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Gene Manson Gordon
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A FIELD TEST OF THE
FORTUNE/HUTCHINSON EVALUATION METHODOLOGY
AS IT COULD BE EMPLOYED IN THE EVALUATION
OF NATIONAL URBAN LEAGUE STREET ACADEMIES

A Dissertation Presented

By

Gene Manson Gordon

Submitted to the Graduate School of the
University of Massachusetts in
partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

December 1972

Major Subject Educational Evaluation

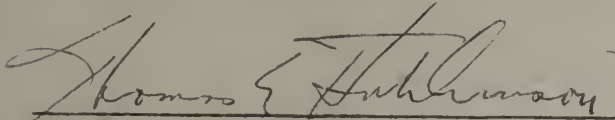
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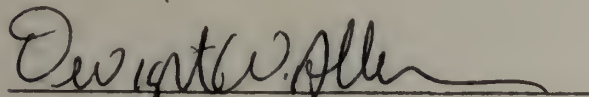
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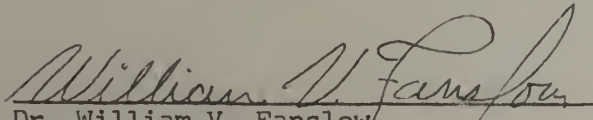
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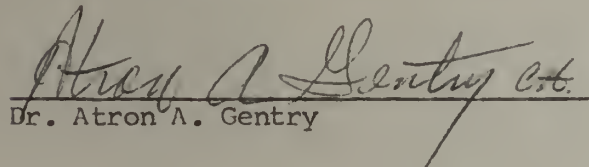
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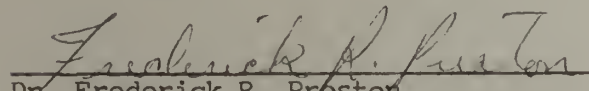
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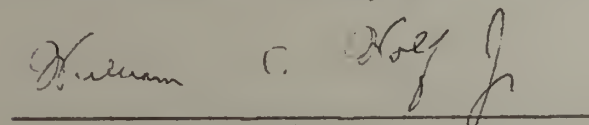

Dr. Thomas E. Hutchinson


Dr. Dwight W. Allen


Dr. William V. Fanslow


Dr. Atron A. Gentry


Dr. Frederick R. Preston


Dr. William C. Wolf, Jr.

December 1972

For
My Family

P R E F A C E

The decisions which led to my attempt to field test the Fortune/Hutchinson Methodology for Educational Evaluation were made in the Spring of 1971. How well educational evaluations are performed and utilized has been an interest even before that time. Stimulating courses in Research and Evaluation, however, served to accent the relevancy of those questions in my mind. I was frustrated by the inability to secure random groups in experimental and field settings, the difficulties in forming experimental and control groups and other requirements of sophisticated research. The possibility of taking a new or rather different approach intrigued me and continues to do so. As Assistant National Director for Street Academies of the National Urban League, it has been my responsibility to develop plans for evaluation so that the intrigue turned into a need for action.

I consider it an honor to be the first to subject this dynamic Methodology to the scrutiny of a field test, and I believe that the reader will find within this manuscript, at least pieces of Methodology which will be helpful in the decision-making processes of educational endeavors. The Methodology is no panacea of course, yet there are several salient portions that do appear capable of solving many evaluation problems. From here I expect that further testing, both in the areas of conclusion-oriented research and through redesign will prove the Methodology to be one of the most significant moves towards the

growth of the evaluation of educational enterprises in the 20th century.

I am indebted to many co-workers and others who contributed greatly to the ideas, textual material and to the development of the Fortune/Hutchinson Methodology. Credits appear throughout the Chapters of the manuscript. Those who contributed to the Methodology and my support were Larry Benedict, Dick Coffing and Jim Thomann all of the Center for Educational Research at the University of Massachusetts.

My esteemed advisor, Dr. Thomas Hutchinson, deserves special recognition for having the good sense to conceive of the idea of the Methodology with Dr. Jimmie Fortune. My very good friends at the Hartford Street Academy whom I "bugged" incessantly made the whole thing possible by providing me with their enterprise as the field test site.

In addition, Dr. Ermon Hogan, Mr. Clarence Bozeman and others associated with the National Urban League afforded me with the greatest freedom possible to pursue my chosen task. Friends of all kinds constantly pushed me on using sometimes devious methods. I am especially grateful to Dr. William Fanslow who has been a friend and advisor from the beginning. My thanks go out to Dr. Atron Gentry and Dr. William Wolf, both of whom have inspired me and supported me unselfishly. My appreciation also extends to Dr. Fred Preston, a colleague, who willingly served as a reader.

Finally, thanks to Scottie, who in her usual businesslike and insistent manner, set about to learn the Methodology inside out and, as a result, was able not only to type this thesis intelligently, but give criticisms and insights which were of great help.

Cheyney, Pennsylvania
December 1972

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A B S T R A C T

Field Testing the Fortune/Hutchinson

Evaluation Methodology (December 1972)

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Directed by: Dr. Thomas Hutchinson

The concept of evaluation as used in education has been inextricably bound to the concepts of accreditation, assessment, judgement and others. A recent definition which is gaining increasing acceptance and which separates evaluation from other concerns is that its purpose is to provide information for decision-making. Despite the formulation of a purpose, evaluation has not taken its place in the scientific study of education because it has not been provided with a methodology.

The Fortune/Hutchinson Evaluation Methodology was designed to fill the gap created by the absence of evaluation methodologies. Its purpose is in keeping with the new definition.

A methodology is a systematic, standardized, operationalized set of rules and procedures designed to accomplish a defined purpose. The Fortune/Hutchinson Methodology has been inspected and proven to be operationalizable, practical and desirable. These criteria are set forth in a procedure known as Metamethodology, the purpose of which is to act as a procedure from which a

methodology can be derived. In addition, Metamethodology requires that a methodology be subjected to a field test prior to its acceptance as complete. The purpose of this thesis is to perform a field test of the Fortune/Hutchinson Methodology.

The Hartford Street Academy provided a field setting with the potential for causing a rigorous test of the Methodology in that if it was found to work in this setting, it would be defensible to assume that it would also work in less distant settings. The setting is distant in that those who designed the Methodology did not specifically address themselves to Street Academies. The setting does fall, however, within the general class of problems to which the Methodology should be applicable.

This study of the Fortune/Hutchinson Methodology constitutes the first empirical field test performed with respect to identifying those weaknesses and problems which are associated with the Methodology. The nature of the discrepancies between the expectations of the Methodology and the actual results are reported as well as suggestions for eliminating those discrepancies. A fact of particular interest is that the Methodology achieved its purpose of providing information for decision-making although the data was not used by the time of the final preparation of the thesis. In the sense that several weaknesses were identified, the field test proved to be a highly successful proposition.

The broad Methodological steps were implemented in the following eight Phases:

Phase I	Negotiation of the Contract
Phase II	Goals Process
Phase III	Parts Process
Phase IV	Operationalization of Goals
Phase V	Development of Observational Techniques
Phase VI	Implementation of Measurement
Phase VII	Reporting of Information
Phase VIII	Evaluation of the Evaluation

Questions were applied to each Phase to determine if the Phase accomplished its purpose. None of the Phases intended for all decision-makers were successful with all decision-makers. The major cause was lack of cooperation. Difficulty was encountered with the terminology and the attention to detail of the Methodology. All Phases were completed for the first priority decision-maker and information was provided to that decision-maker. The information is scheduled for use in the near future.

This thesis contains the results of each Phase of the Methodology, interpretations of the results and recommendations for further research. Finally, two appendices are provided. One furnishes the complete steps of the Methodology as developed to date while the other is the field test log.

CHAPTER I

INTRODUCTION TO THE METHODOLOGY

Introduction

Different conformations of education have been specified, categorized and given various interpretations in the vast arena of pedagogical issues. In the actual history of educational enterprises, as well as in the history of educational thought, the major practical methods for determination of worth with respect to what is good and what is best--the choices open, the end results to be sought, or the problems to be remedied--have shifted with the times.

In an earlier day, education was the servant to great philosophical and sometimes pedantic debate aimed at decision-making on such topics as liberal vs. illiberal education, the nature of learning, virtue, the formation of character and others. These debates were sponsored and conducted by those often referred to as "learned men" whose excellent immersion in the passions of the mind caused them to be the barometer for judgment in education.

In more recent times, while debate continues to be a mainstay in education, the more scientific details of experimental research and what is known as evaluation have been adopted to offer suggestions on what has happened, what is happening and what is likely to happen. The purpose of this chapter is to present a brief overview of the

state of evaluation methodology, to give exposure to the Fortune/Hutchinson Methodology for Educational Evaluation, to present the problem addressed by this thesis and to show the research approach employed.

An Overview of the State of Evaluation Methodology

Any attempt to describe the state of the art of evaluation presents difficulties arising from the myriad definitions it encompasses. Discrepancies among the definitions, as the literature suggests, are not so much concerned with what evaluation should do but instead with what its purpose should be. The point is that the question appears to be not so much whether evaluation is assessment (Nunnally 1959), accreditation (Baker 1969), Judgment (Glass 1969), description (Stake 1967), or appraisal (Stake 1969), but rather in the area of what should be done with those concerns.

"Failure to make this rather obvious distinction between the roles and goals of evaluation...is one of the factors that has led to the dilution of the process of evaluation to the point where it can no longer serve as the basis for answering the questions which are its goal." (Scriven 1967)

A definition that has come about in recent years which permits

the integration of the roles and goals of evaluation by aiming them in a common and specific direction is that the purpose of "...evaluation is to provide information for decision-making." (Hutchinson 1971). The implication, therefore, is that if certain information is delivered and used in the process of decision-making with respect to accreditation it constitutes evaluation, if it is used to make decisions on the worth of a program it constitutes measurement or judgment and so on. Furthermore, this definition is tenable whether evaluation is formative (conducted during a project) or summative (conducted at the termination of the project).

The succinct definition offered by Hutchinson, above, appears also in a broader version. "Educational evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives." (Stufflebeam et al 1971). This concept of what has become known as Decision-Maker Evaluation is not a long standing one in education. As recently as 1963, Cronbach introduced the prototype definition stating that evaluation was "...the collection and use of information to make decisions about an educational program." (Cronbach 1963).

Pursuant to this definition, the Context, Input, Process, Product Model (CIPP) of evaluation was postulated by Stufflebeam and the staff of the Ohio State University Evaluation Center (Stufflebeam 1968). The CIPP model made the Cronbach definition more explicit by stating that, "Generally, evaluation means the provision of information

through formal means, such as criteria, measurement, and statistics, to serve as rational bases for making judgments in a decision situation." (Stufflebeam 1968).

Wiley (1970) has been able to provide a synthesis of Cronbach (1963), Harris (1963), Tyler (1950,51) to arrive at the point where he suggests that "Evaluation consists of the collection and use of information concerning changes in pupil behavior to make decisions about an educational program."

The concept of decision-maker evaluation, though a recent one, is not only supported by Cronbach, Stufflebeam and Wiley but also by Scriven (1967), Hemphill (1969), Astin and Panos (1971) and others. Scriven (1967), however, in opposition to Stake (1967) and others insists that judging should become part of the evaluator's role and not be left entirely to the decision-maker.

The institution of a purpose for evaluation has provided it with new life, yet it suffers still because, as the literature reveals, there exists an absence of an evaluation methodology. Scriven (1967), Stufflebeam (1969) and Glass (1969) all agree on this point. Indeed few techniques for evaluation do admit to the term methodology, instead model is the most prevalent descriptor. The definition, along with the models, have served only as a guide to good practice. In order to develop systematically a methodology for evaluation, the definition must be defined further and tested.

The evaluation of educational enterprises has failed to take its

place or to develop as rapidly as other aspects of the research field. The failure has evidently manifested itself in part as a result of an absence of communication concerning evaluation. A body of knowledge about evaluation did not exist in the past, and this lack is a direct result of the absence of a methodology. Even the theoretical contributions of Ralph Tyler in the thirties and forties were "...concerned primarily with evaluation's purpose and little with its methodology." (Stufflebeam et al, 1971). Consequently, there are few courses or training programs specifically addressed to the development of evaluators.

As early as 1918 Leonard P. Ayres wrote that

The importance of the educational measurement (evaluation) movement lies not only in its past and present achievements, but in the hope of the future. Knowledge is replacing opinion and evidence is supplanting guess-work in education.

In the same year, Charles H. Judd wrote

The time is rapidly passing when the reformer can praise his new devices and offer as the reason for his satisfaction, his personal observation of what was accomplished. The superintendent who reports to his board on the basis of mere opinion is rapidly becoming a relic of an earlier and unscientific age. There are indications that even the principals of elementary schools are beginning to study their schools by exact methods and are basing their supervision on the results of their measurements of what teachers accomplish.

It is ironic that despite the observations of these men, educational evaluation remains impressionistic and of insufficient utility. Studies reported on Title III programs, in fact, have moved Guba (1967)

to state that

...it is very dubious whether the results of these evaluations will be of much use to anyone. They are likely to fit well, however, into the conventional schoolman's stereotype of what evaluation is: something required from on high that takes time and pain to produce but which has very little significance for action.

It is axiomatic that the development of an evaluation methodology would be tantamount to improving its impact on the scientific aspects of education. It was Ayres (1918) too, who postulated that "...the future depends on the skill, the wisdom, and the sagacity of the schoolmen and women of America. It is well that they should set about the task of enlarging, perfecting and carrying forward the scientific movement in education."

It has been shown and is here reiterated that by far the most damaging factor in the denigration of educational evaluation has been the failure to adopt a scientific methodology capable of providing it with the structure necessary for it to make contributions to the science of education. Some attempts, though tentative, have been made to derive a methodology, and a few are here briefly described.

Stufflebeam (1968) approaches the creation of a methodology in his chart for the development of evaluation designs. However, in pursuance of a science of evaluation, he has derived a method for arriving at a design and not a method for the conduct of an evaluation. Stufflebeam concurs with the definition of evaluation as providing information for decision-making and breaks down the process into

four categories, viz. context, input, process and product evaluation.

The four categories also become the strategies of the CIPP model for educational evaluation, are concerned with educational change and cover the entire program. Each strategy is viewed with respect to (1) objective, (2) method and (3) relation to decision-making in the change process. The four kinds of evaluation are a result of the assumption that there are four kinds of educational decisions to be served (Stufflebeam, 1969).

Worthen (1968) produced a paper entitled "Towards a Taxonomy of Evaluation Designs," which used Stufflebeam's categories as a basis. This taxonomy deals with (1) focusing the evaluation, (2) collection of information, (3) organization of information, and (4) analysis of information.

The EPIC (Cornell 1969) model is also a quadripartite scheme designed to provide (1) a planning stage during which variables to be measured are determined and stated as behavioral objectives, (2) an implementation stage in which Stage I is put into operation, (3) a feedback stage which permits the analysis of Stage 2 results and facilitates decision-making, (4) a recycling stage which allows for the reconsideration of Stage 1, including original Stage I objectives not dealt with in the first stage.

The Discrepancy Evaluation Model (Kresh 1968, Provus 1969) posits five stages of evaluation: (1) design, (2) installation, (3) process, (4) product, and (5) cost. The goals of the parts of an educational

enterprise are defined and adopted on the basis of commonality.

At each of these stages a comparison is made between reality and some standard or standards. The comparison often shows differences between standard and reality; this difference is called discrepancy. On the basis of the comparisons made at each stage, discrepancy information is provided to the program staff, giving them a rational basis on which to make adjustments in their program. (Provus 1969)

While these models cannot help but assist in the development of a methodology, they can only be part of the methodology. In the main they serve as logical paradigms for acceptable practice although they not infrequently fail to suggest in operational terms how the evaluation should be conducted, and consequently discuss only the why of evaluation.

The Current Status of the Fortune/Hutchinson Methodology

In order to attempt to fill the gap created by the paucity of evaluation methodology, Fortune and Hutchinson have developed a systematic operationalized set of procedures. The purpose of evaluation methodology has been isolated and that, as previously stated, is to provide information for decision making. This purpose has been inspected and it is agreed that it is desirable, operationalizable and practical.

It is desirable because the need to make decisions about educational enterprises is self-evident. Few educators know how to or can

make valid decisions from information generated in some extant evaluation procedures (Guba 1967). The intent to supply information to be used by the decision-maker precludes the undesirable stance of telling the decision-maker what is wrong and mandating a directional change. This purpose may also be considered desirable because it has the potential to cover an entire educational enterprise. That is to say it is not only applicable in the evaluation of the administrative subsystem, not only applicable to the programmatic subsystem, but also to other facets of the enterprise. The purpose therefore allows for the consideration of both the goals and the roles of evaluation (Scriven 1969).

The purpose is operationalizable because it has been operationalized through the utilization of the process called "The Operationalization of Fuzzy Concepts," (OFC) (Hutchinson & Benedict 1970), (Jones 1971), (Benedict 1970) and (Coffing et al 1971). The OFC "...allows the practitioner to break a 'fuzzy concept' such as a goal or purpose into its observable and measurable parts. (A fuzzy concept is defined as any concept which is not directly measurable or observable)" (Hutchinson and Benedict 1970).

The practicality for developing a methodology for the stated purpose is demonstrated by the existence of the Fortune/Hutchinson Methodology. It is necessary here to present definitions of the terms of the Methodology before the Methodology itself is reported. The definitions are as follows:

Enterprise: That which is to be evaluated, or that area in which decisions are to be made on the basis of information gathered.

It is a broad term chosen so as to include curriculum, projects, programs, administration and so on.

Components of the Enterprise: Those specific parts which together comprise the enterprise.

Decision-Maker: The person or persons for whose decision making the evaluation data will be collected.

Temporary Decision-Maker: The person who, in fact, has control of the evaluation resources and who negotiates the contract with the evaluator.

Goal: An intent of a particular decision-maker.

Operationalize: To make operational. To identify the observable behavior or states which represent the reality base that the decision-maker holds for the intent.

Test of Completeness: The involvement of the ideas of 'others' and other methods of taking a second look at ones own ideas so that other possible angles of a topic are considered.

Evaluation: The process through which necessary information is identified, collected and disseminated to selected decision-makers for the purpose of decision-making.

Comprehensive Evaluation: Evaluation conducted from the perspective of all the goals of all the decision-makers in an enterprise. The degree of comprehensiveness is determined by the availability of

resources, and since resources come from the enterprise itself, care must be taken to limit their use, hence the number of decision-makers so as to preclude the exhaustion of resources to the detriment of the enterprise.

Prioritize: To order systematically on selected criteria from highest to lowest priority.

The Methodology is herein provided in the form of an outline of the sets of operationalized rules and procedures.

Step 1 Identification of the enterprise

- a. delineation of the enterprise
- b. delineation of the extent of the enterprise
- c. identification of the parts of the enterprise which are to be evaluated
- d. the test of completeness (questions raised to make certain that the entire enterprise is in view and has received sufficient consideration)

Step 2 Identification of resources for the evaluation

- a. list of available resources accomplished through a brain-storming technique
- b. determination of how much can be used without jeopardizing the ability of the enterprise to deliver its objectives
- c. test of completeness

Step 3 Identification of decision-makers

- a. list of decision-makers in the enterprise accomplished through a brain-storming technique
- b. the matching of the number of decision-makers with resources to determine for how many information may be gleaned
- c. prioritization of decision-makers
- d. test of completeness

Step 4 Identification of goals

- a. listing of the goals or intents of each decision-maker for whom information will be gathered
- b. prioritization of the goals and intents of each decision-maker
- c. test of completeness for each decision-maker's goals or intents

Step 5 Identification of components of the enterprise for each decision-maker

- a. breakdown of enterprise through a systems analysis approach to reveal program components and interfaces
- b. revision of the first breakdown
- c. test of completeness. The breakdown often requires several levels so as to reduce the nebulous aspects.

Step 6 The juxtaposition of goals and appropriate subsystems or components

- a. matching of goals and enterprise components
- b. test of completeness

Step 7 Operationalization of goals for each decision-maker

- a. identify behaviors which indicate presence of the goals in action
- b. identify behaviors which indicate the absence of the goal in action
- c. tests of completeness

Step 8 Data collection and observational techniques design

- a. design of appropriate instruments for gathering information on each goal and for each decision-maker
- b. listing of information common among decision-makers
- c. test of completeness

Step 9 Implementation of design

- a. make instruments available
- b. collect and compile information

Step 10 Reporting information

- a. specifications of reporting format(s)
- b. organization of the information (in terms of who gets what)
- c. process all data into format
- d. disseminate information

Step 11 Utilization of information

- a. interpretation of information

- b. determination of alternatives
- c. institution of alternatives or other choice

Step 12 Evaluation of the evaluation

- a. determination of the utility of information
- b. determination of the completeness of the evaluation
- c. determination of the appropriateness of focus of the evaluation

Step 13 Recycling and regeneration

- a. integrate changes in goals
- b. integrate changes in priorities for data

The Problem

The specific problem of this thesis is to study empirically the Fortune/Hutchinson Methodology in order to identify its weaknesses and to suggest improvements. A related problem is to determine the feasibility of the Methodology as a means for the evaluation of Street Academies.

The Methodology has been applied to the evaluation of the Mark's Meadow Early Childhood program (Benedict and McKay 1971) but that application tested the logic of the procedures rather than the procedures themselves. Clearly, further testing and congruence evaluation is imperative.

Justification of the Problem

A systematic procedure called Metamethodology has been developed by Hutchinson (1971). The purpose of the Metamethodology is to act as a procedure from which a methodology can be derived. A methodology is defined as "...a systematic, standardized, operationalized set of rules and procedures designed to accomplish a defined purpose." (Hutchinson 1972). From an explication of Metamethodology one can arrive at a justification of the problem.

The Metamethodology as reported by Benedict (1971), Coffing (1971) and further improved by Thomann and Hutchinson (1972) utilizes the following steps:

Metamethodology (Thomann and Hutchinson, 1972)

- I Put methodologist in contact with problem
 - A. Use one of two methods:
 - 1. Simple method - use the interests of methodologist
 - 2. Complex method - do a Client-Demand Study (R. Coffing)
 - B. Go on to Step II
- II State the purpose
- III Test the purpose by the following criteria
 - A. Is it (purpose) desirable?
 - 1. Use one of following methods - where not obvious use Complex method
 - a) Simple method
 - i) Answer question yourself with rationale
 - ii) Get diverse groups to answer question

- b) Complex method - do Client-Demand Study (Coffing)
- B. Is it (purpose) operationalizable?
 - 1. Use "Operationalization of Fuzzy Concepts"
 - N. B. It is not necessary to do a complete operationalization at this point. It is only necessary to find out if the purpose can be operationalized.
 - 2. Check A. in light of Operationalization and revise if necessary.
- C. Is it (purpose) practical?
 - 1. Answer question yourself in terms of
 - a) Is methodology practical given purpose?
 - b) Is purpose practical once methodology is developed?
 - 2. Get diverse groups to answer questions
 - a) Methodologist answer question of C. 1. a).
 - b) Methodologists and potential users answer C. 1. b).
 - 3. Recycle to revise where necessary
- D. Are existing methodologies insufficient? (Could always be answered yes - explanation needed).

IV Once all answers are yes, then analyze implications of the purpose for the development of methodology. (This is a way of identifying the attributes that the methodology must have).

- A. Analyze implications (Hutchinson says, "Problem implies its own solutions." In this case, the implications of the purpose supplies first approximation of gross methodological elements.)
 - 1. a) Determine all the possible alternative ways to accomplish purpose
 - b) Determine all the possible alternative ways not to accomplish the purpose. When attempting to accomplish it, try not to make these just the opposite of those done through a).

- c) Combine two lists into one:
 - i) Turn alternatives from b) around so that they fit together with list from a).
 - d) Test the completeness of above list using one or more of the following methods.
 - i) Ask others to do steps a) - c)
 - ii) Think up alternatives which have nothing to do with this purpose and consider whether they do or not.
 - iii) Go back to list generated in a) and b), and consider again whether any of those should be on list and add any new ones.
 - iv) Ask yourself if your alternatives have any alternative to them.
 - v) Ask what bad alternatives exist that are not on this list and how they could be changed to good alternatives
 - e) Determine your value systems
 - f) Use value system to turn list into a list of all positive alternatives. In other words, if one of the alternatives is one that is contradictory or non-desirable, use values to change it so it is not.
2. a) Imagine and write down in what ways you could fail to accomplish the purpose.
- b) Imagine and write down in what ways you can accomplish purpose, avoiding all the problems.
- c) Imagine the purpose being accomplished, write down what is happening.
3. If you use both methods, then use one as a Test of Completeness of the other and arrive at a final list.
- C. Organize the attributes into a rational order of steps
- D. Add in any steps or functions that are implied by the existing steps at the same level of abstraction.
- E. Identify anchoring steps for Methodology

1. Putting methodologist in contact with problem
 2. Testing if methodology has worked (then recycle)
- V Operationalize the Purpose (Use "Operationalization of Fuzzy Concepts")
- VI Design Procedures
(N. B. Design or redesign can be done at any level of breakdown including the highest.)
- A. Identify the first (next) step to be designed, i.e. the first crucial step where it is not clear that the step would be easy to develop.
 - B. Identify steps subpurpose
 - C. Analyze implications of subpurpose in terms of main purpose
 - D. Determine amount of completeness necessary at this stage and test for it
 - E. Examine the logic of the step under design in terms of subpurpose and main purpose
 - F. Fill in the gaps that are found and then recycle to VI E.
 - G. Examine logic of entire methodology and its parts in terms of main purpose in light of the step under development.
 - H. Redesign step and/or methodology and recycle to VI G.
 - I. Recycle to VI A. until one feels that further applications of VI will not produce sufficient improvement to warrant spending of resources. One may also go on to VII A. as well as back to VI A.
- VII Revise the purpose and/or procedures, if necessary
- A. Field test methodology; if necessary, redesign (Step VI)
 - B. Conclusion-oriented research of methodology; if necessary, redesign. (Step VI)

Having applied the criteria to test the purpose of evaluation, viz. to provide data for decision-making and also having considered

the implications of the purpose, operationalized it and designed procedures, the next task is to test the procedures. The purpose of this study is to perform a rigorous test of the procedure as required by Step VII A. of the Metamethodology.

In addition, there is an ever increasing need for comprehensive evaluation of educational enterprises not only because of their multitudinous injection into society but also because of the increasing requirements of state, federal and local funding agencies. The former phenomenon is a result of the disaffection of many with present enterprises and the need for the development of positive alternatives while on the other hand, the latter stems from the need of funding agencies to justify their expenditures as a basis for solving critical educational needs.

The demand is in no way reduced for such experimental, innovative enterprises as Street Academies. While one cannot deny that Street Academies are successful, one finds it difficult to substantially support that fact with systematically collected data. The Street Academies have not had the expertise or the time to conduct evaluations, neither have they had the methodology to do so.

This writer has a deep interest in Street Academies and in the development and nurture of methodological research. This unique combination of interests cannot help but provide sufficient justification of the problem when taken in conjunction with the needs generated by that problem.

The Research Approach

Despite the fact that several people have reviewed the Fortune/Hutchinson Evaluation Methodology, despite the fact that it has been subjected to more than one test of logic, it can be expected that problems still exist. The requirement of the Metamethodology that the Methodology under development be field tested has not been met-- problems therefore may exist in terms of the entire procedure or its parts.

The most parsimonious approach to the analysis of the Methodology is to field test the Methodology under empirical controls. If a methodology purports to be a general solution to a particular class of problems and fails to do so totally or partially with any problem within the class, then it has failed and needs to be revised.

Should the field test of the Methodology determine that the Methodology is 100% successful in every respect in the solution of the problem represented by this study, it would not establish that the Methodology is 100% successful in all problems within the class. It would then be necessary, should this occur, to attempt to establish universal validity, with respect to the entire class, through replication over representative problems chosen from the class of problems.

Since the Fortune/Hutchinson Evaluation Methodology has not been tested empirically even in a single problem from the class of problems, it appears extremely unlikely that weaknesses will not manifest themselves.

C H A P T E R I I
P R E S E N T A T I O N O F T H E M E T H O D O L O G Y

Introduction

The intent of this chapter is to highlight the Fortune/Hutchinson Methodology for Educational Evaluation in a narrative format which is derived from its present developmental state. The reader is cautioned before attempting to read this chapter that a clear understanding of the content is predicated upon a careful reading of the actual steps of the Methodology. The steps as contained in Appendix A, "Steps of the Fortune/Hutchinson Methodology," should be studied after the introduction of this chapter has been read.

The Methodology has been presented over the past two years to many educators, several of whom were graduate students registered for workshops, seminars and courses in Evaluation Methodology at the University of Massachusetts School of Education. For almost two years, also, faculty and students from the Center for Educational Research have been studying the development of the Methodology. During this period the development has been traced from its primordial stage to the point where at least some of it is ready to be tested in a field setting.

To date, the Methodology has been proffered in the form of steps

which take one systematically through the processes of each phase. It is appropriate to now present the Methodology in a narrative form, especially in light of the fact that the Methodology is intended to begin reaching a wider audience who may not now be familiar with the terminology or processes of methodological construction.

An Overview

The Fortune/Hutchinson Evaluation Methodology, holding that the purpose of evaluation is to provide information for decision-making, posits thirteen major steps as described in Chapter I and reviewed briefly below.

- | | |
|--------|--|
| Step 1 | Identification of the enterprise |
| Step 2 | Identification of resources for the evaluation |
| Step 3 | Identification of decision-makers |
| Step 4 | Identification of goals |
| Step 5 | Identification of components of the enterprise for each decision-maker |
| Step 6 | The juxtaposition of goals and appropriate subsystems or components |
| Step 7 | Operationalization of goals for each decision-maker |
| Step 8 | Data collection and techniques design |
| Step 9 | Implementation of design |

- Step 10 Reporting information
- Step 11 Utilization of information
- Step 12 Evaluation of the evaluation
- Step 13 Recycling and regeneration

Each of these steps becomes a Phase or is combined with other steps to form Phases which may not only consume several steps at a time, but also release intersitial ones.

Phase I - The Negotiation of the Contract

Steps 1, 2 and 3 are combined to form the first phase known as "The Negotiation of the Contract." This first Phase of the Methodology is designed with respect to the purpose of developing "...the scope of work for the evaluation with the temporary decision-maker." During this phase the evaluator identifies the temporary decision-maker for the enterprise. This selection is made on the basis of the evaluator's determination that the person identified has control of the evaluation resources.

In the next step, the evaluator explains the Fortune/Hutchinson Methodology in order to determine if the temporary decision-maker is satisfied that it meets his needs especially in terms of its purpose. It is particularly important that the purpose of the Methodology be acceptable to the temporary decision-maker since the Methodology is based on the premise that any information not utilized represents

an inefficient waste of time, effort and other resources. It follows then that if there is a real conflict the evaluator must suggest that some approach other than the Fortune/Hutchinson Methodology be adopted.

The Negotiation of the Contract Phase requires that some definitive identification of the enterprise be obtained since the evaluator needs to become familiar with the history of the enterprise and to isolate the extent of the enterprise to be evaluated. The information required here is provided by the temporary decision-maker through written and/or verbal descriptions of the enterprise and discussion aimed at identification of the parts to be evaluated. It is possible in light of the latter to say, for example, that the instructional rather than the administrative part of the enterprise is the subject for which evaluation is required.

The Negotiation of the Contract Methodology at this point allows for a pause and some feed-back to make sure that the process has been enjoying mutual understanding between the evaluator and the temporary decision-maker. The topics covered certainly may have been difficult to follow, hence the need to take stock before continuing.

The amount of resources available before one undertakes to do almost any piece of work is a very critical consideration, holding no less importance in an evaluation. The Methodology seeks immediately after the part to be evaluated is clearly in view, to identify the resources available for evaluation. A test of completeness of the

resultant list of resources is performed with the assistance of "others" who also prepare similar lists.

As the Fortune/Hutchinson Methodology's purpose is to provide information to decision-makers, the next major step is aimed at a determination of who those decision-makers are. Each list of decision-makers provided by the temporary decision-maker and "others" is again subjected to a test to determine the completeness of the list. Finally, the agreed upon list is prioritized according to some previously determined criteria such as importance, risk, time, availability and the like. The prioritized list is tested for completeness and resources are then allocated to each decision-maker starting with the first priority decision-maker then the second and so on until all resources are theoretically expended. The point at which resources terminate is the point at which the evaluation stops unless further resources are obtained.

The Negotiation of the Contract Phase ends with the preparation of a formal written contract which is signed by the evaluator and the temporary decision-maker. The contract should reflect the scope of work for the evaluation including the resources available and the names of decision-makers for whom information is to be provided. The contract should also include reporting guidelines, general provisions, special conditions and other important details.

Phase II - The Goals Process

Having arrived at a contract which is agreeable to both the evaluator and the temporary decision-maker, the Methodology moves to the Goals Process. The Goals Process Phase encompasses Step 4 of the thirteen steps which is "Identification of Goals." The purpose is "to arrive at an approximation of the decision-maker's intents for the enterprise which is as complete and comprehensive as possible." Since the decision-maker may be an individual or a group, large or small, the Methodology allows for this differentiation. In the case where the decision-maker is an individual (Case I) the goals process is simply administered to that individual. If the decision-maker is a group which makes decisions as a single body (Case II), the evaluator must decide if the group is large enough so that sampling is required (Case IIB). In the case where the decision-maker is a group that does not make decisions as a single body, Case III of the Goals Process is used.

The Goals Process is started with a determination of who the first priority decision-maker is and the selection of the appropriate case to be used. The decision-maker is asked to respond to the question: What do you really want the enterprise to accomplish for yourself and for others? The response is analyzed by the evaluator so that it appears as a list of goals, one per line, and which eliminates redundant items. The evaluator next develops alternative lists of goals by performing a Goal Analysis of selected

enterprise documents and by asking "others" to also prepare lists. As a test of completeness of the goals growing out of the above, the decision-maker is asked to prepare a list of activities which are then matched with the goals list. If there are goals which correspond to no activities or vice versa, the discrepancy is brought to the attention of the decision-maker so that they can be corrected. Corrections serve to add to or delete from either list so that a more accurate picture of the situation is obtained. The final list of goals considered complete by the decision-maker is then prioritized by the decision-maker. Prioritization is accomplished by assigning numbers to each goal in order from one to the total number of goals. The process can be repeated for several criteria and the numbers thus obtained combined to arrive at a final prioritized listing. Once prioritization is completed for the first priority decision-maker, the Goals Process is performed on ensuing decision-makers until all decision-makers have produced prioritized lists of goals..

At this point in the implementation of the Methodology, a realistic picture of the enterprise, the resources, the decision-makers and the goals or intents of those decision-makers should be clearly evident.

Phase III - The Parts Process

The Parts Process is made up of Steps 5 and 6 of the Methodology

with the combined purpose of identifying the subsystems or parts of the enterprise so that they may be juxtaposed with appropriate goals and activities. A similar procedure to the one used during the initial steps of the Goals Process is repeated in order to determine the Case to be used in the Parts Process. In reiteration, Case I is the case used when the decision-maker is an individual; Case II is reserved for a group of decision-makers where decisions are made in a single body; Case III in turn is used when the group is a collection of individual decision-makers making individual decisions. Unlike the Goals Process, however, no provisions have yet been made for Cases where sampling is necessary. In the event that Case I is chosen, the evaluator determines the amount of resources available for the activity and requests that the decision-maker respond to the question, "What are the conceptual components that you see as the major parts of the enterprise? Since there may be some difficulty in following the question, the evaluator also gives examples of possible components. As a test of completeness the decision-maker indicates which parts are Inputs, those things occurring before the enterprise begins; Interfaces, those things which are not parts directly but which impinge upon and influence the enterprise and Outputs, that which results from the enterprise. The decision-maker next considers the list to determine its degree of completeness and adds additional parts which might have become visible. "Others" are chosen to undergo the identification of parts

so that additional parts may surface and the original ones checked. A further test is to use the activities list generated during the Goals Process for assignation to Parts. An example of this process can be shown in the situation where the decision-maker has the following Part listed as an output: "College Entrance." Delineation of activities, however, show no activities such as college guidance and counseling, attempts to visit colleges, application form securance, and so on. The evaluator would ask if college entrance is really a part of the program. If the answer is no, it would be dropped. If, however, the answer was yes, then the decision-maker would be alerted to the need for creating activities to bring about the desired output. Any activity not related to a part or vice versa indicates a discrepancy which should be corrected towards a more complete Parts list. The matching of parts and goals is also performed in a similar way to the matching of parts and activities.

One benefit which accrues from the breakdown of the enterprise into parts and the assigning of goals to those parts is that the goals which do not fit the parts to be evaluated (in the case where the total enterprise is not to be evaluated) can easily be identified and disregarded.

Prioritization of parts follows the development of the list and finally the prioritized parts are broken down into subparts and tested for completeness.

Phase IV - Operationalization of Goals

Knowing what goals the selected decision-makers have for the enterprise and what parts the goals relate to is not sufficient for the purposes of the Methodology. Ergo, the goals undergo treatment in Phase IV which is comprised of Step 7, "Operationalization of Goals for Each Decision-Maker." The Operationalization of Goals Phase of the Methodology utilizes the steps of the Methodology known as "The Operationalization of Fuzzy Concepts." Goals at the Goals Process Phase are considered to be usually fuzzy or unclear. In order to collect information on a goal, observable dimensions must be identified. Information cannot be gathered for the goal "improved teacher attitudes," but a dimension of that goal, such as "teacher smiling," can be observed and reported on. The purpose then of this Phase is to "identify specific observable behaviors which emanate from those goals which are fuzzy, i. e. not readily observable."

Those goals which both the evaluator and the decision-maker consider not "fuzzy" are ignored for the moment and the highest priority fuzzy goal used for the object of operationalization. The decision-maker creates in his mind a hypothetical situation in which the goal in question exists to 100% of its capacity and writes down the various things he "sees." Next the decision-maker repeats the process substituting instead a hypothetical situation in which the goal does not exist at all. If the second list suggests some new dimensions not already included in the first, they are added to the

first list. A Test of Completeness is performed again by choosing "others" to go through the process and thereby making the final list as complete as possible. A second Test of Completeness requires that the decision-maker recreate the original hypothetical situation to add to the list those things which he observed but neglected to write down previously. The third Test of Completeness asks the decision-maker to observe a hypothetical situation which has nothing to do with the goal in question. The dimensions observed are then subjected to a critical analysis and should reveal dimensions for addition to the final list of observable items. This can be an extremely effective means of ensuring completeness, though it appears questionable upon reading. In the past, attempts to operationalize goals at this step of the Methodology have followed this trend: The fuzzy concept in question was "authoritarian teacher." Two of the dimensions which were thought to have nothing to do with the concept were: music and computers. Inspection of music and computer caused the addition of "students are uptight"(tenable if one accepts music as relaxing and soothing) and "teacher rigid and mechanical in method" (which can be directly seen in the term, computer). If inspection reveals that the final list still contains fuzzy items, a second, third and perhaps fourth or fifth level may be required so that the goal is operationalized fully. When operationalization has been accomplished, the evaluator moves to the

second fuzzy goal on the list and so on until all goals are no longer fuzzy.

Phase V - Data Collection and Techniques Design

The fifth phase of the Methodology is concerned with the very important Data Collection and Techniques Design which is the domain of Step 8. It is here that most Methodology impoverished evaluations really begin, with the evaluator submitting a Data Collection Design. The purpose of Phase V, more succinctly, is to develop observational techniques. Having determined that sufficient resources are available, the evaluator decides if measurement consultation is needed on the basis of his own expertise in that area. The first operationalized component for measurement development is chosen and a plan devised for the observation of the actual number of occurrences of the component. The observation plan is formulated with explicit consideration to the criteria of naturalness and unobtrusiveness. From the plan (if no extant observational techniques are available) an observational technique is designed to meet the requirements of the plan. The design requires a cost analysis as a test and the decision-maker inspects the results, creating alterations in the degree of unobtrusiveness or naturalness or whatever until cost is no longer a problem. The Test of Completeness for the design is accomplished through a field test and a validity test if appropriate.

In conclusion the Observational Techniques are documented and the decision-maker chooses between the ideal tool and the altered one. This choice should be made in terms of which instrument would yield data that the decision-maker would use.

Phase VI - Implementation of Measurement

The purpose of Phase VI, constituting Step 9 of the Methodology, is to provide steps for the implementation of the observational techniques. A sampling consultant is required if the evaluator needs additional assistance, whereupon the observational technique proposed for use is rendered useable in the form of a recording device. The recording device should have certain pertinent information pre-recorded, such as the name of the decision-maker for whom the data is to be gathered, the name of the goal, the operationalized component and the like. The recording device is field-tested on a sample other than the one to be used for the evaluation and as problems arise, the instrument redesigned. A decision is made concerning the sampling plan to be used and cleared with the decision-maker as a **Test of Completeness** with respect to cost and appropriateness. The plan finally is implemented and all observations recorded. As soon as the observations have been reported, a plan should be developed for repeat observations.

Phase VII - Reporting Information

The Reporting of Information which is Step 10 of the Methodology requires that decisions be made, similar to those in the Goals Process and the Parts Process, whether the decision maker for whom information is reported is an individual (Case I); a group which makes decisions as a group (Case II); or a group which makes individual decisions (Case III). As with the Parts Process, no guidelines are provided for sampling techniques in Case II or III. In illustration of Case I, information can be reported in oral or written forms depending on the resources available. In the event that the report is written, the narrative should include a title, date, the goal for which information was collected and the degree to which it was operationalized. In addition, all other information such as the part of the enterprise with which the goal is associated, observational techniques and dates of observation should be presented. The report should subsequently present the data in several forms, i.e. narrative, tables, graphs, as appropriate. Documentation of the results of the phases of the Methodology applied should appear next and the document submitted to the decision-maker for reading.

"It is by no means certain that having more information will make decision-makers more comfortable in dealing with...problems. One advantage to having little information is that it provides a ready-made excuse for decisions that turn out badly. More information

substantially weakens that excuse without simultaneously guaranteeing that only right decisions will be made. Information must still be interpreted." (Jellema 1972).

Phase VII requires that the evaluator point out the consequences related to interpretation of results by advising the decision-maker of difficulties due to observational techniques, sampling plans and other problems.

The Methodology makes no other provisions for the interpretation of information or its utilization, as that procedure is seen primarily as the responsibility of the decision-maker.

Phase VIII - Evaluation of the Evaluation

Tests of Completeness are intrinsic parts of the Fortune/Hutchinson Methodology as a means of evaluating whether a topic has been explored to the highest limit possible. It is appropriate and cogent that some form of a Test of Completeness be applied to an evaluation itself. Phase VIII attempts to supply this test through an evaluation of the evaluation with the specific purpose of providing information on the extent to which the evaluation achieved its purpose. That purpose in recapitulation is to provide information for decision-making.

The first step in Phase VIII requires that the utility of information provided be calculated. The various decision-makers

are asked to indicate the extent to which they have used information provided by the evaluation. The decision-makers next list all decisions made since they acquired the evaluation report and indicate which decisions were made with the use of evaluation generated data. From this list the per cent of decisions made with the information provided is calculated and interpreted. The evaluation can be judged on its proximity to or distance from the state of 100% usability.

The degree of comprehensiveness achieved by the evaluation is performed in the second step of Phase VIII. Comprehensiveness is calculated as the per cent of information provided in relation to the total number of goals identified. The ideal situation would be the one in which information was provided for 100% of the decisions made by all decision-makers.

The appropriateness of the focus of the evaluation entails the listing of all information used and not used. The two categories of information may then be placed in a matrix with respect to the priorities of the decisions themselves. There should be a high positive relationship between the priorities of decisions and whether or not data were provided. A small or negative relationship reveals lack of appropriate focus.

CHAPTER III

DESIGN AND DOCUMENTATION OF THE FIELD TEST

Introduction

The desire to field test the Fortune/Hutchinson Evaluation Methodology mandates that a design be formulated through which decisions can be made about the Methodology. This chapter is written to illustrate the design of the field test, to support the design with a rationale, and to give a brief documentation of the field test.

The neomethodological requisites established by Metamethodology include certain criteria which must be met by the Fortune/Hutchinson Methodology as a prelude to its wider acceptance and stabilization. It has been shown in Chapter I that one of the most important criteria is the requirement that the Methodology be field tested with a view towards ascertaining whether it is ready for utilization. Field-testing is a very common practice in the areas of research and evaluation, yet the subject is absent from present literature in terms of a definition and purpose. A search of the literature does show, however, that a closely related topic, field-study, is defined. The Dictionary of Education defines a field-study as one "...for which data are gathered from a source other than the classroom..." (Good 1969). This thesis considers a field-test to be considerably more than the definition used to describe its cognate term. An adaptation of the

definition referred to by Thomann (1972) provides a working definition for the purposes of this thesis as follows: "A field test is a controlled empirical execution of the Methodology in a particular setting through which decisions can be made about the ability of the Methodology to do what it is intended to do."

The primary focus of this thesis, as discussed previously, is to study empirically the Fortune/Hutchinson Methodology, to identify its weaknesses, if any, and to suggest improvements or modifications. The mechanism chosen to conduct the empirical study is a field test of the Methodology on a particular problem chosen from the general class of problems in which it should be applicable.

The secondary focus of the study is to determine the feasibility of the Methodology as a means whereby the comprehensive evaluation of Street Academies may be facilitated. The choice presents a hard test of the Methodology. Clearly the problem area represents an environment composed of representative minority groups, specifically black people. The environment is replete with all that is associated with the most representative of that population of environments. The Methodology, however, has been designed primarily by those whose contact with the present problem area is limited.

