

DOCUMENT RESUME

ED 081 514

PS 006 915

TITLE ESEA Title III 1972 - PACE in Pennsylvania.
INSTITUTION Research and Information Services for Education, King
of Prussia, Pa.
SPONS AGENCY Bureau of Elementary and Secondary Education
(DHEW/OE), Washington, D.C. Div. of Plans and
Supplementary Centers.; Pennsylvania State Dept. of
Education, Harrisburg. Bureau of Planning and
Evaluation.
PUB DATE Jan 73
NOTE 386p.
EDRS PRICE MF-\$0.65 HC-\$13.16
DESCRIPTORS *Abstracts; Activities; *Early Childhood Education;
*Educational Innovation; *Educational Programs;
Evaluation Techniques; *Federal Aid; Objectives;
Socioeconomic Status; Student Characteristics
IDENTIFIERS *Elementary Secondary Education Act Title III; ESEA
Title III

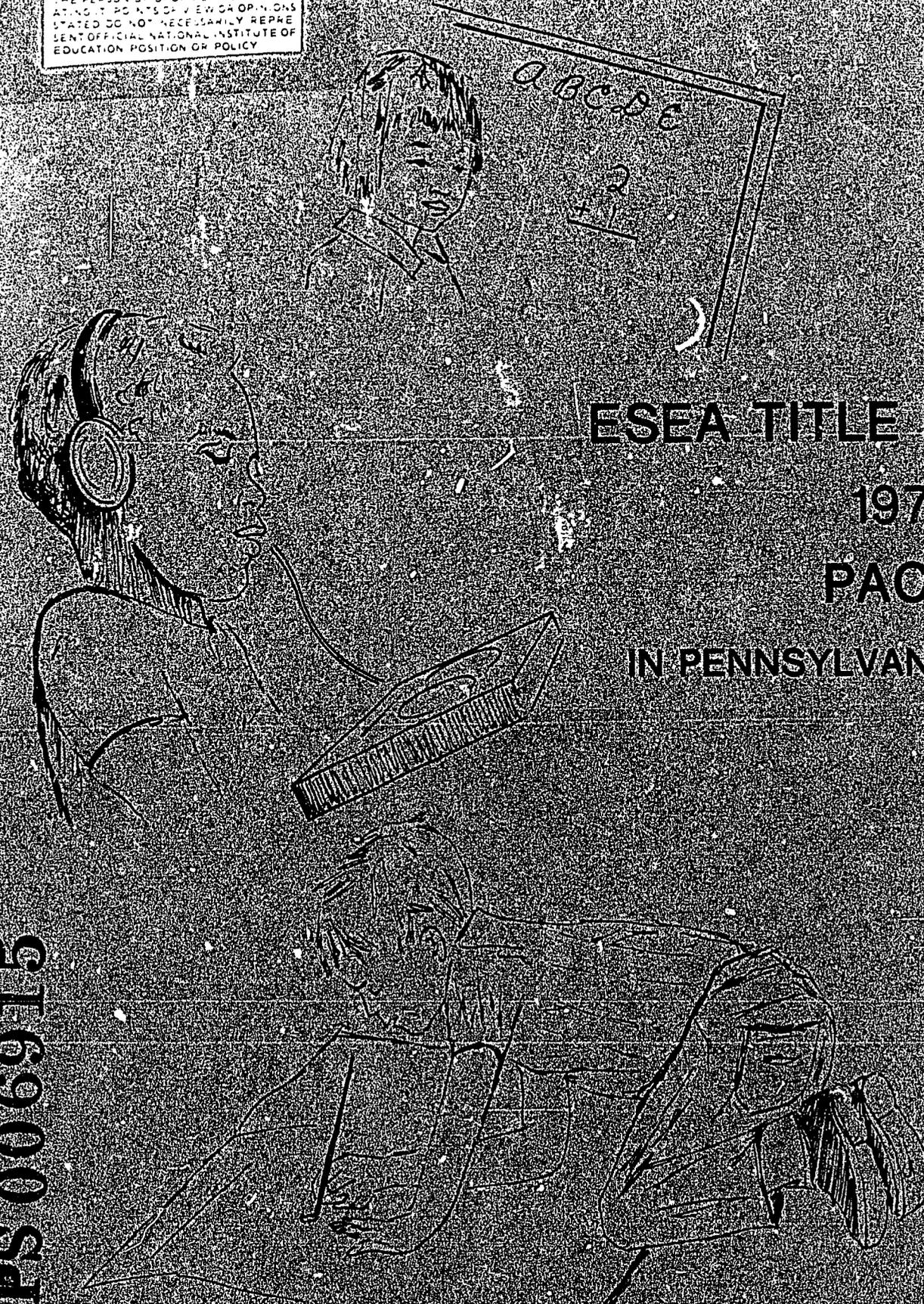
ABSTRACT

This document is a collection of abstracts of all ESEA Title III educational innovation projects funded or operating in Pennsylvania during 1972. Each abstract contains the name of the local supporting agency, the project number, financial information, target population, major objectives, activities, evaluation design, findings to date, dissemination plan and progress toward adoption. Also included in the publication is a subject index (using ERIC descriptors), a grade level grid chart, an alphabetical list of school districts, and follow through cards for further information.
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ESEA TITLE III

1972

PACE

IN PENNSYLVANIA

PS 006915

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FOREWORD

This publication was prepared for the Bureau of Planning and Evaluation, Pennsylvania Department of Education by Research and Information Services for Education.

Project R.I.S.E. (Research and Information Services for Education) is a statewide dissemination agency funded partially under ESEA Title III and serving the information needs of educators throughout the Commonwealth in cooperation with the Pennsylvania Department of Education. The project is under the joint sponsorship of Montgomery County Intermediate Unit and the Bureau of Planning and Evaluation.

Richard R. Brickley
Project Director, R.I.S.E.

Donald C. Jenkins
Project Coordinator

January, 1973

The work presented or reported herein was performed pursuant to a subcontract (SC876ME253) from the Pennsylvania Department of Education acting as the State Educational Agency for the United States Office of Education, Department of Health Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the Pennsylvania Department of Education or the United States Office of Education, and no official endorsement by either should be inferred.

No editorial modifications were made by R.I.S.E. on the abstracts.

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INTRODUCTION

About Title III:

In 1965 the Elementary and Secondary Education Act was enacted by the Congress in an effort to help update the schools. Discontent with some of the educational practices in basic education, Congress earmarked money for different kinds of categorical aid in the form of various titles. One of these, Title III, was designed to bring about creative solutions to educational problems. Title III or PACE (Projects to Advance Creativity in Education) attempts to encourage new ways of teaching by providing needed services for children and adopting and demonstrating exemplary programs based on proven practices. No limit was set on the type of educational problem that would be considered or the amount of money that would be spent on them.

Recent legislation has changed Title III to the extent that as of 1967, 15% of all Title III dollars must be spent in programs for the handicapped and as of July 1, 1970, the guidance and counseling section of NDEA, Title V-A, was transferred to Title III.

For the first three years, grants were made directly to local education agencies (LEA's) by the U.S. Commissioner of Education, USOE. In July of 1968, however, Congress amended the legislation so that the states themselves would be responsible for the administration of Title III. The legislation was changed again in April of 1970 so that the U.S. Commissioner as well as the states may make direct grants to LEA's. This provision was made in Section 306. Now the U.S. Office of Education administers 15% of the appropriation while the states administer 85%.

Appropriations for Title III reached their peak in fiscal year 1968 and have currently dropped to about two-thirds of that peak. Pennsylvania's total allocation for fiscal year 1972 which began on July 1, 1971 is \$7,487,161. Of this \$1,044,720 is to be administered by the USOE and \$6,442,441 by the PDE. Of Pennsylvania's total, \$850,000 is earmarked for guidance and counseling and \$522,360 for administrative purposes.

. . . In Pennsylvania:

Administration of Title III in Pennsylvania is coordinated by the Bureau of Planning and Evaluation, Pennsylvania Department of Education. From the first funding in March of 1966 to December 31, 1972 305 projects have been.

funded out of the 936 submitted. A total of \$42,814,365.00 has been granted these projects by USOE and PDE. As of December 31, 1972, 60 projects are or have been operating during the calendar year of 1972. Of these projects 71 are operating with F.Y. '72 funds.

Projects have been funded on a competitive basis and cover the whole range of basic education. Since the amount of money available for Title III funding is limited, however, there is a tendency toward projects that are adaptive in nature rather than creating new solutions to problems. The rationale for this strategy is to attempt to multiply the number of new educational practices already supported by the educational community and demonstrated as effective but as yet only available to and experienced by relatively few students. Thus, the orientation of new projects will probably be student-centered, humanistically oriented and involve the formal leadership structure of the school as well as other members of the community. It is hoped that the Title III personnel can be considered change agents rather than investigators or developers.

Most projects have had a funding life span of three years. Since a critical part of the change process is adoption, it was thought that this would give each LEA enough time to work out the problems in the project, evaluate its worth and, hopefully, make it a regular part of the on-going school program. At the present time the financial support given the LEA decreases each year of its operation so that the LEA assumes more of the financial responsibility during the project's life span.

More detailed information about the funding of ESEA Title III projects is contained in the *Pennsylvania Manual for Applicants and Grantees ESEA Title III* (1972). This manual can be obtained by writing the State Coordinator of ESEA Title III, Bureau of Planning and Evaluation, Pennsylvania Department of Education, Box 911, Harrisburg, Pa. 17126.

Statewide Dissemination of Title III:

The dissemination of project information plays a vital role in the effectiveness of Title III. In fact dissemination was written in as a requirement of Title III on the local, state and national level. Unless more educators become aware of the new trends and have access to data on the successes and failures encountered in the implementation of educational improvement, the comparatively small amount of money that is available for educational innovation may have limited long range effects. Part of the State's administrative responsibility in the dissemination of project information on a state wide basis has been invested in Research and Information Services for Education (R.I.S.E.), a Title III project. It is through this

vehicle that the information for this publication has been gathered. R.I.S.E. will also serve as an information center for those who are interested in learning more about the Title III projects listed.

Purpose and Use of This Publication:

The purpose of this publication is to establish a communications network so that the educational community may become aware of the educational innovations supported by Title III; so that educators will have enough information to decide whether to explore the innovations in more detail with the idea of adopting them; and so that a resource network can be established for those in the process of planning or implementing these or similar innovations. With this in mind the publication consists of abstracts of Title III projects funded or operating sometime during the period between January 1 and December 31, 1972, a subject index, grade level grid chart, alphabetical list of school districts, and follow through cards.

The abstracts of the projects were submitted by the project directors and contain the LEA, project number, financial information, target population, major objectives of the project, project activities, evaluation design, findings to date, dissemination plan and progress toward adoption. The abstracts are arranged by Intermediate Unit and alphabetically by LEA within each Intermediate Unit.

The subject index consists of approximately two descriptions of each project. These terms are the "descriptors" used by ERIC. ERIC (Educational Resources Information Center) is a national information system of the Office of Education. This system is a network which acquires, evaluates, abstracts and indexes educational information for dissemination throughout the country. We are using the "descriptors" that ERIC uses in its indexing system. This system was selected to avoid confusion about terms and also to facilitate information retrieval.

Since some terms are narrowly used and since some popular terminology is not yet included in the list of descriptors, the following information may be helpful in using the index. In some cases where a term might be misused, "scope notes" (SN) follow the descriptor to define the term. For example, "Educational diagnosis" will look like this in the index: Educational diagnosis, SN, Identification of the nature or level of student ability or skill, page number. In the few cases where no exact ERIC descriptors were available the "used for" (UF) and "use" (U) categories were employed. For instance quite a few projects involve the development or use of "mini courses". The closest descriptor ERIC had to this term was short course. You will find mini course listed in the index with "use short course" after it rather than the page numbers. Refer then to short course which will be followed by "UF mini course" and the page numbers of the projects.

The follow through cards located in the back of the book are provided to serve as the initial communication link between educators and the projects. R.I.S.E. is acting as the clearinghouse for ESEA Title III project dissemination within the state so all requests for information will be directed to them. Two kinds of information can be requested on the cards. Those interested in receiving more detailed information about certain projects should list the numbers of those projects on the top line. This would apply to those educators who are aware of the innovation and want to have a better understanding of what it is and how it works. Those interested in meeting with members of a project and visiting that project should list the numbers of those projects on the second line. This would apply to those educators who are interested in adopting the innovation in their school but first want to evaluate it and discuss operational problems. Use the project number located in the upper right hand corner of the abstract to identify the projects on the follow through cards. Several cards are included so that requests can be made as the need arises and so that all staff members can pursue their interests. In the event no follow through cards are left, mail your request to,

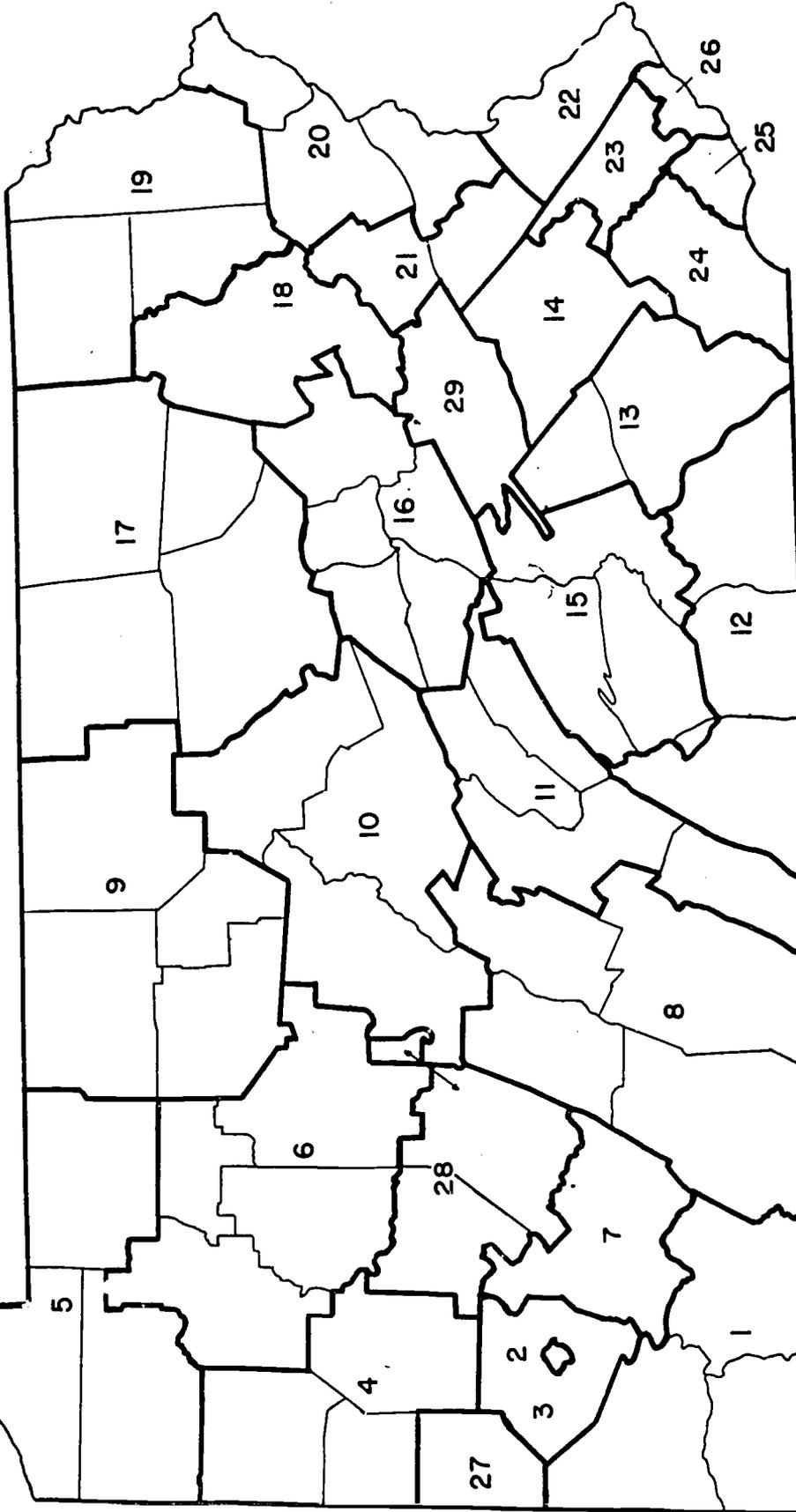
R.I.S.E.
198 Allendale Road
King of Prussia, Pa. 19406

This publication will be updated on a yearly basis.

RS000015

INTERMEDIATE UNITS
AS ENACTED BY THE PENNSYLVANIA LEGISLATURE
HOUSE BILL 40—ACT 102
SENATE BILL 1225—ACT 103

6



COUNTY	INTERMEDIATE UNIT NAME AND NUMBER	
Adams	Lincoln	(12)
Allegheny	Allegheny	(3)
Armstrong	Arin	(28)
Beaver	Beaver Valley	(27)
Bedford	Intermediate 8	(8)
Berks	Berks County	(14)
Blair	Intermediate 8	(8)
Bradford	BLaST	(17)
Bucks	Bucks County	(22)
Butler	Midwestern	(4)
Cambria	Intermediate 8	(8)
Cameron	Seneca Highlands	(9)
Carbon	Carbon-Lehigh	(21)
Centre	Central	(10)
Chester	Chester County	(24)
Clarion	Intermediate Unit 6	(6)
Clearfield	Central	(10)
Clinton	Central	(10)
Columbia	Central Susquehanna	(16)
Crawford	Northwest Tri-County	(5)
Cumberland	Capital Area	(15)
Dauphin	Capital Area	(15)
Delaware	Delaware County	(25)
Elk	Seneca Highlands	(9)
Erie	Northwest Tri-County	(5)
Fayette	Intermediate Unit 1	(1)
Forest	Intermediate Unit 6	(6)
Franklin	Lincoln	(12)
Fulton	Tuscarora	(11)
Greene	Intermediate Unit 1	(1)
Huntingdon	Tuscarora	(11)
Indiana	Arin	(28)
Jefferson	Intermediate Unit 6	(6)
Juniata	Tuscarora	(11)
Lackawanna	Northeastern Educational	(19)
Lancaster	Lancaster-Lebanon	(13)
Lawrence	Midwestern	(4)
Lebanon	Lancaster-Lebanon	(13)
Lehigh	Carbon-Lehigh	(21)
Luzerne	Luzerne	(18)
Lycoming	BLaST	(17)
McKean	Seneca Highlands	(9)
Mercer	Midwestern	(4)
Mifflin	Tuscarora	(11)

COUNTY

INTERMEDIATE UNIT NAME AND NUMBER

Monroe	Colonial Northampton	(20)
Montgomery	Montgomery	(23)
Montour	Central Susquehanna	(16)
Northampton	Colonial Northampton	(20)
Northumberland	Central Susquehanna	(16)
Perry	Capital Area	(15)
Pike	Colonial Northampton	(20)
Potter	Seneca Highlands	(9)
Schuylkill	Schuylkill	(29)
Snyder	Central Susquehanna	(16)
Somerset	Intermediate Unit 8	(8)
Sullivan	BLaST	(17)
Susquehanna	Northeastern Educational	(19)
Tioga	BLaST	(17)
Union	Central Susquehanna	(16)
Venango	Intermediate Unit 6	(6)
Warren	Northwest Tri-County	(5)
Washington	Intermediate Unit 1	(1)
Wayne	Northeastern Educational	(19)
Westmoreland	Westmoreland	(7)
Wyoming	Luzerne	(18)
York	Lincoln	(12)
Philadelphia	Philadelphia	(26)
Pittsburgh	Pittsburgh-Mount Oliver	(2)

ABSTRACTS

Local Educational Agency Address: Project Director	Avella Area School District R. D. #2, Avella, Pa., 15312 Dr. Robert J. Loughry	State Project Number Temporary 2181
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:	Adaptive Secondary Education
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Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/15/72	8/14/73	\$30,000.00	1972	\$30,000.00
Cont.	8/73				21,714.00
Cont.	8/74				10,857.00
TOTAL					

Proposed Termination Date August, 1975 Projected Funding Level for total project period \$62,571.00

TARGET POPULATION:

Students in grades 10, 11 and 12 of the Avella Area High School attendance area who are selected to participate in the Western Area Vocational-Technical School program are the target population of this project. Enrollment for the current year (1972-73) is 557 students, of which 98 percent are Caucasian and 2 percent are Negro. The socio-economic status of the families in the attendance area is primarily of lower and lower-middle class composition.

There are presently 28 professional staff members assigned to the school including 2 full-time administrators and 1 full-time guidance counselor. In addition, there are 3 secretaries and 3 para-professionals completing the staff.

The community is rural with very little light industry. The population of the community is 4700. The school district has an enrollment of 1148 students with a total professional staff of 59 dispersed among 3 elementary schools and 1 junior-senior high school. There is no non public school in the community.

MAJOR OBJECTIVES:

The general objective of this project is to provide a quality general and academic education for vocational-technical students by using ungraded individualized instruction, programmed learning, independent study, diagnostic prescriptive learning, and the use of filmstrips, sound films, tape recordings and television.

The behavioral objectives are to:

1. Design and implement a system that: (a) uses a resource teacher, (b) uses an ungraded system, and (c) provides individualized prescribed learning.
2. Develop a team teaching procedure headed by the resource teacher.
3. Conduct pre-and in-service training for staff to instruct teachers in how to prepare materials and how to administer individualized instruction.
4. Design a pre- and post-assessment of the cognitive and effective student gains from instructional systems experiences.

ACTIVITIES:

Project activities for the current year will be to:

1. Hire a resource teacher and a teaching aide.
2. Hold pre- and in-service workshops with outside consultants to train the resource teacher, the four classroom teachers and the teaching aide.
3. Purchase the necessary equipment and supplies to properly equip the room to be used as the center for this activity.
4. Develop necessary packages of learning to be used in the program.
5. Conduct individualized instruction for the 30 project students.
6. Design and administer pre- and post-assessment to student learning as compared with matched students within the same LEA and matched students from neighboring schools.

EVALUATION DESIGN:

Evaluation will be of several types. Teacher made tests and evaluations will be utilized periodically to aid the professional and para-professional staff in their daily planning. Students participating in the program will be matched with students from our own school who are in the conventional educational programs. We will also be able to, with the aid of the California computer center, match our experimental students with those of other schools who are in traditional and vocational-technical learning situations. The testing program will include the use of attitude, diagnostics, achievement, aptitude, and interest tests.

We will also be able to compare the individual students' absenteeism and performance records from previous years to determine if this type of program has helped the student mature in a positive manner.

FINDINGS TO DATE:

Since the program has not been initiated at this time we have no specific findings at this time. However, we feel that through the research that has been done in organizing the project, utilizing individualized instruction will afford this group the optimum educational advantages.

DISSEMINATION PLAN:

Written and verbal communication, seminars and workshops will be utilized to provide information concerning the program. Activities will include in-service training for staff members, parental conferences, and local newspaper coverage. After completion of the project, the findings will be published and copies sent to the Intermediate Unit, Department of Education and anyone else wishing such information.

PROGRESS TOWARD ADOPTION:

The project has been enthusiastically received by the administration staff, students, and Board of Education and preliminary plans have been laid to implement the project.

Local Educational Agency Address: Project Director	California Area School District Fifth and Liberty Streets, California, PA 15419 Dr. John J. Cairns	State Project Number 72068
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: The Open and Supportive School

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Title III	8/15/72	8/14/73	\$37,000.00	1972	\$37,000.00
	8/15/73	8/15/74	23,676.00	1973	
	8/15/74	8/15/75	11,838.00	1974	
TOTAL			\$72,514.00		

Proposed Termination Date 8/15/75 Projected Funding Level for total project period \$72,514.00

TARGET POPULATION:

Students in grades 1 through 6 of the Granville Elementary School attendance area are the target population of this project. Enrollment for the past year (1971-72) was 157. The socio-economic status of the families in the attendance area is lower middle class.

The current staff of the school consists of seven teachers of which one is the head teacher for administrative purposes. The project staff will include eight teachers from the Granville building, one teacher from each of the other four elementary buildings and three administrators.

The community is the home of California State College and is highly dependent on the steel and coal industry. The current student population is 2283 dispersed among five elementary schools, a junior high school and a senior high school.

MAJOR OBJECTIVES:

The first year objectives of the proposed three year project are:

- A. To develop positive attitudes toward an open-school in the community.
- B. To familiarize the community, faculty and administration with the various approaches to the open-classroom.
- C. To familiarize parents with the importance of affective learning as well as cognitive learning.
- D. To assist teachers in acquiring the necessary skills to function in an open-classroom.
- E. To provide consultants to assist teachers, administrators, and Board Members in understanding and implementing the open-school concept.
- F. To provide opportunities for teachers, administrators, and Board Members to visit open-classrooms.
- G. To provide opportunities for teachers and administrators to develop curriculum for the open-classroom.
- H. To recruit and train para-professionals who work under direction of teachers.

ACTIVITIES:

Project activities for the first year of this project will be limited to four basic areas of operation. The areas are: (1) planning, (2) community orientation, (3) professional and non-professional staff training and (4) pilot activities. The planning will be a continuous activity carried out by a committee

representative of different groups including (1) administration, (2) teaching personnel, (3) I-U personnel, (4) consultants, (5) community, etc. This committee will utilize current research and formative evaluation feed-back from the project. Professional and para-professional training will be accomplished through extensive in-service training providing during the school year and continuing through the summer of 1973. Pilot activities utilizing learning centers and learning stations will be implemented during the second half of the current school year.

EVALUATION DESIGN:

Evaluation of this project during the planning and development phase must rely on subjective judgements.

Evaluation will be based on the following:

1. Pre and post attitudinal surveys administered to team members and students of model school.
2. The readiness to institute the implementation phase of the project in September of 1973.
3. The ability of the instructional teams to set goals, objectives and procedures.
4. Degree to which professionals, para professionals, and administrators function effectively as a team.
5. The development of a research design which will provide for specific detailing of project activities and results.

The project will have both an internal and external evaluation procedure. The internal evaluation procedures will be continuous and of a formative nature which will allow for significant changes in the project design.

The external evaluation will be provided by the Pennsylvania Department of Education in accordance with standard procedures established by the Department of Education.

DISSEMINATION PLAN

The California Area School District has already initiated procedures for disseminating the plans and progress of the proposed project. The project has been presented to the local Board of Education and local news media. The Intermediate Unit Advisory Council has been informed of the objectives of the proposed project and will be kept totally informed as to the progress and results of the project.

The above procedures will be continued and supplemented by:

1. Newsletters and bulletins
2. Visitations by parents, community, local district teachers, regional school district personnel, representatives of colleges and universities, etc.
3. Quarterly seminars for parents and other citizens as described in area 6 of this proposal.
4. Parent conferences
5. Service group visits and speakers
6. Intermediate Unit support

The local district will increase support to the project during each of the three years. In addition it is anticipated that building changes in the California Area School District will result in structures capable of accommodating the resultant program.

Local Educational Agency Address: Project Director	Central Greene School District Waynesburg, Pa. 15370 Alberta R. Covert	State Project Number 71052
----------------------------------------------------------	------------------------------------------------------------------------------	-------------------------------

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project LIFE (Living Instruction For Ecology) Outdoor Classrooms

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
		Jan. 1973	Jan. 1974	13,643.00		13,643.00
TOTAL						

Proposed Termination Date Jan. 1975 Projected Funding Level for total project period \$13,643.00

TARGET POPULATION:

Students in grades K-8 of Central Greene School District will be involved in this project. These grades with a total enrollment of 2,078 compromise the total elementary population, an almost totally white, single ethnic group. The district is encompassed by a rural environment, compounded of primarily lower and middle class socio-economic families, and tradition oriented.

Approximately 90 professionals are assigned to the nine elementary schools in Central Greene, and all of this group will participate either directly, or indirectly in the program. High School teachers are encouraged to take advantage of programs to be offered within the project.

Major emphasis during the first year will be within the sixth grades.

MAJOR OBJECTIVES:

The purpose of LIFE Outdoor Classrooms is the provision of vehicles for ecological integration with the sciences, the arts, human interests, and human reactions, with the gamut ranging from physical activities through the aesthetic, scientific, and philosophic. Emphasis will be placed on: What does this mean to me? What is man's place in the natural plan? How can I add to the dignity of mankind and to the conservation of the universe?

Of parallel importance will be an impetus toward inquiry and open classroom techniques. Students will be expected:

1. Demonstrate and implement ecological skills
2. Demonstrate and implement ability to study/work independently
3. Demonstrate and implement awareness of human ecology and merit of interaction
4. Show understanding of integrated day and perform accordingly

Given experiences and involvement in LIFE outdoor classrooms teachers will:

1. Demonstrate perception of open classroom techniques
2. Demonstrate perception of "total living" as a curriculum need
3. Develop awareness of need for varied learning experiences
4. Develop awareness of needs for student involvement in all learning.

ACTIVITIES:

During the second year of Project LIFE all elementary teachers will be encouraged to implement ecology concepts in their classrooms, and a second teachers' workshop will hopefully include many who did not attend the first one. Teachers will also be encouraged to plan and implement their own

activities on trips to the Outdoor LABs. Student guides will continue to be trained as aides at the LABs but teachers will pre-plan specific activities for field trips there.

The focus schools will take more field trips to places which provide learning situations not available on their own sites.

The two Project LIFE teachers, with the aid of the director will plan an environmental day camp to be held during the summer months. One week will include rural 7th and 8th graders; the second week will include "town" children, and comparisons will be made to evaluate for specific needs of these groups.

There will be added emphasis in the third grades which will hopefully have the NEED curriculum to follow.

Field trips will continue to the Gamelands, to the Greene Co. Historical Museum, to the Outdoor Classrooms at the two focus schools, and to other environmental points of learning.

DISSEMINATION:

The community and others will continue to be informed via the news media, the school newsletter, and organizations such as the PTA.

EVALUATION:

Cognitive gains will continue to be measured by individual teachers. The suggested self-evaluation forms, disseminated from the D.P.E. Environmental Office will provide continuous checking for the directly involved participants in Project LIFE. Teachers and students will be asked periodically to give evaluation, suggestions, comments, critiques.

Local Educational Agency Address: Project Director	Connellsville Area School District Race Street, Connellsville, Pa. 15425 Mr. John B. Shavel, Principal	State Project Number 72053
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Conn-Quest

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. Apr.	8/1/72	7/31/73	\$26,800.00		\$26,800.00
TOTAL				\$26,800.00		\$26,800.00

Proposed Termination Date 7/31/75 Projected Funding Level for total project period _____

TARGET POPULATION:

106 students in grade seven of Junior High West, Connellsville Area School District. Enrollment of the seventh grade at Junior High West for the current year (1972-73) is 241 of which 97 per cent are Caucasian, and 3 per cent are Negro. The socioeconomic status of the families in the attendance area is primarily of middle, lower-middle, and lower class composition.

At present we have 40 professional staff members, 2 paraprofessionals, 4 nonprofessional staff members and 2 administrators.

The community is semi-rural with some light industry and has a population of 40,000 and a school district enrollment of 9,000. The professional staff for the School District is 380 among 11 elementary schools, 2 junior highs and 1 senior high.

MAJOR OBJECTIVES:

The general objective is to change from a traditional school framework that has been in existence to an informal learning environment which will place the student in the center of the learning activity.

- A. Specific objectives:
 - To utilize a flexible schedule.
 - To develop a program of individualized instruction.
 - To develop a program of small group instruction.
 - To initiate a team teaching program.
 - To develop an interdisciplinary approach within the team.
- B. To conduct pre-service, in-service and post-service for the team and staff designed to develop patterns of new learning experiences.
- C. Design a pre and post assessment of the student, teacher and parent experience.

PROPOSED ACTIVITIES:

Current concern with student and teacher apathy and frustration has led to the development of a student-centered program which is ultimately concerned with the quality of student personal involvement in the learning environment. Students will be in the learning activity. He will learn by his own activity. The student's sense of discovery, his quest for learning and reaching out, of grasping and comprehending comes from within.

The realization of the ineffectiveness of traditional whole class instruction has encouraged an alternative teaching structure that will better meet the individual needs of students with a wide range of skills and abilities.

The Conn-Quest program identifies needs of students as follows:

1. Early teens need adults who accept them as worthwhile, contributing members of society.
2. Students need adults that will take the time to listen to them concerning social, emotional and academic problems.
3. These junior high school students are searching for their identifies and therefore, need the opportunity to explore and experience different social roles with their peers.
4. All seventh grade students should be involved in educational activities that challenge them but at the same time provide a large measure of success.
5. Early teens need to be encouraged to develop through independent and small group activity and current interests and also should be exposed to entirely new areas of learning activities.

The four team teachers are concerned with the present subject matter courses which taught in 45-minute periods, are not conducive to creativity and innovation in teaching strategies. It is therefore, pertinent that we should list the needs of teachers which are:

1. Teachers need the satisfaction that comes from long term personal contact with students.
2. Teachers need the time flexibility which is necessary when a given learning activity has generated enthusiasm and excitement in the students.
3. Teachers need the satisfaction that comes from being a facilitator of learning rather than a cold, calculated judge of student progress.

EVALUATION DESIGN:

Two basic methods of evaluation have been suggested: (1) survey and (2) experimental.

The survey method is concerned with the collection and analysis of opinions, attitudes, information and other data regarding the proposed learning environment.

For this phase of evaluation, a checklist has been devised listing questionable aspects of the new program to which the person interviewed would indicate the level of concern he is experiencing in each case. The checklist would be submitted to a designated number of students, parents, teachers and administration. By conducting this survey at the beginning of the year and again toward the end of the school term, interviewing the same individuals, any change of opinion or attitude might be ascertained, the degree of change and the areas in which this change has occurred.

The experimental phase will involve the use of a personality rating sheet where the parent teacher of the pupil will make judgement of a number of characteristics or behavioral descriptions of that pupil. This chart would be based on a five point scale, measuring eight characteristics, so that a student making the highest score possible would have 40 points, as a cumulative score. The rating at which the greatest number of teachers concur in their judgement would be the accepted one.

This rating would be made at the end of the first month of school and again at the beginning of the last full month, of a random sampling of students. The students would be chosen by taking every fourth student from an alphabetical listing of the group so that approximately one-fourth of the students would be involved.

By comparing the two ratings we could assess each behavioral description to see in which traits a gain, if any, has been made and the number of students making progress.

PROGRESS TOWARD ADOPTION:

Prior to the opening of school, in-service is being planned for the team and some supporting staff. The purpose is to continue to evolve the thinking and development of the Conn-Quest program and to outline the educational strategies to be used in working toward stated objectives.

Local Educational Agency Address: Project Director	Intermediate Unit 1 1148 Wood Street, California, Pa. 15419 John F. Hall	State Project Number 72048
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Individualizing Instruction by Differentiated Staffing

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In App.	8/72	8/73			
TOTAL						

Proposed Termination Date August-1975 Projected Funding Level for total project period \$110,000

TARGET POPULATION:

Elementary – Washington School District

Approximately 200 primary grade students (K-3) of the Eighth Ward School will be involved in this project. Enrollment indicates a 92% Caucasian population and 8% Negro. The students represent an urban population, many of whom are from lower income families.

Middle School – Peters Township School District

Students in grades 6-8 in the Peters Township Middle School are the target population of this project. The students are from predominately white suburban middle class residential environment. There will be seven professionals involved in this project which will serve 900 students.

High School – Avella Area School District

Students in grades 9, 10, 11, and 12 of the Avella Area High School enrolled in Social Studies and English are the target population for this project. Enrollment for the current school year (1971-72) is 349 students of which 99% are Caucasian and 1% are Negro. The socio-economic level of the attendance area is middle and lower-middle class. The community is rural with a student enrollment of 1202 and a professional staff of 54.

MAJOR OBJECTIVES:

The general objective of this project is to individualize instruction by differentiated staffing. The behavioral objectives of the project are directed to –

1. Designing instructional systems that:
 - a. use a differentiated staffing model
 - b. provide individualized instruction.
2. Analyze and re-define the roles of the professionals and paraprofessionals involved in the project.
3. The economics of this type of organizational structure and instructional design.

ACTIVITIES:

Project activities during the current year will be of a planning nature. Consultants will be utilized to assist in determining the methods and innovations necessary to implement individualized instruction by a differentiated staffing model.

Activities will include workshops, meetings with persons who have expertise in this field, and the involvement of staff to develop individualized programs that will be implemented as pilot projects at the start of the 1973-74 school year.

EVALUATION DESIGN:

Since objectives are stated behaviorally, the attainment of them can be measured or observed. Continual evaluation will be based on criteria established through observation, teacher conferences, parental conferences and teacher attitude assessment.

FINDINGS TO DATE:

The concept of differentiated staffing to individualize instruction has received wide attention and study but adoption has been limited due to the magnitude of the task, uncertainties and unanswered questions. This proposal provides a procedure to test the central thrust of differentiated staffing without involving a total school system. As the project progresses data concerned with instructional goals and financial costs will be developed.

DISSEMINATION PLAN:

Dissemination will be made with the cooperation of Intermediate Unit I, through written and verbal communication, seminars and workshops. Activities will include in-service sessions for the entire staff, group parent conferences, local newspaper coverage, a project newsletter, presentations to local civic and service groups and provisions for visitations.

PROGRESS TOWARD ADOPTION:

Positive reactions have been expressed by the district administration, the professional staff, and Board of Education in each school district conducting a pilot project.

Local Educational Agency	Intermediate Unit I	State Project Number:
Address:	1148 Wood St., California, Pennsylvania 15419	71008
Project Director	John P. Moreschi	

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Planning for New Experimental Thrust

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	E.S.E.A.	8/1/71	7/31/72	15,000.00		15,000.00
	Title III	8/1/72	7/31/73	9,982.00		9,982.00
	TOTAL					

Proposed Termination Date 7/31/74 Projected Funding Level for total project period \$29,000.00

A B S T R A C T

TARGET POPULATION:

The proposed Learning Research Center will be located on the campus of California State College California, Pennsylvania which is located in the geographical center of Fayette, Greene, and Washington Counties in Southwestern Pennsylvania. The major thrust of the Center will be aimed at Early Childhood Education and Education of the Disadvantaged Child. These two areas were selected because of the relevance to the educational community served by California State College. The three county area has twenty-five local school districts, two non-public school systems and one Intermediate Unit. The area has several small cities but is a typically rural area spotted with deteriorated mining communities.

MAJOR OBJECTIVES:

The general objective of the project is to assure the proper planning necessary to insure the construction and operation of a Learning Research Center capable of significant impact on the educational needs of the target area.

The specific project objectives are:

1. To provide experiences for local school district personnel in learning about college-related demonstration research centers.
2. To promote change from the more traditional to the more open child-centered educational approach by involving college laboratory school personnel in visitations and significant in-service experiences.
3. To provide opportunities for local and college educators to work together on a pilot project of the demonstration nature.
4. To provide coordination among the various departments of the College in planning for the program of the children's component of the LRC.
5. To provide experiences, and develop expertise in coordinating the cooperative units (local schools, College departments, State Department of Education, other research centers) in a research demonstration setting.

ACTIVITIES:

Project activities initiated during the planning year:

1. A program for children with Perceptual Motor Learning difficulties, introduction of "Man: A Course of Study" in the Noss training school and the establishment of a "Practical Arts"

Project Title: Planning for New Experimental Thrust

State Project Number
71008

- program emphasizing industrial arts and home economics for intermediate grade students at Noss School.
2. An Advisory Committee for Noss School, which will be part of the Learning Research Center, has been organized and is functioning well as a public relations vehicle with the local community, the College and the general public.
 3. Visits were made to other Learning Research Centers at Millersville, Edinboro and West Chester State Colleges by members of the Project Steering Committee and the Advisory Council of Noss School.
 4. Position papers have been developed by each College department involved in the Learning Research Center. These papers outline the general activities that the departments plan to conduct within the Learning Research Center program.

EVALUATION DESIGN:

The evaluation of this project will be accomplished by combining local evaluative procedures with those designed by the State Department of Education for all Title III programs. The local evaluation activities will center on formative efforts, program monitoring for purposes of making necessary change, as the program progresses.

The Research Department of the Appalachia Educational Laboratory of Charleston, West Virginia has conducted an on-going evaluation concentrating on the project goals.

DISSEMINATION PLAN:

Primary dissemination activities will be of two types. The public relations type of dissemination will be carried out through newspaper articles, service club speakers, PTA appearances, etc. The diffusion effort or dissemination to the educational community will be handled by a series of brochures, newsletters, and professional meetings. The project results will be submitted to RISE for distribution throughout the state of Pennsylvania.

IMPLEMENTATION PLAN:

The Steering Committee is using the continuation grant to continue planning for activities in the Learning Research Center. The projects listed above under activities are being conducted in other facilities due to the delay in completion of the facilities in the LRC. Present projection for completion of these facilities is January 1974.

The involvement of local schools, Intermediate Unit, and College personnel will be financed through the operational budget of the employing agencies.

Date completed or revised: 11/13/72

Completed by: John P. Moreschi

Phone: 412-938-8676

Local Educational Agency Address: Project Director	Peters Township School District 616 E. McMurray Rd., McMurray, Pa. 15317 Walter Boettcher	State Project Number 71051
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Playwright-in-Residence – Experiment in Creativity

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	1/15/72	1/14/73	18,000.00	1972	18,000.00
	1/15/73	1/14/74	8,500.00	1973	
TOTAL			26,500.00		18,000.00

Proposed Termination Date 1/14/74 Projected Funding Level for total project period 26,500.00

TARGET POPULATION:

Students in both the Middle School (grades 6-8) and High School (grades 9-12) will be involved in this project. Enrollment for the current year (1971-72) is 875 in the Middle School and 1100 in the High School. The socioeconomic status of the families in this attendance area is primarily middle class. The community is predominately Caucasian with only 4 or 5 non-white families.

There are 47 teachers and two full time administrators in the Middle School and 60 teachers and three full time administrators in the High School.

The community has changed from a rural agricultural base over the past 20 years and is now considered to be a suburban area. The population has increased from 3,000 to 11,500 over the 20 year period. The growth in population has caused extensive demands on the schools for a continuing building program and changes in the curriculum and organizational patterns of the schools. There are four elementary buildings, a middle school and a high school. The district enrollment is 3,500 K through 12. Recent follow-up studies indicate a high percentage of students continue their education beyond high school with approximately 60 percent enrolling in college programs and another 15-20 percent in vocational or specialized programs.

MAJOR OBJECTIVES:

The objectives of utilizing a playwright-in-residence as an experiment in creativity stated behaviorally are:

1. Students will show increased respect for disciplines that lie outside their immediate interests by electing to study such disciplines.
2. An increased number of students will demonstrate an enjoyment for art by attending plays, musical programs, and art exhibits.
3. An increased number of students will apply their creative talents in plays and fine practical art projects.
4. Students will apply heretofore unrealized creative attitudes and talents to writing and to play productions.
5. Students will show a respect for those whose interests are other than their own by volunteering to work with them in various projects.
6. Teachers will introduce a greater number and variety of creative elements into their classrooms.
7. Teachers will plan an increased number of field trips to artistic programs.

ACTIVITIES:

Project activities will include workshops for students in creative writing, creative dramatics and actor development during the school year and also during the summer vacation period; workshops and seminars for teachers dealing with creativity; interdisciplinary cooperation; and opportunities for both the playwright and students to try out their creations before live audiences.

EVALUATION DESIGN:

Since this project involves the development of creativity and artistic appreciation, evaluation will be highly subjective in determining the attainment of the objectives of this project. However evaluation procedures will include both quantitative and qualitative dimensions.

Quantitative measures will include:

1. The number of students that are involved in classroom activities and supportive extra curricular programs relating to the project.
2. The number of teachers that become involved through interaction and interdepartmental cooperation.
3. The number and variety of creative dramatic activities which grow out of the project.

Qualitative measures will note:

1. Changes in student behavior such as increased attendance at school plays, and allusions to the program in classroom.
2. Requests for expansion of electives in the art fields.
3. Increased numbers of students involved in art programs other than dramatic activities.
4. Greater interaction between academic and non-academic studies.
5. Increased numbers of students electing art, music, and theatre arts programs.
6. Personal responses of students through student surveys.
7. Analysis of video and audio tape recordings of classroom and dramatic activities.

FINDINGS TO DATE:

Although not yet operative a great deal of enthusiasm has been noted among faculty members regarding the prospects of this project.

DISSEMINATION PLAN:

In order to share the experiences with the community as well as with other schools the public and other school districts will be invited to observe the program in action. Attendance will be welcome at performances as well as seminar and workshop sessions. A journal or library noting progress of the project and supported by video and audio tape records will be maintained. Newspaper releases will be made regularly as the project advances.

PROGRESS TOWARD ADOPTION:

The Playwright-in-Residence has been selected, a coordinator has been provided by the drama department of Carnegie-Mellon University to establish a link with the resources of that institution, and key faculty members have been given an orientation regarding the major aims and objectives of the project as well as the challenging possibilities it provides.

It is expected that the project will, if successful, permit a second year of a creative effort utilizing an artist, sculptor, composer and other practicing creative persons.

Local Educational Agency Address: Project Director	Chartiers Valley School District 2053 Swallow Hill Rd., Pittsburgh, Pa. 15220 Michael A. Accetta	State Project Number 72055
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Changing Teacher Attitude Through Self-Evaluation

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	8/15/72	7/31/73	\$19,780.00	1973	\$19,780.00
TOTAL				\$19,780.00		\$19,780.00

Proposed Termination Date 7/31/73 Projected Funding Level for total project period \$19,780.00

TARGET POPULATION:

Students in grades 7-12 in the Chartiers Valley School District will benefit from this project "Changing Teacher Attitudes through Self-Evaluation." Enrollment for 1972-73 is anticipated at 3,334 in these six grades, of whom 98.5% are Caucasian and 1.5% are Negro. Socio-economic status ranges from lower middle class to upper middle class. The district is a merger of urban and semi-rural communities, primarily residential but with some light industry and two major heavy industries. Total population approximates 40,000 of whom 6,500 are enrolled, K-12, in the public schools. Total professional staff numbers 324 teachers and administrators, 35 of whom will be involved during the year in this project. In addition four private and parochial schools serve approximately 640 district students in grades 7-12. Fifteen teachers from these schools have been invited to participate in the project.

MAJOR OBJECTIVES:

Before teachers, particularly those in social studies in Chartiers Valley, can effect changes in student interest and learning patterns, they must themselves possess a more secure image that will allow for more student participation and class direction and less teacher dominance. The objectives in using the Far West Laboratory Mini Course No. 9 "Higher Cognitive Questioning" involve:

1. Changing teacher behavior in presenting materials and leading discussion so that (a) questions become value-oriented rather than fact-oriented (b) decreasing teacher participation and increasing student participation as pupils learn to support answers under challenge from their poems and without comments from the teacher (c) encouraging students to participate as the teacher learns to curb his tendency to repeat questions, answer his own questions, and modify student answers to make them acceptable (d) writing mini courses and other curriculum units to allow an overall fragmentation of what is now called U. S. history, world cultures, civics, world affairs, geography, sociology (e) teaching teachers to assess their own behaviors by watching themselves teach on video tape so that they become their own critics and suffer no loss of ego as they correct their procedures.
2. Conducting a series of training sessions in changing teachers' self image for groups of 5-10 teachers in each of the public and parochial secondary schools, with a two-day pre-session in late August and a series of month-long workshops for the balance of the school year,

Project Title:

Changing Teacher Attitude Through Self-Evaluation

State Project Number
72055

culminating in a week of writing new programs in June 1973. Approximately 50 teachers will be able to take the training.

3. Conduct an evaluation of changes in teacher attitude, using Far West Laboratory criteria developed by Mrs. Barbara Dunning, director of mini course utilization for Far West.

ACTIVITIES:

These objectives will be accomplished through the following scheduled activities:

1. Viewing instructional films from Far West Laboratory on teacher skills and questioning techniques.
2. Self instruction using the model lessons in Far West handbooks and manuals and preparing micro lessons for taping.
3. Video taping 15-20 minute lessons following specific guidelines in Mini Course No. 9, "Higher Cognitive Questioning," that will establish skills to be mastered.
4. Self analysis of video tapes, again following instructions in manual, and reteaching the same lesson to another group of students for improvement and further evaluation.
5. Using substitute teachers for 100 school days from October through May to free participating teachers to video tape and evaluate micro lessons privately, with their peers, or with invited department heads or supervisors to assess the degree of specified questioning skills and behaviors attained.
6. Instructing and practicing writing mini courses in various phases of social studies for inclusion in new programs of studies in all Chartiers Valley secondary schools to improve the course content for students in grades 7-12.

EVALUATION DESIGN:

Because the project aims primarily at self improvement in classroom attitude and methodology, no objective instrument can be used.

FINDINGS TO DATE:

None available.

DISSEMINATION PLAN:

Changing teachers' attitudes has concerned our community curriculum council for the past three years and several avenues had been discussed. This project is one of three planned and it has been advertised throughout the district

PROGRESS TOWARD ADOPTION:

The school board has already financed preliminary work with 20 of our teachers engaged in planning mini courses for future years. Many of these teachers will be in this initial phase of filming themselves in action and assessing their performances. We are certain that we will have little difficulty in carrying on this most valuable in-service training. Already we have promised to demonstrate for teachers in neighboring school districts.

Local Educational Agency School District of Pittsburgh, Pennsylvania
 Address: 341 S. Bellefield Avenue, Pgh., Pa. 15213
 Project Director Mr. Harry B. Singer

State Project Number
71035

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Developing Individualized Instruction

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/72	12/31/72	56,000	1971	56,000
TOTAL					

Proposed Termination Date December 31, 1974 Projected Funding Level for total project period 181,572

TARGET POPULATION:

Students from three schools in a racially troubled neighborhood on Pittsburgh's north side are the main target population. These schools, together representing the total K-12 continuum, formerly were Project PLAN schools. In John Morrow Elementary School, 435 students, grades K-5, about 20% Negro, will participate. In recent years the percentage of Negroes in the John Morrow attendance area has been on the increase. In Columbus Middle School, 710 students, grades 6-8, about 46% Negro, will participate. In Oliver High School, 710 students, grades 9-12, about 35% Negro, will participate. The socio-economic status of the families in the attendance area for these schools is primarily at lower and lower-middle class composition.

Through the dissemination component, the project will affect an additional 1500 students in public and diocesan (about 10%) classrooms throughout the city, grades K-12. Selected on the basis of teacher interest, these classrooms will be varied in socio-economic composition, reflecting the full range of economic levels and racial balance occurring in Pittsburgh public and diocesan schools.

MAJOR OBJECTIVES:

The general objectives of the project are to adapt and elaborate the Project PLAN curriculum for 3 inner city schools and to disseminate the TLU technique for individualizing instruction throughout the city. In behavioral terms the objectives of the project are as follows:

1. Produce a K-12 curriculum of teaching-learning units (TLU's) for student self-instruction in Language Arts, Social Studies, Science, and Mathematics which meets the following specifications: (a) the TLU's support successful and meaningful learning experiences for the target groups--students in three inner-city schools; and (b) the number and variety of TLU's at each subject and level provide for choices by students on the basis of topical interests, preferred mode of learning, preferred style of learning, amount of internal and external redundancy, and other variables to be identified during the life of the project.
2. Train self-selected teachers throughout the city in the technique of constructing TLU's: (a) the teachers will construct and use TLU's in their classrooms and refine them on the basis of use; and (b) the teachers will contribute effective TLU's to a district-wide pool for access by all teachers.
3. Produce a collection of materials appropriate for a district-wide pool of TLU's.

ACTIVITIES:

The major thrust of the project in the first year is the development and production of instructional materials for the three project schools. About 20 of the teachers currently employed in these schools, having been trained previously in the design of TLU's, will participate in planning and in writing and field testing TLU's. Teachers will attend planning workshops scheduled after school through the month of January, write curriculum during one-month intervals of released time throughout the school year and during the summer, alternating writing with classroom try-out of the materials they develop. Throughout this period, supporting services will be provided by production staff and evaluation staff.

During the summer, certain teachers from the project schools will participate in the design and conduct of in-service workshops for self-selected teachers from throughout the city. Follow-up training and supervision by these same teachers during intervals of released time in the subsequent school year will encourage implementation of the TLU technique and the creation of additional instructional materials.

Concurrently with curriculum production and teacher training, instruments for summative evaluation of the TLU system of instruction will be developed by evaluation staff working in collaboration with the project teachers. An instrument based on the semantic differential technique for assessing student affect will be developed for elementary age students and administered in John Morrow School in the first year. Assessment of the other age groups will be conducted in the subsequent years.

EVALUATION DESIGN:

For formative evaluation, post-test items will be embedded in each TLU. These items will assess (a) the students' performance in relation to the objectives of the TLU; (b) the students' perception of value in the learning experience; (c) the students' perception of self in the learning experience. The design of items in categories "b" and "c" above will employ the semantic differential technique. Data from post-test items will be used to refine the TLU's, as well as for instructional decision-making.

Validation for the TLU system of instruction will be sought in terms of student perception of value and personal meaning both in the total learning experience and in selected aspects of the system. Instruments employing the semantic differential technique will be constructed and administered to project and control students each year, beginning with elementary students in 1972 and other age groups in subsequent years.

FINDINGS TO DATE:

Not relevant at this time.

DISSEMINATION PLAN:

Self-selected teachers throughout the city will be trained in the TLU technique of individualizing instruction and supervised during field-test and revision stages of materials development.

PROGRESS TOWARD ADOPTION:

Not relevant at this time.

Local Educational Agency Address: Project Director	School District of Pittsburgh, Pennsylvania 341 S. Bellefield Avenue, Pgh., Pa. 15213 Harry B. Singer	State Project Number 72027
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Developing a K-5 Reading System

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	7/1/72	6/30/73	\$50,500	1972	\$50,500
	TOTAL					

Proposed Termination Date June 30, 1975 Projected Funding Level for total project period \$109,000.

TARGET POPULATION:

Students in grades K-5 from three Pittsburgh inner-city schools are the target population of this project, beginning with the developmental school in the Homewood-Brushton area in 1972-73 and adding one dissemination school from the same neighborhood in 1973-74 and a second dissemination school from outside the area in 1974-75. Enrollment for the first two schools averages about 900 students, grades K-7, 99% Negro. The socio-economic status of the families is lower and lower-middle class. The two schools are similar in staffing, with about 35 teachers, 2 administrators, several non-teaching professionals (including the reading coordinator in this project), and 8-10 para-professionals. The second dissemination school has not yet been identified.

MAJOR OBJECTIVES:

The overall objective of the project is to develop, demonstrate, and disseminate a K-5 reading program for inner-city schools which increases reading achievement at all grade levels for these schools. Features to be incorporated in the design of the program include: (1) code-emphasis approach for beginning reading; (2) individualized learning; (3) mastery of skills; (4) differentiated staffing; and (5) staff accountability for reading achievement. Success will be demonstrated in terms of both reading achievement and student affect.

ACTIVITIES:

In the years prior to Title III funding, the program has been developed at the primary level. During the first year of Title III operation the emphasis of development will shift to the intermediate level. Specific activities will include: (1) designing the management system and developing management materials; (2) identifying instruction materials and enrichment materials; (3) training teachers for instruction and for management; (4) meeting with parents to define the role of the parent and family in encouraging reading success; (5) meeting with community representatives to plan for dissemination of the program in the Homewood-Brushton area; (6) developing and field testing the semantic differential; (7) conducting small pilot studies to assess the effects of instruction materials; (8) administering achievement tests and the semantic differential; (9) planning and conducting dissemination workshops.

EVALUATION DESIGN:

Reading achievement will be assessed by administering two different standardized measures and comparing raw scores with the results for the control school. The control school was selected from among the other six Homewood-Brushton schools for the best possible match on the following variables: (1) size and organization of the school; (2) racial composition of the student body; (3) measured IQ; (4) average annual family income; (5) percent of families with father as head of household; (6) occupational classification of head of household; (7) family mobility. The program and control school are well matched except that IQ favors the control school.

The reading subtests of the Metropolitan Achievement Test, 1970 version, will be administered on a group basis, grade by grade. The Wide Range Achievement Test, Reading subtest, will be administered to each child individually. Results should indicate superior performance in the project school according to the timetable of grades K-3 by May 1973, grade 4 by May 1974, and grade 5 by May 1975.

Student affect will be assessed by the semantic differential technique. A first approximation of the instrument will be developed and administered in 1972-73, then refined in successive years for summative evaluation of the program in May 1975.

FINDINGS TO DATE:

In May 1971, first grade achievement was significantly greater for the project school than for the control school on the Wide Range Achievement Test and on the word analysis and word knowledge subtests of the Metropolitan Achievement Test. The distribution of raw scores on each subtest for the project school approximated the mastery learning curve, while the distributions for the control school approximated the exaggerated bell-curve characteristic of group instruction.

Achievement results for 1972, first and second grades, have not yet been analyzed.

DISSEMINATION PLAN:

The developmental project school will serve as a demonstration site and receive visitors from other schools and school systems. Special efforts will be made to contact and include staff from other schools in the Homewood-Brushton community.

An annual one-day workshop will be held to share and discuss project results and demonstrate effective procedures. Principals, supervisors, and parent representatives from the Pittsburgh public and diocesan staff will be invited.

PROGRESS TOWARD ADOPTION:

Not relevant at this time.

Local Educational Agency	School District of Pittsburgh, Pennsylvania	State Project Number
Address:	341 S. Bellefield Avenue Pittsburgh, Pennsylvania	72030
Project Director	Mr. Harry B. Singer	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Disseminating the Free Learning Environment

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	11/1/72	10/31/73	57,078.00	1972	57,078.00
TOTAL			57,078.00		57,078.00

Proposed Termination Date 10/31/73

Projected Funding Level for total project period \$57,078.00

TARGET POPULATION:

Seventy-five classrooms, grades K-3, from Pittsburgh Public Schools and Pittsburgh Diocesan Schools over a three year period, beginning 1971-72. From Pittsburgh Public Schools, 66 classrooms from non-compensatory schools (school which have not been classified by economic criteria for ESEA Title I funds) will be identified through self-selection by their teachers and principals. Informal assessment indicates that the student population of these 66 classrooms will reflect all economic and racial groups from the total student population, with slightly greater proportional representation of middle and upper income levels and whites. The proportions for the total population are as follows:

Family Income

Less than \$5,500 annually	26%
Between \$5,500 and \$8,999 annually	34%
Between \$9,000 and \$16,499 annually	30%
\$16,500 or more annually	10%

Race

Negro	43%
Caucasian (and other)	57%

The nine classrooms from Pittsburgh Diocesan Schools, identified by criteria of teacher interest and equitable distribution, will be of mixed economic composition, with a small percentage of blacks.

MAJOR OBJECTIVES:

The general objective of the project is to convert 75 traditional primary classrooms to the Free Learning Environment, Pittsburgh adaptation of the open school plan, by (1) providing the essential classroom equipment and supplies; and (2) training teachers, parent volunteers (classroom aides) and field supervisors. In terms of performance, the desired outcomes are as follows:

Composition of the 75 Free Learning Environments. The learning environments will vary both in the nature and in the organization of the component materials according to the ages and developmental levels of the students for whom they are designed.

Processes of the 75 Free Learning Environments. The student will be actively involved with the learning environment, including both the materials and the people therein. The teacher will be actively involved with students in the learning environment. The learning activities will consist of group instruction, individual instruction and independent study.

Teacher Performance in Relation to the Free Learning Environment. The teacher will structure the learning environment to maximize learning for the students: (1) seek and evaluate diagnostic information about learner needs; (2) select and arrange materials relevant to learner needs; (3) plan and conduct some activities relevant to learner needs. The teacher will interact with students for interpersonal involvement and will mediate between students and the environment for the

encouragement of learning and growth: (1) communicate empathy, respect and authenticity; (2) evaluate the learning events for each student or group and formulate growth producing responses; (3) respond by sharing reactions, asking questions, suggesting activities, providing materials, providing information

Aide Performance in Relation to the Free Learning Environment. Working under the direction of the teacher, the aide will arrange and maintain the materials of the learning environment; record information and prepare summaries of information; conduct simple activities. When interacting with students the aide will maintain the climate of interpersonal involvement by communicating empathy and respect.

Supervisor Performance in Relation to the Free Learning Environment. The supervisor will observe the teacher in the Free Learning Environment, seeking and evaluating information about teacher growth needs. The supervisor will interact with the teacher to encourage professional growth: (1) communicate empathy, respect and authenticity; (2) initiate and respond in the interaction by sharing observations and reactions, asking questions, suggesting goals and means, providing information. The supervisor will conduct or plan workshops and demonstrations.

Learner Outcomes. The student will think wisely about himself, his environment and his relation to that environment and act in accordance with these interests. The student will participate with others in problem-solving activities to reach mutual goals. The student will command the basic skills of literacy.

ACTIVITIES:

Training will be conducted in three one-year cycles, with one third of the total trainees from each role group in each cycle. Training for three phases of growth will consist of three types of events:

Visitations. Trainees observe open classrooms in five Pittsburgh demonstration center. In phases two and three, trainee pairs observe each other on the job.

Workshops: Under skilled leadership, trainees participate in a communications process characterized by openness, empathy and respect: (1) receive information about the philosophy, objectives and procedures of the open classroom; (2) evaluate the processes and events observed during visitations; and (3) experience the conditions of interpersonal involvement.

Consultations: Trainees interact with consultants: The consultant models the open teacher.

EVALUATION DESIGN:

Evaluation across three iterative cycles of training will modify and validate the training design. Subjective data from participants will be used for modification of training activities and schedules. Observation data will be used to improve and validate the training. Instruments will be developed using criteria of role performance which emerge in the training cycle. A control group design will be used in validity assessment.

FINDINGS TO DATE:

Not relevant at this time.

DISSEMINATION PLAN:

The project will be monitored by the Educators' Consortium – a planning and dissemination group representing public, non-public and higher education in the area.

PROGRESS TOWARD ADOPTION:

Not relevant at this time.

Local Educational Agency Address: Project Director	School District of Pittsburgh, Pennsylvania 341 S. Bellefield Avenue, Pgh., Pa. 15213 Harry B. Singer	State Project Number 72038
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: I P I Demonstration School

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	8/1/72	7/31/73	\$49,495	1972	\$49,495
	TOTAL			\$49,495		\$49,495

Proposed Termination Date 7/31/73 Projected Funding Level for total project period \$119,495

TARGET POPULATION:

Students currently enrolled in grades 4 and 5 of the Frick Elementary School, located in the Oakland area of the City of Pittsburgh, are the target population of this project. Enrollment for the current year (1972-73) is approximately 235 students, 94% of whom are black, 5% white, and 1% Oriental. The socio-economic status of the families in the attendance area from which these students are drawn is primarily of lower and low middle class. A large percentage of these students come from homes located in a public housing authority plan and all are part of the Pittsburgh Model City Neighborhood. The community is located in the area of the city known as the "Civic Center" wherein is located the University of Pittsburgh, Carnegie-Mellon University, Carlow College, Carnegie Museum, Phipps Conservatory, and other cultural and educational institutions. In addition to the institutions just mentioned, the area has many small shops, restaurants, and other commercial enterprises.

The Frick School has been serving as a developmental site for a joint University of Pittsburgh-Pittsburgh Public Schools project known as the Primary Education Project; a project to develop an individualized program for children ages 3 through 9. The School presently houses approximately 57 preschool children and 940 children grades K through 8. There are 45 teachers, 18 assistant teachers, 1 guidance counselor, a social worker, a primary grade supervisor, two assistant principals, and a principal.

MAJOR OBJECTIVES:

The general objectives of this project are to (1) develop an elementary school that is designed to provide the program, environment, and staff that can more adequately adapt to the individual abilities and interests of the children, and serve as a "model" elementary school for other urban schools, and (2) to establish a "model" elementary school developed cooperatively by a large urban university and a large urban school district that includes program development, staff development, and community involvement. In order to move toward these goals, the first phase of the project will require the establishment of a climate that can provide for more individualization of instruction.

ACTIVITIES:

The first scheduled project activity is a five-day workshop in August for administrative and supervisory staff conducted by staff of Research for Better Schools, the Philadelphia Regional

Laboratory. The purpose of this workshop will be (1) to train the administrators and supervisory staff in the procedures of IPI, and (2) to plan the teacher workshop scheduled for the last part of August 1972. After the administrative workshop there will be a workshop for teachers for 7 to 9 days to train the teachers in the skills necessary for implementing the individualized instruction program in the areas of mathematics and reading. Beginning in September 1972, the teachers will begin the implementation of the mathematics and reading programs with children in grades 4 and 5. Periodic planning meetings with teachers and administrators with assistance from University of Pittsburgh, LRDC, will be held throughout the year.

EVALUATION DESIGN:

The concentration of effort for the evaluation design during the 1972-73 school year will be those activities related more to formative evaluation than summative. Instruments presently in use by Research for Better Schools to measure degree of implementation in other on-going field-test schools will be employed. These instruments include information relative to teacher attitudes, pupil attitudes, proficiency scores on unit tests, and other instruments built into the IPI system. During this academic year, plans will be developed which specify the types of instruments to be used in the summative evaluation during the second or third operational year.

FINDINGS TO DATE:

Not relevant at this time.

PLANS:

Present plan calls for the Frick School IPI program becoming part of the network of schools to demonstrate individualized instruction established by Research for Better Schools in cooperation with the Pennsylvania Department of Public Education.

PROGRESS TOWARD ADOPTION:

Not relevant at this time.

Local Educational Agency Address: Project Director	School District of Pittsburgh, Pennsylvania 341 S. Bellefield Avenue, Pittsburgh, Pa. 15213 Harry B. Singer	State Project Number 72032
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:	Middle School Affective Education
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Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	9/1/72	8/31/73	\$51,260	1972	\$51,260
TOTAL			\$51,260		\$51,260	
Proposed Termination Date		<u>8/31/75</u>		Projected Funding Level for total project period		<u>\$121,560</u>

TARGET POPULATION:

Students in grades 6, 7 and 8 from each of the three major administrative subdivisions of the school system are the target population of this project. Approximately 15 teachers (5 from each area) and 450 students will be involved in the first year. Of these 450 students reflecting the demographic composition of the entire student body of the Pittsburgh Public Schools, approximately 41% are Negro and approximately 58% are Caucasian. The socio-economic status of these students is primarily of lower and lower-middle class.

MAJOR OBJECTIVES:

The general objectives of this project are to develop a middle school curriculum for affective education and to develop skills and support within the school system and the community for expanding affective education in Pittsburgh Schools.

ACTIVITIES:

The first scheduled activities will consist of meetings with project consultants and workshops with local supervisory, administrative and teaching staff to explore resources for affective education in middle schools. As decisions about resources are reached, after school meetings and Saturday meetings will be conducted for training and curriculum planning. Implementation of affective education in selected classrooms for grades six, seven and eight will begin during the 1972-73 school year. In the summer of 1973 workshops for support building and further teacher training will be held.

EVALUATION AND DESIGN:

Program effects will be assessed by pre- and post- test differences in a six dimensional developmental profile for project and control students.

FINDINGS TO DATE:

Not relevant at this time.

Project Title:

Middle School Affective Education

State Project Number
72032

DISSEMINATION PLAN:

A one-day conference in affective education will be held each year for teachers, administrators, and supervisors in the public and parochial schools.

Increment credit workshops in affective learning will be offered during the summer of 1973 to teachers from the public and parochial schools.

At least twice a year, meetings with parents of project students will be held to develop support for affective learning in the schools.

PROGRESS TOWARD ADOPTION:

Not relevant at this time.

Date completed or revised:

Completed by: Mary Jane Duda

Phone: 412-681-0404

Local Educational Agency Address: Project Director	School District of Pittsburgh, Pennsylvania 341 S. Bellefield Avenue, Pgh., Pa. 15213 Harry B. Singer	State Project Number 72026
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Middle School Planning

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/72	7/31/73	\$65,312	1972	\$65,312.
TOTAL					

Proposed Termination Date 7/31/75 Projected Funding Level for total project period \$139,312

TARGET POPULATION:

Students currently in grades 5, 6, and 7 of the Greenway Middle School feeder system, the west end area of urban Pittsburgh, are the target population of this project. Approximately 1800 students in grades 6, 7, and 8 will be enrolled at Greenway when this middle school, now under construction, is opened in September 1973 or February 1974. Of these 1800 students, approximately 26 percent are Negro and 74 percent are Caucasian. The socio-economic status of the families in the attendance area is primarily of lower and lower-middle class composition.

There will be 100 professional staff members assigned to the school, including administrative and counseling staff. These staff members will be identified during the first year of the project.

MAJOR OBJECTIVES:

The general objectives of the project are to (1) develop a middle school model for Pittsburgh and implement the model in the new Greenway Middle School, now under construction, and (2) identify procedures for orderly transition in the dissemination of the middle school throughout the racially troubled school system.

ACTIVITIES:

The first scheduled project activity is a six-day workshop in August for administrative, supervisory and teaching staff, using systems technology to determine planning priorities and to set up task forces capable of achieving planning objectives. Weekly meetings of project task forces will be held throughout the school year to (1) plan the program and organization of Greenway Middle School, (2) identify staff training needs, and (3) plan summer training for the entire Greenway staff. During the summer of 1973, students from the feeder schools will be bused into Greenway for joint planning sessions with staff. Training workshops for the entire Greenway staff will be held during the latter half of the summer.

EVALUATION DESIGN:

Under the action-research model of planning to be implemented here, criterion measures are used throughout the planning process. Instruments will be developed for measuring variables such as staff interdependence and work norms, pupil-teacher relationship, school-community relationship, and

student and social academic behavior. For the purpose of summative evaluation, appropriate control groups will be selected from the constituencies of the two middle schools currently operating in Pittsburgh and comparisons will be made with comparable groups in the Greenway constituency one year after inauguration of the Greenway Middle School.

FINDINGS TO DATE:

Not relevant at this time.

DISSEMINATION PLAN:

Arrangements to facilitate will be (1) Greenway Middle School will be opened to visitors as a middle demonstration site, and (2) after the opening of Greenway Middle School, a one-day conference will be held in the school each year to share and discuss middle school concepts and implementation.

PROGRESS TOWARD ADOPTION:

Not relevant at this time.

Local Educational Agency Address: Project Director	Allegheny Intermediate Unit #3 B. F. Jones Annex, 311 Ross Street, Pittsburgh, PA 15219 Dr. Harold R. Chew	State Project Number 72079
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:	Filmstrip-cassette Audio-Visual Equipment Demonstration
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Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	11/1/72	10/31/73	\$6,150.00	1972	\$6,150.00
TOTAL			\$6,150.00		\$6,150.00

Proposed Termination Date 6/29/73 Projected Funding Level for total project period \$6,150.00

TARGET POPULATION:

Children expected to benefit from this project are approximately 50,000 handicapped children in the nine intermediate units served by the Western Pennsylvania Special Education Regional Resource Center. The Target population that will be directly served, however, are the 2,000 teachers of these children. This combined population of students and teachers reflects all grade levels, all economic levels, all ethnic backgrounds, all handicaps, and all cultural mixes that are to be found in special education in both public and non-public schools and classes in Western Pennsylvania.

MAJOR OBJECTIVES:

The objective of this project is to provide teachers with canned AV presentations on the existence and proper use of a variety of "teaching machines" which are available for free loan at the Western Pennsylvania Special Education Regional Resource Center. This can be described in terms of certain behavioral objectives: 1) The Project will produce approximately ten filmstrip-cassette programs covering the Hoffman Reader, etc. (Note: Minor changes may have to be made in this list, depending on production problems and/or the appearance of new machines on the market). 2) More than 2,000 special education teachers in Western Pennsylvania will borrow these canned instruction programs and become familiar with technology that is new to them. 3) Due to familiarization, the teachers mentioned above will borrow the machines presented in the canned programs and will also use them more expertly with their students than they would without this project.

ACTIVITIES:

1. AV specialists will contact information sources such as PRISE and MARSEIMC to do literature searches on any existing programs that are similar in nature to ours in order to identify useful ideas as well as mistakes to be avoided.
2. Producers of the machines and programs will be contacted to obtain all updated materials and existing instructional formats they may have that describe or explain their product.
3. Instructional Programs will be designed and rough-scripted to determine the best kind of pictures for the presentation.
4. Slide pictures of machines, programs, and perhaps operators will be made to illustrate the instructions and explanations in the script.

Project Title:

Filmstrip-cassette Audio-Visual Equipment Demonstration

State Project Number
72079

5. The scripts will be polished and recorded on audio tape cassettes and the slide pictures will be put into final sequences and correlated with the cassettes.
6. Slide-taped programs will be distributed to various teachers in the Western Pennsylvania Region for feedback, evaluation, and suggestions.
7. After making revisions according to feedback and staff evaluation, filmstrips will be made from the slides and the programs will be ready for dissemination.
8. Three sets of each of approximately ten filmstrip-cassette programs will be housed in each of Pennsylvania's three Resource Centers for loan to the special educators served by the centers.

EVALUATION DESIGN:

Evaluation of the Filmstrip-Cassette programs will be made by the teachers who use the programs. Each time any of the programs goes out, a simple evaluation card will be included for teachers to indicate the effectiveness of the content, format, and technical quality of the canned program, in terms of satisfying their needs.

FINDINGS TO DATE:

Both the teachers who borrow materials from the Western Pennsylvania Special Education Regional Resource Center and their administrators who make up the center's steering committee have repeatedly expressed their approval of our staff's demonstrations of equipment, and at the same time have indicated a need for more such demonstrations than the center's staff are able to provide. These findings indicate, in turn, the need for canned presentations to supplement staff demonstrations.

DISSEMINATION PLAN:

Dissemination will take place at two levels: One is the usual level, where information about the project is radiated; information about these canned presentations will go out in the Center's newsletters and catalogs. The other and bigger level of dissemination is unique to this type of project; the sole purpose of the project is that the project itself is to be constantly disseminated, i.e., circulated through the free loan system.

PROGRESS TOWARD ADOPTION:

Since the purpose of the project is solely for circulation through the Western Pennsylvania Special Education Regional Resource Center loan system, an A priority guarantee of total adoption is in effect with the submission of this application.

Local Educational Agency	Allegheny Intermediate Unit No. 3	State Project Number
Address:	311 Ross Street, Pittsburgh, Pa. 15219	0006H D-39
Project Director	Mrs. Ruth M. White	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: A Process Approach To Learning

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	7/1/70	6/30/71	60,800	1970	60,800
	Cont.	7/1/71	6/30/72	52,500	1971	52,500
	Cont.	8/1/72	7/31/73	65,000	1972	65,000
	TOTAL			178,300		178,300

Proposed Termination Date 7/31/73 Projected Funding Level for total project period \$ 178,300.00

TARGET POPULATION:

Special Education students in the Allegheny County area are the target population of this project. The age range is from 6 to 14 years, and the exceptionalities include educable mentally retarded, physically handicapped, auditorially handicapped, visually handicapped, minimal brain damaged and emotionally disturbed. Two non-public, parochial classes are also included in the program, each with approximately 14 educable retarded students. Enrollment for the past year (1970-71) was 882 students from grades 1 through 8; the average I.Q. for all students in the program is 68.

There are 5 county special education teachers assigned to teach the program; two nuns in the Diocese of Pittsburgh incorporate it into their regular classwork. Each of the 7 centers employs a full-time aide to assist the teachers. The project director supervises the program and writes the revisions for it.

The socio-economic status of the attendance area ranges from lower to upper middle class with a fairly even distribution throughout the County.

MAJOR OBJECTIVES:

1. To adapt an exemplary science program originally designed for elementary students, rewriting the program activities for use with exceptional students.
2. To develop and teach the following behaviors to exceptional students: observing, classifying, measuring, using space/time relationships, using numbers, and communicating. Each of these processes are developed in stages, from the simple to the more complex behaviors.
3. To develop the vocabulary of the exceptional students as they continue through the behavioral processes.
4. To help the exceptional child to think and reason in an orderly manner in order to reach logical conclusions.

ACTIVITIES:

The program is based on "Science—A Process Approach" developed by the American Association for the Advancement of Science, and distributed by Xerox Corporation. In addition, a supplementary manual was written by the project director, revising the original materials, expanding the activities and adapting the activities for use in a departmentalized program. The first level of materials is used for all classes; since this level was written to be used with Kindergarten children, additional revision was necessary to make the lessons acceptable for more mature students.

The teachers' guides and the hardware were purchased from Title III funds and a set was given to each school involved in the program. Additional activities have been developed by the teachers, and are shared with the rest of the science staff.

In the five County Schools for Special Education, students from grades 1 through 8 are scheduled for science at least twice a week for a 30 minute period. The lessons are process-oriented, and emphasis is placed on a discovery-type learning situation. No books are used, so the ability to read is not one of the criteria for this program.

EVALUATION DESIGN:

At the end of each unit (there are 22 units in the first set of materials), each student is tested individually by demonstrating his ability to solve problems similar to those he has been taught in the unit. Records are kept of each student's response, and results are tabulated both by schools and by individual classes. Teachers prepare a written evaluation of each unit, designating strengths and weaknesses encountered. These comments are used to make adjustments in the program.

FINDINGS TO DATE:

Competency Measure results for the first year's lessons indicate that 83% of the students attained a score of 80% or above. It is clear from the over-all results of the testing that the students are learning and retaining what they have learned. The "discovery" type of teaching circumvents the reading problems which harass a high percentage of exceptional students; therefore, one of the learning blocks has been removed, paving the way for maximum response by the students. Teachers have welcomed this program because it is structured, yet flexible enough to allow for individual differences and teacher creativity. Students enjoy the program because they are actively involved in the lessons.

