

R E P O R T R E S U M E S

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TITLE I, E.S.E.A., 1967-68. REVISED REPORT.

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RACINE UNIFIED SCHOOL DIST. NO. 1, WIS.

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DESCRIPTORS- *DISADVANTAGED YOUTH, *FEDERAL PROGRAMS, *PROGRAM DESCRIPTIONS, *RESEARCH AND INSTRUCTION UNITS, *CHILD DEVELOPMENT CENTERS, SPECIALISTS, REMEDIAL READING PROGRAMS, EXTENDED SCHOOL DAY, EMOTIONALLY DISTURBED CHILDREN, COMMUNITY COORDINATORS, SUMMER SCHOOLS, KINDERGARTEN, INSERVICE TEACHER EDUCATION, PARENT PARTICIPATION, TRANSPORTATION, PROGRAM COST, FIELD TRIPS, ENRICHMENT EXPERIENCE, RACINE, WISCONSIN, ESEA TITLE 1, FOLLOW THROUGH PROGRAM, MILK PROGRAMS,

THIS REPORT DESCRIBES THE WAYS IN WHICH THE UNIFIED SCHOOL DISTRICT OF RACINE, WISCONSIN, WILL USE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I FUNDS. THE PROJECT ACTIVITIES INCLUDE THE DEVELOPMENT OF THREE "UNITIZED" SCHOOLS WITH RESTRUCTURED GRADE ORGANIZATIONS AND TEAM TEACHING INSTRUCTION, THE USE OF ART AND MUSIC SPECIALISTS IN TWO SCHOOLS, AND A REMEDIAL READING PROGRAM IN FOUR SCHOOLS. THERE WILL ALSO BE AN EXTENDED-DAY PROGRAM, A CLASS FOR EMOTIONALLY DISTURBED CHILDREN, AND A SPECIAL SUMMER SCHOOL IN NINE SCHOOLS. THE FUNDS WILL ALSO BE USED FOR A MILK PROGRAM, TRANSPORTATION FOR PUPILS AND PARENTS TO ENABLE PARTICIPATION IN FIELD TRIPS, HOME-SCHOOL WORKERS, AND INSERVICE TEACHER TRAINING. THERE WILL BE A "FOLLOW-THROUGH" PROJECT IN WHICH DISADVANTAGED PRESCHOOL CHILDREN WILL BE PLACED IN "OUTER-CITY" KINDERGARTENS AND GIVEN A 3-HOUR SESSION IN A "DIAGNOSTIC AND DEVELOPMENTAL ENRICHMENT CENTER." A TWICE-A-WEEK EXTENDED DAY IS A COMPONENT OF THIS PROJECT, WHICH WILL ENCOURAGE PARENT PARTICIPATION. THE BUDGET FOR THE PROJECT IS APPENDED TO THE REPORT. (NH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Unified School District No. 1
Racine, Wisconsin

ED016729

REVISED REPORT

TITLE I, E.S.E.A.

1967-68

UD 005 119

September 18, 1967
David L. Sweeney
Director
Title I Activities

**Unified School District
Racine, Wisconsin**

**Title I, E.S.E.A.
Advisory Committee
1967-68**

Public School Principals:	Ernest Nielsen Jerome Sullivan
Division of Instructional Services:	John LeBlanc
Consultant Representative:	Neil Vail
Non-Public School Principal:	Sister Mary Rudolph
Urban League:	Donald Addison
Racine United:	Leonard Wilkening
Community Action Program:	Mrs. Vivian Newton
Catholic Education Committee:	Earl Burgan
Parent Representative:	Mrs. Ruth Ellis
Teacher Representative:	Mrs. Rosemary McCormack
Director, Taylor Home:	John Kearns
Director, Title I Project:	David Sweeney

**Unified School District
Racine, Wisconsin**

Title I, E.S.E.A., 1967-1968

Project Objectives

1. To improve performance as measured by standardized tests.
2. To improve classroom performance in reading beyond usual expectations.
3. To improve classroom performance in other skill areas beyond usual expectations.
4. To improve children's verbal functioning.
5. To improve children's self-image.
6. To raise their occupational and/or educational aspirational levels.
7. To increase their expectations of success in school.
8. To improve the nutritional health of the children.
9. To improve the children's emotional and social stability and/or that of their families.

**Unified School District
Racine, Wisconsin**

Title I, E.S.E.A. 1967-68

Title I Project Attendance Areas

Stephen Bull

Franklin

Garfield

Howell

Janes

Jefferson

Lincoln

Lakeside

Winslow

Hansche

Gifford Junior High *

Washington Junior High *

*** To include those students living in above elementary school attendance areas**

Note: All identified children enrolled in non-public schools who live in the designated elementary school attendance areas are also included.

