ABSTRACT
        Three purposes are listed for this paper: (1) to
share the results of a national survey of vocational education
exemplary projects; (2) to emphasize the importance of a project
director's communication with five clientele audiences; and (3) to
suggest specific actions likely to result in institutionalization of
a demonstration project. A brief procedural overview is presented of
the national survey which investigated the activities of
demonstration project directors through questionnaire/interview
contacts with two groups: a primary population consisting of the
project directors of the projects funded between 1970 and 1973; and a
secondary population consisting of the sites using results from the
projects. The remainder of the paper is an outline listing suggested
activities of project directors which, based on the study findings,
can lead to effective implementation and institutionalization. The
activities are listed as they relate to five key clientele audiences:
host site decision makers, project staff, community representatives,
students, and potential replication site representatives. Because
timing is a critical factor in the success of a project, the
suggested activities with each audience are discussed in relation to
three phases of a project: pre-grant period, grant period, and
post-grant period. In summary, a list is provided of eight suggested
guidelines for project directors as they implement a demonstration
project. (VB)

DEMONSTRATION PROJECTS: IMPLEMENTATION AND INSTITUTIONALIZATION

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DEMONSTRATION PROJECTS: IMPLEMENTATION AND INSTITUTIONALIZATION[1]

INTRODUCTION

The demonstration project represents one of the most cost-effective and beneficial ways of implementing innovations known today. Demonstration projects are one of the most promising activities in the continuing effort to improve education in general. This discussion focuses on demonstration projects in Vocational Education. Public Law 90-576 of 1968 brought Federal support of demonstration projects to Vocational Education in order to increase the use of tested materials and activities in local school districts. In July 1970 the first projects were initiated.

There are two primary audiences for a demonstration project: (1) persons in other school districts who are in a position to accept, modify, or reject the innovation, and (2) persons in the host district who are likely to continue or discontinue the innovation being demonstrated. Success may be defined by either audience: the spread of the innovation to other school districts or the institutionalization of the project on site. Implementation, for purposes of this discussion, is defined as the planning and operating dimensions of a demonstration project.

Demonstration, as it is used in this discussion, is defined as a phase in the diffusion process in which the educational project is exhibited in its specific setting, allowing potential users to observe it in operation, examine evidence of its effectiveness, and judge its potential use in their own educational setting (Hull and Bina, 1977a). This definition is based on the assumption that a validated product or practice is being demonstrated.

Studies such as the COVERD report (1976) found limited documented evidence of the use of tested materials in local school districts. The Rand study (1975) and the Development Associates, Inc. study (1975) reported similar findings. An analysis of these studies (Magisos and Moore, 1977) provides further insights concerning the problem. Available evidence also indicates that even in demonstration sites, optimum use of validated materials and practices rarely takes place when outside funds terminate.

There are three purposes of this paper: (1) to share the results of a national survey of Vocational Education exemplary projects; (2) to emphasize the importance of communicating with five clientele audiences; and (3) to suggest specific actions likely to result in institutionalization of a demonstration project. The following comments are based on the results of this national survey (Hull and Bina, 1977b). A demonstration guide (Bina and Hull, 1977) also has been developed for use by project directors.

OVERVIEW OF THE NATIONAL STUDY

This discussion is based on a recent national study funded by the Bureau of Occupational and Adult Education, USOE, to investigate activities of the project director of demonstration projects. Two populations were identified: the primary population consisted of the project directors of exemplary projects

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funded between 1970 and 1973; and the secondary population consisted of the sites using results from the funded exemplary projects. Both populations were limited to the adjoining 48 states.

The exemplary project director survey had a 92 percent response rate for the 59 sites funded between 1970-1973. The response rate for the sites using the results of exemplary projects was 50 percent of the 78 sites. Interviews were conducted with 26 individuals at 17 different sites in 11 states to obtain perceptions on implementing demonstration projects.

