Project Title: Work Study Program

Project No: D-48-518

Project Director: R. F. Rupnow

Sponsor: Atlanta Regional Commission

Agreement Period: From 7/1/79 Until 6/30/80

Type Agreement: Subgrant under U.S. Government Project No. FRC-JF-04-07

Amount: $39,882 ARC 23,110 GIT $62,992 TOTAL

Reports Required: Monthly Progress Reports, Program Evaluation Plan

Sponsor Contact Person(s):
Technical Matters

Contractual Matters (thru OCA)

Mr. John W. Vining, Jr.
Atlanta Regional Commission
230 Peachtree Street, N.W.
Suite 200
Atlanta, GA 30303
656-7700

Defense Priority Rating: none

Assigned to: Architecture (School/Laboratory)

COPIES TO:

Project Director
Division Chief (EES)
School/Laboratory Director
Dean/Director—EES
Accounting Office
Procurement Office
Security Coordinator (OCA)
Reports Coordinator (OCA)

Library, Technical Reports Section
EES Information Office
EES Reports & Procedures
Project File (OCA)
Project Code (GTRI)
Other C.E. Smith
Project Title: Work Study Program

Project No: D-48-518

Project Director: R. F. Rupnow

Sponsor: Atlanta Regional Commission

Effective Termination Date: 6/30/80

Clearance of Accounting Charges: 6/30/80

Grant/Contract Closeout Actions Remaining: None

Final Invoice and Closing Documents
Final Fiscal Report
Final Report of Inventions
Govt. Property Inventory & Related Certificate
Classified Material Certificate
Other

Assigned to: Architecture (School/Laboratory)

COPIES TO:
Project Director
Division Chief (EES)
School/Laboratory Director
Dean/Director—EES
Accounting Office
Procurement Office
Security Coordinator (OCA)

Library, Technical Reports Section
EES Information Office
Project File (OCA)
Project Code (GTRI)
Other
The first six months of this contract have been most successful. During this period twelve students have participated in the program. (See table I). These students can be divided into three categories. Category A are those students (6) who began their studies in the Fall Quarter 1979. Category B are those students (3) who began their education during the 1979-80 academic year and Category C are those students who began Fall Quarter 1977 and were completing their academic efforts and certain work responsibilities.

These students, Category C, have been participants in the program for two years and have both benefitted substantially from the program and have contributed much to it. All three have completed all their course requirements, maintained good grade point average and performed admirably with their work agencies. One of them received the M.C.P. Degree in December and the other should receive their degree in March 1980.

Of those students in Category B one of the students took a maternity leave as a September 79. She found it very difficult to continue with her education and work at the same time. A second student, also expecting, was granted a scholarship which provided adequate financial support without the work requirement and she left the program in November 1979. A replacement was sought and joined the program January 3, 1980.

The third student is making excellent progress, but did change work agencies. This change was designed to reduce the time required to commute between the campus and the work agency. The new placement was on campus and thereby reduced travel time and cost as well as provide a second and broadening work experience.

The remaining six students, Category A, began their first quarter in September 1979. They were selected after a review of all eligible applicants by the Work-Study Coordinating Committee. Members of the
committee included Mr. Guy A. Landers, Atlanta Regional Commission, Grantee; Miss Cynthia Christmas, student; Professor Roger F. Rupnow, Georgia Tech, Educational Institution. Because of schedule conflicts a representative of the HUD Regional Office was unable to participate in the selection process. These six have been most successful during this first quarter. As Table V shows they have a diverse academic background. However as shown on Table II they have done well academically.

Table III outlines the financial aid provided by student by month. We have attempted to insure that each student receives approximately the same amount of assistance. An analysis of the support of the Category A students indicates that the average support provided amounted to $1084.68 for this period. Four of the six students received within $100.00 or 10% of that amount while one was over 10% and the other received 16.5% less than the average. The cause for this variation is the Holiday break. The student who received less returned home for the holidays while the other student worked.

In all cases we have allowed the students $50.00 each quarter to purchase books. Arrangements have been made at both the Georgia Tech and Georgia State University Bookstores for the student to charge books against the project account. This permits the student to acquire the books without having to advance the funds and then be reimbursed.

Monthly meetings have been scheduled the third Friday of each month. Invitations to participate in these meetings have been extended to representatives of the Grantee and HUD. During these meetings discussions have centered around academic issues, work assignments, and personal problems basically dealing with adjustment to new surroundings.

The students are also required to attend a weekly seminar that addresses current planning issues at all governmental levels. These seminars are developed jointly by the faculty and the Student Planning Society and all students are given ample opportunity for participation and topic development and presentation.

The students are also required to submit monthly reports which outline their duties and responsibilities with the work agency. Table IV provides a summary of the reports received during this period. Copies of these reports are attached in Appendix "A". A review of these reflects the nature and depth of the responsibilities assigned to the students. Requests have been made to the Category C students for a final summary report of their participation. It is anticipated that this will be available and included in the next report.

Included in APPENDIX B are the following: a roster that was prepared and distributed to all students to assist in their orientation; copies of the "Regulations" and "Work-Study Agreements" given to and executed by and between the students and Georgia Tech and the Work agency. These are the same as those documents used in past years. A copy of the Financial Aid Form that is completed by each student and on file is also attached.
In conclusion it is the author's opinion that the program again has been most supportive of and beneficial to the participating students. They have had good work placements and either have or are getting an excellent education. The prevailing philosophy of the grantee, Atlanta Regional Commission, the educational institution, Georgia Institute of Technology, HUD and the work agencies is that the primary purpose of the program is educational. The work element is subordinate and a means to the end - a graduate degree in city planning. All indications are that that philosophy is being achieved.
### TABLE I
HUD 701 MINORITY WORK-STUDY PROGRAM
July - December 1979
D48-518

STUDENT PARTICIPANTS

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>CATEGORY</th>
<th>ENTERED</th>
<th>LEFT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALLEN, BRENDA</td>
<td>B</td>
<td>3-26-79</td>
<td>11-12-79</td>
</tr>
<tr>
<td>BOYKIN, JOEL</td>
<td>A</td>
<td>9-15-79</td>
<td>Cont.</td>
</tr>
<tr>
<td>CHRISTMAS, CYNTHIA</td>
<td>C</td>
<td>9-15-77</td>
<td>8-10-79</td>
</tr>
<tr>
<td>HOGG, SUZANNE</td>
<td>B</td>
<td>1-3-79</td>
<td>Cont.</td>
</tr>
<tr>
<td>HUDSON, PATRICI (ne HOWELL)</td>
<td>C</td>
<td>9-15-77</td>
<td>7-17-79</td>
</tr>
<tr>
<td>McCANTS, BERNARD</td>
<td>A</td>
<td>9-15-79</td>
<td>Cont.</td>
</tr>
<tr>
<td>McWHORTER, ANGELA</td>
<td>B</td>
<td>5-31-79</td>
<td>9-28-79</td>
</tr>
<tr>
<td>SYPHOE, MICHAEL</td>
<td>C</td>
<td>9-15-77</td>
<td>8-3-79</td>
</tr>
</tbody>
</table>
### TABLE II
**HUD 701 MINORITY WORK-STUDY PROGRAM**  
**July - December 1979**  
"GRADE POINT AVERAGE"

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>Summer Qtr. 1979</th>
<th>Fall Qtr. 1979</th>
<th>Over-All</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALLEN, BRENDA</td>
<td>Working 3.0</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>BOYKIN, JOEL</td>
<td>Not Enrolled 3.0</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>CHRISTMAS, CYNTHIA</td>
<td>Working 3.3</td>
<td>Not Enrolled</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.3 D</td>
<td></td>
</tr>
<tr>
<td>GORE, WILLIAM</td>
<td>Not Enrolled 3.4</td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>HOGG, SUZANNE</td>
<td>Working 3.3</td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>HUDSON, PATRICE (HOWELL)</td>
<td>Working Not Enrolled</td>
<td>3.1 DA</td>
<td></td>
</tr>
<tr>
<td>McCANTS, BERNARD</td>
<td>Not Enrolled 3.0</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>McWHORTER, ANGELA</td>
<td>Working 2.0</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>QUARLES, SUZETTE</td>
<td>Not Enrolled 3.6</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>SYPHOE, MICHAEL</td>
<td>Working Not Enrolled 2.8 DA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WOODARD, PAMELA</td>
<td>Not Enrolled 3.0</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>YOUNG, CYNTHIA</td>
<td>Not Enrolled 3.7</td>
<td>3.7</td>
<td></td>
</tr>
</tbody>
</table>

D = Degree Granted - December 8, 1979  
DA = Degree Anticipated - March 1980
# TABLE III

**HUD 701 MINORITY WORK-STUDY PROGRAM**  
July - December 1979  
D48-518

## COMPENSATION

(Paid during month of payroll period 20th to 19th)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P.S.</td>
<td>P.S.</td>
<td>P.S.</td>
<td>P.S.</td>
<td>P.S.</td>
<td>P.S.</td>
<td>BOOKS</td>
<td>BOOKS</td>
</tr>
<tr>
<td><strong>ALLEN, BRENDA</strong></td>
<td>$540</td>
<td>810</td>
<td>777</td>
<td>250</td>
<td>247</td>
<td>40</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>BOYKIN, JOEL</strong></td>
<td>250</td>
<td>142</td>
<td>27</td>
<td>195</td>
<td>22</td>
<td>367</td>
<td>367</td>
<td>367</td>
</tr>
<tr>
<td><strong>CHRISTMAS, CYNTHIA</strong></td>
<td>480</td>
<td>680</td>
<td>250</td>
<td>20</td>
<td>21</td>
<td>202</td>
<td>202</td>
<td>202</td>
</tr>
<tr>
<td><strong>GORE, WILLIAM</strong></td>
<td>250</td>
<td>60</td>
<td>25</td>
<td>195</td>
<td>22</td>
<td>367</td>
<td>367</td>
<td>367</td>
</tr>
<tr>
<td><strong>HOGG, SUZANNE</strong></td>
<td>382</td>
<td>542</td>
<td>650</td>
<td>345</td>
<td>42</td>
<td>255</td>
<td>255</td>
<td>255</td>
</tr>
<tr>
<td><strong>HUDSON, PATRICE (HOWELL)</strong></td>
<td>240</td>
<td>250</td>
<td>250</td>
<td>250</td>
<td>250</td>
<td>250</td>
<td>250</td>
<td>250</td>
</tr>
<tr>
<td><strong>McCANTS, BERNARD</strong></td>
<td>250</td>
<td>250</td>
<td>250</td>
<td>250</td>
<td>250</td>
<td>250</td>
<td>250</td>
<td>250</td>
</tr>
<tr>
<td><strong>McWHORTER, ANGELA</strong></td>
<td>507</td>
<td>76</td>
<td>790</td>
<td>111</td>
<td>111</td>
<td>111</td>
<td>111</td>
<td>111</td>
</tr>
<tr>
<td><strong>QUARLES, SUZETTE</strong></td>
<td>250</td>
<td>135</td>
<td>27</td>
<td>230</td>
<td>22</td>
<td>560</td>
<td>560</td>
<td>560</td>
</tr>
<tr>
<td><strong>SYPHOE, MICHAEL</strong></td>
<td>480</td>
<td>480</td>
<td>480</td>
<td>480</td>
<td>480</td>
<td>480</td>
<td>480</td>
<td>480</td>
</tr>
<tr>
<td><strong>WOODARD, PAMELA</strong></td>
<td>250</td>
<td>157</td>
<td>23</td>
<td>196</td>
<td>25</td>
<td>513</td>
<td>513</td>
<td>513</td>
</tr>
<tr>
<td><strong>YOUNG, CYNTHIA</strong></td>
<td>250</td>
<td>125</td>
<td>150</td>
<td>177</td>
<td>8</td>
<td>287</td>
<td>287</td>
<td>287</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL: by mo. by category</th>
<th>$2630</th>
<th>3280</th>
<th>2217</th>
<th>2004</th>
<th>1623</th>
<th>290</th>
<th>1536</th>
<th>1147</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14328</td>
<td>2409</td>
<td>16738</td>
<td>14328</td>
<td>2409</td>
<td>16738</td>
<td>14328</td>
<td>2409</td>
</tr>
</tbody>
</table>

*P.S. = Personal Services
<table>
<thead>
<tr>
<th>STUDENT</th>
<th>JUL</th>
<th>AUG</th>
<th>SEP</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen, Brenda</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boykin, Joel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christmas, Cynthia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8/10/79</td>
</tr>
<tr>
<td>Gore, William</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hogg, Suzanne</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hudson, Patrice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7/17/79</td>
</tr>
<tr>
<td>Johnson, Jude</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McCants, Bernard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McWhorter, Angela</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>9/28/79</td>
</tr>
<tr>
<td>Quarles, Suzette</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syphoe, Michael</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8/3/79</td>
</tr>
<tr>
<td>Woodard, Pamela</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young, Cynthia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X = Report Received  
(date) = date left program
TABLE V

