Missouri Bootheel Career Exploration Project

Interim Second-Year Report
1973 to 1975

UED 32
Nine Public Schools
Lincoln University
and University of Missouri
Cooperating
"- - - cast it down in agriculture, mechanics, in commerce, in domestic service and in the professions - - -"

Washington, 1895
ABSTRACT

Missouri Bootheel Career Exploration Project for Secondary-Age Youth of Low-Income and Minority Group Status

This demonstration project was undertaken in an effort to stem, in part, the out-migration in rural Missouri and to assist the low-income and black minority youth, in particular, with his educational and vocational goals.

It was a joint undertaking of the University of Missouri, Lincoln University and the U.S.D.A.

The catalyst for application of a demonstration model to the Bootheel Area comes from Lincoln University with its educational, cultural and economic base. Lincoln also had prior experience references in dealing with the Bootheel Area in the southeastern part of the state.

With the addition of the new State Youth Career Development Personnel agency and the Career (adult) Development Personnel agency, new resources, understanding, and knowledge were identified and shared with others thereby strengthening the project.

The demonstration project has provided an alternative to the occupational foreclosure often experienced by disadvantaged youth. The Project goal is to improve a youth's ability to make quality vocational decisions. These decisions are based on information provided by career assistants about education, training and work which had not been previously considered.
The two Universities' experiences in the development and continuation of the demonstration program have indicated a willingness to undertake the tasks of planning, training, reporting, management and evaluation.

For purposes of administrative management, the Project was under the supervision of the Missouri Bootheel Area Extension Director's Office. A University of Missouri Extension Youth Specialist served as a project advisor and assisted in the Careers Project coordination.

The Lincoln University Extension State Youth Career Specialist served as a campus resource person, evaluator and reporter. He also assisted with the coordination of the Careers Project in the Bootheel Area by developing the following:

1. A general hypothesis that the addition of a Careers Project input into a currently existing school program will significantly decrease the drop-out rates of both low-income and minority student populations in the participating high school.

2. A test of the cost-effectiveness of the Bootheel Careers Project—a follow-up of the graduating classes of two non-participating schools in the second year of the Project. An attempt was made to analyze and compare the poverty and vocational status of the low-income and minority youth who had/had not participated in the demonstration project.
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I. RATIONALE

The Missouri Bootheel Career Exploration Project is a demonstration project and is under the auspices of the U.S.D.A., Lincoln University and the University of Missouri. The Youth Career Exploration Program operates in nine selected public high schools in the Southeast Missouri-Bootheel Area.

The demonstration project is responding to the educational-vocational needs of the low-income and minority youth of six specific Bootheel counties--Dunklin, New Madrid, Mississippi, Pemiscot, Stoddard and Scott. The demonstration project is also providing many alternatives to the occupational foreclosure often experienced by the low-income and black minority youth. Currently, this project is improving and quality of life through informal educational programs that provide youth and families a system of career experiences.

The present situation in Missouri triggered the pilot demonstration project. The state of Missouri ranks eighth among fifty states as having the most people who are classified as rural poor (according to the 1971-72 Annual Report, Lincoln University-University of Missouri). A large concentration of these people reside in the southeastern part of the state. The life style of these people is similar to the people of the Mississippi delta. In these rural areas the communities are generally run down, housing is in extremely poor condition, sidewalks and streets are unpaved, water holes and outdoor toilets breed flies and mosquitoes.
Sixty-four per cent of the state's population resides in the urban areas. About eleven per cent of the state's population is black. Less than three per cent of the black minority resides in the rural areas. The population of the urban areas is increasing because of migration from the rural areas.

Most of the migrants are uneducated and unskilled, therefore it is hard for them to find jobs in the cities. They ultimately end up on welfare and in the ever-growing ghettos.

Living conditions in the ghettos are at best very poor. Thus, the problem of out-migration in the Bootheel continues to be a problem. The Bootheel communities investment in education does not seem to touch the majority of the disadvantaged groups. According to the 1968 report of the Missouri Bootheel Economic Development Council, 4 per cent of the population had no education, 1 per cent had under five years, 44 per cent under nine years, 13 per cent under 12 years, 14 per cent under twelve years, 7 per cent thirteen years and over.

