

## DOCUMENT RESUME

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## ABSTRACT

Procedures for organizing and planning a request for a research grant are presented in the document. The guidelines are divided in five sections with related subsections and contain information on what areas each section should cover: (1) a narrative statement of objectives and major tasks of the study including a list of current work in progress within the specified area; (2) a design and procedures section which describes the specific plan for accomplishing the objectives of the project (it should delineate procedures, outline project arrangements, specify time-lines for the achievement of each objective, and explain how activities will contribute toward achieving the desired results); (3) a detailed management plan and an organization chart showing decision points in planning, development, implementation, and end product production as well as time-lines for operational phases and delivery dates for products or processes; (4) a description of necessary competencies and roles of the project director, professional staff, and consultants; and (5) a statement of institutional commitment including reference to the applicant's experience in contract work and any activity previously performed which would contribute to the project. Each section includes all procedural steps coordinated with the author's writing model. (Author/EC)

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TITLE

A DETAILED SAMPLE OF THE MINUTE ANALYSIS AND PLANNING  
THAT PRECEDES THE FINAL DRAFT OF A REQUEST FOR A RESEARCH GRANT

SUBTITLE

Tying things together in a knot before typing up the final draft

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-----NOTE :

This research has  
no official  
INSTITUTIONAL  
SPONSOR.

DATE

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## INTRODUCTION

No matter how often I refuse, one request is made over and over again until I give in.

It is, "SHOW me section by section what the typical research report or research request looks like before you tie it all together into the final typed request!"

These people want to use the completed request for a grant as a form to be filled in section by section in order to get the right parts all together.

HERE IT IS!!!

It isn't that interesting to read.

It is something to be analyzed.

There is a certain amount of tedious sections, subsections, and even smaller subsections.

Each of these is something to be developed before summing it all up in the final draft.

This document will be of interest to scholars who wonder how microscopic a request for funds can be.

9 times out of ten, the research planning doesn't have to be this detailed. However, for that exceptional case where bits and pieces must be tied together into a logical whole, this research data will be invaluable.

99 times out of a hundred, this document will be too detailed. For that one chance in a 100, this material is presented.

GOOD LUCK!!!!!!

## SECTION I

TITLE: A NARRATIVE STATEMENT OF OFFEROR'S UNDERSTANDING OF THE OBJECTIVES OF AND MAJOR TASKS NECESSARY FOR COMPLETION OF THE STUDY, INCLUDING DEMONSTRATING AWARENESS OF MAJOR CURRENT WORK IN PROGRESS IN THE CONTRACT AREA SPECIFIED.

Section 1-1: A Narrative Statement of Offeror's Understanding of the Objectives of and Major Tasks Necessary for Completion of the Study

Section 1-1-1: The Objectives of the Study

Section 1-1-2: The Major Tasks Necessary for Completion of the Study

Section 1-2: Demonstrated Awareness of Major Current Work in Process in the Area of Small Business Ownership and Management Training for Grades 10-12

SECTION 1-1

TITLE: A NARRATIVE STATEMENT OF OFFEROR'S UNDERSTANDING OF THE OBJECTIVES  
OF AND MAJOR TASKS NECESSARY FOR COMPLETION OF THE STUDY

SECTION 1-1-1

TITLE: THE OBJECTIVES OF THE STUDY

A NARRATIVE STATEMENT OF-OFFEROR'S UNDERSTANDING OF THE  
OBJECTIVES

The objectives of this proposal in SMALL BUSINESS OWNERSHIP AND  
MANAGEMENT TRAINING for grades 10-11 are as follows:

- Objective One: Determine specific bases for curriculum decisions.
- Objective Two: Develop curriculum, senior high school level (grades 10-12), SMALL BUSINESS OWNERSHIP AND MANAGEMENT TRAINING. This curriculum will be in the form of teacher guides.
- Objective Three: Develop student information sheets as needed to serve and support materials to curriculum guides.
- Objective Four: Test all materials developed in at least one site.

SECTION 1-1-2

TITLE: THE MAJOR TASKS NECESSARY FOR COMPLETION OF THE STUDY

MAJOR TASKS AND CRITERIA NECESSARY  
FOR COMPLETION OF THE STUDY

TASKS NECESSARY FOR OBJECTIVE ONE

- Task A: Existing curricular material will be surveyed.
- Task B: Small business owners and managers will be surveyed to determine the most important curriculum areas.
- Task C: Small business owners and managers will be surveyed to determine existing and potential opportunities.
- Task D: Small business owners and managers will be surveyed to determine socioeconomic conditions as needed as they relate to small business operations.
- Task E: Small business owners and managers will be surveyed to determine moral and ethical values as they relate to small business ownership and management.
- Task F: Several small business management teachers of grades 10-12 will be surveyed in order to determine the development of readiness and task competency of this age group.

#### CRITERIA FOR OBJECTIVE TWO:

- Criterion A: Each curricular module must include an overview of the area and its place in the instructional system for small business ownership and management.
- Criterion B: Each objective and each curricular module must be stated in behavioral terms.
- Criterion C: The content of each curricular module must be placed in the form of basic concept and generalization.
- Criterion D: Each curricular module must show for each behavioral objective, a variety of teaching strategies and learning experiences, each of which must be described in specific and not general terms.
- Criterion E: For each objective of each curriculum module, a wide variety of teaching aids must be provided.
- Criterion F: For each objective of each module, a number of means of evaluation of student progress must be provided.

#### CRITERIA FOR OBJECTIVE THREE:

- Criterion A: The student information sheets for each module must be short, clear, and directly linked to the module objective.
- Criterion B: The information sheets for each module must go beyond the memorization level.
- Criterion C: The information sheets for each module must be of a practical rather than of a theoretical nature.

#### CRITERIA FOR OBJECTIVE FOUR:

- Criterion A: At least one test site must be used to test out each module.
- Criterion B: The test sites selected for any one module must be of such a nature as to stress applicability elsewhere.
- Criterion C: A transportability manual must be developed for each module in order to show inexperienced teachers or teachers unfamiliar with the module exactly what to do with it.



SECTION 1-2

Demonstrated Awareness of Major Current Work in Process  
in the area of SMALL BUSINESS OWNERSHIP AND MANAGEMENT  
TRAINING for grades 10-12

1. The Bureau of Distributive Education, New York State Education Department has current curriculum guides from most of the 50 states in the area of SMALL BUSINESS OWNERSHIP AND MANAGEMENT TRAINING (for grades 10-12)
2. The Bureau of Distributive Education, New York State Education Department, has put out several studies in the area of small business management. The two most recent studies were printed in 1968.
3. The work of Lucy Crawford, University of Virginia, in the domain of competency areas for distributive education has been thoroughly studied and been applied by the staff of the Bureau of Distributive Education, New York State Education Department.
4. The Bureau of Distributive Education is familiar with NOBELS, NEW OFFICE AND BUSINESS EDUCATION LEARNING SYSTEM developed by the Center for Vocational Education, the Ohio State University, Columbus, Ohio.
5. The Bureau of Occupational Education Research has made initial contact with Dr. O. J. Byrnside, Executive Director of the National Business Education Association.
6. The Bureau of Occupational Education Research has made initial contact with Dr. Edgar Persons, Department of Agriculture Education, University of Minnesota.
7. The Bureau of Distributive Education through Doug Adamson has established contact with Gail Trapnell, NASSDE President, (NATIONAL ASSOCIATION OF STATE SUPERVISORS OF DISTRIBUTIVE EDUCATION, affiliated with American Vocational Association), to test out DE in the criteria of the business world.

