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ABSTRACT

The Alliance 2000 Project offers training, technical assistance, and information to programs preparing personnel for careers in special education and related services at institutions of higher education whose enrollments include 25 percent or more students from historically under-represented ethnic groups. A major emphasis is to increase the success rate of these programs in acquiring grants from the Division of Personnel Preparation (DPP) of the Office of Special Education Programs, through capacity building, training for groups of participants, provision of trained mentors, technical assistance, collegial linkages and networking, and national and regional conferences. This resource manual for trainers first provides an overview of the DPP, an introduction to training and objectives, and a sample agenda. The manual then provides material on finding requests for proposals (RFPs); reading RFPs; using the Federal Register; smarter grantsmanship; specific components of the proposal (impact and needs, capacity, plan of operation, evaluation, and cost effectiveness); and budget development. Support material includes common core knowledge and skills essential for all beginning special education teachers, developed by the Council for Exceptional Children, and statistics on grantsmanship. Numerous transparency masters are provided. The Foundation Center Cooperating Collections Network is included. (DB)

Alliance 2000 Project, Trainers' Resource Manual.

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A. ALLIANCE 2000 PROJECT MATERIAL

Notes

October 1992

The University of New Mexico Initiates
The Alliance 2000 Project

Albuquerque, NM -- The Alliance 2000 Project has been funded by the federal Office of Special Education Programs (OSEP) to address the increasing demand for, and declining supply of, personnel from historically under-represented ethnic groups for special education and related services. The project will engage in technical assistance, information services, and cooperative activities with:

* Historically Black Colleges and Universities: and
* Other institutions of higher education whose enrollments include at least 25 percent of students who are Hispanic, people of the Indian Nations, Alaskan Natives, people from Asian countries, and other people from historically under-represented ethnic groups who are citizens of the United States.

Within both two-year and four-year institutions, the Alliance 2000 Project will work directly with faculty members in:

* Special Education, School Psychology, Counseling, and other disciplines which prepare personnel for instructional, diagnostic, or counseling services in special education.
* Departments in Allied Health Professions which prepare occupational therapists, physical therapists, and other providers of school-based therapies;
* Departments of Education and Health Services that prepare paraprofessionals and technicians for special education or related services.

University of New Mexico President Richard E. Peck has announced that a major thrust of the Alliance 2000 Project will be to increase the success rate of these departments in **acquiring grants from the OSEP Division of Personnel Preparation.** These grants provide funds for preparing personnel for special education and related services, and can help to bring about a more adequate supply of qualified personnel from historically under-represented ethnic groups. The first cadre of trainers and mentors will receive orientation in Albuquerque this spring and

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summer, and will subsequently provide training and technical assistance to others on the process of preparing applications for these funds, beginning in the summer of 1992.

In addition, the Alliance 2000 Project will work with faculty members in participating institutions in several other ways. Deborah Smith, Principal Investigator for the project, says that services and cooperative activities are also being designed to assist participants in strengthening several capacities, such as:

* Developing or enhancing personnel preparation programs in special education and/or related services;

* Marshalling diverse resources that support personnel preparation, in addition to those provided through OSEP;

* Recruiting and retaining trainees from historically under-represented ethnic groups;

* Supporting the development of leaders as advocates in state comprehensive systems of personnel development, and in influencing policy and practice on behalf of students with disabilities from historically under-represented ethnic groups; and

* Gathering data that can be used by personnel from participating institutions to contribute to the body of knowledge on the preparation of personnel from historically under-represented ethnic groups.

Cooperative activities, technical assistance, and information services are being developed through needs assessments and the guidance of the project's Advisory Committee. Various national and regional task forces will also be developed. It is the intention of the Alliance 2000 Project that all activities be cooperatively planned and delivered by personnel from participating institutions. Moreover, the project will endeavor to create partnership activities with many relevant organizations and related projects.

The current scope of activities for addressing capacity development includes: **training for groups of participants; the provision of trained mentors; various other forms of technical assistance; collegial linkages and networking among participants; national and regional conferences and teleconferences; training and presentations at association conferences; focus group sessions; seminars; referrals to state, regional, and national resources; video and audio materials; individualized responses to requests for information and assistance; and distribution of an array of information, including the identification and dissemination of promising practices.**

Notes

Initial technical assistance and information services became available during the summer of 1992. A national teleconference overviewing the process of submitting applications to the OSEP Division of Personnel Preparation was televised to sites across the country on May 20, 1992, through the project's subcontract with the Center for Leadership, Development and Research and the Black College Satellite Network in Washington, DC. The Center for Leadership, Development and Research (which links the Alliance 2000 Project with Historically Black Colleges and Universities) aiso sponsored a national attendee conference for the project in September 1992.

Subcontractual arrangements have been made with Sisseton-Wahpeton Community College in Sisseton, South Dakota, for project activities involving tribally controlled colleges, and an Asian/Pacific Islander Subcommittee is guiding the project's work in behalf of institutions with high enrollments of these populations. The Bueno Center at the University of Colorado-Boulder is the project's subcontractor in behalf of institutions with high enrollments of Hispanic students. The Foundation for Exceptional Children is also affiliated with the project in terms of philanthropic support for participants' projects and for technical support.

Technical assistance and the distribution of information originate at the University of Mexico's Alliance 2000 Project Office. The East Desk in the Washington, DC, area handles knowledge production, clearinghouse products, and networking, as well as liaisons with related organizations and projects.

Personnel in relevant programs at eligible institutions of higher education who are interested in participating with the Alliance 2000 Project should contact its headquarters at:

The Alliance 2000 Project
Department of Special Education
College of Education
University of New Mexico
Albuquerque, New Mexico 87131

Toll-Free: 800/831-6134
Phone: 505/277-0290
FAX: 505/277-7228
SpecialNet: UNM

Notes

September 1992

Overview: Division of Personnel Preparation
Office of Special Education Programs/OSERS
U.S. Department of Education

The Alliance 2000 Project offers training, technical assistance and information to relevant programs at higher education institutions whose enrollments include 25 percent of more students from historically under-represented ethnic groups. These services are targeted toward the preparation of personnel from these groups for careers in special education and related services. One emphasis of this project is assistance in enhancing the capacity of participating institutions to acquire grant awards from the OSEP Division of Personnel Preparation (DPP). This paper shares basic information about the Division of Personnel Preparation, in the context of the Office of Special Education Programs and Rehabilitative Services.

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES (OSERS)

The Office of Special Education and Rehabilitative Services (OSERS) of the U.S. Department of Education is headed by:

Dr. Robert R. Davila, Assistant Secretary
Office of Special Education and Rehabilitative Services
U.S. Department of Education
400 Maryland Avenue SW (Room 3006, Switzer Building)
Washington, DC 20002 (202/205-5465; TDD: 202/205-9285)

OSERS is composed of the following operations, all of which are located at the above address on Maryland Avenue SW. The attached chart shows the organization of these offices (BUT, please note that the telephone numbers on the attached chart were recently changed; the list of new phone numbers is included in your folder).

* The Rehabilitation Services Administration: Nell C. Carney, Commissioner, Room 3028 Switzer Building; 202/205-5482; TDD: 202/205-5538.

* The National Institute for Disability and Rehabilitation Research: William H. Graves, III, Director, Room 3060 Switzer Building; 202/205-8134; TDD: 202/205-5479.

* The Office of Special Education Programs (OSEP): Judy Schrag, Director, Room 3086 Switzer Building; 202/205-5507. (A listing of all OSEP personnel, their phone numbers and room assignments, is attached.)

OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

The mission of OSEP is to support and enable the nation's efforts to provide the educational experiences necessary for individuals with disabilities to achieve better results, as implied by the goals in OSEP's logo: "Live, Learn, Work, Play."

OSEP has identified four strategic targets that reflect the Individuals with Disabilities Education Act (IDEA) and the major challenges for special education in the 1990s:

1. To provide and maintain an adequate number of qualified personnel.

2. To provide the capacity to prepare systems throughout the country to meet the needs of the changing population of the United States.

3. To secure and expand access and inclusion for children with disabilities.

4. To identify, measure, and improve outcomes for individuals with disabilities.

To carry out its mission and address its strategic targets, OSEP has give organizational divisions that administer Federal special education legislation and provide leadership related to strategic target areas.

* **The Policy and Planning Division** provides personnel and budget support to OSEP.

  Albert Rotundo, Division Director, DPAP, Room 3605 Switzer Building; 202/205-9155.

* **The Division of Assistance to States** monitors the implementation of the Individuals with Disabilities Act, Part B, and carries out policy development, complaint management, and audit resolution.

  Thomas Irvin, Acting Division Director, DAS, Room 3092 Switzer Building, 202/205-8825.

* **The Division of Innovation and Development** administers discretionary programs in research and innovative projects of services for students with disabilities.

  Acting Division Director, DID: 202/205-8106.

* **The Division of Educational Services** administers discretionary programs that relate to special populations (e.g., the early childhood program, the deaf-blind program, the secondary transition program, postsecondary education for individuals with disabilities, the severe disability program). DES also administers the preschool and infant and toddler formula program.

  Nancy Safer, Division Director, DES, Room 4630 Switzer Building: 202/205-8109.

* **The Division of Personnel Preparation** administers programs in Part D of the Individuals with Disabilities Education Act. This includes the preparation of personnel for special education and related services, and also parent training and information centers, in the states and territories. DPP also works with other OSEP Divisions to coordinate requirements of the Comprehensive System of Personnel Development, required in each state by IDEA.

  Max Mueller, Division Director, DPP, Room 3072C Switzer Building, 202/205-9554.

THE DIVISION OF PERSONNEL PREPARATION (DPP)

Although DPP supports grants for parent training and information centers, the eligible applicants for these awards are parent organizations, rather than higher education institutions. DPP also administers the program that supports several clearinghouses. Because these programs are apart from the direct preparation of personnel, they are not discussed in detail in this paper, whose focus is on the DPP program for the preparation of professionals and paraprofessionals for special education and related services.

Training Personnel for the Education of Individuals with Disabilities, IDEA, Part D. CFDA No. 84.029

The purpose of this program is to increase the quality and reduce shortages of personnel providing special education, related services, and early intervention services to infants, toddlers, children, and youth with disabilities. At least 65 percent of the funds appropriated under Part D of IDEA must be awarded to institutions of higher education and other appropriate nonprofit agencies to assist them in training personnel for careers in special education, related services, and early intervention services. The remaining funds may be used for special projects to develop and demonstrate new teaching approaches and for grants to state education agencies. (Each state education agency is authorized to receive an award to address needs identified through its Comprehensive System of Personnel Development. Grant applications submitted by institutions of higher education should also address needs identified through the Comprehensive System of Personnel Development in the state where they are located.)

The legislation also requires that grants be made to Historically Black Colleges and Universi :s and other institutions of higher education whose minority student enrollment is at least 25 percent.

Contracts are also authorized to prepare personnel in areas where shortages exist when a response to that need has not been adequately addressed by the grant process.

The Division of Personnel Preparation announces absolute priorities for each fiscal year in the *Federal Register*, and may also announce competitive and/or invitational priorities.

* Absolute Priorities. The Division of Personnel Preparation holds several competitions for grants each year. These competitions are organized according to absolute priorities, which are proposed in advance in the *Federal Register*, and then finalized on the basis of comments received. All applications submitted must address one of the absolute priorities, which may vary from year to year.

* Competitive Priorities. Within an absolute priority (competition), the Secretary of Education may give preference to applications that meet one or more competitive priorities that may vary from year to year. An application that meets one of more of the competitive priorities is selected over applications of comparable merit that do not meet these priorities.

* Invitational Priorities. Within an absolute priority (competition), the Secretary of Education may also indicate particular interest in applications that meet certain priorities that may vary from year to year. However, an application that meets an invitational priority does not receive competitive or absolute preference over other applications that do not meet the invitational priority.

In general, the average size of grant awards for personnel preparation tends to center around $100,000, but this will vary among competitions and from year to year. The Request for Applications (RFP) issued for each priority will show the allocation for the priority and suggest an average range of grant awards and estimated number of projects to be awarded.

For fiscal year 1993, the following priorities were announced in the *Federal Register* on July 24, 1992. (The fiscal year for this program begins on October 1 of each calendar year.)

ABSOLUTE PRIORITY #1. Preparation of Leadership Personnel, CFDA No. 84.029D. This priority supports projects that are designed to provide preservice advanced graduate, doctoral, and post-doctoral preparation in administration and supervision, or doctoral and post-doctoral training in research or personnel preparation.

* Invitational Priority: Training minority leadership personnel.

ABSOLUTE PRIORITY #2. Preparation of Personnel for Careers in Special Education, CFDA No. 84.029B. This priority supports preservice preparation of personnel for careers in special education, including additional training for currently employed teachers seeking additional degrees, certifications, or endorsements. Training at the baccalaureate, master's, or specialist level is appropriate. Under this priority, "personnel" includes special education teachers, speech-language pathologists, audiologists, adapted physical education physical education teachers, vocational educators, and instructive and assistive technology specialists.

* Competitive Priorities: (a) Utilizing innovative recruitment and retention strategies; (b) promoting full qualifications for personnel serving infants, toddlers, children and youth with disabilities; (c) training personnel to work in rural areas; (d) training personnel to provide transition assistance from school to adult roles; (e) improving services for minorities; (f) training minority personnel.

ABSOLUTE PRIORITY #3. Preparation of Related Services Personnel, CFDA No. 84.029F. This priority supports preservice preparation of individuals to provide developmental, corrective, and other supportive services that assist children and youth with disabilities to benefit from special education. These include paraprofessional personnel, therapeutic recreation specialists, school social workers, health service providers, physical therapists (PT), occupational therapists (OT), school psychologists, counselors (including rehabilitation counselors), interpreters, orientation and mobility specialists, respite care providers, art therapists, volunteers, physicians, and other related services personnel. (Projects to train personnel identified as special education personnel in the regulations for this part are **not** appropriate, even if those personnel may be considered related services personnel in other settings.) This program is **not designed for general training.** Projects must include inducements and preparation to increase the probability that graduates will direct their efforts toward supportive services to special education. For example, a project in occupational therapy might support s special component on pediatric or juvenile psychiatric OT, support those students whose career goal is OT in the schools, or provide for practica and internships in school settings.

* Competitive Priorities: (a) Utilizing innovative recruitment and retention strategies; (b) promoting full qualifications for personnel serving infants, toddlers, children, and youth with disabilities; (c) training personnel to work in rural areas; (d) preparation of paraprofessionals; (e) improving services for minorities; (f) training minority personnel.

ABSOLUTE PRIORITY #4. Training Early Intervention and Preschool Personnel. CFDA No. 84.029Q. This priority supports projects that are designed to provide preservice preparation of personnel who serve infants, toddlers, and preschool children with disabilities, and their families. Personnel may be prepared to provide short-term services or long-term services that extend into a child's school program. The proposed training program must have a clear and limited focus on the special needs of children with the age range from birth to age 5, and must include consideration of family involvement in early intervention and preschool services. Training programs under this priority must have a significant interdisciplinary focus.

* Competitive Priorities: (a) Utilizing innovative recruitment and retention strategies; (b) promoting full qualifications for personnel serving infants, toddlers, children and youth with disabilities; (c) training personnel to work in rural areas; (d) preparation of paraprofessionals; (e) improving services for minorities; (f) training minority personnel.

Invitations for applications for the Minority Institutions priority were not included in the July 24 announcement, but are expected to be issued later in fiscal 1993.

The Minority Institutions priority became a component under DPP program as of fiscal year 1991. Eligible institutions include (a) Historically Black Colleges and Universities and (b) other institutions of higher education whose minority student enrollment is at least 25 percent. Although this priority is established specifically for applications from minority institutions, as defined above, it is important to remember that these institutions may also apply to any other competition of the Division of Personnel Preparation for which higher education institutions are eligible applicants.

The purpose of the Minority Institutions competition is to increase the quantity and improve the quality of personnel available to serve infants, toddlers, children and youth with disabilities through the provision of awards to support the preservice training of personnel for careers in special education, related services, early intervention, supervision and administration, research and personnel preparation. Examples of training efforts may include:

* The preparation of special education personnel, including special education teachers, speech-language pathologists, audiologists, adapted physical education teachers, vocational educators, and instructional and assistive technology specialists;

* The preparation of related services personnel, including paraprofessional personnel, therapeutic recreation specialists, health service providers, physical therapists, occupational therapists, school psychologists, school social workers, counselors (including rehabilitation counselors), and other related services personnel;

* The preparation of early intervention personnel who serve infants, toddlers, and preschool children with disabilities (and who are at risk of becoming disabled) and their families. Training programs must have a clear and limited focus on the special needs of children within the age group from birth through age 5, and must also include consideration of family involvement in early intervention and preschool education;

* The preparation of leadership personnel at the doctoral and post-doctoral levels. Such training may be designed for scholars, researchers, administrators, teacher educators, supervisors and/or other specialists.

The DPP Project Officer who administers the Minority Institutions competition is:

> **Ms. Victoria Ware**, Division of Personnel Preparation, Office of Special Education Programs, U.S. Department of Education, 400 Maryland Avenue SW, Room 3513 Switzer Building, Washington, DC 20202; 202/205-8687

The Secretary of Education may also announce additional priorities for personnel preparation for fiscal year 1993.

COMMONLY ASKED QUESTIONS AND ANSWERS ABOUT THE DPP PROGRAM

The Division of Personnel Preparation has prepared answers to some of the questions commonly asked about its programs and procedures, as follows.

How long should an application be?

Your application should provide enough information to allow the review panel to evaluate the importance and impact of the project, and to make judgments about the methods you propose to use. Supporting material may also be appended but, in most cases, it is not useful to the evaluation process. However, it is often helpful to include: staff vitae; instruments; or agreements (when other agencies are participating in the project). Items that are usually not relevant include: descriptions of earlier projects; maps; brochures; and copies of publications.

How should my application be organized?

Applications are more likely to receive favorable review when they are organized according to the published evaluation criteria. If you use a different format, you may wish to cross-reference sections of your application to the evaluation criteria to be sure that reviewers are able to find all relevant information.

How can I be sure that may application is assigned to the correct competition?

The Request for Proposals announcing the competition will include the CFDA number for the competition. The government forms include a face page with a place to write this number and the title of the program priority, or competition.

How many copies of the application should I submit?

Only an original and two copies are required; DPP staff duplicate the two additional copies necessary for the review process. Some applicants prefer to make their own additional copies. Binding is optional. If you do bind applications, please leave one copy unbound to facilitate reproduction. And please don't use colored paper, foldouts, photos, or other materials that are hard to duplicate.

Is travel allowed on these projects?

Travel associated with carrying out the project is allowed (such as travel for data collection). Travel to conferences is likely to be questioned during negotiations. Such travel is sometimes allowed for purposes of dissemination, when there will be results to disseminate and a conference presentation is an effective way to reach a target group.

If my application receives a high score from the reviewers, does that mean that I will receive funding?

No. Often the number of applications scored highly or approved by reviewers exceeds the dollars available under a particular competition. When panel review are completed for a competition, the individual reviewers' scores on applications are ranked. Those higher ranked, approved applications are funded first. There are often lower-ranked, approved applications that do not receive funding.

What happens during negotiations?

During negotiations, technical and budget issues may be raised, as identified during panel and staff review. Technical issues are generally minor points that require clarification, but sometimes these issues are stated as "conditions." These are issues that are considered so critical that the award cannot be made unless the conditions are met. Generally budget issues are raised because there is inadequate explanation for a particular item, or because a budget item doesn't seem important to the work of the project. In responding to negotiation items, you should raise any questions you have, and you should provide any additional information or clarification that is requested. An award cannot be made until all negotiation issues have been resolved.

If my application is successful, can I assume that I will receive the same budget amounts in future years?

A conservative policy toward current and out-year budget expenditures is necessary. Projects will not be funded in excess of the amount listed in the Federal Register announcement. Any approved project that exceeds the estimated size of award will be required to be performed within the announced amount. The budget estimates that you provide for out-year costs are critical for planning purposes, but they do not represent a commitment to a particular level of funding in subsequent years. However, multi-year projects are likely to be level-funded unless increases in costs are attributable to significant changes in activity level. Grantees with multi-year projects must submit continuation applications and detailed budget requests prior to each year of the project.

When will I find out whether my project is going to be funded?

You can expect to receive notification within one or two months of the application closing date. Until the review process for a competition is officially completed, information about the review cannot be shared with anyone. Please do not call ahead of time to ask for this information. You will be notified as soon as possible, either by a grant negotiator (if your application is recommended for funding) or through a letter to the certifying representative (if your application is not successful).

Will the Office of Special Education Programs help me with my application?

The staff is glad to provide general information and can respond to specific questions about application requirements and evaluation criteria, or about the announced priority. Applicants should understand that such previous contact is not required, nor does it guarantee the success of an application.

ALLIANCE 2000

NEED

ACTION

ANSWER

IMPLEMENTATION STRATEGIES

STRATEGIC CAPACITIES:

DEVELOPING/ENHANCING PERSONNEL PREPARATION PROGRAMS;

MARSHALLING DIVERSE RESOURCES THAT SUPPORT PERSONNEL PREPARATION;

RECRUITING AND RETAINING TRAINEES FROM HISTORICALLY UNDER-REPRESENTED ETHNIC GROUPS;

SUPPORTING THE DEVELOPMENT OF LEADERS AS ADVOCATES;

DATA COLLECTION

PRODUCT IDENTIFICATION DEVELOPMENT

(Year 1)

INFORMATION RETRIEVAL

ASSOCIATION DIRECTORY

DISSEMINABLES BASED ON DPP GRANTS

INDIVIDUAL REFERRAL SHEETS

TRAINING MATERIALS

ELECTRONIC DISSEMINATION OF MULTICULTURAL INFORMATION

PRODUCT IDENTIFICATION DEVELOPMENT

(Year 2)

CONTEXTUAL MAPS

FACT SHEETS AND BIBLIOGRAPHIES

SCHOLARSHIP INFORMATION

COMPETENCY COLLECTIONS

DIRECTORY OF HIGHER EDUCATION PROGRAMS

VIDEOTAPES AND VIDEO DATABASE

November 1992

Alliance 2000 Products

Data Analysis Documents and Fact Sheets

_____ Low-Incidence Special Education Teacher Preparation: A Supply and Capacity Pilot Study, by Mack Bowen and Keith E. Stearns, Illinois State University, 1992.

_____ Analysis of Data on Special Education Teachers: Schools and Staffing Survey (SASS): Selections From the Report. Summary and six displays from the analysis by Janice S. Ancarrow, Division of Personnel Preparation, Office of Special Education Programs, OSERS, U.S. Department of Education. This is the first SASS analysis that examines special education teachers. It includes data on teachers from historically under-represented racial/ethnic groups.

_____ Teachers and Other Personnel Employed and Needed in Special Education, 1989-90. (14th Annual Report to Congress on the Implementation of IDEA)

_____ Data on Special Education Enrollments, 1990-91 and Recent Years. (14th Annual Report to Congress on the Implementation of IDEA): Fact Sheet

_____ Data on Migrant Students with Disabilities. (14th Annual Report to Congress on the Implementation of IDEA): Fact Sheet

Syntheses, Summaries, Overviews

_____An Overview of the Division of Personnel Preparation, Office of Special Education Programs, U.S. Department of Education.

_____Summarized descriptions of distance education programs for personnel preparation and school-based instruction. *First edition, December 1992*

Video Materials

_____ Winning $$$ to Make a World of Difference. An introduction to the preparation of funding applications for submission to the Division of Personnel Preparation, Office of Special Education Programs, OSERS, U.S. Department of Education. 120-minute videotape. VHS

_____ Full-Text Script: Winning $$$ to Make a World of Difference. Contains verbatim presentations, in print format, from the video of the same name

The Alliance 2000 State Maps of Special Education and Related Information

_____Alabama State Map
_____Delaware State Map
_____Georgia State Map
_____Mississippi State Map
_____North Dakota State Map
_____South Dakota State Map
_____Texas State Map
_____Wyoming State Map
_____California State Map
_____District of Columbia Map
_____Illinois State Map
_____New York State Map
_____North Carolina State Map
_____South Carolina State Map
_____Virginia State Map

Annotated Lists of Funded Projects: OSEP Division of Personnel Preparation

_____ Annotated List of All Projects Across All Competitions, by State: OSEP Division of Personnel Preparation, Fiscal 1991

_____ Annotated List: All Projects in the Special Education Careers Competition, OSEP Division of Personnel Preparation, Fiscal 1991

_____ Annotated List: All Projects in the Infants-Toddlers-Preschool Competition, OSEP Division of Personnel Preparation, Fiscal 1991

_____ Annotated List: All Projects in the Interpreters for the Deaf Competition, OSEP Division of Personnel Preparation, Fiscal 1991

_____ Annotated List: All Projects in the Leadership Personnel Competition, OSEP Division of Personnel Preparation, Fiscal 1991

_____ Annotated List: All Projects in the Personnel for Low-Incidence Populations Competition, OSEP Division of Personnel Preparation, Fiscal 1991

_____ Annotated List: All Projects in the Minority Institutions Competition, OSEP Division of Personnel Preparation, Fiscal 1991

_____ Annotated List: All Projects in the Related Services Competition, OSEP Division of Personnel Preparation, Fiscal 1991

_____Annotated List: All Projects in the Special Projects Competition, OSEP Division of Personnel Preparation, Fiscal 1991

_____ Annotated List: All Projects in the First Special Projects Competition, OSEP Division of Personnel Preparation, **Fiscal 1992: NEW**

_____ Annotated List: All Projects in the Second Special Projects Competition, OSEP Division of Personnel Preparation, **Fiscal 1992: NEW**

_____ Annotated List: All Projects in the State Education Agency Competition, OSEP Division of Personnel Preparation, Fiscal 1991

Abstract Descriptions of Funded Projects: OSEP Division of Personnel Preparation

_____ Abstracts of Projects in the Special Education Careers Competition: OSEP Division of Personnel Preparation, Fiscal 1991

_____Abstracts of Projects in the Infant-Toddler-Preschool Competition: OSEP Division of Personnel Preparation, Fiscal 1991

_____Abstracts of Projects in the Interpreters for the Deaf Competition: Competition: OSEP Division of Personnel Preparation, Fiscal 1991

_____ Abstracts of Projects in the Leadership Personnel Competition: OSEP Division of Personnel Preparation, Fiscal 1991.

_____ Abstracts of Projects in the Personnel for Low-Incidence Populations Competition: OSEP Division of Personnel Preparation, Fiscal 1991

_____ Abstracts of Projects in the Minority Institutions Competition: OSEP Division of Personnel Preparation, Fiscal 1991

_____Abstracts of Projects in the Related Services Competition: OSEP Division of Personnel Preparation, Fiscal 1991

_____ Abstracts of Projects in the Special Projects Competition: OSEP Division of Personnel Preparation, Fiscal 1991

_____ Abstracts of Projects in the First Special Projects Competition: OSEP Division of Personnel Preparation, **Fiscal 1992: NEW**

_____ Abstracts of Projects in the Second Special Projects Competition: OSEP Division of Personnel Preparation, **Fiscal 1992: NEW**

_____ Abstracts of Projects in the State Education Agency Competition: OSEP Division of Personnel Preparation, Fiscal 1991

Training Materials: Available only through training and mentoring arrangements.

* A Handbook on Preparing Applications to the Division of Personnel Preparation, Office of Special Education Programs, U.S. Department of Education.

Information about the Alliance 2000 Project, its activities and partnerships.

_____News Release, October 1992

To request materials on this list, contact:

Alliance 2000 Project
College of Education
University of New Mexico
Albuquerque, NM 87131

1-800-831-6134
Fax: 505/277-7228

June 1992

Office of Special Education Programs,
U.S. Department of Education:
Personnel Roster

The following is contact information on all personnel of the Office of Special Education Programs in Washington, DC, as of June 29, 1992. This list shows the following abbreviations for the six divisions within OSEP.

OD	= Office of the Director
DPP	= Division of Personnel Preparation
DID	= Division of Innovation and Development
DAS	= Division of Assistance to States
DES	= Division of Educational Services
DPAP	= Division of Policy and Planning

In writing to these personnel, the address to use is as follows. Fill in the blank with the room number shown below.

Name of Person, Name of Division, OSEP, U.S. Department of Education, 400 Maryland Avenue SW (Room__________ Switzer Building), Washington, DC 20202.

NAME	ROOM	DIVISION	PHONE
Adelstein, Patricia	309A	OD	(202)205-9675
Aldridge, Cecelia	3072C	DPP	205-9979
Allan, Carole	3614	DPAP	205-9277
Ancarrow, Janice	3515	DPP	205-8274
Anderson, Thomasina	3072C	DPP	205-5492
Appell, Melvin	3529	DID	205-8113
Baker, Betty	3513	DPP	205-9264
Barber, Dolores	3627	DAS	205-9033
Barrett, Anne (Ransom)	3628	DAS	205-9797

Behrens, Tom	3072	DPP	205-8125
Belt, Deborah	3614	DPAP	205-9296
Bennett, Amy	4622	DES	205-8485
Benton, Martin	3613	DAS	205-9028
Bernstein, Haidee	4633	DES	205-9095
Blodgett, Don	3518	DPP	205-8749
Bokee, Martha	3078	DPP	205-5509
Brewster, Claudia	3628	DAS	205-5578
Brinckerhoff, Joan	4614	DES	205-9089
Bright, Ethel	3082	DPAP	205-9786
Brightly, Beverly	3623	DAS	205-8815
Broady, Cheryl	3618	DPAP	205-8770
Brotman, Sandra	3615	DAS	205-9131
Brown, Scott	3520	DID	205-8117
Bryan, Martha	4618	DES	205-9093
Bryant, Shirley	3529	DID	205-8106
Buckler, Robin	4628	DES	205-8168
Carey, Claudette	3620	DAS	205-9017
Cargile, Doris	3531	DID	205-8125
Carpenter, Juanita	3603	DPAP	205-8815
Champion, Richard	3517	DPP	205-8258
Clair, Joseph	4622	DES	205-9503
Clayton, Bortel	3624	DPAP	205-9041
Coleman, Lee	4615	DES	205-8166
Conlon, Sara	4621	DES	205-8157
Cooper, Fannie	4625	DES	205-8894
Corr, Greg	3622	DAS	205-9027
Coutinho, Martha	3522	DID	205-8156
Crumblin, Darlene	3529	DID	205-9864
Cvach, Peggy	4609	DES	205-9807
Danielson, Louis	3532	DID	205-8119
Eano, Helen (Miller)	3076	DAS	205-9583
Edelen, Barbara	3611	DAS	205-8824
Edelen, Karen	3611	DAS	205-8824
Edwards, Areta	3086	OD	205-5507
Fein, Judith	3524	DID	205-8116

Fisher, Olivier (Fish)	3512	DPAP	205-5502
Ford, Kim	4617	DES	205-9377
Ford, Mary	3603	DPAP	205-8744
Freeman, Charles	4617	DES	205-9055
Friedman, Sheila	4616	DAS	205-9055
Gage, Gwendolyn	3094	CD	205-9293
Gardner, Mary	3616	DPAP	205-8826
Garner, Constance	4613	DES	205-8124
Garrett, Joe	3525	DID	205-9864
Gilmore, Robert	3076	DPP	205-9080
Glenn, John	3630	DAS	205-5798
Glidewell, Linda	3524	DID	205-9099
Gregorian, Judith	3619	DAS	205-9092
Hairston, Ernie	4629	DES	205-9172
			TDD 205-8170
Halloran, William	4625	DES	205-8112
Hamilton, James	4611	DES	205-9084
Hanley, Tom	3526	DID	205-8110
Harmon, Raymond	3630	DAS	205-8746
Hauser, Jane	3521	DID	205-8126
Hawkins, Patricia	4617	DES	205-8164
Higgins, Lucy	3618	DPAP	205-8160
Houle, Gail	4613	DES	205-9045
Howe, Norman	3080	DPP	205-9068
Hunter, Dawn	4620	DES	205-5809
Irvin, Tom	3092	DAS	205-8825
Jenkins, Aquarius	4617	DES	205-9377
Jenkins, Janice	3603	DPAP	205-9872
Jenkins, Nancy	3617	DAS	205-9063
			TDD 205-9090
Jenkins, Sonya	4617	DES	205-9337
Jennings, Oneida	3072	DPP	205-9058
Jenzano, Carol	4616	DAS	205-8484
Katz, Barry	3621	DAS	205-9140
Kaufman, Marty	3530	DID	205-8106

Kienas, Ken	3621	DAS	205-9057
King, Frank	3078	DPP	205-5486
Lagarde, Bob	3626	DAS	205-9053
Laster, Chuck	3619	DAS	205-9056
Liegergott, Harvey	3072	DPP	205-9082
Little, Doug	3076	DPP	205-9840
Malouf, David	3521	DID	205-8111
McCann, JoAnn	4631	DES	205-8475
Miner, Ray	4614	DES	205-9805
Moore, Edward	3072	DPP	205-9048
Mueller, Max	3072C	DPP	205-9554
Myers, Ray	3624	DAS	205-9942
Payne, Jeffrey	4627	DES	205-8894
Petty-Hicks, Sharon	3094	OD	205-9000
Reamy, Gary	3603	DPAP	205-9269
Reid, Betty	3511	DPAP	205-9075
Reynolds, Joleta	3082	OD	205-8152
Ringer, Larry	3617	DAS	205-9079
Roane, Marie	4623	DES	205-8451
Roberge, Lillian	3512	DPAP	205-8072
Rodriguez, Ramon	4631	[illegible]	205-8174
Rosenstein, Joseph	4628	DES	205-8876
Rotundo, Albert	3605	DPAP	205-9155
Route, Barbara	4607	DAS	205-9029
Ryder, Ruth	3629	DAS	205-5547
Safer, Nancy	4630	DES	205-8109
Sanchez, Susan	3519	DID	205-8998
Sayer, Rose	3512	DPAP	205-8122
Schiller, Ellen	3523	DID	205-8123
Schrag, Judy	3086	OD	205-5507
Sepielli, Joan	4633	DES	205-9374
Sleger, Lucille	3615	DAS	205-8104
Smith, Anne	4621	DES	205-8888
Smith, Carolyn	3627	DAS	205-8159
Spencer, Marlene	3620	DAS	205-9021

Stanley, Joyce	3614	DAS	205-9019
Stettner-Eaton, Bobbie	4618	DES	205-8828
Stewart, Lonnie	3623	DAS	205-9035
Sturdivant, Deborah	3622	DAS	205-8038
Swaney, JoAnn	3630	DAS	205-8947
Taylor, Lois	3625	DAS	205-8830
Thomas, Angele	3518	DPP	205-8100
Thompson, Paul	4627	DES	205-8161
Thornton, Helen	3520	DID	205-5910
Toye, Joyce	3511	DPAP	205-8171
Treusch, Nancy	4615	DES	205-9097
Tringo, Jack	3517	DPP	205-9032
Tyrrell, William	3611	DPAP	205-8825
Vest, Mary	3516	DPAP	205-9098
Wagoner, Eleanor	4609	DES	205-9762
Ward, Michael	4624	DES	205-8163
Ware, Victoria	3513	DPP	205-8687
Warren, Betty	3090	OD	205-5507
Weaver, Sarah	4628	DES	205-8154
Williams, Jane	3529	DID	205-9039
Wilson, Ed	4628	DES	205-8121
Wolf, William	3090	OD	205-5507
Wright, Martini	3511	DPAP	205-9081
Young, Joyce	3512	DPAP	205-8130

FAX NUMBERS		
	DAS	205-9179
	DES	205-8971
	DPAP	205-9070
	DPP	205-9070

B. INTRODUCTION TO TRAINING AND OBJECTIVES

Introductory Notes to the Trainer

The materials in this section are designed to help you implement a 2 1/2 day workshop for persons who have some degree of familiarity with the grant writing process (e.g., have submitted proposals but have not been funded). It is expected that the majority of workshops conducted in Year 2 of the Alliance project will be of this type. Additional materials will be developed as other formats are piloted.