There have been many studies and forums for the purpose of identifying problems and resources. However, there has been little coordinated effort by agencies and institutions of higher learning to resolve these problems.

In many cases, the leadership resources involving people in the low-income communities have not been trained to assist in the total growth and development of their communities.
Therefore, chief among the evils which face the low-income and minority youth in the areas are:

1. **lack of finances**
2. **apathy**
3. **insecurity**
4. **little realistic career planning**

Youth programs are found in most communities; however, they are not meeting the needs of the low-income youth. Community facilities are generally inadequate or sub-standard. Therefore, wholesome recreational and cultural programs are for the most part non-existent.

The present Extension Youth programs must continue to be augmented to reach the hard-core low-income and minority youngsters in the Bootheel area of the state.

**II. OBJECTIVES**

The primary objective of the demonstration project is to remove 150 disadvantaged Missouri Bootheel Youth from poverty, unemployment, or unemployability status within one year following the initial funding year. An enrollee will be "out of poverty" when, after one year of graduation from the program he or she is:

1. Enrolled and making satisfactory progress in a vocational, community college, or college training program.
2. Employed at or above minimum wage.

3. A member of the military service.

Enrollees will be still in poverty when after one year of graduation from the Program they are:

1. Employed at less than minimum wage.

2. Classified "other" (Unemployed, working at odd jobs of uncertain pay, and length of employment).

The Operational Objectives of this Project are:

1. to specifically identify disadvantage and/or minority youth with special needs in grades 9 - 12 in each participating school.

2. to assist these youth to select and prepare for the career most suited to their individual interests, abilities, and needs.

3. to enroll these youths in the Missouri Bootheel Career Exploration Program.

4. to work individually and intensively with these youth and their parents in the areas of:
   a. Self-understanding
   b. Career exploration
   c. Basic education
   d. Career choices
   e. Career training
III. METHODS AND PROCEDURES

The demonstration project is a cooperative effort between Lincoln University and the University of Missouri and nine local public high schools in the Bootheel area.

The Career Exploration Projects have been designed as an approach to the problems of low-income and minority youth and related to positive career interest. This program has also been operationalized for the secondary-age students with one instructional component -- the career exploration and orientation component.

The major impact was on the enrolled students. They were provided career information, career experiences, and decision-making skills for effective career selection. Also, community, commercial, industrial and service agencies are utilized as resource sites to achieve this goal. The Career Guidance thrust consists of structured small group guidance sessions each week and individual counseling. Some schools employed the career instructional component, and basic skills, to encourage individualized learning opportunities in communication skills and calculating. Some students required more than two hours per day in basic skills instruction.

The Missouri Bootheel Career Exploration Project constitutes a substantial curriculum focusing on student exploration and preparation for aware career selection and successful
career pursuit. All activities are designed to maximize student choice and individualization of treatment. The program is conducted in close cooperation with the nine inter-school cluster and the two universities:

1. Lincoln University
2. University of Missouri
3. Charleston High School
4. Sikeston High School
5. Richland High School
6. New Madrid High School
7. Lilbourn High School
8. North Pemiscot High School
9. Caruthersville High School
10. Hayti High School
11. Malden High School

The Area Director controls the project through the University of Missouri’s Delta Center and Extension service. Mr. Patton and Mike Cooper work closely with the State Youth Career Specialist, Lindsey Williams, and the 15 area career assistants as well as the seven thousand students involved in this project. Of that number, 560 are identified as low-income and minority. More than 150 have been placed into post-secondary training and/or the military service. Some youth were hired on a job as a result of their prior work experience while in school.
The specific procedures for evaluation of the project were conducted by a strong evaluation team, through an internal sharing of information.

The Evaluation design has been a developmental one, increasing in precision and sophistication over the two-year tenure of this project.