## SECTION 2

**TITLE:** A DESIGN AND PROCEDURES SECTION WHICH DESCRIBES THE SPECIFIC PLAN FOR ACCOMPLISHING THE OBJECTIVES OF THE PROJECT. IT SHOULD DELINEATE PROCEDURES, OUTLINE PROJECT ARRANGEMENTS, SPECIFY TIME-LINES FOR THE ACHIEVEMENT OF EACH OBJECTIVE, AND EXPLAIN HOW ACTIVITIES WILL CONTRIBUTE TOWARD ACHIEVING THE DESIRED RESULTS. ALLOWANCES FOR ALTERNATIVES, IF ANY, SHOULD BE NOTED. THE DESIGN AND PROCEDURES SECTION SHOULD ALSO ELABORATE ON THE PRODUCTS TO BE DELIVERED. FORMAT, STYLE, AND GENERAL AREAS OF CONTENT SHOULD BE SPECIFIED.

**SECTION 2-1:** A DELINEATION OF PROCEDURES, OUTLINE PROJECT ARRANGEMENTS, SPECIFICATION OF TIME-LINES FOR THE ACHIEVEMENT OF EACH OBJECTIVE, AND AN EXPLANATION OF HOW ACTIVITIES WILL CONTRIBUTE TOWARD ACHIEVING THE DESIRED RESULTS..

**SECTION 2-1-1:** A DELINEATION OF PROJECT PROCEDURES

**SECTION 2-1-2:** AN OUTLINE OF PROJECT ARRANGEMENTS

**SECTION 2-1-3:** A SPECIFICATION OF TIME-LINES FOR THE ACHIEVEMENT OF EACH OBJECTIVE

**SECTION 2-1-4:** AN EXPLANATION OF HOW PROJECT ACTIVITIES WILL CONTRIBUTE TOWARDS ACHIEVING THE DESIRED PROJECT RESULTS

**SECTION 2-2:** ALLOWANCES FOR ALTERNATIVES IN THIS PROJECT

**SECTION 2-3:** AN ELABORATION ON THE PRODUCTS TO BE DELIVERED

**SECTION 2-3-1:** FORMAT OF THE PRODUCTS TO BE DELIVERED

**SECTION 2-3-2:** STYLE OF THE PRODUCTS TO BE DELIVERED

**SECTION 2-3-3:** GENERAL AREAS OF CONTENT TO BE SPECIFIED IN THE PRODUCTS

**SECTION 2-4:** AN OVERALL SUMMARY OF THE DESIGN OF THE PROJECT

**SECTION 2-5:** AN OVERALL SUMMARY OF THE PROCEDURES OF THE PROJECT

SECTION 2-1

A DELINEATION OF PROCEDURES, OUTLINE PROJECT ARRANGEMENTS, SPECIFICATION OF TIME-LINES FOR THE ACHIEVEMENT OF EACH OBJECTIVE, AND AN EXPLANATION OF HOW ACTIVITIES WILL CONTRIBUTE TOWARD ACHIEVING THE DESIRED RESULTS.

## SECTION 2-1-1

### TITLE: A DELINEATION OF PROJECT PROCEDURES

A design and procedure section which specifies a specific plan for accomplishing the objective of a project. It should delineate procedures, outline project arrangements, specify time limits for the achievement of each objective, and explain how activities will contribute towards achieving the desired results. Allowances for alternatives, if any, should be noted. The design and procedure section should elaborate on a product to be delivered, format, style, and general areas of content should be specified.

#### A DELINEATION OF PROCEDURES

- PROCEDURE ONE: A multi-interest and a multi-state team will visit six prominent distributive educational sites in order to look at the latest practical problems and the relevant solutions in the area of SMALL BUSINESS OWNERSHIP AND MANAGEMENT TRAINING for grades 10-12.
- PROCEDURE TWO: During this visit time and the necessary preparation time, this multi-interest team will develop a listing of the principal concerns. From these principal concerns, 12 categories will be developed that seem to sum up the needs of the six sites. It is possible that more categories will be used if the needs so dictate.
- PROCEDURE THREE: From the above information, it will be the task of the multi-interest committee to select the top 8-10 categories. Each of these categories will be considered the subject matter of a module.
- PROCEDURE FOUR: A multi-interest committee will offer an annotated bibliography of selected curricular materials in a small business and management training areas. The document will include a chart of those curricular materials available. This chart will include:

Title
Content areas covered
Grade level 10-12
Target group addressed
Whether teacher or student materials
Format
Complete list with regard to five major aspects of curriculum-development (objectives; content, learning experience in teaching strategies, teaching aids, evaluation)
Extent to which materials have been validated
Means of validation
Where and by whom materials were developed
Sources of funds for development
Availability and Costs

2-1-1

PROCEDURE FIVE: The multi-interest team will author a paper on bases for curriculum decisions in SMALL BUSINESS OWNERSHIP AND MANAGEMENT TRAINING. This paper on bases for curriculum decisions will accompany each module and will serve as a guideline for those who wish to develop further material in this area.

PROCEDURE SIX: The multi-interest team will identify prominent educators in groups of four for each module topic. These modules are curriculum modules and teacher guides for entry preparation or for continued study in the field of small business ownership and management training, grades 10-12.

PROCEDURE SEVEN: Each team will construct the curricular modules (teacher guides) for entry preparation (or basis for continued study in the field) for small business ownership and management training, grades 10-12.

PROCEDURE NINE: Each team will develop a detailed plan for testing the modules developed over a one year period. Each team will develop and furnish all evaluation instruments used in this evaluation testing.

PROCEDURE TEN: The technical report of the entire effort will be finished.

## AN OUTLINE OF PROJECT ARRANGEMENTS

ProcedureCorresponding Arrangements

One

The TEAM SELECTION PROCESS will spell out the criteria used to choose the multi-interest and multi-state team.

The SITE SELECTION PROCESS will spell out the criteria used to select the six prominent distributive education sites to be visited.

Two

The LISTING OF PRINCIPAL CONCERNS PROCESS will spell out what each member of the multi-interest and multi-state team is to do during this site visit.

The TOP TWELVE NEED CATEGORIES PROCESS will sum up how the top twelve needs will be ranked and established.

Three

The SELECTION OF THE FIRST TWO MODULES PROCESS will summarize how these first two topics are selected from the top twelve need categories.

Four

The ANNOTATED BIBLIOGRAPHY SUMMARY CHART PROCESS will sum up what each member of the multi-interest and multi-state team will do to pinpoint prominent distributive education material during the on site visits.

Five

The BASES FOR CURRICULUM DECISION PROCESS will summarize what each member of the multi-interest and multi-state team is to do in order to develop these guidelines.

Six

The IDENTIFICATION OF PROMINENT EDUCATORS PROCESS will tell the members of the multi-interest and multi-state team exactly what they are to do in order to find the best four people to develop a particular module.

Seven

The SPECIFICATIONS FOR CURRICULAR MODULES PROCESS will tell members of the multi-interest and multi-state committee what they are to do in order to develop guidelines for the three writers of each module topic.

The STUDENT INFORMATION PAGE PROCESS will tell members of the multi-interest and multi-state team exactly what is to be done in order to develop specifications for the student information page.

The CURRICULAR MODULE PROCESS will tell the four writers of each curricular module exactly what is to be done and included in each curricular module.

Nine

The DETAIL TESTING PLAN PROCESS will tell the members of the multi-interest and multi-state team exactly what is to be done in order to test out all curricular modules developed.

Ten

The TECHNICAL REPORT PROCESS will tell members of the multi-interest and multi-state committee exactly what each member is to contribute towards the development of the final technical report.

