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Implementation of Community Education Through the Use of State and Federal Funds.

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IMPLEMENTATION OF COMMUNITY EDUCATION
THROUGH THE USE OF STATE
AND FEDERAL FUNDS

BY

JACOB WINTERS
&
THOMAS NEUMANN

PREPARED AS A PARTIAL
FULFILLMENT OF THE REQUIREMENTS
FOR THE MASTER OF ARTS DEGREE IN SECONDARY
ADMINISTRATION FROM NORTHERN MICHIGAN UNIVERSITY, MAY, 1966

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PREFACE

During the past decade thousands of people, sincerely interested in providing the best possible educational program for their communities have visited the Flint Community School system in hopes of emulating the type of program carried on there. During their stay in Flint, they experienced amazement, stimulation, encouragement, and finally apathy. They liked what they saw, but most of them left thinking that if they had a Mr. C. S. Mott they could also provide an educational program that served the entire community. In some cases this position might have been justified. However, it is our thinking that it is the people and not the money that make the programs.

Nevertheless, for those who can't be convinced that a program can be started with a small amount of money, we have attempted to show how the federal and state governments can become the Mr. Mott for any community that is truly interested in the welfare of its youth and adults.

We make no claim to authoritativeness in this paper. Neither have we tried to make it a literary masterpiece. We sincerely believe in community education and feel that state and federal funds can help initiate community education programs. With this in mind, we felt that someone should try to show local districts how to subsidize various aspects of community education through the use of these funds. We hope that this paper will do this and that it might be of use in assisting local school districts to initiate community education programs.

ACKNOWLEDGEMENTS

We are indebted to so many people for their assistance in the writing of this paper that we are somewhat hesitant to begin acknowledging them for fear of missing someone. We are not trying to list resource people in any special order. We are merely listing them as we feel they are all due acknowledgement.

We would like to thank: Mr. George Stewart, the State Department of Education Title I Coordinator for the Upper Peninsula of Michigan; Mr. Gerald Hansen, Title I Consultant for Cratiot County of Michigan; Mr. Bailey, State Department of Education Consultant for Vocational Education Division; Mr. Gries, Assistant Director of the Genesee County Community Action Office; Mr. A. W. Saltzman, State of Michigan Technical Assistance Director for the Economic Opportunity Act; Mr. Donald Butcher, State Department of Education Consultant for Title IIB of the Economic Opportunity Act; Mr. Nick Manych, Assistant Director of the Flint Basic Adult Education Program; Mr. Foley, Director of the Manpower Development Training Act for the Flint Branch of the Michigan Employment Security Commission; Mr. Tony Wuehle, Superintendent of the Manistique Public School system; Mr. Richard Boniface, Community School Director of the Manistique Public Schools; Mr. Carl Nieminen, Superintendent of the Stambaugh Township Public Schools; Mr. Allen Dighera and Mr. Ben Martin, Community School Consultants for Northern Michigan University and our faculty advisors for their encouragement and guidance; the Mott Foundation of Flint, whose financial assistance made this project possible; last of all but by no means least, we give special thanks to Mrs. Sharon Neumann for the seemingly endless amount of typing she did for us.

CONTENTS

Introduction

State and Federal Acts Applicable to Local Districts

- Elementary and Secondary Education Act 1
- Vocational Education Act 6
- Manpower Development and Training Act 8
- National Defense Education Act10
- Economic Opportunity Act12
- State Aid Act18
- High School Completion Program for Adults and Out of
School Youth19
- Michigan Proposal # 2420

**State and federal Proposals in Local Districts Administered
through Community Education21**

Community Education Through State and Federal Funds in Manistique ..28

Appendix:

Title I project for Stambaugh, Michigan1

INTRODUCTION

Some of the generally accepted educational objectives in our country are: to take care of each child's individual needs, to promote a healthy self-concept, and to develop enlightened and productive citizens. "The traditional invitation of each individual to achieve the best that is in him requires that we provide each youngster and (adult) with the particular kind of education which will benefit him." ¹ Most of us would agree that these are also the objectives of a true democracy. On this assumption, it then becomes the duty of a community and its public agencies to service the special needs of the children and adults in that community. This can take the form of offering special reading classes, looking after the health problems of children, or retraining an adult for a new job. Only when this is achieved can we hope to arrive at President Johnson's "Great Society" or Mr. Gardner's form of "Excellence". Hence the programs that can be financed under the various federal acts may become an integral part of every community's efforts to provide a program of education for the entire community.

The responsibility of maintaining a sound basic educational program still remains with each local school district. The opportunities offered under these acts are provided to take care of the additional needs of individuals in the community in order that they all may have the opportunity of reaching a full potential and becoming productive citizens of the United States.

It is also quite evident when viewing the various federal acts that it will be necessary to open or enlarge the lines of communication

1. Gardner, John W., Excellence, page 75 (notation in brackets added by us)

between the people, the youth, the schools and the numerous other agencies that function within a community. If schools, businesses, and other public agencies hope to develop the greatest possible benefit to the community it is imperative that intimate cooperation become of ultimate importance. Since schools are the focal point of many of these acts it would be logical to suggest that school administrators assume a leadership role in initiating and developing these programs.

Our concern in education, as has already been suggested, should not rest with youth alone. With the realization that there will be a continual, marked increase in the population of this country and the fact that the composition of this population is becoming increasingly more adult, it is definite that the importance of adult education will grow. Closely allied to this is the affluence of this country which creates a population which is seeking new endeavors. Next if we consider the increasing amount of free time for adults of today along with the continual need for the retraining of adults, the growing responsibility of each community's educational system is magnified. "Probably more than anything we need a community, and community spirit, in which adults who know something, and not only professional teachers, will pay attention to the young."²

Having had the opportunity of spending a year in the Flint Community Education system has been a rare privilege for us. We have seen many programs for pre-schoolers, youth, potential drop-outs, delinquents, artists, athletes, musicians, adults, senior citizens, etc. that are now being suggested in the Elementary and Secondary Education Act, the Economic Opportunity Act, and the Vocational Education Act. Innovation is the key in Flint and this is what the federal government wants the local districts

to do when they plan their project proposals.

Assistance from these acts is a beginning towards serving the total needs of a community. The total needs will only be served when the community itself becomes intimately involved in the planning and problem solving. These federal funds could then become the catalyst of a community education program with a dedication to involving all the people in the community and serving their individual and collective needs.

In this paper we are advocating two views: the community education concept and the use of federal aid by local school districts. Part I will contain brief descriptions of the federal acts that we have considered most readily applicable to community education programs. Following each act we have listed a bibliography of pertinent information necessary to understand the acts and write proposals for funds. Part II will deal with community education and how it can be initiated with the support of federal funds. Part III will substantiate this belief by briefly reviewing what the city of Manistique in the Upper Peninsula of Michigan is doing. Part IV includes an Elementary and Secondary Education Act proposal that we prepared for the Stambaugh Township Public Schools in Iron County of the Upper Peninsula of Michigan.

ELEMENTARY & SECONDARY EDUCATION ACT

Title I - Low Income Families

Purpose:

To provide local districts with money for concentrated efforts designed to meet the needs of educationally deprived students.

Eligibility:

The money is allocated on the basis of the number of children between the ages of 5 through 17 from families with less than \$2,000.00 income according to the 1960 census and the 1962 aid to dependent children statistics. For each student falling into this classification, the federal government will give the state one half of the average per pupil expenditure for that state.

example: The state average expenditure per student is \$500.00. The Monsoon District has 100 students that are eligible according to the 1960 census and the 1962 aid to dependent children statistics. The state will allocate the Monsoon District:

\$250 times 100 pupils equals \$25,000.00

Description:

The programs formulated in local school districts should include projects which will benefit all economically and educationally handicapped youth. Any program which is designed to meet the priority needs of the educationally deprived students and is properly written will in all likelihood be funded. In other words, funds are available to support approved programs in any way the district deems necessary. However, the district should show the priority needs of the students and design programs aimed at reducing these needs. The methods of doing this are left up to the local districts. Innovation is definitely desired.

Title II - Aid to Local District Libraries

Purpose:

Grants are intended to provide library resources to pupils and teachers and not specifically to schools.

Eligibility:

Each state has a minimum of \$200,000.00 to be distributed to the local school districts on a per capita basis. A state may receive an additional amount if the population and the number of school age children therein should deem it necessary. Michigan allots the local districts share.

Description:

One hundred million dollars was authorized for the acquisition of library resources, including textbooks and audio-visual materials. The funds may be used to acquire textbooks, reference volumes, other published material, documents and audio-visual material. This can be in the form of purchase, lease-purchase, or lease. These materials must be retained by public agencies. However, private school students must be considered when it comes to using these materials.

Title III - Supplementary Educational Centers

Purpose:

Grants are available for planning, pilot projects and operation of activities designed to meet the special needs of various groups in the community. In theory, the money can be used to lease, remodel, equip or construct facilities necessary for implement programs.

Eligibility:

Local school districts will receive the grants directly from the federal government. However, the state is required to review all applications and make appropriate recommendations. The state allotment will be based on the population and number of school age children.

The local district grant will be relative to the number of students they have in proportion to the number of students in the state.

Description:

Such a center must be planned in cooperation with groups that are broadly representative of the cultural and educational resources of the area. Some activities that could be included in a supplementary education center are: guidance and counseling, remedial instruction, school health, social work services, specialized instruction, educational radio and television, enriched academic courses, dual enrollment and shared services, and special activities including mobile services for persons in isolated rural areas.

Action:

Application should be forwarded through the state agency to the Advisory Committee on Supplementary Educational Centers and Services, Office of Education, Washington, D.C.

For Further Information Contact:

1. State Department of Education
General Education Division
Lansing, Michigan
2. Any administrator who has had experience in the writing of proposals under the E.S.EA.

READING MATERIALS FOR TITLES I, II, & III

Revised Instructions - Application for federal assistance for the education of children from low-income families

Part I, Basic Data (OE4304)

Part II, Project Application (OE4305)

Available from:

U.S. Department of Health, Education, & Welfare
Office of Education
Washington, D.C.

or from:

State Department of Public Education
Lansing, Michigan

Federal Register -

Volume 30-Number 178

Financial Assistance: Titles I & II of Public Law 89-10

Available from:

Department of Health, Education & Welfare
Office of Education
Washington, D.C.

Financial Accounting for Local and State School Systems
Handbook II (OE22017)

Staff Accounting for Local and State School Systems
Handbook IV (OE22039)

Available from:

Publications Distribution Unit
U.S. Office of Education
Washington D.C. 20202

P.A.C.E. - Projects to Advance Creativity in Education
Title III - Elementary & Secondary Education Act
A Manual for Project Applicants

Available from:

Department of Health, Education, & Welfare
U.S. Office of Education
Washington D.C.

