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THE UTILIZATION OF VOLUNTEERS AND UNDERGRADUATE STUDENTS IN MEETING SOCIO/CULTURAL DEPRIVATION PROBLEMS IN AN ELEMENTARY SCHOOL. DEMONSTRATION PROPOSAL.

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PROPOSED IS AN EDUCATIONAL IMPROVEMENT PROJECT FOR DISADVANTAGED CHILDREN COMING TO DAYTON, OHIO, FROM APPALACHIA. THE SOCIAL ACTION COMMITTEE OF A SYNAGOGUE IN DAYTON WOULD "ADOPT" A KINDERGARTEN CLASS FOR A 5-YEAR PERIOD. A COOPERATIVE APPROACH TO WORKING WITH THE CHILDREN WOULD COMBINE THE SERVICES OF VOLUNTEERS RECRUITED FROM THE MEMBERSHIP OF THE SYNAGOGUE, THE CHILDREN'S TEACHER AND PARENTS, AND ANTIOCH STUDENTS PARTICIPATING IN A WORK-STUDY PROGRAM. THE FACILITIES OF A PUBLIC ELEMENTARY SCHOOL WOULD PROVIDE THE SETTING FOR THE PROJECT, WHICH WOULD BE COORDINATED, PLANNED, AND SUPERVISED BY A PROFESSIONAL SOCIAL WORKER. THE GRANT WOULD BE MADE TO ANTIOCH COLLEGE. (NH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION



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DEMONSTRATION PROPOSAL

Submitted to the U. S. Commissioner of Education
Under the Provisions of Public Law 531

EDU 17 288
00714

Project Title : The Utilization of Volunteers and Undergraduate
Students in Meeting Socio/Cultural Deprivation
Problems in an Elementary School.

Submitted by : Antioch College, Yellow Springs, Ohio.

Initiated by : Asher Bogin, Chairman, Social Action Committee,
Temple Israel, Dayton, Ohio. (513-222-7467)

Signed: _____

Transmitted by : Dr. Samuel Baskin, Professor of Guidance and
Psychology, Antioch College, Yellow Springs,
Ohio. (513-VI-9-1363, ext. 287)

Signed: _____

Date Transmitted:

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1. ABSTRACT.

(a) Objectives: To demonstrate the use of talents and abilities of the membership of a congregation of 1,000 families, via its Social Action Committee, to enable the maximum and positive adjustment of a culturally deprived kindergarten class and its families in a public elementary school in Dayton, Ohio. By the use of panels of professionals serving as volunteers, in the field of medicine, dentistry, education, social work, home economics, tutoring, etc., to enable this sample population, consisting of newcomers to Dayton from the Appalachian area, to function at the highest possible level in its general adjustment. To deepen the sense of commitment on the part of the privileged group (the volunteers) toward an underprivileged group living in the same community. To demonstrate the use of work-study undergraduate students of Antioch College to further supplement and enrich the academic experience of the kindergarten class. To establish that with little cost, it is possible to mobilize professional help on a volunteer basis and bring to bear all the necessary resources not readily available. To show that when these resources are applied with skill and discretion, the overall standards of a disadvantaged group can be raised. To establish that there are multiple untapped resources of service and time available to public schools and if properly coordinated and utilized they can lead to enrichment of curriculum, learning experiences, educational programming and long range social and economic progress.

(b) Procedures: Having secured the cooperation of the Board of Education of the City of Dayton, Ohio, and from the principal of the Emerson School, which is located in the area known as "the Port of Entry from Appalachia", to have Temple Israel, Dayton, Ohio, through its Social Action Committee "adopt" a kindergarten class for a five (5) year period. The membership of Temple Israel would be divided into panels available to work with the class, the teacher and the parents of the children. These panels would consist of occupational specialists, some of whom may not be actively engaged in their professions and others who are presently employed. These volunteers would be available to work with the classroom teacher on a group basis and, in addition, each family would have a "big brother or big sister" from the congregation in an augmented supportive relationship. The families of the children would be brought into group programming as well, since group activity and participation on the part of the kindergarten parents for the purposes of enrichment, status, recognition and cooperation are imperatives. Although the formal entry will be through the kindergarten class as a unit, the project will take responsibility for each student and his entire family for as long as he is part of the group. The entire program will be coordinated, planned and supervised by one paid professional social worker who will be Project Director. The work-study placement of Antioch undergraduates would be under the general supervision of the College, working cooperatively with the public school teacher and under the direct field supervision of the Project Director. The time span planned for this project would be five years. The grant will be made to Antioch College. The Project Director will be appointed to the faculty of Antioch College.

