

COST ANALYSIS AND COST-EFFECTIVENESS ANALYSIS FOR IES PROJECTS

August 4, 2022

Welcome! We will start shortly.

**Please feel free to submit
questions via the chat while you
wait.**



Agenda for Session

- Welcome
- Overview of the CAP Project and team introductions
- IES requirements and recommendations for NCSEF RFAs
- Overview of cost analysis (CA) and cost-effectiveness analysis (CEA)
- Recommendations on how to respond to the RFA
- Questions and Answers

 CAP Project

Jaunelle

“Good afternoon and thank you for joining us. I am Jaunelle Pratt-Williams from NORC at the University of Chicago and I am the co-PI for the CAP Project. Before we begin, we ask everyone to please mute your microphone until the Q&A. If you have a question before then, please use the chat to share it with everyone.

The main goals for today are to provide some guidance and allow you to ask questions as you plan for a cost analysis or cost-effectiveness analysis in your grant application. We will briefly spend some time introducing the team and providing an overview of the CAP Project. We will share the RFA requirements and recommendations, an overview of economic evaluations, and provide suggestions on how to respond to the RFA. We will share CAP Project resources along the way that can help you plan and conduct your analysis. We will use the Q&A time to answer questions starting with the questions you submitted in advance.”



The CAP Project Team for Today



Fiona Hollands
Teachers College, Columbia University



Jaunelle Pratt-Williams
NORC at the University of Chicago



Rob Shand
American University



Candice Bengel
SRI International



Jacquelyn Buckley
NCSER
IES

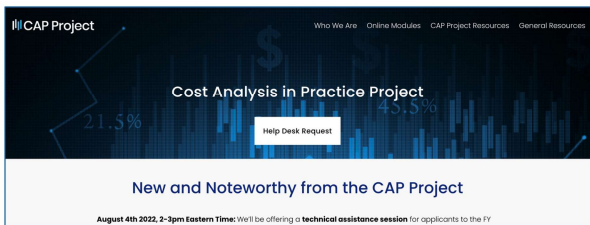
Jaunelle

“We have a few members from the CAP Project team here today and we each will introduce ourselves. As I mentioned, I am Jaunelle Pratt-Williams and I am the co-PI for the project.” ... *each person reads slide up to Candice introducing themselves.*

“We are grateful to also have Jackie Buckley, Team Lead for Disability Research at the National Center for Special Education Research, join us today to answer specific questions about the RFA and NCSER’s expectations for the cost analysis and cost effectiveness analysis.”



The Cost Analysis in Practice (CAP) Project



- Three-year initiative funded IES
- Provides free, on-demand tools, guidance, and technical assistance to researchers and practitioners who are planning or conducting economic evaluations
- More Information and resources at <https://capproject.org/>

Jaunelle

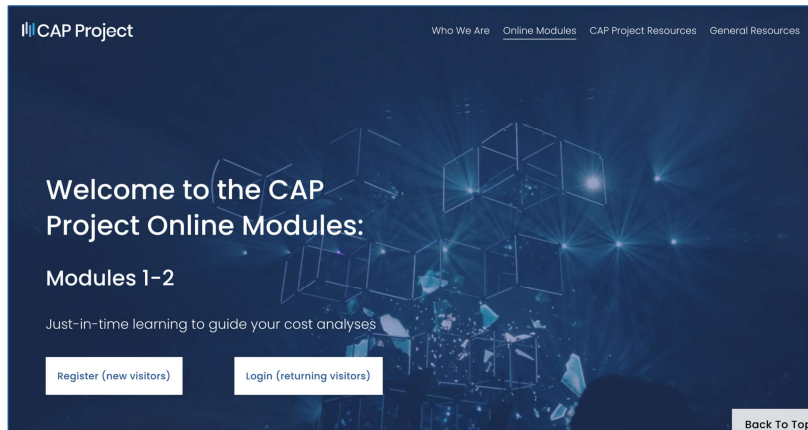
The Cost Analysis in Practice (CAP) Project is a three-year initiative funded by the Institute of Education Sciences, U.S. Department of Education. We provide free, on-demand tools, guidance, and technical assistance to researchers and practitioners who are planning or conducting economic evaluations. On our website, capproject.org, you can find more information and resources...



The screenshot shows the CAP Project website header with navigation links: "Who We Are", "Online Modules" (circled in red with a white arrow pointing to it), "CAP Project Resources", and "General Resources". The main content area features a dark background with a bar chart and a line graph. The text "Cost Analysis in Practice Project" is prominently displayed. Below this, there is a "Help Desk Request" button. At the bottom of the screenshot, a white box contains the text: "New and Noteworthy from the CAP Project" and "August 4th 2022, 2-3pm Eastern Time: We'll be offering a technical assistance session for applicants to the FY".

Jaunelle

...such as our Online Modules which provide an overview of economic evaluations, how to carry out each stage of a cost analysis, and how to use the CAP Project resources. Each module includes a series of short videos by topic.



Jaunelle

We just launched the first 2 of the series and, very conveniently, Module 2 covers designing a cost analysis, which should be helpful to you at the proposal stage.



Who We Are Online Modules **CAP Project Resources** General Resources

CAP Project Resources

These resources are being developed under the [CAP Project grant](#) (May 2020 - April 2023) and will be expanded and updated from time to time. If you have any questions about these resources or want free technical assistance with your cost analysis, [click here](#) to submit a help desk request.

Need help deciding what kind of economic evaluation to do? Watch this short video from the [CAP Project Online Modules](#) which narrates you through

Jaunelle

You can also access the CAP Project Resources page where you will find...



Resources to Get Started

Getting Started with Cost Analysis

CAP Project Cost Analysis Standards (IES 11)
Guidelines for designing and conducting cost analyses of educational programs.
Guidelines

CAP Project Infographic
This infographic provides an overview of what the CAP Project is, a visual summary of the steps in a cost analysis and links to a number of resources to get you started towards designing and conducting a cost analysis yourself.
Infographic

Introduction to Cost Analysis Video
In this video, Dr. Rob Shrand of the CAP Project provides an overview of cost analysis, why it is useful, and the different types of cost analysis. He also uses an example of digital math tools to demonstrate the difference between expenditures and economic costs.
Watch Video

Cost Analysis FAQs
A compilation of responses to the most common cost analysis questions the CAP Project Help Desk has been asked to date. If your question isn't answered here, submit your own request here.
FAQs

Inside IES: CAP Project Blog Posts
Researchers at the CAP Project are guest writing a series of IES blog posts about the practical details of economic evaluation. Read the blogs here.
Blog Posts

CASP Standards Template
The CASP Standards Rubric helps cost analysts and reviewers of journal manuscripts/grant proposals/study reports meet the [Standards for the Economic Evaluation of Educational and Social Programs](#).
CASP Standards Template

Planning your Cost Analysis

Cost Analysis Requirements in IES 2023 IRAs
This chart summarizes CAP Project's interpretation of what IES 2023 IRAs are requiring in terms of cost analysis and CEA.
Requirements

Checklist for Cost Analysis Plans
Use this checklist to guide your cost analysis plans. It is designed to help users plan high quality cost analyses of educational programs/interventions.
Checklist

Timeline for Cost and Cost-Effectiveness Analysis
This timeline outlines all activities involved in ensuring cost and cost-effectiveness analyses concurrently with impact studies.
Timeline

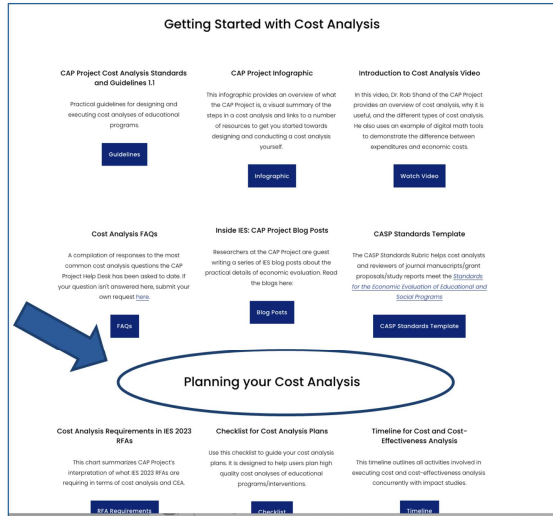
- Templates, guidance and resources at <https://capproject.org/>

Jaunelle

...templates, guidance, and other resources for getting started with cost analysis,



Resources for Planning



- Templates, guidance and resources at <https://capproject.org/>

Jaunelle

“...and for planning, executing, and reporting your cost analysis. As I mentioned, we will highlight some of these tools today throughout the session.”