Administrator's Handbook for Title II

Available from:

Department of Education
State Library
Lansing, Michigan

Guide for Developing PACE Projects

Available from:
Department of Rural Education
National Education Association

NOTE: All federal acts included in this paper are directly funded through the state agency with the exception of Title III of the E.S. E.A. The state merely makes recommendations on these applications before they are forwarded to the federal government.

NOTE: All federal materials might be obtained faster by writing the congressman from your district.

VOCATIONAL EDUCATION ACT - 1963

Purpose:

To assist states to maintain, extend, and improve existing programs of vocational education, to develop new programs in vocational education and to provide part-time employment for youths who need the earnings to continue their vocational training on a full time basis.

Eligibility:

Students in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those in the labor market who need to upgrade their skills or learn new ones, and those with special educational handicaps.

Section 4a. - Local Vocational Education Program

Description:

Vocational education in public school systems; nonprofit agencies; specialized vocational high schools; vocational-technical schools, secondary and post secondary; junior colleges; and four year colleges or universities both public and private. Training programs for any occupation short of a profession.

Section 13. - Work-Study Program

Description:

To provide employment to full time students in vocational education in need of these earnings in order to commence or continue their training. This employment shall not exceed 15 hours a week and students shall be employed by the local educational district or other public agency.

For Further Information Contact:

1. Local Director of Vocational Education
2. State Director of Guidance Services
3. State Director of Vocational Education

READING MATERIALS FOR THE VOCATIONAL EDUCATION ACT

Area Vocational-Technical Education Studies

Available from:

Department of Education
Division of Vocational Education
Lansing, Michigan

Background Information Concerning Area Vocational Education Programs
Publication No. 534

Available from:

Division of Vocational Education
Department of Public Instruction
Lansing, Michigan

MANPOWER DEVELOPMENT AND TRAINING ACT - 1961

Purpose:

To assist the unemployed or underemployed, who are working below skill capacity, or work less than full-time or those who will be released due to skill obsolescence, to function at their full potential.

Eligibility:

For youth and adults sixteen years and older in need of training or retraining. To qualify for financial remuneration the applicant must have had two years of previous employment, must go through a thorough pre-counseling and pre-testing program.

Description:

MANPOWER provides testing, counseling and occupational training for unemployed and underemployed who can't reasonably be expected to secure appropriate full-time employment without training. The training is geared to their experience and ability. The national, state, and local employment security commissions assess the job needs and write proposals to satisfy these needs. Local educational agencies would have to cooperate with the employment security commission to help meet the needs of the community.

For Further Information Contact:

1. Local Director of Vocational Education
2. State Director of Vocational Education
3. Local Director of State Employment Security Commission

READING MATERIAL FOR THE MANPOWER DEVELOPMENT TRAINING ACT - 1962

A Summary of the Procedures in Establishing and Obtaining Approval of
a Training Project Under the M.D.T.A. of 1961

Available from:

Department of Health, Education & Welfare
Office of Education
Division of Vocational & Technical Education
Washington D.C.

Responsibilities of State and Local Agencies Under the M.D.T.A. and
Steps in the Preparation & Approval of Applications to Conduct Training
Programs Under the Act.

Available from:

Division of Vocational Education
Department of Public Education
Lansing, Michigan

NATIONAL DEFENSE EDUCATION ACT - 1958

Title III - Equipment Grants (\$90 million)

Purpose:

To strengthen the instruction in critical subjects.

Eligibility:

Local school districts in need of additional equipment.

Description:

The critical subjects now covered include: science, mathematics, history, civics, geography, modern foreign languages, English and reading. These funds may be used for the acquisition of laboratory equipment, audio-visual materials and equipment, certain printed and published materials and test grading equipment. These funds may not be used to purchase supplies which will be consumed in use or for the acquisition of text books.

Title V(A) - Guidance & Counseling

Purpose:

To identify students with outstanding or exceptional aptitudes and abilities.

Eligibility:

Local public schools.

Description:

A program for testing all students in public elementary and secondary schools. It is also hoped (depending on state laws) that students in other elementary and secondary schools, junior colleges and technical schools will be tested.

For Further Information:

For Title III and V(A) contact your State Director of NDEA funds.

Title V(B) - Guidance Training

Purpose:

To offer financial assistance to public schools for special or regular training of guidance counselors and teachers.

Eligibility:

Local public schools

Description:

Short-term and regular session courses in advanced guidance study are made possible to public school teachers through NDEA grants. Those enrolled are eligible for a stipend of \$75.00 per week. Enrollees with dependents are allowed an additional \$15.00 per week for each dependent.

For Further Information:

The nearest university

Director, Counseling and Guidance, Office of
Education, Washington D.C.

ECONOMIC OPPORTUNITY ACT of 1964

Title I-A - Job Corps

Purpose:

To prepare for the responsibilities of citizenship and to increase the employability of young men and women.

Eligibility:

Young men and women aged sixteen through twenty-one who are permanent residents of the United States.

Description:

This program provides residential centers for young men and women, sixteen through twenty-one, in a coordinated program of basic education, skill training and constructive work experience. It is designed for youth lacking education and skills for jobs. Smaller centers will be located on public lands and larger ones will be on unused federal facilities near cities. This is a voluntary program.

For Further Information Contact:

1. State Director of Guidance Services
2. Job Corps, Office of Economic Opportunity, Washington D.C.

Title I-B - Work Training Program

Purpose:

To provide useful work experience opportunities for unemployed young men and women who are permanent residents of the United States aged sixteen through twenty-one.

Eligibility:

Unemployed young men and women who are permanent residents of the United States aged sixteen through twenty-one.

Description:

This program provides full or part-time work experience and training for youths, sixteen through twenty-one enabling them to stay in or return to school, or increase their employability.

These programs can be carried out by state or local agencies or non-profit organizations. It places young men and women in newly created jobs in hospitals, settlement houses, schools, libraries, courts, parks and playgrounds.

For Further Information Contact:

1. Director of Neighborhood Youth Corps
2. Director of Local Community Action Program
3. Neighborhood Youth Corps, U.S. Department of Labor, Washington D.C.

Title I-C - Work Study Program

Purpose:

To stimulate and promote the part-time employment of students in institutions of higher education who are from low-income families.

Eligibility:

College students in financial need in order to continue their education.

Description:

This program provides part-time employment of college students from low-income families. On-campus jobs include dormitory and plant maintenance, food service, clerical work, lab assistance, etc. Off-campus employment, conducted under agreement with private or public non-profit organizations, place students as tutors, youth workers, recreation leaders, etc.

For Further Information Contact:

1. Any college or university
2. Division of Student Financial Aid,
U.S. Office of Education
Washington D.C.

Title II-A - General Community Action Program

Purpose:

To provide stimulation and incentive for urban and rural communities to mobilize their resources to combat poverty.

Eligibility:

Urban and rural areas, Indian reservations and among migrant workers.

Description:

Title II-A provides up to 90% of the cost for local anti-poverty programs. Projects include: remedial reading, literacy instruction, job development, vocational rehabilitation, health services, etc. Federal assistance depends on the community's determination to administer and coordinate anti-poverty programs through private or public non-profit agencies. Involving the poor in the development of programs is extremely important.

For Further Information Contact:

1. Director of Local Community Action Program
2. State Director of Guidance Services
3. Community Action, Office of Economic Opportunity, Washington D.C.

Title II-B - Adult Basic Education Program

Purpose:

To initiate programs of instruction for individuals who have attained age eighteen and whose inability to read and write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their ability.

Eligibility:

Adults eighteen years of age and over whose inability to read and write makes it difficult for them to get and/or retain jobs.

Description:

A program designed to recruit and offer instruction to the largest feasible number of poor adults with the greatest educational deficiencies. By raising the level of basic education, participants are equipped to obtain and retain jobs. Through this program they will also benefit from occupational training programs. This program should be coordinated with other anti-poverty programs.

Title V - Work-Experience Programs

Purpose:

To expand the opportunities for constructive work experiences and other needed training; available to persons who are unable to support themselves or their families.

Eligibility:

Unemployed fathers and other members who need assistance to provide for their families.

Description:

A program designed to help unemployed parents and other needy persons gain work experience and job training along with adult education and basic literacy instruction. Heads of families with dependent children have top priority. Maximum use should be made of programs available under the Manpower Development and Training Act of 1961 and the Vocational Education Act of 1963.

For Further Information Contact:

1. Office of Special Services, Welfare Administration, HEW, Washington D.C.
2. Local and/or state director of vocational Education
3. Local Director of State Employment Security Commission

Title VI - 603 - Volunteers In Service To America

Purpose:

To offer an opportunity of leadership and service training, to volunteers who are willing to work with people in disadvantaged areas.

Eligibility:

Persons eighteen years or older, married couples, senior citizens -- anyone wishing to donate a year or more of his life to improving conditions in the United States.

Description:

VISTA provides an opportunity for those, 18 and over, to join the War on Poverty. Volunteers will be trained from four to six weeks in areas similar to those where they will serve. Part of the training will

be field work and part of it will be on a college campus. Volunteers work with migrant laborers, on Indian Reservations, in urban and rural community action programs, in slum areas, hospitals, schools and institutions for the mentally ill and retarded. They receive a living allowance and \$50.00 a month.

For Further Information Contact:

1. Local Director of Community Action Program
2. VISTA Volunteers, Office of Economic Opportunity, Washington D.C.

Head Start Program:

Purpose:

To offer pre-school children of economically deprived families a program that will provide them with some experiences to which they have not been previously exposed.

Eligibility:

Pre-school children from economically deprived homes.

Description:

A pre-school child development center in an attempt to create a healthy environment. The youngsters will be exposed to the world around them through field trips, introduced to picture books, toys music and films, and provided with an opportunity to learn to play with others. Their potential will be developed by looking after their physical needs, developing their self-confidence and ability to relate to others, increasing their verbal and conceptual skills, involving parents in activities with their children and providing necessary social services to the family.

For Further Information Contact:

1. Local Director of Community Action Program
2. Head Start, Office of Economic Opportunity, Washington D.C.

READING MATERIALS FOR THE ECONOMIC OPPORTUNITY ACT

**Community Action Program Guide
Volume I - Instructions for Applicants**

**Upward Bound
Policy Guidelines & Application Instructions**

Education - An answer to Poverty

All Available from:

**Community Action Program
Office of Economic Opportunity
Washington D.C. 20506**

Manual of Instruction on How to Apply for Approval of Adult Basic Education Programs Under Provisions of Economic Opportunity Act of 1964 and in compliance with the Michigan State Plan for Adult Basic Education.

