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IDENTIFIERS	Chicago Public Schools IL

ABSTRACT

This booklet is designed to aid school personnel, parents, and community members in developing special educational programs that might qualify for support from federal, state, or local government agencies or from private foundations. The discussion is organized into three main chapters that focus in turn on the three stages of the proposal development process: 1) conducting a needs assessment, 2) planning a special educational program, and 3) writing a proposal for government funding. Throughout each chapter, the services available to proposal developers from the Chicago school district's Department of Government Funded Programs are described. Although the booklet is aimed primarily at school officials in the Chicago Public Schools, much of its content will be helpful to those in other school districts as well. (Author/JG)

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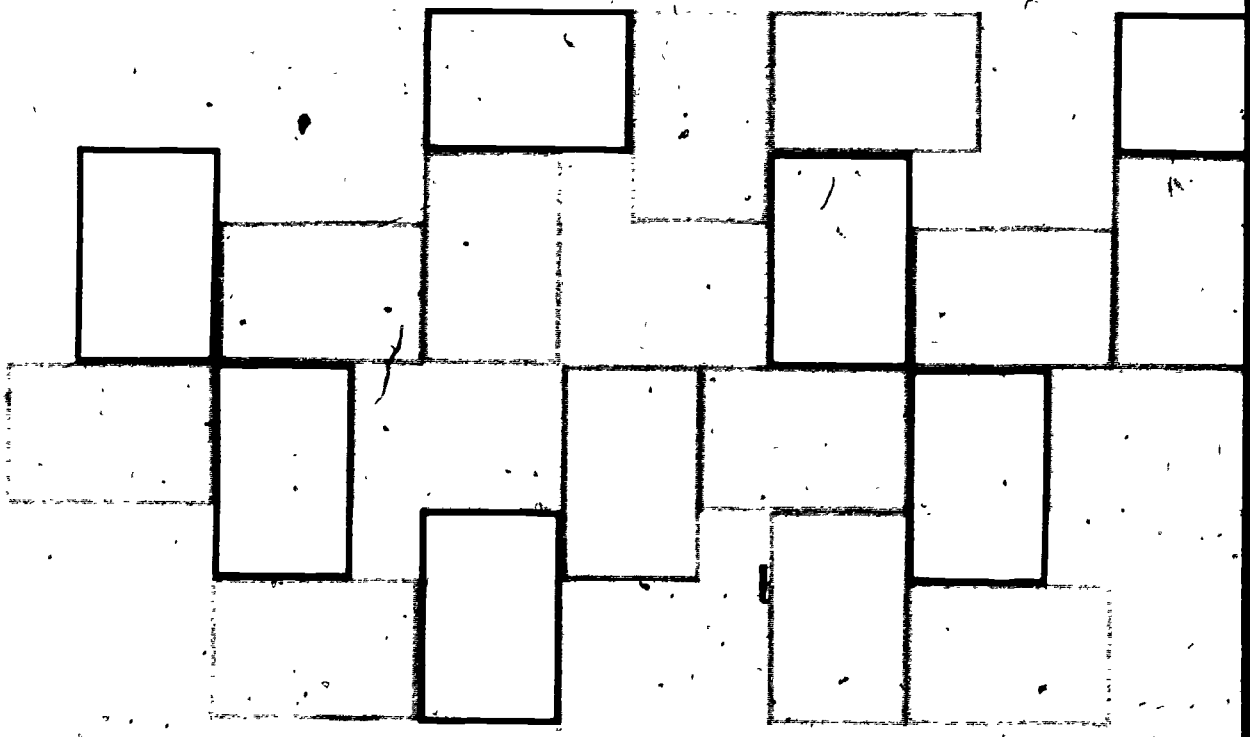
Putting Together

A GUIDE TO PROPOSAL DEVELOPMENT



Board of Education
City of Chicago

Joseph P. Hannon
General Superintendent of Schools

James G. Moffat
Assistant Superintendent
Department of Government Funded Programs

1975

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FOREWORD

New programs are developed in the Chicago public schools primarily by local school personnel, including principals and teachers, with the cooperation of parents and other interested community members. One of the major responsibilities of the Department of Government Funded Programs is to assist the schools in developing proposals for supplementary education programs. As a result of this assistance during the last several years, several hundred proposals have been developed. This book is a distillation of lessons learned from these experiences, and, as such, it reflects our ideas of the most effective and productive methods of developing proposals.

Although the department's primary concern is with programs receiving supplementary funding from a government agency or private foundation, I believe that identifying a school's needs and designing programs to meet these needs are essential ingredients in improving education. It is my hope that the discussions conducted in the process of designing a program will be of value to all schools, whether or not a proposal for government funding is written.

Similarly, although this book was written with the Chicago public schools staff in mind, I believe that educators in other school districts will find value in it.

James G. Moffat
Assistant Superintendent
Department of Government
Funded Programs

PREFACE

This book is addressed to the principals, teachers, parents, and community members of the Chicago public schools who are interested in developing special educational programs that might qualify for support from federal, state, or local government agencies, or from private foundations. Since the process of developing a program and writing a proposal for funding by one of these sources differs in several important respects from the process of developing a regular program, it was felt that a handbook detailing the steps in this process would be helpful.

Throughout the book, the Department of Government Funded Programs' services to proposal developers are described. One of the department's primary functions is to advise and assist schools preparing proposals for submission to funding agencies. The department itself does not initiate or develop proposed programs and does not operate programs; rather, it helps schools undertaking the task of developing programs for potential funding.

Although the primary audience is the Chicago public schools, the process of designing special programs and writing proposals for government funding is similar in other school districts. Consequently, other educators may discover matters of interest to them discussed here. It is hoped that they will find this book a helpful guide to proposal development and can use the ideas presented.

INTRODUCTION - PROPOSAL DEVELOPMENT: THREE STAGES

In the last decade, educators have become more aware of the need to improve education in order to meet the changing conditions of society. During this time, the federal government has become increasingly active in education by providing financial assistance for a variety of programs. In addition, many state and local governments and private foundations have expanded their support of special educational programs. The result has been a rapid expansion of the number of schools conceiving, planning, and implementing programs to provide for particular needs of students, with the assistance of special government or foundation funds.[1]

Many schools, however, have not developed such programs because they are unfamiliar with the process of developing a special program and of writing a proposal for government-funded programs in education.[2] The primary purpose of this book is to explain this process.

The impetus for developing a program can come from any of several sources. Teachers or administrators may have ideas for improving the educational program. Students may express a desire for activities that are not currently available. Parents and community members may identify services they wish the school to provide. Federal or state legislation may indicate areas for potential programs.

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[1] A special educational program may be developed by one school, a group of schools, the local educational agency, or in cooperation with an institute of higher education or a noneducational organization. Regardless of who develops a program, the process will be essentially the same.

[2] For convenience, government-funded programs is used throughout to designate supplemental educational programs funded by federal, state, or local government agencies, or by private foundations.

Whatever the source, the process of transforming an idea or desire into an operating government-funded program has three major stages:

1. Surveying the school situation to determine present and desired accomplishments.
2. Designing a program to help achieve the desired accomplishments.
3. Writing a proposal describing the proposed program to funding agencies.

In the first stage, an assessment committee should be established. This committee will determine the school's educational goals and standards of achievement, identify students' present achievement and the disparity between desired and present achievement, determine the causes of the disparity, and decide what the needs are and which are most critical. This process of surveying the educational situation is known as a needs assessment.

In the second stage, a planning committee (or some other group or individual) designs a program to meet the most important needs. This includes deciding what type of program is needed, who will participate, what activities will be included and how they will be organized, and what personnel, material, and administrative resources will be needed to carry out the program. While the process of developing a special educational program for potential funding by a government agency is similar in many respects to that of developing a regular program, there are significant differences. Most government support has three stipulations: programs must be supplemental, targeted, and capable of producing measurable results.[3] The program planners must be aware of these, and other agency restrictions that might apply, since they will affect the development of the program.

These stipulations will also affect the third stage in the process, writing a proposal. The proposal must describe the proposed program to the funding agency in terms that will satisfy the need for clearly measurable results. Although each funding agency has its own guidelines for writing a proposal, experience indicates that a proposal containing the following parts can be readily adapted to almost any set of guidelines:

> The statement of needs describes the most important needs, as identified by the needs assessment, providing supportive data and other information to demonstrate the nature and importance of the needs. The local needs are related to the funding agency's concern

[3] These stipulations are discussed in detail in Chapter III.

