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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from the Arkansas State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel; onsite visitations by Title I staff; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (Portions of charts on pages 50-57 may reproduce poorly.) (EA)

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A R K A N S A S

COMPENSATORY EDUCATION

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE I

STATE ANNUAL EVALUATION REPORT FOR FISCAL YEAR ENDING

JUNE 30, 1970

EA 663 683

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A R K A N S A S

STATE DEPARTMENT OF EDUCATION

FEDERAL PROGRAMS DIVISION

A. W. Ford
Commissioner of Education

B. G. Williams
Associate Commissioner for Federal Programs, P. L. 89-10

C. E. Morris
Director, Title I, ESEA

Prepared by:
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TITLE I EVALUATION FOR THE STATE OF ARKANSAS
FOR FY 1970

I. Provide the following basic State statistics:

A. Total number of operating LEA's in the State	<u>384</u>
B. Number of LEA's participating in Title I	<u>376</u>
1. during the regular school term only	<u>184</u>
2. during the summer term only	<u>0</u>
3. during both the regular school term and the summer term	<u>192</u>
C. Number of Title I programs (See Statistical Information)	<u>40</u>
D. Unduplicated number of pupils who participated in Title I programs	
1. enrolled in public schools	<u>153,237</u>
2. enrolled in non-public schools	<u>10,281</u>

II. During FY 1970, indicate the number of SEA Title I Staff visits to LEA's participating in Title I. By objective of visit (planning, program development, program operation, evaluation, etc.), specify the purpose of these visits and their effect on the development, operation and evaluation of local projects. Indicate proportion of visits, by type.

Eleven State agency ESEA, Title I Staff members (Full Time Equivalency of 7.1) made 535 visits to 381 LEA's during FY 1970. This includes 15 visits made to State Institutions having Title I programs. The purposes of visits can best be described by determining information attained through supervisory visits. A copy of the Visitation Report will be found in Attachment A.

The Arkansas State Department of Education (SEA) has provided services to LEA's through the efforts of all subject matter areas represented within the State Department in the development of programs. Project applications are channeled through these areas before approval and monitoring of total programming within a school system is done by instructional supervisors. The processing of project applications may be seen on Attachment B.

Four Title I, ESEA specialists are assigned to areas within the state to assist local school personnel in planning programs and monitoring program operations. Additional staff is also employed for the purposes of evaluation, finance and dissemination. The following charts will show (I) the amount of staff employed by category assignment showing Full Time Equivalency for the year and (II) a breakdown of visits made by SEA Title I personnel and the percent of time spent on each objective. A better description of services rendered by ESEA, Title I Staff may be secured by observing their assignments described in Attachment C.

CHART I

TITLE I STAFF FULL TIME EQUIVALENCY
FOR FY 1970

Mr. B. G. Williams, Associate Commissioner	62.5
Mr. C. E. Morris, Director	97.5
Mr. Olen Taylor, Director of Finance	60.0
Mr. Bill Batson, Supervisor	100.0
Mr. Eugene Channell, Supervisor	100.0
Mr. Don Hindman, Supervisor	100.0
Mr. R. A. Carpenter, Supervisor	8.3
Mr. B. F. Lever, Coordinator - Evaluation & Statistics	75.0
Mrs. Sally Boyd, Evaluation Specialist	32.5
Mrs. Sara Murphy, Coordinator - Dissemination	24.5
Mr. Henry Akins, Supervisor	50.0
Eleven persons FTE	7.1

The following chart is a breakdown of visits made by SEA personnel and the percent of time spent on each objective as reported by Title I Staff.

CHART II
PERCENT OF TIME SPENT ON OBJECTIVES

TITLE I STAFF	TOTAL FIELD VISITS	PROGRAM PLANNING	PROGRAM DEVELOPMENT	PROGRAM OPERATION	PROGRAM EVALUATION	MIGRANT TESTING	PROGRAM BUDGET FINANCE	PROGRAM DISSEMINATION
Title I Area Supervisors	356	25%	10%	10%	50%		5%	
Title I Director	20	25%	20%	50%	5%			
Evaluation Coordinator	44				100%			
Evaluation Statistician	25				90%	10%		
Finance Director	25						100%	
Dissemination Coordinator	38							100%
State Institution Coord. Associate	15	20%	10%	30%	30%		10%	
Commissioner	12	20%	20%	20%			20%	20%

III. Describe any changes your agency has made in the last three years in its procedures and the effect of such changes to:

A. Improve the quality of Title I projects.

The fundamental changes that have been made in Title I procedures were; increased supervisory staff from three to four supervisors for monitoring purposes; the Migrant program and the Follow Through programs were placed under separate program officers during the FY 1970; and all programs of State Institutions were placed under one supervisor, thereby relieving other Title I supervisors of these duties.

A step by step guide for use of local agencies in the preparation and development of Title I programs was provided for FY 1970. This publication, entitled "How To Build a Better Title I Project" is written to be easily understood by local community people as well as others.

Regional meetings are held periodically in which program guidelines, development and evaluation are discussed.

- B. Insure proper participation of non-public school children.

Both State and regional conferences have been held involving personnel from public as well as non-public schools.

- C. Modify local projects in the light of state and local evaluation

Special emphasis has been placed on identification of economically deprived children and on determining the priority needs of these children rather than the needs of a general program or a school system. A survey was made during the past year to determine the number of pupils by school districts and grade levels. A copy of this survey form is in this report labeled as Attachment D.

There has been a marked increase in such program elements as special education for trainable and mentally retarded, speech therapy, programs for physically handicapped and activities to reduce social and cultural deprivation.

IV. Effect upon Educational Achievement.

- A. What effect, if any, has Title I had upon the educational achievement of educationally deprived children including those children enrolled in non-public schools in your State? On the basis of objective evidence describe the impact on reading achievement levels of educationally deprived pupils.

Standardized achievement test data was mandated from all Title I participating LEA's. An analysis of this data has been made of some LEA's and they were informed of compensatory needs for elementary school pupils in the areas of reading, language arts and arithmetic. Local educational agencies are advised to make use of achievement test data as well as other measuring devices and techniques to determine pupils that should be programmed. Both the area supervisor and the project administrator were informed of program needs to be used in program planning. A copy of this report will be found in Attachment E.

Information obtained from standardized test results is a first step in determining individual pupil needs so as to program pupils based on their specific needs. This information also allows comparisons to be made with peer groups. District and State norms have been determined through a sampling technique for grades 3, 4, 5 and 6 in the areas of reading, arithmetic, language arts and composite score. This allows longitudinal comparisons to be made of districts or individual pupils from year to year. A copy of the State norms based on a random sampling of school districts is found on Chart III. Information on districts supporting this projection as well as local district norms will be found in Attachment F.

CHART III

PROJECTED ANNUAL SCORES FOR ELEMENTARY PUPILS

Code

NT-Number Tested
MS-Mean Score for Tests

Grade Level	Test Given	Dist. Tested	Subject Matter Area									Composite Score		
			Reading			Arithmetic			Language Arts			NT	MS	
			NT	MS	NT	MS	NT	MS	NT	MS	NT	MS	NT	MS
3rd	ITBS	16	3,039	3.6	3,032	3.6	3,011	3.9	3,012	3.8	3,012	3.5	3,012	3.8
3rd	SRA	32	2,460	3.3	2,280	3.7	2,402	3.6	2,411	3.5	2,411	3.5	2,411	3.5
3rd	CAT	16	1,982	3.9	1,981	4.2	1,980	4.0	1,982	4.0	1,982	4.0	1,982	4.0
Totals	(3.8)	64	7,481	3.58	7,293	3.79	7,393	3.82	7,405	3.75	7,405	3.75	7,405	3.75
4th	ITBS	16	2,918	4.5	2,916	4.7	3,014	4.8	2,962	4.7	2,962	4.7	2,962	4.7
4th	SRA	32	2,731	4.2	2,712	4.2	2,658	4.5	2,670	4.2	2,670	4.2	2,670	4.2
4th	CAT	16	742	4.7	756	5.3	763	4.9	743	4.9	743	4.9	743	4.9
Totals	(4.8)	64	6,391	4.39	6,384	4.55	6,435	4.68	6,375	4.51	6,375	4.51	6,375	4.51
5th	ITBS	16	2,831	5.5	2,833	5.5	2,804	5.7	2,810	5.6	2,810	5.6	2,810	5.6
5th	SRA	32	3,355	5.3	3,209	5.3	3,110	5.3	3,167	5.2	3,167	5.2	3,167	5.2
5th	CAT	16	1,902	5.8	1,915	5.8	1,912	6.0	1,895	5.8	1,895	5.8	1,895	5.8
Totals	(5.8)	64	8,808	5.03	7,957	5.49	7,826	5.61	7,872	5.48	7,872	5.48	7,872	5.48
6th	ITBS	16	2,785	6.4	2,781	6.3	2,830	6.7	2,836	6.6	2,836	6.6	2,836	6.6
6th	SRA	32	3,033	6.5	3,039	5.9	2,937	6.1	2,956	6.2	2,956	6.2	2,956	6.2
6th	CAT	16	1,094	5.8	1,093	6.1	1,093	6.0	1,087	6.1	1,087	6.1	1,087	6.1
Totals	(6.8)	64	6,912	6.34	6,913	6.09	6,860	6.33	6,879	6.34	6,879	6.34	6,879	6.34

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A sample of schools in forty-three school districts was selected and an analysis was made to determine the impact on reading made by Title I on pupils at both the elementary and secondary levels. Comparisons are made to national norms of one of the following standardized tests - SRA, Iowa Test of Basic Skills and California Achievement Test. Information on achievement levels found is based on post test results and is shown in the following tables.

ELEMENTARY GRADES

Grade Achievement Levels	Total Tested	Target	Non Target	Ethnic Group		Percent
				White	Negro	
2 or more grades below	1,194	649	545	755	439	9.5
1.9-1.0 grades below	2,535	1,136	1,399	1,964	571	20.2
0.9-0.1 grades below	3,499	1,292	2,207	3,120	379	27.8
At or above Grade Level	5,334	919	4,415	5,145	189	42.5
TOTALS	12,562	3,996	8,566	10,984	1,578	100.0
Percent	100	31.8	68.2	87.4	12.6	100

Information in this table yields the following results:

Number of pupils tested	12,562	100.0
Pupils from low income families	3,996	31.9
Non target pupils	8,566	68.1
Pupils one or more grade levels below their peers (national norm)	3,729	29.7
Target group	1,785	14.2
Non target group	1,944	15.5
Percent of target group 1 or more grade levels below	(1,785 of 3,996)	45.0
Percent of non target group 1 or more grade levels below	(1,944 of 8,566)	22.7
Pupils below national norms	7,228	57.5
Target group	3,077	24.5
Non target group	4,151	33.0
Percent of target group below national norm	(3,077 of 3,996)	77.0
Percent of non target group below national norm	(4,151 of 8,566)	48.5
Pupils achieving at or above grade level	5,334	42.5
Target group	919	7.3
Non target group	4,415	35.2
Percent of target group achieving at or above grade level	(919 of 3,996)	23.0
Percent of non target group achieving at or above grade level	(4,415 of 8,566)	51.5

SECONDARY GRADES

Grade Achievement Levels	Total Tested	Target	Non Target	Ethnic Group		Percent
				White	Negro	
2 or more grades below	2,147	991	1,156	1,469	678	27.1
1.9-1.0 grades below	1,132	352	780	981	151	14.3
0.9-0.1 grades below	1,079	249	830	986	93	13.6
At or above Grade Level	3,569	462	3,107	3,476	93	45.0
TOTALS	7,927	2,054	5,873	6,912	1,015	100.0
Percent	100	25.9	74.1	87.2	12.8	100.0

Information in this table yields the following results:

Number of pupils tested	7,927	%	100.0
Pupils from low income families	2,054		25.9
Non target pupils	5,873		74.1
Pupils 1 or more grade levels below their peers (national norm)	3,279		41.4
Target group	1,343		16.9
Non target group	1,936		24.5
Percent of target group 1 or more grade levels below	(1,343 of 2,054)		65.4
Percent of non target group 1 or more grade levels below	(1,936 of 5,873)		33.0
Pupils below national norms	4,358		55.0
Target group	(1,592 of 2,054)		77.5
Non target group	(2,766 of 5,873)		47.1
Pupils achieving at or above grade level	3,569		45.0
Target group	(462 of 2,054)		22.5
Non target group	(3,107 of 5,873)		52.9

This information supports the hypothesis that after compensatory programming for this fiscal year a larger percentage of target pupils are achieving below the national norm than the percentage of non target pupils. Although this data would suggest that compensatory programs have not been effective, no pre test data is available to determine achievement levels of target pupils at the beginning of the year.

- B. What are the common characteristics of those Title I projects in your state that are most effective in improving educational achievement?
1. Pupil performance is determined so that their individual needs are definitely determined and programmed.
 2. Some type of cumulative record is kept as a means of directing programming for both long range and short range goals and assuring that perceived needs are really needs.

3. Programs are limited to groups of pupils small enough to give individual attention to many of their needs.
 4. School administrators involve the family and community in planning. The lack of educational achievement in many cases is as much a parent problem as it is a pupil problem. This is a most needed area of parent involvement.
 5. Competent staff are employed who are really concerned about the pupils they are working with and are able to convince pupils that they are concerned about their educational growth.
 6. Local school administrators explore all possible avenues to assure that other agencies are performing their duties for pupils rather than assuming duties that can be satisfied by other agencies.
 7. Good evaluative procedures are followed. (1) The degree of underachievement is determined specifically and (2) the expectation of individual pupils is set as a goal. (3) Learning experiences are planned to bridge this gap and are amended frequently if proportionate desired change is not apparent.
- C. What evidence, if any, have you found in your State that the effectiveness of Title I projects is related to cost?
1. Programming in schools and school districts with small pupil population presents a problem of meeting individual pupil needs if a variety of needs exist. This results in some individual pupil needs not being met. This is a serious problem in many Arkansas districts and schools. This statement can be supported by studying results of many schools with small enrollments.
 2. Effective projects tend to meet all recognized pupil needs. It is important to program all individual pupil needs as one unmet need may limit the meeting of any of a pupil's needs especially if the most priorial needs are not determined. Evidence supporting this statement is readily observed if the effectiveness of individual projects is assessed.
- V. What effect, if any, has the Title I program had on the administrative structure and educational practices of your State Education Agency, Local Education Agencies, and non-public schools?

