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Independent Living Research Utilization Proposal for Support [1983]

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A COMPREHENSIVE INFORMATION AND TECHNICAL SUPPORT CENTER

Proposal for Support

Submitted By

Lex Frieden
Director
Independent Living Research Utilization Project
The Institute for Rehabilitation & Research
Houston, Texas

August 2, 1983

BACKGROUND AND DESCRIPTION OF PROGRAM:

Independent living, as it relates to severely disabled people, means making decisions which affect one's own life and being active in the mainstream of community life. Goals of independence for severely disabled people are potentially the same as those for anyone else. They may include having a family, owning a home, having a good education and a good job, having nice clothes, traveling, and having good friends. However, severely disabled people are often prevented from reaching these goals by physical, psychological, social, and environmental barriers. Because their abilities are limited in some possibly unimportant ways, disabled people are often treated like dependent children. They are nursed, sheltered, fed, clothed, and generally prevented from making decisions, assuming responsibility, or taking risks.

In the early 1970's, small groups of disabled people banded together to break away from artificial and forced dependency. Using peer support to overcome basic insecurities and to generate enthusiasm and ideas, these groups attacked the traditional barriers to independence and developed community-based service delivery systems and alternatives to established institutional models. As members of these groups became more independent, other severely disabled people who were watching them and hearing of their successes began the transition to independence themselves.

As more people advocated for independent living, and as the need for independent living services grew, formalized programs designed to facilitate independent living were established in some communities. These programs took the form of community service centers, residential programs, and transitional programs. Most of them were managed and operated by consumers (severely disabled people), and most of them were funded by a variety of sources including private donations, foundation grants, and demonstration grants from state and federal rehabilitation agencies. By 1978, independent living programs had demonstrated the ability to help disabled people live comparatively independent lives in their communities. As a result, Public Law 95-602, the Rehabilitation Act Amendments of 1978, was passed with a section (Title VII) which authorizes federal support for independent living programs in all 50 states. Since Part B of Title VII was funded five years ago, nearly 200 independent living programs have been established under this authority. In addition to these, approximately 30 programs have been established by other means.

As in most emerging fields, the need for organized information exchange by independent living programs is great. Staff of newly formed independent living programs need information on implementation and operation of effective programs from those with experience. State and federal agency personnel need background information to understand the uniqueness of independent living programs in order to work with them. Public and private agency counselors working in communities where independent living programs are located need information on how to utilize this new service effectively for their clients. New information is urgently needed about independent living programs that

have been successful in interfacing with community resources, where there has been effective service delivery to disabled persons, and where efficient management of a complex service delivery system has been accomplished.

The need for information signals an array of associated needs including technical assistance, consultation, research, research materials, and so on. The Independent Living Research Utilization (ILRU) Project at The Institute for Rehabilitation and Research (TIRR) has been a leader in meeting these needs for the independent living field. A recent federal publication calls ILRU "the best resource for information and technical assistance on independent living programs" (Programs for the Handicapped, 1980). Among its accomplishments, ILRU has developed a generally accepted glossary of terms related to independent living and a standardized method for categorizing and identifying independent living programs. It has produced a widely used videotape which showcases six model independent living programs, and another videotape which demonstrates peer counseling techniques and individualized program planning methodology. It has sponsored two national conferences and five bi-regionals conferences on independent living, and it has been involved in producing a number of local and statewide workshops and seminars.

ILRU has published and distributed a Sourcebook on independent living and a series of technical reports entitled Issues in Independent Living. It has developed, updated, maintained, and disseminated a Registry of Independent Living Programs, a Directory of Independent Living Programs, and List of Training and Research Projects in the field of independent living. It responds to more than 2,000 requests for information and technical assistance each year, and it stimulates the development of an international communications network on independent living through monthly mailings of its newsletter, ILRU Insights, to more than 3,000 individuals and groups worldwide. Sponsorship and funding for this work has been provided by the National Institute of Handicapped Research, the Rehabilitation Services Administration, the C. S. Mott Foundation, the Moody Foundation, and various other private organizations and state agencies.