The design for analysis during the 1973-1975 school year included a Career Interest Survey and the Missouri Student Needs Survey* Also, the enrollees were administered a pre-test, post-test series of instruments including the:

1. Comprehensive test of basic skills
2. Career Maturity Inventory
3. Self-Concept Attitude Scale
4. Student Demographic Data Questionnaire

The most significant results were found in the responses to:
1) the M.S.N.S.; 2) and the C.I.S. The procedures may be capsulized as follows:

1. Case studies were done on the successful youth and their families.
2. Student questionnaires were administered to students at group sessions and during individual consultations. (M.S.N.S.)
3. Questionnaires were sent to administrative personnel for their goal setting activity and feed back.

*Starr, Marion developed the M.S.N.S. for the State Guidance Service office, Jefferson City, Missouri.
4. Students (7,000) were involved in the Career Clusters Survey and each person was able to select the best three career choices.

5. The Missouri Student Needs Survey was also used to obtain feedback from teachers, parents, and employers, as well.

6. Four clock hours were used in the school to handle the career exploration sessions and the career assistance.

Some differences were noted among grade levels, but they are not included as a part of the report. The procedures were to analyze the data in relation to the task and the Career Educator Competencies.

IV. PROGRAM ACCOMPLISHMENTS


2. Completed the Career Exploration Abstracts for handouts at workshops, and small group meetings that reflect work and the cooperative spirit between Lincoln University, the University of Missouri and nine participating schools in communities in the Bootheel.
3. Developed a Career Exploration Process model for youth and interested community groups such as: C.E.T.A. Project staff, community service groups and the ecumenical groups.

4. Worked with community groups in developing Project "Self-Direction." This careers project has been approved for funding by the Methodist Church.

5. Worked closely with sororities and fraternities in expanding their career programs to the area-wide colleges (Lincoln University, University of Missouri, and Southeast Missouri State University).

6. Developed Career Competencies for career workers.

7. Additional local support is evidenced by a number of new schools and community groups who have infused the concept of career education into their programs. The supportive groups are:

   a. Scout leaders
   b. Ecumenical groups
   c. Fraternities and sororities
   d. Bootheel businessmen
   e. Bootheel Area Community Service Agencies
   f. Youth clubs
   g. School personnel (teachers, counselors, administrators)
   h. Community leaders
   i. Extension staff and co-workers
8. The Community Service Center and the Missouri Division of Corrections are supportive of the career development programs in the area.

9. Supported and participated in Lincoln University's Agriculture Career Day. About 120 Bootheel students were in attendance.

10. Completed the case studies on individual students (See Appendix).

11. Developed a Career Plan Form for students, as well as encouraged the youth to make Career Calendars, career profiles, and career competencies.


V. CONCLUSIONS

The impact of this project can be observed in the behavior of youth, parents and schools that participated in the demonstration project.

A coordinated effort has been made to mobilize all available resources to work with the youth in programs, processes, activities, strategies, career planning and decision-making. For example, the Extension youth staff and consultants have provided directions for our efforts.
The Missouri Bootheel Career Exploration Project involved more than seven thousand (7,000) youth and adults in the 1973-75 academic year. Also 250 youth were involved in planned career exploration activities that assisted them in developing tentative career plans and realistic career options.

The youth, parents, school personnel, community leaders, local, state and federal agencies, Extension councils, area and state staff, etc. supported the Career Exploration Project efforts and have had inputs into the implementation process. Thus, the project is being conducted in both schools and community centers.

As a result of these and other career education efforts, Lincoln University, the University of Missouri, and the project staff have identified 2,800 low-income and minority youth that have special needs in nine (9) participating schools. They are working with a program designed to give increased career orientation during the summer months and the academic year.

Therefore, the project staff have found that they are assisting approximately 35,000 youth (or 70 per cent of the youth with special needs) between the ages of 9 – 25 in the Bootheel area.