HUD 701 MINORITY WORK-STUDY PROGRAM
July - December 1979
D48-518

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>UNDERGRADUATE SCHOOL</th>
<th>RACE</th>
<th>SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALLEN, BRENDA</td>
<td>RUTGERS UNIVERSITY (LIVINGSTON COLLEGE)</td>
<td>B</td>
<td>F</td>
</tr>
<tr>
<td>BOYKIN, JOEL</td>
<td>MOREHOUSE COLLEGE</td>
<td>B</td>
<td>M</td>
</tr>
<tr>
<td>CHRISTMAS, CYNTHIA</td>
<td>UNIVERSITY OF ALABAMA</td>
<td>B</td>
<td>F</td>
</tr>
<tr>
<td>GORE, WILLIAM</td>
<td>MOREHOUSE COLLEGE</td>
<td>B</td>
<td>M</td>
</tr>
<tr>
<td>HOGG, SUZANNE</td>
<td>ST. ANDREWS PRESBYTERIAN COLLEGE</td>
<td>C</td>
<td>F</td>
</tr>
<tr>
<td>HUDSON, PATRICE</td>
<td>SPELMAN COLLEGE</td>
<td>B</td>
<td>F</td>
</tr>
<tr>
<td>(ne HOWELL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McCANTS, BERNARD</td>
<td>S.U.N.Y. BUFFALO</td>
<td>B</td>
<td>M</td>
</tr>
<tr>
<td>McWHORTER, ANGELA</td>
<td>PAINE COLLEGE</td>
<td>B</td>
<td>F</td>
</tr>
<tr>
<td>QUARLES, SUZETTE</td>
<td>HAMPTON INSTITUTE</td>
<td>B</td>
<td>F</td>
</tr>
<tr>
<td>SYPHOE, MICHAEL</td>
<td>KENTUCKY STATE UNIVERSITY</td>
<td>B</td>
<td>M</td>
</tr>
<tr>
<td>WOODARD, PAMELA</td>
<td>SPELMAN COLLEGE</td>
<td>B</td>
<td>F</td>
</tr>
<tr>
<td>YOUNG, CYNTHIA</td>
<td>MIAMI UNIVERSITY OXFORD, OHIO</td>
<td>B</td>
<td>F</td>
</tr>
</tbody>
</table>
APPENDIX A

MONTHLY REPORTS
I have been employed by Georgia Tech's City Planning Department since June 5, 1979, as a Program Interviewer. My duties include assisting in an impact evaluation of Community Action Agencies in the Southeast Region of the United States for the Community Services Administration. Collecting demographic data on the sites to be evaluated, conducting client, community leaders and government officials interviews on site, coding the interviews and assisting in the preparation of the final report are the other responsibilities that I have.
Subject: Internship Description

Student: William Lee

Intern Placement: Transportation Division - Atlanta Regional Commission

Job Supervisor: Dave Carrell and Raed Farghuz

Description of Project

Transit Impact Monitoring Program

The T.I.M.P. is an attempt to compare urban conditions in Atlanta before and after construction is completed on the MARTA Rapid Rail System. The portion I am involved in is to calculate traffic conditions in relation to the impact using a travel time Origin-Destination study in West Atlanta. So far, my participation in this project has involved the following tasks:

1. Research and collect data on travel from
   Fulton Industrial District.
2. Collection of MARTA data.
3. Coordination of part-time workers involved
   in this project with specific duties (task sheets).
4. Preliminary road test to determine driving times
   to and from specific points along I-285 to
   investigate the need for parking downtown.
5. Preparation of task packages for part-time
   workers involved in T.I.M.P.
6. Attendance at T.I.M.P. Staff meeting.
Work assignment Evaluation's

It is clear that my position (with a main transporter, Pune, etc.) as one of 27 from this perspective that this position updates not only on how my inputs impact the overall operation of the plant but also the impact of it on me. In my opinion, an excellent learning experience.
To: Prof. Roger Rupnow  
From: William Gore  
Concerning: HUD 701 progress and work experience report

The following is a list of the activities in which I have been involved since my last report:

1. I have collected walk times, from transit to work, in the downtown area for use in the origin-destination study being executed as a part of the Transit Impact Monitoring Program.

2. I have collected data from MARTA bus schedules which is to be used as the base information for a computer representation of travel time contours for the MARTA bus system in the Atlanta East Corridor.

3. I have reviewed "BARTS OPERATING ENERGY CONSUMPTION" and made recommendations as to how a similar study might be initiated in Atlanta (MARTA system).

4. I have begun constructing a preliminary study design for determining MARTA's operating energy consumption (by Rail, Bus) to be compared together with energy consumption by autos in the Atlanta area.

5. I have reviewed ARC recommendations (relevant to the Chattahoochee River Corridor) made to Fulton County in order to determine if the county found the recommendations acceptable and adopted them or overruled them. In cases where ARC recommendations were overruled, I checked to see if building permits were issued in light of the decision.

6. I am in the process of determining a viable mode of comparison between local transit fuels and auto fuels (oil, gasoline, and electricity).

I would like to conclude this report by saying that I have enjoyed my work experience at ARC and feel that I have learned a great deal about Transit Impact Monitoring. My assignment here terminates on the 31st of December, but I intend to try to stay on for another quarter.
Work Progress Report

November / December 1979
Community Services Administration

During November all answers on interview questions had to be hand-tabulated due to a breakdown in computer operations. This tedious process, though dull, acquainted me with the interview guidelines, their inherent weaknesses & strengths and some of the findings from various CAP agencies.

In December I worked on figuring out Social Security data—identifying questions by code names (variables) so our keypunch operators would be able to generate tables for use by the report writers.
I am now working for the CSA Project-Community Services Administration tabulating and coding data which was generated through a series of on-site and telephone interviews. The goal of the project is to evaluate several community services in small towns throughout the Southeast.

Although the coding and tabulating is general work, I am learning about many varied community services, and people's experiences with those services. Planner's certainly have a relation to providing and evaluating such services.
Work Progress Report

July/August/September 1979
Fulton County Department of Planning

During my last three months at Fulton County I completed the Community Unit Plan tracking file for North Fulton County. This process involved utilizing several departments: zoning, planning, and records (tax assessment/real property). The tracking file was in disorder as many C.U.P.s zoning classifications have been reversed since their original zoning due to lack of development.

Also, ownership of C.U.P.s was determined from tax and land sales records. Many C.U.P.s are owned by groups of persons or financial institutions and have often changed hands several times.

During August I was briefly involved in reviewing the definition section of Fulton County's Zoning Resolution. I compared Fulton County's list of definitions to several other lists in other metropolitan areas.

In September I left Fulton County to take a job at the State with the Community Services Administration.
To: Roger Rapone

From: 

Date: November 14, 1979

Subject: 701 Activities for Month of Nov.

My experience at Fulton County Planning Dept. has, I must admit, been improving. Since our last meeting I've completed the Community Unit Plan Tracking File. As previously stated my tasks included checking the validity of a computer printout against the actual information on the official zoning maps.

My new tasks include the updating of the Subdivision Tracking File. This file was generated to keep an updated listing of all subdivisions in unincorporated Fulton County. Each day Plat maps arrive in the Department showing subdivision development. It is my task to record these changes on the in-house file (Alpha-Index) and then plot the subdivision on an official in-house map. Since the STF has a backlog I would imagine I will be working on this for a month or two.

I will admit that working with the STF appears to be much more interesting than the CUP file.

I have an opportunity to see developers plans for subdividing large tracts of land. Good experience for me. No serious problems to report.
The work involved in maintaining these perspective records from a planning department is extremely entry level and no matter how important it is described, provides little in the way of planning for me as an individual.

However, I am well aware of the process of working one's way up the ladder in the planning profession, an individual must start at the lowest point and work up. I was and still am fully aware of this process and chose to put myself in it in order to become more systematic in my thinking. Hopefully to learn the planning department and its process from the ground up to avoid making waves.

It is my observation that planning is a very sensitive profession with many individuals working in the area that came from other academic disciplines. Therefore I see my best opportunity to rise to the top is to do my best at the bottom and rise like fresh cream.
To: Roger Ruppow
From: Name/Title, Student Intern

Date:

Subject: Job status and observations of internship status at FCPD

I started working at the Fulton County Planning Department September 25, 1979. I am working in the Research and Special Projects section of the department under the Direct Supervision of Barry Semster.

Basically, my job duties to this point have included familiarizing myself with various county departments that are affiliated with planning, namely the Assessors Office and the zoning department. My main function to date has been to work with the Community Unit Plan Tracking file. This file represents in-house information related to all lands in the county that have been zoned CUP and the amount of acreage in each property zoned such. I was informed that part of my task was to identify the owners and the date, if available, when properties were purchased. Zoning Law states that a property must have development within 2 years of its date to maintain its CUP. Status Information related to the date purchased will assist the zoning department in re-evaluating CUP's with no activity, while individuals are holding onto the property for speculation purposes. This represents a possibility for the County to acquire undeveloped land, up to 2 acres, for any number of other zoning districts and hold until such time that it is an opportunity to maximize benefit from its use. A worthwhile concept, however
Report on H.U.D.
Summer Work-Study Assignment

Presented to Roger F. Rupnow
by Angela McWhorter

My summer Work-Study assignment was to work with the Georgia Institute of Technology City Planning Program CSA (Community Services Administration) project. The purpose of the project is (present tense used because project yet continues) to do evaluations to measure the impact of the southeast region CAA’s (Community Action Agencies) on the community, or more specifically, the clients involved in the various programs.

The tasks I performed are as follows by months that I worked:

**June.** I performed on-site interviews at the Clayton County CSA. Valuable information in regards to the structure of the agency and the needs of the clients was acquired. In the office I conducted phone interviews, xeroxed interview guides, and sent out mail. I also researched demographic information in relation to the sites to be visited. I made a trip with one of the three teams involved to Salisbury, N.C. where structured interviews were conducted with clients, agency staff and political-community leaders. Informal interviews were also taken with some agency staff members.

**July.** I did telephone interviews of Georgia CAA’s. I visited the Quality Control Service (the firm which performed the out-of-state telephone interviews for the project) on several occasions for specific purposes. My site visit this month was to the CAA in Burlington, N.C. The same process of interviewing was followed in Burlington as was followed for the June trip to Salisbury.

**August.** The same tasks were performed as were in July; the exception being that I made no trip this month.

**September.** Again the same duties were carried out and the site visit was to Franklin, N.C. this month.

Although I plan to have Housing as my area of concentration here at Georgia Tech, this project was of great interest to me professionally. I acquired specific knowledge about the function and operations of a local government special district (i.e., Community Action Agencies), about the history and landmarks of the municipalities I visited, and I was able to enhance my knowledge on the social and economic characteristics of people with backgrounds and cultures different from my own. In addition, I was able to learn some basic coding techniques. Because this project required the efforts of all three teams as one team, I picked up some pointers on working well with groups.

Working on this project was a challenge that I both welcomed and appreciated.

10/12/99
Nov. 5-96

Continued classification of names according to areas designated Neighborhoods I, II, III and the commercial core.

Nov. 16-23

Coded names as to whether the displaced residents moved from the 78 acre to the greater B-P redevelopment area, from the 78 acre area to greater Atlanta or the greater B-P redevelopment area to greater Atlanta.

Nov. 26-30

Began consulting the city directory to find the current addresses of those persons who had been displaced from the Bedford-Pine Redevelopment Area from the years 1969-1972.
to locate all of the previously existing streets in the Bedford-Pine Area.

Oct. 19: Copied the information found on the 1950 map of Atlanta and filled in the names of streets that had previously existed onto the 1974 map of the Bedford-Pine Redevelopment area.
Oct 4 - Oct 9: I read background material about Park Central Communities, Inc. and the reason why Central Atlanta Progress became interested in the Bedford-Pine Redevelopment area. I also spoke with Ms. Liz Wood concerning the activities that I will be involved in.


Oct. 16: Began developing a program to replace into Park Central Communities a portion of those persons who had lived in Bedford-Pine (Buttermilk Bottoms) and had been displaced by the Urban Renewal Program.

Oct. 18: Suzette and I went to the Georgia Dept. of Archives and History to find and order copies of old maps of Atlanta or of the Bedford-Pine Redevelopment area in order to
OCTOBER 13 - NOV 13  During this time I was involved in contacting several businesses and community oriented agencies such as Downtown Chamber of Commerce, the Alliance for Business Development and Peachtree Walk/Community Development concerning positive attitudes about the growth and development of downtown. This information is to be taken and edited for the Feb. 1980 issue of Business Atlanta. Central Atlanta Progress is responsible for the February issue which will be distributed at their Annual Breakfast.
October 9th and 11th consisted of an orientation and tour of the Bedford-Pines Community. The orientation consisted of reading the basic plans for community development along with readings depicting the housing and industrial core plans.

October 10 consisted of receiving the assignment to produce a study of the real estate change during the last five years of Bedford-Pines. To begin this task, it was necessary to rend an older map of the area before some of the reconstruction had begun to find names of older streets. The map within the reality didn’t include sufficient information so it was necessary to visit the Georgia Archives in Atlanta.

October 11 - the purpose of visiting the archives was to locate maps which would indicate old streets and possible addresses and land lots for the Bedford-Pines and the former Altlachlehorseboro area.

October 19 - reviewing of streets within the development area and called the tax assessors office to see if data on counsel, land dimensions, and value of building value.
My internship with the Atlanta Regional Commission (ARC) began on October 2, 1979 and has been filled with different activities. The first day of work began with an orientation. I met the Director of the department, and many staff people in public relations, the aging division, and transportation. I also toured the office building to become acquainted with the location of the library, graphics, and xeroxing/printing areas.

My first assignment has been to summarize the comments made by several Housing Authority Directors on a questionnaire compiled by ARC. The summary will be used to update The Survey of Federally Assisted Housing Programs in the Atlanta Region. My summary is due on October 30, 1979.