In spite of its obvious productivity and success at meeting short-term objectives, ILRU has been unable to develop and implement long-term plans for research, training, technical assistance, or information transfer and utilization. This is due, in large part, to the unstable nature of grant funding and the consequential reticence of project staff to make commitments which require more than 12 months to complete, or which raise expectations within the field of ongoing service or products. For example, ILRU has avoided becoming involved with program evaluation efforts that may require several years to complete, cooperative multi-year training ventures, and publication of journals or magazines.

Last year, TIRR and Baylor College of Medicine supported an effort by ILRU to produce a multi-year funding strategy and work plan. The results of this project indicate that ILRU should continue to seek support for short-term work from a variety of sources. However, it should also have a comparatively stable

source of core support or sponsorship which will allow project staff to conscientiously become involved in multi-year research, training, technical assistance, and information transfer efforts. The purpose of the proposed project is to implement a multi-faceted, multi-year effort by ILRU to support the emerging field of independent living. This support includes doing research and training, providing technical assistance and consultation, developing resource materials, providing information, referral, and clearing-house services, and generally fostering technology transfer and knowledge utilization.

PROJECT OBJECTIVES

- (1) To do research and maintain data related to the development of independent living programs in the United States.

Research will relate to cost benefits, management effectiveness, program productivity, individual client progress, and predictors of outcome. National registries of independent living programs, training and research projects in the area of independent living, and technical assistance resources for independent living will be updated and maintained by the project.

- (2) To provide technical assistance, training, consultation, and information to programs which are in the process of developing or providing independent living services to severely disabled individuals.

Training and technical assistance will be provided in the areas of independent living concept and definition, program types, service planning and program administration, board functions and responsibilities, personnel management and organization, and case planning and case flow management. Information, referral, and clearing-house functions of national scope will be undertaken by the project.

- (3) To develop training and educational resource materials related to independent living for international distribution.

Resource materials development activities will relate directly to project research and training activities, and will be designed to utilize and complement the products of those activities. Resource materials will be in the form of books, pamphlets, videotapes, posters, slide-sound shows, directories and monographs.

~~Call Agnes Magnino~~

For JC ed. found

AD supplement
rural 12

Enigma

Easter Seal Found.

PVA

Grub
Pie

Incher

adocate
writer

- f. how the project director fits into the project, and
- g. salary.

- Support staff. (Information includes the same as for the project director.)

Agency qualifications. Include information on:

- History of the agency and its accomplishments,
- Support from the community (letters of endorsement citing the need for the program and why you are the one to do it),
- Statistics from the community on the demand for and delivery of services,
- Previous grants and contracts awarded to your agency, and
- A detailed review of its performance in the area of grant proposals.

ACCD knows that securing grants can be highly rewarding. The more time and care you invest in preparing a proposal, the greater are your chances of securing funds, and ultimately implementing your project.

Grant monies can be used for multiple projects. One of the most common uses of grant money is to conduct workshops. A successful workshop can give advocates new tools to strengthen their position in the community and the nation and can develop closer bonds among consumers and agency personnel. Some state and federal agencies give grants primarily for this purpose. **Chapter 4** tells you how to plan, develop and evaluate workshops.

Letter of Initial Inquiry

November 30, 1978

Dear Mr. Evans:

I am interested in exploring the possibility of submitting a proposal in the area of Planning Effective Advocacy Programs for Disabled Citizens. I am in the process of developing a program that will explain to self-advocates how they can build local programs that will increase their effectiveness and visibility.

At this point, I need guidance from your office. If you believe this project is eligible for support under one of your programs, I would appreciate you forwarding to me a formal application and any additional information that can assist me. I would also appreciate any information on additional funding sources that could be appropriate for this program.

Sincerely,

Mr. John Doe

TWELVE BASIC STEPS IN THE FOUNDATION GRANT PROCESS

Once you have done your research on the proper foundations to approach; assured yourself that "your own house is in order" and written the proposal (See Section X "Proposal Writing") you are ready to go through the next 12 basic steps in the process.

