

EDD EDO 1.2:C 58/2

Dept. of
Education

ARIZONA DOCUMENTS COLLECTION
NORTHERN ARIZONA UNIVERSITY

C.2

WITHDRAWN FROM
NORTHERN ARIZONA
UNIVERSITY LIBRARY



ESEA TITLE III

Project Manual

Arizona Department of Education
W. P. Shofstall, Ph. D., Superintendent
of Public Instruction

AUG 6 1971

ARIZONA DEPARTMENT OF EDUCATION

W. P. Shofstall, Ph.D., Superintendent of Public Instruction

SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES;
GUIDANCE, COUNSELING AND TESTING

TITLE III

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Innovative Educational Services

A MANUAL FOR PROJECT APPLICANTS AND
GRANTEES

TITLE III STAFF:

Fred J. Sughrue, Director
Jewell Sisemore, Assistant Director
Deane E. Hurd, Consultant
Jesse N. Udall, Consultant1688 W. Adams, Suite 423
Phoenix, Arizona 85007Phone: 271-5414
271-5415

PREFACE

The name of the Title III Program, known also as PACE (Projects to Advance Creativity in Education), has been changed to Supplementary Educational Centers and Services; including guidance, counseling and testing. This new title reflects the combining of programs formerly funded under ESEA Title III and NDEA Title V-A, into a single authorization.

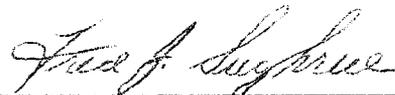
The ESEA Title III program, like every program or activity receiving financial assistance from the Department of Health, Education and Welfare, must be operated in compliance with Title VI of the Civil Rights Act of 1964 which states: "No person the the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance. "

TITLE III SUPPLEMENTARY EDUCATIONAL SERVICES AND CENTERS;
GUIDANCE, COUNSELING AND TESTING

A force for educational change to prepare young Americans to meet the challenges of a complex age is provided through Title III of the Elementary and Secondary Education Act of 1965. This program is intended both to support vitally needed supplementary services and to encourage innovative and exemplary applications of new knowledge in schools throughout the State. As a program of supplementary services, ESEA Title III encourages communities to find new, creative solutions to their educational problems, utilizing all available cultural and educational resources. Support of innovative and exemplary programs is designed to create an awareness of educational need and stimulate formulation of imaginative programs rather than simply to meet the needs themselves.

The purpose of this manual is to provide the educational community with guidelines for developing projects and submitting applications under ESEA Title III, and to interpret the Act and the Regulations as a basis for common understanding among local educational agencies, the cultural institutions, the Arizona Department of Education and the U.S. Office of Education.

Any previously published ESEA Title III guidelines (PACE) are not currently applicable. Please destroy any copies on hand.



State Director, ESEA Title III

TABLE OF CONTENTS

	PAGE
Chapter One - The Purpose of Title III	
I Objectives	1
II The Innovative Process	2
III Emphases	4
IV Supplementary Education Services and other ESEA Programs	4
V Contingencies of Other Federal Programs	4
VI Provision for Handicapped	4
VII Provision for Guidance, Counseling and Testing	4
VIII Research and Information Services	4
Chapter Two - Local Program Development.....	6
I Application	6
A. Applicant	6
B. Dates of Submission	6
C. Criteria for Approval of Projects	7
II Cultural and Educational Resources	9
A. Students, Teachers, Other School Personnel and Parents	9
B. Other Cultural and Educational Resources	9
III Proposed Activities	9
A. Planning	10
B. Operational	10
C. Pilot	10
D. Professional Staff Development	10
IV Funding of Projects	11
A. Cooperative Funding	11
B. Phasing Out	11
C. Funding Policies and Procedures	11
1. Definitions	11
2. Funding Policy	12
3. Funding Procedures	12
4. Negotiation of Grant	13
D. Amendments and Alterations of Projects	14
1. General	14
2. Transfer of Funds	14
3. Project Period Extension	14
4. Continuation Grant.....	15
5. Supplemental Funds	15
Chapter Three - Participation of Children From Private Non-profit Schools	16
I Extent of Involvement	16
II Facilities	16
III Personnel	16
IV Equipment	17
V In-Service Training	17

Chapter Four – State ESEA Title III Role and Review of Proposals	18
I Program Development	18
II Proposal Review	18
Chapter Five A – Project Evaluation	19
I Importance	19
II Format	19
III Relation to Objectives	19
IV Relation to Activities	20
V Terminal Evaluation	20
VI Quantitative Changes	20
VII Qualitative Changes	21
VIII External Audits	22
Chapter Five B – Monitoring System	24
I Internal	24
II External	25
III Calendar of Events	26
Chapter Six – Dissemination of Information	27
I Purpose and Objectives	27
A. Dissemination Strategy	27
B. Dissemination Responsibilities	27
II Types of Media	28
III Dissemination Criteria	29
IV Planning	30
V Reporting	30
VI Copyright Policy	30
VII Information Service	30
VIII Diffusion and Adoption	30
Chapter Seven – Fiscal Concerns, Fiscal Management, Accounting, Auditing	32
I A. Use of Funds	32
1. Obligations	32
2. Liquidation of Obligations	32
B. Effective Date of Approved Project	32
C. Eligible Expenditures	33
D. Expenditures	33
E. Accounting Basis	35
F. Records	35
II Equipment: Acquisition, Maintenance and Disposition	35
A. Acquisition	35
B. Title and Control of Equipment	36
C. Inventories	36
D. Maintenance and Repair	36
E. Disposition of Equipment	37
III Contracted Services	37
IV Grant Related Income	38

V	Financial Reports	38
VI	Financial Audit Standards	38
	A. Local Educational Agency Activity	39
	B. Auditing Local Educational Agency Financial Records	39
	C. Specific Audit Considerations.....	40
	D. Audit Exceptions	41
VII	Funds will Supplement and not Supplant	41
VIII	Provisions for not Commingling Funds	42
IX	Continuation and Termination	42
X	Provisions for Hearings	43
XI	Proration of Staff Time	43
Chapter Eight - Reporting and Application Procedures		44
	Information and filing Instructions	45
	A. Administrative Forms	45
	B. Report Requirements and Instructions	46
I	Preliminary Letter of Intent	48
II	Statement of Intent	49
III	Initial Application Instructions	50
	Part I - Statistical Data Instructions	50
	Statistical Data (Forms A, B, C, D)	53
	Part II- Project Design - Narrative	59
	A. Assessment of Needs	59
	B. Statement of Needs	59
	C. Population	60
	D. Planning	60
	E. Guide to Coding and Format	60
	1. Goals	60
	1.1 Objectives	60
	1.1.1 Activities	61
	1.1.1.1 Evaluation	62
	F. Monitoring.....	62
	G. Calendar of Events	62
	H. Dissemination of Information	63
	I. Letters of Support	63
	J. Checklist	63
	K. Other Considerations	63
	1. Subcontracting	63
	2. Tax Effort	64
	Part III - Financial Report	64
	A. Budget Summary Form	65
	B. Budget Summary Instructions.....	66
	C. Supplementary Schedule Instructions	67
	D. Supplementary Schedule Sample	68
	E. Supplementary Schedule Forms	69
IV	Application for Continuation	70
	Part II - Progress and Activity Report	70
	Part III - Dissemination Report	71

V	End of Project Report - Evaluation Report	72
VI	Amendment Form	73
VII	Estimated Needs of Federal Allocation	74
VIII	Amendment Instructions	75
IX	Estimated Need Instructions	75
X	Assurances Instruction	75
XI	Monthly Expenditure Report and Final Expenditure Report Instructions ...	76
XII	Monthly Expenditure Report and Final Expenditure Report Form	77
XIII	Checklist	78

APPENDIXES

- A. Assurances
- B. Suggestions for Needs, Objectives, Activities
- C. The Writing of Projects and Proposals, issued by the Arizona Department of Education. (Referred to as guidelines for proposal writing.)

CHAPTER ONE

THE PURPOSE OF TITLE III

I. Objectives

The Title III program of the Elementary and Secondary Education Act, called "Supplementary Education Centers and Services; Guidance, Counseling and Testing," is designed to encourage school districts to develop imaginative solutions to educational problems; to more effectively utilize research findings; and to create, design and make intelligent use of supplementary services. Primary objectives are to translate the latest knowledge about teaching and learning into widespread educational practice and to create an awareness of new programs and services of high quality that can be incorporated in school programs. Therefore, Supplementary Education Centers and Services; Guidance, Counseling and Testing seeks to:

- A. Encourage the development of innovations.
- B. Demonstrate worthwhile innovations in educational practice through exemplary programs.
- C. Supplement existing programs and facilities.

The heart of the ESEA Title III program is in these provisions for bringing a creative force for the improvement of schools and for demonstrating that better practices can be applied. Since the innovative and exemplary programs supported by Title III Supplementary Education Centers and Services; Guidance, Counseling and Testing are intended to contribute substantially to educational improvement, priority in funding is given to those projects which offer the greatest promises of solving persistent problems, thereby advancing educational excellence.

II. The Innovation Process

To achieve these objectives, the Title III program affords local school agencies an opportunity to engage in various facets of the innovation process. Projects may be developed which:

- A. Invent a creative solution to an educational problem.
- B. Demonstrate an exemplary program which might be suitable for widespread use.
- C. Adapt an exemplary program showing extent to which the project can be incorporated into the local district.

Many projects will, of course, combine these functions. Determination as to whether a project idea would meet any of the above qualifications is primarily the responsibility

of the local educational agency. Using ERIC (Educational Resources Information Center) Services will help a local educational agency in this determination (See VIII, Page 4 of this chapter for additional information.)

Title III describes the stages of the innovative process as follows: Inquiry, Invention, Demonstration and Adaptation:

Inquiry -- Knowledge from basic research is formulated into ideas and theories that can be used in inventing solutions to educational problems. Thus, it provides the intellectual raw material from which improvements can be invented.

Invention -- Applicable theory and research results are engineered into improvements that can be introduced in schools. The planning stage includes the design of an innovation and its refinement, including feasibility testing. Finally, these improvements are arranged into an organized program which can be demonstrated.

Demonstration -- Improvements which have been engineered and tested in the invention stage are illustrated as working models that can be emulated and adapted. The demonstration stage creates widespread awareness of useful innovations. It enables educators to examine the feasibility of innovations, to understand the factors affecting their use, and to consider their adaptation to other settings.

Adaptation -- Innovations that have been demonstrated in exemplary programs are adapted to local situations. The adaptation stage promotes the widespread acceptance and appeal of an innovation and encourages its adjustment to the unique requirements of particular situations.

III. Emphases

Because Title III Supplementary Education Centers and Services; Guidance, Counseling and Testing is specifically concerned with creative approaches to improving the nation's schools, it must have sufficient flexibility both to promote a consistent program of innovations and to attack critical problems as they occur. For this reason, priorities in the use of funds must necessarily shift from time to time. Title III will encourage certain types of projects to reflect these priorities.

The Title III program is particularly concerned with:

- A. Improving educational opportunities.
- B. Planning for metropolitan areas.
- C. Meeting needs of rural communities.
- D. Coordinating all community resources -- social, cultural, governmental and industrial -- in the establishment and achievement of goals in and through education.

Consideration will be given to projects which have one or more of these concerns and which also are directed toward meeting educational needs in fields that have received insufficient attention in the past. These include:

Creative designs for Curriculum Improvement.

Dynamic patterns and relationships on Organization and Administration.

Vital role development of Personnel (selection, education and use).

Imaginative involvement in and coordination of Pupil Personnel Services.

Visionary Planning of Facilities.

For example, innovative contributions might be made in: early childhood education (including pre-school education for four and five year olds), sex and health education, pre-service and in-service training for professionals and para-professionals, the diagnosis of learning problems, the individualization of instruction, the application of modern technology to problems of education, and the transition from the educational to the vocational environment.

Projects which propose coordination with other ESEA titles and other federal assistance programs are encouraged.

Special consideration will be given to local educational agencies which are making a reasonable tax effort, but are financially unable to meet critical educational needs because of seriously overcrowded, obsolete or unsafe conditions. See Page 64.

Special consideration also will be given to projects which provide for involvement of students and teachers in private, parochial and/or nonprofit schools. See Page 16 Chapter Three.

Because of the limited funding level, Title III support for the construction of educational centers will receive low priority in the immediate future. When additional financial support becomes available, policies concerning this activity will be reviewed.

It is unlikely that projects requiring a high proportion of funds for equipment and materials will be approved. Projects involving such expensive items as computers and electronic data systems, educational television apparatus, planetariums, or large quantities of audio-visual aids will have to reflect prudent and thoughtful study on the part of the applicant as to the feasibility of the proposed purchases and its potential contribution in improving the quality of education.

Proposals which request educational television and radio transmission and receiving equipment to establish a broadcast service where none has previously existed, or proposals to merely extend or enhance an existing service, will not generally be recommended for approval.

IV. Supplementary Education Centers and Services, and Other ESEA Programs

Title III bears a logical relationship to other titles of the Elementary and Secondary Education Act. Title I provides for the special educational requirements of the disadvantaged, Title II is Library Services Division. Title IV supports basic and applied research and promotes development and demonstration activities through Research and Development Centers and Regional Laboratories. Title V provides for strengthening the resources of State departments of education. Title III, because of its strategic relationship with the nation's schools, functions as the developmental proving ground for other programs under the Act.

V. Contingencies of Other Federal Programs

ESEA Title III emphasizes and urges the combination and support of other federal program monies in order to enhance the more efficient operation of a project. However, caution should be taken that a Title III project cannot depend on other federal funds, such as EPDA, Title I, Title VII, for the survival of the project. Title III projects must be substantial to the extent that their high quality and efficient operation will not be affected because of a lack of other supportive federal funds.

VI. Provision for Handicapped

It is the responsibility of the Arizona Department of Education to ascertain that at least 15% of Title III expenditures are for the specific benefit of handicapped children.

VII. Provision for Guidance, Counseling and Testing Programs

It is required that the Arizona Department of Education must provide for the expenditure in fiscal year 1971 of an amount at least equal to 50% of the federal funds expended in fiscal year 1970 under NDEA-VA, for projects specifically designed to provide programs and services for guidance, counseling and testing.

VIII. Research and Information Services

The Arizona Department of Education, Research Coordinating Unit, Library Division, located at 1333 W. Camelback, Phoenix, has an abundance of research on vocational education. Local school personnel can do research related to their ideas at the three State universities or the six State community colleges. A monthly abstract bulletin, entitled "Research in Education," may be obtained through the Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402

Universities

Arizona State University Tempe	Miss Lois Schneberger Mrs. Lyle Watrous	All ERIC Documents on Microfiche-Reader Printer Facilities & Portable Fiche Readers Available.
University of Arizona Tucson	Mr. John Thayer	30,000 titles - all ERIC facilities available.
Northern Arizona University Flagstaff	Miss Jane A. Julien	Microfiche indexes, documents in cabinets, abstracts - have readers and reader-printers for bibliographies, diagrams, etc.

Community Colleges

Arizona Western College Yuma 85364 Phone: 726-1000	Mr. Richard Yates Librarian	Microfiche, Microfilm Reader Printer Main Catalog - 3 special ones - Jr. College, Vocational & Language available to anyone.
Cochise College Douglas 85607 Phone: 364-3451	Miss Ida Ojeda Librarian	A few microfiche, 3 microfilm readers and 1 reader printer. Very limited services (can use UA material).
Glendale Community College 6000 W. Olive Glendale 85301 Phone: 934-2211	Mrs. Georgia Dillard Librarian	ERIC Research & Ed. Series - no microfilm (loose issues) - Zerox.
Mesa Community College 1833 W. Southern Avenue Mesa 85202 Phone: 833-1261	Mrs. Marilyn Martinson Librarian	Limited services. Microfilm reader - no microfiche. Mainly index, have new reader printer.
Pima College 2202 West Anklam Road Tucson 85709 Phone: 884-6666	Mrs. Shirley Wicklund Librarian	All ERIC services in reading room, Microfiche & Microfilm reader printer - beg. last Nov. - indexes from 1967.
Yavapai College 1100 East Sheldon Tucson 86301 Phone: 445-7300	Mrs. Charlotte Brennan Librarian	ERIC services, research & education - microfiche r reader--no reader printer.

CHAPTER TWO
LOCAL PROGRAM DEVELOPMENT
PART I

I. Application

A. Applicant

An ESEA Title III proposal must be submitted by a public local educational agency. "Local educational agency" means a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state, or such combination of school districts or counties as is recognized in a state as an administrative agency for its public elementary or secondary schools. That term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

B. Dates of Submission

I. Preliminary letter of intent (Form #1, page 48).

a. Purpose:

- (1) To contact the local education agencies which have submitted intentions of writing a formal proposal and to provide information to them concerning the advisability of pursuing their intent.
- (2) To supply local educational agencies with State guidelines, as well as federal regulations.
- (3) To provide local educational agencies with outside sources of information and avenues of research.

b. Submission date: October 1 of each year.

2. Statement of Intent (Form #2, page 49).

- a. From this letter of intent, the ESEA Title III staff will encourage, redirect or discourage writing of a formal proposal. The submission of a completed statement of intent is the initial step. It is not official or binding to the local school district or to the Arizona Department of Education. Its purpose is to inform the ESEA Title III office of a district's interest in an ESEA Title III

project and of preparation and resources which may be available within the district for the project.

- b. Submission date: November 1 of each year. Accompanying the form required for this will be an abstract which will explain the need, objectives, activities and estimated budget to initiate and implement project for planning and/or the entire operational phase.
3. Initial Application Proposal -- planning, pilot or operational (Forms 3, 4, 5, 12, 13; See page 46).
 - a. This proposal must be in close accord with criteria for approval of projects, Numbers 1 through 13, on the following pages. The completed proposals will then be subjected to the review process.
 - b. Submission date: February 1 of each year, postmarked no later.
 - c. Thirty copies of the proposal are required.
 4. Continuation Proposal (Forms 3, 4, 5, 6, 7, 8; See page 46).

This proposal may be in the same format as the planning or operational proposal, depending upon revisions. Much of the information may appropriately be simple duplication of the preceding proposal, with new information about continuing needs, budget requirements, evaluation strategies, etc. Continuation proposals will proceed through the same review process that applies to a planning or operational proposal, excepting the review by the panel of experts. Thirty copies of the continuation proposal are required.

C. Criteria for Approval of Projects

The following criteria shall be considered by the local education agencies in the preparation of project proposals and shall be consistently applied by those responsible for the review of project applications:

1. Evidence that is designed to demonstrate solutions to identified critical educational needs and will substantially increase the educational opportunities of children in the area of the State to be served.
2. Provisions for the development of concepts, practices and techniques which can be adapted or adopted elsewhere.
3. Promising concepts or practices recognized as unique, original, unusual, innovative or exemplary.
4. Concepts or practices which are economically feasible and efficient.

5. Evaluation strategies based on valid research methodology which will provide evidence to determine the extent to which the behavior of the participants has been improved.
6. Performance objectives which are measurable and appropriate activities which facilitate achieving them.
7. An awareness of information concerning similar programs, relevant research findings and views of recognized experts.
8. Provisions for staff with professional qualifications adequate to achieve the project's stated objectives.
9. Provisions for adequate and appropriate facilities, equipment and materials which will facilitate achieving stated objectives and which show direct relationships to the proposed budget.
10. Documentation that there has been and will be:
 - a. Adequate planning for the proposed project.
 - b. Utilization of the best available talents and resources.
 - c. Participation in the project activities of students, parents, school personnel, nonprofit private school representatives and other persons, including those with low income, broadly representative of the cultural and educational resources of the area to be served.
11. Provisions for dissemination of information about the proposed project which are appropriate and adequate for the area to be served.
12. Budgets should be projected over a three year period with succeeding second and third years reflecting reduced amounts.
13. Assurances that the contracting district is willing to continue the project when Title III funds terminate.

The Department of Education may elect to apply all criteria in this section to guidance and counseling programs and projects. Those criteria set forth in clauses 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13 shall be applicable to all such programs or projects.

After having taken into consideration all of the above factors and it is determined through the review process that two or more proposals are judged to be substantially the same high quality, the local educational agencies which substantiate that they are making a reasonable tax effort but are unable to meet critical educational needs, shall be given the highest priority for funding.

II. Cultural and Educational Resources of the Community

One of the unique features of ESEA Title III is the requirements that persons broadly representative of the cultural and educational resources of the area participate in all appropriate aspects of planning and conducting project activities. This insures a wider community and cultural involvement in educational programs and fosters a more functional and useful implementation of talents and resources than may have previously existed.

A. Students, Teachers, Other School Personnel and Parents (Forms #3 and #13, page 46).

Since the primary educational resource is the local educational agency, representative teachers and other school personnel whose professional activities would be affected by a particular project should be directly involved in all stages of its development.

Because innovation must be accepted from "within," students, teachers, other school personnel and parents should participate in all stages of the change process.

B. Other Cultural and Educational Resources (Forms #3 and #13, page 46).

Other cultural and educational resources may include the Arizona Department of Education, institutions of higher education, nonprofit private schools, educational laboratories and research and development center, libraries, museums, musical and artistic organizations, educational radio and television institutes, private industries, professional associations, religious and ethnic organizations and community action agencies.