DISSEMINATION PLAN:

The project director has conducted workshops in two other school districts; as a result, both districts will now include the program in their special education curriculum. Two presentations have been given to student teachers in a local college. A descriptive brochure has been printed and distributed to all chief school administrators in Allegheny County. The Xerox corporation has requested permission to print and distribute 5000 copies of this brochure for advertising purposes. Xerox has also become interested in our revision, and we have given them a copy of our copyrighted manual for Part A. They have also requested permission to use our name as a reference source for inquiries regarding the use of the SAPA program for Special Education. A copy of the supplementary manual and supporting data have been sent to the American Association for the Advancement of Science and they are following our project with much interest. The Biological Sciences Curriculum Study group expressed an interest in our project, and a manual and other data were forwarded to them.

PROGRESS TOWARD ADOPTION:

The Allegheny County Schools is supporting the project in its second year of operation, so the operating budget is slightly higher than the first year. The success of the program indicates that it will become a permanent part of the Special Education program in Allegheny County (and, hopefully, in many other special education programs throughout the country).

Local Educational Agency	Avonworth School District	State Project Number
Address:	234 Dickson Avenue, Ren Avon, Pittsburgh, Pa. 15202	71028
Project Director	William J. Stack, Jr.	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: **DIOGENES (Developing Instructional Organization geared to the Educational Needs of Every Student)**

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	7/1/71	6/30/72	36,000.00	1971	36,000.00
	Cont.	11/1/72	10/31/73	22,000.00	1972	22,000.00
	TOTAL			58,000.00		58,000.00

Proposed Termination Date 10/31/73 Projected Funding Level for total project period \$58,000.00

TARGET POPULATION:

Students in grades K–12 of the Avonworth School District are the target population of this project. Enrollment for the year is 2,060, of which approximately 99% are Caucasian, 0.5% are Negro, and 0.5% are of other ethnic origins. The socio-economic status of the families in the attendance area is primarily of lower middle, middle and upper-middle class composition.

There are presently 107 professional staff members assigned in the district, including nine full time administrators, sixteen paraprofessionals and 30 volunteers who aid in the I.P.I. program to complement the professional staff.

The community is primarily suburban with some light industry and has a population of 10,236. The school district consists of three elementary schools, one junior high school and one senior high school. In addition there is a K–8 non-public school serving the community.

MAJOR OBJECTIVES:

The general objective of this project is designed to assist the schools of the district to identify, adapt, and implement modern curricular approaches in areas of individualization of instruction, curriculum development and adaptation, and effective utilization of staff. The objectives of the project are as follows:

1. Evaluate the present program, assess the needs, and investigate the resources available on a local, state, and national level.
2. Develop pilot programs that may prove beneficial and implement them in our K–12 program.
3. Evaluate the pilot programs in terms of their suitability in the district, rejecting and refining the appropriate pilots, and implementing those deemed effective.

ACTIVITIES:

It is expected that the activities of Project Diogenes will be completed within a three year period. The activities designed to implement the objectives of the proposal are:

- A. Assessment activities, such as, but not limited to:
 - achievement testing, attitude inventories, student questionnaires, opinion polls, consultant opinion, and review of local, state, and national trends in curriculum development.
- B. Evaluation Activities – The high school will conduct an evaluation under the direction of the Middle States Association of Colleges and Secondary Schools during the 1971–72 school year. It is expected that the Junior High and Elementary Schools will conduct faculty self studies in curriculum areas.

- C. Investigation Activities – Existing innovative practices in other school districts will be investigated by team visitations. Visiting teams will include members from the administrative staff, teaching staff, and boards of the schools within the district. Other methods of investigation will include, professional literature research, use of Project Rise and the use of various consultants.
- D. Determination of Needs and Priorities – After the above activities have been completed by the staff, needed changes in curriculum will be determined. These changes will be placed in a priority rank.
- E. Development and Adaptation Activities – Pilot programs will be developed and adapted through a systematic pattern of curriculum development which will include, writing behavioral objectives, determining activity specifications, developing a working model, and constructing an evaluation design.
- F. Evaluation Activity – Pilot programs implemented will be evaluated for effectiveness. Ineffective pilot programs will be discarded, while others are referred and successful ones will be recommended for implementation by the school district.

EVALUATION DESIGN:

This has not been completed as of this writing. (The evaluation design for the project as a whole has not yet been designed.)

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

This has not been completed as of this writing.

PROGRESS TOWARD ADOPTION:

The preliminary approval has been granted, and plans to initiate Project Diogenes are being formulated at this time. None of the above mentioned activities have begun as yet, however.

Local Educational Agency	Baldwin-Whitehall School District	State Project Number
Address:	4900 Curry Road, Pittsburgh, Pennsylvania 15236	71042
Project Director	Dr. Donald W. Strang	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Individualized Middle School Program

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	2/1/72	1/31/73	40,750.00	1971	40,750.00
	*Cont.	2/1/73	1/31/74	18,842.00	1972	18,842.00
	TOTAL					59,592.00

Proposed Termination Date 1/31/74 Projected Funding Level for total project period \$59,592.00

*NOTE: \$6,500.00 from the initial funding will be carried over and added to the second year's entitlement. (18,842.00 + 6,500.00 = 25,342.00)

TARGET POPULATION:

The target population of this project is the students in grades 7 and 8 of the Robert Paynter Middle School attendance area in the Baldwin-Whitehall School District. Enrollment for the current year (1972-73) is 746 students of which 99.74 percent are Caucasian and .26 percent Negro.

There are presently 48 professional staff members assigned to the school including two (2) full-time administrators. There are also six (6) teacher aides assigned to the school.

The school district is comprised of the Boroughs of Baldwin and Whitehall, and Baldwin Township. It, like many suburban areas, is predominantly residential in nature with a population of 45,788. The school district has an enrollment of 9,434 students, with a total professional staff dispersed among 11 elementary schools, 1 middle school, 1 Intermediate High School, 1 junior high school, and 1 senior high school. In addition, two 1-8 nonpublic schools and one 1-12 nonpublic school are located within the school district. These nonpublic schools serve approximately 2055 students.

MAJOR OBJECTIVES:

To meet the challenges the transience youngster presents to the educational system, the following have been identified as the objectives of the project:

1. Total Program Articulation – To develop an educational program and curriculum which will provide continuous progress through and smooth articulation between the succeeding phases and various levels of the total program with particular emphasis in the area of general studies.
2. Individualized Curriculum – To develop an individualized curriculum in all areas of instruction which will accommodate each student at his own stage of development and with his own unique style and rate of learning.
3. Efficiency and Effectiveness – To make optimum use of available personnel and facilities in the development, implementation, and evaluation of an educational program designed to meet the needs of the middle school student.

Project Title:

Individualized Middle School Program

State Project Number
71042

PROPOSED ACTIVITIES:

Prior to the project starting date the district will involve secondary teachers in workshops related to secondary subject areas with a distinct focus on the application of individualized instruction to their subject area.

During the project period activities supported by Title III funds will include staff visitations to operational individualized secondary programs and attendance at workshops focusing on secondary individualized instruction. Funds will also be used to provide for a summer curriculum workshop, clerical personnel for the workshop, and three teacher aides for the 1973-74 school year.

EVALUATION DESIGN:

The success of the project will be determined by the extent student behavior is effected. Modification of student behavior will be assessed through diagnostic instruments of four types; placement instruments, pre-test instruments, post-test instruments, and curriculum embedded test instruments. All diagnostic instruments are designed to measure the objectives of the learning continuum.

FINDINGS TO DATE:

The need is to provide an on-going school through the development of an individualized program for students with a background from Oakleaf and McAnnulty Elementary Schools (I.P.I. Schools) as well as other students drawn from the more conventional elementary schools in the district. Students in the elementary I.P.I. program exhibit a wide variation in their achievement, modes of learning, and interest, and traditional methods of junior high instruction often have precipitated a loss of gains made under I.P.I. This loss has focused attention on the need for an individualized program for the secondary schools.

DISSEMINATION PLAN:

Dissemination of the program will be carried out by members of the LRDC staff, the administration of the Baldwin-Whitehall School District, and other staff members involved in the middle school program.

Information about the program will be printed in the School District's Newsletter Releases to local residents. Also teachers from the middle school staff will be contracted to write articles for the local newspapers.

People are welcome to visit the Paynter Middle School as long as the district is given advance notice of request for a visitation.

PROGRESS TOWARD ADOPTION:

The 7-8 grade individualized program has been planned, written and implemented at Paynter Middle School. Title III funds permitted the further development of expertise within the staff as well as provided funds for staff planning. District resources were largely used to implement the program. The progress toward the objectives is encouraging.

The school district has made a commitment to individualizing instruction for all students. In January of 1974 a second middle school will be opened in the district and the individualized program from Paynter Middle School will be transportable to the new school.

Date completed or revised: 11/27/72

Completed by: Albert M. Pollak

Phone: 412 884-6300

Local Educational Agency Address: Project Director	Brentwood Borough School District 2601 Brownsville Road, Pittsburgh, Pa. 15227 Mr. Stephen Verba	State Project Number 72018
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project	Interdisciplinary Approach to Visual Communications
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Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	5/26/72	5/25/73	\$20,000.00	1972	
TOTAL				\$20,000.00		

Proposed Termination Date 5/25/75 Projected Funding Level for total project period \$35,000.00

TARGET POPULATION:

Brentwood is a suburban, middle class district, predominately Caucasian. The target population of the project are students in grades 8, 9, 10, 11, and 12 of Brentwood. Approximately 39 (8th) grade parochial school students and 136 public school students will participate. Involvement in the project will consist of 175 students, 26 adults and 18 staff members.

The community has no industry and a population of 13,732. The school district has an enrollment of 1,969 in grades K thru 12. There are 109 professional members serving two elementary schools and one junior-senior high school. In addition, a 1 thru 8 non-public school serving 601 students is located in the community.

MAJOR OBJECTIVES:

The overall primary goal for this project is to install a visual communications laboratory in the industrial arts department of Brentwood High School.

The major objectives of the program include:

1. To provide background and skills pertaining to the visual communications industry (advertising, printing, photography, design, etc.) and its influence in everyday living.
2. To develop creative thinking and problem solving abilities through the visual communications media.
3. To provide exposure to the visual communication industry, which will aid in occupational selection and avocational interests.
4. To incorporate an interdisciplinary approach in visual communications which will include the fine arts and language arts.

ACTIVITIES:

Activities involved in this program will be orientated to maximum pupil participation through individual and small groups.

There will be projects requiring coordination between industrial arts, fine arts and language arts.

1. Billboards and advertising projects.
2. Printing projects.
3. Photography and movie projects.

Project Title: Interdisciplinary Approach to Visual Communications

State Project Number
72018

4. Silk-screening projects.
5. Book binding projects.
6. Drawing and design projects.
7. Illustration projects (literary, artistic, industrial and others).
8. Creative design projects.

EVALUATION DESIGN:

Evaluation of the visual communications instruction will be achieved through standardized testing methods for basic skills as well as pre-course - post-course comparisons of activities which were formally performed separately in other disciplines, also a survey will be utilized to determine interests and to establish feed-back from students. The guidance department will also be involved in the evaluation through student interviews.

FINDINGS TO DATE:

None available.

DISSEMINATION PLAN:

Initially the community was informed through a parents committee meeting which included a representative from the parochial school. Primary dissemination activities will utilize the local newspapers, brochures and articles written for publication in the PSEA Journal, PIA News, and PSBJ Journal. This project will also be incorporated within our adult education program. A slide program will be developed for all interested parties.

PROGRESS TOWARD ADOPTION:

The district is presently renovating existing facilities in the industrial arts complex with the approval from the State Department of Education. The district has been planning the complex since September of 1970 and is presently making it a reality.

Date completed or revised: 4/18/72

Completed by: Mr. Stephen Verba

Phone: 412-881-4940

Local Educational Agency	Churchill Area School District	State Project Number
Address:	4240 Greensburg Pike, Pittsburgh, Pa. 15221	71024
Project Director	James Barone	

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Acquisition of Competence Through Affective Learning

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/71	10/31/72	37,400.00	1971	37,400.00
Cont.	11/1/72	10/31/73	16,601.00	1972	16,601.00
TOTAL			54,001.00		54,001.00

Proposed Termination Date 10/31/73 Projected Funding Level for total project period \$54,001.00

TARGET POPULATION:

While the ultimate aim of this project is to reach all students from K-12 in the Churchill Area School District, the initial phase will be directed at approximately 3,415 students distributed from K-12. This will include 2,380 elementary students, 675 junior high students and 360 senior high students. The social-economic status of the families in the attendance areas is primarily of middle-class composition. Approximately 10% of the target population would be of lower social-economic status. In addition, approximately 10% or 350 students could be classified as socially, emotionally, educationally and/or physically handicapped. There are 130 staff participants including five teachers from a non-public school and ten administrative personnel. An additional 35 people previously trained for the project will be assigned but will not participate in the initial training program.

The community is a suburban community located outside the city of Pittsburgh. The school district has an enrollment of 5,661 students with a total professional staff of 302 disbursed among 9 elementary schools, 2 junior high schools and one senior high school. In addition, a K-8 non-public school is located in the community. Five staff members from this non-public school will be involved in the project and will serve approximately 150 students.

MAJOR OBJECTIVES:

The general objective of this project is to train teachers to implement a curricular based, affective education program from K-12 which is viewed as a preventative mental health project that will develop greater competence in students to deal with emotional stress, increase cognitive achievement by affective participation, and decrease the number of students developing psychological and social disturbances. More specifically the objectives of the project are as follows:

1. Implement an existing affective curriculum at the elementary level which aims to develop within students awareness of self and concern for others, a sense of mastery that reflects self-confidence, and skills in social interaction which build interpersonal comprehension and tolerance.
2. To write and implement a sequential affective program for junior and senior high school students.
3. To conduct an in-service training program which will develop teacher skills in affective education and the ability necessary to implement the acquisition of competence program.
4. To assess and evaluate the cognitive and affective student gains resulting from the implementation of this program.

ACTIVITIES:

The initial thrust of the program will be a 36 hour in-service training course for teachers and staff which will include structured experiences, dialogues for clarifying theory, teacher participation in actual lessons from the curriculum and live demonstrations with students for teacher observation and critique. Implementation at the elementary level will begin in September 1971. Continued training for the elementary teachers will consist of weekly classroom observations and consultation by trained program consultants. A small cadre of junior and senior high school teachers will participate in the extension and writing of the curriculum for this level and in implementing pilot projects during the first semester of the 1971-72 school year. The primary function of this group will be to critique, review, and field test the lesson guides as written by the project consultants. Two selected teachers will be offered 28 days of further training to become supervisory consultants with the capability of expanding the project and providing guidance and direction in future years.

A video film of the program in actual operation in the classroom will be made for use in community programs with parents and school officials. Teachers from this district and from the parochial school not involved in the program will have opportunities for visitation during in-service days. United Mental Health Of Allegheny County has requested permission to review the project for possible recommendation to other schools. Such permission has been granted and a visitation day will be provided.

EVALUATION DESIGN:

Each of the board objectives has been broken down into specific behavioral criteria. Evaluations will be made in terms of pre and post changes in teacher attitude, measures of psychological growth in students, and changes in observed behavioral characteristics such as attendance, academic achievement, and student referrals to administrative personnel or psychologist. The collection of data will begin with the implementation of the project in September 1971 and continue throughout. However, a pilot project sponsored and conducted by the school district last year aimed to explore the feasibility to implementation within this school district, the acceptability of such a program to the students, teachers, and parents of the community, and a subjective evaluation of the stress factors involved with the implementation of this type of change. The results of that pilot project were all favorable. The only complaints received were from students and parents of students who were not able to be in the pilot project.

DISSEMINATION PLANS:

Preliminary dissemination activities will utilize video tape presentation developed by the professional staff and consultants. This will be used to disseminate information to teachers and parents of the community. In addition, with the cooperation of United Mental Health of Allegheny County, the professional staff will conduct seminars in other school districts.

The evaluation and assessment of the projects effectiveness in reaching its objectives will be written up for general distribution and publication.

PROGRESS TOWARD ADOPTION:

The preliminary proposal has been submitted and accepted. Plans are completed for the implementation of the general training session and the consulting staff is ready to begin implementation in September of 1971.

Local Educational Agency Address: Project Director	Fox Chapel Area School District 611 Field Club Road, Pittsburgh, Pa. 15238 Frank Christy	State Project Number 71023
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Environmental Transdisciplinary Involvement Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/71	7/31/72	20,800.00	1971-1972	20,800.00
Cont.	8/1/72	7/31/73	5,678.00	1972	5,678.00
TOTAL					26,478.00

Proposed Termination Date 7/31/73

Projected Funding Level for total project period \$ 26,478.00

TARGET POPULATION:

Students in grades 1 and 2 of the Fox Chapel Area School District attendance area are the target population of this project. Expected enrollment for the 1971-72 year in these grades is 822 pupils, of which approximately 97% are Caucasian, 2% negro, and 1% other ethnic origins. The socio-economic status of the families is primarily of lower to upper-middle class composition.

There are presently 44 professional staff members assigned to this project including 3 administrators, 1 environmental teacher and 1 full time outdoor environmental education coordinator.

The community is suburban with light and heavy industry and a total population over 30,000. The school district has an enrollment of 6,400 students, with a total professional staff of 383 dispersed among 5 elementary schools, 2 junior high schools and 1 senior high school. In addition there are 5 parochial elementary schools and 2 parochial high schools.

MAJOR OBJECTIVES:

The major objective of the project is to give all students, including the culturally different, the disadvantaged, the exceptional, and the handicapped an opportunity as effective change-agents in structuring a stimulating, healthy environment. The prime objective is to produce a concerned generation equipped with the attitude, beliefs, and values necessary for making decisions relevant to their personal, cultural, and physical environment.

In behavioral terms, the objectives of the project are as follows:

1. Design and make an initial survey of what environmental concepts are being taught, what concepts should be added, local resources, and possible future environmental changes.
2. Develop teacher-student activities of a transdisciplinary approach.
3. Conduct in-service training for staff, designed to prepare teachers to motivate, implement, and initiate the environmental concepts and to give them a chance to add their ideas to the program.
4. Design a pre- and a post-assessment of the cognitive and affective student and teacher gains resulting from instructional and active experience.

ACTIVITIES:

A core of 7 teachers will meet with the outdoor specialists, in local community advisory council, and consultants to develop the concepts, methods, skills, techniques, material lists, and other needs which will be necessary to promote the program for the teachers in their respective grades. Individual teacher needs will be met by mini-courses developed to fit their requests.

By the end of the school year every first and second grade pupil will have hiked to, or been transported by bus, to outdoor sites of the school district. This will occur as often as necessary to grasp the concepts developed by the seven teachers and augmented by the teachers in the in-service seminars.

Evaluation will be carried on before and after teachers and students have actively taken part in the program.

In the future the program will extend into the other grades on a spiral format using the guide lines developed as time and finances permit.

EVALUATION DESIGN:

Evaluation methods will be designed of a cognitive and affective design for both teacher and student. Dr. Craig Chase, Slippery Rock College, has given permission to use both of his "Environmental Education Inventories" of a cognitive design for teachers and students. These have either national or New York State norms, and are currently being used by the Michigan State Department of Education.

FINDINGS TO DATE:

Several surveys by students and the ad hoc community advisory council pointed to the fact that students and teachers both need a better understanding of the total environment. This also showed that teachers need to become less fearful of using the local and timely materials. It was evident that the community and the school need to work together to develop a "conservation ethic".

DISSEMINATION PLAN:

A tape-slide presentation will be developed to show techniques, concepts, skills, material development, and activities to community organizations, teacher groups, students, and other interested parties.

Films will also be prepared to use in classes for individual study and for teacher enrichment. These will add new information for the child who is advanced and show how to do things for the student who grasps slowly.

Information will be placed in local newspapers, school publications, P.T.A. Newsletters, and the Pennsylvania Outdoor Education and Conservation Association Newsletter. Articles prepared by the teachers and the students will be submitted for possible publication to various teacher journals and educational television newsletters.

PROGRESS TOWARD ADOPTION:

The school board and administrators think the environmental education is so important that they have a continuing commitment to a sequential program.

Local Educational Agency	McKeesport Area School District	State Project Number
Address:	402 Shaw Avenue, McKeesport, Pa. 15132	72009
Project Director	Mrs. Louise Roslund	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Environmental Education: Theory and Practice

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/72	7/1/73	\$15,000	1972	\$15,000
Cont.	7/1/73	7/1/74	6,000	1973	6,000
Cont.	7/1/74	7/1/75	3,000	1974	3,000
TOTAL			\$24,000		\$24,000

Proposed Termination Date 7/1/75 Projected Funding Level for total project period \$24,000

TARGET POPULATION:

The primary target population will be 120 academically talented students from grades 4, 5, and 6 of the McKeesport Area School District. The secondary population will be approximately 6,000 students in the regular classroom of the school district's public and parochial elementary schools.

The McKeesport Area School District is made up of a multitude of ethnic groups. The total elementary school population is about 85% white pupils and 15% black pupils.

The entire gamut of the socio-economic scale is found in the school district. However, lower middle class and lower class are found in the greatest numbers.

MAJOR OBJECTIVES:

1. Each academically talented student will be able to give a ten minute organized talk using some visual materials on some specific environmental problem related to population or human geography.
2. Each academically talented student will be able to teach a 40 minute lesson, and in some cases lessons, on some phase of an environmental problem related to population or human geography. These lessons will utilize audio-visual materials and community resources where appropriate.
3. Each academically talented student will become expert on some specific environmental problem related to population. The expertness to consist of being able to state the problem, give the causes of the problem, and give a solution to the problem with alternate solutions if feasible.
4. Each academically talented student will be able to write or state orally the rationale for the basic concept that everything man uses comes from the earth and that arable land is the limiting factor to population growth.
5. Students in regular classes will be motivated to a greater understanding of environmental problems by being taught by their peers.
6. Teachers in regular classes will have an opportunity to learn about environmental problems through the lessons taught by the academically talented students.
7. The community will become more aware of the study of environmental problems being conducted in the school district.

ACTIVITIES:

The 120 academically talented students will spend one half day per week on environmental education. They will experience activities common to the entire group and each student will have an opportunity to explore in depth a topic which is of his own choosing.

Speakers from institutions and industries involved in creating or solving environmental problems will speak to the students.

Each student will prepare and teach a lesson in environmental education to an elementary classroom. The lesson will utilize the appropriate educational media for the material being presented.

In addition, the class will prepare programs on environmental problems for presentation to community groups.

Part of the learning experiences of the group will include field trips to localities that exist both typical and atypical environmental problems.

EVALUATION DESIGN:

The quality of the material on environmental problems presented in the teaching activity and to the community group will be evidence of the success or failure of the project.

If the initial presentations to community groups are meaningful, they will result in additional requests for presentations to other groups.

Objective tests on environmental problems and solutions will also yield data on the degree of success of the project.

Teachers and students will be asked to evaluate the lessons taught by the students from the academically talented class.

FINDINGS TO DATE:

None

DISSEMINATION PLAN:

A complete detailed report on the project will be prepared. This report will be designed for educators who wish to gather ideas on environmental education or activities for academically talented pupils.

While the project is underway there will be a great deal of publicity on all facets of the project.

PROGRESS TOWARD ADOPTION:

None at present.

Local Educational Agency	West Allegheny School District	State Project Number
Address:	Box K, Pine Street, Imperial, Penna. 15126	72050
Project Director	C. W. Rohm, Elementary Supervisor	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: **Open Space – Team Teaching**

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	8/1/72	7/31/72	\$45,000.00		\$45,000.00
TOTAL			\$45,000.00		\$45,000.00	

Proposed Termination Date 7/31/75 Projected Funding Level for total project period \$84,858.00

TARGET POPULATION:

The target population is the total West Allegheny School District's elementary population which is to be housed in two new 1,000 capacity open space schools, starting September 5, 1972. Eight existing buildings are being closed. Total enrollment is 1834 – K through 6, of which 98 per cent are caucasian, 1 per cent negro and less than 1 per cent other ethnic origins. The social economic status of the families in the attendance area is mainly of lower and middle class composition.

The community is rural with small towns and developments scattered over a 57 square mile area. It is a strip-mined area with very little industry.

The local parochial school has closed and is a part of the above target population.

The school district has a total 1972-73 enrollment of 3244 students with 540 7th and 8th grade students and 870 9th through 12th grade students beside the elementary listed above.

MAJOR OBJECTIVES:

The general objective of this project will be the design and implementation of an instructional change from eight traditional graded schools into two completely different open space structural facilities. The administration, faculty, aides, and students will be immersed in a new open concept of learning.

The specific objectives of the project will be to:

1. Provide pre-term and in-term inservice training of teachers and aides preparing them to (a) work in an open space environment, (b) work and plan as a team, (c) implement individualized instruction, (d) further develop curriculum guides designed for continuous progress.
2. Plan and implement a program to enable students to develop skills and understandings essential for them to cope successfully with the open concept school.
3. Determine the attitudinal changes, motivations of faculty and students as well as academic achievement of students as it relates to the open space concept.

ACTIVITIES:

The initial phase of the project will be pre-inservice school team planning activities directed to implementing the open space program through team planning of the student's academic needs, through grouping for instruction, and individualization of program materials for individualized instruction.

A consultant in the field of team-teaching, open space concept will be employed to assist in the pre-inservice school team program and on a regular consultant basis, during the 1972-73 school year.

Additional para-professional personnel will be trained and added to the teams to assist the professional team members.

Curriculum changes consistent with the open space team teaching concept will be implemented such as: (a) individualized instruction that will give our students a wide range of options in his process of study with emphasis on individualized material and learning centers (b) an ungraded curriculum designed to enable our students to move vertically and horizontally through a program of instruction consistent with his abilities (c) provide multi-media materials and equipment in the I.M.C. center as well as in the classroom that are matched to the curriculum (d) provision for flexible scheduling (large blocks of time), to accommodate large group, small group and individualized instruction.

Slide-type presentations will be developed to present an overview of the program. It will be used as a vehicle to present the over-all program to visitors, at inservice meetings, and etc.

EVALUATION DESIGN:

Classroom achievement will be measured by comparing our existing norms to the new approach test norms as well as using the national and regional norms of the test.

Parent, staff, and pupil attitudes of the program will be solicited through questionnaires and attitude instruments. Behavioral patterns will be assessed in relationship to the new program.

The project's consultant will be asked to serve as an independent evaluator.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

The West Allegheny Newsletter mailed to all parents and interested citizens will detail the project and its progress in each issue.

A limited number of visitors will be accepted the second semester to view the program.

A tape-slide presentation of the project to be developed for presentation to interested groups.

Articles in the local newspaper.

PROGRESS TOWARD ADOPTION:

The School District has committed itself to this program as a basis for its building program. The board went on record June 21, 1972, to increase its operating budget each year for the next three years to budget the essential increased costs of the program.

Local Educational Agency Address: Project Director	Ellwood Area School District 501 Crescent Avenue, Ellwood City, Pa. 16117 Mr. Charles Barnhart	State Project Number 72037
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Individualization of Mathematics Instruction

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	7/15/72	7/14/73	\$17,000	1972	\$17,000
	TOTAL					

Proposed Termination Date 6/30/75 **Projected Funding Level for total project period** \$31,610

TARGET POPULATION:

Students in grades 3, 4, 5 and 6 of the Perry and Walnut Ridge Elementary Schools are the target population of this project. Enrollment of the attendance area is 586 of which approximately 98% are Caucasian, 1% Negro and 1% of other ethnic origin. The socioeconomic status of the families in the attendance areas varies from lower to upper-middle class composition.

There are presently 20 professional staff members assigned to the schools. An elementary clerk is assigned to each building.

The community is mixed between semi-rural and industrial with a population of 15,000. The school district has an enrollment of 4,000 with a professional staff of 173 dispersed among 9 elementary schools and 1 Junior-Senior high school. In addition, a K-6 nonpublic school serving 586 children is located in the community.

MAJOR OBJECTIVES:

The major objective of the program is to develop a workable individualized mathematics program where students can progress at their own rate.

In addition, we hope to accomplish the following:

1. To establish a correlation of the audio tapes now owned by the school district to our current program.
2. To establish an in-service program of two weeks for key teachers and aides to work on preparing materials.
3. To establish a "think tank" in each pilot building. As the student progresses through his unit of mathematics instruction, he can receive help in one or more of three ways. He may work in his textbook, be sent to hear an audio lesson in the "Think Tank" or consult individually or in small groups with his teacher.

ACTIVITIES:

Our initial project will begin with an in-service program for teachers, aides and a mathematics curriculum specialist. During the in-service program staff members will prepare materials and audio

tapes to assist student development in mathematics. Children in the pilot schools will be presented with a mathematics unit and a pre-diagnostic test will be given for that unit. After this test, the child will be given appropriate readiness work needed to complete the unit. Upon completion of any remedial work, the child will be encouraged to progress through the unit at his own speed. To accomplish the unit the child will be channeled to his textbook, to an audio cassette tape or to his teacher for individual or small group help.

EVALUATION DESIGN:

To test the effectiveness of the pilot study, semester examinations with district norms will be given to all students and a comparison will be made between previous performance levels and current performance levels in terms of percentiles. These tests have been developed by a curriculum specialist in mathematics. For example, a semester examination was given to all students in fourth grade and a percentile rank issued for each student based on the scores. This percentile rank will be a local percentile rank. Next year these same students will be tested during the fifth grade and again a local percentile rank will be computed for these students. We will prepare statistics on any increase or decrease in percentile rank of the pilot group as measured in successive years. We think from our preliminary work with cassette tapes, that students in the pilot program will be able to increase their percentile rank.

FINDINGS TO DATE:

Our preliminary findings indicate that the cassette teaching tape offers several advantages over the traditional teaching pattern of listening to the teacher's presentation and then working several additional problems. First, the student may proceed as slowly or quickly as he likes, and he may repeat any part of the material he does not understand by simply rewinding and then replaying a portion of the tape. Secondly, most of the commercial tapes and those that we would like to produce involve sight and hearing in a new way by recording most of the reading that would appear in a conventional textbook. We feel that students with reading difficulties may find that they are moving ahead quickly because they are hearing what they would normally read.

DISSEMINATION PLAN:

A tape-slide presentation is planned to show the development and operation of our project. A special supplementary Title III grant will be used to develop the presentation for an educational fair.

PROGRESS TOWARD ADOPTION:

This is the first year of the project and if our results indicate that we can improve mathematics instruction through the use of audio cassette tapes, these tapes will be made available to other schools.

Local Educational Agency Address: Project Director	Mars Area School District P. O. Box 369, Mars, Pa. 16046 Mr. Charles Battaglini	State Project Number 71056
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Multiple-Image and Sound Motivational Environments

Funding:

Type	Period of Funding		Amount of New Grant	F. Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/72	12/31/72	23,000.00	1972	23,000.00
Cont.	1/1/73	12/31/73	18,000.00	1974	18,000.00
Cont.	1/1/74	12/31/74	9,000.00	1975	9,000.00
TOTAL			23,000.00		23,000.00

Proposed Termination Date 12/31/73 Projected Funding Level for total project period \$23,000.00

TARGET POPULATION:

Students in grades 1, 2, 3, 4, and 5 of the Mars Elementary School and students in grades 6, 7, and 8 of the Mars Area Middle School are the target population of this project. Enrollment for the current year (1971-72) for the two schools is 911 students, of which 99.84 per cent are Caucasian and .16 per cent are Negro. The socioeconomic status of the families in the attendance area is primarily of middle class composition.

There are presently 38 professional staff members assigned to the two schools including 2 full-time administrators, and 6 paraprofessionals.

The community is semirural with some small industry and has a population of 9,725. The school district has an enrollment of 2,496 students, with a total professional staff of 122 dispersed among 3 elementary schools, 1 middle school, and one senior high school. In addition a K-8 nonpublic school serving 300 students is located in the community.

MAJOR OBJECTIVES:

The general objective of the project is to develop and present a series of multiple image and sound motivational environments for the students of the Mars Elementary School and the Mars Area Middle School. The environments will provide nonverbal or partially verbal motivations by means of conventional and newly developed multi-media hardware and software. Through these environments the students will become aware of, gain sensitivity to, and begin to interpret visual and auditory stimuli to the extent that they will become motivated to communicate their feelings and ideas creatively. Eventually they will develop the skills necessary to operate the media hardware efficiently and after exposure to a series of environments will be able to relate to the motivational procedure and to create, or partially create, their own environments.

Through a series of pre- and in-service training programs the teachers will prepare materials for and develop the skills necessary to feel comfortable in operating a variety of media hardware. After realizing the aesthetic structure of the motivational environments the teachers will be able to plan and create their own environments and will plan with their students for new uses of these environments.

ACTIVITIES:

Project activities during the first year are focused on the basic developments of the program. The children will be involved as observer-participants until they become familiar with the skills necessary to develop and construct their own multiple-image and sound environments.

Project Title: Multiple-Image and Sound Motivations

State Project Number
1056

The director and/or technical consultant's activities will be to design and collect motivational materials (ie sounds, photos, etc.) for the development of new motivations. These activities will also include the designing of new surfaces on which to project images as well as ways to break the projected images with newly discovered devices and methods. Technical experiments of many kinds will be explored during the first year.

The staff will be responsible for securing new equipment and for teaching the classroom teachers involved in the project to manipulate and instruct with these materials effectively. Group in-service workshops as well as one-to-one instruction sessions are planned in order to develop motivational environments that will coincide with normal classroom activities to ease the entrance into the beginning activities.

All activities involving teachers and students will be carried out at the Mars Area School District. The University School at Indiana University of Pennsylvania, and situations related to it, will be the development and testing center for the project.

EVALUATION DESIGN:

The evaluation methodology will be developed by the director and the teachers involved in the project once the program begins. Since the motivational environments are to be used in a variety of subject areas it is expected that the teachers more familiar with specific subjects will be able to more efficiently plan strategies of evaluation. The initial evaluation plan will be drafted during the second month of the program. A revised evaluation plan will be developed during the first 3 day in-service program.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

Primary dissemination activities will include a series of lecture-demonstration presentations of the motivational environments to the parents of children involved in the project, education students at Indiana University of Pennsylvania in the Art and the Elementary Education departments, and to students taking Audio Visual Education courses. Teachers from surrounding schools will become familiar with the project through various media (ie. newsletters, inservice programs, public news media, etc.).

PROGRESS TOWARDS ADOPTION:

No data available at this time.

Date completed or revised: 11/21/71

Completed by: Charles Battaglini

Phone: (412) 357-2426

Local Educational Agency Address: Project Director	New Castle Area School District 116 East Street, New Castle, Pa. 16101 Russell L. Horchler	State Project Number 72039
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: **Humanizing Education**

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	8/1/72	7/29/73	16,150	1972	16,150
	FY 73	8/1/73	7/29/74	12,500	1973	12,500
	TOTAL			28,650		28,650

Proposed Termination Date 7/29/74 Projected Funding Level for total project period 28,650

TARGET POPULATION:

The entire student population of the elementary schools of the district will participate in the program over a two year period. The first year, 2,102 students will be in the experimental phase while 1,927 students will be control. Another 142 students will be involved in the program but will not be included in the study as it is a rural school and all others are urban. Schools have been paired socio-economically. In the experimental schools staff will consist of Central Administration: 4, principals: 10; other staff: 23; and teachers: 80.

The community is urban, small-city. Economic conditions 22% low income and 10% unemployment.

MAJOR OBJECTIVES:

The general objective of this study is to determine if significant improvement in attitudes and achievement of elementary pupils can be effected by a Schools Without Failure program designed by Dr. William Glasser. Other objectives are:

1. Effective communication between students and teachers.
2. Developing responsible behavior in students.
3. Making the curriculum relevant.
4. Removing failure from the curriculum.
5. Involvement of parents and the community in the work of the school.

ACTIVITIES:

Ten elementary schools in New Castle, Pennsylvania will be paired on the basis of school size, socio-economic status and achievement of pupils. One of each matched pair will be randomly assigned to the experimental program and the other school of each pair will serve as a control school. Teachers in the experimental schools will be trained in the Schools Without Failure philosophy and techniques developed by Dr. William Glasser; teachers in the control schools will utilize conventional approaches.

Pre- and post-testing of pupil, teacher and parent attitudes, of pupil achievement, and of classroom interaction patterns will be undertaken in both experimental and control schools. Multi-variate

analysis of covariance will serve as the major vehicle for statistically comparing the effects of the Schools Without Failure approach with the conventional approaches; classroom means will serve as the unit of analysis in the comparisons.

EVALUATION DESIGN:

Two types of evaluation methodology will be used. The first will be to use standardized tests in the basic skill area. The second will be through the use of interaction analysis. Eight part time evaluators will be used in the interaction analysis. They will be trained at the expense of a grant administered through the Bureau of Research, Department of Education, Commonwealth of Pennsylvania. They in turn will visit the various classrooms in the control schools and experimental schools for evaluative purposes.

In addition, pre-and post-testing of pupil, teacher and parent attitudes, of pupil achievement, and of classroom interaction patterns will be undertaken in both experimental and control schools. Multi-variate analysis of covariance will serve as the major vehicle for statistically comparing the effects of the Schools Without Failure approach with the conventional approaches; classroom means will serve as the unit of analysis in the comparisons.

FINDINGS TO DATE:

The Schools Without Failure program is designed to meet the educational, social and emotional needs of elementary pupils. In efforts to make schools happier, more success-filled places for children, many educators have adopted Dr. Glasser's philosophy and strategies for humanizing educational programs. The proposed study, an assessment of the effects of Glasser's program, should provide information vital to program improvement.

DISSEMINATION PLAN:

During the program a slide-tape program of all activities will be developed. A booklet will be prepared after the first year and again after the second year. In addition parent involvement will be attained through the use of meetings, newsletters, etc. A video tape of some aspects of the program will be developed. All findings of the research will be made available nationally.

PROGRESS TOWARD ADOPTION:

After the first year we anticipate some findings in both the cognitive and affective domain as defined by Bloom's Taxonomy. We will train the teachers in the control schools in the Schools Without Failure approach. If the results continue to prove that we can reach our objectives, we will self sustain the program without outside support.

Local Educational Agency	Sharon City School District	State Project Number	71004-H
Address:	215 Forker Blvd., Sharon, Pa. 16146		
Project Director	Gerald E. Reading, Supervisor of Special Education		

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Triangular Attitude Development Project

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	6/30/71	8/31/72	15,000.00	1971	15,000.00
	Cont.	9/1/72	8/31/73	17,432.00	1972	17,432.76
TOTAL					32,432.76	

Proposed Termination Date 8/31/73 **Projected Funding Level for total project period** \$32,432.76

TARGET POPULATION:

The population includes children from a primary and an intermediate special education class for the educable retarded as the experimental group, and a primary special education class of educable mentally retarded children for the control. The maximum number will be 20 for the experimental group and 15 for the control.

MAJOR OBJECTIVES:

The basic objectives include:

1. The student's development of positive attitudes toward school and the need for an education.
2. The parents' development of positive attitudes toward school and the child's need for an education.
3. The school personnel's development of positive attitudes toward the student and parents, along with a further appreciation of their struggles and goals.
4. The improvement of relations between the parents and the child, and between the school and the home.
5. The development of the student's increased achievement and potential for success through the improved climate for learning.

ACTIVITIES:

The child's academic level will be assessed. Prescribed lessons will be prepared. Parents will be instructed in methods of working with their child at school and at home. Lessons and homework will be corrected and analyzed with the help of the teacher and remediation will be continued. Conferences will be continuously held. Parents will act as aides, attend conferences, field trips and in-service meetings. Pre- and post-testing will be done. Anecdotal records will be kept.

EVALUATION DESIGN:

Students' achievement will be measured at the beginning and end of the program. The Wide-Range Achievement Test, California Achievement Test and the System 80 prescription tests will be used.

Anecdotal records will be maintained. Parent, teacher, and pupil attitudes will be solicited through questionnaires before and after the program.

Parent participation in school activities will be analyzed during the following year to determine if they will continue any activity without remuneration.

FINDINGS TO DATE:

The program has been in effect for one year. During that year, an exceptionally positive relationship has been established between the home and the school. Significant gains in academic achievement have been made when comparing experimental and control groups.

DISSEMINATION PLAN:

During the period the program has been in operation, there has been good local coverage through the city and school newspapers. The parents have spread information about the program. A representative of the "Instructor" magazine has requested an article and the project director has been informed of a probable write-up in the "Today's Education" magazine. Project information has been sent to various schools making a special request. Future dissemination will continue along the same lines.

PROGRESS TOWARDS ADOPTION:

The 1972-1973 program will reverse control and experimental groups to determine effect of program. If effect is significant, the Board will be asked to adopt all or part of the program.

Local Educational Agency	School District of the City of Erie	State Project Number
Address:	1511 Peach Street - Erie, Pennsylvania 16501	72060
Project Director	Mr. Alexander Clemente	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Learning Resources Aides

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In App.	8/30/72	8/29/74	63,000	1972	63,000
TOTAL				63,000		

Proposed Termination Date 8/29/75 Projected Funding Level for total project period \$104,220.90

TARGET POPULATION:

Students in grades K-12 in 20 schools of the School District of the City of Erie, Pennsylvania and the professionals in those schools are the target population of this project. Projected enrollment in these schools for the coming year (1972-1973) is 11,352, of which approximately 85 per cent are white and 15 per cent are black. The socioeconomic status of the families in the attendance area is of lower, lower-middle, and middle class composition.

There are presently 570 professional staff members assigned to the schools including 25 full-time administrators, 36 teacher aides and an equal number of college students assigned as student teachers or for pre-student teaching experiences.

The community is located in Northwestern Pennsylvania on the shore of Lake Erie; it is urban with light and heavy industry, and it is also considered a summer tourist area because of the attraction of Presque Isle Peninsula. The community has a population of 130,000. It is surrounded by several suburban communities, and this Greater Erie Area has a population of approximately 200,000. The city school district has an enrollment of 20,350 students, with a total professional staff of 1,027 dispersed among 22 elementary schools, 5 junior high schools, 4 high schools, and 1 Model Middle School (5-8). In addition there are 28 non-public schools serving 10,027 students in grades K-12.

MAJOR OBJECTIVES:

Given the need to support a changing educational program – from traditional to more individualization – dependent upon supportive decentralized learning resources with trained, specialized staffing, this activity will undertake to:

1. Select and train qualified non-professionals in the organization and application of learning resources to an individualized learning program.
2. Assist the teacher with the mechanical processes of utilization of learning resources in all phases of the instructional program.
3. Assist the learner under the supervision of the teacher with the application of learning resources to the learning task.

ACTIVITIES:

Project activities for the coming year will focus on selection of qualified individuals and a concentrated orientation and training program that will include:

1. Basic tenets and methodology of an individualized learning program. Informal and formal presentations by related professional staff, on-side visits to schools utilizing individualized learning programs and individual consultation with teachers using the techniques.
2. Components, organization and the application of print and non-print learning resources materials and equipment to the individualized program. Informal and formal training by staff librarians and staff media specialists. An on-the-job transitional training program will be developed to provide additional orientation and operational services experiences prior to individual assignments. The on-the-job transitional training program will include working with certified elementary and middle-school media specialists in daily activities. Further dimension of this transitorial training will provide for considerable contact with teachers in classroom situations.

Upon completion of training activities, an initial group of learning resources aides will be assigned to operate existing elementary learning resource centers. A second group will be involved in the activity of assisting with the completion of the remaining elementary resource centers. A third group will be assigned to existing junior high school libraries to assist with the services operation and the planning and conversion of these library facilities to middle school learning resource centers.

EVALUATION DESIGN:

The activities of this project will be measured by a continuing evaluation of the performance of services to the learning program. These will be regular on-site continuing evaluations by Supervisory staff. Numbers and types of services performed monthly will be documented on-site for self-assessment by aides, and this data will provide for district-wide assessment by Supervisory staff. In addition, teachers and other related professional staff will assist with the ongoing qualitative evaluation of the services to the learning program that this project is designed to provide.

FINDINGS:

No data available at this time.

DISSEMINATION PLAN:

A budgeted activity of this project will be the preparation of a sound, color filmstrip for regional and state distribution by the Title III office. In addition, community groups, Board Members, interested professionals, colleges, P.T.A.'s etc. will be encouraged to make on-site visits. Also, there will be regular news releases on all phases of the project to all local media. Information will also be sent to the Intermediate Unit for regional distribution through District publications and specially prepared brochures.

PROGRESS TOWARD ADOPTION:

This is a beginning project. However, the local educational agency is aware that it will support the project significantly in the second and third years. Upon completion of the project, it will consider the continuance of all or some of the proposed activities of the project, if successful.

Local Educational Agency Address: Project Director	Millcreek Township School District 3740 West 26th Street, Erie, Pa. 16506 Hughes D. Brininger	State Project Number 71038
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Concern

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/72	12/31/72	\$22,450	1972	\$22,450
TOTAL			\$22,450		\$22,450

Proposed Termination Date 12/31/73 Projected Funding Level for total project period \$38,450

TARGET POPULATION:

The target population of the project are students in the 6, 7, and 8th grades of Millcreek Township School District. Involved in the project are 2,176 students, 109 staff members, and approximately 25 community lay personnel.

The community is a rapidly growing suburban area with diversified small industries with a population of 38,108 with a total district enrollment of 9,224 students, 410 professional staff, dispersed among 10 elementary schools, 2 junior high schools and one senior high school.

MAJOR OBJECTIVES:

1. Design with the aid of consultants a survey instrument to assess the individual and collective needs of students and teachers in the middle unit.
2. Prepare a preferential list of needs (educational, social, emotional, etc.) of middle unit students and teachers with the use of the prepared survey instrument.
3. Provide inservice training for staff to the extent that they will exhibit a knowledge of the needs, abilities, and interests and an understanding of the physical, social, and emotional characteristics of early adolescents by preparing appropriate learning experiences.
4. Develop within the staff the desire and capability to prepare and implement planned courses based on established needs of middle unit students.

ACTIVITIES:

Major activities will consist of establishing a project steering committee, project coordinators, and ad hoc committees. Each committee will have a specific task, e.g., development of a needs assessment instrument, identification of pertinent literature, and formulation of appropriate inservice programs.

Needs of students and teachers will be identified, analyzed, and given priority ranking. Based on this data planned courses for the middle students will be developed. Primarily existing staff with assistance of consultants will be involved in the project.

EVALUATIVE DESIGN:

Evaluation of the project will incorporate both quantitative and qualitative measures. Anecdotal records will be kept concerning the number of students, teachers, community members, meetings held, topics discussed, etc., throughout the life of the project. In addition authorities in the field of early adolescent education will be asked to validate the identified needs and ensuing procedures for the project. As an ongoing process teachers and students will be involved constantly in up-dating of the

EVALUATIVE DESIGN (Continued):

project objectives and activities. At the present time it is envisioned that this evaluation will take the form of questionnaires and interviews. Teacher attitudes will be assessed on a pre and post basis.

FINDINGS TO DATE:

Not applicable.

DISSEMINATION PLAN:

District activities will be incorporated in the regular school district channels. In addition, written reports, brochures, and abstracts will be developed with a specific target audience in mind. Local news letters, newspapers, and TV will be utilized.

PROGRESS TOWARD ADOPTION:

At the conclusion of the two year project the local school district will assume full support of the ongoing program. Due to the nature of the project and the involvement of existing staff initially, the project has a good chance for success and continuation.

Local Educational Agency Address: Project Director	Northwest Tri-County Intermediate Unit 2911 State Street, Erie, Pennsylvania 16508 John P. Jarvie	State Project Number 71003
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III SEA

Title of Project: QUIC

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/71	6/30/72	57,910.00	1971	57,910.00
Cont.	7/1/72	6/30/73	32,480.00	1972	32,480.00
TOTAL			90,390.00		90,390.00

Proposed Termination Date 6/30/74 Projected Funding Level for total project period \$90,390.00

TARGET POPULATION:

The overall target population includes seventeen school districts in addition to the private schools located within the service area of the Northwest Tri-County Intermediate Unit. Included in this target area are approximately 101,000 students and 4,000 professionals. Fourteen of the seventeen school districts and one private school have become involved in the project activities and are expected to continue in varying degrees.

The area varies from rural to the urban city of Erie with some sophisticated suburban districts. It also includes pockets of poverty where school financing is extremely difficult. There are also areas of low population density where students must be transported long distances.

OBJECTIVES:

1. This project will enable local school districts to identify needs relative to their specific instructional programs.
2. Local school districts will write objectives related to the specific needs identified.
3. The project will identify local resources both physical and human that could be used in meeting these objectives.
4. The project will enable educators from local districts to plan appropriate programs based on the needs, objectives, and resources previously identified.
5. To enable the Northwest Tri-County Intermediate Unit to incorporate a region-wide needs assessment program, analyze the results and cooperatively develop pertinent programs that are regional in nature.

The success of this project will be determined by those persons involved in the identification of needs, objectives, resources, and program development. They will include teachers, administrators, parents, members of the community and students.

ACTIVITIES:

Project activities during the past year centered primarily upon the first phase of the project, the identification of needs. Basically the input groups for this phase of the project were teachers, administrators, eleventh and/or twelfth grade students, and members of the community.

An instrument was developed which solicited opinions from the input groups mentioned regarding the identification of needs. They also were asked to indicate if their school district had a program that was attempting to meet this need, and if so, in the respondent's opinion, how well was the school meeting the need. Data were gathered by local school districts and tabulated at the Erie County

Vocational-Technical School. Retrieval programs were written so that districts could receive a printout indicating the various types of responses by the groups as well as an overall compilation of the responses.

A detailed analysis of the school district needs as perceived by the three basic input groups was written for each district. Presentations of this information were then made within the local district beginning with the superintendent and including other appropriate individuals, e.g. curriculum councils, department chairmen, advisory groups.

In addition, data from all school districts were included in a region-wide analysis which will be used by the Northwest Tri-County Intermediate Unit staff in developing cooperative programs of a regional nature.

EVALUATION:

The external evaluation for this project will be based on Pennsylvania Department of Education instruments and personnel.

The internal evaluation is taking the form of anecdotal record keeping by the project staff. Conclusions will be drawn from the anecdotal records and applied to the future activities within the local districts. However, it also should be pointed out that due to the nature of the project the ultimate worth of the initial or secondary phases might not be realized until well after the termination of the project. In other words because of the needs identified or information gathered and in considering the total curriculum planning process, the local districts may not elect to further develop certain needs until they can visualize how they will improve their total instructional program.

FINDINGS TO DATE:

Although the findings to date vary depending upon the specific local district involvement, several general areas have emerged as being important. There appears to be definite communication breakdowns in many school districts, both internally and externally. Students appear to be asking for more information relative to current educational topics. They are interested in improving their interpersonal skills. They appear to want to become more involved in volunteer or community activities and would like the schools to play a more important part in their out of school life. Guidance and counseling programs do not appear in some instances to be meeting needs as perceived by students.

DISSEMINATION PLAN:

Local dissemination of the results of the initial phase of the project have been handled primarily through the superintendent or his representative and then to appropriate persons within the district. This has taken the form of a written analysis and an oral presentation. Several small publications and abstracts of the project have been made up and distributed primarily within the region although some data has gone to other intermediate units in the state. Copies of such material are also available through Project RISE.

PROGRESS TOWARD ADOPTION:

Northwest Tri-County Intermediate Unit has already incorporated the project into its regional curriculum planning activities. Arrangements have been made to use the computer facilities at the Vocational Technical School as well as some programming support.

The instrument will be available for continual updating of the needs survey as school districts desire.

Local Educational Agency Address: Project Director	Northwest Tri-County Intermediate Unit 2911 State Street, Erie, Penn. 16508 John P. Jarvie	State Project Number 5531 A-12
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: **SCORE**

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	*In. App.	7/1/68	6/30/69	194,575.00	1968	194,575.00
	*Cont.**	7/1/69	6/30/70	230,856.00	1969/70	302,532.00
	*Cont.	7/1/70	6/30/71	207,493.00	1971	237,475.00
	*Cont.	7/1/71	6/30/72	- 0 -	1971	31,000.00
	Cont.	7/1/72	6/30/73	30,000.00	1971	30,000.00
TOTAL				662,924.00		795,582.00

Proposed Termination Date 6/30/72 Projected Funding Level for total project period \$662,924.00

TARGET POPULATION:

The target population for Project SCORE encompasses approximately 4,000 teachers and 101,000 students in the public and private schools of northwestern Pennsylvania. This tri-county region falls within the service area of the Northwest Tri-County Intermediate Unit. There are currently seventeen school districts located in this area.

The area varies from rural to the urban city of Erie with some sophisticated suburban districts. It also includes pockets of poverty where school financing is extremely difficult. There are also areas of low population density where students must be transported long distances.

MAJOR OBJECTIVES:

The following are objectives of Project SCORE:

1. To provide as many teachers as possible with an opportunity to develop classroom projects in order to initiate curricular change on a local level.
2. To provide local school districts with an opportunity to initiate curricular change within their overall school program.
3. To disseminate appropriate information relative to classroom projects that will assist in providing for curriculum change on a local as well as regional level.
4. To cooperatively plan with any supporting agency, educational, cultural, or social, appropriate programs that will result in promoting educational change.

ACTIVITIES:

The activities necessary to meet the above listed objectives are:

1. To provide personal assistance to individuals and groups in the planning and implementation of mini/classroom projects.
2. To provide adequate consultant help as needed.
3. To assist individuals and/or groups in the evaluation of their projects.
4. To provide financial assistance that hopefully will ensure maximum success.
5. To disseminate appropriate results locally and in cooperation with the statewide network, Project RISE.

*LEA, Millcreek Township School District; 3740 West 26 Street; Erie, Penn. 16506

**Combines two six month grants

Project Title: SCORE

State Project Number
5531 A-12

EVALUATION DESIGN:

Evaluation for this project takes primarily two forms. Each mini-project is responsible for the evaluation of its specific objectives. In addition the project itself uses the four basic instruments in measuring project objectives. The questionnaires attempt to gather various persons reactions to the projects; specifically, the project participant, the building administrator, other classroom teachers, and the project staff.

FINDINGS TO DATE:

Mini/classroom projects have achieved a high degree of success based not only on the number of participants but on the quality of the individual projects. It has been pointed out that with a relatively small amount of funding, significant changes can occur within an individual classroom. It is also encouraging to note that the changes occur because the teacher desires this change. The project is strictly a grass roots effort. No attempt to initiate curricular change from the top down is exerted. Project staff, administrators, and other educators act primarily as support personnel to the mini-project teacher. Because of the high interest from teachers and the relatively small amount of funds used for each project, continuation at the local level of each mini-project or similar activity has a higher degree of success.

DISSEMINATION PLAN:

In addition to general speaking engagements concerning mini-projects, dissemination takes the form of a printed booklet describing the projects as well as various resources, physical or human, from which the reader could gain more information. Project RISE is included in all dissemination plans, primarily outside the tri-county area.

PROGRESS TOWARD ADOPTION:

It is anticipated that at the close of Project SCORE, enough teachers will have been reached to effectively initiate curricular change in their classroom, thus improving system-wide curriculum planning. Some local districts have suggested that if financially feasible they would set aside some funds for the funding of mini-projects within their school district. This is, in our opinion, a strong commitment, yet it further substantiates the fact that change will occur if teachers are given an opportunity and a few dollars to plan that change.

Date completed or revised: 8/7/72

Completed by: John P. Jarvie

Phone: 814 454-3851

Local Educational Agency Address: Project Director	Warren County School District P. O. Box 186, Warren, Pa. 16365 Milton Woodlen	State Project Number 71002
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Pupil Profile Instrument

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	7/1/71	6/30/72	8,493.95	1971	8,493.95
	Cont.	7/1/72	6/30/73	7,082.00	1972	7,082.00
	TOTAL			11,150.00		15,575.95

Proposed Termination Date 6/30/73 Projected Funding Level for total project period \$15,575.95

TARGET POPULATION:

The Warren County School District has a high degree of interest in this proposal and agreed to becoming the LEA for the project. The school district is one county, rural system with the Eisenhower High School, the target school, having a student enrollment of approximately 800.

The School District is presently undertaking a related project dealing with updating teacher skills relative to developing techniques for individualization of instruction. The student profile instrument will become an integral part of this program.

The purpose of this planning study is involved with the assumptions, accepted by many knowledgeable people, concerning learning goals of students. For this study the following assumptions appear of particular importance:

- a. Intellectual mastery involves free-open-ended exploration of problems, search for interrelationship among elements and ideas, toleration of nonabsolute resolutions of problems, and consistent attempts to achieve understanding by relating facts and concepts to one's own experiences.
- b. All students are involved in working through interpersonal relationships with other people. It is expected that students who experience different educational atmospheres will focus on different aspects of interpersonal relationships and will vary both in their assumptions about how people interact and in the flexibility of their perception of people's roles.
- c. All individuals are involved in a search for identity. We attempt to form coherent images of ourselves as well as others. The ideas, values, and available roles in our environments provide items from which we derive, select, and assimilate aspects which seem consistent with the developing self.

Assuming these are three goals for education, then our system for recording student progress is in need of drastic extension beyond its present health, grades, and standardized test scores, limitations.

Through the activities of the study we intend to identify content and format for improved student record keeping, retrieval and use, which will enable a school to better aid a student in selection of relevant, useful, and effective educational pursuits, in terms of the individual's unique characteristics, attitudes, and goals.

OBJECTIVES:

1. To compile information concerning the present state of pupil record systems.
2. To select items believed to be of potential use as parts of a student record.
3. To evaluate the practicality of securing reliable, valid data for the factors listed in (2).
4. To evaluate the reliability and validity of the factor-data as useful for aiding students to select and pursue, efficiently, an effective program of education for self-actualization.
5. To develop a suitable format and process for recording, storing, and retrieval of factor-data of a student so as to be better able to aid the student in planning his educational program and progress.

PROCEDURES: (Includes Evaluation Design, Findings to Date)

1. Information concerning the present state of student record systems, including on-going research, will be secured through visitation to, study of, and discussions with personnel concerned, in programs which utilize, or will be needing, extended student record systems, such as, the British Open Schools, the Newton, Massachusetts Schools, The Bank Street College of Education (Psychosocial Studies in Education), the University of Pittsburgh Learning Research and Development Center, and the Research for Better Schools, Philadelphia, Pennsylvania and review of the literature (through such systems as R.I.S.E., the Pennsylvania Department of Education, Educational Quality Assessment staff, and the research facilities of professional education groups.)
2. School staff, college complement, and consultants will be involved in selection of potential items, and in attempts to validate the legitimacy of choices, for factor-data to be used in Phase II.
3. School Staff, college complement and experts in the areas of statistics psychology, and evaluation will be used in developing the instruments and determining the usefulness of each of the items.
4. Evaluation of self-actualization will involve students, staff, college complements, consultants and other professional members, as needed, to determine potential value for each item of data.
5. Individuals familiar with computer capabilities and student record forms will be used in developing experimental formats for records.
6. This is a planning project which is expected to yield information on the present state of the science of student record systems, data to be recorded for purposes of aiding student in future learning, and a system or systems by which such data can be secured, recorded, retrieved and used for the benefit of the student.

DISSEMINATION PLAN:

Dissemination of project progress and findings will be conducted through the Pennsylvania Department of Education and RISE (Research Information Services for Education).

PROGRESS TOWARD ADOPTION:

The Warren County School District has indicated support for adoption of project findings (if they prove to be practical and meet the needs of the school and community) through a "phasing-in" process.

Local Educational Agency Address: Project Director	Brockway Area School District 100 Alexander Street, Brockway, Pa. 15824 Mr. B. H. Rupert	State Project Number 72031
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Mini-courses Implemented Through Media

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In App.	7/1/72	6/30/73	30,000.00	1972	30,000.00
	TOTAL			30,000.00		30,000.00
Proposed Termination Date		6/30/76		Projected Funding Level for total project period		\$63,750.00

TARGET POPULATION:

The school district community is composed of one borough and three townships. The borough population according to 1970 census is 2,526. Rural population is 3,987. This gives a total population of 6,513. Students in grades 10, 11, and 12 of the Brockway Area School District attendance area are the target population of this project. Enrollment for the current year (1972-73) is 334 of which 100 percent are Caucasian. The socio-economic status of the families in the attendance area is primarily middle class and lower-middle class composition.

There are presently 34 professional staff members including 1 full-time administrator, and one teacher aide.

The community is rural in nature with four industries (one major, three minor). The school district has an enrollment of 1704 students with a total professional staff of 74 dispersed among 3 elementary schools and 1 junior-senior high school. There are no non-public schools within the boundaries of the school district.

MAJOR OBJECTIVES:

The general objective of the project is to implement mini-courses in the Social Studies curriculum and to expand the existing mini-course program in the Language Arts curriculum. This has been requested by the students and endorsed by the administration, faculty and Board of Education as a means to give the students more individual selection in these two fields in relation to their personal fulfillment and career development.

The proposed plan will attempt to change the following:

1. Revamp the curriculum to better meet student needs
2. Expose instructors to new techniques and materials
3. Alleviate overcrowded classrooms

ACTIVITIES:

The Social Studies teachers in cooperation with other involved professional personnel and the students have already developed a basic mini-course Social Studies curriculum for the 1972-73 school term. Students have made their individual selections and scheduling is now in progress. The Language

Arts mini-course curriculum has been evaluated and revised following the completion of its first year. Again, students have made their selections for next term in this area.

A series of in-service meetings for Social Studies and Language Arts teachers and other involved professional personnel will be conducted during July 1972 with the mini-course programs being implemented in the Fall of 1972.

Realignment of the curriculum will take place during the first semester based on discussion and evaluation of faculty and student committees. At the end of each nine week grading period, each course will be evaluated by the instructor and students.

In June of 1973, in-service meetings will be conducted to determine and provide for further expansion of the program.

EVALUATION DESIGN:

Evaluation will be an on-going process and will rely on personal reactions and concrete facts. Student response to questionnaires regarding relevancy and interest will be considered. (The questions we ask are not valid as research vehicles, but they answer the questions we want to know about our programs.) Teacher enthusiasm and professional opinions regarding the program will be solicited. Test results (teacher developed and administered as well as standardized achievement tests administered by the Guidance Department) will also be involved as evaluative criteria.

FINDINGS TO DATE:

In an informal questionnaire survey submitted in January 1972 regarding the mini-course program in Language Arts, the students expressed an overwhelming desire (247 pro, 18 con) to continue that program. At the same time, they requested that a mini-course program be developed in Social Studies and offered several course suggestions.

DISSEMINATION PLAN:

Programs explaining the purpose and procedures of the mini-course concept and curriculum expansion have been presented to several interested community organizations and will be available for further presentation. A printed brochure will be developed explaining the program of mini-course curriculum. This will be distributed locally and to visitors interested in the program. On-site visits will be encouraged and welcomed with provision made for a local person to describe the program and answer questions.

PROGRESS TOWARD ADOPTION:

The Local Education Agency has supported the installation of mini-courses in Language Arts for the year 1971-72. Support has been given to expansion of the Language Arts program and initiation of mini-courses in Social Studies with acceptance of increased local support to maintain the program if it proves successful. The Local Educational Agency has requested an evaluative report from the Local Administration in January 1973.

Local Educational Agency Address: Project Director	Clarion Area School District 800 Boundary Street, Clarion, Pa. 16214 Mr. Paul Kapp	State Project Number 71025
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Developing A Flexible Curriculum

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/30/71	8/29/72	33,000.00	1971	33,000.00
Cont.	8/30/72	8/29/73	17,256.00	1972	17,256.00
Cont.	8/30/73	8/29/74	8,628.00	1973	8,628.00
TOTAL					58,884.00

Proposed Termination Date 8/29/74

Projected Funding Level for total project period \$58,884.00

TARGET POPULATION:

Students in grades K-6 of the Clarion Area Elementary School District attendance area are the target population of this project. Enrollment for the current year (1971-72) is 750 students, of which approximately 99 percent are Caucasian, and 1 percent are of other ethnic origins. The socio-economic status of the families in the attendance area is primarily of middle class composition.

There are presently 34 professional staff members assigned to the school including 1 full-time administrator.

The community is semirural with some light industry and has a population of 8,500. The school district has an enrollment of 1,700 students, with a total professional staff of 76 dispersed among 1 elementary school and 1 junior-senior high school. In addition a K-8 nonpublic school serving 140 students is located in the community.

MAJOR OBJECTIVES:

1. To provide considerable flexibility in the curriculum through individualized instruction, giving the student a wider range of options in his process of study and his academic pursuits.
2. Establish an operational process for curriculum change.
3. Establish a closer working relationship among teachers.

ACTIVITIES:

Major activities of the program include the following: (a) prior to the starting of the current school year a four-day inservice program was conducted with its major emphasis on individualizing the reading program, (b) the project staff has visited schools with individualized programs in operation, and plans are to continue this type of activity to provide first-hand "how to do it" experiences, (c) reading clinics sponsored by state colleges are being attended by the project staff, (d) inservice workshops have been conducted locally using as consultants teachers from colleges in the area, (e) when requested, teachers have been released from their classroom responsibilities to pursue work relevant to the project, (f) project staff meetings are held weekly and informal small group meetings are held as needed.

A five-day inservice program was held in June 1972. Record keeping procedures for the program were developed. A collection of materials relevant to the program and for classroom use was also made. A four-day inservice program is scheduled for August 1972.

Flexibility in the curriculum through individualization is being achieved by the following: (a) pupils select their reading material as a departure from the textbook-centered program. (b) a wide variety of reading material has been made available. (c) individual pupil-teacher conferences. (d) group activities for specific purposes, (e) a sustained silent reading period. (f) increased use of media. (g) student use of learning centers. (h) students sharing of reading and writing activities. (i) using resource persons in the classroom and taking field trips.

EVALUATION DESIGN:

The evaluation of the implementation of ideas regarding individualization will be made by observation of EDC staff and by the PDE appointed team. They should use as criteria such questions as: (a) to what extent is there opportunity for pupil selection of reading material, (b) how is the library being used and to what extent are materials available to students, (c) what other resource materials, including multimedia, community resources, etc. are being used, (d) how are pupil-teacher conferences conducted, how often and for what purposes, (e) how are students grouped and for what purposes, (f) what opportunities and practices exist which permit children to share ideas with others, and in what ways, (g) how does the classroom activity relate to the real world, (h) to what extent are other "subject areas" individualized and integrated?

These are questions which involve objective evaluation and value judgment. The teachers in the pilot project at the elementary level will establish specific objectives as they initiate their programs, and will also make self-evaluations during the progress of the programs. Students will also be given an opportunity to evaluate the program by use of an opinion-attitude inventory to be conducted by the Clarion Research-Learning Center staff.

An evaluation of the initial four-day inservice program was conducted to determine its effectiveness in meeting and identifying teacher needs.

Cognitive achievement is to be evaluated by using the Stanford Achievement Test.

FINDINGS TO DATE:

Results of the PDE evaluation team listed as strengths of the project the following: (a) individualized instruction, (b) teachers more aware and sensitive to needs of pupils, (c) children's demonstrated enthusiasm toward classroom procedures, (d) excellent rapport between teacher-pupil and pupil-pupil, (e) teachers show exceptional interest in implementation of project, (f) pupils reading more, (g) cooperative effort to implement program and meet project objectives and (h) college students in role of teacher aides. Complete results of this evaluation report are available.

Evaluation of the initial four-day workshop indicated the following: (a) unanimous agreement that it was the best they have attended, (b) teachers preferred more lead time, (c) reporting pupil progress and record keeping is a priority concern and (d) teachers want practical "how to do it" activities.

There has not been sufficient time to measure change in student achievement.

DISSEMINATION PLAN:

During the first year of operation on-site visits will not be encouraged except on a limited basis since it is a year of development and initial operation.

Periodic information about the ESEA Title III Project has been placed in the local papers. Letters describing the program or some phase of it have been distributed to the parents in the community. Presentations of the program have been made to local organizations.

A slide presentation has been developed which may be used for dissemination.

Selected members of the project staff were participants in the Second Annual Seminar on Year-Round Education held in Harrisburg, Pa., and an inservice reading program conducted by the Union School District, Rimersburg, Pa. At both of these meetings this project was presented.

Local Educational Agency Address: Project Director	Clarion Manor Intermediate Unit P.O. Box 151, Clarion, Pennsylvania 16214 Wayne E. Goss	State Project Number 71032
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Taking the Mountain to Mohammed

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	11/71	11/72	36,500.00	1971	\$ 36,500.00
	Cont.	12/1/72	11/30/73	25,550.00	1973	25,550.00
	TOTAL			62,050.00		\$62,050.00

Proposed Termination Date 11/30/73 Projected Funding Level for total project period \$62,050.00

TARGET POPULATION:

The target population of 51,000 public and 5,000 non-public students finds itself in a rural area of west-central Pennsylvania economically classed as Appalachia. The 23 school districts in the counties of Clarion, Clearfield, Forest, Jefferson and Venango operate on minimal budgets which limits school programs to the essentials and necessities. One of the "luxury" items not yet having found its way into even a few of the districts is a certified full-time media specialist. The 2,500 professional employees of the schools of the area need the help of such a specialist; this is known from observation, from utilization records of media kept at the Regional Center, and from sheer spontaneous enthusiasm evidenced in limited on-hands media work shops of past years.

The total enrollment of both public and non-public pupils ranges from K-12, is predominantly white with few members of other ethnic groups present. Average family income would be classified from low to low-middle with a sprinkling of higher income professional, small business and executive type persons found in each of the small suburban communities in the five counties. By means of Interstate 80 the world is discovering the area. Change is coming; new people are coming; new ideas and practices are being suggested. The purposes and objectives of this proposal are to help prepare the school population and the community for this change.

MAJOR OBJECTIVES:

The major objective of this project is to get new practices into the classrooms that will help teachers provide an improved learning environment for every youngster. Specifically, hands-on situations will be provided so that every teacher and a large number of selected pupils will have opportunity to become completely at ease in using media hardware and producing materials for either individual or group instruction. In behavioral terms the objectives could be stated as follows: the teachers and selected pupils of Clarion Manor Intermediate Unit will:

- a. Operate all audiovisual equipment available to them with 90% proficiency according to A-V Instructional Materials Manual edited by James W. Brown, Richard B. Lewis and Fred F. Harclerod, Third Edition (1969) McGraw-Hill
- b. Select and utilize appropriate non-print materials as available to 70% of their instructional needs as defined by the individual school curricula.
- c. Produce basic instructional materials such as slides, transparencies and audio tapes. Using available materials and equipment, they will produce such materials to an acceptable quality for classroom use.
- d. Operate video tape recorders and video play-back units with such proficiency that such items can be an asset in the instructional program rather than a liability and a detriment to learning.

ACTIVITIES:

Activities for the current year and for ensuing years that the project would be funded will involve the teachers and pupils of all 130 school buildings in small group and individual work that will lead to the above stated objectives. In this area of the state with a majority of the schools situated in remote, hard-to-get-to spots the mobile media van being proposed will take to the teachers and pupils all the materials and gear needed to accomplish the objectives. In the pleasant, motivating environment of the mobile unit and with the help of certified, professional media specialists new experiences with media will be had. With teachers and pupils working and learning together it is expected that strong support personnel can be trained to help every teacher back in the classroom. The enthusiasm of the students is hopefully expected to work with positive results on each teacher in that more favorable attitudes toward media may develop.

The use of Title III ESEA funds for this proposal and the mobile unit dovetails with other federally funded programs of the Intermediate Unit. The EPDS program providing the certified media specialists, the NDEA programs providing needed critical hardware--this program, then, takes all the phases to the teacher and preferably to the student.

By recent Board action local funding to continue the project beyond three years will be considered at the appropriate time.

EVALUATION DESIGN:

Evaluation of the program will be done at two locations. By observation done by administrative personnel in each building evidence will be acquired as to growing student interest in classroom work and student participation in classroom activities related to the learning process thru media. Measures of additional change toward media will be administered from time to time also at the building level.

In the Instructional Materials Services area of the I.U. detailed utilization records will be continued on all media to determine any changes in numbers of teachers using media and also any change in frequency of use of such media.

FINDINGS TO DATE:

In a recent survey of public and non-public school principals nearly 80% indicated that no media in-service work had been done in 1970-1971. This same group of administrators unanimously responded they would willingly release teachers for such in-service work done on the premises in a mobile unit as is being proposed.

Further findings of the IMS of this Intermediate Unit proved that fewer than 15% of the total teacher staff were consistent users of accepted media materials distributed by the IMS.

DISSEMINATION PLAN:

By combination student-teacher participation in the work-shops the best public relations agents will be hundreds of enthusiastic youngsters relating their experiences at home.

Brochures, pamphlets, papers, etc., all fully illustrated with pictures of participants will go out from the printed production area of the IMS.

Local radio stations in Franklin, Punxsutawney, Clarion, Brookville, DuBois and Clearfield will be regularly informed with items of local interest for broadcast purposes.

Video tapes will be made at the unit and in classrooms of participants during the in-service classes. Follow-up tapes will be made of new practices in the instructional program as a result of the program and the mobile unit. These tapes will then be used by local community and civic groups for informational purposes; local school boards, likewise, will be kept informed of all activities.

PROGRESS TOWARD ADOPTION:

Much ground work is being done at the I.U. level. As a result many teachers and administrators are anticipating worthwhile media in-service days ahead.

Local Educational Agency Address: Project Director	Franklin Area School District P. O. Box 350, Franklin, Pennsylvania 16323 Dr. Gene E. Rexford, Asst. Superintendent	State Project Number 72065
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: **Utica Curriculum Renewal Project**

Funding:	Type	Period of Funding		Amount of New Grant	F. Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	8/15/72	8/14/73	\$14,850.00	1972	\$14,850.00
TOTAL						

Proposed Termination Date 8/14/75 Projected Funding Level for total project period **\$29,800.00**

TARGET POPULATION:

The Utica Elementary School is one of six elementary schools in the Franklin Area School District. It is located in the Borough of Utica and serves children from Utica and the surrounding townships. Although the building contains grades K-6, the target population will be those students in the first through sixth grades. Enrollment for the ensuing year 1972-73 will be 250 students, all Caucasian. The socio-economic status of most families in this area is of a lower middle class composition.

The total staff for this program will include: 9 professional staff, 8 selected student teachers, and 4 instructional aides. These individuals are organized into teaching teams with the exception of one professional who will serve as teacher specialist and coordinator.

MAJOR OBJECTIVES:

The major objectives of this project are to develop and operate an educational program which features the most efficient and effective utilization of the potential of facilities and staff to the maximum advantage of students. To help meet these objectives, this plan incorporates the best of a number of concepts including non-gradedness, team teaching, individualized instruction, differentiated staffing, open space instruction, and variable size instructional groupings.

To be more specific, the objectives of this plan are:

1. To provide for a more effective and efficient utilization of the teaching staff.
2. To facilitate the individualization of instruction.
3. To promote full utilization of a sound educational plant.
4. To enter into a consortium with a teacher-training institution to provide for more effective pre- and in-service training.

ACTIVITIES:

Since our project will not begin until the fall of 1972, all activities thus far have been preparatory in nature.

In developing the Utica Project, a wealth of research and expertise has been tapped. Comprehensive use of the ERIC documents available through the EDC provided a base, as well as an extensive professional library, on various aspects of the program. Consultants from a nearby state teacher preparation institution have also been crucially involved in providing inputs to the planning of

the program. (Dr. Wayne Walker, Dean of Education and Dr. Robert Ferls, Chairman of the Elementary Education Department of Slippery Rock State College.) Additionally, the staff has utilized the inservice time this year in exploring the various aspects which will be included in the program and have had the experience of visiting model schools who are engaged in similar type activities.

Because of the diversity of the concepts which will be a part of the program, it is impossible to cite all the supporting research in this brief abstract. However, Goodlad's "spiral curriculum" and definition of non-gradedness provide a conceptual scheme for the curriculum. The differentiated staffing aspects of program draw from the ideas of Dwight Allen, Fenwick English and James Lewis. The involvement of teachers in designing and programming instruction is supported by a wealth of literature.

EVALUATION DESIGN:

As we begin our project this fall, evaluation of the program and pupils will be handled in a number of ways. By having early dismissal of students two days per week, the entire staff will have an opportunity to meet and discuss our problems and progress. In addition to the resident staff, district administrators and outside consultants will also be utilized for purposes of evaluation.

Pupil evaluation will involve several procedures for measuring basic skills and attitudes. For standardized testing we will use the Stanford Achievement Test. Accompanying the test results will be an individual pupil profile chart for our permanent records. Also, it has been decided that our first year's work will give special emphasis to math and reading. With this in mind, we have ordered additional tests for both areas. (Gates-MacGinite Reading - Stanford Diagnostic Arithmetic Test.)

Realizing the importance of other measurement and evaluation techniques, the following methods will also be employed: (a) cumulative records, (b) observation, (c) oral measurement - reading - questioning - discussions - remarks, (d) teacher made tests, (e) written assignments and activities, (f) projects, (g) and as previously mentioned, diagnostics and standardized tests.

FINDINGS TO DATE:

"No data available at this time."

DISSEMINATION PLAN:

Since the project is not yet in operation, dissemination activities have been limited. News of the projects approval was handled through local newspapers and radio stations. Parents of students in the Utica Project were invited through the staff and P.T.A. to a special meeting where plans for the coming school year were outlined. Also, a special letter was sent to all parents explaining placement procedures for the 1972-73 school year.

PROGRESS TOWARD ADOPTION:

For 1972-73 school year, the local educational agency has committed additional funds to the Utica Project. These monies will be used for staffing purpose, in-service, and other necessary expenditures. Also, it is the hope of the local educational agency that the curriculum renewal, which is a crucial element in the program, will be adaptable and transferable to other elementary schools in the area.

Local Educational Agency Address: Project Director	Greater Latrobe School District P.O. Box 452, Latrobe, Pennsylvania 15650 Thomas M. Kissell	State Project Number 72046
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Greater Latrobe School District Open Space Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In App.	8/1/73	7/31/73	60,265.	1972	60,265.
TOTAL					

Proposed Termination Date 9/1/74 Projected Funding Level for total project period \$114,835.

