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Making A Splash:

A Guide to Getting Your Programs, Products and Ideas
Out

Acknowledgments

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MAKING A DIFFERENCE: WHY BOTHER

As developers and researchers, our job description is pretty clear. We develop the programs, write the manuals, edit the videotapes and do the research. Once we have done the work, and done it well, we're finished. Or are we? If no one reads our manual, sees our videotape or uses our ideas, then our work is wasted.

This is of particular concern to us as people working for social and educational change. To be successful, we must get our ideas and strategies out to educators, students and to society as a whole. Too often we don't know what to do, how to do it or even if we are the right ones to do it. That is what *Making A Splash* is for: to give you ideas of what to do and how to do it and, yes, to convince you that *you* are the right person to do it.

Making A Splash assumes that you haven't had much experience in marketing and the media, and that you don't have a lot of time and money to "make a splash."[1] After reading this, you may not be ready for prime time and your product may not make the *New York Times* bestseller list, but you will know what to do to get your product out and your message heard.[2]

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[1] If you have the money and time, there are some excellent public relations firms who, because of their knowledge and contacts, can get you a lot of press and can make sure that people hear what you have to say. If you decide to go this route, ask the firm for samples of its previous work and for references of clients whose situation is similar to yours, so you can make sure the kind of clients the firm has and the work that they do are consistent with your message and goals.

[2] We will sometimes use the term "product" as a shorthand way of saying much more. Your product can actually be a kit, a video or a book. But it can also be a program, such as a training program for teachers, an after school program for students or even a summer camp. It may also be a service that you offer to an educational institution, like a constantly updated website.

If you are reading this prior to developing your program, you are ahead of the game. *Making A Splash* can help you refine your ideas so you reach your goals and optimize the chances your message will be heard. If you have already developed your product, the pamphlet can still give you many ideas on how to make sure your work is used.

This is not an introduction to marketing nor is it marketing made simple. Books such as *Marketing for Dummies*[3] already do that very well. *Making A Splash* is a set of tried and tested tips and techniques that have worked for other program developers and researchers as well as a process to help you adapt the information for your own use.

You can read *Making A Splash* for the tips or you can spend a little more time and answer the questions posed. Each time you are asked a question, there is space for you to write down your answer. You may want to answer the questions by yourself or with others who are involved in your work. It usually helps if you write down your answers. After you have gone through all the sections and answered the questions, you will have the beginning of a plan. Remember, there is no one right way to use this pamphlet. Some people have even found going through the process more than once is helpful.[4]

In many ways what we are talking about is a part of marketing, but it is more than that. Traditionally the advertising aspect of marketing uses messages to sell products. If you want to look like the Marlboro man, smoke the "right" cigarette; if you want your family to love you, bake with Betty Crocker; if you want to be cool, drink the "right" soda.

We aren't doing this. We are seeking to sell a message by getting people to use our programs and our materials. For example, our program may be hands-on science, or providing role models of

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[3] *Marketing for Dummies: A Guide for the Rest of Us*. By Alexander Hiam, Foster City, CA: IDG Books, 1997.

[4] Additional copies of this pamphlet can be downloaded from http://www.campbell-kibler.com/.

women in science, or exhibit-building with students, but the message we are selling is that girls and boys, children of color and white students, physically disabled and able-bodied students can and should be doing math and science and should be going into these fields. It is not easy to sell this message or any social change message, but it is doable.

Some groups are already doing this. As Family Math founder Nancy Kreinberg explains, "parents and other adult family members came to Family Math to help their children with math; while they were there they learned how to become activists for their children." Another of Kreinberg's programs, EQUALS, is consciously billed as a math program. Teachers attend the training to become better math teachers. Once they are at the training they gain a deeper level of understanding about equity which, along with other aspects of the training, makes them better math teachers.

You can do this too.

BEGINNING AT THE BEGINNING: GOALS

What is your goal?

Patricia B. Campbell

"What is your goal?" is simple to ask but hard to answer. Comedians and management gurus remind us of what can happen if we don't have goals and don't know where we are going.[5] We all know that it is key to have a direction, a purpose, a goal, to know what we want to happen. Thus the first step is to determine what your goals are. Goals might include:
        "to get more girls in physics,"
        "to increase everyone's math problem-solving skills,"
        "to increase the amount of inquiry-based learning being done in the classroom."

