

Part C Project Details

2007/0115 (Revised)

Goals and Objectives

1. To investigate the antecedents of school engagement among junior secondary students (Form 1 to Form 3) in Hong Kong. The knowledge gained in the research will not only benefit the three participating secondary schools but also other secondary schools in Hong Kong. The knowledge will be useful to educators who strive to enhance students' engagement in school.
2. To develop and evaluate the intervention programs that would address these antecedents and promote school engagement among junior secondary students. On the basis of the preliminary findings of the project, we shall develop intervention programs to improve both the contextual as well as personal factors that contribute to students' school engagement. Four intervention programs will be developed:
 - 2.1. Learning motivation program for F. 1 students
 - 2.2. Learning skills program for F.1 students
 - 2.3. Social competence program for F.1 students
 - 2.4. Staff development program to promote School Engagement for teachers

The direct beneficiary group will be the students and teachers in the three schools who participated in the project. The indirect beneficiary group will be students and teachers in other secondary schools who adopt these programs.

Needs Assessment and Applicant Capability**Significance of School Engagement**

School engagement is a multidimensional construct that comprising affective, behavioral, and cognitive dimensions of student adaptation in the school (Jimerson et al., 2003). Affective engagement refers to students' feelings about learning (Connell & Wellborn, 1991; Skinner & Belmont, 1993) and the school they attend (Finn, 1989; Voelkl, 1997). Behavioral engagement refers to students' persistence and effort in learning (Birch & Ladd, 1997; Skinner & Belmont, 1993). Cognitive engagement refers to the quality of cognitive processing that students bring to academic tasks (Walker et al., 2006).

In recent years the concept of school engagement has attracted growing interest in the field of education. Many educators and researchers see it as one solution to the problems of low academic achievement and high dropout rates that plague many schools (Fredrick et al., 2004). The literature on intrinsic motivation indicates that enjoyment of and interest in learning are predictive of higher academic achievement (Ryan & Deci, 2000). The literature on school bonding indicates that a sense of school belonging relates not only to academic achievement (Voelkl, 1997) but also to a wide range of developmental and adjustment outcomes, such as substance abuse, delinquency, antisocial behavior, and self-esteem (Maddox & Prinz, 2003). There is a consistent positive association between teacher and student reports of behavioral engagement and achievement (Connell et al., 1994; Marks, 2000; Skinner et al., 1990). In the literature on self-regulated learning, cognitive engagement relates positively to students' in-depth understanding and synthesis (Nystrand & Gamoran, 1991) and to various indicators of academic achievement (Boekart et al., 2000; Zimmerman, 1990). Clearly, school engagement buffers against poor academic achievement and a myriad of negative adjustment outcomes.

In view of the significance of school engagement, some phenomena in Hong Kong education are alarming. In a local survey (Lam, Pak, Ma, 2007), Hong Kong students reported less intrinsic motivation as they moved from junior to senior grade levels. In an international test of students' mathematics ability ("World Class Tests," 2004), Hong Kong students did poorly in conceptual understanding and problem solving requiring deep processing, although they excelled in operations and procedures that involved surface processing. Every year Hong Kong has about 12,000 students between Grade 1 to 9 who drop out of school (Cheng, 2006). Obviously, there is a strong need to enhance school engagement among Hong Kong students.

The purpose of the present research project is twofold. First, the antecedents of school engagement in Hong Kong junior secondary students (Form 1 to 3) will be investigated. Second, a series of interventions targeting these antecedents will be implemented and

evaluated. We chose this target population because previous research has revealed a systematic, grade-related shift from a predominantly intrinsic motivation orientation in primary school to a more extrinsic motivation orientation in secondary school (e.g., Anderman, et al., 1995; Harter, 1996). Indeed, most of the school dropouts between Grade 1 and 9 in Hong Kong are junior secondary students (Cheng, 2006). Junior secondary school years are the critical period for the development of school engagement. Understanding how school engagement thrives or withers in these critical years is crucial to the development of effective intervention programs that could have long-term impacts on a wide range of student outcomes.