TARGET POPULATION:

The target area for this project is the area served by the Greater Latrobe School District. The area is suburban-rural in nature. The school population is predominantly white Caucasian with only five Negro students enrolled in the total school population of approximately 7306 students. The socio-economic status of the families in the school district is primarily in the area of low and middle class. There is a coordinator for open space in-service and consultants from Millersville State College will be assigned to the project. The Assistant Superintendent for Curriculum and Instruction will be directly involved in all phases of the project.

MAJOR OBJECTIVES:

Through the completion of this program participants who are traditionally oriented will be able to:

- A. Explain the pedagogical and psychological assumptions upon which open-space learning environments are based in terms of:
 - recognition of individual learning differences.
 - effects of the physical environment.
- B. Discuss problems associated with open learning environments and alternative solutions.
- C. List aspects of an open space program which can be implemented in new and present facilities.
- D. Write a student-centered curriculum consistent with team decisions.
- E. Plan non-graded and continuous progress activities.
- F. Use and evaluate team teaching approaches.
- G. Plan and evaluate individualized materials such as learning packets and learning contracts.
- H. Manage student learning by being able to (1) diagnose each student's skill needs and his mastery of them, his learning style, personal interest, emotional needs; (2) prescribe a learning plan; (3) maintain a schedule which shows the learning plan; and (4) evaluate student progress.

ACTIVITIES:

The proposed program is designed for five phases: Phase 1 (Summer 1972); Phase 2 (Academic Year 1972-73); Phase 3 (Summer 1973); Phase 4 (Academic Year 1973-74); and Phase 5 (Summer 1974).

Phases 1, 3, and 5, will involve staff essentially in in-service programs which concentrate on program development and organization and utilization of an open-space environment. During Phase 1 particular emphasis will focus on introducing, integrating and managing all elements of a "model" individualized program in open-space. The fundamental objective of Phase 1 is *to put a program in operation*. Specialists from such institutions as the Millersville State College Educational Development Center, as well as our own, will work with teachers throughout the summer.

Phases 2 and 4 essentially will focus on evaluation, operations, roles, behaviors, space, and learning activities. The administration and teams of teachers assume the leadership of the program and direct all planning and growth. The objective of Phases 2 and 4 is to effect a program which is fully responsive to each school's need and which will continue to function independently.

EVALUATION DESIGN:

1. Evaluation will be an on-going process. It will begin with the first day of the project.
2. Curriculum resource persons skilled in this field, will assist in developing appropriate evaluative schedules.
3. Evaluation will be abetted by the use of participant/observer methods and by the design of substantive and additudinal assessment devices.
4. There will be an on-the-spot evaluation conducted by an Evaluation Team from the Department of Education.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

1. Regular releases to the local newspaper will be used to inform the community of project progress.
2. Services of radio stations will enable another form of progress reporting to the community.
3. The Department of Education has offered to report findings of the project through its Research and Information Services for Education.

PROGRESS TOWARD ADOPTION:

No data available at this time.

Local Educational Agency Address: Project Director	Greensburg Salem School District 534 East Pittsburgh Street, Greensburg, Pa. Mr. Paul D. Breon	State Project Number 71039
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Conflict Resolution In Contemporary Society

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
New	1/1/72	12/31/72	15,000	1972	15,000.00
Cont.	1/1/73	12/31/73	7,500	1973	
Cont.	1/1/74	12/31/74	3,750	1974	
TOTAL			26,250		15,000.00

Proposed Termination Date 12/31/74

Projected Funding Level for total project period 26,250.00

TARGET POPULATION:

Students in Grades 9, 10, 11, & 12 of the Greensburg Salem School attendance area will be the target population of this project. Enrollment in the public secondary schools is 2,791 and 499 resident students enrolled in Greensburg Central Catholic High School of which about 2.2 are Negro. The socio-economic status of the area is primarily middle class with about one-third in the lower middle class level.

The community is composed of a city, 2 boroughs, and a township. The city of Greensburg is the county seat of Westmoreland County. One borough is highly industrialized and the other largely residential. The township is in transition from a farming and coal mining economy to an industrial and new urbanized area.

The public school district has an enrollment of 5,900 students and an administrative and teaching staff of about 250 professional persons. There is one Senior High School, one Junior High School, 3 primary schools K-3, 3 intermediate schools 4-6, 3 elementary schools K-6 in the public schools and one elementary school 1-4 and one elementary school 1-8 in the non-public schools within the district.

MAJOR OBJECTIVES:

Students are made aware daily through various media of the existence of human conflict and the resulting situations of today's history. There is a growing body of knowledge about the cause of conflict and its management. There is reason to believe that from making this information available to students they may develop a rationale for conflict resolution.

Stated Objectively

1. Students and teachers will be able to apply a wide range of strategies for conflict management to specific conflictual situations represented in literature, simulation, role play and other concrete forms.
2. Students and teachers will be able to identify a range of basic elements to involved in each of four conflict levels – intra-personal, inter-personal, societal and inter-national.
3. Students and teachers will be able to develop evaluative criteria for assessing the effectiveness and desirability of conflict management to specific situations.
4. Students and teachers will have opportunity to clarify their own values and to learn to respect value differences in regard to complex issues of existence.

ACTIVITIES:

Year I

- a. Initial preparation of a course of approach by a selected group of staff from the arts and humanities working with consultants.

- b. Involvement of selected students with staff in reaction dialogue on conflictual stimuli and experiences.
- c. Determination of sets of options such as group discussion, development of value scales to determine judgemental criteria, role playing, position papers and experimental procedures.
- d. Involvement of the "arts" to create original compositions.
- e. Evaluation of materials.
- f. Pilot programs in public and non-public schools studying feasibility of course and course materials.

Year II

- a. Revise and restructure course as needed.
- b. Adjust course to suit curricular schedule of school.

Year III

- a. Re-evaluate course.
- b. Prepare for final dissemination.

EVALUATION DESIGN:

Besides measuring devices which may be generated by the writing team in the process of developing the course it is proposed to use the following tests: (1) Wagmis Test (sub-tests one, two, and four from Watson-Glaser Critical Thinking Appraisal – Form AM and parts 6 & 7 from Michigan State Test of Problem Solving – Form A), (2) SIAT 1-5 Argument analysis, argument description and rebuttal, oral argument analysis test and analytic category system (Social Issues Analysis Tests from Harvard Project Social Studies – Cooperative Research Project #8145), (3) Iowa Test of Educational Development #5 – Interpretation – Social Studies.

FINDINGS TO DATE:

Both public and non-public school leaders of this district agree that the very pregnant question "Can our species survive the twenty-first century?" dominates the thought patterns in the secondary student bodies. Instructors find that the new stimuli of being 18 years old and faced with many new societal responsibilities is provoking many searching questions.

Instructors in the arts and humanities feel that they can take the accumulating knowledge in the fields of social conflict and survival and that in working with students in inter-disciplinary approaches develop a program that analyzes conflicts, their backgrounds and control and management and thereby develop critical resolution to conflict.

DISSEMINATION PLAN:

Arrangements are being developed for inclusion of progress reports and/or presentation in: (a) SCOPE Newsletter, Bureau of Curriculum Development and Evaluation, Department of Education, (b) Pennsylvania Council of Social Studies Newsletter and a Section Meeting at the Fall 1972 or Spring 1973 Convention, (c) PASSP issue of SCHOOLMASTER, (d) ASCD journal "Educational Leadership" and at annual conference.

Video tapes will be made at various stages of the program development for general use.

In addition full use will be made of local media – radio, cable TV, newspapers and speakers to make the nature of this program known locally.

PROGRESS TOWARD ADOPTION:

The modular program lends itself to the development of either mini-units or single courses in this study.

The school authorities have listened carefully to the presentation of the project and have endorsed it. If the findings of the writing and planning team are substantiated the course will become an integrated part of the curriculum.

Local Educational Agency Address: Project Director	Westmoreland Intermediate Unit #7 15 West Third Street, Greensburg, Pa. Sister M. Gabriolle	State Project Number 72015
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Science Leadership

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	7/1/72	8/30/73	\$41,000.00	1972	\$41,000.00
TOTAL				\$41,000.00		\$41,000.00

Proposed Termination Date 6/30/76 **Projected Funding Level for total project period** \$91,000.00

TARGET POPULATION:

Students in grades 7-12 of the Public and Non-Public Schools of Pennsylvania. There are currently ten Regions of the Pennsylvania Junior Academy of Science serving all 67 Counties. Through a training program conducted at Carlow College for teacher representatives of each of the Counties, it is hoped that the results of the program will reach students in grades 7-12 on a statewide basis.

MAJOR OBJECTIVES:

The proposed Science leadership Conference is designed to train a representative corps of key secondary school teachers who will assume an active leadership role in conducting workshops and program on research in each local area.

Objectives are:

- a. One hundred and eighty teachers, two to three from each county in Pennsylvania, will be trained in the philosophy, rationale and method and methodology of scientific research, so that upon their return to the local areas, they may serve as resource persons under the guidance of the Regional Director of the Pennsylvania Junior Academy of Science.
- b. The trained teachers will be expected to conduct workshops in their local areas to train teachers from participating school districts.
- c. To instruct and familiarize students with the nature of scientific research.
- d. To promote scientific research at the secondary school level on the part of students and teachers.
- e. To identify appropriate areas for scientific research.
- f. To work with students in producing and presenting research projects and their findings.

ACTIVITIES:

The proposed Science Leadership Conference and follow-up activities by the Director of the Junior Academy of Science is designed to train a representative corps of key secondary school teachers who will assume an active role in training other teachers in the fundamentals of research. All of the leaders plus the teachers they train will work with students interested in conducting research investigations. The program will consist of general sessions on those topics considered to be basic in all

types of research. These sessions will be followed by discussion topics related to different disciplines as well as a number of technique sessions to familiarize teachers with the important methodologies. It will be necessary to have a number of concurrent sessions going on in order to keep the groups to a workable size. Following is the outline of the program and specific topics. See attached schedule.

EVALUATION

During the coming school year, the State Director plans to spend full time in following up this workshop by visiting Regional Directors, their counties and schools, to assist with teacher orientation and workshops for students.

The final evaluations will consist of comparing the activities of each Region as to:

- a. Number of schools participating in the programs.
- b. Number of students participating with research papers at Regional Meetings.
- c. Number of Meetings, lectures, and workshops initiated, added or continued from last year.
- d. A report from each Regional Director as well as from the teachers attending this workshop, giving their evaluation of the program.
- e. Final meetings at the State Meeting in Erie to finalize the report.

FINDINGS TO DATE

We are unaware of any program that has approached the above problem on a state level. There have been a number of regional programs similar to this which have been sponsored from time to time by the National Science Foundation. These programs have proven to be somewhat inadequate because the number of teachers reached have been minimal and there has been almost no follow-up activities or consultation. In addition, many of these programs were confined to helping high school teachers conduct research rather than motivate and assist students in performing research. The proposed activity has been tried in part with success in the greater Pittsburgh area over the past few years. An indication of its success is evident by the fact that more teachers and students have participated in The Junior Academy of Science activities in the greater Pittsburgh area over the past four years than the entire state combined. It is our feeling that a similar program with some modification should prove to be desirable on a statewide basis.

The proposed activity is the result of several meetings and collaboration with selected school administrative personnel, the regional directors of the Junior Academy of Science, the president of the Pennsylvania Academy of Science, teachers on all levels of education as well as the educational and industrial communities in various parts of the state.

DISSEMINATION

Information and techniques acquired by teacher participants at statewide workshops will be made available to all school representatives of the ten regions at ten separate meetings throughout Pennsylvania.

PROGRESS TOWARD ADOPTION

No date available at this time.

Local Educational Agency Address: Project Director	Altoona Area School District 1415 Seventh Avenue, Altoona, PA 16603 Mr. Henry D. Beehrman	State Project Number 71030
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:	Altoona Area Independent Learning Experience
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Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	11/1/71	8/31/72	\$17,000.00	1971	\$17,000.00
	Cont.	12/1/72	11/30/73	10,081.00	1972	10,081.00
	TOTAL			27,081.00		27,081.00

Proposed Termination Date 11/30/73 Projected Funding Level for total project period \$27,081.00

TARGET POPULATION:

Students in grade twelve of the Altoona Area High School and Bishop Guilfoyle High School are the target population of this project. Enrollment was based upon student interest with a ceiling figure of twenty-five students permitted to enroll. Enrollment for the current year (1971-1972) is seventeen.

The project staff consists of two part-time administrators, one full-time coordinator and twenty volunteer instructors. The instructors are college graduates and represent the business, professional and university communities of Altoona.

The community is a small urban center with the primary industries being the Penn-Central Railroad and several light industries. The School District has an enrollment of 14,000 students and a professional staff of 731. There are twenty-two elementary schools, three junior high schools and one high school in the School District.

MAJOR OBJECTIVES:

The main goal of the program is to create a learning environment free from the pressures of pupil control. This project is a "grass roots" project. It was formulated, organized and instituted by students and adopted by the School District. It is hoped that the initial interest and self-motivation of the students will establish a positive learning environment. The performance objectives of the project are:

1. Students will be able to select areas of interest and research these areas in order to find possible solutions to problems.
2. Students will express a favorable attitude toward independent learning.
3. Students will demonstrate a written understanding of the differences between a traditional education and an independent education.
4. Students will successfully complete the requirements of the course in which they are enrolled.

ACTIVITIES:

Project activities during the current school year have focused on the selection and organization of courses. The students had the responsibility of choosing areas of interest and finding a volunteer instructor for that area. Once an instructor was found, students entered into a contract with that instructor. The contract involved class content, class attendance and course requirements. The courses were scheduled at mutually agreeable times and were not restricted to the normal school day (8:00 AM to 3:00 PM). The number of students in each class ranged from two to seventeen. No class was restricted by state mandated frequencies or content. Periodically, students will travel to cultural and academic

ACTIVITIES (Continued)

centers in Pennsylvania in order to broaden their learning experiences. A full-time qualified coordinator, selected by the students, has been working with them. The coordinator is a part-time teacher, a part-time counselor and a part-time administrator. A community council was created early in the project and functions as innovative and screening agent for activities.

EVALUATION DESIGN:

Evaluation of the project will be internal and external both of which are on-going. Students and instructors are asked to keep a diary of activities and attitudes. In addition, students will participate in a local testing program which will utilize the Self-Concept as a Learner Scale developed by Dr. Walter Waetzen and several measures of achievement. External evaluation will involve community acceptance and on-site evaluation by ESEA Title III personnel. Individual student evaluation will be a personal matter between the student and the instructor.

FINDINGS TO DATE:

Preliminary findings show a favorable difference between the attitudes of project students and the attitudes of nonproject students. There has not been sufficient time to measure changes in student achievement.

DISSEMINATION PLAN:

Dissemination of project information and material is being handled by the Public Relations Office of the Altoona Area School District. Numerous newspaper articles and radio and television editorials have brought the project to the public's attention and several audio-visual presentations are being prepared for students and administrators to present to community organizations. Project materials are also being disseminated to other school districts through the efforts of the Pennsylvania Department of Education.

PROGRESS TOWARD ADOPTION:

One of the successes of this project will be its acceptance as a part of the curriculum of the Altoona Area High School. The willingness of the local School Board to accept a variety of special projects has created an optimism that this project will also be accepted and carried on during future years. The "grass roots" nature of the project and the enthusiasm of the students predicts a positive future.

Local Educational Agency Address: Project Director	Greater Johnstown Area Vocational-Technical School 445 Schoolhouse Rd., Johnstown, Pa. 15904 Mr. Don Thomas, Dir. of Curriculum Research & Dev.	State Project Number 72040
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project.	Touring Tellers of Tales
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Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	I.A. App.	9/1/72	8/30/73	\$7,200	1972	\$7,200
TOTAL			\$7,200			

Proposed Termination Date 8/31/73 Projected Funding Level for total project period \$7,200

TARGET POPULATION:

Students in grades 10, 11, and 12 at the Greater Johnstown Area Vocational-Technical School who are enrolled in the oral interpretation class. There will be 138 students enrolled in this class for the 1971-72 term. Approximately 92% of these students Caucasian and 8% Negro. Total school population will reach 1550 for the same term.

All of these students are enrolled in one of our 37 different vocational and technical course offerings. Being an Area Vocational Technical School we serve 7 school districts.

MAJOR OBJECTIVES:

The basic objective is to have students work and plan together to develop and present programs that make children's literature come alive. Specifically we will enable students to:

1. Develop poise, self-confidence, and skill in oral communications.
2. Increase the interaction between students and persons in the community of varying ages, socio-economic groups and occupations.
3. Develop a greater understanding and appreciation for books.
4. Improve listening skills.
5. Become familiar with various media for learning.

ACTIVITIES:

Activities will center around the preparation and presentation of oral interpretation programs of children's literature in elementary schools, nursing homes and hospitals. Art work, costumes, preparation of scripts, audio and video taping will all be part of the project with the end result having the participants directing selected groups of elementary children to help them perform oral interpretation programs.

EVALUATION:

On going evaluation by the classroom instructor will take place along with evaluation of the value of the performances by elementary classroom teachers who will complete questionnaires. Much of the

success of the program will depend upon the number of performances and types of listening audiences. Logs will be kept regarding this information along with the titles of the presentations.

FINDINGS TO DATE:

Project did not start as of this date.

DISSEMINATION:

We will develop a video tape library of our performances as well as pamphlets describing the project. These materials will be made available for distribution.

PROGRESS TOWARD ADOPTION:

The local educational agency will have to see some results before supporting the total project with local funds.

Local Educational Agency Address: Project Director	Hollidaysburg Area School District 405 Allegheny St., Hollidaysburg, PA 16648 Mr. Richard K. Bouslough	State Project Number 72078
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Total Involvement in Ecological Education

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	11/1/72	10/31/73	\$16,400.00	1972	\$16,400.00
TOTAL						

Proposed Termination Date 10/31/75 Projected Funding Level for total project period _____

TARGET POPULATION:

A total of 4900 students in grades K-12 in the Hollidaysburg Area School District attendance area will participate in this project, either through summer courses or through regular term classes into which environmental education will be introduced. The district is almost entirely Caucasian in racial background, with less than 1% other origins. Socio-economically, the area is primarily lower-middle to middle class in composition.

The Hollidaysburg community is semirural with a limited amount of industry and has a total population of 22,000. The school district's total professional staff consists of 243 distributed among eight elementary schools, one junior high school (6-9), and one senior high school. Additionally, two nonpublic schools serving 531 students in grades 1-8 are located within the district.

MAJOR OBJECTIVES:

The primary objective of the project is the development of an area and program which will provide a sound learning environment in the field of ecological education. Retrieval, maintenance, and study of ecological subsystems by students themselves will provide the framework for a healthy, creative, dynamic learning experience. The environment will be studied from a panorama of foci, including conservation, science, art, English, Social Studies, and Home Economics, thus allowing a wide variety of interests to serve as gateways to the outdoors.

Behaviorally, a main goal is the development of a community awareness and self-discipline through group understanding which will tend to maintain and nurture nature rather than destroy it. Extensive pre- and in-service training for the teachers is planned to develop curricula which will allow the project to satisfy its objectives.

ACTIVITIES:

Proposed activities for the first year include the physical recapture of the ecological balance in the project area through the construction of a study area consisting of a small pond, nature trails, outdoor classrooms, weather station, and a small outdoor amphitheatre. Natural sanctuaries for native flora and fauna will be developed as part of the process.

Summer programs are planned to cover the previously mentioned subject areas through mini-courses in outdoor education. A strong in-service component will enable teachers to include environmental education as a part of their regular courses throughout the year in an effort to recognize the environment as a significant force in our daily lives.

EVALUATION DESIGN:

Although evaluation strategies in measuring student attitudes to an environmental education project are not yet satisfactory; we will be able to conduct an ongoing evaluative process in our program. Enrollment increases in voluntary programs during non-school hours is a reasonably accurate index of student commitment and project success. Additionally, pre- and post-testing of teacher and student activities will be employed. Project effectiveness can be measured in part by the degree which teachers introduce ecology into the curriculum in related fields as a result of the project. Professional evaluation is included in the plan as local personnel are not yet equipped to adequately perform an objective evaluation in this area.

FINDINGS TO DATE:

Although no absolute data has been derived yet from the project because it is only entering its initial funding period, preliminary studies have indicated that such a project tends to decrease juvenile delinquency by involving students in a community effort.

DISSEMINATION PLAN:

Courses developed and complementary activities will be made available to interested groups by staff members and presently existing organizations in the form of newsletters, pamphlets, and a speaker's bureau utilizing a lecture-slide presentation. In these ways the community and other educational agencies will be kept informed on a current basis.

PROGRESS TOWARD ADOPTION:

The local educational agency has committed up to fifth year funds to the project and expects the project to be worked fully into the curriculum by project completion

Local Educational Agency Address: Project Director	Somerset Area School District 218 North Kimberly Avenue, Somerset, Penna. 15501 Dr. Albert H. Flower	State Project Number 72010
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:	Humanistic Approach to Individualized Instruction
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Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	6/1/72	5/31/73	\$30,895.00		\$30,895.00
TOTAL					

Proposed Termination Date 5/31/75 Projected Funding Level for total project period \$30,895.00

TARGET POPULATION:

Students in grades 1 through 6 of the Somerset Area School District attendance area are the target population of this project. Enrollment for the current year (1971-72) is 1674 students, of which approximately 99.1 per cent are Caucasian, .036 per cent are negro, and .054 per cent are of other ethnic origins. The socio-economic status of the families in the attendance area includes poverty, lower class, middle class, and upper middle class.

There are presently 77 professional personnel serving grades 1-6 including two full-time administrators, one psychologist, two nurses, and one guidance specialist.

Somerset borough is the county seat and business center of this basically rural area totaling 9755; however, there is some light industry. The school district has an enrollment of 3539 students, with a total professional staff of 165 dispersed among 5 elementary schools, 1 junior high school and 1 senior high school. In addition a 1-8 non-public school serving 166 students is located in the community.

MAJOR OBJECTIVES:

The major objectives of the project are:

1. All of the elementary staff will come to the realization that students – as individuals – can operate better in a humanistic educational setting planned for individual differences.
2. Fifty (50%) per cent of the teaching staff will be able to alter their teaching styles sufficiently to enable them to implement the concept expressed in 1. above.
3. The organization of the elementary schools will be altered sufficiently to accommodate different teaching styles including traditional self-contained classroom, "teaming," open-classroom, or others which may develop out of the project.

ACTIVITIES:

Activities which will be undertaken in connection with the project will include an orientation period for teachers and aides involved in a summer school program which will stress a humanistic approach to individualized instruction. Teacher-advisers will develop programs for their student-advisees designed to minister to their individual needs. Teachers will try various techniques including microteaching (utilizing Far West Laboratory minicourses) to become acquainted with current methods.

Project Title: Humanistic Approach to Individualized Instruction

State Project Number
72010

Teachers participating in the summer school will act as resource personnel in their home schools during the regular school year through demonstrating that which was learned during the summer, thus helping their colleagues grasp the concepts and skills needed to effectively expand the program.

EVALUATION DESIGN

The evaluation of the project will be continuous. Observation, questionnaires and opinionnaires will sample faculty, student, and community reaction to the project and its success.

FINDINGS TO DATE

None

DISSEMINATION PLAN:

Newspapers such as the Somerset Daily American, Johnstown Tribune-Democrat, and radio station W.V.S.C. will receive information of the project's progress. They will also be invited to visit the participating schools so that they may also write first hand news stories.

The high school newspaper, which receives wide distribution in the school community, will carry feature stories about the project.

PROGRESS TOWARD ADOPTION:

The success of the project will determine its adoption.

Local Educational Agency	Tyrone Area School District	State Project Number
Address:	13117 Lincoln Avenue, Tyrone, Panna. 16686	72059
Project Director	Dr. William Miller (Superintendent of Schools)	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:	Model Learning Disabilities Program
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Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	9/1/72	8/30/73	\$53,610	1972	\$53,610
	TOTAL			\$53,610		\$53,610.
Proposed Termination Date:		8/30/73		Projected Funding Level for total project period		%53,610

TARGET POPULATION:

Students from grades K-3 in the Tyrone Area School District are the target population of this project. The residential population of the area served by the district is approximately 9,000. The district is sparsely populated including the city of Tyrone and immediate surrounding area. The pupil population for the 1971-72 school term was K-6 = 1,560, 7-12 = 1,640 for a total of 3,200. The district includes 5 elementary schools, with a recent survey indicating that the majority of the handicapped children (except educable mentally retarded or speech handicapped) receive limited specialized advices.

The socio-economic status of families in the attendance area is primarily of lower and low-middle class make-up and represents a composition of several minorities the largest of which is a mixture of slavic peoples. The Community itself is representative of farms and small towns with a mass exodus of industry and a decreasing economic status.

MAJOR OBJECTIVES:

The major goal of the project would be to establish a comprehensive learning disability program using the diagnostic-prescriptive teaching systems within a four class structures model. Specifically, the objectives of the project areas are: (a) identification of mathematical prediction for appropriate class structures for learning disabled children, (b) creation of an instructional support system, (c) implementation of class structures model, (d) validation of prescriptive teaching techniques, (e) development of a materials and curricular aptitude interaction, (f) development of predictive test batteries, (g) development of intensive psycho-educational assessment package, (h) provision for specialized supervisory service and in-service support, (i) the development of in-service support in the areas of learner characteristics and educational prescriptions, and (j) dissemination of working diagnostic-prescriptive packages, information to supply a base for a state indinition of L. D., and information to provide appropriate prognostic statement regarding appropriate program for L. D. children multiplied through the Commonwealth.

ACTIVITIES:

To achieve the objectives, pilot operation will be conducted in five elementary schools involving approximately 1,500 pupils. The initial phase will be psycho-educational assessment of learning

disabled children and appropriate placement of children within the class structures model via mathematical predication; a pass through feature will be utilized during operation of the systems. The implementation of the class structures model will be initiated upon completion of the initial phase. This includes all support systems, diagnostic-prescriptive development, assessment packages, and teacher skills development as required to initiate the 4 systems approaches. Briefly, the systems are (a) 2 itinerant resource teachers, (b) short-term resource room classes, (c) long-term resource room curricula rooms (prognostic classes) and (d) long-term self-contained class programming utilizing extensive and on-going diagnostic and curricula remediation approaches. Additional activities include validation of specific remedial procedures assessment packages, and a mathematical prediction model. Developmental emphasis will stress an effective model for learning disabled children that can be multiplied to other districts, a materials/methods base and taxed delivery systems which will increase the learning effectiveness of L. D. children.

EVALUATION DESIGN:

The evaluation techniques to be employed involve a multiplicity of on-site evaluations, specific questionnaire, check lists, and most importantly, the evaluation of pupil progress with approximate techniques in the variety of levels within which the program will be established. The program monitor assesses the baseline measures obtained from initial batteries of psycho-educational tests and plots growth through behavioral logs, utilizing criteria to task reference measures.

The major four aspects of program evaluation involved are: 1) growth curves and criterion tasks, 2) psycho-educational assessment of process change, 3) usefulness of enabling staging and 4) evaluation of an on-site progresses. Two basic dimensions are employed: (a) evaluation as an on-going feedback basis and (b) overall evaluation. While most of the evaluation will be performed on quantitative data, a number of checks will be carried out on a qualitative basis which will be evaluated by critical incidence technique, content analysis, and scaling procedures.

FINDINGS TO DATE:

Data from the rural unit of NRRC/P systems functioning in the commonwealth journal that diagnostic-prescriptive, itinerant and resource room based structures, proved effective in methodology, materials delivery, and instructional strategies. Bracht (1970), Cronback (1967), Keogh (1971), Mann (1972), Reynolds (1971), Sabatino (1972), and Yaseldyke (1972) all level strategy supportative data tending to emphasizing direction toward an approaches such as presented in this project.

DISSEMINATION PLAN:

Academic data will be compiled, treated statistically, and submitted to various journals for publication as well as presented to several local and national organizations concerned with exceptional research. Too, information will be forwarded to the C. E. C. Information Clearing House for Strategies in the ERIC files. Provision will be made for University Continuing Education programs for presentation to selected professionals from school systems to be incorporated into the multiplier strategy for next year.

PROGRESS TOWARD ADAPTION:

Much of this project is reflected in and based upon the federally funded Model Learning disability proposal. The end goal is to develop model programs with implications for assisting in the establishment of standards in the implementation of programs for learning disabled children. In the second year of the project, the tests and validated attributes will be multiplied in a similar program in similar districts.

Local Educational Agency Address: Project Director	Port Allegany School District 200 Oak Street, Port Allegany, Pa. 16743	State Project Number 72035
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Installation of Open Elementary Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/72	6/30/73	\$30,000	1972	\$30,000
Cont.	7/1/73	6/30/74	\$22,326	1973	\$28,326
Cont.	7/1/74	6/30/75	\$11,163	1974	\$22,643
TOTAL			\$63,489		\$80,969

Proposed Termination Date 6/30/75 Projected Funding Level for total project period \$123,369

TARGET POPULATION:

Students in grades K-6 of the Port Allegany School District are the target population of this project. Enrollment for the current year (1972-73) is 837 students, of which .1 per cent is Negro and the remainder are Caucasian. The socioeconomic status of the families in the attendance area is middle to lower class.

There are currently 38 professional staff members assigned to the elementary schools including 34 classroom teachers, one administrator, and three special subject teachers.

The district is basically rural with a population of 6,547. (1970 Census) The economy of the area is primarily supported by three industries – North Penn Gas Company, Pierce Glass Company, and Pittsburgh-Corning Corporation.

MAJOR OBJECTIVES:

The general objective of the project is to install an open education program in the six grades of the Port Allegany elementary schools over a three-year period. Twenty-one teachers will be trained by the Edinboro State College in summer workshops and continuous in-service visitations throughout the school year.

In behavioral terms, the staff objectives are:

1. To gain a knowledge of the theory and practice of the open school.
2. To be able to work with children operationalizing open classroom theory.
3. To utilize procedures for pupil and teacher planning.
4. To apply techniques of developing pupil responsibility and self-evaluation.
5. To apply techniques of individualization with multi-age groups of students.

ACTIVITIES:

Staff training will be supportive and continuous in form. Seven teachers will be trained each summer at a six-week workshop conducted on the Edinboro Campus. The Edinboro staff will make visitation to the Port Allegany elementary schools. Visits will be weekly at the outset and will become bi-weekly and, ultimately, monthly as the need for massive support diminishes. Participating Port

Allegany staff will visit the Miller Learning Center to renew acquaintance with the model as the school year progresses.

Students will be involved in a program encompassing concepts such as the open classroom and individualized instruction in a more informal, child-centered environment.

Clerical aides will be employed to support the staff in the project.

EVALUATION:

Evaluation of the project will be carried out by both the Department of Education and an independent agency. Techniques, criteria, and instrumentation will be left to the discretion of the evaluating teams.

DISSEMINATION:

Provisions will be made for on-site visitations, news releases, and open meetings whereby the public, both local and regional, will be informed about the project.

Local Educational Agency Address: Project Director	Penns Valley Area School District Spring Mills, PA 16875	State Project Number 72074
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:	Penns Valley Community Environmental Center
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Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	9/1/72	8/31/73	\$15,900.00	1972	
TOTAL					

Proposed Termination Date _____ Projected Funding Level for total project period _____

TARGET POPULATION:

Students in grades 6, 7 and 8 of the Penns Valley Area School District are the target population of this project. Enrollment for the current year (1972-73) is 541, all Caucasian. Amish students in private schools chose not to participate.

The attendance area covers approximately 50 square miles of rural area which includes two (2) boroughs and five (5) townships, located in the geographical center of Pennsylvania. Formal education ends for many after High School. Farming, hunting and fishing are an important part of life. In the district are two small manufacturing plants, and a canning corporation. Many commute to work outside the school district.

The school district has a total enrollment of 2,299 students, 122 teachers and administration, and 9 teacher-aides. There are 5 elementary schools and a Junior-Senior High School. Two schools for the Amish are located in the district and are not participating in the program.

MAJOR OBJECTIVES:

The objectives of the project are to develop and disseminate information, units of study, materials and assistance to teachers which relate to man's environment; for students to participate in outdoor experiences that will result in their ability to identify, contrast, compare, measure, interpret, and predict man's effect upon the environment and its effect upon man; to develop an ecological conscience for intelligent actions, expressing an appreciation for intangibles of earth beauty, plant and animal life, fight against ugliness, preservation of outdoors; to demonstrate a love of land and country, the wise use of natural resources, and respect for rights and property of others.

ACTIVITIES:

Project activities during the current year (1972-73) will be as follows:

1. To further develop the Land Resources Center of the school to include seating for an outdoor classroom. Installation of a small pond or lake, erection of marking signs, and the purchase of a weather station.

2. The writing of curriculum related lectures, mini courses, and units of classroom study for grades 6, 7, and 8. Teachers of sixth grade, teachers of science and social studies and department heads for grades 7 and 8, the program director, the planetarium director, and two consultants will prepare these units.
3. Eighteen hours of on site instruction and experiences will be received by students in grades 6, 7 and 8 in addition to those units studied in the regular classroom.
4. In-service training for teachers to implement the program.
5. Expanded programs and activities for Conservation Day, Arbor Day, Earth Day and Week.
6. The publication of a 4 page brochure to help disseminate information.

EVALUATION DESIGN:

Assessment of the success of the program will be made by: (1) teachers participating in on-site experiences will complete a prepared questionnaire evaluating the planning and conducting of the experience; (2) a self concept inventory administered to participating students; (3) periodic short verbal and written tests by the classroom teacher; (4) evaluation form for parent completion; (5) use of facilities by out of school groups; (7) noting environmental activities of local government, private enterprise, and individuals.

FINDINGS TO DATE:

A 65 acre area for a Land and Resource and Lab were initiated in 1957. Needs developed naturally for expansion of the program from use of the facilities by students, teachers, parents, and community and the demand for information and library resource material. Teacher in-service day tours of the facilities created classroom interest and tours. Currently the site includes a wildlife habitat plot, a complete soil and conservation plan, nature trails and teaching stations, tree species marked for identification, pits for representative areas of soil characteristics. The area became a 3 county center for training and competition in land judging and forestry. An elective course in Environmental Education has been added to the curriculum for 12th grade students.

DISSEMINATION PLAN:

Disseminating information will be made by the publication of a 4 page brochure to be distributed locally and regionally to schools, governmental units, agencies and groups, erection of highway marking signs and trails; facilities available for onsite visits by schools and any other groups; and courses of study, activity guides, and grade units available to other schools.

PROGRESS TOWARD ADOPTION:

The school district has been developing the Community Environmental Center gradually since 1957.

Further development and maintenance will continue. Student and community involvement is increasing. There will be no reduction in local financial support, but an increase in support is anticipated.

Local Educational Agency Address: Project Director	Philipsburg-Osceola Area School District Philipsburg, Pennsylvania 16866 Mr. Wilbur E. Gilham, Chairman, Science Department	State Project Number 72014
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Enrichment Program on Area's Natural Resources

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	6/1/72	5/31/73	\$9,950.00	1972	
	TOTAL					

Proposed Termination Date 5/31/75 Projected Funding Level for total project period \$29,850.00

TARGET POPULATION

Thirty, 9th grade students of the Philipsburg-Osceola Area School District are the target population of the project. All students will be caucasian due to the local school population being caucasian. The students will be from families which are primarily low to middle class in socioeconomic status.

MAJOR OBJECTIVES:

The objectives of the project are as follows:

1. To be able to do a complete analysis of soil and soil capabilities.
2. To recognize and provide the proper wildlife habitat through browse cutting, planting of food and cover plants and improving the physical characteristics of a stream.
3. To develop and present a series of environmental activities.
4. To develop a sequence of environmental education procedures.
5. To have secondary students participate in community environmental projects, such as mosquito control, game feeding and stream improvement.

ACTIVITIES:

Project activities will be concentrated primarily in the period of August 7 to August 18, 1972. Each day involves a work-study program under the supervision of consultants associated with the Pennsylvania Game and Fish Commissions, the Pennsylvania Department of Environmental Resources, the United States Department of Agriculture, the Pennsylvania Forestry Association and the Pennsylvania State University. Areas of study will include plant and animal identification, survival techniques, animal nutrition and fish research, stream improvement, strip mine operations, sewerage-landfill studies and local air, water and health problems.

In association with the Pennsylvania State Universtiy, it is proposed that fifteen, newly certified, biology teachers be assigned to the project to work with the thirty secondary students in the morning sessions. Afternoon and evening sessions for the teachers will involve planning and development of environmental education materials and activities.

Co-directors will staff the project. Mr. Wilbur Gilham, chairman of the Science Department, Philipsburg-Osceola Area Schools, will be responsible for the planning and operation of the field work and the secondary students in the program. Dr. Seymour Fowler, of the Pennsylvania State University, will be responsible for the development of learning materials and activities and the newly certified teachers.

One elementary teacher of the permanent staff of the school district will participate in the project as a learner-observer. This teacher, preferably a female staff member, will act as a liaison person for the elementary division of the school district and will be responsible for the dissemination of information and ideas developed in the program to other elementary teachers.

All field trips scheduled in the project will be by contracted local carriers.

EVALUATION DESIGN:

The SNSM Science Scale, Form II, will be used as a pre-survey and post-survey of the attitude of the student participants.

In addition, a comprehensive report of the progress of the student participants, and the accomplishments of the project, and conclusions regarding the program will be compiled by the project directors. This report will be filed with the Department of Education offices concerned with the project.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

Primary dissemination activities will include the production of environmental education curriculum materials which will be bound and made available to all offices of the Department of Education interested in environmental education. A 16mm film record of project activities, a slide-tape set and still pictures are planned for future use on a local and regional basis.

The newly certified biology teachers who participate in the project must agree to act as resource persons if called upon by the Department of Education during the 1972-73 school year. No teacher participant will be requested to act as a resource person more than twice during the school year. Expenses, up to \$75,000, for each request will be paid from this project.

PROGRESS TOWARD ADOPTION:

By resolution, on October 18, 1971, the Philipsburg-Osceola Area Board of School Directors agreed to serve as the sponsoring agency of this project. The Board further resolved that it would agree to place on the agenda of a regular meeting the consideration of supporting the continuance of all or some of the proposed activities set forth in this project.

Local Educational Agency Address: Project Director	State College Area School District 131 W. Nittany Ave., State College, Pa. 16801 Dr. Robert C. Campbell	State Project Number 71029
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: State College Environmental Education Program

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	10/21/71	11/21/72	40,000.00	1972	40,000.00
	Cont.	11/22/72	10/21/73	21,310.00	1973	21,310.00
	TOTAL			61,310.00		61,310.00

Proposed Termination Date 10/21/73 Projected Funding Level for total project period \$61,310.00

TARGET POPULATION:

The project will encompass grades K through 12. In addition to the public school population, an elementary parochial school and the local schools for the handicapped will be included. The project will include about 4,871 children, K – 6 and about 3,449 students, 7 – 12, for a total of 8,065.

MAJOR OBJECTIVES:

Goal 1 – Progression for all students, including disadvantaged, exceptional, handicapped, and non-public, to develop environmental awareness.

Objectives:

1. The student will be able to better relate to himself and to members of his group as well as to other individuals as a result of the use of outdoor education methods.
2. Outdoor experiences will result in the student's ability to identify, interpret, predict, measure, compare, contrast, either orally or in writing, man's effect upon the environment, and its effect on him.

Goal 2 – Intergration of environmental education into the curriculum of the State College Area Schools as mandated by the Pennsylvania Department of Education.

Objectives:

1. Retrieval, development and dissemination of materials to teachers which related ecological systems and man's impact on them to learning concepts in the various curriculum areas at selected levels.
2. A short-term in-service program for selected teachers emphasizing the cognitive, affective and psycho-motor domains of behavior related to ecological systems and man's place in the natural order.
3. Identification and utilization by teachers of community resources to enable involvement and maximum articulation with community.

ACTIVITIES:

The K – 6 grade level program will focus on the following:

1. Direct experiences on the school grounds or within walking distances of the school which relate to curriculum to real life situations.
2. Development, with student involvement, of environmental laboratory areas adjacent to the school where such lands are available.
3. Expansion of educational trip program (generally to one hour driving time) to include students of all age and ability levels.

The Junior and Senior High School programs will be limited to making the one week experimental "mini" course program operational in the following areas:

1. Involvement in a variety of community experiences resulting in a greater understanding of their environment.
2. A series of leisure skills "mini" courses resulting in increased individual and family participation in active environmental pursuits.
3. Open-space involvement to demonstrate the value of and need for preserving such areas.

EVALUATION DESIGN:

A staff person will be trained in evaluation techniques that will be applied to the program. Among this person's various duties:

1. Review available tests and assessment goals for their value in evaluation of the local programs and materials.
2. Develop and test evaluation instruments and techniques for the assessment of program's strong points and weaknesses.
3. Coordinate the assignments of evaluative studies requested through various University departments as they relate to environmental programs of the school system.
4. Prepare a final report on the value of each instrument used and its effectiveness in assessing the strength of the environmental program.

FINDINGS TO DATE:

No data is available at this time as the project has not yet begun.

DISSEMINATION PLANS:

Financial provision is only made for local dissemination of the materials developed. Several in-service programs will also be provided. General dissemination will be conducted through the Pennsylvania Department of Education to whom such materials and evaluations will be submitted.

PROGRESS TOWARD ADOPTION:

The program was conceived, planned, submitted, and accepted through several steps:

1. Meetings of The Pennsylvania State University personnel and State College Area School District staff to pool ideas and facilities.
2. Develop and submit the proposal.
3. After preliminary approval the group attended a budget hearing.
4. Following the budget hearing, the proposal is being revised and will be re-submitted.
5. Pending final approval the program will be initiated in the fall of 1971.

Local Educational Agency Address: Project Director	East Penn School District 640 Macungie Avenue, Emmaus, Pa. 18049 Mr. Frederick Owens	State Project Number 72011
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Re-Education of Teachers for an Open Space School

Funding:	Type	Period of Funding		Amount of New Grant	F. Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	5/1/72	4/30/73	\$34,000	1972	\$57,568
TOTAL						

Proposed Termination Date 4/30/75 Projected Funding Level for total project period \$62,060

TARGET POPULATION:

The target population consists of 1150 students from grades 7, 8, and 9 who will be attending the open space Howard A. Eyer Junior High School, which will be completed in 1973. Forty teachers, who will be part of the Eyer School staff, will participate in the orientation in open space concepts during this first year of funding.

Enrollment for the current year (1971-72) in grades 7, 8, and 9 is 1654, of which less than 1% are not Caucasian. The school district, which encompasses 50 square miles, has an enrollment of 6515 students in eleven elementary schools, one junior high school, and one senior high school.

The community is suburban-rural and has a population of 28,000, which represents an increase of 33.7% in the last ten years.

MAJOR OBJECTIVES:

This intensive re-education of teachers will provide the strategies for change necessary to implement the open space concept. At the conclusion of this program, teachers will have been enabled:

1. To create and use an open space classroom learning environment,
2. To develop and organize an integrated curriculum,
3. To establish learning, interest, resource and media centers through their externships and the services of consultants in the field of open space technology and curriculum development.
4. To implement appropriate motivational patterns for instructional systems for the junior high school student through the services of specialists in the fields of human growth and development, psychometrics, and behavioral objectives.

ACTIVITIES:

To insure the success of this open space school, teachers must be properly prepared to function in the new environment of an open space school. During the summer of 1972, twenty junior high school teachers, who will be part of the staff of the new school, will attend a course in open space technology conducted by Millersville State College.

A selected staff will serve externships at open space secondary schools which are most suitable for teaching observation in the late fall. Those techniques of these schools which are most pertinent will be video-taped for use in further teacher training in the district.

These teachers will serve as a cadre for training the staff of 40 teachers committed to the new school with presentation of extern observations and open space techniques in the winter and spring of 1973. Specialists in the fields of human growth and development, psychometrics and behavioral objectives will enable these teachers to better understand the needs of a junior high school youngster.

A composite committee of teachers will develop the curriculum for the school in late spring and a pre-school workshop will be held in August of 1973 for in-service training of the total staff and administration of the school.

EVALUATION:

The teachers who have served as externs at open space schools will develop an instrument of self-evaluation based on their experiences to assess the efficacy of the district's training program. The MTAI will be utilized to assess the effect of the project on the attitudes of the participants. These evaluations will provide the basis for any necessary revisions to the program as it progresses.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION:

Teachers who are participating in the program will speak at PTA meetings and service clubs. The district will publish a leaflet describing the project which will be available to other interested districts as well as locally. The district newsletter, which is published four times a year, will feature information concerning the project and the school itself. The video-tapes of the externships will be available to other interested districts.

PROGRESS TOWARD ADOPTION:

No data available at this time.

Local Educational Agency Address: Project Director	Huntingdon Area School District 723 Portland Avenue, Huntingdon, Pa. 16652 Mr. Henry J. Stoudt	State Project Number 72034
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Development – Middle School Unified Arts Curriculum

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In App.	7/3/72	6/30/73	\$26,000	1972	\$26,000
TOTAL					

Proposed Termination Date 6/30/75 Projected Funding Level for total project period \$49,790

TARGET POPULATION:

The target area for this project is the area served by the Huntingdon Area Middle School in the Huntingdon Area School District. The area served is rural in nature. The school population is predominantly white Caucasian with only six Negro students enrolled in a total school population of approximately 800 students. The socio-economic status of the families in the school district is primarily in the area from low to middle class. There are three full time professional staff members and several resource personnel from Penn State University assigned to the project. The Middle School principal and the Project Director will be directly involved in all phases of the project.

MAJOR OBJECTIVES:

1. To provide a climate for learning that will stimulate children to want to come to school. This will be facilitated by releasing the teacher and child from the traditional curriculum structure. More children needs will be met through the utilization of a wide range of techniques, materials, resources and activity oriented learnings.
2. To develop an activity oriented curriculum that will allow each child to assume some responsibility for his own learnings. Each child will be encouraged to investigate areas he is interested in and make decisions commensurate with his maturity and ability.
3. To allow each child to become involved individually in a program that is activity-interest oriented.

ACTIVITIES:

1. The Unified Arts team will be involved in a curriculum planning and developmental workshop beginning July 1972 and lasting for six weeks.
2. A two week summer session involving the team and Penn State University resource people will meet in June 1973 to evaluate and document the first year's work.
3. The team will be given released time to visit other schools to observe worthwhile programs.
4. Resource persons from both Penn State University and the Pennsylvania Department of Education will help the staff develop its program. These resource persons in all areas will be available throughout the duration of the project.

EVALUATION DESIGN:

1. Evaluation will be an on-going process. It will begin with the first day of the project.
2. A curriculum associate as a resource person skilled in this field, will assist the instructional team in developing appropriate evaluative schedules.
3. Evaluation will be abetted by the use of participant/observer methods and by the design of substantive and attitudinal assessment devices.
4. There will be an on-the-spot evaluation conducted by an Evaluation Team from the Department of Education.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

1. Regular releases to the local newspaper will be used to inform the community of project progress.
2. Services of the local T.V. and radio stations will enable another form of progress reporting to the community.
3. Although the first year of the project is basically for development of the program, funds have been included for some dissemination. The material for dissemination will be available at the end of the first year of the project will deal mainly with an evaluation of processes and progress to date.

PROGRESS TOWARD ADOPTION:

No data available at this time.

Local Educational Agency	Huntingdon Area School District	State Project Number
Address:	723 Portland Avenue, Huntingdon, Pennsylvania 16652	72002
Project Director	Mr. Henry J. Stoudt	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Development – Non-Graded Activity-Oriented Curriculum

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	4/20/72	5/1/73	\$25,000	1972	\$25,000
	TOTAL					

Proposed Termination Date 6/30/75 Projected Funding Level for total project period \$47,916

TARGET POPULATION:

The target area for this project is the area served by the Brady-Henderson-Mill Creek Elementary School, one of six elementary schools in the Huntingdon Area School District. The area served is rural in nature. The total school population K through 5 is 226 students. The school population is predominantly white Caucasian with only four Negro students enrolled in the school. The socio-economic status of the families in the attendance area is primarily in the area from low to lower middle class. This school is recognized as an ESEA Title I target area. There are ten fulltime, professional staff members and five paraprofessional staff members assigned to the project. There is no building principal; one of the fulltime teachers serves as head teacher. The Elementary Supervisor and the Project Director will be directly involved in all phases of the project.

MAJOR OBJECTIVES:

1. Each child will be individually involved in a non-graded-continuous-pupil progress program that is activity-interest oriented.
2. Each child will assume some responsibility for his own learning and will be encouraged to investigate problems that he is interested in and make decisions commensurate with his maturity and ability.
3. To provide a climate for learning which will stimulate a child to want to come to school and learn. This is to be facilitated by developing a curriculum which is highly activity oriented. Children will receive instruction in Language Arts, Math, Science and Social Studies as part of a central theme.

ACTIVITIES:

1. All teachers will establish goals and objectives for a six-weeks Summer Workshop prior to the project starting date.
2. During the six-weeks Summer Workshop, teachers will develop central themes and units for the coming school term. The themes will involve all children in the school working on the same theme at the same time.



3. After project starting date, the staff will make visitations to schools where there are similar types of programs now operating.
4. Consultants will be used to help the staff develop various activities for the major themes.

EVALUATION DESIGN:

1. Student attitudes toward school will be recorded through teacher interviewing procedures and the child completing a questionnaire dealing with attitude toward school.
2. Reading progress will be evaluated with the child completing a standardized reading test. An attempt will be made to determine if the overall reading level of the school population has improved because of the new program being initiated.
3. There will be an on-the-spot evaluation conducted by the Evaluation Team from Harrisburg.
4. Other evaluative type designs will be developed as the program becomes a reality.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

1. Regular releases to the local newspaper will be used to inform the community of project progress.
2. A video tape will be made to be used on the local TV station to give the community an opportunity to see what the program is all about.
3. Parent conferences will be conducted so that parents will have an opportunity to discuss their child's progress.
4. Information will be reported to parents in the form of a checklist.

PROGRESS TOWARD ADOPTION:

No data available at this time.

Local Educational Agency Address: Project Director	Mount Union Area School District N. Shaver Street, Mount Union, Pa. 17066 Joseph Bache	State Project Number 72041
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Social Studies Curriculum Inservice Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/72	8/31/73	\$17,900	1972	\$17,900
TOTAL			\$17,900		

Proposed Termination Date 8/31/73 Projected Funding Level for total project period \$17,900

TARGET POPULATION:

Students enrolled in Social Studies courses in grades 7 through 12 of the Mount Union Area School District attendance area are the target population of this project. Enrollment for the current year (1971-72) is approximately 1156 in the secondary school of which number approximately 25 per cent have been identified as disadvantaged. The socio-economic status of the families in our attendance area is primarily lower and lower-middle class composition.

The community is rural with some light industry and has a population of 3700. The School District draws from a surrounding rural area which includes five smaller boros and individual rural residences located in three principally rural townships. The School District has an enrollment of approximately 2700 students K through 12 dispersed among five elementary and one junior/senior high school. No non-public are located in the attendance district.

MAJOR OBJECTIVES:

To assess the present Social Studies curriculum in terms of meeting the needs of our student population with special emphasis on an evaluation of the effectiveness of the heterogeneous grouping patterns for instruction, the study of recent data available relating to the curriculum (Educational Quality Assessment Findings, the sequential achievement data 7-12 recently produced in a school self-evaluation, the results of the incorporation of newer testing instruments i.e. Analysis of Learning Potential, the recent adoption of the state suggested sequence in social studies course of studies etc.).

With this data and the two year experience in new grouping practices, hopefully an inservice project for the social studies staff would result in a more relevant and effective program of instruction for our students.

1. The percentile placement (60th) of our school in relationship to other schools in the state in the category of understanding others would improve to the 75th percentile or above in line with the projected statistical expectation of Educational Quality Assessment Findings.
2. The percentile distribution of our school in relation to other schools in the state would improve from the 10th percentile to the projected 35th percentile or above falling within the expectations of the EQA findings.

3. The innovative practices utilized by our staff would improve from the present 5th percentile in relation to other participating EQA schools in the state to approximately the 40th %tile.
4. Program resource innovations will be improved from the 35th to the 50th %tile distribution in comparison to other EQA program schools.
5. Growth in achievement as reflected by the annual testing on Stanford Achievement tests will improve the position of social studies in relationship to the other curriculum areas tested.
6. Each member of the department would incorporate in his program a classroom library, at least four units that include simulation techniques, at least four units that include small group procedures, at least four units that require central library utilization for reference or resource assistance, at least four units that utilize T.V. resources for instruction and at least the use of one periodical, newspaper or magazine for a 9-week period.

PROPOSED ACTIVITIES:

1. To develop an inservice program for eleven secondary social studies teachers. This number includes two special education teachers.
2. The inservice program would be scheduled for approximately twenty three-hour sessions scheduled at intervals to permit individual work between sessions. This program would provide a sequential and coordinated social studies program for the heterogeneous sections grades 7 through 12. This program would identify specific needs of the population, would study intensively the characteristics of the population, would utilize the data available from the findings of the EQA program and the school guidance self-evaluation program in building a curriculum to meet the needs, interest and ability of the students. A specific objective of the program would be to incorporate certain techniques and methods that are now practical and well-researched.
3. The resources of the local universities and colleges would be utilized along with the services of members of the DPE when available and needed. Emphasis will be placed on utilizing regional and community resource.
4. The program of studies produced by the group would (a) specify the incorporation of small group methods at certain intervals, (b) the incorporation of inquiry approaches to specific units, (c) the selection of an individual classroom library of 150 titles (d) defines specifically the incorporation of television into at least four major units and provides for evaluation in behavioral terms of those attitudinal areas outlined in this preliminary application under Section VI objectives. The program although sequential and coordinated from grades 7 through 12 will encourage the flexibility essential to an innovative program in a creative teacher of social studies. The program will be structured to encourage the staff to become aware of some of the innovations and implications of the newer trends in the field and to have sufficient time, encouragement, and consultation experiences to plan for these areas in the course of study.

EVALUATION DESIGN:

Evaluation methodology will be on-going. Cognitive achievement measures using standardized tests in social studies areas will be employed. The school self-study "Where We Are" will be used as a basis of comparison. Quality assessment findings (#845 form DEBE 226) in the areas of Understanding Others, Appreciating Human Accomplishments, and Occupational Expectations will be used. Quality assessment findings DEBE 790 and DEBE 788 will be used as a standard against which we may evaluate program resource innovations and the employment of innovative practices.

Local Educational Agency	Tuscarora Intermediate Unit 11	State Project Number
Address:	R. D. #1, Box 70A, McVeytown, Pennsylvania 17051	72072
Project Director	Dr. Emanuel Berger	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:	Mathematics Program for Educable Mentally Retarded
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Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	9/1/72	8/31/73	\$58,163.00	1971	\$58,163.00
TOTAL						\$58,163.00

Proposed Termination Date 10/31/75 Projected Funding Level for total project period \$145,000.00

TARGET POPULATION:

Educable mentally retarded pupils in grades one to six in the four counties, Fulton Huntingdon, Juniata, and Mifflin are the target population of this project. Of a total of 236 pupils, about 150 will participate in the project. These pupils are enrolled in nine districts in the four county area. The total student population in these districts ranges from 600 to 10,000. Socioeconomically, the region has an above average number of lower-middle class and disadvantaged families.

The staff of the intermediate unit consists of four professionals and six clerical workers at the central office. In addition, there are five psychologists and twenty-two teachers who work in special education classes in the nine school districts.

The districts are relatively large in geographic area since they are primarily rural and semi-rural. Light industry and farming are the basic economic activities.

MAJOR OBJECTIVES:

The three major objectives of the project are to: (a) develop a mathematics curriculum for the educable mentally retarded in the elementary school, (b) develop and implement a set of instructional materials designed for individualized instruction for selected concepts and (c) develop a master plan for an individualized instructional program. The key elements of the three objectives are now described.

1. Mathematics curriculum – It will contain (a) recommended concepts with accompanying behavioral objectives, (b) suggested methods for instruction, (c) references to print and non-print materials.
2. Individualized instructional materials – For selected concepts in the curriculum, materials will be developed and implemented in classrooms. Audio-tapes, special activity sheets, and performance recording forms will be incorporated in the instructional materials. Commercial materials will be used extensively and modified for the specific instructional situation.
3. Master plan for instructional system – Procedures, costs, personnel, time and related data will be compiled. These data will be analyzed and included in a report describing procedures for developing a total instructional program in mathematics for the educable mentally retarded.

ACTIVITIES:

To initiate the project, the staff will be recruited, space rented, and the necessary furniture, supplies and materials will be purchased. School districts in the intermediate unit will be invited to designate elementary teachers of educable mentally retarded pupils to serve a project participants.

The mathematics curriculum will be developed by a team of consultants representing these areas: educational psychology, instructional resources, special education, and measurement. Drafts will be circulated to the project teachers and supervisors of special education for reactions prior to compiling the final document. The project teachers will select concepts that are high priority and which they find difficult to teach for developing the learning packets. The packet development and classroom implementation will involve these activities: (a) consultants will describe learning activities and supportive materials, (b) teachers will develop the actual learning packets, (c) packets will be field tested with pupils and, if necessary, revised, (d) completed packets will be made available to all project participants. Teachers will be trained in in-service workshops to vary their instructional practices, grouping procedures, instructional materials and evaluation methods according to the varied instructional situations encountered.

The comprehensive plan for the instructional system will be developed by (a) surveying the intermediate unit schools to determine their needs and (b) analyzing the information compiled in developing the initial set of learning packets. The plan will be written by a consultant skilled in planning and budgeting.

EVALUATION DESIGN:

The evaluation program will assess the instructional program's affects on pupil achievement using both mathematics subtests of standardized achievement tests and a test specifically designed to measure achievement in the skills selected for instruction in the project. In addition, data will be collected to describe the instructional process including such items as: teacher role, time necessary to master a given concept, peer role in learning, pupil ability to direct his own learning activities, and teacher/pupil attitudes toward the instructional program.

Another phase of the evaluation program will be visitations by outside consultants to the project center and to the participating classes.

FINDINGS TO DATE:

Proposed data to be gathered during the project implementation.

DISSEMINATION PLAN:

The dissemination activities will be directed at the project participants during the implementation phase and at the broad educational community when the project is completed. Participants will be kept informed through group meetings, progress reports, and newsletters. Each participating school will be asked to designate a project contact person who will serve as the "information officer" for receipt and distribution of information.

When the project is completed, a tape-slide presentation will be developed. Additional sets will be duplicated for loan to interested schools and organizations. The final report, professional articles, and news releases will further serve to inform others of the project's activities.

PROGRESS TOWARD ADOPTION:

No data available at this time.

Local Educational Agency	Greencastle-Antrim School District	State Project Number	71013
Address:	370 S. Ridge Avenue, Greencastle, Pa. 17225		
Project Director	Fred C. Kaley		

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Tayamentasachta – Center For Environmental Studies

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/71	7/31/72	24,600.00	1971	24,600.00
Cont'd	8/1/72	7/31/73	14,752.00	1972	14,752.00
Cont'd	8/1/73	7/31/74	7,376.00	1973	7,376.00
TOTAL					

Proposed Termination Date 9/31/74 **Projected Funding Level for total project period** \$46,728.00

TARGET POPULATION:

A total of 2,182 children in grades one through ten in the Greencastle-Antrim School District will participate in this project. Racial characteristics show that 98.1% are Caucasian, with 1.9% Negro and Spanish speaking origins.

The socio-economic status of families in the school district ranges from low income to middle class, with a growing number of low income families due to the current depressed economic situation.

Elementary teachers, numbering fifty-one, will be involved in this project. Eight science teachers of grades seven to ten will, also, participate. Fifteen teacher aides will assist with details connected with the project's educational program. Numerous parents will assist with small group instruction and serve as resource persons.

The local community has a population of 10,671 with a total school enrollment, grades K-12, of 2,816. The professional staff of the school district consists of an administrative staff of four, four supervisors and 122 teachers serving in four elementary and two secondary schools. There are no non-public schools in the district.

MAJOR OBJECTIVES:

At this time, the objectives stated in the original narrative continue as goals of the project.

ACTIVITIES:

August 1, 1972 – Continue improvement and renovation of facilities:

1. Establish more nature trails.
2. Construction of warm water pond.
3. Materials and supplier will be organized and catalogued for the 1972-73 term.
4. Continue renovation of existing buildings.

September 1, 1972 – Meet with teachers to plan for in-service meetings and curriculum.

September 1972 – March 1973 – Organized field trips that will continue throughout the year. Continue with soil preparation for necessary plantings. Develop programs for individual-small group study projects. Programs will continue to inform teachers of new developments at the Center.

March-May 1973 – Anticipate completion of second phase of curriculum development. Begin soil preparation for garden and experimental plots.

July 31, 1972 – Anticipate completion of the restoration of the House as a science and historical learning center.

EVALUATION:

Evaluation procedures will continue as stated in the original abstract narrative. Monies will be appropriated for professional evaluation. Educational research indicates minimal progress towards the development of means to evaluate pupil attitudes towards such a project as described. Local teachers with high environmental studies interest will be encouraged to develop appropriate studies that could lead to structuring tests and measurements in this area of study.

FINDINGS TO DATE:

Professional evaluation has indicated that the Center and its activities are meeting the objectives in most instances. Areas of commendation are:

1. Conceptual and operational aspects are commended.
2. Local finances are appropriately being used.
3. Community interest continues to be an encouragement to the project.
4. Maximal use of local and Title III money is highly appropriate.

Areas for improvement include:

1. Appointment of a full-time director.
2. Establishing a uniform system of record keeping.
3. Continue development of curriculum for all subject areas.
4. Financial support to complete renovation of facilities will constitute an investment of "high return potential."

Beyond the professional evaluation, observation has indicated an expanding use of the Center by the community-at-large. There has been an increase in requests from civic groups and other organizations for lecture-slide presentations, on-site visits, educational seminars, and consultation services to other school districts, farm groups, and colleges.

Teacher and pupil enthusiasm has increased immeasurably as the facilities have been developed.

Teacher evaluating devices (tests, project appraisals, student reports, etc.) indicate satisfactory comprehension of objectives, learning goals, and behavioral reactions.

DISSEMINATION PLAN:

All plans for dissemination of information described in the original abstract narrative are continuing at an expanding rate.

PROGRESS TOWARD ADOPTION:

Progression has been on schedule. The local Board of School Directors continues to give support. Teachers and administrators from other school districts visit the project to get ideas for the development of similar projects in their schools. Cooperative colleges – Wilson, Shippensburg, Mont Alto – Penn State Campus – are involved with programs utilizing the Center's facilities.

Local Educational Agency Address: Project Director	Waynesboro Area School District P. O. Box. 72, Waynesboro, Fenna. Dr. James E. Carter	State Project Number 72003
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Instructional Improvement Through Self-Analysis

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	4/1/72	4/1/73	\$19,000	1972	\$19,000
TOTAL					

Proposed Termination Date 4/1/75 Projected Funding Level for total project period \$44,000

TARGET POPULATION:

The target population consists of 4,581 students in grades K-12. In future years this population will include the total district population of approximately 5400 students. Of this enrollment approximately 2% are other than Caucasian and 10% are from families of low socio-economic status. The target staff will include approximately 70 teachers during the school year 1972-73 and will eventually include all 258 district teachers. The district is semi-rural with 3 major industries and a population of 26,000. The 5400 students and 258 teachers are distributed among 9 elementary schools and 3 secondary schools.

MAJOR OBJECTIVES:

The primary objective of the project is to improve the quality of teaching in the Waynesboro Area School District by (1) increasing the percentage of higher order questions asked by teachers and (2) increasing the percentage of verbal reward, sustaining, and extending responses of teachers. The district believes that by accomplishing the above students will be encouraged to think more effectively and to express their thoughts more fully; they will be encouraged to use and apply information rather than mere memorization.

ACTIVITIES:

Project activities during the coming year will consist of the following:

1. Training 219 staff members in the operation and care of video tape equipment.
2. Training approximately 30 staff members to use the six schedules (A thru F) of the Parson's Guided Self-Analysis System for Professional Development. The introductory phase will last about six weeks and the operational phase the remainder of the school year.
3. Training approximately 30 elementary staff members to use the Minicourse program entitled, "Effective Questioning-Elementary Level." This program will be rotated among four elementary buildings on an eight-week rotational basis.
4. Training approximately 18 secondary staff members to use the Minicourse program entitled, "Higher Cognitive Questioning." This program will be rotated among the three secondary buildings on an eight-week rotational basis.

5. Field testing of the Flander's Interaction Analysis Minicourse for the Far West Laboratory by approximately 12 elementary and secondary staff members. This course will be used in conjunction with either video or audio tape.

EVALUATION DESIGN:

Evaluation procedures will be carried out by the project director in cooperation with the consultant and the Bureau of Research. GSA schedules will be completed for each participant. Each teacher will complete an inventory of teaching style and a Q-sort to measure self and others' perceptions of self as a teacher. Students of the participants will complete an inventory of attitudes about teaching and school. Comparisons will be made between the Minicourses and Parson's GSA Program and between a combined use of these programs.

FINDINGS TO DATE:

The district anticipates that the Parson's GSA and the Minicourses will achieve the objectives of the project, but a combined use of the programs will produce even more favorable results.

DISSEMINATION:

Dissemination will take place through the local newspaper and radio, staff memoranda and newsletters, through auspices of Intermediate Unit 12, the Bureau of Research and RISE.

PROGRESS TOWARD ADOPTION:

The program will not be in operation until September 1972.

Local Educational Agency Address: Project Director	Cocalico School District South Sixth St., Denver, Pa. 17517 Mr. Barry O. Miller	State Project Number 72036
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Rural Education Advancement Project (REAP)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/15/72	7/14/73	\$35,000	1972	\$35,000
Cont.	7/15/73	7/14/74	\$21,350	1973	\$21,350
Cont.	7/15/74	7/14/75	\$10,675	1974	\$10,675
TOTAL					

Proposed Termination Date 7/14/75 Projected Funding Level for total project period \$67,025

TARGET POPULATION:

Students in grades K-5 of the Schoneck Elementary School attendance area of the Cocalico School District, along with the District's Intermediate Special Education class are the target population of this project. Enrollment for the current year (1972/73) is approximately 175, of which all are Caucasian except four students who are of other ethnic origins. The socioeconomic status of the families in the attendance area is primarily of lower and lower-middle class composition.

There are 7 full-time professional staff members assigned to the school who will be assisted by: 12 professional specialists on a part-time or on-call basis, 2 paraprofessionals and a complement of parent volunteer aides.

The community is a rural, farming area - in the heart of the Pennsylvania Dutch country. The School District has a population of 12,000 and an enrollment of nearly 3000 students dispersed among 5 elementary schools, 1 middle school and 1 senior high school. In addition a 1-8 nonpublic Mennonite parochial school is located in the District.

MAJOR OBJECTIVES:

The general objective of the project is to advance and improve the educational environment and involvement in a rural community by creating an open, informal, humane learning center in a traditional elementary school building. This project will provide the impetus for a departure from a traditional self-contained classroom environment to one in which students, teachers and parents work cooperatively to provide a flexible program in which children will truly have opportunities to develop and learn in accordance with their individual needs, interests and abilities.

ACTIVITIES:

Following more than two years of intensive inservice programs designed to develop concepts about informal, open education, i.e.: team teaching, parental involvement, evaluation techniques, cross-grading, learning centers, continuous progress learning, individualized instruction, etc., the pilot school staff was selected from a group of volunteers from throughout the schools in the District.

This staff conducted a context evaluation of the pilot school constituency – students and parents – and then developed their educational beliefs and program objectives for the project.

Additional inservice workshops involving a wide variety of consultants will be conducted prior to the opening of school in September. Weekly meetings are scheduled throughout the summer and daily during the school term at which the staff will share in the decision-making process relative to all phases of the progress of the project, including building and equipment needs, grouping patterns, teaming, curricular framework, and development of an I.M.C.

The pilot school will serve as a research and development center and a training school for dissemination of open classroom concepts for the rest of the district.

The pilot school staff will attend workshops, conferences and will visit other schools employing open education concepts and techniques.

The pilot school students will have expanded opportunities for broadening cultural activities, including assemblies, field trips, dramas; and for becoming more independent and self-directed in their learning, both inside and outside of the school environment.

EVALUATION DESIGN:

Base line data is available from the cognitive achievement measures regularly administered in the district. These results are compared to district and national norms. In addition, interest and attitudinal surveys involving students, parents and teachers were taken in the Spring of 1972 and these results will be available to compare with results to be obtained in the Spring of 1973 using the same or similar measuring instruments.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

Newspaper articles, flyers to parents, PTA meetings, district newsletter to all residents of the district and to other schools have and will continue to be utilized. The pilot school will serve as the site of most of the district's elementary inservice programs. A descriptive pictorial and narrative brochure will be prepared near the end of the first year's operation in Spring, 1973.

PROGRESS TOWARD ADOPTION:

No information available at this time.

Local Educational Agency Address: Project Director	Conestoga Valley School District 2110 Horseshoe Road, Lancaster, PA 17601 Mr. John J. Evans	State Project Number 72069
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Rx Curriculum Uplift

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/72	8/31/73	\$30,000.00	1972	\$30,000.00
TOTAL					

Proposed Termination Date 8/31/75 Projected Funding Level for total project period \$44,400.00

TARGET POPULATION:

It is conceivable that as many as 1995 children, grades one through six, and 36 special education children will be involved in the project. The exact number will depend on the teachers' election to use the newly prepared material. The minimum number of children involved will be approximately 600, grades one through six and 24 special education children. Selected interested community resource people will serve in an advisory capacity. A team of 24 classroom teachers, grades one to six, two special education teachers, one guidance counselor and one librarian will take part in the preparation of materials. All teachers choosing to use the newly prepared material will be engaged in in-service activities geared to the material and teaching technique.

The Conestoga Valley School District is composed of a population of 21,840. The district's population resides in suburban housing developments and small communities. The school district's total school enrollment is 4286.

MAJOR OBJECTIVES:

The major goal of this project is to assess the present social studies, science and health curricular areas, choose one mini course topic for each elementary grade and elementary special education and to develop these topics in a relevant interdisciplinary fashion. An outgrowth of this endeavor will be the establishment of a model and general procedure to be applied to the preparation of future interdisciplinary mini course titles for the elementary schools. Staff involvement in preparation of materials and in-service training for those who will use the material will increase teacher effectiveness in dealing with interdisciplinary instruction.

ACTIVITIES:

Program activities will be as follows: Consultants will provide input to the total staff in terms of current teaching strategies and interdisciplinary instruction. The total elementary staff will review present curriculum and make recommendations for interdisciplinary mini course titles. Selected staff members will be charged with the responsibility for the development of these topics to the extent that they will be teachable materials. Teachers at all grade levels will be allowed to volunteer to teach these materials the first year. Those staff members will be provided with in-service training in preparation for teaching the materials.

Project Title:

Rx Curriculum Uplift

State Project Number
72069

EVALUATION DESIGN:

A three phase evaluation will be necessary. Specific evaluation activities will be determined during the planning of the project. Methods will need to be devised. First, to evaluate the activities which lead to the construction of the model used to identify topics and develop materials; secondly, to evaluate the prepared materials, and finally, assess the effect of the materials on teacher attitudes and children.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

The primary dissemination activities will utilize releases to the local newspapers and the Conestoga Valley School District Newsletter which is mailed to all of the district's residents and other school district offices within I.U. #13.

A slide tape presentation will be produced which will be available for parent and professional group meetings.

PROGRESS TOWARD ADOPTION:

No data available since project will begin in September 1972.

Local Educational Agency Address: Project Director	Eastern Lebanon County School District R. D. #2, Myerstown, Penna. 17067 Mr. James A. Diehm	State Project Number 72005
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: **Involvement For Action**

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	4/15/72	8/31/72	\$15,000	1972	\$15,000
TOTAL				\$15,000		\$15,000

Proposed Termination Date 8/31/72 Projected Funding Level for total project period \$15,000

ABSTRACT OF TITLE III PROGRAM

TARGET POPULATION:

Students in grades 5, 6, and 7, plus the grade 6 teaching staff of the Eastern Lebanon County Middle School are the target population of this project. It is anticipated that 90-120 students and eight teachers, plus a supportive staff would be involved in the project. The eight teachers in the project represent one-fourth of the total Middle School staff.

The enrollment for the 1972-73 school year in grades 6, 7, and 8, will be 700 students of which 99 percent are Caucasian. The socio-economic status of the families in the attendance area is primarily middle, middle class. The community is semi-rural with some agriculture, the major emphasis, however, is primarily industrial. The population of the school district is 14,000 with a school enrollment of 3100 students dispersed among one high school, four elementary, and one Middle School.

MAJOR OBJECTIVES:

The primary objective of the project is to provide a practical experience for both students and teachers in the utilization of open space planning, team-teaching, individualized instruction, multi-sized grouping, and the full utilization of audio-visual materials and equipment. In behavioral terms, the objectives of this project are as follows:

1. Design and implement a program in which teachers and students may work together as teams to plan learning activities and materials.
2. Conduct in-service training for students and teachers in the use of (a) audio-visual materials and equipment, (b) open space classrooms, (c) team teaching strategies.
3. Design, implement, and test learning activities and materials for use by the entire student body during the regular school year.

ACTIVITIES:

Project activities will begin during this school year with teacher visitations to open-plan schools using the various teaching strategies to be employed in the project. The visitations will be preceded and followed by team planning sessions to determine the focus of the visits and the utilization of

information gathered. The second phase of the project is an in-depth training and planning session for the teachers. Included in this training will be a three day workshop on the use of audio-visual materials and equipment and a training session utilizing teachers experienced in team teaching.

Students will become involved in the program the third week. At that time students and teachers will identify skills and concepts to be learned and then determine the activities that will best teach these concepts and skills. The strategy then calls for the students and teachers to design and produce learning materials to aid in the learning process. During the process of producing learning materials the students will also be taught how to operate all the audio-visual equipment available to the school.

The final phase of the program will be the testing and use of the materials and activities produced by both teachers and students.

EVALUATION DESIGN:

Evaluation of the program will take many forms. First the testing and evaluation of the learning materials by the students will be an on-going evaluation. Secondly, teacher attitudes toward the proposed programs will be measured by pre and post testing to determine attitude changes. Student attitudes toward school and learning activities will also be measured to determine any positive or negative changes.

FINDINGS TO DATE:

Although it is too early to determine any significant findings, the project has been designed as a result of the success of similar programs now being utilized by grades 7 and 8 in the middle school.

DISSEMINATION:

Dissemination of information on the project will take three forms. First, interested middle school teachers from neighboring districts will be invited to visit and participate in the project. Secondly, a booklet outlining the highlights of the project will be produced and disseminated. Thirdly, a slide-tape presentation on the project will be produced and made available to interested school districts and groups.

PROGRESS TOWARD ADOPTION:

All of the teachers and staff involved in the program have been identified and preliminary planning has begun. Visitations to open-plan schools are being planned.

Local Educational Agency Address: Project Director	Lampeter-Strasburg School District Lampeter, PA 17537 Mr. Gene G. Swords	State Project Number 72061
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Mini-Course Media Center Development Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In, App.	8/14/72	8/13/73	28,050.		28,050.
TOTAL			28,050		28,050

Proposed Termination Date 8/3175 Projected Funding Level for total project period \$53,295

TARGET POPULATION:

Students in grades 11 and 12 of the Lampeter-Strasburg High School are the target population of this project. Enrollment for the current year (1972-73) in these two grades is 439 students, of which approximately 99.99% are Caucasian. Total enrollment for the high school, grades 9 through 12 is 833 students. The socioeconomic status of the families in the attendance area is primarily of middle class composition.

There are presently 45 professional staff members assigned to the school which includes 2 full-time administrators, the usual percentage of complementary personnel, and 5 part-time reading tutors.

The Lampeter-Strasburg public schools serve a community of 13,000 people composed of both rural and suburban inhabitants. Approximately 1/4 are engaged in agriculture with the remaining 3/4 employed in or near the city of Lancaster. The school district has an enrollment of 2669 students with a total professional staff of 143 dispersed among six elementary schools, one junior high school and one senior high school. In addition two K-6 and one non-public junior high school serving approximately 200 students are located in the community. Approximately 194 students attend non-public schools located both within and beyond the school district bounds.

MAJOR OBJECTIVES:

The general objective of the project is to develop, adapt and implement an individualized mini-course program in language arts and social studies using the planned instructional media center as the heart of the project for all students regardless of their abilities and capabilities. Through this program students will have the opportunity to broaden and pursue individual interests in a supportive climate. The main thrust will be a change in the philosophy and structure of instruction. In behavioral terms, the objectives are as follows:

1. Design and implement an instructional system fostering: (a) individualized instruction by means of mini-courses, (b) large and small group instruction, (c) flexible scheduling, (d) a library instructional materials center and (e) an open library concept.
2. Develop courses of study based upon the desires and interests of the students surveyed.
3. Conduct pre- and in-service training for staff members in the development and implementation of these courses of study.
4. Design a new media center which will complement the philosophy of individualizing instruction through the mini-course concept.

ACTIVITIES:

Four members from the language arts and social studies departments representing teachers in grades 11 and 12 will meet for four weeks, three weeks during the summer and one week during the school year, to develop mini-courses for piloting the 1972-73 school year. Four workshops will be held throughout the school year, two concentrating on curriculum development and refinement for the curriculum development personnel and two for the purpose of communication and articulation for all staff members grades 9-12. Included in these curriculum development studies and workshops will be students, resource personnel, administrators and counselors. The Director of the Instructional Media Center will meet with the curriculum development committees in an effort to provide services and secure materials relevant to the mini-course program. The media center being developed contains over 8,000 square feet and will be designed along the open concept, providing students with free access to all areas of the center which includes reference materials, hard and software and equipment. The following summer, based upon an evaluation of the activities to date, the committees will again meet for curriculum development and refinement along with the media center personnel in an effort to improve the program to date. ESEA Title III funds will be used to support the personnel to develop the mini-courses and to supply the needed hard and software to support this program.

