

# ARIZONA ESEA TITLE III

# PAGESETTERS



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W. P. SHOFSTALL, Ph.D. SUPERINTENDENT

JUL 26 1977

ESEA TITLE III

ARIZONA



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1971-1972

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Arizona State University  
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## FOREWORD

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If educational progress is to occur, it is necessary to initiate experimental programs. Equally important is the revelation of those programs throughout our educational community.

Thus, a major thrust of ESEA Title III is to disseminate among education decision makers information relating to new and innovative programs.

It is with this purpose in mind that we are taking this opportunity to publish PACESETTERS. It is my hope that it will be helpful to you as you strive to improve the learning opportunities of boys and girls in your district.



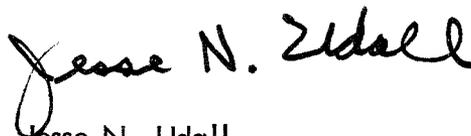
W. P. Shofstall  
Superintendent of Public Instruction

TITLE III SUPPLEMENTARY EDUCATIONAL SERVICES AND  
CENTERS: GUIDANCE, COUNSELING, AND TESTING

The Title III program of the Elementary and Secondary Education Act was originally designed to encourage school districts to develop imaginative solutions to educational problems; to utilize research findings more effectively; and to create, design and make maximum use of supplementary services. Beginning July 1, 1970, the program was expanded to include projects in Guidance, Counseling and Testing. This publication gives a brief description of Arizona's ESEA Title III projects through September, 1971.



Fred J. Sughrue  
Director, ESEA Title III



Jesse N. Udall  
Consultant, Dissemination

W. P. SHOFSTALL, PH.D.,  
SUPERINTENDENT



Arizona  
Department of Education  
STATE CAPITOL, ROOM 165  
PHOENIX, ARIZONA 85007  
271-5198

TO: School Board Members  
School Administrators  
Teachers  
Other Educators  
Lay Citizens  
Students

The innovative seeds of educational progress that are developed in ESEA Title III projects must be planted outside the sponsoring schools if extended benefits are to be obtained and the intent of the ESEA Title III program is to be fulfilled.

You are invited and encouraged to visit the projects described in this publication and to adapt and implement their exemplary features in your own school district.

Detailed information regarding these projects may be obtained by making direct contact with the Project Director, or by contacting the ESEA Title III office at the Arizona Department of Education.

Suite 423, Arizona State Building  
1688 West Adams  
Phoenix, Arizona 85007  
Telephone: (602) 271-5414

If you are outside the Phoenix area, or do not wish to telephone, the form below is provided for your convenience.

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Mail to: Mr. Fred J. Sughrue, Director, ESEA Title III  
Suite 423, Arizona State Building  
Phoenix, Arizona 86007

I wish to visit Project \_\_\_\_\_

on (Date) \_\_\_\_\_

Please send me complete information on Project \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

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BUCKEYE UNION HIGH SCHOOL #201

"SPACE SCIENCES IN A CONTROLLED ENVIRONMENT"

Project No. 07-201-12-71-0027-0

Project Director: Mr. Chester D. McNabb  
Buckeye Union High School  
903 Eason Avenue  
Buckeye, Arizona 85326  
Telephone: 386-4423

The elementary schools feeding into the Buckeye Union High School District are participating with the High School in a truly innovative science program. The first completely programmed planetarium in the public schools of Arizona is now fully operational. The Apollo Model is fully automatic as well as fully manual in its operation. The unit and its many auxiliary projectors and special effects attachments is limited only by the imagination and ability of the instructor.

The success of the program will largely depend upon the ability to find a teacher with preparation in astronomy and who will kindle the fires of imagination in all students and teachers experiencing exposure. The effect of this program on the total science program could well be that of updating content and making that content more relevant and contemporary.

The extension of this high school into the community, lengthening of the school day into evening classes, and the possibility of summer offerings in this carpeted, air-conditioned planetarium are a few of the objectives of the program.

The opportunity to project educational opportunities into the community and to cross political and geographical boundaries of neighboring districts is a most unusual but welcomed experience.

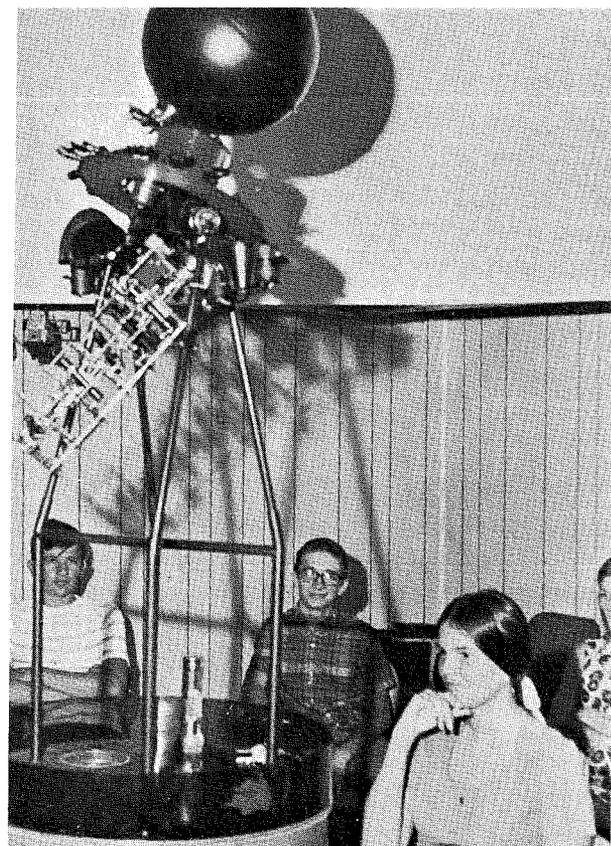
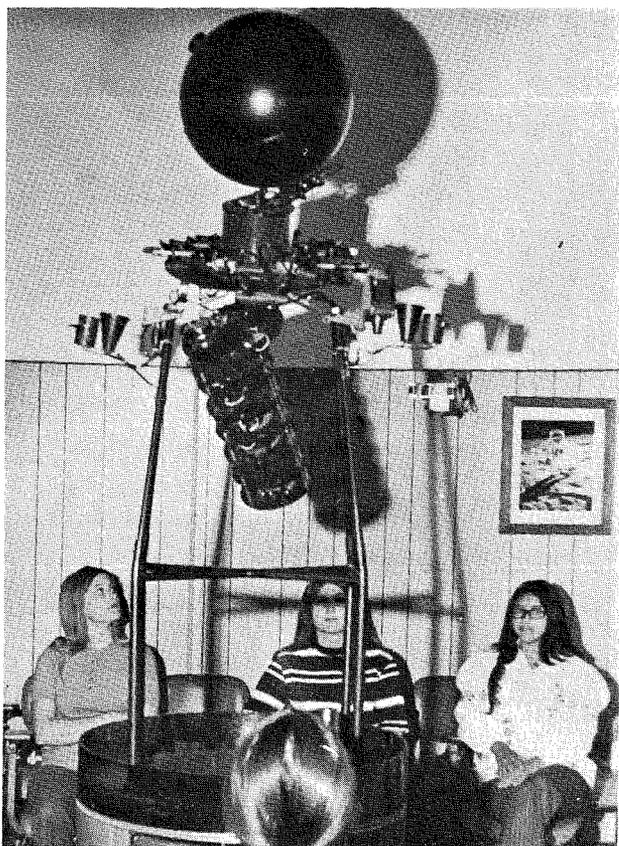
More than 85 programs of 20 to 30 minutes length are available. Slides, filmstrips, tapes and transparencies come professionally prepared. Correlation of curriculum will result from the involvement and supervision furnished by the teachers in the participating schools. Teacher manuals come with the programs. "Lead-In" and "Follow-Up" instruction will involve all teachers on all grade levels.

The planetarium is located in the new High School Science Complex and did not involve any additional cost of construction for the purpose of housing the 16 foot dome. 40 viewers are comfortably accommodated at one showing.

Science Department staff members of the High School contributed greatly in the detailed considerations given to the planning of the science facility. Enthusiasm for the planetarium facility has run high.

Not only will the students of the Buckeye area use the planetarium, but invitations have been

extended to all nearby schools to schedule their students and to bus them to Buckeye. Adults, Boy Scouts, Girl Scouts, Service Clubs and Civil Air Patrol have indicated needs in areas such as: study of celestial navigation, relationship of planets, meteorology, stars, mathematics, humanities and biographies of Aristotle, Brahe, Galileo, Kepler and Newton.



A group of students watch a demonstration of the "Star Projector"

GRANT PERIOD

July 1, 1971 - June 30, 1972

AMOUNT

\$19,346.00

COCHISE COUNTY SCHOOL DISTRICT

"PROVIDING OCCUPATIONAL EDUCATION  
TO YOUTH IN SMALL SCHOOLS"

Project No. 02-000-12-68-0008-2

Project Director: Mr. A. J. Gregan, Jr.  
P.O. Box 1159  
Bisbee, Arizona 85603  
Telephone: 432-2162

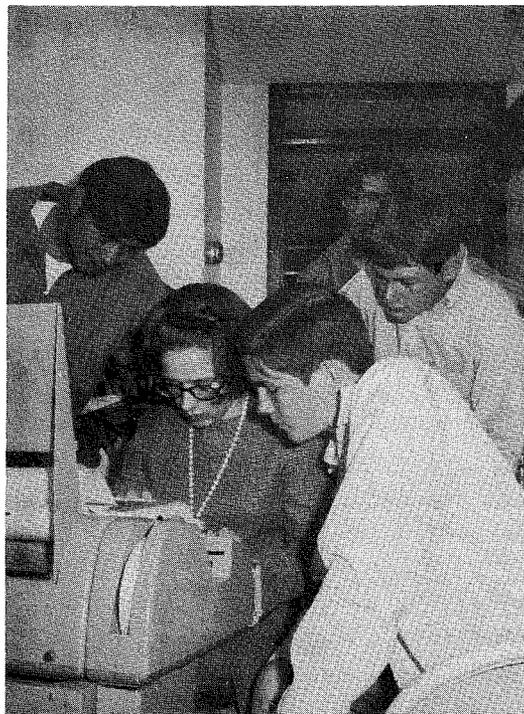
Freeing children to become achievers and providing them with opportunities to start thinking about and doing career development study and work at an early stage are the core purposes of the Title III Occupational Education Project for Cochise County youth. Action to serve these goals include a number of activities by and for students. Some are centered around the classroom; others are carried out in the working world. Two are listed below.

1. Nine out of the ten high schools in the county have teletype service which gives students access to computer based occupational choices (Interactive Learning System).
2. During the summer of 1970 co-op programs were held in different areas in Cochise County. At Fort Huachuca a co-op work program was carried out between Fort Huachuca and County schools. Farmers and food processing plant managers in Willcox joined with local school personnel in conducting another summer co-op program for students in that area. School counselors riding with the youth on buses to Fort Huachuca gave them counseling and study in line with their work. These men together with counselors hired by Fort Huachuca worked with the supervisors and personnel people to assure that each student hired had worthwhile summer work experience and that any of the students' questions or ideas could be checked with interested persons. According to Fort Huachuca officials and owners and managers of Willcox farms and food processing plants, the summer youth did needed work and earned their pay doing regular work at the same standards of performance as adult co-workers. A number of the supervisors, in turn, got hooked on helping these youth in a number of ways, i.e., to encourage them to stay in school, to look into ways of working with the schools to have year round work-study programs, and to give of their time to share their ideas on youth with school administrators and teachers. As a start, several of the summer supervisors joined in a panel session the summer work program at the Cochise County Institute for Teachers in October, 1970. Their encouraging comments on the youth and their ideas on practical ways to assist them opened up a number of possibilities for work-study programs and for improving teaching from K through 12.

