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ABSTRACT

Title III projects conducted by local education agencies in Connecticut are listed alphabetically by agency and described. Each entry gives project title, amount and term of funding, target population, major objectives, evaluation design, findings to date, and dissemination plan. The agency name and address and the project director for each of the 91 entries is also given. A subject index to the projects is attached. (SK)

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EDUCATIONAL

Resources



FORWARD

This publication was prepared for the Bureau of Evaluation and Educational Services, Connecticut State Department of Education, by the Educational Resources Center, a unit of Area Cooperative Educational Services (ACES).

The Educational Resources Center (ERC) is a retrieval and dissemination agency serving the information needs of educators throughout Connecticut.

Roger E. Richards
Coordinator - Title III - ESEA
State Department of Education

Harry W. Osgood
Director, ERC

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Cataloger/Editor
September, 1974

Elizabeth Z. Graham
Secretary

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INTRODUCTION

Concerning Title III

In 1965 the Elementary and Secondary Education Act was enacted by the Congress in an effort to help update the nation's schools. Discontented 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) has attempted to encourage new ways of teaching by providing innovative services for children and teachers and by adopting and demonstrating exemplary programs based on proven practices. No limit was established on the type of educational problem that could be addressed nor the amount of money that would be granted to a particular project except for the constraint of the state's total entitlement.

Legislation has changed Title III to the extent that, as of 1967, 15% of all Title III dollars must be expended in programs designed for the handicapped, and, as of July 1, 1970, the guidance and counseling section of NDEA (National Defence Education Act), Title V-A, was transferred to Title III.

For the first three years of Title III activities, 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 primarily 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. Currently, the U. S. Office of Education administers 15% of the appropriation while the states administer 85%.

.... IN CONNECTICUT

Administration of Title III in Connecticut is the responsibility of the Bureau of Evaluation and Educational Services with direct coordination provided by Dr. Roger E. Richards, Title III Coordinator.

Projects have been funded on a competitive basis and cover a wide range of educational concerns. In some cases, projects have a single focus, such as reading improvement or music education. In other cases, projects are multi-faceted incorporating several components or emphases. To review the range of project emphasis, the reader is referred to the Subject Index, found on page xi.

Another variable in Title III projects is the nature of the approach utilized. To a surprisingly high degree, the effort has

been innovative, i.e., developing quite unique and novel approaches to educational problems. Other Title III projects, while not creating a new approach, have developed exemplary programs based on successful practices in existence elsewhere. Additionally, some Title III projects have adapted to their settings, programs completely developed and proven in ongoing school practice.

A final important difference among Title III projects is the number of participating school districts. At one extreme, there are projects which have involved only one school. At the other extreme a few projects have served as many as 25 to 35 school districts. There is no standard requirement in this regard; the number of participants and the scope of operation depend primarily upon the purposes and nature of the specific project.

Most projects have had a Title III funding period 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. Grant support given the LEA usually decreases each year of project operation so that the LEA assumes increasing levels of financial responsibility during the project's life span.

STATEWIDE DISSEMINATION OF TITLE III PROJECTS

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 newer trends and have access to data on the successes and failures encountered in the search for 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 the Area Cooperative Educational Services (ACES) and its Educational Resources Center (ERC). ACES, a former Title III Project, is a regional education service center for the greater New Haven area. It is through this vehicle that information for this publication has been gathered. The ERC will also serve those who want to learn more about the Title III projects described herein.

PURPOSE AND USE OF THIS PUBLICATION

The purpose of this publication is to activate a communications system so that the educational community-at-large may become aware of programs supported by Title III; so that educators will have enough

information to decide whether to explore the programs in more detail with a view to adopting them; and so that a resource network can be established for those in the process of studying and/or planning new programs in their communities. With these uses in mind, this publication consists of abstracts of all Title III projects, past and present, accession listings of project documents, and a subject index. As additional projects come into being, periodic supplements will be issued. Most of the abstracts of the projects were submitted by the project directors/coordinators 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. Few editorial modifications were made by the ERC on the project abstracts. The abstracts are arranged alphabetically by grantee agency and are followed by project-related document listings (e.g., planning proposal, initial operational proposal, continuation proposals, project evaluation reports and on-site evaluation reports). The accession numbers are pre-fixed by TT (e.g., Title Three) so as to distinguish this file from other special collections housed at the ERC. The first three digits refer to the project, while the second three digits refer to specific documents. ALL OF THESE DOCUMENTS ARE AVAILABLE THROUGH THE ERC IN MICROFICHE FORMAT AT NO COST TO CONNECTICUT REQUESTORS. WHEN REQUESTING ANY DOCUMENT, REFERENCE SHOULD BE MADE TO ITS ACCESSION NUMBER. Please note that the parenthetical digits after the code number refers to the number of fiche comprising the document.

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 the national information system of the U. S. Office of Education. This system is a network which acquires, evaluates, abstracts and indexes educational information for dissemination throughout the country. For the most part, we are using the "descriptors" that ERIC uses in its indexing system. This process was selected to avoid confusion about terms and also to facilitate information retrieval.

The ERC is acting as the clearinghouse for ESEA Title III project dissemination within Connecticut, and all requests for information should be directed to the Center. Those interested in receiving more detailed information about certain projects should contact the Center with the accession number of the desired document(s). Those interested in meeting with members of a project and visiting that project should contact the Center to ascertain current project status. This would apply to those persons who are interested in adopting the program in their school or system but first want to evaluate it and discuss operational and related problems. All mail requests should be directed to:

ACES, Educational Resources Center
800 Dixwell Avenue, New Haven, Connecticut 06511.

The ERC is accessible to Connecticut residents outside of the New Haven phone area by dialing (toll free) 1-800-922-1567. For the New Haven area, dial 562-9967.

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TITLE III PROJECT INFORMATION



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Educational
Resources
Center

14

Local Educational Agency: Area Cooperative Educational Services

Address: Village Street, North Haven, Conn.

Project Director: Joan L. Avitabile

U. S. O. E. or
State Project Number

16-73-1016

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Developing Theater Arts Techniques for Counselors

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7-1-73	6-30-74	\$21,000	
	Cont.				
	Cont.				
TOTAL					

Proposed Termination Date 1976

Projected Title III funding for total project period:
\$47,000.

TARGET POPULATION: School counselors, school administrators, and other pupil personnel workers (including crisis intervention teachers, social workers, school psychologist) for all grade levels.

MAJOR OBJECTIVES: To provide participants with skills and techniques for use in group counseling experiences.
To provide participants with various experiences to develop their own awareness and awareness of others.

ACTIVITIES:

1. Training workshop (one week).
Monthly follow-up sessions (Friday evening and Saturday).
Participants as leaders - participants are encouraged to invite fellow staff members to a weekend session and undertake some of the leadership role under the direction of the workshop leaders.

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Check list of the activities presented.
Attitudinal scale.
Teacher questionnaires.
Journal.

FINDINGS TO DATE: Final evaluation has not been completed. However, participants report that the activities presented have been most helpful in their work. Many have taken the opportunity to share their workshop experiences with staff and the community in their own schools.

DISSEMINATION PLAN:

1. Video tape, which will be representative of the various activities and the workshop process.
2. Journal Booklet - made up of participant entries of uses, modification and reactions to the activities. Both items will be available upon request.

PROGRESS TOWARD ADOPTION:

Too early to determine adoption progress, although some trained participants are serving as resource people in their own schools.

LEA: AREA COOPERATIVE EDUCATIONAL SERVICES
PROJECT: DEVELOPING THEATER ARTS TECHNIQUES FOR COUNSELORS
CODE NO: 001 (1 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 001-001
Continuation Proposal	TT 001-002

2

Local Educational Agency: Area Cooperative Educational Services

Address: 12 Village Street, North Haven, Conn. 06473

Project Director: Norman Cohn

U. S. O. E. or
State Project Number

16-73-1020

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Educational Use of Cable Television

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/73	6/30/74	\$19,880.	\$19,880.
	Cont.				
	Cont.				
TOTAL					

Proposed Termination Date 6/30/75

Projected Title III funding for total project period:

\$29,000.

TARGET POPULATION: School administrators, audio-visual directors, and teachers in area schools.

MAJOR OBJECTIVES: 1. Assist educational agencies in planning and preparation for educational use of cable television; 2. Offer information and consultation on potential use of cable TV; 3. Encourage different agencies to explore cooperative approaches to CATV issues; 4. Assist agencies in dealings with local CATV system operators.

- ACTIVITIES:**
1. Regional CATV Education Planning Committee.
 2. Active workshop program - the STUDIO
 3. Video Directory
 4. Negotiations with CATV operators.
 5. Video-cable consulting and assistance.
 6. Newsletter - Notes from the STUDIO
 7. Regional Equipment survey.
 8. Tape purchasing services.

ACTIVITIES (Cont.):

EVALUATION DESIGN: Feedback questionnaires from workshops and Planning Committee; participation in workshops, committee, video directory; requests for information and assistance.

FINDINGS TO DATE: Increased awareness, activity and participation.

DISSEMINATION PLAN: 1. Video Directory expansion; 2. Newsletters mailed state-wide; 3. Dissemination packet distributed by Connecticut Cable Coalition; 4. Project-end summary and guidelines distributed state-wide.

PROGRESS TOWARD ADOPTION: Most participating school districts are making good progress in gearing up for eventual cable-TV implementation.

Date completed or reviewed 6/3/74 . Completed by: Norm Cohn Phone: (908) 562-9967

LEA: AREA COOPERATIVE EDUCATIONAL SERVICES

PROJECT: EDUCATIONAL USE OF CABLE TELEVISION

CODE NO: 002 (1 microfiche)

Documents

Identification Number

Initial Operational Proposal

TT 002-001

Local Educational Agency: Avon Board of Education

Address: Sinsbury Road, Avon, Conn. 06004

Project Director: Donald P. LaSalle

U. S. O. E. or 67-2895

State Project Number

67-2895

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Talcott Mountain Science Center for Student Involvement

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	2/1/67	1/31/68	\$199,091.	
	Cont.	2/1/68	1/31/69	181,738.	
	Cont.	7/1/69	6/30/70	60,000.	
TOTAL					

Proposed Termination Date 6/30/70

Projected Title III funding for total project period:
\$440,829.

TARGET POPULATION:

Students K through college from greater Hartford area and beyond.

MAJOR OBJECTIVES:

1. To provide students with "hands-on", direct participation in earth science studies.
2. To create an understanding and appreciation of the scientific method of inquiry.
3. To develop in students the knowledge and critical skills needed for scientific investigation.

ACTIVITIES:

Remodelling an abandoned NIKE site located atop Talcott Mountain, the project provides range of group and individual learning opportunities in astronomy, meteorology, geology and radio communication. A highly skilled center staff aids teachers to prepare students for center visits. Utilizing a range of scientific equipment and facilities, programs cover the student population from elementary to higher education.

Project Title: Talcott Mountain Science Center

U. S. O. E. or 67-2895
State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

A two-year study of project effectiveness utilized questionnaire, surveying of school administrators, teachers, and students.

FINDINGS TO DATE:

Administrators and teachers concurred that the programs of study offered are of high quality and integrated well with on going school programs. Students were most enthusiastic and productive.

DISSEMINATION PLAN:

Quarterly newsletter, brochures, articles in professional journals, conference presentations.

PROGRESS TOWARD ADOPTION:

As a non-profit educational corporation, the Science Center is now beginning its fourth year beyond the initial Title III funding. Schools and communities have adopted the concept very well and programs are oversubscribed. New patrons are added each year with Center's expansion and correspondingly increased financial support.

Date completed or reviewed 3/1/73 **Completed by:** Donald LaSalle **Phone:** (208) 677-1359

LEA: AVON
PROJECT: TALCOTT MOUNTAIN SCIENCE CENTER FOR STUDENT INVOLVEMENT
CODE NO: 003 (9 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 003-000
Continuation Proposal	TT 003-002
Continuation Proposal	TT 003-003
Project Evaluation Report	TT 003-004
Project Evaluation Report	TT 003-005
On Site Evaluation Report	TT 003-006

Local Educational Agency: Branford Board of Education

Address: 23 Laurel Street, Branford, Conn. 06405

Project Director: Robert G. Hale, Sr.

U. S. O. E. or
State Project Number

16-69-1000

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: A Model Program: Training Teachers Toward
Individualized Instruction (AMP)

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	10/68	10/69	\$105,600.	\$105,600.
	Cont.	7/69	6/70	80,000.	\$125,621.
	Cont.	7/70	6/71	179,300.	179,300.
TOTAL					

Proposed Termination Date June, 1971

Projected Title III funding for total project period:
\$364,900.

TARGET POPULATION:

School Faculties

- Grades K-6 - Clintonville School, North Haven, Connecticut
- Grades K-6 - Fox Run School, Norwalk, Connecticut
- Grades 5-8 - Branford Public Schools, Branford, Connecticut

MAJOR OBJECTIVES:

To provide a series of in-service training opportunities to develop a highly individualized program for an open plan building.

ACTIVITIES:

Number of workshops and in-service training programs, as well as consultant services to the faculty members, in order to facilitate the individualization in the areas of math, language arts, science and social studies primarily.

Project Title:

A Model Program: Training
Teachers Toward Individualized Instruction

U. S. O. E. or 16-69-1000
State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

With the cooperation of Hofstra and Columbia University, a scale of individualization indicators was developed. Using a scale of indicators pre-imposed observations of classroom teachers was undertaken to determine the degree to which individualization was taking place.

FINDINGS TO DATE:

The training program has to a significant degree increased the amount of individualization taking place in the participating schools.

DISSEMINATION PLAN:

A manual for individualization of instruction was developed and was distributed to interested parties on a request basis.

PROGRESS TOWARD ADOPTION:

To date, the best example of adoption is the instructional program at the Branford Intermediate School, Branford, Connecticut. It would appear that the Branford Intermediate School best reflects the original goals and objectives for Project AMP.

Date completed or reviewed 3/25/74 Completed by: Robert Hale, Sr. Phone: (908) 488-8317

LEA: BRANFORD
PROJECT: A MODEL PROGRAM: TRAINING TEACHERS TOWARD
INDIVIDUALIZED INSTRUCTION (AMP)
CODE NO: 004 (4 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 004-001
Continuation Proposal	TT 004-002
Continuation Proposal	TT 004-003
Project Evaluation Report	TT 004-004
Project Evaluation Report	TT 004-005
On Site Evaluation Report	TT 004-006

Local Educational Agency: Bridgeport Board of Education

Address: c/o J. Winthrop Middle School, 85 Eckart St.,
Bridgeport, Conn. 06606

Project Director: Israel Rubin, D. Piscitelli

U. S. O. E. or
State Project Number

16-73-1006

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Accent on Creativity & Talent (ACT)

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	1973	1974	\$22,830.	\$22,830.
	Cont.				
	Cont.				
TOTAL					

Proposed Termination Date June 1975

Projected Title III funding for total project period:
\$49,000.

TARGET POPULATION: Middle school grades, public and parochial, in the north end of Bridgeport.

MAJOR OBJECTIVES:

1. Identification of the creative and talented child.
2. Develop a specialized program for the talented and creative child through the utilization of community resources and personnel that are not now available in the schools.
3. Encourage and construct a pupil personnel approach to the identification of the talented and creative child, especially those from the minorities/disadvantaged.
4. Relate guidance services to other pupil personnel services and cooperating community resource people to improve curricula and broaden exposure to career and occupational choices.

ACTIVITIES:

1. Construct a program of identification including: a. teacher identification list, b. achievement test scores, c. Torrance Test of Creative Thinking, d. Teacher functional class check list, e. interviews by guidance counselor and school psychologist. Pre and post testing of all the above activities.
2. Construct a math/science program at the Museum of Art, Science and Industry.
3. Schedule three sections of talented and creative pupils at the University of

ACTIVITIES (Cont.):

- Bridgeport in music, art, and drama.
4. Arrange for two periods of independent study on Mondays and Fridays.
 5. Pupils bused to their community classes on Tuesdays, Wednesdays, and Thursdays from 1:00 to 3:00 p.m.

EVALUATION DESIGN:

1. Pre and post testing as listed in Activity #1.
2. Periodic evaluations on a pre-designed form utilizing observation techniques.
3. Ongoing interviews with students are held by guidance counselor, student guidance counselor and school psychologist.
4. Teacher functional list to check progress and ability to handle additional work load.
5. Outside evaluator, Dr. Randolph Nelson, University of Bridgeport, will report at end of first year program.

FINDINGS TO DATE:

1. Middle school pupils identified and scheduled into Project ACT can cope capably with college level instruction in the arts.
2. Grouping of the talented/creative tends to increase their interest and productivity.
3. These children have multiple interests and aptitudes and many would be happy in a portion of Project ACT.
4. Major spin-off: Significant increase in maturation, responsibility, etc.

DISSEMINATION PLAN:

1. Title III meetings.
2. Newspapers, radio. T.V.
3. Bulletins from Special Education Department, State Board of Education, Dr. William Vassar.

PROGRESS TOWARD ADOPTION:

1. Bridgeport Board of Education voted on May 6, 1974 to "approve, support, and authorize" a Project entitled "ACT."

LEA: BRIDGEPORT
PROJECT: ACCENT ON CREATIVITY AND TALENT (ACT)
CODE NO: 005 (2 microfiche)

Documents

Identification Number

Initial Operational Proposal

TT 005-001

Local Educational Agency: Bridgeport Board of Education
 Address: City Hall, 45 Lyon Terrace, Bpt., Conn. 06604

U. S. O. E. or
 State Project Number

16-73-1015

Project Director: Virginia Lity

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Experimental Bicultural Early Childhood Program

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/73	6/30/84	\$73,373.	\$129,398.
	Cont.				
	Cont.				
TOTAL					

Proposed Termination Date: June 30, 1976

Projected Title III funding for total project period:
 \$164,373.

TARGET POPULATION: A two-school attendance area which is high in Spanish-speaking population (Barnum and Garfield Schools). Present services: 3 year old children and their parents, and 4 year old pre-kindergarteners. Approximately 65% of the recipients are Spanish speaking. Supportive reading and language services for 8 first grade classes are also provided.

MAJOR OBJECTIVES: Assist parents to realize the importance of their actions and attitudes in the educational growth of their children.

Prepare 4 year olds for the school experience by increasing readiness for learning in the dominant language and second language, encouraging self-confidence and independence.

Provide awareness and understanding of the "other" culture.

Provide students with the linguistic, cultural, and academic tools needed to achieve to the limit of their potential in the native language and second language.

ACTIVITIES: Toy Lending Program for area parents of 3 and 4 year old children. Parents are trained in the use of educational toys at home.

Activities are conducted for developing listening skills, oral language skills in the dominant and second language, motor and perceptual skills. Approximate instructional materials of a bicultural, bilingual nature have been provided. The staff is bilingual.

Materials and activities designed to stimulate growth in language and reading readiness are provided in English and Spanish.

Project Title: Experimental Bicultural Early Childhood Program

U. S. O. E. or 16-73-1015
State Project Number

EVALUATION DESIGN: On a pre- and post- basis, parents fill out the Mother-Child Relationship Evaluation. Post-test will help to determine whether the program has caused any behavioral or attitudinal change on the part of the parent. We have translated the questionnaire in Spanish for the non-English speaking parent.

The Cooperative Pre-School Inventory is administered to each child in his dominant language to determine the program activities based on areas of need. The post-test results should indicate growth in areas of Personal-Social Responsiveness, Associative Vocabulary, Concept Activation - Numerical, Concept Activation - Sensory.

A locally developed Child Rating Scale for Teachers is kept on each child. Items reflect, among other areas, performance in speech, coordination, task solving, and self-image. The post-rating information will be passed on to the kindergarten teacher as subjective data on each child's strengths, potential, and weaknesses in all areas.

FINDINGS TO DATE: We are in the process of post-testing now. Subjective observations on the part of parents, teachers, and administrators have been positive.

DISSEMINATION PLAN: Verbal and written requests for information have been honored. Board members and community are kept apprised of program, funding, and progress. Future plans include commercially printed matter and video-tapes.

PROGRESS TOWARD ADOPTION: Dissemination money has been requested in the continuation budget. Pictures, parent statements, evaluation results are being accumulated.

Date completed or reviewed 5/17/74 Completed by: Virginia Lity Phone: (908) 333-8551
Ext. 748, 749

LEA: BRIDGEPORT
PROJECT: EXPERIMENTAL BICULTURAL EARLY CHILDHOOD PROGRAMS
CODE NO: 006 (1 microfiche) :

Documents
Initial Operational Proposal

Identification Number
TT 006-001

Local Educational Agency: Bridgeport Board of Education

Address: 45 Lyon Terrace, Bridgeport, Conn. 06604

Project Director: Mrs. Rose M. Loughlin

U. S. O. E. or
State Project Number

16-73-1007

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Preschool Intervention and Prevention for Handicapped Children

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/73	6/30/74	\$32,772.	\$40,934.
	Cont.				
	Cont.				
TOTAL					

Proposed Termination Date 6/30/76

Projected Title III funding for total project period:
\$102,000.

TARGET POPULATION: 20 preschool children with potential learning disabilities.

MAJOR OBJECTIVES: To identify children with potential learning disabilities while they are preschoolers and provide them with experiences that can prevent learning disabilities in later school and/or remediate these disabilities. The keystone to the program is a successful mother-child tutoring and training program that involves the mother in recognizing and meeting the academic, emotional, and perceptual needs of her child.

ACTIVITIES: Program focuses on the following areas: gross motor development, sensory motor integration, perceptual motor skills, language development, conceptual skills, and social skills.

Generally, the program provides: (1) a time for both quiet and active experiences, (2) opportunities for child-selected, as well as teacher-directed activities, (3) opportunities for individual and group activities, and (4) flexibility of scheduling.

ACTIVITIES (Cont.): Mothers have been taught play activities which will stimulate perceptual development in their children. Other activities assist the mother in understanding the educational process so she can reinforce the program in the home. Additional activities assist the mother and child in becoming more aware of motivation and sensory processes.

A toy lending library is used in developing language and other skills at home.

EVALUATION DESIGN: Several methods to be used:

Parental participation component
Pre- and post attitudinal surveys
Battery of tests--Goodenough-Harris
Pre-school attainment records

FINDINGS TO DATE: Post-testing will occur in June. No year-end data are available at this time.

DISSEMINATION PLAN: Periodic reports to local school personnel; conferences with parents.

PROGRESS TOWARD ADOPTION: Requesting funds from local boards of education to increase the program by another class in order to provide for 20 additional pre-school children already identified by the Department of Psychological Services in need of this program.

LEA: BRIDGEPORT

PROJECT: PRESCHOOL INTERVENTION AND PREVENTION FOR
HANDICAPPED CHILDREN

CODE NO: 007 (1 microfiche)

Documents

Identification Number

Initial Operational Proposal

TT 007-001

Local Educational Agency: Bridgeport, Conn.

U. S. O. B. or
State Project Number

Address: University of Bridgeport, South Hall, Room 19,
Bridgeport, Conn. 06602

16-73-1000

Project Director: Joseph J. Lipp

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Reading Environment With Learning Alternatives Through Teacher Education (RELATE)

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/73	6/30/74	\$122,599.25	
	Cont.				
	Cont.				
TOTAL					

Proposed Termination Date 6-30-76

Projected Title III funding for total project period:
\$350,000.

TARGET POPULATION: Grades 4-8 Urban Segregated, Urban Integrated

MAJOR OBJECTIVES: 1. To disseminate a process model for a total communication program based on the individual strengths and needs of the student population 4-8 grades. a. to retrain teachers to act as Diagnosticians of instructional needs; Monitors of instructional growth; Instructors of individuals and groups; Facilitators of the learning environment, Resource persons to teachers, paraprofessionals, volunteers and cross-age tutors; b. to retrain teachers to utilize information about students' learning styles, interests, aptitudes and achievements in selecting techniques and materials for children; c. to support teachers in creating a total classroom environment that encourages the child's personal, physical and social development, as well as his academic achievement; d. to provide for the transfer of reading skills to all curricula areas; e. to increase teacher knowledge and understanding of a wide variety of materials by providing descriptive information about specific skills, publishers, media, levels of difficulty, and the involvement required by students and teachers; f. to include in the teacher retraining program the integration of reading skills instruction providing a viable transition for children moving from the primary to the upper elementary level.

To develop effective communication within and among the following groups: students, parents, teachers, administrators, central office and the greater community of adopting schools. a. to have the different role groups examine the responsibility and decision-making mechanisms for the operation of the school in the greater community; b. to plan, schedule, and implement a program which would allow for individual teacher-parent-student

conferences, teacher-volunteer meetings, small group sessions and community-wide meetings to promote effective and efficient communication; c. to provide opportunities for informal, free flow of communications between teachers and parents concerning students progress (emotional, social and academic) and activities occurring currently within the school in order to create better understanding between school and community; d. to disseminate the institutional goals by direct verbal and/or written communication; e. to plan and implement a drop-in reading center in the community using school and local resources as well as CIRP/RELATE staff in order to provide a linkage between the school and the local community.

3. To make the school a functional component of the community. a. adopting schools to involve teachers to act as volunteers in the community in order to promote greater awareness and involvement in the functioning of the community; b. to involve parents and members of the community to act as volunteers in the school in order to promote greater awareness and involvement of the community in the educational process; c. to develop a program that will identify the needs, resources and talents available in the community; d. to provide a program that will offer the student population the opportunity to experience the community resources; e. to provide occasions and options for activities in which the students can utilize their talents in the community and therefore increase their awareness of community needs; f. to make the school a center for community use.

ACTIVITIES: 1. Retraining Workshop for teachers, administrators, and people from the community; 2. On-site consulting support to schools, community action groups and Drop-In Reading Centers; 3. Development of material catalogs indexed by reading skills, level and nature of presentation.

FINDINGS TO DATE: Significant change in learning rate as measured by Gates-McGinitie Reading Tests. The results of the preliminary analyses in reading achievement are given in the table below. As may be seen by viewing this table, the students gained significantly in vocabulary and comprehension at .01 level using a 1-tailed, correlated t-test.

***PRELIMINARY RESULTS IN READING ACHIEVEMENT: GRADE 6 ONLY**

Area	N	October		March		t	Correlated		
		<u>x</u>	<u>s.d.</u>	<u>grade equiv.</u>	<u>x</u>			<u>s.d.</u>	<u>grade equiv.</u>
Vocab.	52	16.9	7.9	3.4	18.7	8.7	3.7	1.09	2.87**
Comp.	51	15.4	9.3	2.6	19.2	9.6	3.0	2.01	4.91

**p .01, 1-tailed test

As expected, the observed rate is approaching the projected project rate. Because of the effect of teacher re-training is not immediately realized in student achievement, the observed and projected project rates will not likely coincide until the end of one full year. The reliability between the parallel forms of the tests over the 5-month period was found to be extremely high. The vocabulary subtest reliability was .86 and the comprehension subtest reliability was .83. Thus, the appropriateness of this instrument for the project population is further verified.

DISSEMINATION PLAN: Retraining Workshop available to project population (City of Bridgeport) under present grant 16-73-1000. Application for Title III, Section 306 - Developer-Demonstration Grant with linkage to original CIRP Project now under consideration.

LEA: BRIDGEPORT
PROJECT: READING ENVIRONMENT WITH LEARNING ALTERNATIVES
THROUGH TEACHER EDUCATION (RELATE)
CODE NO: 008 (3 microfiche)

Documents
Initial Operational Proposal

Identification Number
TT 008-001

Local Educational Agency: Bristol Board of Education

Address: Farmington Avenue, Bristol, Conn.

Project Director: Kenneth C. Ferris

U. S. O. E. or
State Project Number

16-73-1019

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Multi-Media Electronic Composition and Comparable Applications (MECCA)

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/73	6/1/74	\$12,240.	\$15,000.
	Cont.				
	Cont.				
TOTAL					

Proposed Termination Date 6/30/76

Projected Title III funding for total project period:
\$28,440.

TARGET POPULATION: High school students at Bristol, Eastern, St. Paul's, Bristol Central; Junior high school students at West Woods School and Memorial Boulevard School, Bristol.

MAJOR OBJECTIVES:

Incorporation of traditional, avant garde, and electronic composition (student conceived or student selected) with a student-produced animation dance and poetry and visual light productions.

ACTIVITIES:

Tape compositions through use of synthesizer and concrete sounds. Dance Interpretation, animation techniques and production, visual light show techniques and production, poetry analysis, video tape techniques and combined media productions.

Professional photography aids students in learning about cameras and filming techniques.
Field trips.

ACTIVITIES (Cont.):

EVALUATION DESIGN: Electronic composition is evaluated through worksheets, tests, student/teacher demonstrations and analysis of student composition and techniques. Dance evaluation done through use of video tape equipment and dance instructor who works with students. Animations by tests, methods, and teacher who evaluates completed animation. Poetry and light shows are evaluated by final presentation.

FINDINGS TO DATE: Combination of arts are easily adapted and produce a very rewarding educational experience. Technical problems which arise as a result of intricate equipment used are easily overcome with proper instruction. Demand for this course has far exceeded our expectations. Most rewarding is that students who have no musical interest or background and some who are behavioral problems bordering on delinquency, have found this course of interest and value.

DISSEMINATION PLAN: MECCA pamphlets sent to schools (high) throughout the state; writing a Guideline for Teachers to institute program; workshops for music and art teachers in Bristol, Farmington; workshops for high schools in state.

PROGRESS TOWARD ADOPTION:

Being instituted on Junior High level in Bristol in September 1974.

