

1-1-1972

# A modular case study of the managerial role of a project director in a career opportunities program.

George Patrick Melican  
*University of Massachusetts Amherst*

Follow this and additional works at: [https://scholarworks.umass.edu/dissertations\\_1](https://scholarworks.umass.edu/dissertations_1)

---

## Recommended Citation

Melican, George Patrick, "A modular case study of the managerial role of a project director in a career opportunities program." (1972).  
*Doctoral Dissertations 1896 - February 2014*. 2611.  
[https://scholarworks.umass.edu/dissertations\\_1/2611](https://scholarworks.umass.edu/dissertations_1/2611)

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations 1896 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact [scholarworks@library.umass.edu](mailto:scholarworks@library.umass.edu).



A MODULAR CASE STUDY OF THE MANAGERIAL  
ROLE OF A PROJECT DIRECTOR IN A  
CAREER OPPORTUNITIES PROGRAM

A Dissertation  
Submitted to  
Faculty Advisors of the School of Education  
of the University of Massachusetts

In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

by  
George Patrick Melican

June 1972

Dedicated to my wife Kathleen  
and children, Joseph, Thomas,  
Timothy and Kristen.

## ACKNOWLEDGEMENTS

Through their cooperation and assistance in a variance of ways, many individuals contributed to the completion of this work. I am gratefully indebted to:

Dr. Atron A. Gentry, my thesis director and doctoral committee chairman, who offered advice and encouragement when much of both was needed.

Dr. Byrd L. Jones, Director of the Center for Urban Education, who served on my dissertation committee and gave esteemed guidance and support.

Dr. Cleo Abraham, Assistant Director of the Center for Urban Education, who also served on my dissertation committee and whose time and contributions were invaluable.

William B. Hynes, my friend and colleague who offered time and knowledge during the preparation of this manuscript.

Richard Fox, also a friend and peer, who proofread parts of the manuscript.

Justine Conlin and Helen Donohue, who typed drafts of this thesis with care and interest.

## TABLE OF CONTENTS

INTRODUCTION	1
PROLOGUE	4
CHAPTER	
I. HISTORICAL BACKGROUND AND GUIDELINES OF THE WORCESTER CAREER OPPORTUNITIES PROGRAM	11
Philosophy of the Worcester Career Opportunities Program	
Affiliation With the Center for Urban Education at the University of Massachusetts	
Description of Local Linkages	
Recruitment Procedures	
II. PROGRAM GOALS AND OBJECTIVES	33
National Guidelines	
Advisory Board Involvement	
Technical Assistance	
Linkages	
III. ADMINISTRATOR OR MANAGER	51
Management by Task Orientation	
Manager of Motivation	
Management by Words	
Managerial Model	
IV. MANAGEMENT BY PROGRAM OBJECTIVES	59
COP Director's Roles	
Differentiated Staffing Model	
Involvement System Matrix	
Evaluation Design	

CHAPTER

V. HUMAN VS. FUNCTIONAL CAPACITIES	108
------------------------------------	-----

COP Director's Human Responsibilities

COP Director's Administrative Responsibilities

Substantive Issues

Concluding Remarks

APPENDIX	121
----------	-----

BIBLIOGRAPHY	199
--------------	-----

## ILLUSTRATIONS

FIGURE	PAGE
A. O.E.O. Poverty Guidelines	35
B. The Dual Roles of a C.O.P. Director	60
C. Four-Year Academic Program, Summer, 1970, Fall, 1970, Spring, 1971, Summer, 1971	63
D. Fall, 1971, Spring, 1972	64
E. Summer, 1972, Fall, 1972, Spring, 1973	65
F. Summer, 1973, Fall, 1973, Spring, 1974	66
G. Model for Differentiated Staffing of Paraprofessional Staff in the Worcester School System	73
H. Proposed Differentiated Staffing and Pay for Paraprofessionals in the Worcester School Department	74
I. Teacher - Aide Duties	75
J. General Aide	76
K. Teacher Aide - 15 Positions	77
L. Instructor Aide - 15 Positions	78
M. Instructional Assistant - 15 Positions	79
N. An Involvement System Priority Matrix	84
O. December 7, 1970, Meeting of Advisory Committee	89
P. Course Syllabus	91
Q. Evaluation Design	95
R. The Director as Planner-Technician	110



FIGURE	PAGE
S. The Director as Personnel Manager-Guardian	113
T. The Director as Coordinator-Catalyst	115
U. The Director as Politician-Friend	117
V. The Director as Judge-Person	119
W. Appendix	121

## ABSTRACT

This dissertation is a three-year study from 1969 to 1972 on how a Project Director for a Career Opportunities Program successfully meets the National, as well as the local, objectives of this program. The author of the study has used theoretical as well as empirical research. The purpose of this research paper is to document successes of a Project Director of an anti-poverty program so that future directors will have a model to follow in the development and implementation as well as evaluation of their program.

In the prologue the author discusses in detail the following purposes of the Career Opportunities Program:

1. To offer career opportunities and education to low-income, high-risk and high-potential individuals.
2. To enable (target area) children to learn more effectively.
3. To serve as a vehicle and a catalyst for bringing about improvements in school organization and curriculum.
4. To have institutions of higher education and local education associations develop jointly relevant educational programs.

In Chapter One, this study looks in detail at the historical background and guidelines of the Worcester Career Opportunities Program. In this chapter the reader will become familiar with the following objectives of the Worcester COP Program:

1. To train qualified teachers indigenous to the area for target area schools.
2. To have the University of Massachusetts offer accredited, inservice educational activities and courses to para-professionals in Worcester.
3. To assist Worcester residents in earning a Bachelor of Science degree in Education from the University of Massachusetts as well as State certification.
4. To develop more efficient methods of teaching children in poverty area schools.
5. To build better communication and stronger ties between homes and schools.
6. To increase the number of teachers able to effectively relate to children of poverty backgrounds.
7. To develop innovative instructional programs for minority children.
8. To establish sound basis for new staffing patterns for school personnel.

9. To establish a realistic career ladder for Worcester para-professionals.
10. To improve the instructional program of children attending target area schools.

In Chapter Two, the author of this dissertation discusses the national goals and objectives of the Career Opportunities Programs. The following are the highlights of Chapter Two:

1. Recruitment procedures.
2. Policy making arrangement.
3. Advisory board involvement.
4. Career ladder and lattice.
5. Work schedule arrangement.
6. Released time policy.
7. Practicum.
8. Linkages with other agencies in the community.
9. Technical assistance available.
10. COP curriculum.

In Chapter Three the author discusses how a COP Project Director manages by program objectives. During this discussion the author elaborates on how a COP Director:

1. Manages and directs the behavior of his participants.
2. Motivates his participants.
3. Influences the thoughts, feelings and desires of his participants.

During this chapter it is also demonstrated how a Project Director to manage properly the motivation of his participants must know the following:

1. The motors and needs of his workers.
2. The organizational tasks to be performed.
3. The climate that characterizes the work situation.
4. The personal strength and limitations of the Project Director.

Also, it is shown how the COP directors manage by words, either written or oral. To accomplish this, the director must know the following:

1. Are the individuals familiar with the words and phrases that I used?
2. Do the words being used have the same meaning for the listener as the speaker?
3. Will the words evoke any emotional reaction whether positive or negative?

In Chapter Four the author demonstrates by empirical research how the Worcester COP Director is managing his program by program objectives. In this chapter the following administrative responsibilities that are imposed upon a COP Director are discussed:

1. Educational programming
2. Staffing and recruitment
3. Agency coordination
4. Community participation
5. Evaluation

Empirically it is discussed how the Worcester COP Director performs successfully in the following roles:

1. As a planner
2. As a personnel manager
3. As a coordinator
4. As a politician
5. As a judge

In the concluding chapter a comparison between the human versus the functional capacities of the director are discussed as well as concluding remarks about the success of the Worcester Project Director.

## INTRODUCTION

The subject of the dissertation concerns a modular case study of the managerial role of a Project Director in a Career Opportunities Program.

This dissertation is based on three years of empirical research with the Career Opportunities Program (COP). The author of this thesis has lived and slept with the goals and objectives of COP for this period of time. During his tenure as Project Director of the Worcester Career Opportunities Program he has carefully documented his success and failures as the administrator of the program. The successes of the Worcester Project Director, in managing his program, are elaborated upon with the hopes of assisting some future administrator of anti-poverty programs.

By way of historical background, the Career Opportunities Program (COP) presents strong evidence that significant educational growth for low-income, high risk, and high potential individuals occurs under some measurable conditions.

In this study the historical background and guidelines of the Worcester Career Opportunities Program will be discussed in Chapter One. In this chapter the reader will be able to see how the School of Education at the

University of Massachusetts is cooperating with the Worcester School Department in meeting the educational needs of many of its indigent residents. The procedures used in selecting staff and participants for the COP Program are elaborated upon in this chapter.

The national goals and objectives of the Career Opportunities Program are discussed in Chapter Two. Besides the goals and objectives of the program, this chapter also deals with the suggested linkages that the National Branch of the Career Opportunities Program would like to see every local program have. Also, the technical assistance that is available to each COP Program is focused upon in Chapter Two.

In Chapter Three, a theoretical as well as empirical study of the managerial and administrative qualities that a Career Opportunities Program Project Director should possess in order to have a successful program is discussed. In this discussion the writer focuses upon the skills necessary for a manager to motivate his clients. This chapter also includes the ways by which a COP Project Director successfully communicates with his participants.

Chapter Four is a lengthy discussion of how a project director manages to meet and follow program objectives. Exhibits of how the Worcester COP Program



Director functions and manages to meet the objectives are elaborated upon in this chapter.

The final chapter, Chapter Five, focuses upon the human qualities that the COP Project Director must possess in order to relate successfully to his participants. These human qualities are compared with the technical qualities discussed in Chapter Four. Exhibits are used throughout this chapter to indicate how these qualities can and should complement each other.

## PROLOGUE

In the short period of a few years, specialized education for the disadvantaged has broadened to the point where longer range involvement of a deeper and more imaginative nature is developing.

Despite unparalleled prosperity in the Sixties, many Americans then were living marginal lives in deteriorating urban areas, plagued by inadequate education, racial discrimination and insufficient income. Attitudes in some areas during that decade became hostile to the political and economic system developed under such conditions, resulting not only in civil strife but in a loss of human potential which the nation could ill afford.

When the Federal Head Start Program set about providing adequate pre-school preparation for disadvantaged children, a wide variety of pre-kindergarten classroom patterns was spawned ranging from baby-sitting to day care centers and child-development nursery schools.

One of the most innovative projects for getting at the root of today's problem has been the Career Opportunities Program (COP) which was established under the Education Professions Development Act of 1967. This program is designed specifically to offer career opportunities

in education for capable persons of low income standing or with other cultural disadvantages. This in turn requires that participating institutions prepare "career lattices" - that is, step-by-step advancement programs which enable the participants to pursue life-time professional careers in their chosen education field.

The wider aim of the program is to enable children to learn more effectively. With the help of paraprofessionals to relieve them of some of their routine duties, teachers will have more time to use in instructing their pupils. The professional is then able to give the youngsters more individual attention and to teach more extensively and intensively. When trained paraprofessionals are available teachers can delegate to these aides certain tasks which they themselves would otherwise not have time to do. The Career Opportunities Program aims to serve as both a vehicle and catalyst for bringing about improvements in school organizations and curriculum. It provides a unique opportunity for children to achieve multi-dimensional "learning leaps."

After national priorities had been set in 1969 in educational projects for the disadvantaged, the program got into full swing in 1970 along the lines of setting up low-income eligibility fellowships for prospective teachers, and of creating priorities for low-income school aide personnel.

The Career Opportunities Program is designed to train individuals who have the ability and desire to spend a significant part of their working careers in providing better education for children of low-income families. A commitment toward such a career should represent fully the intention of the applicant when he (or she) enters the program.

Participants should be residents of the area served by COP schools. Where participants are to be newly recruited to the school system, they must come from low-income families. Where present employees are to be COP participants, preference must be given to those from low-income backgrounds. COP is a program encompassing the concepts of planned social and institutional change by participants from each of the groups in the form of local Career Opportunities Program Councils. An important criteria that the participation on the council from any of the three groups not be limited. For example, participants from the school should include not only staff from the superintendent's office, but also teachers, administrators, and present paraprofessionals, who will be involved in the program's implementation. Representatives from teachers' and other staff organizations, as appropriate to the local situation, should be involved. Similarly, those involved from the training institutions should include

the faculty members and the appropriate administrative officials who will make direct inputs to the paraprofessionals' educational experiences. Among the sources of community participation might be an already existing community advisory board, or a Model Cities Board, as well as representatives of private groups or non-profit citizen groups. The slots for community representation should particularly take into account roles for parents and for students, as well as for community members who are key residents of the neighborhoods of the schools served by the Career Opportunities Program. Such a COP Council would continue through the life of the program as an on-going mechanism for cooperation and involvement.

The Career Opportunities Program seeks results that go beyond affecting a particular group of children. They extend to the structure and organization of the school and its relationships to other institutions. Thus, as a result of the Career Opportunities Program, schools may be improved in a number of ways, such as: new staffing patterns, including both new staff roles as well as career advancement programs; new opportunities for the entire staff to engage in the life of the school; new forms of evaluation of performance in the classroom, as well as new ways of preparation and assignments; new and wholesome interaction between school and training institutions,

with much more of the work of the latter taking place in the former; participation of youngsters in the teaching process, and as in Youth Tutoring Youth programs, new patterns of teamwork within the school.

The entire training and education component---from planning through implementation and evaluation---involves school, training institution(s), and community. The training and education program is designed to: (1) improve the individual's competence in his present position; (2) qualify the person for the next higher position on the career lattice; and (3) count towards a college degree and certification requirements for teacher or equivalent positions. Released time with no loss of financial support is essential for trainees to take advantage of training programs.

The orientation program includes the participating paraprofessionals and the teachers and other professional staff with whom they will be working. This joint participation continues throughout the academic year. While there is need for special courses for each group of participants, ample opportunity is also provided for joint involvement of the various participants in the training program, and for co-teaching opportunities.

Each project makes provisions for local evaluation of its effectiveness as part of the school district's in-kind-contribution. This evaluation gives attention to each of these following factors:

1. The effect of the program in the affective domain and in other areas, e.g., sense of mastery, curiosity, feeling in the school, learning how to learn, social skills, attitudes toward learning, as well as the effect upon pupil's cognitive functioning and comparing these findings with similar children not involved in this program.
2. Their effectiveness on individual participants, e.g., in their jobs; the retention of participants in the project through the first and subsequent years; their advancement on the career lattice; their success in college, etc.
3. Impact of the project on the school system, such as the use of positions set up in the career lattice plan; the extent to which the roles of teachers, administrators and others are better defined as a result of the use of career lattice positions, etc.
4. The extent to which the community has become involved in the school; the development of cooperative planning involving the schools, the community, the State Department of Education, and other institutions and agencies; the extent of institutional cooperation in training educational personnel, etc.
5. Effectiveness of new relationships between school and colleges; new roles for each; new training designs, teacher-staff planning; use of simulation or micro-teaching techniques; training in teams; co-teaching, etc.<sup>1</sup>

---

<sup>1</sup>Project Directors Handbook, Career Opportunities Program-COP Leadership Training Institute, December, 1970.

Staff qualifications for a Career Opportunities Project requires past experience in low-income areas, either working, living or participating there. The staff at all levels, both in the school and at the colleges, should reflect in ethnic background and experience those being served---both as Career Opportunities Program participants and as students in the school. Staff members must be able to communicate well with diverse personalities including the school officials, teachers, children and youth involved in the project, the participants themselves, and parents and other citizens of the community who have contributions to make to the success of the project. The staff must possess personal qualities and abilities which will enable them to carry out the various elements required of a Career Opportunities Program Project, including planning the project in cooperation with other groups and institutions, recruiting participants for the project, conducting some of the training components, counseling the participants, encouraging wholesome school-community relationships, evaluating the effect of the project, and adjusting the project content to the needs of the school(s) being served.



## CHAPTER I

### HISTORICAL BACKGROUND AND GUIDELINES OF THE WORCESTER CAREER OPPORTUNITIES PROGRAM

There is an ever-increasing need for fully qualified capable, professional teachers in the public, private, and parochial schools of the United States of America. The demand for teachers who are able to reach, and relate to youngsters who live in urban, low-income areas is even more pronounced. It is felt that teachers who share common backgrounds and who have had similar experiences in their own lives as the children who must be taught are able to make a more meaningful contribution than persons with unrelated and dissimilar experiences. The Worcester-University of Massachusetts Career Opportunities Program intends to prepare such indigenous persons to teach in communities not unlike those in which they, themselves have grown up; but indeed, these adults who are now working as paraprofessionals, upon having completed their training will be fully accredited and certified teachers, capable of teaching in any school system in the country.<sup>1</sup>

---

<sup>1</sup>From the files of the Project Director of the Worcester-University of Massachusetts Career Opportunities Program.

The pressing need for qualified teachers at all grade levels in urban schools is seen more clearly when we realize that the pupil-teacher ratio is rapidly rising in urban areas, and properly trained teachers are hardly being prepared in sufficient number to keep abreast of the demands. The nation's low-income communities have an additional handicap, in that they lack the more attractive working conditions offered by more affluent school districts throughout the country.

The COP provides college accredited in-service-educational activities and courses to paraprofessionals in the Worcester schools while concurrently, fifteen other paraprofessionals are functioning as students and trainers of teachers at the University of Massachusetts. Program participants are able to earn baccalaureate degrees and meet teacher certification requirements within a period of five to six years, and, of course, within less time if they have had some previous college work.

Located in central Massachusetts with a population of 180,000, Worcester is the second largest city in the state and the third largest city in New England. There are some 38,731 pupils enrolled in the Worcester Schools: 30,912 of whom are in the public schools and 7,819 of whom are in private schools.<sup>2</sup> Like all urban communities

---

<sup>2</sup>From the 1970 City of Worcester Census.

Worcester is characterized by rapidly rising school and welfare costs and, as a consequence, rapidly rising taxes. There is a growing population of low income families, recently heightened by a steady influx of non-English speaking families with little or no formal schooling.

Thirty-six public and private schools of Worcester qualify as "low-income schools" under Title I of E.S.E.A., P.L. 89-10 as measured by the ten indices of poverty.<sup>3</sup> These schools share many similar problems such as mobility of population, broken homes, deficiencies in achievement in language arts and arithmetic, high incidence of retention and failures, attitudes of discouragement, lack of motivation and ultimate surrender of the children to the gargantuan forces of neighborhood and home. Since the designated Model Cities Area of Worcester is limited in scope (involving only eleven of the schools) it has been agreed that the Career Opportunities Program should be extended to the Title I Target Area.<sup>4</sup>

There is an urgent need to provide readily accessible educational career opportunities for low-income, minority group members of our urban ghetto communities. There is an

---

<sup>3</sup>From the files of the Title I Director of the Worcester School Department.

<sup>4</sup>From the 1969 Career Opportunity Program Prospectus submitted to Washington, D.C.

equally urgent need to prepare teachers with the capabilities and the desire to work with youngsters who have backgrounds and life styles similar to their own.

The demands of community groups and parents, expressed through boycotts, demonstrations, and desire for control, have caused us to look more and more to the local community for school staff and personnel. Educators are being challenged to provide relevant learning processes for all children; and increasingly it is being recognized that the persons who have the desire, the rapport with youngsters, and the greatest interest in educational success for those youngsters, are the residents of indigenous communities.

One of the most profound problems of teachers and administrators serving a disadvantaged area is their own attitudes toward the children and parents who are its victims. All too frequently, teachers and administrators see the socio-culturally disadvantaged child as one whose chances for upward mobility are limited not by environmental factors that can be changed, but by unchangeable internal factors such as limited mental capacity. It is felt that teachers and future teachers who themselves have been victimized by such faulty and erroneous reasoning will counter-act such attitudes and help to reduce the level of this type of thinking.

The teacher aides of Worcester are doing excellent work in establishing rapport with youngsters and making positive contributions toward their education. These aides, however, are stymied in their efforts and desires to become fully certified teachers because of the lack of readily accessible routes to certification. Most school systems which have developed teacher aide programs for indigenous personnel have experienced difficulty in arranging for full Bachelor of Arts degree availability in conjunction with those paraprofessional programs.

Often, in-service courses and occasional college-level courses completed by auxiliary personnel are not accepted by a degree-granting institution. The University of Massachusetts does accept and assign credit for all such courses already taken, and does further enhance the feasibility of pursuing a teacher education program by offering on-site courses in the schools of Worcester in cooperation with this school system.<sup>5</sup> The development of a new model does make full degree programs (Bachelor's level) readily available to such indigenous personnel and is also attractive to transfer students who begin their degree programs at two-year colleges but are thwarted after

---

<sup>5</sup>From the files of the School of Education at the University of Massachusetts.

completing their two-year degree programs because of a dearth of institutions who will accept their transfer credits.

Some basic objectives of the Worcester-University of Massachusetts Career Opportunities Program are:

1. To develop more efficient methods of teaching children in poverty-area schools.
2. To establish new routes to higher education and educational careers for persons from low income areas.
3. To build better communication and stronger ties between homes and schools.
4. To increase the number of teachers able to effectively relate to children of poverty backgrounds.
5. To raise the level of the goals and aspirations of indigent citizens.
6. To facilitate the attainment of new careers for some of our citizens.
7. To develop innovative instructional programs for disadvantaged children.
8. To establish sound bases for new staffing patterns for school personnel.
9. To establish a realistic career ladder and lattice for educationists.<sup>6</sup>

An essential objective of the program is to improve the instructional program of children attending the target area schools; the auxiliary personnel carry on many

---

<sup>6</sup>From the files of the Project Director of the Worcester-University of Massachusetts Career Opportunities Program.

administrative tasks now handled by the teacher and thus the teacher works with the aide to plan and develop the learning experiences for each child. Presently, one adult alone must, of necessity, gear these experiences to the needs of the majority of the children, but with the presence of another adult, the possibility of activities adjusted to a small group or an individual becomes a reality. Drawing on the special interests and talents of the aides there is also an opportunity to increase the richness and variety of the classroom program.

These aides who are parents or other indigenous persons span avenues of communication between the community and the school. The aide, through participation in this program, acts as a liaison between the home and the school by interpreting the school curriculum and the school environment. Also the aides make the school aware of the community's needs and capabilities. In this way, these aides increase the understanding and cooperation between the community and school.

The aides participating in this program are given an opportunity for career advancement: capable persons who have not had the opportunity for an educational career are now able to progress on the job and may become certified teachers. Through the development of a career lattice for the paraprofessional, the school system is moving toward a differentiated staffing pattern.

The Career Opportunities Program does: (1) provide for improved educational services of children in target area schools, and (2) provide for an opportunity for career advancement to paraprofessionals and others.<sup>7</sup> By establishing a career lattice with different levels of paraprofessionals, the school system is moving toward greater differentiation of staffing. The old school - master of yesteryear with a slate and limited number of books had few alternatives; the modern teacher with chalk boards, and projectors, many books and other resources, has more options. The teacher of tomorrow with individual learning carrels, many kinds of audio-visual equipment, well supplied libraries and instructional materials centers, and the use of paraprofessionals with various skills will direct the learning activities of children in a highly individualized program with many alternatives.

During the first year of operation of this project, 45 participants were involved in the Worcester in-service program, and 15 participants were involved as combination trainers of teachers and teacher trainers at the UMass School of Education in Amherst.<sup>8</sup> Of the 15 paraprofessionals located at the School of Education, five came from the

---

<sup>7</sup>"Supplement to Manual for Project Applicants and Grantees of Career Opportunities Programs," p. 3.

<sup>8</sup>From the files of the Project Director of the Worcester-University of Massachusetts Career Opportunities Program.



Worcester system and ten came from other sources. Every effort was made to have at least 40 per cent of new program participants (those not already employed as teacher aides in Worcester) be Vietnam Veterans. Approximately one-third of the trainees had not completed high school; one-third had completed high school, but with no college credit; and one-third had some previous college background.

Recruitment of new participants for this project involved COP staff personnel from Worcester and the UMass School of Education, as well as other school personnel from Worcester. The recruitment process relied heavily on techniques not typically utilized within the field of education, particularly in the attraction of veterans into the program. However, the basic approach was through person-to-person contact. The latter was possible because of the existence of an extensive minority group representation within the UMass School of Education and because of extensive contacts between Worcester school personnel and community agencies within the city. Some examples of the latter are: (1) The Concentrated Employment Program, (2) Model Cities, (3) Worcester Action Council, (4) Division of Employment Security, (5) N.A.A.C.P., (6) The Urban League and others.

Newspapers and radio announcements were utilized in our recruitment campaign as well as local billboards and school department bulletins. In addition, the director cooperated with the U.S. Department of Defense and its TRANSITION program for recently discharged veterans. Through this program, he was able to make direct contact with Vietnam veterans by visiting nearby separation centers and presenting the pertinent aspects of the Career Opportunities Program. Another recruitment technique was the sending of teams into the community of Worcester to speak at appropriate community gatherings.

The criteria which was utilized in selecting new participants for this program was also significantly different from typical selection procedures. The first prerequisite was that the participant be a member of a minority group, which is interpreted here as including the Black, Indian, Oriental, or Hispanic (Puerto Rican and Mexican-American) cultures. In those cases where this minority group membership requirement proved to be dysfunctional to a specific teacher aide assignment, this requirement was modified. However, it was and still is the intent of this program to focus wherever possible on the selection of minority group members as program participants.

The second requirement for selection of this program was that the candidate be interested in education as a career. The third requirement for selection was the candidate's ability to communicate effectively as judged by a panel of three selected individuals with similar backgrounds. In addition to these requirements, an attempt was made to obtain a broad range of minority group representation as well as a 40% representation of Vietnam era Veterans. Finally, the selection process also focused on the problem of obtaining an appropriate range of talent within the participant group so that the purposes of this proposal can be accomplished.