Unified School District
Racine, Wisconsin

REVISED PROJECT ACTIVITIES
1967-68

<u>Phase</u>	<u>Title</u>	<u>Location</u>
1	Unitized Schools	Bull Franklin Winslow
2	Art Specialist	Bull
3	Music Specialist	Franklin
4	Remedial Reading	Lincoln Howell Janes Franklin
5	Extended Day Program	Howell Bull Winslow Franklin Washington Junior Gifford Junior
6	Emotionally Disturbed Class	Taylor Children's Home
7	Special Summer School	Bull Howell Franklin Winslow Janes Garfield Lincoln Jefferson Lakeside
8	Milk Program	All elementary project schools
9	Transportation	All project schools
10	Home-School Workers	All project elementary schools
11	In-Service	All project area school teachers
12	Follow-Through Teachers	Case High School Follow Through Center

Unified School District No. 1
Racine, Wisconsin

TITLE I PROJECT ACTIVITIES
E.S.E.A.
1967-1968

Phase 1 -- Unitized Schools

A. Objectives

1. To maximize the efficiency of pupil learning, especially in the cognitive domain.
2. To develop an exemplary instructional program, and to continually improve the program through research.
3. To provide for each child the optimal instruction for his needs at his individual level of achievement in each subject area.
4. To employ the most efficient utilization of staff personnel to insure optimal growth for each student.

B. Implementation

Three project area schools will be organized into Unitized Schools, an expansion of former Title I project activities entitled, Learning Specialists.

Each school will be divided into instructional units encompassing two grade levels, and consisting of a unit leader (Title I), from 4 to 8 teachers, a para-professional (Title I), and each unitized school will have the services of an instructional secretary (Title I).

The unit leaders and the principal at each building will form the curricular decision-making committee. Each of the three unitized schools will conduct an in-depth study and concentrate on one area of subject matter to determine diagnostic procedures, conceptual learning sequence, and appropriate motivational and instructional techniques.

The Functions of a Unit are as follows:

- a. Instruction: The basic instructional unit is the R & I Unit (Research and Instruction Unit). This type of organization provides opportunity for continuous curriculum development and improvement, pre-school through grade 6. One unit comprises the unit leader, certified teachers, teacher aides, and all students in the Head Start and kindergarten classes. Other units will encompass students in first and second grade, third and fourth, and fifth and sixth grades.

Phase 1, Unitized Schools continued...

This organization will provide for the individualization of instruction, utilizing a combination of total groups, small groups, and tutorial activities. Flexible utilization of personnel, space, and time will provide for each child the opportunity to learn as efficiently, as fast, and as much as he can at the appropriate level of achievement. District consultants and research consultants from the R & D Center, University of Wisconsin, will assist the teaching staff in the development of an exemplary instructional program geared to the individual needs of each pupil.

- b. **Research Function:** The research function will be directly related to the subject area for in-depth concentration undertaken at each of the three unitized schools. The unit leaders (Title I) will have the opportunity to devote a portion of their time to this function as they work with individual teachers, members of the unit, and other unit leaders. The areas of subject concentration in the three unitized schools are as follows:

Bull -- Arithmetic
Winslow -- Reading
Franklin -- Language Arts

Part-time services of the Director of Research, Dr. Milton Hillery, will be available through Title I funds to assist in research design and evaluation.

- c. **Development Function:** This function includes the development of locally produced material and the development of new instructional techniques. Specific instructional goals for individual children will be developed as a result of the unitized approach to instruction, and these will, in many instances, create the need for the development of new and appropriate materials and techniques.

It is possible that as a result of the in-depth subject area study undertaken at each unitized school, entirely new curricular programs will be developed, from pre-school through grade six, which will be more realistic and effective for educationally disadvantaged.

- d. **Innovation Function:** Research and Instruction units within a school system serve as a facility or vehicle for innovating and evaluating promising practices and materials before widespread innovation throughout a system is attempted.
- e. **Diffusion:** Combined efforts of the central staff of the district and the R & D Center of the University of Wisconsin will make possible the dissemination of the project plans, procedures, and evaluation results.

Phase 1, Unitized School continued...

Responsibilities of Title I Personnel in the Unitized Schools

The Unit Leader

The unit leader is a new role. The unit leader has responsibility related to all the functions of an R & I Unit, namely, instruction, research, development, innovation, and diffusion.

A. Instruction

1. Assume leadership in developing, executing, and evaluating a proto-typical instructional program in the unit, including objectives, materials, equipment, and activities. Here the unit leader works closely with available subject matter specialists, the building principal, and others. The unit leader is administratively responsible to the building principal.
2. Coordinate the diagnosis of learning problems of children and the development of appropriate individualized programs, so that each student learns well and simultaneously develops a buoyant and healthy personality. School psychologists, guidance workers, and others contribute to this area of concern.
3. Assume leadership in initiating, establishing, and maintaining good home-school relations. Social workers, and other specialists as available, can contribute as effectively or more effectively than when working with teachers singly.
4. Teach about half-time, or in other ways be directly involved with the children.
5. Utilize a portion of the remaining time (a) to act as liaison between the building principal or staff and teachers (and students) in his unit; (b) to meet with staff members in the unit to plan instruction and to enhance the understanding of, and direction given to, individual pupils; and (c) to meet with the building principal and other unit leaders.

