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COMMUNITY ACTION PROGRAMS REPORT.

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SPECIAL PROGRAMS IN REMEDIAL READING, EARLY CHILDHOOD EDUCATION, SUMMER SCHOOL INSTRUCTION, AND SCHOOL-COMMUNITY COORDINATION ARE EVALUATED. ALTHOUGH THE REMEDIAL READING PROGRAM DID NOT ESTABLISH THE SUPERIORITY OF ANY PARTICULAR METHOD OF TEACHING, IT DEMONSTRATED THE VALUE OF HAVING A READING SPECIALIST ON THE SCHOOL STAFF. MOST 4-YEAR-OLD PUPILS WHO PARTICIPATED IN THE EARLY CHILDHOOD PROGRAM SHOWED "SIGNIFICANT" INTELLECTUAL, EMOTIONAL, PHYSICAL, AND SOCIAL GROWTH. FOLLOWUP STUDIES ARE FELT TO BE NEEDED TO DETERMINE THE LASTING EFFECTS OF EARLY CHILDHOOD EDUCATION FOR THE DISADVANTAGED. THE SUMMER PROGRAM HELPED PUPILS MAINTAIN THE CONTINUITY OF PREVIOUS LEARNING AND SOMETIMES TO DEVELOP NEW CONCEPTS. TEACHER AIDES WERE UTILIZED EFFECTIVELY IN THE CLASSROOM, AND THE SCHOOL LUNCH PROGRAM WAS SUCCESSFULLY USED AS AN INSTRUCTIONAL EXPERIENCE AS WELL AS FOR NUTRITIONAL DEVELOPMENT. THE LATE APPROVAL OF THIS PROJECT CAUSED SOME ADMINISTRATIVE PROBLEMS. MANY PRINCIPALS AND TEACHERS THOUGHT THE PROGRAM SHOULD BE CUT FROM 8 TO 6 WEEKS. THE SCHOOL-COMMUNITY COORDINATORS WERE SUCCESSFUL WITH AFTER-SCHOOL PROGRAMS, AND MADE EFFECTIVE USE OF AIDES FROM THE POVERTY POPULATION. (AF)

RICHMOND PUBLIC SCHOOLS

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The Community Action Programs are Co-Sponsored by the Richmond City School Board and the Office of Economic Opportunity of the United States Government.

October 1966

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INTRODUCTION

In June, 1965, The Human Development Program of the Richmond City Schools was expanded through the use of a grant from the Office of Economic Opportunity. Special programs in four components were operated. These were in remedial reading, early childhood education, summer school, and school-community coordination. The evaluation of these programs contained in this volume was prepared by Dr. Mary Ann MacDougall, Chief Investigator for the Division of Educational Research, The University of Virginia, Charlottesville. Some of the highlights of the report are presented in this introduction.

The remedial reading component demonstrated the value of having a specialist in reading as a member of each school staff readily available to advise teachers and to provide specialized instruction when appropriate. Although the superiority of any particular method of teaching reading was not established, it appeared that experimentation with newer instructional techniques had a wholesome effect on pupils and teachers involved.

Experience in the Human Development Program indicates that programs of early childhood education have great potential for helping pupils overcome learning difficulties resulting from environmental handicaps. Most four year old pupils who participated in the project showed significant intellectual, emotional, physical, and social growth. The long range benefits of the project could not, of course, be ascertained after one year's experience. Follow-up studies will be required to determine lasting effects of early childhood education programs.

The wide variety of activities conducted in the summer program of 1965, helped pupils maintain continuity of previous learning and in some instances developed new concepts. The effective use of aides to assist teachers in

classroom activities was demonstrated. Another positive outcome was in the use of the school lunch program as an instructional experience as well as in nutritional development. Some administrative problems were encountered due chiefly to late approval of the project. Many principals and teachers thought that a six weeks program would be sufficient to accomplish the objectives of the project.

Richmond City Schools had had only very limited experience with school-community coordination prior to the initiation of the Community Action Program. This activity has demonstrated the value of a professional worker being assigned to depressed area schools to marshall the resources of the community to solve problems of pupils and their families. The approach of the school-community coordinator was to groups rather than to individuals as in the case of visiting teachers and school counselors. The after-school programs organized by the school-community coordinators were noteworthy.

Perhaps the most effective use of aides from the poverty population was made by the school-community coordinators, but all components made effective use of teacher aides. The value of aides who are indigenous to the community has positive implication for school improvement. Future program planning should consider carefully the maximum use of non-professional staff.

COMMUNITY ACTION PROGRAMS
RICHMOND PUBLIC SCHOOLS

COMPONENT I - REMEDIAL READING

REMEDIAL READING - COMPONENT I

General Objectives

General objectives of the program are:

1. To improve language and develop perceptual skills with pupils in the early primary grades.

2. To raise the reading level of underachieving, culturally disadvantaged pupils in the middle and upper elementary grades and in the junior high school.

3. To help teachers and parents understand the reading problems of their children and to enlist their cooperation in helping children overcome their difficulties.

Organization

From its inception in June and through November 1965, the program included nineteen reading consultants and twenty teacher aides who worked in fourteen elementary and four junior high schools. In December a high school, Maggie Walker, was included in the target areas and another reading consultant was added to the program. The schools in the program were divided into five groups, and the organization of five teams achieved greater efficiency in reaching pupils on all levels of attainment.

Many schools were already filled to capacity and had to improvise areas in which the reading centers could be established. As a result, well lighted and ventilated classrooms were available for reading centers in only four of the sixteen schools in the target areas: Mason, Fulton, Bacon, and Carver. In Bowler and Bellevue schools, the teachers relinquished their teacher's lounge in order to have reading centers; Woodville and Fairfield Court made very adequate reading areas in the center of their round buildings; and at Chimborazo, Fairmount, and West End, basement rooms were converted

into reading centers. Small rooms, libraries, and other facilities were made available for use at Mosby Junior High, Fairfield Court, Randolph, and Booker T. Washington.

Procedures

Selected for this program were 20 consultants who represented an average of 15 years of classroom experience, who are secure in their philosophies and techniques, and who understand how children grow and learn. In addition to the consultants, 20 ambitious teacher aides who understood the neighborhood areas and children were included in the component. A friendly spirit of cooperation among the consultants and aides was evidenced from the first meeting and was cemented during the three-week workshop held during August of 1965. Each consultant and aide determined to understand the purpose of the entire human development program and to work as a unit to achieve the goal of the component.

Each consultant was responsible for diagnosing and meeting the reading needs of the school to which she was assigned and to which she reported each morning. She was assisted in the afternoon by another consultant with specialties in an area different from her own. She in turn went to a second school in the afternoon and assisted in improving reading in an area stipulated by the consultant responsible for the second school.

In-Service Programs. On Friday mornings a team of four consultants worked together in implementing plans for in-service programs for teachers. One consultant worked with a teacher or a group of teachers while the other members of the team engaged the pupils in worth-while enrichment activities. Principals and teachers have expressed appreciation for the way the teams have worked in their buildings. These in-service activities have included: demonstrations with controlled readers, tachistoscopes, Words-In-Color

materials, and Frostig materials; workshops in developing teaching aids; displays of new supplementary materials; demonstrations of information and formal testing materials to assess pupils reading levels; and conferences with principals and teachers concerning activities in the reading program.

Consultant Service. The two psychologists assigned as consultants to the program have been invaluable. Each set up the design being used in experimentations, talked with faculty groups and advised consultants concerning pupils.

Sample. Included in the reading program were forty-nine selected groups of pupils distributed among the 2nd, 4th, 6th, 7th and high school pupils. Through a study of test results, the study of cumulative folders, and the use of teacher and principal judgment, these students were classified as underachievers in reading.

Measurement. All pupils in the reading program were given the California Achievement Test in Reading, The Ammons Vocabulary Test, a phonics survey, The Kottmeyer Diagnostic Spelling Test and many informal reading tests. In addition, second grade pupils were given the Frostig Test of Perceptual Skills.

Pilot Studies

Major objectives of two pilot studies carried out under the program were: (1) to investigate the effects of the utilization of certain teaching aids on the reading achievement of elementary school pupils, and (2) to determine the effects of a concentrated language development program with pupils at the second year Junior Primary level. The design and analysis of these studies is presented below.

The evaluation of four approaches to the teaching of remedial reading to elementary school pupils was conducted by nine consultants in one pilot

study. Underachieving pupils with the potential to learn to read were randomly assigned to one of five groups at three levels: 2nd, 4th, 6th or 7th. The teaching aid or experimental treatment applied to each of the groups was:

1. words-in-color
2. controlled reader materials
3. programmed reading (McGraw-Hill)
4. variety - supplementary and varied materials
5. control group - no remedial assistance in reading

Thus, four remedial reading groups and one control group were included in the program at the 2nd grade level, at the 4th grade level, and at the 6th and 7th grade levels. The method of teaching reading was defined as the independent variable.

The dependent variable was defined as reading achievement, measured by the California Achievement Test in Reading. This test was administered to the pupils in October 1965 and May 1966. The Ammons Vocabulary Test was used as a measure of ability for the second grade students, and standardized intelligence tests, for the upper elementary school pupils.

