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THE ASSIGNMENT GROUP

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FINAL REPORT ON IMPLEMENTATION OF ENERGY CONSERVATION PRACTICES TRAINING IN SELECTED PUBLIC HOUSING DEVELOPMENTS

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PREFACE

This report on the implementation of energy conservation practices training in selected public housing developments represents an initiative of the Research and Education Division, Office of Minority Economic Impact, U.S. Department of Energy.

The Office of Minority Economic Impact (MI) was created by Congress in 1979, within the U.S. Department of Energy, to afford the Secretary advice on the effect policies, regulations and other actions of DOE respecting minority participation in energy programs. The Director of MI is responsible for the conduct of ongoing research into the effects, including socio-economic and environmental, of national energy programs, policies, and regulations of the Department on minorities. Public housing in the United States is dominated by minorities; public housing is a large consumer of residential energy. Consequently, this project is a logical merging of these two factors and an attempt to somehow influence energy savings through improving public housing residents' energy-consumption practices.

This final report attempts to capture the results of this current demonstration, and incorporate the historical basis for today's results by renewing the efforts that preceded the implementation of energy conservation practices training in selected public housing developments.

I. INTRODUCTION

The Office of Minority Economic Impact (MI) was created by Congress in 1979, within the U.S. Department of Energy, to afford the Secretary advice of the effect of policies, regulations and other actions of DOE respecting minority participation in energy programs. The Director of MI is responsible for the conduct of ongoing research into the effects, including socio-economic and environmental, of national energy programs, policies and regulations of the Department on minorities. Public housing in the United States is dominated by minorities; public housing is a large consumer of residential energy. Consequently, this project to implement energy conservation practices training in selected public housing developments was a logical synergism as portions of both DOE and HUD missions get actualized. This approach, initiated by DOE, should encourage continuing direct support by HUD to the selected public housing developments. HUD is prime for such a vehicle with their recent emphasis on further development of programs in self-determination for residents of its public housing.

With the inauguration of the Bush Administration and the appointment of Jack Kemp as Secretary of Housing and Urban Development, the Republican desire to expand the opportunities for homeownership by public housing residents became a mandate. Guidance was provided in 24 CFR Chapter IX (4-1-89 Edition). Part 964, Tenant Participation and Management in Public Housing, recognizes the importance of involving tenants in creating a positive living environment and in contributing to the successful operation of public housing. Consequently, public housing agencies (PHA) are to facilitate the formation and operation of tenant management corporations. These entities are then to enter self-management contractual relationships with the PHAs. This project incorporated HUD's policy which states, "Tenant organizations are generally the best vehicle for achieving effective tenant participation on a continuing basis." One aspect of their new responsibility that portends success or failure is cost control of resources that were, heretofore, taken for granted. The major cost for most public housing developments is energy. Consequently, the Department of Energy exercised its partnership with HUD by funding this demonstration.

II. BACKGROUND

Initial Demonstration

This demonstration project has a long history. It was initially undertaken in 1985, as a result of an unsolicited proposal submitted by THE ASSIGNMENT GROUP to the Office of Minority Economic Impact, Department of Energy. The problem to which the proposal responded, was how to minimize the costs associated with public housing tenants in standard public housing as well as under homeownership transfers. A related problem was how to "graduate" the tenants to another level of responsibility and self-sufficiency through resident business development and training in energy-related fields.

At the time of the original project the American public's energy consumption per capital had declined by 13 percent during the last decade. Public housing energy costs, however, continued to spiral and it had been conservatively estimated that 60 percent of public housing energy costs were due to waste and lack of effective conservation measures. In FY 1984, Federal outlays for the public housing program approached \$4 billion with the lion's share going to sustain energy consumption.

The project, funded under DOE grant DE-FG01-85MI10072, sought to intervene in the energy practices of these residents through the following goal and objectives: The design and development of an energy-related demonstration program that educates public housing residents, facilitates indigenous business development where appropriate, then trains residents to provide needed services.

The following objectives served as the basis for planning and action in the initial demonstration:

1. To ascertain current annual costs for energy use in designated PHA units and compare them to energy use costs in similar private units.
2. To determine over a thirty-day period the extent to which energy-related decisions get exercised in daily routine and note extent of information base.
3. To design and develop, with respective resident populations, energy related programs that employ energy decision data to reduce consumption, initiate needed services, and train residents as providers of needed services.

4. To disseminate findings within ninety days to other public housing authorities interested in improved energy efficiency -- with special emphasis on those authorities undergoing homeownership conversations.

The overall strategy to meet the goal first required finalizing arrangements with the public housing authorities selected as demonstration sites. They were the Cuyahoga Metropolitan Housing Authority, Cleveland, Ohio, the Housing Authority of the City of New Haven, Connecticut and the San Francisco Housing Authority, California. Included in the final arrangements were delineation of specific roles, identification of involved units, informational meetings with tenant councils, and scheduling for the final work plan. Thirty-four households agreed to participate in the project. Completion of this activity began the implementation of the specific objects through a three-phase approach as described below.

Phase I - Ascertainment of Costs and Decision Style

During this phase efforts were undertaken to review PHA documents and data that identified energy use costs. Those costs were compared to similar costs for like-situated private housing units. Research of local utilities, private housing associations, and related energy-provider data served as the sources for comparison.

A decision matrix instrument was structured based upon the type of energy sources available, established conservation methods, and the unit size and structure. The results were analyzed to determine decision style.

Phase II - Design and Development of Program

During the second phase, the results from Phase I were shared with the tenant councils and their input was solicited regarding corrective measures identified as needs to improve conservation and the actual design and development of programs that respond to those needs identified. Once developed, selected tenants were trained in the whole process of on-site ascertainment through determination of their improvement needs and methods to secure those improvements.

Phase III - Dissemination of Results

The third phase required THE ASSIGNMENT GROUP to disseminate the project's results to the two dominative PHA associations, the National Association of Housing Rehabilitation Officials and the Council of Large Public Housing Authorities.

Energy-Related Training Program

As a result of the findings from the data collection and analysis, the design and development of training focused on approaches that would provide tenants the experience to analyze their behavior regarding use of energy conservation opportunities and give them more information from which they can make decisions about improved energy practices. The format adopted provided the following:

- Quiz as a pre-test check of the participants' understanding of energy conservation.
- Case study of tenant energy conservation problems to establish a reality base from which learning could take place. Study content was based on problems faced by many PHA residents as reported during first meetings at both sites.
- Decision making process to familiarize the tenants with steps to follow in order to make sound decisions that support their own comfort and principles.
- Deviation model to review where tenants make mistakes when exercising energy practices and method of correcting deviancy.
- Energy improvements list of activities to serve as a guide in trying improved behavior.
- Quiz as a post-test measure to increased energy conservation knowledge.
- Evaluation of the day's proceedings to ascertain to what extent the process was beneficial.

An evaluation instrument administered to the tenant participants was designed to measure their reaction to 1) the effectiveness of training in accomplishing the stated objectives, 2) the planning and administration aspects of the program, and 3) and overall assessment of the program content, the quality of instruction and the relevance of the program. One hundred percent of the respondents rated the training as excellent and emphasized that the amount of time was just right.

The positive results enabled the Department of Energy to invest in a permanent record of the initial demonstration and provide for wider distribution and use of the training that was designed and developed. Consequently, a four volume report was packaged and made available from the National Technical Information Service, of the U.S. Department of Commerce, and the DOE National Minority Energy Information Clearinghouse. (The titles are referenced in the next section, Methodological Approach.)