- (1) Prepare a one-page summary of the project proposal
 - A. Define the problem
 - B. Your approach to solving it
 - C. Benefits of the solution
 - D. Amount being requested
 - E. Funding plans after grant expires
- (2) Secure an appointment with foundation director
 - A. By telephone, if possible
 - B. Second choice would be a letter
- (3) Check your board for linkage with foundation board
 - A. Ask him to accompany you on foundation visit
 - B. Secure permission to use your linkage's name
- (4) Check other sources for relationships with foundation
 - A. Fully inform them of what's in your proposal
 - B. Secure their willingness to support the proposal
- (5) Prepare a good background kit on your organization
 - A. Annual report
 - B. Latest Audit
 - C. Proof of non-profit status and IRS exemption
 - D. Roster of board with company affiliations
 - E. Very brief program description
- (6) Meet with the foundation executive or designate
 - A. Your objective is to get green light to submit proposal
 - B. Try (softly) to get reaction to proposal idea
 - C. Remember, the proposal can not be approved at this stage—but it can be killed
 - D. Check procedures, style, documentation and support the foundation might need
 - E. Be alert to detect areas of possible emphasis
 - F. Try to get as many suggestions as possible
- (7) Write brief thank you note following meeting
 - A. Write the foundation officer thanking him for his time and advise date to expect proposal. Keep in mind the foundation's deadline!
 - B. Write yourself a detailed report of meeting immediately after the meeting itself

C. If your board member was with you, get him to write a brief thank you note to his contact on foundation board praising cooperation of foundation staff. Ask for no special favors!

- (8) Pay careful attention to suggestions you received
 - A. Tie your final proposal as closely as possible to foundation goals, priorities and concerns
 - B. When appropriate use language and terms you heard
- (9) Have proposal (with correct number of copies per their policy) delivered to foundation as far in advance of next deadline as possible. That gives staff the time they need to prepare it for good board review
- (10) Cover letter to director upon submission, again thanking him for his courtesies in assisting you, signed by chairperson of your board. Indicate board involvement, commitment and support
 - A. Deliver it yourself, if possible
 - B. If not, have it hand-delivered
 - C. Ask when you might expect to hear from proposal (but, be patient!)
 - D. Copy your centers of influence who are involved
- (11) Write come-up-date in your calendar when reaction likely
- (12) Check to make certain your centers of influence have adequate proposal and background materials available

GIVE THE FOUNDATION A REASON TO FUND

There is one common denominator that appears in every foundation grant somewhere in the proposal or application process---a reason to fund that proposal was supplied to the foundation.

For the applicant, therefore, it becomes the number one goal---that reason to fund must be made clear. In fact, chances for success mount dramatically if multiple reasons are established.

The fact that you desperately need the money is not a reason to fund your proposal. It may be a reason from your point of view, but not from the donor's. Remember, it is the donor who makes the decision.

Foundations are not interested in funding your problems. They are, however, very interested in funding those proposals that pose a good potential solution to a problem in which they are deeply interested.

SUGGESTED OUTLINE FOR YOUR PROPOSAL

1. Your summary page
2. A brief Introduction
3. Outlining The Need
4. Your proposed solution
5. Evaluation component
6. Future funding plans
7. The budget

PROPOSAL ADDENDUM FOR DONOR REVIEW

1. Copy of your 501 (c) (3) tax exemption letter from IRS
2. Copy of most recent financial statement. If you have valid external audit that is best.
3. List of your board of directors, with their business or professional affiliation.
4. Copy of your most recent annual program report.

YOUR LETTER OF TRANSMITTAL

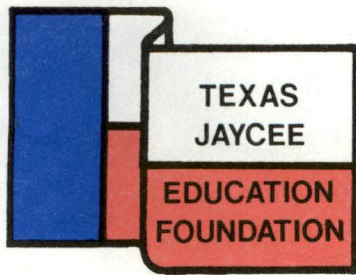
Even if you take the proposal in person to the foundation you should have with it a brief letter of transmittal.