The objectives of a program are based on the needs and indicate what the program intends to accomplish. They are stated in precise terms of expected changes in behavior or performance over a given period of time.

The procedures specify the means by which the results specified in the objectives will be attained. The participants, instructional activities, staff, organization, materials, and equipment are all described.

The evaluation design indicates how, when, and by whom a program's accomplishments will be measured. Each objective is individually evaluated, and a method for collecting, analyzing, and interpreting all results is specified.

The dissemination design describes a plan for informing various audiences about the nature, progress, and results of the program.

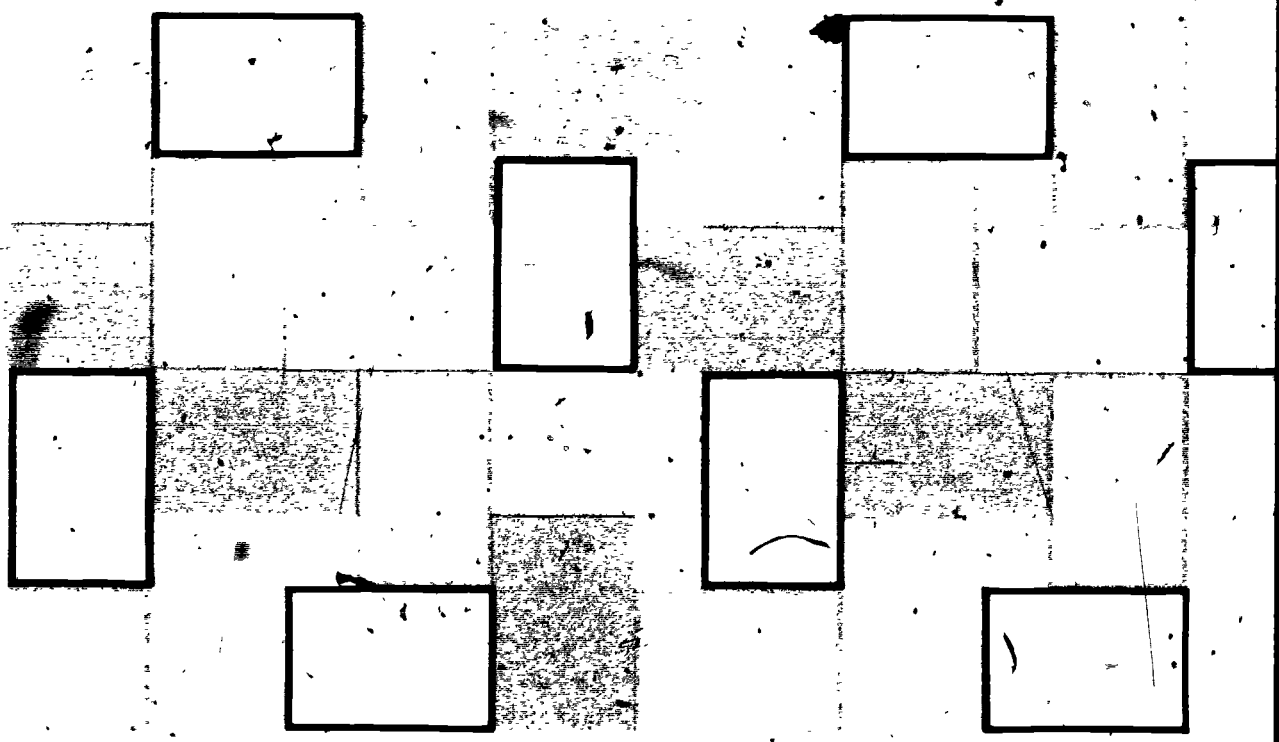
The budget provides a detailed statement of how much the program will cost. It usually indicates what portion of the cost will be met by the local school district and what portion is requested of the funding agency.

Throughout the three-stage process of proposal development, schools can receive a variety of assistance from the Department of Government Funded Programs. Initially, the department's Information Center should be contacted. Staff of this office can answer preliminary questions and put the program planners in touch with the appropriate administrators in the department. These administrators can explain the intentions of various legislative acts, indicate which might be most appropriate for the school's particular circumstances, and suggest the likely levels of funding. Although it is not necessary to develop a proposal for a particular funding source, knowing early what the various agencies' guidelines are and how much money is likely to be available can be helpful in designing a program and writing a proposal.

The department can also provide assistance during other phases of proposal development. It can provide assistance with conducting a needs assessment, developing objectives, and planning an evaluation design; can provide information about the costs of program elements, and will prepare the formal budget statement for the proposal; and can provide information about dissemination, and will edit and oversee the reproduction and distribution of the final proposal.

In the following chapters, each stage of proposal development is discussed in detail. While the responsibility for initiating and developing -- as well as operating -- the program rests with the individual school, the department can be helpful with a number of problems. Wherever possible, this has been specified.

1. THE NEEDS ASSESSMENT



7.1 Introduction

Before a program can be designed, it is necessary to discover what the school community wants and needs. This can be determined by a comprehensive survey of the educational situation through a needs assessment.

A needs assessment can serve several purposes. It can identify the extent of students' current achievement, either individually or by grade level, subject, or some other desired grouping. It can describe the nature and degree of proficiency of the teachers' skills, and reveal areas for improvement. It can identify community factors affecting students' achievement and can provide a means for determining parents' and community members' ideas of educational needs. Finally, it can provide information for making decisions about the allocation of resources, the areas of greatest need, and the kinds of programs needed.

The process of conducting a needs assessment involves four steps:

Establishing the school's educational goals and standards of achievement

Assessing current achievement

Identifying problems by determining the disparities between actual and desired achievement, and pinpointing the causes of these disparities

Identifying the needs and deciding which are most important.

These tasks are best performed by a committee that includes representatives of all groups in the school community that have an interest in improving the educational program. In addition to the school's administrators, teachers, and paraprofessionals, the membership should

include parents of students and representatives of interested community groups. In high schools, students could be included. Representatives of other groups, for instance, business, also may be invited to serve on the committee.

While the participation of local community people in all phases of proposal development is mandated by both the Board of Education and most funding agencies, there are other sound reasons for this participation. First, it provides a wide range of attitudes, knowledge, and philosophies that can be brought to bear on the task of assessing needs. Second, it gives the school increased public support and assistance. Third, it helps parents to better understand their children's education and enables them to contribute to, and participate in, the school program.

1.2 Establishing Educational Goals

Since needs are predicated upon desires, the starting point in the process is to determine what the staff, parents, and community want the school to provide the students. Put another way, it is necessary to decide what the school community regards as its educational goals.

Goals are, simply, statements of the knowledge, abilities, or values students should have attained when they complete their education in the school.[1] Goals are neither universal nor permanent, but are an outgrowth of a society's values at a certain time and of a community's particular desires. As such they are subjective. At one time, a major goal in education was the mastery of Latin; but today this is no longer important for most schools. Similarly, educational goals may differ from one place to another, depending upon what knowledge, abilities, and values the people of the community believe are most useful to their children.

Identifying Goals. Consequently, the assessment committee must determine what the present educational goals of the school are or should be. One procedure for doing this is as follows:

1. Compile a list of possible goals.
2. Submit this list to people and groups involved in the school, asking them to indicate the relative importance of each goal.
3. Tabulate the results and draw up a list of goals in priority order.

[1] Goals sometimes may be stated in terms of the school (e.g., "The school will have a curriculum in ethnic heritage studies"). These institutional goals should be restated in terms of students, since they are in fact means of attaining educational goals.

In step one, compiling a list of possible goals, many sources can be used. The goals established by the Board of Education should be consulted; so, too, should the goals developed by the Illinois Office of Education (formerly the Office of the Superintendent of Public Instruction).[2] Other sources of ideas for educational goals are the U.S. Office of Education; curriculum guides and program descriptions; entrance requirements of area colleges; requirements and needs of potential employers' parents' and community members' concerns; teachers' reports and comments; and the comments and requests of students.

In step two, the survey of opinion should be directed at all groups that are involved or interested in the school. The respondents should be asked to indicate which goals they regard as most important, and why. A rating scale could be used, but space should be allowed for respondents to add other goals to the list. A separate questionnaire may be developed for each group.

In tabulating the results of the survey and arranging the goals in a priority order, some considerations should be kept in mind. A goal may be important to a majority of all the groups, or it may be important to only one or two groups. A goal may be short-term (one year or less) or long-term (several years, usually by the end of schooling). A goal may apply to each student individually, to groups of students, or to the school. These factors may dictate a list of goals divided into various subgroups, with items ranked in each sublist.

