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ABSTRACT

An evaluation review was done of the training activities of the Creating a New Approach to Learning Project (Project CANAL) during the first half of Year 4 of the project. The review covered types of training opportunities that were available, observations on participation by members of the groups for whom the training was designed, some description of training content, and comments from a Monitoring Commission observer. The workshops were targeted for special groups including the core planning team (CPT) chairpersons for whom several workshops were held with varying levels of attendance. Three orientation sessions were held for local school council (LCS) members. Several workshops were also held for principals. Additional workshops were held for parent liaisons, and students. Training for CPT and LSC members used nine instructional models for improving academic achievement. Overview analysis suggests that the project continues to have difficulty in attracting individuals to its training sessions; and that while members of target groups are frequently absent, large numbers of others, especially parents, attend training that does not appear designed for them. Includes 12 tables and appendixes containing a list of Phase I and II schools, training center activities, a monitoring commission staff resume, and budget status. (JB)

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PROGRESS REPORT MONITORING PROJECT CANAL: AN OVERVIEW OF YEAR 4 TRAINING (SEPTEMBER 1991 THROUGH FEBRUARY 1992)

*Includes Training Activities and Budget Report
Third Quarter, Year 4 Report
(Period Ending May 31, 1992)*

Submitted to the United States Department of Education

November 1992

*Mary E. Davidson
Principal Investigator*

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The Student Desegregation Plan for the Chicago Public Schools*

OWA 9327

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MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

PROGRESS REPORT

OF

**MONITORING PROJECT CANAL:
AN OVERVIEW OF YEAR 4 TRAINING
(SEPTEMBER 1991 THROUGH FEBRUARY 1992)**

Includes Training Activities and Budget Report
Third Quarter, Year 4 Report
(Period Ending May 31, 1992)

Mary E. Davidson, Principal Investigator
Norman R. Kurtz, Primary Consultant

Submitted to the United States Department of Education
November 1992

Prepared under the direction of
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AN EXECUTIVE ABSTRACT

Monitoring Commission for Desegregation Implementation

**PROGRESS REPORT MONITORING PROJECT CANAL:
AN OVERVIEW OF YEAR 4 TRAINING
PHASE I AND PHASE II CANAL SCHOOLS
(September 1991 Through February 1992)**

PURPOSE

This report presents an overview of the training activities of Project CANAL during the first half of Year 4. The report describes the type of training opportunities that were made available, observations on participation by members of the groups for whom the training was designed, some description of training content as well as comments from the Monitoring Commission's workshop observer (monitor). The workshops were targeted for special groups including core planning team (CPT) chairpersons, local school council (LSC) members, principals, parent liaisons, students, and training for CPT and LSC members in instructional models for improving academic achievement. Key findings of this observation are summarized below.

SUMMARY

CPT Chairpersons Workshops

- o Two workshops were held for CPT chairpersons. The first was for Phase I schools and the second was for Phase I and II CANAL high schools. Materials were covered in both to assist CANAL schools in evaluating their school improvement plans with the purpose of identifying strengths and weaknesses in the plan. Attendance sheets indicated that many teachers and others attended besides CPT chairpersons.
- o Three workshops were held for CPT chairpersons and process observers. The first was for Phase I and II schools, the second was for Phase II elementary schools and the third was for Phase I and II middle schools and high schools. The sessions revealed some confusion over the purpose and negative views regarding the potential of Project CANAL.

- o Three workshops were held for CPT chairs and school-based evaluators. Only Phase I schools attended the first session, Phase I and II schools were present at the second, and Phase II schools attended the third. The agenda was the same for all three days, and attendance was very modest given the number of individuals in the target group.
- o Three workshops were held for CPT chairs, parent liaisons and LSC presidents. A large number of the participants were parents who were not designated as the target audience. The same materials were used for each of the three days.
- o A workshop was held for CPT chairs and students. It appeared that many of the 160 individuals attending were parents and CPT members other than the CPT chairperson.

Training for LSC Members

- o Three orientation sessions were held for LSC members of the 70 CANAL schools. The first two sessions had 196 and 223 attendees, respectively. The third session had only 36 individuals participate. Given that each of the 70 LSCs had 11 members (a few had only 10), the attendees represented a small proportion of the target group.

Training for Principals

- o Seven workshops were held for principals, of which one was for principals of all 70 CANAL schools, three were for high school principals and three were for elementary school principals.
- o The workshop for 70 principals was attended by 54.
- o The three workshops for 10 high school principals had nine principals attend each of the first two sessions and eight at the third session.
- o The three workshops for the 60 elementary and middle school principals were less well attended than those for high school principals. Only 37 were at the first session, 50 were at the second and 40 were at the third.

Additional Workshops

- o Two workshops were held for parent liaisons and three for students.
- o The first parent liaison workshop was focused on helping parent liaisons get elected to LSCs, which did not coincide with the CANAL function.
- o The second session had parent liaisons from 46 of the 70 schools attend. And, a much larger number of parents attended the session than parent liaisons.
- o Three workshops were held for students. Each session was attended by slightly over 100 students.

CPT and LSC Instructional Model Training

- o Four training sessions were held to inform CPT and LSC members about options in instructional models for improving academic achievement in their local schools. Five Phase I and five Phase II schools took part in the training.
- o Instructional models introduced included: Accelerated Schools, the Afrocentric School, the Comer School Development Program, Cooperative Learning Model, Dual Language Immersion, Sizer's Essential School Model, Reading Recovery, Paideia, and Success for All.
- o Only 82 of 129 Phase I CPT members attended while 52 of 103 Phase II CPT members came. Overall, only 58 percent of the CPT members attended who were invited.
- o Only 22 of 55 Phase I LSC members attended while 20 of 54 Phase II LSC members attended. Overall, only 39 percent of the LSC members came who should have been at the sessions.

The overview analysis suggests that Project CANAL continues to have difficulty in attracting individuals to its training sessions. While members of target groups are frequently absent, large numbers of others, especially parents, attend training that does not appear designed for them.

INTRODUCTION

The purpose of this report is to review the training activities of Project CANAL¹ during the first half of Year 4 (1991-92). Project CANAL was developed to improve the academic achievement of students in racially identifiable schools. The Project was predicated on the assumption that the most effective way to improve students' academic achievement is to replace the traditional model of school governance with a school-based management model organized around shared decision-making. The central organizational element of the Project CANAL model is the development of a core planning team (CPT) at each local school which will serve as the new governing body. The CPT is made up of representatives of key constituencies involved in the educational process including the principal, teachers, ancillary staff, parents, community members, and students. A major responsibility of Project CANAL is to provide the CPTs with training that will enable them to carry out their management role. Project CANAL began in the fall of 1988 with 42 schools (Phase I schools) to which an additional 28 schools (Phase II schools) were added in the fall of 1990 for a total of 70 CANAL schools.

The implementation of Project CANAL, and particularly the functions of the CPTs, were impacted dramatically at the end of the first year of CANAL by school reform

¹ Project CANAL (Creating A New Approach to Learning) was funded by monies granted under the Settlement Agreement between the United States and the Chicago Board of Education to relieve the effects of segregation in racially identifiable black and Hispanic schools. The Project proposes . . . "to alleviate the educational inequities that have affected the academic achievement of Chicago public school children who are enrolled in selected racially identifiable schools. Utilizing a school-based management system, principals, teachers, ancillary staff, parents, and students will develop and implement a school improvement plan focusing on increased student achievement through enhancing staff professionalism and parent involvement" (CANAL Settlement Fund Proposal, p. ii).

legislation imposed on all Chicago public schools by the State of Illinois. In essence, the legislation required each school to be governed by a local school council (LSC). Local school councils are elected at the local level and consist of the principal, two community members, six parents, and two teachers. The implications of the LSCs were dramatic for Project CANAL because the LSCs were mandated to assume responsibilities previously held by the CPTs. Rather than reorganize Project CANAL after the creation of the LSCs, Project staff decided to continue the CPTs along with the LSCs and use their resources to integrate the efforts of the two management groups. The description of Project CANAL's training activities, therefore, includes their attempt to incorporate members of LSCs into the training of CPTs.

