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MICHIGAN ANNUAL EVALUATION REPORT, TITLE I, P.L. 89-10  
(E.S.E.A.), F.Y.-1966.

MICHIGAN ST. DEPT. OF PUBLIC INSTR., LANSING

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THIS REPORT FOLLOWS THE OFFICE OF EDUCATION SUGGESTED FORMAT FOR EVALUATION REPORTS OF TITLE I PROJECTS. THE FIRST PART DESCRIBES THE PROJECTS' OPERATION AND SERVICES, METHODS OF DISSEMINATION OF DATA AND INFORMATION, EVALUATION TECHNIQUES, AND MAJOR PROBLEM AREAS. IT ALSO PRESENTS INFORMATION ABOUT (1) THE IMPLEMENTATION OF THE REQUIREMENTS IN THE ELEMENTARY AND SECONDARY EDUCATION ACT FOR DEFINING PROJECT OBJECTIVES, (2) COORDINATION OF TITLE I WITH OTHER TITLES OF THE ACT, (3) INTERDISTRICT COOPERATIVE PROJECTS, (4) NONPUBLIC SCHOOL PARTICIPATION, AND (5) SPECIAL PROGRAMS FOR THE HANDICAPPED. THE SECOND PART OF THE REPORT, THE COMPREHENSIVE ANALYSIS SECTION, CONTAINS STATISTICAL INFORMATION AND DATA ON METHODS USED TO ESTABLISH PROJECT AREAS AND NEEDS, LOCAL AGENCY PROBLEMS, ACTIVITIES WHICH WERE FUNDED, INNOVATIVE PROJECTS, STAFF INCREMENT AND DEVELOPMENT, AND MEASURING INSTRUMENTS. THIS SECTION ALSO INCLUDES AN ANALYSIS OF THE FIVE MOST EFFECTIVE PROJECTS AND A GENERAL STATEMENT ABOUT THE EFFECTIVENESS OF TITLE I PROJECTS IN THE STATE. THE THIRD PART OF THE REPORT CONTAINS TABULAR DATA.  
(NH)

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December 16, 1966

Dr. R. Louis Bright  
Bureau of Research  
Office of Education  
Department of Health, Education,  
and Welfare  
Washington, D. C.

Attention: Dr. Martin Spickler

Dear Dr. Bright:

The enclosed report for Title I of the Elementary and Secondary Education Act of 1965 (P. L. 89-10) from the State of Michigan is submitted in fulfillment of the legal requirement of evaluation. This report, however, represents more than a legal requirement. It is the fulfillment of one of the strongest features of the E.S.E.A. of 1965, namely, the stimulation of the participating local educational agencies to stop in the busy day's work of teaching and learning and to measure the extent that their activities are successful.

Other benefits to be anticipated for all schools in Michigan and for the Department of Education generally will accrue through the process of dissemination. The plans for dissemination of information of quantitative data summaries and of exemplary project precis are described in detail in the report and in addition will be available in complete form for all local educational agencies. This content will be excellent resource material for our consultant staff in their work with local school districts.

It is clear that the potential resource of the total accumulation of data as a direct result of the Title I evaluation activity at the first two levels, namely, local and state, is of major consequence. Such an accountability process in public education has been long overdue. It is welcomed despite some initial objection due probably to traditional school practices and unfamiliarity with evaluation techniques and procedures.

The Michigan Department of Education is pleased to have this opportunity to be a part of this frontier educational activity and proud of the fine response from Michigan's local school districts as well as the superior accomplishment of our evaluation section in compiling this report.

Sincerely,

Ira Polley

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FOREWORD

When the Elementary and Secondary Education Act of 1965 (P.L. 89-10) became law and extended categorical aid to the nation's schools in order to combat educational deprivation, it also introduced a new dimension for educators by prescribing a legal requirement of evaluation. There was an apparent attempt through P.L. 89-10 to stimulate elementary and secondary schools to measure their achievement in terms of previously stated objectives as contained in Title I proposals and directed at a reduction of the needs of economically, educationally and culturally disadvantaged youth. Outcomes anticipated from such an evaluation were to provide the U. S. Office of Education with information descriptive of the nature and success of Federally funded Title I projects, but more especially, to provide the individual school with useful data to influence the school toward change and improvement. In Michigan the opportunity for an evaluation of programs to aid disadvantaged children was regarded as a benefit to the entire State as well as to the individual schools. The long history of cooperative school study in Michigan especially as evidenced by the work of 23 cooperative curriculum committees provided a favorable setting for such required evaluation.

The State Department of Education developed its procedures for evaluation of Title I soon after the U. S. Office of Education indicated the nature of the requirement and before specific guidelines for evaluation were available or before an instrument was printed. Michigan's instrument, however, follows the direction and format of the Office of Education with the addition of information desired for this State's own purposes.

This annual report follows the three-part format of the federal questionnaire. Part I reports information regarding the total Title I program for each participating school district. Part II contains information descriptive of each individual project within the school districts. Part III contains baseline data in tabular form which can be used in the future for measuring progress toward educational outcomes by such means as attendance figures, holding power, achievement as measured by standardized testing, and the nature and extent of students' educational programs beyond the secondary school level. Part IV reports additional information on the nature of professional involvement within Michigan educational agencies in planning and implementing programs to better serve the needs of disadvantaged youth. The appendix contains supportive tabulated data summaries and illustrative material used in compiling this report.

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The sample from which Michigan's report is prepared included 502 LEA's with 688 Title I projects. The total population is 557 school districts and 754 Title I projects, a sample of 90 per cent for participating schools and of 88 per cent for implemented projects. The report summarizes in quantitative and narrative terms how \$31,995,860.00 was spent in service to 419,433 disadvantaged children from public and non-public schools.

Recognition is extended to many staff members for their contribution to Michigan's Annual Evaluation Report for Title I of the Elementary and Secondary Education Act of 1965. The general administration of the Title I program for the State was directed by Mr. Louis Kocsis, Supervisor of Elementary and Secondary Education, Bureau of General Education. The reporting instrument was developed in the Bureau of Research and Educational Planning by Dr. John Buelke, Dr. Stanley Ovaitt, and Mr. Drexel McDaniel under the supervision of Dr. Nicholas P. Georgiady, Associate Superintendent. These same personnel helped to orient the public school teachers and administrators to the total evaluation procedure. Data collection, analysis, and report writing were accomplished by the three staff members named above with the addition of Dr. Carlton L. Krathwohl and a number of other full-time and part-time professional workers. However, no evaluation report could have been possible without the conscientious and dedicated work of a fine secretarial staff. Congratulations and appreciation are expressed to all these individuals as well as to the leadership and professional assistance provided by the entire staff of the several cooperating units within the State Department of Education.

C.L.K.

Part I - No. 1

OPERATION AND SERVICES

Regional Conferences and Workshops

The SEA conducted many regional conferences. The first series of conferences was held during the summer of 1965. The purposes of these conferences were to acquaint LEA's with the act (E.S.E.A.) and to encourage LEA's to establish planning committees for the purpose of developing Title I programs. The date and place of these meetings were as follows:

- July 13 - Detroit  
Wayne State University
- July 19 - Kalamazoo  
Western Michigan University
- July 22 - East Lansing  
Michigan State University
- July 29 - Flint  
Flint School District
- August 3-4 - Marquette  
Northern Michigan University
- August 6 - Mt. Pleasant  
Central Michigan University

Following this series of conferences the SEA conducted a two day workshop for intermediate school district superintendents. This workshop took place at Central Michigan University on September 30 and October 1. The purpose of this workshop was to strengthen leadership at the intermediate district level in the development and implementation of the various E.S.E.A. titles.

A second series of conferences was held in November. The purposes of these meetings were to acquaint LEA's with the State guidelines for Title I and to help them develop Title I programs. The date and place of these meetings were as follows:

- November 4-5 - Marquette  
Northern Michigan University
- November 8 - Jackson  
Union School District



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- November 12 - Gaylord  
Gaylord Community Schools
- November 15 - Detroit  
Wayne State University
- November 16 - Saginaw  
Saginaw Public Schools
- November 22 - Grand Rapids  
Grand Rapids Public Schools
- November 23 - Ypsilanti  
Eastern Michigan University

The SEA Title I staff also met with the Deans of Education of the 25 teacher educating institutions in Michigan, which includes both public and non-public institutions, on December 16-17 at the University of Michigan in Ann Arbor.

The SEA again met with intermediate school superintendents and other key personnel from the intermediate office in April. The emphasis of the Title I portion of these meetings was on evaluation, and tentative evaluation worksheets were distributed and discussed. These meetings were held at Northern Michigan University on April 12-13, and at Central Michigan University on April 14-15.

A third series of regional meetings was held during June. These meetings were devoted entirely to Title I and provided a six hour workshop experience for the participants, two hours each in the following three areas:

1. Evaluation procedures for current projects
2. Financial accounting
3. Project planning and development for future projects

Two teams of consultants from the SEA conducted these workshops. These teams included two Title I approval consultants, one evaluation consultant and one finance consultant. The date and place of these meetings were as follows:

Teams "A" and "B"

June 1 - East Lansing  
Michigan State University

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Team "A"

- June 3 - Flint  
Flint Community College
- June 6 - Marquette  
Northern Michigan University
- June 7 - Alpena  
Alpena Public Schools
- June 8 - Gaylord  
Gaylord Community Schools
- June 9 - Cadillac  
Cadillac Public Schools
- June 10 - Mt. Pleasant  
Central Michigan University

Team "B"

- June 3 - Grand Rapids  
Grand Rapids Public Schools
- June 6 - Detroit  
Engineering Society of Detroit Auditorium
- June 7 - Ypsilanti  
Eastern Michigan University
- June 8 - Port Huron  
Port Huron Junior College
- June 10 - Kalamazoo  
Western Michigan University

Statewide Conferences and Workshops

In addition to the regional conferences and workshops listed above the SEA sponsored or co-sponsored several statewide conferences and workshops during the year. These included the following:

1. Annual Curriculum Research Conference  
Michigan State University  
East Lansing, Michigan  
January 24-25, 1966

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Chairman:

Dr. Allen Bernstein  
Curriculum and Research Consultant  
Wayne Intermediate School District

Theme:

Evaluation Principles and Practices for Programs for the  
Educationally Deprived Under Title I of Public Law 89-10.

This two day conference was sponsored jointly by the Curriculum  
Research Committee of the Michigan (Department of Education)  
Cooperative Curriculum Program and the Michigan Association of  
Supervision and Curriculum Development.

2. A Management-level Public School Accounting Program for Inter-  
mediate School District Superintendents and Other Selected  
State School Administrators of the State of Michigan, Emphasizing  
Program and Location Accounting.  
Michigan Technological University  
Houghton, Michigan  
March 14 - April 8, 1966

Director:

Mr. Sam B. Tidwell  
Professor of Accounting  
Department of Business and Engineering Administration  
Academic Director  
Michigan Technological University

Objectives:

To provide a management-level program in public school accounting  
for Intermediate School District Superintendents and other selected  
State School Administrators of Michigan; to disseminate to them  
effective procedures and significant information derived from  
educational demonstrations of practices which can give these ad-  
ministrators greater competence in the control of all of the  
school district's public funds, Federal, State, and local, in  
accord with the purposes for which these funds were made available;  
to emphasize program and location accounting; to provide an in-  
service education program which will strengthen the leadership  
resources in the field of public school accounting in Michigan

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and will stimulate the establishment and improvement of administrative practices and procedures related to accounting for all funds found useful in the operation of Michigan's school districts; to meet more effectively the critical need for technical financial education in public school fund accounting and to enrich the educational experiences of Michigan's Intermediate School District Superintendents and other selected State School Administrators by offering a comprehensive accounting educational activity at the continuing adult education level; to make available to this group of school administrators the specially qualified faculty of Michigan Technological University, which, because of five years of successful experience and exposure in conducting programs in public school accounting, can provide the best talent available for this pilot project which is designed to bring selected school administrators from all geographic areas of Michigan; and to provide each of those attending with a comprehension of many aspects of school financial data, such as the recording, collecting, processing, analyzing, interpreting, storing, retrieving, and reporting of Federal, State, and local financial data, including the use of automatic data processing financial systems.

This four week workshop was financed by the Michigan Department of Education under the provisions of Public Law 89-10, E.S.E.A.

3. A Workshop in the Evaluation of E.S.E.A., Title I Programs

University of Michigan  
Ann Arbor, Michigan  
June 13-17, 1966

Director:

Mr. Terrance Davidson  
Office of Research Service  
School of Education  
University of Michigan

Dr. Ned A. Flanders, Professor of Education, University of Michigan, served as staff consultant.

Objectives:

The primary purpose of this workshop was to deal with the problems which arise in evaluating Title I projects.

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This five day workshop was financed by the Michigan Department of Education under the provisions of Public Law 89-10, E.S.E.A.

Besides the three workshops listed above, Eastern Michigan University conducted an eight week workshop under a P.L 89-10 Title IV (Educational Research Training Program) grant.

Educational Research Training Institute for Public School  
Personnel  
Eastern Michigan University  
Ypsilanti, Michigan  
June 27 - August 19, 1966

Director:

Dr. Robert L. Anderson, Professor  
Department of Psychology  
Eastern Michigan University

Objectives:

This proposal was designed to provide a short-term training program for public school personnel who have or will have, responsibility for research evaluation functions under existing or projected programs. The specific objectives of this training program were:

1. To provide basic skills in the use of statistics, research, design and research evaluation
2. To aid the participant in designing research and evaluation components for his local school in order to meet the immediate needs
3. To stimulate interest in educational research as an essential component of the instructional program
4. To improve the quality and expertise of those individuals presently responsible for conducting research programs in the local school system
5. To enable selected professionals to continue their own growth and development in their respective area of educational expertise.



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6. To create opportunities for professionals to participate in research projects under directed supervision in order to develop increased sophistication about research methods
7. To develop new insights into research methods and design that will be useful in critically examining programs growing out of federal and state legislation.
8. To obtain a better understanding of the relative effectiveness of the training methods used in this institute for purposes of increasing the effectiveness of future training

In addition to SEA sponsored meetings, several intermediate school districts have sponsored county-wide workshops. An example of these are the monthly meetings of the Wayne County Federal Coordinator conducted by the Wayne County Intermediate School District. These meetings are usually attended by at least one Title I approval consultant and one evaluation consultant.

#### OTHER CONFERENCE PARTICIPATION

Also during the first year, members of the Title I staff were on programs of the following organizations:

Michigan Association of Intermediate School Administrators  
Michigan Association of School Administrators  
Michigan Association of Schools and Colleges  
Michigan Association of Secondary School Principals  
Michigan Association for Supervision and Curriculum Development  
Michigan Corrections Association  
Michigan Education Association  
Mott Institute for Community Improvement

#### TECHNICAL ASSISTANCE

In July of 1966, the SEA established the Technical Assistance Project (T.A.P.). Lester W. Anderson, Professor of Education, University of Michigan was named as the director. The purpose of T.A.P. is to strengthen the SEA's ability to provide leadership on a state-wide basis for Title I programs so that the objectives of the act (E.S.E.A.) may be more completely realized. In order to increase its capabilities to administer the

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act the SEA established a technical assistance panel to review present projects, and contracted with universities within the state to provide technical assistance to LEA's as they administer current projects and to assist in the planning of new projects.

VISITATIONS

The SEA Title I staff made approximately 360 visitations to LEA's during the first year of the Title I operation. An approximately 1,000 persons representing 400 LEA's have visited the Title I offices during this first year, many of whom had never visited the SEA before.

Part I - No. 2

DISSEMINATION

- (a) (1) The dissemination of data and the exchange of information regarding Title I projects has been accomplished in a variety of ways. Between local agencies, sharing of information has been primarily through informal means, word of mouth and by presentations at area meetings. Almost 69% (306 of 448) of the reporting LEA's also indicated the use of news releases to disseminate information. In addition to the regional meetings arranged by the State Department of Education, there have been a number of intermediate school district meetings where groups of ten or fifteen to as many as thirty-five or forty Title I teachers and administrators have gathered for half day sessions to discuss their projects. Such discussions have included information about the development of projects, their implementation and their evaluation. In most instances, these meetings have been attended by State Department personnel, both approval and evaluation consultants, on an invitational basis.

Questionnaire responses to inquiry on this item revealed that almost all, if not all, local education agencies did something to inform their own school district and over 90% (448 of 497) of the respondents disseminated data or information to other school districts. One hundred (22%) made and shared pictures of project activities. One hundred twelve (25%) printed and distributed brochures and pamphlets. Twenty-one LEA's made audio tapes. In a response category of "other" methods of dissemination, sixty-one school districts indicated a variety of methods including: (1) films (one of which was color), (2) radio, (3) open-house programs, (4) visits to and from other districts, (5) shared project descriptions and in-service training materials between school districts and on file in the intermediate school district office, and (6) periodically published newsletters.

Although the variety of methods of dissemination appears extensive, the percentage of local education agencies that disseminated data and shared information other than by informal discussions and news releases is small. The lack of preparation and exchange of brochures, films, and tapes between local agencies is a regrettable condition, but understandable when consideration is given to the factor of time and of heavy demands made upon teaching personnel, especially Title I teachers. More specific direction and encouragement of such activity should be included in future guidance to local agencies.

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(2) The principle dissemination of data from local to State agency has been accomplished through the required annual report. Considerable two-way exchange of information between local and State has occurred through visits between school district personnel and State Department consultant staff members. As this report indicates the local agencies were required to respond to an accounting procedure which followed closely the Federal format including both quantitative and narrative data. The intermediate school offices of the State were used as a contact and collection resource in this reporting procedure.

- (b) State plans and arrangements for disseminating information on promising educational practices include the publication and wide spread distribution of a pamphlet of exemplary projects. This pamphlet includes descriptive material and pictures and is now being printed. (Copies are not included in the appendix, but will be forwarded when available.) A similar brochure of evaluation components is being compiled to include both exemplary evaluations and weak examples with the plan to distribute and use it in regional workshops on evaluation.

Other State plans for the dissemination of data and information include the publication of abstracts for every approved project within the State. This 612 page mimeographed collection has been completed and mailed to central regional locations, including libraries and state universities for use by local school district personnel. Although not reproduced for general distribution, it is planned to supply each intermediate school district office with a copy of the abstracts. (One copy is forwarded with this report.) A "County Directory of P.L. 89-10, Title I Projects in Michigan" has been widely distributed. A further publication entitled "Suggestions for Evaluating Projects Under Title I of the Elementary and Secondary Education Act of 1965" was prepared in cooperation with the Michigan Committee on Curriculum Research. It currently is being printed and will be widely distributed throughout all school districts in Michigan. (A photocopy is included in the appendix.)

When the quantitative data secured from the local agencies' reports is fully tabulated, State-wide and intermediate school districts' summary totals will be distributed for use by local agencies as well as becoming basic material for con-

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sideration and discussion in a series of regional evaluation meetings. A basic consideration at these meetings will be to review evaluation results from the fiscal year 1966 for modification of evaluation procedures in fiscal 1967 and the improvement of design and practice of evaluation components in fiscal 1968. As previously mentioned, approval consultant and evaluation consultant staff visits to projects, intermediate school district meetings, regional meetings and visits by Title I school personnel to State Department of Education offices has provided many opportunities for dissemination of data and exchange of information.

Part I - No. 3

EVALUATION

- (a) Although no specific State guidelines were prepared for the evaluation of Title I projects, a section in the "Guidelines for Planning, Designing and Implementing Title I, P.L. 89-10 of the Elementary and Secondary Education Act of 1965" prepared by the State Department of Education, August 1966 (See Appendix) was devoted to evaluation. Other activity in the form of conferences, school visits and consultant services accomplished much in the orientation of school personnel on how to provide for evaluation of their Title I projects. Most of this information has been discussed in sufficient detail in the previous section on operations and services. A modified form of the Office of Education evaluation report was prepared and used for this report, a copy of which is in the appendix.



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Part I - No. 3(b)

EDUCATIONAL CONSULTANTS

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The table below shows "how many projects employing each of the following evaluation designs" were reported for the 627 projects for which a response was made to this item. The type of research design which was used most frequently was a "one group design using a pre-test and a post test on the project group to compare gains or losses with expected gains." Over 35% of the projects (222 of 627) employed this type of design probably because of the self-contained nature of comparative data as contrasted with the need for base-line data from past records as required by the other possible evaluation designs. The "other" category which listed 36 projects responding, indicated a combination of more than one design alternative for 16 projects. Eight projects reported their evaluation designs included such measurement information as opinion surveys, observation reports or subjective evaluations for which no comparable data were available. Individual responses included case histories, diagnostic reports and long-term evaluation.

How many projects employed each of the following evaluation designs?

| Number of Projects | Evaluation Design   |
|--------------------|---|
| 11                 | Two group experimental design using the project group and a conveniently available non-project group as the control.  |
| 222                | One group design using a pretest and post test on the project group to compare observed gains or losses with expected gains.  |
| 100                | One group design using pretest and/or post test scores on the project group to compare observed performance with local, State, or national groups.                    |
| 82                 | One group design using test data on the project group to compare observed performance with expected performance based upon data for past years in the project school. |
| 176                | One group design using test data on the project group, but no comparison data.  |
| 36                 | Other (Specify)   |

Part I - No. 4

MAJOR PROBLEM AREAS

(a) (1) Reviewing Proposals

The major problem encountered in reviewing proposals was the lack of personnel. Because of the late funding of the act it was difficult to secure sufficient SEA staff members to adequately review LEA proposals. The approval staff of six education consultants listed in the interim report has now been increased to nine so this problem is being alleviated. However, there has not been sufficient increase in the General Education staff of the SEA to provide enough specialists who can serve in an advisory capacity to the approval staff in such areas as special education, reading, health and physical education, humanities, science, and mathematics.

Other problems encountered were:

1. Lack of sufficient lead time.
2. Lack of accurate information regarding target areas.
3. Limited information regarding involvement of non-public schools.
4. Delay in receiving guidelines from U.S.O.E.
5. Misinterpretation of the law by LEA's.

(2) Operation and Service

A major problem encountered in operation was the difficulty of retrieving data from project applications so that it could be used for interim reporting. This problem is being alleviated by establishing a key sort retrieval system.

A major problem encountered in the service area was the difficulty of proving equitable consultant time and service to all the LEA's in the state. This is a continuing problem in such a fast growing program, but every effort is being made to assign consultants so that the best possible service can be provided in all areas of the state.

(3) Evaluation

The major problems encountered in evaluation were:

1. Lack of firm guidelines from U.S.O.E. at the beginning of the program.
2. Lack of time to acquaint LEA's with evaluation requirements because of the lack of firm guidelines at the beginning of the program.



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3. Shortage of personnel in the LEA's who are trained in evaluation.
4. Shortage of personnel in the Bureau of Research in the S.E.A.
5. Lack of time to adequately review evaluation reports from LEA's, in part due to the lateness of many LEA reports.
6. Limitations in both the amount and sophistication of data processing services available.
7. Incomplete data received from the LEA's especially the tabular data (attendance, dropout rate, percentage of students continuing education beyond high school, and tests used in skill subjects.)
8. December 15 date for reporting requires establishing a deadline for LEA's to report to SEA which is too early for many LEA's to include fall testing scores.

(b)

Many of the problems cited above do not necessarily reflect a need for revising the legislation. More time is needed to sharpen-up procedures at all three levels, local, state, and national, before the legislation is revised substantially. However, more liberal provisions for funding planning time for projects would be helpful. And, if allocations and changes in the "rules" and regulations could be determined early enough in the fiscal year to allow more lead time, this would alleviate many of the problems encountered this first year.

The new application forms and instructions will eliminate many problems if they are read carefully and adhered to. A more consistent interpretation of the rules and regulations at both the state and federal level will also tend to eliminate many problems. However, since the law and the federal guidelines must be written so they can be used by states and LEA's having individual philosophies and different needs they must be written in such a manner as to allow considerable flexibility.

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Part I - No. 5

IMPLEMENTATION OF SECTION 205

- (a) The types of projects that were not approvable when first submitted on the basis of size, scope, and quality were, in order of prevalence:
1. Projects that had only one activity or that included only a single or limited approach to the problem.
  2. Projects of a general education nature and which did not focus primarily on the needs of disadvantaged youth.
  3. Projects which emphasized purchase of materials and equipment rather than instruction and services.
  4. Projects which spread services too thinly to be effective or tried to serve too many children.
  5. Projects which concentrated on remedial instruction without providing any supporting services or cultural enrichment.

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Categorized by main objective the types of projects that were not approvable when first submitted were, in order of prevalence, projects:

| Order of Prevalence  | Weighted Response |
|--|-------------------|
| 1. To increase reading skills                                      | 60                |
| 2. To improve communication skills<br>(reading, writing, speaking) | 51                |
| 3. To increase general achievement                                 | 32                |
| 4. To improve attitude toward self                                 | 20                |
| 5. To improve attitude toward others<br>and toward school          | 11                |
| 6. To improve school readiness                                     | 6                 |
| To develop appreciation for the arts                               | 6                 |
| 7. To increase arithmetic skills                                   | 4                 |
| 8. To improve health   | 2                 |
| To increase understanding of and<br>facility for the world of work | 2                 |
| 9. To increase aspirations   | 1                 |
| To increase social skills  | 1                 |
|  | <u>196 *</u>      |

\*Of the 196 projects, 188 reported that they received help from the SEA in rewriting the proposal.

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(b) In order of prevalence, the common misconceptions of LEA's concerning the purposes of Title I and the requirements for size, scope, and quality were:

1. Conceived Title I as general aid to education rather than categorical aid.
2. Did not recognize the importance of evaluation and failed to state objectives in behavioral terms.
3. Did not recognize the need for involving non-public school representatives in planning.
4. Failed to recognize the need for involvement of and cooperation with the O.E.O.

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Part I - No. 6

Coordination of Title I and Community  
Action Programs.

- (a) There were 343 Title I projects in the 254 LEA's where there was a Community Action Agency with programs in operation. These Community Action Agencies had a total of 323 Community Action Programs in operation in the 254 LEA's districts during the time that one or more Title I programs were operative.
- (b) The total amount of money funded for the 254 LEA's in which there were approved Community Action Programs was \$19,197,952.
- (c) The following action has been taken at the State level to insure coordination and cooperation between Title I applicants and Community Action Agencies at the local level:
  - 1. Appropriate representation from a County C.A.P. agency was on the State Advisory Committee for developing Michigan Guidelines for P.L. 89-10, Title I. The Guidelines which have been developed in Michigan are intended as a policy guide and make reference to the involvement of C.A.P. agencies in all aspects of planning projects, establishing project areas, and identifying needs of disadvantaged children; and encourages constant support in cooperation with local school districts in meeting the needs of children for whom Title I is intended.
  - 2. The State Department of Education, in cooperation with the Michigan Economic Opportunity Office, makes available to every school administrator a directory of local community action program committees for the entire State of Michigan. Local school districts are required to submit the official form signed by the local C.A.P. director as a requirement for project approval. The Department of Education notifies the Michigan Economic Opportunity Office weekly regarding projects approved and projects pending. The M.E.O.O. in turn transmits this information to appropriate community action program committees.



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3. Local community action program committees and the M.E.O.O. are involved in planning regional and state-wide Title I workshops initiated by the State Department of Education. A recent series of six Regional Conferences on the Education of Disadvantaged Children, which were a follow-up of the President's Conference on Disadvantaged Children, have involved in every instance personnel from C.A.P. agencies. They have been on the program of each regional conference.

(d) As stated above there were 343 Title I projects in the 254 LEA's where there were approved Community Action Programs. One evidence of success in securing Community Action Agency-Local Education Agency cooperation is that these 254 LEA's reported a total of 418 from Community Action Agency personnel involved in planning Title I projects.

Attempts to secure C.A.A-L.E.A. cooperation were most successful when:

1. L.E.A.'s included C.A.A. representatives in their planning activities
2. L.E.A.'s sought the assistance of C.A.A.'s to achieve their goals.
3. Communications between the L.E.A. and the C.A.A. were good.
4. The C.A.A. was sensitive to the needs of the schools and their attitude was one of being helpful.
5. Complementary programs were established by the C.A.A., such as health services.

(e) The problems in securing Community Action Agency-Local Education Agency were:

1. Poor communications between the two agencies, thus a lack of information about each other and the role each was to play in meeting the needs of the disadvantaged child
2. The feeling in LEA's that CAA's were assuming prerogatives that were not properly in their realm of responsibility such as determining policy regarding curriculum

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3. The mistaken belief held by some C.A.A. directors that they held veto power over L.E.A. Title I prospects
  4. Differences in approval procedure which made it difficult to get Title I and O.E.O. programs started at the same time
- (f) Of the 254 LEA's in Michigan reporting Community Action Programs in operation in their district during the same time that one or more Title I programs were operative, 250 reported that the two acts were used in a reinforcing manner.

Some examples of the two acts being used in a reinforcing manner are:

1. Title I program designed to meet the needs of disadvantaged children in K-8 and O.E.O program designed to meet the needs of pre-school (Headstart) and high school students (Neighborhood Youth Corp)
  2. O.E.O. assisting in determining target areas
  3. O.E.O. providing food, clothing, and medical services for children in Title I programs
  4. Sharing of busses, playgrounds, buildings and staff
- (g) Some suggestions or recommendations for revising the legislation concerning Community Action Programs as they relate to Title I reported were:
1. C.A.P. boards of directors should include some L.E.A. personnel.
  2. C.A.P. proposals which have components designed to complement Title I projects should receive priority to assure prompt approval so that beginning dates may coincide.
  3. The same federal agency should administer O.E.O. and E.S.E.A.

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Part I - No. 7

INTER-RELATIONSHIP OF TITLE I WITH OTHER TITLES OF E.S.E.A.

The inter-relationship of Title I with other titles of E.S.E.A. was limited. No projects existed in which separate components were funded by more than one title, although a small number of projects did use the various titles in a supportive manner. Approximately 25 school districts indicated using other titles of E.S.E.A., namely Title II and Title III, in such a way with Title I.

- (a) Generally Title II was used to reinforce a Title I project that involved a reading objective by providing books to improve the library facility, to help supply a materials center or perhaps to assist in the purchase of materials, especially high interest and low vocabulary. In some instances, films, strips, tapes and records and occasionally audio-visual material, were provided with Title II funds. Some Title I projects assisted Title II by providing personnel, especially library aides. Note should be made of one project under Title I in which library aides were trained by an in-service training program and made available to the library. The administrator considered the project was accomplished with the highest success of the entire Title I program and its benefit to other projects was immeasurable.
- (b) The relationship between Title I and Title III was extremely limited, most of the Title III projects approved during the first year were planning rather than operational grants. Another reason is the lateness of approval for any Title III monies. One example of reinforcement did exist in Grand Rapids where Title I personnel were involved in the development of a Title III project for the establishment of a materials center.
- (c) Under Title IV, two examples exist that provided mutual assistance for Title I and Title IV. Conferences on evaluation and international understanding were supported by Title IV funds for the benefit of Title I teachers. The evaluation conference has been discussed in the previous section on operations and services. An internship program for the training of educational research personnel which the State Department of Education supervises through Title IV funds has provided two interns for about three months. They have assisted in reviewing project reports and in the compilation and analysis of Title I evaluation data.

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- (d) Title V has provided support to Title I administration through the employment of at least three curriculum specialists in the areas of reading, the middle-school and of audio-visual services. Other strengthening of the Department of Education has made more professional assistance possible in such fields as special education, library services and vocational education. Plans for future staff development include the enlargement of the curriculum specialists staff in all academic areas.
- (e) No significant results are apparent at the time inter-relationship of ESEA Titles, but the tendency of some LEA's to use various titles and State and Federal support for compensatory education in cooperative ways seems promising. Successes otherwise have been referred to previously.
- (f) The major problems apparent in developing and implementing projects which relate to Title I, revolve around the fact that other titles are funded differently, have considerably different guidelines and are approved through different procedures and agencies and with different cut-off dates. The complexities and amount of time required to make successful application for even a singly funded project is reported by many LEA's as the greatest deterrent to applying for coordinated funding. The lack of adequate knowledge about the many available programs and the need for prompt and accurate information on how to apply for funding of projects are cited frequently as major problems for school administrators.
- (g) Two legislative suggestions appear most frequently from the schools. The first, involves the coordination of many different programs into a combined, single agency and procedure. Repeatedly the recommendation to develop more flexible guidelines and to extend greater responsibility and control to state education departments. While one school district suggested the creation of a Federal Department of Education as a cabinet post, seven others counselled against any major legislative revisions in the act at this time. They say, "Let us become familiar with it first."



### COOPERATIVE PROJECTS BETWEEN DISTRICTS

Information to respond to the inquiry regarding cooperative projects developed and implemented between two or more school districts was secured directly from the local educational agencies that participated, the consultant staff members of the Department of Education and from project visits. The total number of cooperative projects in Michigan was 41 or 5.4% (41 of 754) and represents an expenditure of \$1,128,464.00 or 3.6% of the state-wide total (\$31,495,780.00.)

Of the 41 projects which were approved, all but two reported. Accumulated data provided the following characteristics for cooperative projects:

|                                    |             |
|------------------------------------|-------------|
| Total student enrollment           | 9,373       |
| Public school enrollment           | 8,277       |
| Non-public school enrollment       | 1,166       |
| Teaching staff, exclusive of aides | 461         |
| Pupil-teacher ratio                | 16.2 to 1   |
| Mean project expenditure           | \$27,523.44 |
| Per-pupil cost                     | \$ 120.14   |

Most cooperative projects were presented in the summer, 34 of 41 or 83%. Reading development was indicated as the major goal in more than half of the projects (22 of 41). These projects, however included not only remedial and developmental reading, but also, the more comprehensive communication skills and language arts. Twelve included additional components such as attitude development, cultural enrichment, basic skills development, especially mathematics, as well as home visitations, recreational programs and development of a material resources center. Other major objectives were consistent with state-wide totals and included general academic achievement, improvement of attitude and self-image, cultural enrichment, pre-school readiness and counseling.

The total number and dollar size of cooperative projects seems to appear small for a state such as Michigan in which cooperative school planning is a fact of history. Cooperative curriculum planning committees have existed in Michigan since 1933 and currently number twenty-eight, including the Michigan Curriculum Research Committee. Promising evidence and effective suggestions for improving and increasing cooperative Title I projects appeared in the evaluation reports, consequently it seems reasonable to assume that with more lead time, more cooperative projects will exist in the future.



Part I - No. 8 (Continued)

- (a) Many successes were noted in the development and implementation of cooperative projects between two or more school districts, not the least of which, was a project combining the cooperative efforts of sixteen school districts and another of ten districts. The improved quality and scope and, in some instances, the actual development of a project was evidence of the success of cooperative projects. In one instance the successful development of a cooperative project in reading development for the elementary grades (Wexford-Missaukee, No. 723) resulted in a comparable project at the secondary school level this year. The Calhoun County Cooperative project (No. 19) successfully combined with Title II funds for a traveling library project. In one project (East Bay - No. 635), cooperative development was facilitated for a pre-school project because of previous experience with O.E.O. in its pre-school program, while in another (Rock River, No. 622), the enrollment was over-subscribed to the extent of 35 pre-school children for 20 spaces.

The opportunity to secure the professional services of specialists, such as clinical psychologists, social workers, nurses, doctors and dentists was a definite advantage of cooperative projects. The Kent City Cooperative Project (No. 222) employed two nurses to conduct home visits in addition to their usual school nursing responsibilities. A summer camping experience was made possible for 190 physically handicapped children for the first time through the Grand Rapids Cooperative Project (No. 703). Inter-school staff coordination in one project (Ead Axe, No. 697) developed to such an extent that curricular developments in the participating schools occurred particularly in the area of instructional materials and somewhat in methods.

- (b) Cooperative projects presented some problems of development and implementation. The most difficult problem as expressed by participating school districts was determination of leadership for administrative purposes. In most instances the intermediate school district office

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assumed this responsibility, yet because that office was not qualified to contract directly with the State Department of Education, local school districts found this to be a major problem. Time was a detrimental factor because there was little lead time early in 1965-66 for project development and much coordination time in both planning and implementing cooperating projects is essential. Another problem centered around "personal" aspects of small school districts and mitigated against the development of cooperative projects. Small districts feared the loss of local autonomy and the implied threat of annexation. To these small districts provincialism, the fear of losing identity, or the loss of their own athletic teams could prevent the realization of a successful cooperative project. One final problem for cooperative program development was the ambiguity of procedures for the retention of jointly purchased equipment.

- (c) The most frequently mentioned suggestion for legislative revision was to extend more control and responsibility within state education departments, especially, to permit intermediate school district offices to participate as contracting educational agencies. Federal guidelines should be developed to provide for a single district title to equipment which had been purchased for a cooperative project. Another suggestion for legislative revision was to allow planning monies and to a degree this already has been accomplished.

Part I - No. 9

NON-PUBLIC SCHOOL PARTICIPATION

(a) The following steps have been taken to encourage initiative of local administrators in contacting and cooperating with non-public school officials:

1. Three members of the State Advisory Committee for the development of Michigan Guidelines under P.L. 89-10 are representatives of non-public schools. They have been instrumental in helping develop the State Guidelines.
2. The Guidelines contain recommendations for constant involvement and planning by the LEA and non-public schools. For example, superintendents are urged to involve, on the overall planning committee for Title I, persons representing the non-public schools. The superintendent should continue to communicate with non-public schools. He should suggest that a study be made in the non-public schools of their pupil needs and offer assistance in carrying out the study. He should help establish a method of determining the degree and manner of services to be provided non-public school children.

An excerpt from the Guidelines which deals further with communication with non-public schools indicates that the superintendent of the LEA should do the following:

- a. Compare needs identified to determine commonalities.
- b. If needs are similar, cooperatively develop plans for meeting the needs of non-public school children participating in the local plan through either shared services or shared time.
- c. If needs are different, the local district may include non-public school children participating in the local plan through either shared services or shared time in a variety of special projects which may not be identical to those services offered to children attending public schools.

Further reference in the Guidelines regarding responsibility of the LEA superintendents in communication with non-public school representatives recommends that:

- a. Compare need priorities to determine commonalities.

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- b. If priorities are similar, develop cooperative plans for meeting the needs of non-public school children through shared time or shared services.
- c. If priorities are different, the local districts may include non-public school children participating in the local plan through either shared services or shared time in a variety of special projects which may not be identical to those services offered to children attending public schools.

(b) Success in developing and implementing public and non-public school cooperative projects in Michigan is demonstrated by the following data based on responses from 502 LEA's:

1. A total of 60,063 (unduplicated count) non-public school children participated in 360 Title I projects.
2. A total of 279 LEA's out of 438 with a non-public school in their area included non-public school children in their Title I programs.
3. Non-public school representatives were involved in designing 293 projects.
4. Non-public school representatives were included in the evaluation process in 133 projects.
5. Only 27 LEA's reported having any problems in developing and implementing Title I projects with non-public schools.

