

*Implementation, 1966-67*

Full-scale implementation of the Title I Program was possible with the beginning of school in September 1966. The various components of the program are summarized in the following passages:

*A. Counseling.*—A team of eight specialists in guidance counseling has been assigned to strengthen guidance services at the public and private elementary schools in the project area. Emphasis has been placed upon consultation with principals and the development of faculty in-service programs aimed toward assisting school personnel and parents in relating effectively to pupils in need of counseling. An effort is made to acquaint faculties and parents with the various referral services available in the community. Professional school libraries have been supplemented by recent reference materials in the field of counseling and mental health. Thirty-four public and private schools in the project area are presently served by this project. The project is coordinated within the Albuquerque Public School Division of Pupil Personnel Services.

*B. Librarians.*—While there have been concerned efforts to provide elementary libraries in the Albuquerque schools, the accelerated growth pattern of the last two decades has militated against achieving the desired level of funding of library programs. Title I has provided the capability of strengthening libraries, which in turn strengthen the total reading programs, at twelve schools serving heavy concentrations of disadvantaged youth.

Library programs at four secondary schools have been strengthened by the assignment of additional librarians and the purchase of additional library books and reference materials.

Renovation made possible by Title I funding has provided library space at nine schools in the project area.

*C. Junior High School Experience Enrichment.*—In order to overcome the barriers erected by the limiting effects of poverty, the staff of a junior high school serving an extremely heavy concentration of disadvantaged youth has implemented a cultural enrichment program. The project involves the following basic features: (a) the centering of reading, writing, speaking and computational activities of the classroom around material gathered first hand from frequent educational field trips in the community; and, (b) the deliberate exposure of students to various cultural activities of the community such as concerts, dramas, and art exhibits.

As a corollary to the student activities, a teacher in-service program has been instituted, bringing leading local and regional scholars to the school and providing released time for teacher workshops in the field of teaching disadvantaged youth.

Since the implementation of this project, the concept of experience enrichment has been adapted to the projects of other schools. Title I funds are making possible a general increase of field trip activities for all schools in the project area.

*D. Personalized Curriculum.*—At a high school in the project area, a team of four teachers and a counselor work closely with approximately eighty disadvantaged students. A student is recommended for this program if he exhibits disorientation to the regular curriculum, or the symptoms which characterize the potential dropout. The personalized curriculum team concentrates on the need for increasing pupil motivation and self-direction, while working to improve pupil achievement in basic skills. Vocational and consumer education are integral features of the program.

*E. Learning Materials Centers.*—At two high schools, learning materials centers have been established. Audio visual equipment, accessories, and recently developed reading and computational materials are centered in the schools in locations easily accessible to teachers. At one of the schools, the center is operated in conjunction with the library. The room facilities which comprise the centers were made possible by renovation and construction funds provided under Title I.

At each center a teacher-coordinator is assigned to provide direction to the program and serve as a resource specialist in the field of visual aids and school-made learning materials. A corollary to the materials center program is the provision of additional field trips to provide pupils and teachers first-hand experiences upon which follow-up lessons using school-made reading and computational materials are based. Center activities also include special home economics classes involving the purchasing and renovating of clothing. Activities in consumer economics are also coordinated through the learning materials centers.