B. Research

1. Plan research activities in the R & I Unit with appropriate personnel from the unit, the building, the central staff, and the R & I Unit.
2. Coordinate the execution of research within the R & I Unit.
3. Guide the administration of experimental treatments -- instructional methods, materials, and media.

Phase 1, Unitized School, continued...

C. Innovation

1. Coordinate the introduction of novel procedures and materials, particularly in connection with the development of a proto-typical instructional system.
2. Stimulate the invention of new instructional procedures within the unit.
3. Keep abreast of innovations throughout the school system, the state, and nation through visits, conferences, and reading.

D. Diffusion

1. Provide for the proper briefing of observers of the R & I Unit.
2. Participate in the planning and actual diffusion of promising practices within the school building and within the system as appropriate.

Noncertified Personnel

The two main classes of nonprofessional persons in R & I Units are instructional secretaries and teacher aides. The instructional secretary performs a number of responsibilities of a clerical type such as keeping attendance records, collecting and keeping records of special money from the students, duplicating materials, making lists of pupil supplies, typing, filing, etc. The teacher aide is first responsible to the building principal and then to the unit leader. The unit leader, in turn, is responsible for the most effective use of the time of the teacher aide. Thus, the building principal and the unit leader determine the responsibility of the aide. The precise responsibilities of teacher aides vary greatly and are directly related to the background of training and experience of the aide. No common set of activities can be prescribed for teacher aides. The aide with a college degree in a subject field such as science will perform different responsibilities from the high school graduate who has no work in science after the ninth grade. The following represent areas of possible participation by teacher aides; no one aide is likely to participate in all of them.

1. Classroom routines and management

Housekeeping chores connected with lighting, ventilation, cleanliness, instructional materials, supplies, chalkboards, plants, etc. may be performed by some aides. Also, an aide may provide assistance to children in connection with caring for clothing, moving from one part of the building to another, receiving attention from a specialist such as the nurse or social worker. Lunchroom activities also may utilize the service of an aide.

Phase 1, Unitized Schools continued...

2. Use of materials

Depending upon the level of competency as judged by the building principal and unit leader, some aides may assist with audiovisual materials, library activities, programmed instruction, mechanical devices, etc.

3. Playground and gymnasium

Some aides may assist the teacher in work with individuals, small groups, and large groups on the playground and in the gymnasium.

4. Independent study and correction of papers

Some aides may give help to individuals, for example, in securing material, in locating information, and by providing reinforcement for good performance, conduct, and work effort. Also, student papers may be corrected by aides.

5. Foreign language

An aide who speaks a foreign language well may serve as an interpreter and helper to the child who cannot speak English. This may be especially helpful when no member of the instructional staff speaks the language. (Housewives with college degrees and competence in a second language are providing invaluable assistance to many children during their first months in this country.)

Equipment purchased for the Unitized Schools from Title I funds will be used specifically within the R & I Units for instructional purposes. Desks, chairs and typewriters will be used by unit leaders and instructional secretaries who have been assigned as additional personnel. Audio-visual equipment will be used in conjunction with the developing exemplary instructional program.

C. Evaluation

Evaluation and research designs will be established with the cooperation of the district Research Director, the Unit Leaders, and the staff of the Research and Development Center of the University of Wisconsin.

Please see "Functions of a Unit" described under Implementation.

D. Location of Activity

1. Stephen Bull School
2. Franklin School
3. Winslow School

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TITLE I PROJECT ACTIVITIES
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Phase 2 -- Art Specialist

A. Objectives

1. Develop and encourage creative abilities in children and the capacities for creative statements in art.
2. Aid in the development of a sense of self-esteem, individual worth, and self-respect.
3. Develop visual awareness of children in their own environment and aid in expanding the child's aesthetic sensitivity to environment.
4. Help children create an environment which gives evidence of their own creative powers, individual efforts and struggles.
5. Seek new teaching ways; re-evaluate methods and approaches; and search answers to specific desirable curricular offerings in art for children in inner-city schools.

B. Implementation

The Art Specialist will be assigned to one project area school, Stephen Bull, to program activities for both students and teachers. This activity encompasses the regular school day program in art, and also extends into the after-school hours by establishing an art center for in-depth experience in art for students in this project area.

Children will be provided a wide variety of experiences which are oriented toward affording a maximum of cultural enrichment and experiences in the non-academic area where a prediction of success would seem possible.