## SECTION 2-1-3

### A SPECIFICATION OF TIME-LINES FOR THE ACHIEVEMENT OF EACH OBJECTIVE

OBJECTIVES	TIME-LINES
ONE: Determine specific bases for curriculum decisions	Month 6, Day 1
TWO: Develop curriculum, senior high school level grades 10-12, SMALL BUSINESS OWNERSHIP AND MANAGEMENT TRAINING. This curriculum will be in the form of teacher guides.	Month 12, Day 1.
THREE: Develop student information sheets as needed to serve and support materials in curriculum guides.	Month 12, Day 11
FOUR: Test all materials developed in at least one site.	Month 24, Day 1

These time-lines are indicative of overall objectives. In this proposal, specific and detailed delivery dates are given in section 3-2-2.

## SECTION 2-1-4

### AN EXPLANATION OF HOW PROJECT ACTIVITIES WILL CONTRIBUTE TOWARDS ACHIEVING THE DESIRED PROJECT RESULTS

Readers of this section are referred to section 1-1-2 for a quick review. In section 1-1-2, a brief review is made of the major tasks necessary for the completion of this study.

One of the major thrusts will be the visit of a multi-interest and multi-state team to six significant sites in order to develop data for the curriculum module guides.

The data developed by the multi-interest and multi-state team will be summarized in a paper that states the bases for curriculum decisions.

The work of the multi-interest and multi-state team will also be summarized in an annotated bibliography showing the best of the currently available material.

The work of the multi-interest and multi-state team will also be summarized in the directives and information given to writers, editors, and testers of the curriculum modules.

Readers are requested to review section 2-1-2 which gives an outline of project arrangements. It is to be noted that each of the sections SPECIFIES A PRODUCT THAT WILL BE DEVELOPED BY THE CONSULTANTS.

Each of these projects to be developed by the consultants are correlated with project procedures.



## SECTION 2-2

### TITLE: ALLOWANCES FOR ALTERNATIVES IN THIS PROJECT

The basic direction of this process is to prepare curricular modules for teachers and student information pages for learners. This direction is obviously emphasizing the classroom-mode.

It may well develop that in the course of the curriculum module development or in the course of curricular module testing that other modes are found more effective. These other modes might include a variety of activities that would take place outside of the conventional classroom. Here are a few examples:

1. Cooperative Work
2. Experience gained by the student in a nonsystematic fashion
3. Such practicum activities as Jr. Achievement
4. Activities already up and going elsewhere that have been called to the attention of the module committee
5. Activities which involve businessmen
6. Student developed activities such as DECA which could be sponsored by schools or other organizations
7. Such semi-classroom activities as Project Instruction
8. Such automated activities as Program Instruction

The very format of the modules or curriculum guide developed in this project will involve the possibility of alternative application. An example of this is simple: Each of the modules to be developed will be INSERTABLE.

Insertable means that these modules can be used in existing programs without the necessity for the teacher to rearrange the entire curriculum.

This quality of insertability also enlarges the scope of this project. These modules will be tested on grades 10-12. However, such modules can possibly be used prior to the secondary level and also after the secondary level. In this way, larger numbers of youths and adults will become familiar with the career option of small business management.

Since the meaning of work in our society is changing and the emphasis on giving more consideration to psychological rewards as well as monetary income, these modules should be looked at in this light. People are seeking greater levels of satisfaction from their work than can be measured by money. This may have drastic implications for the revision and testing process.

## SECTION 2-3

### TITLE: AN ELABORATION ON THE PRODUCTS TO BE DELIVERED

#### DELIVERABLES

The contractor shall deliver to the cognizant Government Project Officer, the following items:

1. Paper on bases for curriculum decisions in Small Business Ownership and management Training area, to be included with curriculum modules as part of total package and to serve as guide to development of curriculum. 25 copies required 6 months after the effective date of the contract.
2. An annotated bibliography of selected curriculum materials, (with criteria for selection specified) in the small business ownership and management training areas. The documents should also include a chart of these curriculum materials indicating: (1) title; (2) content areas covered; (3) grade level 10-12; (4) target group addressed, if specified; (5) whether teacher or student materials; (6) format; (7) completeness with respect to five major aspects of curriculum development (objectives, content, learning experiences and teaching strategies, teaching aids, evaluation); (8) extent to which materials have been validated; (9) means of validation; (10) where and by whom materials were developed; (11) sources of funds for development; (12) availability; and (13) cost. 25 copies required 6 months after the effective date of the contract.
3. Curriculum modules (teacher guides) for entry preparation (or basis for continued study in the field) for small business ownership and management training cluster, grades 10-12. 1000 copies of each module required 24 months after the effective date of the contract.
4. Student information sheets on small business ownership and management. 1000 copies required 24 months after the effective date of the contract.
5. Ten copies of a detailed plan for testing the curricula over a one-year period, including all evaluation instruments to be used. Required 12 months after the effective date of the contract.
6. 25 copies of the technical report of the entire effort, including test data, Required 24 months after the effective date of the contract.

SECTION 2-3-1

TITLE: FORMAT OF THE PRODUCTS TO BE DELIVERED

The following components shall be in every module:

Objectives

Content

Learning experiences and teaching strategies, teaching aids, and evaluation

In addition to this overall category each module will contain the following nine components as indicated in the following matrix:

KNOWLEDGE OBJECTIVES	KNOWLEDGE EVALUATIONS	KNOWLEDGE RESOURCES
PERFORMANCE OBJECTIVES	PERFORMANCE EVALUATIONS	KNOWLEDGE RESOURCES
ATTITUDE OBJECTIVES	ATTITUDE EVALUATIONS	ATTITUDE RESOURCES

This above breakdown is based upon the previous general breakdown. This nine fold breakdown allows the three domains of knowledge, performance, and attitude to be pinpointed in each module. In other words, these modules will not be too heavy on theory and knowledge to the neglect of necessary performance behaviors and value attitudes.

## SECTION 2-3-2

### STYLE OF THE PRODUCTS TO BE DELIVERED

In general, each curricular module and each student information page is to have the following characteristics:

1. Open-ended
2. Updated easily
3. Modularize
4. Learner-Centered
5. Steered beyond textbook motivation

OPEN-ENDED means that the initial series of curricular modules can be expanded to include more titles, more areas, and different approaches.

UPDATED EASILY means that each curricular module can be revised every six months without having to revise the entire contents.

MODULARIZE means that each component of each curricular module can be made interchangeable. In this way, teachers and learners would be able to select entire modules or portions of modules to be arranged in unique innovative approaches.

LEARNER-CENTERED means that even in the curriculum guides addressed to teachers, learners are highlighted as the main focus of the activities and interests.

STEERED BEYOND TEXTBOOK MOTIVATION means that these curricular modules are in no way considered replacements for textbooks. Teachers who use these modules will be able to use textbooks much more efficiently.

### SECTION 2-3-3

TITLE: GENERAL AREAS OF CONTENT TO BE SPECIFIED IN THE PRODUCTS

In general, the content area of the products will be small business administration.

However, there are many ways to subdivide this area. The eventual categorization chosen will be based upon responses of teachers and learners. It might well be that the initial categorization will be according to type of business. After further testing, it might be found that additional categories should specify the type of store under consideration.

## SECTION 2-4

### AN OVERALL SUMMARY OF THE DESIGN OF THE PROJECT

1. The multi-state and multi-interest team is formed.
2. This team gathers important and relevant information.
3. This team spells out a much more detailed list of specifications of exactly what is to be done.
4. This team chooses a list of writers who will incorporate this material into curriculum modules.
5. These writers submit this material to editors who will improve the literary and pedagogical acceptability.
6. These editors and writers pass on materials to test sites where this material can be evaluated
7. After this test site evaluation, materials are sent back to editors and writers for improvement.
8. The multi-state and multi-interest team looks over this improvement process in order to incorporate newly acquired data.
9. This newly incorporated data is again tested out and summed up in the final product.