Workshops will typically start on a Thursday evening and continue through Saturday (see sample agenda following). Materials are, therefore, presented in order of actual use, starting with Day 1 PM. Trainers are however free to arrange them in whatever order proves more useful to them.

Alliance 2000
September Training

Objectives

Overall Objectives:
Participants will:
- Identify the essential elements of a proposal
- Identify the process of proposal submission to OSERS

General Objectives:
Participants will:
- Delineate the preparation process before writing the proposal
- Identify the critical components of the impact and needs section
- Develop a plan of operation which relates to other components of the proposal
- Provide a plan showing:
  1) How to meet critical needs identified in the purpose statement
  2) How to use resources in addressing the identified needs
- Identify the critical components relevant to the capacity of the institution
- Describe the components of a quality evaluation plan
- Identify the key considerations in the budget development and the justification process

Homework for Participants

1. Find out where at your institution you obtain request for proposals (for example Grants Office, Foundation, etc.)

2. Bring a copy of your institution's announcement(s) of funding opportunities and/or competitions.

3. Complete the attached form, "Identifying Support Services and Time Frame for Grant Preparation and Submission".

4. Bring your institution's faculty and staff salary schedules.

5. Bring your department's or program's course-competency matrices for CTC or NCATE accreditation.

NOTE: There will be time for individual consultation to discuss proposal ideas and/or drafts on Saturday afternoon.

Identifying Support Services and Time Frame for Grant Preparation and Submission

	Who	Time Frame
-Assistance in selecting grant competitions appropriate to your interests		
-Assistance in conceptualizing your proposal		
-Assistance in preparing proposal		
Word-processing		
Preparation of Tables and Graphics		
Budgeting		
-Assistance in your institution's routing process		
Sign-offs		
Filling out forms and certifications		
-Assistance in assembling and mailing your proposal		
Assembly and pagination		
Photocopying		
Packaging and wrapping		
Mailing		

GRANT WRITING TRAINING

Objective(s):

Participants will:

Identify the essential elements of a proposal
Identify the process of proposal submission to OSERS

Overview

15 min.
D. Chen

Specific Objective(s):

Participants will proceed systematically through the Grant Writer's Manual.

Procedures:

1. Discuss purpose of the Grant Writer's Manual with audience

2. Utilize overhead which contains purpose of the manual

Overhead *Write Successful Grant*
Proceed Step by Step
Serve as a Resource for Proposal Preparation

Discussion: Instructional questions and answers

Purpose Statement and Specific Priorities

45 min.
P. Chinn

Specific Objective(s):

Participants will:

Identify the existence and importance of competition priorities
Write a clear and objective purpose statement

Procedures:

1. Show overhead and discuss
   Priority
   Purpose
   Target Populations
   Eligible Applicants

2. Have participants identify those items that are specific priorities within a Federal Register.

3. Develop a worksheet with sample priorities and sample purpose statements. The participants will match the purpose statement to the appropriate priorities.

4. Each participant will choose a priority from a set of priorities and write purpose statement.

5. Present key elements necessary for development of the purpose statement which include:
   a) a well-documented need;
   b) a convincing argument that the project should be supported;
   c) that scope of the project is achievable.
   (Make an overhead of italicized texts)

6. Present of key elements of the statement should include:
   We need to train
   There is a need for more
   There is a shortage of
   (Make an overhead of italicized texts)

7. Overhead and handout of funded and not recommended for funding (NRF) purpose statements. Discuss and critique

Discussion: question and answers; and suggestions from the audience

C. SAMPLE AGENDAS

ALLIANCE 2000
WORK AGENDA

1. Welcome to Participants
2. Overview of Workshop
3. Introductions
4. Overview of Alliance 2000 and History

    a. Services available to participants
        1. Roles of Trainers and Mentors
        2. Products from the Clearinghouse

    b. Expectations of participants regarding IDEA and OSERS
        1. Work on program development or program enhancement
        2. Develop or refine a grant proposal

5. Overview of Grant Proposal Writing

    a. Process/Procedure/Timelines/Guidelines
    b. The Grant Writing Resource Manual

6. Modules of the Resource Manual

    a. Module 1 -- Capacity
        1. Presentation of Component
        2. Planned Activity
        3. Sharing of the Activity
        4. Discussion

    b. Module 2 -- Plan of Operation
        1. Presentation of Component
        2. Planned activity
        3. Sharing of the Activity
        4. Discussion

    c. Module 3 -- Evaluation
        1. Presentation of Component
        2. Planned Activity
        3. Sharing of the Activity
        4. Discussion

d. Module 4 -- Budget
   1. Presentation of Component
   2. Planned Activity
   3. Sharing of the Activity
   4. Discussion

e. Module 5 -- The Whole Application
   1. Presentation of Component
   2. Planned Activity
   3. Sharing of the Activity
   4. Discussion

7. Individualized Work Time

8. Future Projections -- Next Steps

   A. Why Special Education?
   B. Handout of what happens if you hit
      1. A form for negotiating with Feds, !DC,
         a. space
         b. salary
         c. etc.
   C. Information from Mentor

GRANT WRITING WORKSHOP

AGENDA

DAY 1 - THURSDAY

4:00 - 5:00 PM	Registration
5:00 - 6:00 PM	Welcome, Introductions, Alliance Overview
6:00 - 6:30 PM	Overview of Workshop Goals and Process
6:30 - 7:15 PM	Overview of Workshop Materials and Review of Day 2
7:15	DINNER

DAY 2 - FRIDAY

8:15 - 8:45 AM	Coffee/Danish
8:45 - 9:30 AM	Barriers to Successful Grant Submission
9:30 - 10:15 AM	Overview of Grant Process
10:15 - 10:30 AM	Break
10:30 - 12:00 PM	Long Range and Short Range Planning
12:00 - 1:30 PM	Lunch
1:30 - 2:15 PM	Writing the WHY, HOW, AND WITH WHAT: Need, Plan of Operation, and Capacity
2:15 - 3:15 PM	BUT WILL IT WORK? The Evaluation Section
3:15 - 3:30 PM	Break
3:30 - 4:30 PM	AT WHAT COST? Budget and Cost Effectiveness
4:30 - 5:30 PM	Review and Discussion of Actual Proposals
5:30 - 7:00 PM	FREE TIME
7:00	DINNER and Informal Discussion
After Dinner	Individual Consultation and Proposal Development (Optional according to participant need)

DAY 3 - SATURDAY

8:15 - 8:45 AM	Coffee/ Danish
8:45 - 9:15 AM	Participant Feedback on Day 2
9:15 - 10:00 AM	PUTTING IT ALL TOGETHER: Proposal Development Checklist Revisited
10:00 - 12:00 PM	Individual Consultation and Proposal Development
12:00 - 1:15 PM	LUNCH
1:15 - 2:30 PM	Individual Consultation and Proposal Development (Optional time, according to participant needs)
2:30 - 3:00 PM	Workshop Evaluation (Complete prior to lunch if not meeting in afternoon)

ALLIANCE 2000 TRAINING WORKSHOP

AGENDA

THURSDAY	
4:45 p.m.	Meet ( ) for refreshments
5:00 - 5:15	Introductions of Trainers - Cynthia C. Clarke Overview of Alliance 2000 and the Workshop
5:15 - 5:30	Benefits of Grant Writing - Philip C. Chinn
5:30 - 6:00	Overview of the Workshop Materials Highlights of Day 2 Activities - Debra Chen
6:15 - 6:30	Questions and Answers
6:30 p.m.	Dinner (on your own)

ALLIANCE 2000 TRAINING WORKSHOP

AGENDA

FRIDAY	
8:30 -8:40	Introductions and Overview of Agenda
8:40 - 9:20	Finding the Requests for Proposals (RFP's) Reading the Federal Register and RFP for Critical Information - Debra Chen
9:20 - 10:20	Purpose Statement and Specific Priorities - Philip Chinn

(15 minute break will be scheduled at approximately 9:45 a.m.)

10:20 - 11:10	Overview of Proposal Development - Patricia Cegelka
11:10 - 12:00	The A-Z of Proposal Preparation - Philip Chinn
12:00 - 1:15	Lunch (on your own)
1:15 - 2:30	Impact and needs - Patricia Cegelka
2:30 - 2:45	Break
2:45 - 4:15	Plan of Operation - Debra Chen
4:15 - 5:00	Questions and Answers

Saturday
AGENDA

8:30 - 9:30	Capacity of Institutions - Debra Chen
9:30 - 9:45	Break
9:45 - 10:30	Evaluation Plan - Patricia Cegelka
10:30 - 11:30	Budget and Cost Effectiveness - Philip Chinn
11:30 - 12:00	Lunch (on your own)
1:15 - 3:15	Individual Consultations

Sample Agenda

DAY 1 -- Thursday

4:00 - 5:00 pm	Registration
5:00 - 6:00	Welcome, Introductions, Alliance Overview
6:00 - 6:30	Overview of Workshop Goals and Process
6:30 - 7:15	Discussion of Facilitators and Barriers to Successful Grant Submissions
7:15 - 8:15	Overview of Workshop Materials and Preview of Day 2
8:15 - 9:00	Informal Social Time (Optional, may break for dinner instead)

DAY 2 -- Friday

8:15 - 8:45 am	Coffee/Danish; Icebreaker Activity
8:45 - 9:00	"SO THIS IS WHERE WE'VE BEEN" (Overview of Day 1)
9:00 - 9:30	Overview of the Grant Process
9:30 - 10:00	Discussion of Pre-writing Preparation Activities: Long Range and Short Range Planning
10:00 - 10:15	Break
10:15 - 12:00	Writing the WHY, HOW, and WITH WHAT: Need, Plan of Operation, and Capacity
12:00 - 12:30	Personal Reflections and Feedback Activity
12:30 - 1:30 pm	LUNCH
1:30 - 2:30	BUT WILL IT WORK? - The Evaluation section
2:30 - 3:30	AT WHAT COST? - Budget and Cost Effectiveness
3:30 - 3:20	Break
3:20 - 4:20	Review and Discussion of Actual Proposals
4:20 - 4:30	Daily Review and Feedback Session
4:30 - 6:00	FREE TIME
6:00 - 7:30	Dinner and Informal Discussion
7:30 - 9:00	Individual Consultation and Proposal Development (Optional according to participant need)

DAY 3 - Saturday

8:15 - 8:45	Coffee/Danish
8:45 - 9:15	Participant Feedback on Day 2
9:15 - 10:00	PUTTING IT ALL TOGETHER: Proposal Development Checklist Revisited
10:00 - 12:00	Individual Consultation and Proposal Development
12:00 - 1:15	LUNCH
1:15 - 2:30	Individual Consultation and Proposal Development (Optional time, according to participant needs)
2:30 - 3:00	Workshop Evaluation (Complete prior to lunch if not meeting in afternoon)

DAY 1 TRAINER'S NOTES

TIME: 4:00 - 5:00 REGISTRATION

PURPOSE: Registration

MATERIALS:

Materials for registration as well as the actual registration will be the responsibility of the Alliance faculty/staff assigned to the workshop.

PREPARATION:

The trainer will have been given the names of participants prior to the workshop and this is a good time to begin to match names and faces, as well to establish informal rapport. Short conversations can help the trainer to establish the general status of the participants (e.g., which ones feel confident that they understand the purpose of the workshop, which ones may feel unsure as to what's expected).

TIME: 5:00 - 5:30 WELCOME, INTRODUCTIONS

PURPOSE: To familiarize participants and trainer/mentors with each other and to get a sense of participants' expectations

MATERIALS: None

PREPARATION:

Review list of participants and other background information provided.

PRESENTATION CONTENT:

Welcome participants cordially, letting them know that you are aware of the degree of commitment they are showing in giving of their time for this workshop. Introduce trainers, mentors, and Alliance faculty/staff that are present, explaining their roles during the workshop. Then ask participants to introduce themselves, stating their name and institution as well as giving a brief description of their proposal writing experience and their expectations for this workshop. Write down expectations on chart paper that can be posted around the room and kept visible throughout the workshop.

TIME: 5:30 - 6:00 OVERVIEW OF ALLIANCE 2000 PROJECT

PURPOSE: To familiarize participants with the Alliance project: its scope, goals and objectives as well as the resources they may expect following the workshop

MATERIALS:
- Handout describing ALLIANCE 2000 Project (HO 2-1)
- Handouts listing Trainer and Mentor Responsibilities (HO 2-2, 2-3)
- Overheads provided in Alliance Overview folder at end of this Section (as enumerated in Content section below)

PREPARATION:
Review materials provided in Section 1 of this manual

PRESENTATION CONTENT:
The following points should be covered:

1. Alliance is a federally funded project whose purpose is to provide services and resources in response to the increasing demand for and declining supply of special education and related services personnel from historically under-represented ethnic groups. (See OH 2-1)

2. Alliance addresses five capacities. (See OHs 2-3, 2-4, 2-5, 2-6, 2-7)).

3. In addressing these capacities, one of the major activities of the Alliance project is to provide training and mentoring in the area of proposal writing. Describe the roles of trainers and mentors. (See HOs 2-2, and 2-3).

4. The Alliance project has the following permanent faculty/staff: (get current listing from Alliance staff member).

However, other experienced professionals from throughout the country are invited/nominated to serve as trainers and mentors.

TIME: 6:00 - 6:30 OVERVIEW OF WORKSHOP GOALS AND PROCESS

PURPOSE: To identify workshop goals and process

MATERIALS:

- Overhead listing workshop goals (OH 2-8)

PREPARATION:

Review workshop agenda and discuss goals and process with Alliance staff assigned to the workshop

PRESENTATION CONTENT:

Identify workshop goals for participants (see below) and relate them to their stated expectations as much as possible.

Though goals may vary slightly for different workshops, the following should be appropriate in most cases:

1. To familiarize participants with the overall grant writing and submission process
2. To identify facilitators and barriers to that process
3. To provide specific information on the content of each of the elements of writing a proposal.
4. To provide practical strategies on long range and short range preparation for writing a proposal
5. To provide structured experiences in identifying strengths and weakness of actual proposals

After reviewing goals with participants, describe the workshop process for them (see suggested text below):

The workshop process will include large group presentations by the trainer as well as small group and individual work by the participants. Whenever possible, content from actual proposals will be used to illustrate particular points. In addition, you may if you wish refer to your own proposal during these activities, rather than use the one(s) provided by the trainer. There will also be times for individual consultation tailored to your specific needs. If you have brought your own proposal, you need not share it with anyone outside your team. If you wish to use it during small group activities, let the trainer know and your group will be restricted only to your team.

Ask for questions/comments.

TIME: 7:15 - 8:15 OVERVIEW OF WORKSHOP MATERIALS AND PREVIEW OF DAY 2

PURPOSE: To prepare participants for the following day.

MATERIALS:
- Grant Writing Manuals for each participant
- Updated copies of Federal Register

PREPARATION:

Review pp. 1-26 of Grant Writing Manual (one copy of these pages is included in Handouts packet for Trainer's use)

PRESENTATION CONTENT:

Review agenda for Day 2.

Ask participants to review pp.1-26 of their Grant Writer's Manual.

Highlights of Day 2: An indepth look at each of the components of a well-written proposal and the opportunity to review actual proposals that have received funding.

DAY 2 TRAINER'S NOTES

TIME: 8:15 - 8:45 ICEBREAKER ACTIVITY

PURPOSE: To initiate interaction among participants

MATERIALS:
Icebreaker Activity (HO 2-4 or 2-5)

PREPARATION:
Familiarize yourself with the icebreaker activities.

PRESENTATION CONTENT:
Trainer may use any icebreaker activity. Two are provided in this packet: "Concealed Colors" and "Scavenger Hunt".

TIME: 8:45 - 9:00 SO WHERE HAVE WE BEEN?

PURPOSE: To overview Day 1

MATERIALS: None

PREPARATION: None

PRESENTATION CONTENT:
Briefly review information covered in Day 1. Ask participants for questions/comments.

TIME: 9:00 - 9:30 OVERVIEW OF THE GRANT PROCESS

PURPOSE: To familiarize participants with the overall grant process

MATERIALS:
- Grant Writer's (GW) Manual (pp. 1-26)
- Proposal Components Chart (p. 10)
- OHs 2-9 through 2-14 as enumerated below

PREPARATION: Review pp. 1-26 of the GW Manual

PRESENTATION CONTENT:

Content is based on material contained in pp. 1-26 of Grant Writers Manual. The following points should be addressed:

- Finding the request for proposal (RFP) (OH 2-9; p.1 of GW Manual)
- Reading the RFP for critical information (OH 2-10; pp.2-5 of GW Manual)
- Development of central idea/concept and statement of purpose (OH 2-11; pp.5-8 of GW Manual)
- Matching priorities (OH 2-12; pp.8-9 of GW Manual)
- Essential elements of grant proposal (OH 2-13; pp.9-12 of GW Manual)
- Essential activities of grant proposal preparation (OH 2-14; pp.12-26)

These points are addressed briefly as each will be covered more in depth as the day progresses. Trainer may ask participants for feedback as to which points have been the most troublesome for them in the past, if they've had some writing experience; or which points they anticipate may be the most troublesome (to understand and/or to complete). This information will allow the trainer to adjust the time allotted for each section below so as to more closely meet participant needs.

<u>TIME: 9:30 - 10:00</u> PREPARATION ACTIVITIES

PURPOSE: To familiarize participants with the activities that are necessary in preparing to write a proposal

MATERIALS:

- GW Manual (pp. 26-67)
- Long and Short Range Planning OHs (2-15 and 2-16)

PREPARATION: Review pp. 27-67 of the GW Manual

PRESENTATION CONTENT:

Content of presentation is based on pp. 27-69 of GW Manual. The following points should be addressed:

1. The groundwork for writing a strong grant proposal requires both long range and short range planning in addition to the actual writing. Long range planning can start at any point, once the intent to obtain federal monies is clear. Short range planning is initiated

once a specific funding cycle is identified, typically 1-2 months prior to anticipated submission date, though this time frame may vary considerable depending on writers' experience and resources.

2. Long range planning should address three things (OH 2-15; pp. 28-51 of GW Manual):

- Familiarizing oneself with all the aspects of completing a strong grant proposal (Checklist, p.28)
- Building a support system (p. 33)
- Developing a generic data bank (p. 37)

3. Short range planning will address more specific aspects of the particular proposal to be written (OH 2-16; pp. 53-68):

- brainstorming for specific ideas and purpose statement (p. 53)
- identification of Principal Investigator and other key personnel (pp.54-55)
- identification of support staff (p. 57)
- identification of resources for preparation of appropriate graphics (pp. 59-61)
- delineation of budget items and amounts (pp. 62-67)
- gathering facts about institutional capacity and resources (pp. 68-69)

TIME: 10:15 - 12:00 WHY, HOW, AND WITH WHAT

PURPOSE: To review in depth the first three components/elements of a grant proposal: Need/Impact, Plan of Operation, and Institutional Capacity

MATERIALS:

- GW Manual (pp. 70-134)
- Need OHs (2-17 and 2-18)
- Plan of Operation OHs (2-19 and 2-20)
- Institutional Capacity OHs (2-21 and 2-22)

PREPARATION:

Review pp. 70-134 of the GW manual.

PRESENTATION CONTENT:

The trainer begins by discussing the Need Component of the grant proposal (pp. 72-83). Two aspects of need should be addressed: (1) need for more and/or better trained personnel in a particular area, and (2) need for the particular project proposed (i.e., how it would impact on the personnel need in a positive fashion). Recruitment as well as development of specific competencies are, thus, both parts of this section.

After discussing the Need Component and perhaps showing examples of Needs sections from funded grant proposals (contained in Appendices for each section), the trainer moves on to address the Plan of Operation (pp. 97- 122). Even though Institutional Capacity is the second component, the Plan of Operation should be addressed first since it influences how Capacity is addressed. The plan of operation is the "nitty gritty" of the proposed project. it details goals, objectives and specific management plans.

Finally, Institutional Capacity is addressed. Though some sections of this component can be developed independent of the specific proposal (e.g., description of campus resources), it is important to ensure that it includes all resources that might enhance the proposed Plan of Operation.

<u>TIME:1:30 - 2:30</u> BUT WILL IT WORK?

PURPOSE: To review in depth the evaluation component of a grant proposal

MATERIALS:

- GW Manual pp. 124-129
- OHs 2-23 and 2-24

PREPARATION:

Review pp. 125-129 of the GW Manual

PRESENTATION CONTENT:

Two main points need to be addressed in this part of the workshop: (1) identifying evaluation/outcome concerns, and (2) identifying the specific strategies that will be used to measure and judge desired outcomes.

Outcome concerns include the following general areas:

- Were project activities carried out as anticipated?
- What were the results of these activities?

- Were stated objectives met?
- Were there any unanticipated results or activities?
- What was the response of the target population(s) to the project as a whole?
- Were any unanticipated obstacles encountered?

Data collection strategies may be both quantitative and qualitative. Specific methodologies for making judgments from the data should be described.

TIME: 2:30 - 3:30 AT WHAT COST?

PURPOSE: To review in depth the budget and cost effectiveness component of a grant proposal

MATERIALS:
- GW Manual pp. 130-134
- Also GW Manual pp. 135-165
- OHs 2-25 and 2-26

PREPARATION:
Review pp. 130-165 of the GW Manual

PRESENTATION CONTENT:
The presentation content of this section is primarily based on pp. 130-134 of the GW Manual. Material in pp. 135-165 is more indepth and is appropriate for workshops where budgets can actually be developed. The critical consideration in preparing a proposal budget is ensuring that all costs requested are clearly relevant to stated grant objectives. In addition a clear rationale should be given for how specific costs were determined.

TIME: 3:20 - 4:20 REVIEW OF ACTUAL PROPOSALS

PURPOSE: To give participants the opportunity to review funded proposals as well as to obtain trainer's/mentors' comments on their own proposals if they have these available

MATERIALS:

- HO 2-6 Grant Proposal for NM Transition Specialist Training Project
- HO 2-7 Grant Proposal for Early Childhood Multicultural Master's Training Project

PREPARATION:

Review HOs 2-6 and 2-7. Also ask participants for copies of any grants that they will wish to discuss in the workshop.

PRESENTATION CONTENT:

The trainer will initially select one proposal from those provided to him and overview it briefly. The participants will then be divided into small groups or teams to review the proposal in depth with the help of the trainer and mentors. Participants will be given a Reviewer's Guide Sheet to help them identify major points of the proposal.

TIME: 4:20 - 4:30 FEEDBACK SESSION

PURPOSE: To check participants understanding of day's materials and to assess need for additional review on Day 3

MATERIALS: None

PREPARATION: None

PRESENTATION CONTENT:

Participants will be asked to identify any aspects of the day's material about which that they have questions/comments. Trainer can also ask them how the material presented is similar to or different from information that they have previously learned about proposals.

DAY 3 TRAINER'S NOTES

TIME: 8:15-8:45 COFFEE/DANISH

TIME: 8:45- 9:15 PARTICIPANT FEEDBACK

PURPOSE: To check on understanding of Day 2 materials and identify any points that need to be reviewed further

MATERIALS:

- Day 2 schedule
- OH 2-25 (Proposal Components Chart)

PREPARATION: None

PRESENTATION CONTENT:

The trainer can briefly review each of the elements of a grant proposal, asking participants for feedback on each one.

TIME: 9:15-10:00 PUTTING IT ALL TOGETHER

PURPOSE: To review all the points addressed in the workshop and to present the total grant development process from start to finish

MATERIALS:

- Proposal Development Checklist (pp. 28-32)

PREPARATION: None

PRESENTATION CONTENT:

The trainer reviews the Proposal Development Checklist, asking participants for questions as he/she goes along. Participants are invited to share "tips" on strategies or materials they may have found helpful if they written proposals previously.

TIME: 10:00 - 12:00 INDIVIDUAL CONSULTATION

PURPOSE: To provide specific assistance/clarification to individual participant teams

MATERIALS:

- Participants are encouraged to bring any materials they have on proposals they may wish to develop
- Simulated Proposal Worksheets (for use by participants wishing a simulated activity rather than their own draft materials)

PRESENTATION CONTENT:

Participants are then divided into small work groups. Those wishing to work on their own materials may work with their team member(s) and mentor. Draft materials brought by participants need not be shared with other participants. Participants will indicate which elements they wish to work on and the trainer may divide the time accordingly.

THIS ACTIVITY MAY CONCLUDE THE WORKSHOP OR CONSULTATION MAY BE CONTINUED AFTER LUNCH, depending on participant needs and time constraints.

NOTE: WORKSHOP EVALUATIONS SHOULD BE COLLECTED AT THE END OF THE CONSULTATION TIME.

OUTREACH ALLIANCE 2000'S NATIVE AMERICAN PROJECT

Mentoring Workshop
Howard Johnson's Hotel
Rapid City, SD
January 15-16, 1993

Schedule

Friday

9:00am Gather, visit, get settled (Badlands Room)

9:30am Short talk by Anna Lou Pickett & Ginger Blalock on possibilities and programs.

----Break----

10:30am Group I: Mentoring (Anna Lou & Ginger)
Standing Rock College
Turtle Mountain Community College/Fort Berthold C.C.
Group II: Special Ed. Grant-Writing Exercises (Chip Harris and Jan Murray)
Lac Courte Oreilles
Oglala Lakota College
Sinte Gleska

Lunch

1:15pm Group I: Writing Time
Group II: Mentoring
Lac Courte Oreilles--Jan Murray
Sinte Gleska--Anna Lou Pickett
Oglala Lakota--Chip
Salish-Kootenai--Ginger Blalock

----Break----

3:00pm Group I: Mentoring Sessions (Anna Lou & Ginger)
Group II: Writing Time

4:30pm Mentors meet for discussion.

Supper

7:30pm Group I & II meet to discuss schedule for Saturday.

Alliance 2000 Workshop
San Antonio, Texas
January 7-9, 1993

TENTATIVE AGENDA

Thursday, January 7

4:00 - 5:00 p.m.	Registration
5:00 - 6:00 p.m.	Welcome, Introductions, Alliance Overview
6:00 - 6:30 p.m.	Overview of Workshop Goals and Processes
6:30 - 7:30 p.m.	Needs Assessment (of participants)
7:30 p.m.	DINNER

Friday, January 8

7:00 - 8:00 a.m.	Breakfast
8:00 - 9:15 a.m.	Barriers to successful grant submission
9:15 - 12:30 p.m.	Overview of grant process, long and short range planning, introduction to the five OSERS sections
12:30 - 2:00 p.m.	LUNCH
2:00 - 5:30 p.m.	Small group work around identified institutional/program need
5:30 p.m.	FREE TIME AND DINNER (individual evening consultations optional according to individual participant need)

Saturday, January 9

7:30 - 8:30 a.m.	Breakfast
8:30 - 11:30 a.m.	Breakdown by RFP sections to give feedback
11:30 - 1:00 p.m.	LUNCH
1:00 - 3:00 p.m.	Breakdown by "content" for dialogue. Develop action plan with Alliance personnel
3:00 - 3:30 p.m.	Workshop evaluation and schedule individual time if needed
3:30 p.m.	FREE Time

Trainers/Presenters

Leonard Baca, University of Colorado, Boulder
Rocky Hill, University of Colorado, Boulder
Doug Palmer, Texas A & M
Jerry Dominguez, University of New Mexico
Cynthia Cantou-Clarke, University of New Mexico

D. SUPPORT MATERIAL

SCAVENGER HUNT

Directions: Walk around the room. Identify persons with the stated characteristic/attribute. Write the persons' name or initials in the blank.

1. Someone with the same color eyes ____________
2. Someone born in the same state ____________
3. Someone who has the same astrological sign ____________
4. Someone who likes the same sport ____________
5. Someone who has the same favorite dessert ____________
6. Someone who has the same number of letters or more letters in his/her name ____________
7. Someone who feels it is okay to cry ____________
8. Someone who is the youngest in his family ____________
9. Someone who would like to write a book ____________
10. Someone who has seen the same movie at least three times ____________
11. Someone who has traveled outside the United States ____________
12. Someone who likes to ski ____________
13. Someone who can speak two languages ____________
14. Someone who is an only child ____________
15. Someone who likes to cook ____________

CONCEALED COLORS

Directions: This game is designed to increase your flexibility and your ability to overcome the restrictions of habit.

Play it with friends. The one who can identify most of the the "hidden colors: first, is the winner.

Examples:

1. Newspaper editors decided to go on strike.
   Answer: Red
2. The cab lacked proper brakes to stop at the intersection.
   Answer: Black

Now try these:

1. A big, old hungry dog appeared at our door every morning.
   Answer:
2. The cop persuaded him not to create a disturbance.
   Answer:
3. The Brazilian student Paulo lives just around the corner from us.
   Answer:
4. You shouldn't let an upstart like him bother you.
   Answer:
5. He let out a big yell, owing to the injuries he received when he fell.
   Answer.
6. La Jolla venders decided to cut their prices in half.
   Answer.
7. Long rayon fabrics were loaded on the truck.
   Answer:
8. The Austrian physicist Wolfgang Pauli lacked the requisite documents to enter the United States.
   Answer:
9. You shouldn't sell this fossil very cheaply because it is a rare specimen.
   Answer:
10. The new law hit everybody's pocketbook pretty hard.
    Answer:
11. The kitten' chased the big pear lying near the tree.
    Answer

PREPARATION

A. - Process Begins
B. - Finding the RFP
C. - Reading the RFP
D. - Federal Register
E - Support Material

A. PROCESS BEGINS

Process

Each participant will need the following training Materials:

See Grant Writing Manual Part V, Section A, pa 1-9

SF424A and SF424 worksheets

Federal Register

new Application for Grants FY 1991 or (newer one)

Overall Objective:

The participants will be able to correctly complete and properly sequence the forms to be included in the proposal.

Specific Objectives:

1. Participants will be able to complete the following forms:

   a. Face Sheet (SF424)
   b. Abstract
   c. The Budget Information Form (SF 424A)
   d. Budget Justification
   e. Contributed Budget and Justification
   f. Assurance Form

Procedures:

1. Trainer shows overhead or write on the board the listed forms to be included in the proposal (e.g., Face Sheet).

2. Script (Please refer to Grant Writing Manual, Part V, Section A, pp 1-9)

Suggested Questions and Activities:

Questions:

1. Does the Face Sheet contain all necessary information and signatures?

2. Does the information coincide with the budget detail in the proposal?

3. Have you include the necessary Assurance Form?

Activities:

1. Participants will complete the Face Sheet following procedures as outlined in Grant Writing Manual and guidelines for New Application for Grants.

2. Participants will complete the Budget Information Sheet.

B. FINDING THE RFP

Finding the Requests for Proposals (RFPs)

20 min.
D. Chen

Specific Objective(s):

Participants will identify potential grant funding sources

Procedures:

1. Have participants share the grant funding sources they found at their institutions. Briefly identify the levels of grant preparation support available to them.

2. Show overhead and handout sheet on funding sources (Federal Register; campus research units, electronic networks i.e., telephone, Special Net)

3. Show Federal Register (Appendix I.B.1)

4. Federal Register: September and April Announcement (included in both Grant Writer's Manual and Trainer's Resource Manual)) --*See attachments*

5. Discuss the reasons why there is usually a short lead time for proposals and the necessity of planning ahead

Discussion: question and answers; and suggestions from the audience

I. GENERAL ORGANIZATION AND PLANNING

FINDING THE REQUEST FOR PROPOSALS

Due to the typically rushed nature of proposal writing, one of the first crucial steps is to be sure you understand the scope of the task (similar to making sure you understood the full meaning of the question on your comprehensive exam). The essential information comes from careful review of the Request for Proposals (RFP).

You can obtain RFPs from several sources:

- Get on mailing lists of the agencies for which you plan to propose projects.
- Your college or university library has the Federal Register, which you can review on a weekly basis.
- Check out any Research Office or Research Data Base unit which might search for certain competitions for you.
- Look for notices on SpecialNet or other electronic mail bulletin boards, the RFP over the phone.

Proposal guidelines from the Office of Special Education and Rehabilitation are printed in two places. First, you will find them in the Federal Register, whenever the guidelines for the next round of competitions are announced. Selected pages from a recent Federal Register containing the guidelines (November 7, 1991) can be found in Appendix A. Your institutions research office, grants and contracts office, the government documents sections of your library or your dean's office probably receive the Federal Register on a regular basis.

Both sources noted in the paragraph above contain the required facesheet, budget forms, and other disclosure and assurance forms which must be signed by the appropriate personnel in your institution, as well as the specific directions for what must be included in the proposal. The guidelines specify how many copies must be sent, provide the mailing address, and indicate the acceptable procedures for transmittal of the completed proposal. If you have not previously submitted proposals, you will probably need to request that the documents describing the various competitions be sent to you. These documents may be obtained from:

U.S. Department of Education
Office of Special Education and Rehabilitative Services
Special Education Programs
Washington, D.C., 20202

READING THE RFP FOR CRITICAL INFORMATION

The RFPs will usually have the relevant passages from the Federal Register that will describe the aims desired by the federal official, the general "spirit" behind the appropriation, and the possible scope of the project to be funded. For example, the Register may describe the problem that led to the competition itself, or it may describe the types of projects likely to receive priority ratings. It will describe the types of agencies or institutions most likely to receive awards, depending on the type of competition.

More importantly, the Federal Register regulations will outline in detail the expected components of your proposal. The general requirements listed include each of the components and the types of questions to be answered in each section, as well as the total points allotted to each. The RFP will also contain a copy of the evaluation forms to be used by proposal readers, so that you know exactly how you will be rated. If you have a co-author or an outside "reader" and can spare even a day before printing and mailing your proposal, ask for feedback to see if you have addressed all components listed. Your department chair or a practitioner in the field might provide very valuable reactions. You will find such feedback well worth any extra time you might need to make revisions. If you do not have the time to make sweeping changes, be sure to tell your reader exactly what type of feedback you want. For instance, do you feel that the evaluation component is the only section about which you have concerns? Do you need more help on the management plan or do you need assistance in support specific need? It will pay off in a much better proposal if you ask someone to evaluate any parts of your proposal, even if the entire proposal is not ready until the deadline.

Read the RFP carefully to determine which competition most closely matches the priorities for your training idea. Those will be the guidelines which you will follow for the development of your specific proposal. Note the due date for the specific competition which you select, because the due dates vary. There is a clear and consistent rule of thumb which may be applied to due dates.

The competition which you select will always have the earliest due date and the guidelines will arrive just late enough to make it almost (but not quite) impossible to meet the deadline specified.

Therefore, it is always necessary to begin the preparation process (in a general way) long before the due dates and guidelines are in your possession. The exact guidelines and the number of points assigned as values to the required components of the proposal differ by competition. Therefore, be certain that you follow the guidelines for the specific competition you have selected and carefully note the value assigned to each section of the proposal

It is very helpful to identify the specific requirements required by the awarding agency, so that you do not have to scramble for the information close to the deadline. Read the RFP to determine the limit of pages for the narrative section (often 20 pages) and keep that number in mind while writing. Find out exactly where to send the proposals, note the deadline for receipt or postmark (this varies by agency), and determine how many copies are required.

Make copies of the guidelines for your competition, as well as extra copies of the budget forms. This reduces the panic which occurs when either the guidelines or the budget forms and other forms are temporarily misplaced. Keep a copy of both the guidelines and the federal forms together in a safe place (probably not your office when you are preparing one of these proposals).

II. PREPARATION FOR DEVELOPING THE PROPOSAL

As in almost any writing activity, the first steps are the most difficult. Those who make it past this initial hurdle may still find the total scope of what is required to be a challenge. Every word from this point forward is designed to help you through the entire process in a step by step progression.

PURPOSE STATEMENT

Development of the general idea or concept for the project is the heart of the matter. The most important global guidelines for your idea are that (a) a documentable need exists, (b) you can gather enough support for your idea to convince others you should get the award, and (c) the scope of the project is possible to do (i.e., with grant support, you can garner enough other support to make it happen).

