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ABSTRACT
                The TADS (Technical Assistance Development System)
Needs Assessment Manual is designed to guide the comprehensive review
of Handicapped Children's Early Education Program (HCEEP)
demonstration projects in identifying technical assistance needs. An
introduction reviews the TADS technical assistance model which
includes program planning, needs assessment, technical assistance
agreements, delivery of services, and evaluation. Section 1 reports
on recommended procedures for preparing for needs assessment
(including the designation of a needs assessment facilitator and
review of the project's organizational structure and decision making
process). Section 2 considers procedures for conducting a
comprehensive program review of the project's status as it relates to
current accomplishments, projected accomplishments, and tasks to be
completed during the year. A third section describes procedures for
selecting the needs or areas in which technical assistance is
desired, refining the selected needs into technical assistance need
statements, arranging the technical assistance needs in priority
order from most to last important, and developing a plan to address
each technical assistance need. A final section briefly offers
suggestions for preparing the summary report, summarizing the
process, and returning the appropriate materials to TADS. Attachments
make up the remainder of the document and include procedures for
handling needs assessment information, an HCEEP demonstration project
profile needs assessment instrument, an HCEEP model development
guide, and example of a rated profile page, an HCEEP demonstration
project profile summary page, an example of a memorandum of
agreement, an example of a technical assistance agreement work sheet,
an example of a technical assistance activities sequence, and a
summary report form. (SW)
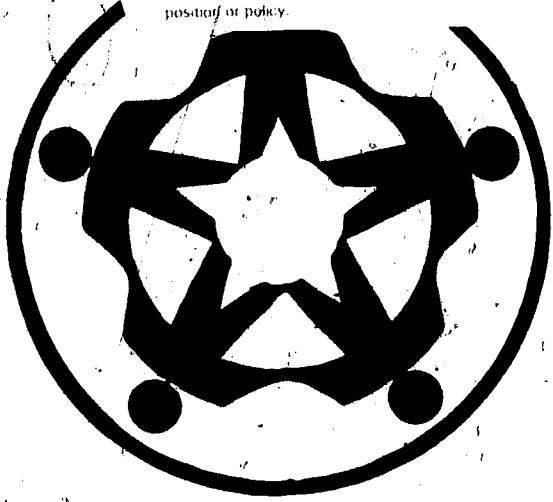
TADS
NEEDS
ASSESSMENT
PROCEDURES
MANUAL

Summer 1980

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ACKNOWLEDGMENTS

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PREFACE

The TADS NEEDS ASSESSMENT MANUAL was designed as a guide to
the comprehensive review of Handicapped Children's Early
Education Program (HCEEP) demonstration projects for the
purpose of identifying technical assistance needs. The
manual provides:

1. a description, background, and overview of the TADS
   technical assistance process;

2. recommended procedures for conducting a comprehensive
   program review and identifying areas needing change;

3. procedures for selecting those needs or areas in
   which technical assistance from TADS would be bene-
   ficial;

4. guidelines for developing the tentative technical
   assistance agreements; and

5. procedures for summarizing the needs assessment
   process.

It is hoped that this manual, along with its supplemental
material, will also aid in program planning and model develop-
ment, staff development, and progress report writing.

INTRODUCTION

BACKGROUND

In 1968 Congress created the Handicapped Children's Early
Education Program (HCEEP) with the goal of encouraging the
development of local and state services for handicapped
preschoolers and their families. Under the law, grants are
awarded to public and private nonprofit agencies to establish
and operate projects for special children. These programs,
known as "demonstration projects," are models which other
agencies can use in developing services for their preschoolers.
The law also authorized grants to state education agencies to
develop statewide programs for young handicapped children.
These grants are called State Implementation Grants, or "SIGs."
The Office of Special Education (OSE) in the U.S. Department
of Education is charged with administering the program and
is committed to providing the resources needed to make HCEEP
as effective as possible.

TADS (Technical Assistance Development System) and WESTAR
(Western States Technical Assistance Resource) were established
and funded by OSE to provide assistance to demonstration
projects and SIGs. Together, these three agencies offer a
supportive environment and promote the development of a sense
of community among all of the clients receiving assistance,
who are collectively referred to as the HCEEP or First Chance
Network. TADS is a part of the Frank Porter Graham Child
Development Center at the University of North Carolina at
Chapel Hill. TADS provides technical assistance to demonstra-
tion projects and SIGs located east of the Mississippi River,
excluding Mississippi and Illinois; WESTAR, its sister agency,
serves the Western United States.

The term "technical assistance" (TA) refers to a particular
role that TADS and WESTAR fulfill in the HCEEP Network. The
role is that of a comprehensive, continuous, non-evaluative
helping resource. TADS and WESTAR assist HCEEP projects and
SIGs in managing their programs and accomplishing their goals
more effectively through a broad range of systematic support
services. Through technical assistance, HCEEP programs have
access to expertise not available locally and to materials
designed specifically for their needs. They also have increased
opportunities to collaborate and share information with each
other. The technical assistance services of TADS and WESTAR
are available at no cost to HCEEP programs.

OVERVIEW TO THE TECHNICAL ASSISTANCE CYCLE

The heart of TADS' technical assistance model is the Technical
Assistance Cycle (TA Cycle). This system for delivering services
has five sequential, interlocking phases as shown in the illus-
tration below.

