ABSTRACT
              This document contains two research exercises
entitled: "Revising Rough Drafts into Short and Simple Texts" and
"Developing Vote Curriculum Criteria Based upon Federal Guidelines."
The first exercise can be used by educators wishing to conduct a
proposal writing workshop centered around the development and writing
of acceptable goals, objectives, evaluation methods, and activities
for the project proposal. The second research exercise can be used by
educators wishing to write proposals for vote curriculum development
in light of federal guidelines in the areas of needs and problems,
objectives, plan, results, institutional capability, personnel, and
budget. The actual federal guidelines quoted from the "Federal
Register" are reproduced, and samples of acceptable local
questionnaires are also reproduced. (TS)

ED123655

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TITLE
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A SYSTEMATIC APPROACH TO PROPOSAL WRITING

SUBTITLE
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SAMPLE MATERIALS DEVELOPED FOR AND

USED AT

TWO WORKSHOPS ON PROPOSAL WRITING

    1st --- PROPOSAL WRITING PRIORITIES
                GOALS
                OBJECTIVES
                EVALUATION
                ACTIVITIES
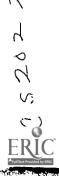
    2nd --- PROPOSAL WRITING FOR CURRICULUM DEVELOPMENT
                PROJECTS IN VOCATIONAL-OCCUPATIONAL-
                TECHNICAL-EDUCATION (VOTE)
                (BASED UPON FEDERAL GUIDELINES)

AUTHOR
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DATE
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May 31, 1976

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USER'S GUIDE

This publication contains two RESEARCH EXERCISES entitled :

1st -- REVISING ROUGH DRAFTS INTO SHORT AND SIMPLE TEXTS and

2nd -- DEVELOPING VOTE CURRICULUM CRITERIA BASED UPON FEDERAL GUIDELINES.

VOTE Abbreviates Vocational-Occupational-Technical-Education.

THE FIRST RESEARCH EXERCISE can be used by educators wishing to conduct a PROPOSAL WRITING WORKSHOP CENTERED AROUND THE DEVELOPMENT AND WRITING OF ACCEPTABLE GOALS, OBJECTIVES, EVALUATION, AND ACTIVITIES FOR THE PROJECT PROPOSAL. In this case, the workshop presenters would rewrite the introductory memo around local needs and concerns. After this, the criteria checklists would be revised and/or duplicated for use at the workshop. Each workshop presenter would be expected to make a presentation on the basis of the product assessment checklists approved for local use.

THE SECOND RESEARCH EXERCISE can be used by educators wishing to write proposals for VOTE CURRICULUM DEVELOPMENT IN LIGHT OF FEDERAL GUIDELINES in the areas of NEEDS AND PROBLEMS, OBJECTIVES, PLAN, RESULTS, INSTITUTIONAL CAPABILITY, PERSONNEL, AND BUDGET. The actual federal guidelines quoted from the <u>Federal Register</u> are reproduced. Samples of acceptable local questionnaires are also reproduced. Again, these sample questionnaires can be used as the focal point for planning, conducting, a nd evaluating local workshops and curriculum proposals.

RESEARCH EXERCISE
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REVISING ROUGH DRAFTS INTO SHORT AND SIMPLE TEXTS

DIRECTIONS

Read the following two pages entitled, PROJECT ASSESSMENT
DURING IN-SERVICE WORKSHOPS.

Revise this rough draft into a short, simple, and
smooth reading text.

Remove all of the following :

- unnecessary repetitions
- non-essential words
- ambiguous references

Revise your draft revision.

Read the sample revision.

Revise once more your draft revision on the basis of
the sample revision.

PRODUCT ASSESSMENT

DURING IN-SERVICE WORKSHOPS

INTRODUCTION

Project monitors in the Division of Continuing Education report that four high priority components of a project proposal are : goals, objectives, evaluation, and activities. Monitors further report that if the project goals, objectives, evaluation, and activities are clearly described, the rest of the proposal can be quickly and effectively developed.