On Thursday (10-11), I attended with Emerson Bryan a breakfast/reception for the Silver-haired Legislation. The elderly people were about to convene in a mock legislation to be observed by the State Representatives so that they (reps) will become aware of what the elderly needs are in time for the next session. At the reception, I met a few state representatives, more people from ARC, and spoke to many elderly people to see what their concerns were.

My work experience at ARC has been a very good one thus far.

Cynthia Young
10-18-79
There has been a delay in my next assignment due to an error in the collecting of data, (an error in which no one can correct at this time!). Because of this delay, I have been doing mainly bureaucratic tasks in two areas: 1.) updating the housing articles; and 2.) devising forms. Updating housing articles involved reviewing newspaper articles relating to housing, and news items regarding housing that are taking place in the Atlanta region. Secondly, I devised forms for the Human Service Planning Department in which the division staff members will use to record their time and leave records, and their travel time expenditures, more efficiently.

The only interesting thing that I have done at ARC was to attend an orientation on data processing. At this session, an orientation was given to new staff members in Human Services Planning on the types of information that ARC has recorded on its computer.

Since our November 16th meeting, I have been working! I have become involved in the tentative stages of a housing market analysis for the Atlanta region. I will inform you on my progress in the next summary.

Happy Holidays.

Synthia Young

11/30/79
APPENDIX B

ROSTER AND REGULATIONS

and

Work-Study Agreements
<table>
<thead>
<tr>
<th>NAME</th>
<th>YR.</th>
<th>UNDERGRAD SCHOOL</th>
<th>MAJOR</th>
<th>WORK</th>
<th>PHONE#</th>
<th>HOME ADDRESS</th>
<th>PHONE#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen, Brenda</td>
<td>1+</td>
<td>Rutgers</td>
<td>Community Development</td>
<td>Community Services Admin.</td>
<td>894-2352</td>
<td>1605 Terry Mill Rd.</td>
<td>377-4987</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Research Proj.</td>
<td></td>
<td>Atlanta</td>
<td></td>
</tr>
<tr>
<td>Boykin, Joel</td>
<td>1</td>
<td>Morehouse College</td>
<td>Political Science</td>
<td>Central Atlanta</td>
<td>658-1877</td>
<td>215 Piedmont Ave.</td>
<td>659-4435</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Progress</td>
<td></td>
<td>Atlanta</td>
<td></td>
</tr>
<tr>
<td>Gore, William</td>
<td>1</td>
<td>Morehouse College</td>
<td>Urban Studies</td>
<td>Atlanta Regional</td>
<td>656-7421</td>
<td>799 Barnett St. #2</td>
<td>881-1173</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Commission</td>
<td></td>
<td>Atlanta</td>
<td></td>
</tr>
<tr>
<td>Hogg, Suzanne</td>
<td>1+</td>
<td>St. Andrews Pres. Col.</td>
<td>Political Science</td>
<td>Community Services Admin.</td>
<td>894-2352</td>
<td>363 Candler Street</td>
<td>524-0542</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Research Proj.</td>
<td></td>
<td>Atlanta</td>
<td></td>
</tr>
<tr>
<td>McCants, Bernard</td>
<td>1</td>
<td>S.U.N.Y. Buffalo, NY</td>
<td>Environmental Design</td>
<td>Fulton County Planning Dept.</td>
<td>572-2781</td>
<td>2900 Camp Creek</td>
<td>296-7820</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Parkway T-2 C.P.K.</td>
<td></td>
</tr>
<tr>
<td>Quarles, Suzette</td>
<td>1</td>
<td>Hampton Institute</td>
<td>Psychology</td>
<td>Central Atlanta</td>
<td>658-1877</td>
<td>981 F-37 Clubhouse</td>
<td>885-1918</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Progress</td>
<td></td>
<td>Circle, W. Decatur</td>
<td></td>
</tr>
<tr>
<td>Woodard, Pamela</td>
<td>1</td>
<td>Spelman College</td>
<td>Sociology</td>
<td>Central Atlanta</td>
<td>658-1877</td>
<td>70 12th Street, #11</td>
<td>894-6657</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Progress</td>
<td></td>
<td>Atlanta</td>
<td></td>
</tr>
<tr>
<td>Young, Cynthia</td>
<td>1</td>
<td>Miami Univ. Oxford, OH</td>
<td>Public Administration</td>
<td>Atlanta Regional</td>
<td>656-7779</td>
<td>P.O. Box 35671</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Commission</td>
<td></td>
<td>311 Fulmer Dorm</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tech Campus</td>
<td></td>
</tr>
</tbody>
</table>
GUIDELINES FOR WORK-STUDY PROGRAM SUPPORTED BY COMPREHENSIVE PLANNING (701) ASSISTANCE

These guidelines supersede previous Work Study Guideline and are effective for all projects approved after February 1, 1978.

1. Purpose. The purpose of this Work-Study Program is to increase the participation of disadvantaged persons who by virtue of their backgrounds have insight into minority and low income concerns in comprehensive planning and community development activities.

2. Objectives. The Department of Housing and Urban Development supports work-study programs, funded through Comprehensive Planning Assistance (701) Grants, to achieve these objectives:

   a. Assist States, areawide planning organizations, localities, and Indian tribal groups or bodies to carry out comprehensive planning and management including planning for housing, and community development activities by providing a source of trained manpower with insight into minority and low income problems.

   b. Provide financial assistance for up to two years to qualified disadvantaged students who by virtue of their backgrounds have insight into minority and low income concerns in the field of comprehensive planning and community development in order that they may obtain academic preparation and professional on-the-job training. Afro Americans (Blacks), American Indians (including Alaska Natives), Asians (including Pacific Islanders), Hispanics and other persons from low income backgrounds who have demonstrated knowledge of problems and concerns of minority and low income community needs constitute the target populations of this program.

4. **Eligibility.**

   a. Work-study funds are available to selected Comprehensive Planning Assistance 701 Grantees.

   b. For FY 1978, eligible applicants include States, area-wide planning organizations, localities, and Indian tribal groups or bodies.

5. **Program Description.** The Work-Study Program is a cooperative venture between Comprehensive Planning Assistance (701) grantees and institutions of higher education. Students in the program work in part-time professional capacities in State, area-wide, local planning agencies and non profit organizations while enrolled in masters training programs in planning or public administration. The 701 grantee is expected to provide overall administrative and management coordination with the work placement agency and the educational institution. The 701 grantee collaborates with one or more educational institutions and/or work placement agencies in the vicinity of the 701 grantee. Tuition stipends and related costs are provided by HUD on a two-thirds Federal and one-third non-Federal share basis.

6. **Responsibilities and Roles of Program Participants**

   a. **Grantee**

      (1) The grantee is responsible to HUD for overall program administration, management, and evaluation. Further, the grantee is responsible for coordination of program activities carried out by other participating agencies and educational institutions.

      (2) The grantee shall, in conjunction with the educational institutions, identify, counsel, and recruit potential student participants for the program.

      (3) The grantee shall organize and coordinate a Work-Study Coordinating Committee (WSCC). The function of the WSCC is to provide close coordination among the students, educational institutions, work placement agencies, grantee, and HUD. The committee shall include, at a minimum, representatives from the grantee, educational institution(s), participating students, work placement supervisors, and a HUD field representative. For purposes of general local policy advising, representatives from the neighborhood, business, disadvantaged, or other community constituencies may be on the WSCC. HUD shall participate in the WSCC in an advisory role for purposes of continued monitoring and evaluation. The WSCC shall meet at
least once each school term, or more often as need dictates, for the purpose of advising on program policy development and to provide input on student selection. The WSCC shall assist in the preparation of each program application and serve as a forum for ongoing assessment of the program. In cases where a State passes work-study funds through to one or more sub-grantees, the State shall assure that a staff member of the sub-grantee(s) chairs the WSCC.

(4) The grantee shall assign a staff member to coordinate the WSCC and to supervise the program on a day-to-day basis. If the size of the program does not warrant it, the grantee's staff member need not be assigned on a full-time basis. The staff person shall monitor various work assignments, assist students in structuring and changing their assignments and should be in close contact with students' work and academic supervisors. In cases where a State passes work-study funds through to one or more sub-grantees for program management, the State shall assure that a staff member of the sub-grantee(s) is assigned this responsibility.

(5) The WSCC will assist in ranking student applicants and make recommendations on student selection to the grantee.

(6) The WSCC shall also function as a review panel to make appropriate recommendations in matters of dispute over provisions in written agreements.

b. Educational Institutions

(1) Participating educational institutions may be graduate schools of planning, public administration, or other accredited educational institutions offering core studies in State, areawide and local comprehensive planning, public management, community development, land use or housing. Other social and humanistic fields such as law, economics, psychology, education, and history are not eligible.

(2) The focus of the work-study program is on graduate professional training and may include summer sessions within the budget standards for 12 months.

(3) Undergraduate schools may be considered in areas if: (a) there is no graduate program in the vicinity of the grantee; and (b) the undergraduate program is directed at professional training eligible for assistance under these guidelines. In such cases, only undergraduate junior and senior students may participate.
(4) Doctoral degree support is ineligible in all cases.

(5) Participating institutions shall conduct regularly scheduled seminars relating the empirical phase of the work-study program to the cognitive processes in the academic program. Some phase of the seminar should be focused on various aspects of career planning and placement for the participating students. In addition, some portion of the seminar should allow students to become exposed to intergovernmental relations and interagency policy making.

(6) Financial need analysis for students applying to the program shall be conducted by the Office of Financial Aid at the institutions in which students are enrolled.

c. Work Placement Agency

(1) The work placement agency shall provide the student a practical training experience for future professional leadership responsibilities. The agency should work with the educational institutions and the grantee to insure that the work experience contributes toward realistic professional preparation. The work element is an opportunity for the student to gain experience in and understanding of public sector planning, management and community development.

(2) Employment must be with a State, areawide or local agency, Indian tribe or non-profit organization involved in comprehensive planning, land use, community development, or housing activities. Work activities must contribute to the realization of the agency's program objectives.

(3) Work assignments shall not be make-work or keep busy assignments. In drawing up work assignments, supervisors should take into account the different backgrounds (knowledge, experience, and maturity) and educational needs/objectives of participating students. A clear understanding of the assignment must be reached among the grantee, educational institution, work agency, and student. Such an understanding must be communicated in writing using such devices as a "contract" or "memorandum of understanding/agreement" signed by each party. This contract/memorandum should cover responsibilities of each participant,
assignments, educational objectives, nature of supervision, standards of evaluation, and time commitments.

(4) Students must have enough work time to become thoroughly involved and undertake responsible work. Twelve to twenty hours a week is preferable, including the time needed for seminar attendance.

(5) Job assignments should be rotated to provide students with meaningful experiences in each agency. Depending upon the academic program, flexibility in work periods (during school year or over summer) is acceptable upon HUD's approval.

d. Criteria for Student Selection and Participation

(1) The Work-Study Program is open to qualified individuals who are members of the following disadvantaged groups:

- American Indians
- Hispanics
- Blacks
- Pacific Islanders
- Asian
- Alaskan Native

and other low income people.

The racial and ethnic categories are defined as follows:

(a) **American Indian or Alaskan Native.** A person having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.

(b) **Asian or Pacific Islander.** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

(c) **Black.** A person having origins in any of the black racial groups of Africa.

(d) **Hispanic.** A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

(e) **Other Low Income Persons.** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East and who meets the financial need criteria of the educational institution.
(2) In addition to disadvantaged background and low-income status, students are required to demonstrate insight into minority and low income concerns in the field of comprehensive planning and community development. Insight into minority and low income concerns may be demonstrated to the grantee, educational institution, work placement agency, or WSCC through personal interviews, past personal or professional experiences or other relevant indicators.

(3) Students must be enrolled full time in an urban, regional, or area planning, public administration, or related urban core academic program as defined by the educational institution.

(4) Students must demonstrate financial need and come from economically disadvantaged backgrounds based on institutional criteria administered by the educational institutions Office of Financial Aid.

(5) Students must maintain good academic standing and satisfactory work performance. Students may be removed by the educational institutions from the work-study program for failure to meet academic or conduct standards of the educational institution or by the grantee for failure to meet the professional conduct standards of the work placement agency.

7. Budget Standards and Requirements

a. Educational costs vary among educational institutions and regions of the United States. In recognition of such variations, HUD Field Office have authority to negotiate FY 1978 work-study grants with variable cost standards within these ranges: Maximum

(1) Student stipends based on demonstrated financial need, up to .......... $5,000
   (Students should be paid in accordance with prevailing hourly rate of the area for initial entry positions in the planning field, e.g., planner trainee or planner I. The prevailing hourly rate is used only as a factor for determining local stipend levels.)