Local education agency and non-public school cooperative projects have ranged from shared time activities in public school facilities to implementing projects within non-public schools and to Saturday, evening and summer activities.

Some examples of LEA and non-public school cooperation are:

1. Non-public school representatives served on planning committee.
2. Subcommittees for the implementation of projects included non-public school representatives.
3. Chairmen for Saturday in-service programs for teachers included both public and non-public personnel.



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4. In-service programs included non-public school teachers.
  5. Non-public school principal assisted in selecting equipment to be purchased.
  6. Similar criteria were used in screening children eligible for attendance.
  7. Summer school coordinators administered pre-testing of non-public school children.
- (c) As stated above, only 27 LEA's reported having any problems in developing and implementing Title I projects with non-public schools.
1. Some non-public schools misinterpreted the law and felt they were to get a portion of Title I funds directly.
  2. Differences in salaries and working conditions made some non-public schools reluctant to accept staff from public schools.
  3. Some non-public schools were reluctant to participate on a shared time basis.
  4. Some non-public schools wanted equipment only rather than services.
  5. It was difficult to coordinate schedules at the secondary level.
  6. It was difficult to identify and justify special needs of non-public students in some areas because non-public schools tended to serve a selective population.
  7. Difficulties arose over costs of maintenance and servicing of equipment.
- (d) Some suggestions or recommendations received for reviving the legislation concerning public and non-public school participation were:
1. Non-public schools should be required to provide Part I data on Title I project application forms, including a separate identification of needs.
  2. Guidelines should be more specific concerning the benefits available to non-public schools.



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3. Public school teachers should not be required to work in non-public school buildings.
- (e) The number of projects and non-public school children participating by type of arrangement are listed in the following table:

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NUMBER OF PROJECTS AND NON-PUBLIC SCHOOL CHILDREN  
 PARTICIPATING BY TYPE OF ARRANGEMENT

| Schedule   | On Public School Grounds Only |              | On Non-Public Schools Grounds Only |            | On Both Public & Non-Public School Grounds |              | On Other Than Public or Non-Public Sch. Grounds |              |
|--|-------------------------------|--------------|------------------------------------|------------|--|--------------|---|--------------|
|  | Proj                          | * Children   | Proj                               | * Children | Proj                                       | * Children   | Proj  | * Children   |
| Regular School Day                                       | 53                            | 2947         | 63                                 | 5997       | 47   | 11454        | 9   | 8560         |
| Before School Day  | 0                             | 0            | 3                                  | 336        | 2  | 25           | 0   | 0            |
| After School   | 26                            | 1472         | 6                                  | 5475       | 6  | 180          | 4   | 50           |
| Weekend  | 13                            | 625          | 3                                  | 542        | 3  | 310          | 6   | 2239         |
| Summer   | 239                           | 14543        | 12                                 | 5330       | 26   | 3422         | 30  | 1772         |
| Reg. Sch. Day & Before School                            |                               | 0            | 12                                 | 2292       | 2  | 553          |   | 0            |
| Reg. Sch. Day & After School                             | 44                            | 2785         | 4                                  | 540        | 8  | 1281         | 1   | 6            |
| Reg. Sch. Day & Weekend                                  | 22                            | 972          | 3                                  | 1168       | 4  | 7585         | 7   | 10640        |
| Reg. Sch. Day & Summer                                   | 153                           | 16970        | 21                                 | 6714       | 20   | 81           | 12  | 9421         |
| Before & After School                                    |                               | 0            | 10                                 | 2292       | 1  | 10           |   | 0            |
| After School & Weekend                                   | 20                            | 1362         | 3                                  | 5931       | 1  | 10           | 1   | 5            |
| After Sch., Week-end, & Summer                           | 26                            | 4781         | 4                                  | 10693      | 1  | 16           | 9   | 983          |
| After School & Summer                                    | 74                            | 7570         | 11                                 | 10480      | 1  | 5            | 3   | 898          |
| Reg. Sch. Day, Before Sch. & After School                |                               |              | 3                                  | 1535       |  | 0            |   | 0            |
| Reg. Sch. Day, Before Sch., After Sch., Weekend & Summer |                               |              | 16                                 | 11654      |  | 0            |   | 0            |
| Other (Specify) Evening                                  | 9                             | 289          | 0                                  | 0          | 0  | 0            | 1   | 7            |
| <b>Total</b>   | <b>684</b>                    | <b>54316</b> |                                    |            | <b>122</b>                                 | <b>24932</b> | <b>88</b>                                       | <b>34581</b> |

\* This figure is not expected to be an unduplicated count of children.

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**SUPPLEMENTARY MATERIALS**

- (a) Guidelines for the operation of Title I projects were published and a copy is included in the appendix. The appendix also includes other appropriate publications in the requested quantity.
- (b) The evaluation reports from LEA's provided little evidence that outside agencies were contracted for evaluation of Title I projects. Despite a number of affirmative responses (32) to the evaluation form inquiry on this matter, all but one showed that a formal, contractual evaluation service did not exist. The respondents appear to have erred in the identification of an "outside agency" when the person most usually involved in the specific responsibility of evaluation was a consultant or staff member serving as an integral part of the project personnel.

The Bad Axe Public Schools Project (No. 360) was evaluated by an "outside agent" namely, Richard D. Elder of Eastern Michigan University. The required copies of his evaluation report is included in the appendix.

- (c) Compilation of objective measures shown on Tables 4a-4e.
- (d) The previously submitted 10% sample will be forwarded at a subsequent date from this report. Detroit's evaluation report has been included with Michigan's total summary as the only city in the state with a population in excess of 250,000 and its evaluation report is included in the appendix.

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TABLE 4(a)

RESULTS FOR MOST WIDELY USED TESTS

Objective: To Improve Communication Skills  
 (Reading, Writing, Speaking, Listening)

Measuring Instrument: Gates Reading Survey

| No. of Schools | No. of Pupils Tested | Grade Level | Mean Average No. of Hours Each Child Was Involved | *Mean Pre-test Average | *Mean Post-test Average | *Mean Average Gain |
|----------------|----------------------|-------------|---|------------------------|-------------------------|--------------------|
| 3              | 49                   | 3           | 42.4  | 2.926                  | 3.117                   | .191               |
| 6              | 125                  | 4           | 43.8  | 3.194                  | 3.509                   | .315               |
| 6              | 114                  | 5           | 43.4  | 3.948                  | 4.285                   | .336               |
| 4              | 89                   | 6           | 35.5  | 5.006                  | 6.216                   | 1.210              |
| 5              | 75                   | 7           | 52.2  | 5.703                  | 6.421                   | .718               |
| 4              | 35                   | 8           | 53.3  | 5.094                  | 5.749                   | .654               |

\*All Test Scores Reported In Grade Level Equivalents

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TABLE 4(b)

RESULTS FOR MOST WIDELY USED TESTS

Objective: To Improve Communication Skills  
 (Reading, Writing, Speaking, Listening)

Measuring Instrument: Gates Basic Reading Test

| No. of Schools | No. of Pupils Tested | Grade Level | Mean Average No. of Hours Each Child Was Involved | *Mean Pre-test Average | *Mean Post-test Average | *Mean Average Gain |
|----------------|----------------------|-------------|---|------------------------|-------------------------|--------------------|
| 4              | 71                   | 1           | 62.5  | 1.762                  | 2.257                   | .495               |
| 7              | 98                   | 2           | 60.0  | 2.780                  | 2.664                   | .382               |
| 3              | 50                   | 3           | 76.8  | 2.778                  | 3.334                   | .556               |
| 2              | 17                   | 4           | 20.0  | 2.841                  | 3.447                   | .606               |
| 3              | 52                   | 5           | 27.5  | 4.083                  | 4.170                   | .087               |
| 4              | 81                   | 6           | 31.8  | 4.848                  | 4.986                   | .138               |
| 3              | 70                   | 7           | 16.0  | 4.777                  | 4.777                   | .000               |
| 2              | 57                   | 8           | 18.2  | 5.497                  | 4.983                   | .514               |

\*All Test Scores Reported in Grade Level Equivalents



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TABLE 4(c)

RESULTS FOR MOST WIDELY USED TESTS

Objective: To Improve Communication Skills  
 (Reading, Writing, Speaking, Listening)

Measuring Instrument: Stanford Reading Achievement Test

| No. of Schools | No. of Pupils Tested | Grade Level | Mean Average No. of Hours Each Child Was Involved | *Mean Pre-test Average | *Mean Post-test Average | *Mean Average Gain |
|----------------|----------------------|-------------|---|------------------------|-------------------------|--------------------|
| 2              | 37                   | 1           | 84.6  | 1.248                  | 1.394                   | .145               |
| 3              | 50                   | 2           | 81.1  | 1.960                  | 2.060                   | .100               |
| 6              | 97                   | 3           | 49.2  | 2.491                  | 2.658                   | .164               |
| 6              | 100                  | 4           | 55.7  | 3.263                  | 3.448                   | .185               |
| 7              | 105                  | 5           | 52.4  | 3.997                  | 4.372                   | .374               |
| 5              | 65                   | 6           | 50.0  | 4.924                  | 5.151                   | .226               |
| 3              | 41                   | 7           | 60.2  | 5.719                  | 5.943                   | .224               |
| 3              | 25                   | 8           | 56.9  | 6.599                  | 6.545                   | .054               |

\*All Test Scores Reported in Grade Level Equivalents

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TABLE 4(d)

RESULTS FOR MOST WIDELY USED TESTS

Objective: To Improve Communication Skills  
 (Reading, Writing, Speaking, Listening)

Measuring Instrument: California Reading Test

| No. of Schools | No. of Pupils Tested | Grade Level | Mean Average No. of Hours Each Child Was Involved | *Mean Pre-test Average | *Mean Post-test Average | *Mean Average Gain |
|----------------|----------------------|-------------|---|------------------------|-------------------------|--------------------|
| 2              | 49                   | 2           | 32.9  | 2.006                  | 2.547                   | .541               |
| 5              | 142                  | 3           | 65.9  | 3.704                  | 4.248                   | .544               |
| 3              | 69                   | 4           | 73.2  | 3.751                  | 3.993                   | .242               |
| 3              | 56                   | 5           | 76.5  | 4.367                  | 5.021                   | .654               |
| 3              | 53                   | 6           | 83.4  | 5.162                  | 5.570                   | .408               |
| 2              | 35                   | 7           | 58.4  | 5.957                  | 6.428                   | .471               |
| 3              | 25                   | 8           | 29.2  | 6.726                  | 7.030                   | .304               |
| 2              | 26                   | 9           | 34.0  | 7.312                  | 7.367                   | .056               |
| 2              | 12                   | 10          | 38.5  | 8.500                  | 9.125                   | .625               |

\*All Test Scores Reported in Grade Level Equivalents

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TABLE 4(e)

RESULTS FOR MOST WIDELY USED TESTS

Objective: To Improve Communication Skills  
 (Reading, Writing, Speaking, Listening)

Measuring Instrument: Iowa Test of Basic Skills

| No. of Schools | No. of Pupils Tested | Grade Level | Mean Average No. of Hours Each Child Was Involved | *Mean Pre-test Average | *Mean Post-test Average | *Mean Average Gain |
|----------------|----------------------|-------------|---|------------------------|-------------------------|--------------------|
| 4              | 41                   | 3           | 72.6  | 3.104                  | 3.080                   | .023               |
| 6              | 77                   | 4           | 50.2  | 3.389                  | 3.737                   | .348               |
| 6              | 56                   | 5           | 39.5  | 4.311                  | 4.629                   | .318               |
| 6              | 50                   | 6           | 50.6  | 4.748                  | 5.372                   | .624               |
| 5              | 76                   | 7           | 65.8  | 5.200                  | 5.608                   | .408               |
| 4              | 42                   | 8           | 58.1  | 6.052                  | 6.295                   | .243               |
| 2              | 19                   | 9           | 40.5  | 5.990                  | 6.388                   | .398               |

\*All Test Scores Reported in Grade Level Equivalents

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TABLE 4(f)

RESULTS FOR MOST WIDELY USED TESTS

Objective: To Increase General Achievement

Measuring Instrument: Stanford Achievement Test

| No. of Schools | No. of Pupils Tested | Grade Level | Mean Average No. of Hours Each Child Was Involved | *Mean Pre-Test Average | *Mean Post-test Average | *Mean Average Gain |
|----------------|----------------------|-------------|---|------------------------|-------------------------|--------------------|
| 4              | 65                   | 1           | 65.8  | 1.565                  | 1.801                   | .236               |
| 4              | 71                   | 2           | 67.6  | 2.375                  | 2.538                   | .163               |
| 5              | 84                   | 3           | 56.6  | 2.667                  | 2.994                   | .327               |
| 6              | 89                   | 4           | 57.6  | 3.174                  | 3.478                   | .303               |
| 5              | 94                   | 5           | 56.7  | 3.983                  | 4.372                   | .389               |
| 5              | 90                   | 6           | 62.1  | 4.950                  | 5.216                   | .266               |
| 2              | 20                   | 7           | 70.   | 5.490                  | 5.740                   | .250               |
| 2              | 20                   | 8           | 70.   | 5.925                  | 6.990                   | 1.065              |

\*All Test Scores Reported in Grade Level Equivalents

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Part I Public Law 89-313

Special comment is made for those programs involving handicapped children (P.L. 89-313) as a part of Michigan's analysis. Fifteen projects were funded during 1965-66 and involved \$500,092.00.

The project of the Michigan School for the Blind involved the purchase of reading materials for grades K-12 and the employment of a technician. The project was scheduled to be operative by September 1, 1966, but due to delays, especially in obtaining the needed personnel, it has included only the purchase of equipment. A similar status existed for the project at the Michigan School for the Deaf.

The State Department of Mental Health included 13 projects at its various institutions. A review of the project reports indicates that these projects involved acquisition of equipment and materials, or construction and, in one instance, diagnosis only. These projects have been in operation for too short a period to produce any significant data and consequently a complete evaluation report was not prepared.



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Part II - No. 1

STATISTICAL INFORMATION

| Classi-<br>fication | Number of<br>LEA's for<br>which Title<br>I Programs<br>Have Been<br>Approved | Funds<br>Actually<br>Committed | Unduplicated Count ***<br>of Children |                |                |                 | Average C<br>per pupil<br>Col. 3 by<br>Col. 4 |
|---------------------|--|--------------------------------|---------------------------------------|----------------|----------------|-----------------|---|
|                     |  |                                | Total<br>Col. 5,<br>6 & 7             | Public         | Non-<br>Public | Not<br>Enrolled |   |
| (1)                 | (2)  | (3)                            | (4)                                   | (5)            | (6)            | (7)             | (8)   |
| A                   | 11   | \$13,300,074                   | 241,339                               | 198,978        | 38,909         | 3,502           | \$55.10                                       |
| B                   | 10   | 1,103,976                      | 8,534                                 | 7,892          | 636            | 6               | 129.36  |
| C                   | 177  | 7,320,024                      | 55,685                                | 48,061         | 5,326          | 2,298           | 131.45  |
| D                   | 59   | 3,432,265                      | 66,625                                | 44,920         | 17,581         | 4,124           | 51.52   |
| E                   | 245  | 5,834,212                      | 47,200                                | 43,490         | 2,920          | 780             | 123.61  |
| <b>Total</b>        | <b>502*</b>  | <b>\$30,990,551**</b>          | <b>419,433</b>                        | <b>343,341</b> | <b>65,382</b>  | <b>10,710</b>   | <b>\$73.89</b>                                |

\* 502 LEA's submitted evaluation reports in time for inclusion in this summary. The State-wide total of participating LEA's in Title I during 1965-66 was 557. Actual count for LEA's by SMSA Classification is as follows:

A - 11  
 B - 10  
 C - 195  
 D - 70  
 E - 271

\*\* Estimated total is adjusted from actual reporting LEA's (502) to the State total of 557 participating LEA's. This amount coincides with the State Department of Education's financial report which shows the amount of \$30,995,688.00 exclusive of the funds specifically committed to State institutions.

\*\*\* These figures are based upon the 502 LEA's who submitted evaluation reports in time for this summary and are adjusted to the State totals for 557 participating LEA's by the same method as used in the Funds item footnoted above.

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Part II - No. 2

ESTABLISHING PROJECT AREAS

The following table lists the rank order of the most widely used methods for establishing project areas for each SMSA classification. Each LEA used one or more of these methods in identifying target areas. The rank ordering was determined by requesting each LEA to rate on a four point scale the individual methods which were most useful to the LEA. The total LEA's reporting on this item was 484. These data were secured from Michigan Annual Evaluation Report, Part I, General Data, Question 1. For supporting tabular data see appendix.

|  | <u>S M S A</u> |   |    |    |    |
|--|----------------|---|----|----|----|
|  | A              | B | C  | D  | E  |
| 1. Aid for Dependent Children payment data           | 2              | 1 | 1  | 1  | 1  |
| 2. Census data related to family income              | 1              | 2 | 2  | 3  | 3  |
| 3. Welfare statistics                                | 3              | 4 | 4  | 2  | 2  |
| 4. School survey data related to family income       | 8              | 2 | 3  | 3  | 4  |
| 5. Community service agency records                  | 3              | 6 | 7  | 6  | 9  |
| 6. Free School lunch data                            | 9              | 5 | 6  | 5  | 5  |
| 7. Health statistics indicative of family income     | 9              | 8 | 5  | 7  | 6  |
| 8. Housing statistics indicative of family income    | 6              | 9 | 8  | 9  | 8  |
| 9. Employment statistics indicative of family income | 7              | 9 | 9  | 8  | 7  |
| 10. OEO records                                      | 5              | 6 | 10 | 10 | 10 |

N = 484

N<sub>B</sub> = 10

N<sub>D</sub> = 59

N<sub>A</sub> = 11

N<sub>C</sub> = 166

N<sub>E</sub> = 238

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Part II - No. 3

NEEDS

The following table lists the rank order of the most pressing pupil needs in Michigan that Title I identified to meet. Listing is by SMSA classification. Each LEA identified one or more of these needs of children in its school district that Title I was designed to meet. The rank ordering was determined by requesting each LEA to rate on a four point scale the principal problems or needs of children which were to be met through Title I programming. The total LEA's reporting on this item was 499. These data were secured from the Michigan Annual Evaluation Report, Part I, General Data, Question 3. For supporting tabular data see appendix.

|  | SMSA |   |   |   |   |
|--|------|---|---|---|---|
|  | A    | B | C | D | E |
| 1. Inadequate command of academic subjects | 4    | 1 | 1 | 1 | 1 |
| 2. Inadequate cultural opportunities       | 1    | 3 | 3 | 3 | 2 |
| 3. Inadequate command of language          | 2    | 2 | 2 | 4 | 3 |
| 4. Inadequate social opportunities         | 2    | 4 | 4 | 2 | 4 |
| 5. Poor health                             | 6    | 5 | 5 | 5 | 5 |
| 6. Inadequate nutrition                    | 5    | 7 | 6 | 6 | 6 |
| 7. Speech defects                          | 8    | 5 | 7 | 8 | 7 |
| 8. Inadequate clothing                     | 7    | 8 | 8 | 7 | 8 |

N = 499

N<sub>2</sub> = 10

N<sub>D</sub> = 59

N<sub>A</sub> = 11

N<sub>C</sub> = 177

N<sub>E</sub> = 242

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Part II - No. 4

LOCAL EDUCATIONAL AGENCY PROBLEMS

The following table lists the rank order of the principal problems local officials encountered in implementing projects for each SMSA classification. Each LEA expressed that one or more of these items constituted a significant problem in implementation. The rank ordering was determined by requesting each LEA to rank on a four point scale the principal problem(s) encountered in implementing Title I project(s). The total LEA's reporting on this item was 485. These data were secured from the Michigan Annual Evaluation Report, Part I, General Data, Question 5. For supporting tabular data see appendix.

|   | SMSA |    |    |    |    |
|---|------|----|----|----|----|
|   | A    | B  | C  | D  | E  |
| 1. Shortage of facilities and/or space    | 2    | 1  | 1  | 1  | 1  |
| 2. Equipment and supplies, late           | 1    | 4  | 2  | 2  | 2  |
| 3. Shortage of music teacher, elementary  | 3    | 2  | 4  | 4  | 3  |
| 4. Excessive paper work                   | 4    | 2  | 5  | 3  | 5  |
| 5. Operational problems                   | 4    | 5  | 3  | 5  | 4  |
| 6. Shortage of art teacher, elementary    | 6    | 8  | 7  | 7  | 6  |
| 7. Shortage of music teacher, secondary   | 16   | 6  | 6  | 6  | 7  |
| 8. Shortage of social workers             | 7    | 9  | 12 | 12 | 10 |
| 9. Shortage of diagnosticians             | 16   | 13 | 8  | 8  | 8  |
| 10. Shortage of nurses                    | 9    | 17 | 9  | 11 | 9  |
| 11. Shortage of counselors                | 21   | 10 | 10 | 9  | 11 |
| 12. Shortage of other teachers, secondary | 16   | 12 | 11 | 10 | 12 |
| 13. Shortage of consultants               | 11   | 13 | 14 | 13 | 14 |
| 14. Shortage of art teacher, secondary    | 11   | 11 | 15 | 14 | 16 |

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|  | SMSA |    |    |    |    |
|--|------|----|----|----|----|
|  | A    | B  | C  | D  | E  |
| 15. Shortage of service personnel                      | 18   | 6  | 13 | 15 | 15 |
| 16. Shortage of reading specialist, elementary         | 11   | 15 | 16 | 17 | 13 |
| 17. Shortage of physical education teacher, elementary | 13   | 17 | 17 | 16 | 17 |
| 18. Shortage of reading specialist, secondary          | 23   | 17 | 18 | 19 | 18 |
| 19. Shortage of classroom teachers, secondary          | 8    | 20 | 22 | 24 | 22 |
| 20. Shortage of other teachers, elementary             | 20   | 21 | 19 | 19 | 19 |
| 21. Shortage of classroom teachers, elementary         | 18   | 17 | 21 | 21 | 21 |
| 22. Shortage of physical education teachers, secondary | 23   | 21 | 20 | 18 | 20 |
| 23. Shortage of administrators                         | 13   | -  | 22 | 23 | 24 |
| 24. Shortage of psychologists                          | 22   | -  | 24 | 22 | 23 |

N = 485

N<sub>B</sub> = 10

N<sub>D</sub> = 57

N<sub>A</sub> = 11

N<sub>C</sub> = 171

N<sub>E</sub> = 236



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Part II - No. 5

PREVALENT ACTIVITIES

The most prevalent types of activities funded are listed below  
 in rank order by SMSA:

| Activities                         | Rank Order |    |    |    |    |    |
|------------------------------------|------------|----|----|----|----|----|
|                                    | Total      | A  | B  | C  | D  | E  |
| Instruction - individualized       | 1          | 2  | 2  | 2  | 1  | 3  |
| Instruction - small groups         | 2          | 5  | 1  | 3  | 2  | 1  |
| Audio-visual aids                  | 3          | 1  | 6  | 4  | 3  | 2  |
| Counseling - individual            | 4          | 4  | 4  | 5  | 3  | 4  |
| In-service training of teachers    | 5          | 3  | 2  | 6  | 8  | 6  |
| Special grouping                   | 6          | 12 | 15 | 7  | 7  | 5  |
| Diagnostic services                | 7          | 9  | 4  | 8  | 5  | 10 |
| Self-pacing by student             | 8          | 13 | 15 | 9  | 9  | 9  |
| Counseling - group                 | 9          | 8  | 19 | 1  | 6  | 30 |
| Extend library services            | 10         | 10 | 19 | 10 | 10 | 13 |
| Field trips                        | 11         | 6  | 6  | 13 | 13 | 11 |
| Reduce class size                  | 12         | 20 | 12 | 12 | 11 | 14 |
| Teacher aides                      | 13         | 11 | 19 | 14 | 15 | 8  |
| Home visits                        | 14         | 6  | 12 | 11 | 12 | 16 |
| Recreation                         | 15         | 20 | 26 | 14 | 17 | 11 |
| Health examinations and services   | 16         | 16 | 23 | 16 | 14 | 15 |
| Health education                   | 17         | 20 | 12 | 17 | 15 | 18 |
| Food services                      | 18         | 18 | 23 | 13 | 18 | 17 |
| Art instruction                    | 19         | 16 | 19 | 21 | 19 | 6  |
| Tutorial arrangements              | 20         | 26 | 15 | 20 | 19 | 20 |
| Instruction - large lecture groups | 21         | 13 | 9  | 23 | 22 | 19 |
| Team teaching                      | 22         | 23 | 15 | 19 | 21 | 21 |
| Music instruction                  | 23         | 25 | 19 | 22 | 22 | 22 |
| Art exhibits and/or music concerts | 24         | 23 | 9  | 24 | 27 | 23 |
| Instruction - television           | 25         | 16 | 29 | 26 | 27 | 27 |
| After school study center          | 26         | 28 | 26 | 27 | 25 | 24 |
| Work-study programs                | 27         | 28 | 26 | 25 | 24 | 25 |
| Pre-school instruction             | 28         | 23 | 26 | 29 | 25 | 27 |
| Vocational education               | 29         | 27 | 23 | 27 | 29 | 27 |
| Other (Specify)                    | 30         | 30 | 30 | 30 | 30 | 29 |

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Part II - No. 6      SMSA: A

Grand Rapids & East Grand Rapids Public Schools Co-op.  
Grand Rapids, Michigan - Kent County  
State Project No. 703

For many years the Grand Rapids area has sent disadvantaged youth to Camp Blodgett, on the shores of Lake Michigan. These programs have proved so successful that the Grand Rapids and East Grand Rapids Public Schools decided to use some of their Title I monies to attempt to provide the same kind of experiences for type "A" and "C" mentally handicapped children from the disadvantaged target areas.

The major objectives were to provide a comprehensive camping program for these youngsters, to provide an enriching experience away from their target area homes, and to prepare them more effectively for school next fall with some emphasis placed upon an acceptable means of interaction with other children.

Two two-week camping sessions were offered for the mentally handicapped. The children were divided into "tribes" of eight to ten, with two full-time counselors for each tribe. The program was as loosely structured as possible, each tribe's activities being governed by the needs and responses of its members. The morning was spent in classes which consisted of such activities as arts & crafts, archery, and swimming. The afternoon program was left to the individual counselors and generally consisted of working with small groups on a variety of activities. Children were encouraged to do as much for themselves as possible, such as dressing, serving food, setting tables, and other tasks designed to encourage motor exercise. Many outside activities were planned. An overnight camp-out and a trip to the Coast Guard festival at Grand Haven were among the highlights of the camp. Local television personalities entertained at the camp and--since most of the children had no pets at home--a small menagerie was maintained.

Formal evaluation plans consisted of reports by Camp Blodgett personnel to the Grand Rapids and East Grand Rapids schools as well as to the Special Education Office at the Kent Intermediate School District. Informal evaluation by parents and counselors was exceedingly encouraging. For example, all counselors carried tongue depressors because of the number of severe epileptics in attendance. The counselors were well rehearsed in use of the tongue depressors; however, they viewed such a prospect with great apprehension. Even though one student had just been released from the hospital with a history of six to seven seizures a day, the whole four weeks passed without a single seizure. All parents were pleased with the results of this camping experience.

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Part II - No. 6 SMSA: A

Union School District of the City of Jackson  
Jackson, Michigan - Jackson County  
State Project No. 195

Jackson Union Schools used their Title I funds to develop a comprehensive program offering youth education services to all disadvantaged children from kindergarten through grade twelve. Based upon a survey of community needs, conducted by the community council, it was decided that the best way to serve these children was to establish a learning resource center at each target area school. These centers were operated on an after-school and Saturday basis. The centers contained texts, supplementary materials, teaching aids of various kinds and provided the students with a quiet, pleasant place to study. Each center had a librarian who catalogued and checked out material. The centers also had a resource teacher, whose job was to set up individualized study programs for each student in the basic skills area. The resource teacher was always on duty in each center to answer questions and make suggestions.

The key to this program's effectiveness was the success with which the schools involved the community. A large community council was organized and conducted a community needs survey. The council consisted of parents, teachers, school administrators, and members of various social service agencies. Parents were constantly visited by school personnel and an effective working relationship was established. Parents of disadvantaged children were employed as teacher aides, thus making them liaison agents between the school and the neighborhood. The basic idea was to bring the school into the neighborhood, and the neighborhood into the school. Counseling and guidance services were available for both parents and children.

This was only the first year of a projected three-year program, thus the evaluation will be an ongoing affair. The first year's project, while complete of itself, will influence the succeeding years' projects. Modifications emphasizing strengths noted through evaluation will be reflected in the second and third years of the project. A committee of parents, teachers, and administrators in each target area continually evaluates the program and makes any appropriate changes in their own area. Daily use of the study centers has been extensive. Parental reactions are favorable, and many teachers have noted positive changes in their students' school work and attitudes.



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Part II - No. 6      SMSA: B

Dearborn Public Schools  
Dearborn, Michigan - Wayne County  
State Project No. 293

This project was aimed at establishing early success patterns in disadvantaged children in the hope of reducing later failure. It was felt that rather than offering a pre-school program, the objectives could best be accomplished by a compensatory intervention program at the kindergarten level. The children whose needs were to be met were found to: lack motor coordination; lack physical vigor; be poor in comprehension; be poor in verbal skills; and generally "immature" and unready for successful academic achievement.

The first phase of the program was to provide health examinations for all the children. A few severe health problems were discovered and treatment was arranged. Many of them displayed poor physical vigor due to poor nutrition. Thirty percent of the children were discovered to have varying degrees of visual difficulties.

Following the first phase, various tests were given to try and discover weaknesses in the areas of: perception; motor coordination; retardation; emotional difficulties; and poor speech habits or defects. Parents and/or teachers were notified of these findings.

Classes were arranged on the basis of ten to fifteen students for each teacher. The two areas in which these children lacked the most development were language and comprehension. Thus the teacher was challenged to create new experiences, about which these children could verbalize. A relaxed and interesting atmosphere had to be created for each child in order to draw him out. Word games were played and stories were devised which were designed to get the child to develop rudimentary steps toward sequence and continuity. Game activities were designed to develop motor coordination. The teachers maintained close relationships with the children in order to gain their confidence and build a healthy self-concept.

Since these children came from families where little emphasis is placed upon education, a visiting teacher contacted each parent and tried to explain the importance of the program and suggest ways in which the parents could reinforce the child's positive habits acquired at the school. This teacher acted as a liaison agent between the home, the school, and the various social service agencies.

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Dearborn Public Schools Project No. 293 (Con't.)

The program also included a breakfast or lunch and instructed and encouraged the children in hand and face washing and brushing of teeth. A teacher aide was on hand to help the children at all times.

In past years, equivalent children would be seen wandering aimlessly about, withdrawn, apathetic, and unresponsive. Now they are seen as bright, responsive, and alert, showing a great change in general behavior. A daily improvement of language skills was noted as a great forward step for these children.



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Lincoln Park Public Schools  
Lincoln Park, Michigan - Wayne County  
State Project No. 123

The Lincoln Park Schools felt the most effective way to use their Title I funds was to establish a special curricular program to serve non-achievers. Thirty disadvantaged youngsters, in grades seven through nine, were enrolled in two sections. The older half met all morning and the afternoon was devoted to the younger half.

After the counselors had tested the students and assessed their past records, a conference was held with each student concerning his weaknesses and a study program devised. The program presented the students with new materials in their weak areas as well as allowing them to review their regular class work. The program was informal, the students were free to walk about and confer with the teacher or one another. The program tried to guide them to effectively listen, observe, write, discuss, report, read, and research material and evaluate it.

Many field trips were taken, speakers invited, and a number of films, mostly of a guidance and citizenship nature were featured. By and large, the students were very enthusiastic about the trips although a few incidents of poor behavior took place. The speakers proved to be very effective. The students were particularly interested in the talks by school personnel. Principals spoke about their feelings toward students, a science teacher talked about mental illness prior to a visit by the students to a hospital, a drop-out told of the advantages of staying in school. One speaker who proved to be of great interest to the students was the special education teacher. These youngsters were so used to being classified as "dummies" and "mis-fits" that they were very attentive to the speaker as she explained what a special education student was. The films were concerned with such topics as dating, alcoholism, drug addiction, feeling left out, showing off, and other topics of a social nature. Students responded well to these.

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Dramatics proved a very effective teaching vehicle. The students work hard at this, writing their own skits and plays, acting them out, and tape recording them.

Academic improvement was shown by classroom grades and standardized tests. Parents, teachers, and board members felt the program was exceptional. Teacher attitudes changed and the behavior of the students reflected the worth of this project.

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Cedar Springs Public Schools  
Cedar Springs, Michigan - Kent County  
State Project Nos. 368 & 742

Cedar Springs is a small town whose schools serve a rather large rural area. It is typical of a number of Michigan school districts in that many of its disadvantaged students suffer from reading deficiencies. The Cedar Springs Schools used their Title I funds to set up a comprehensive developmental and remedial reading program. Actually this involves two projects but they will be described as one. The program was developed in such a way that it provided individual and small-group attention, stimulated home and community interest in school programs, and provided a reading center for children in grades three through eight.

One room in the school was set aside as a reading center. Two reading teachers were able to handle about forty-eight children a week, most of these children came for four periods a week. The room was very attractive and the school district funds provided carpeting, a rare thing for these children to see. The children reacted positively to the room almost at once and found the atmosphere, not awesome, but relaxed and conducive for learning.

Before actually launching the program, one PTA meeting was devoted to an explanation and discussion of the program and its objectives. After the screening of the students by means of standardized tests and teacher recommendations, the parents were contacted and a conference held. Several letters were sent to the parents informing them of the plans and activities of the project. Parental response was very encouraging. The enthusiasm of both parents and students, both with the summer program and the school year program, provided much encouragement to the staff. The community was both interested in, and proud of, the program and its results. Children were found dropping-in to read on their own.

Pre- and post-standardized testing showed growth on the part of the participants. Teachers noted improvement in their class performance, but the most startling result was the positive changes in attitude on the part of these students.

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Plymouth Community Schools  
Plymouth, Michigan - Wayne County  
State Project No. 569

The Plymouth Schools selected forty-one disadvantaged students from grades four through eight that they felt could benefit from a learning situation free from the tensions of the home and classroom. These children, along with eight teachers, were sent to a farm for four weeks last summer. The environment surely was different: science classes met in a barn or outdoors; math was taught in a cabin; reading classes were conducted in the dining room of the farm house. A variety of outdoor activity was offered, including horseback riding, swimming, canoeing, fishing, and group sports. Cook-outs, hikes, hayrides, and a variety of other activities were provided for these children.

The program resulted in such a number of changes--both on the part of the students and the teacher--that it turned out to be very fruitful. The teachers found that so many of the students' tensions came from the home that it would take an extra effort to "reach" them beyond merely creating a relaxed academic environment. A great deal of hard work was required in order to gain the confidence of these children. Mid-way through the period, at a point when some teachers were beginning to become doubtful, great changes took place. Each child, for example, was given the opportunity to attend a Catholic or Protestant church service. At first, only about half went, by the third Sunday there was 100% participation. Some had never attended a church service before. Children started seeking out staff members during their free periods for assistance in science, math or reading. Often children would discover a fish, or a beetle, and run to the teacher; thus providing an opportunity for a spontaneous science lesson.

A typical case of attitudinal change was reflected by a quick tempered boy with a reputation for settling things with his fists. During a soccer game on a very hot day, another boy kicked him smartly in the shins. The boy quickly turned and pursued the offender with clenched fists. When he reached him he defiantly looked him in the eyes for a few seconds, then said, "Aw, I guess you just got some hard shoes on."

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Plymouth Community Schools No. 569 (Continued)

The older boys discovered what leadership meant, and helped the counselors do the younger one's laundry and took upon themselves the responsibility of maintaining clean living quarters. The staff felt that the program's success was best reflected in the changes of the individual children. They developed feelings of self-esteem, confidence, and a willingness to cooperate that was lacking before. Academic growth, as measured by standardized attitudinal changes would help the children in pursuing their studies during the school year.



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Saginaw Township Schools  
Saginaw, Michigan - Saginaw County  
State Project No. 434

The Saginaw Township Public Schools used their Title I funds to inaugurate a program aimed at modifying and arresting the development and socially handicapping behavior in disadvantaged children from kindergarten through fourth grade. Two full-time learning consultants were hired to aid the classroom teachers in planning and organizing special activities geared to involve these children. Two target area schools were chosen for the project. These children were not separated from the others, rather the activities were designed in such a way as to give these children a chance to excel and command the respect of their more fortunate peers.

Field trips provided one good vehicle for carrying out these intentions. It gave them an opportunity to contribute on an equal basis with the others. They helped make a movie of some of their experiences and watched themselves in it at a later time. Shy children were given parts in an operetta and encouraged along the way until they were able to come out of their shells. Arts and crafts projects were designed to be easily completed, success was encouraged at every turn.

A special room was set aside in each school where the children could visit with the learning consultant. If the child felt particularly tense or nervous during his regular class period, he could go to the room, play with toys and attempt to alleviate his feelings.

A one week in-service workshop was conducted by Michigan State University staff concerning the problem of the lack of a positive self-image in the disadvantaged child. The teachers felt this to be of great value as it helped them recognize some of the problems of these children. Michigan State University was contracted to provide a continuous evaluation of the program and administered specially constructed tests to both teachers and students. These tests were designed to show attitudinal changes on the part of students and staff. The tests were very revealing in that problems of attitude came to light that previously were unrecognized; e.g., students did not know what was expected of them by either teacher or parent. The program seemed to make great strides and was enthusiastically supported by teachers and parents.

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Alpena Public Schools  
Alpena, Michigan - Alpena County  
State Project No. 335

One problem that faces many rural districts which lie in more remote parts of Michigan is that of bringing high quality teaching personnel in contact with a large number of disadvantaged students. The Alpena schools tried to alleviate this problem by means of an instructional television installation.

Studies were made concerning the programs most highly rated by national authorities. From these, four were selected; two concerned with reading and language development, one in the area of science, and one in the area of enrichment. The reason for using only four programs is that it was felt that a proliferation of television courses would make evaluative assessment too difficult. The same programs were used in all Title I schools, though different grades saw different programs.

Modification of the regular curriculum was found to be necessary. Classroom television involves a specialized team teaching approach, and demands curriculum studies to determine what role the classroom teacher should play and what materials are most amenable for televised instruction. Very close and continuous contact must be maintained between the planners of the television project, the school administrators, and the classroom teachers. This helps to assure that the program is best meeting the needs of the disadvantaged children.

The evaluation of the project consisted of standardized tests, anecdotal records, informal teacher observation, and a specially constructed teacher questionnaire rating both the total program and the four televised classroom offerings. The substance of these evaluations was such that a more comprehensive program will be presented next year. The teachers felt that television strengthened the reading program and led to more effective use of class time. The resulting student progress showed that the visualization of phonetic procedures was an effective aid for teaching language arts.