Have the chairperson of your board sign that letter. It indicates board support and involvement in the proposal.

A single sentence can stress your solution to the need in which the foundation is interested---that is what you are selling!

That letter will remain with your proposal long after you have left the foundation office. All those good board names (with their companies listed) on your letterhead adds strength to the proposal.

Invite questions or even a visit from the foundation. They may take you up on it and when that kind of involvement results, you are on your way!



1706 West Belt North Houston, Texas 77043

(713) 461-1883

May 9, 1983

Mr. Lex Frieden
9667 Meadowvale
Houston, Texas 77063

Dear Lex:

It was a pleasure to have you attend and address our meeting last month. I believe I can speak for the board in saying that we are all impressed with your program and the success it has achieved. Your words, the book you distributed, and indeed you yourself provided us with additional insight as to the special needs of the physically disabled. I suspect that you could have considerable impact on the nature of our programs.

We are, as you know, hoping for your continued and increased involvement in our program and its promotion. I do hope that your attendance helped to answer any questions you may have about our program and persuaded you to become more involved. Should you have further questions I would be pleased to meet with you to further discuss our program. Feel free to call me at any time. My work and home telephone numbers are: (Bus.) 754-9077, (Res.) 474-4060.

Thanks for coming to our meeting.

Sincerely,

A handwritten signature in blue ink that reads "Stewart McAdoo".

Stewart McAdoo
Chairman

SM:cb

cc: Mr. Don Kincaid

A COMPREHENSIVE INFORMATION AND TECHNICAL SUPPORT CENTER

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Resource materials development activities will relate directly to project research and training activities, and will be designed to utilize and complement the products of those activities. Resource materials will be in the form of books, pamphlets, videotapes, posters, slide-sound shows, directories and monographs.

During the period ILRU has been in existence, the nations's set of unique programs, in which severely disabled people assist other disabled people to live more independently, has grown dramatically. From fewer than 30 programs in 1978, today there are more than 180 independent living programs throughout the nation, and this year, these programs will provide services to over 23,000 people with disabilities. Ten years ago, there were only three independent living programs in the U.S. serving roughly 500 severely disabled people.

Staff of the ILRU project have not only been in the position of closely observing the growth of the independent living field, but according to numerous letters of commendation, they have had a substantial role in affecting that growth.

ILRU is a national center for information, training, and technical assistance in the field of independent living.

INFORMATION

Annually, project staff respond to over 3500 letter and telephone inquiries from all over the nation and from many foreign countries. Inquiries range from the personal and specific--"My wife and I both have cerebral palsy. We presently live in Chicago but want to move to the Atlantic seaboard. Can you tell us if there are any independent living programs in that general area?"--to the academic and

general--"I am trying to gather information about programs serving mentally ill people, and I was referred to your program. Can you give me the names of any independent living programs serving mentally ill persons?" By the way, project staff were able to provide substantial information to both inquiries as a result of its ongoing independent living program-related research activities.

Information about independent living is also made available through the project's numerous publications, videotapes, and its monthly newsletter which has more than 1500 subscribers from all over the nation.

TRAINING

As the independent living field has grown, its training needs have necessarily altered, and ILRU project staff continually develop and conduct training seminars to meet these changing needs. One of the earliest need was for clarification of the concept of independent living, and ILRU staff traveled to five cities across the country, speaking to over 400 people from 40 different states. The current need is in the area of independent living program administration, and in 1979, ILRU staff developed a four day management training workshop for executive directors using simulation methodology. To date, over 100 top level administrators and state agency supervisors have been trained in principles of managing small, not-for-profit organizations. In addition, a board training

workshop was developed under ILRU supervision and has been used to train half a dozen independent living program boards across the country.

