

National Public Services Research Institute.

TEA
6040
.N29

DOT HS-900 018

✓
COURSE GUIDE

**FOR
FINANCIAL MANAGEMENT OF
STATE HIGHWAY SAFETY PROGRAMS**



National Highway Traffic Safety Administration

DEPARTMENT OF
TRANSPORTATION
MAR 20 1979
LIBRARY

September 1978



TEA
6040
1N29

PREFACE

This Course Guide describes the requirements for planning, administering, and teaching a course in the financial management of State highway safety programs. The work was performed by the National Public Services Research Institute (NPSRI) of Alexandria, Virginia under subcontract to Dunlap and Associates (D&A) of Darien, Connecticut. This curriculum development is one segment of a four-part contract performed by D&A under contract to the National Highway Traffic Safety Administration (NHTSA).

The Course Guide is divided into five major sections:

Introduction--Historical information concerning highway safety planning, management, and funding. Curriculum development approach for the financial management course.

Planning--Instruction on how to offer the course. Statement of participant qualifications. Considerations concerning course costs and benefits.

Administration--Methods of course administration. Scheduling and schedule modifications. Administrative standards for course evaluation.

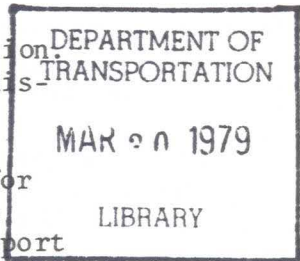
Instructors--Qualifications and preparation for instructors. Staffing patterns for effective instruction. Administrative and clerical support needed for teaching.

Instructional Program--Narrative descriptions, performance objectives, and instructional approaches for all classroom sessions. Participant and instructor materials. Testing and evaluation instruments.

The following are companion materials for this Guide:

Instructor Materials--Financial Management of State Highway Safety Program--General guidance and lesson plans for all classroom sessions.

Participant Materials--Financial Management of State Highway Safety Program--Materials used for reference and classroom activities.



Instructional Aids--Financial Management of State
Highway Safety Program--Visual aids used to support
course instruction.

The Principal Investigator for the project was Dr. Kenard McPherson of NPSRI. Coordination and administrative support came from Mr. Edward Bishop of D&A. Mr. Arthur Iwanicki of NPSRI served as Project Director and developed the instructional materials. Ms. Kathleen Burke, NPSRI's Educational Communications Specialist, reviewed the instructional materials during all phases of development.

The project staff wishes to express its gratitude to the individuals and organizations assisting in the development and refinement of this Course Guide. Mr. Cecil Arnold, Contract Technical Manager, of NHTSA provided guidance and support during the entire project. Appreciation is also extended to Mr. Donald Nelson and Mr. Arne Johnson, both of the Office of Financial Management, NHTSA, for their interest and support during the project.

The project staff also thanks three NHTSA Regional financial managers who extended themselves in order to make on-site interviews productive. They were: Mr. William Eargle, Region III; Mr. Edward Monahan, Region II; and Mr. John Coleman, Region IV. Other Regional personnel lending valuable support were Mr. Ron Filbert, Region III, Mr. Jerry Hubbard and Mr. James Turner, both of Region IV.

Acknowledgment is also due the State financial managers who contributed valuable comments during the interviews and made necessary State records available for review. They included: Mrs. Gloria Maloney, Delaware; Mr. William Hayes, New Jersey; Mr. Ronald Malecki, New York; Mr. Richard Adams, Virginia; Mr. Reg Oram, Pennsylvania; Mr. John Joyner, North Carolina.

TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION	1
HISTORICAL TRENDS IN HIGHWAY SAFETY	1
TRENDS IN HIGHWAY SAFETY PLANNING AND MANAGEMENT	3
HS-1 Projects	3
Comprehensive Plan--Annual Work Plan (CP-AWP)	4
Highway Safety Plan (HSP)	4
FUNDING THE HIGHWAY SAFETY PROGRAM	4
CURRICULUM DEVELOPMENT APPROACH FOR A COURSE IN FINANCIAL MANAGEMENT	5
Literature Review	5
Interviews	6
PLANNING	9
COURSE OFFERING	9
PARTICIPANT QUALIFICATIONS	10
COSTS AND BENEFITS	12
ADMINISTRATION	13
METHODS OF ADMINISTRATION	13
Illustrative Time Schedule	13
SCHEDULING	14
SCHEDULE MODIFICATIONS	15
ADMINISTRATIVE STANDARDS	16
INSTRUCTORS	17
QUALIFICATIONS AND PREPARATION	17
INSTRUCTOR PATTERNS	19
Single Instructor	19
Team Teaching	20
Specialist Teaching	20
INSTRUCTOR SUPPORT	21
INSTRUCTIONAL PROGRAM	22
DAILY THEMES	23

TABLE OF CONTENTS (continued)

Page

SESSION NARRATIVES AND OBJECTIVES	24
Day 1, Session 1 - Introduction and History of Highway Safety	24
Day 1, Session 2 - HSP Planning	25
Day 1, Session 3 - HSP Costing Activities	25
Day 1, Session 4 - Application Session, "Planning" ...	26
Day 2, Session 1 - Procurement	26
Day 2, Session 2 - Pre-Work Conference	27
Day 2, Session 3 - Financial Management Systems	27
Day 2, Session 4 - Application Session, "Initiating" ..	28
Day 3, Session 1 - Property Management	29
Day 3, Session 2 - Grant Administration	29
Day 3, Session 3 - Audits	30
Day 3, Session 4 - Application Session, "Administering"	30
Day 4, Session 1 - Evaluation, Grant Payment, and Close-Out	31
Day 4, Session 2 - Application Session, "Closing"	31
INSTRUCTIONAL APPROACHES	32
Type of Sessions	32
SESSION APPROACH	36
Day 1, Session 1 - Introduction and History of Highway Safety	36
Day 1, Session 2 - HSP Planning	37
Day 1, Session 3 - HSP Costing Activities	37
Day 1, Session 4 - Application Session, "Planning" ...	37
Day 2, Session 1 - Procurement	37
Day 2, Session 2 - Pre-Work Conference	38
Day 2, Session 3 - Financial Management Systems	38
Day 2, Session 4 - Application Session, "Initiating" .	38

TABLE OF CONTENTS (continued)	<u>Page</u>
Day 3, Session 1 - Property Management	38
Day 3, Session 2 - Grant Administration	38
Day 3, Session 3 - Audits	38
Day 3, Session 4 - Application Session, "Administering"	39
Day 4, Session 1 - Evaluation, Grant Payment, and Close-Out	39
Day 4, Session 2 - Application Session, "Closing"	39
Materials	39
Testing	42
Evaluation	43

APPENDICES

APPENDIX A, Course Schedule	1A
APPENDIX B, Administrative Evaluation Form	1B
APPENDIX C, Tests	1C
APPENDIX D, General Evaluation Questionnaire	1D
APPENDIX E, Session Evaluation Questionnaire	1E

COURSE GUIDE

INTRODUCTION

The purpose of this Course Guide is to provide guidelines for planning, administering, and teaching a course in the financial management of State highway safety programs. The information contained here is directed towards the person responsible for course planning and administration, although in actual practice that person may function not only as planner and administrator, but instructor as well. More complete instructor guidance is contained in another publication entitled "Instructor Materials - Financial Management of State Highway Safety Programs."

Personnel who would benefit from this instruction include, but are not limited to: financial managers of State highway safety programs; highway safety program administrators at the Regional, State, and local levels; and other personnel, such as auditors and evaluators, newly assigned to highway safety programs. More specific information concerning participants appears throughout this Guide.

This Introduction establishes the proper perspective from which to view the need and development of a course in financial management. The Introduction is divided into four parts:

- Historical trends in highway safety
- Trends in highway safety planning and management
- Funding the highway safety program
- Curriculum development approach for a course in financial management

HISTORICAL TRENDS IN HIGHWAY SAFETY

During the first half of the twentieth century, as the automobile became the major form of personal transportation in the United States, highway safety programs developed on a piecemeal basis. From time to time, various State and national organizations identified needs and problem areas in highway safety and attempted to develop solutions. However, no nationwide highway safety effort began until roads became more crowded and the highway death toll increased drastically.

Post World War II America brought an increase in travel and an increase in power among vehicles. The highway death toll continued to rise and commanded national attention. Organizations such as the American Association of State Highway Officials (AASHO), which had been instrumental in the first highway safety efforts of the 1920's and 1930's, continued to encourage highway safety reform.^{1/} In 1944, the Federal-aid Highway Act established the first funding directed specifically at a safety area (elimination of grade crossings). Further, President Truman's Highway Safety Conference in 1946 noted increasing Federal interest in the number of highway fatalities.

Through the 1950's and early 1960's highway fatalities continued to rise even though the Federal Government enacted standards on tires and mandatory installation of safety belts in all new vehicles. By 1965 highway statistics showed 49,000 a year killed in highway accidents--a 75% increase since 1945. Many leaders felt that a nationwide program spearheaded by the Federal Government would be required to deal with the problem.

The Baldwin Amendment enacted in 1965 was the first real legislative action aimed at establishing a unified national highway safety program. This demonstrated for the first time the view of the Federal Government that it could and should mandate a greater uniformity among the States which had been discussed and desired for more than 40 years.

One year later, criteria were established for organizing, administering and funding the present highway safety programs in the Highway Safety Act of 1966. Major provisions of the Act included:

- Governor has responsibility for the State highway safety program.
- Section 402 of the Act establishes the basis for highway safety program standards.
- Political subdivisions are to expend at least 40% of the Federal funds to carry out authorized local highway safety programs.

