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An Examination and Analysis of the Chicago Model Cities Educational Project, from 1967 Through 1971

Marcella A. Kirk
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LOYOLA UNIVERSITY

An Examination and Analysis of the Chicago Model Cities Educational Project, from 1967 through 1971.

by

Marcella A. Kirk

A Dissertation Submitted to the Faculty of the School of Education in Candidacy for the Degree of Doctor of Education

Chicago, Illinois
February, 1973
Acknowledgements

My gratitude is extended to Dr. John Wozniak, Dean of the School of Education, to Dr. Gerald Gutak, and to Dr. Rosemary Donatello for their invaluable advice and assistance.
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CHAPTER I

INTRODUCTION

"We're trying to take people off relief and welfare that's the 1
thrust of the Model Cities Program."

.............Mayor Richard Daley

The main purpose of this dissertation is to examine and analyze the
establishment of the Chicago Model Cities Educational Component from 1967
to 1971. This study would be valuable to educational institutions or
industrial complexes wishing to establish and to implement a federally
funded community educational project.

In 1965 Congress created the Department of Housing and Urban Develop-
ment to provide a focal point for thought and innovation about the problems
of the cities. A variety of new programs were enacted in the last few
years to help cities meet problems of both growth and decay - programs
designed not merely in terms of physical necessities, but fashioned in the
context of human needs. The Model Cities Program, enacted in 1966, is a
Metropolitan Development program and an individual communities program.

1. "Daley Calls Model Cities Here Finest," Chicago Tribune,
February 23, 1972, p. 5.
The thrust of the Model Cities program was to renovate entire neighborhoods and open opportunities for job training for community residents. The communities willing to participate in this program and to meet the performance standards required were to create a comprehensive plan that provided for both the physical and social development of their community. Each community was to examine its needs and apply a coordinated response for real change.

Model Cities program is a demonstration program for it is designed to assist all sizes of cities analyze and experiment with new approaches to old problems. Model Cities is purely a program designed to remove constraints and inflexibility in central city areas.

When the United States Congress passed the Housing and Urban Development Act of 1966, the City Demonstration program was under way. On May 16, 1967, Congressman Yates of Illinois, moved the passage of Model Cities funding to assist large cities in meeting their housing and educational needs. On the same day "188 cities and six counties applied for Model Cities planning funds."


On November 17, 1967, sixty-three of the cities were selected for Model Cities Planning Grants.

The Federal government has since closely scrutinized Model Cities through the Department of Housing and Urban Development, known as HUD. Each State has acted as liaison between HUD and the individual city funded. Each city has opened a City Demonstration Agency to administer its programs.

The direction of State assistance to the Model Cities program has tended toward coordination and away from administration and legislative intervention. The Governor's Office of Human Resources has been designed as the primary coordinating agency for the existing Model Cities programs in Illinois. The Model Cities Division within the Governor's Office of Human Resources under the direction of Harvey E. Henderson, acts as a liaison between Federal, State, and local agencies participating in the programs. This includes the responsibility of coordinating the technical, financial, and human resources of public and private agencies and organizations carrying out activities under the Model Cities Program.

A spokesman for the Governor's Office of Human Resources has indicated that there has been no comprehensive Model Cities legislation at a State level. However, there have been a number of laws passed to assist the cities in implementing their Model Cities plans. The Governor's

Office of Human Resources is in the process of drawing these together into one comprehensive list which will be available in the future.

The Governor's Office of Human Resources surveyed not only the various Model Cities Programs in the State of Illinois but also those of State agencies which administer and/or offer programs which have some bearing on Model Cities Programs. Since this dissertation deals with the Model Cities educational projects in Chicago, the author has enclosed those sections of the survey document which outline the education programs administered by the State for Model Cities in Appendix B. Appendix C provides one with a sample of the State level Model Cities News releases. Table 1 "Federal Expenditures on Model Cities in Illinois" developed by the Governor's Office of Human Resources provides in chart form the Model Cities Federal Grants to Illinois over a three year period.

By way of further background, during the Kennedy Administration migration from the Southern States to the North became noticeably apparent and the influx into the large urban cities was too great for the cities to handle.

During the Johnson Administration a new department was formed and money was allocated for the Department of Housing and Urban Development (HUD). It was at this point that hope was spurred for the eventuality of the Model Cities Program.

The cities could not afford to house, feed, clothe, and educate all of their new citizens. Also, the new population did not desire to leave
the large cities and return to their "Southern" home land. The cities had a great deal to offer such as jobs, more pay, ease in going on "ADC" - Aid for Dependent Children, greater ease in becoming a registered voter, and better living facilities. Also, and perhaps most important, many of their families and friends had moved to the cities.

The black, Appalachian and Chicano communities by 1968 became organized. They had specific demands and needs for survival in the society in which they now had joined. Many of these needs were for their children. The communities would no longer be satisfied with a second class educational system. Teachers were not teaching and administrators were not administering their particular schools to meet the needs of the communities according to the ethnic minorities. The educational picture across the country began to change.

Many of the ideas which were presented from the varied communities across the nation were not new or innovative but sound educational concepts. Although both Congress and the communities called them "innovative," many of the educational authors and college professors have been saying and showing for the past twenty-five years that the schools have not been utilized to their fullest potential. The reason many of the Model Cities "Innovative" programs and projects had not been previously implemented has been due to a lack of funds for education in every major city in the United States.

The great interest the communities took in the development of the Model Cities Programs in all large cities induced Congress to approve the
<table>
<thead>
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<th>Total Population (1970 Census)</th>
<th>Model Neighborhood Population</th>
<th>Amount of Neighborhood Planning Grant</th>
<th>Amount of First Action Year Grant</th>
<th>Amount of Second Action Year Grant</th>
<th>No. of Projects to be Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>East St. Louis First Round City</td>
<td>69,996</td>
<td>17,000</td>
<td>$85,000</td>
<td>$2,083,000</td>
<td>$2,083,000</td>
<td>28</td>
</tr>
<tr>
<td>Chicago First Round City</td>
<td>3,666,957</td>
<td>256,500</td>
<td>$300,000</td>
<td>$38,159,000</td>
<td>$38,159,000</td>
<td>59</td>
</tr>
<tr>
<td>Carbondale Second Round City</td>
<td>22,816</td>
<td>3,000</td>
<td>$81,000</td>
<td>$1,075,000</td>
<td>$1,075,000</td>
<td>14</td>
</tr>
<tr>
<td>Rock Island Second Round City</td>
<td>50,166</td>
<td>5,042</td>
<td>$101,000</td>
<td>$1,346,000</td>
<td>$1,346,000</td>
<td>19</td>
</tr>
</tbody>
</table>

A) Total HUD Supplemental Funds for M.C. Programs in Illinois for 1st and 2nd Action Years $85,162,000

B) Total Number of Model Neighborhood Population Served 281,542

Compiled by: Harvey E. Henderson, Director Chicago Model Cities Division
Effective: July 1, 1971

East St. Louis Jan. 1 - Jan. 1
Rock Island Aug. 1 - Aug. 1
Carbondale Sept.1 - Sept.1
Bill - putting Model Cities into action. The following Cities have participated in the Model Cities funding programs:

(Population based on 1965 estimates.)

<table>
<thead>
<tr>
<th>City</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albuquerque, New Mexico</td>
<td>242,000</td>
</tr>
<tr>
<td>Atlanta, Georgia</td>
<td>535,000</td>
</tr>
<tr>
<td>Baltimore, Maryland</td>
<td>925,000</td>
</tr>
<tr>
<td>Boston, Massachusetts</td>
<td>616,000</td>
</tr>
<tr>
<td>Bridgeport, Connecticut</td>
<td>156,000</td>
</tr>
<tr>
<td>Buffalo, New York</td>
<td>505,000</td>
</tr>
<tr>
<td>Cambridge, Massachusetts</td>
<td>104,000</td>
</tr>
<tr>
<td>Charlotte, North Carolina</td>
<td>230,000</td>
</tr>
<tr>
<td>Chicago, Illinois</td>
<td>3,520,000</td>
</tr>
<tr>
<td>Columbus, Ohio</td>
<td>540,000</td>
</tr>
<tr>
<td>Dade County, Florida</td>
<td>1,064,000</td>
</tr>
<tr>
<td>Dayton, Ohio</td>
<td>260,000</td>
</tr>
<tr>
<td>Denver, Colorado</td>
<td>520,000</td>
</tr>
<tr>
<td>Des Moines, Iowa</td>
<td>216,000</td>
</tr>
<tr>
<td>Detroit, Michigan</td>
<td>1,660,000</td>
</tr>
<tr>
<td>Duluth, Minnesota</td>
<td>104,000</td>
</tr>
<tr>
<td>Eagle Pass, Texas</td>
<td>14,000</td>
</tr>
</tbody>
</table>

East St. Louis, Illinois (82,000)
Fresno, California (156,000)
Gainesville, Georgia (18,000)
Gary, Indiana (179,000)
Hartford, Connecticut (158,000)
Highland Park, Michigan (36,000)
Hoboken, New Jersey (47,000)
Honolulu, Hawaii (611,000)
Huntsville, Alabama (127,000)
Kansas City, Missouri (530,000)
Lowell, Massachusetts (87,000)
Manchester, New Hampshire (90,000)
Minneapolis, Minnesota (465,000)
Nashville-Davidson County, Tennessee (261,000)
Newark, New Jersey (395,000)
New Haven, Connecticut (151,000)
New York City, New York (8,080,000)
  Central Brooklyn
  Central and East Harlem
  South Bronx
Norfolk, Virginia (322,000)
Oakland, California (378,000)
Philadelphia, Pennsylvania (2,030,000)
Pikeville, Kentucky (5,000)
Pittsburgh, Pennsylvania (560,000)
Portland, Maine (72,000)
Portland, Oregon (880,000)
Poughkeepsie, New York (37,000)
Providence, Rhode Island (190,000)
Reading-Berks County, Pennsylvania (95,000)
Richmond, California (83,000)
Rochester, New York (305,000)
San Antonio, Texas (645,000)
San Juan, Puerto Rico (580,000)
Seattle, Washington (565,000)
Smithville-De Kalb County, Tennessee (11,000)
Springfield, Massachusetts (166,000)
St. Louis, Missouri (710,000)
Tampa, Florida (305,000)
Texarkana, Arkansas (21,000)
Texarkana, Texas (32,000)
Toledo, Ohio (354,000)
Trenton, New Jersey (107,000)
Trinidad, Colorado (10,000)
Tulsa, Oklahoma (280,000)
Waco, Texas (105,000)
Washington, District of Columbia (802,000)
Wilkes Barre, Pennsylvania (59,000)
Winooski, Vermont (8,000)
One hundred thirty cities applied for Model Cities funding during 1967, and the sixty-three above named cities were selected as the pioneers. "The three dominant themes of the project are programs at attacking housing problems, education deficiencies, and lack of jobs and job training."

Community participation has been, is, and will continue to be, a paramount issue in the urban centers of the country. The dramatic recognition of the need for humanization of our society has given impetus to the movement for greater participation by community. Growing recognition of the unique resources and needs of different sections of the city have called attention to the requirement that the educational system must possess capacity to react and act differently in one area as opposed to another. People who were once content to accept as valid whatever the school system proposed have suddenly coalesced into powerful, vocal, coordinated groups who are demanding at least partnership relations with the school system. Particularly among minority groups has the ground swell of concern for participation become strong. Distrust of the educator, inability to communicate, incapacity to act, traditional modes of operation, ineffective programming, diverging value systems, and cultural differences, all contribute to the climate of hostility and confrontation found in some communities.

6. Ibid.
According to Leu and Candoli, "Efforts already initiated in community participation toward developing educational programs, in facility placement and specification development, in multi-agency cooperation, are promising. The emerging feeling that the school facility is a community resource to be used by the total community to foster and enable education to proceed is a very important contributor to the concept of community participation."  

Model Cities Educational Component is one such program in Chicago which has developed a school-community partnership and which has continued to grow and gain acceptance.

7.

The procedure used in preparing this dissertation is inter-disciplinary and involves: (1) an historical analysis of documentary materials; (2) a social foundations approach to the interactions of the Model Cities Education Component within the urban context of Chicago; extensive use is made of such primary resources as the Proceedings of the Board of Education of the City of Chicago and of such secondary sources as newspaper and journal accounts. Key individuals were interviewed.

To a large extent, a clear delineation of the roles and functions of the Model Cities Educational Component ultimately hinges on each individual aspect of the CoPlus and the Non CoPlus Educational Programs.

CoPlus: Cooperatively Planned Urban Schools: a program of saturation of educational services in seven schools located in Uptown, Grand Boulevard, Woodlawn, and Lawndale communities in the Chicagoland area.

Non-CoPlus: Many educational programs located in schools located in the four Model Cities Target areas, but not in the seven CoPlus schools.

The Reading Project sponsored by the Chicago Model Cities Program is discussed including its major component known as "The Performance Contract".

Salient comparisons are made between Chicago and sixteen other Model Cities Educational Programs throughout the United States.

Namely, the preparation of this dissertation is based on a study of the Educational First Year Action Programs, the Second Year Action Programs, the Evaluation Reports, Interim Board of Education Reports, and interviews with Board of Education Model Cities personnel.
The Model Cities Program in Chicago has received special attention for each individual program for a period of not less than two years. The individual proposals were begun during the Spring of 1969 under the direction of Mrs. Evelyn Carlson. Implementation began September, 1969. Approximately $13,000,000 was spent during the First Action Year of this Program, and approximately $10,000,000 was spent during the Second Action Year of this Program.

The most important aspect presently seems to be two-fold -- the Community School and the Schome, both are CoPlus Projects.
CHAPTER II

THE IDEA IN CHICAGO

Introduction

The Model Cities program is designed to concentrate the full resources and facilities of all levels of Government on specific city problems. On December 1, 1967, the Chicago Model Cities Program received a planning grant in the sum of $301,000 to develop programs in four Chicago communities which are known as target areas. Each target area and its surrounding environment were studied by city planners, residents, community leaders, the staff of the Model Cities Demonstration Agency, and local public and private agencies. These organizations developed a set of programs to improve each of the Chicago target areas which together cover over six square miles. The combined population of the four target areas is over 327,000 persons.

The Chicago target areas are: Lawndale, located in the West side of the city; Grand Boulevard, located in the near South side of the city; Uptown, located in the North side of the city; and, Woodlawn, located in the South side of the city. (See Table 2). Each section has had a great


2. Ibid.
TABLE 2

MAP OF CHICAGO SHOWING MODEL CITIES TARGET AREAS
number of difficulties with respect to sociological problems. The Chicago Model Cities program was submitted to the Federal Government for funding in May, 1969, approved on June 26, 1969, and on August 8, 1969, Chicago received authority to spend $38,159,000 to carry out the First Action Year.

Model Cities plans, funds, monitors, and evaluates programs although it does not operate them directly. Public and private agencies having extensive experience in the target areas are contracted to administer projects which fall into ten major categories or classifications. They are: Housing; Health; Education; Law, Order, Justice and Corrections; Child and Family Services; Economic Development; Environment; Transportation; Leisure Time; and, Manpower. The programs in each category were developed in response to problems that area residents and the city agreed should be given highest priorities.

Each community concerned expressed feelings that the problems in education were critical. The Model Neighborhood community residents felt that: there were too few school buildings, and those existing were in poor condition; the schools were too small to meet population requirements; textbooks used were intended for children living in suburban areas rather than for inner-city children; and, the methods of testing ability and achievement were inappropriate for Model Area children.

3. Ibid.
The attitudes of administrators, teachers, parents, and even the children had reached a point where these negative factors formed a major obstacle to a successful educational system. On the part of the children the results could be read in high rates of truancy, drop-out, and delinquency.

The Model Cities Program in education consisted of nineteen projects. The projects represented a wide range of social and educational needs. These projects hoped to bring change to each of the four target area communities. Manpower, nutrition and health services, expanded and modernized equipment and materials, innovation in teaching techniques and curriculum, along with increased communications on all levels were the basis on which Model Cities educational programs were funded.

Sixteen of the projects are administered by the Chicago Board of Education and are further discussed in the following Chapters. The three remaining projects are sponsored by the Council on Urban Education, Mundelein College, and the Chicago Department of Development and Planning.

Of the $38,159,000 first year Model Cities expenditure, $11,000,000 was allocated for education, and later increased to approximately $16,000,000. The education component has been the largest component in the Chicago Model Cities Program.

The three Chicago Area Model Cities Educational Programs not sponsored by the Chicago Board of Education are: 1) Linking Colleges with Inner-City, sponsored by the Council on Urban Education; 2) Experimental School for High School drop-outs, sponsored by the Department of Development and Planning; and, 3) Early Childhood Education, sponsored by Mundelein College.
Linking Colleges with Inner-City

This project has united a group of Chicago area colleges and universities to deepen the commitment of increasing the level of education throughout the four target areas. The project has been specifically concerned with the problem of drop-outs. The project has also concerned itself with the lack of courses relevant to the racial and ethnic background of the Model Neighborhood children, poor sociological training among teachers, and insufficient college and career counseling.

Experimental School for High School Drop-outs

An experimental school has been established to prepare individual drop-outs for further education. Such factors as general motivation, family attitudes, peer groups, achievement levels, and attitudes towards jobs are being examined.

Early Childhood Education

An establishment of an early childhood development center has been made possible in the Lawndale target area through a partnership arrangement between Mundelein College and the North Lawndale community organization. The center offers preschool classes for approximately 50 children. Eventual plans call for the college to phase out its participation, leaving the center to be run by local residents.

The following quotes from Chicago area newspapers during the month of August, 1970 give further insight into the developmental process of Model Cities in Chicago.
Model Cities Funds O.K.'d - Finance unit backs $53 million outlay. The City Council Finance Committee yesterday unanimously approved a $53 million Chicago Model Cities program for the year beginning November 1. The second phase ... would cost $15 million more than the $38 million authorized the first year, which ends October 31. If passed by the City Council, the program will be submitted to the Department of Health, Education, and Welfare for final approval. France said 57 projects are proposed for funding in the second year, as opposed to 64 the first year ... new projects include $744,000 for improving reading skills of children in the area.4

Most of the projects begun during the first year will be continued next year. New programs will include a $747,000 intensive reading program for all Model Cities elementary schools. There is also to be a $190,000 outpost of the Kennedy-King College to teach college courses to 200 students from near south and mid-south areas.5

The Reading Project mentioned in both of the above newspaper articles is discussed in Chapter V in full detail. The end of August, 1970 the City Council did approve the Second Action Year Programs.

Chicago City Council by a nod of 40 votes from its members present at Monday's meeting, approved the second year's proposal of the Model Cities program. The proposal now goes to Washington for Federal approval.6

The Chicago Model Cities Program for Second Year funding then went to Washington for approval. In Washington there were many delays and the Second Year program was not funded until the Spring of 1971. The major reason for the delay was due to housing difficulties in the Chicago area.


The re-allocation of dollars from one project to another made it possible for the First Year program to continue until Second Year funding was made available. The same problem arose again for Third Year funding. Presently in Chicago the Third Year funding begins September, 1972.

Model Cities was first designed as a five year city demonstration program. How is Washington going to define five years? Is a year a twelve month period? Is a year recognized as an action program year? If Washington selects the latter, and Model Cities continues to extend action years then Model Cities will be in full operation until approximately 1978 under current law.

For an adequate evaluation and national coordination of the Model Cities Programs a 1978 deadline would be more realistic. The large metropolitan cities were late in beginning their programs and the additional time could easily be justified.

The monitoring and evaluation activities were structured to conform to a prototype information system developed by the United States Department of Housing and Urban Development (HUD). Each project is being monitored to determine if it is in fact accomplishing its project objectives. The monitoring system compares actual activities planned, including dollar expenditures, numbers, and types of persons served, and progress. The Tables following this Chapter are facsimiles of copies of monitoring and evaluation forms required on a monthly and a quarterly basis from the sponsoring agency to the demonstration agency. The demonstration agency further treats the data and then transmits a report to the federal agency, the Department of Housing and Urban Development.
The program evaluation has been conducted as a means to assess the changes that have taken place in the living conditions of the target areas. The evaluation department in each aspect of each program has been attempting to identify how these changes have taken place, if any have occurred.

Instruction, guidance, criticism, and encouragement have been a continuing aspect of the evaluation teams. Periodic evaluations of development, performance, progress, and planning discussions have supplemented the administration, and assisted them in assessing project goals.

The following Tables represent a sample of the many forms required by Model Cities. The Tables include:

TABLE 3  Monthly Report on Displacement
TABLE 4  Monthly Project Beneficiary Characteristics Report
TABLE 5A Monthly Budgetary Status Report (Supplemental Funds)
TABLE 5B (Non-Supplemental Funds)
TABLE 6  Monthly Project Status Report
TABLE 7  Quarterly Project Progress Status Report
TABLE 8A Project Functions - Outputs to be Measured -Co-Plus
TABLE 8B Project Functions - Outputs to be Measured -Non-Co-Plus
TABLE 3
CITY OF CHICAGO
MODEL CITIES PROGRAM
MONTHLY REPORT ON DISPLACEMENT

I. PROJECT DESCRIPTION

II. SPONSORING AGENCY

III. PROJECT DIRECTOR

IV. MONTH COVERED

PROJECT DESCRIPTION

<table>
<thead>
<tr>
<th>FAMILIES</th>
<th>INDIVIDUALS</th>
<th>NON-RESIDENTIAL</th>
<th>RACIAL COMPOSITION</th>
<th>INCOME PER FAMILY</th>
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<td>2 members</td>
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<td>White</td>
<td>Under $2,999</td>
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<td>3 &quot;</td>
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<td>Negro</td>
<td>3,000-3,999</td>
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<td>4 &quot;</td>
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<td>American Indian</td>
<td>4,000-4,999</td>
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<td>5 &quot;</td>
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<td>Spanish Speaking</td>
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<td>6 &quot;</td>
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<td>Oriental</td>
<td>6,000-7,999</td>
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<td>7+ &quot;</td>
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<td>Others</td>
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<td>9,000-9,999+</td>
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DATE OF NOTIFICATION TO MODEL AREA OFFICE:__________________________

DATE OF NOTIFICATION TO DDR RELOCATION OFFICE:______________________

DISPLACEMENT ESTIMATE

PREPARED BY:______________________________________________________

TITLE:_________________________________________________________________

DATE:______________________________________________________________
<table>
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<td>Model Neighborhood</td>
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</table>

| EDUCATION COMPLETED     |     |     |     |     |     |     |     |     |     |      |      |
| Some Elementary         |     |     |     |     |     |     |     |     |     |      |      |
| Elementary Graduate     |     |     |     |     |     |     |     |     |     |      |      |
| Some High School        |     |     |     |     |     |     |     |     |     |      |      |
| High School Grad.       |     |     |     |     |     |     |     |     |     |      |      |
| Some College            |     |     |     |     |     |     |     |     |     |      |      |
| College Grad.           |     |     |     |     |     |     |     |     |     |      |      |
| Graduate Degree         |     |     |     |     |     |     |     |     |     |      |      |
| Vocational or Trade     |     |     |     |     |     |     |     |     |     |      |      |
| School                  |     |     |     |     |     |     |     |     |     |      |      |
| Other                   |     |     |     |     |     |     |     |     |     |      |      |
| None                    |     |     |     |     |     |     |     |     |     |      |      |
| TOTAL                   |     |     |     |     |     |     |     |     |     |      |      |

| PRESENT SCHOOL STATUS   |     |     |     |     |     |     |     |     |     |      |      |
| In School               |     |     |     |     |     |     |     |     |     |      |      |
| Out of School           |     |     |     |     |     |     |     |     |     |      |      |
| TOTAL                   |     |     |     |     |     |     |     |     |     |      |      |

| MARITAL STATUS          |     |     |     |     |     |     |     |     |     |      |      |
| Single                  |     |     |     |     |     |     |     |     |     |      |      |
| Married                 |     |     |     |     |     |     |     |     |     |      |      |
| Divorced                |     |     |     |     |     |     |     |     |     |      |      |
| Separated               |     |     |     |     |     |     |     |     |     |      |      |
| Widowed                 |     |     |     |     |     |     |     |     |     |      |      |
| TOTAL                   |     |     |     |     |     |     |     |     |     |      |      |
TABLE 5A
CITY OF CHICAGO
MODEL CITIES PROGRAM
MONTHLY BUDGETARY STATUS REPORT
(SUPPLEMENTAL FUNDS)

I. PROJECT DESCRIPTION

II. SPONSORING AGENCY

III. PROJECT DIRECTOR

IV. FOR MONTH ENDING

V. CONTRACT PERIOD: From ____________ To ____________

VI. ACTIVITY NUMBER

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<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
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</table>

CLASSIFICATION OF COSTS

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<tr>
<th>ACCT. NO.</th>
<th>COST CATEGORY</th>
<th>Latest Approved Budget</th>
<th>Current</th>
<th>Quarter</th>
<th>Quarter</th>
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<td>Salaries and Wages</td>
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<td>141</td>
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<td>270</td>
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<td>157</td>
<td>Rental &amp; Lease</td>
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<td>804</td>
<td>Other Costs</td>
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<td>(8008)</td>
<td>Miscellaneous Revenue</td>
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TOTAL SUPPLEMENTAL FUNDS

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FISCAL ACTIVITY SINCE CONTRACT

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<th>Total</th>
<th>Unencumbered Balance</th>
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<td>Current</td>
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<td>Cumulative</td>
<td>Unexpended</td>
<td>Outstanding</td>
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<td>Month</td>
<td>Quarter</td>
<td>Costs</td>
<td>Balance</td>
<td>Encumbrances</td>
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PREPARED BY ____________________________

CERTIFIED CORRECT ____________________________
(Fiscal Officer) ____________________________
(Date)
### TABLE 5B
CITY OF CHICAGO
MODEL CITIES PROGRAM
MONTHLY BUDGETARY STATUS REPORT (NON-SUPPLEMENTAL FUNDS)

I. PROJECT DESCRIPTION

II. SPONSORING AGENCY

III. PROJECT DIRECTOR

IV. FOR MONTH ENDING

V. ACTIVITY NUMBER

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<tr>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
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<tbody>
<tr>
<td>CLASSIFICATION OF COSTS</td>
<td>Latest</td>
<td>PROJECTED EXPENDITURES-CONTRACT YEAR</td>
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<td>ACCT. NO.</td>
<td>COST CATEGORY</td>
<td>Approved Funding Budget Source Current Quarter Quarter Quarter Quarter</td>
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| TOTAL FUNDS |
| (7) (8) (9) |

| FISCAL ACTIVITY SINCE CONTRACT |
| Costs | Costs | Cumulative |
| Current Month | Current Quarter | Costs |

| TOTAL FUNDS |

| TOTAL NON-SUPPLEMENTAL FUNDS |
| TOTAL OF ALL FUNDS |

PREPARED BY

CERTIFIED CORRECT (Fiscal Officer) (Date)
TABLE 6
CITY OF CHICAGO
MODEL CITIES PROGRAM
MONTHLY PROJECT STATUS REPORT

I. PROJECT DESCRIPTION

II. SPONSORING AGENCY

III. PROJECT DIRECTOR

IV. MONTH COVERED QUARTER 1 2 3 4

V. PREPARED BY

VI. DATE

<table>
<thead>
<tr>
<th>PROJECT FUNCTIONS</th>
<th>TOTAL PLAN</th>
<th>PLANNED PERFORMANCE - CONTRACT YEAR</th>
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<td>--- Outputs to be measured</td>
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<td>Plan Current Quarter</td>
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</table>

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ACTUAL PERFORMANCE

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<th>Output Current Month</th>
<th>Output Current Quarter</th>
<th>Output Year To Date</th>
<th>Percent Attained Current Quarter (Col. 7/2)</th>
<th>Percent Attained Year To Date (Col. 8/1)</th>
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<th>Project Functions</th>
<th>Output Units</th>
<th>Output Measures</th>
<th>Plan</th>
<th>Act.</th>
<th>% Remaining</th>
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<td>Total Plan</td>
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<td>Next Qtr.</td>
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|          | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |

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<thead>
<tr>
<th>BUDGETS (IN $1,000)</th>
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<td>Total Year Source</td>
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<td>MCA Other</td>
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<td><strong>TABLE 8A</strong></td>
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<td>Administration:</td>
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<td>New Careers:</td>
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<td>Employment</td>
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<td>Model Neighborhood Area Residents</td>
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<td>Other</td>
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<tr>
<td>Inservice Training for Paraprofessional</td>
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<td>Persons trained</td>
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<td>Preservice sessions held</td>
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<tr>
<td>General Education for Paraprofessionals</td>
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<tr>
<td>Individuals taking courses for high school credits</td>
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<td>Individuals taking courses for college credits</td>
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<td>Total number of individuals taking courses</td>
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<td>Career Counseling of Paraprofessionals</td>
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<td>Individuals receiving counseling</td>
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<td>Provision of Instructional Team Leaders</td>
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<td>Community School Project:</td>
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<td>Develop community awareness of program</td>
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<td>Notices sent to homes</td>
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<td>Notices sent to community organizations</td>
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<td>Items via communications media</td>
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<td>Establish Advisory Committee</td>
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<td>Meetings held by committee</td>
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<td>Plan, develop, implement programs and activities</td>
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<td>Programs and activities planned</td>
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<td>Residents in attendance</td>
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<td>Consultants used</td>
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<td>Employment of full-time personnel</td>
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<td>Residents employed</td>
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<tr>
<td>Others employed</td>
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TABLE 8A (continued)
PROJECT FUNCTIONS
OUTPUTS TO BE MEASURES - CO-PLUS

Parent-Team Grade Level Planning Groups:

Establish grade-level planning groups:
- Groups in operation
- Parent-resident members of groups
- Teacher-Paraprofessional members of groups
- Group sessions
- Parent-residents in attendance
- Teachers and Paraprofessionals in attendance
- Planning of learning activities and cultural trips

Establish and maintain contact with external groups:
- Meetings held with Model Area Councils or representatives
- Meetings held with community organizations
- Meetings held with block clubs
- Meetings held with other external groups

Audio-Visual Equipment and Materials for Instruction:

- Acquisition of New Audio-Visual Equipment:
  - Audio equipment
  - Auxillary equipment
  - Projectors
  - Reading equipment
  - Reproducing equipment
  - Television equipment
  - Teaching machines
  - Other

Selection of Textbooks and Supplementary materials:
- Textbooks acquired
- Supplementary materials acquired

Nutritional and Health Services:

- Provision of breakfast and lunch
  - Lunches served
  - Breakfasts served

Physical Examinations of Children
- Individuals examined

Dental Examinations of Children
- Individuals examined

Follow-up medical treatment
- Children diagnosed as needing follow-up medical treatment
- Children diagnosed as needing follow-up dental treatment
TABLE 8A (continued)
PROJECT FUNCTIONS
OUTPUTS TO BE MEASURED - CO-PLUS

<table>
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<th>Follow-up and medical treatment (continued)</th>
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<td>Children receiving follow-up medical treatment</td>
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<tr>
<td>Children receiving follow-up dental treatment</td>
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<tr>
<td>Total number of follow-up treatments given</td>
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<th>Employment</th>
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<tr>
<td>Model City target area residents</td>
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<tr>
<td>Other</td>
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**Preschool Program:**

**Preschool Education for Children**

- Children receiving education
- Provision of facilities
- Employment of personnel Model Neighborhood residents
- Employment of personnel from non-Model Neighborhood residents

**Involving Parents in Educational Process**

- Parents participating
- Provision of facilities
- Employment of personnel from Model Neighborhood residents
- Employment of personnel from non-Model Neighborhood residents

**Co-Plus Inservice Training Program:**

**Inservice Education:**

- Number of training sessions held
- Number of hours utilized
- Attendance of administrators in inservice
- Attendance of instructional team leaders in inservice
- Attendance of teachers in inservice
- Attendance of paraprofessionals in inservice
- Attendance of parents and community members in inservice

**Conducting of Inservice Training Sessions:**

- Number of sessions conducted by college or university personnel
- Number of sessions conducted by central, district, and area offices
- Number of sessions conducted by local school personnel
- Number of sessions conducted by team leaders
- Number of sessions conducted by other personnel
### Co-Plus Inservice Training Program (continued):

**Develop improved skills and attitudes**
- Number of training sessions focused on use of paraprofessionals
- Number of training sessions focused on team teaching
- Number of training sessions focused on individualized instruction
- Number of training sessions focused on continuous development
- Number of training sessions focused on mastery learning
- Number of training sessions focused on ethno-cultural heritage
- Number of training sessions focused on inner-city teaching methods
- Number of training sessions focused on other topics
- Number of training sessions focused on selection of materials
TABLE 8B

PROJECT FUNCTIONS

OUTPUTS TO BE MEASURED - NON CO-PLUS

<table>
<thead>
<tr>
<th>Inservice Training:</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Minutes Inservice training for paraprofessional, teachers and administrators</td>
</tr>
<tr>
<td>Number of teachers participating</td>
</tr>
<tr>
<td>Number of paraprofessionals participating</td>
</tr>
<tr>
<td>Number of administrators participating</td>
</tr>
<tr>
<td>30 Minutes weekly Inservice training for paraprofessionals, teachers, and administrators</td>
</tr>
<tr>
<td>Number of teachers participating</td>
</tr>
<tr>
<td>Number of paraprofessionals participating</td>
</tr>
<tr>
<td>Number of administrators participating</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TESL Program at Senn High School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment of students in TESL</td>
</tr>
<tr>
<td>Number of students enrolled in program</td>
</tr>
<tr>
<td>Establishment of groups</td>
</tr>
<tr>
<td>Number of groups established</td>
</tr>
<tr>
<td>Average number of students per group</td>
</tr>
<tr>
<td>Provision of language laboratories</td>
</tr>
<tr>
<td>Number of laboratories provided</td>
</tr>
<tr>
<td>Number of students using laboratories</td>
</tr>
<tr>
<td>Provision of teachers in TESL program</td>
</tr>
<tr>
<td>Number of teachers participating</td>
</tr>
<tr>
<td>Provision of teacher-aides</td>
</tr>
<tr>
<td>Number of teacher-aides provided</td>
</tr>
<tr>
<td>Inservice training</td>
</tr>
<tr>
<td>Number of teachers trained</td>
</tr>
<tr>
<td>Number of teacher-aides trained</td>
</tr>
<tr>
<td>Institutes conducted</td>
</tr>
<tr>
<td>Number of teachers attending</td>
</tr>
<tr>
<td>Number of institutes held</td>
</tr>
</tbody>
</table>

33
TABLE 8B (continued)
PROJECT FUNCTIONS
OUTPUTS TO BE MEASURED - NON CO-PLUS

<table>
<thead>
<tr>
<th>Reading Center at Hess Upper Grade Center:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading laboratory</td>
</tr>
<tr>
<td>Students utilizing reading laboratory</td>
</tr>
<tr>
<td>Inservice training</td>
</tr>
<tr>
<td>Teachers trained</td>
</tr>
<tr>
<td>Employment of Personnel</td>
</tr>
<tr>
<td>Individuals employed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Free Breakfast Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of Free Breakfast</td>
</tr>
<tr>
<td>Average number of children fed per day</td>
</tr>
<tr>
<td>Meals served</td>
</tr>
<tr>
<td>Employ Model Neighborhood Area residents</td>
</tr>
<tr>
<td>Residents employed</td>
</tr>
<tr>
<td>Non Model Neighborhood residents employed</td>
</tr>
<tr>
<td>Pre-service Training for Food Handlers</td>
</tr>
<tr>
<td>Food handlers trained</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Saturation of Services to Improve Language Arts Facilities at Manley Upper Grade Center and Bethune Elementary School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishment of Teaching Teams</td>
</tr>
<tr>
<td>Number of teams established</td>
</tr>
<tr>
<td>Reading Guidance</td>
</tr>
<tr>
<td>Number of students utilizing language laboratory</td>
</tr>
<tr>
<td>Manley Upper Grade Center</td>
</tr>
<tr>
<td>Bethune Elementary School</td>
</tr>
<tr>
<td>Referral of Children</td>
</tr>
<tr>
<td>Number of children referred for special counseling</td>
</tr>
<tr>
<td>Number of counseling personnel provided for children</td>
</tr>
<tr>
<td>Development of Gifted Program</td>
</tr>
<tr>
<td>Number of children enrolled in gifted program</td>
</tr>
<tr>
<td>Number of parents voluntering their services</td>
</tr>
</tbody>
</table>

34
### TABLE 8B (continued)
**PROJECT FUNCTIONS**
**OUTPUTS TO BE MEASURED - NON CO-PLUS**

<table>
<thead>
<tr>
<th>Saturation of Services to Improve Language Arts Facilities at Manley Upper Grade Center and Bethune Elementary School (continued):</th>
</tr>
</thead>
</table>
| **Employment of Personnel**  
Persons employed |
| **Inservice and Preservice Training**  
Individuals receiving training |

<table>
<thead>
<tr>
<th>Involvement of Parents in Solving Problems of Absenteeism, Truancy, and Delinquency:</th>
</tr>
</thead>
</table>
| **Counseling and Guidance**  
Families contacted  
Families counseled  
Individuals counseled  
Truancy cases serviced  
Delinquency cases serviced |
| **Follow-up and Referral Services**  
Families receiving follow-up  
Individuals receiving follow-up  
Families receiving referral  
Individuals receiving referral  
Agencies to which cases are referred |
| **Employment**  
Agents employed  
Teacher counselors employed |
| **Provision of Training**  
Agents receiving inservice  
Agents participating in academic training |

<table>
<thead>
<tr>
<th>Residential Environmental Intervention School:</th>
</tr>
</thead>
</table>
| **Committee Formation**  
Families represented  
Individuals on Committee |

| Proposal Development |
CHAPTER III

COPLUS PROGRAMS

The CoPlus Programs, Cooperatively Planned Urban Schools consists of a saturation of educational services in seven special schools located in the four Model Cities Target areas of North, West, Mid-South, and Near-South. The seven schools are: Stockton (North), Herzl (West), Johnson (West), Tesla (Mid-South), Overton (Near-South), Oakenwald North (Near-South), and Woodson South (Near-South). According to Chicago School Superintendent Redmond:

All schools in the Model Cities Target Areas are in need of additional services and programs. The seven Co-Plus schools however, were selected by the District Superintendents who were receptive to the advice of their communities. In Uptown, the Educational Subcommittee of the Model Cities Planning Council requested Stockton as the Co-Plus school.

Each school was reviewed by everyone from the community up through the Chicago Board of Education and the Chicago Model City Demonstration Agency to assess the educational requirements needed to provide quality education for every child. After reviewing the needs, general areas for quality education were found lacking in all seven schools. Educational programs were then developed by the Department of Educational Program Planning to meet the specific needs of each community. The following nine areas were then designed and funded by the Chicago Model Cities Demonstration Agency for the Chicago Board of Education's Model Cities Co-Plus program:

1. The Administration Project - "Staff employed under this project provides coordination, planning, and evaluation to all Co-Plus and other Model Cities Projects."

2. The New Careers Project - "To employ and train target area residents as paraprofessional aides, lunchroom porters, and food handlers for supportive roles in the CoPlus program."

3. The Instructional Team Leader Project - "To develop teacher skills and teacher awareness of the special needs of the children in the CoPlus schools; to improve the quality and scope of the classroom instruction; and, to raise the achievement level of the children in the CoPlus schools."

4. The Community Schools Project - "To broaden the range of educational programs to meet the needs of target area residents ... the operation of a community school in each of the CoPlus buildings


for a maximum of six hours, other than regular school hours, up to seven days a week."

5. The Parent-Team-Grade Level Planning Project - "To involve the parents of the children in the Co-Plus schools in planning for the education of their children. To have parents become increasingly understanding of the school and better able to help their children. To utilize the strengths of parent resources in developing improved educational programs. To have teachers become increasingly sensitive to the needs of the children and the community."

6. The Audio-Visual Equipment and Instructional Materials Project - "To provide the audio-visual equipment and instructional materials necessary for an effective instructional program and thereby to increase the learning achievement levels of all CoPlus children."

7. The Nutritional and Health Services Project - "The nutritional Component provides a free breakfast and

5. Ibid. p. IV-1.
7. Ibid. p. VI-1.
lunch to all children attending the seven CoPlus schools. The health component utilizes two medical teams each of which is composed of four nurse-pediatricians, a health aide, and a laboratory technician. These teams work under the supervision of a physician. A hearing tester and a vision tester work with both medical teams."

8. The Preschool Schomes Project - "To provide an educational program for three and four year old children and their parents, thereby increasing the children's readiness for and chances of success in school."

9. The Inservice Training Project - "To enhance the quality of classroom instruction by providing an inservice program for teachers, administrators, teacher aides, and team leaders in the seven CoPlus schools."

The author will develop an examination and analysis of each individual Project which together make up the CoPlus Program within this Chapter. The

8. Ibid. p. VII-1.


10. Ibid. p. IX-1.
CoPlus Program has received a great deal of attention from its inception until present by the communities involved. The author also wishes to show the advantages and the disadvantages each individual project had to offer along with the change these projects have made on the educational community, as well as the Chicago Model Cities target areas.

"Cooperatively Planned Urban Schools (CoPlus), the biggest single project, is hailed in a study not yet released as one of the major innovative programs in the entire field of education in the United States."

"But the study by Booz, Allen and Hamilton concludes that CoPlus has produced more social benefits than educational improvements. It warns that the project will never fulfill its promise unless three serious problems can be solved: A leadership vacuum on the school board; Meddling by the local Model Cities administration; and uncertainty over present and future funding."

TABLE 9
CoPlus Model Cities Budget.

<table>
<thead>
<tr>
<th>Service</th>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>2,333,190</td>
<td>1,078,600</td>
</tr>
<tr>
<td>New Careers</td>
<td>3,601,240</td>
<td>2,842,915</td>
</tr>
<tr>
<td>Team Leaders</td>
<td>1,723,070</td>
<td>1,315,800</td>
</tr>
<tr>
<td>Community School</td>
<td>1,241,830</td>
<td>926,610</td>
</tr>
<tr>
<td>Parent-Team Planning</td>
<td>4,240</td>
<td>14,700</td>
</tr>
<tr>
<td>Audio-Visual</td>
<td>378,320</td>
<td>-0-</td>
</tr>
<tr>
<td>Nutritional and Medical</td>
<td>656,570</td>
<td>632,600</td>
</tr>
<tr>
<td>Science</td>
<td>2,652,990</td>
<td>769,900</td>
</tr>
<tr>
<td>Inservice Training</td>
<td>369,220</td>
<td>395,860</td>
</tr>
<tr>
<td></td>
<td>12,960,670</td>
<td>7,976,985</td>
</tr>
</tbody>
</table>

The Co-Plus, Cooperatively Planned Urban Schools program focuses on saturating the seven Target Area schools with educational services, increasing the adult pupil ratio in the classrooms, and expanding the opportunities for preschool education and evening programs which are all planned by the community.

The following Tables 10 - 12. are taken from the Summary Evaluation Report Model Cities Co-Plus. They give one an idea of the scholastic

**TABLE 10**

Median Citywide Reading Test Scores for the CO-PLUS Schools covering the period 1968-1971

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PIGT + Reading</th>
<th>6th Grade Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Herzl</td>
<td>2.4</td>
<td>2.7</td>
</tr>
<tr>
<td>Johnson</td>
<td>2.3</td>
<td>2.9</td>
</tr>
<tr>
<td>Oakenwald N.*</td>
<td>3.1 (3.2)</td>
<td>3.2 (3.1)</td>
</tr>
<tr>
<td>Overton</td>
<td>3.3</td>
<td>3.0</td>
</tr>
<tr>
<td>Stockton</td>
<td>3.0</td>
<td>3.1</td>
</tr>
<tr>
<td>Tesla</td>
<td>2.7</td>
<td>2.8</td>
</tr>
<tr>
<td>Woodson S.</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>Composite CO-PLUS</td>
<td>2.91</td>
<td>3.01</td>
</tr>
<tr>
<td>National</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>City</td>
<td>3.2</td>
<td>3.2</td>
</tr>
</tbody>
</table>

* Scores for the Oakenwald Washington Park Branch are shown in parentheses. X These schools do not have a sixth grade.

+PIGT stands for Primary-Intermediate Grades Transition. This test is administered to most pupils in the third year of primary school, although those pupils designated for PZ or IR programs are not included. These tests stand in contrast to the P3 pre- and post-test scores which included all potential PZ and IR pupils.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Herzl</td>
<td>2.4</td>
<td>2.4</td>
<td>2.8</td>
<td>5.3</td>
<td>5.3</td>
<td>5.4</td>
</tr>
<tr>
<td>Johnson</td>
<td>2.6</td>
<td>3.3</td>
<td>2.6</td>
<td>4.9</td>
<td>5.2</td>
<td>5.0</td>
</tr>
<tr>
<td>Oakenwald N.*</td>
<td>3.0 (3.6)</td>
<td>2.9 (3.4)</td>
<td>2.8 (3.3)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Overton</td>
<td>3.3</td>
<td>2.9</td>
<td>3.4</td>
<td>6.1</td>
<td>6.2</td>
<td>5.9</td>
</tr>
<tr>
<td>Stockton</td>
<td>3.4</td>
<td>3.7</td>
<td>3.4</td>
<td>5.6</td>
<td>6.0</td>
<td>6.2</td>
</tr>
<tr>
<td>Tesla</td>
<td>3.0</td>
<td>3.4</td>
<td>3.3</td>
<td>5.1</td>
<td>5.8</td>
<td>5.5</td>
</tr>
<tr>
<td>Woodson S.</td>
<td>3.7</td>
<td>3.4</td>
<td>3.9</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Composite</td>
<td></td>
<td></td>
<td></td>
<td>5.40</td>
<td>5.70</td>
<td>5.60</td>
</tr>
<tr>
<td>CO-PLUS</td>
<td>3.13</td>
<td>3.18</td>
<td>3.19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
</tr>
<tr>
<td>City</td>
<td>3.6</td>
<td>3.6</td>
<td>-</td>
<td>6.1</td>
<td>6.1</td>
<td>-</td>
</tr>
</tbody>
</table>

* Scores for the Oakenwald Washington Park Branch are shown in parentheses.

X These schools do not have a sixth grade.

PIGT stands for Primary-Intermediate Grades Transition. This test is administered to most pupils in the third year of primary school, although those pupils designated for PZ or IR programs are not included. These tests stand in contrast to the P3 pre- and post-test scores which included all potential PZ and IR pupils.

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>MARCH 1970 TO OCTOBER 1970 Mean Gain in Months</th>
<th>OCTOBER 1970 TO MAY 1971 Mean Gain in Months</th>
<th>MARCH 1970 TO MAY 1971 Mean Gain in Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Meaning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P 2</td>
<td>2.4</td>
<td>5.2</td>
<td>7.7</td>
</tr>
<tr>
<td>P 3</td>
<td>4.2</td>
<td>3.4</td>
<td>8.0</td>
</tr>
<tr>
<td>4</td>
<td>8.2</td>
<td>3.8</td>
<td>12.1</td>
</tr>
<tr>
<td>5</td>
<td>2.3</td>
<td>4.6</td>
<td>6.8</td>
</tr>
<tr>
<td>6</td>
<td>4.0</td>
<td>5.9</td>
<td>9.6</td>
</tr>
<tr>
<td>Paragraph Meaning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P 2</td>
<td>1.6</td>
<td>4.1</td>
<td>5.8</td>
</tr>
<tr>
<td>P 3</td>
<td>3.8</td>
<td>3.5</td>
<td>7.1</td>
</tr>
<tr>
<td>4</td>
<td>6.5</td>
<td>4.5</td>
<td>10.9</td>
</tr>
<tr>
<td>5</td>
<td>1.2</td>
<td>6.4</td>
<td>7.5</td>
</tr>
<tr>
<td>6</td>
<td>2.7</td>
<td>7.7</td>
<td>10.4</td>
</tr>
</tbody>
</table>

ability of the Co-Plus children. Table refers to the citywide testing program in Reading; Table refers to the citywide testing program in Arithmetic; Table refers to the Co-Plus testing program funded by Model Cities.

The Administration Project

The Administration of Model Cities is completely charged and accountable under the above component. There has been a great deal of criticism because of the soaring cost of this component by the communities, the newspapers, and the Chicago Model Cities Demonstration Agency. Even with the high cost of the Model Cities Educational Program the executives needed expert administration. The expense also included the cost of the testing program which took place at different times of the year. And, this component of Model Cities in the Second Year carried the evaluation cost of one director and six research assistants along with Civil Service personnel.

The central administration of the Model Cities in the Chicago Board of Education consists of a Director of Model Cities, staff assistants, and Civil Service staff (secretaries), along with National Youth Corps youngsters.

The main disadvantage the central office Model Cities Administration experienced from the 1970 school year to the present is split control. The main administration is under the direction of the Department of Government Funded Programs, while the evaluation and planning is under the
guidance of the Department of Educational Program Planning. The Financial Control was reported to the Model Cities Demonstration Agency from the Department of Educational Program Planning in coordination with the Department of State and Federally Funded Claims. The Financial Control was then taken over by the Department of Federally Funded Programs. The confusion caused between all three Departments, not even to mention the many problems with the Department of Data Control, at times hindered the programs. The staff turnover in all Departments was another factor to take into account while reviewing this component of Co-Plus.

Each Area office is staffed with a Model Cities Administrative Assistant to assist the Associate Superintendent in each area to implement and operate an efficient Model Cities Program according to the federal, city, and Board of Education guidelines. Each District participating in the Model Cities Program is also staffed with a Model Cities Assistant, who, in turn, assists the District Superintendent with the projects operating within their particular district of the city. Each school principal in the seven CoPlus schools also is involved with this particular project with a stipend incentive to efficiently operate the CoPlus program. This was a great change for administrative policy previous to this time did not allow for any additional pay for principals. When the stipend of $200 per month was added as the dates show in the evaluation report the Community School picked up momentum, the schomes had more parent involvement, more free breakfasts were served, and the teachers began to participate more actively...
in team teaching. The disadvantage was the freeze placed on inservice training in October, 1970 after the principals received monetary incentive to implement their educational goals. How much additional motivation was added by each individual principal will never truly be known. But the facts are all here, and the numbers on the monthly monitoring reports did go up.

Under this particular project each individual school was also invited to add to its staff one additional person who would serve as administrative assistant to the principal during the regular school day. If this person qualified, this individual would be classified as an assistant principal and receive the regular assistant principal's pay. This occurred in all seven schools.

The Administration has been so preoccupied with necessary but routine matters that very little true leadership has occurred. The entire administration from the first planning stages until the present has been preoccupied with the feeding of the children, medical and dental examinations, writing new programs each year, and with the construction of buildings to house the schomes. Because of the efforts of the team leaders educational progress has taken place in these schools.

Leu and Candoli state:

"To effectively administer a network of educational programs that involve multi-agency cooperation, community and student involvement, staff specialists drawn from many disciplines, innovation, creativity, and
individualization, will require an administrative team that has planning and support capacity. The ordering of educational priorities, the allocation of staff and resources, the assignment of students, the development of particular curricula are all administrative tasks that require close liaison with the planning and support staff. In addition, the administrative leadership role cannot be effectively performed without the planning capacity provided by the planning and support staff."

**New Careers Project**

A *Chicago Tribune* article said: "Of most benefit to the community has been the new careers program, under which as many as 2,000 neighborhood residents (now down to 1,500 because of a lack of funds) have been hired. The majority are teachers aides or lunchroom attendants."

When we speak of educational change, we address the objectives of the institution. A school's objectives are the heart and essence of how the school operates educationally.

The community needs in the seven CoPlus schools under this project were not only assessed, but community personalities were employed, thereby bringing the community into the educational setting and at the same time, training its residents and paying them for their assistance. Through this there has been a desire to change the educational objectives to meet the

---


needs of each individual community.

As stated in the First Year Action Program:

Eligibility for paraprofessional positions required residence in the Target Areas. Training in the skills and understandings necessary for each type of paraprofessional position was provided. The skills provided Target Area residents with avenues for advancement. The Chicago Board of Education anticipates that some citizens will advance from the paraprofessional level to the professional level and that all will be given opportunities to do so and be required to advance their formal educational level. 15

The schools needed aides, and the community needed work. The program which developed here is very different, for the unemployed members of the communities were allowed to become a member of the school community without passing a Civil Service examination. The community residents were required to complete a form, have a social security card, and pass a physical examination. They were then sent back to the school to be trained as a classroom aide, a food handler, or a janitor with opportunity to move up a career lattice. Many have taken advantage of the opportunity. As a Model Cities Aide, one was also entitled to a free education, which included study toward a high school diploma, or college course work and $85.00 stipend was given to each resident for each course completed.

The main problem which arose with the influx of community into the school was that at the same time there was an influx of new paper work for the principal; a new assistant principal to train; and new teaching teams

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being implemented. The principal did not have the time nor the personnel to properly train the first group of classroom aides. There was less of this problem with the food handlers, for they were sent to a specific location in the Chicago area for a special training program in how to handle the food, and serve it. The janitors - lunchroom porters were to assist the food handlers, and the regular school maintenance staff, and were trained by the regular school staff.

In the Project Description as outlined in the Model Cities First Year Action Program, this project planned to employ 554 Target Area residents in paraprofessional roles. There were 529 employees as of June 1970 and 467 employees as of June 1971.

The primary objective of the New Careers Project was to provide personnel to support the other Co-Plus projects planned to increase the academic achievement and well-being of CoPlus pupils. Other objectives were:

- to provide a new source of employment opportunity in the target areas
- to raise the educational achievement of target area adults employed in the project
- to foster in target area adults employed in the project positive attitudes toward the schools and their own role as paraprofessionals."

The New Careers project was supposed to employ a certain number of target area residents in each of the seven CoPlus schools. According to the First Year Action Program:

385 classroom aides to assist classroom teachers with clerical, instructional, and class management tasks.

21 general aides to assist teachers and administrators with general school management tasks.

21 school community liaison aides to assist professional staff members in communications with parents and community agencies.

79 food handlers to assist the lunchroom staff in serving free breakfast and lunch.

27 lunchroom porters to assist the lunchroom staff with storage and sanitation tasks.

7 school matrons to assist with janitorial tasks in the seven Preschool Program schools.  

were to be employed in the seven CoPlus schools.

As the figures show the Model Cities New Careers Project has not attained its goal. The reasons are stated in the evaluation report - the possibility of attaining one hundred per cent of this objective was precluded subsequently by:

1. Delays in completing construction of the seven Preschool Program schemes, which were to provide employment for a total of 56 New Careers employees;

2. The official reduction of authorized project employment in September 1970, to the number of positions then planned for the second Model Cities year (522), without this reduction being reflected in the stated first year goal of 554 employees;

3. The resignation of employees who moved outside the target areas, found better jobs, or dropped out of the project for personal reasons; and

4. The "freeze" placed on Model Cities funds, which disallowed the hiring of replacement employees from October, 1970 through June 1971.

17. Ibid., Part II, p. 4

18. Ibid., Part II, p. 8
A giant step forward was taken during the summer of 1970 when the Chicago Model Cities Demonstration Agency and the Chicago Board of Education approved a Summer CoPlus Model Cities Program "that conducted concentrated instructional programs in improving the teaching of reading for teacher aides, teachers, and instructional team leaders."

From the community response to this component of the Model Cities CoPlus Program it has been shown that the community is interested in the program. The community members not only desire an education for their children, but also want to improve their own educational background. According to Austin Flynn:

To the United States Office of Education it has become evident that in center city communities, residents have begun to espouse to read in the same context as they espouse the right to vote or the right to free speech. Although this espousal may not be justified, it cannot be denied that community groups are no longer questioning the poor acquisition of reading skills, but rather are demanding that this right to read is theirs by mere fact that they live in this country. If center city communities are saying anything, it is that they want a voice, they want to be heard, they want a piece of the action.20

Model Cities New Careers Project is giving four communities of Chicago the particular voice and knowledge necessary in order to facilitate each individual with the educational and social tools necessary to succeed in the society in which we live.


The teachers' aides serve to free the teachers from a variety of time-consuming non-instructional roles.

The Instructional Team Leaders Project

The objectives of the Instructional Team Leaders Project were:

- to develop teacher skills and teacher awareness of the special needs of the children in the CoPlus schools.
- to improve the quality and scope of classroom instruction and thereby,
- to raise the achievement level of the children in the CoPlus schools.

The concept of teaming is not new, but was new to the CoPlus schools. A good school always operated as a team, sharing concepts and ideas among the faculty and in some instances sharing classes. The concept of teachers not working just under the direction of a principal and instead working as Team Units meant a change of school organization. This change involved all school personnel.

Each team included a team-leader, teachers, teacher aides and a part-time clerk when available working together with trust and understanding. The leader and each team member was expected to be professional and use their imagination as well as be creative. This yielded to an awareness of strengths and needs resulting in a growth of efficient team behavior. Other results of team trust and understanding were satisfaction, emphasis on strengths, peer-group recognition, and acceptance of constructive criticism from partic-


cipation in a team approach.

The instructional team leaders serve a teaching team composed of four or five teachers and from two to eight paraprofessionals depending upon the grade level. A team may represent any grade level from preschool to grades kindergarten through eight. The instructional team leaders are responsible to the CoPlus Administrative Assistant, who in turn, is responsible to the principal.

The team leaders have worked extremely hard in organizing and implementing a team teaching program in each of the seven CoPlus schools. Not one of the seven schools had a team teaching situation in operation prior to the beginning of the Model Cities program. Each team leader was selected on the basis of an outstanding performance in a classroom teaching situation.

Decision making now became a team effort. Through trust and understanding each decision was coordinated into a goal for instruction - an educational objective. Under the direction of the team leader the specialization of each team member was placed to a more effective total school program in accomplishing the educational objectives set forward.

In order to develop a true team approach to learning the team must function as one. The role of each team member was defined within the group. In so doing the leader had to take into account each member's individual skills, then the skills needed for the group to be capable of manipulating as a group team approach to learning.

23. Ibid., Part III, p. 4.
All members had to work together to select the problems in the order of their importance. With this team approach to the teaching-learning process, the overall success of their instructional program was well insured.

The team was free to organize their educational endeavors in any way the team chose, so long as their students learned effectively. Each team member served as a sounding board for other members' ideas which were still in formative stages.

Without time allocated for a team to meet where pupils are not involved there will be no team. Model Cities allowed for this time through Inservice training. The team developed team cooperation and team participation. This is only accomplished when all members sit down and work together. Each member's efforts were viewed and analyzed by other team members, students, and observers. Discussion and constructive criticism followed each visitation.

The three main functions of the team leaders have been:

- to assist in the training of Inservice personnel and the delivery of training materials,
- to support the parent team grade level planning groups, and
- to provide leadership for planning sessions and team teaching among team members.24

The Instructional Team Leader component of the CoPlus Program has been very successful, and allows for another step on a professional career lattice.