State Educational Agency

The existence of Title I was partially responsible for a State Management Review Team visiting Arkansas and the results of this report have served to stimulate some changes in administration. A central office of Planning and Evaluation has been staffed and workshops were held for each of the five divisions of the department. Staff members of each division have

determined operational goals and process objectives to be achieved. A committee has begun to work statewide on needs assessment. To assist state administrators in assessing educational needs an Advisory Committee of local administrators, coordinators and counselors has been formed. This shows an improvement in the working relationships between state and local school personnel.

Local Agencies

Workshops were held over the state by Title I staff and local agencies and educational needs of pupils for compensatory programs were discussed.

Non-public Schools

One of the greatest advantages Title I has had on non-public schools is through the contact of non-public school pupils with public school staff. Non-public school staff have been helped through inservice training in teaching techniques and methods.

VI. Additional Efforts to Help the Disadvantaged.

- A. If State funds have been used to augment Title I programs, describe the number of projects, objectives of the programs, rationale for increased funding with State money, and the amount and proportion of total program funds provided by the State for the 1969-70 school year. Indicate the number of projects, number of participants, objectives of the programs, and the level of funding for the 1969-70 school year. Provide data separately for all compensatory education programs if any, supported entirely by State funds which were operated specifically for the educationally deprived.

Many LEA's that received small allocations (too small to provide a teacher's salary, equipment and materials) provided compensatory programs. These programs were partially funded from State funds. The number of such districts cannot be documented at this time.

- VII. Evaluate the success of Title I in bringing compensatory education to children enrolled in non-public schools. Include in your evaluation such factors as the number of projects, the quality of projects, the time of the day and/or year when projects are offered, the adaptations to meet the specific educational needs of educationally deprived children in non-public schools, changes in legal interpretations, and joint planning with non-public school officials.

According to FY 1970 approved Title I project applications, there are 56 non-public schools in Arkansas within Title I project areas with a total enrollment of 10,281 school children. During FY 1970, Title I compensatory education was administered to approximately 29 percent of these non-public school children through the projects of the public school districts in which the non-public schools are located.

Title I participants are determined by test scores, family status, recommendations from teachers and principals. Some non-public school children received only health services, food and clothing from Title I to meet needs arising from poverty. There were also occasions when speech therapy was administered to non-public school children by public school teachers. Other services administered to non-public school students were testing and counseling, art, music, home economics, physical education, remedial reading and mathematics by regular public school Title I staff.

The following table shows the statistical comparison of non-public school pupil participation in Title I programs to the number of non-public school pupils not participating.

TOTAL NON-PUBLIC SCHOOLS AND ENROLLMENT
COMPARED TO NUMBERS PARTICIPATING

	Totals	Participating	Percent Participating
Non-public Schools	56	16	29%
Pupils Enrolled	10,281	1,287	13%

- VIII. How many LEA's conducted coordinated teacher-teacher aide training programs for education aides and the professional staff members they assist? What was the total number of participants in each project? Describe the general pattern of activities and provide specific examples of outstanding joint training programs.

Seventy-five LEA's conducted coordinated teacher-teacher aide training programs. Training programs were coordinated with institutions of higher learning. Attachment H shows a general description of activities provided for two types of programs, a ten hour program and a thirty hour program.

The following chart shows institutions involved and the number of LEA's with teacher and teacher aide training participants for a ten hour training program and a thirty hour training program.

FY 1970

EVALUATION INFORMATION

IN-SERVICE TRAINING - TEACHER & TEACHER AIDES

<u>LEA</u>	<u>INSTITUTIONS OF HIGHER LEARNING</u>	<u>No. 30-hrs.</u>	<u>No. 10-hrs.</u>
21	State College of Arkansas	48	64
14	Arkansas A & M	19	31
15	Southern State	18	35
11	University of Arkansas	20	34
11	Arkansas State University	7	--
3	Arkansas A M & N	7	3
<hr/>		<hr/>	<hr/>
75	GRAND TOTALS	182	167

- IX. Describe the nature and extent of community and parent involvement in Title I programs in your State. Include outstanding examples of parent and the community involvement in Title I projects.

State agency personnel have put forth considerable effort to assist local educational agencies in complying with requirements concerning parental involvement. Title I supervisors report that ninety-five percent of schools visited have advisory committees set up to review Title I programs. Attachment I illustrates an example of involvement of such a committee in one local educational agency.

A T T A C H M E N T - A.

ON-SITE OBJECTIVES FOR MONITORING TITLE I PROJECTS

TITLE I VISITATION REPORT

ARKANSAS MAP SHOWING CONGRESSIONAL DISTRICTS SUPERVISED
BY AREA SUPERVISORS

ON-SITE OBJECTIVES FOR MONITORING TITLE I PROJECTS

THE TITLE I SUPERVISOR WILL

1. Determine how well the funds are reaching Title I eligibles.
2. Determine if activities planned by districts are in effect the most pressing needs of deprived children.
3. Determine if funds are used for the purposes set forth in project application.
4. Determine if sufficient records are kept to verify expenditures and intentions.
5. Determine if the techniques of evaluation are in keeping with project application.
6. Determine if the community and parents are involved in planning projects for deprived students.
7. Determine which activity seems to be the strength of the program.
8. Determine if any salaries of any Title I personnel constitute a supplanting of local effort.
9. Determine if any recommendations need to be made concerning next year's projects.
10. Put into writing and mail copy of recommendations within ten days following each visit.
11. Determine whether the school districts are meeting the objectives as outlined in the project.

TITLE I VISITATION REPORT

FY 69-70

DISTRICT _____ SCHOOL _____ DATE _____

1. To what extent are Title I funds reaching eligible students? Comment.
:
2. Use of Title I funds for activities that are not the most pressing needs of deprived children. Yes _____ No _____ Comment.
3. Use of Title I funds for purposes not set forth in the project application. Yes _____ No _____ Comment.
4. Does the applicant have adequate records to verify expenditures and to establish that they were within the scope of the Title I program as approved by the SEA? Yes _____ No _____ Comment.
5. Are techniques of evaluation in keeping with project application?

6. Community and parent involvement.

7. Strength of program:

8. Is there any indication that salaries of any Title I personnel constitute a supplanting of local effort? Yes _____ No _____
Comment.

9. Recommendations:

POPULATION BY DISTRICTS

1960 Federal Census
 DISTRICT 1 - 444,074
 DISTRICT 2 - 443,812
 DISTRICT 3 - 444,719
 DISTRICT 4 - 453,507

TOTAL POPULATION - ARKANSAS
 1,786,272

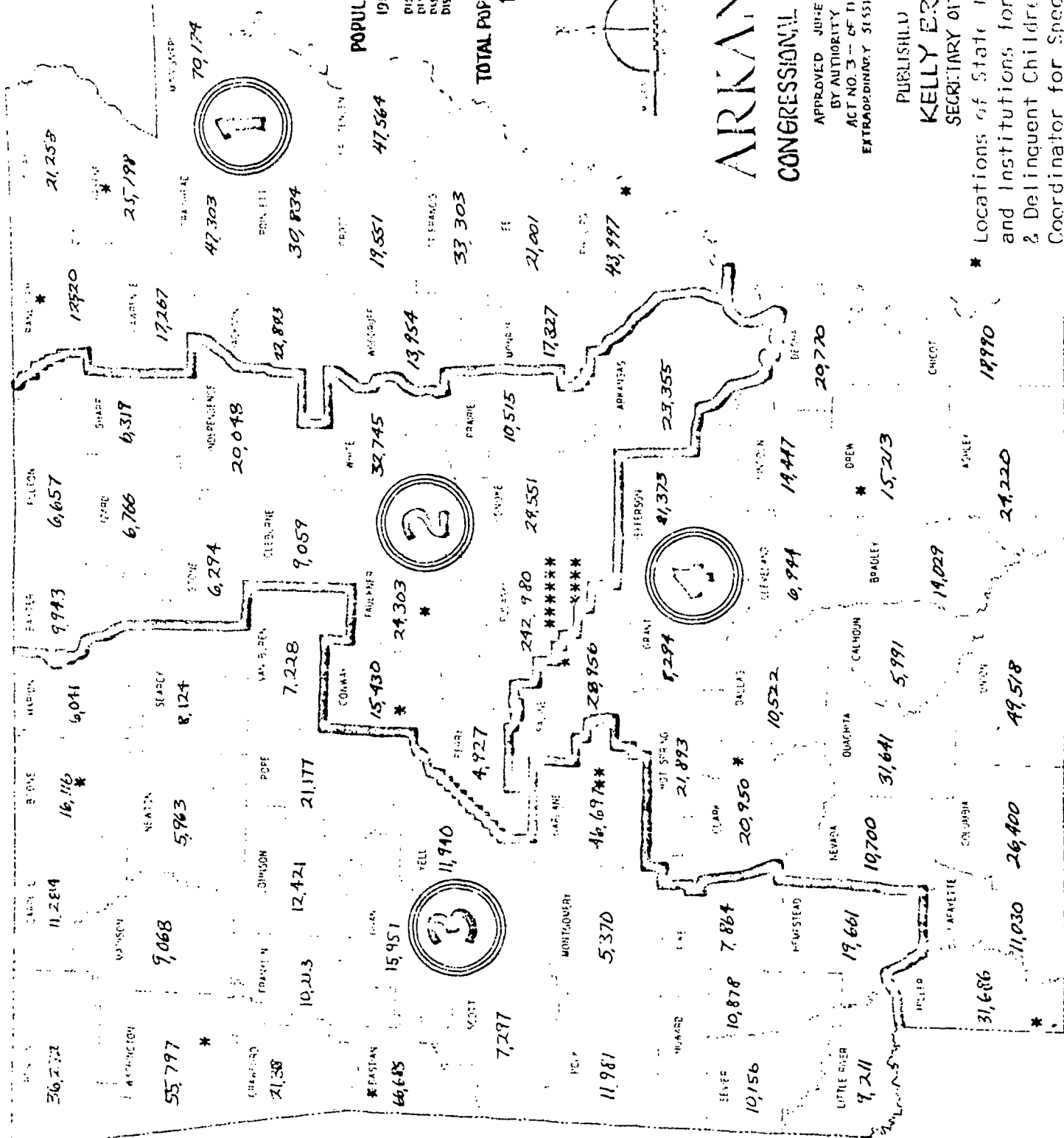
ARKANSAS
CONGRESSIONAL DISTRICTS

APPROVED JUNE 1, 1965
 BY AUTHORITY OF
 ACT NO. 3 - OF THE FIRST
 EXTRAORDINARY SESSION OF 1965

PUBLISHED BY
KELLY BRYANT
 SECRETARY OF STATE

* Locations of State Institutions
 and Institutions for Protected
 & Delinquent Children
 Coordinator for Special Services

1-2-3-4 Congressional Districts
 Title Area Supervisors



A T T A C H M E N T - B

REVIEW PROCEDURES FOR TITLE I PROJECT APPLICATIONS

MEMORANDUM

TO: All Title I Staff

FROM: C. E. Morris, Director Title I

SUBJECT: Review Procedure of FY 1969-70 Title I Project Applications

These steps will be followed in the review and approval process of FY 1969-70 Title I project applications:

1. Mail is received and distributed by secretary to Associate Commissioner.
2. Secretary to Title I Director logs application in and stamps the date of receipt on the face of the original copy; distributes to area desks.
3. Secretary to Area Supervisor logs application in, assembles yellow copy (work copy) for review and runs detailed check-sheet for correctness and completeness of data.
4. Area Supervisor reviews project and makes recommendation on review sheet. In most cases a conference and/or correspondence with applicant is necessary to get application in approvable form. May confer with the Title I Director. When work copy is in approvable form -
5. Director reviews and makes recommendation for approval or comments regarding necessary changes.
6. A. Changes recommended by Director. Necessary action taken by area supervisor who initials Director's comments as corrected.
B. Approval recommended by Director. Area secretary corrects all remaining copies according to work copy.
7. Area secretary attaches "department review sheet" with activities involved checked and transmits pink copy to Elementary Instruction Division (will also go to Special Education if necessary) and a white copy to Secondary Instruction Division (will also go to Vocational if necessary). Specialists in the activities covered by the project review and make recommendations. All copies return to area desk.
8. Area supervisor reviews for adverse comments. These comments are taken into consideration and necessary action taken before project can proceed.

9. Administrative assistant to Director fills in Section I of project (LEA code number, state project number, local project number and amount approved) and records on ledger sheet.
10. Secretary to Director attaches approval/transmittal letter to two white copies and yellow copy and Director signs for approval.
11. Associate Commissioner for Federal Programs signs Section I for approval.
12. Secretary to Director mails carbon white copy to applicant. Original copy goes to Director of Finance for funding, pink copy goes to data processing and yellow copy is the field and file copy at area desk.

SEE ATTACHMENT FOR PROCEDURE ON REQUESTS FOR FACILITIES
Submitted on construction application forms.