Administrative and management responsibility for highway safety funds has evolved from the Highway Safety Act of 1966. That responsibility occurs at four levels. At the Federal level, the National Highway Traffic Safety Administration (NHTSA) was established to carry out the activities specified in the Highway Safety Act of 1966. Originally, NHTSA was established as an agency (National Highway Safety Agency) within the Department of Commerce. In 1967, when the

^{1/} In 1973, this organization changed its name to American Association of State Highway and Transportation Officials (AASHTO).

Department of Transportation was created, the National Highway Safety Bureau was set up as a unit within the FHWA. Finally, the Highway Safety Act of 1970 authorized establishment of a separate administration--NHTSA. Subsequent acts of Congress related to highway safety have added to NHTSA's program direction and responsibility.

Supporting the Washington level of Federal control are ten Regional offices of NHTSA. Each has responsibility for four to eight States or territories. The Regional offices provide technical assistance and guidance for the States' programs and administer Federal funds for these programs. Ordinarily, there is one Federal program specialist for each State while two financial positions administer the finances for the entire Region.

The third level of control is maintained by the State or territorial government. Each State or territory maintains an office which has primary responsibility for the highway safety program. The office may be a separate State agency, reporting directly to the Governor, or be contained within another State agency, such as a department of transportation, department of motor vehicles, or department of public safety. One person usually is assigned as a financial manager for the program with support coming in the form of accounting, payroll and personnel, computer operation, etc.

The local political subdivision or "subgrantee" maintains the final level of responsibility. Execution of that responsibility occurs in many State or local agencies. Illustrative of this are the following examples: pedestrian and driver education may be in the State education department, emergency medical care is in a State health agency, traffic courts are in the State or local judiciary system, and police traffic services are in State or local police departments.

TRENDS IN HIGHWAY SAFETY PLANNING AND MANAGEMENT

The implementation of Federal highway safety standards created a conflict between uniformity and flexibility and has been a source of problems with Federal-State relations. By tracing the three stage development of the present day Highway Safety Plan (HSP), a transfer of State highway safety program control from Federal to State agencies can be shown.

HS-1 Projects

The highway safety program in the late 1960's was characterized by individual projects submitted by the States and approved at DOT headquarters in Washington. The Federal government exercised strong control:

project reviewers were given a great deal of authority concerning the conduct of HS-1 projects. In terms of funding, a "hard match," which required new State money to be committed for highway safety, was required to complement Federal dollars.

Comprehensive Plan--Annual Work Plan (CP-AWP)

In the early 1970's HS-1 projects gave way to the Comprehensive Plan--Annual Work Plan which placed emphasis on highway safety standards. By 1969, all States had approved highway safety programs, but many were neither complete nor well organized; the National Highway Safety Bureau decided in favor of program rather than project approval. The CP-AWP was the result of that decision.

Approval of the State Comprehensive Plan came from Washington through the Regional offices. Since all highway safety projects were combined into a single plan, the States were encouraged to exercise planning and control over their highway safety efforts. Funding requirements also changed. A "soft match" of funds allowed States to account for their share of highway safety funds across the entire State program rather than for each project.

Highway Safety Plan (HSP)

The HSP concept was established in the mid-1970's with emphasis on countermeasures whose need is established through problem identification. Approval of the HSP is at the Regional level and the control of the program is more in the hands of each State. Soft match funding is permitted. Each State has input and makes decisions about its own highway safety program during every stage of the HSP. Emphasis is placed on planning and evaluation in order to more effectively solve highway safety problems.

FUNDING THE HIGHWAY SAFETY PROGRAM

Highway safety programs are subjected to the same overall funding philosophy as any public program. Money must be made available (authorized, appropriated and apportioned) by Congress prior to obligation to the State program. Money is to be spent for valid purposes and for the same purpose for which it was made available. Proper records and accounts, subject to audit, must be kept. Additionally, the program must comply with applicable legal and administrative restraints.

The Federal Government supplies a portion of the total cost of highway safety programs. There are many other sources of highway funds. They include: private grants, private organization efforts, private contributions, local funds, State funds, and highway safety program self-generated funds.

Although there are numerous Federal funding categories, Section 402 (23 USC 402) provides the basic Federal source of highway safety funds and these are the primary funds which will be considered in this course. Also noteworthy are these other Federal sources:

- Section 403 (23 USC 403) - Research and Demonstration
- Section 406 (23 USC 406) - School Bus
- Title II, Highway Safety Act of 1972
(FHWA Administered)
- Incentive Grants
- Emphasis Programs

Congress has established a funding chain which delivers highway safety money to the States. The funding chain starts with Congress authorizing funds to be used to carry out existing laws. In the next stage, funds are made available for Federal reimbursement through Congressional appropriations. Congressional committees and the Office of Management and Budget control the rate at which funds are made available for obligation to the highway safety program. Each State then receives an apportionment weighed according to population (75%) and public road mileage (25%).

CURRICULUM DEVELOPMENT APPROACH FOR A COURSE IN FINANCIAL MANAGEMENT

This course in financial management is designed to help staff members at all levels fulfill the responsibilities outlined in the previous section. Initial curriculum development proceeded basically along two lines: Literature Review and Interviews.

Literature Review

The literature review consisted mainly of examining Federal codes and orders applicable to highway safety. This literature was divided into four categories:

Highway Safety Plan Literature

Literature describing the Highway Safety Plan (HSP) defined methods for identifying highway safety problems and outlined a structure for planning solutions to these problems. In this framework, the financial manager contributes to these functions by assisting in Plan preparation, revising the Plan when conditions warrant, and compiling reports required by the Plan.

Management Literature

Literature from this group provided guidelines for the structure, staffing and operation of a State highway safety program. The financial manager must establish and maintain a management system which complies with Federal management regulations; the management systems of subgrantees must also be reviewed and examined.

Grant Compliance Literature

The practical implementation of financial management principles and procedures was highlighted in this group of literature entitled "grant compliance." In most of the areas addressed, the financial manager supports grant compliance exercises and has primary interpretative authority on costing and cost application.

Operations Literature

This final category involved examining documents, memoranda, and records concerning the day-to-day financial operation of highway safety programs. Specific items included: project applications, monitoring reports, progress reports, reimbursement forms, account ledgers, and completed project files.

Interviews

Since the grant delivery process between a State and its subgrantees varies widely among the States, visits were made to NHTSA Regional offices and State highway safety offices to interview staff members who carry out financial management functions. The main purpose of the interviews was to observe the application of information contained in the literature review.

Regional interviews identified many needs in financial management. They included:

- The curriculum should emphasize skill development rather than parochial treatment of financial management activities because the highway safety program is carried out differently in each State.
- There is a need for illustrated aids in the curriculum in order to facilitate learning.
- The curriculum should emphasize a need for increased follow-ups on highway safety project close-outs.
- Current training programs in financial management are carried out in the Regions on an infrequent basis.
- Not only State financial managers would benefit from the proposed curriculum. Other personnel working in highway safety are in need of such instruction.
- Highway safety projects experience start-up problems which could be eased by skilled input from the financial manager.

State financial managers also contributed many suggestions about the curriculum. Those suggestions were:

- All highway safety projects need a "pre-work" conference to define cost categories; review appropriate regulations, policies, and procedures; establish project schedules; and instruct on how to file reimbursement forms.
- There is a great need of instruction in consultant services contracting.
- Program managers need good reports from financial managers in order to more effectively administer programs.
- Various improvements in procurement and property management are needed in order to more effectively obtain and account for goods and services.

- A brief treatment of zero-based budgeting would be helpful.
- A newly assigned financial manager would benefit from a concise review of the history of highway safety.

PLANNING

This section offers direction to the planning function necessary for the financial management course. No activity can be successful without prior planning, and this is especially true when conducting an educational program. Planning is a responsibility which should be carried out with as much effort as the actual teaching of the course. This section of the Course Guide has three parts:

- Course Offering
- Participant Qualifications
- Costs and Benefits

COURSE OFFERING

When deciding to offer the course in financial management, many considerations should be made. Deciding who will be attending the course is the foremost consideration. Consideration of student eligibility is addressed in the next section entitled "Participant Qualifications." Class size should be between 8 and 20 participants. Additionally, some thought should be given to those participants who cannot be included; for example, is there a State where the position of the financial manager will be vacated in the next few months?

Invitations to the prospective participant's supervisor should be the initial contact between planner and participant. This letter should be sent at least 6 weeks in advance of training and include the following items:

- Description of course
- Reasons and need for course
- Benefits derived from attendance
- Time, place, and hours of training
- Financial considerations--travel, per diem costs, etc.

In addition, it should be emphasized that since the course is viewed as a necessary and vital part of the participant's employment, the participant should be relieved of many, if not all, job responsibilities during the training period. Once supervisors have selected participants for training, a letter to prospective participants is necessary. This letter, sent at least one month before training, should include the following:

- Description of course
- Course outline
- Course schedule
- What is expected of participants
- Arrangements concerning travel, lodging, and meals
- Items necessary for participant to bring.

The planner should arrange for adequate planning support. This includes clerical support to type letters and make copies of course descriptions, outlines, and schedules. Travel, lodging, and meal arrangements also have to be made. Approximately 24 hours of support will be required over a 6 week period.

After course completion, the planner provides follow-up in two ways. A letter to each participant's supervisor should indicate this information:

- The participant has successfully completed the course
- A brief description of course topics

It is also suggested that some type of inexpensive course completion certificate be given to participants at the end of the course or sent to them immediately following course completion.

