DOCUMENT RESUME

ED 125 218

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INSTITUTION National Association of State Directors of Special Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 76
NOTE 27p.
AVAILABLE FROM National Association of State Directors of Special Education, 610-E, 1201 16th Street, NW, Washington, D.C. 20036 ($2.50)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Exceptional Child Education; *Federal Aid; *Financial Support; *Grants; Guidelines; *Handicapped Children; *Special Education

ABSTRACT

Intended for special education proposal writers, the manual focuses on planning, organizing, and writing Part D (personnel preparation) proposals to the federal government. Chapters on the following topics are included: getting ready to write a Part D proposal (conceptual models for needs assessment, program planning, and evaluation); writing the proposal (budget information and program narrative); and things to know when writing proposals (what happens when the grant proposal gets to Washington, what to include in the proposal, and timetables mandated by Public Law 94-142.) (SB)
a Step-by-Step Process

HANDBOOK

PROPOSAL WRITER'S
This Handbook has been arranged and edited by Jean Nazzaro and William V. Schipper.

Additional copies of this publication may be obtained for $2.50 each, prepaid, to cover postage and handling, from National Association of State Directors of Special Education, 610-E, 1201 16th Street, Northwest, Washington, D.C. 20036.

1976

The material presented herein was developed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. The opinions expressed, however, do not necessarily reflect a position of policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.
This is a training manual. Its objective is to help you plan, organize and write a conceptually sound proposal. Its objective is to help you plan, organize and write a conceptually sound proposal that will increase your potential for being funded.

Finally, the manual will not do the job for you. You must bring to the planning and writing process your own personality, experience and flexibility. If any section of the manual is not applicable, delete or modify it.

However, there is nothing new or magical in the contents of the manual or in the process suggested. It is not a guide in providing a consistent and logical format for communicating programs, activities, and budgets to proposal readers.

Proposal writing.

Government by State Education Agency Grant Writers, but the process is still the same. To achieve this goal, the specific focus is on Part D (Personnel Preparation) proposals to the Federal Government.

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Acknowledgements

We would like to express our sincere appreciation to the many people who have been involved in the conceptualization, development, field testing, critiquing and editing of this manual. Without all of their help, this product would not have been created or would not be what it is today. Thanks are due:

- to Eugene Black (California Department of Education), Len Burrello (University of Michigan), Wayne Jones (Stevens Point, Wisconsin), Louise Fahrney (Florida Department of Education), Hugh McKenzie (University of Vermont), Stanley Mopsik (Maryland Department of Education), Pat Bourexis (Evaluation Research Center, Virginia), Hayes Prothro (Texas SEA), Linda Cunningham (University of Michigan), and Robert Brinkerhoff (University of Virginia) for conceptualizing and designing the basic conceptual and development environment for the Handbook of Education for the Handicapped, for their consistent encouragement and support during all phases of the development of the manuscript;

- to the directors and special education staffs of the Florida Department of Education and Mississippi Department of Education for their generous contributions of time and personnel in providing critical reviews and inputs to the final revisions of the manuscript;

- to Myrt Glatzer (Mississippi SEA), Jerrie Ueberle (Arizona SEA) and, again, Hayes Prothro (Texas SEA) for their critical reviews and inputs to the final revisions of the manuscript;

- to Ed Sontag, Phil Burke and Jeff Condon, Bureau of Education for the Handicapped, for their consistent encouragement and support during all phases of the development of the manuscript;

- to the 42 project writers who were trained in usage of the manual in August, 1975, and who also recommended many positive changes in the manuscript;

- to the directors and special education staffs of the Florida Department of Education for their generous contributions of time and personnel in providing critical reviews and inputs to the final revisions of the manuscript;

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Finally, NASDSE and all users of this manual owe a special thanks to Jean Nazzaro, the Council for Exceptional Children, who synthesized the thoughts and contributions of all those mentioned above, and to the directors and special education staffs of the Florida Department of Education and Mississippi Department of Education for their generous contributions of time and personnel in providing critical reviews and inputs to the final revisions of the manuscript.

JAMES R. GALLOWAY
EXECUTIVE DIRECTOR

WILLIAM V. SCHIPPER
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ASSOCIATE DIRECTOR

IV
Chapter I
Getting Ready to Write a Part D Proposal

Introduction

The task of grant writing may be thought of as falling into two phases: first, the planning phase and second, the writing phase. If you try to write without planning, your proposal will lack the kind of thrust and continuity that readers look for.

According to a recent article by Karen DeWitt in the Potomac section of the Washington Post, "Once (a reader) has read through four or five proposals in a lot of thirty, you know what you're looking for. You take a look at the introduction and the understanding section, scan who the firms are offering to do the job and fill in your rating card."

If this behavior typifies the approach of grant readers, it can be translated as follows to the Part D Proposal: The readers will look closely at the program narrative which tells what needs exist in the State, how they were derived and what you propose to do about them. They will probably scan your activities but look more critically at how you plan to evaluate the effect of training. Finally, they will see who you have to do your training. Don't underestimate the importance of consultants' and program directors' biographical sketches, especially if you have some resources (people and organizations) that have demonstrated good results.