If there is an appropriate colleague who should be involved with your proposal, and you feel reasonably certain that collaborating on this project would be mutually beneficial, ask that person to join you in developing the proposal. You will be far better off in terms of ideas, workload, professional or political connections, and overall productivity. In fact, your proposal will carry much greater weight if it is collaborative across disciplines, departments, schools, and agencies, than if it reflects narrow parameters.

It is advisable to have an initial brainstorming and planning meeting (or split them into two) with as many potential consumers and contributors as possible (whether they help write the proposal or simply submit a letter of support or intent to collaborate). Tap into the existing relationships you have first, and then develop relationships where new ones are needed. Your current colleagues may be able to help you expand the circle of involvement or impact. This way you can be sure your project meets all parties' needs as much as possible, particularly the needs of those who might directly and indirectly benefit from this effort. Remember: if you ask the questions, you have to be prepared to do something with the answers. You may not be able to respond if the need is not in line with the scope of the present competition. However, all requests that fall reasonably within the award's intent should be considered for inclusion in the proposal.

The statement just preceding leads to a good global guideline: STICK TO THE KNITTING! This lesson from In Search of Excellence by Peters and Waterman (1982) reminds us not to stray from the intent, or the spirit, of the competition. If your proposal's purpose is removed from the essence of the RFP's priorities, then your chances of getting funded are virtually nil, no matter how great your completed proposal. At a different level, if your plan of operation does not closely link with your purpose statement and objectives, you are not likely to receive a positive rating.

The concept or general idea you have for the proposal forms the basis for the purpose statement. This purpose statement is very important, because it will provide the basis for everything in the entire proposal. The statement frequently begins with a clearly identified need:

We need to train ____________________.
There is a need for more ____________________.
There is a shortage of ____________________.

Appendix B provides example purpose statements which have been taken from successful applications. There is no single or best way to construct a purpose statement. However, a clear concise purpose statement sets the stage for development of all the required components of the proposal.

SPECIFIC PRIORITIES MET

If your application meets competitive priorities described in the announcement, be sure to highlight this aspect of your proposal. "*An application that meets one or more of these competitive priorities is selected over applications of comparable merit that do not meet these priorities.*" This statement is significant and should direct in some part the overall development of your proposal. The more priorities which can be appropriately and reasonable included as part of your proposal, the better your chances for funding. However, if you indicate that you plan to address specific priorities, then your budget and plan of operation should clearly include and support the priorities identified. Please note that an example appears behind the Table of Contents in Appendix G.

GENERAL OVERVIEW OF PROPOSAL DEVELOPMENT

When you have focused your concept and developed a clear statement of where you are going (purpose), you are ready to begin writing the proposal. Following is a brief description of the essential elements of the five components of a proposal. Appendix C contains a flowchart of these five components. This page provides a visual reference for developing the total proposal. Top down learners, the flowchart and following brief description are for you. Please be assured that the nitty gritty details will follow for the other half of the group, under Part III, Preparing Components of the Proposal, sections (a) - (e).

Description of Proposal Components

(a) IMPACT ON CRITICAL PRESENT AND PROJECTED NEED: (30 POINTS)

This section is where you provide the documentation that convinces your readers that your purpose (the training need you have identified) is worthy and appropriate. You will need to be aware of the most up-to-date research and provide local, state, regional, and national data to support this section.

(b) CAPACITY OF THE INSTITUTION (25 points)

Describe clearly and specifically how your institution can support what you indicated needed to be done in the impact statement. In this section you must also document with specificity how your institution can support all aspects of what you outline in the Plan of Operation section.

(c). PLAN OF OPERATION (25 POINTS)

Here is where you describe the entire process for reaching the stated purpose of the proposal. One of the evaluative criteria included under this section is "*(3) How well the objectives of the project relate to the purpose of the program.*" You should describe specific objectives and activities which ensure that the objectives will be met.

(d) EVALUATION PLAN (10 POINTS)

The evaluation plan must allow you to determine if you reached the goals which you set and the quality of attainment of your goals. The evaluation plan should also indicate how evaluative information will be gathered and how it will be used to modify program content or structure.

(e) BUDGET AND COST EFFECTIVENESS (10 POINTS)

This portion of the proposal is developed in conjunction with the information presented on the budget worksheets and in conjunction with the information provided in the budget justification section. The panel evaluating your proposal will look carefully at project objectives and activities and will consider how you have allocated resources (both personnel and other resources requested) to meet those objectives. It takes careful planning in every component of the proposal to ensure that the end result is cost effective. Part IV of this document, Budget Development, contains specific directions for all aspects of budget development.

Stages of Proposal Preparation.

A well developed proposal requires much planning and gathering of a variety of information before the actual writing process begins. The narrative which follows provides guidelines for all the stages of proposal development. Appendix D contains a checklist to guide the data gathering stage of proposal development, the actual proposal writing, and highlights of important post-writing activities. The brief narrative which follows outlines specific steps in overall proposal development. In-depth discussion is found in Part III Preparing Components of the Proposal.

(a) Data Gathering

It is amazing that a 20 page narrative requires so much non-writing activity. Time spent in obtaining documentation ensures a quality proposal. The following narrative provides a brief description of the variety of data which is crucial to a successful application.

Institutional process approval and timelines. If you have not previously completed a proposal, begin by identifying the process for institutional approval of a proposal to be submitted to a federal agency. You will also need to determine if the office(s) which will provide approvals will require a draft copy of the complete proposal, or if an outline and an abstract, along with the budget, will be satisfactory.

Timelines. Once you have established the appropriate offices from which to obtain the required approvals and identified individuals within the offices, you need to establish a timeline to meet the deadlines. You will also need to establish timelines which ensure that adequate time is provided for word processing and copying of your completed proposal.

Needs assessment. Your proposal will be much stronger if you include a needs assessment or survey (Appendix E), which you use to accompany your arguments for the need you propose to meet.

Input of groups to be impacted by proposed training. Prior to writing your proposal, the input of various consumer or constituent groups is very helpful. For example, a meeting with key public school personnel who are working daily with the target population for the proposal is usually very helpful. Other community agencies and organizations involved in serving the same population may be asked to provide specific types of input or information which will strengthen your proposal. Obtain information and provide documentation which verifies that no other IHE in your state (or in your geographic region) provides any training in the area you propose. Provide a record of suggestions and input made by the groups and identify the groups and the types and numbers of participants involved, so this information may be incorporated into your proposal.

Letters of support. Request letters of support from the individuals who participated and groups which were represented in the meetings you convened to obtain input, as well as from those groups or individuals who participated in your needs assessment. You should provide the individuals from whom you request letters of support with an abstract of your project, so they are able to write a letter which specifically supports what you propose to accomplish if you are funded. It is also helpful if the individuals from whom you request support letters also note their participation (or their agencies or organizations) in planning sessions which you held or in a needs assessment which was completed.

Numerical support data. Numbers are important. You will need to gather data (local, state and national) to support your proposal. Such data may be incidence or prevalence data which affirms the numbers of students in the population which you plan to serve. Or, it may be teacher vacancies, teacher attrition data, or the number of teachers on waivers which supports your contention for the need to increase the number of professionals in a specific area. Your State Education Department, your Health and Environment Department, your local college or university data bank, and a variety of other state and community agencies and organizations are potential sources of such support data. (If such data is not readily available, then the needs assessment or survey noted earlier might be most helpful). Other information in this document provides some national sources which provide a variety of information which is helpful in supporting national need in a variety of areas.

Literature review. You will need to provide a concise, but thorough, review of literature pertinent to your proposal. This information complements the numerical need data you present and tells your reader you are knowledgeable about the area in which you are proposing training.

Vitae development. Provide a one or two page vita for all key project personnel. If you are proposing the funding of a Project Assistant, then you might want to include a vita of a potential graduate student for this position, which shows the quality of students available for such a position. Tailor the short vitae so the experiences, background, publications, and other special skills and abilities which relate specifically to the proposed training are highlighted.

Agreement letters. If you develop a proposal which requires the collaboration of various departments, colleges, or agencies and organizations, then include a written agreement signed by all parties. The various parties to such agreements should also provide support letters as well.

Institutional capacity. As part of the proposal you must provide information which supports the capacity of your institution to meet the purpose and objectives of your proposal. You need to provide a description of the special features of your institution which will provide specific support to your proposal. This may include a description of target population for the proposal is usually very helpful. Other community agencies and organizations involved in serving the same population may be asked to provide specific types of input or information which will strengthen your proposal. Obtain information and provide documentation which verifies that no other IHE in your state (or in your geographic region) provides any training in the area you propose. Provide a record of suggestions and input made by the groups and identify the groups and the types and numbers of participants involved, so this information may be incorporated into your proposal.

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Vitae development. Provide a one or two page vita for all key project personnel. If you are proposing the funding of a Project Assistant, then you might want to include a vita of a potential graduate student for this position, which shows the quality of students available for such a position. Tailor the short vitae so the experiences, background, publications, and other special skills and abilities which relate specifically to the proposed training are highlighted.

Agreement letters. If you develop a proposal which requires the collaboration of various departments, colleges, or agencies and organizations, then include a written agreement signed by all parties. The various parties to such agreements should also provide support letters as well.

Institutional capacity. As part of the proposal you must provide information which supports the capacity of your institution to meet the purpose and objectives of your proposal. You need to provide a description of the special features of your institution which will provide specific support to your proposal. This may include a description of your general library, any special libraries, computer labs or other technological capabilities, audio-visual capabilities, practicum sites, or any other special resources, unique to your setting and supportive of your proposal.

Budget development. There are some pieces of information which should be gathered before you begin writing, or you will find yourself scrambling for information at the last minute. Though the budget development section (Part IV) treats this information in depth, following are some specific items of information which you must gather if you plan to request support:

Travel policies and guidelines (in-state and out of state).
Mileage rate
Per diem
Lodging policies
Key personnel salaries (contract salary and number of days)
Clerical salaries
Other staff and graduate assistants
Tuition, stipends
Fringe benefits
Special needs of project (eg., studio time, editing)

(b) Proposal Writing

Editing, revisions, wordprocessing. Editing, rewriting, and wordprocessing will be ongoing throughout the proposal writing stage. You will need to identify individuals who will be responsible for the various steps and be sure that resources are allocated to ensure you will meet the proposal deadline.

Readers respond positively to professional looking documents. Prepare your proposal on a wordprocesser and print it on a laser printer or on another high quality printer (see RFP guidelines).

Double-spaced documents are expected (see RFP guidelines) for easier reading. In addition, larger typeface, boldface headings, underlining of headings or key terms, and plenty of white space provide a finished document which is easier to read. Easier reading makes for greater comfort levels on the part of reviewers and thus should be an important consideration in the preparation of the document. However, the space limit of 20 narrative pages sometimes makes it difficult to say everything in 20 double-spaced pages. Change the typeface to a smaller print with more characters per line and place support data in your appendices. Do your best to be as concise as possible, so that you can stay within the prescribed limits (if stated).

Preparing graphics. Attractive graphics carry impact as well. Call upon your college's or division's experts in assisting you to develop the graphics you need for charts, figures, tables, graphs, or other visual messages. Better yet, become skilled yourself at generating impressive graphic aids so that you can quickly communicate the message you need to convey. However, do not decide to develop this skill while you are attempting to develop your proposal!

You can strengthen narrative and shorten narrative by providing figures, charts, and tables which provide a visual reference for your readers. Appendix F contains examples of such graphics. There are many software programs available which are capable of allowing you to produce excellent graphics. It truly is to your advantage to take the time to summarize information in chart form where appropriate. If figures or tables do not work for the need or plan you are conveying, you may have supporting paperwork (reports, numbers, instruments, meeting minutes) that should be either:

--excerpted within the narrative, or

--referred to in the narrative and included in the appendix.

Appendices. As you develop your proposal, you may begin compiling your appendices. Appended material should clearly support information in the narrative. Prepare a separate file folder for each Appendix and insert material you have taken from other sources or specific information you have developed to support your proposal.

Table of contents. When you have almost completed your proposal you should develop your table of contents. Turn to the first page (or monitor screen) of your proposal. On a blank sheet of paper entitled "Table of Contents", write down in order each of the headings, subheadings, and appendices found throughout your proposal (see Appendix G). As you write them, mirror the way they appear in the proposal. For instance, if headings are capitalized and boldfaced, leave them that way in your table of contents. If subheadings are indented and in lower case letters, present them the same way in the table of contents. Under the heading of "Appendices", indent to list each letter (e.g., "C") and then the title of each appendix (e.g., "Vitae of Key Project Staff"). You should also include separate listings of any tables, charts, or figures.

Check your finished product accuracy. First, you need to make sure that the headings and subheadings fall into a consistent hierarchy of order, as illustrated below:

```
III.  MAJOR HEADING

  (A)  SIDE HEADING

         (1)  Subheading

              (i)  Minor Subheading
```

Second, check your Table of Contents to ensure that the headings and subheadings found within the proposal narrative are correct and complete. Viewing the listing in the table of contents can help you identify any inappropriate headings or lack of parallel subheadings. Finally, make sure that the numbers provided in the Table of Contents corresponds to the page numbers in the narrative.

Abstract. You must include a one page abstract of your proposal. Include statements about the need for the project, the objectives of your project, the proposed plan of operation, and inform the reader of the projects' significance or intended outcomes. Example abstracts are included in Appendix H.

(c) Post-Proposal Writing Tasks

Institutional sign-off. Now it is time to go back to those offices and individuals you identified earlier. You must obtain a signature on the face page (and the original

MUST be sent) and all other assurance and disclosure forms (as required for your institution) must be signed as well.

Copying proposal. You now receive your first reward. This task is almost complete. You will not be face to face with a deadline of this magnitude (we hope) for the next few days. Copy the correct number required (as stipulated in the RFP) and make copies as required for your institution, then make a file copy and a copy for yourself.

Verifications. This is the time to be compulsive. Check your copies to be sure everything is included (budget forms and all front sheets, table of contents, abstract, all components of the proposal, appendices, etc.). It is a documentable fact that copy machines frequently digest selected pages or, sometimes, even complete sections. This is more likely to happen when the proposal is copied in sections (a not unusual circumstance, since time constraints may require such tactics). REMEMBER, THE ORIGINAL SIGNATURE MUST BE IN THE PACKAGE YOU SEND TO WASHINGTON, D.C.

Mailing. Depending on the size of your proposal and how much documentation you have provided, your copies may be sent in a well secured large envelope (with strapping tape added) or in a box secured with strapping tape. Provide a label with the correct address (which is provided in the back of the RFP) and be sure the label is adequately secured (remember, time to be compulsive). Wait! Do you have the correct number of copies included? Send your package by certified mail and request a return receipt.

Record keeping. Place return receipt in file with copy of your proposal. Place the communication which affirms receipt of your document by OSERS in the same file.

Thank you. It is likely many people helped you meet the deadline. This is the time to show your appreciation for their extra efforts.

Waiting. It is time to wait for the phone call which tells you they would like to make a phone appointment to negotiate your award.

III. PREPARING COMPONENTS OF THE PROPOSAL

At this point you should have completed most of the steps noted under the data gathering stage of your proposal development. You have identified your goal (purpose statement) and are ready to begin writing.

(a) IMPACT ON CRITICAL PRESENT AND PROJECTED NEED (30 points)

(1) Significance of the Personnel Needs

Under this section, you have two suggested types of evidence to delineate. If your aim is to increase numbers of trained personnel, then you need evidence of critical shortages. If your purpose is to improve the competencies of existing personnel, then you need evidence to show such competencies are lacking.

(i) Evidence of critical shortages of personnel

In order to convince the readers of your proposal that your institution, region, or state should receive the award, a crucial component of your proposal must address the needs that exist in your service area. Many writers have found it useful to divide their needs sections into national and local (including state) needs sections, so that data from both levels can demonstrate the need for your project.

General needs. At the national level, your "General Needs" section will draw upon findings that relate closely to the area in which you are planning, such as training for ancillary staff or family interventions. You should draw from a variety of resources to get thorough descriptions of general need for your proposed efforts. If you or one of your colleagues have been researching for classes or writing to publish in this area, you are in luck! Experienced grant writers often draw upon recently developed materials for a ready source of data.

Convincing data can be found in three major locations:

--the Alliance 2000 Project East and West Offices Staff, who are working on developing general needs statements in major areas of concern;
--existing data bases in government, organizations, and agencies, such as the Department of Education's Annual Report to Congress which contains a wealth of information about students, their characteristics, reasons for leaving school, and projected needs in the future. Valuable data are available through the ERIC Clearinghouse and the National Information Clearinghouse for Handicapped Youth (NICHY).
--current literature closely related to your topic; students who are working with you for class projects or other accomplishments may be very helpful here.

The kinds of data that are most critical include:

--numbers of vacancies in the profession you have targeted
--numbers of noncertified personnel on waivers
--numbers of students or adults in the target categories (so you can project present and future needs)
--numbers of teachers serving those groups and their "match" to their constituents
--numbers of paraprofessionals or vacancies, if appropriate
--breakdown of students/adults by demographic categories, if appropriate for your project (ethnicity, gender, age, severity level, or special needs)
--projected needs in the future
--outcomes data from follow-up studies
--any other specific traits or needs pertinent to your proposal
--priorities in relevant organizations (such as CEC, NABE, or parent organizations) or agencies (such as the State Dept. of Education, Human Services, or the Commission on Higher Education), that relate to your project's purpose (such as "We target a 20% increase in the numbers of trained ancillary personnel by May 1993"). NOTE: A list of relevant agencies and organizations at the national level is available from the Alliance 2000 Project staff.

Specific needs. At the state level, your State Department of Education Evaluation Unit (or its equivalent), the Developmental Disabilities Bureau or Planning Council, the state Association for Retarded Citizens/Developmental Disabilities, the Governor's Committee on Concerns of People with Disabilities and other representative agencies (e.g., Department of Labor, Department of Health and Environment, Division of Vocational Rehabilitation) and organizations (Council for Exceptional Children, National Association for Young Children, Council for Learning Disabilities) and the committee for comprehensive system of Personnel Development (CSPD) may have very useful data bases.

At the local level, school districts' data management units may be very helpful. Check with parent organizations and community agencies related to your project as well.

A common, but important source, of specific needs data is a statewide, or local, needs assessment. A needs assessment or survey does not need to be highly sophisticated, complicated, or lengthy. It should, however, provide information to directly support your case for a critical present or projected need. Such a survey provides one of the best means by which to ensure comprehensive and representative input. In addition, conducting a regional or statewide survey carries a great deal of weight with readers. Examples of needs assessment instruments are included in Appendix E.

Mailing the surveys with stamped, pre-addressed return envelopes, and then following up with postcards as reminders, or phoning nonrespondents has proven successful in some instances. One parent organization serving rural citizens obtained best results by mailing the form with a note first and then calling a week later (where possible) to actually collect the data over the phone. One district decided they would do best by dividing up the forms among a team and making office, school, or home visits to personally gather the information.

If you can obtain co-signatures from outside groups that support your survey, for example, a legislative unit or parent organization, your return will substantially increase. Sometimes you will need to spend time and some long distance charges to locate the best possible collaborators for your survey.

The kinds of data that are most critical include:

--numbers of vacancies in the profession you have targeted
--numbers of non-certified personnel on waivers
--numbers of students or adults in the target categories
--numbers of teachers serving those groups and their "match" to their constituents
--numbers of paraprofessionals or vacancies, if appropriate
--breakdown of students/adults by demographic categories, if appropriate for your project (ethnicity, gender, age, severity level, or special needs)
--projected needs in the future
--outcomes data from state or district follow-up studies
--any other specific traits or needs pertinent to your proposal
--priorities in related organizations (such as CEC, NABE, or parent organizations) or agencies (such as the State Dept. of Education, Human Services, or the Commission on Higher Education) (*especially if any of those agencies or organizations are partners in your proposed project)
--Comprehensive System of Personnel Development (CSPD) priorities in your state (<u>if</u> you are writing special education personnel preparation proposals); CSPD is the category within the Individuals with Disabilities Education Act that funds professional development activities

(ii) Evidence showing significant need for improvement in quality of personnel

If improving competencies of personnel is your aim, you will need to compare the actual skills held by personnel in the targeted specialty or geographic area to the desired or needed skills. This comparison may be accomplished in a number of ways. Review section (i) above to get ideas about how to document both the <u>general need</u> (the national picture) as well as the <u>specific need</u> at your local or state level. Many of the agencies and organizations listed previously may have information about the lack of competencies among existing personnel.

A survey would provide the most quantitative support for the need to improve skills of personnel. After generating the specific types of skills that the target group of personnel needs, create three columns beside the list. The first column (A) is to rate current skill levels (as with a Likert 1-5 scale), and the second (B) is to rate desired skill levels (see example below). The final column (C) is to document the discrepancy, if any, for each skill. Distribute the survey to numerous members of the pertinent groups affected by the lack of competencies: consumers, parents, staff, administration.

SAMPLE COMPETENCY SURVEY SEGMENT

Please rate you (or your employees) on each competency listed below, as follows:

Column A is for current skill level
Column B is for ideal skill level
Column C is for discrepancy between the two

Each rating scale ranges from 0 (skill is totally absent) to 4 (outstanding level of accomplishment).

CIRCLE THE LEVEL THAT BEST REPRESENTS YOUR (OR YOUR EMPLOYEES') LEVEL OF SKILL IN COLUMN A, THEN CIRCLE THE LEVEL THAT YOU (OR THEY) SHOULD HAVE IN COLUMN B.

Category & Specific Competencies	Column A Current	Column B Ideal	Column C (+-)
3. BEHAVIOR MANAGEMENT			
3a. Primarily uses positive behavior management techniques with all students	0 1 2 3 4	0 1 2 3 4	-2
3b. Applies variety of management strategies depending on individual students' situations. . .	0 1 2 3 4	0 1 2 3 4	-3

(2) Impact of Project on Targeted Need

(i) Projected number of graduates

One of the ways to demonstrate the possible impact of the project on the targeted need is by projecting the number of graduates of your program who will have the necessary competencies and certification to affect the need. Based on your budgeted tuition and other support, answer the following questions.

How many persons can you recruit?

Are there enough unemployed or underemployed individuals in your service area who might be seriously interested in getting trained in this field?

What about parents or educational assistants as a recruitment source? Or is there a ready pool of potential recruits who are recent BA graduates and who might want to pursue your graduate program?

During your needs assessment, did you make important contacts who can help with the recruitment process?

Your projected number of graduates should be as high as you believe is achievable given present resources and those requested, so that you can show serious potential impact on the targeted need.

(ii) For ongoing programs, numbers of previous graduates

If you have already been doing training in the targeted area, do the number of previous graduates show a trend that supports your projected numbers? How are they currently employed and how are they contributing to the targeted need?

(iii) For new programs, program features' tie to needs

If you are developing a totally new training program, your evidence of potential impact should be delineated by the specific features of your proposed project. Translating this into action means you will need to show how closely project activities will affect the lives of the target population. How closely will project activities have an affect on the needs identified by your state's CSPD priorities, or any other pertinent organization's priorities? How are students with disabilities going to be affected?

It is appropriate to state what you believe will happen regarding the importance of the project and the benefits it will generate, but you should tie your statement to realities. Go back through your needs assessment findings, if applicable, and explain how the components of your project will influence those identified needs. Be specific. For example, is it possible to tie local or state administrators into providing either informal feedback or formal evaluation of your project? That might be one way to show the relationship of your project to employers' priorities and students' needs.

Your next task is to outline your plan to help your program graduates locate jobs in the targeted specialty or geographic area. Links to your Career Placement Office should be stated here, perhaps accompanied by a letter of support or a description of services which you can include in an appendix. This is a good place to refer to your letters of support if they mention the project's possible impact, employment opportunities, or other relevant items.

A final way to document potential impact is to outline the ways your project will insure that participants will indeed gain the competencies needed to impact the targeted need. Briefly summarize your monitoring and evaluation strategies and other means by which your project will graduate well-trained individuals. Much of this can be accomplished by referring to support material which you place in the appendices, such as competency matrices, measurement procedures, evaluation tools, etc.

(b) CAPACITY OF THE INSTITUTION (25 points)

This section asks the author(s) to prove that the agency or institution is indeed capable of carrying out the project in its entirety. Documentation of who is involved, what they will do, resources, training sites, and collaborative efforts in place and those planned must be included.

(1) Qualifications and Accomplishments of the Project Director and Other Key Personnel

This section should address the formal training that key personnel have had, as well as refer to related publications and other professional contributions that are pertinent to the project. It works best to have a paragraph for each key person, starting with the Project Director (PD). Start each paragraph with the person's name and what their role will be (eg., "Dr. ___________ will serve as the Materials Specialist for the proposed project"). The remainder of the items for each person might include:

- -amount of time projected for project activities, both grant-supported and contributed by your institution
- -college degrees, or specific emphases or coursework as part of those degrees (highlight those related to the target need)
- -professional development experiences, such as certain workshops, focused conferences, certification training related to proposed training
- -work or volunteer experiences that resulted in particular expertise of importance to the project
- -research studies, case studies, or other inquiry endeavors related to the project
- -reference to selected works by the person that are related to the project
- -participation in key task forces, advisory boards, or other efforts that are major contributions to the profession or area
- -personnel's (especially the PD's) experience in training the targeted group or specialty

After describing their accomplishments that qualify them best for your project, state within each paragraph the specific tasks and responsibilities for which each person will be responsible. Thus, the relationship between his/her expertise and assigned duties will be clear.

If some of your project personnel are not yet identified, such as project assistants or research coordinators, you can describe the pool from whom these staff will be drawn. List the minimum qualifications they will need and their responsibilities. You may want to refer to several vitae in an Appendix (such as doctoral or masters students or community professionals) who represent willing or possible recruits for your staff positions.

(2) Time Commitment of Each Person

How much time will each key person give to the project? A personnel loading chart is often the best way to visually depict each individual's commitment, because it allows readers to understand the overall workload quickly. Be accurate in your FTE (full-time equivalents) allotments. Be sure to plan adequate time commitment on the part of all key personnel, especially the Project Director. A frequent criticism by readers is that the Director is inadequately committed to the project.

Develop your chart in columns, labeled "Project Staff Role" and "Percent (or Amount) of Time on Project". In the first column, list the role and the person's name. In the last column, place a percentage of total work time or the amount in hours per week. You may want to add a middle column that lists major responsibilities. An example of a personnel loading chart is provided in Appendix I.

A general guideline is that you are better off with charts, figures, and tables instead of lengthy narrative, because such visual representations tend to be more quickly understood. And readers are always rushed!

(3) Nondiscriminatory Employment Practices

Your proposal must reflect how you, as a part of your institution's nondiscriminatory employment practices, will ensure that project personnel are hired without regard to ethnicity/race, national origin, gender, age, or disability. Delineate your agency's statement of policy in this regard and describe how this policy is disseminated to the general public and potential employees. In other words, is your institution's policy stated on all publicly distributed materials and advertisements or limited to certain publications?

In addition, even though you will describe recruitment practices for participants in the Plan of Operation, it is important to address your recruitment efforts with all potential staff pools in this section. Recruiting from groups who resemble the targeted participants is best in most cases; for example, how closely should your staff match your project participants in terms of culture, language, or other important attributes?

Who are the groups you will contact and how? The more traditionally underrepresented groups you can contact, the better your proposal will be viewed. What will be your screening, interviewing, and hiring guidelines? List every possible means by which to insure that your employment of project personnel will not discriminate against any group or individual. It will be important to document how your employment practices comply with the Americans with Disabilities Act.

(4) Adequacy of Resources, Facilities, Supplies, and Equipment

This section requires specific facts about the physical support that your agency, and any participating agencies, plan to commit to the project. Describe the types of facilities (eg., offices, classrooms, computer labs) and equipment (eg., microcomputers, file cabinets, audiovisual) that will be provided and where they are located. Outline which project staff will use which equipment and facilities. It is important to <u>specifically</u> define how these facilities and equipment will support project objectives and activities.

A description of the resource materials to which project staff will have access should be included. Are there print, software, or audiovisual collections available and where are they? Include a description of available telecommunications such as electronic mail systems for information gathering and dissemination and distance education support.

All pertinent library collections should be described. Be sure to include the expertise and data found in other departments at your campus or at other locations, such as the regular education, bilingual education, counseling, family studies, and educational administration units. For example, these units may be a crucial source of these types of information and materials: needs data, video and print training materials, computerized data bases, and other such support materials.

Are there special units on your campus that will provide specific support, such as extension credit arrangements, public announcements, reference searches, layout and printing? What about the Law Clinic if your university has a law school, or the Family Practices Clinic if you have a medical school?

Look beyond your own institution, particularly if your project will collaborate with other agencies. Are there facilities, equipment, supplies, materials, and people resources who will support the project? What are they and where are they located? How will they be used? Include any task forces, advisory committees, and professional organizations which will be involved even indirectly and describe how they will support project dissemination, recruiting of personnel and participants, and actual training efforts.

(5) Quality of Practicum Training Settings

This section requires evidence that your pool of practicum sites:

--are readily accessible;
--use up-to-date services and exemplary teaching practices;
--provide adequate supervision to trainees;
--offer opportunities for trainees to teach; and
--foster interaction between students with disabilities and their nondisabled peers.

If you do not have a readily available group of practicum settings, see what can be easily identified by your original planning committee, or ask colleagues about sites they find most beneficial. You, or a collaborator, may need to spend some time securing potential sites, because this proposal component is a very important one.

One format that has worked well for developing information for this section is to describe each practicum site, one by one, addressing each of the features listed above. Highlight the name and address of the practicum site that you plan to use, perhaps including the phone number and the current contact person (so you can use this list for a variety of purposes). Then address each of the features by describing the population served, the types of programs and services they provide, level of integration, and the degree to which they say they will actually train your students. Focus on the special strengths offered by the sites, so that you can justify their selection.

(6) Capacity to Recruit Well-Qualified Applicants

If you have already described your recruitment practices comprehensively in the Plan of Operation, you can simply refer back to that section. However, it never hurts to provide additional concise statements about the connections you, your department, or your college have that will aid the recruitment effort. Who are the groups or individuals you will tap and how will you do it? What leads you to believe that your institution or program will attract well-qualified applicants?

(7) Experience and Capacity of Applicant to Assist Schools and Agencies in Training

This section asks you to describe your ongoing relationships in working with area schools and/or agencies in training efforts with their personnel. What qualifies you to help them? For instance, have you participated in any professional development activities or studies to prepare you better to work with their personnel? In particular, how have you collaborated before in endeavors related to personnel preparation (such as needs assessments, task forces to prioritize needs, creating conferences or workshops)? List specific titles or individuals with whom you share working relationships and describe what you will do together to support project objectives and future related efforts. Refer to the letters of support from those school, community agency, or other IHE contacts as further evidence of your ongoing interactions with those units.

(8) Cooperation with the State Education Agency, Other IHEs, and Other Public and Private Agencies

Some of this information may have been provided earlier under the Plan of Operation or Adequacy of Resources. Regardless, it is important to add new information here that documents your agency's and your individual collaborations with the pertinent groups such as those listed below:

--State Department of Education
--state-designated lead agency under Part H of IDEA if appropria
--other institutions of higher education (IHEs) such as community colleges and universities, and
--other public or private agencies linked to your targeted need.

In particular, how have you worked jointly in the past, or how are you now working together, to identify personnel needs, training needs, and other needs in your region? Be sure to include parent groups (eg., LDA, ARC) and consumer organizations (eg., People First, LD adult groups) as appropriate. List exactly the role that you or your agency fills when cooperating with any of the other entities. How often do you work together and what form do those efforts take? How will grant support lead to greater collaboration? How will these collaborative efforts contribute to the long-term impact of your project, after external funding is gone?

(c) PLAN OF OPERATION (25 points)

This section of the proposal requires that you provide a plan which clearly indicates how you will:

- meet the critical shortages of personnel or improve the quality of personnel as you have identified them in Part *(a) Impact on critical present and projected needs*;

- use the personnel, agencies and organizations and other resources required to address the need which you outlined in Part *(b) Capacity of the institution.*

When reviewing this section of the proposal, the reviewers will be looking for:

(1) High Quality in the Design of the Project

(2) The Extent to Which the Plan of Management Ensures Effective, Proper, and Efficient Administration of the Project

By providing the information requested under items (3) through (7) which follow, you offer the documentation for the panel members who review your proposal to make a judgment about the quality of overall design and the quality of your administrative plan.

(3) How Well the Objectives of the Project Relate to the Purpose of the Program

Project objectives should be clearly derived from the critical present or projected need statement, where you identified an overall purpose statement (which tells your reader in a simple statement about what you plan to do to meet the need). It is possible that you may have one objective or several objectives. Appendix J contains examples of needs statements, which began or ended with a purpose statement, from which objectives were then developed.

An objective may outline a single task.

> To recruit, fund and develop programs for 4 full-time and 5 part-time trainees per academic year and to provide tuition waivers for 9 trainees during the summer session.

It is possible, however, that an objective may have 2 or more focus areas, as the example which follows.

> To develop a training sequence which will (1) provide trainees with the knowledge, skills and competencies identified as appropriate to students in the target population; (2) provide appropriate, varied and continuous practicum experiences that allow for meeting individual trainee needs.

Number each objective you develop. This assists your readers and makes it easier for you in other areas of proposal development. The complete set of objectives should be an outline of how the overall project purpose will be achieved.

(4) The Way the Applicant Plans to Use its Resources and Personnel to Achieve Each Objective

Once the objectives are clearly stated, the next step is a description of the process by which the requested financial support (personnel, materials, and other resources) will be distributed to meet the various objectives. This can be done efficiently by developing a chart which delineates the project objectives and notes timelines, activities, and how you will allocate resources (please see Appendix K).

Such a visual is useful for at least four reasons. First, it is very helpful in guiding overall proposal development, including the budget allocations process. During the initial development stage the chart serves as a management tool for identifying the financial resources required to support the specified project objectives and activities.

Second, when the proposal is submitted, this chart provides support for how you chose to distribute the requested funds. It should be referenced throughout your narrative, as appropriate. The budget figures, the budget justification narrative, and the Project Objectives\Timelines\Activities\Resource Allocations Chart should all be in agreement.

Third, such a chart also serves as a highly effective visual reference for supporting project narrative in the Plan of Operation Section. The project narrative for this section can be more concise, because so much specificity can be provided in this one chart. In fact, this one chart may be referred to as supporting information in several sections of the proposal.

Finally, the [illegible] of such a chart makes it much easier to write a strong evaluation section, because the tasks to be evaluated and the allocation of resources are clearly identified. It [illegible] difficult to develop a good evaluation component if it is impossible to determine what should be evaluated.

(5) *The Extent to Which the Application Includes a Delineation of Competencies That Program Graduates Will Acquire and How the Competencies Will be Evaluated.*

This portion of the application requires that the applicant describe:

- Competencies which may already exist and how these competencies will be used or adapted for proposed training
- Procedures by which competency acquisition will be evaluated.

Competency identification. This section should focus on a brief review of competencies which have been identified to support the specific training program to be developed. For example, if you are attempting to develop a program to train teachers of students with severe handicaps, then you would want to reference an article by Whitten and Westling (1975) and include that competency listing (or another such list which has been published and validated in some way) in one of the appendices of the proposal. If you are writing a proposal to train teachers of young culturally and linguistically diverse children with special needs, you would want to reference competency statements developed specifically for that population of learners. Many divisions of the Council for Exceptional Children (CEC) have developed competency statements which define the expectations for teachers of students with specific exceptionalities. You should certainly be aware of competency statements which may be available for your target group.

Procedures for evaluation of competency acquisition. The information provided here must specify exactly how you will assess competency acquisition. Following is a paragraph taken from a successful application which provides an example of such a description.

Each of the competencies will be addressed at least twice in the training sequence. Trainees may demonstrate mastery of competencies during coursework and during field experience work. Evaluation and measurement of the competencies is provided through performance activities. During the field work (practicum or student teaching) the students will be expected to demonstrate the application of concepts, skills, and techniques that were presented through university classes or independent study. Part of the evaluation will include trainee self-evaluation in the practicum settings. Individual trainees' attainment of competencies will be assessed by an end of semester review process. Each trainee and advisor will review and complete a document designed to assess competency mastery (see Appendix L for an example).