Through such activities it is becoming evident that the administrators are in key positions to provide leadership and continuing thrust in creating the teaching environment in which each child (regardless of background or handicap) might learn to lead constructive lives and to go into careers related to his interests and talents. The Cochise County Administrators Association is a vehicle that has been set up for school superintendents to exchange ideas and to start the wheels in motion

for sharing facilities, especially for vocational-technical courses. It also provides continuing in-service training for the administrators. Outstanding innovators in education were recently brought together with the administrators in an informal overnight workshop. Interest in setting up some "schools without failures" with the assistance of associates from the Institute of Reality Therapy in Los Angeles is one of the results of this workshop.

GRANT PERIOD	AMOUNT
1968 - Direct Funding	\$30,000.00
1969 - State Allocation	\$80,000.00
July 1, 1970 - June 30, 1971	\$150,000.00



Students "talk" to the Computer via Teletype

FLAGSTAFF ELEMENTARY SCHOOL DISTRICT #1

"HIGHLIGHT EARLY LEARNING PROBLEMS"  
(HELP)

Project No. 03-001-12-71-0029-0

Project Director: Mr. Eric Curtis  
Flagstaff Elementary District #1  
Flagstaff, Arizona 86001  
Telephone: 774-8781

Early learning problems are caused by a variety of reasons and can be properly treated only with good diagnostics and prescription remedial or developmental curriculum.

The Flagstaff Title III project will offer a good diagnostic program for primary children. Individual tests will be administered to determine the area of deficiency that needs remediation. The Wechsler Preschool and Primary Scale of Intelligence (WPPSI) contains five verbal and five performance tests that aid in determining the level of cognitive ability.

When students lack auditory discrimination, tapes of familiar stories are added to the individualized curriculum for those children. Here they have an opportunity to become familiar with "normal" pronunciation of common words.

The psychomotor development of children is not as well defined as the affective and cognitive domain, but the need for psychomotor development to improve cognitive development is well established through research. The development scale delineates the areas of need within individual children. The use of balance beams and other developmental exercises improves the physical coordination of children.

The development of perceptual ability is enhanced through manipulation of three-dimensional objects, matching of shapes, and use of special film strips.

Head Start enrollees have received extensive physical evaluations, including auditory and visual acuity tests, and have had experiences in the Head Start Program that some children have not had. They will have the advantage of a coordinated curriculum through the cooperation of the Head Start and Title III personnel.

GRANT PERIOD

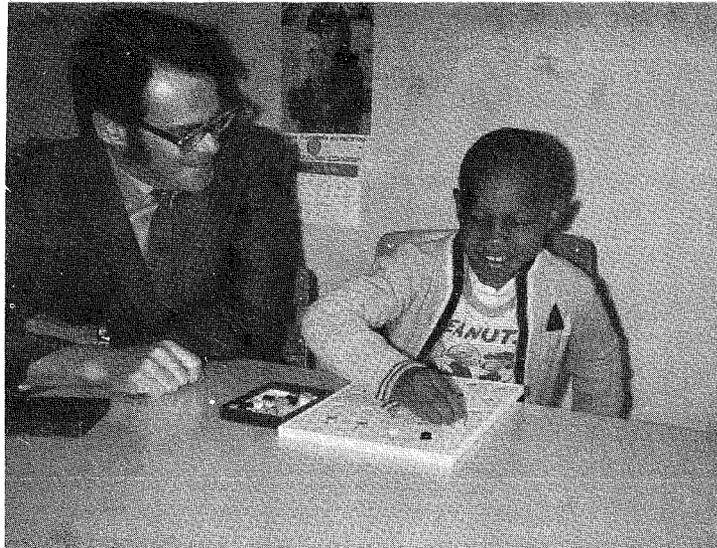
AMOUNT

March 1, 1971 - February 29, 1972

\$8,340.00



It's Story Time



Hey, this is easy!

FLORENCE ELEMENTARY SCHOOL DISTRICT #1

"SCHOOL AND FAMILY EDUCATIONAL SERVICE PROGRAM"

Project No. 11-001-12-68-0012-2

Project Director: Mr. Alfred V. Oldenburg  
P.O. Box L  
Florence, Arizona 85232  
Telephone: 868-4576

Established January 1, 1969, the School and Family Educational Service Program was funded under Title III ESEA as an innovative program for the Florence area, in that it is working with the community, school and home for the welfare of the child. This project is designed to provide student and family services related to academic, social and interpersonal problems of students. The major emphasis is upon diagnostic evaluation, curriculum evaluation and revision, and family education aimed at improving pre-school education.

Educational Services provides directly for the child: psychological, counseling, speech therapy and extra help tutorial services. For the home and community it provides psychological as well as supportive services by evaluating social factors that may be relevant to the child's schooling and well being, and also the dissemination of information regarding the child's and the school's needs. It also offers classes for parents of pre-schoolers to help increase their children's readiness for their first formal educational exposure. For the school it provides evaluative information regarding the child and school; consultation as well as in-service training, and back up tutorial services for the faculty. Also, an evaluation of educational progress and curriculum as related to the child and the community.

Some of the results expected are:

Increase in percentage of "school ready" children.

More realistic curriculum for students.

Increased awareness of children's needs by parents, school, faculty and community in the areas of mental health as well as physical, social and educational needs.

The goal of the program is the child:

To assist the child within the school to attain optimum adjustment and learning, and to assist the child in operating within the family setting as well as in the community;

To assist the family in adjusting to the family "unit" of responsibilities and understanding of the needs and requirements of the children;

To assist the community in understanding and accepting its responsibility for the youth of the community.

GRANT PERIOD

AMOUNT

1969 - Direct Funding

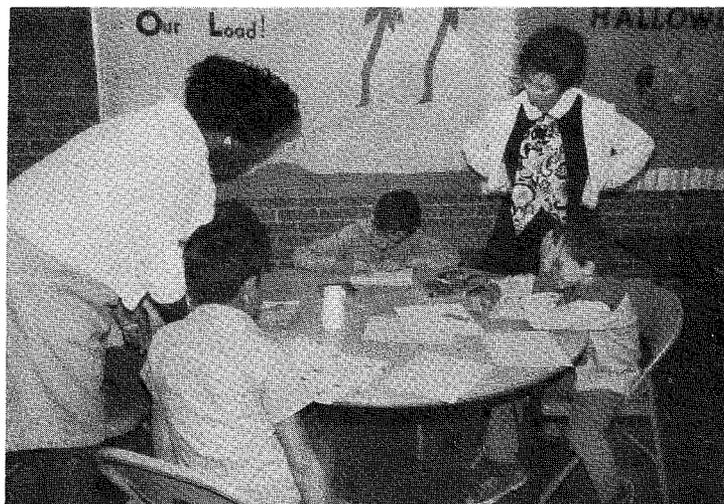
\$41,000.00

January 15, 1970 - December 31, 1970

\$34,030.00

January 1, 1971 - December 31, 1971

\$36,460.00



Individualized Help



Group Activities

FLOWING WELLS HIGH SCHOOL

"FLOWING WELLS MUSIC LABORATORY II"

Project No. 10-108-12-71-0030-0

Project Directors: Mr. Ladd Bausch  
Mr. John Hokanson  
3725 North Flowing Wells Road  
Tucson, Arizona 85705  
Telephone: 887-1100

The ESEA Title III grant to Flowing Wells High School provides the funds necessary for curriculum expansion to include a programmed instructional center for guitar, the first such system in a public school in the western part of the United States. At Flowing Wells High School, as in most other schools, a relatively small percentage of the student body is enrolled in the music program. This project seeks to improve the content of the music curriculum, to increase interest and enrollment, and to provide each participant with a music skill which may be applied throughout life. This is the second phase of the music laboratory development at Flowing Wells.

The first phase of the program was initiated in the fall of 1970, and includes a Fender/Rhodes electronic piano keyboard system for group keyboard instruction. This system enables the instructor to monitor or have two-way headset communication with students at any or all of eight separate pianos without disturbing any of the others. The only piano the student hears is his own. The Fender/Rhodes system may be used to teach a variety of musical concepts, including theory, ear-training, and note reading. Funds for this phase of the laboratory were provided by the Flowing Wells School District.

The ESEA Title III funded guitar laboratory includes fifteen electronic guitar stations and an automated control module with a tape deck, automatic advance projector and microphone which feeds instructional material and musical examples to the student through headsets at the guitar stations. The only sounds the students hear are those of their individual guitars and the instructional material. The piano class and guitar groups may operate in the same room without one disturbing the other. Acoustic guitars are provided for student practice and a set of standard electric guitar equipment is available for student performance.

The music laboratory operates on a time-sharing basis with the instrumental and vocal music departments with the students leaving their large ensemble classes for two half-period sessions a week and spending that time in music laboratory working on theory, keyboard, guitar, ear-training, or performing ensemble material.

GRANT PERIOD	AMOUNT
March 1, 1971 - February 29, 1972	\$19,620.00



The Guitar Laboratory



An Outdoor Concert

PHOENIX UNION HIGH SCHOOL SYSTEM

"COMMUNITY SCHOOLS FOR COMMUNITY ACTION"

Project No. 07-210-12-71-0023-0

Project Director: Dr. Paul Plath  
Community School Director: Mr. Stuart Kammerman  
South Mountain High School  
5401 South 7th Street  
Phoenix, Arizona 85040  
Telephone: 276-2481

A major problem confronting many urban school districts today is the lack of community involvement in utilizing the schools to assist in solving community problems. In order to motivate the public to again think of the school as a community center, the Phoenix Union High School System has selected South Mountain High School as the pilot community school in the district to be the vehicle which will bring about a greater community involvement and participation in the school.

The community school concept, simply stated, means that the Community School is the community's school. Schools which stay open in the morning, afternoon, and evening through twelve months of the year with activities and programs geared to meet the educational, cultural, recreational and social needs and wants of the total community are Community Schools.

The South Mountain Community School is based on the premise that by extending the traditional school day, week and year, there will be a greater utilization of the school facilities by all people of the south Phoenix community. Some of the goals of the South Mountain Community School are to bring about a unified community interested in and stimulated to help develop the best possible educational program for the people of this area; to reinforce community identity, cohesiveness and pride; to develop the individual's potential for learning to the maximum; and to increase group involvement in those civic activities which will benefit the school, the community and the people.