TECHNICAL ASSISTANCE

Technical assistance refers to training which has been tailored especially for a specific independent living program, and ILRU project staff have provided technical assistance to programs in 32 states. Typically, one or more project staff visit an independent living program, conduct a detailed assessment of various aspects of program operation, and provide formal feedback to the board of directors, executive director, and program staff on the program's strengths and weaknesses and on ways to improve the program. Last year, for instance, a staff member provided the usual two-day technical assistance session at the independent living program in Puerto Rico. As a result of that training, six members of the Puerto Rico program staff came to Houston for a five-day intensive training seminar developed by ILRU staff in which they discussed principles of service delivery with members of exemplary Houston organizations serving disabled people, including the Houston Center for Independent Living, Independent Living Lifestyles, the Center for the Retarded, Rehab III. Interestingly, only one member of the Puerto Rico program staff spoke English, and meetings were filled with pauses as the Houstonians' observations were translated for the Puerto Rican visitors. ILRU staff were told that one of the

most visually interesting meetings occurred when the Puerto Rico staff met with a member of the Houston Center for Independent Living's deaf center who has a severe hearing impairment. Each group had to pause to allow the other opportunity to have the comments interpreted. ILRU staff was assured that the communication barriers did not interfere with the exchange of information, and that the irony of the situation was appreciated by both parties.

ILRU PROJECT

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AUGUST 26, 1983

Halbridge / Dart

lectureship

fellowship

internship

seminar series

paper series (monograph)

chair

center

endowment

Jill Tarbel Makes Life More Accessible

By NICK FOLTZ
Of the World Staff

Jill Tarbel wants handicapped students at the University of Tulsa to be able to concentrate on academics without exhausting their energies getting about the campus.

A polio victim, Mrs. Tarbel in the mid-1940s became aware — painfully aware — of the problems of being a student who had to move about TU on crutches. Some of the classroom buildings had no elevators, only stairways.

And, like most campuses, the buildings were some distance apart.

Kindly professors understood when she was late arriving for classes. Some of her memories about the experiences of Jill

Zink, the psychology student paralyzed from the waist down, are not pleasant.

Three and one-half decades later, she has a lot to say about facilities for the handicapped at TU and there is one building in particular that gives her pride. It is John Zink Hall, named in honor of her father, the late Tulsa industrialist.

"Most architects have never been in a wheelchair," she said, and must be made aware of common barriers the handicapped encounter. When the Zink Foundation board — composed of Mrs. Tarbel, her brother, Jack Zink, his wife, Jacqueline, and Horace D. Dallaine — began thinking seriously of building a new structure at TU, Mrs. Tarbel also was giving serious thought about how to impress TU

officials with the "serious problems of the handicapped" on the campus.

She phoned Frank Tenney, a campus planner who is executive assistant to the president, and challenged him to experience TU as a person confined to a wheelchair.

"We spent about two or three hours going about from building to building in wheelchairs," Tenney said. "When we got through, my hands were raw ... You have to agree with Jill — she has a way of proving a point."

"I was showing him how miserable it can be out there for the handicapped. It was my way of telling him, let's not make any more mistakes (designing TU buildings)," Mrs. Tarbel said.

After the Zink Foundation

made the commitment to be the major donor for the \$2.7-million structure, TU made a concession on the location.

"When we found out it would house the Continuing Education Department we knew that it would be used by older people and the number of offices meant that a lot of women would be working there. We insisted on putting it in an area with ample parking that would be well-lighted at night," Mrs. Tarbel said.

The site was shifted south to Seventh Street and Florence Avenue. There are no curbs between the building's entrance and the parking area and it is no accident that ramps instead of stairs lead to the front door.

"The responsibility of spending money wisely is
See Woman on A-4



Photo by Steve Crane

Jill Tarbel motors past John Zink Hall on the TU campus.

Woman Alters TU Hall's Design

Continued from A-1

awesome," Mrs. Tarbel said. "Sometimes you have good institutions like TU with a big need and you might know somebody who needs help. The money has to go for the right things."

Some "things" that have been incorporated into Zink Hall include elevator buttons that can be operated by a person in a wheelchair, lower water fountains and restrooms with lavatories that permit use by a wheelchair operator.

Mrs. Tarbel pays a lot of attention to detail. "The handicapped have to have mirrors they can look into and towel racks they can reach."