(2) Tuition support per student, actual cost up to ......................... $2,000
   (Where possible, the educational institution should provide free or reduced tuition or scholarship grants to be used as cash match.)
(3) Additional support per student for tutoring, books, travel not to exceed ................................. 500
(Attendance at conferences of organizations such as ASPO, NAP, AIP, ICMA, and COMPA are eligible expenses.)

b. Program administrative and supervisory costs
(These costs include such items as program evaluation, employment counseling, extra time spent in student counseling, student recruitment, and other services, including, university supervisory costs unique to the work study program.) Allowances of up to $2,000 per student up to 5 students and up to $1,000 per additional Maximum student over 5 students will be made up to .......... $25,000

c. State agencies are not eligible to receive administrative and supervisory costs where the work-study program is administered by a sub-state grantee.

d. A grantee may conduct a work-study program on a 9-month cost basis or on a 12 month cost basis. If the program is conducted on a 9 month basis, the administrative and supervisory costs must equal ninetwelfth of the annual estimated costs.

e. The 701 grant may not exceed two-thirds of the total cost of the work-study program within the limits of the budget standards.

f. Grantees, educational institutions, and work placement agencies contribute the matching non-Federal share in the form of cash and/or in-kind contributions. When authorized by Federal legislation, Federal funds may be used for matching. State, local, or private sources may be used for matching. Services proposed in lieu of cash for matching must be documented in accordance with paragraph 3-21 of Handbook II, 6042.3 REV., Managing A Grant, July, 1973.

g. Salaries or stipends paid to students for work during summer months may not be counted as matching funds, if the program is conducted on a 9 month basis.

8. Program Administration

a. The work study program will be continued in FY 1973 at an increased level. In order to improve program administration and operation, emphasis will be on strong HUD management and improved program direction by 701 grantees.
b. For FY 1978, the work-study program may include first and second year graduate students. Programs may be continued, deleted or expanded at the option of HUD and the applicant. Continuation of work-study programs in future years will be subject to grantee performance, student placement after graduation, HUD policy and the availability of adequate annual appropriations for the Comprehensive Planning Assistance Program.

c. For FY 1978, HUD Field Offices shall develop a work-study strategy for effective use of limited Comprehensive Planning Assistance funds. The strategy should emphasize assistance within the Region for fewer programs, with more students per program and per educational institution, rather than more programs with single students or only a few students per program. No partial awards may be assigned to educational institutions.

d. In order to facilitate future recruitment, beginning in FY 1978 HUD established February as the date by which grantees will receive informal notification of work-study program budget authorizations for the next fiscal year.

e. Final authorizations and allocations however, are contingent upon the review of the grantee's work-study program application and approval of the required Land Use and Housing elements.

f. The work-study program application must be submitted to the HUD Field Office.

g. The HUD Regional Offices will approve the grants or otherwise confirm the tentative earmarks no later than April 17, 1978 subject of course to approval of the land use and housing elements.

h. Students must be selected and informed of their awards no later than June 5, 1978.

i. Grantees must inform HUD about the students selected and confirmed to participate in the work-study program no later than July 5, 1978.

j. All awarded grantee work-study programs must be functional no later than the beginning of the fall term, 1978.

k. In accordance with the requirements for the 701 program, each grantee will submit to HUD a six month and a final progress report.
9. Work-Study Applications. All applications for work-study programs through the Comprehensive Planning Assistance (701) Grants program must include comprehensive and concise descriptions of the following:

a. Responsibilities and Roles of Program Participants (WSCC)
   1. Applicants (Grantees)
   2. Educational Institutions
   3. Work Placement Agencies
   4. Criteria for Student Selection and Participation

b. Program Budget based on Budget Standards
   1. Educational costs (including criteria for determining individual financial need and bases for awards)
   2. Program Administrative and Supervisory Costs

c. Program Evaluation
   1. The grantee and the WSCC shall develop and describe a plan to evaluate the work-study program. The plan should include, but is not limited to the following factors:
      (a) The adequacy of student recruitment;
      (b) the adequacy of overall project management, including provision of practical useful work experience and post program employment counseling;
      (c) assessment of students performances in meeting the academic and conduct requirements of the participating educational institutions and the job requirements of the grantee agencies;
      (d) assessment of advising, professional guidance and career counseling to students by the participating agencies and the educational institutions.
      (e) a review of costs and cash contributions (from participating agencies and educational institutions including the extent to which the educational institutions contributed free tuition.)
2. The grantee and WSCC shall also develop and describe types of written agreements to be used (e.g. contracts or memoranda of understanding/agreements among the grantee, educational institution, work agency and student.) The agreements should state the scope of services, duties and responsibilities, and time commitments (see Appendix 1 for sample).

(a) The applicant will apply for work-study funds in the same manner used for regular 701 assisted programs, i.e., an applicant that applies directly to HUD for 701 funds will also do so for work-study, or an applicant that applies for 701 funds to the designated State agency will apply to that agency for its work-study funds. The work-study program may by contained within an applicant's regular application for 701 funds or may be submitted separately to HUD.

(b) States that administer 701 sub-grants will be required to obtain HUD approval prior to funding any work-study projects using 701 funds.
GEORGIA INSTITUTE OF TECHNOLOGY

GRADUATE CITY PLANNING PROGRAM

701 WORK-STUDY ASSISTANCE PROGRAM IN

URBAN PLANNING

REGULATIONS

Section I  PROGRAM OBJECTIVES

To assist local governments in carrying out planning and management functions by providing a source of trained manpower.

To provide qualified students with academic preparation and professional on-the-job training in urban planning.

To provide financial assistance toward professional education for needy students who might otherwise not pursue professional education because of financial need.

Section II  PROGRAM REQUIREMENTS

Applicants must meet minimum academic requirements for the graduate program at the Georgia Institute of Technology. Applicants must meet the financial need criteria as established by the Work-Study Coordinator. Applicants must enroll as full-time students in the Graduate City Planning Program. In addition, applicants must be willing to sign this Agreement (see attachments). This Agreement certifies applicants' receipt and understanding of the Program's policies and requirements.
Section III  NEW APPLICANTS

Students entering the university for the first time must be admitted officially to the university before being admitted into the Work-Study Program.

Section IV  RESPONSIBILITIES OF LOCAL GOVERNMENT SUPERVISOR

A. Work assignments of students should be coordinated closely with their educational programs.

B. Students should have a clear understanding of the objectives and purpose of any work assignment performed.

C. A description of duties to be performed by the student should be provided to the Work-Study Coordinator.

D. Students are expected to work between twelve (12) and twenty (20) hours per week during the academic year and forty (40) hours per week during the summer and quarter breaks.

E. The assigned supervisor is not to authorize any time not provided by the student and is to notify the Work-Study Coordinator immediately of any failure on the part of the student to conform to reasonable rules and regulations issued by the supervisor.

F. The supervisor must notify the Work-Study Coordinator in writing if he wishes to employ the student assigned to him, if such employment is in addition to the part-time work provided by the student under this Program. Additional employment of any kind by the assigned local government without prior approval from the Work-Study Coordinator will terminate the student from the Work-Study Program.

G. The supervisor must be willing to cooperate with the matching in-kind service agreement, as indicated upon acceptance of the Work-Study student. The supervisor, by his signature on Attachment B, indicates acceptance and understanding of the policies and agreements of the Work-Study Program.

H. Students are paid by the Georgia Institute of Technology but are under the direction and supervision of the assigned supervisor. Any action by the student in violation of work-related policies should be reported in writing to the Work-Study Coordinator immediately.
I. Failure of the local government and/or assigned supervisor to comply with the policies and agreements will result in the assigned student being withdrawn from that agency.

Section V  TIME CARDS

A. Time sheets are provided to each student to record the number of hours worked during the pay period. Pay periods are every month. Hours must be approved by the supervisor and returned to the Work-Study Coordinator by the designated date.

B. Time cards will not be honored without the proper signature of the assigned supervisor. Checks will not be issued without the proper time cards.

Section VI  CHECKS

Checks are prepared by Georgia Tech and are available on the last working day of the month. Students will be paid at the rate of $5.00 per hour and appropriate taxes will be deducted by Georgia Tech. No other fringe benefits will be paid or accrued. Total amount to be paid will not exceed $5,000.

Section VII  PROFESSIONAL CONFERENCES

Professional activities and experiences are an integral part of the Work-Study Program. Students wishing to attend a professional conference should submit in writing a description of the conference and estimated expenses. Requests should be directed to the Work-Study Coordinator.

Section VIII  TUITION

Tuition will be paid directly by Georgia Tech for students accepted in the Work-Study Program and registered at the University. Any time a student is dropped from the university program because of negligence or fraudulent behavior, failure to complete a quarter/semester, or failure to maintain the minimum grade-point average of 2.7, the student will be terminated from the Work-Study Program. Appropriate course books and fees will also be paid through reimbursement by Georgia Tech.

Section IX  AGENCY ASSIGNMENTS AND TRANSFERS

Students will be placed to obtain the best experience possible in accordance with his/her professional goals and
to assist those agencies which are understaffed. However, the final determination of work location will be made by the Work-Study Coordinator in cooperation with the Atlanta Regional Commission.

Section X

OTHER EMPLOYMENT

Employment in addition to that under the Work-Study Program is severely limited. Students needing additional employment should submit a request for such in writing to the Work-Study Coordinating Committee prior to accepting such employment.

Section XI

REPAYMENT OF FUNDS

Any student who violates any of the policies and guidelines of the Program shall repay to Georgia Tech any funds received by him/her, and any funds paid by the university for tuition from the time the violation began to the date of termination. Such student shall be ineligible for re-entry into the Program.

Any student who drops from the university or resigns from the Work-Study Program of his/her accord shall repay to Georgia Tech any funds received as stipend, and any funds paid to the university for tuition for the semester in which the student is/was enrolled. Special consideration will be given in extreme cases. The Work-Study committee will hear such requests. Final determination will be made by the Work-Study Coordinator.

Section XII

DISMISSAL FROM WORK-STUDY PROGRAM

Students will be dismissed from the Program if they do not comply with the policies and agreements of the Work-Study Program. This includes failure to provide the Work-Study Coordinator with requested information necessary to the administration of the Program; to comply with the assigned local governments' rules and regulations; to comply with the university requirements, which may or may not be included in these and Georgia Tech's policies and agreements; and failure to inform the Work-Study Coordinator of acceptance of employment other than those approved by the Work-Study Coordinator.

Section XIII

EMPLOYEE RELATIONSHIP

It is agreed that, notwithstanding the payment by Georgia Tech of the funds hereby provided, the student shall be deemed to be an employee of the local government and not an employee of Georgia Tech during all of the time that the student is working under the supervision of the local govern-
ment, either on agency property or in the course of agency business.

Section XIV  ADDITIONAL RULES

The student agrees to abide by any reasonable subsequent rules or regulations issued by Georgia Tech, the Atlanta Regional Commission, the Department of Housing and Urban Development, and his/her work supervisor. Such additional rules and regulations shall be considered to be a part of this agreement.

Section XV  WORK-STUDY COORDINATOR

The Work-Study Coordinator is Roger I. Rupnow, Associate Professor, Graduate City Planning Program Georgia Institute of Technology. The Work-Study Coordinator will assume overall coordination and responsibility for the program.

Section XVI  WORK-STUDY COORDINATING COMMITTEE

The Work-Study committee serves as an advisory group to the Work-Study Coordinator. The committee assists in recruiting, selection, evaluation, seminar development, and program development.
ATTACHMENT "A"

POLICY AGREEMENT

WORK-STUDY PROGRAM

GEORGIA INSTITUTE OF TECHNOLOGY

I, hereby acknowledge that I have read and fully understand the Regulations of the Work-Study Program attached hereto. I also certify that I am enrolled in the Georgia Institute of Technology Graduate City Planning Program as a full-time student, and I hereby accept the local government to which I am assigned as a part-time student employee by the Georgia Institute of Technology, (Georgia Tech). It is further agreed that I will not work more than 15 hours per week, including seminar and travel during the academic year and 40 hours per week during quarter break and the summer quarter.

I agree to accept no compensation from my assigned agency - except for necessary travel, authorized by such local government. If necessary to accept additional employment, I will seek written consent from the Work-Study Coordinator to accept such employment. I understand that under no circumstances may I accept other employment while a Work-Study student without approval from the Work-Study Coordinator.

When at any time my status as a student or assigned employee changes, I agree to notify the Work-Study Coordinator in writing immediately.

Dates of employment will be __________________ through __________________.

It is agreed that, notwithstanding the payment by Georgia Tech of any stipend hereby provided, I shall be deemed to be an employee of my assigned local government, and not of Georgia Tech, during all of the time that I am working under the supervision of the agency, either on agency property of in the course of agency business.

I fully understand that upon failure to act in accordance with any of the attached statements, I am responsible for the refund to Georgia Tech of all expenses- tuition, stipends and travel- paid to me or incurred on my behalf.

DATE: ___________________________  ___________________________

DATE: ___________________________  ___________________________
GEORGIA INSTITUTE OF TECHNOLOGY

GRADUATE CITY PLANNING PROGRAM

701 WORK-STUDY ASSISTANCE PROGRAM IN

URBAN PLANNING

REGULATIONS

Section I

PROGRAM OBJECTIVES

To assist local governments in carrying out planning and management functions by providing a source of trained manpower.

To provide qualified students with academic preparation and professional on-the-job training in urban planning.

To provide financial assistance toward professional education for needy students who might otherwise not pursue professional education because of financial need.

Section II

PROGRAM REQUIREMENTS

Applicants must meet minimum academic requirements for the graduate program at the Georgia Institute of Technology. Applicants must meet the financial need criteria as established by the Work-Study Coordinator. Applicants must enroll as full-time students in the Graduate City Planning Program. In addition, applicants must be willing to sign this Agreement (see attachments). This Agreement certifies applicants' receipt and understanding of the Program's policies and requirements.
Section III

NEW APPLICANTS

Students entering the university for the first time must be admitted officially to the university before being admitted into the Work-Study Program.