In addition to enlisting the support of community groups, including representatives of low income groups, and other organizations which would be directly interested in a particular type of project and, therefore, could contribute substantially in planning and development, local educational agencies may utilize, as part of the available cultural and educational resources, research personnel and other specialists in institutions of higher education, regional laboratories, research and development centers and industries.

III. Proposed Activities

The proposal should define the entire scope of work that the applicant wishes to accomplish in a specified period of time, not to exceed three years. A project may consist of planning activities or operational activities, either of which may include pilot activities.

A. Planning Activities (See page 60, Project Design - Narrative, Section I, Part D; Appendix B; Form #3, page 53; Form I3, page 78).

In formulating a solution to a problem or in designing a new program, adequate planning is a vitally important function and a proper objective under Title III. Planning normally involves the alignment of the best possible human and material resources to assist in the design of pilot and operational activities.

B. Operational Activity (Form #3, page 53).

The emphasis is upon more adequate use of technology and new and better utilization of manpower by the provision of opportunities for human resources to demonstrate promising solutions to educational problems -- rather than by the acquisition of hardware.

More feasible alternatives to building new facilities might be making more extensive use of existing facilities, remodeling existing structure, or leasing facilities.

C. Pilot Activity (Form #3, page 53).

Pilot activity to test the feasibility of innovative designs on a small scale can be a valuable part of development, provided that objectives, procedures, and anticipated results are clearly stated and that these results will give definite direction to later demonstration of a successful innovation.

D. Professional Staff Development (Form #3, page 53; form #4, page 65; form #5, page 69; see also Chapter 3).

Professional staff development programs or in-service education activities involving ESEA Title III staff members and other appropriate school personnel are essential to meeting project objectives successfully. Therefore, staff development programs should be directly related to enhancing those staff competencies and attitudes which will contribute to the attainment of project goals.

ESEA Title III project funds can be used for the employment of consultants, payment of stipends to participants, employment of substitute teachers, essential travel, and other direct costs necessary for the effective conduct of staff development programs.

ESEA Title III funds should not be used to assist individual school personnel in acquiring college credit and obtaining higher degrees. In those instances where college credit is ordinarily available for such staff development programs, arrangements to obtain college credit should be made by

the individual and the cost for tuition and books should be borne by such individual. However, college credit could be made available to participants in staff development programs when college credit results in no additional costs to the project.

IV. Funding of Projects

A. Cooperative Funding (See Chapter I, Section V, page 4).

Cooperative funding is an important consideration. Other State funds and funds from other public, private, Federal and local sources should be utilized wherever possible.

B. Phasing Out (See page 8, #12 - #13).

Proposals should indicate methods for phasing out Federal support through gradual cost absorption by local or other funding. Since the intent of Title Supplementary Education Centers and Services; Guidance, Counseling and Testing is to stimulate and assist in support of innovative and exemplary programs, the phasing out process is essential in order to conserve Federal resources for other promising Title III programs.

C. Funding Policy and Procedures

I. Definitions

The funding of Title III projects is based on the project period (scope of work) concept, and involves the following definitions:

- a. Project: A project is an identified program of activity which has been approved by the State ESEA Title III office and the Chief State School Officer under the ESEA Title III Act of 1965, as amended.
- b. Project Period: The project period is the total period of time, not exceeding 3 years for which a project may be supported. Thus, if a planning activity is approved and supported for one year, subsequent support for approved pilot/operational activity would be limited to two years. This limitation applies even though related planning, pilot or operational activities are approved as discrete projects.
- c. Budget Period: The budget period is the period of time (within the project period) which specified budget covers. The budget period is generally 12 months, but may be more or less if appropriate to the project.

- d. General Level of Federal Financial Participation: The general level is the projected total of Federal funds required to support a project period. It serves as a guide for the grantee in requesting funds for budget periods subsequent to the initial period and for the State Title III office in determining the amount of a continuation grant.
- e. Grant: A grant is that portion of the general level of Federal financial participation awarded to support a project for a specific budget period.
- f. Continuation Grant: A continuation grant is the amount awarded for any budget period following the initial period. The continuation grant is determined by anticipated needs, operational effectiveness, funds remaining from the previous grant, and availability of funds.

2. Funding Policy

The applicant will provide an estimate of financial requirements for the support of the project by budget periods, for the entire project period. The total estimate will be the general level of financial participation. The amount of the initial grant will cover the negotiated cost of all activities projected for the first budget period. Subject to satisfactory progress toward the achievement of project goals, continuation grants will be negotiated prior to the expiration of each budget period to provide whatever additional funds are needed (i.e., the difference between unexpended funds from the previous budget period and estimated costs of the succeeding period) for projected activities of subsequent budget periods. Whenever funds of a Federal grant for one budget period are made available to support activities of a succeeding period, under a State grant, grantees will be required to expend old Federal funds before expending new funds.

3. Funding Procedures

As soon as practicable after approval of a project by the Superintendent of Public Instruction and State Board of Education, the ESEA Title III Division will negotiate a grant for the first budget period. Forms indicating acceptance and approval of project funding will be sent with the Grant award.

- a. The initial Grant Award Document will notify the availability of ESEA Title III funds needed to support the project for the first budget period.
- b. An estimated needs (Form II) for the first period of the grant to be completed, indicating the federal funds necessary each month to fulfill the requirements of the project.

- c. A Budget Summary (Forms 4 - 5) to indicate the needs by account number and expense classification of specific expenditures. A detailed description of the budgeted items must be submitted to describe the purpose and the relationship to the proposed program of operation. (Example: (Form 5) Travel should explain who, where, and why travel funds are necessary in connection with specific activities --- Equipment: a description of all equipment, the amount and the relationship to the specific activities of the project, to equal the exact amount of the budgeted amounts are necessary.)
- (1.) Fixed Charges: are to be listed in 800: Other Expense only. They are: district's share of payroll deductions, insurance, rent.
- (2.) Clerical Assistance: Salary is to be listed in Administration (Acct. #100) only. These are generally non-professional, but can be contracted services also (commercial clerical or secretarial services).
- (3.) Equipment: Refer to page 66 for instructions regarding equipment. Equipment total is to be listed in Acct. #1230 - Equipment only.

4. Negotiation of Grant

- a. The grantee is cautioned not to expend funds prior to the effective date of an approved project. The effective date of an approved project is the date specified in the grant instrument (Notification of Grant Award, notice of award by telegram or letter) executed by the ESEA Title III Office.
- b. If a project has been approved, it is permissible to contract, prior to the effective date, for personal services to be performed on or after the effective date of the approved project. Funds for personal services, travel, public utility services and rental of facilities are considered expended at the time the services are rendered, the facilities used, or the travel performed. Except for the foregoing, a contractual agreement is considered to constitute an expenditure.
- c. Scheduled activities not completed in one budget period which are rescheduled for the succeeding period must be included in the budget for that period to qualify for funds.
- d. Continuation Proposals (See Chapter 8, page 70; Form 3, page 53, #4, page 65, #5, page 67).

The Title III office, after negotiating with the grantee, will issue a grant award document for the second budget period.

The amount granted for the second period will be the difference, if any, between the budget negotiated for the second period and unexpended first period funds. The grantee will be instructed to expend the remaining first period funds completely before requesting funds granted for the second period.

To qualify for Federal payment the grantee should liquidate obligations within 45 days after the end of the first budget period. A report of actual expenditures must be filed as soon as all obligations have been liquidated but not later than 45 days after the end of the first budget period. The grant award for the second budget period will be increased or decreased to reflect any difference between estimated and actual expenditures reported for the first budget period.

D. Amendments and Alterations to Projects

I. General

After a project or program has been approved and a grant has been awarded to the local educational agency, the project will be operated in accordance with the terms of the approved application and the terms and conditions specified by the grant award document.

Any requests for project modifications or budget change under the functional classification in excess of 20% must be requested by amendment to the State ESEA Title III office. Upon recommendation of the ESEA Title III project manager and discretion of the State director of ESEA Title III, any amendment submitted may require approval of the Superintendent of the School District and/or the local Board of Education, and the ESEA Title III Advisory Council.

2. Transfer of Funds (See page 67).

Individual negotiated approved totals for any expense category or functional expense clarification on the approved budget may be increased or decreased to a maximum of 20% within the functional classification in which it is categorized, without amendment. Expenditures in excess of 20% requires prior written approval by the ESEA Title III Office. A form for amending the budget is on page 75; to be submitted with a Budget Summary Report (page 66) reflecting the requested changes; including an explanation and justification for the change. Amendments for modifications of the proposals will be accepted at the discretion of the director. Requests for changes or amendments must include an explanation of the specific changes desired, the reason for the changes and the necessary budget adjustments. A grantee will be notified of action within forty-five days after amendment application.

Any change in the objectives or standard procedures of the project must be approved in writing.

No funds may be transferred into or out of the Equipment account without prior approval. No expenditures may be made in any combination of functional classification and Expense Category unless some amount has been budgeted therefor, without amendment.

3. Project Period Extension

The project period may be extended for a period not exceeding 90 days where it is determined that (a) such extension is required to assure adequate completion of the project, and (b) the extension is requested in writing 60 days prior to the end of the project period. Extensions of time require the written approval of the State Title III office.

4. Continuation Grant (Form 3, page 53; 4, page 66, 5, page 67, 6, page 70, 7, page 71).

Approximately ninety (90) days before the end of the first budget period the grantee will be requested to submit an application for a continuation grant. This application must reach the State ESEA Title III office sixty (60) days before the budget period's termination date.

5. Supplemental Funds

A grant for a budget period may be supplemented if it is determined that the funds approved are inadequate to complete the activities budgeted for the period and that supplemental funds are available. Supplemental funds become a part of the grant for that budget period. Requests for supplemental funds which would increase the general level of Federal financial participation will be approved only in rare circumstances.

Requests for supplemental funds supported by budget information and justification should be submitted to the ESEA Title III office. These requests will not exceed \$2000.

CHAPTER THREE

PARTICIPATION OF CHILDREN FROM PRIVATE NONPROFIT SCHOOLS

Project proposals must include provisions for those children enrolled in nonprofit private schools in the geographical area whose educational needs may be met by the project. These children should benefit from innovative and exemplary programs through direct participation, observation, visitation or dissemination of information.

(Forms #3, page 53 and #13, page 78. Also, see project design - narrative, pages 59 and 60.)

I. Extent of Involvement

Participation of children and teachers should be considered early in the planning and development of projects. The local educational agency must involve, where appropriate, representatives of private schools in the planning phase of the project as "cultural and educational resources" of the community. In operational programs, many different types of arrangements might be made. For example, dual enrollment programs, mobile units, visiting personnel, after-school activities, central libraries, or museums could provide educational opportunities to children in nonprofit private schools and their teachers. In such programs, the local educational agency will prevent the separation of participating children by school enrollment or religious affiliation. ESEA Title III instructors or personnel conducting a project on private school premises may bring with them such "tools of their trade" as may be required to conduct the project, provided such "tools" can be removed from the private school premises each day. Such equipment must not be used for religious worship or sectarian instruction.

II. Facilities

In many communities, public facilities will not be equipped to receive a large influx of private school students, nor will sufficient resources be available to construct or lease a facility. Services may be provided on private school premises only when it is not feasible to provide such services on public premises. Services provided to children on private school premises must not inure to the benefit or enrichment of the institution. No facilities which will be owned by private schools may be constructed with federal assistance.

III. Personnel

No part of any funds granted under ESEA Title III may be used for the support of the existing level of instruction in any public or private school or for the salaries of private school employees when so employed. Although the payment of salaries to private school teachers is prohibited, stipends are of a different nature and may be paid to private school personnel attending ESEA Title III in-service training programs.

IV. Equipment

Equipment purchased with ESEA Title III funds may not be left on private school premises. Project personnel performing services on private school premises, however, may bring on the private school premises those necessary "tools of their trade" which can be removed from the premises each day.

V. In-Service Training, Form #3, page 53.

Private school teachers may receive payments with ESEA Title III funds for travel allowances, luncheon expenses, and similar costs when attending approved ESEA Title III in-service training programs. ESEA Title III funds may be used to compensate private school teachers for services rendered in connection with the operation of an ESEA Title III project only when the services are performed outside their regular hours of duty and are under public school supervision and control.

CHAPTER FOUR

STATE ESEA TITLE III ROLE AND REVIEW OF PROPOSALS

I. Program Development

By tradition and statute, the Arizona Department of Education provides leadership in developing school programs within its State. So, it is logical that the Department of Education, seeing areas of need and potential areas of development within its State, would encourage local educational agencies to initiate innovative Title III project proposals.

II. Proposal Review

The ESEA Title III office will select a panel of experts which will review all proposals.

The panel of experts will be selected upon recommendation of the Advisory Council from universities, industry, business, or other appropriate organizations located within or without the State. The consultants will constitute panels which will review all project applications. To qualify for inclusion on a panel, an individual must have expertise in his particular field and he shall have demonstrated an interest and concern for the improvement of education.

A group of approximately thirty consultants will be identified which may be increased or decreased, as required. Arizona Department of Education consultants may review proposals in specific areas.

Independent reviews will be made of proposals by the Advisory Council and the ESEA Title III staff. All recommendations will be consolidated by the staff into a summary recommendation to the State Superintendent of Public Instruction, who will then present his recommendations to the State Board of Education, where proposals will be finally approved or disapproved. Local educational agencies will be notified of approval or disapproval action within ninety days of proposal submission.

Following approval, certain extensions of information and data may be required before a grant is written.

CHAPTER FIVE--A
PROJECT EVALUATION

See Forms #9, page 75, #10, page 72, #13, page 78; also Chapter Eight and Appendix C.

I. Importance and Relevance to a Project

Evaluation is a process of appraising success with regard to attaining a predetermined status or level of competence. The process has as a product, information that is essential to decision-makers. In the case of Title III projects, the decision-makers are apt to be local project directors and coordinators, state level directors and managers and U.S. Office of Education personnel.

Included as an integral part of a project plan will be provisions for evaluating procedures that will, when implemented, appraise success in reaching desired outcomes.

II. Format

Evaluative procedures will be in accordance with "The Writing of Projects and Project Proposals," an Arizona Department of Education publication. That is, there will be statements of needs, goals, objectives, activities and evaluations. These statements will serve as guidelines for directing project efforts and expenditures. (See model for accountability on page 5 of the publication, Appendix C.)

III. Relation to Objectives

It is the responsibility of the local educational agency to develop appropriate techniques to measure and evaluate the stated objectives of the project as developed by the identification of critical local needs on a continuing basis.

Goals and objectives should be stated in terms of desired learner outcomes. They should be correctly key-worded to the hierarchical levels of the cognitive, affective and psychomotor domains, as described on pages 21, 22 and 23 of the publication in Appendix C. (Bloom, Krathwohl, et al. Taxonomy of Educational Objectives.)

Since ESEA Title III guidelines encourage innovation, venturing into affective or psychomotor domains or higher than the "comprehension" level of the cognitive domain is encouraged.

Educators are understandably more interested in the effects of the change process upon persons than its effects upon things. Consequently, both the objectives and the evaluation should be in terms of anticipated differences in what people know and do, rather than simply that project procedures were established.

There may be some long-range objectives that seem to be quite important. If the project will be completed before these goals can be observed or measured, then those objectives should not be included in the proposal. Projects should only state behavioral objectives that are a function of the innovative project and that can be measured either during or at the end of the project.

IV. Relation to Activities

Evaluations are keyed to activities, as well as to objectives. That is, each activity should have a companion evaluation procedure associated with it. In some cases, one evaluation procedure may cover more than one activity; or one activity may have several evaluations.

While an activity might be related to persons other than students, considerations should be given as to what possible effects that activity might have on students. For example, conducting a teacher workshop is an activity that should be considered in terms of desired outcomes of the teacher's students -- measuring changes in student behavior, as results of the teachers' having participated in workshops.

V. Terminal Evaluation, Form #10, page 72.

Terminal evaluation will be conducted at the conclusion of the project. The success of the project hinges on whether or not the project has met the specifically stated objectives. If the objectives have been properly stated, the expected terminal behaviors have been defined and the criteria for meeting the objectives are explicit.

As in formative evaluation, the terminal evaluation should parallel the objectives of the project. At the end of the project, the project director should be able to answer "yes" or "no" to the question, "Did you satisfy objective number one of the project?" If this question cannot be answered in this manner, either the objective or the techniques for evaluation are not appropriate. The terminal evaluation report will be used by the Department of Education to determine what has happened as a result of the expenditures of effort and money.

VI. Quantitative Changes

In planning for evaluation, both quantitative and qualitative changes in behavior should be anticipated from the objectives of the project. The proposal's description of evaluation procedures should indicate how such quantitative data as the following, listed at random, will be counted and reported:

- A. Relation of the numbers of persons actually participating in a project to the numbers of persons the project was intended to serve, or might have served.
- B. Evidence of continuing participant interest as reflected in enrollments in more advanced courses or projects, or increased use of libraries, museums, and other facilities and services.

- C. Growth of related community activities resulting from approved projects.
- D. Reduction in school dropout rates or return to school of former dropouts.

Evaluative procedures may result in either quantitative or qualitative information, such as checklists, opinionnaires, standardized tests, locally developed tests, testimonials and interim or final reports -- acceptable to local advisory or state department personnel.

Acquiring and treating quantitative data usually infers the use of statistical procedures. Procedures might be simply those of tallying the finding arithmetic means, but might range to more complex multiple regression or analysis of variance treatments.

Several matters should be considered:

- A. Are the instruments appropriate?
- B. Are the data gathering techniques appropriate?
- C. Are the data treatments appropriate?
- D. Are the reports of findings appropriate for both research-oriented and lay readers?

Caution should be used in selecting standardized tests for Title III projects, particularly for those projects that purport to relate to various aspects of individualized instruction. If standardized tests are to be used, reasons for selecting them should be written into the proposals.

If district developed instruments are to be used, general information as to face validity and instrument format are to be included in the proposal. Developing local instruments should be a matter, basically, of criterion referencing to the desired outcomes alluded to in the goals and objectives.

VII. Qualitative Changes

Although objective qualitative evaluations are more difficult to obtain, they provide an indication of the significance of quantitative data. Examples of qualitative data follow, listed at random:

- A. Reaction reports from participating teachers before and after in-service training indicate confidence in their ability to use the new techniques.
- B. More than half of the parents who attended the discussion session volunteered comments that it had been extremely helpful to them.
- C. Impartial observers describing the children's behavior before and during the use of the new curriculum noted an improvement in attitudes.
- D. When samples of creative writing during the project were matched with those of the same class two months earlier, approaches were more imaginative, though choices of subject matter were parallel.

- E. Sociometric patterns show greater variation.
- F. After the third session, students began to arrive earlier and to ask whether they could continue their projects at home.

While obtaining large amounts of qualitative information might be difficult, and sometimes inappropriate, efforts should be made to get feedback communications of a nature that do not lend themselves well to statistical treatment. Testimonials and "stories of success" are examples of qualitative information that are important in evaluating a project and have high reader appeal to non-statisticians.

Measures to be used in obtaining such data should be selected on the basis of their potential validity and reliability. Whether data are collected from professional observers or from participants in the project, plans should provide for interpretations to be as objective as possible. An honest attempt to uncover difficulties and the need for improvement is more valuable to others with similar goals than a one-sided success story.

Plans for evaluation might be made through the cooperative efforts of the local educational agency and the participating cultural and educational resources of the community. These resources might provide special services and personnel to conduct the evaluation or suggest particular methods which would be appropriate or outside evaluators who would be qualified to assist in the assessment.

On-site visitations will be made by Advisory Council members, for evaluations and other purposes, subject to the approval of the ESEA Title III Director. Advisory Council members will usually be accompanied by members of the Title III staff.

VIII. External Audits, forms #4, page 65, #5, page 69; see also Evaluation 1.1.1.1, page 62.

External audits will be provided for in each project. Project directors should contract with persons who are not employed by their districts. Contracts should be specific as to monetary payment schedules, number of visits, time of visits, what will be audited, who will get reports of audit visits and when those reports are to be presented.

When possible, auditor visits should coincide with visits by project managers, and copies of audit visit reports are to be filed with Title III project managers at the same times that project directors receive copies.

Contracts with auditors are subject to the approval of the Title III staff.

Some general considerations are:

- A. That at least two audit visits be made per year.
- B. That the person or persons selected know what an audit is.

- C. That they have knowledge about goal-objective managed projects.
- D. That they have good records with regard to writing useful reports, and are prompt in meeting deadlines.
- E. That last audit reports be available for submission with continuation proposals.
- F. That the auditors are knowledgeable in the educational areas that the project is directed toward. That is, a person with a special education background might be a better auditor for a special education oriented project than a specialist in another area -- all other matters being equal.
- G. That selecting auditors near project sites might be useful for financial reasons -- reduced travel costs and communications reasons, as people near project directors might be easier to contact.
- H. If a district has two or more federal or state projects that require audit visits, using one auditor on more than one project might be possible, at a lower overall cost.

CHAPTER FIVE--B
MONITORING SYSTEM

- I. Internal, form #13, page 78; also "E" on page 60 and guidelines for proposal writing, Appendix C, page 12.