She also has decided that lever handles would be better than doorknobs at some locations. "Some people have arthritis or hand weakness," she observed. "Levers will help them."

"When I was young, if you had a disabling condition and you could do things, that was fine. If you couldn't, you just stayed at home. The thing is ... you have to make places accessible for the handicapped or they will stay at home and

vegetate. Public assistance — is that what we want for them?"

Struck by polio at the age of 13 while she was a student at Horace Mann School, Mrs. Tarbel spent several years "off and on" in rehabilitation at Warm Springs, Ga., then returned to Tulsa. "I spent some time in a private school, but my father wanted me to go to public schools, so I switched to Will Rogers High."

Her parents, she said, encouraged her to be in the mainstream and did not overly indulge her because of her physical problems. "I remember falling down one day while I was with my mother and one of her friends. I had some trouble getting up and my mother's friend sorta bawled her out for not helping me. My mother simply said, 'I won't always be around to help Jill up. She's got to learn herself.'"

She sometimes gives speeches at public schools and offers advice on how the handicapped should be treated. "I tell them that eyeglasses are also for the handicapped and, since they treat their friends with eyeglasses like anyone else, why shouldn't they treat other people the same way — people

who have to use wheelchairs, guide dogs or crutches. They are friends, too."

Mrs. Tarbel has agreed to act as a "consultant" while TU builds an addition to a dormitory and has been asked to do the same by the River Parks Authority when it builds public restrooms. She has done similar consulting work for St. Gregory's College in Shawnee.

The foundation established by her father has made recent gifts to the Low Water Dam project on the Arkansas River, TU, Oklahoma State University's Century 21 Center, Hillcrest Medical Center and Philbrook Art Center.

Family members remember John Zink, not as a wealthy industrialist or philanthropist, but as a "great guy and a good friend," said Mrs. Tarbel, but his fame is hard to disregard. "I'm still living in the house I grew up in — my folks' old place out in Brookside," said the 58-year-old mother of four.

The Zink Foundation's gifts have the declared objective of raising the quality of life. "Dad would be proud to have his name on this building," Mrs. Tarbel said.

ILRU (INDEPENDENT LIVING RESEARCH UTILIZATION) PROJECT

Lex Frieden, Director
(713) 797-1440

P. O. Box 20095
Houston, Texas 77225

PROJECT OVERVIEW

The ILRU (Independent Living Research Utilization) project is a national center for information, training, and technical assistance for independent living. Its goal is to improve the spread and utilization of results of research programs and demonstration projects in the field of independent living.

Since ILRU was established in 1977, it has developed a variety of strategies for collecting, synthesizing, and disseminating information related to the field of independent living. ILRU project staff serve independent living programs, state rehabilitation agencies, federal and regional rehabilitation agencies, consumer organizations, rehabilitation service providers, educational institutions, medical facilities, and other organizations active in the field, both nationally and internationally.

Initially established by the Rehabilitation Services Administration, ILRU is now sponsored in part by the National Institute of Handicapped Research, U. S. Department of Education. Additional support for the project is provided by grants from both public and private sources and by sales of its products and services.

MAJOR ACCOMPLISHMENTS

- sponsored 12 major conferences of national scope, training more than 1,300 persons from all over the country;
- provided on-site technical assistance to independent living programs in 32 states and five foreign countries;
- distributed more than 21,000 books, pamphlets, posters, and videotapes related to independent living;
- developed a comprehensive set of definitions and a method for categorizing models of independent living programs;
- compiled and updated continually a national registry of independent living programs;
- directed the design of a comprehensive management training program using a simulation format for directors and administrative staff of independent living programs and other nonprofit service agencies; and
- designated and funded by the National Institute of Handicapped Research in May 1983 as a rural independent living research utilization center.

MAJOR SERVICES

- producing resource materials related to independent living;
- developing and conducting training programs on independent living issues; and
- providing technical assistance and consultation on independent living.