The instructions that you receive from the Bureau of Education for the Handicapped (BEH) provide you with directions on how to write the proposal but are of little help in how to plan for the final writing.

It is like giving you the directions for preparing an elaborate meal for a cast of thousands without giving you a basic list of ingredients or a recipe for mixing them together. Without the planning phase, you are likely to end up with pot-luck rather than a well-balanced menu. Without the planning process, you are likely to end up with disjointed proposals without a unifying concept. Following is a conceptual model for a Needs Assessment that you receive from the Bureau of Education for the Handicapped (BEH) that provides you with directions on how to:

1. Identify the needs existing in the State.
2. Select logically from all the articulated needs existing in the State.
3. Get each of the necessary pieces from the planning stage.
4. Write a well-balanced menu.
5. Follow the conceptual process and the conceptual stages.

Chapter II is a step-by-step walk-through of the planning stages. This manual outlines a planning process that will provide you with the necessary ingredients to write a well-balanced proposal.
Steps to determine forces and derive problem areas

1. Begin by gathering available information on the forces impacting on the system:
   - Federal laws
   - BEH priorities
   - Court actions
   - Community pressures
   - EHA Part B
   - Amendments to annual program plan
   - Local Educational Agency needs (Local Application Effective Date)
   - State laws
   - Advisory committee input
   - Local Educational Agency needs (local application effective date)
   - State plan EHA Part B — amended annual program plans

2. This step is the beginning of the documentation of priority needs. By identifying and laying out forces, it is impossible to formulate an overall plan for training: e.g., laws, court cases, BEH priorities, etc. Unless these forces are evidenced by such forces as federal laws, court action, community pressures, expressed needs from within the system, long-range State educational objectives, etc., the forces are not an issue of concern.

3. This definition will be found following the Conceptual Model for Program Planning (page 8).

   Major Objective
     Need
     Data
     Hypothetical Need
     Issues
     Forces

Hypothetical Need

A tentative assumption, based on selected issues, that a disparity exists within the State between what is and what should be.

Need confirmed

Factual material used to confirm or disprove the hypothetical need.

Need disproved

Data used to confirm or disprove the hypothetical need.

Terms

- Not an issue of concern
- Need disproved
- Need confirmed
- Solve another way
- Use Part D funds to solve

Conceptual Model for a Needs Assessment
Develop a matrix on which the forces are identified along the top, and the issues are listed below each force (see sample below):

<table>
<thead>
<tr>
<th>Policy Statement</th>
<th>Departments</th>
<th>Due Process</th>
<th>School Directives</th>
<th>Due Process</th>
<th>Due Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training &amp; Hearing Teachers</td>
<td>More Resource Teachers</td>
<td>Least Restrictive</td>
<td>Millis vs. D.C.</td>
<td>Least Restrictive</td>
<td>Least Restrictive</td>
</tr>
<tr>
<td>Individualized Training Requests</td>
<td>Plan of Program</td>
<td>Education for Handicapped</td>
<td>Maryland vs. State of Retarded Citizens</td>
<td>Education for Handicapped</td>
<td>Education for Handicapped</td>
</tr>
<tr>
<td>Instruction Statement</td>
<td>Request for Services</td>
<td>Most Severely Handicapped</td>
<td>Public Education for Severely Handicapped</td>
<td>Public Education for Severely Handicapped</td>
<td>Public Education for Severely Handicapped</td>
</tr>
<tr>
<td>Confidentiality Needs Clarification</td>
<td>Policy Statement</td>
<td>Individualized Education Program</td>
<td>Maryland vs. S.D.C.</td>
<td>Individualized Education Program</td>
<td>Individualized Education Program</td>
</tr>
<tr>
<td>Agency Services</td>
<td>Child Find</td>
<td>Due Process</td>
<td>Commonweath vs. Retarded Citizens</td>
<td>Due Process</td>
<td>Due Process</td>
</tr>
<tr>
<td>Reference of Other Needs</td>
<td>Full Service</td>
<td>Full Service</td>
<td>Full Service</td>
<td>Full Service</td>
<td>Full Service</td>
</tr>
<tr>
<td>LEA Needs</td>
<td>Advisory Board</td>
<td>State Laws</td>
<td>Court Actions</td>
<td>Federal Laws</td>
<td></td>
</tr>
</tbody>
</table>

Sample Table of Forces:

<table>
<thead>
<tr>
<th>Force</th>
<th>Issue</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Laws</td>
<td>93-380/94-142</td>
<td>11/29/75</td>
</tr>
<tr>
<td>State Laws</td>
<td>Full Service</td>
<td>9/1/78</td>
</tr>
<tr>
<td>Confidentiality Needs Clarification</td>
<td>Individualized Education Program</td>
<td>10/1/77</td>
</tr>
<tr>
<td>Individualized Education Program</td>
<td>Most Severely Handicapped</td>
<td>10/1/77</td>
</tr>
<tr>
<td>Due Process</td>
<td>Commonweath vs. Retarded Citizens</td>
<td>10/1/77</td>
</tr>
<tr>
<td>Federal Laws</td>
<td>93-380/94-142</td>
<td>11/29/75</td>
</tr>
</tbody>
</table>
Determining Issues

From the matrix it is clear to see which issues need to be examined as possible training areas. Having a matrix in front of you also allows for long-term planning. Since Part D applications are conceptualized on a three-year cycle, the matrix should help determine priorities.