PARTICIPANT QUALIFICATIONS

The criteria for participant selection should create conditions which encourage success in the course. The following considerations are foremost when selecting students:

- Present job duties--The curriculum is directed at the person who is the financial manager of the State office of highway safety. Realizing that this position may not exist as such in many States or may be shared by many people in others, the following relevant tasks are listed here for comparison:
 - Monitors State's highway safety program budget.

- Performs or assists in costing activities at the task, program and module level.
 - Performs or assists in procuring goods and services for the highway safety program.
 - Informs subgrantees of financial duties and obligations as highway safety projects begin.
 - Examines financial management systems of subgrantees to see whether there is compliance with current regulations.
 - Maintains control of property management in the highway safety program.
 - Monitors subgrantees' financial management system to ready it for auditing.
 - Has responsibility for grant payment and program close-out.
- Educational background--The participant's educational background should include at least 60 credits (a B.A. or B.S. degree is preferred) at the undergraduate level with a strong background in accounting, business, and management. The participant should also have demonstrated some ability to adapt to the methods suggested in course instruction; that is, an ability to learn in a participant-centered environment. At times, this environment requires the participant to take an active part in the learning activities.
 - Skill demonstrated in present position--Choices for participant selection should be influenced by the enthusiasm and skill shown by prospective participants in their present position in the highway safety program. Career aspirations should also be considered in terms of training participants who will likely make further positive contributions to highway safety.
 - Effect of time away from present job--Some thought must be given to the effect of time the prospective participant must spend away from the job. The planner must choose a time convenient and appropriate for most students. (See also "Scheduling," pages 14-16.)

COSTS AND BENEFITS

This section provides the planner with thoughts concerning the total costs incurred and the benefits gained from the instructional program. Many times these are overlooked when determining the impact of the program.

Direct costs for the entire course are divided into the following categories:

- Participants (travel, lodging, meals)
- Instructor (s) (travel, lodging, meals)
- Observers and Evaluators, if any (travel, lodging, meals)
- Direct planning costs
 - Clerical hours to type correspondence, duplicate course materials, and coordinate planning efforts
 - Paper, duplicating costs
- Course site costs
 - Conference room
 - Coffee and refreshments
 - Opening luncheon (optional)

The benefits derived from a well taught course in financial management can pay for the costs incurred above in a very short time. After course completion, participants will be able to better deal with relevant problems in the financial management of State highway safety programs. This skill and expertise will quickly filter to the sub-grantee where tasks within the HSP will better serve the needs of highway safety.

An administrative evaluation form containing course cost categories is contained in Appendix B.

ADMINISTRATION

This section refers to activities which occur while the course is being taught. The instructor of the course usually has responsibility for these activities, but they may be performed by other personnel. There are four parts in this section which are entitled:

- Methods of Administration
- Scheduling
- Schedule Modification
- Administrative Standards

METHODS OF ADMINISTRATION

The course has been designed to be taught over a three and one-half day period. This schedule calls for both participants and instructors to devote full time to the course. Fourteen 90-minute sessions make up the twenty-one hours of instruction. (See Course Schedule in Appendix A.)

Illustrative Time Schedule

8:00 a.m.	-	9:30 a.m.	-	Session 1
9:30 a.m.	-	10:00 a.m.	-	Break
10:00 a.m.	-	11:30 a.m.	-	Session 2
11:30 a.m.	-	1:00 p.m.	-	Lunch
1:00 p.m.	-	2:30 p.m.	-	Session 3
2:30 p.m.	-	3:00 p.m.	-	Break
3:00 p.m.	-	4:30 p.m.	-	Session 4

The half-hour break periods and one and one-half hour lunch period may be shortened to tighten the schedule. However, the above schedule combines sufficient time for rest periods with allowances for interaction between participant-and-instructor and participant-and-participant outside class time.

Other scheduling load considerations include other job requirements for both instructors and participants. In other words, a person who is required to carry a full workload during the course cannot be expected to perform satisfactorily in the course or at the job.

Another method of course administration is to treat the sessions of a single day's instruction as one course. In that way, four separate courses would be centered about a daily theme of either planning, initiating, administering, or closing. (These "daily themes" are treated in depth in the Instructional Program section.) For example, if a training need was identified for property management and auditing, the "administering" sessions could be taught for one day. However, it is not recommended that the course be administered less than at the "theme" level. Many sessions depend upon each other and it is anticipated that much time might be lost in referring back to sessions not previously taught.

The only justification for using a single session would be when a specific Region-wide or State-wide problem has been identified. In this case, current materials should be developed in addition to packaged course materials to focus in on the specific need.

SCHEDULING

The course should be taught during normal working hours. Participants should not have to work a full day and then be expected to participate in a training course. Conducting the course during the working day communicates to the participants that course administrators view the training as an integral part of the highway safety program.

Vacation and holiday schedules must be taken into consideration. State holidays differ and the planner should research this possibility before finalizing course dates.

Travel time also has to be considered. It is the general feeling that forcing participants to travel well outside normal working hours is an undue requirement. For example, participants should not have to travel on a Sunday night to be at the 8:00 a.m. start of a course in a distant city. Also, requiring a participant to leave at 5:00 a.m. to attend that same opening is not recommended. The planner should also choose the course site according to total travel time and cost. Accordingly, a certain location may be in the geographic center of an area, but may still require more travel time (plane, bus, car, etc.) than a city with good air connections.

To reduce total course costs, hotels that give discounts to groups can be used. If all course participants are lodged at the same location, phone calls, messages, and schedule changes can be easily communicated. In addition, hotel conference facilities are usually available at reduced or nominal fees when a number of rooms are reserved.

In order for full attention to be afforded to the instructional program, arrangements should be made for phone calls and other messages. Interruption of the sessions should be kept at a minimum; message boards and screening of telephone calls usually minimizes the probability of interruptions.

Too structured an environment is not conducive to a successful course and it is recommended that participants and instructors be allowed to make their own meal arrangements. This activity usually is very attractive for those students in a new city. However, it is suggested that a kick-off luncheon for all course participants can be combined with Session One instruction and provides a good framework from which to proceed into further course activities.

SCHEDULE MODIFICATIONS

The schedule can be modified to accommodate instructor and participant needs. Other job responsibilities may force the administrator to change to a half-day or one-day-a-week schedule. Participant and instructor fatigue due to travel may suggest having a half-day schedule on the first day.

Even though the schedule can be modified, participants should be expected to attend and participate in all scheduled sessions. It is not recommended that some participants be allowed to skip certain sessions (e.g., attend only Day 1 and 3) because of other commitments. Condoning this practice leads to lack of enthusiasm for the course, while fostering resentment or confusion from the other participants.

If schedule modifications are indicated by administrative conditions or other restraints, the following recommendations should be considered:

- Application sessions should follow the instructional session as closely as possible.
- Application sessions are not "add-ons" which can arbitrarily be eliminated; each session contributes to achieving prerequisite skills needed for the next day's instruction and complete skill development in financial management.

- Sessions should be extended beyond 90 minutes if necessary to meet all presentational or activity requirements.
- It is recommended that no less than 2 sessions be taught per day; if it is necessary to teach only one per day, all sessions should be taught within a 3 week (15 working days) period.

ADMINISTRATIVE STANDARDS

The administrator should conduct an administrative evaluation of the course. The nature of the evaluation should be similar to the evaluation procedures employed for other training programs. This evaluation is particularly important when a new program is taught. Furthermore, it is only through objective evaluation processes that information for course improvement is gathered. It is recommended that the financial management course be administratively evaluated in terms of:

- Program effectiveness, including administrative feasibility (convenience of course, invitation vs. attendance rates), costs, benefits, and overall service to highway safety.
- Scope of program (number of students included, number of courses offered).
- Personnel effectiveness (quality of planning, teaching, administering).

A sample administrative evaluation form is included in Appendix B.

INSTRUCTORS

This section serves to define the teaching duties and responsibilities in the financial management course. Although this course exists as a relatively self-contained training package with lesson plans, participant materials, and instructional aids, the major responsibility for its instructional effectiveness rests with the individual(s) who will teach it. With this in mind, the instructor of this course should become totally familiar with the goals, objectives, structure, and content of the course to use it most effectively. To achieve this end, this section entitled "Instructors" is divided into the following three parts:

- Qualification and Preparation
- Staffing Patterns
- Instructor Support

The course has been structured to provide the instructor with a progressive curriculum of workable sessions that should be easy to understand, remember, and apply. For more specific guidance, please consult "Instructor Materials - Financial Management of State Highway Safety Programs."

QUALIFICATIONS AND PREPARATION

All instructor material development is directed at the instructor who has experience in financial management and knowledge of highway safety programs at the Federal, State, and local level. The instructional program draws on the instructor's capability to present information, conduct discussions, and monitor problem-solving activities. The instructor needs to provide the resources and expertise appropriate for each of these functions. The basic competencies required for instruction include:

- Competency with the subject matter.
- Ability to adopt a participant-centered approach to learning.
- Ability to integrate current grass-roots problems of highway safety into the curriculum.
- Making allowances for interaction between instructor and participant and among the participants.

- Making allowances and adjustments for any differences in participant learning capability and style.
- Using time and effort economically in the preparation and teaching of the course.

Extensive instructor preparation is not required. Lesson preparation requirements have been minimized by providing low-cost, self-contained instructional material in the curriculum. (However, this does not prevent instructors from developing some of their own materials if the participants in the course should be experiencing a certain type of problem.

Preparation requirements fall into three categories: course, day, and session.