Although project decisions and activities are typically based on judgment, it is important to recognize that the study of activities of demonstration project directors can improve their performance. Although the following is not a comprehensive list, key actions and activities relevant to the majority of demonstration projects have been highlighted. In practice, these actions are not mutually exclusive. The activities will be addressed as they relate to five key clientele audiences: (1) host site decision-makers; (2) project staff; (3) community representatives; (4) students; and (5) potential replication site representatives. Because timing is a critical factor in the success of a project, the specific actions with each audience will be further discussed in the three time phases of a demonstration project: (1) pre-grant period; (2) grant period; and (3) post-grant period. The pre-grant period begins when an idea is being developed for demonstration purposes. Planning is the key activity of this time period. The grant period begins with day one of the funded period. Operating the demonstration project occurs during this time period. The termination of funding initiates the post-grant period. Table 1 on the next page indicates the structure of this paper.

Table 1

DEMONSTRATION PROJECT ACTIVITIES BY PROJECT TIME PERIOD AND CLIENTELE AUDIENCES.[1]

CLIENTELE AUDIENCES	TIME PERIODS		
	1. Pre-grant	2. Grant	3. Post-grant
1. Host Site Decision-Makers	1.1 1.1.1 1.1.2 1.1.3	1.2 1.2.1 1.2.2 1.2.3 1.2.4	1.3 1.3.1 1.3.2 1.3.3
2. Project Staff	2.1 2.1.1 2.1.2 2.1.3	2.2 2.2.1 2.2.2 2.2.3 2.2.4 2.2.5	2.3 2.3.1 2.3.2
3. Community Representatives	3.1 3.1.1 3.1.2	3.2 3.2.1 3.2.2 3.2.3 3.2.4	3.3 3.3.1 3.3.2
4. Students	4.1 4.1.1 4.1.2	4.2 4.2.1 4.2.2 4.2.3	4.3 4.3.1 4.3.2
5. Potential Replication Site Representatives	5.1 5.1.1 5.1.2 5.1.3	5.2 5.2.1 5.2.2 5.2.3 5.2.4 5.2.5 5.2.6	5.3 5.3.1 5.3.2

[1] Each cell of the matrix has action statements which are based on findings of the study, perceptions of project directors during site visits, and a review of literature. Specific actions for each number in the cells are discussed in the paper.

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The suggested actions are based on the findings of the study, the perceptions shared by project directors and staff during interviews on site, and a review of literature.

1. **Host Site Decision-Makers**

The project director must relate to the following decision-makers: (1) funding sponsors, typically the federal government; (2) school district officials including the board of education, the superintendent, the business manager, principals and faculty members at the host site; and (3) state department of education officials.

1.1 Pre-grant activities include:

1.1.1 <u>Submit written project plan to local officials.</u>

The goals and objectives of the project should be consistent with the intent of the sponsor as well as the school district's goals and objectives.

1.1.2 <u>Become familiar with rules and regulations of the school district.</u>

Knowledge of the business procedures of the district is invaluable to the project director. Discuss specific details with the business manager to foster cooperation throughout the project.

1.1.3 <u>Secure tentative endorsement by local officials.</u>

Endorsement by the key decision-makers is an on-going process and is frequently accomplished on an incremental basis. Timing of endorsements is critical. Support from decision-makers should be secured as early as possible. Be prepared to "sell" the project to this key audience.

1.2 During the demonstration grant period the project director can:

1.2.1 <u>Provide results of formative (process) evaluation to decision-makers.</u>

Establish a periodic schedule for providing project feedback based on formative evaluation to decision-makers. A key finding of the study indicated that increased frequency of evaluation enhances project success.

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1.2.2 <u>Involve decision-makers on a frequent basis.</u>

Decision-makers should have opportunities to
be involved in the project. Project visits
by board of education members could be scheduled
prior to a regular board meeting. In addition,
presentations to the board, administrators and
building principals should be conducted.

1.2.3 <u>Seek endorsement of project by school officials.</u>

Decision-makers can use the evaluation results as a
basis for continued and increased support. Numerous
project directors cited the value of a supportive
decision-maker in successful projects.