Date completed or reviewed 5/1/74 Completed by: Kenneth Ferris Phone: (308) 589-3915

LEA: BRISTOL
PROJECT: MULTIMEDIA ELECTRONIC COMPOSITION AND COMPARABLE
APPLICATIONS (MECCA)
CODE NO: 009 (1 microfiche)

Documents

Identification Number

Initial Operational Proposal

TT 009-001

Local Educational Agency: Brooklyn Board of Education

Address: Gorvan Road, Brooklyn, Conn. 06234

Project Director: Louise S. Berry

U. S. O. E. or
State Project Number

16-72-1013

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: An Extension of Elementary Counseling: Reaching Children Through Parent Participation

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/72	6/30/73	\$4,050.	\$4,050.
	Cont.				
	Cont.				
TOTAL				\$4,050.	\$4,050.

Proposed Termination Date 6-30-73

Projected Title III funding for total project period:
\$4,050.

TARGET POPULATION:

Parents of students in The Brooklyn School.

MAJOR OBJECTIVES: The objectives of this program were:

1. To become involved with the parents of our students and utilize them as active participants, so they may play a central role in the process of guiding and counseling their own children.
2. To provide a closer bond between the school and the home by building better channels of communication.
3. To assist parents in the understanding and development of their role as "counselors" and contributing members of their home, school, and community.
4. Develop an elementary guidance program which will serve more adequately the needs of our students through a better utilization of professional time.

ACTIVITIES:

1. The development and use of a questionnaire for parents of students in grade three through six to determine:
 - a. a desire for group discussions in developmental needs of children, problems of youth, educational opportunities and needs of our community;
 - b. specific areas of interest and concern.
 2. The development and use of a questionnaire for the staff in the elementary grades to determine their interest, their willingness to participate, and their suggestions concerning the activities and objectives of the program.
- The selection of a group of 20 interested parents with emphasis on reaching a cross-

ACTIVITIES (Cont.):

section of socio-economic backgrounds and children with a diversity of physical, psychological, and social needs.

4. Individual conferences with those professionals who participated as discussion leaders.
5. Weekly discussion meetings with emphasis throughout the program placed on cooperative discussion, a sharing of experiences, and the opportunity to learn from one another as equal partners, varied backgrounds notwithstanding.
6. Involvement of a Community-School Aide who:
 - a. maintained parent-interest between meetings, stimulated attendance, and provided "feedback" for program development; and
 - b. provided on-going evaluation of the degree of interest, the level of knowledge, and the reactions and needs of the participants.
7. The final meeting was devoted to a discussion of the value of the entire program, recommendations for future activities, and an exploration of other areas of interest.

EVALUATION DESIGN:

- A. To assess the degree of interest and involvement in the program we:
 1. maintained a record of attendance;
 2. analyzed the records of the Aide on home visits, phone calls, parent conferences, and discussions;
 3. utilized pre- and post-program interviews as instruments to determine any change in the participants' interest in their children's needs and problems;
 4. maintained a series-long written observation of the change in participation.
- B. Assessed the increase in knowledge of the parent-participants by:
 1. developing a common list of problems and questions in the field of child development, problems of youth, educational opportunities, and community needs, using this list during the pre- and post-interviews.

FINDINGS TO DATE:

Involvement in the program has resulted in a group of parents who are:

1. far more supportive of school activities, etc.;
2. consult with the guidance office less frequently about developmental problems;
3. have a greater interest in school/community activities.

DISSEMINATION PLAN:

Information concerning the program was distributed to local staff members and area parents who requested same. Material has also been sent to 6 school systems out of state who requested it.

PROGRESS TOWARD ADOPTION:

Locally we have not developed this program format for guidance activities because of the continued dual position of the Director of Guidance as school nurse. Next year we hope to have an additional half-time person to assume the nursing responsibilities. Therefore, it is our hope that staff time can be utilized for a number of guidance programs which we believe have considerable merit.

LEA: BROOKLYN
PROJECT: AN EXTENSION OF ELEMENTARY COUNSELING: REACHING
CHILDREN THROUGH PARENT PARTICIPATION
CODE NO: 010 (1 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 010-001
On Site Evaluation Report	TT 010-006

Local Educational Agency: Cheshire Board of Education

Address: 29 Main Street, Cheshire

Project Director: Gwynette T. Caruthers

U. S. O. E. or
State Project Number

66-1899

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Developmental Resource Center

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	1/26/68	1/25/69	\$117,433.	
	Cont.	1/24/69	6/30/70	\$131,945.	
	Cont.	7/1/70	6/30/71	\$ 76,330.	
TOTAL					

Proposed Termination Date June 30, 1971

Projected Title III funding for total project period:
\$325,708.

TARGET POPULATION: 2,288 students in grades pre-Kindergarten through third grade and 61 teachers.

MAJOR OBJECTIVES:

1. Individualizing for children by reorganizing the educational structure to include:
 - a. grouping by behavioral age rather than by mental or chronological age.
 - b. promoting curricular change by increasing teachers' understanding of how a child perceives and attacks problem solving tasks.
 - c. harnessing the physical environment with the learning process.
 - d. encouraging mother to become colleagues in the education of their children.

ACTIVITIES:

Developmental Placement: Children are grouped according to their behavioral age as opposed to their chronological age.

Perceptual Training: Through in-service workshops, teachers learn more about their "own" learning process and how to apply this to new teaching techniques.

ACTIVITIES (Cont.):

Mother-Child Tutoring: Mothers, the child's first teacher, are integrated into the educational program. Mother and child are cast together as partners in the learning process and both learn to appreciate the learning strengths and problems of the other.

Architectural Program: Through Yale Architecture School, graduate students discover creative ways to make standard classrooms more conducive to the learning environment.

EVALUATION DESIGN:

1. Teacher ratings
2. Standard Achievement Tests
3. Test - retest of Developmental Examination
4. Test - retest of Bender-Gestalt
5. Psychological referrals
6. Teacher evaluation of themselves on closed circuit television
7. Incidence of myopia

FINDINGS TO DATE:

Smaller incidence of myopia in children developmentally placed. Less fear of school. Children have become more successful in all areas while teachers have become more flexible. Learning disability as a concept has changed from a child's disability to adult's ability to understand the child. Cheshire teachers are more knowledgeable concerning 1/3 of population who were found to be action-oriented rather than visual-verbal in their learning style.

DISSEMINATION PLAN:

1. Handbook for Pre-Kindergarten and Kindergarten Teachers.
2. Handbook for Readiness Teachers
3. Pre-Kindergarten Program Highly Individualized, Instruction Environment Adaptation.
4. Techniques for Teaching Reading, Writing and Arithmetic, Using Manipulative Materials.
5. Perceptual Dysfunction, Its Influence on the Learning Process.
6. Focus on the Child - Final Report.
7. Problem Solving Through Body Movement Leading to Abstract Learning.

PROGRESS TOWARD ADOPTION:

Cheshire assumed financial responsibility for the program in 1971 and it continues to be the basis for primary education in the school system.

LEA: CHESHIRE
PROJECT: DEVELOPMENTAL RESOURCE CENTER
CODE NO: 011 (11 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Planning Grant	TT 011-000
Initial Operational Proposal	TT 011-001
Continuation Proposal	TT 011-002
Continuation Proposal	TT 011-003
Project Evaluation Report	TT 011-004
Project Evaluation Report	TT 011-005
Project Evaluation Report	TT 011-006
Final Evaluation Report	TT 011-007
On Site Evaluation Report	TT 011-008
On Site Evaluation Report	TT 011-009

Local Educational Agency: Cheshire Board of Education

Address: 29 Main Street, Cheshire, Conn.

Project Director: Gwynette T. Caruthers

U. S. O. E. or
State Project Number

16-72-1014

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Parental Pre-School Approach for Prevention of Learning Disabilities

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	1/1/73	6/30/74	\$61,964.	
	Cont.				
	Cont.				
TOTAL					

Proposed Termination Date June 30, 1976

Projected Title III funding for total project period:
\$136,964.

TARGET POPULATION: Three and four year old children. Some children with predictable learning disabilities to be integrated with selected handicapped children.

MAJOR OBJECTIVES: To improve significantly the quality of education for the target population in their own "home" towns, objectives are set to:

1. give mothers insights into the learning patterns and developmental landmarks of their children, thereby improving mother-child relationship and possibly diminishing learning disabilities.
2. help child and mother become aware of his motivation and sensory processing.
3. develop a continuous evaluation process for purposes of research and dissemination.

ACTIVITIES: One mother-child group (six mothers--six children) in play activities requiring the processing of information through problem-solving. Helping mothers to learn to task break for her child to the point where he can realize his success without being told. This will reduce the level of frustration of the child.
An architectural consultant altered the standard classroom to provide a more stimulating physical environment.
Multi-team approach using regular school consultants (school

ACTIVITIES (Cont.):

psychologist, architect, environmental designer, visual consultant, social worker, psychiatrist) in the public school setting.

EVALUATION DESIGN:

Pre and Post Gesell Developmental Examination.

Pre and Post Stanford-Binet.

Parental Pre-school Program Questionnaire to assess changes in mothers attitudes.

Video tape recordings of children throughout school year.

Audio tape recordings to assess language development (pre and post).

High concentration of parent and staff attention to the process of on-going evaluation. Daily logs of activities and progress.

FINDINGS TO DATE:

Mothers are impressively conscientious in their attendance, follow-through they make in their homes, and the informed seriousness with which they undertook the program. Architectural environment supports the child in every sense: in learning social relationships, body balance, and in his world of imagination. Children with predictable learning disabilities and severely handicapped children can be integrated successfully in a classroom.

DISSEMINATION PLAN:

Video-tape recordings show set up of group (6 mothers - 6 children) and staff, interacting with each other in newly designed classroom. One afternoon a week, room will be used as "drop-in" center for those interested in program. Mothers who have been in program have volunteered to talk to other mothers about skills they have learned.

PROGRESS TOWARD ADOPTION:

Cheshire Board of Education is in the process of taking over financial responsibility for program.

LEA: CHESHIRE
PROJECT: PARENTAL PRE-SCHOOL APPROACH FOR PREVENTION OF
LEARNING DISABILITIES
CODE NO: 012 (3 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Planning Grant	TT 012-000
Initial Operational Proposal	TT 012-001
Project Evaluation Report	TT 012-004
On Site Evaluation Report	TT 012-006

Local Educational Agency: Capitol Region Education Council (CREC)

Address: 443 Windsor Avenue, Windsor, Conn. 06095

Project Director: Thomas W. English

U. S. O. E. or
State Project Number

16-72-1016

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Innovative Vocational Education (IVE)

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	Is. Oper App.	7/1/73	6/30/73	\$22,500.	
	Cont.	7/1/73	6/30/74	\$17,000.	
	Cont.				
TOTAL					

Proposed Termination Date 6/30/75

Projected Title III funding for total project period:
\$48,000.

TARGET POPULATION:

1. Junior High School Level
2. Senior High School Level
3. Private Non-Profit
4. Handicapped
5. Disadvantaged

MAJOR OBJECTIVES: The overriding goal of the Innovative Vocational Education program is to increase and to improve the vocational learning experiences of students (Junior High School through post-secondary) through cooperation of school systems: Avon, Bloomfield, Canton, East Granby, Farmington, Granby, Simsbury, Winchester, North-west Catholic.

ACTIVITIES: An Advisory Committee composed of one representative from each co-operating school system and the Capitol Region Education Council has been formed. It has defined the need for the proposed program, its objectives and procedures. To increase the vocational curriculum available to students, the Project Staff has determined vocational courses existing in the area, ascertained the vocational courses students in the area want; matched the student with an appropriate course anywhere in the region, and identified unmet student needs and developed required programs in the most appropriate

ACTIVITIES (Cont.):

community. The Project Staff serves as a clearinghouse for existing vocational learning stations and generates new placement opportunities in the region. The Staff assists the further development of vocational programs unique to a given town and meeting a regional need. The Project Staff plans with the State Department of Education, local school staffs, representatives from Central Connecticut State College and other consultants as needed, new vocational programs for disadvantaged and handicapped students. At first, local programs were adopted, then programs for a regional center developed.

EVALUATION DESIGN:

(1) Each member of the Advisory Committee will submit a subjective statement describing the extent and effect of the program in his individual town. This statement will include an analysis of teacher comments and reactions. (2) The students will evaluate the program through an instrument prepared by the Advisory Committee, distributed and retrieved by direct mailing to the student, and answered anonymously. (3) Outside evaluation will be sought from the Connecticut State Department of Education and the Capitol Region Education Council "Project Evaluation."

FINDINGS TO DATE:

Highly positive student rating of exemplary courses and curricula developed. Successful performance of most students cross-registered in vocational programs. Seventy-five (75%) percent implementation of career education services requested by participating districts, with the exception of special educator area.

DISSEMINATION PLAN:

Within the project area, information about I.V.E. is disseminated by person-to-person contact in local faculty meetings, workshops and seminars, and is conducted by the Project Staff and Advisory Committee members. Educators and significant others in the greater Hartford area are kept informed of the project through the established channels of Capitol Region Education Council. Statewide information is accomplished through the State Department of Education. National dissemination is attempted through ERIC.

PROGRESS TOWARD ADOPTION:

Project I.V.E. is about to complete its second year of operation and is looking forward to meeting the major goals and objectives during its third year of operation. Reaction from member towns has been favorable and local financial support has increased.

LEA: CREC
PROJECT: INNOVATIVE VOCATIONAL EDUCATION (IVE)
CODE NO. 015 (2 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 015-001
Continuation Proposal	TT 015-002
Project Evaluation Report	TT 015-004
On Site Evaluation Report	TT 015-006

Local Educational Agency: Capitol Region Education Council (CREC)

Address: 443 Windsor Avenue, Windsor, Conn. 06095

Project Director: Alice B. Martin

U. S. O. E. or
State Project Number

16-73-1013

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Movement Education for Handicapped Children

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/73	6/30/74	\$24,475.	
	Cont.				
	Cont.				
TOTAL					

Proposed Termination Date 6/30/76

Projected Title III funding for total project period:

\$54,475.

TARGET POPULATION: All children requiring special education within the CREC district with a primary thrust in the areas of mentally retarded children with learning disabilities, and emotionally disturbed children.

MAJOR OBJECTIVES:

The development of "self" of the handicapped child by improving self-image, self-awareness, and self-expression through movement.

ACTIVITIES:

Intensive Summer Workshop for 30 special education teachers.
Content - Materials for Movement, effort-shape, rhythms, and practical movement techniques.
Follow-up - Afternoon workshops every 8 weeks.
Two full-day workshops.
Visitation to each participant's classroom by workshop specialist in Fall and

ACTIVITIES (Cont.):

spring.
Specialist is on call to participants for special assistance.

EVALUATION DESIGN:

Evaluation of teacher training sessions.
Pre and Post Piers-Harris test for control of handicapped children.
Development of original evaluative instrument with aid of movement specialists
both national and international.
Development of teacher log.

FINDINGS DATE:

Evaluation of teacher-training sessions has been very positive.
Piers-Harris post-test to be completed by June 1974.

DISSEMINATION PLAN:

Dialogue - February, 1974 issue
In-service workshops - Gengras Resource Center, April, 1974.
Documents will be forwarded to ERIC upon completion.

PROGRESS TOWARD ADOPTION:

Estimated 75% of trained teachers will continue to implement movement education
in their classrooms in the Fall, 1974.

Date completed or reviewed 5/10/74 Completed by: Alice Martin Phone: (308) 522-6137

LEA: CREC
PROJECT: MOVEMENT EDUCATION FOR HANDICAPPED CHILDREN
CODE NO. 016 (2 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 016-001
Project Evaluation Report	TT 016-004

Local Educational Agency: Capitol Region Education Council (CREC)

Address: 443 Windsor Avenue, Windsor, Conn. 06095

Project Director: Dr. Philip Saif

U. S. O. E. or
State Project Number

16-72-1015

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project Evaluation

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/72	6/30/73	\$82,365.	
	Cont.	7/1/73	6/30/74	\$63,290.	
	Cont.				
TOTAL					

Proposed Termination Date 6/30/75

Projected Title III funding for total project period:
\$156,232.

TARGET POPULATION: Administrators, teachers, and members of Boards of Education in 35 school districts.

MAJOR OBJECTIVES:

1. To implement evaluation in educational activities.
2. To produce and help local educators use resource materials in school-based, self-sustaining evaluation efforts.

ACTIVITIES:

1. Workshops and training sessions (14 workshops, 10 sessions).
2. Evaluation of school programs (7 programs).
3. Acquiring materials (books, tests, pool of objectives).

PROGRESS TOWARD ADOPTION:

1. Four towns committed funds for evaluation services this year (1973-1974) on a 50/50 basis. The cost this year is about \$2,000 per program.
2. One town has a proposal under consideration.
3. Twenty-three towns adopted a workshop and paid for it without any financial help from Project Evaluation. The help was in arranging for the workshop.
4. One school district is adopting the "goals-objectives" approach. Three other districts are in the stage of preparing goals.

EVALUATION DESIGN: Each activity is assessed by the served population in the suitable form, e.g., questionnaires, tests, discussions, ...etc.

FINDINGS TO DATE:

More work in the field of evaluation is needed. Many school districts are not totally comfortable with "evaluation" as a concept. However, the districts that implemented evaluation realize its values for the system.

DISSEMINATION PLAN:

1. Mailing a monthly Newsletter (1500) throughout the school year to administrators and teachers.
2. Using the Capitol Region Education Council's Newsletter.
3. Printing flyers and/or announcements for special activities, e.g., when a guest from outside the state comes for workshops.
4. Mailing invitations for workshops and sessions to administrators, teachers, and members of the Boards of Education.
5. Meeting (monthly basis) with Evaluation Liaisons. Each district appoints one person to be an Evaluation Liaison.
6. Project Evaluation produced its first publication, A Practical Guide for Evaluation, which is used widely among administrators, the University of Connecticut, and the University of Massachusetts.
7. Four other booklets on evaluation are being prepared: one for teachers, one for parents, one for administrators and one for the members of the Boards.

LEA: CREC
PROJECT: PROJECT EVALUATION
CODE NO: 017 (3 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 017-001
Continuation Proposal	TT 017-002
Project Evaluation Report	TT 017-004
On Site Evaluation Report	TT 017-006

Local Educational Agency: Capitol Region Education Council (CREC) Address: 443 Windsor Avenue, Windsor, Conn. 06095 Project Director: Thomas W. English	U. S. O. E. or State Project Number 16-71-401B
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project VIEW: Career Information Center

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	4/1/72	6/30/72	\$32,184.	
	Cont.	7/1/72	6/30/73	\$31,655.	
	Cont.	7/1/73	6/30/74	\$42,915.	
TOTAL					

Proposed Termination Date 6/30/74

Projected Title III funding for total project period:

\$106,754.

TARGET POPULATION:

1. All secondary school students in the 35 town Capitol Region.
2. As many middle school and junior high school students as the project is able to serve.
3. As many non-CREC schools as the project is capable of reaching.

MAJOR OBJECTIVES: To establish a VIEW production, training and dissemination facility using the Capitol Region to demonstrate a Career Information Center with state-wide adoptability and applicability with the Center as the focus: to collect, analyze, organize and produce up-to-date career information on 400 job opportunities in Connecticut; to disseminate this information to students in the Capitol Region; to provide in-service training; to utilize the resources of business, industry, associations and public agencies in building and maintaining the system and to up-date the VIEW system systematically.

ACTIVITIES: A demonstration VIEW Information Center has been established by the Capitol Region Education Council. The staff established the procedures to be used to gather necessary data, to organize the data into an appropriate format, and to distribute data. During the first year at least 200 occupations within the Capitol Region were incorporated into a VIEW deck of which 40 copies were made. The staff conducted in-service training programs on the use of VIEW. Materials and equipment were distributed to each of the 40 high schools served by CREC. Utilization of the VIEW materials was

Project Title: Project VIEW: Career Information Center

U. S. O. E. or 16-71-401B
State Project Number

ACTIVITIES (Cont.):

promoted. Other uses of the VIEW equipment and aperture cards will be sought.

EVALUATION DESIGN:

The evaluation of the Career Information Center takes place on several levels: the operation of the center; the quality of the information; the quality of service; the effectiveness of the service; and an independent evaluation by the University of Connecticut.

FINDINGS TO DATE:

Eight computer terminals have been installed and are in operation. Counselors from participating towns have been trained in using the Interactive Learning Systems. Information on more than 2,300 colleges and 4,000 occupations is available through the system and used by students.

DISSEMINATION PLAN:

The Capitol Region Education Council has implemented the demonstration program to prepare about 400 write-ups of local occupations for distribution to 40 secondary schools with a potential enrollment of approximately 50,000 students in the CREC area. Although focusing on the greater Hartford area, the demonstration has prepared information appropriate to Connecticut, and has related to Area Education Service Centers for statewide dissemination (ACES, LEARN, RESCUE, SPRED).

PROGRESS TOWARD ADOPTION:

Project VIEW has been successfully operating since April, 1972. Materials were made available, and in-service training provided during the Fall, 1973. The project is currently moving from its demonstration phase to statewide operation.

Date completed or reviewed 4/1/74 Completed by: Thomas W. English Phone: (203) 658-1938

LEA: CREC
PROJECT: PROJECT VIEW: CAREER INFORMATION CENTER
CODE NO: 018 (1 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 018-001
Project Evaluation Report	TT 018-004

Local Educational Agency: Coventry Board of Education

Address: Ripley Hill Road, Coventry, Conn.

Project Director: Wilson L. Tilley

U. S. O. E. or
State Project Number

67-4031

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project ASK

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/67	6/30/68	\$223,562.	
	Cont.	7/1/68	6/30/69	\$250,000.	
	Cont.	7/1/69	6/30/70	\$100,000.	
TOTAL					

Proposed Termination Date 6/30/70

Projected Title III funding for total project period:
\$573,562.

TARGET POPULATION:

Exceptional children of all ages in 22 towns from Tolland and Windham counties in Northeastern Connecticut.

MAJOR OBJECTIVES:

- To assist schools in developing programs for:
 - Identification of children with learning disabilities
 - Remediation and prevention activities for such children.
- To increase awareness and understanding of the problems of children in today's society within each community.
- To establish the most effective organizational and administrative plan for accomplishing project objectives.

ACTIVITIES:

- Clinical Diagnosis - Screen, evaluate, follow-up.
- Consultation - Evaluation school system programs and services. Planning, developing proposals, assist with laws and regulations.
- Staff Development - Training sessions and workshops - micro-teaching, media, special education, human relations, instruction, self-assessment, problem solving.

Project Title:

Project ASK

U. S. O. E. or 67-4031

State Project Number

ACTIVITIES (Cont.):

Contractual Services to school districts to supplement project activity entitlement.

Identify and develop leadership groups in human relations, sensitivity, self-awareness and organization development.

Monitoring programs for evaluation, modification, or redesign.

Adult programs, community programs, summer programs, library and A.V. Center.

EVALUATION DESIGN:

Compile statistics of services.

Project staff and LEA personnel will collaborate on the evaluation of programs and services. Instruments to measure educational, psychological, medical, social and other results will be used.

Participant response checklists or narratives will be administered at workshops and training sessions. Reports from outside consultants will be included. Surveys of administrative and instructional personnel.

FINDINGS TO DATE:

Emphasis on a humanistic approach to services, education, and training appeared to be most promising. Staff development activities were the most effective programs when considering the population served and the time, staff, and money available. In-service training of project staff included sensitivity training which was highly effective but was resisted by many outside the project.

DISSEMINATION PLAN:

Brochure describing project was distributed statewide and made available nationally. Orientation meetings for personnel from LEA's.

Press releases of project activities.

Monthly newsletter distributed to statewide mailing list and members of 22 town school districts.

PROGRESS TOWARD ADOPTION:

The existing name and organizational structure did not continue beyond June of 1970. Many towns have expanded their special services staff. Many of the project activities are being implemented at the local level or with small clusters of 2 to 4 towns in collaborative contracts. State legislation and aid for the exceptional child has been effectively applied to the transition of project services from federal to local support.

Date completed or reviewed May 1, 1974 Completed by: W.L. Tilley

Phone: (208) 429-6749

LEA: COVENTRY
PROJECT: PROJECT ASK
CODE NO: 013 (11 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Planning Grant	TT 013-000
Continuation Proposal	TT 013-001
Continuation Proposal	TT 013-002
Continuation Proposal	TT 013-003
Project Evaluation Report	TT 013-004
Project Evaluation Report	TT 013-005
Project Status Report	TT 013-006
On Site Evaluation Report	TT 013-007

Local Educational Agency: Danbury Board of Education

Address: Mill Ridge Administrative Offices, Danbury, Conn.

Project Director: Mr. Daniel Hart

U. S. O. E. or
State Project Number

68-05397

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Elliot Pratt Outdoor Center

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	6/28/68	6/30/69	\$75,224.	
	Cont.	7/1/69	6/30/70	\$25,000.	
	Cont.	7/1/70	6/30/71	\$50,000.	
TOTAL					

Proposed Termination Date: 6/30/71

Projected Title III funding for total project period:

\$150,224.

TARGET POPULATION: Teachers, students, community members of towns in western Connecticut.

MAJOR OBJECTIVES:

1. To help teachers teach environmentally.
2. To raise the environmental consciousness of school children K-12.
3. To raise the environmental consciousness of members of the community.

ACTIVITIES:

1. Classes of students in environmental education
2. Teacher workshops.
3. Land development.
4. Community activities in environmental education.
5. Curriculum materials.

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Questionnaires only.
No statistical data.

FINDINGS TO DATE:

We provide environmental experiences for teachers, children and community members. We are not involved in research activity. We have had widespread and enthusiastic response to programs offered.

DISSEMINATION PLAN:

1. Beyond Your Classroom - An Outdoor Activity Guide.
2. Teacher Workshops.

PROGRESS TOWARD ADOPTION:

We are now a private non-profit organization and continue to provide services to school systems on a fee basis.

LEA: DANBURY
PROJECT: ELIOT PRATT OUTDOOR CENTER
CODE NO: 019 (6 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 019-001 + addendum
Continuation Proposal	TT 019-002
Project Evaluation Report	TT 019-004
Project Evaluation Report	TT 019-005

Local Educational Agency: Danbury Board of Education

Address: Mill Ridge Administration Office, Danbury, Conn. 06810

Project Director: Russell Butera

U. S. O. E. or
State Project Number

67-2860

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Regional Educational Services Concept Through Unified Effort (RESCUE)

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	2/1/67	5/31/68	\$167,071.	\$177,071.
	Cont.	6/1/68	2/28/69	\$295,465.	\$356,041.
	Cont.	4/1/69	3/1/70	\$237,500.	\$237,500.
TOTAL				\$700,036.	\$827,455.

Proposed Termination Date 3/1/70

Projected Title III funding for total project period:
\$700,036.

TARGET POPULATION: Educators, children, and parents within the eighteen school districts served by the project.

MAJOR OBJECTIVES:

1. Students, through assistance, will function more adequately within their total environment.
2. Approved educational and cultural programs and services desired by some or all of its participants will be administered through the project.
3. Exemplary educational and cultural programs and projects will be demonstrated.
4. A vehicle will be established to stimulate and assist in the quickening of the pace of adaptation of worthy educational and cultural innovations.

ACTIVITIES:

1. In-service Training Program/Curriculum Development.
2. Development of a multi-media center.
3. Instructional program for children with learning disabilities.
4. Instructional Materials Center - Special Education.
5. Regional program for trainable mentally retarded.
6. Program for School-Age Mothers.

ACTIVITIES (Cont.):

7. Visiting Artists Programs in the Schools
8. Live curriculum-oriented cultural programs in the schools.
9. Program for Children with Behavior Problems.
10. Regional Teacher Placement Service.

EVALUATION DESIGN: Varied according to specific programs: surveys, questionnaires, pre and post-testing with special education programs, reaction forms completed by participants, inventories, are examples used to determine the extent that objectives are achieved.

FINDINGS TO DATE: Many of the programs started under the Project have since been carried out by individual school districts for their own use. Others have proved ineffective and have been discontinued. RESCUE, as a bonafide area educational services center, has continued under local support.

DISSEMINATION PLAN: Monthly newsletter to all participants, news releases, speaking engagements, radio and TV programs. Annual report compiled and sent to all districts, including board of education members.

PROGRESS TOWARD ADOPTION: RESCUE today is eight years old and continues to be a viable agency assisting local districts to meet their educational needs. While the focus has shifted considerably, the original concept of a "regional cooperative effort" remains intact. All but two of the original 18 communities that began eight years ago continue as members.

LEA: DANBURY

PROJECT: REGIONAL EDUCATIONAL SERVICES CONCEPT THROUGH
UNITED EFFORT (RESCUE)

CODE NO: 020 (15 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Planning Proposal	TT 020-000
Initial Operational Proposal	TT 020-001 (2V)
Continuation Proposal	TT 020-002
Continuation Proposal	TT 020-003
On Site Evaluation Report	TT 020-006

Local Educational Agency Department of Children & Youth Services

Address: 345 Main Street, Hartford, Conn. 06115

Project Director: Francis M. Coleman

U.S.O.E. or
State Project Number

16-72-1018

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project School Counseling Liaison Between Community, School and Institution.

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App	7/1/73	6/30/73	\$ 27,687.	
	Cont.	7/1/73	6/30/74	\$17,439.	
	Cont.				
TOTAL					

Proposed Termination Date: 6/30/76

Projected Title III funding for total project period:

\$80,126.

TARGET POPULATION: Students referred to Long Lane School by Juvenile Court of Connecticut as adjudicated delinquents in the State of Connecticut.

MAJOR OBJECTIVES:

1. Enable institutionalized child to make a satisfactory transitional adjustment in a local community school.
2. Establish a guidance counseling capacity within the public school systems which would facilitate the re-entry of institutionalized delinquents into local community public school systems.