In order to prepare for teaching the course, the instructor should:

- Review all materials contained in Instructor Materials.
- Review objectives for each session.
- Make sure that no visual aids are missing and that all aids are in the proper sequence.
- Make sure there are enough Participant Material booklets, if they have not been previously sent to participants.
- Visit classroom to check need for extension cords and placement of seats.
- Arrange for projection equipment.

Before each day of instruction, the instructor should:

- Review scheduled instructional activities from the Instructor Materials.
- Prepare classroom for instruction (e.g., arrange room for group work, etc.).
- Test projection equipment.
- Make or arrange for copies of tests and evaluation materials to be made.

Before the start of each session, the instructor should:

- Review the objectives, content and methods for that session from the Instructor Materials.
- Check classroom for proper ventilation and heating.
- Make sure instructional aids are in the proper sequence.
- Prepare alternatives if session runs over or under its planned duration.

INSTRUCTOR STAFFING PATTERNS

Three types of staffing patterns are described here that can be adapted to the financial management curriculum. They are: single instructor, team teaching, and specialist teaching.

Single Instructor

This method is most commonly employed and consists of one instructor conducting instruction for all 14 sessions. This method has the following advantages:

- Permits participants to identify with one teaching style.
- Usually is the most cost-effective instruction.
- Sessions can be modified easily to accommodate changes that occur in previous sessions.
- Cogent points that occur in previous sessions can be referenced in later sessions.
- Test results are more valid because the instructional input factor is constant.
- Instructor preparation can be accomplished at the instructor's own pace.

Single teaching has these disadvantages:

- Instructor fatigue in the later sessions may encourage some short-cutting.
- An instructor may be more comfortable with certain sessions and tend to favor those to the detriment of others.

Team Teaching

This method involves two or more instructors instructing groups of participants on different exercises. For this course in financial management, the use of this method only seems appropriate during the "application" sessions. Some advantages of this team teaching method include:

- Instructor-participant ratio is low.
- Instructors can specialize in an area of expertise or methodology.

There are disadvantages to this method which include:

- Unless the activity is adequately structured, participants may feel lost with two or more instructors.
- Application of team teaching is only appropriate when there are numerous different activities to be performed at the same time.
- A great deal of planning, coordination, and follow-up evaluation is necessary for the instructors involved.

Specialist Teaching

This method involves one instructor instructing one or more sessions in a field of expertise. As many as 10 instructors may be included here for the instructional sessions. Choosing this method of instruction has these advantages:

- Participants receive the most informed information on the particular topic.
- The instructor is usually quite enthusiastic to the task of teaching a limited number of sessions.

The disadvantages are:

- Specialists sometimes cannot be confined within session time limits.
- The specialist's teaching style may be drastically different than that of other session instructors

- The overall theme of the day may be lost if the specialist does not tie the session into the total theme.
- Much planning is required among instructors to create a cohesive course.

For this course, it is suggested that a single instructor method is most appropriate, with specialists teaching one or two instructional sessions.

INSTRUCTOR SUPPORT

Any teacher or instructional program must have support to achieve stated goals and objectives. There are many activities which must be planned and coordinated in order to establish the best possible instructional environment.

Clerical support is necessary for typing, duplicating, and collating. It is suggested that approximately 12 hours over a 2 week period be allotted for clerical needs. This includes duplicating and collating of testing and evaluation materials for all participants. Various duplicating masters are provided in the Instructor Materials and at the end of this Course Guide.

Support is also needed during course administration. If an extensive testing and evaluation program is employed, a record must be made of test results and evaluation measures. Course administration is most effective when these tasks take place along with instruction; they should not be allowed to pile up at the end of the day or after the course has ended.

INSTRUCTIONAL PROGRAM

This section describes the contents of the financial management course. It is designed to provide basic and practical information about the course for those charged with instructional responsibilities. Administrators and instructors will find many of the sections especially useful when attempting to reference course content or methods. To better accomplish that goal, the section is divided into five parts:

- Description of Sessions
- Instructional Approaches
- Materials
- Testing
- Evaluation

Each session is described in the first part. A description of instructional daily themes is followed by a concise narrative sketch. Also included with the narrative sketch is a listing of performance objectives for each session. Readers unfamiliar with the course will find this part most helpful when attempting to discover the basic nature of the course.

The second part notes the instructional approaches used in teaching the course. A discussion of various classroom teaching methods is followed by descriptions of the two types of sessions employed--instructional and application. Finally, the specific approaches used for each instructional and application session are listed.

The third part is entitled "Materials." Three types of materials used in the course are described: participant materials, instructor materials, and instructional aids. Participant materials include items which are designed to enable participants to fulfill their role in the course. After course completion the participant may use this material as a ready reference for financial management policy and procedure. Instructor materials guide the instructor in conducting effective classroom instruction; these materials consist mainly of lesson plans which detail session content, methods, and activities. Instructional aids consist primarily of either transparencies or 35 mm slides; they are used to support instructor presentations, classroom exercises, and practical application sessions.

The fourth part is concerned with testing. The testing program allows instructors or administrators to measure participant proficiency and progress throughout the course. Actual testing instruments are included in Appendix C.

The final part describes how the quality of the course can be assessed. Evaluation measures provide a means for participant and observer feedback. Evaluation forms are contained in Appendix D.

DESCRIPTION OF SESSIONS

The financial management course is taught over a period of three and one-half days. The twenty-one hours of instruction are divided into fourteen 90-minute sessions. (See Schedule in Appendix A.)

Daily Themes

The content of each day's instruction has a single theme. Each theme corresponds to a major phase in the financial management of State highway safety programs. The four themes--planning, initiating, administering, and closing--give direction to the day's presentations and classroom activities.

Planning

The first day of the course deals with the planning function of the State financial manager. After a brief treatment of the history and management principles of highway safety, HSP planning requirements and tasks are discussed. One of the sessions is devoted to costing activities at project, PSP, and program module levels. Participant application of planning and costing activities conclude the first day's activities.

Initiating

The day's instruction will be concerned primarily with tasks associated with the initiation of tasks within the highway safety program. The first session deals with procurement and contracting. A description of goals, objectives, and conduct of a pre-work conference is included in the next session, which emphasizes that proper and exact planning is necessary to start a project. Another activity associated with the beginning of work is the examination of the financial management system, which must be sufficient to process, monitor, and report the status of the program. An application session concludes these activities.

Administering

This theme focuses on the activities performed by the financial manager during the working life of highway safety projects. The policies and procedures associated with property management are covered. A more general topic of grant administration follows; this includes the duties and role of the financial manager in monitoring and reporting of program performance and a discussion concerning the administration of contracts in the highway safety program. Ending the instruction on administering is a session concerned with audits and the financial manager's role in that function. The concepts presented during the day are examined in an application session.

Closing

The fourth day's activities are concerned with concluding activities of highway safety projects which the financial manager must perform or give support. The role of the financial manager in program evaluation is also examined. A presentation concerning grant payment and close-out completes the instructional sessions.

SESSION NARRATIVES AND OBJECTIVES

Each session is briefly described followed by a listing of performance objectives for that session. For knowledge objectives which support performance objectives, refer to "Instructor Materials - Financial Management of State Highway Safety Programs."

Day 1, Session 1 - Introduction and History of Highway Safety

The opening session provides opportunities for course participants to get acquainted and to prepare for the training program. Course requirements, goals, and objectives will be covered. In addition, pre-testing may be conducted if course administrators consider this necessary. The session concludes with a presentation concerning the history, funding, and management trends in highway safety programs.

Although a 90-minute session devoted to introductory activities may seem too long, many training programs underestimate the time needed for these activities, and for unexpected occurrences (late typing and reproduction, a replacement bulb, students late because of travel delays, etc.) Unforeseen delays at the beginning of the sessions can disrupt the entire training schedule and create opportunities for instructor anxiety and participant confusion.

Performance Objectives

There are no performance objectives for this first session due to its introductory nature.

Day 1, Session 2 - HSP Planning

Component parts of the HSP will be explained and the session will conclude with the role of the State financial manager in the overall planning for the HSP being examined.

Performance Objective

The participant must perform HSP planning activities.

Day 1, Session 3 - HSP Costing Activities

Costing is another important activity in highway safety planning performed by the financial manager. In this session, methods and techniques of costing will be taught. Participants will also be involved in applying those methods and techniques during a classroom exercise. Program modules, problem solution plans, and project applications will be examined for proper costing principles and also scrutinized for methodology and accuracy of description. In addition, the concept of a matching share will be defined and applied to the planning process.

Performance Objectives

The participant must:

- Apply the principles for determining costs applicable to grants and contracts with State and local governments.
- Implement cost standards applicable to grants and contracts with State and local governments.
- Review project applications, problem solution plans, and program modules and determine whether cost principles and standards have been applied properly.

- Identify appropriate funds, services, or equipment which qualify as matching shares in the State's highway safety program.
 - Maintain a system of supporting records to meet matching share requirements.
-

Day 1, Session 4 - Application Session, "Planning"

This session requires application of concepts developed throughout the day. Participant groups will be asked to review and evaluate documents involved in highway safety program planning. Participants will also be asked to provide guidance and expertise for potential subgrantees in a role-playing exercise.

Performance Objectives

No new performance objectives are introduced for this application session. Activities are devoted to developing proficiency relative to the day's previously stated objectives.

Day 2, Session 1 - Procurement

This session represents the first of the activities concerned with initiating project work. Selection of suitable contractors is very important for the success of highway safety projects and is a main part of the financial manager's procurement activities. The content of this session will include a section on consultant contracts; use of this type contract especially in the fields of public information, problem identification, and evaluation has posed specialized problems which financial managers have had to resolve. Instruction will provide the participant with skills to alleviate any of these difficulties.