The Technical Assistance Cycle

```
          PROGRAM
          PLANNING


 EVALUATION
 OF                           NEEDS
 ASSISTANCE                   ASSESSMENT


     TECHNICAL
     ASSISTANCE        TECHNICAL
     DELIVERY          ASSISTANCE
                       AGREEMENT
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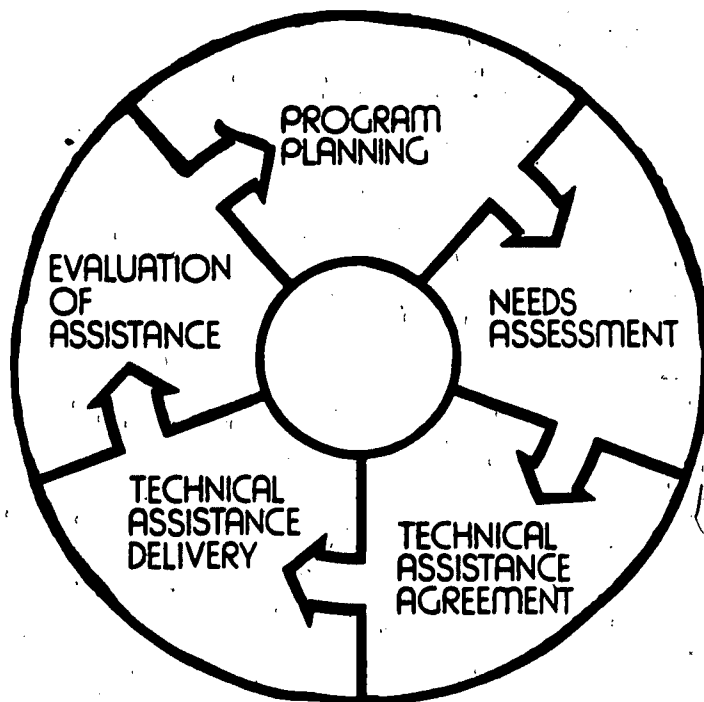
TADS uses this cycle in providing services to HCEEP projects.
It is a yearly cycle. Each project participating in technical
assistance experiences three of these cycles during its three
years as a demonstration project.

Program Planning

Program planning is the first step in the TA process. A project
requesting technical assistance specifies plans in each area of
endeavor, thereby ensuring that TA resources are distributed
appropriately and that emphasis is given to the most important
parts of the program. Through this process an understanding of
the project's program is gained; this helps determine which
components need technical assistance.

If a project did a good job of planning when its proposal was written, or has good planning skills within its staff, the program planning phase of the TA Cycle passes quickly. If program planning has been difficult for the project, or program changes are necessary, technical assistance services may be requested for this area and individualized services delivered. A "Program Planning Workguide for HCEEP Demonstration Projects" has been developed as an instrument to facilitate planning efforts. The workguide, which has been distributed to all projects and needs assessors, may be used as a prelude to the needs assessment.

Needs Assessment

The needs assessment phase is tied very closely to the program planning phase of the TA Cycle. TADS has determined that needs assessment must have the following intents:

1. A systematic needs assessment process is essential to identify effectively technical assistance needs.

2. A needs assessment must occur before extensive individualized technical assistance is provided.

3. Technical assistance needs can best be identified by a comprehensive program review and an interactive process between the technical assistance provider and client.

4. The roles, responsibilities, and expectations for the provision of technical assistance must be clarified during the needs assessment process.

5. A needs assessment must establish and/or enhance a trusting relationship between the technical assistance provider and the technical assistance recipient.

The needs assessment process as developed by TADS has three key characteristics: (1) it is more responsive than directive, i.e., the project takes the lead in identifying technical assistance needs with TADS providing a structure for systematic examination of needs; (2) it is comprehensive, i.e., it takes account of all parts of the project's program and all services that TADS can provide; and (3) it is confidential, i.e., only the services provided to the project are required to be reported to the funding agency (see Attachment 1 on page 45).

Technical Assistance Agreements

The needs assessment provides a list of technical assistance needs and proposed plans for meeting those needs. The next phase of the TA Cycle, the development of technical assistance agreements, finalizes those plans.

The technical assistance agreement has several purposes:

1. *Clear communication.* It is essential that plans for meeting identified needs be clearly communicated through a chain of people. The technical assistance agreement helps minimize the problems of unclear communication.

2. *Task analysis.* The agreement breaks the assistance process into specific tasks.

3. *Identification of responsibilities.* The activities statements in the agreement clearly designate who is responsible for each activity.

4. *Accountability.* The agreement provides a mechanism through which each party can hold the other accountable, since responsibilities are clearly stated in writing.

5. *Organization and development of technical assistance resources.* By placing needs in priority order, resources can be committed for the most important needs.

6. *Timing mechanism for technical assistance delivery.* Every step in the agreement is spelled out in terms of time, i.e., either a deadline date or some other specific calendar designation is indicated, allowing projects and TADS to plan appropriately for, and schedule, technical assistance and follow-up.

7. *Revisions in technical assistance agreements.* It is common for priorities to change as a project progresses. The technical assistance agreement becomes a clear reference point for making appropriate changes in technical assistance services.

The structure of a TADS technical assistance agreement is based on the purposes listed above. A technical assistance agreement states the need as determined by the needs assessment. The target specifies which staff members of the project will be directly involved in the technical assistance. The focus of technical assistance specifies which of the following categories (knowledge and awareness, skill development, product development, or decision/change) will be the primary focus of the technical

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assistance objective. The technical assistance objective
statement specifies the outcome expected of the technical
assistance plan and includes a deadline date. The technical
assistance activities section is the essence of the agree-
ment. In chronological sequence, each activity in the plan
is described and the responsibilities of both TADS and the
client are spelled out in terms of "who does what by when."
The technical assistance documentation section specifies the
documents and reports that TADS will collect in monitoring
the technical assistance activities. It does not describe
evaluation plans for assessing the impact of the assistance.

To develop the final "Memorandum of Agreement," TADS uses the
needs assessment report which includes the "Technical Assis-
tance Agreement Work Sheets" and the "Sequence of Technical
Assistance Activities." A ratification committee at TADS is
then assembled to review, revise, and refine the agreement(s).
Sometimes TADS resources will not be sufficient to meet all
the needs identified. In this case TADS can first address
those needs that the project considers most important by using
the priorities that have been assigned to each need. After
ratification, TADS will send the project two copies of the
"Memorandum of Agreement" for review. Once the project signs
one copy and returns it to TADS, the delivery of services can
begin. The second copy is retained for the project files

Delivery of Services

TADS provides services to projects through several delivery
mechanisms: on- and off-site consultation, project visitation,
review and critique, information services, small group technical
assistance meetings, printed materials, and topical workshops.

On- and off-site consultations are the most often used delivery
mechanisms. TADS recognizes the necessity of selecting appro-
priate resource people to give assistance if quality technical
assistance services are to be maintained. Consultants or
other resource people come from one of three groups: univer-
sities and public or private agencies, directors and staff
members from other HCEEP projects, and TADS staff members.
When it seems appropriate, services from outside these three
groups are arranged to provide assistance to the projects.

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Some identified needs are met each year by facilitating the
visitation of a project staff member to another project. The
rationale for using this technical assistance delivery method
is based on TADS' practice of using the HCEEP network projects
as resources to each other. Visiting an established project
with ongoing services to children and parents provides the
visitor with a look at comprehensive services, and accompanying
materials and staff. Seeing alternative early childhood models
can help a project's staff develop or refine its own model.

TADS staff members and outside consultants, in response to
the terms of the technical assistance agreements, review and
critique various written documents of the projects. Such
materials include program plans, evaluation plans and pro-
cedures, curriculum guides, and dissemination materials, as
well as audio-visual presentations.

Many technical assistance needs are addressed through the pro-
vision of information services. Finding and matching information
resources to the individual project's needs requires several
sequential steps to ensure that the information provided is
useful. Several resources are drawn upon: formal searches
using ERIC, other information systems, the TADS resource library,
consultants, TADS staff, and the TADS file on past information
searches.

Some of TADS' activities result in printed materials that assist
the projects in developing and managing their programs. These
publications are developed for wide dissemination on topics of
interest to a large segment of the HCEEP Network. A quarterly
newsletter, EMPHASIS, is published to fill the need for intra-
network communication.

When many clients have similar needs, they can be addressed
in a small group technical assistance meeting. Usually, four
to twelve projects participate in these small meetings which
may have either a consultation or awareness focus. A topical
workshop is another vehicle which provides an excellent set-
ting for projects to share ideas and information with each
other; these gatherings involve a larger number of projects.

Evaluation of Technical Assistance

Evaluation of assistance plays an important part in the Technical
Assistance Cycle. Documentation and evaluation activities are
employed routinely by TADS for planning future technical assistance
services. The information helps keep technical assistance services
to individual projects continuous and sequential, and assists in
tracking the effect of technical assistance services on the entire
group of HCEEP projects

*The description which follows provides a concise summary of
the Needs Assessment process and products, and may be
reproduced for distribution.*

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

NEEDS ASSESSMENT: A BRIEF DESCRIPTION

I. DESCRIPTION OF NEEDS ASSESSMENT: Needs assessment is the first step taken each year in the TADS approach for the provision of technical assistance services. TADS has determined that any form of needs assessment must address the following intents:

1. A systematic needs assessment process is essential to identify effectively, technical assistance needs.

2. A needs assessment must occur before extensive individualized technical-assistance is provided.

3. Technical assistance needs can best be identified by a comprehensive program review and an interactive process between technical assistance provider and client.

4. The roles, responsibilities, and expectations for the provision of technical assistance must be clarified during the needs assessment process.

5. A needs assessment must establish and/or enhance a trusting relationship between the technical assistance provider and the technical assistance recipient.

Using a set of recommended procedures, a needs assessment may be conducted by the project staff, with or without the assistance of a trained needs assessor. It is expected that this process will take approximately two days. One person on the TADS staff will be available by phone during the scheduled two days to answer any questions that may arise.

II. ACTIVITIES/TASKS TO ACCOMPLISH A NEEDS ASSESSMENT: The following sequence outlines those activities that are suggested for preparation, implementation, and follow-up of the needs assessment.

A. PREPARATION ACTIVITIES:

1. TADS and project director confirm the dates that the needs assessment will be conducted and who will be available at TADS during those dates.
2. TADS mails the "TADS Needs Assessment Package" to the project and needs assessor four weeks prior to the scheduled dates.
3. TADS contacts the project to clarify the procedures and expectations of the suggested needs assessment strategies.
4. The project gets organized to implement the needs assessment.

B. NEEDS ASSESSMENT ACTIVITIES:

1. The needs assessor and/or the project conducts a comprehensive review of their program's current status using the "HCEEP Demonstration Project Profile," its grant proposal, the "Model Development Guide," and the procedures outlined in the TADS Needs Assessment Procedures Manual.
2. The needs assessor and/or project staff develop a comprehensive list of needs or areas of desired change and select those needs that will be addressed through assistance from TADS. This list is put in priority order.
3. Using the procedures outlined in the manual, the needs assessor and/or project staff develops a tentative technical assistance agreement by completing the necessary technical assistance agreement work sheets.

C. FOLLOW-UP ACTIVITIES:

1. The needs assessor and/or project sends all completed materials to TADS within 5 working days after the scheduled needs assessment.
2. TADS reviews all the materials provided and develops a list of questions, if any, which need clarifying.
3. TADS contacts the project by telephone to clarify any questions and confirm the technical assistance needs.
4. TADS develops a "Memorandum of Agreement" containing the technical assistance needs that were priority ranked by the project. The memorandum is then mailed to the project for approval and signature (within two to four weeks after receiving the project's needs assessment materials).

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SECTION I

Preparation:
Recommended Procedures for Preparing for
Needs Assessment

This section of the procedures manual provides recommendations for preparation activities which should enhance the needs assessment process. Advance planning, organization, and preparation are precursors to the success of any comprehensive effort undertaken by any type of organization. Each reader is encouraged to develop a preparation plan which will address the activities most important to their organization or project. The discussion below describes some important preparation activities.

DESIGNATING A NEEDS ASSESSMENT FACILITATOR

Major responsibility for facilitating the needs assessment should be assigned to one person on the project staff. Experience has shown that best results are obtained when this facilitator is a person who has leadership responsibility in the program, for example, the *project director or coordinator.* This person is responsible for reviewing and coordinating all the preparation and implementation activities. Whoever is chosen to act as the facilitator should have access to the materials in this manual, the project's current proposal/ implementation plans, and other pertinent information about the project. The full cooperation and support of the project and agency leadership is essential.

REVIEW THE PROJECT'S ORGANIZATIONAL STRUCTURE AND DECISION-MAKING PROCESS

Special attention should be given to the interactional effects of organizational structure, leadership style, and the decision-making process. Review the project's current organizational chart and assess how it relates to the organization of the project's fiscal agency. This task will help set the stage for conducting the needs assessment. Just as every HCEEP demonstration project is a part of a nationwide network of early childhood special education programs, each project is also part of its own agency's efforts. An understanding of why the HCEEP proposal was submitted, and how it relates to other programs sponsored by the project's fiscal agency, will help put the project's efforts in a local context.