Procedure for Processing of Requests for Facilities Under Title I, ESEA

1. Area Supervisor will set up conference with applicant and Director of Title I (Associate Commissioner for Federal Programs must be involved in planning "permanent" construction) to gain tentative approval before proceeding further.
2. Applicant will submit project application.
3. If necessary, wage rates will be ordered.
4. Review sheet is attached to pink copy for recommendations of the area supervisor, Director and Associate Commissioner.
5. Yellow copy is transmitted by memorandum to Director of School Plant Services. Director of School Plant follows procedure outlined in Field Operations Memorandum No. 46. He returns yellow copy to Federal Programs Division when all specifications and plans are approvable.
6. Administrative assistant to Director fills in Section I of application for approval.
7. Secretary to Director attaches transmittal/approval letter for Director's signature.
8. Associate Commissioner for Federal Programs signs Section I for approval.
9. Secretary to Director mails approved copy to applicant, distributes copy to Director of Finance for funding and pink copy to data processing. Yellow copy goes in field/file with regular corresponding project.

A T T A C H M E N T - C

ORGANIZATIONAL CHART - ARKANSAS DEPARTMENT OF EDUCATION

PROCESS OBJECTIVES -

TITLE I - DIRECTOR AND SUPERVISORY STAFF

FISCAL

DISSEMINATION

EVALUATION AND STATISTICS

PROCESS OBJECTIVES FOR TITLE I

PART I: GENERAL GOALS OF FEDERAL PROGRAMS DIVISION

GOAL: To Prepare and Administer Program Budgets

- OBJECTIVES
1. Title I Director will submit to the Director of Finance on or before July 1, each year, a list of activities, staff and equipment needs to be included in the Division internal budget for Title I for the next succeeding fiscal year.
 2. Title I Director will review the preliminary internal budget for the Division as it is applicable to Title I within five days from the time it is presented to him by the Director of Finance and consult with him on its adequacy.
 3. Title I staff will review each Title I program application budget and proposed activities within ten working days from the receipt date of the application.
 4. Title I staff will negotiate or accept approvable program activity budgets for each eligible LEA in Arkansas before September 1 of each fiscal year.
 5. Title I Director will provide the Director of Finance with a copy of each approved Title I project and a copy of each amendment thereto within three working days after final approval.
 6. Title I staff will initial approval on each approvable LEA request for payments of project funds and deliver same to the Director of Finance within five working days from receipt of request.
 7. Title I staff will review and advise improvements where necessary of each LEA's program budgeting and bookkeeping procedures at least once annually between September 1 and May 31.
 8. Title I Director and/or staff will follow up by direct consultation with any LEA within ten days after notification by the Finance Director that irregularities may exist in the management of local Title I funds.

9. The Title I Director will provide the Finance Director within five days, copies of all communications with LEA's to terminate or restrict project funding.
10. Title I staff will review and approve or reject any LEA's proposal to amend its Title I project budget within ten work-days from its date of receipt if received prior to April 1, of the project year.

GOAL: To Disseminate Program Information

- OBJECTIVES
1. The Title I Director and staff will provide monthly, upon request, to Dissemination Section, program information to be featured in "Concern" for the next succeeding issue.
 2. The Title I Director and staff will provide to Dissemination Section, annually, and prior to July 1, preliminary plans and information for at least one major Title I dissemination.

GOAL: To Plan Program Evaluation

- OBJECTIVES
1. Title I staff will select six LEA's from each Title I supervisory area (total 24) that are willing to participate in a pilot project of intensive Title I program evaluation and present the list to the Coordinator of Evaluation prior to October 30, 1970.
 2. Title I Director, in consultation with the Coordinator of Evaluation and the Office of Planning and Evaluation, will negotiate a contract with an outside consultant to serve the intensive program evaluation in the selected pilot Title I projects prior to October 30, 1970.
 3. Title I Director and staff will assist, as called upon by the Coordinator of Evaluation and the Office of Planning and Evaluation, during the course of the pilot programs' evaluation.
 4. Title I Director and staff will prepare before December 1, annually, for the Coordinator of Evaluation, a format of the instrument to be used to gather necessary data from LEA's to file the SEA's annual evaluation report for the regular Title I programs of the then current year.
 5. Title I Director and Coordinator of Evaluation will present a draft copy of the local evaluation report to the Office of Planning and Evaluation prior to January 15, annually, for approval.

6. Title I Director and staff will monitor completion of LEA evaluation report instrument to be completed by Evaluation staff prior to March 1, annually.
7. Title I Director will review and approve or suggest revisions of compiled first draft copy of SEA Title I evaluation report to USOE within ten working days after submission to him by the Coordinator of Evaluation.
8. Each Title I staff member will review the available evaluation data from each LEA for former Title I programs during the process of reviewing its current program.

GOAL: To Develop Leadership Potential

- OBJECTIVES
1. Title I Director will hold weekly meetings for Title I professional staff at 1:00 p.m. on Mondays to study methods of procedure for solving specific leadership problems at SEA and LEA levels.
 2. Title I staff members will be given leadership roles in conducting area workshops on planning and implementing Title I programs prior to June 30, each spring.
 3. Members of Title I supervisory staff will attend at least one out-of-state and two in-state conferences on subjects related to the Title I program during each fiscal year.

GOAL: To Provide for Effective Personnel Utilization

- OBJECTIVES
1. Title I Director will prepare for the Associate Commissioner prior to March 1, annually, a recommended staffing arrangement consistent with projected workload and available funds for management of the Title I program for the succeeding fiscal year.
 2. Title I Director will, prior to June 30, annually, submit to the Associate Commissioner his recommended division of the Title I workload for the coming fiscal year based on the past year's work and projections for the coming year.
 3. Title I Director will have prepared for quick reference, prior to September 1 and March 1, of each year, a six month calendar projecting all proposed staff vacation leave periods of more than two consecutive days.

GOAL: To Plan In-Service Training Program

- OBJECTIVES
1. Prior to October 1 of each year, the Coordinator, Special Services, will poll LEA's to determine Title I in-service training needs required by laws and/or regulations.
 2. Prior to October 1 of each year, the Coordinator, Special Services, will contact institutions of higher learning to discuss ways of assisting LEA's with Title I in-service needs.
 3. Prior to October 15 of each year, the Coordinator, Special Services, will tabulate results of poll taken of LEA's and visit institutions of higher learning to further develop Title I in-service training programs.
 4. During the period from October 15 to May 1 of each year, the Coordinator, Special Services, will offer assistance as needed to LEA's and institutions of higher learning in the implementation of Title I in-service programs.
 5. Prior to May 1 of each year, the Coordinator, Special Services, will determine the number enrolled for in-service activities and the names of individuals completing the program.

PART II: SECTIONAL GOALS FOR TITLE I

GOAL: To Promote LEA Program Development and Management

- OBJECTIVES
1. Title I Director and staff will prepare for distribution to LEA's prior to April 1, annually, the application forms and instructions therefor for the next succeeding fiscal year.
 2. Between April 1 and June 30, each year, the Title I staff will hold from five to ten area, or regional, one-day conferences with LEA Title I project administrative personnel on planning and submitting projects for the next succeeding project year.
 3. Title I Director and staff will review, negotiate necessary adjustments and complete the approval process of all (approximately 400) LEA Title I projects prior to September 1, annually, if submitted prior to August 15.

4. Prior to final approval, each project evaluation will be submitted to the Instruction Division or other Divisions of the Department of Education for review and approval by the section having regulatory jurisdiction over each activity proposed in the application.
5. Title I supervisory staff will pay at least one on-site visit to each LEA operating a Title I project between September 1 and April 15, each year.
6. Title I supervisory staff will consult with each Title I administrator during the on-site visit regarding any problems in project management and make specific visitation reports to the Title I Director on the findings as to the weaknesses, strengths or recommended changes within ten working days following on-site visit.
7. The Title I supervisory staff will, within ten working days, after an on-site visit write to the administrator of each project visited in order to place in writing for the project files of both the LEA and the SEA the supervisor's professional judgments on the strengths and/or weaknesses of the project operation, including specific recommendations for changes or corrections if deemed necessary.
8. The Title I supervisory staff will each pay on-site spotcheck visits to at least 20 percent of the Title I summer activities during June and July each year and execute visitation reports for the Director of Title I and letters to the Title I administrators.
9. Prior to May 1, 1971 and December 31, for succeeding years, Title I Director and staff will have reviewed comparability data submitted by affected LEA's on the preceding fiscal year and shall require as a prerequisite to further project approval a plan to reach comparability before June 30, 1972, for any district not already demonstrating comparability.

GOAL: To Provide Special Services to Other Agencies

ACTIVITY: Title I Director and staff will nominate eligible schools for approval by the USOE under Section 465 of P. L. 89-329, in which teachers are to receive special discount rates on NDEA student loans.

OBJECTIVES 1. The low-income factors will be computed for each school district according to the state plan prior to January 1, annually, by assigned Title I staff members.

2. Title I Director will submit, in accordance with state plan, the list of nominated schools prior to February 1, annually.
3. The approved list will be distributed by the Title I Director to (a) each Arkansas school district, (b) each institution of higher education in Arkansas, (c) each principal of nominated schools, and (d) to the Title I office of each state, within ten working days from notice of approval by USOE.

PROCESS OBJECTIVES FOR SUPERVISORS

1. Title I Supervisor and his secretary will keep all correspondence and records of the Title I projects, memoranda, and inventories current.
2. Title I Supervisor will review each project in each area and approve or negotiate approval before September 1.
3. Title I Supervisor will work with the Division of Instruction in approving Title I instructional activities.
4. Title I Supervisor will make at least one on-site visit to each school district in each area from September 1 to April 15 of each year.
5. Title I Supervisor will visit at least 50% of the school districts in each area having summer programs from June 1 to August 15.
6. Title I Supervisor will put into writing to the school district any recommendations within ten days following an on-site visit.
7. Title I Supervisor will file a school visitation report and recommendations with the Title I Director within ten days following an on-site visit.
8. Title I Supervisor will assist in area conferences held before June 30th of each year in area of assignment.
9. Title I Supervisor will provide material to the Dissemination Office upon request about projects in each area worthy of mention.
10. Title I Supervisor will ask slow reporting districts with poorly planned projects to submit new projects before June 1 of each year.

11. Title I Supervisor will file a monthly report by the 25th of each month with the Associate Commissioner and the Title I Director from September 25 to May 25.
12. Title I Supervisor will attend at least one out-of-state and two in-state conferences on subjects relating to the Title I program during each fiscal year.
13. Title I Supervisor will review the available evaluation data from each LEA for the former Title I program during the process of reviewing its current project.
14. Title I Supervisor will submit to the Associate Commissioner a weekly itinerary each Monday by 9:00 a.m.
15. Title I Supervisor will attend all general staff meetings which are held on the first and third Mondays of each month in the Arch Ford Education Building Auditorium.
16. Title I Supervisor will attend the divisional staff meeting each Monday in the Federal Programs Conference room.
17. Title I Supervisor will attend the Title I staff meeting each Monday in the Federal Programs Conference Room at 1:00 p.m.

ARKANSAS DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION
FISCAL SECTION
12/18/70

- I. Goal: To prepare program budget
Objectives:
- A. Fiscal Section staff will prepare and submit to Division of Finance during 1970 a budget request for the 1971-73 biennium covering each program administered in the division
 - B. Fiscal Section staff will prepare and submit to Division of Finance prior to July 1 an annual operating budget covering each program administered in the division
 - C. Director of Finance gives technical assistance to LEA's as requested on preparation of project budgets prior to September 1 as documented by letters, telephone and visitation logs.
- II. Goal: To plan program evaluation
Objective:
- A. Director of Finance will meet with each program director during the 1970-71 fiscal year to assist in development of a program evaluation plan as evidenced by memos and calendar notations.
- III. Goal: To disseminate program information
Objectives:
- A. Director of Finance will submit at least four informational leads to the dissemination section during 1970-71 which may be developed into articles for publication in Concern
 - B. Director of Finance will submit to the dissemination section items which may be used in Federal Focus prior to publication date of each issue.
- IV. Goal: To organize in-service programs
Objectives:
- A. Director of Finance organizes and conducts at least 10 regional workshops for Title I bookkeepers annually to upgrade the quality of Title I accounting

B. Fiscal Section staff meets with each section planning an in-service program at least once annually to provide assistance including securing adequate financing, providing logistical support, and serving as workshop/conference staff to that program/conference/workshop.

V. Goal: To develop leadership potential
Objective:

A. One or more of the Fiscal Office staff participates in a workshop or conference at least four times annually to improve his own skills and to bring useful suggestions to other staff members.

VI. Goal: To provide for effective personnel utilization
Objective:

A. Fiscal Office staff reviews and revises its work flow chart at least twice annually to distribute workload fairly and to provide for task performance at the appropriate level by a capable person.

GOALS AND PROCESS OBJECTIVES
FOR
DISSEMINATION

GOAL: To prepare program budgets.

The Coordinator and staff of the Dissemination Office will during the 1970-71 fiscal year (prior to July 1, 1971):

- (1) prepare a calendar of activities (with budget information where requested) to be carried out on a monthly basis by the Dissemination Office by July 1, 1972.

GOAL: To plan in-service programs.

The Coordinator and staff of the Dissemination Office will during the 1970-71 fiscal year:

- (1) disseminate information about all in-service programs planned by the Federal Programs Division at least one week prior to the activity (when such information is provided by persons planning such programs) to the general public in newspaper articles and TV coverage and to the particular professional group for whom the program is planned through the use of existing publications. Copies of all material to be disseminated will be provided back to the person in charge of the in-service program prior to dissemination.
- (2) assist in putting on a conference on innovation October 18-20 to be jointly sponsored by the TEPS and ASCD sections of the Arkansas Education Association which will present detailed information and displays of evaluated Title III programs.
- (3) will put on a conference on early childhood Education October 2-3 to encourage Title I personnel to use ideas developed in experimental Follow Through programs for disadvantaged children and to present speakers with special expertise in developing programs for the educationally deprived.
- (4) conduct five regional workshops no more than once a month as a followup to the state conferences to:
 - a. get conference materials before a wider audience
 - b. prepare teachers to use new techniques in the classroom

- (5) prepare follow-up materials such as booklets, brochures, video tapes and pictures no later than three months after the conference to be disseminated to groups chosen on a selective basis and those making requests during the 1970-71 fiscal year.

GOAL: To disseminate program information.