Checkpoint

At this point, it would be well to check with others to get consensus on the issues which have emerged.

State Education Agency staff
Area consultants
Part B plan writers
LEA directors
Input from other agencies and organizations
Input from SEA directors
Input from SEA program administrators and consultants
State Population Reports (forecasting)
Census Bureau statistics
State Summary
Agency Summaries
Resource Allocation Plan
Part B completed summary sheets
Part B projected activities document
Analysis of position openings
Strategic cooperative plan for personal development
Suggested Resources

Collecting data to test hypothetical need

Gather together all the information resources you will need to prove or disprove the hypothetical need.

Formulating hypothetical needs

From each issue a number of hypothetical needs can be generated. For example:

Issue: Severely handicapped

Hypothetical need: There are not enough programs to serve severely handicapped children in the state.

Gathered resources, for example:

- University grant writers
- State Education Agency staff
- State Education Agency staff

At this point, it would be well to check with others to get consensus on the issues which have emerged.

Suggested resources:

- Statewide cooperative plan for personal development
- Analysis of position openings
- Strategic cooperative plan for personal development
- Part B completed summary sheets
- Input from SEA program administrators and consultants
- State Population Reports (forecasting)
- Census Bureau statistics
- Agency Summaries
- Resource Allocation Plan
- State Education Agency staff

Never underestimate the importance of supportive data as the basis of a sound proposal.
Using data to confirm a need

Analysis of the data will either confirm the existence of a need or show that the need does not exist as a problem area in your state. The following example shows how supportive data can be used to legitimate a need:

Hypothetical need: There are not enough programs to serve all severely handicapped children in the State.

Data: According to the Annual Special Education Statistical Report for 1973-74, only 7.95% of children in special education were served in programs for the severely handicapped. The State has no certification requirements for such teachers.

Only two teacher training programs exist in the state to prepare teachers for the severely and multi-handicapped.

Need confirmed:

More programs are needed in order to serve all severely handicapped children in the State.

Decide which needs are to be met with Part D funds

Examine the needs that have been confirmed and determine the relative importance of each. This figure may have to be adjusted later when budgets for each activity are more carefully planned, but at this stage can reasonably be used to allocate funds. The State association for retarded citizens, about half of the mentally retarded children received services, and a representative from the State Association for Retarded Citizens, about half of the mentally retarded children received services.

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A Major Objective

Terms:

Major Objective

Activity

Expected Outcome

1. Major Objectives

2. Expected Outcome

3. Activity

4. Training Objective

5. Broad goals or efforts directed toward reducing the disparity between conditions that exist within the State and what „should be.”

6. Subordinate objectives or goals for each Major Objective, with the focus on personnel training.

7. Training activities designed to meet the Training Objective, e.g. summer training institutes, special study institutes.

8. Number of individuals trained and competencies to be acquired.

This is one coding system you may wish to adopt to help you keep track of your program. The code may be used in specifying budget items or evaluation strategies. It is a planning tool and only a suggestion. It is not required in the writing of the proposal.
More details on items in this table are given in the following sections.

For each Major Objective you may wish to organize a Program Summary Table using a code and a brief narrative. By including a cost column you can begin breaking down the funds you are requesting in your proposal. The Expected Outcome column helps you pay attention continually to what you are hoping to achieve through the training.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Expected Outcome</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualized Lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapt activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill sequence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know developmental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>150 teachers trained</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Federal</strong></td>
<td></td>
<td><strong>$15,000</strong></td>
</tr>
<tr>
<td><strong>Non-Federal</strong></td>
<td><strong>$7,500</strong></td>
<td></td>
</tr>
<tr>
<td>Summer Training Institutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Federal</strong></td>
<td></td>
<td><strong>$15,000</strong></td>
</tr>
<tr>
<td><strong>Non-Federal</strong></td>
<td><strong>$15,000</strong></td>
<td></td>
</tr>
<tr>
<td>Special Training Institutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Federal</strong></td>
<td></td>
<td><strong>$15,000</strong></td>
</tr>
<tr>
<td><strong>Non-Federal</strong></td>
<td><strong>$15,000</strong></td>
<td></td>
</tr>
</tbody>
</table>
State the major objective for each need

This should be a statement of what the SEA hopes to accomplish in terms of reducing the disparity between existing conditions and what should be. The following objective was derived from the confirmed need:

**Major Objective**

A. By September 1, 1978, a free appropriate education will be available for all handicapped children within the State between the ages of 3 and 18. First priority to children presently unserved. Second priority to children within each disability with the most severe handicaps who are receiving an inadequate education.

