

*United Community Demo Club*  
*2540 Blackton Drive*  
*San Diego, California, 92105*

UNITED COMMUNITY  
DEMO CLUB  
2540 BLACKTON DRIVE  
SAN DIEGO, CALIF. 92105

INTRODUCTION AND SUMMARY

The primary objectives of this document are:

- (a). To introduce the concept of an operational TRADES SCHOOL for the city of San Diego, California,
- (b). To highlight the moral, cultural, and economic values derived by the community from such a school,
- (c). To describe the fundamental operation of such an undertaking,
- (d). To list the people and general areas who would most benefit from the existence of such a TRADES SCHOOL,
- (e). To briefly describe some of the representative classes to be programmed,
- (f). To describe the method of student selection and rate of pay as the student progresses through the school,
- (g). To explain how graduate students would be assisted in obtaining employment, maintaining employment, and gaining further knowledge in his or her chosen field,
- (h). To present a proposed organizational chart, and
- (i). To present a proposed fiscal budget for the first twelve months of operation.

The secondary objective of this document is to awaken the South-east San Diego area to the need for long range employment planning and to enlist the assistance of individuals and/or organizations within the community in bringing a TRADES SCHOOL to this area.

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TABLE OF CONTENTS

- I. Need
  - A. Proposed Location
- II. Function
  - A. Proposed Organizational Chart
- III. Value to the Community
  - A. Fall-out values
- IV. Those receiving benefits
  - A. Directly
  - B. Indirectly
- V. Method of Selecting Students
- VI. Trades and Vocations to be taught
  - A. Class schedules (Typical)
  - B. Textbooks
  - C. Shops
  - D. Councelling
- VIII. Extended Classes
- IX. Job Placement and Follow-up
- X. Proposed Fiscal Budget
  - A. Rentals - Real estate & machinery
  - B. Equipment to be purchased
  - C. Supplies
  - D. Staff
  - E. Others
- XI. Staff duties
- XII. Assistance by Community

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I. NEED:

At the time this publication was prepared, it was reported that the overall employment in the United States had reached an all-time high. Slightly more than three percent of the national labor force was unemployed. San Diego County, it was reported, suffered from an overall unemployment of approximately five percent. Southeast San Diego, during this same period, suffered from the stigma of "Unemployment" to the tune of ten percent. If the Department of Labor can label San Diego while there was seven percent unemployment as a "distressed area", then I believe we can label southeast San Diego as a "Super Distressed area", and something should be done about it and done now!

Paradoxically, if we look at any current edition of the San Diego Union or Tribune, we will find that literally hundreds of jobs are available and many have been advertized for weeks with "No Takers". A closer look will show that many San Diego employers are seeking skilled and semi-skilled workers. Many of these jobs can be filled by graduates from a Trades School like the organization proposed herein. The trades referred to in the above include; automobile mechanics, automobile accessories installers, electricians, electronics technicians, junior and apprentice machinists, carpenters and various other disciplines that normally use trade school graduates and apprentices in these positions. A ~~TRADES SCHOOL~~ <sup>Community Skills Development Center</sup> would prepare many of the younger men and women from the Southeast San Diego area for these positions which are open and "begging" for takers.

A. Proposed Location:

For the reasons outlined above, it is proposed that ~~any organization~~ <sup>the Training Facility</sup> ~~coming from this proposal~~ be situated in the southeast area and more generally in the neighborhood of 37th and Imperial Avenue. This general area lies within the area of greatest need and would generally be accessible to any and all students who desired to take advantage of the organized training programs.

*Document needed!  
How many jobs  
and at what  
skill levels?*

## II. FUNCTION:

The primary functions of the TRADES SCHOOL, as proposed herein, are to:

- (a) Train the unemployed citizens of this community for employment in trades and vocations offering employment opportunities,
- (b) Find employment for graduating students in the areas in which they have been trained,
- (c) Maintain communication with employed graduates and assist as might be necessary to maintain steady employment,
- (d) Establish and conduct special training courses for any group of unemployed citizens in disciplines offering employment but where that particular trade or vocation is not a regular scheduled part of the school's curriculum, and
- (e) Provide advanced training to employed graduates in order that those so desiring might advance himself in his chosen profession.