The Importance of the Field Test

The importance of providing a Methodology for educational evaluation has been shown in Chapter I to be of high priority if evaluation

is to begin to take its place in the scientific study of education. It has been reported that few usable methodologies exist, if any, and that few evaluators are trained as such. Chapter I of this thesis also provides a justification of the problem through a discussion of Metamethodology.

The field test provides a controlled use of the Methodology in a particular setting and permits discovery of where the Methodology fails to do what it is intended to do. Without a field test it is impossible to make decisions or develop hypotheses about the dynamic aspects of the Methodology. The study therefore involves the implementation of the Methodology in a particular urban setting, the determination of its utility in that setting and the provision of information about the setting which represents the problem area. The experimental hypothesis is that the Fortune/Hutchinson Methodology is an effective means of providing information for decision-making in a Street Academy context.

The major question for which the field test should provide an answer is: Does the Methodology do what it is intended to do? Which leads to another question: How does one decide that the Methodology does what it is intended to do? The task will be to determine if each Phase of the Methodology accomplishes the work assigned to it and the extent to which the activities within each Phase contribute to the ultimate success or failure of the intent or purpose of that Phase. In addition, a determination of which activities were essential, which

activities had marginal utility and which activities were irrelevant in the particular setting will be necessary.

In essence then, the hypothesis is broken down into a set of sub-hypotheses about each part. The sub-hypotheses can be stated explicitly as follows:

- A. The Negotiation of the Contract (Phase I) develops the scope of work of the evaluation.
 1. The time and other resources necessary to perform the activities will be available.
 2. The temporary decision-maker will be identified.
 3. The temporary decision-maker will identify a list of resources.
 4. After the test of completeness, the temporary decision-maker will make changes in the list of resources.
 5. The temporary decision-maker will provide a list of decision-makers.
 6. After the test of completeness, the temporary decision-maker will make changes in the list of decision-makers.
 7. The temporary decision-maker will prioritize decision-makers.
 8. After the test of completeness, the temporary decision-maker will make changes in the prioritized list.
 9. The evaluator and the temporary decision-maker will agree upon a contract.

- B. The Goals Process (Phase II) will provide an ordered list of the intents of each decision-maker for the enterprise.
1. The time and other resources necessary to perform the activities will be available.
 2. The correct case to be used will be identified.
 3. The decision-makers will respond with a goal statement or goals to the question: what do you really want (the enterprise) to accomplish for yourself and for others?
 4. The evaluator, through a Goal Analysis, will breakdown multiple goal statements into single goals with one per line.
 5. The decision-maker will supply selected enterprise documents.
 6. The evaluator, through a Goal Analysis of the selected document will provide single goal statements with one per line.
 7. After the test of completeness, the decision-maker will make changes in his goals list.
 8. The decision-maker will identify other decision-makers for the test of completeness.
 9. The evaluator, through a Goal Analysis of lists produced by "others" will provide single goal statements with one per line.
 10. After the "decision-maker" test of completeness, the

decision-maker will make changes in the goals list.

11. The decision-maker will produce a list of activities.
 12. After the activities test of completeness, the decision-maker will make changes in the goals list.
 13. The decision-maker will prioritize goals.
- C. The Parts Process (Phase III) will provide an ordered list of parts for the enterprise.
1. The time and other resources necessary to perform the activities will be available.
 2. The appropriate case to be used will be identified.
 3. The decision-maker will respond with a list to the stimulus: what are the conceptual components that you see as the major parts of the enterprise?
 4. The evaluator will assist the decision-maker by giving examples in the event of difficulties with preparation of the list.
 5. After the test of completeness for parts, the decision-maker will make changes in the list.
 6. The decision-maker will prioritize parts.
 7. The parts will be broken down into subparts.
 8. After the test of completeness for subparts, the decision-maker will make changes in the list.
- D. The Operationalization of Goals (Phase IV) will provide an ordered list of specific observable behaviors which emanate

from those goals which are fuzzy, i.e., not readily observable.

1. The time and other resources necessary to perform the activities will be available.
 2. The goal to be operationalized will be identified.
 3. After the first level breakdown, a list of positive dimensions will be provided.
 4. After the second level breakdown, a list of negative dimensions will be provided.
 5. After the first test of completeness, the decision-maker will make changes in the dimensions.
 6. After the second test of completeness, the decision-maker will make changes in the dimensions.
 7. After the third test of completeness, the decision-maker will make changes in the dimensions.
 8. The determination of whether further steps are necessary will be made.
- E. The Observational Techniques Development (Phase V) will develop observational techniques for the evaluation.
1. The time and other resources necessary to perform the activities will be available.
 2. The evaluator will determine whether a measurement consultant is necessary.
 3. The operationalized component for measurement will be identified.

4. The evaluator will design the ideal observational technique.
 5. After the test of completeness, the evaluator will make changes in the observational technique design.
- F. The Implementation of Measurement (Phase VI) will enable the evaluator to gather data with the use of the recording device.
1. The time and other resources necessary to perform the activities will be available.
 2. The evaluator will determine if a sampling consultant is necessary.
 3. The evaluator will develop a recording device.
 4. After the test of completeness, the evaluator will make changes in the recording device.
 5. The evaluator will carry out the actual observations.
 6. The decision-maker will indicate if the results will be used.
- G. The Reporting Procedures (Phase VII) will report data to the decision-maker.
1. The time and other resources necessary to perform the activities will be available.
 2. The appropriate case to be used will be identified.
 3. The report will be prepared in a format acceptable to the decision-maker.

- H. The Evaluation of the Evaluation (Phase VIII) will provide information on the extent to which the evaluation achieved its purpose of providing information for decision-making.
1. The time and other resources necessary to perform the activities will be available.
 2. The evaluator will determine the utility of the information provided.
 3. The evaluator will determine the degree of comprehensiveness of the evaluation.
 4. The evaluator will determine the appropriateness of all tests of completeness.
 5. The evaluator will determine the appropriateness of focus of the evaluation.

It should be noted here that although sub-hypotheses are provided for the Evaluation of the Evaluation, it is not intended that this phase be field tested for the purposes of this thesis.

Creation of the Field Test

The first requirement in the design of the field test was to assemble the Methodology in as complete a format as possible given its present state of development. Second, the field test had to be implemented governed by strict adherence to each of its steps and substeps and with careful attention paid to the results of such implementation. A third requirement was that a log be maintained on the progress of the implementation to lend assistance in answering the questions raised.

It was required that all who had inputs to the creation of the Methodology be contacted. Many of the contacts necessary were accomplished through class sessions designed to teach the Methodology. In performing this task, a part of the field test was accomplished in the discovery that several pieces were missing. Pieces were missing in the sense of them being formally documented procedures for accomplishing the purposes of the Methodology. Before the field test could begin it was necessary therefore to design Phase I, "Negotiation of the Contract" and two of the later Phases, Phase IV, "Operationalization of Goals for Each Decision-Maker," and Phase VIII, "Evaluation of the Evaluation," was prepared, though not specifically for the field test.

The Choice of the Setting

The evaluator was an employee of the National Urban League, Inc., with headquarters located in New York City, during the time the field test was conceived. The evaluator's job as Assistant Director for Street Academies located around the country and under the jurisdiction of the National Urban League included responsibility for the evaluation of fourteen Street Academies. Evaluation of fourteen enterprises from one spot is a formidable undertaking. As a result the evaluator began to seek methods for accomplishing the best possible evaluation which permitted unique formats and results. As a doctoral student at the University of Massachusetts School of Education,

the evaluator had been studying methodological concepts of design and in particular the development of the Fortune/Hutchinson Evaluation Methodology. Before any evaluation could be attempted on fourteen Street Academies, it became clear that to implement a plan which did not work would be a waste of resources, some of which would be taken from an already austere budget. It would be far better to perform a pilot or field test first and then to implement if the process was successful. The Fortune/Hutchinson Methodology also required field testing. This unusual coincidence set the stage for the relationship of the Methodology to the Street Academy Program. After making the decision to test the Methodology in a Street Academy setting, the next question to be dealt with was, "which one?" The criteria included (a) accessibility from New York City where the evaluator had his main office, (b) accessibility from the University of Massachusetts where the designers of the Methodology held their offices and (c) willingness on the part of the Street Academy to accept the field test. The Hartford Street Academy falls in-between New York City and Amherst, Massachusetts geographically, has perhaps the greatest need for evaluation of all the Street Academies and heartily agreed to be evaluated.

The Setting

The Hartford Street Academy has been evaluated in the past by the Community Renewal Team, its main funding source. Evaluations have

been little more than checklists filled out in one or two-day visits by an assigned member of the CRT staff. Other informal evaluation of the program has been performed internally and produced little that was new or of use. Evaluations in small programs such as Project Matthew seem to fail to answer the questions put forth by their personnel: What can you tell us that we don't already know? Failure to provide concrete evaluation and documentation of the program has been part of the problem associated with the inability of the project to secure additional funds and to underwrite the worth of the program.

The Street Academy program, then, has never been subjected to any formal evaluation and is, so to speak, virgin territory for the testing of the Fortune/Hutchinson Methodology. The Street Academy Program Model is a three-stage system designated as the Street Academy, the Academy of Transition and the Prep School.

Stage 1 - Street Academy: Usually a store front school, conveniently located, dedicated to motivating and stimulating the dropout to revive his interest and need for an education. Individualized study programs permit this student to stay until he reaches the 8th grade reading level. This prepares him for Stage 2.

Stage 2 - Academy of Transition: The bridge between Street Academy and Stage 3. The student begins to work with the traditional courses, with emphasis placed on basic subjects that were covered in Stage 1, and depending on his ability to handle these subjects, prepares the student for entry to Stage 3.

Stage 3 - Prep School: The springboard to college entry.

Students are assisted in developing new and more effective work and study habits. Self-discipline, enhancement of skills and talents are stressed through special techniques that include group inquiry. Self-determination and pride in achievement is the key to the success of this program and no effort is too great to keep that motivation at its highest peak.

The Street Academy model is presented here as an insight to the majority of such enterprises. The Hartford Street Academy, because of a low operating budget, deviates somewhat in that it has no Stages and merely seeks to run three-month cycles to assist the student in the acquisition of a high school diploma through the state approved General Equivalency Tests. The Hartford Street Academy is seeking funds to enable it to adopt the traditional Street Academy model.

For the purposes of the field test under consideration, the following were required and completed:

1. Selection of a site
2. Secure permission to use the site
3. Contact temporary decision-maker
4. Implement Methodology
5. Evaluate the Methodology

Past Evaluations of Street Academies

A review of literature reveals the paucity of information available

on the Street Academies. The largest and most definitive study of Urban League Street Academies was performed in 1970 on the New York Urban League Street Academy Program (Human Affairs Research Center 1970). This study purported to evaluate the Street Academies for the following reasons:

1. To assess the effectiveness of the programs
2. To assess the program operations of Street Academy
3. To recommend ways in which each academy and the total Street Academy program could be improved.

Although much demographic and other data was supplied by the evaluation, several gaps appear to exist. It did not seek to document the curriculum or procedures, and this is an area identified by most decision-makers associated with Street Academies.

Data collection in the 1970 study was limited to a review of documents and budgets and the use of data collected on site visits, interviews and the like. Certainly other instruments not discussed and procedures should be investigated which more closely suit the Street Academy model. Further the study used the same procedures for all fourteen Street Academies which prevented the collection of unique information.

Results of the study were such that it is difficult to determine why objectives were not achieved. Objectives were not operationalized so that concepts such as effectiveness could not be clearly observed.

An evaluation was also performed in 1970 on four Street Academy programs of the National Urban League (Jones, 1970). The major objectives on which the evaluation was based came from the National Staff and not from those involved with Street Academy from day to day. The evaluation procedures also used interviews, review of literature, budgets and on-site visits.

A study was performed in 1968 by the Center for Urban Education in New York City on the Benjamin Franklin High School-Urban League Street Academy Program (Guerriero, 1968). The experimental group in the 1968 Study was the students enrolled in the Street Academy Program associated with the Benjamin Franklin High School. A comparison group was formed from students who had dropped out of Benjamin Franklin High School but had not attended the Street Academy Program. The evaluation techniques used in the study were observation of classes, interviews and questionnaires. Recommendations were made as the result of the study which were usable in decision-making situations; however, failure to operationalize goals and objectives of decision-makers blurred the focus of the findings.

It is proposed that an in-depth study be done in Hartford, Connecticut, to the extent that resources exist to determine the effectiveness of the program in terms of the goals of decision-makers affiliated with the Hartford project, to determine the feasibility of the evaluation methodology and to provide assistance to the decision-makers in their decision making tasks.

Documentation of the Field Test

In order to complete the requirements of the field test, the evaluator arranged to make an extended field visit to the Hartford Street Academy. All available Phases and steps of the Methodology were assembled and put into the order necessary for execution. At the same time, provisions were made for the completion of those Phases which were either incomplete or nonexistent.

A total of four weeks was spent in Hartford on the first Four Phases of the Methodology, excluding holidays, weekends and emergency visits to the evaluator's home office. Subsequent to the four weeks in March and April, the evaluator was unable to return to the field test site until late in June 1972. Other visits were made to the site in July and early August 1972.

The evaluator, during the extended visit in March and April, became something of a fixture of the program, participating in staff meetings, answering telephones and lending a hand in janitorial duties. The informal aspects of the relationship between the evaluator and the program had both benefits and drawbacks. The forthrightness and honest expression of feeling about the Methodology were helpful to the evaluator in re-examining certain aspects of it, while at the same time, it made the execution of the Phases more time consuming and frustrating than they might have been. It is debatable whether the decision-makers would have responded in a more businesslike manner had the evaluator been unknown and aloof from them. That they would have simply refused to participate is also a possibility.

Deviations from the Methodology

In the conduct of the field test, the Methodology was not followed precisely on several occasions. First of all, the evaluator inadvertently prioritized resources during the Negotiation of the Contract although the Methodology at that time did not provide for that activity.

Secondly, the decision-makers were instructed in the process of prioritizing which was not called for by the Methodology. In the Goals Process Phase some decision-makers requested that certain tests of completeness not be done. Contrary to the requirements of the Methodology, they were not performed.

A step was added to the operationalization of goals to cause the use of the negative aspects of the goal observed during the second level breakdown. The Methodology requested that negative dimensions be determined but it did not say what should be done with those dimensions. The evaluator had the decision-maker reword those negative dimensions and add them to the positive list. Also in the operationalization of goals, a surrogate decision-maker was substituted for the first priority decision-maker in order to continue the activity which the first priority decision-maker was reluctant to do. Utilization of a surrogate is a conceptual step of the Methodology not yet in writing, therefore, it constitutes at this point a deviation from the Methodology.

Other deviations came about in the sense that every step and sub-

step was not adhered to where decision-makers failed to comply and where the lack of resources made acceleration of steps necessary. Finally, those steps not considered relevant during the field test were ignored.

Time Line

Late in February, 1972, the evaluator filed the proper requests at the National Urban League for permission to work out of the Hartford Urban League for a period of four weeks. The request included a stipulation that the evaluator would spend only a week at a time, evaluating at the end of each week whether another was necessary.

The field test actually began on Monday, March 13, 1972. By Tuesday, March 21, 1972, the Negotiation of the Contract had been completed and on Monday, March 27, the Goals Process began. The Goals Process lasted until April 3, 1972. The Parts Process took just two days, April 5 and 6, and was only performed for the first priority decision maker. From Friday, April 7, when the operationalization of Goals began, the field test was interrupted and did not begin again until Friday, June 30. Operationalization was again performed on July 3 with a surrogate decision-maker between that date and August 1. Observational Techniques were designed on August 1 and data collection was performed on Friday, August 4.

A more detailed discussion of the time required to perform the field test is contained in Appendix B, "The Field Test Log."

C H A P T E R I V
RESULTS AND INTERPRETATION

Introduction

For the purpose of field testing the Fortune/Hutchinson Evaluation Methodology, the evaluator rendered the Methodology dynamic in a particular field setting in Hartford, Connecticut. The major questions raised, relative to each phase of the Methodology were as follows:

- (1) Does the Negotiation of the Contract (Phase I) develop the scope of work for the evaluation?
- (2) Does the Goals Process (Phase II) provide an ordered list of the intents of each decision-maker for the enterprise?
- (3) Does the Parts Process (Phase III) identify an ordered list of parts for the enterprise?
- (4) Does the Operationalization of Goals (Phase IV) identify specific observable behaviors which emanate from those goals which are fuzzy (i.e. not readily observable)?
- (5) Does the Observational Techniques Development (Phase V) produce observational techniques for the evaluation?
- (6) Does the Implementation of Measurement (Phase VI) produce a recording device which permits the collection of data?
- (7) Does the Reporting of Information (Phase VII) produce a

report to decision-makers which contains information on their goals?

(8) Does the Evaluation of the Evaluation (Phase VIII) provide information on the extent to which the evaluation achieved its purpose? (The Evaluation of the Evaluation is not considered as a part of this field test.)

In order to obtain the answers, the requirements of the Methodology as contained in Appendix A were fulfilled.

This chapter contains the results of the field test of the phases performed. The results of particular steps are either preceded or followed in each instance by the question addressed to the step. Finally, the results of each phase are followed by an interpretation of those results.

Phase I - Results of the Negotiation of the Contract with the temporary decision-maker, the Project Director

The question applied to Step 1 of Phase I was: Will the temporary decision-maker be identified? The Result of Step 1 identified the temporary decision-maker as the Director of the enterprise which provided an affirmative answer to the question. The Director is the person who has control of the evaluation resources and with whom arrangements were made to perform the field test. Although the Urban League structure is so designed that it is sometimes virtually impossible to decide on who has the ultimate control of what, the evaluator made the determination that the Director was closest to the enterprise and had control, at least to the extent that that control did not affect the overall Urban League organization.

The enterprise is an informal inner-city program subject to the vicissitudes and problems characteristic of the inner-city. During the first day of the Negotiation Process, time was virtually unavailable. The project had been robbed of several items of equipment and the day was spent in discussions with staff, police and insurance adjusters. The result was that one day or 5% of the time allocated to perform the evaluation had been consumed. A time schedule was attempted in order to facilitate and maximize contact between the evaluator and the temporary decision-maker. As it turned out, because of the total involvement of the temporary decision-maker in the enterprise; because of the absence of action on delegated

responsibilities or simply the absence of those responsibilities, the schedule could only be kept at the expense of other enterprise activities. Not wishing to do the latter, the evaluator opted for disregarding the schedule in most instances. The results of the rest of Step 1 were accomplished without methodological difficulties. The result of Step 1.4 of negotiating the contract was that the temporary decision-maker accepted the purpose of evaluation and indicated sufficient understanding of the broad outline of the Methodology to be supportive in its conduct.

As a result of Step 2.1 the purpose of the project was confused with the description and the temporary decision-maker was more inclined to provide written rather than verbal responses. The enterprise was identified by the temporary decision-maker as the Hartford Urban League Street Academy program also known as Project Matthew. Eventually, the purpose of that enterprise was given as "an academic program geared to help students get a Connecticut State Equivalency Diploma and to help build an improved self image." As a result of Step 2.2, the description of Project Matthew was given as "an informal alternative school offering tutoring and classes in academic subjects using teachers, field-trips, special interests and the like." At first, when a description was solicited, the evaluator received a restatement of the purpose of the enterprise. Through discussion and illustration, the description as reported evolved. The following document

(Proposal 1970) was also provided as a written description of Project Matthew:

PROPOSAL FOR PROJECT MATTHEW

1970-71

This program, by means of classroom sessions conducted by instructors and supported by tutors, will prepare students for the GED. It will also provide students with the courses needed to enter college, and/or some form of training for the acquisition of a skill. Courses other than the basics for above objectives will be offered for the purpose of either opening new horizons to self-development or offering choices that merely stimulate student interest such as creative arts and black studies, how to study, journalism, health and family life. Activities which will also lead to self-enhancement, self-determination will be included. Hence group discussions (rap sessions), individual conferences and field trips, a student governing body, representation on the advisory board are seen as experiences which induce motivation, self-growth and self-confidence.

The Street Academy Program is usually divided into three phases. And while a non-graded academic program, the upper levels of the first two stages are somewhat arbitrarily set at 8th grade for the Street Academy level and somewhere around the 10th grade for entry into the Transition Academy. The criterion for enrollment in the Transition Academy should be based more on readiness for serious academic work, and the stay in Street Academy should be preparing the student to settle into the academic routine and mindset necessary for achieving his goals. Preparatory Academy includes all courses necessary for college entry not started before. At all levels, extra-curricular subjects will be taken as students indicate interest for and ability to handle along with other course work.

(The population of the Street Academy is described as) persons who left high school before graduation, who now wish to acquire a high school diploma; persons holding a high school diploma who need certain courses necessary for admission into college or training; persons will usually (but not always) be an inner-city dweller, coming from a family of low or moderate income.

The program is presently housed at 175 Enfield Street, Hartford, Connecticut, which lies within one of the OEO target areas.

As a result of Step 2.3, questions about which part or parts of the enterprise were to be evaluated produced some confusion on the part of the temporary decision-maker which was alleviated by examples provided by the evaluator. It was decided that the total day program of Project Matthew would be evaluated rather than simply the instructional or administrative subsystems or other individual parts of the total program.

The Test of Completeness resulting from Step 3.1, indicated that the evaluator and the temporary decision-maker stated that this pause for taking stock of what had happened was helpful since there was a tendency for the new terminology and concepts to be somewhat difficult to grasp. No revisions were made as a result of this step and no shortcomings of the Methodology were believed to exist, but instead a strength had been realized. The strength being the ability of the Methodology itself to evaluate its own procedures, or the extent to which it was accomplishing its tasks.

The question asked of Step 4 was: Will the temporary decision-maker identify a list of resources? The presence of a list indicates an affirmative answer to the question. The resources were listed as a result of Step 4 as they appear below after some discussion was engaged in to point out possible resources. Evidently money is the thing most commonly thought of as a resource and there was difficulty in thinking of others. The evaluator asked additional questions which forced new resources out into the open. The questions

asked were: What can you get me if I have to do a lot of writing?
The answer being paper and pencils. Another question was: What
can you get me if I have to distribute a lot of written materials?
The answer given---paper, typewriter, duplicator.

List I-1

Resources identified by temporary decision-maker in Step 4.1

1. Building
2. In-kind from Urban League (people)
3. Volunteer teachers
4. Projector
5. Typewriter
6. Twelve teachers
7. "UJIMA" (a black businessmen's association)
8. Paper
9. Pencils
10. Tape players (no recorders)
11. Record player
12. Documentary files
13. Businesses - corporate structures
14. Inner-City Exchange (Project Matthew's Landlord)
15. College students
16. Duplicating machine
17. Secretary
18. Students

19. Tables and chairs
20. National Urban League (people, services, time)
21. Television

From the original list of resources prepared by the temporary decision-maker, the following result of Step 4.2 represents a serious attempt to eliminate those things which had no bearing on the evaluation or could not be obtained:

List I-2

Resources retained and eliminated by temporary decision-maker in Step 4.2

Retained	Eliminated
1. Building	1. Business - corporate structures
2. In-kind (people) from Urban League	2. College students (same as volunteer teachers)
3. Volunteer teachers	3. Secretary
4. Projector	4. "UJIMA" (a black businessmen's association)
5. Duplicating machine	
6. Typewriter	
7. Twelve teachers	
8. Students	
9. Tables and chairs	
10. Paper	
11. Pencils	
12. Tape players (no recorders)	

List I-2 (con't)

Retained	Eliminated
13. National Urban League (people, services, time)	
14. Record player	
15. Television	
16. Documentary files	
17. Inner-City Exchange (Project Matthew landlord)	

Further changes were made in Step 4.2 so as not to jeopardize the ongoing program of Project Matthew. To "volunteer teachers" the condition was added that they spend no more than 4 hours a week for 4 weeks. The "typewriter" could only be used after 4:30 P.M. The "secretary" was shifted from the Eliminated to the Retained list with the understanding that she be used only in slack periods so designated by the temporary decision-maker. The twelve teachers could only be used during non-teaching periods, and students only when they were not in class. "Tables and Chairs" was changed to the singular, Table and Chair. Finally, it was discovered that the television did not work, so it was transferred to the Eliminated list.

The final list derived from the temporary decision-maker as a result of Step 4.2 is as follows:

List I-3Final resources identified by temporary decision-maker

1. Building
2. In-kind (person) from Urban League
3. Inner-City Exchange (Project Matthew landlord)
4. Volunteer teachers - 4 hours per week for 4 weeks
5. Projector
6. Duplicating machine
7. Typewriter - after 4:30 P.M.
8. Twelve teachers - only during non-teaching periods
9. Secretary - as available
10. Students - only during non-class periods
11. Table and chair
12. Paper
13. Pencils
14. Tape players - no recorders
15. National Urban League - person, services, time
16. Record player
17. Documentary files

The temporary decision-maker identified the head teacher and one other teacher as the ones to assist in the Test of Completeness of Step 4.3. The two teachers provided the following lists:

List I-4Additional lists of evaluation resources
for Test of Completeness - Step 4.32

Head Teacher	Teachers
1. 5 volunteer teachers	1. Money
2. Paper	2. Books
3. Desks	3. Supplies, paper and pencils
4. Chairs	4. Teachers
5. Building	5. Space
6. National Urban League representative	6. Equivalency textbooks
7. Advisory Council	7. Dictionaries
8. Board of Education	8. Encyclopedias
	9. Duplicator
	10. Maintenance supplies
	11. Mops
	12. Detergent
	13. Wax
	14. Bulbs
	15. Air conditioner
	16. Building

The composite list after elimination of redundant or overlapping items, as it appears below, was shown to the temporary decision-maker who upon inspection of it made revisions for Step 4.33 and agreed that it was complete with respect to the best estimate.

List I-5Composite list of resources - Step 4.33

1. Building
2. In-kind (person) from Urban League
3. Inner-City Exchange (Project Matthew landlord)
4. Volunteer teachers - 4 hours per week for 4 weeks
5. Projector
6. Duplicating machine
7. Typewriter - after 4:30 P.M.
8. Twelve teachers - only during non-teaching periods
9. Secretary - as available
10. Students - only during non-class periods
11. Table and chair
12. Paper
13. Pencils
14. Tape players (no recorders)
15. National Urban League - person, services, time
16. Record player
17. Documentary files
18. Advisory Council
19. Board of Education
20. Money
21. Books (texts and reference)
22. Air Conditioner
23. Maintenance supplies

List I-6Final list of evaluation resources for Step 4.33

1. Building
2. In-kind (person) from Urban League
3. Inner-City Exchange (Project Matthew landlord)
4. Volunteer teachers - 4 hours per week for 4 weeks
5. Projector
6. Duplicating machine
7. Typewriter - after 4:30 P.M.
8. Twelve teachers - only during non-teaching periods
9. Secretary - as available
10. Students - only during non-class periods
11. Table and chair
12. Paper
13. Pencils
14. Tape players - no recorders
15. National Urban League - person, services, time
16. Record player
17. Documentary files
18. Advisory Council

The question applied to Step 4.3 was: Will the temporary decision-maker make changes in the list of resources after the Test of Completeness? The Test of Completeness for resources, Step 4.3,

produced only one additional resource. The answer therefore to the question is yes, the small number of changes notwithstanding.

At this point a gap was found to exist in the Methodology in that it does not provide a step for the prioritization of resources. This oversight, however, was not a serious one since the list was prioritized by the temporary decision-maker, perhaps as part of the standard operating procedures the evaluator uses. The evaluator felt that prioritization of resources would be important and necessary in that some notion of their distribution potential and resultant usability was in view. The first ten prioritized resources were as follows:

List I-7

Prioritized resources identified by temporary decision-maker

1. Building
2. Volunteer teachers - 4 hours per week for 4 weeks
3. Projector
4. Duplicator
5. Table and chair
6. Typewriter - after 4:30 P.M.
7. Secretary - when available
8. Paper
9. Pencils
10. Files

In order to achieve this prioritized list, the temporary decision-maker was asked to list all resources in order of importance.

The question applied to Step 5.1 was: Will the temporary decision-maker provide a list of decision-makers? The question is answered positively in light of the results of Step 5.1. As a result of Step 5.1 the temporary decision-maker provided the following list of persons or groups that make decisions concerning Project Matthew:

List I-8

List of decision-makers for Step 5.1

1. Director
2. Paid staff
3. Volunteers
4. Students
5. Urban League Executive Director
6. Staff advisor - Urban League
7. Urban League Board of Directors
8. Advisory Council
9. Secretary
10. Inner-City Exchange (Project Matthew landlord)
11. Community
12. National Director for Street Academies
13. National Urban League Board of Directors
14. Aetna Life Insurance

15. Community Renewal Team Task Force - City of Hartford
(funding source agent)
16. Department of Community Affairs - State of Connecticut
(funding source)
17. Commissioner of Education
18. Governor

As a Test of Completeness in Step 5.2, the two teachers previously used to test the completeness of the resources were asked to submit a list of decision-makers. Only the listing of the Head Teacher was available because of time constraints on the other teacher, who fills many roles at Project Matthew.

List I-9

Head Teacher's list of decision-makers for Step 5.21

1. Staff
2. Students
3. Director
4. Advisory Council
5. Urban League
6. National Urban League
7. Community
8. Department of Community Affairs (funding source)
9. Inner-City Exchange (Project Matthew landlord)

The question applied to Step 5.21 was: Will the temporary decision-maker make changes in the list of decision-makers after the

Test of Completeness? The answer was negative. The temporary decision maker reviewed the two lists and developed a revised, prioritized list making the answer to the question raised about Step 5.4: Will the temporary decision-maker prioritize decision-makers? an affirmative one.

List I-10

Prioritized list of decision-makers for Step 5.4

1. Director
2. Department of Community Affairs (funding source)
3. Staff
4. Students
5. Community Renewal Team (funding source agent)
6. Inner-City Exchange (Project Matthew landlord)
7. National Director for Street Academies
8. Executive Director, Urban League of Hartford
9. Street Academy Advisory Council
10. Urban League Staff Advisor

The question raised concerning Step 5.5 was: Will the temporary decision-maker make changes in the prioritized list of decision-makers after the Test of Completeness? The answer was negative because the Test of Completeness in Step 5.5 produced no new decision-makers.

The decision on how much information was to be gathered was an arbitrary one because of the intangibility of resources as identified previously. It was determined that time was after all the most

important resource and that the time available could be used to serve the information needs of no more than four decision-makers.

After the prioritization of decision-makers, a Letter of Agreement was prepared for Step 6 incorporating the results of the Negotiation of the Contract.

The question applied to Step 6 was: Will the evaluator and the temporary decision-maker agree upon a contract? The presence of a contract indicates a positive answer. The Negotiation of the Contract was accomplished in one week utilizing a total of 40 hours, 10 with the temporary decision-maker, 6 with the staff, and 24 hours of evaluator's time. This arrangement (a little at a time) proved to be an enervating exercise for Project Matthew personnel. The concept of the evaluation was difficult for the staff to grasp because they had not previously thought in that context. Consequently much of the time spent with the staff was on an explication of the Methodology. The inability to use the imagination to cope with the systematic work necessary identifies a further gap in the Methodology. Some impatience was exhibited primarily because the staff expected the evaluator to get money for them. The staff and the temporary decision-maker, though much less the latter, found the processes difficult and often requested overnight thought to answer the questions.

Will the time and other resources necessary to perform the activities of the phase be available? was an important question asked of the entire phase. The fact that the phase was completed suggests

an affirmative answer.

Time was available although the evaluator was forced to "beg" for it in the face of constant disruptions and both non-programmatic and programmatic crises. Essentially the Negotiation of the Contract Phase of the Methodology did do what it was intended to do. The data for this conclusion being taken from the positive answer to the major question asked of the Phase viz. Does the negotiation of the contract develop the scope of work for the evaluation?

The evaluator was unable to provide a final report by April 24, 1972, as required by the Contract which appears below:

LETTER OF AGREEMENT

This letter shall constitute agreement by Gene M. Gordon
evaluator
and Anne Warren to carry out the evaluation of
temporary decision-maker
Hartford Street Academy Program utilizing the Fortune/Hutchinson
ENTERPRISE

Evaluation Methodology.

I. Budget and Project Dates.

The evaluation shall be conducted starting March 13, 1972, and
ending April 7, 1972.

For performance of the tasks outlined below Gene M. Gordon
evaluator
will be paid a total of --- over a period of -----.

II. Under the terms and conditions of the Agreement, the fol-
lowing tasks must be performed:

A. Scope of Work

In accordance with the agreements reached during the
"Negotiation of the Contract" phase of the methodology,
the evaluator will:

1. Obtain the use of the following resources
 1. Building
 2. Volunteer teachers - 4 hours per week for
4 weeks
 3. Projector
 4. Duplicator
 5. Table and Chair
 6. Typewriter (after 4:30 P.M.)
 7. Secretary (when available)

8. Paper
9. Pencils
10. Files

2. Provide information for decision-making to the following decision-makers at such time as they request.

1. Director of Project Matthew
2. Funding Source (Department of Community Affairs)
3. Staff
4. Students

3. Perform the tasks outlined in the Fortune/Hutchinson Methodology.

B. Reporting Guidelines

Progress reports to be submitted weekly to the Temporary Decision-Maker with a final report to be presented by April 24, 1972.

C. General Provisions, Accounting and Reporting Procedures.

None.

D. Special Conditions

Evaluation is conducted without recompense to evaluator from Project Matthew since evaluator is on "loan" from and on payroll of the National Urban League.

This Agreement may be terminated by notice in writing by either party, with or without cause, at anytime; but, in such event the evaluator shall be entitled to compensation for all services performed under the terms of the Agreement up to the date of termination. In the event of any such termination the evaluator shall refund to

Project Matthew
Enterprise any amount received by the evaluator representing services, costs or expenses to be rendered after such date of termination.

To signify your approval of the foregoing and acceptance of the terms and conditions of this contract, please sign and return the original of this document to the evaluator. A copy is enclosed for your files.

By _____
Temporary Decision-Maker

Date _____

Evaluator

Date

Phase I - Interpretation of the Results of the Negotiation of the Contract

An interpretation of the results of the Negotiation of the Contract reveals that several problems do exist and to that extent the field test of Phase I was successful. In the first place, the evaluator encountered a problem in Step 1 with respect to the identity of the temporary decision-maker. The choice was a matter of preference on his part rather than the specific result of following the Methodology. Though the temporary decision-maker did have control of immediate resources for the enterprise, there were several other people who could have recinded that power had such been their desire. A unique situation occurred also in that the evaluator could have been the temporary decision-maker since he is employed as Assistant National Director for Street Academies at the National Urban League. The Methodology suggested no procedures for use in such a case. Neither did it suggest procedures for the situation in which the evaluator was assigned and not hired by the temporary decision-maker. It should be clear also that had the evaluator been chosen as the temporary decision-maker, the director of the project could have refused to cooperate, thus in effect exercising real control of the evaluator as a resource.

It should be noted here also that had the temporary decision-maker been an individual removed physically from Project Matthew but familiar enough to give accurate listings of resources and decision-

makers, the Negotiation of the Contract Phase would likely have been accomplished in a fraction of the time. The evaluator's concern was that the time required to complete Phase I probably jeopardized the completion of subsequent Phases. Since 40 hours were spent on the Negotiation of the Contract, only 20 hours were left to complete all other Phases as required.

The Methodology did do what it was designed to do in that it produced a temporary decision-maker but it did not provide for a time schedule, instructions, or what to do if the schedule could not be followed. How important is the Negotiation of the Contract and to what extent can certain steps be ignored became moot questions.

In Step 2 the temporary decision-maker paid lip service to the purpose of the evaluation which clearly was the precursor of difficulties to come. The words "purpose" and "description" of the enterprise were confusing. The addition of a phrase such as "to provide" previous to a description causes it to become a purpose and suggests therefore that only a description is required. Indeed the need for a purpose is not clear in the execution of Step 2.

The Test of Completeness in Step 3 did not produce any changes in what had been generated. A strength of the Methodology was identified, since the temporary decision-maker did have and made use of the opportunity to seek clarification of words such as "completeness" and "enterprise." The strength in the Methodology here is its ability to evaluate the extent to which it is accomplishing

its own tasks.

In Step 4, resources as defined by the Methodology, are evidently not thought about as resources at Project Matthew. The temporary decision-maker takes for granted a lot of resources that are available, consequently they become difficult to list. The evaluator had to lend assistance through illustration of resources. The broad categories of resources will not change considerably from enterprise to enterprise, so that assistance from the evaluator would not necessarily constitute his own prejudices. For instance, had the evaluator recommended the obvious resource, time, it would not have been overlooked. The list provided by the temporary decision-maker was short but it suggested to the temporary decision-maker that an inventory of resources was needed by the enterprise. Here the Methodology without purposely setting out to do so had provided information that the inventory of materials on hand was inadequate. The cautionary note of the Methodology concerning the listing of resources to the detriment of the enterprise was a highly desirable one, for as a result several changes were made in the original list.

The Test of Completeness for resources in Step 4.3 was of modest assistance since it contributed only one additional resource which represented 5.56% of the total.

The evaluator should not have asked for prioritization of resources since the Methodology did not provide for this step. The

purpose of the field test is to identify problems if they exist and not to fill in gaps as they are found. As it turned out, the prioritization was of questionable accuracy and utility. It is evident that a more detailed set of instructions would have produced a more realistic listing of resources.

The temporary decision-maker, in response to Step 5 produced a listing of decision-makers including seven people also listed as resources. These people represent 38.89% of the resource list, suggesting a lack of the ability to conceive material resources as opposed to human resources. Time was not available for one of the people used in the Test of Completeness which was not effective for it added nothing new. The closeness with which personnel operate in the enterprise appears to preclude the possibility of different ideas on who was a decision-maker. Although this fact points out an oversight in the Methodology, it presents a strength of the enterprise by suggesting a degree of cohesiveness which should be mentioned in passing.

The Methodology does not deal sufficiently with the allocation of resources to decision-makers. There was also an inability to quantify resources because of the failure to specify the time and money available.

In Step 6 the Letter of Agreement prepared as a contract between the evaluator and temporary decision-maker appears to be a good format. The time allowed for the evaluation -- four weeks -- was sufficient,

however, given the time allowed for evaluation, an inordinate amount was spent on the Negotiation of the Contract. An associated problem here in annexation, was that the evaluator had been provided with limited time. It should have been clear that the evaluator would only carry through as many of the Phases as possible in the time available.

The entire question of time as it pertains to the Negotiation of the Contract in this instance is an unusual case. Ostensibly, there are no known limitations on the contract phase in ordinary circumstances. If the evaluator is paid for Phase I, then a time limit could be determined with respect to a salary scale. However, as is expected, the evaluator would normally provide free time to complete the Negotiation of the Contract as his "bid" for the evaluation contract. In that case he would use time depending on how much of his time could be freely given. It appears important that greater attention be paid to the Negotiation of the Contract's time consumption as a function of the evaluator's resources and the resources of the enterprise for the evaluator.

In the Scope of Work section of the Agreement the use of the word "obtained" confused the evaluator when those things could not be obtained. Different phraseology would improve the situation. Under B, Reporting Guidelines, the final report by April 24, 1972, was extremely under-estimated due once more to a lack of instructions on how to allocate time so that the final date can be met.

This could be a methodological gap as well as it could be a wrong estimation by the evaluator of how to use available time. The problem was compounded by the fact that the evaluator was not approached by Project Matthew, but was assigned, and was also responsible for previous work assignments. Finally, the Letter of Agreement does not provide for amendments in order that renegotiation can be accomplished in light of difficulties perceived.

The Negotiation of the Contract identified weaknesses in that people who were previously unfamiliar with its processes could not follow them precisely. The most important criteria associated with the field test were met, however, and aside from certain changes recommended in Chapter V, it has satisfied the requirements.

None of the tests of completeness were successful in making major changes to what had been generated. This is understandable in the situation where the program is small and the temporary decision-maker and "others" work closely together.

Phase II - Results of the Goals Process for the first priority decision-maker (Project Director)

Pursuant to the completion of the Negotiation of the Contract Phase of the Methodology, the field test entered its second Phase through the implementation of the Goals Process, the purpose of which is "...to arrive at an approximation of the decision-makers intents for the enterprise which is as complete and comprehensive as possible." The Goals Process encompasses Step 4 of the Methodology reported in Chapter 1 which is "the identification of goals for each decision-maker or decision-maker group." The purpose of this section of Chapter IV is to provide the results of the implementation of the Goals Process and to interpret those results for the first, second, third and fourth priority decision-makers.

The major question for which Phase II should provide an answer was: Will an ordered list of the intents of each decision-maker be provided? The first priority decision-maker had previously been identified as the Project Director. Since the decision-maker was an individual who makes decisions concerning Project Matthew individually for the most part, Step 0 was discontinued and the question: Will the correct case to be used be identified? was answered in the affirmative as a result.

In the execution of Step 1, the question "What do you really want Project Matthew to accomplish for yourself and "others" was put to the first priority decision-maker. The response included

Step 2 since the temporary decision-maker automatically responded primarily with a list containing one single goal per line, making a Goal Analysis simple to accomplish. The presence of goals permits an affirmative answer to the question applied to Step 1: Will the decision-maker respond with a list of goals to the question: What do you really want (the enterprise) to accomplish for yourself and "others"? Previous to the implementation of the Methodology, the Project Director had engaged in a workshop conducted by the evaluator for Street Academy Directors which was designed to assist in the specification of goals.

The first priority decision-maker responded by saying, "My personal satisfaction will come from the accomplishments of the participants and the staff in this enterprise. By that I mean I would like the students to:

List II-1

Goal Statements for the first priority decision-maker Step I

1. Develop an improved self-image
2. Develop an improved self-determination
3. Acquire a high school equivalency diploma
4. Be accepted in college
5. Be accepted in trade school
6. Be accepted in competent jobs

I would like the program to:

1. Get a lot of money so we can do things properly

2. Be an accredited school program
3. Get Veterans Administration approval
4. Acquire innovative teaching methods
5. Create innovative teaching methods
6. Institute innovative teaching methods

The results of the Goal Analysis was as follows:

List II-2

Results of Goal Analysis for the first priority decision-maker Step 2

1. Develop improved self-image
2. Develop improved self-determination
3. Acquire a high school equivalency diploma
4. Be accepted in college
5. Be accepted in trade school
6. Be accepted in competent jobs
7. Get a lot of money
8. Be an accredited school program
9. Get Veterans Administration approval
10. Acquire innovative teaching methods
11. Create innovative teaching methods
12. Institute innovative teaching methods

The results of the Goal Analysis provide a negative answer to the question: Will the evaluator through a Goal Analysis break down multiple goal statements into single goals with one per line?

The negative answer is selected because the Methodology of the Goal Analysis was not utilized. Although single statements were provided, the Goal Analysis was not used to arrive at them.

Since the resources available for evaluation were shown to be meagre in the Negotiation of the Contract (c.f. Step 2, Negotiation of the Contract), no determination of resources was made in Step 3. In addition, the Methodology does not provide a procedure for assigning resources to activities.

The evaluator reviewed the proposal for the conduct of Project Matthew in 1970-71. This is the same document (Proposal 1970) used in the Negotiation of the Contract to provide a description of the Project, consequently the evaluator was familiar with it and had no need to ask the first priority decision-maker for the primary document. The proposal in its complete form appears below indicating a yes answer to the question: Will the decision-maker supply selected enterprise documents? which was applied to Step 3.

PROPOSAL FOR PROJECT MATTHEW

1970 - 1971

I PROBLEM

A high percentage of minority group students who come especially from low to moderate income families, leave school before graduation. The reason as cited in study after study, stems largely from alienation to a system that has been unable to deal with the needs of these students.

Various figures for the drop-out rate (from high school - 16 yrs. and older) have been cited. The important point to be mindful of, however, is that the rate for inner-city youth is higher than the city average (about 8%) and almost 3 times as high as that quoted for the high school which serves a predominantly white middle class school population.

In light of the career areas which go wanting for sufficient numbers of workers, this country can ill afford to countenance the wasted talent and skills which would be available were mis-educated youth properly educated so that their full potential could be developed. Failure to survive in the education system is costly to society also when we consider how often it leads to dissatisfaction with self and the hopelessness, destructiveness and general negative action which ensues.

II DESCRIPTION OF PROGRAM

A. This program, by means of classroom sessions conducted by instructors and supported by tutors, will prepare students for the GED. It will also provide students with the courses needed to enter college and/or some form of training for the acquisition of a skill.

Courses other than the basics for above objectives will be offered for the purpose of either opening new horizons to self-development or offering choices that merely stimulate student interest such as creative arts and black studies, how to study, journalism, health and family life.

Activities which will also lead to self-enhancement, self-determination are being included. Hence group discussions (rap sessions), individual conferences and field trips, a student

governing body, representation on advisory board are seen as experiences which induce motivation, self-growth and self-confidence.

B. The Street Academy Program is usually divided into 3 phases. And while a non-graded academic program, the upper levels of the first 2 stages are somewhat arbitrarily set at 8th grade for the Street Academy level and somewhere around the 10th grade for entry into the Transition Academy. The criterion for enrollment in the Transition Academy should be based more on readiness for serious academic work, and the stay in Street Academy should be preparing the student to settle into the academic routine and mindset necessary for achieving his goals.

Preparatory Academy includes all courses necessary for college entry not started before.

At all levels, extra-curricular subjects will be taken as students indicate interest for the ability to handle along with other course work.

C. STAFF POSITIONS

..PROJECT DIRECTOR: sees that the program runs smoothly. Supervises paid and volunteer staff; does public relations work for the program, such as with the news media, making contact with resources of benefit to the program, attending meetings, etc; works with the advisory board and carries out the policies set forth by that body, submits monthly reports to the Urban League Board of Directors and Project Matthew Advisory Board. Should be available to students as much as possible for conferences, problems, etc. Other administrative duties as called for.

