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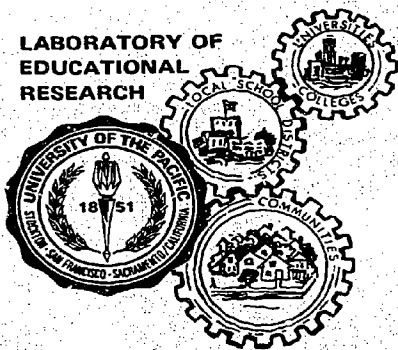
The Career Opportunities Program (COP) is a national priority activity under the Education Professions Development Act of 1967. It is aimed directly at improving a career in teaching with special consideration given to Vietnam veterans. The establishment of career ladders and cooperative relationships with related programs and institutions is an important element of the program. This brochure contains brief descriptions of 13 COP programs throughout California. The descriptions concentrate on objectives, unique features, and linkages with other federal, state, or local programs. Of the 13 programs, 10 are funded by local education agencies, and three by institutions of higher education. (RT)

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IMPROVING OPPORTUNITIES FOR SUCCESS IN EDUCATION

CAREER OPPORTUNITIES PROGRAMS

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FOREWORD

The Career Opportunities Program (COP) is a national priority activity under the Education Professions Development Act of 1967. It is aimed directly at improving the educational level of persons in low-income areas who normally would not consider teaching or any other aspect of the educational job market as a life's work. This program provides participants with an opportunity to develop their skills while at the same time helping children from low socio-economic areas. Special consideration is given to Viet Nam veterans who are just beginning their careers.

Because COP participants are familiar with the problems disadvantaged children face, the language they speak, their feelings toward schools and learning and the whole syndrome of failure which has characterized the low-income person for years, these people can give educators of disadvantaged a new way of looking at the problems of these children. COP participants may bring into the schools new ideas which will prove to be key elements in the break-through in developing opportunities for better achievement of the low-income child.

In the development of the skills of these low-income trainees, special attention is given to providing career lattices which afford opportunities for continued growth both educationally and economically. This should allow these trainees to achieve a place in the American economy which allows them to be not only self-sufficient, but also provides hope and opportunity to attain positions of leadership.

This brochure is a means by which information is disseminated on programs administered by the Bureau to let the public know of the great diversity and talent in low-income people which has been found to exist in all parts of California. Each of the COP programs has its unique features, but all have been helpful in providing low-income people and Viet Nam veterans with an opportunity to progress up the educational lattice. This brochure tells the story of how well they are succeeding.

Fred Tillman, Assistant Chief
Division of Compensatory Education

INTRODUCTION

In the following pages, the Career Opportunities Programs (COP) as they have been developed throughout the State of California are described very briefly. The brochure explains the objectives, purposes, and general description of the program as the legislative intent has been interpreted in the *Guidelines*. Following this introduction, the unique and unusual components of each of the separate COP programs throughout the state are explained briefly. It should be understood by the reader that all of these programs meet all of the objectives listed in the *Guidelines*, but because brevity was considered to be more important than detail and to avoid redundancy, each of the project directors was asked to emphasize only those aspects of his program that he felt were unique or of special benefit to his community. In addition, each was asked to mention specifically the linkages with other federal, state, or local programs since this is one of the essential and stated goals of the program. Both Local Educational Agencies (LEA)'s and Institutions of Higher Education (IHE) may serve as funding agents, and the projects are listed alphabetically for each of these categories separately.

The essence of the program is probably best described in the statement by Don Davies, Associate Director, Educational Personnel Development, USOE, which is taken directly from the *Guidelines*:

The Career Opportunities Program, one of the priority activities under the *Education Professions Development Act*, gives us in education a chance not only to tap new sources for personnel, but also to bring our systems for training and utilizing these persons into better alignment with today's needs.

It offers a chance to bring into the schools persons from low-income areas who would not normally enter college, and who normally would not consider teaching as a career, and through them to better the education of children from economically disadvantaged families.

It gives us a chance to rethink and redo the curriculum for the preparation of educational personnel around actual classroom activities, around actual community-school relationships, around the variety of experiences that characterize education as the disadvantaged know it.

It gives us a chance to think about and act on the way personnel are used in the schools. What are the appropriate roles for new persons in the schools? What are the teacher and administrator roles in this situation? What type of progression of responsibilities and relationships must we offer in the schools if we are to attract and keep the best persons?

General Purpose and Description

The Career Opportunities Program (COP) is a national priority activity under the Education Professions Development Act of 1967. It is directed entirely to the educational needs of persons in low-income families. Its objective is to attract capable persons to careers in education in a way that will improve both education and employment opportunities for the poor, and establish career lattices in schools so that productive careers can be followed by those recruited through this program.

The first year of the program as a single entity was 1971; however, it represents a continuation, in part, of the 1969 national priorities on projects for the disadvantaged for school aide personnel, and for prospective teacher fellowships.

One of the important goals of the program this year is to establish viable linkages with other federal, state, and local school programs so that the COP becomes an integral part of the thinking of schoolmen as they prepare their budgets, their curricula, and their staffing patterns. The use of community personnel in a staffing pattern which recognizes that the single teacher, coming to an inner-city school from the suburbs, simply does not meet the needs of low-income children is important. It is also important that programs be planned which allow the economically deprived a chance to upgrade their skills and talents and become self-reliant, contributing members of our society.

The career lattice system built into the COP gives low-income people the hope that they can achieve some of the material wealth that has so long been denied to them, as well as to acquire useful skills and knowledge.

The *Guidelines* specifically state the following purposes for the COP:

- a. Improving the education of low-income children.
- b. Attracting low-income people, especially Viet Nam veterans, to new careers in schools serving low-income people.
- c. Finding better ways of utilizing school staffs through developing career lattices of positions.
- d. Encouraging greater participation of parents and the community in education.
- e. Finding better ways of training personnel for schools through a work-study approach.
- f. Increasing cooperative relationships between related programs and institutions.