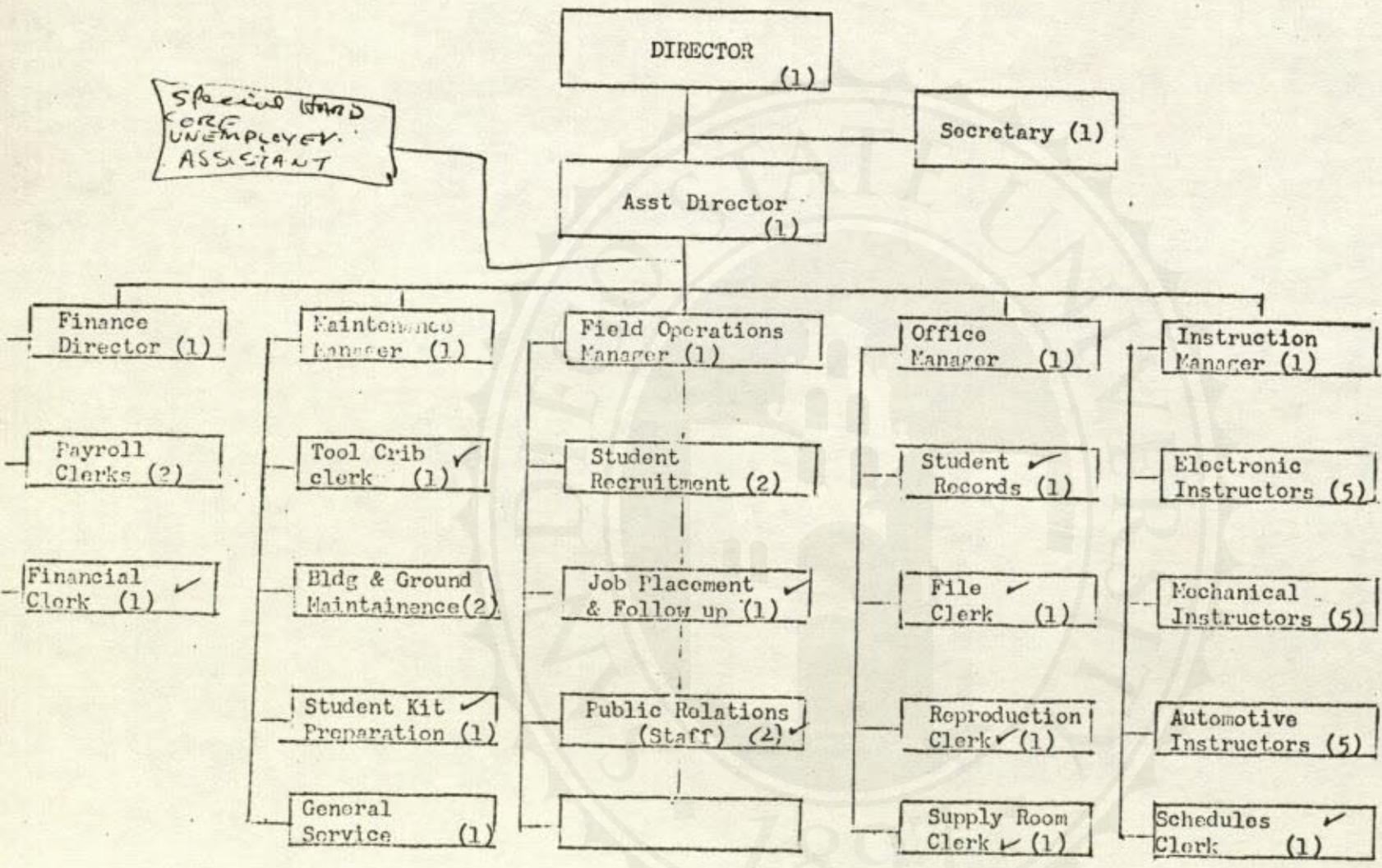
The TRADES SCHOOL, as set forth herein, will be under the overall guidance of a Director that has experience in industry, training, and human relations. The Director will be assisted by an Assistant Director who himself will be in training, Office Staff, Instructor Staff, Maintenance Staff and Field Assistants as shown in the Organization Chart on page four of this document.