III. METHODOLOGICAL APPROACH

Current Demonstration

The Energy Conservation Practice Training (ECPT) developed by THE ASSIGNMENT GROUP under DOE grant DE-FG01-85MI10072, is the only available approach that has been tested within the public housing arena. The program addresses the dearth of behavior modification-oriented materials and training geared toward energy conservation. The ECPT approach can meet the need for tenant/resident management corporations to implement programs and procedures that diminish operating costs and enhance their sense of self-determination.

The goal of the Energy Conservation Practice Training, as funded under DOE grant DE-FG02-90MI10160, has been modified since the initial demonstration and the focus is on public housing groups engaged in self-management. The current goal is to provide the participants with information about how to become more energy conscious and assist others as well. After the ECPT program, residents were able to:

- Apply new information about energy conservation practices and measures to enhance energy effectiveness in their units.
- Apply the key principles of "how adults learn" to training other tenants in energy conservation practices and measures.
- Develop a plan and present the TAG package program on energy conservation to other housing tenants.

Those residents were trained to work with other tenants and then they implemented the Energy Conservation Practices Training on site. Their efforts enabled tenants to:

- Analyze their energy conservation practices.
- Apply new information about energy conservation practices and measures to enhance energy effectiveness in their units
- Apply a decision-making model to solving energy problems in their homes.

THE ASSIGNMENT GROUP used the Final Report publication entitled "Project to Design and Develop Energy-Related Program for Public Housing Residents and Renters" as the core material for

implementing the Energy Conservation Practices Training. The publication, developed and written under DOE grant DE-FG01-85MI-10072, includes four volumes. Volume I, Final Report, describes the basis for the original project and its results. The working documents were: Volume II, Energy Conservation Practices Participant Manual; Volume III, Instructor Training Manual; Volume IV, Conservation Curriculum.

Tenant/resident management corporations were asked to "sponsor" training of their members and staff in energy conservation. A team from those trained was required to conduct similar training of other tenants. Continued technical assistance was provided by TAG under the aegis of the responsible tenant corporation. To continue the service, the tenant/resident management corporations received proposal-writing skills training in order to write and submit proposals to HUD, which has a targeted budget for such assistance--Resident Management Technical Assistance Grant. Foundations were also identified as potential recipients of proposals.

Three tasks provided the primary bases for implementation of the current demonstration.

Task 1 - Confirm Participation of T/RMCs

TAG contacted ten public housing authorities where there are active tenant and or resident management corporations (T/RMCs) with the purpose of determining their interest in participating in the Energy conservation Practices Training (ECPT) program. Written protocols were developed regarding the ECPT and the necessary commitments for effective participation. Once the T/RMC leadership had an opportunity to review the protocols, telephonic contact was made to respond to questions of clarification. TAG used a weighted decision-making process to select from the interested T/RMCs five to serve as the sample population. A sixth site, Philadelphia, PA, was added after a special appeal was made by the president and tenant leader of a PHA townhouse community. Presentations were made to the boards of the selected T/RMCs when requested. A letter of agreement, based upon the protocols, was signed with the T/RMCs to document the cross expectations, of which primary importance was the selection of volunteers to be trained in the methodology of the ECPT and at least one pilot session was conducted as a result of TAG's intervention.

Task 2 - Implement the ECPT Program

TAG implemented the ECPT program onsite at the selected T/RMCs. The implementation was focused on training the public housing volunteers in the importance, application, and methodology of the ECPT. The approach, training tenants as trainers, was designed to:

- (1) familiarize the tenants with energy conservation concepts and encourage their adherence,
- (2) assist their skills development and knowledge base which can remain after the contractor's role is completed,
- (3) facilitate their program and proposal writing skills to enable long-term resource enhancement through grant and funding applications, and
- (4) improve the tenants' self-esteem as "selectees" for this special training--furthering the probability of individual conservation practices and replication among their neighbors.

Because of the time constraint for those public housing tenants who volunteered, TAG conducted its eight-hour instructional over a two-day period, usually beginning on Friday evening and concluding on Sunday.

The training of tenant trainers also served to identify the corporations' unique needs regarding replication of the training throughout their housing developments. This identification facilitated follow-up and monitoring as the T/RMCs conducted their own training sessions.

The process of the specific training was designed to move from leader-focused to learner-centered activities. The structure allowed TAG trainers to set the tone and establish the framework to move control into the hands of the trainees.

The training program combined theory and practical application. Learning occurs on three levels--knowledge, skills, and attitudes--and involves change in any or all of these areas. The training program addressed all levels by:

- (1) introducing information to the learners about energy conservation and the training of others,

- (2) helping them to understand why the information is important to them as trainers and as public housing residents, and
- (3) providing information about ways and opportunities to apply what they learn to the training of other tenants and at home.

After the TAG trainer introductions, expectations for the day, and overview of the day's activities, instructor and participant manuals were reviewed page-by-page to ensure that all information and each activity was understood. THE ASSIGNMENT GROUP trainers conducted actual training on energy conservation and integrated adult learning principles simultaneously. This "do, show and tell" method provided the basis for transference from the cognitive to the affective domain of instruction. At the conclusion of the training program, the tenant trainers structured a plan for their conduct of tenant training.

The training occurred in two distinct sessions: Part I, training of all board members and Part II, training of tenant trainers. A summary outline of both follows:

PART I - TRAINING AGENDA - BOARD

The agenda was a guide used for the training session. Participants of Part I were board members of resident management groups.

I. Introduction

- . Each participant introduced themselves and explained why they were attending the training session.
- . A sign-in sheet was used to identify the participants, and each received a participant manual.

II. Review of the Agenda

- . Items listed on the agenda were discussed in preparation for what the resident training would entail

III. Program Objectives

- . The purpose was to provide information about conserving energy.

IV. Discussion of Energy Conservation Definitions

- . Provided an overview of energy conservation definitions. In addition, the discussion highlighted the amount of money spent by the public housing authorities on energy.

V. Energy Quiz: Before We Start

- . A 31-question energy quiz was taken prior to the training to see how familiar residents were with energy conservation.

VI. Review of Fact Sheet

- . The Fact Sheet consisted of information involving energy consumption and methods to achieve reduction.

VII. Discussion of Case Study

- . The case study was read by the group and discussed afterwards. Residents were asked to identify the problems within the case study and to offer alternative behavioral suggestions to achieve energy conservation.

VIII. Decision Making

- . Provided a series of steps which one should pursue when making a decision on determining how to overcome obstacles when faced with a decision.

IX. Review of Energy Definitions: A Look at Energy Conservation

- . Reviewed energy words and terminologies and common definitions associated with energy conservation.
- . Provided examples to residents of practices which they could apply to a variety of appliances and objects in their home to conserve energy. Employed the picture and fact matrix on a typical unit.

X. Energy Questionnaire

- . Provided input from the participants based on the training conducted.

XI. Energy Quiz: Now that we are finished

- . Served as a post-test for residents. They were able to gauge how much they had learned through the training.

XI. Evaluation and Wrap-up

- . Allowed the residents to evaluate the trainer and the training materials used.

PART II - TRAINING AGENDA - TRAINERS

This particular agenda dealt with the training of the trainers. The trainers were those tenants appointed to train the other residents.

I. Introduction

- . In the introduction component, each resident reintroduced themselves. Instructor training manuals were used during this session along with the participant manual.

II. Participant Expectations

- . It was expected through this session that residents would become more familiar with energy conservation practices and measures and be able to influence the learning and behavior of others. TAG trainers also sought their expectations, concerns and fears for exploration.