A Resume' of Michigan's Plan for Providing Programs of Adult Basic Education to Functionally Illiterate Adults.

Available from:

**Department of Public Education
General Education Division
Lansing, Michigan**

NOTE:

Other pertinent publications are available from the Michigan Economic Opportunity Office

**7310 Woodward
Detroit, Michigan**

STATE AID ACT of 1965-66
(Act #312 of the Public Acts of 1957, as amended)

Purpose:

To provide money for urban and rural cities to establish or improve programs specifically designed to meet the needs of underprivileged children. Four million dollars were allocated for the 1965-66 school year. It has been intimated that a larger amount will be available for the 1966-67 school year.

Eligibility:

The local districts are eligible for these funds. The definition of what shall constitute such children and programs shall be in accordance with rules and regulation promulgated by the state board of education. In any case, the local districts are eligible.

Description:

Districts participating under this section shall file applications in such form and content as prescribed by the state board of education which will enable it to determine that their exists in the district conditions such as high percentages of culturally and economically deprived children, intermittently employed parents, welfare dependents, minority groups, families experiencing great mobility and others of a similar nature.

For Further Information:

State Aid Act of 1965-66, Section 4 (Act #312 of the
Public Acts of 1957, as amended)

Available from:

Department of Public Education
Lansing, Michigan

Contact:

State Department of Public Education
Lansing, Michigan

HIGH SCHOOL COMPLETION PROGRAM FOR ADULTS & OUT OF SCHOOL YOUTH

Purpose:

To provide an opportunity for high school completion study for all residents of school districts regardless of age. It should be an integral phase of public school education.

Eligibility:

Any person taking high school credit courses for a diploma who can be counted in membership on the fourth Friday following Labor Day.

Description:

In accordance with the State Aid Act of 1964-1965 no tuition fees are to be charged to persons taking high school credit courses towards a diploma. These persons can now be counted in membership on the fourth Friday count with the district receiving state aid on a pro-rated basis. (i.e. enrollment in a one credit course equals one fourth full membership, etc.) The adult student's share of the cost should include the purchase of books, instructional materials & supplies. Fees charged should be either modest or non-existent. This should be determined by the local board of education.

Reading materials for this program:

Bulletin No. 370

The High School Completion Program for Adults & Out-of School Youth

Bulletin No. 1005, Revised

Michigan School District Child Accounting Procedures for the Distribution of State School Aid

Available from:

The Department of Public Instruction
Lansing, Michigan

MICHIGAN PROPOSAL NO. 24

Purpose:

To allow local school districts to employ a trained person to organize, coordinate and develop creative community education programs.

Eligibility:

Those local school districts interested in developing a community education program.

Description:

To pay one-half the salary of such a person in districts with a student enrollment of 1,200 or more and a proportionate part of such an employee in districts of smaller size where said person would be developing such a program on a part-time basis.

NOTE:

This is a proposal that is being introduced to the legislature this year and is not an act. It is mentioned only to show the state government's awareness and interest in the values of community education.

For Further Information Contact:

The State Department of Education
Lansing, Michigan

Essential Reading for this Bill:

Michigan Proposal No. 24
A bill to permit partial reimbursement to local school districts for salary of community education directors.

Available from:

General Education Division
State Department of Public Instruction

Federal Projects in Local Districts Administered

Through Community Education

Community Education and the federal programs have coterminous aims. Both intend to serve the people in the community according to individual needs. Both believe in the "grass roots" involvement of the people (community action groups encouraged under E.O.A.). They advocate the development of each person's full potential. Both desire the cooperation and involvement of all the agencies within a community in solving its problems. With similar objectives they cannot help but complement each other's efforts. In fact, we suggest that the federal programs in local school districts should become a vital part of their total community education programs.

The reason that it is suggested that the federal programs become a part of a total community program is that most of the federal programs are aimed at the economically, culturally or educationally deprived. Since the community education aim is to serve the needs of the total community, districts would supplement such a program with some of their local funds. These could be minimized by charging nominal fees for programs that are not federally supported. The Mott Foundation has also been quite generous in helping local districts initiate a community education program and could be approached for some support.

The Elementary and Secondary Education Act has prompted many districts to take a close look at the needs in their community. After identifying the priority of needs, they have developed programs with the intent of eliminating them. Programs vary greatly but most have been geared at a multi-attack of a student's problems. They can range from a preventive program at the pre-school level (to raise the cultural values of these

children) to the potential "drop-out" at the high school level.

Programs of this nature have been sponsored by Flint Community Schools under enrichment. They have in past years seen the need for motivation and have developed programs such as: pre-school story hour, pre-school art, enrichment classes in art, music, reading, mathematics, etc. at all age levels; a personalized curriculum program for students in junior and senior high who need individual attention and added motivation; and a B.T.U. program (Better Tomorrow for the Urban Child) which provides a multifarious approach for the students in distressed areas through lowering the pupil-teacher ratio, adding specialists to a staff and increasing the materials and aides necessary.

Communities interested in community education should not find it difficult to justify the use of some of the Title I funds for an in-service program for community school directors. These men would be trained in leadership, community involvement and the importance of serving individual needs. With such training they would become invaluable to any district.

This in-service training could take the form of an intensive workshop within the district. Experts in the field of leadership and community education should then be brought in. It might be more feasible to send the participants to Flint for an intensive program in community education for four to six weeks. Here they would receive the philosophy and methods of practical application from the many experts in the field.

It should also be possible to plan for some adult education classes in Title I projects. We all agree that a major portion of a child's education is received from adults in the community and the community at large. It then becomes imperative to change this adult community if we want to offer a total, wholesome, educational approach to a child's

education. And the most logical method of changing this adult community would be, to offer them various educational opportunities. Courses in home-making and health are two examples. Educating the parents in providing their children with more nutritious meals and good health habits is certainly going to reflect in these children's learning ability in school. The important point in applying for funds is to show how each facet of the program relates to the main objective- to reinforce the education of the educationally deprived.

Title II of the E.S.E.A. offers special grants for the improvement of library facilities. This is a per capita allotment. The value of original and additional library facilities can be greatly increased by adding part-time staff and opening the doors to the public. This is a very small cost in comparison to the greatly increased use and value of such a service.

It might be possible to underwrite the total cost of a community education program under Title III of the E.S.E.A. A planning grant would have to be applied for first. Once the planning is done you can apply for an operational grant. Under community education every service suggested by the government could be initiated plus many others.

This would include remedial instruction, school health, social work service, enriched academic courses, shared services, specialized instruction, and other academic and recreational activities which encompass the entire community. The development of a positive image in adults of the schools would be a worthwhile project alone. We feel that this would only be a natural side effect of a thorough community education program with its many ramifications.

The Economic Opportunity Act has many possibilities for local districts but its funds are very specifically allocated to serve students and adults that are economically deprived. The only program that can encompass all those interested is the Adult Basic Education Program under Title II-B. Adult diploma programs have been initiated under Title II-A where such a need has been established. Flint has again been the forerunner in some of the programs now under the E.O.A. They had initiated programs such as Head Start, Work-Study, and Work-Experience before federal funds were available.

Locally, the War on Poverty's motivating force is a Community Action Committee. This committee should consist of representatives of public agencies, business, church and school as well as representatives from the groups that will be serviced. Its basic function is to develop leadership in economically deprived areas in order that the people within these areas may begin to up grade themselves economically, educationally, and culturally and thus realize a better self-image.

The Community Councils in Community Schools are of similar importance. They, too, consist of representatives from public agencies, business, church, school and the community at large. Their main objective is to investigate problems, establish needs and initiate action to solve such needs. The philosophy that the average person can initiate action to solve problems has top priority.

The State of Michigan passed a State Aid Bill in 1965 at which time they allocated funds for districts which have a substantial number of under privileged youngsters. The Act was intended for depressed areas of larger cities but five per cent of these funds are earmarked for depressed rural areas. There is strong indication that an increased amount will be

available for the year 1966-67. This will allow districts to apply for such funds. If they have already developed an enrichment and remedial program under Title I of the E.S.E.A., these funds could be used for cultural enrichment (field trips) and recreational involvement. Continued concern and increased attention for our youth is necessary. We must offer them every possible opportunity. They will be our leaders of tomorrow!

Under the National Defense Education Act of 1958 which was originally written in the "Sputnik Era"; intended to make our high schools more academic with special emphasis in the field of science. This has been modified somewhat. Under Title III of this act it is possible to acquire laboratory and audio-visual equipment. This equipment has first priority in the areas of instruction as designated but could be used for other purposes if needed. Title V offers funds in Guidance and Counseling and will certainly help in determining the interest and needs of the students in the district.

According to the vocational educational division at the State level, the future of vocational education may lie in area vocational schools. Area studies are being conducted throughout the state to determine the needs in each area. This could result in the construction of area vocational schools that would service a single county or a number of counties depending on the size of the area and the needs. This would make it feasible for these schools to offer a full range of specialized courses. The funds for these studies are made available on a matching basis through the Vocational Education Act.

Local districts can take advantage of section 13 of the Vocational Educational Act. This offers employment to students in vocational training. This may make it possible for some students to continue in education since it is said that many students "drop-out" of school due to financial reasons.

A student at the high school level could benefit from a number of these acts. Through the guidance and counseling under Title V of the N.D.E.A. Act, it might be determined that this individual had aptitudes and interests in vocational training. This student was also found in financial need. He could be encouraged to study vocational training and enter a work-study program under sec. 13 of the Vocational Education Act. Thus funds from numerous sources can become important in educating a student according to his individual needs. This is what Flint is doing, what educators have been advocating and is now made possible through federal funds.

If local communities have established Community Action Committees that have really become the "pulse" of the community as advocated under the E.O.A. Act, they have ready machinery to make use of funds and services through the Man-power Development and Training Act. With the cooperation and leadership of the Michigan Employment Security Commission, communities can plan for the training or retraining of their unemployed or underemployed. These and other services will have full effect only if we develop a dedicated and community-minded citizenry.

Adults who have not had an opportunity to complete their high school education may now be eligible to receive a free high school education under either of two Titles. In accordance with the State Aid Act all adults are eligible to enroll in high school diploma courses on a no tuition basis. Some adults might also qualify under Title II-A of the E.O.A. Act depending on their income. Thus it becomes possible for all those with the desire to attain a high school education.

These educational improvements with our adults can certainly reflect on education of our youth within a community. With a renewed interest in

an education of their own, parents will show an increased interest in the efforts of their children. When children find their parents talking with interest and enthusiasm about education and school, they too may become more motivated. The stigma that the school has had to so many adults and children for years may eventually disappear.

