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IDENTIFIERS Elementary Secondary Education Act of 1965, Rural Isolated Schools Program

## ABSTRACT

This report on an educational model termed Harold County, Tappan, which was developed under the 1965 ESEA, is in five parts. Part I, Statistical, gives projections of basic ESEA statistical data. Part II, Narrative, discusses the following: the community--population of the area to be served and its location; statement of need--educational and cultural resources in the area, determination and priority of needs, financial inadequacy of local resources; objectives, general and specific; procedures and activities; emphases; planning; participation of non-public school children; evaluation; dissemination; qualifications of professional personnel; facilities and materials; subcontracting; and, degree of tax effort and ability to meet critical educational needs. Part III, Financial, projects ESEA budgetary information. Part IV, Compliances and Assurances, contains projections of what these would be for the community modeled. Part V, Appendix, includes: a proposal to develop a nongraded organizational plan for the elementary school; and, organizational strategy--a review of related materials and research. [Page F-1 may not be distinctly legible in hard copy reproduction. "Abstracts of research studies" has been deleted from the Appendix due to incomplete pagination.] (JM)

**AN ORGANIZATION  
STRATEGIC  
PROGRAM**

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**rural isolated schools program**

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ED0 42861

AN ORGANIZATIONAL STRATEGY  
RURAL ISOLATED SCHOOLS

A. MODEL

HAROLD COUNTY, TAPPAN

# TABLE OF CONTENTS

Page

## PART I - STATISTICAL

### STATISTICAL DATA

Project Information	S-1
Budget Summary	S-2
School Enrollment, Project Participation Data, and Staff Members Engaged	S-2
Personnel for Administration and Implementation of Project	S-3
Number of Persons Served or to be Served and Estimated Cost Distribution	S-4

## PART II - NARRATIVE

### ABSTRACT

### THE COMMUNITY

Population of the Area to Be Served	I-1
Location of the Area to be Served	I-2
Map	I-3

### STATEMENT OF NEED

Educational and Cultural Resources in the Area to be Served	II-1
Determination and Priority of Needs	II-2
Financial Inadequacy of Local Resources	II-6

### OBJECTIVES

General	III-1
Specific	III-2

### PROCEDURES

Activities and Procedures	IV-1
---------------------------	------

### EMPHASES

V-1

### PLANNING

VI-1

PARTICIPATION OF NONPUBLIC SCHOOL CHILDREN	VII-1
EVALUATION	VIII-1
DISSEMINATION	IX-1
QUALIFICATIONS OF PROFESSIONAL PERSONNEL	
Qualifications	X-1
Consultants	X-3
FACILITIES AND MATERIALS	XI-1
SUBCONTRACTING	XII-1
TAX EFFORT	
Degree of Tax Effort	XIII-1
Ability to Meet Critical Educational Needs	XIII-1

### PART III - FINANCIAL

BUDGET	F-1
--------	-----

### PART IV - COMPLIANCES AND ASSURANCES

ASSURANCES FOR INITIAL APPLICATION	C-1
CERTIFICATE	C-3
LEGAL AUTHORITY TO APPLY FOR GRANT	C-4

### PART V - APPENDIX

A proposal to Develop a Nongraded Organizational Plan for the Elementary School	A-1
Organizational Strategy - A Review of Related Materials and Research	A-26
Abstracts of Research Studies	A- <del>31</del> 32

**PART I - STATISTICAL**



**ESEA TITLE III STATISTICAL DATA**  
Elementary and Secondary Education Act of 1965 (P.L. 89-10)

THIS SPACE FOR U.S.O.E. USE ONLY →	PROJECT NUMBER	VENHOR CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT

**SECTION A - PROJECT INFORMATION**

1. REASON FOR SUBMISSION OF THIS FORM (Check one)		2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE OR ASSIGNED PROJECT NUMBER
A <input checked="" type="checkbox"/> INITIAL APPLICATION FOR TITLE III GRANT	C <input type="checkbox"/> APPLICATION FOR CONTINUATION GRANT	
B <input type="checkbox"/> RESUBMISSION	D <input type="checkbox"/> END OF BUDGET PERIOD REPORT	

3. MAJOR DESCRIPTION OF PROJECT (Check one only)		4. TYPE(S) OF ACTIVITY (Check one or more)			
A <input type="checkbox"/> INNOVATIVE	C <input checked="" type="checkbox"/> ADAPTIVE	A <input checked="" type="checkbox"/> PLANNING OF PROGRAM	C <input checked="" type="checkbox"/> CONDUCTING PILOT ACTIVITIES	E <input type="checkbox"/> CONSTRUCTING	
B <input type="checkbox"/> EXEMPLARY		D <input type="checkbox"/> PLANNING OF CONSTRUCTION	F <input type="checkbox"/> OPERATION OF PROGRAM	F <input type="checkbox"/> REMODELING	

5. PROJECT TITLE (3 Words or Less)

Planning Model for Organizational Strategy

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. (See instructions)

The primary purpose of the project is the selection of an organizational strategy which facilitates the fulfillment of the priority needs of Harold County School children and the major emphasis is on the involvement of the affected and interested parties in that selection.

ITEM NUMBER SEC303 (b) (7)

7. NAME OF APPLICANT (Local Education Agency) Harold County Public Schools		8. ADDRESS (Number, Street, City, State, Zip Code) P. O. Box 647 Manor, Tappan 64325	
9. NAME OF COUNTY Harold		10. CONGRESSIONAL DISTRICT Fourth	
11. NAME OF PROJECT DIRECTOR William D. Jones		12. ADDRESS (Number, Street, City, State, Zip Code) P. O. Box 647 Manor, Tappan 64325	
13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT (Please type) John H. Doe		14. ADDRESS (Number, Street, City, State, Zip Code) P. O. Box 647 Manor, Tappan 64325	
15. POSITION OR TITLE Superintendent Harold County Public Schools		PHONE NUMBER 647-3462 AREA CODE 106	
SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT		PHONE NUMBER 647-3462 AREA CODE 106	
		DATE SUBMITTED July 5, 1968	



SECTION A - Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED	17A. TOTAL NUMBER OF COUNTIES SERVED	18. LATEST AVERAGE PER PUPIL AUA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED  \$ 281
	B. TOTAL NUMBER OF LEA'S SERVED	
	C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED 100,000	

SECTION B - TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from Item 2c below)

1.	PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A. Initial Application or Resubmission		7-1-68	6-30-69	\$47,348
B. Application for First Continuation Grant		7-1-68	6-30-68	68,372
C. Application for Second Continuation Grant		7-1-68	6-30-68	68,372
D. Total Title III Funds				
E. End of Budget Period Report				

2. Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.