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The decision-making process used by the project should be
identified and the person who has final authority and control
should be noted. Consider the process by which financial
matters, programmatic concerns, and personnel actions are
decided. An understanding of the decision-making process
is important, since many decisions made during needs assessment
may have a major impact on the project's operation for the
next year.

DECIDE WHO SHOULD PARTICIPATE
IN WHAT PORTIONS OF THE NEEDS ASSESSMENT

TADS recommends that as many of the project staff members be
involved in as much of the needs assessment as possible. It
may also be important to include other agency personnel,
including the chief or associate administrator. The benefit
of including all project staff members and selected other
agency staff is that people with different orientations or
emphases can often provide additional insight into project
activities. Also, by including as many staff members as is
practical, group understanding and commitment to the project's
goals and HCEEP purposes is enhanced.

Consider the size of the group to be involved in the needs
assessment. If the group exceeds eight to ten people, or if
the time commitment for the staff is too great, consider
subdividing the group. TADS suggests that all persons be
involved in the introductory overview portion of the needs
assessment (see Section II, "Beginning the Process"). The
other portions of the needs assessment may involve only those
persons who have primary responsibilities for the areas being
discussed, or others who will be directly affected by the
decisions that are made.

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ESTABLISH AN AGENDA

From TADS' previous experience, conducting needs assessments takes approximately two days. Allocate approximately one to one-and-a-half hours on the first day for the introductory and overview discussion. The second major section of the agenda, comprehensive program review (see Section II), will take approximately four to seven hours and should be completed, or be very near completion, by the end of the first day. The third section, selection of needs and development of technical assistance agreements (see Section III), will take together approximately three to five hours. Each day should begin with a brief, 15- to 30-minute review of the tasks to be accomplished for that day. Schedule three or more breaks during each day, not including lunch. *TADS strongly recommends scheduling and taking these breaks,* since conducting a needs assessment can be intensive. At the end of each day's activities, conduct a summarization and review for approximately 30 minutes. Figure 1 provides a sample agenda.

Figure 1

SAMPLE AGENDA FOR CONDUCTING A TADS NEEDS ASSESSMENT

FIRST DAY - INTRODUCTION AND PROGRAM REVIEW

1 1/2 hours -- INTRODUCTION AND OVERVIEW: DSE; HCEEP; TADS and Needs Assessment; Purposes and Benefits; and The Project - Major Goals and Objectives, Staff Roles, and Program Components

15 minutes -- BREAK

2 hours -- PROGRAM REVIEW: Services for Children and Parents Components

1 hour -- LUNCH

1 1/2 hours -- PROGRAM REVIEW: Staff Development and Demonstration, Dissemination, and Continuation Components

15 minutes -- BREAK

1 hour -- PROGRAM REVIEW: Administration and Management Component

1/2 to 1 hour -- SUMMARY AND REVIEW: Develop List of Areas of Desired Change for Forthcoming Year and Check for Completeness

SECOND DAY - DEVELOPMENT OF TENTATIVE TECHNICAL ASSISTANCE AGREEMENTS

1/2 hour -- REVIEW AND INTRODUCTION

1 hour - SELECT NEEDS BEST ADDRESSED WITH ASSISTANCE FROM TADS

15 minutes -- BREAK

1 hour -- DEVELOP TENTATIVE TA AGREEMENTS: Needs Statement, Focus, Target(s), Deadlines, and Objectives(s)

1 hour -- LUNCH

1 1/2 hours -- DEVELOP TENTATIVE TA AGREEMENTS: Select TA Activities, Sequence Activities, and Provide Qualifying Comments

15 minutes -- BREAK

1 1/2 hours -- SUMMARY AND REVIEW: Review All Tentative TA Agreements for Completeness and Clarity. Review "Next Steps," Summarize Entire Two Days, and Complete TADS Evaluation Forms

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SELECT THE TIME AND LOCATION

The needs assessment facilitator should confer with all those
involved to select the calendar dates which afford the best
opportunity for involvement by the most people. Consider
the availability of any outside consultants, such as the TADS-
trained needs assessor and agency leadership personnel.
Every effort should be made to ensure that each person partic-
ipating in the needs assessment has cleared his or her calen-
dar and substitutes are arranged for as necessary.

The needs assessment facilitator should select a comfortable
working environment which provides adequate space for writing
and reviewing materials. A seating arrangement which facilitates
group discussion, such as a round or conference-style table,
should be used.

CLARIFY ROLES AND EXPECTATIONS

Clarify with the staff the roles they are to play during
the needs assessment process. There are several ways this
may be accomplished: schedule a short staff meeting on the
topic or include the topic in a regularly scheduled meeting;
assess the project staff's perceptions and expectations, and
provide information when necessary; and provide all project
staff with written pre-meeting information. Review the
decision-making process of the project which was discussed
earlier. Familiarize staff members with the value of an
annual needs assessment, emphasizing that (1) an annual
program review/needs assessment can be very helpful in estab-
lishing or reaffirming goals and getting group commitment,
(2) a comprehensive program review helps the entire staff see
the program as a cohesive entity, (3) the review procedures
and resources in this manual provide an outside reference for
expectations, and (4) this needs assessment provides an
opportunity to open lines of communication. Explain to the
staff that a qualitative/comparative program evaluation is
not an expectation. While resources and procedures described
in this manual do provide an opportunity to review and reflect
on the strengths and weaknesses of the project, an absolute
comparison standard is *not* set forth.

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PROVIDE PRE-MEETING INFORMATION

Once the needs assessment facilitator has been selected, an
agenda established, and the dates selected, TADS recommends
the following materials be provided to each person who will
be involved in the needs assessment:

1. A copy of the developed agenda which also indicates
    the dates and location of the meeting rooms.

2. A copy of the one-page description of a needs assessment,
    titled "Needs Assessment: A Brief Description."

3. A list of roles and expectations for the project's needs
    assessment.

4. A copy of the "HCEEP Demonstration Project Profile."

5. A copy of the "HCEEP Model Development Guide."

6. A copy of the project's goals and objectives from the
    current program proposal.

Once the above preparation activities have been completed, the
project staff members are ready to begin the actual needs
assessment process.

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SECTION II

Program Review:
Recommended Procedures for Conducting a
Comprehensive Needs Assessment/Program Review

This section of the manual recommends procedures for conducting a comprehensive program review of the project's status as it relates to current accomplishments, projected accomplishments, and tasks to be completed during the year ahead. The major outcome of this process is the development of a comprehensive list of areas of desired change or need. As was indicated in Section I, this program review consumes the major portion of the first day or may even extend into the second day of the two-day needs assessment.

BEGINNING THE PROCESS

As was indicated in the preparation section of this manual, the first item of the needs assessment agenda is an overview of TADS, the Office of Special Education (OSE), HCEEP, and needs assessment. Information about all of these topics is contained in the "Introduction" section of this manual. The needs assessment facilitator should review this background information and present a synopsis to all those involved in the needs assessment. (*Note*: If a TADS-trained needs assessor is facilitating the needs assessment, this presentation may be made by that person. The needs assessor will also be responsible for assisting with all other needs assessment activities.)

In addition to this background information, there are several other topics which should be discussed during the introductory time on the first day of the needs assessment. Discuss the specific rationale for conducting the needs assessment. This discussion should include the specific purposes and benefits of a needs assessment which apply to the project. Review briefly the major program components or divisions, staff roles, and the major goals/objectives of the project as they are currently being implemented. The discussion should include how each of the project's program components fits under the five components in HCEEP Demonstration Project Profile (see Attachment 2 on page 49). The five components of the Profile are:

" 1. *Services for Children* - This component identifies the tasks related to providing services for the project's children, both direct and supplemental (e.g., locating, screening, and admitting children; IEP development; curriculum development; classroom procedures; and so forth).

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2. *Services for Parents* - This component identifies the
   tasks related to the project's program for parents,
   other family members, and/or primary caretakers.

3. *Staff Development* - This component identifies tasks
   related to the professional development of <u>the project
   staff</u>. The distinction should be made between this
   component and training programs that the project may
   be planning or implementing for other professionals
   <u>not</u> on the project staff.

4. *Demonstration, Dissemination, and Continuation* - This
   component identifies tasks related to the project's
   plans for impacting on people outside of the project
   (e.g., the community-at-large, state-level decision-
   makers, and other professionals). It also identifies
   tasks that deal with continuation funding beyond the
   three years of OSE support.

5. *Administration and Management* - This component identifies
   tasks related to the overall organization, administration,
   and management of the project, including program planning,
   personnel matters, physical arrangements, financial
   administration, evaluation planning, record keeping,
   report writing, the advisory board, and coordination with
   other agencies.

Of course, the final task to be addressed during the introduction
phase is to review all the tasks/activities on the agenda and who
will be participating in which activities.

PROGRAM REVIEW RESOURCES

There are three resources which should be used to assist the
project staff in conducting a comprehensive program review.
These resources are:

1. <u>HCEEP Demonstration Project Profile: A Needs Assessment
   Instrument</u> developed by the staff of TADS and WESTAR
   (hereafter this instrument will be referred to as the
   <u>Profile</u>, see Attachment 2 on page 49).

2. <u>HCEEP Model Development Guide</u> developed by Dr. David J.
   Rostetter, HCEEP Project Officer in the Office of Special
   Education (see Attachment 3 on page 89).

3. The project's current grant proposal which describes
   goals, objectives, and implementation plans.

All of these resources are similar since they all have the common
purpose of specifying plans and procedures for the development of
an HCEEP demonstration project; yet each resource document has
some unique information or recommendation.

Using the HCEEP Demonstration Project Profile

The Profile should provide an extensive review of the project.
Prior to reading the supplemental instructions listed below,
briefly review the general instructions and tasks which are
contained in the Profile itself.

Understanding the Items on the Profile. Each item on the
Profile represents a specific task that most HCEEP demonstration
projects may need or want to complete by the end of the third
year of funding. Every item in the Profile is not relevant to
every project. The intent of the language in each item is to
capture those tasks which are applicable to all HCEEP Demonstra-
tion Projects. Every effort should be made to relate conceptually
the items to the individual project's goals and objectives.

Adding Items/Tasks. Since each project is unique, space is
provided at the end of each section to describe other tasks
that the project intends to complete but are not included in
the Profile. If additional space is needed, pages may be added.
These additions are rated just as other items are rated.

Understanding the three phases in each component of the
Profile. The Profile has five components, and each component
has three phases: Conceptualization, Implementation, and
Evaluation. These stand for three distinct aspects of program
development. Conceptualization refers to the planning phase
of program development. Tasks in this phase focus on developing,
clearly delineated plans and procedures, and also on capturing
those plans in writing. For example, item number 6 in the
"Services for Children" component of the Profile indicates that
"the project has a written statement of and/or clearly delineated
plans and procedures for admitting children into the program
(including established admission criteria)." Implementation
refers to tasks involved in carrying out the plans of the project.
For example, item number 21 in "Services for Children" indicates
that "the project has admitted and is currently serving the
number and type(s) of children specified in its plans." Some

implementation tasks are "one-time" in nature, but most are ongoing for the life of the project. <u>Evaluation</u> refers specifically to data collection tasks for each component. For example, item number 33 in the "Services for Children" component indicates that "data are being collected to document that the criteria for selection of children for project services have been established and are being followed." As may be noted, some tasks appear in both the conceptualization and the implementation phases. It may be helpful to keep the following distinction in mind: conceptualization tasks ask, "Do you have plans?" while implementation ones ask, "Are you carrying out your plans?" It may be helpful to move back and forth freely between the two phases while working through each component.

<u>Understanding how program evaluation tasks are treated in the Profile.</u> Program evaluation is not a separate program component in the <u>Profile</u> as are, for example, "Services for Children" and "Staff Development." Rather, the suggested data for documentation for each program component are addressed by the tasks in the evaluation phase of that component. Additionally, the process of developing and carrying out an evaluation plan is addressed in the "Evaluation Planning" section of the "Administration and Management" component. Looking at both sets of tasks will provide a review of the project's evaluation plans and activities.