(6) *The Extent to Which Substantive Content and Organization of the Program:*

(i) *Are appropriate for the students' attainment of professional knowledge and competencies deemed necessary for the provision of quality educational and early intervention services for infants, toddlers, children, and youth with disabilities, and:*

(ii) *Demonstrate an awareness of methods, procedures, techniques, technology, and instructional media or materials that are relevant to the preparation of personnel who serve infants, toddlers, children, and youth with disabilities, and:*

(7) *The Extent to Which Program Philosophy, Objectives, and Activities Implement Current Research and Demonstration Results in Meeting the Educational or Early Intervention Needs of Infants, Toddlers, Children, and Youth with Disabilities.*

Items 6 and 7 contain a number of non-specific words and phrases, which provide few specific guidelines for the proposal writer. Following is a discussion of these broad terms, as well as some guidelines which may be helpful in developing this section.

In order to assess the *"substantive content and organization"* of your proposal, the readers will be examining this section for information which ensures that you are aware of the "state of the art" in the particular area of focus chosen for the proposal. For example, does the total course sequence, individual course outlines, texts, and readings (information to be included in appendices) that you propose reflect well-known writers and researchers of the target area? Are the methods, techniques and procedures which you propose to incorporate consistent with best practices or research of the area? Have you incorporated up-to-date technology and media as part of your proposed program?

The guidelines are very specific in indicating that evaluation of the proposal will also focus on the *"extent to which program philosophy, objectives, and activities implement current research and demonstration results."* Here again, it is apparent that proposals will be evaluated by looking for "best practices" or "state-of-the art" information. Therefore, it is apparent that proposal writers must integrate such information in the Plan of Operation section.

C. READING THE RFP

Reading the Federal Register and RFP for Critical Information

20 min.
D. Chen

Specific Objective(s):

Participants will:

Demonstrate an understanding of a RFP.
Identify key elements in the Federal Register guidelines

Procedures:

Federal Register

1. Show overhead listing the information below and briefly describe each:

    1. Due date
    2. Priorities
    3. Competition
    4. Selection Criteria
    5. Instructions for Transmittal
    6. Number of proposals to be funded
    7. Approximate funding level
    8. Number of years for project

Discussion: question and answers; and suggestions from the audience

D. FEDERAL REGISTER

TRAINING PERSONNEL FOR THE EDUCATION OF INDIVIDUALS WITH DISABILITIES

INDIVIDUAL REVIEW - GENERAL TRAINING

APPLICATION EVALUATION - NEW APPLICATIONS

Recommendation	Approve	Disapprove
Individual		
Post-Panel		

PLEASE PRINT

NAME OF APPLICANT	PANEL NO.	APPLICATION NUMBER H029

	RANGE OF POSSIBLE POINTS						ACTUAL POINTS	
PART I	POOR	WEAK	ADEQUATE	VERY GOOD	EXCELLENT	TOTAL	PRE-PANEL RATING	POST-PANEL RATING
1. IMPACT ON CRITICAL PRESENT AND PROJECTED NEED	0-9	10-17	18-23	24-27	28-30	30		
2. CAPACITY OF THE INSTITUTION	0-7	8-13	14-18	19-22	23-25	25		
3. PLAN OF OPERATION	0-7	8-13	14-18	19-22	23-25	25		
4. EVALUATION PLAN	0-2	3-4	5-7	8-9	10	10		
5. BUDGET AND COST EFFECTIVENESS	0-2	3-4	5-7	8-9	10	10		
TOTAL						100		

PART II - SUMMARY: MAJOR JUSTIFICATION FOR RECOMMENDATION

Please Note: REVIEWER MUST SIGN AND DATE ON REVERSE SIDE

ED FORM 9049-4A; REVISED 11/89

NOTE AND JUSTIFY ANY CHANGES RESULTING FROM PANEL MEETING

100

PART III - EVALUATION CRITERIA

A. CRITERION 1 - IMPACT ON CRITICAL PRESENT AND PROJECTED NEED (MAXIMUM 30 POINTS)

THE SECRETARY REVIEWS EACH APPLICATION TO DETERMINE THE EXTENT TO WHICH THE TRAINING WILL HAVE A SIGNIFICANT IMPACT ON CRITICAL PRESENT AND PROJECTED STATE, REGIONAL, OR NATIONAL NEEDS IN THE QUALITY OR THE QUANTITY OF PERSONNEL SERVING INFANTS, TODDLERS, CHILDREN, AND YOUTH WITH DISABILITIES. THE SECRETARY CONSIDERS--

(1) THE SIGNIFICANCE OF THE PERSONNEL NEEDS TO BE ADDRESSED TO THE PROVISION OF SPECIAL EDUCATION, RELATED SERVICES, AND EARLY INTERVENTION. SIGNIFICANCE OF NEED IDENTIFIED BY THE APPLICANT MAY BE SHOWN BY--

(i) EVIDENCE OF CRITICAL SHORTAGES OF PERSONNEL TO SERVE INFANTS, TODDLERS, CHILDREN, AND YOUTH WITH DISABILITIES, INCLUDING THOSE WITH LIMITED ENGLISH PROFICIENCY, IN TARGETED SPECIALTY GEOGRAPHIC AREAS, AS DEMONSTRATED BY DATA FROM THE STATE COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; REPORTS FROM THE CLEARINGHOUSE ON CAREERS AND EMPLOYMENT OF PERSONNEL SERVING CHILDREN AND YOUTH WITH DISABILITIES; OR OTHER INDICATORS OF NEED THAT THE APPLICANT DEMONSTRATES ARE RELEVANT, RELIABLE, AND ACCURATE; OR

(ii) EVIDENCE SHOWING SIGNIFICANT NEED FOR IMPROVEMENT IN THE QUALITY OF PERSONNEL PROVIDING SPECIAL EDUCATION, RELATED SERVICES AND EARLY INTERVENTION SERVICES, AS SHOWN BY COMPARISONS OF ACTUAL AND NEEDED SKILLS OF PERSONNEL IN TARGETED SPECIALTY OR GEOGRAPHIC AREAS; AND

(2) THE IMPACT THE PROPOSED PROJECT WILL HAVE ON THE TARGETED NEED. EVIDENCE THAT THE PROJECT RESULTS WILL HAVE AN IMPACT ON THE TARGETED NEEDS MAY INCLUDE--

(i) THE PROJECTED NUMBER OF GRADUATES FROM THE PROJECT EACH YEAR WHO WILL HAVE NECESSARY COMPETENCIES AND CERTIFICATION TO AFFECT THE NEED;

(ii) FOR ONGOING PROGRAMS, THE EXTENT TO WHICH THE APPLICANT'S PROJECTIONS ARE SUPPORTED BY THE NUMBER OF PREVIOUS PROGRAM GRADUATES THAT HAVE ENTERED THE FIELD FOR WHICH THEY RECEIVED TRAINING, AND THE PROFESSIONAL CONTRIBUTIONS OF THOSE GRADUATES; AND

(iii) FOR NEW PROGRAMS, THE EXTENT TO WHICH PROGRAM FEATURES ADDRESS THE PROJECTED NEEDS, THE APPLICANT'S PLAN FOR HELPING GRADUATES LOCATE APPROPRIATE EMPLOYMENT IN THE AREA OF NEED, AND THE PROGRAM FEATURES THAT ENSURE THAT GRADUATES WILL HAVE COMPETENCIES NEEDED TO ADDRESS IDENTIFIED QUALITATIVE NEEDS.

A. CRITERION 1 - IMPACT ON CRITICAL PRESENT AND PROJECTED NEED (MAXIMUM 30 POINTS)

REMINDER

0-9	10-17	18-23	24-27	28-30
POOR	WEAK	ADEQUATE	VERY GOOD	EXCELLENT

STRENGTHS	WEAKNESSES

COMMENTS:

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PART III - EVALUATION CRITERIA

B. CRITERION 2 - CAPACITY OF THE INSTITUTION (MAXIMUM 25 POINTS)

THE SECRETARY REVIEWS EACH APPLICATION TO DETERMINE THE CAPACITY OF THE INSTITUTION OR AGENCY TO TRAIN QUALIFIED PERSONNEL, INCLUDING CONSIDERATION OF--

(1) THE QUALIFICATIONS AND ACCOMPLISHMENTS OF THE PROJECT DIRECTOR AND OTHER KEY PERSONNEL DIRECTLY INVOLVED IN THE PROPOSED TRAINING PROGRAM, INCLUDING PRIOR TRAINING, PUBLICATIONS, AND OTHER PROFESSIONAL CONTRIBUTIONS;

(2) THE AMOUNT OF TIME EACH KEY PERSON PLANS TO COMMIT TO THE PROJECT;

(3) HOW THE APPLICANT, AS A PART OF ITS NONDISCRIMINATORY EMPLOYMENT PRACTICES, WILL ENSURE THAT ITS PERSONNEL ARE SELECTED FOR EMPLOYMENT WITHOUT REGARD TO RACE, COLOR, NATIONAL ORIGIN, GENDER, AGE, OR DISABILITY;

(4) THE ADEQUACY OF RESOURCES, FACILITIES, SUPPLIES, AND EQUIPMENT THAT THE APPLICANT PLANS TO COMMIT TO THE PROJECT;

(5) THE QUALITY OF THE PRACTICUM TRAINING SETTINGS, INCLUDING EVIDENCE THAT THEY ARE SUFFICIENTLY AVAILABLE; APPLY STATE-OF-THE-ART SERVICES AND MODEL TEACHING PRACTICES, MATERIALS, AND TECHNOLOGY; PROVIDE ADEQUATE SUPERVISION TO TRAINEES; OFFER OPPORTUNITIES FOR TRAINEES TO TEACH; AND FOSTER INTERACTION BETWEEN STUDENTS WITH DISABILITIES AND THEIR NONDISABLED PEERS;

(6) THE CAPACITY OF THE APPLICANT TO RECRUIT WELL-QUALIFIED STUDENTS;

(7) THE EXPERIENCE AND CAPACITY OF THE APPLICANT TO ASSIST LOCAL PUBLIC SCHOOLS AND EARLY INTERVENTION SERVICE AGENCIES IN PROVIDING TRAINING TO THESE PERSONNEL, INCLUDING THE DEVELOPMENT OF MODEL PRACTICUM SITES; AND

(8) THE EXTENT TO WHICH THE APPLICANT COOPERATES WITH THE STATE EDUCATIONAL AGENCY, THE STATE DESIGNATED LEAD AGENCY UNDER PART H OF THE ACT, OTHER INSTITUTIONS OF HIGHER EDUCATION, AND OTHER APPROPRIATE PUBLIC AND PRIVATE AGENCIES IN THE REGION SERVED BY THE APPLICANT IN IDENTIFYING PERSONNEL NEEDS AND PLANS TO ADDRESS THOSE NEEDS.

B. CRITERION 2 - CAPACITY OF THE INSTITUTION (MAXIMUM 25 POINTS)

REMINDER

0-7	8-13	14-18	19-22	23-25
POOR	WEAK	ADEQUATE	VERY GOOD	EXCELLENT

STRENGTHS	WEAKNESSES

COMMENTS:

104

PART III - EVALUATION CRITERIA

C. CRITERION 3 - PLAN OF OPERATION (MAXIMUM 25 POINTS)

THE SECRETARY REVIEWS EACH APPLICATION TO DETERMINE THE QUALITY OF THE PLAN OF OPERATION FOR THE PROJECT, INCLUDING--

(1) HIGH QUALITY IN THE DESIGN OF THE PROJECT;

(2) THE EXTENT TO WHICH THE PLAN OF MANAGEMENT ENSURES EFFECTIVE, PROPER, AND EFFICIENT ADMINISTRATION OF THE PROJECT;

(3) HOW WELL THE OBJECTIVES OF THE PROJECT RELATE TO THE PURPOSE OF THE PROGRAM

(4) THE WAY THE APPLICANT PLANS TO USE ITS RESOURCES AND PERSONNEL TO ACHIEVE EACH EACH OBJECTIVE;

(5) THE EXTENT TO WHICH THE APPLICATION INCLUDES A DELINEATION OF COMPETENCIES THAT PROGRAM GRADUATES WILL ACQUIRE AND HOW THE COMPETENCIES WILL BE EVALUATED;

(6) THE EXTENT TO WHICH SUBSTANTIVE CONTENT AND ORGANIZATION OF THE PROGRAM--

(i) ARE APPROPRIATE FOR THE STUDENTS' ATTAINMENT OF PROFESSIONAL KNOWLEDGE AND COMPETENCIES DEEMED NECESSARY FOR THE PROVISION OF QUALITY EDUCATIONAL AND EARLY INTERVENTION SERVICES FOR INFANTS, TODDLERS, CHILDREN, AND YOUTH WITH DISABILITIES; AND

(ii) DEMONSTRATE AN AWARENESS OF METHODS, PROCEDURES, TECHNIQUES, TECHNOLOGY, AND INSTRUCTIONAL MEDIA OR MATERIALS THAT ARE RELEVANT TO THE PREPARATION OF PERSONNEL WHO SERVE INFANTS, TODDLERS, CHILDREN AND YOUTH WITH DISABILITIES; AND

(7) THE EXTENT TO WHICH PROGRAM PHILOSOPHY, OBJECTIVES, AND ACTIVITIES IMPLEMENT CURRENT RESEARCH AND DEMONSTRATION RESULTS IN MEETING THE EDUCATIONAL OR EARLY INTERVENTION NEEDS OF INFANTS, TODDLERS, CHILDREN, AND YOUTH WITH DISABILITIES.

C. CRITERION 3 - PLAN OF OPERATION (MAXIMUM 25 POINTS)

REMINDER

0-7	8-13	14-18	19-22	23-25
POOR	WEAK	ADEQUATE	VERY GOOD	EXCELLENT

STRENGTHS	WEAKNESSES

COMMENTS:

D. CRITERION 4 - EVALUATION PLAN (MAXIMUM 10 POINTS)

THE SECRETARY REVIEWS EACH APPLICATION TO DETERMINE THE QUALITY OF THE EVALUATION PLAN FOR THE PROJECT, INCLUDING THE EXTENT TO WHICH THE APPLICANT'S METHODS OF EVALUATION--

(1) ARE APPROPRIATE FOR THE PROJECT; AND

(2) TO THE EXTENT POSSIBLE, ARE OBJECTIVE AND PRODUCE DATA THAT ARE QUANTIFIABLE, INCLUDING, BUT NOT LIMITED TO, THE NUMBER OF TRAINEES GRADUATED AND HIRED; AND

(3) PROVIDE EVIDENCE THAT EVALUATION DATA AND STUDENT FOLLOW-UP DATA ARE SYSTEMATICALLY COLLECTED AND USED TO MODIFY AND IMPROVE THE PROGRAM. (SEE CFR 75.590, EVALUATION BY THE GRANTEE.)

75.590 Evaluation by the grantee.

A grantee shall evaluate at least annually:

(a) The grantee's progress in achieving the objectives in its approved application;

(b) The effectiveness of the project in meeting the purposes of the program; and

(c) The effect of the project on persons being served by the project, including;

(1) Any persons who are members of groups that have been traditionally underrepresented such as:

(i) Members of racial or ethnic minority groups;

(ii) Women;

(iii) Individuals with disabilities;

(iv) The elderly; and

(2) If the program statute requires that private school students be provided an opportunity to participate, the students who are enrolled in private schools.

(Authority: 20 U.S.C. 1221e-3(a)(1))

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BEST COPY AVAILABLE

D. CRITERION 4 - EVALUATION PLAN (MAXIMUM 10 POINTS)

REMINDER

0-2	3-4	5-7	8-9	10
POOR	WEAK	ADEQUATE	VERY GOOD	EXCELLENT

STRENGTHS	WEAKNESSES

COMMENTS:

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PART III - EVALUATION CRITERIA

E. CRITERION 5 - BUDGET AND COST-EFFECTIVENESS (MAXIMUM 10 POINTS)

THE SECRETARY REVIEWS EACH APPLICATION TO DETERMINE THE EXTENT TO WHICH-

(1) THE BUDGET FOR THE PROJECT IS ADEQUATE TO SUPPORT THE PROJECT ACTIVITIES;

(2) COSTS ARE REASONABLE IN RELATION TO THE OBJECTIVES OF THE PROJECT;

(3) THE APPLICANT PRESENTS APPROPRIATE PLANS FOR THE INSTITUTIONALIZATION OF FEDERALLY SUPPORTED ACTIVITIES INTO BASIC PROGRAM OPERATIONS.

E. CRITERION 5 - BUDGET AND COST-EFFECTIVENESS (MAXIMUM 10 POINTS)

REMINDER

0-2	3-4	5-7	8-9	10
POOR	WEAK	ADEQUATE	VERY GOOD	EXCELLENT

STRENGTHS	WEAKNESSES

COMMENTS:

110

E. SUPPORT MATERIAL

111 Secrets to Smarter Grantsmanship

gis

Government Information Services
1611 N. Kent Street, Suite 508
Arlington, VA 22209-2147
Phone - (703) 528-1000
FAX - (703) 528-6060

GRANT DOLLARS -- A POISON PILL?

Never assume that all grant dollars are good for you. Always evaluate the "strings" attached to any funding by answering the following questions before pursuing these funds:

- Is the grant good for us?
- Do we need this grant?
- What are the long-term benefits of participating in this program?
- What is the initial cost of the program?
- Can we drop this program if funds are cut off?
- How many people and departments will be involved?
- Will we have to tie up all our good people on one grant?
- Where does this grant rank in terms of overall priorities and shifts in appropriations?

START WITH A CLEARLY DEFINED NEED

What are the most pressing problems that you want to address? To be a successful grantseeker, you must present a clear picture of why your program is necessary, what goals you are trying to reach and how you plan to achieve these goals.

Whether your concern is economic development, adolescent pregnancy, drug and alcohol abuse, recreation, housing or social welfare issues, answers to questions like these will lead to appropriate funding sources and also form the basis of your proposal.

NOT JUST NEEDS BUT GREATEST NEEDS

You must know exactly what you want to do and how you want to accomplish it. Don't chase federal money just because it is free. Remember, your citizens paid their taxes and the federal grant is actually money your constituents earned. Your project must be designed to serve the community's greatest needs.

Document the community's needs in as many ways as possible. Actively solicit community involvement in the grantsmanship process. Citizen interest carries weight in the agencies and especially on Capitol Hill.

DEFINING YOUR OBJECTIVES

Having a legitimate need may not be enough to win over a prospective source of funding. You must also show the funding source that you have realistically pinpointed your objectives by addressing the following issues:

- What are other organizations doing to meet this need?
- What needs or partial needs can you practically attempt to meet in the short- or long-term?
- Which target populations will benefit from your efforts?
- How will you measure the benefits to these populations?
- Why is solving this need a priority within your organization?

HOW TO SET UP A GRANT PROPOSAL LIBRARY

Using boilerplate material wisely can be an effective way to assemble a large amount of material into a proposal in a short period of time. If you routinely write proposals, you should consider setting up a library or set of proposal files.

Here are a few of the items that should be in your files:

1. Copies of all your past proposals, especially the winners, but both winners and losers.

2. Fully detailed resumes of your entire staff.

3. Resumes of all available consultants, part-time workers and potential new employees.

4. Copies of any of your competitors' proposals that you have succeeded in acquiring.

5. Copies of all available procurement regulations.

6. Any books, reports, pamphlets, memoranda, and other documents dealing with proposal writing, making bids or selling to the government.

7. Detailed descriptions of all current and past projects and contracts on which your organization must make regular reports.

8. Any available and pertinent agency personnel directories.

9. Information about your own organization, including organization charts, facilities, other resources and history.

10. Any government publications bearing on federal procurement practices and policies, such as GAO reports and agency publications.

11. Annual reports of foundations and corporations which include guidelines, procedures, and grant application information.

NO GUTS, NO GLORY!

To increase your likelihood of winning funding you must submit as many good proposals as possible. If you believe in your project, know what needs to be done and have the ability to get the job done, submit a proposal. Submitting a proposal will not guarantee funding, but withholding your proposal will guarantee failure.

Grantseeking is not for those unable to accept occasional rejection. But successful grantsmanship requires that you move on to the next proposal after being turned down. Let the quality proposal be a source of pride to the writer even though it is rejected. With dogged commitment, well done proposals will eventually reward both the grant writer and the community.

THE MOST IMPORTANT RULES OF PROPOSAL WRITING

1. Get started! Tackle the first few pages without concern for spelling or grammar. Let the process of writing help to clarify your understanding of the problem.

2. If you haven't the time, talent or experience to write the proposal, find someone who does. Pay for this service if you must, but don't let the proposal writing process become a worthless drudgery.

3. Don't save your best points for last. Come right to the point in the opening paragraphs. Indicate how your project will fulfill the grantor's objectives and illustrate the broader importance of your project.

4. Don't be afraid to say how much the project will cost. Everyone is concerned to some extent with the "bottom line." But your research should have told you that the funds you are seeking are reasonable for this project and for this source.

9 BACK-TO-BASICS FOR WRITING THE SUCCESSFUL PROPOSAL

Myriad proposals are rejected each year not because of what they propose but because of the way they are presented. Develop a checklist and review the proposal with the following general criteria in mind:

1. Choose a concise, meaningful title for your proposal. Include key words to make filing easy. Remember, if your title turns the reader off, it may not matter how good the rest of your proposal is.

2. Follow directions!! Read and re-read the directions issued by the funding source to ensure that you have followed the proper format and included all of the information requested.

3. Pay attention to deadlines. Be sure to leave yourself enough time to obtain the signatures required on the final submission. Also, be sure to submit the required number of signed copies.

4. Read the proposal in its entirety, especially if it is being written by several individuals, to make sure that the ideas flow from one section to the next.

5. Keep the language simple and direct. Reviewers reading a large number of proposals will not take the time to figure out unclear phraseology.

6. Include tables, flow charts and diagrams when they can be useful. Don't use them only to impress the reviewer, but rather to make your point in the most dramatic way. A picture is still worth a thousand words.

7. Isolate supporting data so as not to confuse and slow down the reviewer. Large volumes of data should be relegated to appendices. Include only summary tables and graphs in the main text.

8. Be sure to explain all abbreviations and terms someone outside your agency may not understand.

9. The final copy should be neat, legible and should be proofread several times. The way you present your proposal is all the reviewer has to judge how you will spend his or her money. No reviewer would choose to spend money for sloppy work.

4 WAYS FEDERAL AGENCIES EVALUATE PROPOSALS

The following four factors are critical in the proposal evaluation used by federal agencies:

1. Clear evidence that the grantseeker fully understands the requirements of the funder.

2. An approach which appears to be technically sound and achievable within the funder's constraints (usually time and money).

3. Clear evidence that the grantseeker can carry out the proposed effort effectively through qualified staff, capable management and experienced organization.

4. The funds requested must be reasonable for the program and result promised and be compatible with the program purpose and objectives. In other words, the proposal must represent a good value and be within the program budget.

Of these four critical factors, there is a tendency to emphasize the quality of the staff resumes. Funding sources often regard grantee staff as an extension of their own.

These are only the minimum requirements to qualify a grantseeker as a serious contender for funding. They are the necessary, but not sufficient, critical factors to win big funding.

THE 11 MOST COMMON WEAKNESSES OF PROPOSALS

1. Non-responsiveness. The failure to respond to specific requests for information about staffing, organization qualifications, scheduling, technical issues or any other item of information is one of the most frequent causes of disqualification for a proposal. Be certain that you demonstrate full understanding of the problem, offer a program that directly addresses the stated program requirements and provide all requested information. Also, taking issue with an RFP directive may result in disqualification for non-responsiveness.

2. Use of the funding source's language to describe the problem, needs or work effort does not demonstrate understanding and may result in disqualification.

3. Use of pompous words and phrases which convey no information.

4. Use of claims instead of facts, for example, the overuse of superlatives.

5. Excessive use of footnotes and references to "prove" your points by citing authorities. The result is a proposal that lacks self-confidence and contains no original thinking.

6. Use of vague generalizations and promises. This weakness often results in a rambling proposal devoid of a well thought out plan of action.

7. Offering a weak or non-existent management plan. You must provide evidence of being able to manage a project if you expect any funding source to give you a large sum of money.

8. Failure to establish a direct line of communication. There must be a direct line of communication between the funding source's project manager and the grantee's project manager. No funder wishes to go through a bureaucracy, committee or low-level manager to receive information about "his" project.

9. Making unwarranted assumptions. Occasionally assumptions must be made, but always know when you are working on an assumption. For example, in the absence of clear instructions, instead of assuming that quarterly progress reports will be required, indicate that progress reports will be quarterly unless more frequent reports are desired by the funder.

10. Overuse of boilerplate material. Boilerplate material left over from prior proposal efforts is often used to produce quick and dirty proposals in the hope of getting lucky. Rather than assembling proposals from remnants of earlier efforts, be selective in pursuing projects and take the time to write a good thoughtful presentation.

11. Beginning to write too soon. Before you start writing, do your homework by gathering and organizing all the information you need. This extra planning and effort will facilitate your thinking and writing process.

6 WAYS TO AVOID HAVING YOUR PROPOSAL REJECTED

Before writing your proposal (or sales presentation), consider these points of view:

- People tend to believe what they want to believe. If the reviewer of your proposal rejects what you've written as unbelievable, too difficult to grasp or contrary to what he or she already believes, your proposal has failed.

- Logic cannot overcome bias. Beginning sentences with "Clearly" and "It is obvious that..." is unlikely to overcome a strong bias that is already present. In fact, this use may be counterproductive by calling attention to a weak argument.

- The validity of any argument depends upon the acceptance of the stated premises. Your reviewer may reject your premises because he or she knows them to be false or is biased against them. Since you can't compel the reader to accept your premises, you must look for sympathetic funding sources and attempt to persuade through a combination of logic, clarity of message, accuracy and organization.

If you agree with these premises, you must do at least the following to provide the reader with a reason to believe:

1. Understand your readers' probable biases.
2. Fathom your readers' probable wants, conscious or unconscious.
3. Be sure of your facts, when you offer facts.
4. Avoid those emotion-laden words which are likely to catalyze reader biases.
5. Keep the reader's wants in mind and appeal to them often.
6. Be sure your arguments are logically sound.

EARN WHILE YOU LEARN THROUGH PEER REVIEW

Check out the possibility of becoming a field reader for a federal grants competition. The experience can yield a host of good ideas that can be put to productive use in your next grant.

Few federal agencies have a sufficient number of qualified staff to properly evaluate the enormous number of grant proposals received every year, so most federal discretionary grant programs use some variation of the "peer review" system to evaluate proposals. Under this system, the proposals are distributed to non-federal professionals in the field who have volunteered to evaluate the proposals.

In some agencies, the proposals are mailed to these field readers, who score and return the proposals to the agency within a set period of time. Other agencies may actually convene a panel of field readers in one city for several days, reimbursing participants for their expenses.

Since the process involves some time and efforts on the part of the field readers, many federal agencies are actually hard put to find enough qualified people to perform the chore. Some solicit volunteers through the mail, and many offer a small honorarium.

Performing a stint as a field reader provides a host of benefits to the grantseeker. It is a unique opportunity to learn how the grants review process works, and readers may pick up many good ideas from other people's proposals. And of course, it gives the field reader a chance to get to know the agency staff associated with the program.

Some comments from field readers for the Institute of Museum Services, a federal agency which gives grants to museums for their operating expenses, illustrate the benefits available:

1. "I have learned an incredible amount from being a reviewer. I know I am tougher having seen the tough comments our organization received ... As a reviewer (twice), as an applicant (thrice), as a recipient (once, and one pending), and as a loser (once), I really think the system works."

2. "Although time consuming, the review experience was fascinating and very illuminating. I am impressed by the many novel methods and ways museums have developed to fund-raise, educate and solicit the public's interest. I would strongly encourage any museum who applies for GOS grants to be sure to have one GOS grant reviewer on staff because of the enlightenment that can be gained from reviewing applications from other museums."

3. "I enjoyed being a reviewer because I learned a great deal, and it presented me an opportunity for introspective review of my profession, standards, and methodology. The review process gave me a chance to discover what I was doing, not doing, could be doing, or should have done. Thank you for this."

4. "I have worked in museum management for nine years, and written and read many grant proposals, but I learned more about museums and museum management reading these proposals and evaluating them than I'd ever learned before. It has been a valuable experience for me and for my museum."

While the level of experience required of field readers varies from agency to agency, the essential qualification is that the reader be a professional with some substantial experience in the relevant field. For obvious reasons, no field reader may have a proposal pending in the competition being judged.

To inquire about the possibility of becoming a field reader, a good starting point is the office of the federal program in which you are most interested.

NINE MAJOR BARRIERS TO GRANT SUBMISSIONS

I. INCREASED INSTRUCTIONAL WORKLOADS

THE HEAVY TEACHING LOAD

II. LESS DIVERSIFIED FACULTY RESOURCES

USE OF MORE EXPENSIVE ALL-FACULTY TEAMS OR LESS EXPERIENCED STUDENTS

III. LACK OF ADMINISTRATIVE ENCOURAGEMENT

FAILURE OF ADMINISTRATORS TO RECOGNIZE THE IMPORTANCE OF GRANTS AND CONTRACTS TO THEIR INSTITUTIONS

IV. ASSISTANCE FOR GRANTS DEVELOPMENT

LACK OF SUPPORT FOR FACULTY MEMBERS SEEKING GRANTS

NO GRANTS OFFICE TO HELP THEM

LESS SPECIALIZED

V. FACULTY ATTITUDINAL BARRIERS TOWARD GRANTSMANSHIP

ATTITUDE TOWARD GRANTS HELD BY MANY FACULTY MEMBERS

THE MISSION OF THE COLLEGE IS TEACHING

SEEKING GRANTS INTERFERES WITH RESPONSIBILITIES TO STUDENTS

VI. SUPERFLUOUS INSTITUTIONAL OBSTACLES

SUPERFLUOUS INTERNAL PROCEDURES

INORDINATE NUMBER OF APPROVALS

CAUSE UNNECESSARY ANXIETIES FOR THE FACULTY MEMBER TRYING TO COMPLETE A PROPOSAL

PROCEDURES FOR THEIR MANAGEMENT ARE UNFAMILIAR

THE EFFORT TO LEARN THE PROCEDURES IS NOT MADE

MISTAKES AND DELAYS ARE COMMON

FACULTY MEMBER MUST TAKE ON UNEXPECTED ADMINISTRATIVE RESPONSIBILITIES THAT INCREASE FRUSTRATION AND DIVERT ATTENTION FROM WORK ON THE GRANT

VII. THE RELATIVE DOLLARS

VIII. LACK OF INSTITUTIONAL HISTORY

WHERE ARE WE?

WHERE ARE WE GOING?

WHERE DO WE WANT TO GO?

HOW DO WE GET THERE?

DO WE HAVE A SERIOUS INSTITUTIONAL DEVELOPMENT OFFICER?

IX. OVER ESTIMATION OF COST

NO RECORD/DATA OF COST PROJECTIONS

<u>**REDUCING THE BARRIERS**</u>

SOLUTIONS TO REDUCE THE BARRIERS

I. FACULTY SHOULD BE PROVIDED INSTRUCTIONS IN WRITING COMPETITIVE PROPOSALS

   A. A FORMAL COURSE SHOULD BE DEVELOPED

   B. FACULTY SHOULD BE ENCOURAGED TO VOLUNTEER FOR PEER REVIEW PANELS

II. FACULTY SHOULD BE ASSISTED IN IDENTIFYING POSSIBLE SOURCES OF FUNDS AND IN COMPLETING THE PROPOSAL

   A. A GRANT OFFICE SHOULD BE DEVELOPED

      a. ASSIST FACULTY

         1. WRITING

         2. CALCULATING BUDGETS

         3. TYPING

         4. REPRODUCING AND TRANSMITTING

      b. PROVIDE A LIBRARY

      c. KEEP COMPLETE FILES

d. ESTABLISH FOLLOW-THROUGH AND MANAGEMENT SYSTEMS--PENDING, SUCCESSFUL AND UNSUCCESSFUL PROPOSALS

e. CAMPUS NEWSLETTER - GRANTS AND RESEARCH

III. REDUCE NUMBER OF REQUIRED SIGNATURES

A. PRINCIPAL INVESTIGATOR, GRANTS OF OFFICER AND FISCAL OFFICER

IV. FUNDS TO REDUCE FACULTY FROM COURSE LOAD TO COMPLETE PROPOSED PROJECT

A. ADJUNCT FACULTY

B. STUDENT RESEARCH ASSISTANTS

C. CONFERENCE FEES AND TRAVEL

V. PUBLICIZED SUCCESSES

A. NEWSLETTER, CAMPUS NEWSPAPER

B. PUBLIC SERVICE ANNOUNCEMENTS

a. ALL GRANTS RECEIVED

b. STUDENTS UNDER THE GRANT

c. PAID CONFERENCE TRAVEL

d. ADJUNCT PROFESSOR'S NAME AND CLASS

VI. ADDITIONAL RECOMMENDATIONS

A. STRENGTHEN LINKS WITH FEDERAL AGENCIES

a. INTERGOVERNMENTAL PERSONNEL ACT

B. LINKS WITH LOCAL INDUSTRY AND NEARBY RESEARCH UNIVERSITY

a. INCREASES FLEXIBILITY

b. BROADENS ELIGIBILITY

c. ENCOURAGE BY SOME AGENCIES

C. FUNDS FROM ACADEMIC DEPARTMENTS

a. EQUIPMENT PART-TIME SECRETARIAL HELP/CLERICAL

b. VISITS TO FUNDING AGENCIES

c. ALL OTHER LEGITIMATE EXPENSES

VII. USE OF CAMPUS OVERHEAD

A. INCREASE SERVICES TO FACULTY

a. TRAVEL, HIRE TEMPS

b. TRANSMITTAL COST

c. GRANT LIBRARY UPDATE

d. PURCHASE OF WORD PROCESSING EQUIPMENT

e. MANAGEMENT SUPPORT FOR FACULTY

VIII. DEVELOP PROFILES

A. STUDENT DEMOGRAPHICS

B. RESEARCH INTEREST OF FACULTY

C. SCOPE OF ACADEMIC OFFERINGS

D. ADVANTAGES OF LOCATION

E. SPECIAL KNOWLEDGE OF INDIVIDUAL AS THEY RELATE TO FUNDING SOURCES

F. ADVOCATES/ENDORSERS

COMPONENTS OF THE PROPOSAL

A. - Overview and Objectives
B. - Components (1-4)
   1. Impact and Needs
   2. Capacity
   3. Plan of Operation
   4. Evaluation
   5. Cost Effectiveness
C. - Support Material

A. OVERVIEW AND OBJECTIVES

"Where shall I begin?" he asked.
"Begin at the beginning," the King said,
"and stop when you get to the end."

Lewis Carroll, Alice in Wonderland

I. The Introduction

The proposal introduction is the section in which you describe your agency's qualifications as an applicant for funding. In a proposal for private funding, to a foundation or corporation, the introduction should be extensive—perhaps even half the length of your proposal. That is because your qualifications, or "credibility," may have more to do with your being funded than anything else. In a government proposal, you will seldom be asked for an "introduction." Instead, you may be asked for a "description of the applicant" or "background of the applicant." This is the same as our proposal introduction.

What's in a Name; or, Credibility and the Eye of the Beholder

The credibility of many organizations is carried, for better or worse, by the name of the organization alone. Almost everybody has an image of the Red Cross, the "Y," "The Boys' Club." Some may see the organization in a very positive light; others may not. To one reviewer, the organization is fiscally secure, well-managed and performing needed community services, while another reviewer's perception is of antiquated programs failing to meet contemporary community needs.