Antecedents of School Engagement

School engagement is a relatively new theoretical construct. Few empirical studies have addressed all three dimensions (affective, behavioral, and cognitive) of the construct. Nonetheless, these components have been studied in other lines of research. Affective engagement consists of two components: liking for learning and liking for school. The former overlaps with the concept of intrinsic motivation whereas the latter overlaps with the concept of school bonding or attachment (Finn, 1989; Voelkl, 1997). Behavioral engagement also consists of two components: effort/persistence for academic tasks and participation in extra-curricular activities. The former can be thought of as a behavioral manifestation of high achievement motivation. Cognitive engagement encompasses the types of cognitive processing that students utilize. It overlaps with the cognitive strategy component in the literature on self-regulated learning (Pintrich & De Groot, 1990; Zimmerman, 1990). In search of the antecedents of school engagement, we look at the literatures on motivation, school bonding, and self-regulated learning.

Two sets of antecedent factors—personal and contextual—have emerged (see Figure 1). Research in student motivation suggests that how much students like learning and exert effort to learn is a function of their personal beliefs about learning and themselves, which in turn depends on favorable or unfavorable conditions in the school contexts.

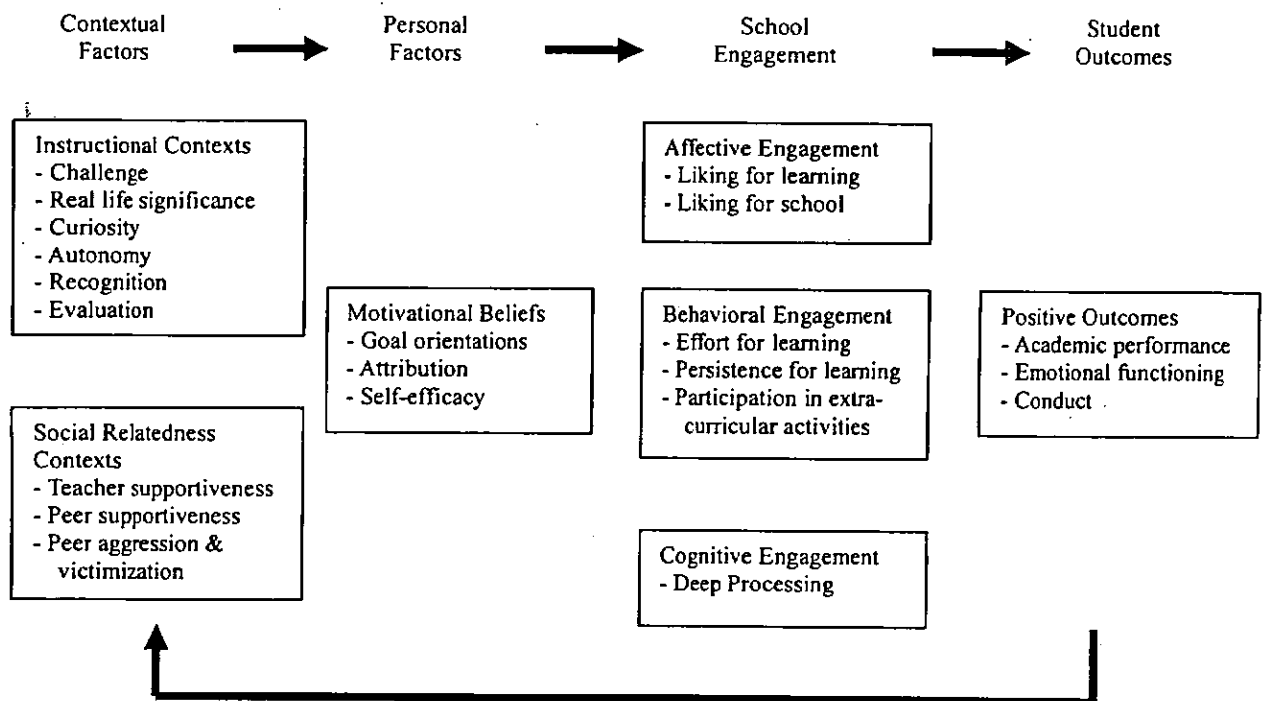


Figure 1. The antecedents and outcomes of school engagement.