<u>Understanding and using the Profile rating scale.</u> The scale used on the <u>Profile</u> was designed to provide a project with several types of information:

1. Which tasks are relevant to the project and which are not.

2. What is the current status of each task.

3. Which tasks need to be addressed during the current funding year.

4. Which tasks may require technical assistance and which may not.

Every task in the <u>Profile</u> is not relevant to every project; therefore, the first step in rating one is to determine if it is something the project needs to do.

/

Rating the project's current status on each task requires a judgment as to whether it is completed or not. Some suggestions for making those judgments follow. When rating a conceptualization task consider it complete if a clear set of plans and procedures has been developed, even if those plans could change based upon further experience. However, if those plans are not written and should be, rate the task partially completed until the plans have been captured in writing. When rating an implementation task consider it complete if all plans and procedures are operational, even though they may actually continue for some time. However, if some aspect of the plans has not occurred yet, rate the task partially completed. When rating evaluation tasks consider them complete when data collection procedures are fully operational and all data has been collected as planned to date.

Each task on the Profile that is judged to be relevant to the project must actually be rated twice. The first rating shows the current status of the task, and the second shows the desired status at the end of the current funding year. Both ratings for each task are to be made before consideration of the next one. Any desired change in status is to be noted as a project need for the year, but not necessarily as a technical assistance need. Most project needs can be met through a project's own staff and resources. However, if it is determined that the project may need "outside" assistance to bring about the desired change in status, then the task is to be marked as a technical assistance need. Attachment 4 on page 97 is an example of a rated page from the Profile. Section III, "Agreements," will describe how to determine which needs are best addressed with assistance from TADS.

Summarizing the Tasks Identified on the Profile. After the entire Profile has been rated, the HCEEP Demonstration Project Profile Summary Page (Attachment 5 on page 101) may then be completed according to the directions on the form. This summary page can provide a visual representation of how all tasks identified as having the status of "desired change" may cluster (including tasks to be addressed with or without "outside" help). These clusters may be across program components (Services for Children, Parents, etc.) and/or across program development phases (conceptualization, implementation, and evaluation). If a cluster is observed, then a general area of desired change may be indicated. For example, if many task numbers are circled in the evaluation phase across most of the program components, then one area of desired change may be selecting and gathering the appropriate data to document the program activities in designated

areas. Another example could be, if task numbers associated
with IEP's are circled in the "Services for Children" component
across all three program development phases, then this area of
desired change could be listed as IEP development, implementation,
and evaluation.

Using the HCEEP Model Development Guide

The HCEEP Model Development Guide (Attachment 3, on page 89)
was developed by the Office of Special Education's HCEEP section
to provide an approximate time sequence of activities necessary
for development of an educational model. The Guide is divided
into six-month intervals for the full three-year funding cycle.
As may be noted on the Guide, there are eight "model components"
(e.g., conceptualization, target population, and intervention).
These components serve as project foci and are developed through
a specific set of processes, termed "management functions" (e.g.,
program planning, program implementation, program evaluation,
and modification). As may be noted, the various tasks specified
in the Guide are similar to tasks specified in the Profile
(see previous discussion). The Guide is organized differently
from the Profile and provides a time sequence; therefore, the
Guide may be helpful in identifying additional tasks that may
need to be addressed by the project and may also provide an idea
of when the task should be addressed.

Using the Project's Grant Proposal

The project's original grant proposal is a very important resource
to use during a program review/needs assessment. It is this
document which specifies the exact plans and procedures that the
project will pursue during the three years of funding from HCEEP.
Grant proposals usually contain goals and objectives, descriptions
and justifications for program activities, a timetable for imple-
mentation, and other important information. During the program
review, carefully analyze the program plans as described in the
proposal to ensure that all tasks that need to be completed for
the upcoming year have been discussed. This analysis, probing,
and discussion of the grant proposal will help ensure that every
important aspect of the project has been addressed.

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AREAS OF DESIRED CHANGE

The list of *all* the tasks identified during the program review could be quite extensive. It is important to cluster the tasks into areas of common concern to make the list more manageable. The following suggestions may be helpful in collapsing the tasks into Areas of Desired Change.

Only those tasks which the project is going to pursue during the current year (12-month period) should be listed. The method previously described for summarizing the tasks identified on the Profile should be used. Once all the tasks identified have been reviewed, they should be grouped according to their focus. For example, there are a number of individual items in all three program review resources which deal with the curriculum for the intervention population (e.g., curriculum selection, acquisition of curriculum materials, curriculum approach adopted and refined). These tasks could all be listed under one area of desired change: "overall curriculum development and implementation." Finally, the list should be divided into two parts:

1. Those areas of desired change that can be addressed by the project staff members themselves.

2. Those areas of desired change that may require "outside" assistance.

Keep in mind that TADS is *not* the only "outside" resource that may be used to address a technical assistance need or area of change. Some examples of other resources that may be used are: the OSE staff, especially the project officer; local consultants; and other persons within the project's agency.

The following section, "Agreements," discusses (1) ways to determine which areas of desired change/project needs are best addressed with assistance from TADS and (2) how to select and specify the services desired.

SECTION III

Agreements:
Recommended Procedures for Developing Tentative
Technical Assistance Agreements

This section of the manual provides procedures for (1) selecting those needs or areas in which technical assistance is desired; (2) refining the selected needs into technical assistance need statements; (3) arranging the technical assistance needs in priority order from most important to least important; and (4) developing a plan to address each technical assistance need (a tentative technical assistance agreement), including the TA objective and the activities/strategies for meeting that objective.

IDENTIFYING TECHNICAL ASSISTANCE NEEDS

When the tasks in the Profile were rated during "Program Review," a list of needs was developed, and those needs requiring "outside" assistance were pinpointed. After reviewing the technical assistance needs, the next step is to decide which needs can best be addressed by TADS. The following information should be kept in mind when deciding what TADS' involvement should be.

1. The nature of each need, including the tasks which would address the need and the time and resources that would be committed to meeting the need. If a particular need is extensive and requires a major commitment of time, effort, and resources, TADS may only be able to address a portion of the need.

2. The relative importance of the need to the project. Consider whether the need is (a) critical (essential to the success of the project), (b) important (but not critical), or (c) desirable (but not necessary to the success of the project).

3. Other resources the project has, both in terms of money to purchase "outside" assistance and the availability of local resources that may be obtained at no cost (or perhaps through exchange of services). Consider how a need *may* be addressed through a combination of TADS and other resources.

4. The best time for the assistance to be delivered. If the assistance is needed immediately (within the next six to eight weeks), then TADS is probably *not* the best resource. The process of identifying, matching, scheduling, and preparing for an individualized technical assistance service takes time, usually six to eight weeks from the time of the final negotiated request. (*Note:* A small number of urgent requests can be handled.)

5. The types and ranges of individualized services that TADS can provide. (See below.)

6. The maximum assistance that TADS can provide and the approximate number of needs that an average agreement contains. (See below.)

TYPES AND RANGE OF
TECHNICAL ASSISTANCE SERVICES PROVIDED BY TADS

The assistance TADS provides to projects may be divided into two basic groups: (1) individualized services which are negotiated and facilitated through the use of the Technical Assistance Agreements; and (2) other types of services which are not contained in agreements (e.g., TADS- and WESTAR-developed printed materials, newsletters, and topical workshops).

Choosing individualized services to be contained in written agreements is of primary interest here. TADS can provide assistance in any of the tasks contained in the HCEEP Demonstration Project Profile. Keep in mind that TADS draws its technical assistance resources from a large pool of consultants and programs across the country. Also, TADS' assistance is provided at no cost. The services of TADS can be provided in the following ways:

1. *ON-SITE CONSULTATION* - This delivery strategy allows a consultant(s) to visit a project and address an individual need. A systematic approach is used to prepare, implement, follow up, and summarize the consultation.

2. *OFF-SITE CONSULTATION* - This delivery strategy is basically the same as on-site consultation; the difference is that a designated person(s) from a project staff visits the consultant.

3. *PROJECT VISITATION* - This strategy involves one or more of a project staff visiting an established program which has ongoing services in order to observe the delivery of comprehensive or specialized services, to interact with some or all of the visited program's staff, and to review and observe program-developed materials and physical facilities.

4. *SMALL GROUP TECHNICAL ASSISTANCE MEETINGS* - This delivery strategy provides the opportunity to combine a positive aspect of group meetings--the opportunity to share and

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solve problems as a group--and the major benefit of individualized consultation--the opportunity to work on a specific need with an individual resource person. To maintain the small group atmosphere, between 5 to 7 projects with a similar need are usually involved in a meeting. Consultation is provided in groups and individually. Each year a list of proposed small group meetings is distributed with the Needs Assessment Package.

5. *REVIEW AND CRITIQUE CONSULTATIONS* - This strategy employs a consultant to review and critique a product in development and to provide a written report indicating recommendations. The product may be in either a first draft/planning stage or nearing the final draft when the review and critique is provided. Products benefitting from such reviews include written documents (e.g, program plans, brochures, evaluation plans, and curriculum guides) and multi-media packages (e.g., slidetapes, videotapes, and other media presentations).

6. *INFORMATION SERVICES* - This delivery strategy involves finding and matching information resources to an identified need. Information resources include previously developed annotated bibliographies, individualized computer literature searches, sample materials for review purposes, and referrals for other information. This strategy does *not* include the purchase of materials by TADS for the project.

DETERMINING THE TECHNICAL ASSISTANCE
TO BE DELIVERED BY TADS

Past experience indicates that, for any project, TADS is usually able to support assistance for *three to five needs* with their associated activities. The extent of services requested to address an individual need as well as the type of delivery mechanism chosen will affect the number of needs that may be addressed. For example, the costs of providing small group technical assistance meetings are relatively high. If that delivery strategy were chosen for all the needs in a technical assistance agreement, only two needs could be addressed.

The TADS staff members bear the primary responsibility for costing the agreement and ensuring that there will be resources available when the time comes for the assistance. If it is necessary to change the number of needs that TADS can address, the project will be contacted to negotiate the change.

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TENTATIVE TECHNICAL ASSISTANCE AGREEMENTS

The "Tentative Technical Assistance Agreements" are the final
product of the needs assessment. They provide the basic infor-
mation that will be used to develop the "Memorandum of Agreement"
(Attachment 6 on page 105). This agreement is between a project
and TADS and describes, as clearly as possible, the technical
assistance services to be delivered by TADS. Since the information
contained in these agreements must be communicated to several
persons (the project staff, TADS TA Coordinator, and ultimately,
the person who will be providing the assistance), it is imperative
that the individual agreements be logically and clearly written.

A Tentative Technical Assistance Agreement consists of two forms
for each identified need: (1) the "Technical Assistance Agreement
Work Sheet" and (2) "Sequence of Technical Assistance Activities"
(Attachments 7 and 8 on pages 111 and 115).

Each form has a box at the top called the "Need Priority Number."
This number indicates the importance of a specific technical
assistance need in relation to others. All technical assistance
needs requested to be addressed with assistance from TADS *must
be rank-ordered from most important (#1) to least important.*
The rank order allows TADS to address those needs the project
considers most important, in the event that TADS cannot address
all the technical assistance needs a project requests. The
need priority number of the sequence of activities work sheet
should be the same as the number of its corresponding technical