It is to be understood that all permanent positions on the staff will be filled by local residents whenever possible and these people will, in a sense, be in training.

Positions such as maintenance, kit preparation, file clerks, tool crib attendants, laboratory assistants and others requiring small amounts of physical effort will be filled by local residents who, for reasons of age or physical disability, cannot find employment in the regular areas of employment.

*Could be attractive  
point if expanded  
to include use  
of his representation  
of hand-care  
unemployed for  
"supportive services"  
motivation,  
basic education  
instruction.*

*How many  
people might get  
jobs this way?*



ORGANIZATIONAL CHART- ( Proposed )

TOTAL 41

2540 BLACKTON DRIVE  
 SAN DIEGO, CALIF. 92105  
 UNITED COMMUNITY  
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*There must be a simpler way of saying this.  
Why not eliminate this complicated table.*

MONTH

	1	2	3	4	5	6	7	8	9	10	11	12
Class 1 80			(E) 24	24	22	20	18	16	Class 4 80	(E)24	22	20
			(M) 24	24	22	20	18	16		(M)24	22	20
			(A) 24	24	22	20	18	16		(A)24	22	20
				(E) 24	24	22	20	20	18	16	Class 5 80	(E) 24
			Class 2 80	(M) 24	24	22	20	20	18	16		(M) 24
				(A) 24	24	22	20	20	18	16		(A) 24
							(E) 24	22	20	20	18	16
						Class 3 80	(M) 24	22	20	20	18	16
							(A) 24	22	20	20	18	16
												16
												16
												16
Student loading	80		72	146	132	200	180	200	180	200	180	180
Graduates							48		48		48	48
Instructor loading	3	3	6	6	9	9	12	12	15	15	15	15
Staff:	24	24	24	24	24	24	24	24	24	24	24	24
TOTAL JOBS	24	27	107	102	176	165	233	264	236	267	239	267

Note: The Director will utilize the first two months setting up the school facilities, preparing lesson plans and getting records, files and equipment in readiness for classes.

The first class of 80 students are all on the same subjects:  
(E) - Electrical  
(M) - Mechanical  
(A) - Automotive

4-4

150

507

A. R. Reed  
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UNITE...  
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Figure 1: Typical class schedule and personnel loading for the first twelve months.

III. VALUE TO THE COMMUNITY:

The value of a [TRADES SCHOOL] as proposed herein, to a community that is suffering from a high rate of unemployment, cannot be expressed in monetary values alone. In addition to preparing the unemployed citizens for gainful and satisfactory employment, such a school would add to the cultural and material value of any community. Such an [organization] would directly contribute to an overall increase in community income thereby increasing the amount of taxes available for collection which in turn would result in more and better services to and by the community. Other values are too obvious to mention. *No they aren't!*

*How would it? Just school type fee!*

An important <sup>*"spin off" in a better word as it does have had consideration*</sup> [Fallout] of any institution of learning is the accompanying decrease in the local crime rate thus decreasing the costs of local police and fire protection. *Not permanent point!*

It is an established fact that a large percentage of TRADES SCHOOL graduates, once they have graduated and gained employment, have not been satisfied to remain in the technical ranks and have consequently continued their education in Colleges and Universities until they have earned degrees and became persons of "Professional Status". This additional impetus was a direct result of the "New Lease on Life" provided by the Trades School.

A. Fall-Out Values:

The fall-out values derived from such a TRADES SCHOOL are:

- (a) Better living conditions due to the presence of steady incomes,
- (b) Lower crime rates due, primarily, to the absence of "Idleness",
- (c) Increased local, state, and federal taxes due to the increased income.
- (d) More and better services due to the increased tax income,
- (e) Decreased costs of operating Police and Fire Departments, and
- (f) The overall elevation of the general community welfare due to the elevation of the general level of knowledge of the citizens.