The value of the community school philosophy is receiving formal recognition at the State level. Bill No. 24 is being introduced at this spring's legislative session, and points to the value of developing creative community education programs. If this bill is passed local districts will find it possible to claim re-imbusement for one-half the salary of the person employed in organizing such a program. We can see the increasing concern and interest that both the state and federal governments are showing in education.

The funds and programs available that have briefly been described in this section point to the possibilities that everyone desires - a greatly improved educational program and an active and participating community. These cannot however be achieved by simply applying for federal funds and hiring a person to organize these programs. This can only be accomplished by desire, leadership and by developing an involved community.

Community Education Through State and Federal Funds in Manistique

Many schools throughout the country are already operating facets of community education with the use of federal funds. For example, in Jefferson County, Kentucky, the Office of Economic Opportunity has funded \$325,500.00 for a project of Community Schools. The target here is to upgrade the total community by giving children a real opportunity to learn. However, this is a unique situation as the per capita income of the county closely approximates the \$3000.00 per family level. Needless to say this is not a situation in which we would like to be. It is an indication, however, of the awareness throughout the country of the necessity to serve the needs of the entire community if we are to really give each child the opportunity to learn. Numerous other examples could be listed that show how school districts are meeting the needs of their children and communities with the use of federal funds.

With the consent of the administration of the Manistique Public Schools in Manistique, Michigan, we are going to show how they are operating a community education program largely through state and federal funds. Mr. Tony Wuehle and Mr. Dick Boniface, superintendent and community school director respectively, form an astute and capable team of leaders. Through their leadership, Manistique is rapidly becoming a city that goes to school with a minimal amount of expense to the school district. It is a prime example of what can be accomplished through openminded cooperation and alert leadership.

Up to this year the National Defense Education Act has been the most heavily funded federal program for local school districts. Manistique utilized this act also in an effort to upgrade their total K-12 program.

Specifically, we would like to mention Titles III and V of this act as being beneficial to community education in particular. Title III is funded to provide equipment grants. These materials and equipment are to strengthen instruction in science, mathematics, history, civics, geography, modern foreign languages, English and reading. This equipment could be used for enrichment classes after school or evening adult enrichment classes. A nominal fee might be charged for these classes to help defray the expenses of an instructor and for building maintenance. Title V provides grants in support of guidance and counseling programs in public schools. Here is a chance to upgrade the present counselors ability and hopefully enlarge the guidance staff. For instance, a guidance counselor trainee might very well assist adult basic education participants and also adult high school diploma students. Many possibilities are available. It is up to the local district leadership to determine in what direction they want to encourage their guidance participants to go. Again, cooperation is of ultimate importance.

The Title I program for the Manistique area is somewhat unique. They are running a cooperative project which involves eight different schools in Schoolcraft County. The Manistique Community School Director is the director of the Title I program. Part of his yearly salary comes from the administrative expense of the Title I project. This is a definite portion of his salary that the local school district does not have to pay. Title I has been defined at the Michigan State level to be applicable to any student whose attainment is below the potential he has. This is almost an open invitation to school administrators to innovate and include as many students as they feel fall into this classification. We can readily see youth enrichment classes fitting into a program of this nature. We can also

see field trips to cultural centers and recreation programs as being beneficial to a program of this type. We must keep in mind that we are trying to educate the whole child and this obviously can't be done by subjecting him to nothing more than traditional classroom work for six hours a day. These supplementary programs could be invaluable in changing the child's attitude towards school. We are not disregarding the fact that the student's priority needs must be met. This must definitely be done. However, it is essential that every child be given the opportunity to see the school in a light other than a threatening or hostile one. Manistique isn't necessarily doing what we have suggested but they are definitely trying to educate the whole child and not just the part that sits in school for six hours a day.

Through the local community action agency, Manistique is financing a basic adult education program under Title II-B and a high school diploma program under Title II-A. The Community School Director's salary is partially paid by the administrative allowance for these programs. An inservice education clinic for the instructors of this program was also financed by this act. This program, which really reaches the needs of many of the local adults, is completely supported by E.O.A. funds. It isn't hard to envision the changed attitude of an adult who finds that a school is of benefit to him rather than just being a tax burden. For too long many school systems have been so traditional in nature that they have neglected to fill the need of providing basic education to the adults that need it. Finances can no longer be used as the excuse. The only other possible reason is a lack of sincerity by educators and an overwhelming case of apathy.

The Manistique guidance department and teachers recognized that some students were potential drop-outs. The basic reason was the need

for additional family or personal income. The administration wrote a proposal under Section 13 of the Vocational Education Act. Through the funds obtained and the cooperation of local businesses they are employing fifteen secretaries and five mechanics at a minimum wage of \$1.25 per hour. This simply points out that we must individualize each student's program to meet his needs. We can no longer sit idly by and give only token advice to the student that is going to quit school. It is our responsibility to find a way to keep him in school. If this means finding a student a part-time job, the school should take the initiative to do it.

Another source of funds that Manistique is utilizing is Section IV of the State Aid Act of 1965. This is for the economically, culturally or educationally underprivileged. Most small districts paid little heed to this act as they felt it was only for the urban centers. However, a small percentage of the four million dollars was earmarked for rural areas. Mr. Washle recognized this and wrote a proposal under this act. We will list some of the multifarious programs being run with the money received from this source: summer tot lots, children's dramatic groups, story hours, music and art appreciation, sketching and art, camping, science enrichment, nature study, expanded swimming program, training secondary students for summer employment, stepping stones for girls and enrichment travel.

If you only believe in the traditional school and don't believe in federal aid, the above listing must have you trembling. Nevertheless, even the most close-minded individual couldn't really argue that a multi-level approach to meeting each child's needs has a higher potential for success than merely a single straight, narrow program into which everyone is thrown.

Another source which has not been touched as yet, is money from the social-welfare department to assist in upgrading those citizens on welfare. Manistique was considering a day care center for children whose parents were going to school. As of yet they haven't had to use this source of money as they have ample available from the projects under the Economic Opportunity Act.

The city of Manistique has recognized the value of community education and turned over the recreation budget to the community school program. They simply felt that a total program of community education could be administered more efficiently and with better results from one central location. The recreation program is assisted by a VISTA volunteer which also is cost-free to the school district. This is another prime example of cooperation. The cooperation which is so essential to making any worthwhile endeavor realized.

Manistique also receives a small grant from the Mott Foundation of Flint to assist them until they can assume their own financial responsibilities. With this money they are able to offer many youth and adult enrichment activities.

With this grant and the much larger amounts from state and federal funds, the cost to the local district has been minimal. At the same time, the community participation has been close to maximum. However, we must not be naive. It would be ridiculous to assume that a community could have a community education program at no cost to them. Anything worthwhile will cost something even if it is only time. However, we sincerely believe that a community that has effective leadership and desires a program of community education can have one by utilizing state and federal funds and by paying an extremely small amount themselves. At any price, community education is a bargain, but at this price it is amazing.

TITLE I PROJECT for STAMBAUGH, MICHIGAN

As a part of our study of state and federal funds, we consented to write a project proposal for Title I funds of the Elementary and Secondary Education Act for the Stambaugh Township Public Schools.

The reason we have decided to include this in our paper is to show the actual programs that are being planned with the use of these funds. It might also serve as an aid to some administrators who are not familiar with the detail and information necessary to write a proposal for federal funds.

The description of these programs and the equipment and materials to be used are an indication of the trend away from the traditional classroom methods which obviously haven't worked for the educationally deprived child.

STAMBAUGH TOWNSHIP PUBLIC SCHOOLS.

STAMBAUGH, MICHIGAN.

APRIL, 1966.

TITLE I

A HORIZONTAL APPROACH TO THE EDUCATION
OF THE ECONOMICALLY AND EDUCATIONALLY DEPRIVED.

PART I. GENERAL INFORMATION

SECTION A - ORGANIZATION AND MEMBERSHIP DATA

The Community and School

The Stambaugh Township Public Schools, located in Iron County of the Upper Peninsula of Michigan, serve the needs of four political and sub-divisions: Stambaugh City, Caspian City, Gaastra Village, and Stambaugh Township. Historically the school district's economic life here has been deep shaft high-grade iron ore mining. However since 1958, with a switch in emphasis in the mining industry to low grade open pit mining, the economy of the area has declined rapidly. The valuation in 1958 was slightly over 20 million; in 1966-67 it is slightly over 12 million. The financial base until mine closures has been excellent. However, with the loss in tax base and subsequent lack of community support, the district went heavily into debt to operate its schools. During the past year on May 10, 1965, an election was held in Iron County under the Reorganizing Act of 1965. The purpose of the election was to consolidate all schools of Iron County into a single administrative unit with one comprehensive high school. The proposal, which had the strong support of the Department of Education and the Bureau of School Services, was soundly defeated on a county basis. The Stambaugh Board of Education as well as the electors of the school district strongly supported the proposal. Subsequently, the board of education turned to the electors of our district for adequate operating millage. This was easily approved in August of 1965. This was also evidence of a change in attitude on the part of tax payers in the district that they were willing to support their schools.

Attendance Areas

The Stambaugh Township Public Schools have an official enrollment of 1245 students in grades K-12. There are two elementary schools and one high school operating within the district at the present time. The Caspian Elementary located in the city of Caspian houses grades K-6 and enrolls 277 students, of which thirty four have been judged to be educationally and culturally deprived. The Stambaugh Elementary enrolls 566 students in grades K-8 with sixty nine giving evidence of educational and cultural deprivation. The Stambaugh High School, located on the same campus as the Stambaugh Elementary, enrolls 402 students. There is evidence from standardized and achievement test scores and teacher surveys that forty students are culturally and educationally deprived. (See Exhibit I - Part I Section C.)

Attendance areas over the years are not clearly defined. Depending upon teacher-pupil ratio and transportation problems, attendance areas will vary and consequently numbers of educationally and culturally deprived could vary greatly from year to year in the elementary schools. This is not the case with the high school which serves the educational needs of the entire school district. Unlike urban areas, we have no district "pockets of poverty". Economic deprivation is quite nearly uniform throughout the district. (See Exhibit II - Part I Section C.) In the Caspian Elementary, 12.3% of those enrolled indicate educational deprivation. In the Stambaugh Elementary, 12.2% have been judged to be educationally deprived. The percent of Stambaugh High School students that are educationally deprived is 9.9%. (See Exhibit III. Part I - Section C)

General Project Description

Educational problems in the district are manifold. We lack adequate facilities, limited funds, limited staff, etc. In fact, we are currently without a facility for industrial and pre-vocational programs. With this lack of facility comes narrow program which accounts for a great deal of educational deprivation. Through Title I funds we hope to begin to alleviate the failure syndrome that research has shown to be prevalent among families of economically, culturally, and educationally deprived people. It is our feeling and that of consultants from Northern Michigan University that an inservice training clinic is both desirable and legitimate if we are going to solve the problems of educationally deprived students. We hope to encourage teachers to give up old methods of teaching that fit a middle class curriculum and urge them to experiment and try newer methods of teaching. They will be exposed to new methods and techniques, new research, and new ideas. They will gain an understanding of the problems of the educationally disadvantaged child and how to help the child overcome these problems.