Section IV

RESPONSIBILITIES OF LOCAL GOVERNMENT SUPERVISOR

A. Work assignments of students should be coordinated closely with their educational programs.

B. Students should have a clear understanding of the objectives and purpose of any work assignment performed.

C. A description of duties to be performed by the student should be provided to the Work-Study Coordinator.

D. Students are expected to work between twelve (12) and twenty (20) hours per week during the academic year and forty (40) hours per week during the summer and quarter breaks.

E. The assigned supervisor is not to authorize any time not provided by the student and is to notify the Work-Study Coordinator immediately of any failure on the part of the student to conform to reasonable rules and regulations issued by the supervisor.

F. The supervisor must notify the Work-Study Coordinator in writing if he wishes to employ the student assigned to him, if such employment is in addition to the part-time work provided by the student under this Program. Additional employment of any kind by the assigned local government without prior approval from the Work-Study Coordinator will terminate the student from the Work-Study Program.

G. The supervisor must be willing to cooperate with the matching in-kind service agreement, as indicated upon acceptance of the Work-Study student. The supervisor, by his signature on Attachment B, indicates acceptance and understanding of the policies and agreements of the Work-Study Program.

H. Students are paid by the Georgia Institute of Technology but are under the direction and supervision of the assigned supervisor. Any action by the student in violation of work-related policies should be reported in writing to the Work-Study Coordinator immediately.
I. Failure of the local government and/or assigned supervisor to comply with the policies and agreements will result in the assigned student being withdrawn from that agency.

Section V  TIME CARDS

A. Time sheets are provided to each student to record the number of hours worked during the pay period. Pay periods are every month. Hours must be approved by the supervisor and returned to the Work-Study Coordinator by the designated date.

B. Time cards will not be honored without the proper signature of the assigned supervisor. Checks will not be issued without the proper time cards.

Section VI  CHECKS

Checks are prepared by Georgia Tech and are available on the last working day of the month. Students will be paid at the rate of $5.00 per hour and appropriate taxes will be deducted by Georgia Tech. No other fringe benefits will be paid or accrued. Total amount to be paid will not exceed $5,000.

Section VII  PROFESSIONAL CONFERENCES

Professional activities and experiences are an integral part of the Work-Study Program. Students wishing to attend a professional conference should submit in writing a description of the conference and estimated expenses. Requests should be directed to the Work-Study Coordinator.

Section VIII  TUITION

Tuition will be paid directly by Georgia Tech for students accepted in the Work-Study Program and registered at the University. Any time a student is dropped from the university program because of negligence or fraudulent behavior, failure to complete a quarter/semester, or failure to maintain the minimum grade-point average of 2.7, the student will be terminated from the Work-Study Program. Appropriate course books and fees will also be paid through reimbursement by Georgia Tech.

Section IX  AGENCY ASSIGNMENTS AND TRANSFERS

Students will be placed to obtain the best experience possible in accordance with his/her professional goals and
to assist those agencies which are understaffed. However, the final determination of work location will be made by the Work-Study Coordinator in cooperation with the Atlanta Regional Commission.

Section X

OTHER EMPLOYMENT

Employment in addition to that under the Work-Study Program is severely limited. Students needing additional employment should submit a request for such in writing to the Work-Study Coordinating Committee prior to accepting such employment.

Section XI

REPAYMENT OF FUNDS

Any student who violates any of the policies and guidelines of the Program shall repay to Georgia Tech any funds received by him/her, and any funds paid by the university for tuition from the time the violation began to the date of termination. Such student shall be ineligible for re-entry into the Program.

Any student who drops from the university or resigns from the Work-Study Program of his/her accord shall repay to Georgia Tech any funds received as stipend, and any funds paid to the university for tuition for the semester in which the student is/was enrolled. Special consideration will be given in extreme cases. The Work-Study committee will hear such requests. Final determination will be made by the Work-Study Coordinator.

Section XII

DISMISSAL FROM WORK-STUDY PROGRAM

Students will be dismissed from the Program if they do not comply with the policies and agreements of the Work-Study Program. This includes failure to provide the Work-Study Coordinator with requested information necessary to the administration of the Program; to comply with the assigned local governments' rules and regulations; to comply with the university requirements, which may or may not be included in these and Georgia Tech's policies and agreements; and failure to inform the Work-Study Coordinator of acceptance of employment other than those approved by the Work-Study Coordinator.

Section XIII

EMPLOYEE RELATIONSHIP

It is agreed that, notwithstanding the payment by Georgia Tech of the funds hereby provided, the student shall be deemed to be an employee of the local government and not an employee of Georgia Tech during all of the time that the student is working under the supervision of the local govern-
ment, either on agency property or in the course of agency business.

Section XIV  ADDITIONAL RULES

The student agrees to abide by any reasonable subsequent rules or regulations issued by Georgia Tech, the Atlanta Regional Commission, the Department of Housing and Urban Development, and his/her work supervisor. Such additional rules and regulations shall be considered to be a part of this agreement.

Section XV  WORK-STUDY COORDINATOR

The Work-Study Coordinator is Roger F. Rupnow, Associate Professor, Graduate City Planning Program Georgia Institute of Technology. The Work-Study Coordinator will assume overall coordination and responsibility for the program.

Section XVI  WORK-STUDY COORDINATING COMMITTEE

The Work-Study committee serves as an advisory group to the Work-Study Coordinator. The committee assists in recruiting, selection, evaluation, seminar development, and program development.
ATTACHMENT "B"

POLICY AGREEMENT

WORK-STUDY PROGRAM

GEORGIA INSTITUTE OF TECHNOLOGY

As supervisor for ___________________________, I hereby certify that I have read and fully understand the Regulations and Guidelines of the Work-Study Program attached hereto. I also understand that the assigned student is presently, and will continue to be, a full-time student at the ___________________________, and work in this agency on a part-time basis, not to exceed 15 hours weekly, including seminar and travel, or more than 40 hours during quarter break and summer quarter supported by the Georgia Institute of Technology (Georgia Tech). Dates of employment will be ______________ through ______________.

I understand this student is to be compensated by Georgia Tech and is to receive no compensation from this agency under any circumstances - except for necessary travel, authorized by the agency. If at any time the agency wishes to employ this student on a full or part-time basis, I will notify Georgia Tech in writing immediately. Such notification will certify that such student is no longer eligible for continuation in the Work-Study Program.

I agree to accept the duties of supervisor as outlined in the attached Agreement. I will notify the Work-Study Coordinator in writing of any student negligence and/or failure to comply with the Program Regulations and personnel policies of this agency.

I understand that the student is to work under my direction. It is understood that, notwithstanding the payment by Georgia Tech of the stipend hereby provided, the student shall be deemed to be an employee of the agency, and not of the Georgia Institute of Technology, during all the time that the student is working under the supervision of the agency - either on agency property or in the course of agency business.

I hereby certify that the supervisory time used as the local matching requirement for the Work-Study Program was made up of non-Federal funds, and was not committed to matching any other Federal grant.

__________________________________________  ____________________________
Supervisor Signature                              Date

Title ____________________________  Work-Study Coordinator
**WHAT IS THE FINANCIAL AID FORM?**

The Financial Aid Form (FAF) is a document used to collect information for determining a student's need for financial aid. You submit the FAF to the College Scholarship Service (CSS), an activity of the College Board, where it is analyzed. The information you report on the FAF is confidential and is sent only to the recipients you indicate. The CSS does not award financial aid; rather it evaluates your financial ability to contribute to the costs of education beyond high school. The FAF may be used to apply for:

- the Basic Educational Opportunity Grant Program
- many state scholarship and grant programs
- financial aid administered by colleges and other institutions of education beyond high school

The decision to award financial aid rests with the individual institutions and programs, which directly inform students whether or not they are eligible for financial aid. Some of these may also request completion of separate financial aid applications.

**WHO COMPLETES THE FAF?**

The FAF is completed by parents, in behalf of their children, and by students who are applying for financial aid for the academic year 1979-80.

If you answer "Yes" to ANY part of Items 13, 14, or 15 for ANY of the years indicated, your parents MUST complete the parents' section (Items 17-48) of the FAF. Refer to the definition of "parents" in the Instructions for Completing the FAF.

Even if you answer "No" to Items 13, 14, and 15 for all years, the institution you are applying to may require parents' information. You should follow any specific instructions you receive from the institution or program.

When parents' information is required and your parents are separated or divorced, Items 17-48 should be completed by the parent who has (or had) custody of you. Information may also be required of parent's present spouse, if any. See the Instructions for Completing the FAF.

Student's information (Items 1-16 and 49 and following) should be completed by all students.

**WHEN SHOULD THE FAF BE COMPLETED?**

The FAF should be completed after January 1, 1979. Mail this form as soon as possible, preferably at least one month or more before the earliest financial aid deadline for the institutions and programs you list to receive the FAF.

Do not file this FAF after March 15, 1980.

It is not necessary to delay filing the FAF until 1978 U.S. income tax return is filed. If the 1978 return has not been filed, estimate amounts you expect to report on the return.

**WHAT PROCEDURES ARE FOLLOWED TO ENSURE ACCURACY?**

It is important that you provide accurate and complete information on the FAF. Failure to do so may jeopardize your request for financial aid. If you use the FAF to establish eligibility for federal student financial aid funds, you should know that any person who intentionally makes false statements or misrepresentations on this form is subject to fine, or to imprisonment, or to both, under provisions of the United States Criminal Code.

In order to ensure accurate reporting of data on the FAF, the CSS may request authorization to obtain an official copy of the parents' or student's 1978 U.S. income tax return from the Internal Revenue Service (IRS). Do not send any income tax receipts with the FAF to the CSS. Your authorization and any tax returns obtained by using the authorization are confidential and are not sent to institutions and programs. Some institutions and programs may request that you send a copy of your income tax return to them. If so, send it directly to the requesting institution. Failure to provide requested documentation may result in denial of aid.

**WILL THE CSS SEND AN ACKNOWLEDGMENT?**

If an institution or program is listed in Item 81, the CSS will send you an Acknowledgment when processing of your FAF has been completed. The Acknowledgment includes an Additional College Request (ACR) form for you to submit if you later want copies of the FAF sent to institutions or programs not originally listed. The fee for ACR processing is $3.50 for the first institution or program later designated to receive a copy of the FAF and $2.50 for each additional one.

**WHAT IS MY CSS ESTIMATED CONTRIBUTION?**

Your estimated contribution is the amount of money the CSS calculates you and your family are able to provide for the expenses of college or other education beyond high school. Each institution or program has final responsibility for determining your contribution. This figure may differ from the CSS estimated contribution.

The CSS estimate is provided as part of the Acknowledgment and is sent with explanatory material. If you want to receive the report of your CSS Estimated Contribution, you should include an additional fee of $1.00.

The fee covers the costs of analyzing the FAF and sending copies of the FAF and the analysis to institutions and programs. Please make your check or money order payable to the College Scholarship Service. Do not send cash.

There is no charge for using the FAF to apply for the Basic Educational Opportunity Grant (BEOG) Program.

**WHERE TO MAIL THE FAF**

Mail your completed FAF in the attached envelope to the appropriate CSS office listed below.

<table>
<thead>
<tr>
<th>STATE</th>
<th>ACREO</th>
<th>PHONE</th>
<th>ADDRESS</th>
</tr>
</thead>
</table>
| Alabama | AL | New Hampshire NH | Alaska AK Nebraska NE | College Scholarship Service | Box 2700
| California CA | New Jersey NJ | American American Nevada NV | | Princeton, NJ 08541
| Connecticut CT | New York NY | Arizona AZ | Colorado CO | Tennessee TN | UT
| Delaware DE | North Carolina NC | Arkansas AR | California CA | New Mexico NM | TX
| District of Columbia DC | Pennsylvania PA | Montana MT | New York NY | Virginia VA | NE
| Florida FL | Puerto Rico PR | North Carolina NC | Oregon OR | Washington WA | OH
| Georgia GA | Rhode Island RI | Oklahoma OK | Oregon OR | Wisconsin WI | SD
| Hawaii HI | South Carolina SC | South Dakota SD | South Dakota SD | California CA | TX
| Idaho ID | Tennessee TN | South Dakota SD | Texas TX | Vermont VT | ID
| Illinois IL | Virginia VA | Tennessee TN | Utah UT | Wisconsin WI | IL
| Indiana IN | New York NY | North Carolina NC | Utah UT | Wyoming WY | IL
| Iowa IA | Ohio OH | Nebraska NE | Wisconsin WI | Wisconsin WI | IA
| Kansas KS | Oklahoma OK | North Carolina NC | Wisconsin WI | Wisconsin WI | IL
| Kentucky KY | Oregon OR | North Carolina NC | Arkansas AR | Wyoming WY | IL
| Louisiana LA | Pennsylvania PA | North Carolina NC | Arizona AZ | Wyoming WY | IL
| Maine ME | Virginia VA | North Carolina NC | California CA | Wyoming WY | IL
| Maryland MD | West Virginia WV | North Carolina NC | Colorado CO | Wyoming WY | IL
| Massachusetts MA | Minnesota MN | North Carolina NC | Illinois IL | Wyoming WY | IL
| Michigan MI | Mississippi MS | North Carolina NC | Illinois IL | Wyoming WY | IL
| Missouri MO | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| Montana MT | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| Nebraska NE | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| Nevada NV | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| New Hampshire NH | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| New Jersey NJ | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| New Mexico NM | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| New York NY | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| North Carolina NC | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| North Dakota ND | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| Ohio OH | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| Oklahoma OK | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| Oregon OR | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| Pennsylvania PA | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| Rhode Island RI | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| South Carolina SC | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| South Dakota SD | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| Tennessee TN | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| Texas TX | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| Utah UT | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| Vermont VT | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| Washington WA | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| West Virginia WV | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| Wisconsin WI | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| Wyoming WY | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL
| Wyoming WY | Missouri MO | North Carolina NC | Illinois IL | Wyoming WY | IL

If you live in a foreign country, send your FAF to the appropriate CSS office listed below.