During the first three years of Project CANAL, the emphasis was on assisting CPTs to develop management skills; cultivate skills in shared decision-making to assure that decisions of the CPTs reflected the perspectives of local school constituents; and, produce a school improvement plan with a focused program for improving academic achievement. The fourth year of Project CANAL, in response to requests from the Chicago Board of Education's Desegregation Committee, added a new emphasis: to provide the local school management teams with knowledge and skills that would enable them to select a teaching strategy for moving the local school forward on improving student academic achievement.

A review of Year 4 training activities indicates the extent to which Project CANAL is responding to the different agendas that it must address. The report categorizes CANAL training into seven areas of training including: (1) CPT assessment training; (2) workshops combining LSCs and CPTs; (3) workshops focused on CPT chairpersons and others involved

in the school-based management process; (4) workshops for LSC members; (5) workshops for school principals; (6) workshops for students leaders; and, (7) a series of smaller initiatives. Given the interest and concern of the Chicago Board of Education's Desegregation Committee with instructional strategies and models, a more detailed analysis of training in this area will be provided, even though Project CANAL just initiated training aimed at informing LSC/CPTs of educational models.

The analysis that follows describes the types of training activities offered by Project CANAL and gives a general overview of attendance. With the exception of the LSC/CPT training in instructional models, the report does not include an analysis of the attendance of categories of constituents. Thus, the report does not evaluate how many of the LSC or CPT members were present and the constituencies represented by the participants. While that level of analysis is important, the intent here is to provide an overview of the training opportunities offered by Project CANAL. The in-depth analysis of individual participation will be provided at a later date.

CORE PLANNING TEAM ASSESSMENT WORKSHOPS

The purpose of the CPT assessment workshops was to assist CANAL schools in evaluating their school improvement plans with the purpose of identifying strengths and weaknesses in the plan. To provide background for assessing plans, the session began with a plenary discussion of issues included in the national dialogue on education for the year 2000. The six educational goals of America 2000 were included in the workshop participants' packets. The goals discussed in the workshop are:

1. All children in America will start school ready to learn.
2. The high school graduation will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U.S. students will rank first in the world in the fields of science and mathematics.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Small group discussions were used to assess local school improvement plans. Each packet contained the participating CANAL school's vision and a portion of the school improvement plan. The extent to which schools were willing or able to engage in a critical analysis and move forward with their academic improvement plans may have been undermined by concerns of being eliminated from the Project CANAL program.

Participating schools know that Project CANAL intends to reduce substantially the number of schools receiving financial support from CANAL. These concerns were voiced during the training session, and noted by the Monitoring Commission's on-site observer.

The process may have been more productive if participants had been given adequate assurances that critical self-assessment would not be used against them in deciding whether they are allowed to continue with Project CANAL.

A 28-item questionnaire was given out to the workshop participants to assess the quality of the school-based management and shared decision-making at each CANAL school. Items of concern included: (A.) Vision/Mission; (B.) Information Base (Needs Assessment); (C.) Goals and Objectives; and, (D.) Strategies. Some of the questions included: Is there a vision? Does the vision statement include indicators for students to meet the needs of the world today and in the future? Does the needs assessment include such data as effective schools correlates, IOWA, IGAP, teacher-made tests, etc.?

CPT assessment training was offered to the 70 CANAL schools over 20 days of workshops held during September, October and November of 1991. Nine sessions were held in September, nine in October and two in November. Each CPT attended only one session.

Table 1 displays the number of CPTs attending each of the 20 sessions. Nine sessions had five CPTs present, three had four attend, one had three, three had two,

TABLE 1

**Project CANAL Training: CPT Assessment Workshops
Number of Schools Attending Sessions**

	Number of CPTs at Sessions					Total
	1	2	3	4	5	
Number of Sessions	4	3	1	3	9	20

and four sessions had only one CPT attend. There appeared to be no special reason for having four of the workshops involve only one school except, perhaps, to avoid potential scheduling problems.

All 70 of the CPTs of Project CANAL schools were represented at the training sessions, indicating that all of the CPTs were represented. But, it does not indicate exactly how many of the CPT members were present at the training sessions or the categories of constituents they represented. An analysis of the participation of individual CPT members in each of the sessions will be provided in a later report.

LSC AND CPT WORKSHOPS

Project CANAL offered workshops for members of the LSCs and the CPTs during December 1991 and January 1992. The workshops were organized around the theme, "Strategic Improvement That Focuses On Student Achievement."

The December and January workshops had participants analyze their school improvement plans and discuss strategies for improving academic achievement and academic socialization and, review their school improvement plans for elements that extend achievement and socialization. According to the Monitoring Commission's observer, representatives from some schools were very optimistic while others were quite pessimistic about the possibilities for improvements in their school. Notes from the sessions that were monitored by the Commission staff also indicated that some schools felt they were using shared decision-making while others reported that there was no shared vision for academic improvement in their schools. The general purpose of the sessions was to assist the LSC/CPT teams to review their past efforts at developing educational strategies for dealing with the needs of their schools, and to reconsider what had been achieved and what should be done in the future.

The workshop was offered over 16 sessions, seven in December and nine in January. All 70 LSCs/CPTs were invited to attend one of the 16 sessions. However, three of the Phase I CANAL schools, Dumas, Hammond and Moos, did not take part in any of the sessions, while all of the 28 Phase II CANAL schools participated.² There is no record of any special sessions being offered to provide these three schools with an opportunity to make up for their absence.

While participation by all but three of the 70 CANAL schools suggests relative success, that number indicates only how many schools were represented and not how many members of the LSCs and CPTs actually came to the sessions. A subsequent report will detail how many LSC and CPT members actually attended the training.

Each of the 16 training sessions in December and January was attended by two or more schools. Table 2 indicates the number of schools at the sessions. One session had

TABLE 2

**Project CANAL Training: LSC/CPT Workshops
Number of Schools Attending Sessions**

	Number of LSCs/CPTs at Sessions					Total
	2	3	4	5	6	
Number of Sessions	3	3	4	6	1	17

six schools present, six sessions had five, four had four, three sessions had three, and three had only two.

² A complete listing of Phase I and Phase II CANAL schools appears in Appendix B.

CPT CHAIRPERSONS WORKSHOPS

Project CANAL organized a series of workshops to provide training for the chairpersons of the 70 CPTs, some were for chairpersons only while others brought the chairpersons together with other key constituents. Two workshops held in October 1991 were only for CPT chairpersons. Three additional sessions in October brought the chairpersons together with the process observers of their schools (process observers are responsible to insure CPTs use shared decision-making processes in managing their schools). Three meetings also were held in October for CPT chairpersons and school-based evaluators (school-based evaluators are responsible for collecting the data used by CPTs to evaluate their school improvement plans for increasing academic achievement).

In addition, one training session was held in each of the months of December 1991, January and February of 1992 that brought CPT chairs together with parent liaisons and LSC presidents (parent liaisons are members of the school teaching staff who are responsible for maintaining liaison with parents). Another training session was held in February 1992 that brought the CPT chairpersons together with students.