A. Type of function (Check applicable boxes)

1  REMODELING OF FACILITIES      2  LEASING OF FACILITIES      3  ACQUISITION OF FACILITIES

4  CONSTRUCTION OF FACILITIES      5  ACQUISITION OF BUILT-IN EQUIPMENT

B. 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	C. AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY \$
--	--	---

SECTION C - SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.		PRE-KINDER-GARTEN	KINDER-GARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A. School Enrollment in Geographic Area Served	(1) Public								
	(2) Non-public								
B. Persons Served by Project	(1) Public								
	(2) Non-public								
	(3) Not Enrolled								
C. Additional Persons Needing Service	(1) Public								
	(2) Non-public								
	(3) Not Enrolled								
2. TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item 1B above)		WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL			

## 3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED	68	20			12

## SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

## 1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/SUPERVISION				3		
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL						
F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS	(1) TOTAL NUMBER RETAINED 11			(2) TOTAL CALENDAR DAYS RETAINED 44		

## 2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/SUPERVISION		5	1.0			
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6		21	4.2			
(4) GRADES 7-12		15	3.2			
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL		5	1.0			
F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS	(1) TOTAL NUMBER RETAINED 6			(2) TOTAL CALENDAR DAYS RETAINED 24		

**SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION**

MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NONPUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATED COST (8)
	PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
<b>1. EVALUATIVE PROGRAMS</b>								
A Deficiency Survey (Area Needs)								
B Curriculum Requirements Study (Including Planning for Future Need)	145	125	1,085	569	63			47,348
C Resource Availability and Utilization Studies								
<b>2. INSTRUCTION AND/OR ENRICHMENT</b>								
A Arts (Music, Theater, Graphics, Etc.)								
B Foreign Languages								
C Language Arts (English Improvement)								
D Remedial Reading								
E Mathematics								
F Science								
G Social Studies/Humanities								
H Physical Fitness/Recreation								
I Vocational/Industrial Arts								
J Special-Physically Handicapped								
K Special-Mentally Retarded								
L Special-Disturbed (Incl. Delinquent)								
M Special-Dropout								
N Special-Minority Groups								
<b>3. INSTRUCTION ADDENDA</b>								
A Educational TV/Radio								
B Audio-Visual Aids								
C Demonstrator/Learning Centers								
D Library Facilities								
E Material and/or Service Centers								
F Data Processing								
<b>4. PERSONAL SERVICES</b>								
A Medical/Dental								
B Social/Psychological								
<b>5. OTHER</b>								

PART II - NARRATIVE

## ABSTRACT

The Harold County Public Schools, (the name of a hypothetical model) a rural-isolated county school system, having seventy-three (73) percent Negro pupils, requests a grant of \$50,000 to help finance the first year of a three-year educational improvement program. The objectives are:

1. The adoption of an organizational strategy of the non-graded school to increase the fulfillment of priority needs of the children in Harold County Schools. The assessment of the degree of success of the non-graded organizational strategy for learning will be made by the degree with which it facilitates the fulfillment of the priority needs as demonstrated through the general level of achievement of children on the cognitive, affective and psycho-motor levels of response.
2. The development of a planning pattern or method by which other strategies may be selected and operated. The assessment and degree of success will be made by a survey of school systems which express an interest in using this pattern of selection.

The following steps will be utilized to achieve the objectives:

1. A written philosophy, principles, and major objectives will be developed giving careful attention to what each teacher individually and the staff collectively know and/or believe about children, about the teaching-learning process, about curriculum development, about other functions of the school, about community involvement, and many other areas. The objectives of the school will be stated in behavioral terms. Philosophy, principles, and objectives will be reassessed in view of changed attitudes and new findings.

2. The present school program will be assessed in a written statement in view of our stated philosophy and objectives. Major strengths and weaknesses of the program will be identified. The school will identify major problems faced and assign priorities ranked in order of feasibility.

3. A documented review of research and current thinking on elementary school organizational patterns will be made. A comparison of the advantages and disadvantages of the different types of organizational patterns will be made. Promising practices in the areas of team-teaching, cooperative teaching, individualization of instruction, grouping practices, procedures, and methods of evaluating and reporting potential success in each of the organizational patterns will be comparatively analyzed and recorded.

The central emphasis of this project will be toward the involvement of interested and affected persons. The essential aspect of the planning program is the development of a bank of data from which the decisions must be made. Thus, a vital factor is the documentation of the information in the data bank. This point is also emphasized in the procedures.

## I. THE COMMUNITY

A. The population of the state of Tappan is 2,300,000. Approximately 100,000 people live in Harold County, the geographic area to be served by this project. This population represents less than five percent (5%) of the total state population. There are 2,891 school children in this school system, consisting of 2,110 Negro and 781 white students. Thus, approximately seventy-three percent (73%) of the school children are Negro, while only twenty-seven (27%) come from white parents.

Harold County is a county unit school district that is considered to be rural isolated with the economy of the county being mostly agricultural. Sixty-eight percent (68%) of the population is classified as rural farm and twenty percent (20%) as rural non-farm. The median family income is approximately \$1,650. Principally due to the serious cultural, economic, and social conditions prevailing in the county, the school system is considered to be very educationally disadvantaged.

Nine attendance centers provide educational programs for the school system. These attendance centers include: (1) two schools, grades eight through twelve, housing 1,100 Negro pupils with 34 teachers; (2) five schools, grades one through seven, housing 900 Negro pupils with 31 teachers; (3) one school, grades one through four, housing 100 Negro pupils with 5 teachers;

and (4) one desegregated school, grades one through twelve, housing 781 white and 10 Negro pupils with 30 white and 1 Negro faculty members.

The legal authority for the school system is vested in an elected school board and in an appointed superintendent of education. At the present time, the school board consists of seven white school board members. It is anticipated that Negro representation on this board may result from the next school board election.

B. On the following page is a map showing Harold County and its geographic location with reference to other counties and major population centers in the State of Tappan. It is recognized but not included here that the following information relative to, (a) economic and occupational picture of the community, (b) population trend for the past ten years and projections, (c) mobility patterns, and (d) spot map, should be secured for Tappan County.