Measures by which a local educational agency can assure the most effective and efficient operation of a project should be designed. The successful operation of each component of a given project can determine to a great extent the coordination of services. A competent staff and assistants are necessary to maintain an adequate project program. The coordination of efforts of the project personnel in their role in program development and operation, in relation to services provided directly to pupils, is of prime importance. Also, the coordination of the total direction of the project as it relates to the community and district is imperative.

Monitoring will be a primary responsibility of the local person most closely associated with a project, usually the project director. He should keep a project diary that indicates the number and kinds of activities that have related to the project. The diary is a quick means of determining status with regard to the calendar of events and it is useful to the project writer, in that it encourages continuous collection of information that is necessary for interim or final reports.

Proposals should be designed to show who will be responsible, how the monitoring will take place and the time intervals. Monitoring within local projects will insure that projects are proceeding according to plan.

Examples of monitoring questions that might be applicable, but not limited to a given project:

- A. Where required by the project design, is there significant community or parent involvement in the project operation?
- B. Is there an indication of gross dissatisfaction with the project among the project staff, pupils, parents, or community members?
- C. Did you observe activities indicating to you adequate implementation of the project plan?
- D. Is staff morale compatible with the success of the project?
- E. Is there evidence of adequate operational evaluation by the staff?
- F. In terms of the project calendar, has it accomplished specified interim objectives on schedule?
- G. Is the program, in fact, following the pertinent guidelines and doing what it is designed to do?

- H. Is there adequate identification of materials and equipment purchased with federal funds?
- I. Is the project effort focused on its optimal target population?
- J. Are project staff activities adequately related to the project purposes and program, rather than to the general district program?
- K. Is the project functioning as a part of the total educational program of the school?
- L. Is the project economically efficient?
- M. Does the project need help in adequately and properly meeting its dissemination obligations?
- N. Is there evidence of a degree of need sufficient to justify the funding of the project?
- O. Is there visible evidence of the specialized activities required by the project?
- P. Are there indications that the project design is inconsistent with the project objectives?
- Q. Is the project compatible with local needs and resources?
- R. Is there evidence that the program is tailored to the needs of the children enrolled in the project?
- S. In terms of project design, and laws and regulations governing the project, is it hitting its appropriate and specific student population?
- T. Do student files and operational staff documentation indicate a degree of control adequate to insure accomplishment of project objectives?
- U. Is the project in phase with its operational calendar?
- V. According to the project administration, is the project in phase with its fiscal calendar?

II. External

The ESEA Title III staff will monitor each project several times each school year to assist the local educational agencies. The responsibility for successful operation of a projects rests on ESEA Title III staff, as well as the local district.

Additional external monitoring of projects will be provided by the local educational agency project through contractual agreement with other agencies.

III. Calendar of Events, refer to guidelines for proposal writing, Appendix C, page 13.

The calendar of events will relate what events, on which dates and the person responsible for each activity, in meeting stated objectives. The scope of the total proposal should be set forth for effective planning, monitoring and evaluation.

CHAPTER SIX

DISSEMINATION OF INFORMATION

(Form 7, Page 71, #13, Number 10, Page 78, Appendix C, Page 14)

I. Purpose and Objectives

Vital to the long-range success of Title III is the requirement that provisions be made for communicating information about project activities and results, through publications, opportunities for observation, and other methods.

Since Title III seeks to encourage innovative and exemplary programs, it is important to disseminate information which will create an awareness of need and a widespread knowledge of projects with innovative features. To assure that educational improvements are shared and pitfalls avoided, to stimulate cooperative efforts, and to gain public support for and understanding of Title III activities, the education community should know about the existence of any significant innovations, creative approaches, or exemplary programs, and the public should be informed of activities which are being planned or operated under Title III. Public interest and support is not only desirable, but essential to realization of the goal of phasing out federal participation in Title III projects through local funding.

A. Dissemination Strategy

The entire dissemination effort must be closely linked to the evaluation strategy. Plans for dissemination should parallel plans for evaluation for two important reasons. First, evaluation is the acquisition and analysis of decision-making data, while effective dissemination is the utilization of evaluation findings (process evaluation) to promote understanding, support, development, adoption, etc., on a broader scale. Second, complex statistical data, specialized observations and other technical information must be analyzed and interpreted for specialized audiences and for general use. Planning for evaluation without regard to future dissemination strategies often results in an abundance of highly technical data, which cannot be interpreted meaningfully either for the educator or for the public.

B. Dissemination Responsibilities

While the Arizona Department of Education should be responsible for state-wide dissemination of promising practices, the grantee must inform educators, other professionals, and the public in the project area and in the district concerning project activities.

Project proposals should indicate the procedures for reaching the following decisions regarding dissemination of high-quality practices:

- I. The appropriate audiences.

2. The most effective method (i.e., written word, visual presentation, spoken word, etc.)
3. Analysis of various audience needs.
4. Matching audience needs with the appropriate components of the practice.
5. Determination of most effective presentation to audience.
6. Determination of most effective follow-up activity (i.e., involvement in practice, on-site visitation, provision of consultants in assisting in implementation of high-quality practice, etc.)
7. Evaluation of the dissemination process by the appropriate audience.

II. Types of Media

The following are examples of media that might be considered for disseminating project information:

- A. Publications (leaflets, brochures, flyers, newsletters, etc.)
- B. News media (newspapers, magazines, radio, television, etc.)
- C. Visitations (opportunity for appropriate audiences to view the project in operation).
- D. Conferences (opportunity to discuss common goals and problems with persons engaged in similar activities).
- E. Lectures and demonstration programs (opportunity to inform interested audiences concerning the progress of project activities -- inherent in the demonstration function is the involvement of interested groups beyond mere visitation).

Press releases, press clippings, brochures, abstracts and any other dissemination instrument or practice that is used at the local level should be forwarded to the State ESEA Title III office, so that extended coverage can be given to the project, when possible.

Photographs of professional quality will be a valuable medium for displaying innovative and exemplary features of a project. A file of carefully selected 5 x 8 inch "glossies" would be especially useful for a variety of information purposes -- including local newspaper stories, pamphlets and brochures, exhibits for teachers or parents and reports to the State agency, the U. S. Office of Education and others. For most purposes, the quality of photographs will be more important than the quantity. Pictures of students involved in activities which highlight the innovative or exemplary aspects of a project, new equipment or facilities being used, and other groups from the community participating in the program will be of particular interest.

Conventional classroom pictures and those of adults talking or at a conference table should be avoided.

All stationery, letterheads, communiques, brochures, publications, directional signs and any other kind of written communication that is used in connection with the project, should prominently display ESEA Title III, so the project would be properly identified with its funding agency. This practice is a very effective vehicle of dissemination and should be utilized to its greatest extent.

Both the form and extent of dissemination performed at the local level by a grantee will depend upon the particular nature of the project, such as the scope and type of activities conducted, the geographical area served, the number of participants, and whether the grantee is a single school district or represents a combination of districts. All plans for local dissemination activities must be approved by the Arizona Department of Education.

III. Dissemination Criteria

In selecting content and the most appropriate media for disseminating information about a particular project, the following criteria may serve as a guide:

- A. Clarity - information is clearly stated with a particular audience in mind. For example, information about a project of special interest to educators could have little meaning to the general public. Likewise, a brochure for parents and one for businessmen might stress entirely different factors.
- B. Validity - information presents a true picture. Fair coverage should be given to both problems and achievement in the program. Efforts to convince the audience should not distract from the presentation of an accurate image. Particular features to be emphasized should be placed in context.
- C. Pervasiveness - information reaches all of the intended audience. Scheduling, illustrations, number and type of media selected, etc., should be planned to provide the widest possible coverage within the audience selected.
- D. Impact - information evokes a response from the intended audience. The potential of media to stimulate appropriate reactions should be utilized.
- E. Timeliness - information is disseminated at the most opportune time. Significant information should be presented when it will be of greatest interest to the intended audience, or of greatest value in terms of the goal of dissemination for this particular project. The time for dissemination could be at the project's inception to stimulate interest, during the project's operation to report progress, or at its conclusion to report significant results.
- F. Practicality - information is presented in the form best suited to the scope of the project, considering such limitations as distance and available resources.

IV. Planning

Plans for the preparation, development and distribution of informational materials will be included in the project proposal, together with a schedule of estimated costs.

V. Reporting

Five copies of all printed information (publications, news releases, etc.) and five copies of other materials (photographs, films, tapes, etc.) disseminated for a Title III project, together with a statement of intent and extent of distribution will be sent to the Arizona Department of Education. In the case of conferences or observations, five copies of the report will be sent, stating size of group served, purpose and results.

VI. Copyright Policy

Any materials, packages or instruments designed and developed by a local educational agency during the life of, or as a results of, an ESEA Title III funded project becomes the property of the Arizona Department of Education, under the auspices of "public domain." Materials, packages and instruments would be governed by policies, rules and regulations of the Arizona Department of Education.

VII. Information Service

A detailed resume of institutions and agencies that might be of assistance to researchers will be found in Chapter One, VIII.

VIII. Diffusion and Adoption

The diffusion and adoption of ESEA Title III practices by other school districts is an important end result of all ESEA Title III activity. Thorough and effective dissemination plans will make important contributions to accomplishing this goal.

The following table relates each stage of the adoption process to a strategy applicable when appropriate to the local educational agency:

<u>Stage</u>	<u>Questions</u>	<u>Needed Information</u>
Diagnosis	How am I doing?	Current performance data
Awareness	How can I do better?	Alternative solutions to my problem

<u>Stage</u>	<u>Questions</u>	<u>Needed Information</u>
Evaluation (Pre-trial)	Will it work for me?	Settings and conditions where the innovation succeeded or failed
Trial	How can I do it?	Sources of expert assistance How to adopt to local conditions
Evaluation (Post-trial)	How did I do?	Comparative effectiveness of old and new practices
Installation	How must I change?	Needed resources and actions to make the innovation work operationally
Maintenance	How do I continue?	Resources and actions needed to continue and modify the innovation

CHAPTER SEVEN

I. Local Education Agency Fiscal Concerns, Fiscal Management, Accounting and Auditing Procedures

A. Use of Funds

1. Obligations

The issuance of a grant award document by the Arizona Department of Education, if made during the period in which the funds are available for obligation, will be regarded as an obligation of funds under Title III of the Act in the amount of the grant award. Federal funds so obligated will remain available for expenditure by the local educational agency during the period for which the grant was awarded. The obligation recorded by the Arizona Department of Education shall be adjusted when the grant award is amended and is determined to be at variance with the amounts so expended by the local educational agency.

All local agencies, including those using an accounting system other than an obligation system, will need to maintain an accounting of ESEA Title III funds on an obligation basis. Funds distributed to local agencies will be available for use with respect to obligations incurred by such agencies for an ESEA Title III project during the period for which the grant was awarded by the Arizona Department of Education.

2. Liquidation of Obligations

It is expected that the cost of operation and maintenance of facilities, as well as all other indirect costs, will ordinarily be borne by the applicant from non-Federal sources. However, where a project results in added costs for operation and maintenance of facilities which are clearly allocable to the project, they may be eligible for Federal reimbursement.

Under the project period concept, the final payment for a previously reported obligation for a local project should be completed within a short period (about 45 days after the end of the budget period). Obligations incurred at the local level will be adjusted to the amounts of the actual net payments by the local agency when the payments are made.

All such adjustments will be recorded and reported as adjustments of expenditures from the allotment available at the time the project was approved.

B. Effective Date of Approved Project (Refer to Chapter two, IV. C-3 page 12)

The effective date of any approved project will be specified in the grant award. Upon acceptance of the grant the applicant is authorized to request funds consistent with the negotiated budget and the terms and conditions of the grant.

C. Eligible Expenditures

To be eligible for Federal financial participation, an expenditure must:

1. have been incurred during the period for which the expenditure was authorized by the Notification of Grant Award;
2. If an obligation, be liquidated within 45 days after the end of a project period, and be adjusted to the amount finally paid;
3. be incurred for activities in addition to those that had been provided previously for public and nonprofit private school students and teachers;
4. conform to the terms and conditions of the grant;
5. be clearly identifiable as additional expenditures incurred as a result of the Title III program;

Costs of maintaining and repairing equipment purchased under grants pursuant to Title III of the Act are eligible for Federal financial participation during the project period.

Expenses for site purchases and contingency allowances are not eligible for Federal financial participation.

Indirect Costs: There can be no Title III financial participation in overhead costs which are arrived at on a straight percentage basis. Such overhead costs may be allowed only when they are documented and substantiated as directly related to the project. Supporting documentation for entries in the accounting records is necessary.

D. Expenditures (forms #3 page 53, #4 page 65, #5 page 69; form #8 submitted by County School office)

The use of funds under ESEA Title III by the local educational agency for the administration of funded programs, including guidance, counseling and testing, handicapped, and the evaluation and dissemination activities, will be determined on the basis of documentary evidence of binding commitments for the acquisition of goods or the performance of work. Funds for personal services, public utilities, travel, rental of facilities, purchases of materials, supplies and equipment shall be considered binding commitments at such time as the services were performed and the goods received.

Expenditures for which funds provided under ESEA Title III may be used include:

1. Establishing and maintaining accounting, auditing and other information systems required for the management of programs and projects under ESEA Title III,
2. Reasonable compensation for personal services of employees including wages, salaries and supplementary compensation and benefits,
3. Personnel administration and payroll preparation,
4. Insurance coverage, to the extent consistent with the general policies of the Arizona Department of Education or local educational agency and with sound business practice; and the bonding of employees who handle ESEA Title III funds,

5. Consultant Services: ESEA Title III shall document consultant services and their effectiveness so interested persons can review and obtain the benefits of such information. It is important in the interests of effective control and better evaluation of consultant services that reports of such consultants be so documented.

It would not be permissible to contract for consultant services in anticipation of needs expected to arise in the subsequent fiscal year if such services could as readily be obtained in the year and at the time that they were in fact needed. In other words, the timing of a contract for services must be related, insofar as practicable, to the time at which such services are required.

6. Communications services,
7. The acquisition of consumable supplies and printed and published materials for the use of persons administering, supervising, or participating in ESEA Title III programs or projects,
8. Printing and reproduction,
9. Travel and transportation,
10. Data processing services,
11. Acquisition (including rental) of office equipment and other equipment required for supervisory and demonstration functions,
12. Rental of office space in privately or publicly owned buildings, provided that:
 - a. The expenditures for the space are necessary and properly related to the efficient administration of the program,
 - b. The amounts paid are not in excess of comparable rental in the particular locality,
 - c. The expenditures represent a current cost,
 - d. In the case of a publicly owned building, like charges are made to other State or local agencies occupying similar space for similar purposes.
13. Utilities, security, janitorial and similar services to the extent not otherwise included in rental or other charges for space,
14. Maintenance and repair of property to the extent necessary to keep such property in an efficient operating condition,
15. Renovation and minor remodeling of previously completed building space, where such space is needed for the administration or operation of ESEA Title III programs or projects and renovation or remodeling is necessary to make the space suitable for such use.

E. Accounting Basis (form #C8, page 76)

All local agencies, including those using an accounting system other than an obligation system, will need to maintain an accounting of ESEA Title III funds on an obligation basis. Funds distributed to local agencies will be available for use with respect to obligations incurred by such agencies for an ESEA Title III project during the period for which the grant was awarded by the State agency.

F. Records

The official accounts and documents showing receipts and expenditures of funds by the local educational agency under the approved State plan will be maintained by the County School Superintendent.

The records must be kept for three (3) years after the end of the fiscal year if audit by or on behalf of the Department of Health, Education and Welfare has not occurred by that time, the records must be retained until audit or until five years following the end of the budget period, whichever is earlier.

Inventories: The local educational agency shall maintain inventories of all equipment it has acquired with funds under Title III and costing one hundred dollars (\$100) or more per unit for the expected useful life of the equipment or until its disposition; to be determined by approval of the Title III office. The records of such inventories are required to be submitted to the Title III office at the end of each project funding period.

II. Equipment: Acquisition, Maintenance and Disposition

A. Acquisition

Equipment needed for the project will be acquired either by purchase or rental, whichever represents the more economical use of Federal funds for the project period. If equipment is rented, applicant should consider securing a rental purchase agreement to cover the possibility of eventual purchase.

To permit maximum use, equipment and materials should be ordered promptly after receipt of the award. Equipment must not be ordered when delivery cannot be made at least sixty (60) days prior to the grant's expiration date, unless exception is made by the Arizona Department of Education.

Invoices should specify that materials or equipment purchased with ESEA Title III funds were received in good condition and in the quantities indicated on the invoices.

Bidding: Bidding for the purchase of equipment and materials will be conducted according to applicable State and local statutes. In the absence of such statutes, procedures established for purchases amounting to more than \$1,000 should require (a) at least three quotations and (b) award to the lowest bidder or to the bidder with the most suitable equipment and materials.

Leased Equipment: ESEA Title III funds can be used for leasing equipment necessary to fulfill requirements specified in the original proposal.

Lease-Purchase of equipment: A lease-purchase agreement for equipment used to fulfill requirements specified in the original proposal cannot be considered during the project funding period.

B. Title and Control

Title to equipment acquired with funds made available under ESEA Title III shall be vested in, and retained by a State or local educational agency, and such equipment shall be subject to the administrative control of the State or local educational agency at all times until the end of its useful life or its disposition, whichever is earlier. The records involved in any claim or expenditure which has been questioned shall be further maintained until necessary adjustments have been made and such adjustments have been reviewed and approved by the U.S. Department of Health, Education and Welfare.

All equipment acquired by a local educational agency under ESEA Title III may not be sold or exchanged for a different type of equipment before the expiration of its useful life unless approval is given by the Arizona Department of Education, or before the end of the project period and its extensions. Where equipment is sold within five (5) years after the end of the project period, the amount received shall be returned to the U.S. Office of Education.

Following termination of a project, arrangements should be made by the grantee and the Arizona Department of Education to insure that all equipment purchased under the project will be used continuously during its useful life to benefit public elementary and secondary school children. However, the local educational agency may arrange for the disposition of equipment in the case of obsolescence or when ordinary wear would make it unwise or uneconomical to continue using it.

C. Inventories

Each State and local educational agency shall maintain inventories of all items of equipment acquired with ESEA Title III funds which have an initial acquisition of \$100 or more per unit. A list of equipment purchased should be sent to the ESEA Title III office at the end (within 45 days) of each budget period. Such inventories shall be maintained for the useful life of the equipment or until its disposition, whichever is earlier, and records of such inventories shall be kept intact and accessible for five (5) years; or three (3) years if an audit by or on behalf of the Department of Health, Education and Welfare has occurred by that time.

D. Maintenance and Repair

Each State and local education agency shall make reasonable provision for the maintenance and repair of equipment acquired with ESEA Title III funds, and shall be responsible for replacing or repairing (with State or local funds) equipment that is lost, damaged or destroyed due to the negligence of the State or local agency.

E. Disposition of Equipment

When equipment is no longer used and is sold, the Federal Government shall be credited with its proportionate share of value of such equipment at the time of such diversion or sale. Such value shall be determined on the basis of the sale price in the case of bona fide sale; or the fair market value in the case of a diversion of use.

III. Contracted Services (forms #4 page 65, #5 page 69)

A grantee may enter into a cooperative agreement or contract for the provision of services under a project if the services as well as the cooperating institution, organization, or agency, are acceptable to the Arizona Department of Education. Such a cooperative agreement or contract will be acceptable only if the Director is assured that the grantee will retain the responsibility for supervision and administrative control of the project. The proposed terms of the agreement or contract may be submitted in the initial project proposal or as a project alteration. Services which may be contracted are those which the grantee's regular staff cannot provide and which are not deemed appropriate as a continuing staff function.

Under no circumstances may the entire project be contracted.

Timing of a contract for services must be related, insofar as practicable, to the time at which such services will be required. It is not permissible to contract for services in anticipation of needs expected to arise in the subsequent fiscal year if such services could as readily be obtained in that year at the time that they were in fact needed.

If any services in connection with the proposed project are to be contracted, provide the following information in each case:

- A. Name and kind of agency with which the contract will be made;
- B. Dates of contract (expiration date must not be later than that of the project ending date specified on the grant award)
- C. Type of contract, e.g.; fixed price, cost reimbursement, cost sharing, etc.
- D. Funds to be paid under the contract;
- E. Services to be provided;
- F. Responsibilities to be retained by the applicant for the control and supervision of the contracted services.

A cooperative agreement or contract between the grantee and another organization to conduct a major portion or project activities or to share its operation generally will provide, among other things, for;

- A. Maintenance of separate accounts and records,
- B. Adherence to P.L. 89-10 as amended, ESEA Title III Regulations, grant terms and conditions and instructions issued by the Arizona Department of Education,

- C. Submission of expenditure reports to the local education agency,
- D. Availability of records to representatives of the U.S. Office of Education and the Arizona Department of Education.

Any time a consultant is engaged for more than seven (7) days in one budget period, his services shall be considered a sub-contract rather than a personal fee and the sub-contract must be approved by the Director of ESEA Title III.

IV. Grant Related Income

Occasionally, income is generated in connection with activities supported by ESEA Title III funds. Examples of grant-related incomes are:

- A. Sale of products or services, such as special tests developed through project activities,
- B. Fees received by the grantee organization or an employee for personal services performed in connection with, and during the period of, grant-supported activity,
- C. Sale of items generated or produced as a consequence of a demonstration grant.