Students were grouped into the second grade level and upper elementary level (grades 4, 6, 7). Measured ability for the two groups was calculated as follows:

	Grade 2	Grades 4, 6, 7
Mean	95.48	97.55
Standard Deviation	15.98	16.85

Students received approximately four months of remedial assistance. Pre-experimental and post-experimental measures of reading achievement for Grade 2 and Grades 4, 6, 7 are presented in TABLES I, II, III, IV.

It can be noted from TABLES I and III that both groups are about 1+ year retarded in reading achievement. One can observe from TABLE I that comprehension at the second grade level tends to be somewhat lower than vocabulary achievement; however, TABLE III does not indicate a similar pattern for the upper elementary school level. It can also be noted from TABLES I and III that pre-experimental means or initial measures of reading achievement are not equal among the five reading groups. At the second-grade level, higher initial mean achievement is indicated in the controlled reading, Words-In-Color, and variety groups. The mean total reading achievement of the programed reading and control groups is 2-3 months lower than that of the other three groups. At the upper elementary level the controlled reading and control groups have relatively higher initial mean achievement, Words-In-Color and variety fall into a middle group, and programed reading is 3 months to 1 year behind the other groups.

Because of the initial mean or pre-experimental mean differences in the sample, the post-experimental means must be interpreted with caution. Relatively higher post-experimental or final mean achievement may be due merely to an initial advantage, rather than to an experimental treatment. Covariance analysis was not used in the comparison of final means because it seemed that the precision of the statistic was not compatible with the rigor of the experimental conditions of the pilot study. Some control was lost in an effort to compromise the research and educational objectives of the study; i.e., some students who reached certain proficiency during experimental period were replaced by students in need of remedial reading assistance.

The post-experimental means at the second-grade and upper elementary levels are presented in TABLES II and IV. At the second-grade level the

post-experimental mean achievement follows the same order as the pre-test data: controlled reading, Words-In-Color, programed reading, variety and control group. At the upper elementary level, controlled reading and the control group remain high, followed, as in the pre-experimental data, by Words-In-Color, Variety, and programed reading.

Although a similar ordering of initial and final achievement can be noted for the second and upper elementary levels, mean differences among the five reading groups change after the experimental period; i.e., some groups appear to have made relatively greater gains. TABLES V and VI present the mean gains in reading achievement during the experimental period for grade 2 and grades 4, 6, 7.

TABLE V indicates that at the second grade level the controlled reading and programed reading approaches evidenced the greatest gains. The very low initial mean comprehension in the programed group influences the large mean gain in comprehension of this group, although the control group did not experience a similar gain in magnitude. Relative to the five groups, Words-In-Colors and the variety approaches made an average gain, while the control group gain was lowest.

TABLE VI indicates that the controlled reading and programed reading groups made a relatively greater gain at the upper elementary level, followed by Words-In-Color. The variety group did no better than the gain evidenced by the control group, which received no remedial instruction.

TABLE I

Grade 2

Pre-experimental Means and Standard Deviations for Reading Vocabulary, Comprehension and Total for Five Reading Groups

	Vocabulary	Comprehension	Total Reading
		Words-In-Color	
Mean	1.35	1.24	1.38
SD	.22	.63	.24
		Controlled Reading	
Mean	1.49	1.36	1.44
SD	.25	.26	.21
		Programed Reading	
Mean	1.24	.55	1.24
SD	.12	.59	.10
		Variety	
Mean	1.36	1.33	1.38
SD	.26	.51	.24
		Control	
Mean	1.23	.60	1.11
SD	.12	.57	.12

TABLE II

Grade 2

Post Experimental Means and Standard Deviations for Reading Vocabulary. Comprehension, and Total for Five Reading Groups

	Vocabulary	Comprehension	Total Reading
		Words-In-Color	
Mean	2.21	2.38	2.26
SD	.70	.93	.71
		Controlled Reading	
Mean	2.59	2.22	2.50
SD	.54	.55	.50
		Programed Reading	
Mean	2.30	2.06	2.24
SD	.48	.58	.47
		Variety	
Mean	2.07	2.10	2.07
SD	.52	.64	.53
		Control	
Mean	1.61	1.11	1.57
SD	.26	.63	.22

TABLE III

Upper Elementary (Grades 4, 6, 7)
Pre-Experimental Means and Standard Deviations for Reading Vocabulary, Comprehension and Total for Five Reading Groups

	Vocabulary	Comprehension	Total Reading
		Words-In-Color	
Mean	4.50	4.44	4.46
SD	1.76	1.47	1.54
		Controlled Reading	
Mean	4.30	5.28	4.83
SD	1.39	2.10	1.70
		Programed Reading	
Mean	4.09	3.79	4.02
SD	1.05	1.04	.98
		Variety	
Mean	4.35	4.48	4.38
SD	1.20	1.27	1.16
		Control	
Mean	4.89	5.29	5.03
SD	1.36	1.44	1.34

TABLE IV

Upper Elementary (Grades 4, 6, 7)
Post-Experimental Means and Standard Deviations for Reading Vocabulary, Comprehension, and Total for Five Reading Groups

	Vocabulary	Comprehension	Total Reading
		Words-In-Color	
Mean	5.22	4.96	5.06
SD	1.94	1.57	1.69
		Controlled Reading	
Mean	5.10	5.76	5.58
SD	1.62	2.00	1.79
		Programed Reading	
Mean	4.55	4.89	4.79
SD	1.32	1.31	1.28
		Variety	
Mean	4.81	5.00	4.80
SD	1.59	1.53	1.51
		Control	
Mean	5.52	5.70	5.56
SD	1.58	1.62	1.55

TABLE V

Mean Gains in Reading Vocabulary, Comprehension, and Total Reading for Five Reading Groups

	Vocabulary	Comprehension	Total
Words-In-Color	.86	1.14	.88
Controlled Reading	1.10	.86	1.06
Programed Reading	1.06	1.61	1.00
Variety	.71	.77	.69
Control	.38	.51	.46

TABLE VI

Upper Elementary (Grades 4, 6, 7)
Mean Gains in Reading Vocabulary, Comprehension, and Total Reading for Five Reading Groups

	Vocabulary	Comprehension	Total
Words-In-Color	.72	.52	.60
Controlled Reading	.80	.48	.75
Programed Reading	.46	1.02	.77
Variety	.46	.02	.42
Control	.63	.41	.53

Correlated tests were run to determine if all groups at both the second grade and upper elementary levels made significant gains between the pre- and post-testing. All groups made significant mean gains beyond the .01 level.

One criterion analysis of variance designs was used to compare the measure of final reading achievement among the five groups. Final mean differences among the five groups for reading vocabulary, reading comprehension, and total reading were significant beyond the .01 level for the second grade. For the upper elementary group, final mean differences in vocabulary, comprehension, and total reading were significant at the .05 level. In order to determine which mean comparisons were significant, tests were run between the total reading means of the five groups. The results are as follows:

a) For the second grade, the final total mean achievement for the controlled reading group is not significantly different from Words-In-Color and programed reading, but is significantly greater than the variety and control groups (all results at .01 levels).

b) The Words-In-Color, programed reading, and variety groups are not significantly different, and all four groups differ significantly from the control group.

c) For pupils in the second grade, the controlled reading, programed reading, and Words-In-Color approaches appear most successful as aids in teaching remedial reading. The controlled reading approach appears relatively more effective with vocabulary problems (mean gain = 1.10, while Words-In-Color evidences greater gains in comprehension (mean gain = 1.14). Programed reading indicates at least a year's gain in each area (1.06, 1.61).

The results of the test run between the total reading achievement mean of the five groups at the upper elementary level are:

a) The controlled reading and control group means are not significantly greater than the mean achievement of the Words-In-Color group, but are significantly greater than the variety and programed reading groups. It was noted in TABLE III that the control group had the highest initial mean achievement, followed by controlled reading, Words-In-Color, variety, and programed reading. Relatively greater gains in the controlled reading and programed reading groups, followed by Words-In-Color, suggest these three approaches as being more successful. As was noted at the second-grade level, controlled reading appears useful for vocabulary problems and programed reading for comprehension, although Words-In-Color does not evidence the same success in comprehension at this higher level.

In summary, at both the second grade and upper elementary levels, the controlled reading and programed reading approaches appear to have promise for the teaching of remedial reading. Words-In-Color appears to be more successful in teaching comprehension to younger children. The variety approach appears to have little or no impact on the reading ability of children. Gains are what one would expect from maturation and normal classroom experiences.

The second-grade pupils were also given <u>The Marianne Frostig Developmental Test of Visual Perception.</u> The use of perceptual training materials was anticipated, but time limitations precluded an experimental period and post-testing. However, correlations were obtained between the five subtests of the Frostig Visual Perception Test and measures of ability and reading achievement to determine if a relationship does exist between development in perception and success in reading.

TABLE VII abstracts the correlation coefficients between the five subtests, ability and pre- and post-test reading achievement variables. It can be noted from TABLE VII that the perception measures and I.Q. are not generally significantly related, but significant relationships exist between the perceptual measures and reading comprehension. Since the perception scores do not appear to be just another ability measure and do relate to reading achievement, it appears that this measure may be useful in predictive and diagnostic testing of reading ability. A comparison of the pre-test and post-test relationships with the measures of perception indicate a drop in magnitude after the remedial training during the experimental period. The degree of relationship which remains may well indicate that the success of further remedial training may be limited without the necessary perceptual development. The observation that comprehension scores were relatively lower than vocabulary achievement for the second grade and the significant relationships between comprehension and the measures of perception further suggests the need to develop perception abilities and a study to investigate the influence of the training materials which accompany the Frostig test.