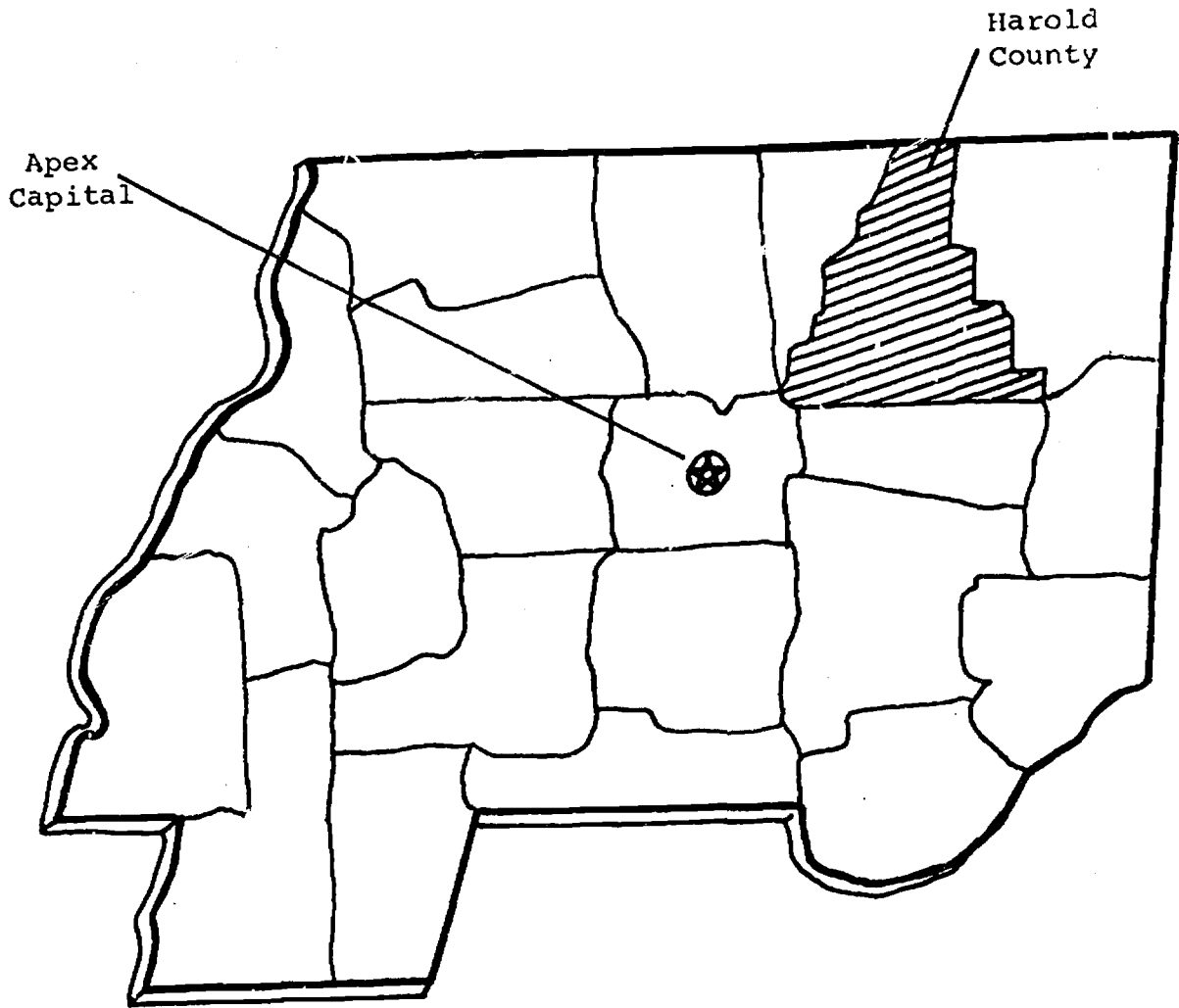


T A P P A N

Outline Map

Showing

Counties



## II. Statement of Need

A. The county seat for Harold County is located at Manor. The closest large centers of population are Crocket and Socket, approximately 45 miles to the north and south respectively; and Apex, the capital, lies 70 miles to the west. Due to the rural nature of the county and isolation from major cities, few additional educational and cultural facilities and other resources are available to supplement the county school program. A complete resume of the educational and cultural facilities available is as follows:

### Educational Resources

1. Higher Education  
Within Harold County there are no institutions of higher education.
2. Junior College  
The Harold Junior College for Negroes serves approximately seventy-five (75%) percent of the community.
3. Private Schools  
Two small private schools are operated in the county. St. Ricks Catholic school enrolls approximately 600 children, grades one through nine. Deering School enrolls approximately 200 pupils in grades one through six only. Both of these non-profit schools are located in Manor.

### Cultural Resources

The limited cultural resources are concentrated in the town of Manor. There is one public library. In addition, there is a summer gallery of art, a small municipal zoo, and a motion picture theater.

The county does not have a civic auditorium, any local, state, or national parks, a symphony orchestra, other organized

musical groups, or theater groups; and at the present time there are no cultural enrichment centers being proposed in or for this county. Unfortunately, most of the rural areas do not have electricity. Consequently, the homes generally do not have television or radio.

B. Since the enactment of the Civil Rights legislation, there has been an accelerated and continuing trend toward desegregation of schools. A considerable amount of improvement in educational programs is obvious in many schools recently desegregated; however, there are approximately 242 school systems in the southern states with Negro pupil enrollments in excess of 60 percent where little, if any progress is evident. These schools are judged by many to be substandard in their instructional programs; and the fact of desegregation has not materially resulted in changes in curriculum or improvements in instruction.

The Division of Equal Educational Opportunities, United States Office of Education (USOE), recently instigated a study of six local school systems: two in Mississippi, two in Georgia, and two in South Carolina. The study was conducted by the University of Miami in cooperation with six other major state universities. The purpose of this study was to identify and describe clearly the educational problems existing in schools with more than 60 percent Negro populations. The assumption was made that the problems identified in the six local school systems would be

similar to those which generally exist to a large degree in all of the 242 school systems in target states.