The foregoing are illustrative examples and are not to be considered all-inclusive.

The local educational agency, as the legal grantee, is accountable to the Office of Education for the federal share of any grant-related income. Any such grant-related income shall be made available for the purposes of ESEA Title III. If the income cannot be used, it is to be paid by the grantee to the U.S. Office of Education.

V. Financial Reports (form #C-8 page 76)

For each month of project activity, a monthly report of Federal funds expended is required. This report is due by the end of the month following expenditures of funds, and is to be mailed to the Fiscal Aid Division, Arizona Department of Education, State Capitol Building, Phoenix 85007.

For each budget period of project activity, a report is required showing an estimate of expenditures to the end of the period.

A report is due after the end of Federal funding for project activity within 45 days or when all obligations have been liquidated, whichever occurs first, showing all disbursements during the budget period, plus obligations liquidated after the end of the budget period.

VI. Financial Audit Standards

Audits will be conducted in accordance with generally accepted auditing standards and will include such tests of the accounting records and such other auditing procedures as are necessary to assure that all transactions examined are in compliance with this plan and applicable laws and regulations.

A. Auditing Local Educational Agency Activity Records

When the Auditor General's office audits the financial records of the local educational agencies pertaining to all expenditures claimed for federal financial participation under the provisions of ESEA Title III, those reports will be maintained and available in the office of the Auditor General.

Project expenditure records should be audited annually. Such audits may be performed as a regular part of the local school audit procedures prescribed by State laws and regulations. Local agency audit programs should be developed in accordance with generally accepted auditing standards. Such audits may be performed by the Auditor General of the State of Arizona or by any Certified Public Accountant.

The local audit report should include separate financial schedules or statements identifying receipts and expenditures applicable to each specific project, with appropriate certification as to the validity of the report.

Local project audits should be filed at the State level and should be submitted to, and be made available for use by the Arizona Department of Education and representatives of the U.S. Department of Health, Education and Welfare. All such records and documents at the State office will be examined by program review teams and available to federal auditors.

In addition to the usual accounting records and documents, the local educational agency must make available to the auditor the following information, applicable to Title III, which is necessary to determine the eligibility of expenditures:

Manual for Project Applicants and Grantees
Approved ESEA Title III Project Application
Grant Award, Negotiated Budget, Grant Terms and Conditions
Expenditure Reports of Federal Funds

B. Auditing Local Educational Agency Financial Records

The audit report must include separate financial schedules or statements identifying receipts and expenditures applicable to ESEA Title III, including most of the following items:

1. Background
 - a. Grant award number, period, total amount authorized for expenditure and location
 - b. Statement on any contract with other organizations to perform component of project work
 - c. Scope of audit
 - d. References to State regulations, minutes of board of Education or Board of Directors; or other directives pertinent to the audit findings.

2. Statement on grant funds, including receipts, disbursements, and balance on hand for the period under audit.
3. Auditor's statement of project expenditures, including appropriate comments on any deviations from negotiated budget, and grantee's expenditure report to the U.S. Office of Education.
4. Summary of audit findings (including audit exceptions and disposition, as well as a statement on adequacy or inadequacy of system and procedures), including comments of project officials.
5. Names and titles of project representatives, board of education or board of directors, and contractor representatives contacted by auditor.
6. Auditor's certification.

C. Specific Audit Considerations

For audits of local agencies, it is essential that specific procedures be developed to verify that:

1. Funds received and disbursed by the local agency were properly accounted for;
2. Payments reported by the local agency were actually made to the vendors, contractors, and employees, and that they conform to applicable laws and regulations, including procedure requirements;
3. Refunds, discounts, etc., were properly credited to the specific programs as reductions of the gross expenditures;
4. Payments are supported by adequate evidence of the delivery of goods or performance of services;
5. Obligations included in the report of expenditures were actually incurred in accordance with regulations during the budget period for which the expenditure was claimed and, upon liquidation, were adjusted properly for any differences;
6. Expenditures for personal services, for services performed by public utilities, for travel, and for rental of facilities included in the report of expenditures were actually incurred in accordance with regulations during the budget period for which the expenditure was claimed;
7. The same item is not reported as an expenditure for two or more budget periods, e.g., obligation in one period and payment in another;
8. Adequate equipment records and controls are maintained;
9. Prorated expenditures, such as salaries, travel, etc., are divided correctly between two or more programs administered by an agency, and that the basis of such division is reasonable, equitable, and substantiated;

10. Federal funds from one program are not used for matching purposes under another Federal program, except as specifically authorized, and that the same expenditures are not claimed for matching purposes under more than one Federal program;
11. Unexpended Federal funds advanced or overpaid are properly accounted for in accordance with instructions from the U.S. Office of Education.

D. Audit Exceptions

An Audit exception is a determination by an appropriate authority that an item questioned by the auditor is not properly chargeable to the program and should be disallowed. The U.S. Commissioner of Education determines the allowance or disallowance of items in U.S. Office of Education programs which are questioned by the auditor.

VII. Provisions for Assuring that ESEA Title III Funds will Supplement and Not Supplant State and Local Funds (see Appendix A, form #12 page 81 and form #3 page 53)

- A. Project proposal applications shall provide sufficient financial information to verify that the total cost of education in a given local educational agency shall not have been less for the preceding fiscal year than it was for the second fiscal year preceding the application. Each application form must contain information pertaining to the total expenditures of the local educational agency for the two fiscal years preceding that date of the ESEA Title III application. This information must exclude costs and reimbursements effected under all federal programs.
- B. The local educational agency shall provide sufficient evidence to determine that state and local funds have not been and will not be withdrawn from support of a specific project or program similar to that for which the application is made. The applicant agency shall make assurances that any previous financial support for a program or services similar to those to be funded under the ESEA Title III application will not be reduced. This accounting shall exclude consideration of any federal funds which were previously devoted to support project activities.
- C. The combined fiscal effort (per pupil expenditure) of a local educational agency and the State with respect to the provision of free public education must not be less in the preceding fiscal year than it was in the second preceding fiscal year.

If the fiscal effort of the local educational agency should be reduced from the second preceding fiscal year to the preceding year, the local educational agency shall provide evidence that this reduction was occasioned by an event which could not have been anticipated by the local educational agency and that the reduction in fiscal effort does not go beyond that occasioned by the aforementioned unusual event. The State Advisory Council will then analyze the circumstances and make recommendations.

In no case will the above exception be interpreted to mean that ESEA Title III funds must be shown to supplement State and local funds.

VIII. Provision for Not Commingling Funds

Any ESEA Title III funds received by the State and any ESEA Title III funds expended by the State for any purposes shall not be commingled with State funds and will be accounted for separately from State funds in such a manner that an audit will be able to identify ESEA Title III funds and expenditures as distinguished from funds from State sources.

Any ESEA Title III funds received by a local educational agency and any ESEA Title III funds expended by such agency for any purpose shall not be commingled with State or local funds, and will be accounted for separately from State or local funds in such a manner that an audit will be able to identify ESEA Title III funds and expenditures as distinguished from funds from State or local sources.

IX. Continuation and Termination of Projects

A. Continuation, forms #3, page 53; #4, page 65; #5, page 69; #6, page 70; #7, page 71; #C8, page 76; also see Report Requirements and Instructions

Projects receiving evaluative ratings indicative of excellent progress and giving assurance of additional progress potential will be eligible for continued funding for a maximum total of three years. For continuation of a project, new applications will be submitted each year. Applicants will:

1. Submit a proposal projecting continuation costs and descriptive information on maintenance, expansion or improvement of project activities and programs.
2. File a continuation proposal with the ESEA Title III office, sixty (60) days prior to the end of the budget period.
3. Provide evidence of increased support for the continuation period.
4. Document the continued existence of critical educational needs which the project is designed to meet.
5. Provide information concerning plans for continuing the project beyond ESEA Title III support.

B. Termination

If, at any time during the operation of a project, it becomes evident that the project is not fulfilling the objectives proposed, that there is mis-management or malfeasance connected with the project, or that the local educational agency chooses to discontinue the project, the project may be terminated within a reasonable time during the grant period or the budget period. Before a project is terminated, an effort will be made by the ESEA Title III staff to correct deficiencies of the project.

Once, however, it has been determined through the evaluation process that project cannot achieve the desired results, the evaluative reports and recommendations for project termination will be submitted to the Advisory Council. Should the ESEA Title III staff, the Advisory Council and the State Superintendent of Public Instruction concur in a recommendation for termination, the following provisions will apply:

1. The local educational agency will be advised of intentions to terminate the project and the reasons for such a decision will be specified.
2. Termination will be made no later than sixty (60) days from the initial notice of intention to terminate. The ESEA Title III staff will work cooperatively with the grantee to devise a termination plan. This plan will allow time for orderly disposition of personnel, contracts, equipment, records, reports and conclusion of fiscal accounts.
3. The local educational agency may request and receive a hearing before the ESEA Title III advisory Council within thirty days following receipt of the termination advisement. The results of the hearing will be made known within fifteen (15) days.

X. Provisions for Hearings

A local education agency whose proposal is denied funding will be notified by registered mail within 15 days. After such notification they will be given ten days to request a hearing before the ESEA Title III Advisory Council. Action will be taken by the Advisory Council within thirty (30) days. Within thirty days after the hearing the State Superintendent and the State Board of Education will render their decision on the appeal. The ESEA Title III staff will so notify the appellant by registered mail of this decision. The applicant will then have the right to further final appeal to the U.S. Commissioner of Education as specified in the Act (P.L. 90-247) and the Regulations (33 F.R. 1128-11290).

XI. Proration of Staff Time, forms #3, page 55

The proration of local agency staff time between the Title III program and other programs must be based upon the amount of time an individual actually devotes to each program, and must be documented by an estimated statement of the time each employee will devote to the Title III program as well as an officially signed statement of the time actually devoted to the program. These documents must be available at the time of an audit to support claims for full-time local agency personnel who work part-time in the Title III program. When prorating staff time, Title III funds must be used to supplement and in no case supplant local funds.

CHAPTER EIGHT
REPORTING AND APPLICATION PROCEDURES

Each of the following application and reporting procedures is designed to facilitate effective storage and retrieval of project data and to omit unnecessary overlapping in reporting requirements. Each procedure involves the submission of a set of forms and a narrative report. Official Office of Education forms and instructions will be supplied, some of which are multi-purpose and used for one or more application and reporting procedures. For example, the ESEA Title III Statistical Data Form is submitted as Part I in every case, but specific instructions attached to the form designate which sections or blocks are to be completed for each purpose.

Applications and reports are submitted to:

Arizona Department of Education
Director of ESEA Title III
1688 West Adams Street, Suite 423
Phoenix, Arizona 85007

The following pages include report guidelines and formats which are required from the local educational agencies. These guidelines and forms will yield the information the State needs in order to award grants and to complete its annual report to the U.S. Office of Education.

INFORMATION AND FILING INSTRUCTIONS

A. Administrative Forms

Summary and Form Number of Required Reports

<u>Title of Form</u>	<u>Number of Form</u>
I Preliminary Letter of Intent	ADE/Title III/D1
II Statement of Intent	" " 2
III Initial Application	
Part I, Statistical Report (A,B,C,D)	" " 3
Part III, Financial	
Budget Summary	" " 4
Supplementary Schedules	" " 5
Part IV, Assurances	" " 12
Part V, Checklist	" " 13
IV Application for Continuation Grant	
Part I, Statistical Report (A,B,C,D)	" " 3
Part II, Narrative: Progress and Activity Report	" " 6
Part III, Dissemination Report	" " 7
Part IV, Financial	
Budget Summary	" " 4
Supplementary Schedule	" " 5
Part V, Monthly Expenditure Report	" " C8
V End of Project Period, Final Expenditure Report	" " C8
VI Amendment Form	" " D9
VII End of Project Report	
Part I, Statistical Report (A,B,C,D)	" " 3
Part II, Evaluation Report	" " 10
Part III, Dissemination Report	" " 7
VIII Requirements for Funding	
Part I, Estimate of Needs for Cash	" " 11
Part II, Monthly Expenditure Report	" " C8

B. Report Requirements and Instructions

	<u>Report</u>	<u>Form #</u>	<u>Instruction Page</u>
I	Preliminary Letter of Intent	1	48
II	Statement of Intent	2	49
III	Initial Application		50
	*Part I, Statistical Report (A,B,C,D)	3	53
	Section A	3	53
	Section B	3	54
	Section C	3	55
	Section D	3	57
	Part II, Project Design: Narrative		59
	Part III, Financial		64
	Budget Summary Form	4	65
	Budget Summary Instructions	4	66
	Supplementary Schedule Instructions	5	67
	Examples	5	68
	Forms	5	69
	Part IV, Assurances	12	81
	Part V, Checklist	13	78

The deadline for submitting applications is February 1 of each year. Thirty copies, on standard 8 1/2 x 11 inch paper, must be submitted to: Director of ESEA Title III, 1688 West Adams, Suite 423, Phoenix, Arizona 85007.

IV	Application for Continuation Grant	6	70
	*Part I, Statistical Report (A,B,C,D)	3	53
	Part II, Narrative: Progress and Activity Report	6	70
	Part III, Dissemination Report	7	71
	Part IV, Financial		
	Budget Summary Form	4	65
	Supplementary Schedules	5	67
	Part V, Monthly Expenditure Report	C 8	76

This report must show anticipated expenditures through end of current budget period. Thirty copies must be submitted, sixty days prior to current grant expiration date, to: Director of ESEA Title III, 1688 West Adams, Suite 423, Phoenix, Arizona 85007.

V	End of Project Period, Final Report Expenditure	C 8	76
VI	Amendment Form	9	75

	<u>Report</u>	<u>Form #</u>	<u>Instruction Page</u>
VII	End of Project Report		
	* Part I, Statistical Report (A,B,C,D)	3	53
	Part II, Evaluation Report	10	72
	Part III, Dissemination Report	7	71

This report must be submitted within forty-five (45) days after the current grant expiration date. Ten copies should be submitted to ESEA Title III.

VIII	Requirements for Funding		
	Part I, Estimate of Needs for Cash	11	74
	Part II, Monthly Expenditure Report of Federal Funds	C 8	76

Form C8 is extremely important to ESEA Title III. It serves the dual purpose of Monthly Expenditure Report and the End of Project Report. Instructions are to be found on the face of the form. Forms are sent to the County School office upon request from the County School Superintendent. Requests should be directed to: Duplicating Division, 1730 West Adams, Phoenix, Arizona 85007. Completed forms will be submitted by the County School Superintendent to: Arizona Department of Education, Business and Finance Division, State Capitol Building, 1700 West Washington, Phoenix, Arizona 85007.

* The following Statistical Report form will be used as Part I of the Initial Application, Part I of the Application for Continuation, and as Part I of the End of Project Report. Specific instructions for each term identify the kind of information to be supplied for each purpose.

NOTE: Forms and related instructions for each of the requirements follow.

Form 1

ARIZONA DEPARTMENT OF EDUCATION
ESEA TITLE III
Elementary and Secondary Education Act of 1965 (P.L. 89-10)

PRELIMINARY LETTER OF INTENT

SECTION A - GENERAL PROJECT INFORMATION

Submit this one form only

Date Due: October 1

1. STATEMENT OF INTENT TO SUBMIT A

PLANNING PROPOSAL

OPERATIONAL PROPOSAL

2. PROPOSED PROJECT TITLE (5 words or less)

3. NAME OF APPLICANT (Local Educational Agency)

4. ADDRESS (Number, Street, City, State, Zip Code)

5. NAME OF PROPOSED PROJECT DIRECTOR

6. ADDRESS (Number, Street, City, Zip)

PHONE NUMBER

AREA CODE

7. NAME OF PERSON PROPOSED TO BE AUTHORIZED TO RECEIVE GRANT

8. ADDRESS (Number, Street, City Zip Code)

PHONE NUMBER

AREA CODE

9. POSITION OR TITLE

10. GIVE A BRIEF NARRATIVE DESCRIPTION OF YOUR INTENDED PROJECT

SIGNATURE OF AUTHORIZED REPRESENTATIVE

DATE SUBMITTED

ADE/Title III/D1
7/71/1000

ARIZONA DEPARTMENT OF EDUCATION
 ESEA TITLE III
 Elementary and Secondary Education Act of 1965 (P.L. 89-10)

STATEMENT OF INTENT

SECTION A - GENERAL PROJECT INFORMATION

Date Due: November 1

1. STATEMENT OF INTENT TO SUBMIT A

PLANNING PROPOSAL

OPERATIONAL PROPOSAL

2. PROPOSED PROJECT TITLE (5 words or less)

3. NAME OF APPLICANT (Local Educational Agency)

4. ADDRESS (Number, Street, City, State, Zip Code)

5. NAME OF PROPOSED PROJECT DIRECTOR

6 ADDRESS (Number, Street, City, Zip Code)

PHONE NUMBER

AREA CODE

7. NAME OF PERSON PROPOSED TO BE AUTHORIZED TO RECEIVE GRANT

8. ADDRESS (Number, Street, City, Zip Code)

PHONE NUMBER

AREA CODE

9. POSITION OR TITLE

10. PROPOSED LENGTH OF PROJECT

1 year

2 years

3 years

Attach sheets to explain the following. Give sufficient information to determine the feasibility of continuing pursuance of the innovation.

- A. Explain need
- B. List objectives
- C. Anticipated activities to satisfy objectives
- D. Estimate budget for planning phase and/or operational phase

SIGNATURE OF AUTHORIZED REPRESENTATIVE

DATE SUBMITTED

ADE/Title III/D2
 7/71/1000

- I. Preliminary letter of intent should be submitted October 1 of each year, see Page 48.
- II. Statement of intent should be submitted to the ESEA Title III office November 1 of each year, prior to submission date of proposal, February 1.

III. Initial Application Instructions

Part I -- Statistical Report, Form #3, page 53.

The Statistical Report is to be submitted at the following times:

- A. Initial Application -- the Statistical Report form is used, as Part 1, to report proposed project activities.
- B. Application for Continuation -- as Part 1, the Statistical Report form is used to report project activities of the preceding budget period.
- C. End of Project Report -- as Part 1, the Statistical Report form is used to report project activities of the final budget period.

When this report form is an Initial Application or an Application for Continuation Grant, estimates will suffice for some items. However, when it is used for the End of Project Report, actual figures should be given.

1. General Project Information (Section A)

(Item 1): Check only one reason for submission of form.

(Item 2): Check according to definitions, page 10.

(Item 3): Pilot activity may be a part of either planning or operational activity.

(Item 4): Maximum three (3) years.

(Item 5): Give a concise project title (5 words or less).

(Items 6-18): Complete these items as indicated.

(Item 19): Supply current expenditure per public school pupil in ADA or ADM of non-federal funds.

2. Participation (Section B)

(Item 1a): Enter the current total school membership (public and non-public) by grade level or category, for the schools served by the project.

(Item 1b): Estimate the number of persons expected to participate in the project during the forthcoming budget period (exclude projections which would be affected by future continuation grants). For the End of Project Report, give actual numbers of persons who participated.

(Item 2): Estimate the number of participants by selected minority groups. Entries for this item are applicable to Item 1b(1) and 1b(2), Column 8. For the End of Project Report, give actual numbers of persons who participated.

(Item 3): Rural includes areas of fewer than 2,500 inhabitants; metropolitan area - central city - low-socio-economic area includes areas characterized by low-socio-economic conditions within cities of 50,000 inhabitants or more; other central city includes areas other than low-socio-economic areas in cities of 50,000 inhabitants or more. Other urban includes areas with fewer than 50,000 but more than 2,500 inhabitants; this category includes suburbs. The total percentage distribution must equal 100%.

3. Title III Project Staff (Section C)

Give the number of persons to be paid by Title III funds in the various categories.

Regular staff refers to personnel who were employed by the school system prior to Title III project. Full-time or part-time refers to time spent in a particular function. Staff members who conduct the in-service training should be identified in Section C, 2(e), Columns 2 thru 9, and "In-service" should be inserted after "Other."

Columns 2 and 3:

Give the number of regular staff assigned to projects. Full and part-time personnel may have part-time assignments in more than one function.

Column 4:

To compute the full-time equivalency (FTE), add the total number of hours worked per week by part-time personnel and divide by the number of hours in the regular full-time work week. Example (40 hour work-week basis): If each of 4 staff members works 20 hours

per week, each of two staff members works 10 hours per week, the total hours worked would be 80 plus 20, or 100 hours. One hundred hours divided by 40 yields an FTE figure of 2.5 persons.

Column 5:

To find the total full-time equivalency add the total of columns (2) and (4).

Columns 6 - 8:

Give the number of new staff members hired specifically for Title III projects.

Column 9: Add totals of columns (6) and (8)

4. Services Offered, Persons Directly Served, and Estimated Cost of Services (Section D)

Give as accurate an estimate as possible of the services provided or to be provided by the project. The number of persons and the estimated cost may be counted more than once since the same persons may receive services in more than one program or service area in Column (1). Columns (2-5) are to include non-public as well as public school participants, and Column (6) should list the number of non-public school participants thus included.