A second focus or pilot study under the Remedial Reading Component is the concentrated language development program with pupils in the second year Junior Primary. The primary purpose of the program is to help children to improve their general ability to communicate. Concurrent with this study is the development of a Language Pattern Survey which records fluency, responsiveness, and verbalization of the pupils linguistic pattern (conversation) and fluency, interest, concrete, and abstract for the linguistic pattern (picture test).

The Language Development Project with pupils in the Junior Primary

TABLE VII

Intercorrelations between Five Subtests of Frostig Visual Perception, I.Q., and Pre- and Post-Experimental Reading Achievement

		Pre-Test Reading			Post-Test Reading		
	I.Q.	Voc.	Comp.	Total	Voc.	Comp.	Total
I.	.153*	.108	.306**	.180**	-.015	.166*	.039
II.	.082	.002	.144*	.052	.084	.105	-.020
III.	.192**	.104	.238**	.153*	.096	.204**	.135*
IV.	.024	.359**	.164*	.353**	.198**	.231**	.235**
V.	.084	.166*	.074	.201**	.078	.177**	.066

* significant relationship at .05 level

** significant relationship at .01 level

where I = Visual Motor Coordination

II = Figure-Ground Perception

III = Perceptual Constancy

IV = Position in Space

V = Spatial Relationships

Second Year in five Richmond Public Schools has been described in detail on pages 29 through 56 of the HANDBOOK AND GUIDELINES FOR COMMUNITY ACTION PROGRAMS, JUNE 1965 - JUNE 1966, Richmond Public Schools. A detailed statement of the background and the purpose of the project is given in the HANDBOOK and the Language Pattern Survey is described in complete detail. The present report is an analysis of a comparison between the pre-test Language Pattern Survey scores and the post-test Language Pattern Survey scores of the children included in the Study.

The children were divided into three groups: (1) A Parent Group that consisted of children whose parents participated in special instruction in groups separate from the instruction provided for the children, (2) a No-Parent Group in which the children were given the same special language stimulation instruction as the children in the so-called Parent Group, but whose parents did not participate in the program, and (3) a Control Group of children who received no special instruction from the project teachers. Children in all three groups were tested in December before the beginning of the language instruction and again in mid-May at the conclusion of the instruction.

The three members of the Language Pattern Project, by mutual agreement, scored the Language Pattern Survey results so that a score of 1 represents the best possible score and a score of 5 represents the poorest possible score. In the beginning, it had been hoped to balance the groups exactly for ability, age and sex, but some of the children originally designated as "Parent Group" had to be transferred to "No Parent Group" when their parents failed to participate in the project, and a few who had been designated as "No Parent" had to be shifted to "Parent" when their parent developed an interest and began to attend the parent meetings.

There are two methods to control for any variation between the groups on their initial test results; analysis of covariance to equate groups on the first test condition, or by measuring the change from the pre-test to the post-test. (The other method would be to match the groups, which was the original plan but proved not to be practical because of the shifting caused by parent participation or non-participation.) It was decided to study changes in Language Pattern Scores: each child's pre-test score was compared with his post-test score and the difference between the two scores was taken as the measurement to be studied.

The actual difference formula applied was: Pre-Test score minus Post-Test Score, plus 4. By this formula, any score above 4 indicates improvement since the pre-test; any score under 4 indicates poorer score since the pre-test, and a score of 4 indicates no change since pre-test. (Language Pattern Survey scores are 1 to 5, with low scores indicating more favorable ratings.)

Statistical analysis was obtained by simple 3-way analysis of variance. Groups were equated for sex and number by using the Parent Group as the base, and by including alternate names from larger groups or sometimes doublets. When significant F values results, the differences between the appropriate means were tested for significance by the Newman-Keuls Test.

Of 24 analyses of variance, only three yielded significant results. Thus, the project was not able to show favorable changes on many of the Language Pattern Survey variables.

The Language Pattern Survey appears to be a useful instrument. Some of its part scores appear to be unnecessary because it appears that several part scores are very highly correlated with each other. An analysis of the internal consistency of the test would be useful if it is desired to revise the survey.

COMMUNITY ACTION PROGRAMS
RICHMOND PUBLIC SCHOOLS

COMPONENT II - EARLY CHILDHOOD EDUCATION

EARLY CHILDHOOD EDUCATION - COMPONENT II

The overall goal of the Early Childhood Education Program is the creation of an environment for pre-school compensatory education; i.e., for experiences enhancing the growth and developmental processes. Implicit in this goal is the assumption that pre-school aged children from disadvantaged homes would not manifest behavior on the same level as age-matched children from more advantaged homes. This assumption was based on a body of research literature and on the informal observation of educators and other developmentally oriented professional persons who have worked with the disadvantaged at the pre-school ages and at the lower elementary school levels.

The children entering the Early Childhood Education Centers were relatively non-verbal; manifested sound distortions beyond the frequency and severity expected at this age level; engaged in parallel play; showed lack of comprehension of the potentiality for exploration and problem-solving inherent in creative play materials; evidenced lack of familiarity with a broad range of common foods and with basic principles of nutrition; manifested a relative lack of respect for others and a general orientation of not expecting any positive result from adult-child interaction. The list of behavioral characteristics, with their implications, could be extended. However these few points are offered as a suggestion of the general type of non-adaptive behavior characterizing the children.

The teachers set the tone for the Center by daily demonstration of a questioning orientation. Such questions as, "Why do you suppose...?" and "How can it be that...?" were common. This basic orientation was translated into a mode of life during every type of activity, from the making of a Valentine for Mother to the action of wind as it is observed during a

neighborhood walk.

The school program for children included attention to four areas: physical, social, emotional, and intellectual growth and development. Because of the essential integrity of the school program and because of its attempt to capture the vitality of relating activities, within realistic limits, to the expressed interests and needs of the children, attempts were made to incorporate flexibility and socially integrative spontaneity both in the overall program and in the weekly and daily activity plans.

Physical Growth and Development. In the effort to evaluate and provide needed service in the area of physical growth and development, these accomplishments are worthy of note:

1. An examination of each child by a medical doctor
2. Periodic evaluation of health status by the Program nurse
3. Provision of emergency care in the school during class hours
4. Provision of guidance and direction to parents for obtaining specific health services beyond the scope of the medical services of the Program
5. Provision of an informal educational program for parents, with basic health habits as the focal point
6. Provision of an ongoing classroom program of relating physical growth and development to daily behavior, e.g. tooth brushing, nutrition, and cleanliness
7. Provision of individualized guidance to parents in terms of the identified special health needs of the child; e.g. provision of information about basic safety practices to the parents of a child who frequently showed signs of burns and other accidents
8. Provision, through daily routine and through special guidance,

of opportunities for practicing health and safety measures in the Center activities

9. Provision of opportunities for practicing skills appropriate to the age group

10. Arrangement for and completion of pediatric evaluation of those children tentatively identified during the screening examination as having defects which need correction.

Social Growth and Development. The daily experiences of group activity under the guidance and supervision of the teachers and teacher aides have provided opportunities for enhancement of social growth and development. The children have had ample opportunity for and guidance in observation and experience with the wide range of individual differences in many facets of behavior, as voice tone, activity level, relative use of verbal and non-verbal communication, and physical characteristics such as skin and hair. Because of the children's apparent lack of awareness of these differences upon introduction to the program and because of their continuing need for verbal examination of the differences, those differences readily observed among persons with whom the children had firsthand contact dominated this area. As the children gained confidence in the acceptability of their observations and as their observational skills and communication skills increased, they began to talk of the cause-and-effect relationship between certain types of behavior and certain responses. Further, they demonstrated an increasing ability to relate appropriately to classmates and to adults; and to engage in the group planning and cooperation basic to harmonious group endeavor.

The many opportunities for seasonal activities provided meaningful experiences with the institutions of our society, as well as with basic

historical facts. Likewise comparisons of the family structure of class members, common experiences with the protective services provided by departments of the city government, and enjoyable supervised exploration of standard places of business (as the supermarket) were supplemented by stories, filmstrips, and other resource materials chosen for adding to the children's depth of understanding about the social structure. Supervised experiences of making purchases, or gaining basic information about money as a means of exchange, and of banking institutions have contributed to the children's development of nuclear concepts about our economy.

Emotional Growth and Development. The children entered the Centers manifesting a minimal emotional repertoire. Their characteristic facial expression was without positive tone, and was most often blank. Some of the children cried loudly and clung to their mothers during the initial experiences in the Centers. More typical was the relatively mechanical response to simple instructions; and the inactivity or random, non-constructive activity when instructions were not forthcoming.

If the criterion of facial expression alone is used, healthful emotional growth and development have been nurtured by the program. Now the characteristic expression is one of twinkling, alert eyes in a face which frequently is wreathed in smiles. In similar manner, spontaneous verbal exchanges of shared experience have replaced the "Don't hit me" and "Give it back," which were the typical speech productions upon entrance to the program. And spontaneous, graceful physical movement has replaced the more stereotyped movement observed nine months earlier.