## SECTION 2-5

### AN OVERALL SUMMARY OF THE PROCEDURES OF THE PROJECT.

- 1A The TEAM SELECTION PROCESS will select the multi-interest and multi state team.
- 1B The SITE SELECTION PROCESS will come up with prominent six sites.
2. The LISTING OF PRINCIPAL CONCERNS will tell the multi-team what to do.
- 2A The TOP TWELVE NEED CATEGORY PROCESS will tell the results of the multi-team.
3. The SELECTION OF THE FIRST TWO MODULES PROCESS will give guidelines to the initial team of writers.
4. The ANNOTATED BIBLIOGRAPHY SUMMARY CHART PROCESS will summarize what is currently available.
5. The BASES FOR CURRICULUM DECISION PROCESS will sum up the finding of the multi-team
6. The IDENTIFICATION OF PROMINENT EDUCATORS PROCESS will select the best writers, editors, and evaluators.
7. The SPECIFICATIONS FOR CURRICULUM MODULES PROCESS will tell writers what is expected of them for the modules.
- 7B The STUDENT INFORMATION PAGE PROCESS will tell writers and editors what should be summarized on the one page information sheet.
- 7C The CURRICULAR MODULE PROCESS will tell writers and editors what the criteria of success is.
8. The DETAILED TESTING PROCESS will tell the evaluators and testers and participating teachers the results to be expected from use of these modules.
9. The TECHNICAL REPORT PROCESS will tell the multi-team what they are expected to do in order to summarize the findings and success of this project.

This project requires travel because of its multi-state nature.

Thus, the multi-team must travel to each of the six sites.

Included in the summary, there must be an assembly of the directors.

Similarly, there must be a separate assembly of the editors.

Similarly, there must be a separate assembly of the evaluators and testers.

Every effort will be made to keep travel expenses down to a minimum, but it seems likely that these meetings must be held once at least during each year of the project.

In order to provide efficient project management, full time project staff will visit each writing and testing sites in order to insure quality and specifications.

### SECTION 3

TITLE: A DETAILED MANAGEMENT PLAN, INCLUDING AN ORGANIZATION CHART, SHOWING DECISION POINTS IN PLANNING, DEVELOPMENT, IMPLEMENTATION, AND END PRODUCT PRODUCTION (FOR EXAMPLE), ALONG WITH TIME-LINES FOR OPERATIONAL PHASES AND DELIVERY DATES FOR PRODUCTS OR PROCESSES, IN ORDER TO PROVIDE EVIDENCE OF PROJECT CONTROL AND EFFICIENT USE OF HUMAN, PHYSICAL, AND FINANCIAL RESOURCES.

SECTION 3-1: A DETAILED MANAGEMENT PLAN, INCLUDING AN ORGANIZATION CHART, SHOWING DECISION POINTS IN PLANNING, DEVELOPMENT, IMPLEMENTATION, AND END PRODUCT PRODUCTION ( FOR EXAMPLE)

SECTION 3-1-1: A DETAILED ORGANIZATION CHART

SECTION 3-1-2: DECISION POINTS IN PLANNING

SECTION 3-1-3: DECISION POINTS IN DEVELOPMENT

SECTION 3-1-4: DECISION POINTS IN IMPLEMENTATION

SECTION 3-1-5: DECISION POINTS IN END PRODUCT PRODUCTION

SECTION 3-2: TIME-LINES FOR OPERATIONAL PHASES AND DELIVERY DATES FOR PRODUCTS OR PROCESSES, IN ORDER TO PROVIDE EVIDENCE OF PROJECT CONTROL AND EFFICIENT USE OF HUMAN, PHYSICAL, AND FINANCIAL RESOURCES

SECTION 3-2-1: TIME-LINES FOR OPERATIONAL PHASES

SECTION 3-2-2: DELIVERY DATES FOR PRODUCTS AND PROCESSES

SECTION 3-3: EVIDENCE OF PROJECT CONTROL AND EFFICIENT USE OF HUMAN, PHYSICAL, AND FINANCIAL RESOURCES

SECTION 3-3-1: EVIDENCE OF PROJECT CONTROL

SECTION 3-3-2: EVIDENCE OF EFFICIENT USE OF HUMAN, PHYSICAL, AND FINANCIAL RESOURCES



SECTION 3-1 .

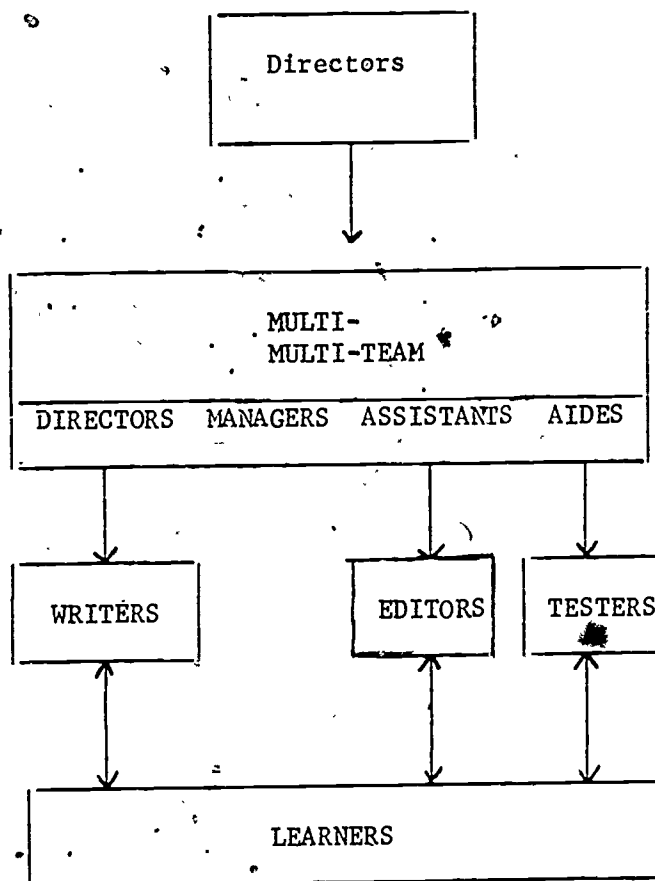
A DETAILED MANAGEMENT PLAN, INCLUDING AN ORGANIZATION CHART,  
SHOWING DECISION POINTS IN PLANNING, DEVELOPMENT, IMPLEMEN-  
TATION, AND END PRODUCT PRODUCTION (FOR EXAMPLE)

SECTION 3-2

TIME-LINES FOR OPERATIONAL PHASES AND DELIVERY DATES  
FOR PRODUCTS OR PROCESSES, IN ORDER TO PROVIDE EVIDENCE  
OF PROJECT CONTROL AND EFFICIENT USE OF HUMAN,  
PHYSICAL, AND FINANCIAL RESOURCES