2. PROBLEMS

Educators have long been concerned with social and cultural deprivations in our society and how these relate to academic achievement. Rightly or wrongly, communities expect much from educational institutions in resolving problems belonging to society as a whole. Whether the problem is the "drop-out" or the delinquent, etc., the public looks to the schools for solutions. Many of the current plans to help the culturally deprived groups are fragmented or narrowly conceived. While they deal with one or another aspects of a problem, such as health, housing or study habits, etc., few appear to focus on the student or group having these problems. The concept of the "total push" technique is not unknown but perhaps because of the lack of funds or vision (or both), the overall approach to programming has been limited. It has become evident that generation after generation beget children who remain at the lowest social and economic levels of society, many dependent upon public funds for sustenance and without hope of moving into any other strata. Even when large sums of money are available, as they are from time to time, the shortage of trained and skilled personnel limits the "total push" program from becoming meaningful and effective. In general, there remains one-fifth of our national population whose financial, cultural, health, employment and emotional problems are so overwhelming that by their sheer magnitude these underprivileged are prevented from realizing their native talents and ambitions and fail to become mature, independent and successful families.

Simultaneously, there are those of higher education, secure jobs and professions who are financially affluent and who, as responsible citizens, are deeply concerned about those who are the "have-nots". Concurrently, there are those college students, not yet fully trained, but eager and willing to share their talents and zeal to a program which promotes the well-being of a community.

If all these resources could be marshalled, channelized, coordinated and effectively applied to communicate positive values, the project would be able to demonstrate the "total push" method to bring about improved standards for the general community. As this project is envisioned, it contains the elements which would serve to bring these three groups into a purposive and comprehensive relationship, under the overall supervision of a Project Director.

Too often time, energy and money are expended after the multiple problems erupt. Therefore, the choice of a kindergarten class appears more conducive to long range results. As often, help is fragmented and specific in nature, rather than overall and generic. The programs presuppose awareness of need on the part of the deprived group as well as the motivation and knowledge to seek services for solutions. It is also often difficult to gain entry to a family until the problems have become crystallized and overt. This project presupposes that the school presents a natural setting in which to apply the principles of preventive and "protective" programming. The school setting appears to have the indigenous qualities for gaining entry and establishing rapport with the class and families. If this demonstration project is successful, it can serve as an example for many other private organizations, institutions, and congregations in this community as well as throughout the county.

In summary, the problem is to short-circuit the perpetuation of deprivation and despair from one generation to another and to develop the techniques and methods which will enable the use of volunteers and undergraduate students for the purpose of raising overall standards for the underprivileged group at a minimum cost to the community.

3. DESCRIPTION

Although it will not be the purpose of this demonstration project to enter into the internal educational program outlined by the Board of Education for the primary grades, it will, by offering extracurricular enrichment, broaden and deepen the academic experience as a whole. The project will develop three broad methods to achieve its goals. The first of these will be the groupwork technique. In cooperation with the classroom teacher, the Project Director will determine the gaps in need, both material and educational, and by drawing on the large reserve of professionals, organize the volunteer services to supplement the educational program. It is difficult to anticipate these needs in advance but certainly such services as taking the children on field trips, adding special materials to the class library, helping in any class project or special tutoring come to mind. The average kindergarten class numbers between 35-40 children. Temple Israel's congregation approximates 1,000 families. By grouping the occupational specialists from the congregation, personnel will be made available to fill most of the unmet needs of the kindergarten class. The volunteers will be selected, oriented, and supervised by the Project Director.

As part of the project groupwork method, an effort will be made to organize the parents of the children and involve them in programs to meet some of their own unmet needs as well as involve them in "board" and "committee" activities. The rationale of this method is that if the parents of the children can be motivated and their morale could be sustained this would be one of the ways the parents can learn the "know-how" of urban adjustment.

The second process will be the casework method. A thorough case study will be made of each child, his family and his relation to the school and community by the Project Director with the assistance of student field workers from Antioch College. When some determination and evaluation of needs are crystallized, each child and his family will be assigned to a "big brother" or "big sister" who has been evaluated and selected from the congregation by the Project Director. The relationship will be on a supportive level and always under the supervision by the Project Director. In addition, if there are any special individual needs, these will be referred to the volunteer in a position to fill them because of his particular training or ability and interest.