IES COST ANALYSIS AND COST-EFFECTIVENESS ANALYSIS REQUIREMENTS AND RECOMMENDATIONS

||| CAP Project

Jaunelle

Now, Jackie will share NCSER's requirements for cost analysis or cost-effectiveness analysis and recommendations from IES for strong applications. Rob and I will follow with an overview of economic evaluations before Fiona shares suggestions on how to respond to the RFA.



Measurement (84.324A)

Requirement: None

Recommendation: You are encouraged to develop a cost analysis plan that describes how you will estimate the costs for educators and education systems to implement the fully developed and/or validated instrument.

- If you include a cost analysis plan, describe your plan to determine the quantity, quality, and value of all resources needed to implement the instrument as intended given the implementation context (setting, education personnel, and target population).
- The RFA lists key information that should be included in the plan.

Jackie



Development and Innovation (84.324A)

Requirement: Describe a cost analysis plan for determining the costs associated with implementing the fully developed intervention in the context of the pilot study.

- Even if you already have an estimate of the cost of implementing the intervention, you still must include a plan to collect this information during the pilot study. You must gather information about the costs of implementing your intervention even if you intend to offer the intervention free of charge.

Recommendation: Describe your plan to determine the quantity, quality, and value of all resources needed to implement the intervention in your study.

- The RFA lists key information that should be included in the plan.

Jackie



Initial Efficacy (84.324A)

Requirement: You must describe your

- Cost analysis plan
- Cost-effectiveness analysis plan or a rationale for why a cost-effectiveness analysis cannot be done

Recommendation:

Significance section - Provide evidence showing the intervention's readiness for evaluation, including data on feasibility and fidelity of implementation, promise for achieving intended learner outcomes, and cost to implement.

- Describe any prior studies of the intervention, note their findings, and discuss how your proposed study would improve on past work.

Jackie



Initial Efficacy (84.324A) continued

Recommendation:

Cost-effectiveness - A cost-effectiveness analysis provides information about the costs to achieve a particular impact when using a particular program, practice, or policy.

- CEA using primary learner outcome(s). The analysis should be conducted at the level that is most relevant for the intervention being studied, whether the school, classroom, or individual learner level.
- The RFA lists key information that should be included in the plan.

Jackie



Follow-up Efficacy only (84.324A)

Requirement: None

Recommendation:

- Same as Initial Efficacy except if a rigorous cost analysis has already been completed for the same intervention in a similar context, you may rely on that cost analysis rather than completing a new one.
 - In such a case, provide the findings of the previous cost analysis in your application and show that it applies to the same intervention and context you propose examining for follow-up impacts.

Jackie



WHAT IS COST ANALYSIS (CA) AND COST-EFFECTIVENESS ANALYSIS (CEA)?

||| CAP Project

Rob

“Thank you, Jackie and Jaunelle. With the RFA requirements in mind, let’s briefly discuss ‘what is a cost analysis and a cost-effectiveness analysis’.”



What is Cost Analysis?

- A form of economic evaluation
- Type, quantity, and value of all resources used to achieve or replicate a measured effect or outcome
- Applied to educational programs or interventions, it identifies resources needed for implementation
 - [Ingredients method \(introduced by Henry Levin, 1975\)](#)

Rob

“A cost analysis is a form of economic evaluation in which you carefully document the type, quantity, and value of all resources needed to achieve or replicate a measured effect or outcome.

In education research, we are often evaluating specific programs or interventions that are intended to produce improvements in student or teacher outcomes. Relevant cost analyses would identify what new and existing resources are needed to implement the program or intervention in order to produce those outcomes.

The established way of ascertaining the costs of an educational program is the ingredients method, developed by Henry Levin in 1975. The basic idea is to identify every resource or “ingredient” needed to implement a program, figure out how much you need of each one, and place a dollar value on it. “



Ingredients Method: Categories of Resources

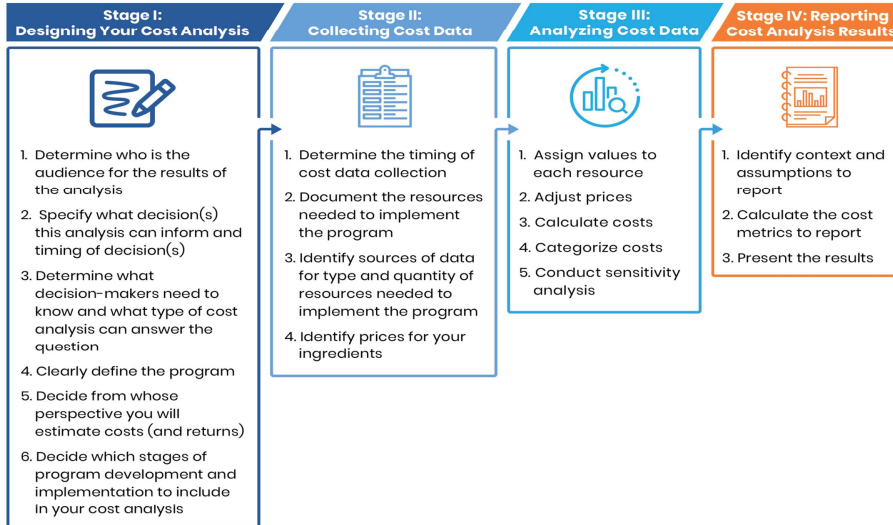


Rob

“The ingredients needed to implement educational programs can be categorized as personnel, which often comprises 80% or more of the costs of educational programs, facilities, materials, and other inputs such as transportation. “



Stages of a Cost Analysis



Rob

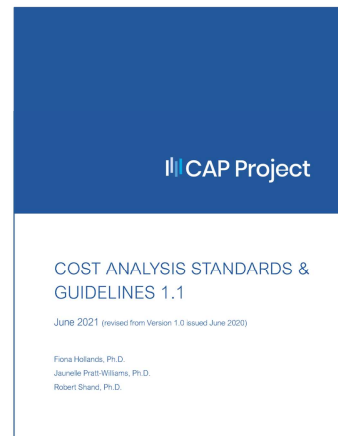
“This graphic captures the 4 stages of a cost analysis. You can find these stages and a detailed description ...”

CAP Project Cost Analysis Standards and Guidelines 1.1



- Practical guidelines for designing and executing cost analyses of educational programs
- <https://capproject.org/resources>

 CAP Project

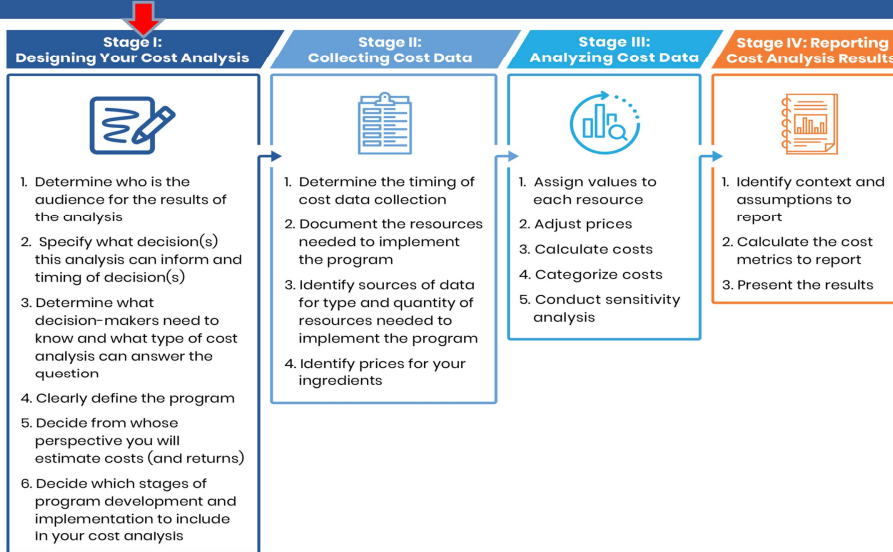


Rob

“... in the CAP Project Guidelines on the CAP Project resources page.”