In Worcester the agencies and individuals already involved in the development of this project helped with the recruitment of participants. These were Model Cities (Educational Committee and Port of Entry), The Worcester Community Action Council, Inc., The Massachusetts Division of Employment Security, The Head Start-Child Development Program, Teacher Corps Coordinators, The Worcester College Consortium, Director of Title I, E.S.E.A. Projects, School Volunteer Program, Neighborhood Youth Corps, Target Area School Personnel (Teacher, Aide, Parent and Principal), Instructional Division of the School Department, and Educational Association of Worcester.<sup>9</sup> The Vietnam Veterans

---

<sup>9</sup>From the files of the Worcester-University of Massachusetts Career Opportunities Advisory Board.

were recruited through Veterans' Organizations and the Transition program of the Department of Defense.

The director was selected by the School Department in cooperation with representatives from the Advisory Committee and the University of Massachusetts. The director working with a committee which included a community representative, a person from the University of Massachusetts. Worcester Public School personnel (one professional, one from the paraprofessional) was responsible for the selection process of participants. Every effort was exerted to select people who are representative of minority groups and from low socio-economic families.

Some other selection criteria which were used as guidelines for persons entering the Worcester-University of Massachusetts COP program are: (1) good health (mental and physical) of trainee aspirant; (2) family income within the poverty range; (3) fondness for, and interest in, children; (4) ability to communicate with others.<sup>10</sup>

Some examples of program participants are:

1. Vietnam Veterans (new people)
2. Teachers of handicapped children
3. Community Helpers (from Inner City Learning Center)
4. Work Incentive Program for A.F.D.C. participants
5. C.E.P. Nursery Program and S.A.C. Headstart personnel
6. Teacher Aides (with priority to those from poverty backgrounds).

---

<sup>10</sup> Ibid.

The primary contributions which this COP training component made to the other UMass programs are innovations from traditional teacher preparation programs in two major areas: (1) waiver of traditional student academic requirements for admission; (2) waiver of some of the traditional academic requirements for trainers of teachers.<sup>11</sup> Although these innovations were present in the past at the UMass School of Education, the significant influx of a large number of indigenous personnel and the use of those persons as trainers within teacher training programs have had a positive impact within the School of Education as well as on other Teacher Training Programs throughout the nation.

Through this program there has been in Worcester:

1. An increase in the understanding of the schools' role by the community. As a result, greater cooperation between the school and the community has developed. These aides who serve as a link between the home and the school have helped to create such an atmosphere.
2. More opportunities for the entire staff of the schools involved to participate in school program planning activities, and thus to become more involved in school and community life. The emphasis on the use of a team approach to the planning and developing of the learning program and activities has acted as a catalyst for the facilitation of school-community communications.

---

<sup>11</sup>From the files of the director of the Center for Urban Education at the University of Massachusetts.

3. An increase in awareness and concern for the development of new staffing patterns. The impetus for this has been of the development and acceptance of the career lattice for auxiliary personnel.<sup>12</sup>

The 1970 Summer Orientation program on site in Worcester was of seven weeks duration and had as its objectives orientation of paraprofessional-trainees, teachers, administrators, and COP staff members to the purposes, design, and objectives of the Career Opportunities Program; orientation of these persons to the resources, educational options, and individual support available within the program; and orientation to the innovative techniques and resources available in the School of Education, University of Massachusetts.

The training designs within the orientation period was varied and included course work (in which a trainee earned up to six hours of college credit), workshops, and an institute which featured lectures, discussions, films, and symposiums. The career ladder plan was explained and discussed, and individual programs were designed for the fall semester. Paraprofessionals had an opportunity, prior to Summer Orientation, to make suggestions for possible content of orientation subjects and discussions.

---

<sup>12</sup>From the files of the Project Director of the Worcester-University of Massachusetts Career Opportunities Program.

Some of the course offerings were available in combination with other courses or in the format of the modular credit system. As nearly as possible, courses were structured to be of immediate functional utility to the trainees in the disposition of their duties in the classroom.

Each participant in the Career Opportunities Program of the University of Massachusetts must earn 120 credit hours to qualify for the Bachelor of Arts degree in Elementary Education. Sixty of those hours must come from the University's core requirements, from professional education courses, and from courses in social and behavioral sciences. The remaining 60 hours may come from electives in arts and sciences and/or general electives.

Some of the courses available to program participants, as electives, include:

- Introduction to Urban Education
- Special Problems in Education
- Methods of Teaching in the Inner-City
- Urban-Community Relations
- Urban-Curriculum Development
- Strength Training
- Practicum in Education
- Aesthetic Elements in the Teaching-Learning Process
- Counseling the Disadvantaged
- Education Media Technology and Systems
- Team Teaching
- The Education of Self
- The Social Psychology of Problem Students
- Black and African Studies Curriculum for Public Schools

Teaching Reading to Special Populations  
Diagnosis of Reading Disabilities  
Children's Literature  
Foundations of Education  
Teaching English as a Second Language<sup>13</sup>

The training program for paraprofessionals consists of two distinct, but interrelated phases conducted in each location. In-service education phases for paraprofessionals is provided in the Worcester Public Schools, and a Teacher Trainer-Trainee Phase is provided as an integral part of the teacher education program at the UMass School of Education in Amherst. Program participants are encouraged to become involved in both phases during the course of their degree work. The training components for each of these phases will now be described in greater detail.

Paraprofessionals who are working within the Worcester Schools have available in their school system a variety of in-service activities and courses for which college credit can be obtained from the University of Massachusetts School of Education. Within this in-service phase, program participants are able to obtain college credit for activities such as the following:

1. Participation in formal courses taught by staff members from the University of Massachusetts and personnel from the school district.

---

<sup>13</sup>From the files of the academic coordinator of the Worcester-University of Massachusetts Career Opportunities Program.



2. Participation as trainers of other paraprofessionals or teachers within the in-service program (e.g., as strength trainers).
3. Involvement in specific paraprofessional activities as part of their regular teacher aide assignment (e.g., tutoring students or small group instruction of students).
4. Involvement in specific activities with community organizations, agencies and other projects (e.g., liaison function between schools and other agencies, or functioning as a change agent working with community organizations).<sup>14</sup>

Program participants take as few as three credit hours or as many as twelve credit hours per semester, depending on the appropriateness for the individual participant of the activities, courses, and other opportunities that are available within the school during any given semester. Program participants in the Worcester-based program are closely supervised and counseled by the local program Director, and by graduate assistants at the site who are enrolled in the Doctoral Program at the UMass School of Education. Some of these supervisors are specifically selected from among school system personnel who wish to apply for doctoral study leave at the University of Massachusetts. Selection is based on ability to effectively supervise, counsel and tutor the program participants on a one-to-one and small group basis.

---

<sup>14</sup>From the files of the Project Director of the Worcester-University of Massachusetts Career Opportunities Program.

The Orientation Summer (during the summer of 1970) was held as a part of the In-Service Phase operation. This orientation period was focused primarily on familiarizing existing and new teacher aides with the specific school system operation. Since the primary emphasis within the In-Service Phase was focused on activities conducted during the normal school year as an integral part of the participants' paraprofessional activities, less formal program emphasis was needed during the summer pre-session.

The paraprofessionals who were working at the School of Education in Amherst were involved in a variety of activities during the summer pre-session. Since the participants' training is continued throughout their involvement in the project, the first summer training session was not considered a separate "pre-service" training in the trainee-trainer aspects of their program. As trainees, program participants were exposed to a series of familiarization sessions with existing teacher training programs at the School of Education. At the same time that program participants were directly involved as trainees, their talents were immediately applied as member of teams training teachers. Under this arrangement, program participants were immediately applied as members of teams training teachers. Under this arrangement, program

participants were immediately assigned to strength training teams, microteaching teams, or also as facilitators in the race relations courses.

The School of Education, University of Massachusetts, assumed full responsibility for the educational component of the Career Opportunities Program, which is jointly administered by the public school department of Worcester, Massachusetts, and the University of Massachusetts at Amherst with considerable assistance from the colleges in Worcester.<sup>15</sup>

All course offerings are official college or university courses offerings, leading ultimately to the Bachelor of Arts degree and teacher certifications, it is estimated that a participant in this program would reach full certification in a minimum of four years and a maximum of six years.

The University of Massachusetts offers each fall and spring semester, courses representing six (6) credit hours, on-site in Worcester, in facilities provided by Worcester. The University arranges for a variety of three credit-hour courses each semester from the Core Curriculum to be made available to all program participants at a local, and mutually agreed to site in Worcester. It is

---

<sup>15</sup>From the files of the School of Education at the University of Massachusetts.

understood that these three-hour courses may be offered in Worcester through a local college in the event this cannot be arranged by University of Massachusetts personnel. The University agreed to provide the opportunity for program participants to earn six (6) hours of credit during a regular summer session in a local Worcester college in the event the summer courses cannot be arranged by the University of Massachusetts personnel. It is also understood that of the twenty-four credit hours mentioned above, six (6) represent credit earned for a practicum in education, as a result of successful and satisfactory work by each individual as a teacher aide in the schools of Worcester. This work is supervised for the project by the program coordinators in Worcester, and by doctoral-level graduate assistants of the University of Massachusetts, School of Education. Thus, the University is providing the opportunity for each participant to earn at least twenty-four (24) credit hours during two regular semesters and one regular summer session.

Further, the School of Education provides an adequate number of graduate assistants for effective and efficient tutorial assistance for the COP program participants. These graduate assistants provide tutorial services for "catch-up" training as in preparing for the high school equivalency test and for currently operative

training. Participating doctoral-level students receive course credit in partial fulfillment of their own academic program requirements in the School of Education.

These graduate assistants also serve as team leaders; as such, they are vital to the overall success of the total program. In addition, graduate assistants, along with the Worcester coordinators, provide counseling and "direction" for each individual participant, in order to enhance the prognosis for success of each in his own individual program.

The proper and successful implementation of the program outlined above is dependent upon reciprocal cooperation among the two agencies, the Massachusetts State Office of Education, and the National Office of the Career Opportunities Program, in Washington, D.C. Additionally, the School of Education has specific authority and responsibility for the educational component of the COP program. Responsibility for the practicum, however, is with the Worcester School System.

A separate evaluation component has been developed by the Worcester Public Schools and by the University of Massachusetts as an important part of this project. The evaluation focuses on the following areas:

1. An evaluation of the effectiveness of program participants as teacher trainers and paraprofessionals. This is accomplished by evaluating behavioral changes in students taught by program participants.

2. An evaluation of the program participants as students. This is accomplished by focusing on behavioral changes that occur within the program participants as they become involved in various aspects of the program.
3. An evaluation of the impact of program participants on the Worcester School personnel. This goal is accomplished by measuring the behavioral changes in children, teachers, administrative staff members and community personnel within those urban centers.
4. In addition to focusing on the evaluation of institutional goals, the evaluation component identifies individual participant goals for measurement and evaluation. The individual participant goals to be so identified become an integral part of the program goals for the individuals concerned.<sup>16</sup>

---

<sup>16</sup>From the files of the Project Director of the Worcester-University of Massachusetts Career Opportunities Program.

## CHAPTER II

### PROGRAM GOALS AND OBJECTIVES

The Career Opportunities Program, funded under the Education Professions Development Act of 1967, is designed to train individuals who have the ability and desire to spend a significant part of their working career in providing better education for children of low-income families.<sup>1</sup> Commitment towards such a career is not intended to restrict these individuals, but it should, nevertheless, represent fully the intentions of the applicant when he, or she enters the program.

Participants should be residents of the areas served by COP schools. When participants are to be newly recruited to the school system, they must come from low-income families. It is highly recommended that the participants recruited for the Career Opportunities, be low-income, high risk, and high potential individuals. High risk individuals, are people who by reasons of academic record, family background, and a history of acting out their resentment of their life conditions, in juvenile

---

<sup>1</sup>From the files of the Executive Assistant for Governmental Relations for the Worcester Public Schools.

delinquency, crime, drugs and alcoholism, have never found the opportunity for constructive growth or self-realization. In the selecting of participants for the program, it is suggested that the Department of Labor and/or OEO Poverty Guide lines be followed. (See Figure A).

Whenever possible, Vietnam era veterans should be given high priority when openings develop in COP programs. The reason for this, is that veterans represent one of the most valuable manpower resources in the United States today, particularly in human services. Their service experience gives them breadth, depth, and discipline in leadership qualities. Moreover, male veterans, from low-income backgrounds, can help fill the void caused by the absence of the male image in the experiences of many low-income youngsters.

In the recruiting of low-income individuals, it is recommended that the COP program seek advertising time and space in the local newspaper, magazines, radio, and television stations. Also, circulating posters and fliers in churches, bars, laundromats, pool rooms and public places is another highly successful means of recruiting low-income individuals. Other successful methods of recruiting low-income individuals are:

1. Hiring at hourly wages, low-income residents to make door to door contact with potential recruits.



FIGURE A

O.E.O. POVERTY GUIDELINES

These guidelines are also to be used in certain other instances where required by OEO as a definition of poverty, e.g., for purposes of MIS data collection and for defining eligibility for allowances and reimbursements to board members. Agencies may wish to use these guidelines for other administrative and statistical purposes as appropriate.

<u>FAMILY SIZE</u>	<u>NON-FARM FAMILY</u>	<u>FARM FAMILY</u>
1	\$1,800	\$1,500
2	2,400	2,000
3	3,000	2,500
4	3,600	3,000
5	4,200	3,500
6	4,800	4,000
7	5,400	4,500
8	6,000	5,000
9	6,600	5,500
10	7,200	6,000
11	7,800	6,500
12	8,400	7,000
13	9,000	7,500

For families with more than 13 members, add \$600 for each additional member in a non-farm family and \$500 for each additional member in a farm family.<sup>2</sup>

---

<sup>2</sup>From the files of the Acting Chief of the Career Opportunities Program.

2. Cooperating with all high school administrators, guidance counselors, and teachers to get the word to their students.
3. Spreading the word in fliers and posters to and through members of Upward Bound; Future Teachers of America; students in adult basic educations courses; State Employment Offices; concentrated employment program centers; and such community agencies as the Community Action Councils Salvation Army, State Department of Health and Welfare, Child and Family Service, Urban League, NAACP, New Careers and Head Start.<sup>3</sup>

In the recruiting of Vietnam era veterans, it is suggested, that project officers contact the following agencies: (1) Urban League, (2) State Employment Agencies, (3) Local Veterans Administration Offices, (4) VA Outreach Program, (5) Project Transition, and (6) Personally visiting defense installations.

After the individuals have been recruited for the program, the important selection process must take place. Selection of all new participants should be done by representatives of the COP Council. On the Selection Committee should be, a representative from the university, a representative from the school system, a COP participant, as well as the Project Director.

The COP Council is the Board of Directors for the COP Project. Membership in the COP Council should include representatives from traditional as well as more recently

---

<sup>3</sup>"Career Opportunities Program Handbook," March, 1971, p. 23.

formed organizations, along with unorganized community residents, parents and older students who live in the area. The school district and cooperating Universities, should also be represented. Each of these components---school, university, and community---plays a major role in each COP Project. Ultimate responsibility for assuring that the COP Council is organized early lies with the school system or the grantee.

The COP Council as advisor to the Director collaborates on every phase of project development including design of the proposal, its implementation, and evaluation. Its particular role is to assure equal access to information for all three COP components and to guarantee project performance at all stages is consistent. The Council takes major responsibility for recruiting new participants and for the selection of COP staff. The COP Council should select one of its members as chairman, preferably, one who is neither school nor university representative.

A COP Council should be involved in interviewing all staff members for the Career Opportunities Program, and then formally nominating their candidates to the school board and university authorities, for appointment. All COP staff members must have experience in working with low-income people and understanding of their needs and

wants. They must be aware of the special talents and style of COP Auxiliaries, as well as their lacks and handicaps.

Every program must have a career lattice built into its organization. A career lattice is an explicit delineation of hierarchy---that is, competencies, rules and responsibilities---below the professional level, with titles, job descriptions, and compensation explicit at each level.<sup>4</sup> There must also be an opportunity for vertical, horizontal, and diagonal transfer. Vertical transfer is upward mobility from one level of responsibility to the next, all the way from entry level to professional teacher certification. Horizontal transfer means going from one field of work to another---from instructional to guidance, for example---at the same level of responsibility. Diagonal transfer is moving from one field of work to another at the next level, such as going from instructional aide to guidance assistant.

The COP participants should be involved between twenty and thirty hours a week in activities related to instruction or the learning teaching experience; such as classroom, library or guidance work; vocational, adult,

---

<sup>4</sup>From the Career Opportunities Program Basic Policy Highlights.

or physical education; and community or home-school relations. All COP Programs must make arrangements for released time for its enrollees. Released time is time which the participants spend away from classroom responsibility for course work and study, while on full stipend or salary. Universities and colleges usually estimate that one hour of classroom work is matched by one to three hours of library or home work, that is why COP recommends that ten to twenty hours of work week be reserved for university study.

COP specifies that all participants must be enrolled each regular semester in at least a three hour practicum. Practicum is a sustained supervised experience working with children in the classroom. With proper supervision seminars the Practicum can integrate subsequent learning with classroom techniques both innovative and traditional.

The Career Opportunities Program anticipates results that go beyond affecting a particular group of children. They extend to the structure in organization of the school and its relationships to other institutions. Thus, it is to be expected, that as a result of the Career Opportunities Program schools may be improved in a number of ways. For example, changes such as the following may be anticipated: (1) new staffing patterns including both

differentiated staffing as well as career advancement programs, (2) new forms of evaluation for performance in the classroom as well as new ways of preparation and credentializing, (3) new opportunities for the entire staff to engage in planning and participation in the life of the school, (4) new and wholesome interreaction between school and community, (5) new relationships between schools and training institutions, (6) Participation of youngsters in the teaching process such as Youth Tutoring Youth Programs, and (7) new patterns of team work within the school.<sup>5</sup>

These and other improvements are possible outcomes of a Career Opportunities Program. Their achievements will be a result of a premeditated and carefully delineated plan toward that end.

In order to accomplish the objectives of a Career Opportunities Program, it is essential, that linkages be made with all of the agencies involved in the community. Linkages are joint program and funding of the local COP project with other federal, state, and local projects, agencies, institutions and organizations both within and outside the local school system.<sup>6</sup> The purpose for these

---

<sup>5</sup>From the files of the Executive Assistant for Governmental Relations for the city of Worcester.

<sup>6</sup>From the files of the Acting Chief of the Career Opportunities Program.

linkages is resources on target schools serving low-income families. Linkages are important because schools can no longer operate in isolation, in part because the nation is today demanding a better return for its educational dollar. Comprehensive programming combined with cost sharing, helps assure schools of closer ties to the communities they serve and better enabling them to hear and respond to community needs.

Besides cost sharing, there are many other advantages to linkages. Citizen participation groups, already in existence---such as Model Cities Task Force, Title One, ESEA, Advisory Committees, Community Action Councils, Community Action Agencies---can serve as a nucleus for the COP Council. In-kind contributions from all the agencies linked with COP and represented on its council can bring additional resources to the project. These might include recruiting, research and statistical services; council and supportive services; transportation, space, and utilities.

An important linkage for all programs is your State Department of Education. Through their cooperation, it will be possible for the State to accept the career lattice idea and certify auxiliaries who complete COP training.

The effectiveness of the COP Program will be checked periodically by the Management Information System

developed for OE's Bureau of Education Professions Development, which will provide a framework for reporting and reviewing COP projects. Also, the COP Council, the school systems, the universities, as well as the agencies linked into the COP Program will be involved yearly in evaluating the successes of the local program.

Technical assistance will be available to each project during its existence. The technical assistance could come from the Office of Education, the local State Department of Education, the Leadership Training Institute, the National Talent Pool, the Experienced Project Directors Corps, or from the Vietnam Veterans Corps.<sup>7</sup> The Office of Education, COP staff, provides assistance based on experiences with many kinds of projects in various areas of the country. The State Department of Education has received a grant from Federal Government to assist in giving technical assistance to the local COP projects. The Leadership Training Institute, as well as the National Talent Pool, has contracted with COP to provide technical assistance to COP projects through the consultive services of its member. The LTI members and NTP members have been carefully selected from all parts of the country, and have special expertise

---

<sup>7</sup>Supplement to Manual For Project Applicants and Grantees of Career Opportunities Program, p. 23.



in various facets of the COP Program. The Experienced Project Directors Corps and the Vietnam Veterans Corps are available to all projects to offer empirical research to the COP Programs.

An important goal of all COP programs should be initiation of a Youth Tutoring Youth Program. Youth Tutoring Youth (YTY) which is a training program for 12 to 16 year old youths in school and out of school, can improve their own self-image and will to learn by tutoring younger children in basic skills, such as reading and writing. The reason that all COP projects are asked to have YTY Programs is that nationally it sees YTY to be the first rung of a career lattice. Also, tutoring exposes youngsters to learning and teaching, thus COP auxiliaries gain experience in supervising tutors. It is recommended that most tutors be underachievers because tutoring is most helpful to students who have the most to gain. By helping others learn the tutors learn themselves. Tutoring can take place during school hours. The school day can be arranged to permit students to tutor as part of the structure, or tutoring might be scheduled after school and on weekends, depending for example, on how far a tutor must travel to meet this tutee. The actual tutoring can take place almost anywhere where space is available, in schools, libraries, churches, community centers or even at home.

The tutoring being done should deal with basic skills, such as reading and math, but could also get involved in other subject matter. The Director of the Youth Tutoring Youth Program could be any educational professional who is involved in the school system while the tutors' supervisors, are usually auxiliary personnel, such as the COP participants. The tutors imagination should be his work book.

Sources of funds to pay the tutors can be the Neighbor Youth Corps, which can make available job slots to pay the tutors at the local wage rate. Title One, ESEA too, can be used to support additional low-income tutors especially where Neighbor Youth Corps funds are insufficient. College work study funds can support college student tutors. If monies cannot be made available for the tutors, it may be possible to negotiate with schools to give course credit to tutors, particularly, if tutoring occurs during school hours.

Besides the aforementioned goals and objectives that are set down nationally by the Career Opportunities Program, every local project should have the following goals for its program: (a) to provide an educational program so that members of low-income groups may attain full professional standing in all positions related to educations, certified or non-certified; (b) training programs

that provide courses geared to the trainees immediate life situations that will enable their education to proceed from the particular no reference to the more generally understanding; (c) the training program should include intermediate achievement points from which the trainees can work as a full time paraprofessional until they are ready to continue preparation for a higher position, or make a horizontal move into a related field; (d) the training program should provide a variety of special situations for all levels of participants from the top decision-makers, on through middle management to the entering trainee to broaden their understanding of each other's life situation and increase their ability to relate to each other; (e) the program should develop staff and materials and criteria to provide a basis for curriculum changes in the higher institutions of learning; (f) the program should also serve as a basis for changes in the certification systems broadening the existing levels and creating new levels along the way toward the existing ones; (g) the training program should also attempt to bridge the existing gap in the various levels of training institutions, e.g., community colleges and universities, as well as the gap that exists between these institutions and the low-income communities.<sup>8</sup>

---

<sup>8</sup>"Suggested Goals for Career Opportunities Program," p. 1-2.

An objective of each COP Program should be to have its college and/or university, its community, and State Department of Education work together to develop a comprehensive COP curriculum which will provide pathways to a variety of educational certifications. Although certification is the ultimate goal, provision for lower levels of achievement for specialists or professional assistants should be a part of the academic program as an optional terminal point. Professional and paraprofessional options to be correlated with different career lattice steps could be those of the teacher, guidance counselor, special program counselor, community worker, administrative assistant, business manager, and technology and media specialists, as well as others. Specific increments of academic preparation will be the basis for the movement of a trainee to the next position on the career lattice. The local school and college should develop a careful understanding of the interconnections between career position and academic preparation and qualifications.

Another local objective of a COP Program should be to have orientation and in-service training courses, workshops, and institutions comprised of trainees in the COP Program along with their supervisors, other experienced teachers, school administrators, community leaders, state educational personnel and students.

An objective that every COP Program should have is basic courses in educational theory, materials, and methods which are introduced to participants by experience-based seminars that relate to their on-going jobs. Students should see a clear-cut connection between their course work and their job. As they take the prescribed courses they should see visible effects on their own efficiency and value, within the on-going job. College instructors should also benefit in greater understanding of low-income area problems and the needs of the peoples by coordinating such beginning course study with job performance reports and on-site discussions with trainees and their supervisors.

Ethnic courses, such as Mexican-American history, Afro-American history and so forth, should be introduced early into the program in order that the students will be able to improve their self-concept. They will then be able to see that they have a place within the total American scene. Basic skills such as reading and writing, can be improved by using ethnic related materials as a vehicle for improvement in these fundamental areas.

Every project should attempt to have community related studies with provisions for college credit as an important segment of the beginning job-related courses. Special presentations of general education content can be

interwoven with or serve as a larger background content for more particular concentration of material of minority group interest such as local community education, institutions and organizations within a course on urban sociology.

To the COP Council, the participants, and the agencies linked with the respective COP programs falls the responsibility of seeing that the local and national goals and objectives of the Career Opportunities Program are being carried out.

In the counseling of the COP participants, the Project Director should be able to develop a rapport with the students in such a way that any personal problems each may have can be brought out in an open discussion between the participant and the Project Director. Also the Project Director should be able to work with the participants in developing and improving their self-concept. By awarding participants for outstanding contributions to the children in the school system, the Project Director would be able to initiate behavioral modification. The Project Director should also work with his participants in doing some introspection in regard to their roles in the program and the objectives which they would like to get out of the program. During these counseling sessions the Project Director should remind the participants that this program has been initiated for the improvement of education of children in low-income schools.