The Dissemination Office staff will during the 1970-71 fiscal year:

- (1) complete a documentary color film (by December 31) which shows Titles I, II and III activities for showing on major Arkansas television stations and for use at meetings, workshops and conferences.
- (2) prepare and distribute a brochure about the film by January 31 which will be mailed to all school administrators, PTA's and civic groups in the state so that bookings can be made.
- (3) prepare a series of Title III color slides and accompanying narration by December 8 for presentation at meetings by the Title III Advisory Council members and others.
 - a. disseminate information by January 31 to school administrators, PTA and civic groups that the color slide presentation is available so that orders may be placed.
- (4) publish and distribute by the 20th of each month a monthly newspaper, CONCERN, in order to furnish program information to lay school personnel and others on all programs under the Federal Programs Division.
- (5) publish and distribute by the 15th of each month a leadership newsletter called Federal Focus in order to furnish funding and other pertinent information about Federal Programs evaluated results of Title III programs to school administrators.
- (6) prepare booklets and brochures requested by other programs, including four which have been scheduled for Follow Through, Title I and Title III before March 1, 1971 in order to make available for distribution to selective audiences certain pertinent information.
- (7) develop one-minute television spots before June 1, 1971, to stress specific innovative activities in Title I and III for showing before a general audience on television public service time.

- (8) write and selectively disseminate news and feature articles for state newspapers and other news outlets as requested by the various programs during 1970-71.
- (9) process approximately 50 specific requests for information and pictures each month by locating the specific information requested and getting it to the person wanting it.
- (10) arrange for at least three on-site visits or tours to Title III innovative projects at times requested in order to show school personnel how a specific program works.

GOAL: To plan program evaluation.

The Dissemination staff will during the 1970-71 fiscal year:

- (1) plan an evaluation scheme for its own dissemination activities by March 1, 1971 in order to determine which activities will be continued or expanded and which will be dropped.

GOAL: To develop leadership potential.

The Coordinator will during the 1970-71 fiscal year:

- (1) attend at least five workshops and conferences during the year to increase leadership potential and in order to make additional information available in regular publications and through workshops.

GOAL: To provide effective personnel utilization.

The Coordinator will during the 1970-71 fiscal year:

- (1) prepare a planning chart of activities for each month and give it to the staff indicating specific activities for which they will be responsible.

GOALS AND PROCESS OBJECTIVES
EVALUATION AND STATISTICS

GOAL: To prepare program budget

OBJECTIVES The Coordinator of Evaluation and Statistics will during the 1970-71 fiscal year:

1. Confer with program heads of other federal programs of this division and secure the following information: Evaluative responsibilities for each program as determined by each program chairman and the Associate Commissioner (by October 1, 1970).
2. Present to the Finance Program a budget of projected activities required to carry out evaluation services and in cooperation with other program chairmen involved will determine a budget for operating the evaluation program (by October 15, 1970).
3. Provide a calendar of activities to the Associate Commissioner of Federal Programs and necessary staff and other adjustments requiring capital outlay will be requested (by November 1, 1970).

GOAL: To plan in-service program

OBJECTIVES The Coordinator of Evaluation and Statistics will during the 1970-71 fiscal year:

1. Attend two regional meetings, one during the month of October and one during the month of March, to become more familiar with evaluation reporting needs for improving federal programs.
2. Attend a planning and evaluation workshop September 22 through 24, 1970 that will be sponsored by a 402 Planning and Evaluation grant for the purpose of determining the relationship of the program of evaluation with that of other federal programs.
3. Attend a training session during the month of October for the purpose of improving reporting requirements at the local, state, and federal levels.

GOAL: To disseminate program information

OBJECTIVES The Evaluation and Statistics staff will during the 1970-71 fiscal year:

1. Provide overall results of standardized tests and other instruments of measurements to the Dissemination Program as a means of informing the public when all measuring instruments have been analyzed and the data compiled.
2. Disseminate information concerning federal program evaluation to the U. S. Office of Education through Consolidated Program Information Report, the Pupil Centered Instrument and other requested reports by specified dates.
3. Supply information concerning pupil achievements to the Department of Instruction, area supervisors, and local school agency personnel immediately after an analysis is made of each school district's evaluation materials.
4. Dissemination progress reports and program requirements of evaluation to the professional staff of the Federal Programs Division after attending meetings or securing written reports that show "program requirement changes". These reports will be made at general staff meetings that are held weekly on Mondays (except holidays).

GOAL: To plan program evaluation

OBJECTIVES The Coordinator of Evaluation and Statistics will during the 1970-71 fiscal year:

1. Monitor reports required by the USOE submitted to the designated place by the time specified unless directed to do otherwise by the State Office of Planning and Evaluation.
2. Complete state required reports in accordance with directors of each Federal Program of the Division of Federal Programs. Such reporting will follow time schedules that will be determined by each Federal Program Director.
3. Conduct on-site evaluation at specified times as requested by Federal Program Staff Directors.
4. Evaluate special development research projects that may be developed by Federal Program Director when his services are requested.

GOAL: To develop leadership potential

OBJECTIVES The Coordinator of Evaluation and Statistics will during the 1970-71 fiscal year:

1. Hold four workshops during the month of October with LEA personnel that will be required to make CPIR reports to the U. S. Office of Education to improve the competence of administration and coordinators that will make such reports.
2. Hold workshops with school personnel that are required to make other evaluation reports at least one month before such reports are due (PCI, annual reports, etc.)
3. Invite representatives from local educational agencies to USOE workshops to further develop their potential in evaluating program.

GOAL: To provide for effective personnel utilization

OBJECTIVES The Coordinator of Evaluation and Statistics will during the 1970-71 fiscal year:

1. Prepare a calendar of job tasks to be performed annually and will program jobs in such a way that staff services will be distributed as evenly as possible throughout the fiscal year.
2. Assign job responsibilities on the basis of utilizing latent talents of individual members and staff members will be matched with job services of which staff members are more competent.

The Evaluation and Statistics staff will during the 1970-71 fiscal year:

1. Study their services continuously as a means of improving their efficiency.

A T T A C H M E N T - D

STATEWIDE RESULTS OBTAINED FROM SURVEY OF LOW INCOME PUPILS BY GRADES

SURVEY SUMMARY FORM

FAMILY SURVEY FORM

DATA ON DISTRICT DROPOUTS

FOLLOW-UP OF GRADUATING TITLE I PARTICIPANTS

TOTAL NUMBER OF CHILDREN FROM
FAMILIES WITH INCOME OF \$0 TO \$3,000
TAKEN FROM THE FAMILY SURVEY
FALL, 1969

<u>Grade</u>	<u>Total Number</u>		<u>Combined Totals</u>
Pre-Kindergarten	6,034		
Kindergarten	2,619	Pre-K. & Kindergarten	8,653
First	14,307		
Second	14,144		
Third	13,870		
Fourth	13,241		
Fifth	13,271		
Sixth	13,279	Grades 1-6 Total	82,112
Seventh	13,175		
Eighth	11,964		
Ninth	10,946		
Tenth	9,433		
Eleventh	7,931		
Twelfth	6,741	Grades 7-12 Total	60,190
Ungraded	2,778	Ungraded Total	<u>2,778</u>
		STATEWIDE TOTAL	153,733

TABULATED INFORMATION TAKEN FROM

FAMILY SURVEY

FALL OF 1969

Total Number of Families in the State of Arkansas Earning
(as Reported by Each School District):

\$0 to \$2,000 per year	<u>31,540</u>
\$2,000 to \$3,000 per year	<u>25,451</u>
\$3,000 to \$5,000 per year	<u>32,313</u>
\$5,000 to \$7,500 per year	<u>27,497</u>
Over \$7,500 per year	<u>32,703</u>
TOTAL	<u><u>149,504</u></u>

Total Number of Pupils in Families Earning
Less than \$2,000 per year

87,097

Total Number of Pupils in Families Earning
\$2,000 to \$3,000 per year

66,636

TOTAL 153,733

DATA ON DISTRICT DROPOUTS
STATEWIDE TOTALS

TAKEN FROM FAMILY SURVEY
FALL OF 1969

Average Age	<u>17</u>
Average Grade Level	<u>10</u>
Aptitude Score on File	
Yes	<u>2,998</u>
No	<u>4,228</u>
Total Number of Dropouts	<u><u>7,226</u></u>

FOLLOW-UP ON GRADUATING TITLE I PARTICIPANTS
STATEWIDE TOTALS

TAKEN FROM FAMILY SURVEY
FALL OF 1969

Average Age	<u>18</u>
Aptitude Score on File	
Yes	<u>2,739</u>
No	<u>1,192</u>
	TOTAL <u><u>3,931</u></u>
Status of Pupil	
College or Other Further Training	<u>1,306</u>
Terminal	<u>2,625</u>
	TOTAL <u><u>3,931</u></u>
TOTAL NUMBER OF TITLE I GRADUATES	<u><u><u>3,931</u></u></u>

School District

City

County

SURVEY SUMMARY

I. Total number of families in the school district earning

\$0 to \$2,000 per year _____

\$2,000 to \$3,000 per year _____

\$3,000 to \$5,000 per year _____

\$5,000 to \$7,500 per year _____

Over \$7,500 per year _____

II. Total number of pupils in families earning less than \$2,000 per year _____.

III. Total number of pupils in families earning \$2,000 to \$3,000 per year _____.

IV. List pupils above by grade level.

Pre-Kindergarten _____

Kindergarten _____

Grade 1 _____

Grade 2 _____

Grade 3 _____

Grade 4 _____

Grade 5 _____

Grade 6 _____

Grade 7 _____

Grade 8 _____

Grade 9 _____

Grade 10 _____

Grade 11 _____

Grade 12 _____

Ungraded _____

TOTAL _____

Signature

(Superintendent)

School District

City County

FAMILY SURVEY

Dear Parent:

In order to improve our programming of Federal funds in our school district, the following information is requested. This information is essential as funds are earmarked for specific purposes; both instructional and supportive services, such as clothing and health needs. We cannot plan programs properly without this information.

Your cooperation will be greatly appreciated.

ALL INFORMATION WILL BE KEPT CONFIDENTIAL.

Family (Parents' Name): _____ Date _____

Address: _____

Total income for family (Please check one of the following):

\$0 to \$2,000 per year _____

\$2,000 to \$3,000 per year _____

\$3,000 to \$5,000 per year _____

\$5,000 to \$7,500 per year _____

Over \$7,500 per year _____

List the number of dependents (children) in the family: (use back of page if necessary.)

NAME OF CHILD	AGE	GRADE PLACEMENT	SCHOOL ATTENDED
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			

If school age children are not attending school, please explain on back of page.



DATA ON DISTRICT DROPOUTS

NAME OF PUPIL	AGE	GRADE LEVEL	NAME OF TEST GRADE PLACEMENT	APTITUDE SCORE ON FILE yes no	LAST YEAR PUPIL ATTENDED SCHOOL	PUPIL'S PRESENT STATUS
1.						
2.						
3.						
4.						
5.						
6.						
7.	40					
8.						
9.	48					
10.						
11.						
12.						
13.						
14.						
15.						

Briefly describe any assistance given these pupils as a result of ESEA, Title I.
(Use attachment if necessary.)

FOLLOW-UP ON GRADUATING TITLE I PARTICIPANTS

NAME OF PUPIL	AGE	YEAR GRADUATED	APTITUDE SCORE ON FILE		GRADE PLACEMENT	PUPIL'S PRESENT STATUS
			yes	no		
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

Briefly describe any assistance given these pupils as a result of ESEA Title I.
 (Use attachment if necessary.)

A T T A C H M E N T - E

REPORT OF STANDARDIZED ACHIEVEMENT TEST RESULTS

SUMMARY BY LOCAL EDUCATIONAL AGENCIES OF STANDARDIZED ACHIEVEMENT
TEST RESULTS

December 9, 1970

Dear Mr.

Our office staff has analyzed standardized test results submitted to us and a chart showing these results is enclosed.

Information secured would support the conclusion that special programs are needed for:

Pupils Shown From Test Results	Probable Number Needing Special Programs
48 pupils in reading	54
26 pupils in arithmetic	29
30 pupils in language arts	33

Your reports show an enrollment of 379 elementary pupils (grades 1-6). This means that the 350 pupils tested represent 92% of your elementary enrollment. If pupils that were not tested follow the same pattern, the number of pupils shown in the column on the right would need to be in special programs.

Further assessment may suggest programs other than those listed above for some pupils.

The information above is not submitted to you as an attempt to dictate programming in your school system, but we felt you would want this information to aid you in decision making. We want to be helpful and if you wish our assistance at any time we will make our services available.

Respectfully yours,

B. F. Lever, Coordinator
Evaluation and Statistics

BFL:bbw
Enclosure
CC: Mr. Bob Kerr
Area Supervisor

42

51

	<u>Pupils Tested</u>	<u>Per Cent</u>
Reading	339	89.4
Arithmetic	338	59.2
Language Arts	339	89.4

District _____
 LEA No. _____
 Test _____
 Administered California

STANDARDIZED TEST RESULTS

ELEMENTARY

Grades Tested	Pupils Enrolled	Pupils Tested	NEED SPECIAL PROGRAMS One or More Grades Below			Below Grade Level			At or Above Grade Level		
			Reading	Arithmetic	Language Arts	Reading	Arithmetic	Language Arts	Reading	Arithmetic	Language Arts
1	59					24	25	13	27	25	35
2	65		5	6	4	28	41	34	30	17	24
3	57		3		3	29	10	21	28	46	36
4	56		8	2	2	20	7	14	34	48	40
5	73		12	5	4	30	24	13	39	47	57
6	59		20	13	17	31	31	30	19	16	19
TOTAL	379	350	48	26	30	162	138	125	117	200	214
PERCENT	100	92.3	14.2	7.7	8.8	47.8	40.8	36.9	52.2	59.2	63.1

Percentages of grade level performances represent the percentage of pupils tested.