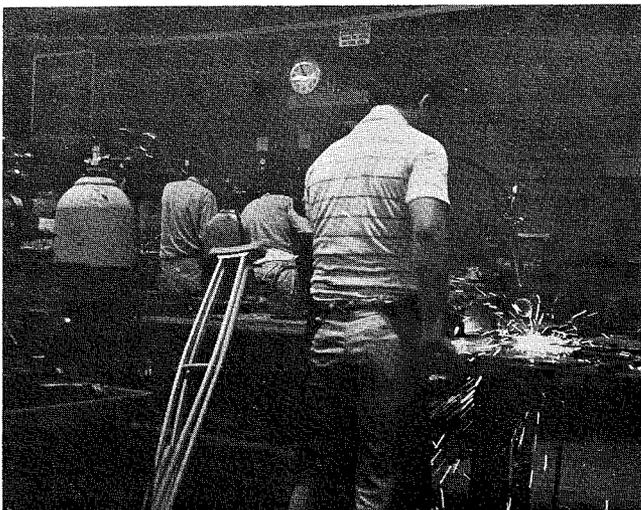
The South Mountain Community School program began on February 1, 1971, and has gotten off to a promising start. Working with various groups in the community as well as the Community School Advisory Council, the Community School Director was able to develop a program in large part based upon what the community wanted to see their community school become. The Adult Education Program, which had already been in operation on the campus, has shown about a 60% increase in enrollment since the inception of the Community School. Three of the four Phoenix College extension courses filled up, and this justifies expanding such offerings in the future. Beginning next Fall, a program which will enable residents of the South Phoenix community to complete all requirements for the A.A. degree from Phoenix College will be instituted at the Community School. A long term goal is to see a community college started in South Phoenix as a result of this program. The Arizona State University extension course has 41 people registered, with most of the enrollees being faculty members and administrators from South Mountain High

School and the Roosevelt School District. Of the 30 informal general interest educational courses and recreational and cultural activities which were developed at the beginning of the Community School, 23 had sufficient enrollment to warrant their continuation. A number of the more heavily enrolled courses and activities at this time are: Auto Maintenance and Repair; Typing; Knitting; Shorthand; Metals and Welding; Income Tax Preparation; and Beginning Guitar.

One of the more interesting aspects of the Community School program is a child care center where parents are able to drop off their children, free of charge, while they are attending classes. Another is the use of the school gymnasium by a group of men who are confined to wheelchairs.

Some of the plans for the future include the development of a family counseling center and a consumer education center under the auspices of the Community School. Free bus transportation to bring those unable to afford transportation to the campus to participate in the activities is also being planned. A noon time program for students during their lunch break is another area into which the Community School will be moving. With a four day week becoming a greater reality, the community school will continue to provide for more leisure time activities, job retraining opportunities, and a place where people can pursue educational and recreational activities in order to develop their minds and bodies to their full potential.

GRANT PERIOD	AMOUNT
September ., 1970 - August 31, 1971	\$29,639.00



A Class in Welding and Sheet Metal



The Knitting Class is Popular

PHOENIX UNION HIGH SCHOOL SYSTEM

"OUTREACH" (Outdoor Unified Training for  
Recreation, Education, Appreciation,  
Conservation, Health)

Project No. 07-210-12-69-0015-1

Project Director: Dr. Paul Plath  
Project Coordinator: Mr. Lyman L. Jackson  
DAO Annex  
2042 West Thomas Road  
Phoenix, Arizona 85015  
Telephone: 271-0123

Project OUTREACH is an environmental education program that is directed at elementary and secondary schools within the Phoenix Union High School District boundaries.

In response to the first annual report from the President's Council on Environmental Quality, the Phoenix Union High School District directed its Title III OUTREACH Program to encompass several urgent needs in environmental education in a "total" environmental program.

A total environmental approach requires an interdisciplinary perspective of environmental studies to adequately cope with the interrelated nature of the environment. This means that environmental education cuts across all subject disciplines.

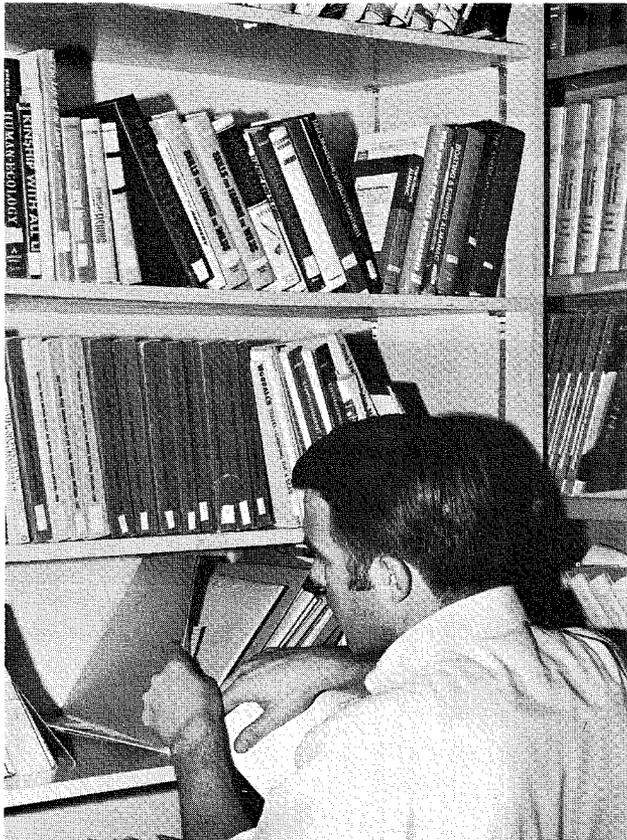
As an environmental education program, Project OUTREACH exists to provide, for teachers and students, an awareness of ecologic problems and a concern for the total environment; an awareness of how social, cultural, economic, political, and esthetic values relate to ecologic and environmental control; an awareness that man is a part of the environment and not set aside from nature; and a realization of how people, individually and collectively, may work to control the environment.

To accomplish these objectives, OUTREACH has developed four areas of involvement. They are:

1. Teacher training - extension classes during the academic year and summer workshops.
2. Curriculum development - production of materials on an interdisciplinary basis
3. Resource center - provide classroom teachers with material to aid in classroom presentations and in curriculum development.
4. Career development - give students an opportunity to explore various employment opportunities in environmental control.

In addition, several activity oriented programs are anticipated for students. They are:

1. Environmental clubs - an activity designed to give students an opportunity to be involved in environmental issues.
2. Environmental Action Course - for the purpose of identifying problems and outlining programs of action.
3. Assembly programs - to stimulate student interest in environmental issues.



Environmental Reference Library



Career Day Programs

GRANT PERIOD

AMOUNT

August 1, 1969 - July 31, 1970

\$35,000.00

August 1, 1970 - July 31, 1971

\$48,441.00

PIMA COUNTY SCHOOLS

"PIMA COUNTY RURAL ADAPTIVE  
EDUCATION"

Project No. 10-000-12-71-0026-0

Project Director: Mr. Fred Jipson  
Pima County School Office  
132 West Congress  
Tucson, Arizona 85701  
Telephone: 792-8451

The Pima County Rural Adaptive Education Project was funded as an exemplary project in the Fall of 1970 as the result of an application submitted by Anita Lohr, Pima County School Superintendent. The purpose of the Project is to identify children with special education needs in the Pima County rural schools, to provide the teachers in these schools with in-service activities toward identifying and remediating learning problems, and to work toward the provision of a full complement of needed special education service. The thrust of the Project is in keeping with a stated objective of the United States Office of Education: to extend special education service to handicapped children in sparsely populated areas.

Low incidences of handicapped children make adequate provision of services and logistics especially difficult problems. However, numerous states throughout the nation have met this problem quite adequately on a statewide basis through the development of cooperative special education services operating in a number of schools. The Wisconsin Cooperative Educational Services Agencies and the Iowa Multi-County Service Agencies are two of the many plans for rural cooperative services.

The Pima County Rural Adaptive Education Project has, as its ultimate goal, the development of a cadre of special education teachers, and necessary pupil personnel workers, as well as the organization of an administrative arrangement whereby the participating schools can continue to provide appropriate education for the handicapped on a continuing basis.

The first Project year has been primarily one of planning and evaluation. Five of the rural school districts - Continental, Mary E. Dill, San Fernando, Tanque Verde and Vail - are being served this year. Through in-service, a scheme for teacher identification and referral was developed. Evaluation of referral children is presently taking place. By the end of the Project year, the evaluation data will be compiled into recommendations for program services needed for these children.

The second year of the Project will bring two more districts into the Project activities - Catalina Foothills and Indian Oasis - as well as any other Pima County districts who are interested in participating. During this year services to identified children will be provided through Title III funds. By the end of the second Project year, a plan will be developed and presented to the participating schools for continuing the services without Title III assistance.

If the participating schools continue to show the enthusiasm toward the provision of special

education services that they have thus far, the resulting cooperative service program for special education will be the first such program in Arizona of this extent and arrangement. Hopefully, its successful culmination will serve as a model for the development of a total spread of such cooperative units throughout all the rural areas of Arizona.



Dr. Rachel Burkholder testing a pupil from one of the Project schools



Dr. Burkholder and Mr. Fred Jipson reviewing the Project

GRANT PERIOD

September 1, 1970 - July 1, 1971

AMOUNT

\$20,925.00

PINAL COUNTY SCHOOL OFFICE

"ATTACKING EDUCATIONAL PROBLEMS  
IN RURAL SCHOOLS"

Project No. 11-000-12-71-0024-0

Project Director: Mr. Dwight Smith  
Box 769  
Florence, Arizona 85232  
Telephone: 868-5801

During the Spring of 1970, several administrators of small, rural elementary schools in Pinal County, Arizona, organized themselves into a loose-knit group with the intent of attempting to solve, or at least partially alleviate, some of their schools' problems. The administrators recognized the need for and provided personnel and services to support the areas of emphasis.

There are four major needs under attack in the program:

1. The need for raising the achievement level of students in mathematics;
2. The need for raising the achievement level of students in reading;
3. The need for supplementary services to assist teachers in dealing with children demonstrating learning disabilities which prohibit learning progress;
4. The need to improve student awareness of and attitude toward creative music.

The program design for attacking the first two above educational needs involves the selection of innovative approaches to reading and math by teachers who are interested in attempting to improve the existing rate of cognitive growth.

The third need (for supplementary services) is created by characteristics of the school population being served. There are four major ethnic groups represented in the participating schools in the following percentages: Indian - 34.6%; Anglo - 33.9%; Mexican-American - 25.56%; Negro - 3.7%. Complicating the diversity in ethnic background is the broad cross section of socio-economic levels, with a heavy concentration of lower income families, including many migrants. The result of these factors in educational systems is a large group of culturally disadvantaged children, whose learning rates are variable, and many times have some impairment in their ability to learn at the expected rate. In reacting to these problems four specialized personnel have been provided in the project.

Counselor: The Counselor assists teachers with students who exhibit some attitudinal or behavioral learning problem where counseling may be of assistance.

Home/School Visitor: The Home/School Visitor serves as a liaison between the school and home when students have educational problems that may arise from the home environment. The Home/School Visitor is fluent in both Spanish and English, and can work easily with parents of Mexican descent.