On a pragmatic, minimally interpretative level it can be said that the children are freer, more spontaneous, and more responsive now than formerly. From a developmental point of view, it can be concluded that

the experiences in which the children have participated have allowed them to build trust in themselves and in their school environment, for only in the presence of such trust can responsiveness and spontaneity occur. Only from many consistent experiences with protective adults who communicate non-verbally as well as verbally their value of each child as an individual with inherent worth; only with consistent fairness in adult-child interaction; only with ongoing gentle but firm guidance in constructively channelling one's energy without any feeling of having lost status by lapses to older but less mature patterns of behavior - only with the numerous daily experiences to be gained from adults with an orientation of essentially integrative, constructive behavior can there be emotionally healthful growth and development.

Withal, a total climate of shared pleasant experiences within a setting where mastery is encouraged and is valued when achieved has contributed to evidences of the children having gained a more optimistic outlook, an expectation of success, and the freedom for enjoyment.

Intellectual Growth and Development. The children, having come from homes with minimal understanding of child growth and development, have typically had minimal opportunities for learning a basic orientation toward exploration and satisfaction of curiosity. They entered the Early Childhood Education Centers with sensory discrimination and perceptual skills which were adjudged below age expectancy by the professional staff of the Program. Their general behavior was characterized by maintenance of physical and emotional distance between themselves and the outside world as represented by the school environment. Thus the children did not make the investment in learning materials which is a necessity for intellectual development.

As an example: The typical child entering an Early Childhood Education

Center in June of 1965 looked without apparent interest at the parquetry blocks. With encouragement, he might start handling the blocks in a way which indicated no clear goal, no understanding of how these pieces might be used; he would leave this activity for blocks of more conventional shape and size, for some other activity which has a clearer meaning to him (e.g. "a truck is to roll"), or for watching the other children. Continued gentle guidance and encouragement, through words and through demonstration, and continued related experiences have contributed to the child's currently going spontaneously to the parquetry tray. With attention and interest, he can now classify the blocks by shape, by color, and by size; and he can reproduce the arrangement necessary to place all the blocks in the tray. Thus he shows evidence of having developed a basic understanding of classification, as this concept is within the expected repertoire of this age level. This understanding lies as a cornerstone for abstract thinking.

In similar manner, the children have had experiences with feeling feathers in contrast to sandpaper, a cotton ball in contrast to a rock; and they have learned the vocabulary to describe the similarities and differences. They have had experiences, on a level meaningful for them, with numerical concepts; with examples of and guided practice in non-colloquial speech; with the pleasures to be derived from reading; with learning facts, selecting the relevant facts, for solving a problem, and applying them to a problem; with giving free rein to intrinsic curiosity; with disciplining oneself to attend to a task until it is completed. The children have consequently had opportunities for increasing basic sensory and perceptual skills and for adopting and practicing a complex pattern which has as its goal the pleasurable approach to intellectual activity and the likelihood of success.

The Program for Adults. The school has provided an on-going example of

appropriate activities for children of this age group. It has provided continued introduction of age-appropriate, socially approved, and healthful activities for the children both through formal presentations by the professional staff and through informal contacts by the classroom personnel and other staff members. It has presented, through formal meetings, an opportunity for the parents to meet professional people from other community action programs and to gain perspective about how the Early Childhood Education Program is related to other community activities. It has further allowed parent participation in classroom activities and field trips, thus providing prolonged observation of professional methods of childcare and providing experiences which acquainted the parents with new aspects of their community. e.g., some of the parents, while accompanying children, had their first rides on a train.

An important aspect of the parental contacts consisted of the home visits made by classroom teachers, the program nurse, and the school-community coordinators. The parents' comments and reports suggest the need for increased effort at person-to-person contacts.

Community Involvement. The direct participation of those outside the Program has been influenced by a combination of factors contributing to careful selection of the activities and roles of non-staff personnel. A major consideration was the ambiguity about the effects of part-time and perhaps temporary participation of persons from a different socio-economic milieu upon the children, the school, and the community. It was decided that pre-professional young people and parents of participants in the Early Childhood Education Program could be assimilated best and interpreted to interested observers; and their contribution could be evaluated best by gradual introduction.

With these considerations in mind, advanced students in education, psychology, and sociology have become acquainted with the Program through direct participation in classroom activities, parent meetings, and other supervised contact with parents. According to the reports of the students and the supervising faculty, the students have gained deeper understanding of pre-school aged children, the principles of pre-school education, the principles of compensatory education, and the culturally deprived. They have been able to interpret the program more accurately and more effectively than would have been possible following a brief tour of the Centers.

As noted earlier, the parents of children in the Centers have also served on a volunteer basis. Their observation and participation in the program activities have resulted in the same type of benefit accruing to the students. The parents have served in a liaison capacity with the members of their own community, giving a more complete interpretation than was previously possible of the goals of the program and of the opportunities available in the broader community. The parents have further contributed to the program through their interpretation of their community to the program staff; and through their evaluation and suggestions for improvement.

Measurement. Data were gathered to describe the development of the child and the effectiveness of the teachers and aides working together. The evaluation of the aides' performance is presented in the section, Teacher Aide Program. Measures were gathered on children to provide normative data and to suggest areas of growth. Follow-up data will be obtained in order to assess the subsequent achievement of children who have participated in the Early Childhood Program.

Early Childhood Progress Chart. A progress chart encompassing areas of intellectual, emotional, physical, and social growth was used for rating the behavior of each child in the fall and again in the spring. Chi square

values were computed for the spring and fall distributions in order to measure any changes in the types of behavior selected for study. Values significant at the .01 level were found between the fall and spring distributions in each of the four areas. Further analyses indicated that the children's behavior in the spring had been rated as higher in the four areas than their behavior had been rated in the fall.

In order to determine if this positive shift was generally evidenced by the teachers, chi square analyses were run between the spring and fall ratings of four teachers. Teacher I indicated a significant shift (generally positive) from fall to spring on each of the four categories; the ratings of Teacher II were significantly more positive from fall to spring on intellectual, physical, and social growth and no significant change in the emotional ratings; Teacher III shifted positively on the four categories; Teacher IV shifted on physical and social categories only.

Richmond Pre-School Evaluation Form. This form is individually administered. The interview includes questions requiring factual answers such as name and birth date; it also includes items requiring knowledge of numerical and color concepts, and spatial orientation. Qualitative evaluations of the child's speech, sensory processes and other types of behavior are made by the examiner. These data will be useful as normative measures, for group comparisons, and for suggesting relationships with subsequent achievement.

Samples of children were compared on pre-training and post-training data. The pre-data on non Early Childhood Education (non ECE) children were obtained from children eligible for Early Childhood Education (ECE) classes, i.e., they met the definition of "disadvantaged." The post-data on non ECE children were obtained from a relatively randomly selected group of children of comparable age in addition to the disadvantaged children evaluated at the earlier date. A portion of the post-data, therefore, do not relate specifically

to children from disadvantaged homes. For each response, chi square analyses were run between pre and post-test data. The rating of speech fluency was identified as the item changing most in the positive direction. The implication of this finding can be appreciated when it is viewed in the perspective of the importance of verbal communication in the total educational process, the key role of verbal proficiency in the reading process, and the inferences to be drawn about the quality of interpersonal relations when verbal communication occurs.

COMMUNITY ACTION PROGRAMS
RICHMOND PUBLIC SCHOOLS

COMPONENT III - SUMMER SCHOOL

SUMMER SCHOOL PROGRAM - COMPONENT III

For final evaluation of Component 3, Summer School, each principal was asked to comment briefly in seven (7) areas. A summary of their responses is as follows:

1. Original goals and plan of organization, method of selection of pupils and recruitment of teachers.

   a. Goals

      (1) To provide remedial, enrichment and cultural experiences which would enhance the pupils' development in language art skills, particularly in speaking, listening, reading and writing. Some schools extended these to experiences in mathematics and economics.

      (2) To approach the learning situations creatively and in a different atmosphere than in regular school.

      (3) To develop and improve in pupils the concept of self-worth, that is, to develop a more positive self-image.

      (4) To contribute to the development of physical being and personality traits by emphasizing good eating habits, good health practices, good manners, safety skills and physical fitness.

      (5) To motivate pupils toward self-learning by helping them to experience a feeling of accomplishment through self-achievement.

      (6) To involve parents, helping them to gain a greater insight into how they might be able to provide background experiences for their children in daily living that will help them grow.

   b. Organization

      Each school had a different organization, however, the general characteristic of most programs was flexibility. Large groups, small groups, non-graded groups, graded groups, and individualized instruction were used as needed to accomplish the goals. When asked how the program was planned, one principal replied that he and his faculty determined the greatest needs of the pupils and

then planned the program to meet these needs. As seen in action, the programs seemed to do just that.

c. Method of Selection of Pupils

Generally, pupils were invited to attend who were recommended by their regular session teachers with first consideration going to children from lower income families and those who had the greatest need. Efforts were made to get these pupils into the program first before accepting other interested pupils. For this reason, the enrollment for the first few days lagged.

d. Recruitment of Teachers

Most of the teachers were recruited from the regular Richmond Public Schools' teaching staff although there was some interchange of teachers' assignments from regular school to their summer school faculties.

2. Deviations from the original plan, giving reasons for changes.

There was little deviation from original plans; however, the most reported deviation was in cancellation of field trips due to depleting funds.