The committee may decide upon a different procedure for determining goals, but regardless of the approach used, the result should be the same: a priority-ranked list of broad educational goals, reflecting the interests and concerns of all groups.

Standards of Achievement. In order to determine whether or not a student has reached a particular goal, it is necessary to decide what constitutes achievement of that goal. For example, if the goal is for the student to become competent in mathematics, the specific arithmetic skills the student must master need to be stipulated. These stipulations constitute the standard of achievement for this goal.

For long-term goals, interim standards of achievement should be stated, preferably for each grade level, in order to provide criteria for measuring students' progress. In the mathematics example mentioned, the standard of achievement for grade 3, for instance, might include a 100 percent knowledge of the multiplication table; and the standard of achievement for grade 4 might include the ability to correctly solve at least 80 percent of the problems in long division on an established test.

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[2] Action Goals for the Seventies. Second edition. Illinois Office of Education (formerly OSPI). Springfield, Illinois, 1973.

Either of two methods can be used in developing standards of achievement. One is to use local or national norms as reference points. In this case, standards of achievement would be stated in terms of grade equivalents, percentile ranks, or stanines. The other method, known as the criterion-referenced method, is to establish criteria of progress by deciding what skills, knowledge, attitudes, or abilities should be attained at various grade levels.

Both methods have advantages and disadvantages. The norm-referenced method offers readily available standards (national or local norms), but it does not directly indicate what a student needs to acquire, only how his progress should compare to that of the norm group. The criterion-referenced method, on the other hand, does indicate what a student needs to acquire, and compares his progress to his own past achievement. The disadvantage in this method is that criteria must be established for each goal and grade level. For instance, if the goal is that students become proficient in Latin, someone must decide what will constitute proficiency (terminal standard of achievement) and what proportion of this needs to be acquired at each grade level (interim standards of achievement).

Standards of achievement that have been well developed and clearly stated can be quite useful in subsequent stages of proposal development, particularly as a basis for determining performance objectives.

1.3 Assessing Current Achievement

Before needs can be determined, it is necessary to identify the problems that exist. These are indicated by disparities between actual and desired achievement as expressed in the standards of achievement. Therefore, the next step is to discover the extent of achievement at the present time, in other words, the level at which the students are currently performing.

In conducting this assessment, two kinds of data can be collected, objective ("hard") and subjective ("soft"). Objective data are facts and figures, gathered usually by examining test scores, demographic studies, professional research, school records, evaluation reports, and other sources. Subjective data consist of the comments, suggestions, and opinions expressed by parents, teachers, students, administrators, and community members, and the theories and ideas of scholars. They are usually gathered by questionnaires, surveys, interviews, meetings, or from readings in professional journals. Subjective data can be tabulated to identify the most frequent comments and opinions, or tabulated by groups, or simply listed.

1.4 Identifying Problems

Disparities. Once a comprehensive picture of the present status of the students' (and staff's) performance has been obtained, it can be compared to the standards of achievement. This comparison will reveal disparities or gaps between actual and desired performance. These gaps indicate the problem areas. If an assessment showed that half the students in grade 5 were 1.5 years or more below grade level in mathematics, this would indicate a problem area, assuming the standard of achievement to be grade-level ability in mathematics.

The problems should be defined as precisely as possible. A disparity in mathematics, for instance, needs to be analyzed more closely. The students may be deficient in multiplication or in long division, or in both. The problem or problems must be clearly stated, including the magnitude of the disparity. Exact identification of problems contributes to more effective programming.

Causes. It is not sufficient, however, to identify the problem area. A disparity in performance could result from any of several factors. Further analysis of the objective and subjective data is necessary to pinpoint the exact cause or causes of the problem. In the mathematics example cited, the disparity could be due to learning disabilities of the students, to inappropriate instruction materials or techniques, or to insufficient motivation for learning because of low self-esteem. Each would require a different type of program to solve the problem. The problem may be common to several schools, while the cause could be different for each. (Implicit in this is the thought that the solution to the problem will be different for each school.) This fact emphasizes the importance of a local needs assessment, conducted by and in the school community.

1.5 Identifying Needs

Precise identification of the problem areas and specific causes leads directly to the statement of needs. A need is, simply, that which is required in order to solve the problem. Returning to the mathematics example of the previous section, the need could be for a specialist in learning disabilities, new and different instruction materials, staff training in special techniques for teaching mathematics, or intensive, individualized instruction to increase self-esteem by fostering success. (Other possible needs exist for this example.)

Once the needs have been identified, they should be ranked according to importance. In determining the priority of each need, several factors must be considered:

- How large is the disparity between desired and actual achievement?
- How large is the potential target group (the anticipated program participants)?
- What is the priority rank of the goal to which the need is related?
- How important is the need to each of the various groups affected?
- What is the school's potential for meeting the need?
- What would various programs for meeting the need cost?
- How long would it take to meet the need?
- What related problems would be alleviated if the need is met (or aggravated if it is not met)?

The result of this process should be a list of the school's most important needs, in a priority ranked order.

16 Summary

The process of assessing the needs of a school community involves the determination of the following items, each of which leads to the next:

Goal
Standard of Achievement
Current Achievement
Degree of Disparity
Cause of Disparity
Need

Once the needs are stated and ranked, the school can decide what type of program it needs, and whether or not the support of a government agency is required. It may be possible to meet the needs by reallocating the school's present personnel, material, and financial resources to fit a new or modified school program. Alternatively, the Board of Education may already have a special program that would meet the needs, or be prepared to institute one. If neither solution is possible, the answer may be to develop a program for potential funding by a government agency or private foundation.

2. PLANNING A SPECIAL PROGRAM

2.1 Public Involvement

Once the school community's goals have been established and its most important needs determined, a program can be designed to meet the needs and attain the goals. Generally, it is advisable to share the responsibility for designing a program with representatives of those groups that are likely to be affected by the projected program or that have a particular interest in it. The assessment committee, with some changes perhaps, could be used for this purpose.

Even if a committee is not used, the program planners should solicit the ideas of all concerned groups: administrators, teachers and paraprofessionals, parents, community members, students, and others. Such participation is mandated by most funding agencies, and by the Board of Education, because experience has shown that programs developed from the contributions of all interested groups are usually better and gain greater public support.

2.2 Special Requirements

Although the development of a special program for potential government funding is similar in many respects to the development of a regular program, some significant differences do exist, largely because of the special restrictions attached to the use of the funds. Each legislative program has its own particular limitations, reflecting the aim of the act. The Emergency School Aid Act, for instance, is intended to assist with problems incident to school desegregation. Consequently, the regulations specify particular characteristics for school districts, in order to be eligible for support. Other acts, directed at other problems, have different requirements.

There are, however, three major requirements that are common to virtually all government-funded programs in education. The first requirement is that funds can be used only to supplement a school district's legal obligation to students. They cannot be used to replace ("supplant") local funds. This means, for example, that if a school district provides a teacher for each group of 35 students, and 35 students are placed in a special program, the school district must provide one teacher for this group. Additional staff (a second teacher, a teacher aide), or special materials and equipment could then be provided with supplementary government funds.

The second requirement of government-funded programs is that they be targeted in some manner. They may be restricted to a selected group of students, or directed to a specific purpose or area of study, or, sometimes, be limited to a certain period of time. Under the Elementary and Secondary Education Act, for instance, Title I aid is restricted to schools in low income areas, while Title VII is intended to help children whose first language is not English. Title III will provide assistance for any students, but only for programs that are innovative or exemplary in some respect, and normally only for a maximum of three years.

The third requirement of government-funded programs is based on the fact that public funds are being provided to help educators achieve specific ends. Consequently, schools are required to provide funding agencies with reports detailing the effectiveness of the program. To make this possible, it is necessary that the programs be designed with goals that are specific, quantifiable, and measurable in their attainment.

This requirement means that the program planners must know at the outset of the planning phase what they expect the program to achieve. Preliminary objectives which will meet the needs of the program need to be stated. During the writing of the proposal, these preliminary objectives can be refined into the specific performance and management objectives of the program. (See Chapter III.)

2.3 Types of Programs

The actual supplementary program developed by a school will depend upon the school's priority needs. Usually, though not always, the program will fall into one or more of the following categories:

Basic curriculum modification or expansion,

Compensatory, designed to counteract the educational disadvantages resulting from socioeconomic or other conditions.

Remedial, designed to correct specific learning deficiencies of students; usually involves intensive, individualized instruction.