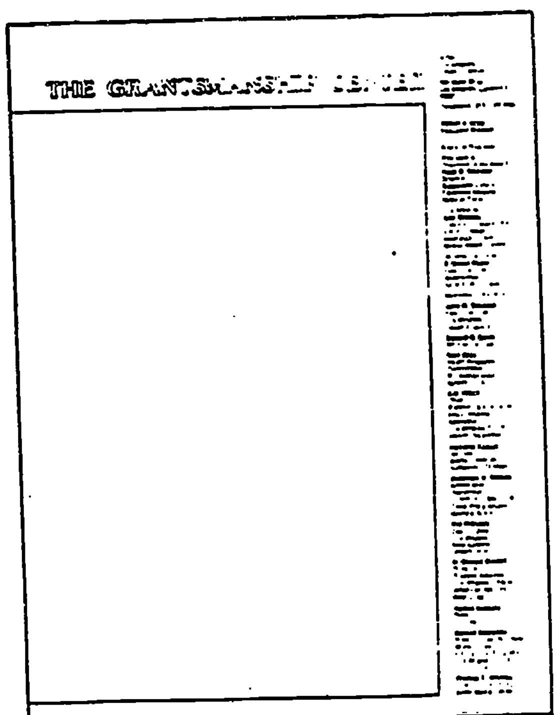
A first step towards developing credibility is understanding whether you already have an image (or images), determining what that image may be in the eyes of any specific funding source, and reinforcing a positive image or defusing a negative one in your proposal.

If the name of your organization isn't particularly well known, that may be an asset or a liability. The agency calling itself the "Blank Handicapped Club" wondered why it was frequently thought of as a drinking group. A change of name to the "Blank Handicapped Center" more accurately communicated the serious nature of the agency. Does "The Foundation for the Study of Man and His Relationship to the [illegible]" sound overly grandiose to you, or merely [illegible] This is not an argument for conformity—only a [illegible] that you understand the image that is projected by your organization or name and work with it.

Credibility on Your Letterhead?

Nonprofit organizations often feel that good paper and handsome letterheads and brochures are frills, diverting funds that should be used for service to people. Embossed stationery and spiral-bound four-color annual reports may fall in that category, but well prepared stationery and brochures do not.

Listing the members of your board of directors (with their organizational affiliations) on your letterhead may help to establish your credibility. The people who are associated with you tell something about who you are. For example, The Grantsmanship Center was virtually unknown when it was incorporated in June of 1972. Participants in the first training program volunteered to become the founding board of directors. Diverse agencies were represented, to provide input to the Center from the various kinds of organizations that might take part in the Grantsmanship Training Program. All board members along with their titles and agencies were listed on our letterhead.



BEST COPY AVAILABLE

While that letterhead was not used to solicit grant support, it did solicit participation in the Grantsmanship Training Program. Letters frequently resulted in inquiries about the training program being directed to board members, to their organizations and to affiliated organizations. Participants often stated that the identification of board members was a factor in their decision to enroll in the training program.

All of your board members may be relatively unknown, and their affiliations may not add substantially to your credibility. This is particularly true with community organizations committed to community or client control of policy. If that is the case with your agency, consider expanding your board to include representatives from other agencies, business, the law, accounting, etc. This would strengthen the potential impact of the board, develop more credibility required by grantors, and still allow for community control.

What to Put in Your Introduction

To stimulate your thinking, rather than present a rigid formula, here are some of the items that might be included within an introduction:

- when, how and why the organization was started
- a statement of purpose, goals, and philosophy
- significant events in your history
- prior and current activities
- accomplishments and impact
- size and characteristics of your constituency or clientele
- assistance asked of you and given to other organizations
- referring agencies (if you provide direct services)
- your funding sources and their positive comments on your work
- the results of internal or external evaluations of your programs
- quotes from letters of support from clients, other agencies, experts in the field, public figures
- invitations you've received to provide testimony on legislation
- important agency publications
- and more that you will think of

How to Gather this Information

One suggestion: take a sheet of paper and put at the top a definition of credibility and a statement of its importance in obtaining funding for your agency. Distribute a copy to each person on your staff (present and past), to board members, advisory committee members, clients close to the agency and funding sources with whom you have had a good relationship. Ask each person to fill in the most important (or interesting) accomplishments and events in the agency's history. From this raw material, build your initial credibility statement.

How to Keep Current

Another suggestion: call a staff meeting. Discuss the issue of credibility and attempt to identify the people in your agency who receive credibility-related information in the course of their work. For example, The Grantsmanship Center receives many orders for copies of reprints of articles. Notes are often jotted down by the buyer on an order form—notes that would be filed away with the orders were we not conscious of the need to collect credibility statements. An order for a single reprint said:

> "I'm from a small town in New Hampshire, working for the mayor. Last week City Hall burned to the ground and, what's worse, my only copy of PP&PW went with it. Please send another copy immediately—I can't manage without it."

During the same week, we received an order for 2,000 copies of PP&PW from the Women's Bureau, U.S. Department of Labor. By keeping a separate list of all orders of over 25 copies of a reprint, we can show the diversity, in size and area of interest, of our audience, and can produce a credibility statement that is enjoyable to read. Developing credibility depends in part on your agency's ability to keep good records.

The Concept of Balance

Balance is an important concept to the proposal writer. The quote from the New Hampshire grantsperson had some human interest, while statistics like the order for 2,000 copies show a large government agency's respect for the publication and adds credibility on a grander scale. Balance can mean balancing statistics and quotes in your proposal. Statistics alone are dry, and quotes alone may not suggest the broader scope of your activities. Balance can also mean showing the support of clients as well as of noted experts in the field. Being attuned to this concept can make your proposal better-documented and more enjoyable to read.

Making the Introduction Readable

The introduction begins your proposal. It's your chance to turn the reader on—or off. A typical turn-off begins with the inception of the organization and drones on through years of organizational history, laboriously bringing us up to the present time. Avoid that. Find a good opening line. Maybe a strong quote from a recent evaluation. Perhaps a powerful supportive statement from a client. Something to entice the reader.

Some other suggestions:

- Don't enmesh the reader in the intricacies of your organizational structure. He or she may never find a way out.
- Don't dwell interminably on your philosophy, lest you be seen as all thought and no action.
- Don't list every grant you've ever received; the funding source may think you're more interested in getting grants than in helping people.
- Don't forget to put in some data.
- Don't forget to put in some quotes.

Focus on Your Credibility for This Funding

As you develop any specific proposal introduction, make sure that you focus on your credibility in the area in which you seek support. If you are a multi-purpose drug abuse agency seeking funds to train the staff of other agencies, provide evidence of your capacity to train. If you wish to conduct research, give some reason for the reviewer to believe you are capable of conducting a research activity. If you are asking for support for a specific purpose rather than for operating support, keep that in mind as you develop your introduction, and build a case for your ability to accomplish your intended purpose.

If Another Organization is to be Involved

If some of the work you propose is to be conducted by an organization other than your own, provide evidence of the credibility of that organization. Obviously, you should be wary of linking up with anyone whose credibility falls far short of your own. In some cases, the credibility of a reputable subcontractor may enhance your own credibility. When you involve another organization in your plan, make sure that you attach a letter from the organization guaranteeing its role in the program.

Letters of Support and Endorsement

Supporting letters can enhance the credibility of your proposal. Limit the number you attach, and make sure they are truly supportive. The best letters reflect a knowledge of the work of the applicant, an appreciation of the program being endorsed, and a commitment to be of some assistance should the proposal be funded.

Support letters should not be an obvious response to a solicitation for a support letter, should be written to your agency director and not "to whom it may concern," and should be positive and supportive. Too often such letters beat around the bush so much that they raise questions about your credibility, rather than supporting it.

Powerful quotes should be drawn from such endorsements and introduced into the body of the proposal. Don't simply say, "This program has received wide support from community leaders, see attached." Put in a good quote and then say "see attached." Make sure you select those support letters that are most appropriate.

Here is an interesting letter we found attached to a proposal. You decide on its value.

State of Frustration
County of Concern

March 2, 1976
To Whom It May Concern
Re: Children's Project, District 9, Frustration

The Concern County Commissioners are approving this application for funding with concern and reservation. Too many of these projects turn out to be nothing more than a handful of liberals using the misfortunes of a few disadvantaged in our society to create a job for themselves with little resultant good to the deserving citizen. The salaries being proposed immediately remove the project from any charitable category.

However, since we are not that well acquainted with the people who have initiated this proposal, we do not want to prejudge them. Their stated qualifications do indicate that they are capable of carrying out a successful program.

As local elected officials, vitally interested in the expenditure of all public funds in our area, we will expect to be kept informed of the activities carried out under this project, and we will definitely be making our own assessment of its value.

Respectfully submitted,

Board of County Commissioners

Some Examples:

Here is an example of an introduction that is long on philosophy (and otherwise short):

> **Introduction:**
> South Hometown Love 'Em Up (SHLEP) is a nonprofit delinquency prevention and diversion program which addresses itse'f to the problem of pre-delinquent children between the ages of 7-14. The core component of our program is a one-to-one matched volunteer advocate who acts as a warm, supportive friend to the child over the nine-month to one-year period. In this relationship the child finds help in identifying, facing and dealing with personal problems and fulfilling a basic human need for positive feelings of self-worth. The child is also provided with supportive services and community advisory agencies as may be needed.
> SHLEP responds to youth as people rather than as problems, believing that, though troubled at the moment, they are healthy growing individuals who, if given a positive environment, will find their best interests coinciding with the best interests of society.

This introduction omits all of the essential ingredients and provides only a well-meaning agency perspective and an idea about what is done.

Here is an introduction long on rhetoric (and otherwise long):

> **Introduction:**
> In spite of a decade of educational innovations, little headway has been made in creating a significant alternative to the traditional system of public education—a system which we believe to be ineffective in an era of rapid social change, one that is groaning under the weight of heavy social burdens while lamenting its own inertia for making integrated efforts towards systematic self-renewal.

That sentence, the first of a seven-page introduction, is typical not only of the introduction, but of the entire proposal. Brevity is a virtue; extensive rhetoric does little more than support the paper industry. "We believes" are inappropriate. Provide sufficient evidence so that the *reader* will believe.

Here is a good example:

> **Introduction:**
> Symphony News, the bimonthly publication of the American Symphony Orchestra League, calls the Mellifluous Symphony "the fastest growing symphony in the country." Strong evidence of this is a 600 percent increase in season subscribers from 120 to 723 over the past 18 months. Over its 45 years of community service, the symphony has grown from a community orchestra to a regional symphony of high critical acclaim. Geoffrey Goodwill of the Los Angeles Times recently described Mellifluous as "a virtuoso orchestra."
> The commitment to excellence of the Symphony Association is evidenced by such featured artists as Andre Watts, Marilyn Horne, Seiji Ozawa, Eugene Ormandy and Van Cliburn.
> Fourteen consecutive "sold out" performances, spanning two seasons, is one example of the strong community support for the symphony, and the ability of the symphony to create programs of broad interest. Financial support has also grown, from both public and private donors, including the County Music Commission, Blank Oil Company, The Zap Corporation and the Goodthoughts Foundation. These financial commitments have enabled the symphony, the most active cultural organization in the region, to expand its performance series to include classical, pop and children's concerts, opera and ballet.

Here is another·

Introduction:

The Call-Med program, a public health library accessible by telephone, has disseminated over 100,000 health messages to a grateful public during its first 11 months of operation. The goal of Call-Med is to increase the capacity of the patient to care for himself, and to enhance effective and appropriate use of physicians and other health care professionals.

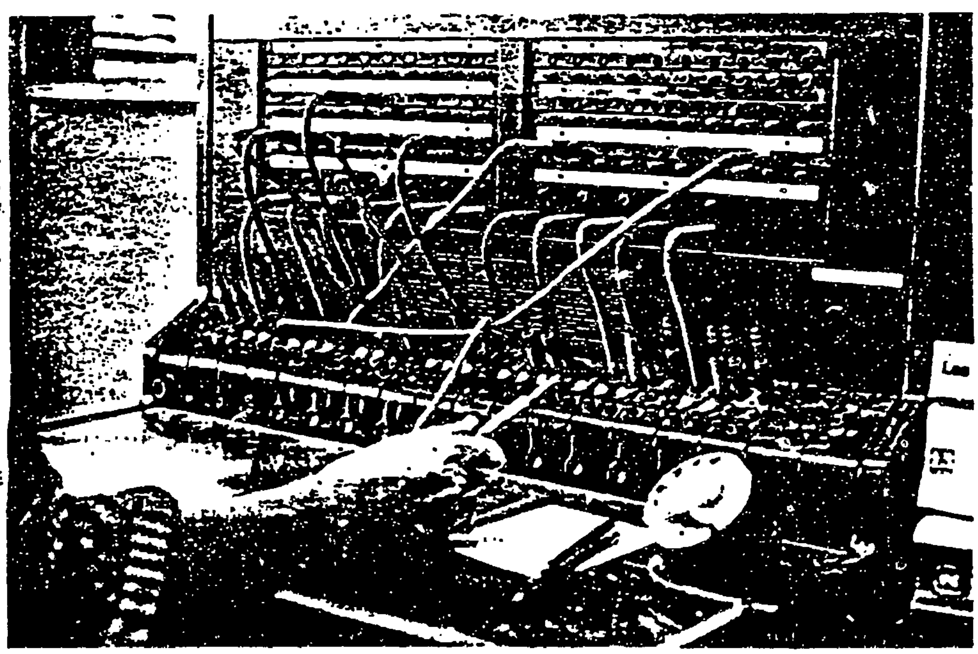
With initial funding from the San Sebastian County Medical Society, The State Regional Medical Program and the State Medical Association, this program has been transplanted to two major urban areas, is pending adoption in several other areas, and will provide between three and five million health messages to the American public during 1973.

The Call-Med program addresses a weakness in the system of American health education. The average American often lacks the ability to cope with minor medical problems without medical assistance, lacks the knowledge of how to live with a chronic illness or how to react in an emergency situation. This places an undue burden upon all elements of the health care delivery system, and particularly on the physician. Dr. No, Medical Society Chairman, said recently, "Call-Med is the greatest idea to come along since Blue Cross."

Call-Med is a library of tape recorded health information accessible to anyone through the public telephone system. Its use is as simple as dialing a number for information or weather or the correct time of day. The young person concerned about venereal disease, the mother concerned about an infestation of body lice in her family, the middle-aged person concerned about cancer or diabetes, the person who finds himself in immediate need of first-aid information—each can obtain relevant health information easily, instantly, anonymously and at no cost.

On April 1, 1972, this program was made available to the residents of the Santana-Sunnyside-Mountain City greater metropolitan area—a population of 400,000. During the first eight months of operation, a total of 35,785 health messages were requested and played. In November of 1972, brochures describing the program were placed in the waiting rooms of approximately 25 percent of the doctors' offices in the area. During the 100-day period following the distribution of brochures, over 57,000 messages were requested and played. During this same 100-day period, over 400 letters were received in the Call-Med office expressing gratitude for the new service. Twenty-one of these were from physicians in the area.

The strong response to the Call-Med program has resulted in its adoption by the Santana State Medical Association, the Oak Hills Health Center and the entire State University system. The program is presently being considered for adoption in Canon Beach, El Grande, Meadow County and Los Amigos, California. With large populations of Spanish-speaking persons in these areas, Call-Med has been receiving more and more requests for Call-Med tapes in Spanish.



... bit lengthy, this introduction is well written ...resting. The strong support of the medical community and the response from the public lend credibility to the program.

Transition

A well-prepared proposal moves logically from one thought to the next, from one section to the next. You have made the case for your credibility in the introduction, narrowing to a focus on your credibility for the task at hand. Now you are ready to move into the specific situation, problem, need or concern with which your proposal deals. In the Call-Med introduction, the last sentence leads into a proposal for funds to translate content and prepare tapes in Spanish.

Annual Reports

Periodic reports on your agency, produced each year or every few years, are a valuable adjunct to your proposal introduction. The proposal should be brief. A periodic report can go into greater detail. Enclosed with your proposal, it can add to your credibility.

Checklist for Proposal Introduction

- ☐ Clearly establishes who is applying for funds
- ☐ Describes applicant agency purpose and goals
- ☐ Describes agency programs
- ☐ Describes clients or constituents
- ☐ Provides evidence of accomplishment
- ☐ Offers statistics to support credibility
- ☐ Offers statements and/or endorsements to support credibility
- ☐ Supports credibility in program area in which funds are sought
- ☐ Leads logically to problem statement
- ☐ Is interesting
- ☐ Is free of jargon
- ☐ Is brief

Overview of Proposal Development

50 min.
P. Cegelka

Specific Objective(s):

Participants will identify the five essential elements of a proposal and their relative importance

Procedures:

1. Show Overhead

   Impact and Need Statement
   Capacity of Institution
   Plan of Operation
   Evaluation Plan
   Budget and Cost-Effectiveness

2. Have each participant give a one-word or short phrase of what "Impact and Need Statement" means. - Round robin approach

3. Have participants read page 11 in the first section in the Grant Writer's Manual

4. Have each participant give their revised one-word or short phrase of what "Impact and Need Statement" means.

6. Based on input, write a concise statement on the overhead

7. Repeat steps 3 through 6 for the other elements (i.e., Capacity of Institution, Plan of Operation, etc.)

8. Introduce - "Reviewing Applications for Discretionary Grants and Cooperative Agreements: A Workbook for Application Reviewers

   Hand out key pages. Review these and relate them to organization of workbook. Emphasize the importance of these to writing the grant.

Discussion: question and answers; and suggestions from the audience

CONCEPT OR IDEA (PURPOSE)

(a) IMPACT STATEMENT (30 pts.)

1. Significance of personnel needs
(i) Evidence of shortages
or
(ii) Evidence of need to improve quality of personnel
2. Impact of project on targeted need
(i) Projected graduates
(ii) Ongoing programs
(iii) New programs

(b) CAPACITY (25 pts.)

1. Qualifications of project director, key personnel
2. Time Commitments
3. Nondiscriminatory employment practices
4. Adequacy of resources, facilities, supplies, equipment
5. Quality of practicum settings
6. Recruitment abilities
7. LEA interaction, early intervention agencies
8. Involvement with SEA, other IHE's, other public/private agencies

(c) PLAN OF OPERATION (25 pts.)

1. & 2. Design and management
3. Relationship of objectives to purpose
4. Resources personnel allocation
5. Competency delineation and evaluation
6. & 7. Content and organization reflect current state of the art

(d) EVALUATION PLAN (10 pts.)

1. Appropriate to project
2. Objective, quantifiable
3. Evaluation data and student followup data used to modify program

(e) BUDGET & COST-EFFECTIVENESS (10 pts.)

1. Budget adequate to support project activities
2. Costs reasonable in relation to objectives
3. Plans for institutionalization

Overview

General Objective:
1. Participants will become familiar with the essential elements of a proposal
2. Participants will become familiar the process of proposal submission to OSERS

Overview

Specific Objective(s):
1. Participants will proceed systematically through the training manual.

Procedure:
1. Discuss purpose of manual with audience
2. Utilize overhead which contains purpose of the manual

   Overhead — Write Successful Grant
   Proceed Step by Step
   Serve as a Resource for Proposal Preparation
3. Instructional questions and answers

Finding the Requests for Proposals (RFPs)

Specific Objective(s):
1. Participants will identify potential grant funding sources

Procedures:

Presentation:
1. Overhead and handout sheet for funding sources (Federal Register; campus research units, electronic networks i.e., telephone, Special Net)
2. Show Federal Register (Appendix I.B.1)
3. Federal Register: September and April Announcement (included in both training manual and resource manual)) --*See attachments*

Discussion: question and answers; and suggestions from the audience

Reading the RFP for Critical Information

Specific Objective(s):

1. Participants will demonstrate an understanding of a RFP.
2. Participants will identify key elements in the Federal Register guidelines

Procedures:

Presentation:

Federal Register

1. Overhead listing the highlighted information below
2. Show the overhead and have participants find and highlight the following items:
    1. Due date
    2. Priorities
    3. Competition
    4. Selection Criteria
    5. Instructions for Transmittal
    6. Number of proposals to be funded
    7. Approximate funding level
    8. Number of years for project

Request for Proposal -RFP

Need more here

Discussion: question and answers; and suggestions from the audience

Purpose Statement

Specific Objective(s):

1. Participants will write a clear and objective purpose statement

Procedures

1. Presentation of key elements necessary for development of the purpose statement which include: *a) a well-documented need; b) a convincing argument that the project should be supported; c) that scope of the project is achievable.* (Make an overhead of italicized texts)
2. Presentation of key elements of the statement should include:
   We need to train
   There is a need for more
   There is a shortage of
   (Make an overhead of italicized texts)

3. Overhead and handout of good and bad purpose statements
   Discuss and critique
4. Participants should write a purpose statement for a proposal
   Break into groups of two and critique each other purpose statement

Discussion: question and answers; and suggestions from the audience

Specific Priorities

Specific Objective(s):

1. Participants will identify the existence and importance of competition priorities

Procedures:

1. Presentation of competitive and relative components such as purpose, target populations, and eligible applicants
2. Show overhead and discuss

Overhead: *Priority*
Purpose
Target Populations
Eligible Applicants

3. Participants will identify those items that are specific priorities within a Federal Register.
4. Develop a worksheet with sample priorities and sample purpose statements. The participants will match the purpose statement to the appropriate priorities.
5. Each participant will choose a priority from a set of priorities and write purpose statement.
6. For experience participants, they should come to the training session with their selected priority and write a purpose statement for that priority.

Discussion: question and answers; and suggestions from the audience

Overview of Proposal Development

Specific Objective(s):

1. Participants will identify the five essential elements of a proposal and their relative importance

Procedures:

1. Overhead — Impact and Need Statement
   Capacity of Institution
   Plan of Operation
   Evaluation Plan
   Budget and Cost-Effectiveness
2. Show overhead *(See attached)*
3. Have each participant give a one-word or short phrase of what "Impact and Need Statement" means. - Round robin approach
4. Have participants read page 11 first section in the Training Manual
5. Have each participant give their revised one-word or short phrase of what "Impact and Need Statement" means.
6. Trainer will write a concise statement with a grease pencil of the overhead
7. Repeat steps 3 through 6 for the other elements (i.e., Capacity of Institution, Plan of Operation, etc.)

Discussion: question and answers; and suggestions from the audience

The A-Z of Proposal Preparation

NOTE: THIS TRAINING SESSION WILL ALSO COVER THE TRAINING FOR SECTION II: PREPARATION.

Specific Objective(s):

1. Participants will establish a time line for proposal preparation

Procedure

1. Trainer display the graphic organizer covering all the information except the box entitled "Identifying your Institution's Process and Time line" *(See attached - Sample)*
2. Provide each participant with participant's graphic organizer *(See attached - Sample)*
3. Presentation of each boxed item, participants will state what goes in this box (Round robin approach). The trainer will uncover each component to the participants. Participants will write in their graphic organizers the components presented by the trainers.

4. When the graphic organizer in completed each participant will identify the number of days or weeks required to perform each activity.
5. Provide examples of each activity (i.e., Institution Time line *(See attached)*, Needs Survey, Letter of Support, etc.)
6. Have participants refer to the "Proposal Development Checklist" in Section II - Preparation
7. Provide the participants the completed graphic organizer used by the trainer
8. Participants will complete the starting dates

Discussion: question and answers; and suggestions from the audience

B. COMPONENTS

1. Impact and Needs
2. Capacity
3. Plan of Operation
4. Evaluation
5. Cost Effectiveness

1. IMPACT AND NEEDS

Impact Statement

Value: 30 Points

Evidence of a critical need that can be best met by the proposed program.

Impact Statement

1. Brief Description of Proposed Program

2. Evidence of Need to Improve Quantity and/or Quality of Personnel Currently Available

3. Impact of Proposed Program

Impact and Needs

60 min.
P. Cegelka

Specific Objective(s):

Participants will identify the critical components of the impact and needs sections. They will:

1. Differentiate between addressing a personnel shortage and/or competency/need in proposed project.
   (See Part III, Section A, page 1)

2. Outline and define national, state, and local personnel needs.

3. Identify appropriate kinds of supporting documentation and evidence.

4. Incorporate into the needs statement the "authorizing statutes" (See RFP, page ___; add definition of "statues" here for trainers and participants)

5. Identify the impact of the project on targeted personnel needs by the following:
   (See Part III, Section A, pages 9-10)

   - projected numbers of graduates
   - numbers of previous graduates (if applicable)
   - program features tied to needs

Procedures: (Part III, Section A, Page 1)

1. Show overhead (or write on board) the key words for this section (e.g., "significance of personnel need")

Script: (see Part III, Section A, Page 1)

If you are trying to increase the number of training personnel, then you will have to show the evidence of the critical shortage. If you want to improve the competence of the existing personnel, then you need to show evidence that relevant competencies are lacking.

NEEDS Section Activities

(Can be used as large group or small group brainstorming activities)

1. Have participants identify how they would establish personnel needs at the national, state, and local levels.

   (state data bases; CTC reports; State Dept. and CSPD reports; literature; advisory committees; local administrators; needs assessments; evaluations of program graduates; accreditation and related program reviews and guidelines; changing certification standards)

2. Have them identify how they could document these needs at national, state, and local levels (e.g., See Part III, Section A, page 8 and Appendix IIIA: Surveys, needs assessment, Annual Report to Congress, Comprehensive State Personnel Development (CSPD) or other state personnel development plans)

3. Identify ways to display this documentation (graphs, charts, etc.)

4. Discuss the importance of a conceptually-based needs statement, including a review of literature with references, etc.
   - -- relate to a philosophy, a developing direction or trend
   - -- use of this to develop rationale for the training program

5. Have participants discuss "Which of these (see above) questions are easiest or most difficult for you to develop in your proposal?

IMPACT Section Activities

(Can be used as large group or small group brainstorming activities)

1. Guide participants in discussing the following:

   - What is a reasonable number of trainees to recruit and train each year.

- If it is a multiple year training program, how often are cohorts to be admitted (every other year, annually?)

- Importance of relating these numbers to Impact and Budget section as well as to abstract.

- How will you advertise for and recruit students?

- How will you ensure diversity in candidates?

- Is there a ready pool of potential recruits? Are parents or educational assistants a recruitment source. What about local associations that represent specific diversities (e.g., Pan-Asian League?)

2. Make case for quantitative and qualitative improvements and tie back to improved services for students with disabilities.

3. Impact can also be in terms of replicable model; potential change agent impact indirectly on other teachers and service deliverers.

4. Multiplier effect over the years: 10 students per year, each of which will work with 20 children per year, which over the life of the project is X teachers impacting the lives of XX children with disabilities.

<u>Considerations</u>: undergraduate vs. graduate level program, the FTE requirements of your institution, number of credits the students are apt to take each semester, established ratios (practica, clinical practices), practica availability, distance to campus, accreditation standards of the discipline, type of training program, training personnel availability, budget, length of project.

<u>Summary Activities for NEEDS and IMPACT Section:</u>

Have participants analyze the impact and needs sections of a funded and NRF proposal to identify the strengths and weakness in each of these sections.

Provide participants with a checklist of components and sample Needs and Impact sections, and have them decide whether the checklist items are present or missing.

Impact and Needs

Each participant will need the following training Materials:

Blue book for reviewers
Grant Writing Manual
RFP (Note the discrepancy between
the Blue book and RFP per competition)
The Section on Impact and Needs of a funded proposal
The Section on Impact and Needs of a not-recommended proposal

Overall Objectives:

Participants will be able to identify the critical components of the impact and needs section

Specific Objcctives:

1. Participants will be able to determine whether they are addressing a personnel shortage and/or competency/need in proposed project.
(See part III, Section A, page 1)

2. Participants will be able to outline and define national, state, and local personnnel needs.

3. Participants will be able to identify appropriate kinds of supporting documentation and evidence.

4. Participant's statement of needs incorporates the "authorizing statutes" (See RFP, page____ , add definition of "statutes" here for the trainers and participants)

5. Participants will be able to identify the impact of project on targeted personnel needs by using the following: (See Part III, Section A, page 9-10)

a. projected numbers of graduates
b. for ongoing programs, numbers of previous graduates
c. for new programs, program features tied to needs

Procedures: (Part III, Section A, Page 1)

1. Show overhead or write on the board the key words for this section (e.g., significance of the personnel needs)

2. **Script:**

Example of Trainer's personal script modification (**see page Part III, Section A, page 1)**

"If you are trying to increase the number of training personnel, then you will have to show the evidence of the critical shortage.... If you want to improve the competencies of the existing personnel, then you need to show evidence that those competencies are lacking.

Activities Suggested for the NEEDS Section:

For All Levels:

Depending on the numbers of participants, the trainer can use the following questions as a large group or small group brainstorming activity:

1. In your proposal how would you establish personnel needs at the national, state, and local levels?

2. How would you obtain documentation of national, state, local personnel needs (e.g., See, Part III, Section A, page 8 and Appendix III.A.1: Surveys, needs assessment, Annual Report to Congress, Comprehensive State Personnel Development (CSPD) or other state personnel development plans)

3. How could you display that documentation (refer to questions 1 & 2) in your proposal (e.g., graphic)

4. Which of these questions are easiest or most difficult for you to develop in your proposal? Group shares effective strategies on how to make the process easier.

Activities Suggested for the IMPACT" Section:

For All Levels:

Depending on the numbers of participants, the trainer can use the following questions as a large group or small group brainstorming activity:

Activities: (see Part III, Section A, (2) Impact of project on targeted personnel need, (1), on Page 9)

1. How many project participants can you recruit?

2. Are there enough unemployed or underemployed individuals in your service area who might be interested in being trained in this field?

3. What about parents or educational assistants as a recruitment source? Is there a ready pool of potential recruits who might want to pursue your training program?

4. Did you make important contacts during your needs assessment who can help with the recruitment process?

5. For your proposal, how would you determine the projected number of graduates/individuals who will be trained in your project?

(For example, undergraduate vs. graduate levels, the FTE requirements of your institution, number of credits individuals are taking, the length of project, the budget, the personnel commitment, the intensity of practicum/clinical supervision, type of training program: in-/pre-service training, distance/campus-based instruction; the accreditation standards for your discipline, e.g., speech pathology requires 6:1 student/faculty ratio at the graduate level).

Summary Activity suggested for NEEDS and IMPACT section:

The participants will analyze the impact and needs sections in a funded and not-recommended proposal to identify the strengths and weaknesses in each of these sections.

Summary Activity suggested for Level 1 groups:

Have a page (e.g., checklist of components or statements), the group will decide whether these items are contained in the Impact and Needs sections and if any components are missing.

2. CAPACITY

Capacity

Value: 25 Points

Documentation of the capacity of the institution to carry out the proposed program

Capacity

1. Qualification of Director and other key personnel

2. Time commitments of personnel

3. Statement of non-discriminatory employment practices

4. Adequacy of resources

5. Quality of practicum settings

6. Recruitment abilities

7. Interaction with other local and state agencies and schools

Capacity

60 min.
Dote-Kwan

Specific Objective(s):

Participants will:

Identify the critical components relevant to the capacity of the institution.

Write a response to each of the eight components of capacity of their own institution.

Procedures:

Trainer refer to Grant Writer's Manual: Section III, Part B, pp. 1-12.

a. qualifications and accomplishment of the project director and other key personnel (pp. 1-2)
b. time commitment of each (p. 3)
c. nondiscriminatory employment practices (p. 5)
d. adequacy of resources, facilities, supplies, and equipment (p. 6)
e. quality of practica training settings (p. 8)
f. capacity to recruit well-qualified applicants (p. 9)
g. experience and capacity of applicant to assist schools and agencies in training (p. 10)
h. cooperation with the state education agency, other IHEs, and other public and private agencies (pp. 11-12)

1. Show overhead or write on the board the key words for this section (i.e., quality, capacity, adequacy, etc.)

2. Examples of personal script (see Grant Writer's Manual, Part III, Section B, pp. 1-4)

Quality of Key Personnel and Time Commitment

3. Trainer can use the following questions as a brainstorming activity:

Questions:

- Are your descriptions of the qualifications and accomplishments of key personnel related to the proposal?

- Which of your professional experiences are related to your proposal?

- Who are the key personnel needed in your project, and what are their duties and responsibilities?

- What is the time commitment for each key personnel? What is the requested time commitment from OSERS and your university for each of key personnel? (i.e., University in-kind contribution).

4. For quality of key personnel, have group discuss how, besides the narrative, this needs should be documented (i.e., Curriculum Vitas, Letters of Support, etc.)

5. Have participants look at the objectives and activities written in the Plan of Operation Session and have them define who does what. *(see attached - Worksheet)*

6. For time commitment, have each participant develop a personnel loading chart. *(see attached - Sample: Personnel Loading Chart)*

7. Each participant will go through an exercise to analyze the strengths and weaknesses of "Quality of Key Personnel" (See Exercise presented in Reviewer's book, pp. II-24 to II-26).

8. Participants will analyze the CAPACITY section in a funded and not-recommended proposal to identify the strengths and weaknesses of this section.

Nondiscriminatory Employment Practices (p. 5)

9. Question the participants about where they can locate a copy of this policy in their institution' personnel handbook.

Adequacy of Resources, Facilities, Supplies and Equipment (p. 6)

10. Participants describe the unique features of their institution. For example, national and state accreditation, demographics of faculty and students, service areas, department training history, and program accreditation. *(Provide each participant with a Brainstorm Worksheet)*

11. Ask the following questions to the participants.

Questions:

- Are there facilities, equipment, supplies, materials and resources who will support the project?

•Do you have access to special sources of experiences or expertise (see the highlight presented in Grant Writer's Manual, Part III, Section B, p. 8)

12. Have each participant analyze the strengths and weakness of "Adequacy of Resources" (See Exercise presented in Reviewer's book, pp. II-38 to II-40).

13. Have each participant analyze this component in a funded and a not-recommended proposal to identify the strengths and weaknesses of this section.

Quality of Practica Training Settings

14. Trainer should refer to Grant Writer's Manual, Part III, Section B, p. 9

15. Have participants describe the location and features which are related to your proposal.

Capacity to Recruit Well-Qualified Applicant (see p.9)

Experience and Capacity of Applicant to Assist Schools and Agencies in Training (see p. 10)

Cooperation with the State Education Agency, other IHEs and other Public and Private Agencies (see pp. 11-12)

Capacity

Each participant will need the following training Materials:
See Grant Writing Manual part III, Section B, page 1
See Blue book, p. II-23, II-38, and II-44
The Section on Capacity of a funded proposal
The Section on Capacity of a not-recommended proposal
Person Loading Chart worksheet

Overall Objectives:
Participants will be able to identify the critical components relevant to the capacity of the institution

Specific Objectives:(See Grant Writing Manual: Section III, Part B, pp 1-12)

1. Participants will be able to write a response to each of the eight components of capacity of their own institution (pp 1-2)

   a. qualifications and accomplishment of the project director and other key personnel (pp 1-2)
   b. time commitment of each person (p. 3)
   c. nondiscriminatory employment practices (p. 5)
   d. adequacy of resources, facilities, supplies, and equipment (p. 6)
   e. quality of practicum training settings (p. 8)
   f. capacity to recruit well-qualified applicants (p. 9)

   g. experience and capacity of applicant to assist schools and agencies in training (p. 10)
   h. cooperation with the state education agency, other IHEs, and other public and private agencies (pp 11-12)

Procedures: (Part III, Section B, Page 1)

1. Show overhead or write on the board the key words for this section (See the key words listed in the components a through h)

2. **Script:**

Example of personal script **(see page Part .III, Section B, pp 1-4)**

Activities suggested for "the CAPACITY" section:

For All Levels:

Depending on the numbers of participants, the trainer can use the following questions as a large group or small group brainstorming activity:

Suggested Questions and Activities for (1) QUALIFICATIONS AND ACCOMPLISHMENTS OF PROJECT DIRECTOR AND OTHER KEY PERSONNEL AND (2) TIME COMMITMENT: (See Part III, Section B, p.4)

Questions:

1. Are your descriptions of the qualifications and accomplishments of key personnel related to the proposal?

2. Which of your professional experiences are related to your proposal? (This is for the new applicants.)

3. Who are the key personnel needed in your project, and what are their duties and responsibilities?

4. What is the time commitment for each key personnel? What is the requested time commitment from OSERS and your university for each of key personnel? (i.e., University in-kind contribution).