With this in mind, the Division of Continuing Education planned a workshop to describe, to explain, to develop, to self-evaluate, and to validate project proposal goals, objectives, evaluation, and activities. Each of these important project proposal components were presented one at a time during a two day workshop.

WORKSHOP FLOWCHART

The following steps were repeated for goals, objectives, evaluation, and activities :

STEP 1 : A presentation was made during which each project proposal component was described, explained, and demonstrated. Workshop participants had the opportunity to ask questions, request examples, and discuss procedures.

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STEP 2 : Each workshop participant developed draft versions of each component. The procedures and criteria explained in the presentation served as blueprints and specifications.

STEP 3 : Each participant self-evaluated the draft product with the assistance of a checklist specially designed for each project proposal component. Each participant answered each checklist question with YES or NO and then provided evidence in support of the answer given.

STEP 4 : After self-evaluation with the appropriate checklist, each participant revised the draft version of each component.

STEP 5 : After the revision, each participant presented the new version of the project proposal component to the appropriate state monitor for objective third party evaluation. The same checklist was used as in step 3.

STEP 6 : After the objective third party evaluation, each participant reworked the project proposal component in light of the suggestions given by the state monitor.

STEP 7 : After the reworking described above, each participant resubmitted the end product for approval by the state monitor.

The above seven steps were repeated for each project proposal component in the following order : goals, objectives, evaluation, and activities.

The checklists used for self-evaluation and objective third party evaluation are reproduced on the following four pages.

PRODUCT ASSESSMENT

DURING IN-SERVICE WORKSHOPS

INTRODUCTION

Project monitors in the Division of Continuing Education reported that four high priority components of a project proposal were: goals, objectives, evaluation, and activities. Monitors further reported that, when the project goals, objectives, evaluation, and activities were clearly described, the rest of the proposal was usually developed quickly and effectively.

With this in mind, the Division of Continuing Education planned a workshop to describe, to explain, to develop, to self-evaluate, and to validate the above four project proposal components. Each of these components was presented during a two day workshop.

WORKSHOP FORMAT

The following steps were repeated for each component,

STEP 1: Workshop presenters described, explained, and demonstrated each component. Workshop participants had the opportunity to react and ask questions.

STEP 2: Each workshop participant developed draft versions of each component using as guidelines the procedures and criteria explained in step 1.

STEP 3: Each participant self-evaluated the draft version using a checklist specially designed for each component.

STEP 4: Each participant again revised the draft version of each component.

STEP 5: Each participant presented the step 4 revision to the appropriate state monitor for reaction and review. The monitors used the same checklist as in step 3.

STEP 6: Each participant rewrote the project proposal component in light of the suggestions given in step 5.

STEP 7: Each participant resubmitted the final version for approval by the state monitor.

The checklists used for self-evaluation and objective third party evaluation are reproduced on the following four pages.

1. Is the project goal <u>consistent</u> with the goals and priorities of the Division of Continuing Education?

   ____ YES   ____ NO   EVIDENCE:

2. Does the project goal <u>address</u> problems described in the proposal's statement of <u>needs</u>?

   ____ YES   ____ NO   EVIDENCE:

3. Does the project treat each of its <u>distinct points</u> of focus <u>separately</u>?

   ____ YES   ____ NO   EVIDENCE:

4. Does the goal <u>avoid</u> rationale, explanations and background information?

   ____ YES   ____ NO   EVIDENCE:

5. Does the goal <u>avoid specifics</u> that should be described in objectives and activities?

   ____ YES   ____ NO   EVIDENCE:

6. Does the project goal describe the <u>population</u> to be ultimately affected?

   ____ YES   ____ NO   EVIDENCE:

7. Is this population one that can be <u>legitimately served</u> with the special project funds?

   ____ YES   ____ NO   EVIDENCE:

8. Does the project goal describe the <u>general behavior</u> to be affected in this population?

   ____ YES   ____ NO   EVIDENCE:

9. Does the project goal describe the <u>general means</u> to be used to affect this behavior?

   ____ YES   ____ NO   EVIDENCE:

10. Does the description of means make clear which of the following <u>processes</u> will be used, i.e., research, needs assessment, development, adaptation, field-testing, dissemination?