In general, the Local Education Agency (LEA) will be the prime contractor for a COP program, but in special cases colleges and universities will be given contracts to carry out these objectives. Three of the latter are included in this report, and will be described in the last section of this brochure.

Rationale

The COP is seen as a partnership of school, college, community, and the State Department of Education. Within this framework each party must be involved in each segment of the program, from proposal development and the selection of the director through each of the components to its final evaluation.

The aim of the program is to enable children to learn more effectively. With the help of paraprofessionals to relieve them of their routine duties, teachers will have the opportunity to instruct their pupils extensively and intensively. When trained paraprofessionals are available, teachers can delegate to these aides certain tasks which they would otherwise not have time to do. The COP aims to serve as both a vehicle and catalyst for bringing about improvements in school organizations and curricula; it provides a unique opportunity for children to achieve multi-dimensional learning leaps.

Participants

The COP is designed to train individuals who have the ability and desire to spend a significant part of their working careers in providing better education for children of low-income families. A commitment toward such a career is not intended to restrict these individuals but it should, nevertheless, represent fully the intention of the applicant when he (or she) enters the program.

Participants should be residents of the area served by COP schools. Where participants are to be recruited to the school system, they must come from low-income families. Where present employees are to be COP participants, preference must be given to those from low-income backgrounds. Individual participants - veterans and non-veterans - need not have a high school diploma, or the equivalent, but they must meet conditions prescribed by the local school district.

Program Requirements

The following elements should be included in each project:

1. A career lattice plan which includes both the experience and academic training necessary to qualify for each position on the lattice, from entry level through A.B. and certification status.
2. An intensive training program to be provided for program participants during the summer preceding the first school term during which the recruits will be working. The local district is responsible for this training.
3. A clearly stated plan for follow-up training and evaluation sessions for the entire

group involved in the summer sessions. These sessions are to be scheduled regularly, at least once a month, during the entire school year.

4. College level courses for credit are to be provided for the participants to qualify them, if they are successful, to advance to the next positions on the career lattice. During the school year, participants will be expected to carry at least one-half of a normal course load, the content of which should be related to the needs of COP.
5. The local school district should arrange for accredited colleges or universities to accept the participants into a program which carries academic credit toward a regular degree program.

The COP should be viewed as encompassing the concepts of planned social and institutional change. The schema is to bring together participants from the community, the schools, and the colleges or universities to form a local COP council. It is important that the participants on the council from any of the three groups not be limited, but include members from the school district, community, teacher organizations, and the local institutions of higher education. Community participants may be recruited from an already existing community advisory board, a *Model Cities* Board, or from representatives of private and/or non-profit citizen groups. The community representation should include a wide base of representation, including parents, students, and particularly community members in neighborhoods served by COP.

Career Lattices

The program must reflect school commitment to a career lattice as an integral part of the personnel structure of the system. A career lattice is an explicit delineation of a hierarchy of roles and responsibilities below the professional level with a corresponding sequence of titles, job descriptions, and compensation, and with opportunity for vertical, horizontal, and diagonal transfer. Horizontal and vertical transfer should be based on the ability, experience and education of the trainee.

Linkages with Other Programs

The COP will be but one of several programs in effect in the school system. To gain maximum benefit of COP as well as to increase the effectiveness of other programs, a plan must be developed to relate and link them. The program should indicate how this is to be done and how the COP fits into the total educational program and community where COP participants will be working.

Special attention should be given to linking the COP project with other programs being operated under the *Education Professions Development Act (EPDA)*, the *Elementary and*

Secondary Education Act (ESEA), and other appropriate programs.

A *Leadership Training Institute (LTI)* to serve the COP has been formed. *LTI* members, carefully selected from all parts of the country, have special expertise on various facets of the program. Together with an affiliated pool of resource persons, they will be available to render assistance to the local project personnel.

With this general introduction to the development and intent of the COP, the following descriptions of the COP programs presently in operation in California are presented as written by the local project director. The Directors were asked to follow a format in which they were first to state the primary objectives of their particular program; second, to describe special innovative, or unique aspects of their programs; and, third, to mention the linkages with the other programs within their districts.

FRESNO UNIFIED SCHOOL DISTRICT

Director: Joe H. Lee

The objectives of the Career Opportunities Program (COP) are basic to the Fresno COP Program, but in addition, the following are given particular attention:

1. Find better ways of using school staff through developing a Career Lattice
2. Find better ways of training school staff through work-study approach
3. Increase the participation of target area community parents in education
4. Increase the cooperative relationships between related programs and institutions.

It is hard to measure the impact of the COP program since paraprofessionals have been used in the Title I schools for many years. In one instance it has been possible, however, since one non-Title I school which had a record of low achievement and bad behavior for many years was provided with COP participants. The changes in attitude and behavior of this group of children were evident to all who were acquainted with the school, and much of the credit goes to the COP participants.

One major emphasis of the COP staff this past year has been to interest COP participants in special education. Although this has not been as successful as it had been hoped, it will be a major thrust of the program for next year. The use of males in the elementary school, especially Viet Nam veterans, has been very successful, and the policy now in effect is to replace any drop-out with a Viet Nam veteran.

The institution of higher education associated with the COP program has been *Fresno State College*. Although no formal agreement has been signed, this institution has established the Center For Urban Education (CFUE) in the Trinity Street Multi-Service Center, a poverty funded agency. The CFUE offers classes in General Education and a practicum for COP participants, as well as target area residents. Other paraprofessionals who wish to take classes are also welcome as long as they have been admitted to *Fresno State College*. These classes are offered in the afternoons and evenings so that the COP participants will be able to register for the classes that meet BA Degree requirements.

Although there was some doubt about the holding power of the summer program since it terminated a month before school actually began, forty-eight of the fifty personnel trained in the summer program began work in the fall of 1970. The establishment of the career lattice for COP caused the Fresno Unified School District to recognize the need for a more well-defined salary schedule for all paraprofessionals, and the established career lattice/salary schedule which was devised for these people has been adopted for the District as a whole.