EVALUATION DESIGN:

Tangible evidence will be gathered by a study of the courses taken by the students, student use of the media center, student use by the variety of media circulation records, and the established standardized testing program. Study of intangible evidence will center around attitude and intent changes, personal and social adaptability, anecdotal records, student involvement, observation, case studies, and student and parent opinion as gathered by questionnaires and informal conferences. Standard and specific guidelines established by the American Library Association, the National Council for the Teacher of English and the National Council for the Social Studies will be studied and used as an evaluation too.

FINDINGS TO DATE:

Since this is the first year of the project, no findings are available other than an extreme interest and enthusiasm by students, teachers, administrators, Board of Education and the public.

DISSEMINATION PLAN:

Through the use of tapes, films, photographs and a scrapbook, materials will be collected. One special district newsletter will be prepared following the traditional method of mailing to all residents of the school district. A brochure will be prepared for distribution to all interested personnel, neighboring schools, PDE, RISE, visitors, and inquirers. Through other means, such as monthly school board reports, the usual newspaper coverage and curriculum newsletter, we plan to keep the public well informed.

PROGRESS TOWARD ADOPTION:

The role of the Lampeter-Strasburg School District is to provide the best educational program possible for every student while being prudent in expenditures in an effort to receive the most value for the dollars expended regardless of the source of funding. No project, locally or federally supported, has ever been considered that all concerned did not seriously believe should have a high

Local Educational Agency Address: Project Director	Lancaster-Lebanon Intermediate Unit 13 1383 Arcadia Road, Lancaster, Pa. 17604 Harry K. Gerlach, Executive Director I.U. 13	State Project Number 71027
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Educational Data Processing 13(EDP 13)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
ESEA-III	10/4/71	10/3/72	35,000.00	1971	35,000.00
ESEA-III	10/4/72	10/3/73	17,500.00	1972	17,500.00
ESEA-III	9/20/73	10/1/74	8,750.00	1973	8,750.00
TOTAL			52,500.00		52,500.00

Proposed Termination Date 10/3/72 Projected Funding Level for total project period \$52,500.00

TARGET POPULATION:

This project will serve directly, and more indirectly through administration and pupil services, some 91,000 public and 12,000 non-public elementary and secondary school students residing in the twenty-two school districts of Lancaster-Lebanon Intermediate Unit 13. Approximately 95% of the population is Caucasian; 2.5%, Puerto Rican; and 2%, Negro.

The area is composed of rural, semi-rural, suburban and urban communities with an increasing proportion of semi-rural and suburban developments. Lancaster and Lebanon Counties have a diversified business and industrial base that has resulted in steady economic development and population growth.

MAJOR OBJECTIVES:

Design a system of feasible educational data processing services for use of schools in Lancaster-Lebanon Intermediate Unit 13 – including computer assisted instruction, computer managed instruction, computerized student personnel services and educational administration services – coordinated with Pennsylvania's State Plan for Educational Data Processing.

ACTIVITIES:

Study data processing and computer related activities, and presently available services and facilities in schools in the Intermediate Unit. Utilize consultants, seminars, visitations and other methods to educate and assist school board members, community leaders, school administrators, teachers and other school personnel in the acceptance of data processing and in objective evaluation of its potential for extended use in the educational processes. Design a system of feasible educational data processing services for the Intermediate Unit coordinated with the State Plan for Educational Data Processing.

EVALUATION DESIGN:

On-going local evaluations will be conducted by the project planning committee and by the Intermediate Unit Council of Superintendents. Initial objectives will be reviewed and progress reports will be prepared relating to the objectives. An evaluation team from the Pennsylvania Department of Education will make annual on-site evaluations of the project.

FINDINGS TO DATE:

A preliminary survey by the Data Processing Planning Committee indicates: Some equipment and available services are not being fully utilized; there is need for the development of extended awareness of phases of educational data processing; there is a need for further study and design of a system of educational data processing services in the Intermediate Unit.

DISSEMINATION PLAN:

State-wide dissemination and reporting to the USOE via Project RISE (Research and Information Services for Education). Local dissemination through periodic reports to Council of Superintendents, Intermediate Unit Board and School Boards; faculty and staff meetings and seminars; visitations; and area news media.

PROGRESS:

Preliminary survey completed May 10, 1971. Preliminary proposal submitted April 30, 1971. Final proposal submitted August 20, 1971.

Local Educational Agency Address: Project Director	Manheim Township School District School Road, P.O. Box 5134, Lancaster, Pa. 17601 Mr. R. L. Dunlap	State Project Number 71026
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Middle School Opportunities Classes

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	Init. App.	7/1/71	6/30/72	30,000	1971	30,000
TOTAL			30,000		30,000	

Proposed Termination Date 6/30/74 Projected Funding Level for total project period \$30,000

TARGET POPULATION:

Students in grades 6 and 7 of the Manheim Township Middle School are the target population of this project. Enrollment for the current year (1972-73) is 1289 students. The socioeconomic status of the families are primarily of middle class composition.

There are presently 77 teaching staff members assigned to the school including 2 full-time administrators, 3 guidance counselors and 28 non-teaching members to complement the teaching staff.

The community is suburban, some industry but mostly residential with a total population of 22,941. The school district has an enrollment of 5200 students, with a total administrative and teaching staff of 288 dispersed among 4 elementary schools, 1 middle school and 1 high school.

MAJOR OBJECTIVES:

Developing in each child a positive attitude toward self and school by providing successful reading experiences, and a supportive environment where each student's successes will be recognized and appreciated by his peers and his teacher.

Determining the causes of students' reading problems and developing prescriptions for their solution.

Improving overall classroom performance and verbal functioning.

Developing and improving reading skills through:

- a. re-kindling each child's desire to read.
- b. widening each child's span of word recognition skills.
- c. working to develop accuracy in word recognition and independent interpretation of word forms.
- d. increasing the accuracy of reading comprehension and interpretive skills.

Transference of certain selected students from a failure situation to one where a measure of success is assured by the flexibility of the program.

Providing a supportive environment in which each student's successes, no matter how small and limited will be recognized and appreciated by his peers and his teacher.

ACTIVITIES:

Activities involved in this program have been oriented to maximum pupil participation. Projects which require coordination with the art teacher have been included as art is being integrated into the entire program.

There will be reading projects to increase student involvement in the stories and to increase interest. These might include making puppets, models, maps, etc. There will be many word games designed to strengthen word attack skills, phonics skills, increase vocabularies, and improve comprehension skills. A great many of the activities for these students center around reading as this is vitally important in bringing about any improvement in their academic status.

In many cases these youngsters are culturally deprived, and so field trips would be necessary to broaden their background of experiences. These trips could include museums, theaters (for live stage productions), historical sites, art galleries, and other places these young people would not ordinarily have opportunities to visit.

Activities in the industrial arts area would be an important part of the program. It is important that these youngsters have an opportunity to create something with their hands: to start a project and carry it to its conclusion; to learn the meaning of work and the satisfaction that accompanies it. Attempts would be made to transfer these attitudes to their intellectual endeavors as well.

Other activities would also be physically oriented primarily to provide a physical release for these pupils. Nature walks and hikes provide physical activity of a constructive, instructional nature. Sometimes, however, these older youngsters with limited success in school simply need a break and a chance to "blow off steam."

EVALUATION DESIGN:

The initial screening for the students in the Opportunities Classes is the responsibility of classroom teachers, reading specialists, guidance counselors, psychologists, administrators and parents. Any combination of these may recommend that a child be considered for the classes.

Following the identification stage, an evaluation of the child's strengths and weaknesses is obtained by a private, independent, educational organization known as Learning Foundations, Inc., who administer, score and analyze a series of tests of the individual's capacity, skills and attitudes.

Both pre- and post-tests will be administered by this independent organization.

FINDINGS TO DATE:

At the present time, only the initial screening phase has been completed. It has yielded a total of sixteen youngsters who meet the eligibility requirements for the sixth grade Opportunities Class, and approximately twelve who will be assigned to the seventh grade class.

DISSEMINATION PLANS INCLUDE THE FOLLOWING:

Newspapers such as the Lancaster New Era, Lancaster Intelligencer Journal will receive information of the project's progress. They will also be invited to visit the participating school so that they may also write first-hand news stories.

District newsletter as mailed to school district residents will contain news of the project.

Staff newsletter will inform staff of project.

Opportunities will be provided for interested individuals and groups to observe the project.

The Project Director and the project teachers will be available to talk to educational groups, parents and other interested persons or groups.

Cooperative effort with schools interested in project will be encouraged.

Local Educational Agency Address: Project Director	Millersville Educational Development Center Millersville State College, Millersville, Pa. 17551 Dr. Robert J. Labriola	State Project Number 72008
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:	Open Space Concept
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Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date July 1, 1972 Projected Funding Level for total project period June 30, 1973

TARGET POPULATION:

Administrators, supervisors, teachers and boards of education throughout the United States.

MAJOR OBJECTIVES:

1. To help teachers and administrators, through visitations to the model program and involvement in special programs, to internalize the true meaning of team teaching, non-gradedness, individualization and open space, resulting in the demonstration of these concepts in their schools.
2. To give intensive training to inservice teachers, beginning teachers, graduate and undergraduate students in the practical application of the open concept through a special two-week workshop and follow-up activities.
3. To provide follow-up information to schools concerning the effectiveness of this project as it applies to the on-going program of their schools.
4. To disseminate on a statewide basis through mini-workshops the options available for teacher/administrator inservice in the open concept.
5. To develop and write strategies for inclusion of the open concept in early childhood education programs.
6. Selected personnel from school districts, both public and non-public, will spend one school year in the model program being conducted in the Research and Learning Center at Millersville as an intern.
7. To help in the construction of curriculum by teachers.
8. To help teachers identify the proper use of media in schools of the future.
9. To have teachers learn to solve the problems involved in planning, working, and evaluating together.

ACTIVITIES:

Millersville State College is the first college or university in Pennsylvania to train all levels of teachers in the concepts of open space, team teaching, individualization of instruction, non-gradedness, continuous progress and unified media.

Millersville State College has established the first open concept school in the State designed especially for the preparation of teachers and for demonstration by administrators and in-service teachers.

This project will bring a dimension to the program that has not been fully developed; this is follow-up. This will allow Millersville to conduct an in-depth follow-up of both teachers and students.

Development of mini-workshops will allow for the centralization of, as well as the decentralization of, information dissemination concerning the open space concept.

EVALUATION DESIGN:

There are several phases to the evaluation of this project: (a) An accurate account of the number of visitors to the project – Elizabeth Jenkins School – will be maintained. (b) Follow-up studies of visiting districts will be conducted. (c) Pre- and Post-tests on teacher attitudes will be given. (d) Pre- and Post-tests will be administered to determine change in student attitudes. (e) Follow-up studies of the interns will be conducted. (f) Student and parent questionnaires will be developed to determine their reactions to the total program.

FINDINGS TO DATE:

Due to the great numbers of findings, it is impossible to include them here. For more information, contact the Project Director.

DISSEMINATION PLAN:

The total proposal is designed as a dissemination project. As noted in the objectives, the program is designed to disseminate the findings as they relate to the Open Space Concept.

PROGRESS TOWARD ADOPTION:

Many of the local districts which have been involved in the program to date have started implementation of the concept. Several districts have developed pilot programs instituting the concepts proposed. The names and addresses of these districts can be acquired from the project director.

Local Educational Agency
Address:
Project Director

Berks County Intermediate School Board
Courthouse, 11th Floor
Mr. Louis Ritrovato

State Project Number
71-7229 (306)

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

An Interdisciplinary Problem-Solving Approach in Environmental Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In App.	7/1/71	6/30/72	104,000		104,000
	11/1/72	10/31/73	128,000		128,000
TOTAL					

Proposed Termination Date 6/30/74

Projected Funding Level for total project period \$361,600

TARGET POPULATION:

The program's design encompasses participants from pre-school, elementary, secondary, institutions of higher education, adult and out of school youth and a separate component for the handicapped. Target's school population are the public and non-public students in the eleven county area of Southeastern Pennsylvania with special emphasis on 5th and 7th grades for the purposes of the demonstration project.

MAJOR OBJECTIVES:

1. To develop an interdisciplinary problem-solving curriculum in environmental education utilizing the natural and man-made facilities of the Nolde Forest State Park and surrounding communities.
2. To provide participants with an opportunity to demonstrate or apply practical solutions to environmental problems, utilizing the developed curriculum and site facilities of the project and the environmental facilities of their local community.
3. To provide educational, civic, social, industrial and governmental agencies with the opportunity to visit, to participate in or observe a model environmental program in action.

ACTIVITIES:

The Activities of the Center consist of environmental curriculum development, training of teaching personnel, organizations of local community task force, and the involvement of students in a "problem-solving approach in environmental education."

Pre-service and continuing in-service on-site orientation of curriculum, and facilities for public and private school teachers, higher education instructors, adult leaders of community organizations and teacher aides will be conducted by the project staff.

A systematic development of the environmental center facilities has been programmed by the Pennsylvania Department of Environmental Resources. Development of the Center's facilities includes mini and main environmental trails, teaching stations, classrooms, and an exhibit center to be constructed through the use of Pennsylvania Project 500 funds.

Curriculum construction will be developed simultaneously with the construction of site facilities. As site facilities become available, implementation of the constructed curriculum will begin.

EVALUATION DESIGN:

To develop a curriculum in environmental education worthy of dissemination and a project site to serve as a model requires sufficient time to construct, pilot, evaluate, revise, re-pilot, evaluate, and disseminate. Considering that this project intends to develop an innovative curriculum approach based on a learning-by-doing problem-solving premise; that implementation must be geared into the phasing in of site facilities; that the true measurement of the project's impact lies in the action it generates from its participants, an estimated length of three years duration is needed to complete its objectives. The basic evaluation design is based upon satisfactory achievement of the project's objectives by the project staff and participants.

FINDINGS TO DATE:

The final report concerning the first year Demonstration Project showed a statistically significant growth in the over-all environmental knowledge and shift in the directions of a more positive attitude toward the environment among the experimental students participating in the first year Demonstration Project.

DISSEMINATION PLAN:

Since the primary area covers eleven counties, major reliance for dissemination is placed upon the General Advisory Council which has representation from the entire area. A communications sub-committee will promote the project by use of various publicity media. The project director, the staff of the L.E.A., Bureau of Parks also will publicize the project's progress and activities through conferences with school staffs, illustrated public lectures, publications. Liason with the Pennsylvania Department of Education, the United States Office of Education and environmental groups and agencies will be maintained through reports and conferences.

PROGRESS TOWARD ADOPTION:

In its second year.

Local Educational Agency	Berks County Intermediate Unit #14	State Project Number
Address:	11th Floor, Courthouse, Reading, Pa. 19601	71040
Project Director	K. Robert Hohl	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Supplemental Instructional Multi-Media Curriculum Approach

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/73	12/31/73	23,750.00	1973	31,250.00
TOTAL			23,750.00		31,250.00

Proposed Termination Date 12/31/74 Projected Funding Level for total project period \$107,330.00

TARGET POPULATION:

The target population for this project is aimed at Grades K-6 of the public and non-public schools in the Berks County Intermediate Unit. This includes approximately 35,976 students in the public schools with approximately 2,891 students in the non-public schools. The community served by this project is largely suburban in nature with several rural areas and large city of approximately 90,000 population.

MAJOR OBJECTIVES:

The purpose of this proposed project is to provide students with supplemental, tangible, multi-sensory, multi-media curriculum materials as an extension or enrichment of their school district's regular curriculum offerings. This project proposes to provide an opportunity for students to investigate and discover educational concepts at their individual learning level with the instructor assuming a guiding and coordinating role.

Major objectives for the second year:

1. To develop, conduct, evaluate pre and in-service programs with pilot teachers and staff.
2. To develop understanding in the utilization of the instructional kits as they apply to individualized or classroom situations.
3. To develop an understanding of the instructional kit as to flexibility in grade level use and their correlation to other parts of the curricula.
4. To demonstrate the use of multi-media, multi-sensory materials as a stimulus to the learning process.
5. To distribute the kits during the pilot year.
6. To gather and tabulate evaluative data.

ACTIVITIES:

The second year is geared as a pilot year. The developed kits will be distributed to selected pilot schools for use. Modifications will be made based upon evaluation. Additional and duplicate kits will be developed based on need. Pre- and in-service programs will be held. During this phase the operational year will be plotted. A complete dissemination program will be developed.

EVALUATION DESIGN:

Evaluation methods will be an on-going process. The basic instruments will be as follows:

1. Student pre-test—record student's informational and aptitude level prior to kit use.
2. Student post-test—record student's informational and aptitude level after kit use.
3. Teacher evaluation—to include class reaction, ease of use, participating devices, completeness and comments.
4. Management—log of activities.
5. Pre- and In-service—evaluation of Pre- and in-service program participants.

DISSEMINATION PLAN:

The dissemination plan to be utilized in this project calls for on-site evaluation (for kit development, and student use of kits), publication (catalogs and kit development information) and slide presentation (record events of project).

Local Educational Agency Address: Project Director	Fleetwood Area School District 409 N. Richmond Fred M. Serfass, Superintendent	State Project Number 72024
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Curriculum for OPEN Plan Schools

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date _____ Projected Funding Level for total project period _____

TARGET POPULATION:

Students in grades three, four and five from the Richmond Township and Maiden creek Township areas are the target population of this project. The elementary enrollment for the current school year (1971-72) is 911 students. There is one Negro student and twenty-two students with Spanish surnames most of which reside in the Maiden creek Twp. area. The socio-economic status of the families in these attendance areas is primarily of lower and lower-middle class composition.

At present, the Fleetwood Area Elementary Schools encompass kindergarten through grade five. There are thirty-three elementary classroom teachers. There are four elementary schools--one being very old consisting of only four classrooms. We are proposing open space additions to the Richmond Township Elementary School and the Andrew Maier Elementary School in Maiden creek Township, then the four classroom building will be closed. In addition, there are two non-public Mennonite schools in our school district serving approximately sixty students who reside in our area.

MAJOR OBJECTIVES:

The major objective of this proposed project is to assure that we provide a quality educational program for the Fleetwood Area Elementary students when we utilize our new elementary open space additions.

1. Teachers must be able to identify long and short range concepts, attitudes, and habits of children and likewise plan programs accordingly.
2. Teachers must learn to work as an instructional team.
3. Teachers and pupils must learn how to effectively utilize an instructional media center.
4. Students will learn to become more independent learners.
5. The staff will design evaluative techniques to measure changes and progress which have occurred as a result of our new open space curriculum.

ACTIVITIES:

The major activity involved with this proposed project will be a training program for staff members who will be teaching in our new open space additions. This training program will involve two weeks of in-service training for staff members at Millersville State College in June 1972. Following the two week in-service program at Millersville, these staff members will conduct a five week summer

school program in our local school district using some of the techniques and media learned about at Millersville State College. Following the five week summer school program, which will be basically a remedial language arts program, these teachers will spend another week evaluating the summer program in cooperation with staff from Millersville State College.

EVALUATION DESIGN:

Evaluation methodology will be of two types. First, standardized achievement tests will be given before the five week summer program begins and again at the end of the summer school program. These test results will be compared to district, state and national norms. In addition to measuring the achievement growth of the individual student, we will be using some form of an attitudinal standardized test to measure the child's attitude toward learning and school before and after the five week summer program.

FINDINGS TO DATE:

It has been our experience that our summer school program has done much for the individual student's attitude toward learning. The achievement test results did not show a high rate of gain but the child's attitude in many cases was more favorable toward reading, learning and school as a result of attendance in our summer school program. The type of summer school program that we have conducted in the past has not been the type of educational program that we have been able to conduct during our regular school term. With these open space additions, we will be able to be more flexible using a greater variety of techniques in our proposed student focused curriculum.

DISSEMINATION PLAN:

Already dissemination activities have begun. At present, these are of two types. First, we have utilized our "Report to the Community" publication which goes to all the homes of students four times a year. Secondly, the administration has utilized the opportunity to speak at Parents' Club meetings at both Richmond Township and Maidencreek Township.

PROGRESS TOWARD ADOPTION:

The school board and the various agencies in Harrisburg have already approved of the proposed building program which consists of two additions in open space. The school board has already approved of involving and sending teachers to Millersville State College for 1972 in-service training program. The teachers have already been selected to participate in this program.

Local Educational Agency Address: Project Director	Governor Mifflin School District 10 S. Waverly Street, Shillington, Penna. 19607 Kermit C. Bartholomew, Intermediate School Coordinator	State Project Number 72028
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Governor Mifflin Intermediate School Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	5/1/72	5/31/73	\$34,000.00	1972	\$34,000.00
TOTAL			\$34,000.00		\$34,000.00

Proposed Termination Date 5/31/75 Projected Funding Level for total project period \$34,000.00

TARGET POPULATION:

Elementary students, teachers, and their parents residing in the Governor Mifflin School District. The present elementary enrollment is 4,800 pupils and this mainly suburban community school district will cover 40 square miles.

The major emphasis of this project will be to provide an adequate in-service program to facilitate the transition of our fifth and sixth grades from a traditional, self-contained classroom program and physical plant, to innovative approaches to the educational process. The innovative factors will include such items as an open environment, team teaching, and media-oriented instruction, an expanded curriculum to specifically meet the needs of the preadolescent.

A newly constructed, modified open space "building" is planned to be in operation by September of 1974.

MAJOR OBJECTIVES:

Upon completion of the proposed three-year in-service education program, project participants shall satisfactorily demonstrate the achievement of the project's objectives.

PROCESS:

1. The *teachers* will attend and participate in a Summer Happening at Millersville State College, and in the Governor Mifflin School District, during the summers of 1972 (Phase I), 1973 (Phase III), and 1974 (Phase V), and, as a result of this attendance and participation, will gain teaching experience in the open space philosophy, and will demonstrate a utilization of the curriculum they have developed, by conducting a pilot project at the Gouglerstown Intermediate School and Yocum Sixth Grade Center during the 1972-73 school year (Phase II), as well as incorporating this developed curriculum into the 1973-74 school year (Phase IV) program.
2. The *teachers* will meet a minimum of once every nine weeks, with an outside consultant from one of the subject matter disciplines or instructional procedures area (mathematics, science, linguistics, humanities, social science, or curriculum integration, etc.) and will transfer the concepts gained from these seminars to the program design and organizational plan for the new school. The staff of the non-public school, located in the Governor Mifflin School District, will be invited to participate in these meetings.

INSTRUCTIONAL:

Given a video-tape recorder and camera, 16 mm. sound projector, 35 mm. slide projector, cassette record player, overhead projector or opaque projector, the *teacher* and *learner* will demonstrate the ability to operate this "hardware" and its related "software" in a classroom situation.

ACTIVITIES:

1. Each staff member will participate in one of the scheduled "Summer Happenings":
"Summer Happenings" will include:
 - a. A two-week intensive in-service workshop at Millersville State College for program design and development by the participating teachers. Phase I: July 3-14, 1972
 - b. A four-week summer school "open philosophy" teaching experience at Governor Mifflin, at which time, teachers will have the opportunity to implement the teaching methods and programs designed at the two-week workshop at Millersville State College.
Phase II: July 17-August 11, 1972
 - c. A three-day in-service program will be scheduled to evaluate the "Summer Happening", as well as determine what methods and materials will be projected into the pilot project (Phase II). August 14, 15, 16, 1972
2. In-service media-oriented workshops will be scheduled under the direction of the school district's instructional media coordinator. (Phases I, II, III, IV, and V). A limited amount of "hardware" will be loaned to the nonpublic school, located in the Governor Mifflin School District, to facilitate implementation of concepts gained in the three-week summer course, and from the consultants. The staff of the school will be invited to attend these media-oriented workshops.

EVALUATION DESIGN:

Two members of the Pennsylvania Department of Education, ESEA Title III evaluation team will visit the project on August 2, 3, and 4, 1972, to assess whether the objectives are being met, as stated. The Millersville State College Educational Development Center Staff will assess the objectives of the project periodically to see if the goals stated are being met. An outside visitation team from schools that have demonstrated success in implementing the Open Space Philosophy will be invited to assess the goals stated on a three-day evaluation. A video-tape overview will be developed for design evaluation purposes. The video-tape technique will also be used by individual staff members as a self-evaluation method of evaluation.

DISSEMINATION PLAN:

It is planned that a brochure for community and staff understanding will be developed and disseminated about the project as it progresses. It is also planned that a video-taped overview of the project will be made and be available for in-service for new staff members in future years. Local press release will also be used to keep the community informed of the project through each of the phases.

PROGRESS TOWARD ADOPTION:

No real data is yet available.

Local Educational Agency Address: Project Director	Reading School District 8th & Washington Streets Dr. Ralph C. Geigle	State Project Number 72070
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Modified ESL – Bilingual Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/11/72	6/15/73	\$50,000.00	1972	\$50,000.00
TOTAL			\$50,000.00		\$50,000.00

Proposed Termination Date June, 1975 Projected Funding Level for total project period \$50,000.00

TARGET POPULATION:

Northwest Elementary School is composed of grades K through 6 and is located in the lower income area. In addition to the above a Head Start Class is housed in the school. The school has a population of 653 pupils of which 211 are Negro and 85 have Spanish surnames. Of the 85 Spanish surnamed pupils, 70 are in need of some help and 40 of these pupils require immediate attention and will be part of the project. The remaining 30 pupils require only part time help and will be serviced by a teacher funded under ESEA Title I.

MAJOR OBJECTIVES:

1. To teach English as a Second Language and teach the major disciplines in the native tongue.
2. Increase competency in both the native Spanish language and English as a Second Language.
3. Develop higher level of aspiration for Non-English speaking pupils as a long range objective to elevate the socio-economic status of subsequent generations.
4. Increase the knowledge of the Anglo-culture for the Non-English speaking pupils.
5. Provide the Non-English speaking pupils with a curriculum which is directly related to their needs thus lowering the rate of absenteeism.
6. Decrease the drop-out rate of Non-English speaking pupils. (long range)
7. Increase the knowledge and appreciation of Puerto Rican language and culture for the Anglo student.
8. To provide a model and give direction to the school district for future planning.

ACTIVITIES:

Pupils will be identified as to need. This will be done by the teacher in conjunction with the Supervisor of ESL. The forty pupils identified will be placed in two groups, one of which will include grades one thru three and the other four thru six. One teacher will teach both groups English as a Second Language and the other teacher will handle the academic disciplines taught in the native tongue. All of the forty pupils will attend classes in art, music, physical education and industrial education, if available, with their Anglo counter parts. The structure will be fluid enough so that pupils as they advance and if their chronological age warrants it may be advanced or placed in regular classes.

Project Title:

Modified ESL – Bilingual Program

State Project Number
72070

A resource teacher will be used to prepare lessons relative to Puerto Rican culture and history. These lessons will be available to all teachers and taught to all of the children located in the school. A section of the library will be set aside relative to Puerto Rican culture and history. The resource teacher will contact Puerto Ricans that are successful in the community and have these people appear at assembly programs and also speak to classroom groups.

EVALUATION DESIGN:

Monthly evaluations will be conducted by the teacher and these will measure listening, comprehension, speaking and writing of English. The design used is one adopted by the staff under the direction of the Supervisor of ESL.

The academic progress of the pupils in academic disciplines will be measured and reported to the parents on a two month basis. The design for this measurement will be constructed by the teacher.

A pre and post test will be given each pupil in the program. The Puerto Rican Achievement Test will be used which measures learning in the field of mathematics, Spanish English and the reading of English.

Our final evaluation will include also attendance and parental involvement.

We would also like to measure the change in attitude toward the Puerto Rican child by his Anglo classmate. As yet this design has not been developed.

FINDINGS TO DATE:

This is a new project and our only finding up to this point is the difficulty in obtaining materials to teach the academic disciplines in the native tongue.

DISSEMINATION PLAN:

We plan to have periodic releases to the parents and news media relative to our progress. In addition, we will hold monthly project meetings which will include all ESL teachers in the District; and an invitation to attend will be given to non-public schools. The administrative staff and teaching staff of the District will be kept abreast of progress at regularly scheduled meetings.

PROGRESS TOWARDS ADOPTION:

During the summer months, we have been interviewing for staff. The Supervisor of ESL is in the progress of selecting materials and textbooks. The administrative personnel of the District have been briefed relative to the project.

Local Educational Agency Address: Project Director	Wyomissing Area School District Girard & Evans Aves., Wyomissing, Pa. 19610 Dr. James. J. Fadule, Jr.	State Project Number 72001
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Wyomissing Area Middle School

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
		3/1/72	5/31/72	\$125,000	1972	\$125,000
TOTAL						

Proposed Termination Date 6/30/74 Projected Funding Level for total project period \$225,000

TARGET POPULATION:

Students in grades 6, 7 and 8 of the Wyomissing Area Middle School are the target population of this project. The Middle School enrollment will be approximately 525 students. The socioeconomic status of the families in the attendance area is primarily of middle-class composition.

There are presently 30 professional staff members assigned to the school including one full-time and one part-time administrator.

The community, composed of about 11,500 citizens, is suburban and residential in nature with some light industry present. The school district has an enrollment of 2100 students, with a total professional staff of 126 dispersed among 3 elementary schools, 1 middle school, and 1 senior high school. In addition, a K-8 non-public school serving 750 students is located in the community and involved in the project.

MAJOR OBJECTIVES:

The general objective of the project is to provide a staff development program which will prepare traditionally oriented teachers and administrators to effectively teach and administer a Middle School program. This Middle School will emphasize the humanization of education for emerging adolescents, child-experience activities and "open concept" thinking even though implemented in an older traditional structure. In behavioral terms, the objectives of the project are as follows:

1. To provide intensive Staff Development work for traditionally oriented teachers, administrators and students beginning in the Spring of 1972.
2. To provide teachers, administrators, and students an opportunity to develop a curriculum which emphasizes the humanization of education, effective thinking and the child-centered approach to the teaching of emerging adolescents in the Middle School.
3. To provide teachers, administrators and students an opportunity to develop effective "open concept" techniques and methodologies in an existing traditional structure.
4. To provide teachers and administrators an opportunity to develop and utilize effectively:
 - a) learning resource centers
 - b) large, small and medium group instructional techniques
 - c) language arts emphasis in content areas
 - d) peer group and team teaching techniques
 - e) instructional materials ideas

- f) continuous progress and multi-age grouping ideas
- g) various individualized techniques such as contract learning, individual learning units and "learning packages."
- h) various independent study techniques

ACTIVITIES:

Project activities center around implementing "open school" learning strategies in a traditional structure. Activities during early phases of the project will be conducted during the summer and focus on teachers developing "learning packages," learning contracts, various grouping techniques, independent study methods, and team teaching approaches. Early concentration centers on the development of various individualized methods whereas later activities are concerned with the demonstration and evaluation of said methods.

The key aspect of the projects Summer Activities occur when teachers and students implement, demonstrate, and evaluate those approaches developed in earlier activities. Students will "try" the learning "contracts," "packages," and independent study methods, etc., and work in conjunction with teachers toward evaluation. This unique position of the Summer Activities phase, which greatly involves students, is an important part of the project.

All later phases of the activities involve teachers, administrators and students working together closely in order to test and evaluate the new approaches.

EVALUATION DESIGN:

Cognitive achievement will be measured by standardized tests in basic skills areas. Affective results will be measured by attitudinal surveys. Informal evaluation will involve meetings of students, teachers, and community members.

FINDINGS TO DATE:

Some evidence of cognitive gains in Arithmetic have been submitted by districts but, in general, there are few statistically significant gains in subject matter areas. Evidence of gains in student attitude are plentiful.

DISSEMINATION PLANS:

Dissemination plans include tape-slide presentations, local newspaper coverage, district-wide newsletter coverage, and full use of all P.D.E. avenues of distribution.

Local Educational Agency Address: Project Director	Central Dauphin School District 600 Rutherford Road, Harrisburg, Pa. 17109 Gary A. Crissman	State Project Number 71014-H
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Crossover Aid To Children With Handicaps

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/15/71	7/14/72	45,080.00	1971	45,080.00
	7/15/72	7/14/73	35,000.00	1972	35,000.00
TOTAL			80,080.00		80,080.00

Proposed Termination Date 7/14/73 Projected Funding Level for total project period \$80,080.00

TARGET POPULATION:

Central Dauphin School District encompasses 7 townships and boroughs in the east suburban Harrisburg area, approximately 125 square miles. Fifteen elementary, three junior high schools, and two senior high schools serve approximately 13,000 students. The staff is in excess of 600. As in most districts, students in low achieving groups, do not benefit from on-going assessment of, and provision for, learning handicaps. Although the district has learning disabled (L.D.) teachers at the elementary level, no aid to these students is available at the junior high level. The general curriculum assumes sixth grade mastery of skills in students promoted to seventh grade. The "course" orientation of junior high schools (including most teacher training) does not include provision for skills not mastered. These skills are elementary level – not secondary. Two-hundred fifteen (215) low-group students in grades 7–9 are the target population in one junior high school.

MAJOR OBJECTIVES:

1. Students will demonstrate less frustration with the secondary environment.
2. Students will demonstrate increased motivation in working with the usual curriculum content.
3. Students will achieve measurably higher in basic skills than students in control school based on pre-post testing using SRA Achievement Batteries. This will be confined to the Math and Social Studies areas.
4. Students will function with less disruptive behavior than is present in the junior high classroom.

ACTIVITIES:

Three elementary teachers were selected and trained during July and August, 1971, in theory/practicum approaches to learning disabled students in the areas of Math and Social Studies. These teachers are assigned to work in these two areas (within the usual curriculum) at one junior high school. They are to employ multi-media approaches and strive for successful experience for their students while minimizing the effect of handicaps which students have displayed. Simultaneously they work to strengthen students' weaknesses. In addition to increased student success and motivation, the model will be studied as to its effect on teacher attitude and behavior in the classroom.

EVALUATION DESIGN:

Pre-post test procedures using the SRA Achievement battery and control groups in two other junior highs will be used, along with verbal and written anecdotal data, to assess student achievement and behavior. Behavior changes both in the school and at home will be monitored and assessed with the aid of the counseling staff.

DISSEMINATION PLAN:

Data will be provided for PDE in the form of mid-year and final evaluations. Local dissemination will be accomplished through newspaper and school paper media *after* the project's evaluation. This is vital to help lessen any stigma placed on participants. Final dissemination of the results of the project will rest with the Department of Education.

PROGRESS TOWARD ADOPTION:

The Central Dauphin School District recognizes the need for additional assistance to students who cannot cope with the junior high curriculum because of learning handicaps. We realize that specialized training of teachers and different approaches are necessary. If data indicates success with this pilot, the board will consider further implementation of the model in the junior high schools and the teacher training at all levels.

Local Educational Agency Address: Project Director	Central Dauphin School District 600 Rutherford Road, Harrisburg, Pa. 17109 Dr. G. D. Davies	State Project Number 72044
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: S.E.A.R.C.H. Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
1st Yr.	8/1/72	7/31/73	40,000.00	FY 1972 - 73	\$40,000.00
TOTAL			40,000.00		\$40,000.00

Proposed Termination Date June 30, 1973

Projected Funding Level for total project period \$40,000.00

TARGET POPULATION:

The Central Dauphin School District encompasses seven (7) townships and boroughs in the East Suburban Harrisburg area, approximately 125 square miles. 15 elementary, 3 junior high and 2 senior high schools service approximately 13,000 students. The staff is in excess of 600. As in many districts most administrative personnel and teaching staff are aware that there is a segment of the student body whose needs are not being met by the academically oriented general courses. Although existing vocational areas of study within the two (2) high schools of the district can service the needs of some students who are vocationally oriented, they do not meet the needs of the students who have not selected vocational areas as yet. The district is served by a county vocational technical school, however, this facility cannot accommodate all the students who desire vocational training. Forty students in grade twelve are the target population for this project.

MAJOR OBJECTIVES:

1. Student demonstrates one or more job competency or marketable skills developed as a direct result training in the S.E.A.R.C.H. program.
2. Students have individually perceived, planned for an acquired job skills while engaged in S.E.A.R.C.H.
3. Students exhibit a high self confidence both in terms of anecdotal feedback and self concept measure.
4. Students can collect data, organize data, and apply a valid, personal decision-making process as it relates to job competency and job selection.

ACTIVITIES :

A work experience coordinator and a full time counselor were hired to run this work experience program. The program functions in four (4) phases. (1) Pre-counseling, during which the student makes decisions. (2) SEARCH I, during which the student plans by visiting job sites and examining job opportunities and so forth. SEARCH II, during which the student prepares by coordinating with the counselor mini training slots with the district wherever they are possible and which are based on his perceptions of the competencies needed to fill the job vacancy he has selected. (3) SEARCH III, the student also rearranges his schedule to meet potential graduation needs. The eventual aim of the

program is *specialized* teaching to meet the needs of these students concurrently with meeting their graduation needs, or (4) SEARCH ACTIVE, during which the student is actually working on the job examining the results of his pre-training in terms of whether or not he actually has the competencies for the job for which he identified during the planning phase.

The major function of the coordinator in the program is to find a proper job slot for the student and coordinate with the counselor and the student the perception of job competencies, listing of job competencies, and planning of training in mini-slots for the students. The counselor's main function is the scheduling of the student within the school system, pre-counseling, job SEARCH, and counseling sessions with the student, family, and faculty.

Based on the student's stage of development in terms of the four (4) phases of the program students may be phased directly into the program at any of the four levels. In addition, students schedules may be rearranged so they can be withdrawn from certain phases of the program and in essence, injected into a lower or higher phase as needs dictate.

Briefly, the first year will be devoted to answering the question "What Should Be Happening to the Student, What is Happening, and What Must We Do To Make the Ideal Real?"

EVALUATION DESIGN:

Questionnaire, tape scripts, and other anecdotal data will be tabulated in an effort to answer the following questions:

1. What is the student's concept of himself and school?
2. Using the SEARCH process can students select an area, collect competency data and plan for competency acquisition?
3. What recommendations for change are an outcome of the first year for scheduling and academic content?
4. Are students demonstrating competencies on the job?
5. Are students demonstrating the competencies, attitudes, and attributes listed on student's job objectives?
6. Does the student's achievement increase in the basic academic areas within the school setting?
7. Is the program functioning acceptably for the pilot year?

FINDINGS TO DATE:

No data available at this juncture.

DISSEMINATION PLAN:

- a. Radio media will be utilized through one of the four to five regularly scheduled "Note to Parents" Sunday radio programs.
- b. The work-experience coordinator of this program maintains a regular liaison with the coordinator of a nearby school district and also the area vocational technical school.
- c. Newspaper media will be utilized to inform the general community of the SEARCH activities.

PROGRESS TOWARD ADOPTION:

Recent verbal feedback from the counselor and work coordinator, as well as actual job placements to date, indicate that the program is not only functioning, but may merit considerable expansion.

Local Educational Agency
Address:
Project Director

Cumberland Valley School District
R. D. #1, Mechanicsburg, PA 17055

State Project Number
72067

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: The School, The Swimming Pool, The Community

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	9/1/72	8/31/73			
TOTAL					

Proposed Termination Date _____ Projected Funding Level for total project period _____

TARGET POPULATION:

Students in grades kindergarten through grade 12 of the Cumberland Valley School District attendance area are the primary population of this project. The secondary target population includes an estimated 20,000 adults residing in the school district attendance area. Enrollment for the current year (1972-73) is over 7,100 students, of which approximately 95 per cent are Caucasian. Five per cent are of other ethnic origins. The socio-economic status of the families in the attendance area ranges from rural, lower middle class to upper middle class composition.

The community, totally over 29,500 is primarily rural with some light industry concentrated along main Route 11 which bisects the district. The school district covers 105 square miles and enrolls over 7,100. The 352 professional staff are divided among the senior high, the intermediate building (grades 7 and 8) and seven elementary buildings. No non-public schools are located in the district.

MAJOR OBJECTIVES:

The general objective of this project will be to demonstrate that a pool facility within a school can be the effective and efficient center of a comprehensive school-community aquatic program serving preschoolers through adults. As a model program, the project, beginning in its second year will have state-wide significance as a training center for aquatic directors, pool operation and maintenance personnel, aquatic aides and others.

In behavioral terms, the specific objectives of the project are as follows:

School Day

1. To screen and to classify all students for swimming skills.
2. To provide one-to-one services for children with physical, mental and emotional handicaps.
3. To qualify students and others as aquatic aides, instructors and guards through special courses.

Extra Curricular and Interscholastic

1. To provide intramural and interscholastic competition for boys and girls in swimming, diving, water polo, and synchronized swimming.
2. To provide special activities and training in related aquatic activities.

Community Activities

1. To provide clinics, courses and special activities for all ages both on a state wide and district wide basis.

ACTIVITIES:

Project activities during the first year will include the actual screening and classifying of all students in the Cumberland Valley Schools, K-12, the scheduling of various levels of instruction appropriate to the screening and classifying, the in-servicing of all teachers whose classes are taking aquatic training, the scheduling of interscholastic activities for boys and girls, the scheduling of activities for adults in the evenings and the scheduling of at least two major clinics for aquatic directors from other districts. The pool and related facilities will be available from 7:30 A.M. to 10:00 P.M. each evening.

EVALUATION DESIGN:

Both process evaluation and output evaluation designs will be employed in this project. The process evaluation will be measures of the various activities in terms of attendance and completion. The output evaluation will be measures of degree of acceptance by the community and the students of the total aquatics program. Another more far reaching measure will be the acceptance by other aquatic directors of the concept of the comprehensive program. Appropriate acceptance tests will be designed and tested during the first year of the project.

FINDINGS TO DATE:

No findings to date. Project is due to begin September, 1972.

DISSEMINATION PLANS:

Brochures announcing the schedule of activities will be widely disseminated throughout the district. In addition contact will be made with the universities offering aquatic education and districts known to have pools. From these contacts, several major clinics for districts in Pennsylvania will be developed. The RISE project will be responsible for whatever dissemination takes place. A slide-tape presentation will be developed illustrating all phases of the program as it develops. This presentation will be available to the PDE for its use and to RISE and to other districts.

PROGRESS TOWARD ADOPTION:

The LEA has hired the aquatics director with its own funds and has expressed a total commitment to the program.

Local Educational Agency Address: Project Director	Halifax Area School District R.D. #2, Halifax, Pa. 17032 Mark D. Drumheller	State Project Number 71043
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Halifax Language Arts Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/72	12/31/72	20,000.00	1971	20,000.00
Cont.	1/1/73	12/31/73	14,816.00	1972	14,816.00
TOTAL			34,816.00		34,816.00

Proposed Termination Date 12/31/74 Projected Funding Level for total project period \$42,224.00

TARGET POPULATION:

Students in grades 9, 10, 11, and 12 of the Halifax Area High School attendance area are the target population of this project. Enrollment for the school year 1972-73 is 346 students, of which 4 are Negro and the remainder Caucasian. The socio-economic status of the families in the attendance area is primarily of lower-middle and middle class composition.

The high school and middle school occupy the same building. Presently there are 38 professional staff members and two administrators assigned to both schools.

The school district which consists of one borough and 3 townships is rural with very little industry and has a population of 4600. The school district has an enrollment of 1300 students with a total professional staff of 63 dispersed among 2 elementary schools and one middle-high school.

MAJOR OBJECTIVES:

The general objective of the project is to plan, develop, and implement a non-graded elective senior high language arts program to provide more effective communicating to meet the individual needs of each student. This has been accomplished to date. In behavioral terms, the objectives of the project are to continue as follows:

1. Plan, develop and implement new courses and revised courses in the non-graded elective language arts program.
2. Continue workshops and in-service training for staff, designed to prepare teachers to develop and implement new and revised specific course objectives.
3. Design a pre- and post-assessment of the cognitive and affective student gain resulting from a non-graded elective language arts program.

ACTIVITIES:

The language Arts Curriculum Development Committee which is composed of all secondary language arts teachers, librarians, and principals have developed a context evaluation of problems or needs, self-evaluation with student, teacher and community involvement and objectives for learning and teaching the new language arts program. Teachers have developed and implemented with outside consultants, the specific objectives of each elective to meet the needs of the Halifax Area students. The teachers will continue with workshops and in-service programs to fulfill the objectives of this project.

EVALUATION DESIGN:

- a. Some questions from the original survey will be readministered to the groups. This will be done to ascertain any change for the items. The items that are chosen will be related to the stated objectives.
- b. Questionnaires will be developed to ask how the various groups viewed what was happening before the changes occurred and what is now happening. These questions will be related to the stated objectives. A five point continuum will be used for answers. By taking (now/was) a positive score shows a change toward the desired objective. These questions will be developed based on the stated objectives.
- c. Criteria will be developed for the required flexibility as stated in the objectives for each course. The course will be developed and analyzed based on the established criteria.
- d. Parallel student and teacher questionnaires will be developed to determine any errors in perception with respect to what is now happening in the program. Items here will be related to the objectives as stated.
- e. The Language Arts Program will be developed and evaluated against the criteria that have been established for the total program. These criteria will be related to the objectives as stated in section 4.

FINDINGS TO DATE:

We have found that the non-graded elective Language Arts Program in its early stages of implementation is more interesting and more stimulating to the students and teachers. The changes in curriculum content, methods and types of presentation and motivation of interest and participation on the part of both students and faculty have brought about more effective communications and relationships. Thus the reaction of both students and faculty has been very favorable toward the adoption of this program.

DISSEMINATION PLAN:

Dissemination will be conducted by RISE following the guidelines of the Penna. Department of Education. Brochures, newsletters, etc. will be prepared by the staff and distributed to the citizens of the Halifax Area School District.

PROGRESS TOWARD ADOPTION:

The project was approved by the Department of Education on January 1, 1972. The language arts program was implemented on September 6, 1972.

Local Educational Agency	Harrisburg City Schools	State Project Number
Address:	1201 North Sixth Street, Harrisburg, Dauphin County, Pa. 17105	72049
Project Director	Helene Broome	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Individually Prescribed Reading, Middle School

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	8/15/72	8/14/73	\$45,000		
TOTAL					

Proposed Termination Date _____ Projected Funding Level for total project period _____

TARGET POPULATION:

Students in grades 6, 7, and 8 of the Webster Campus Middle School in the Harrisburg School District are the target population of this project. Enrollment is approximately 230-240 students, of which approximately 43 percent are Caucasian, 56 percent are Negro and 1% are of other ethnic origins. The socioeconomic structure of the families of the children that attend this school is estimated to be near 60% eligible under ESEA Title I financial guideline.

There are presently 10 teachers and 1 administrator assigned to this building. Support services of supervision, psychologists and others are supplied from the Central Staff and as requested or semi-regular basis.

The community is a medium sized city with a population of approximately 65,000 with an enrollment of 11,830. In addition there are 6 non-public buildings serving 3,200 students located in the community.

MAJOR OBJECTIVES:

- A. To provide a set of appropriate performance criteria as a basis for a better assessment of each students reading and language skills.
- B. To conduct adequate pre-post and inservice training and work sessions for the staff, parents, 8 Team Leaders and non-public representatives.
- C. To implement an IPI diagnostic prescriptive approach which is adapted to better meet the learning styles of inner – city middle school students.
- D. To implement an adequate pre and post assessment of cognitive and affective student performance, to better show effectiveness of the program in terms of individual and group gains.
- E. To develop a written *Planning Guide for Middle School Language Arts*, and a sound slide record of the students experiences in diagnostic – prescriptive instruction for inner – city Middle School children.

ACTIVITIES:

During the first year, the project will focus on activities dealing with motivation studies and related adaptations of the I.P.I. System of Individualized Language Arts instruction.

The list of student performance criteria of the IPI Reading Program will be reviewed, and restated so as to indicate the variety of impossible learning styles represented.

Teachers will be trained to observe and record behavioral clues which indicate individual student (or small group) learning styles.

EVALUATION DESIGN:

Evaluation Methodology will be of three types:

1. Standardized Achievement Tests will be used to measure group growth in reading comprehension.
2. Individual student and group growth will be assessed in reference to the performance criteria on which the program is based.
3. Student and teacher attitude changes will be assessed by the M.T.A.I. for teachers and the L.P.L. for students or other tests recommended by Educational Testing Service.

DISSEMINATION PLAN:

1. *Prescriptive Teaching in Action* will be a tape slide journey through the Webster Middle School's adaptation of the IPI prescriptive teaching program.
2. *A Planning Guide for the Urban Middle School* will be developed and published.

Local Educational Agency Address: Project Director	Upper Dauphin Area School District Elizabethville, Pa. 17023 Dr. Earl Hartlaub	State Project Number 72004
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Middle School Staff Development

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	4/1/72	3/31/73	\$23,000.00	1972	\$23,000.00
TOTAL			\$23,000.00		\$23,000.00

Proposed Termination Date 3/31/73 Projected Funding Level for total project period \$29,122.00

TARGET POPULATION:

The target of population with respect to students includes grade 5-8 in the Upper Dauphin Area School District. Over 98 percent of the 633 pupils are Caucasian, the remainder are of several ethnic origins. For the most part these children can be classified as rural and the majority could be regarded as being no higher than lower middle class economically. By virtue of geographic location and family affluence many of these children are not socially sophisticated.

The total school district population hovers around 9000 with a total school enrollment of approximately 2000. The school population attends four elementary schools, a junior high school and a senior high school. The forthcoming middle school will accommodate grades 5-8. Forty-five of the district children attend a parochial school including grades 1-8.

The middle school, when opened in the fall of 1972, will have a total professional staff of 32 members as well as a number of paraprofessionals. The staff, for the most part, will be drawn from the present fifth and sixth grades and the present junior high school.

MAJOR OBJECTIVES:

One of the major objectives of the project is to retrain the professional staff to utilize some of the newer concepts of instruction currently used effectively in other middle schools. All efforts are being made to insure against having a new school facility with an old, traditional type program. To simply have transplanted grades and teachers appears to be totally imprudent. In order to accomplish an effective transition the following are deemed as being of paramount importance.

1. At present there is a graduate class (local effort) being offered to 29 teachers by Millersville State College. Emphasis is being placed on the curriculum and its implementation. Non-graded concepts, team teaching, instructional media center, mini-courses, large-small group instruction, and the open school concept are being emphasized.
2. In support of 1. above, there will be seven staff members trained at Millersville State College Lab School early in the summer. Later these same teachers along with eight others will conduct a pilot summer program employing the concepts discussed during the course and in the workshop.
3. Throughout the entire regular 1972-73 school term consultants will be used to up-grade curriculum.
4. Evaluation and program revision will be a continuous process.

ACTIVITIES:

Staff members currently enrolled in the MSC course have expressed a genuine interest in the middle school program as evidenced by the level of participation. Planned visits to selected middle schools will be forthcoming; these visits will be to schools having outstanding characteristics such as the non-graded concept or media center oriented. The summer workshop followed by the pilot summer school program is eagerly anticipated in order to put current research into action. The curriculum for the summer program will be locally prepared materials followed by an in-depth evaluation.

The regular school term program, it is anticipated, will take positive directions from the experiences of the summer program. There are ample provisions for curriculum development and revisions including consultants from the Penna. Department of Education and from other sources. Hopefully, the development of the program will have a degree of flexibility which will enable each child to progress, academically and socially, to his fullest capacity. The break from the traditional program to the newer concepts offers promise that children will benefit by redirected staff efforts.

EVALUATION DESIGN:

Methods of evaluating the program will include the following:

1. The usual achievement tests will be administered in the basic areas and the results compared with previous district and state norms.
2. Student attendance, student participating in co-curricular areas, and student activities as compared to prior years will be examined.
3. The MTAI appears to be an acceptable instrument to measure teacher attitudes. A formal evaluation by the P.D.E. as well as the constant use of consultants will provide direction to the program.

FINDINGS TO DATE:

None -- Program just beginning.

DISSEMINATION PLAN

Initially, dissemination of information has been through the district's monthly newsletter. This Newsletter is available to the parents of all school children and is also available to others.

Local weekly papers also carry accounts of the program as newsworthy developments occur.

Staff members as they address various groups in school related issues, also discuss the merits of the program.

PROGRESS TOWARD ADOPTION

The program is currently in its early stage. As indicated earlier the staff is currently engaged in the Millersville State College course provided through local effort. The main impetus to the program will not be forthcoming until the summer of 1972.

Before the end of the school year, the developed test will be administered to the target population within the participating districts. Teachers and administrators will be trained in the interpretation of the results and the selection and use of appropriate strategies for ESEA Title I target-population students during the 1973 summer-school sessions for remedial and developmental reading.

In addition to these activities a correlation study of the results of the criterion-referenced diagnostic test and the standardized reading tests normally used in the participating districts will be undertaken.

EVALUATION DESIGN:

Evaluation of the diagnostic instrument developed will be based on both expert judgement and experimentally derived data relating to the validity and reliability of the measures. Once evaluated, this instrument can serve as a pre- and post-test measure of the effectiveness of the developed strategies.

FINDINGS TO DATE:

None to report.

DISSEMINATION PLAN:

Within the region, primarily through school district involvement—teachers and supervisors/administrators. Outside the region, print and non-print presentations, conferences, etc.

PROGRESS TOWARD ADOPTION:

Nothing to report.

Local Educational Agency	Central Susquehanna Intermediate Unit	State Project Number
Address:	Box 213, Lewisburg, Pennsylvania 17837	72030
Project Director	Dr. Patrick F. Toole	

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Competency-based Certificate II Program Approval

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
		6/12/72	6/11/73	50,984.00		
TOTAL						

Proposed Termination Date _____ Projected Funding Level for total project period _____

TARGET POPULATION:

Up to 50 randomly selected, beginning teachers (Certificate I) and their students will participate in the planned program along with a matching number of nonparticipating beginning teachers and their students. The matched teachers will plan and follow the traditional route toward Certification II, a route that largely revolves around a planned sequence of 24 college or university graduate credits within areas specified by the Department of Education and/or the sponsoring college or university. Both the program and the matched teachers will be employed for the first time by several or all of the 17 school districts in the five-counties comprising the Central Susquehanna Intermediate Unit. The teachers' employment may range across all instructional or special education areas, K-12.

MAJOR OBJECTIVES:

Existing certification practices have not proved to be greatly effective in assuring highly competent classroom teachers. Among the reasons given for this observation is that it is not realistic to expect even the best undergraduate teacher preparation programs to produce teachers with the *range* of competencies (content *and* process) necessary for successful classroom teaching. Further, even though the second level teaching certificate is supposedly related to the demonstration of *classroom teaching* competencies, there exists no systematic program for maximizing the probability that the necessary process behaviors will be acquired.

The present proposal is a request for funds to support the development, implementation, and evaluation of a competency-based accountability system as a basis for providing the instructional Specialist II certification. The program described in this proposal will be under the direction of Intermediate Unit 16 and is the first year of a three year program. Teachers in the program will participate in criterion referenced, individually prescribed classroom centered in-service training programs, focusing on process type teaching behaviors. These behaviors include: (1) demonstrating the ability to bring *their own* classroom teaching behavior under control, (2) diagnosing individual and group learning problems, (3) generating and testing productive instructional hypothesis with respect to both individual and group learning problems, and (4) identifying and postulating solutions to problems of classroom organization and instructional management as these problems relate to identifying and resolving individual learner problems.

ACTIVITIES:

The development, approval, implementation and evaluation of the program will be in cooperation with the supervisory staff of the schools involved, the Intermediate Unit staff, and the Bureau of Teacher Certification of the State Department of Education.

In the implementation state, the program-participating teachers and their employers will plan and design a competency-referenced, developmental program leading to Certificate II which will have as its primary focus classroom performance aspirations within the four behavior areas cited above under major objectives. In planning this developmental program, each teacher and his employer will be guided by his own individual professional standards *and* by compilations or descriptions of desirable Certificate II-level behaviors culled from varied professional sources. In designing his Certificate II developmental plan, each program-participating teacher will have full access to intermediate-unit and school-district in-service programs. The intermediate unit programs will be three-pronged: (1) periodic and regularly scheduled small-group seminars, (2) co-worker assistance in the classroom during the regular school day, and (3) on-call, crisis-oriented assistance at any time when the program-participating teacher and/or his co-worker cannot effectively cope with any particular instructional or developmental problem. Since the award of Certificate II is based on demonstrable competency in previously specified behavioral areas, the traditional time required (three to five years) and the orthodox procedures tend to become irrelevant. Except in those unusual cases where demonstrable competency is evident almost immediately, the average program participant will accrue up to six credits each semester or 12 credits during one full year toward the 24 required for Certificate II.

EVALUATION DESIGN:

Evaluation will be based on both descriptive and experimentally derived data. A representative sample of first year teachers will be randomly assigned to experimental and control conditions and compared on a number of performance variables at the end of the experimental period. The variables to be assessed will include differences in both teaching behaviors and learner behaviors.

FINDINGS TO DATE:

None to report.

DISSEMINATION PLAN:

Within the region, primarily through school district involvement—teachers *and* supervisors/administrators. Outside the region, print and non-print presentations, conferences, etc.

PROGRESS TOWARD ADOPTION:

Nothing to report.

Local Educational Agency Address: Project Director	Lewisburg Area School District Central Adm. Office, Lewisburg, PA 17837 Dr. Rodney N. Tolbert	State Project Number 71050
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Comprehensive Home-School Guidance Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	2/1/72	2/1/73	30,000	1972	30,000
TOTAL					

Proposed Termination Date 2/1/73 Projected Funding Level for total project period \$30,00

TARGET POPULATION:

The Lewisburg Area School District is a semirural district located in Union County near the geographic center of the Commonwealth of Pennsylvania. Enrollment for the present school year 1971-72 numbers 2,636. The project is designed to meet the needs of each of these students and the members of their nuclear family by providing a Comprehensive Home-School Guidance Program.

The community is comprised of many professional people reflecting a middle class socioeconomic status. Bucknell University is located within the district and has a profound influence on the community.

MAJOR OBJECTIVES:

The goal of this project is to develop and implement a comprehensive developmental counseling program K through 12. The project's primary focus will be to improve the articulation between home and school in order to better assist all the pupils in the Lewisburg Area School District to meet and master their developmental tasks. Other objectives established are: (A) To provide for the continuous (K-12) needs of students in meeting their developmental tasks., (B) To improve communication between the school, parents, and the child., (C) To develop in the child and his parents a positive attitude toward the school and education in general., (D) To develop in teachers and administrators a better understanding of the child and the conditions of his environment., (E) To promote parent efficiency in their attempts to deal with problems that might hinder their child's adaptation to the educational program.

ACTIVITIES:

Funds realized through this grant will be used to employ two elementary guidance counselors and one para-professional pupil service person. Presently the district has two junior high counselors and two senior high counselors with a part-time clerical assistant for the senior high guidance department.

Counselors will be assigned to the 1,350 nuclear families now sending students to our schools. Each counselor will act as a catalyst and liaison person between the home, student and the school. The major objective for each counselor will be to eradicate any problems the student may have whether it be academic, social or physical as soon as possible and to prepare the student and his family for the developmental task that the student must master to become successful in his home, school and peer environment.

Inservice will be provided for our present guidance staff to educate them for their new role and the services they will need to provide for the student and his nuclear family. Counselors will make home visits to their nuclear families to become acquainted and familiar with the student's home environment and the members of his nuclear family.

EVALUATION DESIGN:

Evaluation will be realized by employing a pre- and post-questionnaire with the general public, faculty, administrative and pupil service personnel of the district. These questionnaires will seek to determine the role expectations each of the aforementioned groups hold for the counselors and how they view the present counseling program in terms of effectiveness. After a full year of operation, the same questionnaire will be administered to ascertain if greater satisfaction is expressed with the new program and to estimate if there is significant change in the role expectations of the guidance counselors.

Indepth interviews will be conducted with 100 randomly selected nuclear families after the first operational year to solicit their reactions to the new program.

A citizen's committee to assist in the dissemination of information and the evaluation of this program will be formulated and will meet at least twice a year for dissemination and evaluation purposes.

FINDINGS TO DATE:

From a self-study of our guidance department now under way and being funded by the Bureau of Guidance Services of the Department of Education, it is apparent that there is a real need for our district to employ elementary counselors and to develop a developmental guidance program K through 12.

DISSEMINATION PLAN:

Public meetings will be employed to inform and solicit the cooperation of parents, faculty and students in this program. Local news agencies will be kept informed of the progress of the program and all parties expressing an interest in observing the program will be welcome to the district. The newsletter of the Intermediate Unit as well as the reports of the Pennsylvania School Study Council will be used to disseminate pertinent data.

PROGRESS TOWARD ADOPTION:

The Board of School Directors of the Lewisburg Area School District has demonstrated their interest and commitment to this project by budgeting local funds to employ a Director of Guidance to give direction and thrust to this grant.

Local Educational Agency Address: Project Director	Lewisburg Area School District Central Administrative Office, Lewisburg, PA Mr. Patsy James Marra	State Project Number 71049
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ES&P

Title of Project: Localized Textbooks for Elementary Schools

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	3/1/72	2/28/73	40,000	1972	40,000
Cont.	3/1/73	3/1/74	21,436	1973	21,436
Cont.	3/1/74	3/1/75	10,718	1974	10,718
TOTAL					72,154

Proposed Termination Date 2/28/73 Projected Funding Level for total project period 40,000

TARGET POPULATION:

Students in grades 3, 4, and 5 of the Lewisburg Area School District comprise the target population of this project. The enrollment of these grades for this current year (1971-72) is 584 students. There is a middle class socio-economic status among the families in the attendance area.

Twenty-two classroom teachers are involved in this project. The project area is comprised of three elementary schools: one situated near the business district of the borough, one located near a residential section of the school district and another centered in an area which is primarily made up of small farms.

The community, though semi-rural, is populated by many professional people. The school district's total enrollment is 2,636 students with a total of 123 professional staff. There are 4 elementary schools, one junior high school and a senior high school. There are two Amish schools located within the boundaries of the school district.

MAJOR OBJECTIVES:

The goal of this project is to offer the students an opportunity to make application of acquired language arts skills in true-life, meaningful situations. The experience of these situations and the application of these skills will result in the production of localized textbooks for grades 3, 4, and 5. The major objectives to be achieved as progress is made toward reaching the goal include:

1. Students will increase sentence length by 50 percent as measured by pre-activity and post-activity writing assignments.
2. More than 50 percent of the materials to be used in the teaching-learning process for this activity will be produced locally.
3. More than 50 percent of the time spent in oral communication in the classroom in the teaching-learning process will originate from the students.

ACTIVITIES:

The proposed program, Localized Textbooks for Elementary Schools, will involve the researching for, writing and compilation of a series of reports which will be included in a textbook designed by 3rd, 4th and 5th grade students guided by the teachers with the assistance of an educational media specialist and teacher aides.

Teachers will be given instruction in the use and limitations of the various pieces of equipment which will be made available through the program during in-service meetings which will be held before the program gets underway. They will also be given direction in how to organize the activity from start-to-finish.

ACTIVITIES (Continued)

Students will be given access to cameras, film, flashcubes, tape recorders, slide viewers and projectors. They will select a topic for study, explore the limitations of the proposed topic, get releases from the individuals involved, interview individuals, take the necessary pictures (black & white) and slides, get the film developed, write the report, submit all the pictures, slides and the report to the class for criticism, and process the report as a page or pages in the textbook.

These pages will be printed using a multilith in quantities so that each student in a particular grade will get the reports of every other student in that grade. Pictures will be included in the texts, and a central file of all slides will be established.

EVALUATION DESIGN:

The only standardized test to be employed will be the Iowa Test of Basic Skills. Other measures to be used will include: audio- and video-taped lessons as methods to determine changes in patterns of classroom communication activities; and, reports written by students to analyze growth in sentence composition.

Teachers will also monitor student behavioral changes and record these changes in anecdotal form.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

The plans for dissemination of information include slide presentations, video tape recordings, a teacher's newsletter, newspaper and radio coverage of activities and distribution of student reports.

The project will be a topic for discussion at a Susquehanna Valley Reading Council meeting during the current school year.

The Intermediate Unit and the Pennsylvania School Study Council will be kept informed and encouraged to disseminate information relating to this program through their official papers.

Interested parties will be welcomed to the district for observation and to secure any information relating to this program.

PROGRESS TOWARD ADOPTION:

The project is part of the activities included in the school district's five-year plan. The project activities are designed to facilitate the transition of the project from Title III funding to local support at the end of the third year.

Local Educational Agency Address: Project Director	Shamokin Area School District Seventh and Arch Streets, Shamokin, Pa. 17872 Mr. Claude H. Readly, Jr.	State Project Number 72007
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Developing Teacher Accountability for Instruction

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	5/1/72	4/30/73	\$47,000	1972	\$47,000
	Cont.	5/1/73	4/30/74	\$47,000	1973	\$47,000
	Cont.	5/1/74	4/30/75	\$47,000	1974	\$47,000
	TOTAL			\$141,000		\$141,000

Proposed Termination Date 6/30/75 **Projected Funding Level for total project period** \$96,906 (Title III)

TARGET POPULATION:

The target population for this project is the entire instructional staff of the Shamokin Area School District for the year 1972-73. The emphasis will be placed on working with teachers in grades 5 and 6 of the elementary school and 7 and 8 of the junior high school in order to develop a team approach in staffing a new middle school organization. There are presently a total of 202 professional staff in the Shamokin schools. Of this staff 182 are teachers, 7 are full-time administrators, and 13 are counselors or other support staff. The proposed middle school staff will include approximately 50 teachers assisted by a number of aides and clerks. Shamokin is located in the Anthracite region of Appalachia. Principal economic activities are coal mining and light industry. The present public school enrollment is 4,182 and these students are housed in eight elementary schools, two buildings serving as a junior high school and a single senior high school. A building program is now underway with a new high school to be ready for occupancy by September, 1974. Shamokin also has a non-public school population of 1,634 who attend 1 of 4 elementary schools or a parochial high school.

MAJOR OBJECTIVES:

The principal objective of this proposal is to develop organizational patterns for effective and efficient instruction, that will make optimum use of the talents of each teacher and emphasize teacher responsibility and accountability for successful learning outcomes for each child. A combination of workshop and laboratory or practicum experiences is proposed to achieve this overall goal. Activities will include the development of instructional packages which will be tested first with small groups of summer school students and then with regular classes. At the conclusion of these workshops teachers will be able to:

1. Systematically determine the instructional needs of individual students or groups of students.
2. State appropriate behavioral objectives in light of these needs.
3. Verbalize and carry out an appropriate instructional strategy to achieve a particular objective.
4. Prepare simple instructional materials and sequence combining print and non-print modes of instruction.
5. Operate all audio-visual equipment regularly used in instruction.
6. Define verbally or in writing the key "rules" of social interaction and understanding needed for successful operation of teaching teams and demonstrate the application of these rules in team situations.

7. Give positive verbal responses to the principle that every child is teachable given the proper combination of stimuli and personal attention and demonstrate this attitude through their work with educationally deprived students in the workshop laboratory sessions.
8. Describe verbally or in writing three simple designs for classroom research.

ACTIVITIES:

The program will be approached in three phases with major emphasis given to the middle school staff in 1972-73; the senior high staff in 1973-74; and the elementary staff in 1974-75. This sequence for staff training is proposed so that teachers at each level will begin the program one year before they are scheduled to move into new or renovated facilities. Prior to initiation of phase one an advisory committee selected from teachers participating in the project will be organized. This group will meet regularly with school administrators and the project coordinator to plan activities and evaluate their effects. Each phase will begin with an intensive summer workshop where particular emphasis will be given to distinctions between independent study and individualized instruction, group dynamics involved in team teaching, procedures for organizing teams so as to assure utmost effectiveness and efficiency, diagnosis of student learning difficulties and preparation of instructional materials. Although major emphasis will be given to team teaching techniques, attention will be given to related approaches where they are the most appropriate means to achieve certain instructional objectives. Consultants from universities and from public school systems having innovative programs similar to the one proposed will be asked to participate in the workshops *if they can also be available to assist the teams in their first year of operation*. The emphasis in these summer workshops will be on the combination of theory and practice. Temporary teaching teams will be organized early in each workshop or even before the workshops begin and part of each day of the workshop will be spent in testing new approaches with small groups of summer school students and in hands-on experience in the production of instructional materials. During the regular school year each team will practice the approaches it intends to use in the new organizational structure whether or not that new structure has as yet been established. Consultants will meet regularly with the teaching teams to identify problems, suggest alternative approaches, etc. At the end of the school term, a two or three day session with emphasis on evaluation and planning for the next year will be held.

EVALUATION DESIGN:

The evaluation design follows the procedures recommended by Robert Stake and involves the collection of complete descriptive information in terms of antecedents, transactions and outcomes. Actual outcomes will be compared with the objectives stated in the proposal. Techniques to be used include interviews with teachers and observations of their work, pre and post assessment of teacher abilities to design effective instructional sequences, observations of the extent of use of audio-visual equipment, and observations of the quality of transactions in group planning by the teacher teams. Various observations and recording techniques to be used include interviews, teacher self-analysis and video tapings.

FINDINGS TO DATE:

None. The project will start in May, 1972.

DISSEMINATION PLAN:

Information regarding project activities will be publicized regularly in local newspapers and over the local radio station. Regional publicity will be provided through the Intermediate Unit Newsletters.

Local Educational Agency Address: Project Director	Shikellamy School District 350 Island Boulevard, Sunbury, Pennsylvania 17801 Thurston S. Fulmer	State Project Number 72043
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:	Non-Graded Individualized Reading Program
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Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/72	8/31/75	\$80,000.00	1972	\$30,500.00
TOTAL					

Proposed Termination Date 8/31/75 Projected Funding Level for total project period \$30,500.00

TARGET POPULATION:

Students in kindergarten through grade 7 of the Shikellamy School District attendance area are the target population of this project. The socio-economic status of the families in the attendance area is of low to low-middle class composition.

There are presently 114 professional staff members; public and non-public, assigned to the 12 schools participating in the project, including 8 full-time administrators, 12 para-professionals and 50 non-professional parent volunteers to complete the staff involvement.

The school district is a jointure of two communities; Sunbury and Northumberland, which are semi-rural with medium industry and has a population of 23,000. The district has a total enrollment of 5120 students, with a total professional staff of 250 dispersed among 10 elementary buildings, 1 middle, 1 junior high and 1 senior high school. In addition, a 1-8 non-public school serving 172 students is located in the community.

MAJOR OBJECTIVES:

The general objective of the project is to develop a non-graded individualized reading program on a K-8 basis, which will effectively meet the individual needs of the students within the district.

In behavioral terms, the major objectives of the program are as follows:

1. To institute a comprehensive diagnostic program to seek out and identify the individual's reading ability and/or problems. Students will be placed in a leveled comprehensive program, commensurate to the diagnosis, in which the student can progress independently of his peer group. Students will progress through each level after mastery of at least ninety (90) percent of the required reading skills indicated at the end of each level.
2. To institute a continuous program of evaluation (standardized and teacher prepared tests, teacher evaluation and student evaluation) which will provide a flexible basis for changes in programming, grouping, instructional techniques and materials as indicated at the end of each level.
3. To construct and organize workshops, seminars and in-service sessions for teachers, emphasizing program changes in philosophy and techniques, grouping, reorganization of classrooms and develop levels of skills. The expected product forthcoming: (a) comprehensive

foundation with regards to individualized instruction philosophies techniques; (b) a comprehensive curriculum and materials guide; (c) expertise in using the aforementioned evaluation instruments; (d) complete familiarization of selected tri-basal materials and their proper usage.

4. To construct and organize training sessions for the purpose of informing parents and community members concerning what they as individuals can do to facilitate student achievement at home as well as in the classroom. The success of this program will be ascertainable by the number of volunteer parent reading aides functioning in the district at the end of each year of the proposed program.

ACTIVITIES:

Project activities will be devoted initially to developing workshops to be administered during the summer of 1972. As recommended by the Reading Committee, the main thrust and bearing of the first sessions will be devoted to changing teacher attitude, philosophy and teaching methods. In addition, a comprehensive orientation of the proposed materials for the project will be given.

Phase I

During the first year of the project, primary emphasis will be given to expansion of the existing reading program to accommodate the instructional needs of individual students by leveling the proposed materials into units of achievement, using cognitive and affective domain criterion. Additional planning sessions and workshops for the project will be conducted during the course of the year. These will include: finalization of formal guidelines, priorities for additional workshop sessions, involvement of parent-teacher organizations and community and development of a curriculum/materials guideline.

Phase II and III

The second and third year of the project will be managed much in the same manner as the first year. Special emphasis will be given to analyzing pupil progress through standardized testing, teacher and parent subjective evaluation and student reaction. Each successive year will involve additional professional staff of higher grade levels until, by culmination of the project, all teachers responsible for reading instruction will have participated in the workshop sessions

EVALUATION DESIGN:

Evaluation methodology will be of two types of which all will be continuous. First, cognitive achievement will be measured by standardized test results and by a computer corrected diagnostic reading test which was constructed by professional staff members within the district during the 1971-72 school year. Secondly, effective achievement will be judged through subjective evaluation on behalf of the administration, professional staff, parents and students.

FINDINGS TO DATE:

There is statistical evidence that the reading program within the district as well as the nation must be re-evaluated to provide a more student centered environment for instruction and learning.

Local Educational Agency	Central Susquehanna Intermediate Unit (No.16)	State Project Number
Address:	P.O. Box 213, Lewisburg, Pa. 17837	71015-H
Project Director	Dr. J.D. Bryden, Bloomsburg St. Col, Bloomsburg, Pa.	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: **Modification of Children's Oral Language**

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	8/1/71	7/31/72	135,000.00	1971	135,000.00
	Cont.	7/15/72	7/15/73	64,025.00	1972	64,025.00
TOTAL			199,025.00		199,025.00	

Proposed Termination Date 7/15/74 Projected Funding Level for total project period \$220,848.00

TARGET POPULATION:

Students in special education classes (educable and trainable) in three participating Intermediate Units are the target population of this project. Pupils evidencing language deficiency or need for special language habilitation training are selected on the basis of a program criteria test. All children are those regularly assigned to eight teachers from the school units who have received intensive training in administration of the newly developed and field tested Programmed Conditioning for Language programs using programmed conditioning technology. Approximately 350 children, 24 teachers and aides are involved in the project.

MAJOR OBJECTIVES:

Twenty-four professionals from the three cooperating Intermediate Units will be competent in the administration of the Language Instruction for Education programs to special class children as indicated by meeting performance criteria. Selected instructional aides will also be competent in program administration. Performance objectives for children include: (1) Children entering the programs with an average criteria test accuracy of 22% will leave with a test accuracy of 93%; (2) Children with no measurable language greater than one or two naming responses (a non-language child) will complete the program with an average accuracy of 89.9% or better. A further objective is to record language instruction in a videotaping studio to extend the teaching technology to additional staff, classes and children.

ACTIVITIES:

An orientation conference was conducted for all interested school and community personnel to initiate the program. This was followed by a week long training conference for the 24 teachers and supervisor. Subsequently, children were selected to receive the programs and the special teaching has been taking place. Supervision is provided through group and individual visits by the supervisor. During the first year the program developer and trainer made two site visits.

Data on the progress of each child is submitted for computer processing. As children in the original group of 200 move out of the program they are replaced by additional children in need of language facility. Throughout the second year the language teaching will be recorded in an especially equipped mobile videotaping facility and the unit will also provide specialized multidisciplinary diagnostic evaluations on children.

EVALUATION DESIGN:

The results of the activity will be evaluated in three ways: (1) Since the programmed training workshop has built-in performance criteria tests, the ability of trainees to administer the teaching programs in language using the specified technology is monitored and controlled; (2) The procedure carried out by the teachers requires that score sheets be submitted. This data is computer processed and printouts indicating performance levels of each child as well as predictive data are available; (3) Provision has been made for an independent audit of oral language change in children through pre and post testing and report of results. The auditor in this case is Dr. Doris Bradley of the University of North Carolina School of Medicine.

FINDINGS TO DATE (as of March 30, 1972):

<u>N</u>	<u>%</u>	<u>6</u>	<u>#</u>	<u>Hrs.</u>	<u>B</u>	<u>A</u>	<u>Ses</u>	<u>CD</u>	<u>Rate</u>
63	94.5	6.1	560.4	2.86	12.5	99.2	8.5	31.6	196.2

35,304 language responses

179.97 hours of training

Key: N – number of children who have completed a language program; % – average per cent correct responding; 6 – standard error of the %; # – average number of responses necessary to complete a program; Hrs. – average number of hours necessary to complete a program on a child, B – average before program criterion test score; A – average after program criterion test score; Ses – average number of sessions necessary to complete a program; CD – average number of calendar days used for distribution of the sessions; Rate – average number of responses per hour of training.

DISSEMINATION PLAN:

All teachers trained in this program will be designated "Certified Users" of Programmed Conditioning for Language and will be qualified to train instructional aides from their Intermediate Unit to administer the procedures under supervision. Videotaped records of the teaching and printed materials will be available for dissemination.

PROGRESS TOWARD ADOPTION:

All participating Intermediate Unit Boards have agreed to consider adoption as indicated in substantiating documents.

Local Educational Agency Address: Project Director	BLAST Intermediate Unit No. 17 Courthouse, Williamsport, Pennsylvania 17701 Donald R. Geiss	State Project Number 71021
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Current Affairs and Pupil Participation

Funding:

Type	Period of Funding		Amount of New Grant	F. Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/15/71	8/14/72	38,000.00	1971	38,000.00
Cont.	8/15/72	8/14/73	25,900.00	1973	25,900.00
TOTAL			63,900.00		63,900.00

Proposed Termination Date 8/14/73 Projected Funding Level for total project period \$63,900.00

TARGET POPULATION:

Students in grades 10, 11, and 12 of the school systems in Intermediate Unit No. 17 are the target population of this project. Negroes and other ethnic origins represent less than 1% of the total school population. This low percentage has helped to create the unique problem identified below.

