

STATEMENT OF DR. JAMES HAZLETT, SUPERINTENDENT OF SCHOOLS, KANSAS CITY, MO.

Mr. HAZLETT. Mr. Chairman and members of the committee, my name, as Congressman Bolling has indicated, is James A. Hazlett, superintendent of schools, Kansas City, Mo.

I am pleased to have the opportunity to express to the committee our appreciation of the many opportunities which have been availed our district as a result of the passage of the Elementary and Secondary Education Act.

The Kansas City School District has an enrollment of 75,000 pupils from kindergarten through the 12th grade. About one-third of the enrollment, or 25,000, can be described as culturally disadvantaged or economically deprived; 43 percent of the enrollment is Negro.

The availability of funds under title I of the Elementary and Secondary Education Act was immediately recognized as an opportunity to expand and intensify a very modest locally financed program of compensatory education in the amount of \$150,000 which is still a part of our title I effort.

When we became the recipients of about \$1,800,000 in fiscal 1966 to launch a specialized program to meet the needs of the culturally disadvantaged, we created a division in our school system called urban education and placed an assistant superintendent in charge because we wanted to give an individual sufficient range and status that he could develop specially designed programs that would become an important part of our regular school offerings without any differentiation—being a second level program—or that its needs would be met after the regular program.

We proceeded to develop a title I program that would meet the needs of about 15,000 pupils in 21 schools, who could be described as the most seriously disadvantaged. The expenditure of funds was concentrated there.

We emphasized reading and the language arts as being the focal point for most of our efforts. We established workshops, reading specialists working with classroom teachers, reading centers, reading consultants and supervisors, teachers of speech and hearing, and then we set up a curriculum production center for producing learning materials that would be more appropriate to these particular young people.

All of these are receiving attention. We have endeavored to set up programs that would permit the individual teacher to exercise her strengths and to function without the responsibilities of all the jobs in the classroom. We are trying to departmentalize some teaching, use teacher aids, develop team teaching, and we have within the area a pilot program in one school where we are working in counselors, social workers, and psychological workers, while in another school we have a model resource or library center which we hope to extend into the other schools of the area.

Part of the design is to interpret to the area being served exactly what we are doing, to gain the support of parents in the community and to involve them in planning and hold classes for parents. Built in, of course, as required by law, are evaluations procedures to determine the efforts we are making are producing results.