    ____ YES   ____ NO   · EVIDENCE:

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ASSESSING PROJECT OBJECTIVES

1. Does each goal have <u>appropriate corresponding</u> objectives?

   ____ YES   ____ NO   EVIDENCE:

2. Do objectives lead toward the <u>attainment</u> of the goal?

   ____ YES   ____ NO   EVIDENCE:

3. Do objectives describe <u>major outcomes</u>?

   ____ YES   ____ NO   EVIDENCE:

4. Does each objective deal with only <u>one major outcome</u>?

   ____ YES   ____ NO   EVIDENCE:

5. Have <u>objectives, rather than procedural details</u>, been specified?

   ____ YES   ____ NO   EVIDENCE:

6. Do the objectives describe specific standards for the outcomes?

   ____ YES   ____ NO   EVIDENCE:

7. Do the objectives specify <u>deadlines</u> for each outcome?

   ____ YES   ____ NO   EVIDENCE:

8. Do those objectives that lead to behavioral change describe <u>who</u> will be <u>affected</u>, <u>what</u> behavior will be affected and to what <u>degree</u>?

   ____ YES   ____ NO   EVIDENCE:

9. Are the objectives arranged in some appropriate <u>order</u>?

   ____ YES   ____ NO   EVIDENCE:

10. Do the objectives provide an adequate <u>basis</u> for the selection of appropriate activities and evaluation measures?

    ____ YES   ____ NO   EVIDENCE:

ASSESSING PROJECT EVALUATION

1. Does each objective have <u>appropriate corresponding</u> evaluation items?

   ____ YES   ____ NO   EVIDENCE:

2. Do evaluation items seem likely to measure the <u>attainment</u> of the corresponding objective?

   ____ YES   ____ NO   EVIDENCE:

3. Do the evaluation procedures for each item describe <u>what data</u> is to be collected and <u>how</u>?

   ____ YES   ____ NO   EVIDENCE:

4. Does the evaluation for each objective specify <u>criteria</u>?

   ____ YES   ____ NO   EVIDENCE:

5. Are the performance levels or criteria <u>realistic</u> and <u>appropriate</u>?

   ____ YES   ____ NO   EVIDENCE:

6. Is the data to be collected <u>adequate</u> to determine if the objective has been achieved?

   ____ YES   ____ NO   EVIDENCE:

7. Does the evaluation for each objective describe how <u>data</u> will be <u>analyzed</u>?

   ____ YES   ____ NO   EVIDENCE:

8. Are the following data analysis design components present when appropriate:

   a. <u>experimental</u> group?
   b. <u>control</u> group?
   c. <u>pretest</u>?
   d. <u>posttest</u>?

   ____ YES   ____ NO   EVIDENCE:

9. Does the plan of <u>data analysis</u> appear <u>valid</u>?

   ____ YES   ____ NO   EVIDENCE:

10. Is provision made for <u>formative evaluations</u> to guide project management decisions?

   ____ YES   ____ NO   EVIDENCE:

ASSESSING PROJECT ACTIVITIES

1. Does each objective have appropriate corresponding activities?

   ____ YES   ____ NO   EVIDENCE:

2. Do activities, as listed, seem likely to lead to the attainment of the corresponding objective?

   ____ YES   ____ NO   EVIDENCE:

3. Are activities dated and in chronological order?

   ____ YES   ____ NO   EVIDENCE:

4. Are activities visually depicted in a way that makes them easy to follow? (For example, a timeline or a flowchart.)

   ____ YES   ____ NO   EVIDENCE:

5. Do the timeframes for activities seem to be realistic?

   ____ YES   ____ NO   EVIDENCE:

6. Do activities indicate who will be responsible for completion?

   ____ YES   ____ NO   EVIDENCE:

7. Do the persons assigned responsibility for carrying out activities appear to have the necessary expertise?

   ____ YES   ____ NO   EVIDENCE:

8. Are all unnecessary, duplicative, overly expensive, too time-consuming, wasteful, or otherwise undesirable activities eliminated?