State the training objectives for each major objective

Training Objectives for Part D money only deal with personnel development, both preservice and inservice. With the passage of P.L.94-142, Federal money is designated for personnel development through Part B allocations at both the State and local levels. It may be that States will wish to use their Part D money for developing projects that can be replicated throughout the State or for programs that have some inter-agency thrust.

**Training Objective**

A.1. Paraprofessionals will be trained in child-find techniques, including methods of inter-agency search and interviewing skills.

A.2. EMR teachers will be trained to adapt their approach to the more severely impaired child.

A.3. EMR teachers will be trained to adapt their approach to the.

State the activities for each training objective

The activity refers to how you plan to do the training, e.g. special study institutes, special training institutes, etc.

**Training Activities**

A.1.1. A series of one-week intensive courses will be scheduled in five locations throughout the State to train high school graduates in child-find skills. (Special Training Institute)

A.2.1. A.2.1. Three summer training institutes will be held in three locations across the State, to include a field experience at the State Training School. (Special Training Institute)

A.3.1. A.3.1. A multidisciplinary team of consultants will work by mail with all Special Education teachers in the State, reviewing the children who are in their classes and providing individualized assistance to help them plan more effectively for their most severely handicapped children.

Construct a Training Activity Summary Sheet

On these sheets you will summarize most of the information you will later be using in the Approach section of the Program.
<table>
<thead>
<tr>
<th>Cost</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Must include names of participating teachers, etc.</td>
</tr>
<tr>
<td></td>
<td>Programs</td>
</tr>
<tr>
<td></td>
<td>Include maps of areas to be served and locations of training facilities</td>
</tr>
<tr>
<td></td>
<td>Where the training will take place, including practicum facilities</td>
</tr>
<tr>
<td></td>
<td>Aids and media needs</td>
</tr>
<tr>
<td></td>
<td>Descriptions of which will be presented either in outline form or narrative</td>
</tr>
<tr>
<td></td>
<td>(See Supplementary Questionnaire, and OE Form 9037)</td>
</tr>
<tr>
<td></td>
<td>Number, type, and professional level of cooperating institutions, professional agencies, etc.</td>
</tr>
<tr>
<td></td>
<td>The number, names, types, etc., of outside consultants that will be needed</td>
</tr>
<tr>
<td></td>
<td>Include vitae of key consultants</td>
</tr>
<tr>
<td></td>
<td>The number, names, types, etc., of staff (not including consultants)</td>
</tr>
<tr>
<td></td>
<td>Including an agenda of when activities will take place</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advisory team</th>
<th>Location and facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td></td>
</tr>
<tr>
<td>Contents</td>
<td></td>
</tr>
<tr>
<td>Participants</td>
<td>Consulting</td>
</tr>
<tr>
<td>Contractual</td>
<td></td>
</tr>
<tr>
<td>Consulting</td>
<td>Personnel</td>
</tr>
<tr>
<td>Fees</td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training Activity Summary Sheet</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Rental of space</td>
<td></td>
</tr>
<tr>
<td>Conversion</td>
<td></td>
</tr>
<tr>
<td>Printing</td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
</tr>
<tr>
<td>Trainee Travel</td>
<td></td>
</tr>
<tr>
<td>Allowance</td>
<td></td>
</tr>
<tr>
<td>Dependency</td>
<td></td>
</tr>
<tr>
<td>Stipends</td>
<td></td>
</tr>
<tr>
<td>Contractual</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
</tr>
<tr>
<td>Fees</td>
<td></td>
</tr>
<tr>
<td>Employee Travel</td>
<td></td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Training Activity</td>
</tr>
</tbody>
</table>
Fill out an individual Budget Sheet for each Major Objective.

The costs have already been broken out for each training activity on the Training Activity Summary Sheet. The Individual Budget Sheets are parallel forms of the Budget Information sheet, HEW608T. Consult the HEW instructions, Part III Section B, Budget Categories, if you have any questions.

The following formulas may be helpful in analyzing some of the budget items:

A. Personnel

- Project Staff, name or title

\[
\text{cost} = \text{Time} \times \text{Unit salary} + \text{travel x fare}
\]

B. Equipment

- Project Staff, name or title

\[
\text{cost} = \text{Number of pupils} \times \text{average fare} \times \text{weeks}
\]

C. Total Direct Charges

\[
\text{I. Total Direct Charges} = \sum \text{A} \quad \text{H}
\]

- Personnel

\[
\text{H10. Project Staff, name or title} = \text{Number of pupils} \times \text{average fare}
\]

- Equipment

\[
\text{H11. Equipment, name or title} = \text{Number of pupils} \times \text{average fare}
\]

- Project Staff, name or title

\[
\text{H1. Personnel} = \text{Number of pupils} \times \text{average fare}
\]

- Equipment

\[
\text{H2. Equipment} = \text{Number of pupils} \times \text{average fare}
\]

- Project Staff, name or title

\[
\text{H4. Project Staff, name or title} = \text{Number of pupils} \times \text{average fare}
\]