## SECTION 3-1-1

### TITLE: A DETAILED ORGANIZATION CHART



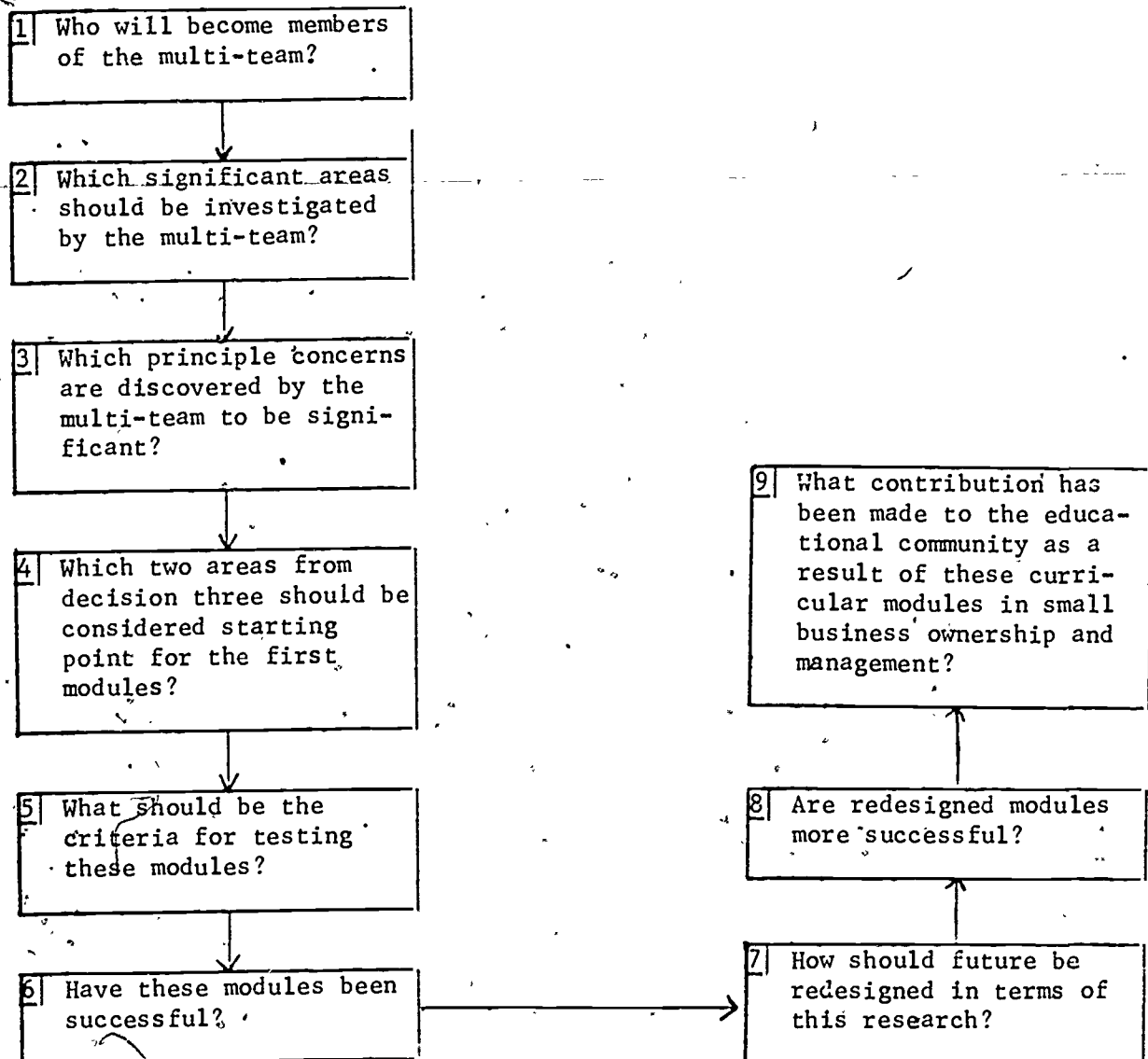
In other words, this organizational chart is very simple. The directors will recognize the most prominent members in the area of small business ownership and management. These representatives will form the multi-team. At the present time, the members of the multi-team are much too busy to attend to all the details of this project themselves. However, they will devote a significant portion of their time for one-year in order to multiply their efforts.

The multi-team members will multiply their efforts through use of writers, editors, testers, and participating teachers. Everything in this project is based upon the foundation of learner success.

SECTION 3-1-2

TITLE: DECISION POINTS IN PLANNING

The following graph represents the decision points in planning:



### SECTION 3-1-3

#### DECISION POINTS IN DEVELOPMENT

1] It was decided this project would be developed by a multi-state committee. This decision was taken even in face of the fact that this would greatly increase the cost of the project.

2] A further decision was to select the following goals:

1. A greater appreciation for the free enterprise system.
2. Increase student involvement with the outside world and less falling off of students during their preparation period.
3. A greater perception of relevance, fulfillment, and freedom in a student's view of his adult role of a small business manager.

3] Because of the many employment opportunities for the non-college job seeker, these curriculum modules will not present small business management as something that requires a college degree.

4] It was decided there was a great need for occupational information regarding small business ownership and management. Learners need to make sequential decisions in their search for a proper job. They need relevant information all along the way.

SECTION 3-1-4

DECISION POINTS IN IMPLEMENTATION

- 1 As the modules are developed, it will be necessary whether or not certain populations has been bypassed in the format or content of these modules.
- 2 As the modules are developed and tested, it must be decided whether or not the concept of the choice between becoming an employee or a small business manager has been specifically enough developed.
- 3 After the testing of each module, it must be decided whether or not the competency approach to small business ownership and management has been successfully achieved.
- 4 Admittedly, the approach taken to develop these modules on a multi-state basis is expensive. A cost benefit analysis must be used in order to decide whether or not the final end product has been worth the investment placed therein.

## SECTION 3-1-5

### DECISION POINTS IN END PRODUCT PRODUCTION

- 1 Once the module products are developed, it must be decided whether teachers need to be exposed or retrained to the basic components of these modules in order to incorporate this conception into the curriculum.
- 2 After teachers are starting to use modules, it must be decided whether individualized learning experiences have been provided through these learning packages.
- 3 Once these individualized learning packages are developed, it must be determined how much supervised work experience and simulation experience needs to be developed either inside the module package or as a possible component.
- 4 It must be decided whether or not as a result of these modules, each student has a basic understanding of such things as ownership, profit, competition, and supply and demand, as well as knowing the characteristics of a small business, including data on success and failure.

# SECTION 3-2-1

## TIME-LINES FOR OPERATIONAL PHASES

<u>Month</u>	<u>Day</u>	
1st	1st	Effective date of contract
1st	6th	The TEAM SELECTION PROCESS is developed
1st	11th	The SITE SELECTION PROCESS is developed
1st	20th	The LISTING OF PRINCIPAL CONCERNS PROCESS is developed by the multi-team
2nd	20th	The TOP TWELVE NEED CATEGORY PROCESS is developed
3rd	11th	The SELECTION OF THE FIRST TWO MODULES PROCESS is developed
4th	1st	The ANNOTATED BIBLIOGRAPHY SUMMARY CHART PROCESS is developed
4th	11th	The BASES FOR CURRICULUM DECISION PROCESS is developed
5th	1st	The IDENTIFICATION OF PROMINENT EDUCATORS PROCESS is developed
5th	11th	The SPECIFICATIONS FOR CURRICULUM MODULES PROCESS is developed
5th	16th	The STUDENT INFORMATION PAGE PROCESS is developed
5th	20th	The CURRICULUM MODULE PROCESS is developed
6th	3rd	The DETAILED TESTING PLAN PROCESS is developed
6th	13th	The TECHNICAL REPORT PROCESS is developed