   ____ YES   ____ NO   EVIDENCE:

9. Do activities provide for data collection and analysis?

   ____ YES   ____ NO   EVIDENCE:

10. Do activities include preparing required reports? (Quarterly progress reports, final report, final claim.)

    ____ YES   ____ NO   EVIDENCE:

RESEARCH EXERCISE
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DEVELOPING VOTE CURRICULUM CRITERIA BASED UPON FEDERAL GUIDELINES

DIRECTIONS

Read the guidelines found in the FEDERAL REGISTER
for Friday, February 6, 1976, pp. 5392 and 5393. These
pages are reproduced on the next two pages.

Write a rough draft of curriculum criteria based upon
these federal guidelines.

Revise this rough draft into a questionnaire that can
be used to curriculum developers to evaluate proposed curricula.

Remove all of the following from your rough draft :

- complicated questions
- ambiguous words
- unnecessary repetitions
- non-essential words

Revise your draft.

Read the pages entitled, VOCATIONAL EDUCATION CURRICULUM
CRITERIA as a sample of an acceptable revision.

Revise your draft once more in light of what you learned
from reading the acceptable sample.

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NOTE : VOTE = VOCATIONAL OCCUPATIONAL TECHNICAL
EDUCATION

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Appendix C of Part 103 of Title 45 CFR
is amended as follows:

APPENDIX C—VOCATIONAL EDUCATION CURRICULUM

FISCAL YEAR 1976

The Office of Education contemplates supporting six project grants for six curriculum coordination centers in fiscal year 1976 from funds available for the Vocational Education Curriculum program. Four of these awards will be open to competition. Two will be non-competing continuations of grants made in fiscal year 1975 to the California State Department of Education and to Mississippi State University.

Two of the four competing awards will be funded with a two-year multi-year approval on a non-competing annual basis. The other two of these four awards will be funded with a three-year multi-year approval on a non-competing basis. The awards will be made to begin January 1, 1976.

The applicants will submit their project goals and activities for the multi-year period. Multi-year approval is intended to offer the project a reasonable degree of stability over time and to facilitate long range planning. Approval of a multi-year project shall not commit the Office of Education to provide financial assistance from appropriations not currently available; and second and third year funding is contingent on satisfactory performance.

(a) *Awarded applicants' obligations.* One of the three-year awards will provide leadership to curriculum coordination in the Northeast area including Connecticut. Maine. Massachusetts, New Hampshire. New Jersey. New York. Puerto Rico, Rhode Island, Vermont. Virgin Islands. The other three-year award will provide leadership for the Northwest area including Alaska. Colorado. Idaho. Montana. North Dakota. Oregon. South Dakota, Utah. Washington. Wyoming.

One of the two-year awards will provide leadership to curriculum coordination for the East-Central area including Delaware, District of Columbia. Illinois. Indiana, Maryland, Michigan. Minnesota, Ohio. Pennsylvania, Virginia. West Virginia. Wisconsin. The other two-year award will provide leadership for the Midwest area including Arkansas, Iowa. Kansas. Louisiana. Missouri. Nebraska. New Mexico, Oklahoma, Texas.

Each awardee will be the facilitator in enabling these States to:

(1) Improve their own curriculum services and capabilities;

(2) Share information and plans regarding curriculum materials and needs in order to reduce duplication of efforts;

(3) Plan for cooperation in development. testing, evaluation, dissemination. reproduction and implementation of materials; and

(4) Develop and maintain intra-State liaison activities that will stimulate cooperative relationships at State and local levels.