A. CPT Chairpersons Only Workshops

Two workshops were held in October for the CPT chairpersons. The first session was for chairpersons of Phase I CANAL schools and focused on the topic of "Leaders as Leaders." The session was concerned with the responsibility of CPT chairpersons to provide leadership to their CPTs. It was intended to assist CPT chairs to share their experiences and explore potential solutions to problems. A glance at the attendance sheets indicates that a number of teachers and other individuals attended in addition to CPT chairs. It is

not clear what their role was given that the workshop was designed for CPT chairs only. But, the participation of others, for whom the workshops are not targeted, has characterized Project CANAL training activities. It is not clear whether such "outsiders" are functional or dysfunctional to the mission of a particular workshop. A more detailed analysis in a future report will evaluate individual attendance. It also is curious that no similar workshop was held for the CPT chairpersons of Phase II CANAL schools.

The second workshop for CPT chairpersons only was for chairpersons of Phase I and II high schools and covered the same topics as the earlier workshop for all Phase I schools. A cursory glance at the attendance sheets indicates that, as in the case of the earlier workshop for CPT chairpersons only, a number of teachers and individuals other than the CPT chairs were present. Again, it is not clear why they attended a workshop designated for CPT chairpersons only. A more detailed analysis in an ensuing report will evaluate the attendance of individuals.

B. CPT Chairpersons and Process Observers Workshops

Three workshops were held on consecutive days in October for CPT chairpersons and process observers. The first session was attended by 61 Phase I and Phase II CANAL schools. Nine Project CANAL schools had neither the CPT chair or the process observer present. The session reviewed the role of the process observer and the relationship between process observers and CPT chairpersons. A more detailed analysis of whether both the process observer and the CPT chairperson of the participating schools attended will be provided in a future report.

The second session (October 22, 1991) was designated for Phase II CANAL elementary schools and covered the same topics as the first session. If the same individuals participating in this session also participated in the session on the previous day, the session was a review for them. The session was observed by a staff member of the Monitoring Commission and the report indicates that much of the discussion focused on leadership. There appeared to be some agreement that principals tended to ignore shared decision-making and teachers did not treat ancillary staff as equals in the decision-making process. The Monitoring Commission's observer concluded that much of the discussion was negative regarding the implementation of school-based management. The pessimism about school-based management undermined the capacity of CANAL to satisfy its expectations for the training session.

The third session was targeted for the CPT chairpersons and process observers of middle schools and high schools. Again, the same agenda was used as in the previous two days, and if the same individuals participated in the first day of training, as some of the middle schools might have, the session was a review for them. The session also was observed by a staff member of the Monitoring Commission. The general conclusion was that there was substantial confusion during the session, particularly in discussing the role of process observers. Future analysis will report attendance on the three days of training.

C. CPT Chairpersons and School-Based Evaluators Workshops

Project CANAL held three training sessions for CPT chairs and school-based evaluators. They were held on October 28, 30 and 31, 1991. The purpose of the sessions was to review the evaluation in the local school including the purpose of evaluation, the role

of the school-based evaluator, and implementation of the evaluation of the school improvement plan. The attendance sheets for the first session show that only Phase I schools were represented. Material from Project CANAL describing the session indicates that all 70 CANAL schools were invited to participate.

The attendance sheets from the second session, held on October 30, 1991, show that only 32 individuals attended, and some schools had more than one individual present, indicating that only a small portion of the 70 CANAL schools were represented by their CPT chairperson or their school-based evaluator. The session was observed by staff of the Monitoring Commission who reported that audience participation was low. Some of the attendees voiced their opinion that things are not likely to change in their schools, and felt that participation in Project CANAL was only "lip service." Whether the comments reflect the feelings of a substantial proportion of the participants is not known, but they suggest that some of the chairpersons and evaluators are less than optimistic about Project CANAL.

The third day was for Phase II CANAL schools only and contained the same agenda as the previous two days. It is not clear what the training plan was in that individuals from Phase I schools attended on the first day, both Phase I and Phase II CANAL schools attended on the second day and Phase II CANAL schools attended on the third day. The training agenda was the same for all three days suggesting that the same training activities were repeated for those CPT chairpersons and school-based evaluators attending more than one of the three days. The session on October 31 was observed by a staff member of the Monitoring Commission. The evaluation of the session was much more positive than the previous day. In general, the observer concluded that participants appeared involved in the training process and the atmosphere seemed positive.

D. CPT Chairpersons, Parent Liaisons and Local School Council Presidents Workshops

Three training sessions were held for CPT chairpersons, parent liaisons and local school council presidents on December 17, 1991, January 21 and February 18, 1992. The topic for discussion was the role of parents in curriculum development. According to the attendance sheets, a substantial number of the participants at the first session were parents. It is not known whether they were LSC presidents, or CPT chairs, but they did not sign in as such. The session was observed by a Monitoring Commission staff member who described the training session as difficult because there were 141 individuals present with a number of children. The quality of the effort was undermined by substantial noise, running children and what the observer described as a "slow, slow, slow" presentation. The observer also concluded that not much was accomplished in understanding the role of parents in curriculum development. In part, at least, the difficulty may have been caused by the fact that the session was intended for chairpersons, parent liaisons and LSC presidents, but ended up hosting a good many parents and their children.

The second session, January 21, 1992, appeared to include all 70 Project CANAL schools and focused on the subject of "Alignment of Curriculum - Instruction - Assessment." The handouts, however, seemed to focus on parent involvement. About 131 individuals attended, and again many did not appear to be chairpersons, parent liaisons or LSC presidents. As many as 38 people, signed in as parents and others, such as security personnel and teachers, also attended.

The third session, on February 18, 1992, was for all Project CANAL schools and dealt with the subject of "Parents and the Reading Program." It appeared that the same materials were distributed as at the previous session. About 133 persons attended, and as in the

previous two sessions, the audience included a number of parents, about 34, as well as others who were not CPT chairs, parent liaisons, or LSC presidents.

A more detailed evaluation of the attendance will describe the categories of attendees and the schools they represented. The number of participants for each session was large, but that could have been the case if only the targeted audience had attended. Given that the CPT chairperson, the parent liaison, and the LSC president were invited from the 70 CANAL schools, each session could have had as many as 210 individuals attend.

E. CPT Chairpersons and Students Workshops

The session for CPT chairpersons and students on February 19, 1992, attracted about 160 individuals. The sign-in sheets indicate that attendees included students, CPT members and parents. Further analysis will be required to discuss attendance in more detail. The title of the session was "Student Leaders for Change" which is the theme for the fourth year of Project CANAL. The agenda indicated that the session opened with remarks from Mrs. Phedonia J. Johnson, director of Project CANAL, and Ms. Margo Baines, Project CANAL facilitator. The opening remarks were followed with small group activity, which ended in a full group discussion of, "Sharing/Next Steps." In conclusion, a presentation was given on "Egypt: The Glorious 18th Dynasty."

TRAINING SESSIONS FOR LSC MEMBERS (November 5, 6 and 14, 1991)

Three orientation sessions were held for the LSCs of the 70 Project CANAL schools during November. The sessions covered a variety of topics related to the functions and responsibilities of LSC members as part of the management team for their local school.

The staff observer of the Monitoring Commission noted that the presentations on November 5 were motivational and that the atmosphere at the session was positive. A mix of 196 individuals from both Phase I and Phase II schools attended the session. The number of schools represented by the attendees and the individual representation of each LSC will be analyzed and reported in detail in a future document.

The second LSC orientation session (November 6, 1991) also had representatives of LSCs from both Phase I and Phase II CANAL schools in attendance. The number of individuals attending increased to 223 suggesting that LSC members were interested in the training. It should be pointed out, however, that most LSCs contain 11 members (a few only have 10) and given 70 schools, the pool of potential participants is very large, exceeding 700 individuals. So, the attendance of 223 represents less than a third of the potential audience. The content of the workshop, given the titles of presentations and the materials handed out, appeared similar to that of the preceding day. The Monitoring Commission observer noted that the audience seemed less attentive and were noisier than during the first day.

