DOCUMENT RESUME

ED 220 469 SP 020 946

AUTHOR Campbell, Patricia B.; And Others
TITLE Educational Research Development and Evaluation: A Training Curriculum.
SPONS AGENCY National Inst. of Education (ED), Washington, DC. Minorities and Women's Programs.
PUB DATE Sep 81
GRANT NIE-Q-81-0043
NOTE 206p.

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Budgeting; *Educational Research; Program Development; Program Evaluation; *Proposal Writing; *Research Design; Research Projects; *Research Proposals; Task Analysis; *Technical Writing; *Training Methods; Workshops

ABSTRACT

The curriculum for this 2-week workshop on educational research development and evaluation is designed to increase participants' skills in project development and proposal writing and increase their knowledge of research and evaluation methods. Geared toward adult professionals who are skilled and motivated, the curriculum helps participants to develop and to refine a proposal for educational research development and evaluation. The curriculum is sequentially arranged, and each section is presented with the same format, beginning with an overview of the information covered, "tips," and possible sources of problems. The curriculum's eight sections deal with: (1) the review process, proposal guidelines, and a simulated review process; (2) idea development and refinement, statement of needs, literature reviews, and proposal writing tips; (3) research problem statements, measurement considerations, sampling and design; (4) types of evaluation, threats to validity, and evaluation models; (5) task analysis, time lines, person loading charts, staffing and budgeting; (6) promotion and retention, visibility, and mentoring; (7) influencing policy and sources of private and public funding; and (8) participant reporting and evaluation. Following the section introduction, objectives, and sample schedule, a separate outline is given for each lecture and activity in the section. For each lecture, a content outline includes the major points to be covered. Also included are a list of possible handouts, and, if appropriate, further references. (JD)

ED220469

EDUCATIONAL RESEARCH DEVELOPMENT AND EVALUATION: A TRAINING CURRICULUM

Patricia B. Campbell
Gwendolyn C. Baker
Mary V. Brown
Dean Chavers
Alice Chiang
Tito Guerrero III
Betty M. Morrison
Margaret Robinson
Elois Scott
Rafael Valdivieso

U.S. Department of Education
Terrill Bell, Secretary

National Institute of Education
Milton Goldberg, Acting Director

Dissemination and Improvement of Practice
Michael Kane, Acting Associate Director

September 1981

SP 020 946

The work described in this publication was conducted with funding from the National Institute of Education, U.S. Department of Education, under contract number NIE-Q-81-0043. The opinions expressed in this publication do not necessarily reflect NIE position or policy, and no official endorsement by NIE or ED should be inferred.

ACKNOWLEDGEMENTS

This curriculum could not have come into existence without the efforts of a number of people including:

Gwendolyn C. Baker, who created the curriculum planning team and inspired the research development seminars and this curriculum

Michael Olivas and Margaret Robinson, who provided thoughtful reviews of the original curriculum

Susan Talley and Clay Richardson, who shepherded this project to completion.

and most of all the participants at the three Research Development Seminars from whom we learned at least as much as we taught.

CONTENTS

OVERVIEW OF THE CURRICULUM

The curriculum for the Research Development Seminar was developed under the premise that those attending would be adult professionals who were both skilled and motivated. Therefore, the schedule for the seminar or workshop is demanding and requires active participation by all involved. The major pedagogical model for the seminar is:

Lecture → Large Group Demonstration & Discussion → Small Group Implementation & Discussion

Using this model, information is presented, skills are demonstrated, and participants are provided with the opportunity to apply knowledge, develop skills, and receive feedback. It is expected that participants will attend all the sessions and participate in all of the activities. In order to make the workshop as productive as possible, it is expected that both participants and trainers will be willing to work outside of scheduled times. Participant outside activities will primarily be reading, working on designing a proposal around their own project idea, and meeting with trainers to receive feedback and deal with individual problems. Trainer outside activities will include meeting with individual participants, reading their work and providing feedback.

The curriculum is designed to cover a two-week period and to allow participants to develop and to refine and develop a proposal idea into a first draft of a proposal. The curriculum is composed of eight sections. These are: I. Reviewing Proposals: How and Why; II. Project Development; III. Research; IV. Evaluation; V. Project Management; VI. Survival Skills; VII. Policy and Funding; VIII. Participant Reporting and Evaluation. Although these sections combine to form a whole, they have also been designed to be used independently. Thus trainers may want to combine different sections of the curriculum to design a seminar or workshop that meets the information needs and time constraints of participants.

Each section is presented in the same format, beginning with an overview which discusses the information to be covered, "tips," and possible sources of problems. The introduction also indicates areas that may be cut if less time can be spent on a section. Following the introduction is a list of the objectives to be achieved through the section and a sample schedule. For the most part, the schedules are designed so that later parts of the section depend on the participants completing earlier activities. Therefore, although trainers are encouraged to adapt the section schedules to meet their own needs, they should take care that the necessary background is given for lectures and activities.

Following the section introduction, objectives, and sample schedule is a more detailed outline. There is a separate outline for each lecture and activity in a section. For each lecture a content outline includes the major points to be covered. Also included are a list of possible handouts, and, if appropriate, further references. For each activity there is a list of instructions including the various steps that trainers should take to implement the activity, a list of possible handouts and again, if appropriate, further references. Following the outlines are possible handouts to be used with the section. The outlines provide information about what should be covered, but should not take the place of knowledge in the field. Trainers should be experienced research and development professionals who will use the outlines as guides, but will make their own decisions about the specifics to be covered.

SAMPLE SCHEDULE

Welcome and Overview of the Seminar

PROPOSAL REVIEW
(1 Day)

This section covers the review process, proposal guidelines, and has participants simulate the review process.

9:00 - 9:15	Overview of the Day
9:15 - 10:00	The Structure of the Proposal Review Process
10:00 - 10:45	Sample Proposal Review Guidelines
10:45 - 11:00	Break
11:00 - 12:00	Sample Proposal Review: An Activity
12:00 - 1:00	Lunch
1:00 - 1:30	Introduction to the Review Simulation
1:30 - 4:15	Proposal Review Simulation: An Activity
4:15 - 4:45	How to Become a Reviewer
4:45 - 5:00	Analysis of the Day

PROJECT DEVELOPMENT
(1.5 Days)

This section covers idea development and refinement, statements of need, literature reviews, and proposal writing tips.

First Day

9:00 - 9:15	Overivew of the Day
9:15 - 9:45	Idea Development
9:45 - 10:30	Developing Individual Ideas: An Activity
10:30 - 10:45	Break
10:45 - 12:00	Refining Individual Ideas: An Activity
12:00 - 1:00	Lunch
1:00 - 1:30	Research vs. Evaluation vs. Development
1.30 - 2:00	Needs Statements, Rationales, and Literature Reviews
2:00 - 2:45	Developing Needs Statements: An Activity
2:45 - 3:00	Goals and Ojbectives
3:00 - 3:45	Developing Goals and Objectives: An Activity
3:45 - 4:45	Rules of Proposal Writing
4:45 - 5:00	Analysis of the Day

Second Day

9:00 - 9:15	Overview of the Day
9:15 - 9:45	Proposal Sections
9:45 - 10:30	Evaluating Project Ideas: An Activity
10:30 - 10:45	Break
10:45 - 12:00	The World of Contracts

RESEARCH
(1.5 Days)

This section covers research problem statements, measurement considerations, sampling and design.

First Day

1:00 - 4:45	Research Scenario: An Activity
4:45 - 5:00	Analysis of the Day

Second Day

9:00 - 9:15	Overview of the Day
9:15 - 10:30	Overview of Research and Types of Research
10:30 - 10:45	Break
10:45 - 11:15	Formulation of Research Questions
11:15 - 12:00	Variable Scenario: An Activity
12:00 - 1:00	Lunch
1:00 - 2:00	Measurement Considerations
2:00 - 3:45	Sampling and Research Design
3:45 - 4:45	Developing a Research Design: An Activity
4:45 - 5:00	Analysis of the Day

EVALUATION
(1 Day)

This section covers types of evaluation, threats to validity, and evaluation models.

9:00 - 9:15	Overview of the Day
9:15 - 10:30	Overview of Evaluation
10:30 - 10:45	Break
10:45 - 12:00	Types of Evaluation Designs
12:00 - 1:00	Lunch
1:00 - 3:00	Setting up an Evaluation Model: An Activity
3:00 - 4:45	Developing an Evaluation: An Activity
4:45 - 5:00	Analysis of the Day

PROJECT MANAGEMENT
(2 Days)

This section covers task analysis, time lines, person loading charts, staffing, and budgeting.

<u>First Day</u>

9:00 - 9:30	Overview of the Day: Introduction to Project Management
9:30 - 10:15	Task Analysis
10:15 - 10:45	Time Line
10:45 - 11:00	Break
11:00 - 12:00	Person Loading Chart
12:00 - 1:00	Lunch
1:00 - 1:30	Resumes
1:30 - 2:30	Staff Selection and Description
2:30 - 3:00	Facilities and Resources
3:00 - 4:45	Generating Individual Management Plans: An Activity
4:45 - 5:00	Analysis of the Day

<u>Second Day</u>

9:00 - 9:15	Overview of the Day
9:15 - 10:45	Budgeting
10:45 - 11:00	Break
11:00 - 11:30	Cost Sharing
11:30 - 12:00	Grants vs. Contracts
12:00 - 1:00	Lunch
1:00 - 2:00	Generating and Critiquing a Sample Budget: An Activity
2:00 - 4:00	Generating Individual Budgets: An Activity
4:00 - 4:45	Critiquing Management Plans and Budgets: An Activity
4:45 - 5:00	Analysis of the Day

SURVIVIAL SKILLS
(1 Day)

This section covers promotion and retention, visibility, and mentoring.

9:00 - 9:15	Overview of the Day
9:15 - 10:00	Finding and Keeping Your Integrity and Your Job
10:00 - 10:45	Increasing Your Visibility: Professional Organizations and Publishing
10:45 - 11:00	Break
11:00 - 12:00	Small and Large Group Discussions of Strategies: An Activity
12:00 - 1:00	Lunch
1:00 - 2:00	Mentors and Networking
2:00 - 2:45	Developing a Career Plan of Action: An Activity
2:45 - 4:45	Generating and Critiquing Solutions to Career Problems: An Activity
4:45 - 5:00	Analysis of the Day

POLICY AND FUNDING
(1 Day)

This section covers influencing policy and sources of private and public funding.

9:00 - 9:15	Overview of the Day
9:15 - 10:00	Washington Today
10:00 - 10:30	Relating Yourself to Policy: An Activity
10:30 - 10:45	Break
10:45 - 12:00	Influencing the Policy Cycle
12:00 - 1:00	Lunch
1:00 - 1:30	The Relationship of Policy and Funding
1:30 - 2:15	A Policy Plan of Action: An Activity
2:15 - 3:30	Funding in the Public Sector: Federal, State, and Local
3:30 - 4:45	Funding in the Private Sector: Foundations and Corporations
4:45 - 5:00	Analysis of the Day

PARTICIPANT REPORTING AND EVALUATION
(1/2 Day)

9:00 - 11:00	Participant Reporting: An Activity
11:00 - 12:00	Evaluation: An Activity

It is expected that the evening before the first day of the workshop, particpants and trainers will gather together for a social hour. During this time, welcomes can be made, trainers and guests introduced, and announcements made. The social hour provides an opportunity for participants and trainers to get acquainted and, in the case of residential programs, encourages participants to be present from the beginning.

The schedule is designed with the assumption that no lectures will be held on weekends. If the workshop is residential, most participants will want to either return home or "see the sights" during the weekend. Previous experience has found that weekend attendance encourages little productive work and much unproductive hostility. Trainers may want to give participants assignments over the weekend, but should not require their physical presence.

Trainers should also be aware that, particularly in residential workshops, participants begin to leave early on the last day. Trainers may want to schedule the last day as a half-day session devoted to participant reports of their proposals and next steps, and to evaluating the workshop. Then partícpants can begin to leave after the session is completed.

The schedule was designed to be presented in a specific sequence. The purpose for this is to encourage participants in the development of their own projects. The schedule begins with the section on proposal review to provide participants with an overview of proposals and various criteria for making judgments about their quality. The second section, project development, provides them with the knowledge and the opportunity to develop and refine their own research ideas. The third and fourth sections on research and evaluation provide participants with the knowledge and skills to determine how to implement their idea, while the fifth section on project management provides the knowledge and opportunity to determine how to manage their proposed project. The sixth and seventh sections provide participants with information on how to get their projects funded and on how to survive as a professional.

OBJECTIVES

The major objectives for the workshop are as follows:

- To increase participants' skills in project development
- To increase participants' skills in proposal writing
- To increase participants' awareness of outside factors affecting the conducting of research and development
- To increase participants' skills in the planning and implementation of projects

- To increase participants' knowledge of research methods
- To increase participants' knowledge of evaluation methods

Each section also has specific objectives listed in the beginning of each chapter.

EVALUATION

It is important that this workshop have both formative and summative evaluation components. It is important to provide an opportunity for participant feedback in order to determine how well the workshop is proceeding and what changes should be made to make it more effective for the specific group of participants and trainers.

Evaluation should be done daily. Each afternoon the last fifteen minutes of the day is scheduled for evaluation. Participants should complete a written evaluation form that asks them about the quality and clarity of the materials and the trainers and the appropriateness of the format. Most importantly participants should be asked how the workshop can be improved for the following day. Each evening the results of the evaluation should be summarized and discussed by the trainers. Based on the evaluation results and the trainers' opinions, changes should be made as necessary. If changes are made based on the participants' feedback, trainers should let the participants know that their feedback is being heeded. The first 15 minutes of each day, entitled Overview of the Day, is an excellent time to discuss changes and the reasons they occurred.

The daily evaluation is primarily for the use of the trainers and should not be a part of any summative evaluation. Most workshops, particularly residential ones, go through a series of highs and lows that may be reflected in the evaluation, but may not be related to the quality of a particular section or trainer. Thus, while the information collected daily is very valuable in helping trainers get a feel for the workshop and for providing suggestions for immediate changes, it is not helpful in assessing the workshop as a whole.

The end of a workshop evaluation is a better tool for assessing the workshop as a whole. This form is composed of a separate page for each section of the workshop and asks participants to rate the sections on such criteria as presentation, amount of work, pace, and written materials. Participants should also be asked what they like most and least about the workshop and should be given the opportunity to discuss the workshop and their response to it.

While the immediate "end of workshop" assessment is valuable, long-term follow-up is frequently more valuable. Six months to a year after attending a workshop, participants are much better prepared to discuss the value of the workshop and the possible effects it has on their research, development, and evaluation efforts.

The evaluation of the workshops conducted using this curriculum have been very positive. Follow-up evaluations given four to six months after the workshop found that over two-thirds of the respondents were able to provide tangible evidence that the workshops had contributed to their own career and professional development. Of those providing evidence of the workshop's contributions, 39% wrote and submitted proposals for funding, 16% had conference paper proposals accepted and 11% were selected as reviewers.

The curriculum has the potential to make a strong positive impact on participants; however, any curriculum is only as effective as the trainers who are implementing it. Time spent by trainers adapting these materials to meet their own needs and styles should pay off in an effective, productive workshop.

SECTION I

REVIEWING PROPOSALS: HOW AND WHY

OVERVIEW

The introductory section of the seminar focuses on the how and why of reviewing proposals. There are several reasons for starting the workshop with this session. Since a major thrust of the workshop is proposal writing, the reading and critiquing of proposals provides a good introduction to what proposals are and how they should (or should not) be written. Also, since much of this section involves small group interaction and demands that participants work together, at least minimally, it provides a real opportunity for workshop participants to get to know each other without taking the time away from the content of the workshop as many "ice-breaking" games do.

Finally, the perception of many people who are interested in educational research and development is that most grants competitions, both public and private, are wired. That is, the decisions about who is going to receive funding are made in advance and that submitting proposals is somewhat futile. This section allows the trainer to meet this concern head on and discuss it realistically, providing participants with information about the role influence can and can't play in "grant getting" and providing them with information about how they may, through the peer review process, influence the awarding of research and development grants. It is important that trainers respond honestly to participants' concerns and provide information about "how it is" as well as how it should be; otherwise trainer credibility will be severely damaged.

This section of the workshop generally takes one day to complete, although if necessary it can be cut to five or four hours. The heart of this section is the simulation of the review process, so if the time allotted is less than one day, trainers would be advised to cut from the lecture sections on the sample proposal review rather than from the simulation.

The review simulation is based on the guidelines for the National Institute of Education Unsolicited Proposals Competition. Trainers may want to use other review guidelines. If this is done, it is suggested that actual guidelines and reviewer forms and proposals written under those guidelines be used. If there is time, trainers may want participants to read two or three different proposals and, individually and in small groups, rank them in terms of fundability. While the simulation is based on federal guidelines, it mirrors the process used by large foundations in grants competitions. It doesn't, of course, mirror the process used in funding decisions that are made by one individual. Trainers should discuss this difference in the lectures.

This section is virtually guaranteed to provide much lively, task-oriented discussion as long as time is provided for the discussion to grow. Even experienced reviewers appear to enjoy participating and do so fully. If most of the group is inexperienced in proposal review, it is important that a large group, trainer-led sample review simulation be done.

SECTION OBJECTIVES

- To increase participants' skills in evaluating proposals
- To increase participants' knowledge of the basic steps of the federal review process
- To increase participants' knowledge of the variety of the review processes used in the private sector
- To provide participants with opportunities to read and compare good and bad proposals
- To increase participants' knowledge of the structure and components of a good proposal
- To increase participants' knowledge of proposal evaluation criteria for sample public and private agencies
- To foster interaction among small group members
- To encourage participants to become reviewers

SAMPLE ONE-DAY SCHEDULE

9:00 - 9:15	Overview of the Day
9:15 - 10:00	The Structure of the Proposal Review Process
10:00 - 10:45	Sample Proposal Review Guidelines
10:45 - 11:00	Break
11:00 - 12:00	Sample Proposal Review
12:00 - 1:00	Lunch
1:00 - 1:30	Introduction to the Review Simulation
1:30 - 4:15	Proposal Review Simulation
4:15 - 4:45	How to Become a Reviewer
4:45 - 5:00	Analysis of the Day

<u>The Structure of the Proposal Review Process (45 Minutes)</u>

<u>Objectives</u>

- To increase participants' knowledge of the basic steps of the federal review process

- To increase participants' knowledge of the variety of review processes used in the private sector

Content Outline

I. The Selection of Reviewers
   A. Self-nomination
   B. Nomination by others
   C. Private funders selection process
   D. Efforts to make reviewers representative
      1. Reviewer pools (i.e., NSF)
      2. Mailings to underrepresented groups to solicit reviewer nominations (i.e., NEH)
   E. Reviewer payment
      1. Who pays (ED) and who doesn't (NSF, NIH)
      2. Should reviewers be paid?
         a. Yes - professionals doing professional job deserve pay
         b. Yes - non-payment implies future payment in the form of grants
         c. Yes - non-payment puts a burden on reviewers whose salary does not cover review days
         d. No - reviewing is a service to the profession

II. Reading Proposals
   A. The first round reading
      1. "At home" reviewing
      2. "On site" reviewing
      3. Screening out inappropriate proposals
      4. Ranking proposals
   B. The second round reading
      1. Coming to consensus
      2. The final ranking
   C. Blind vs. non-blind reviewing

III. After the Reviews
   A. The influence of influence on funding
   B. The role of the reviewers' rankings on funding
   C. Other considerations
      1. Geography
      2. Politics
   D. The role of program staff on funding

IV. The Review Process in the Private Sector
   A. Simple processes (trustees or program officer decision-making
   B. Complex processes (similar to federal processes)
   C. The role of "previous program areas" in funding

Possible Activities

If time permits, participants can discuss the "objectivity" of the review process, how that "objectivity" can work for or against minorities and women, and ways "objectivity" can be strengthened.

Methods

Lecture and question-and-answer

Handouts

The Review Process

References

Eaves, G.N., "Who reads your project-grant application to the National Institutes of Health?", Federation Proceedings, 31 (1), Jan.-Feb., 1972, 2-9.

Sample Proposal Review Guidelines (45 Minutes)

Objectives

- To increase participants' knowledge of proposal evaluation criteria for sample public and private agencies
- To increase participants' knowledge of the structure and components of a good proposal

Content Outline

I. General Guidelines
   A. Federal
      1. Education Division Grants Administration Regulations (EDGAR)
      2. NSF research proposal guidelines
      3. NIE unsolicited proposal guidelines
   B. Foundation guidelines
      1. The Rockefeller Foundation
      2. Geraldine F. Dodge Foundation
      3. Carnegie Corporation of New York
   C. Corporate guidelines
   D. Pre-application guidelines
      1. Fund for the Improvement of Post Secondary Education
      2. Kellogg Foundation

II. Program Specific Guidelines
   A. How specific guidelines differ from general
   B. Bilingual program guidelines

III. The Role of Guidelines in Reviewing Proposals
   A. How guidelines structure the review process
   B. The preapplication process
   C. Implications for writing proposals

IV. The Role Guidelines Can and Should Play in Alleviating Sexism and Racism

Methods

Lecture, Question-and-Answer, and Discussion

Handouts

EDGAR Regulations: Selection Criteria
NSF Research Proposal Guidelines
NIE Unsolicited Proposal Guidelines
Sample Foundation Review Criteria
Bilingual Program Guidelines

References

The Foundation Directory, The Foundation Center, New York, 1980.

Sample Proposal Review: Activity (60 Minutes)

Objectives

- To increase participants' skill in evaluating proposals

Activity Instructions

I. Participants should be given a copy of a proposal and the Proposal Review Sheets used by the National Institute of Education in their review of unsolicited proposals. Each participant should read the proposal and score it on the five areas (significance, quality, qualifications, facilities, and budget) included on the review sheets. Participants should be encouraged to list proposal strengths and weaknesses for each area.

[If another proposal is used in this activity, it is important that it be short enough to be read and assessed in about thirty minutes.]

II. With the trainer acting as a discussion leader, large group discussion on the strengths and weaknesses of the proposal should be held. The trainer may want to have participants each tell their total score, so that the wide range of scores and opinions can be shown.

III. After discussing the proposal, the trainer should discuss with the group the influence factors such as poor writing, sloppy typing, sexist language, and poor copies can, or should, have on reviewers.

Methods

Individual reading and assessment, and large group discussion

Handouts

NIE Proposal Review Sheets for Unsolicited Proposals
Sample Proposal

Introduction to the Review Simulation (30 Minutes)

Objectives

- To cover the mechanics and objectives of the proposal review simulations.

Content Outline

I. Individual Procedures
   A. Participants read the proposal
   B. Participants evaluate the proposal based on proposal review sheets
   C. Participants justify, in writing, their scores listing the proposal's strengths and weaknesses

II. Small Group Procedures
   A. Groups determine a group recorder
   B. Groups determine a process for coming to consensus on proposal scores (i.e., averaging the scores or consensus based on discussion)
   C. Each group comes to a single score for the proposal

III. Large Group Procedures
   A. Groups report their scores, justifications, and methods for arriving at scores
   B. Large group discussion of the process

Methods

Lecture, question-and-answer

Handouts

None

Review Simulation: An Activity (2 Hours 45 Minutes)

Objectives

- To increase participants' skills in evaluating proposals
- To provide participants with opportunities to read and compare good and bad proposals
- To increase participants' knowledge of the structure and components of a good proposal
- To foster interaction among small group members

Activity Instructions

I. Participants should be broken into small groups, no larger than six, and provided with proposals and review sheets. They should be instructed in the amount of time they have to read and assess the proposal. In response to complaints about the short amount of time available, trainers may want to point out that the time approximates actual proposal review conditions. [Three proposals may be used if time is available. Trainers may want to use proposals other than those included, that are more appropriate to a particular group's interests.]

II. At approximately 2:45 the trainer should suggest that people finish their reading and assessment, take a short break, and form into their groups by 3:00. From 3:00 on, the trainer(s) should float between groups answering questions and making sure groups are keeping to task. In response to questions about how the group should reach consensus on the proposal scores, the trainer may offer some advice, but should allow groups to develop their own process.

III. At approximately 3:50 groups should be given five minutes to come to final consensus and meet in a large group. Each small group will give their scores for the proposal and justify them. Interaction across groups should be encouraged as should discussion of the process.

Methods

Individual reading and analysis, small group discussion, large group discussion

Handouts

NIE Proposal Review Sheets for Unsolicited Proposals
Sample Proposal

How to Become a Reviewer (30 Minutes)

Objectives

- To encourage participants to become reviewers

Content Outline

I. The Advantages of Becoming a Proposal Reviewer
   A. Knowledge of what reviewers look for in proposals
   B. Contacts within funding agencies
   C. Knowledge of funding agencies
   D. Influence on funding decision-making

II. How to Become a Proposal Reviewer
   A. Self-nomination
      1. Reviewer applications
      2. Application letters
   B. Possible programs of interest

III. The Importance of Increasing the Numbers of Minorities and Women Reviewers
   A. Fairness
   B. Sensitizing others to sexist and racist research
   C. Sensitizing others to the educational needs and concerns of minorities and women

Methods

Lecture and discussion

Handouts

Sample Nomination Letter
Sample Programs for Potential Reviewers
National Endowment for the Humanities Reviewer/Panelist/Evaluator Information Sheet

Analysis of the Day: An Activity (15 Minutes)

Objectives

- To summarize the day's activities
- To collect participants' feedback on the day's activities

Activity Instructions

I. Trainer(s) should pass out informal evaluation instruments and ask participants to fill them out about the Proposal Review section. They may also want to ask participants to discuss ways of improving this session.

Methods

Paper-and pencil assessment and discussion

Handouts

Daily Evaluation Form

THE REVIEW PROCESS*

A funding agency's review process, like an organization's internal review process, can range from the very simple (one person says "I like it, let's fund it") to the very complex (six months of review by a number of persons both within and outside the funding agency). Although your proposal's review process will probably be somewhere between these two extremes, the best way to find out for sure what the review process will be for your proposal is to ask. Most agencies will be happy to tell you what their review procedure is, although they probably won't tell you who the reviewers will be.

Foundations and government agencies usually have very complicated review processes, although foundation reviews are usually more informal than those of Federal and state governments.

A foundation review process might include:

1. A check to see if all needed forms, including budget, list of board of directors and proof of tax-exempt status have been received.

2. A review by a staff member to determine if the proposed project falls within the foundation's scope and restrictions.

3. An evaluation and recommendation to the foundation board of directors by the grant committee (usually composed of board members and outside consultants).

4. An evaluation and final decision by the foundation's board of directors (which usually but not always goes along with the grant committee's recommendation).

5. A response to the proposal writer.

Government proposal review procedures are often even more complex. This is understandable when you consider the number of proposals submitted and the amounts of money that are awarded. The grant review process for the Women's Educational Equity Act Program described in the four steps below is representative of most Federal agencies:

*From Developing Successful Proposals in Women's Educational Equity by Walter M. Mathews, Lisa Hunter, Patricia B. Campbell, Margaret Robinson, Farwest Regional Laboratory, 1855 Folsom Street, San Francisco, CA 94103, pp. 15-17.

1. All applications are reviewed according to the "Discretionary Grant Program Review and Administrative Procedures," of the HEW Grant Administration Manual.

2. Each application is reviewed by a panel of three readers, one government and two nongovernment. Readers are selected on the basis of pre-established criteria that reflect such concerns as: knowledge and experience in the area of women's educational equity and in the substantive areas identified in the Women's Educational Equity Act, as well as geographic diversity, representation of all levels of education, and representation of the composition of the general population in terms of sex, race, and ethnicity.

3. The panels rate each application on the criteria that are contained in the WEEA Program regulations (CFR 160f, June 28, 1977). When the review has been completed, the Women's Program Staff rank-orders all applications and, based on the availability of funds, develops a first list of potential awards. A competitive range is determined, with proposals that have earned about 165-170 points and above still in the running. At this point in the process, factors other than the reviewers' ratings enter into the award decisions.

   These decisions are based on the following additional considerations that are contained in this regulation (160f.9): the projects collectively must be representative of all levels of education and must reflect the diversity of needs and concerns in educational equity for women. They must also reflect a variety of strategies for addressing the needs, a variety of delivery systems, and demographic diversity. A last factor that contributes to the final list of applications recommended for awards is the statutory provision that approved programs and projects reflect an appropriate geographic distribution throughout the nation (160f.10(a) (4)).

4. Recommended grants are then submitted to the Grants Procurement and Management Division (GPMD) for negotiations.

EDGAR REGULATIONS: SELECTION CRITERIA

Plan of Operation

(a) The appropriate official of the Education Division reviews each application for information that shows the quality of the plan of operation for the project.

(b) The official looks for information that shows:

1. High quality in the design of the project;
2. An effective plan of management that insures proper and efficient administration of the project;
3. A clear description of how the objectives of the project relate to the purpose of the program; and
4. The way the applicant plans to use its resources and personnel to achieve each objective.

(c) Under a program using weighted selection criteria, this criterion is assigned 10 percent of the total number of points assigned to the program.

Quality of Key Personnel

(a) The appropriate official of the Education Division reviews each application for information that shows the quality of the key personnel the applicant plans to use on the project.

(b) The official looks for information that shows:

1. The qualifications of the project director (if any);
2. The qualifications of each of the other key personnel used in the project;
3. The qualifications of any of the following persons who are hired for the project:

   (i) Any member of the immediate family of a person on the project staff;
   (ii) Any member of the governing body of the grantee; or
   (iii) Any member of the immediate family of a person on that governing body.

4. The time that each person referred to in paragraphs (b)1-3 of this section plans to commit to the project; and
5. The extent to which the applicant, as part of its nondiscriminatory employment practices, encourages applications for employment from persons who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, handicapped persons, and the elderly.

---

*Federal Register, Vol. 44, #88, May 4, 1979, pp. 26318-9.

(c) To determine the qualifications of a person, the official considers evidence of past experience in fields related to the objectives of the project, as well as other information that the applicant provides.

(d) Under a program using weighted selection criteria, this criterion is assigned 7 percent of the total number of points assigned to the program.

Budget and Cost Effectiveness

(a) The appropriate official of Education Division reviews each application for information that shows that the project has an adequate budget and is cost effective.

(b) The official looks for information that shows:

1. The budget for the project is adequate to support the project activities; and
2. Costs are reasonable in relation to the objectives of the project.

(c) Under a program using weighted selection criteria, this criterion is assigned 5 percent of the total number of points assigned to the program.

Evaluation Plan

(a) The appropriate official of the Education Division reviews each application for information that shows the quality of the evaluation plan for the project.

(b) The official looks for information that shows an objective, quantifiable method of evaluation under 100a.590.

(c) Under a program using weighted selection criteria, this criterion is assigned 5 percent of the total number of points assigned to the program.

Adequacy of Resources

(a) The appropriate official of the Education Division reviews each application for information that shows that the applicant plans to devote adequate resources to meet the needs of persons to be served by the project who are members of groups that have been traditionally underrepresented.

NATIONAL SCIENCE FOUNDATION RESEARCH PROPOSAL GUIDELINES

Criteria relating to competent performance of research--the technical adequacy of the performer and of his or her institutional base:

1. The scientist's training, past performance record, and estimated potential for future accomplishment.

2. The scientist's demonstrated awareness of previous and alternative approaches to the problem.

3. Probable adequacy of available or obtainable instrumentation and technical support.

Criteria relating to the internal structure of science itself:

4. Probability that the research will lead to important discoveries or valid, significant conceptual generalizations within its field of science or (in the most favorable cases) extending to other fields as well.

5. Probability that the research will lead to significant improvements or innovations of investigative method--again with possible extension to other fields of science.

For scientific research support, the emphasis is overwhelmingly on Criteria 1-5.

Criteria relating to utility or relevance:

6. Probability that the research can serve as the basis for new invention or improved technology.

7. Probable contribution of the research to technology assessment--i.e., to estimating and predicting the direct and indirect, intended and unintended effects of existing or proposed technologies.

8. Identification of an immediate programmatic context and user of the anticipated research results.

Criteria relating to future and long term scientific potential of the United States:

9. Probable influence of the research upon the capabilities, interests, and careers of participating graduate students, postdoctoral associates, or other junior researchers.