We also plan an intensive summer enrichment program of remedial reading, science, mathematics, arts and crafts, recreation, and field trips that will help these educationally deprived students to reach a level of educational attainment appropriate for children of their age. The inservice training program will be conducted on the Stambaugh Campus. It will be during April and May of 1966. Consultants from Northern Michigan University will serve as the specialists in the inservice training clinic for our entire faculty and administration. We feel that this will be a tremendous method of disseminating information about educationally deprived students to our faculty. The

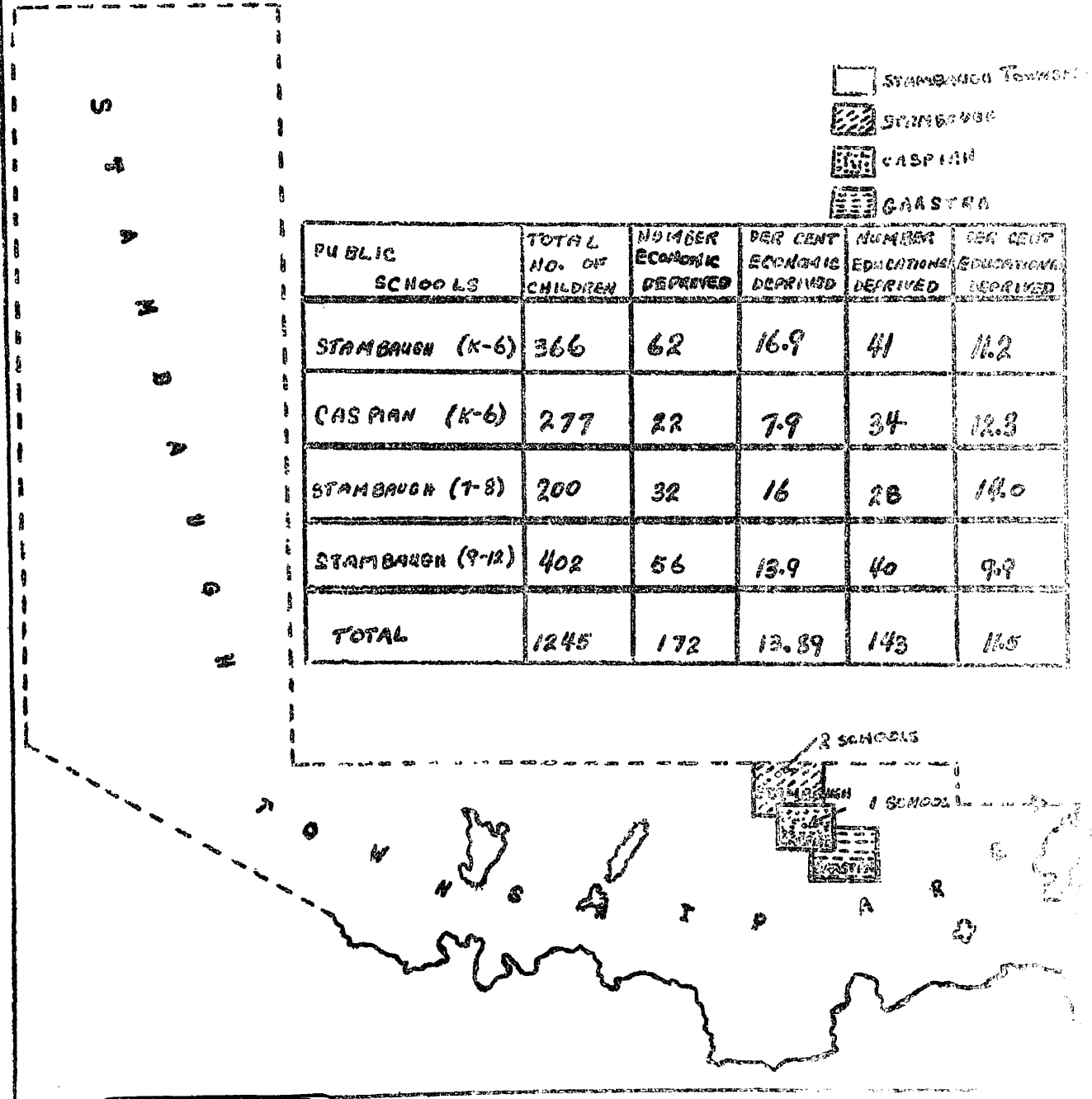
The summer enrichment program will utilize the knowledge and techniques which are learned in the inservice program. We will meet with the consultants for three hours per day on five different days during the months of April and May.

The summer program is scheduled for six weeks of academic and enrichment activities. The project director and the guidance counselor will be responsible for pre-testing, evaluations, and individual planning prior to the start of the actual enrichment program. Instruction in academic areas will begin at approximately 9:00 A.M. and will run until approximately 11:15 A.M. At this time a well balanced meal will be served with the teachers involved in the project eating with and advising participants in good table manners, nutrition, etc. The afternoon will be devoted to group activities (swimming, field trips, and recreational activities). At approximately 1:30 P.M. the students will be transported home.

Equipment will have to be purchased for the inservice program and, of course, for the summer enrichment program. We intend to serve all the educationally deprived children in this summer program and therefore the equipment purchased will be extensive. This equipment will also be utilized next year as tentative plans call for setting up an instructional materials center and remedial reading center combination. These rooms would be housed in a portable 20' by 40' classroom that we hope to get under our allocation for the 1966-67 school year. In this way we will be able to serve the educationally deprived all year round every year.

PART I- SECTION C- EXHIBIT I

STAMBAUGH TOWNSHIP SCHOOL DISTRICT.



PART I SECTION C--ADDITIONAL INFORMATION

ITEM I: IDENTIFICATION OF SCHOOL ATTENDANCE AREAS IN WHICH PROJECTS MAY BE LOCATED:

A. Totals for Stambaugh Township Public Schools.

1. Number of children. Total 1245

Check one: Total resident

Total enrolled

2. Number of children from low income families. Total 172

Check one: Total low income resident

Total low income enrolled

3. Total Number of School Attendance Areas. Total 3

4. Average Percentage Concentration. Total 13.8%

5. Average Numerical Concentration. 57

SECTION C- EXHIBIT II.

B. SCHOOL ATTENDANCE AREAS WITH HIGH CONCENTRATIONS OF CHILDREN FROM LOW INCOME FAMILIES.

PUBLIC SCHOOLS	NO. OF CHILDREN		NUMERICAL RANK	PERCENTAGE LOW-INCOME CHILDREN	PER-CENT RANK
	TOTAL	LOW INCOME			
STAMBAUGH EL. (K-6)	366	62	1	16.9%	1
CASPIAN EL. (K-6)	277	22	2	7.9%	2
STAMBAUGH EL. (7-8)	200	32	1	16%	1
STAMBAUGH HIGH SCHOOL (9-12)	402	56	1	13.9%	1
TOTAL	1245	172		13.89%	

* It should be noted that the Stambaugh Elementary (K-6) and Stambaugh Elementary (7-8) are housed in the same building and administered as one school. The reason for separation was in order to compare their (K-6) with the (K-6) in Caspian more accurately. It should also be noted that all the grade 7 & 8 students in the Stambaugh Township Public School District attend the Stambaugh Elementary school.

SECTION C: EXHIBIT III

B. SCHOOL ATTENDANCE AREAS WITH HIGH CONCENTRATIONS OF EDUCATIONALLY DEPRIVED CHILDREN.

PUBLIC SCHOOLS	NO. OF CHILDREN		NUMERICAL RANK	PERCENTAGE EDUCATIONALLY DEPRIVED	PERCENTAGE RANK
	TOTAL	EDUCATIONALLY DEPRIVED			
STAMBAUGH (K-6)	366	41	1	11.2%	2
CASPIAN (K-6)	277	34	2	12.3%	1
STAMBAUGH (7-8)	200	28	1	14.0%	1
STAMBAUGH HIGH SCHOOL (9-12)	402	40	1	9.9%	1
TOTAL	1245	143		11.5%	

NOTE: 1. * Stambaugh School (K-6) and Stambaugh School (7-8) are one school and have been separated only for statistical reasons for more accurate comparison.

2. It should also be pointed out that although the staff has listed 56 students in the high school as economically deprived and only 40 of the same as educationally deprived, we feel that there is a reason for this. This area is highly dependent for its economy in the local mining operations. Since some of the mines have closed operations only recently, some of the children become economically deprived overnight but may not as yet show the signs of educational deprivation. Since one more mine will definitely close within a year, the problem of economic deprivation and future educational deprivation is becoming more acute.

C. SOURCES AND TYPES OF DATA USED IN DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES

The information used in determining the estimated number of children from low-income families used in Items 1A & B was as follows:

The principal and staff of each school in the district submitted a signed estimate of the number of children from low-income families enrolled in their school based on the following factors: living in substandard homes, wearing inadequate clothing, having poor health and attendance records, knowledge of approximate family income. It should be noted that a number of staff members have been life-long members of this community giving them an intimate knowledge of most of the community.

The Iron County Welfare Department reviewed a compilation of the estimates and submitted a statement certifying that all estimates seemed accurate based on welfare source records.

The Stambaugh Community Education Committee reviewed the list and certified it as being accurate.

The Iron County Health Department was active in arriving at the compilation of estimates and have submitted a statement certifying that these estimates seem accurate.

The signed estimates of each of the schools and the certified statements of the Iron County Welfare Department and the Stambaugh Community Education Committee are on file in the office of the Superintendent along with other Title I records.

Item 2. EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN LIVING IN SCHOOL ATTENDANCE AREAS HAVING HIGH CONCENTRATIONS OF CHILDREN FROM LOW-INCOME FAMILIES.

The educational needs of the students in the Stambaugh School District were determined through (a) the assimilation of data from a questionnaire (b) using test scores and data from the counselor's office.

The questionnaire was used by every home room teacher in the system. It contained twenty-five pertinent questions which were completed by the teacher on the students in his class. The counselor and the principal then used this information plus the results of Iowa Tests of Basic Skills and Iowa Tests of Educational Development along with the Thorndike Aptitude Tests in determining the incidence and severity of each need is described.

PRIORITY 1.

NEED READING AND ORAL COMMUNICATIONS To offer numerous approaches to learning in these fields in order to develop more interest, and improvement in ability in these vital areas.