65 (15%) Pupils are one or more below grade level
 191 (45%) Pupils are below grade level

TEST NAME California
 DATE OF TEST 3-70, 9-69
 TYPE OF TEST Reading

DISTRICT
 COUNTY
 LIA CODE NG.

ACTUAL GRADE PLACEMENT	BELOW GRADE LEVEL												AT GRADE LEVEL OR ABOVE			
	2.0 or More				1.9 to 1.0				0.9 to 0.1				TARGET		NON-TARGET	
	TARGET	NON-TARGET	WHITE	NEGRO	TARGET	NON-TARGET	WHITE	NEGRO	TARGET	NON-TARGET	WHITE	NEGRO	TARGET	NON-TARGET	WHITE	NEGRO
1	-	-	-	-	-	-	-	-	18	6	24	-	13	14	27	-
2	-	-	-	-	3	2	5	-	15	8	23	-	8	22	30	-
3	-	-	-	-	3	-	3	-	17	9	26	-	11	17	28	-
4	-	-	-	-	8	-	8	-	8	4	12	-	12	22	34	-
5	4	-	4	-	7	1	8	-	12	6	18	-	18	21	39	-
6	4	2	6	-	7	7	14	-	5	6	11	-	8	11	19	-
SUB TOTAL	8	2	10	-	28	10	38	-	75	39	114	-	70	107	177	-
7	7	-	7	-	1	1	2	-	3	3	6	-	10	19	29	-
8	4	-	4	-	3	1	4	-	3	3	6	-	14	17	31	-
9																
10																
11																
12																
SUB TOTAL	11	-	11	-	4	2	6	-	6	6	12	-	24	36	60	-
	Total Per Category															
TOTAL	21				44				126				237			



43 (10%) pupils are one or more grades below grade level
 182 (43%) pupils are below grade level

DISTRICT _____
 COUNTY _____
 LEA CODE NO. _____

TEST NAME California
 DATE OF TEST 3-70
 TYPE OF TEST Arithmetic

ACTUAL GRADE PLACEMENT	BELOW GRADE LEVEL												AT GRADE LEVEL OR ABOVE			
	2.0 or More				1.9 to 1.0				0.9 to 0.1				TARGET	NON-TARGET	WHITE	NEGRO
	TARGET	NON-TARGET	WHITE	NEGRO	TARGET	NON-TARGET	WHITE	NEGRO	TARGET	NON-TARGET	WHITE	NEGRO				
1	-	-	-	-	-	-	-	-	16	9	25	-	15	11	26	-
2	-	-	-	3	3	6	-	19	16	35	-	4	13	17	-	
3	-	-	-	-	-	-	-	8	2	10	-	22	24	46	-	
4	-	-	-	1	1	2	-	5	-	5	-	23	25	48	-	
5	1	-	1	4	-	4	-	14	5	19	-	24	23	47	-	
6	2	-	2	4	7	11	-	9	9	18	-	7	9	16	-	
SUB TOTAL	3	-	3	12	11	23	-	71	41	112	-	95	105	200	-	
7	1	-	1	2	1	3	-	12	4	16	-	6	18	24	-	
8	1	-	1	8	4	12	-	8	3	11	-	6	13	19	-	
9																
10																
11																
12																
SUB TOTAL	2	-	2	10	5	15	-	20	7	27	7	12	31	43	-	
TOTAL	5			38				139				243				

Total Per Category



46 (11%) pupils are one or more below grade level
 153 (36%) pupils are below grade level

TEST NAME California DISTRICT _____
 DATE OF TEST 3-70 COUNTY _____
 TYPE OF TEST Language Arts LIA CODE NO. _____

ACTUAL GRADE PLACEMENT	BELOW GRADE LEVEL												AT GRADE LEVEL OR ABOVE					
	2.0 or More				1.9 to 1.0				0.9 to 0.1				TARGET	NON-TARGET	WHITE	NEGRO		
	TARGET	NON-TARGET	WHITE	NEGRO	TARGET	NON-TARGET	WHITE	NEGRO	TARGET	NON-TARGET	WHITE	NEGRO						
1	-	-	-	-	-	-	-	-	-	11	2	13	-	19	19	38	-	
2	-	-	-	-	2	4	-	-	-	19	11	30	-	5	19	24	-	
3	-	-	-	-	3	3	-	-	-	12	6	18	-	16	20	36	-	
4	-	-	-	-	2	2	-	-	-	11	1	12	-	16	24	40	-	
5	2	-	2	-	2	2	-	-	9	-	9	-	29	28	57	-		
6	5	-	5	-	8	12	-	-	4	4	9	13	8	11	19	-		
SUB TOTAL	7	-	7	-	17	23	-	-	66	29	95	-	93	121	214	-		
7	4	-	4	-	3	3	-	-	-	3	3	-	15	20	35	-		
8	5	-	5	-	2	4	-	-	5	4	9	-	11	15	26	-		
9																		
10																		
11																		
12																		
SUB TOTAL	9	-	9	-	5	7	-	-	5	7	12	-	26	35	61	-		
	Total Per Category																	
TOTAL	16				30				107					275				



NUMBER OF ELEMENTARY PUPILS (Grades 1-6) NEEDING SPECIAL PROGRAMS
AS DETERMINED FROM STANDARDIZED TEST RESULTS

1969-1970

A-number determined from test results
B-percent needing special programs
C-projection based on total enrollment

District Code No.	Enrollment	Number Tested	Percent Tested	Reading			Arithmetic			Language Arts		
				A	B	C	A	B	C	A	B	C
1. 055-07E	322	135	41.9	41	30.4	98	27	19.8	64	34	25.1	81
2. 074-01E	660	529	80.2	299	56.5	373	208	40.0	264	206	49.4	326
3. 037-02E	431	281	65.2	159	65.0	280	146	56.6	244	141	50.1	216
4. 029-04E	57	36	63.2	8	22.8	13	11	2.98	17	11	29.8	17
5. 019-01E	660	476	79.3	113	24.5	146	49	10.5	63	94	20.2	121
6. 023-01D	1,756	24	1.4	7	29.2	512	5	20.8	366	5	20.8	366
7. 057-01E	192	173	90.1	63	36.5	70	27	17.2	33	41	33.9	65
8. 066-01A	6,857	2,162	31.5	556	25.8	1,766	310	14.5	992	464	21.5	1,477
9. 075-04E	626	395	63.1	137	34.9	218	133	33.8	212	169	43.0	269
10. 016-09E	230	151	65.7	32	21.2	49	21	13.9	32	23	25.8	59
11. 024-03E	261	162	62.1	45	27.8	73	40	24.7	64	46	29.3	76
12. 008-03E	362	212	58.6	40	18.6	68	40	19.0	69	46	21.7	79
13. 003-04E	160	153	96.0	67	46.5	74	51	35.4	57	54	54.0	86
14. 053-03E	132	130	98.5	59	45.7	60	28	21.7	29	55	63.2	83
Total	12,646	5,019	39.7	1,626	32.4	3,800	1,096	21.8	2,506	1,389	27.7	3,321

**NUMBER OF ELEMENTARY PUPILS (Grades 1-6) NEEDING SPECIAL PROGRAMS
AS DETERMINED FROM STANDARDIZED TEST RESULTS**

1969-1970

A-number determined from test results
B-percent needing special programs
C-projection based on total enrollment

District Code No.	Enrollment	Number Tested	Percent Tested	Reading			Arithmetic			Language Arts		
				A	B	C	A	B	C	A	B	C
Totals Brought Forward	12,646	5,019	39.7	1,626	32.4	3,800	1,096	21.8	2,506	1,389	27.7	3,321
15. 031-02E	313	233	74.4	53	22.9	72	32	13.7	43	45	19.4	61
16. 012-03E	207	204	98.6	59	29.9	62	37	18.9	39	51	36.2	75
17. 034-01E	185	120	64.9	33	28.2	52	34	28.3	30	33	28.2	52
18. 038-04E	462	370	80.0	81	21.9	123	68	18.4	103	68	18.4	103
19. 055-02E	231	156	67.5	37	24.5	57	41	27.1	63	36	23.8	56
20. 073-02D	622	421	67.7	150	35.6	222	133	31.6	198	146	34.7	250
21. 016-11D	702	702	100	111	15.8	111	99	14.1	99	119	17.0	119
22. 008-02E	226	153	67.7	28	18.3	43	27	17.6	41	36	23.5	55
23. 036-03E	197	8	4.1	3	37.5	74	3	37.5	74	4	50.0	98
24. 002-01D	1,882	860	45.7	130	15.1	284	79	9.2	173	118	30.2	260
25. 062-02D	1,283	52	4.05	33	63.5	815	36	69.2	888	24	46.2	856
26. 075-07E	204	22	10.8	4	18.2	45	4	18.2	45	3	13.6	47
27. 075-03E	241	12	5.0	0	0	0	2	16.7	60	1	8.3	30
28. 059-01E	579	26	4.5	12	46.2	278	7	26.9	156	9	34.6	200

NUMBER OF ELEMENTARY PUPILS (Grades 1-6) NEEDING SPECIAL PROGRAMS

AS DETERMINED FROM STANDARDIZED TEST RESULTS

1969-1970

A-number determined from test results
 B-percent needing special programs
 C-projection based on total enrollment

District Code No.	Enrollment	Number Tested	Percent Tested	Reading			Arithmetic			Language Arts		
				A	B	C	A	B	C	A	B	C
Totals Brought Forward	19,980	8,358	41.8	2,360	28.2	5,634	1,698	20.3	4,056	2,082	24.9	4,975
29. 017-04E	245	112	45.7	37	33.0	82	29	25.9	66	39	34.8	86
30. 071-05E	191	135	70.6	50	37.0	71	48	35.5	69	47	34.8	67
31. 005-01E	220	219	99.0	51	23.3	54	39	17.8	40	49	22.4	74
32. 051-01E	204	176	86.3	25	14.2	29	16	9.1	19	27	15.3	31
33. 021-01E	104	97	93.3	48	49.5	52	38	39.1	41	52	54.0	56
34. 030-03E	243	127	52.3	30	23.6	58	21	16.5	41	40	31.4	78
35. 054-01D	572	439	76.7	213	61.0	277	170	38.7	247	192	43.7	279
36. 073-05E	159	109	67.3	44	40.3	66	39	35.7	58	52	47.7	77
37. 025-01E	221	177	80.1	25	14.1	31	5	2.8	7	21	11.9	30
38. 005-02E	159	145	91.1	46	31.7	51	49	31.6	50	68	46.9	75
39. 065-01E	169	169	100.0	46	27.2	46	28	16.5	28	55	45.8	55
40. 022-02E	323	285	88.0	82	29.4	95	24	14.7	47	50	30.7	69
41. 061-04E	98	75	77.0	31	43.0	42	17	22.9	22	30	49.2	48
42. 021-07E	119	64	53.7	48	75.0	89	29	45.3	54	30	75.0	89

A T T A C H M E N T - F

* MEAN SCORE ACHIEVEMENT LEVEL OF LOCAL EDUCATIONAL AGENCIES
FOR GRADES 3, 4, 5, and 6

* Scores adjusted to April national norms by adding or subtracting
proportionately the normal achievement growth for a month for
each months deviation from the time of administering tests.

Examples - Tests administered in March - Adjusted Score $+1$
(one month added to actual test score)

Tests administered in May - Adjusted Score -1
(one month subtracted from actual test score)

MEAN SCORES OF ELEMENTARY PUPILS IN GRADES 3-6 IN ARKANSAS SCHOOL DISTRICTS
 AS DETERMINED FROM STANDARDIZED TEST RESULTS
 1969-1970

SRA

District Code Number	Grade Norm	READING						ARITHMETIC									
		3rd		4th		5th		3rd		4th		5th		6th			
		N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.		
1. 017-04E	+6			39	4.5	40	5.2	33	6.7			37	4.8	39	5.6	33	6.8
					+3		+8		+8				+3				
2. 021-07E		12	2.4	15	3.6	9	4.7	16	5.0	12	3.1	15	4.7	9	4.7	16	6.0
3. 030-03E	+4			77	5.1	90	5.7	82	6.9			80	5.2	90	5.7	82	6.5
4. 021-01E	0	6	3.1	6	5.2	17	4.4	14	5.6	6	3.5	6	5.2	17	4.8	14	6.1
5. 054-01D	+2	58	3.5	89	4.2	94	5.0	91	5.5	98	3.8	89	4.2	94	5.1	91	5.6
6. 074-01D	+4	111	2.9	109	3.5	99	4.9	90	5.3	107	2.9	109	3.9	97	5.6	90	5.7
7. 057-01E	+3	26	2.8	32	4.4	34	5.9	32	6.5	26	3.5	32	4.6	34	5.8	32	6.5
8. 016-09E	+6	18	3.8	26	4.6	36	5.7	27	6.9	18	3.7	26	4.6	36	5.9	27	6.6
9. 054-03D	+4	586	3.5	580	4.2	561	5.3	531	6.1	586	3.3	580	4.2	561	5.1	531	6.0
10. 035-09D	0	297	3.4	330	3.8	330	5.6	315	6.5	295	3.3	325	3.9	329	5.7	319	6.5
11. 012-03E	-1	35	4.2	35	4.1	36	6.0	35	6.8	35	4.2	36	4.0	36	6.0	35	6.5
12. 065-01E	0	24	4.2	31	4.8	30	5.6	35	6.7	23	3.9	31	4.7	30	5.6	35	7.1
13. 011-05D	+1	51	3.1	48	5.1	78	5.3	58	6.1	51	3.3	48	5.2	78	5.5	56	6.0
14. 072-02E	+1	49	3.6	41	4.7	31	6.3	40	5.9	46	4.2	35	4.9	35	6.4	42	6.5
15. 072-04E	0			46	5.5	44	6.4	30	7.1	38	3.9	46	4.8	44	6.1	30	7.3
16. 072-06E	+6	69	3.8	65	5.4	61	5.4	61	7.5	69	3.8	65	4.9	61	5.9	61	7.2
Projected State Norm		1,382	3.5	1,569	4.3	1,590	5.4	1,490	6.3	1,410	3.4	1,560	4.3	1,590	5.5	1,490	5.6