IV: THOSE RECEIVING BENEFITS:

All members of a community will benefit from the presence of a TRADES SCHOOL. A number of particular benefits were set forth in Section III.

A. Directly:

Those deriving direct benefit from such a TRADES SCHOOL would be the students and the families of students since the student would earn a salary while attending school and would find gainful employment upon graduation. Those persons who would be employed by the TRADES SCHOOL in capacities that did not require advance training or physical exertion. It is anticipated that some of the full time employees of the school will gain enough knowledge and experience in their normal duties that they too will become highly desired employees by private industry.

It is planned that all students will be paid at the rate of \$ 1.50 per hour during the first two months of training with an advance to \$ 2.00 per hour during the third and fourth months and a final increase to \$ 2.50 per hour during the last two months. The increases in wages will be dependent upon the student satisfactorily completing the work in each month before progressing to the next month. For instance, a student who did unsatisfactory work in the second month of training and was forced to repeat that month would not receive the increase in salary during his third month of training since he would still be classified as a "Second Month Student". It is hoped that the automatic increases will act as an incentive to the student to make satisfactory grades and progress as rapidly as possible. The rate of \$ 2.50 per hour is set to provide the student with better bargaining power when he leaves the school and goes to industry for employment.

B. Indirectly:

Indirect benefits would accrue to the community in general, as described heretofore.

VI. (Continued)

A: Sample Class Schedules:

All classes would be conducted on the 50-minute class period with a ten minute break between classes. Four hours of classroom lectures, shop, or supervised study will constitute the morning class schedule which will be followed by a one-hour lunch break and then another four hour session of classroom lecture, shop practice and supervised study.

Each student, during the first month, will have not less than four hours counselling by an accredited counsellor who will assist the student in selecting the discipline in which he could do the best work.

Based on a one-hundred-seventy hour month, the student would spend his or her first month as follows:

Mathmatics	40 hours
Basic Physics	20 hours
Basic Electricity	20 hours
General Lecture	20 hours
Counselling	4 hours
Shop- Electrical	19 hours
Shop- Mechanical	19 hours
Supervised study	8 hours
Basic Mechanics	<u>20 hours</u>
TOTAL	170 hours

At this point the student and his or her counsellor would know which of the trades or disciplines would most benefit the student and the remaining five months would consist of specific and condensed training in that area.

V. METHOD OF SELECTING STUDENTS:

The school will be open to any person living in San Diego County who is of employable age, regardless of sex or physical attributes. The primary requirement is that the student be of employable age and desirous of learning a trade.

The Manager of the Field Operations Group will cause the eligible candidates in the southeast area to be contacted, interviewed and catalogued, and at the beginning of each class the Public Relations Department will cause the class opening and student availability to be broadcast over radio and television stations as well as advertized in the local newspapers. Field workers will contact eligible candidates and urge participation in the training programs. The [Ministry] and certain Labor officials have already been contacted and all have promised their fullest cooperation in getting the local citizens to take advantage of the school.

VI. TRADES TO BE TAUGHT:

The courses to be taught in the TRADES SCHOOL are designed to produce graduates who are qualified to become apprentices in the three general areas of:

- (a) Electricity and Electronics,
- (b) Machinists and Machine Overhaul (or Repair), and
- (c) General Automotive Mechanics.

A careful study of available jobs in the San Diego area will show that these three disciplines are, at this time, most in demand. It is anticipated that the school will have the necessary flexibility to establish and conduct special short courses in any discipline that might suddenly become an area of employment opportunity such as power sewing machine operators, carpentry etc.