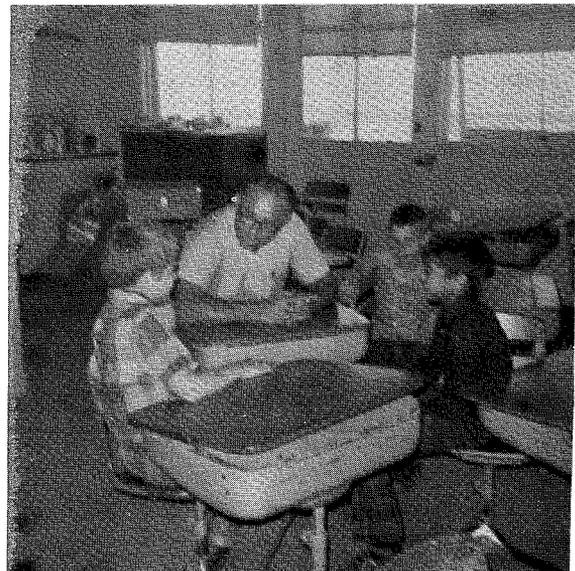
Speech Therapist: The Speech Therapist has the responsibility of screening all students and determining who has speech impairments in any degree of severity. She will then establish a regular therapy schedule for those students who are most in need of assistance.

Psychologist: The Psychologist works with students who exhibit severe learning disabilities which may be the result of a physical or mental handicap. Through psychological evaluation, a student may be provided with learning experiences suitable to his ability to benefit from them.

Music Program: The design for attacking the need for improved student awareness of music in their experiences involves the provision of a Music Consultant or Coordinator. Since the project involves approximately 3400 students, the Music Consultant will necessarily provide for impact upon student behavior through the classroom teacher.



Virginia Delsi, the Home/School Visitor discusses various aspects of the school environment with a parent



Don Snyder, the Project Counselor, uses a group situation to deal with the problems evidenced by these students

GRANT PERIOD

September 16, 1970 - September 15, 1971

AMOUNT

\$87,809.00

SCOTTSDALE SCHOOL DISTRICT NO. 48  
Pueblo School

"STAFF UTILIZATION FOR CONTINUOUS  
PROGRESS EDUCATION"

Project No. 07-048-12-70-0019-0

Project Director: Dr. Leon Webb  
3811 North 44th Street  
Phoenix, Arizona 85018  
Telephone: 959-3500

This project is designed to train a carefully selected group of elementary teachers and para-professionals in the concepts of continuous progress, differentiated staffing, and non-graded curriculum.

Two summer workshops were conducted. Four consultants associated with Continuous Progress Projects in Utah trained 65 staff members of Pueblo Elementary School in the concepts of continuous progress education.

During the school year, special workshops are held to train staff members additionally in areas that appear to need improvement.

To determine effectiveness of the project, pre- and post test measures of attitudes toward various aspects of the educational program will be given to random samples of parents, staff members, and students. Additionally, achievement tests will be used to measure the effectiveness of the project on students.

Some of the features of the instructional program are:

The staff was handpicked by a team of teachers for a brand-new school, although temporary facilities are required this year.

The innovative aspects of the curriculum were recommended by a committee that included several members from the community.

Staff differentiation is based primarily on varying degrees of responsibility to the educational program. Certificated teachers have titles of curriculum leader, team leader, or instructional manager. Teacher assistants and teacher aides assist teaching teams, of which there are four. Team One, kindergarten through second grade; Team Two, third and fourth grades; Team Three, fifth and sixth grades; and Team Four, seventh and eighth grades.

A concerted effort is made to individualize instruction by varying time and space increments as well as curriculum materials.

GRANT PERIOD

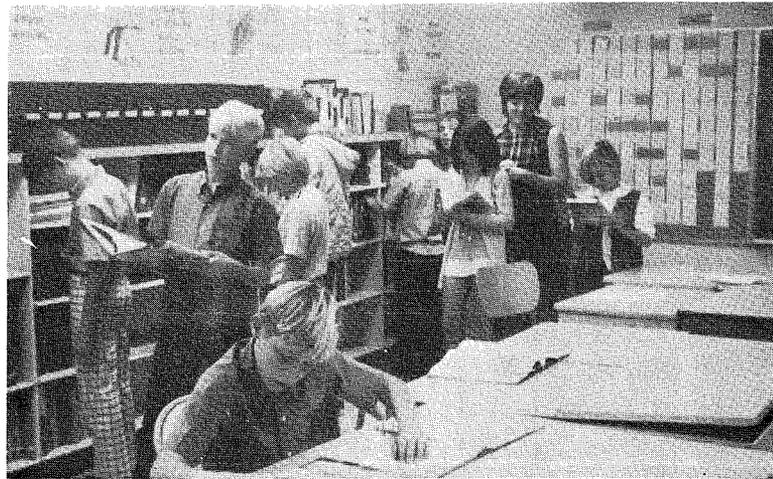
AMOUNT

July 1, 1970 - June 30, 1971

\$48,426.00



**Mrs Ann Rhoads providing early childhood experiences to a group of five year olds**



**Instructional Materials Center - Miss Margaret Lanspeary, Instructional Assistant, helps children**

SCOTTSDALE SCHOOL DISTRICT #212

"IN-SERVICE VOCATIONAL COUNSELOR  
PROJECT"

Project No. 07-212-12-71-0031-0

Project Director: Dr. L. Leon Webb  
3811 North 44th Street  
Phoenix, Arizona 85018  
Telephone: 949-6211

The purpose of this project is to provide in-service training for present high school counselors in the area of vocational counseling.

The goals of the project are concerned with changing the attitudes of counselors toward vocational-technical education in a positive manner. Knowledge of the local employment market and job entry requirements are an integral part of the in-service program. Providing current relevant vocational information to counselors should improve their attitude toward vocational education. Lack of knowledge about vocational education on the part of counselors causes negative feelings and insecurity in advising students. Changing negative attitudes about vocational education to positive attitudes will further the goals of schools, counselors, teachers and students toward meeting the educational needs of all students in our comprehensive high schools.

The primary objectives of the project are as follows:

1. Develop an in-service educational program in the area of vocational counseling for all counselors in the Scottsdale School District.

The following are areas of training which would be included in this in-service training program:

- a. Vocational testing, aptitude and interest interpretation.
  - b. Long-range vocational planning for individual students.
  - c. Effective use of employment offices.
  - d. Input needed for students to participate in an apprenticeship program.
  - e. Establishing a community public relations program for vocational education.
  - f. Using vocational test results, aptitude and interest surveys to establish effective educational programs for individual students.
  - g. Job placement, job counseling and career conferences.
2. Establish a Materials Laboratory of Career Information at each high school.
  3. Establish a community public relations program for the area of vocational education.
  4. Conduct an in-depth research study to establish the needs of Scottsdale students concerning the utilization of the new comprehensive Vocational Technical Center presently



TEMPE ELEMENTARY DISTRICT #3

"SPECIAL PROGRAMS AIMED AT REACHING CHILDREN" (SPARC)

Project No. 07-003-12-68-0011-2

Project Director: Dr. John W. Simonds  
P.O. Box 27708  
Tempe, Arizona 85281  
Telephone: 967-1451

This is a project with three specific programs designed for children--especially the educationally handicapped child. The three District programs are referred to as Type I, Type II, and Type III.

### Type I - Engineered Classroom

The Type I program is specifically designed for those underachieving children who for some reason are unable to tolerate normal classroom procedures and thereby do not learn at the rate they are capable. (Children who are physically handicapped or mentally retarded are not candidates for the program.) They are usually either highly aggressive and disruptive or extremely shy and withdrawn. From among the 11,000 students in the Tempe Elementary School District, 25-40 children who are classified as educationally handicapped are placed in one of two special "engineered classrooms."

The teacher and aide in these engineered classrooms use behavior modification techniques as their basic methodology to assist the child in remediating his problems and thereby increasing his chances for success in a regular classroom situation. The basic goal is identification of the maladaptive behaviors which interfere with the learning process and then assisting the child in developing more adaptive behaviors.



Sometimes a smile is reward enough

In the process of assisting the child in the development of adaptive behaviors for learning, the teacher presents the child with tasks he needs to do, is ready to do and can be successful doing. An individual approach is used with each child.

Care is taken to provide positive consequences which are meaningful to the child following successful completion of a task. These consequences cover a broad range from tangible rewards to free time to praise. The engineered classroom uses a system of token rewards -- check marks. Throughout the day the child is rewarded for small but significant achievement. Eventually the child is phased into more intrinsic rewards.

## Type II - Counseling Service

Type II Program is designed for children similar to those in the Type I Program, but whose problems are not as severe. Their behavior problems are not as "intense" and, therefore, they remain in the regular classroom structure with assistance. This assistance is provided by a psychologist and one counselor in four schools which have a combined population of approximately 2,850 students and 100 teachers.

The SPARC counseling staff, with the cooperation of the principal and teachers, provides procedures for intervention within the classroom or for counseling in the counselor's office. They also provide for active cooperative participation with the children's parents.

One of the goals of this program is to facilitate interpersonal relations and communication of children, teachers, administrators and parents, so that a child will utilize his potential to the fullest extent. Emphasis is placed on close counselor-teacher-parent contact in dealing with the child's problems and for developing suggested courses of action that teachers may use in helping the child in his classroom and that parents may use in helping their child at home.



Talking things over

## Type III - Project TEMPO

The Type III Program, also called Project TEMPO, is an in-service project designed to provide regular classroom teachers with an effective set of procedures for managing pupil behaviors. As a result of experience with the Type I Program, it was found that teachers needed additional training in effective ways of handling certain behavior problems, both academic and social, that occur in the school setting. Project TEMPO (Training Educators in the Management of Pupil Operations) is being offered to approximately sixteen teachers per semester. This phase of the project is being developed cooperatively with Arizona State University Department of Psychology.

The program is a highly structured one, concentrating on "applied" behavioral management procedures. Emphasis is placed upon classroom practicum rather than formal instruction. The focus of the program is upon behavioral change through the systematic management of classroom contingencies. Management procedures take the form of "behavioral contracts" between teachers and pupils

GRANT PERIOD	AMOUNT
1968 - Direct Funding	\$23,353.00
1969 - Direct Funding	\$139,741.00
September 1, 1970 - August 31, 1971	\$150,089.00

Project No. 07-003-12-70-0020-0

Project Director: Dr. Mary D. Clark  
P.O. Box 27708  
Tempe, Arizona 85281  
Telephone: 967-1451

Tempe Elementary School District personnel do not believe that a successful drug abuse prevention program will be one in which drugs are segregated out of the general behavioral pattern and studied separately from the general cultural scene in an instituted "drug" course. It is felt that presently purely cognitive material will have little or no effect on preventing drug abuse among those who would become experimenters and possible users. The problem is a personal one, and an effective program must be one which is personalized so as to be relevant to each child.

The "Preventing Drug Abuse" program consists of three phases:

1. Identification of high risk takers (potential drug abusers). There are instruments available to identify potential drug users with significant reliability up to three years before the child actually chooses to try drugs. These instruments ask about the risks and gains to be derived from a selected list of critical behaviors as they relate to values. These behaviors give an indication of patterns of attitudes within adults and children that can be translated into behavior. The Project administered these instruments as pretests in early November, 1970.
2. Education. A series of semester long workshops are being conducted by Project personnel in which 5th and 7th grade teachers participate. One workshop is a valuing process workshop, a system of teaching in which the child is helped to develop an awareness of those values - (affection, respect, skill, enlightenment, power, wealth, well-being, rectitude) which influence his own decision, and to assume a sense of responsibility for the decisions. Teachers are learning these teaching skills and are developing their curriculum to utilize the valuing process.  
  