ACTIVITIES:

1. Coordinate planning studies with community representatives.
2. Conferences with community in planning special educational programs.
3. Schedule conferences with guidance counselors in developing approaches to handling troubling children.

Project Title: School Counseling Liaison Between Community,
School and Institution.

U. S. O. E. or 16-72-1018
State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

1. Degree of change in academic and classroom adjustment.
2. Interviews with guidance counselors and teachers to elicit their subjective evaluation of each student's progress.
3. Measure long-term success, the recidivism rates of those finally returning to their own local school.

FINDINGS TO DATE:

1. Boards of Education have made suggestions and recommendations to Long Lane School.
2. Guidelines and procedures established with Boards of Education.
3. The educational placement was arranged. In seventeen cases, three were rated as having average chance of functioning in regular classes.

DISSEMINATION PLAN:

Results will be forwarded to the State Department of Education, Commissioner of Children and Youth Services, and other relevant agencies.

PROGRESS TOWARD ADOPTION:

The Commissioner of the Department of Children and Youth Services has advanced the plan to incorporate two Title III personnel into the budget for 1975-1976.

Date completed or reviewed 4/23/74 **Co** **sted by:** Francis J. Coleman **Phone:** (308) 566-2730

LEA: DEPARTMENT OF CHILDREN AND YOUTH SERVICES
PROJECT: SCHOOL COUNSELING LIAISON BETWEEN COMMUNITY,
SCHOOL AND INSTITUTION
CODE NO: 021 (1 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 021-001
Continuation Proposal	TT 021-002
Project Evaluation Report	TT 021-004

Local Educational Agency: Department of Corrections
 Address: 340 Capitol Avenue, Hartford, Conn. 06115
 Project Director: Edmund J. Cubbins

U. S. O. E. or
 State Project Number
 16-72-1017

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Vocational Evaluation for Work Training

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/72	6/30/73	\$25,000.	\$27,500.
	Cont.	7/1/73	6/30/74	22,000.	29,100.
	Cont.				
TOTAL					

Proposed Termination Date 6/30/75 Projected Title III funding for total project period:
\$78,000.

TARGET POPULATION: Students of the Connecticut Correctional School District in addition to those enrolled in industrial training programs, ages 16 to 21.

MAJOR OBJECTIVES:

- To initiate and evaluate test and measurement instruments for the Department of Correction School District in all disciplines of academic and vocational education.
- To provide diagnostic services for students enrolled in industrial training programs.
- To establish a centralized data bank of diagnostic material that will provide access to instructors for students transferred from one institution to another and provide a basis for meaningful research.
- To supplement data collection by providing a system that will enable personnel to compile an individual's previous test and measurement data from a variety of public school districts throughout the state of Connecticut. This data will be supplemental in nature and hopefully will enrich the total diagnostic picture of individuals and aid staff members in meeting individuals needs both in terms of instruction and eventual placement.

During the first program year, a base was established for vocational testing with the Singer/Graflex System.

The second program year witnessed a broadening of objectives to include academic testing as well as expansion of vocational diagnostic methodology. As a result of these experiences, it is anticipated that the third year will invest heavily in further expansion of the aforementioned as well as an initial introduction into developing a comprehensive diagnostic model that will focus on the needs of students enrolled in industrial training.

ACTIVITIES (Cont.):

The activities of many of the participating agencies will most likely increase as data are disseminated both to and from these agencies for purposes of supplemental diagnostic information and placement. The agencies presently involved and those continuing to be involved are as follows: Regional State Employment Service, Office of Community Action Agencies, the Hartford Skill Center, the Div. of Vocational Rehabilitation, the Manpower Office, Connecticut State Dept. of Education and local boards of education.

In addition, many private business and industry firms will also be participating as has been the case in the diagnostic program for participants in the data processing training program.

EVALUATION DESIGN:

Evaluation methodology will be based on input from teachers, vocational instructors, and industrial supervisors on an on-going basis. Constant changes and up-grading of test and measurement instruments are anticipated. Monthly and sometimes bi-weekly seminars are being held and will continue to be held in an effort to constantly evaluate instrumentation, practicality, instructional usefulness, as well as placement value of testing instruments. In addition, once a data base is created, meaningful research as well as raw data can be placed at the disposal of line staff for careful scrutiny and evaluation.

FINDINGS TO DATE:

Findings to date indicate that diagnostic material made available through the Title III project has improved the quality of initial placement and eventual employment placement and is beginning to improve the quality of instructor as skill deficiencies are revealed through this process.

DISSEMINATION PLAN:

The school district will continue to disseminate essential program information statewide and nationally.

PROGRESS TOWARD ADOPTION:

We feel that, by the end of fiscal 74/75, a comprehensive district-wide diagnostic model for corrections will be totally operational. This diagnostic model will provide data in the areas of academic achievement, intelligence, reading, vocational aptitude, interest and preference as well as personality. The model is presently in skeletal form and needs continual evaluation as well as expansion. Arrangements are now being made, with the aid of the correctional research team, to begin recording data on computer tape for purposes of storage and retrieval.

LEA: DEPARTMENT OF CORRECTIONS
PROJECT: VOCATIONAL EVALUATION FOR WORK TRAINING
CODE NO: 022 (1 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 022-001
Continuation Proposal	TT 022-002
Project Evaluation Report	TT 022-004
On Site Evaluation Report	TT 022-007

Local Educational Agency: Derby Board of Education
Address: 9 Garden Place, Derby, Conn.

U. S. O. E. or
State Project Number

Project Director: Edward Riccuti/Thomas Grant

16-70-1002

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project Improve

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/70	6/30/71	\$99,625.	
	Cont.	7/1/71	6/30/72	\$95,000.	
	Cont.	7/1/72	6/30/73	\$60,000.	
TOTAL					

Proposed Termination Date 6/30/73

Projected Title III funding for total project period:
\$254,625.

TARGET POPULATION: Exceptional pupils in grades 1-12 in five area school systems.

MAJOR OBJECTIVES:

1. To improve programs for emotionally disturbed pupils.
2. To develop special math and language programs for gifted pupils.
3. To initiate trainable pre-vocational programs.
4. To establish instruction for severe learning disabled.

ACTIVITIES:

Area program development, including securing space and training personnel.

Curriculum development teams of teachers created new math and language programs for gifted.

Project Title: Project Improve

U. S. O. E. or 16-70-1002
State Project Number

ACTIVITIES (Cont.):

In-service training provided to teachers in areas of emotionally handicapped and learning disabled.

Conducted area survey of existing services and needs in special education.

EVALUATION DESIGN: Evaluation procedures included standardized tests, teacher ratings, anecdotal records, and observations.

FINDINGS TO DATE:

Reported improvement in emotionally disturbed.

Expansion of curriculum and grade levels in gifted programs.

Post-testing gains in learning disabilities class.

Limited progress in pre-vocational trainable program.

DISSEMINATION PLAN:

News releases; resource center, workshops.

PROGRESS TOWARD ADOPTION:

While centralized project has terminated, individual participating school systems have undertaken budgets to continue programs in all areas of exceptionality, except gifted.

Date completed or reviewed 5/29/74 Completed by: R. Richards Phone: (208) 566-5287

LEA: DERBY
PROJECT: PROJECT IMPROVE
CODE NO: 023 (10 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 023-001
Continuation Proposal	TT 023-002
Continuation Proposal	TT 023-003
Project Evaluation Report	TT 023-004
Project Evaluation Report	TT 023-005
End of Project Report	TT 023-006
On Site Evaluation Report	TT 023-007

Local Educational Agency: East Hartford Board of Education

Address: 110 Long Hill Drive, East Hartford, Conn.

Project Director:

U. S. O. E. or
State Project Number

16-71-1009

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: PROJECT ORFF

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	8/70	6/71	\$10,500.	\$10,500.
	Cont.	8/71	6/72	\$21,000.	\$41,900.
	Cont.	8/72	6/73	\$21,000.	\$76,500.
TOTAL				\$52,500.	\$128,900.

Proposed Termination Date June 30, 1973

Projected Title III funding for total project period:

\$52,500.

TARGET POPULATION: The mentally retarded students presently being serviced by the school systems in Connecticut in Special Education programs.

MAJOR OBJECTIVES:

1. To make available an additional avenue of self-expression.
2. To use ORFF instruments and techniques in a multi-sensory approach for the remediation of auditory, visual and motor disabilities.
3. To develop musical skills, creativity, awareness and appreciation.
4. To establish a series of pilot-demonstration sites throughout the state utilizing these techniques.

ACTIVITIES:

1. Summer workshops to train staff to implement the techniques.
2. School year visitations by ORFF consultants - on site.
3. Provision of ORFF instruments and materials.
4. A series of workshops held throughout the year for staff training.
5. Evaluation meetings by all participants.

EVALUATION DESIGN:

1. The first year the ORFF consultants visited each dissemination site, spent the entire day with participants observing and evaluating activities. A questionnaire completed by all participants also fed information to the consultants for evaluative purposes.
2. The evaluation for the second year was a test of evaluation techniques. Specific definition of behavioral objectives for the project was accomplished. A list of behavioral areas was compiled from a questionnaire administered to all participants. The uses of audio and video tape techniques for evaluation purposes were explored. Tapes were prepared by the teachers and reviewed by the evaluator.
3. Third year evaluation consisted of 3 major components:
 - a. an individual behavioral checklist completed by teacher;
 - b. a measurement of task performance using video tape recordings;
 - c. attitude questionnaires for students, teachers, administrators and parents.

In addition, a demonstration video tape was prepared as a dissemination aid.

FINDINGS TO DATE:

1. There are 12 active demonstration sites fully functioning with the complete financial backing of the district;
2. Younger ORFF trained retarded children showed superior performances in motor, music and speech areas. Older ORFF students were superior in the performance tasks in music, speech and perception areas;
3. Most participants praised the conduct of the summer workshops;
4. Positive changes in attitudes were seen upon evaluating all ORFF participants.
5. Parents of ORFF trained students were aware of their child's program and praised the ORFF program;
6. Project ORFF has given the special education teacher much greater confidence in his or her ability to use music as a classroom technique.

DISSEMINATION PLAN:

1. A demonstration video tape utilized throughout the state, copies at State ERC and other service centers.
2. A complete evaluation and project report sent to every Superintendent and Director of Music and Special Education Administrator in 1969 towns.

PROGRESS TOWARD ADOPTION:

Presently, over 3,363 children are being directly serviced by ORFF trained teachers. Eleven states have made inquiries to the director for information. Twelve demonstration aides are fully functioning in the 1973-74 School Year. In addition, 20 new towns have adapted various components of the ORFF techniques in their music programs for children in their special education classes.

LEA: EAST HARTFORD
PROJECT: PROJECT ORFF
CODE NO: 024 (3 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 024-001
Continuation Proposal	TT 024-002
Continuation Proposal	TT 024-003
Project Evaluation Report	TT 024-004
Project Evaluation Report	TT 024-005
End of Project Report	TT 024-006
On Site Evaluation Report	TT 024-007

Local Educational Agency: East Windsor Board of Education

Address: P. O. Warehouse Point, East Windsor, Conn.

Project Director: Dr. David M. Shack

U. S. O. E. or
State Project Number

16-73-1005

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project Inservice Counselors

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/73	6/30/74	\$3,300.	\$3,300.
	Cont.				
	Cont.				
TOTAL					

Proposed Termination Date June 30, 1974

Projected Title III funding for total project period:
\$3,300.

TARGET POPULATION: Guidance counseling staff of East Windsor.

MAJOR OBJECTIVES: To increase knowledge of behavior modification principles and procedures.

To change attitudes toward behavioral solutions in a positive direction.

To increase the frequency of using behavioral techniques.

To apply behavioral skills in targeting, recording, reinforcing and maintaining appropriate behaviors.

ACTIVITIES:

1. Attendance at nine formal presentations, each three hours in length, with two three week intervals.
2. Individual consultations between formal sessions to facilitate an independent subject studies.
3. Selected readings in the literature.

Project Title: Inservice Counselors

U. S. O. E. or 16-73-1005
State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Pre-post test design.
Evaluation of independent subject study.

FINDINGS TO DATE:

Program still in progress.

DISSEMINATION PLAN:

Video tapes which could be used for counselors to create future teacher workshops in Applied Behavioral Analysis.

PROGRESS TOWARD ADOPTION:

Date completed or reviewed 3/26/74 Completed by: David M. Shack Phone: (208) 633-3553

LEA: EAST WINDSOR
PROJECT: INSERVICE COUNSELORS
CODE NO: 025 (1 microfiche)

Documents
Initial Operational Proposal

Identification Number
TT 025-001

Local Educational Agency: East Windsor Board of Education

Address: Warehouse Point, Connecticut 06088

Project Director: George A. Apuzzi

U. S. O. E. or
State Project Number

16-72-1019

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: World of Work

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App	7/1/72	6/30/73	\$3,500.	\$3,500.
	Cont.				
	Cont.				
TOTAL					

Proposed Termination Date 6/30/73 Projected Title III funding for total project period: \$3,500.

TARGET POPULATION: Students identified by the professional staff and/or the computer-processed counseling needs survey as being in great need of career information and/or information about their aptitudes, interests and needs and/or knowledge of decision-making skills.

MAJOR OBJECTIVES:

1. All students were provided with career orientation experiences in fifteen occupational clusters.
2. Students identified were exposed to intensive individual counseling services.
3. All students were provided with experiences designed to assist them in evaluating their interests, abilities and needs as they relate to career goals.
4. Career information was integrated into the basic subject areas of the high school curriculum.
5. Eleventh and twelfth grade students were provided with intensive preparation in a selected occupational cluster.

ACTIVITIES: Some of the activities we used were:

1. Scheduled group guidance sessions.
2. Career speakers on a scheduled basis.
3. Career oriented field observation trips.
4. A multi-media Career Information Center opened at least one evening each month, providing an opportunity for the family to become involved.
5. Mini-Career Information Centers within subject matter classrooms.

Project Title:

World of Work

U. S. O. E. or 16-72-1019

State Project Number

DISSEMINATION PLAN:

Copies of Project W.O.W. were made available to members of the professional staff and educators of other school systems desirous of initiating a Career Guidance Program.

EVALUATION DESIGN:

Evaluation and Product Objectives Involved:

1. Pre and post administration of the Priority Counseling Survey.
2. Keeping accurate records of project procedures.
3. Counselor anecdotal records.

FINDINGS TO DATE:

1. Use of Media Center - 60% of the 11th and 12th grade students used the Media Center as part of a planned program which resulted from the individual counseling contacts.
2. Career Speakers--A total of 224 students chose to attend one or more career meetings.
3. Field Trips--A total of 240 students participated in career field trips.
4. Work Experience--A total of 54 students were provided with intensive preparation experiences through their participation in the Work Experience Program. Twenty-five different job titles were represented. Thirty-nine employers participated in the program.
5. Fifty-nine per cent of the 9th grade and fifty-eight per cent of the 10th grade students have chosen 1-3 occupational clusters for exploratory study.
6. Eighty-six per cent of the 11th grade students have chosen one occupational cluster for in-depth exploration and have begun to make specific plans for implementation of their career goals.

PROGRESS TOWARD ADOPTION:

1. The East Windsor Board of Education has been very supportive and has arranged for the construction of a Guidance Media Center for the 1973-74 school year at a local cost exceeding \$2,500.00.
2. Some of the phases of the program were implemented into our present Career Guidance Program.
3. With the establishment of a Multi-Media Career Information Center, the high school was able to bring career guidance to a greater number of students in addition to career speakers and career-oriented field observation trips.

Date completed or reviewed 5/27/74 Completed by: David Shack Phone: (908) 623-3553

LEA: EAST WINDSOR
PROJECT: WORLD OF WORK (WOW)
CODE NO: 026 (1 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 026-001
Project Evaluation Report	TT 026-004
On Site Evaluation Report	TT 026-006

Local Educational Agency: Farmington Board of Education

Address: Town Hall, Farmington, Conn. 06032

Project Director: John O. Morley

U. S. O. E. or
State Project Number

16-72-1020

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Counseling for the Gifted

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/72	6/30/73	\$14,000.	
	Cont.	7/1/73	6/30/74	12,000.	
	Cont.				
TOTAL					

Proposed Termination Date June 30, 1975 Projected Title III funding for total project period: \$36,000.

TARGET POPULATION: The target population consists of the gifted and talented students in grades five (5) through eight (8) of the Farmington Public Schools.

MAJOR OBJECTIVES: Through a planned program of specialized teaching and counseling, elementary and secondary gifted and talented students in the Farmington Public Schools will: (1) increase their ability to communicate with peers, parents, and teachers; (2) develop a clearer picture of themselves, their unique potentialities, and their relationship to careers and other important forces in their environment; (3) improve their ability to think creatively; (4) increase or secure their level of self-esteem; (5) improve their ability to make important decisions about their lives; (6) be more willing to own positions with respect to those ideas that they prize and cherish; (7) be more receptive to new experiences; (8) be better equipped to cope with success as well as failure; and (9) improve abilities necessary for fostering self-direction.

ACTIVITIES: Activities include: (1) Self-concept and values clarification activities which come largely from Simon, Howe & Kirschenbaum's Values Clarification. These activities consist mainly of small group discussions of issues considered relevant to the age group of the children, and selected both by the project counselor and the children themselves; (2) A number of creative thinking activities based on the Torrance model of fluidity, flexibility and originality are used; (3) A number of similar divergent thinking type activities are done wherein the students make sentences

ACTIVITIES (Cont.):

combining a selection of four words which are not easily combined, e.g., tiger, moist, leaves, noise; had a time limit to make sentences where each word began with a particular letter, wrote stories in a circle, passing the paper every sentence, etc.; (4) The children complete unfinished stories and write poems and Haiku verse. These they read to the groups. Often bulletin board displays are made of their work.

EVALUATION DESIGN: Measures of creativity, self-esteem or school motivation are administered to project participants at the beginning of the program. Different forms of these same measures are given at the completion of the program. In summary, it is expected that project participants shall demonstrate higher levels of self-esteem, creativity and school motivation.

FINDINGS TO DATE: During the first year of the program, two elementary schools were involved. In the first school, an increase in verbal originality from the beginning of the year was significant at the .10 level of confidence. There was no significant increase in verbal fluidity and flexibility. In the second school, where the emphasis was on figural activities, no significant increases in verbal creativity were noted. At the first school, an increase in self-concept significant at the .005 level was noted on the Coopersmith Self-Esteem Inventory. There is also a mean increase on the Self-Appraisal Scale, but this was not found to be statistically significant. At the second school, the results on the Coopersmith also show a self-concept increase significant at the .005 level. The Self-Appraisal Scale also shows improvement of self-concept, significant at the .10 level. Almost without exception, parent feedback was favorable.

DISSEMINATION PLAN: The program counselor responds to all inquiries regarding the program through the mail and visits other area towns interested in the program. The program counselor also conducts workshops where information regarding the program is discussed and demonstrated locally, statewide and at the national level.

PROGRESS TOWARD ADOPTION: The Town of Farmington previously budgeted approximately one-third (1/3) of the operating cost for the second year of the program and it is expected that approximately two-thirds (2/3) of the total cost for the third year will be budgeted. As it is now, the program and its modifications have been adopted into the regular school curriculum. It will, as intended, become funded by the Town of Farmington.

Date completed or reviewed 3/29/74 Completed by: John O. Morley Phone: (908) 673-3271
Ext. 48

LEA: FARMINGTON T
PROJECT: COUNSELING FOR THE GIFTED
CODE NO: 027 (1 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 027-001
Continuation Proposal	TT 027-002
Project Evaluation Report	TT 027-004
On Site Evaluation Report	TT 027-006
On Site Evaluation Report	TT 027-007

Local Educational Agency: Greenwich Board of Education
 Address: Haveneyer Bldg., Box 292, Greenwich, Conn. 06830
 Project Director: Barbara L. Belanich

U. S. O. E. or
 State Project Number
 68-00424-1

ABSTRACT -- NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Connecticut Cluster Project in Non-Western Cultures

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	1/28/66	9/30/67	\$36,722.	
	Cont.	10/1/67	11/30/68	\$35,100.	
	Cont.	12/1/68	6/30/69	\$10,000.	
TOTAL				\$81,822.	

Proposed Termination Date June 30, 1969

Projected Title III funding for total project period:
\$81,822.

TARGET POPULATION: Secondary social studies students in the Darien, Fairfield, Greenwich, New Canaan and Norwalk public schools.

MAJOR OBJECTIVES:

1. To develop secondary curriculum guides for the study of non-western cultures.
2. To develop in these guides teaching strategies which will look at a culture as a whole and in the context of its own institution values and basis.
3. To identify and provide samples of the recommended materials to the five systems.
4. To provide in-service training for secondary teachers in the area of the study of cultures.
5. To disseminate these guides within funding limitations.

ACTIVITIES:

1. Teams of teachers from each of the participating systems worked on developing guides for particular cultures under the direction of the Project Director and the Cluster Project Coordinator and Editor.
2. Identified and purchased resource materials related to each of the cultural areas.
3. Purchased films on Africa, India, China and Japan and set up a circulation procedure.
4. Conducted in-service training for staff: (a) 15 session series on Asian studies;

ACTIVITIES (Cont.):

(b) all-day workshop on non-western cultures; and (3) after school sessions with social studies teachers in each system.

EVALUATION DESIGN: No specific design developed. Informal reporting from the systems on usage was made to the Project Director.

FINDINGS TO DATE: Greenwich developed a two-year world cultures program based on the materials produced by the cluster project. The other four systems incorporated them into existing courses.

DISSEMINATION PLAN: After the five systems received all the materials, the Greenwich public schools made the guides available for the cost of paper to anyone requesting them. Since the revision of the India guide, the State Department of Education is disseminating it. The Greenwich public schools will cease dissemination when those in stock are used up. About two hundred copies of each have been sent across the U. S. and to several foreign countries.

PROGRESS TOWARD ADOPTION:

See findings section above.

LEA: GREENWICH
PROJECT: CONNECTICUT CLUSTER PROJECT IN NON-WESTERN CULTURES
CODE NO: 028 (2 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 028-001
Continuation Proposal	TT 028-002
Continuation Proposal	TT 028-003
Project Evaluation Report	TT 028-005

Local Educational Agency: Greenwich Board of Education
 Address: Havemeyer Building, Box 292, Greenwich, Conn. 06830
 Project Director: I.loyd Schmidt

U. S. O. E. or
 State Project Number
 67-03645-0

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Pilot Electronic Project in Music Education (PEP)

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/67	6/68	\$ 9,800.	\$19,800.
	Cont.	7/68	6/69	\$20,000.	\$42,000.
	Cont.	7/69	6/70	\$10,000.	\$42,000.
TOTAL				\$39,800.	\$103,800.

Proposed Termination Date June 31, 1970

Projected Title III funding for total project period:
\$39,800.

TARGET POPULATION:

First year: Students in 6 Connecticut secondary schools
 Second year: Students in 11 Connecticut secondary schools
 Third year: Students in 18 Connecticut secondary schools

MAJOR OBJECTIVES:

1. Establish pilot centers
2. Develop curriculum materials
3. Develop dissemination procedures

Exploring involvement of students in the process of musical composition through the use of electronic tape music studios designed to engage students in the composer's problem of shaping sound in a meaningful and creative manner in a contemporary media to develop understandings and information necessary to appreciation of music.

ACTIVITIES:

Teacher training one week workshop yearly. At least 2 clock hours of course work per week in high school curriculum by students. Curriculum meetings. Utilization of electronic music studio by students. preparation of their own electronic music compositions. Performances and evaluation sessions.

Project Title:

Pilot Electronic Project in
Music Education (PEP)

U S O. E. or 67-03645-0
State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: Independent evaluator. On-site visitation, space, time, personnel, structure, process, function, evaluation written report based on Evaluation Task Force report U.S.O.E.

FINDINGS TO DATE: Project is feasible. Has been replicated. Materials have been developed. Dissemination procedures have been developed. Students do achieve compositional insight through use of electronic studios. Compositions and performances are successful. The model can be replicated at low cost.

DISSEMINATION PLAN: Workshops continue. Materials are available from Connecticut State Department of Education: Final Project Report, Handbook for New Programs, Evaluation Report, Filmstrip and Tape Project PEP, Brochures, booklets, Follow-up Survey. Annual Student Electronic Music Festival.

PROGRESS TOWARD ADOPTION: In 1974 in Connecticut, 79 schools indicated involvement in electronic music; 31 schools have formal electronic music course for credit; 9 schools offer course on activity basis. Thirty-one communities reported 1,480 students involved. Hundreds of dissemination materials packages have been requested nationally and internationally. Project was selected in 1970 as one of 3 for citation by President's Council for Title III Innovative and Exemplary Projects and Centers. National, State and Local efforts flourish.

Date completed or reviewed 5/15/74 Completed by: Lloyd Schmidt Phone (808) 516-5223

LEA: GREENWICH
PROJECT: PILOT ELECTRONIC PROJECT IN MUSIC EDUCATION (PEP)
CODE NO: 029 (2 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT C29-001
Continuation Proposal	TT 029-002
Continuation Proposal	TT 029-003
Project Evaluation Report	TT 029-004
Project Evaluation Report	TT 209-005
On Site Evaluation Report	TT 029-006

Local Educational Agency **Hamden Board of Education**
Address: 1450 Whitney Avenue, Hamden, Conn. 06517

U. S. O. E. or
State Project Number
OEG 1-6-060954

Project Director **Richard Bigelow**

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project **Connecticut Suburban and Shoreline Educational Computer Center (COSSECC)**

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App	6/67	7/68	\$160,026.	\$160,026.
	Cont	7/68	6/69	\$232,352.	\$232,352.
	Cont.	7/69	7/70	\$100,000.	\$184,227.
TOTAL				\$492,378.	\$576,605.

Proposed Termination Date 6/30/70

Projected Title III funding for total project period:
\$492,378.

TARGET POPULATION: Students K-12, faculty and administrative staff in participating suburban and shoreline school districts.

MAJOR OBJECTIVES:

1. Demonstration of computer-oriented mathematics instruction.
2. Demonstration of a regional data base oriented student information system.
3. Teacher training for classroom computer use.

ACTIVITIES:

1. Establishment of computer terminals or small mini-computers with terminal facilities carried out in 4 schools under federal funding and 1 school under local funding.
2. Data processing service established to provide a student data base and furnish grade reporting, test scoring, attendance accounting, and scheduling services with other applications possible characterized by use of a pool of linked

ACTIVITIES (Cont.):

information from which special requests could be made by the schools.

3. Teacher and administrator training programs were instituted involving seminars and formal course instruction using the facilities under the auspices of Southern Connecticut State College and Fairfield University.

EVALUATION DESIGN.

Satisfaction reports in essay form from participants. Questionnaires concerning public dissatisfaction and satisfaction were also circulated.

FINDINGS TO DATE:

1. In June of 1967 none of the schools in the area used computers in relation to instruction. As of the writing of this report (5/74), there are 9 schools equipped with computer facilities of varying capabilities serving approximately 9,400 students in junior and senior high schools.
2. The regional center plan was successful except that commercial price competition prevented true regionalization from occurring and that the program had to be subsidized by the Town of Hamden. This subsidy, and the program, will terminate effective June 30, 1974

DISSEMINATION PLAN: none

PROGRESS TOWARD ADOPTION: See Findings.

LEA: HAMDEN
PROJECT: CONNECTICUT SUBURBAN AND SHORELINE EDUCATIONAL
COMPUTER CENTER (COSSECC)
CODE NO: 031 (3 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 031-001
Continuation Proposal	TT 031-002
Continuation Proposal	TT 031-003
Project Evaluation Report	TT 031-004
Project Evaluation Report	TT 031-005

Local Educational Agency Hartford Board of Education

Address 247 Main Street Hartford, Conn 06103

Project Director Dr. Robert Barry

U S O E or State Project Number

69-1004

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project A Study of Academic Games

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App	7/1/69	6/30/70	\$12,152.	\$14,000.
	Cont				
	Cont				
TOTAL				\$12,152.	\$14,000.

Proposed Termination Date June, 1969

Projected Title III funding for total project period: \$12,152.

TARGET POPULATION. Minority group pilot 7th and 8th grade settings; Barnard-Brown (Puerto Rican, working class), Northwest-Jones, (Black, working class), Batchelder, Naylor (white, middle class).

MAJOR OBJECTIVES

1. Build a comprehensive structure for the teaching and motivating of inner-city youngsters through a program of competitive academic games.
2. Develop a nucleus of teachers equipped to train other staff members in the use of academic games in various subject areas and at all grade levels.
3. Produce and pilot subject matter units especially designed to meet the needs of children in a wide variety of classifications.
4. Establish a model for the curricular and extra-curricular participation of a city school system, and later its suburban neighbors, in a program of competitive academic games.
5. Investigate the general effects of the total program on both the learner and his school environment.

ACTIVITIES The program was to develop initially at the classroom level, then spread to inter-school participation.

See statement of work.

ACTIVITIES (Cont.)

EVALUATION DESIGN A pre- post-test experimental-control design was originally specified. Since the program only ran during the latter part of the school year, this plan turned out to be impractical. Instead, teacher comments were obtained and these were analyzed as a point of departure for further program planning.

FINDINGS TO DATE. While comments and student grade scores, for that matter, were reported as being salutary, data were not analyzed statistically but were used instead for program improvement.

DISSEMINATION PLAN: Copies of the final report were produced and distributed throughout the system. In addition, necessary materials to implement an academic games program in each of the city's schools were prepared for distribution. These together with several local news articles helped to stimulate the ordering of game materials for use in the regular curriculum.