Performance Objectives

The participant must:

- Purchase materials and services for highway safety programs in a manner that is efficient and complies with Federal and State procurement standards.
- Implement procurement standards to avoid conflicts of interest and non-competitive practices among contractors.

- Develop specifications which will describe the goods or services desired.
- Solicit bids and negotiate contracts.
- Develop an acceptable work statement for consultant services.
- Price and cost contracts.
- Apply the proper kinds of clauses to contracts.

Day 2, Session 2 - Pre-Work Conference

All procedures, reporting requirements, and other policies involved in highway safety projects are handled by the pre-work conference. This conference should include program managers, financial managers, and project directors. The conference deals with start-up activities which may vary with each project and may not occur in a logical sequence. Three kinds of activities must be coordinated in order to initiate a project-- financial, personnel, and equipment procurement.

Performance Objectives

The participant must:

- Conduct pre-work conferences in order to effectively initiate highway safety projects.
- Supervise and monitor the following critical financial activities at the beginning of a project: funding decisions, creation of accounts, approval of obligations, preparation of purchase orders and bids, receiving and installing equipment.
- Develop and implement a critical schedule to eliminate project start-up delays.

Day 2, Session 3 - Financial Management Systems

The financial management systems of both the State and the subgrantee must be reviewed to see whether they are providing for the following: record keeping, budget-monitoring, disclosure, auditing, and resolution of audits. Especially important is the accounting system which controls highway safety

funds. This session examines account ledgers, computer-assisted record-keeping systems, and other elements of financial management systems as to whether they meet generally accepted accounting principles and standards.

Performance Objectives

The participant must:

- Implement and monitor standards of financial management systems of grant-supported activities.
- Identify income which must be reported in Federal grant programs.
- Manage income in grant programs to satisfy Federal regulations.
- Deposit and maintain Federal funds in accordance with "cash depository" regulations.
- Retain records for the proper time period.
- Control the access to records according to Federal guidelines, regulations, and laws.
- Request approvals for budget revisions through correspondence.
- Provide and maintain accounting records.
- Compile and maintain financial records which will satisfy auditing requirements.

Day 2, Session 4 - Application Session, "Initiating"

This session requires application of the concepts presented throughout the day. Participants will be asked to perform exercises and solve problems concerned with procurement and contracting. They will also examine the components of a pre-work conference and the financial management system of a subgrantee. Individual and small group activities will be used.

Performance Objectives

No new performance objectives are introduced in this session. Application activities are devoted to developing proficiency relative to the previously stated objectives presented in the first three sessions of Day 2.

Day 3, Session 1 - Property Management

The focus of the day's activities will be on the administration of projects already begun. Property acquired and utilized for highway safety purposes must meet use, ownership, and disposition requirements. The financial manager coordinates and consults on most property management questions. Instruction will cover procedural requirements for record-keeping, inventory, security control, maintenance, and sales.

Performance Objectives

The participant must:

- Implement standards of property management as required by Federal standards.
 - Dispose of property purchased entirely or partially with Federal funds.
 - Keep inventory and use records.
 - Provide for the security control and maintenance of all property.
-

Day 3, Session 2 - Grant Administration

Although many States have offices which administer many grant functions, the office of highway safety in general and the financial manager in particular usually has major responsibility for overseeing these functions. This session will deal with grant administration and the financial manager's role in reporting to other members of the highway safety office. Monitoring and progress reports will be examined. In addition, the participant will gain experience in contract administration.

Performance Objectives

The participant must:

- Complete financial reports for use by other members of the highway safety staff.
- Administer contract changes, defaults and terminations.
- Properly bond and insure contracts.

- Evaluate project progress reports.
 - Monitor contract performance.
 - Examine and evaluate financial data in project monitoring reports.
-

Day 3, Session 3 - Audits

The financial manager oversees the system which accounts for highway safety funds. The system often extends outside of the highway safety office to the subgrantee. The financial manager is usually the liaison between the auditor and the project being audited. This session acquaints participants with accepted auditing principles and standards. Topics include types of audits, standards for auditing field work, criteria for audit scheduling, and procedures for the resolution of audit findings.

Performance Objectives

The participant must:

- Maintain and monitor records which satisfy auditing standards.
 - Develop an acceptable auditing schedule and set of criteria.
 - Correct deficiencies found by audits.
-

Day 3, Session 4 - Application Session, "Administering"

The participants will engage in exercises based upon the concepts presented during the day. They will construct financial reports from given data and apply property management principles to inventory reports, use and ownership records, and disposition records. Audit records will also be examined during this application session.

Performance Objectives

No new performance objectives are introduced in this session. However, a careful summary review of all previously stated objectives would be appropriate at the beginning of the session.

Day 4, Session 1 - Evaluation, Grant Payment, and Close-Out

The financial manager's role in contributing to highway safety evaluation will be examined. Closing out projects and grants and methods of grant payment will conclude the instructional sessions.

Performance Objectives

The participant must:

- Provide financial information to persons involved in the highway safety evaluation process.
 - Close out grants properly.
 - Minimize the time elapsing between transfer of Federal funds and disbursement by the grantee.
 - Obtain payment for grant program by letter-of-credit or Treasury check methods.
-

Day 4, Session 2 - Application Session, "Closing"

The participant will take part in activities which demonstrate the final responsibilities associated with grants and individual highway safety projects.

Performance Objectives

Once again, this application session introduces no new performance objectives. The instructor may be required to develop some new performance objectives if the students in the course are working in States and Regions which employ very different "closing" requirements than are suggested in the curriculum.

INSTRUCTIONAL APPROACHES

Learning is a change in behavior. Many instructional methods can be used to influence that change in behavior. This section has three parts to describe the instructional approaches used:

- Type of Session--Two types of sessions are used in the course. One is the instructional session which is instructor-oriented. The other is the application session which is participant-centered.
- Instructional Methods--These instructional methods were chosen because they serve to best communicate the necessary course material. Also, the position of the instructor is considered realizing that most instructors of the course do not have day-to-day teaching experience.
- Session Approach--The actual methods used in each session are listed with a sketch of the content material.

Type of Sessions

During the administration of the course, two types of sessions are suggested: instructional and application.

Instructional Session

These sessions are instructor-led and informational in nature. Ninety minutes are allotted for each session which allows a more thorough examination of the issues than a traditional 50-minute session. There are ten instructional sessions in the course.

Instructional sessions are characterized by instructor presentations through a lecture or discussion format. These presentations may also be supported by the participants engaging in instructor-led classroom exercises. Participants usually work individually on these exercises.

The instructor is guided on session content and format by lesson plans and supported by instructional aids consisting of 35 mm slides and/or transparencies. The lesson plans also reference what Participant Materials should be used during each of the instructional sessions.

A portion of the participants' time is devoted to note taking during instructional sessions. During the remaining time, participants examine and use the Participant Materials under instructor direction.

Application Session

Each day concludes with a session in which participants are engaged in activities requiring application of the concepts developed throughout the day. These participant-oriented sessions involve team and small group work.

Scheduling an application session at day's end not only provides an opportunity to review the day's activities, but also helps to overcome the effects of fatigue and information saturation. There are four application sessions, each 90 minutes in length.

Application sessions are characterized by such participant-centered activities as problem solving and role playing with instructor guidance and assistance. During some sessions, participants engage in the same activity; in other sessions, participants partake of different activities depending on their individual needs.

All application sessions are concluded by an instructor- or student-led summary of the issues dealt with during the session.

Instructional Methods

The methods used to teach the course must capitalize on factors relevant to learning experiences. One of the most important factors determining how rapidly a person learns is the rate at which the task is practiced. Short periods of instruction interspersed with periods of practice and rest permit more efficient learning than does continuous practice or sustained instruction. Therefore, learning is usually faster when teaching methods permit what is called distributed practice.

Participants also need to identify what they are doing correctly or incorrectly during each session. This is called knowledge of results, or feedback. It permits participants to associate activities they are performing with the intended outcome. The more immediately the feedback is given, and the more accurate and detailed it is, the faster the learning.

With these factors in mind, the following instructional methods were selected for the course.

Exercises

A large part of class time will be devoted to individual and group financial management training exercises. There are several reasons for devoting substantial emphasis to classroom exercises.

The first concerns the character of training program participants. Participants are not likely to react favorably to a training program consisting of a series of lectures in which they are told how to perform their jobs. Rather, participants are more receptive to, and benefit more from, a series of exercises in which they can apply knowledge gained from their experience, and from the instructional aids, the instructor, and one another. The second reason for emphasizing classroom exercises is based upon the training program purpose. The training program is intended not only to introduce or familiarize participants with the functions of a financial manager. Rather, it should enable them to return to their individual States and apply the concepts learned in this course. Exercises provide both an opportunity for development of the necessary skills and for assessment of the degree to which these skills have been acquired.

In the financial management course, exercises will concentrate on the concepts and principles for a given topic. The participants will use these concepts and principles by establishing and evaluating various procedures. This approach of helping participants to discover content for themselves is more conducive to understanding, retention, and eventual application than is the case when content is presented and the exercises are confined solely to application.

Exercises begin with the instructor presenting an issue or drawing a problem from the lecture. The instructor then leads the class through the exercise (support may come from a transparency, slide or set of slides, worksheets in the Participant Materials, or any combination of these). To conclude the activity, the instructor summarizes the exercise or elicits a student summary.

Presentation

A substantial portion of time is devoted to presentation of concepts, principles, and procedures. This presentation of information could include every section of the Federal codes and orders pertinent to financial management. However, this approach would be inefficient. Instead, presentations focus on the information necessary in order to:

- Familiarize participants with the contents of Federal codes and orders.
- Enable participants to apply those contents to related financial management tasks.
- Enable participants to understand the role of financial management in the total highway safety system.

