This document contains two research exercises entitled: "Revising Rough Drafts into Short and Simple Texts" and "Developing Vote Curriculum Criteria Based upon Federal Guidelines." The first exercise can be used by educators wishing to conduct a proposal writing workshop centered around the development and writing of acceptable goals, objectives, evaluation methods, and activities for the project proposal. The second research exercise can be used by educators wishing to write proposals for vote curriculum development in light of federal guidelines in the areas of needs and problems, objectives, plan, results, institutional capability, personnel, and budget. The actual federal guidelines quoted from the "Federal Register" are reproduced, and samples of acceptable local questionnaires are also reproduced. (TS)
A SYSTEMATIC APPROACH TO PROPOSAL WRITING

SAMPLE MATERIALS DEVELOPED FOR AND USED AT TWO WORKSHOPS ON PROPOSAL WRITING

1st --- PROPOSAL WRITING PRIORITIES
GOALS
OBJECTIVES
EVALUATION
ACTIVITIES

2nd --- PROPOSAL WRITING FOR CURRICULUM DEVELOPMENT PROJECTS IN VOCATIONAL-OCUPATIONAL-TECHNICAL-EDUCATION (VOTE) (BASED UPON FEDERAL GUIDELINES)

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DATE
May 31, 1976
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This publication contains two RESEARCH EXERCISES entitled:
1st -- REVISING ROUGH DRAFTS INTO SHORT AND SIMPLE TEXTS and
2nd -- DEVELOPING VOTE CURRICULUM CRITERIA BASED UPON FEDERAL GUIDELINES.

VOTE Abbreviates Vocational-Occupational-Technical-Education.

THE FIRST RESEARCH EXERCISE can be used by educators wishing to conduct a PROPOSAL WRITING WORKSHOP CENTERED AROUND THE DEVELOPMENT AND WRITING OF ACCEPTABLE GOALS, OBJECTIVES, EVALUATION, AND ACTIVITIES FOR THE PROJECT PROPOSAL. In this case, the workshop presenters would rewrite the introductory memo around local needs and concerns. After this, the criteria checklists would be revised and/or duplicated for use at the workshop. Each workshop presenter would be expected to make a presentation on the basis of the product assessment checklists approved for local use.

THE SECOND RESEARCH EXERCISE can be used by educators wishing to write proposals for VOTE CURRICULUM DEVELOPMENT IN LIGHT OF FEDERAL GUIDELINES in the areas of NEEDS AND PROBLEMS, OBJECTIVES, PLAN, RESULTS, INSTITUTIONAL CAPABILITY, PERSONNEL, AND BUDGET. The actual federal guidelines quoted from the Federal Register are reproduced. Samples of acceptable local questionnaires are also reproduced. Again, these sample questionnaires can be used as the focal point for planning, conducting, and evaluating local workshops and curriculum proposals.
RESEARCH EXERCISE

REVISING ROUGH DRAFTS INTO SHORT AND SIMPLE TEXTS

DIRECTIONS

Read the following two pages entitled, PROJECT ASSESSMENT DURING IN-SERVICE WORKSHOPS.

Revise this rough draft into a short, simple, and smooth reading text.

Remove all of the following:

- unnecessary repetitions
- non-essential words
- ambiguous references

Revise your draft revision.

Read the sample revision.

Revise once more your draft revision on the basis of the sample revision.
PRODUCT ASSESSMENT
DURING IN-SERVICE WORKSHOPS

INTRODUCTION

Project monitors in the Division of Continuing Education report that four high priority components of a project proposal are: goals, objectives, evaluation, and activities. Monitors further report that if the project goals, objectives, evaluation, and activities are clearly described, the rest of the proposal can be quickly and effectively developed.

With this in mind, the Division of Continuing Education planned a workshop to describe, to explain, to develop, to self-evaluate, and to validate project proposal goals, objectives, evaluation, and activities. Each of these important project proposal components were presented one at a time during a two day workshop.

WORKSHOP FLOWCHART

The following steps were repeated for goals, objectives, evaluation, and activities:

STEP 1: A presentation was made during which each project proposal component was described, explained, and demonstrated. Workshop participants had the opportunity to ask questions, request examples, and discuss procedures.
STEP 2: Each workshop participant developed draft versions of each component. The procedures and criteria explained in the presentation served as blueprints and specifications.

STEP 3: Each participant self-evaluated the draft product with the assistance of a checklist specially designed for each project proposal component. Each participant answered each checklist question with YES or NO and then provided evidence in support of the answer given.