The area concerned is rural and in a large portion wooded, and children have little access to social situations. Largest area of population is Williamsport with 45,000 residents. Other population centers fall within the three thousand and below category. This area encompasses approximately 6,000 square miles. Its most distant portions are 83 miles apart.

School enrollment is 50,000 students in 105 elementary schools and 31 high schools.

A non-public high school with an enrollment of 215 students is located within the area.

MAJOR OBJECTIVES:

The overall objective of the project is to involve students living in a remote area, in the Social Issues of today.

Specific objectives of the project are to:

1. Have students assist staff teachers in the planning of a series of mini course/units dealing with Current Social Problems and Issues.
2. Provide students with a selection of mini course/units on Current Social Problems and Issues.
3. Design and/or select materials to implement the teaching and learning of these units.
4. Design and package mini course/units with emphasis on approaches that are meaningful to children with a rural background.
5. Conduct teacher workshops with emphasis on student participation in the learning process.
6. Evaluate changes in racial and other attitudes by existing professional testing devices.

ACTIVITIES:

Present project planning to date has centered about the direction of the mini course/units, personnel to be involved, selection of students for course planning and the collection of information about other similar projects. The assistance of outside consultants has been received and future meetings of these consultants are planned to be certain of meaningful planning and project progress.

A student advisement committee meeting has been held. A subsequent gathering of this group with the project staff has concerned itself with project areas of social concern precipitated by the earlier student session.

Future project plans are as follows:

1. Visits to High Schools conducting programs of a similar nature.

2. Initiate two mini course/units covering the subjects of "Crime in America" and "Prejudice" in the fall of 1971.
3. Offer mini-grants in the fall of 1971 for the design of other courses. These are targeted to be taught in the second semester after review and revision by the staff.
4. Staff teachers will continue to write additional courses, also to be taught in the second semester.

EVALUATION DESIGN:

The *Situational Attitude Scale* will be employed to measure changes in racial attitudes. Both teachers and students will be administered a pre- and post-test at the beginning and ending of the mini course/unit on Prejudice. To examine regression effect, a control group will also be administered the same test at the identical time interval. As a measure of other attitudinal changes, the *Gough-Sanford Rigidity Scale* and the *Dogmatism Scale* will be administered to teachers and students at the beginning and ending of each mini course/unit along with a control group. Other evaluative techniques will rely on unobtrusive measures such as willingness of other social studies teachers to adopt the mini course/units and comments from the students solicited through a questionnaire.

FINDINGS TO DATE:

Teachers and students have enthusiastically participated in this new approach to social instruction.

DISSEMINATION PLAN:

A color slide-audio tape-script narrative of the project will be available May, 1972.

Local news media have agreed to publish progress reports for community information.

A quarterly newsletter will be sent to all elementary and secondary social studies teachers and school administrators.

Workshops for area teachers will be conducted in October, 1971 and December, 1971. These will emphasize course content and student involvement in the learning process such as role-playing and negotiations.

PROGRESS TOWARD ADOPTION:

Three school systems have already expressed interest in adopting the mini course/units evolving from the project. It is expected that additional schools will adopt the program, since teachers and administrators have expressed interest in being appraised of project developments.

Local Educational Agency Address: Project Director	Canton Area School District 139 East Main Street, Canton, Pa. Torrence L. Keeler, Superintendent	State Project Number 71006
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: *Curriculum Adaptation Through ETV*

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	7/1/71	6/30/72	31,950.30	1971-1972	31,950.30
	Cont.	7/1/72	6/30/73	24,506.00	1972	24,506.00
	TOTAL			56,456.30		56,456.30

Proposed Termination Date 6/30/73 Projected Funding Level for total project period \$56,456.30

TARGET POPULATION:

All students in the Canton Area School District are the target population of this project. Enrollment for the past year was 1751, all Caucasians. The socio-economic status of the families in the attendance area is primarily of lower and middle-class composition. There are presently 74 members on the teaching staff, 4 full-time administrators, and 15 para-professionals.

The community is rural with some light industry, and has a population of 6,000, the school district has an enrollment of 1751 pupils, with three schools, a new elementary, an intermediate, and a Junior-Senior High School.

MAJOR OBJECTIVES:

The general objective of the project is to have all classrooms utilize the many educational television programs available in our area, and use them as change agents to contribute toward greater pupil participation, better curriculum adaptations among teachers, change in organizational patterns, and better use of the physical plant. The plan is to adapt an exemplary program to local needs by using what is known and available in order that improvement of learning will occur.

In behavioral terms, the objectives of the project are:

(a) to implement the instructional system for open physical plant learning by individualized instruction, large group instruction, use of instructional materials center, flexible scheduling, and open-spaced concepts.

(b) to conduct pre- and in-service training for the staff, designed to prepare teachers to implement appropriate instructional patterns for change.

ACTIVITIES:

Project activities for the year will focus on the changes and adaptations possible by the use of Educational Television in the Classroom. Teachers will learn to adapt their instructional patterns so as to include those programmed items which will be conducive to educational growth at the appropriate level.

EVALUATION DESIGN:

Evaluation will take two forms: the on-going evaluation as staff observe and adjust, and the on-site evaluation by outside specialists. Staff evaluation will include the use of the new Stanford Achievement Tests at every elementary grade level, and the Iowa Tests at each level in the secondary. While attitudes and concepts may be difficult to measure, teachers and aides will make a concentrated effort to observe these, and evaluate.

Project Title: Curriculum Adaptation Through ETV

State Project Number
71006

FINDINGS TO DATE:

Since our district has no previous experience with such a program it is too early at this writing to provide information as to its effectiveness. There will be evidence after six months or a year of use to substantiate our expectations.

DISSEMINATION PLAN:

There are three basic groups who should receive information regarding the program. These are (1) parents and public (2) Board of Education, and staff. Each is concerned in a different way about the project.

For the parents and public, we plan to publish quarterly a small pamphlet or brochure called "United for Education" giving periodic reports of the program especially geared to this group. For the Board of Education, we plan to use specifically flip charts and slide presentations. For the staff, administrative bulletins and newsletters will be distributed weekly. Then to supplement the above, we plan to broadcast several programs over the local TV channel, issue releases to local newspapers, and use local radio stations at news periods.

PROGRESS TOWARD ADOPTION:

The local educational agency already makes a contribution toward the funding of the project, and plans to increase its support during the second and third years of operation.

Date completed or revised: 6/28/71

Completed by: Torrence L. Keeler

Phone: (717) 673-5134

Local Educational Agency	Jersey Shore Area School District	State Project Number
Address:	201 South Broad Street, Jersey Shore, Pa. 17740	71020
Project Director	Francis O. McCanna, Superintendent of Schools	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Social Studies "Mini Courses"

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	7/1/71	6/30/72	35,535.00	1971	35,535.00
	Cont.	7/1/72	6/30/73	26,651.00	1972	26,651.00
	TOTAL			62,186.00		62,186.00

Proposed Termination Date 6/30/73 Projected Funding Level for total project period \$62,186.00

TARGET POPULATION:

Students in grades 9, 10, 11, 12 of the Jersey Shore Area High School attendance area are the target population of this project. Enrollment for the current year (1971-72) is 1200 students, of which 99 percent are Caucasian, 1 percent Negro. Most of the area is semi-rural or urban, and socio-economic level of the families is lower and lower middle class composition. The total student population of 4450 for the district is scattered over 420 square miles, and is very diversified.

There are 62 professional employees in the high school, 3 full-time administrators, 2 full-time counselors, a full-time nurse and 2 librarians.

MAJOR OBJECTIVES:

The general objective of the project is to assure greater diversity in course offerings because of the diversity of student population and the complexity and diversity of problems in the world today. In behavioral terms, the objectives of the project are as follows:

1. Improve student interest and motivation through opportunity to elect from wide range of topics.
2. Increase opportunity for individual student reading and research through an improved and enlarged instructional media center.
3. Teacher growth and improvement through in-service, plus an opportunity to become better versed in many new areas.
4. Afford students the opportunity to study specific, contemporary issues in greater depth.
5. Provide opportunity for continual improvement of curriculum through addition of new courses, and deletion of old ones.

ACTIVITIES:

Project activities during current year have focused on continual teacher evaluation and analysis of individual and group learning styles, and interest level of various course offerings. Socio-metric information has been gathered to determine the results, desirable or undesirable, or interaction between students of three different grade levels in one class. Student surveys have been completed which indicate highest areas of student interest, and these areas will be incorporated into new, additional "mini" courses as the need is indicated.

Present term activities have also included 8 weeks in-service training for all staff members, aided by consultants from nearby colleges and universities. This is essential, and is continuing. Teacher growth will be possible through part of the staff being on a 50 percent reduced teaching load during every nine-week period. With improved and enlarged, renovated instructional materials center, more students will have the opportunity for individualized, independent reading and research on topics of interest.

Administratively, activities will include changing of the usual six-week reporting period to nine-week reporting period for this project only. Likewise, scheduling will be quite different, since students will be changing course, teacher, and text material every nine-weeks. Field trips have been taken to historical sites, and will continue; also field trips in anthropology and sociology.

EVALUATION DESIGN:

Evaluation methodology has been and will continue to be of several forms. Every examination in every course undergoes item-analysis for validity and reliability; a measure and comparison of failures under the new program as opposed to the traditional approach will be conducted; teacher growth, morale, and attitude will be measured by several instruments, eg; G.R.E., and some psychological series or standardized or locally constructed with the assistance of consultants.

FINDINGS TO DATE:

Information has been gathered from people in Bellfonte who have been in a similar program, and findings are that teacher-student morale is much higher and failures have been virtually eliminated. An opinion poll conducted here indicates favor of this plan overwhelmingly.

DISSEMINATION PLAN:

Dissemination concerning the program has taken several forms. The school board and public were informed at an open meeting; through local and nearby news media, communities were informed of the proposed program; every parent of every child involved in the proposed program was advised by letter; visitation to our school by college officials, college students, professional staff from public schools, and trips by members of our administration and staff have helped to disseminate information about the program.

PROGRESS TOWARD ADOPTION:

During the past school term, the local school district increased support for the program by employing all members of the social studies staff during an eight week period in the summer so new courses could be written. Many paper-back books were purchased to help implement the new courses. A consultant from Pennsylvania State University was retained to assist in formulating the program; scheduling and grading and procedure was revamped.

Local Educational Agency Address: Project Director	Northeast Bradford School District R. D. #1, Rome, Pennsylvania 18837 Mr. Frederick O. Dinse, Jr.	State Project Number 72006
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:	A. B. C. D. Activity Based Curriculum Development
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Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	6/1/72	5/31/73	\$21,500.00	1972	\$21,500.00
TOTAL			\$21,500.00		\$21,500.00	

Proposed Termination Date 5/31/73 Projected Funding Level for total project period \$21,500.00

TARGET POPULATION:

Students in grades kindergarten to 12 of the Northeast Bradford District are the target population of this project. Enrollment for 1972-73 is expected to approximate 1 264, all of whom are Caucasian. The socio economic status is low income and middle-low income. Approximately 40% of the total enrollment are members of families receiving some form of assistance. The community is rural with a total population of 4,000, according to the 1970 census.

The professional staff consists of 3 administrators and 64 teachers for the 1972-73 term plus 7 paraprofessionals. Our entire student population is housed in an elementary building and a junior-senior high school which are located on a campus-type setting, permitting sharing of staff a facilities.

MAJOR OBJECTIVES:

It is our belief that we need to explore other avenues and approaches to the teaching-learning processes than just the traditional classroom methods. We can enrich the learning experience and raise the motivational level and retention results through more active pupil participation in the experiences, particularly if they occur in a less formal setting. We hope to achieve this through the following objectives:

1. Changed approach in teaching methods from formal, structured classroom to cooperative planning approach involving students as well as the teacher.
2. Greater awareness of value utilizing available school facilities other than the classroom, such as the school owned farm and recreational areas in developing curriculum innovativeness.
3. Provide opportunities for students, teaching staff, and parents to become actively involved in local environmental problems and ways of solving them.
4. Inservice training of professional staff to enable them to understand and utilize new techniques.
5. Prepare guidelines and sources of reference for future use of staff.
6. Using science as the curriculum vehicle, demonstrate to teachers in other disciplines that you can reach students, perhaps more effectively, through methods other than the classroom approach.

ACTIVITIES:

Our basic objective is to develop a more activity-oriented curriculum which is cooperatively developed by teachers and students with the aid of a curriculum co-ordinator and consultants available to us. We plan to develop a series of units involving most elementary and junior high students and teachers through active participation in planning and carrying out activities. Using science as the initial subject area, we hope to demonstrate to teachers of other disciplines as well that more effective methods of reaching and involving students can be utilized to diversify and enrich the curriculum at any level.

Our initial learning laboratory would include the school district's own outside areas. From there, we would branch out to the local community, county area, and adjacent state resources. We would also seek out persons who could make a contribution to learning experiences because of their occupational background, travel experiences, ethnic or social background, and try to incorporate these into an enriching approach to curriculum improvement.

One desired outcome of this project would be a resource file of unit outlines and source materials which could be preserved in a reference library for professional and community use.

EVALUATION DESIGN:

Our evaluation methodology will be of several types which are listed below:

1. Simple student check list will be prepared and utilized by students at the completion of each experience.
2. Complete unit outlines will be available on file in our library for future use.
3. Educators from the Intermediate Unit, neighboring school districts, and colleges such as Mansfield and Penn State will be asked to make several visits and give us oral and written evaluations.
4. This project will be subject to evaluation in April, 1973, by evaluators selected by the Pennsylvania Department of Education.
5. We will ask our local conservation agency to give an ongoing evaluation as the project progresses.

FINDINGS TO DATE:

The Pennsylvania Department of Education officials have given us names of other districts who are working on related projects. These will be either visited, or we will request brochures to assist us as we develop our own project.

DISSEMINATION PLAN:

1. The preparation of colored slides to inform our students and the general public.
2. A video tape will be prepared if this seems feasible.
3. We will prepare articles for the local newspapers which will be billed for community information.
4. Workshops will be conducted by our director to keep teachers informed of the progress of this program.

PROGRESS TOWARD ADOPTION:

Does not apply.

Local Educational Agency Address: Project Director	Northeast Bradford School District R.D. No. 1, Rome, Pennsylvania 18837 Frederick O. Dinse, Jr.	State Project Number 71009
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Educational Catchup for Rural Youth

Funding:

Type	Period of Funding		Amount of New Grant	F. Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/71	8/31/72	30,000.00	1972	30,000.00
Cont.	9/1/72	8/31/73	23,976.00	1973	23,976.00
TOTAL			53,976.00		53,976.00

Proposed Termination Date 8/31/73 Projected Funding Level for total project period \$66,000.00

TARGET POPULATION:

Students with reading deficiencies in grades 2 through 6 of the Northeast Bradford Elementary School and in grades 7 and 8 of the Northeast Bradford Junior-Senior High School are the target population of this project. Enrollment for 1972-73 is expected to approximate 670 in grades kindergarten through 6 and 580 in grades 7 through 12, all of whom are Caucasian. The socio-economic status is low income and middle low income. Thirty percent of the total enrollment for 1971-72 were members of families receiving some form of assistance.

The community is very rural with a total population of 4,000 according to the 1970 census data. The professional staff consists of 3 administrators and 64 teachers for 1972-73 term, plus 5 para-professionals. The elementary population is housed in a new elementary center and grades 7 through 12 in a junior-senior high school. Both buildings are on a campus-type site, permitting sharing of staff and facilities. In addition, a district-owned, 4-room building at Warren Center is presently being utilized for a Day Care project sponsored by a Bradford County organization.

MAJOR OBJECTIVES:

Our major objective is to improve reading skills and to raise the reading level of rural children who have been found to be significantly below average. In essence, we hope to:

1. Raise reading level of all children participating in project by at least one year.
2. Secure parent participation in joint effort to enrich and extend resources available for out-of-school reading.
3. Improve reading and speaking vocabularies of participating students.
4. Intensify all staff awareness of their roles as reading teachers.

ACTIVITIES:

Through use of professional reading teachers working with regularly scheduled classes, small groups and individual instruction, librarians as resource staff, and para-professionals to assist in preparation of materials, etc., we plan to operate a reading instruction program aimed especially at improvement of reading skills.

A reading consultant presently on the staff will provide expertise and direction for the program. Classroom teachers, with administrative supervision, will make recommendations and coordinate their own teaching with the project activities.

EVALUATION DESIGN:

Elementary students assigned to the project will have been tested individually by the consultant as well as having been group tested on Gates-McGinitie.

Students in grades 7 and 8 will have been pretested on Gates-McGinitie Reading tests.

Post or on-going testing will use similar instruments to determine rate of progress.

FINDINGS TO DATE:

We have found that:

1. We have raised the reading level of children involved in the program, in most cases, by one year.
2. These children are doing much independent reading and are utilizing the school library.
3. Parents are involved in the independent reading phase as active, listening participants at home.
4. Our testing indicates a growth in reading vocabulary, and teachers feel that the speaking vocabulary has shown improvement.
5. We have found that there are many more children in need of help who we plan to reach this next year.

DISSEMINATION PLAN:

We have a resume available for any interested persons inquiring into our program.

We plan to continue with articles for magazines and newspapers.

A slide presentation is available and has been used in the community.

PROGRESS TOWARD ADOPTION:

Second year funding is necessary at the LEA reimbursement fraction level. Local funding will help to supplement the federal funding and will enable us to maintain the project at approximately the same level as it was operated during the first year.

Local Educational Agency Address: Project Director	Southern Tioga School District Dorsett Drive, Mansfield, Pa. 16933 Mr. William M. Hurley, Fed. Projects Coord.	State Project Number 72054
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: **Project Unity Through Music**

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/15/72	8/15/73	\$25,000.00	1972	\$25,000.00
TOTAL			\$25,000.00		\$25,000.00

Proposed Termination Date 8/15/75 Projected Funding Level for total project period \$52,075.00

TARGET POPULATION:

Instrumental music students in grades 3 through 12 of the Southern Tioga School District are the target population of this project. Total enrollment for the district (1972-73) is 3,166 students. Approximately 740 or 23+% of the total school population will be involved initially in the project. Ninety-nine percent are Caucasian in ethnic origin. The socioeconomic status of the families in the school district is primarily of lower and lower-middle class composition.

There will be six (6) professional music staff members involved in the project in addition to several outside professionals, para professionals and non-professional parent volunteers.

The community is rural with little industry and has a population of approximately 12,000 spread over an area of 485 square miles.

MAJOR OBJECTIVES:

The general objective of this project is to bring about a change in the structure of the music departments in the district so that not only will more learning take place but the entire district will resultantly develop a greater sense of pride and unity throughout.

The primary objectives are as follows:

1. To design and implement an organizational music staff pattern through inservice training that encourages teachers to work cooperatively as a team.
2. To create a fine aesthetic experience for the students involved through marching and concert bands.
3. To develop more continuity in the elementary instrumental program in the district as a result of the group teaching approach.
4. To give each instrumental student added exposure to teacher expertise and more individualized instruction as a result of the group teaching approach.

The secondary objectives are:

1. To create a situation where the entire community is more aware of and sympathetic toward the music areas in the school district.
2. To create more community involvement and cohesiveness within the district.

Project Title:

Project Unity Through Music

State Project Number
72054

ACTIVITIES:

Project activities will be as follows: In-service training for the district music staff involved in the project; conducted by outside consultants; summer band camp for all instrumental students in grades 7 through 12 in the district followed by public appearances throughout the year; formation of and performances by an all district student wind ensemble. Also, a group teaching approach to instrumental music will be incorporated into the curriculum of all elementary schools, grades 3 through 6 (four instrumental teachers will travel to each elementary school on a rotating basis).

EVALUATION DESIGN:

The district is aware that it will be difficult to assess the success of this project, but plans to develop during periodic in-service days an opinion survey to be distributed randomly to students, teachers, administrators, parents and other community segments in May, 1973 and again in May, 1974.

DISSEMINATION PLAN:

Announcement of the program beginning, a brief description of the program and quarterly newsletters of the progress and events will be prepared and sent to all members of the community. During the first year video tapes and performances will be presented for various groups in and out of the district. Five hundred dollars (\$500.00) has been placed in the budget for this purpose.

PROGRESS TOWARD ADOPTION:

No data available at this time.

Local Educational Agency Address: Project Director	Williamsport Area School District 605 West Fourth Street, Williamsport, Pa. 17701 Dr. June E. Baskin/Joseph R. Karpinski	State Project Number 72016
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:	Idea, Process, and Skills Shop
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Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	6/15/71	6/14/72	\$35,000.00	1972	\$35,000.00
	TOTAL			\$35,000.00		\$35,000.00
Proposed Termination Date		6/14/75		Projected Funding Level for total project period		\$65,000.00

TARGET POPULATION:

Teachers of students in grades K through 12, with concentration of a majority of elementary school classes of the Williamsport Area School District attendance area are the target population of this project.

There are presently 35 professional staff members considered key contact personnel to participate in the project, with approximately 15 paraprofessionals and an equal number of volunteers coming from The American Association of University Women, The Junior League of Williamsport, the Williamsport Music Club, Pennsylvania Guild of Craftsmen and several service organizations, such as West Branch Manufacturers and Parent Teacher groups. Six curriculum supervisors from the school district will serve as advisers.

The area is located in Central Pennsylvania, has a population of 47,200. The school district has an enrollment of 11,085 students with a total professional staff of 550 serving 15 elementary schools, three junior high schools and one senior high school. In addition, two K-6 and one 7-12 non-public schools serving 762 students are located in this community.

MAJOR OBJECTIVES:

It is felt that Idea, Process, and Skills Shop can provide inservice programming for adequate teacher orientation and preparation. Self-directed activities can reinforce the teacher's competencies. A teacher can explore new materials, and new ideas even when no system-wide revision or program is in progress.

- A. Teachers will obtain, examine and try out materials/teaching aids still under development and/or unusual materials to reinforce ideas.
- B. Teachers will design unit and lesson plans using behavioral or operational terms in relation to her class and materials at hand.
- C. Teachers will begin to restructure areas of classroom by pushing learning into unusual places with emphasis on open-class and involvement of students.
- D. Teacher will be given assistance not only in making graphic the design and execution of ideas, but will be assisted in finding in the resulting materials examples structure and inquiry so as to guide students to use concepts, clusters, and generalizations to structure their learning.
- E. Teachers will create, and build those items required, or modify and adapt selected new curriculum materials so that the unusual will become familiar in fitting the style of the classroom and the capacities of the students.

ACTIVITIES:

- A. Idea, Process and Skills Shop (1) Preservice and in-service activities to acquaint innovative teachers with approaches to the open "workshop" procedure (2) Design and creation activities using scrap and resource materials in innovative ways: making models, designing and executing charts, puzzles, books, and teaching devices (3) Production in quantity of the innovative products described in #2 by shop aides or paraprofessional (4) Inservice sharing of activities and resulting products of "shop"; availability of "shop" to all teachers not only during school hours, but evenings and week-ends for the purpose of independent work and for the integrating of units of work through #1 and #2 (5) Shop will be equipped to handle problems and projects brought about through physical change in the classroom and through innovations in the curriculum. Anticipated are: wood and cardboard constructions; adaptation of resource materials from the local area such as newsprint, wire, metal, cord, etc.; methods of printing, small letter press, printmaster, and silk-screen; photography adaptations in using simple darkroom, making 35 mm slides, and 8 mm movies; introduction of italic handwriting system and related calligraphy; making of books and binding of them; design, execution and presentation of games, puzzles, charts, and instructional devices; museum extension exhibits; and playground improvisations.
- B. "Try-Out Centre" (1) Products listed above are put into practice during summer, and special sessions of children of varying ages (2) A place to examine reactions and suggestions resulting from children's expressions of the "pleasure of learning" (3) A central training center for preparation of aides and paraprofessionals assigned to innovative programs (4) Demonstration centre for periodic professional conferences devoted to units of the program.

EVALUATION DESIGN:

Taped project design; film project designed; complete file of all working drawings and models of ideas and process skills demonstrated with descriptive evaluative resume'. On location evaluation instrument design to be project of workshop.

FINDINGS TO DATE:

Various sources including supervisors are enthusiastic about original designs and teaching strategies for schools and certain pilot attempts to produce such ideas more graphically in order to share them.

Evidence shows certain classes now serving as pilot groups require modifications in curriculum plans to meet individual and specific needs of students.

Evidence shows that involvement in CEMREL assists class teachers in teaching more effectively through aesthetics. Students show a more positive attitude toward learning when involved in materials-centered programs.

DISSEMINATION PLAN:

Tape-slide presentation; news-letter; frequent newspaper releases; open-house demonstrations; radio, and TV coverage. Resume' reports to School Directors. School district departmental memo to teachers.

PROGRESS TOWARD ADOPTION:

No date available at this time.

Local Educational Agency Address: Project Director	Wyalusing Area School District Main Street, Wyalusing, Pennsylvania 18853 Mildred H. Dodge	State Project Number 72076
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Curriculum Development in Language Arts

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	10/10/72	10/9/73	\$25,000.00	1972-73	\$25,000.00
	Cont.	10/1/73	9/30/74	19,362.50	1973-74	19,362.50
	Cont.	10/1/74	9/30/75	9,681.25	1974-75	9,681.25
TOTAL				\$54,043.75		\$54,043.75

Proposed Termination Date 9/30/75 Projected Funding Level for total project period \$54,043.75

TARGET POPULATION:

The primary target is all pupils in grades 7 and 8 of the Wyalusing Area School District, with a secondary target population being pupils from grades 5 and 6, and 9-12. The enrollment in grades 7 and 8 is currently 342. There are 618 pupils in grades 9-12, and 336 in grades 5 and 6. The entire school population is Caucasian, and is lower to middle class in composition with a high incidence of families in the low-income bracket.

The community is rural, sparsely populated (6500) and has several very isolated areas. There is little industry in the school district area; many residents are employed outside the school district area. There is some part-time farming as well as a few large dairies. There are few professional people in the area, other than teachers.

There are presently 105 professional staff members in the school district, and a supportive staff of 49 non-professional and paraprofessionals.

MAJOR OBJECTIVES:

The basic objective of the project is a careful and honest analysis of the present program in Language Arts. If, as we suspect, changes are in order, we propose to become familiar with numerous possible programs, to use new materials and programs experimentally and to evaluate their use for the purpose of establishing an improved program in the language arts.

ACTIVITIES:

Included in the planned activities are: (1) investigation of a variety of materials, methods and techniques, by visiting program in other schools, by having demonstrations presented, and through the aid of consultants; (2) preparation of materials for classroom use by teachers involved in the project; (3) study and discussions by staff members concerning the present program and proposed changes, with an emphasis on vertical articulation; and (4) a two-week workshop in the summer of 1973 to develop plans for a revised program, based on the findings of our study.

EVALUATION DESIGN:

We will use some instrument such as the Purdue Opinionnaire to assess changes in teacher attitudes and a local instrument to assess student attitudes. These will be re-used later in the project in order to

determine whether changes are taking place. We will continue to use records from standardized tests which are given as a part of the regular school program. In addition, we are studying and evaluating some additional achievement tests which may be used in conjunction with the regular ones. The decision has not been made as to the best instrument for our purposes at this time. To evaluate the results of this project at the end of one year we may look for evidence that teachers may feel that they can move in more than one direction with legitimacy. We may also have written down procedures and program. We anticipate that there should be positive changes in both teacher and pupil attitudes.

Money has been budgeted for an on-site evaluation.

DISSEMINATION:

Money has been budgeted also for dissemination of materials and ideas of group members to one another, for the preparation of materials by teachers, duplication of these materials for distribution and for preparation and distribution of bulletins to parents concerning this program. Reports will be prepared for dissemination through the Department of Education. Appropriate newspaper publicity for the program will be carried on by the local press.

Local Educational Agency Address: Project Director	Dallas School District Dallas, Pennsylvania 18612 James O. Brokenshire	State Project Number 71044
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Dallas - Team Approach to Language Experience (D-Tale)

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In App.	1/15/72	1/15/73	54,000	1971-1972	54,000
TOTAL				54,000		54,000

Proposed Termination Date 1/15/75

Projected Funding Level for total project period \$104,400

TARGET POPULATION:

Students in kindergarten (all kindergarten students attend one building) and students in grades 1-4 of the Westmoreland and Dallas elementary schools of the Dallas School District are the target population of this project. Also included are the students in grades 1-4 of Gate of Heaven Parochial School. Combined enrollment of the participating students in the public and parochial schools is 1211, of which 1204 are Caucasian, 5 are Negro and 2 are Oriental. The socioeconomic status of the families in the attendance area is primarily of middle class composition.

There are presently 41 professional staff members assigned to the schools. In addition there are 2 paraprofessionals, a number of parent volunteers and student teachers from local colleges who serve as instructional aides.

The community is suburban with little industry and a population of 15,500. The school district has an enrollment of 3425 students, with a total professional staff of 165, distributed among 5 elementary schools, 1 intermediate school, 1 junior high school and 1 senior high school. In addition a 1-8 nonpublic school serving 491 students is located in the community.

MAJOR OBJECTIVES:

The general objective of this project is to bring about a change in the structural organization for instruction within the elementary schools of the district in order to more efficiently permit each student, regardless of age, to work at his proper level and at his own pace. The major objectives are as follows:

1. To design and implement an organizational staff pattern that encourages teachers to work cooperatively as a team.
2. To provide parents with in-service education that will prepare them to contribute more effectively to their child's learning experience.
3. To develop alternative approaches to reading instruction that include innovative multi-sensory materials, clearly established objective, reliable diagnostic procedures, appropriate instructional plans and practical evaluative methods.

ACTIVITIES:

Proposed activities for the first year of the project include the development of a staff advisory committee and guidelines. An orientation meeting is to be held for all staff members followed by a number of professional growth seminars. After each of these professional growth seminars, there will be follow-up conferences with each teacher.

ACTIVITIES (Continued)

Video-taping of language experience methods will be done for demonstration and self-analysis purposes.

In-service seminars will be held for parents of participating students after which they will be loaned materials to be used in helping their children reach objectives developed within the project.

Teachers will visit other schools, take part in team, staff and faculty meetings and attend seminars in communications, creative use of media, group process and behavioral objectives.

EVALUATION DESIGN:

Evaluation of the program will attempt to assess change in behavior on the part of teachers, parents and pupils.

In order to gauge the degree of teacher achievement of an open structure and teacher acceptance by children, an attitude inventory will be administered pre and post. Observation of teachers by supervisors and a checklist will be used to measure teacher competencies in an open-structure, non-graded environment. In addition video taped lessons will show evidence of development of teacher competencies.

Parent involvement will be evaluated by using questionnaires which will be filled out at each parent meeting indicating the amount of time spent working with children, the type of activity and communication with the children and indicating their preference-or lack of preference-for the program.

Teacher observations, reports and comments will reflect on parent attitudes as indicated by the number of positive school contacts, appearance for conferences and voluntary requests for further instruction in working with their children.

The classroom program will be evaluated by the use of standardized tests of verbalability.

Teachers will observe the frequency of demand for library books. They will also judge subjectively, attitudes on a scale to be devised by the staff.

Standardized test data will be keypunched with independent variables such as age, sex, race, public or non-public school, class and grade.

Analysis of variance will be generated for main and interaction effects, using computer programming.

FINDINGS TO DATE:

“No data available at this time”.

DISSEMINATION PLAN:

Periodic newsletters are to be distributed to faculty, parents and members of the community. Speakers will be available to parent and community groups and local and regional professional groups. A sound-slide and video-tape presentation will be prepared and a descriptive brochure will be distributed at the completion of the project.

PROGRESS TOWARD ADOPTION:

“No data available at this time”.

Local Educational Agency Address: Project Director	Hazleton Area School District Green and Laurel Streets, Hazleton, Pa. 18201 Frank Dushanko	State Project Number 72063
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: "Tomorrow at the Crossroads"

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/72	8/31/73	25,000	1972	25,000
TOTAL					25,000

Proposed Termination Date 8/31/75 Projected Funding Level for total project period \$47,500

TARGET POPULATION:

Students in pilot classes in grades 7 to 12 in the Hazleton Area School District attendance area are the target population of this project. According to the enrollment figures for the 1971-1972 school year there are 5885 public school and 1110 non-public school students in these grades. Approximately 3000 of these students will make up the population for this project.

The professional staff for this project will directly involve 30 teachers in the public and non-public schools with 30 others available as resource people. Ten professional consultants will be employed to assist the professional staff. There will be 10 aides and 7 drivers to assist with the project.

This project affects a school district with a population of 12,188 students and a total professional staff of 685 dispersed among 22 elementary schools, 5 junior high schools, 1 junior-senior high school and 2 high schools. In addition, 12 non-public schools, grades 1 through 8, and 1 non-public high school serves 2602 students in the community.

The socio-economic status of the families in the school district is primarily of lower-middle class composition with over 99% Caucasian. The district is a combination of urban and rural areas with the main industry textiles and apparel. The total population of the attendance area is 72,000 with 30,426 (1970 census) residents in the city of Hazleton.

MAJOR OBJECTIVES:

The general objective of the project is to familiarize the students in the junior high and high schools of the Hazleton Area School District and Bishop Hafey High School with the advantages of living at the crossroads of Interstate highways 80 and 81 and help them to recognize the potential of the area. The objectives in performance terms are: the student will benefit from individualized instruction, the student will participate in the initiation of curriculum planning, the student will acquire a sense of belonging to the community, the student will participate in small group research, the student will develop a more positive attitude toward the community and social studies, the student will remain in the community after graduation, the teacher's attitudes toward modern methodology including simulation and role playing will improve, the teachers will be encouraged to accept student participation in the planning and evaluation of curriculum, the student and teacher will participate in flexible scheduling and learn its advantages, the student and teacher will learn to use audio-visual hardware.

ACTIVITIES:

The students, teachers and community members will construct a survey questionnaire to determine the wants and needs of the students and their attitudes toward the community. The results of this survey will serve as a resource for the students to develop problems they want to study (i.e.) What don't you want Hazleton to look like?

Simulation games, filmstrips, films, and kits will be utilized to familiarize the students with the various aspects of city life. Lessons will be devised that will be applicable to the course being studied (i.e. in Economics the elements of job availability, cost of living, and mobility of labor will show their effect on city living while in American Government the political ramifications will be studied.)

Each student, individually or in a group, will make in-depth studies of a specific problem area through field studies in the community. Data recorded with cameras and tape recorders will be an integral part of the studies. Audio-visual lessons using slides and tapes will be developed from these studies. These lessons will be presented to the class and made available to other classes in the district.

High school seniors will be encouraged to volunteer to work for acceptable community organizations, (Red Cross, Credit Bureau, or Chamber of Commerce for example) in lieu of classroom work, conveying their experience concerning community activities while having the satisfaction of doing something constructive.

Courses on the latest methodology in social study concepts and community problems and planning will be offered by the local college or university to train the teachers participating in the pilot program.

Classroom teachers not participating in the pilot program will be prepared for student and community oriented courses through an in-service training program conducted by the supervisor of the project in cooperation with consultants and organization staff members and students who have participated in the pilot program.

EVALUATION DESIGN:

Evaluation methodology will include the questioning of students and teachers prior to and following the project concerning their attitudes toward the community to determine if any changes take place.

The mobility of young adults will be assessed by comparing the statistics prior to the inauguration of the project with an on-going analysis on a yearly basis thereafter to assess the effectiveness of the project.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

Information shall be disseminated to other social studies teachers in the district through in-service programs, open to the public, presented by the pilot students and staff under the direction of the supervisor. Administrative bulletins will be distributed to all staff members in the public and non-public schools and to members of community agencies.

Student-staff directed presentations at PTA meetings and other parent advisory councils, newspaper and radio releases, and newsletters distributed to parents will convey the progress of the project to the public.

Local Educational Agency Address: Project Director	Luzerne Intermediate Unit 902 IBE Building, Wilkes-Barre, Penna. 18701 Mr. Joseph A. Skok	State Project Number 72012
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Learning Models for Institutionalized Children

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	6/1/72	5/31/73	\$49,910.00	1973	\$49,910.00
TOTAL			\$49,910.00		\$49,910.00	

Proposed Termination Date 5/31/73 Projected Funding Level for total project period \$49,910.00

TARGET POPULATION:

All children residing in public and non-public institutions for neglected and delinquent children in Pennsylvania that receive funds through ESEA Title I can be considered the target population for this project. Enrollment in Pennsylvania institutions for the current year (1971-72) is 4,581. 75% of the student population is Caucasian, 24% is Negro and 1% falls into other ethnic categories. The socioeconomic status of students' families is primarily of lower and lower middle class composition.

MAJOR OBJECTIVES:

The overall goal of the project seeks to modify and test a systematic educational assessment technique to more clearly identify basic needs of children residing in neglected/delinquent institutions in Pennsylvania and to create and pilot test integrated curriculum models designed expressly to foster pupil self-understanding.

Nine objectives describe hypotheses addressed by the project. They are: (1) to compile a comprehensive and extensive literature search and analysis in areas pertaining to institutionalized children (2) To establish any generalized educational needs of institutionalized children which would necessitate a revised approach to their instructional program (3) Through modification of *Comprehensive Educational Assessment Techniques for Minnesota Child Caring Institutions* and certain Pennsylvania Educational Quality Assessment procedures, to develop a testing model through which specific educational needs of neglected/delinquent individuals can be readily identified (4) To determine the relative effectiveness and make recommendations concerning existing student records systems as they apply to the institutionalized child in both institutional and public school settings (5) To refine and modify a classroom interaction device for use as a pupil monitoring system base adding non-verbal indicators (6) Through the involvement of selected teachers, consultants, and institutionalized children, to develop thematic curricular models based upon pupil self-understanding for use with institutionalized children (7) To pilot test in selected locations the effectiveness of thematic instructional units in upgrading the self-image of institutionalized children (8) To establish a continuous dialogue between this project and selected representatives involved with the teaching and caring for institutionalized children in the Commonwealth of Pennsylvania (9) To draw conclusions and make recommendations for programs for neglected/delinquent institutionalized children in Pennsylvania.

ACTIVITIES:

Project activities fall into three phases. Phase I involves an extensive search of existing literature pertaining to the institutionalized child. An integral part of the search will be an analysis of research data followed by a statement of any generalized educational needs of institutionalized children that may emerge.

Phase II project activity will be adaptation of the *Minnesota Comprehensive Educational Techniques* assessment model for use in Pennsylvania institutions. Pennsylvania Educational Quality Assessment program techniques will be reviewed to determine applicability for generating the effectiveness of programs for neglected/delinquent institutionalized children.

Concurrently a pupil interaction device will be modified to include non-verbal indicators to measure institutionalized student response to educational programs. The EDC at Edinboro State College will survey existing student records systems as they apply to institutionalized children.

During Phase III, flexible thematic curricular models will be designed and tested in selected subject areas. The flexible models will focus upon the development of the pupil's self-understanding.

Final recommendations will be prepared and published at the end of the project.

EVALUATION DESIGN:

Internal evaluation will be the responsibility of the Wilkes College EDC Coordinating Council. Monthly meetings will be held to monitor program activity. Representatives from institutions, from the state educational agency, and from student populations will provide input regarding effectiveness of program activities.

Phase III activities will be evaluated through the use of a pupil interaction device, appropriate cognitive tests, and measures of pupil level of aspiration.

An outside evaluation team visit will be conducted to provide evaluation data for the Pennsylvania Department of Education.

FINDINGS TO DATE:

This project is without precedent, and since it is just beginning, no findings data are yet available.

DISSEMINATION PLAN:

Dissemination activities include (1) the publication of appropriate documents during the year, (2) the conducting of two conferences, one at the beginning of the school term and one at the end of the project, and (3) periodic meetings with small groups of institutional personnel.

All materials created by the project will be reproduced in sufficient number and maintained at the Wilkes College EDC. Appropriate data will be submitted to Research and Information Services for Education, Conshohocken, Pennsylvania, for storage and dissemination to interested persons throughout the Commonwealth.

Appropriate articles will be prepared for professional journals to disseminate project findings nationally.

PROGRESS TOWARD ADOPTION:

Since this project is just beginning, no indications of progress toward adoption are available.

Local Educational Agency Address: Project Director	Tunkhannack Area School District 120 West Tioga Street, Tunkhannock, Pa. 18657 Edward W. Serfass	State Project Number 72045
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Individual Language Arts - Team Teaching

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	8/1/72	7/31/73	20,000.00	1972	\$20,000.00
TOTAL				20,000.00		\$20,000.00

Proposed Termination Date August 1973 Projected Funding Level for total project period \$20,000.00

TARGET POPULATION:

Students in grades 5 and 6 of the Tunkhannack Area Middle School attendance area are the target population of this project. Enrollment for the current year (1972-73) is approximately 580 students, of which 99% are Caucasian. The socio-economic status of the families in the attendance area is primarily of lower and lower middle class composition.

There are presently 10 professional staff members involved in the project. Also included is one teacher aide, and at least four student teachers.

The community is semi-rural with some industry, and has a population of 2251. The school district has an enrollment of 3328 students, with a total professional staff of 210, dispersed among 4 elementary schools, 1 middle school, and 1 senior high school.

MAJOR OBJECTIVES:

The general objective of the project is to develop a linguistically oriented, language arts curriculum, based on team teaching that would improve instruction for all students through individualization and in-service training for teachers. In behavioral terms the objectives are as follows:

1. Design and implement instructional systems to create an environment conducive to: (a) team teaching, (b) individualized instruction, (c) large group instruction, and (d) flexible scheduling.
2. Conduct in-service training for staff designed to prepare to implement linguistic and team teaching techniques.
3. Design a pre- and post-assessment of the cognitive and affective student gains resulting from instructional systems experiences.

ACTIVITIES:

Project activities will begin with in-service training to help teacher more effectively utilize team teaching and linguistic techniques. Students will then be grouped by ability on the basis of the Gates-MacGinitie Reading Survey, and previous teacher's observation. This grouping and regrouping procedure will continue throughout the year on the basis of their achievement and flexible grouping procedures.

Students will be instructed in the skills they lack through linguistic techniques. These will be presented by the teacher and student teachers, and reinforced by the requested machinery. An aide

will supervise these independent activities. During the year the language arts teachers will work together to prepare activities for students and evaluate their progress.

EVALUATION DESIGN:

Evaluation will be of four types. There will be a pre- and post-test of reading ability, the Gates-MacGinite Reading Survey. In addition, there will be pre and post Metropolitan Achievement Testings.

During the year, students will be evaluated on the basis of their performance in skills. Their achievement will be recorded in a language arts checklist. Teacher opinion of the students performance will also have influence on the final rating of the children.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

The project will be disseminated by the local news media. Newspaper articles will be written, introducing and explaining the project. The authors have recorded a radio program performing the same function.

Local Educational Agency Address: Project Director	Abington Heights School District E. Grove Street, Clarks Summit, Pa. 18411 Fred C. Oravec	State Project Number 72022
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Staff Orientation to Middle School

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
Int. App.	6/1/72	5/31/73	\$30,000	1972	\$30,000
Cont.	5/1/73	5/31/74	16,000	1973	16,000
Cont.	6/1/74	5/31/75	8,000	1974	12,000
TOTAL			\$54,000		\$58,000

Proposed Termination Date 5/31/75 Projected Funding Level for total project period \$58,000

TARGET POPULATION:

Students in grades 5, 6, 7 and 8 of the Abington Heights School attendance area are the target population of this project. The building when opened in September of 1974 will house approximately 1500 students. Approximately 90 percent are Caucasian and 10 percent of other ethnic origins. The socio-economic status of the families in the attendance area is primarily of middle class composition.

There will be 70 professional staff members assigned to the school including 2 full-time administrators, 15 paraprofessionals, and an equal number of nonprofessional parent volunteer to complement the professional staff.

The community is suburban and has a population of 18,000. The school district presently has an enrollment of 4116 students, with a total professional staff of 243 dispersed among 7 elementary schools, 1 junior high school, and 1 senior high school. In addition a K-8 non-public school serving 650 students is located in the community.

MAJOR OBJECTIVES:

The general objective of the project is to assure that those characteristics of the middle school framework and the semi-open plan physical plant are effectively utilized to provide a quality learning environment for the students of the Abington Heights Middle School. In behavioral terms, the objectives of the project are as follows:

1. The staff will be able to function in a nongraded interdisciplinary team teaching approach in the middle school.
2. Through in-service training the school personnel will better understand the middle school child and will be able to identify the child's developmental characteristics.
3. To rewrite curriculum that will be relevant for today's boys and girls.
4. To promote closer relationships between the child and the teacher through a school within a school organizational pattern.
5. To develop a nongraded program which will enable each student to learn at his own rate of ability and which takes into account each student's interests.
6. To disseminate all findings and developed materials to school districts that are anticipating similar programs or to school districts that request such information.

ACTIVITIES:

Curriculum development, teacher orientation, student orientation, and community orientation will be the major activities which will take place during the project's three year period. Committees made up of teachers, students, parents, and administrators will be assigned to project areas involving curriculum development and orientation programs. Visitations and use of consultants will also be involved with the committee work. Clerical aides will also be hired to service all committees. Title III funds will also be used for summer workshops.

EVALUATION DESIGN:

No data available at this time. An evaluation committee will develop methods, procedures, and techniques which will be used to evaluate the success or failure in achieving the project's stated objectives. The committee will operate on a year-to-year basis but is expected to function as a committee during the project's three year period. Evaluative results will be available at the end of each project year.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

The Abington Heights School District has a full time Public Relations Director. This person will begin to work with the project from its inception and will assume the responsibilities of developing a complete public relations program pertaining to the Title III Project. The responsibilities would include:

1. To continually inform the community, faculty, and school board members of the progress being made during the project period.
2. To develop a brochure of all aspects of the program.
3. To develop a slide and tape presentation of the Title III Project.
4. To disseminate information to local newspapers, radio stations, and T.V. Stations.
5. To disseminate information locally, nationally, and state wide.

Local Educational Agency	Northeastern Educational I.U. (#19)*	State Project Number
Address:	Lackawanna County Office Bldg., Adams Avenue, Scranton, PA	72073
Project Director	(to be determined)	18503

* Lea acting on behalf of itself and Intermediate Units 13, 14, 15, 17, 20, and 21.

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Pennsylvania Accelerated School Success (PASS)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
New	9/15/72	9/14/73	\$150,000	1972	\$150,000.00
TOTAL					

Proposed Termination Date 8/1/74 Projected Funding Level for total project period \$150,000.00

TARGET POPULATION:

Thirty-four thousand, one hundred forty speech, fluency and language handicapped public school children in the State of Pennsylvania will receive direct services from this project. The students will be selected based upon their performance on program criteria tests in the areas of articulation, fluency and language disorders. All students will be from a population which is regularly assigned to 569 teachers. All teachers will be trained and certified in the use of special programs which have been developed and tested over the past five years.

MAJOR OBJECTIVES:

The major objective is state wide implementation and local operation of new habilitative procedures. Other objectives include direct services to 34,140 speech, fluency or language handicapped school children; training and certification of 569 teachers to administer the programs; training and certification of teachers in each I.U. to train others so that they may become candidates for certification. All certified personnel are to be registered in the national directory and thus become an integral part of the national network of certified persons qualified to administer specialized programs in language, fluency and articulation.

ACTIVITIES:

The project services to participating Intermediate Units will be carried out over a four year period. During this period the different regions will be sequenced into an activity schedule that has 6 major divisions. They are: 1) intensive training workshops - approximately 72 for the project - to train professionals in the use of the materials 2) meeting the requirements of certification for users and trainers to insure high quality control of program administration, 3) direct services to speech, fluency and language handicapped school children throughout the State. 4) data collection for monitoring teaching effectiveness and student progress, 5) analysis of results in terms of achievement of stated performance and behavioral objectives, 6) a turnkey operation to vest control and operation of the project activities in the local educational administrative units.

EVALUATION DESIGN:

Teachers will turn in data and some sheets for each session for each student to project staff. These data will be stored and reduced via computer facilities. Two classifications of analysis will be made from the data. The first is the pre-post criterion test scores. These will be obtained for each student in individual performance target areas of either articulation, fluency or language. Analysis of these data and comparison of obtained results with stated norms of program operation will involve approximately 600,000 discrete behavioral objectives. These two areas of evaluation will permit accurate statistical evaluation of the validity of the program administration procedures and the impact of the programmed training upon the target performance criterion of the students.

FINDINGS TO DATE:

Findings from research and development of the procedures can be found in the following publications: Gray, B., and Ryan, B., *Language Training Through Programmed Conditioning*, Research Press: Champaign, Illinois, 1973; Fygetakis, L. and Gray, B., Programmed Conditioning of Linguistic Competence, *Behavior Res. and Ther.*, 153- 63, 1970; Gray, B. Fygetakis, L., The Development of Language as a Function of Programmed Conditioning, *Behavior Res. and Ther.*, 6, 455-460, 1968; Gray, B. and Fygetakis, L., Mediated Language Acquisition for Dysphasic Children, *Behavior Res. and Ther.*, 6, 263-280, 1968; Gray, B. Language Acquisition Through Programmed Conditioning, in R. Bradfield (Ed.) *Behavior Modification - The Human Effort*, Dimensions Press: San Rafael, California, 1970. Current findings to date cover 5 years of operation and 107,500 instructional hours of operation involving 4.2 million recorded responses.

In addition, a pilot project of this present project entitled, "Modification of Children's Oral Language", ESEA Title III Project 48-71015-60-013-04-17 carried out in I.U. 16, 18, and 29 under the direction of Dr. James Bryden of Bloomsburg State College was designated as an exemplary project at both state and national levels.

DISSEMINATION PLAN:

Certification users and trainers resulting from this project will be able to make their services available to train and/or consult with other interested professionals throughout the state. Appropriate use will be made of professional and public media for communication of project activities.

PROGRESS TOWARDS ADOPTION:

All participating Intermediate Units have agreed to consider adoption of project activities.

Local Educational Agency	Bethlehem Area School District	State Project Number	72062
Address:	2307 Rodgers Street, Bethlehem, Pennsylvania 18017		
Project Director	Dr. Rebecca W. Stewart, Assistant Superintendent		

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Aesthetic Education Program, Phase II

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/15/72	8/15/73	43,000.	1973	43,000.
TOTAL					

Proposed Termination Date 8/15/75 Projected Funding Level for total project period \$43,000.00

TARGET POPULATION:

Students from 12 public and 5 non-public school districts throughout the Commonwealth of Pennsylvania – over 2,500 from K-9 will be participating in the project and approximately 100 professional staff members. The participating school districts represent urban and rural, light and heavy industry, and large and small communities and all racial and ethnic groups.

MAJOR OBJECTIVES:

Four major components have been identified: (1) Administration and Coordination; (2) Teacher Education/Staff Development; (3) Instruction; and (4) Evaluation and Research. Specific objectives for the project have been determined on the basis of these components.

COMPONENT 1: ADMINISTRATION AND COORDINATION

(1) To initiate the expansion of the diffusion network, (2) to define the roles of related agencies in the implementation of a statewide aesthetic education program, (3) to prepare information and observations relative to the nature of the program at local and state levels and to disseminate this information to the participating agencies, (4) to maintain and coordinate the organizational network of the schools.

COMPONENT 2: TEACHER EDUCATION/STAFF DEVELOPMENT

(1) To familiarize teachers with the objectives, concepts and procedures for using CEMREL's Aesthetic Education Program materials, (2) to develop strategies for pre-service and in-service teacher education, (3) to establish training centers for pre-service and in-service education in aesthetic education, (4) to develop and implement model methods courses for non-arts personnel in aesthetic education.

COMPONENT 3: INSTRUCTION

(1) To provide resources for curriculum construction, i.e., the theoretical base and rationale for aesthetic education, a system of packaged units of instruction, and models for constructing curricula, (2) to identify participating schools, (3) to establish the various educational functions necessary to implement a total program in aesthetic education, (4) to present the curricula to elementary students.

COMPONENT 4: EVALUATION AND RESEARCH

(1) To systematically collect data concerning the project and to collate and analyze the data collected, (2) to define areas for further research on the basis of the data collected.

ACTIVITIES:

Following an exhaustive survey of CEMREL, Inc., an educational laboratory located in St. Louis, during the spring of 1970, the Pennsylvania Department of Education's Division of Fine Arts drafted a five year plan designed to utilize the strengths inherent in each of the participating agencies to aid the introduction of an aesthetic education program into as many schools as possible.

On the basis of specified criteria determined by the Pennsylvania Department of Education in cooperation with CEMREL, nine separate school districts were selected representing three regions of the state -- eastern, western, and central -- and including three districts per region. Each of these have functioned in a critical fashion to support and assure actual program implementation. The district's scope of work included:

(1) designating from its staff a local coordinator who was to be responsible for the conduct of the CEMREL aesthetic education materials; (2) identifying by name teachers in the pilot school who were to use the materials and developing a proposed time schedule for the use of the materials so that evaluative and review schedules could be designed and maintained; (3) providing the state department a list of names of the pilot school's principal, the local coordinator, and the teachers involved in the Pilot Aesthetic Education Program; (4) insuring and supporting the participation of the pilot school principal, the local coordinator, and the specified teachers in orientation workshops as mutually agreed upon by the parties; (5) implementing and pacing the instruction in accordance with the provisions of the teacher's guides contained in the Aesthetic Education Program materials; (6) allowing authorized observation of the materials in use; and (7) collecting essential data for the Aesthetic Education Program as agreed upon by the participant, the laboratory, and the state department.

The program is now entering Phase II; the expansion of the Pennsylvania Aesthetic Education Program to an additional twelve school districts during the academic year 1972-73. Because cooperation between CEMREL and the Pennsylvania Department of Education was projected for a five-year period, the state department has assisted in identifying other schools within the state desiring to design and implement such a program using CEMREL's materials. As anticipated, both CEMREL's and the state department's involvement is necessarily more extensive in the formative years of the project. The emphasis should later shift to the school districts themselves. A continually expanding base of involvement by various systems should evolve over the five-year period to eventually permeate the entire state.

Phase II of the Pennsylvania Aesthetic Education Program is envisioned as operating in essentially the same manner as the pilot year described above. It will draw heavily upon the experiences of teachers, administrators, coordinators, evaluators and so forth during that year.

A total program in aesthetic education for a school means more than simply the use of CEMREL's learning packages. There are any number of community resources which school districts can and should take advantage of. Using the Bethlehem Area School District as the model, the workshop will present a variety of experiences related to the concept of aesthetic education in general education. These might include attending a local theatrical production, visiting a nearby art museum for a guided tour geared to a specific student population, and hearing from those members of the community who have been active in bringing cultural experiences to the schools. It is hoped that given such exposure each of the school districts will begin to formulate that program in aesthetic education most suitable to its particular needs and resources.

Local Educational Agency Address: Project Director	Nazareth Area School District 2 Center Square, Nazareth, Pa. 18064 (Mrs.) Beryl S. Brock	State Project Number 72033
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Orientation/Training/Extending Nongraded-Open Space

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
	6/30/72	6/30/73	23,000.00	1972	23,000.00
Cont.	6/30/73	6/30/74	10,600.00	1973	10,600.00
	6/30/74	6/30/75	5,300.00	1974	5,300.00
TOTAL					38,900.00

Proposed Termination Date 6/30/75 Projected Funding Level for total project period 38,900.00

TARGET POPULATION:

Students K-6 of the Nazareth Area School District, Lower Nazareth Area attendance area are the target population of this project. Project enrollment for 1973-74 year is 378 pupils, of which 98 per cent are Caucasian and 2 per cent are of other ethnic origins. The socio-economic status of the families in the attendance area range from lower to high class composition.

There will be approximately 23 professional staff members assigned to the school including 3 administrators. In addition there will be 9 paraprofessionals and 6 non professionals.

The community is rural with some industry and has a population of 2,154. The school district has an enrollment of 3,471 students, with a total professional staff of 167 dispersed among 8 elementary schools, 1 junior high school, and 1 senior high school. In addition there are 3 K-12 nonpublic schools serving 528 students. Also, there are 2 special education buildings, operated by Colonial Northampton County, Intermediate Unit 20 in the district.

MAJOR OBJECTIVES:

The project will extend and further develop a successfully operating nongraded program (K-3) by orientation and training to open concept program (K-6) for utilization of new open space facilities which will be available in 1973-74 school term.

ACTIVITIES:

Orientation/Training/Extending
Selection of Staff

There is a desire to promote leadership of the existing staff also the selection of necessary additional staff

Orientation

Orientation of the staff and community through in-service and on site visitations

Develop open democratic modes of existence

Through sensitivity training and other methods of in-service

Workshop/Inservice Millersville State College

1972 July 17 to August 4

Participation in Education 532W at Millersville State College campus. This is a workshop dealing mainly with open concept as a prerequisite in development of open concept courses of study.

1972 Fall

Millersville State College will conduct a course/workshop for the Nazareth Area personnel in Nazareth. The administration and summer participants will be involved in developing a syllabus for this course/workshop. This course/workshop will be designed for Nazareth Area Instructional staff and taught by Millersville staff, who are experienced in open concept programs.

1973 Spring

There will be a minimum of twenty consultant days for follow-up from 1972, Fall, course/workshop to continue developing, curriculum, courses of study, learning stations, and continuous reviewing and evaluating of open concept programs being developed.

1973 Summer

Nazareth Area School District to conduct a "summer happening" in which selected staff will be sent to Millersville for a two week training orientation. They will return to Nazareth where they will become involved in teaching pupils in direct open concept teaching. Followed by evaluation from the people of Millersville, etc.

1973-74 Fall and throughout year

There will be a minimum of twenty consultant days in which consultants would be in the district conducting in-service for a continuation of curriculum, course of study, evaluation, and development. This would be an on going thing.

Parent Education

Selected parents will be included in orientation, workshops, in-service and visitation.

EVALUATION:

No data available at this time.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

News letters, brochures and pamphlets will be distributed to all parents and staff members periodically throughout the project. A course syllabus will be developed and with the cooperation of R.I.S.E. will be available to professional and other interested persons.

Local Educational Agency Address: Project Director	Pen Argyl Area School District R.D. 1, Box 92, Pen Argyl, Pa. 18072 John Woehrle	State Project Number 71016
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Individualization in an Open Concept School

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	8/1/71	7/31/72	39,980.00	1971	39,980.00
	Cont.	8/1/72	7/31/73	22,924.00	1972	22,924.00
	TOTAL			62,904.00		62,940.00

Proposed Termination Date 6/30/74 Projected Funding Level for total project period \$73,960.00

TARGET POPULATION:

Pupils in grades 1 through 6 of the Pen Argyl Area Elementary School are affected either in part or by all aspects of the proposal. Enrollment for the first year (1971-1972) in the elementary attendance area was 1066; in the second year, 1080 is the expected enrollment. With the exception of one black child and three children of Spanish origin, the population is Caucasian. Families in the attendance area are middle class socio-economically.

Forty-two teachers, two full-time administrators and 12 full-time instructional aides represent the professional staff. Eleven non-instructional aides training at the Northampton Community College complement the staff.

The community is semirural with textiles and slate mining the predominant industries. Its population is 10,060, 2,021 students are enrolled throughout the district. Total staff serving one senior high, one junior high and two elementary schools is 108. There is a K-8 non-public school serving 271 students.

MAJOR OBJECTIVES:

The ultimate objective of this project is to generate in children positive attitudes toward themselves and toward learning.

Pupils in individualized Math and Reading programs will acquire skills and patterns of independence which they will apply in a program of Independent Study throughout grades 4, 5 and 6.

Children who pursue a course of independent study in the open concept of the Wind Gap Elementary School will:

1. set realistic learning goals for a specific topic in which he is interested.
2. apply the skills of independent study toward the realization of his goals—scheduling and managing time; using pertinent sources; listing and choosing options; recording, organizing and communicating findings.
3. determine, acquire, and organize materials necessary for the implementation of his goals.
4. establish standards for his project and evaluate what he produces.

Teachers along with Instructional and Non-Instructional Aides will:

1. learn techniques relevant to individualizing instruction and to implementing independent study in an open concept setting.
2. organize and develop a cooperative (team) approach to open concept instruction in which the competencies, skills, and styles of each individual are compatible with and complementary to those of his peers.

ACTIVITIES:

1. Central among activities of the 1971-1972 school year will be an intensive and varied program of teacher training and inservice education. Meetings will be devoted to the planning of strategies for implementing the independent study program as well as to the development of techniques for effective cooperative teaching. Representatives from the Department of Education will provide ideas and suggestions to teachers and administrators, particularly during the initial stages of the project's development. Consultants will be employed in specific phases of inservice—e.g. in reading and language arts.
During the 1972-1973 school year inservice will be determined by the elementary staff. Members of the Millersville State Teachers College faculty employed as consultants will participate with the teachers at the Wind Gap School, helping to improve the open space program. Emphasis will be on Independent Study grades 4, 5, and 6.
2. The elementary school's assistant principal will assume responsibility for development and teacher training in the individualized Math Program during the summer and throughout the school year. He will continue in this responsibility in 1972-1973.
3. Parents and pupils will participate in orientation toward the open concept. Volunteer parents will serve as hostesses and tour guides in the new elementary school as well as aides in the district's Math Program. Parental participation will be increased. Secondary school students from Vo-Tech will participate regularly with intermediate grade pupils.
4. Pupils, pursuing independent study projects with direction and advice from their teachers will identify specific learning needs. Whenever necessary, pupils will purchase the materials—books, tapes, films, etc.—necessary for the successful implementation of their project. Independent Study Programs begun in the 4th and 5th grades will continue through 1972-73.

EVALUATION DESIGN:

Cognitive achievement in the Math and Reading and Language Arts Programs will be measured via standardized instruments (e.g. the Iowa Test) as well as by testing incorporated in the design of each program.

The staff will help develop an instrument of self evaluation.

An independent evaluator will conduct video taped interviews with pupils to ascertain changes in attitudes.

These activities will be continued in 1972-1973

FINDINGS TO DATE:

Base lines established in the evaluation program by administrative aide. Findings will be compiled and be made available during 1972-1973.

DISSEMINATION PLAN:

Periodic meetings, newsletters and tape-slide presentations will apprise parents and the educational community of the project's progress. The district will publish an illustrated booklet describing the project and will make it available to other interested districts as well as locally.

A video tape and 8 mm film of project activities are also planned for 1972-1973.

PROGRESS TOWARD ADOPTION:

"Individualization in an Open Concept School" has been adopted in the Pen Argyl Area School District—the school board has passed a resolution supporting the project—and has been supported by the State Educational Agency for a three year budget period (1971-1974).

Local Educational Agency Address: Project Director	Stroudsburg Area School District 1100 West Main Street, Stroudsburg, Pa. 18360 Mr. John T. Kupice	State Project Number 71022
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Language Arts – K-1 Style

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	8/30/71	8/29/72	46,120.00	1971	46,120.00
	Cont.	9/1/72	8/31/73	24,590.00	1973	24,590.00
	TOTAL			70,710.00		70,710.00

Proposed Termination Date 8/31/73 Projected Funding Level for total project period \$70,710.00

TARGET POPULATION:

Students in the kindergarten and first grades of the Stroudsburg Area School District who are experiencing learning difficulties are the target population of this project. Approximately 100 children in the twelve sections of kindergarten and 80 first grade children exhibit the beginnings of difficulties with the normal program. 5% of the target population are Negro and 95% Caucasian. Most of the children are from middle and low income families. Six kindergarten and ten first grade teachers handle the regular program, five aides have been assigned through this project as well as a full-time secretary. Parent volunteers are also used in some schools.

The community is located in a resort area with some light manufacturing industries. Approximately 16,000 people constitute the school system, student enrollment is 3 636 with a professional staff of 181 teachers and 11 administrators dispensed among 5 elementary schools and a junior-senior high school. Two non-public schools serve the community with a total enrollment of 456 students.

MAJOR OBJECTIVES:

When compared, through standardized instruments, with children who were not identified as in need of this service because they were functioning within the expected normal range for this group, children in the proposed program will be able to function within the normal range in: (1) Discriminating between shapes, forms, colors, sounds, words and textures when presented appropriate choices. (2) Scribbling or writing stories and "reading" them to his peer group when asked to do so. (3) Demonstrating gross and fine motor coordination by drawing or tracing assigned patterns in the Frostig manuals, Winter Haven templates or other appropriate media. (4) Demonstrating readiness to read or reading appropriate materials.

Upon identifying a child as having the potential for reading problems, the teacher will be able to diagnose the specific areas of deficiency which fall below the normal range for his age group and recommend alternative approaches in curriculum, materials, and time to reduce or eliminate the deficiency.

Upon placing a child in the experimental program, the teachers will allow him to move vertically or horizontally to work at his own skill level and to be free to move into corridors, special activity areas and other groups of children under the supervision of the person to whom the responsibility is assigned.

Parents will be able to explain that there is a relationship between sensorimotor development and reading and handwriting and identify ways in which they can support and reinforce the school experience at home for their own child.

ACTIVITIES:

Selected children will be moved to specially equipped learning areas set up within school corridors, alcoves, or room corners within their own school for regular but brief periods of sensori-motor training (appendixes A & B) and reading. Four field trips (financed by the LEA) will be conducted to help children associated in-school experiences with real situations – the contrast of macadam hot from the sun but cool from the shade, the colors and feel of wet and dry rocks, sounds in nature, shadows cast by specific forms.

One week of preservice for the classroom teachers and associated aides will be conducted prior to the beginning of the program to familiarize teachers with the philosophy and operation of the program, the needs of the children, and the use of the materials; to provide teachers and aides experiences in working and planning together; and organizing a “curriculum fair” for parents of the selected children. In-service during the year will be specific to the program and related to the psychological basis of reading.

Parents of participating children will participate in a “curriculum fair” the evening of the fourth day of the pre-service workshop. Tables will be lined up displaying all the materials to be used by their children. Cards explaining the use of these materials and instructions for operation will be appended. Aides and teachers will be stationed with the materials to encourage and assist parents in exploring the use of the materials.

EVALUATION DESIGN:

Each child entering the kindergarten of the Stroudsburg Schools is tested by the psychologist, using the Stanford-Binet Individual Test. First graders are evaluated by the Metropolitan Test.

We shall use these same measuring devices as well as others. Teacher evaluation of attitudes and achievement will form a substantial base for guidance and direction.

Our continuing consultant will provide expertise in evaluating the factors singled out for emphasis by the on-site evaluation team.

FINDINGS TO DATE:

From research conducted in January – February of 1970 on reading difficulties of children in 7th grade, the Reading Supervisor compared results of K-1 Metropolitan Test results with the Iowa Test of Basic Skills at the end of the 6th year of schooling. In other works, test results of 1964 were compared to those given in 1970 to the same children. We found that despite such strong forces as high I.Q., good home environment, traditional but good teaching children maintained similar positions in rank order. Even though our composite school district achievement scores reflected comparative success, we were, nonetheless, consistent in our inability to change deficiencies in certain children. The difficulties that these students encountered and the district's ability to cope with those obstacles to learning became a paramount project for the administration.

DISSEMINATION PLAN:

Dissemination activities locally will be directed by an elementary principal, who distributes school district information to three newspapers, one radio and one television station.

Local Educational Agency Address: Project Director	School District of the City of Allentown 31 South Penn Street, Allentown, Pa. 18105 Dr. Desmond J. Nunan	State Project Number 71012
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Program In Family Life Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/71	8/31/72	30,000.00	1971	30,000.00
Cont.	9/1/72	8/31/73	11,082.00	1973	11,082.00
TOTAL			41,082.00		\$41,082.00

Proposed Termination Date 8/31/73 Projected Funding Level for total project period \$48,000.00

TARGET POPULATION:

A group of 550 elementary pupils, 240 junior high pupils and 210 senior high pupils out of a pupil enrollment of approximately 19,000 will be engaged in the project. Interested civic and community groups and agencies will also be involved. A corps of thirty teachers will take part in the in-service and curricular development aspects of the project. Other school district personnel numbering approximately 1,000 will be kept informed of the progress of the project. Two of the six parochial elementary schools in the city and the parochial high school in the city will also take part in the program.

Allentown has a population of approximately 110,000. Manufacturing in the city includes machinery and tools, cement, motor trucks and buses, electrical appliances, electronic equipment, foodstuffs, textiles and shoes. Forty-seven percent of the work force in the area is engaged in manufacturing. The area is economically stable. Minority enrollments in the public schools are 3.5% Negro and 2.1% Spanish surnamed.

MAJOR OBJECTIVES:

Our objectives are as follows:

- a. Develop a comprehensive program from kindergarten to twelfth grade that will provide a planned sequence of learning activities directed at improving the quality of family life and the emotional well-being of our students. We will deal with the interrelationships among humans and the underlying processes of these relationships. Some of the expected changes in the students will be in their ability: to attend to and identify their own feelings, to gain insights in regard to their own behavior, to accurately perceive other people, to understand and deal with personal problems, to make personal decisions, to learn ways of achieving personal goals, to formulate a set of personal meanings (a personal philosophy).
- b. Provide in-service training for school district personnel so that they can implement the instructional program as it is developed.
- c. Involve parents and other citizens so that they can work with us in achieving our goals.

ACTIVITIES:

Program activities will be as follows: curriculum development activities by elementary, junior and senior high committees; production and distribution of curriculum materials within the district and to interested districts and agencies as they are developed by the above committees. Also, purchase of materials where appropriate; lectures and discussion sessions by consultants and other resource persons. The consultants will take part in the curriculum development activities, the in-service programs, the community education programs and also become directly involved with students in the classroom; a

Project Title: Program In Family Life Education

State Project Number
71012

course in family life education for two pilot classes on the senior high level. Physicians, neurosurgeons, psychologists and psychiatrists will give lectures and take part in group discussions with the students; videotaping and tape recording of lectures and other activities mentioned above, when appropriate. Also, transcribing of lectures and other materials for distribution to students and to other interested districts; in-service seminars and workshops for a corps of teachers to develop skills needed to teach about family life and about attitudes and emotions; community education through meetings, seminars and workshops with parent groups, other community and civic groups. School district personnel, local resource persons and other consultants will take part in these activities.

EVALUATION DESIGN:

We recognize the fact that assessing changes in emotions and attitudes in the affective domain will be more difficult than assessing changes in the cognitive domain. Initially we plan to give questionnaires to participants in the project in order to gain direct feed-back information on its progress. The instructional materials developed during the project will also provide some indication of its progress. Progress reports and summary reports will be submitted by the various committees during the year and at the end of the year. The superintendent and his central staff will also review the progress of the project during the course of the year and will assess its effectiveness at the end of the year. Specific assessment procedures as recommended by consultants will also be incorporated into the project as it continues.

FINDINGS TO DATE:

Project has not been initiated. It will begin in September, 1971.

DISSEMINATION PLAN:

Observers from nearby school districts and colleges will be invited to sit in on the sessions and classes to be held. Members of the citizens advisory council and the various committee members will also be invited. Progress reports and a summary brochure will be prepared. Video tapes of the lectures and some of the other sessions will also be made available. News releases to the local press will also be made at regular intervals. A conference will be held in the spring. Consultants and resource persons in the area of family life education and affective education will serve as speakers, panelists and discussion leaders. The conference will be for the benefit of the school district's professional staff and citizens in our community, but other districts and agencies will invited to attend.

PROGRESS TOWARD ADOPTION:

No information available at this time.

Date completed or revised: 7/9/71

Completed by: Dr. Desmond J. Nunan

Phone: (215) 435-7401

Local Educational Agency Address: Project Director	School District of the City of Allentown 31 South Penn Street, Allentown, Pa. 18105 Dr. Desmond J. Nunan	State Project Number 72013
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Serving the Culturally Different Pupil

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/72	8/31/73	\$45,000.00	1972	\$45,000.00
TOTAL					

Proposed Termination Date 8/31/75 Projected Funding Level for total project period \$67,500.00

TARGET POPULATION

Twenty to twenty-five non-English-speaking elementary pupils, and fifteen to twenty non-English speaking senior high pupils will be enrolled in two classrooms, one on each level, for intensive training in English communication skills. In addition 100 elementary and about 100 secondary pupils will be engaged in the project at other schools through activities developed in in-service sessions of teachers. Interested social agencies and community groups will be involved in the project. Two full time TESOL teachers will be employed, as well as teachers aides, in the Allentown School District. The local Diocese will also participate in the program.

Through in-service programs, approximately thirty teachers from elementary and secondary schools of the district will participate in the project.

Allentown has a population of approximately thirty teachers from elementary and secondary schools of the district will participate in the project.

Allentown has a population of approximately 110,000. Manufacturing in the city includes machinery and tools, cement, motor trucks and buses, electrical appliances, electronic equipment, foodstuffs, textiles and shoes. Forty-seven percent of the work force in the area is engaged in manufacturing. The area is economically stable. Minority enrollments in the public schools are 3.5% Negro and 2.1% Spanish surnamed.

MAJOR OBJECTIVES

Our objectives are:

- a. Pupils – Develop a better command of the four basic communication skills of English; foster attitudes of mutual understanding, respect and sympathy among pupils of varying backgrounds; encourage and develop better acceptance and appreciation of different cultures.
- b. School personnel – Instill a deeper understanding of needs of culturally different pupils; develop greater appreciation of the native culture of non-English-speaking pupils and of the contributions they can make in our classrooms.
- c. Parents – Realize that there is real school concern to meet the needs of their children; achieve a better understanding of the processes and goals of education in our schools.

Through the proposed in-service program, it is hoped to achieve the following: recognition of special handicaps facing non-English-speaking children in the regular classroom; development of techniques for handling special problems of these children in school; encouragement of these pupils to greater involvement in the school community; appreciation of other cultures.

ACTIVITIES

Two TESOL (Teaching of English to Speakers of Other Languages) will open in September, one in Sheridan Elementary School and one in Dieruff High School. Activities in the classes will be as follows: Initial strong emphasis of audio-lingual-visual work in English to develop listening and other speaking skills; later, training in reading and writing English will be introduced. Work in basic mathematics will be included, and as skills develop to a needed degree, program will expand into science and the social studies. Pupils will move in and out of the self-contained-classroom frequently to participate with other pupils in art, home economics, industrial arts, music, physical education and activities of a recreational nature. As language skills develop, pupils will move out of self-contained classrooms for academic work as well, for steadily increasing periods of time, until ready to assume full involvement in regular classes.

At the in-service meetings, parents of Puerto Rican and other pupils will participate in discussions with consultants, psychologists and teachers to develop meaningful approaches to education of the non-English-speaking pupil.

EVALUATION DESIGN

It is planned to invite a consultant with experience in TESOL to visit and evaluate the program. The superintendent and central staff of the Allentown School District will maintain a constant review of program progress, as indicated by reports from the classroom teachers involved. Program revisions and adjustments will be effected to meet needs as reflected in in-service sessions, in parental conferences and through teacher reports. Possibilities for use of TESOL test instruments will be explored. On-site evaluation by the Department of Public Education will be scheduled.

FINDINGS TO DATE

Project has been scheduled to begin in September, 1972.

DISSEMINATION

News releases will be prepared for the local press and reports submitted to RISE for statewide use.

PROGRESS TOWARD ADOPTION

No information available at this time.

Local Educational Agency Address: Project Director	Carbon-Lehigh Intermediate Unit No. 21 507 N. 19th Street., Allentown, Pa. 18104 Dr. Floyd N. Keim	State Project Number 71048
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Carbon-Lehigh Intermediate Unit Mini-Projects

Funding:		Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	Type	From	To			
	In. App.	1/15/72	1/14/73	\$27,000.00	1972	\$27,000.00
	Cont.	1/15/72	1/14/73	\$9,289.00	1971	\$9,289.55
TOTAL				\$36,289.55		\$36,289.55

Proposed Termination Date Approx. 1/14/73 Projected Funding Level for total project period \$36,289.55

TARGET OBJECTIVES:

The target population is the approximately 3,000 elementary and secondary public and non-public school teachers in the area that comprises the Carbon-Lehigh Intermediate Unit. These teachers instruct approximately 67,000 students, of which 96% are Caucasian, 2% are Negro and the remaining 2% are of other ethnic origins. The socioeconomic status of the families in the intermediate unit is predominantly of middle class composition. The unemployment rate in this area is consistently lower than the national average.

The fourteen school districts that comprise the unit consist of sparsely-populated districts where farming is the major occupation of the residents; suburban bedroom communities with light industry; suburban districts with bedroom communities, light and heavy industry, and shopping centers; and a densely-populated city school district.

MAJOR OBJECTIVES:

The primary objective is to stimulate teachers to design and/or undertake creative, innovative curriculum improvement and enrichment projects using modest funds for materials, equipment, and services that normally would not be available from the instructional budgets of the respective districts or schools. Secondary objectives are to develop and expand teachers' skills in writing objectives using performance terminology and to devise or use appropriate cognitive, affective, and psycho-motor evaluation instruments and procedures. A tertiary objective that is complementary to the primary objective is to disseminate the results of successful classroom mini-projects to teachers inside and outside the Intermediate Unit.

ACTIVITIES:

Initial activities consist of the formation of a Mini-Project Advisory Council, composed of teachers, supervisors, and administrators from the fourteen school districts of the Intermediate Unit and non-public schools, who will establish guidelines and policies for the administration of the project. Once the policies and mechanics for the administration of the project are established, the staff of the Intermediate Unit will publicize the availability of funds to support classroom mini-projects and will provide assistance in the preparation of the projects and their evaluation. Assistance by the Intermediate Unit staff will be in the form of individual and group workshops on writing behavioral objectives, the development and use of assessment devices to evaluate the mini-projects, and the administration of the mini-project budgets.