MEAN SCORES OF ELEMENTARY PUPILS (Grades 3-6) IN ARKANSAS SCHOOL DISTRICTS
 AS DETERMINED FROM STANDARDIZED TEST RESULTS
 1969-1970

SRA

Code Number of District	Grade Norm	READING										ARITHMETIC									
		3rd		4th		5th		6th		3rd		4th		5th		6th					
		N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.				
17. 035-04E	0	31	1.9	43	2.5	34	3.8	28	4.5	27	2.1	43	2.9	36	4.1	28	4.9				
18. 013-03E	0	59	3.4	49	3.6	58	5.5	51	5.7	59	3.5	46	3.9	58	5.1	52	5.6				
19. 063-04E	+5	69	2.9	69	4.6	53	5.3	63	6.3	69	3.5	68	4.7	62	5.5	77	6.2				
20. 018-01C	0	104	2.6	108	3.1	91	5.1	84	5.6	107	3.5	107	3.6	89	4.8	84	5.7				
21. 035-07E	+1	35	3.2	36	4.0	45	4.6	46	5.5	35	3.7	36	4.1	45	4.7	46	5.8				
22. 009-01D	+1	129	2.9	158	3.4	166	4.8	138	5.4	128	3.2	158	3.3	167	5.1	133	5.5				
23. 019-05D	0	223	3.2	270	4.8	253	5.2	229	6.5	223	3.7	269	4.6	253	5.2	219	6.8				
24. 023-04E	0	20	2.6	31	3.4	28	4.9	24	5.8	20	3.1	31	4.1	29	4.9	24	5.7				
25. 058-04E	0	38	3.1	40	4.2	35	4.2	33	5.5	38	3.9	38	4.3	35	5.5	31	6.4				
26. 027-05D	+5					153	6.1	158	7.4												
27. 002-04E	0	21	2.6	17	2.5	25	3.9	19	3.8	21	2.8	17	3.2	25	5.2	19	5.1				
28. 021-04D	+1	135	3.7	110	5.1	245	4.4	220	5.5	135	3.5	110	4.8	242	4.6	270	5.6				
29. 023-05E	-1			31	4.8	35	5.2	35	5.3			31	4.8	30	5.4	35	6.2				
30. 043-05E	+8					24	4.8	38	5.5					24	4.9	25	5.5				
31. 030-04D	0	181	4.1	175	4.9	486	6.0	492	7.0	175	3.7	174	4.5	484	5.6	492	6.6				
32. 013-04E	0	33	3.4	25	4.2	34	5.2	27	7.3	33	4.8	24	4.7	36	5.4	25	7.7				
Projected State Norms		2,460	3.39	2,731	4.27	3,355	5.33	3,033	6.58	2,280	3.77	2,714	4.26	3,209	5.34	3,039	5.94				

MEAN SCORES OF ELEMENTARY PUPILS (Grades 3-6) IN ARKANSAS SCHOOL DISTRICTS
 AS DETERMINED FROM STANDARDIZED TEST RESULTS
 1969-1970

ITBS

N.T. - Number of Pupils Tested
 M.S. - Mean Score for Grade
 A.S. - Adjusted score

Code Number of District	Grade Name	READING						ARITHMETIC									
		3rd		4th		5th		3rd		4th		5th					
		N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.				
1. 060-01A	0	2,139	3.6	2,031	4.6	1,909	5.6	1,971	6.5	2,131	3.7	2,023	4.8	1,907	5.7	1,967	6.4
2. 056-07E	0	29	3.5			25	4.6			29	3.5			25	5.1		
3. 029-04E	+2	10	4.1	10	3.7	7	5.1	9	5.6	10	4.2	10	4.4	7	5.3	9	6.5
4. 075-04E	+6	86	3.7	100	4.4	114	5.3	95	6.3	86	3.5	100	4.5	114	5.6	95	6.2
5. 073-02D	+2	86	3.6	115	4.4	109	5.2	100	6.2	86	3.7	115	4.4	109	5.2	100	5.8
6. 029-03D	0	231	3.3	239	4.3	238	4.8	214	6.4	231	2.6	239	4.1	238	4.7	214	5.8
7. 005-01E	-1	32	3.3	36	4.5	44	5.4	35	6.3	32	3.7	36	4.3	44	5.6	35	5.5
8. 003-04E	+5	24	3.2	25	3.4	33	5.6	21	5.4	24	3.5	25	3.3	33	5.4	21	6.6
9. 008-03E		66	4.2	60	4.4	53	5.5	32	6.4	66	4.2	60	4.7	53	5.0	32	6.9
10. 009-02E	+5	43	3.1	33	4.7	30	5.6	38	6.7	43	3.5	35	4.9	32	5.5	30	6.5
11. 016-11D	-1	116	3.9	110	4.8	111	5.7	114	5.4	116	4.6	110	4.0	111	5.6	114	6.2
12. 066-02D	+4	45	4.0	42	4.2	32	6.0	32	6.8	45	3.8	42	4.1	36	5.9	32	6.6
13. 071-05E	0	32	3.7	34	4.0	35	5.4	34	6.4	32	3.9	34	3.9	35	5.6	34	6.5
14. 061-04E	-1	22	3.1	9	3.8	16	4.5	13	5.3	22	3.5	9	5.2	17	5.2	16	6.4
15. 005-02E	+1	30	3.5	38	4.6	20	5.2	29	6.1	30	3.7	35	4.7	20	5.9	29	5.7
16. 016-12E	0	48	4.2	36	5.3	55	6.1	48	6.3	48	4.2	36	5.6	55	6.1	48	6.4
Propaganda State Totals		3,039	3.6	2,918	4.5	2,831	5.5	2,785	6.4	3,032	3.6	2,916	4.7	2,833	5.5	2,741	6.3



MEAN SCORES OF ELEMENTARY PUPILS (Grades 3-6) IN ARKANSAS SCHOOL DISTRICTS (Cont.)
 AS DETERMINED FROM STANDARDIZED TEST RESULTS
 1969-1970
 N.T. - Number Pupils Tested
 M.S. - Mean Score for Grade
 A.S. - Adjusted Score

Code Number of District	Grade Norm	LANGUAGE ARTS										COMPOSITE SCORE									
		3rd		4th		5th		6th		3rd		4th		5th		6th					
		N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.				
1. 017-04E	+6			39	4.4	40	5.2	33	6.2			37	4.5	39	5.3	33	6.6				
2. 021-07E				15	4.0	9	4.7	16	4.7			15	4.3	9	5.0	16	5.1				
3. 030-03E	+4			76	4.9	90	5.6	84	6.8			76	4.9	90	5.7	82	6.9				
4. 021-01E	0	6	2.5	6	5.0	17	4.2	14	5.6	6	3.3	6	5.2	17	4.5	14	5.7				
5. 054-01D	+2	98	3.7	89	4.1	94	4.8	91	5.7	98	3.7	89	4.2	94	4.7	91	5.5				
6. 074-01D	+4	111	3.3	106	3.9	99	5.0	88	5.4	106	3.1	105	3.8	97	4.9	89	5.4				
7. 057-01E	+3	26	3.7	32	4.3	34	5.7	32	6.1	26	3.4	32	4.4	34	5.8	32	6.4				
8. 016-02E	+6			26	5.3	36	6.6	27	6.3	18	3.8	26	4.7	36	5.9	27	6.6				
9. 054-03D	+4	586	3.7	580	4.5	561	5.2	531	6.2	586	3.4	580	4.3	561	5.1	531	6.0				
10. 035-09D	0	284	3.8	325	4.5	330	5.5	318	6.4	283	3.4	302	4.1	329	5.8	315	6.5				
11. 012-03F	-1	34	4.5	36	4.4	36	5.7	35	6.7	33	4.1	35	4.2	36	6.0	35	6.6				
12. 065-01E	0	24	4.5	31	4.2	30	4.8	35	5.7	22	4.2	31	4.4	30	5.3	35	6.6				
13. 011-05D	+1									51	3.2	48	5.1	38	5.6	39	6.1				
14. 072-02E	+1	48	3.9	29	4.1	31	6.2	40	6.2	45	3.9	29	4.4	30	6.1	40	5.9				
15. 072-04E	0	38	4.1	46	4.9	44	6.4	30	6.6			46	5.1	44	6.2	30	6.9				
16. 072-06E	+6	69	3.9	65	5.1	61	5.7	61	7.2	69	3.8	65	4.9	61	5.7	61	7.3				
Projected State Norms		1,324	3.7	1,501	4.5	1,512	5.4	1,435	6.2	1,355	3.5	1,522	4.3	1,585	5.3	1,489	6.2				



MEAN SCORES OF ELEMENTARY PUPILS (Grades 3-6) IN ARKANSAS SCHOOL DISTRICTS Code
 AS DETERMINED FROM STANDARDIZED TEST RESULTS N.T.-Number Pupils Tested
 1969-1970 M.S.-Mean Score for Grade
 A.S.-Adjusted Score

SRA

Code Number of District	Grade Norm	LANGUAGE ARTS						COMPOSITE SCORE							
		3rd 3.8	4th 4.8	5th 5.8	6th 6.8	3rd 3.8	4th 4.8	5th 5.8	6th 6.8	N.T.	M.S.	A.S.	N.T.	M.S.	A.S.
17. 035-04E	0	30	43	34	28	26	43	26	49	26	43	33	28	3.9	4.8
18. 013-03E	0	59	47	58	52	57	46	57	5.6	3.5	46	58	51	5.2	5.6
19. 063-04E	+5	69	69	63	76	68	69	68	6.0	3.4	69	63	76	5.3	6.1
20. 018-01C	0	106	107	91	84	103	106	103	5.3	3.8	106	89	84	4.9	5.6
21. 035-07E	+1	35	36	45	46	35	36	35	6.2	3.4	36	45	46	4.7	5.6
22. 009-01D	+1	131	159	165	136	122	155	122	5.6	3.8	155	165	136	4.9	5.6
23. 019-05b	0	223	270	253	228	223	270	223	6.7	3.6	270	253	228	5.1	6.7
24. 023-04E	0	20	31	29	24	20	31	20	6.3	2.9	31	28	24	4.7	5.8
25. 058-04E	0	38	40	35	33	38	38	38	5.9	3.6	38	35	33	5.5	6.1
26. 027-05D															
27. 002-04E	0	21	17	25	19	21	17	21	4.6	2.7	17	25	19	4.5	4.5
28. 021-04D	+1	135	110	245	227	135	110	135	5.2	3.6	110	240	201	4.6	5.6
29. 023-05E	-1		31	36	35		31		5.4		31	36	35	5.2	5.7
30. 043-05E															
31. 030-04D	0	178	173	483	487	175	172	175	6.9	4.0	172	481	479	5.8	6.8
32. 013-04F	0	33	24	36	27	33	24	33	6.5	4.3	24	31	27	5.2	7.1
Projected State Norms		2,402	2,658	3,110	2,937	2,411	2,670	2,411	6.18	3.56	2,670	3,167	2,956	5.24	6.20

MEAN SCORES OF ELEMENTARY PUPILS (Grades 3-6) IN ARKANSAS SCHOOL DISTRICTS
 AS DETERMINED FROM STANDARDIZED TEST RESULTS
 1969-1970

Code
 N.T.-Number Pupils Tested
 M.S.-Mean Score for Grade
 A.S.-Adjusted Score

ITBS

Code Number of District	Grade Norm	LANGUAGE ARTS												COMPOSITE SCORE					
		3rd		4th		5th		6th		3rd		4th		5th		6th			
		N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.	N.T.	M.S.		
1. 060-01A	0	2,140	4.0	2,080	4.9	1,909	5.9	1,972	6.9	2,141	3.9	2,031	4.8	1,911	5.8	1,972	6.7		
2. 056-07E	0			44	5.3	42	6.7			41	5.2					42	6.5		
3. 029-04E	+2	10	4.3	10	4.2	7	5.7	9	5.7	10	4.4	10	4.2	7	5.2	9	6.1		
4. 075-04E	+6	85	3.6	100	4.2	114	5.1	95	6.2	86	3.6	100	4.3	114	5.2	95	6.3		
5. 073-02D	+2	86	4.0	115	4.5	108	5.6	100	6.2	86	3.7	115	4.4	108	5.3	100	6.2		
6. 029-03D	0	231	3.4	239	4.3	238	5.0	214	6.3	231	3.4	239	4.1	238	4.8	214	6.1		
7. 005-01E	-1	32	3.4	36	4.4	44	5.4	35	6.1	32	3.4	36	4.6	44	5.3	35	6.2		
8. 003-04E	+5	24	3.3	25	3.5	33	5.7	21	5.5	24	3.4	25	3.3	33	5.5	21	5.9		
9. 008-03E	+4(3&4) +2(5&6)	67	4.1	60	4.6	53	6.0	32	6.8	67	4.1	60	4.7	53	5.5	32	6.6		
10. 009-02E	+5	43	3.4	36	4.5	30	5.8	41	6.7	43	3.4	37	4.6	32	5.6	41	6.7		
11. 016-11D	-1	116	4.2	110	4.7	111	5.7	112	6.3	116	4.0	110	4.7	111	5.7	115	6.3		
12. 066-02D	+4	45	4.2	42	4.4	32	5.0	32	6.7	45	4.0	42	4.2	34	5.6	32	6.7		
13. 071-05E	0	32	4.1	34	4.3	35	5.2	34	6.6	32	3.8	34	4.1	35	5.2	34	6.4		
14. 061-04E	-1	22	3.2	9	5.0	15	5.0	14	5.8	21	3.1	8	4.2	15	4.7	14	5.7		
15. 005-02E	+1	30	3.4	38	4.3	20	5.1	29	5.1	30	3.5	38	4.6	20	5.4	25	5.7		
16. 016-12E	0	48	4.4	36	5.7	55	6.1	48	6.3	48	4.1	36	5.4	55	6.1	48	6.4		
Projected State Norms		3,011	3.9	3,014	4.8	2,804	5.7	2,830	6.7	3,012	3.8	2,962	4.7	2,810	5.6	2,836	6.6		

A T T A C H M E N T - G

COOPERATIVE PROJECT OF ESEA, TITLE I AND ESEA, TITLE III

RUSSELLVILLE TITLE I COOPERATIVE - In-Service Training

SCHOOL DISTRICT	NUMBER OF TITLE I PARTICIPANTS	AMOUNT
Atkins	241	\$ 2,286.
Booneville	393	3,727.
Charleston	154	1,461.
Clarksville	404	3,832.
County Line	153	1,451.
Danville	107	1,015.
Dardanelle	272	2,580.
Dover	193	1,830.
Fourche Valley	49	465.
Paris	504	4,780.
Plainview	88	835.
Pottsville	109	1,034.
Ozark	384	3,737.
Russellville	801	7,597.
	3,862	\$36,630.