The successes of the program have been many; the community people have become interested in their schools and play a much more active role than formerly. The paraprofessionals have become an integral part of the school system and have provided a better understanding of the poverty child to the middle-class teacher. The salary schedule de-

vised for paraprofessionals has given them incentives to work for the upward mobility so long denied these people of poverty. The development of the CFUE has provided the important link with higher education which will permit them to attain this goal.

The Fresno COP has close linkage with ESEA Title I and the Professional Development Center programs in Fresno, with the COP Director being actively involved in both. In addition, the Fresno Model Cities Program has also been involved in the operation of this program.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Director: William A. Jones

Objectives:

1. Attracting low-income people to new careers in schools serving low-income people.
2. Improving the education of low-income children.
3. Finding better ways of training personnel for schools through a work-study approach.

Program:

The Los Angeles Unified School District, through its selection committee composed of advisory committee members, committee representatives and school personnel, selected one hundred sixty (160) Career Opportunities participants. Applicants were selected from the more than sixteen hundred (1600) Education Aides now employed by the District.

The COP was publicized by notifying all schools in the District that had education Aides assigned to encourage all interested applicants to attend one of the several area meetings held for the purpose of explaining the program. Applications and three (3) reference forms were distributed at these meetings.

In this manner, participants were recruited from low-income areas who would not normally go to college to pursue careers in education in schools serving low-income people.

The training component consists of sequential phases, leading to the Associate of Arts Degree, with transferable credit to California State colleges and universities, the Bachelor of Arts Degree, and requirements for the California State Teacher Credential as follows:

Phase I

This phase included selecting and counseling of Career Opportunities participants for the six-week summer session during the period May 26 - June 20, 1970.

Phase II

The participants were enrolled in an intensive six-week summer session carrying a minimum of six units at two college locations: namely, *Los Angeles Community College* and *East Los Angeles Community College*.

Experienced tutors were available to participants for a period of three (3) hours daily.

Phase III

This phase consisted of a two-day orientation prior to the opening of schools that involved principals, teachers, and COP participants in orientating and developing their roles as they relate to educational programs.

Phase IV

One hundred and sixty (160) participants were enrolled in the fall session in twenty-four (24) college classes meeting on Mondays and Wednesdays in eight (8) local community schools after the working day and on Saturday mornings. The pattern for the spring session is essentially the same as that of the fall session.

One Saturday class per month is devoted to training sessions for both teachers (27) and participants (160), allowing for maximum integration, and for which credit is granted.

An agreement has been entered into between *California State College at Los Angeles* and the Los Angeles Unified School District to develop a program design of a COP curriculum for participants who are to receive upper-division training at the college leading to the Bachelor of Arts Degree and credential requirements. This proposed design provides for integration of junior college credits and work experience credits.

The positions of Education Aide I, II and III, as well as Teacher Assistant are established positions in the school district. Favorable consideration is currently directed toward the additional positions of Instructional Aide and Education Associate which we anticipate will soon become realities.

Established within the school system is the Neighborhood Youth Corps and the Volunteer Tutorial Program, utilized in the Youth Tutoring Youth component of the project.

Model cities further exemplifies increased cooperation as it funds the expansion of the Education Aide Program and fifty positions for the Career Opportunities Program.

OAKLAND UNIFIED SCHOOL DISTRICT

Director: Mrs. Sylvia M. Faulk

The Oakland COP program has as its three major objectives:

1. To develop a College Consortium involving representatives from Community Colleges and four year institutions
2. To work cooperatively with representatives from the Oakland Unified School District to promote the acceptance and implementation of all steps on the Career Ladder
3. To coordinate effectively all linkages in the Career Opportunities Program, particularly those public agencies responsible for training costs and salary positions.

The most unusual feature of the Oakland COP is that it involves seven institutions of higher education in the training of its aides, assistants, and interns. The Oakland Unified School District works with *Alameda Junior College*, *Merritt Junior College*, *Mills College*, *College of the Holy Names*, *California State College at Hayward*, *the University of California at Berkeley*, and *San Francisco State College* in providing additional education for the trainees in their program. Because of this diversity, a COP Council has been established to coordinate the efforts of each of these institutions in accepting credit for the in-service training as well as work done at each of the different institutions by each of the others.

The training planned for the trainees has been carefully planned in cooperation with the seven institutions of higher education and includes:

1. an eight hour work day, in which four hours is devoted to classroom work in the public schools and four hours to academic learning in the colleges or university.
2. inservice training sessions with team leaders and supervising teachers, working with the trainees in such areas as instructional techniques, curriculum planning, technical assistance, and classroom methodology.
3. inservice training specifically planned to meet the needs of the trainees who work in such diverse areas as preschool, primary, upper elementary, trainable mentally retarded, and other special education centers.

The trainees are actively participating in the teaching-learning process, including the planning and evaluating of the activities, units, and lessons in which they are working. A high level of quality is expected from the trainees, and a continuing effort is made to improve the teaching techniques of both trainees and other teachers in these schools.

A strong commitment to implement the concept of a career ladder concept has been made by this COP, and the Board of Education has already approved and implemented the first three grades of the proposed ladder system. Additional steps have been defined

and it is hoped that they will be approved and implemented by the Board in the near future.

There are sixty COP trainees in the program with five team leaders assigned to work with them. The linkages with other agencies in providing either monies or training are many, and include the Model Cities Program, the Oakland New Careers Development Agency, ESEA - Title I Program, Follow Through Program, Special Education Programs, the Children's Centers, and the Professional Development Center.

**RICHMOND UNIFIED SCHOOL DISTRICT
TRAINING FOR AN INVOLVED COMMUNITY**

Director: Debbie LaSalle

The three major objectives of the Career Opportunities Program are as follows:

1. To improve the self image of low-income children and COP participants through successful academic experiences
2. To provide a way of training personnel for educational work through a work-study approach
3. To develop a cooperative relationship with related programs and institutions.