.. HEAD TEACHER: Will provide for continuity of academic part of the program. Making adjustments and alterations in overall and individual schedules. Will discuss student's plan and aspirations after a secretary has registered student. This person will work with the committees of the advisory board which deal with curriculum development and inservice training. Thus he will also be the responsible staff person for an inservice training program for the faculty. Will teach at least two courses. Other duties as designated by superiors.

..BASIC TEACHER (as designated by present budget) will teach at least two subjects, and will assist with the ordering, cataloging and distribution of book and other educational materials.

..ADDITIONAL TEACHING STAFF: A sufficient number of teachers shall be on the staff (either paid or volunteer) to provide instruction in courses necessary to pass the GED (High school equivalency exam)

English
Literature
Mathematics
Social Studies
Science

Students at the Street Academy and the Transition Academy levels will take some or all of the courses listed above, as needed.

Instructors will be obtained for the Preparatory level as required for college preparatory subjects and/or entry into a training program.

..TUTORS: Provide remedial instruction on a one-to-one basis whenever possible.

..STUDENT COORDINATOR (RECRUITER): Responsible for the majority of the recruiting (although every staff member helps in this endeavor). Follows up on students whose attendance is poor, or on other problems as designated by the director. He should get to know each student well and is the link between the students and the program on a non-academic level. This person may conduct group discussions (rap sessions) with students on a regular basis.

..SECRETARY-BOOKKEEPER: In addition to usual office work (typing, filing, taking dictation, covering telephones, etc.) will register students and submit necessary statistical reports to the Urban League office. Will be thoroughly familiar with the program and will be able to communicate this knowledge when asked. Knows all staff (paid and volunteer) as well as all students. She will also see that the premises are neat and orderly to the extent of being responsible for proper maintenance services and sufficient amount of office supplies on hand. She is the right arm of the program.

..ADVISORY BOARD: Representative of a cross-section of the community including students, parents and community resource persons. Is the governing body of the program, setting forth guidelines and policies. Possible committees of said Advisory Board could be Personnel, Budgeting, Funding, Proposal Writing, Inservice Training, Curriculum, Public Relations.

III OBJECTIVES OF PROGRAM

- A. To reclaim those who have been academically alienated from the school system and to develop within them the self-confidence, self-esteem and self-determination to be able to fully utilize and totally develop whatever potential lies within them.
- B. To provide a model for a successful academic system, serving poor and minority group students, setting an example that shows said students are not only educable, but capable of acquiring professional or skill training.
- C. To prepare the students for the GED and/or to enter college or a training program.

IV POPULATION

Persons who left high school before graduation, who now wish to acquire a high school diploma. Persons holding a high school diploma who need certain courses necessary for admission into college or training. Such persons will usually (but not always) be an inner-city dweller, coming from a family of low or moderate income.

V GEOGRAPHIC LOCATION

The program is presently housed at 175 Enfield Street, Hartford, Connecticut which lies within one of the OEO target areas.

VI EVALUATION AND PROGRESS REPORTING

A. Evaluation

1. Internal - pupil progress--academically and personally based on teacher tests and observations and periodic pupil self-evaluation.
2. External--the advisory board will evaluate the program relative to pupils, staff, record-keeping and general successful continuity of the program. Having set up guidelines in these areas, the Advisory Board will then be in a position to determine how closely the program adhered to them.

B. Progress Report - such reports will be submitted to the Urban League Board of Directors and to Project Matthew Advisory Board on a monthly basis.

List II-3The Goal Analysis of the selected published enterprise document
Step 3.3.0

1. Prepare students for GED
2. Provide classroom sessions
3. Provide instructors
4. Provide tutors
5. Provide courses needed for college
6. Provide training for acquisition of a skill
7. Provide courses to open new horizons
8. Provide courses for self-development
9. Provide courses which offer choices that stimulate student interest
10. Provide creative arts such as black studies
11. Provide creative arts such as how to study
12. Provide creative arts such as journalism
13. Provide creative arts such as health
14. Provide creative arts such as family life
15. Provide activities which lead to self-enhancement
16. Provide activities which lead to self-determination
17. Provide group discussions (rap sessions)
18. Provide individual conferences
19. Provide field trips
20. Provide a student governing body
21. Provide student representation on Advisory Board
22. Induce self-growth
23. Induce self-motivation
24. Induce self-confidence
25. Provide a non-graded program
26. Provide an academic program

27. Provide criteria that indicates readiness for serious academic work
28. Have students settle into academic routine and mindset necessary for achieving goals.
29. Director sees program runs smoothly
30. Director supervises staff
31. Director does public relations
32. Director works with Advisory Council
33. Director carries out policy of Board
34. Director available to students
35. Head Teacher provides for continuity of academics
36. Head Teacher makes adjustments and alterations
37. Head Teacher discusses students' plans and aspirations
38. Head Teacher provides in-service training
39. Head Teacher will teach two courses
40. Instructors obtained for Prep as required for college prep and training programs
41. Tutors provide remedial instruction one to one
42. Provide student coordinator (recruitor)
43. Provide secretary-bookkeeper
44. Provide Advisory Board
45. Reclaim those who have been academically alienated from school
46. To help utilize potential
47. To provide a successful model academic system
48. Set example that shows students are educable
49. Set example that shows students are capable of acquiring professional and skill training
50. Serve people who left high school before graduation who now wish to get diploma
51. Serve people who hold high school diploma but need more courses for college or training

52. Provide (internal) pupil progress evaluation
53. Provide (external) pupil progress evaluation

The presence of the above list of goals provides an affirmative answer to the question: Will the evaluator, through a goal analysis of the selected document, provide single goal statements with one goal per line?

The evaluator also reviewed the Project Matthew Hartford Urban League Street Academy Prospectus (1972) which appears below.

PROJECT MATTHEW
URBAN LEAGUE STREET ACADEMY
PROSPECTUS FOR 1972

The Street Academy has many objectives in view for the upcoming year. In addition to maintaining our present level of effectively assisting individuals to acquire Connecticut State High School equivalency diplomas, we hope to strengthen or begin two other phases of our program. Namely to strengthen the Street Academy phase and institute the Prep Academy. This is contingent upon the amount of funds we receive. Specifically, we will pursue the following:

1. Increase the number of graduates
2. Institute a special program for 16, 17 and 18-year-olds
3. Establish a more effective Advisory Board
4. Establish an effective reading program for poor reading adults
5. Begin a newspaper or newsletter
6. Provide in-service training workshops for staff and volunteers
7. Create a more effective longitudinal evaluation system
8. Attempt to establish a more productive relationship with the City of Hartford and the Hartford Board of Education
9. Acquire more adequate facilities
10. Provide a more concrete program to help our graduates to go on to college and a continuous liaison with local business and other agencies
11. Provide a more extensive referral service for our enrollees and graduates
12. Recruit and promote more participation of parents and community people in our program

We will continue to seek, create and institute innovative teaching tactics and methods and search for existing relative teaching materials.

Some other of our main endeavors will be to work on making Project Matthew an accredited school program, and get Veterans Administration approval.

List II-4Goals: Analysis of Project Matthew Prospectus Step 3.4.1

1. Institute the Prep phase
2. Strengthen the Street Academy phase
3. Effectively assist people in getting GED
4. Increase number of graduates
5. Institute a special program for 16, 17 and 18-year-olds
6. Establish a more effective Advisory Council
7. Establish an effective reading program for poor reading adults
8. Begin a newspaper or newsletter
9. Provide in-service training
10. Create a more effective longitudinal evaluation system
11. Attempt to establish a more productive relationship with the City of Hartford and Board of Education
12. Acquire more adequate facilities
13. Provide a more concrete program to help graduates to go to college
14. Provide a continuous liaison with local business and other agencies
15. Provide a more extensive referral service for enrollees and graduates
16. Recruit more participation of parents
17. Promote more participation of community

18. Continue to seek innovative teaching tactics and methods
19. Search for existing related teaching materials
20. Create innovative teaching tactics and methods
21. Institute innovative teaching tactics and methods
22. Make Project Matthew accredited
23. Secure Veterans Administration approval

The result of Step 4 was that the determination of resources was again ignored especially since the purpose of the field test is to report on the Methodology and not to evaluate the enterprise per se. In this instance it was deemed permissible to "press on regardless."

The first priority decision-maker felt that she had an interest in the goals of the staff but felt they would be very nearly the same because of the close contact between her and her staff. Consequently, no alternate goals list was developed by "others." The decision-maker did identify other decision-makers for a Test of Completeness so that despite the fact that they were not used, the answer is yes to the question: Will the decision-makers identify others for the Test of Completeness? A negative answer, however, accrues to the question: Will the evaluator provide single goal statements from a goals analysis of lists produced by others? The option provided in the Methodology for utilizing the goals of a similar enterprise instead of "others" was exercised. The document used was The Urban League of Pittsburgh Street Academy Proposal for

Receipt of OEO Funding Grant to December 31, 1972, (Pittsburgh 1971).

The goals derived from this document are as follows:

List II-5

Goals of the Pittsburgh Street Academy Proposal - Step 4.4.2

1. To recruit and prepare minority youth who are high school drop outs and/or push outs for successful completion of college or post-secondary education.
2. To assist those students in obtaining admission to such programs of study through cooperation with the Pittsburgh Public Schools and colleges in and around the Pittsburgh area, as well as through the provision of supportive services which will maintain them during their tenure at the Street Academy and those needed after their entrance into post-secondary education programs.
3. To raise the achievement levels of students to their full potential by developing a sense of self-worth and confidence in their abilities.
4. To develop within the students an appreciation for the educational process by providing a freer learning atmosphere.

The Pittsburgh Street Academy Program Proposal was chosen randomly from a file containing at least ten proposals at the offices of the National Urban League. The proposal was carefully organized and the evaluator felt it unnecessary to scour the entire document

for goals. Instead only the section entitled "Major Program Objectives" was used. The major goals did not produce any significant additions to Project Matthew goals and a goal analysis was deemed unnecessary.

As a result of Step 5 the following thirteen goals which came from selected enterprise documents were added to the list originally made by the first priority decision-maker:

List II-6

Addition to the original list of the first priority decision-maker Step 5

1. Recruit more parent and community participation
2. Promote more parent and community participation
3. Provide a more extensive referral service
4. Establish an effective reading program for poor reading adults
5. Acquire more adequate facilities
6. Establish a more productive relationship with the City of Hartford
7. Establish a more productive relationship with Hartford Board of Education
8. Create a more effective longitudinal evaluation system
9. Provide in-service training workshops for staff
10. Provide in-service training workshops for volunteers
11. Strengthen the Street Academy Phase
12. Institute Prep Phase
13. Establish black studies program

The remainder of the goals gleaned for this Test of Completeness were considered either redundant or nonapplicable. Goal #14, taken from the Project Matthew Prospectus ("provide a continuous liaison with local business and other agencies"), prompted the first priority decision-maker to make two additional goal statements:

List II-7

New goals added to original list of first priority decision-maker Step 5.0

1. Secure more commitment from Community Renewal Team
2. Secure more commitment from Urban League

The first priority decision-maker also made one additional goal resulting from an overall assessment of the goals. That goal was stated as follows:

1. Hire more staff

Goal #7, above, ("establish a more productive relationship with the Hartford Board of Education") was modified as follows: "Funding under school system" (which can be seen as part of a more productive relationship with the Board of Education. As a result of the above Test of Completeness, an affirmative answer is provided the question: Will the decision-maker make changes in the list of goals after the Test of Completeness?

For Step 6 the first priority decision-maker compiled the following list of activities:

List II-8Activities of first priority decision-maker Step 6

1. Supervise all staff and personnel
2. Teach
3. Listen to and converse with students and staff
4. Solicit funds
5. Solicit volunteers
6. Hire and fire staff
7. Interpret Project Matthew Program to community and others
8. Talk to admissions officers and college presidents about scholarships
9. Talk to trade schools and employers
10. Negotiate with Veterans Administration
11. Search for materials, especially in reading
12. Negotiate with Hartford Board of Education, refunding, etc.
13. Hold staff meetings
14. Participate in rap sessions
15. Troubleshoot
16. Counsel
17. Prepare reports

The listing of activities permits a yes answer for the question:
Will the decision-maker produce a list of activities?

The Methodology requires that the question, "Why do I do that?,"

be asked by the decision-maker in reference to the activities listed. When the evaluator posed that question to the first priority decision-maker, she simply stated that all these activities were necessary for the on-going success of Project Matthew.

The first priority decision-maker next matched activities to goals and goals to activities. The results of these matching exercises appear in Table 1 and 2 below, after the final list of goals.

List II-9

Final goals list of the first priority decision-maker Step 7

1. Develop improved self-image
2. Develop improved self-determination
3. Acquisition of High School equivalency diploma
4. Acceptance in college
5. Acceptance in trade school
6. Acceptance in competent jobs
7. Get a lot of money
8. Accreditation
9. Secure Veterans Administration approval
10. Acquire innovative teaching methods
11. Create innovative teaching methods
12. Institute innovative teaching methods
13. Recruit more parent and community participation
14. Promote more parent and community participation

15. More extensive referral service
16. Establish effective reading program for poor reading adults
17. Acquire more adequate facilities
18. Funding under school system
19. Establish more productive relationship with City of Hartford
20. Create more effective longitudinal evaluation system
21. Provide in-service training workshops for staff
22. Provide in-service training workshops for volunteers
23. Strengthen Street Academy Phase
24. Institute Prep Phase
25. Establish black studies program
26. Secure commitment from Community Renewal Team
27. Secure commitment from Urban League
28. Hire more staff

TABLE 1
Matching Goals and Activities
First Priority Decision-Maker Step 6

MATCHING GOAL	ACTIVITIES
23	1. Supervise all staff and personnel
1,2,3,4, 5,6,23	2. Teach
1,2,23	3. Listen to and converse with students and staff
7,10,11,12, 15,16,17, 20,21,22, 23,24,28	4. Solicit funds
23	5. Solicit volunteers
23,28	6. Hire and fire staff
13,14,19, 26,27	7. Interpret Project Matthew Program to community and others
4	8. Talk to admissions officers and college presidents about scholarships
5,6	9. Talk to trade schools and employers
9	10. Negotiate with Veterans Administration
10,11,12, 16,25	11. Search for materials, especially in reading
8,18,19	12. Negotiate with Hartford Board of Education, re funding, etc.
10,11,12,23	13. Hold staff meetings
1,2,23	14. Participate in rap sessions
20,23	15. Troubleshoot
1,2,3,4,5, 6,23	16. Counsel
7,27	17. Prepare reports

TABLE 2
Matching Activities and Goals
First Priority Decision-Maker Step 6

MATCHING ACTIVITY	GOALS
2,2,14,16	1. Develop improved self-image
2,3,14,16	2. Develop improved self-determination
2,16	3. Acquisition of high school equivalency diploma
2,8,16	4. Acceptance in college
2,9,16	5. Acceptance in trade school
2,9,16	6. Acceptance in competent jobs
4,17	7. Get a lot of money
12	8. Accreditation
10	9. Secure Veterans Administration approval
4,11,13	10. Acquire innovative teaching methods
4,11,13	11. Create innovative teaching methods
4,11,13	12. Institute innovative teaching methods
7	13. Recruit more parent and community participation
7	14. Promote more parent and community participation
4	15. More extensive referral service
4,11	16. Establish effective reading program for poor reading adults
4	17. Acquire more adequate facilities
12	18. Funding under school system
7,12	19. Establish more productive relationship with City of Hartford

TABLE 2 cont'd.

MATCHING ACTIVITY	GOALS
4,15	20. Create more effective longitudinal evaluation system
4	21. Provide in-service training workshops for staff
4	22. Provide in-service training workshops for volunteers
1,2,3,4, 5,6,13, 14,15,16	23. Strengthen Street Academy Phase
4	24. Institute Prep Phase
11	25. Establish black studies program
7	26. Secure commitment from Community Renewal Team
7,17	27. Secure commitment from Urban League
4,6	28. Hire more staff

Each activity on the activity list prepared by the first priority decision-maker was related to at least one goal. In fact, some activities such as "solicit funds" were related to many goals. Solicit funds related to twelve goals. Each goal on the first priority decision-maker's goals list had an activity which in some way contributed to its achievement, however tenuously. Consequently, the goals list remained the same. Furthermore, a negative answer was ascribed to the question: Will the decision-maker make

changes in the list of goals after the Activities Test of Completeness?

In Step 7, after carefully reviewing the goals list, the first priority decision-maker chose to accept it as it was.

The next step in the Methodology, Step 8, is the prioritization of the goals. In order to facilitate this activity, a brief training session was conducted by the evaluator, utilizing "Instructional Alternatives on Prioritization," (see Appendix A). The criteria used in prioritization were Importance and Risk. The Add Across method was used to combine the two criteria.

The Prioritization Process of the Goals of the First Priority Decision-Maker appears below:

TABLE 3
Prioritization of Goals
First Priority Decision-Maker

GOALS	I*	R	S	F
Hire more staff	4	25	29	19
Develop improved self-image	3	15	18	4
Develop improved self-determination.	3	16	19	5
Acquisition of HS equivalency diploma	1	27	28	18
Acceptance into college.	2	19	21	9
Acceptance into trade school	2	20	22	11
Acceptance into good jobs	2	21	23	12
Get a lot of money	5	1	6	1
Establish black studies program	6	24	30	20
Secure accreditation.	17	2	19	6
Secure Veterans Administration approval	18	26	44	27
Create innovative teaching methods	8	13	21	10
Acquire innovative teaching methods.	9	6	15	3
Institute innovative teaching methods	10	14	24	13
Secure more commitment from Urban League	15	12	27	16
Promote more parent & community participation	16	17	33	23
Provide a more extensive referral service.	19	7	26	15
Establish effective reading program for poor reading adults	21	11	32	22
Acquire more adequate facilities.	7	4	11	2
Establish productive relationship with City of Hartford	22	3	25	14
Institute the Prep Phase	12	8	20	8
Funding under school system	23	5	28	17
Strengthen Street Academy Phase	11	9	20	7
Create a more effective longitudinal evalua- tion system	20	10	30	21
Provide in-service training workshops for volunteers.	14	23	37	25
Secure more committment from Community Renewal Team	24	18	42	26
Provide in-service training workshops for paid staff.	13	22	35	24
Recruit more parent & community participation	25	28	53	28

*I - Importance

R - Risk

S - Sum

F - Final Priority

List II-10Final prioritized list of goals for the first priority decision-maker

1. Get a lot of money
2. Acquire more adequate facilities
3. Acquire innovative teaching methods
4. Develop improved self-image
5. Develop improved self-determination
6. Secure accreditation
7. Strengthen Street Academy Phase
8. Institute Prep Phase
9. Acceptance into college
10. Create innovative teaching methods
11. Acceptance into trade school
12. Acceptance into good jobs
13. Institute innovative teaching methods
14. Establish productive relationship with the City of Hartford
15. Provide a more extensive referral service
16. Secure more commitment from Urban League
17. Funding under school system
18. Acquisition of high school equivalency diploma
19. Hire more staff
20. Establish black studies program
21. Create a more effective longitudinal evaluation system
22. Establish effective reading program for poor reading adults

23. Promote more parent & community participation
24. Provide in-service training workshops for staff
25. Provide in-service training workshops for volunteers
26. Secure more commitment from Community Renewal Team
27. Secure Veterans Administration approval
28. Recruit more parent & community participation

The availability of a prioritized list allows an affirmative answer to the question: will the decision-maker prioritize goals? The prioritized list of goals and their sources are shown in Table 4. The table indicates that thirteen of the twenty-eight goals appearing were the result of the open ended question "What do you want (the enterprise) to accomplish for yourself and others?" The question therefore accounted for 46.4% of the goals. Eleven goals came from the second major document explored or 39.3% of the total. The first major document contributed 2.8% of the total or one goal. Response to the alternative lists contributed 10.7% of the total or three goals.

TABLE 4

Source of Final Prioritized List of Goals
First Priority Decision-Maker

GOALS	PRIORITY	SOURCE
Get alot of money	1	Open ended question -Step 1
Acquire more adequate facilities	2	Second major document - Step 3.4.1
Acquire innovative teaching methods	3	Open ended question - Step 1
Develop improved self-image	4	Open ended question - Step 1
Develop improved self-determination	5	Open ended question - Step 1
Secure accreditation	6	Open ended question - Step 1
Strengthen Street Academy Phase	7	Second major document - Step 3.4.1
Institute Prep Phase	8	Second major document - Step 3.4.1
Acceptance into college	9	Open ended question - Step 1
Create innovative teaching methods	10	Open ended question - Step 1
Acceptance into trade school	11	Open ended question - Step 1
Acceptance into good jobs	12	Open ended question - Step 1
Institute innovative teaching methods	13	Open ended question - Step 1
Establish productive relationship with City of Hartford	14	Second major document - Step 3.4.1
Provide a more extensive referral service	15	Second major document - Step 3.4.1
Secure more commitment from Urban League	16	Response to alternative lists Step 5
Funding urban school system	17	Second major document - Step 3.4.1
Acquisition of High School Diploma	18	Open ended question - Step 1
Hire more staff	19	Response to alternative list Step 5
Establish black studies program	20	First major document - Step 3.2

TABLE 4 (con't)

GOALS	PRIORITY	SOURCE
Create more effective longitudinal evaluation system	21	Second major document - Step 3.4.1
Establish reading program for poor reading adults	22	Second major document - Step 3.4.1
Promote more parent and community participation	23	Second major document - Step 3.4.1
Provide in-service training for staff	24	Second major document - Step 3.4.1
Provide in-service training for volunteers	25	Second major document - Step 3.4.1
Secure more commitment from Community renewal team	26	Response to alternative lists - Step 5
Secure VA approval	27	Open ended question - Step 1
Recruit more parent & community participation	28	Second major document - Step 3.4.1

The completion of the Goals Process for the first priority decision-maker permits the formation of the conclusion that time was available and that the Methodology accomplished its purpose to provide an ordered list of the intents of the first priority decision-maker. The question: will the time and other resources necessary to perform the activities be available, is answered in the affirmative.

Phase II - Interpretation of the Goals Process for the First Priority Decision-Maker (Project Director)

For the first priority decision-maker the Goals Process was initially a smooth and uncomplicated activity. Previous experience on the part of the first priority decision-maker with the delineation of goals in the style required by the Methodology had the effect of displacing the trepidation of the decision-maker previously manifested. It is reasonable to assume that this had some effect in making it unnecessary to perform a Goal Analysis in this instance. The decision-maker was more comfortable and hence gave more than had been expected by the evaluator.

The problem concerned with the inability of the Methodology to allocate resources again served to be troublesome in that the step was not performed. The decision to "press on regardless" was an ill advised one in retrospect, since some of the time used for the Goals Process may have been better allocated to subsequent activities.

The presence of the Methodology allowed the decision-maker to be knowledgeable about succeeding steps. This sense of anticipation of what lay ahead to a high degree may have contaminated the responses by the decision-maker as she attempted not to "look bad".

The Goal Analysis of the selected document, Step 3, yielded goals which also included job descriptions of various Project Matthew personnel. The evaluator included the descriptions assuming that they could be classified as intents on the part of

the writers of the document. The fact that the primary document contributed some fifty-three goals attests to the significance of the activity. However only one goal from the document was used which further indicates that it could have been ignored. It is possible that the method for selecting the primary document was confounded to the extent that the second major document which produced more goals was in reality the primary document. The second document produced twenty-three goals for a total of seventy-six. It is concluded therefore that a good sense of the decision-maker's goals for Project Matthew was gained.

The choice the first priority decision-maker made not to ask for alternate lists from other decision-makers as a Test of Completeness was well taken. To ask other decision-makers who would later be participating in the Goals Process appears redundant and other means of testing completeness might be employed. The alternative Test of Completeness requiring analysis of a document from a similar enterprise was worthless as no new goals were obtained. The evaluator did not, as stated, review the total document carefully and quite likely precluded the possibility of the step becoming useful. The results may also indicate that there may be very little difference in the conceptual paradigms associated with Street Academies.

All Tests of Completeness for the implementation of the Goals Process for the first priority decision-maker were somewhat

successful excluding the use of the document from a similar enterprise. Attempts to complete the goals list produced fifteen additional goals and a restatement of two. The Activities Test of Completeness in Step 6 was not a good way of providing a Test of Completeness in this instance for it brought about no changes. It did serve to point out to the first priority decision-maker the need to provide activities for goals in order to bring about their attainment. In this manner, it is possible for the Methodology to generate information to a decision-maker during implementation. This is the second instance of the occurrence of this phenomena--the first being the need to perform an inventory of resources in the Negotiation of the Contract. The "why did I do that" question of Step 6 was not answered as expected, still it remains a good concept to insert at this point. To go through and answer the question on each goal simply looked like a formidable and unnecessary task to the first priority decision-maker.

From the matching of activities and goals it would appear that if goals are not achieved by Project Matthew, it might be a function of the large number of activities assigned to some of them.

The prioritization of goals required that a special session be held to explain and to teach the system of prioritization. This activity was extremely helpful though not a requirement of the Methodology with quite that specificity. Without the session,

however, it would have been virtually impossible to achieve a truly prioritized list and the pseudo-list obtained in Phase I would have surfaced a second time. Prioritization creates difficulties for the decision-maker who argues that several items have equal importance or risk. The tendency to assign the same level of priority to more than one goal needs some consideration.

Phase II - Results of the Goals Process for the Second Priority Decision-Maker (Community Renewal Team)

The second priority decision-maker, as determined during the Negotiation of the Contract, was the funding source for Project Matthew. The major funding source is the Department of Community Affairs for the State of Connecticut through the local Community Renewal Team. The individual from CRT chosen to represent the funding source was the person who maintains liaison with Project Matthew. As a result of the identification of an individual, and because sampling was not necessary, the evaluator chose to implement Case I of the Goals Process. Case I is to be used when the decision-maker is an individual. The question: Will the correct case to be used be identified was answered affirmatively.

In Step 1, the evaluator asked the second priority decision-maker to respond to the question, "What do you really want Project Matthew to be and to accomplish? The second priority decision-maker responded with the following statement:

"I would like to see Project Matthew funded under the school system and the program expanded to enroll more students and reach more youngsters. I would like to see more staff hired and a procedure for following up students who have graduated. Project Matthew should provide tools for job training, even if it means getting more money. Something similar to the Postal Academy."

This response satisfies the assignation of a 'yes' answer to the question: will the decision-maker respond with a goal statement or goals to the question, "What do you really want (the enterprise to accomplish for yourself and for others?"

Some difficulty was experienced in getting started with the second priority decision-maker. Evaluations, as his agency conducts them, never ask the decision-maker for an input before the evaluation is performed. An explication of the Methodology was required before the Goals Process could proceed.

Subsequent to the time allowed for an explanation of the Methodology, the evaluator performed a Goal Analysis as required by Step 2 and listed the following goal statements:

List II-11

Goal Analysis Results for Second Priority Decision-Maker

1. program funded under school system
2. program expanded
3. more staff
4. follow-up for graduates
5. tools for vocational career
6. secure more funds

The question--will the evaluator through a Goal Analysis break down multiple goal statements into single goals with one per line--was answered, yes.

In Step 3 the evaluator provided the second priority decision-maker with the lists of alternative goals previously used with the first priority decision-maker. These goals were from selected enterprise documents and other decision-makers. After reviewing these lists, the second priority decision-maker responded to Step 5 by adding six goals to his original list. The final goals list appeared as follows:

List II-12

Final Goals List for the Second Priority Decision-Maker

1. program funded under school system
2. program expanded
3. hire more staff
4. follow-up for graduates
5. tools for vocational career
6. secure more commitment from CRT
7. secure more communications with CRT
8. secure more technical assistance from CRT
9. secure more communications with Urban League
10. secure more commitment from Urban League
11. secure more technical assistance from Urban League
12. secure more funds

The six goals added to the list allowed for a yes answer to the question: will the decision-maker make changes in his list

of goals after the Test of Completeness.

The second priority decision-maker did not complete Step 6, the Activities Test of Completeness, making the answer negative to the question: will the decision-maker provide a list of activities? He suggested that the goals chosen were more his recommendations on where Project Matthew should be headed rather than what he could personally bring about. This course was chosen after the evaluator explained exactly what the purpose of the Activities Test of Completeness was. He felt that his list was as complete as he wanted it to be. A negative answer is given for the question: will the decision-maker make changes as a result of the Activities Test of Completeness.

Prioritization of the second priority decision-makers goals, Step 8, was accomplished through the use of "Instructional Alternatives in Prioritization." (see Appendix A) The criteria used were Importance and Risk. The ranking on each of the criteria were subjected to the "add across" method and tied ranks were broken by ascertaining which ranked highest in Importance. The results of the prioritization process appear below and provide a yes answer to the question: will the decision-maker prioritize goals?

TABLE 5
Prioritization of Goals
Second Priority Decision-Maker

GOALS	I*	R	S	F
Program funded under school system	2	4	6	2
Program expanded	1	3	4	1
More Staff	3	8	11	5
Follow-up for graduates	6	10	16	10
Tools for vocational career	5	7	12	6
Secure more commitment from CRT	9	6	15	8
Secure more commitment from UL	10	5	15	9
Secure more communications with CRT	11	11	22	11
Secure more communications with UL	12	12	24	12
Secure more technical assistance from CRT	7	2	9	3
Secure more technical assistance from Urban League	8	1	9	4
Secure more funds	4	9	13	7

- I - Importance
- R - Risk
- S - Sum
- F - Final position

The final prioritized list for the second priority decision-maker was as follows:

List II-13

Final Prioritized Goals List for the
Second Priority Decision-Maker

1. Program expanded
2. Program funded under school system
3. Secure more technical assistance from CRT
4. Secure more technical assistance from Urban League
5. More staff
6. Tools for vocational career
7. More funds
8. Secure more commitment from CRT
9. Secure more commitment from Urban League
10. Follow-up for graduates
11. Secure more communications with CRT
12. Secure more communications with Urban League

The second priority decision-maker agreed that the final list was in the form that he desired. It should be noted that the second priority decision-maker held goals which were different from those produced by the first priority decision-maker. In addition, the priorities of each decision-maker were different. The following table shows the final list of goals for the second priority decision-maker, their priority and source. It should be

noted also that the open-ended question: What do you want (the enterprise) to accomplish for yourself and others, produced six of the twelve total goals chosen or 50% of the total. The utilization of alternative lists as a Test of Completeness accounted also for six goals or 50% of the total. In addition, the open-ended question supplied three out of the five top priority goals.

TABLE 6

Source of Final Prioritized List of Goals
Second Priority Decision-Maker

GOAL	PRIORITY	SOURCE
Program expanded	1	Open ended question, Step 1
Program funded under school system	2	Open ended question, Step 1
Secure more technical assistance from CRT	3	Test of Completeness, alternative lists, Step 5
Secure more technical assistance-Urban League	4	Test of Completeness, alternative lists, Step 5
More staff	5	Open ended question, Step 1
Tools for vocational career	6	Open ended question, Step 1
More funds	7	Open ended question, Step 1
Secure more commitment from CRT	8	Test of Completeness, alternative lists, Step 5
Secure more commitment from Urban League	9	Test of Completeness, alternative lists, Step 5
Follow-up for graduates	10	Open ended question, Step 1
Secure more communications with CRT	11	Test of Completeness, alternative lists, Step 5
Secure more communications with Urban League	12	Test of Completeness, alternative lists, Step 5

Phase II - Interpretation of the Goals Process for the Second
Priority Decision-Maker (Community Renewal Team)

The time required to complete the Goals Process for the second priority decision-maker was five hours and the number of visits was three. It is clear that the second priority decision-maker had no experience with the Methodology and had to be persuaded to accept its premises. Still the Methodology was successful in getting a goal statement and in performing an analysis of that statement. The first Test of Completeness for goals was also successful as it yielded six new goals to be added to the original list. The second priority decision-maker, in choosing not to perform the Activities Test of Completeness allowed the evaluator to see that no provisions had been made for the case where the decision-maker chooses not to participate. Furthermore, had the decision-maker completed the activity with a mindset that his goals list was complete, he might not have added anything new though he might perceive new goals which he held.

The results clearly show that there are differences not only in the goals held by the first and second priority decision-makers but also in the priorities of those goals. This fact attests to the significance of allowing every decision-maker to express goals and that the goals of one cannot be used for the goals of all.

This interpretation is in conflict with the previous interpretation for the first priority decision-maker which suggests that "selected others" did not add significantly to the original

list of goals. The non-parallel condition that the second priority decision-maker was not an integral part of the Project Matthew family needs to be considered in light of the contrasting situation.

The prioritization of goals for the second priority decision-maker was highly successful, suggesting that with a short training session, this part of the Methodology is complete.

Phase II - Results of the Goals Process for the Third Priority Decision-Maker (Project Staff)

In order to arrive at an approximation of the third priority decision-maker's goals, the evaluator turned to the Goals Process procedures for deciding which procedure is appropriate in dealing with a decision-maker. The first priority decision-maker had already gone through the Goals Process, as had the second. The third priority decision-maker, as determined during the Negotiation of the Contract, was not an individual. Instead, the decision-maker was a group of persons who acted as a single decision making body. Consequently, the evaluator turned to Case II of the Goals Process, where the decision-maker is a group of persons who act as a single decision-making body. The answer to the question: Will the correct case to be used be identified, was affirmative.

No determination was made for Step 1 concerning the amount of resources available for this activity. It was decided intuitively that time was available from both the staff and the evaluator. Again, the Methodology does not provide a procedure for the assignment of resources to activities.

The staff of Project Matthew, constituting the third priority decision-maker, was made up of four people; the head teacher, and three other paid staff. Because of the small number the evaluator decided that it would be possible to deal with each member individually and that sampling would be unnecessary. In light of this, the Goals Process was continued by turning to

Case II A, where the group size is small enough compared to resources that sampling is not required.

Step 1. In determination of the decision-making mode the group ordinarily uses in making their decisions, the evaluator determined that the group does not employ a formal decision-making process. Instead they discuss and reach a consensus in the best way they can. It was decided that this process would be continued for the purposes of the field test.

In Step 2, the evaluator posed the question, "What do you really want Project Matthew to be and to accomplish, for yourself and others." In answer to the question, the decision-makers responded individually as reported below and indicating a positive answer to the question: Will the decision-maker produce a list of goals in response? For purposes of identification and clarity, the individual decision-makers are referred to as Staff member A, B, C, and D.

The evaluator asked for a list of goals instead of a narrative, in the hope that options would increase the desire to respond.

List II-14

Goal Statements for Staff Member A

1. To educate people - academics and awareness
2. To get sufficient funds
3. To establish the Street Academy concept in the community as acceptable

4. To get Street Academy methods into public schools
5. Prepare people with skills enough for college or other training

List II-15

Goal Statements for Staff Member B

1. My personal intention is to help in anyway I can to keep this program alive and to serve the people in need of education and help in personal difficulties.
2. Total community involvement
3. Maintain informality of program
4. Better facilities and continue to seek better and more effective teaching methods
5. Positive positioning for Street Academy graduates

List II-16

Goal Statements for Staff Member C

1. Complete financial security
2. To enable the Street Academy to have quality staff, proper materials and supplies which in turn would free the director and staff to perform their duties as best as possible.

Getting the staff members to respond as completely as they finally did was a very demanding experience not only for the staff but also for the evaluator. At first, staff member C absolutely refused to discuss his goals and complained that he just didn't see the point. The evaluator, in conference with the staff

member, again discussed the purpose of evaluation and the aspirations of the Methodology. Finally, staff member C requested overnight thought and responded the following day. Staff member D was absent and did not participate in the Goals Process. The most firm and consistent questions asked by the third priority decision-makers were, "What will this do for us?" and "What can you tell us that we don't already know?" These were questions asked before, and though the questions are good ones, the evaluator still could not respond to the questions in a manner that completely satisfied the group. The output generated by the third priority decision-maker was made available, it was felt, because of the close relationship with the evaluator and the need to support his efforts. Presumably nothing would have been done had the evaluator been unknown to the staff, unless an unknown individual would take the time to acquaint himself with the staff and gain their confidence.

For Step 3 and Step 4, the evaluator combined all the output, subjected it to a Goal Analysis, reducing multiple goal statements to single line statements and eliminated redundant statements.

The final lists appears as follows:

List II-17

Goals for the Third Priority Decision-Maker

1. To educate academically
2. To increase self-awareness
3. To get sufficient funds

4. To establish Street Academy concept as acceptable to community
5. To get Street Academy methods into public schools
6. To prepare students for college
7. To prepare students for career training
8. Help in anyway
9. Keep program alive
10. To serve educational needs of students
11. To serve emotional needs of students
12. To create total community involvement
13. To maintain informal program
14. To acquire better facilities
15. To acquire more effective teaching methods
16. Positive placement service
17. To get quality staff
18. To have proper materials and supplies

The question: Will the evaluator produce a list of goals one per line after the Goal Analysis, was answered positively.

Rather than repeat the involved and sufficient procedure already performed for the first priority decision-maker by taking goals from enterprise documents, the evaluator chose to ignore Step 5 and Step 6 and to use the goals obtained previously. Upon his inspection of the lists generated while ascertaining the goals for the first priority decision-maker, the third priority decision-

maker provided the following additions to their original list:

List II-18

Additions to the Original List of Goals for the Third Priority
Decision-Maker

1. Perform duties as best as possible
2. GED for all
3. VA approval
4. Provide evaluation system
5. Strengthen Street Academy Phase
6. Institute Prep Phase
7. Increase graduates
8. More effective advisory council
9. Provide reading program
10. Publication of a newspaper
11. Institute creative arts curriculum
12. More commitment from CRT
13. More commitment from DCA
14. More commitment from Urban League
15. Eliminate Urban League Director
16. Get away from Urban League
17. Make better use of resources

This final list chosen by the third priority decision-maker as a group using their informal consensus method, shows the introduction of goals which differ from those of the first priority decision-maker.

LIST II-19Final Goals List for the Third Priority Decision-Maker

1. Help in anyway
2. Keep program alive
3. Deal with personal dificulties of students
4. Achieve total community involvement
5. Maintain informal program
6. Secure improved facilities
7. Develop more effective teaching methods
8. Promote positive placing of students after graduation
9. Secure sufficient funds
10. Establish SA concept as acceptable in community
11. Provide model methods for public schools
12. Prepare people with skills for college
13. Prepare people with skills for training
14. Educate academically
15. Educate self-awareness
16. Quality staff
17. Quality material
18. Quality supplies
19. Perform duties as best as possible
20. GED for all
21. VA approval
22. Strengthen evaluation system
23. Provide evaluation system
24. Institute Prep Phase
25. Increase graduates
26. More effective advisory council
27. Provide reading program
28. Publish newspaper
29. Institute creative arts curriculum
30. More commitment from CRT

31. More commitment from DCA
32. More commitment from Urban League
33. Eliminate Urban League Director
34. Get away from Urban League
35. Make better use of resources

It is evident that goals 33 and 34 (above) were afterthoughts, as they did not appear in the enterprise documents.

For the Activities Test of Completeness, Step 8, the amount of resources were not determined except to the extent that time was available. Each member of the third priority decision-maker body reluctantly produced lists of activities. Staff Member C was not available for this activity.

LIST II-20

Activities for Staff Member A - Third Priority Decision-Maker

1. Teach classes
2. Teach other teachers
3. Schedule classes
4. Schedule films, field trips and special events
5. Wash dishes
6. Clean up
7. Chauffeur
8. Interview new students
9. Work with other agencies and schools
10. Order books
11. Investigate new materials
12. Create worksheets and curriculum
13. Supervise other teachers, paid and volunteer
14. Write reports
15. Work with advisory council
16. Counsel, listen to, talk with students

LIST II-21Activities for Staff Member B - Third Priority Decision-Maker

1. Recruit students for the program
2. Interview new students as they come into the program
3. Act as liaison between students and staff
4. Hold rap sessions with students and staff once a week
5. Help to keep things running smoothly at the Street Academy
6. Teach - math, english, social studies
7. In charge of evening session-includes staff, students and teaching courses
8. Help to keep our facility clean - there is no one else to do this except staff and students

LIST II-22Combined Activities List for the Third Priority Decision-Maker

1. Teach classes
2. Teach other teachers
3. Schedule classes
4. Schedule films, field trips, special events
5. Perform maintenance duties
6. Chauffeur
7. Interview new students
8. Work with other agencies and schools
9. Order books
10. Investigate new materials
11. Supervise other teachers
12. Write reports
13. Create worksheets and curriculum
14. Work with advisory council
15. Counsel, listen to, talk with students
16. Recruit students for the program

17. Act as liaison between students and staff
18. Participate in weekly student-staff rap sessions
19. In charge of evening school - teach, supervise, staff
20. Help maintain smooth operation of Street Academy

The question: Will the decision-maker produce activities was answered - yes.

The evaluator presented the combined list to the group and requested that they ask for each item on that list, "Why do I do that?" Furthermore, the evaluator asked that the answers were then to be provided in writing. The evaluator received incredulous looks. The reasoning behind each activity was as obvious to the third priority decision-maker as it had been to the first priority decision-maker, i.e., the activities were necessary to ensure that Project Matthew remained in existence and for the staff to justify their very presence there.

The third priority decision-maker together prepared the matching lists for goals and activities. The results appear below:

TABLE 7

Matching Goals and Activities
Third Priority Decision-Maker

MATCHING GOALS	ACTIVITIES
1,2,5,12,13 14,19,20,23 25	1. Teach classes
1,2,5,7,11, 16,19,23	2. Teach other teachers
1,2,5,14,19	3. Schedule classes
1,2,3,4,5, 10,15	4. Schedule films, field trips and special events
1,2,10,19	5. Perform maintenance duties
1,2,3,5, 10,4	6. Chauffeur
3,5,23	7. Interview new students
4,7,8,10,23	8. Work with other agencies and schools
14,15,17, 18,23	9. Order books
7,17,18,14 23,15,29,35	10. Investigate new materials
16,23	11. Supervise other teachers
4,10,22,23	12. Write reports
15,17,12, 13,21	13. Create worksheets and curriculum
23,26	14. Work with advisory council
3,5,8,15,25	15. Counsel, listed to, talk with students
2,3,10,12, 13,14,15, 20,23	16. Recruit students for the program
2,3,5,12	17. Act as liaison between students and staff
2,3,5,11, 16,23	18. Participate in weekly student-staff rap sessions
1,2,3,5,12, 13,14,15, 19,20,23,15	19. In charge of evening school-teach, supervise staff
1,3,5,19,23	20. Help maintain smooth operation of Street Academy

TABLE 8

Matching Activities and Goals
Third Priority Decision-Maker

MATCHING ACTIVITY	GOALS
1,2,3,4,5, 6,19,20	1. Help in anyway
1,2,3,4,5, 6,16,17, 18,19	2. Keep program alive
4,5,7,15,16 17,18,19,10	3. Deal with personal difficulties of students
4,6,8,12	4. Achieve total community involvement
1,2,3,4,6, 7,15,17,18, 19,20	5. Maintain informal program
	6. Secure improved facilities
2,8,10	7. Develop more effective teaching methods
8,15	8. Promote positive placing of students after graduation
	9. Secure sufficient funds
4,5,6,8,12, 16	10. Establish SA concept as acceptable in community
2,18	11. Provide model methods for public schools
1,13,16,19	12. Prepare people with skills for college
1,13,19,	13. Prepare people with skills for training
1,2,9,10, 16,19	14. Education academically
4,9,10,13, 15,16,19	15. Educate self-awareness
2,11,18	16. Quality staff
9,10,13	17. Quality material
9,10	18. Quality supplies

TABLE 8 cont'd.

MATCHING ACTIVITY	GOALS
1,2,3,5,19,20	19. Perform duties as best as possible
1,16,19	20. GED for all
13	21. VA approval
1,2,7,8,9,10,11,12,14,16,17,18,19,20	22. Strengthen Street Academy Phase
12	23. Provide evaluation system
	24. Institute Prep Phase
1,15,19	25. Increase graduates
14	26. More effective advisory council
	27. Provide reading program
	28. Publish newspaper
10	29. Institute creative arts curriculum
	30. More commitment from CRT
	31. More commitment from DCA
	32. More commitment from UL
	33. Eliminate Urban League Director
	34. Get away from Urban League
10	35. Make better use of resources

Each activity related to at least one goal. Again it was evident that some goals required several activities, One goal,

"Strengthen the Street Academy Phase" was assigned fourteen activities.

There were 10 goals which did not have appropriate activities for their realization. The evaluator asked if activities were conducted for those goals. In general, no specific activities could be identified. The next question asked was concerned with whether or not these unrelated goals were ones the third priority decision-maker really held. While they did hold these goals for the program, they did not have major responsibility in the areas, consequently all of those goals save "secure sufficient funds" were low priority items. Nine goals were stricken from the list, one was retained. The following were the goals deleted from the goals list:

LIST II-23

Goals Deleted by the Third Priority Decision-Maker

1. Secure improved facilities
2. Institute Prep Phase
3. Provide reading program
4. Publish newspaper
5. More commitment from CRT
6. More commitment from DCA
7. More commitment from Urban League
8. Eliminate Urban League Director
9. Get away from Urban League

The question: Will the decision-maker make changes in goals after the Activities Test of Completeness, received a yes answer.

Although there were no activities relating to the goal "secure sufficient funds" the third priority decision-maker body decided that because of the overwhelming importance of financial security to Project Matthew, they wished to retain that goal as part of their final goals list.

It was also decided by the third priority decision-maker body that no goals on the list would need modification or rewording and no new goals were to be added.

In order to prioritize the goals list as required by Step 10, the evaluator conducted a brief training session utilizing "Instructional Alternatives on Prioritization." The criteria used in prioritization were Importance and Risk and the "add across" method was used to combine the two criteria. The prioritization process appears below indicating an affirmative answer to the question: Will the decision-maker prioritize goals?