III. Objectives of the Training Program

- . The intent of the program was to train residents on energy conservation so they could go back in their community and train other residents.

IV. Overview of the Session

- . Summarized the agenda and materials that were going to be used in the training session.

V. Review of Document

- . Each resident was asked to review the participant manual again. The trainer repeated the steps that took place in the first training session.

VI. How Adults Learn/Key Principles of Training Adults

- . Focused on pertinent theories and principles that assist adults in learning. Factual information was presented as it related to the training of adults.

VII. Energy Quiz, Case Study, and a Look at the Participants Manual

- . During this part of the training, residents had the opportunity to review and ask technical questions regarding the above topics discussed in Part I of the training agenda.

VIII. Preparation Task

- . Involved steps which one should pursue in preparing for tenant training.

IX. Presentation of Program for Tenants

- . Allowed each resident to study the material presented in the participant manual and conduct a mini-training session of how they would present their program. An implementation chart was developed to assist their efforts.

X. Planning for the Program for Tenants

- . Involved specific steps that should be taken when arranging training for the program for tenants. An implementation chart was developed to assist their efforts.

XI. Evaluation and Wrap-Up

- . Residents evaluated the training, as conducted by TAG, and the performance of the tenant trainers.

Associated with the training of tenants as trainers was the distribution of manuals for their sessions and copies of the curriculum were provided for all residents. The idea was to focus on specifics during tenant-led training, but provided general information to all residents of a public housing development. A list of each site with its tenant-lead training dates, manuals received for that training, and curriculums for all residents follows:

**ECPT PROJECT
Tenant Training Summary**

<u>RMC Site</u>	<u>Training Date</u>	<u># Manuals Sent</u>	<u># Curriculums Sent</u>
Chicago, IL	March 22	30	600
Jersey City, NJ	March 28	30	600
New Orleans, LA	April 24	30	125
Philadelphia, PA	April 29	30	200
San Francisco, CA	May 22	30	100
Alexandria, VA	April 23/May 11	30/33	1,100

Task 3 - Conduct Proposal Writing Workshop

Preparing a successful grant application or writing an effective proposal is a necessary skill for T/RMCs. The best way to ensure continued energy conservation practices training is to obtain funding from the U.S. Department of Housing and Urban Development, other public agencies and private funding sources (thereby eliminating the need for DOE funding for continuation of the ECPT program). TAG geared its proposal writing workshop toward HUD guidelines, but they can easily apply to any grant process. Those participating in the workshops were either tenant trainers or tenants having gone through a T/RMC-sponsored ECPT program. The proposal writing content was modeled after the publications of HUD and the Grantsmanship Center.

The proposal writing workshop concept--as a companion to the ECPT--is new to TAG's methodology. And as such, the concept might require more detail.

Purpose

The purpose of the proposal writing workshop was to:

- . Institutionalize the positive effects of the energy conservation training by providing the tenant groups with proposal writing skills so that they may apply for funds.
- . Participate in activities which expand their initial resources to provide continued training in energy conservation and other pertinent subjects which will improve their quality of life.

Objectives

- . To minimize tenants' apprehension about the entire proposal process so that they will realize and accept its value to their tenant management and home ownership objectives.
- . To provide principal members of the tenant management body with the specific skills and technical "know-how" of proposal writing.
- . To instill the concept of a "team" approach to proposal development so that members act as support to the leadership and to each other.
- . To foster the technique of "team building" and "participatory management" as the proposal is put together so that there is shared responsibility, mutual ownership, and collective pride.
- . To transfer to the residents the technical skills required in proposal development by acknowledging the practical resources of these prospective trainees through an experiential "hands-on" "learn by doing" approach, i.e., "talking" through each step of the process as it is being done.

Approach

The method employed in the approach of the training conducted used a two-day format and was reflected in the following:

- . The written presentation of the proposal process in readable language.

- . The application of a definition for each term germane to the proposal process.
- . The use of examples to explain each concept referred to in the guide.
- . The use of numbered references for each of the major subject headings relative to proposal development, i.e., The Eight Step Process to Proposal Development. The Ten Parts of An Actual Proposal
- . Developing the guide by applying terms in the descriptions of the steps which spell out the word PROPOSAL. This method aids in both the initial conceptualization of the principal term and in the retention of items once they have been introduced and discussed.
- . The method of delivering the content material was that of lecture-discussion-demonstration with the trainer as the discussion/demonstration leader.
- . Once the components of the proposal were discussed, each member of the proposal development team was asked to review notes of the discussion, make individual notes and suggestions of those elements not written out in the first day session, and plan for participation in another session designed to finalize the draft of the proposal.
- . In presenting the training, the decision was made to first go over the entire package as outlined in the Table of Contents. Next, the focus was on Part II, the ten parts of the proposal. This was done to respond to time limitations and to give trainees "the heart" of the training guide. Part III was then presented, followed by Part IV came next. The beginning chapter was referenced last in order to allow for in-depth treatment in the development of an actual proposal.

Task 4 - Monitoring and Follow-Up of T/RMC Training

Once tenant trainers had conducted their pilot ECTP, TAG was prepared to conduct follow-up "clinics" or instructional improvement sessions and give assistance as needed. TAG was unable to send a trainer for that purpose to every site. Airline costs escalated 3-4 times the projected costs and made such follow-up infeasible.

IV. FINDINGS

Initial Training (N=39)

The initial training with the residents went very well. Most of the residents found the training to be interesting and helpful. The information was so practical that it was easy for them to grasp the material. The residents were surprised to learn of the practices they were doing in their home that were incorrect, as applied to energy conservation. As a result of the training they received, the residents were willing to reduce their present energy usage to conserve energy. The evaluation results showed that:

- * 28 out of the 39 residents said the training was what they expected.
- * 38 out of the 39 present said it was well presented.
- * 38 out of the 39 said the training met its objectives.
- * 39 out of the 39 participants said the group discussion was helpful.
- * 39 out of the 39 residents said they have a better understanding of energy conservation practices and measures.
- * 39 out of the 39 participants said the decision making was understandable and helpful.
- * 32 out of the 39 residents said the length was just right.
- * 37 out of the 39 participants will apply what he/she has learned.
- * 39 out of the 39 residents said they would recommend this training to others.
- * 39 out of the 39 participants said the case study was a useful tool to learn about energy conservation.
- * 38 out of the 39 participants said they found the activity to conserve energy useful.

Proposal Writing Workshop (N=20)

Supplementing the initial training with proposal writing skills was well received. In addition to the anecdotal comments praising the effort, the evaluations revealed the following:

- * Under Subject Content

18 of the 20 trainees felt they learned enough to train other tenants.

All 20 trainees felt it helpful to have participated in the session.
- * Subject Level

20 or 100 percent of the trainees thought the subject level just right.
- * Presentation

The 20 trainees considered the presentation to be effective.
- * The overall presentation was the most responded to aspects of the training.

19 trainees rated it as being excellent.
1 trainee rated it as being good.
- * Suggestions: more materials and work with an actual proposal.
- * Other Comments: Praise for the instructor.
- * Assistance Needed: Additional technical assistance needed to guarantee funding.

Residents Training of Tenants

Each team of tenant trainers reported that their respective training programs were successfully completed. They were not required to provide written evaluations to TAG. Evaluations that were done were for the personal use of the tenant trainer teams. In each instance, trainer teams expressed a willingness to repeat the process.

Of the residents who participated in this training, 25.64 percent lived in garden apartments and 74.36 percent lived in townhomes. And 74.36 percent of household heads were in the age range of 21 to 54 while 25.64 percent were in the range of 55 and older.