Statistics compiled by a special study and other information derived by a later task force team, which met with the county staff of the Harold County School District, revealed that this school system was comparable to the six systems studied by USOE in that it is highly educationally disadvantaged; extremely financially limited; and faces the following needs which are acute:

Priority

Needs

1. More money for all phases of school programs
2. High quality in-service training programs for faculty members
3. Preschool training
4. Communications skills development
5. Upgrading of reading ability throughout the system
6. Follow-through programs
7. Application of modern teaching techniques--such as team teaching, nongrading, flexible scheduling, and use of new types of instructional equipment
8. Programs for dropouts
9. Desegregation of students and faculties
10. Better interpersonal relationships between staff members of both races, between teachers and pupils, and between staff members and community groups
11. Elementary science program development
12. Linguistic language development.

The general level of educational attainment is very low in Harold County. The median grade completed for the total population of persons over 25 years of age is 7.1. The median grade completed for the rural population for persons over 25 years of age is 6.8, and the median grade completed for the non-white population for persons over 25 years is 5.3.\*

According to the Annual Report of the Tappan State Superintendent of Education, the calculated school dropout rate for Harold County averaged over the past three (3) years is 71.4%. This school dropout rate is directly related to the success or failure of pupils in school.

The following is a description of the educationally deprived children who constitute the major portion of Harold County's educational problem:

1. Achievement in all subject areas significantly below grade level
2. Poor performance on all standardized tests of mental ability
3. Low level in non-verbal functioning
4. Low level in verbal functioning with wise use of non-standard English
5. Negative self image
6. Negative attitude toward school and education
7. Low vocational and educational aspiration levels

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\*This information was taken from the Annual Report of the Tappan State Superintendent of Education for 1966-67.

8. Expectation of school failure
9. Emotional and social instability
10. High dropout rate
11. Poor health
12. High absentee rate
13. Malnutrition.

The county has attempted to cope with these problems in recent years through the allocation of Title I, ESEA, funds for the purpose of obtaining additional materials, equipment, and other supplementary items that can be used to improve instruction in the communication skills. In addition, the county has participated in "Head Start" preschool activities in an effort to increase the readiness of new first grade students. Neither of these approaches has had any measurable lasting effect upon pupil progress to date. A majority of the children still need remedial instruction by the time they enter the second grade, but there is little opportunity for such a program at the present time.

Members of the Harold County Board of Public Instruction, being convinced that the traditional educational practices will not prepare the pupils adequately either for education on a higher level or for assuming their roles in American society, are determined to apply innovative educational practices, based upon sound practical judgment and basic research, to improve the

instructional program. It is their intention to implement those programs which appear to promise the greatest and most rapid increases in pupil achievement. Assistance and leadership from the Southeastern Education Laboratory and other cooperating federal agencies will help to assure that this county's new programs will be logically selected, implemented, and evaluated.

There is an indication that the amelioration of these needs will bring about a more normal rate of achievement and learning and will bring about a greater interest by the child in learning and school. Consequently, the facilitation of the fulfillment of programs directed toward alleviating the problems caused by the aforementioned needs will be enhanced by the adoption of an organizational strategy for learning that has been carefully planned.

C. Educational deficiencies and problems in the Harold County Schools include lack of financing, certified but poorly qualified teachers, and lack of materials and equipment. The community is extremely rural with a very low median family income of approximately \$1,650. The per pupil expenditure in this district is \$281, which is approximately 83 percent of the state average of \$339.

The anticipated 1967-68 revenue from local taxation is \$1,735,120, while, state funds have been calculated to be \$5,912,320. Thus, approximately 71 percent of the school system's operating budget will come from state sources.

Tappan state law provides for a legal maximum of 25 mills that may be taxed at the local level for school purposes. Since the Harold County board is already utilizing the entire 25 mills, it cannot increase its local tax effort through its own authority. Property in this county is assessed at 23 percent of true value. A complete breakdown of assessed valuation and tax rate for school operations are as follows:

1. Assessed valuation of taxable property

Real Estate	\$57,559,200
Personal Property	18,400,450
Public Service Corporation	7,564,920
Total Assessed Valuation	\$13,524,620

2. Tax Rate for Current Operation

Minimum Program Level	\$	5.00
District Maintenance Levy	\$	18.00
Total Levy	\$	<u>25.00</u>
Tax Rate for School Bonds	\$	<u>5.75</u>

In summary, since this school system is already assessing property at the maximum millage rate, it would be impossible for this program to be financed without federal (or foundation)



funds. This school district will, however, provide maximum in-kind services and in-kind facilities which will be needed to supplement the efforts made available through federal funding. The funds currently available in this county are being applied to the support of existing services. It is only through the regional coordination provided by the Southeastern Education Laboratory, through the summer institutes to be conducted by the University of Brewster, utilizing NDEA funds, and through other funds requested by this ESEA Title III application that such a program of improvement can be implemented.

### III. Objectives

A variety of organizational strategies for learning have been developed for elementary schools. Generally, and by comparison to secondary schools, elementary schools have a child-centered perspective; however, the primary division (i.e. K-3) is generally a developmental-activity type program in which subject matter lines are indistinct, while the upper division (i.e. 4-6 or 8) uses materials in broadly correlated fields or in a departmentalized fashion. The movement from the primary (psychological order) to the upper (logical order) division is seldom smooth and there are evidences that many children come to care less for school at this time, which is a fact that contributes to the continuing debate on organizational strategies for curriculum organization.

A major problem for schools has been the selection of the most appropriate organizational strategy for their school which will meet the priority needs of their children while utilizing the existing and projected resources in the most efficient and effective manner; consequently, the method of selection, adoption and the mechanics of the operation of the organizational strategy is almost as important as

the type of program selected. Thus the problem to which this prototype project is directed is not only how one organizational curriculum strategy may be utilized, but the outline of a method and a synopsis of other organizational strategies which may be selected and operated as projects.

The objectives of this project become:

1. The adoption of an organizational strategy of the non-graded school to increase the fulfillment of priority needs of the children in Harold County Schools. The assessment of the degree of success of the non-graded organizational strategy for learning will be made by the degree with which it facilitates the fulfillment of the priority needs as demonstrated through the general level of achievement of children on the cognitive, affective and psycho-motor levels of response.
2. The development of a planning pattern or method by which other strategies may be selected and operated. The assessment and degree of success will be made by a survey of school systems which express an interest in using this pattern of selection.