24. Ibid., Part III, p. 5
The Community School Project

The Community School sponsored by Model Cities in each of the seven CoPlus schools has been very successful. The objective of this program was to open the school to the community at the times when the community members were available to participate. The community was also invited to suggest which programs they would be most interested in participating in, and those were the programs which were developed in each school. The Administration of each school was operated by an evening school administrative assistant and supervised by the principal. The school also employed as many of the community members as was possible. According to the Evaluation Report:

"The primary purpose of the Community Schools project was to broaden the range of educational programs to meet the needs of target area residents. The project provided for the operation of a community school in each of the CoPlus buildings for a maximum of six hours other than regular school hours, up to seven days a week. Each school was managed by an administrative assistant responsible to the CoPlus principal who, together with an advisory committee of community residents, planned, developed, implemented, and expanded the community school program." 25

The cumulative attendance in all of the programs, as reported for the month of June, 1971, was approximately 33,000.

The programs which were offered to the four target areas through the seven CoPlus schools assisted in filling the gap which our present educational program has in the City of Chicago. The classes ranged from recreational activities to basic adult educational courses, such as typing and sewing.


26. Ibid.
The Community School Project was advertised in all Target Area newspapers and local stores. An example is taken from *The Booster*, a Chicago community newspaper: "The program is being offered to anyone 19 years old or older, even if the enrollee has not completed high school. Two courses are designed to prepare the student for college and one, Psychology, is a college credit class."

The author feels there would have even been more participation in the program if the streets of Chicago, and especially in these particular communities, were safer to walk at night. Also, if some sort of babysitting arrangement could be worked out so that a parent would not have to leave the small children home alone in the evening, or have to pay for a babysitter in order to attend the classes.

### TABLE 13

Average Daily Attendance by School for the Community School Project 28

<table>
<thead>
<tr>
<th>School</th>
<th>Attendance</th>
</tr>
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<tbody>
<tr>
<td>Oakenwald North</td>
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<td>Overton</td>
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<td>Woodson South</td>
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<td>Tesla</td>
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<td>Stockton</td>
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<tr>
<td>Herzl</td>
<td>240</td>
</tr>
<tr>
<td>Johnson</td>
<td>100</td>
</tr>
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</table>

A Chicago Tribune article stated:

"Community residents also have benefitted from an evening school program offering what they themselves asked for: adult education, vocational training, and recreation."

The Chicago Model Cities Demonstration Agency summarizes the Community Schools Project as a community program which makes possible the use of schools as opportunity centers where adults may take non-graded courses, where young people are trained as teachers' aides, and where rooms are used as tutoring centers. The designing of courses has been undertaken by the combined efforts of the school staff and the Community Advisory Council which is composed of many local residents.

The Parent-Team Grade Level Planning Project

The objectives of the Parent-Team Grade Level Planning Project are:

- to involve the parents of the children in the CoPlus schools in planning for the education of their children;
- to have parents become increasingly understanding of the school and better able to help their children;
- to utilize the strength of parent resources in developing improved educational programs;
- to have the teachers become increasingly sensitive to the needs of the children and the community.


30. Chicago Model Cities Program - Year One, op. cit., p. 22.
Presently there are two basic arguments for analyzing the community in order to get suggestions for educational objectives:

1. The community is complex and because life is continually changing, it is very necessary to focus educational efforts upon the critical aspects of this complex life and upon those aspects that are of importance today so that we do not waste the time of students in learning things that were important fifty years ago but no longer have significance.

2. This second argument for the study of the community grows out of the findings relating to transfer of training. It is felt that the student was more likely to perceive the similarity between the life situations and the learning situations when two conditions were met: a) the life situations and the learning situations were alike, and, b) the student was given practice in seeking illustrations in his life outside of school for the application of things learned in school.

There are many elements of the community that one could study in order to form objectives. This list provides a more than accurate account of what to look for in the community:

Protection and Conservation of Life
Natural Resources
Production of Goods and Services
Consumption of Goods and Services
Communication
Recreation
Esthetic Impulses
Religious Impulses
Education
Freedom
Integration of the Individual
Exploration


32. Ibid., p. 13.
Since there are many objectives, covering numerous facets of the educational institution, one will find many purposes for studying the community.

Some studies have been made of the activities engaged in by the people of a community. This was on the assumption that objectives could be derived from activities because this is one purpose of a school. The purpose being that education should help people carry on their lives more effectively. Through this program the CoPlus objectives should serve to satisfy the interests and aspirations of the Model Cities communities.

In order for people to have accurate information to carry out the Parent-Team Leader Project, investigations have been conducted about the community's concepts, misconceptions, and superstitions by both the Chicago Board of Education, and the Chicago Model Cities Demonstration Agency.

Meetings between parents and the teaching teams composed of teachers and their aides were held regularly to discuss the curriculum and to improve the understanding of the special needs of Model Cities Target Area children.

As of June, 1971, four hundred, seventy-four parents, and two hundred, ninety-seven teachers and paraprofessionals were members of the sixty-three parent-team grade level planning groups that were established in the schools.33

Each planning group functioned under the leadership of the instructional team leader. The planning group included parents whose children are being taught by the teaching team under the instructional team leader, the team leader, four or five teachers, and between two and eight classroom aides.

The planning group for each team maintained a continuing relationship with the other school planning groups. There was also close contact with the Educational Subcommittee for that particular school's Model Area Council, and also with other external groups such as block clubs, and community organizations.

In spite of the fact that this project has not involved as many parents as was originally planned, it appears that the project is serving an important function by providing a forum for parents to discuss their perception and recommendations concerning their school, and an opportunity for teachers to gain insight into the homes from which their pupils come. 34

The Parent Team Grade Level Planning Project has seemed to have been a very successful Model Cities Project, and there is very little monetary cost involved. For the Third Year of the program this component will be phased into the Instructional Team Leader Component.

In keeping with the announced position that the Board of Education to encourage citizen participation in school and district advisory councils, one legitimate means for such participation should be through the planning and support function, with cooperation and assistance from the professional component of the planning and support staff. Community representatives should be provided the necessary background and data

and, in turn, could provide information and recommendations to the planning and support personnel to greatly facilitate the planning effort. Mutual assistance and reinforcement toward stated educational goals could be possible. Difficult questions concerning program changes and implementation could be cooperatively resolved as a result of this shared planning. 35

The Audio-Visual Equipment and Instructional Materials Project

According to the Summary Evaluation Report:

"The primary objective of this project was to provide the audio-visual equipment and instructional materials necessary for an effective instructional program and thereby to increase the learning achievement levels of all CoPlus children. Each of the seven CoPlus schools received an allotment to purchase desired equipment and instructional materials. The purchase of materials and equipment was terminated as of June 15, 1970 although delivery was not complete until Fall of 1970."

The equipment which was supplied to each of the CoPlus schools was not innovative and experimental. Approximately all of the equipment purchased would be considered necessary to any good educational program. Previous to Model Cities the schools did not have the available funds to order a tape recorder and cassettes, or a motion picture projector for each floor, or a record player for each hall. The equipment is not being utilized to its fullest extent. The repairs on any piece of equipment in the Chicago

35. Leu and Candoli, op. cit., p. 48.

board of Education are slow. Model Cities freeze and the cutting of
Inservice Training does not allow the instructional teams adequate time to
work together and prepare special materials, and in some instances, the
equipment is not readily accessible.

Reviewing the statement of chronological development for this
particular project assists in verifying this statement.

The schools made preparations to select and order audio-visual
equipment and materials throughout the 1969-1970 school year and during
the summer of 1970. As of May 15, 1970 the Chicago Model Cities Demon-
stration Agency, stated that all funds not encumbered by June 15, 1970
would be lost. Therefore, all equipment and materials were ordered by
June 15, 1970. Equipment and materials were delivered to the schools during
the Summer and Fall of 1970. Inservice Training related to the utilization
of audio-visual equipment had to be discontinued when the "freeze" on
Model Cities Funds terminated the Inservice Training project in October,
1970.

The Audio-Visual Equipment and Instructional Materials Project of
Model Cities was very beneficial for each of the seven CoPlus schools. They
were allowed to purchase the essentials during the First Year of the program.
Besides repair, the other basic problem has been theft, and there have
been no dollars allocated for either repairs or for replacement for the
last two years of the program.

37. Ibid., op. cit., Part VI, p. 3
The Nutritional and Medical Project

Under the Nutritional and Medical component of the CoPlus Program an attempt has been made to improve the health of the children. Through improving the children's health it is hoped that this then will increase the attendance of the children; increase their attentiveness; reduce health and nutritional problems; and increase academic performance. The program is essentially divided into two major facets.

The first or nutritional facet of this component consists of serving a free hot breakfast and lunch to all 10,000 children in the seven CoPlus schools. The Model Cities funds augmented the federal and the state funds for food for inner city children allocated to the Board of Education. This phase of the project required the hiring of many Target Area residents as food handlers and porters. In some of the CoPlus schools the existing lunchrooms were expanded, in the other CoPlus schools the meals were prepared at another location and catered to the CoPlus schools. At these schools special ovens were installed to keep the meals warm. In other schools facilities have been furnished to serve the children in their own classroom.

The second facet of this component is the health services consisting of both medical and dental care. This phase of the project involves complete physical and dental examinations for every child attending a CoPlus school. Each child in a CoPlus school with the parents consent,
received yearly a thorough physical examination and a thorough dental examination in a Model Cities Health Mobile which comes to the individual schools. If follow-up treatment was required the children were referred to a near-by clinic. These medical teams worked under the direction of the Board of Education Medical and Health Services. The medical team consisted of a physician, a dentist, nurse-pediatricians, laboratory technicians, a hearing tester, a vision tester, health aides, and a teacher nurse, a dental hygienist, a dental assistant, and a clerk. There are two medical teams which rotate from school to school, and one dental team.

The initial phase of the program began in September 1969 with the free lunch program, then moved into a free breakfast program. Within a few months all seven CoPlus schools had facilities for servicing all hot meals. The medical component was then started. The medical teams operated in the individual school building at first. The schools were overcrowded and did not have adequate space to service these medical teams. The health mobiles were then ordered.

First two health mobiles were ordered for the two medical teams. The final stage of this project was the dental team. This team became operational in September 1971. The dental team utilized their own special Model Cities Dental Mobile for examinations and treatment from their beginning.

On the basis of observation and interviews it has been suggested that the nutritional component of this project be retained by the Chicago Board of Education, but that the health component be taken over by the Board of Health Services.
The Schomes Project

According to a Chicago Tribune article:

The most popular element of CoPlus is the schome. There are schomes in prefabricated buildings near the seven CoPlus schools, each enrolling 120 three and four year olds in a half-day program of education and play in small groups. Meals are also provided. 38

The major objective of the Preschool Schomes Model Cities CoPlus project was to provide an educational program for three and four year old children and their parents. This opportunity would thereby increase the children's readiness for and success in school. Each of the seven CoPlus Schomes services approximately 120 children and their parents. The children receive two meals in the half day time period, educational experiences, play experiences, and socialization experiences. The parents are provided the opportunity to participate in homemaking activities and other activities related to the academic progress of their children.

Target Area residents are employed under the New Careers Project to assist the teachers with the preschool children. The adult pupil ratio in a Model Cities Schome is approximately five children to every adult. This is an ideal situation for combining the features of a school and a home. This aspect allows the education program to function with a high degree of individual instruction.

Since the idea of a preschool became known to the communities in 1969 it has been very well received. Every major Chicago newspaper as well as the local papers covered every phase of the Schome story. The Chicago Board of Education along with the Chicago Model Cities Demonstration Agency worked very hard to acquire sites for these Schomes as close to the main school facility as possible, and yet satisfactorily meeting the requirements of each Model Cities Community Council. The construction and the preparing of the sites along with equipping the new demountables and staffing them cost Model Cities millions of dollars.

These "Doll Houses" are presently the show places for the Chicago Board of Education and the Chicago Model Cities Demonstration Agency. A preschool program was needed in these particular areas of Chicago. It is very sad to see the dollars it takes to service only 840 children. There should be some way in which all children would be eligible for a preschool program, and especially those children living within the four Model Cities Target Areas, and not just the CoPlus children.

Inservice Training

The primary objective of the Inservice Training Project was to improve the quality of classroom instruction in the seven CoPlus schools. This improvement was to have taken place by providing an Inservice program for teachers, administrators, teachers aides, and team leaders in all seven schools. The Inservice program focused on the utilization of promising
new teaching techniques, the improvement of staff relationships, and
deep understanding of the particular social needs of the children and
of the community.

This project was in operation for a period of just over one year when
Model Cities placed a freeze on Model Cities funds. The staffs of each of
the seven schools continued what planning they could without the assistance
of Model Cities to keep the CoPlus program operational. When the refunding
process was again opened, the program resumed full operation.

When funds were available outside consultants from local colleges and
universities, besides educational consultants were utilized. Board of
Education staff was also utilized where possible. Except for interpersonal
relationships, and preservice for paraprofessionals, all Inservice programs
were planned and implemented by the local CoPlus school staff.

The author feels that Inservice Training should be designed to provide
to a new employee, or to an employee transferred into a new situation, or
as a refresher to an older employee the basic knowledge, skills and
techniques for him to do his job effectively. The ability to function
efficiently cannot be developed by classroom training alone. Therefore,
the information obtained through Inservice and backed by actual experience
is a hundred per cent more effective. Knowledge should be expressed in
skills and techniques and then incorporated into every day work practice.

The role of the team leader under Inservice Training is most impor-
tant in the seven CoPlus schools. The team leader through Inservice
should, 1) introduce the teachers and aides to their particular work assignments, using the best methods possible to insure the team's particular instructional objectives; 2) acquaint the teachers and aides with sources of information such as manuals, handbooks, bulletins, and other releases; 3) provide any special training which is necessary, 4) provide intensive training in special techniques or skills required for the team to function efficiently; and, 5) maintain uniform understanding and cooperation on the part of all team staff members on all policies.

Inservice Training in the CoPlus Program assisted the performance of each individual team in breaking down the instructional objectives of the team to meet the needs of each individual pupil. This breakdown into related steps, instructions, sequence of operations, and additional information aided in the understanding of the process as a whole and the place of a particular objective.

As the Inservice project became more advanced the individual teams in each of the seven CoPlus schools designed new methods for meeting current operating needs and provided opportunities for more technical and professional growth. This therefore provided training in new programs and procedures of a highly professional nature, and also brought about changes in policy and operations. This was a move in the right direction.

Through the key to every program - communication - Inservice - the staff of each of the CoPlus schools was able to develop a more effective educational complex. Credit here must also be given to the supervisory
personnel, in this case, being the administrative assistant in each school for assisting the team leaders and guiding them into the management and operation for continuous change. This component of the Chicago Model Cities Educational program would have failed without adequate supervision.

**Conclusion**

The CoPlus Program is an excellent show of educational progress. This program has shown the nation that with adequate personnel and equipment and materials that all children can learn. Once a school system acquires adequate financial support for Administration, Aides, Team Leaders, a Community School, Parent Planning, Audio-Visual Equipment, Nutritional and Medical Care, Preschool Schools, and Inservice Training, a local school can do an effective job of educating an inner city child. Every aspect of the CoPlus program is truly a cooperatively planned program with the community. The schools and communities have had a great deal of communication in order to accomplish this project.

Booz, Allen, and Hamilton were employed by Model Cities to evaluate the Chicago Model Cities Co-Plus program. This study reveals both the strong and weak points of the Co-Plus program. They say it has been effective in creating new jobs and in delivering benefits to Model Cities Target Area Residents. The Co-Plus program also has been very effective in serving free meals and providing adequate health services to the children attending the seven Co-Plus Schools. In their report they also claim that there has been a marked improvement in the attitudes of the teachers, the pupils, their parents, and the employees. But Co-Plus has not significantly raised
the academic levels of the children according to Booz, Allen and Hamilton. They did admit in their report that children who spent a full year in a Co-Plus school did receive a greater achievement gain than those children who transferred in during the year. They also charged that the teaching methods have not changed claiming this is due to inadequate Inservice Training programs. A Chicago Tribune reporter visited five Co-Plus schools and saw many teachers using innovative techniques and new materials, and most aides actively engaged in helping pupils.

As the Leu and Candoli Report on Planning for the Future states in "A Total Long Range Plan,": The Model Cities Co-Plus Schools are taking the first step in the City of Chicago for providing high quality educational planning with community involvement.

39. Ibid.

40. Leu and Candoli, op. cit., p. 58.
CHAPTER IV
NON-CO-PLUS

Non-Co-Plus Programs refer to special educational projects in the Model Cities Target Areas in local schools, but not within the seven CoPlus schools. These Non-CoPlus programs were planned with the cooperation of each District Superintendent, Principals, teachers, and community organizations, and with the cooperation of the Department of Educational Program planning as well as with the Chicago Model Cities Demonstration Agency.

The Non-CoPlus Programs are as follows:

In Service Project
TESL - Teaching English as a Second Language - Senn High School

Hess Upper Grade Center Reading Project

Free Breakfast Project

Saturation of Language Arts Services
Manley Upper Grade Center
Bethune Elementary School

Absenteism, Delinquency, and Truancy Project

Residential Environmental Intervention School Project

Special Summer Programs

Each of these projects will now be described. Some of the projects have been considered very successful, while others were a failure.
### Table 14

**Non-CoPLUS Model Cities Budgets**

<table>
<thead>
<tr>
<th>Category</th>
<th>First Year</th>
<th>Second Year</th>
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<td>Involvement of Parents</td>
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<td>Residential Environmental School</td>
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<td><strong>Totals</strong></td>
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<td><strong>$3,029,500</strong></td>
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Non-Co-Plus In Service Project

Under this particular Model Cities project InService Training is provided for professionals and paraprofessionals in the Non-CoPlus schools. The Non-CoPlus schools participating in the InService Training Project in Chicago are shown in Table 15. Special classes aim at developing awareness and insight into the problems unique to children in these communities and increasing the understanding between the pupils and the adults within the school and community environment in order to provide the best possible atmosphere for education and community growth.

The InService project was developed by the District Superintendent, the principals, and the teachers in cooperation with the Chicago Board of Education and the Chicago Model Cities Demonstration Agency. The need was felt for the professionals and the paraprofessionals to receive additional assistance in overcoming the problems of educating the inner city child. A designated number of hours of special training were established for each person employed in a Model Cities Non-CoPlus School.

This particular program was not as readily accepted by the Model Cities Communities as were other programs. One reason the communities did not welcome this project was the high cost of personnel. Therefore, this worthwhile endeavor for all educators was very slow in getting off the ground. It was almost nine months before any monetary charge was placed against this particular account. With no direct administration for this particular program, even in September, 1970, it was still very slow in being implemented.
<table>
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<th>DISTRICT</th>
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<th>SCHOOL</th>
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<td>A Scott</td>
<td></td>
<td>13</td>
<td>A McCorkle</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>A Scott Branch</td>
<td></td>
<td>23</td>
<td>B Mollison</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>A 61st &amp; University</td>
<td></td>
<td>23</td>
<td>B Oakenwald South</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>A Wadsworth</td>
<td></td>
<td>11</td>
<td>B Oakland</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>A Wadsworth UGC</td>
<td></td>
<td>23</td>
<td>B Price</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23</td>
<td>B Shakespeare</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
<td>A Vincennes UGC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
<td>A Willard</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23</td>
<td>B Woodson North</td>
</tr>
</tbody>
</table>
During the 1970-1971 school year there were great expenditures in InService Training programs for professionals and paraprofessional at individual schools. The following spring, the Chicago Model Cities Demonstration Agency requested an accountability of the dollars spent; the number of hours InService received by each administrator, teacher, and paraprofessional; along with the amount of monetary compensation each received per hour.

Discrepancies were seen by both the Chicago Board of Education, and the Model Cities Demonstration Agency as to the number of hours allocated in the original contract, and the amount of monetary compensation each received per hour. The decision was then made to place a freeze on the Non-CoPlus InService Program.

The program has been rewritten several times since. The program is presently operational with a greater number of restrictions.

The InService Program involves approximately 2,500 teachers and 450 paraprofessionals at 24 schools located in the target areas, exclusive of the CoPlus Schools. In the Near South target area, 1,510 administrators, teachers, and paraprofessionals will receive the equivalent of one hour per day training.

In the other target areas 1,400 staff members will take part in InService, but on a less intense basis.\(^1\)

During the First Action Year of this program more than half of the expected number of personnel did participate in some way in Model Cities training programs. The attainment of the InService objectives can be seen

in the following quote from the Summary Evaluation Report.

Sessions in human relations and interpersonal communications were held with the faculties of a number of schools. Also, in most of the eligible schools Inservice programs were planned by the faculty to meet their particular instructional needs, often utilizing Board of Education or university consultants.

For those sessions where it was requested, analyses of the response of participants to the program indicate that the majority of participants rated the quality of InService meetings as either very good or good and indicated they found the meetings helpful.  

TESL

Teaching English as a Second Language
Senn High School

Teaching English as a Second Language is a program which needed to be implemented on a secondary level in a school which the Uptown students attended. Senn High School's program on TESL services approximately 500 children per day under the direction of an administrative assistant. The program at Senn provides a logical sequence of instructional objectives for language development. The ability to hear is a major factor. Listening which includes understanding, to listen with one's own heart and soul is taught as a concentrated approach. One's attention span is important and taken into consideration. The TESL Team bombards a high school pupil with stimuli for listening. The TESL Team has also set up conditions, as conducive to learning as one can, through the Model Cities funding of this


project. The TESL Team has also reached out further and has taken into account the affective domain with each pupil enrolled in the program.

Discrimination among sounds is the second step in language development and presupposes understanding. This, the TESL Team at Senn has accomplished through role-playing using tangible items. The ensuing steps are speaking, reading, and writing - making the English language a communication tool, and at the same time, not losing their native language.

All pupils in learning a language will begin with a sign language and then proceed to the spoken word. The teacher must be a good model. During this process, interaction should be on a one to one basis, and later may move to modern devices such as tapes, films, and records. Thanks to the Model Cities assistance, many of these essential steps were able to take place with the pupils at Senn.

The author feels that the TESL teachers should be "Anglos" so the pupils may be taught the American clichés and not the Spanish ones if the pupils wish to remain in the United States.

The stories taught to the TESL pupils should include religious history, family life, and mystery. Upon reviewing the materials included in this particular project, they do adequately include these subjects.

A pre-test and a post-test were administered to fifty-one students participating in the Model Cities TESL Program at Senn. The results are shown in Table. This data was attained from the Summary Evaluation Report, TESL Program at Senn High School, Model Cities Project, (1971).


<table>
<thead>
<tr>
<th>SUBTEST</th>
<th>NO. OF ITEMS ON TEST</th>
<th>PRETEST SCORE</th>
<th>POSTTEST SCORE</th>
<th>% GAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to direct questions</td>
<td>11</td>
<td>7.94</td>
<td>9.20</td>
<td>15.87</td>
</tr>
<tr>
<td>Use of prepositions</td>
<td>35</td>
<td>19.06</td>
<td>25.61</td>
<td>34.37</td>
</tr>
<tr>
<td>Question and negatives formation</td>
<td>21</td>
<td>11.38</td>
<td>16.26</td>
<td>43.76</td>
</tr>
<tr>
<td>Phrase ordering</td>
<td>34</td>
<td>25.80</td>
<td>30.75</td>
<td>19.19</td>
</tr>
<tr>
<td>Paragraph comprehension</td>
<td>15</td>
<td>7.87</td>
<td>12.33</td>
<td>56.67</td>
</tr>
<tr>
<td>Verb forms</td>
<td>29</td>
<td>14.92</td>
<td>18.20</td>
<td>21.98</td>
</tr>
</tbody>
</table>

Number of pupils with Pre-Posttest Scores = 51
To assist the pupils overcome the language barrier, the teachers are friendly, smile frequently, and use gestures and sign language when necessary. Also the pupils at Senn are placed in a regular class situation wherever and whenever possible. Examples would be physical education, art, music, mathematics, home room, and lunch. Therefore, the Model Cities TESL pupil at Senn is mixed with their own classes besides TESL. This has been found to speed the process in filling this language communication gap.

The program is an expansion of one already operating at this Uptown target area school. The program seeks to improve the language skills of non-English speaking students, to assist them and their families in adjusting to urban life, and to help raise their level of achievement in school. 4

According to the Leu and Candoli Report of August, 1971, it seems clear that the Model Cities Program at Senn High School has followed the basic philosophy and principles as recommended with the Report for Teaching English as a Second Language. The three main principles as listed within the Report are as follows:

1. There should be maximum reliance on the child's capacity for natural, unconscious acquisition of second-language deep grammar when he is wholly engaged in situations where the new language is an unemphasized means to other pleasant, significant ends and there is no involvement of the first language.

2. Since six years of age is already somewhat late and since there will inevitably be slow learners and transfer pupils, teachers of the second language must be qualified to help the child quickly and systematically acquire command of the deep grammar of the new tongue. This calls for a structured presentation.

4. Chicago Model Cities Program - Year One, op. cit., p. 25
3. Since the attention of the child language learner cannot profitably be fixed on language itself, but should be fixed beyond language on his involvement in meaningful situations, it follows that the teacher's structured presentation should give the effect of natural, spontaneous language.

The basic teaching strategy of the TESL Team at Senn High School is that each teacher and aide works in the classroom and language laboratory as if each child's entire education is dependent on her or his efforts.

Chicago, as a major city with large concentrations of non-English speaking populations, must now consider the possibility of TESL programs in the majority of its high schools in order to achieve equality of educational opportunity for all its students.

Reading Center at Hess Upper Grade Center

The Reading Center located in the West Target Area was funded during the fall of 1969 by the Model Cities Program. The specific purpose of this project was to improve the reading ability of the children attending Hess Upper Grade Center with a variety of reading activities including programmed materials and textbooks specifically oriented to meet the needs of inner city children. A favorable facet of this project was that only one person would be added to the staff, a reading coordinator, and that the regular teaching staff would operate the reading laboratories.

The faculty then studied all of the new and old materials available from educational publishers. They then decided to purchase the material and equipment from Educational Development Laboratories, a subsidiary of McGraw-Hill, Publishers, "Twelve teachers received InService Training on the EDL equipment during Christmas vacation 1969-1970."

The reading laboratory and twelve "mimi" laboratories were installed during the summer of 1970. These laboratories can accommodate approximately 2,100 children, but have only served approximately 1,500 children. This drop in enrollment is due to the Model Cities rebuilding program.

In the fall of 1970 the faculty had a demonstration of the reading laboratory for the parents and the Model Cities community to explain the many facets of the new language laboratory. Included in this demonstration were a tachistoscope, a central reader, an Aud-X, a Reading Eye camera, and a Telebinocular. The demonstration was very successful and needed in the community relations Model Cities program. According to Mr. Beverly, the chairman of the Language Arts Program, "The purpose of the demonstration was to acquaint the Model Cities Advisory Council and the Model Cities officials present with the operation and potential that this reading clinic affords the students."


7. Ibid. p. 3.

Mr. Joseph Lee, principal, stated that "the physical plant of the language lab is constructed so as to allow a student to feel that he is somebody and that he is important."

Since the fall of 1970 the program at Hess has been in full operation. Presently all of the faculty members can operate the machinery, and the attendance has increased over the last two years. The true show of success as a Board of Education member would state, comes in the reading scores on a standardized reading test. The Stanford Achievement Tests were administered in October, 1970 and May, 1971. Table 17 shows the gains in reading achieved at Hess over this period of time. "The matched scores represent those pupils for whom it was possible to match student identification numbers from the pretest and the posttest. Raw score means were computed for both pre and post test and these were then used to calculate the grade equivalent gain."

"The average gain in reading reported between sixth and eighth grade for the West Target Area on city-wide testing over the period March, 1968 (6th graders) to September, 1970 (8th graders) was 4 months over 14 months of instruction."

9. Ibid., p. 3.

10. Summary Evaluation Report, Reading Center at Hess Upper Grade Center, op. cit., p. 4.

11. Ibid., p. 6.
### TABLE 17

**SUMMARY OF TEST SCORES FOR HESS READING PROGRAM**

**PARAGRAPH MEANING**

<table>
<thead>
<tr>
<th>Grade 7 Matched Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced 1 Test Level</td>
</tr>
<tr>
<td>Advanced</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 7 Matched and Unmatched</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
</tr>
<tr>
<td>Intermediate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 8 Matched</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 8 Matched and Unmatched</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
</tr>
</tbody>
</table>

1. Refers to Level of the Stanford Achievement Test
2. Expressed as the raw test score
3. Expressed as years of gain in grade equivalent scores
4. The sample size is shown in parenthesis

This Table is taken from the *Summary Evaluation Report, Reading Center at Hess Upper Grade Center, Model Cities Project*, (Chicago, Illinois: Board of Education, City of Chicago, 1971), Table 1.
This type of action learning through a laboratory approach has been very successful with this particular Model Cities Project. The answer may be in the cooperation of the staff, or in the use of only permanent school personnel and not in hiring newcomers. The answer may be in the individualization of instruction that has been observed at Hess and is now a goal of the Chicago Public Schools. After all, we learn as individuals.

Another part to the answer of the success of this particular program is that the teachers are using the equipment, and it does not act as storage in the closet.

McGraw-Hill provided the InService through the Chicago area Educational Development Laboratory distributor, paid for by Model Cities. This included periodic checks and assistance for all teachers using their equipment.

In an interview with Mr. Lee and Mr. Beverly at Hess, they stated that their biggest problem is that of theft.

The Chicago Board of Education hopes to expand such a program to other Upper Grade Centers as soon as funds become available. The cost of installing a reading center similar to Hess's Center is approximately $100,000 for installation and InService Training.