3. Features of program which were considered especially effective.

The following features were listed in most reports:

a. Probably the most characteristic feature which was considered is summed up in one report: "Noteworthy has been the relaxed, congenial, enthusiastic and cooperative climate maintained throughout the program, engendered by the inter-personal relationships among the teachers, teacher aides, pupils, and parents. Pupils were provided with many stimulating activities in reading enjoyment, first hand observations on field trips, etc., which released their inhibitions to express themselves in oral and

written language." The field trips were a "key" feature of the program.

b. Opportunity for small group instruction was noted. This was especially effective in the reading program which provided pupils with a variety of opportunities--directed reading in small groups, remedial reading for those who needed it, wide independent reading, and library activities.

c. The opportunity to develop projects which require much time was evident in the excellent results displayed--particularly in art, music, drama, creative writing, and other creative activities.

d. An excellent feature was the free lunch program--not only for its values healthwise, but also for the opportunity which it afforded to develop good manners and other cultural and social aspects. Children learned table manners, proper table setting, made table mats, and often enjoyed flowers and music with their lunch. Cafeterias were decorated with much of the art work which the children had done during the summer program. Healthwise, the effects of the program were sometimes evident when teachers would point out a child and say, "That child has gained weight this summer."

4. Features of the program which were considered weak.

a. Insufficient time in the beginning for planning the program fully with the teachers and for orienting the school community.

b. More specialists were needed in art, music, speech, guidance and medical services to give more depth in these areas.

c. The Program with the parents was not developed as envisioned. (This will develop, however, with the School-Community Coordination Program.)

5. Brief outline of program which you would plan for next year, if given the opportunity.

   The general response was that the same type of programs would be planned with refinements. It was felt that more pupils should be included in the program, however.

6. Overall effectiveness of the Teacher Aide Program.

   The reports were unanimous in the approval of the teacher aides. Comments were heard from principals and teachers that they did not see how they could operate the school this winter without them. The program is being evaluated more fully. However, it is apparent that it was very successful.

7. Recommendations for the improvement of administration of the summer program.

   a. Procedures for personnel activities need to be refined.

      These would include:

      (1) Recruitment--it is recommended that teachers be notified in writing of summer employment and remuneration by May 1.

      (2) Reporting of absences of teachers for payroll purposes.

      (3) Policies of teacher absences should be reviewed--substitutes pay of $8.00 per day was considered too small.

   b. Procedures for requisitioning and accounting for supplies need to be clarified for schools, particularly the internal control of supplies.

   c. Employment of full time school secretaries is a real need in the administration of the summer program. It is felt that this omission was a handicap to the program, in that the principals were tied down to making routine reports, typing, answering the telephone, etc. which limited their supervision activities.

d. Various reports cited custodial services as being insufficient.

e. Some principals have expressed the idea that a 6-weeks program be considered for subsequent programs rather than 8-weeks.

In summary, the feeling of all concerned seems to be generally that of the principal who wrote, "While I am somewhat exhausted, the operation of summer school has been a most exciting experience." This feeling of excitement was apparent with the teachers, pupils, and parents, too. Of the total enrollment of 4637 pupils who were in the program there were 4298 pupils who finished with an 88% attendance record.

CAP COMPONENT III - SUMMER SCHOOL

School	Enrollment	Withdrawals	Membership	Average Daily Attendance	Percent of Attendance
Graves	221	41	180	161.27	85.09
Mosby	409	23	386	321.05	82.39
Randolph	309	18	291	253.05	88.02
B.T. Washington	162	30	132	113.98	85.88
Nathaniel Bacon	321	24	297	272.44	89.58
Bellevue	291	40	251	224.49	85.43
Bowler	328	10	318	290.80	92.31
Carver	309	14	295	238.08	83.07
Chimborazo	220	14	206	176.54	86.89
Fairfield Court	318	14	304	259.73	92.31
Fairmount	304	6	298	256.24	86.35
Robert Fulton	107	17	90	83.84	87.18
George Mason	423	33	390	367.16	90.37
Maymont	314	30	284	264.78	88.92
Whitcomb Court	302	0	302	268.27	89.07
Woodville	299	25	274	281.38	93.04
Totals	4,637	339	4,298	3833.09	88.08

COMMUNITY ACTION PROGRAMS
RICHMOND PUBLIC SCHOOLS

COMPONENT IV - SCHOOL-COMMUNITY COORDINATION

I. Goals

The School-Community Coordination Program was designed to serve as a liaison between the school, the home, and the community. The philosophy of the program was clear and exact although the implementation of the philosophy was not specified. The fact that communication channels between school, home, and community were frequently blocked, (if not, in some cases, closed), was obvious. It was hoped that with the possibilities for experimentation afforded by the Community Action Program in the Richmond Public Schools, better techniques could be developed for interpretation of the child to the school, of the school to the home, and of the home to the school.

Emphasis was placed on attempts to unify the philosophy, aims and responsibilities of the ten School-Community Coordinators and twenty Coordinator Aides working in the sixteen target area schools.

There was also emphasis on attempts to cooperate with other agencies, individuals, and groups in order to understand the needs of the target areas in which we were functioning and to work together to help through organized programs to provide on a compensatory basis for the intellectual, social, and emotional growth of children, youths, and adults.

There were attempts to determine the necessary relationship between the School-Community Coordinator and other members of the Pupil Personnel Services of the Richmond Public Schools in order to best serve the needs of the disadvantaged children in our schools.

There were continuing attempts to stimulate parent concern for school, home and neighborhood improvement and also to stimulate within the target area schools an atmosphere of acceptance and understanding of the economically deprived child and his parents.

It has become obvious that we must become important in stimulation of the development of community resources so as to more adequately meet the unmet needs of children and their families, and that we must provide an interpretative service so as to stimulate awareness of needs and how the program might meet them.

II Personnel

The ten School-Community Coordinators were selected from persons having background in guidance, counseling, and in school work and to be balanced, in so far as possible, in racial background. The balance hoped for was not achieved because there were more qualified Negro applicants for positions as a School-Community Coordinator than white applicants. The School-Community Coordinators can be divided into the following categories:

Men - 5

Women - 5

Background in Social Work - 3

Background in Guidance or Counseling - 7

Included in the backgrounds of the School-Community Coordinators are experiences in the following areas:

1. training persons in the use of audio-visual machines
2. training Girl Scout leaders
3. organizing and leading Boy Scout groups
4. organizing and leading photography clubs
5. organizing and leading athletic clubs
6. teaching skills in Home Economics
7. organizing programs for retired persons in a settlement house
8. active involvement in civic groups
9. active involvement in church groups
10. experience in group counseling with teen-age children, young adults.

The personnel in Component IV--Coordinators and Aides, participated in self-development in the following areas: High school completion courses, typing courses, communication institutes, leadership institutes, courses in social work, courses in psychology, field trips to another community to observe the compensatory school program, and staff discussion of current literature germane to the community challenges faced by the program.

III Meetings and Reports

Weekly individual conferences between Coordinator and Supervisor were scheduled in order to regularly evaluate progress in the schools to which the Coordinator was assigned. During these conferences there was discussion of handling of referrals, activities in the schools, relationships between the Coordinator and his Aides, the Coordinator and faculty, the Coordinator and principal, and the Coordinator and Supervisor. These conferences were geared to help the Coordinator evolve a solid concept of himself and his function and to help him explore how his own attitudes and feelings and the feelings of those with whom he worked might prevent him from achieving his goals.

In order to implement the goals outlined in Section I of this report, there have been weekly total staff conferences in addition to the ongoing weekly individual evaluative conferences with each Coordinator.

The weekly total staff conferences were changed from their original format. At first the weekly staff conferences were geared to include complete participation by professional and non-professional members of the staff of Component IV, in order to establish a climate for creative thinking and for sharing of experiences and problems in individual schools. This sharing was helpful in many situations in finding solutions for trouble-some problems. This approach was continued in the afternoon sessions during

the three week training institute at Mary Scott School. There, afternoon sessions were involved in formulating specific techniques for implementing plans to work with children, with parents and in the community, and to inform the personnel in Component IV about community agencies and resources.

Later, Coordinator and Aides had separate meetings. Each week the staff conference was planned by a different staff member, allowing each individual to either invite a guest speaker or to plan a discussion of a topic of particular interest to the individual. Among the staff meetings during this period, the following persons and/or topics have been included by Coordinators or Aides:

1. Discussion of the Youth Opportunity Center by the director of the center
2. A panel discussion of School-Community Coordination participated in by four target area principals
3. A discussion of the relationship of the courts and the school by a Visiting Teacher and a Juvenile Court probation officer
4. A discussion of the Moynihan Report led by a Coordinator
5. A showing of a film concerning school dropouts and a discussion by a representative of the Richmond Urban League
6. A discussion of the programs of Richmond Community Action Programs, Inc., led by the director of that program
7. A discussion of the Richmond political scene led by a local leading Negro citizen
8. Psychological consultants to whom cases were presented.

Each Coordinator submitted to the Supervisor an initial report on each assigned school, including the following information:

1. Description of community

2. Description of school population

3. Attitudes of administration and existing services in schools

4. Needs of the community

5. Needs of the school

6. Present programs available in community

7. Present programs available in school

8. Plans for community and school

In addition to planning and participating in orientation for Coordinators and Aides, there have been weekly conferences with each of the School-Community Coordinators, at which time their activities of the previous week and their plans for the following week were discussed. To make effective use of the social workers in the Head Start Program, weekly group supervisory conferences were planned and interpretation of the role of the social worker was given to the principals involved in the Head Start Program. Meetings were attended and interpretations given of the role of the school aide in the program and the function of the School-Community Coordinator. Attempts have been made to establish a working relationship with each of the principals involved in the Community Action Program.