The third day of LSC orientation (November 14, 1991) had only 36 individuals, far fewer than attended the previous two sessions. The content and format appeared identical to that of the first two days. Future analysis will report on the overall representation of the 70 LSCs at the orientation sessions.

PRINCIPALS WORKSHOPS

Seven workshops were held for principals of the 70 Project CANAL schools. One workshop was held for all of the 70 principals, three workshops were held for high school principals, and three were held for elementary school principals.

The first session, to which all principals were invited, was held on October 3, 1991, and was focused around "Monitoring and Modifying the School Improvement Plan." The session was observed by a staff member of the Monitoring Commission. The observer indicated that 54 of the 70 principals attended the proceedings. The observer concluded that the principals did not exhibit real interest in the content of the training session.

Three training sessions for high school principals were held on December 4, 1991, January 8 and February 5, 1992. Project CANAL schools include 10 high schools, but only nine came to the December session. The principal from DuSable High School did not attend. The workshop reviewed the status of Project CANAL and focused on "Linking School-Based Management to Student Outcomes." The observer from the Monitoring Commission felt that much of the discussion revolved around the process for selecting a subset of schools that would continue to receive Project CANAL funding beyond the fourth year. The discussion indicated that some of the principals felt that the decision would be based on political criteria rather than performance.

The agenda at the January 8 session included, "The Revised Action Plan Based on Mid-Course Review," and the "U.S. Department of Education - Critical Concerns." Again, nine principals were present with the principal from Manley High School being absent. The third session, held on February 5, listed the topics for discussion as "Grant Award Conditions," the "4th Year Project CANAL Action Plan," and the "Planning Guide." Two principals, one from Phillips High School and one from Wells High School, were absent.

The content for the three workshops for elementary school principals paralleled the material used for the high school principals. The workshops were held on December 5, 1991, January 9 and February 6, 1992.

While 45 individuals attended the first session in December 1991, only 37 signed in as principals. Given that there are 60 elementary school principals, about 40 percent of the elementary principals were absent from the first session. The second session, in January, showed an improvement in attendance as 52 individuals attended, but two signed in who were not principals, thus only 50 of the 60 attended. The session in February showed a decline in attendance as 47 people signed in, but only 40 were principals. A future report will evaluate absences to determine which schools attended the three sessions.

ADDITIONAL WORKSHOPS

Additional workshops included two sessions for parent liaisons and two for students. Total site training workshops also were held for five of the 70 CANAL schools from September 1991 through February 1992, but discussion of total site workshops will be reserved for a later date. In addition, three individual workshops were held for CPTs, but they will also be analyzed in a later report.

A. Parent Liaison Workshops

Parent liaisons are members of the school teaching staff responsible for developing more effective relationships between the school and parents. The first of three workshops was held on September 17, 1991, with the specific agenda of assisting liaisons who were seeking election to LSCs in October. The training content appears to have little to do with the goals of Project CANAL and it is not clear why CANAL resources were used. The staff observer of the Monitoring Commission attended the session and reported that attendees from five CANAL schools were present.

The second parent liaison workshop, held on October 16, 1991, was based on the theme, "Personal Responsibility in Developing Excellence." The session was observed by a staff member of the Monitoring Commission. The observer concluded that the audience was attentive and interested in the proceedings. The observer also reported that 46 of the 70 Project CANAL schools were represented, and about 156 individuals attended. A glance at the attendance sheets indicates that a number of the attendees were parents rather than parent liaisons. A full analysis of who attended the session will follow in a later report.

B. Workshops for Students

Three workshops were held for students on the following dates: November 21 and December 16, 1991, and January 15, 1992. The November workshop was titled, "Can't Touch This! Student Leaders for Change." The morning activity was to help students plan projects that they will present at the end of the school year in June. The afternoon session included a presentation on Egyptian history. The session was attended by 148 individuals of whom 25 were CPT chairs, and another five were parents. Thus, 118 students were present from the 70 schools. A subsequent analysis will describe the schools represented.

The second session titled, "Can't Touch This! Student Leaders for Change," emphasized the role of student leadership. The attendance sheet indicated that about 117 students were present.

The third student workshop, on January 15, was titled "Student Leaders for Change." The session was observed by the Commission monitor who reported that 48 of the 70 Project CANAL schools were represented by 102 students. She concluded that the students were interested, took the workshop seriously and participated readily.

CPT/LSC TRAINING IN INSTRUCTIONAL MODELS

An important component of Year 4 training was to provide the LSC/CPTs of the 70 CANAL schools with examples and information on instructional models to help them select better programmatic choices for their local schools. Four such sessions were held in February 1992 involving five Phase I and five Phase II CANAL schools. Three of the four training sessions were monitored by a staff member of the Monitoring Commission. The impression was that the sessions were productive and participants became involved in the discussion of the different models. School representatives selected one or more models to take back to their schools for consideration.

An important component of selecting instructional models is the participation of the school-based management teams, which for Project CANAL schools includes both the LSC and CPT members. The training offered by Project CANAL is to prepare the management teams to make informed choices about which educational model to use in their school.

Some of the models introduced in these training sessions included: The Comer School Development Program; Cooperative Learning Model; Success For All Model; Dual Language Immersion Model; Sizer's Essential School Model; Reading Recovery Model; Accelerated Schools Model; The Afrocentric School; Paideia and others. A summary of the models discussed was taken from the CANAL workshop training packets. They stated:

1. Accelerated Schools Model transfers the school into a total learning environment for accelerating the educational progress of the students. The program is characterized by high expectations on the part of the teachers, parents and students.
2. The Comer School Development Program seeks to improve academic and social performance of school children by actively involving all the adults in the school community in the design and management of school policies, procedures and programs.

3. The Cooperative Learning Model adapts a set of instructional methods where students can work in small, mixed-ability learning groups working together so as a group they master the material . . . better than students can working on their own.
4. Dual Language Immersion Program develops individuals who are capable of performing, thinking and feeling in two languages, independently.
5. Reading Recovery Model is a program designed to teach children with literacy learning problems.
6. Slavin's Success for All is a school wide program for elementary students which organizes resources to attempt to ensure that virtually every student will reach the third grade on time with adequate basic skills. The program builds on this concept throughout the elementary grades so that no student will be allowed to "fail."
7. Sizer's Essential School Model is a high school program that helps develop the whole person. It recognizes that students are more likely to succeed when they have a stake in their education and that successful school communities help students to "learn to learn."
8. Other models discussed included: the Afrocentric School, Whole Language Approach, Paidēia, and others.

The pivotal role of the CPT and LSC members in this decision process makes their participation in these training sessions important. The following analysis provides information on the participation levels of the LSCs and CPTs of the 10 CANAL schools invited to the instructional models training. Project CANAL intends to provide such training to all 70 CANAL schools. When the training is completed, analysis of the participation of all the CANAL schools will be prepared.

Analysis of the participation of the 10 schools will be divided into two major components: the participation of CPT and that of LSC members. While there is some

overlap in the membership of the two groups, an independent review of the two groups will provide a simple description of the levels of participation for each.

A. Participation of CPT Members in Instructional Models Training

Table 3 provides a summary of CPT members of the five Phase I CANAL schools (Bass, Bradwell, DePriest, Dyett, and Stowe) participating in instructional models training.