Stages of a Cost Analysis

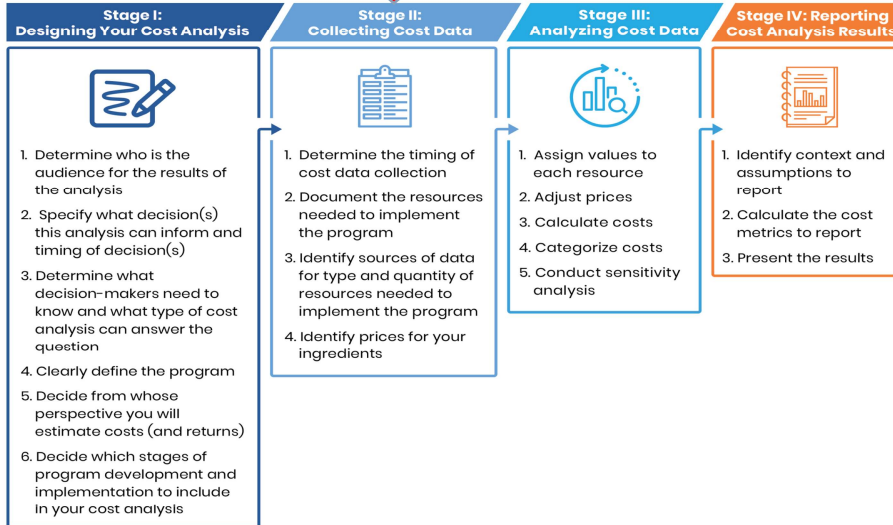


Rob

“Stage 1 is Designing your Cost Analysis”



Stages of a Cost Analysis

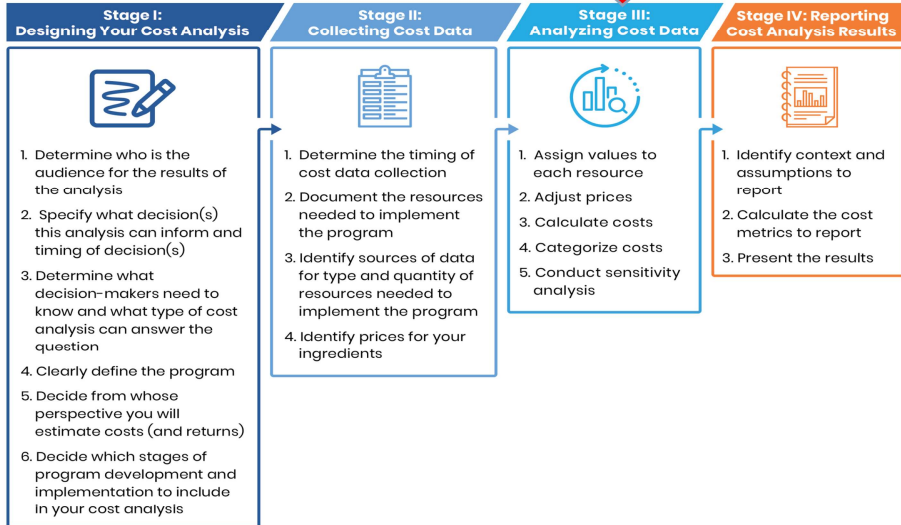


Rob

“Stage 2 is Collecting Cost Data”



Stages of a Cost Analysis

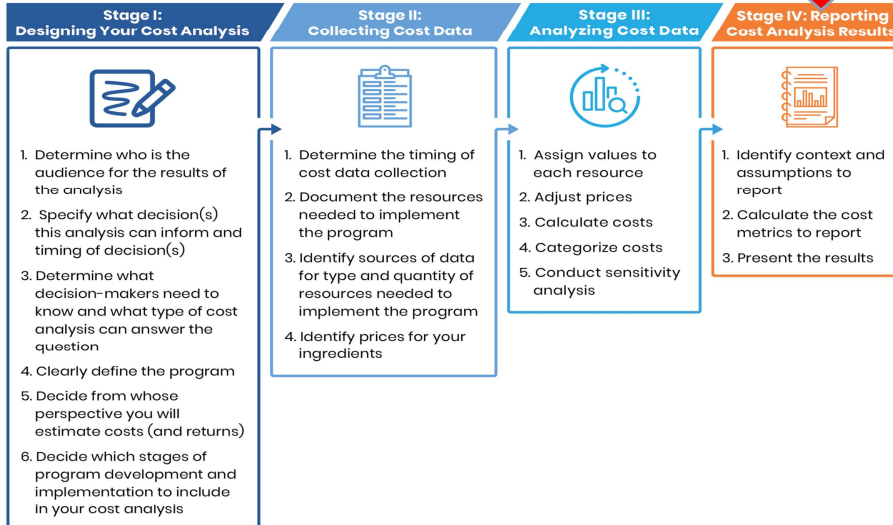


Rob

“Stage 3 is Analyzing Cost Data, and”



Stages of a Cost Analysis



Rob

“And stage 4 is Reporting Cost Analysis Results.”



Stage 1: Designing a CA/CEA

- Key considerations for the design stage:
 - The study motivation and context
 - Descriptive information to clearly define the program and how it should be implemented
 - The plan for your study

|||CAP Project

Rob

“As Jaunelle noted, CAP Project’s Online Module 2 focuses on designing a cost analysis and provides a lot of guidance about this stage. Some of the key considerations are:

1. Study motivation and context which includes identifying the research question, the type of economic evaluation, the audience, timing of the analysis which often is concurrently with implementation for IES funded grants, and the perspective for the analysis, or whose costs to include.
2. Descriptive information to clearly define the program and how it should be implemented.
3. The plan for your study such as specifying how you will collect data, when, and from where, and how you will analyze the data and report results.

Videos 2 and 3 in Module 2 focus on these three topics.”

Checklist for Cost Analysis Plans



CAP Project

Cost Analysis Plan Checklist

This checklist is designed to help ensure high quality economic evaluation of educational program and transactions. The Checklist Overview provides a summary of the items included here on the Checklist Overview, provide detailed instructions on how to complete each item, and provide additional information. The guidelines are available at <https://www.irs.gov/efile>. For more information, see the CAP Project website at www.capproject.org.

Checklist Overview

- Describe the design of your cost study (control, random, division, or by educational, research questions, description of cost method, type of economic evaluation, cost perspective, cost method, and which cost will be included).
- Describe how you will collect cost data (from collecting plan and transactions, national vs. local prices, price sources, sampling).
- Describe how you will analyze cost data (cost tools, cost comparison, analysis by analysis and price adjustment).
- Describe what cost centers you expect to report.

Hollands, F., Fran, Williams, J., & Blank, S. (2020). Cost analysis plan checklist. CAP Project. Retrieved from <https://capproject.org/resources>

The development of this checklist was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant #ED-0000000 to Teachers College, Columbia University. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

Cost Analysis Plan Checklist | CAP Project July 2020 updated 7/1/2021 | 1

CAP Project

Rob

“To help with Stage 1, Designing a Cost Analysis, the CAP Project created a checklist for cost analysis plans which aims to ensure you have thought about all important study design issues.”

Checklist and Timeline for Cost Analysis Plans

||| CAP Project

Cost Analysis Plan Checklist

This checklist is designed to help you plan high quality research evaluation of educational program and interventions. The Checklist Overview provides resources of the cost analysis tool. The Checklist Overview provides detailed information on activities, tasks, timelines, and deliverables. The checklist is designed to be used in conjunction with the CAP Project website. The checklist is designed to be used in conjunction with the CAP Project website.

Checklist Overview

Describe the design of your cost analysis instrument, including decisions to be followed, research questions, description of data sources, type of economic evaluation, cost perspective, cost method, and which cost will be included.