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[5] Answers range from "you won't know if you have gotten there" to "you will never be lost (or found)".

Goals may not all be altruistic. While staying employed is not the best primary goal for a social change project, it is realistic to acknowledge that if you stay employed, your project stands a better chance of success. Goals do need to be specific. While "to change the world" is a laudable goal, it is too broad and needs to be narrowed. In what ways do you want to change the world? In what areas?

As you write your goals, pretend someone is sitting right next to you saying: "What do you mean by that?" So if your goal is to "create a community of learners," be ready to explain what that means. For the purpose of this pamphlet, you may want to start with three or fewer goals. If you have more goals, you may want to prioritize them in order to focus on the most important ones.

As part of your goals, it is important to ask who your primary audiences are. The answer may be quite different from what you first thought.

- If your major goal is to seek grants ("soft" money), your primary audience may be foundation and government program officers rather than teachers or educational decision makers. If so your efforts should be directed toward them.

- If your major goal is to sell a product like a book, a video or a CD-ROM, your primary audience is probably the people you expect to buy the product.

- If your goal is to have teachers receive your training, your primary audience may be those people who do the teacher training or those who make the decisions about teacher in-service, such as science supervisors and other administrators, rather than the teachers themselves.

Remember while you may have many different audiences, your primary audiences are the one or two that are most important to your product and whose participation is key.

Now try it yourself.

1. What are your goals for your product?

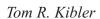My goals for my product are:

2. Who are your primary audiences?

My primary audiences are:

If you are worried if your answers are correct, there are several ways to check. First go back over the answers yourself and see if they make sense to you. If they do, you can ask some people who are familiar with what you are doing if the answers make sense to them (and why). When you are comfortable with your answers, the next step is to figure out why your primary audiences should be interested in your work.

READING A DEMAND: CHECKING THE WORLD TO SEE WHERE YOUR PRODUCTS AND MESSAGES FIT

To be used, your product has to help others achieve their goals.

Tom R. Kibler

That statement doesn't sound very much like education or social change, but there is a very basic truth behind it. Most of the people you want to reach will want to know "what's in it for me?" If you can't explain to others how your products will benefit them or will help them reach their needs or goals, they probably won't be interested.

It helps to know your primary audiences' needs and goals. Then you can see in what ways, if any, your work can meet their needs and help them reach their goals. If your primary audience is math or science supervisors, it is clear that they need effective standards based products. If your product helps schools and teachers implement the standards, or even better yet achieve the standards, it can meet the supervisors' needs. Or if your audience is programs requiring parental participation, and your product increases parent involvement, you can meet their need.

There are many ways to find out people's needs including:

- At the pre-college level, periodicals such as *Education Week* cover many hot topics and related needs of administrators, teachers and students. These may range from dealing with student violence to math and science standards. The *Chronicle of Higher Education* performs a similar service for higher education.

- Education stories in newspapers and on TV and radio news are other sources of information. And don't forget the talk

shows. If Oprah is covering an educational issue such as low math test scores, you can bet that people are talking about that problem and looking for solutions.

You can find out about needs from the data as well. Some good sources of data are listed below.

- The National Science Foundation (NSF) issues reports on math, science and engineering education, achievement and participation, often broken down by gender and race. You can find and download reports from the Web at NSF's Documents On-Line (http://www.nsf.gov/cgi-bin/pubsys/browser/odbrowse.pl).

- The National Center for Educational Statistics of the U.S. Department of Education issues reports on everything from achievement to youth services. You can find and download reports from: http://nces.ed.gov/pubsearch/index.html.

These are good first steps and can give you a starting point. However, it is important to do a reality check; to interview people in your primary audiences about their perceptions of their groups' major needs. Once you have found some existing needs, the next step is to determine where your work can be tied legitimately into areas in which people have concerns such as standards, enrollment rates or test scores.

You can use existing needs to get your message out, even if they are only tangentially related. For example, years of evaluation of family involvement programs have found that the primary reason adults report coming to programs is to spend some quality time interacting with their children. If your program provides parents and children with quality time in an environment where children, as well as adults, get to make decisions, where both are exposed to new ideas, and where parents get to see children as competent in non-stereotyped areas, you have met an existing need while getting out some very important messages about parents, children and equity.