TABLE 3

**Project CANAL Training: CPT/LSC on Instructional Models
Attendance of CPT Members
Five Phase I Project CANAL Schools
(February 24, 26 and 27, 1992)**

Phase I Attendance	Constituency								ST1	ST2	Total CPT	Total NCPT
	P	T	S	PPAC	Anc	Par	Cm	LSC				
Present	4	58		3	8	5	2	2	82			
Absent	1	13	4	2	11	10	4	2		47	129	
Other		8				3						11

P=principal; T=teacher; S=student; PPAC=professional personnel advisory council; Anc=ancillary staff; Par=parents; Cm=community member; LSC=local school council representative; ST1=number of CPT present; ST2=number of CPT absent; Other=individuals not on the CPT or the LSC.

The details on who attended from each of the five schools are presented in Table A-1 in Appendix A. The tables show that only one of the five principals was absent and that the great majority of the teachers who are members of CPTs attended. Other CPT members were much less likely to attend. No students were present, although there are four student members on the five CPTs. More than half of the ancillary staff were absent, two thirds of the parents and community members were missing, and only half of the LSC representatives, who are members of CPTs attended. Each CPT includes one representative

from the LSC. While it is important for principals and teachers to be involved in the instructional models process, the presence of other CPT members also is essential if the concept of school-based management and the principles of shared decision-making are to be taken seriously.

Table 4 displays a summary of the attendance of the CPT members from five Phase II schools including Carpenter, McCormick, Mollison, Nash, and Van Vlissingen. The

TABLE 4
Project CANAL Training: CPT/LSC on Instructional Models
Attendance of CPT Members
Five Phase II Project CANAL Schools
(February 24, 25 and 27, 1992)

Phase II Attendance	Constituency								ST1	ST2	Total CPT	Total NCPT
	P	T	S	PPAC	Anc	Par	Cm	LSC				
Present	2	31	1	3	5	7	2	1	52			
Absent	3	14	2	3	12	9	5	3		51	103	
Other		15	3		2	1						21

P=principal; T=teacher; S=student; PPAC=professional personnel advisory council; Anc=ancillary staff; Par=parents; Cm=community member; LSC=local school council representative; ST1=number of CPT present; ST2=number of CPT absent; Other=individuals not on the CPT or the LSC.

details on the attendance of each school are provided in Table A-2 in Appendix A. The table shows that only two out of the five principals attended, about a third of the teachers were absent, two out of three students were absent, only half of the PPAC were present, only five out of 17 ancillary staff attended, seven out of 16 parents, two out of seven community members, and one out of four LSC representatives.

Table 5 combines the Phase I and II schools to display the overall attendance patterns. Six out of 10 principals came to the sessions, 89 out of 116 or about 77 percent of the teachers attended, only one out of seven students, slightly more than half of the PPACs, about a third of the ancillary staff, less than half of the parents, only about a third of the community members, and three out of eight LSC representatives on the CPTs were present. Overall, 134 of 232 CPT members, only about 58 percent, came to the instructional

TABLE 5

**Project CANAL Training: CPT/LSC on Instructional Models
Attendance of CPT Members
10 Phase I and Phase II Project CANAL Schools
(February 24, 25, 26 and 27, 1992)**

Phase I and II Attendance	Constituency								ST1	ST2	Total CPT	Total NCPT
	P	T	S	PPAC	Anc	Par	Cm	LSC				
Present	6	89	1	6	13	12	4	3	134			
Absent	4	27	6	5	23	19	9	5		98	232	
Other		23	3		2	4						32

P=principal; T=teacher; S=student; PPAC=professional personnel advisory council; Anc=ancillary staff; Par=parents; Cm=community member; LSC=local school council representative; ST1=number of CPT present; ST2=number of CPT absent; Other=individuals not on the CPT or the LSC.

models training. It should be noted that some individuals who attended were not CPT members, including 22 teachers, three students, and four parents.

B. Participation of LSC Members in Instructional Models Training

Participation of the LSC members is important because they are the only ones who have the authority to decide which instructional models will be employed in their schools.

LSCs are composed of the principal, two teachers, six parents, and two community members for a total of 11 members.

A summary of LSC attendance from the five Phase I CANAL schools is shown in Table 6. The details of LSC attendance for each school are shown in Table A-3 of Appendix A. Table 6 shows that four of the five principals attended, eight of the 10 teachers, but only nine out of 30 parents came. Only one out of 10 community members attended. Overall, less than half, 22 of 55, of the LSC members from the five Phase I CANAL schools came to the training sessions.

TABLE 6

**Project CANAL Training: CPT/LSC on Instructional Models
Attendance of LSC Members
Five Phase I Project CANAL Schools
(February 24, 26 and 27, 1992)**

Phase I Attendance	LSC Constituents				Total Present	Total Absent
	Principal	Teachers	Parents	Com Mem		
Present	4	8	9	1	22	
Absent	1	2	21	9		33

Table 7 shows that the participation of Phase II LSC members was similar to that for the Phase I LSCs. The details of Phase II school attendance are shown in Table A-4 of Appendix A. Only two of the five principals came, four of 10 teachers, 10 of 30 parents, and four of nine community members. Overall, only 20 of the 54 Phase II LSC members came to instructional models training.

TABLE 7

**Project CANAL Training: CPT/LSC on Instructional Models
Attendance of LSC Members
Five Phase II Project CANAL Schools
(February 24, 25 and 27, 1992)**

Phase II Attendance	LSC Constituents				Total Present	Total Absent
	Principal	Teachers	Parents	Com Mem		
Present	2	4	10	4	20	
Absent	3	6	20	5		34

Table 8 provides a summary of the attendance patterns for the LSCs of 10 Phase I and Phase II CANAL schools. The table indicates that the majority of LSC members were not present to take part in the Project CANAL training. Only 42 LSC members came, while 67 were absent for an attendance rate of about 39 percent. While principals and teachers were most likely to be present, a surprising number of them were absent from the sessions, four of 10 principals, and eight of 20 teachers. And, only about a third of the parents and a quarter of the community members took part in the training.

TABLE 8

**Project CANAL Training: CPT/LSC on Instructional Models
Attendance of LSC Members
10 Phase I and Phase II Project CANAL Schools
(February 24, 25, 26 and 27, 1992)**

Phase I and II Attendance	LSC Constituents				Total Present	Total Absent
	Principal	Teachers	Parents	Com Mem		
Present	6	12	19	5	42	
Absent	4	8	41	14		67

Given the importance of the training, efforts should be made to assess reasons for the non-participation, and to develop strategies for improving the attendance of LSC members.

CONCLUSIONS

Analysis of Project CANAL training from September 1991 through February 1992 indicates that a variety of activities were offered. Training was provided to the CPTs to better equip them to participate in local school assessment. Workshops for CPTs and LSCs were developed to assist the members of these groups to organize more effective plans for improving student achievement. A series of workshops were held for CPT chairpersons. Some of the workshops focused on developing the leadership skills of the chairpersons, while others were organized to bring the chairpersons together with key members of the school community. The key members included process observers, school-based evaluators, parent liaisons, LSC presidents, and students. The discussions detailed some of the experiences reflected by the workshops.

Three orientation workshops were also held for LSC members as well as for school principals. In addition, special workshops were held for parent liaisons and students. The wide variety of workshops also showed variation in quality and the extent to which they were accepted by participants.

The presentation of workshops on educational models is of special interest to the school community because it represents the most direct attempt to modify and improve academic achievement. Workshops were organized to inform members of CPTs and LSCs about options in instructional models that they could select from for their local schools.

The potential importance of the improvement of academic achievement was not reflected in attendance. Principals and teachers were most likely to attend from the CPTs, but even their participation was less than might be expected given the importance of the training. LSC participation in the instructional models workshops was particularly modest with less than 40 percent of the members taking part in the training. Parents, who make up the greatest number of LSC members, six, as opposed to one principal, two teachers, and two community members, were not likely to be present. Hopefully, attendance can be improved through analysis of the potential factors leading to the absences.