**Free Breakfast Project**

In two Model Cities Target Areas of Chicago, (the Near South and the West Target Areas), a Free Breakfast Project was implemented during the 1969-1970 school year. The 35 schools represented in these Target Areas are shown in Table 18. In those schools which had facilities for a hot breakfast service the students received a hot morning meal, approxi-
<table>
<thead>
<tr>
<th>GRAND BLVD. TARGET AREA</th>
<th>LAWNDALE TARGET AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beethoven</td>
<td>Bethune</td>
</tr>
<tr>
<td>Bousfield</td>
<td>Chalmers</td>
</tr>
<tr>
<td>Coleman and Branch</td>
<td>Dvorak</td>
</tr>
<tr>
<td>Doniat</td>
<td>Gregory</td>
</tr>
<tr>
<td>DuSable UGC</td>
<td>Hess UGC</td>
</tr>
<tr>
<td>Farren and Branch</td>
<td>Howland</td>
</tr>
<tr>
<td>Felsenthal and Branch</td>
<td>Jensen</td>
</tr>
<tr>
<td>Forrestville UGC</td>
<td>Lathrop</td>
</tr>
<tr>
<td>Fuller</td>
<td>Lawson</td>
</tr>
<tr>
<td>Hartigan</td>
<td>Magellan EVGC</td>
</tr>
<tr>
<td>Horner</td>
<td>Manley UGC</td>
</tr>
<tr>
<td>Judd</td>
<td>Plamondon</td>
</tr>
<tr>
<td>McCorkle</td>
<td>Pope</td>
</tr>
<tr>
<td>Mollison</td>
<td>Shepard</td>
</tr>
<tr>
<td>Oakenwald South</td>
<td></td>
</tr>
<tr>
<td>Oakland</td>
<td></td>
</tr>
<tr>
<td>Price</td>
<td></td>
</tr>
<tr>
<td>Shakespeare</td>
<td></td>
</tr>
<tr>
<td>Vincennes UGC</td>
<td></td>
</tr>
<tr>
<td>Willard</td>
<td></td>
</tr>
<tr>
<td>Woodson North</td>
<td></td>
</tr>
</tbody>
</table>
mately 3 to 5 times per week, a cold morning meal the other days. In all other schools the students received a cold breakfast 5 times per week.

The desired outcome of the Free Breakfast Project was to guarantee that no child need start the school day hungry.

From the date of implementation (September, 1969) through June, 1971, "2,913,000 breakfasts had been served and 648 Model Area residents had been employed as breakfast aides and porters." The number of Model Area residents employed in each school to participate in this project varied according to the needs of each individual school. The breakfast aides and porters work for two and one-half hours per day.

Only one-third of the children within these areas have taken advantage of this program.

As educators, we could see the possibility that this type of program would encourage the children to attend school on a more regular basis. According to the figures on per cent of attendance in Free Breakfast schools there has been no evidence of this type of trend.

<table>
<thead>
<tr>
<th>PER CENT OF ATTENDANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>NEAR SOUTH</td>
</tr>
<tr>
<td>January, 1969</td>
</tr>
<tr>
<td>June, 1971</td>
</tr>
</tbody>
</table>


13. Ibid., p. 8

14. Ibid., Table 1.
The Model Cities explanation describes this program and also includes what this particular program is lacking:

A free breakfast program similar to that offered in the CoPlus schools is also active in 35 elementary schools in the Near South and in the Lawndale target areas. Up to 28,000 children are fed daily in this program. However, the program does not offer the medical and dental services forming part of the CoPlus program. In addition to state and federal monies, more than one million dollars is being spent by Model Cities in this project.15

If hot breakfasts were not served in the East and Near South Target Areas, the additional Target Areas of Uptown and Woodlawn would be able to participate in this project. No child should start the day hungry.

Saturation of Language Arts Services Project

The Saturation of Language Arts Services Project is located at the Manley Upper Grade Center (Grades 7, 8) and the Bethune Elementary School (Grades K-6; until July, 1969, the Bethune School was known as the “Manley Elementary School”) located in the West Target Area.

In reviewing the development of this program, a number of discrepancies in program contract, implementation, and cost evaluation before and during the program are evident. Even with these discrepancies the program has had an increase in reading achievement scores, which is the main goal of the project.

15. Chicago Model Cities Program - Year One, op. cit., p. 25.
The Model Cities summary of Language Arts states that:

Manley Upper Grade Center and Bethune Elementary by a saturation of services called for a completely equipped reading laboratory and computer reader and for a variety of specially trained teachers and other personnel. The objective of the project was to raise the reading and mathematic skills. Adults from the community were encouraged to take part. 16

Within this statement mathematical skills are mentioned along with computer assisted instruction. According to the original contract between the Chicago Board of Education and Model Cities, there is no mention of mathematics skills and only one mention of a "computer Reading Aid."

Of the many schools to select from within the four Target Areas one may wonder why these particular schools are chosen. The District Superintendent and the Area Superintendent chose these particular schools for the following reasons:

The average 7th grade pupil had a reading score of 4.0 in the school year 1969-1970; of the 700 pupils in 7th grade, the median reading score was 5.1; 65 per cent of the first graders at Hanley Elementary were "probably not ready" to begin a formal reading program. 17

Reading Laboratories were set up and became operational during the 1970-1971 school year. Additional staff were hired during the 1969-1970 school year. During this time before the program became operational the additional staff assisted in the reorganization of each school which was first required. The selection of new materials and equipment to be purchased for the school, and participation in pre-service training took place.


17. Model Cities Second Action Year Program, op. cit., Part IV, p. 266.
One of the major discrepancies in cost evaluation before the program was implemented was that of rewiring both schools. This phase of the program should have been included in the original contract. During the Spring of 1970 Model Cities agreed to pay for the cost of modifying and updating the electrical services at both schools. This then permitted full operation of the special reading programs for September, 1970. The approximate cost of this modification of the facilities was $100,000.

It was an injustice to the children at both of these schools that there was a March delivery date on the majority of the materials and equipment and nothing could be touched until September due to the faulty wiring.

The Chicago Board of Education received approval to implement this program, a Saturation of Language Arts Services, on June 25, 1969 (Board Number 69-490), though the final Model Cities approval did not take place until January, 1970 in the amount of $324,000 for a one-year period. During the second year, from January, 1971 to December, 1971, the amount was decreased to $205,000 for the equipment was to have been purchased during the first year of the program.

Manley Upper Grade Center utilized the Educational Development Laboratories Reading System, and Bethune Elementary School utilized a combination of reading systems. The Stanford Achievement Tests were administered in October, 1970 and May, 1971. Tables 19, 20, and 21, show the gains in reading achievement at Manley and Bethune over this period of time. This data was obtained from the Summary Evaluation Report, Saturation of Services to Improve Language Arts Facilities at Manley Upper Grade Center and Bethune Elementary Schools, Model Cities Project, (1971).
### TABLE 19

#### SUMMARY OF TEST SCORES FOR MANLEY

**PARAGRAPH MEANING**

<table>
<thead>
<tr>
<th>Grade 7 - Matched Only</th>
<th>Test Level</th>
<th>Pretest Mean</th>
<th>Posttest Mean</th>
<th>Gain in GE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advanced-Same Pre-post</td>
<td>13.63 (408)</td>
<td>17.60</td>
<td>.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 7 - Both Matched and Unmatched</th>
<th>Test Level</th>
<th>Pretest Mean</th>
<th>Posttest Mean</th>
<th>Gain in GE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advanced</td>
<td>13.86 (585)</td>
<td>17.54 (533)</td>
<td>.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 8 - Matched Only</th>
<th>Test Level</th>
<th>Pretest Mean</th>
<th>Posttest Mean</th>
<th>Gain in GE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advanced</td>
<td>17.57 (406)</td>
<td>22.36</td>
<td>.9</td>
</tr>
</tbody>
</table>

**Correlation coefficient = .70**

<table>
<thead>
<tr>
<th>Grade 8 - Both Matched and Unmatched</th>
<th>Test Level</th>
<th>Pretest Mean</th>
<th>Posttest Mean</th>
<th>Gain in GE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advanced</td>
<td>17.27 (538)</td>
<td>21.89 (521)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

1. Refers to Level of the Stanford Achievement Test
2. Expressed as the raw test score
3. Expressed as years of gain in grade equivalent scores
4. The sample size is shown in parenthesis
### TABLE 20

**SUMMARY OF TEST SCORES FOR BETHUNE**

**WORD MEANING**

| Grade 3 - Both Matched and Unmatched |  |  |
|---|---|---|---|
| Test Level | Pretest Mean | Posttest Mean | Gain in GE |
| Pri. II | 9.09 (131) | 13.49 (281) | .6 |

| Grade 4 - Matched Only |  |  |
|---|---|---|---|
| Test Level | Pretest Mean | Posttest Mean | Gain in GE |
| Inter. I-Same-Pre-Post | 9.09 (101) | 11.15 | .3 |

| Grade 4 - Both Matched and Unmatched |  |  |
|---|---|---|---|
| Test Level | Pretest Mean | Posttest Mean | Gain in GE |
| Int. I | 8.30 (237) | 11.05 (215) | .4 |

| Grade 5 - Both Matched and Unmatched |  |  |
|---|---|---|---|
| Test Level | Pretest Mean | Posttest Mean | Gain in GE |
| Int. I | 9.58 (139) | 14.68 (94) | .6 |

| Grade 6 - Both Matched and Unmatched |  |  |
|---|---|---|---|
| Test Level | Pretest Mean | Posttest Mean | Gain in GE |
| Int. II | 12.00 (141) | 16.68 (138) | .8 |

1. Refers to Level of the Stanford Achievement Test
2. Expressed as the raw test score
3. Expressed as years of gain in grade equivalent scores
4. The sample size is shown in parenthesis
<table>
<thead>
<tr>
<th>Grade 3 - Total</th>
<th>Test Level</th>
<th>Pretest Mean</th>
<th>Posttest Mean</th>
<th>Gain in GE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pri. II</td>
<td>15.23 (130)</td>
<td>20.35 (282)</td>
<td>.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 4 - Matched Only</th>
<th>Test Level</th>
<th>Pretest Mean</th>
<th>Posttest Mean</th>
<th>Gain in GE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Int. I - Same Pre-Post</td>
<td>14.70 (100)</td>
<td>18.19</td>
<td>.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 4 - Both Matched and Unmatched</th>
<th>Test Level</th>
<th>Pretest Mean</th>
<th>Posttest Mean</th>
<th>Gain in GE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Int. I</td>
<td>13.71 (235)</td>
<td>18.23 (215)</td>
<td>.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 5 - Total</th>
<th>Test Level</th>
<th>Pretest Mean</th>
<th>Posttest Mean</th>
<th>Gain in GE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Int. I</td>
<td>17.98 (139)</td>
<td>22.93 (94)</td>
<td>.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 6 - Total</th>
<th>Test Level</th>
<th>Pretest Mean</th>
<th>Posttest Mean</th>
<th>Gain in GE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Int. II</td>
<td>17.95 (140)</td>
<td>22.85 (141)</td>
<td>.5</td>
</tr>
</tbody>
</table>

1. Refers to Level of the Stanford Achievement Test
2. Expressed as the raw test score
3. Expressed as years of gain in grade equivalent scores
4. The sample size is shown in parenthesis
As a consequence of attempting to identify and utilize the best educational methods now available, the Manley and Bethune staffs have begun to test and evaluate several techniques with inner city children. As these concepts are evaluated, they will be either introduced throughout the Chicago system or discarded.

Absenteism, Delinquency, and Truancy Project

This particular program of involving parents in school problems in the solving of absenteism, delinquency, and truancy in the Woodlawn Target Area lasted less than one year. Six neighborhood residents were hired as school agents, and two professional school counselors were employed to counsel the parents, teachers, and students.

The main thrust of the program was to contact parents at their homes in the evening, and to work with children directly during the day on the streets of the Woodlawn community.

In a comparison of case loads of comparable personnel made by the Chicago Board of Education, the Department of Research and Evaluation, it was shown that under this particular project a counselor only saw an average of 12 cases per year where as a city high school counselor saw 350+ per year.

Therefore, they found this program unsatisfactory and it was not refunded.

Residential Environmental Intervention School

The Residential Environmental Intervention School Model Cities project was first designed as a planning grant. The planning team, or committee, was comprised of parents and school personnel, and chaired by the District Superintendent of District 23 in the Near South Target Area. The residential school was to be for children of a deprived home environment. According to the committee the plan has been completed. Presently it is sitting in some file and not available.

This project has been tabled in a planning grant, which never got off the ground. Very little monies were spent in this project and yet it caused a great many headaches for a large number of people. The main impediment to its progress stems from a sociological standpoint. Society is not ready and may never be ready to accept residential live-in schools as the answer for low socio-economic environmental gaps found in children. In the social structure of the late sixties and early seventies, society does not accept the concept of taking the child away from the parent except in rare circumstances.

Summer Programs

More than $400,000 has been funded for Operation Facelift, a Model Cities school beautification program to create an attractive, clean climate more conducive to effective learning for pupils of target area schools, it was announced by Erwin France ... Ferguson Jenkins, fireballing pitcher for the Chicago Cubs baseball team,
will level his fast ball at a pane of the new (window) material in a test of its effectiveness. The pane did not break. 19

The Model Cities Summer Programs have been a combination of continuing the regular winter programs and for non-recurring items such as windows, health mobiles, etc. The Summer Programs have been attainable through the reprogramming of projected salvage funds from the regular CoPlus and Non-CoPlus Model Cities Programs. Additional funds were allocated from Model Cities for non-recurring expenditures.

The Summer CoPlus Program has been individualized to meet each Target Area's community needs along with a continuation of the regular school year CoPlus Program. All seven CoPlus Schools have dedicated a good portion of each summer to instructional improvement programs in improving the teaching of reading for teacher aides, teachers, and instructional team leaders.

The Schomes facilities were purchased outright rather than lease-purchasing over a four year period.

The Martin Luther King, Jr., High School faculty had an eight week staff development program.

Operation Facelift was a beautification and window replacement program for Target Area schools. Each CoPlus school was landscaped, and painted internally and externally, a safety-anti-vandalism device installed, and all broken windows were replaced with lexon glass. All broken windows counted in other Target Area schools by a specific date in May were also replaced.

The Summer Programs provided for the purchase of two Health Mobiles which would service the four Chicago Model Cities Target Areas. The installation of food service equipment took place in many Target Area schools participation in serving a free breakfast to the children. The installation of the special wiring and modification of facilities for the reading Laboratories financed through the Model Cities Program was also accomplished during Summer Programs.

All concerned with the Chicago Model Cities Programs have been grateful for the Summer Programs for it has been a way in which all loose ends have been tied.

Conclusion

The objectives of the Non-CoPlus Model Cities Program has been to give relief to other than CoPlus Target Area Schools. There has been both success and a need for change felt from these programs. The concept of change is desperately needed in these four Target Areas: Uptown, Lawndale, Grand Blvd., and Woodlawn. The Non-CoPlus Program did not have enough monetary allotment to reach every child, but what it was able to accomplish was beneficial.
CHAPTER V

THE READING PROJECT

The Model Cities Reading Project was originally composed of three parts: 1. The Performance Contract; 2. The Home Visiting Reading Teams; and, 3. The Task Force Reading Teams. Chicago Model Cities Demonstration Agency did not approve of this particular program in total, and therefore began the funding process in part.

The Board of Education and Chicago Model Cities Demonstration Agency first agreed on approval of the Performance Contract. A Management Committee was arranged consisting of Model Cities Target Area residents, Chicago Model Cities Demonstration Agency employees, Board of Education members and employees, Chicago Teachers Union representatives, and Great Cities School Committee representatives. The committee known as the Management Committee then elected subcommittees to: 1. Research performance contracting; 2. Develop a request for proposal (RFP); and, 3. Make an on-the-spot visit to a performance contract school.

The research subcommittee reported to the Management Committee their findings concerning performance contracts nationwide. The Request For Proposals was developed in "Draft" form and submitted to the Management Committee in the fall of 1970. The Request For Proposals was then distributed to all publishers and interested persons. The list for distribution was received from the Great Cities Schools Committee so every company in the nation was taken into consideration.
The Request For Proposals asked for two specific different types of proposals. The first request was for an auditing contractor, who would be responsible for auditing the instructional contractor, and the second request was for the instructional contractor. School data, both demographic and academic, were included in the request. The bidders then had a deadline for proposals. The auditing contractor's deadline for proposals was "12:00 noon Central Standard Time, December 21, 1970". The instructional contractor's deadline was "12:00 noon Central Standard Time, January 4, 1971."

The Management Committee also discussed the involvement of a management support group contractor as a third phase of the performance contract. A decision was made against such a group due to reasons of expense, and secondly, the Board of Education members present felt that there were enough administrative personnel to handle this portion of the program.

The following factors were utilized in evaluating the proposals submitted to the Performance Contract Management Committee:

I. General Features of the Proposal
   A. Presentation and Organization
   B. Stylistic

II. Soundness of Approach
   A. Technical
   B. Socio-Political/Technical
   C. General Factors


2. Ibid., p. 19
III. Most Favorable Pricing Arrangement
   A. Acceptable methods of cost reimbursement
   B. Account Cost broken into the following categories:
      1. Start-up
      2. Capital outlay
      3. Operating, actual and opportunity

IV. Past Performance and Technical Ability of Contractor
V. Organizational Commitment
   A. High level corporate support
   B. Investment of time and other resources in planning proposal
   C. Corporate attitude toward the project
   D. If consortium, clarity of lines of responsibility drawn
   E. Extent of "other" operations and over-commitment
   F. Willingness to meet conditions and constraints of Chicago Board of Education, Chicago Teachers Union, and the Model Cities Agency
   G. Ability to perform on "extras".

The auditing contractor was the first selected, then the instructional contractor was selected. The auditor gave advise concerning the instructional contractors who submitted bids, but they did not have a vote. The results were submitted to the Management Committee, the Board of Education, and the Model Cities Chicago Demonstration Agency for approval. The basic criteria for selection was the use of classroom teachers, turnkey, and to meet the specific needs of the individual child. The auditing contractor, a private New York firm, and the instructional contractor, Learning Research Associates, were selected after a great deal of review.

The original request was for the following schools and grade levels to be contract reading laboratories: Intermediate Grade Levels: District 13, Farren; District 14, Scott (later replaced by Fiske); District 23,

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3. Ibid., pp. 100-102.
Woodson North, and Judd; Kindergarten; District 19, Lawson, Chalmers, and pope; District 23, Mollison and Shakespeare; and District 24, Stewart.

Table 22 shows the performance contract schools and the comparison schools.

The performance contract did not acquire full implementation until September, 1971. With the delay in implementation and the many changes that occur in developing new programs this component of the Reading Project had no change in school sites. These specific schools and grade levels were selected by the respective District Superintendents with the cooperation of the principals and the communities. This gave each school the opportunity to submit the program to their faculties for approval whether or not they wished to partake in such a program.

The performance contract program offered the following features as stated in the Model Cities Reading Project Board Report, Number 70-995:

1. The Program allows for the demonstration and trial of costly new instructional systems with the risk being borne by the contractor.

2. Chicago public school teachers will be trained and will teach in the program so that at the conclusion of the contract they will have a trained staff, assuming the contract is successful, to continue the procedure.

3. The three components of the program provide for checks and balances; they will be three separate groups; management and support staff; the performance contractor; and the auditing contractor.

<table>
<thead>
<tr>
<th>INTERMEDIATE STUDENTS</th>
<th>KINDERGARTEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>District 13 - Near South Target Area</td>
<td>District 19 - West Target Area</td>
</tr>
<tr>
<td>Farren</td>
<td>Lawson</td>
</tr>
<tr>
<td></td>
<td>Chalmers</td>
</tr>
<tr>
<td></td>
<td>Pope</td>
</tr>
<tr>
<td>District 14 - Mid South Target Area</td>
<td>District 23 - Near South Target Area</td>
</tr>
<tr>
<td>Fiske</td>
<td>Mollison</td>
</tr>
<tr>
<td></td>
<td>Shakespeare</td>
</tr>
<tr>
<td>District 23 - Near South Target Area</td>
<td>District 24 - North Target Area</td>
</tr>
<tr>
<td>Woodson North Judd</td>
<td>Stewart</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPARISON SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERMEDIATE</td>
</tr>
<tr>
<td>District 13</td>
</tr>
<tr>
<td>Beethoven</td>
</tr>
<tr>
<td>District 14</td>
</tr>
<tr>
<td>Carnegie</td>
</tr>
<tr>
<td>District 23</td>
</tr>
<tr>
<td>Mollison Price</td>
</tr>
<tr>
<td>KINDERGARTEN</td>
</tr>
<tr>
<td>District 23</td>
</tr>
<tr>
<td>Felsenthal</td>
</tr>
<tr>
<td>District 10</td>
</tr>
<tr>
<td>Dvorak</td>
</tr>
</tbody>
</table>
4. Educational policy determination is retained by the school system because it is built into the specifications upon which the contractor must bid.

5. A research design is built into the contract that can produce hard data.

6. Provision is made for pre and post testing on standardized tests, and for interim testing from a pool of items measuring performance in specific objectives.

7. Retention one year later is a requirement of the specifications.

Dr. Alan Cohen who designed the program for Learning Research Associates, came to Chicago and discussed the particular objectives of this program with the Chicago Board of Education, the District and Area superintendents involved, the principals, the faculty from whom the laboratory teachers would be selected, and the communities involved.

The Chicago Teachers Union was involved from the beginning to the end. Unions are basically against performance contracting, but what Chicago is doing is within union guidelines.

In February, 1971, a group of 15 members from the Management Committee made an on-site visit to the Norfolk, Virginia school system. This subcommittee met with the Superintendent, and the Assistant Superintendent in charge of Curriculum. The subcommittee visited two schools with performance contract laboratories which were operated by Learning Research Associates. The auditing contractor for Virginia is the State University. Of the two laboratories which were visited, one was located in an elementary school and serviced approximately 120 children per day. The second was
located in a high school and serviced fewer children. The outcome in
Norfolk, Virginia has been significantly successful.

Learning Research Associates began their program in Chicago in
September, 1971. The reading laboratories were equipped with special
materials and text books at a wide range of reading levels. The laboratory
teachers were selected. The Associate Superintendent of Educational Program
planning, Mrs. Evelyn Carlson, stated in an interview, that she was pleased
with Learning Research Associates. The only difficulties were that Learning
Research Associates did not have sufficient materials, adequate in terms
of numbers at the full range of reading abilities of the children; and
secondly that there was no Inservice training of the classroom teachers.
There was pre-service training for the laboratory teachers during the first
week of school in September, 1971. This training seemed to be very
adequate.

The second phase of the Reading Project, the "Home Visiting Reading
Teams" was late in being funded. This was due to controversies about the
program between the Chicago Board of Education and the Chicago Model Cities
Demonstration Agency. The community, too, was not receptive to this phase
of the program. The original concept was for Reading Teams composed of
a teacher and a community teacher aide to visit the homes of children having
difficulties in the language arts discipline in District 19. During the
visit with the parents the Reading Team would provide them with special
materials and instruction for tutoring their own children in reading.
The District Superintendent of District 19 and the teachers had high hopes for this component of the Reading Project. The program which officially began in January, 1972, was completely implemented by September, 1972. The schools of major concentration in the West Target Area are Chalmers and Plamondon.

According to the program design for the Reading Project, there are three Home Visiting Reading Teams. Each team is composed of a Reading Improvement Teacher and a Reading Aide. The Reading Improvement Teachers all have a Master's degree and at least three years of successful teaching experience. All Reading Aides are Model Cities Target Area residents.

The third phase of the Reading Project, the "Task Force Reading Teams" as stated in the original design, was later dropped. Each team would have been composed of from two to six reading teachers and one reading aide. The Reading Teams would then have been assigned to six of the seven district offices in the four Model Cities Target Areas. The Teams would have then visited each Target Area school as demonstration teams in the language arts discipline.

In place of the "Task Force Reading Teams" the Chicago Board of Education placed a reading comparison program in the design of June, 1971. This particular component of the Reading Project was referred to as a "Comparison of Methods of Teaching Reading". The schools selected to participate in this phase of the program are shown in Table . The reading program selected by each school was to be either a basic program,
TABLE 23

SCHOOLS, GRADE LEVELS AND METHODS INCLUDED IN COMPARISON OF METHODS OF TEACHING READING

<table>
<thead>
<tr>
<th>DIST.</th>
<th>SCHOOL</th>
<th>GRADES</th>
<th>PROGRAM COMMITMENT</th>
<th>NUMBER OF ROOMS</th>
<th>NUMBER OF PUPILS</th>
</tr>
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<tbody>
<tr>
<td>8</td>
<td>Gregory</td>
<td>P1</td>
<td>Distar</td>
<td>7</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PZ</td>
<td>RFP</td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Jensen</td>
<td>P1</td>
<td>Distar</td>
<td>3</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PZ</td>
<td>Fountain Valley</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sys. in Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Dvorak</td>
<td>4</td>
<td>RFP</td>
<td>6</td>
<td>180</td>
</tr>
<tr>
<td>13</td>
<td>Beethoven</td>
<td>PZ</td>
<td>RFP</td>
<td>5</td>
<td>175</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>RFP</td>
<td>10</td>
<td>350</td>
</tr>
<tr>
<td></td>
<td>McCorkle</td>
<td>4</td>
<td>McGraw-Hill Sullivan</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>Carnegie</td>
<td>PZ</td>
<td>RFP</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>RFP</td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Dumas</td>
<td>P1</td>
<td>RFP</td>
<td>4</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PZ</td>
<td>RFP</td>
<td>4</td>
<td>120</td>
</tr>
<tr>
<td>19</td>
<td>Shepard</td>
<td>4</td>
<td>RFP</td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>RFP</td>
<td>4</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Doniat</td>
<td>PZ</td>
<td>RFP</td>
<td>1</td>
<td>25</td>
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<td></td>
<td></td>
<td>4</td>
<td>RFP</td>
<td>3</td>
<td>95</td>
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<tr>
<td></td>
<td>Fuller</td>
<td>4</td>
<td>McGraw-Hill Sullivan</td>
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<td>100</td>
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<tr>
<td>23</td>
<td>Price</td>
<td>PZ</td>
<td>RFP</td>
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<td>62</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>RFP</td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Oakland (Dist. 11)</td>
<td>P1</td>
<td>Distar</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PZ</td>
<td>RFP</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Harper Row</td>
<td>3</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>Brennemann</td>
<td>P1</td>
<td>Scott Foresman</td>
<td>6</td>
<td>245</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>RFP</td>
<td>5</td>
<td>200</td>
</tr>
<tr>
<td>24</td>
<td>McCutcheon</td>
<td>P1</td>
<td>Harper Row</td>
<td>4</td>
<td>135</td>
</tr>
<tr>
<td></td>
<td>Trumbull</td>
<td>4</td>
<td>RFP</td>
<td>5</td>
<td>155</td>
</tr>
</tbody>
</table>
a basic program plus a supplementary program, or a system approach. If
in-service time was necessary, it was to be supplied by the publisher.
This program has never been funded.

Special problems were foreseen in the measurement of achievement of
pupils in the performance contract schools. Both the instructional
contractor and the auditing contractor had to carefully specify payment
plans. These plans included methods for rewarding the instructional
contractor for students tested as "ready to read" at the end of the year,
and for rewarding the contractor for reading achievement as demonstrated
on standardized achievement tests. Safeguards were built in to prevent
the contractor from forcing reading instruction on individual children
before such instruction is appropriate. Consideration was given to
tests of school learning ability - intelligence tests - in establishing
baseline abilities. Also, consideration was given to the use of control
groups as a basis for establishing gains.

The auditing contractor as the result of pre and post tests utilized
the scale specified in the instructional contract. The auditing con-
tractor evaluated the achievement of all objectives of the program
including changes in attitude and skills of both teachers and students.

The performance contract is the major development of the Reading
Project. The greatest educational aspect has been the acceptance of
criterion reference testing besides standardized achievement testing by
the Model Cities communities. The performance contractor and the Chicago
Board of Education agreed in advance on the criterion procedure. The specific objectives and test items were turned over to the auditing contractor by the instructional contractor, Learning Research Associates. The auditing contractor then validated each criterion test question against the performances directly indicated by the objectives. A large number of test items were developed for each objective that directly measures the increase in skill or understanding. For each objective, the item pool of test questions covers all aspects of the objective. A separate sample of items are drawn for each testing period.

Combining this procedure with the use of the standardized achievement tests is how the payment scale is fixed. Perhaps some critics will say that the contractor will do a better job than the classroom teachers are doing. But the classroom teachers do not all have aides, and expensive equipment to assist them. The contractor has spent approximately $100,000 per laboratory. The materials and equipment is from a variety of publishing houses. The laboratory aides which were employed were all Model Cities residents.

One of the greatest assets that the performance contract in Chicago has is that of motivation. The teachers in the program wanted to be involved in such a program, and the company wanted to be involved. The students enjoy having the extra help from adults, and they enjoy the new and modern machinery. The students are also very pleased with the individual attention which each child receives.

The evaluation for the first year of the performance contract will not be available for some time (November-December, 1972) but should be very interesting to observe.
CHAPTER VI

SALIENT COMPARISONS
to other
Model Cities Educational Programs

In reviewing seventeen of the sixty-three cities in addition to Chicago involved in the educational component of Model Cities Programs, we find many similarities and many differences. The Superintendent of Schools of each of the sixty-three cities was contacted (see appendix for a copy of the letter). This accounts for a twenty-eight per cent response. The following cities replied:

Albuquerque, New Mexico
Baltimore, Maryland
Dade County, Miami, Florida
Dayton, Ohio
Detroit, Michigan
Duluth, Minnesota
Fresno, California
Hawaii, State of
Hartford, Connecticut
Highland Park, Michigan
Hoboken, New Jersey
New Haven, Connecticut
New York, New York
Norfolk, Virginia
Portland, Oregon
Seattle, Washington
Toledo, Ohio

All of the above cities Model Cities Educational Programs will be discussed within this Chapter. The only exception is Portland, Oregon, whose Model Cities Program consists only of Preschool Education. Major comparisons with the Chicago Model Cities Educational Programs will be made wherever possible.