Another area of need is for students to be employable, to have the skills necessary to make a living. Products can focus on employment skills and show how both girls and boys need traditional "boy" skills like technical, math, and science skills, as well as traditional "girl" skills, like working with diverse groups and communication skills, to get and keep good jobs. You can then meet an existing need and sell your message at the same time.

These examples build on one set of needs to get people involved and then address other needs as well. This is a good strategy, but if you are not careful it can backfire. For example, it is fine to attract and recruit people to a program because of its focus on math or science teaching. However, if you are including a focus on issues of gender, race and/or disability, people need to know this is part of the program. That may be something as simple as saying that the program is about math education for ALL students. You need to hook educators, parents, students, and others with what they want, but you need to foreshadow the rest of your message as well.

Answering the following questions can help you apply what has been covered in this section to your own work.

1. From their perspective, what are some of the needs of your primary audiences?

From their perspective, the needs of my primary audiences include:

2. Which, if any, of those needs can your work meet?

My work could meet the following needs listed above:

3. What can you do to find out more about the needs of your primary audiences?

To find out more about the needs of my primary audiences I could:

CREATING A DEMAND: GETTING PEOPLE TO WANT OUR IDEAS AND MESSAGES

I have run through the mountains, I have scaled these city walls... But I still haven't found what I'm looking for…

U2

Like the rock group U2, sometimes after searching you realize people just don't know they have a need that your work could fill. When that happens you have two choices. The first approach is best represented in the movie, *Field of Dreams*: "if you build it, they will come." That was what computer legend Dr. An Wang did when he invented and built the first word processor. Marketing research said that there was no need for word processing; people were happy with their self-correcting typewriters. Dr. Wang figured that people just didn't know they needed word processors, and if word processors were available, people would want them. So he produced the

first word processor and went on to change the world, or at least how the world processed words.

The second choice is a little less risky. It is to *make people aware* that there is a need. That was what the American Association for University Women (AAUW) chose to do. In the early 1990's many educators felt that they did not need to pay attention to issues of gender. The feeling was "been there, done that, the problem is over" and "I treat girls and boys equally." AAUW contracted with the Wellesley Centers for Research on Women to write a summary of current research on issues of gender in education. The resulting book, *The AAUW Report: How Schools Shortchange Girls,* provided proof that there were still a lot of unresolved gender issues in education. With the assistance of a highly competent public relations firm, AAUW released the book in 1992 with great fanfare. The resulting publicity led to a demand for books, programs and action that focused on gender issues.

On a smaller scale, high school officials in Clinton County, NY wanted to create a desire among their high school students for more math and science courses. With the assistance of a public relations firm, they developed a CD-ROM featuring the rock group Smashing Pumpkins. Along with the Pumpkins, the CD-ROM showed how concert technicians used math and science and listed jobs in math and science-related fields along with estimated earnings. The following year, instead of decreasing as usual, 11th grade math enrollment increased by 15% and science enrollment by 10%.[6]

Most of us don't have the resources to hire experienced public relations or marketing professionals to help create a need, but there are a number of things from publishing to presenting you can do yourself to create an awareness in your primary audience.

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[6] See "PR Firm Turns Students on to Math, Science;" by Jessica Sandham in Education Week, November 19, 1997.

1. What unacknowledged needs could your product fill?

Unacknowledged needs my product could fill include:

2. How can you make people more aware of those needs?

To make people more aware of the need I could:

It may be time to rethink your answers to earlier questions including:"What are your goals?" and "Who are your primary audiences?"

Based on what has been covered so far, would your answer to these questions be the same?

___ Yes ___ No.

If your answer is no, how would you answer the questions now?

My goals are:

My primary audiences are:

TELLING THE TRUTH

The eyes of a man in the jaundice makes yellow observations on everything.