Children will be afforded a maximum of socializing experience and acquaintance with cultural attitudes through field trips to cultural centers, their immediate environment and class discussion.

The art specialist will work with teachers in the building to provide an on-going in-service characteristic designed to improve the present curricular offerings and improve the quality of instruction.

Children's voluntary participation in the after-school art studio will afford them visual experience through painting and art activities oriented toward the making of personal statements related to the child's environment, attitudes towards adults and other children, reactions, standards, and thinking.

Phase 2, Art Specialist, continued...

Cultural experiences will be provided through acquaintance with the works of art, recognized adult artists in the fields of painting, sculpture, architecture and related visual arts.

C. Evaluation

1. Through observation and anecdotal study to determine the extent to which success in the non-academic areas may lead those academically unsuccessful children to greater desire to succeed; to identify children with special abilities and skills and observe how the resources may best be utilized to development of pride and self-respect.
2. Comparison of the pilot projects in art with other on-going projects as to area of operation in relation to effect on child's potential development.
3. Evaluation of degree of expression possible under the guidance of the classroom teacher as compared with that possible through an extension of the school day.
4. Documentation of types of activity and motivational procedures most successful in working with children in the inner-city schools.

D. Location of Activity

Stephen Bull School

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Phase 3 -- Music Specialist

A. Objectives

1. Students will develop competence in singing and playing music.
2. Students will develop a more positive self-concept.
3. Students will acquire an increased degree of self-discipline.
4. Students will improve in their ability to work cooperatively with others.

B. Implementation

A music specialist is assigned to a project area school, where normally all vocal music instruction has been the responsibility of the classroom teacher.

This phase activity has three components:

- a. The specialist works with students during the regular school day, providing an enriched and varied music program.
- b. The specialist provides an on-going in-service program for all teachers within the building to improve and increase their instructional competencies.
- c. The music specialist provides an extended day program (during the lunch hour and after school) for students interested in pursuing their skills in this non-academic area.

The music specialist is trained in providing the best structure and methods for promoting musical appreciation and skills. The program will expand the student's musical knowledge, develop latent vocal talents, and expose him to another art form of expression.

The immediate success gained through playing the special Orff instruments gives the child a sense of personal satisfaction. Performing in small musical groups for his peers and adults also creates a feeling of importance and accomplishment. The student is thereby provided the opportunity to display his new achievements to others, building an improved self-image.

Phase 3 - Music Specialist, continued.

Singing and playing a musical instrument at the right tempo and volume demands attention, precision and self-control. Knowing how to properly perform on an instrument induces respect for it and restraint in abusing it -- a form of self-discipline.

C. Evaluation

- 1. Tape recordings, pre and post**
- 2. Classroom teacher's descriptive evaluation of individual participant's behavior and interpersonal relationships**
- 3. Evaluation of participants by music specialist through anecdotal records and on tape**

D. Location of Activity

Franklin School

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Phase 4 - Remedial Reading

A. Objectives

1. Students should attain higher achievement in basic reading skills: word perception, word meaning, vocabulary, comprehension.
2. Students should attain greater success in other school subjects in which reading is necessary for learning the subject.
3. Students should acquire a more positive attitude towards self, learning, and school as a result of increased reading competence.

B. Implementation

Remedial Reading teachers will be assigned to four project area schools. Diagnostic testing will be administered to students to identify specific reading needs. The teachers will provide a specialized program which will be modified to enable pupils to concentrate on learning the reading skills. Some instruction will be in small groups with students of similar needs, and some will be individualized. Students will be released from their regular classrooms for this instruction.

The remedial reading teachers will coordinate their instructional program with each student's regular classroom teacher. It will, however, be modified to provide new appropriate material particular to the child's needs. Equipment such as the controlled readers and listening centers will be used to motivate, instruct, and enrich the program.

C. Evaluation

1. Standardized Achievement Test: Word Meaning, Paragraph Meaning, Word Study Skills, Word Recognition Test, Basic Sight Word Test
2. Stanford Achievement Test: Science, Social Studies, Spelling, Language
3. Teacher comments on anecdotal records and cumulative records.

D. Location of Activity

Lincoln School

Janes School

Howell School

Franklin School

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Phase 5 - Extended Day Program

A. Objectives

1. Students should develop new and improved appreciations and value perception of the school and their role as school participants.
2. Students should develop skills and understandings in non-academic areas through success experiences afforded them in after-school and on Saturday activities.
3. Students develop positive relationships with adult or teen-age models who extend to them individual interest and a close rapport.

B. Implementation

1. The first phase of the Extended Day Program involves specialized activities for educationally disadvantaged children in the area of four elementary schools. Students from the Washington Park High School (BEE-YOP Club) come into these schools each afternoon and on Saturday mornings to direct, on a voluntary basis, club and group activities.