1.2.4 <u>Develop informal linkages with faculty members.</u>

Faculty members, especially opinion leaders,
will be supportive if they are involved. These
linkages are developed through formal presenta-
tions as well as during informal conversations.

1.3 At the termination of project funds, the actions of the project
director can continue to reap benefits. Selected activities of
the post-grant phase include:

1.3.1 <u>Provide results of summative (product) evaluation.</u>

Due to busy schedules and competitive forces, the
summative evaluation results should be presented
to decision-makers in a brief "attention-getting"
format. Indicators such as the number of replica-
tions should be reported.

1.3.2 <u>Secure adoption by decision-makers.</u>

Adoption of the demonstration on a continued basis
requires the decision-makers' participation. Building
a base for this action includes passage of board of
education resolutions as well as local funding of the
project. During site visits project directors of
successful projects have cited the importance of an
active role by the superintendent.

1.3.3 <u>Integrate project into school district priorities.</u>

Integration of project objectives and activities into
the school district requires the support of the total
school district. Project institutionalization is often
enhanced by the feeling of "ownership" by the key actors
in the school district.

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2. Project Staff

The project director should keep in mind that the key element of project success is people—namely the project staff. All individuals including the clerical staff are critical to project success.

2.1 The project staff during the pre-grant period should:

2.1.1 Develop written position descriptions.

Written position descriptions should specify required skills, duties and responsibilities. Although the degree of specificity varied, 45 of the 54 projects which were surveyed had developed written position descriptions.

2.1.2 Encourage faculty to nominate project staff.

While retaining the responsibility of hiring and dismissing project staff, the astute project director solicits input on staff selection from numerous sources. Faculty members should be encouraged to nominate individuals. This inter- action is an opportunity to increase faculty understanding of the project objectives. Hiring current district staff has both advantages and disadvantages and this decision should be given serious consideration.

2.1.3 Provide pre-service to staff, if necessary.

Regardless of the source (internal or external) of the individuals who are ultimately hired to staff the project, they will have strengths and weaknesses. An assessment of the project needs matched with staff capabilities should identify necessary staff development activities. Hopefully these needs are minimal, however, pre-service needs should be addressed.

2.2 Activities during the grant period include the following:

2.2.1 Provide channels of communication.

Weekly staff meetings is one channel for continuous communication with project staff. To complement scheduled activities, the project director should seek discussions with individual staff members to solicit their ideas and concerns.

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2.2.2 Review allocation or "match" of staff time to project tasks.

Since the original objectives and tasks of the demon-
stration project may change during operation, a peri-
odic review of the "fit" between staff time and project
tasks should be conducted. Twenty-nine of the 54 original
projects made changes in their objectives.

2.2.3 Provide staff incentives.

Keeping in mind the priority of the project objectives,
the project director should be attuned to the profes-
sional development needs of individual staff members.
Presentations at a conference, writing an article,
increased responsibility, and salary increases are
excellent staff incentives.

2.2.4 Provide inservice for staff.

Staff inservice on a systematic basis results in a
better project. The majority of projects funded
between 1970-1973 conducted inservice one to six
hours per month. The Rand study (1975) linked the
degree of staff inservice with project success.
Project directors during site visits cited the
stability of staff and inservice as a positive
influence on project success.

2.2.5 Evaluate staff members.

Staff evaluation is essential and should be related
to the development of future inservice sessions.

2.3 After termination of project funds staff functions include:

2.3.1 Retain some staff on project-related activities.

If continued funding is available from local or other
sources, retention of staff for project-related activ-
ities will facilitate institutionalization.

2.3.2 Retain staff members in school district in responsible
positions.

If funding is not available for retention of staff in
project related activities, consider finding responsible
positions for them in the school district. Their presence
in the district can place them in an advocate position
during the institutionalization process.