Describe how you will collect cost data (from collecting plan and instruments, national vs. local prices, price sources, sampling).

Describe how you will analyze cost data (cost tools, cost categorization, analysis by activity and price adjustment).

Describe what cost sources you expect to report.

Hollands, F., Pate-Williams, J., & Bland, S. (2020). Cost analysis plan checklist. CAP Project. Retrieved from <https://capproject.org/resources>

The development of this checklist was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant #IERS0000100 to Teachers College, Columbia University. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

Cost Analysis Plan Checklist CAP Project July 2020 updated 7/1/2022 1

||| CAP Project

TIMELINE OF ACTIVITIES FOR COST ANALYSIS

This document provides guidance to applicants for the sequencing of activities required to conduct a cost analysis or cost effectiveness analysis (CEA). The timeline is designed for a 3-year study such as an IDE efficacy or effectiveness program in which a cost analysis or CEA is conducted concurrently with the impact study of intervention(s) being managed. It assumes that three cohorts of participants are tracked each for one year during Year 0 of the program. Year 0 is spent planning and recruiting. Year 1 is spent on analysis, reporting and dissemination. The timeline also assumes that separate research teams will conduct implementation, activity, evaluation of implementation and impact, and cost analysis/CEA. Accordingly, coordination between the teams is built in. Cost analysis should align (these guidelines are useful if the same personnel are conducting multiple aspects of the work). The project is shorter, if fewer or more cohorts are tracked and if the cost analysis is prospective or retrospective rather than concurrent with the impact analysis.

For more IDE funded technical assistance about cost analysis and CEA, submit a request to CAP Project <https://capproject.org/resources>

Year 1: Planning and design of data collection instruments

1. Engage Participants in IRB application, data sharing agreement, kick off and monthly knowledge meetings, set up secure data systems (e.g., SharePoint).
2. Establish a quarterly cost analysis meeting with the implementation team and other evaluation teams.
3. Review any existing cost analysis and cost sources for the same or similar interventions to inform cost analysis strategy.
4. Design time logs for the implementation team and any other project personnel who participate in any activity requiring implementation activities. (When there is high quantity).
5. Review descriptions of the intervention(s) being studied from past implementation studies, prior project reports, websites, etc. to gather details of implementation requirements.
6. Create a cost analysis worksheet and begin populating spreadsheets with an initial list of expenditures required to implement the program (personnel time, materials, equipment, facilities, etc.) Organize by cost analysis by component or activity (e.g., training, teaching, etc.) to see connections in relevant for the study design and research questions.
7. Establish "key personnel" roles to cover workload for important implementation and data roles that you may need to change and to which formulas can be built, e.g., person time used, discount rate, number of years over which to follow up training and evaluation, number of participants in each arm which overhead costs should be split.

Hollands, F., Pate-Williams, J., Bland, S., Rabove, A., & Bredakis, D. (2020). Timeline of activities for cost analysis. CAP Project. <https://capproject.org/resources>

||| CAP Project

Rob

“And a timeline of cost analysis activities that helps you plan what you’ll need to do and when, and how to align that with an impact study if you’re doing a CEA.

Now, Jaunelle will share a bit about stage 2.”



Stage 2: Collecting Cost Data

| Data | Example |
|-------------------|--|
| Type | Title/position, special qualifications, brands, etc. |
| Quantity | Number of staff, students, laptops, classrooms etc. |
| Percentage of use | Full time (100%), half-time (50%), percentage of time a computer lab is used |
| Price | Salary, value of time, price for equipment etc. |

|||CAP Project

Jaunelle

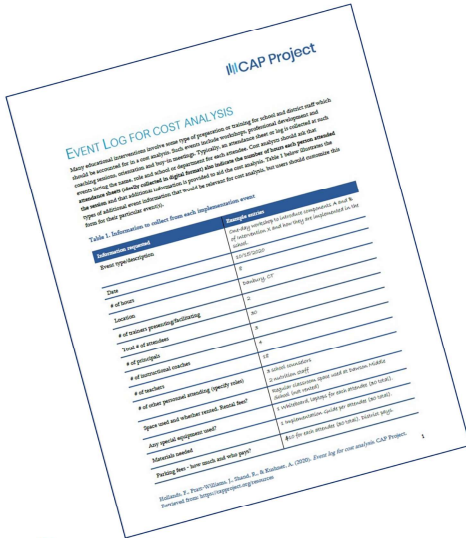
“When collecting data during stage 2, there are four main pieces of information you will need for each ingredient: type, quantity, percentage of use, and price.

Examples of “type” are things like personnel titles and positions, any special qualifications for the personnel role, and brands of materials.

Quantity can be the number of staff, students, the number of laptops required, number of classrooms and the square footage.

Percentage of use is the amount of time the ingredient is used for the intervention or instrument you are studying. For example, a staff member may dedicate 100% of their work hours to the intervention. Or a computer lab may be used 50% of the time it is normally available for the intervention.

Price can be salaries or hourly wages, the value of the time say for volunteers, the price of a computer and so on.”



Jaunelle

“To help you collect the cost data, the CAP Project provides resources such as this event log,”



CAP Project Data Collection Resources

CAP Project

EVENT LOG FOR COST ANALYSIS

Identify educational experiences involving some type of preparation or training for subject and discuss staff which should be considered for a cost analysis. This event log includes workshop, professional development and training sessions, conferences and other in-service opportunities. Complete one event log for each activity. Do not include activities which are not directly related to the CAP project. Complete one event log for each activity. Do not include activities which are not directly related to the CAP project. Complete one event log for each activity. Do not include activities which are not directly related to the CAP project.

Table 1. Information to collect from each implementation event

| Information Request | Example Answer |
|--|---|
| Event description | Workshop on using a new software program |
| Date | 10/15/2020 |
| # of hours | 1.5 |
| Location | Virtual |
| # of sessions/ongoing/continuing | 1 |
| # of attendees | 10 |
| # of groups | 1 |
| # of instructional coaches | 1 |
| # of teachers | 10 |
| # of other personnel attending (specify roles) | 1 instructional coach |
| Spice used and whether revised. Revised how? | Yes, revised the agenda to include a Q&A session. |
| Any special equipment used? | Zoom |
| Materials provided | Handouts, slides |
| Parting line - how much and who says? | 10/15/2020 |

Hollands, F., Pratt-Williams, J., Shand, R., & Kozlowski, A. (2020). Event Log for cost analysis. CAP Project. Retrieved from: <https://capproject.org/resources>

CAP Project Sample Time Logs for Teaching Personnel

Hollands, F., Pratt-Williams, J., Shand, R., & Kozlowski, A. (2020). Time logs. These templates are provided by CAP Project as examples of how to collect data on time use for personnel.

To customize them for your own project:

1. Select the preferred log below based on whether you want activities listed horizontally or vertically. Log 1 is about each activity.
2. Enter a short descriptor for each activity for which you need to gather time use. For example, if you are not document their time, you might include activities such as:
 - Support classroom teacher with whole class reading instruction
 - Pull-out intervention lessons with individual students
 - In-class reading with small groups
 - Preparing/teaching IEPs
 - Conferencing with parents
 - Meetings with other teaching staff
 - Other (specify daily within 60s)
3. Save as a Google Sheet or Excel, or create an online survey to share with the personnel from whom you
4. Copy the weekly log for as many weeks as you need and enter the relevant dates.
5. Share the Google Sheet, online survey link, or Excel file with the relevant personnel and set up daily or weekly
6. Review the data periodically to look for any problems, such as too many or too few hours being reported etc.