DELIVERY DATES FOR PRODUCTS AND PROCESSES

NOTE: *indicates USOE deadline
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<u>Month</u>	<u>Working Day</u>	
1st	1st	Effective date of contract
2nd	1st	Rough draft of criteria used for the selection curricular materials to be included in annotated bibliography
3rd	1st	<p>Annotated bibliography of the five curricular materials that rank in the highest five places according to the criteria for selection specified previously. This annotated bibliography as all succeeded annotated bibliographies will include</p> <ol style="list-style-type: none"> <li>1. title</li> <li>2. content areas covered</li> <li>3. grade level 10-12</li> <li>4. target group address</li> <li>5. whether teacher or student material</li> <li>6. format</li> <li>7. completeness with respect to five major aspects of curriculum development(objectives, content, learning experiences in teaching strategies, teaching aids, evaluation)</li> <li>8. extent to which materials have been validated</li> <li>9. means of validation</li> <li>10. cost</li> </ol>
4th	1st	Annotated bibliography summarizing the best five in rank of criteria used for selection process. These next five may include either the highest five from previous material, or the highest five from new material, or the highest five from the sources.
5th	1st	Annotated bibliography of the next five highest rated curricular materials according to the criteria used for selection process.
6th	1st	* Final draft of paper on bases for curriculum decisions in SMALL BUSINESS OWNERSHIP AND MANAGEMENT TRAINING area. This paper is included with the curricular module as part of total package. This paper serves as a guide to the development of curriculum. 25 copies will be delivered to cognizant GOVERNMENT PROJECT OFFICER.
6th	20th	* A complete and final version of annotated bibliography of selected curriculum materials (with criteria selection specified) in the SMALL BUSINESS OWNERSHIP AND MANAGEMENT TRAINING areas. This final version of the annotated bibliography will include all curricular materials in SMALL BUSINESS OWNERSHIP AND MANAGEMENT TRAINING that are judged to meet the majority of the criteria used for selection. 25 copies will be delivered to cognizant GOVERNMENT PROJECT OFFICER.

<u>Month</u>	<u>Working Day</u>	
7th	1st	Rough copy of first curricular module (teacher guide) for entry preparation (or basis for continuing study) for SMALL BUSINESS OWNERSHIP AND MANAGEMENT TRAINING cluster, grades 10-12, will be ready for distribution.
7th	11th	Rough copy of student information sheet on the preceding module will be ready for distribution.
8th	1st	Rough copy of a detailed plan for testing the curricular over a one year period, including rough copies of all evaluation instruments to be used, will be ready for distribution.
8th	11th	Rough copy of second curricular module (teacher guide) will be ready for distribution.
9th	1st	Revised testing plan will provide evaluation instruments will be used to test the curricular, both the first and second rough copy of modules.
10th	1st	Rough copies of curriculum modules 3 and 4 together with student information sheets from modules 3 and 4 will be ready for testing.
10th	11th	Testing will begin on rough copies of curriculum modules 3 and 4.
11th	1st	Rough copies of modules 5 and 6 will be ready for distribution and testing.
11th	11th	Testing will begin on rough copies of modules 5 and 6.
12th	1st	Rough copies of modules 7 and 8 will be ready for testing.
12th	11th	Testing will begin on modules 7 and 8.
12th	20th	* Ten copies of a detailed plan to testing the curriculum over a one year period, including all evaluation instruments to be used, will be forwarded to the cognizant GOVERNMENT PROJECT OFFICER.
13th	1st	Rough copies of modules 9 and 10 will be ready for testing.
13th	11th	Testing will begin on rough copies of modules 9 and 10.
14th	1st	Rough copies of modules 11 and 12 will be ready for testing.
14th	11th	Testing will begin on rough copies of modules 11 and 12.
15th	1st	Semi-final version of module 1 will be ready for testing.
15th	6th	Semi-final version of module 1 will be tested.
15th	11th	Semi-final version of module 2 will be ready for testing.

<u>Month</u>	<u>Working Day</u>	
15th	16th	Testing will begin on semi-final version on module 2.
16th	1st	Semi-final version of module 3 will be ready for testing.
16th	6th	Semi-final version of module 3 will be tested.
16th	11th	Semi-final version of module 4 will be ready for testing.
16th	16th	Testing will begin on semi-final version of module 4.
17th	1st	Semi-final version of module 5 will be ready for testing.
17th	6th	Testing will begin on semi-final version of module 5.
17th	11th	Semi-final version of module 6 will be ready for testing.
17th	16th	Testing will begin on semi-final version of module 6.
18th	1st	Semi-final version of module 7 will be ready for testing.
18th	6th	Testing will begin on semi-final version of module 7.
18th	11th	Semi-final version of module 8 will be ready for testing.
18th	16th	Testing will begin on semi-final version of module 8.
19th	6th	Semi-final versions of modules 9 and 10 will be ready for testing.
19th	11th	Testing will begin on semi-final versions of modules 9 and 10. (It is to be noted that 12 modules will be developed in rough form. Only the best 10 of these 12 modules will be developed into semi-final form.)
22nd	10th	Data will be analyzed on the testing plan for modules 1-6.
22nd	20th	Final versions of modules 1-6 will be complete.
23rd	10th	Evaluation and testing data for modules 7-10 will be completed.
23rd	20th	Final version of all student information sheets, for modules 1-10, will be completed.
24th	10th	* One thousand copies of student information sheets on modules for SMALL BUSINESS OWNERSHIP AND MANAGEMENT will be delivered to cognizant GOVERNMENT PROJECT OFFICER.

MonthWorking  
Day

24th

15th

\* One thousand copies of all modules, 1-10 will be delivered to cognizant GOVERNMENT PROJECT OFFICERS.

24th

20th

\* 25 copies of the technical report of the entire effort, including test data, will be delivered to cognizant GOVERNMENT PROJECT OFFICER.

SECTION 3-3

EVIDENCE OF PROJECT CONTROL AND EFFICIENT USE  
OF HUMAN, PHYSICAL, AND FINANCIAL RESOURCES

## SECTION 3-3-1

### EVIDENCE OF PROJECT CONTROL

The major project control feature can be summarized in one sentence:

This project will be subject to all control standards of the New York State Education Department.

In addition to this general statement, it might be well to indicate several specific controls especially important in a project of this nature:

1. A standard review process of the New York State Education Department will insure quality in work plans, voucher documentation, avoidance of double salary, and accountability for travel time and expenses.

WORK PLAN PROJECT CONTROL means that the competencies, qualifications, work, commensurate salary, and field supervision of all personnel on this project will meet the standards of N.Y.S.E.D.

VOUCHER DOCUMENTATION CONTROL means that all expenses whether for materials, salaries, or other will be highly documented and supervised by the audit power of the N.Y.S.E.D.

NO DOUBLE SALARY CONTROL means that all professional consultants working on this project will be supervised in order to insure any possible conflict of interests that could arise from one individual receiving a salary check from two different sources for any one day spent working on this project.

TRAVEL CONTROL means that a work agenda, a work plan, a written list of tasks to be performed, and work review standards will insure the quantity and quality of work from each consultant or individual concerned in this project.

## SECTION 3-3-2

### EVIDENCE OF EFFICIENT USE OF HUMAN, PHYSICAL, AND FINANCIAL RESOURCES

There are four N.Y.S.E.D. procedures that insure efficient use of human, physical, and financial resources:

1. Review Process; 2. State Audit; 3. State Maximum Cost; 4. State Actuarial Data

The review process carefully examines manpower, facilities, and costs.

The State Audit makes sure that the letter of the law has been fulfilled in program specifications.

The State Data on Maximum and Typical salaries insures that competitive financing is used in all allocation figures.

The State Actuarial Data can compare the costs of this project with other projects of similar scope and magnitude.

#### SECTION 4

A DESCRIPTION OF NECESSARY COMPETENCIES, INCLUDING QUALIFICATIONS AND EXPERIENCE, OF THE PROJECT DIRECTOR AND CO-DIRECTORS, FULL AND PART-TIME PROFESSIONAL STAFF AND TENTATIVE CONSULTANTS. THE ROLES OF THE STAFF-TEAM PARTICIPANTS SHOULD BE OUTLINED AND THE PERCENTAGE OF TIME EACH WILL DEVOTE TO THE PROJECT SHOULD BE INDICATED. IF COOPERATION WITH OTHER INSTITUTIONS, AGENCIES, AND THE LIKE ARE PART OF THE PLAN, SIMILAR INFORMATION ON KEY PERSONNEL SHOULD BE GIVEN.