EVALUATION DESIGN:

Success of the program will be measured largely by the number and quality of mini-project proposals that are submitted by teachers and approved for funding. While evaluation of the individual mini-projects will vary with the objectives of each mini-project, evaluation plans will be required for each mini-project.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

Internal dissemination will consist of utilizing a newsletter format to inform teachers and administrators in the Intermediate Unit of on-going mini-projects, their scope and intent, and their results. Hopefully, this will provide an additional stimulation to teachers to adapt the mini-projects for their own use and to undertake projects of their own design. External dissemination will be via R.I.S.E.

PROGRESS TOWARD ADOPTION:

No data available at this time.

Local Educational Agency Address: Project Director	Bristol Borough School District 420 Buckley Street, Bristol, Pennsylvania 19007 Michael Zotos	State Project Number 71031
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:	A British Primary for Bilingual Education
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Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App	10/15/71	10/14/72	\$39,900	1971	\$39,900
	Cont.	10/15/72	10/14/73	\$22,160	1973	\$22,160
	TOTAL			\$62,060		\$62,060

Proposed Termination Date 10/14/73 Projected Funding Level for total project period \$62,060

TARGET POPULATION:

Forty-Four children in grades one and two of the Bristol Borough School District were combined to create an open-space British Primary unit for bilingual education. Current enrollments for the Borough is 2750 students, of which approximately 77 percent are Caucasian, 10 percent Negro and 13 percent Spanish. The socioeconomic status of the families in the attendance area is primarily of lower and lower-middle class composition.

The community is urban with both light and heavy industry and has a population of 12,000. A professional staff of 135 is disbursed among 2 public elementary schools, 2 parochial elementary schools and one junior/senior high school.

MAJOR OBJECTIVES:

The over-all objective of the project is to create an open-space modified British primary unit for bilingual education. Specifically, the objectives of the project are as follows:

1. To teach Spanish speaking children to use effectively the communication skills of reading, speaking and writing their native language (Spanish).
2. To teach Spanish speaking children to use effectively the communication skills of reading, speaking, and writing in the English language.
3. To teach English speaking children to use effectively the communication skills in Spanish of speaking, reading and writing.
4. To provide an individualized child-oriented curriculum emphasizing self-directing, self-correcting teaching materials.
5. Design a pre and post-assessment of the cognitive and effective student gains resulting from instructions within the bilingual classroom.

ACTIVITIES:

Forty-four children, twenty-two Spanish speaking and twenty-two English speaking, were randomly selected to form a family grouping of seven and eight year olds. A large classroom, an adjoining corridor and a closet were carpeted to provide an open-space environment for learning.

Withing this open-space seven skill and interest centers (learning) were created. These areas included: reading, mathematics, science, culture, art-music, motor skills and writing. Each area was designated by a color. Within each center, low book cases made of boards and cinder blocks, cartons and tables provides storage for the teaching-learning tools and equipment. Displayed on the shelves were a wide variety of instructional materials that are within easy reach of all children. No one approach or technique was

ACTIVITIES (Continued)

adopted, rather all materials that had a common philosophical and pedagogical foundation were selected. During the day the children move freely from area to area experiencing learning. Their daily progress is recorded on a large tag board. When the child successfully completes an area he places an appropriate colored tag beside his name. Once in the center, the child selects (or is guided by the teacher) to specific instructional materials.

When he takes a piece of equipment, game, activity, etc., he **MUST** complete it. If he has difficulty, he is encouraged to turn to other students or to the teacher(s) for assistance. When the materials are finally completed, the child raises his hands and is "checked-out" by the teacher. It is during this check out time that the major "teaching" takes place. Together, child and teacher, discuss what the child has done, what he has learned, how he learned it and why. When the materials are finally completed the child is free to select more advanced materials within that center or to move to another.

Some group work is done in reading and mathematics to provide specific skill teaching. Generally, these groups are spontaneous and are not re-established by the teacher the next day.

EVALUATION DESIGN:

Evaluation consisted of pre and post test measures using the following standardized and non-standardized tests:

- Peabody Picture Vocabulary Test
- Murphy-Durrell Reading Readiness Test
- Durrell Listening Capacity Test
- Informal Reading Inventory (Spanish and English)
- Spontaneous Speaking Vocabulary – Murphy (Spanish & English)
- Metropolitan Achievement Test
- Informal Self-Image Inventories

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

No data available at this time.

PROGRESS TOWARD ADOPTION:

No data available at this time.

Local Educational Agency Address: Project Director	Bucks County Public Schools Administration Bldg. Doylestown, Pa. 18901 Dr. Joseph S. Tezza	State Project Number 2965A-R-21A
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Diagnostic Educational Grouping Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1969	1970	40,000.00	1970	40,000.00
Cont.	1970	1971	40,000.00	1971	40,000.00
Cont.	1971	1972	40,000.00	1972	40,000.00
Cont.	1972	1973	49,822.00	1973	49,822.00
TOTAL			169,822.00		169,822.00

Proposed Termination Date 7/1/73 Projected Funding Level for total project period \$169,822.00

TARGET POPULATION:

Representatives of school districts throughout Pennsylvania, preferably elementary guidance counselors, psychologists, master teachers or principals. These people will be trained during three day workshops to enable them to return to their district and implement the program.

Additional population throughout the country will be reached via convention presentations, articles and the availability of an audio-visual and/or cassette tape recording fully documenting the procedures necessary to implement the program.

MAJOR OBJECTIVES:

The primary objectives of the program are: (1) conduct three regional seminars within Pennsylvania to train selected school district personnel throughout the state who wish to learn more about the Diagnostic Educational Grouping Project. These seminars would be conducted by the project personnel; (2) develop audio-visual and cassette tapes which would thoroughly explain the D.E.G. program. It is anticipated that via training types that project may be utilized by self trained specialists with a reasonable degree of success; (3) dissemination will be further amplified via presentations at conventions and meetings similar to those made during past year to the Assoc. for Supervision and Curriculum Dev.; American Assoc. of School Administrators and the American Psychoanalytic Assoc.; (4) articles are to be prepared for appropriate journals and periodicals; (5) disseminate materials via requests of educators; (6) provide occasional supportive services to those districts who have participated in the project in previous years and are continuing to use the instrument at their own expense.

ACTIVITIES:

The Diagnostic Educational Grouping Program involves (1) a 12 statement questionnaire, completed by the teacher for each child in the class (2) a Definitions Booklet to help clarify the 12 multiple choice statements (3) the questionnaires are scored by hand or data processing, placing each child in one of three stages of personality development (4) a *Teaching Strategies Book* provides the teacher with a detailed description of the three developmental groupings and suggested classroom teaching strategies which have proven successful for each group.

The project personnel, Calvin A. Colarusso, M.D., Child Psychiatrist; and Mrs. Phyllis P. Green, Master Teacher, will conduct the Penna. regional seminars and be available for follow-up service to schools implementing the program.

In addition, they will be responsible for the development of the dissemination media (audio-visual and cassette tapes), convention presentations (National Elem. Principals, American Psychoanalytic Assoc. and Assoc. of Supervisor and Curriculum Develop. have already requested presentations), write articles (*Grade Teacher* has accepted an article) and disseminate requests for information on the program and the *Teaching Strategies Book* from interested educators and child psychiatrists.

EVALUATION DESIGN:

Two types of evaluation methodology will be used (1) an on-going process (2) a written survey of the workshop participants following their training, documenting their use of the program and the results in their school.

The on-going process can be monitored by the full time master teacher. The results of the post survey will be detailed in the final report and provide the basis for any necessary future revisions of the program.

The services of state evaluators have been budgeted for each year of the project.

FINDINGS TO DATE:

The results of the 3 year 1969-72 study indicates that the program is basically sound. Through its use any number of elementary children can be quickly and accurately categorized in regard to developmental maturity. An entire school or school system can be easily surveyed for children in need, without a great expenditure of time or money. It provides an organized approach for identifying and helping children using the teacher as the evaluator and means of remediation. This does not necessitate additional staff personnel. The entire program particularly the *Teaching Strategies Book* can form the basis for an in-service program for teachers.

DISSEMINATION PLAN:

(1) Regional workshops throughout Penna. (Allentown, Harrisburg and Pittsburgh tentatively planned); (2) mailing brochures to all intermediate units to be distributed to their districts; (3) responding to requests for materials and information from around the U.S. (to date 70 requests from 22 states); (4) presentations at conventions and regional meetings; (5) Articles submitted to appropriate journals and periodicals; (6) Provide occasional supportive services to those districts who have participated in the previous years and are continuing to use the instrument at their own expense.

PROGRESS TOWARD ADOPTION:

Enthusiastic support indicated by Bucks County Board of School Directors and Penna. Regional Council of Child Psychiatry. Indication of continuation and expansion of the program, at their own expense, in all 1971-72 participating school districts. Interest in initiating the program: in New Jersey – Green Township Public Schools; Educational Improvement Center, Pitman; in New York – Great Neck, and East Islip Terrace in Penna. – Bristol Township; Parkland and the Allegheny East MHMR Center; Neshaminy School District, Easton Area Schools, East Penn Schools, Northampton School Dist.; Bangor School Dist.; Los Alamos, New Mexico and several other school districts.

Local Educational Agency Address: Project Director	Centennial School District Street & Newtown Roads, Warminster, PA 18974 Mr. Edward Gieger	State Project Number 72066
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Responsive Individualized School Schemes (RISS)

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In App.	9/1/72	8/31/73	\$32,000.00	1972	\$32,000.00
TOTAL						

Proposed Termination Date 6/30/75 Projected Funding Level for total project period \$60,464.00

TARGET POPULATION:

1. Emotionally and socially disturbed junior high school aged students.
2. Actively resisting school by not attending or by being a constant discipline problem displaying a pattern of anti-social behavior (truancy, using drugs, running away, being sexually promiscuous).
3. Being from psychiatrically unstable families with a negative attitude toward school.
4. Having marginally employed or unemployed parents or parents who are public assistance recipients.
5. Being very predictable potential school drop-outs.
6. Being educationally retarded in terms of cognitive skills and grade placement for chronological age.

MAJOR OBJECTIVES:

At the present there is no concerted effort being made to prevent secondary students with minor psycho-social impairments from becoming disenchanted with the schooling process and from eventually formally departing from school. In reality many of them have already "dropped-out" even though they are still officially on the school rolls. Their constant behavior problems, lack of academic success, and poor attendance reflect their "turned-off" attitude toward school, even life. This project will for the first time enable secondary staff to make a coordinated and deliberate effort to restore significance and meaning to the school life of these disenchanted students.* The project will provide a thrust in staff development that will hopefully, effect even staff and administration not directly associated with the project.

To make education more relevant to the students by teaching them how to deal with personal and environmental situations which at present frustrate and defeat them.

To improve the students' self-concepts through success by developing adequacy and competency in school performance.

To increase self-awareness through an individualized educational experience.

To increase feelings of self-worth through improved relationships with staff and peers.

To assist the students in returning to the parent school with a more positive attitude toward learning.

To provide ways to handle stress and conflict situations regarding racial issues, narcotics, unemployment, mental disturbance, poor housing, etc.

ACTIVITIES:

A deliberate effort will be made to secure creative, innovative and tolerant staff who can flexibly adjust to the demands of the alternative school schemes.

Selection of parent-student-staff policy advisory council to serve in consultative role in the development of the programs and curriculum.

Creation of an environmental (satellite) school within the poverty neighborhood.

Establishment of learning centers in junior high school and senior high schools.

Development of an on-going staff development program for the purpose of altering existing school offerings for the total school population.

EVALUATION DESIGN:

The effectiveness of the program will be evaluated by comparing students before the program at various intervals of time while they are in the program or are leaving it.

Comparisons will be made of:

1. attendance records;
2. reading levels;
3. grades;
4. rate of suspensions;
5. job placements;
6. rate of police contact.

A pre-test and post-test program will be used to evaluate the psycho-social elements that we hope to improve. The instruments to be used are:

1. Middleton's education scale (Middleton, R. Alienation, race and education *American Sociological Review*, 1963, 28, 973-977);
2. Crumbaugh's Purpose-in-life test (Crumbaugh, J. *Journal of Individual Psychology*, 1968, 24, 74-81);
3. Sherwood's inventory of self-concept (Sherwood, J.J. self-identity and interest others *Sociometry*, 1965, 28, 66-81);
4. Berger's self-acceptance scale (Berger, E.M., The Relation between expressed acceptance of self and expressed acceptance of others *Journal of Abnormal and Social Psychology*, 1952, 47, 778,782).

Arrangements have been made with the Title III Department of Education representative to have an on-site evaluation visit of two evaluators for a period of three days in April 1973. Dissemination of information regarding the project will be carried out by:

1. regular newspaper coverage;
2. periodic reports to the department;
3. an annual report available for wide distribution;
4. video tape of the program available to local cable television receivers with a copy submitted to the Department of Education media department for their dissemination;
5. providing an open invitation for outside visitors;
6. registration with R.I.S.E. and other information dissemination centers.

Local Educational Agency	Neshaminy School District	State Project Number
Address:	2001 Old Lincoln Highway, Langhorne, Pa. 19047	71017
Project Director	Dr. Joseph E. Ferderbar	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Adaptive Program in Open Space Education

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	8/1/71	7/31/72	26,000.00	1971	26,000.00
	Cont.	8/1/72	7/31/73	15,000.00	1972	15,000.00
	TOTAL			41,000.00		41,000.00

Proposed Termination Date 7/31/74 Projected Funding Level for total project period \$48,650.00

TARGET POPULATION:

Students in grade 10 of the Neshaminy High School attendance area are the target population of this project. Of the 1350 students entering grade 10 in school year 1972-73, 900 will be involved in the open space project. The racial composition of the class is approximately 99 per cent Caucasian, .06 per cent Negro, and .04 per cent of other ethnic origins. The socio-economic status of the families in this attendance area is primarily middle class.

Neshaminy High School is staffed by 158 teachers, grades 10 through 12, complemented by 6 full-time administrators, 14 paraprofessionals and aides.

The community is suburban with some light industry and has a population of 56,842. The school district has an enrollment of 13,583 with a total professional staff of 745 dispersed among 10 elementary schools, 3 junior high schools and one senior high school.

MAJOR OBJECTIVES:

The major objective of the project is to adapt students to a new mode of instruction in a modified environment featuring open space floor plans. The second year of the project will include a continuing effort by teachers to adapt learning activities to the open environment and to attempt new procedures designed to overcome some of the problems encountered in the first phase of the project. The major objectives may be summarized as follows:

1. Revision, where necessary, of the curriculum to achieve compatibility with stated objectives: (a) individualized instruction (b) interdisciplinary instruction (c) resource center for instructional materials (d) enriched multi-media instruction (e) curriculum options in the form of mini courses for greater sensitivity to student needs.
2. Continuation of inservice training of staff members to revise and augment units of instruction, preparation of materials and strategies for team teaching in open space.
3. Development of an instrument to assess efficacy of open space learning in terms of cognitive growth, continued evaluation of student motivation, and affective learning.

ACTIVITIES:

The second phase of the project, like the first, will emphasize orientation of students and new teachers to open space. Addition and revision of units of instruction to achieve interdisciplinary learning will highlight the curriculum effort this year. Again, special attention to the thematic arrangement of the curriculum as the activities relate to student interest will take precedence. Further probing of grouping arrangements, at times by interest and function rather than by subject, will be

attempted for the first time. More unipacks will be introduced to enhance the individualization of instruction. The program will again feature an enriched audio-visual experience, with additional emphasis on a more sophisticated video tape replay facility.

Summer workshops are planned for participating teachers in the project, including replacement personnel. The central activities will include a review of existing units, materials, and strategies used during the past year. Any necessary revision, deletion, or addition to the program in any respect will be effected. Teachers will select books for the satellite library, films, tapes, and records to replace or augment existing resources. They will also plan paired interdisciplinary units for the first time.

EVALUATION DESIGN:

In addition to a continuation of the student interest – student attitude surveys, which were utilized this year, an attempt will be made to assess the effectiveness of the modes of instruction in terms of cognitive growth. The initial probe will feature student self-directed learning activities as measured against class-size, teacher-directed activity in English. Suggested areas are writing (the quality of expression as well as the correctness of expression) and usage. The instrument will be developed internally by personnel in open and conventional classrooms and will be administered at the end of the first semester. Comparable groups will be used in the testing with the variables being only the mode of instruction and the teachers involved.

FINDINGS TO DATE:

During the first year of operation the surveys conducted among students in the open classroom and those in the conventional classroom revealed a substantial gain in attitude for the groups assigned to open space. Three different surveys administered to the two experimental groups have shown closely correlated attitudes of positiveness and acceptance. No reliable measure of cognitive gains that can be compared with the achievement of the control groups in closed classroom were developed. That considerable progress has been made by individual students in open space involved in individual research projects is obvious. In terms of cognitive growth and creativity (writing activities, for example) there is a multitude of exemplary enterprises accomplished as a result of the project's thrust.

DISSEMINATION PLAN:

In addition to the dissemination plan of the first year, which included visitations by staff members of the school district, professionals from other schools, parents, board members, college classes in education, graduate students; presentations to the Board's Educational Policies Committee, Bux-Mont Administrators' Association, Trenton State College, Council Rock School Board, and a release to students and their parents of the first two pages of the Title III evaluation; a slide-tape presentation is being prepared for distribution to interested schools and professionals in the field. A brochure is also being developed for distribution to the members of the community which supports the Neshaminy School District.

PROGRESS TOWARD ADOPTION:

Continuation of the project by the local educational agency has been recommended by the administration. The environment with minor modifications (to achieve a better student-space ratio, seminar accommodations) is a reality and suitable for continuing activity next year.

Local Educational Agency Address: Project Director	Palisades School District R.D. No. 1, Kintnersville, Pa. 18930 Richard G. Creasey	State Project Number 71001
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Student-Centered Innovations Project

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/71	6/30/72	13,884.57	1971	13,884.57
Cont.	7/1/72	6/30/73	6,500.00	1972	6,500.00
TOTAL			20,384.57		20,384.57

Proposed Termination Date 6/30/73 Projected Funding Level for total project period \$24,000.00

TARGET POPULATION:

Students in grades 5 and 6 in the Tinicum School are the ultimate target of the elementary program. Enrollment in these grades next year (1971–72) will be approximately 190 students. Some 95 students in the experimental summer program have been drawn from grades 4, 5, and 6 from all schools in the district, both public and parochial, and represent a heterogeneous socio-economic continuum from lower-to-upper-middle class and are at least 99% Caucasian.

Staff are also a target of the project which includes 4 elementary classroom teachers, 1 art teacher, 1 elementary principal, 1 aide, and 2 volunteers in the summer project and 2 additional classroom teachers next year. At the secondary level, 4 teachers in English, 4 in social studies, and 1 secondary principal are involved in the development of planned courses.

The community is rural-residential with little industry and has a population of 10,000. The school district has an enrollment of 2300 students with a total professional staff of 118 dispersed among 5 elementary schools and 1 junior-senior high school. In addition, a 1-8 nonpublic school serving 240 students is located in the community.

MAJOR OBJECTIVES:

The major objective of the project is the development of a student-centered, humanized educational program involving students and teachers in the redesign of traditional district approaches to classroom organization and curricular strategies in grades 5 and 6 in the Tinicum School and teachers only in grades 9–12 in English and Social Studies.

Upon the satisfactory completion of courses arising from the proposed programs, a student will be able to: a) study more independently; b) express himself more clearly; c) define his personal and educational needs better and make better decisions affecting these needs; d) use audio-visual media more effectively for his educational needs; and e) use time and space more flexibly and effectively.

Following full participation in the proposed elementary program, a teacher will be able to: a) work more effectively in an instructional team; b) direct aides for a more effective instructional program; c) use time and space more flexibly and effectively; d) manage learning activities better through the use of learning centers; and e) teach students better to learn how to learn.

ACTIVITIES:

Elementary student activities include student course – selection; development of learning centers; increased use of instructional media; increased use of productive media including cameras, sign press, and handtools; flexible use of time, space, and grouping; student projects; and individual student-teacher conferences. In the summer experimental project these activities were developed in an open-space simulation using the High School Cafeteria.

Elementary teacher activities were basically those of trial, evaluation, discussion, revision, and retrial. In addition, teachers read a great deal about current open space projects and visited several schools within a 100-mile radius of the district. A consultant knowledgeable in open space education was employed to direct the program.

Secondary teacher activities were the development of phased, non-graded, elective planned courses in English and social studies followed by trial, evaluation, discussion, revision and retrial.

EVALUATION DESIGN:

Program evaluation will consist of two phases, both essentially subjective. Initially, participating staff, students, and consultants will evaluate the summer program based on the stated needs and objectives basic to the project. Secondly, staff, students, parents, and to a limited degree, consultants, will evaluate on a continuing basis student and teacher performance during and at the termination of the school year, 1971-72. Appropriate subjective measures will be developed including attitude scales, sociograms, and questionnaires, in addition to observation of the learning environment and personal interviews with students and staff.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

Project information will be disseminated in three major ways. First, through observation and involvement, local educators will have the opportunity to participate both during the experimental summer program and during next school year. Secondly, pictorial brochures will be printed detailing the project and distributed to all families in the district, other school districts in the intermediate unit, R.I.S.E. (Research Information Services) and the Pennsylvania Department of Education. Thirdly, an audio-visual presentation will be developed by students and staff documenting the project and will be shared with interested students, parents, and professional educators.

PROGRESS TOWARD ADOPTION:

The local educational agency plans to increase support for the project during the second and third years so that Title III funds will not be required after June 30, 1974. Contingent upon the success of the project, other schools in the district may adopt the project objectives and strategies, and future district school buildings may include open space areas.

Local Educational Agency Address: Project Director	Pennsbury School District Yardley Ave., Fallsington, Pennsylvania William W. Ingraham	State Project Number 72077
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:	Cooperative Planning for a Flexible School Year
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Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	10/15/72	10/14/73	\$23,000.00	1972	\$23,000.00
TOTAL			\$23,000.00		\$23,000.00	
Proposed Termination Date		10/14/73		Projected Funding Level for total project period		\$23,000.00

TARGET POPULATION:

The Pennsbury School District, Bucks County, will be the target population in this study. It is a suburban-rural community of 52,000 with mostly light industry, but including U.S. Steel. Approximately 40% of the population consists of persons less than 18 years of age. The socio-economic status of the families is primarily middle class composition. It is estimated that approximately 50% of the people living in the community work outside the community. There are presently 786 professional staff and 543 non-professional personnel assigned to thirteen elementary buildings (K-6); two junior high school buildings (Grades 7-8); two middle school buildings (Grades 9-10); one high school (Grades 11-12). The school district has an enrollment of 14,000 students. In addition, there are seven non-public schools (six Grades 1-8; one Grades 9-12) serving approximately 3800 students located in the community.

MAJOR PROGRAM OBJECTIVE:

To research and develop a viable and acceptable variable school calendar feasibility plan meeting the needs of the student body and one that will be receptive to the faculty and community.

PERFORMANCE OBJECTIVES:

1. Conduct a comparative cost analysis for a conventional school year plan and a variable school year plan.
2. Evaluate the attitudes of business, industry, parents, teachers, students, and classified employees toward the variable school year concept.
3. Appraise the effect of the variable school year concept on curriculum, i.e., extracurricular activities and staff utilization.
4. Develop a comprehensive communications network.
5. Analyze and compare student transfer problems related to the two calendars (conventional versus variable).
6. Develop a rationale for conversion of a conventional school year to a variable school year.
7. Compare the utility of area vocational-technical facilities (a variable plan versus conventional plan).
8. Determine the effects of staff utilization for a self-contained classroom, conventional school year plan and a teaming-open education approach variable school year plan.

9. To devise and provide for the Pennsylvania Department of Educational tools for implementing the model feasibility plan.

ACTIVITIES:

1. Establish an Advisory Council
2. Select a Chairman, whose function shall be to coordinate the successful execution of the project. The responsibilities will be:
 - (a) Develop and implement a project management plan for the control, direction, coordination, dissemination and evaluation through the phases of the project life-cycle.
 - (b) Identify responsibilities, tasks, and time-phasing of the major actions required of each participating organization and/or committee.
 - (c) Provide uniform guidance for work planning and scheduling, directing funds and other resources and coordinating related effort.
3. Establish a Feasibility Study Committee to gather and collect data and information. Sub-groups will be created to perform concentrated studies in the following areas:
 - (a) Parent vacation schedules
 - (b) Business and industrial vacation schedules
 - (c) Recreational activities
 - (d) Building maintenance
 - (e) Staff utilization
 - (f) Church, civic, parochial and vocational school activities
 - (g) Economy, accountability, and educational efficiency related to the variable school calendar.
 - (h) Legislation initiation.
 - (i) Research, review, analyze and critique the various models now in operation in selected school systems and distinguish between similarities and dissimilarities.
4. Select planning assistants whose function it shall be to coordinate each of the sub-groups of the Feasibility Study Committee. These assistants will be called upon to assist in the development of the management plan, planning pilot models, identifying unmet needs, coordinate the development of specific procedures within each portion of the total project and work in any capacities determined by the project chairman.

EVALUATION DESIGN:

Two types of measurement control will be employed:

1. *Internal Management Control.* Both quantitative and qualitative measures will be gathered in an attempt to measure the effectiveness of each objective. Graphs, charts and figures will be used to depict analysis of comparisons. Descriptive statistics will be used to convey information in a meaningful way; inferential statistics will be applied when analyzing data appropriate to quantitative design technique. Where appropriate, stratified random sampling will be used. In addition, a task analysis monitoring system for evaluating progressive achievement toward each objective will be employed for each sub-committee.
2. *External Management Control.* An audit of the progress made and techniques employed will be made by outside expertise.

DISSEMINATION PLAN:

Basically, the services of RISE will be used in conjunction with the local district and intermediate unit efforts.

PROGRESS TOWARD ADOPTION:

The conceptual design for eventual adoption encompasses a three phase input analysis and one phase output implementation.

Local Educational Agency	Colonial School District	State Project Number
Address:	Germantown Pike, Plymouth Meeting, Pa. 19462	71041
Project Director	Mr. Harry M. Markley	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Nev. Vistas for Educational Excellence

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	2/1/72	1/31/73	34,000.	1972	34,000.00
TOTAL				34,000.		34,000.00

Proposed Termination Date 1/31/75 Projected Funding Level for total project period 60,000.00

TARGET POPULATION:

Students in grades Kindergarten through 6th of the Colonial School District attendance area are the target of this project. Enrollment for the current year 1972-73 is 4,465 students, of which approximately 96% are Caucasian, 3.5% are Negro, and .5% are of other ethnic origin. The socio-economic status of the families is primarily middle class, with a range, however, that includes from lower to upper classes.

There are presently 225 professional staff members assigned to the elementary schools of the district, including 8 fulltime administrators.

The community is suburban but with some business and industrial operations concentrated in particular areas. The total population is 42,967. The school district has an enrollment of 8,741 students with a professional staff of 508 persons disbursed among 7 elementary schools, 2 junior high schools, 1 senior high school. In addition there are 5 elementary parochial schools serving 1854 pupils, 1 parochial high school serving 830 pupils, and 4 private elementary schools serving 848 pupils, and 1 private high school serving 411 pupils located in the community.

MAJOR OBJECTIVES:

The goal of this project is to provide staff training and organizational activities to achieve for students a quality learning environment available through team teaching in open space units. The major objectives are as follows:

1. To improve the professional functioning of all elementary staff members by updating their knowledge concerning child growth and development and pedagogical practices consistent with this knowledge.
2. To design and implement an instructional system based upon team teaching in open space units including: (a) role definitions for team leaders, professional team members and paraprofessionals; (b) instructional strategies for individualizing instruction; (c) development and use of interest centers and; (d) development of operational procedures.
3. To develop an orientation program to explain the educational concepts of team teaching in open space.
4. To identify and pilot test a social studies curriculum for grades K through six.
5. To monitor the results achieved through the project activities.

ACTIVITIES:

A series of eight seminars will be conducted focusing upon the developmental behavior patterns of children and the pedagogical implications of this information. Parochial and private school staffs will participate in all seminar activities. Video tapes of all presentations will be made for re-use in on-going staff training programs.

A training program for new team leaders will be conducted. Training will cover (1) introduction to unit organization, (2) identification of child development concepts as they relate to unit organization, (3) the role of the team leader and (4) the organization of the curricular program. Parochial school staff members will participate to carry training outcomes back to their respective school staffs.

During the summer all team leaders will meet for one week to prepare for training their instructional teams and organizing teams for (1) team planning, (2) scheduling, (3) organization of the curricular program, (4) implementation of interest centers, and (5) integration and use of student teachers on the team. Written guides dealing with the above concerns will be produced. Following this there will be a two week training period where team leaders will work with their respective teams on the above activities. Parochial school staffs will participate to carry training outcomes back to their respective school staffs.

A Social Studies curriculum committee will be organized to survey available social studies programs. Three such programs will be selected for in-depth analysis. A single program will then be identified on the basis of this analysis for pilot implementation.

An orientation program utilizing a film and slide format will be written and produced to acquaint parents, staff members, and other professionals with the concepts of team teaching in open space units, individualizing instruction, and cognitive and affective educational objectives.

EVALUATION DESIGN:

Staff response forms will be devised to furnish information as follows:

1. Value of facts, insights, and pedagogical techniques deriving from seminar series
2. Value of training received and manuals produced concerning implementation of open space units
3. Survey of advantages and disadvantages of teaming in open space units
4. Building Principals' observed teaching behavior change.

Using the self-concept as a Learner instrument (Elementary Form) assessment will be made of how students in open-space units view themselves as a class member, a task-oriented individual, a problem solver, and a motivated individual.

In the 2nd and 3rd years of the project achievement scores from the S.R.A. Achievement Battery will be used to document comparisons with local and regional norms and between achievement of students in open space units and self-contained classrooms.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

The primary vehicle for dissemination will be the orientation program developed to share the concepts of team teaching in open space units with parents, community organizations, Colonial School staff members, neighboring school districts, teacher training institutions, and participants of educational conferences. Intermediate unit staff will be informed of program developments for information distribution throughout the county. Appropriate releases through local news media will be made.

PROGRESS TOWARD ADOPTION:

The school district is planning a new elementary school to be available in 1973 which will be designed for team teaching in open class units.

Local Educational Agency Address: Project Director	Lower Merion School District 301 Montgomery Avenue, Ardmore, Pa. 19003 Dr. John R. Madden	State Project Number 71037
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project 18; Young Voter Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	12/14/71	2/13/72	\$12,000.	1972	12,000.00
Cont.	12/14/71	3/1/73	\$83,000	1972	83,000.00
TOTAL			\$95,000		95,000.00

Proposed Termination Date 3/1/73 Projected Funding Level for total project period \$95,000.00

TARGET POPULATION:

The target population is all students who are now ready or shortly will be ready to register to vote. Initially the project will actively involve the student population, both public and private, in the Lower Merion School District. When the prototype program is developed it will be disseminated throughout the Commonwealth.

MAJOR OBJECTIVES:

To develop an instructional program which will deal realistically with political and governmental processes.

To teach students about political decision-making, political concepts, political instructions and political behavior.

To actively involve students in a political decision-making process through a simulated environment.

During the first or planning phase of the project the specific objectives will be as follows:

- (1) What should be the specific objectives of such a project? What, in short, is it realistic to expect the schools to be able to accomplish with the limited amount of time and resources at their disposal?
- (2) What tasks need to be undertaken by project personnel to accomplish these objectives? Are there existing materials available which will accomplish the desired results? What new materials must be created? What combination of materials would seem most desirable for our purposes? Upon what criteria are materials to be judged for inclusion in the prototype program to be developed?
- (3) How is the project to be evaluated?
- (4) How is the prototype program to be piloted? What teacher in-service work will be necessary for piloting? What provisions will be necessary to make any recommended revisions?
- (5) How are the results of the project to be made known to school districts across the State?
- (6) How is the prototype program, with appropriate samples of materials and strategies, to be disseminated?
- (7) What are the specific budget allotments necessary to carry out the second phase of the project?

ACTIVITIES:

Project 18 is conceived as an opportunity to develop a prototype program, not to exceed a semester's length, which will provide classroom activities, some of which will be simulated in nature, which deal realistically with political and governmental processes. Classroom materials will be developed and will focus on teaching the mechanics of the decision-making process, knowledge of political concepts, knowledge of the structure and function of our unique political institutions (with special emphasis on local and state institutions), and those human inter-action skills needed to effectively influence political decisions. In addition to role-playing and simulations, the normal range of classroom activities (lectures, film, discussion, etc.) will be incorporated into the project. It is hoped that classroom activities will stimulate student interest and encourage informed and active participation in our democratic political system.

An advisory board composed of representatives of organizations and groups such as the League of Women Voters, parents, public and private school students and teachers will meet regularly with the project director. The purpose of this board will be to provide a base from which the specific instructional program will be constructed. All groups on the advisory board will have an opportunity to help determine the direction of this project.

The first phase of the project will be to determine what specifically the prototype program should attempt to achieve and by what means (i.e. with what materials and teaching techniques) this might most effectively be accomplished. The second phase of the project will be devoted to the actual construction of a prototype program, piloting the program, construction of the instruments by which the project is to be evaluated and administering these to the appropriate groups, promulgating the status of the project to all concerned, determining how appropriate revisions are to be incorporated, and developing a sample packet to be used in disseminating the prototype program to school districts around the State.

EVALUATION DESIGN:

To be determined during the planning phase of the project. Evaluation will take place during the second phase of the project.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

No information available at this time.

PROGRESS TOWARD ADOPTION:

No information available at this time.

Local Educational Agency Address: Project Director	Montgomery County I U 23 6198 Butler Pike, Blue Bell, Pa. 19422 Dr. Lester Mann Associate Director: Dr. Paul Goode	State Project Number 70-0010
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Clinical Educational Services

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/70	8/31/71	54,039	1970	\$54,039
Cont.	9/1/71	8/31/72	57,150	1971	57,150
Cont.	9/1/72	8/31/73	57,963	1972	57,963
TOTAL			169,152		169,152

Proposed Termination Date 8/31/73 Projected Funding Level for total project period \$169,152

TARGET POPULATION:

Students in grades K-12 in local school districts of Montgomery County Schools were the target population of this project. In the past year the project served approximately 125 children in K-6 and 50 children in grades 7-12.

There were 3.5 full-time staff members assigned to the project, including the Project Director, Associate Director, two part-time psychologists and two Special Education Resource Teachers.

MAJOR OBJECTIVES:

1. Psychoeducational evaluation of children who are learning disabled. This was done through accepted psychoeducational assessment approaches and through clinical educational evaluation.
2. Consultation with school personnel, administrators, and in most instances, parents, to program remedial education for learning-disabled children. Classroom management, behavioral modification, prescriptive teaching and other types of educational programming were carried out.
3. Continuing work with children and educational personnel to determine effectiveness of procedures initially employed and to bring others into operation when initial procedures had failed.
4. Assistance to the handicapped child in the regular grade so that he may continue to adjust in that grade or be referred for other services and placement if indicated.

ACTIVITIES:

Project activities during the past year have focused on in-depth psychoeducational assessment and prescriptive programming by two teams composed of a School Psychologist and a Special Education Resource Teacher. Their goal was to develop recommendations which could be used by teachers to remediate the children's academic difficulties.

An "exemplary case" program was established for local districts and all parochial schools within Montgomery County. Each district or school referred their most difficult cases for psychoeducational evaluation and the development of educational recommendations and programming.

A new model for delivery of comprehensive psychoeducational diagnosis and prescriptive programming has been developed. The goal has been to bring together the work of the School Psychologist and the Educational Diagnostician (Special Education Resource Teacher) so that this combined evaluation can give educationally relevant information, which when applied in the classroom will improve the quality of instruction for the handicapped child.

A comprehensive psychoeducational evaluation is completed by the team and then a joint report is written, recommending specific educational programs, materials and techniques to be used by the classroom teacher. Specific recommendations are made for the parents to carry out as well. The team then confers with the teachers and principal and later with the parents to outline the educational program. The project resource teacher assigned to the case gives the classroom teacher in-service training in the educational program and materials which have been recommended to insure continuation of the program when contact with the project ends.

The integrated team approach insures that comprehensive evaluation, specific educational programming, monitoring and follow-up of progress, and flexibility in the modification of educational programming occurs to guarantee the academic success of the learning-disabled child. This program combines the services of the school psychologist, educational diagnostician, and the classroom teacher into a coordinated team dedicated toward helping handicapped children make effective and successful gains in academic performance.

EVALUATION DESIGN:

The evaluation of the effectiveness of project activities is three-fold. Pre- and post-test measures of academic achievement and behavioral change will indicate whether comprehensive psychoeducational evaluation, prescriptive programming, and consultation will help children make effective gains in academic performance and positive behavioral changes. The second form of evaluation involves the reactions of classroom teachers, supervisors and school psychologists to the team approach in an "exemplary case" program and the effectiveness they see this approach having on handicapped children. A questionnaire has been constructed and used to gather this data. A third method of evaluating the program was to conduct structured interviews with principals, psychologists and other school administrators regarding their perceptions of the value of project services and programs.

FINDINGS TO DATE:

Pre- and post-tests achievement data and questionnaire data showed indications of substantial academic gains and positive behavioral changes. Additional evidence of the perceived value of the project services and programs was evidenced from the responses of various personnel on the two questionnaires and in the records of the structured interviews.

DISSEMINATION PLAN:

Newspaper coverage of project activities kept local communities abreast of CESP programs. Papers have been presented at the Association for Children with Learning Disabilities, Council for Exceptional Children, National Association of School Psychologists national conventions in 1972. An illustrated brochure has been prepared and is currently available for dissemination.

PROGRESS TOWARD ADOPTION:

Local school districts as well as the NRRC/P project are planning to implement comprehensive psychoeducational services based on the CESP format.

Local Educational Agency Address: Project Director	Montgomery County Intermediate Unit 6198 Butler Pike, Blue Bell, Pennsylvania 19422 Dr. Lester Mann, Director of Special Education	State Project Number 72021
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Curricular Reorganization of Trainable Mentally Retarded Classes

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	July 1	June 30	\$50,000	1972	\$50,000
TOTAL				\$50,000		\$50,000

Proposed Termination Date June 30, 1975 Projected Funding Level for total project period \$150,000

TARGET POPULATION:

Students in the elementary trainable mentally retarded classes of the Montgomery County Intermediate Unit are the target population of this project. Enrollment for this year is approximately 210 students. The socio-economic status of the families in this Intermediate Unit range from low to upper class composition.

MAIN OBJECTIVES:

1. The establishment of a comprehensive holding of materials, printed, audiovisual and otherwise of training and assessment procedures for the trainable retarded at the elementary school level.
2. Establish formal curricula in self help, social skill, basic reading, number work and writing, and prevocational training. These according to a systematized sequential system providing identifiable and measurable behavioral and instructional objectives.
3. Establish a criterion referenced measurement system that will permit the continuing and comprehensive assessment of pupil progress in the areas specified about in step 2.
4. Establish means by which students who encounter difficulty in proceeding along the curricular lines established as per step 1, may be recycled in training or transferred into specific remedial or intensive training programs
5. Restructure trainable classes within Montgomery County according to the instructional objective training and criterion referenced measurement systems discussed above. Two classes will be initially employed in this restructuring. Eventually it is.
6. Montgomery County at present is participating within the National Regional Resource Center of Pennsylvania with three classes established according to the instructional objective criterion referenced measurement system discussed above – for learning disabled children. The success of this project leads to the expectation that a similar approach may succeed with trainable children. It is expected that if successful, the project will be able to energize, organize and stabilize training procedures for the trainable and provide instruments which will markedly improve staff efficiency as well; for its programs should permit teachers and supervisors to know exactly where and how any particular student is in achievement at a particular time, what his problems are and the direction which further remediation or training should take.

ACTIVITIES:

1. Comprehensive evaluation of all curricular materials for trainables that are presently available in book, manual, circular or kit form.
2. Compilation and organization of all materials and techniques that appear successful. Visitation of exemplary programs to examine their techniques and to codify them according to instructional objectives approaches.
3. Establishment of curricula as per a formal instructional objective approach for training children in self care, social skills, basic academic skills, prevocational skills on the basis of previous experience and knowledge and task analyses approaches.
4. Establishment of criterion referenced measurement techniques to evaluate and guide the training approaches discussed in 3.
5. Establish remedial techniques to implement and supplement the instructional approaches discussed above.
6. Restructure trainable classes in Montgomery County on the basis of the approaches discussed 1 – 5. First on a model demonstration basis, then on a general basis.

EVALUATION DESIGN:

1. This will be done through evaluations carried out with teachers and with parents, i.e., through specialized questionnaires eliciting attitudes and perceptions of teachers and parents as per the pupil's benefits from the project.
2. A formal evaluation of the project effectiveness as per an experimental comparison of the classes participating in the project as opposed to several not participating in the project.

FINDINGS TO DATE:

There is little formal structure guiding the individual teachers of elementary trainable. Many of these, nevertheless, are effective and competent practitioners, but it appeared that they, too, despite their effectiveness or training as teachers, would benefit from formal curriculum guides but no clearly specified curricula with which to enter and manage trainable classes. This is not to say that usable curricula do not exist but that they are not available in such a way as to allow teachers to proceed in a systematic, uniform albeit individual way in training trainable children in a variety of situations and under a supervisory circumstances.

DISSEMINATION PLAN:

Dissemination will occur primarily through local news releases. Any facet of this program will also be available for inspection and review by all interested individuals or groups.

PROGRESS TOWARD ADOPTION:

It is anticipated that the local educational agency will increase its support for the project and, if successful, will provide fully for this program as a part of the total services provided by the Intermediate Unit.

Local Educational Agency	Montgomery County Intermediate Unit	State Project Number
Address:	Colony Office Bldg., 6198 Butler Pike, Blue Bell, Pa. 19422	72020
Project Director	Mr. Robert R. Lefes	

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Language Training for Trainable Mentally Retarded

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	July 1	June 30	\$49,977	1972	\$49,977
TOTAL				\$49,977		\$49,977

Proposed Termination Date June 30, 1975 Projected Funding Level for total project period \$149,931

TARGET POPULATION:

Students in the elementary trainable mentally retarded classes of the Montgomery County Intermediate Unit are the target population of this project. Enrollment for this year is approximately 210 students, of which about 85% are Caucasian and 15% are Negro. The socio-economic status of the families in this Intermediate Unit range from low to upper class composition.

The Intermediate Unit consists of 26 school districts with a total public school population of 123,352 children and parochial school population of 32,487. The area is largely industrial with some rural sections.

MAJOR OBJECTIVES:

The major objective of the project is to evaluate the factor of intensity in a language stimulation program for trainable mentally retarded children at the primary and intermediate class levels. In behavioral terms; will children who are exposed to the program 6 times per week demonstrate more significant gains than those exposed 4 times per week and those not exposed at all? Can an effective program be carried out in a classroom environment?

ACTIVITIES:

Project activities will include the training of testers and those who are to carry out the project. The major portion of the project time will be spent in providing the language stimulation program (96 lessons). Pre- and post- test measures will be taken. This information will be statistically treated to determine whether the results were significant.

Frequent in-service training will be provided for those individuals responsible for carrying out the project.

EVALUATION DESIGN:

Pre- and post- test results on the PPVT and the ITTA will be available. This data will be treated statistically to determine the value of the program and the effect of intensity as a primary factor.

FINDINGS TO DATE:

The evidence concerning the value of this type of program is controversial. The periods of many of the studies were very brief and public school children were not used as subjects. Intensity was not emphasized in any of the studies.

DISSEMINATION PLAN:

Dissemination will be primarily through local newspapers. Video taping of segments of the stimulation program is also planned. This will be available for viewing by all interested groups.

PROGRESS TOWARD ADOPTION:

It is anticipated that the local educational agency will increase its support for the project and, if successful, will provide fully for this program as a part of the total services provided by the Intermediate Unit.

Local Educational Agency Address: Project Director	Montgomery County Intermediate Unit Rt. 73 and Butler Pike, Blue Bell, Penna. 19422 Dr. Donald L. Wright	State Project Number 71-7155 (306)
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project KARE (Knowledgeable Action to Restore our Environment)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	3/29/71	7/31/72	288,000	1972	288,000
Cont.	8/1/72	7/31/73	254,600	1973	254,600
TOTAL			542,600		542,600

Proposed Termination Date 6/30/76 Projected Funding Level for total project period \$1,250,000

TARGET POPULATION:

Project KARE is a regional project sponsored by the five Intermediate Units of Bucks, Chester, Delaware, Montgomery, and Philadelphia Counties. The target population is more than 900,000 students in grades Kindergarten through Twelve who reside in the Southeastern Pennsylvania region. They are enrolled in 69 public-school districts and over 300 non-public schools. Nearly 68 percent of the students are Caucasian, 30 percent Negro, and 2 percent other ethnic origins. Almost 25 percent of the students attend non-public schools. An estimated 84 percent of the total student population live in urban and highly-congested suburban communities. Approximately 25 percent of the students reside in the Philadelphia Model Cities Area. Families within the five-county region represent all socio-economic levels. Secondary target populations of the project include teachers, parents, and community persons.

MAJOR OBJECTIVES:

The over-all, long-range objective of Project KARE is to establish a cooperative urban-suburban effort toward strengthening environmental education. Specifically, the project encourages local schools to:

- Achieve effective awareness of environmental problems and methods for restoring our environment.
- Teach, experience, and learn urban-suburban cooperation in environmental problem-solving.
- Involve students integrally in planning and conducting activities for environmental education.
- Utilize learning approaches which are action-oriented and interdisciplinary.
- Foster community participation in environmental education, and
- Identify and make use of local human and material resources for environmental education.

ACTIVITIES:

During 1971-72, initial activities of the project focused on the development of a productive framework for coordination and direction of efforts in environmental education throughout the five-county region. A resource center was established to provide students, teachers and community with information, research findings, and curriculum materials. Documents and materials catalogued

into the resource center are annotated according to usage and quality. The annotations are printed on 3" x 5" index cards and organized into a Resource File which has been duplicated and distributed to 100 selected schools and organizations.

The Local Action Programs (LAPs) of environmental education represented the major activity of Project KARE. For 1971-72, a total of 17 local schools was awarded grants averaging \$5,500.00 in support of interdisciplinary LAPs. Each LAP school engages in a variety of instructional activities dealing with specific environmental problems such as stream pollution, community deterioration, and resources neglect. Project KARE staff serve as technical advisors to each LAP. During 1972-73, a total of 20 LAPs is being conducted in local schools.

Project staff include four environmental specialists who provide to requesting schools a variety of services free-of-charge such as study-site analysis, in-service training, and curriculum design. Nearly 40 public school systems utilized the consultant services of Project KARE in 1971-72.

EVALUATION DESIGN:

Evaluation methodology is specifically designed for effective assessment of each project component relative to stated objectives. Criteria for evaluation of management, community involvement, and staff development include appropriateness of techniques, degree of success in achieving objectives, and performance on meeting schedules. The evaluation of the instructional component is essentially a pre-test, post-test, one group design. Emphasis is on the existence, extent, and quality of statistically measurable improvements in the behavior, attitudes, and knowledge of students and community. Project-produced materials are evaluated in terms of acceptance by educators and the community, as well as relative contribution to the field of environmental education. Instruments include local objective examinations, non-obtrusive measures, questionnaires, checklists, and a comprehensive environmental education test designed by the evaluator.

FINDINGS TO DATE:

The independent evaluator has reported that Project KARE experienced considerable success during 1971-72. A great number of students were involved in the project, a diverse population was reached, and a number of disciplines were involved. There was a great deal of enthusiasm demonstrated by students and teachers. The majority of Local Action Programs (LAPs) showed full or partial achievement of a significant increase in environmental knowledge.

DISSEMINATION PLAN:

Dissemination consists of two principal components: (1) public information dispersion, and (2) technical information diffusion. The content of public information is geared to create an informed public awareness regarding the objectives and programs of Project KARE. Special emphasis has been placed on the activities of the Local Action Programs (LAPs).

Local Educational Agency Address: Project Director	Montgomery County Intermediate Unit 198 Allendale Road, King of Prussia, Pa. 19406 Richard R. Brickley	State Project Number 3010-R22
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Research and Information Services for Education (R.I.S.E.)

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	Cont.	6/1/66	5/31/70	318,352.16	1966-1970	317,820.86
	Cont.	6/1/70	5/31/71	140,000.00	1970	140,531.30
	Cont.	6/1/71	5/31/72	127,177.15	1971	127,177.15
	Cont.	6/1/72	5/31/73	190,000.00	1972	190,000.00
	TOTAL			775,529.31		775,529.31

Proposed Termination Date 5/31/73 Projected Funding Level for total project period \$775,529.31

TARGET POPULATION:

Educational practitioners (board members, administrators, curriculum personnel, federal project personnel and teachers) in the public and non-public schools of the Commonwealth benefit from the services of R.I.S.E. through an emerging state-wide educational information network which utilizes Intermediate Units as the linkage process to local districts. In addition, the project serves the staff of the Pennsylvania Department of Education through the Bureau of Planning and Evaluation and the Commission for the Study of Basic Education.

MAJOR OBJECTIVES:

The general objective of the project is to bridge the gap between the research and development sector of the educational community and those practitioners in the schools charged with decision-making responsibilities affecting the quality of education by providing a responsive dissemination service. Specifically, the objectives include the maintenance of a specialized resource intended to provide a research oriented information base (library) and appropriate retrieval capabilities, the development and implementation of programs which will make it feasible for personnel of the educational community to requisition information appropriate to their professional role from sources capable of providing that information adequately and in timely fashion, and the continuing development of a state-wide dissemination network in connection with the Pennsylvania Department of Education.

ACTIVITIES:

Project activities during the current year are designed so as to capitalize on existing resources and the six years of operational experience of this project. Project objectives focused on activities directly related to research information and its utilization. In-service training and evaluation services were specialized and were restricted to functions where they bear a direct relationship to requirements of a state-wide nature and to the project and Title III research information background. Within the contexts suggested above, project activities were structured to provide diversified output responsive to particular demands of a given user group. The conventional R.I.S.E. output has been a report on a survey of the literature which included a bibliography and copies of relevant research report documents. Production of these reports were continued, but in addition, outputs of other kinds were

emphasized. In addition to manual retrieval, R.I.S.E. acquired the DIALOG computer system for information retrieval from the ERIC and CIJE collections. An effort was also made to expand holdings in the area of curriculum, such as the UNIPAC collection of 4000 individualized learning packets. At its most basic level, a R.I.S.E. response to an educator's question might be a one-page summary of resources for location of information. At another level, a one-page synthesis of recent research might be prepared. In other cases, background material for periodical articles or the content of a newsletter in a specialized field have been provided. On a most complex level, exhaustive reviews of the literature on a specific topic have been generated. External agencies have been brought into cooperative arrangements to conduct specialized workshops in such areas as management techniques, remediation of reading difficulties, or the learning characteristics of specific types of children.

EVALUATION DESIGN:

Evaluation methodology and procedures functioned at two levels. Internal evaluation dealt with the assessment of the quality of output materials produced by R.I.S.E. External evaluation dealt with client groups, their information requirements, and the value they placed on the outputs of the R.I.S.E. program. On-site visitation and evaluation programs of the Pennsylvania Department of Education were also a part of this program. The project has engaged in a state-wide study of information needs of all levels of educators in the Commonwealth in cooperation with NIE's Dissemination Task Force and Stanford University. (Results are available upon request).

FINDINGS TO DATE:

Provision of a planning and design base from which to test the hypothesis that research and information dissemination to field educators is an appropriate role for the Pennsylvania Department of Education and the Intermediate Units was evaluated by an internal methodology which was informal but pragmatic. Success can only be judged ultimately by establishment of a formalized dissemination system by Pennsylvania Department of Education. Interim progress assessments on this intent have resulted from continuing consultations. As of this date, 22 of the 29 Intermediate Units have agreed to participate in and provide some financial support for the emerging state network.

Maintenance of an operating prototype on a regional level for demonstration purposes included evaluation of output products (in this case, literature searches and other information packages). Evaluation was done by use of a questionnaire mailed to each client with his personal information package. The majority of the clients found the service provided by R.I.S.E. to be very good or above average in specifying the topic, in adequately covering the topic, in increasing understanding of the topic, and in usefulness of the literature searching service. The actual documents were considered more valuable than the bibliographies by over seventy-five percent of the clients. The documents were rated as "well-balanced between technical and non-technical" by approximately the same percentage.

DISSEMINATION PLAN:

Primary dissemination of the nature and role of Project R.I.S.E. is carried out by wide distribution of a brochure, newsletters, presentations by project staff at local and state conferences, opportunities for orientation visits to the center, and in-service sessions. In addition, information about the project has been distributed to potential contract clients, and to all Bureau, Office and Division Heads in the Pennsylvania Department of Education as well as all former contract clients.

Local Educational Agency	Montgomery County Intermediate Unit	State Project Number
Address:	Blue Bell, Pennsylvania 19422	72075
Project Director	Mr. Kenneth E. Schreffler	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Special Education Student Information Network

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	10/15/72	10/15/73	\$57,240.00	1972	\$57,240.00
TOTAL						

Proposed Termination Date _____ Projected Funding Level for total project period \$57,240.00

TARGET POPULATION:

The target population defined to receive direct services within the context of the project includes all special education undergraduate and graduate students enrolled in accredited teacher education institutions within the state of Pennsylvania. Catagorically, this service population shall include: 1) state-related colleges and universities; 2) the state college system; and 3) private and/or sectarian colleges and universities.

MAJOR OBJECTIVES:

The major objective of the project is to develop a viable model of comprehensive student research information services for those in teacher training institutions. These services will be developed to provide future special educators with a basic common core of research information that is current and relevant, as well as to provide a formal liaison structure between future special educators and the information-generating agencies at federal, state, and local levels; to familiarize all future special educators with the range of available agencies and specialized services in special education; and to provide information regarding the selection and usage of appropriate educational media and materials.

ACTIVITIES:

Project activities during the first year of operation will focus upon the creation of a model for comprehensive student research information services for future special educators. This will be accomplished through the generation of a detailed written report. In addition, research information services will be provided by the location and retrieval of relevant material from existing resources. Mass dissemination will be accomplished through a scholarly newsletter concentrating upon major topics of current relevance, a project newsletter detailing happenings of the project, an annual directory of special service agencies and instructional materials fact sheets. The project will also serve as a formal liaison between the various special service agencies and the colleges and provide a vehicle for intercollegiate communication. Field service activities will concentrate on workshops, orientations and seminars to acquaint college students with special service agencies as well as the selection and usage of educational media and materials.

EVALUATION DESIGN:

Three basic types of evaluation data will be collected. These are: questionnaire data, interview data, and frequency analyses. Wherever a questionnaire is considered appropriate, the form will be divided into objective and completion sections. The interview data is necessary in situations where questionnaires are inappropriate. Frequency analyses pertain to number of clients participating in project activities. Student clients, college faculty, and project staff will be called upon to assess activities to date, detailing observed strengths and weaknesses. All the above listed evaluation types will be structured so as to provide accurate monitoring of all activities, and to determine the extent to which these activities are effectively implemented.

FINDINGS TO DATE:

Research has shown that no previous attempt has been made regarding the development of a comprehensive model for student research information services. The establishment of such a model will provide a much broader base of information available to the future special educator. Such provisions should enable these future educators to be more effective and competent in their professional capacities.

DISSEMINATION PLAN:

To ensure the possibility of a multiplier effect and the possibility for general application of project activities, a written report will be generated, discussing all project components. Mass dissemination of information will be served through the general project newsletter, a brochure outlining major project goals and activities, a newsletter discussing various topics of relevance, instructional materials fact sheets, and an annual service directory. The project will also arrange for representation at conventions and meetings of national, state, and local importance. Workshops and seminars will be held, affording the opportunity to announce features of the project and discuss project-related activities with target population clients.

PROGRESS TOWARD ADOPTION:

In the event of termination of federal funds, several alternatives to insure continuation of funding will be explored. These include funding directly from participating colleges on a per student basis, and/or through various foundation grants.

II. *Students*

Create in a practical manner, a more human approach to education, in turn providing a more valuable and interesting learning climate and concurrent increase in student motivation.

Correlate the reading program more closely to the team teaching program so that all teachers are involved in the teaching of reading through the various disciplines.

III. *Organization and Curriculum*

Expand the middle school concept in the Perkiomen Valley Junior High School along with its advantages of individualized instruction, flexible grouping and scheduling practices, and more efficient teacher utilization.

Provide experiences to Ursinus College sophomore and junior education majors in a pre-student teaching program by utilizing their talents in the classroom and instructing them in the methods and concepts accompanying the team teaching program.

ACTIVITIES:

The project activities are divided into two phases. Phase I is a three week summer workshop which will begin on August 14, 1972 and the staff participants will be engaged in the following activities: determine team philosophy and working model, become familiar with LGI's and SGI's, become familiar with independent study and individualized learning, write inter-disciplinary curriculum, familiarize themselves with their students, work with guidance counselors on a new middle school guidance concept, determine team evaluation techniques for the ensuing school year, develop ways of utilizing resource people in their team programs, and correlate the reading program with team planning. In order to accomplish these activities, consultants will be used from time to time in areas such as inter-disciplinary curriculums, guidance, flexible scheduling, and team teaching. At other times teams will work under the direction of our own personnel who have been engaged in a team teaching pilot project.

The second phase of the workshop will consist of eight Saturdays in which the following areas will be explored: modern teaching strategies, creative use of media, inter-personal communication, principles of learning, humanizing education, values education, and individualizing instruction. For these Saturday workshops, outside consultants, with expertise in the areas listed above, will be employed.

EVALUATION DESIGN:

Evaluation methodology will be by surveys designed by our staff as to the worth of the team teaching processes and by area administrators who will evaluate the team teaching program as opposed to the traditional subject-centered junior high school teaching model. These surveys will be largely attitudinal in nature.

DISSEMINATION PLAN:

The Montgomery County Regional Instructional Services Center will tape some of the nationally known middle school personnel who will be helping with our workshop. In addition, there will be spots on local radio stations and publicity in the local newspapers. Neighboring school districts will be invited to attend the workshop and we will conduct open houses for those districts interested in spending time with our teams. A tape-slide presentation will be developed for use in other school districts who may request this service.

Local Educational Agency Address: Project Director	Avon Grove School District 20 Prospect Avenue, West Grove, Pennsylvania 19390 Mr. Earl W. Coffman	State Project Number 71011
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Coping Curriculum for Fours and Fives

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/71	7/31/72	37,500.00	1971	37,500.00
Cont.	8/1/72	7/31/73	22,500.00	1973	22,500.00
TOTAL			60,000.00		60,000.00

Proposed Termination Date 7/31/73 Projected Funding Level for total project period \$71,250.00

TARGET POPULATION:

Children that are age four and five as of August 31st of the Avon Grove School District attendance area are the target population of this project. Enrollment is approximately 200 per year of which 85 percent are Caucasian, 10 percent are Negro and 5 percent are other ethnic origins. The socio-economic status of the families in the school district is mixed with some in the lower, some in the middle, and some in the higher class strata.

There are presently four kindergarten classes located in two schools, Avon Grove Elementary and Kemblesville Elementary. This program will add three more kindergarten classes. One will be located at Kemblesville and two will be added to the Avon Grove Elementary School.

The community is rural with mushrooms and roses as the main industry. The community has a population of 9,000. The school district has an enrollment of 2500 students. In addition there is a non public school serving 175 students located in the community.

MAJOR OBJECTIVES:

The general objective of the project is to assure the children of the Avon Grove School District that are four and five years old that they will be successful when entering first grade. It will assure that each first grade child will be six in September of the year the child enters first grade.

The main objectives are: (1) To help the children develop the skills and understandings essential to cope successfully with school as an institution (2) to help the fours and fives in creative adjustment to the school and the culture which will enable each child to develop to the extent of his own potential with positive regard for himself and others (3) Constitute self sufficiency in the sense that each child progresses in the ability to analyze, evaluate, and resolve his personal problems and contribute to the resolution of those of his society, making responsible decisions in the best interests of all concerned. Secondary objectives of the project are as follows: (1) Implement the coping curriculum for fours and fives (2) conduct pre and in-service training for the kindergarten staff, designed to prepare the early childhood education teachers to implement the coping curriculum (3) Design a pre and post assessment of the gains resulting from the coping curriculum experience.

ACTIVITIES:

Project activities will focus on teacher development in implementing the coping curriculum. The coping curriculum, with the help of Mrs. Charlotte Garman, will be introduced to the teachers and the children. Teachers will be provided with a two day workshop for in-service and orientation to the program.

The previous years' kindergarten program will be modified using the coping curriculum. The teachers will be provided an opportunity to review the current research in early childhood education and to plan for the adoption of the coping curriculum. A program of in-service will be provided for the teachers for two days and a follow up during the school year. A community advisory council will be established made up of parents, teachers, community leaders and administrators to study the coping curriculum.

EVALUATION DESIGN:

Evaluation methodology will be ongoing. Those achievements that may be measured by standardized instruments will be used in addition to those of an empirical nature. Longitudinal studies will be undertaken that will look at attendance, dropouts, and failures over the life of the students.

DISSEMINATION PLAN:

Primary dissemination activities will utilize the local newspapers and the Avon Grove School Newsletter. In conjunction with the early childhood education advisory council activities the Avon Grove School Newsletter will be distributed to all of the citizens in the community.

The project will be discussed with administrators of this regions' Intermediate Unit.

PROGRESS TOWARD ADOPTION:

During the first year of the project, the Avon Grove School District will conduct an educational campaign to inform the citizens of the worth of the project.

Local Educational Agency Address: Project Director	Chester County Intermediate Unit No. 24 Market and New Streets, West Chester, Pa. 19380 Barry Sipes	State Project Number 72042
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Career Exploration Program (Pilot Project)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
New			\$55,000	1973	\$55,000
Cont.	7/1/73	6/30/74	\$24,304	1974	\$24,304
Cont.	6/30/75	6/30/75	\$10,740	1975	\$10,740
TOTAL			\$90,044		\$90,044

Proposed Termination Date 6/30/75 Projected Funding Level for total project period \$90,044

TARGET POPULATION:

Ninth and tenth grade students from Scott High School in the Coatesville School District having poorly defined career goals will be involved in this project. Additional selection factors for participation include attendance patterns, low grade point average, underachievement and poor school performance. A random selection of 120 pupils will permit a control and experimental group for purposes of evaluation.

MAJOR OBJECTIVES:

- a. To help students improve their assessment and selection of curriculum and career opportunities.
- b. To Provide a more adequate student perception of the world of work.
- c. To encourage and develop appropriate basic job skills (i.e. punctuality, attendance, proper dress, respect for authority, and peer relationships.)
- d. To assist each student in developing a more realistic self-concept.
- e. To utilize a system of monetary reward for career development experiences which will motivate students to maximize their educational program. It is hoped that this success experience will be transferred to other areas of school and community life.
- f. To promote positive relationships among teenagers and the adult community through the vehicle of community work experience.
- g. To meet the developmental needs of teenagers in terms of "something constructive to do", a chance to earn money and an opportunity to explore a particular job cluster in depth.

ACTIVITIES:

The sixty students in the experimental group will have an opportunity to explore jobs and job clusters in order to gain a more realistic and broad view of career alternatives. The exploration thrust differentiates this project from the usual work study program prevalent in many schools. The program will provide basic job training skills rather than specific training for which a youngster must qualify through various screening processes. The project will include selected work experiences, exposure in a

career information center, and counseling on a twelve month basis related to the identified potential of the specific student.

EVALUATION:

1. A post-evaluation of the 25 week CEP Program will be conducted near the close of the program.
2. The following criteria will be evaluated for each student: School grades as compared to previous year. Reading and computational levels as compared to pre-test. Self-concept – compared to pre-program/course selections for the 1973-74 year as compared to course subjects for 1972-73. Attendance for 1972-73 as compared to previous year employment ratings. School Attitudes – post compared to pre-test. Stated career goals compared to those expressed prior to entry into program. Vocational-Evaluation Ratings from the job cluster evaluation system.
3. A report from the participating employers will also be used to evaluate the CEP concept from the industry point of view.

FINDINGS TO DATE:

No data is available at this time as the project has not yet begun.

DISSEMINATION:

The following are the proposed methods that will be used in disseminating information about the Career Exploration Program.

- a. A video-tape concerning the administration, management and implementation procedures for starting the project.
- b. A published report indicating statistical results between the control group and the experimental group.
- c. A brochure indicating procedures utilized with public and private agencies as well as their reactions to the program.
- d. Reactions of the student participants.
- e. An on-site evaluation as prescribed by the Pennsylvania Department of Education early in the calendar year of 1973.

PROGRESS TOWARDS ADOPTION:

No data is available at this time as the project has not yet begun.

Local Educational Agency Address: Project Director	Phoenixville Area School District 1120 S. Gay Street, Phoenixville, Pa. 19460 Constance B. Weiland	State Project Number 72023
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project Learn

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	7/1/72	6/30/73	\$20,000.00	1972	\$20,000.00
TOTAL			\$20,000.00		\$20,000.00	

Proposed Termination Date 6/30/75 Projected Funding Level for total project period \$45,000.00

TARGET POPULATION:

Students in grades 10, 11 and 12 of the Phoenixville Area Senior High School are the target population of this project. Enrollment for the current year (71-72) is 915, of which approximately 94½ percent are Caucasian, 4½ percent are Negro and 1 percent are of other ethnic origin. The socio-economic status of the families in the attendance area is composed of significant numbers from all class levels.

There are presently 55 staff members assigned to the school including 2 full-time administrators, 1 reading consultant (K-12) and no paraprofessionals.

The school district has an enrollment of 4,924 students, with a total professional staff of 276. The Phoenixville Area High School is the only high school in the district. Six public elementary schools (K-6), five parochial schools (1-8), two private schools (one K-6, one 1-8) and 1 junior high school feeds students into the high school. Consequently, the high school population is drawn from both public and non-public agencies.

The community is suburban and semirural with one major industry (Phoenix Iron and Steel Company) and several light industries.

MAJOR OBJECTIVES:

This project was conceived in an attempt to fill a rather obvious educational void – a reading program for the high school. The general objective of the project is to enable each student to become versatile, confident reader with maximum comprehension and with speed appropriate to purpose in accordance to ability. In behavioral terms, the objectives of the program are as follows:

1. Design and implement a reading instructional program that relates reading skills to content learning, employs individualized instruction and accountability, maintains flexible scheduling, stresses an open reading center concept, provides for correctional needs and utilizes content teachers as the reading instructional staff.
2. Conduct pre- and in-service training for staff, designed to prepare teachers to implement appropriate motivational patterns for the instructional program. Maintain program that would enable project teachers and other interested professional personnel in the school district to participate and extend their own reading skills.

3. Design a pre-post-assessment of the cognitive and affective student gains resulting from reading instructional program.

ACTIVITIES:

Project activities during the current year will focus on the formulation of a reading committee that will represent the thinking of content teachers, guidance personnel, librarians, administration and the reading department.

The reading program for the students will be introduced in stages. The first year, the sophomore developmental program will be implemented (Fall 1972). This phase of the project will introduce students to the Learn materials developed by Russell G. Stauffer, Ph.D. and Jean Horton Berg, B.S., M.A. Content area teachers will guide, counsel and coach the students in the program. Actual lecture time would be less than three hours. The time required for individual student/teacher counseling would vary from day to day. Approximately 60 hours of study would be required of the students in the program. Teachers would volunteer to participate in the program and would not be required to be reading or English teachers.

The corrective reading program will be phased into the program before December 1972.

The Corrective Reading Laboratory will be developed around multi-modal instructional materials and techniques. This program will be the responsibility of the Reading Teacher and will be supervised by the Reading Coordinator. Students would be scheduled individually and in small groups depending upon the severity of needs. This multi-purpose lab would be available to any student in this high school. Pupils using the Learn materials would use the reading lab to reinforce and supplement their program. Eventually, the entire high school population would receive benefits from the communication areas handled in the laboratory.

The second year of the project, the junior developmental program will be started and the corrective program continued with those junior students still in need of this service. The third year of the program, the senior developmental program will begin and again, corrective services will be provided for those seniors who continue to have reading problems that cannot be satisfied by the developmental program. By the end of the third year of the project a total high school reading program will be functioning in the Phoenixville Area School District.

EVALUATION DESIGN:

Evaluation methodology will consider both quantitative and qualitative changes in behavior. Standardized reading tests will measure cognitive achievement in basic skill areas and attitudinal measures will be utilized to assess the effect of the project on the affective perception of the participants.

Individual needs will be identified through formal and informal testing procedures, as well as, subjective teacher evaluations.

Longitudinal follow-up study will be implemented and data will be analyzed during the three years of the experimental program. A comparison study will be scheduled. Testing data obtained from students completing the program will be compared with testing data obtained from students not involved in "Project Learn."

FINDINGS TO DATE:

No data available at this time.

Local Educational Agency Address: Project Director	Tredyffrin/Easttown School District 95 Howellville Rd., Berwyn, Pa. 19312 Raymond Stopper	State Project Number 72025
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Language Experience at Paoli (LEAP)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/72	6/30/73	44,000.	1972	44,000.
TOTAL			44,000.		44,000.

Proposed Termination Date 6/30/75 Projected Funding Level for total project period \$58,347.

TARGET POPULATION:

Students in the Primary Team (Grades K-2) and the Middle Team (Grades 3 and 4) at the Paoli Elementary School and students in Grades 1 through 4 at Our Lady of Assumption Parochial School are the target population for this project. Enrollment for the current school year (1971-72) in the teams and grades involved is:

Public School (Paoli)	Kindergarten – 55	Grades 1-4 – 188
Non-Public School	Kindergarten – 0	Grades 1-4 – 59

Approximately 23% of the pupils involved are classified as disadvantaged according to ESEA Title I guidelines. Approximately 20% are Negro and 80% are Caucasian. The social-economic status of the families in the attendance area range from lower and lower middle class to high social-economic levels.

There are presently 13 teachers assigned to the pupils directly involved in the project. In addition, two principals (one full-time principal at the Paoli School and one teaching principal at Our Lady of Assumption School) and four paraprofessionals are assigned to the teams involved at the Paoli School.

The community in which both schools are located is suburban in nature. The population of the two townships that comprise the school district totals 32,902 according to the 1970 census data. The school district has an enrollment of 7,666 students with a total professional staff of 450 dispersed among eight elementary schools, two junior high schools, and one senior high school.

MAJOR OBJECTIVES:

The basic overall objective of the project is that of improving the reading skills of the pupils. Testing results over the past years have clearly indicated that the pupils of the Paoli School scored consistently lower in reading and language skills than do the pupils of all other schools in the district. The thrust, then, in the final analysis, is to provide a program that will assist all pupils ultimately to reach the objectives as set forth by the district for the pupils in reading instruction.

Two basic objectives designed to develop a better learning situation in regard to Reading-Language Arts instruction are: 1) develop the teacher's ability to successfully use the Language Experience Approach in the teaching of reading and 2) encourage parents of pre-school and school age children, through training sessions, to provide meaningful language experiences in the home environment.

ACTIVITIES:

Project activities will focus on 1) teacher training through summer workshops, seminars during the course of the school year, and classroom consultations whereby experts in the field of language experience development will demonstrate techniques, supervise the program and conduct conferences with the teachers; 2) parent training sessions during a summer workshop and periodically during the course of the school year. During these training sessions parents will receive kits of materials as well as training as to the proper use of these materials in developing language experiences with the children in the home environment.

The district will enter into a contractual arrangement with Instructo Corporation for services in developing and conducting the summer workshops, providing classroom consultation services, and in overall management of the project.

EVALUATION DESIGN:

Evaluation will be a constant, on-going process. Attention will be given via classroom consultants to the planning procedures, instructional strategies, use of materials and pupil/teacher interaction demonstrated by the teacher in her day-to-day classroom involvements. Reports of an individual growth and/or problems will be the primary recording of progress. A file will be kept on each teacher, organized according to the anticipated outcomes of the classroom consultation unit. Assessment sheets will be devised by Instructo as they have direct relevance to specific outcomes anticipated as a result of the services rendered. In addition, standardized tests to determine pupil progress will be administered during the course of the project.

Semi-structured interviews with the parents will be conducted periodically in an attempt to determine the effectiveness of the parent involvement phase of the program.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

A sound-slide or video tape presentation will be developed by the staff to be utilized for the various groups of teachers and administrators in order to acquaint them with the study. District and associated personnel will be available to present the study to the Board of Education, parent groups, and community groups, explaining the project and reporting the progress of the study. News bulletins will be distributed to professional staff, parents of the schools involved, and, in some cases, to the community.

PROGRESS TOWARD ADOPTION:

No data available at this time.

Local Educational Agency Address: Project Director	West Chester Area School District 320 N. Church Street, West Chester, Pa. 19380 Mrs. Barbara G. Nnoka	State Project Number 72029
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: **Teaching Reading Skills to Adolescents**

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	9/1/72	8/31/73	\$18,000.00	1973	\$18,000.00
TOTAL						

Proposed Termination Date _____ Projected Funding Level for total project period _____

TARGET POPULATION:

10 Residents of Friends Shelter for Girls who attend West Chester Area Schools, selected on the basis of age, 13-16 years, school grade 8, 9 or 10, and who are shown by tests to be reading considerably below their expected reading level.

MAJOR OBJECTIVES:

The basic behavioral objectives of this program are:

1. To improve the reading skills of the participants so that they can effectively utilize the academic program as presented in the public schools.
2. To improve the self-concept of the participants so that they can take a more active role in their educational and social development.

In realizing the dual basic behavioral objectives, the following secondary behavioral objectives will be affected in measurable terms:

1. Better study skills will be shown by increased reading competence.
2. Better listening skills will be developed.
3. Better grades will be obtained through increased ability and interest in skillfully handling input and output of written material.
4. An improved attitude toward school and self-improvement will result with increased language skills.
5. School absences will decrease with increased classroom success.

ACTIVITIES:

Those activities that will be undertaken to achieve the stated behavioral objectives are listed below in chronological order along with job descriptions and the qualifications for filling positions. "Teaching Reading Skills to Adolescents" will be a thirty week program running from mid-September 1972 until mid May 1973 with possible provisions for extension into summer, 1973. It will involve the combined efforts of a reading specialist and tutors, a staff psychologist, professional staff of Friends Shelter, social workers, and public school personnel aimed at achieving the performance objectives stated previously in this narrative. All professional staff and tutors will be working with the participants from Friends Shelter on a one-to-one basis.

1. Mid-September Workshop: Three four-hour days. The reading specialist will train the tutors in the selection and use of materials and methods in specific situations. The tutors will be counseled by the present reading levels and problems, emotional, academic and social of each of the ten female residents of Friends Shelter. The program will also be presented to the girls during this workshop. Cheyney students and girls from Friends Shelter will be consulted in selecting material.
2. Tutors will meet with the students to set schedules and work out related details.
3. For thirty weeks, tutors will spend four hours weekly in the program: three contact hours with individual students, one hour in informal consultation with the reading specialist. The tutors will work in the late afternoon and early evenings.
4. Mid-January Workshop: Two day session to review all methods and materials used. New approaches and materials will be discussed as a portion of funds will be retained to purchase additional materials throughout the length of the program. Public school counselors and teachers, Shelter staff, social workers, and the psychologist will participate in this workshop with tutors and the reading specialist to further the objectives of the program.
5. To facilitate better personal relationships with the tutors, short field trips will be planned, some in conjunction with activities at Cheyney State College.
6. Mid-May Assessment: A formal evaluation of the program at the end of the thirty week period will center on the ten participants. It will involve the reading specialist, the psychologist, Friends Shelter staff, social workers and the tutors.

EVALUATION DESIGN:

Formal evaluation of "Teaching Reading Skills to Adolescents" will be made through pre-program and post-program testing. This will serve to determine the success of the program and as a diagnostic measure to be used as a basis for further instruction. The psychologist or the reading specialist will administer *The Wechsler Intelligence Scale* and the *Slosson Intelligence Test* to each participant individually. *The Botel Reading Inventory* will be used as a pre- and post-program measure. This instrument measures phonics skills, word recognition, word opposites and listening skills. The Educational Developmental Laboratory's Reading Eye recording will be used to determine the effectiveness of the reader both pre- and post-program.

FINDINGS TO DATE:

A search for existing programs similar to that proposed herein has led us to believe that no such program is operational in the state at this time. We know of institutions in need of programs of this nature, but they have not found functioning models. In consultation with R.I.S.E., we find that no other program such as the proposed is existing under the assistance of R.I.S.E.

DISSEMINATION PLAN:

Reports will be made to the West Chester Area School through the Lay Advisory Committee on Federal Programs. When significant findings are available in the course of project development, a mini-grant for project dissemination will be requested in conjunction with Project R.I.S.E.

PROGRESS TOWARD ADOPTION:

Preliminary proposal approved by Mr. William M. Dallam, Assistant Director, Division of Development, Bureau of Curriculum Development and Evaluation, Department of Education, Box 911, Harrisburg, Pa. 17126

Local Educational Agency	Educational Development Center, WCSC	State Project Number
Address:	110 W. Rosedale Avenue, West Chester, Pa. 19380	
Project Director	Dr. Everett A. Landin	72051

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: **The Cognitively Oriented Urban Pre-Kindergarten**

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/21/72	8/20/73	\$26,000.00	1972	\$26,000.00
TOTAL					

Proposed Termination Date 6/30/75 Projected Funding Level for total project period \$47,467

TARGET POPULATION:

Thirty-six Black children, approximately 40-50 months of age, from low income families, are participants in the Cognitively Oriented Urban Pre-Kindergarten. All of these children are prior participants in either the Center or Home Early Learning Programs of the Pennsylvania Research in Infant Development and Education (PRIDE) Project for the immediately preceding two-year period. The West Chester Area from which these children are drawn services approximately 12,000 children in its public schools and another 8,000 in non-public facilities.