Weekly Time Log 1

| 2020 | Date | Activity 1 | Notes | Activity 2 | Notes |
|-----------|------|------------|-------|------------|-------|
| Day | Time | hrs | | hrs | |
| Monday | 1 | 0 | | 0 | |
| Tuesday | 2 | 0 | | 0 | |
| Wednesday | 3 | 0 | | 0 | |
| Thursday | 4 | 0 | | 0 | |
| Friday | 5 | 0 | | 0 | |
| Saturday | 6 | 0 | | 0 | |
| Sunday | 7 | 0 | | 0 | |
| Total | | 0 | | 0 | |

Weekly Time Log 2

| 2020 | HOURS SPENT ON ACTIVITY EACH | | | | |
|------------|------------------------------|----|----|----|----|
| Jan 2020 | 61 | 62 | 63 | 64 | 65 |
| Activity 1 | | | | | |
| Activity 2 | | | | | |
| Activity 3 | | | | | |
| Activity 4 | | | | | |
| Activity 5 | | | | | |
| Activity 6 | | | | | |



Jaunelle

“... time logs”,



CAP Project Data Collection Resources

CAP Project

EVENT LOG FOR COST ANALYSIS

Identify educational experiences involving some type of preparation or training for school and district staff which should be recorded in a cost analysis. This event log includes individual professional development and training activities, conferences and other in-services. Use this event log to collect data on each activity during the year. Use this event log to report on the number of hours each person attended the activity. Use this event log to report on the number of hours each person attended the activity. Use this event log to report on the number of hours each person attended the activity. Use this event log to report on the number of hours each person attended the activity.

Table 1. Information to collect from each implementation event

| Information Request | Example Answer |
|--|--|
| Event description | Implementing new literacy intervention program |
| Date | 10/15/2020 |
| # of hours | 1.5 |
| Location | Building 101 |
| # of sessions/ongoing/one-time | 1 |
| # of attendees | 5 |
| # of groups | 1 |
| # of instructional coaches | 1 |
| # of teachers | 4 |
| # of other personnel attending (specify roles) | 1 (school administrator) |
| # of other personnel receiving (specify roles) | 1 (school administrator) |
| Spice used and whether revised. Revised how? | Yes. Revised to include a new activity. |
| Any special equipment used? | None |
| Materials provided | None |
| Parting line - how much and who says? | None |

Hollands, F., Pratt-Williams, J., Shand, R., & Kozlowski, A. (2020). Event log for cost analysis. CAP Project. Retrieved from <https://capproject.org/resources>

CAP Project Simple Time Logs for Teaching Personnel
Hollands, F., Pratt-Williams, J., Shand, R., & Kozlowski, A. (2020). Time logs

These templates are provided by CAP Project as examples of how to collect data on time use for personnel.

To customize them for your own project:

1. Select the preferred log below based on whether you want activities listed horizontally or vertically. Log 1 is about each activity.
2. Enter a short descriptor for each activity for which you need to gather time use. For example, if you are not document their time, you might include activities such as:
 - Support classroom teacher with whole class reading instruction
 - Pull-out intervention lessons with individual students
 - In-class reading with small groups
 - Preparing/teaching IEPs
 - Conferencing with parents
 - Meetings with other teaching staff
 - Other (specify below item 1)
3. Save as a Google Sheet or Excel, or create an online survey to share with the personnel from whom you
4. Copy the weekly log for as many weeks as you need and enter the relevant dates.
5. Share the Google sheet, online survey link, or Excel file with the relevant personnel and set up daily or one
6. Review the data periodically to look for any problems, such as too many or too few hours being reported e

Weekly Time Log 1

| 2020 | Date | Activity 1 | Notes | Activity 2 | Notes |
|------|-----------|------------|-------|------------|-------|
| Day | Time | hrs | | hrs | |
| | Monday | 1 | 0 | 0 | |
| | Tuesday | 2 | 0 | 0 | |
| | Wednesday | 3 | 0 | 0 | |
| | Thursday | 4 | 0 | 0 | |
| | Friday | 5 | 0 | 0 | |
| | Saturday | 6 | 0 | 0 | |
| | Sunday | 7 | 0 | 0 | |
| | Other | 8 | 0 | 0 | |

Weekly Time Log 2

| 2020 | HOURS SPENT ON ACTIVITY EACH | | | | |
|------------|------------------------------|----|----|----|----|
| Jan 2020 | 61 | 62 | 63 | 64 | 65 |
| Activity 1 | | | | | |
| Activity 2 | | | | | |
| Activity 3 | | | | | |
| Activity 4 | | | | | |
| Activity 5 | | | | | |
| Activity 6 | | | | | |

CAP Project

TEMPLATE FOR COST ANALYSIS INTERVIEW PROTOCOL

September 2020

Fiona Hollands, Ph.D.
Janelle Pratt-Williams, Ph.D.
Robert Shand, Ph.D.

The development of this tool was supported by the Institute of Education Sciences, U.S. Department of Education, through IED#000002 to Teachers College, Columbia University. The views expressed are those of the authors and do not represent those of the Institute or the U.S. Department of Education.

Jaunelle

“... and an interview template.”



Ready-to-Use Templates

The semi-automated Excel templates below will assist you in conducting a cost analysis of an education program. They will serve as your data entry and analysis tools, calculating adjustments needed and providing summary metrics such as total costs, average costs per site and per program participant, and incremental costs. They are designed to allow cost estimates for treatment and control conditions in the same template. They also report a variety of cost breakdowns including costs by site, by resource category, by start-up or ongoing phase, and by fixed/variable/lumpy quantities. If you need help using one of them, submit a [Help Desk Request](#) - but try the built-in instructions first!

Basic Cost Analysis Template

CAPCAT 1.0 is a semi-automated Excel template in which you can document your ingredients data and prices, and calculate costs. Accommodates a **single-year** program and comparison program.

CAPCAT 1.0

Multi-Year Cost Analysis Template

CAPCAT 1.2 is a semi-automated Excel template in which you can document your ingredients data and prices, and calculate costs. Accommodates a **multi-year** program (up to 5 yrs) and comparison program.

CAPCAT 1.2

Cost-effectiveness Analysis Template

CAPCAT 1.3 accommodates up to 5 treatment and 5 comparison conditions, programs up to 10 years, and a variety of geographical price adjustments. A variety of cost breakdowns are presented.

CAPCAT 1.3

Jaunelle

“The CAP Project also provides several cost analysis templates you can use to enter the data so that it is all set up for analysis and reporting.”



CAP PROJECT RECOMMENDATIONS ON HOW TO RESPOND TO THE RFA

|| CAP Project

33

Jaunelle

“Now Fiona will provide recommendations on how to respond to the RFA and will share more about collecting cost data, analyzing it (which is stage 3), and reporting it (which is stage 4).”

Cost Analysis and CEA in IES 2023 RFAs

- This chart summarizes CAP Project’s interpretation of what IES 2023 RFAs are asking for in terms of cost analysis and CEA

1

2023 RFA Requirements for Cost Analysis and Cost Effectiveness Analysis (CEA)
Copyright by Cost Analysis in Research (CAP) Project
 July 2022

All. This summary is based on the [CAP Project](#) Team’s reading of the [2023 IES RFA](#). We are not responsible for any misinterpretation of the RFA language and we strongly recommend you review the relevant RFAs carefully to make your own judgments.

Table 2. IES Requirements for cost analysis and cost-effectiveness analysis for Special Education Research Grants

NCER Special Education Research Grants 84.326A

...all applications to the FY 2023 Special Education Research Grants program are expected to incorporate the principles outlined in the IES-wide Standards for Excellence in Education Research (SER, [https://er.ed.gov/ser](#)) as applicable. These principles include ...