TABLE 9

Prioritization of Goals
Third Priority Decision-Maker

GOALS	I*	R	S	F
Help in anyway	26	25	51	26
Keep program alive	1	4	5	2
Deal with personal problems of students	7	10	17	11
Achieve total community involvement	8	2	10	4
Maintain informal program	6	9	15	8
Develop more effective teaching methods	5	8	13	7
Promote positive placement of graduates	20	17	37	21
Secure sufficient funds	1	1	2	1
Estab. SA concept as accept.in community	13	16	19	16
Provide model methods for public schools	21	11	32	17
Prepare people with skills for college	11	15	26	14
Prepare people with skills for training	12	15	27	15
Educate academically	3	6	9	3
Educate self-awareness	4	7	11	5
Quality Staff	2	14	16	10
Quality Materials	10	5	15	9
Quality Supplies	24	13	37	20
Perform duties as best as possible	19	24	43	24
GED for all	14	12	26	13
VA approval	15	22	37	19

TABLE 9 cont'd.

GOALS	I*	R	S	F
Provide evaluation system	23	23	46	25
Strengthen Street Academy Phase	18	21	39	22
Increase graduates	16	20	16	12
More effective advisory counsel	9	3	12	6
Institute creative arts curriculum	17	18	35	18
Make better use of resources	22	19	41	12

- * I - Importance
- R - Risk
- S - Sum
- F - Final position

The final, prioritized list of goals for the third priority decision-maker body appears as follows:

LIST II -24

Final Prioritized List of Goals for the Third Priority Decision-Maker

1. Secure sufficient funds
2. Keep program alive
3. Educate academically
4. Achieve total community involvement
5. Educate self-awareness
6. More effective advisory counsel
7. Develop more effective teaching methods

8. Maintain informal program
9. Quality materials
10. Quality staff
11. Deal with personal problems of students
12. Increase graduates
13. GED for all
14. Prepare people with skills for college
15. Prepare people with skills for training
16. Establish Street Academy concept as acceptable in community
17. Provide model methods for public schools
18. Institute creative arts curriculum
19. VA approval
20. Quality supplies
21. Promote positive placement for students after graduation
22. Strengthen Street Academy Phase
23. Make better use of resources
24. Perform duties as best as possible
25. Provide evaluation system
26. Help in anyway

Following is a table showing the final list of goals, their priority and source. The table shows that the open ended question: What do you want (the enterprise) to accomplish for yourself and others, as asked in Step 2, accounted for seventeen of the total prioritized goals or 65.4%. The Test of Completeness, Step 7, which provided alternative lists from others yielded nine of the

total prioritized goals or 34.6% The goals from the open ended question also occupied the first five slots after prioritization of goals.

TABLE 10

Source of Final Prioritized List of Goals
Third Priority Decision-Maker

GOAL	PRIORITY	SOURCE
Secure sufficient funds	1	Open ended question, Step 2
Keep program alive	2	Open ended question, Step 2
Educate academically	3	Open ended question, Step 2
Achieve total community involvement	4	Open ended question, Step 2
Educate self-awareness	5	Open ended question, Step 2
More effective Advisory Council	6	Test of Completeness, alternative lists, Step 7
Develop more effective teaching methods	7	Open ended question, Step 2
Maintain informal program	8	Open ended question, Step 2
Quality materials	9	Open ended question, Step 2
Quality staff	10	Open ended question, Step 2
Deal with personal problems of students	11	Open ended question, Step 2
Increase graduates	12	Test of Completeness, alternative lists, Step 7
GED for all	13	Test of Completeness, alternative lists, Step 7
Prepare people with skills for college	14	Open ended question, Step 2
Prepare people with skills for training	15	Open ended question, Step 2

TABLE 10 (con't)

GOAL	PRIORITY	SOURCE
Establish SA concept as acceptable in community	16	Open ended question, Step 2
Provide model methods for public schools	17	Open ended question, Step 2
Institute creative arts curriculum	18	Test of Completeness, alternative lists, Step 7
VA approval	19	Test of Completeness, alternative lists, Step 7
Quality supplies	20	Open ended question, Step 2
Promote positive placement for students after graduation	21	Open ended question, Step 2
Strengthen Street Academy Phase	22	Test of Completeness, alternative lists, Step 7
Make better use of resources	23	Test of Completeness, alternative lists, Step 7
Perform duties as best as possible	24	Test of Completeness, alternative lists, Step 7
Provide evaluation system	25	Test of Completeness, alternative lists, Step 7
Help in anyway	26	Open ended question, Step 2

Phase II - Interpretation of Goals Process for the Third Priority Decision-Maker (Project Staff)

As with other results obtained in the field test of the Fortune/Hutchinson Methodology, a serious error was encountered in not carefully allocating resources to the execution of this activity. Time was not readily available since it had only been provided after classes were ended for the day. That time was normally used for staff meetings. The two activities competed with the staff meeting usually taking the contest.

The problem of uncooperative decision-makers was again encountered. The Methodology failed in not giving alternatives in this situation. Perhaps an evaluator should not have to defend and cajole in order to get the Methodological steps accomplished. Much of the limited time spent in argument could also have been better utilized had there been a better sense of the amount of resources available. The final list generated by the available members of the third priority decision-maker body was a small one, still it indicated that the Methodology was successful.

The open-ended question: What do you want (the enterprise) to accomplish for yourself and others was the most significant source of goals yielding the largest percent of those goals.

The Test of Completeness for goals was very successful since it added a total of sixteen goals to the original composite list nine of which were used. The Activities Test of Completeness was unsuccessful in adding new goals, but it did point up the

necessity of removing nine goals from the original list. It is possible that activities could and should have been added rather than goals removed. If the Methodology had been more specific it is also possible that the Activities Test of Completeness would have yielded specific answers.

Phase II - Results of the Goals Process for the Fourth Priority Decision-Maker (Students)

The fourth priority decision-maker determined during the Negotiation of the Contract was the student body of Project Matthew. This decision-maker was a group of 39 students who were enrolled during April 1972. Since the group of students do not act as a single decision-maker in most instances, the evaluator turned to Case III of the Goals Process. Case III, however, was not available for use and in order to continue, the evaluator selected Case IIB, where the group size is too large relative to the available resources and sampling procedures are employed. The question: Will the correct case to be used be identified was answered yes although that case was not available.

In response to Step 1, the evaluator felt that he had a sufficient knowledge of sampling techniques so that it was unnecessary to seek outside consultation.

Since the evaluator felt that the resource, time, was limited and that a small sample would be sufficient to carry out the requirements of the field test, two students were randomly selected from the group for Step 3. Each student was assigned a number by use of a random number generator. For instance, if the evaluator's pencil fell on the number 9, the first name on the list provided by the primary decision-maker was assigned the number 9. If the number chosen was 50, the second name was assigned the number 5,

and so on until each of the 39 names had been assigned a number. Then turning again to a random number generator, the evaluator randomly picked two of the numbers to use in the sample. The results of the number assignment resulted in the following list with the starred names being the ones chosen for the sample:

LIST II-25

Number Assignment for the Fourth Priority Decision-Maker

01 Pat Jones	20 Clark Currie
02 Clyde Walker	21 Beverly Sailor
03 Levi Hector	22 Richard Smith
04 Diane Foster	23 Timothy Labelle
05 Pedro Lopez	24 John Haslam
06 Thomas Motes	25 Michael Sailor
07 Melvin Jacobs	26 Rebecca Tohuec
08 Faye Early	27 Gem McKenzie
09 Norma Gaston	28 Jeffrey Peters
10 Maria Rosa	29 James Davis
11 Robin Reynolds	30 Jeannette Weinel
12 Harold Rice	31 Michael Russ
13 Willie Mounds	32 John Crouch
* 14 Valerie Learmond	33 Ethel Francis
15 Victor Lambert	34 Sherman Bingham
16 Howard Foley	35 Elaine Hickling
17 Milagros Sanchez	36 Yvonne Farfularson
* 18 Pamela Benefield	37 Leon Collins
19 Henrietta Jones	38 Deborah Thomas
	39. Alfred Weeks

For Step 4, both decision-makers were asked the question, "What do you really want Project Matthew to be and to accomplish for yourself and others?" Decision-Maker #18 responded to the question by saying that she wanted to really learn so that she could get a General Equivalency Diploma, eventually go on to college and get alot of money. Decision-Maker #14 indicated that her goals included going on to trade school after getting a GED. She wanted better placement service to help her get a good job after completion of trade school. She also said that "Project Matthew should get a better building so it could do things properly."

Because the students were preparing for exams, were rather suspicious and apprehensive about the whole process, the evaluator felt that it was judicious to question the students simultaneously. Each student responded individually, but the information was collected in a group session.

For Step 6, the evaluator performed a Goal Analysis and arrived at the following list:

List II-26

Goals of the Fourth Priority Decision-Maker

1. Get Ged
2. Want to really learn
3. Help to go to college
4. Get good job
5. Get into trade school

6. Get a lot of money
7. Project Matthew - do things properly
8. Adequate placement service
9. Better building

For Step 7, the evaluator provided the fourth priority decision-maker with the lists of alternative goals previously used with the first priority decision-maker. After reviewing these lists, the fourth priority decision-maker added the following goals to their list:

LIST II-27

Additions to the Original Goals List
of the Fourth Priority Decision-Maker

1. Improve Self-image
2. Innovative teaching
3. Parent and community participation

Decision-maker #14, wanted the following goal added to the list as an afterthought:

Improve english classes.

The fourth priority decision-maker listed their activities as follows:

LIST II-28

Activities for the Fourth Priority Decision-Maker

1. Attend classes
2. Study
3. Talk to others about Project Matthew

The Activities Test of Completeness was performed and the matching exercise appears below:

TABLE 11

Matching Goals and Activities
Fourth Priority Decision-Maker

MATCHING GOAL	ACTIVITIES
1,2,3,4,5,10	1. Go to classes
1,2,3,4,5,10	2. Study for classes
12	3. Talk to others about Project Matthew

TABLE 12

Matching Activities and Goals
Fourth Priority Decision-Maker

MATCHING ACTIVITY	GOALS
1,2	1. Get GED
1,2	2. Want to really learn
1,2	3. Go to college
1,2	4. Get good jobs
1,2	5. Get into trade school
	6. Get alot of money
	7. Project Matthew - do things properly
	8. Adequate placement service
	9. Better building
	10. Improve self image

TABLE 12 (con't)

MATCHING ACTIVITY	GOALS
3	11. Innovative teaching methods 12. Parent & community participation 13. Improve English class

All of the activities were related to goals, but there were six goals for which no activities could be matched. The fourth priority decision-makers decided to delete these goals from the list. Again, as with the previous decision-makers, no activities were added as a result of the Test of Completeness. The goals which were dropped were as follows:

List II-29

Goals deleted by the Fourth Priority Decision-Maker

1. Get alot of money
2. Project Matthew - do things properly
3. Adequate placement service
4. Better building
5. Innovative teaching methods

Although there were no activities related to "improve English class" the fourth priority decision-maker insisted upon retaining it.

The final list of goals was prioritized by the fourth priority decision-maker in Step 19 using the criterion of Importance only. The results are as follows:

List II-30

Final List of Prioritized Goals
Fourth Priority Decision-Maker

1. Get GED
2. Improve English class
3. Help to go to college
4. Want to really learn
5. Help to get good job
6. Parent and community participation
7. Improve self-image
8. Get into trade school

The prioritized list of goals and their sources are shown in Table 13. The table shows that the open ended question: What do you want (the enterprise) to accomplish for yourself and others, asked in Step 4, provided five of the total of eight final prioritized goals or 62.5%. The Test of Completeness in Step 7, offering alternative lists of goals, added three goals to the final list accounting for 37.5% of the total. In addition, the open ended question produced four of the first five prioritized goals.

TABLE 13

Source of Final Prioritized List of Goals
Fourth Priority Decision-Maker

GOAL	PRIORITY	SOURCE
Get Ged	1	Open ended question, Step 4
Improve English Class	2	Test of Completeness, alternative lists, Step 7
Help to go to college	3	Open ended question, Step 4
Want to really learn	4	Open ended question, Step 4
Help to get good job	5	Open ended question, Step 4
Parent and community participation	6	Test of Completeness, alternative lists, Step 7
Improve self-image	7	Test of Completeness, alternative lists, Step 7
Get into trade school	8	Open ended question, Step 4

Phase II - Interpretation of the Goals Process for the Fourth Priority Decision-Maker (Students)

The two students randomly selected to represent the total group of thirty-nine registered for the program was insufficient. Time was not available for a more complete sample and a larger list would have run into the problems associated with absenteeism. The only time that students could be approached for purposes of the field test was during the lunch period. Eating lunch and going through a process as complicated as the Methodology required, is an extremely difficult undertaking. The fact that anything at all was accomplished is a tribute to the Methodology itself and the perspicacity of the people involved.

Students had less difficulty in speaking freely about their goals than did the other decision-makers. Perhaps they saw no threat to themselves, their jobs etc., and had no notion of the evaluator's connection with the Street Academy. The first priority decision-maker and the third not infrequently referred to the evaluator as their "boss."

The open ended question applied during Step 1: What do you want (the enterprise) to accomplish for yourself and others, appears to be the most significant source of goals for the fourth priority decision-maker. The Test of Completeness in Step 7 which utilizes goals lists from "others" was also a good source since it produced three goals for the total of eight.

The Methodology can be compressed and was with the fourth priority decision-maker into a small time frame. The Test of Completeness supplied four additional goals and prioritization was accomplished without difficulty suggesting again that it is adequate even with the use of one criterion.

It should be noted here too that the Case that should have been used with the fourth priority decision-maker was Case III. However, Case III was not ready for field testing at the time. By using a different case, the evaluator may have brought about some results that are not valid. Although the fourth priority decision-maker does not make decisions as a body, but make them individually, by using Case IIB and meeting with the two students together, the treatment of a group making decisions as a body was realized.

Phase II - Results of the Goals Process Across Decision-Makers

The results of Step 0.0 across decision-makers was a facile operation, the determination of the top priority decision-makers having been made during the Negotiation of the Contract. The determination of the correct case of the Goals Process was also accomplished with ease although Case IIB had to be employed for the fourth priority decision-maker (students) due to the absence of Case III. Case IIB, in fact, existed only partially. Case I was used for the first and second priority decision-makers and Case IIA for the third.

The results of Step 1.0, Case I; Step 2.0, Case IIA; and Step 4.0, Case IIB, was that all four decision-makers responded to the open ended question: What do you want (the enterprise) to accomplish for yourself and for others? The response was made in a narrative statement by the second and fourth priority decision-makers. The first priority decision-maker responded with single goal statements, as did the second. The latter, however, was pointed in that direction by the evaluator.

In consequence of the application of a Goal Analysis, Step 2.0, Case I; Step 3.0, Case IIA; Case 6.0, Case IIB, the first priority decision-maker had expressed twelve goals dealing both with students within the program and the program itself. The second priority decision-maker identified six goals none of which were

worded in a similar way to those of the first priority decision-maker's. The third priority decision-maker (consisting of three people) contributed eighteen goals which again were different from the goals held by the first two decision-makers. It should be noted that goals are considered dissimilar if the wording is not identical. For example, "to get sufficient funds" is considered different from "secure more funds," the fact that they are aimed in the same direction notwithstanding.

The result of Step 3.0, Case 1; Step 5.0, Case IIA; Step 7.0, Case IIB was the same for all decision-makers since the documents searched for goals were documents applicable to the enterprise. The goals yielded by the chosen documents were closest in spirit to the goals of the first priority decision-maker and accounted for twenty-six or 35.1% of the total goals generated.

Step 4.0, Case I; Step 6.0, Case IIA, Step 8.0, Case IIB; resulted in very little impact on the field test. In the first place "other" decision-makers were believed to have similar goals to the first priority decision-maker so that the input of the former was not used by the latter. In lieu of the utilization of the goals of "others," Step 4.4.1, Case I was implemented for the first priority decision-maker. The document selected in Step 4.4.1 was not submitted to a Goal Analysis of any significance by the evaluator. No new goals were contributed.

In the second place, "other" decision-makers were again passed over as the second priority decision-maker felt it was unnecessary

that they be used. Thirdly, with respect to the third priority decision-maker, Step 7.0 (the equivalent of Step 4.0) for the first priority decision-maker) was performed. The third priority decision-maker, having the chance to see the goals submitted by the first and second priority decision-makers added eight new goals or 10.8% of the total.

Finally, the fourth priority decision-maker chose only four goals from the lists of goals previously generated or 6.1% of the total of sixty-six goals.

The Activities Test of Completeness, Step 6.0 in Case I, Step 8.0 in Case IIA and Step 17.0 in Case IIB, was unsuccessful in all applications with decision-makers. No additional goals were added in any instance and the decision-makers felt that the procedure was unnecessary and unprogressive.

The results of Step 7.0, Case I; Step 9.0, Case IIA, Step 18.0, Case IIB; show that only the third and fourth priority decision-makers made changes in goals. In no case were goals added; but the third priority decision-maker deleted nine goals and the fourth deleted five goals. The second priority decision-maker did not complete the activity and the first priority decision-maker opted to accept the goals as they were.

Prioritization of goals is the activity associated with Step 8.0, Case I; Step 10.0, Case IIA; and Step 19.0, Case IIB. The results of the prioritization process were such that all decision-

makers were able to prioritize goals successfully. In each instance some difficulty was exhibited with the ranking on two or more goals which were felt to be of equal rank on a particular criterion. The use of the Instructional Alternatives as contained in Appendix A greatly alleviated the problem.

Phase II - Interpretation of the Goals Process Across Decision-Makers

The absence of Case III and of sections of Case IIB caused some confusion on the part of the evaluator. It would appear that in the absence of the total Methodology for Case IIB, the evaluator should simply have used Case IIA only for the fourth priority decision-maker and not attempt to move back and forth between Case IIA and IIB.

The Methodology of Phase II was successful in doing what it set out to accomplish despite the many obstacles which sometimes appeared to bar the way. The importance of ascertaining the goals of all decision-makers as opposed to the goals of only the first priority decision-maker was reiterated with each decision-maker. The point is that they all held certain goals which were uncommon. The question of whether, in light of the small number, all decision-makers could undergo the processes of Phase II together remains unanswered.

The significance of the open ended question: What do you want (the enterprise) to accomplish for yourself and for others, was borne out in all applications. This is especially clear because the question contributed to the majority of top five priority goals for all decision-makers.

In general, all decision-makers cooperated, although each expressed some discomfort with the processes. This problem is

probably one that cannot be eliminated entirely. Uncooperativeness also appeared to be associated with ignorance of the Methodology.

It is likely that the evaluator provided knowledge of the Methodology to decision-makers in larger segments than necessary. Failure to limit the extent of the Methodology that was made available previous to its implementation may have caused the decision-makers to be highly apprehensive through anticipation of what the next steps held.

The failure of the evaluator in Step 4.4.1 (Case I) as used with the first priority decision-maker to perform a Goal Analysis of the selected document from a similar enterprise may have prevented the acquisition of additional goals.

The Activities Test of Completeness for each decision-maker proved to be useless. The evaluator might have asked additional questions of the decision-makers so that specific reasons were obtained for each activity.

Phase III - Results of the Parts Process for the First Priority Decision-Maker (Project Director)

The Methodology of the Parts Process required the use of the same case used in the Goals Process for each decision-maker for whom the Parts Process is to be done. The question, therefore: Will the appropriate case to be used be identified, was answered in the affirmative.

For Step 1, no determination was made of the amount of resources available to the devotion of this activity, except that time was allotted for only the first priority decision-maker. In light of the fact that the Parts Process for the first priority decision-maker was completed the answer to the question: Will the time and other resources necessary to perform the activities be available, is yes. In Step 2, the evaluator asked the first priority decision-maker to write the conceptual components of the program. A great deal of difficulty was experienced in the attempt to respond to this stimulus. The evaluator attempted to give examples which the first priority decision-maker immediately wrote down. Since this occurred, the caution of the Methodology to avoid having the decision-maker end up with parts identified by the evaluator was not adhered to. The question: Will the evaluator assist the decision-maker, received a positive answer however.

The final parts list appears as follows:

LIST III-1Final Parts List

1. Students
2. Staff
3. Funding
4. Curriculum planning
5. Site
6. Budget
7. Diploma Acquisition
8. State Board of Education
9. Referral sources
10. Community
11. Proposal
12. Evaluation - follow-up

The presence of a parts list allows a positive answer to the question: Will the decision-maker respond with a list to the stimulus: What are the conceptual components that you see as the major parts of the enterprise?

In the Test of Completeness for Step 3, the concept of inputs, interfaces, and outputs was totally foreign to the mind of the first priority decision-maker. Nevertheless, a breakdown was accomplished as follows:

List III-2

Inputs, Interfaces, Outputs
for the Enterprise

Inputs

Students

Staff

Funding

Curriculum planning

Site

Budget

Proposal

Interfaces

State Board of Education

Community

Outputs

Diploma acquisition

Referral sources

Evaluation follow-up

The first priority decision-maker felt that most of the parts listed could have been designated in any of the three categories and chose not to respond to this activity any further.

No Test of Completeness of Step 3 was performed since the evaluator could find no "others" who would agree to cooperate. This circumstance forced a negative answer to the question: Will the decision-maker make changes in parts after the Test of Completeness? The evaluator and the first priority decision-maker turned back to Phase II in order to review the list of activities. The first priority decision-maker was asked to match those activities with the parts generated in Step 2. The first priority decision-maker assigned activities to parts in the following manner:

TABLE 14

Matching of Activities and Parts

MATCHING ACTIVITY	PARTS
2,3,8,9,10,14,15,16	1. Students
1,3,5,6,13,14,15	2. Staff
4,10,12,17	3. Funding
1,10,11,13	4. Curriculum planning
	5. Site
4,12,17	6. Budget
2,16	7. Diploma Acquisition
7,12,17	8. State Board of Education
7,8,9	9. Referral
7,14	10. Community
4,12	11. Proposal
15,17	12. Evaluation

TABLE 15

Matching Parts and Activities

MATCHING PART	LIST OF ACTIVITIES
2,4,	1. Supervise all staff and personnel
1,7	2. Teach
1,2	3. Listen to and converse with students and staff
3,6,11	4. Solicit funds
2	5. Solicit volunteers
2	6. Hire and fire staff
8,9,10	7. Interpret Project Matthew program to community and others

Table 13 (con't)

MATCHING PART	LIST OF ACTIVITIES
1,9	8. Talk to admissions officers and college presidents about scholarships
1,9	9. Talk to trade schools and employers
1,3,4	10. Negotiation with Veterans Administration
4	11. Search for materials, esp. in reading
3,6,8,11	12. Negotiate with Hartford Board of Ed. re funding, etc.
2,4	13. Hold staff meetings
1,2,10	14. Participate in rap sessions
1,2,12	15. Troubleshoot
1,7	16. Counsel
3,6,8,12	17. Prepare reports

All activities were related to at least one part as identified by the first priority decision-maker. The Part of the enterprise #5, "site" did not have any activities associated with it. The first priority decision-maker felt that "site" was related in part to the budget and to funding, consequently it remained on the parts lists and no activities were added for it.

At this point the first priority decision-maker was frustrated in an attempt to understand just what the Parts Process was all about. Steps 4 and 5 were not accomplished and the Parts Process was discontinued

On the basis of the difficulties encountered with the first priority decision-maker, the Parts Process was not attempted for

the other decision-makers. The result of the cessation of activities within the Parts Process was that negative answers accrue to the questions: Will the decision-maker prioritize parts?; Will the parts be broken down into subparts?; After the Test of Completeness for subparts, will the decision-maker make changes in the list?

Phase III - Interpretation of the Parts Process for the First
Priority Decision-Maker (Project Director)

Interpretation of the results of the Parts Process tend to follow similar interpretations of the field test results up to this point. The case to be used still remains a clear and facile decision. Had the first priority decision-maker been other than an individual, however, the Methodology would not have been applicable since other cases have not yet been developed.

Failure to assign resources to activities jeopardized the completion of the steps in the most efficient and equitable manner. This failure prevented the evaluator from scheduling intelligently and determining a specific estimated time for completion of the activity.

Asking the first priority decision-maker to list the conceptual components took the decision-maker once again outside the everyday terminology normally encountered. Even the evaluator had difficulty in transcending from Parts to Components. This is an atypical problem of the Methodology--the difficult terminology for this field setting. It is evident that much evaluator input was necessary in order to procreate a response. This additional stimulus failed to follow the prescribed methodological caution to avoid ending up with the evaluator's conceived parts rather than those of the decision-maker. The list of parts generated indicates a failure, coupled to that mentioned above,

to grasp what a true program part or component is. A program planned in advance with the aid of a sophisticated management plan may have precipitated a better list. Project Matthew was put together as a total program with the various parts falling in somewhat unconsciously. It must be noted also in passing how closely the parts list compares to the list of resources. It appears to the evaluator that they should be vastly different lists since they serve different purposes.

Inputs, Interfaces and Outputs are new terms in the vocabulary of the first priority decision-maker. This again contributed to the difficulty to grasp the terminology used in the Methodology. The Methodology does not provide sufficient explanation of these terms, for the evaluator was unable to give the necessary kinds of directions. Until more specific definitions and directions are provided on factors in the analysis of organization the Test of Completeness is inadequate. Students no doubt constitute an Input because they are required before the enterprise begins. But students are needed during the process of the enterprise or it does not accomplish its objectives. Should there not be therefore a category called Processes? To which would students then be assigned? Perhaps to both. In like manner, evaluation should or could be both an Input and a Process as well as an Output. The category for Interfaces would then be eliminated.

The inability to give operational responses to the steps of the Methodology probably led to frustration on the part of the

first priority decision-maker which in turn contributed to the decision not to pursue the Test of Completeness to its necessary conclusion. Disillusionment too, with the requirements of the Parts Process including the inability to understand its purpose led to rejection by "others" causing another Test of Completeness to remain unperformed.

There was no difficulty in matching parts with activities except that the purpose for the activity was not clear. As a Test of Completeness the exercise was not effective since only one part, "site" had no activities associated. No change was made since a change would have been concerned with the activities and not with Parts. No directions were provided for returning to Phase II for addition or deletion of items.

Had the evaluator been given the task of evaluating only one part of the enterprise, this Phase would likely have been much more productive. If the Staff alone was to be evaluated, then all activities and goals not relating directly to staff would have been discarded. Had this been only an evaluation of Project Matthew's total program and not a field test of the Methodology, the evaluator would probably have chosen not to perform Phase III. The implementation of the Parts Process did not provide an ordered list of parts for the enterprise.

Phase IV - Results of the Operationalization of Goals for the First Priority Decision-Maker (Project Director)

Having completed the Parts Process for the first priority decision-maker identified during the Negotiation of the Contract, the evaluator turned to the step of the Methodology called "Operationalization of Goals for Each Decision-Maker." The purpose of this phase of the field test was to identify specific observable behaviors which emanate from those goals which are 'fuzzy,' i.e. not readily observable." The broad question asked of the phase therefore, was: Will Phase IV identify specific observable behavior emanate from those goals which are fuzzy?

The implementation of the Goals Process earlier produced the following top priority goals of the first priority decision-maker:

LIST IV-1

Top Four Priority Goals of the First Priority Decision-Maker

1. Get a lot of money
2. Acquire more adequate facilities
3. Acquire innovative teaching methods
4. Develop improved self-image

The presence of List IV-1 allows a positive answer for the question: Will the goal to be operationalized be identified?

In Step 2 the evaluator found it extremely difficult to

get desired responses from the first priority decision-maker. There was difficulty in creating the hypothetical situation and a tendency to talk about what was observed rather than to write it down. As soon as the first priority decision-maker got to the point where she was ready to write down the observed dimensions, judgements were made so that they were no longer part of the hypothetical situation perceived. In addition, the process seemed tiring and the need to keep focused on the hypothetical situation was thwarted by real environmental images as well as mental images of things to be done.

It should be noted here that immediately before the start of this exercise, the evaluator took time out to ask the first priority decision-maker if the priority order of the goals was still acceptable. With the answer in the affirmative, the Methodology was pursued to the next step.

The first priority decision-maker created a hypothetical Street Academy which had "alot of money" and in which the goal existed at 100% of its capability.

This situation, which was created after a great deal of prodding by the evaluator, was a suggestion of the evaluator rather than the first priority decision-maker. Upon observing the situation, the first priority decision-maker proceeded to write down the following:

List IV-2First Level Breakdown of Goals of the
First Priority Decision-Maker

1. Adequate physical plant
2. Permanent and adequate funding
3. Public relations
4. Sufficient staff
5. Director isn't running around looking for funds
6. 8 to 1 student:staff ratio
7. Good innovative materials
8. 120 students in one facility
9. Day and evening program serving an equal number of students (120).
10. Audio-visual equipment (all kinds)

The presence of the above list permits a yes answer for the question: Will a positive list of dimensions be provided after the first level breakdown? The first priority decision-maker recreated the hypothetical situation for Step 3 and imagined that the goal was completely absent. The evaluator made certain that the step was understood before the first priority decision-maker wrote down the following things, which were perceived as the "way things are at Project Matthew."

List IV-3Second Level Breakdown of Goals of the
First Priority Decision-Maker

1. No permanent funding source

2. Weak temporary funding source
3. In existence on a shoestring
4. Inadequate facilities
5. Crowded classes
6. Inadequate staff
7. Need for in-service training sessions for staff
8. Reliance on volunteers

The list allows an affirmative answer to the question: Will a negative list of dimensions be provided after the second level break-down? At this point, it became apparant that the Methodology did not provide instruction on the review of the results of the second level of breakdown. The evaluator therefore, asked the first priority decision-maker to review the second level breakdown results to determine if it suggested dimensions which could be transferred to the first breakdown list. The result of the extra-methodological step was to take dimension #7, "Need for in-service training sessions for staff," from the second level breakdown list and add it to the first level list as #11, "In-service training sessions for staff." All other dimensions from the second level breakdown were rejected because their counterparts were already present in the first level breakdown.

For Step 4, the first Test of Completeness, the evaluator asked a volunteer graduate student at the Academy to operationalize

the goal in question. Although the Methodology calls for three or four "others" to go through Step 1, 2, and 3; no "others" were available. The following list was produced:

LIST IV-4

First Level Breakdown of Goal by Selected Other

1. Document program
2. Provide research data
3. Advertize
4. Graduate 50 students
5. Permanent funding
6. Linkage with several agencies
7. Good contact with universities & trade schools
8. Building meets fire codes and other regulations
9. Well paid staff (above \$9,000)

LIST IV-5

Second Level Breakdown of Goal by Selected Other

1. Inadequate facilities
2. Inadequate materials
3. Few Graduates
4. Inadequate direction

Upon consideration of the list coming from the selected "other" the following were added by the first priority decision-maker:

LIST IV-6First Additions to Original List of the
First Priority Decision-Maker

1. Documentation
2. Provide research data
3. Alot of students graduating (100 per year)
4. Linkage with several agencies, including colleges, universities, trade schools, employers, etc.
5. Facilities meet fire, health and other codes
6. Well paid staff (all above \$9,000 per year)

Two items were rejected:

1. Advertise (public relations already appeared in first level breakdown)
2. Permanent funding (the same item appeared in first level breakdown)

Nothing was retained from the second level. Each item generated by the selected "other" was examined for suggestions which might yield additions to the original list. As a result it is clear that the question: Will the decision-maker make changes after the first Test of Completeness deserves a yes in answer.

For the second test of completeness, Step 5, the first priority decision-maker recreated the hypothetical situation and imagined that the goal existed, observed once again, considered the observations and wrote down the following:

LIST IV-7Second Additions to Original List of the
First Priority Decision-Maker

1. Follow-up evaluation of graduates
2. Carpeted floors
3. A relaxed atmosphere

The question: Will the decision-maker make changes after the second Test of Completeness gets an affirmative answer.

For the third Test of Completeness, Step 6, the first priority decision-maker created a personal situation in the mind without difficulty, observed the situation and wrote down the following observed dimensions:

LIST IV-8Third Level Breakdown for the
First Priority Decision-Maker

1. Attending medical school
2. Children's education provided for
3. Vacations
4. Doing alot of reading
5. Having domestic help
6. Luxuries - nice car
7. Nice clothes

After considering the implications of the dimensions for the goal in question, the following were added to the original list:

LIST IV-9

Third Addition to the Original List of the
First Priority Decision-Maker

Doctor for Academy

Staff vacations

Good reading program

Maintenance

Transportation for students

The above list indicates that a positive answer can be assigned to the question: Will the decision-maker make changes after the third Test of Completeness?

Although the evaluator found several dimensions from the operationalized list which needed further breakdown, the first priority decision-maker did not wish to pursue the matter further. The decision was made that further breakdown was necessary making the answer to the question: Will the determination of whether further steps are necessary be made, a positive one.

The evaluator determined that resources for this Phase of the Methodology had been virtually exhausted. These resources included the unwillingness of the first priority decision-maker to perform the necessary steps. The operationalization of the first priority goal was discontinued.

In Step 8, attempts were made to operationalize the second priority and third priority goals without success. With respect to the fourth priority goal, the following first level breakdown was all that could be gleaned:

LIST IV-10

First Level Breakdown for the Second Goal
"Create improved self-image"

1. Working on subject matter
2. Attentive
3. Performs well
4. Prepared
5. Do homework
6. Responds well
7. Tries hard
8. Poised
9. Speech and diction improved
10. Confident
11. Having determination and will

The Fortune/Hutchinson Evaluation Methodology theoretically allows certain alternatives to the step-wise Methodological process, when such alternatives are warranted. Consequently, a discussion was held with the first priority decision-maker to determine if a surrogate could be used for the purpose of continuing the operationalization process. In view of the fact that

resources of the first priority decision-maker had been expended, it was agreed that someone else should perform further levels of operationalization and that the results would be reviewed by the first priority decision-maker. It was also agreed that with respect to the resources remaining, information should only be reported on the first priority goal of the first priority decision-maker.

Several attempts were made to obtain the necessary time--two or three hours were requested--from someone as close as possible to the enterprise. Finally, a subject who was familiar with Project Matthew and similar enterprises and who was of the same sex as the first priority decision-maker agreed to undertake this activity.

The surrogate first priority-decision maker responded to a request for prioritization of the dimensions observed by the first priority decision-maker in the first attempt to operationalize the goals with the following:

TABLE 16
Prioritization of Dimensions of the First Priority Goal

DIMENSIONS	I*	R	S	F
Adequate physical plant	2.5	4.0	6.5	3.0
Permanent & adequate funding - director not looking for funds	1.0	1.0	2.0	1.0
Public Relations	15.0	2.0	17.0	10.0
Sufficient staff	4.0	11.0	15.0	7.0
8 to 1 student:staff ratio	7.0	14.0	21.0	13.0
Good innovative materials	9.0	8.0	17.0	11.0
120 students in one facility	7.5	15.0	22.5	14.0
Day & evening program - @120	14.0	16.0	30.0	19.0
Audio-visual equipment	13.0	17.0	30.0	18.0
In-service training for staff	5.0	9.0	14.0	6.0
Documentation of program	11.0	5.0	16.0	9.0
Provide research data	18.0	6.0	24.0	15.0
Alot of students graduating - 100 per year	16.0	12.0	28.0	17.0
Linkages with agencies - colleges, universities, trade schools, employers, etc.	3.0	3.0	6.0	2.0
Facilities meet fire, health and other codes	2.0	4.5	6.5	4.0
Well paid staff (abv. \$9,000/yr.)	6.0	21.0	27.0	16.0
Follow-up evaluation of grads.	17.0	13.0	30.0	20.0
Carpeted floors	20.0	18.0	38.0	22.0
Relaxed atmosphere	10.0	10.0	20.0	12.0
Doctor for academy	19.0	20.0	39.0	23.0
Staff vacations	21.0	19.0	40.0	24.0
Good reading program	8.0	7.0	15.0	8.0
Maintenance	2.5	4.5	7.0	5.0
Transportation for students	12.0	22.0	34.0	21.0

*I-Importance, R-Risk, S-Sum, F-Final priority

A Table showing the source and priority of the results of the Operationalization Process follows:

TABLE 17

Sources and Priority of Dimensions of the Goal:
Get A lot Of Money

DIMENSION	PRIORITY	SOURCE
Permanent and adequate funding	1	First level breakdown
Linkage with several agencies	2	First Test of Completeness
Adequate physical plant	3	First level breakdown
Facilities meet fire, health, other codes	4	First Test of Completeness
Maintenance	5	Third Test of Completeness
In-service training-staff	6	Second level breakdown
Sufficient staff	7	First level breakdown
Good reading program	8	Third Test of Completeness
Documentation of program	9	First Test of Completeness
Public relations	10	First level breakdown
Good innovative material	11	First level breakdown
Relaxed atmosphere	12	Second Test of Completeness
8 to 1 student:staff ratio	13	First level breakdown
120 students in one facility	14	First level breakdown
Provide research data	15	First Test of Completeness
Well paid staff	16	First Test of Completeness
A lot of students graduating	17	First Test of Completeness
Audio-visual equipment	18	First level breakdown
Day & evening program	19	First level breakdown
Follow-up evaluation of graduates	20	Second Test of Completeness
Trans. for students	21	Third Test of Completeness
Carpeted floors	22	Second Test of Completeness
Doctor for Academy	23	Third Test of Completeness
Staff vacations	24	Third Test of Completeness

TABLE 17 indicates that Tests of Completeness contributed fourteen dimensions to the operationalization of the goal, "Get alot of money." Fourteen dimensions represent 58.3% of the total dimensions. The Tests of Completeness were highly successful, therefore, in contributing to the final list of dimensions. Test of Completeness also accounted for 50% of the first six top priority dimensions. The First Test of Completeness was the most valuable, accounting for 42.9% of the total Test of Completeness contributors. The Third Test of Completeness was next most valuable with 35.7% of the contributions. However, the highest priority dimension resulting from the Third Test of Completeness was 5, whereas the First Test was responsible for the second priority dimension. The Second Test of Completeness made possible only 21.4% of the Test of Completeness dimensions and held a priority no higher than twelve.

In Step 2, the number one priority dimension emerged as "permanent and adequate funding." First level breakdown of that dimension upon observation of a hypothetical situation in which the dimension existed 100% revealed the following:

List IV-11

First Level Breakdown of First Priority Dimension of
First Priority Goal

1. Large bank balance
2. Director O.K.'s expenditures
3. Up-to-date books for every student

4. Latest teaching materials
5. More staff having advanced degrees
6. More students enrolled
7. On-going evaluation subsystem
8. Language instruction
9. Community services

In Step 3, the dimensions observed for a second-level breakdown, in which the goal is absent were as follows:

List IV-12

Second Level Breakdown of First Priority Dimension of
First Priority Goal

1. Planning on a yearly basis
2. Only basic texts available to students
3. No audio-visual equipment
4. Small number of students enrolled
5. Creaking floors
6. People in community and city agencies, etc. don't know about program
7. No follow-up services for students
8. Building accessable only during school hours
9. No recreational facilities
10. Teachers have no local in-service training
11. Poorly paid staff
12. No linkage with school system - program cut off

From the second level breakdown, all dimensions were reworded so that they appeared in a positive sense and added to the first level breakdown. The result was an expanded list containing the following additions:

List IV-13

Addition of Second Level Breakdown Dimensions to
First Level Dimensions

1. Planning for more than one year
2. Library
3. Audio-visual equipment
4. Carpeted floors
5. Publicity
6. Follow-up service for students
7. Building accessible on a twenty four hour basis
8. Building has recreational facilities
9. In-service training for teachers on site
10. Staff well paid
11. Linkage with school system

The fourth dimension of the second level breakdown, List IV-12, "small number of students enrolled" was rejected as the first level breakdown contained the dimensions, "more students enrolled."

The Test of Completeness required by Step 4 was not performed since no significant "others" were available.

In Step 5, the hypothetical situation in which the goal exists 100% was again reconsidered and the following dimensions added:

List IV-14

Second Addition of Dimensions to First Breakdown List

1. Staff for funding work
2. Science equipment
3. Teacher and student exchange program with other Street Academies
4. Outside speakers
5. Monthly stipends for students
6. Scholarships and interest free loans available to students

The Third Test of Completeness as required in Step 6 produced several dimensions which at first appeared to have nothing to do with the goal in question. The hypothetical situation created by the surrogate first priority decision-maker was a shopping trip and the dimensions observed were:

List IV-15

Third Level Breakdown of First Priority Dimension
Of First Priority Goal

1. Drive to store
2. Hassle with kids as usual - bad case of the gimme's
3. Can't find what I want, as usual - can't find anybody who knows either.

4. Finally learn A & P doesn't have frozen Spanish omelet, must go to Stop and Shop
5. Take kids to lunch - they don't eat as usual
6. Return home with six bags of groceries

Upon consideration of the implications of the Third Test of Completeness dimensions, it was noted that they did in fact suggest things which had something to do with the goal being operationalized. The ingenious transference of dimensions was as follows:

List IV-16

Addition of Third Level Breakdown Dimensions
to First Level List

1. Bus for school
2. Ombudsman for school and community
3. Bilingual teacher
4. Free lunch for students
5. Baby sitting service for students with children

A majority of the dimensions indicated in the second attempt to operationalize the goal "get alot of money" still remained in the fuzzy domain. These therefore underwent another attempt; and in some cases, a fourth and fifth attempt, to operationalize. The dimensions considered operational and consequently exempt from a third attempt to operationalize were:

List IV-17Operational Dimensions not in need of Further Breakdown

1. Bus for school
2. Free lunch for students
3. Carpeted floors
4. Building accessible on a twenty four hour basis
5. Teacher and student exchange program with other Street Academies
6. Baby sitting service for students with children

Rather than report in a step-wise manner on the ensuing attempts to operationalize, the results of all steps are reported below:

List IV-18Operationalized Breakdown of Dimensions of the First Priority Goal for the First Priority Decision-Maker

1. Large bank balance
 - a. money enough to cover monthly expenses
 - b. 10% of that to cover monthly extingencies
 - c. money arrives from source at predetermined time
 - d. money arrives from source in predetermined amount
 - e. bank account for enterprise only
2. Director O.K.'s expenditures
 - a. funding source does not have say in expenditures after proposal is accepted
 - b. Urban League does not have say in expenditures within guidelines
 - c. Director reports monthly expenditures
 - d. fiscal controller on staff directly responsible to director

3. Up-to-date books for every student
 - a. all books published late 60's or early 70's
 - b. majority of books dealing with black experience
 - c. all books reviewed by staff and director for relevancy
 - d. at least one of each required text per student
4. Latest teaching materials
 - a. programmed instruction materials
 - b. individually prescribed materials
 - c. arrangements with publishers for complimentary new materials, newsletters and monographs
5. More staff having advanced degrees
 - a. 50% of teachers holding MA or better
 - b. all staff engaged in formal study, including in-service
6. More students enrolled
 - a. 120 students in program
 - b. 80% attending regularly
7. On-going evaluation subsystem
 - a. staff for evaluation
 - b. evaluation feedback
 - c. information utilization
8. Language instruction
 - a. English
 - b. foreign languages
9. Community services
 - a. clothing exchange
 - b. Coop food center
 - c. cultural events
 - d. health information
 1. birth control
 2. family planning
 3. drug abuse
 - e. community clean-up drives

10. Planning for more than one year
 - a. written projected plans
 - b. proposals for implementation
11. Library
 - a. 50 books per student
 - b. all required texts
 - c. related readings
 - d. journals
 - e. magazines
 - f. general interest materials
12. Audio-visual equipment
 - a. 1 Cassette recorder per five students
 - b. 1 VTR per thirty students
 - c. 1 TV per thirty students
 - d. 1 still camera per five students
 - e. 1 8mm. movie camera per ten students
 - f. 1 overhead projector per fifteen students
 - g. 1 slide projector per fifteen students
 - h. 1 record player per fifteen students
 - i. 1 8mm. projector
 - j. 1 16mm. projector
 - k. assorted maps, globes, posters
13. Carpeted floors
14. Publicity
 - a. staff member in charge
 - b. bi-weekly newsletter
 - c. posters up in community stores
 - d. news releases
 - e. speech preparation
15. Follow-up services for students
 - a. up-to-date listings of jobs
 - b. contact with employers
 - c. person on staff responsible for keeping up-to-date on activities of graduates
16. Building accessible on a twenty four hour basis

17. Building has recreational facilities
 - a. board games
 1. chess
 2. checkers
 3. cards
 4. monopoly, etc.
 - b. gymnastics
 - c. basketball
 - d. karate-judo
18. In-service training for teachers
 - a. training related to immediate teacher needs
 - b. training related to immediate student needs
 - c. weekly schedule
 - d. college credit for participation
19. Staff well paid
 - a. higher than local public schools
 - b. employee benefits, health plan
 - c. yearly vacation period
20. Linkage with school system
 - a. use of school materials
 - b. money for students referred
 - c. recognized diplomas
21. Staff for funding work
 - a. proposal writer
 - b. negotiator
 - c. connections with federal, state, local and private agencies
22. Science equipment
 - a. test tubes
 - b. bunsen burners
 - c. models
 - d. various substances
 - e. slides
 - f. microscopes
23. Teacher and students exchange program with other Street Academies.

24. Outside speakers
 - a. invited speakers once a month
 - b. speakers from business
 - c. speakers from colleges
 - d. speakers from schools
 - e. speakers on cultural topics
 - f. speakers from foreign countries
25. Monthly stipends for students
 - a. \$50.00 per month
 - b. subscription to medical plan
26. Scholarships and interest free loans available to students
 - a. scholarships to colleges and trade schools
 - b. loans for emergencies and college or trade school training
27. Bus for school
28. Ombudsman for school and community
 - a. maintain good communications between school and community
 - b. help students and community make contact with proper local, state, federal agencies
29. Bilingual teacher
 - a. in all areas (subjects)
 - b. at least English/spanish
30. Free lunch for students
31. Baby sitting service for students with children

The result of the first priority decision-makers response to the dimensions generated by the surrogate decision-maker was that the dimensions appeared to be in keeping with her own thoughts and no additions or deletions were made to the surrogate's list.

