This includes recognition of successes, as well as setbacks and difficulties, as part of the learning process. Please avoid didactic, lecture-focused presentations that rely heavily on PowerPoint.

There are four general ways to present and/or facilitate discussions at the symposium:

1. **Present a workshop on a project or topic** for the symposium program related to this year’s theme, *Exploring the Role of Training Evaluation in Larger Systemic Change*, or other related sub-themes. If you would like to present on a different topic, please indicate the relevance of the topic to training evaluation in human services.

2. **Present a hands-on skill-level presentation** for the symposium program on a topic related to our theme and sub-themes. If you would like to present a skill not related to our theme or sub-themes, please indicate the relevance of the skill to training evaluation.

3. **Present a consultative workshop** that outlines the approach or methodology that you are using for an existing or future project, and solicit feedback and advice from the symposium participants on how to improve or modify this approach or methodology.

4. **Facilitate** one of the accepted workshops. Please understand that the Steering Committee may aggregate some proposals and suggest that they be presented in a panel format as a condition of acceptance.

Regardless of the type of proposal you submit, keep in mind that one of the goals of this symposium is to encourage a climate of discourse and critical assessment of evaluation strategies and methods.

After the symposium, presenters are asked to submit all materials related to the presentation, including a brief paper summarizing the presentation. These will be posted on the CalSWEC website as part of the proceedings. Past proceedings can be found here: [http://calswec.berkeley.edu/nhstec-national-human-services-training-evaluation-collaborative](http://calswec.berkeley.edu/nhstec-national-human-services-training-evaluation-collaborative)

**How to Submit your Proposals**

Please complete and electronically submit the Proposal Form by March 10, 2016, to Tenia Davis, teniad@berkeley.edu and Esmirna Ramirez, eeramirez@berkeley.edu.

Remember to SAVE your document with your last name (e.g., Smith_2016.doc)

You will be notified by April 4, 2016, if you are selected as an individual presenter or as part of a panel.

**NOTE to all presenters and facilitators:** You must register for the symposium and pay all registration fees. (See Invitation, page 3.) All travel and per diem expenses are the responsibility of the selected presenters and facilitators.

Partial funding for this symposium is provided by the California Department of Social Services.
EXPECTATIONS OF WORKSHOP PRESENTERS

If selected, prospective presenters must:

1. Submit all presentation materials (handouts, PowerPoint presentations, etc.) by **May 13, 2016**, to Tenia Davis, teniad@berkeley.edu.
2. Adhere to the time limits for their respective presentation formats. Feel free to use PowerPoint as part of a brief presentation, but avoid summarizing your entire project during a given presentation.
3. Contact your respective facilitators prior to the symposium so that the facilitators can prepare a brief summary of key issues and plan for a discussion.
4. Check in again with your respective facilitator(s) at the symposium if there are any changes or updates to your presentations.

Panel presentation participants will be expected to contact each other prior to the symposium to plan discussion questions.

The symposium organizers will provide each panelist with contact information for all other panel members. The symposium organizers can provide technical assistance, such as conference call connections and/or facilitation, if requested to Tenia Davis, teniad@berkeley.edu.

EXPECTATIONS OF FACILITATORS

Prospective facilitators must:

1. Contact their respective presenters/panel members prior to the symposium to be able to provide a brief summary and plan for a discussion. (This contact allows facilitators to complete expectation #3 below.)
2. Check in again with their respective presenters/panel members at the symposium for any updates or changes.
3. Provide a brief, 2-to-3-minute summary of the key issues raised by the presentations/panels as the structure for fielding questions and encouraging discussions in a given workshop. (Facilitators should have an outline or obtain a list of discussion points from their respective presenters/panel members.)
4. Maintain time limits and encourage Q&A/discussion for their respective presentations.

TYPES OF PROPOSALS

I. **TOPIC- OR PROJECT-BASED PROPOSALS**

*Please use the following as a guide for the narrative in the Proposal Form. Not all aspects of the guide may be relevant to your topic workshop.*

**BACKGROUND**

- The context of the workshop
- Relationship to this year’s theme or sub-themes

**PURPOSE OF THE WORKSHOP**

*If you are reporting research or evaluation results use the following guide:*

- What is/are the research question(s)?
- What methods were used to study the question?
- Qualitative, quantitative or mixed method design (e.g., case study, exploratory, survey, randomized controlled trial)
- Sample
- Method of data collection (e.g., interviews, secondary data analysis)
- Instruments

*If you are reporting on, or analyzing a policy, or you are describing an evaluation program or system, a project, or a unique training intervention use the following guide:*

- A short description of the target population (e.g., clients, agencies, other partners)
- Sources of information you use in your research
- Instruments, if any, used in analysis

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II. SKILL-BUILDING PROPOSALS

Please use the following as a guide for the narrative. Not all aspects of the guide may be relevant to your topic workshop.

BACKGROUND
- The context of the workshop
- Relationship to the conference theme or sub-themes

PURPOSE OF THE WORKSHOP
- A short description of target population (e.g., clients, agencies, other partners) who could use this skill
- What is/are the skill(s) to be taught?
- Why is the skill necessary or important to child welfare practice or training evaluation?
- Learning objectives of the workshop
- Projected outcomes

HOW WILL YOU TEACH AND/OR EVALUATE THE SKILL?
- Brief description of the workshop’s skill-based activities
- Sources of information you use in your research
- How would you evaluate the competency of the person to perform the skill in training or on-the-job?
- Methods to evaluate the skill or skills

REFERENCES IN APA FORMAT

KEY FINDINGS/IMPLICATIONS/RECOMMENDATIONS
- Current questions, struggles and/or resolutions that you encounter(ed) teaching or evaluating this skill
- Implications and recommendations for:
  - Policy
  - Professional practice training
  - Research or evaluation

REFERENCES IN APA FORMAT

III. CONSULTATIVE PROPOSALS

Please use the following as a guide for the narrative. Not all aspects of the guide may be relevant to your topic workshop.

BACKGROUND
- The context of the project or evaluation for which you would like feedback and ideas from the group
- Unique challenges of the project or evaluation approach
- Relationship to the conference theme or sub-themes

PURPOSE OF THE WORKSHOP
- A short description of target population (e.g., clients, agencies, other partners)
- Proposed research questions
- Brief description of methods or proposed methods
- Questions that you would like the symposium participants to discuss
- Potential or existing barriers to success and ideas that you have for addressing them

KEY FINDINGS/IMPLICATIONS/RECOMMENDATIONS
- Current results, if you have them.
- Information on what you hope your results will help you to achieve.
- Any concerns or questions you have about obtaining or presenting results.

REFERENCES IN APA FORMAT