10. Probability that the research will lead to radiation and diffusion not only of technical results but also of standards of workmanship and a tradition of excellence in the field.

11. Anticipated effect upon the instructional structure of U.S. science.

The Rockefeller Foundation
1133 Avenue of the Americas
New York, New York 10036

No special form is required in making requests for Foundation aid. An application, from an individual or an institution, should be addressed to the Secretary of the Foundation or to the director for the division in which the proposal would seem to fall. It should contain a brief description of the project and show the special qualifications of the person or persons who would undertake to carry it out, present sources of funds, and expected costs.

Geraldine R. Dodge Foundation
163 Madison Avenue, P.O. Box 2132R
Morristown, New Jersey 07960

A grant request should be initiated by a letter describing the proposed project, its expected impact, the qualifications of staff, a detailed expense budget and recent audit, the time frames, and other funding sources, as well as a copy of the applicant organization's tax-exempt ruling from the Internal Revenue Service. An interview may be arranged later.

The recipient of a grant is asked to make periodic progress reports and at the termination of a grant to submit a narrative report and an accounting of all disbursements.

The commitment of grant funds is the responsibility of the Board of Trustees. The Board meets in March, June, September, and December. All proposals should be submitted to the Foundation's Executive Director prior to January 15, April 15, July 15, and October 15 to allow adequate time for review before the quarterly meetings. A preliminary inquiry prior to the submission of a detailed proposal is advisable.

Carnegie Corporation of New York
437 Madison Avenue
New York, New York 10022

There is no formal procedure for submitting a proposal. All that is necessary for preliminary consideration is a statement describing the project's aims, methods, personnel, and the amount of financial support required.

The officers review all proposals in the light of their knowledge of the field and in relation to the Corporation's current program priorities. They ask for supplementary information or a personal discussion when either would be helpful in making a judgment. The endorsement of the administrative head of an institution need not be sent with the initial proposal but will be requested before a favorable recommendation is made to the Corporation trustees.

NIE UNSOLICITED PROPOSAL GUIDELINES
100 Points Maximum

1. Significance of the proposed research for American education, including such concerns as:

   a. Importance of the research topic from the standpoint of basic knowledge or of American education problems, particularly the failure to serve poor and minority populations;
   b. Likely magnitude of the addition that will be made to knowledge and the improvement of practice if the project is successful.

   (35 Points Maximum)

2. Quality of the proposed research project, including such considerations as:

   a. Adequacy of design, methodology, and instrumentation, where appropriate;
   b. Likelihood of success of the project;
   c. Extent to which the application exhibits thorough knowledge of pertinent previous work and relates the proposed work to it;
   d. Evidence that, where appropriate, the perspectives of a variety of disciplines are combined;
   e. Evidence that, where appropriate, there is collaboration between investigators and practitioners in defining research questions and conducting research.

   (35 Points Maximum)

3. Qualifications of the principal investigator and other professional personnel, including such concerns as:

   a. Experience and previous research productivity;
   b. Quality of the discussion and analysis in the application;
   c. Evidence of awareness and sensitivity to the special concerns of any target population to benefit from the research;
   d. Evidence that the practical and research experience of the principal investigators and others are appropriate for the topics, subjects, and settings of the study.

   (20 Points Maximum)

4. Adequacy of the facilities and arrangements available to the investigator(s) to conduct the proposed study.

   (5 Points Maximum)

5. Reasonableness of the budget for the work to be done and the anticipated results.

   (5 Points Maximum)

In reviewing a Support Services Projects application for assistance, the Commissioner considers the following criteria worth a total of 100 possible points:

(a) Needs Assessment (15 Points)

The Commissioner considers the extent to which the applicant has assessed, by reliable and objective means, the needs in the proposed service area.

(b) Project Design (15 Points)

The Commissioner considers the adequacy of the applicant's plans for conducting each of the activities authorized.

(c) Coordination (15 Points)

The Commissioner considers the extent to which the applicant has planned for coordination with the National Clearinghouse on Bilingual Education, other service centers (BESCs or EDACs), and SEAs serving programs of bilingual education within the designated service area.

(d) Evaluation Plan (10 Points)

The Commissioner reviews each application for information that shows the quality of the evaluation plan. Specifically, the Commissioner looks for information showing that the methods of evaluation are appropriate for the project and, to the extent possible, are objective and produce data that are quantifiable.

(e) Plan of Operation (10 Points)

The Commissioner reviews each application for information that shows the quality of the plan of operation for the project. Specifically, the Commissioner looks for information that shows:

1. An effective plan of management that ensures proper and efficient administration of the project;
2. A clear description of how the objectives of the project relate to the purpose of the program; and
3. A clear description of the way the applicant plans to use its resources and personnel to achieve each objective.

(f) Budget (5 Points)

The Commissioner reviews each application for information that shows that the project has an adequate budget and is cost effective. Specifically, the Commissioner considers:

1. The adequacy of the budget to support project activities; and
2. The reasonableness of costs in relation to project objectives.

(g) Personnel (30 Points)

The Commissioner considers:

1. The quality of key personnel, as evidenced by:
   - (i) The qualifications of the project director and other key personnel used in the project (to determine the qualifications of a person, the Commissioner considers evidence of experience in fields related to the objectives of the project, as well as other information that the applicant provides);
   - (ii) The time that each person plans to commit to the project; and
   - (iii) The extent to which the applicant, as part of its nondiscriminatory employment practices, encourages applications for employment from persons who are members of groups that have been traditionally underrepresented, such as:
     - A. Members of racial or ethnic minority groups;
     - B. Women; and
     - C. Handicapped persons.

2. The quality of the applicant's plan to recruit and employ bilingual personnel for the project.

NIE Unsolicited Proposal Review Criteria

100 Points Maximum

A. Evaluation of proposals will be based on the following criteria:

1. Significance of the proposed research for American education, including such concerns as:

   a. importance of the research topic from the standpoint of basic knowledge or of American education problems, particularly the failure to serve poor and minority populations;

   b. likely magnitude of the addition that will be made to knowledge and the improvement of practice if the project is successful.

   (35 points maximum)

2. Quality of the proposed research project, including such considerations as:

   a. adequacy of design, methodology, and instrumentation, where appropriate;

   b. likelihood of success of the project;

   c. extent to which the application exhibits thorough knowledge of pertinent previous work and relates the proposed work to it;

   d. evidence that, where appropriate, the perspectives of a variety of disciplines are combined;

   e. evidence that, where appropriate, there is collaboration between investigators and practitioners in defining research questions and conducting research.

   (35 points maximum)

3. Qualifications of the principal investigator and other professional personnel, including such concerns as:

   a. experience and previous research productivity;

   b. quality of the discussion and analysis in the application;

   c. evidence of awareness and sensitivity to the special concerns of any target population to benefit from the research;

   d. evidence that the practical and research experience of the principal investigators and others are appropriate for the topics, subjects and settings of the study.

   (20 points maximum)

4. Adequacy of the facilities and arrangements available to the investigator(s) to conduct the proposed study.

   (5 points maximum)

5. Reasonableness of the budget for the work to be done and the anticipated results.

   (5 points maximum)

2nd ROUND

Proposal #: __________

Reviewer #: __________

(1) Significance of the proposed research for American education, including such concerns as:

(a) importance of the research topic from the standpoint of basic knowledge or of American education problems, particularly the failure to serve poor and minority populations;

(b) likely magnitude of the addition that will be made to knowledge and the improvement of practice if the project is successful, including the generalizability of the results.

COMMENTS:

Score for Significance
(35 points maximum) ________

2nd ROUND

Proposal #: __________

Reviewer #: __________

(3) Qualifications of the principal investigator and other professional personnel, including such concerns as:

(a) experience and previous research productivity;

(b) quality of the discussion and analysis in the application;

(c) evidence of awareness and sensitivity to the special concerns of any target population to benefit from the research;

(d) evidence that the practical and research experience of the principal investigators and others are appropriate for the topics, subjects and settings of the study.

COMMENTS:

Score for Personnel
(20 points maximum) ________

(4) Adequacy of the facilities and arrangements available to the investigator(s) to conduct the proposed study.

COMMENTS:

Score for Facilities
(5 points maximum) ________

SAMPLE

CAMPBELL-KIBLER ASSOCIATES
450 RED HILL ROAD
MIDDLETOWN, NEW JERSEY 07748
201-671-1344

May 8, 1981

Dr. Gwendolyn Baker
Minority and Women's Program
National Institute of Education
Washington, DC 20208

Dear Dr. Baker:

I am very interested in becoming a reviewed for the Minorities and Women's Program at the National Institute of Education. I have been involved in programs dealing with the special concerns of minorities and women for the past several years and have done research and published in this area.

Enclosed is a copy of my resumé. Please feel free to contact me if you desire any additional information. Thank you for your consideration.

Sincerely,

Patricia B. Campbell

Patricia B. Campbell, Ph.D.

PBC/ly
Enclosure

Sample Programs for Potential Reviewers

Bilingual Education
Office of Bilingual Education
400 Maryland Avenue, S.W.
Washington, DC 20202

National Institute of Education
1200 19th Street, N.W.
Washington, DC 20208

National Endowment for the Arts
2401 E Street, N.W.
Washington, D.C. 20506

Indian Education
Office of Indian Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Fund for the Improvement of
Postsecondary Education
400 Maryland Avenue, S.W.
Washington, DC 20202

National Science Foundation
Directorate for Science Education
Washington, DC 20550

National Endowment for the Humanities
Washington, DC 20506

Drug Abuse Education Programs
National Institute on Drug Abuse
5600 Lishers Lane
Rockville, MD 20857

Special Services for the Disadvantaged
Bureau of Higher and Continuing Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Emergency School Aid Act
Division of Equal Educational Opportunity
Programs
400 Maryland Avenue, S.W.
Washington, DC 20202

NATIONAL ENDOWMENT FOR THE HUMANITIES

REVIEWER/PANELIST/EVALUATOR PERSONAL INFORMATION SHEET

NOTE: Please read instructions on reverse side before completing applicable questions. Please print or type. Do not reproduce Part II of this form.

Please attach a copy of your curriculum vitae.

PRIVACY ACT

The following notice is furnished in compliance with the Privacy Act of 1974:

This information is solicited under the authority of the National Foundation on the Arts and the Humanities Act of 1965, as amended, 20 U.S.C. 951 et seq. This information is used to have applications for funding reviewed by appropriate individuals, which is the basis of our peer review system; disclosure may be made in response to an inquiry from a congressional office, made at the request of the individual about whom the record is maintained, and for use in Statistical Summaries and Analysis of Trends. Failure to provide information requested in Part I would mean the Endowment would be unable to make selection of reviewers, evaluators or panelists. *Your response to Part II is entirely voluntary; however, failure to complete Part II would make it difficult for the Endowment to assess its progress in providing equal opportunity. Information provided in this section will be treated as confidential and released only in the form of statistical summaries or in a form which does not identify information about any particular person.*

PLEASE READ the instructions for each question carefully and answer by printing your reply or checking the appropriate box. PLEASE CHECK your answers to be certain that they are correct and complete. The Endowment appreciates your cooperation in completing this form.

Block #1—Check (✓) appropriate box.
Block #2—Self-explanatory.
Block #3—Self-explanatory.
Block #4—Enter Institutional/Organizational affiliation and position held; e.g., Univ. of Ohio, Hist. Prof.; Strivers, Inc., Controller; etc.
Block #5—Under mailing address include zip code. Enter telephone number where you can be reached. Include area code in brackets (   ).
Block #6—Enter major field associated with those listed in the NEH Act or Program Announcement (History, Literature, Archaeology, etc.).
Block #7—Enter all subjects which you feel would apply to your own areas of interest from which the Endowment could solicit your assistance. Include areas of expertise (16th-Century French Literature, TV Documentary Production, News Media Columnist, Metaphysics, Civic Affairs, etc.).
Block #8—Please answer all questions. If negative, write NO next to applicable one.
Block #9—List all of your recent publications and those which you consider important. (Include year published.) If none, please enter dissertation topic if any.

Medical Disability (Part II)—Excerpts from the Vocational Rehabilitation Act of 1973:

. . . Any individual who has an impairment that substantially limits one or more major life activities, (e.g.: walking, seeing, hearing, etc.) and who has a record of or is regarded as having such an impairment.

. . . Please do not reproduce Part II. This portion will be removed and processed separately upon receipt at NEH. Thank you.

DAILY EVALUATION FORM

Please circle the appropriate responses.

MORNING

Topic Covered: ____________________________

1. The materials used for this morning's session were:

1	2	3	4	5
of no help				very helpful

2. The format used for this morning's session was:

1	2	3	4	5
very appropriate				very inappropriate

3. The trainer's presentation for this morning's session was:

1	2	3	4	5
very clear				very confusing

AFTERNOON

Topic Covered: ____________________________

1. The materials used for this afternoon's session were:

1	2	3	4	5
of no help				very helpful

2. The format used for this afternoon's session was:

1	2	3	4	5
very appropriate				very inappropriate

3. <u>The trainer's presentation for this afternoon's session was:</u>

1	2	3	4	5
very clear				very confusing

Based on today's session, to improve tomorrow's session, I would:

Comments:

SECTION II

PROJECT DEVELOPMENT

OVERVIEW

The second section of the workshop introduces participants to the major thrust of the workshop--the development and refinement of their own proposal ideas. If participants have come to the workshop with their own ideas, this section provides them with the first opportunity to get real feedback. If participants have not come prepared with ideas, the trainer may want to spend some time prior to this session or at the beginning of the session helping people define problem areas of interest. Although many participants may never submit their proposal to any agency, going through the process is valuable, and is an effective way of developing skills.

Participants should be encouraged to work on their projects outside of scheduled workshop time. The trainer may want to give participants specific "out of workshop" assignments such as developing need statements and literature reviews. If this is done, assignments should be turned in and trainers should respond with feedback the following day.

At this point participants may begin to ask trainers to critically review proposals previously written by the participants. While this activity is valuable to participants it is also very time consuming for trainers. The policy in regard to reviewing proposals should be decided prior to their sessions.

Much of this section is devoted to small group activities. At the beginning of this section, participants may feel uncertain about their ability to critique others' ideas. Trainers should encourage meaningful comments, negative as well as positive, and should, as they are observing the small group dynamics, praise perceptive criticism.

This section usually takes about 1.5 days to complete. Having the section over a two-day period is important because it encourages participants to refine their ideas overnight. If it is necessary to cut this section to one day, trainers may want to provide the handouts for "Proposal Section" and the "World of Contracts" without discussion. "Evaluating Project Ideas: An Activity" may be omitted.

The schedule for this section is somewhat "tight" and trainers should be alert to "information overload" symptoms among the participants. These symptoms can be relieved by periodic breaks and variations in the small group activities.

SECTION OBJECTIVES

- To increase participants' knowledge of brainstorming as an idea development technique
- To increase participants' skills in developing feasible, fundable project ideas
- To make participants more knowledgeable about similarities and differences among research, evaluation, and development
- To increase participants' skills in developing statements of need and literature reviews
- To increase participants' skills in developing goals and objectives
- To make participants more knowledgeable about proposal writing
- To make participants more knowledgeable about the differences between grants and contracts
- To make participants more skilled in bidding on contracts

SAMPLE ONE AND ONE-HALF DAY SCHEDULE

First Day

9:00 - 9:15	Overview of the Day
9:15 - 9:45	Idea Development
9:45 - 10:30	Developing Individual Ideas: An Activity
10:30 - 10:45	Break
10:45 - 12:00	Refining Individual Ideas: An Activity
12:00 - 1:00	Lunch
1:00 - 1:30	Research: Evaluation: Development
1:30 - 2:00	Needs Statements & Literature Reviews
2:00 - 2:45	Developing Needs Statements: An Activity
2:45 - 3:00	Goals & Objectives
3:00 - 3:45	Developing Goals & Objectives: An Activity
3:45 - 4:45	Proposal Sections
4:45 - 5:00	Analysis of the Day

Second Day

9:00 - 9:15	Overview of the Day
9:15 - 9:45	Rules of Proposal Writing
9:45 - 10:30	Evaluating Project Ideas: An Activity
10:30 - 10:45	Break
10:45 - 12:00	The World of Contracts

Idea Development (30 Minutes)

Objectives

- To increase participants' knowledge of brainstorming as an idea development technique
- To increase participants' skills in developing feasible, fundable project ideas

Content Outline

I. Brainstorming
   A. Definition
   B. Format
      1. 5-10 people
      2. Comfortable setting
      3. Need or problem
   C. Rules
      1. Don't criticize
      2. Don't eliminate any ideas

II. Assessment of ideas
   A. Need
   B. Feasibility
   C. Fundability

Method

Lecture, question-and-answer

Handouts

Project Development

Developing Individual Ideas: An Activity (45 Minutes)

Objectives

- To increase participants' knowledge of brainstorming as an idea development technique
- To increase participants' skills in developing feasible project ideas

Activity Instructions

I. In the large group, the trainer should take the participants through a sample brainstorming activity. The trainer should present a need, either the one in the handout "What Can We Do to Improve Vocational Opportunities for Disadvantaged Students?"

or other ones, and encourage participants to suggest solutions. After several solutions are suggested, they should be assessed in terms of need, feasibility, and fundability.

II. After the large group has gone through the sample process, participants should be broken into groups of 4-5 and should use the brainstorming process for one of the participant's own problem areas. After that is completed, either more brainstorming can be done for the problems of other participants, or participants can present their ideas and have them assessed by the small group in terms of need, feasibility, and fundability.

Methods

~~Large and small group discussion~~

Handouts

None

Refining Individual Ideas: An Activity (75 Minutes)

Objectives

- To increase participants' skills in developing feasible, fundable project ideas

Activity Instructions

I. In the large group, the trainer should go over the nine questions in the "Refining Your Project Idea" handout and, with the assistance of the group, try to answer the questions about a sample idea. The idea used may be the one from the handout "To Write and Disseminate Information About Non-Traditional Jobs, Including Apprenticeship Programs" or another idea posed by either the trainer or the participants.

II. After the large group has gone through the sample process, either individually or in small groups, the participants should fill out the "Refining Your Project Idea" handout for each of their ideas. The completed forms should then be discussed and analyzed by the small groups in terms of need, feasibility, and fundability. (An "X" may be placed next to answers that are strong; "O" next to those that need strengthening.)

III. After the small groups have completed this process, they should reconvene into the large group to discuss the refinement process, its value (or lack of value), and ways to improve it.

Methods

Lecture, large group discussion, individual work, small group discussion

Handouts

Refining Your Project Idea

Research: Evaluation: Development (30 Minutes)

Objectives

- To make participants more knowledgeable about similarities and differences among research, evaluation, and development

Content Outline

I. Research
   A. Purpose: to determine an answer to a question
   B. Methods: qualitative and quantitative scientific methods
   C. Generalizability: generalizable beyond sample studied.
   D. Components of a proposal

II. Evaluation
   A. Purpose: to assess the quality of a project, process or product
   B. Methods: application of appropriate models
   C. Generalizability: generalizable only to specific project
   D. Components of a proposal

III. Development
   A. Purpose: to resolve a problem or meet a need
   B. Methods: oriented toward the development of product and programs
   C. Generalizability: based on individual project
   D. Components of a proposal

Methods

Lecture, question-and-answer

Handouts

None

Need Statements and Literature Reviews (30 Minutes)

Objectives

- To increase participants' skills in developing statements of need and reviews of the literature

Content Outline

I. Statements of Need
   A. Components
      1. What the problem is
      2. Why it is a problem
      3. That is can be resolved
   B. Documentation
      1. Role of statistics
         a. What types of statistics should be used
         b. How many
      2. Sources of Publications for Documentation
         a. Federal Government
            (1) Census Bureau
            (2) National Center for Educational Statistics
            (3) National Assessment of Educational Progress
            (4) U.S. Government Printing Office
         b. Libraries
         c. Those working in the problem area
         d. Those affected by the problem area
   C. Statement of need checklist

II. Literature Reviews
   A. Components
      1. Previous work in the area
      2. How previous work contributes to this project
      3. How project improves on past work
   B. Traditional sources of literature
      1. Abstracting systems
         a. Psychological abstracts
         b. Sociological abstracts
         c. Science Information Exchange
         d. Social Science Citation Index
         e. Current Index to Journals in Education
         f. Educational Resources Information Center
      2. Computerized literature search systems
   C. Non-traditional sources of literature
      1. Specialized Journals
      2. Interviews
      3. Personal communications

Methods

Lecture, question-and-answer

Handouts

Project Development

Developing Need Statements: An Activity (45 Minutes)

Objectives

- To increase participants' skills in developing statements of need and reviews of the literature

Activity Instructions

I. Using the Statement of Need Checklist, participants should individually analyze the sample Statement of Need and, in the large group, discuss their analysis.

II. Using the checklist for a guide, participants should outline their individual need statement and make a list of steps necessary to write the need statement. If they feel prepared, they can begin to write the need statement.

Methods

Individual work, large and small group discussion

Handouts

Need Statement Activity Sheet

Goals and Objectives (15 Minutes)

Objectives

- To increase participants' skills in developing goals and objectives

Content Outline

I. Goals
   A. Definition
      1. Describe the purpose of the project
      2. Describe the desired outcome
   B. Sample goals

II. Objectives
   A. Definition - describe how goal will be reached
   B. Sample objectives

C. Rules of writing objectives
   1. Clear and concise
   2. Realistic and achievable
   3. Measurable
D. Objectives and evaluation

Methods

Lecture, question-and-answer

Handout

Project Development

References

Mager, R.F., Preparing Instructional Objectives, Palo Alto, California: Fearon Press, 1962.

Developing Goals and Objectives: An Activity (45 Minutes)

Objectives

- To increase participants' skills in developing goals and objectives

Activity Instructions

I. In the large group, the participants, under the direction of the trainer, should individually develop a goal and an objective for a sample project. After they have completed this task, the large group should discuss some of the goals and objectives that were developed. The trainer may want to use the sample problem on the "Goals and Objectives Worksheet" (proposals submitted to equity programs, while having good ideas, are frequently inappropriately conceived and written) or another example. If the sample project is used, participants should compare their responses to those on the Worksheet.

II. Individually, using the Worksheet, participants should develop at least one goal and one objective for their own project ideas.

III. After participants have completed their goals and objectives, they should, in small groups of 3-4, assess and refine the written goals and objectives.

Methods

Individual work, large and small group discussion

Handouts

Goals and Objectives Worksheet

Proposal Sections (60 Minutes)

Objectives

- To make participants more knowledgeable about proposal writing

Content Outline

I. Introduction and Overview
   A. The main issues (problems, tasks)
   B. The approach to dealing with these issues
   C. Why you are best qualified to conduct the project
   D. Who will conduct the project?

II. Background
   A. Brief Review of major literature
      1. Cite references
      2. Use conclusions to validate your approach
   B. What is needed and how you will meet the need
   C. Major outstanding issues

III. Procedures

IV. Management Plan and Schedule
   A. Where the project will be located
   B. Who will do the project
   C. Organizational chart
   D. Time line
   E. Internal management assessment procedures
   F. Products

V. Staff and Experience
   A. Corporate background
   B. Project experience
   C. Staff qualifications

VI. Cost
   A. Budget breakdowns
   B. Justification of costs

Note: The trainer should present this as an overview and indicate that more specific information on Procedures, Management Plans and Budgets will be presented later in the workshop. The trainer should also remind participants that this outline should be changed as necessary to meet project needs and funding agency guidelines.

Methods

Lecture, question-and-answer

Handouts

None

Analysis of the Day: An Activity (15 Minutes)

Objectives

- To summarize the day's activities
- To collect participants' feedback on the day's activities

Activity Instructions

I. Trainers should pass out informal evaluation instruments and ask participants to fill them out about the day. They may also want to ask participants to discuss ways of improving the day.

Methods

Paper-and-pencil assessment, discussion

Handouts

Daily Evaluation Form

Evaluating Project Ideas: An Activity (45 Minutes)

Objectives:

- To increase participants' skills in developing feasible, fundable project ideas
- To increase participants' skills in developing goals and objectives
- To increase participants' skills in developing statements of need

Activity Instructions

I. If participants have been working on their ideas, statements of need, and goals and objectives, this time should be used to have them break into small groups of 3-5 and present their refined work to the group for further feedback. The trainer should also be available to provide feedback on the refined ideas, either at this time or outside of the workshop session.

II. If participants have not been working on their ideas, statements of need, and goals and objectives, this time should be used for individual work. The trainer should be available for feedback. At the end of this activity, the trainer should collect participants' work so that it can be read and returned with written feedback.

Methods

Individual work, small group discussion

Handouts

Project Development

Rules of Proposal Writing: An Activity (30 Minutes)

Objectives

- To make participants more knowledgeable about proposal writing

Activity Instructions

I. The trainer should go over the proposal writing tips in the handout with the participants in the large group. Specific areas the trainer may want to emphasize include:

A. Proposal questions: who, what, where, why, how, how evaluate, and how much
B. The harder the reading (because of jargon, poor writing, poor typing, poor copying), the lower the rating
C. Specific tips from handout
D. Differences in writing for public vs. private vs. corporate agencies

II. In small groups of 3-5, participants, based on their own experience, develop additional proposal writing tips. Each group should select what they consider the most important tips and justify the decision.

III. As small group discussions wind down, the groups should come together and report on what their best tips are and why.

Methods

Lecture, question-and-answer, large and small group discussion

Handouts

Project Development

The World of Contracts (75 Minutes)

Objectives

- To make participants more knowledgeable about differences between grants and contracts

- To make participants more skilled in bidding on contracts

Content Outline

I. Grants vs. Contracts
   A. Director flexibility
   B. Fiscal liability
   C. Eligibility: determined by statute
   D. Availability: increased use of contracts

II. Bidding a Contract
   A. The screening go/no go
   B. Do you know what the job is?
   C. Why do you really want this work?
   D. Can you do the job?
   E. Can you win?

III. Scheduling a Contract Proposal

Note: In the large group, the trainer may want to go through the bid/no bid process with an actual request for proposal.

Methods

Lecture, question-and-answer

Handouts

The Bid/No Bid Process
Scheduling the Proposal

PROJECT DEVELOPMENT*

Idea Development

Your first step in proposing an effective project is to develop a good idea. Many organizations have good ideas, but little money to carry them out. The questions you'll need to ask about your idea include:

1. Is there a real need for this new product/project?
2. Does it have the potential to alleviate the problem or situation with which you are concerned, and can it be implemented?
3. Can you find a funding source?

Often general comments are the beginning of a fundable project, "We ought to help teachers develop new classroom materials because everything is so biased" could result in a project to produce a non-sexist curriculum-development/workshop package. "Something needs to be done to increase vocational opportunities for disadvantaged teenage girls" could inspire concerned community members to design such a program.

Brainstorming

Brainstorming is "a group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group" (Webster's New Collegiate Dictionary, 1975). One of the best ways to encourage creative thinking is through a brainstorming session. To organize such a session, bring together five to ten interested people in a comfortable setting. Before you meet, ask them to think about what has to be accomplished in the brainstorming session; for example, if you have thought of a need or a problem, then you can brainstorm ways to solve or alleviate the problem.

In the brainstorming session everyone contributes as many ideas as possible that are relevant to the issue or problem at hand. One person acts as recorder and writes down every idea on a chalkboard (or anything big enough for everyone to see what has been written). The major rules of brainstorming are: DON'T CRITICIZE and DON'T ELIMINATE ANY IDEA. People need to feel free to make their contributions without the fear that someone won't like them or will think them silly.

Other "rules" of brainstorming that should be presented to the group are:

1. The wilder the ideas, the better.
2. Quantity is wanted.
3. Combination and improvement are wanted. (Brilhart, 1967, p. 34)

After the brainstorming session is over, the ideas should be organized and assessed. For example, if you started with the question "What can we do to improve vocational opportunities for disadvantaged students?", the following ideas may have come out of your brainstorming session:

*Adapted from Developing Successful Proposals in Women's Educationa Equity Volume I: The Guide by Walter Mathews, Lisa Hunter, Patricia Campbell and Margaret Robinson. Farwest Regional Laboratory, 1855 Folsum Street, San Francisco, CA 94103

1. Give them money so that they can go to college.
2. Write a book on apprenticeship opportunities.
3. Develop a model job-training center for non-traditional jobs.
4. Disseminate information about non-traditional jobs.

Your analysis of these four ideas might find #1 unfeasible because of the great cost involved and because of the low probability that just giving out money will increase vocational opportunities. If you plan to apply for funds from the Department of Education, you would eliminate #3 because it is not related to education. You might combine #2 and $4 since they both deal with providing information about getting into non-traditional jobs.

You would then have one idea with which to work: Write and disseminate information about non-traditional jobs, including apprenticeship programs.

This idea should be further explored in terms of need, feasibility, and fundability.

Need

When you are asked to examine the need for an idea or proposal, you must document that there is indeed a problem that is not being solved by existing efforts. For example, to show that there is a problem with sex-biased school curriculum, cite the statistics on sex-biased school curriculum, cite the statistics on sex-biased readers and textbooks from studies that have been done; summarize the information that has been written on the damage to children's learning and self-esteem as a result of sex-biased curriculum; and include some personal comments from teachers and students regarding their need for new, unbiased curriculum. This is known as documenting a need.

Feasibility

While documenting the need is a necessary step, it is also necessary to show that the idea has some potential for resolving a problem or at least for improving conditions. In addition, you must be able to demonstrate that the idea can be implemented. To do so, examine the accomplishments of similar programs and see what researchers and other practitioners have discovered concerning possible solutions to the problem. Once you've learned what has been written and done in the area, you'll have a basis from which to work. Since you'll probably not be funded to do something that has already been done by someone else, it is important to do this preliminary search of similar programs in your field.

You should be aware that much of the information and research on possible solutions to problems directly relating to women and minorities has been slow in finding its way in to libraries and professional journals. You may need to go to non-traditional sources, such as women's centers, minority or women's caucuses of professional organizations, and minority organizations and publications. Annual reports from foundations and government agencies will tell you what projects have been funded during a given year.

From your research you should get a sense of the feasibility of your idea as well as suggestions of ways to modify or refine it. You also should find further information to justify whether the idea will work. But keep in mind that the problem you propose to reduce or eliminate must be one that you can work on in a reasonable amount of time and with a reasonable amount of money.

Fundability

If you have a documented need and an idea that is feasible, you are definitely moving in the right direction; however, your idea needs to be fundable, that is it needs to be of interest to and meet the requirements of some funding source. The best way to know if an idea is fundable is to know what kinds of ideas are being approved by different government agencies, private businesses, or foundations. This can be determined in a variety of ways, but one of the least expensive is to get on mailing lists. Many foundations and government agencies have free publications describing the grants that they have made. By writing to the foundations or agencies and requesting to be put on their mailing lists, you can easily find out "what's being funded." Once you are on mailing lists you also get other useful things: guidelines for writing proposals for the agency, notifications of new programs or deadlines, new regulations for the agency.

Obviously no organization or individual should ask to be on the mailing lists of all foundations and agencies. Concentrate on those funding sources that would seem to be interested in your area.

In addition, it is useful to develop informal contacts with personnel from funding agencies in order to keep informed of the direction and changing priorities of the agency. Don't, however, expect to get any detailed information that will give you an inside track — the laws (for government agencies) and rules (for other organizations) are designed to insure fair competition.

Proposal Development

Statement of Need

Generally the first section of the proposal to be written is the problem statement: the statement of need. As you may know, Albert Einstein, who is generally acknowledge as one of the world's great thinkers and problem-solvers, said, "The formulation of a problem is far more essential than its solution." Enlightened funding agencies recognize that understanding the problem is really the way to solve it. In other words, a problem well stated is half solved. Your solution may not work, but if you have clearly and correctly defined the problem, finding a "solution" that doesn't work will narrow the field so that a viable solution can be found.

Your statement of need should show that there is a problem that is not being resolved by existing efforts. It is the section that acquaints the reviewers with your knowledge of the specific area in which you are proposing your project.