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Bad Axe Cooperative Project  
Bad Axe, Michigan - Huron County  
State Project No. 697

This was a cooperative summer reading project involving the Bad Axe Public Schools, four rural area schools, and one non-public school. The program ran for six weeks and served children from grades two through eighth.

Prior to the beginning of classes, a one week in-service workshop was conducted by a university staff member who selected the materials for the program and instructed the teachers in their use. Several visiting consultants remarked that the material was "superior to any that they have seen." The teachers felt this workshop to be very well organized and only wished it could have been longer.

Six teachers and six student teachers were used as well as a librarian. All of them met daily for an hour with the project director to swap ideas and continually assess the program.

The small student-teacher ratio allowed an hour a day for individual and small-group work. Another hour was spent in supervising free reading; the students worked on their own, but were able to ask for help when needed. The children responded eagerly to the varied selection of high interest, low vocabulary books as well as to the large amount of personal attention devoted to them. The teachers were surprised at the enthusiastic response on the part of these students to the new material.

Two field trips provided subject matter for the children to research prior to making the trips. A series of various level books on animals and their habits were avidly studied by the children for a week prior to going to the zoo. The children were eager to relate their reading with the actual experience. The librarian spent many hours working on a county tour guide which teachers used in class and on the tour of points of interest in Huron County. Parents were included as chaperones and the children composed thank-you notes to the adults involved. After these trips, reticent children were found to be "brimming over" with enthusiasm.

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Bad Axe Cooperative Project No. 697 (Continued)

Everyone connected with the program was pleased by the progress of the children both academically and socially. The parents were also grateful for the health and clothing services. It is hoped that the regular classrooms of these teachers will also benefit from what was gained on their part this summer.

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Battle Creek Public Schools  
Battle Creek, Michigan - Calhoun County  
State Project No. 272

Disadvantaged children seldom avail themselves of the cultural opportunities offered by the community. Because of financial and social circumstances they generally remain in a state of neighborhood semi-isolation. If a community resource can be taken to a neighborhood, a psychological identification takes place linking the neighborhood with the resource. The Battle Creek Schools planned a two-fold project for bringing important cultural resources to the target areas.

The first phase consisted of a number of portable museum exhibits that could be transported to the schools and left in the classroom for a scheduled time. Typical of the types of exhibits are the birds, mammals, insects and reptiles of Michigan and the pre-history of the state. These exhibits are housed in specially constructed cases and are developed in story form for children in grades kindergarten through six.

The second phase utilized a specially designed trailer as a portable museum. The trailer is a mobile home "shell" incorporating the following features: a lecture - demonstration area; an exhibit display area; a planetarium projector and dome (the 10 ft. fiberglass dome is part of the roof); complete audio-visual facilities; exterior display panels which are opened in good weather; and a semitractor for moving the vehicle. The portable museum will visit about three schools a week. After having given each school an opportunity to see the displays, the staff installs new materials and the museum makes its rounds again.

Two staff members are involved in the project; a museum teacher and a science materials coordinator. They work closely with the local museum staff in obtaining materials and constructing displays.



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Battle Creek Public Schools No. 272 (Continued)

Because of the planning and special construction involved in this project, the museum was not available for scheduling school visits last year. The spring and summer were spent designing and building the displays and the bus. As these activities progressed, a great deal of interest was shown by the classroom teachers. They were already planning for its arrival and all indications point to an enthusiastic acceptance and use of the traveling museum.

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Traverse City Schools  
Traverse City, Michigan - Grand Traverse County  
State Project No. 214

One of the problems plaguing the Traverse City Schools was the lack of a program that would motivate the teen-age boys enough to keep them in school until graduation. It was felt that if they could see the practical application of basic academic skills, coupled with learning some useful non-academic skills, their attitudes toward school and learning would change.

A tract of land was made available to the school which contained a forty acre woodlot. Twenty disadvantaged teen-agers worked at the 'land laboratory' each morning and spent their afternoons in school. Another group of twenty spent their mornings in school and their afternoons in the woods. One instructor worked with the boys and was occasionally aided by volunteer adult workers.

So far, the boys have built a road, constructed a large building for winter projects and cleared brush and dead trees from the woodlot. Nature trails have been plotted out and trees and shrubbery tagged with identifying labels. In the spring, these boys will act as guides, taking grade school children on nature hikes and pointing out various interesting sights. Ash trees were cut and are curing for a snowshoe construction project this winter. A stream and some springs were cleaned out and plans are in the offing for a trout planting project. A retired sawyer helped the boys restore a scrapped saw mill. The mill was primarily for demonstration purposes, but it provided a lot of wood for the project.

Since the program's inception, the attitude and appearance of these boys showed a marked improvement. They all performed better in class, they ceased to be discipline problems, lest they lose the opportunity of participating in the project. They also showed a greater respect for adults and for their peers. The administrators, counselors, parents and teachers all were solidly convinced of the program's worth.

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Bangor Township Schools  
Bay City, Michigan - Bay County  
State Project No. 267

The most pressing needs of the disadvantaged children in the Bangor district were in the area of general cultural enrichment. A Saturday program was developed to expose these children to a great variety of enriching activities and experiences.

The key to success for this kind of program was found to be the staff. They had to be enthusiastic, willing to try unorthodox approaches and not to be discouraged when things didn't transpire as planned. The Bangor Schools were fortunate to have five such people.

One of the revealing insights provided by the project was that many happy experiences were provided by rather commonplace things located in the immediate area. A trip to a newspaper, a meal at a restaurant, a visit to a farm, dining at local citizens' homes for the older children and picnics for the younger ones -- these were some of the most successful. The older girls, with the help of local adult volunteers, made skirts and the school purchased sweaters for them. After an appointment at a beauty parlor, the girls joined the older boys for a trip to Detroit. The classroom teachers maintained contact with the Saturday teachers in order to discover and encourage individual pupils whose latent interests and talents had emerged during the Saturday project. Although not academic in nature, the program tried to stimulate interest in reading and writing in a "painless manner."

Citizens from the community volunteered their special skills unsolicited after hearing about and observing the project. Parents displayed a keen enthusiasm for the project.

The evaluation consisted of conferences with the parents, students, and classroom teachers. Most students displayed a good deal of social growth and participated in their regular classroom activities with a new interest and enthusiasm. Classroom teachers discovered many hidden talents and interests among these disadvantaged students and were able to structure their lessons around some of these interest areas. This proved to be an invaluable aid for arousing and sustaining student interest.

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Carney-Nadeau Public School  
Carney, Michigan - Menominee County  
State Project No. 264

In view of the fact that many of the disadvantaged pre- and early teen-age girls in this small community bear a great deal of responsibility at home, the Carney-Nadeau School felt it could best serve their needs by providing a course in practical home management at the seventh and eighth grade levels.

The program was designed to meet the needs of these girls by showing the importance of good grooming, health and nutrition, managing family finances, and infant and child care. An additional feature of the program was that it placed these girls with a special teacher with whom they established rapport, thus a good deal of personal counseling and guidance took place.

Included in the program's activities were: field trips to various stores in order to compare costs; instruction in the preparation of healthful and attractive meals using surplus and low cost foods; inviting the parents in for such meals; sewing and laundering; and observing and helping in the kindergarten. The program's activities -- in many cases -- were determined by the themes the girls wrote concerning the problems and conditions existing in their homes.

By and large the evaluation of the program was conducted in a subjective manner by the teachers, the parents, and the students. The girls wrote about their problems and how they solved them, or why they could not. Parental reaction was recorded -- most of it favorable. Grooming improvements were noted by means of before and after photographs. The girls all responded enthusiastically and the other teachers noted improvement in attitude and appearance.

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Hartford Public Schools  
Hartford, Michigan - Van Buren County  
State Project No. 768

The most severely disadvantaged children in this community are those of the migrant workers who arrive for the summer. The Hartford Public Schools decided they could best use their funds by entering into a cooperative project with the Michigan Migrant Opportunity Inc. (funded by the OEO). Hartford's role in the project was to provide further educational and social services for the MMOI migrant day-care center (grades K-6).

The objectives of the program were to develop the migrant children socially; encourage group participation; provide meals and recreation; develop self-respect; and improve communication skills. A varied program was provided including instruction in basic skills, cultural enrichment and recreation. Once a week the children were bussed to Paw Paw to swim. The children, with the help of the teachers baked 91 dozen cookies and sold them to Hartford residents. The proceeds were used to pay for rides at the Van Buren Youth Fair.

Formal evaluation of this type program is always difficult since these children will resume their formal schooling elsewhere. Tests were administered during the program and both the school and the MMOI noted the academic and social growth of the children. The people involved all noticed the improvement in the children's motor coordination. The majority of them showed a marked improvement in their ability to work together and their improved attitudes toward adults. Both the Hartford Schools and the MMOI were pleased with the success of the program.



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Human Interest Incidents Involved in Title I Projects.

BENTON HARBOR CO-OP. No. 105  
In-Service Counseling Service

S. is a 16 year old Negro girl who has lived with her grandmother since age two. When S.'s mother married she "gave" S. to the grandmother. The grandmother constantly reminded S. of this and warned her against making her mother's mistake.

S. was excitable, emotionally immature, and unable to accept responsibility for herself. Marriage offered a way to leave school because of the prejudices of white teachers. She believed she was picked-on because she was a Negro. As interviews went on, S. became aware that marriage was not the solution to her basic problem of racial sensitivity and lack of confidence in herself.

Gradually S. discusses her feelings and hostilities toward white people. It was suggested that her real problem was a lack of self-identity. Recognition of her good qualities such as being physically attractive, personable and gentle were pointed out to her. It was made clear that she needn't "love all people, but respect for all people was expected of her. To give this respect, she must have pride in herself, and to associate every act of a white teacher as prejudicial is an admission of her belief in her own inferiority.

After four months, S. decided to stay in school. Although a good deal more work must be done, a growth was seen in attitude toward self and teachers, and she is doing much better in school.

ESCANABA CO-OP. No. 541  
Developmental Reading

Tom was one of the biggest problems in the class, disinterested and disruptive. In the library, however, he seemed absorbed and caused no disturbance.

On one library visit, the teacher saw that Tom was about to check out a book that was a particular favorite of the teacher's. She approached him after he had taken the book and asked if he would mind if she borrowed it for a while.

The next day, to Tom's surprise, the teacher read a portion of the book, and continued to read from it every day. Tom felt like a partner and his interest was captured. He began to channel his activities toward his work and became one of the best students in the class.

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KALAMAZOO CO-OP. No. 9  
Elementary Guidance

Bobby was a loner; he would not play with other children, nor enter into any kindergarten activities. He displayed bizarre behavior, hid from adults and the teacher. His speech was almost unintelligible due to a cleft palate condition. His mother seemed uninterested. It was not known whether he was mentally retarded or not, due to his refusal to respond to testing.

When the counselor first met him he would only tear up and throw clay and hide the people in the Driscoll Play set. If asked to repeat a phrase he would pinch the counselor or hide under the furniture. As the counselor became more familiar with his speech patterns, she used parallel speech always repeating back to him what he had said.

As the year progressed, a relationship developed in which Bobby was able to carry on a conversation with the counselor. He finally came around to draw pictures and took pride in having them displayed in the office. The classroom teacher was very cooperative and reported that Bobby had stopped pinching people and would play with the others on a limited basis. Although he did not talk to strangers, he would no longer draw away from them. He was able to participate with pride in the "show and tell." He was finally able to sit down and take a few tests and rated within the average range.

MANISTIQUE CO-OP. No. 387  
Basic Skills Improvement

Donna enrolled two weeks after the program started. She was a good speller, proficient in math, but her reading level was low. Because of a speech impediment, Donna could scarcely be understood, and would not read aloud.

Donna started slowly but worked diligently and began to show improvement. The teacher guided her into tasks which would necessitate interaction with other children. The other children, despite their own difficulties, went out of their way to be kind to her. She began to read, but would not look up from the book.

After the fourth week, Donna looked up as she read. She laboriously pronounced the hard letters and looked around to note any change in facial expressions. Gradually she relaxed and became one of the most promising of all the pupils.

A little girl, with no help at home, tired looking, but so eager to learn, who gave up a 4-H sponsored trip to the fair, and came to class every day, was indeed deserving of every opportunity available.

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**KALAMAZOO CO-OP. No. 448**  
**Extension of Activities and Services**

Tommy displayed almost every kind of negative behavior on record. He refused to conform or to try. His parents ignored all attempts of the school to enlist their cooperation, failing to show up for scheduled conferences and ignoring notes.

After a time Tommy calmed down a bit and seemed to adjust to the system. He quit most of his destructive habits and a slight improvement was noted in the quantity and quality of his work, as well as his general motivation. He was given candy as a motivational reward, although he didn't eat it, saying that he wished to take it home to his brothers and sisters.

The teachers were generally pleased with his progress until it was discovered that, instead of taking the candy home, he was using it to reinforce the bad behavior of another child in the group. He was using the system against itself.

When he was discovered, the fun had gone out of the program and he reverted to his old behavior. At this juncture, the teacher got tired of trying to please him and "got tough." Finally the situation changed. Tommy was tired of being ignored and began to get control of himself. To later come into the class and see Tommy concentrating on a task made it difficult to visualize how very disturbed, and disturbing, his behavior had been. All changes point to the better for this boy's future.

**REDFORD UNION CO-OP. No. 381**  
**Summer Achievement Program**

"After working a week with John, I came to the conclusion it was going to be a long, hot summer. His behavior, attitude and interest left a great deal to be desired. The second week, he made a complete about face. His behavior became angelic, his attitude improved, and he was working very hard at reading. I asked him at the end of the second week: 'Why the change?'

"From the eight-year old came the reply: 'I'm adjusting, Mr. L., I'm adjusting.'"

Part II - No. 6 (Continued)

ROSEVILLE CO-OP. No. 404  
Educational Imperatives

At the beginning of a field trip to Lake St. Clair one teacher noticed a lonely little boy who seemed to be keeping to himself. The teacher struck up a conversation in the course of which the boy revealed that he had done very little, and had seldom left the metropolitan area. He said he had never fished before and was never lucky at anything and "probably wouldn't catch a fish anyway."

The teacher engaged the boy in a conversation about fishing, kinds of tackle, proper ways to fish, and how to prepare a fish. During the trip the boy stayed by the teacher's side, happy to find somebody who took an interest in him. The teacher helped the lad, encouraging him to be patient and keep the line still. Soon the boy caught his first fish. He continued to fish all day and didn't want to quit. For the first time in his life he was a proud, successful boy.

UBLY CO-OP. No. 623  
Project Upgrade

Many brave parents tried to put themselves in the place of their children and operate the new "teaching machines" at the Uibly School's open house. All agreed that school had changed since they were students. The Tachistoscope, Language Master, and Craig Readers were as fascinating for these parents as they had been for their children. It was not uncommon to see a parent in a child's seat experimenting with the new aids as their child stood by and instructed.

One boy, Michael, started out in this program by saying: "I don't want to hear any stories! I don't want to listen." At the program's end, the teacher said: "When I look back it's hard to believe he was the one who said that. He loved the stories and the work that went with them. He was able to read and do the work with the Power Builders and keep his own chart. He was thrilled to see his own progress and tried to reach the top."

At the end, Michael had made progress in oral reading and comprehension of his stories. His attitude had changed toward work and the people around him. He was still a boy, though, for at the end he was glad he was through. He wanted to be able to sleep-in and devote more time to riding his bicycle.



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Part II - No. 7

METHODS OF INCREASING STAFF FOR TITLE I PROJECTS

The following table lists the rank order of the most widely used methods of LEA's to develop or increase staff for Title I projects. Listings are by SMSA classification. Each LEA used one or more of these methods to provide staff for Title I projects. The rank ordering was determined by requesting each LEA to rate on a four point scale the methods which were useful in developing or increasing staff. The total LEA's reporting on this item was 474. These data were secured from the Michigan Annual Evaluation Report, Part I, General Data, Question 2. For supporting tabular data see appendix.

|   | SMSA |    |    |    |    |
|---|------|----|----|----|----|
|   | A    | B  | C  | D  | E  |
| 1. In-service training of current staff               | 2    | 1  | 1  | 1  | 1  |
| 2. Extended time of current staff - summer            | 3    | 2  | 2  | 2  | 2  |
| 3. Use of lay persons as teacher aides, not certified | 1    | 3  | 3  | 3  | 3  |
| 4. Use of non-educational professional persons        | 5    | 6  | 4  | 4  | 4  |
| 5. Extended time of current staff - after school      | 4    | 4  | 5  | 5  | 6  |
| 6. Recruitment of new teachers                        | 7    | 7  | 6  | 6  | 5  |
| 7. Recruitment of former teachers                     | 8    | 10 | 8  | 7  | 7  |
| 8. Extended time of current staff - evening           | 6    | 8  | 9  | 8  | 9  |
| 9. Extended time of current staff - Saturday          | 10   | 5  | 7  | 9  | 11 |
| 10. Extended time of current staff - before school    | 11   | 11 | 9  | 11 | 8  |
| 11. Recruitment of social workers                     | 8    | 9  | 11 | 9  | 10 |

N = 474

N<sub>B</sub> = 10

N<sub>D</sub> = 53

N<sub>A</sub> = 11

N<sub>C</sub> = 167

N<sub>E</sub> = 233



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Part II - No. 8  
SMSA: A

MOST PREVALENTLY USED MEASURING INSTRUMENTS

**MOST PREVALENTLY USED MEASURING INSTRUMENTS**

|              | a  | b   | c   |
|--------------|--|---|---|
|              | Pre Kind. - Kind.  | Grades 1-3  | Grades 4-6  |
| Achievement  |  | Jastak Wide Range Ach. Test<br>Stanford Achievement Test                  | Jastak Wide Range Ach. Test<br>Stanford Achievement Test<br>Iowa Test of Basic Skills |
| Reading      |  | Gates Basic Reading Test<br>Gray Oral Reading Test                        | Gates Survey Test<br>Gates Basic Reading Test<br>Gray Oral Reading Test               |
| Intelligence | Maturity Level for Sch. Entrance & Rdg. Readiness<br>Detroit Pre-School Battery<br>Peabody Picture Vocabulary Test | California Test of Mental Maturity<br>Primary Mental Abilities Test (SRA) | California Test of Mental Maturity<br>Wechsler Intelligence Scale for Children        |
| Aptitude     |  | Control of Academic Achievement   | Control of Academic Achievement   |
| Interest     |  |   |   |
| Attitude     |  |   | Self-Image Inventory  |

| d   | e   |                     |
|---|---|---------------------|
| Grades 7-9  | Grades 10-12  |                     |
| <b>Jastak Wide Range Achievement Test</b><br><b>Stanford Achievement Test</b><br><b>Iowa Test of Basic Skills</b> | <b>Stanford Achievement Test</b>  | <b>Achievement</b>  |
| <b>Gates Basic Reading Test</b><br><b>Gates Survey Test</b><br><b>Iowa Silent Reading Test</b>                    | <b>Gates Basic Reading Test</b><br><b>Iowa Silent Reading Test</b>                                    | <b>Reading</b>      |
| <b>California Test of Mental Maturity</b><br><b>Jastak Test of Potential Ability and Behavioral Stability</b>     | <b>California Test of Mental Maturity</b>   | <b>Intelligence</b> |
| <b>Bender Gestalt Visual Motor Test</b><br><b>Control of Academic Achievement</b>                                 | <b>Control of Academic Achievement</b>  | <b>Aptitude</b>     |
| <b>School Interest Inventory</b>  | <b>School Interest Inventory</b>  | <b>Interest</b>     |
| <b>Locus of Control</b><br><b>Self-Image Inventory</b><br><b>Minnesota Teacher Attitude Inventory</b>             | <b>Locus of Control</b><br><b>Self-Image Inventory</b><br><b>Minnesota Teacher Attitude Inventory</b> | <b>Attitude</b>     |

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MOST PREVALENTLY USED MEASURING INSTRUMENTS

**MOST PREVALENTLY USED MEASURING INSTRUMENTS**

|                         | a   | b   | c   |
|-------------------------|---|---|---|
|                         | Pre-K - Kind.   | Grades 1-3  | Grades 4-6  |
| <b>Achievement</b>      | Jastak Wide Range Achievement Test  | Iowa Test of Basic Skills<br>Metropolitan Ach. Test<br>Stanford Achievement Test<br>Jastak Wide Range Ach. Test   | Iowa Test of Basic Skills<br>Metropolitan Ach. Test<br>Stanford Achievement Test<br>Jastak Wide Range Ach. Test   |
| <b>Reading</b>          | Metropolitan Readiness Test   | Gates Basic Reading Tests<br>Alphabet Test<br>Botel Reading Inventory - Phonics Survey,<br>Word Opposite and Word Recognition<br>California Reading Test<br>Gray Oral Reading Test<br>Science Research Associates Phonics Survey<br>Stanford Reading Test | Gates Basic Reading Test<br>Alphabet Test<br>Botel Reading Inventory - Phonics Survey,<br>Word Opposite and Word Recognition<br>California Reading Test<br>Gray Oral Reading Test<br>Science Research Associates Phonics Survey<br>Stanford Reading Test<br>Metropolitan Reading Test |
| <b>Intelligence</b>     | Calif. Test of Mental Maturity<br>Kuhlman-Finch Goodenough<br>Lorge-Thorndike<br>Wechsler Intelligence Scale for Children | Calif. Test of Mental Maturity<br>Wechsler Intelligence Scale for Children<br>Kuhlman-Anderson<br>Lorge-Thorndike<br>Primary Mental Abilities Test<br>Goodenough  | California Test of Mental Maturity<br>Wechsler Intelligence Scale for Children<br>Kuhlman-Anderson<br>Lorge-Thorndike<br>Primary Mental Abilities Test<br>Goodenough  |
| <b>Aptitude</b>         |   | Bender-Gestalt Visual Motor Test<br>Motor Perceptual Test Battery   | Bender Gestalt Visual Motor Test<br>Motor Perceptual Test Battery   |
| <b>Interest</b>         |   |   |   |
| <b>Attitude</b>         |   | Piers-Harris Self-Concept Inventory<br>Attitude Inventory & Self-Concept Test   | Piers-Harris Self-Concept Inventory<br>Attitude Inventory & Self-Concept Inventory  |
| <b>Physical Fitness</b> |   | AAHPER Physical Fitness Test<br>AAHPER Basic Sports Skills Tests  | AAHPER Physical Fitness Test<br>AAHPER Basic Sports Skills Tests  |



| d  | e                             | Achievement         |
|--|-------------------------------|---------------------|
| Grades 7-9   | Grades 10-12                  |                     |
| Iowa Test of Basic Skills<br>California Achievement Test<br>Metropolitan Achievement Test<br>Stanford Achievement Test<br>Jastak Wide Range Achievement Test                         |                               | Reading             |
| Gates Basic Reading Tests<br>California Reading Test<br>Gates Reading Survey Test<br>Gray Oral Reading Test<br>Nelson-Denny Reading Test<br>Science Research Associates Reading Test | Gates Basic Reading Test      |                     |
| California Test of Mental Maturity<br>Kuhlman-Anderson<br>Lorge-Thorndike<br>Otis Beta<br>Wechsler Intelligence Scale for Children   |                               | Intelligence        |
|  | General Aptitude Test Battery | Aptitude            |
|  | Interest Check List           | Interest            |
| Piers Harris Self-Concept Inventory<br>Taylor-Farquhar Self-Image Scale  |                               | Attitude            |
|  |                               | Physical<br>Fitness |

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MOST PREVALENTLY USED MEASURING INSTRUMENTS

**MOST PREVALENTLY USED MEASURING INSTRUMENTS**

|                     | a                           | b  | c   |
|---------------------|-----------------------------|--|---|
|                     | Pre K - Kind.               | Grades 1-3   | Grades 4-6  |
| <b>Achievement</b>  |                             | Iowa Test of Basic Skills<br>Stanford Achievement Test<br>Jastak Wide Range Ach. Test<br>American School Ach. Test<br>Metropolitan Achievement Test<br>California Achievement Test   | Iowa Test of Basic Skills<br>Stanford Achievement Test<br>Jastak Wide Range Ach. Test<br>Metropolitan Achievement Test<br>California Achievement Test<br>American School Ach. Test  |
| <b>Reading</b>      | Metropolitan Readiness Test | Gates Basic Reading Test<br>Gray Oral Reading Test<br>Gilmore Oral Reading Test<br>SRA Reading Test<br>California Reading Test<br>Scott Foresman Reading Test<br>Gates Macginitie Test<br>Botel Reading Inventory - Word Recognition<br>Ginn Oral Reading Test<br>Durrell Analysis of Reading Difficulties<br>Marion Monroe Rdg. Aptitude<br>Metropolitan Reading Test<br>Nelson Reading Test<br>Stroud Hieronymus | Gates Basic Reading Test<br>Gray Oral Reading Test<br>Gilmore Oral Reading Test<br>SRA Reading Test<br>California Reading Test<br>Scott Foresman Reading Test<br>Gates Macginitie Test<br>Botel Reading Inventory - Word Opposite, Word Recog. and Phonics<br>Durrell Analysis of Reading Difficulties<br>Ginn Oral Reading Test<br>Marion Monroe Rdg. Aptitude<br>Nelson Reading Test<br>Stroud Hieronymus |
| <b>Intelligence</b> | Goodenough Picture Analysis | Wechsler Intelligence Scale<br>Goodenough Picture Analysis<br>Lorge-Thorndike<br>California Test of Mental Maturity<br>Kuhlman Anderson  | Wechsler Intelligence Scale<br>Goodenough Picture Analysis<br>Lorge-Thorndike<br>California Test of Mental Maturity<br>Kuhlman Anderson   |
| <b>Aptitude</b>     |                             | Frostic Perception Test  | Frostic Perception Test   |
| <b>Interest</b>     |                             | Potter Incomplete Sentence Test  | Potter Incomplete Sentence Test   |
| <b>Attitude</b>     |                             |  |   |
| <b>Other</b>        |                             |  |   |

| d  | e   | Achievement  |
|--|---|--------------|
| Grades 7-9   | Grades 10-12  |              |
| Iowa Test of Basic Skills<br>Stanford Achievement Test<br>Jastak Wide Range Achievement Test<br>Metropolitan Achievement Test  | Iowa Test of Basic Skills<br>Stanford Achievement Test<br>Jastak Wide Range Achievement Test<br>Metropolitan Achievement Test   | Reading      |
| Gates Basic Reading Test<br>Gray Oral Reading Test<br>Gilmore Oral Reading Test<br>SRA Reading Test<br>California Reading Test<br>Botel Reading Inventory - Word<br>Opposite, Word Recognition<br>and Phonics<br>Durrell Analysis of Reading Diff.<br>Ginn Oral Reading Test<br>Marion Monroe Reading Aptitude<br>Osgood Semantics Differential<br>Stroud Hieronymus | Gates Basic Reading Test<br>Gray Oral Reading Test<br>Gilmore Oral Reading Test<br>SRA Reading Test<br>California Reading Test<br>Botel Reading Inventory - Word<br>Opposite and Word Recognition<br>Durrell Analysis of Reading Diff.<br>Ginn Oral Reading Test<br>Marion Monroe Reading Aptitude<br>Purdue High School English Test |              |
| Wechsler Intelligence Scale for<br>Children<br>Lorge-Thorndike<br>California Test of Mental Maturity<br>Jastak Test of Potential Ability   | Wechsler Intelligence Scale for<br>Children<br>Lorge-Thorndike<br>California Test of Mental Maturity  | Intelligence |
| Frostic Perception Test  | Frostic Perception Test   | Aptitude     |
| Torrence Creativity<br>Kuder Preference List<br>Potter Incomplete Sentence Test  | Potter Incomplete Sentence Test<br>Kuder Preference Test  | Interest     |
| Mooney Problem Check List  | Mooney Problem Check List   | Attitude     |
| Lankton Algebra Test<br>100 Problem Arithmetic Test  |   | Other        |

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MOST PREVALENTLY USED MEASURING INSTRUMENTS



**MOST PREVALENTLY USED MEASURING INSTRUMENTS**

|              | a                              | b   | c  |
|--------------|--------------------------------|---|--|
|              | Pre K - Kind.                  | Grades 1-3  | Grades 4-6   |
| Achievement  |                                | Jastak Wide Range Ach. Test<br>American School Ach. Test<br>Stanford Achievement Test<br>Iowa Test of Basic Skills<br>California Achievement Test<br>Metropolitan Ach. Test<br>SRA Achievement Test   | American School Ach. Test<br>Jastak Wide Range Ach. Test<br>Stanford Achievement Test<br>Iowa Test of Basic Skills<br>California Achievement Test<br>Metropolitan Ach. Test<br>SRA Achievement Test  |
| Reading      | Metropolitan Reading Readiness | Gates Basic Reading Test<br>Gates Reading Survey<br>Metropolitan Rdg. Readiness<br>Stroud Hieronymus<br>Phonovisual Diagnostic Test<br>Dolch Basic Word Test<br>Durrell Analysis of Reading Difficulties<br>Doren Diagnostic Rdg. Test<br>California Reading Test<br>McKee Inventory of Phonic Skills<br>Gray Oral Reading Test<br>Kottmeyer Diagnostic Rdg. Test | Gates Basic Reading Test<br>Gates Reading Survey<br>Stroud Hieronymus<br>Phonovisual Diagnostic Test<br>Dolch Basic Word Test<br>Durrell Analysis of Rdg. Difficulties<br>Doren Diagnostic Rdg. Test<br>California Reading Test<br>McKee Inventory of Phonic Skills<br>Nelson Reading Test<br>Gray Oral Reading Test<br>Kottmeyer Diagnostic Rdg. Test |
| Intelligence |                                | California Test of Mental Maturity<br>Lorge-Thorndike   | California Test of Mental Maturity<br>Lorge-Thorndike  |
| Aptitude     |                                |   |  |
| Interest     |                                |   |  |
| Attitude     |                                |   |  |
| Other        |                                |   |  |

| d   | e   |                       |
|---|---|-----------------------|
| Grades 7-9  | Grades 10-12  |                       |
| <b>Jastak Wide Range Achievement Test</b><br><b>American School Achievement Test</b><br><b>Stanford Achievement Test</b><br><b>Iowa Test of Basic Skills</b><br><b>California Achievement Test</b><br><b>Metropolitan Achievement Test</b><br><b>SRA Achievement Test</b>                                 | <b>Fundamentals Evaluation Test</b><br><b>Stanford Achievement Test</b><br><b>California Achievement Test</b><br><b>Metropolitan Achievement Test</b>   | Achievement           |
| <b>Gates Basic Reading Test</b><br><b>Gates Reading Survey</b><br><b>Phonovisual Diagnostic Test</b><br><b>Durrell Analysis of Reading Diff.</b><br><b>Doren Diagnostic Reading Test</b><br><b>Gray Oral Reading Test</b><br><b>Kottmeyer Diagnostic Reading Test</b><br><b>Metropolitan Reading Test</b> | <b>Gates Reading Survey</b><br><b>Phonovisual Diagnostic Test</b><br><b>Durrell Analysis of Reading Diff.</b><br><b>Doren Diagnostic Reading Test</b><br><b>Iowa Silent Reading Test</b><br><b>Gray Oral Reading Test</b> | Reading               |
| <b>California Test of Mental Maturity</b><br><b>Lorge-Thorndike</b>   | <b>Lorge-Thorndike</b>  | Intelligence Aptitude |
| <b>Differential Aptitude Test</b>   |   | Interest              |
|   |   | Attitude              |
| <b>Iowa Algebra Test</b>  |   | Other                 |

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MOST PREVALENTLY USED MEASURING INSTRUMENTS

**MOST PREVALENTLY USED MEASURING INSTRUMENTS**

|                     | a  | b  | c  |
|---------------------|--|--|--|
|                     | Pre K - Kind.  | Grades 1-3   | Grades 4-6   |
| <b>Achievement</b>  |  | Iowa Test of Basic Skills<br>Metropolitan Achievement Test<br>Stanford Achievement Test<br>Jastak Wide Range Ach. Test<br>SRA Achievement Test   | SRA Achievement Test<br>Iowa Test of Basic Skills<br>Metropolitan Achievement Test<br>Stanford Achievement Test<br>Jastak Wide Range Ach. Test<br>California Achievement Test  |
| <b>Reading</b>      | Stroud Hieronymus McKee Primary<br>Mott Foundation Reading Test<br>ABC Inventory | Gates Basic Reading Test<br>SRA Reading Test<br>Stroud Hieronymus McKee Prim.<br>California Reading Test<br>Durrell Analysis of Rdg. Diff.<br>Gray Oral Reading Test<br>Nelson Reading Test<br>Dolch Basic Word Test<br>Gilmore Oral Reading Test<br>Botel Reading Inventory<br>G.N. Sprache Diagnostic Rdg. Test<br>Metropolitan Reading Test<br>C.E. Merrill New Rdg. Skill<br>Mott Foundation Reading Test<br>Durrell-Sullivan Rdg. Cap. & Achievement<br>Gates Macginitie Test | Gates Basic Reading Test<br>SRA Reading Test<br>Stroud Hieronymus McKee Prim.<br>California Reading Test<br>Durrell Analysis of Rdg. Diff.<br>Gray Oral Reading Test<br>Nelson Reading Test<br>Dolch Basic Word Test<br>Gilmore Oral Reading Test<br>Botel Reading Inventory<br>G.N. Sprache Diagnostic Reading Test<br>Metropolitan Reading Test<br>Mott Foundation Reading Test<br>Bucks County Reading Test<br>Durrell-Sullivan Reading Cap. & Achievement<br>Gates Macginitie Test |
| <b>Intelligence</b> | Peabody Picture Vocabulary Test  | Otis Mental Ability<br>Lorge-Thorndike<br>California Test of Mental Maturity<br>SRA Primary Mental Abilities<br>Wechsler Intelligence Scale for Children   | Otis Mental Ability<br>Lorge-Thorndike<br>California Test of Mental Maturity<br>Wechsler Intelligence Scale for Children<br>Kuhlman-Anderson   |
| <b>Aptitude</b>     |  | Frostic Perception Test  | Frostic Perception Test  |
| <b>Interest</b>     |  |  |  |
| <b>Attitude</b>     |  |  | California Personality Test  |
| <b>Other</b>        |  | California Arithmetic Test<br>Wepman Auditory Discrimination Test<br>Keystone Test of Visual Skills  | California Arithmetic Test<br>Wepman Auditory Discrimination Test<br>Keystone Test of Visual Skills  |

| d   | e   | Achievement  |
|---|---|--------------|
| Grades 7-9  | Grades 10-12  |              |
| SRA Achievement Test<br>Iowa Test of Basic Skills<br>Metropolitan Achievement Test<br>Stanford Achievement Test<br>Jastak Wide Range Achievement Test<br>California Achievement Test  | Iowa Test of Basic Skills<br>Metropolitan Achievement Test<br>Jastak Wide Range Achievement Test<br>California Achievement Test   | Reading      |
| Gates Basic Reading Test<br>SRA Reading Test<br>California Reading Test<br>Durrell Analysis of Reading Diff.<br>Gray Oral Reading Test<br>Nelson Reading Test<br>Dolch Basic Word List<br>Gilmore Oral Reading Test<br>Botel Reading Inventory<br>Bucks County Reading Test | Gates Basic Reading Test<br>California Reading Test<br>Durrell Analysis of Reading Diff.<br>Gray Oral Reading Test<br>Nelson Reading Test<br>Dolch Basic Word List<br>Gilmore Oral Reading Test<br>Botel Reading Inventory<br>Bucks County Reading Test |              |
| Otis Mental Ability<br>Lorge-Thorndike<br>California Test of Mental Maturity<br>Wechsler Intelligence Scale for Children<br>Kuhlman-Anderson  | Otis Mental Ability<br>Lorge-Thorndike<br>California Test of Mental Maturity<br>Wechsler Intelligence Scale for Children  | Intelligence |
| Frostic Perception Test   | Kuder Vocational Test<br>Differential Aptitude Test   |              |
| Interest Inventory  | Kuder Preference<br>Interest Inventory  | Interest     |
| California Personality Test   | California Personality Test<br>Detroit Adjustment Inventory   |              |
| California Mathematics Test<br>Iowa Algebra Aptitude Test   | California Mathematics Test   | Other        |



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Part II - No. 9 (a) SMCA: A

Grades: Pre K-3

Ann Arbor Public Schools  
Ann Arbor, Michigan - Washtenaw County  
State Project No. 230  
Community Service Center

Ann Arbor Public Schools  
Ann Arbor, Michigan - Washtenaw County  
State Project No. 469  
Remedial and Enrichment

Bay City Public Schools  
Bay City, Michigan - Bay County  
State Project No. 417  
Child Development Program

Detroit Public Schools  
Detroit, Michigan - Wayne County  
State Project No. 692  
Remedial and Enrichment

Kalamazoo Public Schools  
Kalamazoo, Michigan - Kalamazoo County  
State Project No. 8  
Elementary Guidance

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Part II - No. 9 (a) SMSA: A

Grades: 4-6

Detroit Public Schools  
Detroit, Michigan - Wayne County  
State Project No. 33  
Cultural Enrichment

Kalamazoo Public Schools  
Kalamazoo, Michigan - Kalamazoo County  
State Project No. 9  
Reading Consultant Service

Muskegon Heights Public Schools  
Muskegon Heights, Michigan - Muskegon County  
State Project No. 49  
Basic Skills Improvement

Muskegon Public Schools  
Muskegon, Michigan - Muskegon County  
State Project No. 334  
Remedial Reading

Saginaw Public Schools  
Saginaw, Michigan - Saginaw County  
State Project No. 28  
Elementary Reading and Language

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Part II - No. 9 (a) SMSA: A

Grades: 7-12

Bay City Public Schools  
Bay City, Michigan - Bay County  
State Project No. 574  
Remedial Reading

Detroit Public Schools  
Detroit, Michigan - Wayne County  
State Project No. 32  
Continuing Education for Girls

Jackson Union Public Schools  
Jackson, Michigan - Jackson County  
State Project No. 695  
Teacher In-Service Training

Lansing Public Schools  
Lansing, Michigan - Ingham County  
State Project No. 566  
Remedial Education

Muskegon Public Schools  
Muskegon, Michigan - Muskegon County  
State Project No. 396  
In-Service Training

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Part II - No. 9 (a) SMSA: B

Grades: Pre K-3

Dearborn Heights Public Schools  
Dearborn Heights, Michigan - Wayne County  
State Project No. 59  
Elementary Library Aides

Lincoln Park Public Schools  
Lincoln Park, Michigan - Wayne County  
State Project No. 124  
Reading Improvement

Pontiac Public Schools  
Pontiac, Michigan - Oakland County  
State Project No. 64  
In-Service Language Arts

Roseville Public Schools  
Roseville, Michigan - Macomb County  
State Project No. 404  
Basic Skills

