

ESP CURRICULUM DESIGN BUDGET COMMENTARY

Phase 1

We have stressed the research of the particular nature of this type of school in this phase so that the curriculum created will be appropriate for the unique students who will populate the school as well as provide for acquisition of world class educational standards. We also have reviewed the educational standards for the nation of Uganda in this research to assure that we are meeting their educational and cultural standards. We have included travel to the school to allow the school personnel to meet us and to allow us to present the curriculum to them in a collaborative way. We have also included travel at the end of the first year for 2 ESP and an outside program evaluator to assure that the goals of the program are being met and that any deficiencies can be properly identified and remediated. The ESP travel can be reduced to one person per trip, or possibly eliminate the ESP personnel from the year end time frame to reduce cost if necessary. However, that may reduce the effectiveness of further curriculum development.

Phase 2

We have reduced the amount of research time as we will have gained significant knowledge of the needs through our Phase 1 studies. However, since we will be stressing skill development at higher levels, we have added to the curriculum development budget and the administration/evaluation budget to assure proper breadth and rigor.

Phase 3

In this phase, we will have to develop two significantly differing programs as we separate the students into those who plan to on to a college level of study and those who will end formal education at the end of our program. The additional cost of curriculum writing reflects that diversity of program to be developed.