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>None</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>None</td>
</tr>
<tr>
<td>Virgin Islands</td>
<td>None</td>
</tr>
<tr>
<td>U.S. Territories</td>
<td>None</td>
</tr>
</tbody>
</table>

Where you live is not listed above, send your FAF to the CSS office in Princeton, NJ.
### Financial Aid Form (FAF)  
**Academic Year 1979-80**

#### Student's Information

- **Name:**
- **Last Name:**
- **First Name:**
- **Middle Initial:**
- **Social Security Number:**
- **Date of Birth:**
- **Sex:**
- **Marital Status:**
- **Marital Status Code:**
- **Student or Non-Student:**
- **Residence State:**
- **ZIP Code:**
- **Graduate:**
- **Professional:**
- **Expected Degree:**
- **Month & Year:**
- **Will receive a bachelor's degree by July 1, 1980:**
- **Yes ✔ No ☐
- **Number of Institutional Students Attended 1978-79:**
- **Yes ✔ No ☐
- **Name of Institution:**

#### Parents' Confidential Statement

**Father or Stepfather**
- **Name:**
- **Street Address:**
- **City:**
- **State:**
- **ZIP Code:**
- **Number of Years:**
- **Occupation:**
- **Employer:**
- **Social Security Number:**
- **State of Legal Residence:**
- **Parent’s Current Marital Status:**
- **Single ☐ Separated ☐ Divorced ☐
- **Number of Years with Employer:**
- **Parents' Enrolment in College or Other Education Beyond High School:**
- **Yes ✔ No ☐
- **Parent's Annual Income:**
- **1977:**
- **1978:**
- **Est. ’79:**

**Mother or Stepmother**
- **Name:**
- **Street Address:**
- **City:**
- **State:**
- **ZIP Code:**
- **Number of Years:**
- **Occupation:**
- **Employer:**
- **Social Security Number:**
- **State of Legal Residence:**
- **Parent’s Current Marital Status:**
- **Single ☐ Separated ☐ Divorced ☐
- **Number of Years with Employer:**
- **Parents' Enrolment in College or Other Education Beyond High School:**
- **Yes ✔ No ☐
- **Parent's Annual Income:**
- **1977:**
- **1978:**
- **Est. ’79:**

#### Parents' Additional Information

- **Parents' Current Marital Status:**
- **Single ☐ Separated ☐ Divorced ☐
- **Parents' Age:**
- **Number of Years:**
- **Parents' Occupation:**
- **Employer:**
- **Parents' Income:**
- **1977:**
- **1978:**

#### Parents' Assets and Indebtedness

- **Home owned or purchased:**
- **Price:**
- **Mortgage:**
- **Unpaid Principal:**
- **Other Real Estate:**
- **Investments (stocks, bonds, and other securities):**
- **Business:**
- **Farm:**
- **Cash, Savings, and Checking Accounts:**
- **Consumer Indebtedness:**

#### Divorced/Separated Parents

- **A Other Parent's Name:**
- **Home Address:**
- **Occupation:**
- **Employer:**
- **Date of divorce or separation:**
- **Total amount of child support received for all children in 1978:**
- **Support received for student:**
- **Date of birth:**
- **Support period:**
- **Support amount:**
- **Support due period:**
- **Support due amount:**

#### Parents' Confidential Statement

**Father or Stepfather**
- **Name:**
- **Street Address:**
- **City:**
- **State:**
- **ZIP Code:**
- **Number of Years:**
- **Occupation:**
- **Employer:**
- **Social Security Number:**
- **State of Legal Residence:**
- **Parent’s Current Marital Status:**
- **Single ☐ Separated ☐ Divorced ☐
- **Number of Years with Employer:**
- **Parents' Enrolment in College or Other Education Beyond High School:**
- **Yes ✔ No ☐
- **Parent's Annual Income:**
- **1977:**
- **1978:**
- **Est. ’79:**

**Mother or Stepmother**
- **Name:**
- **Street Address:**
- **City:**
- **State:**
- **ZIP Code:**
- **Number of Years:**
- **Occupation:**
- **Employer:**
- **Social Security Number:**
- **State of Legal Residence:**
- **Parent’s Current Marital Status:**
- **Single ☐ Separated ☐ Divorced ☐
- **Number of Years with Employer:**
- **Parents' Enrolment in College or Other Education Beyond High School:**
- **Yes ✔ No ☐
- **Parent's Annual Income:**
- **1977:**
- **1978:**
- **Est. ’79:**

#### Parents' Additional Information

- **Parents' Current Marital Status:**
- **Single ☐ Separated ☐ Divorced ☐
- **Parents' Age:**
- **Number of Years:**
- **Parents' Occupation:**
- **Employer:**
- **Parents' Income:**
- **1977:**
- **1978:**

#### Parents' Assets and Indebtedness

- **Home owned or purchased:**
- **Price:**
- **Mortgage:**
- **Unpaid Principal:**
- **Other Real Estate:**
- **Investments (stocks, bonds, and other securities):**
- **Business:**
- **Farm:**
- **Cash, Savings, and Checking Accounts:**
- **Consumer Indebtedness:**
INSTRUCTIONS FOR COMPLETING THE FAF

To avoid delays in processing, it is important that you complete all items on the FAF according to the following instructions:

- Please type or print all entries in black or dark ink; do not use a pencil.
- Enter each response in the proper area. Do not make entries outside the boxes or enter more than one set of figures in a box.
- Enter amounts in dollars; omit cents. Do not use commas between dollar values. For example, if wages, salaries, tips, and other compensation are $5,398.24, enter $5398.
- Do not leave dollar items blank. Enter a zero (0) where appropriate. Do not use such words as "unknown," "none," or "same.
- Use Item 80 to explain circled items and any unusual circumstances. Attach additional sheets of paper if more space is needed.

On any additional sheets, be certain to give the student's complete identification information and the CSS code numbers of the institutions and programs to receive the FAF.

Certain sections of the FAF are reproduced below to assist you in completing the form. Keep these instructions and the worksheets for your records.

### STUDENTS INFORMATION

**ITEM 1.** Enter student's complete name, giving last name, first name, and middle initial.

**ITEM 2.** Enter student's social security number.

**ITEM 3.** Enter student's date of birth, using numbers for month, day, and year.

**ITEM 4.** Indicate student's sex.

**ITEM 5.** Enter the address where the student can be certain of receiving notification of the processing of this form. Use the state abbreviations on the front cover.

**ITEM 6.** Enter the abbreviation for the student's highest level of legal residence. Use the state abbreviations on the front cover.

**ITEM 7.** Indicate student's current marital status. If married or separated, enter the date of marriage or separation. If student intends to marry before July 1, 1980, enter date of intended marriage.

**ITEM 8.** Indicate student's U.S. citizenship status. Answer "Yes" if student is a U.S. citizen, national, or permanent resident; a citizen of the Northern Mariana Islands: a permanent resident of the Trust Territory of the Pacific Islands; or is in the U.S. for other than a temporary purpose and intends to become a permanent resident. In order to meet the last criterion, student must possess an I-171 or an I-464, both of which are approval notices to apply for permanent residence, or an I-94 (arrival/departure form) endorsed either: (i) conditional entrant status or indefinite parole, or (ii) employment authorized and adjustment applicant. In addition, student may answer "Yes" if student has been granted asylum and been given voluntary departure for a period of one year. Note: If student is in the U.S. on an F-1 or F-2 visa, student is not eligible for federal student aid and must answer "No" to this item.

**ITEM 9A.** Indicate student's year in college or other education beyond high school (1979-80). Also, enter student's present degree objective and expected date of graduation. "Fifth (undergraduate)" means the fifth year of an undergraduate curriculum that normally requires five years for completion. If "fifth" is indicated, see the back cover for BEOG eligibility criteria.

**ITEM 9B.** If student has already received a bachelor's degree (or higher degree) from a U.S. institution or an equivalent degree from a foreign institution, or if student expects to receive such a degree before July 1, 1979, answer "Yes" to this item. Note: A student is not eligible for a BEOG award if he or she has received a bachelor's degree.

**ITEM 10.** Enter the name of the institution, if any, that student attended in 1978-79. If the student is entering, first-time student in 1979-80, enter the student's high school eligibility code number. The code number may be obtained from the guidance office of the student's high school. The code number will be used to provide student's name and FAF processing status to student's high school.

**ITEM 11.** Indicate the academic period(s) for which the student is seeking financial assistance. Check all boxes that apply.

**ITEM 12.** Indicate where the student plans to live during 1979-80. "On campus" means residence facilities not operated by or for the institution; "off-campus" means residence facilities operated by or for the institution; but not including the parents' home. If neither on campus nor off-campus facilities are available, enter the address where the student can be certain of receiving notification of the processing of this form. Use the state abbreviations on the front cover.

**ITEM 13.** Enter student's social security number.

**ITEM 14.** Enter the address where the student plans to live during 1979-80. "On campus" means residence facilities not operated by or for the institution, but not including the parents' home. If neither on campus nor off-campus facilities are available, enter the address where the student plans to live during 1979-80; "off-campus" means residence facilities operated by or for the institution; "off-campus" means residence facilities operated by or for the institution; but not including the parents' home.

**ITEM 15.** Enter the date of birth for each parent (and/or father or adoptive parent(s)). Foster parents and guardians are not defined as parents if both student's parents are deceased, answer "No" to all questions in Items 13-15. For Items 15, assistance includes food, housing, clothes, medical and dental care, cash gifts, cost of education, etc. If you answer "Yes" to any question for any year, the parents' confidential statement (Items 17-48) must be completed.

**ITEM 16.** Indicate whether both of student's parents are deceased.

Note: Funds received by the student or parents as an award under the Distribution of Judgment Funds Act or the Alaska Native Claims Settlement Act should not be reported as income or assets on this form. Property should not be reported as an asset if: (a) it may not be sold or have loans placed against it without consent of the Secretary of Interior; (b) the property is held in trust by the U.S. Government.

Note: If student or parents filed a 1978 income tax return with a Government outside the U.S., include information corresponding to that requested in any item referring to the U.S. income tax return.

### PARENTS' CONFIDENTIAL STATEMENT

**ITEM 17A.** Enter the amount of wages, salaries, tips, and other compensation earned by (a) father and (b) mother. For 1978, include amounts reported on lines 8, 13, and 19 of parents' 1978 U.S. income tax Form 1040 or line 7 of Form 1040A. Also include income from employment which parents were not required to report on a U.S. income tax return.

**ITEM 17B.** Enter the amount of "interest income" received by parents. For 1978, include amount reported on line 18 of parents' 1978 U.S. income tax Form 1040, or line 9c of Form 1040A.

**ITEM 17C.** Enter the amount of "dividends" received by parents. For 1978, include amount reported on line 18 of parents' 1978 U.S. income tax Form 1040, or line 9c of Form 1040A.

**ITEM 17D.** Enter the amount of "interest income" received by parents. For 1978, include amount reported on line 18 of parents' 1978 U.S. income tax Form 1040, or line 9c of Form 1040A.
ITEM 17. Enter the amount of taxable income other than wages, interest, and dividends received by parents. For 1978, include amounts reported on lines 11, 12, 14-18, and 20 of parents’ 1978 U.S. income tax Form 1040. Itemize and give dollar amounts in Item 30.

ITEM 18. Enter the amount of “adjustments to income” reported on lines 28 and 30 of parents’ 1978 U.S. income tax Form 1040. Enter only IRS allowable amounts for forfeited interest, moving expense, employee business expense, payments to a Keogh or an individual retirement plan, alimony paid, and disability income exclusion (such pay). Itemize and give dollar amounts in Item 30.

ITEM 19. Enter the amount of “adjusted gross income” reported on line 31 of parents’ 1978 U.S. income tax Form 1040, or line 10 of Form 1040A. If parents will not file a 1978 U.S. income tax return, be certain to include in this item parents’ employment earnings, interest, dividends, and any other income received in 1978 that would normally be subject to tax. Do not include any amount reported in Item 20 or 21. Amount should equal the sum of Items 17A through 17E, minus Item 18.

ITEM 20. Enter the amount of social security benefits received by parents and student. The student’s benefits are also to be reported in Items 63 and 64.

ITEM 21. Enter the total of all other nontaxable income received by parents. Include: (i) Child support, welfare benefits, and unemployment compensation. (ii) Veterans benefits except educational benefits. (iii) Any other income which is not subject to income tax, such as interest on tax-free bonds; untaxed portions of pensions and capital gains; and military, clergy, and other subsistence and housing allowances.

Do not include: (i) Amounts received from student aid programs (educational loans, work-study earnings, grants, or scholarships); (ii) Social security benefits; (iii) Veterans educational benefits (GI Bill or War Orphans’ and Widows’ Education Assistance); (iv) “Adjustments to income” reported in Item 18.

ITEM 22. If the amount entered for 1978 is different by $2,000 or more than that entered for 1977, complete the shaded 1977 column for Items 17-21. Also, if the amount entered for 1979 is different by $2,000 or more from that entered for 1978, explain in Item 80.