During the presentations, the instructor is supported by lesson plans and instructional aids. The format is straightforward from the guidance given in the lesson plan, but participant questions should be encouraged when points seem neither cogent nor clear.

Discussion

Group discussion only is not an efficient way of communicating information or developing skills. However, if well managed, it can help to foster the participants' acceptance of training objectives and content. Time is allotted to group discussion (especially instructor-led group discussions) of those topics that were particularly controversial or are administered differently by the various States. Discussions are held within strict time limits--not more than 15-20 minutes on any one concept--which allows for discussion of contrasting viewpoints, but does not permit prolonged debate.

The instructor should guide the discussion so that the topic in question is discussed. Also, care should be taken that as many participants as possible are included in the discussion in terms of either factual contribution, personal experience, or informed opinion.

Problem Solving

Classroom problem-solving activities allow participants to demonstrate, both to themselves and to the instructor, their ability to meet the performance objectives of the course. Problem solving activities are scheduled at a time during the day when participant interest typically wanes.

Problem solving activities should be designed as follows;

1. Participants are divided into small groups or they work alone. In group problem-solving, groups are to be as heterogeneous as possible with respect to education, experience, and present job assignment.
2. Groups are assigned a problem or problems which require application of the knowledge developed throughout the day or retained from previous instruction.

3. Groups may be assigned the same problems so that competition will be fostered. Or, groups may be assigned to different problems, so the class will be exposed to different applications of the day's activities.
4. Problem-solving activities result in products that are not only presented to the class for critique, but also retained for the participants' use in actual job assignments.

Role Playing

Role playing is a technique which, by simulating real situations, is designed to promote understanding of the related problems. The purpose of role playing is to make the participants more aware of the functions of their own jobs and the jobs of others. Role playing creates opportunities to learn about the relationship between the participant's job and the jobs of others, the position of the participant's job in the larger system, and the nature of this system.

The instructor may conduct the role-playing activity in either of two ways. The instructor may remain outside the actual role-playing activity and act as a moderator to provide guidance and assistance. On other occasions, the instructor may play a role along with the participants and guide the activity from within.

The activity concludes with a summary by the instructor and participants which attempts to:

- Accurately describe the jobs portrayed.
- Identify problems associated with each job.
- Suggest improvements in communications between the jobs.

Session Approach

Day 1, Session 1 - Introduction and History of Highway Safety

An instructor presentation provides introductory information concerning the course. If desired, the instructor will administer a pre-test to gather baseline data on the participants' proficiency and knowledge of

financial management material. A class exercise acquaints class members with one another. An instructor presentation on the history, and management principles associated with the highway safety program concludes the session.

Day 1, Session 2 - HSP Planning

An instructor presentation is used to introduce previous highway safety planning approaches. The presentation continues by detailing the role of the financial manager in highway safety planning, specifically in the Highway Safety Plan (HSP). An instructor-led exercise focuses on HSP administrative requirements and participants are involved in a problem-solving activity that emphasizes analysis of cost summaries.

Day 1, Session 3 - HSP Costing Activities

An instructor presentation explains basic costing principles and how highway safety programs are affected by them. The importance of accurate costing at the application stage, before obligations are made or work begins, is emphasized. A presentation on indirect costs follows. Two classroom exercises conclude the session by applying costing principles to highway safety project applications, problem solution plans, and program modules.

Day 1, Session 4 - Application Session, "Planning"

A role-playing activity makes up the major portion of the session by having participants experience various planning roles. These roles include: project directors, program managers, financial managers, and State planning agency personnel. A problem-solving exercise is used to emphasize issues associated with consolidated cost allocation and indirect cost rate plan. A second problem-solving exercise focuses on the program module and the PSP.

Day 2, Session 1 - Procurement

An instructor presentation examines the standards, procedures, and regulations involved in procurement. Emphasized in the presentation is the role of the financial manager in the contracting process. Participants then engage in a discussion on consultant services. A classroom discussion on the procurement process concludes this session.

Day 2, Session 2 - Pre-Work Conference

An instructor presentation introduces the concept of the pre-work conference and examines other activities involved in initiating highway safety projects. A classroom exercise allows participants to judge how key personnel should perform in a pre-work conference.

Day 2, Session 3 - Financial Management Systems

An instructor presentation defines elements required for an adequate financial management system. A problem-solving exercise concludes the session by having the participants seek out solutions for difficulties encountered by State and subgrantee financial management systems.

Day 2, Session 4 - Application Session, "Initiating"

Exercises highlight this application session which will include participants writing a work statement for a consultant contract, analyzing problems in procurement, and developing a model request for proposal.

Day 3, Session 1 - Property Management

An instructor presentation helps the participants understand the principles of property management. The presentation emphasizes that the financial manager's role does not diminish when initiating activities have been completed and become important again only when a project is nearing completion. A problem-solving activity concludes the session with participants identifying deficiencies in certain property records.

Day 3, Session 2 - Grant Administration

A classroom exercise is used to detail financial reporting requirements in regard to both the HSP and State and local legislative bodies. Participants will be asked to examine progress and monitoring reports and solve problems contained there. A presentation on contract administration will conclude the session.

Day 3, Session 3 - Audits

An instructor presentation informs the class about general auditing standards, scheduling of audits, and audit findings. A group discussion follows that examines auditing policies and procedures of various highway safety programs. A class discussion on the role of the financial manager in auditing the highway safety program begins the session. An instructor presentation on audit standards supplements the discussion. The class completes an exercise on audit reports and participates in a discussion of audit staffing problems. A problem-solving exercise on the resolution of audit finding concludes the session.

Day 3, Session 4 - Application Session, "Administering"

Participant groups engage in problem-solving exercises which involve examination of various items including: inventory records, property maintenance and disposition records, monitoring reports, financial reports, progress reports, audit schedules, audit working papers, and audit reports.

Day 4, Session 1 - Evaluation, Grant Payment, and Close-Out

An instructor-led group discussion examines the role of the financial manager in the evaluation process. The session ends with an instructor presentation concerning grant payment and close-outs.

Day 4, Session 2 - Application Session, "Closing"

For this final application session the instructor leads problem-solving activities which require participants to: supply financial information for highway safety evaluation, complete procedures for grant payment, review projects at various stages of completion and observe the requirements for proper closing, and close out grants. A test, intended to assist course administrators in measuring participant progress, is included.

Materials

The materials used in this course fall into two categories: Instructor Materials, which are divided into lesson plans and instructional aids, and Participant Materials. These materials have an influence on how much the course content is retained. Realizing that participants experience difficulty remembering simple, isolated facts, meaningful and organized material was selected and composed. Additionally, the material attempts to assist in overlearning which leads to more complete mastery and greater retention.

Instructor Materials

The instructor is offered guidance detailed enough to ensure that the course design is fulfilled, i.e., that the specific content is taught by the specified method. It is assumed that the instructor is qualified in the subject matter of the course being taught and that a verbatim script is unnecessary.

The level of detail will vary with each instructional session. If the scope of a particular topic is obvious, little guidance is required. For example, if a procedure to be taught can be performed in only one way, it is necessary only to describe and reference that procedure in the lesson plan. However, if the procedure is not defined clearly or alternative approaches are possible, specific guidance is provided in the lesson plan.

Lesson plans are designed to guide instruction and allow instructors to follow a pre-planned format. A lesson plan contains all relevant objectives, content outline, activities, teaching methods, and instructional aids.

The lesson plans have the following format:

- Objectives for the session
- Outline of activities
- Teaching procedures and methods employed
- Instructional time needed for session and for each instructional activity
- Content outline
- Instructional aids
- Equipment
- Identification of participant material

Instructional aids are prepared to assist the instructor in presenting information and in conducting classroom exercises. Aids are used not only to display information that participants can gain from other sources. Common uses of aids are to:

- Depict relationships or concepts, such as highway safety planning, or steps involved in approving reimbursement vouchers.
- Provide stimuli to which participants can respond in classroom exercises.
- Summarize or outline key points in an information presentation.
- Provide forms upon which the instructor or participant can enter data generated through classroom exercises.

Visual aids include transparencies, slides, films, videotape presentations, posters, and graphs. For most aids, transparencies are selected for the following reasons:

- Transparencies allow the instructor to interact with the aid (e.g., fill in the blanks).
- Transparencies permit information to be displayed in a logical form.
- Transparencies permit the use of overlays, thus displays can be constructed to assist in the development of concepts.
- Transparencies can be quickly and inexpensively reproduced from paper copy.
- Transparency copies can be provided in full size as a printed reference for instructor use.

However, if numerous transparencies are required, the use of 35 mm slides will reduce the cost of the presentational aids. Slides also can be packaged easily for presentation, freeing the instructor's time for other instructional duties.

Participant Materials

The function of these materials is to involve the participant in the classroom activities. Content is communicated in this medium when such information is not available through basic texts or Federal documents. Use of the material is designed to allow the student to:

- Grasp concepts more quickly
- Distribute study over a period of time
- Practice job skills in an instructional environment
- Interact with the material
- Think creatively about the activity being performed
- Have errors corrected in an instructional setting
- Learn through peer interaction and peer teaching.

A collateral result of this participant material development has been to provide a convenient reference to NHTSA policy and procedures.

Testing

A testing program may be necessary for three reasons. First, a testing program can give the instructors needed feedback on the conduct of the course. Second, most participants expect that any type of instructional program carries with it some kind of testing. Third, fostering some well-defined and controlled competition usually results in higher participant achievement.