Royal Oak Public Schools  
Royal Oak, Michigan - Oakland County  
State Project No. 75  
In-Service Center

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Part II - No. 9(a) SMSA: B

Grades: 4-6

Dearborn Public Schools  
Dearborn, Michigan - Wayne County  
State Project No. 293  
Compensatory Kindergarten Program

Lake Shore Public Schools  
St. Clair Shores, Michigan - Macomb County  
State Project No. 511  
Remedial Reading

Livonia Public Schools  
Livonia, Michigan - Wayne County  
State Project No. 82  
Remedial Basic Skills

Warren Consolidated Public Schools  
Warren, Michigan - Macomb County  
State Project No. 560  
Language Arts

Wyoming Public Schools  
Wyoming, Michigan - Kent County  
State Project No. 558  
Communication Skills

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Part II - No. 9 (a) SMSA: B

Grades: 7-12

Lincoln Park Public Schools  
Lincoln Park, Michigan - Wayne County  
State Project No. 123  
Programmed Learning

Livonia Public Schools  
Livonia, Michigan - Wayne County  
State Project No. 314  
Remedial Reading

Livonia Public Schools  
Livonia, Michigan - Wayne County  
State Project No. 328  
Work Study

Pontiac Public Schools  
Pontiac, Michigan - Oakland County  
State Project No. 63  
Secondary Language Arts

Pontiac Public Schools  
Pontiac, Michigan - Oakland County  
State Project No. 55  
Cultural Enrichment



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Part II - No. 9(a)      SMSA: C

Grades: Pre-K-3

Beecher Area Public Schools  
Flint, Michigan - Genesee County  
State Project No. 359  
Successful Living Center

Kearsley Community Public Schools  
Flint, Michigan - Genesee County  
State Project No. 254  
Diagnostic Center

Lapeer Public Schools  
Lapeer, Michigan - Lapeer County  
State Project No. 499  
Reading Skills

Parchment Public Schools  
Parchment, Michigan - Kalamazoo County  
State Project No. 447  
Reading and Counseling

Plymouth Public Schools  
Plymouth, Michigan - Wayne County  
State Project No. 99  
Diagnostic Team

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Part II - No. 9(a)      SMSA: C

Grades: 4-6

Plymouth Public Schools  
Plymouth, Michigan - Wayne County  
State Project No. 100  
Teacher In-Service Training

Redford Union Public Schools  
Detroit, Michigan - Wayne County  
State Project No. 381  
Communication Skills

Romulus Community Schools  
Romulus, Michigan - Wayne County  
State Project No. 421  
Comprehensive Health Program

Trenton Public Schools  
Trenton, Michigan - Wayne County  
State Project No. 436  
Cultural Enrichment

Wyandotte Public Schools  
Wyandotte, Michigan - Wayne County  
State Project No. 275  
Reading Improvement

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Part II - No. 9(a)      SMSA: C

Grades: 7-12

Allen Park Public Schools  
Allen Park, Michigan - Wayne County  
State Project No. 437  
Remedial Skills Center

Bendle Public Schools  
Flint, Michigan - Genesee County  
State Project No. 315  
Reading Improvement

Clintondale Public Schools  
Mt. Clemens, Michigan - Macomb County  
State Project No. 704  
Reading, Recreation and Clothing

Comstock Public Schools  
Comstock, Michigan - Kalamazoo County  
State Project No. 286  
Language and Arithmetic Skills

Hazel Park Schools  
Hazel Park, Michigan - Oakland County  
State Project No. 138  
Drop-Out Prevention

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Part II - No. 9(a) SMSA: D

Grades: Pre K-3

Albion Public Schools  
Albion, Michigan - Calhoun County  
State Project No. 179  
Cultural Enrichment

Alma Public Schools  
Alma, Michigan - Gratiot County  
State Project No. 103  
Reading Improvement

Alpena Public Schools  
Alpena, Michigan - Alpena County  
State Project No. 335  
Video Instruction

Battle Creek Public Schools  
Battle Creek, Michigan - Calhoun County  
State Project No. 259  
School Health

Manistique Public Schools  
Manistique, Michigan - Schoolcraft County  
State Project No. 387  
Basic Skills

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Part II No. 9(a) SMSA: D

Grades: 4-6

Algonac Public Schools  
Algonac, Michigan - St. Clair County  
State Project No. 27  
Remedial Reading

Cheboygan Area Public Schools  
Cheboygan, Michigan - Cheboygan County  
State Project No. 503  
Reading Workshop

Port Huron Public Schools  
Port Huron, Michigan - St. Clair County  
State Project No. 225  
Newspaper in the Classroom

Port Huron Public Schools  
Port Huron, Michigan - St. Clair County  
State Project No. 454  
Instructional Enrichment

Traverse City Public Schools  
Traverse City, Michigan - Grand Traverse County  
State Project No. 212  
Cultural Enrichment & In-Service Training

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Part II No. 9(a)      SMSA: D

Grades: 7-12

Albion Public Schools  
Albion, Michigan - Calhoun County  
State Project No. 71  
Reading Improvement

Alpena Public Schools  
Alpena, Michigan - Alpena County  
State Project No. 249  
Language Arts

Adrian Public Schools  
Adrian, Michigan - Lenawee County  
State Project No. 279  
Drop-Out Prevention

Battle Creek Public Schools  
Battle Creek, Michigan - Calhoun County  
State Project No. 273  
Teacher Aides

Benton Harbor Public Schools  
Benton Harbor, Michigan - Berrien County  
State Project No. 305  
In-Service Training



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Part II - No. 9(a) SMSA: E

Grades Pre K-3

Airport Community Public Schools  
Carleton, Michigan - Monroe County  
State Project No. 455  
Self Concept Improvement

Atlanta Community Public Schools  
Atlanta, Michigan - Montmorency County  
State Project No. 509  
Language Arts and Library

Carney-Nadeau Public Schools  
Carney, Michigan - Menominee County  
State Project No. 528  
Basic Communication Skills

Cherry Knoll Public Schools  
Traverse City, Michigan - Grand Traverse County  
State Project No. 648  
Cultural Enrichment

Pine River Area Public Schools  
Justin, Michigan - Osceola County  
State Project No. 471  
Remedial Reading

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Grades: 4-6

Carney-Nadeau Public Schools  
Carney, Michigan - Menominee County  
State Project No. 264  
Area Resource Management

Clare Public Schools  
Clare, Michigan - Clare County  
State Project No. 647  
In-service Workshop

Custer Public Schools  
Monroe, Michigan - Monroe County  
State Project No. 486  
Basic Skills

Jefferson Public Schools  
Monroe, Michigan - Monroe County  
State Project No. 486  
Reading Improvement

River Valley Public Schools  
Sawyer, Michigan - Berrien County  
State Project No. 344  
Language Center

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Grades: 7-12

Bangor Twp. Public Schools  
Bay City, Michigan - Bay County  
State Project No. 267  
Cultural Enrichment

Barryton Rural Agricultural Public Schools  
Barryton, Michigan - Mecosta County  
State Project No. 476  
Guidance and Health

Coloma Community Public Schools  
Coloma, Michigan - Berrien County  
State Project No. 325  
Reading Improvement

East China Public Schools  
St. Clair, Michigan - St. Clair County  
State Project No. 112  
Reading Improvement

Inland Lakes Public Schools  
Indian River, Michigan - Cheboygan County  
State Project No. 202  
Study Motivation

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Part II - No. 9(b)      SMSA: A  
Grades: Pre K-3

ANN ARBOR No. 230

STRENGTHS

- (1) This program involved the entire family unit. It provided recreation, Saturday programs of instruction and guidance. Services were extended to the student and his family.
- (2) A tutorial study center was established and a family recreation program was organized.
- (3) Additional staff was added to the pre-school program and a community liaison worker and aide were hired to work directly with the families.
- (4) The tutorial program and the pre-school program were evaluated by the University of Michigan. Student tests and inventories and parent interviews showed a marked change in attitude and achievement.

WEAKNESSES

- (1) Delays in arrival of equipment caused a late start for some activities.
- (2) Substitution of an aide for an unavailable trained social worker lessened the effectiveness of school-community liaison services.

ANN ARBOR No. 469

STRENGTHS

- (1) A special teacher was added to provide remediation and enrichment for groups of children; also, to relieve the classroom teacher when she wished to work with a small group. A school nurse and psychologist were hired through this project.
- (2) An in-service program was given to aid the teachers in the area of curriculum development for the disadvantaged. Assistance was provided by the center for research on language and language patterns.
- (3) Pupil tests and inventories, retesting, school records, parent interviews and teacher reactions indicated student improvement.

WEAKNESS

- (1) Lack of coordination between community agencies resulted in fewer services to pupils than needs indicated.

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Grades: Pre K-3

BAY CITY No. 417

**STRENGTHS**

- (1) A pre-school program was designed to meet the health and nutritional needs of the children and to build a background of pre-school learning experiences.
- (2) Physical, dental, and eye examinations were given to each student. A hot, well-balanced breakfast and lunch were provided. Music, art, stories, and field trips were among the more successful activities.
- (3) Parents participated by chaperoning field trips and attending special classes which demonstrated better marketing methods, meal planning, food preparation and sanitation.
- (4) Parents and staff evaluated the program primarily by observation of the children's improvements. Parents participated with enthusiasm and were pleased with the program.

**WEAKNESS**

- (1) There was insufficient planning time and a lack of information on federal evaluation requirements.

DETROIT No. 692

**STRENGTHS**

- (1) This summer program provided developmental work in basic skills, helped children develop positive attitudes toward education, and improved the childrens' self-image.
- (2) The core remedial program provided individualized attention and related music, art, drama and social science to basic skills development.
- (3) Scholarships were provided for some disadvantaged children to attend regular summer school for credit to allow promotion to the next grade.
- (4) Teachers' and counselors' reports were the primary methods of evaluation. High parental enthusiasm testified further to the program's success.

**WEAKNESS**

- (1) Teachers lacked experience with teaching disadvantaged children, and a regrettable lack of parental involvement in planning was noted.

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Grades: Pre K-3

KALAMAZOO NO. 8

STRENGTHS

- (1) Two elementary guidance counselors tried to help the children develop a better self-image by recognizing their individual difficulties, assessing their problems and working to remedy the conditions and attitudes that caused the problems.
- (2) Evaluative assessment was by observation of students' classroom behavior, standardized tests and counselor records. The counselor kept in constant touch with teachers and parents.
- (3) Positive changes were noted in both the teachers' and the students' attitudes toward one another.

WEAKNESS

- (1) There was an insufficient number of counselors to provide the necessary classroom assistance and home-school counseling. Lack of time prevented sufficient teacher-counselor conferences.



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Grades 4-6

DETROIT No. 33

STRENGTHS

- (1) This was a large comprehensive program based upon the existing framework of the "Great Cities Extended School Project." Its purpose was to develop an appreciation of the fine arts by giving the children the opportunity to view works of art and participate in art projects.
- (2) The program allowed more class time for drawing, clay modeling, painting and the like, by increasing the number of art teachers and the frequency of their visits. Music was presented both by guest artists and by recordings. Various dramatic performances were presented both by secondary students and by professional companies.
- (3) Evaluation of the program depended largely on differences in student attitudes toward the arts as observed by teachers, administrators and consultants. The over-all program was considered effective.

WEAKNESS

- (1) Size and complexity resulted in coordination and communication difficulties.

KALAMAZOO No. 4

STRENGTHS

- (1) A full time reading consultant was hired to guide teachers, principals and supervisors in the establishment and operation of special reading programs.
- (2) The consultant conducted in-service programs to acquaint the staff with new developments in teaching reading and demonstrated the proper and most effective ways of using audio-visual materials.
- (3) The consultant worked closely with each school. He designed over-all reading programs and gave general aid to classroom teachers.

WEAKNESS

- (1) A lack of time prevented complete development of all programs, but teachers benefited from the consultant's services.

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Grades 4-6

MUSKEGON No. 334

**STRENGTHS**

- (1) This was a comprehensive program aimed at improving reading skills, promoting a better self-image and attitude toward school and fostering better mental and physical health.
- (2) Three reading consultants, a counselor, a speech correctionist and a school psychologist were teamed to set-up and evaluate a comprehensive reading program which included guidance and counseling services. This staff conducted an in-service workshop for the classroom teachers and met with parents both in special group sessions and through home visitations.
- (3) Health examinations and services were provided. The psychologist worked with children with emotional difficulties and acted as liaison between parents, school and social service agencies.
- (4) Standardized tests, teacher observation and anecdotal records and pupil-parent conferences all showed improvement in the health, attitudes and academic abilities of these students.

**WEAKNESS**

- (1) The time between pre- and post-testing was insufficient to completely verify the significance of the students' academic progress.

MUSKEGON HEIGHTS No. 49

**STRENGTHS**

- (1) Improved reading habits and language usage through better classroom and individualized instruction were major objectives. Health services and clothing also were provided wherever necessary.
- (2) An extensive in-service training program was inaugurated consisting of how to use audio-visual aids, ways to most effectively teach disadvantaged children and how to fruitfully evaluate their progress. Specialists talked to the teachers and some teachers were sent to observe programs in other school systems.
- (3) Each teacher found the in-service program helpful. The new methods worked well in the classroom and pupil performance and attitudes changed in the direction of greater understanding and acceptance.

**WEAKNESS**

- (1) Project planning could have been strengthened by using community service personnel on the planning committee.

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Grades 4-6

SAGINAW No. 28

**STRENGTHS**

- (1) This program provided special attention to disadvantaged children who demonstrated reading, or reading readiness deficiencies. Children were given small group or individual attention.
- (2) Teacher aides were provided for reading teachers and audio-visual aids were extensively utilized. Enrichment experiences such as field trips and music programs provided the children with a stimulus to talk and read.
- (3) Parents were offered instruction concerning their children's needs and were involved in the program as volunteer workers and field trip chaperones.
- (4) Analysis of student work, observation of the pupils' interviews and testing, all pointed to improvement in reading and language skills. Positive attitudinal changes were recorded.

**WEAKNESS**

No weaknesses were observed.

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Grades 7-12

BAY CITY No. 574

**STRENGTHS**

- (1) This summer program was an attempt to meet the needs of the disadvantaged children in the areas of language, reading and social development. It also tried to identify any health problem.
- (2) A remedial services center was established to set-up and evaluate remedial programs; also to help teachers in developmental work with students. Library facilities were expanded, and a mobile library was purchased.
- (3) Parents were involved as much as possible to encourage their children, particularly where social development was concerned.
- (4) Standardized tests, parental conferences and teachers' evaluation all showed general improvement both in reading and language skills as well as in the social development of the children.

**WEAKNESSES**

- (1) University personnel were not drawn upon in planning the program.
- (2) Difficulty in hiring appropriate specialized personnel delayed the program.

DETROIT No. 02

**STRENGTHS**

- (1) This project provided comprehensive education, medical and social services to meet the multiple needs of pregnant school girls.
- (2) The girls met at non-school sites for instruction in academic studies, baby care, home economics and social adjustment. For some the education was terminal while it prepared others for returning to a regular school program.
- (3) The Project had a great impact on these girls. All were enthusiastic about the classes and eager to work and learn. The administration and parents were enthusiastic and felt the program worthy of being continued.

**WEAKNESSES**

- (1) Two teachers should have been assigned to a room since the job proved very hectic for only one person.
- (2) There was a lack of tutorial services in curricular areas.

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Grades 7-12

JACKSON No. 695

STRENGTHS

- (1) A selected group of parents, teachers and students met for a one week workshop at Camp Kett, near Cadillac, Michigan. The project objective was to develop new ways of relating the school, the parents and the students. This full-time concentrated living-in experience acquainted teachers and administrators with the disadvantaged parents and students in an atmosphere which promoted free discussion of their problems.
- (2) A "T-group" method was used. This had a "mix" of theory, action training, experience, practice and analysis of problems. Parents, students and teachers became "involved" with one another's problems.
- (3) Rating scales and self reports were used at the end of the project. Real success emanated from these parents working in their own neighborhoods and involving other parents in school activities. All agreed that other Title I programs in Jackson never would have been as successful without this workshop.

WEAKNESSES

- (1) Experience didn't have a "holding" effect on all participants.
- (2) Some participating parents were not from the target areas.

LANSING No. 566

STRENGTHS

- (1) This program provided a variety of remedial services. Advisors from Michigan State University and various social service agencies working closely with the teachers and administrators.
- (2) Among the activities in the program were: community-school coordinators to work with the families; a work-study training program; remedial reading and communication skills; and a summer outdoor education program.
- (3) Achievement tests, discipline rate records, a drop-out rate change study and teacher, committee and consultant reports were all part of the evaluative component. The over-all results were encouraging, and in many areas, particularly attitude, changes were very strong.

WEAKNESSES

- (1) Evaluation design omitted post-testing.
- (2) The shortage of planning time was regarded as a major disadvantage.

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MUSKEGON No. 396

**STRENGTHS**

- (1) An eight-week summer in-service workshop was conducted by Muskegon school personnel to develop new and more effective methods of teaching mathematics. The first 2 weeks were spent meeting with outside consultants, the last six trying out new methods on the students.
- (2) A cadre of fifteen classroom teachers continued during the next year the many new and effective methods which were developed.
- (3) The Educational Research Council of Cleveland, Ohio observed and evaluated the project and found it to be a success. Teachers, students and parents considered the program extremely successful.
- (4) SEA Personnel visited the program and were impressed by its innovative features.

**WEAKNESS**

No weaknesses were observed.



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Grades: Pre K-3

DEARBORN HEIGHTS No. 59      STRENGTHS

- (1) The project gave students easy access to library, encouraged wide recreational reading, and made neighborhood school libraries available both during and after school hours.
- (2) Library aides were used to provide increased staffing.
- (3) The opinions of staff teachers, remedial teachers, librarians as well as records of book circulation showed increased use of library facilities.

WEAKNESS

- (1) More listening stations and reading carrels should have been provided.

LINCOLN PARK No. 124      STRENGTHS

- (1) The purpose of this project was to improve reading, speech, arithmetic skills and student adjustment to school life.
- (2) The goals were achieved by establishing a reading improvement center which operated after school and Saturdays, furnishing diagnostic and remedial services in reading, arithmetic, speech and behavior problems, providing health and visiting teacher services and in-service workshops.
- (3) Evaluation techniques included arithmetic and reading achievement tests, articulation tests for speech problems, as well as observation of changes in behavior, attendance and academic achievement.

WEAKNESS

- (1) No lay persons participated in designing the project.
- (2) There was a lack of planning time.

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Grades: Pre K-3

PONTIAC No. 64

**STRENGTHS**

- (1) The purposes of this project were to provide teachers with specific training skills to cope with reading problems, to provide instruction for using specialized equipment, to develop understanding of problems of the disadvantaged child and to develop diagnostic skills.
- (2) The goals were attained through two 5 day workshops centered around understanding the reading process, analysis of initial reading skills, helping the poor reader, special reading programs and special material and equipment.
- (3) Teacher questionnaires at the end of the workshop showed increased enthusiasm for the use of improved instructional techniques.

**WEAKNESS**

- (1) Evaluation of successful conclusions was largely subjective.

ROSEVILLE No. 404

**STRENGTHS**

- (1) The purposes of the project were to advance children in reading ability, secure voluntary participation of parents, improve physical health and to have children attain direct cultural experience.
- (2) Goals were attained through non-graded, elementary units with individualized teaching, extension and expansion of the current remedial reading program and a teacher workshop conducted by Wayne State and Oakland Universities with a course in "Understanding and Motivating the Deprived Child."
- (3) A counseling and testing program in all grades gave evidence of project effectiveness at all grade levels.

**WEAKNESSES**

- (1) Insufficient access to new reading material.
- (2) Social service agencies personnel were not included in the planning.

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Grades: Pre K-3

ROYAL OAK No. 75

**STRENGTHS**

- (1) The purposes of the project included increasing reading comprehension skills, increasing understanding of the variety of ways in which children learn, and developing more adequate educational and social patterns of behavior.
- (2) Classroom teachers attended four half-day training sessions per week.
- (3) Evaluation included a comparison of students whose teachers had been through the center with those who had not, local tests, standardized tests, and a sociometric scale.

**WEAKNESSES**

- (1) Hard core pupil needs were not met.
- (2) There was a lack of planning time.

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Grades: 4-6

DEARBORN No. 293

**STRENGTHS**

- (1) This project developed a special kindergarten program to establish early success patterns in disadvantaged children to help reduce chances of later failure.
- (2) Health examinations and care, hygienic training, a breakfast and lunch were all provided for the children.
- (3) Training emphasized language skills and motor coordination. A great improvement was noted in coordination, alertness and daily improvement of speech patterns.

**WEAKNESS**

- (1) Although attempts were made in this area, a lack of parental involvement was noted.
- (2) A closer evaluation should have taken place by objectively comparing these children and other kindergartners.

LAKE SHORE No. 511

**STRENGTHS**

- (1) The purposes of the project were to meet specific needs in reading and language skills of educationally deprived children, and to improve teacher techniques in teaching reading skills.
- (2) The program was carried on after school for 2 hours per week with a teacher-pupil ratio of 1-4.
- (3) Evaluation techniques included pre-and-post standardized testing, teacher evaluations of pupil attitude and informal teacher-student evaluations conducted periodically.

**WEAKNESS**

- (1) More new instructional materials could have been included.
- (2) There was a lack of sufficient planning time.

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Grades: 4-6

LIVONIA No. 82

STRENGTHS

- (1) The project objective was to improve basic skills by using "helping teachers" who were to assist individual children who required remedial help in reading, self-concept, motivation and home-school understanding.
- (2) Staff improvement was attained through an in-service activity conducted by a "visiting teacher" and a "crisis teacher" who also acted as consultants during the school year.
- (3) Pupil achievement was shown through results of testing, observation, teacher logs for each student and a socio-metric study.

WEAKNESS

- (1) Children were randomly selected to see the visiting teacher.
- (2) Children were confused as to the purpose of the helping teacher.

WARREN No. 560

STRENGTHS

- (1) The purposes of the project were to improve learning opportunities in reading and communication skills, to develop positive self-concepts and to develop a program of school-community relations including more effective communications.
- (2) The goals were attained by a specific program of remediation, including methods and materials of instruction followed by each classroom teacher.
- (3) A reading specialist was assigned to work in the program to provide in-service training for the teaching staff.
- (4) Evaluation techniques included objective tests, pre-program and post-program testing, and a subjective analysis.

WEAKNESS

- (1) Shortage of classroom teachers and evaluation personnel existed.
- (2) Material arrived late and delayed the program.

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Grades: 4-6

WYOMING No. 538

STRENGTHS

- (1) The purposes of the project were to provide pre-service and in-service training to classroom teachers and to improve language skills for the children.
- (2) The goals were achieved by a nine week summer school program of language arts, study skills, creative writing experience and in-service training for the summer school staff. Reading consultants conducted the workshop and emphasized diagnosing, testing, visual aids and teaching techniques.
- (3) A written report by the director, standardized tests, results, parental opinions and the reading consultants' written evaluation of the program showed progress was made in all areas.

WEAKNESSES

- (1) Non-public schools were not involved in planning.
- (2) Parents did not participate in the program.



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Grades 7-12

LINCOLN PARK No. 723

STRENGTHS

- (1) The purposes of the project were to improve school holding power, motivate pupils with a pupil-centered teaching technique and influence classroom teaching techniques through special training classes.
- (2) The goals were achieved by a second semester program using a "core teaching" system, teacher-pupil planning, educational field trips, and programmed learning texts and materials.
- (3) Evaluation techniques included observation of attendance patterns, grades and sociometric status. A control group design was employed.

WEAKNESS

- (1) No lay persons, project participants, or OEO personnel were involved in planning the program.

LIVONIA No. 314

STRENGTHS

- (1) The purpose of this project was to improve reading skills.
- (2) The goals were achieved by employing five additional reading teachers, sending a staff member of the remedial reading project to a Metropolitan Educational Research, Title I Workshop, and in-service training for new staff members.
- (3) The evaluation techniques included standardized testing, and teacher observation.
- (4) SEA personnel rate this program highly. It is an expansion of an excellent existing program.

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LIVONIA No. 328

STRENGTHS

- (1) The purpose of the project was to develop a modified school-employment setting for high school students.
- (2) Goals were attained by employing a teacher-coordinator, giving services of counseling, tutoring, and job placement.
- (3) Transportation was provided from the school to the place of employment.
- (4) Evaluation techniques included status reports on both job and school activities, teacher, parent, and coordinator.

WEAKNESS

- (1) There was a lack of job opportunities in the community.

PONTIAC No. 63

STRENGTHS

- (1) The purposes of the project included improving reading skills, developing new instructional techniques and developing awareness of the individual student's educational problems.
- (2) Goals were attained by giving students opportunities to speak, hear, read, and write correct language patterns.
- (3) Each of four schools and a study laboratory equipped with carrels and Language Master machines.
- (4) Evaluation included student records on the use of equipment, tape recordings on each student (pre and post) and teacher evaluations.

WEAKNESSES

- (1) There was a lack of project participant and parental involvement in planning.
- (2) Objective measuring instruments were not adequately used.

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Grades: 7-12

PONTIAC No. 65

**STRENGTHS**

- (1) The purposes of the project were to improve patterns of speech, improve diction, provide basic instruction in voice production, and to provide experiences in an actual stage production.
- (2) Activities included reading scripts, production, direction, costuming, staging, and attending musical plays.
- (3) The project students improved their patterns of speech through basic instruction in voice production, and developed good habits in speech and singing through experience in producing a play.
- (4) Evaluation procedures included pre-and-post recordings, voice pitch and range measured by a Conn-Electra-Tuner, parent questionnaires and teachers' anecdotal records.

**WEAKNESS**

- (1) Project activities lacked sufficient variety to provide breadth of cultural enrichment.

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Grades: Pre K-3

BEECHER No. 359

**STRENGTHS**

- (1) The project helped pre-school children learn desirable skills, develop positive attitudes toward school and community, and provided early elementary children with an opportunity for success experiences.
- (2) Activities included in the project were two one-hour sessions per week for early elementary children and a one-hour per week activity for mothers.
- (3) The chief school administrator praised the project on its total effectiveness within the community.

**WEAKNESS**

- (1) More curriculum specialists and desirable classroom space were needed to make this project more effective.

KEARSLEY No. 254

**STRENGTHS**

- (1) The purposes of this project were to develop techniques that may be used in early identification of educationally deprived children, to provide leadership for the instructional staff, and to establish clear cut lines of communication with community agencies.
- (2) Activities included in the project were providing a diagnostic center and staffing it with a reading consultant, mathematics consultant, diagnostician, social worker, speech therapist, counselor and nurse.
- (3) Referrals to appropriate clinics were made where a need was indicated.
- (4) Evaluation included standardized tests, and keeping statistical record on the quantity of referrals to the center.

**WEAKNESS**

- (1) Utilizing the services of university and social services personnel and parents of project participants on the planning and evaluation committee would have given the project the benefit of better community team-work

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Grades: Pre K-3

LAPEER No. 499

**STRENGTHS**

- (1) The purposes of the project were to promote and increase reading achievement through more individualized teaching of reading skills and to improve teacher understanding of educationally deprived children, especially their needs and their weaknesses in specific academic skills.
- (2) The goals were attained by providing small group instruction, providing in-service training, and referring students to proper sources for physical or emotional treatment when indicated.
- (3) Evaluation techniques included pre-program and post-program standardized testing, noting attendance records and written observations by staff personnel.

**WEAKNESS**

No weaknesses noted.

PARCHMENT No. 447

**STRENGTHS**

- (1) The project was designed to provide aid in the pre-school nursery, pre-first grade, reading development and counseling areas.
- (2) A reading development center was instituted to provide intensive clinical help for under-achievers.
- (3) A remedial reading specialist operated the facility and devoted attention to the children individually or in small groups.
- (4) An accurate set of records was kept on each student showing reading growth, interviews with parents and children and attendance.

**WEAKNESSES**

- (1) Planning time was inadequate.
- (2) There was a shortage of research oriented personnel and difficulty in determining evaluation strategies.

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PLYMOUTH No. 99

**STRENGTHS**

- (1) The purposes of this project were to measure and appraise the kinds of problems that handicap the disadvantaged and provide testing and other data that may be used by school personnel.
- (2) Activities included the services of social work agencies to assist the school and home in analyzing and evaluating personal problems of students and to provide psychological evaluations, and pupil behavior analysis.
- (3) Evaluation techniques included questionnaires given to teachers and administrators and a written evaluation by the diagnostic team.

**WEAKNESS**

- (1) Shortage of diagnosticians prevented meeting with students on an individual basis for guidance purposes as often as needs indicated.



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Grades: 4-6

PLYMOUTH No. 100

STRENGTHS

- (1) The purposes of the project were to help teachers gain the necessary skills to administer and interpret informal diagnostic tests that determine weaknesses in reading and to demonstrate ways of adapting instruction to meet individual needs.
- (2) Activities included twelve in-service sessions held on Saturday mornings and visits to reading centers for observation of classes.
- (3) Evaluation techniques included teacher questionnaires, administrators' reports on observation of new practices employed by teachers and evaluation of requisitions placed by teachers.

WEAKNESSES

- (1) Adjustment of teachers to work on categorical aid projects was slow in evolving.
- (2) University assistance was not available.
- (3) Some teachers felt that not all objectives were sufficiently met.

REDFORD UNION No. 381

STRENGTHS

- (1) The purposes of the program included improving communication skills of students from low-income families and providing enriching experiences, guidance, health and psychological assistance in cases where need was indicated.
- (2) Activities included keeping individual profiles of students, establishing levels of ability through survey tests, as well as providing diagnostic services, remedial instruction, health, psychological and social services where necessary.
- (3) Evaluation techniques included comparing achievement records between participants and non-participants, a rating scale for defensive pupil behavior, case studies, and a parental questionnaire.

WEAKNESS

- (1) Participation by parents and by social service agencies was lacking.

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Grades: 4-6

ROMULUS COMMUNITY SCHOOLS No. 421

STRENGTHS

- (1) The purpose of this program was to provide more health care through the school.
- (2) A second nurse was added to the system to help provide more comprehensive care for the children. Not only did this nurse work in the school but she served as a consultant for the parents as well. Phone calls and home visits informed the parents of their child's health needs and the nurse acted as contact person for the appropriate social service or charitable agency.
- (3) The nurse was in charge of administering clothing to the needy, as well as seeing that they were provided with milk, physical examinations and fluoride treatments where requested.

WEAKNESS

- (1) The only specific weakness is that more could be done in the way of health care with further staff increases.

TRENTON No. 436

STRENGTHS

- (1) The purposes of the project were to provide remedial instruction and cultural enrichment opportunities.
- (2) The goals were achieved by providing summer assistance for pre-kindergarten and elementary children including ungraded instruction, field trips, recreation, arts, crafts, programmed learning, library facilities and health services.
- (3) Evaluation techniques included pre- and post-testing, self-evaluation, staff evaluation, parental opinionnaire and follow-up studies.

WEAKNESSES

- (1) Time consumed in establishing teacher-pupil rapport reduced program of skills training.
- (2) Staffing of the project was delayed and reduced programs.

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Grades: 4-6

WYANDOTTE No. 275

**STRENGTHS**

- (1) The purpose of the project was to provide a center to offer remedial reading instruction and related services to disadvantaged children.
- (2) Activities included remedial reading instruction, using a wide variety of materials and equipment, diagnostic testing and consultation with parents.
- (3) Evaluation techniques included entrance and exit data collected on each participating child, standardized testing, noting school attendance figures, and an on-going appraisal of all phases of the program by staff members.

**WEAKNESSES**

- (1) The lack of classroom space created a problem during the initial period.
- (2) Excessive paper work involved in Title I project was regarded as a disadvantage.

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ALLEN PARK No. 437

STRENGTHS

- (1) The purposes of this project were to improve language arts, arithmetic skills, self-concepts, physical and mental health, study habits and to develop pre-vocational skills.
- (2) Activities included instructional centers for grades 7-9 and 10-12 using team teaching techniques. Flexible grouping and scheduling related to academic and work experience areas were emphasized.
- (3) Evaluation included student self-evaluation, teacher-kept records and consultants' reports.

WEAKNESS

- (1) There was a lack of specialists which restricted the opportunity for curricular development.

BENDLE No. 625

STRENGTHS

- (1) The purposes of the project included determination and provision of necessary remedial activities, referral services and sufficient scope and effectiveness to promote improvement in basic skills and the improvement of personal and social adjustment of the students.
- (2) Activities included in the project were diagnostic testing, remedial instruction, three reading clinics and three arithmetic clinics as well as providing all necessary equipment and materials for the program.

WEAKNESS

- (1) Length of program insufficient for adequate evaluation.

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CLINTONDALE No. 704

STRENGTHS

- (1) The purposes of the project were to provide new experiences in order to build a positive self-image in the child. The program also renovated, constructed, selected and cared for suitable clothing and provided remedial reading instruction.
- (2) Services provided were library, resident and day camp, a reading coordinator, eight student counselors and an educational workshop.
- (3) Evaluation included a report to parents on each child's progress and individual child diagnostic testing.

WEAKNESSES

- (1) Lack of empirical data to evaluate attitude changes.
- (2) Lasting effect of image-building is uncertain.

COMSTOCK No. 286

STRENGTHS

- (1) The project included reading, language and arithmetic activities as well as home-school counseling services.
- (2) The remedial teachers worked with students individually and in small groups allowing the greatest possible flexibility of time.
- (3) Evaluation techniques included teacher observations of each child's progress, pre- and post-achievement tests and observations on home visitations by the consultant.

WEAKNESS

- (1) Time devoted to planning Title I project was obtained at the expense of other regular teaching responsibilities.

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Grades: 7-12

HAZEL PARK SCHOOLS No. 138

**STRENGTHS**

- (1) The objectives of this program were to offer a curriculum that would keep the potential drop-out in the school, improving him both academically and attitudinally.
- (2) By means of small group instruction, group guidance techniques and active manipulative learning, the students were moved from apathy to active participation in the learning process. Social studies and English were taught under a "core" block of "communications." Math and science were offered at a practical level, and a pre-vocational curriculum consisted of wood, metal and auto shops, as well as practical training in food service, landscaping and other work areas.
- (3) Evaluation showed a remarkable decline in absenteeism and a reduction in the drop-out rate. Counseling reduced personal problems noticeably. The techniques so impressed the regular junior high teachers that they organized a volunteer counseling corps in the regular junior high program in order to utilize some of these methods.

**WEAKNESS**

- (1) Confusion over Title I guidelines hindered the start of the program.



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ALBION No. 179

STRENGTHS

- (1) Cultural centers were provided for music listening and art appreciation. Children could learn piano, art and music appreciation after school and on weekends.
- (2) Art, piano, and choir teachers were hired, and one person also taught Swiss bell ringing.
- (3) Attendance and participation indicated an enthusiasm on the part of the students. The skills acquired were demonstrated in an arts festival which featured the choir and student art work.

WEAKNESSES

- (1) Project director was replaced near the end of the program.
- (2) There was a lack of time to prepare required reports.

ALMA No. 103

STRENGTHS

- (1) This project was designed to raise the reading levels of the students.
- (2) A full-time reading consultant was hired and supervised the equipping of a reading center. Audio-visual aids and new reading materials were used. In-service training meetings were conducted by the consultant for classroom teachers.
- (3) Achievement tests, teacher prepared tests, and informal observations showed some positive gains, but lack of time precluded a complete evaluation.
- (4) Students displayed interest and enthusiasm over the new materials and positive gains were noted concerning student's attitudes toward reading.

WEAKNESSES

- (1) Lack of clarity in project plan and late start of project proved to be problems.
- (2) A need for area workshops was noted.

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Grades: Pre K-3

ALPENA No. 335

STRENGTHS

- (1) The objectives of this program were to test the feasibility of using television instruction to bring better education to the rural schools.
- (2) Four pilot television film series were shown to the area schools, in reading, language skills, and science.
- (3) All teachers were enthusiastic about three of the programs but had some reservations about the other. Lack of time did not allow as complete an evaluation of each program as desired.
- (4) T.V. instruction will be resumed next year on a larger scale after new programs have been examined.

WEAKNESS

- (1) Program was not in effect long enough to note conclusive changes.
- (2) Some delays were encountered with SEA approval because of the project's design.

BATTLE CREEK No. 209

STRENGTHS

- (1) This project enabled students to work better in school by providing health attention, information, and instruction.
- (2) The County Health Department was used as an agent through which five nurses were contracted to handle health problems and acted as liaison workers between doctors and the physical education program. They provided care for summer students with health problems and helped the classroom teacher organize health education programs.
- (3) A review of the number of children examined and the number for whom attention was arranged, testified to the worth of this program.

WEAKNESS

- (1) Initially there was difficulty in obtaining qualified personnel.

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Grades: Pre K-3

MANISTIQUE No. 387

STRENGTHS

- (1) This program focused on improving basic skills with an emphasis on reading and consisted of an eight week summer program using teachers and teacher aides to give small group and individual attention. Language arts improvement was stressed.
- (2) Standardized tests and teacher written reports showed some academic progress. Informal evaluation showed a good deal of progress with regard to the childrens' attitude toward school.

WEAKNESS

- (1) There was a shortage of teachers and classroom space.
- (2) A speech correctionist could not be secured to strengthen the language arts program.
- (3) Late arrival of equipment and programmed materials delayed full operation of the program.

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Grades: 4-6

ALGONAC No. 27

STRENGTHS

- (1) Flexible reading program utilized television, audio-visual aids and new reading materials.
- (2) In-Service training was given to the teachers in new methods of teaching reading to disadvantaged children.
- (3) An evaluation committee weighed the coordinator's report, the directors reports, testing, teacher statement and parent-student reaction. The over-all opinion was that the project was good and merited continuation.

WEAKNESS

- (1) No use of aides to help in the clerical and audio-visual phases.

CHEBOYGAN No. 503

STRENGTHS

- (1) This summer project was to provide developmental reading help and to offer a balanced academic, cultural enrichment and physical education program.
- (2) A workshop was conducted for 30 teachers prior to the summer school session. It was devoted to studying new materials and teaching methods.
- (3) A six week summer session taught reading skills, physical education and vocal music.
- (4) Pre- and post-standardized testing showed student improvement, library records showed an increase in library usage and a parent questionnaire reflected community enthusiasm.

WEAKNESSES

- (1) The staff felt that meeting the nutritional needs of the children would have reduced the drop-out rate.
- (2) There was a lack of information to the parents of the needy students.

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Grades: 4-6

PORT HURON No. 225

STRENGTHS

- (1) A workshop instructed the teachers on the construction of study units featuring the newspaper as a medium of learning.
- (2) Health services were provided and a full-time consultant employed to work with more severe cases of reading retardation.
- (3) Through the use of the newspaper units a greater interest was generated in the students. Their attitudes toward reading showed a positive change as recorded by teacher observations and the results of pre- and post-testing was encouraging.