PROGRESS TOWARD ADOPTION: While the original program was designed to pilot the use of academic games in the classroom, the intent was to make the program available throughout the system. To some extent these objectives have been accomplished. Although added staff are not available to carry on an Olympic program, materials have been distributed, as being used, and in at least one school academic games have received a major emphasis.

LEA: HARTFORD
PROJECT: ACADEMIC GAMES
CODE NO: 032 (2 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 032-001
Project Evaluation Report	TT 032-004

Local Educational Agency: Hartford Board of Education

Address: 249 High Street, Hartford, Conn. 06103

Project Director: John P. Shea

U. S. O. E. or
State Project Number

16-71-1012

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Alternate Center for Education (ACE)

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper. App.	7/1/70	6/30/71	\$88,596.	\$133,596.
	Cont.	7/1/71	6/30/72	\$75,252.	107,342.
	Cont.	7/1/72	6/30/73	55,875.	75,000.
TOTAL				\$219,723.	\$315,938.

Proposed Termination Date: INDEFINITE

Projected Title III funding for total project period:
\$219,723.

TARGET POPULATION: 40 alienated 7th and 8th grade urban youngsters each year who are unable to achieve in a mainstream situation.

MAJOR OBJECTIVES:

1. To provide instructional and supportive services which stress basic skill mastery, language arts remediation, vocational and educational exploration, and the development of a functional self-concept on a "zero reject" basis.
2. To identify, construct, pilot, and validate individualized learning materials which are appropriate to youngsters with emotional and behavioral problems.
3. To modify individual behavioral patterns so that a youngster can return to and complete a mainstream educational program.
4. To focus on youth-tutoring-youth activities as a way to develop both a better self-concept, and leadership strengths and stability within the school community.
5. To serve as a model for the preparation of urban teachers.

ACTIVITIES: ACE was a self-contained center where "drop-out prone," alienated middle school youngsters received instructional and supportive services in one-to-one and small group situations. Not only were youngsters tutored in basic skill mastery, but they were involved with a number of cooperating service agencies to the point that they could achieve various kinds of experience - and successes - in non-school related

ACTIVITIES (Cont):

activities designed to lead to job experiences and to higher educational aspirations.

EVALUATION DESIGN:

A pre-post design using Metropolitan Achievement Test reading and mathematics scores, attendance figures, records of behavioral modification, the identification and expression of interest patterns in career terms, and data on successful work experiences was utilized with initial comparisons made with appropriate groups. During the last year of Title III funding, efforts were also made to project expectation lines based on previous test data. Unfortunately, data gaps were in evidence so that once again group norms were used.

FINDINGS TO DATE:

While test data did not generally reach stated levels of expectation, attendance patterns improved, and assessments of student self-image and attitudes toward school improved. In addition, these potential drop-outs tended to remain in the project above expectation. This success is reflected by the 1970-71 extension of the alternate learning concept to 7 additional centers.

DISSEMINATION PLAN:

ACE has been written up in local newspapers, and in a monthly newsletter which was distributed to all Hartford teachers. In addition, evaluation reports were prepared, disseminated through ERIC, and made available to the public.

PROGRESS TOWARD ADOPTION:

The alternate learning center concept is firmly established within the system to the point that a majority of activities are supported with local funds.

Date completed or reviewed 6/20/74 Completed by Robert J. Nearine Phone (208) 566-6534

LEA

HARTFORD

PROJECT

INTERNATIONAL CENTER FOR EDUCATION (ACE)

CODE NO.

033 (3 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TI 033-001
Continuation Proposal	TT 033-002
Continuation Proposal	TT 033-003
Project Evaluation Report	TI 033-004
Project Evaluation Report	TI 033-005
On Site Evaluation Report	TT 033-006
On Site Evaluation Report	TT 033-007

Local Educational Agency Hartford Board of Education

U S O E or
State Project Number

Address 240 High Street, Hartford, Conn. 06103

16-72-1021

Project Director Joseph W. Constantine

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project Decision Making

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
In Oper App		7/72	6/73	\$3,500.	\$3,500.
Cont.					
Cont.					
TOTAL					\$3,500.00

Proposed Termination Date June 30, 1973

Projected Title III funding for total project period
\$3,500.

TARGET POPULATION Seventh and eighth grade students in the Hartford public schools.

MAJOR OBJECTIVES:

1. Each student will recognize his own values through a series of value classification exercises.
2. Each student will demonstrate a knowledge of how the collection of information is used before making any decisions.
3. Each student will demonstrate skill in the development of alternatives.
4. Each student will demonstrate various skills involved in the use of different strategies for making decisions.
5. Each student will demonstrate skills in identifying critical decision points.
6. Each student will indicate he recognizes the relationship between decisions made today and one's future.

ACTIVITIES

The major activity was the conducting of group guidance classes on decision-making using the publication "Deciding" by the C.F.E.B.

Project Title:

DECISION MAKING

U. S. O. E. or 16-72-1021

State Project Number

ACTIVITIES (Cont.).

EVALUATION DESIGN: Based on student questionnaires, self inventories, and exercises conducted as part of the text, "Deciding."

FINDINGS TO DATE: Generally positive. An evaluation report is available upon request. National evaluation data indicates that 78% of the students surveyed reported themselves better able to see the relationship between one's values and sound decisions.

DISSEMINATION PLAN: Nothing specific

PROGRESS TOWARD ADOPTION: Excellent. Decision Making is now part of our 7th and 8th grade career guidance program.

Date completed or reviewed 4/11/74 Completed by J.W. Constantine Phone (203) 566-6386

LEA: HARTFORD
PROJECT: DECISION MAKING
CODE NO: 035 (1 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 035-001
Project Evaluation Report	TT 035-004
On Site Evaluation Report	TI 035-006

Local Educational Agency: Hartford Board of Education

Address: 249 High Street, Hartford, Conn. 06103

Project Director Robert Miles

U. S. O. E. or
State Project Number

69-1008

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project Hartford '74

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	La. Oper App	2/1/69	6/30/69	\$34,350.	\$34,350.
	Cont				
	Cont.				
TOTAL					

Proposed Termination Date December 1974

Projected Title III funding for total project period:
\$34,350.

TARGET POPULATION:

Hartford, an urban city, with a population of about 162,000 constituted the target population.

MAJOR OBJECTIVES: To conduct a short and intensive planning program designed to:

1. Develop an operational model for instituting educational change in an urban center over a five year period.
2. Articulate technological, human, and societal resources in the planning process.
3. Provide a basis for the model's initial implementation.

ACTIVITIES:

Planning activities involved four-part series of interrelated activities:

1. A two-person team was employed to facilitate planning efforts.
2. A program of broad-based community involvement in all facets of planning was initiated.
3. The design for the comprehensive model for urban change was developed.
4. Plans, and a document for funding, were prepared as a blueprint for operating the model in Hartford.

Project Title:

Hartford '74

U S O E or 69-1003

State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN. No formal planning evaluation design was developed. Rather, the proposal's objectives were to have been measured by the extent to which the contemplated change model was developed and implemented over the five-year period.

FINDINGS TO DATE: Following termination of Title III funding, a number of activities were completed. These included comprehensive 22-program system-wide needs assessment, system wide restructuring of the elementary and middle schools, development of an information system, and a number of policy statements and documents. The final report of these activities covering the five-year Hartford '74 period is presently being prepared for distribution. It is anticipated that this document will be available from the Board of Education or the Ford Foundation.

DISSEMINATION PLAN: Materials produced under the Hartford '74 rubric received international distribution. Requests are still honored as long as supplies last.

PROGRESS TOWARD ADOPTION: Many of the concepts inherent in the original Hartford '74 plan have been incorporated into the system using local and outside funds. Open education, concepts of individuality in learning, sound standardization to the collection of instructional and pupil information, and major programs to prevent drop-outs, facilitate bilingual instruction, and incorporate community are well underway.

Date completed or reviewed 6/7/74 Completed by Robert Nearine Phone: (203) 566-6534

LEA: HARTFORD
PROJECT: HARTFORD '74
CODE NO: 036 (2 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Planning Proposal	TT 036-000
Project Evaluation Report	TT 036-004

Local Educational Agency Hartford Board of Education

Address 249 Hill Street, Hartford, Conn.

Project Director Margaret P. Godfrey

U.S.O.E. or
State Project Number

16-73-1012

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project The Street Cinema

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App	7/1/73	6/30/74	\$10,000.	
	Cont				
	Cont.				
TOTAL					

Proposed Termination Date 6/30/76

Projected Title III funding for total project period:

\$23,000.

TARGET POPULATION.

School enrollment in Geographic Area Served: 1560

Number of persons served in project: 70 middle school pupils

MAJOR OBJECTIVES:

1. To plan and create an educational model in which middle school age students can examine and begin to understand the multiplicity of life situations in the urban setting through the use of film-making or video-taping.
2. To help students cope with the circumstances of urban life.
3. To help students learn to see the interrelatedness and the integration of life within the city, and to extend this understanding to the interrelationship of Hartford with other cities, the surrounding suburbs, the state and the nation.

ACTIVITIES

1. Outline and construct a planned course of study in urban studies using an interdisciplinary approach for the four classes participating in the project.
2. Select and acquire a broad array of instructional materials with particular reference to Hartford.
3. Orient parents to the project and its aims, and possibly distribute an urban problem questionnaire for parent reaction.

ACTIVITIES (Cont):

4. In-class study.
5. Select items or areas for field study.
6. Pinpoint field study items for in-depth study utilizing filming.
7. Prepare and orient students to the technical aspects of filming or video taping.

EVALUATION DESIGN

The evaluation program will attempt to measure the degree to which the objectives of the project have been attained. Evaluation will be done in four areas

1. students' knowledge and understanding of urban life and its problems
2. the students' attitude toward urban life
3. the students' progress in the technical skills required for using a film-making approach
4. the positive relationships between on-site film-making and learning about urban life.

FINDINGS TO DATE

Not yet available, evaluation will be done at end of initial year of operation.

DISSEMINATION PLAN

Information of this project will be disseminated through the use of area newspapers, the local T.V. station, the State Department of Education, and the Hartford Board of Education publications, and through project reports duplicated and disseminated throughout Hartford and the CREC region.

PROGRESS TOWARD ADOPTION:

Expansion of this program to other school service areas is presently under consideration using non-federal funding.

LEA: HARTFORD
PROJECT: LIFE THROUGH CINEMA
CODE NO: 037 (1 microfiche)

Documents

Identification Number

Initial Operational Proposal

TT 037-001

Local Educational Agency: Hartford Board of Education

Address: 249 High Street, Hartford, Conn. 06103

Project Director: Gertrude Katz

U. S. O. E. or
State Project Number

68-05125

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project Operation ASTRA

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	3/68	2/69	46,368.	
	Cont				
	Cont				
TOTAL					

Proposed Termination Date June/1969

Projected Title III funding for total project period:
\$46,368.

TARGET POPULATION: Gifted children in grades 1-12.

MAJOR OBJECTIVES: The major objective of this program was to develop a comprehensive program for gifted children. This will be accomplished by combining the resources of educational consultants, subject matter experts, and teaching specialists into an articulated planning team.

ACTIVITIES: The project was aimed at the construction of a series of supplementary enrichment units which were specifically designed to further the development of youngsters with identifiably superior intellectual abilities. These units were used with groups of gifted youngsters or with individual students in the form of independent studies. While the long-range plan was to embrace all subjects at all

ACTIVITIES

grade levels, 1974-1975. The project was designed to develop materials in the areas of social studies, science, and mathematics. Materials which were produced included a number of instructional materials using the ASTRAS model. The project also included the development of materials for Sentence Reasoning, An ASTRAS model for the development of materials, several teacher guides, and parent guides.

EVALUATION

The project was evaluated in terms of its effectiveness in developing a curriculum development model. The project was evaluated in terms of the number of instructional materials using the ASTRAS model. The project was also evaluated in terms of the number of university subject matter specialists, and the number of materials developed. The project design considered the process of curriculum development for students.

FINDINGS

The project was designed to devise a master plan as a guide for the development of instructional materials, a cost conscious and efficient model for the development of instructional materials, and specifications for material acceptance. The project was designed to provide a model for curriculum producers, the use of instructional materials, and finally the development of instructional materials.

DISSEMINATION PLAN

The project was designed to disseminate the results of the project with professional articles, professional journals, and area newspapers, and in professional conferences. The project was also designed to disseminate the results of the project through the distribution of instructional guides, the use of instructional materials, and finally the development of instructional materials.

PROGRESS TOWARD ACHIEVEMENT

The project was designed to achieve the goals of the project. The project was designed to achieve the goals of the project through the development of instructional materials, the use of instructional materials, and finally the development of instructional materials.



LEA: HARTFORD
PROJECT: OPERATION ASTRA
CODE NO: 034 (5 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Planning Proposal	TT 034-000 + addendum
Project Evaluation Report	TT 034-004

Local Educational Agency Hartford Board of Education

U S O E or
State Project Number

Address 249 High Street, Hartford, Conn 06103

68-06406

Project Director David P. Fern

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project Operation

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
In Oper App		7/68	6/69	\$90,638.	
Cont					
Cont					
TOTAL					

Proposed Termination Date May 1971

Projected Title III funding for total project period:
\$299,997.

TARGET POPULATION 100 disadvantaged students at Weaver and Hartford High - post eighth grade.

MAJOR OBJECTIVES:

1. A program of remediation designed to produce an academic record indicative of college admission.
2. Alter negative self-image to positive self-image.
3. Demonstrate and encourage replication based on principle that independent schools can effectively extend and supplement existent public school services.

ACTIVITIES

1. Seven week, intensive summer program of academic instruction, cultural stimulation and supportive counseling conducted in residence at the Hotchkiss school.
2. Twice monthly exchange during the academic year between Hotchkiss and the city students for tutorial and social activities.
3. Year-round supportive services including personal counseling, home visitation, public school visitation and applying existing resources.

ACTIVITIES (Cont.):

4. Developing a working dialogue with other independent schools and the urban community.

EVALUATION DESIGN:

1. Empirical evidence given by summer school teachers. Testimony of winter public school teachers and guidance personnel.
2. Narrative report.
3. Comparison of Pre and Post Standardized tests (Stanford, Large-Thorndike, Metropolitan, Wechsler-Intelligence Scale for Children)
4. Student reaction.
5. Parent reaction.

FINDINGS TO DATE:

- 77% attend college of post secondary education.
- 10% college dropout but return
- 10% college dropout and working, but profess continued interest in returning
- 3% legal difficulties.

Much improved academic performance, average 2 year reading improvement, math improvement 75%, self concept improved.

DISSEMINATION PLAN.

Hartford Action Report
ERIC, SRIS Services
Newspaper and magazine articles
Numerous talks

Findings widely distributed nationally
Visitations to program

PROGRESS TOWARD ADOPTION.

One condition of the grant was to disseminate and replicate the program. The grant was terminated in favor of a grant to the successor organization, "SPHERE," which is the corporate name for the nine programs that resulted from the replication effort.

The program successfully replicated and refunded. SPHERE now working with 750 students, grades 3-12, Hartford and Waterbury. Mostly local funds.
Budget \$420,000.00.

LEA: HARTFORD
PROJECT OPERATION GO
CODE NO. 038 (3 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 038-001
Project Evaluation Report	TT 038-004
Project Evaluation Report	TT 038-005

Local Educational Agency Hartford Board of Education

Address 249 High Street, Hartford, Conn.

Project Director Robert Miles

U B O E or
State Project Number

67-3383

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project Operation HICUT

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App	6/26/67	6/25/68	\$165,965.	
	Cont	6/28/68	6/30/69	\$176,662.	
	Cont.	7/1/69	6/30/70	\$ 60,000.	
TOTAL					

Proposed Termination Date 6/30/70

Projected Title III funding for total project period:

\$402,627.

TARGET POPULATION: Elementary teachers-new to inner-city teaching and teacher trainees.

MAJOR OBJECTIVES.

1. To provide teachers with a realistic knowledge of urban problems and student characteristics.
2. To emphasize the development of rapport between inner-city pupil and teacher.
3. To foster teaching skills conducive to classroom atmosphere which is relaxed, responsive, and open in communication.

ACTIVITIES: The training was an intensive 8-week program conducted in the summer preceding the teachers beginning in the Hartford system. Morning sessions were devoted to laboratory instruction of pupils in grades 1 to 8 and observation of instructional demonstrations by master teachers. For this phase one new teacher and one teacher-trainee were assigned to a group of 15 pupils. Afternoon sessions were devoted to formal training and conferences emphasizing philosophy, critique of instruction, social/psychological concepts, and curriculum development.

Project Title: Operation HICUT

U. S. O. E. or 67-3383
State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

1. Teacher ratings of training program.
2. Process evaluation of program procedures and organization.
3. Staff evaluation of participant performance.

FINDINGS TO DATE:

1. Overall favorable reaction of trainees to the training program.
2. The basic design and implementation of program was judged sound.
3. Positive changes in teacher attitudes and performance were documented.

DISSEMINATION PLAN.

News releases, presentations at professional meetings.

PROGRESS TOWARD ADOPTION:

The concepts developed and the in-service training techniques demonstrated have been significant in influencing subsequent staff development programs in Hartford.

Date completed or reviewed 4/12/74 Completed by R. Richards Phone (203) 566-5287

LEA: HARTFORD
PROJECT: OPERATION MICUT
CODE NO: 039 (11 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 039-001 + addendum
Continuation Proposal	TT 039-002
Continuation Proposal	TT 039-003
Project Evaluation Report	TT 039-004
Project Evaluation Report	TT 039-005
Interim Report	TT 039-006
On Site Evaluation Report	TT 039-007
On Site Evaluation Report	TT 039-008
On Side Evaluation Report	TT 039-009

Local Educational Agency Hartford Board of Education

Address: 249 High Street, Hartford, Conn.

Project Director William F. Paradis

U. S. O. E. or
State Project Number

66-2035

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project Project CONCERN

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App	9/1/66	6/30/67	\$90,000	
	Cont	7/1/67	6/30/68	122,910	
	Cont.	7/1/68	6/30/69	90,000	
TOTAL				\$ 302,910	

Proposed Termination Date 6/30/69

Projected Title III funding for total project period
\$302,910

TARGET POPULATION: Disadvantaged children in validated schools of Hartford's Northend, randomly selected to participate.

MAJOR OBJECTIVES Educational intervention for purposes of increasing academic achievement.

ACTIVITIES Provide daily transportation to 15 suburban school districts who volunteered to accept pupils. Supportive teacher and teacher aide for every twenty-five pupils. Children are under rules and regulations of receiving community. They are considered as pupils of the receiving school. A Supportive Teacher acts as resource and as a catalytic agent to make sure diagnosis, prescription, and follow-through are thorough. Agent also coordinates efforts of all agencies involved in any particular case of a child needing help.

Project Title: Project CONCERN

J. S. O. E. or 66-2035
State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: Annual measurement of academic growth and social development made of Project CONCERN pupils and control group remaining in Hartford schools. Analysis of individual pupil data and comparison with control group data.

FINDINGS TO DATE: Positive growth academically and socially. By and large, Project pupils have made greater gains than similar non-participating pupils.

DISSEMINATION PLAN: Thousands of copies of the various reports have been sent to libraries, State Departments of Education, institutions of higher learning, school boards, Superintendents and graduate students.

PROGRESS TOWARD ADOPTION: Project CONCERN will begin its ninth year of operation in September, 1974. Funding is a continuing problem. Funding under Title III was for two years under the supervision of Dr. Thomas Mahan; third and last year of funding through Dr. Robert Nearine, Hartford Board of Education. Title I, SADC, Kennelly Bill, General Budget continues. Four communities were funded by Title VII in 1973-74 for one year. Three of these are being partially funded for 1974-75.

Date completed or reviewed 6/26/74 Completed by W. F. Paradis Phone (208) 527-5248

LEA: HARTFORD
PROJECT: PROJECT CONCERN
CODE NO: 040 (3 microfiche) 5

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 040-001
Continuation Proposal	TT 040-002
Project Evaluation Report	TT 040-004 2-year report
Project Evaluation Report	TT 040-005 3-year report
Project Evaluation Report	TT 040-006

Local Educational Agency Hartford Board of Education

U.S.O.E. or State Project Number

Address 249 Hill Street, Hartford, Conn.

10-71-1000

Project Director David P. Fern

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESFA

Title of Project SPHERE

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App	7-69	6-70	\$125,000.	\$294,000.
	Cont	7-70	6-71	\$125,000.	\$320,000.
	Cont	7-71	6-72	\$125,000.	\$360,000.
TOTAL					

Proposed Termination Date 6/30/72

Projected Title III funding for total project period \$375,000.

TARGET POPULATION 600 - 700 disadvantaged Hartford public school children in grades 4-12 who, with additional remediation, could attain grade level in Reading, Math and English usage.

MAJOR OBJECTIVES:

1. To provide supplementary, remedial, and enrichment education to six hundred (or more, depending on level of funding) boys and girls from the Hartford Public School System who can fulfill their education potential if they are afforded the opportunity of individual instruction and support.
2. To produce in each child a belief and a knowledge that he, too, can complete a rigorous preparatory program leading to successful completion of high school, college admission or other post secondary education.
3. To provide a vehicle which will demonstrate (a) effective action by Independent Schools can effectively extend and supplement existent public school services, (b) a federated approach can sharpen the thrust of the Independent School effort in working with core city residents, (c) coordinated effort on the part of the Independent Schools can offer a greater continuity and a continuing educational experience from the fourth grade through high school to those students who can benefit from long-term supplemental education.

ACTIVITIES:

An intensive series of seven week summer programs of academic instruction, cultural stimulation, and supportive counseling conducted in residence or on a non-residence basis on one of the SPHERE campuses. This supportive service will terminate only after

ACTIVITIES (Cont.):

a child feels he no longer needs help or if the school feels the student at no longer benefit. It is envisioned that most of the participants will be involved over many years.

(2) Winter follow-up takes the form of continued tutoring both on the SPHERE campuses and in the public schools. Reunions and general supportive services are conducted by SPHERE personnel.

(3) Parental involvement both individually and collectively in planning and carrying out programming.

(4) Developed model by which other Independent Schools and Public systems can proceed with similar arrangements.

EVALUATION DESIGN:

1. The formal evaluation involved comparison of pre and post-test data and was supplemented by: (a) Formal staff reports on the effectiveness or non-effectiveness of various aspects of the program; (b) A synthesis of the individual anecdotal reports which was compiled for each student; (c) Student reactions to the program. These reactions were obtained from SPHERE boys and girls at the end of each summer session and periodically throughout the academic school year.
2. Instruments used in the evaluation involved both pre and post administration of the: (a) Lorge-Thorndike Tests, advanced form (verbal and non-verbal scales); (b) Metropolitan Test of Achievement, advanced battery (word knowledge, reading and arithmetic); (c) the Stanford Achievement Tests, advanced battery (work knowledge, reading and arithmetic); (d) The Wechsler Intelligence Scale for Children. This instrument was administered to all children. (e) Each of the instructional areas utilized individually selected: (1) differentially diagnostic instruments, (2) formal measures of achievement.

FINDINGS TO DATE:

50% "most damaged" children have been successful in school and achieved post high school opportunity for study.

90% "pacesetters" have gone on to college.

82% "average underachievers" (2-4 years behind) have gone on to higher education.

In lower grades 4-8 average gain in reading or math per summer has been one or two years. Some gain is lost in winter but quickly recouped the following summer.

DISSEMINATION PLAN: (1) Hartford's Action Report, a periodic newsletter with a wide local and national distribution; (2) Local and State newspapers, (3) The ERIC, SRIS, and Clearing House services, (4) Articles prepared by staff members for publication in professional journals; (5) A series of ten project bulletins and newsletters; (6) Visitation to SPHERE schools and to Hartford by representatives from various public and private schools; (7) The periodic gathering of school officials into dialogue sessions which can be used to explore the feasibility of further private-public school cooperation.

PROGRESS TOWARD ADOPTION:

Excellent. The program is now ten years old and working in Hartford and Waterbury. Funding has been picked up locally and by new state legislation. The State legislature will be considering funding an expanded SPHERE throughout the State in the Fall of 1974.

LEA: HARTFORD
PROJECT: SPHERE
CODE- NO: 041 (7 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	IT 041-001
Continuation Proposal	IT 041-002
Continuation Proposal	IT 041-003
Project Evaluation Report	IT 041-004
Project Evaluation Report	IT 041-005
Project Evaluation Report	IT 041-006
On Site Evaluation Report	IT 041-007
A Study of Reading Growth Rates	IT 041-008

Local Educational Agency Hartford Board of Education

U.S.O.E. or
State Project Number

Address 249 High Street, Hartford, Conn. 06133

Project Director Helen DiCorleto

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESF A

Title of Project Teacher Interactive Learning Center

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App	7/1/72	6/30/73	\$83,271.	
	Cont	9/1/73	6/30/74	\$74,253.	
	Cont.				
TOTAL					

Proposed Termination Date 6/30/75

Projected Title III funding for total project period
\$213,225.

TARGET POPULATION: T.I.L.C. serves public and non-public teachers, para-professionals, persons from institutions of higher education and community members of the 28 towns of CREC. An estimate of the population of this area was listed as 787,000 in the initial proposal. An approximate figure of 700 adults are served at this center.

MAJOR OBJECTIVES:

1. To develop self-directed teachers who actively identify their own needs and plan, organize and conduct their own inservice through learn-by-doing.
2. To provide an interaction workshop center for teacher-to-teacher dissemination of teacher-created instructional materials and of effective teaching techniques.
3. To, by request, assist teachers in individualizing instruction through practical "know-how" from teachers skilled with the needed expertise.
4. To keep participants updated as to new instructional materials, methods and techniques.
5. To facilitate interaction of teachers seeking solutions to common problems through sharing ideas and learning together.
6. To utilize teacher facilitators to assist teachers in planning, implementing, revising, modifying and evaluating their own individual program ideas.
7. To establish a teacher-created curriculum bank of materials to be reproduced or modified

ACTIVITIES: to meet various students' learning styles.

Most activities involve active "learn-by-doing," are planned in response to participants' needs and are led by teachers who have the needed expertise. Most instructional materials and techniques are teacher-created or modified and targeted to individualizing instruction. Most activities are in response to the individual requests of teachers. Mini-courses, and workshops supplement blocks of time for individual activity. Selective

ACTIVITIES (Cont.):

programs open new horizons--new materials are available for review--new techniques are explored "by doing." A growing bank of curriculum materials is available to be replicated or modified. All participation is voluntary--people come in with a 'need-to-know' or a desire to learn--inservice is accomplished teacher-to-teacher.

EVALUATION DESIGN:

Programs must be self-evaluating to eliminate threat of administrative sanction and to insure teacher effectiveness.

A primary criterion is the measure of success in meeting the individual needs of participants.

Feed-back is from:

Informal elicitation of participant reactions.

Interviews with participants.

Site-visitation.

FINDINGS TO DATE: Approximately 1300 signatures were in the T.I.L.C. guest book at the end of its first year, June 1973. Some signatures occur only once--visitors from out of the area seeking information on this innovative staff development model, other signatures of active voluntary continuing participants occur well over 15 times.

One reaction of a participant states: "T.I.L.C. opens a whole new area of techniques that enable me to implement my lessons more effectively. Teachers need to have a place where they can go for ideas."

At the present time, the data from a new informal evaluation survey for the present year has not been tabulated.

DISSEMINATION PLAN:

T.I.L.C. Monthly Newsletters, CREC Monthly Newsletter and word-of-mouth by enthusiastic participants.

Beginning in 2/1/74 Radiation Workshops were initiated. The resources and services of the T.I.L.C. became available on request, out to the schools of the project area. (7 such workshops have been completed to date.)

PROGRESS TOWARD ADOPTION:

Hartford's local budget has been in serious difficulty during the T.I.L.C. project period.

Whereas Hartford has given fine in-kind contributions of physical space, office and audio-visual equipment, services, etc., it has not been able to pick up any other costs.

However, through other federal Staff Development funds, it plans to pick up part of the T.I.L.C. salaries for next year.

LEA · HARTFORD
PROJECT · TEACHER INTERACTIVE LEARNING CENTER
CODE NO. 042 (3 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TI 042-001
Continuation Proposal	TI 042-002
Project Evaluation Report	TI 042-004
On Site Evaluation Report	TI 042-007

Local Educational Agency Hartford Board of Education

U.S.O.E. or
State Project Number

Address 247 High Street, Hartford, Connecticut 06103

Project Director Maggie E. Jones

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III-ESEA

Title of Project Waverly Opportunities Workshop

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App	7/1/72	6/30/73	\$14,521	22,000.
	Cont	7/1/73	6/30/74	\$14,310	25,000.
	Cont				
TOTAL					

Proposed Termination Date 6/30/75

Projected Title III funding for total project period

39,000.

TARGET POPULATION: The population of the Waverly Community School is about 4,250 people. This area is one of the most populous of the twenty-seven school districts in Hartford.

MAJOR OBJECTIVES: The W.O.W. Program was designed to bring business and industries into the community school. Major industries include Southern New England Telephone Company, International Business Machine and The Travelers, Inc., just to name a few.

The courses which are offered by the community school to adults are not only for educational improvement but also for leisure enjoyment.

In addition, the commitment of the industries also point out to the participants that an acquisition of the necessary skills coupled with an understanding of new concepts arising because of technological improvements could lead to new career paths.

ACTIVITIES Activities include Slimmatics, Self-defense, Beginning Sewing, Advanced Sewing, Typing I and Typing II, Ceramics, Pottery. Transportation service is provided for all participants that are in need of it, also baby-sitting services are provided. IBM has extended its service to the program by offering the Office Skills Training Program to develop proficiency in clerical/secretarial skills so that participants can qualify for and obtain a career path job.

ACTIVITIES (Cont.)