Thomas Watts

As early as 1741 Watts realized that it is often difficult to tell "the truth, the whole truth and nothing but the truth." Particularly as advocates who *know* that our message and materials are the best, it is tempting to make claims that we may not have evidence to support. While in the short term making extravagant claims might help get you attention and get your message out, in the long run you will be sorry. If you promise results and don't deliver, your audience will be rightfully angry and will tell others. Often they will generalize a negative experience with one program to other programs of that type. By making unsupported claims, not only do you hurt your own project or program, you hurt others who are working toward the same goal.

So what does it mean to tell the truth?

Telling the truth means being clear about what you know and how you know it. If you have done research or evaluation and have data that shows that your product meets its goal- making students feel more positive about math, or causing teachers to do more science - by all means let people know. For example, the Center for Family Involvement at Rutgers University has an after school program - Family Tools and Technology - where children and their families collaborate on hands-on projects, integrating science, technology and math, while learning "how the world works." Since Rutgers had the data, they could claim:

> Family Tools and Technology increases students' problem-solving opportunities. After participating in Family Tools and Technology teachers increased the number of ways they involved students in problem-solving in class by 70%.

However, they couldn't claim that Family Tools and Technology increases student problem-solving skills even if it seems logical, because they didn't have the data to support it. If data hasn't been collected in an area, you can't claim it.

If you haven't collected your own data, sometimes you can use other people's research and evaluation to help justify your program, particularly if your program is based on the research of others. For example, if your program includes a strong mentoring component, you may want to quote research that has found mentoring to have a beneficial impact. However, when you are quoting related research, it is important to make it clear that the work was done on program components *similar* to yours, not yours.

Useful books that include research results related to issues of gender and math and science include:

Clewell, Beatriz Chu, Anderson, Bernice Taylor and Margaret E. Thorpe. *Breaking the Barriers: Helping Female and Minority Students Succeed in Mathematics and Science*. San Francisco, CA: Jossey-Bass, 1992.

Fennema, Elizabeth and Walter Secada (eds.) *New Directions for Equity for Mathematics Education*. New York: Cambridge University Press, 1995.

Wellesley Centers for Research on Women. *The AAUW Report: How Schools Shortchange Girls*. New York: Marlowe & Company, 1995.

Many education journals publish research on issues of gender and math and science, particularly the *Journal of Women and Minorities in Science and Engineering*. If you have Web access, one of the easiest ways to find appropriate articles is through Search ERIC: (http://www.ericae.net/scripts/ewiz/amain2.asp). Using keywords such as "gender and mathematics," "girls and physics" or "gender and achievement and strategies," will help you get abstracts of many related research studies.

It is much stronger if you collect information for yourself on the impact of your product. If you are interested in doing some evaluation, the following resources can be helpful:

Frechtling, Joy and Laure Sharp (eds). *User-Friendly Handbook for Mixed Methods Evaluations*. Washington, DC: National Science Foundation, 1997. (NSF 97-153).

Stevens, Floraline, Lawrenz, Frances and Laure Sharp. *User-Friendly Handbook for Project Evaluation: Science, Mathematics, Engineering and Technology Education*. Washington, DC: National Science Foundation, 1993. (NSF 93-152).

Wadsworth, Emily. *Evaluation Resource Book*. West Lafayette, IN: WEPAN (Women in Engineering Program Advocates Network), 1996.

Testimonials are easier to get than evaluation information, but they do NOT give you valid information about impact. They are no substitute for research or evaluation. However, comments from teachers, students, parents or others who like your work, particularly if they are supplemented by pictures of your program or product in action, can give people an idea of what your work is about.

The following questions can help you be more specific about your work and the claims you can make.

1. What claims of impacts do you feel you can make about your work?

My work has impacts in the following areas:

2. What information do you have to back up your claims of impact?

The supportive information I have includes:

3. Is there additional support information you can collect?

____Yes ____No. If you answered yes, what information could you collect?

I could get the following information (complete all that apply):

____ additional analysis of existing information, such as:

____ additional information I could collect, such as:

____ results from research done by others on programs *like* mine, such as:

____ testimonials from:

WORDS, WORDS, WORDS

Words are all we have.

Tom Stoppard

In the above quote, from *Rosencrantz and Guildenstern Are Dead,* playwright Tom Stoppard reminds us yet again of the importance of words. By this point we know what our work can do (or we have plans to test what it can do) and we know what needs our work can fill (or we have plans to determine or create them). But that is not enough. We need to know what words to use to title, describe or even just talk about our work.