Phase IV - Interpretation of the Operationalization of Goals of the First Priority Decision-Maker (Project Director)

The first priority decision-maker had difficulty in creating a hypothetical situation in order to begin the operationalization of the first priority goal. This problem arose even though the first priority decision-maker had had some exposure in this process. The goal to be operationalized, "get alot of money," was an extremely difficult one and no lack of ability should be accorded to the decision-maker. What the first priority decision-maker succeeded in writing down as observed dimensions were felt needs and goals which were absent from the present and real facility. In other words, the ideal dream of the decision-maker was created through the hypothetical situation. The weakness identified by the evaluator in that the Methodology did not say what should be done with the second level breakdown of Step 3 was confounded by the evaluator's intrusion of an unintended test. The extra-methodological step yielded one change in the dimensions observed. The Test of Completeness in Step 4 was a good one, providing six additional dimensions. The Second and Third Test of Completeness were likewise useful in adding dimensions.

The Methodology does not provide for a surrogate decision-maker on paper. It is however, an implied procedure which again the evaluator interjected. The use of a surrogate decision-maker rejuvenated the field test. The knowledge of the surrogate con-

cerning the Methodology helped to make the procedure a very fruitful and exciting one.

Obviously, the goal operationalized, "get alot of money," as mentioned earlier, was a difficult one for which to create a hypothetical situation. It is a complicated goal and the fact that the first priority decision-maker got as far as one attempt to operationalize attests to the significance of the procedure.

Finally, the Phase was able to provide an ordered list of specific observable behaviors which emanated from the first priority goal of the first priority decision-maker.

Phase IV - Results of the Operationalization of Goals for the
Second Priority Decision-Maker (Community Renewal
Team)

The process of the Operationalization of Goals for the second priority decision-maker was initiated with a great deal of difficulty resulting from the problems associated with creating a hypothetical situation.

For Step 1, the first goal to be operationalized, as identified by the Goals Process, was "a program funded under the school system." The presence of the goal allows a yes answer to the question: Will the goal to be operationalized be identified?

In Step 2, the second priority decision-maker created a hypothetical situation in which the goal existed 100%. The dimensions observed were as follows:

List IV-19

First Level Breakdown of Goals
of the Second Priority Decision-Maker

1. Working closely with school system
2. Program taking classes into public schools gradually
3. Program producing changes in school system
4. Dialogue between school system and program
5. Program has someone on school board
6. Administrative tie with school system
7. Political tie with school system
8. Program has ties in the community

9. Autonomous group
10. Special neighborhood interest
11. Open community involvement
12. Pressure school into working relationship
13. Better facilities
14. Implement improvement in staff

These positive dimensions indicate that the question: Will a list of positive dimensions be provided after the first level breakdown, deserves a positive answer.

When the evaluator explained that the purpose of operationalization was to break each goal down into observable dimensions and that further breakdowns were necessary, the second priority decision-maker declined to proceed. The Operationalization of Goals for the second priority decision-maker was discontinued at this point. Having failed to provide an answer to all but three of the questions raised about the phase a negative answer also accrues to the broad question: Will an ordered list of specific observable behaviors which emanate from those goals which are fuzzy be provided?

Phase IV - Interpretation of the Operationalization of Goals for the Second Priority Decision-Maker (Community Renewal Team)

The operationalization of goals for the second priority decision-maker results in a further indication of Methodological problems in getting the decision-maker to create a hypothetical situation in which observable behaviors can be identified. The items observed, once the second priority decision-maker had created a hypothetical situation exhibit extreme overlapping.

Although the second priority decision-maker failed to complete the activity, several dimensions observed were accompanied by other dimensions which tend to show a tropism towards operationalizing the first. For example, the dimension "Working close with school system" could begin to be broken down into observable dimensions through a)"taking classes into public schools," b)"political tie with school system," and c)"program has someone on school board." The fact that no further operationalization was performed suggests that within the time available and the distance of the second priority decision-maker from Project Matthew, the Methodology required too much thought and attention to detail. In addition, of all the decision-makers, the second priority decision-maker likely had the least emotional commitment to Project Matthew and hence the least amount of patience with and interest in the Methodology.

Phase IV - Results of the Operationalization of Goals for the
Third Priority Decision-Maker (Project Staff)

No attempt was made to operationalize the goals of the third priority decision-maker because of their reluctance and resultant loss of the resource, time.

With respect to the third priority decision-maker all of the questions applied to the processes received negative answers.

Phase IV - Results of the Operationalization of Goals for the Fourth Priority Decision-Maker (Students)

The fourth priority decision-maker agreed to operationalize some of their goals and the results are reported herein.

The first goal to be operationalized as identified during the implementation of the Goals Process for the fourth priority decision-maker was "Get GED." The presence of the goal allows a yes answer to the question: Will the goal to be operationalized be identified?

In Step 2, the students had considerable less difficulty in creating a hypothetical situation than did the other decision-makers. During the Operationalization of Goals, as in the Goals Process, the students were eating lunch which distracted them somewhat from the entire process. The fourth priority decision-maker was also suspicious of the evaluator making it necessary for him to spend some time explaining his motives. After a necessary warm-up time, the fourth priority decision-maker imagined a hypothetical situation, imagined that the goal "Get GED" existed 100%, observed the situation and committed the following to paper:

LIST IV-20

First Level Breakdown of Goals of the Fourth Priority Decision-Maker

1. Doing something related to school work
2. Studying math
3. Studying english

4. Studying history
5. Wanting to go to college
6. Open discussions
7. Teacher leads $\frac{1}{2}$ of the time
8. Few books
9. Windows
10. Doors
11. Self-Esteem
12. Good lighting
13. Tired of taking everybody's shit (employees etc.)
14. Helping each other

The above list causes the answer to the question: Will a list of positive dimensions be provided after the first level breakdown, to be affirmative.

In Step 3 the hypothetical situation was recreated but with the goal "Get GED" not in existence. The following dimensions were observed:

LIST IV-21

Second Level Breakdown of Goals of the
Fourth Priority Decision-Maker

1. finger-popping
2. talking
3. cutting down
4. screaming
5. swearing

6. its a playroom
7. windows
8. doors
9. entering late
10. leaving early

The question: Will a list of negative dimensions be provided after the second level breakdown, was answered positively. An inspection of the results of the second level breakdown suggested the following additions to the first level breakdown:

LIST IV-22

First Additions to Original List of the
Fourth Priority Decision-Maker

1. paying attention
2. serious about work

All of the dimensions from the second level breakdown were considered to be covered by the addition of the above two items.

In Step 4 no selected "others" were used for the first Test of Completeness. Instead, several students having lunch close to the evaluator gave their input from time to time in order to provide the above dimensions. The fourth priority decision-maker made the motions requested for Step 5, but upon reexamining the hypothetical situation in which the goal existed 100%, could not come up with any new observations. Step 6 was not pursued since the time for lunch was limited and students left the building

immediately after school, to go to jobs or home to children. Will changes be made after the first Test of Completeness was answered negatively.

When the evaluator met next with the students, the fourth priority decision-maker decided that they wanted to attempt to operationalize another goal instead of concentrating on finishing the one already started.

The second prioritized goal of the fourth priority decision-maker was "Improve English class." The presence of the goal allows a positive answer to the question: Will the goal to be operationalized be identified? A hypothetical situation was created for Step 2 in which the goal existed 100% and the following dimensions were observed:

LIST IV-23

First Level Breakdown of the Second Goal
"Improve English Class"

1. paying attention
2. understanding teacher
3. teacher talking
4. teacher explaining
5. books
6. students talking to class

A positive answer was given to the question: Will a list of positive dimensions be provided after the first level breakdown?

For the second level breakdown, Step 3, the fourth priority decision-maker imagined a situation where the goal did not exist at all and wrote down the following:

LIST IV-24

Second Level Breakdown for the Second Goal
"Improve English Class"

1. no attention
2. sleeping
3. talking to friends
4. day is lost
5. bored
6. don't understand
7. joking
8. teacher off subject

The presence of the list allows a yes answer to the question: Will a list of negative dimensions be provided after the second level breakdown? As the result of the inspection of the second level breakdown, the following were added to the first level breakdown:

LIST IV-25

First Additions to Original List for the Second Goal
"Improve English Class"

1. teacher teaches english
2. students awake and alive
3. day is useful

Changes were made in dimensions hence, a positive answer was provided for the question: Will changes be made after the first Test of Completeness? The other dimensions from the second level breakdown were rejected.

The Operationalization of Goals was discontinued at this point as the students said that the evaluator had what he wanted. During a subsequent luncheon, the evaluator approached the fourth priority decision-maker to operationalize the third priority goal "Help to go to college." A start was made and the results of the first level breakdown yielded the following:

LIST IV-26

First Level Breakdown for the Third Goal
"Help to go to College"

1. talking to you
2. help to get scholarships
3. asking what you want to take up
4. telling where colleges are
5. helping to chose one
6. talking to college people
7. introducing students to college people

The list allows a positive answer to the question: Will a list of positive dimensions be provided after the first level breakdown?

The results of the second level breakdown are:

LIST IV-27Second Level Breakdown for the Third Goal
"Help to go to College"

1. telling about instead of showing
2. telling what they want you to do
3. won't talk about finances
4. be on own

The above list allows a positive answer to the question: Will a list of negative dimensions be provided after the second level breakdown? After an inspection of the second level breakdown, the following were added to the first level list:

LIST IV-28First Additions to the Original List for the Third Goal
"Help to go to College"

1. helping students to set goals
2. discuss finances
3. giving support

The additions indicate a yes answer to the question: Will changes be made after the first Test of Completeness?

At this point, the Operationalization of Goals for the fourth priority decision-maker was discontinued permanently. No determinations were made whether further steps were necessary with regards to operationalization.

Phase IV - Interpretation of the Operationalization of Goals
for the Fourth Priority Decision-Maker (Students)

The fourth priority decision-maker was more amenable to this activity than were the second and third priority decision-makers. Perhaps this is a result of the fact that Phase II and IV were merged considerably for the fourth priority decision-maker and also because they comprised a smaller group than did the third priority decision-maker. As students, the fourth priority decision-maker, is perhaps more accustomed to doing as asked with little questioning of the whys and wherefores.

The dimensions perceived by the fourth priority decision-maker were much more down-to-earth than the others; they freely gave and consequently were less fuzzy in the process. The sample, however, was much too small and despite the fact that it was chosen randomly cannot be said to be representative. The two subjects graduated and were lost for the purposes of the Methodology. The Methodology does not provide steps for generalizing to others and adapting the sample.

The tests of completeness performed were successful in producing additional dimensions. Time was not available and all the steps could not be entirely completed. This activity clearly shows the possibility that the Methodology could be compressed somewhat so that several steps might be accomplished at once.

Phase IV - Results of the Operationalization of Goals Across Decision-Makers

The results of Step 1 across decision-makers were easily accomplished from the prescribed directions. The goals to be operationalized were previously identified during the Goals Process Phase.

All decision-makers for whom Phase IV was attempted, responded to Step 2 by creating a first level breakdown of the goal to be operationalized. The process was simplest for the fourth priority decision-maker and most difficult for the first. The first priority decision-maker produced considerably more dimensions associated with the goal in question than did the other decision-makers for their goals.

In result of Step 3, all decision-makers for whom the process was attempted again responded by creating a second level breakdown. From the second level breakdown, negative dimensions were reworded or changed so that they became positive. At this point the second priority decision-maker failed to continue with the process. The first and fourth decision-makers tried to operationalize other goals without success. Only the first priority decision-maker managed to carry a goal through one entire attempt to operationalize.

In order to continue the Operationalization of Goals and keeping in mind the limited resources, the evaluator chose to use a surrogate decision-maker to continue the process for the first

priority decision-maker. The surrogate decision-maker carried the dimensions originally provided by the first priority decision-maker through several attempts to operationalize. The first priority decision-maker reviewed the final list and agreed that the process was complete and tenable.

None of the decision-makers were fully cooperative during Phase IV.

Phase IV - Interpretation of the Operationalization of Goals
Across Decision-Makers

The Methodology, it appears, had saturated each decision-maker's appetite for it. A sense of "enough" probably caused a great deal of the uncooperativeness. The fourth priority decision-maker may have continued if the time had been available. It is probable that a short training session on the Operationalization of Goals may have been useful in eliciting further responses.

The use of a surrogate decision-maker was an extremely useful activity. Perhaps had time been available, surrogates could have been used for all four decision-makers. Although the first priority decision-maker agreed to the list of dimensions generated by the surrogate, it seems unusual that no changes were made. The agreement that the list was in order may have been another signal that the first priority decision-maker wanted no more involvement with the Methodology.

With respect to the first priority decision-maker, Phase IV did accomplish what it was intended to do but only with the assistance of a surrogate. The Phase was unsuccessful with all other decision-makers.

Phase V - Results of the Development of Observational Techniques
for the First Priority Decision-Maker (Project Director)

As soon as the first priority decision-maker agreed that the total list produced by the surrogate on the operationalization of the first priority goal was acceptable, Phase V of the Methodology was undertaken. The purpose of Phase V, which is Step 8 of the broad Methodological steps, is to develop techniques through which selected goals can be observed.

A total of two days were set aside to complete the development of observational techniques, as required by Step 1 and allowing a positive answer to the question: Will the time and other resources be available? In Step 2, the evaluator decided that a measurement consultant was necessary at least to the point of checking the completeness of the instruments developed and the process used in developing them. This decision suggests a yes answer to the question: Will it be determined if a measurement consultant is necessary? A student from the Center for Educational Research at the University of Massachusetts was chosen for that task.

The first operationalized component for measurement development was identified as "large bank balance." The presence of the component allowed the affirmative answer to the question: Will the component for measurement be identified? All dimensions associated with the goal, "get a lot of money" were scheduled for measurement so that no prioritization was performed. Rather than provide a narrative of the technique devised for each

dimension, the following Table is presented. This Table allows for the identification of the objective, the questions to be asked, the source of information and the instrument to be used. This in effect combines Step 4 and Step 5 of the Phase.

The nature of the operationalized components of the goal in question were considered such that the questions of cost, obtrusiveness, naturalness, validity and field testing were not germane to the situation. This is because the dimensions to be observed were inanimate and ideal observation techniques were possible as long as time was available. Because of these considerations, Steps 6 - 10 were not performed. No Test of Completeness was performed and no changes were made in the recording device. A negative answer was provided for the question: Will changes be made after the Test of Completeness?

The table was prepared and presented to the first priority decision-maker who approved its form for use in gathering information, as required by Step 11. The presence of Table 18 indicates a positive answer to the question: Will the evaluator design the ideal observational technique?

Planning Chart for Observational Techniques

OBJECTIVE	QUESTIONS TO BE ASKED	SOURCE OF INFORMATION	INSTRUMENT TO BE USED
1) To determine if large bank balance exists	a. Is there money enough to cover monthly exp? b. Is there 10% to cover monthly extingencies? c. Does money arrive from source at predetermined time? d. Does money arrive from source at predetermined amount? e. Is there bank account for Project Matthew?	a.b. monthly bank statements & reconciliations c.d.e. administrator	a.b. observation and analysis c.d.e. questionnaire, interview
2) To determine if director OK's expenditures	a. Does funding source have say in expenditures? b. Does Urban League have say in expenditures? c. Does Director report monthly expenditures? d. Is there fiscal controller on staff?	a.b.c.d. administrator	a.b.c.d. questionnaire, interview
3) To determine if there are up-to-date books for every student	a. Are all books published late 60's or early 70's? b. Do majority of books deal with black experience? c. Are all books reviewed by staff and director for relevancy? d. Is there at least one required text for each student?	a.b. library materials c. administrator d. students & administrator	a.b. observation and analysis c.d. questionnaire, interview
4) To determine if program has latest teaching materials	a. Are there programmed instruction materials? b. Are there individually prescribed materials? c. Are there arrangements with pubs. for new materials, newsletters, monographs?	a.b. file containing teaching materials c. administrator	a.b. observation and analysis c. questionnaire, interview

TABLE 18 (con't)

OBJECTIVE	QUESTIONS TO BE ASKED	SOURCE OF INFORMATION	INSTRUMENT TO BE USED
5) To determine if more staff have advanced degrees	a. Do 50% of staff hold MA or better? b. Are all staff members engaged in formal study?	a. personnel file b. staff	a. observation and analysis b. questionnaire, interview
6) To determine if more students are enrolled	a. Are there 120 students in program? b. Do 80% of those attend?	a.b. attendance records	a.b. observation and analysis
7) To determine if there is on-going evaluation subsystem	a. Is there staff for evaluation? b. Is there evaluation feedback? c. Is information utilized?	a.b.c. administrator	a.b.c. questionnaire, interview
8) To determine if there is language instruction	a. Is there an English teacher? b. Are any foreign languages taught?	a.b. administrator	a.b. questionnaire, interview
9) To determine if planning done for more than one year	a. Are there written projected plans? b. Are proposals ready for implementation?	a.b. administrator	a.b. questionnaire, interview

TABLE 18 (con't)

OBJECTIVE	QUESTIONS TO BE ASKED	SOURCE OF INFORMATION	INSTRUMENT TO BE USED
10) To determine if community service is provided	a. Is there a clothing exchange? b. Is there a coop food exchange? c. Are cultural events offered? d. Is health information given on birth control, family planning and drug abuse? e. Are community clean-up drives held?	a.b.c.d.e. administrator	a.b.c.d.e. questionnaire, interview
11) To determine if adequate library exists	a. Are there 50 books per student? b. Are required texts available? c. Are related readings available? d. Are there journals? e. Are there magazines? f. Are there general interest materials?	a.b.c.d.e.f. library	a.b.c.d.e.f. observation & analysis
12) To determine amount & kind of audio visual equip.	a. Is there 1 cassette per 5 students? b. Is there 1 VTR per 30 students? c. Is there 1 TV per 30 students? d. Is there 1 still camera per 5 students? e. Is there 1 8mm camera per 10 students? f. Is there 1 overhead projector per 15 stud.? g. Is there 1 slide projector per 15 students? h. Is there 1 record player per 15 students? i. Is there 1 8mm projector? j. Is there 1 16mm projector? k. Are there assorted maps, globes, posters?	a.b.c.d.e.f. g,h,i,j,k. audio-visual equipment room	a.b.c.d.e.f. g,h,i,j,k. observation & analysis

TABLE 18 (con't)

OBJECTIVE	QUESTIONS TO BE ASKED	SOURCE OF INFORMATION	INSTRUMENT TO BE USED
13) To determine if floors are carpeted	a. Are floors carpeted?	a. floor	a. observation
14) To determine if there are follow-up services for students	a. Are there up-to-date listings of jobs? b. Is contact made with employers? c. Is there a person on staff responsible for keeping up to date on activities of graduates?	a.b.c. administrator	a.b.c. questionnaire, interview
15) To determine if program has publicity	a. Is there a staff member in charge of pub? b. Is there bi-weekly newsletter? c. Are posters up in community stores? d. Are news releases given? e. Is there someone who prepares speeches?	a.b.d.e. administrator c. community stores	a.b.d.e. questionnaire, interview c. observation
16) To determine if bldg. accessible on 24 hr. basis	a. Is building accessible on a 24 hour basis?	a. administrator	a. questionnaire, interview
17) To determine if bldg. has recreational facilities	a. Does program have board games: chess, checkers, cards, monopoly? b. Is there gym equipment? c. Is there basketball equipment? d. Is there instruction in karate & judo?	a. student lounge area b. building c. administrator	a.b. observation c. questionnaire, interview

TABLE 18 (con't)

OBJECTIVE	QUESTIONS TO BE ASKED	SOURCE OF INFORMATION	INSTRUMENT TO BE USED
18) To determine if lunch is provided free	a. Is there free lunch for students?	<u>a.</u> administrator	<u>a.</u> questionnaire, interview
19) To determine if there is in-service for teachers	a. Is there training related to immediate teacher needs? b. Related to immediate student needs? c. Is there a weekly schedule? d. Is college credit given?	<u>a.b.c.d.</u> Teachers	<u>a.b.c.d.</u> questionnaire, interview
20) To determine if staff is well paid	a. Are staff salaries higher than public school b. Are there employee benefits & health plan? c. Are there yearly vacation periods?	<u>a.</u> Project Matthew & pub. school pay schedules <u>b.c.</u> administrator	<u>a.</u> observation & analysis <u>b.c.</u> questionnaire and interview
21) To determine if there is linkage with school system	a. Does Project Matthew use any public school materials? b. Does school system give money for students referred? c. Does school system recognize diplomas?	<u>a.b.c.</u> administrator	<u>a.b.c.</u> questionnaire interview
22) To determine if there is exchange program with other S.A.	a. Is there a student, teacher exchange program with other Street Academies?	<u>a.</u> administrator	<u>a.</u> questionnaire interview

TABLE 18 (con't)

OBJECTIVE	QUESTIONS TO BE ASKED	SOURCE OF INFORMATION	INSTRUMENT TO BE USED
23) To determine if there is staff for funding	a. Is there a proposal writer? b. Is there a negotiator? c. Are there connections maintained with local, state, federal and private agencies?	a.b.c. administrator	a.b.c. questionnaire interview
24) To determine if program has science equip.	a. Are there test tubes? b. Are there bunsen burners? c. Are there models? d. Are there various substances? e. Are there slides? f. Are there microscopes?	a.b.c.d.e.f. science class room	a.b.c.d.e.f. observation
25) To determine if program has outside speakers	a. Are speakers invited once a month? b. Are speakers invited from business? c. Are speakers invited from schools? d. Are speakers invited from colleges? e. Are speakers invited on cultural topics? f. Are speakers from foreign countries invited?	a.b.c.d.e.f. administrator	a.b.c.d.e.f. questionnaire interview
26) To determine if there is monthly stipend	a. Is there a monthly stipend? b. Is there a stipend of \$50 per month? c. Is there subscription to medical plan?	a.b.c. administrator	a.b.c. questionnaire interview
27) To determine if scholarships & loans are available	a. Are scholarships available for college and trade school attendance after graduation? b. Are interest free loans available for post graduate training & emergencies?	a.b. administrator	a.b. questionnaire interview

TABLE 18 (cont)

OBJECTIVE	QUESTIONS TO BE ASKED	SOURCE OF INFORMATION	INSTRUMENT TO BE USED
28) To determine if school has a bus	a. Does Project Matthew have a bus?	a. administrator	a. questionnaire interview
29) To determine if there is an ombudsman for school & community	a. Is there a person who maintains good communications between school and community? b. Is there a person who helps students and community make contact with local, state and federal agencies?	a.b. administrator	a.b. questionnaire interview
30) To determine if there is a bilingual teacher	a. Is there a bilingual teacher in all areas? b. Is there at least an English/Spanish teacher?	a.b. administrator or staff	a.b. questionnaire interview
31) To determine if there is a baby-sitting service for students with children	a. Is baby-sitting service available for students with children?	a. Administrator	a. questionnaire interview

Phase V - Interpretation of the Development of Observational
Techniques for the First Priority Decision-Maker
(Project Director)

Phase V was accomplished without difficulty. Some smoothness obtained perhaps because most of the Phase requires evaluator input independent of decision-makers. When the evaluator has control in this sense, the Methodology does not come up against those who have not yet conceptualized the directional focus.

Because of the nature of the operationalized goal the design of an instrument was relatively easy. Operationalized components did not require observations in classrooms, attitude-achievement measures or raters. The Development of Observational Techniques activities reaffirm the efficacy of operationalizing goals. Once observable dimensions are identified, measurement falls into place more readily. In addition, the problems associated with obtrusiveness, naturalness and validity outside of decision-maker validity were not a major consideration.

The evaluator performed no sampling techniques and failed to indicate the "subjects" to be observed. Close subsequent inspection reveals that books, audio-visual equipment and others should have been considered as subjects.

No prioritization of dimensions was performed in Phase V. The advantage that prioritization would have provided--the relative importance of each dimension to each other for the information of the decision-maker, was lost.

The planning chart developed in Phase V shows several shortcomings. There is no real evidence that the observational techniques were the ideal ones. The assumption that the techniques developed were ideal leads to the question: Compared to what? No alternative techniques were discussed. The Methodology evidently did not provide sufficient directions such that the evaluator could have foreseen some of the problems associated with the planning chart in Table 16. After review of the Table with an individual familiar with the Fortune/Hutchinson Methodology, it was clear that several problems existed. Among the problems, the following appear to be most prominent: Objective 19 was not fully operationalized, neither were Objectives 20 and 22. Further, some objectives such as 18 could have been observed directly rather than subjected to a questionnaire.

It is interesting to note that despite the fact that all of the goals of the first priority decision-maker were not operationalized, the dimensions later associated with the first priority goal closely resembled some of the non-operationalized goals. By way of example, "acquire more adequate facilities" was the second priority goal of the first priority decision-maker which was approximated by dimensions 13 and 17. The third priority goal was also well represented in the dimensions associated with the first priority goal. These results are somewhat in keeping with the results reported by Benedict and McKay (1971).

Despite the problems found to exist in the Observational Techniques the Phase did succeed in accomplishing its purpose.

Phase VI - Results of the Implementation of Measurement for
the First Priority Decision-Maker (Project Director)

The Development of Observational Techniques was continued through Phase VI, The Implementation of Measurement, which is Step 9 of the broad steps of the Methodology.

For Step 1 one day of time was set aside to develop the recording device which grows out of the plan created in Phase V. A positive answer is possible for the question: Will the time and other resources necessary to perform the activities be available? The evaluator determined that no sampling consultant was necessary as suggested in Step 2 since no subjects were to be involved in the measurement and therefore no sampling was required. The answer was positive to the question: Will the determination be made whether or not a sampling consultant is necessary? The observational technique to be implemented was a questionnaire which was administered by the evaluator to administrators and others. The last section of the questionnaire involved the evaluator in certain observations of enterprise phenomena. The recording device developed with respect to Step 4 is shown below.

RECORDING DEVICE FOR COLLECTION OF INFORMATION ON PROJECT MATTHEW

NAME OF DECISION-MAKER _____

NAME OF GOAL _____

NAME OF OPERATIONALIZED COMPONENT _____

PART TO BE EVALUATED _____

METHOD _____

TIME OF OBSERVATION _____
day of week, month, day, year, time of day

Section I - Questionnaire

The following questions are to be asked of selected administrators by the evaluator or designee. They are to be answered by checking either YES or NO.

<u>Corres- ponding Objective</u>		<u>YES</u>	<u>NO</u>
(1)	1. Is there a bank account for Project Matthew alone?	_____	_____
(2)	2. Does the director report monthly expenditures?	_____	_____
(2)	3. Is there a fiscal controller on the staff reporting to director?	_____	_____
(3)	4. Are books reviewed by staff & director for relevancy?	_____	_____
(4)	5. Do you have arrangements with publishers for new materials, newsletters and monographs?	_____	_____
(7)	6. Is there a staff member to carry on evaluation?	_____	_____
(7)	7. Is there evaluation feedback to decision-makers?	_____	_____
(7)	8. Do you utilize information received?	_____	_____
(8)	9. Is there an english teacher?	_____	_____
(9)	10. Are any of the following community services in existence?		
	a. clothing exchange?	_____	_____
	b. coop food center?	_____	_____
	c. cultural events?	_____	_____
	d. health information on birth control, family planning or drug abuse?	_____	_____
	e. community clean up drives	_____	_____

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Corres-
ponding
Objective

		<u>YES</u>	<u>NO</u>
(11)	11. Do you have any written projected plans?	_____	_____
	a. if so, are proposals ready for implementation for coming year?	_____	_____
(14)	12. Do you maintain up-to date listing of jobs?	_____	_____
(14)	13. Do you make contact with employers?	_____	_____
(14)	14. Is there a person on staff responsible for keeping up-to-date on grads?	_____	_____
(15)	15. Is there a staff member in charge of publicity?	_____	_____
(15)	16. Is there a bi-weekly newsletter?	_____	_____
(15)	17. Are news releases given out?	_____	_____
(15)	18. Is there a person in charge of speech preparation	_____	_____
(17)	19. Do you offer instruction in a. karate? b. judo?	_____	_____
(18)	20. Are students given free lunches?	_____	_____
(21)	21. Does public school give money for students referred?	_____	_____
(21)	22. Does school system recognize Project Matthew diplomas?	_____	_____
(22)	23. Is there an exchange program with other Street Academies?	_____	_____
(23)	24. Do you have a proposal writer?	_____	_____
(23)	25. Do you have a negotiator?	_____	_____

Section I - Questionnaire - page 3

Corres-
ponding
Objective

		<u>YES</u>	<u>NO</u>
(23)	26. Do you maintain connections with: a. private agencies? b. local agencies? c. state agencies? d. federal agencies?	_____ _____ _____ _____	_____ _____ _____ _____
(25)	27. Do you have speakers from any of the following areas: a. business b. colleges c. other schools d. on cultural topics e. from foreign countries	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
(26)	28. Do students receive a monthly stipend? a. if yes, is the stipend \$50/mo?	_____ _____	_____ _____
(26)	29. Is there a subscription to a medical plan for students?	_____	_____
(27)	30. Are scholarships given to students for college and trade school?	_____	_____
(27)	31. Are there interest free loans for: a. emergencies? b. Post-graduate training?	_____ _____	_____ _____
(28)	32. Does Project Matthew have a bus?	_____	_____
(29)	33. Is there a person who maintains good communications between school and community?	_____	_____
(29)	34. Is there a person who helps students & community make contact with local, state, federal agencies?	_____	_____
(30)	35. Does Project Matthew have a bilingual teacher in English & Spanish?	_____	_____
(30)	36. Is there a bilingual teacher in all subjects?	_____	_____

Section I - Questionnaire - page 4Corres-
ponding
Objective

- | | <u>YES</u> | <u>NO</u> |
|--|------------|-----------|
| (31) 37. Are baby sitting services available? | _____ | _____ |
| a. If no, do you allow students
to bring children to class? | _____ | _____ |

Section IIA - Questionnaire

The following questions are to be asked of selected administrators by the evaluator or designee. They are to be completed by answering YES or NO and by giving brief descriptions when necessary.

Corres-
ponding
Objective

- | | | <u>YES</u> | <u>NO</u> |
|-----|--|------------|-----------|
| (1) | 1. Does money arrive from source at predetermined time?
a. If no, fill in blanks below
money should arrive _____

money actually arrived _____
_____ | _____ | _____ |
| (1) | 2. Does money arrive from source in pre-determined amount?
a. If no, fill in blanks below
Amount should have been _____

Amount actually was _____
_____ | _____ | _____ |
| (2) | 3. Does funding source have say in expenditures?
a. If yes, to what extent?

_____ | _____ | _____ |
| (2) | 4. Does Urban League have say in expenditures?
_____ | _____ | _____ |

Section IIA - Questionnaire - page 2

Corres-
ponding
Objective

		<u>YES</u>	<u>NO</u>
	a. If yes, to what extent? _____ _____		
(3)	5. Is there at least one required text per student? a. if no, what is the ratio? _____	---	---
(8)	6. Are any foreign languages taught? a. If yes, which? _____ _____	---	---
(16)	7. Is building accessable on a 24 hour basis? a. If no, for what part of day is building open? _____	---	---
(20)	8. Are there employee benefits and a health plan? a. If yes, what benefits? _____ _____	---	---
(20)	9. Are there yearly vacation periods? a. If yes, what is the period? _____	---	---
(21)	10. Does Project Matthew use any public school materials? a. If yes, what materials? _____ _____	---	---

Section IIA - Questionnaire - page 3Corres-
ponding
Objective

- | | <u>YES</u> | <u>NO</u> |
|--|------------|-----------|
| (25) 11. Are speakers invited at least once a month? | | |
| a. If no, what is the frequency? | _____ | _____ |
-

Section IIB - Questionnaire

The following questions are to be asked of selected staff members by the evaluator or designee. They are to be completed by answering YES or NO.

Corres-
ponding
Objective

		<u>YES</u>	<u>NO</u>
(5)	1. Are you engaged in formal study?	# _____	# _____
(19)	2. Is there in-service training related to immediate teacher needs?	_____	_____
(19)	3. Is there in-service training related to immediate student needs?	_____	_____
(19)	4. Is there a weekly schedule?	_____	_____
(19)	5. Is college credit given?	_____	_____

Number of teachers _____

Number interviewed _____

Section III - Observations To be Carried out by the Evaluator

Objective

- (1) Obtain monthly expense sheets (including budget), bank statements and reconciliations to determine:
- A. What is the average monthly income _____
 - B. What are average monthly expenses _____
 - C. What is average monthly balance _____
- 1. Is there enough to cover expenses? _____
 - 2. Is C (above) large enough to carry 10% for extingencies? _____
-
- (3) Review library materials to determine:
- 1. How many books are on hand? _____
 - 2. How many texts & reference books. are on hand? _____
Percent of total number on hand _____
 - 3. How many text & reference books published in 60's & 70's? _____
Percent of total texts & reference _____
 - 4. How many books dealing with black experience? (black authors) _____
Percent of total books _____
- (4) 5. Are there programmed materials available? _____
To what extent? _____
-
6. Are there individually prescribed materials available? _____
To what extent? _____
-
- (10) 7. Are there 50 books per student
- # of books _____
 - # of students enrolled _____
 - # of books per student _____

Section III - Observations to be Carried out by Evaluator - page 2

- (10) 8. If required texts are available to each student.
Ask as many students as possible.

of students asked _____

replied positive _____

% replied positive _____

9. If related reading is available.

a. # of journals _____

b. # of magazines _____

List kinds of magazines

c. # of general interests readings _____

List kinds of general interest readings, if many,
list examples.

- (5) Review personnel files to determine:

1. Number of teachers _____
2. Number holding BA's _____
3. Number holding MA's _____
4. Number in grad. study _____
5. Number in undergrad study _____
6. Number not in school _____

Section III - Observations to be Carried out by Evaluator - page 3

Objective

(6) Analyze attendance records to determine if there are 120 students in program and if 80% attend.

1. # of students enrolled _____
2. # of students attending _____
3. % of students attending _____

(12) Inventory audio-visual equipment to determine if there is:

	<u>yes</u>	<u>no</u>	<u>actual</u>
1. 1 cassette/5 students	_____	_____	_____
2. 1 VTR/30 students	_____	_____	_____
3. 1 TV/30 students	_____	_____	_____
4. 1 still camera/5 students	_____	_____	_____
5. 1 8mm camera/10 students	_____	_____	_____
6. 1 overhead projector/15 students	_____	_____	_____
7. 1 slide projector/15 students	_____	_____	_____
8. 1 record player/15 students	_____	_____	_____
9. 1 8mm projector	_____	_____	_____
10. 1 16mm projector	_____	_____	_____
11. Xerox machine (1)	_____	_____	_____
12. 1 mimeo machine	_____	_____	_____
13. 1 ditto machine	_____	_____	_____
14. assorted maps, globes, posters	_____	_____	_____

What types (14) _____

Section III - Observations to be Carried out by Evaluator - page 4

Objective

- (13) Observe floors to determine if they are carpeted.

of rooms _____

of rooms with carpets _____

% of rooms with carpets _____

- (15) Tour community stores to determine if Project Matthew posters are on display.

of stores toured _____

of stores with posters _____

% of stores with posters _____

- (17) Observe students lounge area to determine if the project has board and other games.

1. # of chess sets _____

2. # of checker boards _____

3. # of decks of cards _____

4. # of monopoly or other games _____

Observe building to determine if there is gym equipment and basketball equipment.

What, if any, gym equipment? _____

What, if any, basketball equipment? _____

Section III - Observations to be carried out by Evaluator - page 5

Objective

(20) Analyze salary schedules to compare project Matthew salaries with those of Hartford Public Schools.

- | | |
|---|-------|
| 1. Starting public school salary | _____ |
| 2. Starting Project Matthew salary | _____ |
| DIFFERENCE | ===== |
| 3. With two yrs. exp. - public school | _____ |
| 4. With two yrs. exp. - Project Matthew | _____ |
| DIFFERENCE | ===== |

(24) Inventory science equipment to determine if the program has the following items:

	<u>YES</u>	<u>NO</u>	<u>AMOUNT</u>
1. Test tubes	_____	_____	_____
2. Bunsen burners	_____	_____	_____
3. Models	_____	_____	_____
4. Various chemical substances	_____	_____	_____
5. slides	_____	_____	_____
6. Microscopes	_____	_____	_____

A field test of the recording device which is a requirement of Step 5 was not considered applicable since no problems were anticipated except that there might be reluctance on the part of some people to answer certain questions. In that event, the evaluator planned to drop the question or make observations to determine the answers as best as possible. No changes were made after the Test of Completeness, so the question was answered negatively.

As reported earlier, no sampling plan was required in Step 6 and it was determined that the smallest number of observations that could be carried out without loss of data quality was one.

Since no sampling plan was performed, no Test of Completeness was applicable. The first priority decision-maker indicated that certain of the results would be used to develop an overview of the program, to support proposals and other requests for funding and financial aid. The response allows a positive answer to the question: Will the decision-maker indicate if the results will be used?

The results of Step 8 are that actual observations were carried out and provided an affirmative answer to the question: Will the evaluator carry out the actual observations?

The results of the administration of the recording device is reported below.

RECORDING DEVICE FOR COLLECTION OF INFORMATION ON PROJECT MATTHEWNAME OF DECISION-MAKER ANNE WARRENNAME OF GOAL GET a lot of MONEYNAME OF OPERATIONALIZED COMPONENT Permanent + adequate FundingPART TO BE EVALUATED Total Project Matthew ProgramMETHOD Interview and ObservationTIME OF OBSERVATION FRIDAY August 4th 1972 9 AM - 5 PM.
day of week, month, day, year, time of day

Section I - Questionnaire

The following questions are to be asked of selected administrators by the evaluator or designee. They are to be answered by checking either YES or NO.

<u>Corres- ponding Objective</u>	<u>YES</u>	<u>NO</u>
(1) 1. Is there a bank account for Project Matthew alone?	<u>X</u>	—
(2) 2. Does the director report monthly expenditures?	<u>X</u>	—
(2) 3. Is there a fiscal controller on the staff reporting to director?	—	<u>X</u>
(3) 4. Are books reviewed by staff & director for relevancy?	—	<u>X</u>
(4) 5. Do you have arrangements with publishers for new materials, newsletters and monographs?	—	<u>X</u>
(7) 6. Is there a staff member to carry on evaluation?	—	<u>X</u>
(7) 7. Is there evaluation feedback to decision-makers?	<u>X</u>	—
(7) 8. Do you utilize information received?	<u>X</u>	—
(8) 9. Is there an english teacher?	<u>X</u>	—
(9) 10. Are any of the following community services in existence?		
a. clothing exchange?	—	<u>X</u>
b. coop food center?	—	<u>X</u>
c. cultural events?	—	<u>X</u>
d. health information on birth control, family planning or drug abuse?	—	<u>X</u>
e. community clean up drives	—	<u>X</u>

Not operational!!

Section I - Questionnaire - page 2

Corres-
ponding
Objective

		<u>YES</u>	<u>NO</u>
(11)	11. Do you have any written projected plans?	<u>X</u>	<u> </u>
	a. if so, are proposals ready for implementation for coming year?	<u> </u>	<u>X</u>
(14)	12. Do you maintain up-to-date listing of jobs?	<u> </u>	<u>X</u>
(14)	13. Do you make contact with employers?	<u> </u>	<u>X</u>
(14)	14. Is there ^a person on staff responsible for keeping up-to-date on grads?	<u> </u>	<u>X</u>
(15)	15. Is there a staff member in charge of publicity?	<u> </u>	<u>X</u>
(15)	16. Is there a bi-weekly newsletter?	<u> </u>	<u>X</u>
(15)	17. Are news releases given out? <i>regularly?</i>	<u> </u>	<u>X</u>
(15)	18. Is there a person in charge of speech preparation?	<u> </u>	<u>X</u>
(17)	19. Do you offer instruction in a. karate? b. judo?	<u> </u>	<u>X</u> <u>X</u>
(18)	20. Are students given free lunches?	<u> </u>	<u>X</u>
(21)	21. Does public school give money for students referred?	<u> </u>	<u>X</u>
(21)	22. Does school system recognize Project Matthew diplomas?	<u>X (GED)</u>	<u> </u> <i>it's a state diploma</i>
(22)	23. Is there an exchange program with other Street Academies?	<u> </u>	<u>X</u>
(23)	24. Do you have a proposal writer?	<u> </u>	<u>X</u>
(23)	25. Do you have a negotiator?	<u> </u>	<u>X</u>

Section I - Questionnaire - page 3

Corres-
ponding
Objective

		YES	NO
(23)	26. Do you maintain connections with:		
	a. private agencies?		X
	b. local agencies?		
	c. state agencies?	CRT X	
	d. federal agencies?	DCA X	X
(25)	27. Do you have speakers from any of the following areas:		
	a. business		X
	b. colleges	X	
	c. other schools		X
	d. on cultural topics	X	
	e. from foreign countries	Nigeria X	
(26)	28. Do students receive monthly stipend?		X
	a. if yes, is the stipend \$50/mo?		X
(26)	29. Is there a subscription to a medical plan for students?		X
(27)	30. Are scholarships given to students for college and trade school?		X
(27)	31. Are there interest free loans for:		
	a. emergencies?		X
	b. Post-graduate training?		X
(28)	32. Does Project Matthew have a bus?		X
(29)	33. Is there a person who maintains good communications between school and community?		X Not specifically
(29)	34. Is there ^a person who helps students & community make contact with local, state, federal agencies?		X
(30)	35. Does Project Matthew have bilingual teacher in English & Spanish?	X	
(30)	36. Is there a bilingual teacher in all areas?		X

Section I - Questionnaire - page 4Corres-
ponding
Objective

		<u>YES</u>	<u>NO</u>
(31)	37. Are baby sitting services available?	<u> </u>	<u> X </u>
	a. If no, do you allow students to bring children to class?	<u> X </u>	<u> </u>

Section IIA - Questionnaire

The following questions are to be asked of selected administrators by the evaluator or designee. They are to be completed by answering YES or NO and by giving brief descriptions when necessary.

Corres-
ponding
Objective

- | | | <u>YES</u> | <u>NO</u> |
|-----|--|------------|-----------|
| (1) | 1. Does money arrive from source at predetermined time?
a. If no, fill in blanks below
money should arrive _____

money actually arrived _____
_____ | <u>X</u> | _____ |
| (1) | 2. Does money arrive from source in pre-determined amount?
a. If no, fill in blanks below
Amount should have been _____

Amount actually was _____
_____ | <u>X</u> | _____ |
| (2) | 3. Does funding source have say in expenditures?
a. If yes, to what extent?
<u>No equipment, out of state travel,</u>
<u>NO line/item transfer w/o permission</u> | <u>X</u> | _____ |
| (2) | 4. Does Urban League have say in expenditures? | <u>X</u> | _____ |

Section IIA - Questionnaire - page 2

Corres-
ponding
Objective

		<u>YES</u>	<u>NO</u>
	a. If yes, to what extent? <u>approves all expenditures</u> <u>usually w/o difficulties.</u>		
(3)	5. Is there at least one required text per student? a. if no, what is the ratio?	<u>X</u>	_____
(8)	6. Are any foreign languages taught? a. If yes, which?	_____	<u>X</u>
(16)	7. Is building accessible on a 24 hour basis? a. If no, for what part of day is building open? <u>only during school hours 8 AM - 4:00 ~ 5:00</u>	_____	<u>X</u>
(20)	8. Are there employee benefits and a health plan? a. If yes, what benefits? <u>social security, workmen's comp</u> <u>blue cross plan</u>	<u>X</u>	_____
(20)	9. Are there yearly vacation periods? a. If yes, what is the period? <u>3 wks / year</u>	<u>X</u>	_____
(21)	10. Does Project Matthew use any public school materials? a. If yes, what materials? <u>Films</u>	<u>X</u>	_____

Section IIA - Questionnaire - page 3

Corres-
ponding
Objective

YES NO

- (25) 11. Are speakers invited at least once
a month?
a. If no, what is the frequency?
-

X _____

Section IIB - Questionnaire

The following questions are to be asked of selected staff members by the evaluator or designee. They are to be completed by answering YES or NO.

<u>Corres- ponding Objective</u>	<u>YES</u>	<u>NO</u>
(5) 1. Are you engaged in formal study?	# <u>2</u>	# <u>3</u>
(19) 2. Is there in-service training related to immediate teacher needs?	—	<u>5</u>
(19) 3. Is there in-service training related to immediate student needs?	—	<u>5</u>
(19) 4. Is there a weekly schedule?	—	<u>5</u>
(19) 5. Is college credit given?	—	<u>5</u>

Number of teachers 5

Number interviewed 5

Section III - Observations To be Carried out by the Evaluator

Objective

- (1) Obtain monthly expense sheets (including budget), bank statements and reconciliations to determine:

A. What is the average monthly income	<u>\$ 4,790</u>
B. What are average monthly expenses	<u>4,650</u>
C. What is average monthly balance	<u>\$ 140</u>
1. Is there enough to cover expenses?	<u>YES</u>
2. Is C (above) large enough to carry 10% for extingencies?	<u>NO</u>

- (3) Review library materials to determine:

1. How many books are on hand?	<u>700</u>
2. How many texts & reference books are on hand?	<u>153</u>
Percent of total number on hand	<u>21.9%</u>
3. How many text & reference books published in 60's & 70's?	<u>79</u>
Percent of total texts & reference	<u>51.6%</u>
4. How many books dealing with black experience? (black authors)	<u>10</u>
Percent of total books	<u>1.4%</u>

- (4) 5. Are there programmed materials available?