IV. Procedures

- A. The activities and procedures to be used in meeting objectives are:
1. A written philosophy, principles, and major objectives will be developed giving careful attention to what each teacher individually and the staff collectively know and/or believe about children, about the teaching-learning process, about curriculum development, about other functions of the school, about community involvement, and many other areas. The objectives of the school will be stated in behavioral terms. Philosophy, principles and objectives will be reassessed in view of changed attitudes, and new findings.
  2. The present school program will be assessed in a written statement in view of our stated philosophy and objectives. Major strengths and weaknesses of the program will be identified. The school will identify major problems faced and assign priorities ranked in order of feasibility.
  3. A documented review of research and current thinking on elementary school organizational patterns will be made. A comparison of the

advantages and disadvantages of the different types of organizational patterns will be made. Promising practices in the areas of team teaching, cooperative teaching, individualization of instruction, grouping practices and procedures and methods of evaluating and reporting to a potential success in each of the organizational patterns will be comparatively analyzed and recorded.

At this point the staff will make a selection of an organizational pattern commensurate with the stated aims and objectives of the school. The nongraded organizational pattern was chosen for exemplification and the following questions are raised:

1. Do we have clear statements of our instructional objectives organized in a realistic sequence covering the entire span of our program?
2. Do we have a sufficient variety of instructional materials on different levels of sophistication so that each teacher can adjust instruction to range of ability found in each classroom?
3. Are we able to move toward greater individualization of instruction so that pupils can actually progress at individual rates?
4. Are we willing to use grouping practices that are flexible enough to allow easy movement from group to group within a class, or from class to class within a school?

5. Do we have evaluation devices based on our instructional objectives that will provide clear evidence of pupil attainments and facilitate our decisions on grouping and progress?
6. Are we sufficiently committed to that educational shibboleth, recognizing individual differences, to do something about the differences we have so long recognized?

B. The following planning pattern is projected for the operation of a nongraded or other organizational pattern commensurate with the stated aims and objectives and in terms of appropriateness for this school.

1. An orientation program will be held for parents and interested community leaders; so that the community will understand the concept of the (nongraded) organization. Ways will be determined in which to involve community members in development of the program. The community will be kept apprised of developments in the new program.
2. The staff will be organized in such a way as to provide for continuous orientation for new members and for continuous involvement of staff members in the planning and development of the program.
3. A continuous program of in-service education, formal and informal, for teachers will be initiated. Consultative services will be provided that will insure dynamic faculty meetings.
4. Strategy for research design and evaluation will be established. Research design and instruments will be designed which are appropriate to assess various aspects of the new program.
5. Plans will be made for grouping procedures for children keeping in mind the importance of flexibility.

6. The curriculum will be reviewed and revised in view of the philosophy and organizational pattern. New organizational patterns (nongraded) require continuous revisions of the curriculum and evaluations of the total program. Procedures will be developed for seeking and selecting wide varieties of new materials and media.
7. Flexibility in the total program will be developed. Special attention will be given to the use of special teachers, the development of the library into a laboratory for learning, and the use of community resources in the new program.
8. Records and reports will be revised in view of purposes. Good channels of communication will be established and maintained with school parents, patrons and community agencies.
9. School-plant-use plan will be developed that will provide maximum utilization of existing facilities. Structural changes will be sought that enhance the new program.
10. Time will be provided for teacher planning.

Non-graded implies an organizational strategy for learning that does not require the traditional graded levels of learning. Actually non-graded entails a multiple fractionalization of groups of children for instruction on a basis other than age and the "Carnegie Unit System". The non-graded system abolishes many rigidities of the traditionally graded system.

Generally the relevant findings of developmental psychology may be summarized in that:

1. Children in the first grade have a range of from three to five years in their learning-readiness for conventional grades.
2. The range of ability generally doubles near the end of the sixth grade.
3. The achievement range generally approximates intellectual

readiness to learn after first grade instruction begins.

4. The range of specific attainments exceeds the range of general achievement because of differences in interests and opportunities.
5. There are unusual differences from one learning area to another in the individual achievement patterns.
6. The fourth or fifth grade child has an intellectual readiness to learn of more than four or five years.

The procedures outlined are based on the assumption that the non-graded school organization provides the rubrics by which individual needs, interests, and abilities may be used in optimally fulfilling a child-centered concept of school function. These procedures are suggestive to modification toward a course leading to an organizational strategy on the non-graded system or generalized to the adoption of other organizational strategies for learning.

A summary of research and literature on non-graded organization by Luther R. Rogers of the Southeastern Education Laboratory is included in the appendix of this paper.



## V. Emphasis

This proposed project will provide the planning phase for the adoption of a new organizational strategy for learning that will facilitate the on-going operation of a variety of new programs for a rural isolated school which may include projects designed for one or more of the following areas of need:

1. In-Service Training
2. Preschool Training
3. Follow Through Activities
4. Communication Skills
5. Reading Program
6. Increased Holding Power

Although the emphasis is placed upon non-gradedness, the procedures have been so generated that they are applicable to the inspection and selection of other organizational strategies singularly or in combination. The emphasis is placed upon planning that will involve the interested and affected parties in the selection of an organizational pattern, that will best facilitate the on-going and new educational programs.

## VI. PLANNING

A. During the fall of 1967 and the winter of 1968, 242 school systems in the southern states with Negro student enrollments of over 60 percent were identified by the United States Office of Education as having substandard instructional programs and major problems involving desegregation. These school systems were all considered to be in rural isolated areas and because of the high percent of Negro children in these systems many of the most disadvantaged Negro children probably will remain in schools attended by a majority of their own race. Thus, it was decided that it will be necessary to help develop better quality educational programs for all of the children in these schools.

The Division of Equal Educational Opportunities of the United States Office of Education, responsible for administering Title IV of the Civil Rights Act, initiated a study concerning the problems of these systems. This study -- conducted by the University of Miami in cooperation with the University of South Carolina, the University of Tennessee,

the University of South Carolina, the University of South Alabama, Auburn University, and the University of Southern Mississippi, involving six rural isolated school systems -- has identified problems of a rural isolated nature which are common to many districts. Six local school systems: two in Mississippi, two in Georgia, and two in South Carolina were included in this initial survey.

The purpose of this study was to identify and to describe clearly the educational problems existing in rural schools with more than 60 percent Negro populations. The problems were assumed to be those which generally exist to a large degree in all of the 242 school systems in the area. Concern about these problems has resulted in recent action at the national level to provide a mechanism through which improved programs in these schools may be rapidly developed and made operational.