All students, regardless of final disposition, will be subjected to a one-month course in simple mathematics, elementary physics, elementary electronics, fundamental mechanics and general counselling before being permitted to enter

VI: (Continued)

A typical schedule for students following the Electronics Discipline would be as follows:

Second Month Electronics Schedule (Typical)	
Mathmatics- (Equations, powers of ten etc.)	40 hours
Electrical Components- (Inductance, Resistance, etc)	20 hours
Simple Series Circuits- (D.C.)	15 hours
Simple Parallel Circuits - (D.C.)	15 hours
Introduction to Power Concept-	8 hours
Simple Compound Circuits -	25 hours
Shop Practice -	25 hours
Shop Safety -	2 hours
Supervised Study	8 hours
Troubleshooting simple Circuits	12 hours
Third Month Electronics Schedule (Typical)	
Troubleshooting Series & Compound circuits	10 hours
Mathmatics - (Units, Ohm's Law, Special Products etc.)	40 hours
Introduction to A.C.Theory	20 hours
Simple Series Circuits (AC)	20 hours
Simple Compound Circuits (AC)	20 hours
Parallel Circuits (AC)	20 hours
Shop Practices and Practice	20 hours
Shop Safety	2 hours
Troubleshooting AC/DC circuits	10 hours
Supervised Study	8 hours
Fourth Month Electronics Schedule (Typical)	
Mathmatics - (Simultaneous Linear Equations )	30 hours
Motors & Generators - (DC and AC)	40 hours
Simple Power Supplies	12 hours

(Continued)

Fourth Month Electronics Schedule (Continued)

Introduction to Vacuum Tubes	12 hours
Power Determination	12 hours
Safety Practices	4 hours
Shop Practice and Experiments	50 hours
Blueprint Reading	10 hours

Fifth Month Electronics Schedule (Typical)

Mathematics - (Exponents & Radicals, Quadratics)	20 hours
Introduction to Transistors	12 hours
Vacuum Tube and Transistor Circuits	20 hours
Oscillators, Amplifiers, Rectifiers, Switches & Diodes	20 hours
Principles of sweep circuits, clippers, feedback	20 hours
Electronic Service Equipment - (Oscilloscopes, Meters etc.)	12 hours
Troubleshooting Electronic Circuits-	40 hours
Shop Practice	14 hours
Safety Procedures	2 hours
Schematic practices	10 hours

Sixth Month Electronics Schedule (Typical)

Troubleshooting Practice -(TV, Radio, Motors; Generators, Lighting Circuits, automatic controls, Power Distribution etc.)	80 hours
Introduction to Printed Circuits	8 hours
Manufacturing Practices- (Inspection, Quality Control)	12 hours
Introduction to High Voltage Circuits	12 hours
Safety Practices & Procedures	4 hours
Report Writing	8 hours
Servo-Mechanisms	12 hours

(Continued)

VI: (Continued)

Introduction to the System Concept	20 hours
Obtaining and holding a job in Industry	4 hours
Supervised Study	8 hours
Preparing for Graduation	2 hours

GRADUATION

Second Month Schedule for Mechanical Students-(Typical)

Mathmatics - ( Equations, Powers of Ten etc.)	40 hours
Shop tools - hand- (Micrometers, Calipers, drills etc )	20 hours
Layout Procedures	12 hours
Shop Practices	40 hours
Shop Tools- Power- (Drills, saws, grinders etc.)	20 hours
Shop Practices	20 hours
Shop Safety	2 hours
Reading Blueprints	10 hours
Supervised Study	6 hours

Third Month Schedule for Mechanical Students - (Typical)

Mathmatics - ( Units, Products & Factors)	40 hours
Shop Equipment- Manually Operated - (Brakes, Formers etc)	20 hours
Shop Practices	40 hours
Shop Tools - Power - (Screw and Thread Machines. Lathes )	20 hours
Shop Practice	40 hours
Shop Safety	2 hours
Supervised Study	6 hours
Specifications	2 hours

Fourth Month Schedule for Mechanical Students (Typical)

Mathmatics -(Simultaneous Linear Equations)	30 hours
Precision Grinding and Drilling	20 hours
Shop Practices	40 hours
Advanced Blue Print Reading	10 hours
Shop Safety	2 hours
Moving Machinery - (Loaders, Creepers and Portable Eqpt)	10 hours
Shop Practices - (Equipment teardown, repair and reinstall)	20 hours
Troubleshooting Mechanical Equipments	20 hours
Translating Ideas into Hardware	12 hours
Supervised Study	6 hours

Fifth Month Schedule for Mechanical Students (Typical)