The third method will be the community organization process. At the outset it is likely that many of these families will be known to other agencies and services in the community. The Project Director will take responsibility for coordinating and integrating the demonstration project into the neighborhood and community. As the project develops, the student field worker will be able to assist in the community organization process.

The grade level coverage will begin with a kindergarten grade and continue with the class through and including the fourth grade. It will include any later in-transfers provided the child is part of the demonstration group. If any student is permanently transferred from the class, he shall not be considered as part of the group, unless he returns to the original setting.

The theoretical and practical relationship of this project to the national program of the "war-on-poverty" is clear. By bringing into sharp focus the ways and means to enable local programming through the use of volunteers and students, the demonstration project may be able to contribute a "blueprint-for-action" to other communities and organizations. The research method will be narrative summary of confidential records kept over the five-year period and evaluated by comparing the group to itself over that span of time. The evaluation will be made in relation to those questions asked under section 4.

1. OBJECTIVES

The primary objective is to make available to a deprived group the multiple resources necessary to advance to a more successful, meaningful and enriching adjustment. Another important goal is to demonstrate the methods and techniques to mobilize these resources and make them available to public educational institutions. Secondly the objective would be to gauge the ability of volunteers and students to sustain their commitments and to evaluate whether such overall investment would yield significant and long-range results for the underprivileged group.

More specifically the project will explore whether it is feasible to organize and coordinate the use of volunteers and students as an economical tool in the "war-against-poverty". Will a proud and suspicious in-group, recently transplanted from Appalachia, be approachable and will they, by exposure, education, counseling and social relationships modulate their former patterns and attitudes and accept other (urban) standards and values in health, thrift, education and leisure time activity, etc.? Inasmuch as medical, dental, nursing, tutoring and employment assistance will be available, can these services be offered and accepted without increasing any potential dependency which may exist? Since the "war-on-poverty" is often handicapped in its progress by the lack of funds and manpower, is the utilization of a volunteer program a major solution to a major problem? Generally the desire to help is often great in a given community. However, the existing organizations and/or methods are often restrictive, limited or impersonal in nature. Can this project demonstrate the effective methods of organized and personal involvement which will bring the affluent groups closer to the needs of the underprivileged? Is it possible to broaden and deepen the loyalties and horizons of volunteers and students so that they will accept, with a sense of compassion a very strange and different child and family? Will the recipients respond positively to such relationships and services and can such response be sustained and far-reaching? And finally, can two groups from diverse cultural, ethnic and religious backgrounds enter into a meaningful relationship and overcome the barriers of fear, apathy, and complacency?

2. RESEARCH FOUNDATION

Much work has been done with the underprivileged and culturally deprived in America. Studies show that it is important to start with the young and that early involvement by the social institution increases the chances of success. The need for a preventive program is self-evident and has long been accepted by social scientists. Experience and research in the field of social welfare have supported the workability of "reaching out" or protective methods in both private and public agencies. And certainly the concept of the "total approach" method has been established as more meaningful than those more specific and isolated in technique. While he still lives in a highly specialized society, the human being reacts to his environment in a generic way and it is difficult to separate his feelings and attitudes from his needs and abilities. Related research has also established the importance of working with indigenous groups in their own environment-the "grass roots" method-rather than in a specialized setting like a camp or institution, etc. The "adopt-a-group" programs have been tried and proven effective on local, national and international levels. The history and experience of the Big Sister and Big Brother organizations indicate the workability of using volunteers on a one-to-one basis. Research on the "therapy of friendship" offers support to practicality of such a program. To learn through example and identification and through a supportive relationship has long been the rationale for those in the helping professions.

5. (continued)

The school social work program has been in use in many communities and some of the features in this project are similar. However, again the method used by the social worker is usually one-to-one and by and large the service is primarily referral.