A second workshop is the drug education workshop in which teachers learn about drugs and drug abuse. The teachers again are developing drug curriculum to be utilized at natural points in their subject areas such as reading, history, science, etc. Again, the drug curriculum is couched in a values-oriented context.  
  
A third workshop is an in-depth workshop for nurses and counselors concerning the pharmacology of drugs and drug abuse so that they may act as a resource teacher in each school to answer problems and questions the teacher cannot answer.
3. Evaluation. At the end of the school year the Project will again administer the instruments to each child to determine if there is a change in attitude and behavior concerning drugs as a result of the in-service training workshop for teachers. The Project will determine the change

and will evaluate and refine the program as it continues. After the post tests instruments are administered, the Project plans to follow these 5th and 7th grade children for the next two years to determine that if changes occurred, how well were these changes maintained. The Project, therefore, is training subsequent teachers that these children will probably encounter in the next two years.

The "Preventing Drug Abuse" Project is also starting a series of parent workshops in the "Valuing Process Approach." In these workshops, parents will learn some of the value skills and approaches utilized by teachers that can be applied in the home. The Project also has developed a large resource library for the school personnel, students and community's use. It includes books, films, periodicals, curriculum guides, and the latest research being conducted in the area of drugs.

GRANT PERIOD	AMOUNT
September 1, 1970 - August 31, 1971	\$51,673.00



Fifth Grade Class in a Value Lesson

TOLLESON ELEMENTARY SCHOOL  
DISTRICT #17

"WESTERN MARICOPA SPECIAL SERVICES  
CONSORTIUM"

Project No. 07-017-12-71-0028-0

Project Director: Mr. Earl E. Moody  
P.O. Box 278  
Tolleson, Arizona 85353  
Telephone: 936-3536

This is a planning project entered into by thirteen school districts in the outlying area west of Phoenix (Western Maricopa County), for the purpose of providing adequate special services for the atypical portion of their student population who have special educational needs. Some of these districts are presently providing services for that portion of their student population, while other districts among this group are unable to provide for their students who have special education needs in the area of adaptive education. The goal of this project is to develop a plan for improving the educational opportunities of all atypical students in the area covered by the thirteen districts involved in the project.

The following districts are included:

1. Avondale School District
2. Arlington School District
3. Dysart School District
4. Fowler School District
5. Glendale Elementary School District
6. Liberty School District
7. Litchfield School District
8. Littleton School District
9. Pendergast School District
10. Peoria Elementary School
11. Tolleson Elementary School District
12. Union Elementary School District
13. Wickenburg School District

Tolleson Elementary School District #17 serves as the contracting agent district.

A local Advisory Committee made up of representatives from each of the member school districts is the policy making body for the project.

Consultation with personnel from the following community agencies provides for community involvement in the project:

Boards of Education in each of the 13 districts  
PTA's in each of the 13 districts

Key business, social and civic leaders in each of the 13 districts as identified by the Advisory Committee.

Active service clubs in each of the 13 districts, as identified by the Advisory Committee.

Major church groups in each of the 13 districts, as identified by the Advisory Committee.

All private and parochial schools in the service area.

Specialized consultants from the following areas are utilized as needed to implement the planning phase of the project:

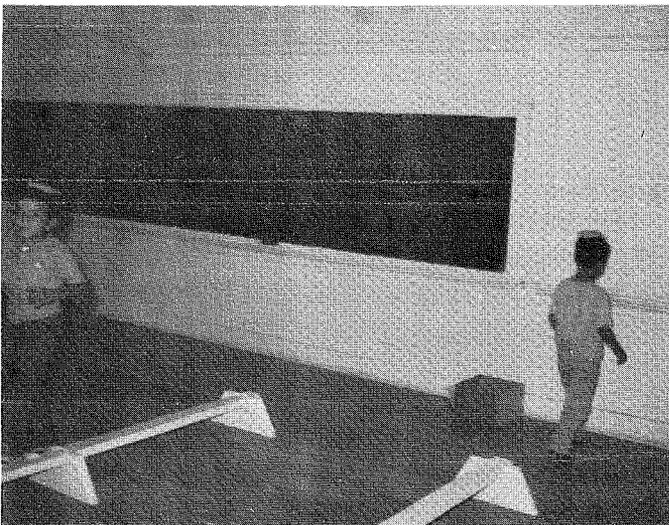
1. Diagnosis of learning disabilities.
2. Diagnosis of mental or emotional difficulties.
3. Treatment of the underachiever, the mentally and the emotionally disturbed.
4. Classroom and clinical activities which minister to individual learning detriments.
5. Involvement of classroom teacher in the rehabilitation or therapy process.
6. The formation of special classes for special difficulties.
7. The evaluation design and formulation of monitoring systems.

GRANT PERIOD

AMOUNT

March 1, 1971 - February 29, 1972

\$17,960.00



Special Classrooms with Special Programs for Special Children

TUCSON SCHOOL DISTRICT #1

"CREATES" (Cultural Resources: Awareness Through Educating the Senses)

Project No. 10-001-12-70-0020-0

Project Director: Mr. Ron DeWitt  
Exploratory Learning Center  
Tucson Public Schools  
P.O. Box 4040  
Tucson, Arizona 85717  
Telephone: 791-6111

A small boy runs to the playground to collect dirt and ants for the ant farm he is making.

An intermediate -level girl focuses the camera to photograph the patterns on a turtle's shell.

A small cross-aged group of children work together writing and producing a play.

All of these children are busy and involved with the business of learning, and are assuming increasing responsibility for their own education through the opportunities provided in Project CREATES.

CREATES approaches learning through concrete sensory experiences. By interacting with their enriched school environment, and by using resources available to them, children pursue learning that is meaningful and necessary to them as individuals.

Three principal objectives for children in this program are:

1. development of self-direction
2. awareness of the total environment; a sense of exploration
3. skill development

The school has an innovative organizational system. Rooms have been transformed into CREATES centers (motivational centers built around global concepts such as color, life and time), work areas (art, construction, homemaking, lab, etc.), and academic areas (centers for skill development). Teachers and aides staff these areas on a rotating basis, and children make their own schedules on a weekly basis, with provision for changes available when appropriate.

Children are assigned to home rooms which contain students from three consecutive grade levels. The home room provides a base of security from which the child operates, and the home room time allows for individual scheduling, problem-solving, and conferring between children and teachers. The home room teacher is the adult responsible for following each child's progress and/or needs.

The absence of self-contained classrooms and grade-level grouping places teachers and aides in

new roles. They are working in more open ways, as facilitators of learning rather than disseminators of information. Teachers are organized into teams of three, primarily for purposes of planning and maintaining centers. Team teaching, as such, exists only in limited situations.

An after-school program operates at the Exploratory Learning Center from 3:30 to 5:00, offering a variety of planned activities to children.

Any dynamic, innovative program must undergo constant change and reassessment; this is true of Project CREATES. By evaluating which techniques are successful and which are less successful in this first year of operation, the staff refines the program constantly. The needs arising from this process are also necessitating the development of new measurement instruments and methods.

GRANT PERIOD

AMOUNT

July 1, 1970 - June 30, 1971

\$78,845.00



An Artist Creates

TUCSON SCHOOL DISTRICT #1

"CURRICULUM IMPLEMENTATION FROM  
A BEHAVIORAL OBJECTIVE MODEL"

Project No. 10-001-12-71-0031-0

Project Director: Dr. Peter G. Gazzola  
P.O. Box 4040  
Tucson, Arizona 85717  
Telephone: 791-6111

This is a three-year project designed specifically for the administrators of the public and private schools in Tucson District #1. This project, which for brevity's sake is known locally as the "Educational Management Project", was initiated in April, 1971.

The goal of the Educational Management Project is to promote the development and wide utilization of a more consistent and more systematic approach to educational decision-making among Tucson administrators. It is believed that sharpening the decision-making skills of those responsible for developing and implementing school curricula will result in better educational programs for the students in Tucson District #1.

During the planning phase of the Project's first year, the Project staff will synthesize an appropriate body of decision-making principles and procedures from various alternative applications of the systems approach to educational management. Requisite skills for implementing this decision-making approach will also be identified. This decision-making framework, which will be known as the Curriculum Implementation Model, will be evaluated for its applicability and will be revised if necessary.

Approximately twenty Tucson administrators will be selected to participate in an in-service program during the operational phase of the Project's first year. Participating administrators will acquire knowledge of the decision-making principles, procedures, and skills involved in the Curriculum Implementation Model and will learn how to apply the Model to curriculum development problems under both simulated and real conditions.

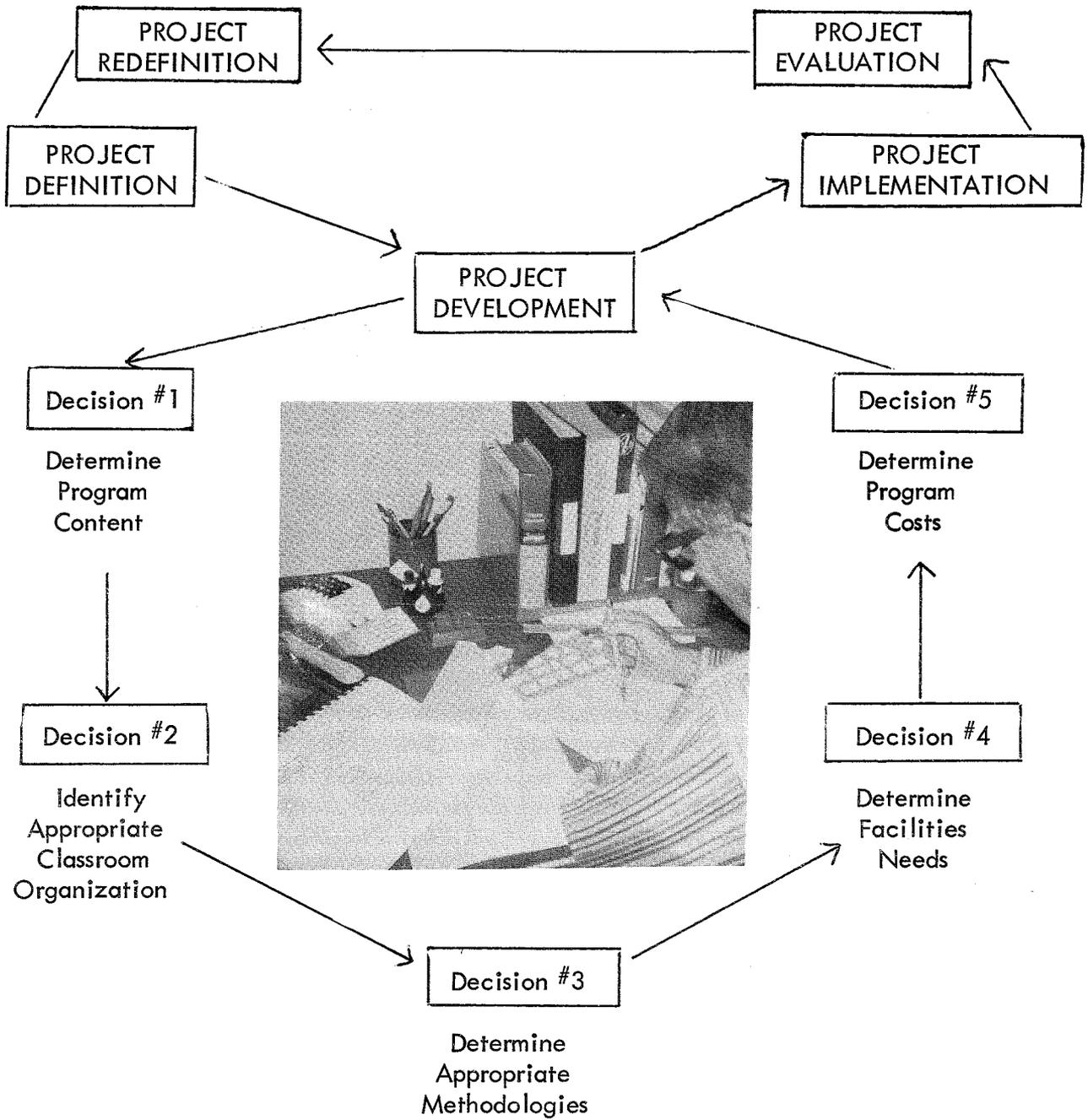
Additional administrators will be selected to participate in similar in-service programs during the second and third years of the Project. At the conclusion of the Educational Management Project, the validity of the Curriculum Implementation Model will have been thoroughly tested, and a large proportion of Tucson District #1's administrators will have acquired knowledge and skills necessary to use the Model successfully in the development of better educational programs.