Examples of these activities are:

Story Hour
Arts and Crafts
Recreation
Dramatic Arts
Home Economics - Sewing, Cooking, etc.
Athletic Skill Building
Games

An adult supervisor is employed to coordinate and supervise all of the volunteer-led activities on any one day. Local high school athletes are included as volunteer leaders for the Saturday morning athletic skill building program.

2. The second phase involves boys and girls from two junior high schools who participate in a cooperative program with Carthage College. At least once each week, selected junior high students travel to Carthage College where they each meet their "sponsors," college juniors and seniors, who attempt to establish close positive relationships, and participate in activities which are of particular interest to the disadvantaged youngster.

Phase 5, Extended Day Program, continued....

The cost of this program is limited to transportation, and part-time wage for the faculty supervisor from each junior high school who accompany the students to the activity.

C. Evaluation

1. Subjective evaluation based on opinion of student participants, parents, teacher and activity leader.
2. Frequency of participation by students in the after-school and Saturday activities.
3. Subjective evaluation by teacher of the student's perception of the school as a helpful institution and a part of the total community environment.

D. Location of Activity

1. Howell School
2. Stephen Bull School
3. Winslow School
4. Franklin School
5. Gifford Junior High School*
6. Washington Junior High School *

* At Carthage College, Kenosha, Wisconsin

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Phase 6 - Emotionally Disturbed Class

A. Objectives

1. Emotionally disturbed children from the Taylor Children's Home, whose emotional and behavioral problems cannot be adequately cared for with the normal school environment will be provided an educational service within the institutional setting.
2. Participating children will be assisted to prepare themselves for a return to the public school setting through increased ability to control their impulsive or negative behavior.
3. Children will participate in remedial instructional activities which are closely related to the regular school program.

B. Implementation

Emotionally disturbed children residing in the Taylor Children's Home who are not able to attend Unified School District's classes because of their adjustment problems, will be provided special instruction in a class at the Taylor Children's Home. The teacher will be provided through Title I funds, and will be selected based on the special skills needed for working with emotionally disturbed children.

Children attending this class will do so on a temporary basis, with the hope of returning to regular classes located in the public school building. In the past, children too disturbed to attend, or those removed from the regular school classes were not afforded any educational expression at the institution.

Books, equipment, and materials for this class will be provided by the Unified School District. The teacher's salary will be provided through Title I funds. The teacher will work closely with the faculty of the public school to which participating children will return, and also with the staff of the children's home.

Phase 6, Emotionally Disturbed Class, continued...

C. Evaluation

- 1. Subjective evaluative reports by the teacher and institutional staff members of each participating child.**
- 2. Reports from the public school administrative staff, guidance workers, and teachers of the child's adjustment to the public school setting upon his return.**

D. Location of Activity

Taylor Children's Home

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Phase 7 - Special Summer School

A. Objectives

1. Students will engage in enrichment activities in language arts, science, and social studies to compensate for the lacking experiences typically afforded by cultural deprivation.
2. Students will participate in remedial instruction in reading and arithmetic in accordance with individual needs.
3. Students will be provided with learning experiences in the community and will have expanded their understanding of the community.
4. Students will experience many opportunities for school success.
5. Parents of participating students will become involved and increase their interest and support of their child's education.

B. Implementation

The special summer schools serve as a test bed for curriculum modifications and changes in teaching style and method. A special summer school might provide proof that the typical "regular school" program, from September to June, often provides insufficient conditions under which disadvantaged children can learn. While it is hoped that the summer school may have positive effect on the attitudes of parents and children toward education, it is also assumed that teacher understandings of low-income groups and educationally disadvantaged children might be broadened. The classes further aim toward the improved academic achievement and success orientation of disadvantaged students.

Summer school classes will differ sharply from classes held during the regular school year. With no existing curriculum structure superimposed on planning, considerable freedom will make planning a program relating directly to individual educational needs possible. As John Goodland has succinctly stated in a Saturday Review article, we will be able to "ask not if the child is ready for school, but what he is ready for."

Phase 7, Special Summer School, continued...

Each participant will hopefully be the recipient of a saturation diet of school successes. No grades will be given -- no artificial standards of content mastery will be determined. Children needing an expanded awareness of their local surroundings will benefit from trips relating their experiences to new understandings and concepts. Social Studies and Science will be related to the interests of classes.

Reading opportunities will be plentiful and varied, with many books available having a multi-ethnic background. Children badly needing remedial experiences in both reading and arithmetic will receive intense small-group and individual attention at the level of their mastery.

