

peer-reviewed journals. GRE scores, graduate school acceptance, and job placement data will be gathered after student graduation. Comparisons will be made between IBAM and non-IBAM students, although it is understood that the statistical significance with eight students in the project is limited. General trends will be analyzed and included in the final report. IBAM students will be tracked via email and telephone interview for an additional two years after graduation to determine their progress in graduate school and other career paths. A survey will be developed by the research mentors, PI, and Coordinator for this purpose and used each year with the graduates. It is anticipated that the survey will offer some insights into IBAM and will be used to help improve Adelphi's programs.

The IBAM project will be evaluated using a mixed-method approach, including structured observation, surveys of student and faculty participants, test questions about modules given as part of introductory course examinations, and document studies of materials produced by the student research teams—including posters, PowerPoint presentations, capstone papers, honor theses, and publications in peer-reviewed journals. The overall success of the project will be performed using the following project benchmarks:

Sample Evaluation Chart

DATA	PROJECT GOAL	TIME OF COLLECTION	METHODS	INSTRUMENTS DEVELOPED	DATA ANALYSES	REPORTS
Self-Concept Questionnaire	Goal 1	Fall 2007 (baseline), annually June 2008-2010	First and June mentor meetings to mentees; comparison students; collected and evaluated by project evaluator	Questionnaire adapted from Harter Self-Perception Scale (see below) by evaluator—summer 2007	Analysis of Covariance (ANCOVA) of self-concept score changes for mentees versus comparison	Annual report to Advisory Committee and USDOE
Attitudes Survey	Goal 1	Fall 2007 (baseline), annually June 2008-2010	First and June mentor meetings to mentees; comparison students; collected and evaluated by project evaluator	Attitude survey towards community (see below) by evaluator—summer 2007	ANCOVA of attitude score changes for mentees versus comparison	Annual report to Advisory Committee and USDOE
Leadership Portfolio Rubric	Goal 1	January/June of each project year—2008-2010	Rubric scores of leadership from written work—mentors and mentees—and shared in conference; collected by project evaluator	Rubric developed by trainers, mentors, mentees—fall 2007	Descriptive statistical analyses, evaluating individual and group mentee score changes of leadership	Annual report to Advisory Committee and USDOE
Mentor Checklist of mentee completion of objectives/ self- confidence	Goal 1	June of each project year—2008-2010	Checklist by mentors based on meetings/ activities with mentees and shared in conference; collected by evaluator	Checklist developed by trainers and mentors—fall 2007	Descriptive statistical analyses, evaluating individual and group mentee score changes on checklist	Annual report to Advisory Committee and USDOE
Mentor Checklist of mentee completion of objectives	Goal 2	June of each project year—2008-2010	Checklist by mentors based on meetings/ activities with mentees and shared in conference; collected by evaluator	Checklist developed by trainers and mentors—fall 2007	Descriptive statistical analyses, evaluating individual and group mentee score changes on checklist	Annual report to Advisory Committee and USDOE
Attendance records of mentees—mentor meetings	Goal 2	January/June of each project year—2008-2010	Attendance recorded by sponsoring organizations/ mentors on daily basis; collected by evaluator	Not applicable	Descriptive statistical analyses, evaluating individual and group mentee attendance	Midyear/annual report to Advisory Committee; annual report to USDOE

Dissemination Plan

Funders are interested in sponsoring your work because of its potential for being a national model, or for benefiting a large number of people or organizations. Therefore, it is important to have an appropriate plan for letting others know about your project and its results. It is important to provide others with the knowledge and resources that will enable them to replicate/adapt your project or use its results.

SAMPLE Dissemination Plan

It is the intent of this Project to disseminate its findings both in its formative and summative stages. Internally, Chemistry Department meetings will feature ongoing reports on the Project. Professors from the department

and other science departments at the University will be actively invited to attend Project Turnaround classes. The principal investigator and the postdoctoral instructor will attend POGIL and ACS meetings during each year of the Project and submit papers for presentation at these meetings. Written papers will be submitted to the *Journal of Chemical Education*, the *Journal of College Science Teaching*, and *Educational Leadership*. During fall of 2008, a full summative report will be produced for dissemination at the above meetings and submitted for publication. This report and laboratories developed for the Project will be available online through a Web site developed for the Project. It will also be put onto CD along with video of the Project as it has developed. The video will include classroom scenes as well as Advisory Committee meetings. It will serve as a valuable resource for institutions seeking to change their science teaching methodology. The Web site will serve as a window into Project Turnaround for all stakeholders at Adelphi and in POGIL and it will be linked to POGIL's Web site. Material that will be produced by the Project will be appropriately tagged with the descriptive metadata necessary to be cataloged and put into the National Science Digital Library.

A one-day conference will be held in the fall of 2008 to help bring about change in undergraduate science teaching. A topic for the keynote will be POGIL-related issues and on bringing about change in undergraduate science teaching. It is anticipated that 100 college and university professors and administrators will attend. Panel discussions and presentations on POGIL issues will be presented throughout the day.

Sustainability

If you think about proposals from a funding agency's point of view, why would they support your project, what are they interested in doing? They are interested in backing proposals that have long-range benefits and can be replicated by others. So, you will need to develop a plan to maintain the project after the grant ends. The more specific you can be, the better. Although this is not easy, there are ways that a research project or service delivery program can be institutionalized.

SAMPLE Sustainability #1

Adelphi University School of Social Work is fully committed to social work education in gerontology and geriatric mental health beyond the funding period. We are in the process of actively looking at our curriculum and finding creative and innovative ways to infuse gerontology knowledge, values, and skills into our foundation year. At the same time, we are discussing the opportunity to offer specialized training in gerontology in our advanced year with the hope of eventually creating a certificate program for our students and possibly post-graduate practitioners. As Dean _____ noted in his letter, it is our intention to sustain and build upon the University-community partnerships created for this project through continued offering of the rotation training modal, by creating new research opportunities, and by providing "on-site" trainings and workshops collaboratively with school faculty and agency staff.

SAMPLE Sustainability #2

Adelphi University and Wright State University have made prior commitments to math and sciences education at both elementary and secondary levels, and have or currently are managing federally sponsored grants intended to improve the preparation of teachers and students in mathematics and science. The response of school districts to this project has been overwhelming, and given the need and the response, the universities have made commitments to creating and maintaining CSI or a program similar to CSI once project funding ends. As an example of Adelphi's commitment to math/science education and teacher, the president created and funded a coordinator of math/science education, a coordinator to liaise with the New York City Department of Education to recruit and prepare highly qualified career changers to obtain their master's and teach math or science in high-need City schools. Adelphi had also been a partner with New York City in its Teaching Fellows program.

Budget

The budget section should include a detailed account of expenditures along with a budget justification that substantiates your expenses. The budget should provide the reviewer with information about how you arrived at each budget item, but more importantly, the budget reflects your proposal and should be related to