GRANT PERIOD

AMOUNT

April 1, 1971 - March 31, 1972

\$43,021.00



A Participant Making Instructional Development Decisions

TUCSON ELEMENTARY SCHOOL DISTRICT #1  
Safford Junior High School  
Borton Elementary School  
Carrillo Elementary School  
Drachman Elementary School  
Ochoa Elementary School  
Safford Elementary School

"HEALTH EDUCATION THROUGH PARENT PARTICIPATION"

Project Director: Mr. Wally Franz  
1010 East 10th Street  
Tucson, Arizona 85717  
Telephone: 791-6589

Project No. 10-001-12-69-0014-2

The purpose of this project is to provide a base for schools to develop functional health education programs while involving the local parents in projects designed to further communication between the school and community. The physical area served consists of one Junior High School and its five feeder elementary schools; the population is multi-ethnic and low socio-economic.

The project is designed to:

- Develop a greater awareness of health education as an integral part of school and community life.
- Emphasize the true importance of healthful school and community living as a means of approaching certain social and environmental health problems.
- Provide a better understanding of those health facilities and services through which the general well-being of children and parents may be improved.
- Develop a more comprehensive understanding of the health attitudes, knowledges and religious mores of children and adults within certain ethnic and socio-economic groups.
- Develop a relevant Health Education Curriculum by parent-student-teacher planning and implementation.

The goals of the project are to:

- Bring parents closer to the total health education program by parent-student-teacher conferences, incorporating resource people such as representatives of the medical and dental profession, state and county health departments, and local county and state departments of education.
- Use parents as school-community liaison and for information retrieval.
- Provide techniques and innovations that will be acceptable to the various ethnic, cultural and religious groups.
- Provide opportunities for teachers to develop new techniques and instructional innovations through

parent study sessions within a workshop environment.

Design a parental attitude scale through workshop and planning sessions to evaluate the effectiveness of the various approaches to health education.

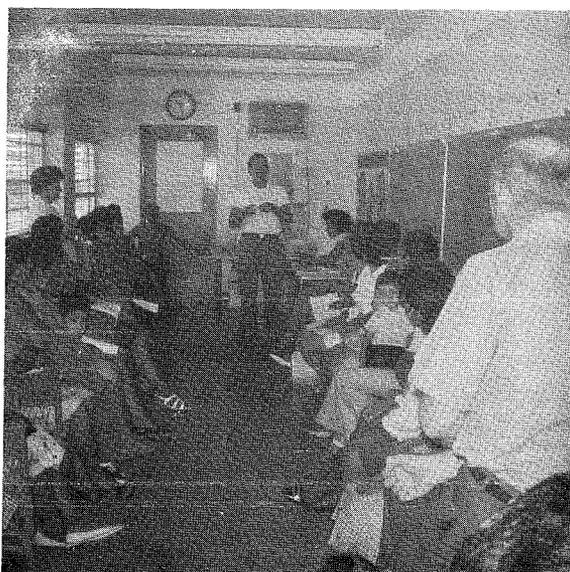
Involve parents, teachers and students in the development of attitude and health curriculum testing devices.

Develop evaluative data through the use of pre-testing and post-testing and observation systems.

Provide a health education program consisting of basic concepts with innovative approaches.

Gather additional evidence to indicate the continuing need for health education programs involving parent participation.

Provide constant internal-external monitoring which will provide current in-depth evaluation data.



### Health is a Family and School Community Affair

GRANT PERIOD	AMOUNT
June 16, 1969 - December 15, 1969	\$20,000.00
December 16, 1969 - August 31, 1970	\$35,787.00
September 1, 1970 - August 31, 1971	\$55,555.00

TUCSON SCHOOL DISTRICT #1

"OUR COMMUNITY AGAINST DRUG  
EXPERIMENTATION"

Project No. 10-001-12-70-0017-0

Project Director: Mr. Oscar O'Hanian  
Fickett Jr. High School  
7240 E. Calle Arturo  
Tucson, Arizona 85716  
Telephone: 791-6381

During the first year of the pilot program of Our Community Against Drug Experimentation, meetings, workshops and advisory groups agreed that it will be necessary to extend their efforts during the second year of the project. While the initial phase of the project focused on the junior high school student, the second phase will focus almost entirely on the elementary school child who will eventually attend Fickett Junior High School.

Progress to Date:

A qualified elementary school counselor has been selected to participate in the project. The counselor has been assigned to the participating elementary school.

A qualified Evaluator has been selected.

The Project Director, Coordinator, Counselor and Evaluator have met to make future plans and assignments of duties according to the Proposal.

Two Advisory Council meetings have been held, studying the problems the project may create in the complex schools.

A continuation of the Fickett Jr. High Maintenance Program, with informal discussions between students and the Project Coordinator.

Future Plans:

An effort to identify problem-prone elementary school children through the administering of RTAQ's and to conduct a parent-child counseling program to help these children change behavior patterns that may lead to experimentation with harmful drugs.

To explore possible means of incorporating drug abuse prevention methods in the regular elementary school curriculum and to develop a plan for introducing the appropriate classroom techniques in the regular elementary school curriculum.

A counselor from Fickett Jr. High School will administer the RTAQ to the junior high school students. The high risk-takers will be the target population for the OCADE counseling program.

This counselor will work directly with these students and their parents to help alter the students' behavior patterns and attitudes. The RTAQ will be administered again after the completion of the counseling period for each student and then again at the end of the project period.

GRANT PERIOD	AMOUNT
March 1, 1970 - February 28, 1971	\$35,120.00
March 1, 1971 - February 29, 1972	\$42,934.00



Rap Session



News Media Coverage on Drug Abuse

TUCSON SCHOOL DISTRICT #1

"REGIONAL DEMONSTRATION LIBRARY"

Project No. 10-001-12-68-0007-2

Project Director: Mrs. Murvise Odom  
Myers Demonstration Library  
5000 East Andrew  
Tucson, Arizona 85711  
Telephone: 791-6824

The Myers Demonstration Library serves as a regional demonstration project for three counties: Pima, Santa Cruz, and Cochise.

The four primary goals of the Project, and representative activities conducted in conjunction with each, are as follows:

(1) To provide in Myers Elementary School a good school library program with adequate facilities, materials, and professional and clerical personnel following standards established by the American Library Association and the Department of Audiovisual Instruction of the National Education Association.

Myers Library meets 1960 American Library Association Standards for material and personnel. The library is open before and after school, Saturdays and summers. Students go to the library as individuals, groups, or classes throughout the day without making prior arrangements. Librarians conduct 30 to 50 library-related activity periods per week for students, as story hours, creative writing, dramatics, puppets, book introductions, and use of reference books. Students use audiovisual equipment in the library, and filmstrip projectors and tape recorders are checked out for home use. A program of student library aides is conducted. Librarians collect all types of media for use in the classroom as requested by teachers.

(2) To promote community support for library resource centers as an integral part of a sound educational program.

A weekly preschool story hour attended by 25 to 35 children is conducted. Library materials may be checked out by all community members. Parent volunteers work in the Myers Library. All parent library volunteers in Tucson District #1 are invited to an annual coffee sponsored by the Library and featuring a speaker and Myers Library open house.

(3) To provide a training center for the University of Arizona in preparation of students for elementary school library, teaching, and administrative positions.

The Project sends announcements of meetings to all faculty members in the University of Arizona College of Education and invites visitation to the Myers Library by entire University classes or individual students; approximately 500 students visited last year. Myers personnel visit University classes for slide presentations of the Project as requested. Thirteen University students have been assigned to Myers Library for student librarianship.

(4) To promote among educators an understanding of the role of the school library through invitations to visit the Myers Library, and to attend workshops, conferences, and in-service meetings sponsored by the Project.

Educators in three counties are invited to visit. They are also advised that library personnel will travel to their area to give a library slide presentation for meetings. A course for salary credit, "New Look in Children's Literature," with seven meetings and 150 enrollees was presented. Three speakers on "Creative Use of Library Resources" were sponsored. The Project co-sponsored a two day conference for District #1 administrators and librarians exploring "Teamwork--the Key to Better Libraries." A brochure has been published, and this received the highest rating given by School Management Magazine (awarded to only six publications out of a national field of 1000).

During this, its third year, Project activities include a continuation and expansion of programs in effect, an emphasis on evaluation of the Project, and two major dissemination efforts consisting of a film and a series of brochures. The fifteen minute color, sound film, entitled "Libraries Are Kids' Stuff," was produced by the Project and the Radio-TV Bureau of the University of Arizona. The brochure series when completed will consist of approximately seven publications dealing with various aspects of the Project and produced for use by educators in planning and administering a federal project and/or an effective elementary library program.



Browsing - Experimenting - Learning - Enjoying

**GRANT PERIOD**

1966 - Direct Funding  
 1968 - Direct Funding  
 September 1, 1970 - June 30, 1971

**AMOUNT**

\$59,835.00  
 \$59,853.00  
 \$50,255.00

WHITERIVER ELEMENTARY DISTRICT #20

"SPECIALIZED COMMUNICATIONS  
ACTIVITIES CENTER"

Project No. 09-020-12-70-0018-1

Project Director: Mr. J. R. Austin  
Whiteriver Elem. District #20  
P.O. Box 188  
Whiteriver, Arizona 85941  
Telephone: 338-4362

The prime purpose of this project is to develop a program in which the White Mountain Apache Indian child can make more than one year academic progress in the Language and Reading Skills during each school year as measured by Metropolitan Achievement Tests.

The project consists of two parts:

1. A Specialized Communication Activities Center where children are given specialized training in Language Arts Skills.
2. The Preparation of a Test Instrument designed to measure the academic growth and achievement of White Mountain Apache children in the Whiteriver Elementary School, grades 4 through 6.

A 24' x 60' trailer was purchased to house the Communication Activities Center.

The Specialized Communications Activities Center is staffed by a teacher, specialized in the Language Arts activities, and a teacher aide, now in the EPDA Teacher Training Program.