Based on 9.48 per Title I Eligibles.

SPECIAL BENEFITS TO CULTURALLY ISOLATED
and
EDUCATIONALLY DISADVANTAGED CHILDREN

The proposed Region II Educational Service Center, an E.S.E.A. Title III Project, will serve nine counties in northwestern Arkansas in the area of teacher in-service. Over one-third of the total land area of the nine counties is either in the Ozark or Ouachita National Forest and is owned by the federal government. Some areas are so sparsely settled that they have only one school-age child per square mile.

These geographic conditions have, to a great extent, dictated the socio-economic conditions. About 45% of the students in the area come from farm families, 25% of the students come from rural non-farm families, and the remaining 30% of the students come from urban families in cities with less than 15,000 population.

This is a low income area. In 1960, 39.5% of the families in the nine counties had an income of less than \$2,000.00. Only one percent of the families of the area had an income of over \$10,000.

The state plan for the administration of Title III lists the most critical educational needs for this area as follows:

1. Many of the schools are so small and isolated that the quality of the programs is poor. Many schools do not offer foreign language or any type of cultural outreach programs and the provincial character and language patterns of the communities are reflected in the schools. College-bound students are limited by the number and type of courses available to them and students who plan to get jobs are trained in obsolete vocational or agricultural programs and in equally obsolete shop programs. Programs and courses of study which pull the schools into the educational main-stream are needed.
2. A shortage of trained teaching personnel exists because of the isolation of many of the communities. A type of program for sharing teachers well trained in critical areas between schools should be developed.
3. The dropout rate is high because education is not always highly valued by the parents or by the community and because the schools do not offer a curriculum relevant to the needs of the students. Vocational courses that meet the needs of the students should be provided.

4. Because of the homogeneous character of the communities, there is little knowledge or diversity. When these students migrate to urban centers where they compete with minority people for jobs, hostilities arise which their education and lack of knowledge do not prepare them to handle. There is a need for a cultural exchange program with students different from themselves.
5. A consolidation of services for which school districts pool their resources is needed so that the value of consolidated school districts can be demonstrated.

In trying to meet these critical educational needs, the area's educators and interested community leaders submitted an E.S.E.A. Title III proposal for in-service training in language arts and social studies. Everyone involved in the planning of the Region II Educational Service Center felt that language arts is the key to academic achievement, and in order to enlarge the horizons of the student, to break them away from the confined world in which they live, a new approach to social studies is needed.

The proposed program would provide the agency through which educators, and in turn, students, will develop more of an understanding of the humanities -- the humanities being an approach in which the student's attention is focused on the thoughts, feelings, emotions, and aspirations of man as reflected in the various means of expression available to him throughout history. The humanities approach encompasses and draws from all areas of knowledge. It interrelates facts and ideas, and all aspects of life, not for the sole purpose of accumulating knowledge for knowledge sake, but to help the student comprehend the relevance of these facts to his now life and time. Man is both unique and universal, and the humanities seek to explore man in both of these aspects, as a means of encouraging the student to begin the search for his own identity, which in turn leads him to think about values.

Unless the student sees the relationship of facts and ideas, he cannot interpret them. If he does not interpret or comprehend them, they remain useless. Every effort will be made to provide a course where these ideas are thrown into as many combinations as possible for the benefit of the student. The student should see not only how ideas and movements carry over from one discipline to another, but also how they relate to his life. He should see how the knowledge he gains in school relates and forms parts of larger patterns.

It is through this new approach to the teaching of language arts and social studies that students will see a meaningful relationship between school life and their daily non-school life. The educators of the region feel that once students see this relationship then school and education become more important thus helping stop the present 20% student dropout.

Because of the shortage of teachers qualified to teach courses in the arts, the superintendents felt there must be a program of teacher retraining in order to reach all of the students. Most classroom teachers can effectively integrate the humanities into her teaching program with proper assistance. The assistance from the Region Center would include concentrated in-service training in content and methodology and the provision of related material.

The in-service training will be both at the elementary and secondary level. Three institutes are planned for the summer of 1970. Two six week institutes are scheduled, one for the teachers of language arts and one for the teachers of social studies. A three week institute is scheduled for elementary teachers. Participants of these summer institutes will receive graduate credit from the University of Arkansas. The Center's specialists not only will work with the teachers during the workshops, but will continue to assist them throughout the following year. Periodic meetings will be scheduled with the local teachers to help solve any problems that might have arisen, making suggestions on new techniques that have been developed, introduce new materials that are available, and aid the teacher in implementing skills learned in the summer institute.

During the recent federal legislation E.S.E.A. Title III funds for the state of Arkansas were cut more than 30%. Because of this reduction, funding of the Region II Education Service Center was much lower than anticipated, thus necessitating a revision in program plans.

Administrators of the area felt that cutting the program would drastically hamper the over-all effectiveness. In order to maintain what many felt was the heart of the Region Center program, the summer institutes and in-service training, fifteen school districts formed a cooperative to provide necessary funds to operate the summer program. The following school districts: Atkins, Booneville, Charleston, Clarksville, County Line, Danville, Dardanelle, Dover, Fourche Valley, Paris, Plainview, Pottsville, Ozark, and Russellville asked that a portion of their Title I allotment be used for this purpose.

The direct benefits the members of the cooperative will receive are:

1. The teachers of educationally deprived children will have the opportunity to attend one of the scheduled summer institutes. These institute participants will receive intensive training in the humanities approach, thus improving their abilities in working with educationally disadvantaged children.
2. Services of humanities specialists to instruct cooperative member teachers in methods of integrating various disciplines into language arts and social studies.

3. Augmentation of the library resources of each district by the addition of instructional materials such as 16mm. films, filmstrips, prints, records, books in the general area of the humanities, and specifically in the subjects of language arts and social studies.

Below is the long range goal which will guide the program throughout the summer. The behavioral objectives which follow the goal will be evaluated to determine program effectiveness.

GOAL: To assist teachers and educators in developing positive attitudes toward, and an increased ability to apply the content and methods to teaching a humanities enriched course in schools.

OBJECTIVES

1. The teachers will gain a knowledge and comprehension of the humanities approach as measured by staff developed pre and post tests.
2. The teacher will demonstrate his/her ability to apply the humanities approach by preparing and presenting a theme of study during the summer institute.
3. The teacher will demonstrate a positive interest toward the humanities approach and to other services offered by the Region Center as measured by his/her responses on an attitude inventory and self report.

Special tests, both cognitive and affective, will be prepared to measure the teachers knowledge and comprehension of an attitude toward the humanities approach as applied to her subject. These tests will be applied periodically during the summer training session.

A T T A C H M E N T - H

AN EXAMPLE OF A JOINT TRAINING PROGRAM OF TEACHER-TEACHER AIDE TRAINING

C O P Y

STATE COLLEGE OF ARKANSAS
CONWAY
September 22, 1970

Mr. Eugene Channell
Division of Federal Programs, Title I ESEA
State Department of Education
Arch Ford Education Bldg.
Little Rock, Arkansas 72201

Dear Sir:

We have indications, either directly from you or through the State Department of Education, that your School District may want to participate in our 1970-71 Inservice Training Project for Teachers and Teacher-Aides.

The first conference will be held in the Student Center Ballroom at State College of Arkansas from 8:45 a.m. to about 4:30 p.m. on October 14, 1970. Other conferences are scheduled for October 28th, November 18th, and December 9th. A tentative proposal, showing an overview of the curriculum and the dates, is included. A reminder showing exact program and times will be mailed you shortly before each conference.

The cost to the school district per participant will be fifteen dollars (\$15.00) for ten (10) clock hours and sixty dollars (\$60.00) for thirty (30) clock hours of training. If you plan for any teacher or teacher-aide to participate, we need to negotiate a "Letter of Agreement." Enclosed are two copies of the form for those needing only ten (10) clock hours and two copies of the form for those needing thirty (30) clock hours. If you will complete and sign two copies of the appropriate form (or forms) and mail both copies to me, I will get the proper signatures from S.C.A. and return your copy to you. I would suggest that we do this right away, as the date for the first conference is fast approaching.

Administrators, other than official participants, are cordially invited to visit any part of any of the conferences.

Yours very truly,

Bert Stark, Jr.
Project Director
Inservice Training Program for
Teachers and Teacher Aides
Department of Education
State College of Arkansas
Conway, Arkansas 72032

BS/aw

Enclosures: Tentative Proposal
2 ten-hour Letters
2 thirty-hour Letters 63

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STATE COLLEGE OF ARKANSAS

TENTATIVE PROPOSAL FOR THIRTY (30) HOURS OF INSERVICE
TRAINING FOR TEACHERS AND TEACHER AIDES

- I. First Inservice Training Session, December 8, 1969.
State College of Arkansas Time: 9:00 A.M. to 5:00 P.M.

Tentative Curriculum

Overview of the purposes and objectives of the inservice teacher aide training program. Statement of expectations of those participating.

General responsibilities and duties. Interpersonal relationships of teachers and teacher aides.

Basic psychological principles of behavior and learning.

Nature and needs of the disadvantaged child.

Topics of interest to the group present.

Identification of problems and topics for future study.

- II. Second Inservice Training Session December 15, 1969.
A-V Center, State College of Arkansas Time: 9:00 A.M. to 4:00 P.M.

Tentative Curriculum

Using the Teacher Aide for more effective use of library materials.

Audio-visual methods--A-V media in the classroom.

Audio-visual operation and production.

Application of audio-visual aids by the teacher and teacher aides.

- III. Third Inservice Training Session, January 14, 1970.
State College of Arkansas Time: 9:00 A.M. to 5:00 P.M.

Tentative Curriculum

Legal and ethical responsibilities of teachers and teacher aides.

Improvement of on-the-job skills.

Analysis of teacher aide roles.

Self-evaluation.

Developing specific plans of action for the teacher and teacher aide.

IV. For the last ten (10) clock hours of training for those needing thirty (30) clock hours:

To be jointly planned by the local administrator and the State College of Arkansas, and conducted in the local districts. S.C.A. consultants will be provided where feasible, but probably most of this training will be conducted by persons from the local school district.

Some possible topics and/or projects are as follows:

Human growth and development.

Characteristics of disadvantaged children.

The aide's responsibility in Library services.

Educational media: storage, care, setting up, operating, all district-owned equipment, materials, and supplies.

Arts and crafts in the classroom and how the aide can help.

Basic principles of learning and behavior.

Efficient playground supervision.

Professional ethics.

The legal status of the teacher aide.

The administrative structure and policies of the local district.

The teacher-teacher aide relationship and their respective responsibilities; An analysis of teacher and teacher-aide roles; Preparation of written statements.

The care and operation of office machines.

Local school district policies and operating procedures of Title I Projects.

School health - Providing a healthful environment through teacher-teacher aide cooperation.

Utilizing community resources.

The relationship between self-concept and school achievement.

Interpersonal relationships: genuineness, empathy, and warmth and effects on learning.

Factors associated with the motivation of students, especially disadvantaged children and other slow learners.

What a teacher aide should NOT do--develop written list.

Pre-planning for the 1970-71 Title I project proposal.

A review of other agencies with which the local school district may work. Are you making the best use of resources available? Develop a plan of action.

A question and answer time with the principal and/or superintendent. Have some of the questions prepared in advance.

Follow-up discussions of notes taken at on-campus phase of inservice training.

Evaluation of the over-all teacher-aide program. What differences have teacher-aides made in growth and achievement of students?

A T T A C H M E N T - I

AN EXAMPLE OF PARENT AND COMMUNITY INVOLVEMENT IN A TITLE I PROGRAM

C O P Y

LITTLE ROCK PUBLIC SCHOOLS
Little Rock, Arkansas 72201

December 10, 1970

Mr. Bill Batson
Title I Field Representative
Arkansas State Department of Education
Capital Mall
Arch Ford Education Building
Little Rock, Arkansas 72201

Dear Bill:

This letter is in response to our telephone conversation concerning the Title I Advisory Committee selection.

The Little Rock School District selects its advisory committee in the following manner.

- 12 parents whose children participate in the Title I program
Each principal in the Title I project area is asked to submit a list of parents' names whose children participate in the Title I program, and who have also shown an interest in the school by belonging to its PTA. The 12 parents are selected from these lists.
- 3 representatives of the local office of the Economic Opportunity Agency
The selection of these three members of the committee is made by the Economic Opportunity Agency.
- 1 member from the Model Cities organization
The Model Cities organization selects this representative.
- 1 representative from any organization which requests membership on the Title I Advisory Committee
- 3 principals from the project area selected by school administrators
- 3 teachers, two of which are employed in the Title I program
These teachers are selected by school administrators.
- 1 school board member selected by the School Board.

All administrators, supervisors and directors of the Little Rock School District serve as resource people at the request of the Advisory Committee.