This is not as easy as it seems. What a word means to one person or group of people may be very different than what it means to another. For those of us working with girls and women in math, science and technology, words such as "gender equity" and even "girls" and "boys" have a meaning for us that they may not have for other people. This was the case for Dave, an educator who works every day in schools on issues related to gender equity. Dave doesn't know what the term "gender equity" means. As he explained: "I'm not sure I know what equity means. The only time I've heard 'equity' is on the radio [in relation to] property." Dave believes in the philosophy behind gender equity, but because the term is not part of his vocabulary, it just confused him. A product marketed as a "gender equity tool" would not appeal to Dave.

Even a quick questioning of colleagues, friends and family members can find that what you think you are saying may be radically different from how others hear you. One group of teachers who had successfully implemented the Family Tools and Technology program were asked about their impressions of the title "Family Tools and Technology." Somewhat surprisingly teachers felt the title was not user friendly and may have intimidated some parents "because parents feel threatened by tools and by technology."

Others worried that because of the name, parents came to Family Tools and Technology expecting computers and the Internet, not hammers and saws.

While finding a new title might be a logical choice, because Family Tools and Technology has national name recognition, changing the title did not make sense. Instead, director Arlene Chasek and her staff are in the process of experimenting with different subtitles, such as "Family Tools and Technology: Learning How to Make Things Work," which might attract families, or "Family Tools and Technology: A Program in Physical Science, Design and Pre-Engineering for Middle School Girls, Boys and their Parents," which might be more attractive to administrators.

So, how do you find out if the words you want to use will work? The best way is to ask members of your primary audiences. While it would be nice to do this with a nationally representative sample, most of us don't have the necessary time or resources. However, interviewing even a small group can give you some clues about the words to use, or not use.

If your primary audience is principals, you might want to interview friends who are principals, principals of your children's schools or even principals who are friends of friends. Ask them what the words you have selected mean to them and to most principals. You might also ask them what other related terms might attract them and what might turn them off.

Interviewing even 10 or 15 people who are part of your primary audience can give you a fast and important reality check. Remember however, that there can be regional differences and differences between urban, suburban and rural educators' responses. Getting information from a small sample of people can be helpful but be careful not to over generalize what they say.

It is often hard to call people "cold." However, an initial letter or e-mail explaining who you are, what you want, how you got their name and how much of their time you want helps a lot. Most people like to be asked their opinion as long as you do it quickly and don't try to sell them anything.

It isn't just words to which different people respond differently. The same images, pictures and even logos can mean very different things to your audience. Images are more difficult to test but not impossible. You just need to make sure that the person you are interviewing has a copy of the images in front of them when you ask the questions.

If your primary population either doesn't like, or doesn't understand, the words or images you have selected for your title or your description, you need to change them and probably test your new choices.

1. What words do you want to use in the title of your work?

Words that I could use in the title include…

I chose those words because…

2. What could you use as a title for your work?

The title could be…

3. How are you describing your product?

A short description of my product is...

4. Who will you interview to test out your title and your description?

To test my title and description, I will interview…

The questions I will ask them are…

If a tree falls in the forest and no one hears it- does it make a sound?

George Berkley

What meaning does that question, usually attributed to the 18th century Irish philosopher George Berkley, have for us? A lot. Your program, product and message may be one of the best things ever, but if no one knows about it, does it make a sound? While working with a high-powered professional public relations firm is a great way to get good national and even international coverage, there are many things you can do yourself cheaply to get the word out, including:

Professional looking formatting has more credibility than plain text, or the medium really is the message. People have more confidence in something that is well laid out. Don't send out things that don't look professional. Looking good doesn't have to be expensive. Existing word processing program templates can help you do a design that is attractive and readable. Remember that for some audiences too fancy can be counterproductive as well as expensive.

All news is local. Reporters are looking for a local slant on the news. Therefore, while you may not be able to get on the Today Show to get your message out, your local paper and radio stations are interested in what you are doing and how that relates to big stories. Don't wait for reporters to contact you! You can be in touch with them yourself. Look for reporters who have covered stories similar to yours. While you can contact reporters by phone or by mail, e-mail is better, and most newspapers and radio/TV stations will give you e-mail addresses for reporters. When you send the

e-mail, be sure to explain clearly and succinctly who you are and what the story is.