In addition each awardee will become a member of the National Network Council for Curriculum Coordination in vocational and technical education; and as a member each awardee will:

Title 45—Public Welfare

CHAPTER I—OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

PART 103—RESEARCH AND TRAINING, EXEMPLARY AND CURRICULUM DEVELOPMENT PROGRAMS IN VOCATIONAL EDUCATION

Appendix C—Vocational Education Curriculum Additional Criteria

On November 6, 1975 there was published in the FEDERAL REGISTER at 40 FR 51654, a notice of proposed rulemaking which set forth additional criteria for applications for grants under Part I of the Vocational Education Act of 1963, as amended, 20 U.S.C. 1302(c). The additional criteria were set forth to revise Appendix C to Part 103 of the regulations, 45 CFR Part 103.

Interested persons were given 30 days to submit comments, suggestions, or objections to the proposed criteria. No comments were received.

The criteria therefore, are issued as originally published without change, as set forth below.

Effective Date. Pursuant to section 431 (d) of the General Education Provisions Act, as amended, (20 U.S.C. 1232(d)) these regulations have been transmitted to the Congress concurrently with the publication in the FEDERAL REGISTER. That section provides that regulations subject thereto shall become effective on the forty-fifth day following the date of such transmission, subject to the provisions therein concerning Congressional action and adjournment.

(Catalog of Federal Domestic Assistance No. 13.496; Vocational Education Curriculum)

Dated: December 15, 1975.

T. H. BELL,
U.S. Commissioner of Education.

(1) Conduct coordination, dissemination and diffusion activities in order to improve the acceptance of new curriculum products and to assess their impact;

(2) Establish and maintain a system for determining curriculum needs in vocational and technical education and for recommending priorities for State and national emphasis;

(3) Share information regarding materials and studies available and under development; and

(4) Provide curriculum services which will encourage the adaptation, demonstration and adoption of effective curricula and curriculum development practices in vocational and technical education.

The Office of Education will entertain requests for these grants to support:

(1) Communication and coordination activities with the States, the Network, and the U.S. Office of Education.

(2) Travel costs and per diem for the Center personnel to attend two meetings of the National Network Council for Curriculum Coordination. One of these meetings will be held in Washington, D.C.

(3) Travel costs and per diem, excluding honoraria, for State representatives to attend meetings sponsored by the center. Each of the six centers will hold a consortium meeting with their State representatives concurrently at a central U.S. location.

(b) *Application review criteria.* The criteria to be utilized in reviewing applications are listed below. These criteria are consistent with section 100a.26, Review of Applications, in the Office of Education's General Provisions for Programs, published in the FEDERAL REGISTER in 38 FR 30654 on November 6, 1973. Segments or a segment of the application must address each criterion. Each criterion is weighted to show the maximum score that can be given to each specific criterion. Each criterion and the maximum points possible are as follows:

Critera:	Score
(a) *Need and problems.*—The application should clearly define the need for the project within the specified consortium of States and should indicate responsiveness to problems rather than symptoms	20
(b) *Objectives.*—The objectives should be clearly stated, capable of being attained by the proposed procedures, and capable of being measured	10
(c) *Plan.*—The management plan should show functions to be performed and services to be provided; and the procedures for accomplishing each are delineated	20
(d) *Results.*—The proposed outcomes should be identified and described in terms of potential impact at National, State and local levels, Part I program purposes, and cost effectiveness and efficiency	20
(e) *Institutional capability.*—Application should clearly set forth current curriculum strengths and the capability of the applicant to immediately initiate and maintain liaison functions with consortium States	15
(f) *Personnel.*—The qualifications and experience of key staff should be appropriate for the requirements of the project; specific responsibilities should be identified for each of the key staff; and at least one key staff person should devote a minimum of 50 percent of his/her time to the project	10

Criteria—Continued	Score
(g) *Budget.*—The estimated cost should be reasonable in relation to anticipated results and the geographic area, scope, and duration of the project	5

[FR Doc.76–3655 Filed 2–5–76;8:45 am]

VOCATIONAL EDUCATION CURRICULUM CRITERIA

The following criteria are based upon the <u>Federal Register</u>, Volume 41, Number 26, Friday, February 6, 1976, pages 5392-3.