V. CONCLUSION AND RECOMMENDATIONS

Very simply, this demonstration project proved to be valuable to the tenant participants and was helpful in harnessing the careless expenditure of energy resources. The tenants demonstrated a desire for such information and a willingness to modify their behavior once they were informed. More importantly, the residents were willing to place themselves on the frontline and interact directly with other tenants by assuming the role of "trainer." The importance and significance of this is not evident unless the reader has had some experience with the challenges and obstacles that some public housing developments present. The selected sites did, in fact, pose challenges and obstacles. But the residents were willing to meet the challenges and overcome the obstacles in an attempt to better their situations. This project was identified by them as significant because it provided them with the technical knowledge and methods with which they could make their situations better.

In response to the enthusiastic reception and participation by the selected PHA sites, TAG believes that several recommendations are appropriate.

1. Supplement the tenant training in energy conservation through direct mini-grants to the PHA developments. The funds will be used to cover incidental expenses of the resident trainers who are parents with school-age children.
2. Provide energy-conservation materials and support for the children in these developments. Children are often the ones who help to perpetrate energy wastefulness and, concomitantly, the ones whose habits are easiest to change.
3. Develop educational and teaching materials on energy conservation that can supplement the tenant training program as well as assist the efforts of the local schools in individual districts.
4. Combine the energy conservation tenant training program and proposal writing workshop into a single training intervention program and offer it to PHAs through the Department of Housing and Urban Development.

5. Continue this concept and effort, as is, through expansion to other public housing developments. Again, the emphasis should be those PHAs where self-management and/or homeownership is in progress or planned for implementation.

The final recommendation can work in conjunction with those already made, and is the one recommendation cited most by the tenants themselves:

6. Conduct follow-up sessions with the resident trainers and observe them training so that direct, more focused feedback and guidance can be forthcoming.

The list of recommendations is not, by any means, exhaustive, but should go far toward building on the successes of the Department of Energy's investment to date in developing a program and implementing energy conservation practices training in public housing developments.

1. AGENDAS

PART I

TRAINING AGENDA-BOARD

10 minutes	Introduction
	Introduction of the Leaders and Participants
	Completion of the Sign-In Sheet
	Review of the Agenda and Program Objectives
	Discussion of Energy Conservation Definitions
15 minutes	Energy Quiz: Before We Start
5 minutes	Review of the Fact Sheet
30 minutes	Discussion of the Case Study
15 minutes	Decision Making
60 minutes	Review of Energy Definitions: A Look at Energy Conservation
45 minutes	Energy Quiz: Now That We're Finished
10 minutes	Energy Questionnaire
5 minutes	Evaluation and Wrap-Up

PART II

TRAINING AGENDA-TRAINERS

10 minutes	Introduction
	Introduction of the Trainers and Participants
	Participants' Expectations
	Objectives of the Training Program
	Overview of the Session
20 minutes	Review of the Document
20 minutes	How Adults Learn/Key Principles of Training Adults
30 minutes	Energy Quiz, Case Study, and A Look at Participant Manual
30 minutes	Preparation Task
60 minutes	Presentation of Tenants' Program
15 minutes	Planning for the Tenants' Program
15 minutes	Evaluation and Wrap-Up(What Do We Do Next?)

* Revised for 1990-91 Program

2. PROPOSAL WRITING GUIDE

AGENDA

- I. Opening Remarks
 - A. Give Title of Training
 - B. Purpose
 - C. Set Objectives - Discuss
 - D. Introductory Icebreaker
 - E. Set Times and Parameters for Training
 - F. Give Handouts (Regulations, Program Emphasis)
- II. Course Curriculum
 - A. Eight Step Process to Proposal Development
 - B. Ten Parts of the Proposal
 - C. Seven Significant Items that Proposal Reviewers
 - D. Additional Features of a Good Proposal
- III. Questions, Discussion
- IV. Assignment
- V. References (Handouts)

THE ASSIGNMENT GROUP

**THE ASSIGNMENT GROUP
PROPOSAL WRITING GUIDE**

Companion To
Energy Conservation Practices For
Public Housing Residents and Renters
Training Program

May 1991

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- I. Opening Remarks
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- V. References (Handouts)

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4. Excel
5. Collaborate
6. Train
7. Instill
8. Verify
9. Explain
10. Support

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2. Technicians
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4. Fiscal
5. Field
6. Interns

7. National

8. General (clerical, legal, maintenance)

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2. Levels

3. Limitations

4. Overhead

5. Costs

6. Administration

7. In-kind

8. Obligations

9. Neo (new) equipment items

10. Summary

H. LETTERS

1. Lessons

2. Examples

3. Technology

4. Timing

5. Exemplary

6. References

7. Skills

II. Ten Parts of the Proposal

A. Title

B. Purpose

C. Objectives

D. Program Description (statement of work)

Who?
What?
When?
Where?
How?

Questions Answered

E. Management Plan

Tasks
Time Lines

F. Organizational Plan

G. Staffing

H. Evaluation Plan

Include Deliverables (Products)

I. Budget

J. Attachments

Appendices
Resumes

III. Seven Significant Items That Proposal Reviewers Consider

Proposal Evaluation Factors

A. Degree of Need

B. Target Group (Project) Focus

C. Coordination and Linkages with Other Program
or Service Objectives

D. Specific Services to be Offered

E. Management Capabilities

F. Cost Effectiveness

G. Other Issues of Consideration, such as;

- Location
- Innovativeness
- Timeliness
- Economic Advantages
- Advantages for the Future

IV. Additional Features of a Good Proposal

A. Length (20-25 pages based on attachments)

B. Developmental time

1. Background materials 3-5 days
2. Preparation 1 day
3. Review 1 day

C. Appearance

1. Free of typing errors
2. Well Organized, logical order of item in the presentation
3. Clear, readable paper and type
4. Professional (but not too rich)
5. Free of unnecessary items and materials

D. Submittal Schedule

1. Responsive to deadlines and time frames
2. Addressed to appropriate person, office
3. Contact Person
 - a. Have telephone number and address of contact
 - b. Follow-up after 30 day periods

E. Transition from Proposal to Contract

1. Program Review
2. Legal Review
3. Bonding/Insurance Issues

4. Operations Start-End Dates

5. Payments

- a. Advances
- b. Final Payment

6. Close Outs

- a. Deliverables
- b. Reports
- c. Evaluations

V. References

Energy Conservation Practices
for Public Housing Residents and Renters
Proposal Development

I. Eight Step Process to Proposal Development

A. PLAN - An orderly arrangement of parts of an overall design or objective as presented in a proposal or other scheme of action.

1. Principals

- a. Definition: One is in a leading position as direct beneficiary of a project designed in a proposal.
- b. Examples: Youth, disabled person, senior citizens.
- c. Assignment: You name some additional principals and suggest some type project a proposal may be developed to provide a service to them.

Principal

Type Project

2. License (Legislation, Latitude)

- a. Definition: Permission to act - in establishing a specific program or service described in a proposal.

- b. Examples: A philanthropic corporations' policy or program emphasis statement to provide (support) services for a particular group (youth, students) - legislative authority to establish (fund) a governmental program of service to specific groups (senior citizens, veterans).
- c. Assignment: Review and discuss copies of the program emphasis statement and regulations.
(pages to be handed out at classtime)

3. Approach

- a. Definition: A preliminary step outlined by a specific group in outlining a program for service in a proposal.
- b. Examples: A minister's approach to reducing juvenile delinquency may be to offer more Sunday school classes to unruly youngsters.
A Home Economics teacher's approach to solving women's employment problems may be to teach them sewing, cooking, or house cleaning.
- c. Assignment: Give some of your examples of other approaches by specific individuals.