RESOURCE MATERIALS AVAILABLE

The following items have been produced by the project and are available for distribution. A complete list of ILRU resource materials may be obtained by writing the project.

- ILRU Source Book: A Technical Assistance Manual for Independent Living;
- On the Right Track: Foundations for Operating an Independent Living Program;
- Issues in Independent Living--A series of technical reports on issues related to independent living, such as deafness, mental retardation, evaluation, etc.;
- ILRU Insights--A national newsletter for independent living;
- Ball Bearings & Bent Spokes: A Consumer's Guide to Wheelchair Repair & Maintenance--a 30-minute, color videocassette;
- Independent Living: Six Model Programs--a 60-minute, color videocassette;
- Planning for Independent Living: Using the Individualized Independent Living Plan as a Counseling Tool--a 17-minute, color videocassette;
- America Needs All Its Citizens--a poster series depicting severely disabled people in non-stereotypical activities; and
- A Computerized Registry of Independent Living Programs in the United States.

USER GROUPS

ILRU is open to the public. Project staff will respond to all requests for information related to independent living. Fee schedules and price lists for ILRU services and products are available on request.

Regional Satellite

OTA Center

job description

Key person

asst. design training
curriculum

→ trainer

COG organizer / consult.

writing / pamphlets
monographs

asst. organize training
programs

serve on advisory boards,

printing / mailing /
distribution

arrange & help make
pres. @ statewide
org. meetings

(Catalog of Federal Domestic Assistance No. 84.133, National Institute of Handicapped Research)

Dated: March 5, 1984.

Madeleine Will,

Assistant Secretary for Special Education and Rehabilitative Services.

[FR Doc. 84-0440 Filed 3-9-84; 8:45 am]

BILLING CODE 4000-01-M

National Institute of Handicapped Research; Transmittal of Applications for Field-Initiated Research Projects, FY 1984

AGENCY: Department of Education.

ACTION: Application Notice for Transmittal of Applications for Field-Initiated Research Projects for Fiscal Year 1984.

Applications are invited for new Field-Initiated Research Projects for Fiscal Year 1984.

Authority for this program is contained in Sections 204(a), 204(b) (3-5), 204(b) (7-9), and 204(b)(11) of the Rehabilitation Act of 1973, as amended by Pub L. 95-602 (29 U.S.C. 762(a), 762(b) (3-5), 726(b) (7-9) and 726(b)(11)).

Closing date for transmittal of applications: Applications for grant awards must be mailed or hand delivered by May 21, 1984.

Applications delivered by mail: An application sent by mail must be addressed to the U.S. Department of Education, Application Control Center, Attention: 84.133, 400 Maryland Avenue, SW., Washington, D.C. 20202.

An applicant must show proof of mailing, consisting of one of the following:

- (1) A legibly dated U.S. Postal Service postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the U.S. Secretary of Education.

If an application is sent through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing: (1) a private metered postmark, or (2) a mail receipt that is not dated by the U.S. Postal Service.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying

on this method, an applicant should check with its local post office.

An applicant is encouraged to use registered or at least first class mail. Each late applicant will be notified that its application will not be considered. Applications received after the closing date also will not be considered in the review of the application.

Applications delivered by hand: An application that is hand delivered must be taken to the U.S. Department of Education, Application Control Center, Room 5673, Regional Office Building #3, 7th and D Streets, SW., Washington, D.C.

The Application Control Center will accept hand-delivered applications between the hours of 8:00 a.m. and 4:30 p.m. (Washington, D.C. time), daily except Saturdays, Sundays, and Federal holidays. An application that is hand delivered will not be accepted after 4:30 p.m. on the closing date.

Program information: The National Institute of Handicapped Research (NIHR) is authorized to support research and related activities under several program authorities.

This notice requests applications under the Field-Initiated Research program, a new program designed to encourage eligible parties to originate valuable ideas for research projects to further the purposes specified in the Act.

The final regulations for this program are published in this issue of the **Federal Register**. Awards are made under this program to State and public or private agencies and organizations including institutions of higher education.