*** Analyzing interventions’ costs***

* Projects should yield outcomes and products that are meaningful to learners with disabilities and the educators and schools that serve them, inform stakeholders about the cost and practical benefits and effects that interventions (programs, policies, practices) have on relevant outcomes for children and youth with disabilities, and contribute to scientific knowledge and theory of teaching, learning, and supporting education systems (SER, § 113.3)

| Requirement project type | Cost analysis | Cost-effectiveness analysis (CEA) | Response to cost analysis | Total costs | Incremental Costs | National vs. local prices | Breakdowns required | Flexibility analysis |
|---|--|-----------------------------------|---|-------------------------------------|-------------------|---|--|-------------------------------------|
| ES.326 Measurement Due 9/8/22 | Expenses are encouraged but not required to estimate the costs for educators and education systems to implement the fully developed and/or additional treatment. | - | Use a social perspective (look to all stakeholders). Indicate any additional perspectives you will use (e.g., IGA). | Encouraged | - | National prices and, if useful to local audience, local prices. Geographic price adjustments if needed. | Breakdowns not specified but applicants should describe the cost metrics they will report. | Encouraged |
| ES.326 Evaluation Due 9/8/22 | Required to determine the costs to implement the fully developed intervention. | - | Use a social perspective (look to all stakeholders). Indicate any additional perspectives you will use (e.g., IGA). | Recommended for strong applications | - | National prices and, if useful to local audience, local prices. Geographic price adjustments if needed. | Breakdowns not specified but applicants should describe the cost metrics they will report. | Recommended for strong applications |

CAP Project

Last updated 07/06/2022



Fiona

“Thanks, Jaunelle. Just a quick disclaimer to start, the suggestions I will be making over the next few slides are CAP Project recommendations based on our own experiences in proposing and reviewing cost and cost-effectiveness analysis for IES proposals. However, the final arbiters of what's acceptable are, initially IES, and ultimately the reviewers you end up with on your proposal.

We have summarized our read of what’s required and what’s recommended by IES’s RFAs in this chart which you can find on our resources page.”



What NCSER's RFA Asks You to Include in Your Cost Analysis Plan

- How you will estimate costs using a societal perspective and the cost method you will use, noting whether another perspective, such as that of the local education agency, will also be included
 - **Societal perspective:** includes resources contributed by all stakeholders, e.g., school, district, SEA, families, volunteers, community partners
 - Any other perspective will include only a subset of the resources: consider the perspective of the entity implementing your instrument/intervention
 - **Cost method:** Ingredients method ([Levin, 1975](#); [Levin & McEwan, 2001](#); [Levin et al., 2018](#))

Fiona

“Now, I'm going to run through each of the bullets about cost analysis and cost-effectiveness analysis in the 84.324A RFA and talk briefly about how you might address it.

First, the RFA asks you to describe in your cost analysis plan how you will estimate the costs of your instrument or intervention using a societal perspective. You can do that by including resources contributed by **all** stakeholders which might include the school, the district, the state education agency, families, volunteers, community partners, and so on.

Any other perspective you decide to use will simply include only the subset of resources contributed by the relevant entities, so it's not actually much additional work. You might consider for example including the perspective of the main entity implementing the program. In education this is often going to be a school or a district.

For cost method, the ingredients method, which Rob mentioned earlier, is the most commonly accepted approach to estimating costs of educational programs. It is

sometimes called the resource cost model but they are the same thing.”



What NCSER's RFA Asks You to Include in Your Cost Analysis Plan

- The resources you will use to implement the instrument/intervention including personnel, facilities, equipment, materials, training, or other inputs, and describe each resource's quality and quantity
 - Consider including a table listing:
 - Main ingredients
 - Key characteristics
 - Expected quantity needed in pilot study or for a real or typical site implementing your intervention or instrument

Fiona

The next bullet asks you about the resources you will use to implement the instrument or intervention and to describe their quality and quantity.

Here, our recommendation is to include a table listing the key ingredients that will be needed, any important characteristics like a required certification or years of experience, and the quantity you expect to need in your pilot study, or in a real or typical site implementing your intervention or instrument.



Example Table of Resources

Table X. Ingredient Types and Quantities Per School

| Type of ingredient | Characteristics/Qualifications | How many needed in this program implementation? | Source of information |
|----------------------------------|------------------------------------|---|----------------------------------|
| PERSONNEL | | | |
| Elementary school teacher | 3 yrs experience, BA | 2 teachers | Teacher time logs |
| District literacy coach | 5 yrs experience, MA | 1 coach | Coach interviews |
| Volunteer | Parent/guardian of a study student | 4 volunteers | Developer and Teacher interviews |
| FACILITIES | | | |
| Elementary school classroom | 900 sq ft | 2 classrooms | FOI observations |
| MATERIALS & EQUIPMENT | | | |
| Digital device | iPad | 50 iPads | Developer and Teacher interviews |
| OTHER INPUTS | | | |
| Device warranty | AppleCare, 3 yrs | 50 warranties | Developer and Teacher interviews |

Fiona

Here is an example of such a table with ingredients needed per school site.

I've organized them by category starting with personnel. I have a column for characteristics or qualifications, a column for quantity, and one in which I indicate where I'm going to gather more accurate information about each ingredient during the proposed project.



Example Table of Resources

Table X. Ingredient Types, Quantities, and Prices Per School

| Type of ingredient | Characteristics/Qualifications | How many needed in this program implementation? | Amount of time used for implementation | Source of information | Price | Price Source (incl. URL) |
|----------------------------------|------------------------------------|---|--|----------------------------------|---------------------|--|
| PERSONNEL | | | | | | |
| Elementary school teacher | 3 yrs experience, BA | 2 teachers | 50% | Teacher time logs | US\$67,000 + fringe | Local salary schedule www.districtsalaries.edu |
| District literacy coach | 5 yrs experience, MA | 1 coach | 20% | Coach interviews | US\$56,000 + fringe | Local salary schedule www.districtsalaries.edu |
| Volunteer | Parent/guardian of a study student | 4 volunteers | 5 hrs per week, 20 weeks | Developer and Teacher interviews | \$25,000 | Equivalent salary of part-time teaching aide, Local salary schedule www.districtsalaries.edu |
| FACILITIES | | | | | | |
| Elementary school classroom | 900 sq ft | 2 classrooms | 10 hrs per week, 36 weeks | FOI observations | US\$362/sq ft | Boston mid-price https://ccorpinsights.com/costs-per-square-foot/ |
| MATERIALS & EQUIPMENT | | | | | | |
| Digital device | iPad | 50 iPads | 15 hrs per week, 36 weeks | Developer and Teacher interviews | US\$329.00 | CDW (National supplier) |
| OTHER INPUTS | | | | | | |
| Device warranty | AppleCare, 3 yrs | 50 warranties | 15 hrs per week, 36 weeks | Developer and Teacher interviews | US\$69.00 | CDW (National supplier) |

Fiona

You can go even further to provide additional information if you already have it, for example, on the amount of time each resource is used to implement your intervention, and price information.

But this is already some way into executing the actual cost analysis and your main goal in the proposal is simply to convince the reviewers that you know exactly what kind of data you need in order to estimate costs and have a solid plan for collecting it during the project. The amount of detail shown here *might* be appropriate for Efficacy proposals where you are asked to include a cost estimate in your Significance section. But none of this should distract from the fact that you actually need to do a rigorous cost analysis as part of the project.



What NCSER's RFA Asks You to Include in Your Cost Analysis Plan

- How you will collect data about costs, including the **time period for the cost data collection**, the data collection instruments you will use, and the sources you will use to obtain national prices for resources and, if useful to a local audience, local prices:
 - Time period: Capture all resources used to implement complete dose
 - Measurement: Depends on how instrument will be implemented, one-off vs. recurring
 - D&I: Usually duration of pilot
 - Efficacy: Implementation period for at least one cohort

Fiona

The next bullet asks you to describe your data collection plans starting with the time period.

You'll want to make sure that you are capturing all resources used to administer or deliver a complete dose of the instrument or intervention.

For **Measurement** projects, the time period could be very short if the instrument is only administered once per participant or it could be a year if the same instrument is administered multiple times to the same participant, for example, to track growth over time.

For **D&I**, the time period will often be the duration of the pilot unless you're doing a rapid cycle intervention with multiple iterations.

And for **Efficacy** projects, you need to cover the implementation period for at least one cohort. If you are only able to report an effect size for the entire sample, you'll need to estimate costs for all cohorts.



What NCSER's RFA Asks You to Include in Your Cost Analysis Plan

- How you will collect data about costs, including the time period for the cost data collection, **the data collection instruments you will use**, and the sources you will use to obtain national prices for resources and, if useful to a local audience, local prices:
 - Try to integrate questions about resource use into other instruments, e.g., fidelity of implementation observations or surveys
 - Interviews of instrument/intervention developers and key implementers
 - Time logs, event logs

Fiona

You also need to describe the data collection instruments you'll use. In order to reduce the burden on participants, and on you as the cost analyst, we recommend you try to integrate questions about resource use into other instruments. For example, it's quite likely someone else on the project team is conducting observations to evaluate fidelity of implementation or is administering surveys.