V2 RECOMMENDATIONS

A positive attitude is the key to the success of the Missouri Bootheel Career Exploration Project. Most Career
Assistants had strong positive attitudes and influenced the youth; however, following are recommendations for the improvement and expansion of the project:

1. Develop a youth career orientation program and implement same.
2. Develop a Career Education Consortium and involve the adults and/or low-income parents.
3. Use a Work Experience and Career Exploration Program (WECEP) to aid in the reduction of dropouts at the junior high school level or the age level of 14, 15 and 16.
4. Develop career resource and youth information centers in each community.
5. Use attractive, positive leadership and/or role models among low-income and minority youth.
6. Use innovative methods and techniques in attracting youth and getting information out to those youth that are "hard-to-reach."
7. Develop taped interviews and video-taped interviews from individuals that are a part of the current labor or work forces.
8. Obtain scholarships and additional monies for youth from low-income and minority families to attend vocational technical schools, two-year community college or four-year colleges and universities after graduation.
9. Encourage the local education agency and the state education agency to submit more career education proposals to the federal government for grant funds and innovative programs.

10. Motivate the school and community to work at changing the environment so that the students can use more business and industry sites for "hands-on-experiences."

VI. SUMMARY

The Bootheel Career Exploration Project is established on the premise that there shall be a proper blend of the general education, college preparatory, and vocational-technical courses; that these courses shall represent a continuous comprehensive set of formal and informal educational learning experiences for both the low-income youth and adults. Thus, learning becomes a life-long experience within the career education concept in the southeastern part of the Bootheel of Missouri.

More specifically, the agricultural/community environments in the southeastern portion of Missouri provide wheat, soybean, corn and cotton as major cash crops. Also, fruits and vegetables are a secondary cash crop in Missouri. Implicit in this agricultural environment are French and German farmers trained in the scientific methods. Therefore, we find the German and French farmers in a good position to assist in the development of jobs, occupations and careers in modern agriculture. However, the
farmers must be willing to become an attractive, positive role model in the Bootheel. They must be willing to serve as facilitators and impart their knowledge, skills and attitudes as they relate to the careers project and the low-income black minority. Coordinated brain power is an expected outcome of efforts in the Bootheel area.

Yes, Career Exploration Process has been developed but a concerted thrust is needed to insure the security of human development, plant and animal development, conservation of natural resources and agri-business/industry survival.

The agri-business/industry is inescapably tied to Youth Career Development in an "instrumental" manner.

Consequently, the circumstantial realities are that the youth and adults must be allowed to grow and develop (1) "intellectually" (2) "emotionally" and (3) "instrumentally;" thus becoming a whole person.

The project staff believes that Career Development is based on how well the individual masters the basic career competencies:
SEVENTH GRADE
1. Appreciate all forms of human endeavor and work.
2. Choose career clusters as related to interest and ability.
3. Weigh long and short range effects of different alternatives to specific problems.
4. Identify and understand values as they relate to life style.
5. Understand the relationship between attitudes and values and career clusters.
6. Develop the concept of management of finances (earning, spending, borrowing and saving).
7. Master the use of tools and processes used in research in the physical and social sciences. Understand use of tools in selected career clusters.
8. Understand the social and personal relationship and their effect on employment.

EIGHTH GRADE
1. Understand the impact of work and one's life and resulting need to make a meaningful career choice.
2. Develop self-perception of abilities and interests as related to actual career requirements.
3. Apply decision-making process to study of career.
4. Identify present life-style and conditions determining that style.
5. Understand the relationship between interest and abilities and career clusters.
6. Understand economic potential as related to career clusters, i.e., relate cost of entering a field to the future expected income.
7. Use basic tools found in career clusters.
8. Relate personal and social interaction skills to career clusters.