Personal Factors

Several beliefs seem essential to students' intrinsic interest and may be important proximal determinants of school engagement (see Schunk & Zimmerman, 2006 for a review). These beliefs include goal orientations (Dweck, 1986), attributions (Weiner, 1985) and self-efficacy perceptions (Bandura, 1977). Students with learning goals are more persistent after failure than students with performance goals (Elliott & Dweck, 1988; Lam et al., 2004). They focus on gaining new skills and knowledge even if failures occur during the process. In contrast, students with performance goals focus on gaining positive evaluation of their ability. They tend to avoid challenges when they are not sure that they can gain positive feedback from others. Goal orientation affects not only students' persistence and effort in learning but also their cognitive engagement (Graham & Golan, 1991; Meece et al., 1988; Nolen, 1988; Elliot et al., 1999). Learning goals are positive predictors of deep processing, whereas performance goals are positive predictors of surface processing.

Attribution can also be an important antecedent of student motivation. Weiner (1985) postulates that differences in effort expenditure by students can be explained by differences in how they explain their successes and failures. When students attribute success and failure to effort, they are more likely to invest effort in future tasks. Another potential determinant of students' effort expenditure is self-efficacy (Bandura, 1977). Students with high self-efficacy believe that they are capable of successfully performing actions that will lead to success. They attempt challenging tasks and do not give up easily.

Contextual Factors

Goal orientations, attribution, and self-efficacy are generally conceptualized as person variables. However, these person variables depend on contextual variables (Juvonen & Wentzel, 1996; Lam, 2001). In the school, at least two sets of contextual variables are likely to influence students' personal motivational beliefs and their school engagement. The first set pertains to instructional contexts, and the second pertains to social-relatedness contexts. How teachers teach in classrooms has tremendous impact on student motivation (Perry et al., 2006). On the basis of social-cognitive theories and empirical research findings in motivation and instructional strategies, we have identified six important components of instructional contexts: (1) Challenge, (2) Real Life Significance, (3) Curiosity, (4) Autonomy, (5) Recognition, and (6) Evaluation (Lam et al., 2007). The more the students reported that their teachers assigned challenging work, integrated real life significance to learning tasks, aroused their curiosity, supported their autonomy, recognized their effort or improvement, and used formative evaluation, the stronger intrinsic motivation they reported in learning.

Social-relatedness contextual factors can also affect school engagement. Children who report a higher sense of relatedness to teachers and peers show greater emotional and behavioral engagement (e.g., Furrer & Skinner, 2003; Connell & Wellborn, 1991; Gest et al., 2005; Murray & Greenberg, 2001). Research on school bullying and victimization also reveals that children with a larger circle of friends, higher levels of peer acceptance, and lower levels of peer victimization tend to like school more (Ladd et al., 1997). Students' enthusiasm, interest, happiness, and comfort in school, then, seem to be shaped by their sense of relatedness to others. By contrast, feelings of boredom, frustration, sadness, and anxiety in the school are exacerbated when children feel alienated from others.

School-Based Intervention Programs

Few school-based intervention programs have been launched with the explicit aim of promoting all three dimensions of school engagement. A considerable number of school-based intervention programs, however, have addressed different antecedents of school engagement. There are school-based programs that aim at reducing bully/victim problems and promoting supportiveness among peers (see Smith & Ananiadou, 2003; Wilson et al., 2003 for review). There are also dropout prevention programs that focus on academic enhancement and social skills development (see Prevatt & Kelly, 2003 for a review). Although such programs have generally yielded good outcomes, they were all developed in Western countries. It is not clear whether they will work well in Hong Kong, a Chinese society with a very different cultural background. In Hong Kong, serious efforts have been made to develop local intervention

programs with the aim of enhancing student social and emotional competencies (e.g., P.A.T.H.S to Adulthood Project). However, most of these programs do not specifically target students' affective, behavioral, and cognitive engagement in school. In addition, they have mostly been developed with a social work perspective. We hope that our intervention programs can contribute to the local community by addressing all three dimensions of school engagement from a psychological perspective.