Enrichment, designed to enlarge students' intellectual, cultural, or social experiences. An ethnic heritage study program might be an example.

Alternative, in which the regular program is restructured. Bilingual education programs, dropout prevention programs, and programs for the handicapped could be instances.

Special Needs, dealing with selected topics or problems, such as drug abuse education.

Supportive Services, which include a variety of non-instructional activities such as health care or free lunches; intended to promote proper conditions for learning.

Staff Development, designed to improve teachers' and paraprofessionals' skills, or to teach them new techniques. In such programs, a defined group of students should directly benefit.

Most programs are likely to be combinations of these types. Supportive services and staff development are included as components of most programs. A compensatory program may be remedial, or enriching, or both. The precise combination must be determined by the planners to meet their needs.

2.4 Participants

The next task is to identify the target group and select the program participants. The needs assessment will probably have revealed the potential target group, that is, the students most in need of assistance. In selecting the students who will participate, funding agency regulations and the projected size of the program should be kept in mind.

Many criteria are available for selecting participants. The most frequently used include pupils' test scores, school records (e.g., attendance), recommendations by teachers or administrators, and socio-economic or cultural factors. In some cases, random selection of pupils from the target group is used. In other cases, enrollment is open to all target group students on a voluntary basis, up to the capacity of the program.

The program planners need not select the specific participants, but they should decide upon the number of students to be served, their ages, grade levels, or other characteristics, and the criteria to be used in selecting the actual participants.

2.5 Activities

The particular instructional or supportive activities to be included will depend upon the program planners' judgments of how best to meet the target needs. The activities selected should be complete, purposeful, coherent, precise, and tested (except for innovative programs). Since the program must be targeted and must yield measurable results, the activities need to be carefully planned to achieve the program's objectives. The planners must also determine how the special program will be coordinated with the regular school program.

2.6 Staffing

The planners have to determine the number and kinds of staff needed for the program. Each different position should be identified (e.g., reading teacher), the duties and minimum qualifications described, and the number of such positions stated.

Consideration should also be given to how the staff is to be organized, whether in self-contained classrooms, according to subject specialization, or as a teaching team. Other aspects of staffing to be considered are the use of specialists, paraprofessionals, and volunteers, and the use of the regular school staff, either as a source of teachers for the program (in which case, their regular positions will need to be filled) or as resource persons for the program (in which case, substitutes may have to be provided).

2.7 Organization

Time. A comprehensive time schedule must be developed, taking into account the following questions: How many hours a day (or week) will a pupil spend in each program activity? What is the projected daily (or weekly) activity schedule? How many weeks or months will the program operate? Will a student participate in the program for its duration, or will his participation be determined by his need? When

and for how long will staff preservice training be provided? How frequently will inservice sessions be conducted? At what time of day? (If inservice is scheduled outside regular teaching hours, compensation must be provided in the budget.) When will testing and evaluation take place?

Grouping. Provisions must be made for grouping the target students for instruction. Essentially, there are three methods for doing this. If instruction is to be individualized, each pupil will be working at his own pace and level. Small groups based on common needs or common interests can be used, or the entire class may constitute the instruction group. Quite probably, all three methods will be used in most programs, at different times and for definite purposes. But the program planners should determine which grouping methods will be used. They should also decide what criteria will be used for assigning students to instruction groups.

These criteria can be based on the results of diagnostic tests given at the beginning of the program. Each student can be tested to determine his strengths and weaknesses. This information can then be used to determine his individual needs and to identify those students who share common problems. It also provides a basis for heterogeneous grouping, in which students with a weakness in a given area can be grouped with students having a counterbalancing strength.

Staff Development. Since the program is supplementary, it will probably involve new teaching methods or techniques, or new instruction materials and equipment. Consequently, staff development activities should be planned, for both the professional and the paraprofessional staff. This should be a continuing process, in which the program staff receive instruction in the new or special aspects of the program, and in which they can share their experiences and ideas during the course of the program.

2.8 Physical Needs

Space. During the planning period, space sufficient to accommodate the projected activities must be allocated. This space either needs to be properly equipped or be capable of being equipped with a minimum of remodeling.

Most funding agencies are reluctant to invest money for education in physical plants. Few permit construction of facilities; renting space outside the school is permitted, providing it is justified. Wherever possible, schools are encouraged either to find space in the school building or to obtain a mobile classroom. Remodeling is an acceptable expense, within limits (usually 10 percent of the budget), providing it is justifiable. Most often, space is contributed by the school district.

Equipment. The necessary instruction and office equipment should be determined. In planning an equipment schedule for the program, the concerns of funding agencies and the continuation of the program should be kept in mind. Most funding agencies require that all major items of equipment be justified in the proposal and, during the program's operation, the equipment be used only for the program's activities.

When government support for a project terminates, the equipment often remains with the school district. In some cases, this equipment can constitute the basis for continuing the program after government support is terminated, with reduced funding provided by the school district.

Materials. Instruction materials may be either commercially prepared or developed by the program staff. Which materials to use will depend upon the specific activities of the program. Commercial materials, though frequently expensive, may be highly motivational because of their colorful, attractive formats. Teacher-made materials have the advantage of being designed expressly for the program participants; the disadvantage is in the amount of time that may be needed to develop and test the material. It is also more difficult to correlate the use of teacher-made materials with standardized test instruments than it is with commercial materials, which frequently include evaluation instruments.

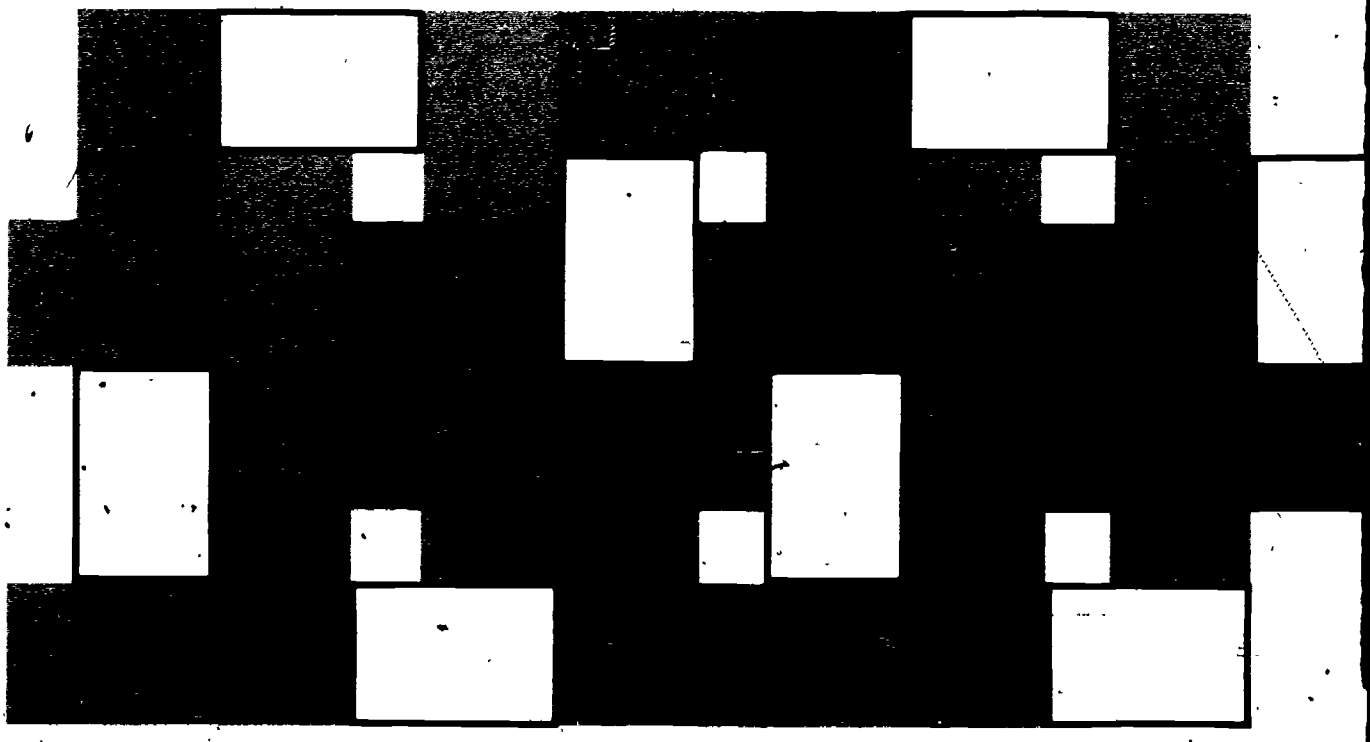
If program planners decide to use commercial materials, they must take care to select materials that fit the activities planned, rather than fitting the activities to the materials. If a commercially designed instruction packet is used as the foundation of the program activities, the planners must be certain that the packet will truly meet the locally identified needs.