EVALUATION DESIGN This program is evaluated primarily through staff, participant, and administrative assessments. Recommendations for course selection, modification, or improvement are collected on a semester-by-semester basis. In addition, attendance figures, placements, statistics, indications of employer satisfaction or dissatisfaction, and community reactions both formal and informal are assessed on an on-going basis. The overall evaluative intent is aimed at immediate program modification and refinement rather than the statistical presentation of data.

FINDINGS TO DATE WOW is operating more effectively this year. Students have remained in most classes for the two sessions, which is ten weeks. Students have also requested that we extend sessions until school is out for the summer or just through the month of May.

More students have enrolled in classes. They are requesting a registering mailing list for classes for 1974-75. Instructors' attendance has been extremely good.

DISSEMINATION PLAN. Advertising through local newspapers, (Hartford Star), local radio stations (W.K.N.D.); also companies that are involved with W.O.W. advertise through their bulletins and newsletters.

PROGRESS TOWARD ADOPTION:WOW - PROGRESS TOWARD ADOPTION

Although WOW still operates under Title III funding, plans are being made to institutionalize the program within the system. In all probability, funds from local and area business and industry will be devoted to this task.

Date completed or reviewed 22 May 74 Completed by Robert T. Bearine Phone (203) 566-6534

LEA: HARTFORD
PROJECT WAVERLY OPPORTUNITIES WORKSHOP (WOW)
CODE NO. 043 (2 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TI 043-001
Continuation Proposal	TI 043-002
Project Evaluation Report	TI 043-004
On Site Evaluation Report	TI 043-006

Local Educational Agency Hartford Board of Education

Address 249 High St., Hartford, Conn.

Project Director Elizabeth Neel and Cynthia Lewis

U S O E or
State Project Number

16-73-1002

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project Women Today and Tomorrow

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App	7/1/73	6/30/74	\$3,500.	\$3,500.
	Cont.				
	Cont.				
TOTAL					

Proposed Termination Date 6/30/74

Projected Title III funding for total project period

\$3,500.

TARGET POPULATION: Female population of Hartford's three high schools: approximately 3,500 students.

Faculties of Hartford's three high schools: approximately 500 teachers.

MAJOR OBJECTIVES:

Education of student body and faculty on changing role of women.

ACTIVITIES

Preparation of guidance booklet for high school girls.

Purchase of books and establishment of feminist bookshelves in three high school libraries.

In-service meeting of three high school faculties on subject of women.

Meeting with state technical school guidance counselors.

Responding to requests for booklets from teachers and counselors from New England and surrounding areas (over 100 requests).

Project Title:

Women Today and Tomorrow

U S O. E. or 16-73-1002

State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Booklet questionnaire, faculty questionnaire, circulation of library books.

FINDINGS TO DATE:

Mixed reaction so far.

DISSEMINATION PLAN:

Have found it necessary to delay dissemination pending action of the Board of Education.

PROGRESS TOWARD ADOPTION:

In-service for faculty December 6th, Hartford Public High School.
Booklets displayed in three high school libraries.
Booklets distributed to faculty.

Date completed or reviewed 4/6/74 Completed by Cynthia Reik Phone (203) 278-1365

LEA. HARTFORD
PROJECT: WOMEN TODAY & TOMORROW
CODE NO: 044 (1 microfiche)

Documents
Initial Operational Proposal

Identification Number
TT 044-001

Local Educational Agency Hillingdale Board of Education

U. S. O. E. or
State Project Number

Address Down Hall, Danfelsen, Conn.

Project Director Ernest M. Adams

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project Research Development and Innovation in the

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	1st Oper App	1/67	3/31/67	\$82,600	
	Cont				
	Cont				
TOTAL					

Proposed Termination Date 9/30/67

Projected Title III funding for total project period

82,600

TARGET POPULATION total school population in northeastern Connecticut ultimately.

MAJOR OBJECTIVES

1. to survey existing school programs and determine if adequate services.
2. to enlist professional resources to do research and status studies in area education.
3. To propose specific projects based on studies done.

ACTIVITIES

Teachers, administrators and parents are invited to participate in the major areas of research and development in the project.

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Analysis of the process and outcomes of planning.

FINDINGS TO DATE:

Some useful data were generated and a rather ambitious program implementation proposal was developed.

DISSEMINATION PLAN:

Community workshops, progress reports to participating schools speaking to community organizations.

PROGRESS TOWARD ADOPTION:

Because of reluctance by participants to undertake the operational state, the project did not progress beyond the planning phase.

Date completed or reviewed 4/21/74 Completed by R. Richards Phone (203) 261-1187

LEA: KILLINGLY
PROJECT RESEARCH DEVELOPMENT AND INNOVATION CENTER
CODE NO: 045 (1 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	IT 045-001

Local Educational Agency Project LEARN
 Address: 20 Island Ave., Madison, Conn. 06443
 Project Director: Francis J. Phillips

U S O E or
 State Project Number
 16-72-1926

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project Associate Special Education Resource Center (ASERC)

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App	7/1/73	6/30/74	\$30,000.	\$30,000.00
	Cont.	7/1/73	6/30/74	525,000.	\$36,648.00
	Cont.				
TOTAL					

Proposed Termination Date 6/30/75 Projected Title III funding for total project period \$71,500.

TARGET POPULATION: Project ASERC serves fifty-five (55) elementary and secondary schools throughout an eighteen (18) town area in Southeastern Connecticut. One hundred seventy (170) special education personnel and regular classroom teachers serving approximately thirty-thousand (30,000) pupils comprise the broad-based target population.

MAJOR OBJECTIVES:

1. To improve the teacher's understanding of the disabled learner.
2. To offer locally a long-range, graduate level program in teacher preparation.
3. To introduce special education consultants to local school systems.
4. To inaugurate a special teacher-release program for in-depth, on-site evaluation of pupils.
5. To establish a resource center for research and instructional materials.

ACTIVITIES

ASERC was established to serve as a satellite of the state special Education Resource Center at the Congrag Center in West Hartford, Connecticut. The function of ASERC is twofold: to provide both living and material resources for developing special education programs. In the first year, in-service activities totaled fifteen (15) separate workshops and seminars such as ITPA Teacher-Training Sessions, Achievement Motivation in the Jr.-sr. High School, and Remediation Strategies for Learning Disabled Pupils. Increasing demands for evaluation and distribution of instructional

Project Title: Associate Special Education Resource Center
(ASERC)

U S O E or 12-71-100
State Project Number

ACTIVITIES (Cont.)

materials are revealed by the following distribution figures: 1,705 items distributed during the first nine months of the project and 1,075 items distributed for the entire 1972-73 school year.

EVALUATION DESIGN A four-part evaluation form, one for teachers and another for principals, was utilized for the project evaluation of in-service programs and adequacy of materials. Separate forms for the evaluation of instructional materials were included and retrieved through the distribution of each item. Immediate and continuous evaluation of all programs was maintained through many communiques between special education personnel in the local schools and the staff at ASERC. Evaluation reports for special projects and consultant services are included in the end-of-year project evaluation.

FINDINGS TO DATE. Results of first-year project evaluation indicated a high degree of satisfaction and a strong interest by teachers and administrators to continue the in-service programs.

Regarding the quality and type of materials distributed:

Quality--from good to excellent.

Variety--excellent with the exception to purchase more material for middle and high school pupils.

Type--a high degree of multi-sensory and intrinsic motivational value.

DISSEMINATION PLAN: Project information was disseminated on a continuous basis throughout the eighteen (18) participating towns to superintendents of schools, principals, teachers, Board of Education members, State Department of Education Personnel, and interested educators outside the Project MARR participating towns.

PROGRESS TOWARD ADOPTION. The willingness by local communities to contribute local additional support funds during the second year of the project is encouraging evidence that ASERC will be totally adopted and supported by the participating communities upon withdrawal of Title III funding.

Date completed or reviewed 1/26/74 Completed by Harold J. ... Phone (203) ...

LEA: LEARN
PROJECT: ASSOCIATED WITH THE EDUCATION RESOURCE PROJECT
CODE NO: 00 (4 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	00-001-01
Continuation Proposal	00-001-02
Project Evaluation Report	00-001-03
On-Site Evaluation Report	00-001-04

Local Educational Agency _____

U.S.O.E. or
State Project Number

Address _____

Project Director _____

ABSTRACT: NAREA _____ PROJECT OF REGION _____ FUNDED UNDER TITLE III (SEA)

Title of Project _____

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
In Oper App		7/1/70	6/30/71	10,000.00	
Cont		7/1/70	6/30/71	10,000.00	
Cont		7/1/70	6/30/71	7,000.00	
TOTAL				27,000.00	

Proposed Termination Date 6/30/71

Projected Title III funding for total project period

TARGET POPULATION

MAJOR OBJECTIVES

1. to stress and restress repeated exposure to the world from a variety of view points in interdisciplinary approach.
2. to provide teachers and students with a variety of materials and techniques that will enable them to understand the world better.

ACTIVITIES

1. to provide a variety of materials and techniques that will enable them to understand the world better.

2. to provide a variety of materials and techniques that will enable them to understand the world better.

Project Title: _____

USOE or other
State Project Number

ACTIVITIES (Cont): _____

EVALUATION DESIGN

questionnaires, quality of work, time in implementation, _____
response, knowledge, attitudes, _____

FINDINGS TO DATE

towns buy into program, _____

DISSEMINATION PLAN

Education" to all areas _____

PROGRESS TOWARD ADOPTION

program, providing _____

Date completed or reviewed _____ Completed by _____ Phone _____

LEA: MANCHESTER
PROJECT: PROJECT OUTDOORS
CODE NO. 047 (6 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Planning Proposal	IT 047-000
Initial Operational Proposal	IT 047-001
Continuation Proposal	IT 047-002
Continuation Proposal	IT 047-003
Project Evaluation Report	IT 047-004
On Site Evaluation Report	IT 047-005

Project Title: Seminars in Affective Education Leadership
(SAEL)

U S O E or 16-72-1024
State Project Number

ACTIVITIES (Cont.):

2. Direct services to group of grades 5, 6, 7, and 8 on demonstration class at invitation and according to plan of teachers.
3. Researching and providing materials and resources.
4. Training leaders to work with other teachers.
5. Intensive workshop to give lead time to teachers.
6. Use of affective education method as integral part of In., Education.

EVALUATION DESIGN

1. Feedback questionnaires (post, continuous measures (weighted).
2. Evaluative measures by pupils as to climate of class.
3. Comparative sociograms.
4. Appropriate standardized tests.

FINDINGS TO DATE.

1. Seminars reached about 50% of staff.
2. Skills used by 50% of all teachers, some who did not take seminars.
3. Skills used by staff and administration to solve problems.
4. Very positive and extended effect on groups of students.
5. Needed are materials requested by parents and more and more teacher availability into high school.

DISSEMINATION PLAN.

1. Development of brochure to be mailed out to area towns and request across the nation.
2. Presentation of project to Superintendents' Association.
3. Special articles in local and state-wide newspapers.

PROGRESS TOWARD ADOPTION.

Local funding with no question.
Landham interested in joining Mansfield.
More and more teachers are asking to learn and use methods in class.
Interest reaching into high school
Parents supportive.

Date completed or reviewed 5/19/74 Completed by BARBARINE RICHMOND Phone (203) 261-5224

LEA: MANSFIELD
PROJECT: SEMINAR IN EFFECTIVE EDUCATION LEADERSHIP (AELL)
CODE NO: 048 (2 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	IT 048-001
Continuation Proposal	IT 048-002
Project Evaluation Report	IT 048-004
On Site Evaluation Report	IT 048-007

Local Educational Agency Meriden Board of Education	U S O E or
Address City Hall, Meriden, Conn. 06450	State Project Number
Project Director Arnold Posner	16-73-1021

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project Project Cable - RAVE

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
In Oper App		7/1	6/30/77	\$51,450.	\$51,450. Title III
Cont.					46,100. Local funds
Cont.					\$97,550. Total
TOTAL					

Proposed Termination Date 6/30/77

Projected Title III funding for total project period
\$150,000.

TARGET POPULATION The towns of Meriden, Wallingford, Cheshire, Bethel and Wolcott. The project area covers 68 public and non-public schools, 2,000 teachers, and a student enrollment of about 38,000 students. Since many home viewers will be able to receive the CATV educational channels, the project's programming will reach thousands of additional citizens.

MAJOR OBJECTIVES To establish a cable educational television network inter-connecting the schools and utilizing the potential of a cable television system. To mold the programming of the educational channels to the needs of the participating towns and produce local programs to suit these needs. To act as a clearinghouse where users of the CATV educational access channels can seek advice and professional expertise.

ACTIVITIES To hold workshops for teachers on the utilization of TV in education and on production techniques. Meet with local CATV franchise owners to assure that project objectives will be met. Survey teachers and administrators to determine curriculum needs common to the participating towns. Establish a service to repair all TV, VTR and distribution equipment in the participating towns and to provide technical and engineering expertise. Produce local TV pilots based on the findings of the planning year. Disseminate information to the community about CATV and the effect it will have

ACTIVITIES (Cont.):

on their daily lives in an effort to motivate interest and therefore, participation.

EVALUATION DESIGN: Questionnaires administered to teachers. Evaluation response of workshops, lectures, presentations, logs and records of meetings and assistance offered to the participating towns. Response to pilot programs. Professional evaluation and recommendations.

FINDINGS TO DATE: Teachers indicate a strong interest in using TV equipment in their classrooms. Most are interested in additional training in order to produce programming for the CATV educational channel. In the community, the nature of the CATV system is widely misunderstood.

DISSEMINATION PLAN. A C.E.S., contact with groups of similar concerns, brochures, explaining proposal and progress of project, local newspaper articles, radio and television appearances, local CATV origination channels, our own locally produced programs and spots, news releases to audio-visual and professional magazines.

PROGRESS TOWARD ADOPTION. The project staff has visited other projects with similar objectives. A repair service has been initiated. Inservice videotapes have been made available to the towns as well as additional videotaped programming. All-day regional TV utilization workshops have been attended by about 200 teachers. Individual assistance and workshops have taken place. A bibliography of TV/Education resources has been published in conjunction with A.C.E.S. indicating title available in our Cable-RAVE library. Ongoing discussions continue with CPTV, the cable operators and other CATV groups in order to secure the project's objectives.

LEA: MERIDEN
PROJECT CABLE RAVE
CODE NO 049 (1 microfiche)

Documents
Initial Operational Proposal

Identification Number
TI 049-001

Local Educational Agency _____

U.S. Office for
State Project Number

Address _____

Project Director _____

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III SEA

Title of Project _____

Funding	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
	Type	From To		
Ir Oper App		11/1/73 12/31/73	3,000	3,000
Cont				
Cont				
TOTAL				

Proposed Termination Date 6/30/73

Projected Title III funding for total project period

TARGET POPULATION

Director of Personnel
Director of Middle Schools
Director of Guidance
5 Guidance Counselors

MAJOR OBJECTIVES

1. create a pool of individuals who are capable of providing a series of activities which will be of value to the target population.
2. create an evaluation procedure which will allow the project to measure and report on the effectiveness of the project.
3. apply the results of the project to the target population in order to improve the quality of the educational process.

ACTIVITIES

Activities include: recruitment of personnel, training of personnel, implementation of project, evaluation of project, and dissemination of results.

Project Title

U.S.O.E. or
State Project Number

ACTIVITIES (Cont)

Phase 1: Initial assessment of the current situation and identification of the problem.

Phase 2: Development of a plan of action to address the identified problem.

Phase 3: Implementation of the plan of action.

Phase 4: Evaluation of the results of the plan of action.

EVALUATION DESIGN

Objective: To determine the effectiveness of the intervention in achieving the stated goals.

Instrumentation: The evaluation will utilize a combination of qualitative and quantitative methods, including interviews, focus groups, and surveys.

Assessing: The effectiveness of the intervention will be assessed by comparing the results of the intervention group to the control group.

Design: The evaluation will be conducted using a quasi-experimental design, with data collected at baseline and follow-up.

Validity: The validity of the evaluation will be enhanced by using multiple data sources and triangulation of data.

Reliability: The reliability of the evaluation will be ensured by using standardized instruments and procedures.

DISSEMINATION PLAN

The results of the evaluation will be disseminated through a variety of channels, including reports, presentations, and workshops.

PROGRESS TOWARD ADOPTION

The progress toward adoption of the intervention will be monitored through regular communication and reporting.

Date of report

LEA

1981-1982

PROJECT

AN EXPERIMENTAL PROGRAM IN THE
SERVICES

1. No

1. Identification

Documents

Identification Number

Initial operational proposal

1-1

Project evaluation report

1-2

Final evaluation report

1-3

!

Local Educational Agency Meriden Board of Education

U.S.O.E. or
State Project Number

Address City Hall, Meriden, Conn.

Project Director Salvatore Polio

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III/SEA

Title of Project RAVE (Regional Audio Visual Education)

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App	6/25/69	8/30/69	\$37,459.	
	Cont				
	Cont				
TOTAL					

Proposed Termination Date 6/30/69

Projected Title III funding for total project period
\$37,459.

TARGET POPULATION This project was designed to assist the instructional program serving the 31,000 pupils in the project area. The school systems served are Meriden, Cheshire, Southford, and Wallingford (Wallingford has been added by consent of the other towns as an equal partner in the project).

MAJOR OBJECTIVES

1. Establish a centralized facility for the programming, production, and distribution of video tape and other audiovisual material and equipment.
2. To build, through joint purchasing, a film and materials library.
3. To share technical services required by the equipment.
4. To tie in with the METRO Area Resources Center and its facilities and expertise.
5. To provide cooperative efforts of the planning committee and the staff for instructor and in-service training.

ACTIVITIES

1. Established a cooperative materials library for instructional purposes.
2. Established a reliable repair service for A.V. equipment with a system for pickup and return directly with the schools.
3. Established procedures for utilization of the METRO library facilities.
4. Established a center for the preparation of video tapes for instructional use.

ACTIVITIES (Cont.)

EVALUATION DESIGN

1. An appraisal of the present and potential use of the facilities in both the establishment and operation of the total station and repair facilities.
2. Evaluation of the present and potential costs and personnel requirements.
3. Evaluation instruments are primarily of a record-keeping nature.

FINDINGS TO DATE

RAVE has achieved a significant reduction in the cost of repair and regionally operated repair services. It has also extremely valuable data on repair expenditures and is now in a position to instrument and monitor.

DISSEMINATION PLAN

as follows:

1. publication of materials on the findings
2. periodic newsletter for staff agencies
3. use of all available media to increase public awareness
4. conferences, meetings, workshops

PROGRESS TOWARD ADOPTION

During the first year of operation, the station, after a period of trial, moved toward the budgeted expenditure. General support terminated at the end of the first year and the towns contributed a fee of \$100 per pupil to continue in operation at a reduced level of expenditure. The reduction was the elimination of television and videotape services. Since 1973 the project has continued to operate at that fee schedule and was expanded to include the following facilities for 1974-75 which were approved for 1974-75 which is \$112 per pupil. The operation of which was approved by the State's approval of a new title I program for the school which was approved for 1973-74 and 1974-75.

Local Educational Agency Middlebury School District

U.S.O.E. or State Project Number

Address 316 Main Street
Middlebury, Vermont

Project Director Charles G. ...

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III, P.L. 94-142

Title of Project ...

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
In Oper App					
Cont					
Cont		7/1/69	6/30/70		
TOTAL					

Proposed Termination Date 6/30/70

Projected Title III funding for total project period

TARGET POPULATION

through teacher education

MAJOR OBJECTIVES

1. To enlist the cooperation of ... social studies instruction
2. To introduce into area schools ... developed in the project state
3. To improve teacher competence ...
4. To oversee the implementation of ... demonstration project

ACTIVITIES

The project staff ... Educational Partnership ... evaluate exemplary instructional programs and to provide ... underlying social ... extensive workshop training ... area teachers and several pilot programs were ...

Project Title:

U S O E or / / - / / - / /
State Project Number

ACTIVITIES (Cont.)

EVALUATION DESIGN

questionnaires, field notes, and analysis techniques were used to evaluate participation, teacher acceptance of new approach, material quality, and materials cost, and student interest.

FINDINGS TO DATE

- Much of the instructional material created was received with enthusiasm.
- Most pilot programs were well accepted and implemented.
- The teacher training efforts resulted in improved attitudes toward the new interest in social science education.

DISSEMINATION PLAN

Regular area conferences will be held to disseminate information on instructional materials.

PROGRESS TOWARD ADOPTION

Instructional materials developed for pilot programs will be distributed to other programs and interested schools.

Date completed or reviewed _____ Completed by _____ Phone: 203 _____

1. The first part of the document is a list of names and addresses of the members of the committee.

2. The second part of the document is a list of names and addresses of the members of the committee.

3. The third part of the document is a list of names and addresses of the members of the committee.

4. The fourth part of the document is a list of names and addresses of the members of the committee.

5. The fifth part of the document is a list of names and addresses of the members of the committee.

6. The sixth part of the document is a list of names and addresses of the members of the committee.

7. The seventh part of the document is a list of names and addresses of the members of the committee.

8. The eighth part of the document is a list of names and addresses of the members of the committee.

9. The ninth part of the document is a list of names and addresses of the members of the committee.

Local Educational Agency Field

U.S.O.E. or
State Project Number

Address 311 S. 11th St. Milwaukee, Wis. 53204

U-71-1-17

Project Director John J. C. [unclear]

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III, SEA

Title of Project Project for the Improvement of the Quality of Instruction in the

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App	7/72	6/73	\$22,000.	\$22,000.
	Cont	7/72	6/73	1,000.	1,000.
	Cont	7/72	6/73	1,000.	1,000.
		7/73	6/74	207,500.	207,500.
TOTAL				231,500.	231,500.

Proposed Termination Date June, 1974

Projected Title III funding for total project period

\$231,500.

TARGET POPULATION 100 students in 10 classrooms of

MAJOR OBJECTIVES to provide a learning environment

will

1. stimulate individual responsibility and initiative.
2. provide studies relevant to student interests and needs.
3. create a more personal, community spirit between staff and students.
4. be a model for change in the regular school program.

ACTIVITIES

will be a weekly meeting of the staff to discuss the progress of the project which students elect to run a wide range of projects. The staff will be organized with each staff member assigned to a specific project. The activities are designed cooperatively to provide a learning environment. The staff will share a shared responsibility and staff will be held responsible for the activities integrated with the regular school program.

Project Title

Class of Withdrawing Students (C.W.A.S.)

U.S.O.E. or 16-71-1-1

State Project Number

ACTIVITIES (Cont.)

EVALUATION DESIGN. Written products, data on students' interest, individual growth, and motivation at the beginning of the project, questionnaires, and self-reports are used to elicit student perceptions of the project, organizational operations, and program effectiveness.

FINDINGS TO DATE: With few exceptions, students have been very favorable in their evaluations of C.W.A.S. Likewise, performance data shows patterns of individual growth and increased motivation. These findings have no difficulty in meeting admission requirements of high selective colleges.

DISSEMINATION PLAN Newsletters, publications, and release materials are exchanged.

PROGRESS TOWARD ADOPTION. There has been increasing local support--financial and otherwise. In the 1973-74 year, the Middletown Board of Education is providing more than half of the support needed as C.W.A.S. functions as an integral unit within the new Middletown High School facility.

Date completed or reviewed 12/5/73 Completed by J. J. IVINS

Phone (203) 253-1212

1-7-74

EDRS
Full Text Provided by ERIC

<u>Document</u>	<u>Identification No.</u>
Planning Proposal	053-000
Initial operation proposal	053-001
Continuation Proposal	053-002
Continuation Proposal	053-003
Project Evaluation Report	053-004
Project Evaluation Report	053-005
On Site Evaluation Report	053-007
On Site Evaluation Report	053-008

Local Educational Agency Monroe Board of Education

Address: Monroe Turnpike, Monroe, Conn. 06468

Project Director: Lorraine Short

U.S.O.E. or
State Project Number

16-73-1023

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project Monroe Builds Communications

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App	7/1/73	6/30/74	\$24,400.	
	Cont.				
	Cont.				
TOTAL					

Proposed Termination Date 6/30/76

Projected Title III funding for total project period:
\$60,000.

TARGET POPULATION Primarily youth of the community (especially high school population) and their families.

MAJOR OBJECTIVES:

1. To identify needs of the youth of the community and to communicate those needs to the school system and civic organizations.
2. To help develop clearer understanding of self and values among the youth.
3. To increase communication and decision-making skills among youth.
4. To increase level of meaningful communication between youth, teachers, parents, and other adults.

ACTIVITIES:

1. Human relations groups within which youth and adults explore themselves and one another in terms of values, etc.
2. Individual counselling and family counselling.
3. Community workshops on drug information and other value and decision-making issues for youth and families.
4. Workshops for teachers on same topics.

ACTIVITIES (Cont.):

5. Presentations to community organizations re the program itself and its aims and its impressions.

EVALUATION DESIGN

1. Self-evaluation by group members of their own development during period of group attendance.
2. Evaluation of counselor and sessions by individual counselors.
3. Estimation of helpfulness of contact with the program by parents and teachers.
4. Statements of evaluation by school administrators.

FINDINGS TO DATE:

Group members, individual counselors, and families of program participants reported strongly positive effects of participation on tolerance of others and communication skills. Teachers found the program helpful - however, most teachers were indifferent to the program and resisted efforts at collection of evaluations. Participants in community workshops reported strongly positive impressions of their involvement.

DISSEMINATION PLAN:

Report to Monroe Board of Education and to each organization which is represented on the advisory council.

Report to community through news reports in local papers.

PROGRESS TOWARD ADOPTION:

No commitment on local level for funds. Several sources of funds have been contacted by the Board of Education which seems to be strongly supportive as indicated by their endorsement of year 2 application. Responses from funding sources have not yet been received.

LEA MONROE
PROJECT: MONROE BUILD COMMUNICATION
CODE NO: 05. (1 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	IT 054-001

Local Educational Agency New Britain Board of Education

Address 27 Hillside Place, New Britain, Conn.

Project Director Richard Jacobson

U S O E or
State Project Number

7-3937-0

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III FSI A

Title of Project New Learning Center

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
In Oper App		6/20/67	6/27/68	\$153,340.	\$153,340.
Cont		7/1/68	6/30/69	\$158,720.	\$158,720.
Cont					
TOTAL					

Proposed Termination Date 6/30/69 Projected Title III funding for total project period \$322,060.

TARGET POPULATION The project served 30 handicapped pupils of elementary school age exhibiting a range of social/emotional disabilities. They were initially screened and referred by the 6 participating school districts.

MAJOR OBJECTIVES.

1. To provide assessment and remediation procedures for students with learning disabilities, due to neurological and behavioral dysfunctions.
2. To develop specific learning prescriptions for individual students.
3. To provide inservice training for teachers.

ACTIVITIES

Pupils accepted by the Center for further diagnosis attended a "prescription class" for two weeks for determination of child's status, his needs, and an educational prescription. Those in need of intensive programs not provided by the referring school continued in Center program with the goal of ultimate return to regular classroom with supportive services continued. Others returned to their own schools with a prescription to their principals recommending a program to be followed. Teachers

ACTIVITIES (Cont.)

from the participating schools were trained at the center to read and implement prescriptions with their students.

EVALUATION DESIGN Applications of the diagnostic and remedial measures during diagnostic phase and periodically during intervention program. Pre and post-testing comparisons.

FINDINGS TO DATE Due to frictions within the project, the full evaluation design was not implemented. A less formal study of participant reactions revealed a number of positive outcomes in terms of teacher response and parent opinion.

DISSEMINATION PLAN The dissemination services, i.e., newsletter and conferences provided in an area of administrative center were utilized by the project.

PROGRESS TOWARD ADOPTION While the project had some impact on the communities' special education services, the centralized diagnostic and training programs were not continued through local funding.

LEA NEW BRITAIN
PROJECT THE LEARNING CENTER
CODE NO 055 (4 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 055-001
Continuation Proposal	TT 055-002
Project Evaluation Report	TT 055-003

Local Educational Agency _____

U.S.O.E. or
State Project Number

Address _____

Project Director _____

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III-ESEA

Title of Project _____

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App	7/71	6/72	48,114.	
	Cont	7/71	6/72	12,000.	
	Cont	7/72	6/73	12,775.	
TOTAL					

Proposed Termination Date June, 1973

Projected Title III funding for total project period
\$72,889.

TARGET POPULATION

_____ and
Bridgport.
_____ paraprofessionals, administrative, parents,
_____ teachers, _____,
_____.

MAJOR OBJECTIVES

- Participants will identify and describe the needs of students with disabilities and their families, with dialysis, and their impact on the program, and establish a positive teacher-student relationship.
- Participants will explore a variety of different teaching techniques which will be applicable to the content areas.
- Participants will identify individual differences and their impact on student adaption to individual needs.
- Each teacher will be able to identify and describe the needs of students with disabilities and their families.

ACTIVITIES

_____ all _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

ACTIVITIES (Cont)

EVALUATION DESIGN

Teacher self-rated attitude survey

Teacher questionnaire

Data collected from class observations

Week-end works on quality standards

1972-73 Pilot Study - Creativity - 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th

1971-72 Pilot Study - Study of discipline as determined by discipline referrals, suspensions, and detentions

FINDINGS TO DATE:

1. Participants felt strong that the project objectives were not most satisfactory. This was supported by the data collected from the classroom observation study.
2. The "creativity" study project showed a positive result with a growth of six standard deviations reported.
3. The "discipline" study project showed a decrease in discipline referrals and a 40% reduction in suspensions.

