCATION

A Diagnosis-Prescriptive Adapted Physical Education Program for Children with Special Needs. Walpole Public Schools. 53p. T3-75-76-20. To develop and conduct a demonstration diagnostic-prescriptive adaptive physical education program for special needs children in grades K-12.

AFFECTIVE EDUCATION

Laboratory for Living. Shrewsbury Public Schools. 42p. T3-75-76-24. A project oriented toward affective needs of ninth graders in a medium-sized suburban system.

AGRICULTURAL EDUCATION

Occupational Program in a Universal Setting (O.P.U.S.). Gill-Montague Regional School District (Turner Falls). 80p. T3-75-76-21. A planning grant to develop an agricultural laboratory focusing on the general students, special needs students, and vocationally-oriented students.

ALTERNATIVE EDUCATION

Curriculum Development Project around the Needs of Low-Income Youth. Cambridge School Department; The Group School (Cambridge). 95p. T3-75-76-08 Relevant classroom materials are provided for secondary teachers in the areas of ethnic and class issues, sex role issues, and work issues in dealing with low-income youths.

North Shore Alternative Education Program. Masconomet Regional School District (Boxford) in collaboration with North Shore Community College. 150p. T3-75-76-29. The objectives of the program are (1) to develop a resource center, (2) to provide technical services, (3) to offer courses and training units, (4) to prepare a manual for assessment, and (5) to establish a service-learning component for 100 youth, ages 14-21.

ART EDUCATION

ACT III -- Arts for Children and Teachers: Photography, Movement, and Drama. Saugus Public Schools. 45p. T3-75-76-25. Activities in photography, movement and drama for all elementary pupils including special needs children will take place in all subject matter areas and will be presented to the children by both specialists and classroom teachers.

Boston Theatre Arts Project. Boston School Department. 98p. T3-75-76-07. A program that will pilot a curriculum for students as well as a teacher training component to disseminate techniques of theatre arts for classroom use.

DIAGNOSTIC PROGRAMS/EVALUATION

The Diagnostic Classroom Project and Published Tests Supplement. Education Collaborative for Greater Boston [EDCO], (Cambridge). 180p. T3-75-76-09. The goals of the project are (1) the development of a diagnostic classroom to design, develop and select instructional and testing materials, and (2) model site implementation, teacher preparation, student referral, and replication.

A Diagnostic-Prescriptive Adapted Physical Education Program for Children with Special Needs. Walpole Public Schools. 53p., T3-75-76-20. Develop and conduct a demonstration diagnostic-prescriptive adaptive physical education program for special needs children in grades K-12.

Project Appraisal. Foxborough Public Schools/Project SPOKE. 98p. T3-75-76-27. A systematic approach to evaluation to assess the effectiveness of special needs programs and to comply with mandates under Chapter 766.

DIAGNOSTIC PROGRAMS/EVALUATION (continued)

Project Renewal. Everett Public Schools. 94p. T3-75-76-14. Trains 12 teachers in grades 2 and 4 to individualize instruction in reading and math through criterion reference tests and the use and creation of instructional materials.

DRIVER EDUCATION

Driver Education and Training Program for the Physically and Multiply Handicapped. Worcester Vocational School Department/Massachusetts Easter Seal Society. 180p. T3-75-76-17. Fifty physically and multiply handicapped student drivers are trained to become safe licensed drivers.

ENVIRONMENTAL EDUCATION/OUTDOOR EDUCATION

Action Learning Project of Hampshire Regional High School. Hampshire Regional School District (Easthampton). 55p. T3-75-76-11. The program integrates real-world experiences into classroom courses and conducts weekend vacation adventure programs to increase student awareness of recreational and social resources available to them.

Ipswich Environmental and Civic Action Project. Ipswich Public Schools. 75p. T3-75-76-10. Provides opportunities for high school students to understand and actively deal with issues of nature, economics and politics in their own community.

Marlborough Energy Conservation Corps. Marlborough Public Schools. 64p. T3-75-76-31. A pilot program involving up to 25 high school juniors and/or sophomores in cross-age teaching, research, publication, town affairs, problem solving, and material development as regards Marlborough's response to the energy crisis.