An important responsibility of the Project Director is the conveying of the COP philosophy to the staff members of the schools that are being served by the COP Program as well as to the entire school system. To accomplish this the Project Director should meet periodically with teachers and administrators of the school system. He and his staff should develop a newsletter that can be sent out periodically to all the schools in the system to convey important happenings within the COP Program. The Project Director should also work very closely with the public relations department of the school system as well as with the local newspaper in disseminating information about his program. Besides working closely with the school system in which the program is functioning, the Project Director should also work very closely with the universities and colleges that are involved in delivering the academic component. The Project Director should be closely involved in the selection of all participants as well as all instructors for the academic program. He should make sure that the instructors are fully aware of the goals and objectives of the program as well as the needs of the students whom he'll be instructing in the classroom.

Besides developing a rapport and working relationship with the school system and the universities and colleges in the area, the Project Director should also

convey the philosophy, goals and objectives of the Career Opportunities Program to the community. This information can be conveyed to the community through the Community Action Programs, Model Cities Programs, American Legions, as well as any other community organizations. Another very important function and responsibility of a Project Director is the development of a realistic career ladder for all of its participants. This career ladder being developed in such a way that the participants can see "Hope" for themselves as well as for the children with whom they are working daily in the classroom.

In conclusion, a successful Project Director must be an individual who has diverse skills and who can communicate successfully on many levels.



## CHAPTER III

### ADMINISTRATOR OR MANAGER

Public Service Programs and especially service programs for low-income people are victims of an almost universal confusion which has existed in the literature for the past twenty years over the ideas and definitions of "administrator" versus that of "manager." The reason has been primarily the rise of a body of knowledge, or of comprehensive generalizations about so-called principles of administration in the structure of public organizations. However, the author is not, at this time, concerned with a critical analysis of these ideas except to note that their central theme has been execution and administration of public policies, changes of public policies, and application of such policies to the public at large and to the beneficiaries of these policies.

Paralleling the growth of this particular field of knowledge has been the rise of the so-called "management sciences," which until recently have found relevance primarily in business and industry. The central theme of these new approaches to organizational behavior has been that of "management by objectives," by "task orientation," or themes identified by similar labels. Whatever the particular label may be, the central point of these observations has always

been that of factual, action-g geared orientation. It is only recently that these two fields of knowledge have begun to relate to each other in the sense that business and industrial enterprises are beginning to be considered as administrative structures, and that, on the other hand, public agencies are beginning to recognize the managerial character of their leadership.

Career Opportunity Directors must be managers who control and direct the behavior of their participants; but such direction and control cannot be aimed only at behavior. These managers cannot afford to operate at the behavioral level only; they must pay attention to the determinants of the behavior. They must concern themselves with motivation.

What should COP Project Directors manage? This question now becomes more complex. COP Project Directors ultimately must manage the behavior of their participants but more importantly, these managers can and do influence the thoughts, feelings and desires of their participants. It is these thoughts, feelings, and desires that determine behavior; it is these psychological factors that are the critical objects of management intervention and control.<sup>1</sup> In other words, Project Directors must manage motivation.

---

<sup>1</sup>G.H. Titwin and R.A. Stringes, Motivation and Organizational Climate, p. 43.

There are managers who seem to be particularly sensitive to this aspect of the management function. There are gifted managers who know what influences make men work harder, who know what factors create high morale, and who know how to get the best out of each worker. Such managers are rare for the vast majority; the job of managing motivation is a trial and error affair. Armed only with the logics of common sense and past experience, most managers must wait until late in their careers before they become experts in problems of motivating others. For most managers a systematic framework for managing motivation is needed, a framework which will provide the needed perspective for more effective handling of problems of managing human motivation. The proposed framework includes four of the critical variables that any Project Director must consider in managing motivation. These elements are not exclusive nor are they independent. Each is, to a certain extent, beyond the control of the COP Project Director but each represents a leverage point that he can use to influence the behavior and performance of his employees. These four elements are:

1. The motors and needs of the workers;
2. The organizational tasks that must be performed;
3. A climate that characterizes the work situation;

4. The personal strength and limitations of the Project Director.<sup>2</sup>

The personality differences account for much of the variables of the participant's behavior in the program. These differences are defined largely in terms of needs; for achievement, for power, and for affiliation. Many of the participants bring different sets of these needs to the program and a manager cannot afford to overlook these needs.

The second element that a COP Project Director must consider in his efforts to manage motivation is the basic nature of the task to be performed. Different tasks involve or require different kinds of behavior and different patterns of motivation from the participants.

The third element in managing motivation, organizational climate, is important for the climate that characterizes the work site which helps determine the kind of participant's motivation that is aroused. Climate is defined as the sum total of the participants' expectations and incentives. Climate tends to mediate between the task requirements and the participant's needs.<sup>3</sup> Because climates directly determine the participant's motivation, changes in the salience of certain climate dimensions could have immediate and profound effects on the motivated performance of the participants.

---

<sup>2</sup>Ibid., p. 56.

<sup>3</sup>Motivation and Organizational Climate, p. 81.

If the job of managing motivation revolves around managing organizational climates, then the Project Director's personal strength and limitations must be considered. Research studies have shown that a manager's leadership style is a critical determinant of organizational climate. Many managers, once they have diagnosed their motivational problems as climate-based, may find that they have to develop special skills in order to change the climate in the desired direction. A Program Director wishing to build stronger feelings of mutual support and encouragement (in order to arouse affiliation motivation or in order to reinforce achievement motivation) may find that he is too aloof and cold in his dealings with COP participants. This COP Director may decide to take a warmer and more personal interest in his participants and this may require skills and attitudes he does not presently possess.

COP Project Directors must realize that they manage by words and that they must come to realize that more harmony and understanding can be developed sooner if they recognize the power of words in communications of all kinds - not only in written material like bulletins, articles and memos, but also in everyday off-the-cuff conversation. To the sender of a message, his meaning may be crystal clear and highly reasonable but to the receiver the message may be cloudy and therefore misinterpreted or misunderstood.

It should become clear to a COP Project Director that he must ask himself three things about the individuals he hopes to reach:

1. Are they familiar with the words or phrases I am using?
2. Do my words have the same meaning for them that they have for me?
3. Will they evoke any emotional reactions either positive or negative?<sup>4</sup>

It seems obvious that you cannot communicate with someone unless he understands the words you use. Last year "Opinion Research" surveyed hundreds of workers in industrial and utility companies in eleven large manufacturing centers and found that many of the terms on which managers relied to put their meaning across just didn't get through. Such words as depletion, revenues, and productivity sailed right over their heads, and even words they thought they knew -- like capitalism and technology often had to be explained before their correct meanings were grasped.<sup>5</sup> The solution is to use expressions that have more meaning for your audience. Project Directors should remember that when it is hard to find a precise word or term that will do the job, a brief descriptive phrase can usually convey the idea to his audience.

---

<sup>4</sup>"You Manage by Words," Harvard Review, 1968, p. 16.

<sup>5</sup>Ibid., p. 32.

In addition to their dictionary meaning many words have popular connotations - suggestions of meaning - of which Project Directors should be aware. People often interpret the language of management exactly opposite from the way it was intended.

Probably the most powerful impact of words involves the emotions. Many words used by management elicit unfavorable feelings and meet with disfavor by those affected. Other studies of applied semantics have also made interesting and sometimes surprising findings. Some words for instance, have been found to be generally offensive while other words are usually met with respect.

Obviously then, the COP Project Director concerned with being understood must take into account the emotional effects and reactions that his words will have and select terms that will elicit the response he wants.

### The Modular View

In constructing a model for the tasks of leadership and control (in the technical sense) of the Project Director of the COP Program the author submits that, that model should be based on a two-fold premise: (1) that these tasks include administrative functions; and, (2) that they include equally comprehensive managerial functions. Insofar as the director is charged with the execution of specific policies either set forth by statutes or by federal, state or local formulations, he is an administrator. Insofar as the application

of these policies depends upon the use of his discretion -- that is in any given function he is faced with a choice of circumstances and applicabilities -- his role is a managerial one.

To an increasing extent the word "model" is being used by way of jargon. Very frequently it connotes nothing more than a description of a particular program effort, project, or organizational structure. This writer submits that the term "model" in the context of social action has a two-fold meaning:

1. It is a way of seeing or analyzing the particular series of sequences of -- to use another jargon word, "operant conditions" -- providing yardsticks for their analysis and evaluation.
2. It is a way to describe a "pure" or "exemplary" set of functions or conditions. In the latter sense a model may be "plugged into" an emerging program or applied to an organization still in the blueprint stage.

It should be stressed, in other words, that what follows in Chapter IV is not merely a description of the job of Project Director but rather an overview of a system or inter-related and interwoven functions, responsibilities, personal characteristics, and required human traits.



## CHAPTER IV

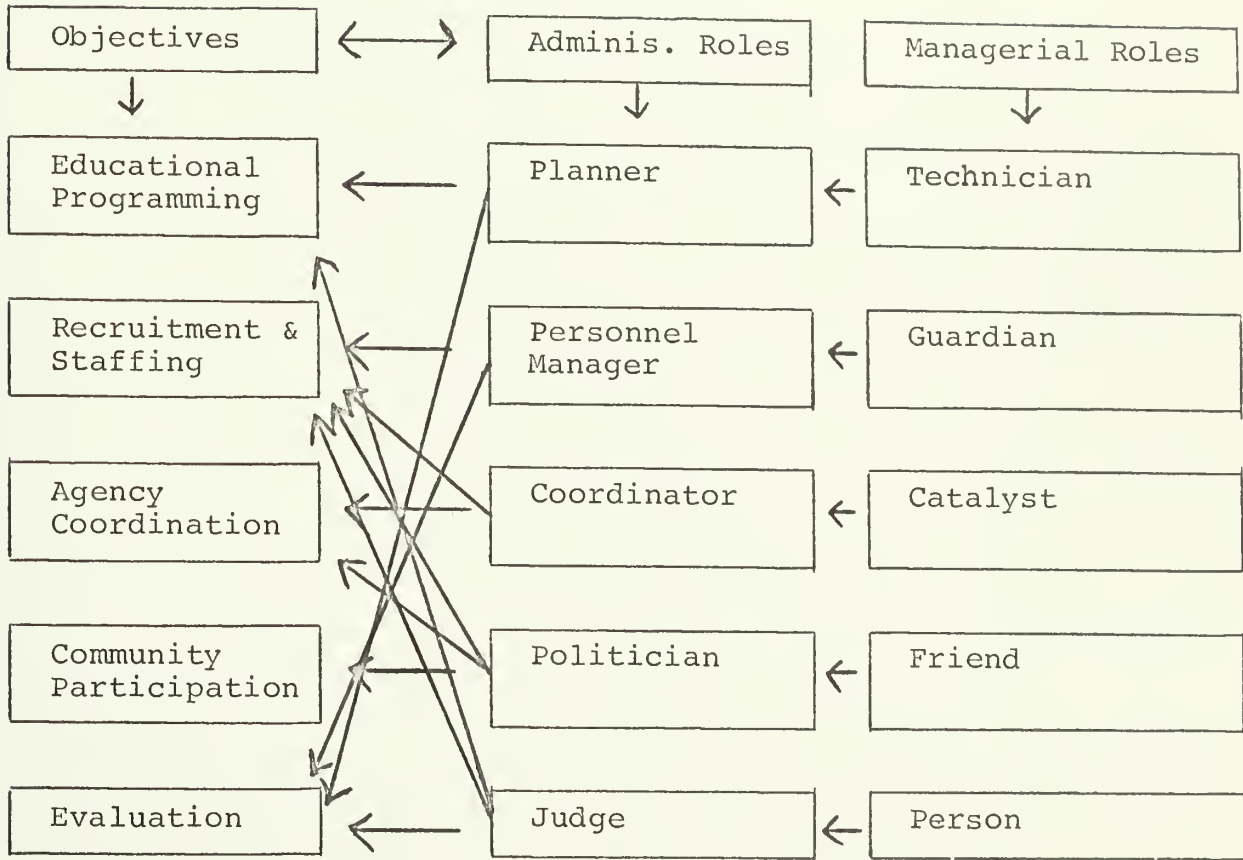
### MANAGEMENT BY PROGRAM OBJECTIVES

The formal objective of the COP program calls for certain considerations about the nature of the director's job which should be recognized and which should not be covered over by academic generalizations.

The administrative responsibilities which the entire COP program imposes upon the director include: educational programming, staffing and recruitment, agency coordination, community participation, and evaluation. The success of this work depends upon the degree to which he carries out certain specific functions which are discernible in each of the responsibilities.

These objectives are not merely the goals of the program, but operational objectives which the director must define and handle in a number of specific roles. Therefore, what follows is an analysis of the particular roles which constitute the administrative status of the Project Director of a Career Opportunities Program. Their roles can be subsumed as those of "planner," "personnel manager," "coordinator," "politician," and "judge." These administrative capacities must be underpinned by specifically management-type roles, those of "technician," "guardian," "catalyst," "friend," and "person." (See Figure B).

FIGURE B

THE DUAL ROLES OF A COP DIRECTOR

The chart attempts to illustrate that each of the major objectives of the program are "covered" by the director in several dual roles. For example, the objective "educational programming" is covered by the director in his dual roles of planner-technician, personnel manager-guardian, and judge-person. Similar coverage is provided for all other objectives.

What follows is an attempt to set forth the dimensions and criteria of these roles.

### Planner

One of the most obvious responsibilities of the director is the planning and establishment of training and educational programs for his clients. This responsibility requires knowledge of suitable subjects and detailed contents of courses covering those subjects. It requires his knowledge of the level of intelligence, maturity and comprehension of his clients, and it requires in particular, knowledge of or a sense of specific criteria which allow him and his staff to judge the effectiveness of these programs for their clients.

As a planner, the Project Director must design and set up an administrative structure, its complexity of simplicity depending on the number and variety of functions to be served. This administrative structure should include a communication and reporting system and it should include a staffing pattern. At first glance, it may appear that a structure such as the Career Opportunities Program requires no separate administrative structure since in all cases the program is part of an existing administrative system. Nevertheless, the Project Director has certain independent supervisory responsibilities which he cannot exercise effectively without a clearly understood internal organization. The

fact that this organization may be quite basic in many cases may lead to the temptation of ignoring the need of planning for such an organization. That such planning is vital will become self-evident below.

In terms of "model" this organization should require a formal design, however basic, mainly because the traditional complaint that the so called "channels of communication are not clear" almost always means that they are not clearly defined. It is recommended therefore, that the organizational plan, no matter how rudimentary it may be for the smaller programs, contain a pattern of essential descriptions of positions, a description of organizational and reporting relationship, a list of job requirements, and -- one would strongly urge -- an informal administrative career ladder. In view of the nature and objective of the entire program it goes without saying that the staffing pattern, especially in its job requirements and its career ladder provisions, should offer maximum opportunities for the indigent clients. Obvious as this requirement may seem, it has always been our experience that it is mostly honored in the breach.

The Project Director in the Worcester COP Program functions as a planner in many ways. An example is the four-year academic program for the Worcester Career Opportunities participants that was designed by the director with advice from the COP Advisory Council and the local participants. (See Figures C-F).

## FIGURE C

Summer of 1970

	<u>A.A.</u>	<u>B.S.</u>
Introduction to Urban Ed. Practicum	3	3

Fall of 1970

Rhetoric 100	3	3
Urban Community Relations Practicum	3	3

Spring of 1971

Government	3	3
Rhetoric 140	3	3
Reading Methods		3
Early Childhood Ed.	3	3
Ethnic Migration	3	3
Teams for Learning		3
Reading Skills		3
Practicum	3	3

Summer of 1971

Science Methods		3
Western Literature	3	3
Elementary Techniques of Math	3	3
Philosophy	3	3

## FIGURE D

Fall 1971

	<u>A.A.</u>	<u>B.S.</u>
Growth & Development of the Young Child I	3	3
Botany 100 or Nature & Science for the Young Children	3	3
Psychology 101	3	3
Rhetoric	3	3
Language Arts Method		3
Introduction to Urban Ed.		3
Reading Methods		3
Audio-Visual Methods		3

Spring 1972

Educational Psychology		3
Social Studies Methods or Science Methods		3
Zoology or Nature & Science for the Young Children II	3	3
Spanish	3	3
Art Methods		3
Human Relationship: Staff and Management I	3	3
Math Course		

## FIGURE E

Summer 1972

	<u>A.A.</u>	<u>B.S.</u>
The Modern Novel 1890-1930	3	3
Introduction to Sociology	3	3
Physical Geology	3	3
Young Children with Special Needs	3	3

Fall 1972

Music Methods		3
The Modern Novel 1930-1960	3	3
Criminology	3	3
Teaching Reading to Special Populations		3
Curriculum Development in Urban Ed.		3
Strength Training		3
Growth & Development of the Young Child II	3	3
Creative Experiences for Young Children I	3	3

Spring 1973

Science Methods		3
American Colonial History to 1763	3	3
Human Relationships: Staff and Management II	3	3
Creative Experiences for Young Children II	3	3
Child Psychology	3	3
The Education of the Self		3
Black and African Studies Curriculum for Black Schools		3
Principles of Elementary Ed.		3

## FIGURE F

Summer 1973

	<u>A.A.</u>	<u>B.S.</u>
Psychology of Adolescence	3	3
Civil War and Reconstruction 1860-1877	3	3
Abnormal Psychology	3	3
Home, School, Community	3	3

Fall 1973

Student Teaching		12
Supervisory Seminar		3
Science Methods		3
Introduction to Urban Ed.		3
Early Childhood Ed. Movement		3

Spring 1974

Research, Planning and Development in Urban Education		6
Educational Tests and Measurements		3
The Elementary School Curriculum		3
Seminar in Curriculum Development <sup>1</sup> for Early Childhood Education		3
Observational Techniques in Early Childhood Education		3
Teaching Reading to Special Populations		3 <sup>1</sup>

---

<sup>1</sup>From the files of the Project Director of the Worcester-University of Massachusetts Career Opportunities Program.



Another example of how the Worcester Project Director performs his role as a planner is in the conceiving and instituting of a Worcester Youth Tutoring Youth Program (YTY). Youth Tutoring Youth is a tutorial program that affords Neighborhood Youth Corps enrollees as well as underachievers in elementary and secondary schools the opportunity to acquire better work habits and greater interest in learning while tutoring younger children with backgrounds similar to theirs.

The tutors in the Worcester YTY program have different responsibilities depending on the particular school at which they work. The out-of school tutor works a full school week and is paid for 32 hours work by the Neighborhood Youth Corps. Their responsibilities are similar to that of a teacher-aide, in that they become involved in the class-related activities as well as one-to-one tutoring. The high school tutors work five afternoons per week for two hours per day. Usually the assigned group of youngsters will concentrate on an area in which the tutor is most facile. For example, one girl gives guitar lessons to a group of grammar school children in the afternoon, while in another room Spanish-speaking tutors help younger Latins with basic English. In the Cross-Tutoring Program, the sixth grade tutors work on a one-to-one basis with one tutee for 3-4 hours per week.

All the tutors are responsible for filling out a weekly evaluation sheet which is discussed individually and in a group session with their supervisor.

The training session for tutors varies with each new group and is usually spread out over a week's time.

The instructional sessions include:

1. YTY film
2. Collage work
3. Self-image concepts
4. "All About Me" booklet
5. Use of typewriter, tape recorder and camera
6. Use of puppets and other art work to aid in learning<sup>2</sup>

Besides supervising the workshops, very close attention is given to new tutors for the first three weeks that they are on the job. The tutors are also given numerous materials in the way of books, worksheets, tutoring hints, and new ideas.

The tutee is influenced in many ways. For a first or second grade child to work with a sixth grader is a special experience. When children are at that age, they take great pride in associating with older youngsters. The activities used in Worcester revolve around making the learning experience

---

<sup>2</sup>From the files of the supervisor of the Worcester Youth Tutoring Youth Program.

fun. The high school age tutors sometimes can relate better to the children than can the teacher. Most of the tutors have experienced the same problems that the tutee is having now. This is where Neighborhood Youth Corps is such a great assistance to YTY because in most cases we are using tutors with the same background as the tutee.

At present eight "target area" schools are utilizing YTY with the help of 29 tutors:

Belmont Street Community School  
Cambridge Street School  
Canterbury Street School  
Chandler Street School  
Edgeworth Street School  
Oxford Street School  
St. Nicholas Avenue School  
Winslow Street School  
Woodland Street Community School<sup>3</sup>

Hopefully, by the end of the year all "target area" schools will be affiliated with YTY in some form.

In addition to working in the Worcester Public Schools, YTY has been in contact with most of the community agencies in the city. The Neighborhood Youth Corps has supplied the bulk of YTY tutors and the basic reason is that they can pay these children to work, whereas the YTY Program has no money allotted for this purpose. Through the Worcester Community Action Council, the Worcester YTY became involved

---

<sup>3</sup>Ibid.

with Friendly House, Piedmont Opportunity Center and the Multi-Service Center. We have also been affiliated with the Black Youth Alliance and Nazareth Home for Boys. In the future, I hope to be working with a group called "Teen Volunteers."

The reaction of agencies to YTY has been favorable but many times lack of space at these centers forces the program to concentrate more at the school itself. Last year some of these agencies were having trouble with their tutorial programs and our office therefore had the opportunity to expose YTY to them. After this exposure, some of them began to use the YTY approach at their respective centers.

The Black Youth Alliance contacted me in the second summer and we agreed to run a workshop for them. The following week, three of their enrollees began tutoring at Belmont Street Community School. Some of our YTY tutors have been accepted into Quinsigamond Community College with the understanding that they could continue their tutoring and receive three hours practicum credit per semester from the college.

The Worcester Public Schools have been very cooperative. Nearly all the principals that we have contacted were willing to try the program at their school and all the schools that had YTY last year have continued the program this year. More schools have adopted the YTY approach this

year and the number of tutors and tutees has increased. Except for a few minor personality conflicts, the YTY Program has been successful in every school and agency in which it has existed.

#### Personnel Manager

In order to insure sufficient continuity for the program, the director must possess some facility and skills in the preparation of staffing patterns, which presupposes some knowledge of organizational principles.

As a personnel manager, the Project Director should be completely familiar with all provisions of the personnel policies, procedures, practices, requirements, forms, etc., of the school system within which he functions. The more cognizant he is of this responsibility, the less apt he is to turn over "mere personnel matters" to the other segments of the school administrative system, hence the better able he will be to maintain himself in authority and to remain a competent supervisor of his subordinates.

In view of the objectives of the program, perhaps the most crucial area of his function as personnel manager is the employment, development, promotion, etc., of para-professionals. Here he can become a personnel manager in the true sense of the word if he is able to match the particular job requirements of available positions with the particular educational, ethnic, and social backgrounds of his staff and clients.

Finally, the reader should not ignore in this area the urgent need for the Project Director to be completely familiar with the recruitment techniques, policies, requirements, etc., of agencies, institutions, and enterprises in his particular region. While it may be considered too far-reaching to expect him to act as a placement agent for his clients, we submit that in the vast majority of instances this may be urgently necessary. Although it may go beyond the immediate objective of his program, its and his ultimate success will be measured by the extent to which his clients have been able to move, or move back, into the stream of productive living.

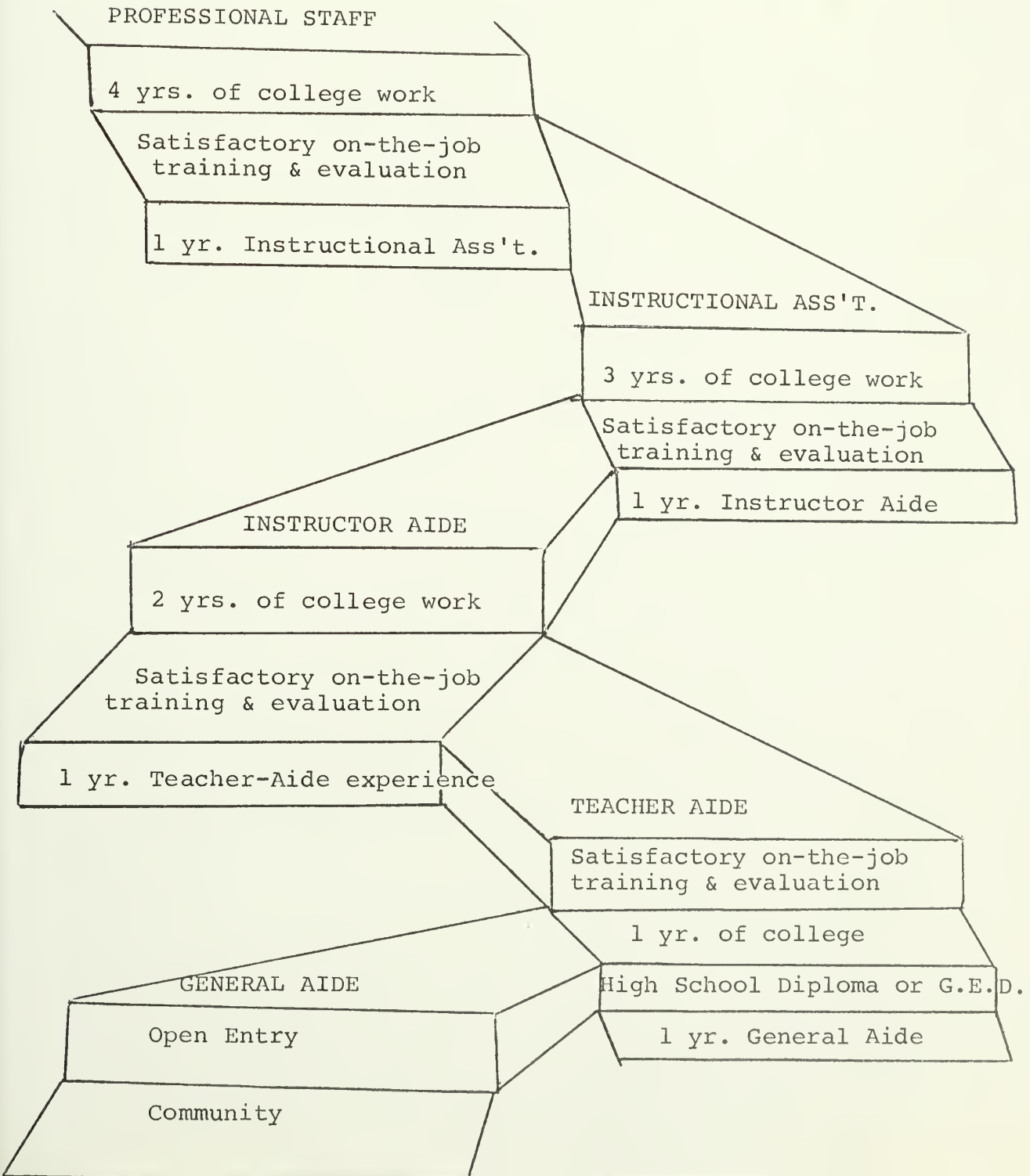
The Project Director in Worcester, knowing that it was essential to differentiate staff assignments for his clients as well as have an incentive for improving their skills, persuaded the school system to initiate a career ladder for its paraprofessionals. (See Figures G-M).