This section (and every section of your proposal) should be logically organized, concise, and free of rhetoric. Don't assume that the readers of your proposal agree precisely with your point of view. Don't try to woo "liberals" or "conservatives"; it is likely to alienate others and it might be interpreted as a lack of tolerance on your part. Express yourself clearly and truthfully without the use of faulty logic. (See, for example, S. Morris Engel's excellent paperback, With Good Reason: An Introduction to Informal Fallacies, New York: St. Martin's Press, 1976.)

Recall that you are applying for funds to remedy a problem or to reduce a need. Be precise and while you must show the intensity of the need, be sure that the need is not so critical that no amount of money or work could alleviate it.

Whatever points you make in the statement of need should be documented. Don't overwhelm the reviewers with charts and tables, but do include relevant statistics. For example, in a proposal dealing with lowering the high school drop-out rate, an estimated percentage of freshman high school students who drop out by the time they are seniors, and a comparison of the average annual income of drop-out and non-drop-out students would be much more pertinent to the proposal than state-by-state breakdowns of educational levels and earned income by race, sex, and age. The latter information should therefore not be included, whereas the former data should.

A major source of statistical data is the Federal Government, but there is no one clearinghouse to contact for specific information. You should determine the Federal agency most likely to have the information you desire, then contact that agency. For example, for the comparative salaries of drop-outs and non-drop-outs, you could contact the Department of Labor (Washington, DC 20210); and, for the percentages of high school students who drop out by the time they are seniors, you could contact the National Center for Education Statistics (400 Maryland Avenue, S.W., Washington, DC 20202). If you are not sure which agency to contact, or if agencies are not providing you with the information you need, regional offices of education can be of assistance. Your senator or representative can also help, as can state departments of education, since most of the latter have aides whose major responsibility is to track down information for constituents. Remember, though, that these people get many requests, so if you are working under a deadline, let them know your time constraints and find out if they can get the information in time.

Another excellent source of information is the reference department of a city or university library, particularly if it is a library that has access to census data. Go to the library and ask the reference librarian for help. You may be amazed at the amount of information that has already been compiled. Be specific in requesting the data you want, e.g., data on high school drop-outs, nationwide for 1970-72, by regions of the country and by race.

Individuals and groups working in your problem area are very useful, as are journals, books, and newspapers. Also, don't forget to talk to the people who are affected by the problem: they are often the best source of information on what the problem is and what its effects and possible solutions are.

Remember that as much as you may want to, you can't solve the problems of the whole world, or even all the aspects of one problem, but you can have a measurable impact. The funding agency wants you to be realistic. Narrow down your definition of the problem to something you can deal with in a reasonable amount of time (one to three years) and with a reasonable amount of money ($10,000 - $300,000). Be sure to point out the connection between your organization and the problem you plan to deal with. For example, if you are proposing to provide a program to help ex-offenders finish school and your organization has been doing workshops for ex-offenders for the past five years, you should point that out.

The following questions can be used as a checklist for your statement of need:

1. Is the problem stated in precise terms?
2. What are the major causes of the problem?
3. What are the major consequences of the problem?
4. Why was this particular problem chosen for the proposal?
5. Who has been involved to date in the formulation of the idea and the design?
6. What has already been done in the area?
7. Why is the project needed at this time?
8. Why is this the appropriate time for you to seek financial support?

The Literature Review

No project is independent of prior projects and programs in the same area. You must demonstrate a familiarity with what is being done in the area of your proposed project and also indicate how you will significantly add to this work. You should do this in your "Review of the Literature" section.

In your literature review, you should clearly demonstrate that you have a comprehensive grasp of the subject area and that you are aware of significant recent substantive and methodological developments within this area. As you think your project through, you will find it useful to know what the previous thinking in the field has been. This knowledge will support your efforts in defining the need, stating objectives, and designing the procedure to be followed and the evaluation plan.

Your review should be a critical look at previous work that:

1. Describes the work in terms that the general public can comprehend, avoiding jargon.
2. States the way(s) in which previous work has contributed to your proposed project.
3. Describes how your project will improve upon or go beyond past work.

Your search for previous work in the area should include a library search of such references as Psychological Abstracts (a monthly indexed summary of articles dealing with women appearing in a wide variety of publications), the Science Information Exchange of the Smithsonian Institute (an indexed summary of the currently funded projects) and the Social Science Citation Index (an index that organizes articles by the sources they cite in common). Psychology Today, Human Behavior and Society are more popular journals that regularly include articles on minority and women's issues. Also, go to reference librarians for assistance; they can be very helpful in finding the information you need.

Regardless of whether you use traditional or non-traditional sources of information, always try to stay away from second-hand descriptions of projects and studies. You want reports by those who were involved, not interpretations written by others. Primary or original sources are most accurate and because of this are the best to use.

Another good rule to follow is: "Do not make general statements unless you can back them up." For example, unless you have done a very thorough review of the literature, do not say your project approach is unique. In the same vein, do not say your project will be better than past projects unless you give good solid reasons why you feel this is the case. The proposal reviewers will be looking at the competence you show in drawing conclusions as well as in selecting, evaluating, and using the previous work in the area.

Project Goals and Objectives

This section of the proposal is probably the most important of all. Goals and objectives not only provide the structure for what you want to accomplish in your project; they also convey to the reader what you are going to do and how you are going to do it. The goals and objectives are related directly to the need described in the need statement of your proprosal. The activities in the scope of work will be created from your objectives.

The goal is a broad, general statement that describes what you want to accomplish. The wording of the goal should reflect the need for the project. Goals have two basic characteristics: they describe the purpose of the project and the desired outcome. (They do not say how the desired outcome will be accomplished; rather, the objective explains how.) For example, "to help American women achieve equal educational opportunity" is a goal. Goals are usually thought of as longer-term accomplishments than objectives.

Goals can be stated briefly or at great length. Projects may have more than one goal. For example, the goals of one funded grant project are:

- to develop and implement a replicable training system that equips local practitioners to instruct without sex bias or stereotyping
- to increase parents' ability to support and reinforce non-sex-biased and non-stereotypic instruction.

Objectives, on the other hand, are specific and describe how you will accomplish your goal(s). There must be at least one objective for each goal, and as many as ten or fifteen, depending on the broadness of the goal, and the amount of detail of the objectives. An objective can also be defined as a specific, measurable statement of what you plan to accomplish with the funds you have requested.

There are some general points to keep in mind in writing your objectives:

1. Objectives should be clear and concise so that anyone reading them will know what you are going to do. There should be no room for misinterpretation. Avoid words that are vague (such as "to understand"), general (such as "to believe"), ambiguous (such as "to know"). Try to use words that are action oriented. If your

objectives are vague and general, it will be impossible to determine if they have been achieved. Many agencies will not fund a proposal that does not include measurable and achievable objectives.

2. Objectives should be realistic in relation to the amount of time in which they are to be accomplished. Do not try to change the world in twelve months; and do not state objectives that are outside your control since you will be responsible for achieving them.
3. Objectives should be achievable and measurable in relation to the conditions under which they will be performed. For example, how will the learner demonstrate the expected outcome?

Examples of objectives are:

1. Training and technical assistance for teachers in grades K-6 will be provided so that the training:
   - increases their awareness of their attitudes toward race stereotyping and race bias in schools;
   - provides skill-building to modify the existing school environment, and current curriculum and materials, and to develop their own non-biased curriculum and materials.
2. Students exposed to curriculum materials designed by the project will be able to make a realistic appraisal of their own life prospects, and to plan a flexible career around their own interests and goals.
3. The ten teachers involved with the project will gain skills in formative classroom-based curriculum evaluation.
4. Through exposure to the Cultural Comparisons section of the curriculum, students will be able to define socialization.

Develop as many objectives as necessary to achieve your stated goal. Each should be numbered and listed in order of importance, and described with as much precision as possible. In this way, progress can be monitored in an on-going way, and modifications can be made if your evaluation indicates that your objectives are being met too early in a way that was not anticipated.

Remember when you are writing the objectives that they are the basis for evaluating your project. So don't propose something you are not sure you will be able to accomplish. If, by the end of your project you have met all your objectives, then your project is considered a success and your chances for future funding are increased. An excellent source for further information is Robert F. Mager's Preparing Instructional Objectives, which is available from Fearon Publishers, Palo Alto, CA, 1962.

Proposal Writing Tips

In writing proposals, you might consider asking yourself the same questions that newspaper reporters ask before organizing a news article they will write. These questions are: Who? What? Where? When? Why? and How? Unlike the newspaper reporter, however, you will always need to ask these additional questions: "How much will it cost?" and "How will it be evaluated?, why?, and by whom?"

Keep in mind that you should avoid complicated, wordy, or flowery statements in your proposal. Your writing should be clear, logical, and easy to read. Remember that the more difficulty reviewers have reading your proposal, the less likely you are to be funded. Strong proposals form a chain of reasoning with the critical parts highlighted for the busy reviewer.

Although the process of writing a proposal may seem to be a highly complicated activity, it is a very useful one. First, it forces you to reflect on the problem you want to attack so that you get a better understanding of it. Second, it motivates you to analyze ways of resolving the problem until you arrive at the one approach that offers the best solution. Finally, it ensures that you will systematically design the plan of action that will allow you to apply your solution to the problem.

While writing your proposal, it is useful to assume that the reviewers are in opposition to your basic position. Then your proposal must carefully and concisely lead them along to see (if not to completely accept) your view of the problem and your proposed solution. Keep in mind that reviewers have been known to support proposals they were in philosophical disagreement with _if_ the proposals are logically presented and offer reasonable hope of success.

There are five well-known and time-tested steps for developing a solution to a problem that you may want to use in your proposal:

1. Identify the problem to be solved (the problem/need statement).
2. Collect the essential facts concerning the problem (documentation).
3. Select (brainstorm) possible solutions to the problem.
4. Assess these alternative solutions to determine which of them is in accord with the facts.
5. Select the most likely solution (the procedure you propose).

The following are some additional general suggestions that will help you in developing a proposal:

1. Your idea must be within the scope of the law, regulations, and guidelines of the granting agency.
2. Be sure you adequately assess the need for the project or identify a critical problem that needs attention.
3. Conceptualize and state the objectives of the program or product you are proposing. These objectives must be within your control, stated concisely and in measurable terms.
4. Decide upon an effective methodology for accomplishing your goals and objectives. If possible use (and document) the existence of an advisory council and/or specify that the audience or target group will otherwise be involved. This group can be helpful in obtaining grassroots ideas of need and strategy. The project activities must be designed logically to alleviate the problem or need.
5. When you design an evaluation plan, make sure that it is closely tied to objectives and methodology and _not_ expensive in relation to the total budget (less than ten percent). Connect the evaluation to needs.
6. The budget must reflect the level of necessary project activity and be realistic relative to the total amount of funds appropriated. (Don't ask for $100,000 for your project if only $500,000 was appropriated for all programs in the United States.)

7. Have a plan for continuing activities once outside support ceases if the project is evaluated as being successful.
8. Show that your organization is interested in and committed to your project by describing the extent to which the organization will provide release time for staff, use of buildings, reduced overhead, or other such techniques. Relate these contributions to the project budget.

Once you have developed what will go into the proposal, you may want to utilize the following tips*when you sit down to write:

1. Don't use a committee to write. The fewer writers involved, the better the proposal. Preferably the project innovator should be the author, with editorial assistance.
2. Aim your "pitch" at one individual. Try to visualize that person.
3. Write in the "third person." It's easier to brag about "they" than "I".
4. Select an appropriate (and interesting) title of ten words or less. Don't be cute or hammy.
5. If the proposal is a long one (more than ten pages), prepare a table of contents.
6. Be liberal with spacing, sub-headings and underlining to make the proposal easy to read and to emphasize important points.
7. Try to limit each sentence to fifteen words or less.
8. Try to limit yourself to two commas per sentence. This keeps you from saying more than one thing at a time.
9. Keep your paragraphs short, and present only one thought per paragraph.
10. Use contractions freely. That's the way you talk, isn't it? It's the key to more effective, personal writing.
11. Use quick openers — such as good newspaper openers. Catch the reader's attention early, and keep it.
12. Don't make a mystery out of your proposal. Start right in with the most important point.
13. Accentuate the positive: Emphasize "opportunities" rather than "needs". Donors would rather know "where it's at" than "where it isn't".
14. Beware of "iffy" and "hopeful" statements: be positive.
15. Don't use overkill. Remember you are dealing with sophisticated customers, and too much sugar can sour the wine.
16. Use nickel and dime words, but don't insult the reader's intelligence.
17. Beware of professional jargon, abbreviations and vague references.
18. If you have trouble getting started, begin with the budget. Money has a strange way of defining our methods and objectives.
19. There's no need to be sly with granting agencies. You can quite literally "come in the front door", "make the pitch", and "close the sale".
20. KISS — Keep It Short and Simple.
21. Break the rules! Writing is an individual matter, so don't get hung up on someone else's writing rules. The main thing is to make yourself clear.

*Adapted from The Grants Planner by D.L. Conrad. The Institute for Fund Raising, San Francisco, 1976.

REFINING YOUR PROJECT IDEA

Please answer the following nine questions about your project idea. After you have completed the answers, please indicate with an "X" those responses that are strong and with an "O" those responses that need strengthening.

1. What is your project idea? ______________________

2. What is the need? ______________________

3. How will the project meet the need? ______________________

4. Who will it serve? ______________________

5. Who will manage it and who will do the work on it? ______________________

6. Where will the work take place? ______________________

7. What results do you want to see? ______________________

8. How long will your project take? ______________________

9. How much do you think your project will cost? ______________________

NEED STATEMENT ACTIVITY SHEET

Sample Need Statement

"To increase the participation of minority persons and women in the research and development effort of the nation". is one of the National Institute of Education's major goals. Both the Institute as a whole and the Minority and Women's Program are committed to this goal as a necessary step to achieving educational equity. The achievement of this goal will, however, be severely hampered without a prior awareness of the relative status of minority and majority women and men in educational R and D and how that status has been affected both by discrimination and attempts to remedy discrimination. The purpose of this study is to obtain much needed data in this area.

In 1978, the United States Commission on Civil Rights commented that "Systematic evaluation of the nation's progress toward equality has long been limited by both the types of statistical measures available and the types of raw data available" (1978, p. 1). While the Commission was commenting on the country as a whole, the statement holds true for educational research and development as well. For example, data collected by the American Registry of Research Organizations in Education, an NIE funded effort to collect information about people and organizations involved in educational R and D, is not broken down by race or sex. Nor is the data in Clark and Guba's 1977 survey of the status of educational knowledge production and utilization categorized by sex or race.

While such data are lacking in educational R and D, they are not lacking in other social science areas. Psychology, economics, sociology and anthropology are some of the areas that have surveyed on the status of women and minorities (Krenkel, 1975). However, those surveys that have been done have, in general, focused either on majority women to the exclusion of minorities or on minorities without breaking the data down by sex. Pollard's comment that work done on Blacks tends to assume no sex differences while the work on women is directed primarily toward white females, holds true for other minority groups as well (Pollard, 1977).

Frequently ethnic breakdowns are not given at all as was the case in The Woman Doctorate in America (Astin, 1969) and Women, Men and the Doctorate (Centra, 1974). If breakdowns are given, the categories are frequently White, Black and Other as was the Survey of Authors of Research on Educational Topics (Bureau of Applied Social Science, 1970) making it impossible to draw conclusions about Hispanics, American Indians or Asian/ Pacific Americans.

Some data on women's participation in specific professional R and D activities such as reviewing manuscripts, publication of articles, chairing of meetings and participation in professional committees are currently being collected by AERA, but this information is not being broken down into majority/minority categories and no comparable information is being collected for minorities in general (Russell, 1978).

While this work is an important first step, it does not provide information needed today. Minority females and males need to be surveyed as well as majority females and males, in numbers that allow cross sex and cross cultural interactions to be analyzed. Also while it is very important to collect basic information about the number of minorities and women in educational R and D, their salaries, their locations and their levels of participation, this is not enough. As the United States Commission on Civil Rights states, "Although statistical portraits remain essential, they generally accept the data on minorities and women at face value and do not seek to pinpoint the genuine disparities that affect them" (1978, p. 1). In-depth questions dealing with the perceived sources of and responses to discrimination by sex and race in training, employment, promotion and resource allocation are necessary to a more complete analysis of the relative status of minority and majority women and men in R and D.

Up-to-date, comprehensive and in-depth data on the status of professionals in educational R and D are needed by the developers of plans to increase equity in educational research and by evaluators seeking to assess the effectiveness of those plans.

For the preceeding need statement, please answer the following questions:

Need Statement Checklist

	Yes	No	Comments
1. Is the problem stated in precise terms?	___	___	___

Comments

2. What are the major causes of the problem?

3. What are the major consequences of the problem?

4. Why was this particular problem chosen for the proposal?

5. Who has been involved to date in the formulation of the idea and the design?

6. What has already been done in the area?

7. Why is the project needed at this time?

8. Why is this the appropriate time for you to seek financial support?

GOALS AND OBJECTIVES WORKSHEET

The following worksheet is provided to give you a concrete example of the relationship between a goal (the long-term result of your project) and an objective (a way of achieving that goal). You may want to use the space provided to practice describing project goals and related objectives.

SAMPLE PROBLEM: Proposals submitted to equity programs, while having good ideas are frequently inappropriately conceived and written.

GOALS	OBJECTIVES
SAMPLE: To increase the number of people who will have the skills to develop and obtain financial support for projects designed to enhance educational equity.	SAMPLE: To conduct a minimum of 20 tuition-free workshops around the country to teach a minimum of 1000 participants how to develop proposals related to educational equity.

THE BID/NO BID PROCESS

The bid/no bid decision has several steps:

- The screening go/no-go
- What _is_ the job?
- Why do you really want this work?
- Can you do the job?
- Can you win?

The following pages lead you through the above steps and allow you to rate your bid possibilities on a numerical basis.

THE SCREENING GO/NO-GO

Answer each of these questions carefully and then consider whether to go on to the next step.

- Are you eligible to bid? (e.g., non-profit, small business, university, competing contracts, etc.)
- Is there at least two weeks to write the proposal?
- Do you have the special facilities, particular locations, equipment, or special skills required by the Request for Proposal, or can you get them? (The evaluation criteria in the RFP can help here.)
- Do you have someone who knows this subject, someone who knows how to write a proposal, and someone to type and prepare a proposal available for about ten days?
- If you win, do you have someone who can do the job?

If your answer is a flat _No_ to any of these questions, _don't try to bid_. If it's _yes_, or _maybe_, on _all_ of them, go on to the next step.

DO YOU KNOW WHAT THE JOB IS?

The first consideration in a Bid/No-Bid Process is understanding what the job is. After your most likely proposal writer/performer has read the Request for Proposal thoroughly, they should set it aside and answer these questions:

- State what this job is in 50 words.

- List ten action-oriented steps that are necessary to doing the job, from start to finish (e.g., define the program to be evaluated, devise the analytical method, write the questionnaire, etc.).

(1)

(2)

(3)

(4)

(5)

(6)

(7)

(8)

(9)

(10)

If you completed this section comfortably without referring back to the Request for Proposal more than twice, go on to the next step. If you needed to look back three times or more, perhaps you should reconsider--maybe you don't know the area well enough to try this.

WHY DO YOU REALLY WANT THIS WORK?

Rating yourself and the Request for Proposal (RFP) on these good reasons for bidding should help you decide. Circle one number under A and B for each.

Good Reasons for Bidding	A: Important to Me					B: This RFP would do it				
This RFP would:	Less				More	No		Maybe		Yes
Employ staff so they can be retained	1	2	3	4	5	1	2	3	4	5
Provide research reputation and publications	1	2	3	4	5	1	2	3	4	5
Add substantially to business volume	1	2	3	4	5	1	2	3	4	5
Provide a high profit margin	1	2	3	4	5	1	2	3	4	5
Allow expanding into a new area	1	2	3	4	5	1	2	3	4	5
Fill special interests of management	1	2	3	4	5	1	2	3	4	5
Other	1	2	3	4	5	1	2	3	4	5

For each item, multiply your left-hand rating by your right-hand rating. If you have at least one score of twenty-five, two of twenty, or three of sixteen or above, you should go on to the next step in the bid/no-bid decision.

CAN YOU DO THE JOB?

Before writing any proposal you should consider in detail whether or not you can <u>do</u> the job if you win. Mark the boxes below to show what the RFP requires and whether or not you have it, or can do it.

Capabilities	Is It Required In RFP? Yes	Is It Required In RFP? No	Do You Have It? Yes	Do You Have It? No
ADP Programming, Systems Maintenance	☐	☐	☐	☐
Accounting Services	☐	☐	☐	☐
Advertising	☐	☐	☐	☐
Architectural, Engineering Work	☐	☐	☐	☐
Clinical Services/Special Laboratories	☐	☐	☐	☐
Skills in Curriculum or Manual Development	☐	☐	☐	☐
Literature Review, Cataloguing	☐	☐	☐	☐
Survey Data Collection Ability	☐	☐	☐	☐
Sophisticated Statistical Capability	☐	☐	☐	☐
Other	☐	☐	☐	☐

If you lack more than two requirements, "in-house," you probably should not bid. Needless to say, if there is any requirement that you don't have, and can't get, you should not bid.

Next, list the three key people who will work on the project, by name, position, and amount of time to be spent.

Name	Position (e.g., Director, Analyst, etc.)	% of Time on Project
(1)		
(2)		
(3)		

If you have the requirements and have at least two out of the three key people available to put on the project, go on to the next step.

CAN YOU WIN?

This final set of questions is designed to consider how the agency might compare you to other competitors, and to help you decide if there is a competitor much more likely to win than you.

- Have you ever done this kind of work before?
- Have you ever been funded by this agency (or sub-agency) before?
- Can you name at least three other organizations that might bid on the contract?
- If this is a continuation contract, do you know who is doing the job now?
- Did you know about the agency's need or plan for this RFP before it was announced in the CBD?
- Did you get the RFP before it was "on the street" for a week?
- If the evaluation criteria seem to describe a specific set of people, could they fit your organization?
- Can you write five impressive pages describing your experience in this area?
- Does the agency allow at least three weeks between RFP issue and proposal due date?
- Is the RFP's schedule for accomplishing the work realistic?
- Can you think of two good reasons why the government should choose you to do the job instead of someone else?

If you must answer no to more than three of these questions, you probably shouldn't bid, because someone else has to know a lot more about the job than you.

There is one final question to ask:

- What opportunities will you need to give up in order to spend time and money submitting this proposal?

If this is your best choice--go on and schedule the proposal.

SCHEDULING THE PROPOSAL

You can schedule the proposal by allocating deadlines to certain activities. The activities involved in producing a proposal and the percent of time necessary to complete each activity are listed below. The section that follows contains a step-by-step checklist to help you plan and track your progress. Many proposal writers have found that approximately four hours per page is a reasonable time to project for the writing and production of proposals distributed as follows:

Meetings	10%
Outline	5%
Research	15%
Draft, Costs, Visuals	30%
Draft Typing	5%
Review, Edit, Modify and Approve (REMA)	15%
Final Production	10%
Reproduction, Binding	10%

MEETINGS - 10%

Excluding the bid/no-bid decision, meetings should focus on the proposal contents. Meetings should be conducted with RFP requirements as the agenda and time limits established for each item on the agenda. Each section planned during the meeting should be assigned a space as a percentage of the total proposal.

OUTLINE - 5%

Once the content areas have been decided, the sequence should be detailed in an outline including titled subsections for each main section. The number and kind of sections will vary according to the emphasis assigned in the percentage of the proposal you allocated for each main section.

RESEARCH - 15%

Because the project has elements that have been performed by your group in the past, research will mean retrieving those descriptions and reworking them. For some contracts, it may mean demographic research or inquiries to the agency that issued the RFP.

DRAFT, COSTS, VISUALS - 30%

The management considerations required for each content area proposed requires careful thoughtful demonstrations that you have examined the policy implications of the programs you propose. To instill the confidence necessary to win, the writers must make their points quickly and clearly, using visuals to clarify sequences, special project designs, unusual relationships among program content and the like. It also includes the costing and scheduling of the proposed activities.

DRAFT TYPING - 5%

The time required for typing drafts will vary from 10% to 30% depending upon the experience and skill of the writer. The cleaner the draft, the more rapid its production.

REVIEW, EDIT, MODIFY AND APPROVE - 15%

The REMA cycle involves the insertion and/or elimination of details. The writer must review and polish the narrative through thoughtful analysis of the content, constantly relating it to the requirements of the RFP. A final separate reader is necessary to evaluate whether or not you have been responsive to the RFP.

FINAL PRODUCTION - 10%

The modifications of the REMA cycle will be incorporated at this stage consuming 10% of the time including team proofing, corrections, completion of the visuals and proofing of the visuals. Other review elements include a final reading to ensure basic publication clarity such as references, footnotes, description of visuals and the like.

REPRODUCTION AND BINDING - 10%

Supervision of the final portion of the one hour allocated to production must ensure proper collation, positioning of all visuals, and correct page, chapter, and appendix numbers. All pages of one copy must be checked to ensure inclusion of all pages and proper positioning within the proposal.

DAILY EVALUATION FORM

Please circle the appropriate responses.

MORNING

Topic Covered: ______________________________

1. The materials used for this morning's session were:

1	2	3	4	5
of no help				very helpful

2. The format used for this morning's session was:

1	2	3	4	5
very appropriate				very inappropriate

3. The trainer's presentation for this morning's session was:

1	2	3	4	5
very clear				very confusing

AFTERNOON

Topic Covered: ______________________________

1. The materials used for this afternoon's session were:

1	2	3	4	5
of no help				very helpful

2. The format used for this afternoon's session was:

1	2	3	4	5
very appropriate				very inappropriate

3. <u>The trainer's presentation for this afternoon's session was</u>:

1	2	3	4	5
very clear				very confusing

Based on today's session, to improve tomorrow's session, I would:

____

____

____

____

____

____

Comments:

____

____

____

____

____

____

____

____

____

____

____

SECTION III

RESEARCH

OVERVIEW

The third section of the workshop acts as an introduction to, and review of, research methods. The purpose of this section is not to replace a comprehensive course on research, but rather to present some major research issues and areas of which participants should be aware in developing research projects.

The concept of research is one that is somewhat threatening to many participants. This section attempts to counteract the threat by beginning with a research scenario in which participants are given the opportunity to critically assess a research study and discuss their findings. The emphasis of the discussion should be on ethical issues and threats to validity, and trainers should not worry, at this stage, about the proper use of terminology. The purpose is to have participants become more comfortable in assessing research and to have them begin to think about issues that may affect their own work. Participants with both elementary and more advanced research skills have found the scenario interesting and of value. However, trainers may want to spend some time during the scenario establishing how knowledgeable participants are in research and adjust the second day of the schedule, which provides more information about research and threats to validity, accordingly. If the participants are already skilled in research skills, this section may be eliminated and participants may instead use this time to design their own project. This time could also be used for a guest speaker on a research topic of interest such as "the effects of racism and sexism on research methods" or "combining qualitative and quantitative research methods."

This section is scheduled to take 1.5 days, although it can be successfully expanded to two days. The extra time is best spent having participants adapt what they have been learning about research to their individual projects. Trainers may want to have participants hand in the work on their own research designs for trainer feedback. If some participants either do not have project ideas or have ideas that do not involve research, trainers may want to have them work with participants who do have research ideas or have them develop research designs for sample research ideas such as "how does pupils' use of time (time on task and time on reading) vary while reading comics and books?" or "what are the effects of integration and open education on mathematics achievement in the early primary grades?"

During this section participants generally have many questions and trainers should be sure there is time to answer the questions. Trainers may also want to have some research methods textbooks available for participants who wish to read further in the area.

SECTION OBJECTIVES

- To reduce participants' anxieties about their ability to conduct research
- To familiarize participants with general research concepts
- To expose participants to the different forms that research can take
- To enable participants to state a research problem clearly and to formulate testable research hypotheses
- To enable participants to identify, label, and operationally define variables for an anticipated research problem
- To familiarize participants with the considerations associated with measurement and data collection
- To enable participants to identify appropriate sampling strategies and research designs for given research problems
- To provide participants with the opportunity to critize constructively the work of their peers and to have their own work criticized
- To expose participants to the ethical considerations associated with the conduct of research

SAMPLE ONE AND ONE-HALF DAY SCHEDULE

First Day

1:00 - 4:45	Research Scenario: An Activity
4:45 - 5:00	Analysis of the Day

Second Day

9:00 - 9:15	Overview of the Day
9:15 - 10:30	Overview of Research and Types of Research
10:30 - 10:45	Break
10:45 - 11:15	Formulation of Research Questions
11:15 - 12:00	Variable Scenario: An Activity
12:00 - 1:00	Lunch
1:00 - 2:00	Measurement Considerations
2:00 - 3:45	Sampling and Research Design
3:45 - 4:45	Developing a Research Design: An Activity
4:45 - 5:00	Analysis of the Day

Research Scenario: An Activity (3 Hours 45 Minutes)

Objectives

- To reduce participants' anxieties about their ability to conduct research
- To familiarize participants with general research concepts
- To expose participants to the ethical considerations associated with the conduct of research

Activity Instructions

I. The trainer should have participants read the research scenario and answer, in writing, the four questions at the end of the scenarios.

II. In small groups of 4-5, participants should discuss the scenario and their responses to the questions. After the small group discussion appears to be winding down, participants should meet in the large group to report on the small group responses and to discuss similarities and differences in responses. The trainer should make sure that the discussion covers major issures of methodology, including sampling, design, and instrumentation. The trainer may also want to relate the ethical issues raised in this scenario to other research including Jensen's and Coleman's.

[The scenario is not of an actual research study, but rather is a compilation of the errors in several different studies.]

Methods

Individual work, large and small group discussion

Handouts

Research Scenario

Analysis of the Day: An Activity (15 Minutes)

Objectives

- To summarize the day's activities
- To collect participants' feedback on the day's activities

Activity Instructions

I. Trainers should pass out informal evaluation instruments and ask participants to fill them out about the day's activities. They may also want to ask participants to discuss ways of improving this section.

Methods

Paper-and-pencil assessment, discussion

Handouts

Daily Evaluation Form

Overview of Research (75 Minutes)

Objectives

- To familiarize participants with general research concepts
- To expose participants to the different forms research can take

Content Outline

I. Research - A Systematic Attempt to Provide Answers to Questions

II. Characteristics of the Research Process
   A. Systematic
   B. Logical
   C. Empirical
   D. Reductive
   E. Replicable
   F. Transmittable

III. Orientation of Research
   A. Descriptive
   B. Relationships between two or more variables
   C. Differences between two or more variables

IV. General Types of Research
   A. Status
   B. Associational
   C. Experimental

V. Specific Types of Research
   A. Historical
   B. Survey
   C. Observational

D. Correlational
E. Experimental
F. Casual-comparative
G. Educational R & D
H. Action research
I. Evaluation

VI. Protection of Human Subjects
A. Informed Consent
B. Anonymity
C. Privacy
D. Confidentiality
E. Researcher responsibility

Methods

Lecture, question-and-answer

Handouts

Overview of Research

References

Borg, Walter, and Meredith Damien Gall, Educational Research: An Introduction, Third Edition, New York: Longman, 1979.

Dyer, Jean Royer, Understanding and Evaluating Educational Research, Reading: Addison-Wesley, 1979.

Tuckman, Bruce W., Conducting Educational Research, New York: Harcourt Brace Jovanovich, 1972.

Formulation of Research Questions and Identification of Variables (30 Minutes)

Objectives

- To enable participants to state a research problem clearly and to formulate testable research hypotheses

- To enable participants to identify, label, and operationally define variables for anticipated research problems

Content Outline

I. Characteristics of a Research Problem Statement
A. Asks if a relationship exists between two or more variables
B. Clearly and unambiguously stated

C. Possible to answer

II. Hypotheses
 A. Definition: best guess about probable outcomes
 B. Types of hypotheses
  1. Directional: statement of a relationship
  2. Null hypotheses: statement of no relationship

III. Variables
 A. Definition: factor having two or more distinguishably different properties or values
 B. Types of variables
  1. Discrete variables: distinguished by difference as in qualities, traits, or characteristics
  2. Continuous variables: distinguished by differences according to the scale of number
  3. Independent variable: a stimulus or input variable
  4. Dependent variable: a response or output variable
  5. Extraneous variable: any variable that can distort the effect of the independent variable

Method

Lecture, question-and-answer

Handouts

Formulation of Research Questions

Variable Scenario: An Activity (45 Minutes)

Objectives

- To enable participants to identify, label, and operationally define variables of anticipated research problems

Activity Instructions

I. The trainer should have participants read the story carefully and answer the questions at the end of it in writing

II. In the large groups, the participants should discuss their answers and the trainer should indicate, where appropriate, the correct answers.