3. Community Representatives

Community representatives from service organizations, civic organizations, labor unions, businesses, industries, and churches contribute to the effectiveness of a demonstration project.

3.1 Specific actions during the pre-grant phase are:

3.1.1 Conduct needs assessment of community.

Although needs assessment information is a typical requirement for a demonstration project proposal, assessing community needs should be emphasized. Directors of the 1970-1973 projects indicated that asking questions of business, industry and labor representatives had a positive influence on project effectiveness.

3.1.2 Involve key opinion leaders in the proposal development stage.

Key opinion leaders of the community should be invited to serve on the proposal writing team if time permits. As a minimum effort, they should be requested to review the proposal objectives. This activity will foster understanding and frequently will result in endorsement at a future date.

3.2 To increase community involvement during the grant phase, the project director can:

3.2.1 Organize an advisory committee.

A functioning advisory committee can provide input and a continuous review of project activities. Advisory committee members from labor and business had a positive influence on the 1970-1973 projects.

3.2.2 Keep the community informed.

An informed community tends to be supportive. News releases, radio announcements, fliers and newsletters are general vehicles for communicating with the community. Newspaper feature stories were a key communication strategy cited by project directors during site visits.

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3.2.3 Make presentations to community groups.

Community organizations such as civic, service, and fraternal groups, are often seeking speakers for their monthly meetings. Project staff as well as the director should capitalize on this communication channel by developing and presenting brief 10-15 minute talks. Audio-visual aids usually strengthen the talk.

3.2.4 Conduct "Open House" sessions.

These sessions provide an opportunity for the community to view the demonstration in action rather than reading reports or newspaper accounts.

3.3 Community support after termination of project funds is essential to institutionalization. A number of actions during the post-grant phase can facilitate this effort:

3.3.1 Develop a cadre of community advocates for the project.

Specific community individuals should be identified who are willing to be visited, telephoned, or interviewed by representatives of potential replication sites.

3.3.2 Increase community demand.

Individuals in the community can maintain interest in project objectives and activities by advocating continuation. The project director can assist these individuals by providing them with project data in terms of their interests and concerns such as increased employability of students and a lower drop out rate.

4. Students

Students are a key focus of a demonstration project. The Education Amendments of 1976 (P.L. 94-482) placed increased emphasis on students.

4.1 In the planning phase prior to actual funding, students and their role in a demonstration project should be emphasized. Activities relevant to students include:

4.1.1 <u>Conduct needs assessment.</u>

Needs assessment of students can be accomplished
through a number of approaches. According to
directors of the 1970-1973 projects, one approach
was the use of existing records such as achieve-
ment test results and reading scores. Regardless
of the data source, validity and reliability of
the data for demonstration project pur███████
the two key criteria for all data col███████
activities.

4.1.2 <u>"Sell" or promote project objectives and activities to
students.</u>

Specific plans should be developed concerning the
role of students during visits by potential repli-
cation site representatives.

4.2 Activities involving project students during the grant period
include:

4.2.1 <u>Involve students in demonstration site visits.</u>

Visitors from potential replication sites frequently
are interested in student reactions to the project.
Insights which students share with visitors may also
provide valuable information for the host site.

4.2.2 <u>Evaluate student progress.</u>

Student progress should be evaluated periodically
in addition to evaluating project activities such
as operating procedures. As previously mentioned
the study found increased frequency of evaluation
positively influences project effectiveness.

4.2.3 <u>Have student members on the advisory committee.</u>

Membership on the project advisory committee should
be extended to students. The study found a positive
influence on project effectiveness when students
served on the advisory committee.

4.3 Students can be a valuable resource to foster institutionalization
in the host site as well as in replication sites. Specific actions
include:

4.3.1 <u>Obtain student endorsements.</u>

> Student endorsement of project activities will
> encourage school district officials to continue
> the project efforts.

4.3.2 <u>Conduct a follow-up study of project students.</u>

> A follow-up study of students should be completed
> a year after they exit the project. This data
> can be provided to local officials as well as
> officials of other school districts.