An educated reporter is a potential advocate. Time spent educating reporters is time well spent. Sending reporters backup materials and, if they have done a good job, thank you notes, means they are more apt to cover you again. The image they present of you and your message can be powerful and can be worth much more than all the time you spend on it. The National Center for Policy Analysis estimated that in 1993 its free media coverage was the equivalent of $38 million in advertising and reached the equivalent of more than 200 million households. Okay, you probably won't reach that many people, but it is worth a try.

Keep to your message. When you talk to reporters, plan in advance what you want to say. Write down two or three points you want to be sure to get across in the interview. Remember, no matter what questions reporters ask - don't get sidetracked from your message. For example, if your message is curriculum, pedagogy and classroom environment make a difference in math classrooms, and a reporter asks you why single-sex math classes are increasing, you can respond: "That is a good question. We know that what goes on in a classroom, not the gender of the students, is what makes a difference," and then go on to talk about curriculum, pedagogy and classroom environment.

People read newsletters. Campbell-Kibler Associates, Inc. (C-KA) once decided to market a series of brochures on issues of equity in math and science education. After just one mention in the American Association for the Advancement of Science's newsletter, *Science News,* hundreds of people were ordering the brochures and thousands were sold. C-KA continued to receive inquiries for several years primarily because other newsletters picked up the mention from *Science News* and reprinted it and the cycle continued. Almost every organization has at least one newsletter, so you may want to start with the newsletters of organizations to which your primary audiences belong. Most newsletter

editors are eager for information about promising products and ideas to fill up space and serve the needs of their members. Most will even publish your blurb for free. A list of newsletters is included in Additional Resources.

Catalogs work. Getting your product into different catalogs is a good way to widen the numbers and types of people you reach. The first step is to check for catalogs that are read by your primary audiences. To get into some catalogs like the National Women's History Project and the Women's Educational Equity Resource Center, you just send them a letter and a copy of your product and they will decide if they want to include it. Within a few weeks you will hear from them. If they want to list your product they will tell you what their terms are. Usually you sell the product to the catalog publishers for 40-60% of your retail price. Selling your product in quantities should more than make up for the discount you are giving them. A list of catalogs is included in Additional Resources.

Mass mailings can produce results. Sending out information about your product, including information on how to order it, is another way to reach your primary audience. To do this you need to have a source of names and addresses for your primary audience, which can often be purchased from professional organizations or from mailing list companies. Mass mailings can be costly and most people consider a 3-5% response rate very good. The response rate can be increased if you are able to send out the mailing under the address of an organization in which people have an interest. People are more apt to open mail that has "The White House" or "Stephen Hawkings" or even the Office of the President of your institution in the return address.

People talk to each other. Word of mouth is a powerful way to get your message out. The Family Tools and Technology program became known in schools throughout New Jersey and beyond, in part because teachers and parents who participated in the program told others about it. Asking participants to tell others about your program works even

better if you have a short brochure about the program you give to participants for others.

The Web works. After developing their website, Campbell-Kibler Associates, Inc. (C-KA) let the Internet search engines know the website was there and printed the "URL" on business cards and stationary. With no other real effort the site gets over 400 hits a month and has over 75 linked sites. C-KA uses the website as a way for people to download brochures and other information about issues of gender and race in education. You can find some tips for developing good websites in Additional Resources. By the way, the C-KA website is at http://www.campbell-kibler.com/. Come visit!

There are "windows of opportunity." These are the times and places when your primary audience is ready to hear your message or is making decisions which will effect whether they use your products. Windows of opportunity can be either time or place. For example, since most schools have their budgets approved in spring for the following year, late winter and early spring are the best time to sell things to districts, while summer and fall are the worst. A second window of opportunity is a month or two before the end of the fiscal year when left over grant money often needs to be spent. Conferences or other places where members of your primary audiences gather are other windows of opportunity. Exhibiting at the National Association of Secondary School Principals reaches a lot of high school administrators, while presenting at the National Science Teachers Association reaches teachers interested in science programs and products.