STEP 4: After self-evaluation with the appropriate checklist, each participant revised the draft version of each component.

STEP 5: After the revision, each participant presented the new version of the project proposal component to the appropriate state monitor for objective third party evaluation. The same checklist was used as in step 3.

STEP 6: After the objective third party evaluation, each participant reworked the project proposal component in light of the suggestions given by the state monitor.

STEP 7: After the reworking described above, each participant resubmitted the end product for approval by the state monitor.

The above seven steps were repeated for each project proposal component in the following order: goals, objectives, evaluation, and activities.

The checklists used for self-evaluation and objective third party evaluation are reproduced on the following four pages.
PRODUCT ASSESSMENT
DURING IN-SERVICE WORKSHOPS

INTRODUCTION

Project monitors in the Division of Continuing Education reported that four high priority components of a project proposal were: goals, objectives, evaluation, and activities. Monitors further reported that, when the project goals, objectives, evaluation, and activities were clearly described, the rest of the proposal was usually developed quickly and effectively.

With this in mind, the Division of Continuing Education planned a workshop to describe, to explain, to develop, to self-evaluate, and to validate the above four project proposal components. Each of these components was presented during a two day workshop.

WORKSHOP FORMAT

The following steps were repeated for each component,

STEP 1: Workshop presenters described, explained, and demonstrated each component. Workshop participants had the opportunity to react and ask questions.

STEP 2: Each workshop participant developed draft versions of each component using as guidelines the procedures and criteria explained in step 1.

STEP 3: Each participant self-evaluated the draft version using a checklist specially designed for each component.

STEP 4: Each participant again revised the draft version of each component.

STEP 5: Each participant presented the step 4 revision to the appropriate state monitor for reaction and review. The monitors used the same checklist as in step 3.

STEP 6: Each participant rewrote the project proposal component in light of the suggestions given in step 5.

STEP 7: Each participant resubmitted the final version for approval by the state monitor.

The checklists used for self-evaluation and objective third party evaluation are reproduced on the following four pages.
ASSESSING PROJECT GOAL(S)

1. Is the project goal consistent with the goals and priorities of the Division of Continuing Education?
   ___ YES ___ NO EVIDENCE:

2. Does the project goal address problems described in the proposal's statement of needs?
   ___ YES ___ NO EVIDENCE:

3. Does the project treat each of its distinct points of focus separately?
   ___ YES ___ NO EVIDENCE:

4. Does the goal avoid rationale, explanations and background information?
   ___ YES ___ NO EVIDENCE:

5. Does the goal avoid specifics that should be described in objectives and activities?
   ___ YES ___ NO EVIDENCE:

6. Does the project goal describe the population to be ultimately affected?
   ___ YES ___ NO EVIDENCE:

7. Is this population one that can be legitimately served with the special project funds?
   ___ YES ___ NO EVIDENCE:

8. Does the project goal describe the general behavior to be affected in this population?
   ___ YES ___ NO EVIDENCE:

9. Does the project goal describe the general means to be used to affect this behavior?
   ___ YES ___ NO EVIDENCE:

10. Does the description of means make clear which of the following processes will be used, i.e., research, needs assessment, development, adaptation, field-testing, dissemination?
    ___ YES ___ NO EVIDENCE:
ASSESSING PROJECT OBJECTIVES

1. Does each goal have appropriate corresponding objectives?
   ____ YES   ____ NO   EVIDENCE:

2. Do objectives lead toward the attainment of the goal?
   ____ YES   ____ NO   EVIDENCE:

3. Do objectives describe major outcomes?
   ____ YES   ____ NO   EVIDENCE:

4. Does each objective deal with only one major outcome?
   ____ YES   ____ NO   EVIDENCE:

5. Have objectives, rather than procedural details, been specified?
   ____ YES   ____ NO   EVIDENCE:

6. Do the objectives describe specific standards for the outcomes?
   ____ YES   ____ NO   EVIDENCE:

7. Do the objectives specify deadlines for each outcome?
   ____ YES   ____ NO   EVIDENCE:

8. Do those objectives that lead to behavioral change describe who will be affected, what behavior will be affected and to what degree?
   ____ YES   ____ NO   EVIDENCE:

9. Are the objectives arranged in some appropriate order?
   ____ YES   ____ NO   EVIDENCE:

10. Do the objectives provide an adequate basis for the selection of appropriate activities and evaluation measures?
    ____ YES   ____ NO   EVIDENCE:
ASSESSING PROJECT EVALUATION

