

# Fiona Funder



Director of Educational Grants  
DuGoode Foundation  
New York, New York

Years in current position: 15

Years in the industry: 24

Annual grants: \$12.8M

Min/Max grant size: \$150K/\$1.25M

Mission: *Improving math and science education in American public schools*

## Professional Goals & Challenges

Since 2002, the DuGoode Foundation has emphasized programs that help public schools meet the testing standards of the No Child Left Behind Act.

Fiona likes “fresh ideas and innovations” but insists that their efficacy must be measureable, in part because her Board is somewhat less adventurous than she is.

Her first-time grants are under \$200K; grants > \$600K given only after 2 or 3 smaller ones.

She prefers funding professional development because, “What teachers learn goes right into classrooms, but classroom curriculae must first be approved by school boards.”

Fiona finds it difficult to locate organizations that meet the standards of her employer, so most of her annual funding goes to previous partners.

She does NOT fund faith-based organizations.

## Personal Habits & Preferences

Fiona relies heavily on the Internet to find new organizations to support. She notes what Foundations have given grants in the past, and if they have given repeat grants. Partnerships and mission statements she likes to see laid out on a website’s home page.

She uses a mid-range IBM laptop with a 1024x768 display with Internet Explorer and Word open at the same time. Internet connections are high-speed at work and at home, and stays at hotels with fast connections. However, her summer home has only a dial-up connection.

She is annoyed by websites that use font sizes < 12 pixels and low-contrast text. Fiona is 54 years old and wears bifocals. She is unaware that IE has user controls that allow user control of text-display sizes.

She frequently prints out text-heavy pages and reads them as hard-copy, making hand-written notes in the margins.

She likes a “good-looking” website. To her, this means bright colors because “teachers like that.” (Her own wardrobe tends to brighter blues, greens, and purples.)

She believes her tastes represent a majority view and says that websites that do not conform to them are being “creative” in a slightly pejorative sense.



# Web site features

for Fiona Funder

## Content

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- Metadata that supports Googling on an organization's vision, mission, specialties, and prior and current sources of funding.
- A specific discussion of TERC's commitment to public education and to underserved populations.
- Home page links, with Fiona-centric labels, that are one-click direct to rich sources of detail on the above items.
- Easy access to CVs of TERC's Principal Investigators and senior staff.
- Rich source of detail around how TERC products are evaluated, with sample evaluations of successful products.
- A cogent discussion of how TERC sees itself fitting into a post-9/11, No-Child-Left-Behind world.
- An information architecture that clearly categorizes and labels products as Professional Development or Classroom Curriculae.
- With high "wow-factor" content –such as Flash animations– add links to cogent discussions of the positive educational impact of interactive demonstrations and visualizations.

## Technical and design

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- Layout for an 800 x 600 display, enabling simultaneous access to both IE and Word on a 1024 display.
- Efficient and thorough site search engine.
- Low-bandwidth graphics, to enable Fiona to visit TERC's web site via dial-up from her summer home.
- No body text smaller than 12 pixels, with high foreground/background contrast ratios to promote readability.
- Add a prominently-displayed, on-screen tool to enable her to increase the font-display size.
- Printer-friendly screen layout, with ample margins for note-taking.
- A graphical sensibility that is lively and "teacher-friendly" (actually "student-friendly" –Fiona sees little distinction between the two.) Somewhat more playful, somewhat less corporate, but not to be confused with a kids' web site.
- A color palette tending toward greens, blues, and purples.

# Peter Publisher



Vice President, New Projects  
Applewood Books  
Cambridge, MA

Years in current position: 2

Years in the industry: 12

Annual sales: \$3.7M

Specialties: *Niche curriculae in K-12 reading, math and science; self-led professional development books for K-12 educators*

## Professional Goals & Challenges

Peter was hired with a mandate to increase Applewood's sales in the educational market by 30% in his first 3 years. He is not on schedule to achieve that goal.

Peter is receptive to programs from not-for-profits such as TERC and EDC because development costs are largely covered by the taxpayer. He is interested in online products because of their low distribution costs.

Peter is most concerned with a program's marketability. He is equally happy with a product that focuses on a hot-button issue, such as global warming, as with one that achieves measurable results. He does not disdain success in the classroom, but to him, a proven success rate is just another promotable feature.

The melt-down in Federal funding for educational research has made it difficult for Peter to find the pre-developed products that Applewood's business model depends upon.

## Personal Habits & Preferences

Peter subscribes to various educational journals, both paper and on-line. He also attends 6-10 educational conferences per year, hoping to identify potential sources of product. Once he identifies a potential partner, he will glean as much as he can from the web site before making direct contact.

Peter uses a high-end Dell laptop with a 1280x1024 display, with high-speed connections and external monitors at both his office and at home. He chooses hotels with high-speed connections. A self-described "techie", Peter occasionally surfs the web using his PDA.

He frequently prints out text-heavy pages and reads them as hard-copy.

Peter likes contemporary, slick web sites, believing they suggest the production values of the organization as a whole. This matters to him because the more "presentable" a product is when he acquires it, the less of Applewood's money will be spent on "polish."

Peter has deuteranopia, a form of red-green color blindness. Red text on a black background appears to him as gray-on-black; red text on a gray background is invisible.



# Web site features

## for Peter Publisher

### Content

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- Metadata that supports Googling on an organization's product mix, especially interactive classroom curriculae.
- Quick access to content that tells him which publishers are already representing TERC products.
- A prominent showcase of educational games or software developed at TERC, i.e. Zoombinis, Tabletop II.
- A prominent showcase of "high wow-factor" interactive and animated learning objects, i.e. examples from Science for Today and Tomorrow, Exploring Earth, et. al.
- Descriptions of TERC's infrastructure, support, design, and development resources and expertise.
- Announcements of TERC's participation in the conferences that Peter attends, and links to the websites of those conferences.

### Technical and design

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- Peter's office and home PC hardware can accommodate a layout for a 1024 x 768 display, but his frequent use of a PDA argues 800 x 600 as the lowest common denominator.
- Peter's PDA use is not frequent enough to justify the cost of developing a parallel PDA-friendly site, but it does justify including links to sources for PDA-specific browsers such as Picseel Browser and Tomahawk.
- Efficient and thorough site search engine.
- High contrast ratios for text and backgrounds to promote readability. No red-on-neutral or red-on-green text, that would drastically reduce readability due to Peter's deuteranopia.
- Printer-friendly screen layout, with ample margins for note-taking.
- Graphical presentation with sophisticated production values .