Mathmatics - (Exponents, Radicals and Quadratics)	40 hours
Advanced Blueprint Interpretation	12 hours
Precision Cutting- tolerances	40 hours
Metal Forming-	12 hours
Metal Characteristics and Uses	18 hours
Shop Practices	40 hours
Safety Practices	2 hours
Supervised Study	6 hours

Sixth Month Schedule for Mechanical Students (Typical)

Gear Types, Ratios and Applications	40 hours
Exotic Metals and Their Applications	20 hours
Shop Practices with Exotic Materials	40 hours
Bearings and their Applications	12 hours
Report Writing	8 hours
Safety Procedures	4 hours
Advanced Machines Planers, Revolvers, Tappers etc	20 hours

Sixth Month Schedule for Mechanical Students - (Continued)

Getting and Holding a Job in Industry	4 hours
Filling out Shop Activity Reports	4 hours
Manufacturing Procedures - Quality Control, Inspection	8 hours
Care of Tools and Equipment	4 hours
Supervised Study	6 hours

GRADUATION

Second Month Schedule for Automotive Students - (Typical)

Lubrication Systems - Classroom	20 hours
Shop Practice - Lubrication Systems	20 hours
Suspension Systems - Classroom	10 hours
Suspension Systems - Shop	8 hours
Bearings - Classroom	8 hours
Bearing inspection & Care- Shop	12 hours
Wheel Alignment - Toe, Camber and Caster - Classroom	16 hours
Wheel Alignment & Balance - Shop	24 hours
Using the Manufacturer's Manual	12 hours
Safety Procedures - Shop	16 hours
Reports	4 hours
Supervised Study	4 hours
Troubleshooting- Shop	16 hours

Third Month Schedule for Automotive Students - (Typical)

Ignition and Wiring Systems - Classroom	30 hours
Ignition and Wiring Systems - Shop	50 hours
Carburetors - Carter, Holly and others	40 hours
Carburetors - Troubleshooting and adjustments	40 hours

(Continued)

Third Month Schedule for Automotive Students - (Continued)

Safety Procedures	4 hours
Supervised Study	6 hours

Fourth Month Schedule for Automotive Students (Typical)

Internal Combustion Engines - Two and Four Cycle	40 hours
Internal Combustion Engines - 4, 6, & 8 Cylinder	40 hours
Shop Practice- Engine Teardown and rebuild	80 hours
Timing Methods	4 hours
Supervised Study	6 hours

Fifth Month Schedule for Automotive Students - (Typical)

Fuel Systems- Classroom	8 hours
Cooling Systems - Classroom	8 hours
Shop Practice - Fuel & Cooling Systems	10 hours
Power Transmission Systems - Classroom	24 hours
Shop Practice - Power Transmission Systems	24 hours
Diagnosing trouble in Engines	12 hours
General Troubleshooting of Automobile	70 hours
Filling out Reports	8 hours
Supervised Study	6 hours

Sixth Month Schedule for Automotive Students - (Typical)

Braking Systems - Classroom	12 hours
Braking Systems - Shop	12 hours
Simple Welding - Classroom and Shop	16 hours
General System Troubleshooting	80 hours
Getting and Holding a Job	6 hours
Reports	4 hours

(Continued)

Sixth Month Schedule for Automotive Students ( Continued )

Introduction to Automotive Air Conditioners	8 hours
Introduction to Hydromatic Transmissions	8 hours
Air-Cooled Engines	12 hours
Torqueing Bars	4 hours
Shop Safety	2 hours
Supervised Study	6 hours

GRADUATION

In addition to the orderly transition from simple to more complex tools and systems, students in all of the classes will be required to perform a series of experiments that will have been designed to insure that the progress of the student is thorough. For instance, Electronic Students will be required to conduct experiments that are designed to give the student practice in the general areas of component layout, soldering techniques, wiring practices and other important electronic practices.