Class size will be much smaller than the usual setting during the regular school year (15 per room). The atmosphere will be relaxed and informal, and will compliment the pupil-teacher ratio in providing maximum opportunities for individual attention. Organization of groups will vary from the usual self-contained classroom setting. Multi-aged groups, non-graded grouping, large-group, and small-group instructional periods planned as needed to meet particular strengths and weaknesses -- all will be tried at different schools, in an effort to learn more about pressing organizational problems for inner-city schools.

The proposed special summer school would be in session for six weeks. Four hours of each day would be devoted to instruction.

Teachers of summer classes will be recruited from those already serving in the inner-city schools. Should this source provide an insufficient number of interested persons, an attempt will be made to recruit from outer-city schools in the district a number of teachers who may be interested both in summer classes and later possible inner-city assignment. Project teachers will be expected to work at least five (5) hours daily.

Enrollment will be 900 children, with 60 classrooms housing 15 children each.

Eight inner-city elementary schools and one special education school will participate. Students enrolled will reside in the attendance areas of these eight schools and be presently enrolled in both public and non-public schools in this project area.

Eight principals will administer the program. The principal's role will not be limited to routine administrative duties, however. Each will be directly involved in the instructional program at his school in a number of ways:

1. Through direct supervision and evaluation of classroom instruction.
2. By presenting programs for parents.
3. Through leadership in daily planning and grouping for instruction.

Phase 7, Special Summer School, continued...

4. By giving demonstration lessons.
5. By working with small groups of children in a variety of ways, i.e., interest groups, remediation.
6. By assisting on field trips.

In short, the principal will be seen as an added resource person for the children, as well as an instructional leader. Overall coordination and leadership will be provided by the project director. The director is a member of the inner-city council and has several successful years of experience in working with disadvantaged children.

Parent involvement is planned, and will take several forms. Field trip assistance, classroom observation, orientation procedures, parent-teacher conferences, and home visits would be utilized to insure parent participation and support.

Kinds of classes. Classes will all be 15 in number, save those made up of children from the various groups for intensive remedial instruction. These flexible classes will be very small, sometimes only one or two pupils. While organization will vary (i.e., graded, multi-aged, non-graded), each class unit will teach reading and arithmetic and enrichment work as described in another section of this proposal. However, grouping will be sufficiently flexible to provide varied amounts of specific offerings as pupil diagnosis demands.

Classes will be remedial to some students in terms of needed individualized instruction at points of weakness; they will be remedial for all in that each deprived child is probably not approaching his academic potential, however lofty his work. Every class will give many and varied opportunities for successes with exciting and meaningful learnings and experiences.

Primary-level work for four mentally retarded classes will emphasize readiness work and increased community awareness. The EMH intermediate children will receive remedial and enrichment instruction.

C. Evaluation

1. Stanford Achievement Tests
2. Pre and post tests in arithmetic and reading
3. Recorded instances of field trips, with student, parent, and teacher evaluation statements.
4. Subjective teacher and principal ratings
5. Recorded instances of parent participation, questionnaires, and parent evaluation instruments

Phase 7, Special Summer School, continued...

D. Location of Activity

- 1. Stephen Bull School**
- 2. Howell School**
- 3. Franklin School**
- 4. Winslow School**
- 5. Janes School**
- 6. Garfield School**
- 7. Lincoln School**
- 8. Jefferson School**
- 9. Lakeside School**

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Phase 8 - Milk Program

A. Objectives

1. Participating children should maintain better physical well-being with daily nourishment.
2. Children should develop better health habits.
3. School attendance should improve.
4. Children should appear less apathetic and display more ambition due to improved nutrition.

B. Implementation

Milk will be distributed daily to students in participating schools, and Title I funds will be used to pay the cost of those students who are indigent.

C. Evaluation

1. Survey of children participating to determine any improvement of attitude.
2. Comparison of attendance statistics at participating school.
3. Subjective evaluation by teacher of student's work habits and application to tasks at hand.

D. Location of Activity

All participating elementary schools

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Phase 9, Transportation

A. Objectives

1. To provide funds for transportation for indigent pupils, so that they may participate in educational field trips with other members of their class.
2. To enable students and their parents in project area schools to engage in educational activities with students and parents in non-project area schools.

B. Implementation

This fund is established as a reserve account for students who are not financially able to pay for the frequent field trips taken by their classes during the school year. As the value of enriching field trips becomes more apparent and the instances increase, it becomes more of a burden on the parents of large families with school-age children.

The main purpose of this activity is that no child should be deprived of a planned educational field trip with his class because he is unable to pay for his transportation.

A second component of this activity is the newly established "paired" or "matched school" concept. Inner-city schools are being "paired" with an elementary school in an outlying area of the school district. Each pair of schools will engage in as many worthwhile educational experiences together involving the children, parents, and teachers as is feasible during the course of the school year. The planning and implementation of these activities fosters positive inter-personal relationships between parents and children who would normally have no occasion for inter action. The transportation phase of this project will make these experiences possible.