NOTE: Section D, Item 5 "Occupational Areas" includes Agriculture, Distributive Education, Health Occupations Education, Home Economics (when occupational), Office Education, Technical Education, and Trade and Industrial Occupations. The "Other Areas" includes Business, Health and Safety in Daily Living, Home Economics (non-occupational), Physical Education, Recreation, Safety, Driver Education and Junior ROTC.

The content of Differentiated Curriculum for Handicapped Pupils is reported in Item 8, "Remedial and Special Education."

ARIZONA DEPARTMENT OF EDUCATION
ESEA TITLE III, PLANNING OR OPERATIONAL PROPOSAL

Elementary and Secondary Education Act of 1965 (P.L. 89-10)

PART I, Statistical Data and Related Information

SECTION A -- PROJECT INFORMATION

1. Reason for submission of this form (Check one)

Proposal for initial Title III Grant

Proposal for Continuation Grant

2. Major Description of Project: (Check)

Innovative

Guidance

Adaptive

Handicapped

Exemplary

3. Type(s) of Activity (Check one or more)

Planning of Program

Operation of Program

Includes Pilot Activity

Includes Pilot Activity

4. Expected Length of Project Period (Both Planning and Operational):

5. Project Title (5 words or less):

6. Estimated Project Cost: First Year _____ Second Year _____ Third Year _____

7. Briefly summarize the purpose of the proposed project and give the area of major emphasis:

8. Name of Applicant (Local Educational Agency):

9. Address (Number, Street, City, State, Zip Code)

10. Name of County:

11. Congressional District:

12. Name of Project Director:

13. Address (Number, Street, City, State, Zip Code) Phone Number

Area Code

14. Name of person authorized to receive Grant: (Please type)

15. Address (Number, Street, City, State, Zip Code) Phone Number

Area Code

16. Position or Title:

17. List the Number of each Congressional District served:

18. A. Total Number of Counties served _____ B. Total Number of LEA's served _____

C. Total estimated population in geographic area served _____.

19. A. Latest average per pupil ADA expenditure of Local Educational Agencies served: \$ _____

B. Preceding year ADA Expenditure \$ _____

Signature of person authorized to receive Grant:

Date Submitted

SECTION B -- PARTICIPATION

1. School Membership, Project Participants and Teachers in In-service Training

Categories		Pre-Kinder- garten	Kinder- garten	Grades 1-6	Grades 7-12	Adults (Exclude teachers receiving inservice training)	Teachers receiving inservice training	Totals
Membership of schools served by projects	Public Schools							
	Non-public Schools							
Number of persons participating in project	Public Schools							
	Non-public Schools							

2. Number of Participants by Selected Minority Groups

American Negro	American Indian	Oriental American	Spanish-Surnamed American (Mexican, Puerto Rican or Cuban descent)

3. Rural/Urban Percentage Distribution of Participants Being Served by Project

Participants	Rural		Standard Metropolitan Area		Other Urban
	Farm	Non-Farm	Low-Socio- Economic Area	Other	
Percent of Total Number Served					

PART I, SECTION C -- TITLE III PROJECT STAFF

Personnel Paid by Title III Funds

TYPE OF PAID PERSONNEL (1)	Regular Staff Assigned to Project				New Staff Hired for Project			
	Number Full- Time In Function (2)	PART-TIME IN FUNCTION		Total FTE (Col. 2 & 4) (5)	Number Full- Time In Function (6)	PART-TIME IN FUNCTION		Total FTE (Col. 6 & 8) (9)
		Number of Persons (3)	FTE (4)			Number of Persons (7)	FTE (8)	
1. Administration-Supervision								
2. Teacher								
(a) Pre-kindergarten								
(b) Kindergarten								
(c) Grades 1-6								
(d) Grades 7-12								
(e) Other (Specify)								
3. Specialists (Other than regular teachers): Artists, Scientists, Musicians, etc.)								
4. Technicians (Audio-visual, Computer Specialists)								
5. Pupil Personnel Workers (Counselors, Social Workers, Psychologists, Attendance Workers)								
6. Medical, Health, and Psychiatric Personnel								
7. Researchers, Evaluators								
8. Planners and Developers								
9. Disseminators (Writers, Public Relations Personnel, Editors, etc.)								
10. Other Personnel								
11. Para-professional Teacher Aides, etc.								
12. Other Nonprofessional (Clerical, Bus Driver, etc.)								

PART I, SECTION C -- TITLE III PROJECT STAFF (Continued)

Personnel Not Paid by Title III Funds

TYPE OF PAID PERSONNEL (1)	Regular Staff Assigned to Project				New Staff Hired for Project			
	Number Full- Time In Function (2)	PART-TIME IN FUNCTION		Total FTE (Col. 2 & 4) (5)	Number Full- Time In Function (6)	PART-TIME IN FUNCTION		Total FTE (Col. 6 & 8) (9)
		Number of Persons (3)	FTE (4)			Number of Persons (7)	FTE (8)	
1. Administration-Supervision								
2. Teacher								
(a) Prekindergarten								
(b) Kindergarten								
(c) Grades 1-6								
(d) Grades 7-12								
(e) Other (Specify)								
3. Specialists (Other than regular teachers): Artists, Scientists, Musicians, etc.)								
4. Technicians (Audio-visual, Computer Specialists)								
5. Pupil Personnel Workers (Counselors, Social Workers, Psychologists, Attendance Workers)								
6. Medical, Health, and Psychiatric Personnel								
7. Researchers, Evaluators								
8. Planners and Developers								
9. Disseminators (Writers, Public Relations Personnel, Editors, etc.)								
10. Other Personnel								
11. Paraprofessional, Teacher Aides, etc.								
12. Other nonprofessional (Clerical, Bus Driver, etc.)								

PART I, SECTION D -- PERSONS DIRECTLY SERVED BY PROJECT -- ESTIMATED COST

MAJOR PROGRAMS	NUMBER OF PUPILS BY GRADE LEVEL (Public and nonpublic schools)				NUMBER OF NONPUBLIC SCHOOL PUPILS	ADULTS (Exclude teachers receiving training)	TEACHERS RECEIVING INSERVICE TRAINING	TOTAL ESTIMATED COST
	PREKINDER GARTEN	KINDER- GARTEN	1 - 6	7 - 12				
1. Development, Planning, evaluation or dissemination activities								\$
2. Better utilization of inservice educational or instructional personnel								
3. Program for institutional improvement (Organization, Administration, Management)								
4. Educational centers serving a large area								
5. Improving or expanding curriculums								
Art, Music Drama								
English, Language arts								
Foreign Languages								
Industrial Arts								
Mathematics								
Natural Sciences								
Social Studies/Social Science								
Occupational Areas								
Other Areas								
6. Educational Technology Media								
Computers								
TV/Radio								
Other (Specify)								
7. Improving Classroom Instruction								
Flexible Scheduling, Individual Instruction								
Other (Specify)								\$

MAJOR PROGRAMS (1)	NUMBER OF PUPILS BY GRADE LEVEL (Public and nonpublic schools)				NUMBER OF NONPUBLIC SCHOOL PUPILS (6)	ADULTS (Exclude Teachers receiving training) (7)	TEACHERS RECEIVING INSERVICE TRAINING (8)	TOTAL ESTIMATED COST (9)
	PRE-KINDER-GARTEN (2)	KINDER-GARTEN (3)	1 - 6 (4)	7 - 12 (5)				
8. Remedial and special education								
Handicapped								
Gifted								
Remedial Reading								
Speech and hearing								
Other (Specify)								
9. Pupil personnel services								
Guidance								
Social Work								
Health (Medical, Nursing, Psychiatric, etc.)								
Psychological								
Attendance								
10. Community Service or Participation								
11. Meeting Critical Educational Needs								
Central City								
Geographically Isolated								
Minority Groups								
Early Childhood								
12. Summer Programs								

- 58 -

Part II - Project Design - Narrative

Section I

A. Assessment of Needs

Refer to Appendix B, Suggestions for Writing the Narrative, Page 85; also to Appendix C, Page 6, guidelines for writing proposals.

1. Describe the planning that took place. Include method and procedures.
2. Reference may be given to research, expert knowledge, study or visitation.
3. Describe participation by other government and non-government resources: (This should be documented by letters of support. "I" on Page 63.
 - a. Educational and cultural agencies.
 - b. Names and titles.
 - c. Teachers and other school personnel.
 - d. Students
 - e. Community awareness
 - f. Benefits and participations of students and teachers in private, parochial and/or non-profit schools, in a district where appropriate, a written response reflecting their desire as to participation should accompany the application.
4. Collect data
5. Establish needs
6. Establish priorities
7. Estimated population of area to be served in relation to distribution of state population.

(See Pages 57 - 58 for additional assistance.)

B. Statement of Needs

1. Give a brief statement of the educational needs.
2. Explain why these needs should be met over others and give status data where possible.

3. Give evidence that the community is aware of these needs.

C. Population

Give the estimated population of the area to be served and indicate the area's population distribution in relation to that of the state.

D. Planning (See Form I3, Page 78)

1. Describe the planning that took place or will take place in designing the proposed program, including a description of the methods and procedures used. Refer to successful models, research findings, expert knowledge, and study and visitation incorporated in the planning.
2. Describe participation by representatives of other government and non-government resources:
 - a. Identify and describe how the educational and cultural agencies have participated or will participate in planning and carrying out the proposed program. Include the names and titles of persons representing those agencies. Attach copies of letters of commitment from each agency involved.
 - b. Indicate how teachers and other school personnel have participated or will participate in planning and carrying out the proposed program.
 - c. In districts where appropriate, show how the project will benefit children and teachers in private, parochial and/or non-profit schools. Plans reflecting their desires for participation should be documented by letters or other evidence.

E. Guide to Coding and Format (See Appendix B, Page 85)

I Development of goals

(Refer to guide on writing proposals, found in Appendix C, Page 7; also Page 46 of manual.)

I.1 Development of Objectives

- a. Should be written in measurable terms of behavioral change. (Refer to guide on writing proposals, found in Appendix C, Page 8; also Chapter 5A III, Page 19.)
- b. Should be related to educational needs.
- c. Criteria for satisfaction of accomplishment of objectives should be stated.

1.1.1 Activities

(See manual for writing proposals, in Appendix C, Pages 10 and 24; also Appendix B, Page 88; Refer to Chapter 5-A-IV, Page 20)

- a. Procedures should be sequentially related to each stated objective.
- b. Should be stated in specific terms.
- c. Resources to implement program (Use Forms 3, 4, 5, 6, 7, Page 46). Also see sample forms to be used in budget detail, Page 69.

Personnel requirements. Give the number of personnel needed to carry out the proposed program including personnel to conduct the necessary in-service teacher education. Include job descriptions and personnel qualifications for key positions. Programs involving advisory specialists should include plans, developed prior to the actual employment or selection of the specialist, which specify the nature of the assistance sought, the importance of the assistance, the role of the specialist(s) in relation to the regular members of the staff, the persons or group with whom he is to work, and the time, location and conditions under which he will work.

- d. Support requirements. Outline special administrative and service requirements necessary for successful operation, e.g., program direction, communications, cooperation with other agencies.
- e. Facilities, material and equipment requirements. Describe the nature of the supplies, materials, equipment and facilities needed to carry out the project.
- f. Time requirements. Indicate, using calendar dates, the time schedule anticipated for completing major phases of the proposed program.
- g. Financial requirements. Indicate the amount of funds requested from this federal grant program and indicate the amount of support available for this project from other sources, e.g., foundation funds, other governmental grants, private donations and local contributions.
- h. General content
 - (1) Skills to be learned
 - (2) Materials to be developed

- (3) Information to be gained
- (4) Other experiences designed to benefit students
- (5) Method of instruction to accomplish stated objectives

1.1.1.1 Evaluation

(See guidelines for writing of proposals, in Appendix C, Page II, Chapter 5A, Page 19; Form 10, Page 72; Form 13, Page 78)

- a. Provide a separate estimate of costs for evaluation purposes. This amount should be included in the budget summary. (Form 4, Page 65; Form 5, Page 69)
- b. Describe the techniques which will be used to continuously assess progress toward the objectives. Show provisions for continuous feedback for control and refinement of plans and procedures.
- c. Describe the methods, techniques, and procedures which will be used to determine the degree to which the objectives of the proposed program are achieved. Describe the instruments to be used to conduct the evaluation.

Evaluation strategies for the project may have a variety of emphases; it should cover, but will not be limited to the following:

- a. Evaluation data of project management; the number, types and quality of activities and opportunities for exploration of applicability of the project.
- b. Evaluation data on strengths, weaknesses and difficulties experienced by component parts of the project.
- c. Evaluation data on skills and materials necessary to promote effective direction and efficient management of the project.
- d. Evaluation data on the degree of community resources and services.
- e. Evaluation of plans for the local educational agency to assume support of the project when ESEA Title III funds are phased out.

F. Monitoring

See Guidelines for proposal writing found in Appendix C, Page 12; also Chapter Five B, Form #13, Number 7, Page 79.

G. Calendar of Events

See guidelines for proposal writing found in Appendix C, Page 13; also Chapter Five B, III, Page 26; Form #13, Number 6, Page 78.

H. Dissemination of Project Information

See guidelines for proposal writing in Appendix C, Page 14; also Chapter Six, Page 27; Form #7, Page 71; Form #13, Number 10, Page 79.

1. Attach a separate estimate of dissemination costs. This amount should also be included in the budget summary. Form #4, Page 65; Form #5, Page 69.
2. Should be carefully linked to evaluation findings.
3. Should involve the identification of appropriate audiences, media, and methods.
4. Should provide for on-site visitations, publications, conferences, and any other means of dissemination.

I. Letters of Support (See Project Design-Narrative, A3, Page 59; Form #13, Numbers 11 - 12, Page 79.)

1. Private nonpublic schools (if applicable)
2. Community representatives
3. Educators
4. Civic leaders

J. Checklist

Form #13, Page 78, should be filled out and submitted as a Part V of application. (See Page 46, Reports Required.)

K. Other Considerations

1. Subcontracting (Form #4, Page 65; Form #5, Page 69)

If any services in connection with the proposed project are to be sub-contracted, provide the following information in each case:

- a. Name and kind of agency with which the contract will be made.
- b. Dates of contract (expiration date must not be later than that of Title III grant).

- c. Type of contract, e.g., fixed price, cost reimbursement, cost sharing.
- d. Funds to be paid under the contract.
- e. Services to be provided.
- f. Responsibilities to be retained by the applicant for the control and supervision of the subcontracted services.

2. Tax Effort (Form #3, Page 53)

- a. What percent of the legal maximum tax rate is the current school tax levy in your district?
- b. What percent of the actual value of property in your district is the assessed value?
- c. What percent of the average per pupil expenditure in your State is the average per pupil expenditure in your district?
- d. Does your district have an unusual amount of nontaxable property? If so, please explain.
- e. How will Federal support be phased out over the period of proposed operation?
- f. What services and activities related to the proposed program have existed during the past three years, in the geographic area to be served? Describe the extent to which such existing services and activities have been supported with funds derived from public sources. State how the applicant agency will assure that related services and funds from Federal sources will supplement rather than supplant the financial support already available.

III. Financial Report

The following sample financial Form 4 - 5 must be used as Part III, Budget Summary of the Initial Application and Part IV, Budget Summary of the Application for Continuation. (See Page 46.)

B. Budget Summary Instructions, Form 4

The budget summary must be submitted with the initial application, continuation application and with any amendments.

General

1. Initial application -- for project periods exceeding 12 months, a budget summary must be prepared for each budget period of project activity. A project proposed for three years thus would require at least three budget summaries.

The dates of each budget period and the totals of the amounts shown for each period should also be included in Form 3, Section A, Statistical Report.

2. Continuation application -- for continuation grant applications, a budget summary for only the next phase of project activity should be prepared. This would serve to update budget information furnished with the initial application. Entries in Form 3, Section A, Statistical Report for (a) beginning and ending dates, and (b) funds requested should correspond, respectively, with (a) the budget period beginning and ending dates of the budget summary, and (b) the totals in Line 14.

Project Number should be left blank if this is initial application. If it is a continuation grant application, report the number of the project assigned by the Arizona Department of Education.

Check the box applicable for your request, "Initial Application," "Continuation Application," or "Amendment," and show the beginning and ending dates of the period for which the budgeted expenditures summarized are proposed.

ESEA Title III expenditures should be categorized in accordance with the functional classification of standard expenditure accounts in OE-22017, "Functional Accounting for Local and State School Systems" (lines 1 through 16). The total dollar amounts (no cents) for each classification should be recorded in Column 10, with subtotals indicated in appropriate expense classification Columns 3 through 9. Expenditures for purchase of equipment should be shown in expense category Column 8, functional account 1230. Record equipment rental expenditures in expense category Column 9 of the appropriate functional account.

C. Supplementary Schedule Instructions, Form 5

Prepare a supplementary schedule for each functional expenditure account (i.e. 100, 200, 300 etc.) for which expenditures are budgeted. The purpose of these schedules is to show what estimated costs were included in each entry, and the basis for each cost estimate. Examples of these schedules are shown below. Please note the following in preparing these schedules:

1. Salaries -- Proposed expenditures for salaries of project personnel must detail the names of professionals and basis for the cost (annual, monthly, or hourly rate; amount of time to be devoted to the project). The detail of fringe benefit amounts is to be entered in the schedule for Expenditure Account Number 800.
2. Consultants -- Proposed expenditures for consultants must show the number of days, the daily fee, and per diem estimates. List names of consultants whenever possible. In a footnote state whether rates are in accordance with generally accepted schedules and justify any material difference.
3. Travel -- List local travel and basis for calculation separately from special trips. The number, destination, and average cost must be specified for special trips.
4. Equipment -- Include in the schedule of proposed equipment purchases a rental cost comparison based on the anticipated project period.

Samples are shown on the following page. Form 5.

Form 5 - Sample

EXPENDITURE ACCOUNT NO. 100 - Administration

Expense Class	Name & Title Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Budgeted Amount
		Full	Part			
Materials & Supplies	Bond Paper			20 reams	@1.70	\$ 34.00
	Envelopes #6			2 boxes	@ .98	1.96
	Envelopes #10			2 boxes	@1.54	3.08

EXPENDITURE ACCOUNT NO. 200 - Instruction

Expense Class	Name & Title Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Budgeted Amount
		Full	Part			
Salaries Professional	Doe, James, Project Director	x			\$12,000.00	\$12,000.00
	Roe, George, Humanities and Area Studies Program Director		1/2		9,000.00	9,000.00
Non-Professional	Stenotypist	x			4,000.00	4,000.00

EXPENDITURE ACCOUNT NO. 1230 - Capital Outlay (Equipment Only)

Description of Item	Quantity	Unit Rental Cost per Month	Project Period Rental Cost	Unit Purchase Cost	Total Cost
Double pedestal desks	2	\$5.00	\$360.00	\$156.00	\$312.00
Swivel Chairs	2	2.50	180.00	58.00	116.00

Form 5
EXPENDITURE ACCOUNT NO.

Expense Class	Name & Title Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Budgeted Amount
		Full	Part			

ADE/Title III/D-5
7/71/1000

Total Budgeted Amount

IV. Application for Continuation, Form 6

Part II -- Narrative: Progress and Activity Report

- A. Discuss the effect of the project on the clientele up to this point by briefly stating the major objectives of the project and the techniques used in evaluating the extent to which these objectives were achieved.
- B. Briefly describe project endeavors in which the anticipated results have exceeded expectations, and those in which results have not measured up to expectations and give reasons for the outcome.
- C. Report the effect of the project up to this point on the educational institution or agency by discussing what you consider to be the greatest change resulting from the project.
- D. Report the effect of the project on the cooperating agencies by (1) listing all the community agencies that cooperated in the project; and (2) discussing the results of such cooperation.
- E. Explain any changes in the project objectives or procedure since the beginning of the funding period.
- F. Give quantitative and qualitative information on the effectiveness of the project as a demonstration using the following outline:
 1. Indicate whether the project in part or in whole will be continued after the termination of Federal funding.
 2. Give major reasons why the project will or will not be continued.
 3. List the school districts in your State or outside your State that have adopted your project or elements of your project.
- G. Briefly discuss the projected activities for the next budget period using the following outline:
 1. Describe the additional educational needs to be met with the proposed program.
 2. Describe in detail the additional objectives of the proposed program as related to the needs described above.
 3. State in sequence the activities to be carried out in achieving these objectives.
 4. Describe the method and procedures for evaluating these objectives.

Part III -- Dissemination Report

INSTRUCTION: Indicate whether this report is Part III of the Application for Continuation, or Part III of the End of Project Report.

Section A: Summarize your dissemination activities.

1. Describe methods of dissemination used.
2. Discuss major reasons for successful and unsuccessful dissemination efforts.

Section B: Submit five (5) copies of items disseminated by your project, such as newsletters and newsclippings to the Arizona Department of Education.

Section C: Submit five (5) copies of items produced by the project, such as films, slides, tapes and printed materials to the Arizona Department of Education.

V. End of Project Report, Form 10

Part II -- Evaluation Report

This guideline covers the activities of the entire project period.

Section A: Final Evaluation. Submit your final evaluation report of the Arizona Department of Education. The report must show evidence of the effectiveness of your project in improving the educational opportunities of persons in the area served and must reflect your original evaluation design, as approved by the Arizona Department of Education.