NIHR is permitted to make awards for project periods of up to 60 months. It is the intention of NIHR to provide financial assistance to successful applicants through grants.

The purpose of the awards is for planning and conducting research, demonstrations and related activities. These activities have a direct bearing on the development of methods, procedures, and devices to assist in the provision of vocational and other rehabilitation services to handicapped individuals, especially those with the most severe handicaps.

Available funds: NIHR expects to fund approximately 40 grants with an average amount of \$75,000 under this program in Fiscal Year 1984, assuming a sufficient number of eligible applications and continued availability of funds.

However, this notice does not bind the U.S. Department of Education to fund projects in any or all of these areas, or to a specific number of grants or to the amount of any grant unless that amount is otherwise specified by statute or regulations.

Application forms: Application forms and further information may be obtained by writing to or calling the National Institute of Handicapped Research, U.S. Department of Education, 400 Maryland Avenue, SW., Switzer Building, Room 3070, Washington, D.C. 20202. (Attention: Peer Review Unit; (202) 732-1138).

Applications must be prepared and submitted in accordance with the regulations, instructions, and forms included in the program information packages. However, the program information is only intended to aid applicants in applying for assistance. Nothing in the program information package is intended to impose any paperwork, application content, reporting, or grantee performance requirement beyond those imposed under the statute and regulations.

(OMB #1820-0027; Expires 11/84)

Applicable regulations: Regulations governing the program include the following:

(a) Education Department General Administrative Regulations (EDGAR) CFR Parts 74, 75, 77, and 78, and

(b) Regulations governing NIHR in 34 CFR Parts 350 and 357, including the revisions published in his issue of the **Federal Register**.

Further information: For further information, contact, Ms. Gail Perry, National Institute of Handicapped Research, U.S. Department of Education, 330 C Street, SW., Switzer Building, Room 3070, Washington, D.C. 20202. Telephone: (202) 732-1138, TTY for deaf individuals (202) 732-1198.

(29 U.S.C. 762)

(Catalog of Federal Domestic Assistance No. 84.133, National Institute of Handicapped Research)

Dated: March 5, 1984.

Madeleine Will,

Assistant Secretary for Special Education and Rehabilitative Services.

[FR Doc. 84-0441 Filed 3-9-84; 8:45 am]

BILLING CODE 4000-01-M

6 2 2
4 5 3
5 2 4

CA proposal

Steel
Lined

1

My dear Mr. [illegible]

I have just received your letter of the 10th inst. and am glad to hear from you. I am well and hope this finds you the same. I have been thinking much of late about the future of our country and the state of our Union. It seems to me that we are passing through a critical period and that the result will determine whether we are to remain a united people or become a collection of warring states. I believe that the only way to preserve our Union is by maintaining the principles of liberty and justice for all. I am sure that you will agree with me in this. I am, Sir, very respectfully,
 Your obedient servant,
 [illegible]

16

OKG

✓✓

42

Handwritten musical notation on a single staff. The notation consists of several notes, including a half note and a quarter note, connected by a horizontal line. The notes are written in a cursive, handwritten style.

12.500

240

40

сх

3262



Row 1

Handwritten signature: *W. W. R.*

2

150

20

Proposal for Support

Adopted by the Board of Directors

The Board of Directors

James F. Friedman, President

Background and Description of Program

from info. sheet

+ indiv. descrip.

Describe staff

Project Budget and Statement
of Need

100
100
100

~~100~~

Elton Gulf Jarbel
Shell Abundant

comp.
- long inst.

100x
over 5 ca
gr.

most BR1/CSC
- long inst.

JE/PVA/ARR to JE/BR1
also care LAC 1 cat

Miss Maggie Shreve

rural demon. & util.
mail Data base &

info. service
publications -
newsletter, issues,
occasional mon.

training, TA &
consult

program eval. &
research

internat'l

AV	production	AV	5
RTF/Computer	2	AV	5
NHAP	1	mail	200
RA	20	pub	24
multimedia	18	data	22
sabs	6	TA	10
	3	inter.	18