IV Community Contacts

There have been many contacts with community agencies, individuals, other school personnel who have been involved in some sort of community action or in a program affecting that segment of the population with which we are concerned:

1. As a result of the surveys conducted in the target areas concerning adults' interest in attending courses, the Richmond Public Schools has had statistical validation to apply for and to obtain funds under Title II-B of the Economic Opportunity Act in order to establish fundamental basic education classes for adults.

The Coordinators and Aides have worked cooperatively with the supervisor of the adult education program to recruit teachers, participants, and to secure housing for the classes. The maps prepared by the Coordinator-at-Large showing unmet needs of adults in free education classes were helpful in providing the justification for the establishment of such classes.

2. There have been conferences on an administrative level between the economic opportunity representative of the Catholic diocese, the supervisor of adult education programs, local Negro ministers, the director of the Salvation Army Boys Club, the East End Branch Library director, the supervisor of psychological services, the administrative staff of RCAP, the director of social service for Medical College of Virginia, staff of Family and Children's Services and the Richmond Urban League, the Youth Opportunity Center, the Virginia Planned Parenthood League, the supervisor of Visiting Teachers, the staff of Friends' Association, and the Richmond Mental Health Association in order to coordinate efforts in working with disadvantaged people.

3. A group therapy program has been initiated in Bowler School in cooperation with Friends' Association. The therapist works with a consultant from the Memorial Guidance Clinic and in cooperation with the School-Community Coordinator assigned to that school. It is planned that a representative of the Psychological Services of Richmond Public Schools will join with this group therapy approach in order to expand it to other schools.

4. Continuing cooperation has been operative in working with the Richmond Area Tutorials. Over two hundred college students have been recruited, trained, and have tutored in selected target area schools. As a result of the contact with the volunteer supervisor

of the tutorial program, a close working relationship has evolved with the pastor of an "inner-city ministry", functioning in the area around Graves and Carver Schools. The coordinators in those areas have been able to inform families in those areas of the recreational facilities available to them as a result of this inner-city ministry. Because of the unavailability of transportation for some tutors, cooperation was solicited and received from a bowling alley near Fairfield Court School to provide a bus and a driver to transport tutors to that school twice a week.

5. The "Library in Every Home" project has involved much cooperation from many community groups. The Coordinator-at-Large has visited parochial schools, schools in more affluent areas, club groups in order to describe the program and to explain how books might be donated; the Richmond Fire Department and the Henrico Fire Department have made their fire stations available as depositories for donated books; the art department of Virginia State College has produced posters for this project as has the art department of the Richmond Public Schools; and each Coordinator and Aide has discussed this project with all groups with which they have contact.

6. As a result of a planning conference among staff of the Family and Childrens' Service, the Richmond Urban League and School-Community Coordination, Project ENABLE (Education and Neighborhood Action for Better Living Environment) was launched. Project ENABLE, now financed from funds allocated by the Office of Economic Opportunity will concentrate on family life education for parents of children enrolled in Head Start classes in four Richmond Public Schools.

7. A working relationship has evolved between the Psychological Services Department and Component IV as evidenced by participation

in conferences with principals, by psychologists and coordinators, staffing with a psychiatric consultant of cases in which the coordinator is involved, participation by the supervisor of School-Community Coordination in an educational television program conducted by the director of Psychological Services and dialogue concerning the best methods of meeting the myriad needs of disadvantaged or culturally estranged children.

8. There has been continued cooperation with the Graduate School of Social Work of Richmond Professional Institute. Four students were attached to Component IV, allowing the utilization of case work skills in working on an intensive, carefully supervised basis, with referred children and families. The supervisor of the social work students and the students attended all coordinator staff conferences and the monthly departmental staff conferences in order to be well aware of the goals of the Community Action Program in the Richmond Public Schools. The social work supervisor, the social work students, the supervisor of School-Community Coordination, and psychologists have participated cooperatively in conferences with principals and with social agencies in trying to determine plans for children. The social work students also took responsibility for planning of staff conferences.

9. The Field Work Director of Social Work for Richmond Professional Institute has served as consultant in evaluating the School-Community Coordination Component and its relationship with R.P.I.

10. The news media have been extremely cooperative in describing the community involvement in the Richmond Public Schools' Community Action Program. Relationships were good with all news media

personnel--newspaper, radio and television.

V Activities in Individual Schools

To carefully describe activities in each of the sixteen target area schools would be a time and paper consuming task. An overall description of the results and highlighting of some special happenings will delineate what impact the School-Community Coordination Program has had. Specific details concerning each school are contained in the individual monthly reports of each Coordinator.

1. In each of the sixteen schools extended day programs have been started. These programs have resulted from the formation of a coordination committee in the school involved in the planning and from interpretation to the principals and faculty members by the Coordinators of the need for such programs.
2. These extended day programs are, in general, non-curricular oriented and are concerned with cultural enrichment, ranging from interpretative dance, to reading clubs, to drill teams, to choral groups, to travel clubs, to good grooming groups.
3. With few exceptions, in each school there has been a larger number of volunteer teachers than paid staff. Because of limited funds for reimbursement of teachers in extended day programs, paid staff have been those who serve in a supervisory capacity or who have responsibility for several groups.
4. Eight schools have had volunteer tutors working with children.
5. The "Library in Every Home" Project has permitted children and adults to purchase books, and to start a library in their own homes. The funds obtained from the sale of donated books have become part of the Student Activity Fund in the school where books were sold.

6. Bowler School inaugurated a "Men and Boy's Lunch" program in order to provide boys from generally fatherless homes with a male image with which to identify.

7. Fairfield Court and Fairmount Schools have had regular groups of parents, meeting to discuss home management, meal planning and emotional needs of children.

8. Mosby School has stimulated the formation of neighborhood groups in the Mosby Court Housing project to plan for beautification of the garden areas near their homes in cooperation with the housing authorities. These groups have also had guest consultants with whom they have discussed child growth and development.

9. Chimborazo School has embarked on a series of parents' clinics where one group of parents with a sympathetic leader has been able to discuss their fears about the sexual behavior of their children. At Chimborazo two "Broaden Your Horizon Clubs" have been started, supervised by two volunteer teachers. The teachers have used materials and films suggested by the Richmond Mental Health Association and are beginning to create an atmosphere where the children involved in these clubs can discuss some of their feelings about themselves and their families.

10. The Coordinators at Benjamin Graves School and Booker T. Washington cooperated to plan for a day on which parents in their community were informed about community resources available to them. This meeting was held in a church in the neighborhood and involved some of the already identified neighborhood leaders.

11. Woodville School has involved parents in evening classes concerned with typing and hat making. This school is also one of the schools planning for basic education classes for adults.

12. Each of the sixteen schools planned a program to demonstrate some of the skills and knowledge obtained from the extended day classes.

13. In Carver School, a program was planned concerning the "Library in Every Home" Project with the cooperation of the Coordinator, Remedial Reading Teacher, and librarian.

VI Future Plans

1. The supervisor of School-Community Coordination will meet with the principals of the target area schools to review with them the direction that this component must take in order to be an effective force in welding school and community together.

2. It will be clearly delineated that the school-community coordinator, the visiting teacher, and the guidance counselor can all function cooperatively in a single school with responsibilities not overlapping. The focus of the Coordinator is on working in community organization with groups, in contrast to the individual approach of the visiting teacher and guidance counselor.

3. Emphasis will continue on bringing in community groups to the school enterprise and on maintaining an awareness of current literature on the field of compensatory education through staff discussions.

4. To secure maximum effectiveness of personnel in this component, one coordinator and an aide will be assigned to each school.

COMMUNITY ACTION PROGRAMS
RICHMOND PUBLIC SCHOOLS

TEACHER AIDE SURVEY

TEACHER AIDE SURVEY

A total of 307 teacher aides was employed in two Office of Economic Opportunity programs operated by the Richmond Public Schools.

Eighty-eight of the teacher aides were assigned to Project Head Start. The terminal date of employment for these aides was August 13, 1965. The 219 teacher aides employed in the school phase of the Community Action Program were assigned to one of four components within the program. Table One gives the name of the Component and the number of aides assigned to each.

TABLE I

COMMUNITY ACTION COMPONENTS AND NUMBER OF TEACHER AIDES ASSIGNED TO EACH

COMPONENT NUMBER	NAME OF COMPONENT	NUMBER OF AIDES ASSIGNED
I	Remedial Reading	20
II	Early Childhood Education	10
III	Summer School	179
IV	School-Community Coordination	10

The 179 teacher aides assigned to Component Three, Summer School, terminated employment on August 6, 1965. Of the 267 teacher aides who were employed in Project Head Start and the Summer School Component of the Community Action Program, ten were employed for use in Component Four, School-Community Coordination, bringing the total number of teacher aides employed in this component to twenty. The addition of these ten aides brought the total number of teacher aides who participated in the regular school program to fifty. Of this number, the ten aides assigned to Component Two, Early Childhood Education, were employed four hours daily or fifty percent of the normal day. The fifty aides employed received an hourly rate of

$1.50.

Table Two gives the age distribution of the teacher aides. Age range from eighteen to fifty-five years, with the average age being thirty-three and the median age thirty-two.