NINTH GRADE
1. Relate attitudes and awareness to specific or related job clusters.
2. Build reality awareness perception of "where am I compared to where I want to be".
3. Analyze and refine previous career decisions based on counseling, work experience and available information.
4. Determine a tentative personal schedule to acquire necessary and desired special skills.
NINTH GRADE (Continued)

5. Based on understanding of interests, values, and abilities, study career clusters. Survey courses in career clusters.

6. Understanding the tools of business. Read and interpret graphs, tables, and charts used as a consumer.

7. Match necessary skills and processes with selected career clusters.

8. Understand the skills necessary to acquire, maintain and progress employment.

TENTH GRADE

1. Understand the importance of careers and their contribution to society.

2. Relate personal values and influence of others values on careers.

3. Select a career cluster for in-depth analysis.

4. Acquire special skills needed for predicted or desired life-style.

5. Explore the career clusters in-depth based on interests, values and abilities. Gain planned work experience.

6. Relate legal and financial consideration to career clusters in general.

7. Match individual abilities and interest with skills and processes needed in career cluster.

8. Develop personal and social interaction skills related to in-depth study of one career cluster.

ELEVENTH GRADE

1. Make a commitment to the selection of a career based on individual attitudes, values and education.

2. Modify and/or accept difference between the individual's personal values and the influence of others on career choice.

3. Choose a tentative career.

4. Assess and implement a personal plan to obtain the necessary or required special skills.

5. Identify necessary abilities required in selected careers.

6. Understand the relationship of legal financial consideration to a specific career cluster and personal matters.

7. Develop skills basic to the chosen career cluster.

TWELFTH GRADE

1. Understand the tasks required within chosen job clusters and develop the skill needed.
2. Develop self confidence in anticipated career choice.
3. Be aware that career decisions are flexible at the expense of time, effort and money.
4. Plan the acquisition of the necessary skills for the remaining for a chosen life-style.
5. Reassess abilities, interests and attitudes according to selected career and life-style. Determine further requirements needed.
6. Understand the financial and legal instrument that govern and protect the worker. Relate this to various roles assumed in the economy.
7. Master the skill basic to chosen career cluster and develop skills related to specific jobs.
8. Explore at least three alternatives for job placement through work experience.
Plan ahead. This is advice that parents, teachers, guidance counselors and Extension youth workers repeat many times to youth who want to continue their education and need financial aid to get there. Finding out about scholarships, grants, securing work-study or obtaining a loan could take some time. It is to your advantage to have all your financial assistance applications filed by the early part of your senior year of high school. Most vocational/technical schools and colleges admit students and reward financial aid on a first-come basis, so opportunities diminish for students who do not apply before March or April of the year you wish to enter school.

This career calendar is meant as a general guide for vocational technical and college-bound youth. Students who follow these recommendations, do some of their own research and check regularly with their guidance counselors, teachers and parents, or Extension youth workers, will increase their chances of being accepted at a vocational/technical school or college and of receiving financial aid.

Ninth Grade

This year's grade will be the first ones on your academic record which will be sent to all vocational/technical schools or colleges where you will apply. Most schools base their admissions on grades nine to eleven and part of grade twelve, so it is imperative that you begin now to do your best in all school subjects.
Now is the time to start an intensified career exploration effort.

Spend some time each day trying to improve your reading comprehension and speed and trying to increase your vocabulary.

Get involved with school and/or community activities, because colleges and vocational schools and communities are interested in well-rounded individuals who have engaged in extra-curricular activities.

Discuss your college or vocational/technical plans with your parents, guidance counselor, teachers and Extension youth development workers. Find out from the counselor, teacher, parent, what courses that you should take to follow your career plan.

Develop a resume for yourself.

Tenth Grade

1. Begin to make some refinements in your career plan. This is a very important stage in your life and is the first step in deciding on a college or vocational/technical school.

2. Continue to explore careers that interest you and fit into your abilities. Go to the library and read about them.

3. Talk to workers in different kinds of jobs.

4. Talk to a personnel manager or vocational counselor, school counselor, teachers, parents and find out the importance of good mental health and work.

5. Submit inquiries to local employers.

6. Find out what opportunities and restrictions exist in preparing for entry skills in their organization, institution, business or industry.

7. Obtain names of individuals or employees who have been successful in moving up the job ladder.
8. Note and discuss factors that enable them to advance on the job.