INCIDENCE AND SEVERITY: One hundred twenty or 9.7% of the students in the Stambaugh district were classified as poor in reading. Of these 55 are found to be two or more years below their grade level. It was also ascertained that a large number of students lacked sufficient ability in oral communication. Seventy-five or 6.8% of the total school population were found to be seriously lacking in communication skills.

PRIORITY 2.

NEED MATHEMATICS It is anticipated that the improvements in reading and communication will also reveal marked improvements in mathematics. An increased usage of audio-visual aids along with intensified personal instruction should help motivate and upgrade each child.

INCIDENCE AND SEVERITY One hundred one or 8.1% of the students were found lacking in sufficient mathematical skills.

PRIORITY 3.

NEED SCIENCE The correlation between reading ability and success in other areas of study should again be stressed. It is hoped that a series of nature study oriented field trips will motivate students to do some reading in the related fields (library

facilities are readily available).

INCIDENCE AND SEVERITY: Ninety-five or 7.6% of the students are lacking in nature study and science knowledge.

PRIORITY 4.

NEED: SOCIAL AND CULTURAL EXPERIENCES Many students of school age have never been on trips out of the Upper Peninsula. They are quite unaware of some of the aesthetic values that many others take for granted. Some trips are planned to increase their world of knowledge e.g. Northern Michigan University, Mackinac Bridge, etc.

INCIDENCE AND SEVERITY: The teachers listed eighty - seven students or 7.0%, who were severely lacking cultural experiences.

ITEM 3: DISSEMINATION OF SIGNIFICANT INFORMATION:

Following are the specific procedures and activities to be undertaken for disseminating to teachers and administrators significant information derived from educational research and demonstration projects and for the adoption of promising practices.

Special presentations on educational research as an in-service for the total staff of the Stambaugh Township Public Schools. This is to take place this spring in order to enrich the educational philosophy of a college-bound curriculum oriented staff.

The director and Counselor of the proposed summer program plan meetings and home visitations with the parents of the eligible families in order to make them aware of the program and aware of the educational value of this program to their children.

Information and research considered significant by the Director may be made available to the State Department of Education, Educational Research Publishers and Northern Michigan University.

Weekly meetings and bulletins will be held and distributed with and to the total program staff by the Director and Counsellor of the program.

A final bulletin including significant information of the summer program will be made available to the total staff of the Stambaugh Township Public Schools at the start of the fall, 1966 semester.

ITEM 4:

A. RESPONSIBLE COMMUNITY ACTION AGENCY

Dickinson-Iron County Community Action Agency.

B. APPLICANT'S RELATIONSHIP TO RESPONSIBLE COMMUNITY ACTION AGENCY:

The applicant, Mr. Carl Nieminen, serves as educational consultant with close liaison to the Community Action Agency.

Mr. Dan Bonetti and his local field representative, Mrs. Adzima, from the Community Action Agency served on the Stambaugh Community Education Committee when they were planning Title I projects.

Official statements verifying the above are in the files of the local Superintendent of schools, Mr. Carl Nieminen.

C. DESCRIPTION OF COMMUNITY ACTION PROJECTS:

TITLE: Project Head Start-summer 66 (2)

NOTE: This project has been proposed but not yet approved.

DESCRIPTION: Program for children of age just prior to their entering the Kindergarten in the fall, 1966. This program will concentrate its efforts in preventing social and communication experiences in order to develop their background of experiences to as close to the level of the more privileged youngsters as possible.

SPONSORING ORGANIZATION

1. Iron Mountain-Breitung Community Schools.
2. Stambaugh Township Public Schools.

APPLICANT'S RELATIONSHIP TO SPONSORING ORGANIZATION:

1. The Iron Mountain-Breitung Community Schools Office and the Stambaugh Township Public Schools are cooperative agencies in this project. The former organization has been delegated the supervisory power for these projects in the Dickinson-Iron Counties by the Community Action Agency. The Stambaugh Township Public Schools will be supplying space, transportation and materials for the projects in their area.

ATTACHMENT TO:

PART 10-PROJECT APPLICATION

In an effort to up-grade the educationally deprived in the Stambaugh Township Public Schools, not only through the special project programs but continually during their stay in our schools, the Board of Education feels it necessary to implement an in-service program for the whole staff.

This in-service program will: a) Make the staff members more aware of the educationally deprived. b) This will help them in referring students to the special programs. c) Introduce new and innovative approaches and techniques and equipment to the staff, which will help them motivate these students. d) Prepare that part of the staff which will participate in the Summer Program more thoroughly. e) Be of tremendous value for disseminating information to the staff regarding the special program for the deprived.

To make this in-service of the quality and scope necessary in order to anticipate considerable change, it is felt that professional help from the Northern Michigan University must be utilized as consultants and coordinators. Northern Michigan University has consented to send twelve of their specialists in the different department areas.

This in-service is planned to take the form of five sessions during the latter part of April and the month of May. It should also be noted that the entire Stambaugh Township Public School District staff has agreed to volunteer their time, much of which is outside of the regular school day.

PART II, SECTION B - PROJECT DESCRIPTION

I. GENERAL INFORMATION

This project is the first to be initiated by the Stambaugh Township Public Schools under Title I funds. The project will begin in April and conclude in August. We have identified a number of priority needs (See Part I, Section C of the application) which we hope to begin to alleviate by this project. We anticipate that the multiple approach that we have planned to solve these needs will show direct results at the projects conclusion in August. Many of the students in this project can be listed as having all the needs that our priority list shows. In addition, many students have other or secondary needs that this project is not specifically designed to meet. However, we feel that many of these secondary needs will be resolved by the multiple approach that we have selected to meet our educationally deprived students priority needs.

II. SPECIFIC OBJECTIVES AND ACTIVITIES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

Under our four major priorities we have identified the specific needs that we are going to try to meet. These specific needs are:

- A. Reading and Oral Communication
 - 1. improve vocabulary
 - 2. improve reading comprehension
 - 3. improve reading organization ability
 - 4. improve oral communication skills to a level of the age groups norm
- B. Mathematics
 - 1. improve thinking ability
 - 2. improve reasoning ability
 - 3. improve understanding level
 - 4. improve ability to generalize
- C. Science
 - 1. create interest in science
 - 2. improve students awareness of science in the realm of nature
 - 3. make science come alive by using natural resources of the area

D. Social and Cultural Experiences

1. Raise social behavior to norms of the community
2. Encourage participation in cultural activities
3. Develop leadership
4. Accept responsibility
5. Learn to cooperate

The basis of any educational project which is to provide children of any ability level with realistic opportunities for learning is a plan of action understood by all personnel who will effect the program. Our specific objectives under the inservice training part of this project are three fold:

1. The inservice program will make the teachers aware of the needs of educationally deprived children and help to plan a course of action to meet these needs. We are going to accomplish this by utilizing the expertise of Northern Michigan University. Educational consultants will head the inservice program.
2. The inservice program will make the teacher aware of the equipment, materials, and techniques available for instructing educationally deprived children. The program will enable the teachers to develop a proficiency and facility in the utilization of equipment, materials, and techniques which will reduce educational deprivation. The consultants from Northern will provide the knowledge and leadership to teach our faculty the most effective means of reducing educational deprivation.
3. Through the inservice program we hope to effect a change in attitudes and philosophy of the teaching staff which will recognize that the function of the public school is to meet the educational needs of all children and that variety and depth of educational experience must be provided for the educationally deprived as well as for the college bound students.

This clinic will be held on the campus of the Stambaugh Township Public Schools and will be conducted by Northern Michigan University. Through the services of this clinic and the summer academic and enrichment program with teacher-pupil ratios of 1-5, teachers will be able to instill in these educationally disadvantaged a sense of worth, through close contact, that will help the child achieve some success and thus improve the self image. This will also help develop a positive attitude toward school which will decrease the number of pupils potential for becoming school dropouts. The second part of the project will provide opportunities for the teacher to see pupils in a new light. Instead of a number of classes (30-35) pupils each) crowded into a six hour day, teachers will now have one to five pupils per session and can give individual attention to each one's particular problem. By being exposed to new techniques and having the equipment and materials available for putting these new techniques into practice, the teachers can immediately transfer their educational experiences to these educationally disadvantaged children so they will receive the maximum benefit of this project. This will also help them identify and refer educationally deprived children to the special programs to be funded under Title I.

All teachers and administrators of the school district shall be involved. This decision to involve all staff members has been weighed very carefully. We have sought the advice of consultants such as Mr. Willis Owen, Dr. Richard Eggleston, Dr. Ed Pfau, Dr. Thomas Culhane, Dr. Wilbur Berg, Dr. Thomas Cook, Dr. Frank Wolfe, and Mr. Keith Forsberg from the staff of Northern Michigan University from which we would draw our consultant help. The original thought was to limit the project to the school having the greatest number or percentage of educational deprived.

This would be closer in keeping with the guide lines. However, with no set attendance areas in our elementary schools, as pointed out earlier, and with such a relatively uniform percentage of educational deprivation in the three schools, it is deemed essential that the project be adapted to all three schools. The unique nature of the project almost dictates that it would be futile to try to attain the aims of this project for only a part of our staff who work with only a part of the educationally deprived when in reality for virtually the same amount of consultant help we can expose and up grade the skills of all our teachers who work with all of our educationally deprived children. Deprived students are dispersed throughout the curriculum. Therefore, each teacher must understand the students problems as they relate to his subject area. Five initial planning sessions will be held during April and May of this school year. During these five sessions of three hour duration, consultants in both elementary and secondary areas of instruction will be present to work with all members of our staff. Sessions will be held on partially released time from 2:00 to 5:00 P.M. Present plans are to continue such sessions during the 1966-67 school year to carry work to completion. During this, the first phase, an outline of courses of study for educationally deprived youngsters will be developed in each area of instruction. Included in each outline shall be:

1. Aims and specific objectives of this course as applied to educationally deprived children.
2. Techniques available for instruction of educationally deprived.
3. Materials available and their use in each teaching area.
 - a. A.V. materials available.
 - b. Literature and resource material available.
 - c. Training in use of materials and equipment.

4. Methods for effective evaluation.

In the second phase of the project (1966-67) a curriculum materials and audio-visual center will be established locally. Materials and equipment will be tailored to implementation of courses of study for educationally deprived youngsters. Consultant help from Northern Michigan will again be utilized to detail the outlines developed in the first phase of the project. Basic materials and equipment will be introduced in the first phase.

All meetings with consultants from Northern will be held on the Stambaugh Campus during the months of April and May. A coordinator will be selected for those areas of instruction in which both elementary and secondary consultants will be utilized, i. e. social studies, and science, and curriculum and A-V materials. For the high school which is completely departmentalized, consultants will be provided in reading, language arts, social studies and science and an additional consultant will be provided in language at the junior high level.