VI: (B) Textbooks:

1. Electronic textbooks will be the popular "Basic Electronic Series" second edition by ZBAR & SCHILDKRAUT
2. Mathematics textbook will be "Mathmatics for Radiomen & Electricians" by L.C. COOK
3. Mechanics textbooks will be those applicable to the subject from the "AUDEL'S SERIES".
4. Automotive Textbooks will be those applicable from the "AUDEL'S SERIES", and selected "Manufacturer's Maintenance Handbooks" from at least three of the major automobile manufacturers.

VI: (C) Shops

The Electronics shop will consist of not less than six work benches that are wired for 28 volts d.c. and 117 volts A.C., with sections such that four students could perform experiments and/or do "School Tasks" without causing interference to his or her neighbor. Each student will have an area for placing an oscilloscope, signal generator, vacuum-tube voltmeter, bridge and personal hand tools. Adjacent to, or near to the shop will be a Master Electronics Stock Issue room. The student, by depositing one of his personal tool chits, will be issued necessary components and/or tools to perform a particular experiment or test. Upon completion of the work to be performed, the student will return the tools and/or components and receive his "tool chit".

The electronics shop will have a full time assistant instructor to watch after the safety of the students and government property, and to assist the regular instructor in the normal routine of the shop during classtime.

The Machine shop will be equipped with foot and power metal brakes, power grinders, drill presses, circular and band saws, thread & screw machine, lathes and cutting machine. The mechanical tool crib will be equipped with assorted hand tools, micrometers, inside and outside calipers, working stock of various grades of aluminum, galvanized metal and copper plate. The student will draw tools and supplies from the stockroom by first depositing his "Tool Chit" and getting the necessary tools and/or parts. Upon completion of the job, the tools and/or parts may be exchanged for the "Tool Chit".

The Automotive Shop will be equipped similiar to a well stocked service station and an automotive stock issue room will be located nearby where tools and parts may be drawn by the student by the "Tool Chit" method. In addition, the shop will contain one used automobile, one 6-cylinder and one 8-cylinder engine mounted for instruction purposes.

VI: (Continued)

(D) Counselling:

All student counselling will be conducted by a formally trained, experienced and capable counsellor. Each student will have not less than four hours of counselling during the first four months to insure that the student is pursuing the proper studies and that good communication exists between the student and the instructor (s).

VIII: EXTENDED CLASSES:

Extended classes ( 7 to 10 P.M.) will be made available to graduate and other qualified students during the second year. The budget, as described in this document, does not provide for any extended classes.

IX: JOB PLACEMENT AND FOLLOW-UP:

At the beginning of the third month, the job placement personnel who have been trained by the TRADES SCHOOL staff, will contact all available employers in the San Diego area and acquaint the Personnel Managers of these organizations with the type, quantity and quality of GRADUATES the SCHOOL will have available and the dates they will be free for interviews. The Job Placement Personnel will maintain an accurate and up-to-date file of "Positions Available" and maintain contact with the Personnel Managers until students are placed in gainful jobs.

After the first graduate students are out in industry, the job placement personnel will maintain contact with that student or those students and make every effort to assist him or her in their new environment in order that he or she will remain employed.

Job Placement Personnel will maintain accurate records of each student with regards to employment, other training, advancement, etc., for at least six months after the student is graduated and has found a job in industry. At this time the records of the student will be "Closed" and placed in the "Inactive File".

X: PROPOSED FISCAL BUDGET

A. Rentals:

Estimated at \$0.25 per square foot, per month for one year (Average) on:

9,400 square feet (Shops and Classrooms)	\$ 28,200.00
3,200 square feet ( Offices and stockrooms)	9,600.00

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TOTAL RENTALS \$ 38,800.00

B. Equipment to be purchased: (Administrative)

(9) General purpose desks @ \$ 105.00	\$ 945.00
(3) Secretarial Desks @ \$ 116.00	348.00
(3) Clerical Chairs @ \$ 25.00	75.00
(9) Desk Chairs @ \$ 30.00	270.00
(4) Conference Tables @ \$ 43.00	172.00
(3) Typewriters @ \$ 300.00	900.00
(6) File Cabinets, 2 drawer with lock @ \$ 57.00	342.00
(9) Blackboards, green, non glare @ \$ 27.50	247.50
(100) Classroom chairs with writing platforms @ \$ 20.00	2,000.00
(1) Used Duplicator-Photocopier @ \$ 750.00	750.00
(1) Mimeograph Machine- used	100.00
(60) Stand-up metal lockers at \$ 12.00	720.00
Miscellaneous	1,000.00