#### Coordinator

The program requires the director to take the leadership in coordinating the work of a number of local, state and federal agencies, insofar as the responsibilities of these agencies have an impact upon the program. This functional area requires not only skill in dealing with a very great number of personnel and agency prerogatives and sensitivities, it requires, more basically, a fairly detailed

FIGURE G

MODEL FOR DIFFERENTIATED STAFFING  
OF  
PARAPROFESSIONAL STAFF IN THE WORCESTER SCHOOL SYSTEM



## FIGURE H

PROPOSED DIFFERENTIATED STAFFING AND PAY FOR  
PARAPROFESSIONALS IN THE WORCESTER SCHOOL DEPARTMENT

All paraprofessional aides should have some of the following knowledges, skills and abilities:

1. Good general intelligence
2. Ability to establish good relationships with children
3. Familiarity with classroom routine
4. Good background or knowledge in clerical aptitude
5. Resourcefulness in conducting activities indirectly related to the teaching process
6. Neat personal appearance
7. Ability to maintain discipline
8. Tact
9. Courtesy
10. Good judgment
11. Good physical condition

The acceptable training and experience of a paraprofessional should be graduation from high school supplemented by additional experience and knowledge in a particular field where specialized duties are involved; or any equivalent combination of experience and training.



## FIGURE I

TEACHER-AIDE DUTIES

1. Collecting lunch and milk money
2. Collecting and displaying materials for the teacher
3. Collecting supplementary books and materials for teachers
4. Collecting of special funds - (picture, polio drive, etc.)
5. Correcting workbooks
6. Proofreading materials
7. Attending to the procurement and return of audio-visual materials
8. Distributing supplies and books
9. Filing correspondence, report forms, and pupil records
10. Distributing specific materials for lessons and collecting the complete projects
11. Keeping attendance records
12. Assisting in the supervision of playground activities
13. Assisting in the supervision of the classroom when a teacher is obliged to leave the room for short periods
14. Arranging and assisting in the supervision of game activities on days of inclement weather
15. Supervising clean-up time
16. Supervising preparation for prevention of the soiling of clothing and desk in certain activities
17. Assisting in accounting and inventory of classroom materials and supplies
18. Assisting in seat work activities
19. Typing tests, cutting stencils and correspondence to parents at teachers' request
20. Duplication of instructional materials
21. Attending to parental permission forms, etc.
22. Displaying pupil work
23. Setting up seating charts
24. Assisting in the attention of sick and injured children
25. Prepare, pronounce and show flashcards
26. Playing number games with groups
27. Calling attention to ideas when the occasion presents itself
28. Helping with correct formation of numerals
29. Checking drill and practice
30. Read and tell stories to individuals or small groups (observe the teacher first)
31. Help small groups of children carry out activities
32. Playing reading readiness games
33. Calling attention to letters, words, and sounds when the occasion presents itself
34. Recording children's stories about their pictures or experiences
35. Supervise buses

FIGURE J

LEVEL I: GENERAL AIDE

<u>Rate Basis</u>	<u>Pay Schedule</u> <u>Effective</u>	<u>Annual Increments</u>	
		<u>1</u>	<u>2</u>
Hourly	Sept. 1971	2.00	2.05
	Sept. 1972	2.10	2.15
	Sept. 1973	2.20	2.25

Prerequisites for Level I: No formal academic requirements needed.

GENERAL FUNCTIONS:

1. Assist the teacher in necessary clerical work and perform related duties as required
2. Act as a liaison between school and community
3. Perceptively observe interaction within the classroom
4. Observe curriculum operation
5. Observe the function of the school as part of the community

ILLUSTRATIVE FUNCTIONS:

1. Work closely with and under the immediate direction of the classroom teacher
2. Assist the classroom teacher to reinforce learning by working with individual students in need of additional assistance
3. Operate audio-visual equipment
4. Take attendance
5. Greet pupils upon arrival at school
6. Duplicate classroom materials
7. Correct objective-type papers
8. Make and use flash cards
9. Listen to pupils read
10. Arrange interest centers
11. Supervise small groups of children

RESPONSIBILITY:

All duties assigned by her supervisor. The skills of General Aide are limited. The teacher must discover her talents and skills, and determine how to utilize them. The responsibility level of the General Aide will expand as the aide becomes more proficient and experienced.

TRANSFER POSSIBILITIES:

1. Lateral mobility to Counselor Aide (A) is possible when an opening is available. The School Aide I level is considered to be an exploratory level as well as an entry-training level.
2. Upward mobility to Teacher Aide can be attained through participation in training programs and by meeting the prerequisites for Teacher Aide II.

FIGURE K

LEVEL II: TEACHER AIDE-15 POSITIONS

<u>Rate Basis</u>	<u>Pay Schedule</u>		<u>Annual Increments</u>	
	<u>Effective</u>		<u>1</u>	<u>2</u>
Hourly	Sept. 1971		2.30	2.35
	Sept. 1972		2.40	2.45
	Sept. 1973		2.50	2.55

Prerequisites for Level II: One year of college credit; one year of successful evaluation and experience as a General Aide and high school diploma or G.E.D.

GENERAL FUNCTIONS:

1. All functions of General Aide
2. Assume a closer working relationship with the teacher and with children individually and in groups

ILLUSTRATIVE FUNCTIONS:

1. Assist in administering and correcting objective tests
2. Help children develop independent skills (writing, reading)
3. Assist in developing an effective multi-media program
4. Help to administer enrichment activities
5. Collect lunch money and prepare report for office
6. Set up appointments and conference for parents with teachers
7. Compile resource materials for the teacher

RESPONSIBILITY:

All duties assigned by the supervisor. Through experience and training Teacher Aide will have developed new skills and will be much more aware of the needs in the classroom. The trend is toward increased responsibility with groups of students.

TRANSFER POSSIBILITIES:

1. Lateral mobility to a counselor aide is possible if an opening is available without loss of classification.
2. Upward mobility to Instructor Aide is possible when prerequisites for this position are met.

FIGURE L

LEVEL III: INSTRUCTOR AIDE-15 POSITIONS

<u>Rate Basis</u>	<u>Pay Schedule</u>		<u>Annual Increments</u>	
	<u>Effective</u>		<u>1</u>	<u>2</u>
Hourly	Sept. 1971		2.60	2.65
	Sept. 1972		2.70	2.75
	Sept. 1973		2.80	2.85

Prerequisites for Level III: Two years of college credit and at least one year's successful evaluation and experience as a teacher aide.

GENERAL FUNCTIONS:

1. All the duties of Teacher Aide
2. Assist the teacher in all areas of classroom activity
3. Assist the teacher in educational planning
4. Assist the teacher in program evaluations

ILLUSTRATIVE FUNCTIONS:

1. Perform instructional activities as prescribed by the teacher
2. Work with children who need additional tutoring
3. Work with small groups while the teacher is working with the larger class group
4. Assist in the preparation of instructional materials
5. Develop display and bulletin boards with the aid of the children

RESPONSIBILITY:

All duties assigned by the supervisor. The Instructor Aide is expected to assist the teacher in all areas of work. While the Instructor Aide will remain under the immediate direction of the classroom teacher, she should be able to assume an expanded role commensurate with her experience. This greater and more direct involvement in the learning process should be reflected by a greater awareness and a more personal committal to the general principles underlying the philosophy of urban education.

TRANSFER POSSIBILITIES:

1. Lateral mobility to a counselor aide is restricted to only those individuals who have the required prerequisites when an opening is available.
2. Upward mobility to Instructional Assistant is possible when the prerequisites for this position are met.

FIGURE M

LEVEL IV: INSTRUCTIONAL ASSISTANT-15 POSITIONS

<u>Rate Basis</u>	<u>Pay Schedule</u> <u>Effective</u>	<u>Annual Increments</u>	
		<u>1</u>	<u>2</u>
Hourly	Sept. 1971	2.90	2.95
	Sept. 1972	3.00	3.05
	Sept. 1973	3.10	3.15

Prerequisites for Level IV: Three years of college credit and at least two years of successful evaluation and experience as a teacher-aide.

GENERAL FUNCTIONS:

1. All the duties of Instructor Aide
2. Assume supervisory responsibilities given by the cooperating teacher
3. Be an integral part in the planning of all educational programs
4. Assume other general supervisory duties

ILLUSTRATIVE FUNCTIONS:

1. Carry out directed tasks
2. Participate in parent-teacher conferences
3. Assist and encourage children in independent study
4. Participate in daily and long-range class planning with colleagues

RESPONSIBILITY:

All duties prescribed by the supervisor. While it is necessary to continue to operate procedurally under the direction of the classroom teacher, the Instructional Assistant should be given greater opportunity to function with maximal freedom and minimal constraints.

TRANSFER POSSIBILITIES:

1. Lateral mobility to counselor aide is restricted to those individuals who have the required prerequisites for this position.
2. Upward mobility to the professional staff is possible when positions are available and when prescribed prerequisites are met.<sup>4</sup>

---

<sup>4</sup>From the files of the Worcester School Committee.

knowledge of the functions, responsibilities, and degrees of authority of the agency or agencies with whom he deals.

The function of the Project Director as coordinator is easily the most difficult and diverse, but probably the most crucial of his tasks. The meaning of "coordination" has been so watered down in the professional literature and discussions of administrative and managerial responsibilities that it is difficult to conceive of it as a comprehensive activity at a high level of responsibility. The function of coordination is central to the job of director of a Career Opportunities Program. He must see to it that all agencies, private and public, including school departments, anti-poverty programs, other participating schools and colleges, placement services, vocational and other referral services, mental health groups, and community (especially neighborhood) groups participate in the program on a continuous and continuously well informed basis.

Obvious as it may be, this function therefore, requires some very concrete supervisory activities on the part of the Project Director. It is strongly recommended that a schedule of staff reporting requirements (formal or informal) be organized, as well as a schedule of individual as well as collective staff conferences. We would also urge the adoption of a basic agenda for these conferences which should

remain essentially the same, thus enabling and requiring the staff to prepare itself fully for every meeting.

The Worcester Project Director recommends the preparation of a precise schedule for reporting and information conferences, (including dates and locations) of all agencies participating in the program. Further, the director should design a voluntary feed-back reporting system under which participating agencies report the details of their specific activities, involvement, and progress on a regular basis.

Knowing that it is essential for a successful COP program to have an active involvement in the functioning of many community based agencies, the Worcester COP Project Director has linkages with the following agencies:

1. Model Cities Programs
2. Emergency Employment Act Program
3. National Alliance of Businessmen - JOBS
4. Community Action Council
5. Neighborhood Youth Corps
6. Head Start
7. Office of Manpower Planning
8. Public Services
9. New Careers
10. Work Incentive Programs
11. Worcester Vocational School Department
12. Worcester Public School Department

13. Worcester Catholic School Department
14. State Welfare Department
15. Extension Programs
16. Division of Employment Service
17. Worcester Consortium of Colleges and Universities<sup>5</sup>

Besides making linkages with the aforementioned agencies, the Worcester Project Director has been able to facilitate coordination of resources and the elimination of duplication of efforts in many of these programs. Presently, the Worcester COP Program is coordinating the educational efforts of the following agencies:

1. Model Cities
2. Emergency Employment Act Program
3. Community Action Council
4. Neighborhood Action Council
5. Head Start
6. Public Services
7. New Careers<sup>6</sup>

Many of the aforementioned agencies have indicated to me that this is the first time in their existences that they have been able to successfully cooperate with a school system and an institute of higher learning.

---

<sup>5</sup>From the files of the Project Director of the Worcester-University of Massachusetts Career Opportunities Program.

<sup>6</sup>Ibid.



Another recommendation as displayed, calls for an "involvement system" whose purpose would be that of task-setting for all community groups participating in the COP venture, as far as those of their activities are concerned which have a direct impact on the program. Such an involvement system would be of immense help in avoiding confusion, misunderstanding, and duplication of efforts. This applies particularly to areas such as educational and vocational counseling, family services, and career planning; in other words, tasks which are pursued by a multiplicity of local agencies. The average client is apt to get lost in the unavoidable over-lapping of these offerings; therefore, the proposed involvement system should be geared to the needs of the clients, preferably on an individual basis. (See Figure N).

### Politician

Satutory declarations, guidelines, and related official pronouncements lay great stress on the need for community involvement and community participation in the COP Program. It is perhaps no exaggeration to say that success of a local program stands and falls with the degree of community participation in the COP Program. This requirement poses a heavy burden on the Director. What is required of him in this respect is nothing less than to be a complete community organizer. Anyone with any familiarity in community

FIGURE N

AN INVOLVEMENT SYSTEM PRIORITY MATRIX

Agencies	Priorities of Objectives			
Agency A	Objective 1	Objective 2	Objective 3	etc.
Agency B	Objective 1	Objective 2	Objective 3	etc.
Agency C		etc.		
Agency D		etc.		
etc.				
Total number of identical or related objectives	M	N	O	P

Application: The director asks each agency to record its objectives in the order of priorities, as seen by the agency and enters them on the chart horizontally. He then rearranges them so that identical or related objectives are listed vertically. The sum total of identical or related agency objectives, establishes for him his own order of "involvement Priorities." Clearly, involvement of agencies is the more affective the larger number of common objectives.<sup>7</sup>

---

<sup>7</sup>From the files of the Project Director of the Worcester-University of Massachusetts Career Opportunities Program.

organization or community action work knows that community groups are proverbially unamorphous. They are almost always held together only by a common need, particularly for solutions of specific problems for which that group was organized.

The director must be able to recognize not only the particular internal dynamics which hold the group together, he must also be able to relate those dynamics to the objectives of his program. Further, he must be able to establish a specific operational mode of consensus between competing local groups, at least insofar as the objectives of the program are concerned.

We have advisedly labeled one of the functions of the Project Director as that of "politician," using this term in its objective function rather than its usual derogatory meaning. Both literally and figuratively speaking, the problem of community participation in programs such as COP, and the program itself, obviously involves a great deal of politics -- literally speaking in terms of the local political situation; figuratively speaking in terms of the aspirations of individual participants, power of participating groups, the objectives and aims of participating groups, and their divergence. As a politician, the Project Director is not a wheeler-dealer. He is principally a communicator and a facilitator of communication

between various groups and between the groups as well as among his clients. This requires that he be fully conversant with group dynamics and group control skills and is able to distinguish between those groups dynamic methods which aim merely at "sensitizing" participants and those which are more action-and-knowledge-oriented.

Once again we want to stress the underlying theme of this presentation by urging that the Project Director develop an information system for all participating groups. In this instance, the system's purpose would not be that of conveying factual and program making information as much as to convey "political" information, that is realistic information on the power position and stances of all groups and organizations involved in the program. Once again we recommend an involvement system for this particular area of the Project Director's responsibilities. In this instance the purpose of the involvement system would be maximization and effectiveness of community participation. This requires the "political" leadership of the Project Director in having the participating groups (i.e., "the polis") set themselves tasks for closer involvement and cooperation. These tasks would be highly intangible and would require a great deal of definition of subjective and individual aspirations, a fact which makes this particular involvement system all the more crucial.

Knowing that it is of paramount importance for the success of the COP program to have a community that is well-informed about the objectives of the program as well as the means being used to reach these objectives, the Worcester Project Director has an advisory board that is a cross-section of the Worcester community. This advisory board meets monthly to collaborate with the COP staff on program objectives, implementation of objectives and the evaluation of the successes of the implementation of the objectives.

The following is a list of the components of the Worcester COP in which the advisory board is involved in making policy decisions:

1. Course Offerings
2. Modular Credit Involvement
3. Evaluation
4. Selection of COP Staff
5. Linkages
6. Supportive Services
7. Career Lattice
8. Selection of Participants
9. Youth Tutoring Youth Program<sup>8</sup>

---

<sup>8</sup>Ibid.

All of the Worcester COP Advisory Council meetings are held in areas convenient to all as well as having a particular agenda to be dealt with at these meetings. (See Figure O).

### Judge

Finally, the director must possess or develop the capacity to establish and apply specific criteria for evaluation of the effectiveness of his program. This criteria must relate to the benefits which the program has offered and bestowed upon individual clients, provided these benefits can be measured.

Such measurability can be comparatively easy as far as vocational or technical or language skills are concerned. When we reach the wider plateau of higher program objectives, those of motivation toward further or upward mobility and acceptance of the particular professional ethics to which the client aspires, as far as his career is concerned, measurability obviously becomes far more difficult.

In his role as "judge" the Project Director is surely faced with his most formidable tasks. These tasks are primarily "knowledge tasks;" that is to say, his effectiveness in this function depends directly on the amount of knowledge he brings to his work in the field of educational programming in general of the unique ethnic, social, and economic conditions

## FIGURE O

WORCESTER PUBLIC SCHOOLS  
WORCESTER, MASSACHUSETTS

TO: Members of the Advisory Committee  
FROM: Chairman of COP Advisory Board  
SUBJECT: December 7, 1970 Meeting of Advisory Committee  
MEMO NO: 36  
DATE: November 30, 1970

The next meeting of the Career Opportunity Advisory Committee will be held on December 7, 1970, at the Piedmont Opportunity Center, 152 Chandler Street, from 3:30 to 5:00 p.m.

The agenda will be as follows:

1. Policies of Steering Committee
2. Selection Procedure for COP participants
3. Report on Modular Credit Week
4. Course offerings next semester<sup>9</sup>

---

<sup>9</sup>From the files of the Chairman of the Worcester Career Opportunities Program Advisory Board.

of his clients. This in turn demands a considerable amount of sophistication on his part concerning his selection of instructional staff and others concerned with the particular training programs he must develop to make that staff sensitive to the needs and problems of his clients. Still further, he must be able to bring the aforementioned skills to bear on the development of an evaluation system which measures the impact of the program in terms of the criteria of the grant, and more particularly in terms of the degree to which his clients are able to solve their own job and related problems. This requires that the director's judgmental functions must be "result-oriented" and that he must be able and be prepared to invent a "change system" for his program in the light of its results and impact upon the community and especially upon its clients.

Seeing that having a successful COP program depends largely upon the cooperation of the professional staff in the schools, the Worcester Project Director offers each semester a course to the teachers and administrators in the school system who are working with the COP participants. These courses are either free to the professional staff or at a minimal cost. The following is a syllabus for one of these courses. (See Figure P).







Besides having an informed Advisory Council and a cooperative professional staff by making both of them an active part of the program, the Worcester Project Director has developed an information system. By working very closely with the public relations department of the school system, the COP Project Director has been able to convey factual and program making information to the community. The Worcester COP Program has had stories on its program in the following publications:

1. Worcester Morning Telegram
2. Worcester Evening Gazette
3. University of Mass. Gazette Daily Collegian
4. Worcester Sunday Telegram
5. The Christian Science Monitor
6. State Department of Education - Kaleidoscope
7. Leadership Training Institute - Impact
8. Model Cities Newsletter
9. Worcester School Department - Impact<sup>11</sup>

Besides the aforementioned publications in which the Worcester COP Program has had many informational stories, the Project Director, with tremendous cooperation from his staff and COP participants has organized their own monthly publications. (See Appendix).

---

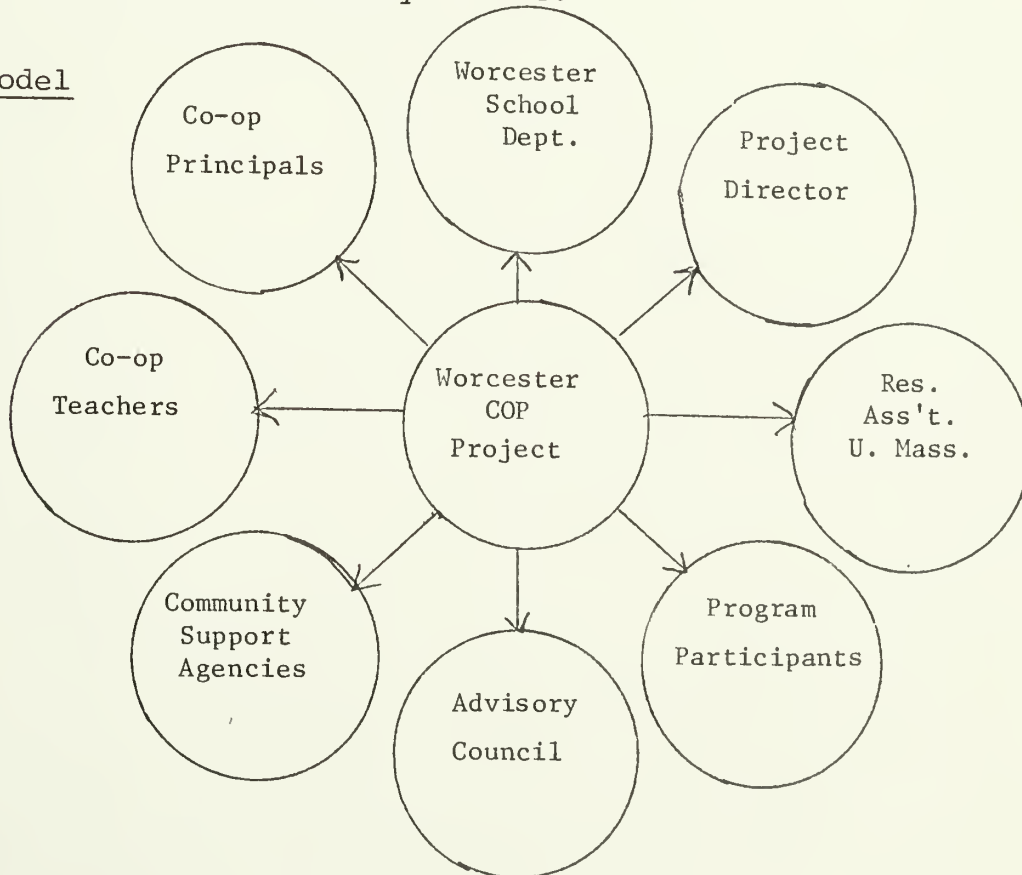
<sup>11</sup>From the files of the Director of Public Relations for the Worcester Public Schools.

In order to judge the effectiveness of the Worcester COP Program in meeting its objectives, the Project Director and his staff along with cooperation from the Advisory Council and supportive agencies devised an evaluation design. The following is a description of the evaluation design being utilized in the Worcester program. (See Figure Q).

FIGURE Q

## EVALUATION DESIGN

The overall evaluation of the Worcester Career Opportunities Program is implemented by the participation of 8 satellite bodies which are in continuous orbit with the planetarial main program. The following model is presented to graphically portray the Satellite Planet type of evaluation currently in use.

ModelMain Focus

The main focus of this type of an evaluative program is to obtain evaluatory reports from as many relevant

sources as possible. All of the bodies listed are connected to Worcester COP and are therefore capable of making observations and formulating both positive suggestions and criticisms in conjunction with their various roles.

### Methods of Implementation

The methodology employed by the Individual Satellites in conducting the evaluative process varies in accordance with the depth of their involvement in the overall program. The type of evaluation could generally be labelled as being of the "on-going" or "continuous" variety.

### The Satellites and Their Roles

#### UMass. Res. Ass't.

One of the main sources of evaluatory information is derived from two UMass. doctoral students who are assigned to the Worcester COP as Research Assistants. The Res. Ass'ts. have divided the Worcester COP's 57 participants into 2 groups of 29 and 28 members for the evaluation process. After assigning of group members, it was necessary to construct a visitation schedule which uses a period of 3 weeks as its base. Within the confines of this structure, the Res. Ass'ts. carry out actual on-site evaluation by visiting each participant according to the visitation schedule. During the

course of each on-site visit, the Res. Ass't. visits the building administrator to discuss the COP participants' role in the school with particular regard for problem areas that may arise. Secondly, the Res. Ass'ts. will consult each cooperating teacher to discover how the aide is functioning, in the opinion of the teacher and how improvements may be effected if required. Finally, the Res. Ass't. actually observes the COP participant while engaged in the performance of their duties and then will meet with participants to discuss the observation in a positive and if necessary critical manner.

Anecdotal records are made and kept of each conversation with the cooperating teachers and principals in addition to the critique conducted by the Res. Ass't. with the participant.

Evaluatory forms are dispensed to each cooperating teacher to fill out and return. Two types of forms are in use (see encl. 1&2). Form 1 is used early in the semester and Form 2 later on.