C. Evaluation

Records of field trips: locations, instances, number of participants.

D. Location of Activity

This activity will be available to all children in project area elementary schools based on individual need.

Unified School District No. 1
Racine, Wisconsin

TITLE I PROJECT ACTIVITIES
E.S.E.A.
1967-1968

Phase 10 - Home-School Worker

A. Objectives

1. The parents of educationally disadvantaged children in the project area should become more informed, more supportive, and more involved with the school program.
2. A closer, more mutually cooperative relationship should be established between the school and the families of the neighborhood school area.
3. Student participation in both academic and extra-curricular activities of the school should become more positive as a result of parental support and involvement.

B. Implementation

The lay women will be selected from the neighborhoods of the project area schools to work with the parents and the school personnel. One of the ten will be of Spanish-American background with ability to work with families speaking the Spanish language throughout the entire project area. The other nine will each serve the school area in which they live.

The home-school workers are employed up to 20 hours per week, and report directly to the principal of the project area school to which they have been assigned. They will preferably be mothers of children attending that school, and have the ability to relate with other parents who normally would not feel confident engaging in inter-personal relationships with school personnel.

C. Evaluation

1. Parent questionnaire
2. Reports of activities of home-school worker
3. Survey of principals and teachers in project area schools

D. Location of Activity

This phase activity will take place at each of the project area elementary schools and their respective neighborhoods.

**Unified School District No. 1
Racine, Wisconsin**

**TITLE I PROJECT ACTIVITIES
E.S.E.A.
1967-1968**

Phase 11 - In-Service Education

A. Objectives

1. To provide for teachers of the Unitized Schools a pre-service orientation to prepare them for a successful initial experience in this new instructional organization.
2. To provide for all teachers new to inner-city project area schools a better understanding of the students with whom they are working (a Saturday orientation day for new inner-city teachers).
3. To provide an opportunity for teachers of educationally disadvantaged children in public and non-public schools to participate in a six-week winter workshop to study characteristics of disadvantaged children and new methods for working with them.

B. Implementation

The In-Service program for teachers of disadvantaged children has three components:

1. A two-day pre-service orientation for unit leaders and teachers assigned to the three Unitized Schools to be conducted August 31st and September 1st. Teachers would normally not return to work until September 5th.
2. A Saturday Orientation Day for all teachers new to inner-city schools held at Wingspread, the Johnson Foundation Conference Center.
3. A six week winter workshop for all interested teachers to study the teaching of the disadvantaged.

C. Evaluation

1. Questionnaire for teachers of unitized schools regarding pre-service orientation.
2. Survey of problems of new teachers.
3. Questionnaire for teachers new to inner-city schools.
4. Questionnaire for winter workshop participants.

Phase 11, In-Service Education, continued...

D. Location of Activity

- 1. Pre-service: Stephen Bull School; Winslow School; Franklin School**
- 2. New Teacher Orientation: Wingspread, the Johnson Foundation Conference Center**
- 3. Winter Workshop: Jerstad-Agerholm Elementary School**

**Unified School District No. 1
Racine, Wisconsin**

**TITLE I PROJECT ACTIVITIES
E.S.E.A.
1967 - 1968**

Phase 12 - Follow-Through Program

A. Objectives

Please see attached summary statement.

B. Implementation

Two teachers provided under Title I funds will be assigned to work in this district's Follow-Through program.

Unified School District No. 1

ABSTRACT OF FOLLOW THROUGH PILOT PROGRAM

PROJECT STUDENTS

Sixty students will be selected for participation in the project. Thirty of these students will come from a group of one hundred fifty-four students who had a year-long pre-school experience in a program funded and conducted by the Racine Recreation Department. The additional thirty project students will be selected from an eight-week summer Head Start project conducted during the summer of 1967. All students will meet the OEO index of poverty. Thirty-five of the students are Negro, twenty are Mexican-American, and five are Caucasian. The project sampling will in large part be considered educationally disadvantaged.

INSTRUCTIONAL PROGRAM

The organizational plan for this proposed Follow Through Program is a three-pronged attack on the problems of the educationally disadvantaged group of children and their families described above. These three organizational components are: 1) A daily session for each Follow Through child in an outer-city kindergarten class; 2) A daily session at a diagnostic and developmental-enrichment center; 3) Daily extended day activities. A brief description of each component follows.

Component 1 -- A 2½ Hour Session in An Outer-City Kindergarten

Thirty Follow Through children will be placed in the morning kindergarten sections in three outer-city schools, and thirty others will attend afternoon kindergarten sessions in the same buildings. While here, children will take part in the regular kindergarten program, but will have the immediate support and assistance of Follow Through, a paraprofessional and volunteer assistance. All subjects will be studied; however the Follow Through participant will have records of his individual progress at the diagnostic and developmental-enrichment center with him in this setting, so that, along with staff support, his work will be geared to his skills and abilities. It is hoped that the setting will provide a range of peer models from various ethnic, racial and socioeconomic backgrounds which will stimulate the participants' social, emotional and intellectual growth, and that similar benefits may accrue to those children regularly attending these schools.