ITEM 23. Enter parents’ U.S. income tax paid as reported on line 47 of 1978 U.S. income tax Form 1040, or line 13 of Form 1040A. Do not copy from a W-2 Form tax withheld. If parents will not file a 1978 U.S. income tax return, enter zero.

ITEM 24. If parents itemize deductions on their 1978 U.S. income tax return, enter the amount of “total deductions” reported on line 39 of Schedule A, Form 1040. If parents do not itemize deductions, enter a zero.

ITEM 25. If parents itemize deductions on their 1978 U.S. income tax return, enter the amount of state and other taxes reported on line 17 of Schedule A, Form 1040. If parents take a standard deduction or will not file a 1978 return, enter the total of state and local income, real estate, gasoline, salaries, personal property, and other taxes. Do not include U.S. income tax.

ITEM 26. If parents itemize deductions on their 1978 U.S. income tax return, enter the total of medicine, drugs, and other medical and dental expenses reported on lines 2a and b of Schedule A, Form 1040. If parents take a standard deduction or will not file a 1978 return, enter the amount of medical and dental expenses for parents’ household paid in 1978 which were not covered by insurance. Do not include the cost of medical and dental insurance premiums.

ITEM 27. If parents itemize deductions on their 1978 U.S. income tax return, enter the amount of casualty or theft losses reported on line 29 of Schedule A, Form 1040. If parents take a standard deduction or will not file a 1978 return, enter the amount of each loss not covered by insurance, due to theft or damage by fire, storm, or accident. Subtract $100 from the amount of each loss; add the net amount of each of these losses and enter the total.

ITEM 28. Enter the amount of elementary, junior high, and senior high school tuition and fees paid parents in 1978 (for all dependent children other than the student) included in Item 43. Do not report any amounts which were paid by scholarships or other forms of student aid.

ITEM 29. Enter the total amount of other unusual expenses such as payments for child support, expenses associated with a handicap, funerals, legal fees, and water, street, and sewer assessments. Itemize and give dollar amounts in Item 80.

## Parents’ Annual Income and Expenses (continued)

### POSSESSION, INCOME, AND EXPENSES

#### A. Percentage of ownership

#### B. Current assets (cash and other current assets less reserve for bad debts)

#### C. Fixed assets (present market value of land, buildings, equipment, and other fixed assets)

#### D. Total assets

#### E. Multiply total assets by percentage of ownership

#### F. Total indebtedness (mortgage on land and buildings and other business indebtedness)

#### G. Multiply total indebtedness by percentage of ownership

#### H. Total indebtedness

## FARM WORK SHEET

### A. Percentage of ownership

### B. Total assets (present market value of land and buildings, livestock, and other products)

### C. Multiply total assets by percentage of ownership

### D. Total indebtedness (mortality on farmland and equipment, other debts)

### E. Multiply total indebtedness by percentage of ownership

### F. Total indebtedness

## BUSINESS WORK SHEET

### A. Percentage of ownership

### B. Current assets (cash and other current assets less reserve for bad debts)

### C. Fixed assets (present market value of land, buildings, equipment, and other fixed assets)

### D. Total assets

### E. Multiply total assets by percentage of ownership

### F. Total indebtedness (mortgage on land and buildings and other business indebtedness)

### G. Multiply total indebtedness by percentage of ownership

### H. Total indebtedness

## PARENTS’ INCOME INFORMATION

ITEM 30. Enter appropriate information for father or stepfather.

ITEM 31. Enter appropriate information for mother or stepmother.
41. Indicate whether the 1978 U.S. income tax return figures provided in Items 1, 23, 27, and 42 are (1) from a completed return, (2) estimated, or (3) parents will file a 1978 U.S. income tax return.

42. If parents file a U.S. income tax return, the amounts reported on this form should be the same as reported in the corresponding items of parents' return. Parents are required to provide a copy of their return (and other documentation) before aid is awarded.

43. Enter the number of exemptions reported on line 7 of parents' 1978 U.S. income tax Form 1040, or line 6 of Form 1040A. If parents did not and will not file a 1978 return, enter zero.

44. Enter the total number of persons for whom parents will provide more than half support between January 1, 1979, and June 30, 1980. Include the student if a student's parents are not the student's parents, and parents' dependent children. Include only persons if they now live with and receive more than half their support from the parents. Do not leave blank and do not enter zero. List children and other dependents in Item 47.

45. Enter the appropriate number of persons reported in Item 43 who will be enrolled in a college, university, vocational or technical school, or other education program at a school other than a high school, during the 1979-80 academic year. If students are included in this item, provide in Item 60 the same educational information required for children and other dependents in Item 47.

46. Indicate whether student is included in number reported in Item 43.

47. Enter appropriate information for student and all children and other dependents included in the number entered in Item 43. Do not list parents.

48. If student's parents are separated or divorced, enter appropriate information for the other parent.

---

**Student's Income (Continued)**

Students should complete all items. Do not leave items blank. Enter zero where appropriate.

### Student's Income and Expenses

<table>
<thead>
<tr>
<th>Calendar Year 1978</th>
<th>Summer 1979</th>
<th>2 months</th>
<th>Estimated Academic Year 1979-80</th>
<th>8 months</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT'S WAGES, SALARIES, TIPS, ETC.</strong> (before taxes and other deductions)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>SPOUSE'S WAGES, SALARIES, TIPS, ETC.</strong> (before taxes and other deductions)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>OTHER TAXABLE INCOME (interest, dividends, etc.)</strong> (before taxes and other deductions)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>ADJUSTED GROSS INCOME</strong> (line 9 of IRS Form 1040 or line 10 of IRS Form 1040A) (Do not include any deductions)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>NONTAXABLE INCOME AND BENEFITS</strong> (See instructions)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>
| Do not include social security or veterans educational benefits reported in Item 6.

**FINANCIAL ASSISTANCE FROM STUDENT'S PARENTS**

| U.S. INCOME TAX PAID (line 4 of IRS Form 1040 or line 12 of IRS Form 1040A) | $ | $ | $ | $ |
| ITEMIZED DEDUCTIONS (line 3 of Schedule A, IRS Form 1040) | $ | $ | $ | $ |
| MEDICAL AND DENTAL EXPENSES NOT COVERED BY INSURANCE | $ | $ | $ | $ |
| CASUALTY OR THEFT LOSSES (See instructions) | $ | $ | $ | $ |
| UNREIMBURSED ELEMENTARY AND HIGH SCHOOL TUITION AND FEES FOR DEPENDENT CHILDREN | $ | $ | $ | $ |
| OTHER UNUSUAL EXPENSES | $ | $ | $ | $ |

Enter all amounts according to the column headings. Whenver an individual entry is more than one source, itemize and give dollar amounts in Item 60. The IRS figures on the FAF are for the 1978 U.S. income tax return. For summer 1979 and academic year 1979-80, provide best estimates.

---

**Student's Benefits**

<table>
<thead>
<tr>
<th>Calendar Year 1978</th>
<th>July 1, 1978 - June 30, 1980</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AMOUNT OF SOCIAL SECURITY BENEFITS TO BE RECEIVED</strong></td>
<td>$</td>
</tr>
<tr>
<td><strong>NUMBER OF MONTHS</strong></td>
<td>$</td>
</tr>
<tr>
<td><strong>AMOUNT OF VETERANS EDUCATIONAL BENEFITS TO BE RECEIVED</strong></td>
<td>$</td>
</tr>
<tr>
<td><strong>NUMBER OF MONTHS</strong></td>
<td>$</td>
</tr>
</tbody>
</table>

**ITEM 51.** Enter all other taxable income, including "interest income" (line 9 of student's U.S. income tax Form 1040, or line 5 of Form 1040A); "dividends" (line 10c of Form 1040, or line 9c of Form 1040A); and income other than wages, interest, and dividends (lines 11, 12, 14, 18, and 20 of Form 1040). Itemize and give dollar amounts in Item 80.

**ITEM 52.** Enter the amount of "adjusted gross income" reported on line 31 of student's 1978 U.S. income tax Form 1040, or line 10 of Form 1040A. If student (and spouse) will not file a 1978 U.S. income tax return, be certain to include in this item student's and spouse's employment earnings, interest, dividends and any other income received in 1978 that would normally be subject to tax. Do not include any income received as a result of employment provided by student aid programs. Do not include any amount reported in Item 53 or Items 63-66.

**ITEM 53.** Enter all non-taxable income and benefits received by student (and spouse) except social security benefits or veteran educational benefits reported in Items 63-66. Include:

- **Veterans benefits, except educational benefits reported in Items 65-66.**
- **Child support for student's children, student's welfare benefits, and unemployment compensation.**
- **Any other income which is not subject to income tax, such as tax-free bonds: untaxed portions of pensions and capital gains; and military, clergy, and other subsistence and housing allowances.**

**ITEM 54.** Enter the total amount of assistance estimated to be available from student's parents, including cash, gifts, and expenses paid by student's parents (such as food, clothing, and insurance). Do not include welfare benefits or child support received by parents of the student.

**ITEM 55.** Enter the total amount of assistance estimated to be available from spouse's parents, including cash, gifts, and expenses paid by spouse's parents (such as food, clothing, and insurance).

**ITEM 56.** Enter the total amount of grants, scholarships, educational loans, and earnings from student employment, including work-study, which has actually been awarded. Do not include any student aid for which you are now applying.

**ITEM 57.** Enter U.S. income tax paid as reported on line 47 of student's (and spouse's) 1978 U.S. income tax Form 1040, or line 13 of Form 1040A. Do not copy from a W-2 or Form 1099 form with withheld tax, if student (and spouse) will not file a 1978 U.S. income tax return, enter zero.

**ITEM 58.** If student itemizes deductions on the 1978 U.S. income tax return, enter the amount of "total deductions" reported on line 39 of Schedule A, Form 1040. If student does not itemize, enter zero.

**ITEM 59.** If student itemizes deductions on the 1978 U.S. income tax return, enter the total of medical, dental, and other expenses reported on lines 2 and 6 of Schedule A, Form 1040. If student takes a standard deduction or will not file a 1978 return, enter the amount of medical and dental expenses for student's household held in 1978 which were not covered by insurance. Do not include the cost of medical and dental insurance premiums.

**ITEM 60.** If student itemizes deductions on the 1978 U.S. income tax return, enter the amount of casualty or theft loss(es) reported on line 29 of Schedule A, Form 1040. If student takes a standard deduction or will not file a 1978 return, determine the amount of each loss not covered by insurance, due to theft or damage by fire, storm, or accident. Subtract $100 from the amount of each loss; add the net amount of each of the losses and enter the total.

**ITEM 61.** Enter the amount of elementary, junior high, and senior high school tuition and fees that student paid in 1978 for dependent children included in Item 70. Do not report any amounts which were paid by scholarships or other forms of student aid.

**ITEM 62.** Enter the total amount of expenses for housing, food, tax preparation, child care, taxes, etc., which are considered extraordinary. Also include the total amount of other unusual expenses such as payments for child support and alimony, expenses related to a handicap, funerals, legal fees, and water, street, and sewer assessments. Itemize and give dollar amounts in Item 80.
ITEM 65. Enter the amount of veterans educational benefits per month the student expects to receive between July 1, 1979, and June 30, 1980. Include only amounts that the student (not other members of the student's household) will receive from the G.I. Bill of Rights-World War Veterans' and Their Families assistance program, or a State-Wide or State-Wide Educational Assistance Program. If you are unsure of this amount, contact your local Veterans Administration office.

ITEM 66. Enter the number of months between July 1, 1979, and June 30, 1980, that exemptions reported in Item 65 are to be received.

ITEM 67. Enter the present amount of student's cash, savings, and checking accounts. Do not include land, buildings, machinery, equipment, inventories, etc. Also enter the present mortgage and related debts for which the farm assets are used as collateral. Do not include value of home even if part of farm property; report value of home only in Item 68. If student owns all or part of a business, enter the present market value of all business assets and liabilities. If student is married, Items 67-79 apply to both student and student's spouse. If student is separated or divorced, provide only information which applies to the student.

ITEM 68. Enter the present market value of student's home. Also, enter unpaid mortgage principal and related debts on student's home.

ITEM 69. Enter the total present market value of student's investments (stocks, bonds, and other securities) and other real estate. Also, enter total debts and unpaid mortgage principal on student's investments and other real estate. Report business or farm assets and debts only in Item 70 or 71.

ITEM 70. If student owns all or part of a business, enter the present market value of all business assets (including land, buildings, machinery, equipment, inventories, etc.). Also, enter the present mortgage and related debts for which the business assets are used as collateral. Do not include value of home even if part of business property; report value of home only in Item 68. If student is not the sole owner of the business, enter only the amount of his or her share of the total business market value and debt.

ITEM 71. If student owns all or part of a farm, enter the present market value of all farm assets (including land, buildings, machinery, equipment, inventories, etc.). Also, enter the present mortgage and related debts for which the farm assets are used as collateral. Do not include value of home even if part of farm property; report value of home only in Item 68. If student is not the sole owner of the farm, enter only the amount of his or her share of the total farm market value and debt.

ITEM 72. Enter the present amount of student's consumer indebtedness (such as debts or purchase of automobiles, appliances, and other consumer durables; and retail store and bank charge accounts).

ITEM 73. Do not include any expenses already entered in Items 57-62 or any debt entered in Items 68-72. Include only debt outstanding from 1977 or before. Include such past debts as medical and dental expenses; remaining business indebtedness if the business is not in operation; debts that may be claimed as personal exemptions on income tax returns; insurance; and other expenses for which there is no present market value.