### The Co-Operating Teacher

The evaluatory role carried out by the cooperating teacher is an on-going one; based on the daily contact and involvement of the para-professional and the professional teacher within the confines of their classroom. The evaluatory procedure used is based on the two Worcester COP

Evaluation Forms plus the discussions with the Res. Ass'ts. conducted on each visit.

### The Co-Operating Principal

The role of the principal in regard to evaluating the para-professional is based on the overall function of the COP participant within the confines of the school building. This area of evaluation deals with the relationship of aide to teacher as well as to the rest of the staff. The findings of the principal are recorded in an anecdotal fashion by the Res. Ass't. on each visit to the building.

In addition to a personal evaluation of the individual aide, suggestions for overall program improvement are solicited as well.

### Program Participants

Program participants are asked to evaluate themselves at the end of each year by writing a statement concerning their roles and possible improvements on it. Also, each participant is asked to keep a daily written record of their activities which is verified by their cooperating teacher and submitted to the COP Project Director via the Res. Ass't. every three weeks.

### Project Director

The Project Director's area of responsibility is, by nature of his position, the total program and therefore



views the evaluatory procedure from that direction. A large portion of evaluatory information is channeled to the Project Director via his Res. Ass'ts., the Advisory Council and direct contact with the cooperating principals. It is his responsibility to coordinate all of the Satellites and their inputs of positive suggestions and criticisms and formulate an overall program evaluation.

#### Worcester School Department

The Worcester School Department conducts their own evaluation of the overall aide program utilizing existing administrative staff in the following manner. First, the evaluator conducted a general informational meeting with all aides which was followed by on-site meetings with each aide and their cooperating teacher. The employment of questionnaires was utilized to determine how the aides felt in regard to areas of training.

Finally, a detailed written report was submitted to the Director of Title I, describing the findings of the evaluator.

#### Advisory Council

The Advisory Council functions in an evaluatory manner by examining the total program from the inputs of its various components such as program participants, school personnel, community members, etc. From these various sources it is able to render sound decisions on the overall function of the program.

Supporting Community Agencies

Model Cities

WIN

Head Start

Day Care Centers

CAC

Model Cities. -- The Model Cities agency serves an evaluatory function by directing feedback to the Project Director of Worcester COP. This feedback generally contains information on the affect that the overall COP program is having in regard to attitudinal changes on the children of the Model Cities area.

CAC. -- The CAC serves an evaluatory function by providing information to the Project Director of COP in regard to changes noted in the attitudes and lives of COP participants living in the low socio-economic areas of the city.

WIN. -- The WIN program serves an evaluatory function by reporting on the progress of WIN participants in regard to their participation in the COP as seen through the eyes of a different agency.

Day Care. -- Day Care Centers supply information of an evaluatory nature by direct contact with the COP Res. Ass'ts. and by reporting the affect that Teacher-Aides are having upon the children in their centers.

Head Start. -- Head Start projects also are a source of information pertaining to other overall effectiveness of the COP program in relation to the effect that para-professionals are having upon the children in their programs.

CAREER OPPORTUNITY PROGRAM

NAME OF PARAPROFESSIONAL: \_\_\_\_\_ DATE \_\_\_\_\_

WORK STATION: \_\_\_\_\_ SUPERVISOR \_\_\_\_\_

1. ATTENDANCE:  
Has paraprofessional's record of punctuality and regularity been satisfactory?  
YES \_\_\_\_\_ NO \_\_\_\_\_
2. JOB COMPETENCE:  
How well does this paraprofessional meet your usual standards of performance?  
VERY WELL \_\_\_\_\_ AVERAGE \_\_\_\_\_ BELOW AVERAGE \_\_\_\_\_
3. PROGRESS ON THE JOB:  
Is this paraprofessional showing evidence of satisfactory growth?  
YES \_\_\_\_\_ NO \_\_\_\_\_
4. RELATIONS WITH OTHER PEOPLE:  
How well does this paraprofessional respond to supervision?  
VERY WELL \_\_\_\_\_ AVERAGE \_\_\_\_\_ BELOW AVERAGE \_\_\_\_\_  
  
How well does this paraprofessional get along with fellow workers?  
VERY WELL \_\_\_\_\_ AVERAGE \_\_\_\_\_ BELOW AVERAGE \_\_\_\_\_
5. DEPENDABILITY:  
How well does he accept responsibility?  
VERY WELL \_\_\_\_\_ AVERAGE \_\_\_\_\_ BELOW AVERAGE \_\_\_\_\_
6. INITIATIVE:  
Does he contribute to your work station by making constructive suggestions?  
YES \_\_\_\_\_ NO \_\_\_\_\_
7. APPEARANCE:  
Does this paraprofessional meet your standards of grooming for this job?  
YES \_\_\_\_\_ NO \_\_\_\_\_

8. GENERAL COMMENTS:

Paraprofessional could profit from suggestions for improvement in these areas:

Paraprofessional appears to show strength in these areas:

Can you recommend ways in which the Career Opportunity Program can help this paraprofessional to become a better aide?

At this time, would you suggest we encourage the paraprofessional to leave the aide program and seek other employment?

WORCESTER CAREER OPPORTUNITY PROGRAM  
 WORCESTER, MASSACHUSETTS

C.O.P. Paraprofessional Evaluation Form

Name: \_\_\_\_\_ School: \_\_\_\_\_

Period Covered by Evaluation \_\_\_\_\_

Principal \_\_\_\_\_

Co-Operating Teacher \_\_\_\_\_

I	Excellent	Above Avg.	Avg.	Below Avg.	Unsat- isfac.
General Appearance					
Personal Characteristics					
Attitude Toward Job					
Attitude Toward Children					
Ability to Help and Work with Teacher					
Enthusiasm					
Punctuality and Attendance					
Health					
Speech					
Clerical Skills					
Overall Evaluation of Paraprofessional					

II Please add any additional comments which would add to the evaluation; include any special abilities.

III What effort and improvement, if any, has been made by your paraprofessional since she or he entered the C.O.P. program?

C.O.P. Paraprofessional Evaluation Form  
(continued)

IV What suggestions, if any, would you make to have the C.O.P. program more meaningful for the paraprofessional working with you?

If you have any suggestions you wish to make on the revision of the Paraprofessional Evaluation Form, please send them to me in a memorandum.

Thank you for your cooperation.

Checklist for Evaluating the Institution for Higher Learning's Role in the Career Opportunities Program in Worcester (given brief explanation after questions as needed)

1. Are traditional screening devices waived to admit COP students?
2. Are COP students given full university status?
3. Were essential University staff members given an adequate orientation concerning concepts and purposes of COP?
4. Do they identify and support those concepts and purposes?
5. Do courses offered to COP students meet regular University standards?
6. Are COP students admitted to regular University courses?
7. Are "umbrella" courses provided?
8. Are Mini Courses and Modular Credits available to COP students?
9. Do on-campus COP personnel participate in learning-teaching experiences through work-study programs?
10. Are work-study programs adequately supervised?
11. Is tutoring and counseling service available as needed?
12. Is in-service training designed to meet the needs of COP personnel employed as aides in public schools?
13. Does the University offer courses to prepare aides for advancement on a career ladder?
14. Are the University Educational and Supportive Staffs able to relate to on-site participants in COP?
15. Are instructions individualized?
16. Are there intermediate degrees or certificates awarded COP personnel who may elect to drop out of the program after one, two, or three years?
17. Does the educational program specifically prepare aides to teach in urban and low-income areas?
18. Does the program provide tools for enhancing skills in community assignments?
19. Do the various Centers in the School of Education make available their resources to support COP?
20. Are trainers specifically selected on the basis of their education skills and similar socio-economic backgrounds to participants in COP?<sup>12</sup>

---

<sup>12</sup>From the files of the Project Director of the Worcester-University of Massachusetts Career Opportunities Program.



It is tempting and it is standard practice of task analysis, such as the present one, to suggest an order of priority of the above functions. One submits that this would be highly unrealistic, since clearly the priority of functions depends on the state of the program itself as well as on the kind, quality and intensity of local needs for the program. Most importantly, a rating of priorities depends on the kinds, amounts, and availability of internal resources. A statement of priority is in those terms absolutely essential; we suggest that it be made at an early state and, if necessary be changed at periodic intervals.

## CHAPTER V

### HUMAN VS. FUNCTIONAL CAPACITIES

The Project Director's role has been described so far primarily in terms of his administrative and direct project responsibilities. In carrying this out he is faced with certain managerial responsibilities which are distinct but not separate from the former. If we may draw a parallel: the law speaks of "substantive" issues and of "procedural" issues, a crucial distinction without which the word "law" would be meaningless. The director's administrative and project responsibilities are concerned, so to speak, with the substantive issues of the program, i.e., the programming itself, recruitment and staffing, agency coordination, community participation, and evaluation. These responsibilities are concerned with the "what" of things. His "procedural" responsibilities are concerned, so to speak, with the "how" of things. This distinction is almost entirely neglected in the vast structure on administration and management, despite its central significance.

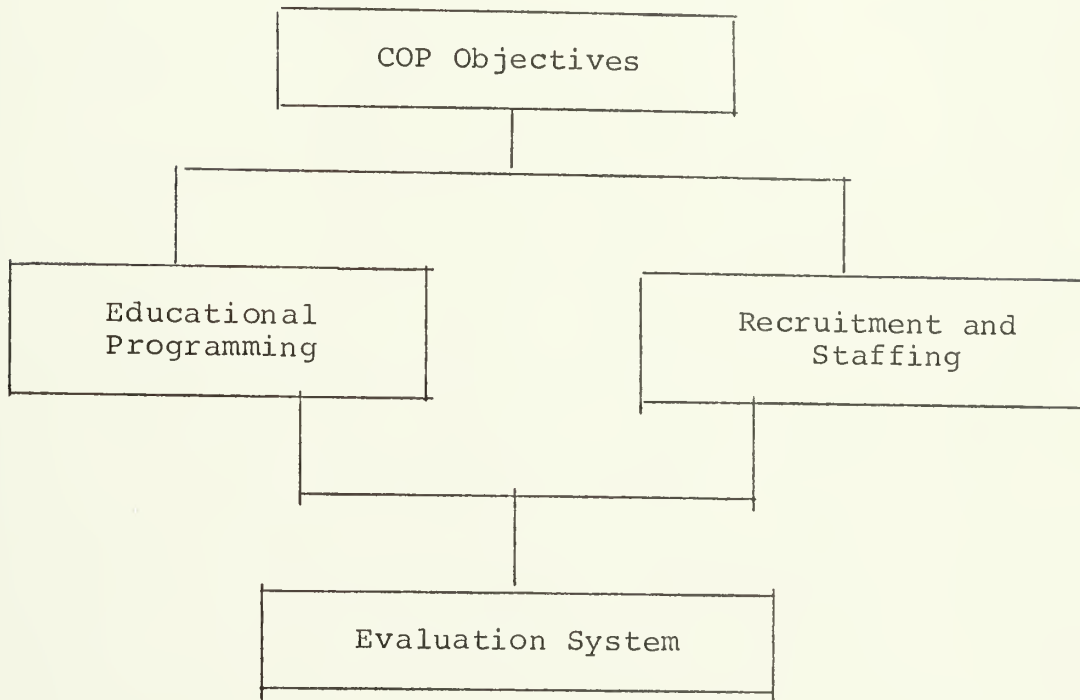
To put it differently, the managerial responsibilities of the director are essentially human responsibilities, while his administrative responsibilities are essentially

functional ones. As a manager, he must be, in our terminology, a technician, a guardian, a catalyst, a friend, and ultimately, a person. These human roles correspond to his administrative roles in quite specific and meaningful ways.

### Technician

The director's administrative role as a planner requires his managerial human capacity as a technician. That is to say, planning can either be done in the usual loose meaning of the word, implying the development of objectives, priorities, and perhaps, but not usually, of concrete tasks. Or it can be done in the more precise, technical sense of the word, in which case the director must look at the specifics of local circumstances, of his actual human resources and their limitations, and match both with his program objectives by way of schedules, priority rating and critical charting. Since the objectives, especially in a program such as COP, hinge primarily on the dimensions of his human resources, his human perceptiveness as a technician is crucial. In setting critical points, for example, it is the common error of planners to ignore, or not even comprehend, the potential as well as the limits of their human resources. (See Figure R).

FIGURE R

THE DIRECTOR AS PLANNER-TECHNICIAN

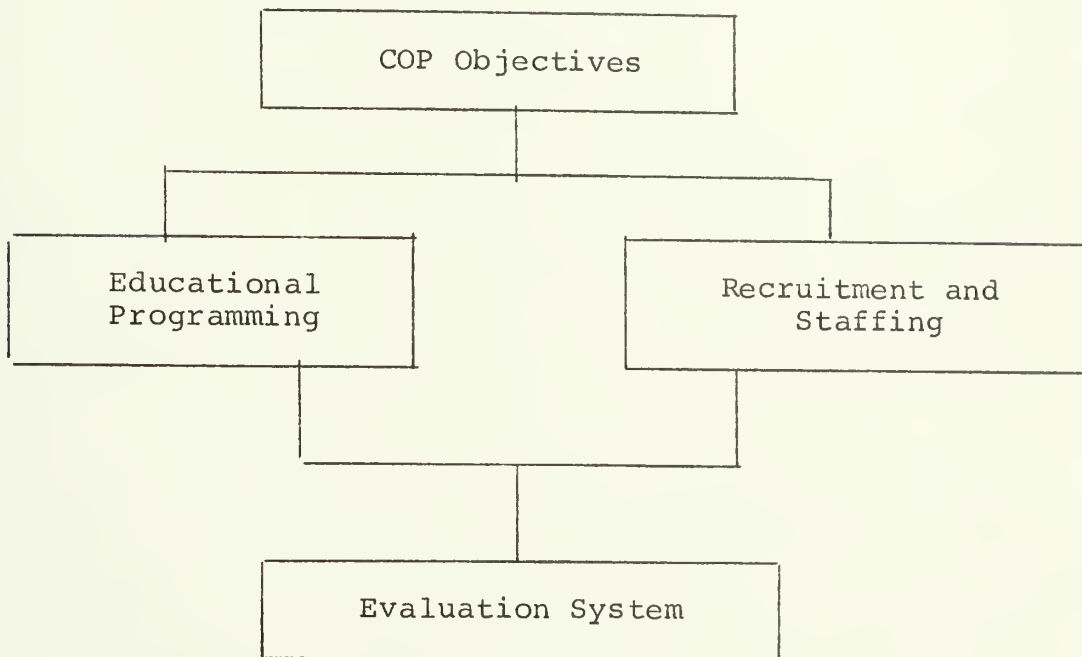
A COP Project Director as a planner-technician selects his staff and organizes his educational program in such a way as to meet his program's objectives. To assure that the program's objectives are being met, a continuous evaluation system is utilized.

Guardian

As a personnel manager he is placed in the managerial role of guardian, perhaps his most obvious, yet insufficiently understood role. He is charged, not only with concern for the welfare and self-development of those who report to him, but also and more specifically, with the protection of their rights - contractual, statutory, and constitutional. While this may seem a pedantic point, it is in this sensitive area that the greatest amount of neglect occurs in programs such as COP, lip service notwithstanding. Again, because of the nature of the program, one can envisage few areas where the director can demonstrate his strength and hence, obtain the trust and loyalty of his charges (surely a crucial requirement for a guardian) better, than in this area.

By "strength" one does not necessarily mean the flexing of muscle. The major operating premise of the program is that of participation, involvement, and "motivated contributions" by as large a variety of community agencies, public and private, as are available. The director should be under no delusion about the differences of views and convictions held by those in charge of these agencies of the entitlements of COP clients, again lip service notwithstanding. One small example, all the more serious because of its pettiness: members of ethnic minority groups frequently use distinctive dress styles, hair styles, speech

FIGURE S

THE DIRECTOR AS PERSONNEL MANAGER-GUARDIAN

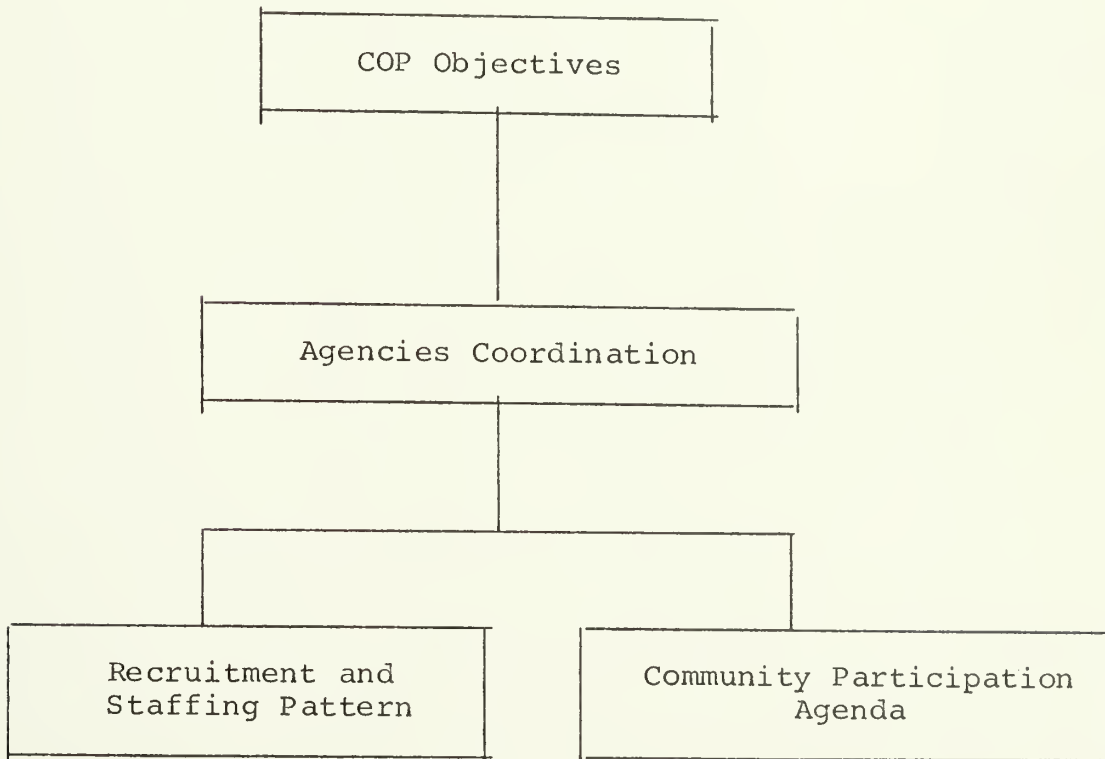
The COP project director as a personnel manager-guardian oversees his program to see that the program objectives are being met.

and behavior mannerisms as an avenue toward personal and group identity. Should a participating agency, such as a school department, insist on enforcing a dress code which contravenes the stylistic mores of some of the COP clients, the effect upon the program could be serious. In such a situation the "guardian quality" of the director would be of crucial importance. (See Figure S).

### Catalyst

As a coordinator the managerial role of the director is that of catalyst. His responsibility clearly does not end with merely coordinating, i.e., ensuring the good will and continuous involvement of all participating community groups and agencies, essential as these ingredients are. He must coordinate catalytically, that is to say, he must be able to persuade divergent views to converge -- "integrate" is the buzz word -- into a common and feasible denominator upon which an effective program can be built. The skill required here is not mere persuasiveness, however. The director must be able to discern the one ingredient or element in the views of each group to which he can appeal in forging the requisite consensus. This demands of him the capacity to put aside completely his own views of the nature and objectives of the program -- the harder to do the more experienced he is -- and build a

FIGURE T

THE DIRECTOR AS COORDINATOR-CATALYST

The COP Project Director as a coordinator-catalyst organizes the community agencies that are linked with his program in such a manner that they are involved in the selection of all participants and staff members as well as an active part in all facets of the program.



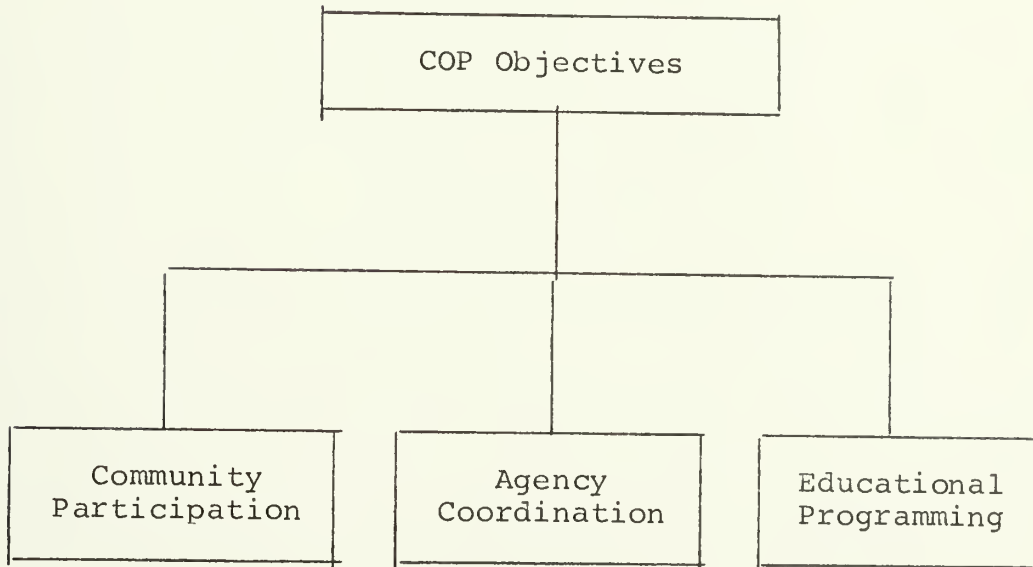
program on the "givens," that is, one of those views among his constituent groups and agencies that lend themselves to combination into a common core. (See Figure T).

### Friend

To meet his overall responsibility for community participation the director, as the author pointed out, must call on his administrative skills as a politician. These skills must be underpinned by his managerial skills as a "friend." One uses this word in its basic and almost transcendental meaning: the director must be a friend in the precise sense that the members of a Quaker meeting are Friends. That is to say, he must be respectful of and understanding of all view points held on any subject by any member of the community involved in any phase of the COP Program, regardless of how personally repugnant they may be to him. This "attitudinal requirement" goes far beyond mere tolerance, let alone beyond the principles of free speech. What is required of him here, is the rare human capacity for empathy, the ultimate basis for personal trust which he must inspire if he is to succeed.

This, to stress what may be redundant, requires neither an attitude of agreement nor a necessity to respond in action. He must make decisions according to his own judgment and his own sense of responsibility. Contrary to current "consensus" day-dreaming, the acceptance of these

FIGURE U

THE DIRECTOR AS POLITICIAN-FRIEND

The Director as a politician-friend develops a working relationship with all of the agencies of the community to assure successful accomplishment of the program objectives.

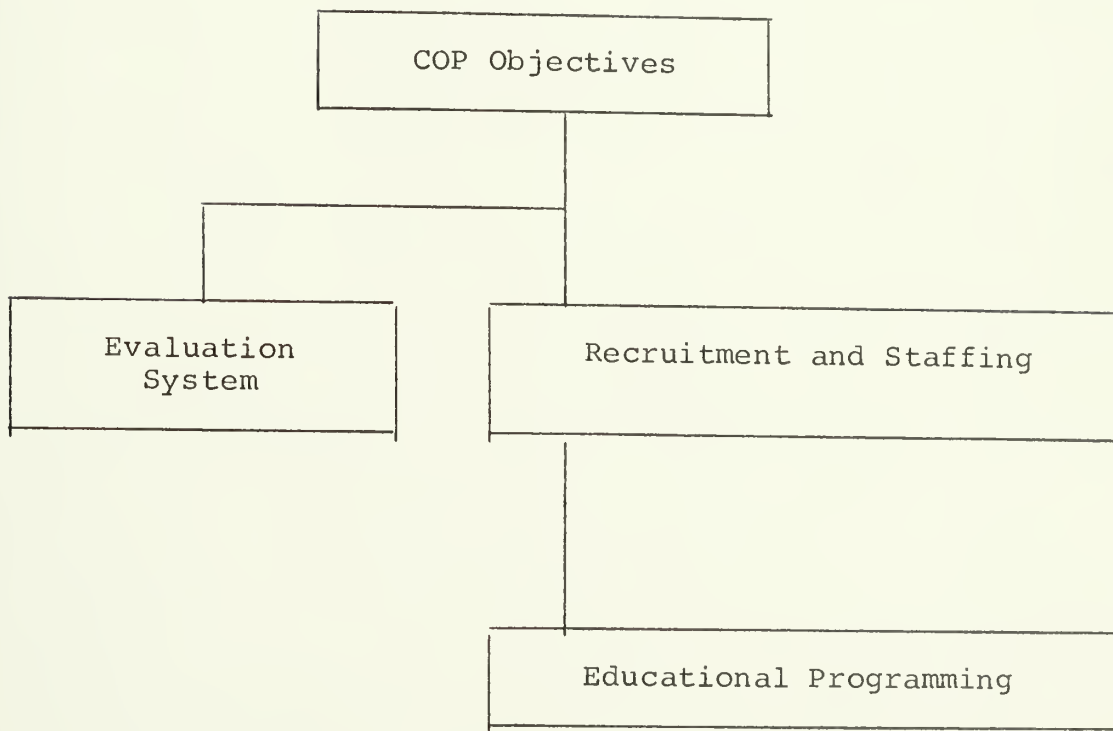
decisions need not rest, or depend on, agreement by those involved in the program. However, such acceptance does rest on respect for the director's views and actions and that respect, one submits, will be there as an automatic response to the director's role of a friend; not in the sentimental sense of the word, but in the sense of his honest respect for the views of the others, however divergent. Indeed, an attitude is hard to develop. (See Figure U).