WEAKNESSES

- (1) Too many students were involved to provide adequate health and remediation services.
- (2) Time for planning was insufficient.
- (3) Screening techniques needed improvement for student participation.

PORT HURON No. 454

STRENGTHS

- (1) This project enriched the basic curriculum by increasing personnel and adding art and field trips.
- (2) Two art teachers and teacher aides were employed. An in-service workshop was devoted to attacking the learning problems of disadvantaged children.
- (3) A director of evaluation was employed and supervised the testing. Pre- and post-testing and teacher observation showed improvement in attitudes and positive changes of interest.

WEAKNESSES

- (1) An attempt to serve too many students was evident.
- (2) Transportation scheduling presented difficulties.

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Grades: 4-6

TRAVERSE CITY No. 212      STRENGTHS

- (1) Summer cultural enrichment included field trips, art, music, architecture and dance. Volunteer aids helped on the trips, the art project and the library.
- (2) An in-service workshop was instituted for aiding teachers in the teaching of the disadvantaged with an emphasis on reading. A Saturday morning reading program was tied-in with the workshop.
- (3) Standardized testing showed some reading growth. Students were very enthusiastic in their evaluations and attendance was good.

WEAKNESS

- (1) No weakness noted.



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Grades: 7-12

ADRIAN No. 279

**STRENGTHS**

- (1) The purposes of this project were to acquaint the school system with the problems and causes of student drop-out and to develop measures to prevent students from leaving school prior to completion.
- (2) Activities included interviews between the school and parents, guardians and with the "drop-out."
- (3) Classes in vocational preparation were held and a summer program instituted to give intensive study in related academic areas.
- (4) Evaluation included teacher and counselor interviews, test results, and a record of the drop-out rate.

**WEAKNESSES**

- (1) More SEA communication was needed.
- (2) There was a lack of sufficient planning time.

ALBION No. 71

**STRENGTHS**

- (1) The purposes of the project were to provide consultants to diagnose reading difficulties and institute appropriate activities.
- (2) Activities included an in-service training program for remedial reading teachers to develop better understanding of reading difficulties and to develop better instructional techniques.
- (3) A continual evaluation of the remedial reading program was carried out by the reading consultants.

**WEAKNESSES**

- (1) Inadequate planning in the area of scheduling students.
- (2) Difficulties in securing trained reading personnel were evident.

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ALPENA No. 249

STRENGTHS

- (1) The project was designed to improve communication skills by means of remedial help, improving the home environment and cultural enrichment.
- (2) Diagnostic and remedial services aided many children and a close relationship was established and maintained with parents.
- (3) In-service training programs acquainted the teachers with some of the problems and attitudes of disadvantaged children.
- (4) Standardized language skill and psychological tests showed improvement on the part of these youngsters. Teacher observations and parental opinion pointed toward positive improvement.

WEAKNESSES

- (1) Better techniques for identifying talented aides was needed.
- (2) Confusion in interpreting guidelines caused a delay in the program.

BATTLE CREEK No. 273

STRENGTHS

- (1) The purpose of the project was to release teachers, counselors, and administrators from clerical duties to enable them to work more effectively with disadvantaged pupils.
- (2) Secretarial aides typed lesson plans and examinations, duplicated materials and made routine phone calls re-grading attendance.
- (3) Evaluation included comparing the previous academic success as determined by standardized achievement records.

WEAKNESS

- (1) Lack of operation time negated conclusive evaluations.

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BENTON HARBOR No. 306

STRENGTHS

- (1) The goals were to develop in teachers the skills and attitudes for helping disadvantaged youth.
- (2) Visits were made to cities that had already instituted similar in-service programs.
- (3) Evaluation included teacher opinions on changes of attitude and the effectiveness of new teaching and learning techniques or methods that were attempted.
- (4) Educational consultant gave written reports on teacher program.

WEAKNESS

- (1) No weakness noted.

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Grades: Pre K-3

AIRPORT No. 455

STRENGTHS

- (1) Individual self-concepts were improved by use of communication arts skills and recreational motivation.
- (2) The project provided remedial and enrichment arts for a six week, three hour a day period.
- (3) The project included: (1) a two week workshop, conducted by Eastern Michigan University; and (2) a two week pre-testing program and remedial reading consultant services. A complete physical, dental and vision examination was conducted.
- (4) Teacher evaluations were compared with psychological evaluations made by the consulting diagnostician.

WEAKNESS

- (1) Delay caused by lack of information on legal requirements regarding inclusion of evaluation expense in project budget.

ATLANTA No. 509

STRENGTHS

- (1) The purposes of the project included improving reading, encouraging parents to participate by observation and aiding in evaluation, providing a method for individual achievement, providing an environment that included listening, speaking, writing and providing enriching experiences which the children lacked.
- (2) Activities included two half-day classes during the regular year and a summer program from June through August, diagnostic testing, provision of library materials and special supplementary materials, health service and small group individualized instruction.
- (3) Evaluation techniques included beginning survey, teacher observation, questionnaires and pupil interviews and parent-teacher consultations.

WEAKNESS

- (1) Curriculum and evaluation development were slow due to lack of specialized personnel in areas indicated.

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CARNEY-NADEAU No. 528

STRENGTHS

- (1) The purpose of the program was to improve and strengthen basal reading skills and to motivate reading for pleasure and learning.
- (2) Activities included were a summer program for grades 1-6 for four weeks, three hours a day and a two week program for pre-school children. Two mobile buildings were purchased and equipped.
- (3) Evaluation techniques included pre-program testing using Iowa Test of Basic Skills and Scott Foresman and Co. Basic Reading Tests, in-program and post-program testing, teacher opinions, lay opinions and student opinions.

WEAKNESS

- (1) Delays in arrival of materials and supplies weakened the effectiveness of the project in its early implementation.

CHERRY KNOLL No. 648

STRENGTHS

- (1) The project improved the experience of disadvantaged children in the areas of art, literature and music.
- (2) Goals were achieved by: operation of a six week summer school with group play activities, story periods, art direction and field trips; in-service training for the faculty to develop a continuous physical education program; and purchase of recreation, science, art and literature materials.
- (3) Evaluation techniques included: faculty planning sessions; parent contact; and family picnic at close of session.

WEAKNESS

- (1) Representation of population on planning committee was not well balanced.



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PINE RIVER No. 471

**STRENGTHS**

- (1) The purposes of the program were to improve the remedial level in reading, mathematics, vocational skills and promote better personal, social and physical health.
- (2) The goals were achieved by a second semester and summer remedial instruction program. Physical examinations, transportation, recreation, lunch; also activities such as field trips to the zoo, picnics, and over night trips to a nearby lodge located in a wooded lake area were included.
- (3) Evaluation techniques included reports to the school superintendent, home calls, observation of changes in student behavior, anecdotal records, testing and observation of changes in health and educational level.

**WEAKNESS**

- (1) Administrative difficulties occurred when Title I needs conflicted with administrative requirements of the regular school program.

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Grades: 4-6

CARNEY-NADEAU No. 264      STRENGTHS

- (1) The program met the needs in grooming, health and nutrition, managing finances and care of children, for girls who have great responsibility in the home.
- (2) Activities included in the program were four periods a week spent in class work, two periods a week for home visits, conferences and planning and two periods a week for evaluation. Also included were creative home projects using surplus foods, parent visits to classes, community resource people in class discussion and a complete health unit.
- (3) Evaluation techniques included reaction summaries after each lesson, follow-up student impressions of the course, teacher made objective tests and parental observations.

WEAKNESSES

- (1) Shortage of personnel and domination of the planning by the superintendent was regarded as detrimental.
- (2) Lay persons were not involved in planning.

CLARE No. 647      STRENGTHS

- (1) The objectives of this program were to improve reading and language skills, give related individualized instruction in writing, grammar, spelling, comprehension and to give each child a feeling of satisfaction and accomplishment.
- (2) Goals were achieved by a six week workshop staffed by twelve teachers, a director and a guidance counselor. Students attended on a half-day basis. Teachers participated in planning sessions and in-service training. A reading center was equipped for use during the summer program.

WEAKNESSES

- (1) Lay person involvement on planning committee would have aided in identification of pupils' needs for project planning.
- (2) Classroom instruction techniques were over-structured along traditional lines.

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Grades: 4-6

CUSTER No. 129

STRENGTHS

- (1) The purposes of this project were to improve achievement and socio-psychological adjustment in older educationally deprived youngsters through tutoring in specific academic areas.
- (2) Activities included sixth graders tutoring fourth graders and fifth graders tutoring third graders, an instructional program and in-service education.

WEAKNESS

- (1) Specialized personnel were unavailable to assist in planning, counseling and evaluation.

JEFFERSON No. 486

STRENGTHS

- (1) The purpose of the program was to close the educational gap that existed for youngsters identified with educationally, culturally and economically deprived backgrounds.
- (2) The reading improvement program included corrective classes of five students each, meeting five times a week in one hour sessions. Youngsters from the Special Education Program took part in the remedial program.
- (3) Evaluation techniques included achievement tests, teacher records, attendance records and parental observation.

WEAKNESSES

- (1) Lack of parental involvement.
- (2) A shortage of qualified personnel was a disadvantage.

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Grades: 4-6

RIVER VALLEY No. 344

**STRENGTHS**

- (1) The program was designed to up-grade the over all level of reading proficiency and to provide more intensive individual instruction.
- (2) An instructional materials center was established to serve the area. This consisted of audio-visual equipment, supplementary reading materials and programmed reading. A language laboratory was established with listening booths.
- (3) Student interviews and subjective evaluations were included.

**WEAKNESS**

- (1) Teacher aides could have been used to operate equipment, thereby releasing the reading teacher for observation and individual study assistance.

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Grades: 7-12

BANGOR No. 267

**STRENGTHS**

- (1) The purposes of this project were to improve self-concepts, effect pupil adjustment to school, increase school holding power and improve teacher attitudes toward students.
- (2) Activities included in this project were field trips taken to such places as a beauty shop, Greenfield Village, children's concerts, a restaurant and a college.
- (3) Workshops for teachers were conducted to explore new materials and techniques in instruction.
- (4) Evaluation techniques included sociograms to determine peer relations, anecdotal records recorded by teachers and interviews with students and parents.

**WEAKNESS**

- (1) Staffing after-school project with regular school staff carrying full teaching load caused stress for some teachers.

BARRYTON No. 476

**STRENGTHS**

- (1) Objectives of this project include raising the academic level of poor students, improving health problems, improving students' attitudes toward education, creating interest in leisure-time reading and improving motor skills.
- (2) Project design included in-service training to improve instruction and services in remedial reading, health and recreation. A medical examination was provided to determine the organic and anatomical condition of the children in the project.
- (3) Evaluation techniques included achievement tests and reading tests, observations by teachers, student case studies and periodic reports by teachers.

**WEAKNESS**

- (1) More responsibility for curriculum development by teachers could improve teacher motivation and strengthen instructional techniques.

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Grades: 7-12

COLOMA No. 325

STRENGTHS

- (1) The program aimed at reducing the reading gaps between the students and lifting the general reading achievement levels by improving basic skills and enriching communication experiences.
- (2) Two hour per week sessions were held for seventeen weeks.
- (3) Visual aids, supplementary reading material and SRA kits were added.
- (4) Evaluation included group achievement tests, individual diagnostic tests and locally constructed scales and inventories to measure changes in motivation and aspirations.

WEAKNESS

- (1) Overemphasis of testing reduced participation of students in developmental activities.

EAST CHINA No. 112

STRENGTHS

- (1) A sixteen week Saturday program of individualized reading instruction was followed by a six week summer reinforcement project.
- (2) In-service training workshop established and maintained constant coordination between the classroom teachers and the remedial instructors, as well as a Michigan State University course in remedial reading.
- (3) Remedial teachers provided helpful diagnostic information to the classroom teachers.
- (4) Evaluation by means of standardized testing, teacher reports, and parent-student questionnaires showed a marked improvement in student attitudes toward themselves and others. Student acceptance and attendance at project activities was good.

WEAKNESSES

- (1) There was a shortage of planning time.
- (2) A lack of specialized personnel in evaluation and reading hindered the program.
- (3) Communication difficulties existed between project teachers and classroom teachers.



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Part II - No. 9(b)      SMSA: E  
Grades: 7-12

INLAND LAKES No. 202                      STRENGTHS

- (1) The purpose of this project was to motivate parents, teachers and students to a better learning and aspiration level.
- (2) Goals were achieved by a tutoring program after school for basic skills, in-service training classes in techniques of teaching reading; also, by purchasing supplies and equipment for instructional materials center and a home visitation program for parent involvement.
- (3) Evaluation techniques included pre- and post-surveys following testing, teacher and parent evaluations, interest inventories and aspiration level scaling.

WEAKNESS

- (1) Inaccessible geographic location caused difficulties in staff recruitment and delayed project inception.

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Part II - No. 10

GENERAL ANALYSIS OF TITLE I

The effectiveness of Title I in enhancing educational opportunities, experiences, achievement and general attitudes toward education is demonstrated by the data presented in this report. The data show that in the first year 557 LEA's in Michigan initiated and implemented 754 Title I projects serving a total of 419,433 disadvantaged children, including 343,341 public school children, 65,382 non-public school children and 10,710 children (pre-school age children and high school dropouts) who were not enrolled in school prior to participating in a Title I project.

The degree of effectiveness of these projects obviously varies from project to project. But the fact that so many new programs have been initiated that focus on the special needs of disadvantaged children indicates the concern of LEA's for these children. And the fact that so many of these programs include built-in evaluation procedures designed to determine the effectiveness of the programs indicate a willingness to examine present teaching methods and to search for better methods to serve these children who were so often neglected in the past.

Some statements made by LEA's concerning the effectiveness of Title I programs are listed by SMSA on the following pages.

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SMSA: A

1. Teachers are realizing the many obstacles that confront an educationally deprived child and are more willing to offer all aid possible for his improvement.
2. This was the first time the spotlight has been placed on the deprived youngster and as a result many teachers gave serious thought to improving methods in this area.
3. We found that low achievers can produce if we can communicate with them.

SMSA: B

1. We developed improved home-school communication through use of liaison workers.
2. Compensatory education provided in summer programs assisted underachieving students.
3. Our findings supported assumption that an intensive workshop in language arts can be provided to give teachers specific skills and understandings needed in working with disadvantaged children.

SMSA: C

1. In-service training provided specialized preparation for working with disadvantaged children and increased teachers' understanding about the needs of these children.
2. Title I program provided for individual differences.
3. Teachers noted a marked increase in interest and enjoyment in reading with consequent growth in the development of beginning reading skills.
4. Teachers noted a growth in self-confidence, responsiveness and participation in many types of activities and situations.

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SMSA: D

1. A reduction in the number of dropouts was noted.
2. Students who came from deprived homes respond more readily to individual instruction.
3. Substantial progress was noted in reading achievement.

SMSA: E

1. Title I program reduced disciplinary projects.
2. Parent interest in school programs increased.
3. Teachers are more understanding with students who exhibited problems.
4. Title I monies provided and equipped a modern reading improvement center.

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Part III

TABULAR DATA

This section has been completed in accordance with the requests of the Office of Education form. It should be noted, however, that responses and the difficulty in reporting data for these items has resulted in a sample population of limited size. (See Figure 1). Factors which contributed to this condition were the differences in the form of the records maintained in Michigan and the record information requested by the Office of Education and the traditional methods of reporting used by Michigan school districts. Because of these difficulties in retrieval and reporting, the required tables frequently were incomplete or non-usable because of apparent inaccuracy, partly due to misunderstanding of directions and perhaps also, to a lack of acceptance of the value for such data. In recent contacts with public school personnel, emphasis has been placed on the development of effective base-line data. With greater understanding and acceptance of maintaining such records, this condition should change. As a supplement to this tabular information, graphs have been prepared for selected tables for emphasis.

In future evaluation activity, an important suggestion would be to develop reporting methods which have prior nation-wide acceptance for comparability of information and form, primarily when tables or charts are involved.

Part III TABULAR DATA

A COMPARISON OF  
 TABULAR DATA RECEIVED FROM LEA's  
 USABLE vs NON-USABLE

TABLE 3  
 ESTIMATED PERCENTAGE ATTENDANCE

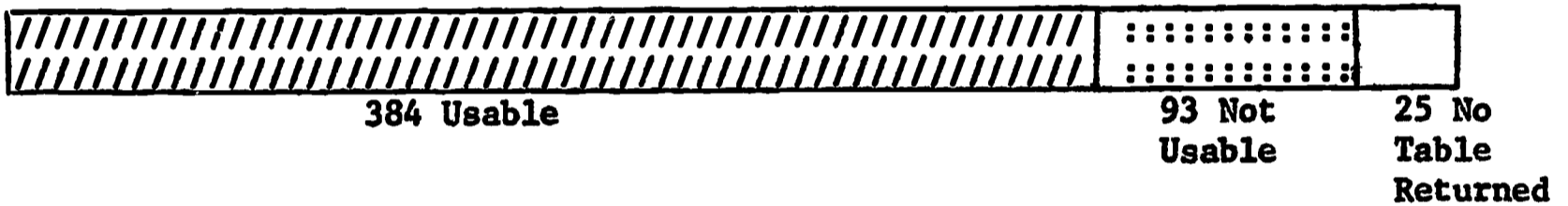


TABLE 5  
 DROPOUT RATE

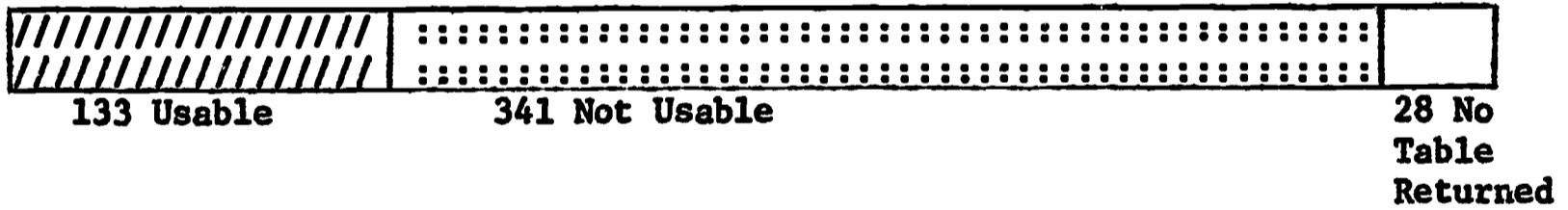
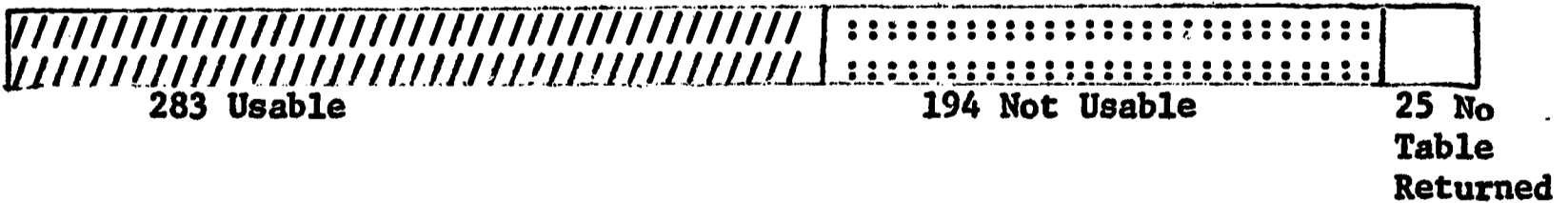


TABLE 6  
 CONTINUING EDUCATION BEYOND HIGH SCHOOL



Number of LEA's responding - 502

1 1/4 inches equal 100



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Part III TABULAR DATA

TABLE I

| Projects in:<br>Skill Development Subjects     |                 |               |     |     |       | Projects in: Attitudinal and<br>Behavioral Development |               |     |     |       |
|--|-----------------|---------------|-----|-----|-------|--|---------------|-----|-----|-------|
|  | Pre-K/<br>Kind. | Grades<br>1-3 | 4-6 | 7-9 | 10-12 | Pre-K/<br>Kind.  | Grades<br>1-3 | 4-6 | 7-9 | 10-12 |
| <b>Measures</b>                                |                 |               |     |     |       |  |               |     |     |       |
| <b>1. Standardized Tests &amp; Inventories</b> |                 |               |     |     |       |  |               |     |     |       |
| a. Achievement                                 | 14              | 51            | 54  | 42  | 30    | 8  | 11            | 11  | 10  | 7     |
| b. Intelligence                                | 4               | 14            | 14  | 12  | 9     | 2  | 1             | 1   | 2   | 1     |
| c. Aptitude                                    | 0               | 1             | 2   | 3   | 1     | 0  | 0             | 0   | 0   | 0     |
| d. Interest                                    | 0               | 1             | 2   | 2   | 2     | 0  | 0             | 0   | 0   | 0     |
| e. Attitude                                    | 0               | 4             | 5   | 3   | 1     | 0  | 0             | 0   | 1   | 0     |
| f. Others (Specify)                            |                 |               |     |     |       |  |               |     |     |       |
| (1) Physical Fitness                           | 1               | 1             | 1   |     |       |  |               |     |     |       |
| (2) Personality                                |                 | 1             | 1   | 1   |       |  |               |     |     |       |
| <b>2. Other Tests</b>                          |                 |               |     |     |       |  |               |     |     |       |
| a. Locally Devised Tests                       | 0               | 10            | 11  | 4   | 3     | 2  | 2             | 4   | 2   | 2     |
| b. Teacher Made Tests                          | 2               | 20            | 22  | 15  | 10    | 2  | 2             | 4   | 6   | 3     |
| c. Others (Specify)                            |                 |               |     |     |       |  |               |     |     |       |
| <b>3. Other Measures</b>                       |                 |               |     |     |       |  |               |     |     |       |
| a. Teacher Ratings                             | 23              | 55            | 60  | 49  | 35    | 15   | 17            | 19  | 25  | 15    |
| b. Anecdotal Records                           | 12              | 24            | 25  | 18  | 11    | 6  | 8             | 7   | 9   | 5     |
| c. Observer Reports                            | 11              | 30            | 32  | 26  | 16    | 4  | 6             | 7   | 10  | 8     |
| d. Others (Specify)                            |                 |               |     |     |       |  |               |     |     |       |
| (1) Participants                               | 5               | 13            | 17  | 15  | 13    | 1  | 2             | 3   | 3   | 4     |
| (2) Outside Consultants                        | 1               | 2             | 4   | 4   | 2     | 2  | 2             | 3   | 3   | 1     |
| (3) Parents                                    | 3               | 9             | 8   | 6   | 2     | 4  | 5             | 4   | 6   | 3     |

For a selected sample of 100 projects.

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TABLE 2 (a)

Summary of Effectiveness for Types of Projects

Primary Objective

Secondary Objective

| School Level     | To Improve Communication Skills (Reading, Writing, Speaking, Listening) |      |              |
|------------------|---|------|--------------|
|                  | Progress  |      |              |
|                  | Substantial   | Some | Little or No |
| Pre Kind.- Kind. | 5   | 11   | 0            |
| Grades 1-3       | 32  | 24   | 0            |
| Grades 4-6       | 34  | 27   | 0            |
| Grades 7-9       | 30  | 18   | 0            |
| Grades 10-12     | 19  | 14   | 0            |
| Totals           | 120   | 94   | 0            |

| School Level     | To Increase Arithmetic Skills |      |              |
|------------------|-------------------------------|------|--------------|
|                  | Progress                      |      |              |
|                  | Substantial                   | Some | Little or No |
| Pre Kind.- Kind. | 0                             | 1    | 0            |
| Grades 1-3       | 10                            | 6    | 0            |
| Grades 4-6       | 12                            | 7    | 0            |
| Grades 7-9       | 7                             | 5    | 0            |
| Grades 10-12     | 4                             | 2    | 0            |
| Totals           | 33                            | 21   | 0            |

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TABLE 2 (b)

Summary of Effectiveness for Types of Projects

Primary Objective

Secondary Objective

| School Level     | To Increase General Achievement |      |              |
|------------------|---------------------------------|------|--------------|
|                  | Progress                        |      |              |
|                  | Substantial                     | Some | Little or No |
| Pre Kind.- Kind. | 9                               | 9    | 0            |
| Grades 1-3       | 11                              | 13   | 1            |
| Grades 4-6       | 12                              | 13   | 2            |
| Grades 7-9       | 14                              | 11   | 2            |
| Grades 10-12     | 6                               | 8    | 1            |
| Totals           | 52                              | 54   | 6            |

| School Level     | To Improve Study Skills |      |              |
|------------------|-------------------------|------|--------------|
|                  | Progress                |      |              |
|                  | Substantial             | Some | Little or No |
| Pre Kind.- Kind. | 12                      | 4    | 0            |
| Grades 1-3       | 49                      | 31   | 1            |
| Grades 4-6       | 55                      | 36   | 1            |
| Grades 7-9       | 54                      | 32   | 1            |
| Grades 10-12     | 30                      | 18   | 1            |
| Totals           | 200                     | 121  | 4            |

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TABLE 2 (c)

Summary of Effectiveness for Types of Projects

Primary Objective

Secondary Objective

| School Level        | To Improve Attitude Toward<br>Self, Others, and School |      |                 |
|---------------------|--|------|-----------------|
|                     | Progress   |      |                 |
|                     | Substantial  | Some | Little or<br>No |
| Pre Kind.-<br>Kind. | 0  | 2    | 0               |
| Grades 1-3          | 2  | 2    | 0               |
| Grades 4-6          | 2  | 2    | 0               |
| Grades 7-9          | 2  | 3    | 0               |
| Grades 10-12        | 2  | 2    | 0               |
| Totals              | 8  | 11   | 0               |

| School Level        | To Reduce Dropouts |      |                 |
|---------------------|--------------------|------|-----------------|
|                     | Progress           |      |                 |
|                     | Substantial        | Some | Little or<br>No |
| Pre Kind.-<br>Kind. | 21                 | 9    | 2               |
| Grades 1-3          | 47                 | 39   | 2               |
| Grades 4-6          | 52                 | 44   | 2               |
| Grades 7-9          | 54                 | 46   | 2               |
| Grades 10-12        | 38                 | 30   | 1               |
| Totals              | 212                | 168  | 9               |

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TABLE 2 (d)

Summary of Effectiveness for Types of Projects

Primary Objective

Secondary Objective

| School Level     | To Improve School Readiness |            |              | To Increase Social Skills |            |              |
|------------------|-----------------------------|------------|--------------|---------------------------|------------|--------------|
|                  | Progress                    |            |              | Progress                  |            |              |
|                  | Substantial                 | Some       | Little or No | Substantial               | Some       | Little or No |
| Pre Kind.- Kind. | 24                          | 12         | 1            | 23                        | 15         | 1            |
| Grades 1-3       | 53                          | 40         | 1            | 47                        | 36         | 1            |
| Grades 4-6       | 57                          | 41         | 1            | 52                        | 39         | 1            |
| Grades 7-9       | 52                          | 35         | 1            | 51                        | 38         | 1            |
| Grades 10-12     | 29                          | 13         | 1            | 22                        | 20         | 1            |
| <b>Totals</b>    | <b>215</b>                  | <b>146</b> | <b>5</b>     | <b>195</b>                | <b>148</b> | <b>5</b>     |

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TABLE 2 (e)

Summary of Effectiveness for Types of Projects

Primary Objective

Secondary Objective

| School Level     | To Improve Health |      |              |
|------------------|-------------------|------|--------------|
|                  | Progress          |      |              |
|                  | Substantial       | Some | Little or No |
| Pre Kind.- Kind. | 1                 | 0    | 0            |
| Grades 1-3       | 1                 | 1    | 0            |
| Grades 4-6       | 2                 | 1    | 0            |
| Grades 7-9       | 2                 | 1    | 0            |
| Grades 10-12     | 1                 | 0    | 0            |
| Totals           | 7                 | 3    | 0            |

| School Level     | To Develop Appreciation for the Arts |      |              |
|------------------|--------------------------------------|------|--------------|
|                  | Progress                             |      |              |
|                  | Substantial                          | Some | Little or No |
| Pre Kind.- Kind. | 20                                   | 17   | 0            |
| Grades 1-3       | 49                                   | 37   | 0            |
| Grades 4-6       | 52                                   | 39   | 0            |
| Grades 7-9       | 46                                   | 36   | 0            |
| Grades 10-12     | 20                                   | 21   | 0            |
| Totals           | 187                                  | 150  | 0            |



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TABLE 2 (f)

Summary of Effectiveness for Types of Projects

Primary Objective

Secondary Objective

| School Level     | Progress    |      |              |
|------------------|-------------|------|--------------|
|                  | Substantial | Some | Little or No |
| Pre Kind.- Kind. |             |      |              |
| Grades 1-3       |             |      |              |
| Grades 4-6       |             |      |              |
| Grades 7-9       |             |      |              |
| Grades 10-12     |             |      |              |
| Totals           |             |      |              |

| To Increase Understanding of and Facility for the World of Work |      |              |
|---|------|--------------|
| Progress  |      |              |
| Substantial   | Some | Little or No |
| 17  | 15   | 1            |
| 43  | 40   | 1            |
| 49  | 44   | 2            |
| 49  | 41   | 3            |
| 31  | 27   | 2            |
| 189   | 167  | 9            |

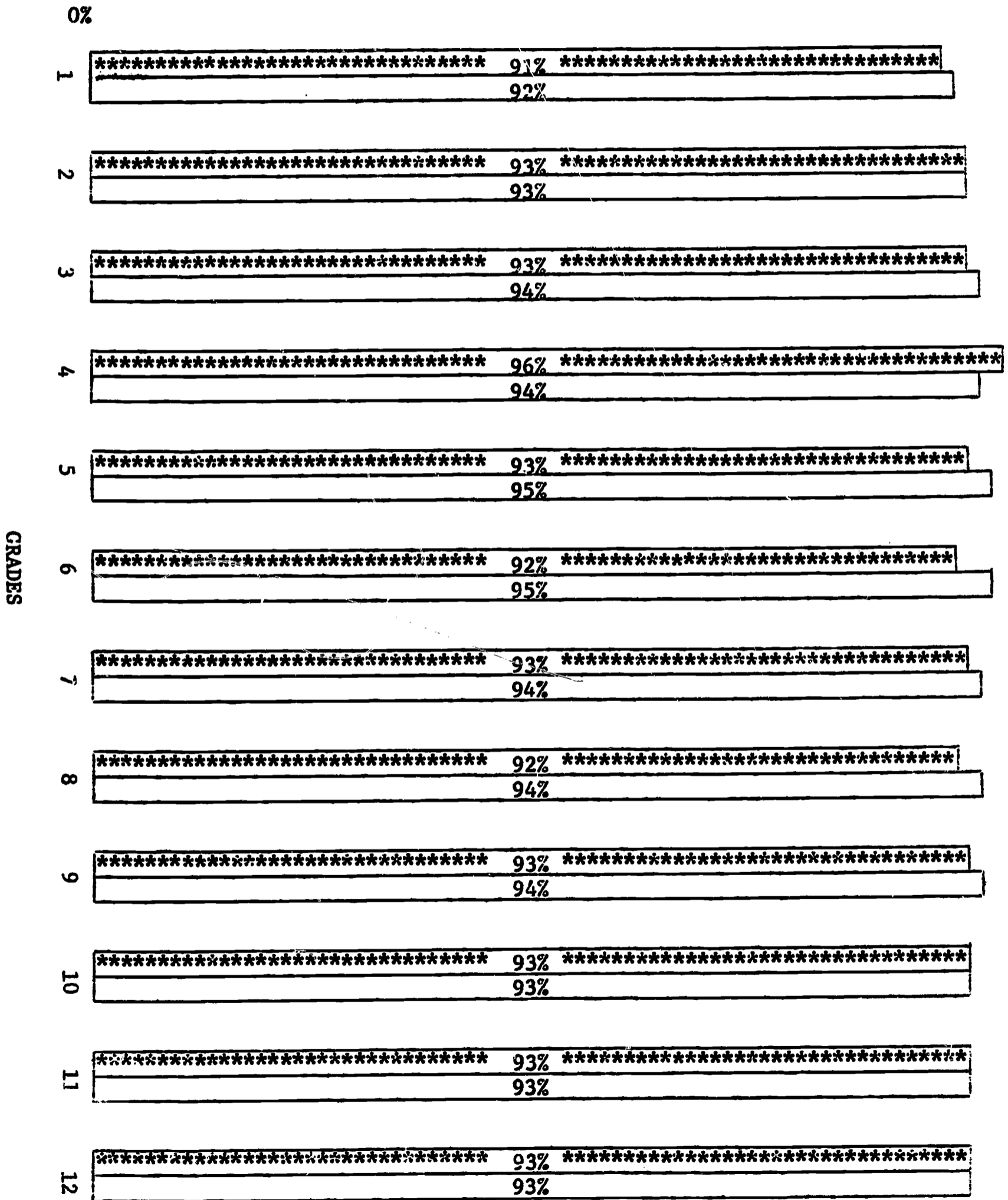
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TABLE 3  
 Estimated Percent Attendance

| Grade      | 1963-1964       |                     | 1964-1965       |                     | 1965-1966       |                     |
|------------|-----------------|---------------------|-----------------|---------------------|-----------------|---------------------|
|            | Title I Schools | Non-Title I Schools | Title I Schools | Non-Title I Schools | Title I Schools | Non-Title I Schools |
|            | % Attendance    | % Attendance        | % Attendance    | % Attendance        | % Attendance    | % Attendance        |
| 12th Grade | 93% (118)       | 92% (76)            | 92% (127)       | 92% (90)            | 92% (236)       | 93% (91)            |
| 11th Grade | 92% (120)       | 92% (81)            | 91% (128)       | 92% (92)            | 92% (239)       | 93% (96)            |
| 10th Grade | 93% (119)       | 92% (81)            | 92% (131)       | 92% (93)            | 92% (247)       | 90% (99)            |
| 9th Grade  | 91% (122)       | 94% (82)            | 92% (135)       | 93% (95)            | 93% (258)       | 93% (103)           |
| 8th Grade  | 93% (131)       | 92% (81)            | 92% (146)       | 93% (98)            | 92% (300)       | 94% (101)           |
| 7th Grade  | 93% (135)       | 93% (81)            | 91% (154)       | 93% (97)            | 92% (302)       | 95% (99)            |
| 6th Grade  | 93% (141)       | 90% (90)            | 92% (159)       | 93% (105)           | 92% (332)       | 95% (123)           |
| 5th Grade  | 93% (137)       | 91% (89)            | 93% (151)       | 93% (106)           | 93% (331)       | 95% (125)           |
| 4th Grade  | 92% (144)       | 93% (88)            | 93% (152)       | 93% (103)           | 96% (319)       | 94% (127)           |
| 3rd Grade  | 98% (140)       | 93% (88)            | 92% (150)       | 92% (103)           | 93% (326)       | 94% (129)           |
| 2nd Grade  | 92% (139)       | 92% (89)            | 86% (153)       | 92% (109)           | 92% (317)       | 94% (129)           |
| 1st Grade  | 91% (139)       | 90% (86)            | 92% (148)       | 90% (108)           | 91% (309)       | 92% (127)           |

Number in ( ) represents LEA's submitting usable data

TABLE 3  
 ESTIMATED PERCENTAGE ATTENDANCE  
 1965-1966



\*\*\*\* Title I Schools

Non-Title I



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TABLE 5

DROPOUT RATES (HOLDING POWER) FOR TITLE I PROJECT SCHOOLS  
 COMPARED WITH NON-TITLE I SCHOOLS

| Grade | 1963-1964       |                     | 1964-1965       |                     | 1965-1966       |                     |
|-------|-----------------|---------------------|-----------------|---------------------|-----------------|---------------------|
|       | Title I Schools | Non-Title I Schools | Title I Schools | Non-Title I Schools | Title I Schools | Non-Title I Schools |
| 12    | (48)<br>3.5%    | (25)<br>4.1%        | (57)<br>3.7%    | (31)<br>3.9%        | (99)<br>3.8%    | (28)<br>3.7%        |
| 11    | (49)<br>4.3%    | (25)<br>5.1%        | (54)<br>4.9%    | (30)<br>5.8%        | (99)<br>5.8%    | (28)<br>3.9%        |
| 10    | (49)<br>4.1%    | (25)<br>4.1%        | (55)<br>3.7%    | (29)<br>4.2%        | (101)<br>4.6%   | (27)<br>4.3%        |
| 9     | (48)<br>3.0%    | (24)<br>2.4%        | (54)<br>2.5%    | (28)<br>2.5%        | (93)<br>3.1%    | (30)<br>2.8%        |
| 8     | (41)<br>1.0%    | (24)<br>1.0%        | (49)<br>1.2%    | (24)<br>1.1%        | (96)<br>1.1%    | (23)<br>0.8%        |

|   |            |            |            |            |              |            |
|---|------------|------------|------------|------------|--------------|------------|
| No. of Schools                                | (51)<br>77 | (27)<br>54 | (59)<br>85 | (22)<br>63 | (107)<br>185 | (30)<br>52 |
| No. of Dropouts                               | 1892       | 1327       | 2391       | 1874       | 3919         | 1235       |
| Total Arithmetic Accountability (Grades 8-12) | 45724      | 35498      | 52613      | 39025      | 99985        | 36653      |
| Average Dropout Rate                          | 4.1%       | 3.7%       | 4.5%       | 4.8%       | 3.9%         | 3.4%       |
| State-Wide Norm                               | 6.6%       |            | 6.6%       |            | *            |            |

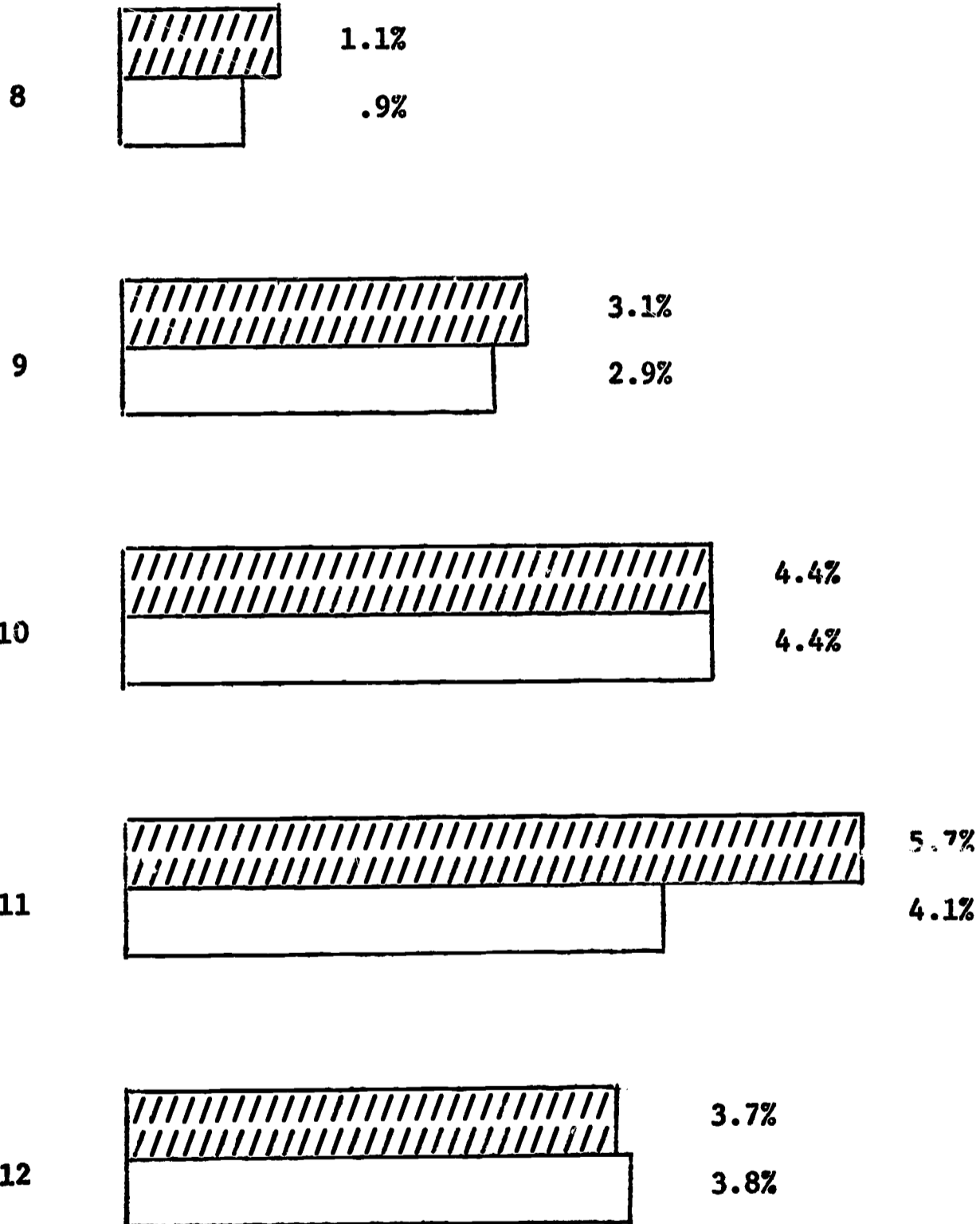
No. in ( ) represents LEA's submitting usable data.