The movement of Follow Through youngsters to these buildings will not be done in isolation, but is seen as an integral part of a school-pair concept currently being developed between inner-city and outer-city elementary schools in Racine.

Component 2 -- A 3-Hour Session in A "Diagnostic and Developmental-Enrichment Center"

Children will be at the Center in 2 groups of 30 -- one morning and one afternoon. Morning students will end their session with a luncheon, attended also by the afternoon students who will be starting their session with the lunch experience. The remaining 2 hours 15 minutes of time for each group at the Center will be spent completely on individualized diagnosis and prescription and on individual and small-group treatments aimed at developing strengths and building power in areas of weaknesses. Each child will have individual progress charts on which his work in arithmetic, language, reading readiness and cognitive development will be recorded. An extensive battery of tests will be administered to the students.

During all Center work reinforcement will be provided in a positive atmosphere of support and encouragement. Children will experience daily successes. All academic progress will be recorded in detail and each child will be made aware of his individual achievement.

Component 3 -- An Extended Day Program

During this phase of the program, participants will: take trips in the neighborhood and throughout the city; visit homes with parents in both inner-city and outer-city; have individual conferences with teacher; rest; TV for relaxation.

This phase of the program will also include parent involvement in other ways than informal home discussion. Parent-study groups will be organized. Conferences between case-workers, teachers, and parents will be scheduled for those families having problems in need of counseling or referral. Trips will be planned to places of special interest to the parents.

The extended day activities will be carried on every day but each child will not be involved every afternoon. Activities will be planned so that each participant will have approximately 2 extended day involvements each week.

PARENT INVOLVEMENT

A Community Involvement Coordinator, with the assistance of social workers and community aides, will organize parents of Follow Through students into small groups. One goal will be to encourage the development of local leadership. Activities will be planned which bring together parents from the outer-city and those of the Follow Through students in such activities as group meetings, field trips, planned classroom observation, and PTA activities. Parents will be encouraged and recruited to provide voluntary assistance in classrooms and at the Center.

One-half of the Follow Through Advisory Council will be made up of Follow Through parents.

ANCILLARY COMPONENTS

Health -- Complete medical and dental care will be provided for all project students. The project will have the services of a Health Director and a Dental Director. A cooperative effort will be made by the City Health Department, the Racine County Medical and Dental Societies, and the school to provide health services and health education for the student and their families.

Nutrition -- The Follow Through students will be served a noon lunch. The project will utilize the services of the District Nutritionist in the planning of meals and in the educational activities connected with the serving of this meal.

Psychological Services -- The project will have the services of one psychologist from Title I and two district psychologists. Their major role will be to help staff, parents, children, and volunteers interrelate more effectively. They will also serve as specialists in psychological, diagnostic procedures and as therapists and/or referral resources to obtain psycho-therapeutic services for the children and the parents of the community.

Social Services -- A Community Involvement Coordinator, two social workers, a social work supervisor, and three volunteer community aides will provide a link between the Follow Through operation, the family, and the related community services and resources. The social services program will be directed toward helping parents solve problems when it appears they are unable to participate in the Follow Through program because of job hours as their feeling of being so overwhelmed by problems and responsibilities that they have difficulty organizing their lives.

STAFF DEVELOPMENT

A program of pre-service activities is planned for all of the Follow Through staff. In addition, an intensive continuing education program based upon on-going evaluation will be an integral part of the program. The developmental nature of this pilot year and the new roles within the project demand such an effort.

Unified School District No. 1
Racine, Wisconsin

Title I, 1967-68

PROJECT BUDGET
(revised)

Class. No.	Expenditure Account	Salaries	Contracted Services	Other	Total
100	Administration	\$ 27,556.	\$ 350.	\$ 720.	\$ 28,626.
200	Instruction	216,842.	6,000.	9,976.	232,818.
300	Attendance Services	0	0	0	0
400	Health Services	0	0	0	0
500	Pupil Transportation	0	9,000.	0	9,000.
600	Operation of Plant	0	0	0	0
700	Maintenance of Plant	0	0	0	0
800	Fixed Charges	0	0	13,000.	13,000.
900	Food Services	0	0	6,000.	6,000.
1000	Student-Body Activities	0	0	0	0
1100	Community Services	5,434.	0	500.	5,934.
1220c	Remodeling	0	0	0	0
1230	Equipment	0	0	8,071.	8,071.
TOTALS:		\$249,832.	\$15,350.	\$38,267.	\$303,449.