The Test Instrument is being prepared by Dr. McLeroy, one of our Special Education Teachers.

The photographs on the opposite page show some of the activities and equipment used. The kinds of equipment shown are not available in the regular classroom at Whiteriver Elementary School.

The children assigned to the Center are normally achieving approximately two years below grade level.

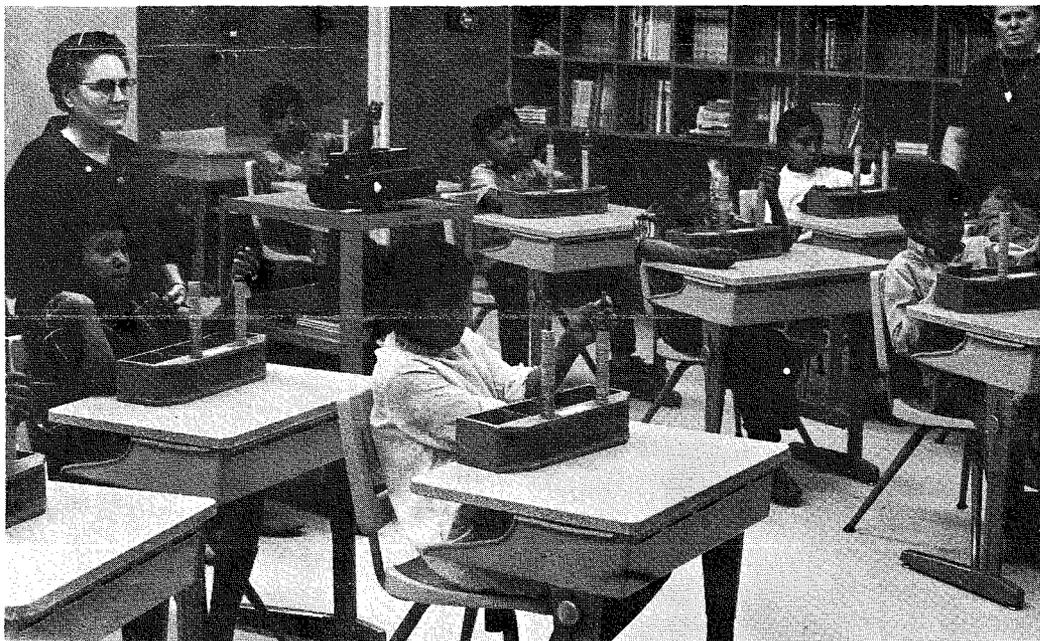
We limit the size of each class participating in the program to twenty children. Each of three, one from the fourth grade level, one from the fifth grade level, and one from the sixth grade level, are programmed into the Center for one hour each day.

GRANT PERIOD

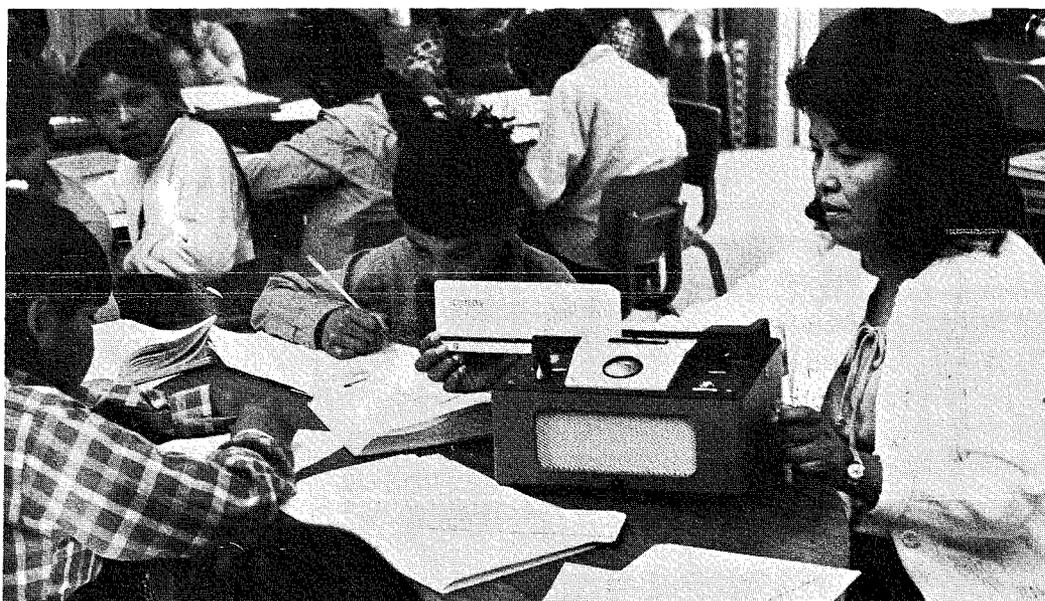
AMOUNT

January 1, 1970 - December 31, 1970  
January 1, 1971 - December 31, 1971

\$24,822.00  
\$16,224.00



Dr. Nellie Mae McLeroy, Project Test Phase Director, operates the Kodak Carousel Projector synchronized with the Wollensack 3M Cassette System. The children make response to the slide shown on the screen as directed by the recorded stimulus word.



Mrs. Kessay, the Teacher Trainee, is using the Language Master with a 6th grade student. The word cards have a picture and the recorded word.

WILSON SCHOOL DISTRICT #7

"MOTHER AND CHILD LEARNING TEAM "

Project No. 07-007-12-71-0024-0

Project Director: Mr. Servando B. Carrillo  
2411 East Buckeye Road  
Phoenix, Arizona 85034  
Telephone: 273-1207

Twenty 3 and 4 year old inner-city children and their mothers are actively involved in an intensive pre-school program. The rationale for the program is:

1. The recognition of the mother as the key person in the initial and continuing growth and development of the child.
2. Acceptance of the fact that many mothers lack the fundamental knowledge of child growth and development.
3. Attitudes toward school and achievement potential begin to develop in children before they enter the elementary school.

The goals of the program are:

1. To prepare the child intellectually, emotionally and socially for formal school learning experiences.
2. To provide the mother with skills necessary to prepare the child for school.
3. To provide experiences for the mother and child in order that they may understand the role of the school.

The instructional design provides activities for participation in the following combinations:

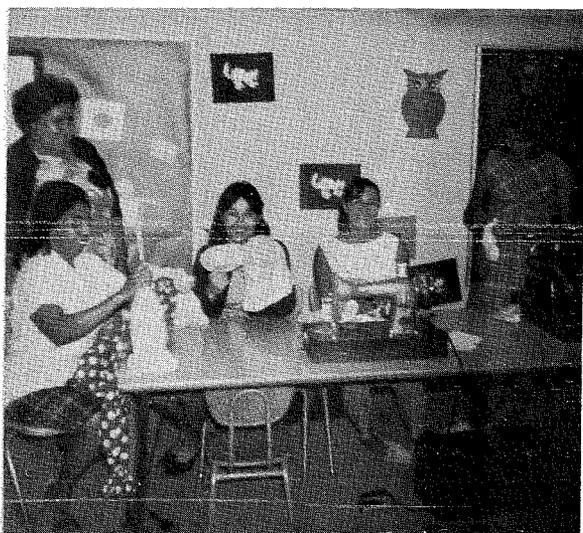
1. Teacher-Mother
2. Teacher-Child
3. Teacher-Mother-Child
4. Mother-Child
5. Supportive Personnel-Mother
6. Teacher Aide-Mother
7. Teacher Aide-Child

The mothers learn the concepts, attitudes and skills which are encouraged in school in parallel lessons, along with an explanation of the values involved for children. They are also involved in a separate curriculum which includes child development, nutrition, sewing, cooking, home decorating, arts and crafts, hair styling and grooming.

Learning experiences contributing to English language development, cognitive growth and increased self-esteem are conducted through the media of toys, puzzles, games, stories, role-playing, materials stressing visual and auditory discrimination, art and music. Songs, rhymes and stories in Spanish enrich the program.

Field trips and excursions bring the mother and child into significant contacts with the larger community.

Participation in the program is helping to bind the home to the school in a pleasant and profitable relationship.



Learning to Sew Brings Smiles to Mothers



Singing Together is Fun

GRANT PERIOD

September 8, 1970 - September 7, 1971

AMOUNT

\$20,040.00

YUMA ELEMENTARY SCHOOL DISTRICT #1

"COLLECTIVE EDUCATIONAL EFFORT  
IN LEARNING"

Project No. 14-000-12-71-0022-0

Project Director: Mr. Ruben A. Perez  
450 West 6th Street  
Yuma, Arizona 85364  
Telephone: 782-9303

Carver School serves a neighborhood that is predominantly Mexican-American and Negro. The experiences and vocabulary of the children are limited, due to the low social economic situation in the area served. The intention of this program is to provide meaningful and enjoyable experiences to be used in the classrooms as language lessons. Utilization of every possible community resource is encouraged at all times.

To accomplish this, the self-contained classrooms were restructured into a non-graded structure. The new program offers the following features:

More individual instruction; continuous progress for the student; eliminates retainment; allows teachers more planning time; art, music and physical education activities are highly correlated with the language program; provides the student with more opportunities to explore his community; closer home-school communication; school is established as the center for adult evening classes.

Primary Structure:

Offers eight levels of learning rather than grades 1, 2, and 3.

No child will repeat a level.

Offers half day of heterogeneous language instruction and half day of homogeneous language instruction.

Each primary classroom has a teacher's aide.

Emphasis is on language.

Intermediate Structure:

Students are homogeneously grouped for reading and math.

Language, science and social studies are heterogeneously grouped.

Recreational Program:

The school feels that the educational benefits inherent in game, dance and dramatic activities extend into the classroom. The real experiences the children enjoy by participating serve as a basis for the development of oral and writing abilities. When incorporated into the classroom

situation, these experiences open doors to unending language lessons, as they promote discussion and the writing of experience stories.

Community Resources and Services:

The pupil personnel director taps every possible resource in the community.

Evening classes for adults to learn to speak, read and write English, along with basic math and reading instruction are offered twice a week.

Coupled with the evening classes, a classroom is opened to offer tutorial services to school age children and adults.

Field trips provide meaningful experiences. They also serve to help the students to learn about their community. The community is given an opportunity to play a more direct role in education.