OBJECTIVES:

The Borough of West Chester in recent years has received an influx of low income Black families from larger urban centers such as nearby Philadelphia, Chester, and Wilmington as well as low income Puerto Rican families from the neighboring rural farming areas. The growing numbers of children from poverty backgrounds in the area have created an educational crisis of major proportions for this moderate sized urban community located in Pennsylvania's fastest growing county. Research shows that children from impoverished families enter school with a learning disadvantage that prevents them from doing well throughout their school years. Efforts are being made to overcome such disadvantage prior to entrance into the regular school program. This Educational Development Center, official designated as a State Center for Urban and Bilingual Education Studies, is concerned about solutions to these problems. Project PRIDE (Project for Research in Infant Development and Education) was developed jointly by the West Chester component of the Cheyney-West Chester Educational Development Center and the Pennsylvania Department of Education as one means of reaching such a solution.

The PRIDE Project begins as early as a child's twelfth month of life. It has significantly accelerated the overall educational development of predominantly Black and Puerto Rican children to the point where they function at average to above-average levels by the time they attain an age of forty (40) months. Beyond the forty-month age level there is no continuing program for them, and the period between that age and entrance into kindergarten is both a lost opportunity for further acceleration of development and a period of loss of the gains which the earlier effort had brought about. This project, "The Cognitively Oriented Urban Pre-Kindergarten," has been developed to bridge this educational gap. It will continue the educational advancement of children who have previously participated in the PRIDE Project to at least maintain and, more likely, enhance their ability to compete as well as to

excel at later school levels where they will be grouped with children from homes with greater advantages than is the case with their own homes.

ACTIVITIES:

Two half-day Pre-Kindergarten programs, each involving a class consisting of half of the 36 participating children, will serve as the vehicle for most of the activities. Activities of fundamental importance included training in perception, discrimination, and integration of sensory stimuli and the building of conceptual hierarchies on the foundation of this interpreted input. Also included are: (1) activities providing for the development of cognitive strategies by trial and error learning; (2) language development activities; (3) elementary math activities; (4) activities fostering social development and good social relations; (5) activities aimed at reading readiness. The proposed program will provide for an active role of the parents in the development of their child through interfacing this program with the currently operational PRIDE visitations with parents to train them to work directly with their children in broadening their experiences and helping them to develop educationally. Staff available to work with the children include a head teacher, an assistant teacher, and two aides.

EVALUATION DESIGN:

A rigorous evaluation of program effects will be undertaken, involving pretesting and posttesting of all participating children by means of a comprehensive battery of tests. This battery and social development, as well as specialized scales to measure creativeness, math, and reading readiness.

FINDINGS TO DATE:

No results from the current program, the "Cognitively Oriented Urban Pre-Kindergarten Program," are available at this time.

DISSEMINATION PLAN:

Dissemination activities will include: one or more conferences or workshops relating to the program; a large mailing of program findings to other parts of the nation, state, and locality; and a tape -- slide presentation on program activities and results for exposition at conferences and meetings.

PROGRESS TOWARD ADOPTION:

Local adoption of the program is currently at the inquiry stage.

Local Educational Agency Address: Project Director	Haverford Township School District East Darby Road, Havertown, Pa. 19083 Dr. Gerald M. Hogan	State Project Number 71034
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Transition: Conventional to Open Space

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App	12/71	12/72	45,000	1971	45,000
TOTAL			45,000		45,000

Proposed Termination Date 12/74 Projected Funding Level for total project period to be determined

TARGET POPULATION:

The target population consists of 700 students from grades 7 and 8 in the Haverford Township Junior High School. Two teacher teams have been organized to work in a large open plan facility, a team consisting of four seventh (7th) grade mathematics teachers, and an interdisciplinary eighth (8th) grade team: English, social studies, math and science.

Enrollment for the current year (1971-72) in the junior high school is 2,079, of which approximately 97 per cent are Caucasian, 2 per cent are Negro and 1 per cent are of other ethnic origins. The community is generally regarded as middle class and upper-middle class.

The community is suburban and has a population of 60,000. The school district has an enrollment of 8,000 students in 8 elementary schools, 1 junior high school and 1 senior high school. In addition, 36 per cent of the school-age students attend parochial schools and 7 per cent attend private schools.

MAJOR OBJECTIVES:

1. To prepare staff for utilization of an Open Plan teaching area.
2. To enact curriculum changes consistent with the opportunities inherent in the Open Plan design.
3. To visually document teaching techniques applicable to the Open Plan design for use with professional staff and community.
4. To assess the effectiveness of curriculum changes and the attitudes of students in the Open Plan transition area.

ACTIVITIES:

In October, 1970 the School District of Haverford Township submitted a proposal to Education Facilities, Inc. The proposal was generated by the school district plan to construct and occupy an open space middle school (grades 6, 7, 8) by September, 1973. Open space schools provide an exciting and flexible vehicle for changing the instructional process, but it is critically important that staff, totally conditioned to the conventional school, be properly prepared to function in the new environment of the open space school.

The school district sought funds for a first-stage study of renovating an existing girls' gym into an open space teaching area and a grant of \$5,000 was approved. The girls' gym was selected because it was a large (5,000 sq. ft.) space and deemed most suitable for simulating the conditions in a large, open space instructional area.

ACTIVITIES (Continued)

At the conclusion of the study the decision to proceed with the project was made. The gym was converted to an open space teaching area. Six different furniture suppliers and six carpeting companies were invited to participate in the project. This permits the district to evaluate furniture and carpeting in an open space area prior to the decision to furnish the new middle school.

Teacher teams were selected to work in the project; a single discipline team (math) and an interdisciplinary team.

Future plans call for the installation of a computer terminal in the open space area. Thus both Computer Assisted Instruction (C.A.I.) and programming can be a part of the math program. A research study will be devised to determine the impact of C.A.I.

Teacher training programs in the areas of Interaction Analysis, Micro-teaching, Computer Technology and the Affective Domain will be offered in the Summer, 1972.

Curriculum Development and Learning Packets development will also be summer projects.

EVALUATION:

The evaluation of this project will be planned and conducted in cooperation with the Department of Education. Areas to be evaluated and the measure include: student reaction to the program . . . Gordon Personal Profile and Wide Range Achievement Tests, student achievement . . . assisted instruction (C.A.I.) . . . analysis of pre and post test scores of selected groups. The effect of the staff development programs will be determined on the basis of written performance objectives.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

Since Education Facilities Laboratories (E.F.L.) has financed the feasibility study, one may reasonably expect continued interest and attention in E.F.L. publications.

Regional dissemination will be in the form of presentations at professional meetings and accounts in professional journals. In addition, the program will be open to visitors, both professional and lay.

Local newspaper accounts plus extensive coverage in school district publications will be part of local dissemination efforts. A very important aspect of the local effort will be the development of a visual presentation on the teaching techniques in the Open Plan for use with staff and community groups.

PROGRESS TOWARD ADOPTION:

The Board of School Directors has approved an Open Plan Middle School and has turned the project over to the School Authority for appropriate action.

Local Educational Agency Address: Project Director	Radnor School District Wayne, Pa. 19087 Gisha Berkowitz	State Project Number 71-7306 (306)
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: **Alternative Schools Project**

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	4/71	6/72	300,000.00	1971	300,000.00
	Cont.	7/72	6/73	250,000.00	1972	250,000.00
	Cont.	7/73	6/74	200,000.00	1973	200,000.00
	TOTAL			750,000.00		750,000.00

Proposed Termination Date 6/74 Projected Funding Level for total project period \$750,000.00

TARGET POPULATION:

During its first year of operation, the project will serve approximately 300 students in grades 10, 11 and 12, who desire a learning environment different from that provided by the existing high schools. The project hopes to enroll a diverse student body; a small number of handicapped pupils will be included. Students residing in the six participating districts (Philadelphia, Abington, Cheltenham, Springfield-Montgomery, Radnor, and Lower Merion) will be able to apply; students will be drawn by lottery.

MAJOR OBJECTIVES:

The proposal established several objectives for all the group participating in the project: The University of Pennsylvania Graduate school of Education, which will assist in evaluation and staff development; the Department of Education of the Commonwealth, which has contributed support and suggestions; the school districts; the parents; the staff; and the students. Some of the major student objectives are: the student will achieve in the academic areas at a level equal to or better than students in existing schools; the students will have an improved self-image; the students will participate actively in the governance of the school; the students will have a more positive attitude toward school; the student will develop a greater awareness of social concerns.

ACTIVITIES:

The cooperating districts will jointly operate two alternative high schools, enrolling approximately 150 students in each. Each school will be staffed with a small group of certificated teachers who will evolve their own administrative and leadership patterns, supplemented with many part-time people and community volunteers. Curriculum will be developed by staff and students, with much emphasis placed upon learning in the community through work, volunteer service, and independent study. Parents will be deeply involved in developing policy and programs. The project will explore new approaches to school scheduling, new methods of instruction, and new types of course offerings, with the hope that methods found successful in the alternative schools will be adopted and modified by the larger existing schools.

EVALUATION DESIGN:

Evaluation will be of two types, formative and summative. The formative evaluation will take place primarily through close observation and reporting by on-site evaluators, who will observe instructional, administrative, and learning processes. The summative evaluation will draw upon standardized tests, attitude scales, and self-reporting questionnaires.

FINDINGS TO DATE:

No data available.

DISSEMINATION PLAN:

The project plans to conduct several kinds of dissemination activities; brochures describing the school will be distributed to the profession; visitors will be encouraged to observe the school at first-hand; special conferences will be held in the spring of the first year to discuss problems and progress. Students will be encouraged to take an active part in developing dissemination materials.

PROGRESS TOWARD ADOPTION:

As of the time of reporting (June 1971) staff and students had been selected.

Local Educational Agency Address: Project Director	School District of Philadelphia 21st Street and the Parkway Dr. Marechal-Neil E. Young	State Project Number 72071
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: **Classrooms for Multiple Handicapped Children**

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	9/1/72	8/31/73	\$168,185.00	1972-73	
TOTAL						

Proposed Termination Date 9/30/75 Projected Funding Level for total project period **\$504,000.00**

TARGET POPULATION:

Pupils addressed are severely retarded, multiple handicapped children of elementary school age recently identified as non-attendant in public school programs. Included are a maximum of 56 pupils, of which approximately 36% are Caucasian, 61% are Negro, and 3% are of other ethnic origins, representing an economic cross-section of the city.

Professional and paraprofessional staff instrumental in program implementation will include School District instructional personnel and community and university resource persons, complemented by student and parent volunteers.

MAJOR OBJECTIVES:

The overriding goal of the program is to establish seven classroom centers to provide for the delivery of services to handicapped children and their parents. Specific objectives of the educational component are:

1. To develop self-care (toilet training, self feeding, etc.)
2. To facilitate motor development.
3. To develop a sense of self.
4. To facilitate language development.
5. To improve perceptual development.
6. To develop comfortable relationships with adults and with other children.
7. To locate self in relation to others and to begin learning in social relationships.
8. To encourage a more comfortable, relaxed relationship between Mother and child.

ACTIVITIES:

The seven proposed classes will provide individualized instruction to multiple handicapped children through a specialized curriculum stressing sensory inputs, speech and language stimulation, diagnostic therapy, sensory-motor development, and improved sense of responsibility and sense of self.

The program will serve to articulate a new staffing pattern and will serve as a demonstration program providing in-service activities for special education teachers. Intensive parental involvement components are also integral parts of the program.

EVALUATION DESIGN:

Evaluation activities including recording procedures and test instruments will be designed to assess the program's effectiveness in meeting its stated objectives and to provide recommendations for program modification. Records kept on each child will be updated as warranted and significant changes in individual progress will be noted throughout the year.

Staff members from the School District's Office of Research and Evaluation will systematically examine pupil records to document and quantify the recorded data. Gathered data will be treated using descriptive and non-parametric techniques. Two scale instruments will be administered to measure progress in reaching two of the stated behavioral objectives. Data will be analyzed using parametric techniques to determine differences between pre- and post-test scores.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

A dissemination plan will be developed utilizing multi-media to provide school, civic, and government organizations as well as the general public with a continuous account of the proposed program. The dissemination effort will:

1. Provide basic information regarding the objectives and activities of the program.
2. Interpret the general progress and specific findings of the program.
3. Encourage continued program support from all segments of the community.

Three major vehicles of dissemination have been identified as:

1. an Advisory Committee to the Division of Special Education
2. the instructional staff of the established classes, and
3. visiting consultants from the Pennsylvania Department of Education.

PROGRESS TOWARD ADOPTION:

Not applicable.

Local Educational Agency	School District of Philadelphia	State Project Number
Address:	Parkway @ 21st St., Phila., Pa. 19103	71-7103 (306)
Project Director	Dr. Harry P. Quinn	

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: **Comprehensive Early Childhood Education Network**

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	7/1/71	6/30/72	325,387.00	1971	325,387.00
TOTAL					

Proposed Termination Date 6/30/76 Projected Funding Level for total project period \$1,384,896.00

TARGET POPULATION:

Total enrollment for the current year in the Philadelphia Public School System is 283,197, of which 169,490 are Negro, 105,718 are Caucasian, 7,989 are Spanish-surnamed.

At the present time there are about 120,000 students enrolled in early childhood programs including preschool and kindergarten through fourth grade in the Philadelphia public schools; 5,800 of these are in preschool programs; there are approximately another 25,000 in kindergarten. 900 teachers are involved in preschool programs and approximately 6,500 are working at the elementary level.

Included in the above totals are approximately 10,600 children being served in special programs for the handicapped.

In the Parochial School System there are about 45,900 students enrolled in early childhood programs, including preschool and kindergarten through fourth grade, out of a total enrollment of 136,247.

Philadelphia children, preschool to grade four, their parents, their communities, and the teachers and administrators who serve them, constitute the target population of this project.

MAJOR OBJECTIVES:

The purpose of this project is to develop a new approach to staff parental and community participation in early childhood education.

As a result of a comprehensive dissemination and training system, staff, parents, and community members should be able to: 1) Identify instructional alternatives available in early childhood education. 2) Relate program options to the needs of their particular school and community. 3) Design effective approaches to parent support and influence on early childhood programs. 4) Increase parent participation in classrooms and schools as volunteers and observers. 5) Extend educational and community activities for parents, teachers, and administrators. 6) Generate new child development activities involving high school students working with young children. 7) Design early childhood programs for local schools and communities that are most relevant to the needs of those particular communities.

ACTIVITIES:

The Philadelphia School District will develop and utilize three closely connected components: an information system, a training process, and a monitoring system.

An *information dissemination system* will be developed to help parents, teachers and other school staff, and interested community members to become aware of, and to make more effective use of, available and newly-developed information and resources in early childhood education.

Each of the eight local districts that make up the School District of Philadelphia, along with non-profit private schools, will plan, implement and monitor informational activities that fit individual district needs. Innovative activity options will include Parent Activity Centers where parents, teachers, staff and community members would receive information about the growth and development of children, educational alternatives, health and nutrition, psychological and social services, and materials and games to supplement education at home. Other activity options for information dissemination include the use of different types of media, workshops, seminars, and classroom observations. Each local district will decide for itself whether it wishes to concentrate on a limited number of schools and communities or spread its resources throughout the district.

In order to utilize new and existing information and resources in early childhood education as fully as possible, the School District will develop a *training process* which will involve parents, teachers, principals, supervisors, aides, volunteers and university staff. Training will be concerned with a better understanding of the development and needs of young children and an increased ability on the part of all concerned to meet these needs. Activities will be provided to help parents, and especially fathers, to increase their effective participation in early childhood programs. Linkages will be developed through the city-wide parents group, the Home and School Council, the Philadelphia Principals Association, and the School District's Institute for Advanced Administrative Development to provide opportunities for full participation of building principals in the training sessions. The involvement of university personnel will not only provide their expertise for training sessions but also augment that expertise by giving university personnel concrete experience in various schools and communities.

The School District will coordinate the information system and training activities through a monitoring system which will be perhaps the most innovative component of the project. Each district will develop its own monitoring component to check the effectiveness of information dissemination, training of school personnel and training and participation of parents; to measure the changes in early childhood programs resulting from this project, and to increase the coordination of district and central office resources directed toward early childhood programs. Parents will be involved significantly in monitoring processes. A central monitoring system will be developed to allow the rapid dissemination of successful approaches to strengthen early childhood programs developed by each district.

EVALUATION DESIGN:

Evaluation design presently receiving pre-audit investigation.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

No data available at this time.

PROGRESS TOWARD ADOPTION:

No data available at this time.

Local Educational Agency	School District of Philadelphia	State Project Number
Address:	21st & The Parkway, Philadelphia, Pa. 19103	71045
Project Director	Ruth Rodman	

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Consumer Education

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/5/72	1/14/73	\$57,750.00	1972	\$57,750.00
TOTAL					\$57,750.00

Proposed Termination Date 1/14/73 Projected Funding Level for total project period \$63,750.00

TARGET POPULATION:

Twenty teachers will be trained to teach consumer education in a multi-disciplinary arrangement which cuts across traditional lines of the administrative structure. Principals may select three-to-five teachers who will comprise a team. Disciplines from which teachers may be selected are Social Studies, Home Economics, Industrial Arts, Business Education, English or Mathematics.

MAJOR OBJECTIVES:

Eight three hour workshops will be conducted primarily for teachers who will teach a multidisciplinary course, DECISION MAKING IN CONSUMER AFFAIRS, to 12th grade students. The teachers will be instructed in strategies for consumer education and in consumer information.

A report will be prepared of possible adaptations of consumer education programs for grades K-6.

Consumer protection information will be translated into Spanish.

A resource room will be developed and maintained for use of teachers of the multidisciplinary program.

ACTIVITIES:

Project activities during the year will focus on supplying resource material and information to teachers and training them to develop individualized instruction packets for the students whom they will teach beginning in the 1972-73 school year.

Teachers will have the opportunity to meet with experts in the field of consumer affairs. They will also have the opportunity to explore such new techniques in consumer education as gaming and simulation.

EVALUATION DESIGN:

1. To document the project activities and the actual versus planned activities.
2. To collect data on project activities participant variables and on project outcomes and to test prototype materials developed for use in the project.
3. To analyze data to determine degree to which project reached its objective.
4. To provide feedback to project staff and participants on project intermediate checkpoints.
5. To coordinate State of Pennsylvania Department of Education site visit.
6. To disseminate project reports and materials.

FINDINGS TO DATE:

A pilot program of the multidisciplinary consumer education course was initiated in one high school. The course was successful. Original materials for teachers and students have been developed in response to the needs of the teachers and students in the pilot program.

A pilot teacher training program has been completed. Requests for the program have been generated.

DISSEMINATION PLAN:

A report will be issued to assist all district superintendents and all state education officers in replicating the workshops and the format for the program.

The School District of Philadelphia will assume responsibility for continuing the program in schools from which teachers have been trained.

PROGRESS TOWARD ADOPTION:

Eight Principals have requested training for teachers in their schools.

Local Educational Agency Address: Project Director	School District of Philadelphia 21st Street South of the Parkway, Philadelphia, Pa. Dr. Patrick J. Martin, Jr.	State Project Number 72058
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:	Joint Public-Parochial Planning Councils
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Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	8/15/72	8/14/73	\$160,000	1973	\$160,000
	TOTAL			\$160,000		

Proposed Termination Date 8/30/72 Projected Funding Level for total project period \$480,000

TARGET POPULATION:

Approximately 3,298 students, K-6, and 2,465 students, grades 7-12, from the public and parochial schools will participate in this program. Public and parochial schools will be paired for joint activities and programs. Because the project is a joint public-parochial effort, the students will come from wide range of economic backgrounds and represent the Black, Spanish-speaking and Caucasian ethnic groups.

MAJOR OBJECTIVES:

- A. To bring students of the public and parochial schools together in educational or educationally-related programs.
- B. To organize eight planning councils at the local level to plan, organize, direct, and implement joint activities, involving students, parents, teachers, and administrators.
- C. To develop better communications between public and parochial schools on the operational level.
- D. To open lines of communication between parents of parochial and public school children in order to develop better relations between them.
- E. For students, parents, and teachers to gain an increased awareness and understanding of the cultural diversity of the various communities represented in Philadelphia.

ACTIVITIES

Each District Planning Council has developed a specific program. The joint student activities are ethnic and racial studies; shared facilities for shop, home economics, choir, physical education, science, the arts, reading improvement lab; joint workshops, community activities, dramatic programs, peer group drug counseling and ecology projects.

EVALUATION DESIGN:

Evaluation will utilize the services of the School District's Division of Research and which will include, where appropriate, the following:

- a. Pre and post testing
- b. Reactions of students and parents

- c. Teacher concerns and evaluation
- d. City-wide tests
- e. Questionnaires for the community

Provision has also been made for an independent on-site evaluation to be conducted by the Department of Education.

FINDINGS TO DATE:

Not applicable.

DISSEMINATION PLAN:

The eight District Joint Planning Councils will have the responsibility for publication and dissemination of information to the community, parents, board members and community. The services of the central office staff of the public and parochial school systems will also be utilized in disseminating information.

PROGRESS TOWARD ADOPTION:

The eight District Joint Planning Councils have been meeting to develop the proposal and are now awaiting to receive final approval of their plans.

Local Educational Agency Address: Project Director	School District of Philadelphia 21st Street South of The Parkway, Philadelphia, Pa. 19103 Dr. George French	State Project Number 72017
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: **Joint-System Social Studies Program**

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	9/1/72	8/31/73	\$51,900	1972-73	\$51,900
TOTAL						

Proposed Termination Date 8/31/75 Projected Funding Level for total project period \$155,700

TARGET POPULATION:

Approximately 770 students from the public and parochial schools, grades 4-12, will participate in this program. Twenty-two schools will be involved, 11 from each school system. There will be five elementary classes in each system, two junior high classes and four senior high classes. By the fact that it is a public-parochial program, the students will come from every economic class and represent the Black, Spanish-speaking and Caucasian ethnic groups.

MAJOR OBJECTIVES:

- A. Decrease levels of inter-racial and inter-group tension among the students participating.
- B. Increase general student awareness and understanding of the cultural diversity of city, state, national and international communities.
- C. Develop student knowledge of the contributions of the diverse cultural groups which comprise the City of Philadelphia.
- D. Strengthen student sense of identity and self-confidence.
- E. Expand cooperation and communication between public and parochial school systems.
- F. Provide for more effective utilization of common resources of both public and parochial school systems.

ACTIVITIES:

During the first 4-5 months of the program, extensive staff development sessions will train teachers in diverse ethnic and racial cultures and in the use of the latest student-involvement methods and the newest social studies approaches. The curriculum content will be finalized and instructional materials developed and/or identified.

The curriculum will be implemented in the classroom during the second phase of the program. Major study themes will include such subjects as: (1) Ethnic Neighborhoods, (2) Ethnicity and Practical Politics, (3) Parallel Institutions in Different Cultures, (4) Images and Stereotypes, and (5) Contributions of Ethnic Groups to American Society. Classes from each system will be paired at least once a week at every grade level to share curricular experiences.

Instructional techniques will feature an inquiry-oriented approach with group work projects, special field visits to ethnic neighborhoods and various cultural institutions, and discussions with leaders of different racial groups.

EVALUATION DESIGN:

To assess the amount of decreased hostility and increased understanding and knowledge among students, the program will utilize feedback sessions, pre-and-post attitudinal questionnaires, student interviews, and on-site visits. Increased use of common resources, and expanded public-parochial cooperation, will be evaluated through teacher questionnaires and on-site observations. Curriculum content will be measured through teacher-constructed tests.

FINDINGS TO DATE:

Not applicable.

DISSEMINATION PLAN:

Information will be disseminated locally and regionally through on-site visits, teacher observation days, an inter-school newspaper, curriculum bulletins, the news media and a program conference.

PROGRESS TOWARD ADOPTION:

A pre-planning group has been meeting to begin laying plans for staff training and curriculum development.

Local Educational Agency	School District of Philadelphia	State Project Number
Address:	21st at Parkway	71053
Project Director	Lionel Lauer, Director, Planning and Development	

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Leadership Development Through School Resources

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	1/15/72	1/14/73	\$180,000.00	1972	\$180,000.00
	TOTAL					

Proposed Termination Date 1/14/73 Projected Funding Level for total project period \$540,000.00

This proposal is concerned with one part of a comprehensive program for leadership development in the School District of Philadelphia. In its entirety, the approach to leadership development involves (1) strengthening of planned, effective educational programs in schools which will form a network of leadership development resource centers; (2) provision of supervised residency experiences in such centers for selected principals, key staff, and parents; (3) supportive services to help these newly-trained educational leaders plan and implement comparable programs in their own schools after the residency period. ESEA Title III funds are solicited only for the first of these components: the proposal provides for additional staff, staff development time, and planning assistance in schools which are to become the first leadership development resource centers. Funding of the other components of the program has been arranged through EPDA and other sources.

TARGET POPULATION:

The three elementary schools whose educational programs are to be strengthened have a combined enrollment of 2,090 students in kindergarten through sixth grade. The schools all serve relatively low-income, predominantly working class, inner-city populations (some children of professional families attend one of the schools, which is near the University of Pennsylvania campus). The racial composition of enrollments in the three schools is variously 89% black, 11% white; 84% black, 16% white; and 61% Spanish-speaking, 26% black, 13% white.

The Total instructional staffs in all three schools (75 teachers) will be directly involved in the program.

MAJOR OBJECTIVES:

Both initial objectives (within the three target schools) and a dissemination objective have been specified. Initial objectives may be summarized as follows:

1. pupil objectives - development of intellectual capacity; development of basic skills; affective development.
2. staff objectives (for principal and teachers) - understanding the educational programs to be used; success in meeting the organizational objectives (3) as a means of achieving the pupil objectives (1)
3. objectives for organizational structure - redefinition of roles so that the principal becomes primarily the instructional leader rather than crisis-manager, and so that the total educational program integrates (a) the inquiry-discovery method and problem-centered material; (b) structured approaches providing specific attention to children's affective development; and (c) use of curricula such as Madison Project mathematics, Science Curriculum Improvement Study science, and Bruner's "Man: A Course of Study."

Project Title: Leadership Development Through School Resources

State Project Number
71053

Local Educational Agency Address: Project Director	School District of Philadelphia 21st St. South of Parkway, Philadelphia, Pa. 19103 Mr. Patrick J. Martin, Jr.	State Project Number 72019
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: R.I.T.E. – Reading Improvement Through Teacher Education

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	7/1/72	7/1/73	\$190,000	1973	\$190,000
TOTAL				\$190,000		\$190,000

Proposed Termination Date 6/30/73 Projected Funding Level for total project period \$190,000

TARGET POPULATION:

Students in grades 1-6 with concentration on those schools in the city of Philadelphia which presently receive no aid will comprise the target population of this project. Enrollment for the current year in these schools is 60,729 students. Of this number 10,982 are Caucasian, 837 are Negro and 141 are Puerto Rican. The majority of these students are from lower middle class families.

MAJOR OBJECTIVES:

The general objective of the project is to provide opportunities for classroom teachers to gain practical experience with innovative reading techniques and materials and thereby, improve the basic reading skills of the children in the project schools.

ACTIVITIES:

Project activities will call for a definition of reading problems by reading specialists in the schools of their assignment and an examination of alternatives, techniques, materials, and in-service training activities. During the school year the reading specialists will implement the training by direct assistance to the teachers of their districts in the individual schools. These activities will include demonstration of techniques and materials. The teachers will be responsible for implementing the instruction she receives from the specialist.

The project provides for joint participation of public and non-public school children and staff throughout the program.

EVALUATION DESIGN:

Evaluation will utilize the services of the School District of Philadelphia's Division of Research and Evaluation. Provision has also been made for independent on-site evaluation to be conducted by the Department of Education.

FINDINGS TO DATE:

A limited in-service program of Reading Studies for urban schools involving some of the components of this project was conducted during the past year. The teachers' response was most enthusiastic. The follow-up component was a key factor in the success of the program, since teachers were able to put into immediate practical use the techniques and knowledge acquired. This small program suggested that an intensive and more extensive program would help to meet teacher needs and thereby improve the reading skills of the children in the project's participating non-public and public schools.

DISSEMINATION PLAN:

Each participating school will designate a person (teacher or parent) to be a Communications Coordinator who will report the project activities to the local newspapers, Home and School Association, and District Principals' meetings. Parental observation and visitation will be encouraged. Also interschool visits, between participating public and non-public schools will be arranged for Staff and Parents.

PROGRESS TOWARD ADOPTION:

During the first year of the project, the local education agency will closely monitor the activities and in conjunction with the non-public authorities, make a decision as to the continuation of the program into the future.

Local Educational Agency Address: Project Director	School District of Philadelphia 21st Street and The Parkway, Phila., Penna. 19103 Dr. Bernard G. Kelner, District #6 Superintendent	State Project Number 72057
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Samson L. Freeman School of Humanities

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	8/1/72	7/31/73	\$50,000	1972	\$50,000
TOTAL					

Proposed Termination Date 7/31/75 Projected Funding Level for total project period \$150,000

TARGET POPULATION:

One hundred and fifty pupils in grades six and seven, District Six of the Philadelphia School District, have been selected as the target population for the School of Humanities. The pupils, chosen by lottery, represent a cross-section of District Six's varied economic and racial make-up.

MAJOR OBJECTIVES:

The general objective of the School of Humanities is to provide the urban-bred child with unique kinds of learning experiences which will equip him with the self-confidence, sensitivity, insight and understanding, in addition to the knowledge, that he needs to cope with his environment and to see his place in the wider order to things.

Specifically, the School will strive to:

- A. Improve pupil competency in the basic skill areas.
- B. Improve pupil performance in the cognitive skill of analyzing, interpreting and synthesizing information.
- C. Improve pupil self-esteem.
- D. Increase the bonds of friendship and cooperation among individuals of diverse backgrounds.
- E. Increase opportunities for pupil participation in special projects inside and outside of school.
- F. Increase pupil knowledge and understanding of different world cultures.

ACTIVITIES:

During the first year, the project will follow four phases: (1) selection of staff and pupils, (2) staff development, (3) three-part school year instructional program, and (4) evaluation and planning for the second year.

The instructional program will include (1) Ego-Development – The Individual's Roll and His Relationship to Others – A Valuable Resource (September – November, 1972), (2) Group Participation – Utilization of Community Resources (November, 1972 – February, 1973), and (3) Life Styles in World Communities (February – May, 1973).

Each curriculum unit – Creative Media, Mathematics, Language Arts, Social Studies and Reading – will address these overall topics according to the above timetable. The result will be an inter-disciplinary approach to learning which continues throughout the school year.

EVALUATION DESIGN:

Each objective will be measured by specially selected instruments. Pupil competency in the basic skills, and performance in the cognitive skills, will be measured by the Iowa scores, and staff-designed tests, respectively. Self-esteem will be assessed by the Coopersmith Self-Esteem Inventory, and by other projective techniques. A sociogram and a semantic differential will be used to test bonds of friendship among pupils from different ethnic groups. A log of pupil participation in special projects will be kept to evaluate attainment of Objective E.

Pre, post, and t-tests will be used in appropriate instances. Other projective techniques can be administered, and their results recorded, on a monthly basis throughout the year.

FINDING TO DATE:

Not applicable.

DISSEMINATION PLAN:

Information on program successes and achievements will be disseminated verbally and in writing to other schools, teachers, key School District officials, parents, community agencies and the general public.

Implements for dissemination will include staff conferences and discussions, on-site visits, a local newsletter, and school newspaper, local newspapers, and town meetings.

PROGRESS TOWARD ADOPTION:

Selection of staff and pupils has been completed, and staff development is in progress preceding school opening in September.

Local Educational Agency Address: Project Director	School District of Philadelphia 21st Street South of the Parkway D. June Hairston, Director, Program Implementation	State Project Number 71046
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Secondary School Renewal

Funding:	Type	Period of Funding		Amount of New Grant	F. Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	1/15/72	1/14/73	\$246,810.00	1972	\$246,810.00
TOTAL			\$246,810.00			
Proposed Termination Date		1/14/73	Projected Funding Level for total project period		\$740,430.00	

TARGET POPULATION:

Students addressed are in grades 7 through 12 who because of various educational deficiencies have a low probability of completing high school and fail to maximize their highest individual potentials in terms of present proficiency in the basic skills and later proficiency in vocational endeavors. Included are 3655 students, of which approximately 45 per cent are Caucasian, 53 per cent are Negro, and 2 per cent are of other ethnic origins, and who are of primarily lower and lower-middle income families.

Professional and paraprofessional staff instrumental in program implementation will include School District personnel at all levels and community resource persons, complemented by nonprofessional parent volunteers.

MAJOR OBJECTIVES:

The general goal of the project is to improve the existing secondary school environment by developing a series of alternative strategies utilizing a school-community approach to resolve target educational problems. Specifically:

1. To improve each student's performance in basic skills.
2. To decrease truancy, cutting, and negative learning behaviors.
3. To prevent drug abuse.
4. To assist each student in exploring a variety of post-high school training and vocational alternatives.

ACTIVITIES:

A series of innovative programs addressing a variety of problem areas is being developed which will feed into a comprehensive system of secondary school renewal. Implementation of the projects will represent a continuous process which will provide the Planning Office with salient information about activities to consider in prescribing certain viable practices to revitalize the secondary schools.

The plans for these eleven (11) pilot projects were developed by educational staff at all levels, community resource persons, parents, and students.

EVALUATION DESIGN:

Evaluation will proceed on two levels, both of which will be on-going.

1. Attainment of the objectives of the innovative programs will be assessed through a variety of standard statistical tests, such as t-test, Chi Square, and Paired-Sign test, and analysis of variance will be employed where indicated. Anecdotal data will be summarized and presented using descriptive techniques.

EVALUATION DESIGN (Continued)

2. Outcomes of the innovative programs will be assessed through a content-performance analysis to ascertain which project elements were successful and relevant for the establishment of curriculum alternatives for a revised secondary school program.

FINDINGS TO DATE:

No data available at this time.

DISSEMINATION PLAN:

A dissemination strategy will be developed utilizing multi-media to inform the community and School District of successful pilot project activities and the utilization of these program components in the overall secondary school renewal effort.

PROGRESS TOWARD ADOPTION:

Does not apply.

Local Educational Agency Address: Project Director	School District of Philadelphia Philadelphia, Pennsylvania 19103 John Q. Benford	State Project Number 71-7602 (306)
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: **Student Learning Center and Community Library Demonstration**

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	5/25/71	6/30/72	300,000.00	1971	300,000.00
	Cont.	5/25/71	6/30/72	124,900.00	1971	124,900.00
	TOTAL			424,900.00		424,900.00

Proposed Termination Date Undetermined Projected Funding Level for total project period Undetermined

TARGET POPULATION:

The target population includes students in grades K through 12 enrolled in public and parochial schools in the Christian Street and South Central Community which is bounded by 24th Street, Lombard Street, 10th Street, and Wharton Street. Total student enrollment for school year 1971-72 is 9,100. The population is 86% black, .6% Spanish and 13.4% Caucasian. Approximately 66% of the students are from low income families (incomes of \$3,000 or less).

The community, close to center-city Philadelphia, is an old, residential area of predominantly row houses, many of which are dilapidated. There are inadequate play areas, no public libraries, and very few recreation facilities.

MAJOR OBJECTIVES:

The major goal of the project is to bridge the gap between student learning and library requirements and the existing library resources through an innovative student learning and media center demonstration in one inner city neighborhood. Specifically, the objectives are to obtain

1. An increase in participants' vocabulary, reading comprehension, and library skills,
2. An increase in participants' use of libraries (number of visits, time spent in libraries and circulation of material),
3. An improvement in participants' attitudes toward reading and toward libraries.
4. An increase in parental knowledge about and use of library resources, and
5. An increase in the frequency of contacts between school librarians and teachers, and between school personnel and public library personnel.

ACTIVITIES:

Project activities during the current year will be devoted to development of a plan for the student learning and media center, preparation of the evaluation design, hiring staff for the center, preparation of the evaluation design, hiring staff for the center, design of specific project activities, acquisition of materials and equipment, and establishment of the center itself. The first priority for this funding period is the creation of a Joint Planning Board which will include representatives of the sponsoring institutions (the Philadelphia School System, the Archdiocesan School System, and the Free Library of Philadelphia) and of the community. It will function as a policy-making body for the center.

EVALUATION DESIGN:

The evaluation follows the guidelines set for special programs funded under Title III, Sec. 306, ESEA. The evaluation plan is related to the project objectives which are formulated in terms of product outcomes and operational processes.

The product outcomes of the student learning center involve changes in cognitive and affective areas such as basic skills, student library use, student attitudes, parental involvement, and interagency cooperation. Performance on these objectives will be measured by a variety of published tests and specially developed questionnaires, attitude surveys, and interview schedules. The study design varies for each objective. The data will be analyzed by means of statistical tests and other analytic procedures and project results will be reported to students, parents, community residents, local school officials, and the U.S.O.E.

The process evaluation is primarily designed to assure that all project plans are implemented and to provide timely information to project administrators about problem areas. Data will be collected by means of observation schedules. The collection of process data will be the responsibility of the Philadelphia Student Library Research Center and the results will be communicated to the student learning center staff and the Joint Planning Board.

FINDINGS TO DATE:

Not applicable; project began July 1, 1971.

DISSEMINATION PLAN:

Dissemination activities will utilize various media — radio, television, city and community newspapers, bulletins, meetings, conferences, workshops, reports and local community meetings. While efforts will be made to inform educators, librarians and others of the learning center's progress, dissemination efforts will be focused on developing an awareness and support for the project within the target community.

PROGRESS TOWARD ADOPTION:

Philadelphia's public, parochial, and private schools and The Free Library have supported the project since 1968 and are participating directly in the planning of the next phase. These organizations are represented on the project's Interagency Committee, and will be represented on the Joint Planning Board. The School District of Philadelphia has allocated \$5,000 for materials to be used in the learning center, and the Free Library of Philadelphia has prepared an application for Library Service and Construction Act funds to cover building renovations and operation for the center.

Local Educational Agency Address: Project Director	School District of Philadelphia 21st Street So. of the Parkway Margie Brown	State Project Number 71055
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Tioga Specialized Learning Center

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	1/15/72	1/14/73	\$92,144.00	1972	\$92,114.00
TOTAL						

Proposed Termination Date 1/14/73 Projected Funding Level for total project period \$100,000.00

TARGET POPULATION:

Disruptive students in grades 9, 10, 11, and 12 who because of aggressive behavior have not acquired high proficiency in the basic skills and who because of such behavior patterns have a low probability of completing high school and obtaining meaningful occupational careers.

MAJOR OBJECTIVES:

The general goal of the project is to provide each disruptive student with an opportunity to search out, identify with, and develop an applicable rationale which will help him adjust into the educational mainstream. Specifically:

1. To assist each student in becoming aware of what the impact of disruptive behavior has on the individual, the school, and the community.
2. To assist each student in developing more constructive and practical ways to channel his anger and aggressive behavior.
3. To improve each student's development and performance in basic skills.
4. To help each student develop a saleable skill and explore a variety of job opportunities.

ACTIVITIES:

A series of innovative curriculum units which integrate academic subjects, community experiences, on-job-site activities, and social behavior training are being developed. These comprehensive units (16 modules) are designed to assist the student to see value (1) in school learnings, (2) in choosing a vocation or occupation, and (3) in completing high school.

Exposure to job training programs at Sears and OIC are directed toward the improvement of the student's knowledge about the world-of-work and the development of saleable skills.

Participation in community activities and the established community-based programs of the Tioga Community Youth Center (TCYC) are to provide the students with constructive ways to vent their energy of anger and frustration.

EVALUATION DESIGN:

Repeated measures of attitudes, behavior ratings, standardized and curriculum-embedded tests are to be used to assess growth of the student along affective and cognitive dimensions. Anecdotal data will be summarized and presented using descriptive techniques.

Project Title: Tioga Specialized Learning Center

State Project Number
71055

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Local Educational Agency Address: Project Director	Beaver Area School District 635 Fourth Street, Beaver, Pa. 15009 Dr. Dale E. McDonald	State Project Number 71036
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Schools Without Failure

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	In. App.	12/10/71	12/9/72	\$30,131.00	1971	\$30,131.00
TOTAL				\$30,131.00		\$30,131.00

Proposed Termination Date 12/9/72 Projected Funding Level for total project period \$30,131.00

TARGET POPULATION:

Students in selected elementary school buildings of a consortium of school districts including nine (9) public and two (2) parochial schools, are the target population. Enrollment for the current school year 1971-1972 is 4,696 students, of whom approximately 96 per cent are Caucasian and 4 per cent are Negro. The socio-economic status of the families in the attendance area is of primarily middle class composition.

There are presently 135 full time teachers included in the project. They are supported by the conventional numbers of superintendents, principals, special subject teachers and counselors, since no additional staff or space is necessary. One principal and one lead teacher constitutes a leadership team for each building involved.

The communities which the schools serve vary from heavy industry to light industry, to residential community, to suburbs, to rural. The over-all population figure might approach 275,000, but in a pilot school consortium, such a figure hardly seems meaningful.

MAJOR OBJECTIVES:

The purposes of Schools Without Failure are: (a) to provide opportunities for principals and teachers to develop a positive, personal philosophy of education so they can develop their own school without failure; (b) to provide ways for building constructive communication within the school and between school and community; (c) to provide a process for developing classroom skills and procedures needed by principals and teachers to implement a success oriented curriculum; (d) to provide the background for building a school environment in which the staff and the students can deal realistically with their problems through the resources at hand.

The objectives of the seminars to achieve these stated purposes include: (a) to learn how to develop a success oriented philosophy; (b) to learn how to motivate students through personal involvement; (c) to learn how to develop effective communication with students through class meetings; (d) to learn how to help students develop responsible behavior; (e) to learn how to make the curriculum relevant for today's students; (f) to learn how to remove failure from the curriculum; (g) to learn what exciting opportunities exist for teachers to improve their school; (h) to learn how to work effectively with other members of the staff; (i) to learn how to eliminate discipline as a major problem of the school; (j) to learn effective techniques for involving parents and the community in the work of the school.

ACTIVITIES:

A major activity offered in Schools Without Failure is the holding of three types of nonjudgmental classroom meetings wherein all children can experience success. Social-problem-solving meetings consider problems of student behavior; open-ended meetings stimulate thinking about intellectually important subjects; and educational-diagnostic meetings are to help students understand the concepts of the curriculum. These meetings should be part of the regular school week. Teachers who have learned to use them effectively usually hold a meeting of one type or another each day. In order to have a successful meeting, experience has shown that the class must be formed into a circle, with the teacher sitting in a different place each day. Time of day and duration of meetings vary with the age and sophistication of the children. Teachers often use a planned and structured system to include all children in peer group and across-age tutoring. Planned and structured seminars for teachers and other staff members of up to 30 clock hours per semester are necessary elements of the professional activity.

EVALUATION DESIGN:

Evaluation has been approached through two pre and two post surveys drawn from Instructional Objectives Exchange publications. Self-evaluation forms for teacher use after classroom meetings have been provided. Other evaluative ideas and forms have been made available through cooperation with the Bureau of Educational Research, Department of Education. At the request of the Title III E.S.E.A. evaluation planners, an additional member was added to the on-site committee due to visit during May.

FINDINGS TO DATE:

Interest in the project is spreading but as yet no useful data has been put into organized form.

DISSEMINATION PLAN:

Twelve newspaper articles have been published as a public information series. In addition, the usual news articles and pictures have been in print. School flyers have been sent home to parents, and parent-teacher meetings have cleared up questions. A Department of Welfare publication will help in clarifying issues. Speakers at professional meetings will explain the project to those outside the coverage area.

PROGRESS TOWARD ADOPTION:

A committee is exploring the possibility of using educational television for in-service purposes in broadening the project impact. The Department of Welfare and the Department of Education are cooperatively exploring ways to publicize and expand the project.

Local Educational Agency Address: Project Director	Rochester Area School District 540 Feno Street, Rochester, PA 15074 Matthew Hosie	State Project Number 72064
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Rochester Three Plus System

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	9/1/72	9/1/73	\$35,000.00	1972	
TOTAL			\$35,000.00		

Proposed Termination Date 9/1/75 Projected Funding Level for total project period _____

TARGET POPULATION:

The Rochester Area School District is located along the Ohio River approximately 25 miles from Pittsburgh. The 3 communities of the district - Rochester Borough, Rochester Township, and East Rochester Borough - serve principally as residential areas for employees of light and heavy industry located in the Ohio River Valley. The school district covers a total land area of approximately 4 square miles and serves approximately 10,000 residents.

The target population will be the 2,500 students K-12 who attend the district's new school complex located geographically in the center of the district. Approximately 90% of the student population is Caucasian; the remaining 10% represents the black citizens of the area.

There are 115 instructional staff members in the complex and 5 administrators who will be directly involved with this project.

MAJOR OBJECTIVES:

Basically, the objective of the project is to provide educational program, services, and facilities to all residents of the Rochester Area on a year-round basis and to determine whether flexibility in a school calendar, program, and staff will in fact encourage flexibility in life style habits of the community. The project will attempt to accomplish the following:

1. Improve the continuous learning approach already implemented in Primary and Intermediate grades by developing planned course concepts at the Secondary level.
2. Strengthen and refine the optional 4-quarter plan already in operation in the district and to assist in financially supporting additional costs for instruction.
3. Determine whether or not a flexible 12-month year program is in fact more costly to operate than a traditional 180-day program.
4. Develop a differentiated staff that will provide leadership, efficiency, and refinement in the educational program.

ACTIVITIES:

Through previous ESEA Title III and local support, the district has undergone major curriculum revision K-12. The continuous learning approach, using a "systems" design, has been successfully implemented in the Primary and Intermediate reading, mathematics, and language arts program. The

Secondary program consists at present of 233 course offerings for approximately 900 youth. All curriculum development has required the use of performance criteria.

In addition, the district in September, 1971, occupied its new innovative complex housing 2,500 students K-12. The complex consists of large open-space instructional areas, teacher planning centers, and is equipped with closed-circuit television and FM broadcasting equipment. The entire complex has been designed to house the already described educational program and is flexible enough to permit and encourage constant curriculum and staff restructure. Year-round operations were designed into the complex as the facility is air conditioned and controlled to operate only when educational use demands.

One major activity of this project will be to involve staff in the development of planned course concepts, not for individual courses per se, but for the development of expected pupil outcomes within an academic area. The district believes a continuum of performance criteria should be established within the major academic areas of communications, science, mathematics, and social studies and that pupils should be programmed to reach certain competency levels.

The thrust of the project will be, therefore, to develop continuous learning programs that will function without regard to the element of time and which, in turn, will encourage the use of school facilities, services, and staff on a year-round basis.

An optional program of the type described and somewhat implemented should encourage flexibility in family vacation plans. A major question to be answered will concern whether families will change their traditional living patterns. Will steel workers, for example, take full advantage of 13-week holiday periods if their children can be taken from school without loss of educational opportunities?

Moderate success has been accomplished with the 4-quarter operations to date. All of these operations have been financed through local effort or through implementation of some Title I and Vocational Education funds.

EVALUATION DESIGN:

Data relative to the progress of the project and to specific objectives listed will be kept on an ongoing basis. Since objectives have been stressed in performance terms, the determination of success or failure should not be difficult to distinguish.

FINDINGS TO DATE:

Four-quarter operations to date in the Rochester Schools have given indication that educational facilities, programs, and services can be provided on a year-round basis without too great a financial burden if continuous learning programs are developed. A major unexpected problem, however, concerns staffing and the inability of the district to secure adequate staff who are trained in continuous learning concepts. Adequate and well-trained staff were available for three-quarter operations, but many elected not to work beyond the 180-day contract. Salaries were not the problem as there was no difference in earnings. This is one reason that the district is exploring differentiated staffing.

DISSEMINATION PLAN:

The district has presented its program at various state and national conferences and will provide necessary documents to interested individuals. On-site visitations are encouraged if prior arrangements are made.

Local Educational Agency Address: Project Director	South Side Area School District R. D. #1 Box 410, Hookstown, PA 15050 Mr. C. John Brannon, Superintendent	State Project Number 72081
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Open Space Non-Gradedness

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
In. App.	1/1/73	12/31/73	\$27,500.00		
Cont.	1/1/74	12/31/74	21,570.00		
Cont.	1/1/75	12/31/75	10,785.00		
TOTAL			\$59,855.00		

Proposed Termination Date 12/31/75 Projected Funding Level for total project period \$59,855.00

TARGET POPULATION:

Students in grades K-6, of the South Side (Beaver) School system are the target population of this project. Enrollment for the current school year (1972-1973) is 800 students, of which 99% are Caucasian, 1% Negro, and 0% are of other ethnic origin. The socio-economic status of the families in the attendance area is primarily of lower and lower-middle class composition.

There are presently 26 professional staff members assigned to the school as well as 2 administrators, 15 para-professionals and 30 parent volunteers complement the professional staff.

The community is rural with no industry and a total population of approximately 4,600. The school district has a total enrollment of 1,500 pupils with a total professional staff of 59 dispersed between the Jr.-Sr. High and Elementary buildings. There are no non-public schools to serve the community in this area.

MAJOR OBJECTIVES

The general objective of this project is to upgrade the quality of the learning experience through open space, non-graded education, in the Elementary section of the South Side School system. In behavioral terms, the objectives are as follows:

1. Design and implement instructional systems for an open space, non-graded learning environment: a. individualized instruction, b. large group instruction, c. heightening of experiential quality through outdoor onsite, education in Ecology, Science, and Math, as well as a "hands-on" approach to Home Economics and Industrial Arts.
2. Conduct in-service programs for the staff members, designed to intensify and reinforce their knowledge of Ecology, Home Economics and Industrial Arts, that they might bring a greater motivation to the students, as well as an opportunity for the enlargement of the experience in each field of study.
3. Design a post-evaluative assessment of the cognitive and affective student gains resulting from the open space non-graded approach to learning.

ACTIVITIES:

1. Project activities during the current school year have included a partial approach to open space non-graded education. This has been necessary due to a lack of existing, appropriate materials.
2. The new open space Elementary building is nearing completion.

3. An Environmental Studies group (including teachers, administrators, and members of the community representing various civic groups) is currently working on the basic layout of the outdoor laboratory site.
4. A committee of professional staff members has been reviewing new approaches in educational materials, such as the tract system in Mathematics programs.

In-service programs have been held to reinforce the knowledge of open space non-graded education in the professional staff, as well as to acquaint the new para-professionals with the concept.

PROGRESS TOWARD ADOPTION

The professional staff has been trying to identify problems and shortcomings in the Elementary School. Through this study a judgement has been made by the staff and with the support of the Board of Education that Open Space Non-Gradedness would be a reasonable approach to take to improve the quality of Education in the District. To support this concept of Education we have renovated our existing Elementary Building to provide large open areas. Beyond this a new Elementary Addition designed to accommodate open space education will be ready for occupancy in January of 1973.

Many of our Elementary Teachers have done background reading in open space education, visited open space schools and been exposed to in-service programs dealing with open space and non-graded concepts.

Specialists from the Department of Education have been contacted and have indicated a willingness to help up.

A citizens committee, as well as a committee of professional staff members has been working to develop the rationale for the proposal.

Beyond this, the Superintendent has worked with the Education Committee of the Board of Education in the development of this program.

A three phase operational plan has been initiated to organize the program.

FINDINGS TO DATE

The South Side Area School District is completely rural consisting of 76 square miles of farmlands and woods. It is situated in southern portion of Beaver County. This area, by any measuring stick is extremely poor.

There are no large businesses and no industry to tax. The national median assessed value per pupil is more than \$9000. This is more than three times the \$2919 of the district.

This low level of wealth has necessarily hampered experimentation and innovations forcing the district to maintain lock step programs. There has been no money for adequate numbers of teachers, aides, materials, textbooks, reference books; for sending teachers out to observe and get on-the-job training to sponsor work shops and other numerous activities conducive to a satisfactory program.

We have found that many of our students are experiencing failure and are disinterested and bored with school.

Science in the grades is extremely limited and void of experimentation and hands-on activities.

The existing problems in mathematics are lack of adequate teaching aides, and materials to facilitate a good Math program.

In home economics and industrial arts there is nothing to offer and no Ecology is being taught. Our district has not offered open space non-graded education prior to this time.

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SUBJECT INDEX CROSS REFERENCED BY GRADE LEVEL (S)

DESCRIPTOR	Level																
	Pre-K	Kindergarten	Elementary K-3	1-3	K-6	4-6, etc.	Middle 6-8	5-7	5-8	Junior High 7-8	7-9	High 9-12	10-12	9-10	11-12, etc.	Adult	Other
ACTION PROGRAMS (COMMUNITY)			235							235		235					
ACTIVITY LEARNING			177				107			177		177					
ADJUSTMENT (TO ENVIRONMENT)	243																
ADULT READING PROGRAMS												247					
AFFECTIVE BEHAVIOR			47, 49				129			47		47					
ALTERNATIVE SCHOOLS										217		257					
ATTITUDES			61									257					
AUDIOVISUAL AIDS			231, 37							37		37					
AUDIOVISUAL INSTRUCTION			117				123			117, 189		117, 189					
BASIC READING			271, 249														
BASIC SKILLS							273					279					
BEGINNING READING			27														
BEHAVIORAL OBJECTIVES			211							211		211					
BEHAVIOR CHANGE SN Complete or partial alternation in the observable activity or response of a person as a result of learning experience.												275, 279					
BILINGUAL EDUCATION SN Encouragement of bilingualism through the teaching of regular school courses in both the national language and a second language.			213														
CAREER OPPORTUNITIES												245					
COLLEGE SCHOOL COOPERATION			79				241										
COMMUNITY INVOLVEMENT			181							189, 181		189, 181					
COMMUNITY RECREATION PROGRAMS			15							15		15					
COMPARATIVE ANALYSIS			59														

SUBJECT INDEX CROSS REFERENCED BY GRADE LEVEL (S)

DESCRIPTOR	Level															
	Pre-K Kindergarten	Elementary				Middle			Junior High		High	Adult	Other			
		K-3	1-3	K-6	4-6, etc.	6-8	5-7	5-8	7-8	7-9	9-12	10-12	9-10	11-12, etc.		
CONFLICT RESOLUTION		127							127		127					
CONSUMER EDUCATION																263
CONSULTANTS		121														
CONTINUOUS PROGRESS PLAN SN Organized curriculum using a sequence of courses to provide in- dividual study and progress.		109, 53, 283				43			283		283					
COOPERATIVE PLANNING		265							265		265					
CREATIVITY						21					21					
CRITERION REFERENCED TESTS SN Any test designed and constructed according to explicit rules linking an individual's performance to behavioral referents.		157							157		157					
CULTURAL AWARENESS		209, 267, 265				273			267		209, 265, 267					
CULTURAL ENRICHMENTS		199							199							
CULTURAL EXCHANGE		267				273			267		267					
CURRENT EVENTS											171					
CURRICULUM DEVELOPMENT		59, 139, 177, 211							177, 185, 211		83, 177, 211				131,	
DATA BASES		67							67		67					
DATA PROCESSING		127							127		127					
DECISION MAKING SKILLS											227					
DEMONSTRATION PROGRAMS		95, 149				35			149		149					131
DEVELOPMENTAL GUIDANCE		161							161		161					
DEVELOPMENTAL READING		157							157		157					

SUBJECT INDEX CROSS REFERENCED BY GRADE LEVEL (S)

DESCRIPTOR	Level									
	Pre-K Kindergarten	Elementary K-3 1-3 K-6 4-6, etc.	Middle 6-8 5-7 5-8	Junior High 7-8 7-9	High 9-12 10-12 9-10 11-12, etc.	Adult	Other			
DIAGNOSTIC TEACHING		95								
DIFFERENTIATED STAFFS SN Staffs utilizing various levels of professional and semiprofessional personnel.		27, 283		283	283					
DISADVANTAGED YOUTH	19									
EARLY CHILDHOOD EDUCATION	19						131			
ECOLOGY		91	99	91	91					
EDUCABLE MENTALLY HANDI- CAPPED		113								
EDUCATIONAL DEVELOPMENT SN Developmental change of one or more characteristics of the edu- cational systems variables in a pos- itive direction in terms of some valued criterion.		281		275	257, 275					
EDUCATIONAL DIAGNOSIS SN Identification of the nature or level of student ability or skill.		215								
EDUCATIONAL INNOVATION		41		41	41					
EDUCATIONAL STRATEGIES SN Overall plans for implementing instructional goals, methods or techniques.		41		41	41					
EDUCATIONAL TELEVISIONS		173		173	173					
EFFECTIVE TEACHING							165			
ENGLISH (SECOND LANGUAGE) SN Non-English speaking students learning English as a second or foreign language.		209, 141			209					

SUBJECT INDEX CROSS REFERENCED BY GRADE LEVEL (S)

DESCRIPTOR	Level	Elementary				Middle			Junior High			High			Adult	Other
		Pre-K Kindergarten	K-3	1-3	K-6 4-6, etc.	6-8	5-7	5-8	7-8	7-9	9-12	10-12	9-10	11-12, etc.		
ENVIRONMENTAL EDUCATION			13, 49, 103, 133, 285, 235			13, 99			101, 103, 133, 235		103, 133, 235			133		
FAILURE FACTORS			59													
FAMILY LIFE EDUCATION			207						207		207					
FAMILY SCHOOL RELATIONSHIP			161						161		161					
FINE ARTS			199			21			45, 199		21, 45					
FLEXIBLE SCHEPULES			119						15, 189		125, 189					
GROUPING (INSTRUCTIONAL PURPOSES)														215		
HANDICAPPED			39													
HETEROGENEOUS GROUPING									111		111					
HUMAN GEOGRAPHY			51													
HUMANISM			93													
INDEPENDENT STUDY SN Study carried on with a minimum or a complete absence of external guidance.			203								87					
INDIVIDUALIZED CURRICULUM							107									
INDIVIDUALIZED INSTRUCTION			25, 67, 75 203, 219, 97, 31, 123, 79, 53, 113						25, 67, 189, 217, 15		25, 67, 189, 9, 125			263, 131		
INDIVIDUALIZED PROGRAMS			63, 55						63		65					
INDIVIDUALIZED READING SN Techniques concerned with the over- all development of a person's reading skills and interests attempting to fol- low concept of self selection.			27, 75, 167			153					247					

SUBJECT INDEX CROSS REFERENCED BY GRADE LEVEL (S)

DESCRIPTOR	Level	Pre-K		Elementary				Middle			Junior High			High		Adult	Other
		Kindergarten		K-3	1-3	K-6	4-6, etc.	6-8	5-7	5-8	7-8	7-9	9-12	10-12	9-10		
INDIVIDUAL NEEDS				29													
INDUSTRIAL ARTS											45	45					
INFORMATION DISSEMINATION				37, 237, 261							37, 237, 261	37, 237, 261				237, 261	
INFORMATION NETWORKS SN Information systems linked for information exchange through formal communications.				237							237	237				239, 237	
INSERVICE PROGRAMS				11, 95				153									183
INSERVICE TEACHER EDUCATION				79, 139, 157, 159, 181, 193, 199, 225, 271				65			105, 157, 159, 181, 199	151, 157, 159, 181				139	
INSTITUTIONALIZED (PERSONS)				191							191	191					
INSTRUCTIONAL INNOVATION				29								219					
INSTRUCTIONAL MATERIALS CENTERS				137				155			105	125					
INTERDISCIPLINARY APPROACH SN Participation or cooperation of two or more disciplines								241			15, 45	45					
INTERMEDIATE ADMINISTRATIVE UNITS SN Administering to districts rather than students				191							191	191					
INTERSCHOOL COMMUNICATION				265							265	265					
JOB TRAINING												147					
LANGUAGE ARTS				163, 205							45, 185	45, 73, 151					
LANGUAGE EXPERIENCE APPROACH				187, 249													

SUBJECT INDEX CROSS REFERENCED BY GRADE LEVEL (S)

DESCRIPTOR	Level									
	Pre-K Kindergarten	Elementary K-3 1-3 K-6 4-6, etc.	Middle 6-8 5-7 5-8	Junior High 7-8 7-9	High 9-12 10-12 9-10 11-12, etc.	Adult	Other			
LANGUAGE HANDICAPPED SN A person with a receptive or expressive language defect which is not caused by defects of peripheral speech mechanisms.		197		197	197					
LANGUAGE INSTRUCTION		233								
LEADERSHIP TRAINING		269								
LEARNING DIFFICULTIES		159		159	159					
LEARNING DISABILITIES SN Distinguished by sharp imbalance within the students cognitive development and by marked underachievement.		95, 229		145, 229	229					
LEARNING MOTIVATION		109								
LIBRARIES		277		277	277					
LINGUISTIC COMPETENCE		193								
LISTENING SKILLS					89					
LITERATURE APPRECIATION					89					
MATHEMATICS				145						
MATHEMATICS INSTRUCTION		55, 113								
MENTAL HEALTH		47		47	47					
MENTALLY HANDICAPPED		61, 169		169	169					
MIDDLE SCHOOLS			33, 35, 43, 65, 107, 143, 153, 155, 195							
MINI-COURSES		103, 121		23, 103	27, 73, 103, 125, 171, 175, 219					
MULTIMEDIA INSTRUCTION		55, 77, 135	57	77	77					
MULTIPLY HANDICAPPED		259								

SUBJECT INDEX CROSS REFERENCED BY GRADE LEVEL (S)

DESCRIPTOR	Level	Elementary				Middle			Junior High		High				Adult	Other
		Pre-K Kindergarten	K-3	1-3	K-6 4-6, etc.	6-8	5-7	5-8	7-8	7-9	9-12	10-12	9-10	11-12, etc.		
MULTISENSORY LEARNING			135													
MUSIC EDUCATION			181					181		181						
NONGRADED CLASSES			81, 201			195		81		81, 151						
NONVERBAL TESTS			191					191		191						
OPEN EDUCATION			11, 29, 53, 81, 97, 201, 285			143, 155		81, 105		81				131, 139,		
OPEN PLAN SCHOOLS			29, 119, 137, 173, 201, 203, 213, 221, 225			123, 195		173, 255		173, 219						
ORAL COMMUNICATION										89						
OUTDOOR EDUCATION			91			99		91		91						
PARENT PARTICIPATION	252		59, 167, 249					167								
PAROCHIAL SCHOOLS			265					265		265						
PEER RELATIONSHIP								217								
PERCEPTUAL MOTOR LEARNING			205													
PERFORMANCE BASED TEACHER EDUCATION			159					159		159				159		
SN Places stress on the explicit dem- onstration of performances as evidenced of what the teacher knows and is able to do.																
PHONOTAPE RECORDINGS			37, 55					37		37						
PREVOCATIONAL EDUCATION			231													
PROBLEM SOLVING	133		133					133		133				133		
PROGRAM DEVELOPMENT			191					191		191						
PUERTO RICAN CULTURE			233													
QUESTIONING TECHNIQUES			117					117		117						
RACE RELATIONS			267					267		267						

SUBJECT INDEX CROSS REFERENCED BY GRADE LEVEL (S)

DESCRIPTOR	Level		Elementary			Middle			Junior High			High			Adult	Other
	Pre-K	Kindergarten	K-3	1-3	K-6	4-6, etc.	6-8	5-7	5-8	7-8	7-9	9-12	10-12	9-10		
READING			75, 179, 277				129			179, 277		277				
READING DEVELOPMENT							153									
READING DIAGNOSIS			157, 167							157		157				
READING IMPROVEMENT			249, 271									251				
REHABILITATION PROGRAMS			197							197		197				
RELEVANCE (EDUCATION)			281									257				
REMEDIAL READING PROGRAMS	252															
RESEARCH AND DEVELOPMENT CENTERS	19	19								19		19				
RESOURCE CENTERS			63							63		63				
RESOURCE TEACHERS			229							229		229				
SCHOOL CALENDARS			223							223		223				
SCHOOL COMMUNITY RELATIONSHIP	261	261														
SCIENCE EDUCATION			39							39						
SCIENCE PROJECTS										85		85				
SCIENCE TEACHERS										85		85				
SELF ACTUALIZATION			109				33									
SN The belief in or the process of developing the actuality of one's idealized image.																
SELF CARE SKILLS			259													
SELF CONCEPT			191, 207, 221				33, 273			191, 207, 217, 251		191, 207, 245, 251, 257				
SELF EVALUATION			97							23		23				
SIMULATED ENVIRONMENT			57													

SUBJECT INDEX CROSS REFERENCED BY GRADE LEVEL (S)

DESCRIPTOR	Level																
	Pre-K	Kindergarten	Elementary K-3	1-3	K-6	4-6, etc.	Middle 6-8	5-7	5-8	Junior High 7-8	7-9	High 9-12	10-12	9-10	11-12, etc.	Adult	Other
SOCIAL STUDIES			267							111, 145,		73,	111, 175,				
SN Social studies consist of adaptations of knowledge from the social sciences for teaching purposes at the elementary and secondary levels of education.										267		267					
SOIL CONSERVATION										101							
SPACE UTILIZATION			177							177		177					
SPANISH			141														
SPECIAL EDUCATION			39, 61, 229				39			145, 229		229					
SPECIAL EDUCATION TEACHERS																	239
STAFF UTILIZATION			49, 121														
STUDENT CENTERED CURRICULUM			81				107, 241			81		81					
SN Systematic group of courses or sequence of subjects that utilizes student experiences, backgrounds, and interests.																	
STUDENT PARTICIPATION							273			23, 189		23, 189					
STUDENT SCIENCE INTERESTS			177							177		177					
STUDENT TEACHER RELATIONSHIP			195				195										
SWIMMING			149							149		149					
TALENTED STUDENTS			51														
TEACHER ATTITUDES										23		23					
TEACHER CERTIFICATION			159							159		159					
TEACHER EDUCATION			197							15, 105, 197		9, 197					239
TEACHER RESPONSIBILITY							165										
TEACHER WORKSHOPS			139							23		23					139

SUBJECT INDEX CROSS REFERENCED BY GRADE LEVEL (S)

DESCRIPTOR	Level		Elementary				Middle			Junior High		High				Adult	Other
	Pre-K	Kindergarten	K-3	1-3	K-6	4-6, etc.	6-8	5-7	5-8	7-8	7-9	9-12	10-12	9-10	11-12, etc.		
TEAM TEACHING			53, 81, 93, 187, 193, 225				123, 143, 155, 241			15, 81		9, 81					
TELECOMMUNICATION			223							223		223					
TEXTBOOK PREPARATION			163														
TRAINABLE MENTALLY HANDI- CAPPED			231, 233														
TRANSITIONAL CLASSES			63							63		63					
TRANSITIONAL SCHOOLS							35										
VISUAL ARTS										45		45					
VOLUNTEERS			29														
VOTING														227			
WILDLIFE MANAGEMENT										101							
WORK EXPERIENCE PROGRAMS													145				
YEAR ROUND SCHOOLS			223, 283							223, 283		223, 283					

Appendix A

Guidance Projects

A new amendment to ESEA Title III included in the 1970 legislation provided for the funding of guidance and counseling projects. This provision combined the guidance and counseling portion of NDEA Title V-A with ESEA Title III. Under this amendment approximately the same amount of funds is available as was previously available under NDEA Title V-A (\$850,000).

For the most part the former NDEA Title V-A money had been used to reduce the counselor per pupil ratio and was distributed on a per pupil reimbursement to all school districts. The program was administered by the Division of Pupil Personnel Services Pennsylvania Department of Education.

Under Title III ESEA, the funds are used to improve and extend existing guidance programs, especially in terms of activities that have proved to be successful in other districts or that have been designed to meet a particular need of the district. Thus, the single most important criterion for funding a project under this amendment is that the project activity be compatible with a specific guidance and/or counseling need in the applying district. These projects differ from the regular Title III fundings in that they need not be exemplary, they aren't reviewed on a competitive basis and there is a \$25,000 maximum on the projects with a restriction of costs for personnel. In this latter case no additional personnel may be hired, although existing personnel can be paid for additional work beyond their normal hours. This program is also administratively under the direction of the Division of Pupil Personnel Services.

For more information on Guidance and Counseling Projects under ESEA Title III write for "Guidelines for Guidance Project Applications: ESEA, Title III Public Law 91-230," in care of Division of Pupil Personnel Services, Bureau of Instructional Support Services, Department of Education, Box 911, Harrisburg, Pa. 17126.

Project requests exceeding \$25,000 should follow the procedure for general funding under Title III.

Abstracts of Guidance and Counseling Projects are arranged in numerical order according to funding dates.

Local Educational Agency Address: Project Director	North Schuylkill School District Ashland, Pa. Schuylkill County Mrs. Verdella Blyler	State Project Number 176
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Improvement of Guidance Resource Material

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 12 Months Projected Funding Level for total project period \$24,961.97

NEED:

Because the seven communities served by North Schuylkill School District were originally coal mining centers and because the majority of the coal mining operations are now defunct, a substantial number of our graduates are forced to seek employment and college education outside this geographic area. There is a need to help students to face the difficulties to be encountered outside the small town atmosphere and to be aware of the various social problems existing in large metropolitan areas.

Because the junior and senior high students involved in this project are housed in 4 secondary centers located in 4 communities which are separated by 1 to 7 miles, and because we currently have inadequate career resource instructional materials and equipment, we feel a very strong need for assistance in developing an adequate career development program.

With the horizons here limited, it is of extreme importance that these students be given a good career Guidance Program through a presentation of information concerning new job developments, present and future labor market demands, and other aspects of the world of work.

OBJECTIVES:

1. To increase the resource materials available to students, in grades 7 through 12 concerning colleges, vocational-technical training school and programs, careers and social problems.
2. To facilitate decision-making on the part of the student.
3. To help the student match his abilities, aptitudes and interests to a job he will enjoy as a life work.
4. To help the student develop a healthy set of values toward the career he chooses.

ACTIVITIES:

Four Public School counselors and four part-time Parochial counselors will work with the teachers to present a regular weekly program of group guidance on career and job opportunities, on decision making, and developing self-concepts and on establishing values and proper attitudes toward work in grades 7 through 12.

Project Title: Improvement of Guidance Resource Material

State Project Number
176

EVALUATION:

Questionnaires, surveys, use of Work Values Inventory, Mooney Problem Checklist, and Kuder Interest Materials.

Local Educational Agency	Northgate School District	State Project Number
Address:	Bellevue, Pa.-Allegheny County	197
Project Director	Mr. Gary R. Darlington	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Career Guidance Resource Center

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date 12 Months **Projected Funding Level for total project period** \$8,499.98

NEED:

The Northgate School District is comprised of the Boroughs of Bellevue and Avalon, Pennsylvania. These boroughs are non-affluent suburbs which adjoin the City of Pittsburgh. Many of the students and people in the communities seek employment in the many diversified fields and industries in the metropolitan area. The school district has an apparent deficiency in available career information resources and inadequate methods of dissemination and utilization of these resources when they are available. The student, especially those who are expecting to enter the labor market, must have available to them resources which will afford them the opportunity to investigate the many possibilities in the world of work in order to make realistic choices regarding their careers.

OBJECTIVES:

In developing a career resource and counseling center in the junior and senior high schools, this project is designed to provide a center where students in grades 7-12 can learn about broad fields of work, be helped to see the relationship of these fields and curricular choices, secure information about specific job employment, be helped to understand the methods for attaining accurate and up-to-date information about the occupational world and be helped to understand the significance of vocational planning.

ACTIVITIES:

The major thrust of the project will be to increase the amount of career information available to the students of Northgate School District. Career consultants, standard references, specific occupational sources and audio visual material will be used in setting up the center. Career surveys for students will be conducted. Resource persons for industry will be used as career consultants to increase the students' knowledge of specific job employment and curricular choices. The center will provide teachers with career materials that can be integrated into classroom activities so as to develop in students an awareness of career opportunities. Each student will have opportunities to visit the center for career information and the center will act as a job placement bureau for students who will be seeking full- or part-time employment.

Project Title: Career Guidance Resource Center

State Project Number
197

EVALUATION:

A survey form will be given to seniors to determine effectiveness of center. A daily log will be kept of the number of students using the center.

Local Educational Agency Address: Project Director	Lehigh Area School District Lehigh, Penna. 18235 - Carbon County Mr. Ernest G. Koegal (215-377-4490)	State Project Number 198
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project Reach

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date 24 Months Projected Funding Level for total project period \$22,800 per year

NEED:

Nearly two years ago, the pupils of the Lehigh Area School District participated in the Educational Quality Assessment program that was conducted by the Pennsylvania Department of Education. The results of pupil performance in the assessment, coupled with other conditions, bring into sharp focus the urgent need to expand the guidance services of the school district to provide needed individual counseling for all students in general and to potential dropouts in particular. They also reveal a need for earlier exposure to career counseling information and greater opportunities for parental conferences.

OBJECTIVES:

The program objectives are to extend the counseling services beyond the regular work day and to make more counselors available to more students and parents. The school will identify and train teachers who have had some training and interest in becoming "counselor interns" during after-school hours. The extension of the counseling service will attempt to identify student and parent and parents who will need consultations and met with the counselor to identify the students and parents need.

ACTIVITIES:

Activities will be planned to meet the needs of the students at various grade levels. The counselor intern and/or counselor associate will be use to bolster the regular staff. The guidance offices will be open after school and two evenings per week and at scheduled times during the year for conferences with students and parents. In service activities will be conducted to train "counselor intern" and acquaint these persons with the goals of the program and with procedures established for the program and would review guidance principles and methods.

EVALUATION:

Initially, the performance will be evaluated on the basis of what and how many services are provided, but ultimately, on the basis of how effective the services were. This latter point will be accomplished after the end of the first year.

Local Educational Agency Address: Project Director	Juniata County School District Seventh Street, Mifflintown, Pennsylvania 17059 Mr. Robert Stroup	State Project Number 201
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Career Resource and Guidance Center

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 12 Months Projected Funding Level for total project period \$16,550

NEED:

The Juniata County School District, covering an area of 387 square miles, is composed of twelve townships and four boroughs. Locally, employment consists primarily of manufacturing, construction, agriculture, and services. In addition, a large number of our populace is employed in the Lewistown-Harrisburg Labor Market which is within easy commuting distance from our county. In a recent survey of grades 7-12 to re-evaluate our guidance program, there was indicated a need to provide additional current vocational and educational information.

By developing three resource centers in our area, better guidance materials and services can be provided which will meet the needs of the students and community.

OBJECTIVES:

In developing a career and guidance center in the junior and senior high schools, this project is designed to provide three centers where students, parents, and graduates can obtain information concerning educational and occupational fields. Thus, these persons will be able to wisely select curricular choices, secure information about specific educational goals and job placement. Not only will they be enabled to better understand the methods for attaining current accurate information concerning various occupations but will also be aided in the understanding of the significance of vocational and educational planning.

ACTIVITIES:

Resource persons from industry, trade schools, colleges, and universities will be used as Career Consultants; the Pennscript Program and Commercial Programs to be used with the reader, slides and tapes of occupational information, books, and files will be used to provide knowledge for these persons. Students will be involved in field trips to operating industrial plants, trade schools, colleges, and universities. Parents, students, and graduates will be scheduled for appointments after school, during the evening and during the summer to develop the students' program. It will be the responsibility of the counselors to interpret data and suggest alternate programs of studies. Each counselor and Center will act as a job placement bureau for students who seek full or part-time employment.



EVALUATION:

A survey form will be given to students to determine the effectiveness of the Center. A daily log will be kept of the number of students and parents using the Centers. Follow-up data will be compiled on students who are placed in employment and in trade schools, colleges, and universities to determine the effectiveness of the program. Observations of the success of the program will be analyzed by the counselors, teachers, and administrators of the schools involved.

Local Educational Agency Address: Project Director	Penns Manor Area High School R. D. 2, Clymer, Pa. 15728 - Indiana County Mr. Harold S. Reed	State Project Number 208
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: School Involvement in Career Planning

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date 12 Months Projected Funding Level for total project period \$1,850

NEED:

Follow-up studies indicate that about 60% of our students do not further their education beyond high school, and it is felt that there is a need to make available more career information for these students as well as for those who will be attending post-secondary schools. The curriculum of the school provided only meager exposure to career planning experiences prior to the initiation of the present on-going E.S.E.A. Title III Project, Number 022. Experiences on Project 022 would indicate the need for continuation and more involvement of students and staff at both the senior high and junior high level.

OBJECTIVES:

The objectives of this project are:

1. To continue to expand our career resource materials at the senior high school level and to get both students and staff involved in using materials.
2. To assist eleventh grade students to identify individual areas of interest.
3. To introduce vocational information on the junior high level.
4. To relate school subjects to possible vocational careers.
5. To provide field trips which are career oriented.
6. To have greater utilization of career materials on guidance bulletin board.

ACTIVITIES:

Project activities have focused on continuing to expand our present career materials and to get students and staff more involved in using materials. Plans also include bringing a consultant to the school to inform teachers of the importance of relating their respective subjects to possible careers and the world of work, administering the Ohio Vocational Interest Survey to all eleventh grade students, aiding students in recognizing the significance and scope of vocational planning, and helping students relate their interests and aptitude to choice of curriculum, subjects, and vocational plans. Plans call to have eleventh grade English students do research papers related to careers in which they are interested and to have some groups of students in their junior and senior years take field trips.

Project Title: School Involvement in Career Planning

State Project Number
208

EVALUATION:

Observations of students, teachers, librarians and counselors will be used. Research papers on careers done by eleventh grade students and reports from survey forms completed by persons involved in field trips will be further evidence of the effectiveness of this project.

Date completed or revised:

Completed by: Mr. Harold S. Reed

Phone: 412-254-4301

Local Educational Agency	Juniata Valley High School	State Project Number
Address:	Alexandria, Pa. - Huntingdon County	209
Project Director	Mr. Lanny Ross	

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Developmental Career Resource Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date 10 Months **Projected Funding Level for total project period** \$7,700

NEED:

A career information survey administered in October, 1971 revealed that most students in grades seven and eight in the Juniata Valley Junior-Senior High School did not have a minimal knowledge of occupations and vocations, and did not know where or how to obtain such information.