TABLE II

AGE DISTRIBUTION OF TEACHER AIDES

AGE RANGE	NUMBER OF AIDES
15 - 20	3
20 - 25	31
25 - 30	78
30 - 35	71
35 - 40	57
40 - 45	32
45 - 50	22
50 - 55	13

Table Three shows that the largest percentage, 72.3 per cent, of the teacher aides were renting their home, 22.5 per cent indicated that they own their home.

TABLE III

HOME OWNERSHIP STATUS OF TEACHER AIDES

STATUS	NUMBER	PERCENTAGE
Renting	222	72.3 %
Buying	69	22.5 %
Own	16	5.2 %

Table Four shows that the number of children in the families of the aides ranged from none to thirteen. The average number of children in the family was three, with the largest number of aides, sixty, having two children.

TABLE IV

NUMBER OF CHILDREN IN AIDES' FAMILY

NUMBER OF CHILDREN	NUMBER OF AIDES
0	42
1	35
2	60
3	40
4	52
5	41
6	22
7	13
9	1
13	1

Table Five shows that the total family income of the aides ranged from none to $6,500. The median income of the teacher aides falls within the $2,500 to $3,000 income bracket. This survey was based on the families' 1964 family income. The majority of the teacher aides who showed income earned in 1964 were unemployed at the time of their being hired as aides into the Community Action Program.

TABLE V

FAMILY INCOME OF TEACHER AIDES

INCOME RANGE	NUMBER OF AIDES
0 - 500	28
500 - 1000	21
1000 - 1500	23
1500 - 2000	29
2000 - 2500	35
2500 - 3000	25
3000 - 3500	52
3500 - 4000	33
4000 - 4500	38
4500 - 5000	15
5000 - 5500	5
5500 - 6000	1
6000 - 6500	2

Table six gives the educational level attained by the teacher aides. The educational level of the teacher aides ranged from grade two to the master's degree. The percentage of those who did not complete high school is 36.8 per cent, and the average grade level attainment of this group is grade nine. The percentage of those who had completed high school is 46.6 per cent, with fourteen per cent of the teacher aides completing from one to three years of college. The percentage of teacher aides who completed college is 2.6 per cent.

IV

TABLE VI

EDUCATIONAL LEVEL OF TEACHER AIDES

GRADE COMPLETED	NUMBER OF AIDES	PERCENTAGE
2 - 11	113	36.8 %
High School	143	46.6 %
Some College	43	14.0 %
College Degree	8	2.6 %

Questionnaire to Aides

In May, 1966, the aides were administered a questionnaire which requested they respond to questions about the activities and training in which they had been involved. The data are summarized below:

I. Tell one reason why you decided to become an aide.

work with children	19
need for employment	7
interest in schools	6
help others, self improvement and community services	4 each
plus several single responses	

II. I think my training program was (1) very helpful, (2) some help, (3) of little help, elicited all responses, "very helpful."

III. Something you would change to help the training program is more training, plus several responses of a single frequency.

IV. Name at least two things you did often as an aide.

classroom assistance
clerical work
transportation
parent conferences
library, bulletin board, cleaning room, visual aids, etc. were listed with frequencies of less than 5

V. What is something you think you did well as an aide?

Personal relationships	
pupil	10
staff	5
parents	4
Materials preparation	7
Clerical work	5

Miscellaneous responses include story telling, reading, center, teaching adults.

VI. Is there something that you think you did not do very well?

About 1/3 the number of responses as were listed in V. above.

Parent contact 4, and several specific tasks with frequencies of 1.

VII. One thing I liked very much about being an aide was

helping children	13
self improvement	8
parent work	8
plus. misc.	

VIII. Some things I did not like very well were

Home visits, pupil attitude, parent attitudes, bulletin board, teacher cooperation, drawing on stencils, meetings, are a sampling of items, all listed with frequencies of 2 or less. A total of 15 such items were listed.

IX. Circle the number which tells how you feel about an aide's work.

	Best Thing	Good Thing	Not too Good
1. Chance to earn money	6	23	3
2. Chance to help students	22	9	1
3. Chance to work with parents	13	16	2
4. A way to improve myself	20	11	0

Most aides seemed to enjoy working with children, and many indicated they felt successful in this role. Along with working with children, the

need for employment was more frequently expressed as a reason for becoming an aide. Self-improvement seemed to develop as a strong positive factor during participation in the program. Classroom assistance, transportation and clerical work were mentioned as three groups of most frequent activities. Classroom assistance involved materials preparation, bulletin boards, helping with games, or keeping classes. Transportation was supervision of students to and from center, to and from class, etc. Examples of clerical assistance were grading papers, attendance and record keeping, and typing. The aides most frequently listed pupil relationships and materials preparation as successful activities. No special type of activity was listed as one which was not done very well or disliked.

Annual Report on Aides

An Annual Report on Aides was distributed to reading consultants (remedial reading - component I), Coordinators (school-community component IV), and supervising teachers (early childhood - component II) who were responsible for the supervision and direction of an aide. The annual report is comprised of 10 statements descriptive of the aide's job capacity and his personal relationships and traits. Each statement is rated on a scale of five intervals.

The aides who had received the higher and lower ratings were classified into upper 1/3 and lower 1/3 groups. Ratings of the lower group tended to be somewhat lower for all ten statements, although divergence between the two groups was greatest in the rating of statements 6 and 7:

6. Is she alert to better ways of doing her job?

7. Is the aide reliable in her work? Can she be trusted with responsibility to do a job without constant supervision?

The responses of the aides given to the questionnaire described in

the previous section were observed for the high and low groupings. No differences were observed in the aide's reporting of frequent tasks, those done successfully, and those not done as well. In general a tabulation of the aide's responses related to ratings by supervisors indicated no major differences in the nature of the task assigned or the disposition of the aide toward the activity.

Semantic Differential

A semantic differential was administered to the supervisors and aides to assist in describing connotative meaning structures relative to the evaluation of the aide's performance.

The concepts rated by teachers and aides were

1. The Aide's Relationship with Parents and Teachers
2. The Aide's Relationship with Pupils
3. The Aide's Control or Discipline of the Students
4. The Aide's Understanding of the Educative Process
5. The Relationship between the Teacher and the Aide
6. The Respective Role of the Teacher or Aide in the Classroom
7. The Training Program
8. An Activity which the Aide Did Very Well
9. An Activity which the Aide Did not Do as Well

The teachers rated the concepts using a total of 17 bipolar adjectives on a five-point scale; the aides rated the concepts using 7 adjectives on a five-point scale.

The six scales used both by aides and teachers were selected from Osgood's*evaluative adjectives:

good - bad
happy - sad
fair - unfair

*Osgood, Charles E., Suci, and Percy Tannenbaum, The Measurement of Meaning. The University of Illinois Press, Urbana, 1957.

pass - fail
wise - foolish
pretty - ugly

The ten additional scales used only by the teachers were selected from Ryans:**1111:

dependable - irresponsible
autocratic - democratic
harsh - kindly
dull - stimulating
stereotyped - original (creative)
evading - responsive
uncertain - confident
nervous - poised
disorganized - systematic
rigid - adaptable

The first six concepts were compared using the ratings from the seven scales from Osgood. The ratings were classified into four groups. Because of the greater number of aides in Component IV - School-Community Coordination, and the difference in the role of the aide in this program from that one more directly centered in the classroom (reading program or early childhood development), data were analyzed independently for the component IV and the other two programs. Under each of the two groups, the teacher and aide evaluations are presented. TABLE VII gives the mean of the concepts 1-6 for each of the four groups.

It can be observed from TABLE VII that the teacher evaluation and the aide's self-evaluation placed concepts 3 and 4 at the lowest rating. Control and discipline of the group and an understanding of the educational process were indicated as the weaker of the 6 concepts. The aide's and teacher's evaluations in the school-community program were almost identical, indicating, at least, that both groups were compatible in their evaluation and criticism of the aide's role in this program.

**Ryans, D.G., Characters of Teachers, Washington, D.C.; American Council on Education, 1960.

The classroom-oriented group indicated that the aide's self-evaluation is higher than the teachers' opinion of the aide's performance. In addition, the teacher or consultant pictures her role in the classroom as more significant, as one would expect, as opposed to a coordinator in the school-community coordination program.

TABLE VII

School-Community Coordination		Classroom Oriented	
Teacher Evaluation	Aide's Evaluation	Teacher Evaluation	Aide's Evaluation
5. 4.70	5. 4.64	6. 4.63	5. 4.86
1. 4.68	2. 4.56	5. 4.32	2. 4.78
2. 4.55	1. 4.50	2. 4.06	1. 4.75
6. 4.44	6. 4.47	1. 4.03	6. 4.73
3. 4.35	3. 4.37	3. 3.90	3. 4.62
4. 4.28	4. 4.21	4. 3.56	4. 4.52
General Mean			
4.5	4.5	4.0	4.7

Where -

1 = relationship with parents and teachers
2 = relationship with pupils
3 = control and discipline of group
4 = understanding of educative process
5 = relationship between aide and teacher
6 = respective roles of teacher and aide in classroom

Teacher scales taken from Ryans were analyzed for the school-community group and the classroom-oriented groups. Duncan's Multiple Range Test was used to identify subsets of means which did not differ significantly. The results of this analysis are presented in TABLE VIII.