To what extent? YES
SETS OF CASSETTE TAPES + 4 PLAYERS FOR
MATERIAL FROM MIND INC, + INNOVATIVE
SCIENCES - MATH, SCIENCE + LANGUAGE ARTS

6. Are there individually prescribed materials available?

To what extent? YES
THE PROGRAMMED MATERIALS CAN BE
INDIVIDUALLY PRESCRIBED

- (10) 7. Are there 50 books per student

# of books	<u>700</u>
# of students enrolled	<u>47</u>
# of books per student	<u>APPROX 15</u>

Section III - Observations to be Carried out by Evaluator - page 2

- (10) 8. If required texts are available to each student.
Ask as many students as possible.

of students asked 15

replied positive 15

% replied positive 100%

9. If related reading are available.

a. # of journals 0

b. # of magazines 44

List kinds of magazines

SCIENCE WORLD, SCIENCE DIGEST,
ATLANTIC MONTHLY

c. # of general interests readings 547

List kinds of general interest readings, if many,
list examples.

EXAMPLES, OF MICE + MEN, NOBODY
KNOWS MY NAME, VARIOUS
SHAKESPEARE, READERS DIGEST
CONDENSED, ARISTOTLE, GRAHAM
GREENE BOOKS, TOPAZ, KONTIKI

- (5) Review personnel files to determine:

1. Number of teachers	<u>5</u>
2. Number holding BA's	<u>3</u>
3. Number holding MA's	<u>0</u>
4. Number in grad. study	<u>1</u>
5. Number in undergrad study	<u>1</u>
6. Number not in school	<u>3</u>

Section III - Observations to be Carried out by Evaluator - page 3

Objective

- (6) Analyze attendance records to determine if there are 120 students in program and if 80% attend.

1. # of students enrolled	<u>47</u>
2. # of students attending	<u>35</u>
3. % of students attending	<u>74.5 %</u>

- (12) Inventory audio-visual equipment to determine: if there is:

	<u>yes</u>	<u>no</u>	<u>actual</u>
1. 1 cassette/5 students	—	<u>X</u>	<u>4 PLAYERS</u>
2. 1 VTR/30 students	—	<u>X</u>	—
3. 1 TV/30 students	—	<u>X</u>	—
4. 1 still camera/5 students	—	<u>X</u>	—
5. 1 8mm camera/10 students	—	<u>X</u>	—
6. 1 overhead projector/15 students	—	<u>X</u>	—
7. 1 slide projector/15 students	—	<u>X</u>	—
8. 1 record player/15 students	—	<u>X</u>	—
9. 1 8mm projector	—	<u>X</u>	—
10. 1 16mm projector	<u>X</u>	—	<u>1</u>
11. Xerox machine (1)	<u>X</u>	—	<u>1</u>
12. 1 mimeo machine	<u>X</u>	—	<u>1</u>
13. 1 ditto machine	<u>X</u>	—	<u>1</u>
14. assorted maps, globes, posters	<u>X</u>	—	<u>8</u>

What types (14) POSTERS

Section III - Observations to be Carried out by Evaluator - page 4Objective

- (13) Observe floors to determine if they are carpeted.

of rooms 5# of rooms with carpets 0% of rooms with carpets 0%

- (15) Tour community stores to determine if Project Matthew posters are on display.

of stores toured 8# of stores with posters 0% of stores with posters 0%

- (17) Observe students lounge area to determine if the project has board and other games.

1. # of chess sets 12. # of checker boards 03. # of decks of cards 04. # of monopoly or other games 0

Observe building to determine if there is gym equipment and basketball equipment.

What, if any, gym equipment? NONE, EXCEPT MATS, BOXING-EQUIP. BELONGING TO INNER-CITY EXCHANGE-THE LANDLORDWhat, if any, basketball equipment? BASKET BALL NET OUTSIDE BUILDING-

Section III - Observations to be carried out by Evaluator - page 5

Objective

(20) Analyze salary schedules to compare project Matthew salaries with those of Hartford Public Schools.

1. Starting public school salary	\$ 8,574
2. Starting Project Matthew salary	8,000
DIFFERENCE	\$ 574
3. With two yrs. exp. - public school	\$ 9,174
4. With two yrs. exp. - Project Matthew	8,000
DIFFERENCE	\$ 1,174

(24) Inventory science equipment to determine if the program has the following items:

	<u>YES</u>	<u>NO</u>	<u>AMOUNT</u>
1. Test tubes	—	X	—
2. Bunsen burners	—	X	—
3. Models	—	X	—
4. Various chemical substances	—	X	—
5. slides	—	X	—
6. Microscopes	—	X	—

Phase VI - Interpretation of the Implementation of Measurement
for the First Priority Decision-Maker (Project Director)

The Implementation of Measurement Phase of the Methodology was a very smooth process. This result is probably due to the non-involvement of decision-makers and consequently, the absence of uncooperativeness. It is questionable whether a sampling consultant was actually unnecessary. The Methodology, however, did not allow for a definition of "subjects." Had this been done there is a high possibility that the evaluator would have categorized certain dimensions as involving subjects and called upon a consultant. A measurement consultant may also have been helpful in the completion of Phase VI. As the results show, there is no guarantee that the Observational Techniques were ideal. Failure to perform a field test of the recording device may have limited its effectiveness.

Phase VII - Results of the Reporting Procedures for the First Priority Decision-Maker (Project Director)

As a result of Step 1, it was determined that information would be provided for the first priority decision-maker who as an individual makes decisions relative to the enterprise. Therefore Case I was referred to. In this way the correct case was identified and a positive answer assigned to the question: Will the correct case to be used be identified?

In result of Step 2, the evaluator determined that time was available to prepare the report in a narrative form as requested by the first priority decision-maker, and a yes answer was given to the question: Will the time and other resources be available?

The evaluator prepared the body of the report as required by Step 3.0. The report appears below and allows a yes answer to the question: Will the report be prepared in a format requested by the decision-maker?

REPORT TO ANNE WARREN ON THE GOAL "GET ALOT OF MONEY" IN THE
TOTAL PROJECT MATTHEW PROGRAM

Date: August 7, 1972
Name of Goal: Get alot of money
Priority of Goal: First
Operational Component: Permanent and Adequate Funding
Priority of Component: First

Your goal, "Get alot of money," was broken down into 24 components from which it was agreed that the first, "Permanent and Adequate Funding" be considered for information gathering. There were thirty dimensions associated with "Permanent and Adequate Funding," each of which was further divided into sub-dimensions.

In the main, observations were made on the administrative part of Project Matthew, which is of high importance to you.

The Observational Techniques used to gather all of the data reported herein were interview, with prepared questions and observation of records and other materials. All observations were made on Friday, August 6, 1972, at Project Matthew. This report has been prepared in narrative form, as you requested.

Large Bank Balance. Upon observation of the 1970-1971

monthly expense record and advance request form for Project Matthew available at your office, it was determined that your average monthly income was \$4790 and that your average monthly expenses amounted to \$4650. This indicated that your average monthly balance was \$140. You, therefore, have enough money to cover expenses but not enough to allow 10% for contingencies. From all indications--observation and interview--your money arrives on schedule, providing that the request is in on time, and that it arrives in the amount predetermined. By interview, it was also determined that you do have a separate bank account for Project Matthew. Of the five dimensions used to indicate "large bank balance." four are present in your program.

Director O.K.'s Expenses. The funding source requires that their permission be granted for equipment, out of state travel and line item transfers. The Urban League of Greater Hartford requires that all expenditures be approved by them. This regulation appears to be a procedural one. You do not have a fiscal controller who reports directly to you and expenditures are reported monthly. Of the four dimensions used in "Director O.K.'s expenditures," none indicate that you have ultimate control over expenditures.

Up-to-Date Books for Every Student. Of the 700 books observed by the evaluator as present at the Project Matthew site,

one hundred and fifty-three come under the category of texts and reference material. Seventy-nine of those texts and reference books or 51.6% of the total were published in the 1960's or later. There were ten books observed dealing with the Black experience (Black authors) or 1.4% of the total books on hand. Books are not customarily reviewed by the staff and director for relevance but are accepted whenever donated. Through interviews of administrators and staff and nonrandom selection of students, it was determined that there is at least one required text (GED Handbook) provided for each student. The answers to the question related to whether or not there are "Up to date books for every student" indicate that such is not the case. Only one of four dimensions exist at the program.

Latest Teaching Materials. The project has complete sets of two different programmed instruction courses. There are cassettes, cassette players and booklets. These programmed materials can be individually prescribed for students. There are no arrangements with publishers for new materials, newsletters or monographs or complimentary materials. One out of three dimensions for the goal "Latest teaching materials" does not exist at your program.

More Staff Having Advanced Degrees. Your staff does not

include any teachers who possess an MA degree or higher and of the five staff members employed only two are engaged in formal study. One is an undergraduate and the other a graduate student. Of the two dimensions selected to indicate "More teachers having Advanced Degrees," none exist at Project Matthew.

More Students Enrolled. Inspection of the available attendance records shows that there are forty-seven students enrolled and that 35 attend regularly. These figures suggest a 74.5% attendance rate which may contrast with the dimension requiring 80% attendance. There were two dimensions associated with the component "More students Enrolled." The first required that 120 students be in school and the second that 80% of them attend.

On-Going Evaluation Subsystem. There is no staff specifically assigned to program evaluation at Project Matthew. Evaluation feedback is provided, however, by the funding source and the information received is utilized. Of the three dimensions required, two are in existence.

Language Instruction. Project Matthew has an English teacher on the staff but no foreign language is taught. One out of two dimensions for this component exists.

Community Services Provided. Project Matthew does not sponsor or provide a clothing exchange, a coop food center, or cultural

events for the community. Neither does it provide health information or carry on community clean-up drives. None of the dimensions listed are in existence.

Adequate Library. The total number of books observed was 700, as reported earlier. With the student enrollment of 47, the number of books per student is approximately 15. This falls short of the dimension, "50 books per student." As shown earlier, required texts are available. There are no journals on hand, but there is a total of 44 editions of three different magazines and 547 general interest books ranging from Of Mice and Men to Topaz to Shakespeare and Reader's Digest Condensed Books. Of the six dimensions observed, three exist at the project.

Planning for More than One Year. Interview revealed that written projected plans for the coming year are available, but that the proposals are not yet ready for submission to agencies.

Audio-Visual Equipment. An inventory of audio-visual equipment identified 1 ditto, 1 mimeograph, 1 FAX machine (Xerox), 1 16mm projector and 8 posters. Five out of seventeen types of audio-visual equipment or materials are present at Project Matthew.

Carpeted Floors. Inspection of the building revealed that none of the five rooms are carpeted.

Follow-Up Services for Students. Project Matthew does not maintain an up-to-date listing of jobs and contact is not usually made with prospective employers on behalf of students. No staff member is responsible for keeping track of graduates. The three questions associated with this dimension suggest that there are no follow-up services provided.

Publicity. Project Matthew does not have a staff member assigned to publicity, consequently there is no bi-weekly newsletter and no formal news releases are prepared. A survey of eight nearby community stores revealed that no posters or other information about Project Matthew were in view. Project Matthew does not have a staff member who prepares speeches. Results of observations and interviews indicate that none of the criteria used to distinguish Publicity are present in the program.

Building accessible on a 24-hour basis. Project Matthew is open only during school hours and not 24 hours per day.

Building with Recreational Facilities. Only one board game, chess, is available to students at Project Matthew. The gym equipment present in the building belongs to Inner-City Exchange, the landlord, while a basketball net is in place outside the building. No katate or judo lessons are offered.

Free Lunch for Students. No meals are provided to students by Project Matthew.

In-Service Training. Teachers at Project Matthew do not receive formal staff training related to their immediate needs or to the immediate needs of the students. Consequently there is no weekly schedule and of course no college credit is available. The four criteria associated with these dimensions are unmet by the project.

Staff Salaries. The starting salary for teachers in the Hartford Public School is \$8,574 which is \$574 more than a starting Project Matthew teacher receives. After two years, the public school teachers make \$9,174 and indications are that the Project Matthew teachers remain at \$8,000. The conclusion is therefore that public school salaries are higher than Project Matthew salaries.

Linkage with School System. Project Matthew uses films made available by the Hartford Public School System. The school system does not pay for students that they refer to Project Matthew. The Project Matthew diploma is recognized by the public schools because it is issued by the state. There are no diplomas issued by Project Matthew specifically. Only one of the dimensions required to indicate public school linkage is present.

Teacher, Student exchange Program with Other Street Academies. There is no teacher-student exchange program with other Street Academies available at Project Matthew.

Staff for Funding. On the dimension concerned with a staff for funding, answers to appropriate questions revealed that there is no staff for proposal writing or negotiations.

Connections are maintained with the state funding source and its Hartford arm, but not with other state, federal or local agencies. None of the criteria for staff for funding are met by the present Project Matthew program.

Science Equipment. An attempt to inventory science equipment with respect to test tubes, Bunsen burners, models, various chemical substances, slides and microscopes indicated that none of these items are on hand at Project Matthew.

Outside Speakers. Project Matthew has outside speakers at least once a month. These speakers come from colleges and foreign countries. The topics are usually cultural in nature.

Stipends for Students. Project Matthew does not provide a stipend for students, nor does it provide a medical plan which students can join.

Scholarships and interest free loans. Students who graduate from Project Matthew cannot obtain scholarships from the program for post-graduate work. Interest free loans are not available for emergencies or for college or trade school tuition.

Bus for School. No transportation is provided for Project Matthew students by the program.

Ombudsman. The project director maintains good communications between Project Matthew and the community but the activity is not a formal one. No one maintains liaison with state, federal or local agencies on behalf of the students or community.

Bilingual teacher. Presently Project Matthew has a bilingual teacher on staff who speaks both English and Spanish. There are no bilingual teachers in all areas.

Babysitting Services. Babysitting services are not available for students who have children. They may, however, take their children to class if they so desire.

Phase VII - Interpretation of the Reporting Procedures for the
First Priority Decision-Maker (Project Director)

The results of the Reporting Procedures show that the selection of the correct case to be used is as easily accomplished as with other Phases. The Methodology also appears to be explicit with regards to all procedures of Phase VII and as a result the actual report to the decision-maker appears to be a clear and concise document.

There was some difficulty associated with the fact that certain requirements of the Methodology were not completed. By way of example, since no "part" had been identified for the goal "Get alot of money" the decision to place the goal in the "Total Project Matthew Program" was based upon the reported fact during the Negotiation of the Contract that the temporary decision-maker wanted the entire enterprise evaluated.

The Report as prepared for presentation to the first priority decision-maker suggests that there is a significant discrepancy between the intents held for the enterprise and the actual situation. The Report however makes no attempt to interpret the results and this remains a wise requirement of the Methodology.

The Methodology for Phase VIII clearly accomplishes its purpose as far as this field-test is concerned.

Phase VIII - Results of the Evaluation of the Evaluation

The Evaluation of the Evaluation is not considered a part of the Methodology for field testing. The Phase, however, was performed and the results are reported.

The result of Step 0 of Phase VIII was that no determination could be made of the resources available except that the evaluator had limited time. The answer was yes to the question: Will the time and other resources necessary to perform the activities be available.

The result of Step 1.1 was that only the first priority decision-maker was contacted since data was only provided for that individual. The first priority decision-maker responded to the question on whether the data provided had been used by saying, "I decided to incorporate the data given to me in the report in my next proposal. The data will serve as an overview and a documented statement on what Project Matthew needs to do in order to do the best possible job for the students. None of the data was superflous. Many of these things I thought of before but I never wrote them down or checked them out."

The result of Step 2 was that the decision-maker responded to the question on decisions made by saying, "All I've really done is make regular day to day decisions about the program. None of those decisions really had much to do with the information you gave me. I've decided to start seeking money but that's what I do

all the time. Our money runs out in December. Decisions were made on when and where to hold graduation and that kind of thing."

The intention to use the data provided in the future was viewed by the evaluator as a no answer to the question: Has the data been used? Thus, Step 1.3 was not accomplished.

The result of Step 1.4 was that no percent could be calculated, resulting in a zero %. For Step 1.5, the evaluator determined that no data was used so that zero efficiency was obtained. The answer was positive to the question: Will the evaluator determine the utility of the information provided?

It was determined for Step 2.1 that seventy-four goals were created by the four decision-makers. The first priority decision-maker identified twenty-eight goals; the second, twelve goals; the third, twenty-six goals; and the fourth, eight goals.

The result of Step 2.2 was that data was provided on one goal of one decision-maker. The percentage derived for Step 2.3 concerning the percent of goals for which data were provided was 1.4% or one out of seventy-four goals.

The interpretation required by Step 2.4 indicates that the degree of comprehensiveness was extremely imperfect. The resources however were limited so that the imperfection of comprehensiveness can be tempered somewhat. Data was provided only for the first priority decision-maker so that a second percentage can be calculated in terms of the goals of the first priority decision-maker.

That percentage is 3.6% or one out of twenty-eight goals.

Again the limited resources play a large role in that percentage.

A positive answer was given to the question: Will the evaluator determine the degree of comprehensiveness of the evaluation?

The result of Step 3.1 was as shown in the following table:

TABLE 19

Appropriateness of Tests of Completeness

Step & Test	# Used	# Changes	Percent	Priority
1) Negotiation of the Contract				
3.0 - Test 1	1	0	0	0
4.3 - Test 2	1	1	100	Not Prioritized
5.2 - Test 3	0	0	0	0
5.5 - Test 4	0	0	0	0
2) Goals Process				
6.0 - Test 1 First Priority DM	1	0	0	0
6.0 - Test 1 Second Priority DM	0	0	0	0
8.0 - Test 1 Third Priority DM	1	0	0	0
8.0 - Test 1 Fourth Priority DM	1	0	0	0

TABLE 19 (con't)

Step & Test	# Used	# Changes	Percent	Priority
3) Parts Process				
3.0 - Test 1	0	0	0	0
Test 2	0	0	0	0
Test 3	0	0	0	0
Test 4	0	0	0	0
5.3 -- Test 5	0	0	0	0
4) Operational- ization-fuzzies				
First Priority DM				
4.0 - Test 1	1	6	55	2,4,9,15 16,17
5.0 - Test 2	1	3	18	12,20,22
6.0 - Test 3	1	5	25	5,8,21, 23,24
Second Priority DM				
4.0 - Test 1	0	0	0	0
5.0 - Test 2	0	0	0	0
6.0 - Test 3	0	0	0	0
Third Priority DM				
4.0 - Test 1	0	0	0	0
5.0 - Test 2	0	0	0	0
6.0 - Test 3	0	0	0	0
Fourth Priority DM				
4.0 - Test 1	1	0	0	0
5.0 - Test 2	0	0	0	0
6.0 - Test 3	0	0	0	0

TABLE 19 (con't)

Step & Test	# Used	# Changes	Percent	Priority
5) Observational Techniques				
10.0 - Test 1	0	0	0	0
6) Measurement				
7.0 - Test 1	1	0	0	0
- Test 2	1	0	0	0

The Tests of Completeness used to prepare the above table were those indicated as such in the Methodology contained in Appendix A. The text of this thesis, however, refers to Goal Analyses and other activities as Tests of Completeness. The tables show that Tests of Completeness were not necessary nor functional except in the Operationalization of Goals for the first priority decision-maker. A yes answer is assigned the question: Will the evaluator determine the appropriateness of all Tests of Completeness?

The result of Step 4.0 was that no decisions made since the data were provided had been reported. No priorities could be assigned to decisions nor could any data be said to have been used. Step 4.4 and Step 4.5 were not implemented. A negative answer is assigned to the question: Will the evaluator determine the appropriateness of focus of the evaluation?

Step 5.0 could not be performed since the Parts Process was incomplete. It can be said that data was in terms of the entire enterprise as requested by the temporary decision-maker in the Negotiation of the Contract.

In result of Step 6.0, the first priority decision-maker reiterated that the goal reported on was one held for the enterprise.

The result of Step 7.0 was that the first priority decision-maker, having failed to use the data provided, rendered the observational techniques as not having decision-maker validity.

The decision-maker accepted the variables measured for Step 8.0 and had no questions about the analysis of data.

Phase VIII - Interpretation of the Evaluation of the Evaluation

Although Phase VIII of the Methodology is not being considered for field testing, it seems appropriate that an interpretation be performed.

The results of the Evaluation of the Evaluation allow several interpretations. In the first place, the first priority decision-maker seems to believe that the information provided is useful. The Methodology, however, is rather stringent in its definition of utility. Since the data had not been used it would appear that the entire evaluation was useless. The Methodology does not provide guidelines on what might be a reasonable amount of time to wait for the data to be used.

The Methodology is lacking in specific steps for the identification of decisions made. The question as used by the evaluator - what decisions have you made since the data was reported - appears inadequate for supplying answers as needed.

Although the utility of the information provided was deemed of zero efficiency in the Evaluation of the Evaluation, the fact that data will be used indicates that the efficiency might change considerably in the future.

Step 2.0 of the Methodology is not sufficiently specific about the juxtaposition of resources and data provided so that the degree of comprehensiveness can be more accurately calculated.

A problem arose when the evaluator began to analyze Tests of Completeness. The problem was that the evaluator called activities such as Goal Analyses, Tests of Completeness. The rationale is that anything which adds to first time listing of phenomena should be towards its completion. The Methodology nonetheless, refers to limited activities as Test of Completeness.

Step 6.0 of the Methodology as well as Step 7.0 and Step 8.0 are incomplete and therefore contributed very little to the Evaluation of the Evaluation.

In conclusion, the Evaluation of the Evaluation did accomplish its purpose to some extent, although answers to the test questions do not necessarily justify that the Phase itself was successful.

CHAPTER V

RECOMMENDATIONS FOR REDESIGN OF THE METHODOLOGY

Introduction

The results of the field test of each Phase of the Fortune/Hutchinson Evaluation Methodology identified several weaknesses as shown in Chapter IV. In light of this fact, several recommendations are possible in an effort to forestall similar problems in the future. The purpose of this chapter is to make recommendations which emanate from the field test and in terms of each Phase of the Methodology.

Phase I - Recommendations for the Negotiation of the Contract with the Temporary Decision-Maker (Project Director)

In light of the interpretation of Phase I, additional steps should be provided for a more definitive choice of temporary decision-maker. This step may take the form of cases for dealing with different situations. Case 1 could provide steps in the situation where the evaluator was hired by the temporary decision-maker; Case 2, where the evaluator was assigned; Case 3 where the evaluator was a decision-maker within the enterprise wishing to perform an evaluation. A fourth case might also be established for choosing among several possible temporary decision-makers.

Step 1 should provide procedures for setting up a time

schedule for Phase I and include directions for alternatives where it is impossible to actually utilize the schedule. It seems clear that a schedule using as little time as possible to which additional time could be added as needed would be an ideal course to take. It is reasonable to suggest that after several field tests have been accomplished in different settings, generalized time schedules can be developed. For instance, after one or more field tests of the Methodology have been carried out in a program of similar size and scope as Project Matthew, a fairly reliable idea of the total time can be arrived at and consequently the different Phases can be assigned specific slots of time within the framework.

Step 2 requires a more precise way of insuring that the purpose of the evaluation is acceptable. Obtaining the purpose of the enterprise is an unnecessary requirement of the Methodology. It would be more appropriate for the evaluator to solicit a description and eke out the purposes by adding the words "the purpose of the enterprise is to provide..."

No required changes resulting from the field test can be identified for Step 3.

Step 4 should be redesigned so that the evaluator lends more assistance in the determination of resources. This is a part of the Methodology where evaluator interference would help rather than hinder the process. The evaluator perhaps would also be a

more effective "other" in the Test of Completeness than decision-makers. The Methodology should add a step to include the evaluator and to admit others outside the enterprise directly, at least not other decision-makers. Decision-makers also should be selected before the resources are determined because their own time is a resource.

Furthermore, the Negotiation of the Contract needs a determination of fixed resources. If this is done the amount of resources to be consumed during the Phase has to be set beforehand. The solution of this problem could be linked to the previous one for the development of cases. In Case 1 the evaluator would specify the time he would spend in Negotiation of the Contract, in Case 2 the time would be allocated, in Case 3 the evaluator would make a request for the time to be estimated. The time estimated could be free time the evaluator provides for the Negotiation of the Contract as his "bid" for the evaluation or he could be paid for the time expended. Subsequently, when resources for the evaluation are identified they should be allocated immediately to all Phases of the Methodology eliminating the need to make the determinations later. During the implementation of each Phase it would then be necessary only to indicate the amount of resources available for the activities of the Phase. The questions instituted by the evaluator to elicit resources should be adopted. Those questions were: What can you get me if I have to do (such and/or such)?

Following Step 4 of the Negotiation of the Contract, Step 5 should become Prioritization of Resources rather than Identification of Decision-Makers. The additional step would appear as follows:

Step 5.0 Prioritization of Resources

- 5.1 List resources in order of priority with the assistance of the temporary decision-maker using some agreed upon criteria, such as Importance, Availability, Risk or otherwise. The use of "Instructional Alternatives on Prioritization," (as used in the Fortune/Hutchinson Methodology, mimeo. U. Mass, School of Education, Center for Educational Research) is recommended.

Step 5.0 would then become Step 6.0 and 6.0 become 7.0. Perhaps prioritization is not really necessary. It is possible that some notion of limitations may be all that is needed. The Methodology should allow that alternative.

In Step 5 as presently provided, the Test of Completeness should again be used with "others" not as close to the temporary decision-maker as they were in this field test, because their use rendered the Test of Completeness useless. More importantly, steps are needed for the quantification of resources and the allocation of those resources to decision-makers and other methodological activities which are already evident.

Step 6 the Letter of Agreement should be revised so as to read "The evaluator will: (1) have access to the use of the following resources:" under Scope of Work rather than "...will obtain use..." The Letter of Agreement should also provide recourse to amendment by including the following in the final section:

This agreement may be amended by agreement by both parties at anytime that such amendments or renegotiation shall become necessary.

The Methodology should then provide steps for renegotiation of the contract and for amending the Letter of Agreement.

Phase II - Recommendations for the Goals Process with the
First Priority Decision-Maker (Project Director)

The results of the Goals Process Phase of the Methodology for the first priority decision-maker warrant the following recommendations:

In the first place, once all the decision-makers who are to participate in the evaluation are identified, the Methodology should provide steps for training all of them in those activities which may be new and different. The evaluator should not be expected to provide his own training session or to spend additional and valuable time in repetition of instructional activities.

Secondly, the entire Goals Process should be put in motion for all decision-makers simultaneously. This would preclude the necessity of asking decision-makers to provide lists of goals for testing completeness and returning to them later for a second list of goals. Some confusion and tediousness could thereby be eliminated. If this recommendation was adopted it would also become necessary that the "others" used to test the completeness of goals be associated with the enterprise but not be decision-makers for whom information is to be gathered. In redesigning this Phase of the Methodology, the fact that some decision-makers may want to keep their goals list secret from other decision-makers must also be taken into consideration.

In the third place, the document used during the Negotiation

of the Contract to describe the enterprise should be sufficient as the primary document for Goal Analysis during the Goals Process. This means that the evaluator need not return to the temporary decision-maker for a document and that he has the document sooner than required. This in turn means that the evaluator need not wait for the Goals Process to begin the Goal Analysis.

The gap in the Methodology suggested by the lack of decision-maker cooperation might be filled by a special Methodology for the evaluator. This Methodology would instruct the evaluator on procedures for dealing with the problem. An alternative to the construction of a special Methodology might be special training series for evaluators who intend to use the Fortune/Hutchinson Methodology. A further general recommendation is that the Methodology supply more specific directions on the allocation of resources.

In order to ease the apprehension of the decision-maker it is suggested that only the Phase of the Methodology in progress be made available to the decision-maker outside of a very general idea of what lies ahead.

The recommendation is made with regards to Step 3 that the method for selecting the primary document be adjusted to insure that it is primary with respect to others.

The Activities Test of Completeness in Step 6 needs some reconsideration. The evaluator should be required if the response is not a specific reason, to ask questions until a specific reason

is provided.

The prioritization of goals needs to be provided for decision-makers in an Instructional module before actual prioritization is attempted. The "Instructional Alternatives on Prioritization" (see Appendix A) is recommended.

Phase II - Recommendations for the Goals Process with the Second Priority Decision-Maker (Community Renewal Team)

Since both the first and second priority decision-makers used Case I of the Goals Process, the recommendations for re-design of the Methodology are essentially the same. The only difference is that steps need to be provided in the Methodology for the situation in which a decision-maker refuses to cooperate with the evaluator. Perhaps an additional Case should be developed for a decision-maker who has little personal and emotional involvement in an enterprise and very few activities to relate to goals. The funding source of every enterprise is crucial and should be considered on the list of decision-makers. However, the funding source rarely has the commitment to an enterprise to the extent that the director, staff and students do.

Although there is no doubt that steps are necessary to deal with an uncooperative decision-maker (if only to allow the evaluator to discontinue using the person as a decision-maker through approval of the temporary decision-maker and renegotiation of the contract), in this case the source of the trouble could very likely have been the fact that the evaluator was assigned rather than chosen by the enterprise. The possibilities of surrogate decision-makers and the procedures for priority over a particular decision-maker need to be explored.

Phase II - Recommendations for the Goals Process with the
Third Priority Decision-Maker (Project Staff)

A recommendation from the results of the Goals Process with the third priority decision-maker is that steps be provided for the careful allocation of resources to activities. Methodological steps must also be provided for the efficient utilization of those resources. How does one, for example, devise a schedule that is close enough to reality to be followed? As mentioned before, perhaps only after implementing the Methodology in similar situations can a reliable time table be developed. If that is the case, then when time and experience allows, this information in the form of methodological steps should be added to the Methodology.

A similar recommendation to the one offered for the second priority decision-maker is also tenable in this situation, and that is steps should indicate the procedure for uncooperative decision-makers. It is the evaluator's feeling, however, that in the case of the third priority decision-maker, the uncooperativeness stemmed more from the inability to deal with the required procedures than from disinterest or hostility. Here again, the recommendation for a training session would be applicable. It would also be helpful in a situation like this to reword the Methodology in laymen's language and allow the evaluator more leeway in developing the goals lists in other than the step-wise method required by the Methodology whenever that appears necessary.

Phase II - Recommendations for the Goals Process for the
Fourth Priority Decision-Maker (Students)

The same recommendations made for the first, second and third priority decision-makers with respect to the allocation of resources, the Activities Test of Completeness and instruction on prioritization are carried over to the fourth priority decision-maker. In addition, methodological steps should be created to cover situations where the Process may need to be more rapidly accomplished in the face of extremely limited resources. In short, special cases for the completion of some activities simultaneously are required. Had Case III been available for the field-test this recommendation might have been unnecessary. Evaluators utilizing the Fortune/Hutchinson Methodology may find it helpful in the future if steps on sampling and generalizing from the samples were spelled out.

Phase III - Recommendations for the Parts Process for the
First Priority Decision-Maker (Project Director)

The results of the Parts Process suggest that several recommendations are in order. In Step 1 the Methodology must address itself to the specific procedures for the allocation of resources. In Step 2 and throughout the rest of the Methodology of the Parts Process an Instructional module should be provided. The terminology should be changed (i.e. Components, Interfaces, Inputs and the like) or explained so that they become more manageable. Further cases have to be designed for the Parts Process so that types of decision-makers are provided for as in the Goals Process. Finally, the Parts Process requires reconceptualization towards isolating its purpose and procedures.

Phase IV - Recommendations for the Operationalization of Goals
for the First Priority Decision-Maker (Project Director)

It is recommended that in Step 3 the second level breakdown be revised so as to include specific directions on the contribution to be made by the step.

The option of selecting a surrogate decision-maker in the cases where decision-maker cooperation is not forthcoming should be made a part of the Methodology. The caution should be included of course, that the decision-maker should not be aware that a surrogate is possible until such time as the surrogate is needed. It is possible that in the event were the decision-makers for whom information is to be provided represent less than the total number of decision-makers identified that the latter serve as "back-up" decision-makers. A further possibility is that the whole concept of individual decision-makers be reexamined allowing for group decision-makers who play major roles individually in each Phase and roles of assistance in all other Phases.

An instructional activity is highly recommended for operationalization. The addition of appropriate steps in this regard would be relatively easy and would add greatly to the alleviation of uncooperativeness.

Phase IV - Recommendations for the Operationalization of Goals
for the Second Priority Decision-Maker (Community
Renewal Team)

The difficulties encountered in reaching a hypothetical situation may be significantly changed by the institution of a small Instructional module using a goal that is relatively easy to operationalize. Investigations should be made with regard to whether operationalization of a truly top priority goal might not cover all other goals in passing. If this activity is found to be significant then only operationalization of the first priority goal and others not covered thereby would be needed, eliminating much time and confusion or tediousness. Finally, the recommendations for the first priority decision-maker are tenable here.

Phase IV - Recommendations for the Operationalization of Goals
for the Third Priority Decision-Maker (Project Staff)

Since no attempt was made to operationalize the goals of the third priority decision-maker the only recommendation to be made in that a surrogate decision-maker should be used in the future.

Phase IV - Recommendations for the Operationalization of Goals
for the Fourth Priority Decision-Maker (Students)

Recommendations for the fourth priority decision-maker include those of the preceding decision-makers. What the fourth priority decision-maker points out is that thought might be placed on the possibility of combining Phases II and IV. The Goals Process might be accomplished so that as goals are prioritized they are also operationalized. It would appear that when decision-maker fatigue finally sets in at least the number one priority goal would have been operationalized and the evaluation could proceed. Energy would not therefore have been spent on identifying all goals to the detriment of ensuing activities.

Phase V - Recommendations for the Development of Observational Techniques for the First Priority Decision-Maker (Project Director)

The Methodology should require that a measurement consultant be utilized in this Phase. After reading all of the procedures a decision that no consultant was needed is not necessarily a proper decision. A measurement consultant would ensure that errors were not made as surfaced in this field test. An alternative is that an instructional module be provided to preclude the need for a consultant.

The Methodology should also provide steps to assure that dimensions are fully operationalized and observed directly to the fullest extent. Finally, the Methodology should not leave the planning chart to the discretion of the evaluator.

Phase VI - Recommendations for the Implementation of Measurement for the First Priority Decision-Maker (Project Director)

The Methodology in Phase VI should require the use of a sampling consultant or provide instructions on sampling techniques. The Implementation of Measurement is closely allied to the Development of Observational Techniques. If the latter is changed, difficulties in the former should be alleviated.

Phase VII - Recommendations for Reporting Procedures for the
First Priority Decision-Maker (Project Director)

The only recommendation which seems appropriate at this time is that Phase VII be accepted as it is.

Phase VIII - Recommendations for the Evaluation of the Evaluation

Recommendations are made for Phase VIII despite the fact that it is not considered a part of the Methodology for field testing purposes. In light of the interpretation of the Evaluation of the Evaluation, the first recommendation is that the entire Phase be considered for redesign. Specific steps should be included in the Methodology for identifying decisions made and for the prioritization of those decisions.

The results of each phase of the Methodology should lead progressively into the Evaluation of the Evaluation. This would result mainly in consolidating the information from the results such that a determination of whether the purposes were met could be made.

Further methodological steps should be prepared to allow the determination of comprehensiveness as a function of the resources which were available. Every activity used to build upon original ideas should be called a test of completeness.

Finally, in the redesign of Phase VIII, extra special attention should be paid to the development of Steps 6.0, 7.0 and 8.0.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS FOR FURTHER RESEARCH

Introduction

The purpose of this chapter is to provide a summary of the Field Test of the Fortune/Hutchinson Evaluation Methodology as it could be Employed in the Evaluation of National Urban League Street Academies. The Summary is written with a consideration for each chapter contained in this thesis.

The Summary is followed by recommendations for further research generated from the field test.

Summary

In Chapter I, this thesis provides a general introduction to the Fortune Hutchinson Evaluation Methodology. In doing so it is shown that there is a great deal of confusion associated with the definitions of the concept of evaluation. Evaluation is often used interchangeably with assesment, accreditation, judgement and other concerns. One definition of evaluation which began to emerge as recently as 1963, is that it holds the purpose of providing information for decision-making. This definition is subscribed to by Hutchinson, Stufflebeam, Guba, Provus and others. Despite the surfacing of an explicit definition

and acceptance of it by many, problems still exist. Chapter I argues that perhaps the biggest problem associated with evaluation is that no Methodology is available for its conduct. Methodology is defined as a systematic, standardized, operationalized set of rules and procedures designed to accomplish a defined purpose. Some attempts have been made towards the development of a Methodology notably the CIPP, EPIC, Discrepancy and other models. These attempts, however, fail to earn the title or provide the power of Methodology.

The Fortune/Hutchinson Methodology for Educational Evaluation has been designed to fill the gap in evaluation created by the absence of a Methodology. Currently, the status of the Fortune/Hutchinson Methodology is such that it has met the requirements of desirability, practicality and operationalizability. Definitions have been provided for terms used in the Methodology the more unusual ones being:

Test of Completeness - The involvement of the ideas of "others" and other methods of taking a look at ones own ideas so that other possible angles of a topic are considered.

Prioritize - To order systematically on selected criteria from highest to lowest priority.

After providing definitions of terms, Chapter I outlines the preliminary set of operationalized procedures of the Methodology.

The specific problem of this thesis is to study empirically the Fortune/Hutchinson Methodology in order to identify its weaknesses and to suggest improvements. A related problem is to determine the feasibility of the Methodology as a means for the evaluation of Street Academies. The problem as stated above, is justified by reference to a systematic procedure called Meta-Methodology. The purpose of the Meta-Methodology is to act as a procedure from which a Methodology can be derived.

Step VII of the Meta-Methodology as reported, required that once a Methodology is designed it should be field tested and redesigned if necessary. This thesis as its title suggests was conducted to fulfill the Meta-Methodological mandate. The justification is also advanced by the assertion of the pressing need Street Academies have for comprehensive evaluation coupled with this evaluator's deep interest in that concern and in the progress of the Methodological approach to problems.

The research approach is based upon the idea that since the Methodology has only been tested for logic it can be expected that problems do exist. The field test is considered a parsimonious approach in that since the Methodology purports to be a general solution to a class of problems if it fails with respect to any problem within the class it is in need of revision.

In Chapter II of the thesis the Methodology is presented, with a caution that the actual steps be reviewed as they appear in Appendix A before the chapter is pursued.

The Methodology consists of a set of rules and procedures which are contained in eight Phases. Each Phase is addressed to specific Methodologies all of which accomplish separate purposes. The Phases are as follows:

- Phase I The Negotiation of the Contract
- Phase II The Goals Process
- Phase III The Parts Process
- Phase IV The Operationalization of Goals
- Phase V The Development of Observational Techniques
- Phase VI The Implementation of Measurement
- Phase VII The Reporting of Information.
- Phase VIII The Evaluation of the Evaluation

During the Negotiation of the Contract the evaluator prepares a Letter of Agreement with the temporary decision-maker or the one who has control of resources for the evaluation. The Letter of Agreement should contain the amount of resources available for the evaluation, the decision-makers for whom information should be provided and other logistical arrangements.

In the Goals Process Phase, using the ordered list of decision-makers identified previously the evaluator proceeds to elicit their goals and to place those goals in an ordered relationship to each other.

The Parts Process requires that the evaluator determine from the decision-makers their conception of the Parts of the enterprise. Following this, Parts are broken-down into sub-parts and goals distributed according to the Parts with which they are associated.

The Operationalization of Goals seeks to breakdown each goal into a series of observable dimensions. The Operationalization of Goals is accomplished through a procedure called, The Operationalization of Fuzzy Concepts.

The Development of Observational techniques is used to provide methods for observing the dimensions said to be associated with the goals in question.

The Implementation of Measurement Phase uses the observational techniques developed to record data about the dimensions associated with the operationalization of goals.

The Reporting of Information Phase provides procedures for reporting all of the information gathered to each decision-maker.

Finally, the Evaluation of the Evaluation Phase of the Methodology attempts to provide information on the extent to which the Evaluation achieved its purpose of providing information for decision-making.

In Chapter III the Design and Documentation of the Field Test is presented. The importance of the field test is recapitulated as being of high priority if evaluation is to begin to take its

place in the scientific study of education. The major question for which the field test should provide an answer is: Does the Methodology do what it is intended to do? Each Phase was provided with a set of questions seeking answers to discover if the individual Phases and such steps as Test of Completeness attained their objectives.

The field test was created by assembling all available Phases, implementing the Phases with adherence to the steps and sub-steps then keeping a log on the progress of the implementation.

The setting for the field test was chosen for its accessibility to the evaluator and designers of the Methodology, the need and willingness of the Hartford Street Academy and the needs of the evaluator.

The setting for the field test was the Hartford Street Academy also known as Project Matthew. Past evaluations of Street Academies have been inconclusive and without utility. Project Matthew does not follow the strict Street Academy model which includes a Street Academy stage as well as an Academy of Transition and a Prep School. Project Matthew, however does aspire towards the general model.

The field test began in March of 1972 and ended in August 1972. Additional time was spent in later months in preparing the thesis.

The final topic discussed in Chapter III shows the deviations from the Methodology made by the evaluator and/or the decision-makers involved. Perhaps the most significant digression was

the institution of a surrogate decision-maker to complete the operationalization of goals for the first priority decision-maker.

The Results and Interpretation of those results consume the the pages devoted to Chapter IV. The Negotiation of the Contract Phase I, accomplished its purpose of developing the scope of work for the evaluation. An interpretation of the results suggests that the Phase is a good one exhibiting only minor weaknesses.

Phase II, The Goals Process also accomplished its purpose of providing an ordered list of the intents of each decision-maker. Difficulties were encountered in the lack of cooperativeness on the part of some decision-makers. The Methodology has weaknesses also in the difficulty associated with understanding its terms and the low degree of sophistication of decision-makers with its premises. An interpretation of the results of Phase II suggest that Tests of Completeness and other steps displayed problems.

Phase III, the Parts Process did not really accomplish its purpose of providing an ordered list of parts for the enterprise. Furthermore, Phase III was only attempted for the first of four decision-makers for whom it should have been completed. Interpretations propose that decision-maker uncooperativeness linked to confusion created by the obstuseness of the procedures contributed to the failure of the Phase.

Phase IV of the Methodology sought to operationalize the expressed goals of the decision-makers. The task was accomplished to the fullest extent with the first priority decision-maker and that only with the use of a surrogate decision-maker. Operationalization was not fully accomplished for the remaining three decision-makers. Interpretation of the results associated the difficulties with tediousness of the processes and decision-maker uncooperativeness.

Due to the failure to operationalize goals it was decided that the evaluator should seek to provide information only to the first priority decision-maker.

All of the dimensions created by the surrogate decision-maker concerning the top priority goal of the first priority decision-maker were subjected in Phase V to a planning chart for observation. The planning chart identified the objective to be served with each dimension, the questions to be asked, the sources of information and the instruments to be used. The instruments used were questionnaire, interview and observed frequencies.

In Phase VI a recording device was prepared from the planning chart. The recording device was then used to gather information on all dimensions for which the information was required.

The information gathered through the use of the recording device was then consolidated in a narrative report as requested by the first priority decision-maker and the report submitted to complete Phase VII.

Phase VIII sought to evaluate the evaluation. It was not intended that the phase be a legitimate part of the field test. Since the information had not been used by the time Phase VIII was performed it was decided that the data provided was of zero efficiency or utility. The tests of completeness furthermore were of limited functional use and the appropriateness of focus of the evaluation could not be determined.

The field test as conducted for the purposes of this thesis was highly successful in that it identified many weaknesses which might be said to be inherent in the Fortune/Hutchinson Evaluation Methodology.

It should be noted in addition, that the field test reveals that several outside pieces of information were provided to the first priority decision-maker. These pieces of information were not related specifically to any goal or request on the part of the decision-maker, but were instead valuable spin-offs resulting from the field test.

In consequence of the Negotiation of the Contract, it was shown that the enterprise was in need of an inventory of resources. In the Goals Process, it was pointed out that there appeared to be a need for activities to be created for meeting certain goals. The Goals Process also showed decision-makers that each held a number of goals which were often different not only in wording, but also in focus. The Goals Process further allowed each decision-maker to look, perhaps for the first time, at the goals he held for

the enterprise in writing. Ostensibly, reflection on goals and consideration of priorities provided a sophistication of information not previously perceived.

The Parts Process provided information to the first priority decision-maker that there are some conceptual components lacking in the enterprise. The need for planning exercises and the use of management techniques would help in the conceptualization and implementation of enterprise procedures. The Operationalization of Goals allowed each decision-maker to carefully consider felt goals for the enterprise. The information provided by this activity was that associated with the clarification of goals.

Finally, the execution of the Methodology provided decision-makers with information on an alternate purpose for evaluation, and with information on the Fortune/Hutchinson Methodology. Decision-makers also received information on such phenomena as prioritization, operationalization and methodological steps to achieve a given purpose.

It is concluded that only one condition is absolutely necessary for the use of the Methodology. That condition is that there is cooperation on the part of the decision-makers. The crucial parts of the Methodology at present include Phase I, Negotiation of the Contract; Phase II, the Goals Process; Phase IV, Operationalization of Goals; Phase V, Development of Observational Techniques; Phase VI, Implementation of Measurement and Phase VII, the Reporting of

Information. Phase III, the Parts Process, did not appear to be crucial, at least in the implementation of this field test.

Recommendations for Further Research

Recapitulation of the idea that the conduct of the field test is successful to the extent that problems were found and indications that the field test is successful led to several recommendations for further research.

Some recommendations which cannot be ignored are spelled out as requirements of the metamethodology reported in Chapter I. The first of these is the redesign of the Methodology along the lines of Step VI of the metamethodology and the recommendations of Chapter V.