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EQUIPMENT TOTAL \$ 7,869.00

Equipment: (School)

(60) Text Books, Electrical, @ \$ 10.00	600.00
(60) Text Books, Mechanical, @ \$ 10.00	600.00
(60) Text Books, Automotive. @ \$ 6.00	360.00
( 5) Audel's Series @ \$ 50.00	250.00

(35) Electrical Tool Kits @ \$ 50.00	\$ 1,750.00
(35) Electrical supply kits @ \$ 20.00	700.00
(35) Mechanical Tool Kits @ \$ 75.00	2,625.00
(35) Mechanical supply kits @ \$ 20.00	700.00
(70) Experiment and Work Book Kits @ \$ 5.00	350.00
(12) Work Benches , 20' X 6' (Local Manufacture) @ \$ 25.00	300.00
(100) Student Electrical Work Kits @ \$ 3.00	300.00
(100) Student Mechanical Work Kits @ \$ 3.00	300.00
(100) Student Experiment Kits, Automotive @ \$ 2.75	275.00
Various oscilloscope, multimeter, signal generator, tester and other kits to be built by the students and used in the school	1,000.00
Hand and power tools for mechanical shop, (Approximate)	3,000.00
Engines, used automobile, wheel alignment, balance and other equipment used in the automotive shops (Approximate)	3,000.00
	<hr/>
SCHOOL EQUIPMENT* KITS AND FABRICATED	\$ 16,110.00

C: Supplies- Administrative

Based on \$0.25 per student per month: beginning class of 80 students with new classes beginning each alternate month thereafter and a class graduating each month as shown in the class schedule and allowing for a 5% attrition each month due to dropouts, forced leaves of absence etc.,

	\$ 460.00
Telephone, Telegraph at \$ 45.00 per month	\$ 540.00
	<hr/>
TOTAL SUPPLIES, TELEPHONE AND TELEG	\$ 1,000.00

D: Staff:

Director- Full time @ \$ 1200.00/ month	\$ 14,400.00
Asst Director- full time @ \$ 1000.00/ month	12,000.00
Office Manager- full time @ \$ 700.00/month	8,400.00
Financial Manager- full time @ \$ 700.00/month	8,400.00
Instruction Manager - full time @ \$ 1,000/month	12,000.00
Maintainence Manager- full time @ \$ 600.00/month	7,200.00

Secretary- full time @ \$ 600.00	\$ 7,200.00
3 Clerks (Financial) @ \$ 500.00	18,000.00
4 Records and Files Clerks (Office) @ \$ 500.00	24,000.00
1. Reproduction clerk @ \$ 500.00	6,000.00
1 Supply room attendant @ \$ 400.00	4,800.00
Field Operations employees:	
2 Field workers @ \$ 640.00/mo	14,360.00
1 Follow-up worker- half time @ \$ 640.00/mo	3,840.00
4 Maintenance crew- tool cribmen @ \$ 400.00/mo	19,200.00
120 instructor man months @ \$ 900.99/month	108,000.00
<b>TOTAL STAFF</b>	<b>\$ 275,000.00</b>

E: OTHERS:

Based on a 170 hour month for each student and a student loading as shown herein , at an average rate of \$ 2.00/hour

300,080 student hours X \$ 2.00 \$ 600,160.00

Approximate budget for one year:

Rentals	\$ 38,800.00
Equipment - Administrative	7,869.00
Equipment Kits and fabricated	16,110.00
Supplies- Administrative	1,000.00
Staff Salaries	275,000.00
Student Salaries	600,160.00
<b>BUDGET SUBTOTAL PROJECTED</b>	<b>\$ 948,939.00</b>

Non Recurring Expenses:

Facility Preparation (Local Contractor)	5,000.00
<b>Total Budget:</b>	<b>\$ 953,939.00</b>