- Equipment

\[
\text{H5. Equipment, name or title} = \text{Number of pupils} \times \text{average fare}
\]

The following formulas may be helpful in analyzing some of the budget items.
<table>
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**Object Class Categories**

1. Stipends
2. Trainee Travel
3. Rental of Equipment
4. Required Fees
5. Consultant Fees
6. Communication Costs
7. Construction
8. Rental of Space
9. Fringe Benefits
10. Other

**Total Direct Charges**

- Personnel
- Fringe Benefits
- Employee Travel
- Equipment
- Supplies
- Contractual
- Consultants

**Indirect Charges**

- Other

**Totals**
Implementation Evaluation

Process Evaluation

Content Evaluation

Outcome Evaluation

This has to do with how well you planned and implemented the training. The type of methodology most appropriate to this evaluation would include the actual records of budgets, time lines and checklists.

This has to do with what went on during the activity. It deals with format, staffing, materials and facilities. The methodology for evaluation includes rating scales and opinion questionnaires.

This is concerned with the substantive content of the training. It questions the components of the training program and evaluates the knowledge of the trainer. Evaluation is subjective, requiring observation of opinion surveys.

This is concerned with the substantive content of the training. It questions the components of the training program and evaluates the knowledge of the trainer. Evaluation is subjective, requiring observation of opinion surveys.

This has to do with what went on during the activity. It deals with format, staffing, materials and facilities. The methodology for evaluation includes rating scales and opinion questionnaires.

Did the participants get prepared for the roles you hoped they would play? Did you train the number of individuals you planned to train?

Here are some sample questions you should address in this evaluation:

- Did you train the number of individuals you planned to train?
- Did the participants get prepared for the roles you hoped they would play?
- Did participants reach the level of competency within the specified time?
- Did participants reach the level of competency within the specified time?
- Did you help solve the problem with the training?
- Did you help solve the problem with the training?
- Did participants reach the level of competency within the specified time?
- Did participants reach the level of competency within the specified time?
- Did you train the number of individuals you planned to train?
- Did the participants get prepared for the roles you hoped they would play?

Outcome Evaluation

Expected Outcome

Here are some sample questions you should address in this evaluation:

- Did you train the number of individuals you planned to train?
- Did the participants get prepared for the roles you hoped the training would prepare them for?
- Did you train the number of individuals you planned to train?
- Did the participants get prepared for the roles you hoped the training would prepare them for?
- Did participants reach the level of competency within the specified time?
- Did participants reach the level of competency within the specified time?
- Did you train the number of individuals you planned to train?
- Did the participants get prepared for the roles you hoped the training would prepare them for?

Implementation, process and content evaluation all provide feedback to the management system enabling you to improve your future decisions. The outcome evaluation also has management implications but the main effect is on the trainees and children.

The expected outcome for each activity and will be dealt with first. The outcome evaluation dovetails with the expected outcome for implementation and process evaluation. The outcome evaluation also has management implications but the main effect is on the trainees and children.

Expected Outcome

A.1.1.1

One hundred paraprofessionals will receive training in child care techniques (cont.)

Outcome Evaluation

Content Evaluation

Process Evaluation

Implementation Evaluation

Conceputal Model for Evaluation
They will be able to interview parents and professionals from other agencies about the educational program for children not attending public school (evaluation of tape-recorded interviews).

Expected Outcome A.2.1

A.2.1.1. One hundred and fifty teachers will be trained (count).

A.2.1.2. Teachers will understand the developmental sequence of a variety of skills (information exam).

A.2.1.3. Teachers will be able to adapt an activity to a lower developmental skill level (competency exam).

A.2.1.4. Teachers will be able to construct an appropriate lesson for a child at the State Training Center (peer observation and child's performance).

Implementation Evaluation

Here are some sample questions involving implementation and follow-through on the training:

- Were the facilities appropriate? Could they be improved?
- Were materials useful? Could they be improved?
- Did the trainers communicate? Did they have the kind of skills necessary to develop competencies in the trainees?
- Was there enough (too much) time allowed to cover the material?
- Was there enough (too much) time allowed to cover the material?
- Activity refers to type of program, e.g. special training institution, etc.

Sample questions and implications for change:

Process Evaluation

- Did you keep your accounts straight? Are your bills paid?
- Were unreasoned expenses unforeseen expenses?
- Did you have to follow-up the items because of your budget? Did you stay within your budget for all necessary items? Did you stay within your budget for all necessary items?
- Should scheduling be adjusted in the future?
- Did you set up realistic timelines? Were schedules followed?
- What were the parents' reactions? Did you carry out what you planned?
- Was the planning useful? Did you carry out what you planned?

These are some sample questions involving implementation and follow-through on the training.

Individualized learning programs will be developed for each child through a series of similar activities. Did the training alleviate the problem?

A.1

By September 1, 1978 the Local Education Agencies and Intermediate Units will have a record of every child between the ages of 3 and 18 residing within their jurisdiction (count of names, addresses, age, etc., age, etc.).

A.2

Children who have been identified through child find techniques who were previously not in a public school program will be placed with a teacher experienced in adapting their program to the needs of the child (count of children placed, develop individualized education program).