The testing program consists of a knowledge test in two forms. The test items are drawn from all phases of training. They are confined to true knowledge objectives, that is, the information that participants really must know in order to carry out financial management activities effectively.

Such information includes concepts, important procedures, and critical facts. This test does not attempt to measure knowledge of information that can be effectively obtained as needed from reference manuals.

The instructor must exercise discretion in deciding when to use these tests. When deciding, the following points must be kept in mind:

- Determine how much course time is devoted to testing. It is possible to fall into the trap of incorrectly using the test instruments to substitute for instruction.
- Tests should be scheduled well in advance. A surprise test usually creates participant resentment and very few benefits result.
- Test results should be made available to participants as soon as possible.
- Use the test results as a learning and review experience but do not take away valuable instructional time. Do not allow disagreements over test items to proceed longer than necessary.

Tests for the course are included in Appendix C.

Evaluation

Instructors and administrators may desire to have the quality of the course assessed. Three types of persons are involved in this: instructors of the course, participants taking the course, and third party observers of the course.

Evaluation of individual course sessions as well as a general evaluation of the program as a whole is desired. As in the testing program, evaluation may take place at one or more of the following times: at the end of each session, at the end of the day's instruction, at the end of the entire course.

Evaluation instruments appear in Appendices D and E.

FINANCIAL MANAGEMENT
STATE HIGHWAY SAFETY PROGRAMS
INSTRUCTIONAL AIDS

- 1-1-A Course Schedule
- 1-1-B Cost Trends for Federal Money
- 1-1-C Highway Death Rate
- 1-1-D Results of Highway Safety Programs
- 1-1-E A Management System for Highway Safety Programs
- 1-1-F Funding Chain
- 1-2-A HSP Parts
- 1-2-B HSP Module Components
- 1-2-C HSP Work Flow
- 1-2-D State HSP
- 1-3-A Composition of Total Cost
- 1-3-B Preparation of Cost Allocation Plan
- 1-3-C Method of Calculating Indirect Costs
- 2-1-A Types of Contracts
- 2-1-B Guidelines for Use of Consultants
- 2-1-C The Work Statement
- 2-1-D Procurement
- 2-2-A Project Director
- 2-2-B Project Director Financial Manager Coordination
- 2-2-C Critical Path
- 2-2-D PERT
- 2-2-E From Project Approval to Start of Work
- 2-2-F Flow of Start-up Activities
- 3-1-A Property Management
- 3-1-B Property Management Records
- 3-3-A Auditing
- 3-3-B Audit Terminology
- 4-1-A Status of Funds

C O U R S E S C H E D U L E

	<u>SESSION 1</u>	<u>SESSION 2</u>	<u>SESSION 3</u>	<u>SESSION 4</u>
Day 1 "PLANNING"	INTRODUCTION AND HISTORY OF HIGHWAY SAFETY	HSP PLANNING	HSP COSTING ACTIVITIES	APPLICATION SESSION "PLANNING"
Day 2 "INITIATING"	PROCUREMENT	PRE-WORK CONFERENCE	FINANCIAL MANAGEMENT SYSTEMS	APPLICATION SESSION "INITIATING"
Day 3 "ADMINISTERING"	PROPERTY MANAGEMENT	GRANT ADMINISTRATION	AUDITS	APPLICATION SESSION "ADMINIS- TERING"
Day 4 "CLOSING"	EVALUATION, GRANT PAYMENT AND CLOSE-OUT	APPLICATION SESSION "CLOSING"		

APPENDIX B

Scope of Course	Dates	Number of Participants in Course	Type of Course All sessions, etc.	Duration
Courses offered				

Program Costs (to be completed for each course).

Number of Invitations _____

Number of Participants Attended _____

Costs

Participant Travel _____

Participant per diem (including lodging) _____

Teacher Travel _____

Teacher per diem _____

Others (observer/evaluation) Travel _____

Others per diem _____

Conference Site Costs - Room _____

Refreshments _____

Support Costs

Planning Support

Clerical Hours _____

Duplication _____

Communication _____

Teaching Support

Clerical Hours _____

Duplication _____

Total Course Cost _____

Personnel Effectiveness - Vote on scale 1 (best) to 9 (worst)

Planning occurred on schedule	1	2	3	4	5	6	7	8	9
Schedule was properly modified to meet student needs	1	2	3	4	5	6	7	8	9
Travel arrangements were adequate	1	2	3	4	5	6	7	8	9
Travel and per diem costs were properly vouchered	1	2	3	4	5	6	7	8	9
Travel and per diem costs were reimbursed properly	1	2	3	4	5	6	7	8	9
Adequate teacher selection standards exist	1	2	3	4	5	6	7	8	9
Adequate participant selection standards exist	1	2	3	4	5	6	7	8	9

Planning for this course started on _____
(date)

Final activities (last payment reimbursement) for this course occurred on _____
(date)

FINANCIAL MANAGEMENT TEST

FORM A

1. The Highway Safety Act of 1966 gave responsibility for each State's highway safety program to:
 - a. State Department of Motor Vehicles
 - b. Governor of each State
 - c. NHTSA Regional offices
2. "Decision packages" are the basic component of:
 - a. problem solution narratives
 - b. zero-base budgeting
 - c. management-by-objectives
3. Measuring total cost and life cost across the budget categories (cross-system analysis) is a characteristic of:
 - a. management-by-objective
 - b. zero-base budgeting
 - c. planning, programming, and budgeting
4. Impact problems are generally identified:
 - a. by analyzing data and traffic records
 - b. by interviewing knowledgeable State highway safety officials
 - c. by surveying accident involved groups
5. Grants awarded to States that have adopted legislation requiring use of auto seat belts are examples of:
 - a. incentive grants
 - b. emphasis grants
 - c. 403 grants
6. The Highway Safety Plan must be submitted by:
 - a. July 1
 - b. August 1
 - c. October 1
7. When completing the HSP Cost Summary, it is most convenient to:
 - a. combine NHTSA and FHWA Module estimated costs
 - b. separate NHTSA and FHWA Module estimated costs
 - c. submit incomplete Module estimated costs

8. Cost incurred while engaged in legislative activities is:
 - a. an unallowable cost
 - b. an allowable cost
 - c. an allowable cost only if approved by the grantor agency

9. The Federal share of the total cost of the HSP shall not exceed:
 - a. 30%
 - b. 50%
 - c. 70%

10. The two most frequently used types of contracts are:
 - a. cost-plus a percentage of cost and cost sharing
 - b. incentive delivery and indefinite amount
 - c. fixed price and cost reimbursement

11. It is illegal to use Federal funds for:
 - a. fixed price contracts
 - b. cost-plus a percentage of cost contracts
 - c. indefinite delivery contracts

12. A post award debriefing session with offerors should not reveal:
 - a. technical standing of other unsuccessful competitors
 - b. factors that were the basis for selection of the successful contractor
 - c. areas of the proposal that were judged weak

13. If a project is approved on September 1, and Federal funds are obligated to that project beginning on October 1, how much can the subgrantee expend and claim for reimbursement between September 1 and October 1?
 - a. all first month project funds
 - b. no more than 5% of total funds
 - c. no funds

14. During the audit of a proposal, the contractor should not be informed of:
 - a. the date of the evaluation
 - b. auditor's conclusion and recommendation
 - c. whether an audit is taking place

15. Two types of matching share contributions are cash and:
 - a. credit
 - b. in-kind
 - c. sharing

16. Highway safety records should be retained:
 - a. for three years after final claim has been paid
 - b. for one year after final claim has been paid
 - c. until an audit is completed

17. A PSP is considered closed for auditing purposes when all tasks or projects in the PSP are completed and a final State audit is:
 - a. completed
 - b. scheduled
 - c. in progress

18. A State may obtain \$100 or 10% of the proceeds (whichever is greater) from the sale of non-expendable personal property. What happens if that property is sold for less than \$100?
 - a. the State will be reimbursed to equal \$100
 - b. the State can keep only the amount of the sale price
 - c. the difference between the sale price and \$100 can be added to next year's HSP

19. Which item is not needed on a property control record?
 - a. percentage of Federal funds used in purchase
 - b. date of acquisition
 - c. present fair market value

20. Under Federal regulations, title to new property cannot be transferred to:
 - a. a volunteer agency or association
 - b. a State's office
 - c. a local political subdivision

21. If a grantee no longer needs non-expendable personal property that was acquired for less than \$1,000, the grantee may:
 - a. sell the property only after the Federal grantor agency has had 120 days to respond to the disposition request
 - b. sell the property and reimburse the Federal grantor agency for its share
 - c. sell the property and retain the proceeds

22. The Highway Safety Act requires local political subdivisions to expend the following percentage of 402 funds:
 - a. 20%
 - b. 40%
 - c. 60%

23. State and local governments are encouraged to deposit Federal grant funds:
- in minority owned banks
 - in separate accounts
 - in cash depositories that meet Federal eligibility requirements
24. The mechanism for States to report the degree of attainment of HSP goals and objectives is:
- HSP for next year
 - HSP annual report
 - HS Form 62
25. Which of the following is not a type of bid guarantee?
- certified check
 - bid bond
 - previous contract payment voucher
26. One example of an "out-of-scope" change in a contract would be a:
- conversation between State and contractor concerning where to pilot-test a curriculum
 - letter by the contractor requesting a 30-day extension of a 24-month contract
 - request by the State for 1000 hours of data analysis
27. The cost for auditing highway safety funds is:
- an unallowable cost
 - an allowable cost
 - an allowable cost only if approved in advance by the grantor agency
28. By examining the cancelled check, the invoice, and the inventory record for a purchase, the auditor is conducting a:
- operations audit
 - cost audit
 - desk audit
29. In auditing, the term "vouching" means:
- examining underlying evidence
 - using a trial balance to verify records
 - validating working papers
30. A selective enforcement project can be assessed through:
- administrative evaluation only
 - impact evaluation only
 - either administrative or impact evaluation