Applicants' Capability

The present project involves collaboration between researchers from tertiary institutes and front line educators from secondary schools. The following are the members of the project team:

	Name	Institution
Project Leader	Dr. Shui-fong Lam	Department of Psychology, the University of Hong Kong
Project Members	Prof. Terry K. F. Au	Department of Psychology, the University of Hong Kong
	Prof David Perry	Department of Psychology, Florida Atlantic University
	Mr. Bernard P. H. Wong	Department of Psychology, the University of Hong Kong
	Mr. Chi Keung Mak	Lok Sin Tong Young Ko Hsiao Lin Secondary School
	Mr. Wing Kit Chan	YWCA Hioè Tjo Yoeng College
	Mr. Shiu Hung Wong	Kwai Chung Methodist College

An important objective of the present project is to develop and evaluate interventions for school engagement. We will build our program by capitalizing on our knowledge about the antecedents of specific dimensions of school engagement. We have studied student motivation and its relations with both contextual and personal factors (Lam, 2001; Lam et al, 2004; Lam et al., 2007; Lam & Law, 2007). We have also studied the antecedents and consequences of bullying, a crucial influence on school bonding (Hodges & Perry, 1999; Hodges, Malone, & Perry, 1997; Perry, Hodges, & Egan, 2001; Perry, Williard, & Perry, 1990). In terms of interventions, we have developed and implemented two training packages to enhance the motivation of Hong Kong junior secondary teachers and students (Lam et al., 2000ab). We are ready to expand these intervention programs to cover other dimensions of school engagement. The project leader, Dr. Lam, has implemented two QEF projects in the past: Action Research in Classroom Observation (1998/1832) and Enhancement of Learning Motivation in the Schools (1998/4159). As a researcher from tertiary institution, she has considerable experience in collaboration with front line teachers and principals.

Targets and Expected Number of Beneficiaries

Direct Beneficiaries

The direct beneficiaries are the students and teachers who participate in the intervention programs. We shall operate three student programs in each school (40 students x 3 programs x 3 schools = 360 students). Each of the three programs has a specific focus: learning motivation, learning skills, or social competence. We shall also operate a teacher development program in each school (60 teachers x 3 schools = 180 teachers).

Indirect Beneficiaries

The present project consists of two components. The first is a longitudinal component that traces the development of school engagement of junior secondary school students. The second is a series of intervention programs on school engagement. The knowledge generated from both components should inform educators who try to enhance students' engagement in school. At the end of the project, we shall conduct a public seminar to share our experiences and results. It will be open to all teachers and principals in Hong Kong. The project has many groups of indirect beneficiaries. They include 1) the students who are not directly involved in the intervention programs in the three participating schools (1000 students x 3 schools =

3,000 students); 2) the teachers and principals who attend our summary seminar (300 participants); and 3) an unlimited number educators who learn from our experience through reading our publications and using our electronic program manuals.

Extent of Teachers' and Principals' Involvement in the Project

Teachers' and Principals Involvement

The teachers and principals of the three participating schools are integral and indispensable collaborators on the present project. The longitudinal study is designed primarily by the researchers from the tertiary institution. However, the administration of the survey and retrieval of data from school archive is impossible without assistance of the teachers. In the academic year 08/09, we shall start the development of the intervention programs. We hope that the student programs can be integrated into the regular life education curriculum of the participating schools. In order to achieve this, the researchers from the tertiary institution will work closely with the responsible teachers from the participating schools. In the academic year 09/10, the three student programs will be conducted collaboratively by the personnel from the tertiary institution and the homeroom teachers or student guidance personnel from the participating schools. After the last wave of data collection, we shall implement a teacher development program for all of the teachers in each of the participating schools. The participation of the teachers in the program is essential because they are expected to apply the findings of the current project to their actual practice in education.

Implementation Plan with Timeline

The project consists of two major components: 1) A longitudinal study of school engagement among junior secondary school students; 2) Development and evaluation of a series of intervention programs that would enhance school engagement among junior secondary school students.

Longitudinal Research on School Engagement

In tracing the development of school engagement across the junior secondary school years, we shall examine the antecedents and consequences of school engagement. The proposed antecedents include students' motivational beliefs and perceptions of instructional and social-relatedness contexts in the school. The proposed consequences include students' academic performance, emotional functioning, and conduct.