Activities:

1. Each participant will develop a personnel loading chart. (Materials needed: a worksheet for personnel loading chart)

2. Each participant will go through an exercise to analyze the strengths and weaknesses of "Quality of Key Personnel" (See Exercise presented in Blue book, pp II-24 to II-26).

3. The participants will analyze the CAPACITY section in a funded and a not-recommended proposal to identify the strengths and weaknesses of this section.

Suggested Questions and Activities for (3) Nondiscriminatory Employment Practices (p. 5)

Question:

1. Where can you locate a copy of this policy in your institution's personnel handbook?

[Refer to each participant's own institution "policy on nondiscriminatory employment practices"]

Suggested Questions and Activities for (4) Adequacy of Resources, Facilities, Supplies, and Equipment (p. 6)

Questions:

1. Briefly describe the unique features of your institution For example, national and state accreditations, demographics of faculty and students, service areas, department training history, and program accreditation.

2. Are there facilities, equipment, supplies, materials, and people resources who will support the project?

3. Do you have access to special source of experiences or expertise (see the highlight presented in Grant Writing Manual, Part III, Section B, p. 8)

Activities:

1. Each participant will go through an exercise to analyze the strengths and weaknesses of "Adequacy of Resources" (See Exercise presented in Blue book, pp II-38 to II-40).

2. The participants will analyze this component in a funded and a not-recommended proposal to identify the strengths and weaknesses of this section.

Suggested Questions and Activities for (5) Quality of Practicum Training Settings

Information for this component is presented in Grant Writing Manual, Part III, Section B, p. 9

Question:

1. Describe the location and features which are related to your proposal.

Suggested Questions and Activities for the following sections are presented in the Grant Writing Manual:

(6) Capacity to Recruit Well-Qualified Applicants (see p. 9)

(7) Experience and capacity of applicant to assist schools and agencies in training (see p. 10)

(8) Cooperation with the State Education Agency, other IHEs, and other Public and Private Agencies (see pp 11-12)

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3. PLAN OF OPERATION

Plan of Operation

Value: 25 Points

Detailed description of program design and management

Plan of Operation

1. Relationship of objectives to purpose

2. Specific goals and objectives with related activities and anticipated outcomes

3. Allocation of personnel and resources

Plan of Operation

90 min.
D. Chen

Specific Objective(s):

Participants will develop a plan of operation which relates to other components of the proposal. It will show 1) how to meet critical needs identified in the purpose statement; and 2) how to use resources in addressing the identified needs.

Procedures

1. Presentation of the seven points to be reviewed by outside readers.

Section 2:

Script

The quality of the plan of operation depends on the proposals capacity to effectively meet objectives, purpose statement and utilization of resources. This should encompass structure, process and outcome as evidenced in subsections 2 through 7 .

2 Present examples of management plan

Section 3 and 4

Specific Objective(s):

Participants will describe important components of an effective management plan to include proposal objectives, means to accomplish objectives, time frame, responsible personnel, and student outcome evaluation.

Procedures:

1. Provided sample sections of a proposal, have participants match objectives with activities in sample proposals
2. Have teams of participants write objectives to match the purpose of the proposal and then activities to match objectives
3. Have participants list the possible resources and personnel and match these with specific objectives

Section 5 and 6

Specific Objectives:

Participants will:

Delineate competencies that program graduates will be developed and identify how these will be evaluated.

Demonstrate how content and organization of the proposal is appropriate for students' attainment of professional knowledge and competency.

Demonstrate an awareness of current methods, materials, procedures, media, etc. relevant to purpose of the proposal

Procedures:

Script

Competencies and course descriptions should reflect accepted and/or cutting edge expectations. These should be based on accrediting standards and current reviews of the literature and possibly local/state leadership and service work in order to demonstrate that your procedures, techniques, methods, materials, etc. are state-of-the-art.

1. Describe sources of competencies from existing agencies and professional organizations (i.e., CEC, ASHA, State Commission on Teacher Credentialing, licensing board, etc.) as well as procedures for updating them in the curriculum

   (Emphasize use of course-competency matrices developed for accreditation -- NCATE and/or CTC)
   (Refer to Tables on pages 13 through 16 in Grant Writer's Manual.)

2. Emphasize the relationship of the project activities to the development of the targeted competencies

3. Participants will match competencies with instructional activities

4. Describe ways in which competencies are to be evaluated, emphasizing the importance of practica.

- What is the range of practica sites available
- How are they selected (both procedurally and qualitatively)
- How is practica supervised (insert practica rating forms into appendix)

5. Participants will outline the curriculum

   (Refer participants to the information provided in Section 5.)

6. Provide sample Plans of Operation (competencies, academic quality, etc.) for participants to evaluate for currency and adequacy. [Trainer may select to utilize an entire proposal for the scope of currency or selected parts (i.e., review of the literature, professional vitae, etc.)]

Section 7

Script

A philosophy should be identified in this section and should be consistent throughout the proposal. Participants should ask themselves if their philosophy is consistent with the view of the field and supported by the literature.

Procedure:

1. Participants will identify and critique each of seven points in sample proposals

2. Discussion questions and exercises (see Reviewer's manual page II-15 and page II-17 through II-19).

Plan of Operation

General Objective:

1. Participants will develop a plan of operation which relates to other components of the proposal.
2. Participants will provide a plan showing: 1) how to meet critical needs identified in the purpose statement; and 2) how to use resources in addressing the identified needs.

Procedures

1. Presentation of the seven points to be reviewed by outside readers.

Section 2:

Script

The quality of the plan of operation depends on the proposals capacity to effectively meet objectives, purpose statement and utilization of resources. This should encompass structure, process and outcome as evidenced in subsections 2 through 7 below.

Procedure

1. Presentation of examples of management plan

Section 3 and 4

Specific objectives

Participants will describe important components of an effective management plan to include proposal objectives, means to accomplish objectives, time frame, responsible personnel, and outcome evaluation.

Procedures:

1. Participants will match objectives with activities in sample proposals
2. Experienced participants will write in teams, objectives to match the purpose of the proposal and then activities to match objectives
3. Participants will identify and list the possible resources and personnel
4. Participants will classify their list according to internai and external categories
5. Match personnel and resources with specific objectives

Section 5

Specific objectives:

Participants will be delineate competencies that program graduates will acquire and how the competencies will be evaluated.

Procedures:

1. Presentation of sources of competencies from existing agencies and professional organizations (i.e., CEC, ASHA, State Commission, licensing board,.etc.)

NOTE: EXAMPLE OF CURRENT PROFESSIONAL COMPETENCIES

2. Presentation of the relationship of how the activities will ensure the students will develop the competencies
3. Refer to Tables of pages 13 through 16.
4. Participants will match competencies with activities
5. Experience participants will match competencies with their activities

Section 6

Specific Objectives:

1. Participants will demonstrate how content and organization of the proposal is appropriate for students' attainment of professional knowledge and competency.
2. Participants will demonstrate an awareness of current methods, materials, procedures, media, etc. relevant to purpose of the proposal

Script

The review of literature should be current so that it demonstrates your procedures, techniques, methods, materials, etc. are state-of-the-art.

Procedures

1. Participants will outline the curriculum
2. Participants should refer above to the information provided in Section 4 and 5
3. Participants will evaluate sample Plans of Operation (competencies, academic quality, etc.) for currency: Trainer may select to utilize an entire proposal for the scope of currency or selected parts (i.e., review of the literature, professional vitae, etc.)

Section 7

Script

A philosophy should be identified in this section and should be consisted throughout the proposal. Participants should ask themselves if their philosophy is consist with the view of the field and supported by the literature.

Procedure:

1. Participants will identify and critique each of seven points in sample proposals

NOTE: SAMPLE PROPOSALS (GOOD AND BAD) SHOULD BE PROVIDED TO PARTICIPANTS

2. Discussion questions and exercises see Reviewer's manual page II-15 and page II-17 through II-19.

PLAN OF OPERATION

ACTIVITY SHEET

OBJECTIVES	ACTIVITIES	WHO'S RESPONS

Plan of Operation
Alliance 2000
D. Chen 10/92

Objective # 1: To recruit and retain well qualified candidates from diverse cultural and language backgrounds.

Activities:

Objective # 2: To train candidates to meet professional competencies which are necessary for their roles.

Activities:

Objective # 3: To generate outcomes which establish mechanisms for extending the impact of project activities beyond the funding period.

Activities:

4. EVALUATION

Evaluation Plan

Value: 10 Points

Describe how program activities, outcomes, and overall impact will be monitored and evaluated

Evaluation Plan

1. Data to be collected as related to each objective

2. Methodology for collecting and analyzing data

3. Criteria to be used in determining "success"

4. Judgments to be made

Evaluation Plan

General Objective:

1. Participants will describe the components of a quality evaluation plan.

Specific Objectives:

1. Participants will distinguish between formative and summative evaluations
2. Participants will identify what should be evaluated in their proposal.
3. Participants will develop quantifiable and measurable evaluation procedures.

Procedures

1. Presentation of the differences between formative and summative evaluation; internal and external; provide examples
2. Given a handout, participants will list formative and summative types of evaluations suitable to their proposal
3. Provide sample proposal and have participants identify what needs to be evaluated.
4. Have the participants re-examine the objectives written in Plan of Operation and develop appropriate evaluation activities.
5. Presentation of quantifiable evaluations (i.e., Survey of Employers, Survey of Graduates, Instructor Evaluation, Practicum Evaluation, etc.)
6. Refer to exercise in the Reviewer manual pages II-33 through II-36.
7. Refer to Appendix III.D.1 - Sample Evaluation Questions in Training Manual

Evaluation Plan

45 min.
P. Cegelka

Specific Objective:

Participants will describe the components of a quality evaluation plan. They will:

1. Distinguish between formative and summative evaluations
2. Identify what should be evaluated in their proposal.
3. Develop quantifiable and measurable evaluation procedures.

Procedures

1. Differentiate between formative and summative evaluation; internal and external. Describe the uses of each and provide examples

2. Given a handout, participants will list formative and summative types of evaluations suitable to their proposal

3. Provided sample proposals, participants can identify what needs to be evaluated.

4. Have the participants re-examine the objectives written in Plan of Operation and develop appropriate evaluation activities.

5. Presentation of quantifiable evaluations (i.e., Survey of Employers, Survey of Graduates, Instructor Evaluation, Practica Evaluation, etc.)

6. Refer to exercise in the Reviewer's manual pages II-33 through II-36.

7. Refer to Appendix III.D.1 - Sample Evaluation Questions in Grant Writer's Manual

HINTS FOR SUCCESSFUL MONITORING AND EVALUATION SECTION'S

"DO'S AND DON'T'S"

DO

- Include at least preliminary measures and procedures planned for an annual project evaluation.
- Stress the use of interim evaluation or monitoring results for program redesign and refinement. An end-of-project evaluation can tell you a project has failed; a quarterly assessment can tell you there are problems in time to correct them and have the project succeed.
- Include evaluation and reporting formats. This helps the reviewer understand the issues you consider most important, and also shows that you have considered the evaluation question carefully.
- Relate evaluation measures back directly to objectives. If there is a separate section on anticipated benefits or impacts of the project, this should relate directly to the evaluation measures.
- Present the section clearly and concisely. Examples are preferable to lengthy narratives. Be specific.
- Indicate institutional capability to meet all reporting and evaluation requirements, giving examples which demonstrate that you understand these requirements.

DON"T

- Say "evaluation measures will be developed after project initiation." Present measures in the proposal.
- Say "all required reporting will be carried out." Describe what you will actually do.
- Indicate that an outside evaluator will meet assessment needs. Describe what the evaluator will do; give a preliminary design. If you have identified the outside evaluator, name him -- and have the evaluator prepare an initial design for the inclusion in the proposal.
- Limit the evaluation process -- number of students trained, etc. Funding sources ask "So what?' They want to know what is different because you worked with these students; what happened to them/or to the field of special education.
- Try to design an evaluation in-house unless you have a staff with appropriate skills.

5. COST EFFECTIVENESS

Budget & Cost Effectiveness

Value: 10 Points

Itemization of costs and justification in terms of need and reasonableness

Budget & Cost Effectiveness

1. Amounts for individual items

2. Justification of each amount

3. Relationship to program objectives

Budget and Cost Effectiveness

60 min.
P. Chinn

Overall Objective:

Participants will be able to identify the key components to be included in the budget.

Specific Objective(s):

Participants will be able to determine funding appropriate for each section of the budget (e.g., personnel, fringe benefits) (See Part IV, Section A, pp. 1-10 in Grant Writer's Manual).

a. personnel
b. fringe benefits
c. travel
d. equipment
e. supplies
f. contractual
g. construction (N/A)
h. other (e.g., student tuition, stipend, student travel)
i. indirect cost

Procedures:

Question and activities for Budget Development see Grant Writer's Manual, Part IV, Section A, p. 1-10; Reviewer's book, II-28 to II-31).

1. Give a brief overview of main components of the budget. Direct each participant to develop budget. (Please refer to Grant Writer's Manual, Part IV, Section A, pp. 1-10 and Part IV, Section B, pp. 2-4 with examples of budget details).

2. Participant will develop their own budget for the proposed project using worksheets.

   Materials needed for activity:
   1. Worksheet for calculation of personnel and fringe benefits- show a generic formula so participants will understand how to compute the two items.

   2. Worksheet organized in the following columns: (See Grant Writer's Manual, Appendix IV.A.1).

Suggested format for worksheet

Object Class Categories	Amount Requested	In-Kind Contribution	Total Cost
Personnel			
Fringe Benefits			
Travel			
Equipment	*(Please leave enough space between each item.)*		
Supplies			
Contractual			
Other			
Indirect Costs			

3. Ask the following questions (refer to Reviewer's book, II-27):

   •What constitutes an adequate budget to support the project's proposed activities?

   •How will you make the costs reasonable in relation to project objective? (refer to RFP's range and average amount of awards)

   •How much of the project's total cost is devoted to administrative costs?

4. For more experienced participants, have each analyze the budget of a funded and NRF proposal's budget and discuss the strengths and weaknesses of the proposed budgets.

5. Ask the following questions (refer to Reviewer's book, II-27):

   •Is the budget adequate to support the project's proposed activities?

   •Are overall project costs reasonable in relation to project objectives?

   •How much of the project's total cost is devoted to administrative cost? ion

   •Are budget items sufficiently justified?

   •Is the budget padded?

C. SUPPORT MATERIAL

BUDGET DEVELOPMENT

A. - Budget Justification and Contributed Budget Objectives
B. - Budget Development
C. - A-Z of Proposal Writing
D. - Support Material

A. BUDGET JUSTIFICATION AND CONTRIBUTED BUDGET OBJECTIVES

Budget Justification and Contributed Budget

Specific Objective:

Participants will:

Justify the budget by tying each budget item to project activities goals, objectives, and scope of the work.

Identify university contribution (e.g., in-kind) within budget subsections.

Procedures:

1. Give a brief overview of main components of the budget justification. Direct each participant to develop budget justification. (Please refer to Grant Writer's Manual, Part IV, Section C, pp. 1-14).

2. Ask the following questions:

   •Is the budget adequate to support the project's proposed activities?

   •Are overall project costs reasonable in relation to project objectives?

   •How much of the project's total cost is devoted to administrative cost?

   •Are budget items sufficiently justified?

   •Is the budget padded?

3. Have each participant analyze the budget of a funded and NRF proposal and discuss the strengths and weaknesses of the budget justification.

4. Have participant complete In-Kind Contribution section of budget worksheet.

5. For more experienced participants, have each analyze the budgets of a funded and NRF proposal and discuss how to strengthen the In-Kind Contribution Section.

Beginning and End of It All

30 min.
P. Cegelka

Specific Objective(s):

Participants will:

Correctly complete and properly sequence the forms to be included in the proposal

Identify a range of materials that can be appropriately place in the appendices

Procedures:

1. Show overhead or write on the board the listed forms to be included in the proposal.

   a. Face Sheet (SF24)
   b. Abstract
   c. The Budget Information Form (SF 424A)
   d. Budget Justification
   e. Contributed Budget and Justification
   f. Assurance Form

2. Script (Please refer to Grant Writer's Manual, Part V, Section A, pp. 109).

3. Ask the following questions:

   •Does the Face Sheet contain all necessary information and signatures?

   •Does the information coincide with the budget detail in the proposal?

   •Have you include the necessary Assurance Form?

4. Have participants complete the Face Sheet following procedures as outlined in Grant Writer's Manual and guidelines for New Application for Grants.

5. Have participants complete the Budget Information Sheet.

B. BUDGET DEVELOPMENT

Budget Development

Each participant will need the following training Materials:
See Grant Writing Manual Part IV, Section A, page 1-10
See Blue book, p. II-27 to II-32
The Section on Budget of a funded proposal
The Section on Budget of a not-recommended proposal
Budget worksheet
Calculator (Remind them to bring one)

Overall Objective:

Participants will be able to identify the key components to be included in the budget.

Specific Objectives:

1. Participants will be able to determine funding appropriate for each section of the budget (e.g., personnel fringe benefits). (See Part IV, Section A, pp 1-10).

    a. personnel
    b. fringe benefits
    c. travel
    d. equipment
    e. supplies
    f. contractual
    g. construction (N/A)
    h. other (e.g., student tuition, stipend, student travel)
    i. indirect costs

Suggested Questions and Activities for BUDGET DEVELOPMENT: (Grant Writing Manual, Part IV, Section A, p 1-10; Blue book, II-28 to II-31).

For Level 1:

Trainer gives brief overview of main components of the budget. Direct each participant to develop budget. (Please refer to Grant Writing Manual Part IV, Section A, pp 1-10 and Part IV, Section B, pp 2-4 with examples of budget details)

1. Participants will develop their own budget for the proposed project using worksheets.

Materials needed for activity:

1. Worksheet for calculation of personnel and fringe benefits - show a generic formula so participants will understand how to compute the two items.

2. Worksheet organized in the following columns: (See Grant Writing Manual, Appendix IV.A.1)

   A suggested format for worksheet:

Object Class Categories	Amount Requested	In-kind Contribution	Total Cost
Personnel			
Fringe Benefits			
Travel			
Equipments	(*Please leave enough space between each item.)		
Supplies			
Contractual			
Other			
Indirect Costs			

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Questions: (See Blue book, II-27)

1. What constitutes an adequate budget to support the project's proposed activities?

2. How will you make the costs reasonable in relation to project objectives? (refer to RFP's range and average amount of awards)

3. How much of the project's total cost is devoted to administrative costs?

For Level 2:

Have each participant analyze the budget of a funded and not-recommended budget and discuss the strengths and weaknesses of the proposed budgets.

Questions: (See Blue Book, II-27)

1. Is the budget adequate to support the project's proposed activities?

2. Are overall project costs reasonable in relation to project objectives?

3. How much of the project's total cost is devoted to administrative cost?

4. Are budget items sufficiently justified?

5. Is the budget padded?

Budget Justification

Overall Objective:

Participants will be able to justify the budget by tying each budget item to project activities goals, objectives, and scope of the work.

Procedures:

Trainer gives brief overview of main components of the budget justification. Direct each participant to develop budget justification. (Please refer to Grant Writing Manual Part IV, Section C, pp 1-14).

Suggested Questions and Activities:

Questions:

1. Is the budget adequate to support the project's proposed activities?
2. Are overall project costs reasonable in relation to project objectives?
3. How much of the project's total cost is devoted to administrative cost?
4. Are budget items sufficiently justified?
5. Is the budget padded?

Activity:

Have each participant analyze the budget of a funded and not-recommended proposal and discuss the strengths and weaknesses of the budget justification.

Contributed Budget

Overall Objective: (Grant Writing Manual Part IV, Section D, p 1)

Participants will be able to identify university contribution (e.g., in-kind) within budget subsections.

Suggested Activities:

Level 1: Participants complete In-Kind Contribution Section of budget worksheet.

Level 2: Participants analyze the budgets of a funded and not-recommended proposal and discuss how to strengthen the In-Kind Contribution Section.

C. A-Z OF PROPOSAL WRITING

Impact Statement

Value: 30 Points

Evidence of a critical need that can be best met by the proposed program.

Impact Statement

1. Brief Description of Proposed Program

2. Evidence of Need to Improve Quantity and/or Quality of Personnel Currently Available

3. Impact of Proposed Program

Capacity

Value: 25 Points

Documentation of the capacity of the institution to carry out the proposed program

Capacity

1. Qualification of Director and other key personnel

2. Time commitments of personnel

3. Statement of non-discriminatory employment practices

4. Adequacy of resources

5. Quality of practicum settings

6. Recruitment abilities

7. Interaction with other local and state agencies and schools

Plan of Operation

Value: 25 Points

Detailed description of program design and management

Plan of Operation

1. Relationship of objectives to purpose

2. Specific goals and objectives with related activities and anticipated outcomes

3. Allocation of personnel and resources

Evaluation Plan

Value: 10 Points

Describe how program activities, outcomes, and overall impact will be monitored and evaluated

Evaluation Plan

1. Data to be collected as related to each objective

2. Methodology for collecting and analyzing data

3. Criteria to be used in determining "success"

4. Judgments to be made

Budget & Cost Effectiveness

Value: 10 Points

Itemization of costs and justification in terms of need and reasonableness

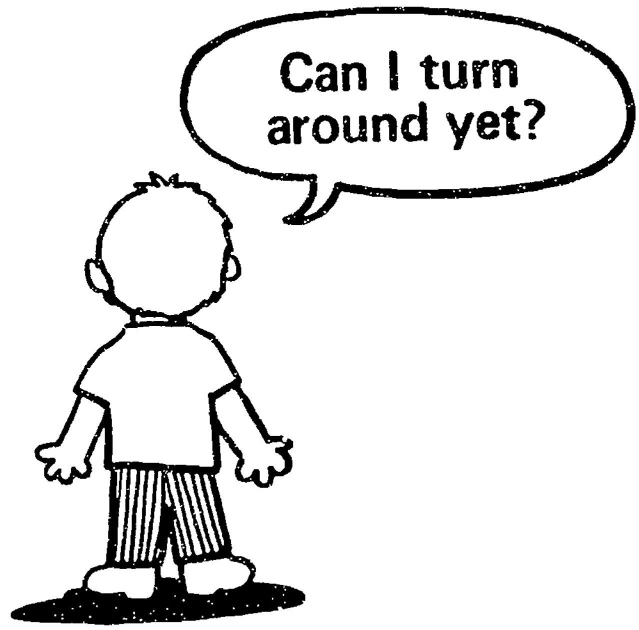
Budget & Cost Effectiveness

1. Amounts for individual items

2. Justification of each amount

3. Relationship to program objectives

A-Z of Proposal Preparation



Objective for Training Session

- Establish a time line for proposal preparation

Time Line-Part 1

Your Institutional Approval process	Needs Assessment	Input of Groups	Letters of Support	Numerical Support Data	Literature Review
Activities:	Activities:	Activities:	Activities:	Activities:	Activities:
Wordprocessing ____	1. Assessment/ Survey Developed ____	1. Establish Advisory Committee ____	1. Contact Individuals & Agencies ____	1. Get Local Date ____	
Budgeting ____	2. Cover letter ____	2. Meeting Date Set ____	2. Send copies of Abstract ____	2. Get State Data ____	
Sign-offs ____	3. Assessment/ Survey Mailed ____	3. Meeting Held ____	3. Follow up contacts ____	3. Get National Data ____	
Filling out forms & certification ____	4. Follow up to Mailing ____	4. Minutes of Input ____	4. File in Separate Folder as Returned ____		
Assembly & pagination ____	5. Needs Data Complied ____	5. Information Organized for Use ____	5. Make Copies for Appendix ____		
Photocopying ____					
Packaging & wrapping ____					
Mailing ____					
Total time:	Total time:	Total time:	Total time:	Total time:	Total time:

Alliance 2000
Dote-Kwan 9/92
A-Z of Proposal Presentation

Time Line - Part 2

Vitae Development	Agreement Letters	Institutional Capacity Description	Budget Development	Budget	Proposal Writing
Activities:	Activities:	Activities:	Activities: 1. Overall Budget Categories _____ 2. Travel Policies & Regulations_____ -In-state -Out-of-state -Per diem -Lodging 3. Key Personnel Salaries _____ 4. Clerical Salaries _____ 5. Graduate Assistant _____ 6. Tuition _____ 7. Stipends _____ 8. Fringe Benefit Rate _____	Activities: 1. Budget Detail _____ 2. Budget Justification_____ 3. Federal Budget Forms _____ 4. Contributed Budget _____ 5. Facesheet _____ 6. Assurances & Disclosures Forms _____	Activities 1. Impact Statement _____ 2. Capacity _____ 3. Plan of Operation _____ 4. Evaluation Plan _____ 5. Budget & Cost Effectiveness _____ 6. Preparing Graphics _____ 7. Appendices _____ 8. Table of Content _____ 9. Abstract _____
Total time:	Total time:	Total time:	Total time:	Total time:	Total time:

PURPOSE OF GRANT WRITER'S MANUAL

- Write Successful Grant
- Proceed Step by Step
- Serve as a Resource for Proposal Preparation

Objectives for Training Session

- Demonstrate an understanding of a RFP
- Identify key elements in the Federal Register guidelines

Finding the Requests for Proposals (RFPs)

- Federal Register
- Campus Research Units
- Electronic Networks
- Other Networks
- Professional Newsletters
- Federal Updates
- Phone Calls to OSERS
- Other Sources

Reading the Federal Register and RFP for Critical Information

FEDERAL REGISTER

- Title and CFDA No.
- Deadlines
- Available Funds
- Range of Awards
- Size of Awards
- Number of Awards
- Project Period

****

- Purpose and Authorization
- Eligible Applicants
- Priorities
- Selection Criteria
- Instructions for Transmittal of Applications

Objectives for Training Session

- Identify the existence and importance of competition priorities
- Write a clear and objective purpose statement

Priority

Purpose

Target Populations

Eligible Applicants

PURPOSE STATEMENT

a) a well-documented need;

b) a convincing argument that the project should be supported;

c) the scope of the project is achievable.

PURPOSE STATEMENT

AND

SPECIFIC PRIORITIES

KEY ELEMENTS

We need to train

There is a need for more

There is a shortage of

Essential Components of Proposals

Impact and Need Statement

Capacity of Institution

Plan of Operation

Evaluation Plan

Budget and Cost Effectiveness

Impact and Needs Statement:

Capacity of Institution:

Plan of Operation:

Evaluation Plan:

Budget and Cost-Effectiveness:

NEEDS:

- QUANTITATIVE
- QUALITATIVE

ESTABLISH NEEDS:

Pronouncements

Dept. Follow-up Studies

Advisory Committees

Letters/Petitions

Minutes of Meetings

Academic Reviews

Accreditation Reviews

State/Local Data
County Office; District; CSPD

Other

TYPES OF DATA

NUMBER OF VACANCIES

NUMBERS OF NON-CERTIFIED PERSONNEL

PROJECTED NEEDS
(E.G., No. of Ss in category; ages of teachers)

NUMBER OF TEACHERS SERVING CATEGORY
(and recency of training)

DEMOGRAPHICS OF STUDENTS & TEACHERS
(e.g., ethnicity, gender, age, severity of disability, special needs)

PROJECTED NEEDS FOR FUTURE

OUTCOMES FROM FOLLOW-UP STUDIES

RESULTS OF COMPETENCY SURVEYS

PRIORITIES OF PROF. ORGS, SEA, ETC.

Impact

Number to be trained over course of project
past grads -- their positions

The greater good they will be able to do
-- how they will affect lives of target pop.

The numbers of students they will serve

The number of schools in which service delivery will be influenced

The establishment of a new training model

The extent to which it supports state initiatives and priorities

A replicable model

Numbers to be Trained

How many participants can you recruit?
(strategies themselves belong in plan of operation)

Document via past history of dept. programs

May come from needs assessment
e.g., IVC projects

Considerations:
graduate vs. undergraduate

full or part-time

extent of field-based and practica
(and who pays these costs)

number of credit/units per term

preservice/inservice

distance to instructional delivery

accreditation standards for your discipline

Sample Scoring for Needs and Impact
(30 pts)

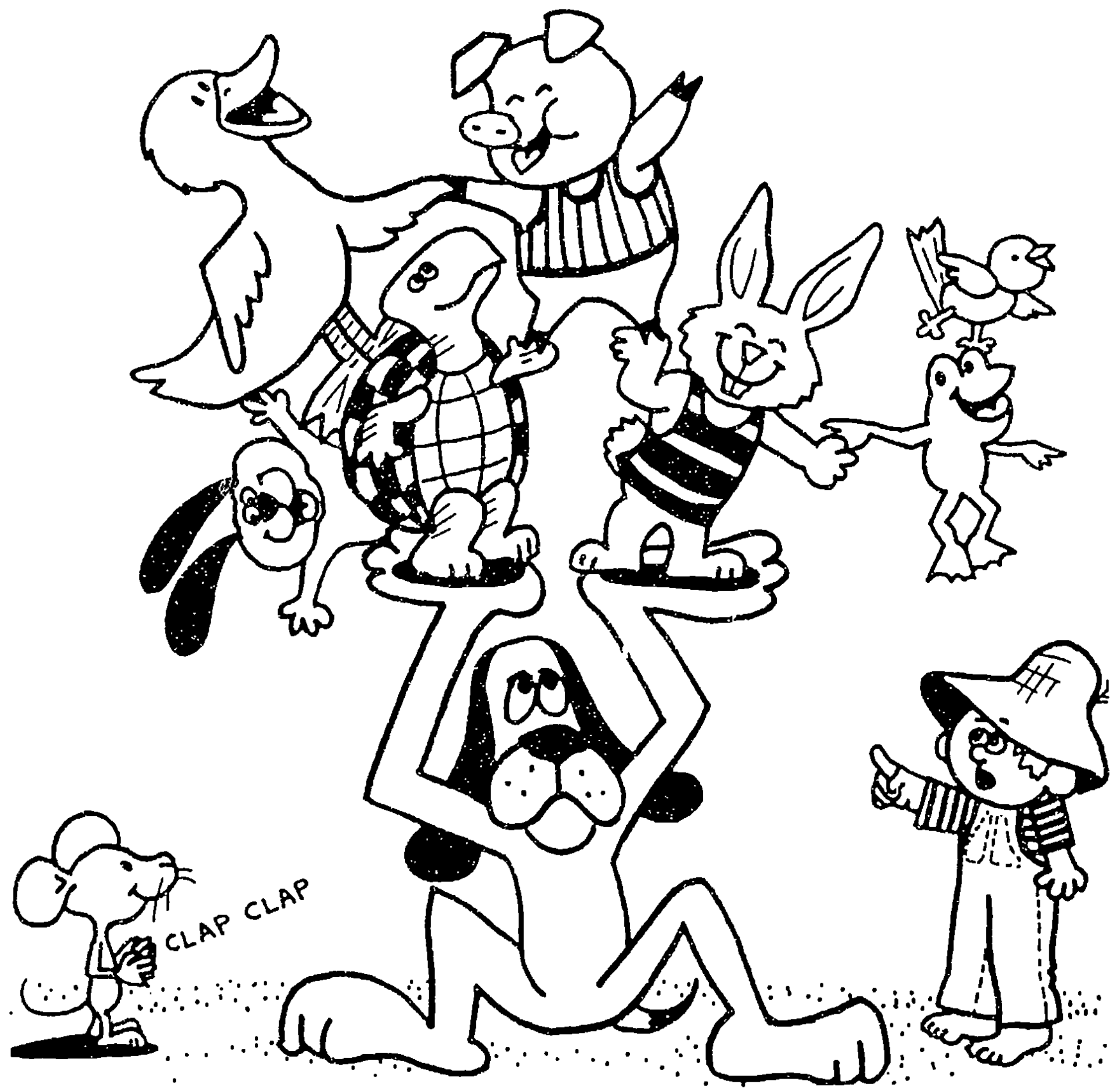
1. Significance of the personnel needs

- critical shortages of personnel
  ˆ national needs data
  ˆ state needs data
  ˆ local needs data
- significance of need for improved quality of service

2. Impact of project on targeted need

- numbers of grads to be trained
- numbers of previous grads
- significance of critical program features
  ˆ to numerical needs
  ˆ to quality of services
  ˆ to promoting state/local priorities

CAPACITY



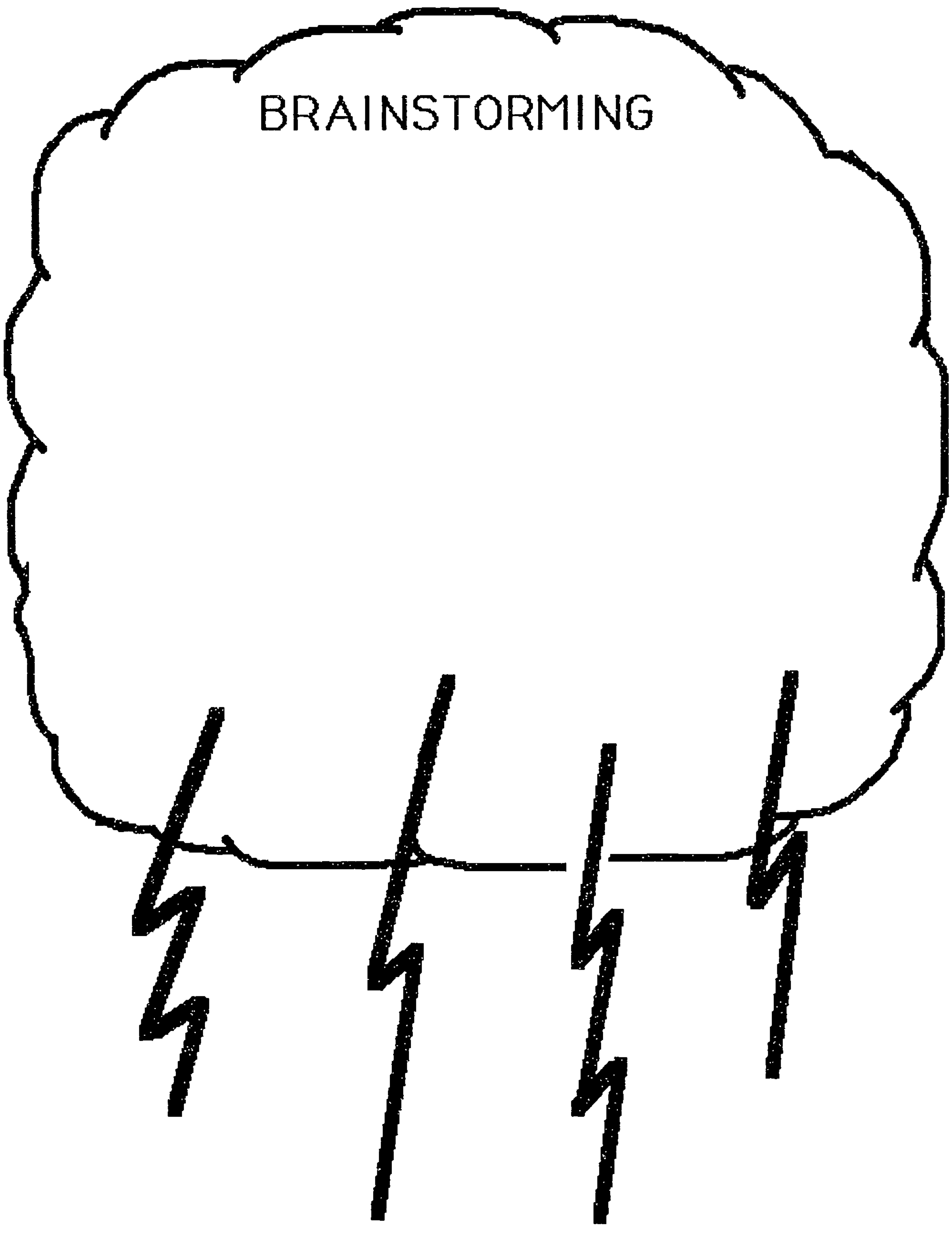
Objectives for Training Session

- Identify the critical components relevant to the capacity of the institution

- Write a response to each of the eight components of capacity of an institution

COMPONENTS

- Qualifications and accomplishment of the project director and other key personnel
- Time commitment of each
- Nondiscriminatory employment practices
- Adequacy of resources, facilities, supplies, and equipment
- Quality of practica training settings
- Capacity to recruit well-qualified applicants
- Experience and capacity of applicant to assist schools and agencies in training
- Cooperation with the state education agency, other IHEs, and other public and private agencies


BRAINSTORMING

ADEQUACY OF RESOURCES, FACILITIES, SUPPLIES, AND EQUIPMENT

- Are there facilities, equipment, supplies, materials and resources who will support the project?
- Do you have access to special sources of experiences or expertise

QUALITY OF PRACTICA TRAINING SETTINGS

- Are readily accessible;
- Use up-to-date services and exemplary teaching practices;
- Provide adequate supervision to trainees;
- Offer opportunities for trainees to teach; and
- Foster interaction between students with disabilities and their nondisabled peers.