A.3

Individualized learning programs will be developed for each child at the State Training Center (peer observation and consultation by consultants) within each program. Plans will be analyzed by consultants and developed for each special education student within each program. (Plans will be observed by consultants and implemented.)

A.3.1

Did the training alleviate the problem?

A.3.1.1. Children will be able to adapt their program to the needs of the child (count).

A.3.1.2. Teachers will be able to adapt an activity to a lower level (compentency exam).

A.3.1.3. Teachers will be able to develop an individualized education program (count).

A.3.1.4. Teachers will be able to adapt an activity to a lower level (competency exam).

A.3.2

The purpose of the evaluation is to determine the effectiveness of the program, to identify areas for improvement, and to assess the impact on the children.
Content Evaluation
Sample questions:
Did the content deal with the need? Did trainees see the application?
Was the subject adequately covered? Are there components that need to be modified, added, taken away, before replication?
Did trainers know their subject? Would you use them again?
What new training needs developed as a result of past training? Are these training areas that will need follow-up for

carry out the important task of personnel development until you stop and make sure you engage all interested immediate funders to
list these examples you can develop your own administrative

teachers of special education employed in the state (cont.)
By June 1, 197, we will have the certification status of all

 zonder (cont.)

the state by handicapped children and by service being
accurate count of all handicapped children being served in
By June 1, 197, the administrative unit will have an

Code N.1.2

the method used to evaluate the results.
State the expected outcomes for each activity and specify
universities.
special education training proposals from colleges and


N.2

special education training education in the Review of
manpower needs in special education.
Collect and analyze data for needs assessment to determine

Code N.1.1

N.2.3

consultants with other educational agencies.
N.3

consultation with other educational agencies.

N.2

handicapped children.

N.1

Code N.1

Write the Major Objectives for the Administrative Unit

From the beginning of the project to any other major objectives.
By including consultation, and providing funds for the continuance, some States deal with this

Somewhere in your proposal you must think of your own unit

Direct administration of the Part D project

Are these training areas that will need follow-up for

What new training needs developed as a result of past training?

Did trainers know their subject? Would you use them again?

needed to be modified, perhaps taken away, before replication?

Was the subject adequately covered? Are there components that

Sample Evaluation:
Content Evaluation
Chapter II

Writing the Proposal

OE Form 9037, Education for the Handicapped, Instructions for Application for Federal Assistance is divided into five parts. Part I tells you how to fill out the Application for Federal Assistance form. This part is self-explanatory.

Part II tells how to fill out the Project Approval Information form. This part is self-explanatory.

Part III - Budget Information

Part III tells you how to fill out the Budget Information form. This form should be used to summarize the total budget you are requesting. In the planning phase you have filled out Individual Budget Sheets for each of your training projects. (see page 11). These sheets were laid out in parallel form to the required Budget Information form. This form is a Budget Summary. This section may or may not be included in your packet of Instructions from HEW.

Part IV describes what must be included in the Program Narrative. This is the section that will be dealt with in greatest detail for there are no simple forms to fill out here. This is where you prove that you know what you're doing.

Part V lists the Assurances that must be made such as Protection of Human Subjects, guarantee of Civil Rights, etc. This section needs no additional explanation.

Section A-Budget Summary. This section may or may not be included in your budget summary. It is the sum of columns c and f. It is the total amount of non-Federal funds you propose to spend on these projects. The amount of non-Federal funds you propose to spend on these projects is one way of reflecting the degree of commitment that the State has to the projects. Column g is the total amount of Federal funds allocated to the State for the current fiscal year. Only States writing combination proposals need be concerned with columns e and f. This column contains the total amount of Federal funds that you intend to spend on your projects in the current fiscal year. Only States writing combination proposals need be concerned with columns e and f. This column contains the total amount of Federal funds that you intend to spend on your projects in the current fiscal year.

Section B - Budget Categories

Part D Training grants are for Handicapped Teacher Education Training Grants are for Handicapped Teacher Education

Section C - Source of non-Federal Resources

Part D includes all the instructions for Part D Proposals. First there is parallel form to the required Budget Information form. This form should be included in your budget summary. This section may or may not be included in your packet of Instructions from HEW.

Section C requires one of the following four forms:

Part A-Civil Rights, Part B-Environmental Protection, Part C-Non-Federal Funds, and Part D-Additional Explanation. This section needs no additional explanation.
Section D - Forecasted Cash Needs

This may be calculated from the Training Activity Summary Sheets in the planning section that show when activities are to take place.(see page 9).

Unless there is a concentration of expenses during one or more quarters, it is common practice to divide the total amount into four fairly even payments and enter those amounts for each quarter.

Section E - Budget Estimates of Federal Funds Needed

Although Part D grants are conceptualized as three-year projects, experienced writers have found little difference between writing continuation grants and new grant applications. Except for projects that require continuation for more than the current year, writers may choose not to fill out Section E.