4. Need

- a. Definition: A lack of something requisite, desirable, or useful.
- b. Examples: There is no community level computer training program for 16-20 year old teenagers. The increase in Hispanic customers at our neighborhood store has made Spanish courses a must in training the clerks who work there.
- c. Assignment: Identify and list three types of needs _____ you are _____ of in your community.

B. RESEARCH - Studious inquiry or examination, investigation or experimentation aimed at discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical applications of such new or revised theories or laws.

1. Review

- a. Definition: To go over or examine critically or deliberately facts, information or materials related to the subject of a proposal.
- b. Examples: Studies that report that poor children cannot learn need to be analyzed to determine (1) what was to be learned? (2) who conducted the investigation? (3) how were the conclusions drawn?

Articles that contain information descriptive of certain conditions at one time (i.e., women who work have poorly trained children) must be re-examined to ascertain how current conditions may differ.

- c. Assignment: Discuss some actions which were believed to be true at one time which are not accepted as fact today. What circumstances contributed to those changes?

2. Evaluate

- a. Definition: To examine and judge facts, information, and materials relative to its usefulness or support of a subject proposal.
- b. Examples: Will child behavior learning theories apply to a program to have day care for a specific group of parents?

Will an educational project operating in Milwaukee, Wisconsin apply to your planned community program?
- c. Assignment: Analyze a newspaper story which describes an educational program.

3. Search

- a. Definition: To look into or over carefully or thoroughly an effort to find or discover something about the subject of a planned program or proposal.

Today's library computer systems can do "searches" (find information) on the basis of entering key words related to the subject or proposed project title.

- b. Examples: By contacting an expert on military tactics, you can do a "search" of the most effective method for conducting war in a desert area.

By inserting the key words "senior citizens" in a library computer system, you can identify references containing information on older people in an attempt to develop a proposal on effective employment programs for people over the age of 55.

- c. Assignment: Visit the nearest public library and ask them to conduct a demonstration of their computer "search" system.

4. Educate

- a. Definition: To develop mentally and morally a person's awareness of a specific subject, especially by instruction.

- b. Examples: An analysis of an earlier study of women's limited skills in certain occupations may show that the fault lies in what courses they were allowed to take at the junior high school level.

A teaching demonstration designed and conducted by female educators may show that women may learn certain skills, once thought, they couldn't learn if different methods in teaching were utilized.

- c. Assignment: Relate to the group a personal story from your past which would reveal a skill, interest, or personality trait that you have which would generally not be known by members of this class.

5. Adjustments

- a. Definition: A correction or modification to reflect actual conditions of subjects in a proposal about whom past descriptions may have been incorrect.
- b. Examples: Study results of older Americans in employment programs show that some of them would rather have menial jobs than retire at a specific age as was once generally believed. Youthful experiences seem to be more significant than race in establishing what teenagers are more likely to go on to college after high school.

Assignment: Tell about an experience where you adjusted your view or position about something or someone when you were supplied with

information you never had before. What was the specific source of that information?

6. Reports

- a. Definition: A presentation or account of, often officially, formally, periodically.
- b. Examples:
 - o The Annual Report of the Secretary of Health and Human Services
 - o The State of Black America - Annual Report - National Urban League
 - o The U.S. Census Reports - U.S. Department of Commerce, Bureau of the Census
- c. Assignment: Use the 1990 Census Report for (your city) available in the library and tell the percentage of people over 65 to the total city population.

7. Current

- a. Definition: Belonging to the present time.
- b. Examples: The state of the economy today is slow-depressed.

The average state of the weather during this season of the year is mildly warm.
- c. Assignment: Write your description of the state of employment opportunities for women in your city today.

8. Henceforth

- a. Definition: From now on.
- b. Examples:
 - o The workforce population of the United States from henceforth will be getting older.
 - o Skills required for clerical jobs from now on will be more technical in nature (requiring computer knowledge and skills), more analytical procedures with numbers and letters in specific use as descriptions.
- c. Assignment: List five (5) things that you are aware of that will change in structure or substance over the near future.

C. ORGANIZE

1. Organizational Chart

- a. Definition: To arrange or assemble into an orderly structured functional whole and shown in a graphic scheme.
- b. Examples
 - o A social club is organized around specific officers and the functions those officers perform to keep the club intact (i.e., president - leader; vice president - secondary leader; treasurer - financial manager; secretary - keeper of minutes, records, etc.)

- o A corporation is structured around its purpose for business or the services that it performs with individuals and units established to conduct its operations (i.e., stockholders - funding sources; Board of Directors - governing body; president - operations manager; line staff - supporting personnel; support staff - operations employees).
 - c. Assignment: Design your functional organizational structure to achieve an experimental energy conservation project in your community.
2. Refine
- a. Definition: To free from coarse characteristics.
 - b. Examples:
 - o An organization chart may be refined by eliminating all but the basic functions critical to the program operation.
 - o Recent studies could provide information that may help one refine the specific program that you may be contemplating. For example, new, inexpensive heating systems may have heat conserving features.

- c. Assignment: Go back to your organization chart from the previous assignment and determine ways to refine it functionally.

3. Grouping

- a. Definition: A number of things or individuals considered together because of similarities.
- b. Examples:
 - o Middle-class people (similar-average) income, education, type of occupation, residential district, social/life styles.
 - o Scholars - athletes .
Those whose activities are centered in educational activities or sports events.
- c. Assignment: Establish three (3) different ways in which people in your community might be grouped. List the characteristics for each group you identify.

4. Alliances

- a. Definition: A union or conformity of quality or type.
- b. Examples:
 - o Unified efforts conducted by civic groups and the public schools on educational matters related to community improvement concerns.

- o Women groups and minority organizations forming coalitions to effect a particular political change or opportunity.
- c. Assignment: Identify two alliances that could grow out of your proposed project. Identify any advantages or disadvantages emitting from these alliances.

5. Necessities

- a. Definition: Absolutely required components.
- b. Examples:
 - o Target groups (subjects)
 - o Identifiable programs
 - o Staff
 - o Budget
- c. Assignment: In groups of three's
 - (1) Draw up an individual list of 12 items you personally identify as a necessity.
 - (2) Within your larger group of three, reduce your list to seven items.
 - (3) Within the entire class, reduce your list to five items.
 - (4) From that list establish a priority grouping of necessities.

6. Innovations

- a. Definition: Something new or unusual.

- b. Examples:
 - o The computer system for keeping records.
 - o Having the proposed recipients of a service participate as planners of the methods to deliver those services.
- c. Assignment: Name two operations that are now part of your housing development operations. What innovations would you suggest to improve those procedures.

7. Zero-based components

- a. Definition: Having each expenditure or item justified as to need or cost.
- b. Examples:
 - o Desks for classroom sessions needed to conduct proper instruction and allow note taking.
 - o Stipends for enrollees because experience has shown that the lack of transportation fees or lunch money restricts participation of targeted members.
- c. Assignment: Identify three items that you would approach from a zero-base value and write your justification for each one.

8. Enhancements

- a. Definition: Elements which increase or make greater as in value, beauty, or reputation.