#### Person

Lastly, his administrative roles as a judge demands not the "role" of "person," but that the director be a person. His responsibility as an evaluator, as a judge of staff qualifications and performance, and as a critic of the quality and soundness of ideas, calls on his widest and deepest traits as a person in the sense of self-awareness, self-acceptance and of a sense of the joy of existence. These traits cannot be acquired; they can only be permitted to grow.

In this role, and especially in his actions as a judge, the director will be ever conscious of the fact that he "can't please them all;" that he may "step on toes;" "rock the boat;" "raise hackles;" "rub people the wrong way;"-- with whatever precision the vernacular may use to describe the effects of some of his decisions. To bear, and bear up

FIGURE V

THE DIRECTOR AS JUDGE-PERSON

The Director as a judge-person has an evaluation system evolved by the staff, participants, schools of higher learning, local school systems, as well as the community agencies, that continuously evaluates the directions of the program in light of its objectives.

under this consciousness requires not only fortitude, firmness and faith -- but also that sense of existence, hard enough to come by, which commands the director to judge and make decisions not out of resentment, anger, or on the other hand, mere conviction, but out of an almost old-testament sense of the "rightness of things." It is that sense which makes a man into a person -- the final quality of being we can achieve in any pursuit. (See Figure V).

In conclusion, it can be stated that this Project Director is meeting very successfully with the national goals and objectives as well as his local goals and objectives. This is evident in the implementation of a differentiated staffing pattern for all para-professionals in the Worcester School System as seen in Chapter IV. This differentiated staffing pattern is a realistic career ladder in which a para-professional who is so motivated can move from a general aide to a professional teacher in four years. An indication of how realistic this career ladder is in Worcester, can be seen in the recent appointment of two of the graduates of the COP program, who were appointed as professional teachers in the Worcester School System. The other graduate would have been appointed as a teacher, but decided to continue his education towards a Masters Program in Urban Education while working with the Worcester COP Program as a graduate assistant. The

dissemination of program information of the Worcester COP program, locally, as well as nationally, is another indication of the successes that this Project Director has had. The active involvement of the community agencies in the implementation as well as the evaluation of the program, is another endorsement of the successes that this Project Director has had. The development of a viable academic program which makes it possible for an individual to work as a para-professional and at the same time study towards his or her college degree, is another indication of the successes of this program. The national recognition that the Worcester Program has received is seen, where the national evaluators of COP used this program as a model when evaluating other Career Opportunities Programs. The Project Director of this program is involved with the Office of Education in Washington; in offering technical assistance to other COP programs, which have not been as successful. This program has been and still is a change agent within the local school system, the University of Massachusetts, as well as the local colleges and universities. Finally, this program has instilled the "hope factor" in all of its participants and staff members. The hope being that eventually education can meet the needs of all of its students.

## APPENDIX

The following are examples of program information disseminated on the Worcester Career Opportunities project:

## PRESS RELEASE

September, 1971

Worcester, Mass.

A dinner was held in honor of the 53 participants of the Worcester, Mass. COP who completed the first full year of studies. Among the 10 Worcester School department officials present at the celebration, was Superintendent Dr. John J. Connor, Jr., who pledged "maximum support" to the program.

The Worcester COP represents a cooperative effort of many organizations, including the school department, Model Cities, the City Council and the University of Massachusetts at Amherst, where 20 COP enrollees are involved in the work-study program.

COP participants praised the program for its flexibility and sensitivity to the interests and specific goals of individual students. Although the average age of Worcester's COP enrollees is forty-plus, the youngest participant, 19-year old Leah Hazard, said the program is helping her to reach an unusual goal -- being a physical education teacher for handicapped children.



## PRESS RELEASE

January, 1972

Dropouts Find A Way In At Worcester YTY Program

A Youth Tutoring Youth (YTY) program began less than a year ago in Worcester, Mass., in conjunction with the Career Opportunities Program. Unlike most other YTY programs in the country, however, the Worcester program is working with out-of-school (high school dropouts) as well as in-school tutors. When the program began in February 1971 there were 5 out-of-school tutors and some 13 tutees. Today that number has increased to 13 dropouts and 7 in-schoolers who are working with a total of 80 to 100 tutees. By next summer the number of in-school tutors will have increased greatly, with most of the tutoring being done at community schools. Worcester YTY uses Neighborhood Youth Corps members as tutors in the program.

Many of the community centers have expressed interest in initiating the YTY program. George Melican, COP project director, meets individually with the tutors twice a week, as well as in a weekly group workshop. This gives all the tutors an opportunity to exchange new ideas and discuss some of the problems that have occurred during the week. Evaluation is on a weekly basis. As a result

of the fine work done by the tutors, 8 have been accepted to enter Quinsigamond Community College. Some 6 of these students are high school drop-outs. The other two will graduate from high school in June. This new program was initiated for disadvantaged students, and one of the stipulations is that each will continue their tutoring work until graduation from the college. Their tuition will be paid, and in addition they will receive \$2 per hour for tutoring. The YTY program is expanding rapidly in Worcester, and Project Director Melican is currently heading an Advisory Board to facilitate the continued progress of the YTY program.

## PRESS RELEASE

March, 1972

Worcester Vets Prove Strong in the Classroom

Worcester Evening Gazette Photo

Fourteen veterans are now obtaining practical classroom experience in Worcester schools while they are earning their bachelors' degrees in urban education.

Under the federally - funded Career Opportunity Program (COP), the veterans work full - time as teacher aides and attend classes conducted in Worcester by teachers from the University of Massachusetts.

Most are working with experienced teachers in the inner city target area elementary schools. Some attended college before entering the military, others are high school dropouts or never went beyond high school.

People in the program are those who would say, "I would have been a teacher, if I had a chance," Richard F. Fox, veteran's coordinator for the program in Worcester and a doctoral student at the University of Massachusetts, said.

"This is the needed chance for persons who feel they have this kind of ability and want to help children.

"There are about 58 persons enrolled in the COP program which started in Worcester in September, 1970. Federal authorities had urged programs include more veterans, so we went out and got them," he said.

The veterans themselves said they like the program because it enables them to help children, often on an individual basis, and the practical experience makes their college work more meaningful.

"Probably this is an important step in upgrading the education of our children," William D. Rand, an aide in the fifth grade at the Woodland Street Annex, said.

He said he was getting a first hand view of problems "facing students in an inner city school. We can see things, learn how to cope with it and perhaps remedy it."

Stanley J. Gniadek, Jr., an aide in the fourth grade at the Woodland Street School, said he thought many students in elementary grades relate and respond better to male teachers. He and three other veterans are the only male teachers at the school.

He thought more men should work in the elementary grades. "If you can get to them now when they are small and growing up, they shouldn't have so many problems when they are older," he said.

Gniadek said he wanted to be a teacher before he went into the Air Force and working in the school has only reinforced this desire. "I never really knew of the needs this type of school has."

Another aide who is working with a teacher in the fourth grade, at Woodland Street School, John McFadden, said students seem to be drawn immediately to male teachers in the school.

#### Inner - City School

He said he wanted to work in an inner - city school because "I felt that this is where a teacher could do the most good."

Ceaphurs Merrill, an aide in the fifth grade at the Chandler Street School, thought "dedication" was the most important thing he brought to students.

"The kids can tell. They pick it up right away," he said.

If a teacher shows hate and prejudice, he said, the students are going to pick it up and "fall into that shape, that mold."

Mrs. Patricia A. Worrell, a former Navy WAVE, is working as a teacher at the St. Matthew's Head - Start Center.

She said the program "has given me a direction. The courses being offered have direction. Before it was kind of hard to figure out what was needed."

Peter J. Lorden, an aide at Woodland Street School, said the experience gained in the program was very important. "It's much better than going to school for four years and then being thrown into a classroom."

## PRESS RELEASE

June, 1971

Career Program Praised at Dinner

The students sat chatting about course work and overdue papers, just like students at most schools.

These, however, are mostly women with an average of 7.5 children and an average age of 40. They were attending a dinner in their honor last night marking their successful completion of the first year of the Worcester Career Opportunity Program (COP). COP is a federally funded project designed to attract low-income persons into educational careers by providing a work-study program in which teacher certification aid college degrees may be earned.

A survey of about a quarter of the COP participants at the dinner, including white, black and Spanish-speaking participants, found them generally delighted with all aspects of the program.

The program is administered by the Worcester School Department, and Dr. John J. Connor, Jr., superintendent of schools, was present to congratulate the participants and pledge "maximum" support of the program. About 35 of the 53 participants attended the dinner as well as about 10 School Department officials. The majority of participants

who did not attend the dinner are full-time students at the University of Massachusetts at Amherst, where 20 COP enrollees are doing their work-study.

School committeeman Alfred J. Cotton Jr. attended the dinner and congratulated participants.

#### Program Praised

George P. Melican, director of COP, said the Worcester program is one of 20 remaining programs in the country. He said that 132 such programs began a year ago, but that because of inability to adhere to federal guidelines, 122 programs have been discontinued. Melican said the Worcester COP represents a cooperative effort of many organizations, including the school department, Model Cities, the City Council and UMass.

Melican said Worcester's COP ranked second nationally in quality of the program. He said Brooklyn, N.Y., ranked first.

COP was praised by participants for its flexibility and sensitivity to the interests of individual students and their specific goals.

#### An 'Unusual Goal'

Miss Leah Hazard, the youngest enrollee at 19, said the program is helping her aim for an "unusual goal"--being a physical education teacher for handicapped children.



Ceaphurs Merrill said he likes the program because it isn't geared toward "traditional education" and helps students put their ideas into practice.

Participants said they heard of the program from a variety of sources, including neighborhood centers, Head Start and UMass.

Victor Monroy, a native of Mexico, termed the program "maravillosa" -- marvelous -- and added that it offers a good opportunity to work with others. Monroy helps teach at the Transitional School in Worcester, where Spanish-speaking children are taught in both English and Spanish. Monroy said working there has helped his English considerably.

Several women who heard of COP through Head Start said they have found the program offers useful and appropriate courses in the first year. They said their children enjoy having their mothers students simultaneously with them and a few have joked that perhaps they should sign their mothers' report cards or write excuses when their mothers are absent from class.

## PRESS RELEASE

July 11, 1971

Program Uses Dropouts as Tutors

To build self-image, to "turn on kids who were turned off to school" is the aim of the Youth Tutoring Youth (YTY) program, an adjunct of the Career Opportunity Program.

The program, according to Ronald W. Dunham, the supervisor of YTY in Worcester, "involves giving a high school student or dropout, a new responsibility -- that of a tutor. Kids who were turned off are now being motivated to learn." The program follows a principle that teachers have known for a long time -- the best way to learn is to teach.

The strategy of YTY involves an older tutor, ages 13 to 19, and a first or second grader who is underachieved in reading or math. The major focus of the program is to help youngsters build a more positive image of themselves.

The image building is a two-way street for YTY. The tutors learn that they can contribute and that they have value as persons. For the "student," Dunham said, "It's a special experience having an older youngster listen to him."

This year Neighborhood Youth Corps (NYC) enrollees have been used as tutors. The out-of-school tutors worked a full day this past year, five days a week. Those still in high school worked five afternoons each week. The tutors are paid the minimum wage by the NYC.

During the school year there were 28 tutors in the YTY with approximately 90 pupils. The number has doubled for the summer program. The program involved five schools this year and Dunham estimates 16 will be involved next year.

Next year, Dunham also hopes to expand the program so that within an elementary school sixth graders will be used to help children with learning difficulties in the lower grades.

Dunham says seven of his tutors in YTY have been accepted into the Community Services Program at Quinsigamond Community College, a program for students who lack educational opportunities or have financial difficulties. The students, who are all high school dropouts are enrolled at Quinsigamond under the stipulation that they continue tutoring.

Dunham, a former city substitute teacher, is employed as program supervisor through a federal grant under the JOBS NOW program. The Worcester YTY program was developed out of the Career Opportunity Program,

which is under the direction of Miss Dorothy M. Davis, executive assistant for governmental relations, and George A. Melican, director of the Career Opportunity Program, Worcester Public Schools.

Dunham praised the cooperation of the principals and teachers at Belmont, Woodland, St. Nicholas, Winslow and Lakeview schools, where the program has been in effect since February.

## PRESS RELEASE

Thursday, May 13, 1971

Plugging Teacher Training Into  
Problems of Urban Pupils

The choice seems to be to press for change in graduate programs or bypass the schools of education as much as possible.

The United States Office of Education is trying both approaches. And Tony Peake and Leah Hazard have a hand in these efforts.

Mr. Peake is a team leader in a Teacher Corps project in Louisville, Ky. Miss Hazard is teaching reading and language development to kindergartners in Worcester, Mass. Although the two don't know each other, both are involved in new trends in teacher education.

Tony Peake, in his late 20's and married, joined the national Teacher Corps (TC) in 1967. He had previously done work toward his MA in history. Now he decided to make teaching his career.

In the corps, he divided his time between education courses at the University of Kentucky and internship in a Louisville elementary school. In two years he had his

master's, teaching certification, and classroom experience -- with salary and TC provisions covering all expenses.

Mr. Peake sees changes taking place in the university's teacher - training program. He views the interns as "change agents" in the school of education. TC is requiring "the university to change its courses for a new type of training. I can see the difference since my time there," he avers. "It's also forcing university personnel to come out to the schools so they can see what's going on here. Progress is being made."

#### Flexibility Not Theory

A prime objective of the Teacher Corps is to hasten change in teacher education. The current emphasis is on "competency - based" training -- preparation for teaching that stresses flexibility, individual needs, and capability more than prescribed courses, theory, and tradition.

Though movement in this direction may seem slow, Tony Peake is convinced that it is discernible.

Leah Hazard, too, is helping to bring about change, though from an entirely different angle.

Miss Hazard, fresh out of high school last June, went immediately into the nationwide Career Opportunities Program (COP), which began just last summer under federal sponsorship. Through COP, Miss Hazard handles classroom instruction (technically, as an aide) while taking college -

level courses one afternoon and two evenings each week. Eventually, she will win a bachelor's degree and teacher certification.

The vivacious black girl, rated tops by local COP officials, will become a certified teacher without going through the traditional campus program. She is receiving credits for her classroom activity, as well as for carrying courses during the academic year and in summer. She is helping to prove that there is a way other than the customary route into the teaching profession.

#### Aim is More Than Reform

Both COP and the Teacher Corps aim at more than reform in teacher preparation. Both are designed to produce instructors competent to deal with classroom situations, the one exclusively and the other importantly in urban areas.

Tony Peake is already teaching in an inner - city school; Leah Hazard expects to continue helping youngsters in a poverty neighborhood.

## PRESS RELEASE

Tuesday, January 19, 1971

C.O.P. Spells Opportunity To 40 Determined Women

"I'm getting a second chance," says Mrs. Mary McBride. "Opportunity has knocked twice for me, and I thought if I didn't grab it this time I might not get another chance."

Mrs. McBride, a 21-year-old mother who dropped out of high school during her junior year, is determined not to lose her chance this time.

She and about 40 other Worcester women, all from low-income homes and many from minority groups, are working for their bachelor degrees in education and a teaching career through a unique program called the Career Opportunity Program (C.O.P.).

A Mother of 12

For some of the other women, many on welfare and raising large families, it is their first and possibly last chance to get a college education and earn enough money to support their families.

One woman who is getting her chance to make it already has 12 children. Another woman is 57.



C.O.P., which started Aug. 1, lets participants study for their degrees while earning money and getting credit for their work as teacher aides in the Worcester schools or in Head Start programs.

One of 122 federally funded C.O.P. programs in the country, it is being carried out in the city by the Worcester public schools and the University of Massachusetts.

The participants have been attending classes in rhetoric and urban community relations taught by five undergraduates from UMass two afternoons a week at Elizabeth Street School. They receive three hours of credit for each course and three more for their work as teacher aides each semester.

#### Two to Six Years

The participants hope to earn their degrees in two to six years, depending on their prior education. Some have two years of college, and about 15 never finished high school.

The main objective of the program is to improve the education of Worcester children, and secondly to help underprivileged persons work toward a teaching career, says George P. Melican, C.O.P. director in Worcester.

All participants must come under poverty guidelines set by the Office of Economic Opportunity, he says. There

are about 18 blacks, 25 whites and two Spanish-speaking persons in the program.

All but two of the participants are women, Melican says, because they are working mainly with young children and men usually can earn more than they would get paid as teacher aides.

#### Full - Time Students

There are also five C.O.P. participants who are full - time students at UMass in education. These five come to Worcester one day a week for their practice teaching, Melican says.

"This is actually a whole new type of teacher training," says Miss Dorothy Davis, executive assistant for federal programs in the Worcester public schools, who helped develop C.O.P. here.

"We're giving the opportunity to teach to indigenous people who have shown interest and desire," she says. About 30 of the women were teacher aides before the program started.

"We're training a different type of individual to be a teacher," she says. "One who has been through all the problems facing today's students."

#### Different Approach

"It's a whole different approach to teacher training. They're not sitting in class, but experiencing what it

is to be in the school and the community while learning to teach."

Melican agrees. "They start teaching right off," he says. "I didn't start until the second half of my senior year. I learned then the things I should have known from the beginning."

Some of the participants are considered "high risks" in the matter of staying in the program because of their history of dropping out of school and having personal and family problems, Miss Davis says.

"We encourage a certain number of these high-risk people," she says. "Otherwise they might never get off welfare or be independent."

The dropout rate has been encouraging so far, Melican says. Of six persons who have dropped out, only two did so because they felt they couldn't handle the work, he says. Two moved away and two dropped out because of illness.

"They're the most highly motivated people I've ever seen," he says. "Most of them are on welfare, but they want to get off so badly. If everybody in college was like this, we'd have no problems."

Melican's enthusiasm is echoed by the participants, many of whom feel they are engaged in something they want to do for the first time.

"I blew my chance one," says Mrs. McBride. "I was doing good and then I quit (high school)." Now she says she is determined to get her degree.

She works as a teacher aide in kindergarten and first grade at Elizabeth Street School, drilling pupils in numbers, sounds and colors, and helping slow learners. Like many of the participants, she wants to teach elementary school.

#### Working for Diploma

She joined C.O.P when she found she didn't need a high school diploma and is now working for the diploma at night through the Adult Education Center, 50 Franklin St., with about 15 other C.O.P. participants.

Several of the participants have some college experience but didn't finish because of financial or family problems.

Mrs. Elsie Price is one of these. She is the mother of nine children and is a guidance aide at South High School. She was taking courses at Clark last year but doesn't think she could have done it again because of problems with transportation and being out alone at night.

Mrs. Price thinks it will take her more than four years to get her degree throughout C.O.P., but feels it's the only way she would be able to do it.

Claire Walsh, a neighborhood worker with Head Start, also was slowed down by a large family. She says she has always wanted to get her degree but her eight children held her back. She has some college credits and now feels she will be able to complete her education.

C.O.P. in Worcester got \$168,000 in federal funds and \$25,000 in state funds for the first year. The city provides in-kind services such as classrooms and pays for some teacher-aides, Miss Davis says.

#### HEW Promise

The Federal Department of Health, Education and Welfare has promised to fund the program for at least three years and plans to continue it after that, she said.

The key to the program's success, or hoped-for success, is its flexibility. "We're people-oriented," says Melican. "The program seems to change every week."

Participants can take all or any of the four courses in the second semester, which starts the first week of February: Rhetoric, government, early childhood education and language arts.

Two sections are being offered in some of the courses because of problems encountered in the first semester when some participants were frustrated by repetitiousness while the material was too difficult for others.

Besides regular courses, participants can take courses at Clark, Assumption College, Quinsigamond Community College and Worcester State College. They can also get credit for attending occasional workshops.

Although the participants have a long way to go to get degrees, most of them have gained one big thing already: Confidence.

Mrs. McBride says she was nervous and unsure of herself at the beginning but has now gained confidence and is enjoying the classes. "In fact, I think I'm doing rather well," she says, smiling.

The participants praised especially the honesty and understanding of their tutors. Each of the three instructors and two counselors from UMass spends 20 hours a week in Worcester, helping participants with personal as well as academic problems. Assumption students also help tutor.

One participant, who went to Worcester State in 1952, said, "I was afraid to start because it had been so long since I was in college. But the tutors have been very understanding about this. They'll do anything for you."

This woman, who asked that her name not be used, sees the program as a chance to get off welfare.

"A lot of us are bringing up families alone," she said. "It's difficult to do homework with four kids,

but I feel it's worth it because I'm working toward something. What I want most is to get off welfare."

## PRESS RELEASE

Saturday, June 12, 1971

Starting Up the Career Ladder

A year ago, Mrs. Marilyn Wilcox was working in a factory, running a folding machine. Today, this mother of six is on her way to becoming a schoolteacher.

What lies between is the story of how one woman's life was changed, and how children's lives may be, too.

Mrs. Wilcox married soon after graduating from high school. She had hoped to get to college, but home and family seemed to rule that out completely.

Still her interest in education persisted. She served on various Model - City committees here in Worcester, including an education task force. This led to her decision to serve as a volunteer aide in a school last summer.

Working with children from 8:30 each morning, Mrs. Wilcox managed to take care of household chores and family needs before reporting to the factory on the 4:30-to-midnight shift.

Then came announcement of the Career Opportunities Program (COP), through which community residents in various



parts of the United States would serve as school aides while taking college - level courses that would prepare them to move up in classroom assignments.

Mrs. Wilcox was elated. In her 40's with the two youngest children still in school, she saw COP as "too good an opportunity to pass up."

"I didn't know teaching was something I could do," she remarks, "but I asked myself, 'How will I know if I don't try?'"

This was Mrs. Wilcox's chance to get into education at two levels: college training and a degree on one hand, and a career in the classroom on the other. She didn't let it slip by.

This ambitious teacher - to - be promptly applied for admission to the local COP office and was accepted. She joined about 45 other Worcester residents -- men and women, white and black and brown -- who shared a common goal.

Fifteen in the group didn't have high school diplomas; twice a week they work with tutors from Assumption College to get ready for the high - school - equivalency (GED) test that will qualify them to move on to college courses. Others in the unit had finished high school, and some already had college credits.

Mrs. Wilcox, like her fellow "auxiliaries," had two courses in the fall semester, for nine hours credit. On Monday and Wednesday afternoons, University of Massachusetts (UMass) professors conducted classes in a city school building the district made available to COP. Rhetoric 100 and "Urban Community Relations" (this with guest speakers from the area) were Mrs. Wilcox's courses. Other COP participants attended regular undergraduate classes at Worcester State College or Clark University nearby.

During the spring semester, Mrs. Wilcox took "Early Childhood Education" as her afternoon UMass course, and "Teams for Learning" at Worcester State and "Ethnic Migration" at Clark in the evening.

At school, this energetic ex-machine operator is "doing just about everything," she reports. She has library duty two mornings each week, and helps classroom teachers during other hours. She also took on a sixth-grade knitting class at noon when the girls showed an interest.

COP auxiliaries earn credits toward a degree both for courses and for school service. The UMass School of Education recognizes work done by members of the Worcester group and will eventually grant degrees to those who complete the academic program.

Meanwhile, Mrs. Wilcox and her colleagues will go on to increasingly responsible school duties, most of them in the classroom as members of teaching teams or as assistant teachers. After graduation and certification, they will be assigned regular teaching positions, in this city or elsewhere.

Auxiliaries are selected principally from among residents who are employed as aides in the schools or in Head Start, Follow Through, or Model-City programs. Income must be below a stated level, and they must be sensitive to the needs of poverty - area children since it is these they are to work with.

Participants pay nothing for their college courses and receive a stipend either from Model Cities, out of federal money already allocated to the schools, or from other school resources.

COP has several purposes, according to Dr. Wilton Anderson, program director in the U.S. Office of Education. "This is not a manpower - training or development project," he said in a Washington interview. "It draws new people into the schools and, instead of a dead - end training, provides a lattice for moving upward in employment.

"And, at the same time, the aim is improvement of education for disadvantaged kids. This is done through the aid of local agencies and the community, working out

new means by the team approach. With all this, we have a new ball game.

"This involves a changing relationship between local schools and community agencies and organizations," Dr. Anderson continued. "We call this 'linkage.' Rather than encouraging competition, COP emphasizes the value of cooperation and mutual support among them, in the interest of better education."

Leland H. Burris, who heads up COP in Philadelphia, emphasizes another facet of the program when he refers to "the impact COP has on teacher - training institutions. It makes it easier for nontraditional - background people to get into college. Then, too, COP builds a bridge between community and school. And that's essential in these times."

One important facet of this bridge - building, Mr. Burris explains, is "community residents [COP auxiliaries] helping teachers and administrators improve educational services by relating more effectively and sensitively to the needs of low - income youngsters."

Teachers and administrators interviewed in several cities had only words of praise for their COP aides. Says Mrs. Doretha Tillman, a reading teacher at the M. Hall Stanton Elementary School in Philadelphia: "We couldn't do without them. They watch children's reading and report

## PRESS RELEASE

September, 1970

Teacher Aides in Degree Program

Forty-five teacher aides in the Worcester school system have begun a program that combines teaching and learning and may provide them with bachelor's degrees and teaching certificates.

The teacher aides -- called paraprofessionals -- are all involved in programs of the Community Action Council Model Cities, Headstart and Friendly House. The program, called the Springfield - Worcester - University of Massachusetts Career Opportunity Program (COP), will take from five to six years, depending on the educational backgrounds of individuals enrolled.

COP is federally funded and is being conducted in 135 communities in the country. Massachusetts participants are Worcester, Springfield and Boston. The Worcester program contracted with the University of Massachusetts for the educational portion of the program for the aides.

The program is designed to attract low income minority group members into educational careers by pro-

viding a work-study program. The program began Wednesday at the Elizabeth Street School.

George P. Melican, Worcester COP director, and Rhody McCoy, director of COP at UMass, welcomed participants. Dr. Robert Woodbury, assistant dean of education at UMass, and Dr. Atron Gentry, director of urban education at the university, also spoke.