assistance agreement worksheet. If there are several needs to
rank (more than five) it is suggested they be rank-ordered *before*
developing the agreement. Otherwise the needs can be rank-
ordered after the development of the tentative technical assis-
tance agreements.

Note: The priority ranking is *not* necessarily the chronological
order for the completion dates of the objectives.

TECHNICAL ASSISTANCE AGREEMENT WORK SHEET

The Technical Assistance Agreement Work Sheet is one of two
major forms that facilitates the development of the Memorandum
of Agreement between the project and TADS. A quick review of
that form (Attachment 7 on page 111) would be most helpful before
reading the explanation of the work sheet's components.

I. __NEED STATEMENT.__ Each Need Statement should correspond to one
of the needs previously selected to be addressed with assistance
from TADS. Each Need Statement should begin with the words
"assistance in" and then be completed with a general statement of
the project's need.

II. __FOCUS OF TECHNICAL ASSISTANCE.__ The Focus of Technical Assis-
tance is defined as the one outcome that is most important for
addressing the stated technical assistance need. Each objective
that is to be listed should have only ONE focus, even though the
assistance described in the agreement could have more. If there
is going to be more than one objective, indicate which focus
goes with which objective (i.e., objective number one's focus
should be identified by placing a number "1" in the blank before
the appropriate focus). The four possible foci are:

1. *Knowledge and Awareness.* The result of the technical
   assistance is that the identified target(s) (explanation
   of target[s] follows) will have new information to use
   in planning and implementing some aspect of the program.

2. *Skill Development.* The result of the technical assistance
   is that the target(s) will have the ability to *do* some-
   thing; for example, write a behavioral prescription, or
   use sensory integration techniques.

3. *Product Development.* The result of the technical assis-
   tance is that the target(s) will have a specific product
   that can be used (e.g., a slidetape, evaluation plan, a
   parent activities manual).

4. *Decision/Change.* The result of the technical assistance
   is that the target(s) will make a decision about some
   portion of the program (e.g., select an assessment
   procedure, revise a previously developed evaluation plan).

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III. TARGETS FOR TECHNICAL ASSISTANCE. List by title the staff
member(s) who is the primary recipient(s) of the technical
assistance. The targets should *not* be the children in the
program, their parents, or decision makers; they are the project's
targets, and while TADS activities may affect them indirectly,
they are not targets of TADS technical assistance.

IV. DEADLINE(S). List one date (month, day, and year) for the
completion of each objective. If there is more than one
objective, indicate which date goes with which objective.
Please note that this deadline is a completion date for accom-
plishment of the objective. Therefore you should allow time
for your identified target(s) to process information, try out
new skills developed, and so forth. *The general time frame of
assistance from TADS is from NOVEMBER 1 To JUNE 30 of each year.*

V.   TECHNICAL ASSISTANCE OBJECTIVE(S). Using the objective
formula listed on the form, develop a precise statement of what
the technical assistance should accomplish. There should be one
(perhaps two) objective(s) for each technical assistance need.
The objective may not necessarily address the entire need, but
it should address a portion of the need or change the need in
some way. If you have listed a number of targets, you may wish
to use the phrase "designated project staff"; for example, "By
March 15, 19--, the designated project staff will develop an
evaluation plan that specifies the data to be collected and
timelines for collection, and outlines the statistical analysis
procedures to be used for the services for children component."

VI. TECHNICAL ASSISTANCE ACTIVITIES. Select the most appropriate
technical assistance delivery method or a combination of methods
to address the need. The previously discussed information about
each delivery strategy and the following discussion should help
in the decisions:

1. *Information Services.* This type of delivery strategy is
    appropriate when one or more staff members need more
    information before they can adequately proceed to another
    activity. In the majority of circumstances, information
    services are useful if the focus is knowledge and awareness.

2. *On-Site Consultation.* This delivery strategy is useful
    when one or more targets have been identified. Receiving
    assistance through an on-site consultation is appropriate
    when any of the four foci have been selected. Most
    consultations involve only one consultant who will visit

a project for a relatively short period of time--one to three days. Therefore, the tasks described in the technical assistance plan should be accomplishable within these parameters. An advantage of this delivery strategy is that the consultant can meet with a number of staff members simultaneously.

3. *Off-Site Consultation.* This strategy has some of the same qualities as an on-site consultation. Two other factors which make this an appropriate strategy to select are: (a) when the potential consultant has limited travel time allowances, and (b) when the consultant would need access to a variety of resources and materials which would be difficult to transport. Only in limited circumstances will it be possible for more than one person on the staff to travel with TADS support.

4. *Project Visitation.* If addressing the need involves observation of an ongoing program or skill training which requires materials and resources not available at a project, then a visit to another site is appropriate. The foci of knowledge and awareness and skill development are most appropriate for this strategy. Travel can be supported by TADS for one or two staff members.

5. *Review and Critique Consultation.* Any number of staff may be targeted for this strategy. The foci which are most appropriate for this delivery strategy are decision/change and product development. To select this strategy, a project must have some written or audiovisual subject matter which needs a consultant's review and critique.

6. *Small Group Technical Assistance Meetings.* This strategy provides an excellent opportunity for group problem-solving with colleagues, information-sharing, and some individual consultation. Usually TADS will only be able to support one person from a staff to travel to a small group meeting. (A list of proposed Small Group Technical Assistance Meetings is included in the Needs Assessment Package.)

SEQUENCE OF TECHNICAL ASSISTANCE ACTIVITIES WORK SHEET

<u>VII. SEQUENCE OF ACTIVITIES</u>. The Sequence of Activities work
sheets provide precise, detailed, sequential descriptions of
the steps to be taken to meet each technical assistance objective.
The primary purpose is to provide in chronological sequence the
specific calendar dates for the completion of each activity, and
the number of days of assistance and visits requested. A separate
sequence of activities sheet exists for each type of TA activity
(see example of sheet for on-site consultation in Attachment B).
All six types of the sequence sheets have the same format and
show the steps involved in carrying out a particular type of TA
activity.

Select the sequence sheet from the Needs Assessment Package which
corresponds to the type of technical assistance activity chosen
for the TA need, and follow the directions on the sheet. If more
than one objective was developed, complete a separate sequence
sheet for each objective. An extra space exists on the form to
allow for individualization of the activity sequence by adding
more activities, or by rearranging the existing ones. An example
of an activity that you may wish to add is the development of a
written plan that would be sent to a consultant prior to the
consultant's visit.

The deadline selected for the completion of each TA objective
should guide the selection of specific dates for each activity
in the sequence. Use the deadline of the TA objective as a
beginning point, and then "backchain" the timeline using the
suggested time frames between activities. If a combination
of delivery methods was chosen to address a technical assistance
need, lay out the total plan using the appropriate sequence of
activities work sheets.

<u>VIII. RECOMMENDATIONS, QUALIFICATIONS, AND OTHER INFORMATION</u>.
Use this additional space to list any information that will be
helpful to TADS in assisting with this technical assistance plan--
for example: specific content areas, skills, expertise needed
by consultant; specific program to be visited; or recommended
or requested consultant.

SECTION IV

Summary and Evaluation

Closure to the Needs Assessment is achieved by summarizing the process and returning the appropriate materials to TADS. This fourth and final section describes what needs to be done and how.

SUGGESTIONS FOR SUMMARIZING

The "Needs Assessment Summary Report" form (see Attachment 9 on page 119) is to be completed by the project and returned to TADS. In the section of that form labeled "Project's Needs Assessment Facilitator," the name and title/position of the project staff person who had primary responsibility for facilitating the needs assessment should be listed (e.g., Mary Smith, Project Director). The Needs Assessor, if one was present, should be listed on the designated line. The names and titles of *all* people on the staff who were involved in the needs assessment are to be included. In the agenda section, list the major activities that were conducted and the time of day each was accomplished. For example:

November 6, 19--

    8:30 - 9:00 ....Introduction and Overview of
                                    Needs Assessment
    9:00 - 10:00 ....Reviewed Services for Children
                                    Program Activities
    (etc.)

November 7, 19--

    9:00 - 9:15 ....Reviewed the Day's Agenda

    9:15 - 10:30 ....Selected the Needs to be Addressed
                                    and Developed the TA Objectives
    (etc.)

If a written agenda for the two days was developed which accurately reflects the days' schedules, it may be attached in lieu of completing the agenda section.

EVALUATION

Each project and needs assessor should complete an "Evaluation of Needs Assessment" form. This form, which is enclosed with the supplemental material, probes for accomplishments of the needs assessment, client satisfaction with needs assessment, and other outcomes which may have been generated by the needs assessment process.

MATERIALS ~~TO~~ BE RETURNED TO TADS

Prior to mailing the materials listed below, COPIES SHOULD BE
MADE OF ALL DOCUMENTS. This precautionary measure is strongly.
recommended, since items are sometimes lost in the mail.

THESE MATERIALS ARE TO BE RETURNED TO TADS IN THE ENVELOPE
PROVIDED:

1. A copy of the completed HCEEP Demonstration Project Profile
   and Summary Page.

2. All completed copies of the Technical Assistance Agreement
   Work Sheets.

3. All completed copies of the Sequence of Technical Assistance
   Activities. These should be attached to corresponding TA
   Agreement Work Sheet.

4. The completed Needs Assessment Summary Report.

5. The completed Project Evaluation of Needs Assessment Form.

NEXT STEPS

Once the needs assessment materials have been received by TADS,
they will be reviewed to ensure their clarity. The project's
Technical Assistance Coordinator at TADS will call the project
within three working days after the receipt of the materials,
and will address any questions. Once the tentative agreements
have been clarified, the TA Coordinator will develop a "Memorandum
of Agreement." This memorandum will receive a thorough "in-house"
review to check for clarity once again and to ensure that TADS'
resources will be available to provide the assistance requested.
The Associate Director of TADS for Services to Projects will then
sign the agreement and it will be mailed to the project for
approval and signature. Unless special arrangements have been
made with the TADS TA Coordinator, TADS will *not* begin technical
assistance services described in the agreements until the "Memoran-
dum of Agreement" has been approved, signed, and returned. Two
copies of the "Memorandum of Agreement/Technical Assistance Agree-
ment" are then sent to OSE along with the "Needs Assessment
Summary Report."

Please Note

TADS TA Coordinators are available for telephone consultation/
clarification during the Needs Assessment process for projects
engaged in self-assessment and those with an external Needs Assessor
on-site. (Collect calls will be accepted at 919/~~967-9221~~.)
962-2001

ATTACHMENTS

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ATTACHMENT 1

HANDLING OF NEEDS ASSESSMENT INFORMATION

HANDLING OF NEEDS ASSESSMENT INFORMATION

One of the principles of the TADS program is the maintenance
of confidentiality between TADS and the programs that TADS
serves. In addition, OSE has acknowledged the importance
of this principle and does not request that TADS provide
them with evaluative information on individual programs.
However, TADS is required to report to OSE regularly on
the technical assistance services it provides to projects,
including needs assessments.

The specific, completed needs assessment forms and materials
used in a needs assessment remain at the TADS office and are
not shared with any other projects or with OSE. These materials
include:

a. The HCEEP Demonstration Project Profile and Summary
   Page

b. The Technical Assistance Agreement Work Sheets and
   Sequence of Activities Sheets

c. The Needs Assessor's Report

d. The Evaluation of Needs Assessment Form

TADS does provide two documents to OSE as a result of the needs
assessment. They are:

a. A Needs Assessment Summary Report

b. Two copies of the signed Memorandum of Agreement between
   TADS and the project.

Both of these documents are sent to the project for review
before they are sent to OSE.

Finally, TADS provides OSE with summary data on the needs
assessment of all projects, showing how needs break out across
program areas and by year of funding.

ATTACHMENT 2

HCEEP DEMONSTRATION PROJECT PROFILE
A NEEDS ASSESSMENT INSTRUMENT

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TADS – WESTAR

HCEEP DEMONSTRATION PROJECT PROFILE:
A Needs Assessment Instrument

This needs assessment instrument was developed by the Technical Assistance Development System (TADS) and Western States Technical Assistance Resource (WESTAR). It will be used with HCEEP Demonstration Projects throughout the United States to assess project needs which might be addressed through systematic technical assistance.

May, 1978

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HCEEP DEMONSTRATION PROJECT PROFILE:
A NEEDS ASSESSMENT INSTRUMENT

Instructions

The purposes of this needs assessment instrument are to: (a) provide a systematic review of the current status of an HCEEP demonstration project, (b) identify the areas in which further development is needed or desired during this year, and (c) define those areas in which technical assistance can help the project make the needed or desired progress. The HCEEP Demonstration Project Profile is divided into five major program areas: Administration and Management; Services for Children; Services for Parents; Staff Development; and Demonstration, Dissemination and Continuation.