Methods

Individual work, large group discussion

Handouts

Variable Scenario

Measurement Considerations (60 Minutes)

Objectives

- To familiarize participants with considerations associated with measurement and data collection

Content Outline

I. Measurement Scales
   A. Nominal scale
      1. Definition: names rather than quantities
      2. Example: marital status
   B. Ordinal scale
      1. Definition: provides a rank ordering
      2. Example: rank in class
   C. Internal scale
      1. Definition: specifies crder and interval
      2. Example: Centigrade thermometer
   D. Ratio scale
      1. Definition: interval scale with a true zero value
      2. Example: the number system

II. Measurement Error
   A. Sources of Error
      1. Random: test-taker and administrative differences
      2. Systematic: item ambiguity

III. Reliability - Measure of Test Consistency
   A. Test-retest reliability
   B. Alternate forms of reliability
   C. Split half reliability
   D. Kuder-Richardson Reliability
   E. Factors influencing reliability
      1. Range of scores
      2. Test length
      3. Test difficulty

IV. Validity - Extent to Which Test Measures What it is Designed to Measure
   A. Content validity
   B. Concurrent validity
   C. Construct validity
   D. Predictive validity

Methods

Lecture, question-and-answer

Handouts

Reliability and Validity

Sampling and Research Design (1 Hour 45 Minutes)

Objectives

- To enable participants to identify appropriate sampling strategies and research designs for given research problems

Content Outline

I. Sampling
  A. Definition: the process of selecting a smaller group from a larger defined population
  B. Non-probability samples
    1. Haphazard: accidental or convenience sampling
    2. Purposive: expert choice or judgmental sampling
    3. Quota sampling
  C. Probability samples
    1. Simple random sampling
    2. Systematic sampling
    3. Stratified random sampling
    4. Cluster random sampling
    5. Multi-state sampling

II. Research Designs
  A. Pre-experimental designs
    1. One-shot case study
    2. One-group pre-test/post-test
  B. True experimental designs
    1. Pre-test/post-test control group
    2. Post-test only control group
    3. Solomon four group
  C. Quasi-experimental designs
    1. Static group comparison
    2. Non-equivalent control group
    3. Time series
    4. Counterbalances

Methods

Lecture, question-and-answer

Handouts

Sampling
Types of Research Design

Developing a Research Design: An Activity (60 Minutes)

Objective

- To enable participants to identify appropriate sampling strategies and research designs for given research problems

Activity Instructions

I. Individuals should break into small groups to discuss possible research designs, sampling procedures, and measurement concerns for their own research ideas.

Methods

Small group discussion

Handouts

None

Analysis of the Day: An Activity (15 Minutes)

Objectives

- To summarize the day's activities

- To collect participants' feedback on the day's activities

Activity Instructions

I. Trainers should pass out informal evaluation instruments and ask participants to fill them out about the day's activities. They may also want to ask participants to discuss ways of improving this section.

Methods

Paper-and-pencil assessment, discussion

Handouts

Daily Evaluation Form

RESEARCH SCENARIO

Problem: Dr. Otto B. Whypt, director of the Parent Outreach Program for the Corpus Christi Independent School District (CCISD), believes that there is a strong relationship between the quality of parent/child educational encounters and how well children perform in school. Based on his long experience as a trainer for effective parenting, Dr. Whypt feels that, as the quality of parent/child educational encounters increases, children's academic performance and attitude toward school will improve. Dr. Whypt defines parent/child educational encounters as incidents in which parents serve in an instructional role with their children. These incidents may occur anywhere (in the home, on an outing, while shopping, etc.). Although he is quite confident about his presumption of a relationship between the quality of parent/child educational encounters and children's performance in school, Dr. Whypt realizes that, if he relies solely on his intuition, he may be criticized as being <u>unscientific</u>. He is particularly sensitive to that accusation because he is contemplating a request to the school board for special funding of a major effort to train parents so that they may become more effective in their roles as instructional guides for their children. Consequently, Dr. Whypt devises a study that will demonstrate empirically the relationship which he feels exists between the quality of parent/child educational encounters and children's performance in school.

Procedure: In order to determine whether or not differences in the quality of parent/child educational encounters will affect children's academic achievement and their attitude toward school, Dr. Whypt conceptualizes a study in which two comparison groups will be created. One of the comparison groups (group X) will be comprised of children whose parents have high quality educational encounters with them, while the other comparison group (group C) will be comprised of children whose parents have poor educational encounters with them. Ideally, the quality of the parent/child educational encounters would be determined by intensive observations of parents interacting with their children in natural settings. However, monetary and time constraints prevent Dr. Whypt from observing a large number of parent/child educational encounters. Also, because the criteria which would be used to rate the quality of those encounters (adequate give and take between parent and child, correctness of information conveyed, affective character of the encounter, etc.) are numerous, difficult to make note of simultaneously, and almost impossible to operationalize for would-be hired observers, Dr. Whypt arrives at a relatively simple way to classify the quality of parent/child educational encounters. Children in group X will be children whose parents accept an invitation to attend a special two-hour evening seminar focusing on effective parenting. The children whose parents do not attend the special seminar will be placed in group C. Dr. Whypt feels comfortable in classifying parent/child educational encounters in that manner because he has conducted special seminars on effective parenting for a number of years, and is confident that he will provide all those in attendance with the necessary skills and knowledge to make their educational encounters with their children of high quality.

Because Dr. Whypt wants to assure that the comparison groups are drawn from a population that has a good ethnic, socio-economic, and educational background mix, he decides to conduct his study at a school that is participating in the court-mandated school desegregation plan of the CCISD. The school is located in the predominantly Anglo southside of Corpus Christi. However, it has Chicano and Black children in attendance, most of them bused from the predominantly Mexican American westside of the city. The resulting ethnic composition of the school if 45% Anglo, 50% Chicano, and 5% Black.

Dr. Whypt chooses to focus on the fifth grade children at the school. During the first week of the fall term, he administers a locally developed criterion-referenced test of reading ability and a measure of attitude toward school to all of the fifth grade children. (A copy of the attitudinal measure is attached.) The scores on these two measures are to serve as pretest measurements of academic performance and attitude toward school. Then, a week after all of the tests have been graded, Dr. Whypt issues an invitation to all parents of fifth grade children at the school to attend a special two-hour seminar on effective parenting that will be held in the school auditorium on the Thursday evening of the following week. Children whose parents actually attend the special seminar are placed in group X while the other children are identified as members of group C. During the middle of the spring term, the same tests are administered, again. Dr. Whypt then compares the posttest and change scores for the two comparison groups.

In order to avoid contaminating the study with extraneous influences, Dr. Whypt chooses not to tell either the parents or the children that a study is being conducted. Also, to help assure a high degree of professionalism in the conduct of the study, Dr. Whypt informs the fifth grade teachers which children are members of group X and which are members of group C. This, he feels, will help to ensure that the teachers will be dedicated to the objectives of the study and will help to prevent teachers from providing special tutoring or coaching to the children. For the study, Dr. Whypt hypothesizes that children whose parents have high quality educational encounters with them will do better academically and will have a better attitude toward school than children whose parents have poor educationl encounters with them.

Questions

1. What methodological problems do you find with Dr. Whypt's study?

2. What would you do to correct the methodological problems that you identify?

3. Are there any ethical problems associated with Dr. Whypt's study? If so, what are they?

4. How do you feel about the focus of Dr. Whypt's study?

Questionnaire

<u>To the Student</u>: The purpose of this questionnaire is to find out how you feel about school. There are no right or wrong answers. In the space provided below, simply place an X next to the word that you believe best describes your feelings about school. If you don't believe that either word describes your feelings, place your X in the middle. If a word sort of describes your feelings about school but not completely, place your X somewhere between the middle and the word itself. <u>Remember, there are no right or wrong answers. This questionnaire is to find out how you feel about school. Please answer honestly.</u>

SCHOOL

Happy ______ : ______ : ______ : ______ : ______ : ______ : ______ Sad

Hard ______ : ______ : ______ : ______ : ______ : ______ : ______ Easy

Hot ______ : ______ : ______ : ______ : ______ : ______ : ______ Cold

Short ______ : ______ : ______ : ______ : ______ : ______ : ______ Tall

Young ______ : ______ : ______ : ______ : ______ : ______ : ______ Old

Dark ______ : ______ : ______ : ______ : ______ : ______ : ______ Light

OVERVIEW OF RESEARCH

Research: a systematic attempt to provide answers to questions

Characteristics of the Research Process (Tuckman, pp. 10-12)

1. Research is systematic: involves procedural specifications for the conduct of a study

2. Research is logical: permits checking the validity of the conclusions drawn

3. Research is empirical: involves the collection of data

4. Research is reductive: reduces the confusion of individual events and objects to more understandable categories of concepts

5. Research is replicable and transmittable: involves procedures which permit others to replicate an original study and to generalize results to other settings

Basic Orientations of Research (Borg and Gall, pp. 38-41)

1. Ordinary or simple description

   examples:

   a. What playground equipment is available at the city's different elementary schools?
   b. How many calories are provided in the typical school lunch?
   c. What is the average attendance of parents at special public school-parent meetings?
   d. What specific strategies do elementary school teachers use to control classroom behavior?

2. The study of relationships between two or more variables (variable = any factor having two or more distinguishably different properties or values)

   examples:

   a. What is the relationship between school expenditures per student per academic year and student achievement?
   b. What is the relationship between the daily dietary regimen of children and their classroom comportment?
   c. What is the relationship between the ethnic identity of parents and their attendance at special public school-parent meetings?
   d. What is the relationship between the frequency of homework assignments and students' performance in math?

3. The study or <u>differences</u> between two or more samples of subjects

examples:

a. Will students who are trained with algebra program A score higher on a measure of algebra achievement than students who are trained with algebra program B?
b. Do primary grade children in ghetto schools who receive daily dietary supplements at the school differ in achievement from similar children who do not receive daily dietary supplements?
c. Do teachers who have small classes have a better attitude toward teaching than teachers who have large classes?
d. Will students who have high quality educational encounters with their parents perform better in school than students who have poor educational encounters with their parents?

General Types of Research Studies

1. Status:

· performs a simple counting, inventory, or bookkeeping function

· usually examines variables that are non-manipulable

· regardless, no manipulation of variables takes place

· makes no attempt to draw a relationship between variables

· attempted level of explanation is simple description

examples:

a. the number of students at school X with an I.Q. over 120
b. the number of students in the school district who are physically handicapped
c. the number of viewers who watched a given television show on a given evening

2. Associational:

· examines the relationship between two or more variables

· while variables may be manipulable, they are not manipulated

· attempted level of explanation is prediction

examples:

a. What is the relationship between family income and student I.Q.?

b. What is the relationship between teacher/pupil ratios and student achievement?

c. What is the relationship between ethnic identity of voters and their support for conservative political candidates?

3. Experimental:

- examines the effects on a variable which are produced when another variable is manipulated

- at least one variable is manipulated to determine what effects that manipulation produces on another variable

- attempted level of explanation is to infer causality

examples:

a. What effects will increasing school expenditures per student have on student achievement?

b. What are the effects of different student enrichment programs on student self-concept?

c. What effects will different types of television spot announcements have on consumers' daily use of gasoline?

Specific Types of Research

1. Historical Research: a systematic search for (and of) documents and other sources that contain facts and accounts related to the researcher's questions about the past

2. Survey Research: employs questionnaires and interviews in order to determine the opinions, attitudes, preferences, and perceptions of persons of interest to the researcher

3. Observational Research: a technique for collecting direct information about human behavior that can be collected only indirectly by paper-and-pencil instruments or other similar measurement techniques

4. Correlational Research: used to compare measurements taken on two different variables in order to determine the degree of relationship between those variables (refer to treatment of associational studies above)

5. Experimental Research: refer to treatment of experimental studies above

6. Causal-Comparative Research: an experimental research technique that allows a researcher to examine the possible effects of variables that cannot be manipulated

7. Educational R & D: research activity in which the intended result is a finished product(s) or strategy(ies) that can be used effectively in educational programs

8. Action Research: applies the procedures of scientific inquiry toward the resolution of specific problems in specific settings

9. Evaluation Research: involves the systematic collection of evidence on the worth of educational programs, products, and techniques; its main purpose is to help individuals make programmatic decisions

Basic Rights of Individuals Who Serve as Subjects in Research Studies

1. The right to informed consent

2. The right to remain anonymous

3. The right to privacy

4. The right to confidentiality

5. The right to expect researcher responsibility

References

Borg, Walter and Meredith Damien Gall. Educational Research: an Introduction, Third Edition. New York: Longman, 1979.

Tuckman, Bruce W. Conducting Educational Research. New York: Harcourt Brace ovanovich, 1972.

Dyer, Jean Royer. Understanding and Evaluating Educational Research. Reading: Addison-Wesley, 1979.

FORMULATION OF RESEARCH QUESTIONS

Characteristics of a Problem Statement

1. It should ask about a relationship between two or more variables.
2. It should be stated clearly and unambiguously.
3. It should be possible to collect data to answer the question(s) asked.
4. It should not represent a moral or ethical position.

Hypotheses

Hypothesis: a speculation about the relationship between two or more variables. In the conduct of research, it represents the investigator's best guess as to the probable outcomes of his or her study.

The directional hypothesis states a relationship between the variables being studied or a difference between experimental treatments that the researcher expects to emerge.

The following are directional hypotheses:

1. Pupils of low ability in ability-grouped classrooms will receive significantly higher scores on a measure of inferiority feelings than pupils of low ability in random-grouped classrooms.

2. There is a positive relationship between the number of older siblings and the social maturity scores of six-year-old children.

The null hypothesis states that no relationship exists between the variables studied or that no difference will be found between the experimental treatments. The null hypothesis does not necessarily reflect the investigator's expectations, but is used principally because it is better fitted to statistical techniques that are used in the data analysis stage of a research study.

Variables

A variable is any factor having two or more distinguishably different properties or values.

Discrete or Categorical Variables: Distinguished by differences in qualities, traits, or characteristics (i.e., gender, marital status, ethnic identification, political party affiliation, etc.)

Continuous Variables: Distinguished by differences according to the scale of number (i.e., age, class size, income, test scores, dropout rate, etc.)

Extraneous Variable: Any variable which, if uncontrolled, can produce effects on the dependent variable which confound or distort the "true" effect of the independent variable on the dependent variable.

Independent Variable: A stimulus variable, or input; that factor which is measured, manipulated, or selected by the researcher to determine its relationship to or its effect on an observed phenomenon.

Dependent Variable: A response variable or output; that factor that appears, disappears, or varies as the researcher introduces, removes, or varies the independent variable.

VARIABLE SCENARIO

Read the following story carefully and answer the questions at the end of it.

Problem

Dr. Justine Tyme, professor of introductory zoology at Whatsomatta U., has noticed that, over the years, students with better attendance rates in her classes tend to obtain better grades in her course. Since she assumes that a direct relationship between high attendance rates and good grades exists, she wonders about what she can do to improve attendance. She speculates that attendance rates may be related to the kind of teaching method that she uses in class. Consequently, she formulates a problem statement addressing that possible relationship.

Problem Statement

Is there a relationship between the type of teaching method used in introductory zoology classes and the attendance rate of students?

Procedure

Because Dr. Tyme teaches three different sections of her introductory zoology classes, she chooses to try three different teaching methods: the film method, the laboratory method, and the traditional method. The film method and laboratory method are different from the traditional method (lecture) only in that the film method supplements the lecture with the use of five films and the laboratory method supplements the lecture with five hours of laboratory work. Accordingly, Dr. Tyme operationally defines teaching method as follows:

Traditional Method:	that teaching method in which lecture is used exclusively for instruction
Film Method:	that teaching method in which lecture is supplemented by the use of five films
Laboratory Method:	that teaching method in which lecture is supplemented by five hours of laboratory work

Dr. Tyme operationally defines attendance rate as "the number of times that a student attends her introductory zoology class."

In order to study the relationship between the type of teaching method used in introductory zoology classes and the attendance rate of students, Dr. Tyme teaches each of her three different sections according to one of the teaching methods that she has specified. Throughout the semester, she records the attendance rate of each of her students. Prior to conducting her study, Dr. Tyme hypothesizes that, "There will be a significant difference in the attendance rates of the three introductory zoology sections according to whether they are taught by the traditional method, the film method, or the laboratory method."

Questions

1. What is the independent variable in Dr. Tyme's study?

____

2. Is the independent variable categorical or continuous?

____

3. What is the dependent variable in Dr. Tyme's study?

____

4. Is the dependent variable categorical or continuous?

____

5. In what form does Dr. Tyme state her research hypothesis?

____

6. What are three extraneous variables which, if uncontrolled, may confound or distort the "true" effect of the independent variable on the dependent variable?

(1) ______________________________

(2) ______________________________

(3) ______________________________

Below are examples of relationships that could be examined by an associational study. For each, indicate which of the variables would likely be the independent variable.

a. Number of books in the school library & student achievement
independent variable ______________________________

b. Lung cancer and cigarette smoking
independent variable ______________________________

RELIABILITY AND VALIDITY

<u>Reliability</u>: Refers to the extent to which a test measures consistently; addresses the question of whether an individual would receive the same test score if he or she took the test on another occasion or if he or she took another, different but equivalent form of the test; key concern of reliability is the notion of <u>consistency</u>

<u>Validity</u>: Refers to the extent to which a test accurately measures what it is designed to measure; addresses the question of whether a test measures what it is supposed to measure rather than something else.

MEASUREMENT ERROR

Both reliability and validity are affected by the presence of measurement error. Recall that an observed score may be conceptualized as being comprised of a person's "true" score with a certain amount of added measurement error. Expressed as an equation:

$$X = T + E$$

where X is the observed score; T the hypothetical true score; and E the measurement error. Measurement error is distinguished according to two types of errors: random (unsystematic) errors and constant (systematic) errors.

Random or unsystematic errors are introduced whenever some variable produces inconsistency in test performance from situation to situation (i.e., from one test administration to another). Identification and control of random or unsystematic errors is, therefore, basic to the concept of reliability in measurement.

Examples of random or unsystematic errors include the following:

- differences in test administration conditions from situation to situation (i.e., differences in time limits, illumination, room temperature, etc.)

- differences within and across test takers from situation to situation (i.e., fluctuations in motivation, differences in individual experiences in test-taking, varying levels of test anxiety, etc.)

- unexpected occurrences during the test administration (i.e., time clock stops running, a test taker "passes out," etc.)

Constant or systematic errors are errors that produce systematic effects on performance, but these systematic effects are irrelevant to the purposes of testing. Unlike random or unsystematic errors, constant or systematic errors are inherent to the test itself. Because constant or systematic errors affect the extent to which a test accurately measures what it is designed to measure, identification and control of constant or systematic errors is basic to the concept of validity in measurement.

Examples of sources of constant or systematic errors in tests include the following:

- inappropriate sampling of items from content domain
- ambiguity in the wording of items of instructions
- excessive or complicated instructions that actually make a test of some other skill a test of reading

TYPES OF TEST RELIABILITY

Because test reliability is concerned with <u>consistency</u> in measurement, test reliability can be addressed from three perspectives: (1) consistency over time (stability), (2) consistency across different but equivalent forms of a test (equivalence), and (3) consistency <u>within</u> the test itself (internal consistency).

1. <u>Test-Retest Reliability</u> (coefficient of stability): addresses consistency in measurement over time

   Procedure:

   The test is administered to a group of respondents. A period of time is allowed to elapse. The same test is then readministered to the same group of respondents. Scores on the test are then correlated with scores on the retest.

   Assumptions:

   (1) The characteristic being measured is stable over time.

   (2) No differential forgetting or practice effects occur.

   (3) No differential learning between the two administrations occurs.

   Advantages:

   (1) Obtains a measure of consistency over time

   (2) Requires the development of only one form of the test

Disadvantages:

(1) Requires two administrations

(2) Depends on "appropriate" specification of time interval

(3) Question about the validity of the assumptions above

2. Parallel or Alternate Forms Reliability (coefficient of equivalence: addresses consistency across different but equivalent forms of a test

Procedure:

Two equivalent forms of a test are developed. One form of the test is administered to a group of respondents. A minimal period of time is allowed to elapse. The second form of the test is then administered to the same group of respondents. Scores on the first form of the test are then correlated with scores on the second form of the test.

Advantages:

(1) Obtains a measure of consistency across different but equivalent forms of a test

(2) In creating two forms of the test, the test developer is required to think more carefully about what constitutes a representative sample of items drawn from a content domain

Disadvantages:

(1) Requires the development of two forms of a test

(2) Requires two administrations

(3) Depends on "appropriate" specification of time interval

(4) Questionable that two truly equivalent forms of a test can be created

3. Split-Half Reliability (coefficient of internal consistency): addresses consistency within the test itself

Procedure:

The test is administered to a group of respondents. The test is then separated into two halves. Scores on the first half of the test are then correlated with scores on the second half of the test. The correlation obtained is then "corrected" to represent the reliability of the whole test by use of the Spearman-Brown formula.

Advantages:

(1) Obtains a measure of the consistency within the test itself

(2) Requires the development of only one form of the test.

(3) Requires only one administration

Disadvantages:

(1) Most likely to provide an overestimate of reliability

(2) Too many alternative ways of separating a test into two halves, each of which may be defensible and which may also yield different reliability coefficients

4. Kuder-Richardson Reliability (method of rational equivalence): addresses the extent to which individual test items discriminate in the same manner as the whole test

Procedure:

The test is administered to a group of respondents. Individual item scores are then correlated with scores on the whole test.

Advantages:

(1) Performs an item analysis while determining reliability

(2) Requires the development of only one form of the test

(3) Requires only one administration

(4) Provides the most conservative estimate of reliability

Disadvantage:

(1) time-consuming

FACTORS INFLUENCING RELIABILITY COEFFICIENTS

1. Range of Scores: As variability in performance (heterogeneity of respondents) increases, the reliability coefficient increases

2. Test Length: Generally, the longer the test (or the greater the number of test items), the higher the reliability coefficient should be

3. Test Difficulty: If the test is too difficult or too easy for a group of respondents, the range of the scores will be narrowed and reliability reduced

TYPES OF TEST VALIDITY

Because test validity is concerned with the extent to which a test accurately measures what it is designed to measure, test validity can be addressed from three perspectives: (1) expert judgments about the appropriateness of a test, (2) verification through the use of outside criteria, and (3) the accumulation of indirect evidence.

1. Content Validity

Procedure:

A test that is believed to be a good representative sample of items drawn from a specified content domain is developed. A panel of experts is then convened to "judge" the test by determining (1) the content domain which the test appears to address, (2) the appropriateness of the sample of items, and (3) whether or not the wording of items and instructions is either ambiguous, complicated or excessive.

Advantages:

(1) Allows for independent judgments by experts which lead to an "objective" assessment of the test

(2) Does not require a test administration

(3) Does not require the computation of a correlation coefficient

Disadvantage:

(1) Depends upon human judgment, which can be fallible; the extent to which the test has content validity is a direct function of the extent to which the panel of experts can, in fact, determine whether or not the test has content validity

2. Concurrent Validity

Procedure:

A test developed by the researcher is administered to a group of respondents. A minimal period of time is allowed to elapse. A previously developed, well-reputed test addressing the same content domain is then administered to the same group of respondents. Scores on the researcher's test are then correlated with scores on the previously developed, well-reputed test.

Advantages:

(1) Allows for comparison of the performance on the researcher's test with an objective standard of performance (criterion)

(2) Can serve as an additional check for a test which has been approved as possessing content validity

Disadvantages:

(1) Requires two administrations

(2) Depends on "appropriate" specification of time interval

(3) May serve to perpetuate invalid test

3. Construct Validity

Procedure:

A test designed to measure an intangible or psychological construct (i.e., a trait) is developed by the researcher. Then, the researcher performs numerous correlations between his or her test and tests measuring similar and different constructs and tests measuring those constructs by different methods. Based on the accumulation of indirect evidence, the researcher determines whether or not the developed test is measuring the construct it is designed to measure.

Advantages:

(1) Forces the researcher to think carefully about the theoretical foundations of the construct that he or she is attempting to measure

(2) Provides a way to develop measures for phenomena which are not readily observable

Disadvantages:

(1) Time-consuming; requires numerous test administrations and numerous correlation computations

(2) Question about whether or not phenomena which cannot be readily observed can really be measured

4. Predictive Validity

Procedure:

A test designed to predict a qualitatively different or outside criterion (i.e., the performance or nonperformance of a specific behavior) is developed. The test is administered to a gorup of respondents. A predetermined period of time is allowed to elapse. The same group of respondents is then measured on the outside criterion. Scores on the test are then correlated with the measures on the outside criterion.

Advantages:

(1) A test that accurately predicts an outside criterion valid

Disadvantages:

(1) Requires two observations

(2) Depends on "appropriate" specification of time interval to combat the effects of intervening events or the acquisition of new information

Note on the reliability and validity studies:

The larger the sample of respondents and the more representative the sample is of the population for whom the test is designed, the more meaningful will be the results.

SAMPLING

Sampling: The process of selecting a smaller group or sample of elements from a larger defined population or universe of elements (persons, events, or objects) in a way that makes the investigator feel that the smaller group is representative of the population or universe.

Distinction between Probability and Nonprobability Samples: With probability samples, one can estimate how much the sample might differ from the population, while, with nonprobability samples, one cannot.

Nonprobability Samples

1. Haphazard, Accidental or Convenience Sampling

   Researcher takes the cases at hand until the desired number is reached or until all cases available are obtained. Samples consisting of volunteer subjects are obtained by such procedures. A researcher relies on these procedures when it is impossible to construct a list of population elements or when such lists could be constructed only with great difficulty.

2. Purposive, Expert Choice or Judgmental Sampling

   Experts choose "typical" or "representative" cases on the assumption that, with judgment and reason, a satisfactory sample can be chosen.

3. Quota Sampling

   Ensuring that certain types of population elements are represented in the sample. It is not necessary that the quotas for each characteristic be proportional to the existence of those characteristics in the population as a whole. In some cases, a researcher may want a certain characteristic to be overrepresented in the sample (Dyer, p. 97).

Probability Samples

1. Simple Random Sampling

   Selecting a sample in such a way that each element of the population has an equal and independent chance of being included in the sample.

2. Systematic Sampling

   Selecting every kth sampling unit from a random list of population elements after a random start.

3. Stratified Random Sampling

Randomly selecting elements from a population in a way that assures the proportional representation of specified subgroups or strata in the population.

4. Cluster Random Sampling

Randomly selecting elements from a population by naturally occurring groups of elements rather than by individual element.

5. Multi-Stage Sampling

Randomly selecting individual elements from within clusters of elements previously selected by cluster random sampling.

TYPES OF RESEARCH DESIGNS

A. <u>Pre-experimental Designs</u>

Also referred to as nondesigns; do not control adequately against the sources of internal invalidity; called pre-experimental because they represent the component pieces or elements of true experimental designs.

1. One-shot Case Study: X O
   Treatment is administered, followed by a posttest to measure the effects of the treatment.

2. One Group Pretest-Posttest: O X O
   Treatment is preceded by a pretest and followed by a posttest.

B. <u>True Experimental Designs</u>

Involve the use of a control group and randomization; provide completely adequate controls for all sources of internal invalidity.

1. Pretest-Posttest, Control Group:	R	O	X	O
2. Posttest Only, Control Group	R		X	O
	R			O
3. Solomon Four Group:	R	O	X	O
	R	O		O
	R		X	O
	R			O

C. <u>Quasi-experimental Designs</u>

Are partly, but not fully, true experimental designs; control some but not all of the sources of internal invalidity; not as/adequate as true experimental designs, but substantially better than pre-experimental designs; used for situations in which complete experimental control is difficult or impossible (randomization is not utilized).

1. Statis Group Comparison:

$$\frac{X \quad O}{\quad\quad O}$$

2. Nonequivalent Control Group:

$$\frac{O \quad X \quad O}{O \quad\quad O}$$

3. Time Series: O O O OXO O O O

4. Counterbalanced:

X_1O	X_2O	X_3O
X_2O	X_3O	X_1O
X_3O	X_1O	X_2O

DAILY EVALUATION FORM

Please circle the appropriate responses.

MORNING

Topic Covered: ______________________

1. The materials used for this morning's session were:

1	2	3	4	5
of no help				very helpful

2. The format used for this morning's session was:

1	2	3	4	5
very appropriate				very inappropriate

3. The trainer's presentation for this morning's session was:

1	2	3	4	5
very clear				very confusing

AFTERNOON

Topic Covered: ______________________

1. The materials used for this afternoon's session were:

1	2	3	4	5
of no help				very helpful

2. The format used for this afternoon's session was:

1	2	3	4	5
very appropriate				very inappropriate

3. The trainer's presentation for this afternoon's session was:

1	2	3	4	5
very clear				very confusing

Based on today's session, to improve tomorrow's session, I would:

____

____

____

____

____

____

Comments:

____

____

____

____

____

____

____

____

____

____

____

SECTION IV

EVALUATION

OVERVIEW

This section of the workshop acts as an introduction to and review of evaluation. The purpose of the section is to provide participants with a knowledge of evaluation sufficient to have them work with professional evaluators and to make some decisions about the evaluation of their own projects.

The section begins with an overview of evaluation and continues on to cover some of the major evaluation designs and models used in educational evaluations. Trainers should determine participants' knowledge and skill level in evaluation and should determine the level of the presentation accordingly.

The handout for this section is on evaluation and evaluation designs, many of which have been adapted from materials developed under the Beta project by the Center for the Study of Evaluation by Elois Scott of the University of Florida and Lynn Winters of the Center. Trainers may want to have participants read the handout prior to beginning this section and have the morning segment be a discussion of the monograph and questions and answers. Otherwise the morning segment should cover the major points in the handout and participants should be encouraged to read it at a later date.

The second afternoon activity has participants applying the knowledge gained in the morning segment to the design of an evaluation for their own projects. Trainers may want to have participants hand in their work for trainer feedback. If some participants do not have projects to evaluate, trainers may want to have them work with participants who do. Trainers may also want to have some evaluation textbooks available for participants who wish to read further in the area.