In addition to the full scale inservice program, we have encouraged Northern Michigan University to offer a remedial reading class this summer in the Stambaugh area. They have consented to do this. The class will be for credit and will run for four weeks in June. We are sincerely trying to assist the educationally deprived to become a successful and functional adult in this very complex world of highly skilled people. This class will in no way utilize funds from Title I. It is mentioned only to show the administration's concern for, and awareness of, the problems of the educationally deprived.

b. It is our intent in the summer program to encompass all the educationally

deprived children that need remedial reading. We will attempt to develop comprehension and organizational abilities through the use of tapes, records, film, etc. This technique can be self instructive in that the tape, record, or film narration can explain and direct student activity. (This allows the teacher to be free for individual help.) Through the use of tape recorders these students can be motivated to improve oral communication. Poor oral communication is frequently one of the characteristics of an educationally deprived students. Oral communication through the use of tape recorders can be used to reinforce the overall remedial reading program. This technique of instruction may be used for introducing a topic to the individual educationally deprived student, small group instruction or the whole class. It can also present a lesson or be used as a follow-up activity.

A technique of instruction that has the advantage of presenting materials in reading, math, and science with a powerful impact of live action and dramatic color is the use of 8mm, 16mm films and transparencies. This permits the attention compelling technique of building an interesting visual story step by step and with oral narration in the case of films.

The use of film has the advantage of action, color, and oral communication. It compels eye contact and can develop interest by dramatizing a story. It can be shown over and over, started or stopped anytime, in order to stress a point to the deprived reader. The new 8mm cartridge type projector has the advantage of simple operation. The individual child can load and operate this machine; thus permitting self instruction by the individual.

The overhead projector also allows the individual child to project a sparkling image and build a visual story or solve a problem step by step, by superimposing one transparency over another.

c. A second summer activity will be to provide remedial instruction in Math for these educationally deprived students that have this type of need. Primary emphasis will be placed upon thinking, reasoning, and understanding, rather than on a purely mechanical response to a standard situation.

These educationally deprived children will be encouraged to investigate how and why things happen in mathematics, to make generalizations, to test these educationally deprived children will be led to discover the fundamental concepts that are part of the logical structure of mathematics. Problem situations and experiences will be presented in such a manner that discovery has a good chance of taking place spontaneously.

The logical structure of mathematics should stimulate the imagination of children and lead to an appreciation of mathematics as a dynamic meaningful study.

By presenting problems with the aid of charts, flannel boards, transparencies, filmstrips, and other mathematical visual aids, these educationally deprived students can visually see illustrations of difficult concepts and are encouraged to think out the solution for themselves. Through the use of the individual discovery method of self instruction, the teacher will have more time for individual assistance and can put other techniques to use in working with these educationally deprived math students. It is our hope to reinforce the reading program with the math program by using visual story problems of an elementary nature. We want this program to be an exciting experience and therefore we are going to allow flexibility so that the teachers can adjust their techniques to whatever seems to motivate these children best.

d. A third academic area the students from low income status homes are generally deficient in is science. By providing a remedial science program, we hope to equip these students for greater success in their regular science classes next fall.

We will not use the regular type science class, but rather we will try to make science come alive by utilizing the vast natural resources that are so abundantly available in the Upper Peninsula. We will take trips that provide actual experience in game management, fish rearing, fire control, and nature study. Collecting, preserving, and identifying unusual and unfamiliar biological specimens, will provide interesting and educational experiences.

This type of instruction will give these students the opportunity to see, investigate, and demonstrate different scientific principles than could be possible in regular classroom instruction. It also will give these students experiences that they can relate in the regular classroom next fall; thus raising their image among other students.

- e. Since there is a high correlation between a child's health and his receptiveness to learn, health services will be made available whenever necessary. If the child's home and the welfare department can't resolve the problem, the director of the program will see to it that the handicap is resolved. By providing such things as glasses, tooth brushes, combs, toothpaste, and soap, if and when necessary, and continuous discussion within group activities, many of the health problems can be eliminated. Discussions on health could also be part of the reading and science programs. In this way one program would reinforce the other.
- f. As was pointed out in our survey, these students from low income status homes are lacking social and cultural experiences. With this in mind we intend to employ an art and music instructor. By doing this, we can provide the opportunity for these students to acquire intellectual and aesthetic training. This type of activity can be very enjoyable and thus it becomes an inducement to participate in the program. We hope to have vocal music which will allow many students to participate in this enjoyable,

yet aesthetic training. There may be several choices. Boys, girls, and mixed chorus for different age groups may be formed.

In art we will offer painting and many other activities that are deemed appropriate and wanted by the students.

Again field trips will contribute to these activities by visits to Northern Michigan University at Marquette, Michigan, the Mackinac Bridge, and other centers that will contribute to aesthetic training. These activities allow students to develop leadership, accept responsibility, and learn to cooperate within a group as in the case with music.

- g. For the senior high students, we plan to hire teachers that will tutor these educationally deprived students in whatever subject matter they need help in. We would like to do more for these students. However, since we are a rural community most of the students in this category have summer jobs. For this reason we chose to go into a tutoring service as it will allow for flexibility in scheduling. This is the only way that we could come close to meeting the individual needs of this deprived group. Should these students wish to participate in field trips, art, and recreation we will provide for them. It is hoped that some of these students will want to become aids for the younger children's program. In this way they could experience leadership, responsibility, and social acceptance.

Students that are in need of tutoring service have been screened by the teachers, counselors, and a check of achievement scores. We will contact them and encourage them to take advantage of this opportunity for social and educational growth.

- i. A final activity that reinforces all the other programs and has a three fold purpose is recreation. One purpose is that this program will be a motivational force to bring these students into the program. We feel that

something will be necessary to get students that have had continual frustration and failure in school situations to participate at a time that has been traditionally set aside for summer fun.

Another purpose is that a healthy body and a healthy mind are often synonymous and that physical fitness has a bearing on the receptiveness of a child to learning. By providing health building activities, we can increase the child's receptiveness to learn.

Activities such as softball, group games, swimming, badminton, volley ball, bowling, and horseshoes are ideal for carry-over sports and recreastional activities. Children will also learn to understand and gain better social relationships.

- j. In order to carry out this program, we will need the supporting services of two secretaries, one custodian, two cooks, transportation, and directors. The secretaries will keep the audio visual department open and sign in and out films, filmstrip, order film, and other audio visual material. They will also type schedules, reports, purchase orders, and do some bookkeeping, etc.

To keep the building clean and in repair during this period, a custodian will be hired.

In reading, math, and science, supervision will be needed to help schedule students into the program, and provide consultant type help. For this reason, the school's guidance counselor will be employed for these programs. The director will be in charge of the total program. He will do all the major scheduling, purchase supplies, and evaluate the program. In general, anything that has to do with making this program as successful as possible will be his responsibility. This will also include dissemination of pertinent information gained from the program.

(b&c) Because of the number of children involved, the need for ample space

for educational and recreational facilities, the Stambaugh Elementary School, located on Washington Avenue in Stambaugh, Michigan, will be used. Appropriate equipment and furniture will be available. Also, the cafeteria, art room, gymnasium, (if necessary), etc, will be available for the pupils.

There is no local non-public school in the district. However, some students from the district attend a non-public school outside the local district. We have identified 15 eligible non-public students. They will participate on the same basis as do the children from our school district. Transportation will be furnished to those students that are in need of such service on the same bus that will transport public school children.

III. ANTICIPATED EFFECTIVENESS OF THIS PROJECT

We have no "pockets of poverty" as such. Our poverty is uniformly dispersed throughout our attendance areas. Furthermore, these economically and educationally deprived students are immersed within all areas of our curriculum. We sincerely feel that our entire faculty must be made aware of the problems of the educationally and economically deprived. They must be aware of and be able to use the materials and techniques available in their subject areas to meet and solve the individual needs of educationally deprived students.

It is anticipated that through this project the school will be able to prepare these educationally disadvantaged children to play a constructive, respected role in society, and to lead a life which to them will be satisfactory. The child needs to develop confidence in himself, have a better self image, be important as a human being. Through this project, the provision and opportunity for individual instruction and individual success (which has been beyond their reach in the past) should become a reality.

The results of an educationally deprived child are: stunted social attitudes, low intellectual and vocational aspirations, circumscribed experience, poor vocabulary, and difficulty in dealing with abstractions. It is through this project that the child may have an opportunity to circumvent this kind of life. It is also hoped that the other objectives stated in the beginning will be realized.

Research and pilot projects carried on in the past, by universities and other educational institutions, have proven that there is a distinct correlation between the amount of learning that takes place, and the amount of individual attention that can be provided in small group instruction. It is said that the problem of the disadvantaged will not be solved without investment of a generous measure of professional attention in every child. Based on these facts, we hope that by providing the equipment, personnel, compassion, and environment conducive to learning, that these children will be able to grasp the basic fundamentals of reading.

It is evident that the conventional school curriculum, designed around a middle-class set of values and goals, has failed these children. Thus, a chance and opportunity for success is needed, if these children are to become productive, respected, and responsible citizens of our society.

IV. PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATING THE EDUCATIONAL ACHIEVEMENT

A survey was taken of all the schools and the children selected to participate in this project were found to be educationally deficient. Most are culturally deprived. From this starting point, their degree of success will be measured. This will be done through continuous evaluation by the teachers, through personal observation of the pupil, use of standard

achievement tests, reading tests, teacher prepared tests, interviews with the students and other measurement devices that can project both an objective and subjective evaluation.

Through the use of multiple evaluations and techniques, the progress of each child will be noted and compared with past teaching methods. This should also point out material, equipment, and methods that seem to produce the desired results.

V. SPECIFIC PROCEDURES TO BE USED TO DISSEMINATE SIGNIFICANT INFORMATION

The director and counselor of the summer program plan meetings and home visitations with the parents of the eligible families in order to make them aware of the program and aware of the educational value of this program to their children.

Weekly meetings will be held and bulletins will be distributed to the total program staff by the director and the counselor of the program. In some cases, individual conferences will supplement the staff meetings. The director and the counselor will be responsible for assisting the staff by recommending reading materials, techniques, and experiences that have been found to have significant value. This information can also be made available to other agencies through the use of special reports. Copies may also be sent to the education publishers for reproduction in their magazines. This will be at the discretion of the program director.

Progress reports will be filled out throughout the summer so that the student, other staff members, and parents will be informed as to the value of the project. It will be the director's responsibility to see that a final bulletin including significant information of the summer program will be made available to the total staff of the Stambaugh Township Public Schools at the start of the fall, 1966, semester.