2.9 Administration

Someone will have to be responsible for running the program. The principal has overall responsibility for all programs in his school. However, a full-time staff member (perhaps an assistant principal) may be needed for a large program, to provide operational leadership. For smaller programs, a head teacher would probably be satisfactory, if sufficient time is allowed for administrative duties and preparation of reports. A government-funded program will entail a certain amount of paperwork: quarterly reports, evaluations, annual reports, requests for continuation, to mention the most obvious. Program planners would be wise to allow sufficient time for a staff member to do this work.

The Department of Government Funded Programs will provide management support for the program and will assist schools with administrative matters, particularly in dealing with the funding agency, the Board of Education, and other central office departments.

3.
WRITING A PROPOSAL FOR GOVERNMENT FUNDING



Conducting a needs assessment to determine goals, problems, and needs, and designing a program to meet the needs should be done before turning to the task of writing a proposal for a program to be submitted to government agencies for potential funding. Each funding agency has its own requirements for the content and format of a proposal. If a decision has already been made on which funding agency to apply to, the proposal should be written according to that agency's requirements. If no decision has been made, the proposal can be written on the basis of this chapter and can later be easily modified to fit most agencies' requirements.

3.1 Abstract

The first part of the proposal should be an abstract, summarizing the program's goals and activities. The number and characteristics of the target group and the priority problems and needs should also be included. The abstract is <u>not</u> an introduction to the proposal and should not be used to provide either a background or perspective of the program. It is a summary (maximum of one page) of information contained in the proposal; as such, it should be written last.

Although not all funding agencies require an abstract, it should be included in all proposals, since it is of great assistance to the readers, particularly to members of the Board of Education and readers at funding agencies.

3.2 Statement of Needs.

The purpose of this section is to present the justification for the proposed program. This is done by summarizing the process and results of the needs assessment that was conducted as the first stage in developing a proposal. This summary should include the following information:

Statement of identified problem and cause

("Lilliputian students have low self-esteem induced by cultural alienation...")

Methods used to identify problem

("...test scores of Lilliputian students were analyzed ...attendance and enrollment records for the last four years were studied...teachers and parents were surveyed ...Lilliputian students were interviewed by the school psychologist and a member of the assessment committee ...pertinent articles in professional journals were read.")

Data - both objective and subjective - demonstrating the nature and extent of the problem

("Lilliputian students are an average 1.5 years below grade level in all subjects...absentee rate is 62 percent higher than the overall school rate...dropout rate is 47 percent...Teachers indicated that most Lilliputian students showed little interest in school and had low self-esteem...Parents regarded completing school as the most important concern for their children: 87 percent ranked it #1 of 15 items in the survey. Their second concern was their children's lack of knowledge of their cultural heritage...Students and former students demonstrated severe alienation from school, finding it irrelevant and frustrating. Interviews by the psychologist revealed low self-esteem and cultural alienation as the underlying problems...Scholars in both education and sociology have demonstrated that familiarity with and pride in one's cultural heritage are essential for high self-esteem. According to...")

Statement of need

("Lilliputian students need a cultural heritage program to increase their self-esteem.")

Reason for giving priority to this need

("The successful completion of high school is the first-ranked goal of the Lemuel School community.").

The order and emphasis given to these items in a proposal will be determined in part by the requirements of the funding agency, if one has been selected. In this case, the writers would be wise to also determine the funding agency's priority concerns in education and to point out any correlations between these and the school's needs.

3.3 Objectives

Perhaps no element of a proposal presents more problems and pitfalls for writers than the objectives. Nearly all government agencies, concerned with measurability, accountability, and cost effectiveness in the use of public funds for education, prefer programs that have specific objectives.

A proposal's objectives are the statement of exactly what the projected program is expected to accomplish, as the procedures section will indicate how the objectives are to be achieved and the evaluation section will detail how the accomplishments are to be measured. In effect, the objectives constitute a commitment to the funding agency that, in return for financial assistance, certain changes will take place.

Types. There are four, interrelated, types of objectives:

Performance (sometimes known as behavioral) - statement of anticipated change in learner's performance as a result of participation in an activity.

Management - statement of anticipated change in school operation as a result of an activity.

Product - statement of the anticipated final outcome of an activity.

Process - statement of intermediate accomplishments necessary to the achievement of the anticipated final outcome.

All objectives are either performance or management, and product or process. The relationships of these four types are illustrated by the following four examples:

Performance/Product:	Given 7 months' participation in an after-school reading clinic consisting of 40-minute class sessions meeting three times each week, 80 percent of the pupils will show a one month gain in reading achievement for every month of participation, as measured by a standardized reading achievement test.
Performance/Process:	Given the establishment of an after-school reading clinic, pupils enrolled before November 1 will be in attendance 90 percent of the class periods at least 7 months, as indicated by the teacher's class attendance records.
Management/Product:	Given six months' experience using automatic bookkeeping machines, 99.9 percent of the invoices received by the accounting division will be processed within 30 days of being received.
Management/Process:	By the sixth week of the program's operation, six automatic bookkeeping machines capable of processing invoices will be installed in the accounting division, as verified by equipment delivery tickets.

Every process objective must be clearly related to a product objective. Although it is not necessary in all proposals to include process objectives, their inclusion indicates to the reader that the program planners clearly understand the intermediate progress necessary to meet the product objective.

Elements. Most objectives are of the performance type. While there is some variation in funding agency requirements, nearly all performance objectives must contain five essential elements:

A statement of the anticipated change in behavior, stated in measurable terms ("...a grade-equivalent gain of 10 months in reading comprehension..." "...more positive attitudes toward school as demonstrated by a gain of 10 or more points on...").

An indication of the activity required to induce the change ("...9 months' participation in the reading comprehension activity...").

Identification of the target group and the proportion of this group that will achieve the objective ("...80 percent of the grade 4 pupils...").

Specification of the means for measuring the changes in behavior or performance ("...on the Hal-Alberts Test of Reading Comprehension posttest...").

Indication of the basis for comparison or standard of measurement ("...as compared to results on the pretest...").

The inclusion of these five elements will result in a performance objective similar to the following:

> Given 9 months' participation in the reading comprehension activity, 80 percent of the grade 4 pupils will show a grade-equivalent gain of 10 months in reading comprehension on the Hal-Alberts Test of Reading Comprehension posttest, administered in May, as compared to pretest results on the same instrument, administered in September.

Considerations. Perhaps the most difficult part of writing objectives is to decide on exactly how much change is both desirable and possible. For example, if a grade 4 student has previously gained one month in reading for each two months in school, to expect him to attain grade level in one year would require him to quadruple his rate of achievement. A more reasonable, but still highly desirable, change would be to double his rate of achievement, gaining one month for each month in the activity.

Program planners having difficulty deciding upon the optimum degree of change should discuss it with staff of the Department of Research and Evaluation.

Proposal writers should take care that the objectives are not test-based. The desired change should be in the students' behavior, as demonstrated through a test, rather than in the students' ability to take the particular test. They should also avoid writing unnecessary or irrelevant objectives. An objective that does not involve a change in behavior should be omitted, or, quite possibly, be included in the procedures section (e.g., "...a reading lab will be set up in a classroom...").

Objectives should be written only for substantial changes in behavior. Instead of writing many small objectives, they should be combined into a single comprehensive objective. At the same time, an objective

should be limited to change in only one area of behavior, for only one subject. It would be a mistake, for instance, to have an objective that included both reading and math, or both reading and attitudes toward school.

3.4 Procedures or Activities

This section of the proposal is drawn from the program design previously planned (Chapter II). It describes what will be done in order to achieve the objectives. The main concern in writing this section is that the exact procedures that will achieve a specific objective be directly related to it. (More and more, the preferred format in proposals is a three-column arrangement, in which the objective, its procedures, and its evaluation, are placed in a one-to-one relationship.)

The procedures for each objective should include descriptions of the following: who will participate and how they are to be selected; organization of the activity; schedule for the activity; instruction activities to be provided; staffing for the activity (sometimes including the proportion of staff members' time devoted to the activity); and required materials, equipment, supplies, and space.