Section B: Effectiveness of the Project as a Demonstration.

1. Give quantitative and qualitative information on the effectiveness of the project as a demonstration using the following outline:
 - a. Indicate whether the project in part or in whole is being continued after the termination of federal funding.
 - b. Give major reasons why the project is or is not being continued.
 - c. List the school districts in your state or outside your state that have adopted your project or elements of your project.

Form 9
 AMENDMENT TO APPROVED P.L. 89-10 - ESEA TITLE III PROJECT

Request for permission to change a previously approved project.

Sponsoring Agency _____

County _____

Project Title _____

Project Number _____

 Signature of District Authorized Representative

 Signature of County School Superintendent
 (or Authorized Representative)

AMENDMENT APPROVAL

Signature: _____
 Director of Federal Program

 Date of Signature

FUNDS AVAILABLE AND BUDGET IN ORDER:

Signature: _____
 Director of Business and Finance Division

 Date of Signature

Signature: _____
 Superintendent (or Authorized Representative)
 State Department of Public Instruction

 Date of Signature

SUBMIT FISCAL CHANGES OF REQUESTED PROGRAM

FROM CATEGORY	AMOUNT	TO CATEGORY

TOTAL AMOUNT OF CURRENT APPROVED PROJECT BUDGET _____

(If this amount has been changed by an approved amendment, show the new amount.)

TOTAL AMOUNT OF PROPOSED AMENDED BUDGET _____

REASONS: _____

Part I, Form 11
ESTIMATED NEEDS OF FEDERAL ALLOCATION

Issue one copy with your project application at the time it is submitted to the Title Director for approval.

Date Submitted: _____ School District: _____

Address: _____ Telephone No. _____

P.L. _____ Title _____ Project No. _____

July	_____
August	_____
September	_____
October	_____
November	_____
December	_____
January	_____
February	_____
March	_____
April	_____
May	_____
June	_____

NOTE: This form is provided to enable you to furnish the Department of Education with the estimated amount of federal funds you will need each month to fulfill the requirements of your project.

1. Request funds only as needed for each individual month.
2. Do not accumulate funds in order to meet a future obligation.
3. Keep your cash balance for each month as low as possible.

TOTAL _____

Remarks: _____

Approved: _____
Authorized Representative
Business & Financial Services

Signature, School District Authorized Representative

VIII. Amendment to Approved P.L. 89-10 - ESEA Title III Project, Form 9

Instructions are on the face of the printed form. The authorized budget summary, Form 4, must be completed showing these changes in totals and line items, also a supplementary schedule, Form 5, must accompany the amendment.

IX. Estimated Needs of Federal Allocation, Form 11

Instructions are on the face of the form.

This form will be mailed to the district with a Notification of Grant Award, Budget Summary, and a Grant Contract. These completed forms should be returned to ESEA Title III as soon as possible to facilitate other necessary processing by the Arizona Department of Education.

X. Assurances, Form 12

Assurances detailed in this form must accompany all initial applications. This form must carry the signatures as specified.

MONTHLY EXPENDITURE REPORT OF FEDERAL FORMS
AND/OR FINAL EXPENDITURE REPORT INSTRUCTIONS

FORM C-8

General

1. Monthly Expenditure Report of Federal Forms - Form C-8, must show expenditures for each month and the balance on hand to be expended by a funded project. They should be submitted to the appropriate division: Arizona Department of Education, Business and Finance Division, State Capitol Bldg.
2. Final Expenditure Report. The end of period, Final Expenditure report of expenditures of funds authorized for expenditure during a budget period should be filed by the local agency within the liquidation period of 45 days after the end of each budget period. To qualify for federal participation, all obligations should be liquidated within the period specified in the grant award document. Reported expenditures should be recorded on the official accounting records maintained for the project grant.

How to complete the form

Check the appropriate box to indicate whether the report is Monthly or Final Expenditure Report and show the beginning and ending dates of the budget period for which a report of expenditures is being made. The dates entered for the budget period should agree with the dates shown on the Grant Award Document issued by the Arizona Department of Education.

Expenditures should be classified according to function, as specified in OE-22017, "Financial Accounting for Local and State School Systems" (lines 1 through 16) and entered in the appropriate expense classification column. For Monthly Expenditure Report, entries should include actual expenditures (disbursements and unliquidated obligations) from the beginning date of the budget period to the date the continuation application is submitted plus the best estimate of expenditures that will be incurred from the date of the request to the end of the budget period. For Final Expenditure Report, include disbursements during the budget period plus obligations incurred during the period and liquidated within the 45 day period which is specified in the State plan.

Enter totals of expenditure accounts in Column 10 and Line 15. Complete Line 16, using information from the summary - Form 4.

Complete the descriptive balance of the report.

ARIZONA DEPARTMENT OF EDUCATION
Room 165, Capitol Building - Phoenix, Arizona 85007

P.L. 89-10, ESEA Title III - MONTHLY EXPENDITURE REPORT OF FEDERAL FUNDS

Name and Address of Agency	Project Grant Number	<input type="checkbox"/> Monthly Expenditure Report	Budget Period (Month, Day & Year) Begin: End:
		<input checked="" type="checkbox"/> Final Expenditure Report	

FUNCTIONAL CLASSIFICATION	ACCT. NO.	EXPENSE CATEGORY								EXPENDITURES THIS MONTH	ACCUMULATED EXPENDITURES TO DATE	BUDGET BALANCES
		SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES				
		PROFESSIONAL	NON-PROFESSIONAL									
1	2	3	4	5	6	7	8	9	10	11	12	
1 Administration	100						XXXXXXXXXX					
2 Instruction	200						XXXXXXXXXX					
3 Attendance Services	300						XXXXXXXXXX					
4 Health Services	400						XXXXXXXXXX					
5 Pupil Transportation	500						XXXXXXXXXX					
6 Operation of Plant	600						XXXXXXXXXX					
7 Maintenance of Plant	700						XXXXXXXXXX					
8 Fixed Charges	800	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX					XXXXXXXXXX					
9 Food Services	900						XXXXXXXXXX					
11 Community Services	1100						XXXXXXXXXX					
12 Remodeling (less than \$2000)	1220c						XXXXXXXXXX					
13 Capital Outlay (Equip. only)	1230	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXXXXXXXXX			XXXXXXXXXX				
14 MONTHLY EXPENDITURES												
15 ACCUMULATED EXPENDITURES									XXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	
16 BUDGET TOTALS									XXXXXXXXXXXX	XXXXXXXXXXXX		

Expenditures in any functional classification and Expense Category may not vary from a combination of the budgeted amounts by more than 20% without prior approval. No expenditures may be made in any combination of functional classification and Expense Category unless some amount has been budgeted therefor. A request to transfer funds from one expense account to another must identify the expense accounts listed in the negotiated budget for each account, and the amount as they would be listed if the proposed transfer were approved. No funds may be transferred into or out of the Equipment Account without prior approval. An explanation of the need or justification for the change in the budget must also be included, together with a statement that the total amount of the negotiated budget will not be affected by the proposed change.

Cash Balance beginning of month plus additional allocations received..... \$ _____
 Less expenditures this month..... \$ _____
 Cash balance available at end of month..... \$ _____

I hereby certify that the above is a true and correct statement for the month ending: _____

SIGNATURE _____ DATE _____
 County School Superintendent

Form 13

CHECKLIST

(This checklist must accompany the initial application (See p 46 III Part V)

As proposals are reviewed by ESEA Title III, these are items that will be carefully considered.

Use the box at the left to specify on which page(s) of the proposal this will be shown.

1. Type of proposal: innovative, exemplary, planning, pilot, operational.

2. Comprehensive planning

A. Involvement of:

(1) Community, civic groups, other agencies.

(2) Teachers, parents, students.

(3) Resources of the community.

B. Document meetings: who and when.

C. Document research in the field.

3. Specify need and goal(s).

4. Measurable objectives (Baseline data, if available).

5. Activities to accomplish objectives:

Include staff development and involvement of community, parents and students.

6. Calendar of events or flow chart.

- 7. Monitoring system:
 - A. Internally and externally.
 - B. External audit.
- 8. Document adequate equipment and facilities.
- 9. Comprehensive evaluation.
- 10. Dissemination within district.
- 11. Letters in support of idea: educators, civic leaders, community leaders, other agencies, interested people.
- 12. Private, parochial and/or non-private schools' documentation reflecting desire as to participation.
- 13. District to assume continuation of project when ESEA Title III funds are phased out.
- 14. Cost should decrease with longevity of project.
- 15. Baseline data and evaluation data should show that project is worthy of transporting from one district and adopted in another.

APPENDIX A

ASSURANCES

APPENDIX A
INITIAL APPLICATION
PART IV - FORM I2
ASSURANCES

THE APPLICANT HEREBY GIVES ASSURANCE TO THE CHIEF STATE SCHOOL OFFICER THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. (Attach a copy of substantiating document(s).)
2. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant.
3. In planning the program proposed in the application, there has been, and in establishing and carrying out that program, there will be participation of the appropriate cultural and educational resource(s) of the area to be served, including persons representative of the interests of potential beneficiaries.
4. Funds under Title III of the Act will be used to supplement and not supplant State and local funds expended for educational purposes and, to the extent practical, increase the fiscal effort that would in the absence of such funds be made by the applicant for educational purposes.
5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the U. S. Office of Education in accordance with the Department of Health, Education and Welfare Regulations applies to this application.)
6. The project will be operated in compliance with Public Law 89-10 (as amended) and with Regulations and other policies and administrative issuances by the Chief State School Officer, including submission of such reports as may be required.
7. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. (Attach copy of authorizing document(s).)

8. The project will be operated only as it is consistent with the applicable provisions of Title III of the Act and makes provisions for the participation of children enrolled in nonprofit private schools in the area to be served, to the extent consistent with the number of such children whose educational needs are of the type served by the project.
9. No board or staff member of a local educational agency will participate in, or make recommendations with respect to, an administrative decision regarding a program or project under Title III of the Act, if such a decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or any member of his immediate family.
10. All equipment acquired under Title III of the Act will be used for the purposes specified in the approved project proposal, and such equipment will be subject to the administrative control of the recipient local educational agency.
11. The combined local and state fiscal effort for free public education provided by that agency for the preceding fiscal year was not less than such combined fiscal effort for that purpose for the second preceding fiscal year, and that the local project application for participation under Title III of the Act will provide data for the two preceding fiscal years.
12. Any previous financial support for a program or services similar to those to be funded under the ESEA Title III application will not be reduced. This accounting shall exclude consideration of any federal funds which were previously devoted to support project activities.
13. Should the services provided by the project prove to be successful, the local education agency will make every effort to continue them when federal funds are phased out.

I, _____ do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED: _____
Legal name of applicant

Signature of authorized representative

Representative's Title

NOTARY PUBLIC: Subscribed to before me this

DATE: _____
City State

Signature of Notary Public

Date Notary's Commission Expires

APPENDIX B

Suggestions for: I Needs
 II Objectives
 III Activities

SUGGESTIONS FOR WRITING THE NARRATIVE

(To be used as a guide to coding and proposal format, p 44 Chapter 8, in conjunction with Appendix C)

Since ESEA Title III innovative and exemplary projects are competitive in nature, the quality of the written proposal is extremely important. The proposal must stand competition with all others submitted. In order to do well in the competition, the proposal should be as specific as possible and should be founded upon accepted research.

An intensive review process will involve specialists within the Arizona Department of Education, the ESEA Title III professional staff, outside experts, and members of the ESEA Title III Advisory Council. Realizing that his proposal will be read by many different reviewers, the proposal writer should strive to write in a clear, concise manner. This chapter offers suggestions which should be helpful in the development of carefully conceived and carefully developed proposals.

I. Assessing Local Educational Needs

A comprehensive assessment of local educational needs is extremely important in the development of an ESEA Title III proposal. The entire framework and rationale for an ESEA Title III proposal rests with the critical educational needs of the local educational agency. The objectives, procedures, evaluation and dissemination plans must be carefully related to local educational needs. For this reason, it is important that the ESEA Title III applicant conduct a comprehensive needs assessment program involving segments of the population of the area to be served.

A. The basic objectives of assessment of local educational needs should be:

1. To determine the identity and magnitude of gaps between the current and the desired status of elementary and/or secondary education in the local area.
2. To determine which of the gaps (i.e., needs) are deemed critical in the local area.
3. To determine whether another local educational agency has already found an effective means of fulfilling the identified need. Researching ERIC files would be an important step in determining whether an adequate solution has already been found.
4. To determine priorities for attacking local critical educational needs.

5. To determine a feasible ESEA Title III proposal which can attack a high priority need.
- B. Any needs assessment program should consist of data gathering strategies in order to:
1. Determine the current status of programs in the local area.
 2. Determine the desired status of educational programs in the local area.

Attempts at gathering information which will provide an indication of the current status of education programs might include, but will not be limited to, socioeconomic data, achievement test results, studies of school finance, curriculum surveys, personnel studies, etc. It would be well for the persons conducting the needs assessment to organize the data according to basic categories.

There should be a careful attempt at developing well-constructed questionnaires and/or interview techniques which should be distributed to a wide variety of members of the educational community and lay citizens.

Upon the completion of information indicating current status and of the responses to questionnaires and interviews, a comparison of the results of the two sources of information should be made. From the gaps revealed between current and desired status, tentative statements of critical educational needs can then be developed. It is important that in the development of these statements of critical educational needs there be wide involvement of the cultural and educational resources within the local area.

Comprehensive planning should involve students, parents, teachers, administrators, civic organizations, PTA and/or other interested agencies and private, parochial and/or nonprofit schools in the district.

The process of identifying the current status of educational programs, identifying the desired status of educational programs, and the development of statements of critical educational needs should serve as a series of logical steps in the development of priorities for local educational programs. If these steps are followed, it would appear that there would be little difficulty in developing an ESEA Title III proposal to attack a high priority critical educational need.

- C. The above strategy is but one model which has proved successful in assessing educational needs. Others may prove equally successful.

The important aspects of needs assessment the proposal writers should bear in mind are:

1. The gathering of objective and/or subjective evidence.
2. Determining the desired status of education at the local level.
3. Determining critical local educational needs.
4. The development of priorities.
5. Documentation of meetings, with whom and when.
6. Documentation of research, including an ERIC search.

The assessment of local educational needs can provide a first step in translating the research of needs assessment into practical solutions to today's critical educational problems.

II. Writing Proposal Objectives

(Refer to guide on writing proposals, Appendix C, P 8; also, I.1 of guide coding and format, p 60)

The objectives of the proposed program should be specifically related to the critical educational needs of the local educational agency, which the proposal is designed to attack.

Objectives should be stated in terms which can be measured. Proposal objectives are more effectively understood and accepted when they are stated in terms of desired behavior changes. When the expected behavioral change is stated specifically, other facets of the proposed educational program fall into place. For example, if objectives are specifically stated in behavioral terms, evaluation will not only become easier, but will be more valid. It is very difficult to evaluate broad, ambiguous objectives such as "to help the child appreciate culture." While few could disagree with this goal, such a statement defies valid evaluation, especially when evaluation is done by outside evaluators who are not intimately aware of the instructional intent of the proposal writer. However, if such a broad objective could be restated so that the exact terminal behavior expected of a student is defined, the evaluation becomes more simple.

Additional benefits can be derived from specific statements of process objectives. Each person involved in a project can be immediately aware of the intent of the proposal. Thus, persons implementing a proposal can immediately

proceed toward the desired goals. Selection of materials and equipment necessary to reach this goal can be efficiently done only when the goal is clear.

The choice of terms used in stating objectives must be carefully made. Commonly used terms, such as "to know," "to understand," and "to appreciate," are open to many interpretations and should be further delineated or avoided when stating behavioral objectives.

A properly written process objective will also state the criteria for satisfactory achievement of the objective. For example, the objective, "Students will get along better with others," does not indicate the criteria for satisfaction or accomplishment of this objective. A further refinement of the statement, indicating criteria might be, "There will be 10 percent fewer playground fights as observed by playground supervisors."

Research indicates that educational goals and instructional objectives can be more adequately evaluated if they are stated in behavioral terms. If the broad educational objectives can be further refined into statements of specific behaviors which the educational practitioner wishes to change, evaluation then is much simpler. The measurement of specific behavioral change allows one to determine whether the original broad objective has been achieved by revealing specific evidence of behavioral change.

Sample of the writing of objectives will be found in the guide, published by the Arizona Department of Education. This publication is in Appendix C.

III. Project Activities (refer to Appendix C, p 10, guidelines for proposal writing; also I.I.I, p 60 of this manual)

Project activities should be developed to accomplish each and every objective stated in the objectives section. The writer should specify activities which will be used to carry out each objective. In all cases, the proposal should indicate not only general procedures (e.g., "to provide in-service training") but the specific activities which will be utilized (e.g., "One-half day sessions will be conducted every Saturday by the subject-matter specialists. The in-service participants will include all first-year teachers in grades K-8").

It must be remembered by the writer that activities must be specific and show a direct relationship to the objectives. If such direct relationship is not completely clear, a detailed discussion should accompany the procedures to allow the readers to thoroughly understand the proposal.

The writers should view the activities section as the intermediate and important process between objectives and the desired behavioral changes. The logical sequence, then, is to develop specific process objectives and then develop and discuss specific procedures designed to accomplish these objectives.

Staff, materials, equipment and the approximate number of people involved, should be stated and explained in each procedure. A procedure should state the staff member(s) who will conduct the activity, the materials and equipment they will utilize, and the behavioral change to be accomplished by the activity. A timetable showing when each activity is to be implemented and its relationship to other procedures in regard to sequence can be of value to proposal readers in comprehending a projected program.

Proposal writers should be aware when stating procedures, as well as all other segments of a proposal, that the evaluation of the proposal is based upon the interpretation of readers not necessarily familiar with the intent of the writer. Therefore, proposal writers should be as concise as possible and make no assumption that proposal readers will understand the intent of the writer, beyond what is actually stated in the proposal. Procedures that are unclear and too briefly stated have often resulted in disapproval of a proposal which was otherwise acceptable.

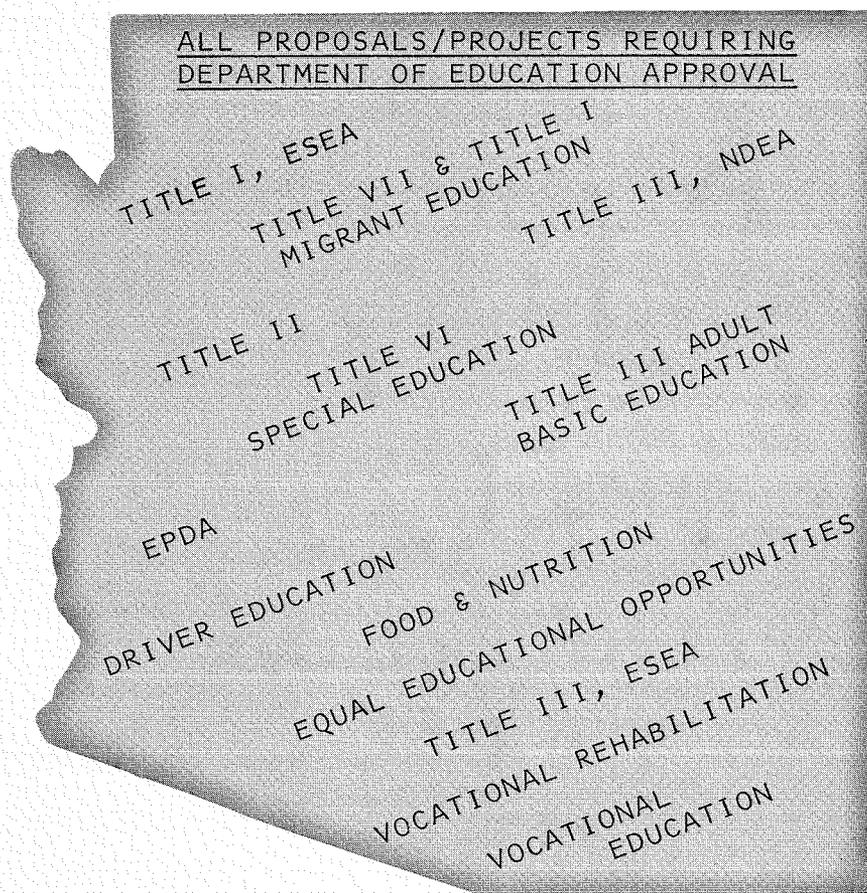
- A. The following summary is suggested for use by proposal writers in determining if all necessary information has been included in each stated procedure:
1. When each activity will be implemented and completed.
 2. What staff member(s) is conducting each activity.
 3. What equipment, materials and facilities are to be used in conducting each activity.
 4. What people are to be served by each activity.
 5. What objective(s) is to be accomplished, in whole or in part, by each activity.

APPENDIX C

"THE WRITING OF PROJECTS AND PROJECT PROPOSALS"

Issued by the Arizona Department of Education

The Writing of Projects And Project Proposals



ISSUED BY

Department of Education

W. P. SHOFSTALL, SUPERINTENDENT

State Capitol

Phoenix



The public(s) as well as the Federal Government are insisting that we provide "evidence" relating to expenditures for educational endeavors, i.e., that we become more "accountable."