KEY PERSONNEL

OBJECTIVES	ACTIVITIES	WHO'S RESPONSIBLE

QUALITY OF KEY PERSONNEL AND TIME COMMITMENT

- Are your descriptions of the qualifications and accomplishments of key personnel related to the proposal?
- Which of your professional experiences are related to your proposal?
- Who are the key personnel needed in your project, and what are their duties and responsibilities?
- What is the time commitment for each key personnel? What is the requested time commitment from OSERS and your university for each of key personnel?

TABLE III.F.1

REVISED PERSONNEL LOADING CHART

PROJECT POSTITION	FTE	IN-KIND FTE	SUMMER DAYS	TOTAL
Project Director	.20	.10	6	.30
Project Assistant	.50		30	.50
Part-Time Instructor (unknown; several possible condidates)			15	3 wks
Clerical Assistant	.50		50	.50
Training Consultants	1.50 x 48 days			72 days

Tabie 1: Person Loading Chart

Activities	AY 50%+ Summer	25%	Consultants		
Days	80* + 10	40*	4	4	8
1. Training and Support					
-Course Development	1	1			
-Seminars	10	10			
-Field Supervision and Instruction	18	18			
-Planning/grading	4	4			
-Coordination with existing school personnel	1	1			
-Evaluation	1	1/2			
2. Summer Workshops					
-Announcement	0 + 1				
-Coordination/facilitation	0 + 4				
-Design	0 + 1		1/2	1/2	1
-Instruction			2	2	4
-Planning/grading			1 1/2	1 1/2	3
-Evaluation	0 + 1				
-Surveying Field Needs	0 + 2				
3. Recruitment					
-Publicity	1				
-Contacts	1	1/2			
-Interview	2	2			
-Selection	1	1			
-Advisement	2 + 1	1			
4. Project Administration					
-Management	16				
-Communication	4				
-Coordination of staff	4				
-Advisory Committee	2	1/2			
-Evaluation	7	1/2			
-Reports/Continuation Proposals	5				

*Number of Days = (16 weeks of instruction per semester X 2 semesters-Fall and Spring X 5 days per week) / percent of time (e.g., 16 x 2 x 5 / 25% = 40)

Objectives for Training Session

To show:

(1) How to meet critical needs identified in the purpose statement; and

(2) How to use resources in addressing the identified needs.

PLAN OF OPERATION

PLAN OF OPERATION

Statement of Purpose

Objectives

Program Activities

Plan of Operation

i. High Quality Design

ii. Management Plan for Effective, Proper, and Efficient Administration

iii. Relationship of Objectives to Purpose

iv. Use of Resources and Personnel

v. Competencies to be Acquired and Evaluation of these Competencies

vi. Content and Organization of Program

- Appropriate for Professional Knowledge and Competencies Necessary

- Relevant Methods, Procedures, Techniques, Technology, and Instructional Media and Materials

vii. Program Philosophy, Objectives, and Activities

COMPETENCIES AND COURSE DESCRIPTIONS

- Accepted/Cutting Edge
- State-of-the-Art Procedures, Techniques, Methods, and Materials
- Sources
- Relationship to Instructional Activities
- Methods of Evaluation
- Practica (Range, Selection, Supervision)

ELEMENTS OF A MANAGEMENT PLAN

- Proposal Objectives
- Means to Accomplish Objectives
- Time Frame
- Responsible Personnel
- Student Outcome Evaluation

EVALUATING THE PLAN OF OPERATION

1. Do the objectives serve the authorizing statute?

2. How well is the project designed?
   - Are objectives consistent with stated needs?
   - Are activities consistent with objectives?
   - Are objectives measurable?

3. How will resources and personnel be used to achieve each objective?

4. Is there an effective management plan?

5. Do the milestones reflect a logical progression?

6. Is there a realistic schedule for accomplishing objectives?

7. Will activities accomplish objectives successfully?

8. Are educational approaches based on research that indicates they will be successful for specific population served?

9. Are there clear provisions for equal access to eligible participants from traditionally underrepresented groups?

Evaluation Section
(10 pts)

1. Uses approaches appropriate for the project

2. Produces data that are quantifiable

3. Provides evidence of systematic collection of eval data and student follow-up data

4. Provides evidence that data affect program

Formative Evaluation

Summative Evaluation

Formative Evaluation

-- information about the quality of processes

-- systematic feedback to inform/improve project

- Are timelines being met?
- Are recruiting activities taking place in timely fashion?
- Are sufficient Ss applying for program?
- Are the program courses offered?
- Are current Ss satisfied with program?
- Is Advisory Committee, community satisfied?
- Who reviews evaluation data?
- How is this cycled into changes in program?

Summative Evaluation

Assess more global program qualities

Effectiveness information

-- quantitative

- numbers recruited, trained

-- qualititative

- competencies/skills they obtained
- influences of program on delivery

Evaluation Topics

1. What have you said you would do?

2. What are the objectives?

3. What are the program components & activities?

4. What is the timeline for activities?

5. How are things going so far?
   What changes or "tinkering" is needed?

MEASUREMENT STRATEGIES

1. Develop evaluation questions for each component.

   -- can be put into appendix

2. Identify instrument or data source for each.

3. Identify person responsible for gathering data.

4. State when data will be gathered.

5. Refer to any specific instruments you will use.

   --put into appendix

SAMPLE

Measurement strategies for recruitment component

1. data on program announcements, telephone contacts, letters, mailers, displays

2. data on number applied, accepted, entered and on waiting list

3. demographics
   # continuing
   # new
   # ethnic diversity
   # numbers from rural/urban
   # numbers who are local residents (eg., IVC)

4. Number of courses enrolled in, progress through program

PURPOSE

Provide reasonable evidence that you have identified the tasks and are prepared to document each of the major activities as well as the overall effectiveness of the program as you implement it as well as summatively.

Uses of Evaluation Data

Formative program development

- improving delivery
- improving quality

Continuation proposals

- document progress
- justify changes (if any)

Final Report

Objectives for Training Sessions

- Justify the budget by tying each budget item to project activities goals, objectives, and scope of the work.
- Identify university contribution (e.g., in-kind) within budget subsections.

BUDGET JUSTIFICATION

AND

CONTRIBUTED BUDGET

Questions

- Is the budget adequate to support the project's proposed activities?
- Are overall project costs reasonable in relation to project objectives?
- How much of the project's total cost is devoted to administrative cost?
- Are budget items sufficiently justified?
- Is the budget padded?

BUDGET AND COST EFFECTIVENESS

Objectives for Training Session

- Identify the key components to be included in the budget

- Determine funding appropriate for each section of the budget

  a. personnel
  b. fringe benefits
  c. travel
  d. equipment
  e. supplies
  f. contractual
  g. construction (N/A)
  h. other (e.g., student tuition, stipend, student travel)
  i. indirect cost

Questions

- What constitutes an adequate budget to support the project's proposed activities?
- How will you make the costs reasonable in relation to project objective? (refer to RFP's range and average amount of awards)
- How much of the project's total cost is devoted to administrative costs?

D. SUPPORT MATERIAL

PROPOSAL DEVELOPMENT CHECKLIST

COMPLETE	DATA GATHERING STEP	PERSON RESPONSIBLE	COMMENTS
	INSTITUTIONAL APPROVAL PROCESS IDENTIFIED		
	TIMELINES ESTABLISHED		
	Budget, Disclosures, Assurances		
	Word Processing		
	Copying		
	NEEDS ASSESSMENT		
	Assessment/Survey Developed		
	Assessment Mailed		
	Follow up to Mailing		
	Needs Survey Data Compiled for Use in Proposal		
	INPUT OF GROUPS		
	Meeting Date Set		
	Meeting Held		
	Minutes of Input Kept		
	Information Organized for Use in Proposal		
	LETTERS OF SUPPORT		

MPLETE	DATA GATHERING STEP	PERSON RESPONSIBLE	COMMENTS
	Contact individuals, agencies, etc. for support		
	File in Separate folder as returned		
	Make Copies for Appendix		
	NUMERICAL SUPPORT DATA		
	Local Data		
	State Data		
	National Data		
	LITERATURE REVIEW		
	VITAE DEVELOPMENT		
	AGREEMENT LETTERS		
	INSTITUTIONAL CAPACITY DESCRIPTIONS		
	BUDGET DEVELOPEMENT		
	Overall budget categories		
	Travel Policies & Regulations		
	In-state Travel		
	Out of State Travel		
	Per diem		
	In-state Travel		

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MPLETE	DATA GATHERING STEP	PERSON RESPONSIBLE	COMMENTS
	Out of State Travel		
	Lodging Regulations		
	In-state Travel		
	Out of state Travel		
	Key Personnel Salaries		
	Clerical Salaries		
	Graduate Assistant Regulations		
	Tuition (Credit hour costs)		
	Stipend Regulations		
	Fringe Benefit Rates		
	Special Project Needs		
	BUDGET		
	Budget Detail		
	Budget Justification		
	Federal Budget Forms		
	Contributed Budget		
	Facesheet		
	Assurances & Disclosure Forms		

HM

COMPLETE	PROPOSAL WRITING	PERSON RESPONSIBLE	COMMENTS
	COMPONENTS OF PROPOSAL		
	(a).		
	(b).		
	(c).		
	(d).		
	(e).		
	WORD PROCESSING, EDITING AND REVISIONS		
	PREPARING GRAPHICS		
	APPENDICES		
	TABLE OF CONTENTS		
	ABSTRACT		

COMPLETE	POST PROPOSAL WRITING	PERSON RESPONSIBLE	COMMENTS
	POST PROPOSAL WRITING		
	INSTITUTIONAL SIGNOFFS		
	COPYING		
	VERIFICATIONS		
	MAILING		
	RECORD KEEPING		
	THANK YOUS		
	WAITING		

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HINTS FOR PREPARING BUDGETS
"DO'S AND DONTS"

In Preparing a Budget:

DO

1. Carefully review the format provided by OSEP, if any, to see how line-items are to be grouped and presented. There is no standardized format, or agreement on what line-items go where. So read instructions carefully.

2. Either first prepare the budget using your agency's own format, or take your agency's line items and fit every one of them somewhere into the funding agency format. This is the best way to assure that no permissible line item is forgotten, when you have to use a funding agency budget format which is different from your agency's format.

3. Carefully consider all project costs, to be sure you have not forgotten any. It is very difficult to get new costs added once you have received a grant; you will probably have to take funds from some other line item to cover them. So it is very important to include all actual costs in your original budget submission.

4. Carefully determine the actual staffing requirements for the project, referring back to the work plan.

5. Be sure fringe benefits are properly estimated.

6. In developing the budget, calculate every line item logically, and write down the basis for the calculation. This becomes your budget "justification," and is described in your budget narrative.

7. Have your Fiscal Officer either help develop the budget or review it carefully. A sound budget requires both an understanding of the proposed program and a strong knowledge of your institution's fiscal system and financial management procedures.

DON'T

1. Pad your budget. Obvious padding is generally caught, and may make a very negative impression on the funding agency.

2. Fail to include strong justification for each budget line item.

3. Underestimate staffing needs or other resources.

4. Underbudget deliberately, unless you have identified another source for the

additional funds required.

5. Submit your budget without checking the arithmetic several times. An incorrect budget makes the impression of poor quality control or administrative sloppiness.

BUDGET WORKSHEET

	ITEM COSTS	CATEGORY TOTALS
PERSONNEL SALARIES & BENEFITS		
Project Director .___ FTE X $___,_____	________	
___ Summer Research Days X $___,_____ / _____ DAYS	________	
Project Assistant $___,_____	________	
Secretary .___ FTE x $___,_____	________	
TOTAL SALARIES	________	
Fringe Benefits @___% of Salaries	________	
WORKMENS COMPENSATION INSURANCE FICA RETIREMENT OTHER BENEFITS		
TOTAL FRINGE BENEFITS	________	
TOTAL SALARIES & BENEFITS		________
TRAVEL		
_____ trip to CEC in Washington, DC for (name or position of person)		
Airplane Fare x _____ Trips	________	
Per Diem __ days x $___ per day x _______ people	________	
Lodging __ days x $_____ per day x _______ people	________	
Ground travel and transfers x _______ people	________	
TOTAL TRAVEL	________	

	ITEM COSTS	CATEGORY TOTALS
SUPPLIES		
Office supplies $___ per month x ___ months	____________	
Instructional Supplies $___ per month x ___ months	____________	
Instructor Resources $___ per month x ___ months	____________	
Video tape ___ cassettes x $_.___	____________	
TOTAL SUPPLIES		____________
CONTRACTUAL		
Consultants S. E. Xpert $_____ per day x __ days	____________	
Per Diem __ days x $___ per day	____________	
Lodging __ days x $_____ per day	____________	
Airplane Fare $_____ per round trip	____________	
TOTAL CONTRACTUAL		____________
OTHER		
Telephone Long Distance Charges $___ per month x ___ months	____________	
Student Stipends ___ students x $_____ per month x ___ months	____________	
Student Tuition Academic Year ___ students x ___ Credit hours ___ semesters x $_____ per hour	____________	
Summer School ___ students x __ hours x $_____ per credit hour	____________	

	ITEM COSTS	CATEGORY TOTALS
Tuition For Project Assistant		
Academic year		
___ hours x __ semesters x $_____ per hour	____________	
Summer school		
__ hours x $_____ per hour	____________	
Copying		
$___ per month x ___ months	____________	
Film Rental		
(title) 1 day x $_____/day	____________	
(title) 1 day x $_____/day	____________	
Recruitment		
Flyer Design and Printing		
Design	____________	
_______ flyers x $_____ each	____________	
Newspaper ads		
Campus paper ___ ads x $___ each	____________	
Local Daily ___ ads x $___ each	____________	
TOTAL OTHER		____________
TOTAL DIRECT COSTS		<u>(Sum of Category totals)</u>
INDIRECT COSTS		
Total direct Costs x 8%	____________	
TOTAL CHARGES		<u>Direct + Indirect</u>

GENERIC SUPPORT MATERIAL

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C: Listing of Responder Comments to Each Knowledge and Skill Statement C

CEC COMMON CORE OF KNOWLEDGE AND SKILLS ESSENTIAL FOR ENTRY LEVEL SPECIAL EDUCATION TEACHERS

Approved

CEC Common Core Knowledge and Skills
Essential for
All Beginning Special Education Teachers

Preamble

The standards of the profession of special education are a formally codified set of beliefs. These belief statements represent the special educator's principles of appropriate ethical behavior and are based on several assumptions. One assumption of this common core of knowledge and skills is that the professional conduct of entry level special educators is foremost governed by the CEC Code of Ethics:

Code of Ethics and Standards of Professional Practice of
The Council for Exceptional Children:

Special education professionals:

- .are committed to developing the highest educational and quality of life potential of exceptional individuals
- .promote and maintain a high level of competence and integrity in practicing their profession
- .engage in professional activities which benefit exceptional individuals, their families, other colleagues, students, or research subjects
- .exercise objective professional judgment in the practice of their profession
- .strive to advance their knowledge and skills regarding the education of exceptional individuals
- .work within the standards and policies of their profession
- .seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession
- .do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

Second, special education has within its heritage the perspectives of embracing individual differences. These differences include the traditional consideration of the nature and effect of exceptionalities. Special education professionals must continue to broaden their perspectives to insure vigilant attention to the issues of diversity such as culture, language, gender, religion, and sexuality. Diversity is such a pervasive concern that statements involving diversity were infused throughout the model (see statements #2, 4, 8, 12, 15, 22, 42, 44, 76, 97, and 100).

Third, this common core of knowledge and skills may change over time. As with the adoption of the CEC Code of Ethics, time should provide for continuing examination, debate, and further articulation of these knowledge and skills for entry level special educators.

The CEC Common Core of Knowledge and Skills Essential for Entry Level Special Education Teachers was the culmination of a three year effort which included reviews and discussions of the available knowledge and skills, ERIC searches and reviews of the literature, discussion of procedures, selection of 195 knowledge and skills statements in nine areas for obtaining perceptions from CEC members, development and pilot testing of the Survey, distribution of the Survey to a random stratified sample (teacher vs. non-teacher; division; state/province) of 1072 CEC members, and review and indepth discussion of the Survey results.

Several results concerning the Survey are important. The response rate was 54%, extremely high and representative of CEC members. This was especially significant considering the length of the Survey (195 statements). There were few statistically significant differences for the 195 statements considering role of responder or years of experience; the number of significant differences was not significantly greater than chance. There was significant variation among the ratings across statements, indicating that the respondents were critical in their ratings. Most respondents perceived most knowledge and skill statements to be in the array of knowledge and skills which should be considered for all entry level special educators as most were rated as "essential" or "desirable but not essential". The final document is the CEC Common Core of Knowledge and Skills Essential for Entry Level Special Education Teachers composed of 107 statements in eight categories.

It was through significant professional and personal commitment that the members of the Subcommittee finished this product in a high quality and timely manner. This resulted in a mutual respect among the members of the Subcommittee with which we learned not only about knowledge and skills but about each other. May those who use this common core of knowledge and skills experience that same mutual respect among all those who serve students and their families.

CEC COMMON CORE OF KNOWLEDGE AND SKILLS ESSENTIAL FOR ALL BEGINNING SPECIAL EDUCATION TEACHERS

KNOWLEDGE AND SKILLS STATEMENTS

I. PHILOSOPHICAL, HISTORICAL, AND LEGAL FOUNDATIONS OF SPECIAL EDUCATION

Knowledge:

1. Models, theories, and philosophies that provide the basis for special education practice

2. Variations in beliefs, traditions, and values across cultures within society and the effect of the relationships between child, family, and schooling

3. Issues in definition and identification procedures for individuals with exceptional learning needs

4. Assurances and due process rights related to assessment, eligibility and placement for students who are culturally and/or linguistically diverse

5. "Rights and responsibilities" of parents, students, teachers and schools as they relate to individuals with exceptional learning needs

Skills:

6. Articulate personal philosophy of special education including its relationship to/with regular education

7. Conduct instruction and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures

II. CHARACTERISTICS OF LEARNERS

Knowledge:

8. Similarities and differences between the cognitive, physical, cultural, social, and emotional needs of typical and exceptional individuals

9. Differential characteristics of children and youth with exceptionalities (including levels of severity where applicable)

10. Characteristics of normal, delayed, and disordered communication patterns of exceptional individuals

11. Effects an exceptional condition may have on an individual's life

12. Characteristics and effects of the cultural and environmental milieu of the child and the family (e.g., cultural diversity, socioeconomic level, abuse/neglect, substance abuse, etc.)

13. Effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with exceptionalities

14. Educational implications of characteristics of various exceptionalities

<u>Skill:</u>

15. Access information on various cognitive, physical, cultural, social, and emotional conditions of exceptional individuals

III. ASSESSMENT, DIAGNOSIS, AND EVALUATION

<u>Knowledge:</u>

16. Basic terminology used in assessment

17. Ethical concerns related to assessment

18. Legal provisions, regulations and guidelines regarding student assessment

19. Typical procedures used for screening, pre-referral, referral, classification

20. Appropriate application and interpretation of scores, e.g., grade score vs. standard score, percentile ranks, age/grade equivalents, and stanines.

21. Appropriate use and limitations of each type of assessment instrument

22. Influence of diversity on assessment, eligibility, programming, and placement of exceptional learners

23. The relationship between assessment and placement decisions

24. Methods for monitoring student progress

<u>Skill:</u>

25. Collaborate with parents and other professionals involved in the assessment of students with individual learning needs

26. Create and maintain student records

27. Gather background information regarding academic, medical, and family history

28. Use various types of assessment procedures (e.g., norm-referenced, curriculum-based, work samples, observations, task analysis) appropriately

29. Interpret formal and informal assessment instruments and procedures

30. Report assessment results to students, parents, administrators and other professionals using appropriate communication skills

31. Use performance data and teacher/student/parent input to make or suggest appropriate modification in learning environments

32. Develop individualized assessment strategies for instruction

33. Use assessment information in making instructional decisions and planning individual student programs

34. Evaluate the results of instruction

35. Evaluate readiness for integration into various program placements

IV. INSTRUCTIONAL CONTENT AND PRACTICE

Knowledge:

36. Differing learning styles of students and how to adapt teaching to these styles

37. Demands of various learning environments (e.g., individualized instruction in general education classes)

38. Curricula for the development of motor, cognitive, academic, social, language, affective, and functional life skills for individuals with exceptional learning needs

39. Instructional and remedial methods, techniques, and curriculum materials

40. Techniques for modifying instructional methods and materials

41. Life skills instruction relevant to independent, community, and personal living and employment

42. Diversity and dynamics of families, schools, and communities as related to effective instruction for individuals with exceptional learning needs

Skill:

43. Interpret and use assessment data for instructional planning

44. Develop and/or select assessment measures and instructional programs and practices which respond to cultural, linguistic, and gender differences

45. Develop comprehensive, longitudinal individualized student programs

46. Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process

47. Prepare appropriate lesson plans

48. Involve the student in setting instructional goals and charting progress

49. Conduct and use task analysis

50. Select, adapt, and use instructional strategies and materials according to characteristics of learner

51. Sequence, implement, and evaluate individual student learning objectives

52. Integrate affective, social, and career/vocational skills with academic curricula

53. Use strategies for facilitating maintenance and generalization of skills across learning environments

54. Use instructional time properly

55. Teach students to use thinking, problem-solving and other cognitive strategies to meet their individual needs

56. Choose and implement instructional techniques and strategies that promote successful transitions for persons with exceptional learning needs

57. Establish and maintain rapport with learner

58. Use verbal and nonverbal communication techniques

59. Conduct self-evaluation of instruction

V. PLANNING AND MANAGING THE TEACHING AND LEARNING ENVIRONMENT

Knowledge:

60. Basic classroom management theories, methods, and techniques for students with exceptional learning needs

61. Research based best practices for effective management of teaching and learning

62. Ways in which technology can assist with planning and managing the teaching and learning environment

Skill:

63. Create a safe, positive, and supporting learning environment in which diversities are valued

64. Use strategies and techniques for facilitating the functional integration of exceptional individuals in various settings

65. Prepare and organize materials in order to implement daily lesson plans

66. Incorporate evaluation, planning, and management procedures which match learner needs with the instructional environment

67. Design a learning environment that encourages active participation by learners in a variety of individual and group learning activities

68. Design, structure, and manage daily classroom routines, including transition time, effectively for students, other staff, and the general classroom

69. Direct the activities of a classroom paraprofessional, aide, volunteer or peer tutor

70. Create an environment which encourages self advocacy and increased independence

VI. MANAGING STUDENT BEHAVIOR AND SOCIAL INTERACTION SKILLS

Knowledge:

71. Applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of management of student behaviors

72. Ethical considerations inherent in classroom behavior management

73. Teacher attitudes and behaviors that positively or negatively influence student behavior

74. Social skills needed for educational and functional living environments and effective instruction in the development of social skills

75. Strategies for crisis prevention/intervention

76. Strategies for preparing students to live harmoniously and productively in a multi-class, multi-ethnic, multicultural, and multinational world

Skill:

77. Demonstrate a variety of effective behavior management techniques appropriate to the needs of exceptional individuals

78. Implement the least intensive intervention consistent with the needs of the exceptional individual

79. Modify the learning environment (schedule and physical arrangement) to manage inappropriate behaviors

80. Identify realistic expectations for personal and social behavior in various settings

81. Integrate social skills into the curriculum

82. Use effective teaching procedures in social skills instruction

83. Demonstrate procedures to increase student self-awareness, self-control, self-reliance, and self-esteem

84. Prepare students to exhibit self-enhancing behavior in response to societal attitudes and actions

VII. COMMUNICATION AND COLLABORATIVE PARTNERSHIPS

Knowledge:

85. Importance and benefits of communication and collaboration which promotes interaction with students, parents, school and community personnel

86. Typical concerns of parents of individuals with exceptional learning needs and appropriate strategies to help parents deal with these concerns

87. Developing individual student programs working in collaboration with team members

88. Roles of students, parents, teachers, other school and community personnel in planning a student's individualized program

89. Ethical practices for confidential communication to others about individuals with exceptional learning needs

Skill

90. Use collaborative strategies in working with students, parents, school and community personnel in various learning environments

91. Communicate and consult with students, parents, teachers, and other school and community personnel

92. Foster respectful and beneficial relationships between families and professionals

93. Encourage and assist families to become active participants in the educational team

94. Plan and conduct collaborative conferences with parents or primary care givers

95. Collaborate with regular classroom teachers and other school and community personnel in integrating students into various learning environments

96. Communicate with regular teachers, administrators, and other school personnel about characteristics and needs of students with specific exceptional learning needs

VIII. PROFESSIONALISM AND ETHICAL PRACTICES

Knowledge:

97. One's own cultural biases and differences that affect one's teaching

98. Importance of the teacher serving as a model for students

Skill

99. Demonstrate commitment to developing the highest educational and quality of life potential of individuals with exceptional learning needs

100. Demonstrate positive regard for the cultures, religion, gender, and sexuality of students

101. Promote and maintain a high level of competence and integrity in the practice of the profession

102. Exercise objective professional judgment in the practice of the profession

103. Demonstrate proficiency in oral and written communication

104. Engage in professional activities which may benefit exceptional individuals, their families and/or colleagues

105. Comply with local, state, provincial, and federal monitoring and evaluation requirements

106. Use of copyrighted educational materials in an ethical manner

107. Practice within the CEC Code of Ethics and other standards and policies of the profession

Subcommittee on Knowledge and Skills
CEC Professional Standards and Practices Committee

Members (With Division Represented)

Lou Alonzo (DVH)
Dorothy Armstrong (TAG)
Joyce Barnes (CASE)
Mary-Dean Barringer (Clarissa Hug Teacher)
John Bernthal (DCCD)
Rachelle Bruno (CEDS)
Pauline Bynoe (DDEL)
Rosalie Dibert (Clarissa Hug Teacher)
Kayte Fearn (DDEL)
Karen Gilbert (SCEC)
Eleanor Guetzloe (CCBD)
Freida Hammermeister (DCCD)
William Heller (CEC Rep. to NCATE)
George Holt (CASE)
Bonnie Jones (DCD)
Alan Koenig (DVH)
Fran Landers (DLD)
Beth Langley (Clarissa Hug Teacher)
Judy Larson (Clarissa Hug Teacher)
Heather McCabe (DEC)
Susan Maude (DEC)
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Lesley Quast-Wheatley (TED)
Louis Semrau (Accreditation Subcommittee)
Kathlene Shank (TED)
Barbara Sirvis (Co-Chair)
Pamela Smith (DPH)
Thomas Southern (TAG)
Norma Speckhard (Clarissa Hug Teacher)
William Swan (Co-Chair)
Florence Taber (TAM)
Dawn Tolsma (SCEC)
Steven Walker (CEDS)
Roberta Weaver (CECMR)
Linda Wilson (CECMR)

Fred Weintraub (CEC Liaison)
John Davis (CEC Liaison)

Wednesday, September 16, 1992 **LIVE!!!** 12:00-2:00 pm Eastern

WHERE'S THE MONEY?: FUND RAISING IN THE 90'S

UNTANGLING THE FOUNDATION MAZE

Videoconference Participant Materials

PBS ADULT LEARNING SATELLITE SERVICE

THE FUNDING CENTER

September 16, 1992

Dear Friends:

Thank you for taking the time to participate in this second program of a three-part series entitled, "Where's the Money: Fund Raising in the 90's."

We have a truly exceptional panel that is as ready to talk about the current state of foundation philanthropy as it is to talk about the direction of foundation philanthropy in years ahead.

I regularly remind members of boards of directors of various not-for-profit organizations around the world that their organizations have no needs -- only opportunities. If we are going to be successful in soliciting foundation support in years ahead, we must know the future needs of foundations and foundation executives. This program is a rare opportunity to conduct such a discussion -- and it may be the first opportunity to engage in such a dialogue nationwide.

On behalf of all who participate, I encourage your questions and comments throughout the program and beyond.

Wishing you every success, I am

Sincerely yours,

Barry Nickelsberg
Executive Director

BN/pn

Providing fund raising counsel world-wide

Offices in
Washington, D.C.
U.S.A.
209 Madison Street
Suite 200
Alexandria, Virginia
22314
(703) 683-0000
(703) 852-0001
(703) 683-3834 Telefax

Offices in
Geneva, Switzerland
BP 251, 1207
Geneva, Switzerland
4122-735-4169
4122-735-4751 Telefax

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México
Ruben Dario 187
Chapultepec Morales
México, D.F. 11570
250 02 54
250 03 01
250 02 94 Telefax
250 10 43 Telefax

Secretariat:
World Congress
on Philanthropy
Miami, Florida, U.S.A.

1981-1991
Celebrating a Decade of Service

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WHERE'S THE MONEY:
Fund Raising in the 90's

Program 2: Untangling the Foundation Maze

Agenda

(Eastern Times)

12:00 Noon	**Welcome and Introduction** Barry Nickelsberg, Moderator *President, The Funding Center*
12:05 p.m.	**The Basics** Identifying Foundation Sources Nickelsberg Getting in the Door Nickelsberg Felicia Lynch, *Senior Vice President, The Hitachi Foundation* John Hartmann, *President and Chief Operating Officer, Design Industries Foundation for AIDS (DIFFA)* *Studio audience shares problems, creative research and contact strategies.* Meeting with Foundation Representatives Nickelsberg, Lynch, Hartmann

	Requesting the Grant Nickelsberg, Lynch, Hartmann
	Follow Up and Accountability Nickelsberg, Lynch, Hartmann
12:45 p.m.	**Q&A**
12:55 p.m.	**Break**
1:05 p.m.	**The Trends**
	The Broad Issues Nickelsberg, Lynch, Hartmann
	The New Foundations Peter Karoff, *President, The Philanthropic Initiative, Inc.*
	The New Techniques Nickelsberg, Karoff, Hartmann, Lynch
1:30 p.m.	**Q&A**
1:45 p.m.	**The Shape of the Future** Nickelsberg, Karoff, Hartmann, Lynch
1:55 p.m.	**Closing Remarks**
2:00 p.m.	Adjourn

Felicia B. Lynch is the Senior Vice President of The Hitachi Foundation. She has been with the Foundation since 1986. From 1977 to 1986 Ms. Lynch was senior level program officer with The Fund for the Improvement of Postsecondary Education, Department of Education, in Washington, DC. She has extensive professional experience in the fields of Health, Education, and Children's Issues, and was President and Chief Executive Officer of the Lamaze Childbirth Education Corporation from 1972 to 1977. She has her Ed.M. from Harvard University Graduate School of Education, in Cambridge, Massachusetts, and her New York State Nursing Degree from the Central Islip School of Nursing, in Central Islip, New York. She has many professional affiliations within the not-for-profit community, from the American Association of Museums to the Association of Black Foundation Executives.

John Franklin Hartman is the President and Chief Operating Officer of the Design Industries Foundation for AIDS. He oversees DIFFA's entire operation including the operation of 11 DIFFA Chapters located in major metropolitan centers throughout the United States. Mr. Hartmann has many years of experience in the not-for-profit sector from being the Planned Giving Director for the National Audubon Society to the Director of Development and Communications for the Volunteers of America. He also has professional affiliations with the National Society of Fund Raising Executives and the Philanthropic Advisory Service of the Better Business Bureau. Mr. Hartman has served in the United States Navy, and received his education from George Washington University, in Washington, DC. He loves to work in his garden and considers himself an accomplished cook.

Peter Karoff is founder and President of The Philanthropic Initiative, Inc. TPI is a firm of professionals experienced in philanthropy and program development. Formed in 1989, TPI works with families and corporations as consultant, advisor, and program administrator. Mr. Karoff is on several corporate boards and has served on 28 not-for-profit boards. Mr. Karoff is a past President of the Massachusetts Association for Mental Health and Chairman of the Policy Committee for Business Executives for National Security. Mr. Karoff has also been in the real estate, investment, and insurance business. He is a published poet, and in 1988, completed a Masters in Fine Arts degree in writing from Columbia University, in New York, New York.

Barry Nickelsberg is the founder and Executive Director of The Funding Center, Inc., a not-for-profit, full service fund raising organization established in 1981. Mr. Nickelsberg is credited with helping organizations world-wide in raising more than US$600 million and The Funding Center has assisted not-for-profits organizations raise more than US$800 million. He has over 19 years of experience as both a grant maker and grant seeker and conducts over 150 fund raising workshops a year world-wide. He also teaches two classes on fund raising at George Washington University in Washington, DC where he has been on staff since 1982. He is Chairman of the World Congress on Philanthropy Educational Foundation, and received his education from Ithaca College in New York, Harvard Business School, and Yale University.

WHERE'S THE MONEY:
Fund Raising in the 90's

Program 2: Untangling the Foundation Maze

Seminar Outline

12:00 Noon

Welcome and Introduction
Barry Nickelsberg, Moderator
President, The Funding Center

The more things change...
Foundations are among the fastest changing elements in philanthropy...

The more they stay the same...
But *people* still only give to *people*. And they still invest most heavily in the *future*.

The key word: PARTNERSHIP.

12:05 p.m.

The Basics.

Six basic types of foundations:

- international
- national
- regional
- community
- family
- corporate

Basic foundation research resources:

The Taft Foundation Reporter
The Foundation Directory
The Chronicle on Philanthropy
Foundation Giving Watch
Foundation Grants Index Annual
National Data Book of Foundations

In addition, many communities publish directories of regional foundation giving. Consult your public library.

Detailed foundation information resources:

The Foundation Center
and cooperative collections

See "Resources" for complete listing.

Internal Revenue Service Forms 990 AR & 990 PF

Available at The Foundation Centers and some cooperative collections -- See "Resources."

Annual Reports

Commercial Databases

- *"Nexxus"*
- *"Dialogue"*
- *"Compuserve"*
- *"Datatimes"*
- *"Easynet"*
- *"Prodigy"*

!Ask a local corporation to contribute "on-line" time!

Business, Consumer, and Trade Periodicals -- *Today, many initatives are big news.*

Libraries (public, university, government)

- *information indexes*
- *business collections*
- *periodicals indexes*
- *special collections*

Getting in the door.
Nickelsberg; John Hartmann, *President and C.O.O., Design Industry Foundation for Aids (DIFFA)*; Felicia Lynch, *Senior Vice President, The Hitachi Foundation*

The "Vice President" rule: *do you know anyone at the Vice President level or above?*

!Be a foundation "guerilla:" know everyone in the jungle, keep abreast of their movements, break the rank and file, have a flexible battle plan.

Meeting with foundation representatives. *Finding commonality: what do you say to a naked wall?*

Requesting the grant.

Successful proposals are:

- Clear, concise, correct, and compelling.
- Sent through a foundation officer, whenever possible.
- Delivered a week before their deadline.

Remember who's reading your proposal. See "Statistics."

Barry says...

- People only give to people.
- It's as easy to raise $10 as $1..
- Nothing breeds success like success.

!Portray your organization as a vital force in the community.

- People only invest in the future.