1. Does each objective have **appropriate corresponding** evaluation items?
   ____ YES  ____ NO  EVIDENCE:

2. Do evaluation items seem likely to measure the **attainment** of the corresponding objective?
   ____ YES  ____ NO  EVIDENCE:

3. Do the evaluation procedures for each item describe **what data** is to be collected and **how**?
   ____ YES  ____ NO  EVIDENCE:

4. Does the evaluation for each objective specify **criteria**?
   ____ YES  ____ NO  EVIDENCE:

5. Are the performance levels or criteria **realistic** and **appropriate**?
   ____ YES  ____ NO  EVIDENCE:

6. Is the data to be collected **adequate** to determine if the objective has been achieved?
   ____ YES  ____ NO  EVIDENCE:

7. Does the evaluation for each objective describe how **data** will be **analyzed**?
   ____ YES  ____ NO  EVIDENCE:

8. Are the following data analysis design components present when appropriate:
   a. experimental group?
   b. control group?
   c. pretest?
   d. posttest?
   ____ YES  ____ NO  EVIDENCE:

9. Does the plan of **data analysis** appear **valid**?
   ____ YES  ____ NO  EVIDENCE:

10. Is provision made for **formative evaluations** to guide project management decisions?
    ____ YES  ____ NO  EVIDENCE:
ASSESSING PROJECT ACTIVITIES

1. Does each objective have appropriate corresponding activities?
   ____ YES  ____ NO  EVIDENCE:

2. Do activities, as listed, seem likely to lead to the attainment of the corresponding objective?
   ____ YES  ____ NO  EVIDENCE:

3. Are activities dated and in chronological order?
   ____ YES  ____ NO  EVIDENCE:

4. Are activities visually depicted in a way that makes them easy to follow? (For example, a timeline or a flowchart.)
   ____ YES  ____ NO  EVIDENCE:

5. Do the timeframes for activities seem to be realistic?
   ____ YES  ____ NO  EVIDENCE:

6. Do activities indicate who will be responsible for completion?
   ____ YES  ____ NO  EVIDENCE:

7. Do the persons assigned responsibility for carrying out activities appear to have the necessary expertise?
   ____ YES  ____ NO  EVIDENCE:

8. Are all unnecessary, duplicative, overly expensive, too time-consuming, wasteful, or otherwise undesirable activities eliminated?
   ____ YES  ____ NO  EVIDENCE:

9. Do activities provide for data collection and analysis?
   ____ YES  ____ NO  EVIDENCE:

10. Do activities include preparing required reports? (Quarterly progress reports, final report, final claim.)
    ____ YES  ____ NO  EVIDENCE:
RESEARCH EXERCISE

DEVELOPING VOTE CURRICULUM CRITERIA BASED UPON FEDERAL GUIDELINES

DIRECTIONS

Read the guidelines found in the FEDERAL REGISTER for Friday, February 6, 1976, pp. 5392 and 5393. These pages are reproduced on the next two pages.

Write a rough draft of curriculum criteria based upon these federal guidelines.

Revise this rough draft into a questionnaire that can be used to curriculum developers to evaluate proposed curricula.

Remove all of the following from your rough draft:
- complicated questions
- ambiguous words
- unnecessary repetitions
- non-essential words

Revise your draft.

Read the pages entitled, VOCATIONAL EDUCATION CURRICULUM CRITERIA as a sample of an acceptable revision.

Revise your draft once more in light of what you learned from reading the acceptable sample.

---------------------------------------------
NOTE: VOTE = VOCATIONAL OCCUPATIONAL TECHNICAL EDUCATION

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Appendix C of Part 103 of Title 45 CFR is amended as follows:

APPENDIX C—VOCATIONAL EDUCATION CURRICULUM

FISCAL YEAR 1976

The Office of Education contemplates supporting six project grants for six curriculum coordination centers in 1976. Four of these awards will be open to competition. Two will be non-competing continuations of grants made in 1975 to the California State Department of Education and to Mississippi State University.

Two of the four competing awards will be funded with a two-year multi-year award on a non-competing annual basis. The other two of these four awards will be funded with a three-year multi-year award on a non-competing basis. The awards will be made to begin January 1, 1976.

The applicants will submit their project goals and activities for the multi-year period. Multi-year approval is intended to offer the project a reasonable degree of stability over time and to facilitate long range planning. Approval of a multi-year project shall not commit the Office of Education to provide financial assistance from appropriations not currently available, and second and third year funding is contingent on satisfactory performance.

(a) Awarded applicants' obligations. One of the three-year awards will provide leadership to curriculum coordination in the Northeast area including Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands. The other three-year award will provide leadership for the Northwest area including Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming.