Structure. Frequently, proposal developers are encouraged to structure their proposal on a "component" basis. This means that each objective, with its attendant procedures and evaluation, is independent of the rest of the program, and could be removed without significantly affecting the other components. In other words, each objective-procedures-evaluation unit would constitute a viable and complete educational experience by itself.

Not all programs, however, can be so structured. Often an activity will help to achieve several objectives simultaneously (e.g., an activity to raise reading rates may also increase pupils' self-esteem as a consequence of experiencing success in learning). The decision on which structure to use is the proposal developers', so long as it is consistent with their funding agency's requirements. The component structure encourages precision and clarity in developing a program; the integral program should achieve the same qualities.

Considerations. In writing the procedures section, the following questions should be considered:

Are the procedures consistent with the objectives?

Do the procedures adequately cover all aspects of the objectives?

Will the school be able to complete these procedures?

Will the results of the procedures be measurable?

Will the procedures result in changes in students' performance?

Are the various components of the procedures organized in a coherent manner?

Do the procedures indicate specific activities to be undertaken?

Are the procedures compatible under regular school procedures?

Is a time line of implementation stated for all procedures?

3.5 Evaluation

Without a clear, comprehensive plan for evaluating the proposal, there is no way to determine how successful a program is in achieving its objectives. Evaluation is the means by which a funding agency, - as well as the program staff, parents, the community, and the school district - can know how well a program is operating.

Evaluation has two main purposes: to determine the extent of participants' achievement of the objectives as indicated by changes in behavior or performance; and to provide a detailed picture of the program's effectiveness, revealing both the successful elements and the weak points in the program design. The first purpose is concerned with student performance, the second, with program management. While these purposes may overlap at certain points in the evaluation design and process, the distinction should be kept in mind.

Kinds and Types. Before considering the evaluation design itself, it may be helpful to clarify some terms frequently used in discussing evaluation. There are two kinds of evaluation, formative and summative, which are distinguished by their scope, timing, and use, rather than by their methods (although the latter may differ considerably).

Formative evaluation, sometimes termed intervention evaluation, is concerned with measuring students' mastery of a given learning unit, to make certain that the requisite progress has been made before proceeding to the next unit. The teacher evaluates each student's achievements, notes the items not yet mastered, and reteaches these items. On a programmatic basis, formative evaluation determines how

the program is operating, identifying deficiencies early and enabling the program staff to correct them. Formative evaluation is a continuing process.

Summative evaluation is concerned with determining the results of the program at the end of a stated time (yearly or at the termination of the program). It is comprehensive rather than selective. The results may be used for modifying the program design in subsequent years (or in other schools), but will have no impact upon the progress of the students in the program at the time.

The evaluation design is also characterized by the basis of comparison used to measure students' progress. In an earlier chapter, standards of achievement were described as norm-referenced or criterion-referenced. These same terms apply to evaluation.

Norm-referenced evaluation compares a student's progress to that of a national or local population or sample. Criterion-referenced evaluation measures a student's attainment of an established objective, for instance, mastery of 80 percent of the words on a vocabulary list.

Either type of evaluation can be used in a supplementary program, though it should be noted that the norm group may be an inappropriate standard of comparison for some target groups, since the latter are by definition not representative. The type of evaluation to be used for a given objective will depend upon the terms in which the program's standards of achievement and objectives have been stated. If these are in terms of grade equivalents, percentiles, or stanines, norm-referenced instruments will have to be used. If they are in terms of mastery, criterion-referenced instruments are necessary.

The basis of reference will determine to some extent the tests and evaluation instruments that can be used. In a norm-referenced program, standardized instruments can readily be used, providing they are suitable for the program's particular target group of students. Commercial criterion-referenced instruments are becoming available, but in a criterion-based program, great use likely will have to be made of locally developed instruments.

Parts. The evaluation design should establish the following items for each objective:

- Source of base-line data (pretest results, last year's test scores, school records, etc.)
- Method of evaluation (observation, testing, interview, etc.)
- Instrument to be used (if locally developed, who will be responsible for developing it).

Frequency and time of evaluating (pre- and posttest, quarterly, monthly, etc.) with appropriate dates

Person responsible for administering the test or otherwise conducting the evaluation

Procedures and responsibility for collecting and analyzing data.

In preparing the evaluation design, the proposal writers should make sure that sufficient staff, funds, and time are provided for an effective evaluation. It must not be allowed to occur as an afterthought, since evaluation is the only objective, detailed method of measuring the achievement of a program. The results of the evaluation should be included in a final report.

3.6 Dissemination

In recent years, more and more educators have come to recognize dissemination as an essential adjunct of educational programs. Dissemination is an organized, planned effort to stimulate the exchange of information and ideas among all concerned groups. It serves four important purposes:

It informs various groups about the program, its inception, development, operation, and impact.

It helps gain support from the regular school staff, from parents, and from community groups.

It stimulates ideas, criticisms (constructive), and suggestions from all concerned groups.

It provides valuable information to other school communities faced with similar problems and needs.

Planning: The extent of a program's dissemination will be dictated by the nature of the program and the funding agency's requirements, but every proposal should include some plans for disseminating. These plans would indicate the subjects for dissemination, the various audiences to be aimed at, and the methods to be used for reaching each audience. A time schedule for disseminating and the designation of a person responsible for implementing the plan would also be useful. Assistance in developing the dissemination design can be obtained from the Division of Editorial and Communication Services.

Subjects. There are many subjects available for dissemination in a program. The most common - though not necessarily the best for a program - are the program design, specific activities, public participation, and evaluation findings. In the early stages of program implementation, it is important to let people know of the program's existence, its goals and objectives, and its planned activities. Later on, the students' experiences (e.g., field trips, working with computers) and the contributions of parents and community members can be described, to let people know that the program is operating. As evaluation findings become available, these can be disseminated, preferably in a way that will stimulate responses to the program.

Audiences and Methods. There are seven major audiences for dissemination, each of which can be reached through several methods:

Parents: meetings, conferences, letters, telephone calls, fliers, newsletters

Community: fliers, newsletters, community papers, presentations at meetings.

School staff: newsletters, inservice and staff meetings, visits to program

Administrators: reports, meetings, visits

Funding agency: reports, samples of dissemination materials

Outside educators: newsletters, reports, journal articles, presentations at conferences, visits

General public: local news media.

Considerations. A primary consideration in all dissemination efforts is the need to tailor the content, format, and language to the audience. Little is accomplished by inundating parents and community members with a vast quantity of evaluation statistics, buried in educational terminology. It is better to summarize and simplify the evaluation findings into terms that are accurate and yet understandable. Schools in communities with substantial numbers of residents speaking languages other than English would be well advised to disseminate materials in those languages as well.

Good dissemination is usually characterized by six qualities:

Clarity -	The information is precisely stated to reach a specific audience.
Validity -	The information presents an accurate description of the program.
Pervasiveness -	The information reaches all of the intended audience.

Impact -	The information brings about a reaction from the intended audience.
Timeliness -	The information is disseminated at the most opportune time.
Practicality -	The information is presented in a form best suited to the audience and the scope of the subject.

3.7 Budget

The budget section is where the proposed program is translated into cost. A well-planned budget will insure that the financial support requested will be adequate to carry out the goals of the project. It is one way to review the entire proposal, and is the most important way of judging its cost effectiveness.

Impact. Although it is usually the last section written (except for the abstract), the budget's impact is felt throughout the proposal, and, indeed, throughout the program planning. If application is being made to a particular source of funding, the proposed budget should be consistent with the available funds and the likely levels of funding. This may necessitate a modification of the program design. However, a proposed program should not be arbitrarily cut up to fit the available funds. It is important that the integrity of the program design be maintained, and if this cannot be done for a particular funding source, perhaps a different source should be found. One of the functions of the Department of Government Funded Programs is to seek appropriate funding sources for proposed programs.

Development. A good rule to follow in developing a budget is to work through the narrative of the proposal to identify activities and estimate the cost of each item. Every item in the budget should be explained in the narrative and, conversely, all financial items in the narrative should be included in the budget. For instance, if a program requires that students visit museums, then the cost of bus transportation should be included in the budget. A close examination of the procedures section should be helpful in determining the budget.

The budget is really an estimate of the costs of a program. It will not be possible to know in advance the exact cost of certain items, and their costs will be determined after the program is funded. The specific staff members will also be chosen after funding, and their exact salaries, as determined by their placement on the school system's salary schedule, will only be known at that time. Consequently, the costs of these items must be estimated.