APPENDICES

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APPENDIX A

**SUMMARY TABLES OF PROJECT CANAL TRAINING:
LOCAL SCHOOL COUNCILS/CORE PLANNING TEAM MEMBERS
PHASE I AND PHASE II CANAL SCHOOLS
(INSTRUCTIONAL MODELS)**

TABLE A-1

Project CANAL Training: CPT/LSC on Instructional Models
 Attendance of CPT Members
 Five Phase I Project CANAL Schools
 (February 24, 26 and 27, 1992)

Date and School	CPT Constituents										ST1	ST2	Total CPT	Total NCPT	
	P	T	S	PPAC	Anc	Par	Cm	LSC							
2/26/92 Bass	1	7	1	1	2	1	1				10				
Present															
Absent															
Other															1
2/24/92 Bradwell		12		1	2	4	1				19				
Present															
Absent	1	4				1									
Other		1				2									3
2/26/92 DePriest		13		1	2	1					18				
Present															
Absent	1					1									
Other		1				1									2
Subtotal	2	32		2	4	5	1				47				
Present															
Absent	1	7		1	6	3	3								
Other		3				3									6

P=principal; T=teacher; S=student; PPAC=professional personnel advisory council;
 Anc=ancillary staff; Par=parents; Cm=community member; LSC=local school council
 representative; ST1=number of CPT present; ST2=number of CPT absent;
 Other individuals not on the CPT or the LSC.

TABLE A-1 (Continued)

Project CANAL Training: CPT/LSC on Instructional Models
 Attendance of CPT Members
 Five Phase I Project CANAL Schools
 (February 24, 26 and 27, 1992)

Date and School	CPT Constituents										ST1	ST2	Total CPT	Total NCPT
	P	T	S	PPAC	Anc	Par	Cm	LSC						
2/27/92 Dyett	1	12	2	1	1	3	1	1			15	10	25	0
2/26/92 Stowe	1	14	4	2	4	4	1	1			20	14	34	5
Subtotals	2	26	6	1	4	7	1	1			35	24	59	5
Present	4	58	13	3	8	5	2	2			82	47	129	
Absent	1	13	4	2	11	10	4	2						
Other		8				3								11

P = principal; T = teacher; S = student; PPAC = professional personnel advisory council;
 Anc = ancillary staff; Par = parents; Cm = community member; LSC = local school council
 representative; ST1 = number of CPT present; ST2 = number of CPT absent;
 Other = individuals not on the CPT or the LSC.

TABLE A-2

Project CANAL Training: CPT/LSC on Instructional Models
 Attendance of CPT Members
 Five Phase II Project CANAL Schools
 (February 24, 25 and 27, 1992)

Date and School	CPT Constituents										Total CPT	Total NCPT	
	P	T	S	PPAC	Anc	Par	Cm	LSC	ST1	ST2			
2/25/92 Carpenter													
Present	1	9	1	1	4	1	1	1	10	12	22	8	
Absent		2											
Other		5	1		2								
2/24/92 McCormick													
Present	1	7		1	2	2	1		13	9	22	1	
Absent		5			2	1	1						
Other		1											
2/25/92 Mollison													
Present		5		1	1	2	1		10	10	20	4	
Absent	1	2			2	3	1	1					
Other		1	2			1							
Subtotals	1	21		2	3	5	1		33	31	64	13	
Present	2	9	1	1	8	5	3	2					
Absent		7	3		2	1							
Other													

P = principal; T = teacher; S = student; PPAC = professional personnel advisory council;
 Anc = ancillary staff; Par = parents; Cm = community member; LSC = local school council
 representative; ST1 = number of CPT present; ST2 = number of CPT absent;
 Other = individuals not on the CPT or LSC.



TABLE A-2 (Continued)

Project CANAL Training: CPT/LSC on Instructional Models
 Attendance of CPT Members
 Five Phase II Project CANAL Schools
 (February 24, 25 and 27, 1992)

Date and School	CPT Constituents										Total CPT	Total NCPT	
	P	T	S	PPAC	Anc	Par	Cm	LSC	ST1	ST2			
2/25/92 Nash													
Present	3	1	1	1	2	1	1	1	10				
Absent	1	4	1	1	3	1				13			23
Other		4											4
2/27/92 Van Vliissingen													
Present	1	7		1	1	1			9				
Absent		1		1	2	1				7			16
Other		4											4
Subtotal													
Present	1	10	1	1	2	1	1	1	19				
Absent	1	5	1	2	4	2	2	1		20			39
Other		8											8
Total Phase II													
Present	2	31	1	3	5	7	2	1	52				
Absent	3	14	2	3	12	9	5	3		51			103
Other		15	3		2	1							21

P = principal; T = teacher; S = student; PPAC = professional personnel advisory council; Anc = ancillary staff; Par = parents; Cm = community member; LSC = local school council representative; ST1 = number of CPT present; ST2 = number of CPT absent; Other = individuals not on the CPT or the LSC.

TABLE A-3

**Project CANAL Training: CPT/LSC on Instructional Models
Attendance of LSC Members
Five Phase I Project CANAL Schools
(February 24, 26 and 27, 1992)**

Date and School	LSC Constituents				Total Present	Total Absent
	Principal	Teachers	Parents	Com Mem		
2/26/92 Bass Present Absent	1	2	1 5	2	2	9
2/24/92 Bradwell Present Absent	1	2	4 2	1 1	7	4
2/26/92 DePriest Present Absent	1	2	1 5	2	4	7
2/27/92 Dyett Present Absent	1	2	6	2	3	8
2/26/92 Stowe Present Absent	1	2	3 3	2	6	5
Total Present Absent	4 1	8 2	9 21	1 9	22	33

TABLE A-4

**Project CANAL Training: CPT/LSC on Instructional Models
Attendance of LSC Members
Five Phase II Project CANAL Schools
(February 24, 25 and 27, 1992)**

Date and School	LSC Constituents				Total Present	Total Absent
	Principal	Teachers	Parents	Com Mem		
2/25/92 Carpenter Present Absent	1	2	4 2	2	8	3
2/24/92 McCormick Present Absent	1	2	6	1	1	9
2/25/92 Mollison Present Absent	1	2	3 3	1 1	4	7
2/25/92 Nash Present Absent	1	1 1	3 3	1 1	5	6
2/27/92 Van Vlissingen Present Absent	1	1 1	6	2	2	9
Total Present Absent	2 3	4 6	10 20	4 5	20	34

APPENDIX B

LIST OF PHASE I AND PHASE II CANAL SCHOOLS

**PROJECT CANAL SCHOOLS (PHASE I AND II SCHOOLS)
1991-1992**

SCHOOL	DISTRICT	ADDRESS	COMPOSITION	STUDENTS
Bass (K-8)	8	1140 W. 66th St.	100% Black	812
* Beethoven (K-8)	8	25 W. 47th St.	100% Black	841
Bennett (K-8)	9	10115 S. Prairie	99.6% Black	690+
Bradwell (K-8)	9	7736 S. Burnham	100% Black	1122
Byford (K-6)	1	5600 W. Iowa St.	99.0% Black	583
* Carpenter (K-8)	3	1250 W. Erie St.	81.1% Hispanic	729
Carter (K-8)	8	5740 S. Michigan	99.7% Black	716
* Carver H.S.	11	13100 S. Doty Ave.	99.4% Black	950
Clark (6-9)	4	5101 W. Harrison	85.2% Black	988
Cooper (K-5)	5	1624 W. 19th St.	99.0 Hispanic	821
DePriest (K-6)	4	140 S. Central Ave.	99.8% Black	610
Dett (K-8)	4	2306 W. Maypole	100% Black	528
DuBois (K-8)	10	330 E. 133rd St.	97.6% Black	453
Dumas (K-8)	6	6650 S. Ellis Ave.	100% Black	806+
DuSable H.S.	11	4934 S. Wabash	100% Black	1383
Dyett (K-8)	8	555 E. 51st St.	100% Black	842
* Einstein (K-8)	6	3830 S. Cottage Gr.	100% Black	456
* Farren (K-8)	8	5055 S. State St.	100% Black	831

