

attendant upon poverty in a city which has doubled in school population in the last decade. While the Albuquerque Public School System takes pride in its total educational program during this period of intense growth pressures, it recognizes in Title I the opportunity to effect a significant strengthening of programs which, in the words of the Act, "contribute particularly to meeting the special educational needs of educationally deprived children."

Recognizing the unique effects of educational deprivation, the Albuquerque Public Schools have planned and developed programs under Title I designed to meet the needs of children handicapped by such deprivation. In general, the programs are intended to broaden significantly the experimental base of disadvantaged youth, provide more intensive training in academic skills, widen perceptions of disadvantaged youth in their life-views and interpretations of society, and heighten aspirations toward productive economic and social functioning in society.

There has been wide participation of school personnel in planning programs and projects. Programs have been correlated with community action programs begun under the Economic Opportunity Act of 1964. The non-public schools serving significant numbers of deprived youth have been involved in the planning and implementation of projects. A continuing working relationship has been established with the parochial school community in the development of special educational services not normally provided the private school pupils.

In the development of plans to enhance the educational programs of the educationally deprived children of the community, it may be said that a common objective has been to facilitate access to the opportunities of our society. A theme present in the planning and development of projects and proposals may be found in the words of Ruth Benedict:

"In reality, society and the individual are not antagonists. His culture provides the raw material of which the individual makes his life. If it is meagre, the individual suffers; if it is rich, the individual has the chance to rise to his opportunity."

Planning

The day following the signing into law of the Elementary and Secondary Education Act of 1965 by President Johnson on April 11, 1965, a project planning committee was appointed by the superintendent of the Albuquerque Public Schools. The committee was comprised of teachers, principals, and representatives of the various disciplines within the divisions of instruction and pupil personnel services. By early summer, the committee had developed a tentative structuring of projects to be recommended under Title I.

The joint American Association of School Administrators-U.S. Office of Education meeting on E.S.E.A. in May 1965 provided valuable preliminary guidelines in the preparation of Title I programs. The New Mexico State Department of Education held regional workshops in the late spring and a state-wide workshop in July 1965, focusing upon interpretations of the various innovative features of E.S.E.A. and the designing of projects. These meetings and local planning sessions during the summer of 1965 helped to provide the capability of moving into funding and implementation of projects within a month following the receipt of final instructions from the State Department of Education in October 1965.

By January of 1966 many components of the Albuquerque Title I Program were in operation. Difficulties occurred, however, in the recruitment of personnel for the specialized educational and service areas that had been established or strengthened by the program. A change in emphasis was made, therefore, which provided for strengthening in-service programs for teachers (public and private), the establishing of curriculum study committees with emphasis upon the special needs of disadvantaged youth, and the development of summer programs.

During this period, a schedule of meetings was established which provides for continued joint planning with the Albuquerque Economic Opportunity Board established under P.L. 88-164. The most immediate educational areas requiring coordination were the Head Start, and Neighborhood Youth Corps projects. With the development of neighborhood service centers under the community action program, other areas of mutual concern have emerged, providing the opportunity for cooperative action between the Board of Education and the Economic Opportunity Board in the areas of family counseling, tutoring, and early childhood development programs.