The job market in this area does not absorb most of the high school graduates and drop outs, therefore many students must seek employment outside the area. This points up the need for a much broader knowledge of the world of work than is offered in the current curriculum.

Teachers and the guidance counselor have observed that the students' perception of career opportunities available to them are idealistic and unrealistic.

OBJECTIVES:

The purposes of the Career Resource Program are:

1. Students will be made aware of the variety and extent of career opportunities available to them;
2. Students will be able to plan their school program with reference to their interest and abilities as assessed by materials available in the resource center;
3. High school seniors will be able to make reasonable plans in terms of educational or occupational goals, for their post-high school experience.

ACTIVITIES:

The Career Resource Center will provide a variety of up-to-date career information materials which will be attractive, interesting, informative and easily accessible to students.

Interested groups of students in grades 10-12 will be transported to colleges, business and trade schools, and to businesses and industries in the Central Pennsylvania area.

Speakers from colleges, business and industries will be invited to speak to selected groups of students.

Interest inventories will be available for self administration or under the supervision of the counselor.

EVALUATION:

The Career Development Inventory developed by Teacher's College, will be administered to all students in the senior high school near the close of the school year. Teachers' and counselor's observation, log of students using the Career Resource Center and a brief student reaction form will be used to assess the effectiveness of the program.

Local Educational Agency	Richland Senior High School	State Project Number
Address:	Johnstown, Pa. - Cambria County	222
Project Director	Mr. Nyle Hershberger	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Career Exploration Seminars

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 4 Months

Projected Funding Level for total project period \$15,220

NEED:

Johnstown has an unemployment rate approaching 16 percent. This increase in unemployment makes it necessary for students to begin making meaningful career choices at an earlier age. The students need to take a look at the variety of jobs and job clusters that are available, particularly in our local area.

A survey was made of our 7th through 11th graders to see if they would like to participate in a project whereby they could get a better understanding of different careers. The students were asked to indicate their first, second, and third choices of interest from a prepared list of careers with a place to add any not listed. Of the 1,206 survey sheets returned, 465 of them indicated they would like to participate in the program.

OBJECTIVES:

Students and parents will acquire first hand knowledge about selected careers such as: what background is required for entrance; what is actually done on the job; what are the benefits and the future for this career. Students will objectively evaluate their career choice and alternative choices they may want to pursue. Students will make high school course selections which are compatible with their intended vocational choices. The guidance staff will become more knowledgeable concerning job opportunities and the employment picture in the Greater Johnstown area, thereby becoming better able to counsel wisely and effectively those students seeking information about jobs and employment in the Johnstown area.

ACTIVITIES:

A survey was conducted among the students. They were given an opportunity to indicate areas of occupational interest. On the basis of the results of the survey, contact will be made with the employers in the radius of 100 miles and on-site visitations will be arranged and correlated according to expressed interest of the students. Seminars with guest speakers would then be arranged and held in conjunction with the on-the-job visits. No more than three on-the-job visits would be made in any one week. On the days when there are no visits, the staff would arrange for guest speakers to visit our school. A room would be made available to meet with interested students and parents to answer questions pertaining to that particular occupation. Related visual aids will be utilized whenever

possible. The counselors will also arrange for individual counseling sessions with parents and students to assist them in making career evaluations and choices. Materials on careers and job opportunities will be copied and reproduced to disseminate information to the participants and other students during the regular school program. Each visitation and seminar would be recorded on video tape to be used during the regular school program and future career seminars. A guidance career center would be developed to facilitate the use of the materials developed through these programs.

EVALUATION:

A prepared evaluative check list will be completed by the participant to evaluate the seminars and on-the-job visits. A long-range program of follow-up will be used to study the validity of their career choice and the effectiveness of the counseling that is done.

Local Educational Agency Address: Project Director	Selinsgrove Area School District Selinsgrove, Fenna. - Snyder County Mr. James Goss	State Project Number 207
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Elementary Guidance Program Development Workshop

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 12 Months Projected Funding Level for total project period \$5,475

NEED:

The Educational Quality Assessment program has pointed out several areas of weakness in the district in the area of affective domain. That need has increasingly been felt by the teachers involved in the elementary schools, especially since the inauguration of a trial elementary guidance program for a short period of time.

The role of an elementary guidance counselor is often debated; but increasingly, this role is most effectively being seen as that of a collaborator (not consultant) with the teacher in the instructional process. The emphasis, therefore, is on the positive aspects, rather than the negative, resulting in a developmental approach to guidance.

To provide another perspective to the issue, a group of parents have been meeting to submit their suggestions relating to an elementary guidance program, further amplifying the needs which have been identified.

OBJECTIVES:

Briefly: The purpose of this project is to both plan and implement in the elementary schools a developmental guidance program, based on a career education model.

ACTIVITIES:

Initially, a five day workshop will be conducted, involving twelve teachers, the purpose of which will be to orient these teachers to a developmental approach to guidance through an analysis of the physical, social, and psychological needs of the children. Further, the teachers will gain an orientation to the career education model and will review commercially available materials, along with the characteristics of the local community including social, economic, and labor market information.

Finally, during the implementation of the program during the following year, there will be four follow-up sessions involving all participants, focused on project progress and possible program redirection.

Project Title: Elementary Guidance Program Development Workshop

State Project Number
207

EVALUATION:

Along with an analysis of the counselor's activities during the course of the year, both pre- and post-tests will be administered to the students involved in the project. These tests, the Cooper-Smith Self-Esteem Scale (short form), the Waetjen's Self-Concept Learner Scale, and the Semantic Differential (developed to measure the self-concept of elementary school children), will be analyzed with respect to significant changes during the course of the year, as a measure of the outcomes of the program.

Local Educational Agency Address: Project Director	Gateway Senior High School Monroeville, Penna. - Allegheny County Mr. Frank J. Pro (412-372-5300)	State Project Number 206
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Computerized Follow-up Study

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 12 Months Projected Funding Level for total project period \$2,160

NEED:

A follow-up study is basic service to be provided by the guidance department. The type of data to be gathered in this study will be used to determine the need for curricular change and guidance and counseling refocusing. Follow-up information can play an important role in future planning and in this study the data will be utilized to implement new program development.

OBJECTIVES:

The objectives of this study are:

1. To develop a systematic process of gathering data on former students.
2. To gather information that would indicate the placement and achievement of former students.
3. To determine the effectiveness, desirability, fitness and needed change in curriculum.
4. To determine areas in need of greater counselor emphasis.
5. To record, analyze, report and store accumulated data.

ACTIVITIES:

A committee of administrators, teachers, counselors and students will organize to design a questionnaire to determine the needs of former students. A member of Gateway's Data Center will prepare a computer program and data system to provide the needed summary reporting. The data gathered will be reported to school personnel and the general public to determine areas of needed change.

EVALUATION:

The follow-up study in itself is an evaluative technique. A continuous evaluation will take place during the development and implementation of the study. Sample data runs and student questionnaires will be evaluated by a faculty and student committee. The survey to be used will include an evaluation of the instrument. The results of the study will be reported to the Gateway School Board and community, who will provide evaluative feedback.

Local Educational Agency Address: Project Director	Millcreek Township School District Erie, Pa. - Erie County Dr. Virginia S. Evans	State Project Number 223
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Factors Affecting Vocational-technical Program Choice

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date 5 Months

Projected Funding Level for total project period \$9,450

NEED:

In the light of national emphasis on the importance of training youth in salable skills, there is need to discover:

1. why Millcreek Township pupils, in increasing numbers, reject the dual technical/home high school programs as these are now available,
2. why some pupils continue to elect the programs,
3. why some pupils become dropouts from the programs,
4. what measures can be taken to improve the drawing and holding power of the dual programs, with special emphasis on the home high school's contributions.

OBJECTIVES:

It is proposed to use information gained through this project as a:

1. basis for making whatever changes in programming, staffing, counseling, and organization appear to be required to reverse the present negative trend, again with special emphasis on the home high school's contributions,
2. source of information to other schools in the Erie County Vocational School group in assessing their programs, and
3. source of information to other school systems within the state which may now, or expect to, participate in similar vocational technical/home high school dual programs.

ACTIVITIES:

Development of a structured-interview instrument to elicit necessary information, with consultant assistance, by a committee including counselors, administrators, academic and vocational technical teaching personnel, board members, parents, and pupils. Use of the instrument in trial and final form by an interviewing committee of counselors, teachers, and college sociology students trained especially for the work by the director of counselor training from the local office of the Pennsylvania Bureau of Employment Security and covering 1200 interviews with pupils in grades nine through 12, 300 parent interviews including parents of both academic and vocational technical pupils. Organization of information secured and assessment of value in answering the Need upon which this project was based. Project materials and findings will be shared promptly with interested schools upon request.

EVALUATION:

The effectiveness of the findings of this project will be determined by:

- (1) their usefulness in assessing the strengths and weaknesses of the present dual programs, and
- (2) the recommendations they yield for revising, modifying, innovating program offerings originating in the home high school.

Local Educational Agency Address Project Director	Penns Valley Area High School R. D. #2, Spring Mills, Penna. - Centre County Mr. Robert Sealy	State Project Number 224
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Career Education Team Development

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 12 Months Projected Funding Level for total project period \$8,060

NEED:

Surveys conducted by the guidance department personnel indicates that approximately 60% of the recent graduates of Penns Valley are involved in work experiences shortly after graduation. About half of this group have participated in vocational training through business education classes and the Centre County Vocational-Technical School. These facts suggest that many graduates often enter areas of employment for which they have not received specific training. Another 10% are unemployed, thus reflecting they are not equipped with marketable skills. Recent participation in the Educational Quality Assessment Program conducted by the Department of Education reflected weakness in our student preparation. The fifth grade participants reflected inadequate preparation in such areas as Vocational Development, Appreciating Human Accomplishment and Preparing for a Changing World.

These local needs correspond to the needs expressed in other areas of the state and nation. Dr. Marland, Representative Puncinski, and others have expressed grave concern that schools redirect the educational program so as to minister to these specific areas. Each student enters a world expecting him to fulfill a constructive role in the community and its economy. Schools must address themselves to this primary goal of preparing students to contribute marketable skills to the nation's work force.

OBJECTIVES:

To train career education teams during the summer months (June, July, August, 1972) that will become resource personnel for the entire school district. The six schools that are included in the district will each be represented. Trained team members will then assist other teachers in the development of career education units. Community and area resources will be surveyed with the resulting data being disseminated to the students through the staff. The ultimate goal of such a project would be to help students fit their potentials into the labor market that will exist upon their graduation.

ACTIVITIES:

Provide the necessary time and facilities for personnel to focus on the voluminous career information and decipher that information which is pertinent to the Penns Valley situation. The obtained career information will then be organized into injectable form. Implementation of this information into the local curriculum will activate career awareness.

EVALUATION:

A tabulation of events involving the reciprocal movements of school and community personnel. A record from previous years can be reconstructed and compared with 1972-73. A survey to establish local labor needs will be correlated with our curriculum offerings. A longitudinal study of the Penns Valley graduates and their career involvement will be conducted.

Local Educational Agency Address: Project Director	Tinicum Elementary School, Palisades School District Kintnersville, Pa. 18930 - Bucks County Mr. Philip E. Swaync	State Project Number 225
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Self-development for Open Space Learning

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date 12 Months Projected Funding Level for total project period \$13,685

NEED:

A survey was made to determine parent, teacher, and student appraisal of self-development needs in students in general and in students in the Tinicum School Open Space program in particular. The student survey indicated that ten to fifteen percent of the students in the summer program needed special help in order to learn well in the open space environment. The teacher survey indicated that many students needed help in planning their time wisely and in maintaining interest in the available learning centers. In the parent questionnaire, some 10% of the parents responding felt that students needed help in self-understanding; 5% felt that students needed help understanding others; 10% felt that students needed to improve their interest in school and learning; and 10% felt that students needed more vocational training.

OBJECTIVES:

Each student will become a more effective person through the accomplishment of the following objectives: He will feel more positively about himself. He will relate to and work more effectively with others, both students and adults. He will begin to develop a personal value system. He will define his personal and vocational needs and make decisions affecting these needs. He will understand his relationship to the world of work. He will use learning centers, including audio-visual media, for his personal self-development. Each teacher will be provided time for the creation of self-development learning centers with students and parents. He will have time for planning and evaluation. He will have time and direction for team interaction and personal growth. He will have materials for personal growth and better understanding of children's needs. He will have inventories and other evaluative measures.

ACTIVITIES:

There will be a two-week summer program in which students, parents, and teachers will create self-development learning centers and other strategies for the accomplishment of the project objectives. The school principal, classroom aide, and consultant will also participate. The program during the school year will expand and refine these strategies by in-class use and monthly all-day staff development meetings. Additionally, community resource persons will meet monthly with students to demonstrate and discuss their occupations.

EVALUATION:

In an attempt to measure the stated objectives for students in this program the following instruments will be used: Murphy Inventory of Values; Let's Make a Play Sociogram, (includes Pupil Behavior Scale); Sentence Completion; Questionnaire For Pupils; Teacher and Parent Checklist; and Learning Center Evaluation Sheet.

Local Educational Agency	Riverside School District	State Project Number
Address:	Taylor, Pa. 18517 Lackawanna County	226
Project Director	Mr. Edward Helcoski	

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Stationary Guidance Center

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 12 Months Projected Funding Level for total project period \$11,410.79

NEED/OBJECTIVES:

In recent years the Riverside School District has been carefully evaluated. We submit the following as evidence of local need. These objectives are those which the evaluators, previously mentioned, viewed either as weak, lacking, or essential to the guidance services of our district: 1) to initiate a functional counseling program which would provide maximum service for all students; 2) to increase communication between home and school; 3) to introduce conferences to discuss pupil programs; 4) to increase the audio visual equipment supply to meet student needs; 5) to concentrate more on developing students' vocational interests and abilities; 6) to better service certain types of students, such as those with emotional concerns; 7) to provide an appropriate atmosphere for personal counseling; 8) to motivate students to seek counseling voluntarily; 9) to make possible the opportunity for group counseling; 10) to supplement the dire need for counseling staff; 11) to help coordinate pupil personnel programs in order to provide better services to the students, teachers, and parents.

ACTIVITIES:

(All to be conducted in the Center when and where appropriate). In order to facilitate a counseling-for-all concept, grade counselors and guidance classes would be implemented. In addition, efforts would be made to secure better advisement for college-bound students.

One of the tasks of the Guidance Director would be to help the guidance staff make its services better known throughout the school and community. Several ways of accomplishing this would seem to be the following: designing a brochure describing the services and staff, meeting with the faculty, selected groups of parents, entire school body at an assembly, meeting the Board of Education and the PTA.

The Center would provide opportunities for conferences involving parents, teachers, counselors, students and the consultant. Workshops and in-service training would take place there, too.

There would be the purchasing of the necessary materials and equipment; in particular, occupational and career-type materials, audio and visual equipment would be secured. Brochures, pamphlets, catalogues, career information - all would be readily available for student use. The non-college bound student, a large portion of the Riverside student body, would therefore, be better serviced.

Project Title: Stationary Guidance Center

State Project Number
226

These kinds of activities would take place in the Center: individual and group counseling, teachers would bring classes there, students would come "on their own", there would be career-type units set up in such classes as English and Social Studies which would encourage an exploration of interests in the Center's holdings. Orientation, tours, conferences - all would occur in the Center.

EVALUATION:

Surveys, student self reports, follow-up studies observations, consultant evaluation, student performance, objectives and post occupational maturity profiles will be used to determine the effectiveness of the program on the student body.

Local Educational Agency Address: Project Director	Perkiomen Valley Schools Box 338, Schwenksville, Pa. 19473 Mr. Clayton L. Swartzentruber	State Project Number 227
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Personal Effectiveness in Children

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 8/15/72 - 6/30/73 Projected Funding Level for total project period \$17,630

NEED:

In our three elementary schools the need has been identified for the guidance function to move from a crisis and remedial model to more of a developmental guidance model.

Therefore, a program has been developed whereby the counselors and other supportive personnel may help the teachers focus on the total needs of all the children in the classroom and provide experiences that will enable children to grow as persons; emotionally, socially and academically. This program deals ultimately with every teacher and pupil in every classroom and begins to modify the role of the counselor from only "counselor" to consultant and begins to enable the school staff to put into concrete operation its vision of "developing the whole child."

OBJECTIVES:

The program helps to focus on the emotional needs and development of children. It provides cumulative, sequential activities – three to five times a week. The vehicle is the "magic circle" – a communication system which incorporates group dynamics techniques for children in a structural learning environment.

During each session, every child is given an opportunity to have a turn and to be listened to. The tasks are geared toward helping the child develop in awareness, self-confidence and social interaction. It capitalizes on the basic drives of the child to achieve mastery and gain approval.

ACTIVITIES:

A one-week workshop will be held this summer for elementary principals, counselors, master teachers, 2nd and 3rd grade teachers and teacher aides included in the program.

The master teachers are those who have been selected from the staff and have been in the program for one year. They will receive more intensified training as leaders so that they will be better prepared to take an active role as supportive personnel.

The teachers who are unable to attend the summer inservice program will have a weekend workshop during the beginning of the school year.

Teachers will be given support throughout the school year by means of demonstrations, observations, inner school visitation, consultation and rap sessions.

Project Title: Personal Effectiveness in Children

State Project Number
227

Parents will be made aware of the program through school visitations, Home and School Meetings, and various news media releases.

EVALUATION:

Use of student profile developmental charts at the beginning and end of the program, teacher questionnaires, rap sessions, use of video tape by teachers for self-evaluation, teacher observation of child's ability to perform expected tasks, observations by supportive personnel and student comments.

Date completed or revised:

Completed by: Mr. Clayton L. Swartzentruber

Phone: 215-489-4128

Local Educational Agency Address: Project Director	School District of Philadelphia, Board of Education Philadelphia, Pennsylvania - Allegheny County Helen F. Faust	State Project Number 231
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Financial Aid and Scholarship Search

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 10 Months

Projected Funding Level for total project period \$25,097

NEED:

The Division of Pupil Personnel and Counseling of the School District of Philadelphia has stated that almost half of the District's 1970 graduates planned to continue their education after graduation, either in college or in some other post-high school training institution.

However, due to rising costs and other factors, many students are unable to afford the costs of furthering their education and do not go on after graduation.

It is unfortunate that at a time when so many students desire but cannot afford to further their education, there exists a large number of financial aid sources that have not been utilized fully.

High school counselors, with their already crowded schedules, are unable to effectively disseminate information on all of the scholarship and financial sources available to students. Financial Aid and Scholarship Search (F.A.S.S.) is a vehicle that would utilize the capabilities of the computer in assisting counselors in this task.

OBJECTIVES:

FASS would provide students with listings of possible sources of financial aid and scholarships matched to their personal characteristics.

In doing so, it is anticipated that the percentage of Philadelphia high school graduates receiving such aid would increase over that of previous years.

FASS would relieve counselors of the massive clerical tasks involved with maintaining a library of financial aid and scholarship sources and would also allow both students and counselors to communicate more effectively about post-high school plans.

ACTIVITIES:

FASS will assemble a comprehensive data bank of financial aid and scholarship sources. Questionnaires will be developed for institutions, agencies and participating students so that computer programs can be developed which will match the individual student's characteristics with potential sources of aid. The information derived from the programs will be given to each student by his counselor.

EVALUATION:

Student and counselor interviews, questionnaires and comparative data from School District reports will be used to determine the effectiveness of program in increasing the number of students receiving financial aid and actually going on to some type of post-high school training.

Local Educational Agency	East Penn School District	State Project Number
Address:	Emmaus, Pa. 18049 - Lehigh County	235
Project Director	Dr. Richard P. Keim	

ABSTRACT -- NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project Insight

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 18 Months Projected Funding Level for total project period \$19,250.00

NEED:

Workshops, conventions, and other training resources have failed to provide counselors with those skills and techniques necessary for the application of innovative guidance procedures. In addition, the evolving pattern of emphasis on humanistically oriented counseling required the counselors to extend and expand their competencies beyond the confines of academic and vocational counseling.

The addition of a counseling reorganization plan in the secondary schools, a new emphasis on vocational counseling required by the opening of the area vocational-technical school, a K-12 career counseling concept, and the paucity of direct supervision in the counseling area demonstrated a need to provide a medium for new vistas in counseling.

Finally, the inability to find qualified and certificated counselors has indicated the need to provide in-service training of counselor interns who may competently fill the positions which will soon become available through the anticipated extension of guidance services.

OBJECTIVES:

The introduction of an eighteen month intensive and personalized in-service program is designed to provide counselors and interns with opportunities to become more insightful, to refine their counseling techniques, and to gain proficiency in innovative approaches to counseling. Provision will be made to give all district counselors and interns skills and techniques necessary to properly guide career planning for all students at all grade levels and to increase awareness of the counselor's role in career planning. Counselors and interns will be encouraged to become more responsive to the personal and human needs of students and to experiment with counseling in a more informal setting. The program will provide an opportunity to train and screen potential counselors and to prepare the secondary school counselors for the proposed reorganization of counselor services.

ACTIVITIES:

Provide an eighteen month intensive and personalized in-service program for counselors and interns utilizing simulation techniques, video-taping, consultants, self-analysis, and perceptual awareness in an informal counseling setting. Provisions will be made for the introduction of innovative counseling

Project Title: Project Insight

State Project Number
235

techniques and career guidance (K-12) by consultants and the practical application of the newly developed skills through the taped counseling sessions. The counselors and interns will be provided with opportunities for introspective interaction with a consulting psychiatrist and the counselor consultant.

EVALUATION:

Counselor rating forms developed by guidance specialists, video-tape staffing, counselor self-evaluation, student-counselor/parent-counselor assessment questionnaire, and voluntary student referral logs will be utilized to evaluate the effectiveness of the in-service program for both counselors and interns.

Date completed or revised:

Completed by: Dr. Richard P. Keim

Phone: 215-965-9001

Local Educational Agency Address: Project Director	Forest Hills Schools Mr. Edward Terek (814-495-4611)	State Project Number 239
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Vocational and Technical Counseling

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 4 Months Projected Funding Level for total project period \$8,000.00

ABSTRACT PROJECT 239

Over the past several years, especially since the opening of the Area Vocational Technical School, there has been an ever increasing need for more in depth guidance and information concerning vocational and technical opportunities that are available to our students. Through student and parent survey forms, our guidance department has determined that there does exist a lack of knowledge pertaining to adequate vocational information on the part of the school patrons. Because our students in the junior high school must make a choice of either the Vo-Tech School or our senior high in the ninth grade, and since many senior high students find themselves in a dilemma over making a choice of a career, we feel we are in great need for in depth Vocational and Technical Counseling.

We feel that our program in Vocational and Technical Guidance will offer to our students and their parents the opportunity to explore chosen fields of interest and the opportunity to have occupational and technical information explained to them. We will also offer them the opportunity to have student test results interpreted and aid the student in making his selection of school, area of training, and logical schedule selection for the area vocational-technical school or the local high school.

The activities that we will carry out to accomplish the preceding will include making appointments with students and their parents to meet with the counselors after school. At that time the students and parents will be able to use materials and equipment for vocational information. The counselor will interpret data and make information more available and help the student and parents prepare the student's next year's schedule for the area vocational-technical school or the local high school.

To evaluate this program, several different types of evaluative measures will be utilized. We will administer a test to evaluate the vocational education attitudes of the students when they first receive the services and then after they have had the opportunity to pursue their choice and become involved in it. We also plan to use a continuing type of questionnaire whereby the teachers involved in the program can provide us with progress reports of the student and the effect of the program on the students. Survey questionnaires will be distributed to parents to assess the value of the project and to determine if their child's attitudes and motivation have increased. Questionnaires will also be distributed to the participants to assess the value of the project while receiving services. Logs will be maintained on students going through the program services and continued through their choice of educational endeavor. Finally, a follow-up survey will be taken one-half year after the student participates to assess the value of the project.

Local Educational Agency Address: Project Director	Iroquois School District Erie, Pa. - Erie County Mr. Walter Texter (814-899-4124)	State Project Number 241
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Human Development Program

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 12 Months Projected Funding Level for total project period \$9,218

NEED:

Elementary guidance in Wesleyville Elementary School has focused on crisis counseling. At present, there is a guidance counselor assigned to the school one day a week. Recently one of the teachers discussed the possibility of initiating a developmental guidance program at Wesleyville. The faculty received this suggestion enthusiastically and 16 teachers and the guidance counselor attended the first meeting (which was held after school) to discuss a program to meet this need.

OBJECTIVES:

The project is designed to: provide a developmental guidance program at Wesleyville Elementary School which will reach all students; train teachers in guidance techniques they can use in their classroom.

ACTIVITIES:

In the classroom with the students – Magic Circle Techniques centering on the three themes of the Human Development Program (a) awareness, (b) mastery, and (c) social interaction will be conducted on a weekly basis.
The faculty development group will meet with the project consultant one evening a week to practice the lesson the teachers will teach that week and to examine the development of the program.

EVALUATION:

The developmental profile developed as a part of the Human Development Program will be used to evaluate the student's progress in the program.
An evaluation sheet which will include rating scales, open ended questions, and free responses will be used to evaluate the faculty development and the effectiveness of the consultant.

Local Educational Agency	Berlin Brothersvalley School District	State Project Number
Address:	Berlin, Pennsylvania 15530 - Somerset County	243
Project Director	Mr. Andrew N. Deeter	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Training Teachers as Group Counselors

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 10 Months Projected Funding Level for total project period \$14,450.00

NEED:

A survey in 1971 found that there are 349 students in the Berlin Brothersvalley School District who are classified as economically deprived as designated by federal guidelines. Economic deprivation and the concomitant problem of underachievement is complex but may be categorized as centering around three basic problems. Inability to relate effectively to teachers, inadequate self-concept and lack of ability to plan and structure future activities. Traditional teaching and counseling methods have met with only sporadic success in dealing with these problems.

OBJECTIVES:

This project (an outgrowth of a highly successful pilot project) will utilize group process and group methodology in order to help meet the major needs of the economically deprived, underachieving student. It will create a situation where they will have the opportunity to learn to relate effectively to a teacher, explore their worth apart from imposed external values, and transpose these newly discovered values into future planning and activity. The second main effect will be in changes that will occur in teachers as a result of their personal involvement with the problems of the students who participate in the program. It is expected that this experience will help them develop teaching methodology which will deal more effectively with the needs of the target population. The third main effect will be the provision of feedback to administrators and other teachers about economically deprived underachieving students with the expectation of making short and long range curriculum changes.

ACTIVITIES:

The program will consist of 12 one hour sessions each semester with a population of 80 students equally divided between high school and elementary, in groups of 8. A teacher will be assigned to each group. A new group of students and teachers will be selected each semester. The participating teachers will be chosen on the basis of their past and present interest in the program plus the subjective evaluation of the school counselor as to their flexibility and willingness to try new creative approaches. They will all attend a three day training session prior to the beginning of the school semester with the project consultant. Each three day workshop will deal with the needs of the target population, the utilization of group process to deal with these needs, and experiential learning in which the teachers play the role of students in the program. Each teacher will follow a 12 week program

specifically developed and structured to meet the needs of the target population. After they begin their group counseling activities, they will meet wekkly with the consultant in order to deal with special problems which might arise and also to plan for the coming weekly session. Audio and video tapes will be utilized. At the end of each semester a presentation will be made to other teachers, administrators and parents by participating teachers, selected participating students and the project consultant.

EVALUATION:

Attitudinal scales related to students' self-concept, time perspective and attitudes toward teachers will be utilized pre and post with the use of a randomly selected control group. Other measurements of change will be made through observation of treatment and control groups of students in the classroom by teachers who will not be told the identity of the participants. Attitudinal scales pre and post with a random control group will also be given to teachers for self-rating and rating of the target population. Actual changes in teaching techniques of teachers will be listed quantitatively and compared with changes made by another randomly selected non-participating group of teachers. Planned and actual curriculum changes will be listed and subjectively evaluated by administrators.

Local Educational Agency Address: Project Director	School District of the City of York 329 Lindbergh Avenue, York, Pennsylvania 17403 - York County Anna R. Heckman	State Project Number 249
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Systematic Parental Student Counseling

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date 5 Months **Projected Funding Level for total project period** \$12,260

NEED:

A systematic plan of action is needed in this district providing counseling services for students as they enter the junior high school (seventh grade) and the senior high school (tenth grade) using a preventive counseling model, thus combatting the current situation of providing remediation or crisis-centered services for more than half of the student population at these grade levels based upon disciplinary referrals. It is felt, too that parental understanding and awareness of child growth and development needs as well as an orientation to school policies and expectancies are vital in providing improved guidance services to the students of the target populations as they embark upon the transition created by movement from one school setting to another.

The local Advisory Committee on Human Relations has stated as one of its main goals "closer involvement of the school with the parents." School staff members from all educational levels concur with this goal and through the project described herein, the counselors aim to move toward the achievement of such responsibilities.

OBJECTIVES:

The objectives emanate from the project purpose of providing systematic counseling for all seventh and tenth grade students and their parents at the new school setting early in the year. The counselors will meet with each seventh and tenth grade student and his parents early in the year to establish a brief picture of the student as he relates to his parents and for the parents and students to become acquainted with the counseling process. These contacts will focus upon a positive relationship with the school at the outset of the student's enrollment which is founded upon a preventive counseling base. The counselors will increase parent/school contact, communication and understanding with the ultimate aim of decreasing disciplinary referrals and improvement of school/community relations.

ACTIVITIES:

Parents will be notified of the intent of the program and invited to come to the school at a designated time during which the counselor meets the family unit in a positive atmosphere before problems are evidenced. The counselor will explain the counseling process and the availability of types of services available for the assistance of the student and his parents. Such services will be provided for 1200 students and their parents. The Director of Guidance will collect summaries of the counseling sessions for the purpose of compiling an individual and collective assessment of student needs.

EVALUATION:

Anecdotal records will be kept for each counseling session along with numbers of contacts accomplished. Follow-up questionnaires regarding parental attitudes toward the counseling process will be mailed to each home. Counseling records will be compared with disciplinary referral reports maintained by the school's administrative assistant.

Local Educational Agency Address: Project Director	Northwestern-Blackhawk Junior-Senior High School R. D. #1, Box 345, Darlington, Pa. 16115 · Beaver County Mr. Frank Houk	State Project Number 253
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Vocational Information Study Area (VISA)

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date 13 Months Projected Funding Level for total project period \$23,729.94

NEED:

At the present time the Guidance Departments at Northwestern-Blackhawk Junior-Senior High School and Highland Junior High School have no departmental equipment or facilities for the audio-visual study of occupational information by individuals or groups of students. The lack of equipment and facilities is a deterring factor in student use of tapes, records, filmstrips, film loops, and films available to a sight and sound generation. Furthermore, the lack of material obviously makes impossible organized, scheduled groups for teaching the use of resource material. In addition to this limitation, there is no technical school in Beaver County for students to attend or tour in order to preview or prepare for the world of work; therefore, the students can never become realistic in their vocational planning unless audio-visual aids are given to them. Another deficiency which must be accounted for is that forty-five percent of the ninth and tenth grade students are below the fiftieth percentile in Verbal Reasoning. Tapes, filmstrips, etc. are more effective than printed material in disseminating information to this group of students. The career resource facilities will also be needed to provide materials not only for the students' use, but also for the teachers' use. The Vocational Educational teachers (Business, Home Economics, and Vocational-Agriculture) and the Industrial teachers in the senior high school and the Civics teachers in the junior high school have agreed to interject career information in the form of audio-visual aids into their courses of study. Their use of the materials will constitute a pilot program, a form of career education, which will be conducted in all the departments later on.

OBJECTIVES:

Career information in the form of audio-visual aids plus the A-V equipment will be collected and evaluated during a 13-month period (September, 1972 – October, 1973) and stored in the Vocational Information Study Area (VISA). Tests and inventories for self-appraisal of social strengths and weaknesses, values, and interests will be administered, and the results related to career exploration and choice. Students and alumni will be provided assistance in locating and evaluating occupational information to support career decisions. Audio-visual activities and processes whereby students can reality test their decision-making skills and occupational choices will be provided. Educational needs and opportunities as they relate to specific career goals will be explored. Counselors will help students create resumes of their total mental, social, and physical profiles and correlate their profiles to career choices, plans, or goals. Vocational Education teachers will be assisted in integrating career

information into their curriculum for the 1972-73 school year. In addition, the members of the Explorer's Club will use the career resource center and its materials and equipment while planning field trips, inviting guest speakers, or creating their own filmstrips or video tapes.

ACTIVITIES:

Interest, values, personality, and physical make-up check-list inventories along with academic achievements and aptitude tests will be administered throughout the school year. The results will be collated in the form of a booklet entitled "Your Future Career" and given to graduating students. Through the use of this booklet, students and alumni can be counselled in the Vocational Information Study Area on the basis of their total mental, social, and physical needs and will be directed to the career information related to their specific needs. Students grouped by similar interests will participate in group discussions, simulations, role-playing, and career games activities. Field trips, guest career consultants, films, filmstrips, cassette tapes, etc. will be used to help students reality test their occupational choices. Students will be aided in mathematically figuring out the amount of income they could expect to make on a chosen job during a lifetime and relating the income to the cost of living for the standard they wish to maintain. Through the use of Pennscripts and other occupational information, students will list the educational requirements for entry into a chosen occupation and map out an educational program whereby they can attain their career goals. Life spans of chosen careers will be studied and alternate courses of action (re-education and entry) in the event of unemployment will be considered by students.

Vocational education teachers in the senior high school and Civics teachers in the junior high school will set up career corners in their classrooms featuring a variety of career information throughout the year. They will also integrate career information in the form of audio-visual aids into the various subject units taught during the year.

The Vocational Guidance Counselor will supervise the VISA, setting it up, disseminating career information materials to teachers on the days requested, keeping track of material and equipment, seeing to it that equipment and material are repaired when broken, and providing an evaluation of the career resource center-material and equipment. The regular counselors will help by testing students, compiling results into a booklet form, counseling students on careers relating to the students' total needs -- activities in which the Vocational Counselor will also be involved.

EVALUATION:

Pre - and post tests for evaluating the level of Career Awareness in students, log scale ratings of the materials and equipment located in the VISA plus subjective observations of the part of the students, teachers, and counselors will be used to determine the effectiveness of the program on the student body.

Local Educational Agency Address: Project Director	Shikellamy School District Sunbury, Penna. - Northumberland County Mildred Fasold	State Project Number 255
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Career Resource Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date 12 Months Projected Funding Level for total project period \$4,570

NEED:

The Shikellamy School District is comprised of 5,172 students from Sunbury, Northumberland and surrounding areas of a population of approximately 23,000. The area is primarily residential and rural. A yearly follow-up study conducted by the guidance department reveals job and vocational information is the second most requested course offering to be added to the curriculum. In addition, the follow-up study reveals that approximately 50% of the graduates remain in local residence.

These facts, plus other indicators, have initiated a shift in thinking towards career awareness and career education information. The limited information facilities already in use in the senior high school have demonstrated that the students will use the information if it is available.

In view of present local evidence and current state and national studies, deficiencies exist in adequately preparing students to make realistic career choices. Much of this deficiency can be remedied through planned career education programs for the curriculum of which an integral part is a career resource center.

OBJECTIVES:

The general objectives of the project provide that through a planned curriculum, students at elementary and secondary levels will become aware of career choices available to them and will be capable of making a realistic career choices by their senior year. They will have an opportunity to investigate numerous career opportunities for which information is not currently readily accessible in the district. In addition, all staff and students will be made more aware of, and will begin thinking in terms of career awareness, career clusters and career needs and as a result provide students with direction and goals regarding their future vocations and avocations.

ACTIVITIES:

Students will be made aware of available information through regularly scheduled interviews with counselors, periodic information in the "Guidance Newsletter" and exposure through related class activities. Class activities will be developed in curriculum planning sessions already scheduled for the 1972-73 school year.

The career resource center will function as a clearinghouse for career information requested by students and teachers. Full-time personnel will be available to disseminate requested information. A professional will also be responsible for keeping school personnel informed of new material received and of suggested use of this material.

EVALUATION:

Subject area coordinators will submit oral and written reports to the superintendent at monthly curriculum cabinet meetings relating to the use and the effectiveness of career information in specific subject areas and a tabulation of the use of suggested materials will be recorded.

Students will evaluate their reaction to the center and its effectiveness through a questionnaire distributed to each student at the end of the year. In addition, staff, teachers and guidance counselors will make subjective evaluations of feasibility of students' career selection.

In addition, survey logs, observations and pre- and post-occupational maturity profiles (Crites Occupational Maturity Scale) will be used to determine the effectiveness of the program on the student body.

Local Educational Agency	Methacton School District	State Project Number
Address:	Fairview Village, Pa. - Montgomery County	256
Project Director	Francis X. Lucash	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Humanizing the Elementary Level Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date 12 Months

Projected Funding Level for total project period \$10,390

NEED:

The Methacton School District is in need of a program designed to round out a maturing innovative guidance program. We are striving toward a functional developmental guidance program and are accomplishing two out of the three objectives we have set up for the guidance program. The preventative function emphasizing early identification, diagnosis and remediation is being met through the efforts of our learning specialist or guidance counselor in cooperation with teachers and other ancillary services personnel. The behavior modification function of our guidance program is also showing great results through the efforts of elementary administrators and school psychologists. The third objective or function is in need of attention and emphasis on our part and this we call the humanistic function of the developmental guidance program. This project is designed to fulfill the current humanistic void and enable our guidance program with its developmental objectives to be fully realized.

OBJECTIVES:

To provide teachers with training that will bring a climate of emotional development into the classroom with emphasis on three important areas of emotional development, namely self-confidence, self-understanding and human relationships.

It is also hoped the program will humanize our school program by enabling the students in the primary grades to verbalize their experiences freely; to recognize and share positive and negative feelings; to identify with the feelings of others; to develop self-control and self-confidence; and to increase their responsibility, tolerance, empathy and skill in making helpful suggestions.

ACTIVITIES:

A five day, forty hour in-service training program will be provided to help teachers understand and use a human development program in their teaching. All teachers in grades one through three will be included in the program. The project will help teachers to serve as a guide and catalyst for healthy child development in a classroom setting.

EVALUATION:

A pre-test for teachers will help to survey present attitudes toward emotional development and the current emphasis being placed on the humanistic function of a school. A post test will also be given to determine the amount of increased emphasis being placed on emotional development of children. (Firo-B Test)

On-going observations by elementary administrators and guidance counselors will help in gauging the progress being made toward achieving the humanistic function of a guidance program.

Developmental profiles will be developed for each child at the beginning of the program and throughout the year. This profile will provide a source of insight and understanding of emotional development and serve as one of the major tools for evaluation throughout the year.

Local Educational Agency	North Hills School District	State Project Number
Address:	4900 Perry Highway, Pittsburgh, Penna. 15229 - Allegheny County	259
Project Director	Mr. James C. Higgins	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Mini Course Development and Teacher Consulting Program

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 11 Months Projected Funding Level for total project period \$19,565

NEED:

This proposal has as its target three areas of need.

1. Our students have expressed through a student survey their need for short informal non-credit courses in areas that are not covered in the standard curriculum, i.e., the Teacher Student Relationship, Me and the World of Work, How to Survive in College, etc. This phase of our proposal will meet the student's need for developing human relations skills and learning processes.
2. Social studies teachers have expressed to counselors the need to plan with them methods and strategies for the integration of career education into their curriculum. The need to make curriculum more relevant to the career development of students is recognized by the social studies staff.
3. The remedial reading teachers of our district feel that self-esteem has a strong influence on reading. Their need is to develop activities that may be integrated into the reading program that will increase self-esteem. Counselors will use their knowledge in this area to help in the development of these skills.

OBJECTIVES:

The two overall objectives of this proposal are (1) teachers and counselors will acquire the skills necessary so that they may work together in the development of curriculum (2) counselors will acquire the skills necessary to develop a series of mini courses that will accomplish behavioral objectives.

ACTIVITIES:

The activities planned to accomplish the above stated objectives will occur in three phases that will involve an approximate total of 30 students, teachers, counselors and supervisors.

1. A one week workshop will be held during the summer of 1972. Its purpose will be to develop the mini courses, career units and self-esteem activities that will be used during the 1972-73 school year.
2. A weekly 90 minute in-service meeting will occur throughout the year. Peer supervision with the use of video tape will be used to refine the techniques used in the implementation of the mini courses, career units and the self-esteem activities in remedial reading.

3. A three-day workshop will conclude the program. During this time, the participants will evaluate their mini course, career unit of self-esteem activity based on the stated behavioral objectives. As a result of this evaluation they will revise and improve their mini course, career unit or self-esteem activities.

EVALUATION:

A check list of the completion of required tasks by the participants, i.e., submission in writing of behavioral objectives, presentation of a video taped activity, selection of a model of peer supervision, etc., an administration, pre and post, of a self-esteem inventory, student self-reports, occupational interest inventory pre and post, and teacher observation will be used to determine the effectiveness of this program.

Local Educational Agency	Lebanon High School	State Project Number
Address:	Lebanon, Pa. - Lebanon County	261
Project Director	Mr. Robert K. Bowman	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Vocational, Occupational, Educational Information Center

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 12 Months Projected Funding Level for total project period \$10,025.00

NEED:

The need for this program is evidenced by a careful for reliable, realistic, readily-available career information. In analyzing the results of Goal VIII, Vocational Development, it was discovered that our students had developed an awareness of how one chooses an occupation and what working might be like. However, in the attitudinal section of the survey, the students demonstrated a wide difference between the occupational level they *desired* to attain and the occupational level they *expected* to attain. One of the implications being that even though the desire for certain higher level jobs was present, the students seemed resigned to expect considerably lower level jobs because of lack of information about the jobs *desired*, or a feeling that many jobs were "beyond reach." The second concern is the results of our follow-up studies which show that over the past three years, 70% of our students do not go on to college or other post secondary schools, but enter the labor market immediately upon graduation. In both of these instances, it is felt that locally-oriented, accurate, current and accessible career information is essential to meeting the needs of the student and the community.

OBJECTIVES:

To develop a career resource center where accurate, current, relevant and locally-oriented vocational, educational and financial assistance information is readily available to all students, regardless of occupational goal, to the end that no student will be deterred from an occupational goal simply because of a lack of reliable information.

ACTIVITIES:

Our entire curriculum is being re-evaluated to incorporate career education at all levels. Already, new programs have been developed for September 1972. The proposed program would provide for (1) a microfilm reader-printer so as to make printed copies of the Department of Education's "Pennscript" occupational information series available to all students for their personal use. (2) An integral part of the proposal is a computer terminal tied into the Interactive Learning Systems. This system provides an almost limitless store of information instantly available to both counselor and student. Through the ILS computer system, occupational information concerning over 4,000 jobs is



available as well as Vocational and Technical School Information; college information about 2,500 colleges and scholarship and financial and information identifying many thousands of post-secondary educational financial aids. This resource center will serve as the "hub" of the wheel around which our newly developed career education curriculum would revolve.

EVALUATION:

Pupil questionnaires, parent surveys, teacher evaluation and counselor evaluations will be used to determine the effectiveness of the program. Records will be kept of the number of persons using the facilities.

Local Educational Agency Address: Project Director	State College Area School District State College, Penna. - Centre County Mr. Richard W. Warner, Jr. (814-237-6201)	State Project Number 265
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Self-Study of State College Area School District's Counseling Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date 12 Months Projected Funding Level for total project period \$6,148.32

NEED:

There has been no systematic attempt to examine the guidance program of the State College Area School District since it reached its present level of activity three years ago. During this time there have been major changes within the department, including a strong relationship with Penn State's Counselor Education program. It is necessary at this time to investigate the effects of these changes and the unique relationship with the university on students, parents and teachers. Only in this way can it be determined if the program is moving in appropriate directions.

OBJECTIVES:

The proposed self-study project is designed to (1) examine the guidance program in order to determine various publics' expectations for guidance, identify gaps in expectations, determine needs to be met in order to narrow differences in expectations and determine unique characteristics of student population requiring specific objectives; (2) develop statements of guidance objectives, activities to achieve them and methods of assessing the extent of their achievement; (3) determine the effectiveness of the K-12 vocational program as it now exists; and (4) present self-study results and recommendations to school district's administration.

ACTIVITIES:

The project will be conducted by the 15 member guidance department staff under the direction of a project coordinator and will consist of the two major phases of data gathering and analysis, and development of program objectives, activities and assessment methods.

EVALUATION:

Evaluation is inherent in the project, in that successful completion of the first phase is necessary before the second phase can begin. The school district administration's response to recommendations made as a result of self-study and actual program modifications will represent an additional index of the project's value.

Local Educational Agency	Shikellamy School District	State Project Number
Address:	Sunbury, Penna. - Northumberland County	266
Project Director	Mildred Fasold (717-286-6763)	

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Guidance Self-Study

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date 12 Months Projected Funding Level for total project period \$3,803

NEED:

There has been no previous systematic examination of the guidance program and its impact on the students in the Shikellamy School District. The guidance department fully recognizes the lack of a systematic, organized follow-up with information and data which specifically relates to the total guidance program. Therefore, the guidance department plans to develop a Self-Study program based to ascertain what programs exist, and then to program remedial action.

OBJECTIVES:

Major objectives of the proposed Self-Study project will be to (1) gather data in order to examine the school district's guidance program as viewed by various publics, determine nature of gaps between expectations of the publics and those of the guidance staff, to determine needs to be met in order to narrow differences in expectation; (2) develop and assessment methods; (3) present Self-Study results and recommendations to school district's administration.

ACTIVITIES:

A seven-member guidance staff under the direction of a coordinator will plan and carry out the two major phases of Self-Study which are data gathering and analysis, and development of guidance objectives, activities, and assessment methods.

EVALUATION:

Evaluation is an inherent part of the Self-Study process, in that successful completion of the first phase precedes initiation of the second. The response by the school district administration to recommendations made as a result of Self-Study and subsequent actual program modifications will represent an additional index of the project's value.

Local Educational Agency Address: Project Director	Eastern Lebanon School District Myerstown, Penna. - Lebanon County Mr. Walter W. Wertz (717-866-2127)	State Project Number 267
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Improvement Through Study

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 9 Months Projected Funding Level for total projec period \$1,000

NEED:

It is necessary for the guidance department of the Eastern Lebanon School District to conduct a Self-Study project in view of the fact that there has been no previous systematic examination of its guidance services.

OBJECTIVES:

Major objectives of the proposed Self-Study project will be to (1) gather data in order to examine the school district's guidance program as viewed by various publics, determine nature of gaps between expectations of the publics and those of the guidance staff, to determine needs to be met in order to narrow differences in expectation; (2) develop program objectives based on analysis of the data, develop program activities and assessment methods; (3) present Self-Study results and recommendations to school district's administration.

ACTIVITIES:

The proposed Self-Study will follow a guide prepared by the Division of Guidance Services and will consist of the two major phases of data gathering and analysis, and development of objectives, activities and methods of assessment. Data gathering instruments and procedures will be developed by the guidance staff.

EVALUATION:

Successful completion of the first phase of the project is essential in order for the second phase to begin. An evaluation of the project's value will be in terms of the school district's response to the guidance staff's recommendations for program improvement and in terms of actual program modifications.

Local Educational Agency Address: Project Director	Center Junior High School Monaca, Pa. - Beaver County Mr. Donald Bradshaw	State Project Number 268
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Career Education - Grades K-8

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 9 Months Projected Funding Level for total project period \$5,000

NEED:

When 225 eighth grade students in Center Area School District were polled regarding their sources of career information, 75% reported getting it from places other than school, such as from home, friends and relatives or not at all; 81% of the students felt they knew very little about the broad career field they were considering; 88% felt a need for more career information in order to make a wise choice. These findings, although limited, emphasize a severe lack of knowledge relating to career information.

Career information in elementary and junior high school grades has received little emphasis in the past.

On a national level, it has been estimated that nearly 2.5 million students leave the formal education system of the United States each year without adequate preparation for careers.

Certainly there is a need at the local level for providing an awareness of the world of work and the opportunity to explore various careers.

OBJECTIVES:

To provide early and continuous occupational information to students so that they will be able to make a wise choice of a lifetime occupation and to provide the kind of counseling that will help them to relate their interests and abilities to their choice of a career. To establish a career resource center at the junior high school level.

ACTIVITIES:

Conduct programs at the elementary to help students become more aware of careers and the world of work. Administer a career development questionnaire to pin point areas needing immediate attention which would then be covered in group guidance class. Identify through testing procedures each student's vocational interests, school plans, subject likes and dislikes, I.Q., aptitude and achievement levels. Discuss with each eighth grader, individually, his aptitudes, interests, and occupational choice in relation to his future educational plans. Provide assistance to students in locating, evaluating and using career information.

EVALUATION:

Pre and post career awareness inventory, anecdotal records, surveys, and observation of student interest by teachers and counselors will determine the effectiveness of the program.

Local Educational Agency Address: Project Director	Harbor Creek School District Harbor Creek, Penna. — Erie County David J. Reuter	State Project Number 269
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ABSTRACT — NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Elementary School Development Counseling Orientation

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 12 Months Projected Funding Level for total project period \$3,500.00

NEED:

During the months of November and December, 1971, a group of students, citizens, teachers and administrators responded to 303 statements relative to education contained in the *Project OUIIC Needs Assessment Survey, 1971-1972*. The identification of the needs pertaining to this planning grant is based on the data compiled from the survey specific to counseling or related to some aspect of counseling. Approximately 670 people participated in the survey.

OBJECTIVES:

- To orient teachers, students and parents to what an elementary school developmental counselor is so that they can articulate an understanding of what the functions of such a counselor are.
- To development in teachers, students and parents the attitude that elementary school counseling need not and should not be crisis oriented.
- To develop a professional library so as to make available to teachers resources which can be used to gain an understanding of specific concepts and principles relative to using developmental counseling techniques and programs in their respective classrooms.
- To develop an elementary school developmental counseling program free from the misunderstandings, misconceptions and malformed attitudes which haunt many such new programs.

ACTIVITIES:

- Meetings, the equivalent of three teacher in-service days dealing with elementary school developmental counseling will be used to orient teachers to developmental counseling. Four sessions will be spent utilizing local experts in the field of elementary counseling in lecture and formal presentation programs.
- Parental meetings with the counselor to expose parents to and discuss with parents the developmental counseling approach.
- Small group programs with students in which discussion of the counselor's job would take place plus the presentation of various audiovisual materials which present topics and concepts which are a part of a developmental program and relate the elementary school student's life.

EVALUATION:

Counselor rating forms developed by specialists, counselor self-evaluation, student-counselor/parent will be utilized to evaluate the effectiveness of the in-service.

Local Educational Agency Address: Project Director	Charleroi Area School District Charleroi, Penna. — Washington County William E. Hershiser	State Project Number 270
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ABSTRACT — NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Individual Career Information Center

Funding:

	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 12 Months Projected Funding Level for total project period \$9,020

NEED:

The Charleroi Area School District is located in the heart of the highly industrialized Monongahela Valley. This fact has placed additional responsibility upon the guidance department of the Charleroi Area School District in fulfilling its responsibility in the area of career guidance. We currently have available the traditional sources of career information materials and are well aware of the merits of the Pennscript vocational guidance program. This need for local information on the various job opportunities gets more acute daily since the unemployment rate for the region keeps creeping upward to its present 13.5%. This is in contrast to a state rate of 6%. The region is now a target area for National Economic Aid.

OBJECTIVES:

- To develop occupational information on a local level which could be utilized to support other types of occupational information such as Pennscript. Chronical Information System, etc.
- To organize a business and industry advisory committee which could assist the guidance department in securing local occupational information.
- To provide a cadre of career consultants who would be fully familiar with not only job requirements and skills but also the local outlook for the particular occupation.
- To provide opportunities for parents to become active participants in career selection.
- To provide students with local occupational information to supplement the commercial systems now available.

ACTIVITIES:

The Individualized Career Information Center will be established in an area adjacent to the guidance offices. All students will be encouraged to use the center and a paraprofessional will be available to assist the student when necessary. The emphasis in the center will be on individual learning programs. Classroom teachers will be encouraged to integrate classroom work with the Career Information Center when possible. The students will be fully oriented to the use of the center and will be encouraged to consult the Pennscript system and the supplementary local information system because of the recentness of the information and the local implications to career decision making.

Lastly, the guidance department will encourage students and parents to come to the guidance office for assistance in synthesizing all information and arriving at a career decision.

EVALUATION:

Survey logs, student self-reports, observations, student performance objectives and pre- and post-occupational maturity profiles will be used to determine the effectiveness of the program on the student body.

Local Educational Agency Address: Project Director	School District of Upper Moreland Township Willow Grove, Penna. — Montgomery County Mario L. Berlanda	State Project Number 271
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ABSTRACT — NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Teacher Workshop for Human Development Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date 10 Months Projected Funding Level for total project period \$3,700.00

NEED:

The Upper Moreland School District, which has one elementary counselor serving four schools, is committed in philosophy to six developmental guidance programs but forced into a crisis oriented program because of immediate pressing needs of children and teachers. Although 80% of the counselor's time is spent in individual counseling, group work and consultation with adults, only 8% of the pupil population has been served.

It is imperative that a program involving all teachers and all children be initiated which would help children grow emotionally in understanding themselves and others and socially in developing and improving communication skills. The Human Development Program, developed by the Institute for Personal Effectiveness in Children with focus on self-awareness, self-confidence and social interaction is a program designed for teachers to use daily in the classroom.

OBJECTIVES:

Major objectives of the proposed project are to: provide teachers with a tool for meeting children's emotional and developmental needs; provide a plan for developing self-awareness, self-confidence and social interaction in children; help teachers be more open to their own and children's thoughts and feelings; help teachers identify those children who have specific needs of problems.

ACTIVITIES:

The proposed project will be a three-day summer workshop for elementary teachers of the Upper Moreland Schools and non-public schools in the district. There will be a one-day follow-up three or four months later at which time the consultants, who had been responsible for the summer workshop, will meet again with workshop participants to answer questions, observe and give guidance in those areas needed. The program will be implemented in the fall, 1972.

The counselor will be actively involved with classroom circles, demonstrating and de-briefing with teachers frequently, consulting and supporting where needed.

EVALUATION:

Teachers will complete a rating scale assessment of the workshop's value; classroom observation will determine whether the program is in use. Teacher attitude and children's growth will be determined by pre- and post-administration of standardized instruments.

Local Educational Agency Address: Project Director	Greater Johnstown Area Vocational-Technical School Johnstown, Penna. – Cambria County Edward Moul	State Project Number 273
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: *Orientation, Follow-up and Placement Activities*

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 24 Months Projected Funding Level for total project period \$6,640.18

NEED:

Orientation – We will have 550 new students entering Greater Johnstown Area Vocational-Technical School from seven or more school districts. There is a definite need to have a counselor sit down with them and go over their records.

Approximately 10% of our students during the 1971-72 term requested course changes because they did not fully understand what was involved in the course they were selecting.

Placement/Follow-up – We must attempt to place over 500 seniors each year and follow-up their progress. This, along with the duties of a counselor in a school of our nature is impossible at present.

The fact that the unemployment rate in Johnstown is anywhere between six and 12 percent, much effort has to be expanded to help place our graduates.

The groups who participated in the development of this proposal were administrators and counselors from the vo-tech who work closely with counselors in sending schools and the professional advisory committee. Our students come from the non-public high schools in our area and their counselors are involved to the same extent as the public school counselors.

OBJECTIVES:

To deal more effectively with the following basic problems: to reduce the “return to home school rate;” to reduce the “course change rate;” to place more graduates on the job; to follow-up graduates who flounder due to the lack of guidance when they really need it, but are no longer in a “sheltered” environment and make more information available to our staff in terms of a professional library.

ACTIVITIES:

Orientation of new vo-tech students in groups and individually; job candidate – employer interview with seniors and graduates, group and personal counseling with unemployed, surveys and testing in conjunction with the Chamber of Commerce and Bureau of Employment Security, set up a professional library for vo-tech staff members.

EVALUATION:

Statistical tabulation of students returning, statistical tabulation of course change requests, statistical tabulation of students placed, statistical tabulation of students who seek help and have received the help desired, the number of items purchased and the utilization of the library.

Local Educational Agency Address: Project Director	Bald Eagle High School Wingate, Penna. – Centre County Zelda M. Stitt (814 355-4868)	State Project Number 279
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Career Resource Center

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 12 Months Projected Funding Level for total project period \$10,000.00

NEED:

The need for specific help in the decision-making process can be shown by several studies done of the Bald Eagle Area students and their environment. Complex changes have occurred throughout Centre County which have created the need for better planning and direction in the lives of local young people.

Surveys of area high school graduates conducted in 1970 and 1972 have revealed a trend toward greater unemployment among the recent graduates. In 1970, 12% of the area graduates were unemployed a month after leaving school. A follow-up study conducted in March, 1972 with the class of 1971 showed an 8% increase in unemployment over the preceding class. Also, occupational opportunities are limited in the area which requires most workers to migrate out of the locality in which they live. Because of these conditions, greater emphasis must be placed on career planning.

OBJECTIVES:

The objectives of the proposed are: the establishment of a career information center in the high school, creation of a program for dissemination of career materials, the training and utilization of a paraprofessional career resource specialist.

ACTIVITIES:

Activities will include: the preparation of a career resource facility, collection and preparation of suitable career materials, orientation programs are field trips for students, in-service training for teachers, individual and group counseling and coordination of programs with the center.

EVALUATION:

Frequency use count of occupational resources; observed behavior; periodic ratings by counselors, teachers and students; follow-up studies on each program and the use of the center and subjective feed-back from counselors.

Local Educational Agency Address: Project Director	Dallas School District Dallas, Penna. – Luzerne County Gloria Whitman	State Project Number 283
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Developmental Counseling: Process and Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date 12 Months Projected Funding Level for total project period \$12,900

NEED:

The Dallas School District, with a student population of 3,417, employs three counselors, one at each level – elementary, junior high and senior high. The counseling and guidance program is based on priorities determined by pressures as they occur, rather than on priorities directed toward long-range goals. In order to meet a greater number of the guidance needs of students, the teaching staff and other significant personnel must become more integral to the guidance program.

OBJECTIVES:

1. To design and implement a continuous developmental guidance and counseling program K-12.
 - a. to determine characteristics of the community, staff and students which have implications for guidance.
 - b. to establish a rationale for the guidance program.
 - c. to establish long-range plans for the guidance program.
 - d. to establish objectives for the guidance program.
 - e. to establish priorities for the guidance program.
 - f. to determine activities to meet the objectives of the guidance program.
 - g. to implement the first phase of the guidance program.
 - h. to evaluate the first phase of the guidance program.

ACTIVITIES:

A summer workshop will provide the time for counselors, teachers and students to examine the current guidance program and to consider future directions to be taken. Resource materials will be examined for use in the classroom. Visitation to other districts having exemplary guidance programs will take place throughout the year. Meetings and workshops throughout the school year will be conducted to assess on-going guidance activities and to determine future directions. A final workshop will be conducted at the end of the school year to assess the activities of the year and to design a K-12 program.

Project Title: Developmental Counseling: Process and Program

State Project Number
283

EVALUATION:

The completion of this project will result in a written developmental guidance program. Each activity within the program will be evaluated with pre- and post-measures to determine changes resulting from the activity.

Date completed or revised:

Completed by: Gloria Whitman

Phone: 717-696-1161

Local Educational Agency Address: Project Director	Bethlehem Area School District Bethlehem, Pa. William A. Schuler (215-865-5511)	State Project Number
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Counseling To Improve School and Family Relationships

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 4 Months Projected Funding Level for total project period \$4,890.00

NEED:

A segment of our school population come from deprived homes. Many of these are minority students. Within the past few years there have been frequent verbal and physical clashes between our minority group students and others. Some of the deficiencies common to these students are: Lack of parental interest, poor grades and attitude, little motivation and interest in vocational goals.

OBJECTIVES:

- To provide deprived and minority group students with summer educational experiences in order to enrich their awareness of opportunities available.
- To provide better understanding between the school and home by building a better relationship.
- To provide counseling services to both students and parents to encourage better motivation and attitude toward school, education and family relationships.

ACTIVITIES:

- Visits to local industries and places of employment, to local colleges, to Vocational-Technical schools, to Business and Technical schools and Community Colleges.
- Home visitations, school visitations.
- Individual counseling in regards to present educational standing to present information as to their potential and to plan a future program to meet the needs of the individual.
- Group counseling on how to change attitudes and encourage motivation toward school and better peer relationships.

EVALUATION:

- Parental questionnaires will be completed as to the value of our service.
- Teacher response as to the attitude, motivation and interest that these students display during the fall semester.

Local Educational Agency Address: Project Director	Bethlehem Area School District Bethlehem, Penna. — Northampton County Fred E. Peifley	State Project Number 287
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Guidance Self-Study

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date 9 Months Projected Funding Level for total project period \$8,050.00

NEED:

The role of the counselor, while defined in the Bethlehem Area School District, is misunderstood and often misrepresented by the various school publics. The guidance expectations of parents, students, teachers, etc. is not communicated to counselors and the guidance role of such non-counselors as not communi ted to counselors and the guidance role o such non-counselors as parents and teachers is often unrecognized. Meaningful assessment of guidance programs and services which is based on measureable objectives has been lacking. The above are manifested in reactions by parents, pupils and teachers which depict guidance services as inadequate and indicate a need to conduct a systematic examination of the guidance program of the school district in light of the above.

OBJECTIVES:

The proposed project will:

1. Examine the school district's guidance program in order to determine its effectiveness as viewed by various publics, determine gaps between expectations held by the publics and the guidance staff, determine needs to be met in order to narrow differences in expectations, and determine unique characteristics of students and community which call for particular guidance objectives.
2. Develop a guidance program outline, consisting of objectives, activities designed to achieve the objectives and assessment methods.
3. Present results of Self-Study with appropriate recommendations to school district's administration.

ACTIVITIES:

The proposed Self-Study will follow a guide prepared by the Division of Guidance Services and will consist of the two major phases of data gathering and analysis, and development of objectives, activities and methods of assessment. Data gathering instruments will be designed by the guidance staff and will be mainly questionnaire survey.

EVALUATION:

Assessment of and reaction to Self-Study outcomes will be made by a visitation team. Project evaluation will be in terms of the school district's response to the guidance staff's and visitation team's findings as they are related to program improvement.

Local Educational Agency Address: Project Director	Northeastern School District Mt. Wolf, Penna. – York County Earl D. Manseau	State Project Number 289
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Career Information Center

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 10½ Months Projected Funding Level for total project period \$6,460.00

NEED:

Through the financial backing of the International Paper Company Foundation and ESEA Title III funds a Career Information Center was established in the library of Northeastern Senior High School during the 1971-72 school year. During the first year of operation, a number of deficiencies were noted which were in need of correction. It is the purpose of this project to so continue and expand the resource area as to correct these deficiencies.

Specific needs underlining these deficiencies are: (1) more career involvement in the classroom (2) more local industrial information, (3) more career oriented materials and equipment and (4) continuing upkeep of the present career information. These needs appear restated as objectives in the following paragraph.

OBJECTIVES:

The chief objectives of the project are: to bring about more career involvement in the normal classroom curriculum, to gather more local industrial information for the staff and students, to provide more vocational or career oriented materials and equipment for the students and staff to use in class oriented situations, to continue to provide a well organized and current center of vocational or career oriented information for the use of students and staff.

ACTIVITIES:

Establish a Community Resource Bureau of individuals from the community who are willing to serve as sources of information for students and teachers. Provide secretarial help for staff in utilizing this resource. Prepare slide/tape presentations of information obtained "on the scene" in local industrial establishments. Provide secretarial help to disseminate this information to staff and students. Review and purchase more vocational guidance and career oriented materials and equipment. Provide for consultations with staff, students and other center directors. Provide secretarial help to keep career information organized and current.

Project Title: Career Information Center

State Project Number
289

EVALUATION:

Keep record of use of community individuals by staff in class situations. Discuss value of use of community participants with staff and students. Make use of teacher tests and classroom observations. Keep record of use of slide/tape presentations by students and staff. Keep record of use of center material and equipment and of the use of the center itself. Evaluate the use of the center through discussions and polls of staff and students.

Date completed or revised:

Completed by: Earl D. Manseau

Phone: 717-266-3644

Local Educational Agency Address: Project Director	Lampeter-Strasburg School District Lampeter, Pennsylvania – Lancaster County Gene G. Swords	State Project Number 291
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Learning Through the Development of Perceptual Skills

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 12 Months Projected Funding Level for total project period \$9,010.00

NEED:

A preventative rather than remedial program is needed to equip each teacher to better educate each individual child (k-3) as she becomes more knowledgeable of the inter-workings and relationships of the students' thinking and learning process, and the understanding of the fears and frustrations presented by his environment.

Today, more than ever, each individual needs to use his body, his nervous system and his brain as efficiently and as effectively as possible. Schools can implement this goal and prevent many learning problems through individualized developmental programing before failure occurs. During the past three years the Lampeter-Strasburg School District has done much in this area, especially through the services of the Gesell Institute. As is usually the case, the more we learn about *individual differences*, *early childhood education*, and the *process of learning*, the more we realize that much more needs to be learned before we can be of real service to each individual child.

OBJECTIVES:

Given in-service training in perceptual skill development:

- a. Teachers in K-1 will employ these techniques in their classroom with their students.
- b. Teachers in grades 2-3 will provide instruction in their classroom that will aid in the maintenance of these perceptual development skills.
- c. Teachers will be receiving specific training in observing children and will demonstrate their mastery of these techniques by their participatory role in the workshops.
- d. Teachers will receive specific instruction in the study of behavior modification and will be asked to demonstrate their mastery by participating in devising plans to effect behavioral change in both hypothetical and actual cases.
- e. Teachers will communicate to the parents the role that perceptual development plays in the school by actually participating in five parent meetings held throughout the school year.

ACTIVITIES:

Planned is an intensive five-day workshop on the subject of perceptual development sponsored by the Gesell Institute. Twenty teachers will be involved six hours per day for the week. Included will be the replacement teachers in kindergarten, grades one and two, and all of the third grade teachers and special teachers of the district. The workshop will be opened to any interested person outside of the district – public, private and parochial.

The workshop is designed to get the participants to learn through involvement. Daily twelve children will be brought to work through problem solving situations. Initially Dr. Streff will demonstrate how to involve the children in real problem solving situations, but from then on each participant will have the opportunity to try some of the ideas and techniques she is learning with the children.

Each morning will begin with theoretical presentations showing the link between styles of learning and the learner's pattern of growth and development. These presentations will be followed by observation and working sessions with children. Each work session will be followed by a follow-up group discussion. The afternoon will be focused on two more aspects of the approach. First, the teachers will deal with the pragmatic problems of how to utilize the approach. This will include experiencing many of the activities as a group, how to get started, how to control a class, and how to stimulate new ideas. Secondly, the afternoons will be focused on how to evaluate the needs of individual students and then how to arrange a program for each of them.

An integral part of the project will be five parent meetings spaced throughout the year. These meetings will be devoted to helping parents better understand their child in his new learning situation.

EVALUATION:

Through the use of the Delco Readiness Test, academic performance as judged by reading level, retention rate, and the percentage of speech, guidance, and remedial reading referrals, a continuous evaluation process will be in effect comparing a "control group" with the "experimental group" which will be receiving specific instruction in perception development.

The project will be evaluated by continuing a comparison with the "control group" used for the evaluation of the previous guidance project. The comparison between the "experimental group" and the "control group" to be based on the results of the Delco Readiness Test; achievement, as indicated by teacher grades and reading level; retention rate; and percentages of referrals in speech, guidance and reading. For this evaluation both groups will include third grade children.

Local Educational Agency Address: Project Director	East Penn School District Emmaus, Penna. – Lehigh County Richard P. Keim (215-965-9001)	State Project Number 295
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Guidance Program Self-Study

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 9 Months Projected Funding Level for total project period \$6,800.00

NEED:

The guidance staff of the East Penn School District has identified a need to examine the scope and effectiveness of its guidance services as viewed by the administration, faculty, student body and community since no previous examination has been undertaken. In addition, the counselors have expressed concern that there is no medium to evaluate the impact of their services once the child has terminated his schooling. Finally, a study has been initiated to reorganize the guidance program in the schools; a thorough self-study would provide the necessary data to give direction and support to the reorganization efforts.

OBJECTIVES:

Major objectives of the proposed self-study project will be to (1) gather data in order to examine the school district's guidance program as viewed by various publics, determine nature of gaps between expectations of the publics and those of the guidance staff, to determine needs to be met in order to narrow differences in expectation; (2) develop program objectives based on analysis of the data, develop program activities and assessment methods; (3) present self-study results and recommendations to school district's administration.

ACTIVITIES:

The proposed self-study project will be carried out in the two major phases of data gathering and analysis and development of guidance objectives, activities and assessment methods. Among the data gathering and analysis activities will be an examination of the school philosophy and objectives as they relate to guidance, a study of the duties of the current guidance staff, surveys of various publics and indepth interviews of former students.

EVALUATION:

An essential part of the self-study process is continuing evaluation in that the quality of the second phase is largely determined by how well the first phase has been completed. The actual implementation of recommendations made as a result of self-study will serve as an index of its value.

Local Educational Agency Address: Project Director	Kane Area School District Kane, Pennsylvania – McKean County Eugene J. Hall	State Project Number 300
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Attitude Development and Motivation II

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date 12 Months Projected Funding Level for total project period \$20,000.00

NEED:

Guidance Programs in all school districts interested in participating in this proposed program were found to have similar needs;

1. little time for counseling directed toward developing positive attitudes and instilling per-sonnel motivation,
2. a desire to be able to instigate a motivation program in the res-pective school systems,
3. the need for better trained teachers in the techniques of motivation and attitude development, and,
4. the desire for the availability of materials that can be used to motivate and develop attitudes within the classroom situation by classroom teachers.

A project in attitude development and motivation (No. 10248) having been conducted on a pilot basis in the Kane Area Junior High School for the school year 1971-72, and concluded successful through evaluation by the Department of Education, it is proposed to expand similar training to inculde other teaching personnel in other schools within the confines of Intermediate Unit #9.

OBJECTIVES:

1. To expand the existing guidance programs of the participating schools in the areas of attitude development and personal motivation for students and faculties;
2. To teach participants to carefully identify and assess students' needs in area of attitude development and motivation;
3. To develop positive attitudes towards students in selected members of participating schools' faculties;
4. To motivate students so they will achieve at a higher academic level, develop positive attitudes toward learning and desire more involvement in school activities;
5. To train teachers in the use of new materials, and techniques of using them, that will motivate students, thus expanding the guidance capabilities of the school.

ACTIVITIES:

Twenty teachers and/or counselors from schools within the Intermediate Unit #9 area will participate in a four week in-service program to begin June 5, 1972 and end June 30, 1972 at Kane Area High School. Two teachers who were trained in motivation development in last year's program will assist Mr. Joseph Calley, consultant, in teaching motivation techniques as outlined in the materials purchased from Success Motivation Institute of Waco, Texas.

The day will be divided, with the teachers putting to use with volunteer high school students, those things learned in the morning of each day, and then following up with an evaluation period to end the lesson for the day.

EVALUATION:

Verbal and written evaluations by each of the participants will be carried out by the project director and the two instructors daily. At the immediate conclusion of the program another written and verbal evaluation will be conducted by project consultant. Then, after the ensuing school year, evaluation forms prepared by the consultant will be completed by the participants giving indications of success or failure of the techniques and materials in counseling and classroom situations.

Local Educational Agency Address: Project Director	West Mifflin Area School District West Mifflin, Penna. - Allegheny County Darrell J. Hess	State Project Number 305
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: **Community Orientation Career Guidance**

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
TOTAL						

Proposed Termination Date 13 Months Projected Funding Level for total project period \$11,500.00

NEED:

The West Mifflin School District composes a highly industrialized area housing a majority of blue-collar workers and very few professional people. Followup studies indicate over 60% of the graduates of our two high schools, North High and South High, enter some type of office, technical or vocational career within two years of graduation. Very few efforts have been made with such large industrial concerns as United States Steel Corporation, Westinghouse Atomic Energy, Continental Can Corporation, Fisher Body Corporation and General Electric Corporation, to acquaint the school population with vocational career opportunities existing in our own borough.

Indeed, a survey of 600 seventh grade students showed a need exists for such a project since 75% of those surveyed could not name even two of those corporations listed above, nor could they be specific in listing the actual job their father held in a particular industry. Most of the students simply stated "works in the mill."

OBJECTIVES:

1. Students will become more aware of career opportunities available to them locally.
 - a. They will see, rather than "book learn," actual job situations.
 - b. They will gain more knowledge about a skilled vs. an unskilled pay schedule.
 - c. They will attempt to match interest and aptitude with the particular career they are investigating.
2. An in-service day will focus attention on careers, making the faculty more cognizant of vocational guidance as it relates to the total school program.
3. Industrial leaders will become familiarized with the career guidance concept.
4. A booklet will be published to disseminate information in an orderly fashion.

ACTIVITIES:

Among the major activities planned are at least one field trip per student to an industrial plant in the community, a minimum of three meetings per counselor with industrial leaders, the use of audio-visual materials as a followup to the field trip and group meetings within the school utilizing industrial resource people.

In most cases, classes will visit by course – i.e., three English classes will go to United States Steel, the following week the physics and chemistry classes will visit the Atomic Power Plant; thus, we hope to have the three groups involve students, faculty and community-resource people. In each case a previous survey of the class will be taken. A student interested in accounting, for instance, will be given the opportunity to see the accounting department in a steel plant rather than just a steel-making operation.

EVALUATION:

A recorded list of responses to surveys both before and after orientation will be listed. An evaluative questionnaire will be used to include: (1) listing of traits the students feel are necessary for jobs they saw, (b) a listing of any new careers the students observed, (c) an observation regarding the returning to the plant for future tours. A survey of tenth graders will be compared with the information the seventh grade class observed. Besides student evaluations, observed responses from faculty and a tally of the number of faculty involved in the program will be recorded. A compiled list of people in the program will be used in conducting any future orientation programs.

Local Educational Agency Address: Project Director	Westmont Hilltop School District Johnstown, Penna. — Cambria County Michael Karolchik (814-255-4127)	State Project Number 305
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ABSTRACT — NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Self-Study of a School District Guidance Program

Funding:

Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
	From	To			
TOTAL					

Proposed Termination Date 12 Months Projected Funding Level for total project period \$3,200.00

NEED:

The Westmont Hilltop School District has never had a systematic examination of its guidance program K-12. A need exists to realize its impact on students before being able to justify improvements or expansion of current guidance services.

OBJECTIVES:

Major objectives of the proposed Self-Study project will be to (1) gather data in order to examine the school district's guidance program as viewed by various publics, determine nature of gaps between expectations of the publics and those of the guidance staff, to determine needs to be met in order to narrow differences in expectation; (2) develop program objectives based on analyses of the data, develop program activities and assessment methods; (3) present Self-Study results and recommendations to school district's administration.

ACTIVITIES:

The three members of the guidance department will conduct the proposed project in the two major phases of data gathering and analysis, and development of guidance program objectives, activities, and methods of assessment.

EVALUATION.

Evaluation is an inherent part of the Self-Study process, in that successful completion of the first phase precedes initiation of the second. The response by the school district administration to recommendations made as a result of Self-Study and subsequent actual program modifications will represent an additional index of the project's value.

Local Educational Agency Address: Project Director	Capital Area Intermediate Unit Lemoyne, Penna. – Cumberland, Dauphin, Perry Counties Dr. M.D. Rudisill	State Project Number 306
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ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Guidance Materials Resource Centers

Funding:	Type	Period of Funding		Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
		From	To			
	TOTAL					

Proposed Termination Date 12 Months Projected Funding Level for total project period \$10,000.00

NEED:

During the past two years the five area career resource centers established throughout the state have demonstrated the value of such a service at the local district and regional level. With the anticipation of significant curricular changes in terms of the career education concept and future task force activities a need for a central repository of all kinds of guidance related instructional materials has become evident. Likewise, the lack of proper storage, meeting and work facilities in the Department of Education's building requires that suitable accommodations be found to efficiently implement task force efforts. At the same time, expanding information resource requirements call for some method for augmenting the data base for the Pennscript project.

OBJECTIVES:

Briefly, the purpose of the proposed project is to provide a guidance material resource center that will be located in the Harrisburg area and physically contiguous to the Pennscript project. Objectives of the project will be to: provide a demonstration and examination materials resource for guidance committees and task force groups from any point in the state; serve the Bureau of Pupil Personnel Services will complete materials access for advisement and consultative services; provide a broader informational base for Pennscript project use; provide an extended resource of guidance materials for the school districts within the Capital Area Intermediate Unit; and to provide a means of communicating information about new guidance materials and activities throughout the state.

ACTIVITIES:

Establish a demonstration facility contiguous to the Pennscript project in the Harrisburg area; provide samples of all available guidance related materials for examination by any guidance committees, task force, counselors or other interested educators; have materials available for on-site use by these individuals; have materials available for use by Pennscript personnel; employ communications specialist who will also be responsible for collating materials to be utilized in meetings of committees.

EVALUATION:

Rating sheet evaluating services of the center, log indicating use made of center facilities and materials.

Dear R.I.S.E. Staff,

Please send me more information on project number(s)

I am interested in arranging a visit to project number(s)

Thank you.

Name and Position: _____

Agency: _____

Address: _____

Phone: _____

Date: _____

Comments: _____

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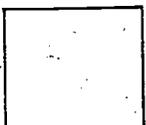
Date: _____

Comments: _____

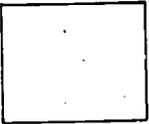
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