SECTION OBJECTIVES

- To reduce participants' anxieties about their ability to do evaluations
- To familiarize participants with general evaluation concepts
- To expose participants to different forms that evaluation can take
- To enable participants to identify appropriate methods and designs for the evaluation of a program

- To familiarize participants with considerations associated with measurement and data collection

SAMPLE ONE-DAY SCHEDULE

9:00 - 9:15	Overview of the Day
9:15 - 10:30	Overview of Evaluation
10:30 - 10:45	Break
10:45 - 12:00	Types of Evaluation Designs
12:00 - 1:00	Lunch
1:00 - 3:00	Setting ~~up an~~ Evaluation Model: An Activity
3:00 - 4:45	Developing an Evaluation: An Activity
4:45 - 5:00	Analysis of the Day

Overview of Evaluation (75 Minutes)

Objectives

- To familiarize participants with general evaluation concepts
- To expose participants to different forms an evaluation can take
- To familiarize participants with considerations associated with measurement and data collection

Content Outline

I. Introduction to Evaluation
   A. Definition of Evaluation--process of selecting, collecting and interpreting information for the purpose of keeping various audiences informed about a program
   B. How evaluation differs from and overlaps with research
      1. Evaluation
         a. Decision-oriented
         b. Cyclic
      2. Research
         a. Conclusion-oriented
         b. A component of evaluation
   C. Why need an evaluation design
   D. Threats to validity
      1. Selection
      2. Maturation
      3. Instrument quality
      4. Statistical regression
      5. Test administration procedures
      6. Extraneous factors

E: Solving threats to validity

II. Types of Evaluation
   A. Summative
      1. Outcome evaluation
      2. Conclusion generating
   B. Formative
      1. Process evaluation
      2. Implementation evaluation

Methods

Lecture, question-and-answer

Handouts

Overview of Evaluation

Types of Evaluation Designs (75 Minutes)

Objectives

- To expose participants to different forms evaluation can take
- To enable participants to identify appropriate methods and designs for the evaluation of a program
- To familiarize participants with considerations associated with measurement and data collection

Content Outline

I. Regression-Discontinuity Design
   A. Description
   B. Advantages
   C. Disadvantages

II. Regression Projection Model
   A. Description
   B. Advantages
   C. Disadvantages

III. Norm-Group Comparisons
   A. Normed pre-test, normed post-test designs
      1. Description
      2. Advantages
      3. Disadvantages
   B. Normed pre-test, local pre-post-test design
      1. Description
      2. Advantages
      3. Disadvantages

IV. Within-Group Comparisons
   A. Time series
      1. Description
      2. Advantages
      3. Disadvantages
   B. Multiple time series design
      1. Description
      2. Advantages
      3. Disadvantages

V. Evaluation Models
   A. Center for the Study of Evaluation Model
   B. Provus Discrepancy Model
   C. CIPP Evaluation Model

VI. Selecting Instruments

Methods

Lecture, question-and-answer

Handouts

Overview of Evaluation

Setting Up an Evaluation Model: An Activity (2 Hours)

Objectives

- To enable participants to identify appropriate methods and designs for the evaluation of programs

- To reduce participants' anxieties about their ability to do evaluations

Activity Instructions

I. The trainer should divide the participants into small groups of no more than six and have them set up an evaluation model for the project described in the abstract. Each small group should at a minimum:
   - state specifically what is to be measured
   - state the measurement procedure
   - considering time, cost and effort, determine which ways the data should be collected
   - based on achieving positive findings in the summative evaluation, state what can be said about the program
   - based on achieving no significant findings, state what can be said.

II. As the small groups complete their work, the groups should be brought back into a large group, report their results and compare similarities and differences.

Methods

Small group work, small and large group discussion

Handouts

Project Abstract

Developing an Evaluation: An Activity (1 Hour 45 Minutes)

Objectives

- To enable participants to identify appropriate methods and designs for the evaluation of programs

Activity Instructions

I. The trainer should divide the participants into small groups of no more than six. Each group should identify one of the participants' project ideas that would need an evaluation. Using one of the models presented earlier, the small groups should design an evaluation for the project.

II. As the small groups complete their work, the groups should be brought back into the large group and report their results.

Methods

Small group work, small and large group discussion

Handouts

None

Analysis of the Day: An Activity (15 Minutes)

Objectives

- To summarize the day's activities

- To collect participants' feedback on the days's activities

Activity Instructions

I. Trainers should pass out informal evaluation instruments and ask participants to fill them out about the Evaluation section. They may also want to ask participants to discuss ways of improving this section.

Methods

Paper-and-pencil assessment, discussion

Handouts

Daily Evaluation Form

PROJECT ABSTRACT

The purpose of this project is to develop seven intructional units or modules, on sex roles and sex stereotyping in various areas of education. The instructional modules will include audio tapes, transparency masters and handouts and will be designed for use by teacher educators in college, graduate and in-service courses. Each module will have a distribution cost of under $5.00 and will be oriented toward a specific area of teacher education. The areas to be covered wll be: Human Growth and Development, Early Childhood Education, Special Education, Educational History, Science Education, Math Education and Social Studies Education. Each module will include information, opportunities for discussion and suggestions fcr teacher activities with students.

In the development of the modules, special attention will be paid to the interaction of minority group membership, socioeconomic class and regional differences with sex roles and sex similarities and differences.

The content of each of the modules will be reviewed for accuracy and completeness by at least one independent content area reviewer.

The objectives for this project are:

1. To develop, validate and field test seven instructional units on sex roles and sex stereotypes that will:

   a. Provide up-to-date, research-based information on sex roles and their effects

   b. Refute traditional myths about the roles and activities of women and men, boys and girls

   c. Increase teachers' awareness of their influence on the development of student sex roles

   d. Provide alternatives to stereotypic behavior for teachers

   e. Provide low-cost alternatives to stereotypic teacher education materials

   f. Be able to be used independently or adopted by course instructors

   g. Primarily be for pre- and in-service teachers but also may be used by people in a wide range of fields other than education

DAILY EVALUATION FORM

Please circle the appropriate responses.

MORNING

Topic Covered: ______________________________

1. The materials used for this morning's session were:

1	2	3	4	5
of no help				very helpful

2. The format used for this morning's session was:

1	2	3	4	5
very appropriate				very inappropriate

3. The trainer's presentation for this morning's session was:

1	2	3	4	5
very clear				very confusing

AFTERNOON

Topic Covered: ______________________________

1. The materials used for this afternoon's session were:

1	2	3	4	5
of no help				very helpful

2. The format used for this afternoon's session was:

1	2	3	4	5
very appropriate				very inappropriate

3. The trainer's presentation for this afternoon's session was:

1 2 3 4 5

very clear ... very confusing

Based on today's session, to improve tomorrow's session, I would:

Comments:

SECTION V

PROJECT MANAGEMENT

OVERVIEW

This section of the workshop focuses on the components of a management plan and how they can be used, both in a proposal and in the actual management of a project. The major thrust of this section is in the development of skills in such areas as task analyses, time lines, person-loading charts and budgets. Therefore the activities, unlike in other sections, emphasize the developing of products rather than discussion. Participants will develop and assess sample task analyses, time lines, person-loading charts and budgets. It is strongly suggested that participants, either individually or in small groups, develop management plans for their own project ideas. In order to do this more easily, the Project Management section should be done after the Project Development and Research and Evaluation sections. Trainers may want to suggest participants bring calculators (or they may want to provide some), so that budgets may be done more easily. If many participants come from the same institutions, the trainers may want to familiarize themselves with the grant procedures, including indirect cost and fringe benefit rates, for those institutions.

This section of the workshop generally takes two days to complete, although it can be cut to one day. If it is cut, trainers may want to have participants develop their own management plans after the workshop and then perhaps give them to the trainers for feedback.

Trainers may find that participants feel uncomfortable about developing budgets and may need more encouragement in this area. Particular emphasis needs to be placed on neither grossly over- nor under-estimating a budget and on justifying costs. If there is time, trainers may want to role-play a budget negotiation so that participants can see the need for budget justificantions.

SECTION OBJECTIVES

- To make participants aware of what project mangement is and why it is important
- To show the relationships of each phase of the management plan
- To increase participants' knowledge about, and skill in developing, task analyses
- To increase participants' knowledge about, and skill in developing, time lines

- To increase participants' knowledge about, and skill in using, a person loading chart for estimating the staffing resources of a project

- To make participants aware of how to effectively communicate their capabilities and qualifications in a resume

- To make participants more skilled in matching staff qualifications with project personnel needs

- To make participants more knowledgeable about selecting staff

- To increase participants' skills in the development of facilities and resources statements

- To increase participants' knowledge of budgeting

- To increase participants' knowlege of cost-sharing

- To increase participants' skill in budgeting

SAMPLE TWO-DAY SCHEDULE

First Day

9:00 - 9:30	Overview of the Day: Introduction to Project Management
9:30 - 10:15	Task Analysis: An Activity
10:15 - 10:45	Time Line: An Activity
10:45 - 11:00	Break
11:00 - 12:00	Person Loading Chart: An Activity
12:00 - 1:00	Lunch
1:00 - 1:30	Resumes: An Activity
1:30 - 2:30	Staff Selection and Description: An Activity
2:30 - 3:00	Facilities and Resources
3:00 - 4:45	Generating Individual Management Plans: An Activity
4:45 - 5:00	Analysis of the Day

Second Day

9:00 - 9:15	Overview of the Day
9:15 - 10:45	Budgeting
10:45 - 11:00	Break
11:00 - 12:00	Cost Sharing
12:00 - 1:00	Lunch
1:00 - 2:00	Generating and Critiquing a Sample Budget: An Activity

2:00 - 4:00 ~~Generating Individual Budgets: An~~ Activity
4:00 - 4:45 Critiquing Management Plans and Budgets: an Activity
4:45 - 5:00 Analysis of the Day

Introduction to Project Management (30 Minutes)

Objectives

- To show the relations and transitions of each phase of the management plan

Content Outline

I. Why Project Management
   A. The components and their importance
      1. Task analyses
      2. Time lines
      3. Person loading charts
      4. Staffing
      5. Facilities and resources
   B. Each component's relation to the others

II. Model Project for Project Management
   A. Background
      1. One-year grant award from WEEAP
      2. Budget: $239,000
      3. Title: High School Curriculum for Sex Roles
      4. First-time award for the Director
   B. Abstract
   C. Scope of Work

Methods

Lecture, discussion

Handouts

Components of Project Management
Summary Scope of Work for Model Project

Task Analysis: An Activity (45 Minutes)

Objectives

- To increase participants' knowledge about, and skill in, developing task analyses

Content Outline

I. Purpose
   A. To determine the tasks which need to be accomplished
   B. To provide a necessary first step to writing time lines, etc.

Activity Instructions

I. Each participant should read the Abstract and Summary Scope of Work and analyze them to derive a list of tasks to be done for the project.

II. The total group should then come together and formulate a single list of tasks together. The trainer should record the tasks in the order in which they are given. The group then should organize the list by function (i.e., Bibliography Search, Developing Teacher Guide, etc.)

III. After the group has completed the compilation and organization of the list, the trainer should distribute a model task list and have participants compare their list with the model. The trainer may want to remind participants that the model list is not the only way, and may not even be the best way.

Methods

Lecture, individual work, large group discussion

Handouts

Task Analysis

Time Line: An Activity (45 Minutes)

Objectives

- To increase participants' knowledge about and skill in developing time lines

Content Outline

I. Purpose of Time Lines
   A. To encourage pre-planning
   B. To keep project to schedule
   C. To determine critical time points and constraints

II. Format of Time Lines
  A. Sample time line
  B. GANTT chart
  C. PERT

III. Considerations in Constructing Time Lines
  A. External time schedules
    1. Project funding cycle
    2. School year and vacation schedules
  B. Start-up time
    1. Staff - e.g., hiring
    2. Getting money
    3. Getting equipment
    4. Setting up facilities
  C. Turn-around time for printing
  D. OMB clearance of forms
  E. Getting commitment from external participants (e.g., schools)

Activity Instructions

I. After examining sample time lines from other projects, participants should (working in small groups) develop a time line for a phase of the project, using the blank time-line worksheet. Each small group should be given a different phase or function of the project (i.e., Field Test, Evaluation, etc.).

II. Based on the small group work, in the large group a complete time line should be developed. Each small group should justify their section of the time line.

III. In the large group, the constructed time line should be compared to the model time line. The original time line should also be passed out and comparisons should be made between the original and model time lines.

Methods

Lecture, small group work, large group discussion

Handouts

Sample Time Line 1
Sample Time Line 2
High School Curriculum for Sex Roles: Time-Line Worksheet
High School Curriculum for Sex Roles: Model Time Line

Reference

Cook, D., Program Evaluation and Review Techniques: Applications in Education. Washington, D.C.: Superintendent of Documents, 1971.

Person Loading Chart: An Activity (60 Minutes)

Objectives

- To increase participants' knowledge about, and skill in using, a person loading chart for estimating the staffing resources of a project.

Content Outline

I. Purpose of Person Loading Chart
   A. To estimate staff resources
   B. To provide necessary information for budgeting

II. Format - Individual Choice

III. Considerations in Constructing Person Loading Chart
   A. Review and allocate responsibilities of each project staff member by task.
   B. Review scope and complexity of each task
   C. Coordinate time sequences of tasks with person allocations to assure that:
      1. Assignment of tasks for a given period do not exceed the total number of days for that period (i.e., if a curriculum specialist is developing and reviewing materials over a two-month period, the total number of days for that task cannot exceed 40).
      2. Prerequisite steps necessary to complete a task are completed prior to the task (i.e., the concepts of curriculum materials need to be identified by curriculum specialists prior to the development of test instruments by the evaluator).
   D. Assign time to individual tasks to assure that it equals the number of days a person is hired to work on the project (i.e., a full-time person should be assigned 240 days if 240 is the FTE [full-time equivalent]).
   E. Aim for an allocation of tasks to staff to assure that a staff person's workload is distributed throughout the project duration.

Activity Instructions

I. Using the previously developed time-line and the sample job descriptions, participants (working in small groups of two or three) should develop a person loading chart using the Person Loading Chart Worksheet.

II. Returning to a large group, small groups should compare and justify their charts.

III. In the large group, the constructed charts should be compared to the model chart.

Method

Lecture, small group work, large group discussion

Handouts

High School Curriculum for Sex Roles: Person Loading Worksheet
High School Curriculum for Sex Roles: Person Loading Chart

Resumes -- Advertising Yourself Effectively: An Activity (30 Minutes)

Objectives

- To make participants aware of how to effectively communicate their capabilities and qualifications in a resume

Content Outline

I. Essential Resume Ingredients
   A. Education
   B. Experience
   C. Activities
   D. Publications
   E. Awards
   F. Affiliations
   G. Optional data
      1. References
      2. Personal data

II. Resume Guidelines

III. Sample Resume

Activity Instructions

I. The trainer should go over the Selecting Words and Phrases handout with the participants. Participants should then use five action words to create phrases describing their own skills and abilities.

II. If participants have brought resumes, they should exchange resumes and critique them using the Resume Critique Form. If they did not bring resumes, the trainers may want to provide sample resumes to be used for critiquing.

III. Participants should get back to a large group to discuss findings about resume writing.

Methods

Lecture, individual work, small group work, large group discussion

Handouts

Basic Resume Contents
Selecting Words and Phrases
Resume Critique Form

Staffing and Staff Description: An Activity (60 Minutes)

Objectives

- To make participants more skilled in matching staff qualifications with project personnel needs
- To make participants more knowledgeable about selecting staff

Content Outline

I. Staff Descriptions
   A. When person filling a job is known
      1. Responsibilities
      2. Qualifications
   B. When person filling a job is not known
      1. Responsibilities
      2. Qualifications
   C. Sample staff descriptions

II. Organizational Charts
   A. Purposes
      1. For internal use
      2. For external use
   B. Sample organizational chart

III. Selecting staff
   A. Tips for interviewing
   B. Hints for selecting staff
   C. Evaluating candidates
   D. Balancing staff

Possible Activities

I. In small groups, participants could write a job description for one position for a project selected by the group.

II. In small groups, write questions to ask an interviewee for a staff position.

III. Small groups could role-play an interview for a job in one of the projects.

Methods

Lecture, discussion

Handouts

Staff Descriptions
Organizational Chart

Facilities and Resources (30 Minutes)

Objectives

- To increase participants' skills in the development of statements of facilities and resources

Content Outline

I. Internal or Institutional Facilities and Resources
   A. Types (i.e., library, computer, space, clerical assistance, equipment, location, colleagues, previous experience in the field)
   B. Boiler plate
      1. What it is: pre-written institutional capability statements
      2. How to use it: pick, choose and adapt for the specific project
      3. Why it's needed: short amount of time provided before proposal deadlines

II. External or Community Resources
   A. Types (i.e., library, space, students, subjects, money, community groups)
   B. Letters of support
      1. What are they: letters from important people or people necessary to the project
      2. How to use it: have them indicate specifically their interest in the project
      3. Why it's needed: offers credibility to both the project and the project director

Methods

Lecture and question-and-answer

Handouts

None

Generating Individual Management Plans: An Activity (105 Minutes

Objectives

- To increase participants' knowledge about, and skill in developing task analyses, time lines, person loading charts, facility and resources statements

Activity Instructions

I. Either individually or in small groups, participants should begin to develop task analyses, time lines, person loading charts, and facility and resources statements for their own project ideas. Trainers may allow participants to work at the training site or in other locations. Which ever choice is made, the trainers should be available for consultation and for reviewing participant efforts.

Methods

Individual and small group work

Handouts

None

Analysis of the Day: An Activity (15 Minutes)

Objectives

- To summarize the day's activities, to collect participants' feedback on the day's activities

Activity Instructions

I. Trainers should pass out informal evaluation instruments and ask participants to fill them out about the day's section. They may also want to ask participants to discuss ways of improving this section.

Methods

Paper-and-pencil assessment, discussion

Handouts

Daily Evaluation Form

Budgeting (90 Minutes)

Objectives

- To increase participants' knowledge of budgeting

Content Outline

I. General Budget Considerations
   A. Term Analysis
   B. Guidelines
      1. Government guidelines
      2. Private guidelines
      3. Institutional guidelines
   C. Over- and under-estimating

II. Budget Categories
   A. Direct costs - definition
      1. Salaries
      2. Fringe benefits
      3. Travel
      4. Equipment
      5. Supplies
      6. Contractual arrangements
      7. Construction
      8. Other direct costs
   B. Indirect costs - definition
      1. Government indirect cost rates
         a. Training rates
         b. Research and development rates
      2. Private indirect cost rates
   C. Justifying budgets

Methods

Lecture, question-and-answer

Handouts

None

Cost-Sharing (60 Minutes)

Objectives

- To increase participants' knowledge of cost-sharing

Content Outline

I. Definition of cost-sharing

II. Why Cost-Share
   A. Requirements
   B. Commitment

III. In Kind Cost-Sharing
   A. Professional release time
   B. Research assistants
   C. Work/study students
   D. Others

IV. Cash Cost-Sharing
   A. Telephone
   B. Postage
   C. Materials
   D. Others

V. Using Existing Resources for Cost-Sharing
   A. Materials order under library budget
   B. Work/study students
   C. Others

Methods

Lecture, question-and-answer

Handouts

None

Generating and Critiquing a Sample Budget: An Activity (60 Minutes)

Objectives

- To increase participants' skill in budgeting

Activity Instructions

I. In small groups, participants should take the Summary Scope of Work and underline every activity that costs money.

II. Based on these items and the Person Loading Chart, participants (in small groups) should develop a sample budget for the project and justify the expenditure.

III. In a large group, the small group budgets should be compared and justifications discussed. The model budget should be passed out and compared to the participants' budgets in terms of categories and amounts.

Methods

· Small group work, large group discussion

Handouts

Model Project Budget

Critiquing Management Plans and Budgets: An Activity (45 Minutes)

Objectives

· To increase participants' skill in budgeting

Activity Instructions

I. In small groups, a volunteer should present their management plan and budget to the rest of the group. Group members should then discuss the plan and make suggestions for improving the plan. Trainers should float among the small groups.

Methods

Small group discussion

Handouts

None

Generating Individual Budgets: An Activity (120 Minutes)

Objectives

· To increase participants' skill in budgeting

Activity Instructions

I. Either individually or in small groups participants should (using their own task analysis and person loading charts) prepare a budget for their own project. Trainers may allow participants to work at the training site or in other locations. Whichever choice is made, the trainers should be available for consultation and for reviewing participant efforts.

Methods

Individual and small group work

Handouts

None

Analysis of the Day: An Activity (15 Minutes)

Objectives

- To summarize the day's activities
- To collect participants' feedback on the day's activities

Activity Instructions

I. Trainers should pass out informal evaluation instruments and ask participants to fill them out about the Project Management section. They may also want to ask participants to discuss ways of improving this section.

Methods

Paper-and-pencil assessment, discussion

Handouts

Daily Evaluation Form

COMPONENTS OF PROJECT MANAGEMENT

The handouts in this section have been adapted from Developing Successful Proposals in Women's Educational Equity Volume IV: The Workshop Training Manual by Lisa Hunter, Margaret Robinson, Peral Howell Banks and Chesca Piuma. Farwest Regional Laboratory, 1855 Folsum Street, S.F., CA. 94103

A very important but frequently overlooked component of a proposal and of a project itself is the management plan. It is the explanation of how you are going to do all those things that you proposed and who will do them. A well-developed management plan translates the ideas of a project into a plan of action by specifying the resources required for meeting the objectives of the project.

The major components of the management plan are:

1. Project Workplan: Analysis of Tasks
2. Project Schedule: Time-Line
PERT Chart
3. Staffing: Person Loading Chart
Organizational Chart
Staff Description
4. Facility and Resources
5. Budget

In this section, each of the major components listed above will be developed for a sample project, "High School Curriculum for Sex Roles."

Definition of Terms

Task List - A list of the activities which must be performed to carry out the project.

Project Time-Line - A chart which shows the period of time during which each task for the project will be performed.

PERT Chart - A pictorial representation of project activities showing their interrelationships and priorities of completion.

Person Loading Chart - A breakdown of how much time each staff person will spend on each task you have listed.

Staff Description - A short description of the qualifications and responsibilities of each staff person.

Organizational Chart - A graphic representation of the structure of the staff hierarchies for the project, including the lines of authority and responsibility.

Resume - A summary statement of the professional experiences and educational background of a staff person.

Budget - A management plan in financial terms describing the resources required for conducting the project.

SUMMARY SCOPE OF WORK FOR MODEL PROJECT

Bibliography Search. Special effort will be devoted to locating resources on Native American, Black, Asian, Chicano, rural, and inner-city women. A full-time research assistant/resource person will conduct a search for historical, anthropological, and sociological writings, audiotapes, videotapes, and films on women's experiences and struggles which are suitable for high school. All material gathered will be carefully reviewed and those that are useful will be annotated to aid teacher/student selection of material. This bibliography search and annotation will continue throughout the project and will consist of approximately 325 sources of print materials for student learning; 50 novels, both fiction and non-fiction; 50 biographies; and 30 films and other audio-visual resources. Consultants from diverse cultural backgrounds will assist in annotating the bibliography.

Development of the Teacher's Guide. The four teaching strategies and 20 student learning activities will be conceptualized and written by two curriculum developers during the fall. This preliminary version will be in the form of a guide for teachers. Activities will be developed and reviewed by teachers, students, and consultants. Twenty-five copies each of the Guide will be printed for the pilot test and the field test, and 250 copies will be printed for the final version.

Pilot Test. Activities will be piloted over a period of one month in two large ethnically diverse schools and in a small suburban/rural ethnically homogeneous school. Project staff will meet with the three teachers every week to plan and receive feedback and will observe 2-3 times each week in each classroom. This pilot phase will result in a thorough revision in preparation for the field test.

Field Test. The purpose of the field test is to determine the effectiveness of the process in a variety of settings with a minimum of assistance from the project staff, and to gain information for the final revision of the Teacher's Guide. Six teachers from four high schools will teach the process in a diversity of locations (urban, rural, ethnically diverse, ethnically homogeneous, white-collar, blue-collar) during the entire spring semester. Meeting as a group once a month with project staff, field test teachers will evaluate the process. In addition, project staff will observe in each classroom weekly. Feedback will be obtained from 50 students and through the use of structured interviews at the end of the field test. The field test will be conducted over a 3-month period. The Guide will be revised and completed by the end of the project year.

Evaluation. Pre-post instruments will be designed by the project evaluator to measure student growth over a semester's time in the following areas: (1) gains in concrete information about women from their own and other's cultures; (2) ability to diagnose in written profiles of other women the parts played by historical events, cultural beliefs, and personal preferences in determining occupational choices; (3) ability to project their own occupational choices, specifying the decisions and behaviors that might be chiefly within their own control and the historical and cultural occurrences that might impede or facilitate their goals. Pre- and post-testing will be done at the beginning and end of the field test. During the final phase of the project pre- and post-data will be analyzed and the results will be reported in the summative evaluation report.

Final Products. The project staff will prepare: (1) the final version of the Teacher's Guide; (2) the completed annotated bibliography; and (3) the summative evaluation report.

From this Summary Scope of Work, develop a list of the tasks to be done by the project.

TASK ANALYSIS

High School Curriculum for Sex Roles

I. Bibliography Search

Task 1. Identify and gather print and audio-visual materials to be reviewed
2. Review gathered materials and select 30 films and 400 print materials for annotation
3. Annotate and critique selected materials
4. Compile bibliography of relevant materials

II. Developing Teacher Guide

Task 5. Identify 4 central concepts
6. Describe the purpose of each concept
7. Design 20 learning activities
8. Develop materials for each concept
9. Identify resources for each learning concept
10. Write preliminary draft
11. Review of preliminary draft by consultants, teachers
12. Review preliminary draft for pilot test
13. Print Teacher's Guide for pilot test
14. Revise Guide after pilot test for field test
15. Print Teacher's Guide for field test
16. Second revision - after field test
17. Final review by consultants, teachers
18. Final printing of Teacher's Guide

III. Pilot Test

Task 19. Identify 3 schools for pilot test
20. Select and train 3 teachers
21. Observe teachers using curriculum with students
22. Conduct weekly conferences with teachers
23. Obtain feedback and submit for revision

IV. Field Test

Task 24. Identify 4 schools for field test
25. Select and train 6 teachers to use material
26. Conduct monthly meeting of teachers and staff
27. Conduct weekly classroom observation
28. Identify student participants for interviews
29. Develop student interview instrument
30. Conduct student interviews
31. Compile student and teacher feedback for revision

V. Evaluation

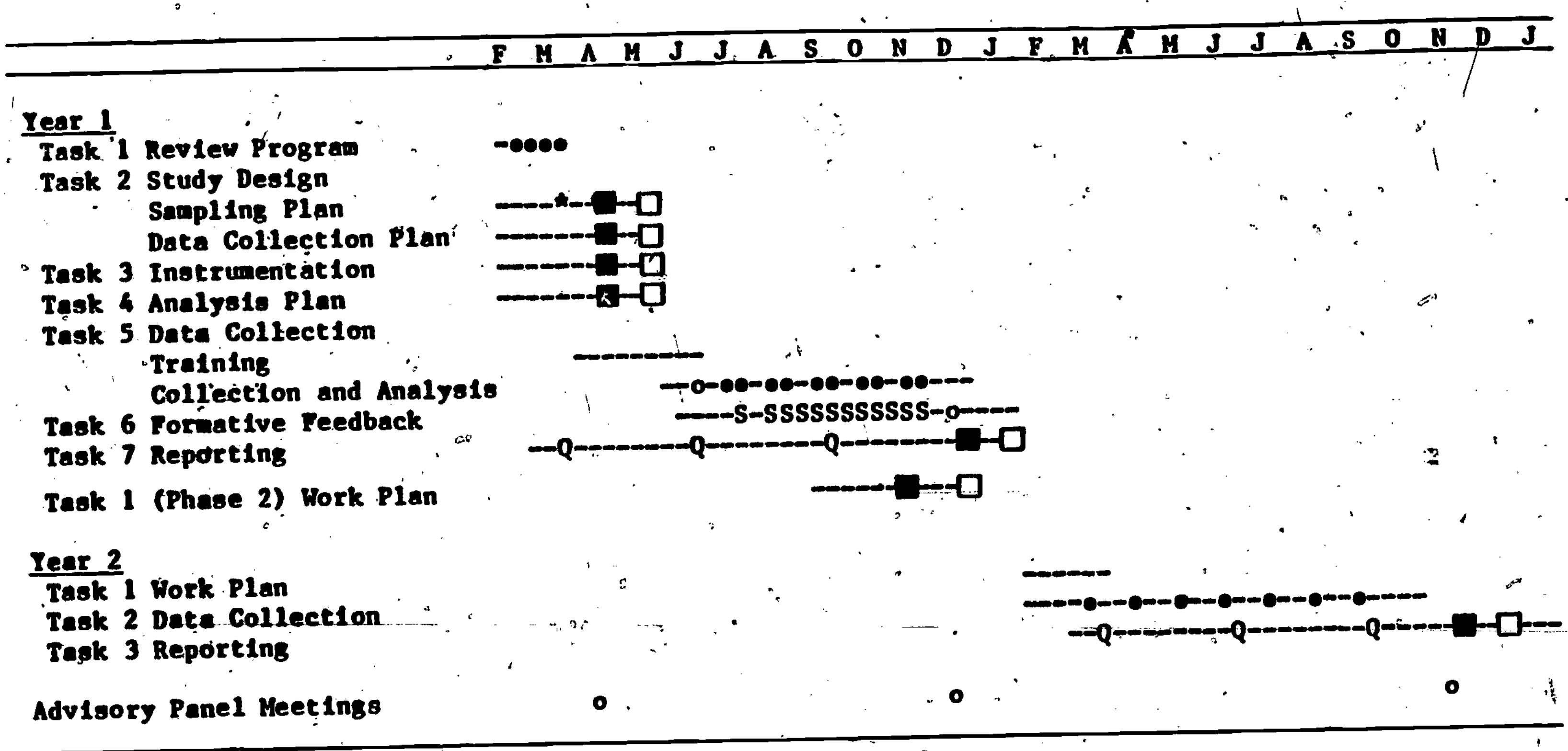
Task 32. Develop pre- post-test instruments
33. Administer pre-test to 50 students
34. Administer post-test to 50 students
35. Analyze results
36. Write summative evaluation report

Sample Time Line 1

Item	Task
All Districts	
Building Reports	1
District Reports	2
State Report	3
Honolulu	
Analysis of additional data	4
Project questionnaire	5
Correlation between curricula and gain	6
Develop & revise learner objectives	7
In-service	8
Central	
Analysis of student & PAC records	4
Develop needs-assessment instrument	5
Project questionnaire	6
Leeward	
SILAS evaluation	4
Project questionnaire	5
Windward	
Parent involvement survey	4
Design needs-assessment instrument	5
Conduct site visits	6
Degree of attainment of objectives	7
Hawaii	
Conduct site visits	4
In-service	5
Analyze parent, student and conference data	6
Maui	
Parent-involvement survey	4
Conduct site visits	5
Mid-year progress report	6
Kauai	
Parent & student interviews	4
Competency based instruction workshop	5
Conduct site visits	6

Legend
- ◻ Site visits
- ▲ Report submitted
- △ Completion of task

Figure 9. GANTT chart showing duration of each task and delivery dates of reports.



Sample Time Line 2

Legend

- ● – site visits
- o – meeting
- ■ – draft due
- □ – final deliverable due
- * – RMC proposed deliverable due
- Q – Quarterly progress report
- S – Site reports

Figure 4. GANTT chart showing duration and scheduling of tasks.