Forty-three Career Opportunity Trainees are involved in various positions as Teacher Aides, Teacher Assistants, Librarian Assistants, School Community Worker (SCW) Aides, SCW Assistants, Counselor Associates, Nurse Assistants, and Tutors I and II, in nine of the schools which serve students from socio-economically disadvantaged backgrounds.

Involvement in learning experiences is strategically outlined in career development job descriptions, and is followed through by the observation and assistance rendered to trainees and supervising teachers by Teacher Team Leaders and other supervisory staff. These experiences become educationally motivational for pupils, trainees, and supervising teachers.

The panacea to the problem of improving the education of low-income children hinges on the utilization of the work force indigenous to the area from which the children come. This work force has proven invaluable in supporting an environment conducive to learning. Premeditated is the conclusion that this work force with the necessary training will in essence provide educators for the socio-economically disadvantaged.

COP has caused a realization of the importance of community participation in education. Many classroom situations now provide a meaningful learning experience and environment as a result of the COP Trainees' presence. Many teachers who graduate from the typical teacher training college are not prepared for dealing with disadvantaged. The COP helps them learn to discipline, teach, and manage their students more effectively.

COP Teacher-Team Leaders are on school sites daily to assist in On-the-Job training of COP Trainees. A daily and weekly assessment of skill competency is provided in order that problem areas in skill development are curtailed immediately.

COP Trainees are involved in Self Evaluation Training through the utilization of video-taped classroom experiences of themselves. They are provided the opportunity to see themselves and to evaluate critically their progress as to strengths and/or weaknesses. Weekly On-going Inservice Education, geared towards individual trainee needs, is proving most beneficial.

ESEA Title I Funds presently absorb the bulk of salary and release time costs for COP Trainees. It is hoped that with the escalation of our present relationship with Model Cities, stipend funding by them might become evident.

Our relationship with the community college, *Contra Costa*, has been tremendously successful. COP Staff members offer a core course for college credit to COP Trainees. Because of the Work/Study involvement of COP Trainees, the College has given priority registration to COP Trainees. The COP Counselor is afforded space at the *Contra Costa College* to conduct counseling services for the COP Trainees during that portion of the day when they are in attendance on the campus.

California State College at Hayward has been cooperative to an extent, but because of its sophistication, a slower pace of articulation has been evident. *Cal State* is in the process of creating a Liberal Studies Major which will be geared to the needs of our trainees. A high point in COP's relationship to the IHE has been the appointment by *Cal State at Hayward* of a half-time administrator to serve as the COP Coordinator. All costs for such services are covered by the institution.

San Francisco State College affords the greatest opportunity of transfer for those COP Trainees having 25 or more units. Transferring all lower division Work Experience Units has been a COP concern. *San Francisco State* voices possible acceptance of all Work Experience Units.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Director: Floy Potter

Major Objectives

The Sacramento Career Opportunities Program is centered around the following major objectives:

1. Change teaching procedures to affect pupil learning
2. Develop new approaches to the preparation of classroom personnel
3. Involve parents and the community in the process of education.

Change Teaching Procedures to Affect Pupil Learning

Paraprofessionals in the classroom make it possible to change teaching procedures to affect pupil learning. However, the effectiveness of the paraprofessional depends upon the procedures developed to utilize the talents and abilities of the additional personnel. The Sacramento program is refining a cooperative planning procedure to identify the tasks and responsibilities of instructional aides, including those funded by Title I and the bilingual Title VII programs. A cooperative planning form is used to assist the teacher and the aide jointly to determine the specific tasks and responsibilities of the aide. Instructors teaming with aides find it possible to increase the pupil diagnostic-prescriptive approach to learning with the assistance of additional trained personnel.

The Youth Tutoring Youth Program, jointly funded by NYC and the local District, includes peer tutors and junior high tutors in addition to senior high tutors. The New Careers program has contributed much toward the success of the COP effort in Sacramento. Careful selection of tutors will become an effective means to attract the unemployed poor into the program. At the present time the number of unemployed poor seeking aide positions far exceeds the available positions.

Develop New Approaches to the Preparation of Classroom Personnel

The career lattice developed for the Sacramento trainees includes the following steps: Instructional Aide (0-30 units), Instructional Assistant I (30-60 units), Instructional Assistant II (60-90 units), Teacher Associate (90-B.A. degree). The trainees earn 18 or more academic units and 8 units of practicum a year.

The sixty-five trainees attended a six-week orientation workshop in the summer of 1970. The workshop emphasized inter-personal relations, community involvement, individual skill development, and teaching strategies in the basic areas of the elementary curriculum. The trainees will attend a week of intensive work in developing study skills, speed reading, and writing techniques prior to attending the 1971 summer sessions held at the three cooperating institutions of higher education.

The work-study plan is an inverted approach to preparing teaching personnel which provides the trainee extended classroom experience prior to obtaining a credential. With the assistance of a certificated teacher and a team leader, the classroom becomes a practical laboratory for testing academic theories and for becoming acquainted with the realities of teaching. This plan also provides for differentiated staffing patterns.

Involve Parents and the Community in the Process of Education

Trainees indigenous to the community which they serve can assist in interpreting the schools to the community and the community to the schools. Through an expanded pro-

gram of home and school visits, parents are encouraged to participate in the activities of the school.

Academic Linkages

The Sacramento COP staff works closely with three institutions of higher education in the immediate area. The *Sacramento City College*, part of the Los Rios Community College District, assisted in planning the summer workshop for 1970, and has developed a two-year Human Services Curriculum. *Sacramento City College* is offering four units for practicum each semester for 54 aides. *Cosumnes River College*, the most recent addition to the Los Rios Community College District, has seven trainees enrolled. The financial support for trainees attending the community colleges is generated through ADA. *Sacramento State College* has accepted all qualified COP students with junior standing. Participants enrolled in *Sacramento State College* are receiving credits for their work in the classroom toward the fulfillment of their student teaching requirements.