You could also describe interview protocols to gather information from the developers and from key implementers.

And accuracy of cost data can be greatly enhanced by designing and collecting time logs and event logs.



What NCSER's RFA Asks You to Include in Your Cost Analysis Plan

- How you will collect data about costs, including the time period for the cost data collection, **the data collection instruments you will use**, and **the sources you will use to obtain national prices for resources and, if useful to a local audience, local prices**:
 - National prices: See Appendix II in CAP Project Guidelines
 - National surveys, CAP Project Database of National Prices
 - Local Prices: See Appendix III in CAP Project Guidelines
 - District salary schedules, public databases of personnel compensation

Fiona

Next, you need to provide sources for national prices and, if you also plan to provide a local cost estimate, sources for local prices. We list a bunch of possibilities in the CAP Project guidelines, Appendices II and III. We also recently uploaded a database of national prices to the CAP Project resources page.

Extra Notes:

To decide whether to promise national and/or local prices we suggest you think about:

- *the audience for the results,*
- *the availability of relevant prices from national or local sources*
- *the number of different sets of local prices that you might need to collect*
- *and your budget.*



What NCSER's RFA Asks You to Include in Your Cost Analysis Plan

- How you will calculate the cost of the resources and the instrument's/ intervention's total cost, including details such as how you will adjust prices where needed (for example, to account for geographic price differences), assign costs to resources that are provided at below their actual value, and run sensitivity analyses to check assumptions
 - Apply concept of opportunity cost to place a monetary value on every resource used in implementation regardless of whether there is any exchange of funds

Fiona

The next bullet asks you to describe how you'll calculate the cost of the resources and the instrument's or intervention's total cost, including details such as how you will adjust prices where needed, assign costs to resources that are provided at below their actual value, and run sensitivity analyses to check assumptions.

The first point you might want to make is that you are applying the concept of opportunity cost to place a value on every resource used in implementation regardless of whether there is any exchange of funds.



What NCSER's RFA Asks You to Include in Your Cost Analysis Plan

- **How you will calculate the cost of the resources and the instrument's/intervention's total cost**, including details such as how you will adjust prices where needed (for example, to account for geographic price differences), assign costs to resources that are provided at below their actual value, and run sensitivity analyses to check assumptions
 - Cost of each resource = Quantity x Price x Percentage of Use
 - E.g., 4 teachers x \$50,000 salary and fringe x 10% time on implementing the intervention = \$20,000
 - Total cost = sum of individual resource costs

Fiona

The cost of each resource is calculated by multiplying the quantity needed by the price and the percentage of use for your implementation.

For example, if you need 4 teachers who each receive total compensation of \$50,000 and they spend 10% of their time implementing the intervention, this resource will cost \$20,000 without any price adjustments.

The total cost is simply the sum of the individual resource costs but you may need to make some adjustments to some or all of the prices first.



What NCSER's RFA Asks You to Include in Your Cost Analysis Plan

- How you will calculate the cost of the resources and the instrument's total cost, **including details such as how you will adjust prices where needed (for example, to account for geographic price differences)**, assign costs to resources that are provided at below their actual value, and run sensitivity analyses to check assumptions
 - See CAP Project Guidelines pp. 20-25 for Adjustments
 - Inflation
 - Amortization
 - Discounting/compounding
 - Geographical price differences
 - CAP Project Cost Analysis Templates (CAPCATs) facilitate all these

Fiona

Our guidelines describe each kind of price adjustment you might need on pages 20-25.

These include:

Adjusting for inflation if you can only find a price from a year that is **different** from the one in which you want to present costs,

Amortization, which means spreading the value of an item over the number of years it will last.

Discounting or compounding which is only relevant when implementation takes place over multiple years and you need to account for the time value of money by expressing all costs in the same year.

Finally, if you are using a price that's not from the area in which you are presenting costs, you can use a geographical price adjustment to convert it.

Of course, you may not know *which* adjustments you will need to make until you are deep into data collection but you can say you will make these kinds of adjustments as needed.

The CAP Project templates, the CAPCATs, actually do all this work for you but I don't think the reviewers will take that for an answer. So you have to at least sound like you know what's going on behind the scenes *and why*.



What NCSER's RFA Asks You to Include in Your Cost Analysis Plan

- How you will calculate the cost of the resources and the instrument's total cost, including details such as how you will adjust prices where needed (for example, to account for geographic price differences), **assign costs to resources that are provided at below their actual value**, and run sensitivity analyses to check assumptions
 - Use market price
 - If no market price available, find price of a comparable resource

Fiona

You are also asked to describe how you will assign costs to resources that are provided at below their actual value.

Here you can say you'll use a market price if there is one.

If there is no market price available, you'll need to look for prices of comparable resources. For example, if you are developing a new curriculum and don't know how much you going to charge for it once it's fully developed, you can do some research into existing curricula that do similar or parallel things and base your cost estimate on that information.



What NCSER's RFA Asks You to Include in Your Cost Analysis Plan

- How you will calculate the cost of the resources and the instrument's total cost, including details such as how you will adjust prices where needed (for example, to account for geographic price differences), assign costs to resources that are provided at below their actual value, and **run sensitivity analyses to check assumptions**
 - Vary key assumptions especially those about which you are uncertain and/or have poor data

Fiona

You are asked to describe how you will run sensitivity analyses to check assumptions.

Here you can say you will vary key assumptions, and in particular the ones about which you are uncertain or have poor data.

An example that Jaunelle and I were talking about recently is estimating the costs of parent time spent reading to their children at home if that's a component of a program. Often, you're not going to be able to collect information directly from parents so it's likely you're going to have to get an estimate from someone at the school. Let's say they tell you the parents spend between 10 minutes and one hour each night reading to their kids. That's a pretty wide range so you might use the midpoint of 35 minutes as the assumption for your base case analysis and then run sensitivity analyses using 10 minutes and 60 minutes to see how that affects your costs.



What NCSER's RFA Asks You to Include in Your Cost Analysis Plan

- The metrics you will use to report costs and how you will explain their meaning to education stakeholders
 - Summary metrics, e.g.,
 - Average cost per participant
 - Cost per typical unit at which instrument/intervention is implemented (school/classroom)
 - Cost breakdowns, e.g.,
 - Costs by category of ingredient (personnel, facilities, materials, other)
 - Costs by site
 - Start-up vs. ongoing costs

Fiona

The next bullet asks you to indicate the metrics you will use to report costs and how you will explain their meaning to education stakeholders. The relevant metrics will depend on your study design and context but should include some **summary metrics** like an average cost per participant and a cost per classroom or school; and some **cost breakdowns** such as costs by ingredient category, costs by site, or by start-up vs. ongoing costs.

Our guidelines list quite a few options on pages 27 and 28 and the CAPCATs facilitate a lot of these calculations as long as you label your ingredients with enough detail.



Additional Items for Efficacy and CEA

- How you will calculate the cost of key components of the intervention
 - Establish what the components are from developers/implementers
 - Document what amount of each resource is used for each component and label by component in cost analysis template
- How you will calculate the incremental cost of the intervention
 - Costs of treatment condition – costs of control condition
 - Need to describe control and how resource use is different from T

Fiona

For Efficacy which requires a CEA, there are four additional items you are asked to address. But, first, let me check whether Jaunelle wants to interrupt me with any burning clarifications that are needed right now. Anything Jaunelle? OK, back to additional items for Efficacy and CEA:

First, IES wants you to break out costs by **key component**, assuming there is more than one component to the intervention! The first thing you need to do is figure out what those components are so you can list them in your proposal and demonstrate that you know which ingredients are needed for each one. Then, as you collect your data on resource use, you will need to document what amount of each resource is used for each component so you can report a cost-by-component breakdown.