Tables 24A, B, C, D, E, show programs which have similar objectives to the Chicago Program objectives. All cities have an administrative component, either listed as a separate project, or included within the other projects. Another comparison is that all Model Cities programs have a Career Opportunities program which is an essential part of Model Cities. Involved with the Career Opportunities Program in every city is a free educational opportunity. This is where a Model Cities resident employed in a Model Cities Program is entitled to a free education. They may enroll in colleges and universities of their choice, and are reimbursed for their tuition and books, and in addition receive a stipend.

It is noteworthy to observe community involvement in all Model Cities programs. In some cities this is seen through a community school or center, in other areas through flexible scheduling, community colleges, community school councils, or through community guidance programs.
### TABLE 24A

Salient Comparisons to Chicago

<table>
<thead>
<tr>
<th>CITY</th>
<th>CO-PLUS ADMINISTRATION</th>
<th>NEW CAREERS</th>
<th>TEAM TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albuquerque, New Mexico</td>
<td>Environmental Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baltimore, Maryland</td>
<td>(written into each component)</td>
<td></td>
<td>Innovative Team</td>
</tr>
<tr>
<td>Dade County, Miami, Florida</td>
<td>Career Opportunity</td>
<td></td>
<td>Community Centered Individualized Instruction</td>
</tr>
<tr>
<td>Dayton, Ohio</td>
<td>Career Opportunity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Detroit, Michigan</td>
<td>Project READ</td>
<td>Project READ</td>
<td>Project READ</td>
</tr>
<tr>
<td>Duluth, Minnesota</td>
<td>Get Set Go</td>
<td>Get Set Go (Similar to CoPlus</td>
<td></td>
</tr>
<tr>
<td>Fresno, California</td>
<td>Career Opportunity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawaii, State of</td>
<td>Nanakuli Model School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hartford, Connecticut</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CITY</td>
<td>CO-PLUS ADMINISTRATION</td>
<td>NEW CAREERS</td>
<td>TEAM TEACHING</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------</td>
<td>------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Highland Park, Michigan</td>
<td>Para-Professional</td>
<td></td>
<td>Aladdin's Lamp</td>
</tr>
<tr>
<td>Hoboken, New Jersey</td>
<td>Career and College Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Haven, Connecticut</td>
<td>Administrative Office</td>
<td></td>
<td>School Community Tutorial Team</td>
</tr>
<tr>
<td>New York, New York</td>
<td>Academic Opportunity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norfolk, Virginia</td>
<td></td>
<td></td>
<td>Instructional Improvement and Support Services</td>
</tr>
<tr>
<td>Seattle, Washington</td>
<td>Career Opportunity SCOPE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toledo, Ohio</td>
<td>Model Cities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coordinating</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Planning Center</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 24B

**Salient Comparisons to Chicago**

<table>
<thead>
<tr>
<th>CITY</th>
<th>COMMUNITY SCHOOL</th>
<th>PARENT TEAM PLANNING</th>
<th>AUDIO VISUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albuquerque, New Mexico</td>
<td></td>
<td>Environmental Awareness</td>
<td></td>
</tr>
<tr>
<td>Baltimore, Maryland</td>
<td></td>
<td>Pupil Personnel Teams</td>
<td>Staff Development</td>
</tr>
<tr>
<td>Dade County, Miami, Florida</td>
<td>Community School</td>
<td></td>
<td>High Intensity Learning</td>
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<tr>
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<td>Aladdin's Lamp</td>
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### TABLE 24D

Salient Comparisons to Chicago

<table>
<thead>
<tr>
<th>CITY</th>
<th>LANGUAGE FREE ARTS BREAKFAST</th>
<th>A.D.T.</th>
<th>RESIDENTIAL SCHOOL</th>
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<td>Staff Development</td>
<td>Pupil Personnel Teams</td>
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<td>Baltimore, Maryland</td>
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<td>Pupil Personnel Teams</td>
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<td>Dade County, Miami, Florida</td>
<td>High Intensity Learning</td>
<td>Project Re-Entry</td>
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<td>Dayton, Ohio</td>
<td>Educational Services to Children</td>
<td>Counseling Project</td>
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<td>Detroit, Michigan</td>
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<td>Central Experience Center</td>
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<td>Fresno, California</td>
<td>Expanded Guidance-Counseling</td>
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<td>Hawaii, State of</td>
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<tr>
<td>CITY</td>
<td>LANGUAGE FREE RESIDENTIAL SCHOOL</td>
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<td>Hartford, Connecticut</td>
<td>TESL Arts Breakfast A.D.T.</td>
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<td>Hartford, Connecticut</td>
<td>Bilingual Education Reading is Fun-Damental</td>
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<tr>
<td>Highland Park, Michigan</td>
<td>Aladdin's Lamp Turn On</td>
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<td>Hoboken, New Jersey</td>
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<td>New Haven, Connecticut</td>
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<td>Spanish Reading Skills Distar</td>
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<td>New Haven, Connecticut</td>
<td>History Cultural Center Bilingual</td>
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<tr>
<td>Toledo, Ohio</td>
<td>High School Resource Learning MC MC Breakfast MC Educational Breakfast Coordinating Planning Center Counseling</td>
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</tr>
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</table>
TABLE 24E

Salient Comparisons

Projects Other Cities Have Which Chicago Does Not

<table>
<thead>
<tr>
<th>CITY</th>
<th>PROJECTS</th>
</tr>
</thead>
</table>
| Albuquerque, New Mexico | Scholarship Fund  
|                  | Curriculum Development under Environmental Awareness  
|                  | Demonstration Kindergarten                                               |
| Baltimore, Maryland | School-Community Council Advisory Board Project                          |
| Dade County, Miami, Florida | Adult Consumer Education Project                                      |
| Dayton, Ohio  | Visitation of Black American's Vocational Education  
|                  | Long-Range Planning                                                     |
| Detroit, Michigan | Indian Education Advisor                                                |
| Duluth, Minnesota | Potential Teachers Training and Orientation  
|                  | Supportive Services                                                     
|                  | Vocational, Promotion, and Services for Disadvantaged Youth of the MC Area |
| Hawaii, State of | English Language + Cultural Orientation Center  
|                  | Nanakuli Model School                                                  
|                  | Curriculum Development and Evaluation Task  
|                  | Force Component                                                         
|                  | Learning Center                                                         
|                  | Pacific Cultural Heritage Development                                  
|                  | Teacher Training                                                         
<p>|                  | Project Coordinator                                                      |</p>
<table>
<thead>
<tr>
<th>CITY</th>
<th>PROJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hartford,</td>
<td>Community Scholarship</td>
</tr>
<tr>
<td>Connecticut</td>
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<tr>
<td>Highland Park,</td>
<td>ASPIRA program</td>
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<tr>
<td>Michigan</td>
<td>Community College Project</td>
</tr>
<tr>
<td>Hoboken, New</td>
<td>SEEK-OUT</td>
</tr>
<tr>
<td>Jersey</td>
<td>Social Studies Project</td>
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<tr>
<td></td>
<td>Community Technical Media Arts Project</td>
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<tr>
<td></td>
<td>Transition Room</td>
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<td></td>
<td>Para-Professional Aide in the Guidance Department</td>
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<td>Physical Education Program</td>
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<td>Special Elementary Education for the Disadvantaged</td>
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<tr>
<td>New Haven,</td>
<td>Bus Trip Program</td>
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<tr>
<td>Connecticut</td>
<td>Education Information Center</td>
</tr>
<tr>
<td></td>
<td>College Academy</td>
</tr>
<tr>
<td></td>
<td>Bookmobile</td>
</tr>
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<td></td>
<td>Adult Education Vans Program</td>
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<td>Educational Television Project</td>
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<td>Mobile Theater Program</td>
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<td>Norfolk, Virginia</td>
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<td>Happenings Program</td>
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<td>Seattle,</td>
<td>Middle Schools Special Funding</td>
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<td>Washington</td>
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<td>Toledo, Ohio</td>
<td>High School Resource and Learning Center</td>
</tr>
<tr>
<td></td>
<td>MC Home Maintenance and Repair - Industrial Arts</td>
</tr>
</tbody>
</table>
A third comparison to be noted is that almost all cities are interested in developing and implementing preschool education centers. Through the early education centers each city is involving the parents in adult educational activities.

We will now review sixteen of the Model Cities.

1. Albuquerque, New Mexico

Scholarship Fund

The Scholarship Fund provides financial assistance including scholarships and stipends to Model Neighborhood Area residents to the University of New Mexico, the University of Albuquerque, and the Albuquerque Technical-Vocational Institute. This program also provides tutoring and counseling services for scholarship recipients.

Environmental Awareness

The Environmental Awareness component has assisted in developing an environmental awareness curriculum for elementary and junior high school students who attend Model Neighborhood schools.

Kindergarten

This component of Model Cities has increased the exposure of the Model Neighborhood children to educational experiences through a Kindergarten Program.

TABLE 25

ALBUQUERQUE, NEW MEXICO

Model Cities Educational Budget

<table>
<thead>
<tr>
<th>Component</th>
<th>Amount</th>
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</thead>
<tbody>
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<td>Scholarship Fund</td>
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<td>Environmental Awareness</td>
<td>46,270</td>
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<tr>
<td>Kindergarten</td>
<td>136,340</td>
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<td><strong>TOTAL</strong></td>
<td><strong>$293,800</strong></td>
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</tbody>
</table>

**NOTE:** Figures are based on an estimated yearly average for each component. The dollar amounts shown are only the Model Cities share for each component.
Baltimore Model Cities Pilot Schools Project

This program has been implemented in six public schools in Baltimore City: James McHenry; Johnston Square Community School; Sir Robert Eden; George Street; John Eager Howard; and Gilmor. These six schools are all elementary schools.

The staff includes six principals, five assistant principals, 180 teachers, 136 aides, 24 teachers' assistants, 58 building staff, 6 counselors, 6 social workers, 6 parent liaison workers, 6 home visitors, one psychologist, and 13 members of a staff development Innovation Team.

These pilot schools are the focus of initial and concentrated effort. Other schools in surrounding areas have been reached by the Model Cities efforts on a planned sequence basis.

The main goal of the Baltimore Model Cities Pilot Schools Project is fourfold:

1. To improve the performance level of the Model Neighborhood children;

2. To provide a favorable learning environment and a positive attitude toward self and learning;

3. To improve the achievement level of all Model Neighborhood children;

4. To improve the school community relations.

The Baltimore Model Cities Pilot Schools Project has three major components. The staff development component has directed itself at improving the educational staff. The Pupil Personnel Component is in the process of developing methods to provide counseling support to the Model Neighborhood children. And, the Community Participation Component has focused on organizing Model Cities Area residents into effective groups which are to positively interact with the schools.

The financial figures for Baltimore Model Cities Educational Component is approximately $4,500,000 per year.
Community-Centered Individualized Instruction

This program has been intended to provide relevant learning experiences for Model City students through individualized instructional programs; in-service training for teachers in the use of methods and materials necessary for the success of the program; inter-personal relationships sessions to develop positive teacher attitudes toward paraprofessionals and students; and vocational and pre-vocational explorations.

Career Opportunity Program

This program allows teachers in the Model City area who work with para-professionals in the Model City neighborhoods to participate in six weeks of intensive curriculum development during each summer.

Community School

The Community School program offers educational opportunities to adult residents of the Model Cities area. Course offerings include remedial education, sports, sewing, cooking, and other homemaking skills and health and grooming courses.

High Intensity Learning Program

A reading laboratory has been established where project students receive at least one hour of individually prescribed reading instruction

daily. The program enables the teacher to determine what skills each student needs to learn and to prescribe the specific learning activities.

Two additional programs have been recommended and are awaiting funding. They are:

**Adult Consumer Education**

The consumer education television series will focus on common consumer problems and will be coordinated with the Dade County Schools and the Model Cities Consumer Services Project to insure a complete consumer educational program.

**Project Re-Entry**

This program is aimed at adults whose skills are too low to enable them to successfully enter other training programs. At the completion of the program, participants will be referred to other helping agencies for additional academic training or job training.

The Total Budget for the Dade County Public Schools for Model Cities Educational Projects per year is approximately $751,800.
Visitation of Black Americans

Funds are available to bring famous black Americans to Dayton schools to provide positive images of success.

Counseling

In 1969-70 ten college interns worked in two schools; 1971-72 thirty Urban Corps interns worked in nine local schools providing aid and information to Model Area residents. In 1970-71 a Black Cultural Center was established. This program was expanded during the 1971-72 school year using additional funds.

Career Opportunity Program

Eighty-seven residents are working to obtain a teaching degree while working as teacher assistants in Model Cities schools.

Community Schools

This program involves keeping the schools open from four in the afternoon until nine in the evening in the Model Cities Target Areas. Here people can enjoy a wide range of activities such as basketball, French, GED preparation, upholstering, cooking, driver education, and a host of other activities. Classes are free, and open to all Model Cities Target Area residents. Through the Community schools, they hope to pro-

vide a range of services from preschool to college education within walking distance of one's home.

Educational Services to Children

Staff work with children and teachers in the Model Area schools to provide new equipment, and start new programs so that Model Neighborhood Area children can learn more effectively.

Vocational Education

Citizens have asked for much more vocational education in the schools of Dayton. One example of the way in which community schools can do this is through data processing courses. Dayton, Ohio's Model Cities provided this program in schools free sponsored by the National Cash Register Company. About twenty-five people were enrolled in a beginning course. They hope to add additional courses of this sort.

Long-Range Planning

Another aspect of the Educational Component in Dayton, Ohio is long-term planning. They are working to bring additional resources to the Target Area. The Educational Component is one of the few Model Cities groups doing extensive long-range program development outside of the Department of Housing and Urban Development. This type of planning is particularly important to replace Model Cities funds that will soon run out.

Dayton also has a great number of other programs in the making, such as a University without Walls, and an experimental Library.
### TABLE 26

**Dayton, Ohio**

**Model Cities Educational Budget**

<table>
<thead>
<tr>
<th>Service</th>
<th>Amount</th>
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<tbody>
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<td>Visitation of Black Americans</td>
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<tr>
<td>Counseling</td>
<td>60,000</td>
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<tr>
<td>Career Opportunity Program</td>
<td>179,000</td>
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<tr>
<td>Community Schools*</td>
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<tr>
<td>Educational Services to Children</td>
<td>350,000</td>
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<tr>
<td>Vocational Education</td>
<td></td>
</tr>
<tr>
<td>( $25,000 ) per school**</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** $624,000 PLUS

* Actual dollar allocation was not made available.

** Number of schools involved in this component was not made available.

**NOTE:** Figures are based on an estimated yearly average for each component. The dollar amounts shown are only the Model Cities share for each component.
Project READ

Project READ was launched in the Model Cities schools in November, 1969. At that time Behavioral Research Laboratories, the publishers of the Sullivan materials, sent several consultants to the involved schools to conduct inservice training in the use of the Sullivan materials.

The publishers claim that Project READ is different from other reading programs in providing a complete reading program. This program includes the training of administrators, teachers, and para-professionals to use the Sullivan materials properly.

The package program also includes parent-community involvement programs. This is an essential part of any Model Cities program.

The Behavioral Research Laboratories-Sullivan materials combine a linguistic decoding approach with programmed learning. The child works at his own pace, experiences success, and receives positive reinforcement as his reading improves.

The Detroit Department of Research and Development seems very content with Project READ. According to the evaluations the personnel and the Model Neighborhood Communities are satisfied and actively involved in their Project.

5.

The Detroit Model Cities Educational Program has since discontinued the services of Behavioral Research Laboratories. As of the present time each community council now selects their individual reading programs according to their own preference. The name also has been changed from "Project READ" to the "Detroit Model Cities Educational Program."

The amount allocated per year for this program is approximately $2,000,000.
The projects for the Duluth Model Cities Educational Component for the 1971-72 school year were: Get Set, Go; Emerson School Learning Center; Indian Education Advisor; Central High School Experience Center; and, The Community School. These projects have been built over the previous three years with one supplementing the other.

The budget allocations for these projects has been over $500,000 per year.

Get Set, Go

In elementary education, emphasis has been placed on a five year program to revise the curriculum and instructional methods. The project called Get Set, Go provides medical, nutritional, and social services as well as an innovative academic component for all preschool through grade six children in the Model Cities Target area elementary schools.

Emerson School Learning Center

The Emerson School Learning Center houses teaching resource materials and community meeting facilities.

Indian Education Advisor

To attempt to lower the drop-out rate among American Indian students, an Indian Education Advisor works with Indian families to encourage

continued education. In order to reduce the rate of absenteeism, students must be motivated to learn in the school setting.

Central High School Experience Center

The Experience Center is a new learning environment for students about to drop out of school. Also those frustrated by a failure to achieve success within the normal classroom curriculum are programmed into the Experience Center.

Community School

The Community School Project opened all five public schools in the Model Cities Target area to use by the community. Adult basic education, recreation for grade school and teenage children, courses in arts and crafts, and facilities for civic and social programs are offered. Emphasis has been placed on providing a wide variety of activities and programs to encourage the abilities and interests of residents of all ages.
The budget allocations for these projects has been approximately $250,000 per year.

**Career Opportunities Program**

The Career Opportunities Program provides on the job work experience plus a college training program for forty model neighborhood residents who work as classroom aides in the Fresno City Unified School District. The training is designed to upgrade the skills and job classifications of the trainees and at the same time, to provide the financial means for project participants to pursue college work toward a degree and teacher certification.

**Expanded Guidance and Counseling Project**

The Expanded Guidance and Counseling Project attempts to achieve the central objective of helping the disadvantaged Model Cities Neighborhood children to go on to higher education with sufficient support to reasonably expect him to benefit from the experience.

Thirty student counselors have been selected from Model Neighborhood students participating in the Fresno State College Work-Study Program. They are paid on a contractual basis and at an hourly rate by Fresno State

In the secondary schools of the Model Cities Target Areas, the student counselors are utilized on the basis of one student counselor for thirty students.

**Potential-Teachers Training and Orientation Project**

The Potential-Teachers Training and Orientation Project provides an opportunity for Model Cities Area residents to receive valuable work experience and academic credit for their efforts. Students are allowed to work three hours per day, five days per week. This work orientation provides motivation to seek out careers that require a college education. Many of the students work as teacher aides. The focus of this project has been placed on the secondary student selected to participate in the project in terms of his own success and achievement of the students served.

**Supportive Services Project**

The Supportive Services Project enables Model Neighborhood Fresno City College students participating in the college work-study program the opportunity to gain some practical on the job experience, while at the same time, providing him with the financial support to continue his education.

**Vocational Promotion and Services for Disadvantaged Youth of the Model Cities Area**

Vocational Education has been provided for the Model Neighborhood high school students. Day and night classes in vocational skills are available at Fresno City College. General work experience programs are being provided for youth aged 14-18.
Bilingual Curriculum

This program aims to provide for the needs of the rapidly growing number of Spanish speaking children in the Hartford area through improving staff curriculum materials, and teacher training. This program is in the process of developing a school curriculum based on high interest, low vocabulary materials, appropriate to meet the needs of Spanish speaking children. This program has also implemented a Bilingual Resource Center.

Community Scholarship

This program provides a number of high school students who live within the Model Cities Target Area with financial assistance so that they may further their education.

Early Childhood Education

The objectives of the Early Childhood Education Component was three-fold. The first phase was to create a model preschool environment for three year olds. The second phase of the program was to encourage parental involvement in the process. The third phase was to employ and train Model Neighborhood residents.

Two Centers have been established each accommodating sixty children. Children are bused to the Centers which they attend four full days per

week. The fifth working day is reserved for inservice training and activity planning. Children receive hot meals daily. Parental involvement is encouraged and the project seeks their assistance in supervising classroom and recreational activities.

Reading-is-Fun-Damental

This project involves the giving away of books through self selection with the assumption that pride of ownership will motivate the child to read and thus improve his reading ability. Presently, the reading skills level of the Model Cities Neighborhood children tend to be significantly lower than the level of children in the remainder of the schools. These children are given the opportunity to choose books that are meaningful and relevant to them. Each child is provided with one selection per month. The allocation for the purchasing of books totals $36,000 per year.
TABLE 27
Hartford, Connecticut
Model Cities Educational Budget

<table>
<thead>
<tr>
<th>Program</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Education</td>
<td>$84,000</td>
</tr>
<tr>
<td>Community Scholarship</td>
<td>50,087</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>174,030</td>
</tr>
<tr>
<td>Reading is Fun-Damental</td>
<td>65,566</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$373,683</strong></td>
</tr>
</tbody>
</table>

NOTE: Figures are based on an estimated yearly average for each component. The dollar amounts shown are only the Model Cities share for each component.
Education Center Kalihi-Palama

This project has three major components serving approximately eight hundred Model Neighborhood area residents: 1) Educational courses are offered in appropriate facilities to conform to residents' interests; 2) An information and guidance center has been opened within this area which centralizes information relating to educational and vocational opportunities within the community; and, 3) A learning laboratory has been opened for the community and equipped and staffed with instructors by Model Cities.

English Language and Cultural Orientation Center Kalihi-Palama

The English Language and Cultural Orientation Center at Kalihi-Palama is known as ELCO, and is designed to assist non-English speaking students who need instruction in English. The program has serviced over three hundred and ninety students in grades K-3, and over one hundred and eighty students in grades 4-6 from nine Model Neighborhood area elementary schools. Community workers are employed to work with the home and with the school. Classes in cultural orientation are held in addition to language development.

**Parent Advisory Council**

The Parent Advisory Council consists of seventeen elected Model Neighborhood members; five parents, one from each school participating; one member from the Educational Task Force; and one from Honolulu District Superintendent's Office; five teacher-counselors; and, two principals. This group studies the educational system, communicates neighborhood concerns to schools, and advises the schools through suggestions, surveys, and analyses.

**Waianae Educational Center**

An Educational Center has been established in the Waianae Model Neighborhood area serving approximately four hundred residents. Courses are offered in appropriate facilities to conform to residents' interests. An information and guidance center centralizes information relating to educational and vocational opportunities within the community, and offers limited financial help to residents to continue their education. A learning laboratory is operational. Instructors and program materials are available approximately eight hours per day, six days a week.

**Nanakuli Model School**

The Model School complex in Nanakuli is designed to emerge as a possible prototype demonstration of the type of school organization, curriculum, and teaching strategies which enable the disadvantaged child, pre-school through twelfth grade, to maximize his potential. The curriculum is built in the cultural and environmental experiences the children
bring with them to school.

This program emphasizes a flexible learning environment, individualization of instruction, and the interest of the children and the community.

Nanakuli Model School - The Curriculum Development and Evaluation Task Force Component

This component of the program develops, implements, and evaluates a careful revision of the curricula, preschool through grade 12. The overall goal has been to produce a relevant curricula.

Nanakuli Model School - Learning Center Component

Through this component of the Model School facilities, services, and technical assistance are available after regular hours for all types of students from grades five through high school. The school has tried to identify the academically talented and creatively endowed as well as students with academic problems. The library is also available during this time. The students choose their own projects and work independently.

Nanakuli Model School - Pacific Cultural Heritage Curriculum Development Component

Curricular materials are developed and implemented which organize educational experiences capitalizing on the ethnic heritage of students, who are predominately of Pacific origins. The project also includes the establishment of a community-school museum.
Nanakuli Model School - Teacher Training Component

The Teacher Training Component has been designed to assist the teachers in becoming guidance oriented as well as subject oriented.

Nanakuli Model School - Project Coordinator

This project component establishes the position of a project coordinator and a secretary to administer the Model Cities Educational Programs in the State of Hawaii, in addition to the Nanakuli Model School.
### TABLE 28

Hawaii, State of

Model Cities Educational Budget

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Center Kalihi-Palama</td>
<td>$87,200</td>
</tr>
<tr>
<td>English Language and Cultural Orientation Center Kalihi-Palama</td>
<td>68,500</td>
</tr>
<tr>
<td>Parent Advisory Council Kalihi-Palama</td>
<td>23,800</td>
</tr>
<tr>
<td>Waianae Education Center</td>
<td>60,500</td>
</tr>
<tr>
<td>Nanakuli Model School</td>
<td></td>
</tr>
<tr>
<td>The Curriculum Development and Evaluation Task Force Component</td>
<td>$44,800</td>
</tr>
<tr>
<td>Learning Center Component</td>
<td>9,200</td>
</tr>
<tr>
<td>Pacific Cultural Heritage Curriculum Development Component</td>
<td>63,900</td>
</tr>
<tr>
<td>Teacher Training Component</td>
<td>14,300</td>
</tr>
<tr>
<td>Project Coordinator</td>
<td>13,800</td>
</tr>
<tr>
<td>Total Model Cities share of the Model School</td>
<td>146,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$386,000</td>
</tr>
</tbody>
</table>

**NOTE:** Figures are based on an estimated yearly average for each component. The dollar amounts shown are only the Model Cities share for each component.
Para-Professional Program

The Para-Professional Program provides a greater amount of personal instruction time per pupil by shifting non-teaching duties to para-professionals, thus improving the quality of each child's education.

Project Aladdin's Lamp

Project Aladdin's Lamp has been designed to teach language concepts to children who have not learned these concepts. The concepts taught are those which are necessary for logical thought and for the child to understand what he is taught in school.

Project Turn On

Project Turn On has been designed to assist students with a history of disruptive behavior and academic inadequacy and failure. These students are provided special opportunities which allow them to function successfully in school activities, and to improve their basic skills for every day living.

10.

**TABLE 29**

**Highland Park, Mismatch**

**Model Cities Educational Budget**

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Para-Professional Program</td>
<td>$52,400</td>
</tr>
<tr>
<td>Project Aladdin's Lamp</td>
<td>25,000</td>
</tr>
<tr>
<td>Project Turn On</td>
<td>115,400</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$192,000</strong></td>
</tr>
</tbody>
</table>

**NOTE:** Figures are based on an estimated yearly average for each component. The dollar amounts shown are only the Model Cities share for each component.
Neighborhood Education Center

The Neighborhood Education Center Project was two-fold in purpose. The first phase was a Center where Model City Neighborhood youths received counseling. Secondly, they have established a Coffee House.

The Center has served approximately three hundred students. Services rendered have included tutoring, personal counseling, career counseling, college counseling, referrals, and a variety of special interest based programs. Students receiving tutoring in Math and English have shown marked improvement in school grades.

The Coffee House provides students with an informal gathering place as well as an opportunity to plan, participate in, and experience a wide range of cultural, social, and recreational activities.

ASPIRA Club - Counseling Program

The ASPIRA Program's scope of services includes the following: 1) Provides individual counseling; 2) Provides series of group counseling workshops; 3) Developed an ASPIRA Club; and, 4) Provides a tutoring service in reading. This program is basically for junior high school students.

Career and College Services - Community Scholarship Fund

The scope of the Career and College Services Program provides counseling and scholarships to Model Neighborhood students.

Day Care 100 Program

This program provides a strong preschool educational program for two age groups functioning on two separate building levels. The teachers' staffing pattern allows for one certified teacher and four part-time para-professionals per classroom.

The Day Care 100 Program is running at its maximum capacity of sixty children. In addition to providing day care services to the children and social services to their parents, the Day Care 100 Program provides continuous on site professional and para-professional training for its staff as well as training sessions for the parents.

Day Care 101 Program

This program will be an expansion of Day Care 100. It is presently awaiting funding.

Community College Project

The Community College Project has two major purposes: 1) To provide Hoboken residents an opportunity to participate in an on site college program; and, 2) To explore the efficiency and effectiveness of a consortium approach to the delivery of community college services. This program is presently deferred until more funds are available.
STEP - Special Services to the Disadvantaged

The purpose of this program was to increase the number of Model Neighborhood residents attending and graduating from college. Model Cities participation in this program will be discontinued in the future. Model Cities and the Hoboken Board of Education feel that the Community Scholarship Fund will adequately cover the special services necessary supplemented by the many counseling programs already available.
<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Care 100 Program</td>
<td>$35,000</td>
</tr>
<tr>
<td>Neighborhood Education Center</td>
<td>133,000</td>
</tr>
<tr>
<td>Career and College Services, and ASPIRA Club</td>
<td>147,000</td>
</tr>
<tr>
<td>Day Care 101 Program (deferred)</td>
<td>94,000</td>
</tr>
<tr>
<td>Community College Project (deferred)</td>
<td></td>
</tr>
<tr>
<td>STEP</td>
<td>15,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$424,000 PLUS</strong></td>
</tr>
</tbody>
</table>

**NOTE:** Figures are based on an estimated yearly average for each component. The dollar amounts shown are only the Model Cities share for each component.
New Haven, Connecticut

12

Administrative Office

This is very similar to the Chicago Administration Project. This component of the New Haven Model Cities Program is responsible for the coordination with the "Hill" area as well as being a liaison with the New Haven Board of Education.

13

Afro-American Resource Center

This program provides a variety of Afro-American cultural enrichment programs on all grade levels at all of the Model Neighborhood schools.

14

Spanish History and Culture Resource Center

The Spanish History and Culture Resource Center Program has attempted to enrich and fulfill the special needs of the Spanish pupil population. This has been attempted through meaningful educational experiences, leadership programs, and developing an adequate self-image and identity program among the Spanish-American students.


Project SEEK-OUT is an Educational Talent Search Program. This program has been designed to explore ways to make guidance and information concerning educational and employment opportunities available to disadvantaged students from the New Haven Model Cities Target Area.

Office of Community Involvement

The Office of Community Involvement is a combination of three major programs: 1) A hot lunch is served to all Model Cities children; 2) A guidance program for those with handicapping conditions; and, 3) A pre-Kindergarten and Day Care Center.