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

Director: Juanita B. Harris

Objectives

1. To develop in minority children a good self image by utilizing paraprofessionals of the same ethnic background from the local community in schools where there is a high concentration of these minorities
2. To develop instructional materials that are motivating and meaningful to the children, and promotes their creative talents. These materials will be developed jointly by the teachers and the COP paraprofessionals to utilize the talents of the COP participants in as creative and meaningful ways as possible
3. To develop a series of career incentive steps which will encourage minority group peoples from low-income areas and Viet Nam veterans to continue toward career goals in education.

Description

Working closely with *San Bernardino Valley College* and *California State College at San Bernardino*, the San Bernardino City Unified School District has implemented a COP program which utilizes the services of minority group paraprofessionals in schools where there are high concentrations of these minorities. Ninety-eight percent of the paraprofessionals employed in San Bernardino are located in five target schools. These paraprofessionals are indigenous to the communities, and help the children in these schools to better understand the opportunities which they may have as they grow to adulthood.

The paraprofessionals are provided with many services, both by the local school district and the cooperating colleges. Counseling services are provided by the project director and team leaders from the local school district, and from advisors at the college level. These COP participants are provided inservice training in the school by the team leaders and the director of the COP as well as academic instruction from the local colleges mentioned above.

The Advisory Council plays a key role in the San Bernardino COP project, with representatives of the various community and minority groups taking an active part in the procedures of the Council. A monthly newsletter is distributed throughout the District, the major part of which is written by the COP participants. Certain of the paraprofessionals are responsible for providing the news items from each of the target schools while others provide newsworthy items from the college-related activities. Recently, the local paper, the SUN-TELEGRAM interviewed participants at each of the five schools. Pictures of the COP paraprofessionals were printed along with the story of the work they were doing. This kind of publicity has added to the prestige and motivation of the COP training program.

The director, working closely with the paraprofessionals, has developed many innovative materials, including films, filmstrips, and tapes. In addition, motion pictures have been used to interest the students in work which is also of benefit to them. This process has provided training for the paraprofessionals in the use of many audio-visual techniques.

The career lattice has four steps, ranging from trainees, those persons who have no experience in the classroom, through teacher aide, teacher assistant, and finally to associate teacher. Each step is carefully defined in terms of teaching experiences and academic credits. The associate teacher, for example, must have three years successful college experience as a teacher aide or tutor or one year's successful experience as a teacher assistant.

Close relationships are maintained with the ESEA coordinator of aides and trainees of the San Bernardino City Unified Schools District as well as the Director of this program. The schools in which the aides work are all ESEA target schools. In addition, linkages with the National Youth Corps (NYC) and the Youth Tutoring Youth (YTY) programs and other service organizations in the community are maintained.

SAN DIEGO CITY SCHOOLS

Director: George Frey

The San Diego COP has followed as closely as possible the program design outlined in the initial project application. However, it was found that from time to time certain objectives had to be stressed more than others in order to attain specific goals. As an illustration, much emphasis was placed on communication between levels in the organizational structure of the project. That structure is as follows:

1. The director of secondary schools who is responsible for compensatory education projects at the secondary level
2. The assistant director of compensatory education who supervises and coordinates activities related to federal, state and local compensatory education
3. The COP director who supervises the COP project
4. The team leaders who coordinate activities as they relate to the trainee in his ladder-lattice experiences in the public schools and the institutions of higher education (IHE)
5. Resource teachers who facilitate inservice training activities for trainees.

Objectives

1. To involve lay persons of low income backgrounds in a teaching team approach to learning as a means of improving education for disadvantaged students
2. To provide all program participants with career ladder-lattice opportunities enabling them to progress through several job levels to certificated teaching positions and/or other educational careers requiring credentialing
3. To stimulate local institutions of higher education to provide specialized teacher training programs relevant to the needs and experiences of students from low income families.

In order to involve lay persons of low-income background in the education process, the San Diego COP concerned itself with a comprehensive recruiting program. A special effort was made to recruit high risk people from the low-income community and the military. Once recruited, these persons were incorporated into instructional team teaching situations and supportive units (nursing, library work, counseling) to provide an added dimension to the education process.

All participants work and are trained in a career ladder-lattice system. The lattice provides, at each step of the ladder, opportunities to explore several fields of work, i.e., counseling, nursing, library and administration. However, the major emphasis at each level is direct involvement in the instructional program. Legitimation of the above effort, for which college practicum credit is given, comes in the way of inservice training. A District resource teacher instructs (on a regularly scheduled basis) trainees on the methodology and application of education processes. Audiovisual, lesson planning and human relations are but a few of the areas covered.

Cooperative working relationships with institutions of higher education have been most rewarding. The community college (*San Diego City College*), where eighty percent of the local trainees attend, has set up special classes to meet the needs of the COP project and to allow homogeneous grouping of trainees. Two COP team leaders have been given office space at the college to assist trainees in counseling activities such as SCAT and Purdue testing, class placement, and providing other information of importance. *San Diego State College* (four year institution) has provided the local COP with many counseling activities related to the basic college curriculum and supportive programs such as financial aid. The College is giving special consideration to COP trainees entering the school of education.

COP interaction with Model Cities is minimized because the projects' boundaries are not coterminous. The common area is comparatively small. However, Model Cities representatives assisted in the development of the initial project application and presently serve on the advisory committee. The local COP has linkages with other organizations such as ESEA (Title I & II), Pre-Kindergarten, Head Start, Higher Education Act (Title IV), Urban League, and Project Transition.

SAN FRANCISCO CITY UNIFIED SCHOOL DISTRICT

Director: Richard A. Smith

Objectives:

1. To provide training at the college level for all participants so that in two years and two summer sessions they will be eligible to receive an A.A. from *City College of San Francisco*
2. To develop a career lattice that will enable all program participants to function at the end of designated training periods at the three successive levels of professional status as outlined in the Civil Service classifications
3. To provide opportunities for the schools and the community to share responsibility and accountability in a meaningful way (e.g., to provide for community participation in the individual ESEA Title I-site Advisory Councils.)