Budget items should be stated in unit costs, rather than aggregate costs. For example, if textbooks for 2,000 students are needed, and

these cost $5.30 each, the budget entry should read, "Textbooks at $5.30 each x 2,000 students = $10,600." In listing personnel, the monthly rate and the number of months should be included, thus: "Teachers - 2 @ $1,225 month x 9.25 months = $22,662.50." Describing budget items in this manner, instead of simply saying "Textbooks $10,600 or "Teachers - $22,662.50," provides a clearer picture of how costs will be incurred.

Budget items should be grouped in broad categories, and a total cost should be given for the entire category. This enables a reader to see the proportion of the funds requested to be expended in certain cost areas and will aid in determining the cost effectiveness of the proposed program. Typical cost categories are Professional Personnel, Civil Service Personnel, Staff Development, Contracted and Consultant Services, Staff Transportation, Pupil Transportation, Nontextual Materials, Instruction Materials, Food, Fixed Charges (pension, insurances, rent, and utilities), Capital Expenditures, Supplies, and Rental of Equipment.

Certain budget items involve great costs and dozens of specific units. It would be awkward to include a long list of specific items in the body of the budget. In such cases, list the general item in the body of the budget and refer the reader to an attached list of specifics.

In developing the budget, proposal writers should note those items which will be contributed by the school district, either as part of its obligations to each student (maintenance of effort) or in addition. This particularly includes in-kind contributions, for instance, space or staff time. The department's Division of Administrative Services can be contacted for information on budgeting procedures, approximate costs of specific items, and other financial matters.

These seven sections are found in most proposals, sometimes in a different sequence or under different headings. Occasionally, a funding agency will request other information, for instance, on the involvement of the community in planning and operating the program, or on the participation of private, nonprofit schools. When a decision is made to submit to a particular funding agency, the proposal can be revised to fit its guidelines.

Frequent mention has been made in this discussion of the decision to apply to a particular funding agency. It may be helpful to clarify this point somewhat. One purpose of the Department of Government Funded Programs is to help schools obtain funding for supplementary educational programs. If a school has identified needs that can be met only by a government-funded program, the program should be developed and the proposal written, even though a potential source of funds has not been selected. This proposal can be submitted to the Board of Education to approve for submission to funding sources. If approved by the board, the department can then seek a source of funding for the proposed program.

CONCLUSION - AFTER THE PROPOSAL IS WRITTEN

This discussion has been concerned primarily with the process and problems of developing a supplementary educational program proposal for submission to government and private agencies. Once a proposal has been written, the school community's work is largely finished. The proposal, however, must go through several administrative steps before it reaches a funding agency for its consideration. It may be of interest to describe these steps as they usually occur.

The principal of the school submits the proposal to his district superintendent, who, if he approves it, forwards it to the area associate superintendent. If the proposal has been developed in conjunction with any central office departments, for instance Curriculum or Pupil Personnel Services and Special Education, it is also submitted to them for signoff.

Once all the necessary signatures have been received, the proposal is submitted to the Department of Government Funded Programs, where it is prepared for submission to the Board of Education.

The department sets up a committee to review the proposal. The purpose of this committee is to provide the proposal writers with suggestions on possible improvements that can be made in the document. It does not dictate changes that must be made. The proposal writers decide what changes, if any, they wish to make as a result of this review.

If major substantive changes are made in the proposal by the writers, signatures must again be obtained from the concerned administrators and departments. Otherwise, the proposal is sent to the Division of Editorial and Communication Services, where it is edited to conform to agency guidelines and format, if available, and the usage of the English language. The editors do not make changes in the content of the document. If they detect discrepencies, the proposal writers are contacted and the problem discussed. Once editing is complete, the division arranges for final typing and duplication, and distributes the requisite number of copies to the appropriate people.

During the editing period, the Department of Research and Evaluation will review the objectives, evaluation design, and other technical aspects of the proposal. Any questions they raise are referred to the proposal writers. Staff of this department will help the writers to solve problems in these technical areas, if requested.

Simultaneously, the Division of Administrative Services will prepare a line item budget, based on the budget included in the proposal.

Before being submitted to a funding source, the proposal must be approved by the Board of Education. This requires a board report, written by the proposal writers and signed by the school principal, district and associate superintendents, and all departments involved in preparing the proposal. (Information on preparing a board report can be obtained from the Division of Editorial Services.) Once the proposal is approved by the Board of Education, it can be submitted to a funding agency.

This, briefly, is the process of proposal development; long, sometimes complicated, occasionally difficult, but - it is hoped - ultimately satisfying and rewarding, especially for the children of the schools.

GLOSSARY

ABSTRACT - A summary of the essential points in a proposal; usually a concise statement of the goals, needs, and procedures.

ACHIEVEMENT - In education, the quantity and quality of a student's work; usually indicates what will be, or has been, gained.

ACTIVITY - An organized sequence of procedures and actions intended to induce a specified change in performance. In special educational programs, an activity is usually related to a specific objective.

ADAPTIVE - A type of program that uses an earlier program as a model, modifying the program design to suit local needs and conditions.

APPLICATION - The legal document requesting assistance from a funding agency. It contains all the required information. Although sometimes used interchangeably with proposal, its meaning is more limited.

ASSESS - To determine, especially by objective means; used particularly in reference to needs.

COMMUNITY - In the broad sense, a group of people in a given geographical area or field of endeavor with common interests. In education, usually refers to the people in a school's attendance area, regardless of whether or not they have children attending the school. (See School Community.)

CRITERION-REFERENCED - A method of measuring educational progress through the use of established criteria of mastery. Students' progress is compared to their own previous attainments rather than to the attainments of other students. (See Norm-Referenced.)

DATA - Factual information used as a basis for reasoning, discussion, calculation, or planning. Frequently, a distinction is made between objective data - information derived from precise measurement and statistics - and subjective data - information drawn from surveys of opinions, suggestions, or comments.

DIAGNOSTIC TEST - A test designed to determine the specific learning deficiencies or shortcomings of a student, used as a basis for developing a corrective course of study.

DISPARITY - The gap between desired or anticipated achievement and actual achievement. Used primarily in cases where the actual is less than the desired achievement.

DISSEMINATION - The process of presenting selected information to a predetermined audience for a specific purpose.

DISSEMINATION DESIGN - A plan for disseminating, detailing the purposes, audience, information, and methods to be used.

EVALUATION - The process of determining the results of a specific program or activity. Evaluation aims to determine the degree of effectiveness of the various parts of a program.

EVALUATION DESIGN - A plan for performing an evaluation.

EXEMPLARY - A type of program that serves as a model for others; a demonstration program.

FUNDING AGENCY - A governmental department, agency, or office, or a private foundation that selects proposals and is authorized to provide funds for implementation.

GOAL - The knowledge, ability, or values that students should attain; that which a school aims to accomplish.

GRADE EQUIVALENT - A manner of expressing the results attained on a standardized test. A grade equivalent indicates the grade level, in years and months, for which a given score was the average score of the sample group used to standardize the test.

GUIDELINES - The requirements, recommendations, and suggestions of a funding agency for applications for assistance; do not have the force of law. (See Regulations.)

INDIVIDUALIZED INSTRUCTION - A method of using classroom personnel, materials, and time to meet the particular needs of each student. It is not a tutorial relationship between teacher and student, but a personalized programming of instructional activities.

IN-KIND CONTRIBUTIONS - The nonmonetary contributions (e.g., space, utilities) of the school district to a supplementary program, in

addition to the district's legal obligation to each student. Not to be confused with maintenance of effort.

INNOVATIVE - A type of program that offers a new, different solution to an educational problem.

MAINTENANCE OF EFFORT - The obligation of the school district to provide each child with the same amount of financial support that he would be entitled to in a regular program. A supplementary program is in addition to the maintenance of effort.

NEED - That which is required to overcome a disparity in achievement or to solve a problem.

NEEDS ASSESSMENT - The identification of educational problems and their causes, and the determination of how they can be solved.

NORM - The midpoint in the full range of scores achieved by the sample population on a standardized test. It is the average score obtained by the norm group students.

NORM GROUP - A carefully selected representative sample (either local or national) of students that take a test; the results are used to determine the norms for the test. This process is known as standardization.

NORM-REFERENCED - A method of measuring educational progress by comparing a student's score on a standardized test with the scores achieved by the norm group. This method measures students' achievements against that of other students. (See Criterion-Referenced.)

OBJECTIVE - A statement of the observable or measurable change in behavior that is expected to result from the implementation of a specific activity.