One of the two-year awards will provide leadership to curriculum coordination for the East-Central area including Delaware, District of Columbia, Illinois, Indiana, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, Wisconsin. The other two-year award will provide leadership for the Midwest area including Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, Texas.

Each awardee will be the facilitator in enabling these States to:

(1) Improve their own curriculum services and capabilities;
(2) Share information and plans regarding curriculum materials and needs in order to reduce duplication of efforts;
(3) Plan for cooperation in development, testing, evaluation, dissemination, reproduction and implementation of materials; and
(4) Develop and maintain intra-State liaison activities that will stimulate cooperative relationships at State and local levels.

In addition each awardee will become a member of the National Network Council for Curriculum Coordination in vocational and technical education; and as a member each awardee will:
(1) Conduct coordination, dissemination and diffusion activities in order to improve the acceptance of new curriculum products and to assess their impact.

(2) Establish and maintain a system for determining curriculum needs in vocational and technical education and for recommending priorities for State and national emphasis.

(3) Share information regarding materials and studies available and under development; and

(4) Provide curriculum services which will encourage the adaptation, demonstration and adoption of effective curricula and curriculum development practices in vocational and technical education.

The Office of Education will entertain requests for these grants to support:

(1) Communication and coordination activities with the States, the Network, and the U.S. Office of Education.

(2) Travel costs and per diem for the Center personnel to attend two meetings of the National Network Council for Curriculum Coordination. One of these meetings will be held in Washington, D.C.

(3) Travel costs and per diem, excluding honoraria, for State representatives to attend meetings sponsored by the center. Each of the six centers will hold a consortium meeting with their State representatives concurrently at a central U.S. location.

(b) Application review criteria. The criteria to be utilized in reviewing applications are listed below. These criteria are consistent with section 100a.26, Review of Applications, in the Office of Education's General Provisions for Programs, published in the Federal Register in 38 FR 39694 on November 6, 1973. Segments or a segment of the application must address each criterion. Each criterion is weighted to show the maximum score that can be given to each specific criterion. Each criterion and the maximum points possible are as follows:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
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<tr>
<td>(a) Need and problems.—The application should clearly define the need for the project within the specified consortium of States and should indicate responsiveness to problems rather than symptoms.</td>
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<td>(b) Objectives.—The objectives should be clearly stated, capable of being attained by the proposed procedures, and capable of being measured.</td>
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<td>(c) Plan.—The management plan should show functions to be performed and services to be provided; and the procedures for accomplishing each are delineated.</td>
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<td>(d) Results.—The proposed outcomes should be identified and described in terms of potential impact at National, State and local levels, Part I program purposes, and cost effectiveness and efficiency.</td>
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<td>(e) Institutional capability.—Application should clearly set forth current curriculum strengths and the capability of the applicant to immediately initiate and maintain liaison functions with consortium States.</td>
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<td>(f) Personnel.—The qualifications and experience of key staff should be appropriate for the requirements of the project; specific responsibilities should be identified for each of the key staff; and at least one key staff person should devote a minimum of 50 percent of his/her time to the project.</td>
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The following criteria are based upon the Federal Register, Volume 41, Number 26, Friday, February 6, 1976, pages 5392-3.

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<td>Does the application clearly define the need for the project?</td>
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<td>Does the application clearly define the need for the project within the specified consortium of states?</td>
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<td>Does the application indicate responsiveness to problems rather than symptoms?</td>
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<td>YES NO 131</td>
<td>Has a systematic method of ferreting out key symptoms been identified?</td>
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<td>YES NO 132</td>
<td>Has a logical analysis been applied to the information on symptoms?</td>
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<td>YES NO 141</td>
<td>Has documentation been provided that clearly explains how problems were identified?</td>
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<td>YES NO 151</td>
<td>Have problems been translated into recognized needs?</td>
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<td>YES NO 152</td>
<td>Have institutional needs been recognized?</td>
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<td>YES NO 153</td>
<td>Have administrative needs been recognized?</td>
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<td>YES NO 154</td>
<td>Have teacher needs been recognized?</td>
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<td>YES NO 155</td>
<td>Have student/parent needs been recognized?</td>
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<td>Have concerned community group needs been recognized?</td>
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<td>YES NO 161</td>
<td>Has an adequate response been made to the needs?</td>
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<td>Have the needs been responded to realistically?</td>
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<td>Have the needs been responded to meaningfully?</td>
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<td>Have the needs been responded to all the way down the line? (institutional, administrative, teacher, student/parents, concerned community groups)</td>
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