Section F - Other Budget Information

Unless your application is extremely singular, you will want to refer the reader to the Individual Budget Sheets which should probably be located with the description of each project in the body of the proposal.

Line 21 - Direct Charges

In the planning section, a guide has been laid out for calculating the required direct charges including personnel salaries (6a), travel (6c), equipment (6d), contractual (6f), other (6h) (see page 11). If there is an unusually high expenditure in one of these categories, you should use this space to focus on the expenditure using additional sheets where necessary.

Line 22 - Indirect Charges

All SEA's have a negotiated indirect cost rate.

Although additional sheets are necessary, you should use this space to focus on the expenensiture until the required indirect cost percentage has been calculated. (Note: All university, association and LEA proposals are held to a fixed 8% indirect cost rate.)

The instructions require you to enter the type of indirect rate that will be in effect during the funding period. These are: provisional, predetermined, final, fixed.

You are also required to enter the estimated amount of the base.

To which line the rate is applied.

Part IV - Program Narrative

Information in the narrative should be selected with the purpose of helping the reader better understand the unique qualities of your State and the reasons for choosing the priorities set forth in your application. The following outline is intended to be helpful in writing the narrative.

There should be an introductory portion to the narrative, leading up to the description of specific problems that you are proposing to address, and explaining objectives and need.

The following outline is intended to be helpful in writing the narrative.

Although Part D Grants are conceptualized as three-year projects, the reader may choose not to fill out Section E.

Section F - Other Budget Information

Although Part D Grants are conceptualized as three-year projects, the reader may choose not to fill out Section E.

Introduction: Do you plan to include the direct administration of the state in the annual evaluation of the state (see page 1)?

There should be an introductory portion to the narrative, leading up to the description of specific problems that you are proposing to address, and explaining objectives and need.

These monies may be calculated from the Training Activity Summary
1. Objectives and Need for this Assistance:

For each major objective describe the problem. This is your hypothetical need statement (see page 4). Demonstrate your need for assistance. For each confirmed need, state the major objective and the training objectives.

Supporting documentation or other testimonies from concerned interests other than the applicant may be used.

Data based planning studies should be included or footnoted.

A. For each Major Objective, outline a plan of action pertaining to the scope and detail of how the proposed work will be accomplished.

For each training activity, give anticipated outcomes and benefits.

From the Program Summary Table (page 7), training objectives can be outlined for each Major Objective.

Approach (please see page 12).

B. Results of BENEFITS Expected

For each training activity, give anticipated outcomes and benefits.

On the Program Summary Table (page 7), there is an expected outcome listed for each training activity. Use these outcomes to construct your statement for this section. If you can project long-range benefits or if you can demonstrate how your training outcomes lead for each training activity, use these outcomes to construct your statement for this section.

Cite factors which might accelerate or decelerate the work and your reason for taking this approach as opposed to others.

From the Program Summary Table (page 7), training objectives can be outlined for each Major Objective.

Approach (please see page 12).

Also cite efforts to date to support the need (page 5).

Use the data you have selected to confirm the need (page 5) to justify the approach you selected. In this case approach is defined as format. In Part II of the HEW Instructions, Table 2 on the Supplementary Questionnaire should be used. The State Analysis of Personnel Positions and the Statewide Cooperative Plan for Personnel Development should be used for documentation (see page 4).

In Part II of the HEW Instructions, which deals with the supplementary questionnaire, Item 2 requires this same information. Table 2 on the Supplementary Questionnaire should summarize theember of personnel to be trained with the proposed projects. The State Analysis of Personnel Positions and the Statewide Cooperative Plan for Personnel Development should be used for documentation (see page 4).

In Part II of the HEW Instructions, which deals with the supplementary questionnaire, Item 2 requires this same information. Table 2 on the Supplementary Questionnaire should summarize theember of personnel to be trained with the proposed projects. The State Analysis of Personnel Positions and the Statewide Cooperative Plan for Personnel Development should be used for documentation (see page 4).

This is found on your Program Summary Table (see page 7).

This is your hypothetical need statement (see page 4).

For each continued need, state the major objective and the training objectives.

Demonstrate your need for assistance.
Describe the substantive content of each training activity and the competencies that must be acquired. Include roles or positions for which trainees are prepared and the tasks associated with such roles.

Describe the organization of the training program, the program staffing, and the practicum facilities including their use by trainees, accessibility to trainees and their staffing.

b. For each activity, provide quantitative quarterly projections of the accomplishments to be achieved. Project the number of individuals to be trained by type of handicapping condition using the supplementary questionnaire.

c. Identify the kinds of data to be collected and maintained, and discuss the criteria to be used to evaluate the results and successes of each activity. Explain the methodology that will be used for evaluation and the kinds of data to be collected and maintained.

For all activities, explain the methodology that will be used for evaluation and the kinds of data to be collected and maintained.

Pages 4, 13, 14

5. If applicable, provide the following information:

a. Vitae of key personnel

b. Significant changes in project objectives, location, approach, etc.

c. List of organizations, cooperators, consultants or other individuals who will work on the project along with a short description of the nature of their effort or contribution.

