

SIGNIFICANT RESULTS

Effective remedial instruction because of small sizes of classes.  
 An opportunity for the interns to work closer with the students.  
 An opportunity to expose teachers to the culturally-deprived children.  
 Teachers were afforded a better insight on handling the culturally-deprived child and his problems.

TITLE I—ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, PUBLIC LAW 89-10, 1967 FISCAL YEAR, SEPTEMBER 6, 1966 TO JUNE 9, 1967

ALLOCATION, \$1,413,156

(This amount may be adjusted.)

NUMBER OF CHILDREN SERVED

Disadvantaged Children, 9,295.

AIMS OR OBJECTIVES

Design, develop and use curriculum materials and methods especially suited for the educationally disadvantaged child.

Design and use methods and materials suited for arrested language and perceptual development.

Reduce the rate and severity of disciplinary problems.

To increase the quality of instruction and the quality of learning so as to improve performance as measured by standard achievements tests and/or intelligence tests.

GENERAL STATEMENT OF SERVICES PROVIDED

Additional Counselors—Secondary.

Basic skills instruction provided to the potential "drop-out"—Secondary.

Reentry Program for suspended student-instruction in basic skills—Secondary.

Theme-Reader Program—teacher can increase the quantity and quality of student compositions by having someone else read and correct them—Secondary.

Breakfast Program—to reduce poor scholastic attainment traced to hunger—Secondary.

Teacher Aides—help for classroom teacher—Secondary, Elementary, Non-Public.

Field Trips to increase experiences—Secondary, Elementary.

Accenting basic skills learning, priority given to reading—Elementary.

Smaller classes, consequently more individual attention—Elementary.

Procedures developed to modify subcultural communication habits that inhibit learning—Elementary.

Diagnostic-Remediation services to children with learning disabilities, special program for each child—Elementary, Secondary.

Curriculum Development of new programs, materials and services especially suited for the disadvantaged child, emphasis placed upon programs and materials for improving self-image and developing basic language skills—Elementary, Secondary.

Work Experience Programs—a program of training and evaluation with compensation for the mentally retarded students, aims to discover the work potential of the mentally retarded student and develop this potential and provide actual work exposure in industry as a means to successful work experience.

Health Services—4 additional nurses and a one-half-time medical director give the additional time needed for discovering and following-up on health problems of disadvantaged children—Secondary, Elementary.

A workshop for 30 teachers to improve their ability to deal more effectively with intergroup education problems.

Speech Therapist and Reading Program—Non Public.

Community Liaison Coordinator and Volunteer Services Coordinator.

Planning and Research area to prepare statistical information for the project.

Social Work Services to follow-up and work with children who were former Head Start Enrollees—Elementary.

If enough money is available, the summer programs (Summer School, Summer Writing, Summer Reading and Summer Recreation) will be provided.