The director will have the responsibility for disseminating all significant information.

VI. COMMUNITY ACTION AGENCY

The local community action agency has read the Stambaugh Township Public Schools proposal for Title I funds. They have indicated that it will not duplicate any efforts on their part in this area. They are fully approving of the scope of this project.

Mr. Dan Bonetti and his local field representative, Mrs. Adzima, from the Community Action Agency served on the Stambaugh Township Public Schools Education Committee when they were planning Title I projects. In like respect, Mr. Carl Nieminen the applicant, serves as the educational consultant with close liaison to the community action agency.

The local community action agency has proposed a summer Project Head Start for the summer of 1966. This will be a program for children of pre-school age who will be entering kindergarten in the fall of 1966. It will concentrate its efforts in presenting social and communication experiences in order to develop their background of experiences to as close to the level of the more privileged middle-class youngsters as possible.

VIII: 2000 BREAKDOWN FOR PERSONNEL, MATERIALS AND SERVICES FOR G-3 PROGRAM

INSERVICE TRAINING CLINIC:

200-	12 Consultants x 5 days x \$65.00-----	\$ 3,900.00	
-	1 Visual-Aide Consultant x 1 day x \$65.00-----	65.00	
-	3 Coordinators for 5 days x \$300.00-----	900.00	
	The entire Stambaugh staff have volunteered their free time.		\$ 4,865.00

SUMMER PROGRAM:

100-	1 Director, 7 weeks @\$171.43 per week-----	\$ 1,200.00	
200-	1 Counselor, 7 weeks @\$142.86 per week-----	1,000.00	
-	3 Primary Instructors x \$100.00 per week x 6 weeks	1,800.00	
-	6 Elementary and Jr. High Instructors @\$100.00 per week x six weeks-----	3,600.00	
-	1 Art Instructor @\$100.00 per week x 6 weeks-----	600.00	
-	1 Music Instructor @\$100.00 per week x 6 weeks-----	600.00	
-	1 Recreation Instructor @\$100.00 per week x 6 weeks	600.00	
-	2 Part-Time High School Instructors @\$50.00 per week x 6 weeks-----	600.00	
-	5 Teacher Aides @\$40.00 per week x 6 weeks-----	1,200.00	
-	2 Clerk-Secretaries @\$50.00 per week x 6 weeks----	600.00	
			\$ 11,800.00

BOOKKEEPING AND ACCOUNTING:

100-	16 hrs. per week x 6 weeks x \$2.50 per hour-----	\$ 240.00	\$ 240.00
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MISCELLANEOUS:

100-	Office supplies (paper, ditto carbons, freight etc)---	\$ 400.00	\$ 400.00
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INSTRUCTIONAL MATERIAL:

200-	Materials necessary for program-----	\$ 3,376.00	\$ 3,376.00
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400-	<u>HEALTH SERVICES:</u> -----	\$ 200.00	\$ 200.00
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TRANSPORTATION:

500-	3 Bus Drivers @\$2.00 per hr., 14 hrs. per week x 6 weeks-----	\$ 504.00	
-	Regular daily mileage-181.7 x 30 days x \$.30 per mile-----	1,635.00	
-	Field Trip mileage- 1630 x \$.30 per mile-----	489.00	
			\$ 2,628.00

LUNCH PROGRAM:

900-	158 children x 30 meals x \$.40 per meal-----	\$ 1,896.00	
	2 Cooks @\$2.25 per hr., 3 hrs. per day x 30 days----	405.00	
	1 Janitor @ \$1.65 per hr. x 4 hrs per day x 30 days	200.00	\$ 2,501.00

1230-	<u>INSTRUCTIONAL EQUIPMENT:</u> -----	\$ 4,011.00	\$ 4,011.00
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	<u>GRAND TOTAL</u> -----	\$30,021.00	\$ 30,021.00
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INSTRUCTIONAL EQUIPMENT

QUANTITY		UNIT PRICE	TOTAL PRICE
3	Tape Recorders	\$150.00	\$450.00
3	Overhead Projectors	160.00	480.00
3	Record Players	50.00	150.00
3	Film Strip Projectors with Slide Proj.	90.76	272. 28
3	Tachistoscope Attachments	74.30	222.90
6	Library Carts	60.00	360.00
3	8 MM Cartridge Projectors	199.50	598.50
3	Film Strip Library Cabinets	46.80	140.40
3	Floor bases for Filmstrip Library	19.60	58.80
3	Disc Record Library	69.80	209.40
3	Add-A-Unit file drawer for 2"by2" slides	26.40	79.20
3	Tape Library Cabinets	53.60	160.80
1	Transparency Maker Copier	295.00	295.00
6	Filmstrip Previewers	15.95	95.70
2	Tachest-O-Viewer(Newman Visual Education)	90.00	180.00
2	4-Drawer File Cabinets-legal size- lock type	69.00	138.00
2	Volley Ball Standards	59.95	119.90

\$4,011.00

INSTRUCTIONAL MATERIALS

10 Giant Alphabet Poster Cards No. 7504	30.00
10 Giant Vowel Poster (sets) Cards No. 7505	30.00
10 Giant Consonant Poster Cards No. 7506	30.00
10 Alphabet Picture Flash Cards No. 9502	20.00
10 Manuscript Alphabet Wall Cards No. 7501	10.00
5 Tote- Easy Teaching Rack No. 7903	90.00
10 Cursive Alphabet Wall Cards No. 7502	10.00
10 Picture Word Builder	6.00
10 Word Builders	4.00
10 Sentence Builders	5.00
10 Advanced Sentence Builders	10.00
10 Picture Words for Beginners	10.00
10 Educational Flash Words Group 1 - Group 2	20.00
10 Phonetic Drill Cards	20.00
10 Phonetic Word Analyser	20.00
1 Set of 6 Captioned Filmstrips on Consonant Sounds	21.00
1 Set of 6 Captioned Filmstrips on Blends	21.00
3 Graded Worded Phrases Filmstrips (10 sets in a series)	200.00
Newman Visual Education Tachest-O-Film Program	
2 Classroom Phonics Program Grades 1,2,3	300.00
2 Classroom Reading Programs for Grades 4,5,6	300.00
5 Classroom Counting Frames	80.00
10 Number Concept Cards	20.00
10 Beginners Flash Cards	12.50
10 Beginners Number Poster Cards	30.00

10 Flash Cards (New Math) Set of 4	50.00
10 Self-Teaching Flash Cards (set of 4)	50.00
5 Modern Number Line Kits	20.00
5 Calcuframes	60.00
120 Packets for producing transparencies @1.00	120.00

Grade I

10 A.B.C. Up the Street and Down	14.40
10 A.B.C. Around Green Hills	16.20
2 Teacher Manuals(editions)	3.24

Tests

10 Readiness Achievement Tests Grade I	.90
2 Teacher Manuals	.30
10 Reading Study Achievement Tests (pre-primer level)	.90
2 Teacher Manuals	.30
10 Reading Study Achievement Tests (primer level) Teacher Manual	.90 .30
10 Reading-Study Achievement Tests Teacher Manual	.90 .30

Grade II (Two)

10 Reading Study Achievement Tests (2 ¹) 1 teacher manual	.90 .30
10 Reading Study Achievement Tests (2 ⁿ) 1 teacher manual	.90 .30

Grade III

10 Reading Study Achievement Tests (3 ¹) 1 teacher manual	.90 .30
10 Reading Study Achievement Tests (3 ⁿ) 1 teacher manual	.90 .30

Grade IV

10 Reading Study Achievement Tests 1 teacher manual	.90 .30
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Grade V

10 Reading-Study Achievement Tests 1 teacher manual	.90 .30
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Grade VIII

10 student books	35.00
1 teacher guide	4.00
review set	7.50
(1) Administrator Guide	1.00

Books for Reading

Grade I

A.B.C. ready! Go	7.20
10 copies (Reading Readiness) (10x.75)	
2 teacher editions x \$1.80	3.60

A.B.C. Fun For All - Language Readiness (10 copies)	7.20
2 teacher editions	2.88

A.B.C. On Our Way

10 first pre-primer x .57	5.70
10 second pre-primer x .63	6.30
10 third pre-primer x .66	6.60
2 teacher editions x 1.86	3.72

Grade II

A.B.C. Down Singing River	
10 copies (First Grade-First Semester)	18.00
2 teacher editions x 1.44	2.88

A.B.C. Over the City Bridge

10 copies x 1.80	18.00
2 teacher editions	3.60

Grade III

A.B.C. Beyond Treasure Valley	
10 student copies	20.40
2 teacher copies	4.08

A.B.C. Along Friendly Roads	
10 student copies	20.40
2 teacher copies	4.08

Grade IV

A.B.C. American Adventure	
10 student copies	23.70
2 teacher copies	4.74

Grade V

A.B.C. Adventures Here and There	24.30
10 student copies (2 teacher copies)	4.86

Grade VI

A.B.C. Adventures Now and Then	24.60
10 student copies (2 teacher copies)	4.92

Grade VI

10 Reading Study Achievement Tests	.90
1 teacher manual	.30

S.R.A. - Greater Cleveland Mathematics Materials

Grade I

10 student books	15.00
1 teacher guide	4.50
review set	7.75

Grade II

10 student books	16.00
1 teacher guide	4.50
review set	7.75

Grade III

10 student books	16.00
1 teacher guide	4.50
review set	7.75

Grade IV

10 copies of textbook	27.00
1 teacher guide	5.00
review set	7.75

Grade V

10 student books	27.00
1 teacher guide	5.00
review set	7.75

Grade VI

10 student books (case bound text)	27.00
1 teacher guide	5.00
review set	7.75

Grade VII

10 student Books	35.00
1 teacher guide	4.00
review set	7.50

Supplementary Enrichment Reading Books-----\$ 300.00
 20- 8MM Film Cartridges x \$12.00-----\$ 240.00

READING FILMSTRIPS

2 Sets- Consonant Sounds with manual-----\$ 90.00
 2 Sets- Vowel Sounds with manual-----\$ 46.00

MATH. TESTS

Grades 4 thru 8

10 per grade-S.R.A. Machine Scored
 Form "C" - Math. Tests, 100 Tests. pre-test and final--\$ 70.00

Grades (Form "C") - Grade 1-2 40- Tests-----\$ 5.00

Grade III (Form "C") - Grade Level 3 20- Tests--- 2.00

MATH. FILMSTRIPS

Filmstrips (Eye/Gate House)

10 - Sets Filmstrips-----\$ 417.00

Sets - 103,106,124,133
 162,174,186,27,51,40

5 - Units - Place Value Indicator x \$ 3.00-----\$ 15.00

5 - Units - Math. Wheel for Fraction x \$5.00-----\$ 25.00