The profile examines each major program area to determine a) how extensively each area has been planned and conceptualized, b) the extent to which the plans in each program area are being implemented, and c) the extent to which each program area is being evaluated.

Tasks which are common to many HCEEP demonstration projects comprise the items on the profile. Additional space is also provided for any tasks not captured on the profile. Each task should be examined using the following steps:

Step I — Determine whether the task is relevant to the demonstration project. If the task is not relevant, circle "0" on the rating scale and proceed to the next item.

Step II — If the task is relevant, rate the current status of the project on that task using the following scale:

1. "1" — Must Be Considered and Planned (The task is relevant, but work to complete it has not begun.)

2. "2" — Task Partly Completed (Work to complete the task has been started.)

3. "3" — Task Completed/In Operation (No additional work to complete the task is needed. Work related to the task may be ongoing.)

Step III — If the current status of the task is rated either "1" or "2," determine whether the status of that task should change during this year in order for the demonstration project to make needed or desired progress. If a change in status is indicated, record the desired status in the space provided. For example, a task may be rated at "1" and the desired status for the end of the year is "3." Record a 3 in the space provided. If no change in status is desired write NC in the space provided.

Step IV — For every task where a desired change in status has been indicated, determine whether the project can make the desired progress using its own resources, or whether technical assistance will be necessary to achieve the desired progress. If technical assistance is needed, place a check (✓) in the space provided. A technical assistance need may also be indicated in relation to a task that has been rated "3"—Task Completed/In Operation. In such cases the purpose of the technical assistance would be to enhance the project's procedures in that task area.

ADMINISTRATION AND MANAGEMENT COMPONENT

This section deals with the overall organization, administration and management of the project.

Conceptualization

PROGRAM PLANNING

The project has a written statement of . . .	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
1. . . . the overall program philosophy.	0	1	2	3	____	____
2. . . . project goals and objectives consistent with the program philosophy.	0	1	2	3	____	____
3. . . . activities and timelines for the achievement of each goal and objective.	0	1	2	3	____	____
4. . . . the project's organizational structure.	0	1	2	3	____	____
5. . . . the roles and responsibilities between the project and the local fiscal agency.	0	1	2	3	____	____
6. . . . a policy for involvement with other agencies and projects.	0	1	2	3	____	____
7. . . . regular project review.	0	1	2	3	____	____
8. . . . procedures for informed consent, due process and assurance of confidentiality.	0	1	2	3	____	____

PERSONNEL

The project has a written statement of and/or clearly delineated plans and procedures for . . .						
9. . . . identifying current and future staffing needs.	0	1	2	3	____	____
10. . . . developing job descriptions and qualifications for all project staff.	0	1	2	3	____	____
11. . . . recruitment that meets the needs of the project and falls within legal guidelines.	0	1	2	3	____	____

PHYSICAL ARRANGEMENTS

The project has a written statement of and/or clearly delineated plans and procedures for . . .						
12. . . . preparing the project's physical facilities.	0	1	2	3	____	____
13. . . . identifying equipment and supplies to be purchased.	0	1	2	3	____	____
14. . . . meeting the transportation needs of children, parents and/or staff.	0	1	2	3	____	____

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ADMINISTRATION AND MANAGEMENT COMPONENT

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need

FINANCIAL ADMINISTRATION

The project has a written statement of and/or clearly delineated plans and procedures for . . .

15. . . . reviewing the budget during the current year.	0	1	2	3	——	——
16. . . . expending funds, accounting for expenditures, initiating budget changes and purchasing.	0	1	2	3	——	——
17. . . . meeting the cost analysis information needs of the project.	0	1	2	3	——	——

EVALUATION PLANNING

The project has a written statement of and/or clearly delineated plans and procedures for . . .

18. . . . identifying the audiences for the evaluation and their information needs.	0	1	2	3	——	——
19. . . . identifying the major areas of the program to be evaluated.	.0	1	2	3	——	——
20. . . . determining the specific kinds of information to be collected for each selected component.	0	1	2	3	——	——
21. . . . selecting the procedures and/or instruments for collecting the required information.	0	1	2	3	——	——
22. . . . selecting procedures to be used in analyzing and interpreting the data.	0	1	2	3	——	——
23. . . . determining staff and nonstaff (if applicable) responsibilities for evaluation.	0	1	2	3	——	——
24. . . . establishing a timeline for data collection and analysis.	0	1	2	3	——	——
25. . . . determining procedures for presenting the evaluation to its intended audiences.	0	1	2	'3	——	——
26. . . . establishing a system for continuous evaluation feedback to the staff.	0	1	2	3	——	——

RECORDS AND REPORTS

The project has a written statement of and/or clearly delineated plans and procedures for . . .

27. . . . designing a records and filing system for each project component.	0	1	2	3	——	——
28. . . . preparing reports to BEH, the local fiscal agency and/or potential sources of continuation funding.	0	1	2	3	——	—

ADMINISTRATION AND MANAGEMENT COMPONENT

	CURRENT PROJECT STATUS				Desired Change In Status During This Year	Technical Assistance Need
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation		

ADVISORY BOARD

The project has a written statement of and/or clearly delineated plans and procedures for . . .

29. ... determining the advisory board's membership.	0	1	2	3	——	——
30. ... determining the roles and functions of the advisory board.	0	1	2	3	——	——
31. ... scheduling and conducting advisory board meetings.	0	1	2	3	——	——

COORDINATION WITH OTHER AGENCIES

The project has a written statement of and/or clearly delineated plans and procedures for . . .

32. ... establishing liaison with other local and state agencies.	0	1	2	3	——	——
33. ... participating in planning efforts for services to young handicapped children and their families at the community and/or state level.	0	1	2	3	——	——

OTHER CONCEPTUALIZATION TASKS:

_____	0	1	2	3	——	——
_____	0	1	2	3	——	——

Implementation

PROGRAM PLANNING

34. Project goals and objectives are being reviewed and/or revised to reflect any shifts in program planning and development.	0	1	2	3	——	——
35. Progress toward the achievement of each project goal and objective is being maintained according to established timelines.	0	1	2	3	——	——
36. All aspects of the project's organizational structure are operational.	0	1	2	3	——	——

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ADMINISTRATION AND MANAGEMENT COMPONENT

	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need

37. The roles and responsibilities between the project and its local fiscal agency are being carried out as established.

| | 0 | 1 | 2 | 3 | ____ | ____ |

38. Regular project review procedures are being carried out as established.

| | 0 | 1 | 2 | 3 | ____ | ____ |

39. Procedures for providing informed consent, due process and assurance of confidentiality are being carried out as established.

| | 0 | 1 | 2 | 3 | ____ | ____ |

PERSONNEL

40. Project staff have been hired.

| | 0 | 1 | 2 | 3 | ____ | ____ |

41. Project staff are carrying out their respective responsibilities as described in their job descriptions.

| | 0 | 1 | 2 | 3 | ____ | ____ |

PHYSICAL ARRANGEMENTS

42. Needed physical facilities have been secured and/or prepared.

| | 0 | 1 | 2 | 3 | ____ | ____ |

43. Supplies and equipment have been purchased.

| | 0 | 1 | 2 | 3 | ____ | ____ |

44. The transportation system is in operation.

| | 0 | 1 | 2 | 3 | ____ | ____ |

FINANCIAL ADMINISTRATION

45. Procedures for expending and monitoring project funds have been implemented.

| | 0 | 1 | 2 | 3 | ____ | ____ |

46. Procedures to meet the cost analysis information needs of the project have been implemented.

| | 0 | 1 | 2 | 3 | ____ | ____ |

EVALUATION PLANNING

47. All instruments and procedures have been purchased and/or developed.

| | 0 | 1 | 2 | 3 | ____ | ____ |

48. A system for collecting, storing and retrieving evaluation data is operational for each program component.

| | 0 | 1 | 2 | 3 | ____ | ____ |

49. Methods for processing and analyzing data are operational.

| | 0 | 1 | 2 | 3 | ____ | ____ |

50. Mechanisms for preparing reports containing evaluation data for target audiences are operational.

| | 0 | 1 | 2 | 3 | ____ | ____ |

ADMINISTRATION AND MANAGEMENT COMPONENT

	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
51. A system for regularly providing evaluation feedback to the staff is operational.	0	1	2	3	___	___
RECORDS AND REPORTS						
52. The records and filing system(s) are established and operational.	0	1	2	3	___	___
53. Reports are being prepared as required or needed.	0	1	2	3	___	___
ADVISORY BOARD						
54. The advisory board membership is complete.	0	1	2	3	___	___
55. The advisory board is fulfilling its roles and functions.	0	1	2	3	___	___
COORDINATION WITH OTHER AGENCIES						
56. Information is being exchanged with other preschool programs and agencies.	0	1	2	3	___	___
57. The project is represented in community/state planning efforts for providing services to young handicapped children and their families.	0	1	2	3	___	___
58. The children being served in the project are included in the LEA/SEA child count.	0	1	2	3	___	___
OTHER IMPLEMENTATION TASKS:						
_____	0	1	2	3	___	___
_____	0	1	2	3	___	___

CURRENT PROJECT STATUS

ADMINISTRATION AND MANAGEMENT COMPONENT

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need

Evaluation

59.	Evaluation data on goals and objectives related to administration are being collected.	0	1	2	3	___	___
60.	A list of the project staff, job titles and role descriptions is available.	0	1	2	3	___	___
61.	An organizational chart showing staff responsibilities and coordination is available.	0	1	2	3	___	___
62.	Evaluation reports and/or other required records and reports are available for review.	0	1	2	3	___	___
63.	Documentation of contacts, referrals and other coordinated activities with other agencies is available.	0	1	2	3	___	___
64.	Minutes of advisory board meetings and documentation of other advisory board activities are available	0	1	2	3	___	___

SERVICES FOR CHILDREN COMPONENT

This component identifies tasks related to providing services for the project's children. It includes locating, screening and admitting children into the project. It also deals with curriculum development and carrying out IEP's.

Conceptualization

	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
1. The project has a written statement of the philosophy/theoretical approach to the project's services to young handicapped children.	0	1	2	3	___	___
2. The project has a written statement of goals and objectives for the Services for Children Component.	0	1	2	3	___	___
3. The project has a written statement of the number and type(s) of children to be served (by age and handicapping condition).	0	1	2	3	___	___

The project has a written statement of and/or clearly delineated plans and procedures for . . .

4. . . . locating children that might be eligible for the project (case-finding).	0	1	2	3	___	___
5. . . . screening children to determine their eligibility for the project.	0	1	2	3	___	___
6. . . . admitting children into the program (including established admission criteria).	0	1	2	3	___	___
7. . . . referring handicapped children who are not admitted into the project.	0	1	2	3	___	___
8. . . . providing an assessment for each child admitted to the project that is appropriate and non-discriminating.	0	1	2	3	___	___
9. . . . developing an individualized educational plan (IEP) for each child admitted to the project that conforms to state and federal guidelines.	0	1	2	3	___	___
10. . . . using assessment data in the development of the annual and short term goals in a child's IEP.	0	1	2	3	___	___
11. . . . developing instructional plans to meet the annual and short term goals in a child's IEP.	0	1	2	3	___	___
12. . . . collecting data on each child's progress toward annual and short term goals and using the data for decision making.	0	1	2	3	___	___
13. . . . documenting the progress of children using reliable instruments administered at program entry and at predetermined points in time.	0	1	2	3	___	___
14. . . . developing or adopting an overall curriculum for the project.	0	1	2	3	___	___
15. . . . acquiring services for children from other agencies.	0	1	2	3	___	___

SERVICES FOR CHILDREN COMPONENT

	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need

The project has a written statement of and/or clearly delineated plans and procedures for ...

16. ... assisting other programs into which children are placed when they leave the project.	0	1	2	3	——	——
17. ... assigning staff responsibilities within the Services for Children Component.	0	1	2	3	——	——
18. ... maintaining records on the activities of the Services for Children Component.	0	1	2	3	——	——

OTHER CONCEPTUALIZATION TASKS:

_____	0	1	2	3	——	——
_____	0	1	2	3	——	——

Implementation

19. Casefinding activities are ongoing or completed for this year.	0	1	2	3	——	——
20. Screening activities are ongoing or completed for this year.	0	1	2	3	——	——
21. The project has admitted and is currently serving the number and type(s) of children specified in its plans.	0	1	2	3	——	——
22. Referral procedures for handicapped children who were not admitted to the project have been carried out.	0	1	2	3	——	——
23. Assessment procedures have been carried out for each child admitted to the project.	0	1	2	3	——	——
24. An IEP has been developed for each child admitted to the project.	0	1	2	3	——	——
25. Procedures for developing instructional plans for each child and collecting data for instructional decision making have been implemented.	0	1	2	3	——	——
26. Procedures for documenting the progress of children using reliable instruments have been implemented according to established timelines.	0	1	2	3	——	——
27. An overall curriculum for the project has been developed or adopted and is being implemented.	0	1	2	3	——	——

SERVICES FOR CHILDREN COMPONENT

	CURRENT PROJECT STATUS				Desired Change In Status During This Year	Technical Assistance Need
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation		
28. Sufficient curriculum materials have been acquired to carry out the project's instructional program.	0	1	2	3	___	___
29. Records are being maintained on the activities of the Services for Children Component.	0	1	2	3	___	___
30. An individual record file on each child served by the project is being maintained.	0	1	2	3	___	___
31. Procedures for securing services for children through other agencies have been implemented.	0	1	2	3	___	___
32. Procedures for assisting a child's transition into another program have been implemented.	0	1	2	3	___	___

OTHER IMPLEMENTATION TASKS:

_____	0	1	2	3	___	___
_____	0	1	2	3	___	___

Evaluation

Data are being collected to . . .

33. . . . document that the criteria for selection of children for project services have been established and are being followed.	0	1	2	3	___	___
34. . . . document services provided or secured for children not accepted into the program.	0	1	2	3	___	___
35. . . . document other services (external to the project) obtained for project children.	0	1	2	3	___	___
36. . . . document that the planned services were provided to project children.	0	1	2	3	___	___
37. . . . document the extent to which each child has attained the instructional objectives of the IEP.	0	1	2	3	___	___
38. . . . document the extent to which the goals and objectives of the Services for Children Component have been attained.	0	1	2	3	___	___
39. . . . document the extent to which parents are satisfied with project services for their children.	0	1	2	3	___	___
40. . . . document the progress of children apart from each child's IEP.	0		2	3	___	___

SERVICES FOR PARENTS COMPONENT

This component identifies tasks that relate to the project's program for serving parents and other family members and for involving parents in project operations. Tasks in this section may also apply to other caregivers such as aides (in institutional settings) or foster parents.

Conceptualization

	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
1. The project has a written statement of the philosophy for parent and family involvement with the project.	0	1	2	3	___	___
2. The project has a written statement of goals and objectives for the Services for Parents Component.	0	1	2	3	___	___
The project has a written statement of and/or clearly delineated plans and procedures for . . .						
3. . . . orienting parents and other family members to the project.	0	1	2	3	___	___
4. . . . determining the needs of parents that can be addressed by the project.	0	1	2	3	___	___
5. . . . providing direct project services for parents.	0	1	2	3	___	___
6. . . . providing types of parent involvement other than receiving direct services.	0	1	2	3	___	___
7. . . . identifying needs and acquiring services for parents from other agencies.	0	1	2	3	___	___
8. . . . providing information and involvement for parents as required in PL 94 142 and HCEEP guidelines.	0	1	2	3	___	___
9. . . . assigning staff responsibilities within the Services for Parents Component.	0	1	2	3	___	___
10. . . . maintaining records on the activities of the Services for Parents Component.	0	1	2	3	___	___

OTHER CONCEPTUALIZATION TASKS:

_____	0	1	2	3	___	___
_____	0	1	2	3	___	___

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SERVICES FOR PARENTS COMPONENT

	CURRENT PROJECT STATUS					
Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need

Implementation

11. The philosophy, goals, and objectives for parent and family involvement has been communicated to staff and parents.

        0   1   2   3 ____ ____

12. Materials necessary for implementing the activities of the Services for Parents Component have been developed and/or acquired.

        0   1   2   3 ____ ____

13. Procedures for orienting parents and other family members to the project have been implemented.

        0   1   2   3 ____ ____

14. Procedures for determining the needs of parents have been implemented.   0   1   2   3 ____ ____

15. Procedures for providing direct project services for parents have been implemented.   0   1   2   3 ____ ____

16. Procedures for providing types of parent involvement other than receiving direct project services have been implemented.

        0   1   2   3 ____ ____

17. Procedures for identifying needs and acquiring services for parents from other agencies have been implemented.

        0   1   2   3 ____ ____

18. Procedures for providing information and involvement for parents as required in PL 94-142 and HCEEP guidelines have been implemented.

        0   1   2   3 ____ ____

19. Records on the activities of the Services for Parents Component are being maintained.   0   1   2   3 ____ ____

OTHER IMPLEMENTATION TASKS:

_____ 0   1   2   3 ____ ____

_____ 0   1   2   3 ____ ____

SERVICES FOR PARENTS COMPONENT

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need

Evaluation

Data are being collected to ...

		Not Relevant	Must Be Considered	Task Partially	Task Completed	Desired Change	Technical Assistance
20.	... document existing needs of project parents.	0	1	2	3	___	___
21.	... document the extent to which planned services have been delivered.	0	1	2	3	___	___
22.	... document the extent to which other types of parent involvement have occurred.	0	1	2	3	___	___
23.	... document the extent to which goals and objectives of the Services for Parents Component have been attained.	0	1	2	3	___	___
24.	... document the extent to which parents are satisfied with project services for themselves.	0	1	2	3	___	___
25.	... document the extent of progress (or change) in parents where appropriate.	0	1	2	3	___	___

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STAFF DEVELOPMENT COMPONENT

This component identifies tasks that relate to the professional development of project staff. It includes determining staff development needs, resources, and plans to meet those needs.

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need

Conceptualization

1. The project has a written statement of goals and objectives for the Staff Development Component. — 0 1 2 3 ___ ___

The project has a written statement of and/or clearly delineated plans and procedures for . . .

2. . . . orienting staff to the project and the Handicapped Children's Early Education Program. — 0 1 2 3 ___ ___
3. . . . identifying the competencies necessary to fulfill each staff role. — 0 1 2 3 ___ ___
4. . . . determining staff development/training needs. — 0 1 2 3 ___ ___
5. . . . a staff development/training program that addresses the currently identified needs. — 0 1 2 3 ___ ___
6. . . . assigning staff responsibilities within the Staff Development Component. — 0 1 2 3 ___ ___
7. . . . maintaining records on the activities of the Staff Development Component. — 0 1 2 3 ___ ___

OTHER CONCEPTUALIZATION TASKS:

_____ 0 1 2 3 ___ ___

_____ 0 1 2 3 ___ ___

Implementation

8. Current staff have been oriented to the project and to the Handicapped Children's Early Education Program. — 0 1 2 3⁻ ___ ___
9. Staff development/training needs have been identified. — 0 1 2 3 ___ ___
10. Resources needed for implementing the staff development/training program have been acquired. — 0 1 2 3 ___ ___

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STAFF DEVELOPMENT COMPONENT

	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
11. Staff development activities are ongoing and/or completed.	0	1	2	3	____	____
12. Records on the activities of the Staff Development Component are being maintained.	0	1	2	3	____	____

OTHER IMPLEMENTATION TASKS:

_____	0	1	2	3	____	____
_____	0	1	2	3	____	____

Evaluation

Data are being collected to . . .

13. . . . document the existing staff development needs of project staff.	0	1	2	3	____	____
14. . . . document the extent to which all planned staff development activities were provided.	0	1	2	3	____	____
15. . . . document the extent to which goals and objectives of the Staff Development Component have been attained.	0	1	2	3	____	____
16. . . . document the extent to which staff members were satisfied with the staff development program.	0	1	2	3	____	____
17. . . . document the extent of progress or change in staff knowledge/skills as a result of staff development activities (where appropriate).	0	1	2	3	____	____
18. . . . document the extent to which project staff have acquired the competencies necessary to fulfill their respective staff roles.	0	1	2	3	____	____

DEMONSTRATION, DISSEMINATION AND CONTINUATION COMPONENT

This section identifies tasks related to the project's plans for impacting upon its community and state during the three year demonstration phase. It includes plans for communicating with the general public and with specific target audiences. It also deals with plans for acquiring continuation funding beyond the three years of BEH support.

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need

Conceptualization

1. The project has a written statement of goals and objectives for the Demonstration, Dissemination and Continuation Component.	0	1	2	3	___	___

The project has a written statement of and/or clearly delineated plans and procedures for . . .

2. . . . developing public awareness of the need for services for young handicapped children.	0	1	2	3	___	___
3. . . . providing information to the public about the project.	0	1	2	3	___	___
4. . . . selecting the aspects of the project that will be disseminated.	0	1	2	3	___	___
5. . . . selecting the target audiences for the project's demonstration and dissemination activities.	0	1	2	3	___	___
6. . . . influencing the selected target audiences.	0	1	2	3	___	___
7. . . . developing specific products to be used in demonstration and dissemination activities.	0	1	2	3	___	___
8. . . . demonstrating the project to on-site visitors.	0	1	2	3	___	___
9. . . . carrying out dissemination activities with the selected target audiences.	0	1	2	3	___	___
10. . . . identifying potential sources for continuation funding.	0	1	2	3	___	___
11. . . . collecting and organizing the information needed for soliciting continuation funding.	0	1	2	3	___	___
12. . . . presenting the project's request for continuation funding to the identified funding sources.	0	1	2	3	___	___
13. . . . assigning staff responsibilities within the Demonstration, Dissemination and Continuation Component.	0	1	2	3	___	___
14. . . . maintaining records on the activities of the Demonstration, Dissemination and Continuation Component.	0	1	2	3	___	___

OTHER CONCEPTUALIZATION TASKS:

_____	0	1	2	3	___	___
_____	0	1	2	3	___	___

DEMONSTRATION, DISSEMINATION AND CONTINUATION COMPONENT

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need

Implementation

15. Plans for developing public awareness of the need for services for young handicapped children have been implemented.

0	1	2	3	___	___

16. Plans for providing information to the public about the project have been implemented.

0	1	2	3	___	___

17. The target audiences for the project's demonstration and dissemination activities have been selected.

0	1	2	3	___	___

18. All planned demonstration/dissemination products have been developed.

0	1	2	3	___	___

19. Procedures for demonstrating the project to on-site visitors have been implemented.
20. Procedures for carrying out dissemination activities with selected target audiences have been implemented.

0	1	2	3	___	___
0	1	2	3	___	___

21. Potential sources for continuation funding have been identified.

0	1	2	3	___	___

22. Information needed for soliciting continuation funding has been collected and organized for presentation to identified continuation funding sources.

0	1	2	3	___	___

23. Strategies for presenting the project's requests for continuation funding are being carried out.

0	1	2	3	___	___

24. Records on the activities of the Demonstration, Dissemination and Continuation Component are being maintained.

0	1	2	3	___	___

OTHER IMPLEMENTATION TASKS:

_____

0	1	2	3	___	___

_____

0	1	2	3	___	___

DEMONSTRATION, DISSEMINATION AND CONTINUATION COMPONENT

	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
CURRENT PROJECT STATUS						

Evaluation

Data are being collected to . . .

25. . . . document the level of knowledge of persons receiving demonstration information (where appropriate).

    0   1   2   3   ——— ———

26. . . . document the extent to which all planned demonstration, dissemination and continuation activities were carried out.

    0   1   2   3.   ——— ———

27. . . . document the extent to which the goals and objectives of the Demonstration, Dissemination and Continuation Component were met.

    0   1   2   3   ——— ———

28. . . . document the extent to which demonstration and dissemination audiences were satisfied with the activities (where appropriate).

    0   1   2   3   ——— ———

29. . . . document the number of replication sites and number of children served in each site (where appropriate).

    0   1   2   3   ——— ———

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ATTACHMENT 3

HCEEP MODEL DEVELOPMENT GUIDE

▲ YEAR ONE - JULY THROUGH DECEMBER FIRST MID YEAR REPORT ▲

MODEL COMPONENTS

MANAGEMENT FUNCTION	CONCEPTUALIZATION	TARGET POPULATION	INTERVENTION	STAFF DEVELOPMENT	SERVICES TO PARENTS	EVALUATION	DEMONSTRATION	DISSEMINATION
PROGRAM PLANNING	Review of philosophical approach after funding	Written specifications for target population and referral procedures	Select appropriate curriculum, assessment procedures	Write and review position description and compare with other components	Write parent programming procedures	Evaluation design: draft written; data collection begun on staff development	Identify various professional and parent groups as potential interested parties	Inform papers, TV, news media, of project. Alert agency officials
PROGRAM IMPLEMENTATION	Implications for other activities			Hire staff and begin staff development process				
PROGRAM EVALUATION AND MODIFICATION	Adaptation and changes in approach							
PROGRAM MAINTENANCE AND INSTITUTIONALIZATION	Begin process of making others aware of approach							

▲ YEAR ONE - JANUARY THROUGH JUNE   FIRST ANNUAL REPORT ▲

MODEL COMPONENTS

MANAGEMENT FUNCTION	CONCEPTUALIZATION	TARGET POPULATION	INTERVENTION	STAFF DEVELOPMENT	SERVICE TO PARENTS	EVALUATION	DEMONSTRATION	DISSEMINATION
PROGRAM PLANNING							Planning continues with target audience selection	
PROGRAM IMPLEMENTATION		Selection of children begun, beginning of January	In place and children being served by January. Assessment and teaching begun	Staff development continues	Selection of procedures for parental involvement-- timelines,etc.	Data collection begun on all program components	Demonstration to parents, community members	Printing of brochures and target audiences selected
PROGRAM EVALUATION AND MODIFICATION		Review in terms of appropriateness and relevance	Initial weekly assessments of appropriateness of intervention	Develop schedule and timelines for staff development				
PROGRAM MAINTENANCE AND INSTITUTIONALIZATION	Conceptualization should be firm at this point but subject to adaptation	Established and firm by close of year	Major content of intervention strategies reviewed and in place by end of first year				Look to internal targets to institutionalize procedures	Begin to systematically look for continuation funds
PROGRAM EXPANSION							Identify sites and groups for demonstration	Look for external target for possible replication

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MANAGEMENT FUNCTION — M O D E L   C O M P O N E N T S

MANAGEMENT FUNCTION	CONCEPTUALIZATION	TARGET POPULATION	INTERVENTION	STAFF DEVELOPMENT	SERVICES TO PARENTS	EVALUATION	DEMONSTRATION	DISSEMINATION
PROGRAM PLANNING						Plan draft evaluation reports for external audiences		Begin planning of final products
PROGRAM IMPLEMENTATION	ALL	COMPONENTS	IMPLEMENTED					
PROGRAM EVALUATION AND MODIFICATION	Reassessment with minor adaptations	Some possible re-definitions and improvement of referral system	Final decions on interven-tion strategies	Continues with addition of new staff and pos-sible changes	Continues with improved parent involvement	Data collec-tion pro-cess with final adaptations	Demo acti-vities in-crease with emphasis on visitations	Final plans for dissem-ination
PROGRAM MAINTENANCE AND INSTITUTIONALIZA-TION							Increased project activities and liaison with communi-ty	Emphasis on exter-nal devel-opment