PERCENTILE RANK - The percent of norm group students who scored at or below a particular score on a standardized test. It is not the percent of questions a pupil answers correctly. Separate percentile ranks are normally developed for each grade and for a particular time of year.

PROCEDURE - The way in which a program is organized in order to achieve an objective. (See Activity.)

PROGRAM - An organized series of activities designed to achieve a particular goal. In education, refers to the curriculum and related activities. (See Project.)

PROGRAM BUDGET - An itemized statement of the necessary program costs.

PROGRAM, SUPPLEMENTARY - A program which is provided in addition to, not instead of, a regular educational program.

PROJECT - A specific plan to achieve a definite objective. Unlike a program, a project has a clear terminal point: once the objective is achieved, the project ends.

PROPOSAL - A design for an educational program or project intended for submission to a funding agency. A proposal may serve as an application for funding, or may be included in an application.

PROPOSAL DEVELOPMENT - The three-stage process of assessing needs, planning a program or project, and writing a proposal.

REGULATIONS - The legal rules established by the governmental agency to implement a legislative act.

SCHOOL COMMUNITY - The individuals and groups interested in a school: includes the school's administrators, teachers, and other staff; students; parents of students in the school; members of school and community organizations; and interested residents in the school's attendance area. (See Community.)

STANDARDS OF ACHIEVEMENT - The criteria for determining if a goal has been reached.

STANINE - A score on a nine-unit scale, with 9 as highest, 5 as average, and 1 as lowest. The distribution of test results is divided into nine approximately equal sections.

SUPPLANTING - In special educational programs, the use of supplementary funds to meet the school district's legal obligations to its students. (See Program, Supplementary.)

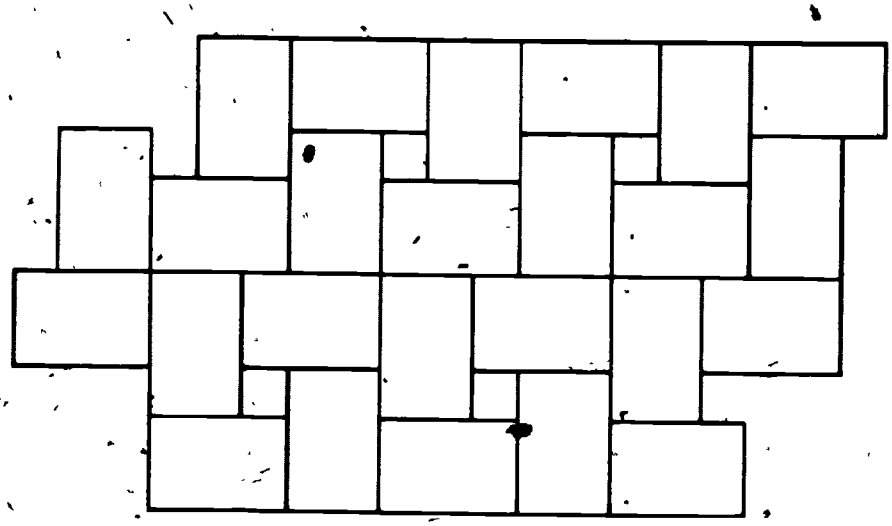
TARGET - The group of students, staff, schools, or educational fields that are identified for supplementary assistance.

Putting Together

INSERVICE TRAINING PACKET

This material offers an opportunity for a practical review of the sequence of events involved in developing a proposal. It is intended neither as a test nor as a form that, when completed, will result in a proposal. It is, rather, an instructional aid that can be used by individuals or by groups in workshops or inservice meetings.

Several items require information that may not be readily available. In those instances, a reasonable estimate or an educated guess will be sufficient. The purpose of this material is simply to familiarize the reader with the process of proposal development.



1. THE NEEDS ASSESSMENT

1.2 List five or six possible goals for the students in your school.

What groups in your school community would you ask to rate these goals?

What methods could you best use to have the goals rated?

Rearrange your list of goals in what you think might be a likely priority order, based on the ratings of the various groups.

Using your first-ranked goal, write a specific standard of achievement.

1.3 What are some specific sources of data for determining the students' current state of achievement for your first priority goal?

Using this data, make an estimate of the students' current achievement.

1.4 What is the existing disparity between desired achievement and current achievement?

List as many likely causes as possible for this disparity.

1.5 Select two causes from your list and state a specific need for each.

1.

2.

1.6 Recapitulate by listing your --

Priority Goal

Standard of Achievement

Current Achievement

Degree of Disparity

Cause of Disparity

Statement of Need

What actions would be necessary to meet these needs with local resources?

2. PLANNING A SPECIAL PROGRAM

2.1 Identify the groups in your school community that you believe should participate in planning your project.

2.2 State two or three preliminary objectives for meeting your need.

2.3 Identify the category or categories (pp. 16-17) in which your program is most likely to fit.

2.4 Who is your target group?

What criteria should be used for selecting the actual participants?

2.5 What activity or activities will meet your target need?

2.6 Identify all staff needed to implement your activities. Which will be supplementary?

For one of the supplementary positions, indicate the duties and minimum qualifications.

2.7 Select one program activity, and indicate the several time factors discussed on pp. 18-19.

What methods of grouping target students should be used for your activity?

Indicate possible criteria for grouping students in your activity.

What provisions should be made for staff development in your program?

2.8 What special features are required for your program (shops, access, ventilation, location, plumbing or lighting facilities, furniture, etc.)?

Where, in your school, could this program be located?

List any particular equipment that is essential for your program.

What instruction materials are required for your program?

2.9 Who should run your program?

Does your program meet the three basic requirements for government funded activities described in section 2.2?

If not, what changes could you make to meet the requirements?

3. WRITING A PROPOSAL FOR GOVERNMENT FUNDING

3.1 Write the abstract last:

3.2 Write a statement of need for your program, as developed above, that includes:

- Identified problem and cause
- Methods used to identify the problem
- Pertinent data
- Statement of need
- Reason for giving this priority.

This should be based upon your work for sections 1.2-1.6. Any information you do not have for this exercise should be invented, to reflect the kinds of information you would have for an actual program.

3.3 After referring to your preliminary objectives (section 2.2), write one specific performance/product objective for your program.

Does your objective contain the four essential elements (p. 26)?

Is your objective realistic?
Is it substantial and comprehensive?
Is it limited to one area of behavior?
Is it limited to one subject?

Are your objectives norm-referenced or criterion-referenced?

Is this consistent with your standards of achievement?

3.4 Describe briefly the procedure or activity required to achieve your objective.

Test your procedure against the questions on pp. 28-29. Do you need to make any changes in your procedure? What are they?

3.5 For your objective, describe how you will determine the participants achievements. Make sure that your evaluation design contains the six essential parts (pp. 30-31).

Is your evaluation design formative or summative?

Will it measure achievement of the objective?

If your program is norm-referenced, rewrite your objective and evaluation design in criterion-referenced terms; if criterion-referenced, rewrite in norm-referenced terms.

3.6 For your program, list the likely subjects for dissemination --

the audiences that you would like to reach --

and the best means of reaching each audience.

3.7 Using the attached budget sheet, draw up a tentative budget for your program. (Estimate as necessary.)

What is the total cost?

Assume that your budget must be reduced by 30 percent. What specific modifications would you make in your program?

3.1 Now write a one-paragraph abstract of your program.

BUDGET INFORMATION

PROFESSIONAL PERSONNEL

No.	Title	Salary/Year
	Total Annual Salaries	

CAREER SERVICES PERSONNEL

No.	Title	Salary/Year
	Total Annual Salaries	

INSERVICE TRAINING/EXTENDED DAY

(Indicate one)

No.	Title	No. hrs./ days/wks.	Rate/hr. day/wk.	
			Total	

CONTRACTED AND CONSULTANT SERVICES

Type	Rate	
	Total	

INSTRUCTION MATERIALS

	No. of Pupils	Rate	
Textual			
Nontextual:			
		Total	

RENTAL

	No. of Units	Rate/Unit	
Space			
Equipment			
		Total	

PUPIL TRANSPORTATION

No. of Pupils or No. of Buses	Rate	
	Total	

FOOD

	No. of Days	No. of Pupils	Rate/Pupil	
Breakfast				
Lunch				
Snacks				
			Total	

AUTOMOBILE REIMBURSEMENT

No.	Title	Rate	
			Total

SUPPLIES _____ Total

OTHER

	Total

GRAND TOTAL