Pages 9, 13, 14

4. Geographic location

Give a precise location of the project or area to be served by the proposed training activities. Maps or other geographic aids may be attached.

Provide evidence that the positions for which individuals are receiving training will address needs as explained in 1 and 2 above.

Provide evidence that the positions for which individuals are to be trained by type of handicapping condition, the number of individuals to be trained by type of handicapping condition, the number of individuals to be trained by type of handicapping condition, and the kinds of data to be collected and maintained.

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Page 9, Supplementary questionnaire

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Chapter III

Other things you should know when writing proposals

What happens when your Part D Grant Application gets to Washington?

So you've written your Part D Grant Application and sent it to the Bureau of Education for the Handicapped (BHE)

**Alert:** Funds under Title V-D will only be awarded for Personnel Preparation Programs in one or more of the published priorities.
The usual panel might include:

- experienced proposal readers
- 2 new panel members with some experience reading proposals
- 2 persons who are new to the Bureau review process

Review procedure: Panels meet for four days and review about 50 proposals. All college, university, SEA, LEA and non-profit agency or institution proposals from a single state will be reviewed by the same panel.

State Overview: In reviewing proposals for a state, the panel will receive the external review evaluation, but will not have the project officer's assessment. Each proposal will be reviewed by the panel, and the panel will make a finding of allocation recommendation for the state, for each program category within the individual proposal, and for the individual proposal itself.

Branch Chief, Division of Personal Preparation who

Proposes then go back with the panel's recommendations to

Bureau Chief, Division of Personnel Preparation who

A tentative negotiation letter is then sent (approximately six

months after receipt of application) to the Project Officer who

Analyzes the budget request, determines how realistic and feasible the budget is in relation to the purpose and goals of the project and to total resources available and the panel's intent for support.

Makes a funding allocation recommendation for the state, for each program category within the individual proposal, and for the individual proposal itself.

The Project Officer who

Analyzes the budget request.

The Deputy Commissioner takes the PAC recommendations and

Proposes then go back with the panel's recommendations to

The Deputy Commissioner, Deputy Commissioner approves

applications for the state, the Deputy Commissioner approves

applications in question. The Deputy Commissioner approves

applications on the basis of the external review evaluation, the project officer's recommendation, and the panel's recommendation. At this time, the Division Director, Branch Chief, is notified by the Project Officer of the final recommendation.
Helpful Hints

1. Include vitae of all personnel employed in the delivery of training activities. Training and experience of personnel utilized should be appropriate to training activity.

2. Include letters of support from LEAs, college, universities, other state agencies, interest groups, etc., in your project submission. These statements should substantiate the need for the activity.

3. Daily agendas of proposed training programs are helpful. What will you be doing on a daily basis?

4. Keep BHE project officer informed about your project prior to submission. The project officer's support of your proposal prior to submission is an intangible plus.

5. Solicit letters of support from advisory groups, parents, parent group representatives and other important persons who should be involved in planning.

6. Round off figures in budget.

~ Timetables Mandated by PL 94-142 ~

- Due process
- Least restrictive environment
- Non-discriminatory testing
- Grains available for removal of architectural barriers
- Submission to Commissioner

In effect now

State Plans must establish goal of full service.

Amended State Plan available to public 30 days prior to submission to Commissioner.

All children needing special education are identified, located, and evaluated.

State plans must establish goal of full service.

There is established a detailed timetable.

- Authorization = 40% of the national average per pupil expenditure
  - October 1, 1981
- Authorization = 30% of the national average per pupil expenditure
  - October 1, 1980
- Authorization = 20% of the national average per pupil expenditure
  - October 1, 1979

- Authorization = 20% of the national average per pupil expenditure
  - September 1, 1978

- Authorization = 10% of the national average per pupil expenditure
  - September 1, 1976

- Authorization = 5% of the national average per pupil expenditure
  - September 1, 1975

- Authorization = 5% of the national average per pupil expenditure
  - September 1, 1974

- Authorization = 5% of the national average per pupil expenditure
  - September 1, 1973

- Authorization = 5% of the national average per pupil expenditure
  - September 1, 1972

- Authorization = 5% of the national average per pupil expenditure
  - September 1, 1971

- Authorization = 5% of the national average per pupil expenditure
  - September 1, 1970

- Authorization = 5% of the national average per pupil expenditure
  - September 1, 1969

- Authorization = 5% of the national average per pupil expenditure
  - September 1, 1968

- Authorization = 5% of the national average per pupil expenditure
  - September 1, 1967

- Authorization = 5% of the national average per pupil expenditure
  - September 1, 1966

- Authorization = 5% of the national average per pupil expenditure
  - September 1, 1965

- Authorization = 5% of the national average per pupil expenditure
  - September 1, 1964

- Authorization = 5% of the national average per pupil expenditure
  - September 1, 1963

- Authorization = 5% of the national average per pupil expenditure
  - September 1, 1962

- Authorization = 5% of the national average per pupil expenditure
  - September 1, 1961

- Authorization = 5% of the national average per pupil expenditure
  - September 1, 1960