The program was implemented October 12, 1970, when twenty trainees were enrolled at *City College of San Francisco*. At the same time they were placed in directed, supervised work experience training in two elementary schools in the Hunters Point-Bayview Model Cities Neighborhood. At the College, specific attention is being given to remedial and developmental training. All courses have been designed so that credits received will be directly transferable to *San Francisco State College*.

At the elementary school site the trainees, under teacher supervision, provide direct services to students. Resource persons from the various departments of education are being asked to contribute their talents to help conduct inservice in the work study programs.

For example, mathematics specialists teach the "new math", language arts specialists teach the trainees to help in developing handwriting skills, and the media specialists teach them how to operate and make minor repairs on audio-visual machines.

The School Staff Development Specialist (SSKS) at each school was selected as the Team Leader. The Team Leader along with the Project Leader work together with teachers and trainees to conduct in-service programs in group relations, math, art, language arts, child development, etc. This approach established better relations between teacher and trainee. It also provides the teacher with better ways of utilizing the talents and abilities of the trainee.

The fact that COP trainees are also community residents has proved a positive step in bridging the communication gap between school and community. This leads to a better understanding by school administrators and staff that the community is an untapped reservoir of talent and ability. For example, one Aide made straight A's and many made all A's and B's in their *City College* courses.

When the program was implemented, the trainees began their work experience as School Aide I which reflected little or no experience working with youth and less than one year of college credit. By the end of the first academic year plus summer, the trainees will qualify as School Aide II, which reflects thirty units of college credit and one year of work experience. Upon completion of sixty units the trainees will receive an A.A. degree from *City College* and qualify as School Aide III.

The original intent of the program was to recruit forty participants; twenty from Bayview-Hunters Point and twenty from Mission. However, the program began on October 12, 1970, and included only twenty trainees from Bayview-Hunters Point. Because of operational problems, no trainees from the Mission were included at that time.

The program was initiated with the understanding that the San Francisco City Demonstration Agency-Model Cities Neighborhood Agency would provide and dispense the stipend to the trainees. As of this date, the Comprehensive Planning part of the Model Cities Agency program has not been approved by the San Francisco Board of Supervisors. Inasmuch as their program has not been approved, the CDA-MCNA cannot meet their responsibility of paying stipends. Therefore, with the approval of Dr. Wilton Anderson, the stipends are being dispensed by the San Francisco Unified School District from the COP funds. ESEA Title I staff development team leaders are used as team leaders.

A unique feature of this program which allows the participants to receive three college units for working in community service or on-site training three hours each morning enables the participant to spend three afternoons at *City College of San Francisco (CCSF)*. This procedure provides them ample time to study and prepare for their classes at this institution and permits them to take maximum advantage of the services of this institution of higher education. Tutors have been provided by *CCSF* to help any student who feels the need for this service. Transportation from the school site to *CCSF* is also provided.

SAN JOSE UNIFIED SCHOOL DISTRICT

Director: Doris V. Jackson

Objectives:

1. Finding better ways of training personnel for schools through a work-study approach
2. Attracting low-income people, especially Viet Nam veterans, to new careers in schools serving low-income schools
3. Finding better ways of utilizing staff through developing career lattices of positions.

Find better ways of training personnel for schools through a work-study approach

There are a total of forty COP Trainees involved in the San Jose program. Thirty COP Trainees work as Instructional Aides in the five Title I Schools for three hours per day and receive a three hour stipend for attending college classes. Ten Trainees work as Instructional Aides and receive other program benefits, such as books and tuition to either *San Jose State* or *San Jose City College*. While on a waiting list to receive the stipend, they also receive the benefits of the training. Demonstration classrooms are currently being established in three Title I schools involving the exemplary use of the paraprofessional and the implementation of the Diagnostic/Prescriptive Method of teaching. Plans are in operation to expand the program to include all Title I schools and to move toward a differentiated staff approach which would include Career Lattice Positions.

Trainees are enrolled in the regular college programs; however, the following special classes have been established: *San Jose City College* (1) English 92, designed to improve communication skills unique to the Trainees (2) Math 41A, offering Trainees a Modern approach to mathematics (3) English/Spanish Linguistics Methods Course, initiated for COP Trainees by the Mexican American Studies Department (4) Teacher Aide 105- School, Parent, Child Interaction-taught by the Project Director and the Counselor for COP Trainees to improve their classroom skills and to offer practicum credit (5) Guidance 95, improvement of study skills and speed reading, taught by the Project Counselor. *San Jose State College*: (1) One Professor has been assigned to work with third year Trainees in the Education course work and also the practicum credit phase of the program which will compensate for student teaching (2) COP students are piloting a Liberal Studies Major which will improve their over-all background and enable them to meet better the educational needs of elementary children.

Attracting low-income people, especially Viet Nam veterans, to new careers in schools serving low-income schools

During the initial screening process, advertisements describing COP were sent to numerous agencies; newspaper and radio coverage was extensive. Many applications were

received with priority given to Viet Nam veterans, Model Cities residents, persons with low family income, Spanish speaking, and aides already employed by the District who were successful in working with low-income children and who were willing to strive for a college degree. Approximately five calls of inquiry per day are received; the program could be doubled tomorrow with Trainees who meet the above criteria.

Finding better ways of utilizing staff through developing career lattices of positions

District personnel are involved in the establishment of the Career Lattice. A new school will soon open that will attempt to demonstrate exemplary differentiated staffing practices and will involve COP Trainees and other Title I Aides. Because representatives of the entire District are a part of the planning, it is felt that the program will be more readily accepted as an on-going District policy.