The students will attend class at the school three days a week and will be instructed by a team from UMass. Additional tutorial assistance and counseling will be available through Worcester State College and Clark University.

The Elizabeth Street School program is considered an extension school of the University of Massachusetts. All the aides are registered as regular undergraduates at the school.

While enrolled in COP, the aides will continue to work in the capacity of paraprofessionals in the city schools and in the Headstart program.

## PRESS RELEASE

Monday, October 19, 1970

Career Opportunities Program

Improves Urban Education

At this juncture in the evolution of the American city, one needs little imagination to understand the debilitating effect that an overwhelming white, middle-class teaching corps has upon the intellectual performance and emotional development of ghetto black and poor white school children.

Responding to this situation, the Center for Urban Education has worked to develop new patterns in teacher education: techniques to broaden and strengthen the teaching profession. One such effort, developed in conjunction with school departments in Worcester and Springfield, is the currently operative Career Opportunities Program (C.O.P.).

Stating its objectives simply, the federally funded program utilizes the resources of UMass to improve the education of urban children.

Two of the three components which comprise the program began in September, 1970. In Worcester, 45 para-

professionals chosen by the community will receive nine (9) credits through the Division of Continuing Education: three each in rhetoric, urban communities relations and practice teaching activities.

The on-campus participants, mostly black and Latino (including a number of Viet-Nam veterans) were selected for their demonstrated ability as indigenous educational leaders. They have begun the first semester of study in their four-year program leading to a B.A. in Education. Both the Government Department and the Rhetoric Program have made significant contributions to develop a curriculum which effectively covers the subject matter at hand, while meeting the unique demands of a group characterized by a high level of motivation and a low tolerance for irrelevance.

The offerings selected within the School of Education have been: Reading Methods, Methods in Teaching Mathematics, and Urban Community Relations. The director of the Center for Urban Education is Dr. Atron Gentry and the Worcester C.O.P. program is directed by Rhody McCoy.

While this group of educators receives academic training from the College of Arts and Sciences, their presence on campus broadens the educational options available to members of the University Community. Next month, C.O.P. participants will offer seminars relating



to their experiences in Watts, Ocean Hill - Brownsville, Bedford - Stuyvesant, and Chicago, in addition to the Massachusetts communities of Worcester and Holyoke.

## PRESS RELEASE

Thursday, December 30, 1971

Program Helps Vets Get College Degree

Fourteen veterans are now obtaining practical classroom experience in Worcester schools while they are earning their bachelors' degrees in urban education.

Under the federally-funded Career Opportunity Program (C.O.P.), the veterans work full-time as teacher aides and attend classes conducted in Worcester by teachers from the University of Massachusetts.

Most are working with experienced teachers in the inner city target area elementary schools. Some attended college before entering the military, others are high school dropouts or never went beyond high school.

People in the program are those who would say, "I would have been a teacher, if I had a chance," Richard F. Fox, veteran's coordinator for the program in Worcester and a doctoral student at the University of Massachusetts, said.

This is the needed chance for persons who feel they have this kind of ability and want to help children, he said.

There are about 58 persons enrolled in the C.O.P program which started in Worcester in September, 1970. Federal authorities had urged programs to include more veterans "so we went out and got them," he said.

The veterans themselves said they like the program because it enables them to help children, often on an individual basis, and the practical experience makes their college work more meaningful.

"Probably this is an important step in upgrading the education of our children," William D. Rand, an aide in the fifth grade at the Woodland Street Annex, said.

He said he was getting a first hand view of problems "facing students in an inner city school. We can see things, learn how to cope with it and perhaps remedy it."

Stanley J. Gniadek Jr., an aide in the fourth grade at the Woodland Street School, said he thought many students in elementary grades relate and respond better to male teachers. He and three other veterans are the only male teachers at the school.

He thought more men should work in the elementary grades. "If you can get to them now when they are small and growing up, they shouldn't have so many problems when they are older," he said.

Gniadek said he wanted to be a teacher before he went into the Air Force and working in the school has

only reinforced this desire. "I never really knew of the needs this type of school has."

Another aide who is working with a teacher in the fourth grade, at Woodland Street School, John McFadden, said students seem to be drawn immediately to male teachers in the school.

#### Inner - City School

He said he wanted to work in an inner - city school because "I felt that this is where a teacher could do the most good."

Ceaphurs Merrill, an aide in the fifth grade at the Chandler Street School, thought "dedication" was the most important thing he brought to students.

"The kids can tell. They pick it up right away," he said.

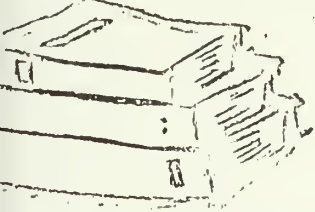
If a teacher shows hate and prejudice, he said, the students are going to pick it up and "fall into that shape, that mold."

Mrs. Patricia A. Worrell, a former Navy WAVE, is working as a teacher at the St. Matthew's Head-Start Center.

She said the program "has given me a direction. The courses being offered have direction. Before it was kind of hard to figure out what was needed. What you wanted."

Peter J. Lorden, an aide at Woodland Street School, said the experience gained in the program was very important. "It's much better than going to school for four years and then being thrown into a classroom."

WORCESTER



C.O.P.



CAREER OPPORTUNITY PROGRAM

# NEWS REPORT

November 16, 1970

Volume I Issue II

## SOMETHING ELSE 70

The School of Education at the University of Massachusetts is suspending classes for the week of November 16 to present SOMETHING ELSE 70 - Alternative Futures in Education. This is the Modular Credit Week during which C.O.P. members can earn extra college credits.

One workshop to be held daily in Mark's Meadow will allow participants to involve themselves with learning materials and to discuss specific areas with members of the Open Education Group. There will also be an opportunity to enter the classroom and see some of these ideas in action.

The Teacher Education Center will present a series of activities making use of performance criteria and instructional alternatives. A participant who is interested will complete performance criteria to meet specified requirements in order to earn the credit

module. Slide presentations, videotape offerings and field experiences combine to give the participant an informative week.

Films dealing with urban experiences, contemporary education, and contemporary man will be presented during the week. Other films made by students themselves comment on standardized testing and the life they see around them.

From 10:00 o'clock in the morning until 8:00 p.m. workshops and lectures offer something for everyone. Programs for the elementary, middle, secondary and college level schools are presented to represent all phases of education.

C.O.P. participants will leave by bus from Doherty Memorial High School each morning at 8:30. The group will leave Amherst at 4:00 p.m. for the hour and a half return trip.

#### TIME FOR DECISION

The present courses presented by the C.O.P. program will be completed in January. Now is the time to decide what courses should be offered during the next semester. It seems doubtful if the group will meet again in entirety as at present. Perhaps there should be plans made now for the C.O.P. members to meet once a week as a group. It is a thought that should be followed by discussion.

## SHOW AND TELL TIME

There has been increased interest in the Worcester C.O.P. program. Members of the program have been interviewed for press and newspaper. Television stations have directed inquiries for the express purpose of getting C.O.P. participants for panel shows and documentaries. Speakers have been requested for local organizations. It is show and tell time for Worcester C.O.P. It is unfair that the same people be chosen again and again to represent the program. C.O.P. participants must prepare themselves to go anyplace at anytime to discuss the program and what it has to offer.

## STAFF

Elizabeth Russell,  
Editor

Alma Hampton,  
Poetry

Willene Carroll,  
Crafts

Walter Josti,  
Marvin Pearson,  
Press

Games - Marion Laws  
Reports - C.O.P.  
Participants

MODULAR  
CREDIT  
WEEK

November 16-20 1970

Academic Credit will  
be available for those  
who attend.

Bus leaves Doherty -  
8:30 a.m.  
Bus leaves Amherst -  
4:00 p.m.



## A LETTER TO C.O.P. PARTICIPANTS

"A dream come true." "An opportunity of a life time." "We just cannot believe that such a program is for us." These thoughts expressed by many of you are very gratifying to those responsible for the development of the Career Opportunities Program.

I should like to share with you the steps that led to the selection of Worcester as one of the 104 sites funded for this program. In June of 1969 the Worcester Public Schools submitted a letter to Washington expressing an interest in the newly announced Career Opportunities Program. This letter contained an account of the adult education programs which were sponsored by the Worcester Public Schools and others. Community agencies -- Community Action Council, Model Cities, and local colleges. Those of you who had taken part in these activities and thus shown a desire for furthering your education inspired this action on the part of the Worcester Public Schools. For our school system is truly interested in providing educational opportunities for all -- adults as well as children. When letters from all over the country were reviewed in Washington it was suggested that a cooperative project involving the Worcester Public Schools, the Springfield Public Schools and the University of Massachusetts be developed. In November 1969 the Worcester - Springfield - University of Massachusetts proposal was on its way to Washington. It took many hours of planning and negotiating before the Career Opportunities Program of which you are a member was officially accepted and funded in June, 1970. This tells the preliminary story of the Career Opportunities Program. You who have accepted the challenge and enrolled in the program will determine its future. For by design, this program is to be responsive to your needs.

We are sure that the children with whom you work daily will be the benefactors as you progress in your chosen career.

Congratulations and good luck!

Sincerely,

Dorothy M. Davis  
Executive Assistant for  
Governmental Relations

## WORCESTER PUBLIC SCHOOLS ADULT LEARNING CENTER

The Adult Learning Center located at Fifty Franklin Street, Worcester, Massachusetts, officially opened September 28, 1970. It is a Worcester Public School Extension Program directed by Gerald E. McGrain.

Classes held at the Center are conducted at levels up to and including grade twelve. The areas of study are:

1. High School Equivalency Preparation
2. Adult Basic Education
3. English as a Second Language

The school's program is a flexible one with emphasis on individuality. The educational program is tailored to meet the needs of each person. The student progresses at his own rate within the guidelines set up by him and the teacher.

Many students prefer a broad educational program consisting of a general development of learning skills. Improvement of reading comprehension, development of computational skills and use of the language arts are strived for.

The goal of some people now attending the Center is to receive the High School Equivalency Diploma (G.E.D.). The Adult Center offers a comprehensive preparation course for the G.E.D. exam, which is given approximately every three months at Quinsigamond Community College.

The ESL Program at the Adult Learning Center is a program for adults who speak any language other than English. People of many different national and linguistic backgrounds attend this class. The educational backgrounds vary from minimal to University. Proficiency in English may be completely lacking or a single skill may be deficient. Many of the students are multilingual. In migrant Americans, immigrants and students from the Caribbean, South America, Europe, the Middle East, and the Orient make up the present class.

The conversational approach is used; reading and writing skills are developed. Through audio-visual presentations, field trips, reading, and discussion, the students are introduced to various cultural, historic, geographical, scientific, and practical aspects of life in the United States. The students also share their culture and customs with the class and the teachers.

If you are interested in this type of school, visit us at our convenient location in downtown Worcester. The Adult Learning Center is open from 9:00 a.m. to 9:00 p.m. Monday through Friday.

#### MEET LILA KETTER

There is an old saying about watching out for the quiet ones - "Still waters run deep." Sitting in

the corner of the Urban Education class is the very quiet Lila Ketter. One of four children, Lila was born in Hartsville, South Carolina. She dropped out of school during the eighth grade and went to work.

Lila has lived in Worcester for five years. She tells of how she did not like the city when she first came but stayed on because of economic reasons. Her jobs varied from working in a factory to being a clerk in the Salvation Army Thrift Store. When the opportunity presented itself, Lila became an Aide at Chandler Street Elementary School.

During the past year and a half, Lila has become active in the community. A member of the Worcester Baptist Church, Lila spends Wednesday afternoons working with the children in a group known as the Primary Club. Monday afternoons she can be found working with the neighborhood girl's club.

The list of organizations that Lila is involved in is very impressive.....She is a member of the Model Cities Resident Board, Worcester Cooperative Council Board of Directors, Model Cities Health Task Force, Y.M.C.A. Youth Committee, the Triple T Program at Clark University and the Welfare Rights Organization.

Not only is Lila finding the time to be involved in her community, working with children, and studying

with the C.O.P. program, she is also raising five children whose ages range from four to thirteen.

Lila's enthusiasm for the C.O.P. program is excelled only by her enthusiasm for her community and her family. Her eyes have a special glow when she speaks of both.

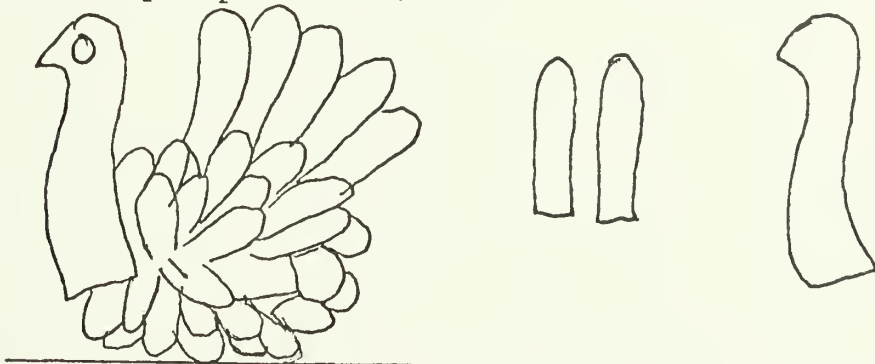
Recently, Mrs. Jorie Mark came from Washington, D.C. to meet with the Worcester Aides. During her visit to Chandler Street School, she admired Lila's art work. When Mrs. Mark returned to Washington, she called with a special request for Lila. The quiet Mrs. Ketter has been asked to do a poster for the national C.O.P. program.

Lila may have kept her special honor a secret from the other C.O.P. members, but it's no secret that Lila has an intense interest in the people around her. She certainly has a lot to offer to her community and to the C.O.P. program.

## CRAFTS AND POEMS

## TURKEY

To make little turkey figures, collect some pinecones that have a round rosette type base. Draw a design for the turkey's neck and head on red construction paper, making two for each turkey. Leave an opening at the bottom so it can be glued onto the pinecone. Draw tailfeathers on white or manilla construction paper and color them different colors. Glue two together as you did the head, leaving an opening at the bottom so the feathers can be glued onto the pinecones. See diagram for proper placement.



## THANKSGIVING THOUGHTS

Tell me, little Pilgrim boy,  
In days so far away  
Did you get the drumstick  
On that first Thanksgiving Day?

Tell me, little Pilgrim girl,  
Did you help to bake  
Pumpkin pies and puddings  
And a tasty, spicy cake?

When friendly Indians  
Shared your harvest meal  
And you thanked the Lord for all,  
Just how did you feel?

Could you guess in years to come  
Others would pray too,  
On many many a more Thanksgiving Day  
Just the same as you?

Miss Mary Gearin  
Abbott St. School

## THE UNHAPPY PENCIL

"Ouch." said the Pencil  
(As mad as could be)  
"Some naughty school child  
Is chewing on me!"

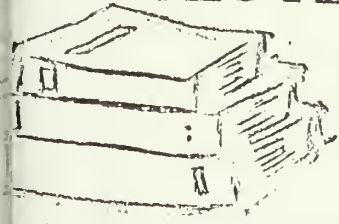
"You-all," said the Pencil  
(He came from the South)  
"Never should put me  
Inside of your mouth!"

I often am dirty!  
I fall on the floor  
I'm probably covered  
With germs and what's more

I'm not for eating;  
I'm filled up with lead  
From my yellow wooden coat  
To my black sharpened head!

Your teeth are for chewing  
(That's easy to see)  
But use them at mealtime  
And not on poor me!"

WORCESTER



C.O.P.



CAREER OPPORTUNITY PROGRAM

## NEWS REPORT

November 16, 1971

Volume II Issue I

The main objectives of the Worcester Career Opportunities Program are the following:

1. To better train paraprofessionals in order that they be more of an asset to the classroom teacher.
2. To develop more efficient methods of teaching children in target-area schools.
3. To establish new routes to higher education and educational careers for persons from low income areas.
4. To build better communication and stronger ties between home and schools.
5. To raise the level of the goals and aspirations of indigent citizens.
6. To establish sound bases for new staffing patterns for school personnel.
7. To establish a realistic career ladder and lattice for educationists.

This newsletter is a periodic production of the Worcester Career Opportunity Program. We intend to use it to disseminate news concerning our group, as a showcase for the various talents of our participants, and

to keep the community in which we live and work informed of our people and progress. Every participant is invited to contribute news, views, artwork or ideas.

The Staff: Editor - Betty Russell

Makeup - Nancy Harris  
Jim Konopka

Faculty Advisor - Bill Hynes

#### ONE POINT OF VIEW

Like anything else consisting of two different races, there is always the thin barrier -- or the hate line -- as so many people have called it. C.O.P. hasn't changed this feeling because it wasn't supposed to, but it did bring people together from different ethnic groups. Now if the people that are participating in the program aren't adult enough to appreciate or understand this, then C.O.P. has made a mistake and given children an adult responsibility.

The Blacks and Whites are and have been in conflict since the birth of America. First, all we, the Blacks, have been brought to a country and sold like livestock, stripped of our names, our pride and knowledge; belittled and cheated. All of our past has been kept a secret. We know nothing of our Black leaders. We know nothing about the blood, the sweat, and the tears that our people lost to help build this country. We have been cheated out of our history.



But, that is not C.O.P.'s fault. We all know that you can't change that past. We can try to make the future just that much better. C.O.P. has taken a step in the right direction by getting people from the different ethnic groups to work together. Maybe as future educators we can solve a part of one problem -- the communication gap. If all of the Love Power and Peace Power that everybody is hollering so desperately for is to become a reality, then we had better start trying to communicate with one another.

We were belittled when we were stripped of pride, when the White man took our name. We also were belittled and prideless when we were sold like livestock at auctions.....cheated of the love of the ones that meant everything to us -- loss of family and friends.

C.O.P. can not change the past or predict the future. You as an individual must make the future better for yourself. C.O.P. says here is a step in the right direction to use because we can't change the past but we can make a brighter future.

James McBride

Quick Quotes: Many a fellow is praying for rain with his tub the wrong way up.

Half and Half: A good leader is doing his job when half the people are following him and half are chasing him.

Modern Appliance: Honesty is the world's greatest labor-saving device.

Duplicity: The trouble with today's economy is that when a man is sick, it's all on paper. When he's broke, it's cash.

Appetizer: Doctor to overweight patient: "You may eat anything you like. Here's a list of what you're going to like."

Quick Quotes: Said the sieve to the needle: "You have a hole in your head!"

Use Failure: Failure should be our teacher, not our undertaker. It should challenge us to new heights of accomplishments, not pull us to new depths of despair. Failure is delay, but not defeat. It is a temporary detour, not a dead end street.

Agnes Emco

#### WHAT IS Y.T.Y.?

Youth Tutoring Youth is a cross-age tutoring program that has been going on for several years in city schools throughout the nation. The typical Y.T.Y. program involves giving an "underachieving" junior high school student or senior high school student a new role of responsibility -- that of tutor. In addition, Y.T.Y. establishes a new relationship between an older tutor and a younger underachieving tutee. For the tutee

this is a special experience of having an older kid listen to him, pay attention to him, and share experiences with him.

Most people expect tutoring to focus entirely on reading, writing, arithmetic -- on skills that the tutee needs help with. Sometimes teachers will put the program down, saying to themselves, "What do these tutors know about teaching reading?" But looking at past and present Y.T.Y. programs we'd say that we don't expect tutors to compete with professionals in teaching basic school skills. Although tutors and tutees do read, write, and do math together -- Y.T.Y. really expects the tutor to be something very different. The main focus is really on the tutoring relationship -- on the human relations between the tutor and tutee -- rather than just on the skills by which these students are labelled "low-achievers" or "underachievers." In the program outlined in the pages of this training package we ask the tutors and tutees to develop a relationship and to develop new kinds of learning about who they are and how they connect with the world around them.

In other words, Y.T.Y. is tutors and tutees learning to see themselves in more positive ways -- in addition to the focus on reading, writing, arithmetic. The basic philosophy of this is that the more the tutor

or tutee gets a positive definition of himself and the more competent he feels as a human being -- then the more open he will be to whatever reading instruction goes on in the regular school. By enhancing the student's self-esteem, his own self definition, you are making him at least more ready to acquire those skills you want him to have.

One major emphasis of these materials comes from a variety of suggested activities that use "SELF as content." That is, we seek to use the child's own experience and interests as the staging point for instruction. For the tutee, he will be able to say I am studying about me, my interests, my likes, my feelings, my sensations, and the way I experience the community around me -- rather than how other people or characters in books experience the community around them. Thus a key purpose in Y.T.Y. is to get the tutors to help their tutees understand that they already know things. Instead of having the tutees learn words from a workbook they can discover words in their own neighborhood. You can play a particularly important role in convincing tutors that it's all right to take this different approach -- that although they may not think of school as fun, they can think of learning as fun. The tutee can learn while playing a game, or taking a walk and naming objects

he sees in his neighborhood. Most of all, you can help the tutors and tutees see that it is quite legitimate for the student himself to be the central figure of the subject matter -- that his learning can grow out of who he is, what he likes, sees, and feels.

Worcester Y.T.Y. will use Neighborhood Youth Corps members as tutors in the program. The Y.T.Y. program began in February of 1971, in conjunction with the Career Opportunity Program. Unlike most other Y.T.Y. programs in the country, the Worcester Y.T.Y. program is working with out-of-school (high school dropouts) as well as in-school tutors. When the program began, we were working with 5 out-of-school tutors and about 13 tutees. As of today the number has increased to 13 out-of-schoolers and 7 in-schoolers, who are working with a total of 80 - 100 tutees. The number of in-school tutors will increase greatly in the summer. The schools that we are now working at are as follows:

Woodland Community School  
Belmont Community School  
St. Nicholas Ave. School  
Winslow St. School  
Lake View School

The Y.T.Y. program will continue through the summer, with most of the tutoring being done at the community schools in Worcester. I have contacted some of the community centers and they have expressed an

interest in initiating the Y.T.Y. program at their prospective centers. I meet individually with the tutors twice a week, as well as in a group workshop that takes place once a week. This gives all the tutors the opportunity to exchange new ideas and discuss some of the problems that have occurred during the week. Evaluation is on a weekly basis. Evaluation sheets are collected by me on Friday and put in a file.

As a result of the fine work done by the tutors, 8 have been accepted to enter Quinsigamond Community College. Six of these students are high school dropouts. The other two will graduate from high school in June. This new program was initiated for disadvantaged students and one of the stipulations is that each will continue their tutoring work until graduation from the college. Their tuition will be paid, and as well, they will also be paid \$2.00 per hour for their tutoring.

The program has been successful to date but like any other new program, suggestions and new ideas would be very helpful to the program. The Y.T.Y. program is beginning to expand rapidly and I am now in the process of heading up an Advisory Board so as to help in the continued progress of the Y.T.Y. program.

## NEW FACES IN WORCESTER C.O.P.

Since our last edition in June, many new faces have appeared on the Worcester C.O.P. scene.

Florence Dunkerly.....was at Woodland Prep last year and is now a Guidance Aide at East Middle School.

Maria Kalechitz.....one of Gerry McGrain's gang at the Adult Learning Center.....has two years at Clark under her belt.

Victor Monroy.....The Merry Mexican.....our representative at Transitional School..... that fancy Volkswagen.

Dorothy Coates.....Neighborhood Worker out of Central Congregational.....her contagious smile and sense of humor.

Stanley Gniadek.....One of the vets at Woodland Community..... proud of his moustache... former St. Peter's athletic great.

Deborah Dennison.....One of Paul Murray's pals at Chandler St.....once taught Good Grooming and shows it.....her breezy manner.

Dolores Entwistle.....a Venerini stalwart..... likes Math but Rhetoric is another story.

Benetta Pearson.....Another member of McGrain's Marauders.....Marvin's sister.....

- Jane Rivers.....St. John's Ascension claims her.....Billy Dixon baffles her.....chief coffee maker for the Intro class.
- John McFadden.....Another Woodland Community Vet.....Worcester State College experience... proud to have been a Marine.
- William Rand.....a Woodland Community Vet.... "Big Bill".....Quinsigamond and Florida State before COP.
- Mary Query.....Another St. John's Ascension Aide... would like to teach Special Ed. after COP.
- Shirley Waller..... A Neighborhood Worker with Model Cities.....great outlook on life.... Special Ed. also her goal.
- Paul Plotczyk.....Model Cities Drug Rehabilitation Center Worker.....Tall Paul..... those long golden locks.
- Helen Murdock.....Edgeworth St., her base of operations.....pourer in the Intro class... if you need work see her husband.
- Peter Lorden.....Another Woodland Community Vet..... Mod Wardrobe.....quiet and serious...
- Rosalinda Safford.....Teaches ESL at the Adult Learning Center.....California-Chicano knowledge makes her valuable.....one of McGrain's Mob.....



Richard Sandman.....One of Paul's Pals at Chandler St.....YMCA his big interest.....former Crisis Center Worker.

Eileen Postale.....Harlow St. her base.....That delightful brogue.....serious student.

James Konopka.....Special Ed. at Adams St.....ex-Sacred Heart star.....Assumption before coming to COP.

#### MEET WALTER JOSTI

Just before his discharge, what Walter Josti heard about the Worcester C.O.P. program appealed to him because it combined actual classroom work and college curricula. Moreover, it promised fulfillment of his college plans begun before his enlistment.

Born and raised in Worcester, Walter graduated from North High School and enrolled at Quinsigamond Community College. He originally planned to major in History. Wherever Walter was stationed, he found the opportunity to attend college. Even while stationed in Viet Nam, he managed to take a college course in Math. He also took a course in Karate and is now a black belt expert.

Since Cub Scout days, Walter has been very active in Scouting. While stationed in Texas, he formed an Explorer Post for the boys on the base. At the end

of his Air Force tour of duty, he was stationed in Maine as a survival instructor but still found the time to lead the Explorer Post on this base. Currently, he is working as an assistant leader with the Explorer Post at St. Bernard's Church.