DISSEMINATION PLAN

1. Compendium of activities and materials developed by participants
2. Dissemination through the national relations program
3. Participants trained as trainers will conduct the program as a part of demonstration workshops in their own schools and districts

PROGRESS TOWARD ADOPTION

Both systems have adopted a program of in-service for all principals and teachers. The trained leaders will work with other teachers in their systems.

- a. in-service programs (for in-service credit)
- b. creating the position of resource persons for the program
- c. releasing trained people to other schools and districts to assist in the steps within the system

Local Educational Agency

U.S.O.F. or
State Project Number

Address

Project Director

ABSTRACT - NATIONAL REPORT OF PROJECT FUNDED UNDER TITLE III, ES/A

Title of Project

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
In. Oper App		7/1			
Cont		7/1			
Cont					
TOTAL					

Proposed Termination Date 6/30 75

Projected Title III funding for total project period

TARGET POPULATION The community planning council is a representative committee of a federally funded initiative designed to provide representation of parents, students, teachers and administrators from The New Haven Public School System. There are also two paid staff members. The voting representatives and the executive committee of CPCEA are elected from child-enrichment foundation and community organizations. A spin-off program, serves 100 students.

MAJOR OBJECTIVES CPCEA is committed to identifying and providing alternative educational programs, as well as to encourage the formation of new ones. The CPCEA seeks to provide a framework for the community to work cooperatively toward solutions for many school problems. CPCEA is a cooperative venture between the community and "the school system." The objectives of this school - the community are:

1. To provide intensive, flexible and responsive guidance for each student, and to help develop with him an educational program tailored to his individual needs and interests.
2. To encourage the student to take responsible decisions concerning his interests and the program needed to reach them.
3. To make available to students the extra-curricular resources that are available in the cultural and social institutions of the community.

ACTIVITIES The community planning council is a voluntary organization that is part of the New Haven Board of Education. It has been established as a separate entity. The council is a resource center for the community. It provides a wide range of educational alternatives and services to the community. It provides a variety of services on various topics of interest to parents, students, teachers and administrators, and offers use of its Media center of video tape, audio tape, cassette tapes, and micro-fiche reader. The council also provides a variety of services tailored to student interests and needs. The council is a resource center for the community.

ACTIVITIES (Cont)

interested in the project...
...classroom...

EVALUATION DESIGN

...research...
...statistical...
...desire of the...
...association with...
...regular...
...educational...
...students...
...classroom...

FINDINGS TO DATE

...evaluation...
...survey...
...as...
...equal...
...students...
...students, parents...

DISSEMINATION PLAN

...organization...
...materials...
...workshops...
...conferences...

PROGRESS TOWARD ADOPTION

...evaluation...
...part...
...system...
...students...
...question...



1. Introduction
2. Objectives
3. Methodology
4. Results
5. Discussion
6. Conclusion

1. Introduction	10
2. Objectives	15
3. Methodology	20
4. Results	25
5. Discussion	30
6. Conclusion	35

Local Educational Agency New Haven Board of Education

Address 200 Main Street, New Haven, Conn.

Project Director Carl Roberts

U S O E or State Project Number 7-0-415-0

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESIA

Title of Project

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App	6/1/68	6/30/68	\$114,563.	
	Cont	7/1/68	6/30/69	211,162.	
	Cont	7/1/69	6/30/70	229,000.	
TOTAL					

Proposed Termination Date 6/30/70

Projected Title III funding for total project period \$555,725.

TARGET POPULATION

The project served over 100,000 pupils mostly in the elementary grades in a diverse school system throughout the state. Also some 150 teachers participated in in-service training programs.

MAJOR OBJECTIVES:

1. To intensify and diversify the child's experience in the arts.
2. To enhance the child's ability to communicate and express himself through creative endeavors.
3. To provide children with a standard of excellence in artistic expression.
4. To stimulate among cultural organizations a desire for improving arts programs within the state's schools.

ACTIVITIES

With the assistance of the State Commission on the Arts, the talents of professional artists were enlisted to provide encouragement and guidance of in-school arts projects incorporating music, graphics, dance, theater, and photography. Certain talented individuals were appointed as school-level coordinators as well as serving as workshop leaders and consultants. The application of the arts in a range of curricular areas was stressed as was

ACTIVITIES (Cont):

1. Staff

EVALUATION DESIGN:

The areas of evaluation were the contents of the project, the organization of the project, and the relation of the project to the schools. Evaluation methods included interviews, observations, student responses, records of meetings and examples of student creative output.

FINDINGS TO DATE:

1. The artist-participants won acceptance from teachers and pupils and were successful in revitalizing school art efforts.
2. Pupils responded enthusiastically to the new opportunities provided and demonstrated much original talent and creativity.
3. Teachers exhibited openness to new ideas and willingness to try out new skills acquired.

DISSEMINATION PLAN

Dissemination was accomplished through news releases, press hours, student performances, exhibits and regular staff meetings.

PROGRESS TOWARD ADOPTION

Although the central project staff has not been maintained, the concepts and activities promoted have been incorporated into the programs of the participating schools. In addition, the State Arts Commission has created a continuing artist-in-residence support program available to districts across the state. Thus, the concepts demonstrated have been perpetuated.

Date completed or reviewed _____

Completed by _____

Phone (203) _____

566-2287

LEA NEW HAVEN
PROJECT PROJECT "CREAT"
CODE N (C) (S) (R) (E) (T) (I) (C) (H) (E)

<u>Number</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 058-01 + addendum
Continuation Proposal	TT 058-02
Continuation Proposal	TT 058-03
Impact Evaluation Report	TT 058-04
Project Evaluation Report	TT 058-05
Final Site Evaluation Report	TT 058-06
Final Site Evaluation Report	TT 058-07

Local Educational Agency Name

Address

Project Director

USOE or
State Project Number

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III, ES/A

Title of Project

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
Oper App					
Cont					
Cont					
TOTAL					

Proposed Termination Date

Projected Title III funding for total project period

TARGET POPULATION

MAJOR OBJECTIVES

ACTIVITIES

1. NEW YORK
RESEARCH AND DEVELOPMENT AND INFORMATION
UNIT OF THE STATE UNIVERSITY OF NEW YORK

<u>DOCUMENTS</u>	<u>IDENTIFICATION NUMBER</u>
Initial Operational Proposal	100-1001
Project Evaluation Report	100-1002

Local Educational Agency

U.S.O.E. or
State Project Number

Address

Project Director

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III, SE A

Title of Project

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	Upper App				
	Cont				
	Cont				
TOTAL					

Proposed Termination Date

6/24/84

Projected Title III funding for total project period

2,375

TARGET POPULATION

MAJOR OBJECTIVES

ACTIVITIES

Project Title _____

U.S.O.E. or _____

State Project Number _____

ACTIVITIES (Cont.)

EVALUATION DESIGN

FINDINGS TO DATE

DISSEMINATION PLAN

PROGRESS TOWARD ADOPTION

Date completed or reviewed _____ Completed by _____

Phone (269) _____

LEA ...
...
...

...
...
...

Local Educational Agency

Address

Principal Name

Project Name

TOTAL



Proposed Termination Date

TARGET POPULATION

MAJOR OBJECTIVES

ACHIEVEMENT

Project Title

U.S. Office of
State Projects

ACTIVITIES (Cont.)

EVALUATION DESIGN

FINDINGS TO DATE

DISSEMINATION PLAN

PROGRESS TOWARD ADOPTION

Date completed or reviewed

Completed by



Local Educational Agency

U.S.O.F. or
State Project Number

Address

Project Director

ALL FUNDING IS A PART OF THE PORTFOLIO OF DECISIONS UNDER THE IDEA

Date of Project

Funding

Funding Type	Period of Funding		Amount of Grant	Total Operating budget by funding period
	From	To		
Oper App				
Cont				
Cont	70	8/71		
TOTAL				

Proposed Termination Date

8/71

Projected Title III funding for total project period

TARGET POPULATION

MAJOR OBJECTIVES

ACTIVITIES

ACTIVITIES (Cont.):**EVALUATION DESIGN:**

1. Outside consultant used: Dunlap and Associates
2. Self-evaluation for individual projects by participants.

FINDINGS TO DATE:

1. Cooperative activity among school systems has been increased in that a number of activities are now conducted on a regional basis.
2. School systems had the opportunity to explore new procedures with limited financial involvement and limited threat. After a trial period the procedure could be accepted or discarded without the danger of violating a vested interest within the school system.

DISSEMINATION PLAN: A Newsletter was published from the inception of the project on a twice monthly basis (the Newsletter was continued after the close of the Federal funding on a monthly basis). Regular news releases were issued. Demonstration meetings were organized to show how available services were carried out.

PROGRESS TOWARD ADOPTION: Since the end of the Title III funding period SPRED has been maintained as a service center under the "Inter-district Committee" concept of Section 158b, c, of the Connecticut Statutes. Fees are charged for services rendered with an assessment to each activity on the basis of in one produced by each activity.

Date completed or reviewed 3-27-74 Completed by: Anthony Brackett Phone: (203) 762-5518

LEA: NORWALK
PROJECT: SCHOOL PROGRESS REACHES EACH DISTRICT (SPRED)
CODE NO: 062 (14 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Planning Proposal	TT 062-000 I & II
Initial Operational Proposal	TT 062-001
Continuation Proposal	TT 062-002
Continuation Proposal	TT 062-003
Project Evaluation Report	TT 062-004
Project Evaluation Report	TT 062-005
Project Evaluation Report	TT 062-006
On Site Evaluation Report	TT 062-007
On Site Evaluation Report	TT 062-008
On Site Evaluation Report	TT 062-009

Local Educational Agency: Old Saybrook Board of Education

Address: Old Saybrook, Conn.

Project Director: Francis D. Robinson

U. S. O. E. or
State Project Number
67-2961

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project LEARN

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/67	6/68	\$208,784.	\$216,904.
	Cont.	7/68	6/69	\$274,968.	\$316,365.
	Cont.	7/69	6/70	\$125,000.	\$190,966.
TOTAL				\$608,752.	\$724,235.

Proposed Termination Date 6/70

Projected Title III funding for total project period:
\$608,752.

TARGET POPULATION: Students K-12 and school personnel in shoreline area of the state.

MAJOR OBJECTIVES:

1. To supplement and enrich existing school curricula.
2. To provide teacher training opportunities.
3. To provide performing arts and cultural programs.
4. To inaugurate demonstration and pilot projects.
5. To stimulate creativity and innovation in education.
6. To create cultural and educational links with the community-at-large.

ACTIVITIES:

A range of services have been offered to participating school systems, including circulating media holdings, workshops in many subject fields, curriculum development projects, shared consultative services, cultural and artistic programs and special education resources and instruction.

Project Title: Project LEARN

U. S. O. E. or 67-2961
State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: A variety of evaluation approaches were applied, including participants' questionnaires, media rating scales, incidence of participation/usage, and financial support.

FINDINGS TO DATE: In general, the programs and services offered by LEARN have been well received by its clientele. This is demonstrated by evaluation evidence and by the tangible financial commitment by participants.

DISSEMINATION PLAN: Newsletter, open houses, speaking engagements, news releases, brochures and catalogs.

PROGRESS TOWARD ADOPTION: A number of programs begun as pilot efforts under Title III support have become integral to the area's education. LEARN, as a bonafide area educational services center, continues to operate under stable local support.

Date completed or reviewed 4/15/74 Completed by P. Robinson Phone (208) 245-1301

LEA: OLD SAYBROOK
PROJECT: LONG-RANGE EDUCATIONAL ASSISTANCE FOR REGIONAL NEEDS
(LEARN)
CODE NO: 063 (13 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Planning Proposal	TT 063-000
Initial Operational Proposal	TT 063-001
Continuation Proposal	TT 063-002
Continuation Proposal	TT 063-003
Project Evaluation Report	TT 063-004
Project Evaluation Report	TT 063-005

Local Educational Agency Plainville Board of Education

Address: 47 Walnut Street, Plainville, Conn. 06062

Project Director Robert W. Gilligan

U. S. O. E. or
State Project Number

16-72-1027

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Career Orientation and Curriculum Redesign

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/72	6/30/73	\$16,300.	\$26,600.
	Cont.	7/1/73	6/30/74	\$13,300.	\$23,800.
	Cont.				
TOTAL					

Proposed Termination Date 6/30/75

Projected Title III funding for total project period:
\$42,000.

TARGET POPULATION: All of the elementary students in Plainville Public Schools; administrators; teachers; and residents of the community.

MAJOR OBJECTIVES:

1. To establish a career education advisory committee. It will consist of representatives from business, industry, labor, education, and the home. Educators will work in conjunction with the advisory committee to formulate plans for development of the program.
2. To plan and develop a comprehensive, integrated, career education program for Trask elementary school.
3. To re-orient personnel, curriculum methodology and strategy to reflect a program of career education on the elementary school level.
4. To field test and disseminate information concerning the project.

ACTIVITIES: An advisory committee has been formed and meets on a monthly basis during the school year. A workshop in cooperation with the Division of Technology at Central Connecticut State College was given to thirty participants. Activities were designed to orient the teachers to career education and the cluster concept of grouping careers, to identify career implications of their particular disciplines and to develop a model curriculum guide for grades K-6. Field testing of curriculum materials, field trips to area businesses and industries and industrial arts projects using hand tools

ACTIVITIES (Cont.):

are a few of the activities being tried with students.

EVALUATION DESIGN:

Evaluation will be a continual process as to methodology and reception by the students for a determination of meeting project objectives.

Objectives in the curriculum guide were started in behavioral terms and will be evaluated by each teacher.

A survey developed by the teachers will be used in September and June of each year to measure student attitudes.

FINDINGS TO DATE:

The first two years of the program have produced the following results: a highly successful advisory committee, a teacher workshop which accomplished an orientation of personnel and the development of curriculum guidelines for grade levels K-6, trial testing and revision of the curriculum materials developed, industrial arts activities integrated with the subject areas taught, numerous trips to area businesses and industries, greater parental involvement in the school, and a greater interest and involvement in the learning experience by the students.

DISSEMINATION PLAN:

Information about project activities is being made available to all the medias in the surrounding area. The director and his staff have presented the program to many groups and have had various educators from all over Connecticut visit the program. The curriculum guide will be disseminated to interested parties after June, 1974.

PROGRESS TOWARD ADOPTION:

For the first two years the project has been contained in one elementary school. During the third year the director will begin working with the teaching staffs of the four remaining elementary schools in Plainville on the adoption of the curriculum model developed by the workshop participants. In the school year 1975-76, this will become an established Board of Education Program.

Date completed or reviewed 5/5/74 Completed by: Robert Gilligan Phone: (203) 747-5544

LEA: PLAINVILLE
PROJECT: CAREER ORIENTATION AND CURRICULUM REDESIGN
CODE NO: 064 (3 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 064-001
Continuation Proposal	TT 064-002
Project Evaluation Report	TT 064-004
On Site Evaluation Report	TT 064-006

Local Educational Agency: Board of Education Address: Regional District No. 7 Winsted, Conn. 06098 Project Director: Steven Mogel	U. S. O. E. or State Project Number 66-2098
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: A Regional Pupil Services Teamwork Approach

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	6/66	6/67	\$156,777.	
	Cont.	6/67	8/68	\$150,577.	
	Cont.	9/68	6/69	\$109,451.	
TOTAL				\$416,805.	

Proposed Termination Date June 30, 1969 **Projected Title III funding for total project period:**
\$416,805.

TARGET POPULATION: Handicapped pupils, grades 1-8. The majority of the pupils lived in locations classed as rural non-farm by the United States Department of Commerce, and a large segment of Winchester's population lived in the City of Winsted. Towns of Barkhamsted, Colebrook, Hartland, New Hartford, Norfolk and Winchester.

MAJOR OBJECTIVES: To provide guidance, counseling, psychological, speech and hearing, social work, remedial instruction and consultant psychiatric services for children who were academically, emotionally, socially, or culturally handicapped.
 To identify existing problems and specify the limits of the problems found. Provide an opportunity for greater awareness on the part of all teachers involved of the significance of children's behavior.

ACTIVITIES: The project consisted of the coordination of pupil services to attack the problems which beset approximately 20% of the children in school today. Regional pupil services for pupils in difficulty through interdisciplinary diagnosis and prescription, teacher training, consultation and supportive services to the school systems. A central staff of specialists was established who shared responsibility for diagnostic work and area consultation and training.

ACTIVITIES (Cont.):

EVALUATION DESIGN: Individual pupil diagnostic, treatment, and progress records; incidence analysis of referrals and participation; participant testimony and appraisal of services rendered.

FINDINGS TO DATE: Positive pupil outcomes where there was adequate implementation and follow-up by the referring school personnel. Good response by participating teachers to workshop training programs. Spotty impact on total area special education.

DISSEMINATION PLAN: Newsletter; speaking engagements; conferences, technical reports.

PROGRESS TOWARD ADOPTION: The project encountered interval frictions mid-way in its cycle. However, with a re-alignment of participating districts and some personnel changes, elements of the cooperative special education programs were retained and have continued.

Date completed or reviewed 6/26/74 Completed by: David A. Monti Phone: (208) 379-8583
Acting Coordinator

LEA: REGIONAL DISTRICT 7
PROJECT: A REGIONAL PUPIL SERVICES TEAMWORK APPROACH
CODE NO: 065 (9 microfiche) 9

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 065-001
Continuation Proposal	TT 065-002
Continuation Proposal	TT 0650003
Project Evaluation Report	TT 065-004
Project Evaluation Report	TT 065-005

Local Educational Agency: Board of Education Regional School District #9 Address: Route #107, Redding, Conn. 06875 Project Director: Rosalie Saul	U. S. O. E. or State Project Number 16-73-1022
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Seniors Tutor for Educational Progress (STEP)

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/73	6/30/74	\$23,000.	
	Cont.				
	Cont.				
TOTAL					

Proposed Termination Date 6/30/76

Projected Title III funding for total project period:
\$80,600.

TARGET POPULATION: Learning disabled adolescents, classroom teachers (all levels).

MAJOR OBJECTIVES: To employ Senior Citizens as tutors in Jr. and Sr. High Schools to work with disabled learners. To increase the academic skills and self-image of handicapped adolescent learners by directly involving Senior Citizens in an instructional relationship as an economic innovation in the remedial effort of the public schools. A further objective is the education of all level classroom teachers in remedial techniques by supplying them with manipulative materials, activity and task cards, tapes and other teaching aides, produced by the tutors and their tutees.

ACTIVITIES: The senior tutors are trained to help the adolescents produce materials which fill specific orders placed by elementary school teachers. This approach to learning gives the teenager a nonthreatening method of learning basic skills which he missed in his early years of schooling. Tutors are assigned to students on the basis of compatibility and specific knowledge/skills. For example, a retired accountant might be linked with students who have deficiencies in math. Tutoring occurs on a regular schedule within the school setting, so that it can be coordinated with regular instructional programs.

ACTIVITIES (Cont.):

EVALUATION DESIGN: A control group with learning problems will be matched to the STEP population. Both groups will be pre and post tested with Objective Tests - W.R.A.T., Reading, Spelling, Mathematics, Gray Oral Reading, Myklebust Picture Story Test, Behavioral Changes, Rating Scales to be filled out by parents and teachers, School Apperception Test. Creativity will be tested with the Utah Test of Creativity. Wahler, Gerontological Apperception Tests and teacher constructed tests for tutors will also be pre and post administered in an effort to pair tutors and tutees, as well as to note qualities which produce the most effective learning situations.

FINDINGS TO DATE: Positive results are suggested in the following areas:
1. Reading and spelling; 2. Attitudes toward school, self, parents and peers;
3. Appearance of school work. Also positive results have been noted in senior citizen attitudes and outlook. Complete evaluative data have yet to be collected and analyzed.

DISSEMINATION PLAN: Manuals describing: 1. The Mechanics of Establishing a Senior Citizen Tutoring Program; and 2. Teaching Adolescents Through the Construction of Learning Aids for Elementary School Teachers will be developed. Visits to the project will be encouraged. Also orientation sessions for district teachers are planned.

PROGRESS TOWARD ADOPTION: Too early to determine progress toward adoption, although project has generated much initial interest.

LEA: REGIONAL DISTRICT #9

PROJECT: SENIORS TUTOR FOR EDUCATIONAL PROGRESS (STEP)

CODE NO: 066 (2 microfiche)

Documents

Identification Number

Initial Operational Proposal

TT 066-001

Local Educational Agency: Board of Education

Address: Regional District No. 10, R.F.D., Unionville, Conn.

Project Director: Charles Hapgood

U. S. O. E. or
State Project Number
69-1005

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Area Educational Services Center

Funding.	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App	2/14/69	6/30/70	\$6,850.	
	Cont.				
	Cont.				
TOTAL					

Proposed Termination Date: 6/30/70

Projected Title III funding for total project period:
\$6,850.

TARGET POPULATION.

The school districts which comprise the Litchfield County Superintendents area.

MAJOR OBJECTIVES:

To survey educational needs in the area, to identify priorities for programs to be developed and implemented cooperatively by participating districts.

ACTIVITIES:

The superintendents of schools served as the planning group to carry out the survey and priority determination. Utilizing local personnel and the staff of a nearby established area service center, current school data were examined and a proposal for program development was drafted.

Project Title: Area Educational Services Center

U. S. O. E. or 69-1005
State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

No formal evaluation design was used.

FINDINGS TO DATE:

The following were identified as needed programs for development: curriculum revision and improvement; multi-media services, special education programs; and psychological services.

DISSEMINATION PLAN:

Monthly meetings of area superintendents of schools.

PROGRESS TOWARD ADOPTION:

Since this project did not go beyond the pre-planning stage, no operational programs resulted for possible adoption.

Date completed or reviewed 3/17/74 **Completed by/** R. Richards **Phone:** (203) 564-287

LEA: REGIONAL DISTRICT #10
PROJECT: AREA EDUCATIONAL SERVICES CENTER
CODE NO: 067 (2 microfiche)

Documents
Planning Proposal

Identification Number
TT 067-000

Local Educational Agency: Board of Education Address: Regional School District #13 Main Street, Durham, Conn. 06422 Project Director: Barbara DeNicola	U. S. O. E. or State Project Number 16-73-1004
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: School-Community Occupational Preview Experiences (SCOPE)

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App	9/73	6/74	\$3,500.	
	Cont.				
	Cont.				
TOTAL				\$3,500.	

Proposed Termination Date 6/74 **Projected Title III funding for total project period:** \$3,500.

TARGET POPULATION: Students in Grades 8-10 in three schools in the region: Middle and High Schools--public; Independent Day School and Stonegate School--private. In Grades 9 and 10 in the public high school, an alternative inter-disciplinary program has been developed for 58 students who represented a segment of the non-committed learner. The ID program utilizes career education as a vehicle for relating academic subjects with the world of work.

MAJOR OBJECTIVES: The purpose of Project SCOPE is to employ the resources of the community as a guidance vehicle for developing a positive relationship between learning and career goal achievement. Basic objectives: 1) to provide a more relevant educational experience for students; 2) to provide self-development experiences that will enable students to make realistic self-appraisals; 3) to develop an awareness of the vocational offerings within the world of work; 4) to develop within each student an appropriate attitude toward the world of work; 5) to improve communications between the schools and community resources.

ACTIVITIES: Field trips, speakers, film-making, tutoring, community service projects, correlated career units with academic subjects, interviews, role playing, observations, video tapes, etc. In addition materials have been purchased to facilitate the implementation of the objectives.

Project Title: School-Community Occupational Preview
Experiences (SCOPE)

U. S. O. E. or 16-73-1004
State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Inter-disciplinary Program: Public High School

Analysis of attendance, discipline and academic records, self-rating scales, sociograms, observations, teacher and parent questionnaires and rating scales. In addition, academic progress is evaluated by the staff on a grading scale commensurate with the child's learning level, and the case study method is utilized.

Other aspects of the program:

Questionnaires, curriculum innovations, staff evaluation of career units, student evaluations of career units and experiences.

FINDINGS TO DATE:

As of May, 1974, the evaluation team has stated that the project has met its major goals as stated. In addition, it was pointed out that the three schools involved have appeared to work well together; that the program was successful in developing a number of training stations and in contacting and utilizing to its fullest the community resources--both material and human--that are available.

DISSEMINATION PLAN:

A final booklet will be prepared for distribution describing the various facets of the project.

PROGRESS TOWARD ADOPTION:

Aspects of the project have been adopted by the local school district.

Data completed or reviewed 5/6/74 **Completed by:** Barbara DeNicola **Phone:** (203) 349-3444

LEA: REGIONAL DISTRICT #15
PROJECT: SCHOOL-COMMUNITY OCCUPATIONAL PREVIEW
EXPERIENCES (SCOPE)
CODE NO: 068 (1 microfiche)

Documents

Identification Number

Initial Vocational Proposal

IT 068-001

Local Educational Agency. Rocky Hill Board of Education

Address: Church Street, Rocky Hill, Conn. 06067

Project Director: Frank Bellizzi

U. S. O. E. or
State Project Number

16-73-1017

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project. AFED-SELF

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/73	6/30/74	\$46,040.	\$46,040.
	Cont.				
	Cont.				
TOTAL					

Proposed Termination Date 6/30/76

Projected Title III funding for total project period:
\$124,000.

TARGET POPULATION: Total estimated population 38,000 (Rocky Hill and North Haven) in geographic area served:

Target Population - teachers, children, community and administration.
Students: 3,678, Community: 9,012; Teachers: 160
R.H. & No. Haven Rocky Hill North Haven and R. H.

MAJOR OBJECTIVES:

1. Legitimization of SELF-knowledge education in schools.
2. Creation of a more humanistic climate in schools.
3. Development of a systematic process for organizational SELF-renewal as a means of creating a more humanistic school climate.

ACTIVITIES:

- (a) Teacher - in-service training in psychological education, personal growth and affective-humanistic education curriculum for the classroom.
- (b) Classroom demonstration of affective-humanistic curriculum.
- (c) Community workshops in psychological education training.
- (d) Organizational development aimed at organizational SELF-renewal.

ACTIVITIES (Cont.):**EVALUATION DESIGN:**

- (1) Pre and post-testing with teachers and children.
- (2) Structured behavioral observations.
- (3) Amount of local support (financial and otherwise)
- (4) Indirect measures, such as, number of teachers volunteering for project, number of teachers returning to project increased use of training skills in classroom.

FINDINGS TO DATE: Teacher-training has created a change in attitudes toward the importance and legitimacy of affective education in public schools. Community involvement has been encouraging, with a potential for different types of community involvement, such as, use of para-professionals to help train other community members as well as to help in the classroom using the affective curriculum.

Administration is slowly coming around to seeing the legitimacy of affective education in the schools and has been part of organizational training this year, and also will continue with this training next year on a larger scale.

DISSEMINATION PLAN

1. Monthly newsletters to all public schools and schools of higher education in Connecticut, as well as local distribution.
2. Community workshops.
3. Community demonstration of project to local civic groups, Boards of Education, etc.

PROGRESS TOWARD ADOPTION: Local adoption on wide scale basis - target date: 1976.

Since this is our first year with this project and since we are still in the training phase, adoption into the regular curriculum has not occurred yet. However, a segment of the school day has been designated by administration as Project time during which the activities of the project can be implemented in the classroom. Also, project teachers have on hand materials and curriculum from which they may obtain other ideas to supplement classroom activities.

LEA: ROCKY HILL
PROJECT: AFED/SELF
CODE NO: 069 (3 microfiche)

Documents

Identification Number

Initial Operational Proposal

TT 069-001

Local Educational Agency: Simsbury Board of Education

Address 933 Hopmeadow Street, Simsbury, Conn.

Project Director. Leo Salvatore

U S O E. or
State Project Number

16-73-1001

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project. Development of an evaluation procedure to identify gifted students

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	9/73	6/74	\$3,000	
	Cont.				
	Cont.				
TOTAL					

Proposed Termination Date 6/74

Projected Title III funding for total project period:

\$3,000.

TARGET POPULATION: Evaluation of all third grade students in terms of intelligence, art, music, and motor aptitude.

MAJOR OBJECTIVES: To establish standardized identification procedure for the selection of the intellectually gifted and the outstanding talented students.

ACTIVITIES: Use of standardized intelligence test along with other instruments developed as part of the project. A peer rating questionnaire was developed and administered to all 3rd grade students in the system. Art, music, and physical education tests were constructed and administered to third grade students. Results of the testing have been analyzed statistically.

Project Title: Development of an evaluation procedure to identify gifted students

U. S. O. E. or 16-73-1001
State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: A statistical evaluation of the test instruments developed has been conducted. The feasibility of using the various procedures developed has also been evaluated in terms of time required to test, significance and usefulness of the results, etc.

FINDINGS TO DATE: The art and physical education tests seem to quickly identify children with outstanding ability in these two areas. While results of the peer rating scale are inconsistent, it would appear that this test instrument with some refinement could be a very useful rough screening test. The teacher rating scale has proven to correlate well with objective test measures.

DISSEMINATION PLAN: Results of the project will be presented to the Planning and Placement Team for the Gifted in Simsbury. We will also put together a test manual which can be used by any school system that would like to use the tests developed. Normative data will be supplied within this manual.

PROGRESS TOWARD ADOPTION: Some of the test procedures developed will be used next year within the school system. Details have not been worked out to date.

Date completed or reviewed 4/10/74 **Completed by:** L. Salvatore **Phone (203)** 658-5809

LEA: SIMSBURY !

PROJECT: DEVELOPMENT OF AN EVALUATION PROCEDURE TO IDENTIFY
GIFTED STUDENTS .