Participants

The participants will be 1,440 Form 1, 2, and 3 students from three schools between the academic years of 07/08 and 09/10 (see Table 1). In Year 07/08, we shall have 1120 Form 1 and Form 2 students from 28 classes in three schools (2 grade levels x 14 classes x 40 students). We shall follow the Form 1 students for 2.5 years and the Form 2 students for 1.5 years through Form 3. In Year 08/09, we shall recruit a new cohort of Form 1 students ($n = 560$; 40 students x 14 classes) and follow them for 1.5 years through Form 2. The three participating schools have diverse background in terms of student academic performance in the Hong Kong Secondary School Places Allocation System. This arrangement will help us acquire data that are representative of the junior secondary school students in Hong Kong. Except for the academic year of 07/08, data will be collected twice a year at the end of each semester by questionnaire survey. These data will be supplemented by some data (e.g., academic performance) from school archives. Parental consent will be obtained from every participant. An attrition rate of 10% is expected for the three years.

Table 1. Participants of the Longitudinal Study from the Three Participating Schools

	Form 1	Form 2	Form 3
07/08	40 x 14 classes = 560	40 x 14 classes = 560	
08/09	40 x 14 classes = 560	40 x 14 classes = 560	40 x 14 classes = 560
09/10		40 x 14 classes = 560	40 x 14 classes = 560

Measures

Self-report measures. We shall develop a questionnaire to measure students' school engagement, motivational beliefs, and perceptions of instructional and social-relatedness contexts. The items will be adapted from several scales used in previous studies: Intrinsic Motivation Scale (Elliot & Church, 1997); School Bonding Scale (Hill & Werner, 2006); Behavioral Engagement Scale (Skinner & Belmont, 1993); Cognitive Engagement Scales (Greene & Miller, 1996); Goal Orientation Scales (Midgley et al., 1993); Attribution Scale (Hong et al., 1999); Self-Efficacy Scale (Pintrich & De Groot, 1990); Inventory of Motivating Instructional Contexts (Lam et al., 2007); Teacher Supportiveness Scale (Gest et al., 2005), Peer Supportiveness Scale (Jennings, 2003), Peer Aggression and Victimization Scales (Hill & Werner, 2006); and Emotional Functioning Scale (Diener et al., 1995). The students will complete this questionnaire in about an hour in class.

Peer-report measures. We shall ask students to identify classmates whom they think will match specific behavioral descriptors. These descriptors include school engagement, relationship with teachers, aggression, and victimization. For each descriptor, students are free to list as many or as few classmates as they wish. Following the well-accepted practice in research on children's peer relations (Asher & Coie, 1990; Gest et al., 2005), we shall compute peer-reported scores of school engagement, popularity, aggression and victimization for each student.

Data from school archives. Students' academic performance and record of conduct will be retrieved from school archives at the end of each semester. Since students come from schools with different bands of academic performance, we shall use the scores of the Hong Kong Attainment Test (HKAT) as indicators of academic performance. HKAT is a standardized academic achievement test administered annually to elementary and junior secondary school students in Hong Kong.

Statistical Analyses

As the students are nested within classes, we shall use hierarchical liner modeling (Raudenbush & Bryk, 2002) to examine relations between school engagement and its antecedents and consequences. We are particularly interested in how instructional and social-relatedness contexts (Level 2 variables) are related to student motivational beliefs and school engagement (Level 1 variables). As we have two and a half years of longitudinal data, we shall also use cross-lag analyses to investigate the reciprocal relationships among the potential antecedents and consequences of school engagement. With multiple regression, school engagement variables at Time 2 will be predicted from independent variables at Time 1 with the Time 1 level of the dependent variable (and demographic variables) controlled.