TABLE VIII indicates that democratic, dependable, kindly, and adaptable are a subset of means which are evaluated as the highest for the school-community group of aides. Rigid, dull, and stereotyped are standout mean scores at the lower end of the distribution for the classroom-oriented

group. In both groups kindly and dependable are rated high, along with confident and poised in the classroom-oriented group, and adaptable and democratic in the school-community group.

The two items indicated on the Annual Report on Aides, alert to better ways of doing her job, and reliability and responsibility in doing her work, discriminated between these aides with higher and lower ratings. General weaknesses of aides in a classroom oriented situation are rigidity and dullness in performance of tasks. Quite possibly, the lower rating on an understanding of the educative process contributes more heavily in the classroom situation, while a relationship with pupils and parents and teachers is more important in the school-community coordination program. Either the training program or the nature of the experiences in the school-community program contributed to the adaptive quality of aides in this program. While a tendency toward rigidity generally describes aides in the classroom-oriented program, adaptability is among the four highest means in component IV.

It appears that the orientation program carried out under Component IV (School-Community Coordination) allowed constructive criticism and self-evaluation of the aide's performance. At least, the aides were in agreement with their coordinators, or had a realistic notion of the level of their performance. The element of self-improvement was strongly indicated by this group, and perhaps was a contributing factor to job performance. Dependable, democratic, kindly, and adaptable seem to be most relevant to the success in relationships with pupils, parents and teachers, as well as the performance of related activities. A generally lower rating on these attributes was indicated in situations where aides were given a lower evaluation.

It appears somewhat more difficult to make the most effective use of aides in the classroom situation. Management and control of a group and an understanding of the educative process are weaker points for all aides, and more so in this group. Quite naturally, in a classroom situation, this lack of understanding might be more apparent, and contribute to rigid, dull, and stereotyped behavior. Aides who fell in the lower portion of this group were also characterized as more nervous and uncertain. Dependable, kindly, confident, and poised appear as major contributors to good relationships with pupils and teachers and a responsible attitude toward work, but performance which is described as "alert to better ways of doing her job" and "responsibility in doing her work" requires a more adaptive behavior.

Implications for Training Program

Sessions which allow an exchange among aides and between aides and supervisors as well as self-improvement opportunities appear to have a positive effect on an aide's performance, particularly in a school-community role. Perhaps training in the performance of specific tasks is more important for aides in a predominately classroom situation. Materials preparation was listed most frequently as a successful activity in this group. Training in a variety of bulletin board and other displays, as well as arts and crafts activities would seem advisable. Since most of the aides were rated as kindly and indicated enjoyment in working with children, it may be that specific training in skill development is most significant in realizing effective performance.

Perhaps a training program for aides in the classroom situation might include preliminary classroom experiences where the aide could be observed by the teacher and the training supervisor. Such a procedure would suggest guidelines for specific training and would serve to assist the teacher in defining the role of the aide. As such, the level of expectation of the

teacher and aide might be brought into closer harmony. The ower rating of the educative process and management and control of the group further suggest preparation for clerical or specific tasks, as opposed to a general role of assistance with individualized or small group instruction, management of class during teacher's absence, etc.

In general, ratings were above average for the aide's performance. Materials preparation, human relations and clerical functions were frequently indicated as successfully accomplished by aides. The kindly, dependable, and democratic attributes of aides, their expressed desire to work with children, suggest that the selection procedures and/or the population of persons likely to express a desire to become an aide allow the addition of potentially useful persons to the school situation. Initial training sessions which emphasize a diversity of approaches to specific tasks, instruct the teacher or supervisor in the best use of the aide's capabilities, and include continuing self-evaluation sessions and opportunities for improvement hold considerable promise for the individual, school, and community.

TABLE VIII

School-Community

5	7	8	4	6	9	10	2	1	3
4.38	4.38	4.43	4.45	4.48	4.49	4.51	4.52	4.54	4.66

Classroom Oriented

10	4	5	2	6	9	1	7	8	3
3.89	3.89	3.92	4.01	4.04	4.11	4.15	4.26	4.28	4.30

Any two treatment means not underscored by the same line are significantly different. (TABLE VIII)

Any two treatment means underscored by the same line are not significantly different (at the .01 level). (TABLE VIII)

1. dependable - irresponsible
2. autocratic - democratic
3. harsh - kindly
4. dull - stimulating
5. stereotyped - original (creative)
6. evading - responsive
7. uncertain - confident
8. nervous - poised
9. disorganized - systematic
10. rigid - adaptable

COMMUNITY ACTION PROGRAMS
RICHMOND PUBLIC SCHOOLS

GENERAL EFFECTIVENESS AND ORGANIZATION

GENERAL EFFECTIVENESS AND ORGANIZATION

On completion of the first year's operation an evaluation of the four components was financed by OEO by sending a questionnaire to the professional personnel employed in the four components and to the principals and teachers of the schools served by the Human Development Program. The professional staff was asked to indicate the general effectiveness of the programs according to a rating scale. The results in response to this request are presented in Table I.

TABLE I

General Effectiveness of the Program

	Very Effective	Moderately Effective	Slightly Effective	Ineffectual
Remedial Reading	91	60	8	2
Early Childhood Education	89	18	1	
Summer School	119	47	4	1
School-Community Coordination	79	84	15	4

The general assessment of the components is that they were very effective. None of the respondents considered the Early Childhood Education Component ineffective. Only two people considered the Remedial Reading Program ineffective, whereas, one person thought the Summer School was ineffective and four respondents indicated they thought the School-Community Coordination Component was not effective. There was no significant difference in the ratings of component personnel as compared with those of regular staff members in regard to the general effectiveness of the program.

The respondents were asked to indicate whether they thought the better organizational structure was to have a separate Human Development Department or to operate the components in the appropriate department of the Division of Instruction. The responses to this question are presented in Table II.

TABLE II

Preference for Organizational Structure

	Part of Human Development Program	Part of Division of Instruction
Remedial Reading	46	113
Early Childhood Education	63	55
Summer School	89	61
School-Community Coordination	95	62

The preference for organizational structure in the case of Remedial Reading was decidedly in favor of the component being placed in the Division of Instruction. The preference for the other components was slightly in favor of a separate Human Development Department. Component and noncomponent personnel tended to favor a separate Human Development Department with approximately the same frequency. In Remedial Reading six members of component personnel favored a Human Development Department and 40 members of regular school personnel favored a Human Development Department. In Early Childhood Education the preference of component and noncomponent personnel was 8 and 55 respectively. In regard to summer school the preferences were 5 and 84. Nine members of the component personnel thought School-Community Coordination should be administered by the Human Development Department, whereas 86 members of regular school personnel thought School-Community Coordination belonged in the Human Development Department.

In regard to the Remedial Reading Program, the professional staff was asked whether they thought reading consultants performed best on an itinerate basis, assigned to individual buildings, or some combination of the itinerate and individual building approach. The results were as follows: Itinerate or Team Basis, 8; Individual Buildings, 95; and Combination, 75. All groups showed a preference for the assignment of consultants to individual buildings.

Respondents were asked to indicate whether the better arrangement for the assignment for school-community coordinators was on an itinerate basis or by individual school buildings. The results were 127 to 32 in favor of assignment to individual buildings. This preference held true for both component personnel and regular school staff.

In an attempt to determine the relative merits of the four components, the respondents were asked to rank the components by placing the numbers 1, 2, 3, and 4 opposite the component titles in the order of their estimate of the potential for helping children from low-income families overcome environmental handicaps and educational deficiencies. The inconclusive results of the ranking are presented in Table III.

TABLE III

	Rank			
	First	Second	Third	Fourth
Remedial Reading	39	68	36	29
Early Childhood Education	90	35	26	20
Summer School	26	40	56	49
School-Community Coordination	18	31	50	72

The desirability of the components was as follows: Early Childhood, Remedial Reading, Summer School, and School-Community Coordination. However, the preferences were slight and not of great significance. Many respondents indicated considerable difficulty in making this assessment. Obviously, teachers were more familiar with some of the programs than with others. The preference for Early Childhood Education Programs may reflect a general belief in the value of Early Childhood Education rather than specific knowledge of the Richmond Program. The popularity of the Summer School may have suffered from the fact that nine months had elapsed from the time of the completion of the program and the date when the questionnaire

was administered. The rating of School-Community Coordination may have been influenced by the newness of the concept.

Respondents were asked to indicate how rapidly Early Childhood Education Programs should be expanded. Answers to this question indicated that 46 persons thought the program should be expanded very rapidly, 61 rapidly, 19 deliberately, and 9 slowly.

A matter of major concern in regard to Summer School Programs is the length that such programs should be. Consequently, the professional staff was asked to indicate what they considered to be the optimum length of summer programs. The results of this inquiry were as follows: four weeks, 6; five weeks, 4; six weeks, 124; seven weeks, 29; and eight weeks, 31.

RECOMMENDATIONS

1. It is recommended that the Human Development Department be continued for the purpose of maintaining liaison with R-CAP and Federal offices in Washington and to exercise administrative control of the components.
2. It is recommended that the appropriate department in the Division of Instruction be responsible for program operation and development.
3. It is recommended that reading consultants and school-community coordinators be assigned to individual buildings whenever possible. In no case should a consultant or coordinator be responsible for more than two buildings.
4. In planning subsequent summer programs, it is recommended that the length of the term be approximately six weeks.