CODE NO: 070 (1 microfiche)

Documents

Identification Number

Initial Operational Proposal -

TT 070-001

Local Educational Agency: Stamford Board of Education Address: Stamford, Conn. Project Director: Anthony D. Truglia	U S. O. E. or State Project Number 67-3012
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Music Utilizes Students' Interests and Creativity (MUSIC)

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App.	4/1/67	3/31/68	\$79,100.	
	Cont.	7/1/68	6/30/69	\$79,000.	
	Cont.	7/1/69	6/30/70	\$50,000.	
TOTAL				\$208,100.	

Proposed Termination Date 6/30/70 **Projected Title III funding for total project period:** \$208,100.

TARGET POPULATION: Students city-wide with emphasis on disadvantaged areas and low rent districts.

MAJOR OBJECTIVES: To further a child's musical interests and skills.

ACTIVITIES: 30 weekly group lessons plus sectional rehearsals in preparation for annual concert. Project Music follows the public school year. Instruction is provided by local professional musicians in a centralized music studio facility after school and on Saturdays. A wide range of instrumental selection is provided, including strings, woodwinds, brass, percussion, guitar, and accordion.

Project Title: Music Utilizes Students' Interests and Creativity (MUSIC)

U. S. O. E. or 67-3012
State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: Each instructor rates each student on a weekly progress scale appropriate to the particular skills involved. Annual compilations of individual progress records are made and analyzed by base-line data and length of training.

FINDINGS TO DATE: Evaluation data reflect a consistent pattern of high pupil motivation and steady musical skill development.

DISSEMINATION PLAN: Local radio station, local news releases, P.T.A. Council.

PROGRESS TOWARD ADOPTION: The program has been continued in the community. In 1974-75 it will be funded at \$29,000 by the city of Stamford. It is anticipated that 300 students will be served by 18 part-time instructors.

Date completed or reviewed 5/24/74 **Completed by:** A. Truglia **Phone:** (203) 359-4626

LEA: STAMFORD
PROJECT: MUSIC UTILIZES STUDENTS INTERESTS AND CREATIVITY
(MUSIC)
CODE NO: 071 (6 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 071-001
Continuation Proposal	TT 071-002
Continuation Proposal	TT 071-003
Project Evaluation Report	TT 071-004
Project Evaluation Report	TT 071-005
Project Evaluation Report	TT 071-006

Local Educational Agency. State Board of Education Address: State Office Bldg., Hartford, Conn. Project Director: Victor Miller	U. S. O. E. or State Project Number 67-3573
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Drama/Tech.

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	6/26/67	6/25/68	\$71,500.	
	Cont.	6/26/68	6/30/69	\$75,027.	
	Cont.	7/1/69	6/30/70	\$50,000.	
TOTAL					

Proposed Termination Date 6/30/70 **Projected Title III funding for total project period:**
\$196,527.

TARGET POPULATION:

Junior and senior students in the 14 state technical high schools.

MAJOR OBJECTIVES:

1. To enrich literature instruction in vocational/tech schools.
2. To motivate terminal students to learn about and understand Shakespearean drama.
3. To provide a theater-going experience for tech students.
4. To encourage students to consider theater occupations.
5. To create working relationship between tech. schools and American Shakespeare Theatre.

ACTIVITIES:

Workshop training was provided to both academic and technical staffs of the state technical schools. The training conducted by members of the American Shakespeare Theatre covered theater history and practices, detailed study of a Shakespeare play to be seen later, and technical aspects of theater operation. Teachers developed learning materials and theater games for classroom use. Theater staff provided in-school demonstrations and follow-up after theater attendance.

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Data gathered at various stages in the project were compared to determine qualitative and quantitative changes in teachers and students resulting from the program.

FINDINGS TO DATE:

1. Teachers developed improved methods and materials for drama instruction.
2. Most students exhibited new interest in and understanding of dramatic literature.
3. A number of students attended other live theater performances on their own initiative.

DISSEMINATION PLAN:

News releases; inter-school visits; periodic newsletter to participants; curriculum guides distributed statewide.

PROGRESS TOWARD ADOPTION:

Although state support of the central project staff was not provided, the methods and materials developed continue to be used in the academic component of tech school programs. Also, the American Shakespeare Theatre has further expanded the theater techniques developed in its teacher-training services to many school systems across the state.

LEA: STATE BOARD OF EDUCATION

PROJECT: DRAMA/TECH.

CODE NO: 072 (4 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 072-001
Continuation Proposal	TT 072-002
Continuation Proposal	TT 072-003
Project Evaluation Report	TT 072-004
End of Budget Report, Sept. 1968	TT 072-005
Project Evaluation Report	TT 072-006
Interim Final Report, Feb. 1969	TT 072-007
End of Budget Report, Sept. 1969	TT 072-008
Final Project Evaluation Report	TT 072-009

Local Educational Agency: Stonington Board of Education

Address: 174 South Broad Street, Pawcatuck, Conn.

Project Director: Howard M. Weiss

U. S. O. E. or
State Project Number

16-72-1028

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project Oceanology

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/72	6/30/73	\$59,000.	
	Cont.	7/1/73	6/30/74	\$52,473.	
	Cont.				
TOTAL				\$111,473	

Proposed Termination Date 6/75

Projected Title III funding for total project period:
\$147,473.

TARGET POPULATION: Students, grades 7-12, in 14 school systems in South-eastern Connecticut: Waterford Country School, Franklin, Pine Point, Salem, Bozrah, Norwich, East Lyme, Stonington, Ledyard, Montville, New London, Waterford, Norwich Free Academy, Groton. There are about 20,000 students in grades 7-12 at these schools.

MAJOR OBJECTIVES: To provide resources, curricula, and trained personnel to enable students to learn about the marine environment through direct, on-the-water experiences.

ACTIVITIES:

1. During the school year, 50 students per day travel onto Long Island Sound using the Project Oceanology 50 foot research vessel and conduct oceanographic measurements. Procedures include sampling and measuring bottom sediments, conducting water quality tests on water samples, collecting and observing marine life, etc.
2. Development of curriculum materials to enable teachers to prepare and follow-up the on-the-water programs.
3. Teacher training courses and workshops.

ACTIVITIES (Cont.): Special Intensive Summer Programs include a student program in marine studies for students selected from each of the participating schools who attend a three-week session. A Summer Institute for teachers enables teachers to become familiar with the educational opportunities made possible by the project facilities.

EVALUATION DESIGN: Teachers are requested to complete an evaluation form for each class using the project facilities. This evaluation determines the effectiveness of the on-the-water program and the extent of overall impact including pre-trip preparation and post trip follow-up.

Individual student and teacher participants in special programs, such as the summer programs, are requested to evaluate the program.

FINDINGS TO DATE: The Project Oceanology facilities, including the boat and marine lab, are being extensively and effectively utilized. The pre-trip and post-trip activities are not being implemented as well as hoped and this deficiency is being corrected through the development of curriculum materials and through teacher training.

DISSEMINATION PLAN: Extensive news coverage of Project Oceanology has been generated since its inception and will continue.

PROGRESS TOWARD ADOPTION: Participating schools have formed an Interdistrict Committee under Public Law 333 and have signed a commitment to contribute a pro-rated share of the annual budget. This administrative structure should insure continuation of the project after the termination of Title III funds.

Date completed or reviewed 4/4/74 Completed by: Howard Weiss Phone: (303) 445-9007

LEA: STONINGTON
PROJECT: PROJECT OCEANOLOGY
CODE NO: 073 (3 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 073-001
Continuation Proposal	TT 073-002
Project Evaluation Report	TT 073-004

Local Educational Agency: Suffield Board of Education Address: Spaulding School, Mountain Road, Suffield, Conn. 06078 Project Director: Leonard R. Borsari	U. S. O. E. or State Project Number 16-73-1003
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ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Analysis and Evaluation of Guidance Services and Behavioral Objectives in the Suffield Public Schools

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/73	6/30/74	\$3,700.	\$3,700.
	Cont.				
	Cont.				
TOTAL				\$3,700.	\$3,700.

Proposed Termination Date 6/30/74 **Projected Title III funding for total project period:** \$3,700.

TARGET POPULATION: The major populations which effect guidance policy and/or are serviced by guidance personnel. These populations are: Board of Education, Administrators, Teachers, Staff Members, Students, Parents, and Community Agencies.

MAJOR OBJECTIVES:

1. To assess the needs for guidance services by each of the major populations.
2. To assess the degree to which these needs are presently being met.
3. To develop a statement of prioritized guidance goals which reflect the contributions of each population.

ACTIVITIES:

1. A study of the socio-economic aspects of the Suffield community.
2. A study of the organizational structure of Suffield Public Schools.
3. A survey of student awareness of guidance services at each level.
4. A follow-up survey of each guidance program.
5. A survey of parental attitudes towards guidance.

ACTIVITIES (Cont.):

6. A survey of Board of Education, Administration, and Teacher opinions about current guidance practices.
7. A development of guidance goals with participation from the Board of Education, Administrators, Students, Teachers, and Parents.

EVALUATION DESIGN: A review of the final report and its supporting data by experts from both the state and local levels.

FINDINGS TO DATE: Data are presently being collated. It is still too early to make any definitive statement about findings.

DISSEMINATION PLAN:

1. A series of newspaper and journal articles.
2. Distribution of project report.

PROGRESS TOWARD ADOPTION: As of today, 80% of the sub-committee reports are complete. We are confident that the report will be completed by the July 1st deadline and finally accepted for implementation by the school district.

Date completed or reviewed 4/25/74 **Completed by:** Leonard Borsari **Phone:** (208) 668-7347

LEA: SUFFIELD

PROJECT: ANALYSES AND EVALUATION OF GUIDANCE SERVICES
AND BEHAVIORAL OBJECTIVES

CODE NO: 074 (1 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 074-001
On Site Evaluation Report	TT 074-006

Local Educational Agency: Suffield Board of Education

Address: Box 126, Suffield, Conn. 06078

Project Director: Richard T. Lincoln

U. S. O. E. or
State Project Number

16-73-1011

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: ANISA

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/73	6/30/74	\$57,740.	\$57,740.
	Cont.				
	Cont.				
TOTAL				\$57,740.	\$57,740.

Proposed Termination Date 6/76

Projected Title III funding for total project period:

\$210,000.

TARGET POPULATION: This project is aimed at children in the two private nursery schools in Suffield and the kindergarten children in the Spaulding public school.

MAJOR OBJECTIVES: This project proposes to demonstrate:

- A. The application of the Anisa model of early childhood education in Suffield. The Anisa model is a coherent and comprehensive theory of education developed at the University of Massachusetts by Dr. Daniel C. Jordan.
- B. The application of a process model of planned change demonstrating how the innovation will be accomplished.

ACTIVITIES. The project includes a pre-service educational program for the teaching staff, administration, and specialists of the kindergarten and nursery classes; an in-service program by the University of Massachusetts Anisa consultants for the school staff; an instructional program for children built around the concept of learning competence; a very early childhood program; and a program for planned change.

ACTIVITIES (Cont.):

EVALUATION DESIGN: The project uses a goal-evaluation model emphasizing operations research within a general systems theory. The quality of the program will be evaluated in terms of the defined goals and objectives. Actual outcomes specified in pupil behavioral objectives will serve as quality measurement of these goals.

FINDINGS TO DATE: The application of the Anisa model has been moderately achieved through the development and implementation of the (1) pre-service program; (2) in-service program; and (3) the Learning Competency Program. The application of a process model of planned change demonstrating how the innovation will be accomplished has also been moderately achieved during this first year of the project.

DISSEMINATION PLAN: The project will make available to the community, the staff and all interested parties a descriptive brochure. The Capitol Region Education Council (CREC) is responsible for organizing three one-day awareness workshops for distributing the Anisa implementation. CREC will also develop two half-hour multi-media presentations and 6 slide-tape presentations. The project will be disseminated nationally by the State Department of Education and the ERIC system.

PROGRESS TOWARD ADOPTION: It is too early in the project's development for widespread diffusion. However, once the model is fully established, it should have great attraction to adopters.

Date completed or reviewed 6/30/74 Completed by: Richard T. Lincoln Phone: (208) 668-7767

LEA: SUFFIELD
PROJECT: ANISA
CODE NO: 075 (3 microfiche)

Documents

Identification Number

Initial Operational Proposal

TT 075-001

Local Educational Agency: Suffield Board of Education	U. S. O. E. or State Project Number
Address: Box 126, Suffield, Conn. 06078	16-70-6799
Project Director: George Bondra	

ABSTRACT -- NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project 3R

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/69	6/30/70	\$75,000.	\$112,360.
	Cont.	7/1/70	6/30/71	\$75,000.	\$113,992.
	Cont.	7/1/71	6/30/72	\$67,500.	\$112,340.
TOTAL				\$217,500.	\$338,692.

Proposed Termination Date June 30, 1972 Projected Title III funding for total project period: \$217,500.

TARGET POPULATION: Public school children, ages 5-16, who demonstrate mildly to moderately inappropriate and/or incompetent behaviors from the five cooperating towns of East Granby, East Windsor, Granby, Suffield, and Windsor Locks.

MAJOR OBJECTIVES: Project 3R proposed to demonstrate the following:

1. How independent school systems can cooperate to provide diagnostic services of high quality to behaviorally and academically disturbed children.
2. How, by adapting Project Re-Ed developed by Nicholas Hobbs at Peabody College, we can provide an educational program for behaviorally and academically disturbed children.
3. How an in-service program for total staff, using a consistent theoretical model with applied techniques, can help all children.
4. How public schools and a university can collaborate to train personnel for re-educating behaviorally and academically disturbed children.

- ACTIVITIES:**
1. Diagnostic Program: A multidisciplinary team consisting of psychiatrists, psychologists, and social workers served 513 children from 1969-1972.
 2. Re-Education Program: An educational team consisting of a teacher-counselor, an instructional-aide, a liaison-teacher-counselor, a graduate student, and a program coordinator used individualized instruction, behavior modification and reality therapy techniques in an extended day 3R Unit program which served 189 children from 1969-1972.
 3. In-Service Program: Over 700 teachers from the four cooperating towns participated

Project Title: Project 3R

U. S. O. E. or 16-70-6799

State Project Number

ACTIVITIES (Cont.):

in the in-service programs including direct observation of the 3R Unit via closed circuit TV, and eight 12-hour sessions presenting theory, behavior modification and reality therapy techniques to teaching staffs of individual schools. 4. University Program: Program coordinator assigned half-time to 3R and college faculty; graduate courses offered on 3R site - 207 local teachers participated; twenty graduate students in special education were provided practicum experiences in 3R Program.

EVALUATION DESIGN: A goal evaluation model emphasizing operations research was used. The quality of the program was evaluated in terms of defined goals and objectives. Actual outcomes, specified in pupil behavioral objectives, served as measurement of these goals. Data collection involved a combination of approaches, e.g., descriptive, counting, etc. Each goal was evaluated according to the following criteria: 1. effort; 2. effect; 3. adequacy; 4. efficiency; and 5. process.

FINDINGS TO DATE: Academic competence: Statistically significant gains were made each year in reading and mathematics as measured by the Metropolitan Achievement tests.

Behavioral changes: Statistically significant improvement in appropriate student behaviors were demonstrated as measured by the Devereux Elementary School Rating Scale. Children served in the 3R Unit for an average stay of six months were returned and maintained in a regular classroom placement with a 96% success rate.

DISSEMINATION PLAN: There has been wide dissemination at the local, state, and national levels. At the local level, the 3R model has been adopted by the five co-operating communities as their response for helping children. At the state level, the towns of Danbury and New Haven (ACES) have formally adopted the 3R model with supporting funds from the State Department of Education. The 3R Program was one of 107 selected projects by the national Identification/Validation/Dissemination effort of the U. S. Office of Education.

PROGRESS TOWARD ADOPTION: Project 3R demonstrated how towns can cooperate and share efforts to provide an effective, high quality educational program for children showing inappropriate and/or academically incompetent behaviors. Using a process of cooperative strategies, the cooperative program--both quantitatively and qualitatively--is more efficient in time, money, and humanistic values than other treatment modes--particularly the medical model when provided alone. The cooperating towns, therefore, adopted the total program funded by Title III and added a second 3R Unit using local funds. Local funding increased from the \$67,500 to a \$92,000 level. The program has not only expanded but plans for greater expansion are being considered.

Date completed or reviewed 6/5/74 Completed by George Bondra Phone: (203) 63-2556

LEA: SUFFIELD
PROJECT: PROJECT 3R
CODE NO: 076 (4 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 076-001
Continuation Proposal	TT 076-002
Continuation Proposal	TT 076-003
Project Evaluation Report	TT 076-004
Project Evaluation Report	TT 076-005
Project Evaluation Report	TT 076-006
Final Project Evaluation Report	TT 076-007
On Site Evaluation Report	TT 076-008

Local Educational Agency: Thompson Board of Education Address: North Grosvenordale, Conn. 06255 Project Director: Louise Wickware	U. S. O. E. or State Project Number 16-72-1029
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Schools Humanize and Individualize Programs (SHIP)

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/72	6/30/73	\$49,800.	
	Cont.	7/1/73	6/30/74	\$41,500.	
	Cont.				
TOTAL					

Proposed Termination Date 6/30/75 **Projected Title III funding for total project period:** \$105,700.

TARGET POPULATION: 4,000 elementary students in 10 public schools and 1 parochial school in 8 towns of Windham and Tolland counties in Eastern Connecticut.

MAJOR OBJECTIVES: To humanize and individualize education for elementary children by changing the traditional elementary school organization to a multi-aged unit organization designed to facilitate the individualization of learning experiences for all students. This has been implemented through a diagnostic-prescriptive instructional approach, using pre and post testing in a growing number of curriculum areas using the Individually Guided Education model designed by the Wisconsin Research and Development Center. Also, to maintain a support system of these schools through an on-going league offering regional workshops, regular meetings on different educational levels, newsletters for sharing ideas, and planned regional evaluation programs.

ACTIVITIES: Inservice workshops on organization redevelopment, individualization of curriculum materials and teaching programs, related curriculum materials and teaching programs, related curriculum-sharing experiences, plus newsletters, school visitations, regular league organization meetings, workshops for greater involvement of specialist rea teachers, and regional evaluation experiences including inter-league visitation teams.

ACTIVITIES (Cont.):

EVALUATION DESIGN: First year attitude surveys of principals, teachers, and parents are being repeated this second year, as is an ongoing general evaluation of the individually guided education programs and materials for individual school use.

With all change aimed at pupil improvement, there is an ongoing evaluation of individual pupil mastery of objectives, augmented this second year by a standardized assessment using fall-to-spring gains in appropriate subtests of the Metropolitan Achievement test and California Achievement for math as checked against non-IGE typical growth. The all-important process evaluation of any change program is being carried out 2 ways: (1) through an Inter-League on-site study by visiting peer IGE staff members to check implementation success; (2) information on perceptions of effectiveness of the more facilitative environment by staff involved.

FINDINGS TO DATE: Attitude surveys yielded information of positive feelings in general by all participants, plus individual school information on communication and curriculum materials needed. IGE materials and program structure are being continually individualized by local school need as suggested by the annual and checks of student mastery of objectives and completion of individual programs go on regularly. The Inter League study carried on in 4 SHIP schools this spring and 4 counterpart schools in another IGE League, yielded information on many successes, as well as pointing up areas in need of improvement. The fall-to-spring gains tables will be completed in June, as will the implementation effectiveness as found on the questionnaires.

DISSEMINATION PLAN: At all levels of national organization, National journals and conferences for R&D, state meetings of IGE coordinators, regional workshops, Title III dissemination, annual statewide Awareness meetings for school systems, orientations for college classes and nearby school systems, League Newsletter for local sharing, Connecticut Leagues, and those in other states. School visitations for on-side viewing, community volunteer programs, loan of league materials to educational groups.

PROGRESS TOWARD ADOPTION: IGE implementation is designed to take 3-5 years with gradual, but steady implementation in one curriculum area at a time and/or each year. The eleven SHIP schools vary in the extent and success of their implementation effort, but it is expected that local implementation variations encourage adoption of an individualized model. The third year proposal includes part-time involvement by the University of Connecticut with the expectation that this will lead to institutionalization of the IGE model and consequent direct high school action in IGE implementation and maintenance of area schools.

Date completed or reviewed 5/31/74 Completed by

Project Number 923-2634

LEA: THOMPSON
PROJECT: SCHOOLS HUMANIZE AND INDIVIDUALIZE PROGRAMS (SHIP)
CODE NO: 077 (4 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 077-001
Continuation Proposal	TT 077-002
Project Evaluation Report	TT 077-004
On Site Evaluation Report	TT 077-007

Local Educational Agency	Watertown Board of Education	U S O E or State Project Number
Address	Watertown, Conn. 06795	67-3329
Project Director	Edwin C. Douglas	

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project Regional Elementary School Teacher Upgrading

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App	7/5/66	8/12/66	\$38,016.	
	Cont	6/15/67	6/14/68	\$37,591.	
	Cont.	6/15/68	6/15/69	\$35,355.	
TOTAL				\$110,962.	

Proposed Termination Date 6/14/69 **Projected Title III funding for total project period:**
\$110,962.

TARGET POPULATION: Elementary teachers in Watertown area of state.

MAJOR OBJECTIVES: To provide during the summer an up-grading program in science and the allied topics in mathematics for elementary school teachers on a regional basis. Students in grades 3-6 were used as demonstration classes to implement the teacher up-grading.

ACTIVITIES: The material was taught to students in grades 3-6 by skilled supervisors in the Connecticut public school systems. The teachers to be up-graded watched, then met with the supervisor to discuss the pedagogy involved. They did the same lessons as the students. Field trips were involved and the Science Building of the Taft School was used. Each following year during the school year monthly meetings of the teachers were held as a follow-up on the summer activities.

Project Title: Regional Elementary School Teacher Upgrading

U. S. O. E. or 67-3329
State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: Once-a-month follow-up meetings of all participants at Taft School for mini workshop and reports on how the material was being used in their classrooms. An outside group of consultants from New York City made a quick evaluation. A Ph.D. thesis on the project contained one chapter on evaluation.

FINDINGS TO DATE: The methods and materials developed continue to be used in various classrooms around the state.

DISSEMINATION PLAN: Material was disseminated on request, and still is, both within and outside the state.

PROGRESS TOWARD ADOPTION: Although the training program terminated after three years, the results are still evident in classrooms across the state.

Date completed or reviewed 6/3/74 Completed by: Edwin C. Douglas Phone: (203) 274-2949

LEA: WATERTOWN
PROJECT: REGIONAL ELEMENTARY SCHOOL TEACHER UPGRADING
CODE NO: 078 (2 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 078-001
Continuation Proposal	TT 078-002
Continuation Proposal	TT 078-003

Local Educational Agency West Hartford Board of Education Address: P. O. Box 47, West Hartford, Conn. 06119 Project Director David Thomson	U. S. O. E. or State Project Number 16-73-1008
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ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project Career Education in the Arts

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App.	7/1/73	6/30/74	\$50,964.	
	Cont.				
	Cont.				
TOTAL					

Proposed Termination Date 6/76 **Projected Title III funding for total project period:** \$115,964.

TARGET POPULATION: Students gifted and talented in the arts from secondary level (7-12) public schools in West Hartford, as well as students from Northwest Catholic High School and Kingswood-Oxford School.

MAJOR OBJECTIVES:

1. To increase the self-esteem of students at the secondary level who are gifted and talented in the arts.
2. To make career education relevant to the needs and interests of students who are gifted and talented in the arts.
3. To improve teacher attitudes towards the gifted and talented students.
4. To improve teacher ability to identify the gifted and talented in the arts.

ACTIVITIES:

Master classes with visiting professional artists.
 Field trips and interviews with performers, writers, etc.
 Television productions by and for students, including scripting, musical composition, acting, choreography, stagecraft, graphics, direction, and production.

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Student identification:

- Comprehensive Test of Basic Skills.
- The Short Form Test of Academic Aptitude.
- Remote Associate Tests.
- Selected Case Studies.
- Autobiography.
- Interviews with students and teachers.
- Guba's Taxonomy of four developmental activities.
(1) depicting; (2) inventing; (3) fabricating; (4) testing.

FINDINGS TO DATE:

As of this writing no post-testing has been done. However, every indication is that the project will exceed its anticipated effectiveness for the first two objectives.

DISSEMINATION PLAN:

The project publishes, The TV Company Review.
Use of local media, including Hartford Courant, Hartford Times, West Hartford News,
and WTIC Radio.

PROGRESS TOWARD ADOPTION:

It is too early in the project's life to expect wide-spread adoption by other school districts.

LEA: WEST HARTFORD
PROJECT: CAREER EDUCATION IN THE ARTS
CODE NO: 079 (2 microfiche)

Documents
Initial Operational Proposal

Identification Number
TT 079-001

Local Educational Agency: West Hartford Board of Education

Address: P. O. Box 47, West Hartford, Conn. 06119

Project Director: Ira Singer

U. S. O. E. or

State Project Number

OEG-3-7-003C39-3516

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Dial Select

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App	7/1/66	1/10/67	\$34,200.	
	Cont.	7/1/67	6/30/68	\$147,391.	
	Cont.	7/1/68	6/30/69	\$173,500.	
TOTAL				\$355,091	

Proposed Termination Date: 6/30/69

Projected Title III funding for total project period:
\$355,091.

TARGET POPULATION: The West Hartford Public Schools--approximately 4,000 students located in 5 elementary schools, 2 junior high schools, and 2 high schools. The major target group was the 1,700 students at Hall High School in West Hartford.

MAJOR OBJECTIVES:

1. To provide a model for the development of a regional Dial Select information retrieval system transmitting selected audio and video instruction materials via a low-cost, locally-owned information transmission system.
2. To more highly individualize instruction through instant student access to audio and video materials required for independent learning projects.
3. To develop new software materials for use in the DSS system which could be shared with the larger region.

ACTIVITIES:

1. Installation of single loop cable audio-video remote access network in 9 participating schools; development of software library of materials in the area of curriculum enrichment, in-service training and direct teaching.
2. Local production of original programming.
3. Teacher in-service training.
4. Student involvement in studio operation and other aspects of system use.

ACTIVITIES (Cont.):

6. Integration of system into the curriculum and organizational life of the school.
6. Use of dial select for junior school and adult school programs.
7. Productions done at remote locations placed on video playback units.
8. Integration of studio and graphics center with dial retrieval system.

EVALUATION DESIGN:

1. Survey of student and teacher use of system in carrels and large group viewing areas.
2. Survey of student and teacher attitudes toward system output.
3. Cost analysis of system using the Stamford Research Institute model for cost analysis.
4. Developmental evaluative techniques patterned on the Guba model.
5. Case studies, interviews, and other subjective techniques used by media directors, librarians, and other participating personnel.

FINDINGS TO DATE:

95% of student population use system; 31% use carrels at least 5 times per week; 75% of faculty use system.
 Schools according to feedback from remote schools are fully operational.
 Software in excess of 1,000 hours developed and annotated in dial select catalogue.
 System used to tape school happenings, Student Council elections, athletic contests, etc. The DSS was a key factor in the establishment of the TV Company, a Title III program designed to provide career education opportunities for the gifted and talented in the arts.

DISSEMINATION PLAN:

Newspaper coverage, 16 mm. production entitled, "The Dial Select Story;" visits by representatives from American and foreign educational institutions and broadcasting corporations, at least 15 articles in professional periodicals. Demonstrations and talks at professional meetings and conferences throughout the country. Coverage of the system in national Title III publications, Ford Foundation (EFL) publications, and studies concerning communications for new cities.

PROGRESS TOWARD ADOPTION:

Upon termination of Title III funding, the Board of Education funded all operational costs of the program and has expanded the system and increased financial support.

Date completed or reviewed 7/1/74 Completed by: Ira J. Singer Phone (203) 233-8281

LEA: WEST HARTFORD
PROJECT: DIAL SELECT
CODE NO: 080 (8 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 080-001
Continuation Proposal	TT 080-002
Continuation Proposal	TT 080-003
Project Evaluation Report	TT 080-004
On Site Evaluation Report	TT 080-005
On Site Evaluation Report	TT 080-006

Local Educational Agency: Newport Board of Education

U. S. O. E. or
State Project Number

Address: 1000 Main Street, Newport, Conn.

16-71-1007

Project Director: Joseph J. Hipp

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Cooperative Individualized Reading Program (CIRP)

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App	7/1/70	6/30/71	\$195,000.	
	Cont	7/1/71	6/30/72	\$335,000.	
	Cont	7/1/72	12/31/73	\$282,000.	
TOTAL				\$812,000.	

Proposed Termination Date 12/31/73

Projected Title III funding for total project period:
\$812,000.

TARGET POPULATION: Pre K-6 - Public, Private, Parochial Schools, Urban and suburban.

MAJOR OBJECTIVES:

1. To retrain teachers to act as: (a) Diagnosticians of instructional needs, (b) Monitors of instructional growth, (c) Instructors of individuals and groups, (d) Facilitators of the learning environment, (e) Resource persons to teachers, paraprofessionals, volunteers and cross-age tutors. 2. To retrain teachers to utilize information about students' learning styles, interests, aptitudes, and achievement for selecting reading techniques and materials for children. 3. To support teachers in creating a total classroom environment that encourages the child's personal, physical and social development, as well as his academic achievement. 4. To increase teacher knowledge and understanding of a wide variety of reading materials by providing descriptive information about specific skills, publishers, media, levels of difficulty, and the involvement required by students and teachers.