While in high school, he was awarded the Red Cross Water Safety Instructor's Certificate. Summers, Walter found jobs as a life guard at the city pools. In addition to teaching swimming, he has formed swimming teams and set up meets for the participants.

Walter has become very active in the Worcester C.O.P. program. Last fall, he was chosen Vice-Chairman of the C.O.P. Advisory Board and is also an active member of the Worcester C.O.P. News Report. This fall Walter became the first C.O.P. participant in the country to be elected Chairman of the Advisory Board.

Walter is married to the former Linda LeBoeuf whom he met at a co-ed scouting function while in high school. The first little Josti, a boy, was born last July.

Is That So? A sign in a diner boasted; \$500 to anybody that orders something we can't furnish. In walks a customer and orders an elephant ear sandwich. The distressed waitress runs to the owner and says, "you better get out the 500 bucks, a guy in there wants an elephant ear sandwich."

"You mean to tell me we're out of elephant ears?" the owner screamed! "No," she bellows

back, "but we ain't got no more of them big buns!"

Green Stamps: An angry motorist had just paid the fine for a traffic ticket. "What am I supposed to do with this?" he asked as the Police clerk handed him a receipt. "Keep it," the clerk advised him. "When you get four of them you get a bicycle."

A chip on the shoulder indicates there is wood a little higher up.

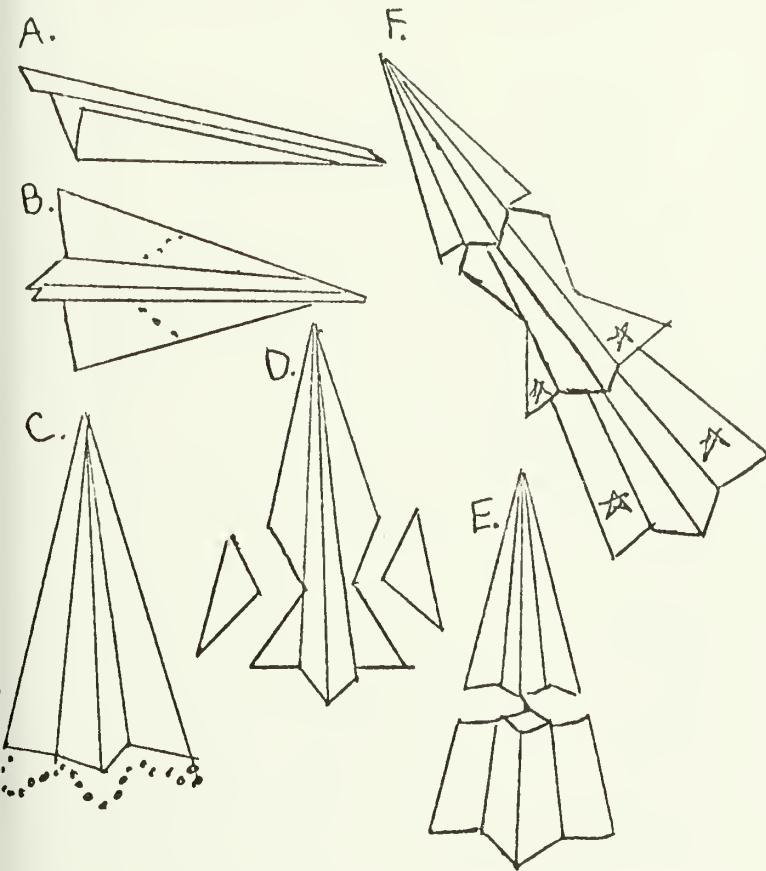
Agnes Emco

There once was a girl that I knew,  
Who bent down to tie up her shoe.  
And when she was finished,  
The bow was diminished,  
And so she began to cry.

Kay Laflash

## CRAFTS AND POEMS

## MOON ROCKET



First make two regular paper airplanes out of  $8\frac{1}{2}$  x 11 inch colored paper. Place your two folded airplanes together, flat wing to flat wing and staple or glue in place. To make the attached planes stand like a rocket, trim slant corners off the bottom as in Fig. C. This is your first stage. Second stage is made the same way except a triangle is out on each wings. See Fig. D. This stage fits down over the first stage. The smaller third stage is made in the same way except that the top section only is used, and you get this section by cutting straight through as shown in Fig. E. This rocket may be decorated with stars, or letters.

IT'S A WONDERFUL WORLD WE LIVE IN

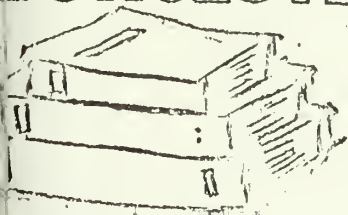
Just look around you and you will see,  
Where people are people,  
It's a wonderful world to live in.  
The flowers, the trees, the birds and the bees,  
It's a wonderful world to live in.

The sky so blue of a marvelous hue,  
That it shadows the earth with its drop of dew,  
It's a wonderful world to live in.

And the earth's rich brown grounds  
Covered with folds of green grass,  
Leads you to a path fast, to the sea waves and their sounds  
Where so many ships are bound, to lands unknown to be found.  
It's a wonderful world to live in.

Earlene Yelverton

WORCESTER



C.O.P.



CAREER OPPORTUNITY PROGRAM

## NEWS REPORT

October 16, 1970

Volume I Issue I

## OPEN LETTER FROM DR. CONNOR...

The C.O.P. program is the culmination of long and determined efforts by the Worcester Public Schools to be involved in a more realistic program for potential teachers.

We are very pleased with the successful beginning which has been made for the current school year. In fact some of us are envious of the wonderful, practical opportunity being offered to the participants in the program. Our teacher education by comparison was not as practical nor as realistic.

I feel sure that the students who work with the C.O.P. members will also benefit.

The relationship of the Worcester Public Schools and the University of Massachusetts is an ideal opportunity for all aspects of our school system to learn by practical experience.

The Worcester, Springfield, U-Mass. combination may well be a pioneering effort in such a joint venture for teacher education.

The School Committee and the Administration pledge our utmost to insure that this program will be very successful. We would appeal to the participants to work with the students, staff and parents of the schools to insure that we are involved in effective educational experiences for our young people.

Good Luck to you in 1970-71 and please invite various members of the Administration and the School Committee to participate in your program.

John Connor  
Superintendent

Chance of a Lifetime

The Career Opportunities program presents a chance of a lifetime. Federal funding has made it possible for 54 Worcesterites to go to college with the ultimate goal of a Bachelor's degree. There is no obligation to complete the prescribed course of study. Each student chooses his or her level of achievement. The opportunity is here - the rest is up to us.

We Can and We Will

Too often during C.O.P. classes a discouraging word can be heard. If we believe in ourselves, we can and will succeed. Sometimes, however, we will get feeling blue and lost. That is the time when we must help and encourage the next student. We all have our stresses we are working with, but with mutual encouragement we CAN AND WILL SUCCEED.

\*\*\*\*\*

DON'T FORGET TO PLAN YOUR TIME FOR MODULAR CREDIT WEEK  
NOVEMBER 16 - 20 AT THE UNIVERSITY OF MASSACHUSETTS

STAFF

Elizabeth Russell,  
Editor

Alma Hampton,  
Poetry

Willene Carroll,  
Crafts

Walter Josti,  
Marvin Pearson,  
Press

MODULAR  
CREDIT  
WEEK

November 16 - 20 1970  
Academic Credit will be  
available for those who  
attend Bus Transportation  
to College arranged

## CAREER OPPORTUNITY PROGRAM

This program is designed to provide an educational career ladder and lattice for low income minority group personnel who aspire to positions in the field of pre-professional education. This combination work study program is aimed to enable teacher aides in the Worcester school system to earn a Massachusetts college education and baccalaureate degree, while continuing to serve as paraprofessionals in their local school systems and as trainers of teachers at the University of Massachusetts, School of Education.

Within this program, formal courses and other in-service education activities will be established in the Worcester schools for which college credit at the University of Massachusetts will be granted. Colleges in the city may also be involved in the educational component of the program; three credit hours in the core curriculum will be available to the participants at Clark, Quinsigamond and Worcester State Colleges.

A total of 50 paraprofessionals will be enrolled in the Career Opportunities Program. Of this number, 45 will participate in Worcester based in-service programs, while 5 other paraprofessionals will be directly involved in the School of Education at Amherst, where

they will function simultaneously as teacher trainees, earning college credit for their involvement both as teachers and as students in the School of Education, and as full-status students in the College of Arts and Sciences.

It is anticipated that a program participant will be able to earn his or her bachelor's degree over a five to six year period without prior college training, and within less time if some previous college work has been completed.

A significant percentage of the teaching and learning experiences outlined in this proposal will be closely coordinated with a number of existing projects in Worcester, as well as with a broad range of agencies and organizations located in this urban area.

The career lattices available to program participants will be inextricably interwoven with the existing innovative University of Massachusetts teacher education programs which are based upon the concepts of performance criteria, multiple instructional routes, differentiated staffing patterns, and variable entry and exit points. There will be continuous, astute diagnosis of individual trainee needs, as well as constant evaluation of the program components designed to meet those needs.



Modular credit courses of the University of Massachusetts design, as well as conventional semester credit plans, will be utilized in providing maximum academic exposure for program participants.

The University of Massachusetts portfolio system, documenting certain relevant experiences of the paraprofessionals as students, teachers and trainers of teachers, will comprise an important aspect of this unique educational program.

#### MEET CLAIRE WALSH

"No man is an island," quoted Claire Walsh as she talked of help she had received when she was going through troubled times. "Now, I feel it's my turn to help someone else."

Since 1967 when she began working for the Piedmont Opportunity Center as a neighborhood worker, Claire has been helping others. She has worked as a teacher's aide and assistant teacher for the Head Start Program. Now, she is a neighborhood worker for the Head Start School---referring people to the proper agencies and helping with parent programs.

Mother of eight children, Claire found time to take part in the Clark University Pen Program. Within 18 months, she has earned 39 credits toward her degree. At the same time, she attended leadership programs at New York University and the University of Massachusetts.

The community and it's agencies have always been important to Claire. At present, she is active on the boards of The Piedmont Center, Worcester Housing Development Corporation, Educational Task Force for Model Cities and the planning Committee for Triple T at Clark University. She also has found time for two screening committees -- to hire an educator coordinator and the hiring of three people for Planned Parenthood.

Claire is quick to admit that all this activity would not be possible without the cooperation of her husband, children and friends. She returns this cooperation with her encouragement and enthusiasm toward her fellow students.

#### DR. CONNOR SPEAKS TO CLASS

Dr. John J. Connor addressed the first class in Rhetoric, Urban Education at Elizabeth Street School on September 23. He expressed hope for the C.O.P. program and the students in attendance.

"We are putting in a lot of hope in this type program because we believe in what you are doing and what we are doing," he said. Dr. Connor stated that he felt the C.O.P. trained teachers would have a greater effect on the school and the children than more formally trained personnel.

He concluded his talk with comments on the assigned article for the Urban Education class, stressing his concern for the educational procedures currently in use.

#### INTRODUCING GEORGE MELICAN

It was with a simple introduction that George Melican was presented to the Urban Education class. As Worcester Director of the C.O.P. program, he spoke of the ultimate aims and hopes of the program.

The introduction should have been more complex for Mr. Melican is a complex man. A survey of his education shows that he has attended Worcester State College, Framingham State, Holy Cross, and the University of Connecticut. A recipient of a Bachelor and a Master's degree, George is now studying for his Doctorate in Urban Education at the University of Massachusetts.

The variety of teaching experiences he has received while working at the primary and high school levels have well qualified him for the position he is now in. George is helping to mold the individual educational careers of 50 paraprofessionals so that they will receive degrees in their chosen professions.

Since becoming the Worcester C.O.P. Director, George has spent a great deal of time negotiating with the various colleges in Worcester so that C.O.P. stu-

dents can take extra courses. He has also arranged for extra tutorial help using the grad students and doctoral students hereabouts.

With all that is involved with his duties, George finds the time to talk to the C.O.P. students. He is the first to offer them encouragement and if a problem comes up, he can be relied upon to find the solution. It is very easy to understand why George was chosen to direct the program.

George is married to the former Kathleen T. Hart. The little Melicans are Joseph, 4, and Timothy and Thomas aged  $2\frac{1}{2}$ .



## OWL

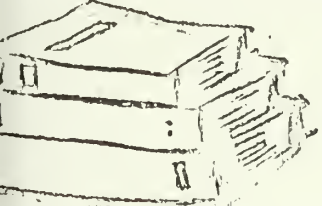
Materials: bathroom tissue tube,  
construction paper, any  
color

Directions: Cut 2 one inch pieces  
of tube. Cut feet, wings and ears  
from construction paper. Glue pieces  
of tube one on top of the other. Paint,  
Glue feet wings and ears on. On white  
paper make eyes. Glue to ear piece.

Check diagram for proper pasting  
positions.

Willene  
Carroll

WORCESTER



C.O.P.



CAREER OPPORTUNITY PROGRAM

## NEWS REPORT

December 16, 1970

Volume I Issue III

## WHO'S WHO AND WHERE

Attending the University of Massachusetts as full time students are Worcester C.O.P. members George Wilson, George Smith, Jose Tolson, Sandra Morin, and Michaeline Arent.

Agnes Emco, Claire Walsh and Marilyn Wilcox are currently working for credits from Clark University.

Worcester State College has made courses available to Walter Josti, Claire Walsh, Marvin Pearson and Elizabeth Russell.

Walter Josti can be found at Quinsigamond Community College delving into Psychology.

Rumor has it that going on a field trip with Claire Walsh and Betty Russell can be quite dangerous.

CONGRATULATIONS and Orchids are presented to Maureen Henry. She was advanced from assistant teacher to teacher in the Head Start Program.

Our sincerest thanks to Justine Conlon, George Melican's secretary. She's the one with most of the answers and somehow manages to keep track of the C.O.P. participants.

Ann Ward and Walter Josti were the two C.O.P. participants that represented the program on the Julie Chase Show. From all reports, it was a job well done even with the few surprises they had.

C.O.P. participants on the Advisory Board are Elsie Price, Marilyn Wilcox, Elizabeth Ward, Walter Josti, Marvin Pearson, Elizabeth Williams, Leah Hazard, and Elizabeth Russell. Any comments, questions, or complaints about the C.O.P. program should be directed to them.

Congratulations to Mary McBride who was recently voted President of the Worcester C.O.P. class.

#### INTRODUCING DON WILKINSON

Don Wilkinson has been one of the guiding lights of the Urban Ed and Rhetoric classes at Elizabeth Street School. He does this in addition to his own studies in the Center for Urban Education at the University of Massachusetts. Don just recently completed his requirements for the Masters of Business Administration at the University.

Born in Hampton, Virginia, Don attended the public schools there and graduated from Hampton Institute with a Bachelor of Science degree in History and Sociology. While at Hampton Institute he was a member of the future Teachers of America, Men's Council, Phi Alpha Kappa Social Club, Student Christian Association, Drama Club, and the college newspaper staff.

Don was certified as a teacher and a social worker for the state of Virginia. He taught United States History and Problems of Federal, State and Local Governments at the George P. Phenix Sr. High School, a demonstration school on Hampton Institute's campus.

Don was commissioned a Second Lieutenant in the air defense artillery of the United States Army and attended Officer's Basic Branch Artillery School at Fort Bliss, Texas. While in the Army, Don taught in Adult Education Programs.

After almost 8 years of military service, Don returned to teaching. He taught American Studies, United States History and Philosophy, and History of Ideas at Rockland High, Rockland, Mass. While there, he wrote a curriculum for teaching Sociology at the Senior High and also directed the Freshman Class Play. Don later taught Modern European History and American History at Walpole High School, Walpole, Mass. There he directed the Drama Club and lectured to the humanities class.



Don married his high school sweetheart, Meredith Gates, while he was stationed at Fort Bliss, Texas. The three little Wilkinsons are Greta, 9, Meredith, 8, and Paul, 1. Meredith teaches music in the public schools of Longmeadow, Mass.

#### MEET MARILYN WILCOX

Marilyn spent her growing-up days in a small town. Her summers were spent at a near-by lake or in her backyard having family cook-outs. She attended the local schools and shortly after graduating from high school, she was married.

There are six children in the Wilcox family; Bonnie 9, Kimberly 11, Denis 18, Holly 20, Kean 23, and Dana 24. Dana, the oldest, has served three tours of duty in Viet Nam and when he is discharged in December will go to Palomar College in California.

Marilyn has had to work at jobs that would not interfere with the bringing up of her family nor cause too much of a baby sitter problem. She has done office work, waitressing, and shop work. At present, in addition to her job as a teacher's aide, she works in an envelope company.

"I believe if we are to better our neighborhood, it will take a lot of work by a lot of people to accomplish this," states Marilyn as she talks of her involve-

ment in her community. She served on the Residents Executive Council, and was chairman of the Education Task Force. At present, she is a member of the Second Year Planning Committee and is serving her second year as a member of the Advisory Board for the Piedmont Center. Marilyn is also a member of the Worcester C.O.P. Advisory Board.

In addition to the classes Marilyn takes with the Worcester C.O.P. program and her work with a local company, she is also taking an extra course at Clark University.

There are three things that are very important to Marilyn - her family, her community and the Worcester C.O.P.

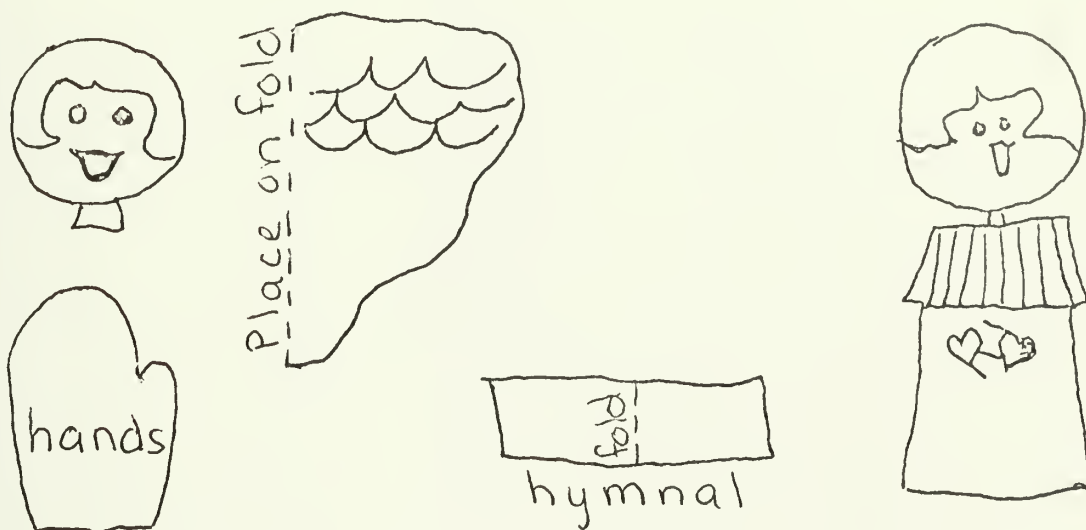
#### WHO'S WHO AND WHERE (continued)

Rumor has it that Marvin Pearson has been doing an excellent job in his volunteer job of Neighborhood Worker for the Rent Control Board. He also finds time to help out at the Puerto Rican Center at the Y.M.C.A.

## CRAFTS AND POEMS

Materials: fluted baking cups (tea size), small paper cups, construction paper.

Turn paper cup upside down and glue fluted baking cup to it. From construction paper cut circle for head as shown below. Cut wings as shown and glue to the back of the paper cup. Cut hands from red construction paper, slash paper cup, insert hands. Cut hymnals as shown and glue to hands.



## WHEN SANTA CLAUS COMES

A good time is coming,  
 I wish it were here,  
 The very best time in  
 the whole of the year.  
 I'm counting each day on  
 my fingers and thumbs -  
 The weeks that must pass  
 before Santa Claus comes.

Then when the first snowflake  
 begins to come down,  
 And the wind whistles sharp  
 and the branches are brown  
 I'll not mind the cold,  
 though my fingers it numbs,  
 For it brings the time nearer  
 when Santa Claus comes.

Contributed by Agnes Emco.

## ELEPHANTS FLY

Space: Classroom  
 Formation: Circle or line

One person is chosen to be the leader. He stands apart from the group. The leader calls "Butterflies fly." All the children should wave their hands. He may then say "Crows fly." The action is repeated. If he says "Elephants fly" any child that waves his hands changes places with the leader or sits down -- since elephants do not fly.

Contributed by Frances Laws.

## BIBLIOGRAPHY

### A. BOOKS

- Baldwin, James. Go Tell it on the Mountain. New York: Dell, 1963.
- Bennett, William J. Jr., and Falk, R. Frank. New Careers and Urban Schools: A Sociological Study of Teacher and Teacher Aide Roles. New York: Holt, Rinehart and Winston, 1970.
- Bowman, Garda W., and Klopff, Gordon J. New Careers and Roles in the American School. New York: Bank Street College, 1968.
- Carmichael, Stokely, and Hamilton, Charles V. Black Power. New York: Random House, Vintage, 1967.
- Clark, Kenneth. Dark Ghetto: Dilemmas of Social Power. New York: Harper and Row, Harper Torchbooks, 1965.
- Cleaver, Eldridge. Soul on Ice. New York: Dell Publishing Co., 1968.
- Coleman, James. Community Conflict. New York: Free Press, 1957.
- Conant, James B. Slums and Suburbs. New York: The New American Library, Signet Books, 1961.
- Fantini, Mario, and Weinstein, Gerald. Making Urban Schools Work.
- Gentry, Atron A.; Jones, Byrd L.; Peelee, Carolyn C.; Phillips, Royce M.; Woodbury, Jack C.; and Woodbury, Robert L. Urban Education: The Hope Factor. Philadelphia: Saunders, 1972.
- Gittell, Marilyn, and Gevesi, Alan G., eds. The Politics of Urban Education. New York: Praeger, 1969.
- Gittell, Marilyn, and Berube, Maurice, eds. Confrontation in Ocean Hill Brownsville. New York: Praeger, 1969.

- Gregory, Dick. Nigger. New York: Pocket Book, 1964.
- Gross, Ronald and Beatrice, eds. Radical School Reform. New York: Simon and Schuster, 1969.
- Hansberry, Lorraine. Raisin in the Sun. New York: The New American Library, Signet Books, 1959.
- Havighurst, Robert and Levine, Daniel. Education in Metropolitan Areas. Boston: Allyn and Bacon, 1971.
- Howe, Harold; Clark, Kenneth; et al. Racism and American Education. New York: Random House, Vintage, 1970.
- Jordan, Winthrop D. White Over Black: American Attitudes Toward the Negro, 1550-1812. Baltimore: Penguin Books, 1969.
- Kaufman, Bel. Up The Down Staircase. New York: Avon Press, 1964.
- Klopf, Gordon J.; Bowman, Garda; and Jay, Adena. A Learning Team: Teacher and Auxiliary. Washington: G.P.O., 1969.
- Knowles, Louis L. and Prewitt, Kenneth, eds. Institutional Racism in America. Englewood Cliffs, N.J.: Prentice-Hall, 1969.
- Kozol, Jonathan. Death at an Early Age. New York: Bantam Books, 1968.
- Levin, Henry M., ed. Community Control of Schools. New York: Simon and Schuster, Clarion Books, 1970.
- Malcolm X. The Autobiography of Malcolm X. New York: Grove Press, 1966.
- Moynihan, Daniel P., ed. On Understanding Poverty: Perspectives From the Social Sciences. New York: Basic Books, 1970.
- Olivero, James L., and Buffie, Edward G., eds. Education Manpower: From Aides to Differentiated Staff Patterns. Bloomington: Indiana University Press, 1970.
- Pearl, Arthur and Riessman, Frank. New Careers for the Poor: The Non-Professional in Human Services. New York: Free Press, 1965.

- Ribich, Thomas. Education and Poverty. Washington, D.C.: Brookings Institution, 1968.
- Rosenthal, Robert. Pygmalion in the Classroom. New York: Harcourt, Brace and World, 1968.
- Schragg, Peter. The Village School Downtown. Boston: Beacon Press, 1968.
- Silberman, Charles. Crisis in Black and White. New York: Random House, Vintage, 1964.
- Silberman, Charles E. Crisis in the Classroom. New York: Random House, 1970.
- Young, Whitney, Jr. Beyond Racism. New York: McGraw-Hill, 1969.

## B. PERIODICALS

- Chatier, Roger. "Managing The Knowledge Employee." Personnel Journal. 15-19, August, 1968.
- Dale, Ernest. "The Psychology of Decision-Making." Management Theory and Practice. 48-52, July, 1969.
- Holland, Howard K. "Decision-Making and Personality." Personnel Administration. 24-29, May-June, 1968.
- Katz, Robert L. "Skills of an Effective Administrator." Harvard Business Review. 33-41, Jan.-Feb., 1955.
- Myers, Scott M. "Who Are Your Motivated Workers?" Harvard Business Review. 73-88, Feb., 1964.
- Pettigrew, Thomas. "Radically Together or Separate?" Journal of Social. 25: 43-69, 1969.
- Sonothoff, Herbert. "What is the Manager?" Harvard Business Review. 24-30, Dec., 1964.
- Stringer, Robert A. "Achievement Motivation and Management Control." Personnel Administration. 19-24, Dec., 1966.

- "A Differentiated Staff: Putting Teaching Talent to Work."  
Occasional Papers. National Commission on Teacher  
Education and Professional Standards, NEA, Dec.,  
1967.
- "Project Directors Handbook, Career Opportunities Program."  
The Leadership Training Institute of the Career  
Opportunities Program. 14-15, reprinted Dec.,  
1970.