HIGH SCHOOL CURRICULUM FOR SEX ROLES MODEL TIME-LINE WORKSHEET

1	2	3	4	5	6	7	8	9	10	11	12

I. Bibliography Search

- T.1 Identify materials
- T.2 Review materials
- T.3 Annotate materials
- T.4 Compile bibliography

II.
- T.5 Identify concepts
- T.6 Describe concept purpose
- T.7 Design learning activities
- T.8 Develop materials
- T.9 Identify resources
- T.10 Write preliminary draft
- T.11 Review draft
- T.12 Revise draft
- T.13 Print pilot-test Guide
- T.14 Revise Guide - 1
- T.15 Print field-test Guide
- T.16 Revise Guide - 2
- T.17 Final review
- T.18 Final print

III. Pilot Test

- T.19 Identify schools
- T.20 Train teachers
- T.21 Observe teachers
- T.22 Weekly teacher conferences
- T.23 Obtain feedback

IV. Field Test

- T.24 Identify schools
- T.25 Train teachers
- T.26 Monthly teacher meetings
- T.27 Weekly classroom observations
- T.28 Select student interviewees
- T.29 Develop interview instrument
- T.30 Conduct student interviews
- T.31 Compile feedback

V. Evaluation

- T.32 Develop test instruments
- T.33 Administer pretest
- T.34 Administer posttest
- T.35 Analyze results
- T.36

HIGH SCHOOL CURRICULUM FOR SEX ROLES - MODEL TIME-LINE

I. Bibliography Search

T.1 Identify materials
T.2 Review material
T.3 Annotate materials
T.4 Compile bibliography

II. Develop Teacher's Guide

T.5 Identify concepts
T.6 Describe concept purpose
T.7 Design learning activities
T.8 Develop materials
T.9 Identify resources
T.10 Write preliminary draft
T.11 Review draft
T.12 Revise draft
T.13 Print pilot-test guide
T.14 Revise guide - 1
T.15 Print field-test guide
T.16 Revise guide - 2
T.17 Final review
T.18 Final print

III. Pilot Test

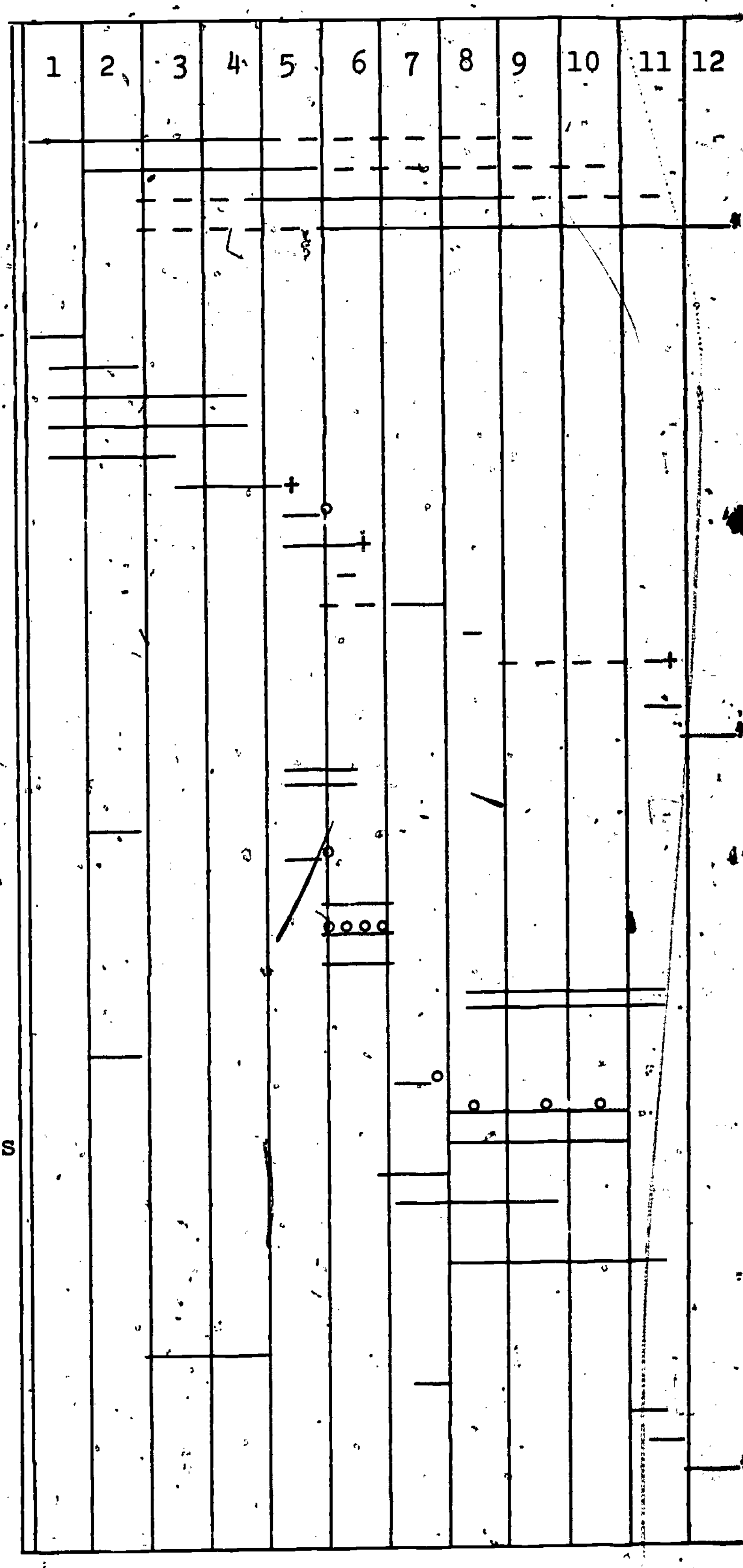
T.19 Identify schools
T.20 Train teachers
T.21 Observe teachers
T.22 Weekly teacher conferences
T.23 Obtain feedback

IV. Field Test

T.24 Identify schools
T.25 Train teachers
T.26 Monthly teacher meetings
T.27 Weekly classroom observations
T.28 Select student interviewees
T.29 Develop interview instrument
T.30 Conduct student interviews
T.31 Compile feedback

V. Evaluation

T.32 Develop test instruments
T.33 Administer pretest
T.34 Administer posttest
T.35 Analyze results
T.36 Write final report



LEGEND

\+ Draft due date
* Deliverable due date
o Meeting
---- On-going task

HIGH SCHOOL CURRICULUM FOR SEX ROLES PERSON LOADING CHART WORKSHEET

Task by days FTE = 240	Project Director	Curriculum Specialist I	Curriculum Specialist II	Resource Person	Field Specialist I	Field Specialist II	Evaluator	Admin. Asst./ Secretary	TOTAL TIME
I. Bibliography Search									
T.1 Identify materials									
T.2 Review materials									
T.3 Annotate materials									
T.4 Compile bibliography									
II. Develop Teacher's Guide									
T.5 Identify concepts									
T.6 Describe concept purpose									
T.7 Design learning activities									
T.8 Develop materials									
T.9 Identify resources									
T.10 Write preliminary draft									
T.11 Review draft									
T.12 Revise draft									
T.13 Print pilot-test guide									
T.14 Revise guide - 1									
T.15 Print field-test guide									
T.16 Revise guide - 2									
T.17 Final review									
T.18 Final print									
III. Pilot Test									
T.19 Identify schools									
T.20 Train teachers									
T.21 Observe teachers									
T.22 Weekly teacher conferences									
T.23 Obtain feedback									
IV. Field Test									
T.24 Identify schools									
T.25 Train teachers									
T.26 Monthly teacher meetings									
T.27 Weekly classroom observations									
T.28 Select student interviewees									
T.29 Develop interview instrument									
T.30 Conduct student interviews									
T.31 Compile feedback									
V. Evaluation									
T.32 Develop test instruments									
T.33 Administer pretest									
T.34 Administer posttest									
T.35 Analyze results									
T.36 Write final report									
TOTAL TIME									

HIGH SCHOOL CURRICULUM FOR SEX ROLES PERSON LOADING CHART

	Project Director	Curriculum Specialist I	Curriculum Specialist II	Resource Person	Field Specialist I	Field Specialist II	Evaluator	Admin. Asst./ Secretary	TOTAL TIME
I. Bibliography Search									
T.1 Identify materials	5			30				10	45
T.2 Review materials	10	10	10	80			10	10	130
T.3 Annotate materials				100				20	120
T.4 Compile bibliography	5			30				20	55
II. Develop Teacher's Guide									
T.5 Identify concepts	5	10	10				5		30
T.6 Describe concept purpose	5	5	5				5	5	25
T.7 Design learning activities	25	25	25					5	80
T.8 Develop materials	25	25	25					5	80
T.9 Identify resources	5	5	5					5	20
T.10 Write preliminary draft	10	10	10					10	40
T.11 Review draft	10	10	10					5	35
T.12 Revise draft	10	10	10					5	35
T.13 Print pilot-test guide								5	5
T.14 Revise guide - 1	10	20	20					5	55
T.15 Print field-test guide								5	5
T.16 Revise guide - 2	10	20	20					5	55
T.17 Final review	15	25	25					10	75
T.18 Final print								10	10
III. Pilot Test									
T.19 Identify schools	10							5	15
T.20 Train teachers		5	5		2	2		5	19
T.21 Observe teachers	5	10	10		8	8		5	46
T.22 Weekly teacher conferences	5	5	5					5	20
T.23 Obtain feedback	5	5	5		5	5		5	30
IV. Field Test									
T.24 Identify schools	10							5	15
T.25 Train teachers		5	5		5	5		5	25
T.26 Monthly teacher meetings	10	10	10						30
T.27 Weekly classroom observations	10	20	20		60	60		10	180
T.28 Select student interviewees							5		5
T.29 Develop interview instrument							10	5	15
T.30 Conduct student interviews	5				15	15	5	5	45
T.31 Compile feedback	5	5	5		5	5	5	5	35
V. Evaluation									
T.32 Develop test instruments	10						40	10	60
T.33 Administer pretest					10	10			20
T.34 Administer posttest					10	10			20
T.35 Analyze results							20	20	40
T.36 Write final report	15						15	10	40
TOTAL TIME	240	240	240	240	240	240	240	240	1560

BASIC RESUME CONTENTS

A resume is a statement about one's capabilities. The resume describes a person's professional experience and educational background, and emphasizes aspects of that background that relate to the proposal being submitted.

Possible Divisions of a Resume

Education: Undergraduate, graduate and post-graduate degrees, institutions and dates. (Omit elementary, secondary, and summer schools attended.)

Professional Experience: Positions, employers, dates of employment in reverse chronological sequence. Description of your responsibilities and accomplishments in each job. Where applicable, group professional experiences by topic areas.

Related Activities: Consultant activities, volunteer activities, community activities that relate to the proposed project.

Publications: Relevant books, articles, and films published; papers presented.

Awards: Awards that relate to your professional activities.

Professional Affiliations: National/professional organizations and groups of which you are a member.

Personal Data: [Optional] Not much personal data is needed. Matters such as age, marital status, children and their ages, spouse's occupation need not be included. Exceptional backgrounds, such as extensive travels, multi-language facility, may be mentioned.

References: [Optional] Name, address, and phone number of individuals who can verify your skills.

Basic Resume Guidelines

Be Relevant: Avoid extraneous information. Include experiences that add to the image you want to present. Volunteer and community activities should be included only if they relate to the project.

Show Your Strengths: Describe your accomplishments fully and the results they produced for each major position you have held.

Be Positive: Use action words in short, clearly-written phrases to describe your accomplishments.

Be Clear: Don't be fuzzy in your description. Separate categories clearly by titles, topic headings, and by use of indentations.

Date Yourself: Include date of degrees, positions you have held, papers you have presented, to indicate professional development.

Be Concise: Use the minimum number of words necessary to convey accurately what you wish to say. Avoid introducing phrases such as "my duties included" or "I was in charge of the section which". Start right out with key accomplishments, such as "established training program..."

Know Your Audience: Select words that will mean something to the person who will read the resume. Use the jargon of your chosen field where appropriate.

Select Highlights: Bracket or underline most relevant experiences to highlight them.

Put First Things First: Your professional experience, education, and related activities are the most important. Personal data are optional and may be put near the end.

Put Last Things First: In giving education and employment background, do so in reverse chronological order. This gives top billing to your most advanced degree and to your most recent work.

Be Neat: The appearance of your resume is important. It represents you. Be sure it has no spelling or typographical errors and that it looks neat and is easily readable.

SELECTING WORDS AND PHRASES

Following is a sample list of effective words to use in your resume. They are powerful and action-oriented:

designed	administered	planned	evaluated
improved	conducted	wrote	exhibited
researched	prepared	managed	supported
implemented	maintained	created	reorganized
trained	oversaw	expanded	edited
established	handled	presented	produced
supervised	taught	negotiated	contacted
analyzed	directed	organized	initiated
contracted	developed	standardized	counseled
demonstrated	selected	operated	

Notice how well these words can be used to introduce good resume phrases:

- Reorganized the entire work flow of the staff, increasing output significantly.
- Wrote four publications in the field.
- Developed new procedures to...
- Prepared bibliography on environmental hazards.
- Handled finance, organized meetings, and directed activities of 50 men and women.
- Taught two undergraduate courses while completing PhD work.
- Designed and implemented innovative inventory system.
- Created a new product image and sold this concept to the marketing committee.

Using five of the words listed above, create phrases pertaining to your own skills and abilities, each phrase beginning with the action word shown. You may have to wrack your memory a bit to find accomplishments that fit each of the words listed. At first glance you may think that you never designed, analyzed, or organized anything, but if you stop for a few moments you will realize that you have. The point is to come up with as many personal "sales points" as you can.

RESUME CRITIQUE FORM

Rate the resume on the points shown below, scoring from a low of 1 to a high of 3 in each of the categories listed. Then score and compare your rating against the highest possible total score of 30. Write comments for each category receiving a score of less than 3.

Score	Item	How Would You Improve It?
___	1. Overall Appearance Do you want to read it?	
___	2. Layout Does the resume look professional, well typed and printed, with good margins, etc. Do key sales points stand out?	
___	3. Length Could the resume tell the same story if it were shortened?	
___	4. Relevance Has extraneous material been eliminated?	
___	5. Writing Style Is is easy to get a picture of the applicant's qualifications?	
___	6. Action Orientation Do sentences and paragraphs begin with action verbs?	
___	7. Specificity Does resume avoid generalities and focus on specific information about experience, projects, products, etc.?	

Project Management Lesson Plan - 8

Topic:	Budget
Scheduling Time:	Day 2 9:00 - 12:00
Objective:	To teach participants how to develop an accurate budget from the scope of work and previous project management analyses.
Outline of Activities:	I. General budget considerations: term analysis, guidelines, budget assistance, key information II. Budget Format for Grants Program Using a blank grant budget form Participants will learn about budget categories for a grants program. III. Budget For Model Project Participants Identify cost items from project summary scope of work Walk through completed model budget, with cost items they have identified. IV. Develop a budget for their own project
Methods:	Lecture, group discussion, budget development
Handouts:	1. Blank Budget Forms 2. Model Project Budget (follows format and categories of the federal regulations for OE grants programs)

MODEL PROJECT BUDGET

	BUDGET JUSTIFICATION	Page 1 of 6

Title Curriculum for Sex Roles

Period: From 10/1/8X through 9/30/8X

HEW 608-T	SUMMARY			TOTAL COSTS $
a.	SALARIES (Personnel)			105,960
b.	FRINGE BENEFITS			32,394
c.	TRAVEL			1,116
d.	EQUIPMENT			
e.	SUPPLIES			8,140
f.	CONTRACTUAL			
h.	OTHER DIRECT COSTS	(1) Consultants	$ 7,350	
		(2) Other Personnel Services	4,650	
		(3) Travel Expenses	5,530	
		(4) Communications	9,425	
		(5) Reprographics	3,381	
		(6) Other Services	875	
		(7) Occupancy Costs		
		(8)		
		Total Other Direct Costs		31,211
i.	TOTAL DIRECT COSTS			178,821
j.	INDIRECT CHARGES (27%)			48,281
k.	TOTAL ESTIMATED COSTS			227,102

Date Prepared:

BUDGET JUSTIFICATION	Page 2 of 6

Title Curriculum for Sex Roles

Period: From 10/1/8X through 9/30/8X

STAFF SALARIES & BENEFITS	STATUS	RATE PER DAY $	TOTAL DAYS	TOTAL COSTS $
a SALARIES *				
Personnel				
Project Director	E	87	240	20,880
Project Evaluator	T	73	120	8,760
Resource Person	E	61	240	14,640
Field Specialist	T	61	120	7,320
Field Specialist	T	61	120	7,320
Curriculum Specialist	E	73	240	17,520
Curriculum Specialist	E	73	240	17,520
Administrative Assistant	N	50	240	12,000
TOTAL STAFF EFFORT & SALARIES			1560	105,960

FRINGE BENEFITS *				
Exempt Employees (E)	40.00%	*of $*	70,560	28,224
Nonexempt Employees (N)	25.00%	*of $*	12,000	3,000
Temporary Employees (T)	5.00%	*of $*	23,400	1,170
TOTAL FRINGE BENEFITS				32,394
			TOTAL STAFF COSTS	138,354

* SEE NOTES TO BUDGET JUSTIFICATION   *Date Prepared:*

	BUDGET JUSTIFICATION	FWL I.D.
		Page 3 of 6

Title Curriculum for Sex Roles

Period: From 10/1/8X *through* 9/30/8X

TRAVEL *(See Notes to Budget Justification for travel expense policies, rates, and allowances.)*	*Airfare* $	*Other Costs* $	*Subsistence* $	TOTAL COSTS $
Long-Distance Staff Travel				
S.F. to Washington, D.C. - 2 trips	900	40	176	1,116
4 days total				

3031 (5/23/78)

Date Prepared:

	BUDGET JUSTIFICATION	Page 4 of 6

Title Curriculum for Sex Roles

Period: From 10/1/8X through 9/30/8X

	TOTAL COSTS $
e. Supplies & Materials: (Description & cost or method of computing costs)	
Research materials, publications, etc., 100 items @ $7.50 avg.	750
Film Rental - 30 films @ $245	7,350
Data Processing Cards - 5,000 @ $8/1,000	40
TOTAL SUPPLIES AND MATERIALS	8,140
h. Other Direct Costs	
1. Consultants: (Consultant's name and function, days & rate--separate entries for each rate)	
Material Evaluators - 10 @ 5 days each @ $100/day	5,000
Curriculum Developers - 5 @ 3 days each @ $100/day	1,500
Honorarium for Teacher Feedback - 10 @ $25	250
Field test teacher honorarium - 6 @ $100	600
TOTAL CONSULTANTS	7,350
2. Other Personnel Services:	
Substitute Teacher Fee - 10 teachers @ 8 days each @ $55/day	4,400
Stipend for Student Feedback - 50 @ $5	250
TOTAL OTHER PERSONNEL SERVICES	4,650

Date Prepared:

BUDGET JUSTIFICATION

Title Curriculum for Sex Roles

Period: From 10/1/8X *through* 9/30/8X

	TOTAL COSTS $
3. Travel: (Local staff travel and Consultant Travel)	
2 people 160 trips, 50 miles per trip @ 18¢/mile (1 trip/week/	
classroom for 6 months)	1,440
4 people 420 trips, 50 miles per trip @ 18¢/mile (1 trip/week/	
classroom for 6 months)	3,780
2 people 36 trips, 20 miles per trip @ 18¢/mile (1 trip/month/	
classroom for 6 months)	130
2 people 50 trips, 20 miles per trip @ 18¢/mile	180
TOTAL TRAVEL EXPENSES	5,530
4. Communications: (Telephone $ amounts plus any special	
freight or postage items)	
Base telephone rate & toll charges $100/FTE/month X 12 mos.	8,800
Postage - 5 items/day @ 13¢	170
Pilot & Field Test Guides - 50 of each version @ $3.75 ea.	375
TOTAL COMMUNICATIONS	9,425

Date Prepared:

	BUDGET JUSTIFICATION	Page 6 of 6

Title Curriculum for Sex Roles

Period: From 10/1/8X through 9/30/8X

	TOTAL COSTS $
5. Reprographics: (List each publication separately, stating number of pages, number of copies, and any special bindery)	
Bibliography I - 100 copies of 50 pages @ 3.2¢/page	160
Bibliography II - 100 copies of 50 pages @ 3.2¢/page	160
Guide, Pilot Test - 50 copies of 200 pages @ 3.2¢/page	320
Guide, Field Test - 50 copies of 175 pages @ 3.2¢/page	280
Guide, Final - 250 copies of 175 pages @ 3.2¢/page	1,400
Test, Pre - 200 copies of 10 pages @ 3.2¢/page	64
Test, Post - 200 copies of 10 pages @ 3.2¢/page	64
Evaluation Report - 50 copies of 100 pages @ 3.2¢/page	160
Copying: (Enter number of copies and cost per copy if meter charged and base rental cost per month if a machine rental must be paid)	
15,000 copies @ 5.15¢/copy	773
TOTAL REPROGRAPHICS	3,381
6. Other Services:	
Computer Time - 1 hour @ $375/hour	375
Telecopier rental - $50/month for 10 months	500
TOTAL OTHER SERVICES	875
TOTAL OTHER DIRECT COSTS	31,211

Date Prepared:

DAILY EVALUATION FORM

Please circle the appropriate responses.

MORNING

Topic Covered: ______________________________

1. The materials used for this morning's session were:

1	2	3	4	5
of no help				very helpful

2. The format used for this morning's session was:

1	2	3	4	5
very appropriate				very inappropriate

3. The trainer's presentation for this morning's session was:

1	2	3	4	5
very clear				very confusing

AFTERNOON

Topic Covered: ______________________________

1. The materials used for this afternoon's session were:

1	2	3	4	5
of no help				very helpful

2. The format used for this afternoon's session was:

1	2	3	4	5
very appropriate				very inappropriate

3. The trainer's presentation for this afternoon's session was:

1	2	3	4	5
very clear				very confusing

Based on today's session, to improve tomorrow's session, I would:

____

____

____

____

____

____

Comments:

____

____

____

____

____

____

____

____

____

____

____

SECTION VI

SURVIVAL SKILLS

OVERVIEW

This section of the workshop focuses on the "unwritten rules" of professional survival and advancement; those things that minorities and women frequently find their advisors never told them. Unlike the other workshop sections, survival skills is a topic that is usually not formally discussed and is neither objective nor neutral. Trainers may feel uncomfortable with this section because it focuses so much on personal experiences, both of the trainers and the participants. Past discussions in this area have been extremely lively and often quite emotional. Trainers should be prepared for some participant confrontation on the ethics of "tricks of the trade" and on possible cultural conflicts about using them.

This section was deliberately scheduled toward the end of the workshop. Because of its focus on the personal, the session is more valuable if prior trust has been built up between the participants and the trainers and among the participants.

This section of the workshop generally takes one day to complete although it has successfully been expanded to one and one-half days. If it is necessary to cut the section to less than one day, trainers may want to cut out the personal plan of action or spend a shorter amount of time on each topic. It is important, however, that sufficient time is allocated to participant discussion.

The major session activity, the generation of solutions to problems unique to minorities and women, is based on actual events. Trainers may want to use other scenarios that may have particular relevance to their group. If this is done, it is suggested that actual experiences be used, including ways that the problems were or were not resolved and how the individual felt about the resolution. Using actual scenarios keeps the problems real and relevant and the discussions of the actual resolutions have been as valuable as the discussions of the problems themselves.

SECTION OBJECTIVES

- To make participants more knowledgeable about the unwritten rules that govern academic and research politics

- To make participants more knowledgeable about how to increase their chances for getting their work published

- To make participants more knowledgeable about how to gain visibility in professional organizations
- To make participants more skilled in developing and using networks
- To make participants more skilled in using the mentoring process as mentors and mentees
- To develop a network among workshop participants
- To have participants develop a career plan of action
- To increase participants' skill in developing responses to racist and sexist situations and in assessing the effectiveness of responses
- To encourage participants to share their own techniques for professional survival

SAMPLE ONE-DAY SCHEDULE

9:00 - 9:15	Overview of the Day
9:15 - 10:00	Finding and Keeping Your Integrity and Your Job
10:00 - 10:45	Increasing Visibility: Professional Organizations and Publishing
10:45 - 11:00	Break
11:00 - 12:00	Small and Large Group Discussion of Strategies
12:00 - 1:00	Lunch
1:00 - 2:00	Mentors and Networking
2:00 - 2:45	Developing a Career Plan of Action
2:45 - 4:45	Generating and Critiquing Solutions to Career Problems
4:45 - 5:00	Analysis of the Day

Keeping Your Integrity and Your Job (45 Minutes)

Objectives

- To make participants more knowledgeable about the unwritten rules that govern academic and research politics

Content Outline

I. Keeping Your Integrity: Four Rules
   A. First have something to offer: form without content is inappropriate

B. Determine "how big a cross do you want to be crucified on?": choose your fights carefully, but choose your fights
C. Buttering up causes heart disease: unearned praise is inappropriate and frequently damaging
D. Being savvy (wise in the ways of the world) and being honest do not have to be dichotomous

II. Keeping Your Job
   A. What to keep
      1. Promotion files: including anything helpful for promotion
      2. CYA (protect yourself) files
      3. Copies of all reports, publications, etc. in one place
   B. Working with committees
      1. Choosing committee assignments
         a. How many
         b. Which ones
         c. Saying no
      2. Using committee assignments
   C. Becoming Visible
      1. Making your superiors aware of your success
      2. Using your assignments to make you visible
   D. Bias against work in equity areas
      1. Credibility
      2. Ways of minimizing effects of bias
         a. Balancing your work
         b. Co-authoring with others known in non-equity areas
   E. Dissertation politics (if appropriate for the group)

<u>Methods</u>

Lecture, question-and-answer

<u>Handouts</u>

Things Your Advisor Never Told You

<u>References</u>

Abrams, J. "From one who made it: Advice to women on their way up in school administration." <u>The American School Board Journal</u>, July, 1978, 27-28.

<u>Increasing Visibility: Professional Organizations and Publishing (45 Minutes)</u>

<u>Objectives</u>

• To make participants more knowledgeable about how to increase their chances for getting their work published

- To make participants more knowledgeable about how to gain visibility in professional organizations

Content Outline

I. Professional Organizations
   A. Getting Involved
      1. Working with special interest groups (SIG's)
      2. Working with local and regional branches of national organizations
      3. Volunteering
         a. Attending meetings
         b. Assisting in elections
         c. Doing what is required on time
   B. Becoming visible
      1. Nominating others for office and working to get them elected
      2. Responding to organization calls for comments or suggestions in an area of interest
      3. Becoming a program reviewer

II. Publishing
   A. Why publish
   B. Becoming a reviewer
      1. How to become a reviewer
         a. For journals
         b. For publishers
      2. Using other reviewers to revise your work
   C. Increasing the chances of getting published
      1. Selecting the right journal
      2. Getting your work reviewed prior to submission
      3. What to do after rejection
         a. Review
         b. Revise
         c. Resubmit
   D. Adapting dissertations for publication

Methods

Lecture, question-and-answer

Handouts

Submitting Paper Proposals

References

Directory of Publishing Opportunities in Journals and Periodicals. Chicago: Marquis Academic Press, 1981.

Guide to Periodicals in Education and Its Academic Disciplines. Metuchen, New Jersey: Scarecrow Press, 1980.

Van Til, W. Writing for Professional Publication. New York: Allyn & Bacon, 1981.

Small and Large Group Discussions of Strategies: An Activity (60 Minutes)

Objectives

- To make particpants more knowledgeable about the unwritten rules that govern academic and research politics
- To encourage participants to share their own techniques for professional survival
- To make participants more knowledgeable about how to increase their chances for getting their work published
- To make participants more knowledgeable about how to gain visibility in professional organizations

Activity Instructions

I. Participants should be broken into small groups, no larger than six. Each group should discuss the topics covered and make a written list of at least three suggestions for each of the categories covered: Finding and Keeping a Job; Increasing Visibility in Professional Organizations; and Increasing Publishing Opportunities.

II. As the small group discussions wind down, the groups should be brought back into a large group, each group should report their suggestions and a discussion of the suggestions should be included. Trainers may want to use this time to draw out possible participant concerns about using the suggestions.

III. If it is possible, a complete list of the suggestions should be made, duplicated, and distributed to the participants prior to the conclusion of the workshop.

Methods

Small and large group discussion

Handouts

None

Mentors and Networking (60 Minutes)

Objectives

- To make participants more skilled in using the mentor process, as mentors and mentees
- To make participants more skilled at developing and using networks
- To develop a network among workshop participants

Content Outline

I. Mentors: Getting One and Being One
   A. The advantages of the mentor/mentee relationship
      1. Contacts
      2. Ideas
      3. Work
   B. Finding a mentor/mentee
   C. Keeping in touch with your mentor/mentee
   D. Getting rid of a mentor/mentee

II. Networking: Joining Old Ones and Developing New Ones
   A. Advantages of networking
      1. Contacts
      2. Information
      3. Ideas
      4. Collaboration
      5. Power base
   B. Types of networks
      1. Professional interest networks
      2. Mainstream networks (good ole boy)
      3. Equity networks
   C. Breaking into existing networks
   D. Setting up new networks
   E. Keeping your role in a network going
      1. Notes of congratulation
      2. Calls for advice
      3. Thank-you notes
      4. Contact, contact, contact

Methods

Lecture, question-and-answer

Handouts

The Mentor-Mentee Relationship
Networking: A Sample of Organizations

References

Welch, M.S. Networking. New York: Harcourt, Brace, Jovanovich, 1980.

Developing a Career Plan of Action: An Activity (45 Minutes)

Objectives

- To have participants develop a career plan of action

Activity Instructions

I. Individually, participants should each fill out the Plan of Action with at least one action they can take in the next month and the next six months for each of the following four areas: Finding or Keeping a Job; Increasing Visibility; Finding, Keeping, or Becoming a Mentor; Increasing Networking.

II. Participants should then form small groups and discuss their plan of action and possibly make revisions. Participants should have the option of not sharing their plan of action if they desire.

Methods

Individual work, small group discussion

Handouts

Career Survivial Skills

Generating and Critiquing Solutions to Career Problems: An Activity (2 Hours)

Objectives

- To increase participants' skill in developing responses to racist and sexist situations and in assessing the effectiveness of responses.

Activity Instructions

I. Participants should form small groups of four to six. Half of the groups should be given Career Scenarios I and the other half Career Scenarios II. In the small groups, participants should propose alternative solutions to the three scenarios. The small groups should discuss the solutions, rank them and list positive and negative results of the solutions.

II. After about 45 minutes, participants should be given a copy of the other scenarios. Then they should take a short break and meet in a large group. There the small groups should report on their solutions and participants should discuss possible results of following those solutions.

III. Participants should be given copies of the solutions to Career Scenarios I and II. Participants should discuss the actual solutions and how, and possibly why, they differ from proposed participant solutions.

Methods

Small and large group discussion

Handouts

Career Scenarios I
Career Scenarios II
Solutions - Career Scenarios I
Solutions - Career Scenarios II

Analysis of the Day: An Activity (15 Minutes)

Objectives

- To summarize the day's activities
- To collect participants' feedback on the day's activities

Activity Instructions

I. Trainers should pass out informal evaluation instruments and ask participants to fill them out about the Survival Skills section. They may also want to ask participants to discuss ways of improving this section.

Methods

Paper-and-pencil assessment, discussion

Handouts

Daily Evaluation Form

THINGS YOUR ADVISOR NEVER TOLD YOU

1. Always have two friends in high places. If one leaves or turns on you, you won't be totally left out in the cold.

2. When doing your dissertation, remember that the process of doing a dissertation has more in common with a fraternity initiation than with a scholarly endeavor. As with the fraternity initiation, don't take most of the process personally. It is something that you should finish, but the process is not one that will be repeated in your future research or professional activities (thank heavens).

3. When starting a new academic job, choose your committee assignments carefully. Avoid committees that are oriented toward failure, either because of their task or because of their leadership. Avoid, too, committees that meet often and produce little. Find out about the committee structure early and let your preferences be known. Don't let yourself become "over-committeed". Choose two, or at the most three, committees to join. If you want to join others later, resign from the original ones. Tenure and promotion committees have the most power, but are usually the most difficult committees to join. Remember very, very few people get tenure or promotion based on committee work.

4. Keep a file folder entitled "Promotions". Use this file to keep letters about the good job you have done, invitations, thank-you notes, newspaper articles about you, reviews of publications, letters from publishers, and so on. Without this file, many of these things get lost and forgotten and they can come in handy.

5. Keep a file folder entitled "CYA" — Cover Your Ass. Use this file to keep copies of memos, telephone messages, summaries and dates of meetings, and anything else on subjects that you figure may come back to haunt you. You should also consider writing follow-up memos after important meetings, summarizing decisions made and actions taken. If you were not the one who caused the "SNAFU", it is helpful to have the documentation that shows this.

6. Keep a copy of all of your publications, reports, and other written efforts in one place. You will most likely need to refer to these and it is nice to know where they are. An amazing number of people have lost the only copy of many of their publications and are forced to call friends and publishers to ask for a copy.

7. When you do something important or interesting, make sure selected supervisors know about it. It is most important not to overuse this and to find ways to do this that are at least somewhat subtle. However, in most cases if you don't let them know what you are oing, they won't know. If someone does a newspaper story on you, have them send a copy to your institution. If you receive an award, let your supervisor know. A short note or a comment in the context of a conversation is usually sufficient.

8. Keep up your networks. If someone you know gets a promotion or a new job, drop them a note of congratulations. If you come across information which may be of interest to someone you know, send it to them. If someone is doing work that you admire, let them know. Everyone likes deserved "strokes" and it helps to keep you in touch.

9. Balance your equity work with other work. It is an unfortunate reality of today's world that, in most cases, research or service in equity areas does not count very much for promotion or tenure. Doing work in non-equity areas to "balance" your equity work increases your credibility in the educational research world and enhances your chances to "make it".