Studies also show that material support is of utmost importance. Such factors as enrichment of a school or home library, providing cars for field trips, locating better jobs, making available warm lunches and furnishing supplementary supplies, etc. are but a few of material needs which might promote general improvement. Research has also outlined the possible dangers of inappropriate material support and its encouragement of psychological dependence. Again in the emotional and psychological areas, social studies show that resistance and suspicion run deep in families in need of help. As often, services are rendered long after the problems have erupted and the community is compelled to cope with them as a social imperative. As for the role of the student field-worker, studies show that the smaller the ratio of teacher to pupil, the better the academic experience for both. And lastly, the advantages of having a work-study plan for undergraduates (and graduates) has been a long established principle and practice in the field of education, social work, community relations and related professions.

In summary, the field of research has supported the general principles and practices envisioned by this demonstration project. What is unique is that to our knowledge these ideas and methods have not been applied in the special way proposed by this project. To "adopt-a-kindergarten" class by a volunteer group with the supplementary support of college undergraduates, all coordinated by a Project Director, presents an unusual, untried and unchartered challenge which merits study and evaluation.

6. PROCEDURES

The operational design will contain the following:

(a) Setting: The Emerson School in Dayton, Ohio was chosen by the local Board of Education because it is situated in the eastern section of the city and located near the East Dayton Urban Renewal Area. This community is more colorfully known as "the port of entry" for the Appalachian. Dayton's proximity to the hills, farms and mines of Kentucky and Tennessee and it being a relatively large industrial urban center, makes for in-migration of families seeking better opportunities. The usual culture conflicts involving rural people adjusting to an urban community has long been observed. The Board of Education of Dayton believes that this group has had unmet needs of long duration. These are a proud people but relatively unknowledgeable in the ways of urban life and opportunities. By and large they are white Protestants.

(b) Population: The Dayton Board of Education will choose (at random) one of the incoming kindergarten classes from Emerson School for the purposes of this project. There will be no attempt to classify the group or to separate out special children and place them in the project class for any reason. Therefore, it will be presupposed that the kindergarten class will represent the normal and natural selection process taken routinely had this project not been envisioned.

The number of students in the kindergarten will approximate 35-40. An attempt will be made to keep the children together for the five year period. This group is from a rural area transplanted to an industrialized and mechanized urban community. They were selected because their self-image

is vague and bewildering. They are not retarded although they are not a highly motivated group. Their current environmental situation does not provide the milieu to create a positive self-image. Having been uprooted, they convey the hopelessness and indifference of their parents as well as the confusions resulting from confrontation with urban pressures. There will be no special effort to select a given teacher.

As for the volunteers, these will be members of the congregation belonging to Temple Israel, Dayton, Ohio. This is a Reform congregation (of Jewish faith) made up of some 1,000 families, and its population is concentrated on the north side of the city. Most of the families are either in business (self-employed or otherwise) or professions. Through the Social Action Committee, Temple Israel has expressed its commitment and responsibility to undertake this community program as a demonstration of its faith, resources and services.

The work-study students from Antioch College will be selected according to ability, maturity and area of interest. Antioch College is located in Yellow Springs, Ohio about 20 miles from Dayton. It is a private institution of higher learning with excellent standards. One of its unusual features is the work-study plan for its undergraduate students. To further enrich the demonstration project use will be made of work-study placements for the duration of the project. Selection will be made jointly by the Antioch faculty and the Project Director who will also be the field supervisor.

- (c) Materials Development: Group study, progress and evaluation reports will be maintained. Records of the group experience of the class, parent group meetings and any enrichment programming will be noted. In addition, a case history of the family and each of its members will be developed. The needs of the family will be studied and recorded. Some uniform outlines may be used in order to facilitate and colate need to resource, and to make the data more readily accessible for evaluation at the end of the five year period.
- (d) Evaluation: All through the project there will be the concept of evaluation as it will define and refine program, purpose, scope and method. However, at the end of the demonstration project an overall evaluation will be made to determine the quantitative and qualitative directions of the three groups represented. The evaluation will be in narrative summary form and will include a description of the experiences, methods used, facilities and programs. The data will describe a longitudinal comparative review of the demonstration groups and their experiences in relation to the purpose, scope and methods outlined in this report over a five year span.
- (e) Dissemination of Information: While the names of the participants in this study will remain confidential, the material and information will be made available in summary form to any institution or organization interested in developing such a program anywhere in the country. This will be available upon request. While no local publicity is anticipated during the demonstration period, such information as might be of interest or beneficial to the community will be shared at the discretion of the Project Director. It would appear that the results of this project would have meaning for educators, social welfare and medical personnel, and civic, fraternal and religious institutions and organizations interested in community services.
- (f) Time Schedule: The demonstration project is anticipated to last for a five (5) year period. While several processes will be developed concurrently, no doubt the first year will emphasize study, orientation and selection.