Social Studies Program

The Social Studies Program is in the process of developing social studies units dealing specifically with the Hill community for grades 1-3, with the major focus on family life and the community.


Community Technical Media Arts

This is a training program for faculty and para-professionals in the theory of child development and the use of media and individualized techniques. The Community Technical Media Arts Program has also developed a Media Center in connection with a community college as a resource center and as a vehicle for planning and producing filmed curriculum.

Hill-Central - Transition Room

The Hill Central School, a K-4 school has a new room through Model Cities funding to house the children with special needs. These children remain in the transition room until an opening is available in the type of special class necessary to meet their particular need.

Hot Lunch Program

A separate Hot Lunch Program is provided at the Horace Day School, K-6 accommodating 250-300 children.


Bi-Lingual Program

This program provides an opportunity for Spanish speaking students to learn English which is necessary for success on all phases of our present day society.

Multi-Media Center

The main purpose of the Multi-Media Center at the Lee High School has been to develop curricula materials essential for effective secondary education.

Para-Professional Aide in the Guidance Department

This program provides additional assistance to the counselors of the Model Cities Target area schools. This program also provides a training program for community residents of multi-ethnic backgrounds.

Physical Education Program

The Physical Education Program provides for a complete girls' variety athletic program in all Model Cities Target area schools.


**Reading Skills Program**

This Reading Skills Program concentrates on the mastery of reading skills for the students at Lee High School. This program includes the purchases of such items as work books, readers, and reading equipment machines.

**Distar**

The Prince Elementary School has implemented a complete Distar reading language arts, and arithmetic program through Model Cities funding.

**Bi-Lingual Program Troup Middle School**

The purpose of this program is to produce a strong background and fluency in the English language.

**Reading Program Troup Middle School**

The Reading Program at Troup Middle School concentrates on developing the reading skills. This program is very similar to the New Haven Reading Skills Program, and the Chicago Language Arts Programs.

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This program provides the community with greater opportunities for more decision making by encouraging greater responsibility in the educational process. This program also allows for a training ground for parents in school activities.

30

Multi-Skills Laboratory

The Multi-Skills Laboratory Program is benefitting five Model Cities elementary schools (K-6). The purpose of this program has been to provide a skills Laboratory at each school with individualized instructional materials in reading, English development, Spanish development, mathematics, and language arts.

31

Special Elementary Education for the Disadvantaged

The Special Elementary Education program for the Disadvantaged child has identified hidden academic and creative abilities of Model City children. It then provides these children with challenging educational experiences.


TABLE 31
New Haven, Connecticut
Model Cities Educational Budget

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Office</td>
<td>$43,000</td>
</tr>
<tr>
<td>Afro-American Resource Center</td>
<td>15,500</td>
</tr>
<tr>
<td>Spanish History and Cultural Resource Center</td>
<td>17,500</td>
</tr>
<tr>
<td>SEEK-OUT</td>
<td>32,000</td>
</tr>
<tr>
<td>Office of Community Involvement</td>
<td>328,200</td>
</tr>
<tr>
<td>Social Studies Program</td>
<td>5,600</td>
</tr>
<tr>
<td>Community Technical Media Arts</td>
<td>8,000</td>
</tr>
<tr>
<td>Hill Central - Transition Room</td>
<td>1,600</td>
</tr>
<tr>
<td>Hot Lunch Program</td>
<td>9,700</td>
</tr>
<tr>
<td>Bi-Lingual Program</td>
<td>18,500</td>
</tr>
<tr>
<td>Multi Media Center</td>
<td>10,600</td>
</tr>
<tr>
<td>Para-Professional Aide in the Guidance Department</td>
<td>16,800</td>
</tr>
<tr>
<td>Physical Education Program</td>
<td>7,300</td>
</tr>
<tr>
<td>Reading Skills Program</td>
<td>12,000</td>
</tr>
<tr>
<td>Distar</td>
<td>7,700</td>
</tr>
<tr>
<td>Bi-Lingual Program - Troupe Middle School</td>
<td>25,700</td>
</tr>
<tr>
<td>Reading Program - Troupe Middle School</td>
<td>20,000</td>
</tr>
<tr>
<td>School-Community Tutorial Team Program</td>
<td></td>
</tr>
<tr>
<td>Welch-Welch Annex (K-5)</td>
<td>10,000</td>
</tr>
<tr>
<td>Multi Skills Laboratory</td>
<td>36,200</td>
</tr>
<tr>
<td>Special Elementary Education for the Disadvantaged</td>
<td>20,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$646,000</td>
</tr>
</tbody>
</table>

NOTE: Figures are based on an estimated yearly average for each component. The dollar amounts shown are only the Model Cities share for each component.
New York (Central Brooklyn), New York

New York being so large in respect to population, has three major Model Cities Operations. The author will describe the Model City programs operational in the Central Brooklyn Area of New York.

There are over thirty-five major projects operational in New York City. Each individual project is estimated to have a yearly budget of over two million dollars ($2,000,000) per year. In some of these programs Model Cities is sharing the cost with other governmental agencies.

**Bus Trip Program**

The main objective of this program has been to expand the opportunities for the Central Booklyn Model Cities area children and adults to travel outside their immediate neighborhood on organized, supervised, educational tours.

**Education Information Center**

The major goal of the Education Information Center has been to provide three educational community resource centers, one in each of the three Central Booklyn Target areas. Each center contains specific educational materials that are used in the nearby schools.

**Academic Opportunities - Summer/Winter Academy Component**

The purpose of the Academic Opportunities program has been to provide the Model Cities residents with assistance in the completion of their high school education.

32.

*Education Unit, Central Brooklyn, (New York, New York: Office of the Mayor, Central Brooklyn Model Cities, 1972).*
College Academy: Scholarship Project

The College Academy has provided financial assistance to students graduating from high school and wishing to attend college, or to further their education.

Bookmobile Program

The Bookmobile Program furnishes the residents with publications which they are interested in reading. This service is rendered to the Model Cities community by the use of two bookmobiles which circulate throughout the area seven days a week.

Adult Education Vans Program

This program uses three specially equipped vans making available to the Central Brooklyn Model Cities residents instruction, information, and materials in a variety of subject areas including the problems of urban living.

Educational Television Project

The Television Project has four major objectives which it hopes to accomplish. They are: 1) The training of community residents; 2) Production and Direction; 3) Television technology; and, 4) The placement of trained personnel in communication media throughout the nation. There is also a Mobile Unit which televises all community events. These goals are being accomplished for they now have a weekly UP SOUTH NEWS program which is produced by the Educational Television Project.
Satellite Radio Station

This project has produced the establishment of a radio program which is aired daily to meet the needs and cultures of the Model Cities Target area residents.

Clerical Training Program

Through this program many disadvantaged Model Cities residents, many of whom are high school pupils, are being trained for clerk-typist and stenographer positions.

Parent Leadership Program

The Parent Leadership Program is attempting to raise the reading level of all Model City residents to a minimum of eighth grade level. It is also concerned with basic adult educational programs in order to accomplish its major goal.

Mobile Theatre Program

The Mobile Theater Program has stimulated interest in the arts and has provided meaningful cultural entertainment for the Model Cities residents through a Community Theatre.
Instructional Improvement and Support Staff Services

The Instructional Improvement and Support Staff Services Project of the Norfolk City Schools provides for the administration component besides four major educational components. This provides for increased specialization of instruction and supportive services including inservice training.

The Projects listed under this major program are:

1) "Reading Content Specialists" who develop reading competency in secondary students. There are ten reading specialists employed.

2) "School-Community Workers and Aides" serve as liaison persons between the school and the home. There are eleven employed, and all are Model City Target area residents.

3) "Teacher-Aide Assistance" is a project similar to the Chicago New Careers Program. Para-professionals are employed (54) to assist the teacher.

4) "Inservice" training provides professionals and para-professionals with special classes to improve their instructional technique.

Flexible Organization of Schools

The Flexible Organization of Schools Program has provided nursery school programs in all of the Model Cities schools. The program has enrolled over three hundred fifty three and four year olds. The children attend five two hour sessions each week. The majority of the schools are conducting their program from 3:30 until 5:30 in the afternoon.

The Transition School (Store-Front)

The "Store-Front" is providing an environment which is conducive to minimizing the learning difficulties and frustrations common to the student who is a dropout. The "Store-Front" is also open to potential dropouts for counselling, and learning employable skills.

The School-Community Program

The School-Community Program was established to eliminate the barriers of communication between the schools and the community. It was also established to increase opportunities for employment, and to enable Model Neighborhood residents to develop marketable skills. The second phase of this program has been accomplished. Five schools have attempted to eliminate the barriers of communication and have failed. Model Cities and the Norfolk City Schools have decided to discard this phase of the program in the coming year.

Dropout Prevention Project - Happenings

This is a tutoring program for high school and junior high school students in the Model Cities Target area. The main asset of this program is the change from the traditional pattern of counselling to the utiliza-
tion of peer counselors. The weaknesses in this program seem to be a lack of sufficient space, and poor teacher communication. The Dropout prevention Project - Happenings has offered encouragement to potential dropouts.

**Mobile Curriculum Resource Centers**

The Mobile Centers serve all of the Model Cities Target Area schools. They provide direct instructional assistance in language arts and mathematics to the Model Cities schools teachers and para-professionals.
TABLE 32
Norfolk, Virginia
Model Cities Educational Budget

<table>
<thead>
<tr>
<th>Description</th>
<th>First Year</th>
<th>Second Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Improvement and Supportive Staff Service</td>
<td>$90,700</td>
<td>$375,200</td>
<td>$423,400</td>
</tr>
<tr>
<td>Flexible Organization of Schools</td>
<td></td>
<td></td>
<td>49,400</td>
</tr>
<tr>
<td>Transition School (Store-Front)</td>
<td>233,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The School Community Program</td>
<td></td>
<td></td>
<td>131,400</td>
</tr>
<tr>
<td>Dropout Prevention Project - Happenings</td>
<td></td>
<td></td>
<td>117,400</td>
</tr>
<tr>
<td>Mobile Curriculum Resource Centers</td>
<td></td>
<td></td>
<td>54,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$423,400</strong></td>
<td><strong>233,000</strong></td>
<td><strong>$1,009,600</strong></td>
</tr>
</tbody>
</table>

**NOTE:** Figures are based on an estimated yearly average for each component. The dollar amounts shown are only the Model Cities share for each component.
Extended Services Program

The Extended Services Program's main purpose is to provide dropouts and suspended youths a program through which they can further their education. There are sixteen certified teachers and sixteen para-professionals employed under the component of the Seattle Model Cities Program. Through the Extended Services Program there have been approximately one hundred students revolving per year.

Career Opportunities at Garfield

The Career Opportunities Program at the Garfield Building has provided educational opportunities to five hundred Model Cities Target area residents in fourteen career areas.

Harrison Early Childhood Education Center

The Harrison Early Childhood Education Center has provided quality integrated primary education to over four hundred youngsters. This program offers academic, health, and social welfare services to these children.

Middle Schools Special Funding

The Middle Schools Special Funding Program was implemented to supplement local funds to enhance the Seattle Middle Schools program, and to aid in the desegregation of the Model Cities Target area children.

34.
A Directory of Special Programs, (Seattle, Washington: Department of Special Programs, Seattle Public Schools, May, 1972).
**Seattle Career Opportunities Program - SCOPE**

SCOPE provides employment in the Model Cities Target area schools for residents who are interested in education as a career. It also gives trainees time to attend institutions of higher learning during working hours in order to pursue their degree in education.
TABLE 33
Seattle, Washington
Model Cities Educational Budget

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Services Program</td>
<td>$187,100</td>
</tr>
<tr>
<td>Career Opportunities at Garfield</td>
<td>72,200</td>
</tr>
<tr>
<td>Harrison Early Childhood Education Center</td>
<td>97,200</td>
</tr>
<tr>
<td>Middle Schools Special Funding</td>
<td>254,400</td>
</tr>
<tr>
<td>Seattle Career Opportunities Program-SCOPE</td>
<td>247,900</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$658,800</strong></td>
</tr>
</tbody>
</table>

**NOTE:** Figures are based on an estimated yearly average for each component. The dollar amounts shown are only the Model Cities share for each component.
Model Cities Educational Coordinating Planning Center

This program is responsible for providing para-professional and professional training in developing experimental programs, and in providing in-service training.

High School Resources and Learning Center

This program provides materials and equipment to enhance the total academic environment at the Scott High School. The Center is also open to all Model City Target area residents and schools. The Center is attempting to expose and give insight to many children how free enterprise works; and, is exposing students and residents to contributions made by great black Americans.

Model Cities Breakfast Program

The Model Cities Breakfast Program provides a free breakfast to all Model Cities children.

Early Childhood Education - CAPIC

This program provides social, psychological, medical, and educational services to the primary grade children attending the Model Cities schools.

35.

Model Cities Preschool Centers

The Preschool Program provides the Model Neighborhood children with half-day preschool educational sessions, mornings and afternoons for four-five year old children in six locations.

Model Cities Educational Coordinating Planning Center Counseling Program

The purpose of this program has been to provide training for five persons with hopes that each will become competent in rendering services to Model Neighborhood youngsters related to Counseling and Guidance.

Model Cities Home Maintenance and Repair

The Model Cities Home Maintenance and Repair Program has exposed many Model Cities students in grades 4 through 8 to the various aspects of Home Maintenance and Repair.
TABLE 34
Toledo, Ohio
Model Cities Educational Budget

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model Cities Educational Coordinating Planning Center</td>
<td>$69,500</td>
</tr>
<tr>
<td>High School Resource and Learning Center</td>
<td>105,400</td>
</tr>
<tr>
<td>Model Cities Breakfast Program</td>
<td>816,000</td>
</tr>
<tr>
<td>Early Childhood Education - CAPIC</td>
<td>50,000</td>
</tr>
<tr>
<td>Model Cities Preschool Centers</td>
<td>125,000</td>
</tr>
<tr>
<td>Model Cities Educational Coordinating Planning Center Counseling Program</td>
<td>64,900</td>
</tr>
<tr>
<td>Model Cities Home Maintenance and Repair</td>
<td>17,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$1,247,800</strong></td>
</tr>
</tbody>
</table>

**NOTE:** Figures are based on an estimated yearly average for each component. The dollar amounts shown are only the Model Cities share for each component.
CHAPTER VII

CONCLUSION

In examining and analyzing the Chicago Model Cities Educational Component from 1967 to 1971 many valuable community educational projects have been displayed. A variety of new programs have developed in this time span to help the cities meet urban problems. The Model Cities program has renovated entire neighborhoods and opened opportunities for new careers for community residents. Public and private agencies have organized and carried out activities under the Model Cities Program.

Government legislation for the Metropolitan Development Act, commonly known as Model Cities has taken place. This legislation began in 1965 and has since been renewed each year. The monies allocated each year for Model Cities spending are controlled by the Department of Housing and Urban Development (HUD). Each State has a Model Cities State Office which exists as a coordinating agency for present Model Cities Programs. Each city then has a city office which is responsible for the technical, financial, and human resources for the specific communities within the program.

The community organizations have now demanded a partnership relation with the school system. Model Cities plans, funds, monitors, and evaluates programs although it does not operate them directly.

Monitoring and Evaluation has essentially been the responsibility of the Department of Research and Evaluation in the Chicago Board of Education, administered by a director, and implemented by six research staff.
Monitoring and Evaluation has essentially been the responsibility of the Department of Research and Evaluation in the Chicago Board of Education, administered by a director, and implemented by six research staff assistants. This staff has been responsible for collecting the statistical data, and reporting such information to the Chicago Board of Education, and to the Chicago Model Cities Demonstration Agency. This staff has also administered the achievement tests, and the questionnaires for both the Co-Plus and the Non Co-Plus projects.

The Co-Plus program has been the major educational focus for the Chicago Model Cities Program since 1969 by both the communities and the Chicago Board of Education. Co-Plus, Cooperatively Planned Urban Schools, has been hailed as one of the major innovative programs in the field of education in the United States by Booz, Allen, and Hamilton. The Co-Plus, Cooperatively Planned Urban Schools Program saturates seven Target Area schools with educational services. These services include nine major projects: 1. Administration; 2. New Careers; 3. Instructional Team Leaders; 4. Community Schools; 5. Parent-Team Grade Level Planning; 6. Audio-Visual Program; 7. Nutritional and Medical Services; 8. Schome, a preschool program; and, 9. Inservice Training. Co-Plus has shown that a local school can be effective in educating an inner city child once the school acquires adequate financial support.

The New Careers Project has helped through employing community residents. Discipline problems have decreased in each of the seven Co-Plus schools and the Model Cities administration claims that part of
The decrease is due to involving community residents in the school situation. The Team Leader Project as well as the New Careers Project has added personnel to each school. The Team Leaders are responsible for coordinating the efforts of the teachers under their jurisdiction. The Community Schools Project has opened the doors of the schools at hours where the majority of the community may avail themselves of a larger scope of educational activities. The Nutritional and Medical Component makes the youngsters more alert, more efficient in their work, and increases their attention span. The Schome, preschool program is a needed program for any community, but for a Model Cities community this program is an essential part of the schools' curriculum.

The Co-Plus Program has had a great deal of community cooperation and planning along with the necessary communication in order to accomplish this task.

The Non Co-Plus Programs are a series of special educational projects in the Model Cities Target Areas in local schools, but not within the seven Co-Plus schools.

The Non Co-Plus Programs consist of the following: 1. Inservice Project; 2. TESL - Teaching English as a Second Language - Senn High School; 3. Hess Upper Grade Center Reading Project; 4. Free Breakfast Project; 5. Saturation of Language Arts Services - Manley Upper Grade Center and Bethune Elementary School; 6. Absenteeism, Delinquency, and Truancy Project; 7. Residential Environmental Intervention School Project; and, 8. Special Summer Programs. The Special
Summer Programs at times includes the seven Co-Plus schools. The majority of these projects have been very successful, yet some have failed, and have been discontinued. Another factor which has appeared through this study is that many of the Non Co-Plus Programs were not accepted as readily by the Model Cities communities as the Co-Plus Programs were. The Language Arts Projects such as TESL, Hess Reading Center, and Language Arts at Manley and Bethune, listed under the Non Co-Plus Programs have been the most successful. This is an accomplishment for all of these programs had a difficult time during implementation. Even though the Non Co-Plus programs did not have the dollar allocations to reach each individual through the schools, the programs implemented were beneficial.

The Reading Projects only major asset is the "Performance Contract" portion. The audio-visual section is from a combination of companies. The teach aides employed are all Model Cities residents. The teachers all wanted to participate in this particular project. The motivation therefore is present along with individual attention for each child. One must wait for the Model City Evaluation of this project but on the surface the project looks very worthwhile.

In comparing the Chicago Model Cities Educational Component to other Model Cities Educational Components we find many similarities and many differences. All cities are looking for a way to upgrade the inner city population. These programs being experimented with presently throughout the nation are all excellent ideas. The real questions is will they
assist in solving the problems of inner city ignorance? A comparative program is now essential to share the outcomes of the sixty-three beginning projects.

In examining and analyzing the establishment of the Chicago Model Cities Educational Component from 1967 to 1971 one sees many outgrowth benefits and many hazards. A federally funded program always seems to take an extended length of time in receiving approval to spend funds, and program approval. The paper work is very tedious and time consuming. Over and above the previous points of concern one must admit that when the monetary amount is made available for a job to be accomplished, you can accomplish your task. Without federal funding programs our nation's schools would be a disastrous environment for all.

In reviewing some of the major programs and program objectives of Model Cities on a more national scope, we see many differences and many likenesses to the Chicago Model Cities Program. Many of these programs may not be as beneficial to one city as they are to another. Some of the programs listed have now become vital to the individual communities in which they were implemented.

"Flexible Organization of Schools" implemented in Norfolk, Virginia may be very adaptable to many cities lacking a preschool program. Also in Norfolk, Virginia, the "Store-Front" school is very impressive in that they have had some degree of success.

Model Cities now on a national basis should set up a cultural exchange program amongst the cultural centers which have been developed. The Indian Center, Duluth, Minnesota; the Pacific Cultural Heritage
Development, the State of Hawaii; the Spanish History Cultural Center, New Haven, Connecticut; and, the many Black Cultural Centers, and Appalachian Centers could be involved.

Many similarities between the Cities are visible. The existence of an administration component and a research and evaluation section for each Model Neighborhood was developed. A second comparison is that all Model Cities programs have a Career Opportunities program which employs community residents. Through both the administration component and the Career Opportunities component a free education is offered to any community resident wishing to participate. This is an essential phase of the Model Cities Program.

Reading and Language Arts programs under many titles have become a vital operation of the Model Cities Program: "Project READ", Detroit, Michigan; "High Intensity Learning", Dade County, Miami, Florida; "Educational Services to Children", Dayton, Ohio; "Central Experience Center", Duluth, Minnesota; "Reading is Fundamental", Hartford, Connecticut; "Reading Skills", New Haven, Connecticut; "High School Resource-Learning Center", Toledo, Ohio; and, "The Reading Project", in Chicago, Illinois.

Each of the specific programs are introducing new methods and techniques of teaching reading and language arts skills. All faculty
in each center are receiving inservice training in the how and why of each program. Model Cities National Evaluation of Language Arts programs when released should be beneficial to school superintendents.
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INTERVIEWS - CHICAGO BOARD OF EDUCATION PERSONNEL

Mrs. Evelyn F. Carlson
Associate Superintendent, Educational Program Planning

Mr. James Moffat
Assistant Superintendent, Department of Government Funded Programs

Dr. James Carpenter
Director of Research and Evaluation, Educational Program Planning

Miss LaVerne Landon
Miss Holly McKillen
Mr. Earl Clendenon
Mr. James Moran
Mr. Ed O'Hayer
Research Staff Assistants, Educational Program Planning

Mr. Clifford Berry
Director of State and Federal Claims

Mr. Lee
Principal, Hess Upper Grade Center

Mr. Beverly
Reading Coordinator, Hess Upper Grade Center

Mr. Gerald Gallagher
Principal, Stockton Elementary School

Mr. Richard Kelly
Mrs. Reese
Model Cities Teachers

Mrs. West
Mode Cities Classroom Aide
BIBLIOGRAPHY (Continued)

INTERVIEWS (continued)

Community Residents

The West Family - Uptown

Thomas Berry - Lawndale

Michael Broadus - Woodlawn

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March 25, 1972

Dear

I am presently writing a dissertation for a doctorate degree in Education at Loyola University on the subject of the Chicago Model Cities Educational Projects. I would be very appreciative if I could have one hour of your time for an interview which would be taped.

I am available any time day or evening on Monday's, Wednesday's, Thursday's (after 1:00 P.M.), Friday's, Saturday's (after 12 Noon), and Sunday's, after April 11th. I must complete the interviews by May 1st. Enclosed is an outline.

Sincerely,

Marcella M. Kirk
7600 N. Eastlake Terrace
Chicago, Illinois

338-2231
338-4114
I. Introduction

Initiation of Legislation

Points of interest leading to Model Cities

Development of Model Cities in the United States

Community Interest

II. The Idea in Chicago

Proposal Development

Final programs which were approved for implementation

Type of monitoring

Evaluation Design

III. CoPlus Programs

IV. Non-CoPlus Programs

V. The Reading Project

VI. Salient Comparisons with Other Model Cities Programs

During the interview each of the above topics will be discussed, any areas you feel more capable in will be stressed. Also, the interview will be taped, and no more than one hour in length.

Thank You,
March 20, 1972

Ms. Marcella M. Kirk
7600 N. Eastlake Terrace
Chicago, IL. 60626

Dear Ms. Kirk:

I very much regret the delay in forwarding to you the information you requested on the Model Cities Program. Your letter had to be sent to the Library of Congress for research, and unfortunately they took an unusually long time in returning the information to us.

Enclosed you will find all the material the Library was able to gather, and I do hope you will find it useful. Please feel free to contact me if I can be of assistance in the future, and be assured that your future requests will not incur such lengthy delays.

Sincerely,

Charles H. Percy
United States Senator

March 20, 1972

Ms. Marcella M. Kirk
7600 N. Eastlake Terrace
Chicago, IL. 60626

Dear Ms. Kirk:

I very much regret the delay in forwarding to you the information you requested on the Model Cities Program. Your letter had to be sent to the Library of Congress for research, and unfortunately they took an unusually long time in returning the information to us.

Enclosed you will find all the material the Library was able to gather, and I do hope you will find it useful. Please feel free to contact me if I can be of assistance in the future, and be assured that your future requests will not incur such lengthy delays.

Sincerely,

Charles H. Percy
United States Senator
Ms. Marcella M. Kirk
7600 N. Eastlake Terrace
Chicago, Illinois

Dear Ms. Kirk:

The Congressman is out of the country and will not return until Congress reconvenes April 10. We do not know if he will be in Chicago prior to May 1 and will not have any information until later this month.

I tried to reach you by phone but couldn't get an answer. Why don't you give me a call around April 15 to see if Mr. Yates will be in Chicago any weekend prior to your deadline. My number is 353-4596.

Sincerely yours,

Mary A. Bain
Administrative Assistant
May 1, 1972

Dear Marcella:

I am very sorry that I have not been able to talk with you. I will be away from the city this week, but if it is not too late to be of use to you, I would be happy to talk with you some time during the week of May 8 or the following week.

If you will call, Kally can arrange the time with you.

But Marcella, I really do not like "to be taped." However, I would not mind talking with you about the subjects which you have listed.

I hope that all is well with you and look forward to seeing you.

Sincerely,

Evelyn F. Carlson
Associate Superintendent

Miss Marcella M. Kirk
7600 North Eastlake Terrace
Chicago, Illinois
The following letter was sent to the sixty-three Cities that initially received Model Cities Planning Grants.
May 10, 1972

Superintendent

Dear Sir:

Presently I am writing a dissertation for a Doctorate Degree in Education at Loyola University in Chicago, Illinois. The Title is "An Analysis and Examination of the Chicago Model Cities Educational Component."

I would like to devote a section to your city's Model Cities Educational Program. Any information - program synopsis - will be necessary in order to include your city's activities in this research project.

Please send the information to

M. M. Kirk
7600 North Eastlake Terrace
Chicago, Illinois 60626

or

M. M. Kirk
Loyola University
820 North Michigan Avenue
Chicago, Illinois

Thank you,

Marcella M. Kirk
June 14, 1972

Marcella M. Kirk
7600 N. Eastlake
Chicago, Illinois

Dear Sir:

Thank you for your assistance in sending the Model Cities Educational Programs for your city schools. It certainly was appreciated, and will be used in my dissertation covering the educational component of Model Cities.

Thanks to the wonderful response which I was able to receive, many of the 63 Model Cities will be described in my dissertation.

Thank you for your cooperation,

Sincerely,

Marcella Kirk
Miss Marcella M. Kirk
7600 N. Eastlake Terrace
Chicago, Illinois 60626

Dear Miss Kirk:

We are besieged with requests to use our school district for surveys, experimental programs and various other research activities.

I am sorry that we will not be able to cooperate with you in the pursuit of the data which you require for your study. I hope that you will be able to gather your data from other sources.

Sincerely,

Louis J. Kishkunas
Superintendent of Schools

LJK:h
May 24, 1972

M.M. Kirk
7600 N. Eastlake Terr.
Chicago, Illinois 60626

Dear Ms. Kirk:

Enclosed is a directory of special programs in Seattle Public Schools.

Model Cities-funded programs are described on pages 2, 8, 9, 10 and 27.

Sincerely,

Judith Doud
Department of Special Programs
Norfolk City Schools

ADMINISTRATION BUILDING, 800 EAST CITY HALL AVENUE
NORFOLK, VIRGINIA 23510

May 25, 1972

Marcella M. Kirk
7600 N. Eastlake Terrace
Chicago, Illinois 60626

Dear Miss Kirk:

In response to your letter of May 10, 1972 concerning our Model Cities Educational Component, I am enclosing the following materials:

REFLECTIONS -- Model City Educational Program

STATUS REPORT -- Model City Educational Program for 71-72

I hope you will find these materials both informative and interesting. If you need any interpretation of this material please feel free to contact us.

Sincerely,

Linda O. Steadman

Linda O. Steadman
Secretary
Research and Planning

Enclosures
May 30, 1972

M. M. Kirk
Loyola University
820 North Michigan Avenue
Chicago, Illinois

Dear Marcella Kirk:

Enclosed is information regarding the Education Component of the Duluth Model City Program. These materials are updated to reflect a present status summary. It is hoped the three combined parts will provide you with an overview of our educational component.

Sincerely yours,

Elmer Bernard
Administrative Ass't. for Grant Programs
May 31, 1972

Miss Marcella M. Kirk
7600 N. Eastlake T
Chicago, Illinois 60626

Dear Miss Kirk:

Your letter requesting information for use in your doctoral dissertation has been referred to me.

In accordance with our established policies, your letter is being referred to our Research Department, where staff will review your request, determine whether it can be granted, and inform you of their decision.

Sincerely,

Birger Bakke

cc: Dr. Robert Lankton
May 30, 1972

Marcella M. Kirk
7600 N. Eastlake Terr.
Chicago, Illinois 60626

Dear Ms. Kirk,

Enclosed you will find some information regarding our Model Cities Educational Components.

If you would like more detail about any of the projects feel free to call me or drop me a short note.

Sincerely,

Betty Colden
Model Cities Educational Project Coordinator
Ext. 324 or 268
May 25, 1972

M's Marcella M. Kirk  
Loyola University  
820 North Michigan Avenue  
Chicago, Illinois 60626

Dear M's Kirk:

In accordance with your request, I am enclosing a description of our Model Cities Educational Program as well as an Evaluation.

I hope this material will be of benefit to you when you work for your Doctoral Dissertation.