- b. Examples:
 - o Stipends paid to training enrollees.
 - o Services like day care, health insurance, for staff workers.
 - c. Assignment: Identify prospective enhancements to your proposed energy conservation project.
- D. PROGRAM - A list of the order of events and other relevant facts for a public presentation.
- 1. Purpose
 - a. Definition: The object toward which one strives for which something exists.
 - b. Examples:
 - o A purpose of money is to have a medium of exchange to purchase goods and services.
 - o The purpose of laws is to foster order in society.
 - c. Assignment: Identify three subjects; one in education, one in business, and one in family tradition and give a purpose for each.
 - 2. Resources
 - a. Definition: An accessible supply that can be withdrawn from when necessary.
 - b. Examples:
 - o A college board of trustees can be a resource for jobs for students because usually the members of boards are also heads of

companies or outstanding leaders in their respective communities.

- o Out-dated computer equipment can be a valuable resource to a program where funds are limited to teach a course in introduction to computers.

- c. Assignment: Identify some potential resources in any community to provide education for primary school youngsters (ages 3-6).

3. Overview

- a. Definition: A broad comprehensive view (a summary).

- b. Examples:

- o An executive summary to a report.
- o An abstract to a book.

- c. Assignment: Read a lengthy newspaper article, then write an overview of the article using three (3) to four (4) sentences.

4. Generate

- a. Definition: To bring into existence; produce.

- b. Examples:

- o Warm weather generates uncomfortable physical feeling.
- o High prices can generate consumer boycotts.

- c. Assignment: Write two examples of a factor or condition generating another factor or

condition. Use one example from the scientific world, another from a social condition.

5. Review

a. Definition: To study or examine again.

b. Examples:

o To review a letter one simply rereads what's been written.

o Upon reading a report or getting additional information about a subject, one may want to re-study the original material on the subject to see how the person supplying new material arrived at their respective viewpoint.

c. Assignment: List some advantages of an effective review.

6. Administration

a. Definition: The activity of a governing body in the exercise of its powers or duties.

b. Examples:

o The administration of a project is usually the responsibility of a few individuals significant to the project structure.

o The managers of an organization must conduct certain administrative functions (accounting, typing, record keeping) which keep the operation going.

c. Assignment: Can you highlight examples of poor administrative practices?

What in your opinion constitutes effective administration?

7. Manage

a. Definition: To exert control over.

b. Examples:

o In some cultural groups, the mother manages the household.

o Each of us must manage our personal budgets.

c. Assignment: Name seven (7) features of effective management.

E. OBJECTIVES - Something worked toward or aspired to.

1. Overall

a. Definition: Including everything; comprehensive.

b. Examples:

o The report overall suggested that certain people are essential to any successful business enterprise.

o Overall the winter has been mild thereby saving costs in energy consumption.

c. Assignment: Read the assigned passage and use one word to describe it "overall."

2. Basic

- a. Definition: Of being or functioning as a starting point.
- b. Examples:
 - o Energy conservation is the basic focus of the projects associated with this grant.
 - o Emotional stability is basic to the formulation of a favorable personality.
- c. Assignment: Name three (3) basic factors that you would consider essential to a grant project in energy conservation.

3. Justify

- a. Definition: To show or prove to be just or valid.
- b. Examples:
 - o The fact that more information is exchanged in an orderly environment justifies the need for discipline in the classroom.
 - o A parent justifies the requirement of church attendance for his/her child by pointing out the rowdy behavior of other children that do not attend church.
- c. Assignment: Identify a program item in a project budget that you would recommend for additional funding and write a strong justification for your position.

4. Excel

- a. Definition: To surpass or do better than others.
- b. Examples:
 - o A student who studies regularly excels in classroom performance.
 - o The activity that one spends more time on is the area in which he/she will excel (as in basketball; reading; dancing).
- c. Assignment: What are your suggestions as to how to make individuals from poor backgrounds excel in their respective occupations.

5. Collaborate

- a. Definition: To work together.
- b. Examples:
 - o A father and mother collaborate in the rearing of children.
 - o The research division and the financial office of a company collaborate to develop ideas to bring more profits to the company.
- c. Assignment: Give an example of where more collaboration could improve the education of students.

What is an example of collaboration toward ends that are detrimental (harmful) to the orderly existence of the community.

6. Train

- a. Definition: To make proficient with special instruction and practice.
- b. Examples:
 - o A supervisor trains his/her subordinates in the proper procedures of the job and the office.
 - o The computer technician trains the new employee in the skills of programming.
- c. Assignment: In your experience, what are some examples (features) of effective training?

7. Instill

- a. Definition: To introduce by gradual persistent means.
- b. Examples:
 - o Weekly church attendance instills a sense of honesty in some children.
 - o The elderly lady's repeated acts of kindness instills respect for her from everyone in the neighborhood.
- c. Assignment: Name six examples - three (3) positive and three (3) negative examples of where an action on the part of a person or event instills a reaction from someone else.

8. Verify

- a. Definition: To prove the truth of by presenting evidence of testimony.
- b. Examples:
 - o The interviewer verified the worker's appointment to the position by calling the employer.
 - o The witness attested to the defendant's attendance at the show at the time of the crime thereby verifying his testimony that the police had the wrong person.
- c. Assignment: Discuss some other examples of the word verify.

9. Explain

- a. Definition: To make understandable.
- b. Examples:
 - o The professor explained the scientific method to the students.
 - o The training program manager explained to the government grant monitory why \$25.00 a week was not enough for a stipend for working mothers.
- c. Assignment: Expand (give your version) of a similiar explanation (like the one in the last example above) to a government project auditor.

10. Support

- a. Definition: To furnish corroborating evidence for.
- b. Examples:
 - o The fact that people with more education often get jobs offering higher compensation supports the viewpoint that education pays.
 - o The research report supports the theory that teaching high expectations leads to high achievement among trainees.
- c. Assignment: Give two examples of your beliefs; one about education, another about crime. Provide evidence to support your views on these two subjects.

F. STAFFING - The personnel carrying out a special enterprise.

1. Supervisor

- a. Definition: One in charge of a department or unit.
- b. Examples:
 - o Sometimes the chief accountant is the supervisor of the financial department.
 - o Miss Smith, the head programmer, is the supervisor of the data systems unit.
- c. Assignment: Name four characteristics that you feel describes an effective supervisor.

2. Technicians

- a. Definition: One whose occupation requires training in a specific technical process.
- b. Examples:
 - o As part of the training an X-ray technician spends his/her last 3 months of formal training in a hospital setting operating X-ray machines.
 - o Automotive technicians are in great demand in the Army's transportation division.
- c. Assignment: Name five (5) different types of technicians.

3. Ancillary

- a. Definition: One attached to another in a subordinate position.
- b. Examples:
 - o A professional specialist should have at least one intern assigned to him/her for career development objectives.
 - o Police and fire cadets are in great demand in large urban areas.
- c. Assignment: Identify three (3) more ancillary or adjunct positions along with the professional classification in which they may be found.

4. Fiscal

- a. Definition: Of or relating to finances.
- b. Examples:
 - o An accountant is critical to the financial management of a project.
 - o Government auditors often find fiscal discrepancies that a regular bookkeeper would overlook.
- c. Assignment: Why is fiscal accountability so important to any project? State your reasons.

5. Field

- a. Definition: An area or setting of practical activity or application.
- b. Examples:
 - o Field work in military relates to that activity that occurs directly on the battle-field.
 - o In social work or teaching, it refers to the activity directly related to proven service by the client population and generally delivered at their place of initial reference (home or service office).
- c. Assignment: Name three occupations (other than those identified above) where there is field staff.