GRANT PERIOD

AMOUNT

September 15, 1970 - September 14, 1971

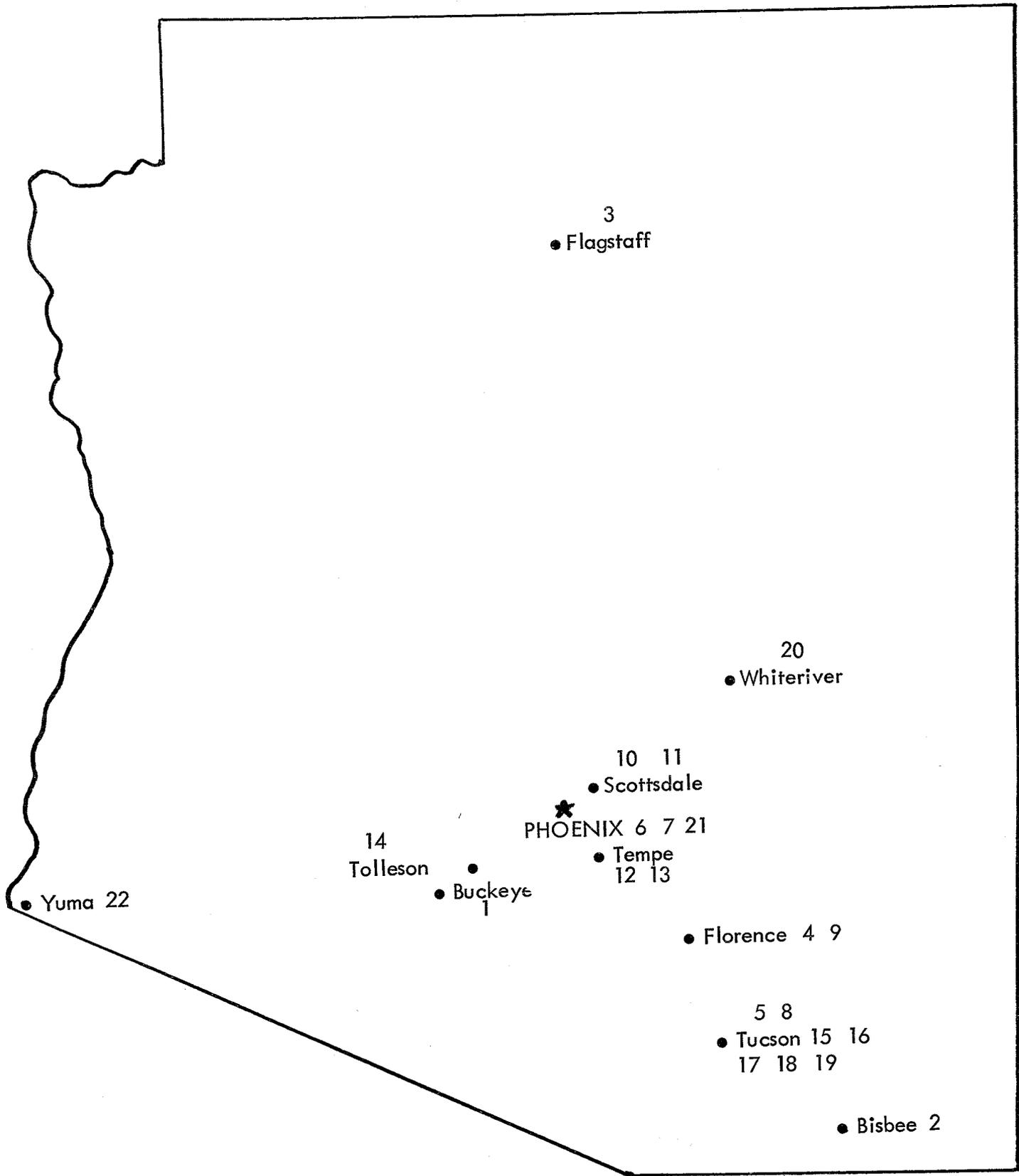
\$38,274.00



Activities are turned into language lessons, and a volley ball game can teach new words.



Field trips take the school to the community and bring the community to the school.



## PROJECT SITES

The map on the opposite page shows the location of currently funded ESEA Title III projects, as indicated by number below.

1. "Space Sciences in a Controlled Environment"
2. "Providing Occupational Education to Youth in Small Schools"
3. "Highlight Early Learning Problems"
4. "School and Family Educational Service Program"
5. "Flowing Wells Music Laboratory II"
6. "Community Schools for Community Action"
7. "OUTREACH"
8. "Pima County Rural Adaptive Education"
9. "Attacking Educational Problems in Rural Schools"
10. "Staff Utilization for Continuous Progress Education"
11. "In-Service Vocational Counselor Project"
12. "Preventing Drug Abuse"
13. "SPARC"
14. "Western Maricopa Special Services Consortium"
15. "CREATES"
16. "Curriculum Implementation from a Behavioral Objectives Model"
17. "Our Community Against Drug Experimentation"
18. "Regional Demonstration Library"
19. "Health Education Through Parent Participation"
20. "Specialized Communications Activities Center"
21. "Mother and Child Learning Team"
22. "Collective Educational Effort in Learning"

## TERMINATED PROJECTS

The following are projects whose federal funding has been terminated. Those marked with an \* have continued with the support of local funds. Complete information about these projects may be obtained from the ESEA Title III office of the Arizona Department of Education.

### FACILITY FOR DIAGNOSIS AND CHANGE OF STUDENT BEHAVIOR \*

Alhambra District #68  
3001 West Hazelwood  
Phoenix, Arizona 85017

Mrs. Helen Armstrong, Project Director

The Alhambra Counseling Facility provided the service of diagnosis during the child's three week period of "intensive care" at the center, at which time he was given a complete review by his counselor, plus testing and diagnosis for placement in the communication skills. Students were provided individualized instruction in language arts and were given individual and group counseling.

### COOPERATIVE PSYCHOLOGICAL SERVICE CENTER \*

Cochise County School Superintendent and the School Districts  
Box 1159  
Bisbee, Arizona 85603

Mr. J. C. Henderson, Project Director

Psychological services were provided to the County's school children, including those who were emotionally disturbed, mentally retarded, or physically handicapped; those with moderate emotional problems and those in need of special education. Methods used by psychologists and social workers included: referral, intensive individual study, consultation, follow-up and research. Administrative, health and attendance personnel, teachers, counselors and parents were involved in producing an adjusted educational program to meet the needs of individual children.

### NORTHERN ARIZONA SUPPLEMENTARY EDUCATIONAL CENTER \*

Box 5618  
Northern Arizona University  
Flagstaff, Arizona 86001

Mr. Larry Stout, Project Director

This project was designed to provide vitally needed services adapted to local requirements from model programs of the highest quality; to provide consultant assistance; to design and duplicate specialized instructional material to meet the needs of bilingual and disadvantaged students, and to provide for in-service teacher training in the region.

PILOT PROGRAM IN FLEXIBLE SCHEDULING \*  
Phoenix Union High School System, District #210  
West High School  
Phoenix, Arizona

Mr. Charles W. Roland, Project Director

West High School operated a pilot program of flexible scheduling, to include a school day of 16 units (25 minutes each), some team teaching, different size classes, independent student study, and use of resource centers such as library-audio-visual complex.

SPACE (SOUTH PHOENIX AREA CULTURAL ENRICHMENT) \*  
Phoenix Union High School System, District #210  
South Mountain High School  
Phoenix, Arizona

Dr. Paul Plath, Project Director

Educators, students, school administrators, and community people cooperated in developing a comprehensive community program to bring both educational and cultural enrichment to South Phoenix. Pilot programs in music, drama, speech, health and education were provided for all ethnic groups, all occupations, all ages, and all socio-economic levels. A total of eight community centers were established during the three years of operation.

PROGRAM AND CENTER FOR EDUCATIONAL ADVANCEMENT \*  
Mesa Elementary School District #4  
High School District #207  
Mesa, Arizona

Mr. James Zaharis, Project Director

The Center encouraged and supported experimentation with pilot programs to advance education in Central-Eastern Arizona through the application of new techniques and proven innovative programs to help relate this predominantly rural area to an urban creative district. The Center served both as a catalyst for creating awareness of the need for educational and cultural advancement and as a liaison between the field implementer and the decision maker.

INDIAN PARA-PROFESSIONAL \*  
Mesa Elementary School District #4  
Mesa, Arizona

Dr. Merrill Smith, Project Director

An Indian teacher-aide project in which aides and teachers are taught in pairs to work together in the classroom. Employing Indians as aides provided responsible and successful role models for the large numbers of Indian children in the schools, helped bring about greater involvement of the Indian community in their schools, and gave ethnic people access to responsible, significant, attractive jobs.

STATE OF ARIZONA SUPPLEMENTARY AND INNOVATIVE  
MUSIC ENRICHMENT PROJECT (SASIMEP)

Mesa Elementary District #4

High School District #207

Mesa, Arizona

Mr. James Zaharis, Project Director

This project was designed to bring large numbers of children from widely scattered geographical locations into an educational experience with professional artists in live presentations of symphonic, choral and chamber music, as well as professional ballet and opera.

PREVENTION OF READING DISABILITY \*

Roosevelt School District

Phoenix, Arizona

Dr. O.L. Buchanan, Project Director

The project was structured to identify and classify the maturity and achievement levels of six year old children at school entrance and provide a better beginning in language arts in first and second grades. In-service training of teachers was a major activity. The student-teacher ratio was not changed, but teacher load was relieved through the use of primary reading specialists, aides, and volunteers in the classrooms, and through reorganization of the school day schedule.

EVALUATIVE PROGRAMS FOR INNOVATIVE CURRICULUMS (EPIC) \*

P.O. Box 13052

Tucson, Arizona

Dr. Robert Armstrong, Project Director

EPIC provides empirically developed systems for comprehensive planning, development and management support for evaluative programs. The program was the first in the country to offer a feasible framework for evaluation of instructional programs, a fundamental need for measuring relevancy of curriculums and accountability of educational programming as related to assessed needs of a community. It is now used in forty-two different states and has reached over 15,000 teachers through workshops conducted around the country.

CHILDREN OFFERED VITAL EDUCATIONAL RETRAINING AND  
THERAPY (COVERT) \*

Tucson School District #1

Tucson, Arizona

Mrs. Laura D. Ganoung, Project Director

A program to help emotionally disturbed children learn to adapt to a regular classroom environment. Three programs were initiated: (1) the residential approach in which children are given 24-hour, continuing therapeutic assistance; (2) the day-care center in which children

receive therapeutic assistance five hours daily, and parents are trained to follow through on this therapy during their hours with the children; and (3) the supportive teacher approach in which the child stays in the classroom and a teacher meets with him regularly for therapeutic and tutorial help. Regular classroom teachers are given special training for working with these children for the purpose of ultimately reducing the number who will have to be isolated for intensive help.

#### THE MIDDLE SCHOOL

Casa Grande School District No. 4  
Casa Grande, Arizona

Mr. John H. Bendixen, Project Director

A program to meet the special needs of pre- and early adolescence, age ten through fourteen, was prepared for grades five through eight of the Casa Grande school system. Its fundamental objective was to provide this age child with a program that assures success at an individual level of achievement, yet permits the right to fail while learning how to handle failure. Further objectives were to make the curriculum both pertinent and relevant through the use of multimedia to involve all senses in the learning process, to support the effort with a back-up team of administrators, and to provide opportunity and encouragement for the child to be self-directive and independent in his thinking.

#### CENTER FOR EDUCATIONAL INVOLVEMENT

Yuma County Schools  
Yuma, Arizona

Mr. Henry Abbe, Project Director

The objective of this project was to develop an outstanding program which would serve as a model for other regions having rural, population, bilingual, poverty, and isolation problems, and which would, at the same time, meet the critical needs of the region. The designers of the project planned to work with the community and cultural agencies, State Department of Public Instruction, special consultants, and other research-to-practice centers.



## ACKNOWLEDGMENT

ESEA TITLE III extends its grateful appreciation to the dedicated educators, parents, and students who have given so generously of their time and talents for experimentation, innovation, and creativity in education. Schools in Arizona have made promises to the children of the State, and are in the process of keeping them.