Sincerely yours,

Roland N. Patterson  
Superintendent  
Public Instruction
June 7, 1972

Miss Marcella M. Kirk  
7600 N. Eastlake Terr.  
Chicago, Illinois 60626

Dear Miss Kirk:

Enclosed are copies of the educational components of Fresno's Model Cities Program. I hope this is the kind of information that will be helpful in your study.

Sincerely,

RAH/cm

Robert A. Hansen  
Administrative Assistant to the Superintendent

Enclosure
June 6, 1972

Miss Marcella M. Kirk
7600 N. Eastlake T
Chicago, Illinois 60626

Dear Miss Kirk:

Your letter requesting information for use in your doctoral dissertation on "An Analysis of the Model Cities Educational Component" has been received by the Research Department.

I am enclosing several evaluation reports of last year and this year. If you wish any further materials, you may write Mr. Charles Green, Evaluator, Research and Development Department.

Sincerely,

Ferdinand Galante
Research Assistant

cc: Dr. Robert S. Lankton
Mr. Birger Bakke
June 6, 1972

Ms. M.M. Kirk
7600 N. Eastlake Terr.
Chicago, Illinois 60 626

Dear Ms. Kirk:

Your request for information was forwarded to us by the Superintendent of Schools. Enclosed you will find copies of the Education Problem Analysis and of the Education Program Descriptions for our Third Action Year.

If you have any questions, please don't hesitate to contact us.

Sincerely yours,

Jenny Roper
Education Planner

JR:gm
23 May 1972

Ms. Marcella M. Kirk
7600 N. Eastlake Terrace
Chicago, Illinois 60626

Dear Ms. Kirk:

Enclosed herewith please find a package of all educational projects funded by Model Cities in the New Haven Public Schools. The fiscal period, known as Action Year, covers the Second Action Year, 1 March 1972 - 28 February 1973.

I trust the material will be helpful to you.

Sincerely yours,

Frederic W. Rossomando
Administrative Officer
Model Cities Education Programs

Encl.

FWR:es
February 2, 1972

Ms. Marcella M. Kirk
7600 North Eastlake Terrace
Chicago, Illinois 60626

Dear Ms. Kirk:

I would suggest that you contact the Illinois Legislative Council and indicate that I have referred you to them. They are the research arm of the legislature and may be able to be of assistance to you in your dissertation concerning Model Cities projects.

Best of luck in your project, and if I may be of any further assistance please do not hesitate to contact me.

Very truly yours,

ARTHUR L. Berman

P.S. The Illinois Legislative Council can be reached at the Capitol Building, Springfield, Illinois 62706.
In appreciation to the Honorable Esther Saperstein for the following Illinois State Survey of Model Cities Educational Programs, by the Governor's Office on Human Development.
The Office of the Superintendent of Public Instruction, created in 1854 is the agency primarily responsible for state supervision over tax-supported schools other than the state universities. The Superintendent sets standards for elementary and high schools as to physical plans, curriculum, and administration. Certificates of recognition are issued to schools meeting these standards. The Superintendent also administers state financial aids to schools, including the general grant-in-aid program, the special education program, the pupil transportation program, and the school lunch program. The Superintendent is a member of the boards administering the state's higher educational institutions and a member of several other educational boards.
PROGRAMS RELATED TO MODEL CITIES

--Adult Basic Education ........................................ D-1
--Adult Education Classes for Elementary and High School Credit and Classes in Americanization .............. D-2
--Education and Training for Public Aid Recipients ....... E-21
--High School Equivalency Certification .................... D-3
--Vocational Education for Gainful Employment .............. D-21
--Vocational Education in Specified Occupational Areas .... D-22
--Vocational Rehabilitation - Special Education ............. D-23
--Food Stamp Program ........................................... K-1
--Illinois Free School Breakfast Program ................... K-10
--Illinois Free School Lunch Program ......................... K-11
--Commodity Distribution Program ............................. K-12
--National School Lunch Program ............................... K-13
--Non-Food Assistance Program ................................ K-14
--School Breakfast Program .................................... K-15
--Special Cash Assistance Program ............................ K-16
--Special Food Service Program for Children ................. K-17

OFFICES AND CONTACTS

Donald Souts
Assistant Superintendent
Division of Continuing Education
316 South Second Street
Springfield, Illinois 62706
(217) 525-6978

Emmett J. Slingsby
Assistant Superintendent
Division of Governmental Relations
325 South Fifth Street
Springfield, Illinois 62701
(217) 525-6696

All Regional Directors are located at 320 State Office Building, Springfield.
SECTION D

EDUCATION
PROGRAM TITLE - ADULT BASIC EDUCATION

DESCRIPTION

Offers classes with emphasis on reading, writing, arithmetic skills, speaking, as well as general knowledge and citizenship responsibility.

The classes are available through the Office of the Superintendent of Public Instruction and are enrolled through the local public high school or junior college districts in the State.

Any public high school or junior college may participate.

These classes are 100 percent reimbursable through the Office of the Superintendent. Programs are funded through 90 percent Federal and 10 percent State matching grants.

ELIGIBILITY REQUIREMENTS

Any person who is 16 years of age or older and who functions below the ninth grade level of proficiency is eligible.

PRINTED INFORMATION

Available from State agency on request.

TYPE OF ASSISTANCE - Financial

ADMINISTERED BY

State: Illinois Office of the Superintendent of Public Instruction

AUTHORIZING LEGISLATION


CONTACT - J. Clark Esarey
Director of Adult Education
316 South Second Street
Springfield, Illinois 62706
(217) 525-7631

Carbondale

Mr. Jack Hill
Director of Continuing Education
Carterville, Illinois 62918
(618) 985-3714

Chicago

Jerry Bradley, Regional Supervisor or Adult Education
188 West Randolph, Suite 1400
Chicago, Illinois 60601
(312) 793-2226

East St. Louis

Roland Faulkner, Administrator
Adult Education Center
3105 Missouri Avenue
East St. Louis, Illinois 62205
(618) 271-4331

Rock Island

Mrs. Rosemary Pattison
Adult Education Director
Blackhawk College
Moline, Illinois 61265
(309) 764-9676
PROGRAM TITLE - ADULT EDUCATION CLASSES FOR ELEMENTARY AND HIGH SCHOOL CREDIT
AND CLASSES IN AMERICANIZATION

DESCRIPTION

Provides $5.25 reimbursement per class hour of instruction to local public schools offering programs for elementary credit, high school credit, Americanization, and adult driver training. If the appropriation is insufficient to cover the expenditures under this program, the reimbursement must be prorated to the schools.

Any local public school district within the State of Illinois can apply for and conduct classes under this program.

ELIGIBILITY REQUIREMENTS

Any person over age 21 wanting elementary credit, high school credit, or Americanization programs toward citizenship may apply to a local public school.

TYPE OF ASSISTANCE - Financial

ADMINISTERED BY

State: Illinois Office of the Superintendent of Public Instruction

AUTHORIZED LEGISLATION

State: Article III, Section 3-1, School Code of Illinois (Adult Education Act of 1967)

CONTACT -

J. Clark Esarey
Director of Adult Education
316 South Second Street
Springfield, Illinois 62706
(217) 525-7631

Alexander E. Lawson
Director General of Adult Education
Office of the Superintendent of Public Instruction
316 South Second Street
Springfield, Illinois 62706
(217) 525-7371

PRINTED INFORMATION

Available from State agency on request.
PROGRAM TITLE - HIGH SCHOOL EQUIVALENCY CERTIFICATION
(General Educational Development Program or CED)

DESCRIPTION

provides that the State can issue High School Equivalency Certificates. The program provides adults with an opportunity to secure an evaluation of their educational maturity in meeting high school graduation requirements for employment, promotion in industry, admission to college, or personal satisfaction.

TYPE OF ASSISTANCE - Service

ADMINISTERED BY

State: Illinois Office of the Superintendent of Public Instruction

AUTHORIZING LEGISLATION


CONTACT

Alexander E. Lawson
Director General of Adult Education
Office of the Superintendent of Public Instruction
316 South Second Street
Springfield, Illinois 62706
(217) 525-7371

ELIGIBILITY REQUIREMENTS

Any Illinois resident, 19 years of age or older, who has maintained residence in Illinois for at least one year is eligible.

PRINTED INFORMATION

Available from State agency on request.
PROGRAM TITLE - COLLEGE SCHOLARSHIPS FOR ADC HIGH SCHOOL SENIORS

DESCRIPTION

Awards twelve four-year scholarships annually to academically able ADC high school seniors to attend Illinois State supported colleges and universities.

Six scholarships are allocated to Cook County, and one scholarship is awarded to each of the six downstate public aid regions.

A student may also attend an accredited college other than State supported if the difference in fees can be met in some way other than through public aid funds.

ELIGIBILITY REQUIREMENTS

High school seniors who are recipients of the ADC program, reside in Illinois, and are academically able, are eligible to apply.

TYPE OF ASSISTANCE - Financial

ADMINISTERED BY

State: Illinois Department of Public Aid

AUTHORIZED LEGISLATION:

State: Illinois School Code, Section 30, as amended; Illinois Public Assistance Code, Article VI, Section 6-5.6.

CONTACT Frank P. Higgins
Assistant Chief
Division of Community Service
618 East Washington Street
Springfield, Illinois 62706
(217) 525-2092

Carbondale
Jackson County Department of Public Aid
342 North Street
Murphysboro, Illinois 62966
(618) 684-2116

Chicago
Cook County Department of Public Aid
Administrative Offices
318 West Adams Street
Chicago, Illinois 60606
(312) 263-4004

East St. Louis
St. Clair County Department of Public Aid
435 Missouri Avenue
East St. Louis, Illinois 62201
(618) 874-6400

Rock Island
Rock Island County Department of Public Aid
3790 Eleventh Street
Rock Island, Illinois 61201
(309) 788-5625

In other areas contact the local County Department of Public Aid.

PRINTED INFORMATION

None Available.
PROGRAM TITLE - DEAF-BLIND SCHOLARSHIP PROGRAM

DESCRIPTION

Provides scholarships for the deaf or blind who wish to continue their educations at institutions of higher learning.

Determination of the exact amount of money needed by the student will depend upon the courses to be taken at the college, university, or other educational facility, where the student has been accepted.

The following services may be paid out of the Deaf-Blind Scholarship Fund: Tuition and fees, books and supplies, artificial appliances, physical examinations, maintenance and travel, reader's fees, and interpretative fees.

ELIGIBILITY REQUIREMENTS

The scholarships are limited to persons who have visual or hearing deficiencies in keeping with the program's specifications, and who are, or become, enrolled in a regular course of study in a university, college, junior college, conservatory of music, or a normal, professional or vocational school. Applicants for the scholarship must be residents of the State of Illinois and must have completed secondary education or its equivalent, depending on the disability.

PRINTED INFORMATION

Available from State agency on request.

TYPE OF ASSISTANCE - Financial

ADMINISTERED BY

State: Illinois Board of Vocational Education and Rehabilitation, Division of Vocational Rehabilitation.


AUTHORIZING LEGISLATION:

State: Illinois Revised Statutes, Chapter 122, Section 697.

Federal: Vocational Rehabilitation Act, as amended, Public Law 89-333 and Public Law 90-391

CONTACT

Miss Mary Lighthall
Coordinator of Client Training
Division of Vocational Rehabilitation
227 South Seventh Street
Springfield, Illinois 62706
(217) 525-3416

PRINTED INFORMATION

Available from State agency on request.
PROGRAM TITLE - VOCATIONAL AND TECHNICAL EDUCATION

DESCRIPTION

Assists in maintaining, extending and improving existing programs of vocational and technical education, and in developing new programs in these areas. The program also provides part-time employment for youths who need earnings to continue their vocational training on a full-time basis.

The major objective is for persons in all communities of the State to have ready access to vocational training or re-training. The program is responsive to the actual or anticipated opportunities for gainful employment suited to needs, interests, and ability to benefit from such training.

Any public high school or junior college may participate in the program.

ELIGIBILITY REQUIREMENTS

Any resident of Illinois is eligible depending on the nature of the specific program.

TYPE OF ASSISTANCE - Financial and Consultant Services

ADMINISTERED BY

State: Illinois Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education

Federal: United States Department of Health, Education and Welfare

AUTHORIZING LEGISLATION

State: An Act in Relation to Vocational Education and Vocational Rehabilitation of Disabled Persons, March 6, 1919.


CONTACT

Sherwood Dees, Director
Division of Vocational and Technical Education
405 Centennial Building
Springfield, Illinois 62706
(217) 525-4870

James Senes
Division of Vocational and Technical Education
160 North LaSalle, Room 1800
Chicago, Illinois 60601
(312) 793-3500 Ext. 2712

PRINTED INFORMATION

State Plan
PROGRAM TITLE - VOCATIONAL EDUCATION FOR GAINFUL EMPLOYMENT

DESCRIPTION

Provides occupational training in any occupational field above unskilled labor and below the professional level.

Training is given at the secondary school, post-secondary school, and adult levels as well as to persons with special needs.

Provisions also are made for financial support on a matching basis of State and local funds for construction and purchase of equipment for Area Vocational School facilities. Related services and activities such as guidance, research, and experimentation also are included.

ELIGIBILITY REQUIREMENTS

Generally persons 16 years of age and over are eligible

TYPE OF ASSISTANCE - Financial

ADMINISTERED BY

State: Illinois Office of the Superintendent of Public Instruction


AUTHORIZING LEGISLATION


CONTACT

George A. Richter
Coordinator
Occupational Consultant Unit
405 Centennial Building
Springfield, Illinois 62706
(217) 525-4875

PRINTED INFORMATION

Available from State agency upon request.
PROGRAM TITLE - VOCATIONAL EDUCATION IN SPECIFIED OCCUPATIONAL AREAS

DESCRIPTION

Supports vocational training in the fields of agriculture, home economics, practical nursing, trades and industry, distributive occupations, fishery, and related occupations such as skilled technicians.

Grants are available to assist in paying salaries of teachers, supervisors, and directors of vocational education; in covering the cost of training such persons; and in paying certain State supervisory expenses.

TYPE OF ASSISTANCE - Financial

ADMINISTERED BY

State: Illinois Office of the Superintendent of Public Instruction

Federal: United States Department of Health, Education and Welfare

AUTHORIZING LEGISLATION

State: An Act in Relation to Vocational Education and Vocational Rehabilitation of Disabled Persons, March 6, 1919.


ELIGIBILITY REQUIREMENTS

Persons who are 14 years of age or over who desire occupational training are eligible.

CONTACT

George A. Richter
Coordinator
Occupational Consultant Unit
405 Centennial Building
Springfield, Illinois 62706
(217) 525-4874

PRINTED INFORMATION

Available from State or Federal agencies on request.
PROGRAM TITLE - VOCATIONAL REHABILITATION - SPECIAL EDUCATION

DESCRIPTION

Gives the opportunity to participate in pre-vocational work-experience programs to all physically and mentally handicapped high school pupils through cooperative Special Education Vocational Rehabilitation.

These programs are a regular part of the academic program for which the pupils receive high school credit. Upon graduation the Division of Vocational Rehabilitation assumes responsibility for future vocational training guidance.

The goal of this program is to assist handicapped young people successfully bridge the gap between school and the community world of work.

ELIGIBILITY REQUIREMENTS

Provision of all services is contingent upon:
(1) The existence of a substantial vocational handicap imposed by a physical or mental disability.
(2) A reasonable expectation that the services will render the individual fit to engage in an occupation.

TYPE OF ASSISTANCE - Service

ADMINISTERED BY

State: Illinois Office of the Superintendent of Public Instruction, Department of Special Education; Board of Vocational Education and Rehabilitation, Division of Vocational Rehabilitation.

Federal: United States Department of Health, Education and Welfare

AUTHORIZING LEGISLATION

State: Illinois Revised Statutes, Chapter 122, Paragraph 695
(Illinois policy requires economic need.)

Federal: Vocational Rehabilitation Act, as amended, Public Law 89-333

CONTACT

Phillip A. Young
Assistant Deputy Director, Special Programs
Division of Vocational Rehabilitation
227 South Seventh Street
Springfield, Illinois 62706
(217) 525-2006

PRINTED INFORMATION

Available from State agency on request
SECTION E

EMPLOYMENT
DESCRIPTION

Reviews the skills of public aid recipients in order to determine their work potential.

Those with marketable skills are helped to find jobs, and those without immediate potential are referred to education and training programs.

Multi-purpose Adult Education centers offer basic education, general education development (GED) at the high school level, vocational training, homemaking courses, counsel and other rehabilitative services. Each center has day care facilities for preschool children thereby freeing mothers and other adults to attend school full-time.

Referrals are also made to the Division of Vocational Education, Man-power Development and Training programs and to company and industrial training programs.

Any local school system may participate in the educational phase of this program.

ELIGIBILITY REQUIREMENTS

Public aid recipients who are found to have a potential for employment are eligible.

TYPE OF ASSISTANCE - Technical/Service

ADMINISTERED BY:

State: Illinois Department of Public Aid and the Illinois Office of the Superintendent of Public Instruction

Federal: United States Department of Health, Education and Welfare

AUTHORIZING LEGISLATION

State: Illinois Public Assistance Code, Article VI, Sections 6.5.4 and 6.5.5, Article VIII, Section 8.10.2.


CONTACT

Frank P. Higgins, Chief
Division of Community Services
Department of Public Aid
618 East Washington Street
Springfield, Illinois 62706
(217) 525-2092

PRINTED INFORMATION

Available from State agency on request

234
SECTION K

NUTRITION
PROGRAM TITLE - FOOD STAMP PROGRAM

DESCRIPTION

Augments the food purchasing power of Public Aid recipients and qualified low-income non-recipients.

Participants use a designated portion of their food budget to purchase food stamps and receive bonus stamps which increase their food purchasing power by more than 30 percent.

The bonus percentage varies in relation to the budget allowance of recipients and the income of non-recipients. Food Stamps are not used to reduce assistance grants. They can be used only at participating grocers.

ELIGIBILITY REQUIREMENTS

To qualify an individual or family must receive public or general assistance or have an income which does not exceed a specified amount which is correlated with the number of persons in the household.

A household is defined as a group of related or non-related individuals who are not residents of a boarding house, but live in an economic unit sharing common cooking facilities and customarily purchase food in common.

PRINTED INFORMATION

Available from State agency on request

TYPE OF ASSISTANCE - Financial

ADMINISTERED BY:

State: Illinois Department of Public Aid

Federal: United States Department of Agriculture

AUTHORIZING LEGISLATION:


CONTACT Arthur Zimmerman, Supervisor of Centralized Operations
618 East Washington Street
Springfield, Illinois 62706
(217) 525-2101

Carbondale
Jackson County Department of Public Aid
342 North Street
Murphysboro, Illinois 62966
(618) 684-2116

Chicago
Cook County Department of Public Aid
Administrative Offices
318 West Adams Street
Chicago, Illinois 60606
(312) 263-4004

East St. Louis
St. Clair County Department of Public Aid
435 Missouri Avenue
East St. Louis, Illinois 62201
(618) 874-6400

Rock Island
Rock Island County Department of Public Aid
3790 Eleventh Street
Rock Island, Illinois 61201
(309) 788-5625

In other areas contact the local County Department of Public Aid.
PROGRAM TITLE - ILLINOIS FREE SCHOOL BREAKFAST PROGRAM

DESCRIPTION

provides for cash reimbursement in the amount of $.10 for each free school breakfast served to needy children in their respective school district.

This program may operate independently, but it usually is operated in conjunction with the Federal School Breakfast Program.

School breakfasts must be balanced and nutritious and meet the meal requirements of the Federal School Breakfast Program.

ELIGIBILITY REQUIREMENTS

Public and private non-profit schools that serve free lunch to needy children in their respective school districts.

CONTACT

Ray Suddareth, Director
School Food Service Section
Office Superintendent of Public Instruction
316 South Second Street
Springfield, Illinois 62706
(217) 525-2491

ADMINISTERED BY

State: Office of Superintendent of Public Instruction

AUTHORIZING LEGISLATION:

State: House Bill 2601, 76th Illinois General Assembly, creating the Illinois Free School Breakfast Program

PRINTED INFORMATION

Available from State agency on request

TYPE OF ASSISTANCE - Financial
PROGRAM TITLE - ILLINOIS FREE SCHOOL LUNCH PROGRAM

DESCRIPTION

Provides for cash reimbursement in the amount of $.15 for each free lunch served to needy children in their respective school districts.

Applications to participate in the National School Lunch Program will suffice for participation in the Illinois Free School Lunch Program. If a school district feeds only needy children, participation only in the Illinois Free School Lunch Program is allowed as the Federal regulations governing the National School Lunch Program prohibit identification of needy children.

This program requires that balanced, nutritious lunches meeting the type A lunch requirements be served.

ELIGIBILITY REQUIREMENTS

Public and private non-profit schools that serve free lunch to needy children in their respective district.

According to policies established by House Bill 2601, children from families whose income level has qualified them for public assistance such as Aid to Dependent Children, General Assistance, etc., or from families participating in the Food Stamp or Commodity Distribution Programs shall receive free Type A school lunches. Additional children may be determined to be from needy families according to the family income level or other extenuating circumstances which school officials may recognize to qualify the children to receive free lunches.

TYPE OF ASSISTANCE - Financial

ADMINISTERED BY:

State: Office of Superintendent of Public Instruction

AUTHORIZED LEGISLATION:


CONTACT

Ray Suddareth, Director
School Food Service Section
Office of Superintendent of Public Instruction
316 South Second Street
Springfield, Illinois 62706
(217) 525-2491

PRINTED INFORMATION
Available from State agency on request
PROGRAM TITLE - COMMODITY DISTRIBUTION PROGRAM

DESCRIPTION
Provides for the distribution of commodities donated by the U.S. Department of Agriculture.

Each donated commodity food is allocated on the basis on quantities available and student participation levels.

Commodities are ordered on request forms sent to participating agencies for each of eight months when commodities are delivered during the school year and during the summer months to agencies in session. These forms list available commodities and amounts allocated.

ELIGIBILITY REQUIREMENTS
Agencies participating in the following types of food service are eligible to receive government donated commodities pending approval of the application:

1. Schools participating in the National School Lunch Program.
2. Schools participating in the commodity-only program in which balanced lunches are served to school children without the benefit of Federal cash reimbursement to the food service program.
3. Camps and institutions providing food service programs.
4. Agencies participating in the Special Food Service Program for Children.

Applications to receive government donated commodities must be submitted annually through the Superintendent of the Educational Service Region who forwards them to the Department of School Food Services for approval.

TYPE OF ASSISTANCE - Service

ADMINISTERED BY:

State: Office of Superintendent of Public Instruction

Federal: U.S. Department of Agriculture

AUTHORIZING LEGISLATION:

Federal: National School Lunch Act of 1946

CONTACT

Ray Suddareth, Director
School Food Service Section
Office of Superintendent of Public Instruction
316 South Second Street
Springfield, Illinois 62706
(217) 525-2491

PRINTED INFORMATION

Available from State agency on request.
DESCRIPTION

Provides for Federal grants-in-aid to the States for school lunches. The purpose of the Act is "to safeguard the health and well-being of the Nation's children and to encourage the domestic consumption of nutritious agricultural commodities and other food." The Act authorizes a cash reimbursement for portions of the food costs incurred by programs and the distribution of commodities donated by the U.S. Department of Agriculture.

Federal cash reimbursement in the amount of approximately five cents is paid for every complete Type A lunch served to children, whether it is paid, free or reduced price, or earned by the child. An additional reimbursement of approximately thirty cents is paid for each free or reduced price lunch served to a needy child. These amounts, in addition to the State reimbursement of fifteen cents paid for each free lunch served to a needy child make the total cash reimbursement paid to Illinois schools approximately fifty cents for each free lunch served to needy children. (Amounts of reimbursement depend on annual allocations of State and Federal funds.) No reimbursement is paid for adult meals.

Public or private non-profit schools are eligible to participate in the National School Lunch Program. An application to participate in this program must be completed before June 1 prior to the opening of the school year to which they apply or at least thirty days prior to the beginning of the program.

PRINTED INFORMATION

Available from State agency on request.

TYPE OF ASSISTANCE - Financial

ADMINISTERED BY:

State: Office of Superintendent of Public Instruction

Federal: U.S. Department of Agriculture

AUTHORIZING LEGISLATION:

Federal: National School Lunch Act of 1946

CONTACT

Ray Suddareth, Director
School Food Service Section
Office of Superintendent of Public Instruction
316 South Second Street
Springfield, Illinois 62706
(217) 525-2491
PROGRAM TITLE - NON-FOOD ASSISTANCE PROGRAM

DESCRIPTION

Provides cash assistance to approved public and private nonprofit schools or school districts to purchase equipment necessary to begin or expand school food service programs in economically needy areas.

Assistance in this program can provide up to 75% of the cost of obtaining approved equipment. The school must agree to pay at least 25% of the cost of equipment. Figures on local per capita income and free and reduced price lunch participation levels are required to justify the need for Nonfood Assistance Program reimbursement.

Applications for the Nonfood Assistance Program may be obtained from the Department of School Food Services.

ELIGIBILITY REQUIREMENTS

Public and nonprofit schools or school districts.

TYPE OF ASSISTANCE - Financial

ADMINISTERED BY:

State: Office of Superintendent of Public Instruction

Federal: U.S. Department of Agriculture

AUTHORIZING LEGISLATION;

Federal: Child Nutrition Act of 1966

CONTACT

Ray Suddareth, Director
School Food Service Section
Office of Superintendent of Public Instruction
316 South Second Street
Springfield, Illinois 62706
(217) 525-2491

PRINTED INFORMATION

Available from State agency on request
DESCRIPTION

Provides funds to help schools provide children with a nutritious morning meal.

The Department of School Food Services will reimburse sponsoring agencies in connection with the cost of obtaining food and will provide government donated commodities for the School Breakfast Program. The amount of cash reimbursement may not exceed the cost of food per breakfast, up to a maximum reimbursement rate of fifteen cents per breakfast or the cost of food per breakfast, whichever is the lesser amount.

ELIGIBILITY REQUIREMENTS

Nonprofit schools and school district are eligible. Although priority is given to schools economically needy or schools to which a substantial number of children must travel by bus each morning.

TYPE OF ASSISTANCE - Financial

ADMINISTERED BY:

State: Office of the Superintendent of Public Information

Federal: U.S. Department of Agriculture

AUTHORIZING LEGISLATION:

Federal: Child Nutrition Act of 1966

CONTACT

Ray Suddareth, Director
School Food Service Section
Office of Superintendent of Public Instruction
316 South Second Street
Springfield, Illinois 62706
(217) 525-2491

PRINTED INFORMATION

Available from State agency upon request
PROGRAM TITLE - SPECIAL CASH ASSISTANCE PROGRAM

DESCRIPTION

Provides for increased cash reimbursement for schools providing food service to children in extremely economically need areas. This program must operate in conjunction with the National School Lunch Program.

TYPE OF ASSISTANCE - Financial

ADMINISTERED BY:

State: Office of Superintendent of Public Instruction

Federal: U.S. Department of Agriculture

ELIGIBILITY REQUIREMENTS

Those public or private nonprofit schools that participate in the National School Lunch Program.

AUTHORIZING LEGISLATION:

Federal: National School Lunch Act of 1946

CONTACT

Ray Suddareth, Director
School Food Service Section
Office of Superintendent of Public Instruction
316 South Second Street
Springfield, Illinois 62706
(217) 525-2491

PRINTED INFORMATION

Available from State agency on request
PROGRAM TITLE - SPECIAL FOOD SERVICE PROGRAM FOR CHILDREN

DESCRIPTION

Authorizes the establishment of the Special Food Service Program for children. This program was created to improve nutrition among children in various types of institutions which provide child care of training on a nonresidential basis.

Cash reimbursement for food purchased, prepared and served to children in meals meeting program requirements will be paid to a maximum rate of:

- 15¢ for each breakfast served
- 30¢ for each lunch or supper served
- 10¢ for each supplemental meal served

The maximum reimbursement rates will be paid providing that at least an equivalent amount is spent for food. This program also authorizes the allocation of donated commodities on the same basis that these foods are allocated to nonprofit school lunch programs.

Funds are also available to aid Special Food Service Program for children participants in the purchase of necessary equipment to begin or expand food service programs. This assistance is based on the economic need of the area from which attendance for the center is drawn.

The assistance may amount to 75% of the cost of obtaining approved equipment. The participating agency must agree to provide 25% of the equipment cost.

TYPE OF ASSISTANCE-Financial/Service

ADMINISTERED BY:

State: Office of Superintendent of Public Instruction

Federal: U.S. Department of Agriculture

AUTHORIZING LEGISLATION:

Federal: Public Law 90-302

CONTACT

Ray Suddareth, Director
School Food Service Section
Office of Superintendent of Public Instruction
316 South Second Street
Springfield, Illinois 62706
(217) 525-2491

continued.....
ELIGIBILITY REQUIREMENTS

Public or private nonprofit institutions such as child day-care centers, settlement houses, recreation centers, and agencies providing day-care for handicapped children are eligible to participate in the Special Food Service Program for Children. Participation is particularly encouraged in institutions which provide day-care for children from areas in which poor economic conditions exist and from areas in which there are high concentrations of working mothers.

PRINTED INFORMATION

Available from State agency on request
PROGRAM TITLE - SPECIAL MILK PROGRAM

DESCRIPTION

Encourages the increased consumption of fluid whole milk by school children. This program was extended for three years by the Child Nutrition Act of 1966.

The following cash reimbursements are paid under the Special Milk Program:

a. The amount of four cents per one-half pint of milk is paid for schools participating in the National School Lunch Program, excluding the one-half pint of milk which must accompany each complete Type A lunch.
b. The amount of three cents is paid for each one-half pint of milk served in schools participating in the Special Milk Program only.
c. The amount of two cents per one-half pint of milk served is paid to camps and other institutions providing child care, etc., on a tuition basis.