Linkages with Other Programs:

(1) The Career Opportunities Advisory Council membership includes the following agencies: Model Cities, Department of Human Resources, Parent Advisory Committees representing the five Title I schools; *San Jose State College*, *San Jose City College*, San Jose Teachers' Association and San Jose Unified School District Personnel. (2) Title I funds are currently being expended to pay the salaries of the Trainees and some other costs of the program. (3) Model Cities funds are being expended to pay the college stipend. (4) The Neighborhood Youth Corps is helping to establish a YTY Program to be initiated this summer. (5) San Jose Unified School District is eager to maintain an ethnic balance among the professional staff and is quite supportive of the program. (6) *San Jose State College* and *San Jose City College* have been most cooperative in arranging for special classes; the instructors have given special help to many of the Trainees and are eager to assist them in their efforts to achieve success.

STOCKTON UNIFIED SCHOOL DISTRICT

Director: Ophelia Boswell

The Stockton Unified School District, working closely with the *San Joaquin Delta Junior College*, has concentrated its efforts so that all the objectives which it stated are being met, including recruitment and retention of low-income and Viet Nam veterans and their most useful role in working with the school district. However, the three objectives which seem to have the greatest uniqueness in terms of other COP programs are the following:

1. To ensure that the participants will achieve and maintain satisfactory academic standing

2. To bring about increased effectiveness of the aides being trained in working with the children they serve
3. To demonstrate extensive participation of the community in education.

In working to reach the first objective, one of the first considerations of the Advisory Council was that of developing in the trainee responsibility for his own career. Thus, instead of having the College send the grades of the students to the Director of the project, each student is required to submit his own grade sheets after each grading period. This process allows the director or one of her staff to work with the student whenever a problem begins to develop, and counseling and tutoring are recommended immediately to forestall the chance of failure which might otherwise occur.

In working toward the second objective, the summer session training was given in bi-lingual education. About half of the trainees are Brown (bi-lingual), and half are Black. The follow-up on this bi-lingual training has proven invaluable in helping these aides work with the Spanish speaking children in the school, and to understand better and to relate to their unique problems. In addition the training used Popham's filmstrip series on writing behavioral objectives. This training paid great dividends in that it helped the trainees, as well as the teachers, to "zero in" on a specific target for each lesson and gave direction to the teaching being done.

The third objective, involvement of the community, has been achieved by having the students and trainees meet in homes of community people whenever possible. This process allows for a more informal kind of setting in which better participation of the trainees is obtained and they are better able to know the community "from the inside out." It also involves the parents of the children in the schools so that they can understand what the school is trying to do for their children and the kind of help they can give. This training has helped make the trainees "advocates of the children", and in the process, has helped many teachers see that the usual course of study has not been the most advantageous in terms of the child's development.

The program is unique in one other respect. It has been approved for apprenticeship training for veterans. The program is divided into four segments, and a trainee may enter at any point at which his skill level will permit, and move as rapidly through the apprenticeship toward the AA degree as his talents and skills will allow.

All the trainees work in Title I schools, have been permitted to participate in the *University of the Pacific's* Teacher Corp workshops and seminars, and are linked in some way with the following federal, state, or locally funded projects: special education, Title VII, pre-school aides project, Human Resources Development (HRD) *Mainstream* program, and the joint program of the HRD and public assistance program, WIN.

CALIFORNIA STATE COLLEGE AT LOS ANGELES
"PROJECT MAESTRO"

Director: Charles F. Leyba, Ph.D.

The forty-six Mexican-American project MAESTRO participants spend one third time per week in barrio elementary schools working as paraprofessionals. These schools have an enrollment of over 80 percent Mexican-American children but less than 10 percent teachers and administrators from that ethnic group.

The schools currently served by Project MAESTRO are: *Sierra Park, Gates, City Terrace* and *Gravois*. Located at these sites are various federally funded projects: Title I and, of special interest, Title VII. Aides from both these projects are able to exchange views and experiences with Project MAESTRO participants.

Additionally, each teacher with whom the participant is placed is a Field Representative of Project MAESTRO. One of the teachers at each school is designated to devise a schedule of structured experiences which will train the participant in the functions of a teacher. Overseeing this field service is a Professor of Student Teaching who attempts to create a milieu of cooperation and open inter-action.

Participants spend two thirds time in academic work. Two services are offered to aid them: a tutoring program and an academic counseling service. The former is administered by the participants themselves from an office provided by the College. The latter is run by a Professor of Educational Foundations.

HUMBOLDT STATE COLLEGE
"ITEP PROGRAM"

Director: Dr. Paul Ness

The Indian Teacher Education Program (ITEP) at *Humboldt State College* has one major objective. It is to educate eighteen Indian students annually to become credentialed as elementary or secondary school teachers. Students who desire will also have the opportunity to become counselors or media specialists. They are selected through an intensive screening process. Applications are received and then passed on to a selection committee. The candidates are evaluated poor to excellent on six items. These are: (1) Ability to complete college, (2) Financial need, (3) Identification with Indians as (a) friends (b) classmates or (c) having lived with Indians, (4) Enthusiasm to become a teacher, (5) Empathy with children, and (6) Veteran status.