One procedure which would be of aid would be that in the writing of projects and project proposals, they be stated in a terminology such that "accountability" be included.

This guide presents the desired format for projects involving State Department of Education approval. This format does not include the forms required by the various titles which relate to information desired by the funding agency.

When the time comes for you to prepare a project or project proposal, this guide should be of aid to you in your decision as to what to include and acceptable terminology.

W. P. Shofstall

Dr. W. P. Shofstall, Superintendent
Department of Education

THE WRITING OF PROJECTS
AND PROJECT PROPOSALS
-- A GUIDE --

JIM HARTGRAVES, ED.D.
DEPUTY ASSOCIATE SUPERINTENDENT
DEPARTMENT OF EDUCATION
SUITE 165 CAPITOL BUILDING
PHOENIX, ARIZONA 85007

THIS GUIDELINE IS SUBJECT TO REVISION. SUGGESTIONS FOR IMPROVE-
MENT SHOULD BE DIRECTED TO:

DIRECTOR OF PLANNING AND EVALUATION
DEPARTMENT OF EDUCATION
SUITE 165 CAPITOL BUILDING
PHOENIX, ARIZONA 85007

TABLE OF CONTENTS

PREFACE	1
TITLE	2
TABLE OF CONTENTS	3
PROPOSAL/PROJECT COMPONENTS	4
A MODEL FOR ACCOUNTABILITY	5
COMPONENTS DEFINED:	
NEEDS ASSESSMENT OR STATEMENT (BRIEF) REVEALING A NEED	6
GOAL (S)	7
OBJECTIVE (S)	8
ACTIVITIES	10
EVALUATION	11
MONITORING	12
CALENDAR OF EVENTS OR FLOW CHART	13
DISSEMINATION	14
CODING OR NUMBERING SYSTEM OF COMPONENTS	15
PROJECT PROPOSAL EXAMPLE	17
COMPONENT RELATIONSHIPS	19
ADDITIONAL CONSIDERATIONS	20
A WORK SHEET SAMPLE	24
SELECTED READINGS	25

THE WRITING OF PROJECTS
AND PROJECT PROPOSALS

TO RECEIVE CONSIDERATION FOR FUNDING A PROJECT OR PROJECT PROPOSAL SHOULD CONTAIN THE FOLLOWING COMPONENTS:

*NEEDS ASSESSMENT OR BRIEF STATEMENT REVEALING A NEED

*GOAL (S)

*OBJECTIVE (S)

*ACTIVITIES (INCLUDING BUDGET REQUEST)

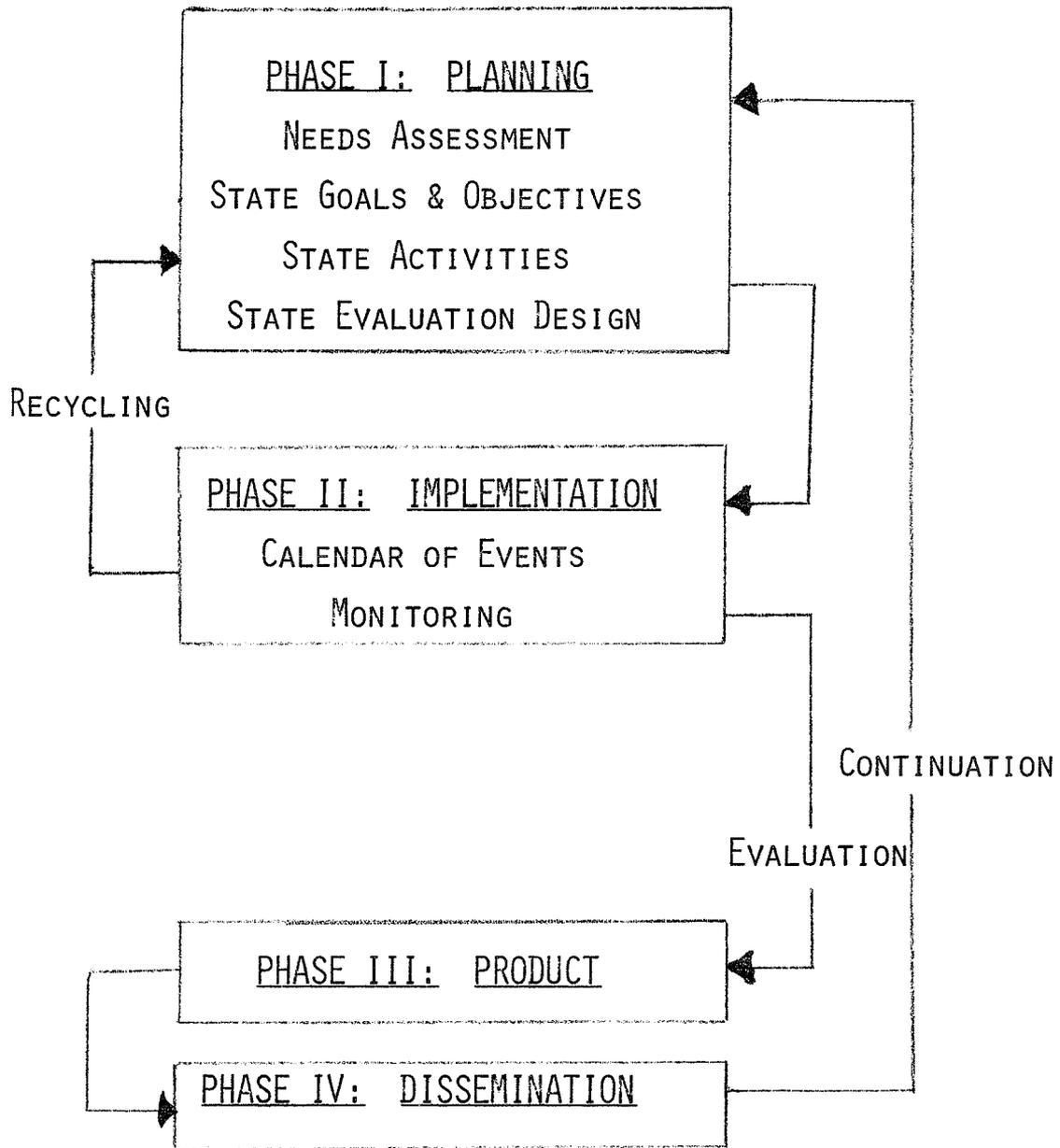
*EVALUATION OR EVALUATION DESIGN

MONITORING SYSTEM

CALENDAR OF EVENTS OR FLOW CHART

DISSEMINATION

*REQUIRED OF A PROJECT PROPOSAL. ALL COMPONENTS ARE NECESSARY FOR A PROJECT.



A MODEL FOR ACCOUNTABILITY

NEEDS ASSESSMENT OR STATEMENT (BRIEF) REVEALING A NEED

IF THE PROJECT OR PROJECT PROPOSAL IS SUCH THAT IT RELATES TO STUDENTS, THIS STATEMENT SERVES TO IDENTIFY THE STUDENT (S) NEEDS. APPARENTLY, WHEN THE ACTUAL BEHAVIOR OF THE STUDENT IS BELOW THAT WHICH IS EXPECTED, A STUDENT NEED EXISTS.

AN EXAMPLE REVEALING A STUDENT NEED IS PROVIDED BELOW:

DURING THE 1969-70 AND 1970-71 ACADEMIC YEARS, THE STUDENTS IN GRADE FIVE (5) AT GRANDFIELD SCHOOL WERE ADMINISTERED STANDARDIZED ACHIEVEMENT TESTS. THE RESULTS OF THE TESTS REVEAL THAT IN MATHEMATICS, LESS THAN THIRTY-FIVE (35) PERCENT OF THE STUDENTS EXHIBITED GAIN OF AT LEAST A YEAR PER ACADEMIC YEAR. IT IS ASSUMED BY THE STAFF THAT A GAIN OF AT LEAST ONE YEAR IN MATHEMATICS PER ACADEMIC YEAR IS A MINIMUM NECESSITY.

DID THE ABOVE STATEMENT REVEAL A STUDENT NEED?

GOAL (S)

A GOAL IS A STATEMENT THAT PROPOSES THE END TOWARD WHICH EFFORT IS DIRECTED. GOALS ARE GENERAL. GOALS ARE ACHIEVED THROUGH ACTIVITIES RELATING TO SPECIFICALLY STATED OBJECTIVES.

GOAL EXAMPLE

To IMPROVE STUDENT PERFORMANCE IN MATHEMATICS

DID THE ABOVE GOAL EXAMPLE REVEAL THE OBJECT?

OBJECTIVE (S)

AN OBJECTIVE IS DETERMINED BY AND EMPHASIZES THE FEATURES AND CHARACTERISTICS OF THE OBJECT, OR THING, DEALT WITH, RATHER THAN THE THOUGHTS, FEELINGS, ETC., OF THE WRITER.

WHILE GOALS ARE GENERAL, OBJECTIVES ARE SPECIFIC. AN OBJECTIVE REVEALS THE ACT WHICH WILL HAVE OCCURRED WHEN THAT OBJECTIVE HAS BEEN ACHIEVED.

VARIOUS TYPES OF OBJECTIVES ARE IN USE BY VARIOUS AGENCIES, I.E., PRODUCT, PROCESS, SERVICE, PERFORMANCE, BEHAVIORAL, INSTITUTIONAL, INSTRUCTIONAL, ETC. FOR THE PURPOSES OF PROJECT PROPOSALS AND PROJECTS, OUR PRIMARY CONCERN IS NOT ONE OF "TYPE" BUT "COMPONENT." ANY OBJECTIVE SHOULD CONTAIN COMPONENTS WHICH SERVE TO ANSWER THE FOLLOWING QUESTIONS:

1) WHO?

WHO IS THE INDIVIDUAL, THE DOER?

2) WHAT?

WHAT IS THE SPECIFIC BEHAVIOR DESIRED?

3) WHEN?

WHEN WILL THE ACT BE ACCOMPLISHED? WHAT IS THE TIME RESTRAINT?

4) HOW?

HOW DO YOU KNOW THE ACT HAS BEEN ACCOMPLISHED?
WHAT EVIDENCE WILL YOU ACCEPT?

OBJECTIVE EXAMPLE:

NINETY PERCENT OF THE DESIGNATED STUDENT POPULATION
WILL GAIN AT LEAST ONE GRADE LEVEL IN MATHEMATICS DURING
THE 1971-72 ACADEMIC YEAR AS EVIDENCED BY THE GAINS BETWEEN
PRE-POST STANDARDIZED TEST SCORES.

DID THE ABOVE EXAMPLE ANSWER THE QUESTIONS OF WHO, WHAT,
WHEN, AND HOW?

WHO? ---

NINETY PERCENT OF THE DESIGNATED STUDENT POPULATION

WHAT? ---

WILL GAIN AT LEAST ONE GRADE LEVEL IN MATHEMATICS

WHEN? ---

DURING THE 1971-72 ACADEMIC YEAR

HOW? ---

AS EVIDENCED BY THE GAINS BETWEEN PRE-POST STANDARDIZED
TEST SCORES.

ACTIVITY OR ACTIVITIES

IN ORDER FOR "ACCOUNTABILITY" TO ENSUE, THE EDUCATIONAL PROGRAM THAT WILL BE IMPLEMENTED TO BRING ABOUT THE DESIRED CHANGES MUST BE DESCRIBED. THE PROGRAM DESCRIPTION IS THE VEHICLE WHICH REVEALS THE DESCRIPTION THROUGH THE SPECIFICATION OF ACTIVITIES.

AN ACTIVITY IS A STATEMENT THAT DESCRIBES THOSE ACTIONS WHICH AFFECT THE PROCEDURAL ASPECTS OF THE PROJECT.

AN EXAMPLE OF AN ACTIVITY IS PRESENTED BELOW:

AN IN-SERVICE WORKSHOP WILL BE CONDUCTED INVOLVING ALL 20 MEMBERS OF GRANDFIELD SCHOOL, GRADE 5, (BUDGET, \$1800.*) REVEALING MATH PROGRAM CONTENT AND TECHNIQUES.

DID THE ABOVE ACTIVITY EXAMPLE REVEAL PROCEDURAL ASPECTS?

DID THE ABOVE ACTIVITY EXAMPLE REVEAL BUDGET REQUEST?

*A BREAKDOWN OF THIS FIGURE WOULD LATER BE INCLUDED IN THE FINANCIAL SECTION OF THE PROPOSAL.

EVALUATION OR EVALUATION DESIGN

EVALUATION REFERS TO THE PROCESS BY WHICH THE PROJECT OR PROJECT PROPOSAL WRITER INTENDS TO DETERMINE THE WORTH OF THE PROJECT, I.E., THE APPRAISAL PROCESS.

EVALUATION DESIGN REFERS TO THE PLAN OF INVESTIGATION BY WHICH THE APPRAISAL PROCESS WILL BE DETERMINED.

AN EXAMPLE OF EVALUATION OR EVALUATION DESIGN IS PRESENTED BELOW:

PRE-POST TESTING (STANDARDIZED ACHIEVEMENT TESTS)

DID THE ABOVE EVALUATION STATEMENT REVEAL THE PLAN BY WHICH THE APPRAISAL PROCESS WILL BE DETERMINED?

MONITORING

MONITORING REFERS TO THE PROCESS BY WHICH ONE VERIFIES WHETHER THE PROGRAM HAS BEEN IMPLEMENTED AS PLANNED. THE PROCESS MAY ALSO PROVIDE DATA WHICH REVEALS LACK OF EXPECTED PROGRESS AT ANY GIVEN TIME, WHICH COULD RESULT IN MODIFIED OR NEW ACTIVITIES, AND POSSIBLY, EVEN OBJECTIVES.

THE MONITOR (INTERNAL AND/OR EXTERNAL) WOULD POSSESS THE PROJECT DESCRIPTION DURING THE MONITORING VISIT.

AN EXAMPLE OF A STATEMENT OF EXTERNAL MONITORING IS PRESENTED BELOW:

AN EXTERNAL MONITORING VISIT WILL OCCUR PRIOR TO NOVEMBER 15, 1972, AT WHICH TIME A STATEMENT OF PROGRESS WILL BE WRITTEN AND PLACED IN THE GRAND-FIELD DISTRICT FILE AT THE STATE DEPARTMENT OF EDUCATION, IN THE APPROPRIATE FUNDING DIVISION.

CALENDAR OF EVENTS OR FLOW CHART

THE CALENDAR OF EVENTS OR FLOW CHART HAS THE PURPOSE OF RELATING WHAT EVENTS, ON WHICH DATES, AND THE PERSON RESPONSIBLE TO THE READER.

AN EXAMPLE OF A CALENDAR OF EVENTS IS PRESENTED BELOW:

CALENDAR OF EVENTS

<u>DATE</u>	<u>ACTIVITY</u>	<u>PERSON RESPONSIBLE</u>
8/20/71	IN-SERVICE WORKSHOP	PROJECT DIRECTOR
9/13/71	PRE-TESTING	SCHOOL COUNSELOR
:		
:		
:		
5/10/72	POST-TESTING	SCHOOL COUNSELOR
5/20/72	IN-SERVICE WORKSHOP	PROJECT DIRECTOR

DID THE ABOVE EXAMPLE REVEAL EVENTS, DATE OF EVENTS, AND THE PERSON RESPONSIBLE?

DISSEMINATION

DISSEMINATION REFERS TO THE PROCESS OF SHARING IN WRITTEN FORM THE RESULTS OF A PROJECT.

EACH PROJECT SHOULD HAVE A CONCISE STATEMENT REVEALING DISSEMINATION STEPS THE GRANTEE WILL PURSUE WHEN THE PROJECT IS COMPLETED, AND WITH WHOM, AND WITH TIME RESTRAINTS.

AN EXAMPLE OF A DISSEMINATION STATEMENT IS PRESENTED BELOW:

GRANDFIELD SCHOOL WILL MAIL TO THE ADMINISTRATIVE LEADER OF OTHER SCHOOLS WITHIN ITS DISTRICT, BEFORE JULY 1, 1972, A COPY OF THE PROJECT PROPOSAL, AS WELL AS THE MONITORING STATEMENTS AND EVALUATION SUMMARY, AND TO THE ASSOCIATE STATE SUPERINTENDENT OF ELEMENTARY/SECONDARY EDUCATION FOR FURTHER DISSEMINATION.

DID THE ABOVE EXAMPLE REVEAL WHAT DISSEMINATION STEPS THE GRANTEE WILL PURSUE, WITH WHOM, AND WHEN?

CODING OR NUMBERING SYSTEM OF COMPONENTS

IN AN EFFORT TO PROVIDE CLARITY AND UNIFORMITY, SOME OF THE COMPONENTS WILL BE CODED BY A NUMBERING SYSTEM. THE COMPONENTS, GOAL (S), OBJECTIVE (S), ACTIVITIES, AND EVALUATION SHOULD BE NUMBERED, UTILIZING THE FOLLOWING SYSTEM:

- 1. GOAL
 - 1.1 OBJECTIVE
 - 1.1.1 ACTIVITY
 - 1.1.1.1 EVALUATION
-

STATED IN CONCISE TERMS:

DECIMALS SERVE TO SEPARATE COMPONENTS;

CONSIDERATION IS FOCUSED FROM LEFT TO RIGHT;

THE FIRST NUMBER (AT LEFT) PRECEDING A DECIMAL IS A GOAL;

THE NUMBER (FROM LEFT TO RIGHT) FOLLOWING THE FIRST DECIMAL IS AN OBJECTIVE;

THE NUMBER (LEFT TO RIGHT) FOLLOWING THE SECOND DECIMAL IS AN ACTIVITY;

THE NUMBER (LEFT TO RIGHT) FOLLOWING THE THIRD DECIMAL IS AN EVALUATION METHOD.

IF AN EVALUATION STATEMENT WERE CODED AS PRESENTED BELOW, ONE COULD IDENTIFY IT TO RELATED STATEMENTS OF ACTIVITY, OBJECTIVE, AND GOAL, AS FOLLOWS:

1.15.3.2 (EVALUATION STATEMENT)

IT IS RECOGNIZED TO BE AN EVALUATION STATEMENT IN THAT IT IS PRECEDED BY THREE DECIMALS. (THE CODING SYSTEM IS READ FROM LEFT TO RIGHT THROUGH ITS ENTIRETY.)

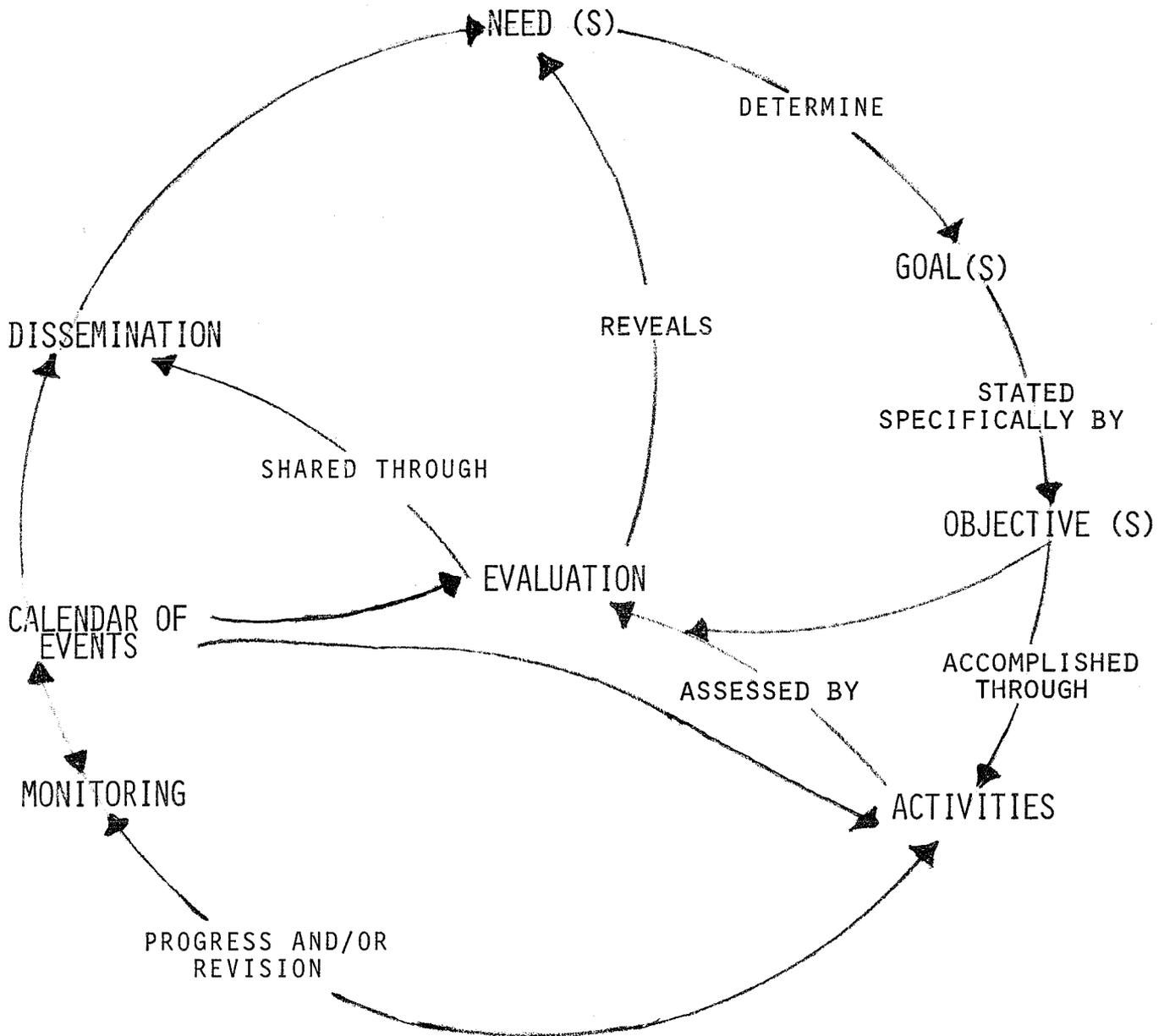
READING FROM LEFT TO RIGHT: 1 REFERS TO GOAL #1; 15 REFERS TO OBJECTIVE #15; 3 REFERS TO ACTIVITY #3; AND 2 REFERS TO EVALUATION STATEMENT #2.