**PROJECT CANAL SCHOOLS (PHASE I AND II SCHOOLS)
1991-1992 (Continued)**

SCHOOL	DISTRICT	ADDRESS	COMPOSITION	STUDENTS
Fernwood (K-8)	10	10041 S. Union	100% Black	518
Frazier (K-8)	5	5300 Hermitage	98.2% Black	607
Gale (K-8)	2	1631 W. Jonquil	61.6% Black	983
* Goethe (K-8)	3	2236 N. Rockwell	86.7% Hispanic	1025
Goldblatt (K-8)	4	4257 W. Adams St.	100% Black	726
Gregory (K-8)	5	3715 W. Polk St.	100% Black	650
Guggenheim (K-8)	8	7141 S. Morgan St.	100% Black	399
Hammond (K-6)	5	2819 W. 21st St.	95.2% Hispanic	882
* Harper H.S.	11	6520 S. Wood St.	100% Black	1237
Hearst (K-8)	7	4640 W. Lammon	99.3% Black	822
* Hefferan (K-8)	4	4409 W. Wilcox	99.8% Black	648
* Holmes (K-5)	7	955 Garfield	99.9% Black	786
Howe (K-8)	1	720 N. Lorel Ave.	100% Black	1111
Hughes (K-8)	5	4247 W. 15th St.	97.7% Black	397
* Johnson (K-8)	5	1420 S. Albany	97.2% Black	360
Jungman (K-6)	5	1746 S. Miller St.	96.6% Hispanic	674+
Kelvyn Park H.S.	11	4343 Wrightwood	90.6% Hispanic	1655
Lafayette (K-6)	3	2714 W. Augusta	72.8% Hispanic	1194

**PROJECT CANAL SCHOOLS (PHASE I AND II SCHOOLS)
1991-1992 (Continued)**

SCHOOL	DISTRICT	ADDRESS	COMPOSITION	STUDENTS
Lowell (K-8)	3	3320 W. Hirsch St.	76.5% Hispanic	877
Manierre (K-8)	2	1420 N. Hudson	98.0% Black	508
* Manley H.S.	11	2935 W. Polk	99.6% Black	830
Marin (K-5)	3	3320 W. Evergreen	74.1% Hispanic	316
Mayo (K-8)	6	249 E. 37th St.	99.8% Black	614
* McCormick (K-8)	5	2712 S. Sawyer	98.7% Hispanic	1027
* McCormick Br. (5-8)	5	2832 W. 24th St.	97.7% Hispanic	481
* Medill Primary (K-3)	4	1301 W. 14th St.	100% Black	487
* Mollison (K-8)	6	4415 S. King Drive	100% Black	499
Moos (K-6)	3	1711 N. California	85.0% Hispanic	992
* Nash (K-3)	4	4837 W. Erie St.	99.6% Black	1198
Orr H.S.	11	730 N. Pulaski Rd.	94.4% Black	1611
* Penn (K-8)	5	1616 S. Avers	93.2% Black	785
* Perry (K-8)	9	9130 S. University	99.5% Black	651
* Phillips H.S.	11	244 Pershing Road	100% Black	1379
* Piccolo El. (K-5)	3	1040 N. Keeler	70.4% Black	883
Piccolo Md. (6-8)	3	1040 N. Keeler	67.4% Black	663
* Prescott (K-8)	3	1632 Wrightwood	76.2% Hispanic	478

**PROJECT CANAL SCHOOLS (PHASE I AND II SCHOOLS)
1991-1992 (Continued)**

SCHOOL	DISTRICT	ADDRESS	COMPOSITION	STUDENTS
Robeson H.S.	11	6835 S. Normal Av.	100% Black	1365
* Ryerson (K-8)	3	646 N. Lawndale	99.8% Black	659
* Schiller (4-9)	2	640 Scott St.	100% Black	330
Sherman (K-8)	7	1000 W. 52nd St.	98.3% Black	830
Spencer (K-5)	4	214 N. Lavergne	100 % Black	1182
* Spry (K-8)	5	2400 S. Marshall	94.5% Hispanic	1362
Stowe (K-8)	3	3444 W. Wabansia	90.5% Hispanic	1450
Sumner (K-8)	5	4320 W. 5th Ave.	95.4% Black	629
Terrell (K-8)	8	5410 S. State St.	100% Black	702
* VanVlissingen (K-8)	10	137 108th Place	100% Black	897
* Von Humboldt (K-8)	3	2620 W. Hirsch St.	70.1% Hispanic	1178
* Wells Com. H.S.	11	936 N. Ashland	79.9% Hispanic	1733
Westinghouse H.S.	11	3301 W. Franklin	100% Black	1387
Williams (K-8)	6	2710 Dearborn St.	100% Black	1020
Woodson N. (5-8)	6	4414 E. Evans	100% Black	391+
* Woodson S. (K-4)	6	4511 S. Evans	100% Black	635+

Phase I Schools (41) were selected at the onset of Project CANAL in 1988. Marin was added in 1989.

* Phase II Schools - New schools (23) added to Project CANAL fall 1990

-- Five schools added in November 1990 include: Einstein, Hefferan, Johnson, Phillips H.S. and Wells H.S.

+ These figures also include the branch schools' enrollments.

APPENDIX C
PROJECT CANAL TRAINING CENTER ACTIVITIES
(MARCH 1, 1992 THROUGH MAY 31, 1992)
THIRD QUARTER, YEAR 4

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CANAL ACTIVITIES AT THE TRAINING CENTER
(March 1, 1992 Through May 31, 1992)
Third Quarter, Year 4

March 1992

- *03-03-92 Total Site Training - Phase I School (Manierre).
- *03-04-92 High School Principals Workshop - Phase I and II Schools.
- *03-04-92 Core Planning Team and Local School Council Training - Phase I Schools (Williams, Terrell and Gregory).
- *03-05-92 Elementary School Principals Workshop - Phase I and II schools.
- *03-05-92 Principals Council Workshop.
- *03-05-92 Core Planning Team and Local School Council Training - Phase I and II Schools (Lafayette, Penn, Woodson South, and Spry).
- *03-06-92 Core Planning Team and Local School Council Training - Phase I and II Schools (Beethoven, Einstein, Goethe, and Holmes).
- *03-09-92 Core Planning Team and Local School Council Training - Phase I and II Schools (Carter, Johnson, Medill, and Perry).
- 03-10-92 Core Planning Team and Local School Council Training - Phase I Schools (DuSable and Kelvyn Park high schools).
- 03-11-92 Instructional Cadre Training.
- *03-12-92 Instructional Cadre Training.
- 03-13-92 Local School Council Presidents Workshop.

March 1992 (Continued)

- 03-13-92 Total Site Training - Phase I School (Spencer)
- 03-16-92 Core Planning Team and Local School Council Training - Phase I Schools (Westinghouse and Orr high schools).
- *03-17-92 Core Planning Team and Local School Council Training - Phase I and II Schools (Robeson and Manley high schools).
- *03-18-92 Student Workshops.
- *03-19-92 Core Planning Team and Local School Council Training - Phase II Schools (Phillips and Wells high schools).
- *03-20-92 Mock Pre-Test Teacher Training - Phase I School (Goldblatt).
- *03-20-92 Core Planning Team and Local School Council Training - Phase I Schools (DuBois, Goldblatt and Hughes).
- 03-23-92 Core Planning Team and Local School Council Training - Phase II Schools (Carver and Harper high schools).
- *03-24-92 Local School Council and Parent Advisory Council Workshop.
- *03-24-92 Parent Liaison's Workshop.
- 03-25-92 Core Planning Team and Local School Council Training - Phase I and II Schools (Byford, Guggenheim, Hammond, and Hearst).
- 03-26-92 Core Planning Team and Local School Council Training - Phase I and II Schools (Dett, Farren, Moos, and Fernwood).