PROGRAM EXPANSION							Exploration of possible new demo sites	

▲▲ YEAR TWO - JANUARY THROUGH JUNE   SECOND ANNUAL REPORT ▲▲

MANAGEMENT FUNCTION — M O D E L   C O M P O N E N T S

MANAGEMENT FUNCTION	CONCEPTUALIZATION	TARGET POPULATION	INTERVENTION	STAFF DEVELOPMENT	SERVICES TO PARENTS	EVALUATION	DEMONSTRATION	DISSEMINATION
PROGRAM PLANNING								Planning of final products completed
PROGRAM IMPLEMENTATION	ALL MODEL	COMPONENTS	FULLY IMPLEMENTED			Data collec-tion on all program com-ponents fully opera-tional		Drafts of products completed
PROGRAM EVALUATION AND MODIFICATION	ALL MODEL	COMPONENTS	PERIODICALLY REVIEWED			Review of finalize draft evalua-tions report-ing formsts	Demonstration to all inter-ested audience reviewed systematicall	Review of drafts by TA person-nel, BEH Staff,others
PROGRAM MAINTENANCE AND INSTITUTIONALIZA-TION	ALL MODEL COMPONENTS FINALIZED AND INTERNAL AUDIENCES ARE PROVIDED WITH INFORMATION							Review by inter-nal audi-ences
PROGRAM EXPANSION	Preliminary considerations of adaptations	Consideration of changes which can lead to increased target population						Identifi-cation and formal contact with potential replication

MANAGEMENT FUNCTION	MODEL COMPONENTS							
	CONCEPTUALIZATION	TARGET POPULATION	INTERVENTION	STAFF DEVELOPMENT	SERVICES TO PARENTS	EVALUATION	DEMONSTRATION	DISSEMINATION
PROGRAM PLANNING								Plan for dissemination in year(s) after grant
PROGRAM IMPLEMENTATION	ALL MODEL COMPONENTS FULLY IMPLEMENTED							Full implementation of dissemination with products ready for printing or production
PROGRAM EVALUATION AND MODIFICATION	FINAL MINOR ADAPTATIONS BEFORE FINAL DEVELOPMENT							Final Modifications
PROGRAM MAINTENANCE AND INSTITUTIONALIZATION						Data Collection for all external audiences completed	Commitment for continuation secured; full demonstration activities	Dissemination to target audiences on plans for continuation and indicators of success
PROGRAM EXPANSION							Plans for increasing demonstration efforts with new funding sources	Replication activities in place and implemented

▲▲▲ YEAR THREE - JANUARY THROUGH JUNE - FINAL REPORT ▲▲▲

MANAGEMENT FUNCTION	MODEL COMPONENTS							
	CONCEPTUALIZATION	TARGET POPULATION	INTERVENTION	STAFF DEVELOPMENT	SERVICES TO PARENTS	EVALUATION	DEMONSTRATION	DISSEMINATION
PROGRAM PLANNING								
PROGRAM IMPLEMENTATION	ALL MODEL COMPONENTS IMPLEMENTED							
PROGRAM EVALUATION AND MODIFICATION	EVALUATION DATA AND DOCUMENTATION ANALYZED FOR FINAL REPORT				COMPILED AND			Final Report with all Data
PROGRAM MAINTENANCE AND INSTITUTIONALIZATION	FUNDS FOR CONTINUATION SECURED							And products provided to O.S.E. (90 days after June 30)
PROGRAM EXPANSION	REPLICATION SITE(S) AND ACTIVITIES IN FULL OPERATION							

ATTACHMENT 4

EXAMPLE OF RATED PROFILE PAGE

SERVICES FOR CHILDREN COMPONENT

This component identifies tasks related to providing services for the project's children. It includes locating, screening and admitting children into the project. It also deals with curriculum development and carrying out IEP's.

CURRENT PROJECT STATUS

Item	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change in Status During This Year	Technical Assistance Need

Conceptualization

1. The project has a written statement of the philosophy/theoretical approach to the project's services to young handicapped children.
   0   1   ②   3   3 ___

2. The project has a written statement of goals and objectives for the Services for Children Component.
   0   1   2   ③   ___ ___

3. The project has a written statement of the number and type(s) of children to be served (by age and handicapping condition).
   0   1   2   ③   ___ ___

The project has a written statement of and/or clearly delineated plans and procedures for . . .

4. . . . locating children that might be eligible for the project (case-finding).
   0   1   2   ③   ___ ___

5. . . . screening children to determine their eligibility for the project.
   0   1   2   ③   ___ ___

6. . . . admitting children into the program (including established admission criteria).
   0   1   2   ③   ___ ___

7. . . . referring handicapped children who are not admitted into the project.
   0   1   ②   3   3 ___

8. . . . providing an assessment for each child admitted to the project that is appropriate and non-discriminating.
   0   1   ②   3   3   ✓

9. . . . developing an individualized educational plan (IEP) for each child admitted to the project that conforms to state and federal guidelines.
   0   1   ②   3   3 ___

10. . . . using assessment data in the development of the annual and short term goals in a child's IEP.
    0   1   ②   3   3/3   ✓

11. . . . developing instructional plans to meet the annual and short term goals in a child's IEP.
    0   1   ②   3   3/3 ___

12. . . . collecting data on each child's progress toward annual and short term goals and using the data for decision making.
    0   1   ②   3   3 ___

13. . . . documenting the progress of children using reliable instruments administered at program entry and at predetermined points in time.
    0   1   ②   3   3/3   ✓

14. . . . developing or adopting an overall curriculum for the project.
    0   1   ②   3   3/3 ___

15. . . . acquiring services for children from other agencies.
    0   1   2   ③   ___ ___

ATTACHMENT 5

HCEEP Demonstration Project Profile
Summary Page

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HCEEP DEMONSTRATION PROJECT PROFILE
SUMMARY PAGE

Directions: (1) After completing the entire HCEEP Demonstration Project Profile: A Needs Assessment Instrument, CIRCLE the numbers of each task in each program/component that you indicated a desire for change in status during the current funding year.

    (2) Place a "X" through any circled task number that you indicated a need for "outside" or technical assistance.

    (3) Example: ① 2 3 ⊗ 5 ⑥⊗ 8

PROGRAM DEVELOPMENT PHASES

	Conceptualization	Implementation	Evaluation
I. Administration and Management Component			
Program Planning	1 2 3 4 5 6 7 8	34 35 36 37 38 39	59 60 61 62 63 64
Personnel	9 10 11	40 41	Ot. __ __ __ __
Physical Arrangements	12 13 14	42 43 44	
Financial Administration	15 16 17	45 46	
Evaluation Planning	18 19 20 21 22 23 24 25 26	47 48 49 50 51	
Records and Reports	27 28	52 53	
Advisory Boards	29 30 31	54 55	
Coordination with Other Agencies	32 33	56 57 58	
	Ot. __ __ __ __	Ot. __ __ __ __	
II. Services to Children Component	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 Ot. __ __ __ __	19 20 21 22 23 24 25 26 27 28 29 30 31 32 Ot. __ __ __ __	33 34 35 36 37 38 39 40 Ot. __ __ __ __
III. Services to Parents Component	1 2 3 4 5 6 7 8 9 10 · Ot. __ __ __ __	11 12 13 14 15 16 17 18 19 Ot. __ __ __ __	20 21 22 23 24 25 Ot. __ __ __ __
IV. Staff Development Component	1 2 3 4 5 6 7 Ot. __ __ __ __	8 9 10 11 12 Ot. __ __ __ __	13 14 15 16 17 18 Ot. __ __ __ __
V. Demonstration, Dissemination and Continuation Component	1 2 3 4 5 6 7 8 9 10 11 12 13 14 Ot. __ __ __ __	15 16 17 18 19 20 21 22 23 24 Ot. __ __ __ __	25 26 27 28 29 Ot. __ __ __ __

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ATTACHMENT 6

EXAMPLE OF MEMORANDUM OF AGREEMENT

MEMORANDUM OF AGREEMENT

BETWEEN

TADS

Technical Assistance Development System
University of North Carolina
Chapel Hill, North Carolina

AND

BABY Learning and PARENTING Project
City, State

Talbot L. Black   Date
Associate Director, TADS

Name

Title   Date

Number of TAA's enclosed _____

TADS TA Coordinator: __Name_____

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TECHNICAL ASSISTANCE AGREEMENT

Priority Number ___1___

PROJECT NAME: __BABY Learning and PARENTING Project__ 　　DATE: _____

ADDRESS: _____
　　　　　　　　　　　　　(City)　　　　　　　　　　　　　　　(State)

NEED: ___Assistance in the refinement and selection of appropriate and non-discriminatory assessment techniques

　　　for project's infants, ages birth to 36 months.

TARGET: __Coordinator, Child Development Specialist, and Home Therapists (5)__

FOCUS OF TECHNICAL ASSISTANCE: __Skill Development__

Technical Assistance Objectives	Technical Assistance Activities	Technical Assistance Documentation
1. By January 18, 19-- the designated project staff will be able to administer the "Ordinal Scales of Psychological Development" and interpret the results.	1.1 By November 17, 19-- the project will complete and send to TADS a Consultation Preparation Form. 1.2 By December 1, 19-- TADS will identify and confirm with the project the consultant. TADS will support the consultant's services for up to 1 1/2 days and 1 visit to the project. 1.3 By December 15, 19-- TADS and the project will confirm the dates of the consultant's visit. 1.4 By January 11, 19-- the consultant will visit the project for 1 1/2 days to provide training on the Uzgiris and Hunt Scales through demonstration to and observation of the project staff. 1.5 By January 25, 19-- the consultant will send to the project and a copy to TADS a summary report on the visit including recommendations for follow-up activities. 1.6 By January 25, 19-- the designated staff will send TADS a completed Evaluation of Consultation report form.	1. TADS receives forms and reports referred to in Activities #1.1, 1.5, and 1.6.

ATTACHMENT 7

EXAMPLE OF TECHNICAL ASSISTANCE
AGREEMENT WORK SHEET

NEED
PRIORITY
NUMBER **1**

TECHNICAL ASSISTANCE AGREEMENT WORK SHEET

PROJECT: **BABY Learning and PARENTING Project**

I. NEED STATEMENT: "Assistance in refinement and selection of appropriate and NON-discriminatory assessment techniques for infants ages birth to 36 months.

II. FOCUS OF TECHNICAL ASSISTANCE:
(Choose only ONE focus for each objective)

_____ Knowledge and Awareness

X Skill Development

_____ Product Development

_____ Decision/Change

III. TARGETS OF TECHNICAL ASSISTANCE:
(List by title the staff person(s) involved in addressing this need)

Project Coordinator, Child Development Specialist, and 3 Home Therapists

IV. DEADLINE(S):
(Date or dates of technical assistance objectives should be completed)

January 18, 1980

_____

_____

V. TECHNICAL ASSISTANCE OBJECTIVE FORMULA: BY _____ THE _____
(See No. IV above for deadline(s)   (see No. III for targets)

_____

(choose one of the following)

a. (if the focus of technical assistance is knowledge and awareness state) WILL BE KNOWLEDGEABLE (and then state the specific knowledge to be acquired).
b. (if the focus of technical assistance is skill development state) WILL BE ABLE TO (and then state the specific skill(s) to be acquired).
c. (if the focus of technical assistance is product development state) WILL DEVELOP (and then state the product to be developed).
d. (if the focus of technical assistance is decision/change state) WILL SELECT, ADOPT, OR REVISE (then state the decision/change to be made).

TECHNICAL ASSISTANCE OBJECTIVE(S): use the above formula to write objective(s)

By January 18, 1980, the designated project staff will be able to administer the "Ordinal Scales of Psychological Development" and interpret the results.

_____

_____

_____

_____

VI. TECHNICAL ASSISTANCE ACTIVITIES: (check the technical assistance delivery method or combination of methods that will be used to address the need)

X On-Site Consultation   _____ Information Services   _____ Review and Critique   _____ Project Visitation

_____ Off-Site Consultation   _____ Small Group Consultation   _____ Other (describe) _____

Choose the Sequence of Technical Assistance Activities work sheet(s) that corresponds to the delivery method selected in VI. above. Complete the work sheet(s) and attach.

_____

_____

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ATTACHMENT 8

EXAMPLE OF
SEQUENCE OF TECHNICAL ASSISTANCE ACTIVITIES

SEQUENCE OF TECHNICAL ASSISTANCE ACTIVITIES

FOR

ON-SITE CONSULTATIONS

1

NEED
PRIORITY
NUMBER

VII: Sequence of Activities: The primary purpose for this form is to indicate the *dates* of the activities that both the project staff and TADS need to accomplish in order to address the technical assistance objective and need that are associated with this activity sequence. If more than one objective is listed for an individual need there should be separate activities indicated for each objective. See Section III of the manual for a more detailed discussion of how to use this form. (*The first step should occur at least two to three weeks after completion of the needs assessment.)

STEPS   **ACTIVITY DESCRIPTION**

1. By _November 17, 19--_ (date).* . . . . the project will complete and send to TADS a Consultation Preparation
   (8 weeks prior to Step 4)   Form.

2. By _December 1, 19--_ (date). . . . . TADS will identify and confirm with the project the consultant(s). TADS
   (6 weeks prior to Step 4)   will support the consultant's services for up to _1 ½_ days and _1_ visits
                                                       to the project. (Specify the number of consultant days and visits.)

3. By _December 15, 19--_ (date). . . . . TADS and the project will confirm the dates of the consultant's visit.
   (4 weeks prior to Step 4)

4. By _January 11, 19--_ (date). . . . . the consultant will visit the project for _1 ½_ days to _provide train-_
   (as requested by the project)   _ing on the Uzgiris and Hunt Scales through_
                                                  demonstration to and observation of the project staff.
                                                  (Please specify number of days of consultant's first visit and the specific
                                                  tasks to be addressed, use the back of this form if more space is needed.)

5. By _January 25, 19--_ (date). . . . . the consultant will send to the project and a copy to TADS a summary
   (2 weeks after Step 4)   report on the visit including recommendations for follow-up activities.

6. By _January 25, 19--_ (date). . . . . the designated staff will send TADS a completed Evaluation of Consulta-
   (2 weeks after Step 4)   tion report form.

NOTE: Since these steps represent the minimal preparation and follow-up activities, you are encouraged to build in other activities that will help both you and TADS to address the need and objective. Please use the below space and the reverse of this page. Be sure to date the activity and fit it into the sequence above by re-numbering the steps.

Step _____ By _____   _____

                                                            _____

                                                              _____

VIII. **RECOMMENDATIONS, QUALIFICATIONS, AND OTHER INFORMATION:** Please list below any specific qualifications the consultant should have and/or requested consultants for this activity.

The Consultant should have experience in administering, adapting, and interpreting the Uzgiris and Hunt Scales for very young at-risk and/or mildly to moderately handicapped infants.

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ATTACHMENT 9

NEEDS ASSESSMENT SUMMARY REPORT

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TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

NEEDS ASSESSMENT SUMMARY REPORT

NAME OF PROJECT: _____

ADDRESS: _____

_____

TELEPHONE NUMBER: _____

PROJECT'S NEEDS
ASSESSMENT FACILITATOR: _____
(NAME)   (TITLE)

NEEDS ASSESSOR (If provided by TADS): _____

DATES OF NEEDS ASSESSMENT: _____

TADS TECHNICAL ASSISTANCE COORDINATOR: _____

PROJECT STAFF INVOLVED

_____   _____
Name and Title   Name and Title

_____   _____

_____   _____

_____   _____

_____   _____

A BRIEF AGENDA OF THE TWO DAYS

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Please continue on back if needed.