The second, third and fourth years will see the growth in program, service and relationships. The fifth year is envisioned as the year of termination, evaluation and referral when necessary. A five year span to develop the various facets of this multiple-approach program appears reasonable for effectiveness. The problems for these children often begin in grade school when other identifications come into their experiences. The kindergartners have no pre-school background; often their parents do not speak well and therefore the children have limited vocabularies. They score relatively low on intelligence tests although this is thought to be because of their poor cultural background. Unfortunately, these problems accelerate from year to year. With such deep environmental handicaps to overcome, a five year program appears necessary in order to demonstrate results. Deficiencies in social and cultural deprivation can not be made up solely by instruction. It is also imperative to enrich the home, the family and the local community. As important, a five year period appears to be ample time to dispel the suspicion and mistrust which might exist initially.

7. PERSONNEL

The position of Project Director will be the principal investigator. The appointment will be subject to the approval of Antioch College and he will become a member of the faculty. A broad outline of education and experience will be submitted here. The Director should hold the degree of Master of Social Work from an accredited university. He should have varied experience in casework and/or groupwork. Because of the particular requirements of this project the Director should be familiar with the concepts of working in a protective environment as well as a working knowledge of community organization. He must have experience in student and/or worker supervision, as well as being able to work positively and successfully with lay people and volunteers. The Project Director should be able to demonstrate his ability to work with members of related professions. A working knowledge of research is also important.

The project will also have an Advisory Committee from Temple Israel, Mr. Asher Bogin, of the law firm of Bogin, Goldman and Fox, will be Chairman. Other members of the committee will be Richard Serbin, M.D.; Robert Bader, D.D.S.; Rabbi Joseph S. Weizenbaum, D.H.L.; Rabbi Selwyn D. Ruslander, D.D., D.H.L.; Neal Goldenberg, Ph. D., (Chairman, Temple Israel Men's Club Social Action Committee); Harold Silverman, Ed. D., Executive Director, Temple Israel; William Levy, Ph. D., Director of Education of the National Management Association.

Representing Antioch College in preliminary discussions are Samuel Baskin, Ph.D. Director of Program Development and Research in Education; Dixon Bush, Ed. D., Extramural Associate in the Social Sciences; Lois R. Dean, Ph. D., Assistant Professor of Sociology; George Cooper, M.A., Extramural Associate in the Social Sciences; Prof. Morris Keeton, Ph. D., Dean of the Faculty; Philip Rothman, Ph. D., Professor of Education and Charles Colbert, Assistant to the Dean of Faculty for Sponsored Research.

It is expected that clerical help will be part of the table of organization and that the Board of Education will be asked to relieve the kindergarten teacher from other teaching or clerical responsibilities wherever possible, in order that she may devote most of her time to this program.

Antioch College emphasizes employment as a learning experience, as well as study in the classroom. It is anticipated that under this demonstration program, at least three undergraduate students will be assigned as part of the cooperative employment program in any given year. They will serve under the supervision of the Project Director. The specific responsibilities will vary according to age, skill, maturity and interest. The job analysis may involve semi-professional tasks and/or clerical work, depending upon the individual skills and abilities and the needs of the program. This phase of the program will serve to bring the college closer to the program and the community and will enable the day-to-day experiences of the project to become an integral part of the students academic development.

8. FACILITIES

Dr. H. L. Boda, Assistant Superintendent, Instruction, the Dayton Public Schools and Harold Cline, Principal, Emerson Elementary School, 501 Hickory Street, Dayton, Ohio, have expressed their cooperation for this project. It is expected that facilities for the headquarters of the project will be available at the Emerson School itself.

Antioch College will make available key personnel to serve in an advisory capacity and to serve on the Advisory Committee in order to guide the project and coordinate the work-study program administratively. Temple Israel will supply the volunteer personnel and help which will enable the program to function. In addition, conference rooms for the training of personnel and other group-functions will be made available in the congregation's buildings.

The principle resource which Temple Israel has available is volunteer manpower on both an individual family basis or through its auxiliaries. For example, Temple Israel Youth Group is made up of many members who have won national scholarships and these young people would be available for tutoring. It is anticipated that most members will make some contribution in time, service or material to this project. A study will be made of every Temple family to ascertain interest, participation, time available, age, education, job experience and training in order to have a comprehensive view of the facilities and resources available for the project.