As a result of this study, certain funds were allocated to the Bureau of Research, which, in turn, contracted with the Southeastern Education Laboratory to support the planning activities necessary for the development of improved instructional programs in these schools. Accordingly, the Southeastern Education Laboratory aided in the development of projects in the six school systems studied. Currently,

the laboratory is aiding in the installation, monitoring, and evaluation of preventive and corrective activities in all of the 242 school systems which have similar characteristics.

Representatives from various local, state, and federal educational agencies met with representatives from the Southeastern Education Laboratory and involved universities to draft plans for implementing improvement programs for the six pilot school systems. At the region-wide meeting held at the Southeastern Education Laboratory offices in Atlanta, Georgia, on April 5, 1968, the following persons were present:

M. E. Aiken, Jr., Superintendent  
Twiggs County Schools  
Jeffersonville, Georgia

Joseph S. Bachman  
Title III ESEA  
Florence, South Carolina

R. C. Beemon  
Title I, ESEA  
Georgia State Dept. of Education

Bob Cloer  
Title IV  
Georgia State Dept. of Education  
Atlanta, Georgia

Purvis W. Collins  
Assistant Superintendent  
Fairfield County School System  
Winnsboro, South Carolina

Joe Durham  
Title IV, Civil Rights Act  
State Department of Education  
Columbia, South Carolina

Edna Ellicott  
Title IV, Civil Rights Act  
Washington, D. C.

John O. Ethridge  
Information and Advisory Officer  
State Department of Education  
Jackson, Mississippi

Richard L. Fairley  
Title IV, Civil Rights Act  
Washington, D. C.

R. C. Fennell  
Superintendent of Education  
Williamsburg County Schools  
Kingstree, South Carolina

Morrill Hall  
University of Georgia  
Athens, Georgia

Julia Hamblet  
Acting Director of Field Ser-  
vices BESE  
Office of Education  
Washington, D. C.

Sale Lilly  
Superintendent of Education  
East Tallahatchie School District  
Charleston, Mississippi

H. H. McAshan  
Southeastern Education Laboratory  
Gainesville, Florida

Samuel F. Morris  
Superintendent of Schools  
Meriwether County Schools  
Greenville, Georgia

Robert E. Nelson  
Southeastern Education Laboratory  
Atlanta, Georgia

Richard Ottinger  
Title III, ESEA  
Georgia State Dept. of Education  
Atlanta, Georgia

Don Pearce  
ESEA, Department of Education  
Columbia, South Carolina

William R. Pergande  
Title IV, EEOP  
Regional Office of Education  
Atlanta, Georgia

Joe Pukach  
ESEA Director  
Atlanta, Georgia

Frank Schmidlein  
Bureau of Research, USOE  
Washington, D. C.

Wilbur F. Smith, Jr.  
S. C. Region IV, Program Coord-  
inator  
Education Development Center  
Spartanburg, South Carolina

W. P. Sprayberry  
Southern Education Laboratory  
Atlanta, Georgia

Michael J. Stolee, Director  
South Florida School Desegregation  
Consulting Center  
School of Education  
University of Miami  
Coral Gables, Florida

C. V. Sullivan  
County Superintendent of Education  
Port Gibson, Mississippi

F. O. Thompson, Director  
Title III, Region III for S. C.  
Greenwood, South Carolina

Herb Tyler  
Title III, ESEA  
Lancaster, South Carolina

Fred Vendiffi  
Educational Opportunities Planning Center  
College of Education  
University of Tennessee  
2046 Terrace Avenue, S. E.  
Knoxville, Tennessee

Ainsley C. Wayne  
Region I Director  
North Charleston, South Carolina

R. B. Webb  
S. C. Region II, Education Development  
Title III, ESEA  
Orangeburg, South Carolina

H. F. Wright  
Area Superintendent  
Williamsburg County Schools  
Kingstree, South Carolina

Robert Williams  
Title IV, University of South Alabama  
Mobile, Alabama

At this meeting, it was proposed that the Laboratory assume general overall responsibility for the planning, implementation, and evaluation of these activities and for coordinating the support and resources of the various state departments, local education agencies, and university centers within the region, supported through Title IV allocations of the Civil Rights Act.

B. It was further proposed that task forces be formed for each of the six districts. Accordingly, task forces were composed of representatives from local and state educational agencies, institutions of higher learning, and the Southeastern Education Laboratory. These task forces will assist in formulating proposals to be funded by appropriate agencies aimed at the problems of the local school systems. These proposals will be based upon the findings of the University of Miami study and the local school program improvement studies that were carried out simultaneously with the development of the regional plan.

On May 15, 1968, the Tappan task force met in the Tappan State Department of Education in Harbor, Tappan. Task force members and the institutions they represented at this meeting

were as follows:

University of Tappan, Hobart, Tappan  
Title IV Office  
John C. Jones  
William B. Butts

State Department of Education of Tappan, Hobart, Tappan  
Henry H. Spain  
Thomas O. Smith, Assistant Supervisor of Secondary Education

School Districts:

Harold County:  
John H. Doe, Superintendent

Southeastern Education Laboratory  
Dr. Wilson O. Clark, Field Representative

At this meeting, program areas were studied based upon the pre-planning activities that had been carried out by the local educational agency. This project is a direct result of this planning session plus a later visit by Dr. Wilson O. Clark of the Southeastern Education Laboratory to the local school districts. It was decided that programs for Harold County would immediately begin with the implementation of the following programs:

1. In-service Training
2. Preschool
  - A. Mobile Instructional Unit
  - B. Kindergarten
3. Follow Through or Early Childhood Education



4. Communication Skills
  - A. Elementary Schools
  - B. High Schools
5. Reading
6. Dropouts - Holding Power
7. Strategies - Organization for Learning

Consultants have been used to provide research information and descriptions of innovative programs in various parts of the nation. The Southeastern Education Laboratory has aided the Harold County Public Schools in reviewing the literature related to the non-graded organizational plan for elementary schools. This review may be found in the appendix of this proposal. This particular model for an organizational strategy for learning has been developed by the staff of the Southeastern Education Laboratory in Atlanta, Georgia. The planning of this proposed project was not financed by an ESEA Title III planning grant.