Secondly, conclusion-oriented research of the Methodology is required by Step VIIB of the metamethodology. With respect to this latter requirement, the Methodology should be field tested in several different enterprises so that conclusions can be drawn across field tests. If similar results are obtained, then the Methodology has proven itself to be a valid means of providing information for decision-making.

The evaluation of educational enterprises has been short-changed by the lack of a methodology for its conduct. Since the number of educational enterprises is proliferating, evaluation

is becoming a more necessary activity. The development of a methodology is as important as the institution of the enterprises themselves for addressing educational problems.

Research that would extend the impact of the development of methodology include: 1) further investigation of each phase of the Methodology in various settings, 2) revising the Methodology, Observational Techniques and data collection procedures as well as the Parts Process as recommended in Chapter V, 3) adapting the Methodology to specific cases not used in this thesis such as the case where the evaluator makes a bid for the contract or is approached in some way by the enterprise, 4) examining the utilization of the data provided and 5) implementation with cooperative decision-makers.

Another suggestion for further research is that the present study be replicated to support the results and interpretations obtained herein.

Greater attention should be given to conducting research apart from the Methodology on the identification and allocation of resources to activities.

Similarly, attention should be paid to providing information for decision-making. As a major concern of this study was to field test the Methodology, less than normal concentration was given to evaluating the enterprise per se.

Additional research as mentioned above would enable future investigators to truly capture the potential inherent in the Methodology towards more adequate evaluations. Those investigators might concern themselves with such questions as: 1) Do decision-makers want to put the kind of effort into evaluation that the Methodology requires? 2) How can utilization of data be improved? 3) What is the average time required to complete the Methodology if decision-makers cooperate? 4) Do all goals require operationalization or simply the first priority goal or perhaps the top five priority goals?

The completion of the first field test has also emphasized the need for the development of a better conceptualization of the notion of the parts of the enterprise.

A P P E N D I X A

STEPS IN THE
FORTUNE/HUTCHINSON EVALUATION METHODOLOGY

NEGOTIATION OF THE CONTRACT

Purpose: To develop the scope of work for the evaluation with the temporary decision-maker.

Step 1.0 Explication of the evaluation methodology and determination of whether it satisfies the needs of the temporary decision-maker.

- 1.1 Identify the temporary decision-maker or the person who has control of evaluation resources for the enterprise.
- 1.2 Give the purpose of evaluation, "to provide information for decision-making."
- 1.3 Provide the temporary decision-maker with a broad outline of the methodology, especially the definition of terms.
- 1.4 Ask the temporary decision-maker if the purpose is acceptable. If no, go to 1.5; if yes, go to 1.7.
- 1.5 If the answer given by the temporary decision-maker is no, ask what concept of evaluation the temporary decision-maker has.
- 1.6 Determine if there is a real conflict and if the temporary decision-maker's concept cannot

still fit into the broad definition of the evaluation purpose. If this is not possible, suggest to the temporary decision-maker that this evaluation methodology would not be suitable.

Step 2.0 Identification of the Enterprise

- 2.1 Ask the temporary decision-maker to state the purpose of the enterprise starting by naming it and thereby substituting the name for the word 'enterprise' hereinafter.
- 2.2 Ask the temporary decision-maker to provide a description of the enterprise in narrative and written form.
- 2.3 Ask the temporary decision-maker if the total enterprise or only parts of it are to be evaluated in order to determine the extent of the enterprise.
 - 2.31 If parts of the enterprise are to be evaluated, as opposed to the whole, ask the temporary decision-maker to identify which parts. This will establish a new enterprise. Rename as necessary.

Step 3.0 Elimination of Misunderstanding (Test of Completeness)

- 3.1 Provide the temporary decision-maker with feedback on the information gathered thus

far in completing Step 1 and 2, in order to insure that a mutual understanding is being maintained and to make revisions if necessary.

Step 4.0 Identification of Resources for the Evaluation

- 4.1 Ask the temporary decision-maker to list the resources available to the enterprise without making judgements concerning the reality of the choices. (Ask, what do you have or can get hold of by way of resources for your enterprise?)
- 4.2 Ask the temporary decision-maker to indicate which resources are available from the first list and for evaluation.
 - 4.21 Advise the temporary decision-maker of the dangers in committing so many resources that the ability of the enterprise to deliver its objectives is jeopardized.
- 4.3 Test of Completeness of 4.2
 - 4.31 The temporary decision-maker identifies 'others' who prepare lists of resources.
 - 4.32 The evaluator adds the lists prepared by 'others' to the list prepared by the temporary decision-maker, eliminating redundant or overlapping items.

- 4.33 The temporary decision-maker inspects the final list, makes revisions if necessary and indicates if the list is complete with respect to the best estimate.

Step 5.0 Identification of Decision-Makers

- 5.1 Ask the temporary decision-maker to provide a list of all decision-makers associated with the enterprise without making judgements concerning the reality of the choices.
- 5.2 Perform a test of completeness for 5.1
- 5.21 Ask the temporary decision-maker to identify others who can develop lists of decision-makers.
- 5.22 The temporary decision-maker inspects the total list and revises, eliminating those who do not desire to be included, those whose decision-making is extremely remote or indirect or those for whom the temporary decision-maker does not want information gathered.
- 5.3 Advise the temporary decision-maker of the consequences of identifying a list of decision-makers too large to be reasonable in relation to the available resources.

- 5.31 Evaluator prepares final list of decision-makers and clears with temporary decision-maker.
- 5.4 Prioritize decision-makers with assistance of temporary decision-maker using some agreed upon criteria such as when they need the information, importance to the enterprise, degree of involvement, amount of time they can make available to the evaluator and the like. Two separate criteria may be used to develop two lists from which a final list is drawn. (c.f. Step 5.1)
- 5.5 Perform a test of completeness for the prioritization of decision-makers.
- 5.51 Provide 'others' with the final prioritized list and ask them if it is acceptable.
- 5.52 Clear list with temporary decision-maker.
- 5.6 Provide a gross matching of decision-makers and resources to determine for how many information may be gathered.
- 5.61 Determine estimate of resources needed by each decision-maker starting with the decision-maker with the highest priority descending to the second highest and so on until all resources have been exhausted.

5.62 With the assistance of the temporary decision-maker determine if the matching process is realistic.

Step 6.0 Preparation of the Contract

- 6.1 Using the prepared outline "Letter of Agreement" (below) or other contract form, fill in the details gathered in Steps 1 through 5.
- 6.2 Provide the temporary decision-maker with a copy of the contract for a test of completeness and revision.
- 6.3 Secure the final approval and signature of the temporary decision-maker and present two copies of the contract.

The Goals Process
in the
Fortune/Hutchinson Methodology
A Handbook*

Prepared By

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as part of the Doctorate of Education Degree

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Preface

The following Goals Process Handbook is an appendix for a dissertation. It is an outline, a prescriptive series of steps for carrying out the Goals Process in the Fortune/Hutchinson Evaluation Methodology. The target audience for this Handbook is intended to be those familiar with the F/H Methodology, those who have been in the evaluation design classes at the University of Massachusetts, or those who have attended workshops in F/H.

Because it is an outline, it is lacking in explanation of concepts, rationales, purposes, etc. and thus other audiences may have some difficulty in using it. Eventually, this Handbook will be expanded and incorporated into a complete Handbook on F/H evaluation methodology at which time it will be aimed at a broader audience.

The Goals Process in the Fortune/Hutchinson Evaluation Methodology

Process for Deciding which Goals Procedure is Appropriate in Dealing
with a Decision Maker

- 0.0 Determine who the first priority decision maker is to be, i.e. the person(s) for whose decision making purposes data is to be collected. If this first priority decision maker has already gone through the goals process, then determine who is the next highest priority decision maker who has not already gone through the goals process and deal with him (them).
- 0.1 If that decision maker is an individual person who individually makes decisions relative to the enterprise, refer to Case I: Goals Process: Where the Decision Maker is an Individual.
- 0.2 If that decision maker is a group of persons, determine if that group of persons is a single decision making body who as a group have the authority and responsibility for making decisions and who make those decisions as a group. If it is a single decision making body, then refer to Case II: Goals Process, Identification Procedures, Where the Decision Maker is a Group of Persons who act as a Single Decision Making Body.
- 0.3 If that decision maker is a group which does not act as a single decision making body then the group is a group of individual decision makers who individually make decisions relative to the enterprise. Refer to Case III: Goals Process, Identification Procedures, Where the Group is a Collection of Individual Decision Makers Making Individual Decisions.

CASE I: Where the Decision Maker is an Individual

Purpose: to arrive at an approximation of the decision maker's intents for the enterprise which is as complete as possible

1.0 Ask the decision maker to respond to the following stimulus either by writing or tape recording:

What do you really want (the enterprise) to be and to accomplish? What do you really want (the enterprise) to accomplish for yourself and for others?

The evaluator substitutes the name of the enterprise, e.g. Project Upgrade, for the words "the enterprise", as is appropriate for the given enterprise under consideration.

2.0 Perform a goal analysis on the results of 1.0

2.1 Break down multiple goal statements into single goal statements, resulting in a list of goals with one goal per line.

2.2 Eliminate redundant goal statements. A redundant statement is one which contains the exact same words as another statement.

3.0 The evaluator develops alternative lists of goals from selected enterprise documents, identifying the sources from which they come.

3.1 Determine how many resources - time, money, staff - are available to devote to this activity.

3.2 Choose the primary written document which would be a major source of enterprise goals. If this is unknown to the evaluator, ask the decision maker which document the enterprise has produced which would be a major source of goals.

3.3.0 Perform a goal analysis (cf. 2.0) of this selected published enterprise document.

3.3.1 Goals occur throughout such documents and it should not be thought that 3.3.0 applies to just a section of the document that might be labeled "goals" or "objectives".

- 3.4.0 After completing this goals analysis for this ³¹⁵ primary document, determine the amount of resources remaining to devote to continuing this activity.
- 3.4.1 If resources still remain, then examine another major written source of enterprise goals. This second major document need not be solicited from the decision maker but might be chosen by the evaluator or by other enterprise personnel at the discretion of the evaluator.
- 3.4.2 If going through the primary document (cf. 3.2) produces fewer than (say) then additional goals, then this activity is not very useful and the evaluator would not proceed with 3.4.1, namely any other documents.
- 4.0 The evaluator develops alternative lists of goals by repeating 1.0 for other decision makers of the enterprise, that is, for other people or groups of people in the enterprise who are decision makers but not the primary or most important ones. (This is not done if the evaluator has this material as the result of a prior step). The evaluator identifies the sources unless the source (other decision maker) wishes not to be publicly identified. If so, his list would be used but the source would be noted as a person in the enterprise rather than by his name, title, rank, etc.
- 4.1 Determine how many resources - time, money, staff - are available to devote to this activity.
- 4.2 Choose this other decision maker(s) in the enterprise who is likely to have goals other than the ones the primary decision maker is likely to put down. The primary decision maker may suggest to the evaluator such another decision maker whose goals he is interested in seeing.
- 4.3 Perform a goal analysis (cf. 2.0) on this other decision maker's goals.
- 4.4.0 After completing this goals analysis for this other decision maker(s), see how many resources remain to devote to this activity.
- 4.4.1 If resources still remain, then repeat this process for another decision maker within the enterprise. This second decision maker or group of decision makers need not be solicited from the decision maker but might be chosen by the evaluator.
- 4.4.2 An alternative to 4.4.1 would be to develop an alternative goals list from decision makers from a separate but similar enterprise, which enterprise could either be chosen by the decision maker or lacking a desire on his part to do so, by the evaluator.

4.4.3

If going through this process with the first decision maker(s) described in 4.0 produces fewer than (say) 10 additional goals than this activity is not a very useful one and the evaluator would not proceed further than with this particular person(s).

5.0

Ask the primary decision maker(s) to react/respond to the alternative lists of goals resulting from 3.0, documents, and 4.0, other decision makers, by asking him to consider if the goals are ones he has thought of, or holds for his enterprise.

5.1

If the decision maker considers a given goal statement to be one which he holds for the enterprise, it should not be added to his list of goals.

5.2

If the decision maker considers the goal statement to be one which he does not hold for the enterprise, it should not be added to his list but simply rejected.

5.3

If the particular goal statement stimulates the decision maker to think of additional goal statements, these should be added to his list at this point.

5.4

If one of these steps causes the decision maker to wish to modify one of the goal statements on his list, then do so.

5.5

These steps should be done for each and every goal statement from the alternative lists developed.

Test of Completeness

6.0

Perform the Activities Test of Completeness for Goals.

6.1

The decision maker is asked to make a list of activities, i.e. things that he does, that the enterprise does, during the course of the on-going enterprise.

6.2

After making up such a list, for each activity contained on it, the decision maker asks himself the question: why do I (we, the enterprise,) do that?

6.3

The decision maker then relates each reason resulting from 6.2 above to a goal or goal statements resulting from the first five steps of the identification process, so it results in a complete cross-check of what goals relate to what activities and what activities relate to what goals on their respective lists.

6.3.1 For each and every reason that does not relate to at least one goal, the evaluator points out the discrepancy to the decision maker. The evaluator then might do two things: (a) ask the decision maker whether in fact he does have a goal for the activity and if he does, add it to the list; or,

(b) ask the decision maker if that activity is still an activity he wishes to pursue.

6.3.2 For each and every goal on the goals list for which no activities are related, the evaluator points out this discrepancy to the decision maker. The evaluator again does two things: (a) ask the decision maker if he does indeed have activities he (the enterprise) is doing and if so, add these to the activities list, or (b) if he does not have any activities, ask if this is not then a goal he holds and if it is, add it to the goals list.

7.0 The decision maker, one last time, goes through the entire goals list from steps 1.0 through 5.0 as amended or modified by the test of completeness, 6.0, and for each and every goal statement on that list, he seriously reconsiders it and commits himself before proceeding with the data collection on goals.

7.1 If he still holds the goal in the form in which it is written, nothing more is done to it at this point.

7.2 If he no longer holds a given goal for the enterprise, it is deleted.

7.3 If he still holds a goal for the enterprise but feels the wording or intent should be modified, then make those modifications as he feels is appropriate.

7.4 If he thinks of any goals that are not included on the list, add them.

Prioritization

8.0 The decision maker now prioritizes his list of goals resulting from steps 1.0 through 7.0, the goals identification and test of completeness procedures. He does this by choosing kinds of prioritization criteria which have been suggested to him by the evaluator or ways of prioritizing that he suggests as alternatives to those presented by the evaluator.

- 8.1 Prioritization on the basis of a Preference/Importance Criteria. If the decision maker chooses this criteria, then:

The decision maker rank orders the goals in terms of the goals most important to him, assigning a rank of 1 to the goal most important to him, a rank of 2 to the second most important goal to him and so on.

- 8.2 Prioritization on the basis of a Chronological Criteria. If the decision maker chooses this criteria, then:

The decision maker rank orders the goals in terms of their order of occurrence in time, assigning a rank of 1 to the goal which will occur first in time, a rank of 2 to the goal occurring next in time after 1 and so on.

- 8.3 Prioritization on the basis of a Cost/Risk Criteria. If the decision maker chooses this Criteria, then:

The decision maker rank orders the goals in order of their probability of failing, assigning a rank of 1 to the goal with the highest probability of failing, a rank of 2 to the goal with the next highest probability of failing and so on.

- 8.4 If the decision maker has chosen only one of these criteria of prioritizing or still another of his own suggestion, the prioritization is completed. If, however, he has chosen more than one set of Criteria, then there must be a way of arriving at a final prioritization list. That is, the criteria, if more than one, need to be completed.

- 8.4.1 The decision maker simply picks the first ranked goal off the criteria which he now chooses as more important than the other(s).

- 8.4.2 Prioritization is done on the basis of adding together rankings on the different criteria.

The decision maker orders the goals lists as in 8.1, 8.2, 8.3 or any other order he may have used. Each Goal will have received more than one rank if more than one ranking criteria was used. Those ranks are then added together and the one receiving the lowest total is assigned a rank of 1, the goal with the next lowest total receives a rank of 2 and so on.

In the event of tied ranks, i.e. if more than one goal receives the same rank number, the decision maker is asked to decide which of the ranking criteria used he considers to be the most important. The tie is

broken then on the basis of the tied one with the highest rank on the most important criteria.

8.5 The decision maker is asked to examine the final prioritized list arrived at through this prioritization process, 8.0 through 8.4 and to decide if this list represents a reasonable order in which to proceed, i.e. operationalization. If he responds positively, the evaluator proceeds with operationalization. If he responds negatively, the prioritization procedure is repeated. (That is, the decision maker is allowed at this point to recycle if he feels the result of 8.0 is unsatisfactory).

CASE II: Where the Decision Maker is a Group of People
who act as a Single Decision Making Body

- Purpose: To arrive at an approximation of the decision makers' intents for the enterprise which is as complete as possible.
- 1.0 Determine the amount of resources - time, money, staff - which are available to devote to this activity.
 - 2.0 Determine if the group size is small enough relative to the amount of resources available (1.0) that the evaluator can deal with each member individually and where, therefore, sampling is not necessary. If it is indeed small enough, refer to Case II-A: Where the Group Size is Small Enough Compared to the Resources that Sampling is not Required.
 - 3.0 If the group size is too large relative to the amount of resources available (1.0) and the evaluator must therefore employ some sampling procedures, refer to Case II-B: Where the Group Size is Too Large for Available Resources and Sampling is Employed.

CASE II-A: Where the Group Size is Small Enough Compared to Resources
that Sampling is Not Required

- 1.0 Determine the decision making mode the group ordinarily uses in making their decisions.
 - 1.1 The evaluator must insure that the decision makers use their ordinary decision making process, as sometimes when groups act on the evaluation process they may vary from their usual mode which will result in the data not being most amenable to the ordinary process they use in making decisions which effect the enterprise.
 - 1.2 Throughout the rest of the methodology wherever the phrase ". . .the decision makers decide, choose, act, etc.," it means that the body makes their decisions according to whatever internal, agreed upon decision making process they ordinarily use to make decisions whether it is majority vote, unanimous vote, consensus or whatever.
- 2.0 Ask each member of the group, separately, to respond to the following stimulus either by writing or tape recording:

What do you really want (the enterprise) to be and to accomplish? What do you really want (the enterprise) to accomplish for yourself and others?

(Note: These are separate questions but a single stimulus and if the first question does not seem appropriate, then the second, a paraphrase of the first, may be appropriate.)

The evaluator substitutes the name of the enterprise, e.g. Project Upgrade, for the words "the enterprise" as is appropriate for the given enterprise under consideration.
- 3.0 The evaluator combines all the output from each of the individual members of the decision making body, which has been arrived at on an individual basis.
- 4.0 Perform a goal analysis on the combined output arrived at in 3.0 above.
 - 4.1 Break down multiple goal statements into single goal statements, resulting in a list of goals with one goal per line.
 - 4.2 Eliminate redundant goal statements. A redundant goal statement is one which contains the exact same words as another statement.

- 5.0 The evaluator develops alternative lists of goals from selected enterprise documents, identifying the sources from which they come.
- 5.1 Determine the amount of resources - time, money, staff - which are available to devote to this activity.
- 5.2 Choose the primary written document which would be a major source of enterprise goals. If this is unknown to the evaluator, ask the decision makers as a group which document the enterprise has produced which would be a major source of written goals.
- 5.3.0 Perform a goal analysis (of 4.0) of this selected published enterprise document.
- 5.3.1 Goals occur throughout such documents and it should not be thought that 5.0 applies to just a section of the document that might be labeled "goals" or "objectives."
- 5.4.0 After completing this goals analysis for the primary document, determine the amount of resources remaining to devote to continuing this activity.
- 5.4.1 If resources still remain, then examine another major written source of enterprise goals. This second document need not be solicited from the decision makers but might be chosen by the evaluator or by other enterprise personnel at the discretion of the evaluator.
- 5.4.2 If going through the primary document (cf. 5.2) produces fewer than (say) ten additional goals, then this activity is not very useful and the evaluator would not proceed with this activity. i.e. he would not perform 5.4 at all.
- 6.0 The evaluator develops alternative lists of goals by repeating 2.0 for other decision makers of the enterprise, that is, for other people or groups of people in the enterprise who are also decision makers. (This is not done if the evaluator has this material as a result of a prior step.) The evaluator identifies the sources unless the source (other decision makers) wishes not to be publicly identified. If so, his list would be used but the source would be noted as simply "a person in the enterprise" rather than by his name, position, title, and so on.
- 6.1 Determine the amount of resources - time, money, staff - which are available to devote to this activity.

- 6.2 Choose this other decision maker(s) in the enterprise who is likely to have goals other than the ones the decision makers the evaluator is working with are likely to put down. The decision makers as a group may suggest to the evaluator another decision maker whose goals they are interested in reacting to.
- 6.3 Perform a goal analysis (cf. 4.0) on this other decision maker's goals.
- 6.4.0 After completing this goal analysis for this other decision maker's goals, determine the amount of resources remaining to devote to continuing this activity.
- 6.4.1 If resources still remain, then repeat this process for another decision maker within the enterprise. This second decision maker or group of decision makers need not be solicited from the decision making body with which the evaluator is working but may be chosen by the evaluator.
- 6.4.2 An alternative to 6.4.1 would be to develop an alternative goals list from decision makers from a separate but similar enterprise, which enterprise could either be chosen by the decision makers as a group of lacking a desire or felt need to do that, by the evaluator.
- 6.4.3 If going through this process with the first "other" decision maker(s) described in 6.0 produces fewer than (say) ten additional goals, then this activity is not a very useful one and the evaluator would not proceed any further than with this particular person(s).
- 7.0 The Decision makers, as a group, are asked to react/respond to the combined list of goals resulting from 4.0, the goals of each other as arrived at individually; 5.0, documents; and 6.0 others' goals. They react/respond in a manner in which they usually make their decisions, i.e. they follow their regular decision making behavior. They are to consider if the goals are ones which they as a group hold for their enterprise.
- The evaluator should explain to the group the alternatives available in this reacting process, namely the substeps below. He should also point out that they do not have to simply choose from the list but can at any time during 7.0 make changes, modifications, etc.
- 7.1 If they consider a given goal statement to be one which they hold for the enterprise, it should be added to a "list of goals for the enterprise."
- 7.2 If they consider the goal statement to be one which they do not hold for the enterprise, it should not be used or added to the list of goals for the enterprise.

- 7.3 If the particular goal statement stimulates thought (or discussion or whatever) and the decision makers think of additional goals not on any of these lists, then these additional goals should be added to the list at this point. (This may and can occur at any point in this 7.0 step.)
- 7.4 If any one of these steps causes the decision makers to wish to modify one (or more) of the goal statements on the list, then that should be done also.
- 7.5 These steps should be done for each and every goal statement on the combined list of 4.0 the goals of each other, 5.0, documents and 6.0 others.

Test of Completeness

- 8.0 Perform the Activities Test of Completeness for goals.
- 8.1 Determine the amount of resources - time, money, staff - which are available to devote to this activity. (If no resources are available this step is eliminated.)
- 8.2 Each member of the decision making body, separately, is asked to make a list of activities, that is, things he does or the enterprise does during the course of the on-going enterprise. Arbitrarily choose a number, e.g. ten activities each.
- 8.3 The evaluator combines the output of 8.2 into one list of activities for the group. Overlap or redundancy is first eliminated.
- 8.4 This combined list of activities is presented to the group and for each item on the list, the group asks itself the question: Why do we do that?
- 8.5.0 They then relate each reason resulting from the above step to a goal or goal statement resulting from the first seven steps of the identification process, so it results in a complete cross-check of what goals relate to what activities and what activities relate to what goals on the respective lists.

(Note: This process is done with the group proceeding in its regular decision making fashion.)

- 8.5.1 For each and every reason that does not relate to at least one goal the evaluator points out the discrepancy to the decision makers. The evaluator might then do two things: (a) ask the decision makers whether in fact they do have a goal for the given activity and if they do, add it to the goals list; or (b) ask the decision makers if that activity is still an activity they wish to pursue.
- 8.5.2 For each and every goal on the goals list for which no activities are related, the evaluator points out this discrepancy to the decision makers. The evaluator again does two things: (a) ask the decision makers if they do indeed have activities they (the enterprise) are doing and if so, add these to the activities list; or (b) if they do not have any activities, ask if this is a goal which they really hold and if it is not, remove it from the goals list.

9.0 The decision makers, as a group and after the manner in which they usually make their decisions, go through the entire goals list resulting to date and for each and every statement on that list, they seriously reconsider it and commit themselves to it before proceeding with the data collection on goals.

- 9.1 If they still hold that goal in the form in which it is written, nothing more is done to it at this point.
- 9.2 If they no longer hold that given goal for the enterprise, it is deleted from the list.
- 9.3 If they still hold a goal for the enterprise but feel the wording or intent should be modified, then modify as it is appropriate.
- 9.4 If they think of any goals not included on the list which they now want included, add it (them).

Prioritization

10.0 The decision makers, as a group, now prioritize their list of goals resulting from 2.0 through 9.0, the goals identification process as modified by 8.0, the test of completeness and as committed to in 9.0. They do this by choosing the kind (kinds) of prioritization criteria which have been suggested to them by the evaluator, or, other ways of prioritizing that they suggest as alternatives to those presented by the evaluator.

They have several options at this point. They may choose any one of the criteria below, more than one, or all of them to do as a group. They may assign different criteria to different members of the group to do individually or in subgroups. The evaluator would then bring the results back to the group as a whole for consideration. The evaluator points out these options to the decision makers and they then decide how to prioritize.

10.1 Determine the amount of resources - time, money, staff - available to devote to this activity. A very limited amount of resources will limit the number of options available, possibly to only one criteria, and even then with a possible time limit set on it if necessary.

10.2 Prioritization on the basis of a Preference/Importance Criteria. If the decision makers choose this criteria, then:

The decision makers rank order the goals in terms of the goals most important to them, assigning a rank of 1 to the goal most important to them, a rank of 2 to the second most important goal to them and so on.

10.3 Prioritization on the basis of a Chronological Criteria. If the decision makers choose this criteria, then:

The decision makers rank order the goals in terms of their order of occurrence in time, assigning a rank of 1 to the goal which will occur first in time, a rank of 2 to the goal occurring next in time after 1 and so on.

10.4 Prioritization on the basis of a Cost/Risk Criteria. If the decision makers choose this criteria, then:

The decision makers rank order the goals in order of their probability of failing, assigning a rank of 1 to the goal with the highest probability of failing, a rank of 2 to the goal with the next highest probability of failing and so on.

10.5.0 If the decision makers have chosen only one of these criteria or another one of their own suggestion, then prioritization is completed. If however they have chosen more than one set of criteria, then there must be a way of arriving at a final prioritization list. That is, the criteria, where more than one has been used, need to be combined. The way this is done is decided by the decision makers as a group, using one of the methods the evaluator suggests (cf. below) or one of their own.

- 10.5.1 The decision makers prioritize the criteria they have used (if they have used more than one) and then they simply choose the goal ranked 1 on this most important criteria. The second goal would simply be the first ranked goal on the next most important criteria and so on.
- 10.5.2 Prioritization is done on the basis of adding together rankings on the different criteria. The decision makers have rank ordered their goals on more than one of the criteria. Each goal will have received more than one rank if more than one ranking criteria was used. These ranks are then added together and the one receiving the lowest total is assigned a rank of 1, the goal with the next lowest total a rank of 2 and so on.
- In the event of tied ranks, i.e. if more than one goal receives the same rank number after combining ranks, the decision makers are asked to decide which of the ranking criteria used do they consider to be the most important. The tie is broken then on the basis of the tied one with the highest rank on the most important criteria, being chosen.
- 10.6 The decision makers are asked to examine the final prioritized list arrived at through this prioritization process and to decide if this list represents a reasonable order in which to proceed, i.e. to begin the operationalization process. If they respond positively, the evaluator proceeds with operationalization. If they respond negatively, then the evaluator allows the decision makers to make those last minute changes they wish.

CASE II-B: Where the Group Size is too Large Relative to the Available resources and Sampling Procedures are Employed

- 1.0 Determine if the evaluator who is going to use this Case has a knowledge of sampling techniques. If not, then the evaluator should consult someone with expertise in sampling procedures.
- 2.0 Determine the decision making mode the group ordinarily uses in making their decisions.
- 2.1 The evaluator must insure that the decision makers use their ordinary decision making process as sometimes when groups act on the evaluation process they may vary from their usual mode which will result in the data not being most amenable to the ordinary process they use in making decisions which effect the enterprise.
- 2.2 Throughout the rest of this methodology wherever the phrase ". . .the decision makers, as a group, decide, choose, act, etc.," it means that the body makes their decisions according to whatever internal, agreed upon, decision making process they ordinarily use to make decisions whether it is majority vote, unanimous vote apparent consensus or whatever.
- 3.0 Select a sample from the decision making group.
- 3.1 Determine the amount of resources - time, money, staff - available and this amount in turn will be a limitation on the size of the sample and on the sophistication of sampling techniques.
- 4.0 Ask each member of this sample from the decision making group, separately, to respond to the following stimulus either by writing or tape recording:

What do you really want (the enterprise) to be and to accomplish? What do you really want (the enterprise) to accomplish for yourself and others?

(Note: These are separate questions but a single stimulus and if the first question does not seem appropriate, then the second, which is a paraphrase of the first, may be appropriate.)

The evaluator substitutes the name of the enterprise, e.g. Project Upgrade, for the words "the enterprise" as is appropriate for the given enterprise under consideration.

- 5.0 The evaluator combines all the output from each of the individual members of the sample from the decision making body, which have been arrived at on an individual basis.
- 6.0 Perform a goal analysis of the combined output arrived at in 5.0 above.
- 6.1 Break down multiple goal statements into single goal statements, resulting in a list of goals with one goal per line.
- 6.2 Eliminate redundant goal statements: A redundant goal statement is one which contains the exact same words.
- 7.0 The evaluator develops alternative lists of goals from selected enterprise documents, identifying the sources from which they come.
- 7.1 Determine the amount of resources - time, money, staff - which are available to devote to this activity.
- 7.2 Choose the primary written document which would be a major source of enterprise goals. If this is unknown to the evaluator, ask the decision makers as a group which document the enterprise has produced which would be a major source of written goals.
- 7.3.0 Perform a goal analysis (cf. 6.0) of this selected written enterprise document.
- 7.3.1 Goals occur throughout such documents and it should not be thought that 7.0 applies to just a section of the document that might be labeled "goals" or "objectives."
- 7.4.0 After completing this goals analysis for the primary written document, determine the amount of resources remaining to devote to continuing this activity.
- 7.4.1 If resources still remain, then examine another major written source of enterprise goals. This second document need not be solicited from the decision makers but might be chosen by the evaluator or by other enterprise personnel at the discretion of the evaluator.
- 7.4.2 If going through the primary document (cf. 7.2) produces fewer than (say) ten additional goals, then this activity is not very useful and the evaluator would not proceed with this activity, i.e. he would not perform 7.4 at all.

- 8.0 The evaluator develops alternative lists of goals by repeating the process outlined in 4.0 for other decision makers of the enterprise, that is, for another person or group(s) of people in the enterprise who are also decision makers. (This is not done if the evaluator has this material as a result of a prior step.) The evaluator identifies the sources unless the source (other decision makers) wishes not to be publicly identified. If so, his list would be used but the source would be noted as simply "a person in the enterprise" rather than by his name, position, title, and so on.
- 8.1 Determine the amount of resources - time, money, staff - which are available to devote to this activity.
- 8.2 Choose this other decision maker(s) in the enterprise who is likely to have goals other than the ones the decision makers the evaluator is working with are likely to put down. The decision makers as a group may suggest to the evaluator such another decision maker whose goals they are interested in reacting to.
- 8.3 Perform a goal analysis (cf. 6.0) on this other decision maker's goals.
- 8.4.0 After completing this goals analysis for this other decision maker's goals, determine the amount of resources remaining to devote to continuing this activity.
- 8.4.1 If resources still remain, then repeat this process for another decision maker or group of decision makers within the enterprise. This second person (group) need not be solicited from the decision making body with which the evaluator is working but may be chosen by the evaluator.
- 8.4.2 An alternative to 8.4.1 would be to develop an alternative goals list from decision makers from a separate but similar enterprise, which enterprise could either be chosen by the decision makers as a group or lacking their desire or felt need to do so, by the evaluator.
- 8.4.3 If going through this process with the first "other" decision maker(s) described in 8.0 produces fewer than (say) ten additional goals, then this activity is not a very useful one and the evaluator would not proceed any further than with this particular person(s).

- 9.0 Combine all the output from 6.0 (the goal analysis of the combined output of the sample members), 7.0 (alternative list(s) of goals from documents), and 8.0 (alternative list(s) of goals of others).
- (Note: This combined output should be in the form of a list of goals, with a single goal per line.)
- 10.0 Collapse the goals list into an ordered list of goals.
- 10.1.0 Take the list of all the goals. Have each member of the group, individually, check off on the list those goals which he holds for the enterprise. He does this for the entire list of goals.
- 10.1.1 A special case of this: If the group is very large, with one hundred or more persons, the evaluator would perform 10.1 by dividing both goals and decision makers into groups.
- 10.1.2 Divide the decision making body into sample sizes of 20 or greater. (This is done by sampling procedures.)
- 10.1.3 Divide the goals into groups of 100 or smaller.
- 10.1.4 Have an equal number of sets of goals and groups of decision makers. It may be necessary to adjust 1.2 and 1.3 to do this. The evaluator should end up though with an equal number of each, e.g. 10 groups of decision makers and 10 lists of goals.
- 10.1.5 Randomly assign goals lists to the groups of decision makers, such that all the goals list are distributed, one to each group and each group getting one list.
- 10.2 Compile a frequency count for each goal on the list and compute a percentage of the number of members in the group who hold each goal on the list as a goal for the enterprise.
- 10.3 Order the list of goals now by frequency, the goal receiving the most check marks and therefore the greatest percentage ranking #1, the goal with the next highest percentage ranking #2 and so on for all the goals.
- 10.4 Determine if the resources are limited. If they are proceed to 11.0. If they are not, e.g. if there is more than \$20,000, then proceed to 14.0 and eliminate 11.0 through 13.0.

SIMPLE PROCESS: WHERE THE RESOURCES ARE LIMITED

- 11.0 From this list (10.3) choose the first 10 to 20 goals, i.e. the 10 to 20 most frequently checked items. These now become the goals list to present to the group as a whole.
- 12.0 The decision makers, as a group, are presented with this list of 10 to 20 goals, depending upon resources, ordered according to frequency. At this time, the evaluator explains to them the process by which this list was arrived at, beginning with the original sample and explaining the whole procedure.
- 13.0 The decision makers are then asked to react/respond to this frequency list. They do this in a manner in which they usually make their decisions. The evaluator asks the group to decide if they are prepared to accept this list both as the goals list for the enterprise and in the prioritized manner arrived at in 10.3 and 11.0 above.
- The evaluator points out that if they vote no, they must commit more resources to the evaluation.
- (Note: They do have the option of making changes in priorities for say the first ten goals, but that is all they may change here without committing more resources.)
- 13.1 If they vote yes, i.e. accept the list and the order (or as slightly changed by the note in 13.0), then the evaluator proceeds with the operationalization process.
- 13.2 If they vote no, then the evaluator again informs them of the need for more resources; gets the resources committed and then proceeds with the lengthy, complex process for arriving at a complete goals list.
- (Note: Usually, the resources will be such that the lengthy process will seldom occur in Case II-B. However it will be presented here for the few cases where it will be needed.)

COMPLEX PROCESS: WHERE THERE ARE MANY RESOURCES

- 14.0 Using the ordered list from 10.3 (the entire list) collapse the goals list into a synthesized, categorized shortened list of more general or global goal statements. This list should have no more than (say) 20 goal statements on it.
- 14.1 Take the goal with the highest frequency and record it on a separate piece of paper. Take the #2 goal and ask yourself, "Can I write a more general goal statement which will incorporate both of these?"
- 14.1.1 If the answer is yes, then do so and record it on the same piece of paper.
- 14.1.2 If no, then record it on a second sheet of paper thus starting another category.
- 14.2 Take the #3 ranked goal (the goal with the third greatest percentage) on the frequency list and repeat the procedure. Check it against the first category and ask the question, "Does this fit into this statement or can I write a more general statement incorporating both?"
- 14.2.1 If yes, it does fit, then write it down. Or if a more general statement can be written, then write it down.
- 14.2.2 If the answer is no, go to the second sheet of paper. If it belongs there, add it, and if it doesn't, start a third category.
- 14.3 Repeat this process for each goal on the frequency list. As a maximum, though, there should be no more than twenty to thirty categories so that the final list to be presented to the group will have no more than twenty to thirty goal statements on it.
- 15.0 The collapsed list of general goal statements arrived at through 14.0 above is now presented to the decision making body as a group. The group is now asked to react/respond to this synthesized and categorized list of goals. They do this in a manner in which they usually make their decisions, i.e. they follow their regular decision making behavior. They are to consider, goal by goal, if the goals are ones which they as a group hold for their enterprise.
- The evaluator should explain to the group the alternatives available in this reacting process, namely the substeps below. He should also point out that they do not have to simply choose from the list but can at any time during this step of 15.0 make changes, modifications, etc.

The evaluator would also at this point explain to the group the process by which this list was arrived at, beginning with the original sample and continuing through the collapsing stage.

- 15.1 If they consider a given goal statement to be one which they hold for the enterprise, it should be added to a "list of goals for the enterprise."
- 15.2 If they consider the goal statement to be one which they do not hold for the enterprise, it should not be used or added to the list of goals for the enterprise.
- 15.3 If the particular goal statement stimulates thought or discussion and the decision makers think of additional goals not on any of the lists, then these additional goals should be added to the list at this point. (Goals may be added throughout this step if this should occur.)
- 15.4 If any one of these steps causes the decision makers to wish to modify one (or more) of the goal statements on the list, then that should be done also.
- 15.5 These steps should be done for each and every goal statement on the collapsed list presented to the group at the beginning of this step.

Test of Completeness

- 16.0 Draw a sample different from the previous one used. It is all right if there is some overlap with the previous sample.
- 17.0 Perform the activities test of completeness for goals.
 - 17.1 Determine the amount of resources - time, money, staff - which are available to devote to this activity. (If no resources are available, this step is eliminated.)
 - 17.2] Each member of the sample from the decision making body, separately, is asked to make a list of activities, that is, things the enterprise does during the course of its operating. Arbitrarily choose a number, e.g. ten activities each.
 - 17.3 The evaluator combines the output of 17.2 into one list of activities for the group. Overlap and/or redundancy is eliminated.

- 17.4 This combined list of activities is presented to the sample as a group and for each item on the list, the sample as a group asks itself the question, "Why do we do that?"
- 17.5.0 They then relate each reason resulting from the above question to a goal or goal statement resulting from 15.0 above, deciding the goals for the enterprise so this will result in a complete cross check of what goals relate to what activities and what activities relate to what goals on the respective lists.
- (Note: This process is done with the sample proceeding as the group as a whole ordinarily does in its regular decision making fashion.)
- 17.5.1 For each and every reason that does not relate to at least one goal the evaluator points out the discrepancy to whole group of decision makers, not just the sample. The evaluator might then do two things: (a) ask the decision makers as a group whether in fact they do have a goal for the given activity and if they do, add it to the goals list; or (b) ask the decision makers as a group if that activity is still an activity they wish to pursue.
- 17.5.2 For each and every goal on the goals list for which no activities are related, the evaluator points out this discrepancy to the decision makers as a whole group. The evaluator again does two things: (a) ask the decision makers if they do indeed have activities they (the enterprise) are doing and if so, add these to the activities list; or (b) if they do not have any activities, ask if this is a goal then which they really hold and if it is not, remove it from the goals list.
- 18.0 The decision makers, as a group and in a manner in which they usually make their decisions, go through the entire goals list resulting to date and for each and every statement on that list, they seriously reconsider it and commit themselves to it before proceeding with the data collection on goals.
- 18.1 If they still hold that goal in the form in which it is written, nothing more is done to it at this point.
- 18.2 If they no longer hold that given goal for the enterprise, it is deleted from the list.

- 18.3 If they still hold a goal for the enterprise but feel the wording or intent should be modified, then modify the goal as is appropriate.
- 18.4 If they think of any goals not included on the list which they now want included, add it (them).

Prioritization

- 19.0 The decision makers, as a group, now prioritize their list of goals. They do this by choosing the kind (kinds) of prioritization criteria which have been suggested to them by the evaluator, or other ways of prioritizing that they suggest as alternatives to those presented by the evaluator.

They have several options at this point. They may choose any one of the criteria below, more than one or all of them. They tell the evaluator which criteria they wish to have used on the goals list they have committed themselves to through step 18.0 above.

- 19.1 Determine the amount of resources - time, money, staff - available to devote to this activity. A very limited amount of resources will limit the number of options available, possibly to only one of the criteria, and even then, with a possible time limit set on it if necessary.
- 19.2. Prioritization on the basis of a Preference/Importance Criteria. If the decision makers choose this criteria, then:

A sample of the decision makers will rank order the goals in terms of those most important to them, assigning a rank of 1 to the goal most important to them, a rank of 2 to the second most important goal to them and so on.

- 19.3 Prioritization on the basis of a Chronological Criteria. If the decision makers choose this criteria, then:

A sample of the decision makers will rank order the goals in terms of their order of occurrence in time, assigning a rank of 1 to the goal which will occur first in time, a rank of 2 to the goal occurring next in time after 1 and so on.

19.4

Prioritization on the basis of a Cost/Risk Criteria.
If the decision makers choose this criteria, then:

The sample from the decision makers will rank order the goals in order of their probability of failing, assigning a rank of 1 to the goal with the highest probability of failing, a rank of 2 to the goal with the next highest probability of failing and so on.

19.5.0

If the decision makers have chosen only one of these criteria, or another one of their own suggestion, then prioritization is completed and the evaluator proceeds with the operationalization process.

If however they have chosen more than one set of criteria, then there must be a way of arriving at a final prioritization list. That is, the criteria, where more than one has been used, need to be combined. The way this is done is decided by the decision makers as a group, using one of the methods the evaluator suggests (cf. below) or one of their own.

19.5.1

The decision makers prioritize the criteria they have used, if they have used more than one, and then they simply choose the goal ranked 1 on this most important criteria. The second goal would simply be the first ranked goal on the next most important criteria and so on.

19.5.2

Prioritization is done on the basis of adding together rankings on the different criteria. The decision makers have rank ordered their goals on more than one of the criteria. Each goal will have received more than one rank if more than one ranking criteria was used. These ranks are then added together and the one receiving the lowest total is assigned a rank of 1, the goal with the next lowest total a rank of 2 and so on.

In the event of tied ranks, i.e. if more than one goal receives the same rank number after combining ranks, the decision makers are asked to decide which of the ranking criteria used do they consider to be the most important. The tie is broken then on the basis of the tied one with the highest rank on the most important criteria being chosen.

20.0

The evaluator will draw a sample(s) from the decision making body. The number of samples is determined by the number of criteria which the decision making body has chosen in the previous step, there being an equal number of samples and criteria.

- 21.0 The evaluator randomly assigns criteria to each of the samples, with each sample receiving only one criteria with which to work
- 22.0 The evaluator would then bring the results back to the group, i.e. the prioritized list of goals, which they would then, as a group, consider. The decision makers as a group would be asked to decide if this list represents a reasonable order in which to proceed, i.e. to begin the operationalization process. If they respond positively, the evaluator begins operationalization. If they respond negatively, then the evaluator allows the decision makers to make those last minute changes they wish.

CASE III: Where the Group is a Collection of Individual Decision Makers
Making Individual Decisions

Purpose: To arrive at an approximation of the decision makers' intents for the enterprise which is as complete as possible.

- 1.0 Determine if the evaluator who is going to use this Case has a knowledge of sampling techniques. If not, then the evaluator should consult someone with expertise in sampling procedures.
- 2.0 Select a sample from the group of individual decision makers.
 - 2.1 Determine the amount of resource-time, money, staff-available to devote to this activity and this amount in turn will be a limitation on the size of the sample and on the sophistication of the sampling techniques.
- 3.0 From this sample, draw a smaller subsample, again commensurate with resources available such that the evaluator can interact on an individual basis with this smaller subsample.
- 4.0 Ask each member of this subsample from the group of individual decision makers, separately, to respond to the following stimulus either by writing or tape recording:

What do you really want (the enterprise) to be and to accomplish? What do you really want (the enterprise) to accomplish for yourself and for others?

(Note: These are separate questions but a single stimulus and if the first question does not seem appropriate, then the second, which is a paraphrase of the first, may be appropriate.

The evaluator substitutes the name of the enterprise, e.g. Project Upgrade, for the words "the enterprise" as is appropriate for the given enterprise under consideration.
- 5.0 The evaluator combines all the output from each of the individual members of the subsample which has been arrived at on an individual basis.

- 8.3 Perform a goal analysis (cf. 6.0) on this other decision maker(s)'s goals.
- 8.4.0 After completing this goals analysis for this other decision maker's goals, determine the amount of resources remaining to devote to continuing this activity.
- 8.4.1 If resources still remain, then repeat this process for another decision maker or group of decision makers within the enterprise.
- 8.4.2 An alternative to 8.4.1 would be to develop an alternative goals list from decision makers from a separate but similar enterprise.
- 8.4.3 If going through this process with the first "other" decision maker(s) described in 8.0 produces fewer than (say) ten additional goals, then this activity is not a very useful one and the evaluator would not proceed any further than with this particular decision maker.
- 9.0 Combine all the output from 6.0 (the goal analysis of the combined output of the subsample members), 7.0 (the alternative list(s) of goals from documents) and 8.0 (the alternative list(s) of goals of others).
- (Note: This combined output should be in the form of a list of goals, with a single goal per line.)
- 10.0 Perform a goals survey of the larger, original sample.
- 10.1.0 Take the list of all the goals. Have each member of the sample individually check off on the list those goals which he holds for the enterprise. He also is to star (*) the three most important ones. He does this for the entire list of goals. Then, the evaluator would collect each sample member's list, checked and starred.
- 10.1.1 A special case of this: If the sample is very large, with one hundred or more persons, the evaluator should perform 10.1.0 by dividing both goals and the sample of decision makers into subgroups.
- 10.1.2 Divide the sample into subsamples with sizes of 20 or greater. (This is done by sampling procedures.)
- 10.1.3 Divide the goals into groups of 100 or smaller.
- 10.1.4 Have an equal number of sets of goals and subsamples of decision makers. It may be necessary to adjust 10.1.2 and 10.1.3 to do this. The evaluator should end up though with an equal number of each, e.g. 10 subsamples of decision makers and 10 lists of goals.