\*Not available at this time.

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TABLE 5  
 DROPOUT RATE  
 1965-66

Grades



Title I Schools

Non-Title I Schools



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TABLE 6

Number of Students in Title I Project High Schools  
 Continuing Education Beyond High School Compared to  
 Non-Title I High Schools

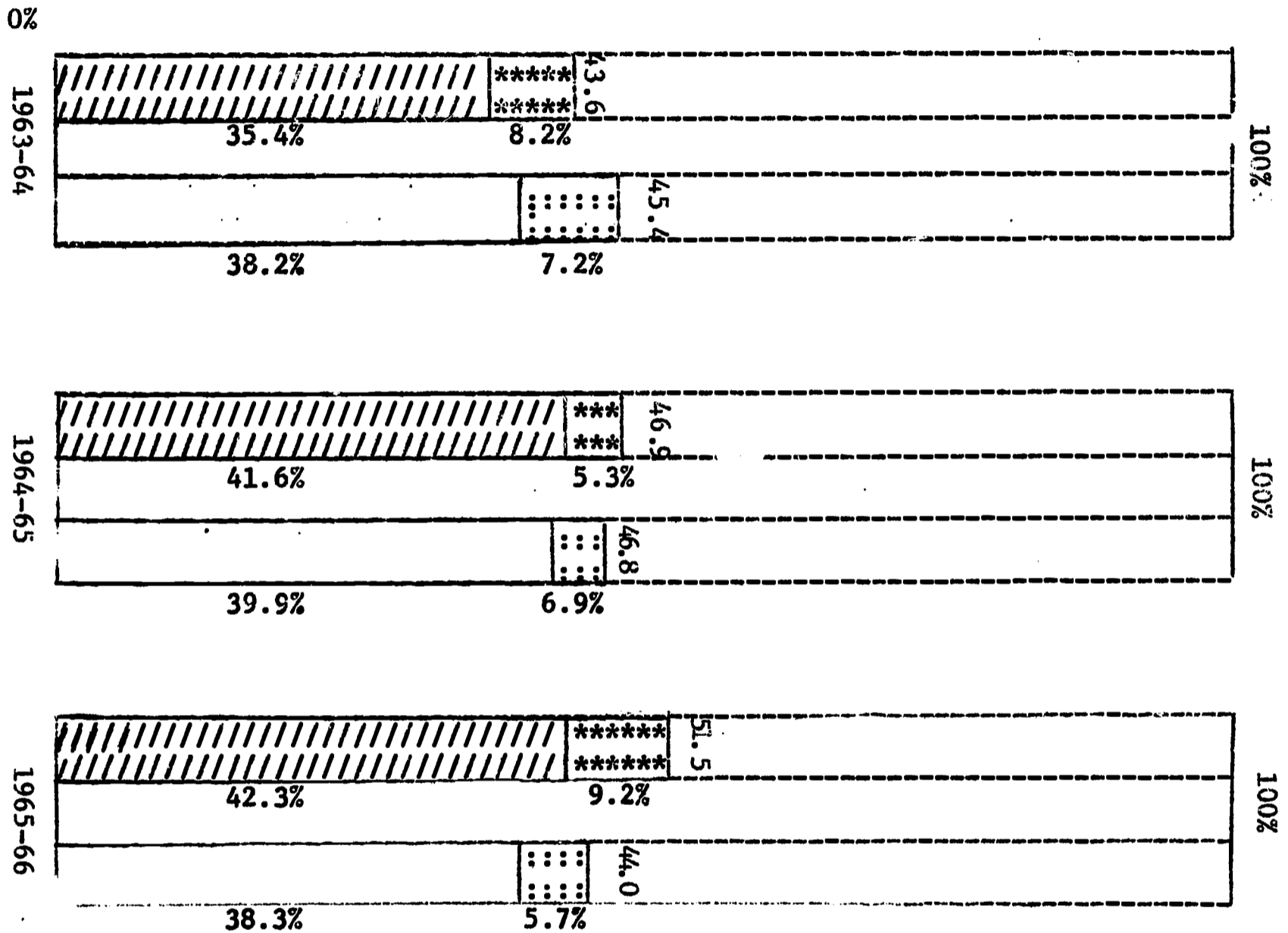
|   | 1963-1964       |                     | 1964-1965       |                     | 1965-1966       |                     |
|---|-----------------|---------------------|-----------------|---------------------|-----------------|---------------------|
|   | Title I Schools | Non-Title I Schools | Title I Schools | Non-Title I Schools | Title I Schools | Non-Title I Schools |
| Total number of graduates   | (144)<br>28656  | (86)<br>18359       | (157)<br>30368  | (98)<br>23798       | (224)<br>43153  | (77)<br>20602       |
| Number now attending standard colleges, universities, junior colleges, community colleges, etc. | 9571            | 6999                | 11332           | 9177                | 17132           | 6271                |
|   | 33.4%           | 38.1%               | 37.3%           | 38.6%               | 39.7%           | 30.4%               |
| Number now attending other types of schools (business, trade, etc.)                             | 2503            | 1284                | 1863            | 2845                | 3756            | 1128                |
|   | 8.7%            | 7.0%                | 6.1%            | 12.0%               | 8.7%            | 5.5%                |


Number in ( ) represents LEA's submitting usable data.




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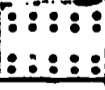
TABLE 6  
 PERCENT CONTINUING EDUCATION  
 BEYOND HIGH SCHOOL



 Title I Schools  
 College, University

Non-Title I Schools  
 College, University 

 Title I Schools  
 Business, Trade

Non-Title I Schools  
 Business, Trade, etc. 

Part III - No. 8

PROJECT OBJECTIVES AND RELATED APPROACHES

A. Five Most Common Objectives of Projects Funded Under Title I.

1. To improve communication skills  
(reading, writing, speaking, listening)
2. To increase general achievement
3. To improve attitude toward self, others, and school
4. To improve school readiness
5. To improve health

B. Rank Order of the Most Common Activities Used to Achieve the above Objectives.

1. To improve communication skills:  
(reading, writing, speaking, listening)

small group instruction  
individualized instruction  
audio-visual aids  
reduce class size  
counseling groups  
teacher aides  
in-service training of teachers  
self-pacing by student  
diagnostic services  
extend library services

2. To increase general achievement:

small group instruction  
individualized instruction  
audio-visual aids  
reduce class size  
teacher aides  
in-service training of teachers  
counseling services  
diagnostic services  
field trips  
extend library services  
home visits  
tutorial arrangements  
art exhibits and/or music concerts

Part III - No. 8 (Continued)

3. To improve attitude toward self, others, and school:

small group instruction  
individualized instruction  
in-service training of teachers  
counseling individuals  
diagnostic services  
field trips  
recreation  
home visits  
health examinations and services  
art exhibits and/or music concerts  
vocational education

4. To improve school readiness:

small group instruction  
individualized instruction  
audio-visual aids  
teacher aides  
in-service training of teachers  
field trips  
recreation  
home visits  
health examinations and services  
art exhibits and/or music concerts

5. To improve health:

counseling groups  
counseling individuals  
diagnostic services  
recreation  
home visits  
health examinations and services

The following list of effective methods used to achieve project objectives is presented in rank order as rated on a four point scale by the LEA's for each project. The figure following each method is the Mean Rating of all LEA's that rated that method. The letter before each method corresponds to Michigan Annual Evaluation Report question identity. For supporting tabular data, see appendix.

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Effectiveness of Methods Used

(SEA Part II - General Data, Question, 6)

|                                       | <u>Mean Rating</u> |  | <u>Mean Rating</u> |
|---------------------------------------|--------------------|--|--------------------|
| n. Instruction<br>small group         | 3.74               | l. Home visits                           | 2.94               |
| n. Instruction<br>individualized      | 3.66               | i. Food services                         | 2.79               |
| d. Audio-visual aids                  | 3.54               | j. Health education                      | 2.77               |
| r. Reduce class size                  | 3.50               | c. Art instruction                       | 2.72               |
| t. Special grouping                   | 3.48               | w. Tutorial arrangements                 | 2.70               |
| e. Counseling<br>group                | 3.46               | v. Team teaching                         | 2.63               |
| u. Teacher aides                      | 3.45               | k. Health examinations<br>and services   | 2.61               |
| m. In-service training<br>of teachers | 3.36               | o. Music instruction                     | 2.22               |
| e. Counseling<br>individual           | 3.3185             | b. Art exhibits and/or<br>music concerts | 2.21               |
| s. Self-pacing by<br>student          | 3.3181             | a. After school study<br>center          | 2.08               |
| f. Diagnostic services                | 3.184              | y. Work-study programs                   | 2.03               |
| h. Field trips                        | 3.182              | p. Pre-school instruction                | 1.97               |
| g. Extend library<br>services         | 3.12               | x. Vocational education                  | 1.92               |
| q. Recreation                         | 3.01               | n. Instruction<br>large lecture groups   | 1.86               |
|                                       |                    | n. Instruction<br>television             | 1.50               |

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Part IV

FURTHER DIMENSIONS OF THE MICHIGAN DATA

The full impact of the various Titles of P.L. 89-10 E.S.E.A. as implemented by thousands of projects throughout the country will never be known. The evidence that has accumulated to indicate how far and how complex the permeation has really gone is very tenuous in the "great society" and most subtle in form. The efforts made to locate and to record this evidence can hardly be claimed as adequate to the size of the task.

In Michigan the necessity for systematic studies of Title I projects by professional personnel in the State Department of Education was viewed as an opportunity more than obligation. The possibility that the State agency might capitalize on the relationships of LEA's with the SEA for strengthening its own research and evaluative operations was viewed as most challenging. A real effort was made to obtain data concerning Michigan education above and beyond what might be requested for the report required by the U.S. Office of Education. Review of the evaluative activities and reported designs of other state agencies indicate that relatively few of them did more than to procure and transmit descriptive data as called for; ideally the opportunity should have been seized for broad-scale appraisal of education for the benefit of the home state primarily, and the Federal agency consequently.

Many different plans were made for State-wide appraisal of Michigan education using Title I evaluation requirements as the vehicle. Time and limited staff alone made many such plans impractical. Even the basic conception of the report by State-agency personnel as "Washington's" demands interfered with ready acceptance of the idea of a "Michigan data bank" from which many questions could be answered and many reports developed. The decision was finally made to work into the general format of the Title I evaluation instrument, ten (10) basic commitment items, which for the first year at least, would provide a broad-scale penetration of the educational picture of the State. It is the results of these ten major commitment items as they were treated by persons returning the evaluation forms that are to be treated in this section.

There is neither time nor space here to detail the steps and trials that preceded the entry of the ten commitment items into the complete Title I evaluative format. The broad specifications of the items required that they be basically relevant to Title I projects, that they be designed with the possibility of being both weighted internally and externally for reliability and validity, and that they be amenable to coding and data processing procedures, and finally that they be structured for widespread

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and/or ongoing utilization at other times and places. As it turned out, the items also were amenable to substantial effort within the local agency to make them either objectively or subjectively constrained. Even the latter consideration has subsequently proved to be a most fruitful source of data on Michigan educators and their ways of behaving professionally. None of the technical details on refinement of the ten items will be given here.

Before going on to the treatment of the descriptively ordered data that emerged from the responses made to the ten items by LEA personnel, a summary comment may be made in reference to the above specifications. The items were designed to call for an estimate, or a measure, of the portion of a total commitment (100%) which local educators made in certain directions within their projects. The items functioned very well although there was resistance and hesitancy on the part of respondents, many of whom were apparently aware of both the professional implications and the technical possibilities of the items. Again, without further technical description, it may be said that, with the exception of a few needed modifications the ten major commitment items proved effective enough to warrant suggestion that they be employed not only subsequently in Michigan, but also that they be employed in other states as well. The whole idea of measuring changes in professional commitments among Michigan educators over the following years as well as measuring their program emphases against those of professionals in other states is a most entertaining one.

Major Findings and Commitments -- Descriptively Ordered for Local Agencies in Michigan

The ten items were scattered discretely throughout the evaluative instrument employed for Title I projects in Michigan. Each was placed in its best reference to relevant data, either by the agency, or the project involved. Two items of the ten were specifically commitments by LEA personnel to the portions of their respective agencies to projects collectively.

The first had to do with source of leadership for project development. The second had to do with State agency function in the development of projects at the local levels. A broad horizontal view will be taken here of the data on each of these two items; the exciting possibilities inherent in future study of the data through submission of the data-cards to almost an infinite number of research oriented "programs" for electronic processing have not been ignored.



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In provoking a commitment from a respondent which had to do with "source of leadership" there was probably little that could be done to determine the orientation or validity of his response. The alternate responses, the format of the item along with the summation of state-wide data are given here. Quite clearly, the development of Title I projects in Michigan was a localized activity for the most part. The implication here is that the strengths and weaknesses, the characteristics and commitments, as well as the perceptions, decisions and values of local educators need to be studied intensively for what they have led to in educational services for disadvantaged youth. This information is shown in Table S-1 on 'Basic Sources of Leadership.'

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TABLE S-1

BASIC SOURCES OF LEADERSHIP FOR LEA'S TITLE I PROJECTS

(Expressed in percentage of time spent)

| Statements                        | S     | S/N <sub>2</sub> | N <sub>1</sub> | S/N <sub>1</sub> |
|-----------------------------------|-------|------------------|----------------|------------------|
| LEA Administrative staff          | 21616 | 45%              | 461            | 47%              |
| LEA teachers                      | 12513 | 26%              | 445            | 28%              |
| Locally designated planning group | 6114  | 13%              | 304            | 20%              |
| Intermediate school district      | 3228  | 7%               | 236            | 14%              |
| State Education Agency (SEA)      | 3463  | 7%               | 310            | 11%              |
| Other (Specify)                   | 881   | 2%               | 37             | 24%              |

Total State Population = 502

N<sub>2</sub> = Total Responses = 479

S = Sum of Responses

S/N<sub>2</sub> = Mean % for each item, non-responses included.

N<sub>1</sub> = Number of responses by item.

S/N<sub>1</sub> = Mean % for each item, non-responses excluded.

Source: Michigan Annual Evaluation Report  
 Part I, General Data, Question 7.

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The second across-the-board penetration of State-wide educational programs had to do with the character of the help, services, and resources which local agencies needed from the Michigan State Agency. Data on this commitment suffered from the indication in the data that approximately seven percent (7%) of the internal leadership of local projects in 1966 was derived from the Michigan State Department of Education (shown on Table S-1). The tabulation which follows reveals the structure of the item, its format and the nature of the commitment picture from the results obtained for it. It is to be noted that State Agency relationships of the LEA's in Michigan were quite comprehensively based with no single aspect of help, service or resource being particularly utilized.

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TABLE S-2

AREAS OF HELP, SERVICES, OR RESOURCES NEEDED FROM THE S.E.A.

(Expressed in percentage of time spent)

| Statements   | S     | S/N <sub>2</sub> | N <sub>1</sub> | S/N <sub>1</sub> |
|--|-------|------------------|----------------|------------------|
| Project development and design and/or guidelines     | 12861 | 29%              | 424            | 30%              |
| Operational techniques and/or operational guidelines | 7874  | 17%              | 390            | 20%              |
| Evaluation and/or evaluation guidelines              | 10215 | 23%              | 430            | 24%              |
| Financial procedures                                 | 8686  | 19%              | 413            | 21%              |
| Administrative procedures                            | 4758  | 11%              | 352            | 14%              |
| Other (Specify)                                      | 434   | 1%               | 12             | 36%              |

Total State Population = 502

N<sub>2</sub> = Total responses = 449

S = Sum of responses

S/N<sub>2</sub> = Mean % for each item, non-responses included.

N<sub>1</sub> = Number of responses by item.

S/N<sub>1</sub> = Mean % for each item, non-responses excluded.

Source: Michigan Annual Evaluation Report  
 Part I, General Data, Question 8.

Part IV (Continued)

Major Findings and Commitment -- Descriptively Ordered  
for Title I Projects in Michigan

The two items which were reviewed immediately above were generalized as commitments of agencies. The eight items which are to be reviewed here are generalized as program commitments. Accordingly it must be recognized that the results reported here will undoubtedly be representative of regional and population characteristics in Michigan in that larger school agencies reported for more and larger projects. There appeared to be little bias due to delinquencies in reporting because both large and small agencies were delinquent for both large and small projects. These data were analyzed, albeit it was an "eyeballing" process.

Three persistent questions arose throughout the developmental stages of the "commitment items" and they were recognized over and over in many of the areas postulated as penetrable by the evaluation instrument. These questions were:

1. What was the general character of the value commitments which determine, consequently, the expenditure of money by LEA's within their Title I projects?
2. What was the general character of the leadership commitments which determine, consequently, how professional roles and responsibilities are developed by LEA's within their Title I projects?
3. What was the general character of the program commitments which determine, consequently, how internal operations were implemented by LEA's within their Title I projects?

From the master list of areas which were identified as penetrable by the evaluative strategies of the Michigan SEA it appeared that question 3, above, was most inclusive and of highest priority. Accordingly, four commitment items were weighted to question 3, while only two items each were weighted to question 1 and 2. The data reported descriptively below are in the reference of the three questions given.

What was the general character of the value commitments which determine, consequently, the expenditure of money by LEA's within their Title I projects? In other words, according to what general priorities were funds likely to have been allotted by project administrators or the LEA's they represent? Two specific commitment items were devoted to this matter and no claim is made for their being absolutely valid for the purpose indicated. The first commitment item which dealt with expenditure of funds was directly stated. Its format, its alternative responses and response data appear in Table S-3.

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TABLE S-3  
 BASIC DISTRIBUTION OF FUNDS FOR PROJECTS  
 (Expressed in percentage of time spent)

| Statements   | S     | S/N <sub>2</sub> | N <sub>1</sub> | S/N <sub>1</sub> |
|--|-------|------------------|----------------|------------------|
| To personnel in leadership and/or director roles   | 5438  | 8%               | 522            | 10%              |
| To personnel in staff assignment roles             | 29252 | 45%              | 617            | 47%              |
| To personnel utilized on special fee or need basis | 3428  | 5%               | 340            | 10%              |
| For services, material, housing, resources         | 24623 | 38%              | 606            | 41%              |
| Other (Specify)                                    | 2624  | 4%               | 113            | 23%              |

Total State Projects = 688

N<sub>2</sub> = Total responses = 653

S = Sum of responses

S/N<sub>2</sub> = Mean % for each item, non-responses included.

N<sub>1</sub> = Number of responses by item.

S/N<sub>1</sub> = Mean % for each item, non-responses excluded.

Source: Michigan Annual Evaluation Report  
 Part II, General Data, Question 4.



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It is to be noted that less than half of fund or dollar commitments by project administrators were to staff assignment roles. In obvious contrast were their commitments of 38% of funds to materials and physical accoutrements and 8% to administration. These figures, or estimates, based on both subjective judgments and/or objectively computed figures by project personnel are at variance with the most common recommendations of educational professionals. Most critics attribute the variances to the difficulties of getting the first year's Title I projects underway. These results will offer most interesting comparisons with subsequent years' project allotments if data and projects are available.

The second pass at the value commitments of project respondents where expenditure of money was less directly stated was that where "priority of concern" or program orientation was called for. In effect the item that dealt with this commitment called for an estimate of the proportion of the program which was oriented to each of six alternatives, including the open-ended option. The format of the item, its alternatives and resulting data are reported in Table S-4.

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TABLE S-4

MAJOR ORIENTATION OF PROJECTS

(Expressed in percentage of time spent)

| Statements   | S     | S/N <sub>2</sub> | N <sub>1</sub> | S/N <sub>1</sub> |
|--|-------|------------------|----------------|------------------|
| Child academic needs<br>--Remediation  | 31295 | 46%              | 599            | 52%              |
| Child academic needs<br>--Enrichment   | 7536  | 11%              | 385            | 20%              |
| Child non-academic needs<br>--Remediation  | 6643  | 10%              | 330            | 20%              |
| Child non-academic needs<br>--Enrichment   | 7400  | 11%              | 327            | 27%              |
| Parent needs   | 1197  | 2%               | 262            | 5%               |
| Professional staff needs   | 4292  | 6%               | 260            | 17%              |
| Development and/or improve-<br>ment of facilities, mater-<br>ials, and resources | 8131  | 12%              | 415            | 20%              |
| Other (Specify)  | 1278  | 2%               | 35             | 37%              |

Total State Projects = 688

N<sub>2</sub> = Total responses = 678

S = Sum of responses

S/N<sub>2</sub> = Mean % for each item, non-responses included.

N<sub>1</sub> = Number of responses by item.

S/N<sub>1</sub> = Mean % for each item, non-responses excluded.

Source: Michigan Annual Evaluation Report  
 Part II, General Data, Question 1.

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Quite clearly "academic remediation" stands out as the highest priority consideration when Michigan professional educators are the judges of where Title I project allotments were oriented. The effect of a relatively small number of projects was inordinately great in the direction of the open-ended response, but analysis of these responses indicated that "personal services" to youth including food, clothing, dental and medical care and counseling were involved. These may be justifiably called concomitants of "remediation," possibly precursory elements to academic remediation.

What was the general character of the leadership commitments which determined, consequently, how professional roles and responsibilities were developed by LEA's within their Title I projects? In other words, what predictable consistencies might have been operative among Title I evaluation respondents in such manner that program projections might be made within the SEA accordingly?

In the final evaluation format there were two (2) commitment items which were specifically designed for penetration in the above reference. The two items "reached for" the character of decisions that were made in the projects regarding staffs and assignments. The first had to do with staff deployment and assignment. Its format, alternate response structure, and accumulated response analysis appears in Table S-5.

Part IV (Continued)

TABLE S-5  
 BASIC MAKE-UP OF STAFF FOR PROJECTS  
 (Expressed in percentage of time spent)

| Statements   | S     | S/N <sub>2</sub> | N <sub>1</sub> | S/N <sub>1</sub> |
|--|-------|------------------|----------------|------------------|
| Reassignment of regularly employed staff                   | 18195 | 29%              | 298            | 61%              |
| Regularly employed staff on extra time assignments         | 23582 | 38%              | 352            | 67%              |
| Specially employed staff members (full-time professionals) | 11853 | 19%              | 259            | 46%              |
| Specially employed staff members (part-time professionals) | 4241  | 7%               | 164            | 26%              |
| Other (Specify)  | 4669  | 7%               | 134            | 35%              |

Total State Projects = 638

N<sub>2</sub> = Total responses = 627

S = Sum of responses

S/N<sub>2</sub> = Mean % for each item, non-responses included.

N<sub>1</sub> = Number of responses by item.

S/N<sub>1</sub> = Mean % for each item, non-responses excluded.

Source: Michigan Annual Evaluation Report  
 Part II, Teacher Data, Question 1.

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The results shown for this item leave questions unanswered concerning the needs and/or wisdom of the staff deployments that were made. Obviously it was regularly employed staff that carried the major load of Title I projects in Michigan if these data are accepted. A much more searching analysis must be made of these conditions, particularly in terms of what staff were assigned to what roles and responsibilities. One of the most common complaints that was heard during the days of program development was that of "qualified and available personnel" not being readily obtainable.

The second item dedicated to leadership commitments asked more directly what role was given project staff in evaluation. The basic assumption was that the responsibility for constant ongoing evaluation was ordinarily that of the teacher within his project assignment; the assumption also was made that externalized judgments by persons other than the operating staff represented a somewhat questionable derogation of staff role under such circumstances, and might be indicative of a more general climate or persuasion. The item and its related considerations appear in Table S-6.

Part IV (Continued)

TABLE S-6

MAJOR BURDEN OF EVALUATION FOR PROJECTS

(Expressed in percentage of time spent)

| Statements              | S     | S/N <sub>2</sub> | N <sub>1</sub> | S/N <sub>1</sub> |
|-------------------------|-------|------------------|----------------|------------------|
| The instructional staff | 31661 | 48%              | 601            | 53%              |
| The planning group      | 4023  | 6%               | 215            | 19%              |
| The coordinator         | 20314 | 30%              | 563            | 36%              |
| Special personnel       | 7921  | 12%              | 221            | 36%              |
| Other (Specify)         | 2758  | 4%               | 87             | 32%              |

Total State Projects = 638

N<sub>2</sub> = Total responses = 667

S = Sum of responses

S/N<sub>2</sub> = Mean % for each item, non-responses included.

N<sub>1</sub> = Number of responses by item.

S/N<sub>1</sub> = Mean % for each item, non-responses excluded.

Source: Michigan Annual Evaluation Report  
 Part II, Evaluation Data, Question 2.



Part IV (Continued)

From the data it appears that responsibility was equally internal and external insofar as staff functions were developed for evaluative purposes. While this may be interpreted differently by sophisticated professionals in evaluation, it must be accepted that the commitments were meaningful in the light of the perspectives of Title I people and they should be viewed in such light. Quite clearly, evaluation was a relatively uncertain domain when project programming was underway in Michigan during the 1966 project year.

What was the general character of the program commitments which determined, consequently, how internal operations were implemented by LEA's within their Title I projects? Given the simple format of any productive enterprise, and accepting the educational programs accordingly, what were the commitments of Title I personnel to "input" youth, to "strategies" employed with their youth, and to the bases upon which "output" productively might be appraised? Not only the mass of considerations that are ordinarily raised about educational procedures was involved here, but aspects of the input-process-output overall model were faced in designing commitment items. Four different items were included in the Michigan evaluative instrument along this line.

Admittedly, the four items represent a limited view of Title I program commitments. As tests of feasibility for both the nature of the items employed, and as potential "vehicles" for significant data, the results obtained proved challenging. The whole idea of unobtrusive commitments which lend themselves to multivariate analyses of many kinds, and to utilization of data for disseminative-conceptual purposes is a most stimulating matter for professional educators. Results of the four items reported below should be examined in such a light.

One item of the commitment series had to do with "input" operations and decisions of Title I projects. In format, alternatives design and results it came out as shown in Table S-7.

Part IV (Continued)

TABLE S-7

BASIS FOR SELECTION OF PARTICIPANTS IN PROJECTS

(Expressed in percentage of time spent)

| Statements                                    | S     | S/N <sub>2</sub> | N <sub>1</sub> | S/N <sub>1</sub> |
|---|-------|------------------|----------------|------------------|
| Test data or clinical procedure               | 20090 | 30%              | 487            | 41%              |
| Referral by teachers                          | 30999 | 47%              | 597            | 52%              |
| Referral from outside sources                 | 2266  | 3%               | 170            | 13%              |
| "Involuntary enrollment" from a defined group | 2983  | 4%               | 101            | 30%              |
| "Voluntary enrollment" from a defined group   | 9011  | 14%              | 265            | 34%              |
| Other (Specify)                               | 1193  | 2%               | 32             | 37%              |

Total State Projects = 688

N<sub>2</sub> = Total responses = 665

S = Sum of responses

S/N<sub>2</sub> = Mean % for each item, non-responses included.

N<sub>1</sub> = Number of responses by item.

S/N<sub>1</sub> = Mean % for each item, non-responses excluded.

Source: Michigan Annual Evaluation Report  
 Part II, Enrollment Data, Question 2.

Part IV (Continued)

Like it or not, and assuming the responses to this item to be relatively well founded in the evidence viewed by Title I respondents, "referral," on whatever grounds that may have been maintained, was dominate in the "input" picture.

Two items were specifically designed to obtain the professional commitments of Title I personnel to program strategies. To SEA staff these were undoubtedly the most interesting because they were matched in many cases against first-hand observations made on-site for many projects. More than this, they were rather forthright commitments of the project personnel to how they went about the accomplishments of their stated objectives. Their responses are a real "data field" for skeptics.

In the second of the items in this series an effort was made to obtain commitments to "passive" strategies as opposed to "activity" strategies as employed upon youth. The item along with its results appears in Table S-8.

Part IV (Continued)

TABLE S-8

BASIC CHARACTER OF THE ACTIVITY  
 OF PARTICIPANTS IN PROJECTS

(Expressed in percentage of time spent)

| Statements  | S     | S/N <sub>2</sub> | N <sub>1</sub> | S/N <sub>1</sub> |
|---|-------|------------------|----------------|------------------|
| Participants as spectators-audience   | 7655  | 11%              | 401            | 19%              |
| Participants active as practitioners, demonstrators                         | 29418 | 44%              | 570            | 52%              |
| Participants relating with others in group processes, clinics, study groups | 21075 | 32%              | 570            | 37%              |
| Participants planning and/or developing materials and resources             | 7038  | 11%              | 404            | 17%              |
| Other (Specify)   | 1251  | 2%               | 30             | 42%              |

Total State Projects = 688

N<sub>2</sub> = Total responses = 665

S = Sum of responses

S/N<sub>2</sub> = Mean % for each item, non-responses included.

N<sub>1</sub> = Number of responses by item.

S/N<sub>1</sub> = Mean % for each item, non-responses excluded.

Source: Michigan Annual Evaluation Report  
 Part II, General Data, Question 2.

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The extent to which participants were supposedly relating with others in group processes, clinical and study groups appear to be in contrast with what might be generally concluded from watching activities in teacher-dominated classrooms. The situation may have been one in which Title I project strategies were genuine departures from the traditional strategies of conventional educational programs.

The third item directed at program commitments within Title I projects dealt with the characteristics of operations within these efforts to provide for the needs of the disadvantaged. Each project was supposedly broken down into certain components and an estimate was called for on the emphasis given each component. In format, alternatives and results, the item is shown on Table S-9.

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TABLE S-9

MAJOR OPERATIONAL PHASES OF PROJECTS

(Expressed in percentage of time spent)

| Statements  | S     | S/N <sub>2</sub> | N <sub>1</sub> | S/N <sub>1</sub> |
|---|-------|------------------|----------------|------------------|
| Policies and decisions of an administrative nature  | 7796  | 12%              | 577            | 14%              |
| Staff planning of project strategies and activities | 13014 | 19%              | 624            | 21%              |
| Implementation of strategies and activities         | 31373 | 46.6%            | 633            | 50%              |
| Testing, measurement, and appraisal of participants | 8911  | 13.2%            | 614            | 15%              |
| Evaluation of project                               | 5908  | 9%               | 610            | 10%              |
| Other (Specify)                                     | 172   | 0.2%             | 7              | 25%              |

Total State Projects = 688

N<sub>2</sub> = Total responses = 672

S = Sum of responses

S/N<sub>2</sub> = Mean % for each item, non-responses included.

N<sub>1</sub> = Number of responses by item.

S/N<sub>1</sub> = Mean % for each item, non-responses excluded.

Source: Michigan Annual Evaluation Report  
 Part II, General Data, Question 3.

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Functionally this item proved its separate commitments to be most inclusive of what may or may not have gone on. In the judgment of staff, if a Q-sort were to have been used to set the professionally approved distribution of the various emphases, it probably would have indicated close to the results obtained. The actual "productivity" of any project must have been related to effectiveness of the implementations which were essentially teaching-learning matters. Critics might suggest that at least two-thirds or more than half of the project operations of Michigan should have been implementational, but again the problems of "first-year" development were effective. A further conclusion may be entertained that project respondents were forced to discriminate in ways that were not supported by actual evidence from their programs.

A fourth program commitment item faced by Title I evaluators for each of the programs analyzed was one which dealt with conceptions of "output" or results of such projects. There were several dimensions to the item and it was inserted into the Michigan evaluative instrument more or less because these dimensions were real unknown conditions. The item may have had an "in-service" effect in evaluation for staffs; it may have forced internal ambivalences within respondents; and it may have indicated the need for improved practices within projects. Whatever the case may have been, no clear-cut persuasion was revealed by this item as it appeared in Table 3-10.

Part IV (Continued)

TABLE S-10

BASIC CHARACTER OF DATA-EVIDENCE  
 FOR EVALUATION OF PROJECTS

(Expressed in percentage of time spent)

| Statements   | S     | S/N <sub>2</sub> | N <sub>1</sub> | S/N <sub>1</sub> |
|--|-------|------------------|----------------|------------------|
| Objective measurement, before, during and after          | 23265 | 35%              | 519            | 45%              |
| Formalized reports and observations of staff             | 24824 | 37%              | 611            | 41%              |
| Formalized reports, reactions, products of participants  | 7803  | 12%              | 373            | 21%              |
| Formalized reports, reactments, judgments of coordinator | 8449  | 13%              | 465            | 18%              |
| Other (Specify)  | 1684  | 3%               | 77             | 22%              |

Total State Projects = 688

N<sub>2</sub> = Total responses = 662

S = Sum of responses

S/N<sub>2</sub> = Mean % for each item, non-responses included.

N<sub>1</sub> = Number of responses by item.

S/N<sub>1</sub> = Mean % for each item, non-responses excluded.

Source: Michigan Annual Evaluation Report  
 Part II, Evaluation Data, Question 1.

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3

Michigan Department of Education  
Title I (E.S.E.A.)  
Annual Evaluation Report  
F.Y. - 1966

Part IV (Continued)

The relatively low emphasis on objective measurement, supposedly using both baseline and subsequent data was not unexpected. The indication that confidence in staff to obtain and to utilize their own systematic data was quite high and in apparent contrast with earlier commitments to such faith in these people. A major effort needs to be made to explore this area for knowledge that can be related to other items in the entire evaluative process of state agencies.

The quantitative and narrative material contained in this report should fulfill the legal requirement of P.L. 89-10 for second level reporting, namely, the Michigan S.E.A. and should provide the U.S.O.E. with a reasonable resource for approximately 2% (1 of 50) of its third level reporting. The real thrust and operational significance will come through what Michigan does with all these data in dissemination to L.E.A.'s and in consultation with them to more adequately fulfill the needs of disadvantaged youth.

C.L.K.

4

INSTRUCTIONS FOR COMPLETING THE LOCAL EDUCATION AGENCY ANNUAL EVALUATION  
REPORT FOR TITLE I OF PUBLIC LAW 89-10 (ELEMENTARY AND SECONDARY  
EDUCATION ACT OF 1965) FOR FISCAL YEAR 1966 (EXTENDED) (JULY 1, 1965  
TO AUGUST 31, 1966), COVERING THE SCHOOL YEAR 1965-1966  
(SEPTEMBER 1, 1965 TO AUGUST 31, 1966)

The purposes of the Title I Annual Evaluation Reports are threefold:

1. To satisfy the requirements of Public Law 89-10.
2. To assist the State Department of Education in administering the Title, including assisting local school districts in improving the quality and effectiveness of their Title I projects.
3. To provide a basis from which local educational agencies will be able to utilize their evaluation efforts in developing new programs and modifying existing ones based on their use of evaluation as a program planning tool.

Directions for Reporting

All questions in this report are to be answered. If any questions are not applicable, please enter NA.

The following abbreviations are used throughout this report:

LEA - Local Education Agency  
SEA - State Education Agency

This report is divided into two parts. Part I is concerned with program information and Part II with project information. LEA's with more than one Title I project must complete a separate Part II for each project.

All LEA's with Title I programs will receive three Part I's and a number of Part II's equal to three times the number of projects in their Title I program.

First and second class districts will receive these forms directly from the State Department of Education and should return two copies of Part I and two copies of each Part II to:

Mailing Address

Michigan Department of Education  
Federal Evaluation and Reporting Section  
Division of Research and Educational Planning  
Lansing, Michigan 48902

Telephone: (517) 373-3725  
Location  
537-541 E. Grand River  
East Lansing, Michigan

All other LEA's with Title I programs will receive these forms from their Intermediate School District Office and should return two copies of Part I and two copies of each Part II to the Intermediate School District. Intermediate School Districts will then return all copies to the above address.

Dates of Reporting

LEA's with all projects ending before June 30:

Reports due to: Intermediate School District - August 1  
State Department of Education - August 15

LEA's with summer projects:

Reports due to: Intermediate School District - September 15  
State Department of Education - October 1





**ENROLLMENT DATA**

9 Total number of participants in all Title I projects.

- a. Children 10     13
  - b. Parents receiving instruction and/or service 14    16
  - c. Regular staff of LEA receiving in-service training 17    19
  - d. Specialists outside staff of LEA receiving special training 20   21
  - e. Other (Specify) 22   23
- Number of children participating in all projects less estimated number deducted for double counting
- a. Public 24     27
  - b. Non-public 28     31
- Not enrolled in any school immediately prior to participation in a Title I project.
- c. Pre-school enrollee 32     35
  - d. High school dropout 36     39
  - e. Other (Specify) 40     43

**GENERAL DATA**

Code: 1-no use; 2-little use; 3-some use; 4-very useful.