The more things you do, the more the word will get out. You need to decide the best directions for you to go. While producing professional looking materials and using word of mouth are strategies that can work for almost all projects, some of the other strategies will work for you and others may not. Answering the following questions can help you make some choices.

1. What are some of the windows of opportunity for reaching your primary audiences?

Windows of opportunity to reach my primary audiences include:

2. Which ways of getting the word out are the best ways to reach your primary audiences?

(Check off as many as apply.)

____I (or one of the other staff members) am good at speaking to groups, so going on local TV and radio and making presentations that reach my primary audience is a possibility.

____ Using other people's newsletters that target my primary audiences to let people know about my work is a possibility.

____ My product can be used without training, so using catalogs that reach my primary audiences to sell my product is a good idea.

____ The groups I am trying to reach tend to have web access, so developing a website is a possibility.

____Other ways to reach my primary audiences are…

3. What first steps can you take to get the word out?

The next steps I will take are:

IT'S YOUR TURN

Congratulations! You have answered the hard questions and collected a lot of useful information about your product and message, including:

- underlying goals and philosophy for your product;

- who your audiences are and their needs, as well as some ideas about why they should be interested in your work/buy your product/support your project;

- different means of getting the word out.

Before beginning to do all the things you have planned through this pamphlet, there is one last step. It is important to decide if your product or message is ready to be provided to others. This is always a hard question to answer. Some of us want to hold on to a product or a project forever until it is perfect, while others of us have it on the street before it is spell checked. There is a happy medium. Characteristics of that happy medium can include:

- checking to make sure the information included is accurate, up-to-date and complete;

- setting up the product in a user-friendly way so others can read/view and understand it;

- testing the product and knowing that people have been able to use it.

1. Is your work ready to be provided to others? ____ Yes ____ No.

If your answer is no, what do you plan to do to make it ready?

If your answer is yes, then it is time to decide what you are going to do now and what you are going to do later. Remember the more specific you are now in describing what you want to do, the easier it will be to do it.

Within the next month I will:

A._____

B._____

C._____

In the future I would like to try:

A._____

B._____

C._____

ASSOCIATION OF SCIENCE-TECHNOLOGY CENTERS NEWS-LETTER
1025 Vermont Ave., NW, Suite 500
Washington, DC 20005
(202) 783-7200
fax (202) 783-7207
http://www.astc.org/newsltr/nlmain.htm

ASSOCIATION FOR WOMEN IN SCIENCE NEWSLETTER
1522 K Street, NW, Suite 820
Washington, DC 20005
(202) 408-0742
fax (202) 326-8960
http://www.serve.com/awis/index.html

FEMINISTS IN SCIENCE & TECH-NOLOGY
Science and Technology Task Force of the National Women's Studies Association
P.O. Box 6793
Houston, TX 77265
http://www.nwsa.org/

HORIZONS
Midwest Desegregation Assistance Center
Kansas State University
401 Bluemont Hall
1100 Mid-Campus Drive
Manhattan, Kansas 66506
http://mdac.educ.ksu.edu/

NATIONAL COALITION FOR SEX EQUITY IN EDUCATION
University of Michigan
1005 School of Education
Ann Arbor, MI 48109
(313) 763-9910
fax (313) 763-2137

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS NEWSLETTER
1906 Association Drive
Reston, VA 22091
(703) 620-9840
fax (703) 476-2970
http://www.nctm.org/

NSTA REPORTS: NATIONAL SCIENCE TEACHERS ASSOCIA-TION NEWSLETTER
1840 Wilson Boulevard
Arlington, VA 22201
(703) 243-7100
http://www.nsta.org/

SCIENCE LINK: NATIONAL SCI-ENCE RESOURCE CENTER NEWS-LETTER
Arts & Industries Building, Room 1201
Smithsonian Institution
Washington, DC 20560
(202) 287-2063
http://www.si.edu/nsrc/

SCIENCE EDUCATION NEWS
American Association for the Advancement of Science
1200 New York Ave, NW
Washington, DC 20005
(202) 326-6626
http://ehr.aaas.org/ehr/