ITEM 74A. Indicate whether the 1978 U.S. income tax return figures provided in Items 49-52, 57-60, and 74A are (1) from a completed return, (2) estimated, or (3) student will not file a 1978 U.S. income tax return.

ITEM 74B. Enter the number of exemptions reported on line 7 of student's 1978 U.S. income tax Form 1040 or line 6 of Form 1040A. If student did not file and will not file a 1978 return, enter zero.

ITEM 75. Enter the total number of persons for whom the student (and/or student's spouse) will provide more than one-half support between July 1, 1979, and June 30, 1980. Include the student, student's spouse and dependent children. Include other persons only if they now live with and receive more than one-half their support from the student. If student plans to marry, do not include future spouse in this item. Do not leave blank and do not enter zero. List spouse, children, and other dependents in Item 79.

ITEM 76. Enter the appropriate number of persons including the student reported in Item 75 who will be enrolled in a college, university, vocational or technical school, or graduate school.

ITEM 77. Enter the appropriate information for the student.

ITEM 78. Enter the appropriate information for the student's spouse.

ITEM 79. Enter appropriate information for spouse, dependent children, and other dependents included in the number entered in Item 75. Do not list the student.

ITEM 80. Explain any circled items and any unusual circumstances. If more space is needed, attach additional sheets of paper.

Institutions and Programs to Receive This FAF

ITEM 81. If you are applying for financial aid administered by institutions, states, and other programs and want them to receive copies of this FAF, enter the complete names, addresses, and CSS code numbers listed in Items 83-86 directly opposite the check box. Do not enter the BEOG Program in this item. If you are applying ONLY to the BEOG Program, leave this item and Items 82 blank and complete Items 83 and 84.

ITEM 82. Check the box next to the number of institutions and programs entered in Item 81 above and mail this FAF with check or money order for appropriate amount to the College Scholarship Service.

ITEM 83. The FAF may be used to apply for the BEOG Program. Indicate whether you authorize the CSS to release appropriate information from the FAF to the Program.

ITEM 84. Indicate whether you authorize the BEOG Program to release appropriate information from the FAF to other programs and want them to receive copies of the FAF.

Certificate of Authority

All persons providing information on the FAF should sign the Certification and Authority section. The form must be signed by the student, the student's spouse (if married) and, if parental information is provided, at least one of student's parents.

Signature in this item confirm that all information entered on this form is correct and that those signing agree to provide any documents requested to verify the information provided. Documentation may be requested before financial aid is awarded. Those signing should retain in their files all documents (copies of U.S. income tax returns, etc.) used to complete this form.

Enter the date the FAF was completed. Also enter the telephone number where the student may be reached in the event institutions or programs receiving the FAF need to obtain additional information or clarification.

To assist in the determination of financial need, it is presumed that those signing the FAF authorize release of the appropriate amount of tax return information to appropriate agencies.
ent's Information (continued) — All students should complete all items below. Do not leave items blank. Enter zero where appropriate.

**Student's Income and Expenses**

**Do not enter monthly amounts.**

<table>
<thead>
<tr>
<th>Calendar Year 1979</th>
<th>Summer 1979 3 months</th>
<th>Estimated Academic Year 1979-80 9 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

- **SALARIES, TIPS, etc.** (before taxes)
- **INCOME TAX PAID**
- **ITEMIZED DEDUCTIONS**
- **SPOUSE'S INCOME**
- **OTHER INCOME**
- **UNEMPLOYMENT AND INCOME BENEFITS**
- **UNUSUAL EXPENSES**

**Student's Benefits**

- **MOUNT OF SOCIAL SECURITY BENEFITS** to be received per month
- **MOUNT OF VETERANS EDUCATIONAL BENEFITS** to be received per month

**Student's Additional Information**

<table>
<thead>
<tr>
<th>Student's Entrees for 1978-80 if applicable</th>
<th>U.S. income tax return</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978</td>
<td>1979-80</td>
</tr>
</tbody>
</table>

**Student's Assets and Indebtedness**

**Savings and Checking Accounts** (Do not leave blank)

<table>
<thead>
<tr>
<th>Present Market Value</th>
<th>Unpaid Mortgage Principal or Debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

**INVESTMENTS** (stocks, bonds, and other securities)

**OTHER REAL ESTATE**

**Business Ownership**

**Employee Status**

**Other Dependents Enrolled in 1979-80**

**Spouse's Education**

**Spouse's Occupation**

**Spouse's Income**

**Spouse's Information**

**Spouse's Social Security Number**

**Spouse's Address**

**Spouse's Signature**

**Certification and Authorization**

1. I have read and understand the information in this form.
2. I certify that the information is true and correct.
3. I authorize the BEOG Program to release the appropriate information provided on this form to the appropriate third parties.
4. I authorize the CSS to transmit the information to the appropriate agencies.

**Explanations and Unusual Circumstances**

80. Use this space to explain all circled items and any unusual circumstances if more space is needed. Attach additional sheets of paper.

---

**Institutions and Programs to Receive This FAF**

- **NAME**
- **STATE**
- **CSS CODE NO**

**Basic Educational Opportunity Grant Program**

- **NAME**
- **STATE**
- **CSS CODE NO**

---

**Student's Benefits**

- **MOUNT OF SOCIAL SECURITY BENEFITS** to be received per month
- **MOUNT OF VETERANS EDUCATIONAL BENEFITS** to be received per month

---

**Basic Educational Opportunity Grant Program**

- **NAME**
- **STATE**
- **CSS CODE NO**

---

**Certification and Authorization**

1. I certify that the information is true and correct.
2. I authorize the CSS to transmit the information to the appropriate agencies.
3. I authorize the BEOG Program to release the appropriate information provided on this form to the appropriate third parties.
4. I authorize the CSS to transmit the information to the appropriate agencies.

---

**Student's Additional Information**

<table>
<thead>
<tr>
<th>Student's Entrees for 1978-80 if applicable</th>
<th>U.S. income tax return</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978</td>
<td>1979-80</td>
</tr>
</tbody>
</table>

---

**Spouse's Education**

**Spouse's Occupation**

**Spouse's Income**

**Spouse's Information**

**Spouse's Social Security Number**

**Spouse's Address**

**Spouse's Signature**

---

**Explanations and Unusual Circumstances**

80. Use this space to explain all circled items and any unusual circumstances if more space is needed. Attach additional sheets of paper.
The Basic Educational Opportunity Grant (BEOG) Program is a Federal student aid program designed to provide financial assistance, in the form of a grant (which need not be repaid) to those who need it to attend colleges and other institutions offering education beyond high school. The amount of the BEOG is determined according to your own and your family's financial resources. It is estimated that grants will range from $200 to $1,800 during the 1979-80 academic year.

This form may be used to apply for a BEOG and/or for financial assistance from institutions, states, and other programs. As a result of completing this form, you may be found eligible to receive BEOG assistance for any period of enrollment beginning July 1, 1979, through June 30, 1980.

To use this form to apply to the BEOG Program, you must check "Yes" in Item 3 and file the FAF after January 1, 1979. The CSS will forward the necessary information to the BEOG Program at no cost to you. The deadline for receipt of this form for purposes of applying to the BEOG Program is March 15, 1980. If you want, in addition, to have the CSS send copies of this FAF to institutions and programs, you must enter them in Item 81 and enclose the appropriate fee.

**STUDENT ELIGIBILITY**

You will be eligible for a Basic Grant if you meet all of the following criteria.

1. You have established your financial need for a BEOG by means of this form.
2. You will be enrolled at least half-time in an undergraduate course of study in an eligible program at one of over 6,000 institutions approved for participation in the BEOG Program.
3. You will not have previously received a bachelor's degree from any institution.
4. You are a U.S. citizen or meet the criteria stated in the instructions for Item 8.
5. You will have received no more than four full years of BEOG payments. Exception: You may receive BEOG assistance for five years only when the institution either: (a) designed the program of study leading to a bachelor's degree to be up to five years in length, or (b) required your enrollment in a remedial course of study which meant you were unable to complete the regular program in four academic years.

Within six weeks after you mail this form to the CSS, you will receive a Student Eligibility Report (SER) from the BEOG Program. The SER is the official notification of your eligibility for a BEOG and must be presented to the school you will attend to determine the amount of your grant. When you receive the SER, carefully read and follow the instructions it contains.

**BEOG SPECIAL CIRCUMSTANCES**

If you experience a dramatic change in income from 1978 to 1979, you may be eligible to apply for a BEOG based on estimated 1979 income from 1978 to 1979, only when the institution either: (a) designed the program of study leading to a bachelor's degree to be up to five years in length, or (b) required your enrollment in a remedial course of study which meant you were unable to complete the regular program in four academic years.

**ADDITIONAL INFORMATION**

If you would like to receive additional information on the BEOG Program, as well as general information on student financial aid, please write to: BEOG, Box 84, Washington, DC 20044. Ask for a copy of the Student Guide.

**NOTICE TO APPLICANTS**

**INFORMATION COLLECTED ON THIS FORM FOR BASIC GRANT PURPOSES**

Subsection (a)(3) of the Privacy Act of 1974 (5 U.S.C. 552a) requires that an agency inform each individual whom it asks to supply information: (1) the authority (whether granted by statute, or by executive order of the President) which authorizes the solicitation of the information and whether disclosure of such information is mandatory or voluntary; (2) the principal purpose or purposes for which the information is intended to be used; (3) the routine uses which may be made of the information as published in the Federal Register; and (4) the effects, if any, of not providing all or any part of the requested information.

1. The authority for collecting the requested information is section amended (20 U.S.C. 1070(b)(1)(B)). Applicants are advised that, except as noted in paragraph 4, the disclosure of the requested information is mandatory.

2. This information is being collected in order to calculate a student's eligibility index under the BEOG. The eligibility index is one of the three factors used in determining the amount. If any, of the applicant's BEOG.

3. The "routine uses," as defined in 5 U.S.C. 552a(a)(7), which may be made of the information collected are: An applicant's name, address, social security number, date of birth and eligibility index will be provided to the institution of higher education which the applicant indicates he or she is attending or will attend and to the State scholarship agency to the applicant's state of legal residence if such an agency has an agreement with the Commissioner of Education permitting it to secure such information. Such information will be used by the institution in coordinating its program of student financial aid with the BEOG Program. Furthermore, on request, information may be provided to members of Congress who inquire on behalf of a student whose institution is or, where appropriate, on behalf of the parents of the student. In addition, the routine uses listed in Appendix B of 45 CFR 5B may be utilized.

4. Applicants must provide information for all of the following items in order to have their application for a BEOG award processed: Items 1-3, 5, 7, 8, 9B, 13-15, 83, and the Certification and Authorization section. In addition, if the applicant answers "Yes" to any question for any year in Items 11-15, then Items 14A, 17B, 17C, 19, 19B, 19C, 19D, 21, 21B, 22, 24, 26, 32, 40, 43, and 44 must be completed. If the applicant answers "No" to all years and in questions in Items 13-15, then Items 49, 1978, 50, 1978, 51, 1978, 53, 1978, 57-64 (1978), 65-71, 74A, 74B, 75 and 76 must be completed.

Students need not complete Items 6, 9A, 83 (institution choices), and 84; however, answering these items will facilitate the administration of state student assistance programs. Failure to answer Item 84 will be considered a "No" response to that item. Responses to all other items are voluntary with regard to the BEOG Program.

**USE OF SOCIAL SECURITY NUMBER**

Section 7(a) of the Privacy Act of 1974 (5 U.S.C. 552a) requires that when any Federal, State, or local government agency requests an individual to disclose his or her social security account number, that individual must also be advised whether that disclosure is mandatory or voluntary, by what statutory or other authority the number is solicited, and what uses will be made of it. Accordingly, applicants are advised that disclosure of their social security account number (SSAN) is required as a condition for participation in the BEOG. In view of the practical administrative difficulties which the program would encounter in maintaining adequate program records without the continued use of the SSAN, the SSAN will be used to verify the identity of the applicant, and as an account number (identifier) throughout the life of the grant in order to record necessary data accurately. As an identifier, the SSAN is used in such Program activities as: determining Program eligibility, certifying school attendance and student status; making grant payments under the alternative disbursement system, and verifying grant payments.

Authority for requiring the disclosure of an applicant's SSAN is grounded on section 7(a)(2) of the Privacy Act, which provides that an agency may continue to require disclosure of an individual's SSAN as a condition for the granting of a right, benefit, or privilege provided by law where the agency required this disclosure under statute or regulations prior to January 1, 1975, in order to verify the identity of an individual.

The Office of Education has, for several years, consistently required the disclosure of SSAN numbers or the SSAN is determined according to the necessary BEOG documents. (See section 411(b)2 of Title IV - A - 1 of the Higher Education Act of 1965, as amended (20 U.S.C. 1070(b)(1)(B)).

In addition, it should be noted that the social security account number of a parent is also required. Parents are advised that disclosure of their SSAN is voluntary and failure to provide it will not affect the applicant's eligibility for a BEOG award. Parents' SSAN will be recorded only on the application form itself and will not be maintained in any other system of records. Its use will be restricted to a sample of cases which may be used for further verification of information reported on the application by the applicant and/or parents.

If you are not applying to the BEOG Program, provision of your SSAN is optional, however, because many of those who complete the FAF have similar names, the SSAN is most helpful, and often critical, in assuring proper identification of an individual student by the CSS and by institutions and programs using the FAF. You are, therefore, strongly encouraged to provide your SSAN.