SECTION 4-1: A DESCRIPTION OF THE NECESSARY COMPETENCIES, INCLUDING QUALIFICATIONS AND EXPERIENCE, OF THE PROJECT DIRECTOR AND CO-DIRECTORS, FULL AND PART-TIME PROFESSIONAL STAFF AND TENTATIVE CONSULTANTS.

SECTION 4-1-1: COMPETENCIES, QUALIFICATIONS AND EXPERIENCE, OF THE PROJECT DIRECTOR

SECTION 4-1-2: COMPETENCIES, QUALIFICATIONS AND EXPERIENCE, OF CO-DIRECTORS

SECTION 4-1-3: COMPETENCIES, QUALIFICATIONS AND EXPERIENCE OF FULL AND PART-TIME PROFESSIONAL STAFF

SECTION 4-2: THE ROLES OF THE STAFF-TEAM PARTICIPANTS SHOULD BE OUTLINED AND THE PERCENTAGE OF TIME EACH WILL DEVOTE TO THE PROJECT SHOULD BE INCLUDED.

SECTION 4-2-1: AN OUTLINE OF ROLES OF THE STAFF-TEAM PARTICIPANTS

SECTION 4-2-2: AN INDICATION OF THE PERCENTAGE OF TIME EACH STAFF-TEAM PARTICIPANTS WILL DEVOTE TO THE PROJECT

SECTION 4-3: INFORMATION ON KEY PERSONNEL COMING FROM OTHER INSTITUTIONS, AGENCIES, AND THE LIKE ARE PART OF THE PROJECT PLAN



SECTION 4-1

TITLE: A DESCRIPTION OF THE NECESSARY COMPETENCIES, INCLUDING  
QUALIFICATIONS AND EXPERIENCE, OF THE PROJECT DIRECTOR  
AND CO-DIRECTORS, FULL AND PART-TIME PROFESSIONAL STAFF  
AND TENTATIVE CONSULTANTS.

SECTION 4-1-1

TITLE: COMPETENCIES, QUALIFICATIONS AND EXPERIENCE,  
OF THE PROJECT DIRECTOR

The project director must have the following:

COMPETENCIES:

- a. Experience in working with behavioral objectives.
- b. Field work in the area of criterion-referenced testing.
- c. Documented product in the area of learning resources and technology.

QUALIFICATIONS:

- a. An earned doctorate.
- b. At least two years of experience in a statewide capacity working directly with a wide variety of occupational teachers.
- c. The ability to conceptualize, organize, and manage an enterprise meeting the tasks of this project.

EXPERIENCE:

- a. At least three years of high school teaching.
- b. At least two years of full time paid research.
- c. At least one publication in any of three areas:  
(1) behavioral objectives, (2) criterion-referenced testing, and (3) learning technology.
- d. Awareness of how to deal with boards of education for large cities and with the bureaucracies of state education departments.

## SECTION 4-1-2

### COMPETENCIES, QUALIFICATIONS AND EXPERIENCE, OF CO-DIRECTORS

The following is required of co-directors of the project:

#### COMPETENCIES:

- a. The ability to recognize a well constructed behavioral objective.
- b. The expertise necessary to touch up criterion-referenced testing that need improvement to measure student progress effectively.
- c. The skill necessary to devise a wide variety of innovative and original learning resources.

#### QUALIFICATIONS:

- a. An earned masters degree.
- b. Recognition on a statewide basis as an expert in the area of distributive education.
- c. The ability to translate insights gained in field visits into specific curriculum modules.

#### EXPERIENCE:

- a. At least two years experience in a management position on a full time basis.
- b. The ability to work with a team of associates to produce distributive education curriculum materials.
- c. Enough impartiality to develop materials that can be used statewide and nationwide.

The co-directors nominated are Douglas Adamson, New York State; five directors of Distributive Education in large states and in large urban areas.

SECTION 4-1-3

TITLE: COMPETENCIES, QUALIFICATIONS AND EXPERIENCE  
OF FULL AND PART-TIME PROFESSIONAL STAFF

The writing teams, the editors, and the evaluation testers should have the following:

- COMPETENCIES:
1. Interest in this particular area of small business management and ownership
  2. Formal or informal curriculum development training

- QUALIFICATIONS:
1. Productivity in this area
  2. Success in adapting curriculum material to grades 10-12 or urban population or disadvantaged

- EXPERIENCE:
1. Actually have used such materials either on a high school or college level
  2. Program involvement in a system where these materials are likely to be used
  3. Awareness of the implementation problem barriers in target population

SECTION 4-2

THE ROLES OF THE STAFF-TEAM PARTICIPANTS  
SHOULD BE OUTLINES AND THE PERCENTAGE OF  
TIME EACH WILL DEVOTE TO THE PROJECT  
SHOULD BE INCLUDED.

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## SECTION 4-2-1

### AN OUTLINE OF ROLES OF THE STAFF-TEAM PARTICIPANTS

- [1] The principal investigator and assistant investigator will coordinate the project, supervise the staff team, insure meeting of all deadlines on the timetable, and provide the necessary quality control.
- [2] The project director, the project manager, and the assistant manager will work together as a three man team in order to make sure that all work tasks are accomplished in a necessary timeframe. These three people will act as intermediaries between the multi-team and the writers, editors, and evaluation testers.. This three man team will provide management by objectives.
- [3] In order to assist with the technical details, the research and curriculum assistance together with the research and curriculum aides will carry out the detailed planning developed by the multi-team and the management team.
- [4] The writers will take the material coming from the investigators, the multi-team, and the management team and incorporate these into specifications of the module desired. These writers will receive technical information and visitation from the management team as well as from the research and curriculum assistance and aides. These writers are to incorporate the work outline by the multi-team.
- [5] The editors of this material will receive their mandate from the multi-team. The editors will receive the material to be edited from the team of writers. Standards will be set for the editors by the multi-team as well as by the principal investigators. Deadlines and copy standards will be determined by the management team.
- [6] The evaluating testers will be as far as possible independent from both the editors and writers. This is to make sure that the state group does not write, edit and test out the material. In many cases, the evaluating testers will be prominent master teachers chosen for their ability to provide significant innovation in classroom techniques.
- [7] As an interval part of the evaluation process, it is hoped to seek out ten distinguished evaluators who will: (1) provide critical analysis of each module; (2) interpret the test results in terms of learner success; (3) write up a short evaluation of the relevance of this material.

# SECTION 4-2-2

AN INDICATION OF THE PERCENTAGE OF TIME EACH STAFF-  
TEAM PARTICIPANT WILL DEVOTE TO THE PROJECT

Principle investigator	Year 1	50%	Year 2	50%
Co-investigator	Year 1	25%	Year 2	35%
Director		100%		100%
Project Manager		100%		100%
Assistant Manager		100%		100%
Research and Curriculum Assistance	Year 1	100%	Year 2	100%
Research and Curriculum Aides	Year 1	100%	Year 2	100%
Secretaries		100%		100%
Consultants	Year 1	180 man days	Year 2	90 man days
Writers	Year 1	450 man days	Year 2	90 man days
Editors	Year 1	50 man days	Year 2	20 man days
Evaluative Testers	Year 1	50 man days	Year 2	100 man days

#### SECTION 4-3

INFORMATION ON KEY PERSONNEL COMING FROM OTHER  
INSTITUTIONS, AGENCIES, AND THE LIKE ARE PART  
OF THE PROJECT PLAN

As an integral part of this project, the prominent distributive education leaders chosen to form the multi-committee will determine all members coming from all other agencies institutions and alike.

Readers are encouraged to reread section 4-1-2 on the competencies, qualifications and experience of co-directors. These co-directors do in fact furnish the basis for the multi-team.