Mr. Bill Batson
Page 2
December 10, 1970

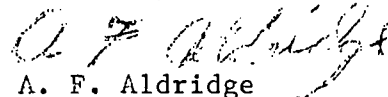
The director of Federal Programs, who is also the director of Title I, serves as the secretary and administrative assistant to the Committee.

At the first meeting of the Committee as a whole, a chairman and a vice chairman are selected by the committee. Copies of Program Guides 44, 46 and 46-A along with a description of the Title I project as it was operating at that time were given to each committee member.

The committee is reminded that they have advisory authority only--in evaluating the program, in determining its needs and priorities; and their requests, after receiving Committee approval, should go directly to the superintendent in the form of a P. L. 89-10 Title I Advisory Committee recommendation.

Bill, I do not know if I have covered everything for which you asked; but if I have not, please make your notations on this letter and send it back.

Sincerely yours,



A. F. Aldridge
Director of Federal Programs

AFA:hs

C O P Y

1620 South Valmar Street
Little Rock, Arkansas
April 24, 1969

Mr. Floyd W. Parsons, Superintendent
Little Rock School District
West Markham and Izard Streets
Little Rock, Arkansas 72201

Dear Sir:

First, members of the Title I Advisory Committee wish to express their appreciation of being selected as participants of the Title I program--we feel privileged to have been of some service to the Little Rock School District. We also sincerely appreciate the fine cooperation from you and your staff. The Committee commends Mr. Aldridge for his excellent work and values his sincere interest and warm response evidenced at the Title I Committee meetings.

After much thought and deliberation, the Committee officially makes the following recommendations:

To continue the Title I program in its present form and to continue to evaluate its effectiveness.

To expand the program should funds become available in the following areas:

1. Additional remedial reading teachers
2. Additional teachers to reduce the teacher load in Title I schools
3. Additional special education teachers
4. Additional librarians
5. Increase the level of the low-income bracket (\$2000) to a higher level, basing the eligibility for personal services on income and number in family

In addition to the five priorities recommended and listed above the following programs should be initiated if sufficient funds become available.

Additional speech therapists
Enrichment school
Summer school
Study centers
Additional resource room for children with learning disabilities

We are hopeful the efforts of the Title I Committee will prove to be of merit to you and your staff and will ultimately benefit children from the disadvantaged areas. A list of names and addresses of Title I Advisory Committee is attached.

Very truly yours,

Mrs. Christopher H. Coleman, Chairman
Title I Advisory Committee

STATEWIDE TOTALS FOR TITLE I
BY ACTIVITIES
FY 1970

Activities and Services	Total Number of Districts Participating	Total Number of Participants	Total Amount of Money	Average Per Pupil Expenditure
Art	58	15,536	\$408,211	\$ 26.28
Business Education	25	1,825	147,042	80.57
Cultural Enrichment	17	5,576	171,353	30.73
English-Reading	293	42,643	4,170,128	97.79
English-Speech	8	959	45,729	47.68
English-Other Language Arts	47	1,287	161,622	125.58
Foreign Language	3	188	14,875	79.12
Home Economics	8	643	50,661	78.79
Industrial Arts	33	2,912	256,052	87.93
Mathematics	130	5,969	446,298	74.77
Music	121	36,157	796,828	22.04
P.E.-Recreation-Health	101	26,793	581,299	21.70
Natural Science	48	1,970	152,938	77.63
Social Science	36	2,021	150,776	74.60
Other Vocational Edu.	3	350	49,784	142.24
Spec. Activities for Handi.	66	2,463	910,882	369.83
Pre-Kindergarten/Kindergarten	51	355	175,684	494.88
General Elementary Education	164	24,060	1,976,910	82.17
Tutoring	1	35	728	20.80
Special Crafts	5	393	10,641	27.08

Activities and Services	Total Number of Districts Participating	Total Number of Participants	Total Amount of Money	Average Per Pupil Expenditure
Guidance Counseling	136	58,251	\$1,154,467	\$ 19.82
Library-Curriculum Materials Center	174	102,538	1,730,321	16.87
Psychological/Testing	45	21,400	128,837	6.02
Speech Therapy	23	5,222	175,352	33.58
Other Instructional	3	402	5,012	12.47
Attendance	31	27,490	121,415	4.42
Clothing-Eyeglasses-Textbooks	285	33,716	431,898	12.81
Student Body Activities	15	2,754	17,364	6.31
Food	320	69,187	1,983,991	28.68
Health-Dental	139	13,835	205,721	14.87
Health-Medical	248	56,672	652,803	11.52
Social Work	97	59,964	467,133	7.79
Transportation	128	3,153	232,893	73.86
Special Services for Handicapped	5	387	14,889	38.47
Student Work Study	15	53	19,798	373.55
Special Programs for Parents	1		1,000	
Other Supportive Services	1	355	5,000	14.08
Administration	326		1,506,892	
Operation of Plant	163		257,801	
Maintenance of Plant	94		125,249	
Fixed Charges	368		<u>1,606,315</u>	
TOTAL			\$21,522,592	

STATEWIDE TOTALS FROM TITLE I APPLICATIONS
 PARTICIPANTS AND AMOUNTS PROGRAMMED
 By ACTIVITIES
 FY 1970

Activities and Services	Title I Participants			Amount of Title I Money			Average Per Pupil Expenditure
	Grades 1-6	Grades 7-12	Total	Regular Term	Summer Term	Total	
Art	10,965	4,571	15,536	\$ 391,519	\$ 16,692	\$ 408,211	\$ 26.28
Business Education		1,825	1,825	143,942	3,100	147,042	80.57
Cultural Enrichment	4,576	1,000	5,576	146,796	24,557	171,353	30.73
English-Reading	29,863	12,780	42,643	3,758,331	411,797	4,170,128	97.79
English-Speech	399	560	959	43,079	2,650	45,729	47.68
English Other Language Arts	261	1,026	1,287	94,392	67,230	161,622	125.58
Foreign Language		188	188	14,875		14,875	72.12
Home Economics		643	643	50,301	360	50,661	78.79
Industrial Arts	145	2,767	2,912	256,052		256,052	87.93
Mathematics	2,466	3,503	5,969	282,173	164,125	446,298	74.77
Music	25,577	10,580	36,157	779,209	17,619	796,828	22.04
P.E./Recreation/Health	20,737	6,056	26,793	502,752	78,547	581,299	21.70
Natural Science	366	1,604	1,970	127,043	25,895	152,938	77.63
Social Science	274	1,747	2,021	123,313	27,463	150,776	74.60
Other Vocational Education		350	350	49,784		49,784	142.24

STATEWIDE TOTALS - PARTICIPANTS AND AMOUNTS PROGRAMMED

	Title I Participants				Amount of Title I Money			Average Per Pupil Expenditure
	Grades 1-6	Grades 7-12	Total	Regular Term	Summer Term	Total	Total	
Activities and Services								
Special Activities for Handicapped	1,977	486	2,463	\$ 906,487	\$ 4,395	\$ 910,882	\$ 369.83	
Pre-Kindergarten/Kindergarten	355		355	48,760	126,924	175,684	494.88	
General Elementary Education	22,326	1,734	24,060	1,731,635	245,275	1,976,910	82.17	
Tutoring		35	35	728		728	20.80	
Special Crafts	393		393	7,591	3,050	10,641	27.08	
Guidance Counseling	26,981	31,270	58,251	1,143,300	11,167	1,154,467	19.82	
Library-Curriculum Materials Center	73,552	28,986	102,538	1,687,680	42,641	1,730,321	16.87	
Psychological/Testing	13,400	8,000	21,400	126,737	2,100	128,837	6.02	
Speech Therapy	5,096	126	5,222	174,602	750	175,352	33.58	
Other Instructional Activities	57	345	402	5,012		5,012	12.47	
Attendance	15,700	11,790	27,490	119,877	1,538	121,415	4.42	
Clothing/Eyeglasses/Textbooks	21,377	12,339	33,716	412,041	19,857	431,898	12.81	
Student Body Activities	1,286	1,468	2,754	13,805	3,559	17,364	6.31	
Food	45,505	23,682	69,187	1,869,064	114,927	1,983,991	28.68	
Health-Dental	9,027	4,808	13,835	199,671	6,050	205,721	14.87	
Health-Medical	34,573	22,099	56,672	632,241	20,562	652,803	11.52	
Social Work	36,786	23,178	59,964	447,348	19,785	467,133	7.79	
Transportation	2,329	824	3,153	70,172	162,721	232,893	73.86	
Special Services for Handicapped	211	176	387	14,889		14,889	38.47	

STATEWIDE TOTALS - PARTICIPANTS AND AMOUNTS PROGRAMMED

	Title I Participants		Amount of Title I Money			Average Per Pupil Expenditure
	Grades 1-6	Grades 7-12	Total	Regular Term	Summer Term	
Activities and Services						
Student Work Study	53		53	\$ 12,723	\$ 7,075	\$ 19,798
Special Programs for Parents				1,000		1,000
Other Supportive Services	245	110	355	5,000		5,000
Administration				1,456,978	49,914	1,506,892
Operation of Plant				184,756	73,045	257,801
Maintenance of Plant				118,099	7,150	125,249
Fixed Charges				<u>1,469,276</u>	<u>137,039</u>	<u>1,606,315</u>
TOTALS				19,623,033	1,899,559	21,522,592



NUMBER AND PERCENT OF DISTRICTS PROGRAMMED
ON 371 TITLE I APPLICATIONS
BY ACTIVITIES
FY 1970

Activities & Services	Number and Percent of Districts Participating By:				
	Regular Term Only	Summer Term Only	Both Regular and Summer Terms	Total	Percent
Art	41	10	7	58	15.6
Business Education	21	1	3	25	6.7
Cultural Enrichment	7	10	0	17	4.6
English-Reading	165	32	96	293	79.0
English-Speech	6	2	0	8	2.2
English-Other Language Arts	10	32	5	47	12.7
Foreign Language	3	0	0	3	.8
Home Economics	7	0	1	8	2.2
Industrial Arts	33	0	0	33	8.9
Mathematics	33	84	13	130	35.0
Music	104	10	7	121	32.6
P.E./Recreation/Health	54	33	14	101	27.2
Natural Science	21	25	2	48	12.9
Social Science	11	21	4	36	9.7
Other Vocational Education	3	0	0	3	.8
Special Activities for Handicapped	63	1	2	66	17.8
Pre-Kindergarten/Kindergarten	44	7	0	51	13.7
General Elementary Education	109	32	23	164	44.2

Activities & Services	Number and Percent of Districts Participating By:				
	Regular Term Only	Summer Term Only	Both Regular and Summer Terms	Total	Percent
Tutoring	1	0	0	1	.3
Special Crafts	2	3	0	5	1.3
Guidance Counseling	123	6	7	136	36.7
Library-Curriculum Materials Center	144	9	21	174	46.9
Psychological/Testing	39	4	2	45	12.1
Speech Therapy	22	0	1	23	6.2
Other Instructional Activities	3	0	0	3	.8
Attendance	28	0	3	31	8.4
Clothing-Eyeglasses-Textbooks	243	6	36	285	76.8
Student Body Activities	11	3	1	15	4.0
Food	207	14	99	320	86.3
Health-Dental	124	6	9	139	37.5
Health-Medical	210	4	34	248	66.8
Social Work	78	2	17	97	26.1
Transportation	10	108	10	128	34.5
Special Services for Handicapped	5	0	0	5	1.3
Student Work Study	7	7	1	15	4.0
Special Programs for Parents	1	0	0	1	.3
Other Supportive Services	1	0	0	1	.3

Activities & Services	Number and Percent of Districts Participating By:				
	Regular Term Only	Summer Term Only	Both Regular and Summer Terms	Total	Percent
Administration	233	11	82	326	87.9
Operation of Plant	63	52	48	163	43.9
Maintenance of Plant	69	15	10	94	25.3
Fixed Charges	184	2	182	368	99.2

AMOUNT AND PERCENT OF FUNDS BY ACTIVITY
AS PROGRAMMED ON TITLE I APPLICATIONS
PERCENTAGES BASED ON \$21,522,592
FY 1970

Activities and Services	Total Amount of Money	Percent
Art	\$ 408,211	1.90
Business Education	147,042	.68
Cultural Enrichment	171,353	.80
English-Reading	4,170,128	19.38
English-Speech	45,729	.21
English-Other Language Arts	161,622	.75
Foreign Language	14,875	.07
Home Economics	50,661	.24
Industrial Arts	256,052	1.19
Mathematics	446,298	2.07
Music	796,828	3.70
P.E./Recreation/Health	581,299	2.70
Natural Science	152,938	.71
Social Science	150,776	.70
Other Vocational Education	49,784	.23
Special Activities for Handicapped	910,882	4.23
Pre-Kindergarten/Kindergarten	175,684	.82
General Elementary Education	1,976,910	9.18
Tutoring	728	.01

<u>Activities and Services</u>	<u>Total Amount of Money</u>	<u>Percent</u>
Special Crafts	\$ 10,641	.05
Guidance Counseling	1,154,467	5.36
Library-Curriculum Materials Center	1,730,321	8.04
Psychological/Testing	128,837	.60
Speech Therapy	175,352	.82
Other Instructional Activities	5,012	.02
Attendance	121,415	.56
Clothing/Eyeglasses/Textbooks	431,898	2.01
Student Body Activity	17,364	.08
Food	1,983,991	9.22
Health-Dental	205,721	.96
Health-Medical	652,803	3.03
Social Work	467,133	2.17
Transportation	232,893	1.08
Special Services for Handicapped	14,889	.07
Student Work Study	19,798	.09
Special Programs for Parents	1,000	.01
Other Supportive Services	5,000	.02
Administration	1,506,892	7.00
Operation of Plant	257,801	1.20
Maintenance of Plant	125,249	.58
Fixed Charges	<u>1,606,315</u>	<u>7.46</u>
TOTALS	\$21,522,592	100.00%