A Middle Grades Interdisciplinary Program in Environmental Education Through a Hadley Environmental Laboratory Project. Hadley Public Schools. 72p. T3-75-76-15. An action-oriented problem-solving environmental program to serve as a community catalyst in developing environmental ethics and as a model for implementation by other schools.

Project Exploration. North Middlesex Regional School District (Townsend). 54p. T3-75-76-22. Project Exploration is designed to be a learning-by-doing program dealing with both cognitive and affective learning.

FAMILY LIFE EDUCATION

Community Family Life Education. Billerica Public Schools. 49p. T3-75-76-04. The program proposes group workshops and individual counseling to meet student-centered needs, involving the entire community in the process.

HISTORY

Gloucester Museum Project: "How Gloucester Works." Gloucester Public Schools. 80p. T3-75-76-16. An action style museum aimed primarily at high school students which will conduct oral history archives, house craft classes, conduct tours and studies of Gloucester's history and serve as a forum for display and discussion of Gloucester's development.

INDIVIDUALIZED INSTRUCTION

Individualizing in Stages: Evolutionary Educational Change. Northbridge Public Schools. 71p. T3-75-76-28. A project designed to assist teachers in individualizing instruction in arithmetic and to raise elementary students' achievement scores in arithmetic.

Project Renewal. Everett Public Schools. 94p. T3-75-76-14. Trains 12 teachers in grades 2 and 4 to individualize instruction in reading and math through criterion reference tests and the use and creation of instructional materials.

INSERVICE EDUCATION

The Development of Math Laboratories with Metric and Inservice. Pembroke School Department. 51p. T3-75-76-26. A comprehensive program to teach the metric system to school and community.

An Inservice Program to Train Junior High School Regular Classroom Teachers to Evaluate and Assist Children with Special Needs. Watertown Public Schools, in collaboration with Boston University. 52p. T3-75-76-05. Strengthen the capacity of 14 regular classroom teachers in the West Junior High School to meet needs of special needs students in their classrooms.

Lexington Teacher Training Program. Lexington Public Schools. 87p. T3-75-76-02. The project proposes to use materials (tapes and booklets on integrating children with special needs into the regular classroom that were developed in 1972-74) for teacher education and to evaluate their effectiveness.

INSERVICE EDUCATION (continued)

Management Training Program for Educational Leadership. Hampshire Educational Collaborative (Amherst). 70p. T3-75-76-01. A project designed to address the need for inservice education and renewal of educational leaders among the 13 school districts in 22 towns and cities in Hampshire County.

PL 766: The Impetus for Mainstreaming: "Breaking the Barriers, Bridging the Gap." Melrose Public Schools. 125p. T3-75-76-30. Bringing together community people, students, and teachers to have them share their concerns and come to understand special needs students with experts in the field; develop materials for special needs students; and become trainers of other community persons.

Project Interserv. Attleboro Public Schools. 160p. T3-75-76-02. A system-wide teacher center program for the sharing of teaching skills through individualized "interservice," a term used to emphasize that teachers themselves design, implement and evaluate the program.

Project OPEN. Fall River Public Schools. 123p. T3-75-76-12. A project to prepare teachers for a smooth transition from self-contained classrooms to an open space high school designed for comprehensive education.

A Teachers Center: Professional Responsibility in Staff Development and Self-Renewal. Sudbury Public Schools. 85p. T3-75-76-23. Bringing teachers together to involve and utilize the talents of teachers in staff development/self-renewal process.

Watertown Reading Resource Room and Drop-In Center. Watertown Public Schools. 145p. T3-75-76-19. A center which provides parents and teachers with skills and materials in working with youngsters.

INTERDISCIPLINARY APPROACH

Action Learning Project of Hampshire Regional High School. Hampshire Regional School District (Easthampton). 55p. T3-75-76-11. The program integrates real-world experiences into classroom courses and conducts weekend vacation adventure programs to increase student awareness of recreational and social resources available to them.

A Middle Grades Interdisciplinary Program in Environmental Education Through a Hadley Environmental Laboratory Project. Hadley Public Schools. 72p. T3-75-76-15. An action-oriented problem-solving environmental program to serve as a community catalyst in developing environmental ethics and as a model for implementation by other schools.

