Workshop Recommendations

At the close of Session Three, the Session Chair asked participants to reflect upon two days of discussion and provide guidance to NSF. Participants identified broad themes, outreach mechanisms and products for further study. The following is a list of recommended actions.

1. NSF's User Friendly Handbook for Project Evaluation should be updated to encompass and respond to the points specified below:

   - Cultural awareness of the environment from which the participants are drawn must be emphasized.
   - Test results must be reported with context data.
   - Disaggregation of program data should include, as appropriate, factors such as, but not limited to, race, gender, socioeconomic status and opportunity to learn.
   - The level of implementation of a program/intervention must be coupled with achievement results.
   - Evaluations must recognize that the culture of students influences how they respond to the assessment process and assessment items.
   - Consideration must be given to the impact of teachers' attitudes, beliefs and behaviors on student achievement because low-income and minority students are more teacher dependent.

2. Non-minority evaluators should be trained to evaluate programs that target minority students.

3. NSF should fund training where the greatest pool of potential minority evaluators can be located and trained.

4. Training of minority evaluators should be conducted by a team that includes minority education evaluation faculty/trainers.

5. NSF should fund evaluator internships to eliminate barriers to advanced training:

   - Regular students should be funded at the prevailing wage level for internships.
   - Non-traditional students should be funded at the level of their current salary.

6. Evaluation training must include traditional evaluation courses such as: methods and statistics; non-traditional courses such as multi-cultural, socio-cultural and linguistic cognitive factors; a holistic and systemic approach that considers both internal and external factors that influence the process and focuses on components and the relationship between them; practical experiences of conducting evaluation; and support from mentors.

7. NSF should fund the identification and development of a database of practicing minority evaluators, to be added into an existing database.

8. NSF should establish collaboratives between university evaluation training sites and consortiums of school districts having administrators and staff interested in becoming evaluators.

9. NSF should fund a research study that captures from minority evaluators those experiences that led them to become evaluators.

10. NSF evaluation training program sites should have a critical mass of trainees so that support mechanisms can be planned and implemented.

11. NSF evaluation training should be provided at locations conducive to reaching Native Americans, perhaps at Haskell Indian Nations University in Kansas.

12. NSF should fund evaluations/studies of successful programs that are encouraging involvement of minorities in math and science, such as MESA.