10. When you are thinking of getting or changing a job, remember many research jobs are not in academia. Today's job market makes it very difficult to get and keep academic jobs. When doing a job search, consider government, non-profit organizations, and even corporations.

References

Van Til, W. Writing for professional publication. New York: Allyn & Bacon, 1981.

Welch, M.S. Networking. New York: Harcourt, Brace Jovanovich, 1980.

Daniels, A.K. Development of feminist networks. Annals New York Academy of Sciences, 2, 1979, 215-227.

Guide to periodicals in education and its academic disciplines. Metwelin, NJ: Scarecrow Press, 1975.

Directory of publishing opportunities in journals and periodicals. Chicago: Marquis Academic Media, 1981.

While this was written specifically for the American Educational Research Association, it holds for other professional organizations as well.

Submitting an AERA Proposal: Ramblings from the Program Chair

by Pat Campbell*

As each August 15 approaches, the question arises: should I submit a presentation to AERA this year? No travel money, no time, a dislike of the convention city (but could anyone dislike Boston?) and a fear of rejection frequently lead one to decide "no" when the answer should be "yes".

While there is little we can do about your travel money, time, or preference for cities, we can help minimize the fear of rejection by suggesting some tips to increase the probability of your proposal being accepted.

The first and most important tip is to learn about the process. Find out what the various divisions and SIGs are looking for in a presentation and what the review process is like. The best way to do this, and to learn from reading other people's submissions, is to become a reviewer. The process isn't hard. In most cases all you have to do is volunteer. Call or write the program chairs and offer your services. People who have submitted proposals are still eligible to be reviewers; they just can't review their own work.

Review processes do differ, but almost all of them include outside readers or reviewers. This year the SIG/RWE's process will involve three "blind" reviewers for each submission who will read and evaluate the submissions for appropriateness of content, technical quality, and contribution to the field. Based on the reviews and the limitations of program time, submissions will be accepted or rejected. A letter including a summary of reviewers comments will be sent with each rejection notice.

Learning about the review process and evaluation criteria is important, but so is learning about the competition. Some groups (like SIG/RWE) get a number of high-quality submissions for a limited amount of program time, so competition is tough. In other groups, with more program time or fewer submissions, there is less competition. Finding out the rejection rate of a group (often available from division annual reports or from previous program chairs) can help you decide where to submit.

Another suggestion is to go back to last year's program and see what kinds of programs the divisions and SIGs that you are interested in have sponsored. If they put on a lot of symposia, consider putting together a symposium rather than a paper. Sometimes a symposium on a topic will be accepted when a paper won't because there are no other appropriate papers to group with your paper to make a good session.

Finally, follow the directions and submit on time. Good luck!

*Special Interest Group: Research on Women & Education Newsletter, Summer, 1979.

THE MENTOR MENTEE RELATIONSHIP

From the Mentee's Perspective: Jean Thomas Griffin

In search of further professional growth and development, I decided that I needed a mentor. After nearly seven years of fairly successful post-doctoral professional experience, I felt ready to make new moves and try new things. My idea of a mentor, drawn from Levinson (1978), is that of someone to help "realize the Dream". My dream was beginning to take shape, but I felt unprepared to make it a reality. After considering additional schooling or course work, I decided instead to seek a mentor with whom to share ideas, aspirations successes, failures, problems, and anxieties. The mentor would also have skills which I wanted to develop and be more experienced than I in our common discipline. This person would have to be someone I could respect as a person and with whom I felt comfortable.

My preference would have been for a Black woman in my city, for she would be someone who had dealt with the issues I face, but finding such a person is asking too much of American society at this time. Further, for the few Black women mentors available anywhere, my request would place yet another demand on already overutilized resources.

I found my mentor through my social network; a close friend suggested that a teacher of hers might be interested in being a mentor to me. Armed with this introduction and with considerable "second-hand" information, I approached my prospective mentor.

Among the issues I considered very important were:

1. that the mentor understand and respect my goals,
2. that we be able to work together as respectful adult women (I was unwilling to play the roles of either student or child),
3. that the mentor be able and willing to share her time, experience, and expertise with me, and
4. that if able, I would pay her for her task. The matter of payment was especially important to me because women's time is so frequently undervalued and our skills and experiences assumed to be there for the asking. As I no longer want to be treated that way, I felt, if possible, I would not treat my mentor that way. This fee-for-services, token though it be, is perhaps more important to me than to her. It helps me to feel that I'm not exploiting another woman, that our relationship is reciprocal (although unequal), and that we share power in the relationship. By neutralizing this obvious power issue, we are better enabled to attend to the task.

The arrangement I have made is probably unique in several ways. My mentor and I do not have institutional connections; she is not my teacher, colleague, or employer. Unique in mentor-mentee relationships, it is she who was chosen, not I. Although ours is perhaps presently a rare arrangement, it is that very uniqueness and originality that I would encourage other women to seek. I believe mentoring to be an important part of professional development, but due to the scarcity of mentors for women, we will have to redefine the role to meet our special needs and circumstances.

From the Mentor's Perspective: Clara Mayo

What does a mentor do? This past year, I discovered with some surprise that I did not know. Despite two decades of graduate teaching in which I have certainly been a mentor to some, it was only upon being hired "to mentor" that I gave the role much conscious attention. Amid the recent discovery that women entering most professions have few women as role models, it has also been found that women receive little mentoring. Mentors are said to choose proteges in their own image (Levinson, 1978). Given the preponderance of males in the senior ranks of all professions, what "men-toring" women do receive from their male elders is often sexually-tinged and/or parentally structured (Hennig & Jardim, 1977; Sheehy, 1976).

Some feminists (Shapiro, Haseltine, & Rowe, 1978) have recently doubted the value of both female role models and mentors for the advancement of women's careers. They argue that it is difficult to find a woman as role model whose total lifestyle exemplifies one's own idea. Further, they argue that older role models developed their careers and lives under different circumstances, hence rendering their solutions of limited use to younger women. Given that mentors tend to have only a few proteges, it is unlikely that every woman can find one and even when achieved, the mentor relationship may be too hierarchical, parental, exclusionary, and elitist for some. Suggested alternatives are to find a number of partial role models and/or to develop relationships with peers and with other professionals less powerful but also less intense than those with mentors.

So what was I being hired to ~~do (or~~ perhaps to be)? This proved to be a challenging question to which my mentee and I have found only tentative answers. How much time does mentoring take? In this instance, I have spent two to three hours weekly. We meet for one hour and I spend the remaining time in editorial work, resource development, and thinking about the mentee's projects.

Since this mentee sought specific help with writing, I have shared my knowledge of that craft. This means that I have edited successive drafts of articles, have indicated specific publication outlets and shared my knowledge of their policies and practices, have demonstrated specific skills such as writing headings, focusing literature reviews, and mastering the wording of research results and abstracts. With regard to career development, I have critiqued the mentee's resume, written (and shared the logic of) letters of recommendation, eased access to regional resources of individuals and institutions, and assisted in the development of a funding proposal. These activities can probably be anticipated given the mentee's expressed needs. But there have been some surprises. In the course of the year, I gave several papers at other institutions which required rescheduling our mentor-mentee sessions. One surprise was the mentee's request to accompany me on such a venture. What is there to see, I wondered? Here the mentor-mentee relationship borrows from the apprentice model in the sense that professional behavior can be observed and then discussed. Matters of self-presentation, crowd-handling, question-fielding, and the social routines of "visiting scholar" can be explored together and shared. Giving a joint seminar presentation on the mentor-mentee relationship was less a new venture (as both of us had done this kind of work with others), but it did provide a public occasion to affirm our mentor-mentee relationship. We also discussed how to handle editorial rejections, sexism in colleagues, depressive bouts of perfectionism, and other ills that plague professional women. On a positive note, we discussed the wielding of power, the sharing of successes with intimates, and the pleasures of accomplishment and mastery of one's craft. Here the mentor's role borders on that of the role model with the noted shortcomings that one individual's coping strategies may hardly suit another.

A recent model of career development (Dalton, Thompson & Price, 1977) delineates a "mentor stage" in which individuals take on increased responsibility for guiding, directing, and developing other people. This stage postulates in the mentor a broadening of interests, a capacity not to be threatened by others' success, a willingness to be responsible for others' output, a tolerance for distance from front-line technical work, and a resilience about loss of the mentee's closeness. This year's experience in hired "mentoring" may not reflect a career stage, but it has given me interesting and rewarding experiences. So much so that I have agreed next year to take on a new mentee, this time at the behest of a sponsoring research institution. It is an interesting experience I recommend to other senior women in psychology, an experience which may be a valuable contribution to the careers and lives of our younger colleagues.

References

Hennig, M. & Jardim, A. The managerial woman. NY: Anchor, 1977.

Dalton, G.W., Thompson, P.H. & Price, R.G. The four stages of professional careers. Organizational Dynamics, 1977, 19-42.

Levinson, D.J. The seasons of a man's life. NY: Knopf, 1978.

Shapiro, E.C., Haseltine, F.P. & Rowe, M.P. Moving up: Role models, mentors, and the "patron system". Sloan Management Review, 1978, 51-58.

Sheehy, G. Passages: Predictable crises of adult life. NY: Dutton, 1976.

NETWORKING: A SAMPLE OF ORGANIZATIONS

Aspira of America, Inc.
205 Lexington Avenue
Suite 1200
New York, NY 10016

Black College Initiative
Office of Education Building
400 Maryland Avenue, S.W.
Room 2025
Washington, DC 20202

Catalyst [Women]
14 East 60 Street
New York, NY 10022

COSSHMO [Hispanic]
1015 15 Street, N.W.
Suite 402
Washington, D.C. 20006

Federation of Organizations of
Professional Women
2000 P Street, N.W.
Washington, DC 20036

Institute for Services to Education [Black]
Division of Research and Evaluation
2001 S Street, N.W.
Washington, DC 20009

Institute for the Study of
Educational Policy [Black]
Howard University
2900 Van Ness Street, N.W.
Washington, DC 20008

League of United Latin American Citizens
400 First Street,NW
Washington, DC 20001

Mexican American Legal Defense and
Education Fund
28 Geary Street
San Francisco, CA 94103

Mexican American Women's National Assn.
L'Enfant Plaza Station
P.O. Box 23656
Washington, DC 20024

National Advisory Committee on Black
Higher Education and Black Colleges
and Universities
Suite 706
1100 17th Street, NW
Washington, DC 20036

National Alliance of Black School
Educators
1401 14th Street, S.W., Third Floor
Washington, DC 20005

National Association for Equal
Opportunity in Higher Education [Black
Colleges]
2201 S Street, N.W.
Suite 450
Washington, DC 20009

National Association of Cuban American
Women
National Press Building, No. 1237
Washington, DC

National Association of Women Deans,
Administrators and Counselors
1028 Connecticut Avenue, NW
Washington, DC 20036

National Conference for Puerto Rican Women
150 Columbia Heights
Brooklyn, NY 11201

National Council of La Raza
1725 "Eye" Street, NW, Suite 210
Washington, DC 20036

National Council of Negro Women
1346 Connecticut Avenue, NW
Washington, DC 20036

National Hispanic Education Alliance
1625 Eye Street, NW, Suite 324-A
Washington, DC 20006

National Organization for Women
425 13 Street, NW
Washington, DC 20004

National Puerto Rican Forum
450 Park Avenue South
New York, NY 10016

National Women's Education Fund
1410 Q Street, NW
Washington, DC 20009

Organization of Chinese American, Inc.
2025 Eye Street, NW, Suite 1107
Washington, DC 20006

Organization of Chinese-American Women
3214 Quesada Street, NW
Washington, DC 20015

Puerto Rican Legal Defense and
Education Fund
95 Madison Avenue, Room 1304
New York, NY 10016

Women's Action Alliance
370 Lexington Avenue
New York, NY 10017

CAREER SURVIVAL SKILLS

Plan of Action

In each of the following areas please indicate at least one action you can take in the next month (A) and one in the next six months (B) to help you in your career.

I. Finding or Keeping a Job

A) ____

____

B) ____

____

II. Increasing Visibility

A) ____

____

B) ____

____

III. Finding, Keeping, or Becoming a Mentor

A) ____

____

B) ____

____

IV. Increasing Networking

A) ____

____

B) ____

____

CAREER SCENARIOS I

A. You, a doctoral student, have been requested by a former professor to teach an intensive two-week course on issues in minority health. He offers you $100. You agree to do it, both for the experience and to do the professor a favor. You ask for travel expenses and he agrees.

As you are teaching the course, the primarily Anglo female audience goes to the professor to complain that your course is too open-ended and that they are not being told which are the "right answers" and the "best solutions". The professor calls you into his office and criticizes you and your teaching.

How do you respond to the professor and to the class?

After the course is over, you receive neither the $100 nor your travel expenses. What do you do about the money?

B. You are applying for one of two assistant principal positions in a school district where you worked before going to graduate school. You and a White male, who has also worked in the district, are selected by the screening committee to fill the two openings. The White male is offered the job, but you are interviewed by the superintendent who asks a number of questions about race and sex that are unrelated to the job.

How do you respond to this situation?

After the interview, the superintendent re-opens the search process and without the approval of the screening committee hires a White male.

How do you then respond?

C. You are a young minority professor teaching sociology in a learning center for older adults working on their bachelor degrees. As you are teaching your first class, a woman in the class asks "Why do your people spend so much time around their cars, hanging out on the street?"

How do you respond to this situation?

CAREER SCENARIOS II

A. You are a consultant conducting a workshop for a group of southern men, who are predominately White, on the topic of developing strategies for disseminating successful education projects. A room has been set up for you, where the tables and chairs are placed in a "U" shape. While setting up the materials for the workshop, one White male participant who has come into the room alone says to you, "Why don't you get in the middle? The only thing missing is the platform for the show."

How do you respond to this situation?

As the workshop continues the hostility toward you continues to mount. The few non-White males in the group are remaining neutral.

How do you then respond?

B. You are a doctoral student doing research in minority education. Your work has been well received and you feel it is of great value. Your advisor and several other faculty members inform you, for your own good, as they explain, that if you continue in your research work without branching out into "mainstream" areas, you will neither get nor keep a job in a university.

You know that they are probably right. What do you do?

C. You have been hired for your first job, an instructor in a state college. You are told that the reason you were hired as an instructor is because you don't have a terminal degree and as soon as you receive the degree, you will be promoted to assistant professor. Several weeks before you start the job, you receive the degree and apply for promotion. You are not promoted to an assistant professor, but five White men (three of whom do not have terminal degrees) are. You also discover that a White man hired at the same time that you were, without a terminal degree, was hired as an assistant professor.

How do you respond to this situation?

SOLUTIONS - CAREER SCENARIOS I

A. In this situation, the individual, a Chicano male, responded by telling the professor that he would run his own class his own way and left the office. He went to his class and told them to come to him with their problems instead of taking them to someone else. He wrote one note to the professor about not receiving the money, but didn't follow up on it and never received the money.

Although his relationship with the professor was destroyed, the person felt his response was appropriate. He also felt that, even though he needed the money, his dignity and his not perpetuating stereotypes about Chicanos was more important than the money. The only thing he might have done differently is that he now feels it would have been better not to confront the class with his anger.

B. This individual, a White female, chose to answer the superintendent's questions seriously and not confront him about the inappropriateness of the questions. After not receiving the job, she chose not to sue although she was told by a lawyer she consulted that she had a good case and would probably win. She took a job with the State Education Department and now works with this superintendent and others.

She still feels some conflict about her choice. She was concerned that if she sued, she would probably be blackballed and that even if she won, her career would be severely damaged; however, by not suing she feels that she has condoned discrimination and allowed it to continue.

C. In this situation the individual, a Puerto Rican male, chose to use the comment as the basis for a lesson about cultures, cultural differences, and cultural stereotypes. Relating the culture and stereotypes of Puerto Ricans to those of the White ethnics who made up the class, the person sought to make the students more knowledgeable about themselves and their prejudices.

The person felt the strategy was effective and that the class turned out to be one of his best.

SOLUTIONS - CAREER SCENARIOS II

A. The individual, a Black female, ignored the insult and continued to prepare to conduct the workshop. Then the workshop began and hostility and resistance increased, she ignored it and continued the workshop. After an hour of resistance, she ended the workshop, an hour early, and dismissed the participants.

The individual felt she had no other choice than ending the workshop. As a professional and as a representative of an organization, she felt she could neither express her anger nor directly confront the participants' racism and sexism. As an experienced, successful trainor, she feels that the best tactics with racist/sexist behaviors are to: 1) ignore them, 2) continue with your own agenda, 3) if it becomes impossible to work in the situation, leave.

B. The individual, an Asian male, chose to continue in his research on Asian-Americans disregarding the advice of his professors. Knowing that his work would most likely not be recognized and accepted in a university, he found a job with a school district, where he currently works.

He feels that his choice was a good one. He has been able to do research that he feels is relevant and to work to make research on Asian-Americans part of the educational research mainstream.

C. In this situation, the individual, a White female, filed a lawsuit against the college. After six years an out-of-court settlement was negotiated which included $2000 in cash and retroactive seniority in rank. (During the court case she had been promoted to assistant professor and gained tenure.) She is currently considering filing another suit because her application for promotion to associate professor was rejected by the president after being accepted by the college promotion committee.

The individual felt that filing the lawsuit was a good decision, but she is aware of the amount of time and energy it took away from her professional development and is unsure of what the long-term effect of her choice will be on her career.

DAILY EVALUATION FORM

Please circle the appropriate responses.

MORNING

Topic Covered: ______________________________

1. The materials used for this morning's session were:

1	2	3	4	5
of no help				very helpful

2. The format used for this morning's session was:

1	2	3	4	5
very appropriate				very inappropriate

3. The trainer's presentation for this morning's session was:

1	2	3	4	5
very clear				very confusing

AFTERNOON

Topic Covered: ______________________________

1. The materials used for this afternoon's session were:

1	2	3	4	5
of no help				very helpful

2. The format used for this afternoon's session was:

1	2	3	4	5
very appropriate				very inappropriate

3. The trainer's presentation for this afternoon's session was:

1	2	3	4	5
very clear				very confusing

Based on today's session, to improve tomorrow's session, I would:

____

____

____

____

____

____

Comments:

____

____

____

____

____

____

____

____

____

____

____

SECTION VII

POLICY AND FUNDING

OVERVIEW

This section of the workshop focuses not on research and development but on two related areas that have a tremendous influence on research and development, policy and funding. In this section participants should begin to examine the ways that the outside world affects their research and development and how they can affect the outside world.

Participants frequently have a great interest in funding information and little interest in policy issues. It is very important for trainers to try to make participants understand the link between policy and funding and the importance of their role in policy development. Frequently participants will have little interest in policy because it is viewed as being "way out there in Washington." To counteract this, trainers may want to use examples of the policy cycles and of the impact of policy on research and development that comes from participants' home states, cities or even institutions. In the same vein it is important that for the activities influencing the policy cycle and a policy plan of action, participants concentrate not on the national scene (unless it is feasible for them to work in this area) but rather on regional and local areas.

For both policy and funding, trainers should be aware of "what's happening" and should relate current trends and information. This section requires the most trainer input in order to be relevant to participants.

Trainers may want to bring copies of funding literature such as <u>The Foundation Directory</u> and <u>The Catalogue of Federal Domestic Assistance</u> as well as publications from agencies such as NIE, NSF, and the Grantsmanship Center. Participants can then review these publications if there is an interest.

This section is scheduled for one day. It could be expanded to 1.5 days by increasing the amount of time spent on policy and by incorporating an activity on funding that has participants decide upon several potential funding sources and develop strategies for approaching them. Traditionally sections of funding have emphasized federal sources of funding. While the federal government is still by far the largest funder of social science and educational research and development, recent budget cuts will make competition for limited funds quite keen. Trainers should remind participants of this and should also emphasize state, local, and private sources of funds.

SECTION OBJECTIVES

- To make participants more knowledgeable about some of the current events in Washington, D.C. that are affecting educational policy
- To make participants more knowlegeable about the three basic phases of the policy cycle: formulation, implementation and evaluation
- To assist participants in orienting themselves within a policy cycle
- To illustrate to participants how a specific interest group of researchers and advocates can influence a policy cycle
- To have participants develop a personal plan of policy action for the next twelve months
- To make participants more knowledgeable about funding in the public sector
- To make participants more knowledgeable about funding in the private sector
- To make participants more knowledgeable about how policy influences funding

SAMPLE ONE-DAY SCHEDULE

9:00 - 9:15	Overview of the Day
9:15 - 10:00	Washington Today
10:00 - 10:30	Relating Yourself to Policy
10:30 - 10:45	Break
10:45 - 12:00	Influencing the Policy Cycle
12:00 - 1:00	Lunch
1:00 - 1:30	The Relationship of Policy and Funding
1:30 - 2:15	A Policy Plan of Action
2:15 - 3:30	Funding in the Public Sector: Federal, State, and Local
3:30 - 4:45	Funding in the Private Sector: Foundations and Corporations
4:45 - 5:00	Analysis of the Day

Washington Today (45 Minutes)

Objectives

- To make participants more knowledgeable about some events in Washington, D.C. that affect educational policy

Content Outline

I. Congress
   A. Typical path of legislation
   B. Recent legislation passed affecting education
   C. Legislation up for re-authorization affecting education
   D. Pending legislation
      1. House of Representatives
      2. Senate

II. Executive Branch
   A. The development of guidelines and executive orders
   B. Recent guidelines and orders implemented affecting education
   C. Pending guidelines affecting education
      1. Department of Education
      2. NIE
      3. Other departments

III. Judicial Branch
   A. Typical path of judicial decisions
   B. Recent court decisions affecting education
   C. Pending court decisions affecting education

Methods

Lecture, question-and-answer

Handouts

Typical Path of Legislation

References

Alford, A.L. "The Education Amendments of 1978," American Education. March, 1979.

Relating Yourself to Policy: An Activity (30 Minutes)

Objectives

- To assist participants in orienting themselves within a policy cycle

Activity Instructions

I. The trainer should start the activity by explaining the different levels (institutional, local, county, state, and federal) at which policy affecting education is developed and by giving examples of how people like the participants may have been involved (i.e., testifying before the city council, serving on a university research committee).

II. Participants should break into small groups, no larger than six, fill out the Policy Cycle Exercise sheet and discuss their responses.

III. As the small group discussions wind down, the groups should be brought back into a large group. Each group can report the governmental levels at which policy was effected and how policy has affected research.

Methods

Lecture, individual work, small and large group discussion

Handouts

Policy Cycle Exercise

Influencing the Policy Cycle (75 Minutes)

Objectives

- To make participants more knowledgeable about the three basic phases of the policy cycle: formulation, implementation, and evaluation

- To illustrate to participants how a specific interest group of researchers and advocates can influence a policy cycle

Content Outline

I. The Policy Cycle
   A. Formulation
   B. Implementation
   C. Evaluation

II. The Iron Triangle
   A. The Executive Branch
      1. White House
      2. Agencies
   B. Interest groups
      1. Social research
      2. Educational research
      3. Higher education
      4. Education
      5. Civil rights and public interest
   C. Legislative Branch
      1. Senate
      2. House
      3. Joint Offices

III. Points of Interventions (Example: Hispanic Higher Education Coalition)

IV. The Connection Between Policy and Knowledge
   A. Sources of valued R & D information for Congressional staff
   B. Sources of opinion/reaction for Congressional staff
   C. Factors influencing federal education legislation

Methods

Lecture, question-and-answer

Handouts

The Iron Triangle of Federal Education Policy and Politics
NIE Planning and Budgeting Cycle
The Cutting Edge
A Summary of RDD&E Sources, Reference Groups, and Legislative Influence for Congressional Education Staff and Members

References

Silberman, H.F. "Working in Washington," <u>Today's Education</u>. March, 1980.

The Relationship of Policy and Funding (30 Minutes)

Objectives

- To make participants more knowledgeable about how policy influences funding

Content Outline

I. Legislation and Funding
   A. Authorizations
      1. Mandated programs
      2. Funding Priorities
   B. Appropriations

II. Executive Branch and Funding
   A. Guidelines and funding
   B. Discretionary programs

III. What One Can Do
   A. Write
   B. Testify
   C. Form coalitions
   D. Work for candidates
   E. Research results to Congressional Research Service
   F. Work with research organization lobbyist

Methods

Lecture, question-and-answer

Handouts

None

A Policy Plan of Action: An Activity (45 Minutes)

Objectives

- To make participants more knowledgeable about how policy influences funding

- To have participants develop a personal plan of policy action for the next twelve months

Activity Instructions

I. In a large group, trainers should go through a sample objective to influence policy and activities to implement that objective. A sample objective might be to have the state hold back a percentage of block grant monies to evaluate the relative effectiveness of local education programs for the physically handicapped.

II. Either individually or in small groups, participants should fill out a Plan of Action and discuss their responses.

III. As the small group discussions wind down, the groups should be brought back into a large group and summarize (not giving individual names) ways participants have suggested they will influence the policy cycle.

Methods

Lecture, individual work, small and large group discussion

Handouts

Plan of Action

Funding in the Public Sector (75 Minutes)

Objectives

- To make participants more knowledgeable about funding in the public sector

Content Outline

I. Resources
   A. Federal
      1. Commerce Business Daily
      2. Federal Register
      3. Catalogue of Federal Domestic Assistance
   B. State
   C. Local
   D. Your institution's grant officer

II. Federal Funding
   A. Education Department Programs
      1. NIE
      2. Handicapped programs
      3. "Disadvantaged" programs
      4. Vocational programs
      5. Training programs
   B. National Science Foundation programs
   C. National Institute of Health and National Institute of Mental Health programs
   D. National Endowments of the Arts and Humanities programs
   E. Department of Labor programs
   F. Other programs

III. State Funding (Focus on Participants' Home States)
   A. Block grant programs
   B. Flow-through grant programs
   C. Department of Education programs
   D. Department of Family Services programs
   E. Other programs

IV. Local Funding
   A. City programs
   B. Local education agency programs
   C. Other programs

Methods

Lecture, question-and-answer

Handouts

Finding Funding
Sample copies of the Commerce Business Daily, Federal Register and Catalogue of Federal Domestic Assistance may be distributed to participants.

References

Commerce Business Daily. Washington, D.C.: Government Printing Office.

Federal Register. Washington, D.C.: Government Printing Office.

Catalogue of Federal Domestic Assistance. Washington, D.C.: Government Printing Office.

Funding in the Private Sector (75 Minutes)

Objectives

- To make participants more knowledgeable about funding in the private sector

Content Outline

I. Resources
   A. Foundation Center
      1. Foundation Directory
      2. Foundation reports
   B. Grantsmanship Center
      1. Publications
      2. Workshops
   C. Publications
      1. Foundation News
      2. The Bread Game
      3. Marquis Publications

II. Types of Foundations
   A. Private: national
      1. Definition
      2. Examples (Ford, Carnegie)
   B. Private: local and regional
      1. Definition
      2. Examples (Castle Foundation, Turrell Foundation)
   C. Community
      1. Definition
      2. Examples (New York Community Trust, Chicago Community Trust)

III. Differences between Foundations and the Public Sector
   A. Role of contacts
   B. Types and length of proposals
      1. The role of abstracts
      2. Types of guidelines
   C. Competition

IV. Corporate Funding
   A. The role of contacts
      1. Employee contacts
      2. Board contacts
   B. Corporate self interest
      1. Helping the corporate image
      2. Helping corporation employees

C. Corporate proposals
   1. Size of requests
   2. In-kind requests
   3. Corporate guidelines
D. Examples (IBM, Mobil)

Methods

Lecture, question-and-answer

Handouts

Sample Foundation reports may be distributed for participant examination.

References

The Bread Game. San Francisco: Glide Publications, 1981.

Foundation Directory. Irvington-on-Hudson, N.Y.: Columbia University Press, 1981.

Grantsmanship Center News. Los Angeles: Grantsmanship Center.

Foundation News. Washington, D.C.: Council on Foundations.

Analysis of the Day: An Activity (15 Minutes)

Objectives

- To summarize the day's activities
- To collect participants' feedback on the day's activities

Activity Instructions

I. Trainers should pass out informal evaluation instruments and ask participants to fill them out about the Policy Funding section. They may also want to ask participants to discuss ways of improving this section.

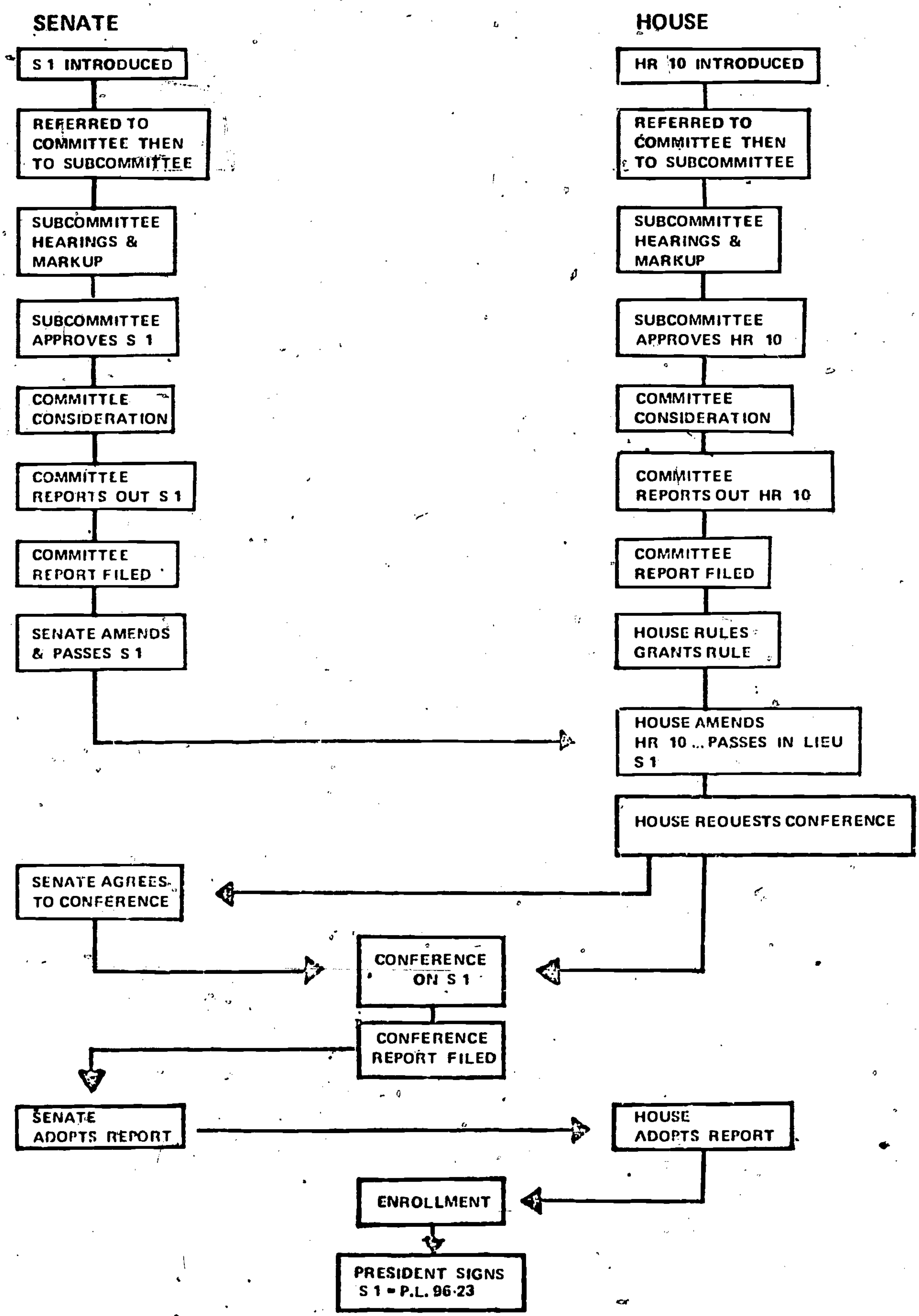
Methods

Paper-and-pencil assessment, discussion

Handouts

Daily Evaluation Form

TYPICAL PATH OF LEGISLATION



POLICY CYCLE EXERCISE

You have a stake in influencing the development of policies in your area of research or studies.