Using this code rate the types of information which were useful in determining the number and location of children from low income families:

- a. Census data related to family income 44
- b. School survey data related to family income 45
- c. Free school lunch data 46
- d. Aid for Dependent Children payment data 47
- e. Health statistics indicative of family income 48
- f. Housing statistics indicative of family income 49
- g. Employment statistics indicative of family income 50
- h. Welfare statistics 51
- i. Community service agency records 52
- j. OEO records 53

**GENERAL DATA - continued**

- k. Other (Specify) 54
2. Using the same code as in (1) rate the methods which were useful in developing or increasing staff for Title I projects.
- a. In-service training of current staff 55
- Extend time of current staff:
- b. before school 56
  - c. after school 57
  - d. evenings 58
  - e. Saturdays 59
  - f. summer school 60
  - g. Use of lay persons as teacher aides or in assignments which do not require certified personnel. 61
  - h. Use of non-educational professional persons (physicians, dentists, nurses) 62
  - i. Recruitment of social workers 63
  - j. Recruitment of new teachers 64
  - k. Recruitment of teachers who had dropped out of the teaching profession 65
  - l. Other (Specify) 66

Code: 1-no problem; 2-little problem; 3-some problem; 4-great problem.

3. Using this code rate the principal problems or needs of children in your school district that Title I was designed to meet.

- a. Inadequate command of academic subjects 67
- b. Inadequate command of language 68
- c. Inadequate cultural opportunities 69
- d. Inadequate social opportunities 70
- e. Poor health 71
- f. Inadequate nutrition 72
- g. Inadequate clothing 73
- h. Speech defects 74
- i. Other (Specify) 75



3.

**GENERAL DATA - continued**

Using the same code as in (3) rate the principal problem(s) encountered in initiating Title I project(s):

- a. Shortage of planning time 10
- b. Shortage of personnel to plan project 11
- c. Incomplete or inadequate knowledge of Title I requirements 12
- d. Determining objectives 13
- e. Determining instructional strategy 14
- f. Determining evaluation strategy 15
- g. Other (Specify) 16

Using the same code as in (3) rate the principal problem(s) encountered in implementing Title I project(s):

- a. Personnel shortages
  - Elementary teachers
    - Classroom 17
    - Art 18
    - Music 19
    - Physical Education 20
    - Reading Specialists 21
    - Other (Specify) 22
  - Secondary teachers
    - Classroom 23
    - Art 24
    - Music 25
    - Physical Education 26
    - Reading Specialists 27
    - Other (Specify) 28
  - Administrators 29
  - Counselors 30
  - Consultants 31

Diagnosticians 32

Nurses 33

Psychologists 34

Social Workers 35

Others (Specify) 36

- b. Equipment, materials and supplies could not be secured in time 37
- c. Shortage of facilities and/or space for carrying out the project 38
- d. Excessive paper work 39
- e. Other (Specify) 40

6. Using the same code as in (3) rate the principal problem(s) encountered in evaluating Title I project(s):

- a. Shortage of personnel trained in evaluation 41
- b. Incomplete or inadequate knowledge of Title I requirements 42
- c. Lack of suitable standardized tests 43
- d. Lack of time to develop local tests and measures 44
- e. Objectives too general for effective evaluation 45
- f. Other (Specify) 46

7. The basic source of leadership for your Title I project was: (Estimate %)

- a. LEA administrative staff 47
- b. LEA teachers 49
- c. Locally designated planning group 51
- d. Intermediate school district 53
- e. State Education Agency (SEA) 55
- f. Other (Specify) 57

Total 1 0 0

**GENERAL DATA - continued**

The areas in which help, services, or resources are needed from the SEA for Title I projects are distributed to: (Estimate %)

- a. Project development and design and/or guidelines 10   11
- b. Operational techniques and/or operational guidelines 12   13
- c. Evaluation and/or evaluation guidelines
- d. Financial procedures 16   17
- e. Administrative procedures 18   19
- f. Other (Specify) 20   21

Total

**COORDINATION of TITLE I and COMMUNITY ACTION PROGRAMS**

- Is there a Community Action Agency in the area served by your local school district? 22   YES NO
- If (1) is yes, state how many Community Action Programs were in operation in your school district during the same time that one or more Title I programs were operative. 23   24
- If (1) is yes, how many personnel from the Community Action Agency were involved in planning Title I project(s)? 25   26
- Were the two acts (E.O.A. and E.S.E.A.) used in a reinforcing manner? 27   YES NO
- Were the two acts used in an interfering manner? 28   YES NO

**DISSEMINATION OF INFORMATION**

- Did you disseminate any data or information about your Title I projects to other school districts? 29   YES NO
- If (1) is yes, please check the method(s) used to disseminate such data or information.
- a. Pictures 30
- b. Tapes 31
- c. Brochures or pamphlets 32
- d. Letters 33
- e. News releases 34
- f. Formal presentations at area meetings 35

g. Informal exchange of ideas 36

h. Other (Specify) 37

**PROGRAM NARRATIVE**

Please fill in the blanks on this sheet and then attach narrative answers on separate sheets of paper. (Identify as Program Narrative)

- 1. Were any of your Title I funds used in conjunction with E.S.E.A. Title II projects? 38   YES NO  
If yes, state approximately how much.  
Explain briefly how the funds were used. 39     40
- 2. Were any of your Title I funds used in conjunction with E.S.E.A. Title III projects? 43   YES NO  
If yes, state approximately how much.  
Explain briefly how the funds were used. 44     45
- 3. Did you have any problems in developing and implementing Title I projects with non-public schools? 48   YES NO  
If yes, describe the problems which you experienced and list any suggestions or recommendations for revising the legislation concerning public and non-public school participation. If no, describe your successes and how they were achieved.
- 4. Describe what you did to solve the problems identified in questions (4), (5), and (6) in the General Data section.
- 5. Give suggestions for revising the legislation that would facilitate a more effective inter-relationship between Title I, II, III, and IV of the E.S.E.A.
- 6. Give suggestions for revising the legislation that would facilitate a more effective inter-relationship between State and Federal educational programs.
- 7. Give suggestions for revising the legislation to promote better relationships between Title I programs and Community Action programs.
- 8. Give suggestions for promoting better cooperation between the LEA and the SEA with reference to Title I projects.

**Complete Tables 4, 5, and 6.**

TABLE 4  
Estimated Percent Attendance

| Grade      | If possible<br>1963-1964           |  |                                    | If possible<br>1964-1965           |  |                                    | 1965-1966                          |  |  |
|------------|------------------------------------|--|------------------------------------|------------------------------------|--|------------------------------------|------------------------------------|--|--|
|            | Title I<br>Schools<br>% Attendance | Non-Title<br>I Schools<br>% Attendance | Title I<br>Schools<br>% Attendance | Title I<br>Schools<br>% Attendance | Non-Title<br>I Schools<br>% Attendance | Title I<br>Schools<br>% Attendance | Title I<br>Schools<br>% Attendance | Non-Title<br>I Schools<br>% Attendance |  |
| 12th Grade |                                    |  |                                    |                                    |  |                                    |                                    |  |  |
| 11th Grade |                                    |  |                                    |                                    |  |                                    |                                    |  |  |
| 10th Grade |                                    |  |                                    |                                    |  |                                    |                                    |  |  |
| 9th Grade  |                                    |  |                                    |                                    |  |                                    |                                    |  |  |
| 8th Grade  |                                    |  |                                    |                                    |  |                                    |                                    |  |  |
| 7th Grade  |                                    |  |                                    |                                    |  |                                    |                                    |  |  |
| 6th Grade  |                                    |  |                                    |                                    |  |                                    |                                    |  |  |
| 5th Grade  |                                    |  |                                    |                                    |  |                                    |                                    |  |  |
| 4th Grade  |                                    |  |                                    |                                    |  |                                    |                                    |  |  |
| 3rd Grade  |                                    |  |                                    |                                    |  |                                    |                                    |  |  |
| 2nd Grade  |                                    |  |                                    |                                    |  |                                    |                                    |  |  |
| 1st Grade  |                                    |  |                                    |                                    |  |                                    |                                    |  |  |

$$\% \text{ Attendance} = \frac{(\text{ADA}) \text{ Average Daily Attendance}}{(\text{ADM}) \text{ Average Daily Membership}}$$

Please estimate if ADA and ADM figures are not available.

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DISTRICT CODE 1     5

PROJECT NO. 10    12

TABLE 5

DROPOUT RATES\* FOR TITLE I PROJECTS COMPARED TO  
 NON-TITLE I SCHOOLS

| Grade                        | If possible<br>1963-1964 |                        | If possible<br>1964-1965 |                        | 1965-1966          |                        |
|------------------------------|--------------------------|------------------------|--------------------------|------------------------|--------------------|------------------------|
|                              | Title I<br>Schools       | Non-Title<br>I Schools | Title I<br>Schools       | Non-Title<br>I Schools | Title I<br>Schools | Non-Title<br>I Schools |
| 12                           |                          |                        |                          |                        |                    |                        |
| 11                           |                          |                        |                          |                        |                    |                        |
| 10                           |                          |                        |                          |                        |                    |                        |
| 9                            |                          |                        |                          |                        |                    |                        |
| 8                            |                          |                        |                          |                        |                    |                        |
| No. of Schools               |                          |                        |                          |                        |                    |                        |
| No. of Dropouts              |                          |                        |                          |                        |                    |                        |
| Arithmetic<br>Accountability |                          |                        |                          |                        |                    |                        |

\*See page 12 for Dropout Formula and Definitions

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Notes for Table 5

The dropout rate should be computed as follows:

$$\text{Annual Dropout Rate} = \frac{\text{Number of Dropouts July 1 to June 30}^{1/}}{\text{Arithmetic Accountability July 1 to June 30}^{2/}}$$

Arithmetic Accountability = End of Year Membership (June 30) +  
All Graduates + Dropouts (July 1 to June 30)

<sup>1/</sup> Dropout--A pupil who leaves a school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school. [Schools must keep a complete accountability of students throughout the year in order to differentiate between dropouts and transfers.] The term "dropout" is used most often to designate an elementary or secondary school pupil who has been in membership during the regular school term and who withdraws from membership before graduating from secondary school (grade 12) or before completing an equivalent program of studies. Such an individual is considered a dropout whether his dropping out occurs during or between regular school terms, whether his dropping out occurs before or after he has passed the compulsory school attendance age, and where applicable, whether or not he has completed a minimum required amount of school work. (Definition from: U.S. Department of Health, Education, and Welfare, Pupil Accounting for Local and State School Systems, State Educational Records and Reports Series: Handbook V, pp. 96-97.)

<sup>2/</sup> Arithmetic Accountability is determined by adding the following three items:

- <sup>3/</sup>
- (A) End-of-the-year membership ---The number of pupils on the current roll of a class or school as of June 30th of the year studied. [For example, if we were to study the 1964-1965 dropout rate, the end of year membership would be on June 30, 1965.]
  - (B) Graduate--An individual who has received formal recognition for the successful completion of a prescribed program of studies.
  - (C) Dropout--See above definition

<sup>3/</sup> Special Note: The end of year membership includes all members of the grade on the last day of school which may precede June 30th. Those students who drop out between the last day of school and the following school year should be considered as a dropout for the new year.

| Grade | Month     | Membership at Beginning of Month | Transfers |     | Graduates | Deaths | Dropouts | Membership at End of Month |
|-------|-----------|----------------------------------|-----------|-----|-----------|--------|----------|----------------------------|
|       |           |                                  | In        | Out |           |        |          |                            |
|       | July      |                                  |           |     |           |        |          |                            |
|       | August    |                                  |           |     |           |        |          |                            |
|       | September |                                  |           |     |           |        |          |                            |
|       | October   |                                  |           |     |           |        |          |                            |
|       | November  |                                  |           |     |           |        |          |                            |
|       | December  |                                  |           |     |           |        |          |                            |
|       | January   |                                  |           |     |           |        |          |                            |
|       | February  |                                  |           |     |           |        |          |                            |
|       | March     |                                  |           |     |           |        |          |                            |
|       | April     |                                  |           |     |           |        |          |                            |
|       | May       |                                  |           |     |           |        |          |                            |
|       | June      |                                  |           |     |           |        |          |                            |
|       | Totals    |                                  |           |     |           |        |          |                            |

CALCULATIONS:  $\frac{\text{Arithmetic Accountability}}{\text{End of Year Membership}}$  1/ \_\_\_\_\_  
 $\frac{\text{Number of Dropouts}}{\text{Number of Graduates}}$  2/ \_\_\_\_\_  
3/ \_\_\_\_\_  
 Total \_\_\_\_\_

Annual Dropout Rate =  $\frac{\text{Number of Dropouts}}{\text{Arithmetic Accountability}}$



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DISTRICT CODE 1      5

PROJECT NO.

TABLE 6

Number of Students in Title I Project High Schools  
Continuing Education Beyond High School Compared to  
Non-Title I High Schools

|   | 1963-1964          |                        | 1964-1965          |                        | 1965-1966          |                        |
|---|--------------------|------------------------|--------------------|------------------------|--------------------|------------------------|
|   | Title I<br>Schools | Non-Title<br>I Schools | Title I<br>Schools | Non-Title<br>I Schools | Title I<br>Schools | Non-Title<br>I Schools |
| Total number of<br>graduates  |                    |                        |                    |                        |                    |                        |
| Number now attend-<br>ing standard col-<br>leges, universities<br>junior colleges,<br>community colleges,<br>etc. |                    |                        |                    |                        | *                  | *                      |
| Number now attend-<br>ing other types of<br>schools (business,<br>trade, etc.                                     |                    |                        |                    |                        | *                  | *                      |

\*Estimate number attending or planning to attend

**Part II - Project Information**  
**ANNUAL EVALUATION REPORT**

**For Title I of P.L. 89-10 (Elementary and Secondary Education Act of 1965)**

**NOTE: A separate report of project information must be completed for each project.**

LEGAL NAME OF LOCAL EDUCATION AGENCY (LEA)

PROJECT TITLE

PROJECT NUMBER     9 10    12 NAME OF PROJECT DIRECTOR  13 30 TITLE

ADDRESS (NUMBER AND STREET)  46 CITY  47 ZIP CODE  60  61

TELEPHONE AREA CODE    66 NUMBER  68 EXTENSION  75  76

BEGINNING DATE     13 MO. DAY YR. 18 ENDING DATE     19 MO. DAY YR. 24 WAS THIS A COOPERATIVE PROJECT OF TWO OR MORE LEA'S? YES  25 NO

CHECK THE GRADE LEVELS AT WHICH THIS PROJECT WAS CONDUCTED.  8  9  10  11  12  26 PRE-SCHOOL  27 K  1  2  3  4  5  6  7  40 OTHER (SPECIFY)

**ENROLLMENT DATA**

1. Total number of participants in this project. (i.e. persons receiving instruction and/or services)

Children: Public  41    44

Non-public  45    48

Not enrolled in any school immediately prior to participation in this project:

Pre-school enrollee  49    51

High school dropout  52    54

Other (Specify)  55    57

b. Parents receiving instruction and/or services  58   59

c. Regular staff of LEA receiving in-service training  60   61

d. Specialists outside staff of LEA receiving special training  62   63

e. Other (Specify)  64   65

2. Participants in this project were selected on the basis of (Estimate %):

a. Test data or clinical procedure  66   67

b. Referral by teachers  68   69

c. Referral from outside sources  70   71

d. "Involuntary enrollment" from a defined group  72   73

e. "Voluntary enrollment" from a defined group  74   75

f. Other (Specify)  76   77

Total 1 0 0 %



2.

3. GENERAL DATA

The major orientation of this project was focused on:  
 (Estimate %)

- a. Child academic needs--Remediation 13   14
  - Enrichment 15   16
  - b. Child non-academic needs--Remediation 17   18
  - Enrichment 19   20
  - c. Parent needs 21   22
  - d. Professional staff needs 23   24
  - e. Development and/or improvement of facilities, materials, and resources 25   26
  - f. Other (Specify) 27   28
- Total 1 0 0 %

The basic character of the activity of the participants in this project in terms of time allotted was distributed:  
 (Estimate %)

- a. Participators as spectators-audience 29   30
  - b. Participators active as practitioners, demonstrators 31   32
  - c. Participators relating with others in group processes, clinics, study groups 33   34
  - d. Participators planning and/or developing materials and resources 35   36
  - e. Other (Specify) 37   38
- Total 1 0 0 %

The major operational phases of this project were distributed to (Estimate %)

- a. Policies and decisions of an administrative nature 39   40
  - b. Staff planning of project strategies and activities 41   42
  - c. Implementation of strategies and activities 43   44
  - d. Testing, measurement, and appraisal of participants 45   46
  - e. Evaluation of project 47   48
  - f. Other (Specify) 49   50
- Total 1 0 0 %

4. The basic distribution of funds for this project was distributed: (Estimate %)

- a. To personnel in leadership and/or director roles 51   52
  - b. To personnel in staff assignment roles 53   54
  - c. To personnel utilized on special fee or need basis 55   56
  - d. For services, material, housing, resources, etc. 57   58
  - e. Other (Specify) 59   60
- Total 1 0 0 %

5. Select the one category below which best describes the major objectives of this project and place its number in the boxes at the right.

- Place an "X" in the box beside any other categories which describe other objectives of this project.
- 01. To improve school readiness 63
  - 02. To increase general achievement 64
  - 03. To increase arithmetic skills 65
  - 04. To increase reading skills 66
  - 05. To improve communications skills (reading, writing, speaking, listening) 67
  - 06. To improve attitude toward self 68
  - 07. To improve attitude toward others and toward school 69
  - 08. To improve health 70
  - 09. To increase aspirations 71
  - 10. To reduce dropouts 72
  - 11. To improve study skills 73
  - 12. To increase understanding of and facility for the world of work 74
  - 13. To increase social skills 75
  - 14. To develop appreciation for the arts 76
  - 15. Other (Specify) 77

3.

9. GENERAL DATA - continued  
 Using the following categories rate the effectiveness of the methods which were used to accomplish the objectives of this project: 1-No Use; 2-Little Use; 3-Some Use; 4-Much Use; 5-Very Useful. RATE ONLY THOSE METHODS WHICH WERE USED. Insert "NA" for methods which were not used.

- l. After school study center 13
- m. Art exhibits and/or music concerts 14
- n. Art instruction 15
- o. Audio-visual aids 16
- p. Counseling -- Individual 17
- Group 18
- q. Diagnostic services 19
- r. Extend library services 20
- s. Field trips 21
- t. Food services 22
- u. Health education 23
- v. Health examinations and services 24
- w. Home visits 25
- x. In-service training of teachers 26
- y. Instruction -- Individualized 27
- Small groups 28
- Large lecture groups 29
- Television 30
- z. Music instruction 31
- aa. Pre-school instruction 32
- ab. Recreation. 33
- ac. Reduce class size 34
- ad. Self pacing by student 35

- ae. Special grouping 36
- af. Teacher aides 37
- ag. Team teaching 38
- ah. Tutorial arrangements 39
- ai. Vocational education 40
- aj. Work-study programs 41
- ak. Other (Specify) 42

PUPIL DATA

1. Was this project operative during:
- a. The regular school year only? YES NO  
43
  - b. The summer months only? YES NO  
44
  - c. Both the regular school year and the summer months? YES NO  
45

2. If this project was operative during the regular school year please complete Table 1 on page 4.

3. If this project was operative during the summer months please complete Table 2 on page 5.

If this project was operative during both the regular school year and the summer months please complete both Table 1 and Table 2.

PUPIL DATA - continued

TABLE 1 - Number of Children Participating by Type of Arrangement  
 During Regular School Year

| ARRANGEMENT   |  | NO. PUBLIC*   | NO. NON-PUBLIC  |
|---|--|---|---|
| <b>At public school buildings or grounds only</b>                     |  |   |   |
|   | 8 <input type="text"/> 1 <input type="text"/> 0 <input type="text"/> 9 |   |   |
| During the regular school day   |  | 13 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 16 | 17 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 20 |
| Before school   |  | 21 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 24 | 25 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 28 |
| After school  |  | 29 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 32 | 33 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 36 |
| Evenings  |  | 37 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 40 | 41 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 44 |
| Weekends  |  | 45 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 48 | 49 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 52 |
| <b>At non-public school buildings or grounds only</b>                 |  |   |   |
|   | 8 <input type="text"/> 1 <input type="text"/> 1 <input type="text"/> 9 |   |   |
| During the regular school day   |  | 13 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 16 | 17 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 20 |
| Before school   |  | 21 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 24 | 25 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 28 |
| After school  |  | 29 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 32 | 33 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 36 |
| Evenings  |  | 37 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 40 | 41 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 44 |
| Weekends  |  | 45 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 48 | 49 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 52 |
| <b>At both public and non-public school buildings or grounds</b>      |  |   |   |
|   | 8 <input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 9 |   |   |
| During the regular school day   |  | 13 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 16 | 17 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 20 |
| Before school   |  | 21 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 24 | 25 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 28 |
| After school  |  | 29 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 32 | 33 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 36 |
| Evenings  |  | 37 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 40 | 41 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 44 |
| Weekends  |  | 45 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 48 | 49 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 52 |
| <b>At other than public or non-public school buildings or grounds</b> |  |   |   |
|   | 8 <input type="text"/> 1 <input type="text"/> 3 <input type="text"/> 9 |   |   |
| During the regular school day   |  | 13 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 16 | 17 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 20 |
| Before school   |  | 21 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 24 | 25 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 28 |
| After school  |  | 29 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 32 | 33 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 36 |
| Evenings  |  | 37 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 40 | 41 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 44 |
| Weekends  |  | 45 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 48 | 49 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 52 |

\*These are not expected to be unduplicated counts.

PUPIL DATA - continued

49

TABLE 2 - Number of Children Participating by Type of Arrangement during summer months.

| ARRANGEMENT   | NO. PUBLIC*   | NO. NON-PUBLIC  |
|---|---|---|
| public school buildings or grounds only                     | 13 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 16 | 17 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 20 |
| non-public school buildings or grounds only                 | 21 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 24 | 25 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 28 |
| both public and non-public school buildings or grounds      | 29 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 32 | 33 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 36 |
| other than public or non-public school buildings or grounds | 37 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 40 | 41 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 44 |

\*These are not expected to be unduplicated counts.

Give the average time allotment (in minutes) per pupil per week for this project.

a. Public 45    47

b. Non-public 48    50

Give the average pupil-teacher ratio for this project.

Public 51   52

b. Non-public 53   54

8    9 **TEACHER DATA - continued**

b. Non-public

| NO.   | TYPE  |
|---|---|
| 13 <input type="text"/> <input type="text"/> 14 | 15 <input type="text"/> <input type="text"/> 16 |
| 17 <input type="text"/> <input type="text"/> 18 | 19 <input type="text"/> <input type="text"/> 20 |
| 21 <input type="text"/> <input type="text"/> 22 | 23 <input type="text"/> <input type="text"/> 24 |
| 25 <input type="text"/> <input type="text"/> 26 | 27 <input type="text"/> <input type="text"/> 28 |
| 29 <input type="text"/> <input type="text"/> 30 | 31 <input type="text"/> <input type="text"/> 32 |
| 33 <input type="text"/> <input type="text"/> 34 | 35 <input type="text"/> <input type="text"/> 36 |
| 37 <input type="text"/> <input type="text"/> 38 | 39 <input type="text"/> <input type="text"/> 40 |
| 41 <input type="text"/> <input type="text"/> 42 | 43 <input type="text"/> <input type="text"/> 44 |
| 45 <input type="text"/> <input type="text"/> 46 | 47 <input type="text"/> <input type="text"/> 48 |
| 49 <input type="text"/> <input type="text"/> 50 | 51 <input type="text"/> <input type="text"/> 52 |
| 53 <input type="text"/> <input type="text"/> 54 | 55 <input type="text"/> <input type="text"/> 56 |
| 57 <input type="text"/> <input type="text"/> 58 | 59 <input type="text"/> <input type="text"/> 60 |

3. If project was operative during regular school year, list the number and type of teachers or consultants involved with project:

a. During regular school day

b. Outside of regular school day

c. Both during regular school day and outside of regular school day

**TEACHER DATA**

The basic make-up of staff for this project was distributed: (Estimate %)

a. Reassignment of regularly employed staff 55   56

b. Regularly employed staff on extra time assignments 57   58

c. Specially employed staff members (full time professionals) 59   60

d. Specially employed staff members (part time professionals) 61   62

e. Other (Specify) 63   64

Total 1 0 0 %

List the number and type of teachers or consultants involved in conducting this project (i.e.     ).

a. Public

| No.   | Type  |
|---|---|
| 65 <input type="text"/> <input type="text"/> 66 | 67 <input type="text"/> <input type="text"/> 68 |
| 69 <input type="text"/> <input type="text"/> 70 | 71 <input type="text"/> <input type="text"/> 72 |
| 73 <input type="text"/> <input type="text"/> 74 | 75 <input type="text"/> <input type="text"/> 76 |





6.

**6.** **TEACHER DATA - continued**  
 List the number and type of teachers or consultants added to staff for this project. This question does not apply to summer projects.

|               | No.   | Type  |
|---------------|---|---|
| a. Public     | 13 <input type="text"/> <input type="text"/> 14 | 15 <input type="text"/> <input type="text"/> 16 |
|               | 17 <input type="text"/> <input type="text"/> 18 | 19 <input type="text"/> <input type="text"/> 20 |
|               | 21 <input type="text"/> <input type="text"/> 22 | 23 <input type="text"/> <input type="text"/> 24 |
| b. Non-public | 25 <input type="text"/> <input type="text"/> 26 | 27 <input type="text"/> <input type="text"/> 28 |
|               | 29 <input type="text"/> <input type="text"/> 30 | 31 <input type="text"/> <input type="text"/> 32 |
|               | 33 <input type="text"/> <input type="text"/> 34 | 35 <input type="text"/> <input type="text"/> 36 |

List the number and type of teaching positions approved for this project for which qualified teachers or consultants could not be secured.

|               |   |   |
|---------------|---|---|
| a. Public     | 37 <input type="text"/> <input type="text"/> 38 | 39 <input type="text"/> <input type="text"/> 40 |
|               | 41 <input type="text"/> <input type="text"/> 42 | 43 <input type="text"/> <input type="text"/> 44 |
|               | 45 <input type="text"/> <input type="text"/> 46 | 47 <input type="text"/> <input type="text"/> 48 |
| b. Non-public | 49 <input type="text"/> <input type="text"/> 50 | 51 <input type="text"/> <input type="text"/> 52 |
|               | 53 <input type="text"/> <input type="text"/> 54 | 55 <input type="text"/> <input type="text"/> 56 |
|               | 57 <input type="text"/> <input type="text"/> 58 | 59 <input type="text"/> <input type="text"/> 60 |

List the number and type of teachers or consultants who received in-service training as a part of this project.

|               |   |   |
|---------------|---|---|
| a. Public     | 61 <input type="text"/> <input type="text"/> 62 | 63 <input type="text"/> <input type="text"/> 64 |
|               | 65 <input type="text"/> <input type="text"/> 66 | 67 <input type="text"/> <input type="text"/> 68 |
|               | 69 <input type="text"/> <input type="text"/> 70 | 71 <input type="text"/> <input type="text"/> 72 |
| b. Non-public | 73 <input type="text"/> <input type="text"/> 74 | 75 <input type="text"/> <input type="text"/> 76 |
|               | 77 <input type="text"/> <input type="text"/> 78 | 79 <input type="text"/> <input type="text"/> 80 |
|               | 81 <input type="text"/> <input type="text"/> 82 | 83 <input type="text"/> <input type="text"/> 84 |

**OTHER PERSONNEL DATA - continued**

3. If (1) is yes, did they serve as:

- a. Teacher aides 40
- b. Clerks 41
- c. Library aides 42
- d. Playground supervisors 43
- e. Lunchroom supervisors 44
- f. Other (Specify) 45

4. Were lay persons other than parents involved in the operation of this project. YES NO  
46

5. If (4) is yes, give the number that were:

- a. Voluntary 47  48
- b. Paid 49  50

6. If (4) is yes, did they serve as:

- a. Teacher aides 51
- b. Clerks 52
- c. Library aides 53
- d. Playground supervisors 54
- e. Lunchroom supervisors 55
- f. Other (Specify) 56

7. Were social workers or other personnel from community service agencies involved in the operation of this project? YES NO  
57

8. If (7) is yes, did they serve as:

- a. Voluntary 58
- b. Paid 59

9. If (7) is yes, did they serve as:

- a. Resource persons 60
- b. Nurses 61
- c. Liaison between school and home 62
- d. Other (Specify) 63

**OTHER PERSONNEL DATA**

Were parents of participants involved in the operation of this project? YES NO  
37

If (1) is yes, check whether they were:

- a. Voluntary 38
- b. Paid 39

7.

**8. DESIGN DATA**

Select the type of research design below which best describes the design used in this project and place its number in the box at the right.

13

- (1) Two group experimental design using the project group and a conveniently available non-project group as the control.
- (2) One group design using a pretest and a post test on the project group to compare observed gains or losses with expected gains.
- (3) One group design using pretest and/or post test data on the project group to compare observed performance with local, state, or national norms.
- (4) One group design using data on the project group to compare observed performance with expected performance based upon data for past years in the project school.
- (5) One group design using data on the project group, but no comparison data.
- (6) Other (Specify)

- 14. Did teachers from school staff assist in designing this project? YES NO
- 15. Did guidance and counseling personnel assist in designing this project? YES NO
- 16. Did university personnel assist in designing this project? YES NO
- 17. Did LEA administrators assist in designing this project? YES NO
- 18. Did lay persons from the community at large assist in designing this project? YES NO
- 19. Did social workers or personnel from community service agencies assist in designing this project? YES NO
- 20. Did parents of some of the participants assist in designing this project? YES NO
- 21. Did any participants assist in designing this project? YES NO
- 22. Did any personnel from your intermediate school district office assist in designing this project? YES NO
- 23. Did any personnel from the SEA assist in designing this project? YES NO
- 24. Is there a non-public school in your area? YES NO
- 25. If there is a non-public school in your area, were representatives of this school involved in designing this project? YES NO
- 26. If there is an OEO in your area, were any personnel from this office involved in designing this project? YES NO
- 27. Was this project approved as it was originally submitted to the SEA? YES NO

16. If the answer to (15) is no, did you receive help in rewriting this proposal from:

- a. SEA YES NO
- b. Intermediate school district YES NO
- c. College or university personnel YES NO
- d. Other (Specify) YES NO

**EVALUATION DATA**

- 1. Basic character of data-evidence for evaluation of this project is distributed: (Estimate %)

  - a. Objective measurement, before, during, and after   39
  - b. Formalized reports and observations of staff   38
  - c. Formalized reports, reactions, products of participants   37
  - d. Formalized reports, reactments, judgements of coordinator   36
  - e. Other (Specify)   41

Total 1 0 0 %

- 2. The major burden of evaluation for this project is distributed to: (Estimate %)

  - a. The instructional staff   43
  - b. The planning group   44
  - c. The coordinator   45
  - d. Special personnel   48
  - e. Other (Specify)   50

Total 1 0 0 %

- 3. Was there a designated agency or person responsible for evaluation procedures in this project? YES NO
- 4. Was any contract for evaluation made with an outside agency? YES NO
- 5. Were guidance and counseling personnel utilized in the evaluation process? YES NO
- 6. If there were non-public school participants in the project, were any personnel from non-public schools involved in the evaluation process? YES NO

8.

19. **EVALUATION DATA - continued**
7. Were social workers or personnel from community service agencies involved in the evaluation process? YES NO  
 13
8. If there is an OEO in your area were personnel from this office involved in the evaluation process? 14
9. Were participants themselves (students, teachers, administrators) involved in evaluation process? 15
10. Were specific measurements made of changes that occurred in the participants as a result of this project? 16
11. Did evaluation include:  
 a. Pre-testing 17    
 b. In-process evaluation 18    
 c. Post-testing 19
12. Select the rating below which best describes the general effectiveness of this project in achieving the objectives of the project and place its number in the box at the right. 20   
 (1) No progress achieved  
 (2) Little progress achieved  
 (3) Some progress achieved  
 (4) Substantial progress achieved

**PROJECT NARRATIVE**

Please fill in the blanks on this sheet and then attach narrative answers on separate sheets of paper (identify as Project Narrative).

1. Do you have any evidence of whether or not this project had any effect on teachers?: (If yes, please explain)  
 a. Attitude toward disadvantaged children? YES NO  
 21    
 b. Behavior with disadvantaged children? 22    
 c. Method of approach with disadvantaged children? 23
2. If (10 under evaluation data) is yes, include a list of all of the evaluation instruments and/or techniques used to measure these changes. A suggested format for this list is shown below:

Measures

**Standardized Tests and Inventories**

| Achievement  | (Name and Form) |
|--------------|-----------------|
| Intelligence | " " "           |
| Aptitude     | " " "           |
| Interest     | " " "           |
| Attitude     | " " "           |
| Other        | " " "           |

**PROJECT NARRATIVE - continued**

- Other tests  
 Locally devised tests  
 Teacher made tests  
 Other
- Other measures  
 Teacher ratings  
 Anecdotal records  
 Observer reports  
 Other
3. If (10 under evaluation data) is yes, include a concise reporting of all pertinent objective and/or subjective measurements. A suggested format for this compilation is shown as Table 3.
4. Include in this section an overall appraisal of the project in relation to the established objectives and any additional statistical and/or anecdotal data which expands, qualifies, or justifies your judgement about the general effectiveness of this project as shown in (12 under evaluation data).
5. Briefly discuss how the kinds of data and information obtained from this project will influence:  
 a. Planning for subsequent Title I projects  
 b. Modification of regular curriculum
6. List any suggestions which might be of benefit to other schools in planning a similar project.
7. Ask one or more teachers who were involved with this project to respond to the following statement:  
 Of all the children you have worked with in this Title I project describe the most important single change in behavior which you observed in any one child.
8. On a separate sheet of paper write a brief abstract of this project which could be used in a SEA summary of Title I projects. A suggested outline for the abstract is shown below:  
 Title  
 Amount funded  
 Number of enrollees  
 Grade levels served  
 Major objective(s)  
 Methods used to accomplish objective(s)  
 Evaluation design  
 Results or conclusions

Complete Tables 4, 5, and 6.



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Part I - General Data No. 1  
 (SOE Part II - 2)

ESTABLISHING PROJECT AREAS

Code: 1 - no use: 2 - little use: 3 - some use: 4 - very useful.

1. Using this code rate the types of information which were useful in determining the number and location of children from low income families:

| S M S A   |          |           |          |           |          |           |          |           |          |     |
|---|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----|
| A   |          | B         |          | C         |          | D         |          | E         |          |     |
| Wtd. Resp   | No. Resp | Wtd. Resp | No. Resp | Wtd. Resp | No. Resp | Wtd. Resp | No. Resp | Wtd. Resp | No. Resp |     |
| a. Census data related to family income.              | 40       | 11        | 27       | 10        | 486      | 169       | 145      | 56        | 652      | 238 |
| b. School survey data related to family income.       | 21       | 10        | 27       | 10        | 474      | 165       | 145      | 55        | 624      | 238 |
| c. Free school lunch data.                            | 18       | 11        | 24       | 10        | 380      | 163       | 137      | 57        | 591      | 239 |
| d. Aid for Dependent Children payment data.           | 36       | 10        | 31       | 10        | 497      | 166       | 200      | 59        | 679      | 238 |
| e. Health statistics indicative of family income.     | 18       | 10        | 20       | 10        | 398      | 167       | 113      | 55        | 500      | 238 |
| f. Housing statistics indicative of family income.    | 28       | 11        | 19       | 10        | 333      | 163       | 83       | 52        | 435      | 233 |
| g. Employment statistics indicative of family income. | 24       | 11        | 19       | 10        | 325      | 164       | 104      | 52        | 491      | 231 |
| h. Welfare statistics.                                | 31       | 11        | 26       | 10        | 457      | 167       | 169      | 55        | 669      | 234 |
| i. Community service agency records.                  | 31       | 11        | 22       | 10        | 348      | 161       | 116      | 52        | 419      | 226 |
| j. OEO records.                                       | 29       | 11        | 22       | 10        | 269      | 155       | 68       | 50        | 336      | 221 |
| k. Others.  | 5        | 2         | 12       | 6         | 157      | 62        | 59       | 26        | 263      | 125 |



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EA Part I - General Data No. 3  
 USOE Part II - 3)

PUPIL NEEDS

Code: 1 - no use: 2 - little use: 3 - some use: 4 - very useful.

Using this code rate the principal problems of needs of children in your school district that Title I was designed to meet.

|    |   | S M S A   |          |           |          |           |          |           |          |           |          |
|----|---|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|
|    |   | A         |          | B         |          | C         |          | D         |          | E         |          |
|    |   | Wtd. Resp | No. Resp | Wtd. Resp | No. Resp | Wtd. Resp | No. Resp | Wtd. Resp | No. Resp | Wtd. Resp | No. Resp |
| 1. | Inadequate command of academic subjects | 40        | 11       | 38        | 10       | 649       | 177      | 215       | 59       | 868       | 242      |
| 2. | Inadequate command of language          | 41        | 11       | 31        | 10       | 565       | 176      | 186       | 58       | 752       | 240      |
| 3. | Inadequate cultural opportunities       | 42        | 11       | 30        | 10       | 542       | 173      | 191       | 57       | 789       | 245      |
| 4. | Inadequate social opportunities         | 41        | 11       | 29        | 10       | 528       | 172      | 197       | 56       | 740       | 241      |
| 5. | Poor health                             | 30        | 11       | 22        | 10       | 387       | 167      | 141       | 56       | 542       | 237      |
| 6. | Inadequate nutrition                    | 32        | 11       | 20        | 10       | 361       | 167      | 131       | 56       | 529       | 236      |
| 7. | Inadequate clothing                     | 27        | 11       | 16        | 9        | 326       | 167      | 123       | 54       | 468       | 235      |
| 8. | Speech defects                          | 23        | 11       | 22        | 9        | 348       | 166      | 121       | 59       | 505       | 244      |
| 9. | Other (Specify)                         | 12        | 3        | 11        | 5        | 176       | 74       | 54        | 25       | 172       | 102      |



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SEA Part I - General Data - No. 5  
 (U.S.O.E. Part II - No. 4)

LEA PROBLEMS IN IMPLEMENTING

Code: 1 - no use: 2 - little use: 3 - some use: 4 - very useful.