The funds obtained under this grant will be used to implement improvements in instruction through the development of an organizational strategy for learning that will facilitate the fulfillment of the priority needs of the children in Harold County Public Schools. Substantial additional funding will be utilized for consultant help in making the in-service training portion an on-going concern, to purchase materials, to provide workshops, and to employ project staff personnel.

The local school district will utilize ESEA Title I and ESEA Title II funds, as well as other funds obtained through its own taxation, to provide the supplementary resources which will be required as the project develops.

In addition to the staff personnel, in-service training, equipment, materials, and other items mentioned, funds from this grant will be used to purchase other limited materials and supplies. They will also be used to support such travel as is necessary to implement and administer the program.

Evaluation costs have been itemized in the project budget.

Accomplishment of the objectives of this proposed project will depend upon the continuation of its funding over a three year period.

It is assumed that the development of successful organizational strategy for learning will produce an impact upon the entire area. Emphasis will be exerted to apprise the school and community of the program, its purposes, objectives, activities, progress, and accomplishments. Historically, the financing of schools which produce enthusiastic learning has never been a real problem. It is believed, therefore, that the community will wish to maintain the program. Furthermore, increasing public knowledge and acceptance of the desegregation of faculties will be expected to enhance greatly the probability of public support at the local level.

In the geographic area to be served, services and activities related to the proposed project have not been provided during the past three years. While Harold County receives federal funds under the Elementary and Secondary Education Act, Title I, there have not been enough funds, either from that source or from other sources, to attempt a program of the kind described in this proposal, while at the same time meeting other pressing needs of educationally disadvantaged youngsters. It is obvious, therefore, that the ESEA Title III funds requested in this application will supplement rather than supplant the financial support now available.

## VII. PARTICIPATION OF NONPUBLIC SCHOOL CHILDREN

Two small private schools are operated in Harold County:

(1) St. Ricks Catholic School, which enrolls approximately 600 children in grades one through nine and (2) Deering School, which enrolls approximately 200 pupils in grades one through six. Both of these nonpublic schools will participate in the project in the following ways:

1. Teachers and staff members from the two schools will be invited to participate in all locally conducted in-service training activities.
2. The nonpublic schools will be included on the dissemination mailing list of the project and, furthermore, will be included in other appropriate dissemination activities in which they would be expected to have an interest.

## VIII Evaluation

### A. Methods, Techniques and Procedures.

This proposal sets forth two major objectives and outlines a series of steps and procedures for the selection and adoption of an organizational strategy that will facilitate projects designed to fulfill the needs of the rural isolated school. The evaluation will proceed in orderly fashion by collecting information and documentation for the steps outlined in the procedures. The impact of the total program and the "organizational strategy for learning" will be evaluated through the rate of achievement of the child as judged by existing baseline data and by the administration of the Stanford Achievement Test series, and by staff and consultative opinionaire. However, the interim for planning will preclude the use of achievement testing for the purpose of evaluating a planning grant.

The evaluation of this planning will be based upon completion of the various procedural steps and the existence of the various documents outlined in the procedural steps. Further staff, consultants, and other involved parties will be surveyed for their evaluative opinions.

## B. Statistical Evaluation and Designs

The evaluation will be a function of the stated objectives and will relate directly to them. Research designs will be developed throughout the project by the research worker with augmentative services provided by the Southeastern Education Laboratory (SEL).

## IX. DISSEMINATION

### A. Methods

Realization of the anticipated accomplishments of the program will indicate that successful procedures have been developed.

It is recognized that the problems attacked in this project are not unique to the Harold County School System; therefore, there exists a need for dissemination of information to other school systems facing similar problems. Accordingly, the staff will implement dissemination in cooperation with the Southeastern Education Laboratory. The methods will include:

1. Progress reports
2. Newsletters
3. Seminars

### B. Recipients

The information will be disseminated to:

1. Local educational agencies
2. State educational agencies
3. Regional educational agencies
4. The United States Office of Education

A feature of this dissemination procedure will be that the receiving agencies will be provided opportunities to evaluate the information and to inquire further into its nature.

## X. QUALIFICATIONS FOR PROFESSIONAL PERSONNEL

The principal personnel for administering and developing this program will function as a team with a coordinator directing the efforts of the team members (interested and affected persons). Team members will be responsible for initiating and coordinating many planning groups. These groups will include members from the elementary, the high school, and the community. The groups will involve the coordination of many community based agencies. Thus, professional staff of this project will represent several significant areas.

The attainment of success in this innovative and comprehensive program will depend upon the contributions of the planning group members and the leadership of the coordinator. The identification of an organizational strategy for learning will require a professional planning skill. The use of representatives from business, industry, and community-based agencies will require coordination and identification of how each agency can participate in planning for an organizational strategy for learning. An effort will be made to employ the best qualified, available person for a coordinator. Recruitment will be both from within the System and from elsewhere. Job descriptions are given for the principal positions.

### 1. Position: Coordinator

#### Educational Requirements:



**Preferred:** Sixth-Year Certificate

**Required:** Master's Degree with specialization in the area of statistics, guidance, or psychology

**Salary Range:** Master's Degree \$ 9,000-\$12,000  
Sixth-Year Certificate \$10,000-\$13,000

**Teaching Experience:** Minimum of 10 years or the equivalence; elementary, high school subject areas, or supervision and curriculum development (administrative experience during the 10 years may be substituted for classroom experience.)

**Duties:** Plans, organizes, directs, and evaluates the activities of the program.

## 2. Position: Research Worker

### Educational Requirements:

Master's Degree with specialization in tests and measurements, research designs, statistical techniques, and procedures, and with familiarity in the communication skills.

**Salary Range:** Master's Degree \$8,000-\$11,000

**Teaching Experience:** Minimum of 5 years or the equivalence.

**Duties:** Designs, organizes, directs, and analyzes evaluation procedures and data which demonstrate the degree of effectiveness of the program; provides periodic feedback data which identify significant operational deviations and exemplary practices; coordinates evaluation activities with consultative services provided by agencies, such as Southeastern Education Laboratory or institutions of higher education.

3. Position: Executive Secretary

Educational Requirements:

Bachelor's Degree and graduate work with specialization in Business Administration and English, and work in social or behavioral sciences

Salary Range:                      Master's Degree     \$7,000-\$10,000  
   Bachelor's Degree   \$6,000-\$9,000

Duties:

Arranges for meetings and conferences. Writes and types reports. Acts as input agent for incoming calls and visitors. Takes dictation and performs routine office functions.