9. Plan a visit to an area vocational/technical school, junior college, or four-year college.

Continue your involvement in school clubs or in community activities:

1. Use the vocational/technical school and college materials in school counselor offices, high school libraries, public libraries and make a list of schools to which you want to apply.

2. Check the entrance requirements of these schools and make sure, by checking again and again with the counselor, teachers, parents, and youth workers, that your high school program will satisfy vocational/technical or college requirements.

Eleventh Grade

Remember that this is the last full year you have in which to make good grade records which vocational/technical schools or colleges will consider before deciding to admit you. So work to do your best.

September

Register through your counselor for the Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT) which will be given sometime in October or November, hopefully.

Study the PSAT/NMSQT Student Bulletin. It will familiarize you with the kinds of questions that will be asked on the test.

Check with your school counselor once again to see that your courses meet the basic vocational/technical or college requirements.
OCTOBER
Take the PSAT. Explore all scholarship, grant, work study and loan possibilities, and complete necessary forms.

NOVEMBER
Start narrowing your college or vocational/technical school choices down to about five or fewer.
Find out from your counselor, teachers, parents, or Extension youth worker which entrance exams these schools require.
Write the college or vocational/technical school for updated information and school catalog.

DECEMBER
Consider applying for a special vocational/technical or college preparatory program for next summer. Check with your guidance counselor, teachers, parents, or Extension youth workers for suggestions.

JANUARY AND FEBRUARY
Start lining up summer job.
Check deadline dates for special scholarships, grants, and loan competitions, and familiarize yourself with some of the available financial aid that is available and you think you might qualify.

MARCH AND APRIL
Make sure your parents keep a copy of their federal income tax return in a safe place so that you will be able to use certain information from it when applying for financial aid.
Finalize summer job plans or, if necessary, summer school plans.

MAY AND JUNE
Discuss your preliminary choices of vocational/technical school or
college with your parents, counselor and teachers.

Firm up your course schedule for your senior year.

Obtain a list of books you can read over the summer that will give you a head start in next year's courses and will increase your reading ability and speed.

**JUNE TO SEPTEMBER**

If possible, you and your parents should visit the college or vocational/technical school you hope to attend.

**Twelfth Grade**

**SEPTEMBER**

Finalize to about three, and usually no more than five, the list of colleges or vocational/technical schools to which you wish to apply. Your selection should include at least one that you definitely feel will accept you.

Send for the latest college or vocational/technical catalogs and admissions applications.

Study the catalogs for courses and majors offered and sources of financial aid.

Finalize your list of financial aid sources which you will apply.

**OCTOBER**

Register for the SAT, ACT or Achievement Test. If you cannot afford the test fee, ask your counselor about obtaining a fee waiver. Study the handbook on the SAT or ACT test to become familiar with necessary preparation for it and the kinds of questions that might be involved.

**NOVEMBER**

Take the SAT or ACT or both, if necessary.
Fill out vocational/technical or college applications. Take your time. If you have any questions, be sure to consult your guidance counselor or teacher. Submit your application now, along with all necessary forms.

Fill out application for financial assistance and for other assistance in the form of grants, scholarships, or loans, work study, from schools and foundations, philanthropic organizations, state and federal programs.

**DECEMBER**

Check your college or vocational/technical handbook's instructions to make sure you have done everything necessary for admission and for financial aid.

**JANUARY**

Check with your counselor and teachers to see if your high school grades, letters of recommendation and transcripts have been sent to the college or vocational/technical school. Ask your counselor, teacher, Extension youth worker, or local agency about summer job, or if necessary, about summer programs of college or vocational/technical school preparation.

**FEBRUARY**

Submit your federal grant application. Continue your pursuit of a summer job.

**APRIL AND MAY**

Most colleges or vocational/technical schools will have notified you of their decision on admission and financial aid by now. Keep your counselor, teacher and parents informed as you receive your financial package.
JUNE

If no school accepts you, consider trying again for mid-year acceptance at the same schools, or by going to a community college or enrolling in a college preparatory course.
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