OR TO PLACE THE EVALUATION STATEMENT IN ITS OVERALL PERSPECTIVE, WE RECOGNIZE IT TO BE EVALUATION STATEMENT #2 RELATING TO ACTIVITY #3, RELATING TO OBJECTIVE #15, RELATING TO GOAL #1.

PROJECT PROPOSAL EXAMPLE

DURING THE 1969-70 AND 1970-71 ACADEMIC YEARS, THE STUDENTS IN GRADE FIVE AT GRANDFIELD SCHOOL WERE ADMINISTERED STANDARDIZED ACHIEVEMENT TESTS. THE RESULTS OF THE TESTS REVEAL THAT IN MATHEMATICS, LESS THAN THIRTY-FIVE PERCENT OF THE STUDENTS EXHIBITED A YEAR'S GAIN PER ACADEMIC YEAR.

1. TO IMPROVE STUDENT PERFORMANCE IN MATHEMATICS.
- 1.1 NINETY PERCENT OF THE DESIGNATED STUDENT POPULATION WILL GAIN AT LEAST ONE GRADE LEVEL IN MATHEMATICS DURING THE 1971-72 ACADEMIC YEAR, AS EVIDENCED BY THE SCORE GAINS BETWEEN PRE-POST STANDARDIZED ACHIEVEMENT TESTS.
 - 1.1.1 AN IN-SERVICE WORKSHOP WILL BE CONDUCTED INVOLVING THE 20 MEMBERS OF GRANDFIELD SCHOOL (GRADE 5), (BUDGET, \$1800.) REVEALING THE NEW MATH PROGRAM CONTENT AND TECHNIQUE.
 - 1.1.2 STUDENTS WILL BE ADMINISTERED A STANDARDIZED ACHIEVEMENT TEST (SEPTEMBER 13, 1971, AND MAY 10, 1972) (BUDGET, \$1200.).
 - 1.1.1.7 AN IN-SERVICE WORKSHOP WILL BE CONDUCTED INVOLVING THE 20 MEMBERS OF GRANDFIELD SCHOOL (GRADE 5) AND 20 MEMBERS (GRADE 6), TO REVEAL GAINS OF NEW PROGRAM AND ESTABLISH PROCEDURES TO BE UTILIZED DURING THE 1972-73 ACADEMIC YEAR (BUDGET, \$1800.).
 - 1.1.2.1 PRE-POST TESTING (STANDARDIZED ACHIEVEMENT TESTS).



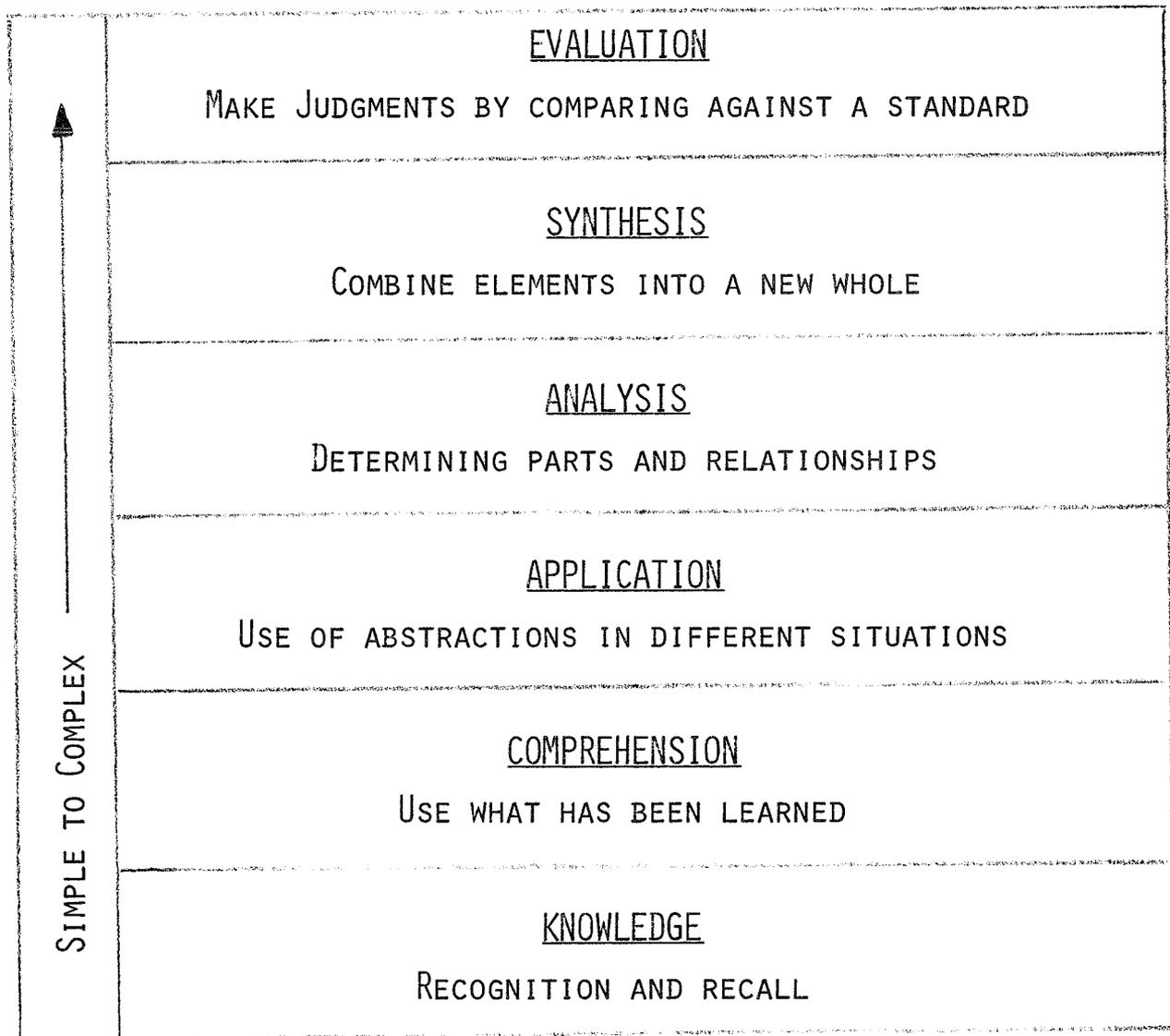
COMPONENT RELATIONSHIPS

ADDITIONAL CONSIDERATIONS

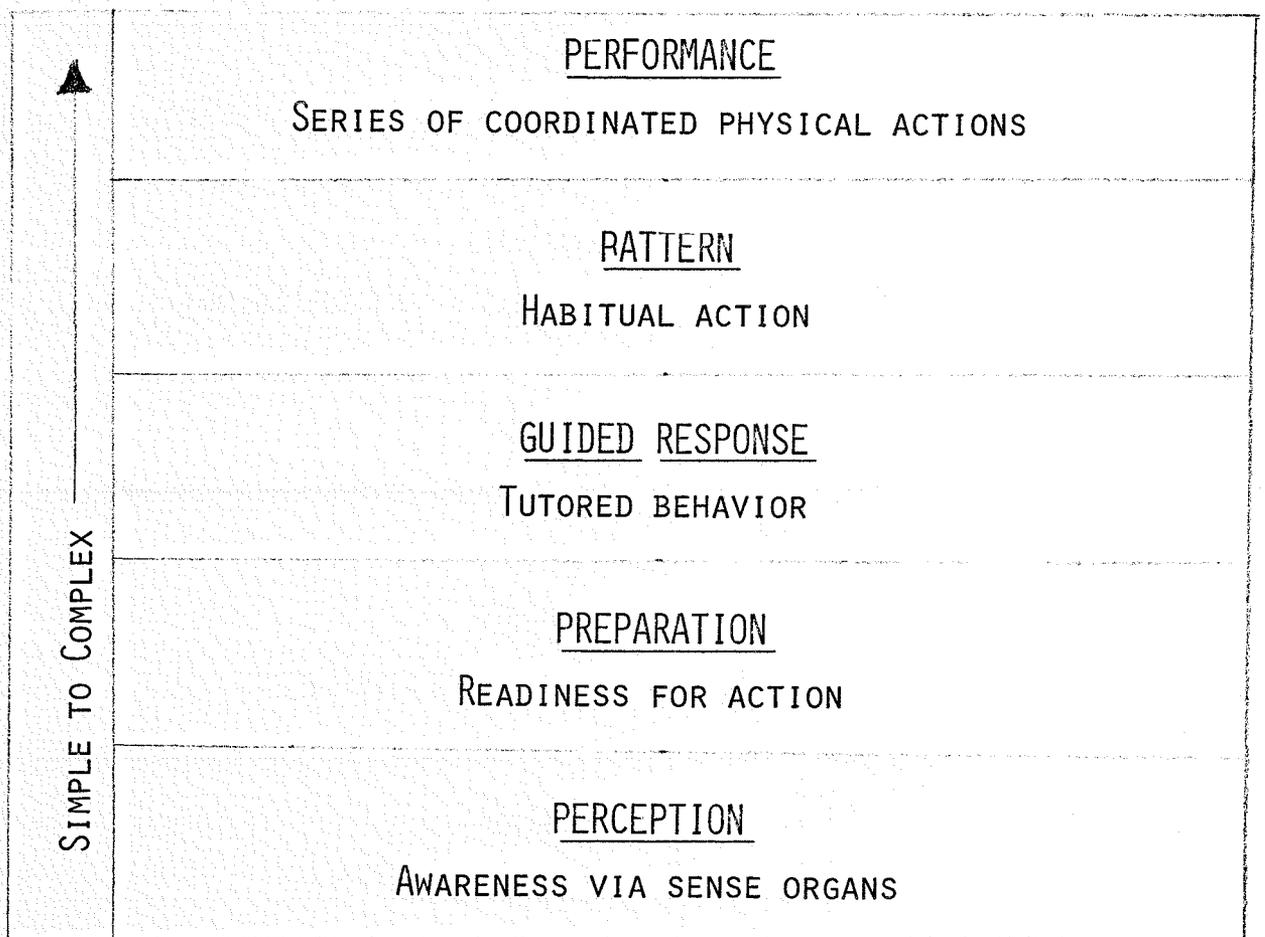
ADDITIONAL CONSIDERATIONS ARE PRESENTED AS AN AID TO THE WRITER OF A PROPOSAL AND/OR A PROJECT.

FOR EXAMPLE, WHEN WRITING OBJECTIVES, ONE MUST THINK IN TERMS OF DESIRED "OUTCOMES." WHEN THINKING OF THE LEARNER, ONE MUST DECIDE ON WHICH DOMAIN EMPHASIS WILL BE FOCUSED, I.E., COGNITIVE (EMPHASIZING THE MENTAL PROCESSES--THE THINKING), PSYCHOMOTOR (EMPHASIZING THE MOTOR SKILLS--THE DOING), OR AFFECTIVE (EMPHASIZING THE EMOTIONAL PROCESSES--RECEIVING, VALUING); AND THE VARIOUS LEVELS OF EACH, AS REVEALED ON THE FOLLOWING PAGES.

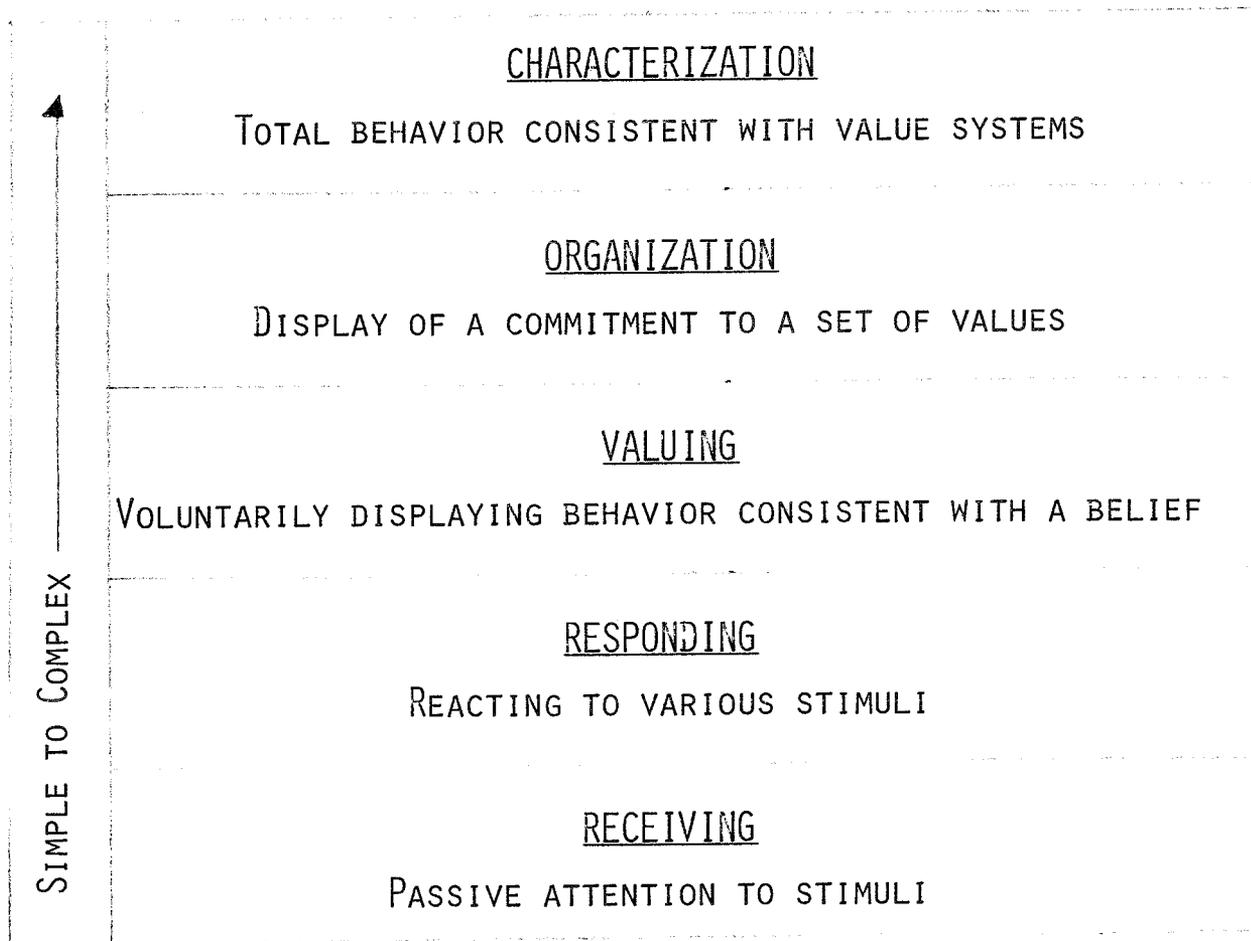
HIERARCHICAL STRUCTURE OF THE
LEVELS OF THE
COGNITIVE DOMAIN



HIERARCHICAL STRUCTURE OF THE
LEVELS OF THE
PSYCHOMOTOR DOMAIN



HIERARCHICAL STRUCTURE OF THE
LEVELS OF THE
AFFECTIVE DOMAIN



SELECTED READINGS

- ADAPT SUPPLEMENTARY EDUCATIONAL CENTER (CORNWELL & WIDGERSON)
WRITING BEHAVIORAL OBJECTIVES. (1970)
1500 SOUTH MOONEY BLVD., SUITE 13, VISALIA, CALIF. 93277
- ADKINSON, M.R., "CERES SETS GOALS AND OBJECTIVES," CALIFORNIA SCHOOL BOARDS, 29:16; FEBRUARY, 1970.
- BLOOM, V.S. AND OTHERS, TAXONOMY OF EDUCATIONAL OBJECTIVES, HANDBOOK I: COGNITIVE DOMAIN. (1956)
DAVID MCKAY CO., INC., NEW YORK, NEW YORK
- BURNS, RICHARD W., "MEASURING OBJECTIVES AND GRADING," EDUCATIONAL TECHNOLOGY, 8:13-14; SEPTEMBER 30, 1968.
- COHEN, ED., "IF YOU'RE NOT SURE WHERE YOU'RE GOING, YOU'RE LIABLE TO END UP SOME PLACE ELSE," MEDIA AND METHODS, 6:39-41, 70, 72-5; MARCH 1970.
- DETERLINE, WILLIAM, "THE SECRETS WE KEEP FROM STUDENTS," EDUCATIONAL TECHNOLOGY, 8:7-10; FEBRUARY 15, 1968.
- EDUCATIONAL INNOVATORS PRESS, P.O. BOX 13025, TUCSON, ARIZ. (1970)
1. A SCHEME FOR EVALUATION AND AN ORGANIZATIONAL STRUCTURE OF VARIABLES
 2. DEVELOPING AND WRITING BEHAVIORAL OBJECTIVES
 3. EVALUATION DESIGN
 4. CODING AND WRITING TEST ITEMS
 5. A CASE STUDY
 6. PROPOSAL GUIDELINES
 7. PERFORMANCE OBJECTIVES
 8. NEEDS ASSESSMENT
- EISNER, ELLIOT W., "EDUCATIONAL OBJECTIVES: HELP OR HINDRANCE?" THE SCHOOL REVIEW, 75:250-60; AUTUMN, 1967.
- HARBECK, MARY B., "INSTRUCTIONAL OBJECTIVES IN THE AFFECTIVE DOMAIN," EDUCATIONAL TECHNOLOGY, 10:49-52.
- IOX (INSTRUCTIONAL OBJECTIVES EXCHANGE), W. JAMES POPHAM, DIRECTOR
MATHEMATICS: K-3; 4-6; 7-12.
READING: K-3, 4-6; 7-12.
- CENTER FOR THE STUDY OF EVALUATION, GRADUATE SCHOOL OF
EDUCATION, UNIVERSITY OF CALIFORNIA, LOS ANGELES,
CALIFORNIA 90024.(1969,70)
- KAPFER, PHILIP G., "BEHAVIORAL OBJECTIVES AND THE CURRICULUM PROCESSOR," EDUCATIONAL TECHNOLOGY, 10:14-17; MAY 1970.

KRATHWOHL, D.R. AND OTHERS, TAXONOMY OF EDUCATIONAL OBJECTIVES, HANDBOOK II: AFFECTIVE DOMAIN.
DAVID MCKAY CO., INC., NEW YORK, NEW YORK (1956)

MAGER, ROBERT F., PREPARING INSTRUCTIONAL OBJECTIVES.
FEARON PUBLISHERS, PALO ALTO, CALIFORNIA (1962)

MARKLE, SUSAN M. AND TIEMANN, PHILIP W., "BEHAVIORAL ANALYSIS OF COGNITIVE CONTENT," EDUCATIONAL TECHNOLOGY, 10:41-45; JANUARY, 1970.

METFESSEL, NEWTON S. AND OTHERS, INSTRUMENTATION OF BLOOM'S AND KRATHWOHL'S TAXONOMIES FOR THE WRITING OF EDUCATIONAL OBJECTIVES, PAPER PRESENTED AERA (LOS ANGELES, FEBRUARY, 1969).
ERIC MICROFICHE, ED 028 509. 12 PP.

OTTO, WAYNE AND PETERSON, JOC, "DEFINING OBJECTIVES FOR ESSENTIAL READING SKILLS," EDUCATIONAL PRODUCT REPORT (EPIE), 2:18-24; APRIL, 1969.

VIMCET ASSOCIATES (POPHAM AND BAKER):

1. SYSTEMATIC INSTRUCTIONAL DECISION MAKING
2. EDUCATIONAL OBJECTIVES
3. SELECTING APPROPRIATE EDUCATIONAL OBJECTIVES
4. ESTABLISHING PERFORMANCE STANDARDS
5. APPROPRIATE PRACTICE
6. PERCEIVED PURPOSE
7. EVALUATION

P.O. BOX 24714, LOS ANGELES, CALIFORNIA 90024 (1968)

WILLIAMS, FRANK E., "MODELS FOR ENCOURAGING CREATIVITY IN THE CLASSROOM BY INTEGRATING COGNITIVE-AFFECTIVE BEHAVIORS," EDUCATIONAL TECHNOLOGY, 9:7-13; DECEMBER, 1969.