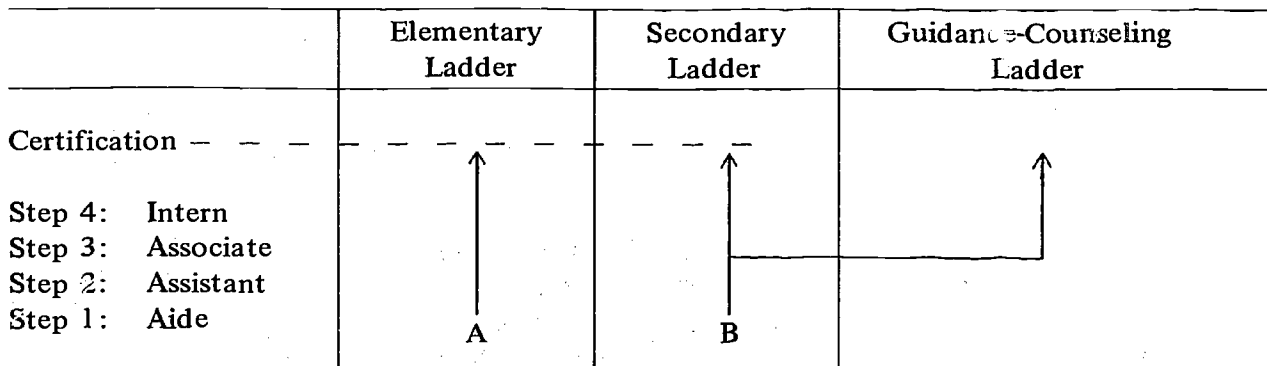
The ITEP program is designed to bring each new class onto the campus during the summer session for orientation to the project and to become acquainted with college life in general. All concerned departments of the campus including Financial Aids, Admission Office, Counseling Office, Education Department, and Housing Office are involved in this

phase of the program. During the summer sessions, the new students carry an academic load of ten quarter units, including courses in speech and sociology, and all other students carry a twelve unit load. During the academic year, all students carry a minimum load of twelve units. However, a student must average fifteen quarter units during the academic year in order to complete his program in four year's time.

In addition to the class load on campus, students spend eight hours per week in the public schools working with children learning how to become a teacher. By the time they complete their program, they will have had four years experience working with children. This intimate contact with children is one of the highly unique phases of the project as the normal student has only one or two quarters of experience working with children by the time he receives his credential.

The career training lattice places the students into four steps, beginning as a teacher's aide the first year, teacher's assistant the second year, teacher's associate the third year, and intern the fourth year. After the first year, the student may move from elementary into secondary or into one of the specialist areas. The Guidance-Counseling track will require one year of graduate study to be certified.

Figure I



A: Vertical movement directly up on occupational track

B: Vertical movement followed by horizontal transfer to another track at same level

The linkage with the public schools is as follows: the first-year students work at the *Blue Lake Elementary School* which has a Title I teacher aide program. The second and third-year students work in the *Jacoby Creek* and *McKinleyville Elementary Schools* in which there is a Title I Reading Specialist, a Title I Math Specialist and a Title I Teacher Aide Specialist; they also work in *McKinleyville High School* which has a Title I program in Reading, Mathematics and Language Arts. Students spend eight hours per week in these schools, and in many situations they have the opportunity to work with Indian children.

PASADENA CITY COLLEGE
PROJECT UPBEAT: NEW CAREERS IN ACTION

Director: Dr. Ruth Macfarlane

Project Upbeat, *Pasadena City College's* contribution to the COP, is field-testing the three basics of NEW CAREERS:

- basic purpose: to provide an alternate route into the credentialed society aimed at those now locked out: the minorities, the poor;
- basic strategy: to hire first, train later, with the job itself serving as the primary training tool;
- basic concept: to build in career development with well defined career ladders into the credentialed society.

Upbeat provides career education for from sixty to sixty-five nonprofessionals already employed as educational aides. An Upbeat trainee meets three other basic criteria: low-income status at the time of employment as an aide; local residency in a target area; work assignment in the lower grades (early childhood education). The majority are Chicano; approximately a fourth are Black.

A unique feature of Project Upbeat is the involvement of a limited number of parent/volunteers. A small stipend to cover costs of transportation facilitates their active participation as regular trainees. Most parent/volunteers are members of ESEA parent advisory committees.

The Federal Projects Task Force of the Office of the Los Angeles County Superintendent of Schools is in effect the co-sponsor of Project Upbeat. The project's assistant director is assigned by the County Schools. Five county school districts participate, each with a team of from twelve to fifteen trainees. Team leaders are assigned by the districts; they provide further needed coordination between the College and cooperating districts. In other words, Upbeat is demonstrating the kind of coordination necessary to implement the New Look in teacher preparation and/or educational personnel development.

Upbeat's team leaders are a very significant part of the New Look. They are not professionals; rather, they are experienced aides for whom the position of team leader represents a step up the career ladder. Upbeat thus becomes career development in action. One side of the coin is differentiated staffing, the function of the cooperating school district, and, of necessity, an ever continuing if sometimes elusive COP goal. The other side of the coin is career education, the function in this case of the prime contractor, *Pasadena City College*.

Career education opportunities for Upbeat trainees have been built around *Pasadena City College's* recently developed two-year AA degree urban careers curricula. These curricula are designed around four semesters of community experience for which credit is granted (up to 16 units toward the sixty required for the AA degree). A wide variety

of job-related theory courses has evolved, including one on the nitty-gritty of New Careers, professional/nonprofessional role relationships. These work-study classes are tailor made for COP. First, they enable the COP Trainee to start with his job, permitting him to inter-relate the theory class and his work: During the semester class members, faculty, and supervising teachers meet together for evaluation of the course and its possible re-design. Second, these classes involve retraining of supervisors, an essential ingredient in any training program for nonprofessionals. Third, the training core is offered to teacher aides, community aides, social work aides and government aides. Because of this diversity their shared experiences allow them to change their occupational goals when appropriate.

Of the sixty to sixty-five Upbeat trainees, some fifty are enrolled in work-study classes. Others are enrolled in general education classes, having already received their urban careers certificates (four work-study classes). If stipends become available for summer when most aides are laid off, as many as forty trainees will be able to attend college full-time this summer.

Upbeat links into several anti-poverty and compensatory education programs: Head Start, Follow Through, School Community Resources Involvement Project, ESEA, ESL, state and district-funded aide programs. Cooperating districts and programs are represented on Upbeat's COP Council, as are four year colleges (*California State College Los Angeles, Pacific Oaks College*). Team leaders sit on the council, as do trainee representatives.

In summary, Project Upbeat is meeting emerging 1971-75 education and manpower priorities: early childhood education, linkages among human resources development programs, community based curricula, job based teacher education programs, and the community college as the capstone institution in a career policy for all Americans.