Antioch College will also make available, at least three students as work-study placements. Inasmuch as the academic standards of Antioch College are very high, availability is certain in locating capable students to be assigned to the project.

The Dayton Board of Education has agreed to full cooperation and involvement. Finally, the commitment on the part of the Temple Israel membership is the pivotal and important asset. Support for the project can be expected from the pulpit, from the officers and the Board of Directors, from the Social Action Committee and the rank and file of the membership as well as the auxiliaries.

9. OTHER INFORMATION

(a) The anticipated amount of support available from this project from sources other than the transmitting institution is considerable and extensive, although it cannot be measured at this time. For example, a child needing orthodontia may involve many hours of service over a period of years, and this professional service is generally very costly. Under this project, it would be made available on the basis of need with no cost to the recipient or perhaps at a modest token cost primarily for casework reasons in order to assure family participation and/or involvement. It is entirely possible that the contribution in time and service per family made by the volunteers, and without cost to the government, would run several thousand dollars per family per year. The membership of the Temple will be asked, in effect, to extend the sense of commitment, obligation and responsibility to the underprivileged of the community in the interest of social welfare. Although the commitment may not be uniform or total, the expectation is that the membership assuming responsibility will fulfill its commitments and meet all the primary needs and as many of the collateral needs as is practicable.

(b) This proposal has not been submitted to any other organization or agency.

(c) This project is not a proposed extension of, or addition to, a project previously supported by the Office of Education.

(d) This proposal has not been previously submitted to the Office of Education. A similar proposal has not previously been submitted to the Office of Education.

10 Budget

COOPERATIVE RESOURCE PROJECT
Budget Worksheet

Investigator: Project Director Duration: 3 years, 1 month
 Institution: Antioch College Beg. Date: 6/1/65 End. date 6/30/68

	Fiscal yr '65		Fiscal yr '66		Fiscal yr '67		Fiscal yr '68		All years	
	1 month	12 months	12 months	12 months	12 months	12 months	12 months	12 months	Total	Total
	Loc.	Fed.	Loc.	Fed.	Loc.	Fed.	Loc.	Fed.	Loc.	Fed.
<u>PERSONNEL:</u>										
Proj. Director	1,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	37,000	37,000
Full time	350	4,200	4,200	4,200	4,200	4,200	4,200	4,200	12,950	12,950
Sec'y - full time		9,450	9,450	9,450	9,450	9,450	9,450	9,450	28,350	28,350
3 Research Assts. (co-op students Antioch-9 mos.)		1,570	1,570	1,570	1,570	1,570	1,570	1,570	4,875	4,875
Social Security, Pension, Ins., Workmen's Comp.	165									
500		750	750	750	750	750	750	750	2,750	2,750
<u>SUPPLIES & MATERIALS</u>										
Office Supplies inc. paper, telephone, postage										
500		750	750	750	750	750	750	750	2,750	2,750
<u>SERVICES</u>										
Statistical and duplicating final report - 225 copies										
500		500	500	500	500	500	500	500	500	500
<u>OTHER</u>										
Travel and emergency finan- cial need		1,000	1,000	1,000	1,000	1,000	1,000	1,000	3,000	3,000
\$2,015		\$28,970	\$28,970	\$28,970	\$28,970	\$28,970	\$28,970	\$28,970	\$89,425	\$89,425
403		5,794	5,794	5,794	5,794	5,794	5,794	5,794	17,885	17,885
<u>SUBTOTAL</u>										
\$2,418		\$34,764	\$34,764	\$34,764	\$34,764	\$34,764	\$34,764	\$34,764	\$107,310	\$107,310
<u>OVERHEAD - 20%</u>										
<u>TOTAL</u>										

11. ATTACHMENTS

(a) Instruments: There are no questionnaires or interview guides in this study. Perhaps later in order to have uniform records, such will be needed and developed. Since this study will rely more on developing methods than on past history, instruments may be designed as the need for them arises.

(b) Revisions: This project is not an application being resubmitted to the Program.

(c) Status Report of Current Projects: The key personnel of the proposed project have no other current project with the Program.

(d) Completed Projects: The key personnel of the proposed project have not completed a Cooperative Research Project.