ADDITIONAL RESOURCES: CATALOGS

CAROLINA SCIENCE SOURCE
Carolina Biological Supply Co.
2700 York Road
Burlington, NC 27215
(800) 334-5551
fax (800) 222-7112
http://www.carolina.com/

CUISENAIRE DALE SEYMOUR
P.O. Box 5026
White Plains, NY 10602-5026
(800) 872-1100
orders (800) 237-3142
fax (914) 328-5487
http://www.aw.com/dsp/ or http://www.cuisenaire.com/

CURRICULUM MATERIALS FOR TECHNOLOGY TEACHERS
International Technology Education Association
1914 Association Drive
Reston, VA 20191-1539
(703) 860-2100
fax (703) 860-0353
http://www.iteawww.org/

EQUITABLE MATHEMATICS & SCIENCE EDUCATION
WEEA Publishing Center
Education Development Center, Inc.
55 Chapel Street, Suite 271
Newton, MA 02160
(800) 225-3088
fax (617) 332-4318
http://www.edc.org/ceec/weea/

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS - EDUCATIONAL
MATERIALS & PRODUCTS CATALOG
1906 Association Drive
Reston, VA 20191-1593
(703) 620-9840
fax (703) 476-2970
http://www.nctm.org/

WOMEN'S HISTORY CATALOG
National Women's History Project
7738 Bell Road
Windsor, CA 95492-8518
(707) 838-6000
fax (707) 838-0478
http://www.Legacy98.org/

ADDITIONAL RESOURCES: DESIGNING A GOOD WEBSITE

If you have outside experts develop your website it can be expensive. However, you can also do it yourself "on the cheap." Many Internet providers give you space for a website as part of your basic monthly service, and with the help of books like *Creating Web Pages for Dummies*[7] you can develop your own website. But remember the best website in the world won't get much attention unless people know it is there. You need to let the search engines such as YAHOO know that you are around. One way to do this is to go through websites such as:

SUBMIT IT (http://www.submit-it.com/)
ADD IT (http://www.liquidimaging.com/submit/)

which let lots of search engines know you are there. Search engines are based on the key words and short descriptions you submit, so choose them carefully.

The following "tested tips" can help your website get lots of hits.

1. When you find a site you like, take a few minutes to analyze it carefully. What is it about the site that you like? How is the site laid out? Could you take any of these ideas and use them in your site? Similarly, when you come across a site you don't like, write down what you didn't like and don't make the same mistakes.

2. Don't use your site just to "plug" your product or project. Consider giving people something they can use, be it information, pictures or even a brochure of tips and ideas. Don't forget to update your site periodically - if you add new things people will keep coming back.

3. "Keep It Simple" works for website design as well as other areas. To keep "download time" as short as possible, think

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[7] Smith, Bud and Arthur Bebak. *Creating Web Pages for Dummies*. Foster City, CA: IDG Books, 1997.

carefully about both the number and complexity of illustrations you use. Simple things work on a greater number of browsers and load much faster!

4. Consider your primary audiences. Answering questions such as "What types of things do they want to know?" "What kinds of things may turn them off?" and "Are they more likely to have high speed or low speed access to the Internet?" can help you design a more effective site.

5. Make sure your site is accessible. Techniques such as using text descriptions of illustrations help people with visual impairments get the full experience of your site. Bobby (http://www.cast.org/bobby/) will evaluate your site for accessibility. If it is not accessible, Bobby will give you some suggestions as to how to make the site better.

6. Select other websites to link your site to carefully. Check every link to make sure it works (and since links often die, go back and recheck them periodically to see if they still work.) A small number of pertinent links tends to be better than a more diverse set of links.

7. You can also get others to link to you. The most effective way is to e-mail sites that you like and ask them if they would be willing to link to your site (just be sure to give them the URL).

8. Load your finished page on different machines with different screens to see how it looks other places and how long it takes.

9. If you are going to program the website yourself, many Internet providers give some on-line help in setting up websites. You can use Netscape as a website composer as well as a browser. Increasingly, word processors are set up to do website composing- check if yours is. If you are hiring people to design your website, there are many professionals available- however, college and high school students are a lot cheaper. Whoever you chose to do the programming, you should be involved in the design.

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or write us at:

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