Follow up and accountability. *"I'm not an auto-teller machine. Talk to me..."*

- Acknowledge and thank at every step.
- Invite foundation contacts to relevant events:
  - Conferences.
  - Conventions.
  - Social events.
  - Press conferences.
  - Site visits.
- Maintain contact once a month:
  - Press release.
  - News article.
  - Annual report.
  - Audited financial statements.
  - Letter from beneficiaries.
  - Newsletter.
  - Staff announcements.

12:55 p.m. **Break.**

1:[illegible] p.m. **The Trends.**

The Broad Issues.
Nickelsberg, Lynch, Hartmann

What are the operational realities? *24,000 foundations in the U.S., yet only 4,000 have staff.*

Public vs. private vs. corporate foundations: *the motivations are similar, but what do the differences mean to your proposal?*

How much do foundations want to be included in the program process? *After the grant? At the design concept stages?*

!Seek ways to help foundations meet *their* mandates.

Do foundations talk to each other?

Are you competing with your financiers for funding? *Bottomless endowments and benign benevolence are no longer the norm.*

The New Foundations.
Peter Karoff, *President, The Philanthropic Initiative*

Karoff says...

- The donor is more sophisticated.
- The gift is more strategic.
- To today's donor, good things come in *packages*.

The New Techniques.
Nickelsberg, Karoff, Hartmann, Lynch

Today's foundations are not benevolent grant-makers. They may give and receive funding to solve society's challenges.

No-interest loans: foundations encouraging self-sufficiency.

Tandem funding: foundations funding as a group.

Donor-advised funding: donors giving to foundations, with instructions on how the money is to be used.

1:30 p.m. Q&A

1:45 p.m.

The Shape of the Future
Nickelsberg, Karoff, Hartmann, Lynch

Internationalism:

- explore your "global village" opportunities
- understand cultural perspectives on the act of giving

Modern technology:

- networking
- databases

Women's funds:

- the 4% gender gap in funding

Consider incorporating gender criteria into your programs.

See "Statistics."

Wholesaling of philanthropy:

- Donors pool funds
- Foundations pool expertise and grants
- Not-for-profits pool resources
- *Nobody buys retail anymore*

1:55 p.m. **Closing Remarks**

Resources

THE FOUNDATION CENTER COOPERATING COLLECTIONS NETWORK

Free Funding Information Centers

The Foundation Center is an independent national service organization established by foundations to provide an authoritative source of information on private philanthropic giving. The New York, Washington, DC, Cleveland and San Francisco reference collections operated by the Foundation Center offer a wide variety of services and comprehensive collections of information on foundations and grants. Cooperating Collections are libraries, community foundations and other nonprofit agencies that provide a core collection of Foundation Center publications and a variety of supplementary materials and services in areas useful to grantseekers. The core collection consists of:

Foundation Directory 1 and 2	~~Foundation Grants Index Quarterly~~	National Directory of Corporate Giving
Foundation Fundamentals	Foundation Grants to Individuals	~~Selected Grant Guides~~
Foundation Giving	~~Literature of the Nonprofit Sector~~	Source Book Profiles
Foundation Grants Index	National Data Book of Foundations	~~User-Friendly Guide~~

Many of the network members have sets of private foundation information returns (IRS 990-PF) for their state or region which are available for public use. A complete set of U.S. foundation returns can be found at the New York and Washington, DC, offices of the Foundation Center. The Cleveland and San Francisco offices contain IRS 990-PF returns for the midwestern and western states, respectively. Those Cooperating Collections marked with a bullet (•) have sets of private foundation information returns for their state or region.

Because the collections vary in their hours, materials and services, IT IS RECOMMENDED THAT YOU CALL EACH COLLECTION IN ADVANCE. To check on new locations or more current information, call 1-800-424-9836.

Reference Collections Operated by the Foundation Center

The Foundation Center
8th Floor
79 Fifth Avenue
New York, NY 10003
212-620-4230

The Foundation Center
Room 312
312 Sutter Street
San Francisco, CA 94108
415-397-0902

The Foundation Center
1001 Connecticut Avenue, NW
Washington, DC 20036
202-331-1400

The Foundation Center
Kent H. Smith Library
1422 Euclid, Suite 1356
Cleveland, OH 44115
216-861-1933

ALABAMA

• Birmingham Public Library
Government Documents
2100 Park Place
Birmingham 35203
205-226-3600

Huntsville Public Library
915 Monroe St.
Huntsville 35801
205-532-5940

University of South Alabama
Library Reference Dept.
Mobile 36688
205-460-7025

• Auburn University at Montgomery Library
7300 University Drive
Montgomery 36117-3596
205-244-3653

ALASKA

• University of Alaska
Anchorage Library
3211 Providence Drive
Anchorage 99508
907-786-1848

Juneau Public Library
292 Marine Way
Juneau 99801
907-586-5249

ARIZONA

• Phoenix Public Library
Business & Sciences Dept.
12 East McDowell Road
Phoenix 85004
602-262-4636

• Tucson Public Library
101 N. Stone Ave.
Tucson 85726-7470
602-791-4393

ARKANSAS

• Westark Community College Library
5210 Grand Avenue
Fort Smith 72913
501-785-7000

Central Arkansas Library System
Reference Services
700 Louisiana Street
Little Rock 72201
501-370-5950

Pine Bluff-Jefferson County Library System
200 East Eighth
Pine Bluff 71601
501-534-2159

CALIFORNIA

• Ventura County Community Foundation
Community Resource Center
1355 Del Norte Road
Camarillo 93010
805-988-0196

• California Community Foundation
Funding Information Center
606 S. Olive St., Suite 2400
Los Angeles 90014-1526
213-413-4042

• Community Foundation for Monterey County
177 Van Buren
Monterey 93942
408-375-9712

Riverside Public Library
3581 7th Street
Riverside 92501
714-782-5201

California State Library
Reference Services, Rm. 301
914 Capitol Mall
Sacramento 94237-0001
916-654-0261

Nonprofit Resource Center
Sacramento Central Library
516 K St. Mall
Sacramento 95812-2036
916-264-7131

• San Diego Community Foundation
101 W. Broadway, Suite 1120
San Diego 92101
619-239-8815

• Nonprofit Development Center
1762 Technology Dr., Suite 225
San Jose 95110
408-452-8181

• Peninsula Community Foundation
1700 S. El Camino Real
San Mateo 94402-3049
415-358-9392

Volunteer Center Resource Library
1000 E. Santa Ana Blvd.
Santa Ana 92701
714-953-1655

• Santa Barbara Public Library
40 East Anapamu
Santa Barbara 93101-1603
805-962-7653

Santa Monica Public Library
1343 Sixth Street
Santa Monica 90401-1603
213-458-8600

COLORADO

Pikes Peak Library District
20 North Cascade Avenue
Colorado Springs 80901
719-473-2080

• Denver Public Library
Sociology Division
1357 Broadway
Denver 80203
303-640-8870

CONNECTICUT

Danbury Public Library
170 Main Street
Danbury 06810
203-797-4527

• Hartford Public Library
Reference Department
500 Main Street
Hartford 06103
203-293-6000

D.A.T.A.
70 Audubon St.
New Haven 06510
203-772-1345

DELAWARE

• University of Delaware
Hugh Morris Library
Newark 19717-5267
302-451-2432

FLORIDA

Volusia County Library Center
City Island
Daytona Beach 32014-4484
904-255-3765

• Nova University
Einstein Library—Foundation Resource Collection
3301 College Avenue
Fort Lauderdale 33314
305-475-7497

Indian River Community College
Learning Resources Center
3209 Virginia Avenue
Fort Pierce 34981-5599
407-468-4757

• Jacksonville Public Libraries
Business, Science & Documents
122 North Ocean Street
Jacksonville 32206
904-630-2665

• Miami–Dade Public Library
Humanities Department
101 W. Flagler St.
Miami 33130
305-375-2665

• Orlando Public Library
Orange County Library System
101 E. Central Blvd.
Orlando 32801
407-425-4694

Selby Public Library
1001 Boulevard of the Arts
Sarasota 34236
813-951-5501

• Tampa Hillsborough County Public Library System
900 N. Ashley Drive
Tampa 33602
813-223-8865

Community Foundation of Palm Beach and Martin Counties
324 Datura Street
West Palm Beach 33401
407-659-6800

Georgia

• Atlanta–Fulton Public Library
Foundation Collection—Ivan Allen Department
1 Margaret Mitchell Square
Atlanta 30303-1089
404-730-1900

Hawaii

• Hawaii Community Foundation
Hawaii Resource Room
222 Merchant Street
Honolulu 96813
808-537-6333

University of Hawaii
Thomas Hale Hamilton Library
2550 The Mall
Honolulu 96822
808-956-7214

Idaho

• Boise Public Library
715 S. Capitol Blvd.
Boise 83702
208-384-4024

• Caldwell Public Library
1010 Dearborn Street
Caldwell 83605
208-459-3242

Illinois

• Donors Forum of Chicago
53 W. Jackson Blvd., Rm. 430
Chicago 60604
312-431-0265

• Evanston Public Library
1703 Orrington Avenue
Evanston 60201
708-866-0305

• Sangamon State University Library
Shepherd Road
Springfield 62794-9243
217-786-6633

Indiana

• Allen County Public Library
900 Webster Street
Fort Wayne 46802
219-424-7241

Indiana University Northwest Library
3400 Broadway
Gary 46408
219-980-6582

• Indianapolis–Marion County Public Library
40 East St. Clair Street
Indianapolis 46206
317-269-1733

Iowa

• Cedar Rapids Public Library
Funding Information Center
500 First Street, SE
Cedar Rapids 52401
319-398-5123

• Southwestern Community College
Learning Resource Center
1501 W. Townline Rd.
Creston 50801
515-782-7081, ext. 262

• Public Library of Des Moines
100 Locust Street
Des Moines 50308
515-283-4152

Kansas

• Topeka Public Library
1515 West Tenth Street
Topeka 66604
913-233-2040

• Wichita Public Library
223 South Main
Wichita 67202
316-262-0611

Kentucky

Western Kentucky University
Helm-Cravens Library
Bowling Green 42101-3576
502-745-6125

• Louisville Free Public Library
301 York St.
Louisville 40203
502-561-8617

Louisiana

• East Baton Rouge Parish Library
Centroplex Branch
120 St. Louis Street
Baton Rouge 70802
504-389-4960

Beauregard Parish Library
205 S. Washington Ave.
De Ridder 70634
318-463-6217

• New Orleans Public Library
Business and Science Division
219 Loyola Avenue
New Orleans 70140
504-596-2580

• Shreve Memorial Library
424 Texas Street
Shreveport 71120-1523
318-226-5894

Maine

• University of Southern Maine
Office of Sponsored Research
246 Deering Ave., Rm. 628
Portland 04103
207-780-4871

Maryland

• Enoch Pratt Free Library
Social Science and History Department
400 Cathedral Street
Baltimore 21201
301-396-5320

Massachusetts

• Associated Grantmakers of Massachusetts
294 Washington Street
Suite 840
Boston 02108
617-426-2606

• Boston Public Library
666 Boylston St.
Boston 02117
617-536-5400

Western Massachusetts Funding Resource Center
Campaign for Human Development
65 Elliot St.
Springfield 01101
413-732-3175

• Worcester Public Library
Grants Resource Center
Salem Square
Worcester 01608
508-799-1655

Michigan

• Alpena County Library
211 North First Avenue
Alpena 49707
517-356-6188

University of Michigan–Ann Arbor
209 Hatcher Graduate Library
Ann Arbor 48109-1205
313-764-1148

• Battle Creek Community Foundation
One Riverwalk Centre
34 W. Jackson St.
Battle Creek 49017
616-962-2181

• Henry Ford Centennial Library
16301 Michigan Avenue
Dearborn 48126
313-943-2330

• Wayne State University
Purdy-Kresge Library
5265 Cass Avenue
Detroit 48202
313-577-6424

• Michigan State University Libraries
Reference Library
East Lansing 48824-1048
517-353-8818

• Farmington Community Library
32737 West 12 Mile Road
Farmington Hills 48018
313-553-0300

• University of Michigan–Flint Library
Reference Department
Flint 48502-2186
313-762-3408

• Grand Rapids Public Library
Business Dept.
60 Library Plaza NE
Grand Rapids 49503-3093
616-456-3600

• Michigan Technological University Library
1400 Townsend Dr.
Houghton 49931
906-487-2507

• Sault Ste. Marie Area Public Schools
Office of Compensatory Education
460 W. Spruce St.
Sault Ste. Marie 49783-1874
906-635-6619

• Northwestern Michigan College
Mark & Helen Osterin Library
1701 E. Front Street
Traverse City 49684
616-922-0650

Minnesota

• Duluth Public Library
520 W. Superior Street
Duluth 55802
218-723-3802

Southwest State University Library
Marshall 56258
507-537-7278

• Minneapolis Public Library
Sociology Department
300 Nicollet Mall
Minneapolis 55401
612-372-6555

Rochester Public Library
11 First Street, SE
Rochester 55902-3743
507-285-8000

St. Paul Public Library
90 West Fourth Street
Saint Paul 55102
612-292-6307

Mississippi

Jackson–Hinds Library System
300 North State Street
Jackson 39201
601-968-5803

Missouri

• Clearinghouse for Midcontinent Foundations
Univ. of Missouri
Block School of Business
5110 Cherry St., Suite 310
Kansas City 64112
816-235-1176

• Kansas City Public Library
311 East 12th Street
Kansas City 64106
816-221-9650

• Metropolitan Association for Philanthropy, Inc.
5615 Pershing Avenue
Suite 20
St. Louis 63112
314-361-3900

• Springfield–Greene County Library
397 East Central Street
Springfield 65801
417-866-9400

MONTANA

• Eastern Montana College Library
1500 N. 30th Street
Billings 59101-0298
406-657-1662

Bozeman Public Library
220 East Lamme
Bozeman 59715-3579
406-586-4787

• Montana State Library
Reference Department
1515 E. 6th Avenue
Helena 59620
406-444-3004

NEBRASKA

• University of Nebraska
106 Love Library
14th & R Streets
Lincoln 68588-0410
402-472-2848

• W. Dale Clark Library
Social Sciences Department
215 South 15th Street
Omaha 68102
402-444-4826

NEVADA

• Las Vegas–Clark County Library District
1401 East Flamingo Road
Las Vegas 89119-6160
702-733-7810

• Washoe County Library
301 South Center Street
Reno 89501
702-785-4012

NEW HAMPSHIRE

• New Hampshire Charitable Fund
One South Street
Concord 03302-1335
603-225-6641

• Plymouth State College
Herbert H. Lamson Library
Plymouth 03264
603-535-2258

NEW JERSEY

Cumberland County Library
800 E. Commerce Street
Bridgeton 08302-2295
609-453-2210

Free Public Library of Elizabeth
11 S. Broad Street
Elizabeth 07202
908-354-6060

The Support Center
17 Academy Street, Suite 1101
Newark 07102
201-643-5774

County College of Morris
Masten Learning Resource Center
Route 10 and Center Grove Rd.
Randolph 07869
201-328-5296

• New Jersey State Library
Governmental Reference
185 West State Street
Trenton 08625-0520
609-292-6220

NEW MEXICO

Albuquerque Community Foundation
3301 Menual, N.E.
Suite 22
Albuquerque 87107
505-883-6240

• New Mexico State Library
325 Don Gaspar Street
Santa Fe 87503
505-827-3824

NEW YORK

• New York State Library
Cultural Education Center
Humanities Section
Empire State Plaza
Albany 12230
518-474-5355

Suffolk Cooperative Library System
627 North Sunrise Service Road
Bellport 11713
516-286-1600

New York Public Library
Bronx Reference Center
2556 Bainbridge Avenue
Bronx 10458
212-220-6575

Brooklyn in Touch
One Hanson Place
Room 2504
Brooklyn 11243
718-230-3200

• Buffalo and Erie County Public Library
Lafayette Square
Buffalo 14202
716-858-7103

Huntington Public Library
338 Main Street
Huntington 11743
516-427-5165

Queens Borough Public Library
89-11 Merrick Boulevard
Jamaica 11432
718-990-0700

• Levittown Public Library
One Bluegrass Lane
Levittown 11756
516-731-5728

SUNY/College at Old Westbury Library
223 Store Hill Road
Old Westbury 11568
516-876-3156

Adriance Memorial Library
93 Market Street
Poughkeepsie 12601
914-485-3445

• Rochester Public Library
Business Division
115 South Avenue
Rochester 14604
716-428-7328

• Onondaga County Public Library at the Galleries
447 S. Salina Street
Syracuse 13202-2494
315-448-4636

Utica Public Library
303 Genessee Street
Utica 13501
315-735-2279

• White Plains Public Library
100 Martine Avenue
White Plains 10601
914-422-1480

NORTH CAROLINA

• Asheville-Buncomb Technical Community College
Learning Resources Center
340 Victoria Rd.
Asheville 28802
704-254-1921 x 300

• The Duke Endowment
200 S. Tryon Street, Ste. 1100
Charlotte 28202
704-376-0291

Durham County Library
300 N. Roxboro Street
Durham 27702
919-560-0100

• North Carolina State Library
109 East Jones Street
Raleigh 27611
919-733-3270

• The Winston-Salem Foundation
310 W. 4th St., Suite 229
Winston-Salem 27101-2889
919-725-2382

NORTH DAKOTA

• North Dakota State University
The Library
Fargo 58105
701-237-8886

OHIO

Stark County District Library
715 Market Avenue North
Canton 44702-1080
216-452-0665

• Public Library of Cincinnati and Hamilton County
Education Department
800 Vine Street
Cincinnati 45202-2071
513-369-6940

Columbus Metropolitan Library
96 S. Grant Avenue
Columbus 43215
614-645-2590

• Dayton and Montgomery County Public Library
Grants Information Center
215 E. Third Street
Dayton 45402-2103
513-227-9500 ext. 211

• Toledo–Lucas County Public Library
Social Science Department
325 Michigan Street
Toledo 43623-1614
419-259-5245

Ohio University–Zanesville
Community Education and Development
1425 Newark Road
Zanesville 43701
614-453-0762

OKLAHOMA

• Oklahoma City University Library
2501 North Blackwelder
Oklahoma City 73106
405-521-5072

• Tulsa City–County Library System
400 Civic Center
Tulsa 74103
918-596-7944

OREGON

Oregon Institute of Technology Library
3201 Campus Dr.
Klamath Falls 97601-8801
503-885-1772

• Pacific Non-Profit Network
Grantsmanship Resource Library
33 N. Central, Ste. 211
Medford 97501
503-779-6044

• Multnomah County Library
Government Documents Room
801 S.W. Tenth Avenue
Portland 97205-2597
503-248-5123

Oregon State Library
State Library Building
Salem 97310
503-378-4277

PENNSYLVANIA

Northampton Community College
Learning Resources Center
3835 Green Pond Road
Bethlehem 18017
215-861-5360

• Erie County Public Library
3 South Perry Square
Erie 16501
814-451-6927

Dauphin County Library System
101 Walnut Street
Harrisburg 17101
717-234-4961

Lancaster County Public Library
125 North Duke Street
Lancaster 17602
717-394-2651

• The Free Library of Philadelphia
Logan Square
Philadelphia 19103
215-686-5423

- University of Pittsburgh
  Hillman Library
  Pittsburgh 15260
  412-648-7722

  Pocono Northeast Development Fund
  1151 Oak Street
  Pittston 18640-3795
  717-655-5581

Rhode Island

- Providence Public Library
  Reference Department
  150 Empire St.
  Providence 02903
  401-521-7722

South Carolina

- Charleston County Library
  404 King Street
  Charleston 29403
  803-723-1645
- South Carolina State Library
  Reference Department
  1500 Senate Street
  Columbia 29211
  803-734-8666

South Dakota

Nonprofit Grants Assistance Center
Business and Education Institute, East Hall
Dakota State University
Madison 57042
605-256-5555

- South Dakota State Library
  800 Governors Drive
  Pierre 57501-2294
  605-773-5070
  800-592-1841 (SD residents)

  Sioux Falls Area Foundation
  141 N. Main Ave., Suite 500
  Sioux Falls 57102-1134
  605-336-7055

Tennessee

- Knox County Public Library
  500 West Church Avenue
  Knoxville 37902
  615-544-5750
- Memphis & Shelby County Public Library
  1850 Peabody Avenue
  Memphis 38104
  901-725-8877
- Public Library of Nashville and Davidson County
  8th Ave. N. and Union St.
  Nashville 37203
  615-862-5843

Texas

- Community Foundation of Abilene
  Funding Information Library
  500 N. Chestnut, Suite 1509
  Abilene 79604
  915-676-3883
- Amarillo Area Foundation
  700 1st National Place One
  800 S. Fillmore
  Amarillo 79101
  806-376-4521
- Hogg Foundation for Mental Health
  University of Texas
  Austin 78713-7998
  512-471-5041
- Corpus Christi State University Library
  6300 Ocean Drive
  Corpus Christi 78412
  512-994-2608
- Dallas Public Library
  Grants Information Service
  1515 Young Street
  Dallas 75201
  214-670-1487
- El Paso Community Foundation
  1616 Texas Commerce Building
  El Paso 79901
  915-533-4020
- Texas Christian University Library
  Funding Information Center
  Ft. Worth 76129
  817-921-7664
- Houston Public Library
  Bibliographic Information Center
  500 McKinney Avenue
  Houston 77002
  713-236-1313

  Lubbock Area Foundation
  502 Texas Commerce Bank Building
  Lubbock 79401
  806-762-8061
- Funding Information Center
  507 Brooklyn
  San Antonio 78215
  512-227-4333

  North Texas Center for Nonprofit Management
  624 Indiana, Suite 307
  Witchita Falls 76301
  817-322-4961

Utah

- Salt Lake City Public Library
  Business and Science Dept.
  209 East Fifth South
  Salt Lake City 84111
  801-363-5733

Vermont

- Vermont Dept. of Libraries
  Reference Services
  109 State Street
  Montpelier 05609
  802-828-3268

Virginia

- Hampton Public Library
  Grants Resources Collection
  4207 Victoria Blvd.
  Hampton 23669
  804-727-1154
- Richmond Public Library
  Business, Science, & Technology
  101 East Franklin Street
  Richmond 23219
  804-780-8223
- Roanoke City Public Library System
  Central Library
  706 S. Jefferson Street
  Roanoke 24016
  703-981-2477

Washington

Mid-Columbia Library
405 S. Dayton
Kennewick 99336
509-586-3156

- Seattle Public Library
  1000 Fourth Avenue
  Seattle 98104
  206-386-4620
- Spokane Public Library
  Funding Information Center
  West 811 Main Avenue
  Spokane 99201
  509-838-3364

  Greater Wenatchee Community Foundation at the Wenatchee Public Library
  310 Douglas St.
  Wenatchee 98807
  509-662-5021

West Virginia

- Kanawha County Public Library
  123 Capital Street
  Charleston 25304
  304-343-4646

Wisconsin

- University of Wisconsin–Madison
  Memorial Library
  728 State Street
  Madison 53706
  608-262-3242
- Marquette University Memorial Library
  1415 West Wisconsin Avenue
  Milwaukee 53233
  414-288-1515

Wyoming

- Natrona County Public Library
  505 E. Second Street
  Casper 82601-2598
  307-237-4935
- Laramie County Community College Library
  1400 East College Drive
  Cheyenne 82007-3299
  307-778-1205

  Teton County Library
  Community Resource Library
  320 S. King St.
  Jackson 83001
  307-733-2164

Australia

ANZ Executors & Trustees Co. Ltd.
91 William St., 7th floor
Melbourne VIC 3000
03-648-5764

Canada

Canadian Centre for Philanthropy
1329 Bay St., Suite 200
Toronto, Ontario M5R 2C4
416-515-0764

England

Charities Aid Foundation
114/118 Southampton Row
London WC1B 5AA
71-831-7798

Japan

Foundation Library Center of Japan
Elements Shinjuku Bldg. 3F
2-1-14 Shinjuku, Shinjuku-ku
Tokyo 160
03-350-1857

Mexico

Biblioteca Benjamin Franklin
American Embassy, USICA
Londres 16
Mexico City 6, D.F. 06600
905-211-0042

Puerto Rico

University of Puerto Rico
Ponce Technological College Library
Box 7186
Ponce 00732
809-844-8181

Universidad Del Sagrado Corazon
M.M.T. Guevarra Library
Correo Calle Loiza
Santurce 00914
809-728-1515 ext. 357

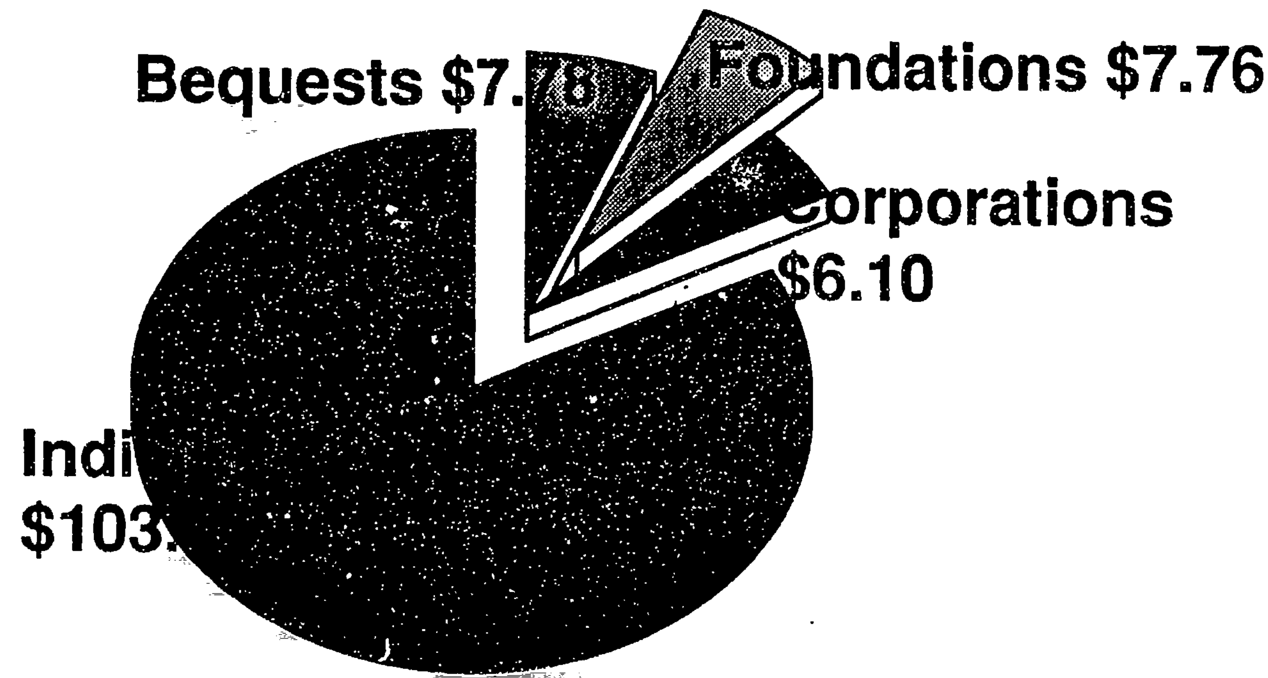
Participants in the Cooperating Collections Network are libraries or nonprofit information centers that provide fundraising information or other funding-related technical assistance in their communities. Cooperating Collections agree to provide free public access to a basic collection of Foundation Center publications during a regular schedule of hours, offering free funding research guidance to all visitors. Many also provide a variety of special services for local nonprofit organizations, using staff or volunteers to prepare special materials, organize workshops, or conduct library orientations.

The Foundation Center welcomes inquiries from libraries or information centers in the U.S.A. interested in providing this type of public information service. If you are interested in establishing a funding information library for the use of nonprofit agencies in your area or in learning more about the program, please write to: Anne J. Borland, The Foundation Center, 79 Fifth Avenue, New York, NY 10003-3050.

5/92

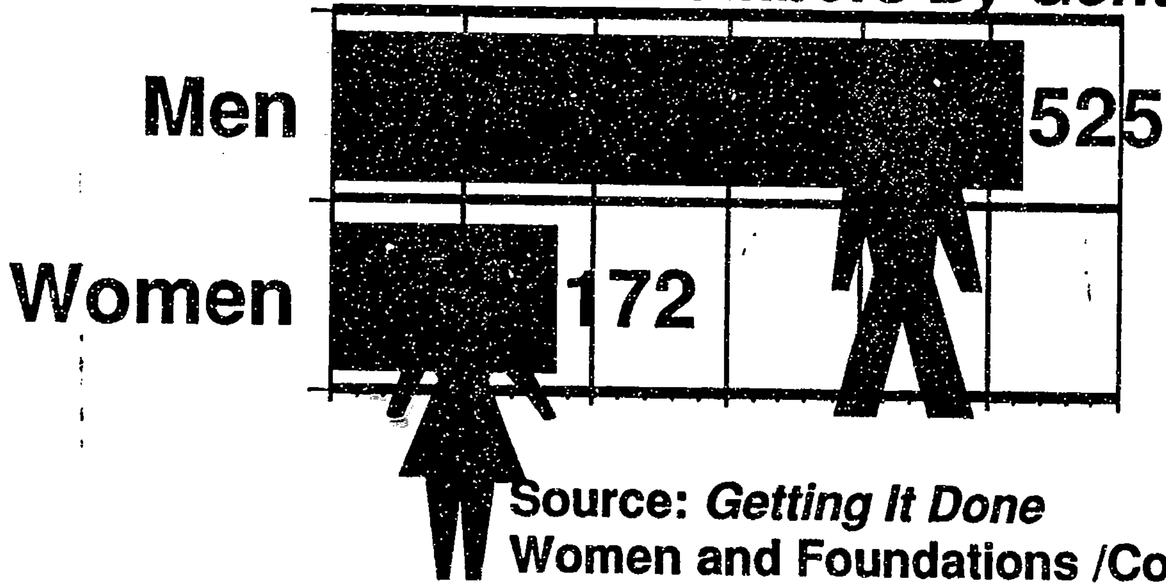
Statistics

Giving by Sources 1991
(in Billions of Dollars)



Who's Reading Your Proposal?

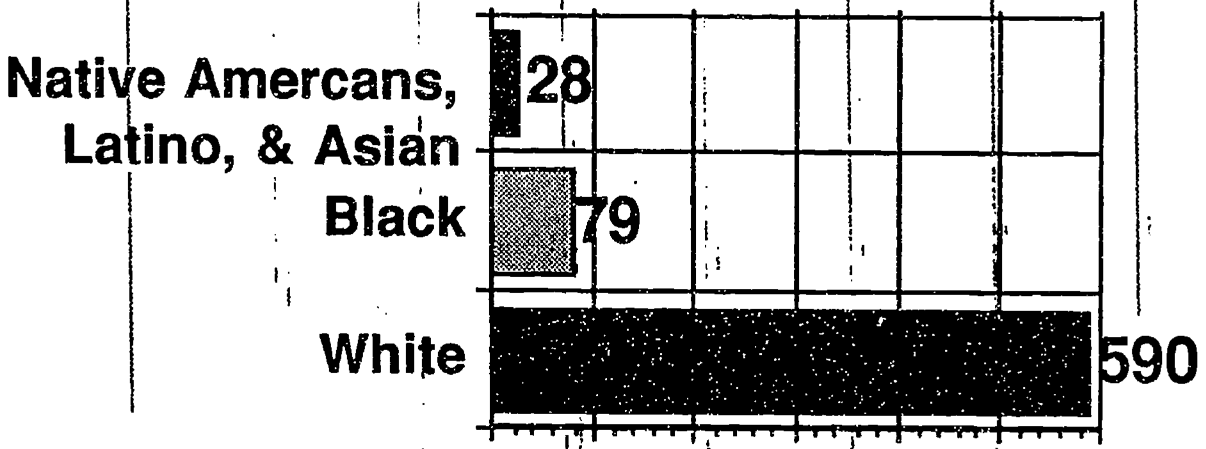
Foundation Board Members By Gender



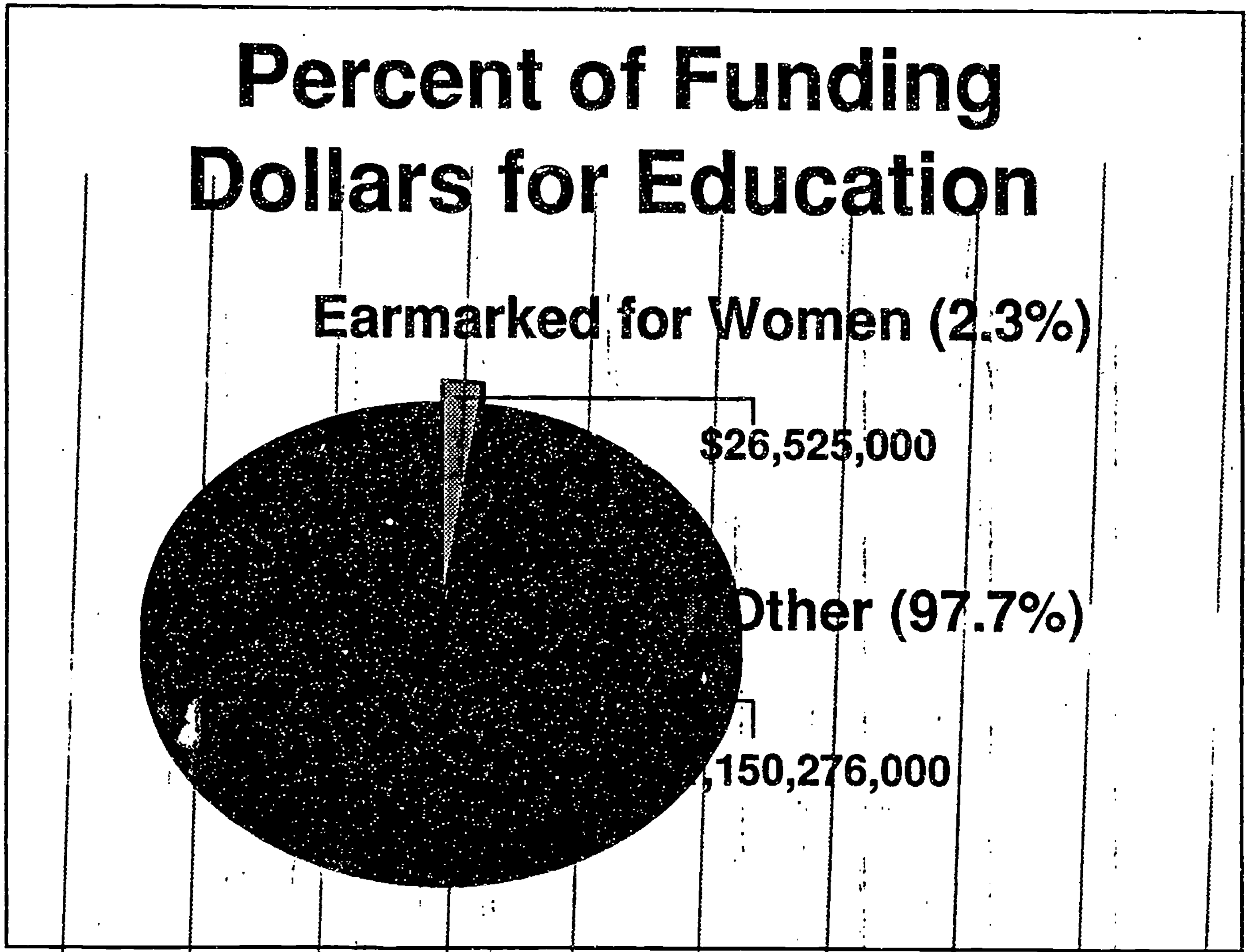
Source: ***Getting It Done***
Women and Foundations /Corporate Philanthropy, April 1992

Who's Reading Your Proposal?

Foundation Board Members by Race



Source: *Getting It Done*
Women and Foundations /Corporate Philanthropy,
April 1992


Percent of Funding
Dollars for Education
Earmarked for Women (2.3%)
$26,525,000
Other (97.7%)
,150,276,000