6. Interns

- a. Definition: An advanced student or recent graduate undergoing supervised practical training.
- b. Examples:
 - o Medical interns have significant influence in the hospital setting. For example, they have the full title of doctors, perform high level surgical procedures and issue prescriptions without a supervisory physicians direction in all cases.
 - o First lieutenant is usually the rank of internships to field generals.
- c. Assignment: How would you describe the role of an intern and what is the significance of the position?

7. National

- a. Definition: Of, relating to, or belonging to a nation as an organized whole.
- b. Examples:
 - o National program is one conducted by the central (governmental) organization and is usually operated at various localities within the national boundaries.
 - o National staff - people who work out of the central administrative unit and is founded on

the administrative aspects of a project operation, i.e., policy applications, laws/regulation enforcement, appropriate program management and fiscal controls.

- c. Assignment: Identify some significant distinctions between national and field staff. How can these differences be minimized to effectuate benefit for the entire program.

8. General (clerical, legal, maintenance)

- a. Definition: Pertaining to, concerned with, or applicable to the whole or every member or a class or category.
- b. Examples:
 - o Usually all operations have general clerical functions which must be conducted within the limited span of control of that operation.
 - o Personnel standards and procedures are generally structured to apply uniformly to everyone who is a part of the organization.
- c. Assignment: Discuss how general organizational functions differ from and support specific technical and professional staff operations.

G. ALLOCATIONS - Set asides for a special purpose.

1. Allowances

- a. Definition: Something given as money at regular intervals and for a particular purpose.

b. Examples:

- o Rental allowances for project space are usually processed monthly.
- o Salary allowances are often calculated on a yearly basis, but are distributed monthly or bi-weekly.

c. Assignment: Identify some factors (i.e., taxes, rebates, penalties) that could affect a projects allowance schedule.

2. Levels

a. Definition: A natural or proper position, place, or stage.

b. Examples:

- o Professional level salaries usually demand corresponding educational levels of attainment.
- o Some technical positions have unique levels of pay classification because of the high demand and low availability of people having those technical skills.

c. Assignment: What factors and forces operate to establish and maintain variant levels of compensation among workers.

3. Limitations

a. Definition: The point, edge, or line beyond which something cannot or may not proceed.

b. Examples:

- o Government standards define limits for grant expenditures for administrative functions.
- o Overhead cost rates have limitation that are established by the procurement offices of the grant funding agency.

c. Assignment: Determine the administrative cost limitations of your funding agency and practice calculations of the formula of direct services to administrative limitations with which you must deal.

4. Overhead

a. Definition: The regular operating expenses of a business including the costs of rent, utilities, upkeep, and taxes, and excluding labor and materials.

b. Examples:

- o Most contracts allow a percentage for overhead which currently lies between 20 and 35% of the contract amount.
- o Usually direct client services are calculated separately from overhead costs and must total at least 85 to 90% of most grant amounts.

- c. Assignment: Review the previous assignment - the same principles apply in this instance as well.

5. Costs

- a. Definition: An amount paid or to be paid for a purchase.
- b. Examples:
 - o The cost of the furnishing for training will be \$2500.
 - o Staff salaries cost 90% of the project monthly expenditures.
- c. Assignment: You are charged with administering a project to train twenty-five (25) clerk-typists. How would you go about determining your primary equipment cost?

6. Administrative

- a. Definition: Management of costs and expenditures associated with the general oversight of the project including the rents, utilities, cleaning personnel, and the project salaries, travel, and personnel supervision.
- b. Examples:
 - o Clerical, legal and operational functions are primary administrative activities that are essential to a project's maintenance.

- o Training of staff and internal personnel practices are program administrative activities that are usually a direct charge to the project.
 - c. Assignment: Examine this budget sheet (to be passed out), indicate the items you would include under administrative and those to be listed as part of the program.
7. In-Kind
- a. Definition: Equipment, services, or professional/technical expertise provided to a project, without cost to the project.
 - b. Examples:
 - o IBM donated some early generation computers to a project to train welfare clients on introductory computer operations.
 - o The National Science Foundation offered two volunteer teachers in programming and system analysis training.
 - c. Assignment: Identify some in-kind services and if possible, a source that could be tapped to provide such services.
8. Obligations
- a. Definition: A legal agreement stipulating a specified payment or action and often a specified penalty for failure to comply.

- b. Examples:
 - o Federal training program specify in legislation and regulations that staff salaries must be at least the level of Federal minimum wage (or state if it's higher than Federal).
 - o Contractual obligations state that 85% of the grant must be in direct client services.
- c. Assignment: Review the set of regulations (to be handed out) and identify any other obligations the grantee must respond to.

9. Neo (new) equipment items

- a. Definition: Equipment new to this program offering and covered in the budget allocations planned to implement the project.
- b. Examples:
 - o Specific computers
 - o New equipment for training staff or project participants (i.e., video-audio equipment).
- c. Assignment: Identify the new equipment needs for a program in energy conservation, identify source (manufacturer) and calculate costs.

10. Summary

- a. Definition: Presenting the (budget) substance in a condensed form; concise,

- b. Examples:
 - o Administrative Summary - items pertaining to project administration
 - o Program Summary - items relative to the program statement of work.
- c. Assignment: From the sheet provided (provide worksheet) prepare a program summary.

H. LETTERS

1. Lessons

- a. Definition: An experience, example, or observation that imparts wisdom or beneficial new knowledge.
- b. Examples:
 - o The sociology class helped the student to realize that there are more similarities of people of different races, but similar in levels that originally believed.
 - o The year the Fulbright Scholar spent in the National Guard helped him develop greater respect for the profession of "soldier."
- c. Assignment: Discuss briefly how a lesson in some fashion altered some previous notion you held about a group or an individual.

2. Examples

- a. Definition: One serving as a specific kind of pattern.

b. Examples:

- o A successful teacher is an example of how students in training should function as prospective teachers.
- o A Toyota Celica is an example of a gas efficient automobile.

c. Assignment: Focusing on nationally prominent individuals, name some good examples and explain why you consider them good examples in and out of their respective fields.

3. Technology

a. Definition: The application of science especially to industrial or commercial objectives.

b. Examples:

- o Computers
- o Telephone/television
- o Auto assembly line

c. Assignment:

Give some recent examples of technology applied in the home environment.

4. Timing

a. Definition: The art or operation of regulating occurrence, pace, or coordination to achieve the most desired effect.

- b. Examples:
 - o The new plant opened in our town just as I was finishing high school.
 - o Escalators and other mass people movers are available now just as the population is expanding rapidly.
- c. Assignment: Identify three (3) events or items in your experience that you noted for its timing.

5. Exemplary

- a. Definition: Serving as a model.
- b. Examples:
 - o A person with exemplary character.
 - o The Apple Computer IIE was exemplary as a first personal computer.
- c. Assignment: Name at least one human being and at least one machine that you consider exemplary - explain why you take the positions you hold on this matter.

6. References

- a. Definition: One in a position to recommend another or to vouch for his/her fitness.
- b. Examples:
 - o Former supervisor
 - o Former instructor
 - o Personal associate

- c. Assignment: Discuss the positive and negative effects of having people to contact as references.

7. Skills

- a. Definition: Proficiency, ability, or dexterity.
- b. Examples:
 - o Computer specialists
 - o Heart surgeon
- c. Assignment: Identify the skills you plan to perfect as a result of participation in this training.

II. Ten Parts of the Proposal

A. TITLE

- a. Definition: A descriptive or general heading.
- b. Examples:
 - o "Glory" is the title of the movie about black soldiers in the Civil War.
 - o "A Seven Step Guide to Proposal Development" is the title of this training guide.
- c. Assignment: List three (3) titles of movies, articles, or books that you are aware of.