4. Position: Consultant

Job Description:

The duties of the consultants will be to participate in school planning, conferences, meetings, and committees throughout the 1968-69 school year, and aid in evaluation throughout the project period. It is anticipated that most of the consultants will hold the doctoral degree, be on a University staff and be experts in at least one of the fields preschool training, motivation, and evaluation design and/or statistics. It should be remembered that the Southeastern Education Laboratory will provide some consultant leadership (at no cost to the project) with a wide variety of skills and competencies to supplement the full-time professional staff and consultants detailed above.

Honorarium:                      \$100 per day plus expenses

## XI. FACILITIES, EQUIPMENT, AND MATERIALS

Some equipment and materials must be purchased for this planning project even though many items that may be utilized are presently within the school system. Essential items will include certain office equipment, and supplies that the three additional personnel will require.

Project headquarters will be established in the office building which houses the school administrative offices. Funds to rent space will not be included in the budget of this project because its planners wish to package-programs and funds as much as is feasible. Local funds will be used to provide for some of the overhead and related indirect costs; however, the local financial situation is critical and woefully inadequate. Accordingly, significant local financial assistance cannot be expected.

## XII. SUBCONTRACTING

There will be no subcontracting with any organization or agency in connection with this proposed project, requiring the use of ESEA Title III funds.

### XIII. TAX EFFORT

#### A. Degree of Tax Effort

1. Present tax levy is 25 mills, while the state maximum is 25 mills (excluding special bond issues).
2. Property assessment in Harold County is 23 per cent of true value. The average for the state of Tappan is 20 per cent of true value.
3. The average per pupil expenditure in Harold County is \$281, which is approximately 83 percent of the state average of \$339.
4. The amount of non-taxable property (other than churches and hospitals) is nil.

#### B. Ability to Meet Critical Educational Needs

1. The pupil-teacher ratio for the elementary schools is 29 and for the secondary schools is 28.
2. The total professional staff and pupil ratio for the elementary schools is 28 and for the secondary schools is 27.
3. Total enrollment by years:

1962-63	2,985
1963-64	2,945
1964-65	2,954
1965-66	2,933
1966-67	2,925
4. There have no large or sudden changes in enrollment. However, average daily attendance has increased 3 percent over the past five year period.

5. For the present enrollment and staff, the school facilities are not overcrowded.
6. No building has been declared unsafe.

**PART III - FINANCIAL**

**PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS**  
Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

(NOTE: Please read the attached instructions before completing this form.)

EXPENDITURE ACCOUNTS FUNCTIONAL CLASSIFICATION	SALARIES		EXPENSE CLASSIFICATION							TOTAL EXPENDITURES	NEGOTIATED BUDGET				
	ACTIVITY	PROFESSIONAL	NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES							
									1			2	3	4	5
1 ADMINISTRATION	100	34,000	0	0	0	600	0	0	0	0	0	0	0	34,600	0
2 INSTRUCTION	200	0	0	0	4,400	0	0	0	0	2,738	0	0	0	7,138	0
3 ATTENDANCE SERVICES	300	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4 HEALTH SERVICES	400	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5 PUPIL TRANSPORTATION SERVICES	500	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6 OPERATION OF PLANT	600	0	0	0	0	0	0	0	0	0	0	0	795	795	0
7 MAINTENANCE OF PLANT	700	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8 FIELD CHARGES	800	0	0	0	0	0	0	0	0	0	0	0	0	2,584	0
9 FIELD SERVICES	900	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10 TRAVEL	1000	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11 COMMUNITY SERVICES	1100	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12 MODELING UP COSTS (NETS IN PART B)	1200	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13 CAPITAL OUTLAY (OUTLAY ONLY)	1300	0	0	0	0	0	0	0	0	0	2,231	0	0	2,231	0
TOTAL		34,000	0	0	4,400	600	0	2,738	0	0	2,231	795	0	47,348	0
NEGOTIATED BUDGET															





## Expenditure Account No. 100 - Administration

Expense Class	Name & Title, Purpose or Item	Full Time	Part Time	Quantity	Salary, Rental, or Unit Cost	Budgeted Amount
Salaries						
Professional	Project Coordinator					\$13,000
Professional	Research Assistant					11,000
Professional	Executive Secretary					10,000
Materials & Supplies	Office Supplies:					
	Typing paper, 8½ x 11			28 rms.	1.19	33.32
	Letterhead, bond 8½ x 11			12 rms.	2.04	24.48
	Paper, tissue, 2nd sheets 8½ x 11			30 rms.	.43	12.90
	Carbon, 100/bx, 8½ x 11			16 bxs.	.92	14.72
	Stamped envelopes 500/bx.			8 bxs.	31.20	124.80
	Envelopes, plain 500/bx.			6 bxs.	1.54	9.24
	Pens, ballpoint, BIC, med.			3½ doz.	.33	.98
	Pencils, #2			22 doz.	.19	4.18
	Paper Clips			20 bxs.	.04	.80
	Rubber Bands			10 bxs.	.25	2.20
	Mailing envelopes			10 bxs.	2.00	20.00
	Erasers, typewriter w/brush			24	.08	1.24
	Ruler			2	.18	.36
	Stapler			2	1.64	3.28
	Staples			12 bxs.	.27	3.24
	Staple Remover			2	.24	.48
	Scotch tape			10 rls.	.16	1.60
	Stencils			22 quire	1.45	31.90
	Ditto's			4 bxs.	2.24	8.96
	Calendar (complete)			2	2.95	5.90
	Duplicator paper 8½ x 11			20 rms.	.67	13.40
	Mimeo paper 8½ x 11			20 rms.	1.34	26.80
	Telephone Index			2	4.50	9.00

Expenditure Account No. 100 - Administration (continued)

Expense Class	Name & Title, Purpose or Item	Full Time	Part Time	Quantity	Salary, Rental, or Unit Cost	Budgeted Amount
Materials & Supplies	Office Supplies:					
	Steno Pads			24	.12	2.88
	Stamps			10 rls.	6.00	60.00
	Corr. fluid, stencil			10 btls.	.35	3.50
	Folders 8½ x 11			20 bxs.	1.18	23.60
	Folders 8½ x 14			12 bxs.	1.48	17.76
	Mimeo ink			10 tubes	1.30	<u>13.00</u>
						100.00

TOTAL BUDGETED AMOUNT \$34,600.00