

704 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

In-depth experimentation with the sound-symbol approaches as diagnostic and remediation tools for delayed, reluctant, and remedial readers.

Permit a key, master teacher (maintaining her regular classroom assignment) released-time periodically to act as a demonstration-teacher, teacher-consultant, and/or teacher-supervisor for inexperienced teachers or teachers experiencing classroom problems.

Duplication and distribution of teacher-created materials.

Encourage independent educational research.

IN-SCHOOL YOUTH WORK-TRAINING COMPONENT

The purpose of this proposal is to allow for the continuation of the In-School Youth Work-Training Program. Certain changes will be suggested which, based on the past year's experience, are designed to make the program more efficient in its attempts to aid disadvantaged youth.

FIRST-YEAR ACTIVITIES

During the eight-month period from January 1, 1966, to August 31, 1966, over 1,000 work sites were developed for use by youths aged 14 and 15. These sites, found only in schools, have been sponsored by employees (primarily teachers) who have exchanged their "employer" supervision for the aid offered by the work-training enrollee. The students selected for these part-time jobs are all from an area labeled as disadvantaged and have been screened from an estimated 15,000 junior high students. Most of the students have never had a job other than "baby sitting", and for all, the holding of a social security card and the receipt of a paycheck was a glorious first.

Case studies, along with anecdotal remarks submitted by enrollees, principals, teachers, and counselors, in lieu of the objective evidence to be gotten from the evaluation presently in progress, indicate the high degree of success initially hoped for. Although many of the desired changes will not be observable for possibly years to come, many of the attitudinal and scholastic changes affected indicate a highly successful prognosis.

Youths are described who possessed such problems as poor or failing grades, poor discipline (which in at least one case had led to expulsion from a school), inability to relate well with peer or adult groups, and near autistic behavior. In all of the cases studied thus far, marked improvements have been seen. The underlying reason for the changes appears to be a sense of security and worth not often felt previous to the in-school work experience.

The rationale for this project, stated in last year's proposal, remains the same. The information and experience gathered during the first eight months indicate the strong need for continuance of this project during the 1966-67 school year.

SUGGESTED CHANGES

It was observed that there were junior high school students who should have been involved in this program but were excluded because of their age. It is therefore suggested that the inclusive age range for this program be ages 14 through 18.

In order to maintain work continuity for enrollees, it is suggested that the school program coordinator send an enrollee's work record with him as part of his file, should he transfer to another junior high. The program coordinator should also work with the high school coordinators in an attempt to place the enrollee in the high school work-training program in an attempt to make the junior high to senior high work transition as smooth as possible.

It is also strongly recommended that no enrollees in this program be fired, but rather, that a job-site transfer plus additional counseling be utilized.

The following Scholarship Project will be included as a component of the In-School Youth Work-Training Program.

THE PROBLEM

Schools, especially those in the inner city, face complicating problems in getting scholarships and grants-in-aid for the maximum number of young people. Many sources of funds compete for the most able students on one hand