FINANCIAL MANAGEMENT TEST

FORM B

1. Highway safety research, development, and demonstration activities are a function of:
 - a. 403 program funds
 - b. 402 program funds
 - c. emphasis program funds
2. In the Federal funding chain, which of the following occurs first?
 - a. apportionment
 - b. authorization
 - c. appropriation
3. In zero-base budgeting, the two types of "decision packages" are:
 - a. notation and development
 - b. planning and implementing
 - c. mutually exclusive and incremental
4. Lack of information concerning motor vehicle registrations is an example of a (an):
 - a. fiscal problem
 - b. impact problem
 - c. system support problem
5. The time period for a Highway Safety Plan covers the current fiscal year and planning for:
 - a. one additional year
 - b. two additional years
 - c. up to five additional years
6. To transfer funds from the "approved program" to the "obligated program," use form 62A entitled:
 - a. Federal Aid Agreement
 - b. HSP Cost Summary
 - c. Modification of Federal Aid Agreement
7. Local government cost allocation plans:
 - a. must be submitted for approval to the cognizant Federal agency
 - b. need be retained only by the localities and be available upon request
 - c. must be submitted to the State finance office for review

8. Indirect costs should be supported by:
 - a. approved rates established by prior agreements
 - b. written statements by responsible officials of the project
 - c. computer printouts supplied by the central accounting office

9. In a central service cost allocation plan, an acceptable base for allocation of accounting services would be:
 - a. number of transactions processed
 - b. number of employees in accounting department
 - c. percent of funds in the program in relation to other State agencies

10. If a definite product specification has been formulated with a fair and reasonable price, it is best to use a:
 - a. firm fixed price contract
 - b. cost reimbursement contract
 - c. indefinite delivery contract

11. A "request for proposal" is often referred to as a:
 - a. project request papers
 - b. work statement
 - c. description of tasks

12. Which of the following would be considered an applicable credit?
 - a. import tax
 - b. cost of transportation
 - c. purchase discounts

13. Cost analysis for a proposal requires many of the same functions as are used in:
 - a. contract negotiation
 - b. operations audit
 - c. project audit

14. In contracting, four factors used to determine a reasonable fee or profit are: nature of work performed, extent of contractor investment, amount of subcontracting, and:
 - a. degree of risk the contractor must assume
 - b. number of employees on the project
 - c. nature of the audit working papers

15. The typical indirect cost rate for not-for-profit organizations is around:
- a. 50%
 - b. 100%
 - c. 200%
16. Which of the following statements is most true about what can be done with highway safety program income?
- a. It may be used to fund any activity within the highway safety program
 - b. It may be deposited into the State's general fund
 - c. It may be earmarked for another project with the State
17. In order to maintain maximum internal control, which task must be separated from preparing the checks for the subgrantee's payroll?
- a. computing the payroll
 - b. searching records for long-outstanding payroll checks
 - c. authorizing the computer operator to print the checks
18. An item of real property used in highway safety programs is a:
- a. driver education range
 - b. driver education simulator
 - c. police vehicle
19. Depreciation rates (useful life estimates) for property bought with Federal funds are developed by:
- a. NHTSA offices
 - b. States
 - c. G.A.O.
20. The author of a textbook developed with Federal grant funds may:
- a. copyright the textbook and earn income from its royalties
 - b. copyright the textbook but must return all income from its royalties to the sponsoring agency
 - c. not copyright the textbook or earn income from its royalties
21. The expression that best describes the framework for the Highway Safety grant program approach is:
- a. prescriptive in nature
 - b. process oriented
 - c. revenue sharing

22. Formal revision of a PSP is required when:
- expenses for a project underrun by 5%
 - more than one contract is signed
 - additional Federal funds are provided
23. Which of the following usually would not be considered money spent as part of the 40% local requirement?
- pupil transportation programs
 - driver education programs
 - vehicle inspection programs
24. Construction of a driver education range costing over \$100,000 requires a performance bond of:
- 25%
 - 50%
 - 100%
25. When a fixed price contract is terminated for default, the contractor:
- receives partial payment for work performed
 - receives no payment for work performed
 - receives payment for all work performed
26. In auditing, the principle of "materiality" means:
- only items which are classified as real or personal property should be subject to audit
 - a large or significant amount compared with a total or with a class of similar items
 - accounting principles that have been applied in the same manner in all years
27. An unqualified audit opinion means the auditor:
- has no reservations concerning the financial statements or the applications of accounting principles
 - has reservations concerning the application of accounting principles
 - cannot reach a conclusion based on the evidence presented
28. The main purpose of audit working papers is:
- to serve as the connecting link between the audit report and the client's records and data
 - to show the fee structure charged by the auditor
 - to replace the original records for future audits

29. To qualify for a letter of credit, the grantee:
- a. must have a fiscal management system them meets the standards for funds control and accountability
 - b. must demonstrate a match in assists
 - c. must use the letter of credit at least twice a month
30. Measuring the operational efficiency of task activities is a form of:
- a. impact evaluation
 - b. administrative evaluation
 - c. project evaluation

ANSWERS TO FINANCIAL MANAGEMENT TESTS

Form A

1. b
2. b
3. c
4. a
5. a
6. b
7. b
8. a
9. c
10. c
11. b
12. a
13. c
14. b
15. b
16. a
17. a
18. b
19. c
20. a
21. c
22. b
23. a
24. b
25. c
26. c
27. b
28. b
29. a
30. c

Form B

1. a
2. b
3. c
4. b
5. c
6. c
7. b
8. a
9. a
10. a
11. b
12. c
13. c
14. a
15. b
16. b
17. a
18. a
19. b
20. a
21. b
22. c
23. c
24. c
25. b
26. b
27. a
28. a
29. a
30. b

APPENDIX D

GENERAL EVALUATION QUESTIONNAIRE

1. Was instruction appropriate for the experience and qualifications of the participants?

1	2	3	4	5	6	7	8	9
Just Right	Yes		Fairly	Some Changes Needed		Not Really		No

2. Were the aids (transparencies) helpful in presenting content and problems?

1	2	3	4	5	6	7	8	9
Yes	Generally		Fairly Good			Not Really		No

3. Did the training program structure and presentation contain enough variety and stimulation to maintain your interest?

1	2	3	4	5	6	7	8	9
Com- pletely	Very Interesting		Quite Well		Partly		Dull	Deadly

4. Given adequate time to study lesson plans and prepare yourself, how comfortable would you feel acting as a course instructor?

1	2	3	4	5	6	7	8	9
Completely Comfortable		Very Adequately		Generally	OK	Uncomfortable		Not at All

5. Was the time of the training program appropriate?

1	2	3	4	5	6	7	8	9
Outstanding	Definitely	Yes		Fairly So		Not Really		Not at All

6. In terms of other instructional programs you have participated in, how would you rate this training program?

1 2 3 4 5 6 7 8 9
One of Excellent Good Average Poor Unsatisfactory
the Best

7. Were the instructional methods effective in meeting course objectives as you understand them?

1 2 3 4 5 6 7 8 9
Comp- Very Much Generally Yes Need Improvement Unsatisfactory
pletely

8. As you understand it, the objective of this workshop was (check one statement):

- a. To achieve uniformity in financial management of State highway safety program.
- b. To introduce all the pertinent Federal orders since 1966 to students.
- c. To train students to exactly implement Federal orders.
- d. To teach students the skills needed to effectively perform the financial management tasks of State highway safety programs.

9. Were the course objectives consistent with the actual requirements and duties of your position and your role in highway safety financial management?

1 2 3 4 5 6 7 8 9
Completely Yes Generally Somewhat Not Really No

10. What sessions in the course absolutely require modification to do the job (by session number with brief reason).

11. Comment as to training facilities--room arrangement, size, arrangements.

12. What is the proper number of participants for this kind of training program?

- a. 30-40.
- b. 20-25.
- c. 10-15.
- d. 5-10.
- e. Under 5.

APPENDIX E

SESSION EVALUATION QUESTIONNAIRE

TOPIC COVERAGE

The session material was covered:

1	2	3	4	5	6	7	8	9
Well	Essentially		Adequately		Partly		Poorly	No

OBJECTIVES

As you understand the objectives of the session, they were met:

1	2	3	4	5	6	7	8	9
Well	Essentially		Adequately		Partly		Poorly	No

PRESENTATION AIDS

Were the aids (transparencies) effective in communicating session information?

1	2	3	4	5	6	7	8	9
Out- standing	Excellent		Good	Fair		Poor		Bad

PARTICIPATION

Was the balance between formal presentation and group discussion appropriate for the session? Were participants involved to a proper degree?

1	2	3	4	5	6	7	8	9
Just Right	Excellent		Good	Generally OK		Poor		No

INSTRUCTOR(S)

How effective was the instructional staff in presenting the session material?

1	2	3	4	5	6	7	8	9
Out- standing	Excellent		Good	Fair		Poorly Prepared		

TIME ALLOCATION

Considering the overall Course length and the relative importance of the subject of the session, was the time allocation proper?

1	2	3	4	5	6	7	8	9
Just Right	Excellent		Good	Generally OK		Poor		No

If you circled 7, 8, or 9, also circle either--too much/too little (circle one).