<u>Score</u>				<u>Criteria</u>

20 NEEDS AND PROBLEMS:

YES	NO	101	Does the application clearly define the need for the project?
YES	NO	111	Does the application clearly define the need for the project <u>within</u> the specified consortium of states?
YES	NO	121	Does the application indicate responsiveness to problems rather than symptoms?
YES	NO	131	Has a systematic method of ferreting out key symptoms been identified?
YES	NO	132	Has a logical analysis been applied to the information on symptoms?
YES	NO	141	Has documentation been provided that clearly explains how problems were identified?
YES	NO	151	Have problems been translated into recognized needs?
YES	NO	152	Have institutional needs been recognized?
YES	NO	153	Have administrative needs been recognized?
YES	NO	154	Have teacher needs been recognized?
YES	NO	155	Have student/parent needs been recognized?
YES	NO	156	Have concerned community group needs been recognized?
YES	NO	161	Has an adequate response been made to the needs?
YES	NO	162	Have the needs been responded to realistically?
YES	NO	163	Have the needs been responded to meaningfully?
YES	NO	164	Have the needs been responded to all the way down the line? (institutional, administrative, teacher, student/parents, concerned community groups)

Score				Objectives
10	YES	NO	201	Have the objectives been stated clearly?
	YES	NO	211	Are the objectives capable of being attained?
	YES	NO	212	Are the objectives capable of being attained by the proposed procedures?
	YES	NO	221	Are the objectives capable of being measured?
	YES	NO	222	Are the objectives capable of being measured by the proposed evaluation design?

Score

20 YES NO 301. Does the management plan show the functions to be performed?

    YES NO 311 Does the management plan show the services to be provided?

    YES NO 321 Does the management plan delineate the procedures for accomplishing each function to be performed?

    YES NO 322 Does the management plan delineate the procedures for accomplishing each service to be provided?

Score				Results

Score   **Results**

20   YES   NO   401   Does the proposal identify proposed outcomes?

              YES   NO   411   Does the proposal describe proposed outcomes?

              YES   NO   412   Does the proposal describe proposed outcomes in terms of potential impact?

              YES   NO   413   Does the proposal describe proposed outcomes in terms of potential impact at the national level?

              YES   NO   414   Does the proposal describe proposed outcomes in terms of potential impact at the state level?

              YES   NO   415   Does the proposal describe proposed outcomes in terms of potential impact at the local level?

              YES   NO   421   Does the proposal identify outcomes in terms of the overall program purposes?

              YES   NO   431   Does the proposal identify proposed outcomes in terms of cost effectiveness?

              YES   NO   441   Does the proposal identify proposed outcomes in terms of efficiency?

15	YES	NO	501	Does the application clearly set forth current curriculum strengths of the applicant?
	YES	NO	511	Does the application clearly set forth the capability of the applicant immediately to iniate and maintain liaison functions with consortium states?
	YES	NO	521	Does the application clearly set forth the past track record of the applicant in maintaining liaison functions with consortium states?

Score				Personnel
10	YES	NO	601	Are the qualifications of key staff appropriate to the requirements of the project?
	YES	NO	611	Are the experience backgrounds of key staff appropriate to the requirements of the project?
	YES	NO	621	Have specific responsibilities been identified for each of the key staff?
	YES	NO	631	Does at least one key staff person devote a minimum of 50% of his/her time to the project?

5   YES   NO   701   Has an estimated cost been provided for the
                                   project?

           YES   NO   711   Is the estimated cost reasonable?

           YES   NO   712   Is the estimated cost reasonable in relation
                                   to anticipated results?

           YES   NO   713   Is the estimated cost reasonable in relation
                                   to the geographical area?

           YES   NO   714   Is the estimated cost reasonable in relation
                                   to the scope of the project?

           YES   NO   715   Is the estimated cost reasonable in relation
                                   to the duration of the project?