B. PURPOSE

- a. Definition: Something set up as an object or end to be obtained.

b. Examples:

- o The purpose of the "Humanitarian Award" is to recognize people who are committed to helping other people, thereby encouraging more people to become involved in helping others.
- o One purpose of laws is to keep society operating in an orderly fashion.

c. Assignment: State the purpose of the organization you work for. Is it generally successful in its activities toward that purpose? Why or why not?

C. OBJECTIVES

a. Definition: Something toward which effort is directed; an aim, goal, or end of action.

b. Examples:

- o An objective of classes in English is to improve the writing skills of students.
- o An objective of English and Math courses is to development one educationally.

c. Assignment: Write in behavioral terms (explain) five (5) broad objectives of a high school education, i.e., at the completion of high school one will be able to read on at least a six grade level, etc.

D. PROGRAM DESCRIPTION (STATEMENT OF WORK)

a. Definition: A descriptive statement or account of what specific activities will be conducted to

carry out the objectives of the project.

b. Examples:

- o The project will train 100 enrollees by subjecting them to 60 hours of classroom training and 40 hours of on the job (OJT) experience over a three week period.
 - o Students trained in computer applications will be placed in four small business establishments to assist the managers in conducting cash transactions by utilizing personal computers.
- c. Assignment: Suggest five (5) elements (i.e., training, placement) that you think should be in a basic program description (statement of work)..

E. MANAGEMENT PLAN

- a. Definition: The scheme for conducting or supervising the program features of a project.
- b. Examples:
- o The staff for the program of training will consist of a project manager who will coordinate administrative functions associated with trainers and instructors in English and Math.
 - o The accounting, legal work, selection of training staff and other administrative tasks will be conducted by the Executive Directors office and his staff.

- c. Assignment: List five major project activities which you think should be a part of the management functions.

F. ORGANIZATIONAL PLAN

- a. Definition: A structure (often shown graphically) of the administrative, functional, and personnel makeup of an organization.
- b. Examples:
 - o Mission and Function statements contain narrative descriptions of the structural elements of an organization.
 - o An organizational charts shows the relationship of the various components of the organization to each other.
- c. Assignment: XYZ is an hypothetical energy conservation project. Based on the functions, program and staff you think it should have, design an organizational chart.

Discuss with entire class the features identified as germane to the planned structure.

G. STAFFING

- a. Definition: Supplying the personnel who assist a director in carrying out an assigned task.
- b. Examples:
 - o The company placed a work order with the employment service to assist in the staffing of the

new store.

- o Staffing the project with the "right" mix of professional and administrative personnel is always a serious undertaking.

- c. Assignment: What primary issues would you consider in conducting preliminary staffing of a operational unit (i.e., functions, budget, etc.).

H. EVALUATION PLAN

- a. Definition: The procedure for determining the significant or worth of by careful appraisal and study.

- b. Examples:

- o Governmental program monitors usually evaluate a project as to whether or not it responds to governmental (legal) established mandates or regulations.

- o A self evaluation plan should include an internal system for objectively reviewing operations.

- c. Assignment: Name four (4) key items that you would include in an evaluation plan.

I. BUDGET

- a. Definition: The amount of money that is available for, required for, or assigned to a particular purpose.

b. Examples:

- o The budget for the salaries for the year is \$100,000.
- o A project budget includes both administrative and program costs.

c. Assignment: Name some basic items that should be covered in a project budget.

J. ATTACHMENTS

a. Definition: The physical connection by which one thing is attached to another.

b. Examples:

o An appendix is that section of a prepared written document that contains the attachments.

o Lengthy staff resumes may appear as an attachment to a proposal.

c. Assignment: List four (4) items that you think should logically be included as attachments to a proposal submittal.

III. Seven Significant Items That Proposal Reviewers Consider

A. DEGREE OF NEED

a. Definition: The extent to which something is needed or necessary.

b. Examples:

- o The need for food and water are essential to human survival.
- o The degree of need for people trained in

technical areas is high because of the increased use of technical machinery in our daily lives.

- c. Assignment: Name four items in today's world reflecting upon its degree of need (two elements having a high degree of need and two examples of a lesser degree of need).

B. TARGET GROUP (PROJECT) FOCUS

- a. Definition: Something or someone to be affected by an action or development.
- b. Examples:
 - o The target group of youth training projects are 16-21 year old men/women.
 - o Energy conservation grants are targeted to serve families in low to moderate income public housing developments.
- c. Assignment: List three (3) potential target groups and the hypothetical projects you would establish to service them.

C. COORDINATION AND LINKAGES WITH OTHER PROGRAM OR SERVICE OBJECTIVES

- a. Definition: The harmonious functioning of parts (components) for most effective results.
- b. Examples:
 - o The financial and program units must be coordinated to reach project objectives.
 - o Training agencies and educational institutions

should be coordinated to best prepare one
for the world of work.

- c. Assignment: Identify at least three (3) organizations and their linkage partners which you think should be coordinated.

D. SPECIFIC SERVICES TO BE OFFERED

- a. Definition: The work performed by one that serves (gives good, help, use, benefit) in the contribution to the welfare of others.
- b. Examples:
 - o Training services are designed to help equip one with the skills for employment.
 - o Educational services prepares one to function intellectually and proficiently in the conduct of assigned tasks.
- c. Assignment: Discuss what specific services your prospective proposal would offer.

E. MANAGEMENT CAPABILITIES

- a. Definition: The quality or state of being capable to conduct management functions, i.e., financial oversight, staff supervision, program monitoring.
- b. Examples:
 - o Mr. Jones' previous successful experience as a division supervisor shows he has the capability to manage the staff proposed for this project.
 - o The fact that supervisory staff can operate the

computer systems for tabulating financial and program data helps in the overall management of the project.

- c. Assignment: Discuss what management capabilities you consider most important. What are the best ways to be sure your project has them in place?

F. COST EFFECTIVENESS

- a. Definition: Producing a decided, decisive or desired effect within the cost parameters stated.
- b. Examples:
 - o The computer system cut the cost of conducting accounting services in half.
 - o The cost of placement in the Job Corps is above \$6,000.00, whereas JTPA training is \$4,000.00, thereby showing the cost effectivenesss of both programs.
- c. Assignment: Discuss what other factors beyond dollar costs you would consider in determining cost effectiveness.

G. OTHER ISSUES OF CONSIDERATION

- a. Definition:

b. Examples:

c. Assignment:

IV. Additional Features of a Good Proposal

A. LENGTH

a. Definition:

b. Examples:

c. Assignment:

B. DEVELOPMENTAL TIME

a. Definition: The time frames that are necessary to develop the proposal.

b. Examples:

c. Assignment:

C. APPEARANCE

a. Definition: How the document looks physically.

b. Examples:

c. Assignment:

D. SUBMITTAL SCHEDULE

a. Definition:

b. Examples:

c. Assignment:

E. TRANSITION FROM PROPOSAL TO CONTRACT

a. Definition:

b. Examples:

c. Assignment:

APPENDIX

Proposal Development Sheets

1. Title

Proposal Development Sheets

2. Purpose

Proposal Development Sheets

3. Objectives

Proposal Development Sheets

4. Program Description (Statement of Work)

Proposal Development Sheets

5. Management Plan

Proposal Development Sheets

6. Organizational Plan

Proposal Development Sheets

7. Staffing

Proposal Development Sheets

8. Evaluation Plan

Proposal Development Sheets

9. Budget

Proposal Development Sheets

10. Attachments

END

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