5. Using this code rate the principal problem(s) encountered in implementing Title I project(s):

S M S A

|                    | A         |          | B         |          | C         |          | D         |          | E         |          |
|--------------------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|
|                    | Wtd. Resp | No. Resp | Wtd. Resp | No. Resp | Wtd. Resp | No. Resp | Wtd. Resp | No. Resp | Wtd. Resp | No. Resp |
| a. Pers. Shortages |           |          |           |          |           |          |           |          |           |          |
| Elem. teachers     |           |          |           |          |           |          |           |          |           |          |
| Classroom          | 14        | 5        | 7         | 2        | 92        | 56       | 25        | 19       | 137       | 67       |
| Art                | 27        | 10       | 20        | 10       | 244       | 153      | 97        | 49       | 414       | 128      |
| Music              | 30        | 11       | 26        | 10       | 386       | 159      | 126       | 51       | 564       | 70       |
| Physical Ed.       | 16        | 9        | 7         | 4        | 122       | 105      | 49        | 33       | 214       | 130      |
| Reading Spec.      | 18        | 9        | 11        | 8        | 150       | 119      | 48        | 35       | 280       | 131      |
| Other (Specify)    | 12        | 8        | 3         | 3        | 97        | 88       | 37        | 28       | 170       | 107      |
| Sec. teachers      |           |          |           |          |           |          |           |          |           |          |
| Classroom          | 21        | 7        | 5         | 3        | 86        | 64       | 18        | 16       | 115       | 72       |
| Art                | 18        | 7        | 15        | 9        | 170       | 85       | 60        | 39       | 250       | 116      |
| Music              | 15        | 8        | 21        | 9        | 268       | 121      | 110       | 44       | 388       | 160      |
| Physical Ed.       | 8         | 7        | 3         | 2        | 94        | 89       | 38        | 27       | 157       | 123      |
| Reading Spec.      | 8         | 7        | 7         | 6        | 115       | 96       | 37        | 29       | 205       | 142      |
| Other (Specify)    | 15        | 8        | 14        | 8        | 225       | 143      | 75        | 43       | 294       | 120      |
| Administrators     | 16        | 6        | 0         | 0        | 86        | 63       | 21        | 16       | 102       | 81       |
| Counselors         | 11        | 8        | 18        | 10       | 226       | 156      | 78        | 51       | 296       | 151      |
| Consultants        | 18        | 10       | 13        | 8        | 178       | 127      | 69        | 45       | 267       | 137      |

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SEA Part I - General Data - No. 5  
 (U.S.O.E. Part II - No. 4) (Continued)

S M S A

|   | A         |          | B         |          | C         |          | D         |          | E         |          |
|---|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|
|   | Wtd. Resp | No. Resp | Wtd. Resp | No. Resp | Wtd. Resp | No. Resp | Wtd. Resp | No. Resp | Wtd. Resp | No. Resp |
| Diagnosticians  | 15        | 9        | 13        | 9        | 243       | 145      | 81        | 46       | 354       | 102      |
| Nurses  | 20        | 10       | 7         | 7        | 237       | 129      | 74        | 38       | 331       | 100      |
| Psychologists   | 10        | 3        | 0         | 0        | 80        | 64       | 23        | 17       | 105       | 72       |
| Social Workers  | 22        | 11       | 19        | 10       | 215       | 124      | 70        | 35       | 309       | 99       |
| Others (Specify)  | 14        | 9        | 21        | 8        | 180       | 118      | 57        | 33       | 255       | 109      |
| b. Equipment, materials, and supplies could not be secured in time  | 35        | 11       | 23        | 10       | 430       | 168      | 147       | 57       | 650       | 48       |
| c. Shortage of facilities and/or space for carrying out the project | 31        | 11       | 31        | 10       | 494       | 171      | 165       | 57       | 670       | 42       |
| d. Excessive paper work   | 28        | 11       | 26        | 10       | 324       | 172      | 146       | 57       | 448       | 125      |
| e. Other (Specify)  | 28        | 10       | 22        | 10       | 397       | 172      | 112       | 54       | 556       | 232      |

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SEA Part I - General Data No. 2  
 (USOE Part II - 7)

METHODS OF INCREASING STAFF

Code: 1 - no use: 2 - little use: 3 - some use; 4 - very useful.

1. Using the same code as in (1) rate the methods which were useful in developing or increasing staff for Title I projects.

|   | S M S A   |          |           |          |           |          |           |          |           |          |
|---|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|
|   | A         |          | B         |          | C         |          | D         |          | E         |          |
|   | Wtd. Resp | No. Resp | Wtd. Resp | No. Resp | Wtd. Resp | No. Resp | Wtd. Resp | No. Resp | Wtd. Resp | No. Resp |
| a. In-service trg. of current staff<br>Extend time of current staff | 41        | 11       | 38        | 10       | 562       | 167      | 179       | 53       | 723       | 233      |
| b. Before school  | 12        | 11       | 11        | 10       | 198       | 133      | 58        | 43       | 290       | 204      |
| c. After school   | 38        | 11       | 30        | 9        | 331       | 148      | 112       | 47       | 387       | 205      |
| d. Evenings   | 29        | 10       | 18        | 9        | 198       | 133      | 71        | 42       | 285       | 199      |
| e. Saturdays  | 22        | 10       | 22        | 9        | 240       | 138      | 65        | 44       | 266       | 203      |
| f. Summer school  | 39        | 11       | 37        | 10       | 495       | 154      | 173       | 55       | 707       | 227      |
| g. Lay persons as teacher aides not certified                       | 42        | 11       | 32        | 9        | 462       | 160      | 167       | 54       | 636       | 227      |
| h. Non-educational professional persons                             | 30        | 11       | 24        | 10       | 394       | 157      | 133       | 51       | 491       | 219      |
| i. Recruitment of social workers                                    | 26        | 11       | 15        | 9        | 194       | 144      | 65        | 45       | 276       | 214      |
| j. Recruitment of new teachers                                      | 28        | 11       | 23        | 10       | 244       | 147      | 103       | 47       | 438       | 218      |
| k. Recruitment of former teachers                                   | 26        | 11       | 12        | 10       | 214       | 145      | 85        | 45       | 350       | 213      |
| l. Other (Specify)  | 1         | 1        | 8         | 5        | 96        | 67       | 32        | 25       | 162       | 115      |

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SEA Part II - General Data - Question 6

GENERAL DATA

Using the following categories rate the effectiveness of the methods which were used to accomplish the objectives of this project:  
 1 - No Use; 2 - Little Use; 3 - Some Use; 4 - Very Useful.  
 RATE ONLY THOSE METHODS WHICH WERE USED. Insert "NA" for methods which were not used.

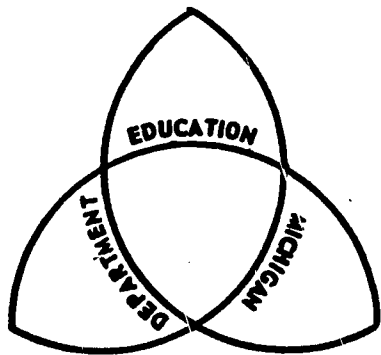
Most Common Approaches Used  
 to Achieve Project Objectives

| Method                                | Cum.Wtd.<br>Resp. | No.<br>Resp. | Mean<br>Wtd.<br>Rating | Rank<br>Order |
|---------------------------------------|-------------------|--------------|------------------------|---------------|
| a. After school study center          | 308               | 148          | 2.08                   | 24            |
| b. Art exhibits and/or music concerts | 397               | 179          | 2.21                   | 23            |
| c. Art instruction                    | 686               | 252          | 2.72                   | 18            |
| d. Audio-visual aides                 | 2110              | 596          | 3.54                   | 3             |
| e. Counseling-individual              | 1719              | 518          | 3.3185                 | 9             |
| - group                               | 1523              | 439          | 3.46                   | 6             |
| f. Diagnostic services                | 1484              | 466          | 3.184                  | 11            |
| g. Extend library services            | 1340              | 429          | 3.12                   | 13            |
| h. Field trips                        | 1359              | 427          | 3.182                  | 12            |
| i. Food services                      | 898               | 321          | 2.79                   | 16            |
| j. Health education                   | 944               | 340          | 2.77                   | 17            |
| k. Health examinations and services   | 936               | 358          | 2.61                   | 21            |
| l. Home visits                        | 1169              | 397          | 2.94                   | 15            |
| m. In-service training of teachers    | 1646              | 489          | 3.36                   | 8             |
| n. Instruction-individualized         | 2196              | 599          | 3.66                   | 2             |
| - small groups                        | 2241              | 598          | 3.74                   | 1             |
| - large lecture groups                | 435               | 233          | 1.86                   | 28            |
| - television                          | 225               | 150          | 1.50                   | 29            |

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SEA Part II - General Data - Question 6 (Continued)

| Method                    | Cum.Wtd.<br>Resp. | No.<br>Resp. | Mean<br>Wtd.<br>Rating | Rank<br>Order |
|---------------------------|-------------------|--------------|------------------------|---------------|
| o. Music instruction      | 443               | 199          | 2.22                   | 22            |
| p. Pre-school instruction | 287               | 145          | 1.97                   | 26            |
| q. Recreation             | 1138              | 377          | 3.01                   | 14            |
| r. Reduce class size      | 1432              | 409          | 3.50                   | 4             |
| s. Self-pacing by student | 1460              | 440          | 3.3181                 | 10            |
| t. Special grouping       | 1679              | 482          | 3.48                   | 5             |
| u. Teacher aides          | 1381              | 400          | 3.45                   | 7             |
| v. Team teaching          | 611               | 232          | 2.63                   | 20            |
| w. Tutorial arrangements  | 639               | 236          | 2.70                   | 19            |
| x. Vocational education   | 273               | 142          | 1.92                   | 27            |
| y. Work-study programs    | 299               | 143          | 2.03                   | 25            |



**SUGGESTIONS**

*For*

**EVALUATION**



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***Suggestions For Evaluating Projects***

***Under Title I of the***

***Elementary and Secondary Education Act of 1965***

***Curriculum Research Committee***

***Michigan State Department of Education***

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**Evaluation is a highly significant aspect of educational programs.**

**How am I doing? Is this a good school, project, or program for children? Is the school, project, or program accomplishing what it is supposed to accomplish? Are the objectives being realized? These are a few of the many questions that every educator would like to be able to answer. The quality of the answers to these questions will depend to a large degree on the sophistication of the evaluators.**

**Developed by the Curriculum Research Committee, this bulletin provides some suggestions for evaluation in any school program as well as in Elementary and Secondary Education Act/Title I project in Michigan.**

**Acknowledgement is made to the members of the Curriculum Research Committee, especially Loyal W. Joos and Allen L. Bernstein, for their contributions to this bulletin. We trust that in some way the contents will be of help in designing and preparing better programs for the youth of Michigan.**

## **Introduction**

**Title I of the Elementary and Secondary Education Act of 1965 (P.L. 89-10) emphasizes the importance of evaluation and requires that every Title I project include a plan for determining the effectiveness of the project in improving the educational attainment of educationally deprived children.**

**Evaluation is one of the concerns of the Curriculum Research Committee, and during the past year the Committee has focused much of its efforts on activities designed to provide assistance to local school districts in planning and carrying on evaluation, both in Title I projects and other school programs.**

**One such activity was the Annual Curriculum Research Conference held at Michigan State University on January 24, 25, 1966. This conference was conceived as a leadership training program for persons involved in the development and evaluation of Title I projects. In addition, participants were requested to serve as leadership and/or resource persons at regional follow-up conferences, held in several parts of the state.**

**This bulletin represents additional activities of the committee and is published by the Department of Education with the cooperation of Curriculum Research Committee as an aid to school districts in developing and improving evaluation throughout the school curriculum.**

## **A BASIC EVALUATION RATIONALE FOR SCHOOL PROGRAMS**

by -

**THE CURRICULUM RESEARCH COMMITTEE OF THE MICHIGAN COOPERATIVE CURRICULUM PROGRAM**

Evaluation provides an adequate basis for judging how well and how much pupils learn. Evaluation is more than a survey of the achievement of pupils through the use of standardized tests. Achievement must be viewed in relation to all the goals of education, both those unique to a particular community and those common to the parent society. Only when the goals are known and considered can evaluation be made.

Evaluation of the achievement of students involves defining the goals of the school, selecting the procedures and instruments to secure data about the goals, and summarizing and interpreting the data collected in relation to the previously established goals.

A Statement of Basic Philosophy Regarding Public Education in Michigan cites certain areas of accomplishment common to all schools. Each child must accomplish reasonable achievement and grow physically, socially and emotionally in positive ways.

A successful pupil learns attitude, values, interests, and feelings to handle life in his society, and relates his learning to the broad world. Each child lives in a unique community whose needs are reflected in the program and accomplishments of the school. Evaluation would be inadequate if it assessed one phase of the school's goals and accomplishments and not the others, and if it assessed common but not unique goals.

Every community has unique as well as common societal goals which it hopes to achieve in the training of youth. Judgments of how well the goals are achieved must be made in comprehensive terms. Judgments are based upon evaluating the accomplishment of known and common goals, and the procedures and means by which goals are achieved and the involvement of the people who accomplish the work.

Selecting procedures for collecting data and the use of instruments and techniques to yield useful, accurate data are essential to evaluation. To assist in the work, the State Department of Education publishes Solving Classroom Problems Through Systematic



**Study, Bulletin 433.** This publication is designed to assist those who evaluate the work of the schools. Examples of representative goals are presented and reduction of the goals to specific outcomes which can be measured is demonstrated. Instruments yielding data appropriate to the measurement of goals are suggested. Tests, both standardized and teacher-made, are used to evaluate the progress of individuals or groups in academic areas. Particular kinds of tests and other techniques which may be used to measure aspects of the educational process are the following:

surveys  
observations  
anecdotal records  
sociometric techniques  
pupil products  
conference  
role playing

questionnaires  
opinionaires  
check lists  
case studies  
interviews  
self-study  
projects

Any procedure for collecting data should utilize valid, reliable, administratively feasible instruments. Collections of available data in traditional school records should not be overlooked.

Summarizing the data to yield information of a useful nature is the concluding evaluative procedure. The summary should relate to the use to be made of the data and to the understanding of those who seek information and wish to make judgments.

Important educational goals require careful definition, the best possible measuring devices, and carefully considered judgments of achievements. Increasingly, schools are assuming responsibility for evaluation since evaluation in the form of thorough and on-going research must undergird the reporting of achievement of pupils. Educators are seeking further knowledge about research techniques and requirements in schools. At the same time they are seeking better methods of implementing research findings.

## **TECHNIQUES AND PROCEDURES TO USE IN MEASUREMENT EVALUATION OF SCHOOL PROGRAMS UNDER TITLE I**

**LOYAL W. JOOS - Director  
Dep't. of Systematic Studies  
Oakland Schools**

**There are four basic problems to be solved in measurement procedures. These are: What to measure; How to measure it; How to analyze the measurements; And how to use the produce of the process of measurement. These four problems cannot be solved with the same set of answers at all stages of the program, and they are different for different programs.**

**In general, however, we can identify certain functions or purposes of measurement which determine, to a large extent, the nature of the four problems. These functions are identification of pupils, diagnosis of pupil needs, process evaluation, achievement achievement evaluation, program evaluation, and program revision.**

**Thus, when our immediate purpose is to identify a group or category of pupils who might benefit from a remedial reading program, the what and how of measurement are fairly plain. We can usually find, already in the school records, measures which are achievement scores in reading. Analysis of these scores can simply consist, for this purpose, of sorting all pupils into two groups - those whose score is above a chosen level, and those whose score is below that level. Making use of this analysis implies some administrative process, such as placing all or part of the lower group into the remedial program.**

**However, when the immediate purpose is the diagnosis of pupil needs, what to measure must be redefined, perhaps in terms of part scores or specific items in a test or test battery. How to measure may involve decisions about individual testing vs. group testing, as well as further decisions about the sophistication of the test administrator. Analysis of data from these measures may consist of more complicated interpretations such as sorting into groups, those pupils who have characteristics A and characteristic B, etc. Making use of these analyses involves inference and action. For example, a child who has both poor hand-eye coordination and a habit of symbol reversal would be treated differently than a child normal in both respects.**

A schematic presentation of these considerations is shown in Table I. We might well recommend that such a schematic be used for every Title I project. On the basis of it, most of the pertinent decisions can be made, including the choice of specific tests and testing procedures, the assignment of personnel to specific measurement tasks, and the scheduling of these activities so that each testing and evaluation task is performed at the proper time.

It is recommended that any proposed measurement schemes which cannot be fitted to the schematic of Table I be very closely scrutinized. As a result it may be wise to decide not to conduct a measurement procedure which has only a vague purpose, such as the possible assessment of "changed attitudes" toward school, or "improvement of self-concept."

Process evaluation schemes offer the most latitude for experimentation as well as great challenge for obtaining useful insights into pupil X treatment interaction. Yet, process evaluations require very careful definition of specific cause and effect relationships.

In the early stages of planning a Title I project, attention should be given to the evaluation and measurement schemes to be used. The planning phase should produce careful definitions of the nature of the program, from which can be drawn operational rules for identifying pupils who would benefit from the program; and by extension of these rules through the time-cycle of the program, diagnostic testing, process assessment, and program evaluation methods can be derived.

The choice of a particular test or measurement procedure is only the first step in fitting that test into the total evaluation scheme. Each step in using the test should be gone over in detail. Assuming that the test fits into the program by a placement in the scheme of Table I, further questions regarding the test must be answered in advance. These are:

**TABLE I**

| <b>FUNCTIONS</b>              | <b>WHAT TO MEASURE</b>   | <b>HOW TO MEASURE</b>  | <b>ANALYSIS</b>   | <b>USE</b>   |
|-------------------------------|--|--|---|--|
| <b>Identification</b>         | <b>Commonly used tests of gross achievement</b>                    | <b>Standard group procedures</b>   | <b>Compare with accepted standards</b>  | <b>Place Pupils</b>  |
| <b>Diagnosis</b>              | <b>Skills and attributes</b><br><br><b>Item analysis</b>           | <b>Individual, group testing</b>   | <b>Compare with known syndromes or functional conceptualizations.</b><br><br><b>Item analysis</b> | <b>Determine individual procedures</b>   |
| <b>Process Evaluation</b>     | <b>Effects of specific treatments</b>                              | <b>Individual observations</b><br><b>Ratings &amp; rankings of both pupils and processes</b> | <b>Gains over time; how many pupils can perform at an acceptable level</b>                        | <b>Revisions of methods and teaching procedures.</b><br><b>Cybernetic</b>                          |
| <b>Achievement Evaluation</b> | <b>Commonly used tests of achievement</b>                          | <b>Standard group procedures</b>   | <b>Compare with standards. Compare pre-post. Use both mean scores and item scores</b>             | <b>Move pupils out of program when up to level</b>   |
| <b>Program Evaluation</b>     | <b>Commonly used tests of achievement. Specific function tests</b> | <b>Standard or special testing. Pre-post.</b>  | <b>Group means, pre-post. Item means, pre-post. No. of pupils passing</b>                         | <b>Determine overall program effectiveness.</b><br><b>Determine specific strengths of program.</b> |

1. Will the whole test be used, or parts of it?
2. Will item scoring be required?
3. Does the scoring procedure need revision?
4. What kinds of scores are produced?
5. How will the data be processed and analyzed?
6. What graphic, tabular, or comparative statistics will be produced?
7. How will the statistics be interpreted?
8. How much will it cost in time, money, and nuisance effects to administer this test and process the results?
9. What can be said about the validity and reliability of the test?
10. Does this measurement function overlap another test already in use or to be used?
11. What useful purpose does the instrument serve?

It may be necessary to try out the testing procedure with a small sample of pupils, particularly if the test is new to the system. Test administrators may have to be trained and all testing should be carefully supervised.

#### SUMMARY

Testing has several functions related to evaluation of school programs. Each testing procedure should be carefully fitted to the use to be made of the measures produced. This fitting may require the revision of the test, or changes in the way the test is administered or analyzed. The measurement function must produce valid and reliable information pertinent to the use of it in the program at some particular phase. As far as possible, all testing plans should be made in advance of program initiation.

The rationale of these remarks is somewhat as follows:

1. There is a population of pupils who need a particular kind of remediation.
  - a. Some test is used for identification.
  - b. Pupils are assigned to the program.
2. Within the assigned group, there are individual differences.
  - a. A test procedure is used for diagnosis.
  - b. Teaching is tailored to need.

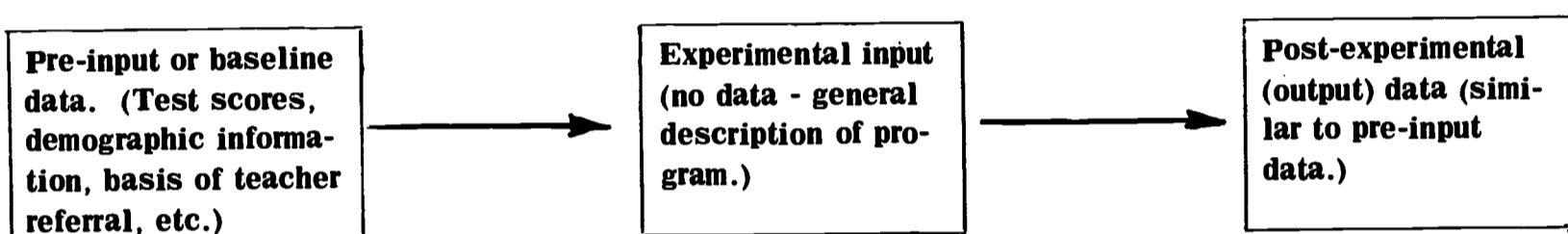
3. During the course of the treatment, certain methods are expected to produce specific results.
  - a. Testing or structured observation can provide pertinent information.
  - b. Teaching methods are altered or confirmed as a result.
4. As a result of the program, certain pupils make more progress than others.
  - a. Testing can evaluate progress of individuals.
  - b. Pupils are retained in the program or "graduated" out of it.
5. As a result of the program, assessments of the program effectiveness can be made.
  - a. Testing can show average gain of pupils toward total remediation.
  - b. Testing can show average gain of pupils toward specific goals of remediation.
  - c. The program can be revised, repeated, or discontinued on the basis of evaluation information.



## IN PROCESS EVALUATION NATURE AND NEED

ALLEN L. BERNSTEIN - Consultant  
Wayne County Intermediate School District

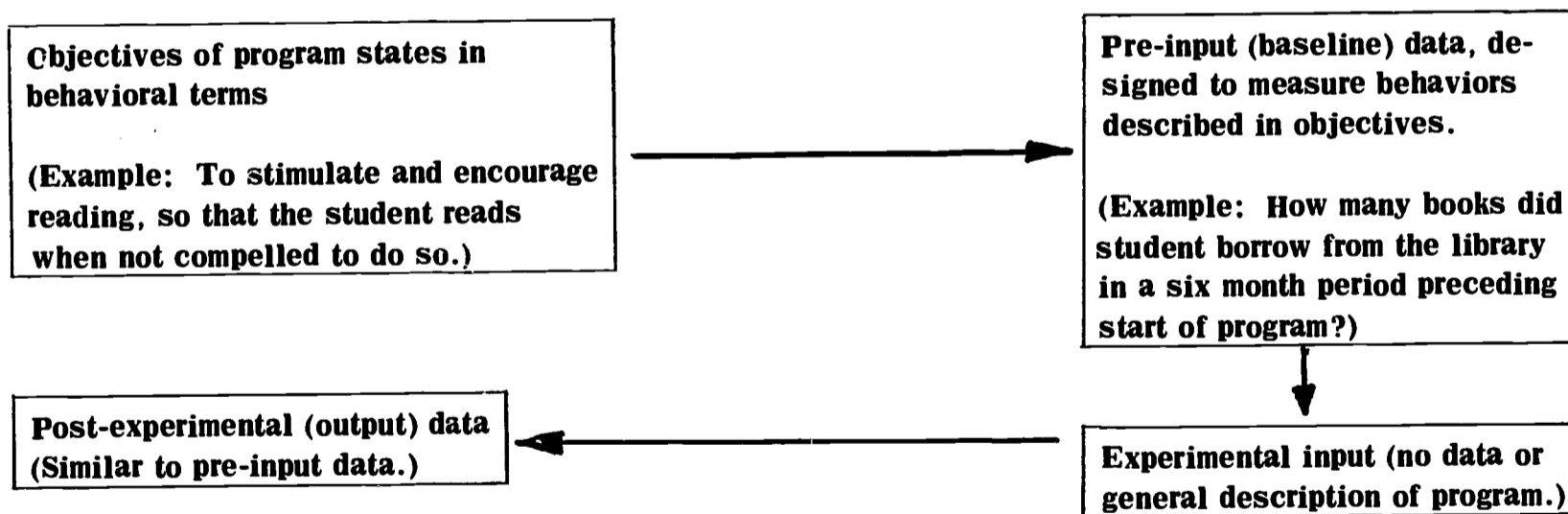
Some program evaluation designs follow a classic data gathering scheme which can be conceptualized as follows:



Output data is then compared to input data. The comparison yields inferences about growth.

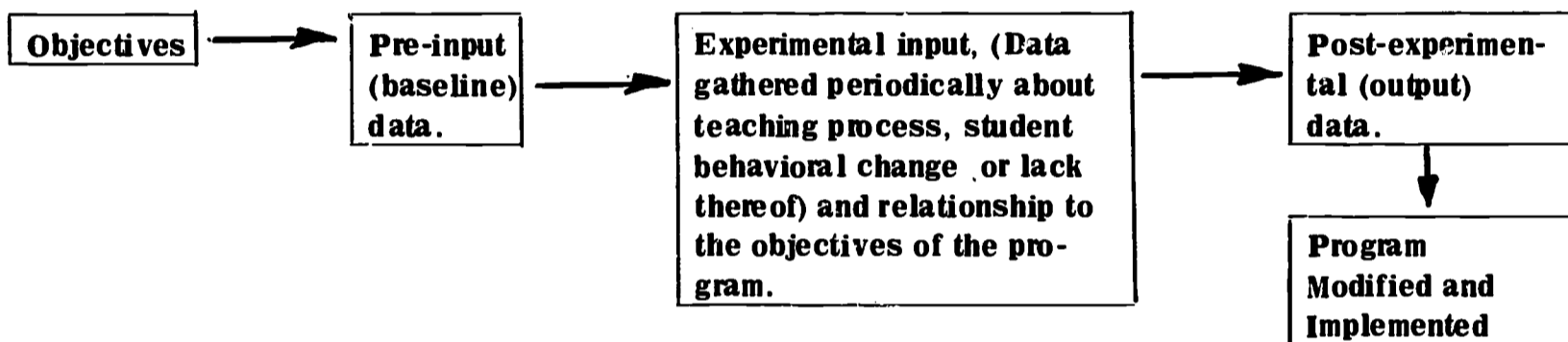
This is a simple design, which can be expanded in scope by describing the comparative input-output of control groups and by variations in design.

Such a design exhibits one major omission which explains, in large measure, why limited inferences, if any, are all one can expect from studying the data. It is essential to formulate the objectives of the program in specific behavioral terms, yielding a design such as the following:



Such a procedure has been and will continue to be useful in assessing instructional programs, particularly when item analysis is used to refine data and give more detailed information about changes in behavior related to highly specific learning objectives. The procedure has the limitation of giving information descriptive only of whether particular aspects of growth have (or have not) been demonstrated by the students under study. It will seldom reveal significant information about those aspects of the teaching-learning situation which could reasonably be inferred as having a cause and effect relationship to the growth data. Without such information, school staff is hindered in making intelligent decisions about future programs.

By adding the dimension of on-process evaluation as described below, our evaluative efforts can be improved.



The data can be gathered in relatively unstructured or structured patterns such as the following:

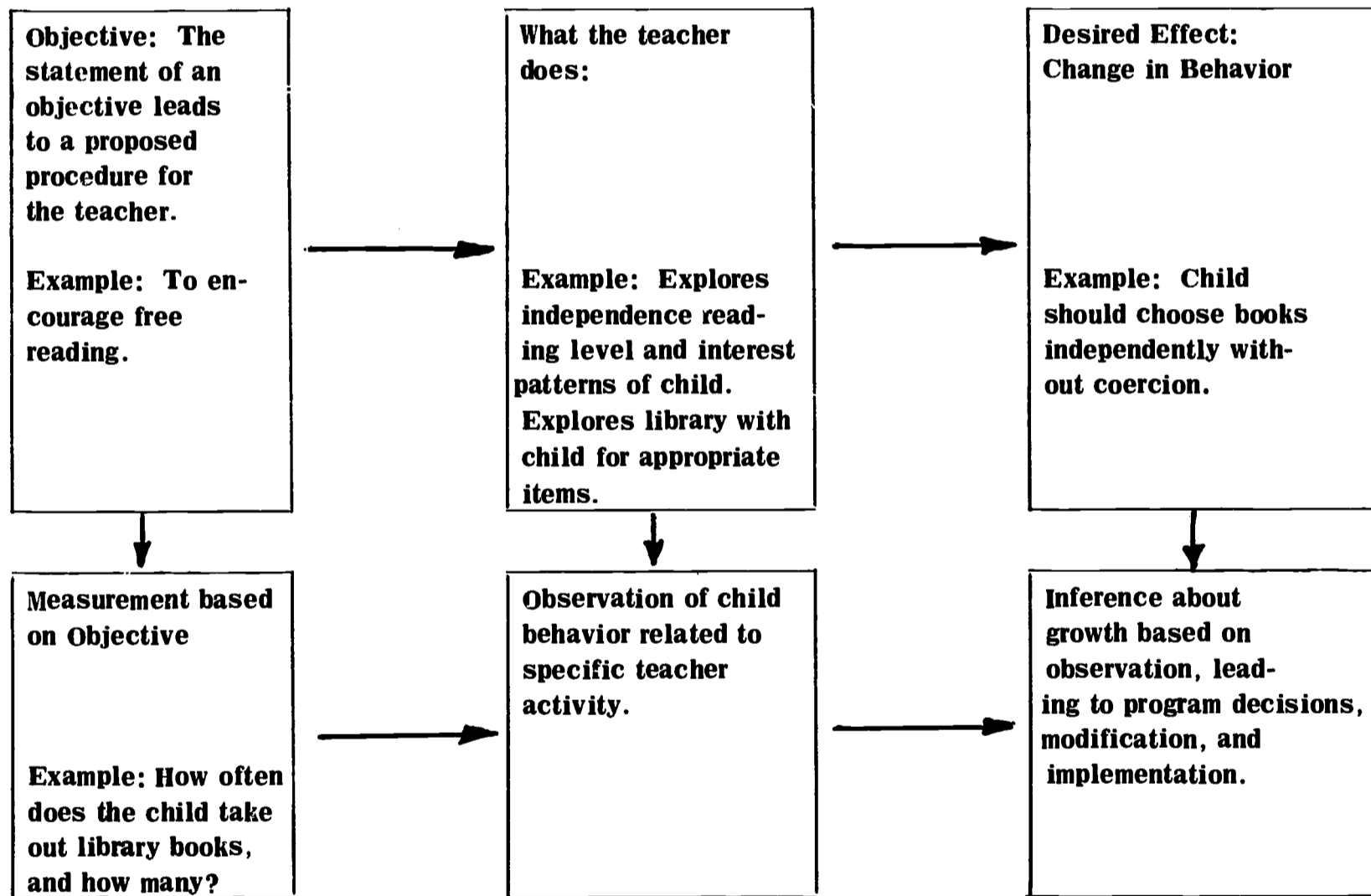
- A. **Critical incidents technique.** The teacher is asked to keep anecdotal records of those aspects of behavior which stand out in his mind, as significant, in terms of the specified objectives, i.e.,
1. "Dick took three library books home last week and told me about one of them today, without my asking."
  2. "For the first time, Mary showed mastery of long division, and some pleasure in being able to do it."
  3. "As we predicted, Joe's behavior is more aggressive and harder to take. He took exception to an instruction and left the room, slamming the door."

**B. Prepared behavior check lists to be filled out periodically. Items such as:**

- 1. Written work (sloppier, the same as, neater than last week.)**
- 2. Attitude toward school (better, the same as, worse than last week.)**

**C. Data records of teaching format, procedure, and student work.**

**In order to understand the potential gains from such a procedure, let us examine a conceptual scheme inherent in the process:**



**The term MEASUREMENT is used in its broadest sense. An observation of behavior (he does, he does not) is a measurement.**

**The argument may be advanced that many such observations are subjective, therefore not very useful. OBJECTIVITY can be looked at in two related ways:**

- A. A trained professional should be able to make the judgment that a child has or has not achieved an acceptable level in terms of the stated objective.**
- B. If two or more individuals make the same observation and draw similar inferences, the data has an acceptable degree of objectivity.**

**A number of statements can be made about the procedures generated by this conceptual scheme.**

- 1. Most important: Program decisions can be made at any time. If the teacher(s) concludes that what the teacher does did not lead to the desired effect for a given child or group, a new formulation for what the teacher does may be developed without delay. It is also possible, and sometimes desirable, to abandon a particular objective, or set of objectives, in favor of new ones. There is also the possibility that a clearcut cause and effect relationship may not be readily apparent until a large set of data is gathered and analyzed, leading to program decisions much later in time than the actual event of the data recorded.**
- 2. The procedures place a record keeping responsibility on teachers. Teachers face the evaluative problem daily, making many mental notes and judgments. The problem is one of recording the information so that it can be easily retrieved and analyzed.**
- 3. The data can be recorded when the behavior is observed or by a post-session flash back procedure. The entire process can be aided and improved by having independent observers enter the program situation periodically and make the same kinds of behavioral observations and records. It would be a relative weakness to rely entirely on either teacher or independent observer data.**

4. The procedures assume the advantages of item data. Mean scores have some value for analysis of pre-experimental and post-experimental data. Since we are discussing the basic need for program guidance, item data provides a superior basis for post-experimental evaluation.

The advantage of such procedures stem from the logic that we can seldom infer from classic design data that the program "worked" or "didn't work". We can infer that aspects of the program "worked" or "didn't work" in terms of specific behavioral objectives. We may further infer from in-process data whether failure in some specific was inherent in the nature of the attempt or in the execution thereof. In-process data, for example, could distinguish between a procedure which failed for all teachers in a program, and a procedure which failed for some teachers. On the other side of the coin, such data could distinguish between procedures which failed for some students, and those which failed for all.

It will seldom be necessary to scrap a program attempt in toto. It will usually be desirable to make intelligent decisions about changing aspects of a program when reasonable inferences from available data point the way. The kinds of data described here should aid materially in the decision-making process.

## EVALUATION:

### Bad Axe Title I Spring Project (1966)

#### 1. Educational Objectives:

The most pressing educational need of the deprived children who reside in the Bad Axe area has been found to be improvement in basic reading skills. Hence, the educational focus of this project was upon improvement of basic skills in reading. The children were selected from grades 2 to 11.

#### 2. Criterion Behavior:

If the objectives of the project have been achieved, the children shall have gained increased competency in one or more of the following areas:

- a. Reading for general significance
- b. Reading precise directions
- c. Reading to note details
- d. General reading comprehension
- e. Reading vocabulary

#### 3. Improvement Situations:

The children received individual and small-group instruction in reading in special facilities during regular school hours. This instruction was an addition to their regular classroom programs. Only competent (certificated) teachers were employed.

#### 4. Interpretative Standards:

Three standardized group tests (batteries) of reading achievement were selected to measure criterion behavior. These tests were the Gates Advanced Primary, Gates Basic, and Gates Survey. All of these instruments have grade-level norms based upon national sampling.

#### 5. Application of the Evaluative Methods:

Desired growth in reading was to be measured through the administration of the Gates Tests at the beginning and the end of the instructional program. Thus, the difference between pre-test and post-test scores would serve as an index of growth in reading during the extent of the entire instructional program.

Unfortunately, the Gates Advanced Primary and the Gates Reading Survey Tests did not arrive in time to be used in the pre-testing. Hence, no valid assessment of children in grades 2 and 3 could be made. However, the Gates Basic Reading Tests did arrive in time for the pre-testing. These tests were used with the children tested in grades 4 through 11. While the Gates Basic Reading Tests are not designed to be used generally above grade 5, it was felt that the relatively low achievement levels of the children involved from grades 9, 10, and 11 would permit the use of these tests.



## **6. Analysis of Evidence:**

Improvement in basic reading skills is reported by grades (in months, for a 10 month schoolyear) in the Appendix.

In general, the 143 children in grades 4 through 11 made a total average gain of 7.0 months. After subtracting the 2.0 month gain which might normally be expected, there remains an adjusted average gain of 5.0 months. The range of total gains was from 0.0 to 31.6 months. Only 19 of the 143 children made a gain less than 2.0 months. Thus, 124 children (86.71%) made gains greater than the normally expected 2.0 months.

## **7. Conclusions:**

Two findings appear to be especially important:

- a. An adjusted average gain of 5.0 months for the 143 children for whom pre-test and post-test data are available.
- b. Improvement greater than the normally expected 2.0 months by 124 children, or 86.71% of the population for whom pre-test and post-test data are available.

On the basis of the above finds, I judge the Bad Axe Title I Spring (1966) Project to have been an effective one in terms of the extent to which objectives were achieved.

Richard D. Elder  
Consultant, Psychology and  
Teaching of Reading.

Michigan Department of Education  
 Title I (E.S.E.A.)  
 Annual Evaluation Report  
 F.Y. - 1966

APPENDIX F

| Grade | N  | Total<br>Avg.<br>Gains<br>(Mos.) | Range<br>of<br>Gains<br>(Mos.) | Median<br>Gains<br>(Mos.) | Total Average Gains in<br>Basic Reading Skills (Months) |                   |                   |        |                    |
|-------|----|----------------------------------|--------------------------------|---------------------------|---|-------------------|-------------------|--------|--------------------|
|       |    |                                  |                                |                           | Gen.<br>Sig.  | Precise<br>Direc. | Noting<br>Details | Vocab. | Compre-<br>hension |
| 4     | 13 | 2.25                             | 0.0 to 5.2                     | 1.8                       | 3.4   | 1.4               | 2.2               | 2.7    | 1.0                |
| 5     | 16 | 5.15                             | 0.0 to 13.8                    | 4.1                       | 4.5   | 7.0               | 7.9               | 3.9    | 2.4                |
| 6     | 20 | 4.10                             | 0.4 to 11.8                    | 3.6                       | 6.2   | 1.9               | 6.7               | 2.6    | 3.2                |
| 7     | 27 | 5.70                             | 1.2 to 10.6                    | 5.4                       | 4.0   | 10.9              | 3.3               | 6.3    | 3.9                |
| 8     | 29 | 10.30                            | 1.0 to 31.6                    | 10.0                      | 10.3  | 12.3              | 14.3              | 6.7    | 7.5                |
| 9     | 19 | 10.30                            | 1.0 to 17.6                    | 11.6                      | 12.4  | 21.4              | 8.3               | 4.6    | 4.4                |
| 10    | 13 | 8.9                              | 2.8 to 15.8                    | 8.6                       | 12.6  | 23.6              | 11.0              | 2.1    | 3.5                |
| 11    | 6  | 9.3                              | 1.2 to 16.2                    | 10.4                      | 6.7   | 18.5              | 6.2               | 5.5    | 9.7                |