March 1992 (Continued)

- 03-27-92 Core Planning Team and Local School Council Training - Phase I Schools (Munoz-Marin and Jungman).
- *03-30-92 Core Planning Team and Local School Council Training - Phase I and II Schools (Cooper, Howe and Ryerson).
- *03-31-92 Core Planning Team and Local School Council Training - Phase I and II Schools (Mayo and Piccolo Elementary).

April 1992

- *04-01-92 High School Principals Workshop - Phase I and II Schools.
- 04-01-92 Core Planning Team and Local School Council Training - Phase I and II Schools (Gale, and Manierre).
- 04-02-92 Elementary School Principals Workshop - Phase I and II Schools.
- 04-02-92 Core Planning Team and Local School Council Training - Phase II Schools (Frazier, Sumner, and Von Humboldt).
- *04-03-92 Core Planning Team and Local School Council Training - Phase I Schools (Spencer, Woodson North, Sherman and Piccolo Middle).
- *04-06-92 Core Planning Team and Local School Council Training - Phase I Schools (Guggenheim, Hammond and Hearst).
- *04-07-92 Core Planning Team and Local School Council Training - Phase I and II Schools (Farren, Moos and Fernwood).

April 1992 (Continued)

- 04-08-92 Core Planning Team and Local School Council Training - Phase I and II Schools (Byford, Dett and Schiller).
- 04-09-92 Instructional Cadre Training.
- *04-09-92 Local School Council Presidents' Workshop.
- 04-10-92 Total Site Training - Phase I School (Lafayette).
- 04-13-92 Program Development.
- 04-14-92 Program Development.
- 04-15-92 Instructional Cadre Training.
- 04-16-92 Instructional Cadre Training.
- 04-20-92 Program Development.
- *04-21-92 Parent Liaison's Workshop.
- 04-22-92 Program Development.
- 04-23-92 Instructional Cadre Training.
- 04-24-92 Total Site Training - Phase I School (Lafayette).

May 1992

- 05-05-92 Total Site Training - Phase I School (DePriest).
- *05-06-92 High School Principals Workshop - Phase I and II Schools.
- *05-07-92 Elementary School Principals Workshop - Phase I and II Schools.
- *05-07-92 Principals Advisory Council Workshop.

May 1992 (Continued)

05-08-92 Total Site Training - Phase II School (Hearst).

05-11-92 Project Staff Monitoring and Program Development.

05-12-92 Total Site Training - Phase I School (Spencer, K-3).

05-12-92 Parent Workshop - Phase I School (DuSable High School).

*05-13-92 Total Site Training - Phase I School (Spencer, Grades 4-8).

*05-14-92 Total Site Training - Phase II School (Mollison).

05-15-92 Project Staff Monitoring and Program Development.

*05-18-92 Local School Council Presidents/Parent Liaisons' Workshop - Phase I and II Schools.

*05-19-92 Principals Workshop.

05-20-92 Project Staff Monitoring and Program Development.

*05-21-92 Total Site Training - Phase I School (Manierre).

05-22-92 Project Staff Monitoring and Program Development.

*05-26-92 Total Site Training - Phase II School (Mollison)

May 1992 (Continued)

05-27-92 Students' Workshop - Phase I and II Schools.
05-28-92 Project Staff Monitoring and Program Development.
05-29-92 Project Staff Monitoring and Program Development.

*Activities monitored by the Monitoring Commission.

PLEASE NOTE: The following activity was listed on the Project CANAL Training Center monthly calendars, but no attendance sheets or agendas were received by the Monitoring Commission: Project Staff Monitoring and Program Development.

APPENDIX D
MONITORING COMMISSION STAFF

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STUDENT OFFICE ASSISTANT

CAMILLE POINDEXTER

6608 S. Honore
Chicago, Illinois 60636
(312) 436-4678

CAREER GOAL: To become a corporate lawyer.

WORK EXPERIENCE: Radio Broadcasting Intern
St. Anselm
110 E. 61st Street, Chicago, Illinois 60636
Duties included radio script writing and announcing.

Child-Care Aide
Anderson Park
3748 S. Prairie, Chicago, Illinois 60653.

EDUCATION: Paul L. Dunbar Vocational High School
3000 S. King Drive, Chicago Illinois 60616
Graduation: June 1993, GPA: 3.0.

Business Subjects General business, typing, electronic business procedures,
data processing and computer processing, accounting, and
information word processing.

Machines Operated Electronic typewriter, personal computer, adding machine,
dictaphone and copy machine.

**EXTRACURRICULAR
ACTIVITIES:** Member of the Student Council, Business Professionals
of America and the Spanish Club.

REFERENCES: Forwarded upon request.

APPENDIX E
BUDGET STATUS

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MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

PROJECT CANAL

FOURTH YEAR, THIRD QUARTER

	Annual Cost	Aug/Sept Budget	Fourth Year Budget	Modifi- cation	Revised 4th Year Budget	Expenses to 05/31/92	Balance As of 05/92
<u>OPERATING EXPENSES</u>							
Supplies	\$ 4,300	\$ 834	\$ 5,134	\$ 0	\$ 5,134	\$ 4,298	\$ 2
Postage	5,000	1,545	6,545	0	6,545	933	4,067
Consultant Services	147,866	8,520	156,386	0	156,386	141,850	6,016
Phone	3,000	172	3,172	0	3,172	1,876	1,124
Printing	2,000	3,257	5,257	0	5,257	1,500	500
Travel	30,000	2,017	32,017	0	32,017	21,335	8,665
Furniture/Equipment	0	2,730	2,730	0	2,730	0	0
Total Operating Expenses	\$192,166	\$19,075	\$211,241	\$ -0-	\$211,241	\$171,792	\$20,374

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

PROJECT CANAL

Fourth Year Budget Detail as of 05/31/92

General Office Supplies		\$ 4,298
Postage		933
Consultant Services as of 05/31/92:		141,850
Phone	\$ <u>1,876</u>	
Total Phone		1,876
Printing:		
Project CANAL Reports	\$ <u>1,500</u>	
Total Printing		1,500
Travel Expenses:		
Hotel	\$ 9,031	
Food	1,403	
Airfare	6,968	
Local	3,499	
Miscellaneous	<u>434</u>	
Total Travel		21,335
Furniture/Equipment:		
	\$ <u>0</u>	
Total Furniture/Equipment		<u>0</u>
Total Operating Expenses		<u>\$171,792</u>

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

PROJECT CANAL

Fourth Year Budge: Detail as of 05/31/92

General Office Supplies		\$ 4,298
Postage		933
Consultant Services as of 05/31/92:		141,850
Phone	\$ <u>1,876</u>	
Total Phone		1,876
Printing:		
Project CANAL Reports	\$ <u>1,500</u>	
Total Printing		1,500
Travel Expenses:		
Hotel	\$ 9,031	
Food	1,403	
Airfare	6,968	
Local	3,499	
Miscellaneous	<u>434</u>	
Total Travel		21,335
Furniture/Equipment:		
	\$ <u>0</u>	
Total Furniture/Equipment		<u>0</u>
Total Operating Expenses		<u>\$171,792</u>

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