- 10.1.5 Randomly assign goals list to the subsamples such that all the goals lists are distributed, one to each subsample and with each subsample getting one list to work with.
- 10.2 Compile a frequency count of checks () for each goal on the list and compute a percentage of the number of members in the sample who hold each goal on the list as a goal for the enterprise.
- 10.3 Compile a frequency count of goals which are considered important, i.e. the starred (*) goals and compute a percentage of the number of members who hold a goal as important for the enterprise.
- 10.4 Combine the frequencies of the stars and the frequencies of checks by weighting the stars with a value of 5 and the checks with a value of 1.
- 10.5 Order the list of goals now by the combined weight of the frequencies, the goal receiving the most weight receiving a rank of #1, the goal with the next highest weight a rank of #2 and so on.
- 11.0 Determine if the resources are limited. If they are, the evaluator is done with the goals process and would proceed with the evaluation. If they are not, e.g. if there is more than \$20,000 for the evaluation, then proceed to 12.0 and continue with the goals process.

Complex Prioritization Process: to be used only if there are abundant resources.

- 12.0 From this list of goals (10.5) choose the first 10 to 20 most important goals, i.e. the 10 to 20 highest weighted items. These now become the goals list to present to the group of individual decision makers.
- 13.0 Each member of the group of individual decision makers is provided with this list of 10 to 20 goals, depending upon resources, ordered according to weight. This list would also have an explanation of the process by which this list was arrived at, beginning with the original sample and explaining the whole procedure.

- 14.0 Each person is instructed, via directions at the beginning of the goals list, to choose those goals he holds for the enterprise by checking off those which are appropriate. The evaluator would then gather these checked lists from the group of individual decision makers.
- Note: The instructions would make it clear that the respondent is to check only those goals which he both holds and feels are important to the enterprise, not just to check off goals he holds for the enterprise.
- 15.0 Compile a frequency count of checks () for each goal on the list and compute a percentage of the number of members who hold each goal on this list as important to the enterprise.
- 16.0 Order the list of goals by frequency, the goal receiving the most check marks would rank #1, the goal with the next highest percentage ranking #2 and so on for all the goals on the list.
- 17.0 This ordered list of goals would constitute a list of prioritized goals for the group of decision makers and the evaluator would proceed with the evaluation.

Gordon

PARTS PROCESS (Draft II - Jim Thomann) 3/2/72

- 0.0 For each decision-maker (d.m.) for whom the parts process is to be done, the case used in the goals process is the case used in this Process, as was determined by the following criteria.
- 0.1 Determine who the first priority decision maker is to be, i.e. the person(s) for whose decision making purposes data is to be collected. If this first priority decision maker has already gone through the parts process, then determine who is the next highest priority decision maker who has not already gone through the goals process and deal with him (them).
 - 0.1.1 If that decision maker is an individual person who individually makes decisions relative to the enterprise, refer to Case I: Parts Process, Identification Procedures, Where the Decision Maker is an Individual.
 - 0.1.2 If that decision maker is a group of persons, determine if that group of persons is a single decision making body who as a group have the authority and responsibility for making decisions and who make these decisions as a group. If it is a single decision making body, then refer to Case II: Parts Process, Identification Procedures, Where the Decision Maker is a Group of Persons who act as a Single Decision Making Body.
 - 0.1.3 If that decision maker is a group which does not act as a single decision making body then the group is a group of individual decision makers who individually make decisions relative to the enterprise. Refer to Case III: Parts Process, Identification Procedures, Where the Group is a Collection of Individual Decision Makers Making Individual Decisions.

Case I: Decision-maker is an Individual

- 1.0 Determine the amount of resources -- time, money, staff, etc. -- which are available to devote to this activity for this d.m.
- 2.0 Ask the d.m. to respond to the following stimulus either by writing or recording:

What are the conceptual components that you see as the major parts of the (enterprise)*

(* - The Evaluator substitutes name of the enterprise)

- 2.1 If difficulty arises provide d.m. with a couple of examples of different enterprises.

examples

Caution: Refrain from giving d.m. you input as to the parts of his enterprise or giving d.m. too many examples for you could easily end up with yours or someone else's parts.

3.0 Tests of Completeness of Parts List

3.1 Ask d.m. to identify the parts he elicited that are Inputs, Interfaces, Outputs and others where Input, Interface and Output are defined as:

Input - those things occurring before the enterprise begins, or those prerequisites for the program -- e.g. in a school situation these might be budget, a physical plant etc.

Interfaces - those things which are not directly part but which impinge on it and thus influence it -- e.g. in a school situation these might be School Board, P.T.A., etc.

Output - that which results from the project or program, that occurs after a program is ended. In a school, the output might be the student after the program or at the end of the year.

3.1.1 If none of the parts are any of the above, have d.m. consider and add to his list, parts he sees that he left out of the above.

3.1.2 Have the d.m. consider each of the major divisions (Input, Interfaces, etc.) as to whether they are complete or not. If not add the necessary parts.

3.2 Have other d.m.s elicit their parts of the (enterprise) and present these to the d.m. as stimulus to see if they are parts from his perspective, if yes and not already on the list add them; or see if they make d.m. think of any parts not on the list, if yes add them.

3.3 Take activities list generated in Goals process:

3.3.1 Ask the d.m. to assign each of the activities to a part on the parts list and each part to the appropriate activities on the activities list.

3.3.2 Evaluator points out any activity that is not related to at least one part and asks the d.m. whether in fact a part exists that carries out that activity and if it does and it is not already on his list add it, or if no part exists ask d.m. whether he wants the (enterprise) to pursue that activity or not.

3.3.3 Evaluator points out any parts that do not have an activity and asks the d.m. if he has any activities that part carries out or not -- if yes add these to activities list, if not have him consider whether it is a Part of the enterprise or not.

3.4 Take Goals List previously generated

3.4.1 Ask d.m. to assign each of the goals to at least one part on the parts list and each part to the goals on the goals list.

3.4.2 Evaluator points out any goal that is not related to at least one part and asks d.m. whether a part exists that carries out that goal, if yes the part is added to the lists, if no then the d.m. is asked to consider if it is a goal or not.

3.4.3 Evaluator then points out any part for which no goal has been related. He then asks d.m. if there is any goal which this part accomplishes, if yes then he adds it to the lists, if no he asks d.m. to consider whether this is a part of the enterprise or not.

3.5 Go back over parts list and have d.m. make final decision on each one.

4.0 Prioritizing Parts List:

D.m. now prioritizes the parts of the enterprise determined in Steps 2 and 3. He does this by choosing the kinds of prioritization procedures suggested to him by evaluator or ways of prioritizing that he suggests as alternatives to those presented by the evaluator.

4.1 Prioritization on the basis of a Preference/Importance Criteria. If the d.m. chooses this criteria then: the d.m. rank orders the parts in terms of the parts most important to him, assigning a rank of 1 to most important, rank 2 to second.

4.2 Prioritization on the Immediacy of Decisions Criteria. If d.m. chooses this criteria then: the d.m. rank orders parts in terms of which part needs data for decisions first, he assigns rank 1 to part that makes most immediate decisions, rank 2 to part that makes 2nd most immediate decisions etc.

4.3 Prioritization on the Risk of Failing Criteria -- If d.m. chooses this criteria then: the d.m. rank orders the parts in order of their probability failing, assigning rank 1 to the part with highest probability of failing, a rank 2 to part with 2nd highest probability, etc.

4.4 If the d.m. has chosen only one Criteria for prioritizing, either his own or one of the suggested ones, then this prioritization is completed. If, however, he has chosen more than one criteria, then there must be a way of arriving at final prioritization list.

4.4.1 the d.m. simply picks the first ranked part of the Criteria which he now picks as most important.

4.4.2 Prioritization is done on the basis of adding together rankings on the different criteria

4.5 Get final approval of Prioritized list from d.m.

5.0 Breakdown of Parts into Subparts

5.1 Determine if enough resources are left to do (second)* level breakdown of parts, either limited or complete. If complete

(*Change word to second if it is first, third if second, etc. depending on what cycle you are starting through the step.)

do it for all parts in the (first)* level breakdown. If limited do it for only those parts in (first)* level that received highest priorities and can reasonably be done in the scope of the resources left. If no resources are left go to 6.0.

5.2 Ask d.m. to list all the subparts or components of each part in his (first)* level list that are to be further broken down.

5.3 Tests of Completeness of Subparts list

5.3.1 Ask d.m. to point out Input, Interfaces, etc. for each part. Then ask d.m. to decide whether subparts are complete for the part or not based on the above criteria.

5.3.2 For each (first)* level part of the (enterprise) for which a (second)* level breakdown was done take activities assigned to that part and assign those activities to the subparts and each subpart to the activities then:

5.3.2.1 Evaluator points out activities not related to subpart and asks d.m. whether a subpart exists which carries it out, if it does, then add it to the lists.

5.3.2.2 Evaluator points out parts for which no activity is assigned and asks d.m. to consider whether this is part or not.

- 5.3.3 For each (first)* level part of the (enterprise) for which a (second)* level breakdown was done take the goals assigned to that part and have the d.m. assign them to the subparts and each subpart to the goals, then:
 - 5.3.3.1 Evaluator points out goals not related to any subpart and asks d.m. if subpart exists which carries it out, if one does add it to the lists.
 - 5.3.3.2 Evaluator points out parts for which there are no goals and asks d.m. if there are any goals which this part accomplishes, if yes add it to the lists, if no the d.m. is asked to consider if this is a legitimate subpart.
- 5.3.4 Ask d.m. to reconsider each of the subparts elicited and make final committment to the list.
- 5.4 Prioritize subparts of each part done in the same way as original prioritization was done.
- 5.5 Get final committment from d.m. to this list.
- 5.6 Go back to 5.1 and do it again.
- 6.0 A final list of parts is made up by the evaluator which shows not only all the parts and subparts generated, but 1) their priorities, 2) the activities assigned to each part and 3) the goals assigned to each part. This list is then taken to the d.m. for final approval.

THE OPERATIONALIZATION OF GOALS FOR EACH DECISION-MAKER

Purpose: To identify specific observable behaviors which emanate from those goals which are fuzzy, i.e. not readily observable.

Step 1.0 Determination of the goal to be operationalized.

- 1.1 Use the methodological steps outlined in the Goals Process.
(Benedict 1972)
- 1.2 Write down the goal to be operationalized

Step 2.0 Creation of a first Level Breakdown.

- 2.1 Create in the mind a hypothetical situation in which there is an environment, things, furniture, a group of people, etc.
- 2.2 Imagine that the goal exists in the hypothetical environment and that it exists at 100% of its capability.
- 2.3 Observe that situation and all things seen within it which indicate to you that the goal is present.
- 2.4 Write down all the things observed.

Step 3.0 Creation of a second level breakdown.

- 3.1 Recreate in the mind a hypothetical situation (c.f. Step 2.1)
- 3.2 Imagine that the goal is completely absent from the hypothetical environment.

3.3 Observe that situation and all things seen within it which indicate that the goal is absent.

3.31 Be careful not to simply observe the negative opposites of the behaviors obtained in Step 2.0.

3.4 Write down all the things observed.

3.5 Inspect the second level breakdown list to determine if it suggests dimensions which could be added to the first level breakdown list.

3.6 Add those dimensions to the first list.

3.61 Reject those dimensions which cannot be transferred for whatever reason.

Step 4.0 The First Test of Completeness

4.1 Ask selected 'others' (3 or 4) to go through Steps 1,2,3.

4.2 Consider the lists generated by 'others' item by item.

4.21 Add to the original list all items desired.

4.22 Reject all items not desired.

4.3 Consider each item generated by others to determine if they suggest items for the original list.

4.4 Add to the original list by writing down those items desired and suggested.

Step 5.0 The Second Test of Completeness

5.1 Recreate the hypothetical situation (c.f. 2.1)

- 5.2 Imagine that the goal exists (c.f. 2.2)
- 5.3 Observe that situation paying particular attention to those things observed in 2.3 but that were ignored.
 - 5.32 Seriously consider the consequences of continuing to ignore them.
- 5.4 Write down those dimensions which should not be ignored

Step 6.0 The Third Test of Completeness

- 6.1 Create in the mind a situation that has nothing to do with the goal in question.
- 6.2 Observe the situation
- 6.3 Write down what is observed.
- 6.4 Consider the implications of the dimensions seen for the goal in question.
 - 6.41 Ask for each dimension observed; Does it clearly have nothing to do with the goal in question?
- 6.5 Add those things which at first had nothing to do with the goal but which upon reflection might. Add to the original list. Be careful to note that this activity is not so much finding things which have nothing to do with the goal as it is attacking the problem from a different perspective.

Step 7.0 Determination of Whether Further Steps are Needed

- 7.1 For each item written down ask the question: Can I observe this dimension directly?
- 7.11 Determine if any resources are available to continue the operationalization activity.
- 7.2 If the answer to Step 7.1 is no, then proceed to apply all the steps 1 through 7 to breakdown each item for which the answer is no. *in a second, third and fourth attempts to operationalize the necessary*
- 7.21 If the answer to 7.11 is none, then proceed to 7.3
- 7.3 When the answer to 7.1 is yes, or to 7.11 is none--the process is ended.

Step 8.0 Operationalization of the Second Priority Goal

- 8.1 Identify and write down the second goal to be operationalized (c.f. Goals Process Prioritized List).
- 8.2 Reapply Steps 1 through 7 for the purpose of breaking down the second priority goal.
- 8.21 Repeat this process of 8.2 for each and every goal to be operationalized.

Draft I - Tom Hutchinson - 9 January 1972 - Observational Techniques

The Development of Observational Techniques
in the Fortune/Hutchinson Methodology

Step

- 1.0 Determine how many resources - time, money, staff are available to devote to this activity.
- 2.0 Determine whether a measurement consultant is necessary.
 - 2.1 The evaluator reads this entire section.
 - 2.2 If there are any of the steps that he does not fully understand, then a measurement consultant is necessary.
- 3.0 Choose the next operationalized component for measurement development.
 - 3.1 Choose the highest priority operationalized component available of the highest priority goal of the highest priority D.M. that does not already have a measurement device developed through this process.
 - 3.2 Determine how many resources are available to develop an observational technique for this component.
- 4.0 Design the ideal observational technique for the chosen operationalized component.
 - 4.1 Plan how to directly observe the actual number of occurrences of the operationalized component. If this cannot be planned, then the chosen component is not fully operationalized and should be returned for further operationalization.
 - 4.2 Plan how to directly observe the operationalized component under natural conditions, e.g., no conditions are imposed by the measurement technique to elicit the kind of behavior to be observed. The only stimuli present are those normally present in the enterprise being evaluated.
 - 4.3 Plan how to directly observe the operationalized component under natural conditions and unobtrusively.
 - 4.3.1 In the case of behavior observed in such a way that the persons being observed are not aware that they are being observed and can never become aware that the observation has or is being made.
 - 4.3.2 In the case of observation of things unobtrusive observation is one which does not in any way alter the state or thing being observed.

- 4.4 Determine if there is an existing observational technique that meets the requirements of the plan. If so, go to step 5.0.
- 4.5 Design an observational technique that meets the requirements of the plan.
- 5.0 Test the planned measurement for reasonable cost - time of observers, raters, coders; cost of equipment, supplies; etc.
 - 5.1 Determine the actual cost of carrying out the planned measurement.
 - 5.2 Determine the amount of resources available for measurement for the decision maker.
 - 5.3 Present the results of 5.1 and 5.2 to the D.M. and ask him if the actual cost of the planned measurement is a reasonable cost pointing out both the consequences of spending that much and the possible consequences of not carrying out the planned measurement.
 - 5.4 If the cost is reasonable go to 10.0.
- 6.0 Determine which element of the planned measurement costs too much. See if the cost may be made reasonable through sampling; if so, go to 10.0.
 - 6.1 Ask the D.M. if the cost of the degree of unobtrusiveness is too much, if so, go to step 7.0.
 - 6.2 Ask the D.M. if the cost of the degree of naturalness is too much, if so, go to step 8.0.
 - 6.3 Ask the D.M. if the cost of the degree of directness of observation costs too much, if so, go to step 9.0.
 - 6.4 Ask the D.M. what aspect of the proposed measurement technique costs too much.
 - 6.4.1 If he names an attribute, redesign the observational technique and go to step 5.0.
 - 6.4.2 If he fails to name an attribute, ask again if the technique costs too much.
 - 6.4.2.1 If not go to step 10.0.
 - 6.4.2.2 If so, design and go to step 5.0.
- 7.0 Alter the degree of obtrusiveness.
 - 7.1 If D.M.'s have difference desired directions for the same operationalized component, go to step 7.3.

- 7.2 Plan a degree of obtrusiveness that the evaluator believes will have a long term positive effect on the actual accomplishment of the D.M.'s operationalized component. Document the planned effect and go to step 4.4 unless no plan can be developed.
- 7.3 Plan a degree of obtrusiveness that will have a short term minimum effect on the operationalized component. Plan a procedure for attempting to cause the obtrusiveness to become smaller over repeated observations. Document the planned effects and go to step 4.4 unless no plan can be developed.
- 7.4 Plan a degree of obtrusiveness that will have a long term negative effect on the D.M.'s operationalized component. Document the planned effect and ask the D.M. if he would rather decided to not measure that component. If so, go to step 3.0, otherwise, go to step 4.4 unless no plan can be developed.
- 7.5 Go to step 2.0.
- 8.0 Alter the degree of naturalness by planning a stimulus situation maximally consistent with the D.M.'s goals for the enterprise and as nearly natural as possible. Document the new stimulus situation and go to step 4.4.
- 9.0 Alter the degree of directness by planning an indirect measurement that is as close as possible to the direct measurement. Document the difference and to to step 4.4.
- 10.0 Test the proposed observational technique for completeness.
 - 10.1 Determine how many resources - time, money staff are available for this activity.
 - 10.2 Field Test
 - 10.2.1 Try out the observational technique on a group similar (but not the same) to the actual group to be measured.
 - 10.2.2 Compute the reliability of the observational technique.
 - 10.2.3 Document all problems encountered and if there are problems, redesign and go to step 4.4.
 - 10.3 Validity Test, to be done only if there is a difference between the actual observational technique and the ideal observational technique.
 - 10.3.1 Determine how many resources - time, money, staff are available for this activity.
 - 10.3.2 See if the resources are sufficient to permit carrying out the ideal measurement on a short term basis. If not, go to 10.4.

- 10.3.3 Carry out the actual observational technique and the ideal measurement simultaneously measuring the same things.
- 10.3.4 Document all differences between the two sets of observations including any statistical adjustment that can be made to the actual observation such that the data is more consistent with the data that would be produced by the ideal measurement. Go to step 11.0.
- 10.4 Validity test where it is not possible to test against the ideal measurement.
 - 10.4.1 See if the resources are sufficient to permit carrying out a measurement technique more nearly ideal than the actual observational technique for a short period of time. If not, go to 11.0.
 - 10.4.2 Carry out the actual observational technique and the more nearly ideal measurement simultaneously measuring the same things.
 - 10.4.3 Document all differences between the two sets of observations including any statistical adjustments that can be made to the actual observations such that the data is more consistent with the data that would be produced by the more nearly ideal measurement.
- 11.0 Document the proposed observational technique as contrasted with the ideal observational technique pointing out all threats to validity and documenting all tests made. Present this to the D.M. and ask him if the data produced would really be used by him in his decision making process.
 - 11.1 If so, go to step 3.0.
 - 11.2 If not, ask him if he would prefer not to measure the component and if so, go to step 3.0.
 - 11.3 If not, redesign.
 - 11.3.1 Ask the D.M. what aspect of the observational technique is not acceptable to him.
 - 11.3.2 Redesign and go to step 4.4.

The Implementation of Measurement in the Fortune/Hutchinson
Methodology

Step

- 1.0 Determine how many resources - time, money, staff - are available to devote to this activity.
- 2.0 Determine whether a sampling consultant is necessary.
 - 2.1 The evaluator reads this entire procedure.
 - 2.2 If there is any step that the evaluator doesn't know how to perform completely then a sampling consultant is necessary.
- 3.0 Choose the next observational technique to be implemented.
 - 3.1 Choose the unimplemented observational technique that has been developed for the highest priority operationalized component of the highest priority goal of the highest priority D.M.
 - 3.2 Determine how many resources - time, money, staff - are available for this D.M.
- 4.0 Develop a recording device.
 - 4.1 The recording device should have some information prerecorded.
 - 4.1.1 The name of the D.M.(s).
 - 4.1.2 The name of the goal(s).
 - 4.1.3 The name of the operationalized component.
 - 4.2 The recording device should have set places for recording other standard information.
 - 4.2.1 The part of the enterprise being observed.
 - 4.2.2 The time of observation - year, month, day, day of week, time.
 - 4.2.3 The names of the subjects being observed or some other way of recording the essential information regarding subjects.
 - 4.2.4 For each subject the actual observations made.
- 5.0 Field test the recording device.

- 5.1 Determine how many resources - time, money, staff - are available to devote to this activity.
 - 5.2 Carry out the observational technique on a sample other than those to be observed in implementation.
 - 5.3 Document all problems in using the recording device. If there are any problems redesign and go to step 5.0.
- 6.0 Develop a sampling plan.
- 6.1 Determine in which part of the enterprise the observation is to be carried out.
 - 6.2 Determine whether sampling is required to reduce the cost of observation.
 - 6.2.1 If so, go to 6.4.
 - 6.3 Determine whether resources can be conserved by sampling with little losses of data quality.
 - 6.3.1 If not, go to 8.0.
 - 6.4 Determine the smallest number of observations that can be carried out and still have only a little loss of data quality.
 - 6.5 Develop a complete plan for sampling from the population of observations.
 - 6.6 Document the plan, the estimated loss of data quality, and the actual savings in resources.
- 7.0 Test of completeness.
- 7.1 Show sampling plan to D.M.
 - 7.2 Ask him if the cost in data quality is acceptable.
 - 7.2.1 If not, go to 6.5.
 - 7.3 Ask him if the cost of observation is acceptable.
 - 7.3.1 If not, go to Observational Techniques, step 6.0.
 - 7.4 Implement the sampling plan and choose the actual sample of observations to be made.
- 8.0 Carry out the actual observations.
- 8.1 Record all observations.
 - 8.2 Document any deviations from the specified observational technique that occurs.

- 8.3 Document any deviations from the sampling plan that occur.
- 8.4 Document any other problems that occur.
- 9.0 Report the results to the D.M.(s) using the Reporting Procedures of the Fortune/Hutchinson methodology.
- 10.0 Plan when to repeat the observation.
 - 10.1 Ask the D.M. if the results will be used in his decision making process.
 - 10.2 If not, redesign and go to Observational Techniques.
 - 10.3 Ask the D.M. if the results cause him to be concerned that the goal may not be achieved.
 - 10.4 If so, wait a short time (a short time depends upon the amount of time in the evaluation contract, if one month then two days is a short time, if one year then two weeks is a short time, etc.) and go to step 7.4.
 - 10.5 Wait a long time (a long time depends upon the amount of time in the evaluation contract, if one month than two weeks is a long time, if one year then two months is a long time, etc.) and go to step 7.4.

Reporting Data to the Decision Maker in the Fortune/Hutchinson Evaluation Methodology

Step

- 0.0 Determine how many resources - time, money, staff - are available to devote to this activity. If none, go to the Evaluation of Evaluation process.
- 1.0 From the list of D.M.s who are to receive the data choose the D.M. with the highest priority who has not already had the data reported to him.
 - 1.1 If that D.M. is an individual who as an individual makes decision relative to the enterprise, refer to Case I: Reporting to Individual Decision Makers.
 - 1.2 If that D.M. is a group of persons that form a single decision making body, who as a group have the authority and responsibility for making decisions and who make those decisions as a group; then refer to Case II: Reporting to Group Decision Makers.
 - 1.3 If that D.M. is a group which does not act as a single decision making body then the group is a group of individual decision makers. Refer to Case III: Reporting to a Group of Individual Decision Makers

Reporting Data to the Decision Maker in the Fortune/Hutchinson
Evaluation Methodology

Case I: Reporting to Individual Decision Makers

Step

- 2.0 Determine how many resources - time, money, staff - are available to devote to this activity.
 - 2.1 If the resources are small then the material prescribed in the steps below that are placed within brackets should be presented orally.
 - 2.2 If the resources are large then all the material should be presented in writing.
- 3.0 Write the body of the report.
 - 3.1 The title should be as follows: Report to (insert name of D.M.) on (insert name of operational component) in (insert name of the part of the enterprise).
 - 3.2 Date of report.
 - 3.3 Name of D.M.'s goal and its priority among goals, e.g. this operational component is a part of your goal (insert goal) which is the (insert priority) in importance for you to receive data about among (insert total number of goals) goals.
 - 3.4 Priority of the component e.g. (insert name of component) is the (insert priority) in importance among the (insert total number of operational components of (insert name of goal) that were identified.
 - 3.5 Report on the degree of completeness of operationalization of the goal.
 - 3.6 Name of the part of the enterprise and its priority e.g. observations were made on the (insert name of part) part of (insert name of next higher system) which is (insert priority) in importance for you to receive data about among (insert total number of parts) parts.
 - 3.7 Report on all higher systems in the same sequence and their relative priorities.

- 3.8 Name of observational technique and dates of observation e.g. (insert name of observational technique) was used to observe (insert name of operational component) from beginning date) to (insert ending date).
- 3.9 Present the data
 - 3.9.1 Numerically in a Table.
 - 3.9.2 (Graphically, if appropriate)
 - 3.9.3 (Verbally, i.e. say in words what is in the table and graph)
- 3.10 (Report all difficulties in interpreting the results.)
 - 3.10.1 Difficulties due to the observational technique e.g. obtrusiveness.
 - 3.10.2 Difficulties due to the sampling plan, e.g. non random sampling of time.
 - 3.10.3 Other difficulties, e.g. nonresponding, coincidence of observation with an unusual event.
- 3.11 If this is a report on the first time this operational component has been observed in this part go to step 4.0, otherwise present the current data with the old data so that trends may be inspected.
 - 3.11.1 Numerically in a table by time.
 - 3.11.2 (Graphically, if appropriate).
 - 3.11.3 (Verbally, i.e. say in words what is in the table and graph.)
- 4.0 Assemble ^{ices}appendancies.
 - 4.1 Documentation of the operationalization of the goal.
 - 4.2 Documentation of the observational technique
 - 4.3 Documentation of the sampling plan.
- 5.0 Present the report to the D.M.
 - 5.1 Ask him to read the report.

- 5.2 Present orally all items (if any) that have not been written due to resource limitations.
- 5.3 Point out the consequence of the difficulties in interpretation of the results.
 - 5.3.1 Difficulties due to the observational technique.
 - 5.3.2 Difficulties due to the sampling plan.
 - 5.3.3 Other difficulties.
- 5.4 Ask the D.M. if he has any questions that the evaluator can help to answer.
- 6.0 Ask the D.M. if he would like to review all the previous reports on the same goal on the same part.
 - 6.1 If no, go to step 1.0
 - 6.2 If yes, assemble in one set all previous reports of operational components of the same goal observed in the same part.
 - 6.3 Present the reports to the D.M.
 - 6.4 Point out the consequences to interpretation of the degree of operationalization that was performed.
 - 6.5 Ask the D.M. if he has any questions that the evaluator can help to answer.
- 7.0 Ask the D.M. if he would like to review all the previous reports on the same part.
 - 7.1 If no, go to step 8.0.
 - 7.2 If yes, assemble in one set all previous reports of other goals in the same part.
 - 7.3 Give the D.M. the assembled reports.
 - 7.4 Ask the D.M. if he has any questions that the evaluator can help to answer.

- 8.0 Ask the D.M. if he would like to review all the previous reports on the same goal.
 - 8.1 If no, go to step 1.0.
 - 8.2 Assemble in one set all previous reports of the same goal in other parts.
 - 8.3 Give the D.M. the assembled reports.
 - 8.4 Ask the D.M. if he has any questions that the evaluator can help to answer.
- 9.0 Go to step 1.0.

The Evaluation of the Evaluation in the Fortune/Hutchinson
Methodology

Purpose: To provide information on the extent to which the evaluation achieved its purpose of providing information for decision-making.

Step 0.0 Determine how many resources-time, money, staff-are available to devote to this activity.

Step 1.0 Determination of the ^{utility} (efficiency) of the data provided.

- 1.1 Contact each decision-maker in turn and ask if the data provided has been used.
- 1.2 Ask each decision-maker in turn to indicate decisions made since the data was provided.
- 1.3 If answer to 1.2 is yes, ask decision-maker to indicate whether decisions were made as a result of evaluation data or otherwise.
- 1.4 Calculate the percent of decisions made with the data provided.
- 1.5 Interpret the results in terms of the efficiency of the data provided. (Perfect efficiency, 100% exists where all data provided is used for decision-making. Zero efficiency exists where no datum was used by any decision-maker.)

Step 2.0 Determination of the degree of comprehensiveness.

- 2.1 Determine how many goals were created by each decision-maker.
- 2.2 Determine for how many goals data was provided.
- 2.3 Calculate the percent of goals for which data were provided.
- 2.4 Interpret the results. (Perfect provisions of data, or 100%, in relation to goals indicates perfect comprehensiveness, if resources are unlimited.)

Step 3.0 Determination of the appropriateness of the Tests of Completeness

- 3.1 Determine the number of Tests of Completeness utilized.
- 3.2 Determine how many Tests of Completeness produced changes.
- 3.3 Calculate the percent of Tests of Completeness that produced changes.
- 3.4 Indicate the final priorities of the changes made.
- 3.5 Prepare a table as follows:

Test	# used	# change	Percent	Priorities
1				
2				
3				

- 3.6 Interpret the results. If the Tests of Completeness produces many changes (more than 10) of high priority then they are said to be functional and necessary.

Step 4.0 Determination of the Appropriateness of Focus

- 4.1 List all decisions made since the report was provided.
- 4.2 Indicate the priorities of the decisions.
- 4.3 Indicate whether or not data was provided for those decisions.
- 4.4 Calculate the correlation between Step 4.2 and Step 4.3.
- 4.5 Interpret the results.

Step 5.0 Determination of whether the data provided was in terms of the parts of enterprise as conceptualized by each.

- 5.1 Ask each decision-maker if the data provided were in terms of the parts of the enterprise as conceptualized.
- Step 6.0 Determination of whether the goals reported on were the goals the decision-maker held for the enterprise.
- Step 7.0 Determination of the extent to which Observational Techniques held decision-maker validity.
- Step 8.0 Determination of the extent to which the variables measured were of concern to the decision-maker.
- Step 9.0 Determination of the extent to which the data analysis was comprehensible to the decision-maker.

Gene S.

INSTRUCTIONAL ALTERNATIVE ON PRIORITIZATION

(As used in the Hutchinson/Fortune Evaluation Methodology)

TO PRIORITIZE A LIST OF ITEMS (decision-maker, intents dimensions, etc.)
PUT THEM IN ORDER FROM FIRST TO LAST.

For example, if you have six items:

- 1st _____
- 2nd _____
- 3rd _____
- 4th _____
- 5th _____
- 6th (last) _____

To prioritize a list of items you need at least one criterion. For example, we can prioritize the list below using the criterion "weight", and decide that the heaviest item will be first and the lightest last:

- 1. Elephant Heaviest is first
- 2. Man
- 3. Briefcase
- 4. Pencil
- 5. Feather Least heavy is last

The above list is ordered by priority using the criterion "weight", where the heaviest item is first and lightest is last.

If the instruction is given to "prioritize" a list of items without specifying a criterion, we usually assume that the criterion is "importance" but this is not always what "prioritize" means. We can prioritize for example by the criterion, "risk", where the item which has highest priority is that which has the greatest risk of not succeeding (the greatest likelihood of failing). We can prioritize by "time₁" where the item which has the highest priority is that which needs data collected on it the soonest. Or by "time₂" where the highest priority item is that which is being acted on the soonest.

We can prioritize using two or more criteria with 1) the "add across" method or 2) the "shuttle" method.

1) The Add Across Method using two criteria for prioritizing. (To be used when all criteria are of equal priority).

GOALS OF AN IMAGINARY DECISION-MAKER	I.	R.	S.	F.
To develop a viable model for team-teaching by January, 1972	1.	2.	3.	1.
To help sixth grade students appreciate Africa	2.	3.	5.	3.
To help sixth grade students all achieve 6th grade reading level by June, 1972	4.	4.	8.	4.
To bring about innovations in the school	3.	1.	4.	2.

Importance to me: = I
 Risk = R
 Sum = S
 Final prioritized list = F

- Step 1. Prioritize goals by importance (I)
 Step 2. Prioritize goals by risk (R)
 Step 3. For each goal, add (sum) its importance order and its risk order (R + I)
 Step 4. In the final prioritized list, the goal with the lowest sum is the first goal, the next lowest the second goal.

If you have more than two categories (all of equal priority) the procedure is the same.

2) The Shuttle Method, using two criteria for prioritizing. (To be used when criteria categories themselves can be prioritized).

GOALS OF AN IMAGINARY DECISION-MAKER	I	R	F
To develop a viable model ...	①	2	1.
Appreciate Africa ...	②	3	3.
Achieve reading level ...	4	④	4
Bring innovations ...	3	①	2.

Suppose that the imaginary decision-maker decides that Importance has a higher priority than Risk. Take the first goal prioritized by I. (viable model), then the first goal by R. (innovations), then the 2nd goal by I (appreciate), then the 2nd goal by R. (note - it already has an order - go on to the 3rd goal) by R. It too has an order - go on to the fourth goal by R.

If you have more than two categories, prioritize the categories. Take the first goal of the first category, the first of the second category, the first of the third category,the second goal of the first category

A final prioritized list directs the order in which items (goals, intents, dimensions etc.) are to be taken for the next step in the Hutchinson/Fortune Evaluation Methodology.

A P P E N D I X B

FIELD TEST LOG

Introduction

The purpose of the Field Test Log is to provide a documentation of the procedures used and to report on significant things that take place during the implementation of the field test. It is in a sense a diary and book of events. The log presented here is as complete as possible, as there are always problems associated with remembering to make an entry and in trying to recapture what had transpired the day before when memory and circumstances failed to allow an immediate entry. These are human problems not unknown to uninitiated scientists, captains of ocean-going liners or, possibly in the future, captains of starships engaged in space travel. Nevertheless, the log is an integral part of the activities of all mentioned above. It serves to provide information which can be used to look back and speculate on why certain things occurred or did not occur and from which the journey can be reconstructed. It is in this vein that the log is presented here.

Monday, March 13, 1972

Absolutely nothing was accomplished today with the Project Matthew personnel due to the break-in over the weekend. Did get a chance to go over the Negotiation of the Contract steps with myself so I'll know for sure what I'm getting into.

The afternoon was spent with Tony Campbell while he demonstrated curriculum packages from his company. Evidently it depends on me to say yes or no concerning the purchase of the materials.

Tuesday, March 14, 1972

Staff seems really suspicious about my "real" motives. I suspect they suspect I'm there to check up on them, or to get them money. In fact, money is all I can hear about. But then again, it is an important commodity.

Provided verbal and written outline (proposal) of the Methodology including definition of terms to Anne who's the temporary decision-maker, and of course to the staff. Got polite nods and smiles. I think Anne is really interested, but none of them are all that sure.

Temporary decision-maker gave me agreement with purpose of evaluation, asked questions and appeared ready to go. So far so good. Got description of enterprise through Project Matthew Proposal, 1971-72. Got name of enterprise, Project Matthew. Seems a little silly, I already know all that. Agreed to evaluate entire program instead of parts and talked a long time about money problems and other Street Academies.

Wednesday, March 15, 1972

Thought this was going to be a good day. But I arrived

to get list of resources from everybody and got question instead. "What information can the Methodology deliver that we don't already know?" Wasn't quite sure how to answer. Tried "wait and see" but that didn't work. Ended up explaining that the Methodology will uncover things not seen before, confirm things known, and the like. That did it for the moment but I must work on that. What indeed can this Methodology come up with that's not already known?

I actually got a list of resources from the temporary decision-maker but it was hard. Had to really start pushing, suggesting, nodding, indicating approval. Had some, if more pronounced, difficulty with staff but did get lists. Surprised the lists are so short--would have gotten hundreds at U.Mass. In fact I was afraid that the list would have been "miles" long, yet turned out the opposite.

Set up schedule to spend two hours in morning with temporary decision-maker, meet with staff and/or students during lunch.

Thursday, March 16, 1972

Didn't go to the site today, but to class instead. Class discussions were centered conveniently around "Negotiation of the Contract." I gave a report on the progress made in the field test and began to write up results.

Friday, March 17, 1972

Got a list of decision-makers from temporary decision-maker and staff. Seemed to take all day. Spent most of the day answering the telephone since the secretary was out. Also attended one class and left early. T.G.I.F.

Monday, March 20, 1972

Had to give a seminar on prioritization in order to prioritize decision-makers. The word prioritization was a stumbling block. It took people by surprise. The seminar was necessary to restore comfort.

The schedule is impossible to follow so I just get to whom I need as I can. Today I had to wait until the staff meeting was over. It went on until 4:40. I suspect most staff meetings will be similar. As expected, the temporary decision-maker came out as first priority decision-maker. Staff was pushed out by funding source for second place and placed third. Students surprisingly were fourth. I had expected National Urban League or someone else. There's the implication that students are held in high regard.

Tuesday, March 21, 1972

I think Negotiation of the Contract is about complete. Did the putting together today at home. Saw several problems:

1. Didn't prioritize resources
2. Couldn't decide how many

decision-makers to gather information for which is part of not allocating resources correctly. Will have to work on that. Chose the first four arbitrarily and cleared that with first priority decision-maker. Otherwise things look pretty good. I think it's going to get tougher. Wish it wasn't so informal but think informality might be necessary. Afraid that everything done a small step at a time will get boring for everybody. Estimate about 16 hours in one week for Negotiation of Contract. Too long.

Plan to spend rest of week in New York.

Monday, March 27, 1972

Received two Project Matthew documents today including the project description I got in Negotiation of the Contract. Spent the day taking goal statements out of the mess and began Goal Analysis. Attended staff meeting but other issues pre-empted the field test.

Tuesday, March 28, 1972

Started Goal Process today with first priority decision-maker. Fantastic day because I got a list done. First priority decision-maker was familiar with Goal Process to certain extent and put most of the goals down one per line. That saved me the trouble of doing a great deal of Goal Analysis. Didn't get a large number of goals, still the

Methodology is doing what it's supposed to do. Must make a note to reconstruct the Goal Process so that all decision-makers are done at once--or together, rather. Did Test of Completeness for first priority decision-maker using goals from documents. Worked fine.

Wednesday, March 29, 1972

Did everything today. Unbelievable! Decided to stop waiting on the Methodology to do things step by step but instead to do things as I was allowed. Did the following:

1. Got activities list (things that I do) for first priority decision-maker.
2. Got staff goals. Goals from two others promised for tomorrow.
3. Did Tests of Completeness which were effective.

Seems that thinking takes a lot of energy. Staff is unwilling to put in necessary energy. Seems a need to rephrase questions in Goal Process to use more understandable language.

Thursday, March 30, 1972

During lunch did a whirlwind Goal Process with students. Last night I got a list of students and used a random selection procedure to chose two. Two students don't make a decent sample but I'm afraid if I take too many I won't get anywhere. As it was, many students also having lunch joined in the Process.

The Process was easier with students. Is their imagination greater? Alpha waves? Did Tests of Completeness using documents and goals from first and third priority decision-makers. But students had some different concerns really, as should be. Rest of day I had staff prioritize goals. Whew!

Friday, March 31, 1972

At lunch again, had students prioritize and operationalize goals. Only used importance to prioritize and didn't use the word at all. Operationalization was only first level breakdown, but we're ahead of the game and I'll get back (hopefully) to other levels later.

Today also got total statement from CRT representative. Did Goal Analysis and prioritized. The whole process was tedious but it was completed, which is the important thing. Going to Baltimore tomorrow.

Monday, April 3, 1972

Checked over the whole Goal Process thing done to date. Made sure there was agreement on the part of each decision-maker that I had what they thought I had.

Spent much of the day preparing the Negotiation of the Contract Report for delivery at the upcoming Graduate Colloquium at the University.

Tuesday, April 4, 1972

Finished paper on Negotiation of the Contract and sent to reproduction. Didn't go to Hartford.

Wednesday, April 5, 1972

Did the Parts Process today. It wasn't quite clear and could only get time for it from first priority decision-maker. The whole process must be reconsidered. Even I found difficulty in relating Inputs, Interfaces and Outputs to Project Matthew. What to do. The matching of parts with goals was crossed out of the Methodology, but I did it anyway.

Thursday, April 6, 1972

No class today. Finished up Parts Process and got some goals from one who might have been a decision-maker, but was not on the list. Don't intend to do anything with them unless resources permit. Methodology should say something about people who want to be decision-makers but "didn't make the list."

Getting panicked. Time is getting short and there's still so much to do.

Began operationalization of goals--well, at least talking about it with first priority decision-maker.

Friday, April 7, 1972

Had difficulty getting started but managed to operationalize

goals of second priority decision-maker at his office. Lots of snow turned to rain. Sitting at his desk in open office area didn't help. He didn't want to do second and third level breakdowns. I said O.K. Although it doesn't look that way on paper, I know his really big goal is taking Project Matthew away from his department (Human Resources) and putting into Education Department of CRT.

Monday, April 10, 1972

Spent the day at U Mass with the start of Minority Caucus meetings and didn't get to Hartford.

Tuesday, April 11, 1972

Attempted to deliver paper on Negotiation of Contract at the Graduate Colloquim. Because of poor scheduling and the cancelation of classes and other activities at the School of Education, the Colloquim didn't quite come off. Something of a letdown.

April 12 - June 29, 1972

Was recalled to New York. Spent this time doing regular duties. From time to time I spoke with Project Matthew people on the phone, talked with my advisor and worked on the dissertation. Time was just not available on my part for this period. A substitute evaluator could have entered except that would have hurt my objectives.

Friday, June 30, 1972

Operationalized goals today with great difficulty. Perhaps they thought they were rid of me and didn't want to get involved again. By this time, two students who were fourth priority decision-makers had graduated. In addition, Project Matthew, now had money available, so that imagined incentive for the staff was no longer in existence.

Staff failed to operationalize goals today.

Monday, July 3, 1972

Operationalized first and third priority goals of first priority decision-maker. Only got first level breakdown which was not sufficient. First priority decision-maker doesn't want to continue further. Panic again, since I won't be able to return until late July or early August. Time definitely has been a wasted resource, if indeed it has been one at all.

Wednesday, July 5, 1972

Drove like a maniac to Hartford today for absolutely nothing. Although I made arrangements, the first priority decision-maker was not in. That will teach me to try and work the day after a holiday.

Thursday, July 6 - Thursday, August 1, 1972

During this unfortunately long interim period, I met with

my advisor a couple of times and wrote a great many more pages for the dissertation. Panicked again. I find the writing tedious and can only write when several things are right. It seems silly sometimes to follow the format I'm using, but I think it will make the dissertation that much stronger as a practical document which gives a complete picture of the field test.

My advisor and I worked out a schedule for chapters or rather a format for the dissertation. Whew! But that's been a big help. Things seem to fall in place suddenly. I think I can finish after all.

Of course the big problem at this time, is can I offer information to my decision-maker, especially if they refuse to operationalize? I want desperately to provide some information. If I don't the Process will seem incomplete. After a great deal of thought and consultations with Coffing, Thomann and Benedict, I got agreement from advisor that a surrogate decision-maker might be used to operationalize. Also because resources are limited--gone really, information to one decision-maker on one goal might be sufficient for a field test. After all, I keep reminding myself, this is a field test of a Methodology and not an evaluation per se. Agreed to have first draft ready by the 14th, to committee by 20th.

Tuesday, August 1, 1972

Presented operationalized dimensions performed by surrogate to first priority decision-maker and asked if it was O.K. To my delight the answer was yes. Because the surrogate was familiar with the Operationalization of Fuzzy Concepts, it was a fantastic job.

Wednesday, August 2, 1972

First priority decision-maker okayes the observational techniques by telephone. Great!!

Thursday, August 3, 1972

Measurement consultant took a look at observational techniques and said, "Looks good." Great again!

Friday, August 4, 1972

Collected information today. Hope to get first draft ready by the 8th.

August 4 - November 15, 1972

The preparation of a document suitable for presentation as a dissertation was the preoccupation of this period. A lot of time was spent at jobs of course, leaving lazy evenings and weekends for the thesis. At several points I grew weary of the Methodology and felt the dissertation to be repetitious and difficult.

Had more trouble in not being able to get a list of decisions made by the first priority decision-maker since the report was submitted. Well that's about par for the course. Now what I want to do most is to be finished with it. It has been very good and I've been thrilled to have had the chance. Scottie decided to go back to school and typists were hired to finish. The Methodology finished both typists hired and Scottie brought the typing to a finish.

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