Second, you need to describe how you will calculate **the incremental cost of the intervention**. That's the difference in costs between the Treatment and Control conditions. This *should* make sense to you because effects are similarly reported as the difference in outcomes between Treatment and Control. Ideally, at the proposal stage, you will have some handle on whether participants in the control

condition are engaging in a **comparable alternative** to your instrument or intervention, and can briefly describe this alternative in your proposal, along with the kinds of resources that are needed to implement it and how that compares to what **you** are implementing. If you have **no idea** about this because you haven't even recruited your sites yet, you'll just need to describe **how** you will gather information on alternatives and their resource requirements **during the study**.



Video: Which Costs Should I Estimate?

Module 2: Video 4

Which Costs Should I Estimate?

07:43 minutes

This video discusses how to determine which costs to include in a cost analysis using several hypothetical scenarios in which the program being studied may be totally new, may supplement current activities, or may partially or wholly replace them.

Watch Video 4



Fiona

Rob has an 8-minute video in CAP Project's Online Module 2 that can help you think through what counts as incremental costs for your particular intervention. It's Module 2 Video 4, Which Costs Should I Estimate?



Additional Items for Efficacy and CEA

- How you will combine cost data with impact data to create a cost effectiveness ratio (CE ratio) *[only needed for primary learner outcome]*
 - Costs estimated for the same sample and time period as effects are measured
 - CE ratio = Cost per unit of analysis/effect size
- How you will explain the meaning of the CE ratio to education stakeholders
 - Could translate effect size to percentile gain
 - Compare with costs and effects of other interventions targeting same outcome
 - Use a CE plane

Fiona

The third additional item for Efficacy and CEA, is to indicate how you will combine cost data with impact data to create a cost-effectiveness ratio. You only need to do this for the primary learner outcome.

You'll align cost data with impact data by estimating costs for the same sample and time period as effects are measured, and by calculating the cost per unit to match the unit for which effects are measured. So, if your effect size is at the student level, you'll need a cost per student. If the effect size is at the school level, then you'll need a cost per school.

The CE ratio is simply calculated by dividing the cost per unit of analysis by the effect size. For example, if your intervention costs \$100 more than whatever the control condition is doing, and produces half a standard deviation increase in reading comprehension, then your CE ratio is simply \$200 per standard deviation increase in reading comprehension.

Lastly, IES asks you how you will explain the **meaning of the CE ratio** to education stakeholders. If your audience is unlikely to understand standard deviations, you may be able to translate them into something more intuitive like a percentile gain. You should also try to compare your results with costs and effects of other interventions targeting the same outcome and you could potentially plot these on a cost effectiveness plane. You can find a one-pager on CE planes on our website.

And that's all my best advice. Thanks for listening and over to you, Jaunelle.

Extra Notes:

Conversion to percentile gains:

[https://soltreemrls3.s3-us-west-](https://soltreemrls3.s3-us-west-2.amazonaws.com/marzanoresearch.com/media/documents/pdf/AppendixB_DTLGO.pdf)

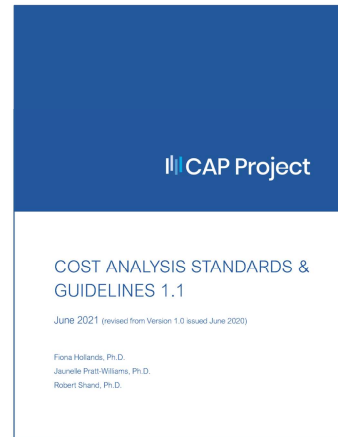
[2.amazonaws.com/marzanoresearch.com/media/documents/pdf/AppendixB_DTLGO.pdf](https://soltreemrls3.s3-us-west-2.amazonaws.com/marzanoresearch.com/media/documents/pdf/AppendixB_DTLGO.pdf)

CAP Project Cost Analysis Standards and Guidelines 1.1



- Practical guidelines for designing and executing cost analyses of educational programs.

 CAP Project

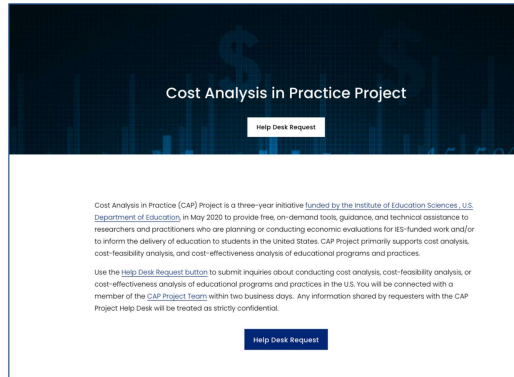


Jaunelle

“Whew... We shared a lot of information. If you are worried about your notes, the CAP Project guidelines include most of this guidance, details on CEAs, and how to design and execute cost analyses of educational programs.”

Help Desk Request

- Submit inquiries about conducting cost analysis, cost-feasibility analysis, or cost-effectiveness analysis of educational programs and practices in the U.S.
- Visit <https://capproject.org/> to submit a help desk request and to find these resources.



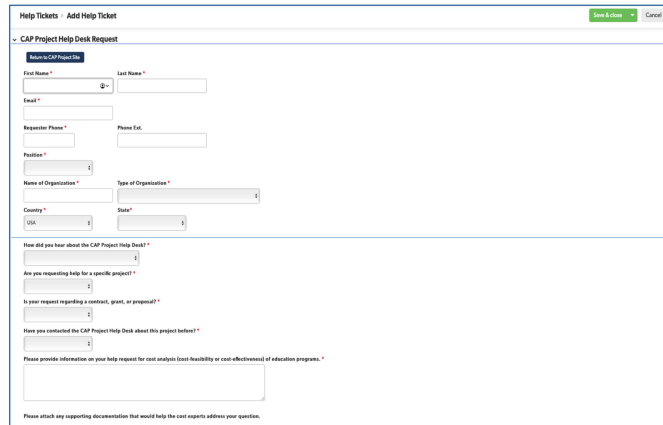
Jaunelle

“If you are planning your analysis and using the resources but still find that you have questions, you can also get one-on-one technical assistance on your proposal or project by submitting a help desk request. Just visit <https://capproject.org/>, click on the Help Desk Request button...”

Request FORM

- Complete the request form including information about your project
- You will be connected with a member of the CAP Project Team within two business days.

 CAP Project



The screenshot shows a web form titled "Help Tickets - Add Help Ticket" with a "Save & Close" button and a "Cancel" button. The form is for a "CAP Project Help Desk Request" and includes the following fields:

- First Name *
- Last Name *
- Email *
- Requester Phone *
- Phone Ext.
- Position *
- Name of Organization *
- Type of Organization *
- Country *
- State *

Below these fields are several questions with dropdown menus:

- Have you heard about the CAP Project Help Desk? *
- Are you requesting help for a specific project? *
- Is your request regarding a contract, grant, or proposal? *
- Have you contacted the CAP Project Help Desk about this project before? *

There is a large text area for "Please provide information on your help request for cost analysis (cost feasibility or cost effectiveness) of education program. *". At the bottom, it says "Please attach any supporting documentation that would help the cost experts address your question."

53

Jaunelle

“...and fill out the form that appears. Candice will be in touch within 2 business days to connect you with me, Rob, or Fiona who will either answer your question or set up a call with you to discuss your project or question.”



Additional Questions?

Please either unmute or submit your follow-up questions in the chat.

Jaunelle

“Now we would like to shift to your questions. We had a few questions submitted in advance. We listed them on the next slide and will start with those. If you have additional questions, please put them in the chat and we will do our best to get through those.”



Pre-submitted Questions

- “NCSEER Early Career: Cost Analysis is not required, but SEER Principle is encouraged. How many EC in past included cost analysis?”
- “I work for a nonprofit/501 c3 community center, would we qualify for Special Ed funding? We are servicing SPED students, free.”

Feedback



- We would appreciate your feedback.
- Please complete this 1-minute survey using <https://bit.ly/3OUM6vE>
- The link is also in the chat.



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

II CAP Project

56

<https://bit.ly/3OUM6vE>

<https://sriedu.quickbase.com/db/brnezjp69?a=nwr&originalQid=5>



THANK YOU!

Visit <https://cappproject.org> if you have more questions or would like to reach us.

Please share your feedback <https://bit.ly/37gSI3Q>