ACTIVITIES: During the retraining workshop, teachers are involved in a needs assessment from which they set goals for their own professional development. Specialists, materials, and activities are provided. These assist participants in acquiring specific competencies which will lead to the actualization of their individual goals. Continued consultant support is given to workshop participants to refine strategies, tactics and materials, as well as to increase their expertise in diagnosing instructional needs, monitoring instructional growth, teaching individuals and groups and serving as a resource and facilitator in the learning environment. In order to identify student

Project Title: Cooperative Individualized Reading
Program (CIRP)

U. S. O. E. or 16-71-1007
State Project Number

ACTIVITIES (Cont.):

instructional needs and characteristics and to monitor student performance, the project has developed various record-keeping approaches. These enable a teacher to keep adequate records and utilize the information gathered to personalize instruction. A set of Diagnostic Tools for decoding has been developed and tools for structural analysis are being created. Materials provided for teachers include Decoding and Structural Analysis Handbooks which are indexed according to the following: (1) Reading skills or set of skills involved; (2) Media employed; (3) Use made; (4) Mode of presentation; (5) Type of student response. The Teacher Idea Book includes guidelines for organizing the environment, classroom management strategies, ideas for effective utilization of paraprofessionals and volunteers and numerous suggestions for activities which span all curricular areas.

EVALUATION DESIGN: Three year longitudinal process and pupil performance evaluation.

FINDINGS TO DATE: Pre- and post-testing shows consistent and significant gains in reading achievement by diverse groups of children served. Teachers exhibit great enthusiasm for training provided.

DISSEMINATION PLAN:

See section below.

PROGRESS TOWARD ADOPTION: CIRP received national visibility as recipient of one of twelve Pacesetter Awards to Title III Projects by the President's National Advisory Council on Supplementary Centers and Services. It is one of eight projects chosen for nationwide dissemination by the National Institute of Education through the National Center for Educational Communication. It is one of six projects selected by the Connecticut Title III Office for its State Adoption Plan, which provides funding for new communities who wish to adopt CIRP. Materials now published for national dissemination by General Learning Corporation, released only with training program.

Date completed or reviewed 2/26/74 **Completed by:** Joseph J. Lipp **Phone:** (203) 384-6711
Ext. 811 & 812

LEA: WESTPORT
PROJECT: COOPERATIVE INDIVIDUALIZED READING PROGRAM
(CIRP)
CODE NO: 081 (9 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 081-001
Continuation Proposal	TT 081-002
Continuation Proposal	TT 081-003
Project Evaluation Report	TT 081-004
Project Evaluation Report	TT 081-005
Project Evaluation Report	TT 081-006
On Site Evaluation Report	TT 081-007
On Site Evaluation Report	TT 081-008

Local Educational Agency: Westport Board of Education

Address: Adams Academy, 15 N. Morningside Drive, Westport, Conn.
06880

Project Director: Bernice Luskin

U. S. O. E. or
State Project Number

16-72-1030

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Youth Services Training Program

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App.	7/1/73	6/30/74	\$41,585.	
	Cont.				
	Cont.				
TOTAL				\$41,585.	

Proposed Termination Date 6/76 Projected Title III funding for total project period: \$90,000.

TARGET POPULATION: Junior and Senior High School students who are Learning Disabled, Emotionally Disturbed, or Educable Retarded.

MAJOR OBJECTIVES:

1. To train these Special Education students to work in one or more job areas:
 - a. Teacher aides; b. Nurses aides; c. Food services; d. pre-vocational training; e. Garage attendants.
2. Affective Objectives:
 - a. More positive self-image; b. more positive school experience; c. Improved peer and adult relationships; d. Greater responsibility in accepting and following through with commitments; e. Realistic appraisal of possible adult vocational roles.

ACTIVITIES:

- A. Teacher Aides: A weekly training workshop; three afternoons a week working as an aide in a local classroom.
- Nurses Aides: Two weekly sessions of supervised experience in a geriatric center under the direction of a registered nurse.
- C. Food Services: Two weekly sessions of supervised training in an institutional kitchen.
- D. Pre-Vocational: A rotating program that gives youngsters a realistic working experience.

ACTIVITIES (Cont.):

in varied job stations.

- E. Garage Attendants: Two ten-week training sessions at a local garage--each two hour session taught by an experienced mechanic under the supervision of a learning disabilities teacher combined with six hours of work at a local garage.

EVALUATION DESIGN:

1. Five evaluation forms designed for the program for use by (a) program supervisor and school psychologist; (b) on-the-job teacher or employer; (c) students; (d) parents; (e) former students.
2. Piers-Harris self-concept test--pre and post.
3. Modified Coopersmith Behavior Rating Scale--pre and post--classroom teachers.

FINDINGS TO DATE: It has been possible to train special ed. students as teacher aides, garage attendants, geriatric helpers, and food service personnel. This program has been a positive vocational planning experience for all youngsters. Although affective objectives are more difficult to measure, and generalizations impossible, individual gains have been made.

DISSEMINATION PLAN:

1. Meetings with (a) parents of all youngsters in the program; (b) board of education members; (c) local legislators.
2. Press releases.
3. Responsibility for workshop at the American Orthopsychiatric Conference--April 10, 1974, San Francisco; Adolescence and Adulthood--The Missing Link.

PROGRESS TOWARD ADOPTION:

In a modified form, the teacher aide unit has been adopted by the Home Economics Department of our local high school.

LEA: WESTPORT
PROJECT: YOUTH SERVICES TRAINING PROGRAM
CODE NO: 082 (4 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Planning Proposal	TT 082-000
Initial Operational Proposal	TT 082-001
Project Evaluation Report	TT 082-004
Interim Report	TT 082-005
On Site Evaluation Report	TT 082-007

Local Educational Agency: Wethersfield Board of Education

Address: 222 Main Street, Wethersfield, Conn. 06109

Project Director: Henry J. Ferri

U. S. O. E. or
State Project Number

0-71-7216 (290)

ABSTRACT -- NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Evaluation of the Use of Various Types of Incentives in Education Programs

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App.	7/1/72	6/30/72	\$100,000.	
	Cont.	7/1/72	6/30/73	\$110,299.	
	Cont.	7/1/73	6/30/74	\$ 73,018.	
TOTAL				\$283,317.	

Proposed Termination Date 6/30/74

Projected Title III funding for total project period:

\$283,317.

TARGET POPULATION: Elementary school children from kindergarten through grade four (4) in nine (9) public schools and one parochial school. The participating classrooms were randomly selected. Over a three-year period the project has involved 1481 children with 275 participating in the Handicapped Component and 1206 in the Reading Component.

MAJOR OBJECTIVES: An experimental investigation to determine the effectiveness of material incentives in improving student performance. Teachers will develop capabilities to construct behavioral objectives, criterion-referenced tests, and structure incentive treatments in the classroom.

ACTIVITIES:

- Establishment of an active and on-going Community Council.
- Teacher workshops on the writing of performance objectives and criterion-referenced tests.
- Pre- and post-Standardized Testing in Reading.
- Utilization of pre, interim and post criterion-referenced tests.
- Distribution of incentive treatments.

ACTIVITIES (Cont.):

Teacher workshops on specialized techniques in the teaching of auditory and visual memory and motor skills.
Volunteer training to perform monitoring function to evaluate student behavior.
Volunteers were trained to grade criterion-referenced tests.

EXPERIMENTAL DESIGN: The Handicapped Component consisted of a four-cell design, each containing groups 1-4. Each of the four cells designated either a Student Group, Parent Group, Marginal Student Group or Control Group:

Parent	Parent
Student	Control

Each of the cells differed with respect to combinations of incentives treatments. The Marginal Student Component's evaluation design consisted of Pre and Post testing, using the formula for dependent variable.

INTERPRETATION: Based on standardized testing the participants in the experimental groups made significantly greater gains than those in the Marginal Control. The CRT results were not so conclusive in that the Active Control gained more overall than the experimental groups, but still did not overtake the experimental groups. The first year results showed that incentives have a greater impact on the lower third of a class. Generally, the first year showed that an incentives system can be carried out with effectiveness in a classroom. The results of the second year when considering the standardized tests of the experimental and control groups showed that incentives did not significantly produce increased performance. Over the two year period no clear trends have as yet been identified in favor of any particular incentive treatment group. The results of the Handicapped Component have shown that classroom teachers can implement effectively specialized techniques in the classroom to assist the marginally learning disabled youngster.

DISSEMINATION PLAN: Dissemination was through press releases to town and area newspapers; speaking at educational meetings such as reading and research groups, local educational and community groups, and local college and university groups.

PROGRESS TOWARD ADOPTION: A task force composed of Community Council members and school personnel presented recommendations to the Wethersfield Board of Education. The decision of the Board was to consider some of the recommendations pending the final evaluation report.

IN: WILMERSFIELD
PROJECT: EVALUATION OF THE USE OF VARIOUS TYPES OF
INTELLIGIBLE IN EDUCATIONAL PROGRAMS
CONTENTS: 003 (9 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 003-001
Continuation Proposal	TT 003-002
Project Evaluation Report	TT 003-004
Project Evaluation Report	TT 003-005

Local Educational Agency: Wethersfield Board of Education

Address: 222 Main St., Wethersfield, Conn.

Project Director: John J. Allison, Jr.

U. S. G. E. or
State Project Number

67-04333-0

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Metropolitan Effort Toward Regional Opportunity (METRO)

Funding.	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	in Oper App.	7/1/67	6/30/68	\$174,207.	
	Cont.	7/1/68	6/30/69	\$266,679.	
	Cont.	7/1/69	6/30/70	\$195,529.	
TOTAL				\$636,415.	

Proposed Termination Date 6/30/70

Projected Title III funding for total project period:
\$636,415.

TARGET POPULATION: 27 school systems of the Capitol Region and the Central Connecticut Planning Region.

MAJOR OBJECTIVES: To assist schools in their attempts to improve their programs as well as to encourage such improvement by providing demonstrations of exemplary programs.

ACTIVITIES: Multi-level planning, in-service teacher training, multi-media resource center, planetarium program development, curriculum development (Family Life, Black History), television utilization, program coordination, graphic arts, computer assisted instruction, consultant services, special education programs, information dissemination, continuous needs assessment, develop regional political base.

ACTIVITIES (Cont)

EVALUATION DESIGN External evaluation by the New England Educational Assessment Project; internal self-evaluation by staff; Determination by local boards to participate in, or to withdraw from the project.

FINDINGS TO DATE: Cooperative solutions to educational problems can be efficient, economical and effective.

School systems will work together to effect programs that meet the above conditions. Programs of low incidence, high need and high cost are the most appropriate for cooperative programming.

DISSEMINATION PLAN:

- 4 monthly publications
- Annual Report
- Consistent face-to-face contact
- Individual Program Descriptions
- Film: "METRO: A Force for Change"

PROGRESS TOWARD ADOPTION:

Data for 1973-74: 35 participating boards of education; annual budget of \$1,330,000; 34 different programs; 70% local support; direct service to 250 students, staff of 97; recognition through legislation as a Regional Service Center designated as Capitol Region Education Council (CREC).

Date completed or reviewed 6/74 Completed by John J. Allison, Jr. Phone: (208) 522-6137

LEA: WETHERSFIELD
PROJECT: Metropolitan Effort Toward Regional Opportunity (METRO)
CODE NO: 084 (21 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Planning Proposal	TT 084-000
Initial Operational Proposal	TT 084-001
Continuation Proposal	TT 084-002
Continuation Proposal	TT 084-003
Project Evaluation Report	TT 084-004
Project Evaluation Report	TT 084-005
End of Project Evaluation Report	TT 084-006
On Site Evaluation Report	TT 084-007
On Site Evaluation Report	TT 084-008

Local Educational Agency: West Chester Board of Education

State Project Number

Address: 221 ...

100-100

Project Director

ABSTRACT: ...

Type of Project: ...

Funding	Type	Period of Funding		Amount of Cost	Total Available Budget
		From	To		
In Oper App		5/25/68	6/30/69	\$78,382	
Cont.					
Cont.					
TOTAL					

Proposed Termination Date: 6/30/69. Projected Title III funding for total project period: \$78,382

TARGET POPULATION: Junior high school students in three area schools.

MAJOR OBJECTIVES:

1. To individualize math instruction through self-directed learning activities.
2. To increase student motivation and improve attitude toward math.
3. To relate educational technology to needs of students.

ACTIVITIES: Math teachers from the three schools developed a resource guide which identified math learning objectives and suggested teaching strategies. In each school a math lab was instituted which provided a range of audio-visual and computation equipment, and resource materials to be used by students in a self-programmed approach.

Project Title: Project REMODEL

U. S. O. E. or 69-1005
State Project Number

ACTIVITIES (Cont.)

EVALUATION DESIGN: Through use of check-lists and rating scales to determine adequacy and quality of materials assembled and changes in teacher and student attitudes.

FINDINGS TO DATE: Teacher response to the resource book developed was favorable. Students use of the math labs exceeded expectation and generally student attitudes/motivation toward math showed positive improvement.

DISSEMINATION PLAN: Presentations at professional conferences; news releases; visits from other districts.

FROGRESS TOWARD ADOPTION: Each participating school has continued program on its own. Visitors from other districts have taken ideas and procedures back to their schools for consideration and/or adoption.

Date completed or reviewed 2/11/73 Completed by A. Richards Phone (203) 666-1287

LEA: WETHERSFIELD
PROJECT PROJECT REMODEL
CODE NO: 085 (3 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 085-001
Project Evaluation Report	TT 085-004

Local Educational Agency: Windham Board of Education
 Address: 322 Prospect Street, Willimantic, Conn. 06226
 Project Director: Jacqueline Abbott

U. S. O. E. or
 State Project Number
 16-73-1010

ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Internship for Beginning Teachers

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/1/73	6/30/74	\$47,587.	
	Cont				
	Cont				
TOTAL				\$47,587	

Proposed Termination Date June 30, 1976

Projected Title III funding for total project period:
\$107,500.

TARGET POPULATION: Beginning teachers from the towns of Brooklyn, Columbia, Coventry, Manchester, Norwich, Tolland, Vernon, Windham and the Diocese of Norwich. To include other school districts within a fifteen mile radius of Willimantic, as requested by the school districts.

MAJOR OBJECTIVES:

1. Help beginning teachers to assess their professional preparation in order to determine individual needs for further professional growth.
2. Improve the effectiveness of beginning elementary school teachers.
3. Facilitate the initial entry into professional employment.
4. Strengthen the relationships among beginning teachers and school staff members through development of communication skills.
5. Improve instructional capabilities of beginning teachers so that children receive quality instruction sooner.
6. Encourage cooperative planning between the college and school
7. Establish mechanisms for college personnel to provide followup guidance for beginning teachers.

ACTIVITIES:

1. Two week workshop prior to school opening in September to help the new teacher be better prepared for initial days of teaching, to assess individual strengths and weaknesses in order to plan a continuing program of professional development, and to build confidence in his evolving role concept of professional educator. Graduate credit is granted, thus providing a concept of continuing professional education for the teacher.

ACTIVITIES (Cont.):

2. Four workshops spaced throughout the year for all of the participating teachers and built on expressed needs of the teacher group. Small group workshop sessions to meet specific needs of special groups.
3. Four issues of a newsletter, Reflections, to inform the teachers of current approaches and ideas, and to share classroom experiences of participating teachers.
4. Staff makes regular on-site visits to each teacher at his teaching station. Each visit includes observation in the classroom and a conference with the teacher. The conference includes feedback, sharing of concerns expressed by the teacher.

EVALUATION DESIGN: A pre- and post-questionnaire which assesses needs of the teacher in the areas of content, methodology, the professional-operational aspect of the classroom and the community, and securing personal growth of child and teacher through learning is the major evaluation tool. Narrative data are forthcoming through a Log kept by teachers during the summer, workshop and throughout the year.

FINDINGS TO DATE: Beginning teachers, no matter how well prepared, are initially apprehensive about being successful as a teacher, establishing rapport with their children, their peers, and their supervisors; and whether they know enough to handle the situations they will face.

Beginning teachers respond positively to sharing their knowledge and their apprehensions with peers and with leaders who function in a helping relationship. The response grows with the degree of participation and through building trust.

DISSEMINATION PLAN. Currently four editions of a newsletter--disseminated to participating teachers, administrators, college staff, Title III Project Directors, and other interested parties. Planning descriptive brochure for participating teachers, school administration and boards. Prepared a report for the presidents of four state colleges in Connecticut.

PROGRESS TOWARD ADOPTION: In the second year school districts have agreed to assume a \$250.00 assessment for each teacher participant. This assessment covers stipends returned to teachers for attendance at workshops and for graduate credit.

Eastern Connecticut State College is currently deliberating as to staffing for the Program. This will occur in three stages. Eastern currently provides space, telephone, and postage. Cost of publishing a newsletter and providing secretarial help is anticipated at the end of the grant funding. The curriculum Committee of the Education Division has recommended adoption of the Program by the Education Division at Eastern Connecticut State College. Final approval by the Education Division will ensure adoption.

LEA: WINDHAM

PROJECT: INTERNSHIP FOR BEGINNING TEACHERS

CODE NO: 086 (1 microfiche)

Documents

Identification Number

Initial Operational Proposal

TT 086-001

Local Educational Agency: Windham Board of Education
 Address: 322 Prospect Street, Willimantic, Conn. 06226
 Project Director: Pamela F. Reed

U. S. O. E. or
 State Project Number
 16-72-1031

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Partners in Placement

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App.	7/1/72	6/30/73	\$12,600.	
	Cont.	7/1/73	6/30/74	\$ 9,450.	
	Cont.				
TOTAL					

Proposed Termination Date: 6/30/75 Projected Title III funding for total project period: \$28,350.

TARGET POPULATION: Children unable to function in classroom due to unacceptable social behavior and inability to fulfill the student role.

MAJOR OBJECTIVES:

1. The pupil will develop acceptable learning behavior, particularly in areas of attention, response, following directions and independent work habits suitable for the classroom in which he is enrolled.
2. The classroom teacher will learn effective modification techniques for working with the pupil in the classroom environment.

ACTIVITIES:

Two areas:

- A. Training of 12 staff members to construct and carry out own program with project practitioner support.
- B. Project practitioner provides intervention in classroom setting to increase targeted behaviors and decrease others as targeted by the present or receiving classroom teacher.

Project Title: Partners in Placement

U. S. O. E. or 16-72-1031
State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: Pre-intervention and post-intervention through behavior target schedule utilizing a technique such as: frequency, duration, event sampling, interval spoilage.

FINDINGS TO DATE: Generally, pupils under contingency contracts, knowing consequences, improve the performance of the student role.

DISSEMINATION PLAN: Essentially intra-community, involving personal contact.

PROGRESS TOWARD ADOPTION: Presently, 25% funding is supplied by the local board of education.

Date completed or reviewed 3/25/74 **Completed by** Panel C. L. Reed **Phone** (304) 423-8401
Ext. 21 or 22

LEA: WINDHAM
PROJECT: PARTNERS IN PLACEMENT
CODE NO: 087 (1 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 087-001
Continuation Proposal	TT 087-002
Project Evaluation Report	TT 087-004

Local Educational Agency: Windham Board of Education

Address: 322 Prospect St., Willimantic, Conn. 06226

Project Director: William R. Niemann

U.S.O.E. or
State Project Number

16-73-1009

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Self Searcher

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App	7/1/73	6/30/74	\$16,750.	
	Cont				
	Cont.				
TOTAL				\$16,750.	

Proposed Termination Date 6/30/76

Projected Title III funding for total project period:
\$36,800.

TARGET POPULATION: Primarily families of children of public school age who have been referred to Pupil Personnel Services and who could benefit from counseling services. Basic criteria for selection:

1. Child presents persistent social and academic problems for 2 years.
2. The majority of family units will have more than one child.
3. Most of family's children are of elementary school age.
4. Parents express desire to help child with his emotional or adjustment problems.

MAJOR OBJECTIVES:

1. Assist family in creating a healthy family home environment for the child and gaining an understanding of his potential and needs.
2. Modify student's non-productive social and academic behavior.
3. Open channels of communication between parent, child and school.
4. Student will develop more tolerance toward parents, peers and teachers as observed by development of positive communicative relations.
5. Student will develop a concept of self incorporating school achievement.

ACTIVITIES: 4. Planning Phase (12 days allotted).

1. Administrative--Director interviewed and recruited consulting psychiatrists, clinical psychologists, and psychiatric social workers who would be willing to train school counselors in family counseling and orient teachers to the role which they play with the children served. School counselors ultimately took on responsibility of orienting district teachers instead of consultants. Referrals came initially through the Planning and Placement Team and later from principals, guidance staff, and self referrals as a result of news releases.

Project Title:

Self Search

U. S. O. F. or 19-73-1009

State Project Number

ACTIVITIES (Cont.).

Case intake from October through December was done jointly by one of the clinical consultants and a school counselor serving the family. Commencing in January the counselors picked up their own cases and taped them. This was followed by weekly supervision from the consultants.

EVALUATION DESIGN.

1. Administration of Interaction Appraisal Survey (locally prepared).
2. Administration of "Student Problems Assessment Survey," student form-locally prepared.
3. Completion of "Student Problems Assessment Survey," teacher form (P).
4. Administration of "The Rotter Incomplete Sentences Blank"
5. Completion of "Walker Problem Behavior Identification Checklist" by teacher.
 - a. Pre-Counseling Assessment
 - b. Post Counseling Assessment
6. Repeat of instruments used in pre-counseling assessment in order to evaluate student growth and progress.

FINDINGS TO DATE:

1. The project fostered positive communication skills and allowed verbalization by family members. This improved relations within the family and the school system resulting in positive approaches for facing and resourcefully resolving target problems.
2. Significant behavioral improvement resulted in school. Some academic improvement has been noted.
3. Those families who attended at least 6 - 8 sessions developed a sense of responsibility which was shared among family and school rather than the finger being pointed at an individual.

DISSEMINATION PLAN:

Will respond to inquiries on the project and submit copies of same and appropriate attachments as requests are made from interested school systems or agencies.

PROGRESS TOWARD ADOPTION:

The clinical team and the Director of Pupil Personnel Services is recommending to the Board of Education continuance and expansion of project services.

Date completed or reviewed 4/30/74 Completed by B. K. Niemann

Phone (303) 423-8401

LEA: WINDHAM
PROJECT: SELF SEARCH
CODE NO: 088 (1 microfiche)

Documents
Initial Operational Proposal

Identification Number
TT 088-001

Local Educational Agency: Woodbridge Board of Education Address: Beecher Road School, Woodbridge, Conn. 06525 Project Director: John C. Mulrain	U. S. O. E. or State Project Number 67-03610-0
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ABSTRACT - NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Cooperative Urban Suburban Summer School

Funding:	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App.	7/67	6/30/68	\$20,020.	
	Cont.	7/68	6/30/69	\$28,800.	
	Cont.	7/69	6/30/70	\$20,200.	
TOTAL				\$69,020.	

Proposed Termination Date 6/30/70 **Projected Title III funding for total project period:** \$69,020.

TARGET POPULATION: Elementary pupils from urban and suburban districts; indirectly parents and other adults in Woodbridge.

MAJOR OBJECTIVES:

1. To determine the feasibility of urban-suburban school mixing.
2. To determine the benefits or deficits that accrue to children involved in the program.
3. To determine to what extent cooperative programs can be developed between urban and suburban school districts.
4. To determine what effect such programs have on the adult community.

ACTIVITIES: Briefly, the Woodbridge program is one whereby 100 children were enrolled in grades kindergarten through grade 4. Sixty (60) of the children come from Woodbridge and forty (40) from New Haven. The program was divided into three main categories or phases: Phase I - Academics (language arts); Phase II - Enrichment (drama, music and art); Phase III - Recreation. This program and setting provide the city and suburban pupils with an opportunity to study, work and play together. Literally these children have an opportunity to live together when they take an overnight trip to a camp in Connecticut.

EVALUATION DESIGN:

Outside Consultant--Dr. Donald H. Ackerman, Jr. The students from Woodbridge and from the inner-city New Haven area were exposed to a varied summer school program stressing creativity, flexibility of curricular offerings, opportunities for field trips and overnights, and the interaction stemming from daily contacts. Their progress was checked through pre and post session Stanford standardized achievement testing. In the more significant area of attitudinal change, a specially-constructed instrument was administered. In order to study the effects on the community, an instrument was developed to check into attitudes and intensity of attitudes on certain aspects of the program's philosophy and effects. Teachers were approached for an analysis of their reaction to the program and its participants. Teachers, teachers' aides, teachers' assistants and consultants were interviewed to explore many areas of mutual interest and concern, and, in addition, completed open-ended questionnaires detailing their comments on the strengths and weaknesses of the project as well as their recommendations for changes in subsequent sessions.

FINDINGS TO DATE:

Changes favorable to the objectives and goals of the program occurred to a significant degree among pupils and parents of both communities. The pre-session means and scores rose to a point where there was a strong degree of agreement that the program was at least "not bad and may well be something valuable" even among the same Woodbridge parents who were strongly opposed in 1967.

DISSEMINATION PLAN:

Annual Reports sent each year to those requesting them, as well as to all of the area superintendents of schools. Materials also distributed at educational conferences held throughout the State. During the program period numerous press releases and stories were carried through all local news media.

PROGRESS TOWARD ADOPTION:

Progressed from summer project to full time involvement in "Project Concern," a voluntary urban-suburban program carried on during the school year.

LEA: WOODBRIDGE
PROJECT: COOPERATIVE URBAN SUBURBAN SUMMER SCHOOL
CODE NO: 089 (7 microfiche)

<u>ements</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 089-001
Continuation Proposal	TT 089-002
Continuation Proposal	TT 089-003
Project Evaluation Report	TT 089-004
Project Evaluation Report	TT 089-005
Project Evaluation Report	TT 089-006

Local Educational Agency: Woodbury Board of Education

Address: School Street, Woodbury, Conn.

Project Director: Duncan McDougall

U. S. O. E. or
Sta. Project Number

8-050940-2621

ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project Connecticut Outdoor Project in Educational Services (COPES)

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In. Oper App	2/1/68	1/31/69	\$79,845.	
	Cont	2/1/69	6/30/69	\$40,000.	
	Cont.				
TOTAL				\$119,845.	

Proposed Termination Date 6/30/69

Projected Title III funding for total project period:

\$119,845

TARGET POPULATION: Elementary and secondary pupils and teachers in 12 area towns.

MAJOR OBJECTIVES:

1. To help children and young people to increase their knowledge of the natural world.
2. To develop awareness of inter-relatedness of life.
3. To encourage solutions of problems in environmental protection.
4. To utilize natural resource specialists in teacher training and curriculum development.

ACTIVITIES:

- In-service training of teachers in outdoor education.
- Field study and demonstrations for pupils both at the project outdoor center and in locale of the various schools.
- Development of special curricular materials and field sites for school use.
- Special programs for a range of exceptional pupils.

Project Title: Connecticut Outdoor Project in Educational Services (COPEs)

U. S. O. E. or 8-050940-2621
State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN:

Combination of objectives and subjective approaches including testing, observation, and participant reactions.

FINDINGS TO DATE:

- Several outdoor labs (field sites) were established at various area locations.
- Teachers from range of schools responded favorably to in-service training programs.
- Successful incorporation of curricular materials and emphasis in regular and Voc-Ag classrooms.

DISSEMINATION PLAN:

Newsletter, speaking to civic groups, news releases.

PROGRESS TOWARD ADOPTION:

Because of internal problems in the project, it was not continued

Date completed or reviewed 6/10/74 **Completed by:** R. Richards **Phone:** (203) 566-5287

LEA: WOODBURY
PROJECT: CONNECTICUT OUTDOOR PROJECTS IN EDUCATIONAL SERVICES (COPES)
CODE NO: 090 (7 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Initial Operational Proposal	TT 090-001
Continuation Proposal	TT 090-002
Project Evaluation Report	TT 090-005
On Site Evaluation Report	TT 090- 0 06

Local Educational Agency. Woodbury Board of Education Address. School St., Woodbury, Conn. Project Director Frank Gillooly	U S. O. E. or State Project Number 68-6107
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ABSTRACT NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project Greater Regional Opportunities for Waterbury (GROW)

Funding	Type	Period of Funding		Amount of Grant	Total Operating Budget by Funding Period
		From	To		
	In Oper App.	6/28/68	6/30/69	\$50,315.	
	Cont.				
	Cont.				
TOTAL					

Proposed Termination Date 6/30/69 **Projected Title III funding for total project period:** \$50,315

TARGET POPULATION: The total school population of the Waterbury area ultimately.

- MAJOR OBJECTIVES:** To plan for the regional development of:
1. Educational programs for academically gifted.
 2. Extended utilization of TV and related technology in education.
 3. Information collection and retrieval system processing school and community data.
 4. Forecasting system for employment opportunities and trends.

ACTIVITIES. Representatives from area school systems and industries formed planning committees to explore each of the major areas of concern with the aid of a full-time planning coordinator. In turn, these planning committees worked with appropriate community groups.

Project Title: Greater Regional Opportunities for
Waterbury (GROW)

U. S. O. E. or 68-6107
State Project Number

ACTIVITIES (Cont.):

EVALUATION DESIGN: Analysis of the process and outcomes of planning.

FINDINGS TO DATE: Some useful data were generated and several implementation proposals were advanced.

7

DISSEMINATION PLAN: Feedback by planning representatives to their respective agencies/groups.

PROGRESS TOWARD ADOPTION: Because of internal problems the project did not progress beyond the planning stage.

Date completed or reviewed 5/9/74 Completed by R. Richards Phone: (203) 566-5287

LEA: WOODBURY
PROJECT: GREATER REGIONAL OPPORTUNITIES FOR WATERBURY (GROW)
CODE NO: 091 (4 microfiche)

<u>Documents</u>	<u>Identification Number</u>
Planning Proposal	TT 091-000
On Site Evaluation Report	TT 091-006

TITLE III

SUBJECT

INDEX



a.c.e.s.

EDUCATIONAL
RESOURCES
CENTER

800 DIXWELL AVENUE, NEW HAVEN, CONNECTICUT 06511

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