

3. Providing remedial education for students over a broad range of curriculum areas
4. Providing extended library service to the community
5. Providing adult educational opportunities
6. Providing community involvement activities and experiences for youth and adults
7. Developing motivation and aspirations for improved skills and competencies in education and socialization
8. Providing the insights and abilities to cope with urban living

To meet these goals of the project, it is proposed that systematic and consistent efforts be made to:

Provide staff growth and in-service education for teachers, administrators, and non-professionals in the program

Provide curriculum modification, innovations, and developmental activities for a more extensive learning situation

Provide additional materials, supplies, and instructional items to aid the program

Cooperate with research and evaluation efforts to measure program and guide efforts for improvement

It is also proposed that careful, thorough coordination be established with all related projects (Head Start, R.E.A.D., etc.) in order to make the best possible use of funds and to insure that duplication and overlapping of efforts and programs occur only for reinforcement and strengthening and not merely repetition.

PROGRAM OUTLINE

Orientation

Two orientation sessions will be provided to discuss Project goals, program outlines, school-community relations, techniques for community involvement, budget, administrative procedures, selection of personnel, records and reports, and related matters.

The workshop will involve four representatives from each school (principal, assistant principal or program coordinator, and two teachers.)

General program outline

Basic program elements will be as follows:

Extended library service from 4 to 6 hours per week per school.

Remedial and enrichment experience classes and activities for children ranging from 8 to 14 hours per week per school.

Adult education activities ranging from 6 to 10 hours per week per school.

Coordination time ranging from 6 to 10 hours per week per school.

School-Community Assistant working 20 hours per week maximum for each assistant. In case of larger schools, 30 hours of time would be budgeted to be divided among two or more school community assistants.

Secretarial service based on an approximate formula of one hour service for each day a program operates in a school.

Cultural enrichment classes.

Contracted services.

School service assistants.

Discretionary Development Fund.

The range of hours and services is for purposes of adapting the program to the varied school enrollment. The general plan is for a 32-week program period for actual classes. However, it is anticipated that community use of the building and various planning and evaluation sessions and informal activities will be ongoing throughout the 40-week school year.

Administration and supervision

Overall administration of the Project would be under the direction of the Great Cities office and will become the major responsibility of one of the administrators in the office. The services of other staff members will be a basic part of the central administration. Four additional administrators will be assigned to the central staff to develop, coordinate, and implement project elements. One full-time secretary will be assigned for Project duties and ten part-time supervisors will augment the central project staff. Supervisors carefully selected for their competencies in curriculum, school-community relations, per-