Intervention Programs on School Engagement

We shall develop and evaluate four intervention programs, one for teachers and three for students. The teacher program will consists of 2 workshops (3 hours each) on school engagement. The participants are all the teachers in the three participating schools (60 teachers x 3 =180 teachers). The program will be conducted in 2010-after the last wave of data collection for the longitudinal study is completed. In these workshops we shall share the results of this project with the teachers and discuss the psychological mechanisms that account for students' school engagement. We shall help them make use of these mechanisms in their teaching so that they can enhance their students' school engagement. At the end, we shall conduct a survey to tap teachers' evaluation of this staff development program.

The three students programs are 1) learning motivation program, 2) learning skills program, and 3) social competence program. Each program consists of 8 40-minute sessions. The programs will be developed in the academic year 08/09 on the basis of successful past programs and preliminary findings of the present study. They will be implemented in the academic year 09/10. First, the learning motivation program will be developed with a social-cognitive approach. We shall instill adaptive motivational beliefs in students. We expect that students with learning goal, effort attribution, and high self-efficacy will have strong affective and behavior engagement in school. Second, the learning skills program targets

cognitive engagement specifically. We shall teach students cognitive strategies in deep information processing. We hope that these strategies will help them engage new information more meaningfully. Last, the social competence program has the aim of promoting students' social-relatedness with peers and teachers. We hope that we can achieve this by teaching students inter-personal skills in communication and conflict resolution. We expect that social-relatedness has impact on students' affective and behavioral engagement. For all the three programs, a quasi- experimental design with pre-and post-test measurement and two groups (experimental and control) will be employed.

Participants

In the academic year 09/10, three classes of Form 1 students from each of the three participating schools will be selected randomly as experimental groups (40 students x 3 programs x 3 schools = 360 students). Each class will participate in one intervention program. The classes in the participating schools that do not participate in any of the intervention programs will be the control group (40 students x 3 = 120 students).

Measures

Students in both the experimental and control groups will be given the same self-report and peer-report measures used in the longitudinal study. They will also be given specific questionnaire that tap the acquisition of certain skills or changes of certain beliefs.

Statistical Analyses

Experimental and control groups will be compared for students' school engagement, motivational beliefs, and perceptions of social-relatedness contexts. They will also be compared before as well as after the intervention program.

Expected Deliverables and Outcomes

Intangible Outcomes

In the longitudinal study, we shall trace the development of school engagement of junior secondary school students in Hong Kong. The knowledge generated will be very helpful to educators. We shall also develop and evaluate a series of intervention programs that designed to promote students' engagement in school. We expect that the teacher development program will help the teachers in the three participating schools know more about how to enhance students' engagement in school. We also expect that the three intervention programs for students will have an impact on the students who participate in them. We expect that the learning motivation program will help students reflect on their motivational beliefs, the learning skills program will help students acquire skills on deep cognitive processing, and the social competence program will help students hone their social skills in interpersonal arenas.

Tangible Outcomes

The tangible deliverables will be the manuals of the programs that are developed and tested in the present project. With the manual, Hong Kong educators can replicate our intervention program in their schools. We hope that our project does not only benefit the nine classes of Form 1 students in our experimental group but also other junior secondary students in Hong Kong. We shall hold a public seminar at the end of the project in 2010. We shall share our experience with the participants and give them free electronic copy of the instructor manuals of our intervention programs.

Budget

	Year 1	Year 2	Year 3	Subtotal
<u>Staff Costs</u>				
Full-time Research Assistant I	\$171,095	\$181,465	\$142,960	\$495,520
\$13,579 x 12 months x 1.05 (Year 1)				
\$14,402 x 12 months x 1.05(Year 2)				
\$15,128 x 9 months x 1.05(Year 3)				
Half-time Research Assistant I		\$42,774	\$42,774	\$85,548
\$13,579/2 x 12 months x 1.05				

Part-time Student Research Assistants	\$4,400	\$6,600	\$8,800	\$19,800
\$44 x 100 hrs (Year 1)				
\$44 x 150 hrs (Year 2)				
\$44 x 200 hrs (Year 3)				
			Subtotal	\$600,868
<u>Equipment</u>				
2 Notebook Computers				\$17,000
2 sets of Computer Software				\$7,732
2 Digital Video Camera				\$9,600
1 Printer				\$1,000
			Subtotal	\$35,332
<u>General Expenses</u>				
Production of Questionnaires				\$6,000
Postage				\$2,800
Transportation				\$13,500
Production of Electronic Manuals				\$30,000
Staff Development Program				\$9,000
Public Seminar				\$8,000
Consumables and Stationery				\$9,000
			Subtotal	\$78,300
				\$4,000
<u>Contingency</u>				\$60,000
<u>HKU Overhead</u>				
			Total	\$778,500