MATHEMATICS

The Development of Math Laboratories with Metric and Inservice. Pembroke School Department. 51p. T3-75-76-26. A comprehensive program to teach the metric system to school and community.

Individualizing in Stages: Evolutionary Educational Change. Northbridge Public Schools. 71p. T3-75-76-28. A project designed to assist teachers in individualizing instruction in arithmetic and to raise elementary students' achievement scores in arithmetic.

Peer Teaching of the Metric System. Everett Public Schools. 75p. T3-75-76-13. Introduces the metric system to K-6 students by using high school and junior high school students.

Project Renewal. Everett Public Schools. 94p. T3-75-76-14. Trains 12 teachers in grades 2 and 4 to individualize instruction in reading and math through criterion reference tests and the use and creation of instructional materials.

MINI COURSES

Project EIGHT. Quabbin Regional High School (Barre). 40p. T3-75-76-03. Mini courses for 7th graders in the following areas: creativity, business, career awareness, health, music, industrial arts, home economics, self-school/learning.

PEER TEACHING/CROSS-AGE TEACHING

Peer Teaching of the Metric System. Everett Public Schools. 75p. T3-75-76-13. Introduces the metric system to K-6 students by using high school and junior high school students.

Marlborough Energy Conservation Corps. Marlborough School Department. 64p. T3-75-76-31. A pilot program involving up to 25 high school juniors and/or sophomores in cross-age teaching, research, publication, town affairs, problem solving and material development as regards Marlborough's response to the energy crisis.

OPEN PLAN SCHOOLS

Project OPEN. Fall River Public Schools. 123p. T3-75-76-12. A project to prepare teachers for a smooth transition from self-contained classrooms to an open space high school designed for comprehensive education.

READING

Project Renewal. Everett Public Schools. 94p. T3-75-76-14. Trains 12 teachers in grades 2 and 4 to individualize instruction in reading and math through criterion reference tests and the use and creation of instructional materials.

Watertown Reading Resource Room and Drop-In Center. Watertown Public Schools. 145p. T3-75-76-19. A center which provides parents and teachers with skills and materials in working with youngsters.

SPECIAL EDUCATION

The Diagnostic Classroom Project and Published Tests Supplement. Education Collaborative for Greater Boston [EDCO], (Cambridge). 180p. ~~T3-75-76-09~~. The goals of the project are (1) the development of a diagnostic classroom to design, develop and select instructional and testing materials and (2) model site implementation/teacher preparation, student referral and replication.

A Diagnostic-Prescriptive Adapted Physical Education Program for Children with Special Needs. Walpole Public Schools. 53p. T3-75-76-20. Develop and conduct a demonstration diagnostic-prescriptive adoptive physical education program for special needs children in grades K-12.

Driver Education and Training Program for the Physically and Multiply Handicapped. Worcester Vocational School Department/Massachusetts Easter Seal Society. 180p. T3-75-76-17. Fifty physically and multiply handicapped student drivers are trained to become safe licensed drivers.

PL 766: The Impetus for Mainstreaming: "Breaking the Barriers, Bridging the Gap." Melrose Public Schools. 125p. T3-75-76-30. Bringing together community people, students, and teachers to have them share their concerns and come to understand special needs students with experts in the field; develop materials for special needs students; and become trainers of other community persons.

An Inservice Program to Train Junior High School Regular Classroom Teachers to Evaluate and Assist Children with Special Needs. Watertown Public Schools in collaboration with Boston University. 52p. T3-75-76-05. Strengthen the capacity of 14 regular classroom teachers in the West Junior High School to meet needs of special needs students in their classroom.

Lexington Teacher Training Program. Lexington Public Schools. 87p. T3-75-76-32. The project proposes to use materials (tapes and booklets on integrating children with special needs into the regular classroom developed in 1972-74) for teacher education and to evaluate their effectiveness.

SPECIAL EDUCATION (continued)

Project Appraisal. Foxborough Public Schools/Project SPOKE. 98p. T3-75-76-27. A systematic approach to evaluation to assess the effectiveness of special needs programs and to comply with mandates under Chapter 766.

STUDENT LEADERSHIP

Student Leadership Training for Multi-Ethnic Settings. Boston Public Schools. 35p. T3-75-76-06. Train core group of students in leadership and awareness skills to function as peer group leaders.

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About MEC

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