In this way, other consultants will be thoroughly screened.



## SECTION 5

**TITLE:** A STATEMENT OF INSTITUTIONAL COMMITMENT INCLUDING REFERENCE TO THE APPLICANT'S EXPERIENCE IN CONTRACT WORK, AS WELL AS ANY ACTIVITY PREVIOUSLY PERFORMED WHICH WOULD MAKE A CONTRIBUTION TO THIS PROJECT. DESCRIBE APPLICANT'S CAPABILITY TO ACCOMPLISH TASKS INVOLVED IN THIS PROJECT, INCLUDING AVAILABLE SPACE, EQUIPMENT, AND OTHER FACILITIES.

### SECTION 5-1:

A STATEMENT OF INSTITUTIONAL COMMITMENT INCLUDING REFERENCES TO THE APPLICANT'S EXPERIENCE IN CONTRACT WORK, AS WELL AS ANY ACTIVITY PREVIOUSLY PERFORMED WHICH WOULD MAKE A CONTRIBUTION TO THIS PROJECT.

SECTION 5-1-1: INSTITUTIONAL COMMITMENT TO THIS PROJECT.

SECTION 5-1-2: APPLICANT'S EXPERIENCE IN CONTRACT WORK, AS WELL AS ANY ACTIVITY PREVIOUSLY PERFORMED WHICH WOULD MAKE A CONTRIBUTION TO THIS PROJECT.

### SECTION 5-2:

A DESCRIPTION OF APPLICANT'S CAPABILITY TO ACCOMPLISH TASKS INVOLVED IN THIS PROJECT, INCLUDING AVAILABLE SPACE, EQUIPMENT, AND OTHER FACILITIES.

SECTION 5-2-1: APPLICANT'S CAPABILITY TO ACCOMPLISH TASKS INVOLVED IN THIS PROJECT.

SECTION 5-2-2: DESCRIPTION OF AVAILABLE SPACE, EQUIPMENT, AND OTHER FACILITIES NECESSARY TO ACCOMPLISH TASKS INVOLVED IN THIS PROJECT.

SECTION 5-1

A STATEMENT OF INSTITUTIONAL COMMITMENT INCLUDING REFERENCES TO THE APPLICANT'S EXPERIENCE IN CONTRACT WORK, AS WELL AS ANY ACTIVITY PREVIOUSLY PERFORMED WHICH WOULD MAKE A CONTRIBUTION TO THIS PROJECT.

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INSTITUTIONAL COMMITMENT TO THIS PROJECT

The following bureaus are hereby endorsing this project:

- a. The Bureau of Occupational Educational Research is committed to this project by its chief, Dr. Louis Cohen.

Dr. Howard P. Alvir will direct the overall planning and administration of this project.

- b. The Bureau of Distributive Education Occupations is committed to this project by its chief, Douglas Adamson.

- c. The principle investigator for this project will be Dr. Howard P. Alvir, a member of BOER (Bureau of Occupational Educational Research).

SECTION 5-1-2

TITLE: APPLICANT'S EXPERIENCE IN CONTRACT WORK, AS WELL AS ANY ACTIVITY PREVIOUSLY PERFORMED WHICH WOULD MAKE A CONTRIBUTION TO THIS PROJECT.

The applicant for this project is Dr. Howard P. Alvir.

Previous contract work done by the applicant, includes: A WORKSHOP IN TESTING TECHNOLOGY conducted for the United States Department of Labor, during the time period 1966-67. This project was housed in Memphis, Tennessee, and administered through the Department of Labor branch in Nashville, Tennessee.

During the time period 1970-73, the applicant was charged with the supervision of a project for the development of behavioral objectives, criterion-referenced test items, and instructional resources. This project was a joint effort of the States of Massachusetts and New York. This project conducted research in the best format for behavioral objectives, in the most efficient ways of correlating performance hands-on evaluation to behavioral objectives, in low-cost means of tying in appropriate learning technology.

This last mentioned activity can make the following contributions to this project:

- a. An overview and awareness of the necessity for instructional systems.
- b. Objectives stated in behavioral terms.
- c. Contact in the form of basic concepts and generalizations.
- d. Teaching strategies and learning experiences, described in specific terms.
- e. Teaching aids.
- f. Means of evaluation of student progress.

SECTION 5-2

TITLE: A DESCRIPTION OF APPLICANT'S CAPABILITY TO ACCOMPLISH  
TASKS INVOLVED IN THIS PROJECT, INCLUDING AVAILABLE  
SPACE, EQUIPMENT, AND OTHER FACILITIES.

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SECTION 5-2-1

TITLE: APPLICANT'S CAPABILITY TO ACCOMPLISH  
TASKS INVOLVED IN THIS PROJECT

The applicant for this project is Dr. Howard P. Alvir.

This page will list project tasks followed by the applicant's capability to accomplish these tasks.

TASK ONE: Determine specific bases for curriculum decisions which should include a number of parameters.

Applicant capability, 1A:

Applicant has developed existing curriculum material in the field.

Applicant capability, 1B:

Applicant is in contact with the Bureau of Distributive Education in order to tap existing and potential opportunities for small business ownership and management.

Applicant capability, 1C:

Applicant is familiar with socio-metric and socio-economic measurements as related to small business operation.

Applicant capability, 1D:

Applicant has developed research papers in the area of attitude evaluation, that is, evaluation of the affective domain.

## SECTION 5-2-1

TASK TWO: Develop curriculum in the form of teacher guides.

Applicant capability 2A:

Applicant has published in the area of educational systems.

Applicant capability 2B:

Applicant has worked with New York State Education Department in order to train teachers in how to state objectives in behavioral terms.

Applicant capability 2C:

Applicant has worked with teachers in order to develop correlated learning resources to follow objectives.

Applicant capability 2D:

Applicant has worked with teachers in hands on sessions designed to develop performance testing instruments for specific objectives.

TASK THREE: Develop student information sheets as needed to serve as support materials to curriculum guides.

Applicant capability 3A:

Applicant has developed a system called the matrix which enables teachers to sum up an entire two weeks of instruction on one piece of paper without neglecting objectives, evaluations, or resources in the three domains of knowledge, performance, and attitude.

Applicant capability 3B:

Applicant has instructed inexperienced teachers in how to best utilize this x-ray matrix in order to make sure that student information sheets are clear, complete, and uncomplicated.

TASK FOUR: Test all materials developed in at least one site, and suggest means of adapting for transportability.

Applicant capability 4A:

Applicant has tested curriculum materials in several occupational areas.

Applicant capability 4B:

Applicant has participated in the development of a transportability manual for use with educational technology devices developed in one site and destined to be transported to other sites.

NOTE: Applicant is willing to provide microfiche copies of the publications referred to, or to give the retrieval number of these publications in the ERIC microfiche system.



SECTION 5-2-2

DESCRIPTION OF AVAILABLE SPACE, EQUIPMENT, AND OTHER FACILITIES NECESSARY TO ACCOMPLISH TASKS INVOLVED IN THIS PROJECT.

The following space is available:

- A completely furnished office with room for conference facilities.

- A conference room in which participating members of the team can work.

- The resources of the New York State Education Department.

The following equipment is available:

- Access to computers to sort out materials if necessary.

- Typewriters and other office equipment available at a nominal rental.

- An interlinking phone system which will enable statewide contact to be made without going to the full expense of long distance.

Other facilities necessary to accomplish task involvement in this project are:

- Two bureaus of the New York State Education Department that specialize in curriculum development.

- The Division of Research with its experts who are willing to ask as unpaid consultants on the quality and effectiveness of this material.

- A wide variety of contributed services from the New York State Education Department which will be covered in the overhead given to this project rather than as specific salary line items.