Staff

Throughout the three-year project, we need a full-time research assistant at the rank of RA I on the University of Hong Kong' pay scale. His/her duties include liaison with the schools, conducting surveys, managing data, filing documents, helping with the development and implementation of interventions. As the current project is a three-year project, continuity and stability is a major concern. It is important that this full-time research assistant can stay through the three years so that he/she can help keep track of all the longitudinal data and coordinate all the intervention programs. To provide incentive for the RA I to complete the entire project, annual increment of salary is recommended for this position on the basis of excellent performance. In the academic year of 09/10, we shall implement interventions in three schools. An extra half-time RA I is needed to help the full-time RA to implement the interventions. Throughout the three years, two to three part-time student RAs will also be employed to help with data collection, data entry, and preparation for the teaching materials of the school-based interventions.

Equipment

We shall video-record the instructions in the student workshops for treatment fidelity check. Two digital cameras are needed for this purpose. The full-time RA and the half-time RA each needs a notebook computer for daily operation in research and intervention.

General Expenses

Transportation: RAs will travel to schools by public transportation. The average cost of a round trip is about HK\$60. We expect the full time, half-time and part-time RAs will take approximately 75 round trips to each of the three schools during the three years. These 75 round trips include data collection, consultation with school staff, and implementation of the school-based programs (75 trips x 3 schools x HK\$60 = HK13,500).

Electronic Manuals: We are planning to produce 500 CD for the electronic manuals of our intervention programs. We shall buy services from computer programmers for the production of the CD.

Staff Development: HK\$3,000 is set aside for the staff development program for each school. The amount will cover the rent of venue, transportation, and refreshment.

Public Seminar: At the end of the project, we shall hold a public seminar to share our experience with 300 educators. HK\$9,000 is set aside for this purpose to covers the cost of publicity, rent of venue, and refreshment.

Contingency

The contingency is \$4,000.

Overhead of the University of Hong Kong

The Department of Psychology at the University of Hong Kong will provide office space and basic office equipment to the project. The University of Hong Kong will charge about HK\$60,000 for overhead.

Evaluation Parameters and Method

Longitudinal Study

There are five waves of data collection in the three academic years between 07/08 and 09/10. We shall compile and report the preliminary results within three months after each wave of data collection. We shall also make annual reports to track the progress. At the end of the project we shall present the results in a public seminar as well as academic journals.

Intervention Programs

One purpose of the present study is to develop and evaluate a series intervention programs for the promotion of school engagement. There are one teacher program and three student intervention programs. As for the teacher development program, we shall conduct an evaluation survey to solicit teachers' perception of its effectiveness. As for the student programs, we shall employ a quasi-experimental design with pre-and post-test measurement and two groups (experimental and control) to evaluate their impact. We shall look into some immediate measures on the acquisition of certain skills (e.g., social skills) and also some remote measures on school engagement (i.e., the affective, behavioral, and cognitive engagement). These measures can be self-reported as well as peer-reported.

Sustainability of the Outcomes of the Project

We expect that the knowledge generated from the current project does not only benefit the students, teachers, and principals in the participating schools but also other students, teachers, and principals in the other schools in Hong Kong. The student intervention programs in the current project will be developed with the input from the teachers of the participating schools. This arrangement will enhance the compatibility of these programs into the regular life-education curriculum of the participating schools. As we shall develop instructor manuals for the intervention programs, the other schools can easily adopt our programs.

Dissemination/Promotion

We shall develop instructor manuals for the intervention programs in our project. At the end of 2010, we shall hold a public seminar to share our experience with the teachers and principals in other schools in Hong Kong. We expect that 300 participants will attend the seminar. We shall disseminate the results of our project and give them free electronic copy of our instructor manuals.

Part D Details of Collaborating/Participating Organizations

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