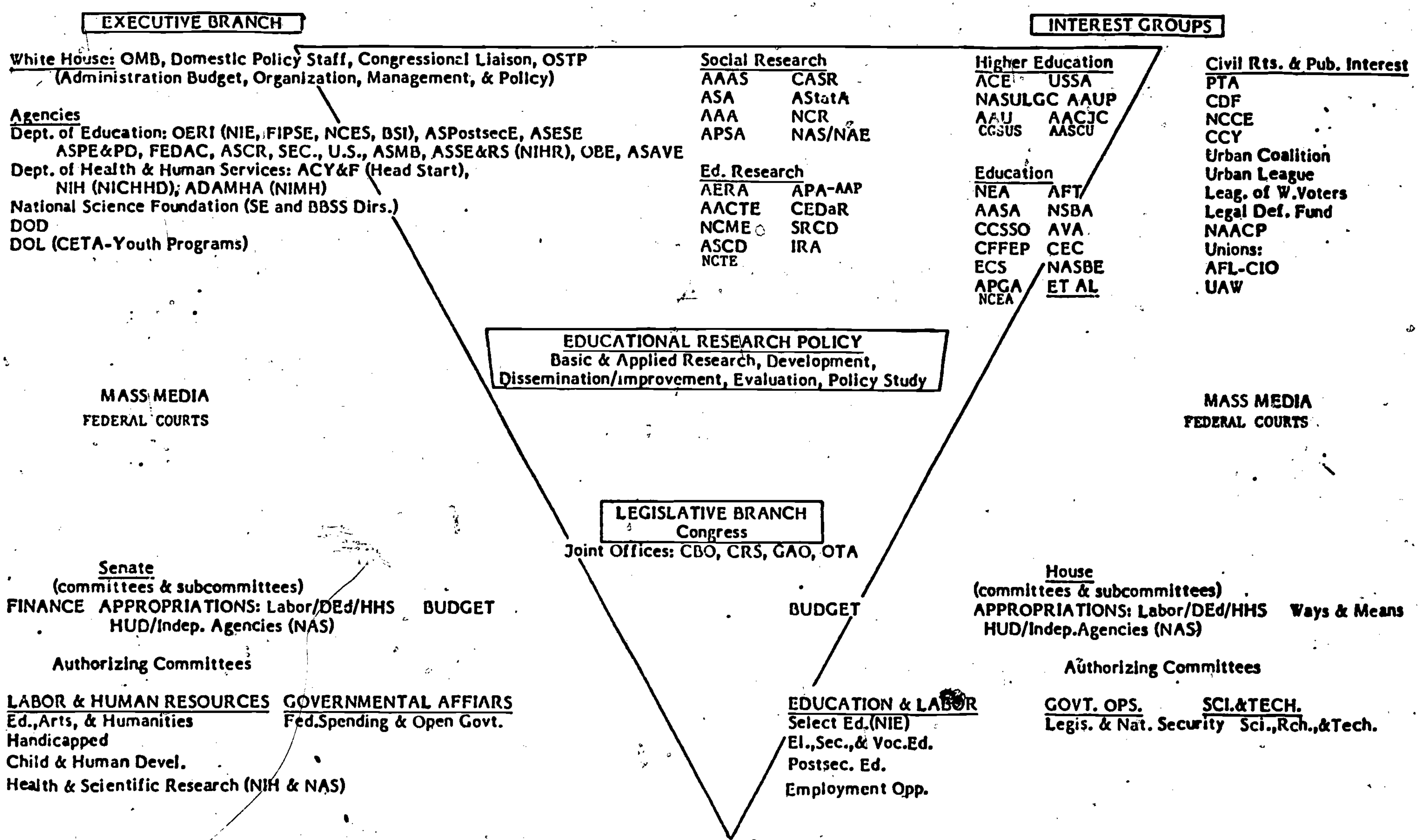
1. Have you been involved in a phase(s) of a policy cycle?

2. If yes, what has been your role?

3. How has a policy cycle affected the conduct of your work?

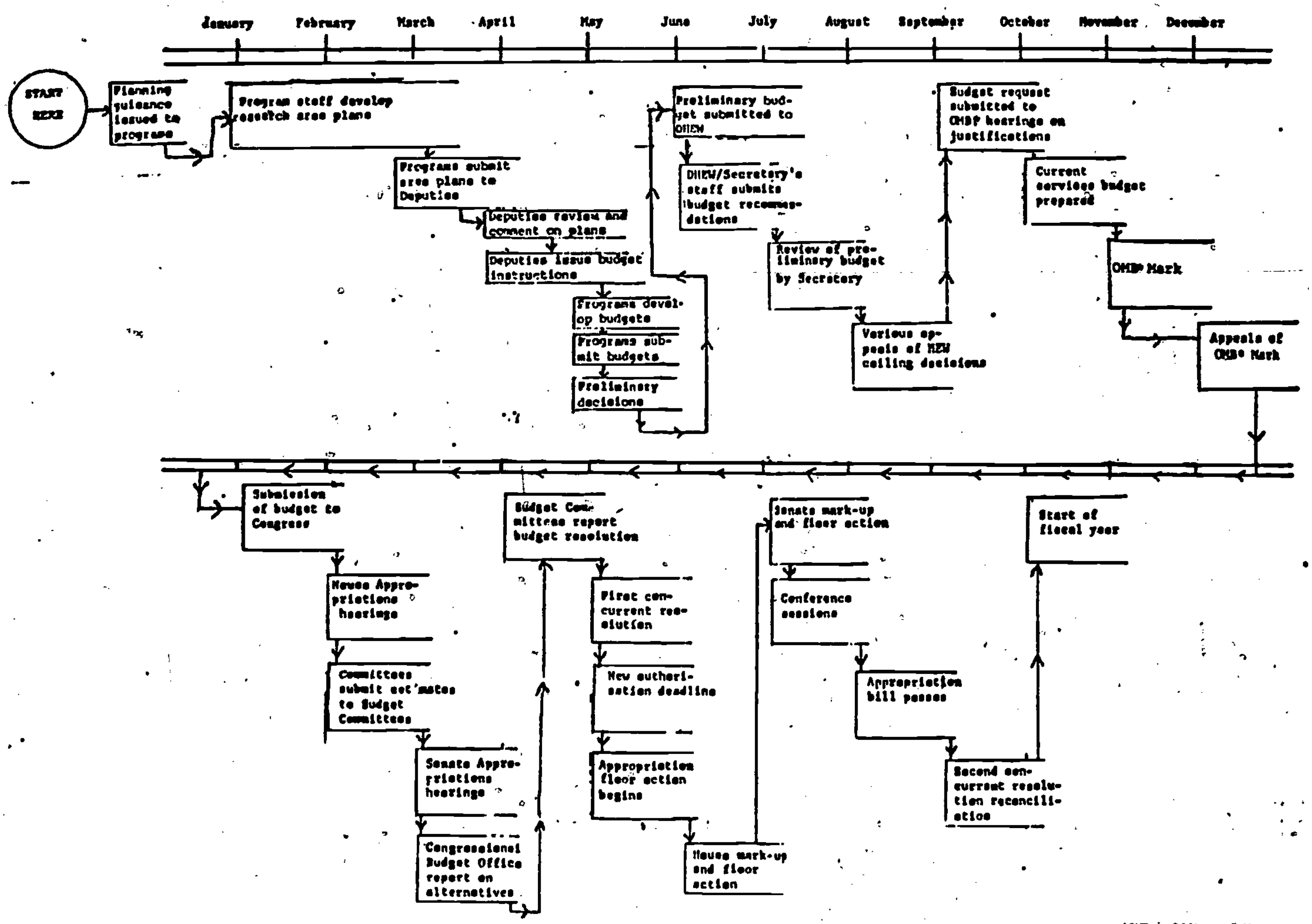
4. How have your affected a phase(s) of a policy cycle?

THE IRON TRIANGLE OF FEDERAL EDUCATION POLICY AND POLITICS,
Education R&D as a Focal Example



5/21/79

NIE PLANNING AND BUDGETING CYCLE



*OMB - Office of Management and Budget.

A Summary of RD&E Sources, Reference Groups, and Legislative Influence for Congressional Education Staff & Members

Sources of Valued RD&E for Congressional Staff*	Times Mentioned	%
Congressional Sources: CRS (16); General Acctng. Office (8); Cong. Budget Off. (3); Off. of Technology Assessment (2); Educ. Committee Offices (2)	31	37%
Federal Agencies: program eval. reports (10); Natl. Inst. of Educ. (8); Contracted studies (4); Natl. Center for Educ. Statistics (3)	25	29%
Professional Associations & Interest Groups:	10	12%
Other: friends/home district (4); local program personnel (3); professional journals (3); state ed. departments (3); natl. advisory councils (2); foundations/think tanks (2); press/popular media (2)	19	22%
TOTAL	85	100%
Washington Based Sources	68	80%
(federal government)	58	68%
Other	17	20%

*(Florio, et al, 1979, p. 65) Based on interviews with 24 congressional education staff.

Note: Summary of views of congressional staff responsible for education legislation (House and Senate committee and member personal staff, principally dealing with authorizing legislation).

Sources of Opinion/Reaction for Congressional Staff - With Regard to Legislative Policy**

1. Local Education Agencies
2. Professional Associations
3. Other Congressional Staff & Members
4. Students and Parents
5.6. Teacher Unions / Federal Agencies Administering Education Programs
7. State Education Agencies
8. Community Groups
9. White House & Office of Management & Budget Staff
10. Research & Development Community
11. Popular Media (press/R-TV)
12. State Legislators
13. Public Opinion Polls

**(Florio, et al, 1979, p.66) Rank order taken from survey of 26 congressional education staff.

Ranking of Factors Influencing Federal Education Legislation***

1. Personal judgement & values of no more than 6 to 10 members and staff of Congress.
2. Strong views of respected & trusted friends.
3. Assumptions about the economy & budget.
4. Public opinion & popular media.
5. Strong views and pressure of major interest groups.
6. Descriptive information about federal programs.
7. Congressional hearings.
8. General Accounting Office & other independent program reports.
9. Policy research studies & reports.
10. Administrative views & lobbying efforts.
11. Program evaluation studies.

***(Andringa, 1976) Informal survey of House members and staff dealing with education legislation, taken during a period with a Republican President & Democratic Congress.

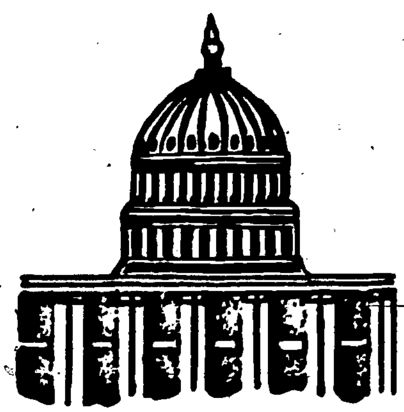
Volume 1, No. 3 FALL 1980

CUTTING EDGE

HISPANIC EDUCATIONAL RESEARCH TODAY

Using Educational Research in Shaping Legislative Policy

The use of educational inquiry (research, evaluation and policy study) is an undervalued resource with an unmet potential in the shaping of legislation by Congressional members and staff. A recent study by David Florio, from the American Educational Research Association, indicates that the lack of concise, readable reports is a serious obstacle to having an impact on legislative policy.



FOUR STEPS IN THE DEVELOPMENT OF LEGISLATION

1. **DEVELOPMENT:**
   ideas are articulated into legislative initiatives
2. **DELIBERATION:**
   through bargaining and coalition building, various initiatives are incorporated, using specific legislative language
3. **DECISION:**
   voting takes place in subcommittees, committees, House and Senate floors and conference committees
4. **OVERSIGHT:**
   programs, policies and practices are reviewed in anticipation of the reauthorization of existing legislation

Florio's study, based on a survey of legislative staffers, indicates that educational research is far from being one of their information priorities in the development of legislation. Staffers believe that if research is to affect policy and legislation, researchers should become aware of the needs and terms inherent in the legislative process. The staffers often complained about ambiguity, equivocal findings and recommendations, lack of established communications channels between researchers and legislative staff, and the failure of some research to specifically address the policy issues that they consider relevant.

The increasing complexity of educational legislation makes knowledgable staffers crucial in the development of policy. The amount of information on the issues received by them directly determines the nature and number of policy options to be considered, and to be used by them in each of the four legislative steps outlined on this page.

Staffers realize the potential value of research, espe-

CUTTING EDGE
Hispanic Educational Research Today

Rafael Valdivieso, *Editor and Director of ACEE*
Rafael Torrech, *Assistant Editor and Artwork*
Kal Wagenheim, *Production Coordinator*
María Santiago Garcia, Chairperson of the Board, Aspira of America.
Mario A. Anglada, National Executive Director, Aspira of America.

CUTTING EDGE is published quarterly by the Aspira Center for Educational Equity, a division of Aspira of America, Inc. On all matters pertaining to circulation, write to: Aspira of America, Inc., 205 Lexington Ave., New York, N.Y. 10016. For submission of editorial content matter, write directly to: ACEE, 1625 Eye St., N.W., Suite 324-A, Washington, D.C. 20006. Tel. (202) 223-6230.

cially in the legislative stages of development, deliberation and oversight. During the development stage, their first priority is to obtain information on social conditions. At the deliberation stage, the emphasis shifts to information on specific issues that can be used for advocacy, setting priorities, bargaining and coalition-building.

Research at the decision stage can influence the legislative adversarial system that determines who gets what. At this stage the researcher's information has to be in close proximity to the staffer or Congressman. This is so, since information at this stage will be needed with very short notice and will require specific answers to specific questions. Evaluation and policy assessments are most useful in the oversight step, since they show the effectiveness of programs in addressing the needs of the target populations.

Florio emphasizes the importance of timing in the influence that research can have on legislative policy. Researchers should become aware of the reauthorization schedules of specific educational laws in order to be able to provide new research findings at the time when programs are evaluated and reauthorized. Research must be available on time if it is to be useful in developing the legislation or the amendments necessary to block or alter adversary proposals, for consensus building and compromise, and for bargaining. Research that is not available in time for these deliberations will not be used, no matter its relevance.

Research can be useful to staffers if it:

- has concise executive summaries free of technical jargon
- downplays extensive methodological and statistical explanations and calculations
- is developed to mesh with the timing of the legislative process and of the decision points within it
- provides policy relevant information in an integrated way, showing applicable evidence on both sides of the issue.

Research can be an important tool in combating the widespread ignorance evident on Capitol Hill towards the educational problems and priorities of Hispanics. For its findings to be effective in shaping legislative policy, researchers should become aware of the particularities of the legislative process and of the best ways to penetrate its decision stages.

For more information on this research project, contact David Florio, American Educational Research Asoication, 1230 Seventeenth Street, NW Washington, D.C. 20036.

Metas

Aspira of America also publishes METAS, a national journal that serves as a forum for research and policy analysis discussion on issues concerning education and other social issues as they affect Puerto Ricans and other Hispanics.

Metas (the Spanish word for "goals" or "objectives") is published three times a year.

For a free sample copy, and information on how to subscribe, write to:

METAS
ASPIRA of America
205 Lexington Ave.
New York, N.Y. 10016

Hispanic Education Alliance Established

Initial efforts were undertaken this past July to establish the Hispanic Education Alliance, an advocacy group dedicated to improving the education of Hispanic children. The initial members of the Alliance are developing resources and mobilizing support towards issues related to Hispanic education.

The Alliance will be developing program initiatives and advocating for legislation to assure equity for Hispanic students. One of the Alliance's first activities included a meeting with the Assistant Secretary for Special Education and Rehabilitative Services (OSERS), Dr. Edwin Martin, to discuss the Alliance's concerns in regard to the education of Hispanic hanidcapped children.

For Hispanics, the effective implementation of Public Law 94-142 and of Section 504 of the Rehabilitation Act constitutes an important priority. The Alliance is concerned about the appropraite placement and evaluation of Hispanic children, and with issues related to the implementation of and compliance with the laws, plus the status of the Hispanic Initiatives in the Office of Special Education and Rehabilitative Services.

The Alliance needs the involvement of Hispanics and other concerned individuals and organizations to translate its efforts into effective policy and legislation. For information please contact:

The Hispanic Education Alliance
Acting Executive Secretariat
1625 Eye Street, NW
Suite 324-A
Washington, D.C. 20006
(202) 223-5230

PLAN OF ACTION

OBJECTIVE

State a work objective that you could accomplish during the next year and that might influence a policy decision.

ACTIVITIES TO ACCOMPLISH THE OBJECTIVE

Specifically, mention some activities that you could pursue in accomplishing your objective. Please consider some of the following activities: delineating a policy cycle in your area of work, selecting points of intervention, timing your work for maximum impact, and networking with others to accomplish an objective.

FINDING FUNDING

I. Government Publications on Grants and Funding

Commerce Business Daily

Available from: Superintendent of Documents
Government Printing Office
Washington, D.C. 20402
(202) 783-3238

Cost: $80.00 per year for third class mailing
$105.00 per year for priority mailing

Daily publication of Federal government procurement information, including Requests for Proposals and announcements of upcoming research, development, and training awards. Does not eover grants for research or educational programs, only contracts.

Federal Register

Available from: Superintendent of Documents
Government Printing Office
Washington, D.C. 20402
(202) 783-3238

Cost: $75.00 per year; includes the Federal Register Index, which is published monthly.

Daily publication of notices of legal rules and regulations, as well as application deadlines for new grants programs of all Federal agencies. The monthly index may be ordered separately at $8.00 per year.

Catalog of Federal Domestic Assistance, 1981

Available from: Superintendent of Documents
Government Printing Office
Washington, D.C. 20402
(202) 783-3238

Cost: $20.00

A valuable sourcebook for anyone seeking federal support funds. Contains a listing and description of all federal programs and activities that provice grants or other assistance or benefits to the American public. Information includes purpose, who may apply, where to apply or get additional information, past awards.

1981 Guide to Office of Education Programs

Available: OE Guide (FY 1981)
U.S. Office of Education
Washington, D.C. 20202
(202) 245-8184

Cost: Free

Initially printed each year in the November issue of American Education, then reprinted and available separately. Procedures may change under the new Department of Education (for instance will include brief descriptions of NIE activities for the first time in 1980-81).

II. Non-government Books on Grants and Funding

Federal Grants: A Basic Handbook, 1978
Available from: Association of American Colleges
Attn.: Federal Resources Advisory Services
1818 R Street, N.W.
Washington, D.C. 20009
(202) 387-3860

Cost: $7.50 for non-members, $5.00 for AAC members

Overview of grantsmanship process. Stresses information gathering, contacts with Washington, and proposal writing.

Grantsmanship: Money and How to Get It, 1978
Available from: Marquis Who's Who, Inc.
200 East Ohio Street
Chicago, Illinois 60611
(312) 787-2008

Cost: $7.50

Tells how to define project goals, locate potential donors, research specific programs, write letters of inquiry, prepare formal proposals, report results.

The Bread Game: The Realities of Foundation Fundraising, 1980
Available from: Glide Publications
330 Ellis
San Francisco, California 94102
(415) 775-0918

Cost: $6.95; new edition will be available 12/81.

Recommends steps to take in approaching foundations, and practices of grants administration.

Foundation Directory (7th edition) - The Foundation Center

Available From: Columbia University Press
136 S. Broadway
Irvington-on-Hudson, NY 10533
(914) 591-9111

Cost: $40.00 + $1.50 handling and postage

Lists non-profit, non-governmental foundations which make grants of at least $25,000 a year or have assets of at least $500,000. Includes names, addresses, purposes, and activities of donor, current officers, trustees, and directors of each foundation.

Foundation Grants Index, 1980 - The Foundation Center

Available from: The Foundation Center
888 7th Avenue
New York, NY 10106
(212) 975-1120

Cost: $27.00; compiled annually

Lists of current grants of at least $5000.

Grantsmanship, 1977 - by Armand Lauffer

Available From: Sage Publication, Inc.
P.O. Box 5024
Beverly Hills, CA 90210

Cost: $5.50

A step-by-step approach, drawing on the experience of administrators and planners, to give the reader insight into both the political and technical aspects of grantsmanship strategy. Bibliography included.

Handicapped Funding Directory, 1980-81 Edition

Available From: Research Grant Guides
P.O. Box 357
Oceanside, NY 11572

Cost: $16.50

A major source of information for planners and fund seekers for the handicapped. The Directory lists more than 400 foundations, government agencies, and associations which grant funds to institutions and agencies for handicapped programs and services.

The Directory also includes essays on grantsmanship; names and addresses of state agency directors; and a bibliography of grant funding publications. Up-to-date information is listed in the following areas: mentally retarded, speech impaired, emotionally disturbed, health impaired, hard of hearing, deaf, visually handicapped, orthopedically impaired, and the learning disabled.

III. Non-government Magazines and Journals on Grants and Funding.

Grants Magazine

Available from: Plenum Publishing Corporation
227 West 17 Street
New York, NY 10011
(212) 255-0713

Cost: Institutional subscription $45.00 (4 issues)
Personal subscription $22.00 (4 issues)

Contains articles concerning government, foundation, and corporation grants. Information on current programs and trends; technical aspects of researching sources of funds; books, conferences, workshops.

Current Interests of the Ford Foundation, 1980 and 1981

Available from: Ford Foundation
Office of Reports
320 East 43 Street
New York, NY 10017
(212) 573-5000

Cost: Free

Program interests: education and research division; grant applications, highlights of past activities. Available end of June 1981.

The Grantsmanship Center News

Available from: The Grantsmanship Center
1015 W. Olympic Boulevard
Los Angeles, CA 90015
(213) 749-4721

Cost: $20/year (6 issues)

General information magazine on sources of funds and strategies for proposing; reprints available; individual reprint prices vary with length. Titles include: "How to Develop a Fundraising Strategy", "How Foundations Review Proposals and Make Grants", "Program Planning and Proposal Writing".

Foundation News - Council on Foundations

Available from: Janis Hampton
Circulation Manager
Council on Foundations
1828 L Street, N.W.
Washington, DC 20036
(202) 466-6512

Cost: $20.00 per year (6 bimonthly issues)

Articles and reports on grant-making; includes "Foundation Grants Index".

IV. Resource Centers and Information Systems on Grants and Funding

The Foundation Center
1001 Connecticut Avenue, N.W.
Suite 938
Washington, DC 20036
(202) 331-1400

Also:
888 Seventh Avenue
New York, NY 10019
800 424-9836

A reference library on foundations. Open to the public from 10-5. Resources include: catalogue of over 20,000 foundations; newsletters of foundations, grant making, and proposal writing. Factual data may be obtained by phone or mail. The Center does print five publications which may be purchased, but all are available at the library. There are regional collections throughout the country.

Federal Assistance Program Retrieval System (FAPRS)
The National Center for Community Action
1328 New York Avenue, N.W.
Washington, D.C. 20005
(202) 667-8970

Computerized data bank with information on federal programs available to "meet community needs." One can request different types of searches within each "category" of interest (such as agriculture, business and commerce, community development). The most expensive type of search within a category costs $5.00.

DAILY EVALUATION FORM

Please circle the appropriate responses.

MORNING

Topic Covered: ______________________________

1. The materials used for this morning's session were:

1	2	3	4	5
of no help				very helpful

2. The format used for this morning's session was:

1	2	3	4	5
very appropriate				very inappropriate

3. The trainer's presentation for this morning's session was:

1	2	3	4	5
very clear				very confusing

AFTERNOON

Topic Covered: ______________________________

1. The materials used for this afternoon's session were:

1	2	3	4	5
of no help				very helpful

2. The format used for this afternoon's session was:

1	2	3	4	5
very appropriate				very inappropriate

3. The trainer's presentation for this afternoon's session was:

1 2 3 4 5

very clear very confusing

Based on today's session, to improve tomorrow's session, I would:

____

____

____

____

____

____

Comments:

____

____

____

____

____

____

____

____

____

____

____

SECTION VIII

PARTICIPANT REPORTING AND EVALUATION

OVERVIEW

In this final half-day session of the workshop, participants have the opportunity to report on the progress of their proposals and the steps they will be taking to implement their work in the future. The presentations, which should be voluntary, should be by the individuals to the large group. On the previous day the trainer should find out how many participants desire to present so they can be scheduled. The presentations should not take longer than two hours, so that the final hour may be spent in written and oral evaluation.

SECTION OBJECTIVES

- To provide participants with an opportunity to present their work, receive feedback and assistance for the future
- To receive written feedback from participants assessing the workshop as a whole
- To receive oral feedback from participants assessing the workshop as a whole

SAMPLE HALF-DAY SCHEDULE

9:00 - 11:00	Participant Reporting: An Activity
11:00 - 12:00	Evaluation: An Activity

Particiant Reporting: An Activity (2 Hours)

Objectives

- To provide participants with an opportunity to present their work, receive feedback and assistance for the future

Activity Instructions

I. Based on a schedule developed the day before, participants should have 5 to 15 minutes each to describe the project idea and their proposal to the large group. Group members should provide the participant with feedback including possible sources of information, funding, and others doing work in the area as well as ways of improving the proposed project.

Methods

Large group discussion.

Handouts

None

Evaluation: An Activity (60 Minutes)

Objectives

- To receive written feedback from particpants assessing the workshop as a whole

- To receive oral feedback from participants assessing the workshop as a whole

Activity Instructions

I. Trainers should pass out the workshop evaluation form, request that participants complete it and collect completed forms.

II. After the forms have been completed the trainer should lead the group in a discussion of ways that the workshop could be improved. Either extensive notes should be taken by someone other than the trainer leading the discussion or, with the permission of the participants, the session should be taped.

Methods

Paper-and-pencil evaluation

Handouts

Workshop Evaluation Form

1. What did you like best about the workshop?

2. What did you like least?

3. Comments

Score	Item	How Would You Improve It?
____	8. Accomplishments Are applicant's accomplishments and problem-solving skills emphasized	
____	9. Completeness Is all important information included?	
____	10. Bottom Line How well does the resume accomplish its ultimate purpose of getting the employer to invite the applicant in for an interview?	

Rating Point Total: ______ (out of a maximum of 30)

What are some other ways that you would suggest to improve this resume?

STAFF DESCRIPTIONS

Anna Valerian, Curriculum Developer (100% time)

Ms. Valerian is the director of the Women's Studies Program in the Groveland School District. In the four years since Ms. Valerian first created this program, she has been responsible for the development of teacher training techniques and curriculum units at all grade levels. Three of the units Ms. Valerian has developed are Asian Women in America, Black Women Poets, and Diversity in Families. These and other units are available to school districts throughout the U.S.

Ms. Valerian, who has fifteen years of experience as a high school teacher in history, social studies, and the humanities, was formerly director of the first experimental school in the Groveland school system, and is a workshop instructor with Project Advance at the University of San Francisco. She has extensive experience with multicultural agencies, and has an MA in history.

Ms. Valerian's responsibilities will be to:

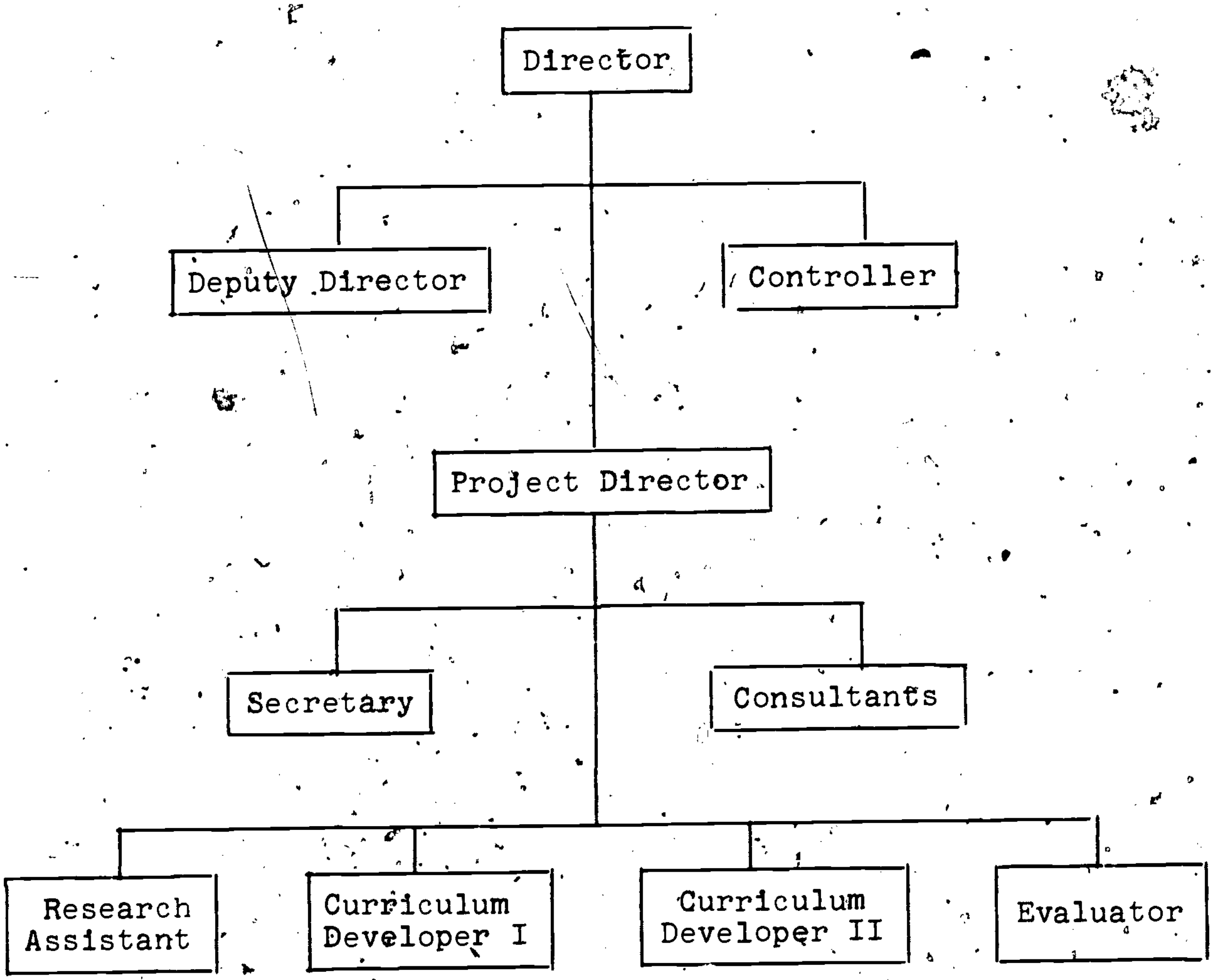
1. Develop a preliminary version of the Teacher's Guide, in conjunction with teachers and consultants;
2. Observe the use of the Teacher's Guide in pilot and field test classrooms;
3. Revise the Teacher's Guide using information from classroom observations, teachers and students;
4. Develop the final version of the Teacher's Guide.

Research Assistant - Vacant (100% time)

The research assistant will have the following responsibilities:

1. Under the direction of the management team, (s)he will compile and annotate a bibliography of all available print and audio-visual materials on women in different racial, ethnic, class, and cultural backgrounds in the U.S. that are relevant to the proposed curriculum.
2. Develop study questions to be included as part of the annotations in the bibliography, and make recommendations to the management team on critical and relevant study questions to be incorporated into the Teacher's Guide.
3. Secure and hire (with the assistance and approval of the management team) qualified and experienced consultants, from different racial, ethnic, class, and cultural backgrounds to review portions of the bibliography for quality, cultural relevance and significance.
4. Edit portions of the Teacher's Guide as needed.

ORGANIZATION CHART



WORKSHOP EVALUATION FORM

[Section Title]

Please circle the number which indicates your answer to each question.

1. The presentation of this section was:

1	2	3	4	5
very confusing				very clear

2. The amount of work for this section was:

1	2	3	4	5
too much		about right		too little

3. The pace of this section was:

1	2	3	4	5
too fast		about right		too slow

4. The written materials for this section were:

1	2	3	4	5
of no help				very helpful

5. As a whole, in the future, the section will be:

1	2	3	4	5
of no use				very useful

6. To improve this section, I would ______________________________