5. <u>Potential Replication Site Representatives</u>

Demonstration projects are designed to increase the use of tested materials

and activities in other school districts.

5.1 During the pre-grant period the project director can:

5.1.1 <u>Identify practical strategies to reach potential
replication sites.</u>

> Strategies such as presentations at a state
> conference for superintendents should be
> planned. The timing of these plans is
> important since being placed on a conference
> program requires "lead" time.

5.1.2 <u>Build referral linkages.</u>

> Identify individuals at key agencies such as the
> state department of education, colleges, universities,
> and intermediate school districts who can refer
> visitors to the demonstration project. Provide
> sufficient project information to these individuals
> to allow them to make appropriate referrals.

5.1.3 <u>Develop a detailed dissemination plan.</u>

> This plan should specify a geographical target
> area of school districts which are considered
> potential replication sites. Specific dissemina-
> tion activities such as mailing project literature
> to superintendents should be included in the plan.
> The pattern of replication reported in the study
> showed that replication typically occurred in non-
> adjacent school districts within the state.

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5.2 To initiate outreach activities during the grant period the project director can:

5.2.1 <u>Organize demonstration site visits.</u>

Invite visitors to the project on an organized basis. Establish a schedule and an agenda for each visitor or group. Project directors from the 1970-1973 projects suggested identifying one project staff member to coordinate all visits.

5.2.2 <u>Request feedback from site visitors.</u>

Develop a brief feedback form, preferably no more than one page. Request information including their comments about the demonstration project and a brief description of what replication plans they have. Encourage suggestions for improvements for the demonstration project.

5.2.3 <u>Conduct promotional activities.</u>

Promote the project by providing information specifically developed for each unique audience. Awareness literature may be distributed as a general strategy, however, information packaged for a specific group such as superintendents, students, or community representatives tends to be more cost effective.

5.2.4 <u>Have an "open door" option at the host site.</u>

Unexpected visitors will show up at the demonstration site. Development of a general agenda for this type of visit will lessen frustration for project staff as well as for the visitors. The agenda may include clarification of the needs of the visitor's school district.

5.2.5 <u>Monitor records of activities.</u>

Records of activities with potential replication sites should be maintained. These records should include (a) a log of phone calls; (b) a log of visitors, with addresses and phone numbers; (c) agendas for visitors; and (d) visitor feedback forms.

5.2.6 <u>Utilize demonstration teams to visit other school districts.</u>

School districts interested in replicating the
demonstration project may request a visit to
their district. Demonstration teams responding
to these requests may include the project
director, a teacher, and, if possible, a student.

5.3 If institutionalization has not occurred, activities with replication
sites after project funds terminate are difficult. However, the
project director can:

5.3.1 <u>Collect replication data.</u>

Replication data should be collected one or two
years after termination of the demonstration
project to measure the project's success. If the
project is terminated without institutionalization,
at least one person should be encouraged to collect
and report this information.

5.3.2 <u>Develop a cost-sharing plan for technical assistance.</u>

Requests for technical assistance may arrive after
termination of project funds. An optional approach
is a cost-sharing plan which would allow project
personnel who are district employees to respond to
these requests.

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SUMMARY

In conclusion, a list of guidelines are suggested for project directors as they implement a demonstration project.

The guidelines include:

1. Develop and maintain channels of communication with clientele audiences.

2. Identify and utilize a cadre of advocates. It may include decision-makers, community representatives, students, etc. Provide recognition for these advocates.

3. Seek incremental commitments for institutionalization of project objectives and activities.

4. Use formative and summative evaluation procedures and report the results to appropriate individuals and groups.

5. Encourage active participation in all phases of the demonstration project by individuals in each key audience.

6. Encourage project staff to develop professionally through inservice, personal encouragement and incentives.

7. Stimulate field-initiated requests. Actively seek opportunities to assist potential replication sites.

8. Determine alternative strategies to achieve institutionalization.

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