These reimbursement rates are paid providing that a cost margin of one cent or less is allowed on each one-half pint of milk served.

No reimbursement is paid on milk served to adults.

ELIGIBILITY REQUIREMENTS

Agencies eligible to participate in the Special Milk Program include non-profit schools of high school grade or under, nursery schools, child-care centers, settlement houses, summer camps, and similar nonprofit institutions.

PRINTED INFORMATION

Available from State agency on request
GOHR Liaison With HUD
And Illinois’ Model Cities

Paul J. Wisner, Director
Governor’s Office of Human Resources

"Established on February 1, 1969, the Office of Human Resources serves as a flexible staff arm to the Executive for the development of policies and programs for the urban poor. In that role the office reviews and initiates programs designed to combat social problems."

"The Office of Human Resources has been designated by the Governor as the State Model Cities liaison with the Department of Housing and Urban Development and Illinois’ four Model Cities."

The State Model Cities staff, under the direction of Paul J. Wisner, Director, Governor’s Office of Human Resources and under the supervision of Harvey E. Henderson, Model Cities Divisional Director, is uniquely qualified to fulfill the coordination function in the Model Cities Program because of its immediate administrative link to the Governor and its wide ranging contacts with all elements of the State Government. Through a third party contract with the Department of Local Government Affairs, GOHR has administrative responsibilities for the program which aids in planning and implementing state level participation in Model Cities activities. In addition, the State Model Cities staff also administers the program which has made available financial aid to states so that they may provide intensive technical assistance to their Model Cities.

GOHR has a three fold responsibility. It is the key responsible for liaison with federal departments, agencies, and participating local governments in the Cities Program.

Illinois Receives HUD “111b” Contract

The Governor’s Office of Human Resources, Model Cities Division, received a Department of Housing and Urban Development contract in July of this year. The contract popularly called a “111b”, will increase the role and the participation of the State in the Model Cities Programs in Chicago, East St. Louis, Carbondale, and Rock Island according to Paul J. Wisner, Director, Governor’s Office of Human Resources.

Illinois is one of nine States, of the forty-five with Model Cities Programs, that have received this contract. Last year, California, North Carolina, Connecticut, Pennsylvania and the New Jersey Department of Education received similar contracts, Illinois, Michigan, Texas and Massachusetts are this year’s recipients. Illinois was selected for “111b” contract based upon its efforts to augment technical and financial assistance to Illinois’ four Model Cities in the past year.

Harvey E. Henderson, Divisional Director of Model Cities, said development of Illinois “111b” program began early this year when recommendations were solicited from each city regarding possible program elements. The response to that request indicated that the majority of the cities were in need of expanded staff capability — particularly the highly qualified professional level. Staff training was also a deficiency named by the cities. As a result, the Illinois “111b” program addressed itself to those issues.

The contract will cover portions of salaries for urban planners for each City Demonstration Agency as well as a training program for para-professionals. The training program will be designed so that model neighborhood residents can be informed about activities and functions of the Federally funded Model Cities Program, and the relationship between the State and Model Cities.

Other elements of the “111b” program have been designed to increase the communications capability between the cities and the State. A Task Force of State Agency representatives and CDA Directors have met to develop an on-going program of informational and technical assistance.

SPECIAL ANNOUNCEMENT: Second Annual Model Cities Conference is planned for February 16th and 17th at the Sheraton Inn, Springfield, Illinois. Invitations will be sent out shortly.
Carbondale: Model City In Southern Illinois

LeMar D. Gentry
State Cities Specialist
Governor's Office of Human Resources

This Southern Illinois city of 22,000 people, (ex-
SIU Student Body), situated amidst the fast moving
growing university in Jackson county applied for a
Department of Housing and Urban Development Plan-
Grant in January 1968. The grant, approved one year
later, was used to analyze and seek solutions to the
problems existing in a neighborhood popularly referred
to as the “Northeast Side”. The community of 3,000 is
black and economically impoverished as a result of
rural discrimination in employment. Seventy-
percent of the housing is sub-standard and 50% of
household incomes are less than $3,000. The area
become a Model Cities Target Area (MCTA) for
probability of the phase-out of the Jackson-Williamson
Community Action Agency which has been responsible for
Model Cities Child-Parent Program, Headstart, and the
Emergency Food and Medical Aid Program.

DEVELOPMENT CONGRESS

Carbondale should especially be proud of its citizen
participation program. Its strength is found in an organiza-
ition known as Northeast Community Development Con-
gress commonly referred to as Northeast Congress. The
City's Mid-Planning Statement referred to the Congress—
"The level of their participation has completely justified the
concept of citizen participation and they are due a great
degree of recognition for their contribution." The North-
east Congress evolved through a series of block club
mergers. It was originally organized in anticipation of the
Model Cities Program and as a move to show the com-
munities' concern for determining its own destiny. Model
Cities or not it was destined to become the voice of the
Black Community. In time, five area clubs each elected
four members to form half of the Congress. The other half
or (20) members were elected by different churches and
social groups. To insure that all ages were represented a
young-adult, a teen-ager and two adults comprised the four
elected from the areas. To provide incentive for members
attend meetings each voting member receives $10.00
per meeting for attendance. The Congress is funded to
maintain a staff and provide for travel and other expenses.
It works closely with the CDA staff and operates in all
phases of the Model Cities programs.

COMPREHENSIVE HEALTH PROGRAM

High in priority of the many projects of the MCTA is
the Comprehensive Health Service Program that currently
is funded by an Illinois Department of Public Health
314 (d) grant. The objective of the project is to in-
crease the health status of Model Neighborhood (MN)
residents through a program that includes preventive,
curative and restorative health services. There is a
necessity for this program in light of the “high risk” in all
categories of diseases in the MN because the situation of
poverty breeds such conditions. Services that are offered
range from dental and mental health to speech and
hearing, diagnostic and therapy service.

Carbondale through its Model Cities program hopes
to alleviate some of the social, economic, and physical
ills that have plagued the N.E. Community. Perhaps it is
a small step in comparison to what must be done, but at
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Carbondale: Model City In Southern Illinois

by: LeMar D. Gentry
Model Cities Specialist
Governor's Office of Human Resources

This Southern Illinois city of 22,000 people, excluding SIU Student Body, situated amidst the fast moving life of a growing university in Jackson county applied for a Department of Housing and Urban Development Planning Grant in January 1968. The grant, approved one year later was used to analyze and seek solutions to the problems existing in a neighborhood popularly referred to as the "Northeast Side." The community of 3,000 is 98% black and economically impoverished as a result of historical racial discrimination in employment. Seventy-nine percent of the housing is sub-standard and 50% of annual household incomes are less than $3,000. The area has become a Model Cities Target Area (MCTA) for social, economical and physical improvements.

FIRST YEAR ACTION PROGRAM

The City Demonstration Agency (CDA) organized to analyze and combat the problems of the MCTA successfully moved into the action phase of the Model Cities process in the summer of 1970 under the leadership of Robert Stull, CDA Director. Their program called for 15 projects. It included:

1. Citizen Participation Program
2. De-Discrimination
3. Social Service Delivery
4. Multi-Purpose Service Center
5. Transportation Service
6. Career Opportunity Program
7. New Careers
8. Pre-Apprenticeship Training
9. Housing Factory
10. Pre-School Child Parent Program
11. School Developmental Service
12. Comprehensive Health Service
13. Housing Development Program
14. Youth Program
15. Senior Citizens' Program

MAJOR EVENTS EFFECTING PROGRAM

The First Quarterly Report indicated several factors that effected the City's ability to meet their program objectives. The positive factors included 1) the hiring of a new City Manager, Mr. William Schmidt, who has experience with Model Cities and Urban Renewal 2) the approval by referendum of a proposal for the city to construct and maintain a multi-purpose center 3) the renovation of a building as a CDA annex to relieve the condition of a growing staff. The negative factor is the probability of the phase-out of the Jackson-Williamson Community Action Agency which has been responsible for Model Cities Child-Parent Program, Headstart, and the Emergency Food and Medical Aid Program.

DEVELOPMENT CONGRESS

Carbondale should especially be proud of its citizen participation program. Its strength is found in an organization known as Northeast Community Development Congress commonly referred to as Northeast Congress. The City's Mid-Planning Statement referred to the Congress— "The level of their participation has completely justified the concept of citizen participation and they are due a great degree of recognition for their contribution." The Northeast Congress evolved through a series of block club mergers. It was originally organized in anticipation of the Model Cities Program and as a move to show the communities' concern for determining its own destiny. Model Cities or not it was destined to become the voice of the Black Community. In time, five area clubs each elected four members to form half of the Congress. The other half or (20) members were elected by different churches and social groups. To insure that all ages were represented a young-adult, a teen-ager and two adults comprised the four elected from the areas. To provide incentive for members to attend meetings each voting member receives $10.00 per meeting for attendance. The Congress is funded to maintain a staff and provide for travel and other expenses. It works closely with the CDA staff and operates in all phases of the Model Cities programs.

COMPREHENSIVE HEALTH PROGRAM

High in priority of the many projects of the MCTA is the Comprehensive Health Service Program that currently is funded by an Illinois Department of Public Health 314 (d) grant. The objective of the project is to increase the health status of Model Neighborhood (MN) residents through a program that includes preventive, curative and restorative health services. There is a necessity for this program in light of the "high risk" in all categories of diseases in the MN because the situation of poverty breeds such conditions. Services that are offered range from dental and mental health to speech and hearing, diagnostic and therapy services.

Carbondale through its Model Cities program hopes to alleviate some of the social, economic, and physical ills that have plagued the N.E. Community. Perhaps it is a small step in comparison to what must be done, but at least it is a step away from present conditions.
Rock Island Prepared
For First Action Year

The Rock Island Model Cities Program is moving steadily into its first action year of program implementation. The CDA staff, model neighborhood residents, local agency staff and the city council have worked together to develop needed programs for the model neighborhood. Soon these programs will go into operation.

The Policy Making Board is the basic structure for involving citizens in setting policy. They follow a continuous process of planning, review, and evaluation of model neighborhood problems and programs for helping end particular problems. Policy making board members are elected to the board from the 7 task forces as either a task force chairman or a representative for 14 members. Six policy board members are elected at an open neighborhood election as model neighborhood-at-large representatives. Six more members are approved by the board from a list of recommendations by the mayor for community-at-large members. Three board seats are rotated between the mayor and city councilmen. This year a total of 29 persons review, evaluate, approve action operating plans for the second action year, and in general represent the community.

East St. Louis Set for Second Action Year

The East St. Louis Model Cities Program has successfully completed its first action year and has received approval for its plans for the second action year from HUD officials. The threefold approach of the program is for Human, Social and Community Development.

In the first action year, the projects were grouped into components on the basis of natural groupings. These components in the second action year are called program accounts. Assigned to the three accounts are projects based upon specific strategies. In Human Development will be Employment and Economic Development, Education, Crime and Delinquency, and under Social Development: Social Services, Health, Recreation, and Culture. In the Community Development Account are Physical Development, Transportation and Housing.

The emphasis for the second action year is economic development and employment. Since the declining tax base results in decreased services while the lack of employment opportunities reduces the possibility of expanding the economy, serious programming in these areas becomes basic to all other areas for development. Consequently, five of the nine second year plan objectives specifically relate to human development.

Model Cities Citizen Service Centers Open in Chicago

Two Centers designed to increase the City's capacity to assure equal opportunity and services to all residents of the Model Cities recently opened in the Chicago area. The centers at 1168 East 63rd Street and 102 East 47th Street are the first of four that are scheduled to open. The other centers slated to open by December located at 2817 West Harrison, and 1220-2 West Wilson.

These offices have been set up to provide a coordinated mechanism for citizen complaints in the Model Cities area. The decentralization will make it easier for citizen to make complaints. It will also provide more staff for a swift and systematic follow-up of these complaints.

Erwin A. France, Director of Chicago Model Cities Program said that $3/4 million in Model Cities funds will be used in this project to bring the services of our four agencies closer to the people of the Model Cities communities. These Agencies will ensure prompt investigation and responses to complaints of the citizens.

Staff of the Registrar of Citizen's Complaints, the Mayor's Office of Inquiry and Information; the Commission on Human Relations and Department of Streets and Sanitation will provide the manpower for this coordinated approach.
Dr. Elizabeth Tapscott—HUD Region V Human Resources—State Coordinator

Dr. Elizabeth Tapscott currently serves in the Regional Office of HUD under the supervision of the Assistant Regional Administrator for Model Cities, Alan Goldfarb. As Human Resources — State Coordinator she has the responsibility of coordinating State and Federal agencies to provide technical and financial assistance in areas of health, education, welfare, crime and delinquency, social services, recreation and culture in response to the needs of model neighborhood residents. In that capacity she must be prepared to work with all phases and levels of the Model Cities Program. Of prime importance is the technical assistance given to states in the planning and development of work programs for “11b” technical assistance contracts and “701” Model City grants. Initiating training programs in the human resources area for other HUD regional staff is also one of her concerns. Harvey E. Henderson, Divisional Director of Model Cities for the State of Illinois views Dr. Tapscott’s role as a broker to establish a cohesive working relationship with federal, state, and local Model Cities officials, to create a more effective mechanism to utilize existing and potential resources in a comprehensive manner.

Additional responsibilities include submission of a monthly report to the Assistant Director for Human Resources and Assistant Director for State Participation. This report often serves to answer congressional and other request, identifies technical assistance needs for national and Federal agencies and could aid in the approval of an application for categorical funds.

State Model Cities Task Force Created

Harvey Henderson, Divisional Director of Model Cities for State of Illinois outlines past and future role of State in Model Cities.

The State Inter-Agency Coordinating Committee formally met on September 15, 1970. Members of each of the selected State Departments were present as were the CDA Directors from Illinois’ four Model Cities. The committee established by the Governor’s Office of Human Resources met to discuss the State’s past efforts to aid Model Cities Programs as well as the continued state assistance to CDA. State agency representatives included:

- Department of Public Aid — Henry McCarthy
- Department of Children and Family Services — William Ireland
- Department of Public Health — Dr. Rossellen Cohnberg
- Department of Mental Health — Robert Lanier
- Department of Business and Economic Development — Lewis Langston
- Office of Local Government Affairs — Charles Kirchner
- Department of Labor — David Bogan
- Illinois Housing Development Authority — Miss Diane Howey & David Midgley
- Illinois Law Enforcement Commission — Pat Delfino & Harold Hanlin
- Illinois State Employment Service — Robert Duncan
- Division of Vocational Rehabilitation — Richard Koebler
- Division of Vocational and Technical Education & Rehabilitation — Bernard Quigley
- Representative from CAMPS — Ron Mouw & Frank Polak
- Department of Public Works and Buildings — Melvin B. Larson
- Board of Higher Education — Jacob Jennings
- Office of Superintendent of Public Instruction — Robert Moultrie
Governor Richard B. Ogilvie recently announced a 19 million dollar program to provide Day Care
for 9,800 children who live in Model Cities neighborhoods and other low income com-
Continued on page 2)
$19 Million Plan Announced To Provide Day Care To Model Cities And Other Low Income Communities In Illinois

Governor Ogilvie's recent announcement of a new $19 million plan to deliver day care services to 9,800 children living in Model Cities neighborhoods, public housing projects and other low income areas has been followed by a period of intense planning and cooperation between the Illinois Department of Children and Family Services, the Governor's Office of Human Resources, and the four Model Cities Agencies of Illinois.

Ogilvie made the announcement because he said he wanted to underscore his personal commitment to the state's poor children. He called the new program "the first step away from dependency" and a chance to give parents an opportunity to provide care for their children while they work.

Ogilvie said the new program includes:

1. A $15 million appropriation to the Illinois Department of Children and Family Services to extend day care services in Model Cities neighborhoods and public housing projects. The money will provide an additional 100 day care facilities throughout the state and will serve 7,500 children.

2. A $1.2 million annual contract to the Chicago Commons Association to operate six day care centers in public housing projects. The contract is part of an over-all program that will serve 1,100 children in 11 day care centers.

3. New grants-in-aid to seven private, nonprofit day care centers totaling $157,050. Five of the centers are in Chicago, and will receive a total of $101,050.

4. A federal grant of $122,816 to the state Department of Children and Family Services to open 9,800 new spots for poor children to receive day care services.

Ogilvie said the program will expand day care services for 460 children of migrant farm workers in at least 12 Illinois communities.

The state hopes to receive 85 percent reimbursement from the federal government for the program, he added that the program will be funded whether or not the federal government provides the grants.

Funds for greatly expanded day care services are available under Title IV-A of the Social Security Act, in states where initiative is taken to meet certain optional features under the law. The Illinois Department of Children and Family Services is charged with developing the expanded day care program in housing projects, Model Cities neighborhoods and for certain other low-income populations within the state, using the device of Title IV-A funding.

Existing projects for pre-school children in the four Model Cities program form the basis for a phased plan for improvement and expansion suited to local needs.

In Carbondale two types of day care were available to Model neighborhood children: an early childhood education project with emphasis on preparation for reading and other skills, and a program of day-long care including after school care for older children, geared primarily to the needs of the working mother. With the availability of new funds, the Model Cities program will bring both day care facilities, into its planning, monitoring and evaluation structure, increase parent participation and coordinate both efforts for maximum benefit to the Model neighborhood. With a multi-purpose center under construction, Carbondale will be able to upgrade and expand its day care program in new facilities.

In Chicago, the Model Cities program is one element in an effort to provide day care to thousands of inner-city infants and children. Existing Model Cities day care programs will be funded in part by the Department of Children and Family Services, increasing money available for expansion and improvement and for other Model Cities projects. Mrs. Murrel Syler has been appointed to direct all the day care programs of the city of Chicago.

In Rock Island, an existing early childhood education project funded by the Model Cities Program will be partially funded by the Department of Children and Family Services. In addition, the new funds will make possible a pilot project in providing day care to the children of mothers attending the Model Cities Adult Learning Center. New facilities for adult education and day care are being built which will increase the capability of Rock Island to take advantage of the Title IV-A funding. A pressing need in Rock Island is for health care for the young child and his mother. The possibility of making health care available through the day care program is being explored.

In East St. Louis, existing day care facilities are minimal, providing little upon which to build a program. For this reason the local committee on Community Coordinated Child Care (4-C) made a survey of the existing facilities asking for proposals for expanded service.

Out of this survey came a proposal including mobile training and audiovisual and materials centers, a cooperative buying center and other innovative approaches. A survey of the population in the two model neighborhoods revealed little awareness of the possibilities or benefits of day care. Many children are cared for in private homes while parents work. The possibility exists, that many of these small facilities could be improved under a coordinated program.

The Model Cities Program in East St. Louis is to be expanded to take in the entire city under the new Planned Variation recently announced by HUD. In day-care this will greatly increase the responsibilities and opportunities for a Model Cities day care program using Title IV-A funds.
Governor Ogilvie and Rev. Jesse Jackson exchange a soul handshake at the Black Expo breakfast where the governor was the speaker. The governor told some 500 Black and white businessmen attending the breakfast at Chicago's International Amphitheater that the state is committed to doing business with black owned firms. Following the breakfast Jackson took Ogilvie on a tour of the more than 400 exhibits that included a display sponsored by the Governor's Office of Human Resources.

Among the many social services offered at the Carbondale Multi-Purpose Center is a Health Clinic that features free dental, medical, and emergency treatment to Model Neighborhood residents. The clinic is funded through a 314 (d) grant from the Illinois Department of Public Health. This now the second year of operation, the community is hopeful that present services and facilities can be expanded with the continued support from the Public Health Department and the Governor's Office of Human Resources.
East St. Louis Forsees “Tangible Results” From Funds

The $3.8 million in new federal funds promised East St. Louis will be used to bring “tangible results” in the fight against urban blight, East St. Louis Mayor James E. Williams said recently.

East St. Louis was one of 20 cities announced by President Richard M. Nixon to receive an additional $79.1 million in Model Cities funds under a “planned variation” program.

The new money will bring the current $2.8 million Model Cities budget in East St. Louis to nearly $6 million.

President Nixon said the program, to run for the next two years, will let state and local officials choose their own “priority needs.”

Under the new program, Williams will have the right to “review and comment” on the spending of the Model Cities money although he will not have veto power.

Previously, the Model Cities agency was virtually autonomous in the spending of federal funds.

The new grant will allow the city to spend funds for city-wide programs instead of projects confined to the model city area.

Williams said he hoped the money would be spent to improve lighting, sewers, garbage collection and the demolition of old buildings.

He also said he hoped to see money spent to improve sanitation and building inspection.

“This money gives us greater leeway to attack the problems of the City, but it also imposes a greater burden of responsibility,” he said.

Williams said he did not plan to hire new personnel with the money because that would “siphon off” the funds.

Secretary of Housing and Urban Development George Romney said in a White House briefing that the aim of the program is to eliminate red tape, numerous federal regulations and bureaucratic delays in coping with urban problems.

East St. Louis was the only city in Missouri or Illinois to receive the new funds. East St. Louis was not one of the original cities invited to submit a plan to participate in the “planned variation” program. Therefore, East St. Louis’ selection was a great surprise to the entire city.

The agency has always felt that the Model Cities program could be more effective if it operated citywide rather than in a limited target area. We are very proud that HUD views this agency’s capability and its commitment to the program objectives and the the Model Cities process worthy of such an experiment.

East St. Louis’ selection as a planned variation city came only one day after the Third Year Plan was submitted to the Chicago Regional Office. It includes proposals for 28 projects utilizing $2.08 million. In accordance with priorities established early in the Model Cities Program, the major emphasis of the Third Year Plan is employment and economic development. Other projects are designed to capture HUD funds for urban renewal, demolition, and beautification, and HEW funds for the aging, family planning, health, and child care.

While planned variations undoubtedly result in new projects and changes in ones currently planned, it is hoped that goals and priorities will be maintained.

Honorable James E. Williams, Sr.
Mayor of East St. Louis.

David Long, Director East St. Louis CDA
Chicago Model Cities Program Focuses On Reading

Mr. Joseph Lee, principal explains operation of Main Reading Laboratory to parents and Model Area Council Members.

Some of the students of the Hess Upper Grade Center located at 3500 West Douglas Boulevard in the Lawndale Model Cities Target Area have experienced difficulty in their school work. Last year some 200 seventh and eighth grade students of the 1,587 student body dropped out, many for reasons related to poor academic achievement. Reading appears to be a problem for many of the students. The ending seventh graders last year had a median score of 3.8 years.

The parents, community and school personnel in the Lawndale Model Cities Area, where the Hess Upper Grade Center is located, decided to try a new approach to assisting in their children's academic problems. With the help of a concerned and enterprising principal, Mr. Joseph Lee, they received a $103,000 Model Cities grant to equip a reading laboratory with some of the finest modern equipment and to train the teachers in how to operate the equipment.

Reading instruction has been a regular class in the upper grade centers, but with the new reading lab at Hess it is a more specialized and intensive class room experience now. With the help of this reading equipment the students can work in groups, or alone in a pattern of highly individualized instruction. In the main laboratory, the students are taught skills of word recognition, sight perception, and speed reading on a "controlled reader machine" that utilizes a combination of workbooks and images projected on a screen. Their listening skills are sharpened with tape recorded lessons and an earphone set up, at what are called "listening stations." In satellite laboratories, which resemble normal classrooms, the students read individually what interests them and take turns using "Audex Tables" for more structured drills of learning skills worked on in the main laboratory. In addition, all students were tested for eye sight generally and muscular coordination of the eyes in particular, with a "Tele-binocular" machine.

Test results after the first year suggest that the program may be making a marked improvement in the students reading ability, though the principal says it is too early for the results to be conclusive. "The main advantage of the equipment," says Mr. Lee, "is that we now have more of a choice of techniques to help our students become good readers."

The eighth grade median reading score was 5.0 years in 1970; the eighth grade median was 5.5 years in 1971, which may indicate that there is a trend toward improvement. Equipment is supplied by the Educational Development Laboratories and the program is administered by the Chicago Board of Education.

Funds Frozen Again For Chicago Model Cities Program

Judge Richard B. Austin of the Federal Districts Court recently ordered a freeze on Chicago's $26 million in Model Cities funds allocated to the city.

In order to get the funds released, Judge said the city council will have to approve sites for 412 more public housing units in predominantly white areas of Chicago. Judge Austin's freeze order resulted from a motion by the Illinois Division of the American Civil Liberties Union. The ACLU asked for the fund freeze because the city had failed to meet the conditions of a May 12th "letter of intent" signed by the Mayor and officials of the Department of Housing and Urban Development. Those conditions were that the Federal funds would not be given to the city unless the City Council approved sites for 500 housing units by June 15, 350 more units by September 15 and sites for 850 additional units by December 15.

The city council already has approved sites for 288 units and now must approve 412 more before it gets the funds.
THE NEW ILLINOIS

STATE MODEL CITIES SUPPORT STAFF

LaMar D. Gentry
Kathleen Nelson
Jane Cloak
Bhikkhu Mahinda

Continued from page 1)

Following are some accomplishments of the State of Illinois in the year:
1. One of nine States out of 45 participating in Model Cities efforts receive a special contract based on past performance;
2. Placed (3) urban planners with CDAs (East St. Louis, Carbondale, and Rock Island);
3. Assisted Carbondale Model Cities to receive $101,000 in (314(D) Health Program;
4. Started a new innovative Urban Planning Program with a Model Cities known as the Alliance Program;
5. Para-professional Training Program for East St. Louis Model Cities Agency in conjunction with CDAs;
6. Officially established (15 member) State Inter-Agency Model Cities Coordinating Council;
7. Updated "Model Cities Resource Catalog";
8. Placed (1) para-professional in Carbondale and Rock Island Model Cities;

10. Published four editions of Model Cities Newsletter;
11. Held 2nd Annual Model Cities State Conference;
12. Have participated in every major HUD conference in past (2) years;
13. Assisted HEW in its development of HEW pre-applications to Model Cities;
14. Have reviewed the Model Cities First Year Action Plans of (Chicago, East St. Louis, Carbondale and Rock Island);
15. Developed State Model Cities leadman concept patterned after HUD leadman concept;
16. One of the five states out of 45 to have Model Cities Coordinator link to Governor's Office;
17. Assisted in a new $19 million plan to deliver day care services to 9,800 children living in low income area such as Model Cities target areas.

The future activities of the Model Cities State Support Unit will be to strengthen and refine Illinois" involvement in providing technical and financial assistance to the four Illinois CDAs (Chicago, East St. Louis, Carbondale and Rock Island) to enable them to plan, develop, and carry out comprehensive programs. The major emphasis of the 701 and 111(b) State Support Units will be to educate State officials about the Model Cities "process" as it involves State financing opportunities, and to increase access to Federal funds available through State government.

Working closely with the Office of Planning and Analysis (Governor's Office) the Model Cities State Support Unit will utilize the A-95 Review process to monitor potential programs in concert with the "Mayors Review and Sign-Off Power" under the new Planned Variation experience. The emphasis of the 701 and 111(b) State Support Units will be to provide the local Chief Executive with financial and technical information available from the State to assist in the Model Cities/Community Development process. The work program therefore reflects a close interworking relationship between the State Support Unit and the Office of Planning and Analysis as the State of Illinois proceeds to assist local Chief Executives to develop better managerial budget review and evaluation mechanisms within local government.
Illinois State Model Cities Conference met in capital to evaluate, up-date

Director Paul J. Wisner
Governor's Office of Human Resources

Director Robert J. Lehnhausen
Department of Local Government Affairs

Harvey E. Henderson
division director Model Cities

Alan Goldfarb, assistant regional administrator for Model Cities—HUD

Mayor David Keene
Carbondale

Representatives listen intently to conference speakers.
Model Cities staff "tooled up"

Restructuring intergovernmental relations is one of the basic objectives of the Model Cities program, according to Paul J. Wisner, director of the Governor's Office of Human Resources.

Yet in many instances, according to Wisner, the federal government has found it easier to deal directly with cities rather than through state agencies. This is partly due to the fact that most state governments had not been "tooled up" to deal effectively with urban federal programs.

This pattern was changed for Illinois when Gov. Richard B. Ogilvie created the Human Resources Office in January, 1969, Wisner explained. Within the GOHR division was created which was to have the Model Cities program as its total responsibility.

By mid-summer, 1970, the new division's efforts had merited national attention as Illinois was named one of four states awarded a one-year 111b State Assistance contract. Through this program technical assistance is provided to Model Cities to develop a mechanism to deal effectively with urban federal programs.

The Illinois 111b program has been closely intergrated with the State "701" Assistance Program according to Wisner. This program is also administered by the Model Cities division in conjunction with the Department of Local Government Affairs.

Through 111b funds, the model cities division has been able to hire three qualified planners to work as part of the City Demonstration Agency staff in East St. Louis, Carbondale, and Rock Island.

They are respectively: Larry Stoever, John Beverly and Vern Roberts. Over a one-year period, the state will reimburse the CDA $10,000 towards the salary of the additional staff person.

Due to the considerable difference in scope and size of the Model Cities program in Chicago, the CDA is utilizing its funds in a different fashion.

In order to accommodate the needs of both CDA staff and model neighborhood residents, the Chicago Model Cities staff drafted a "State-Metro Alliance for Urban Development Training program." This program provides for citizen and staff orientation as to the functions of both state government and state agencies as they relate to the model cities process.

Another component of the state assistance program is focused on para-professional training. Originally, individual training programs were to be designed for each of the cities. However, it was soon realized that resources—both technical and financial—were not available for an in-depth para-professional training program.

Carbondale and Rock Island are utilizing available funds to subsidize the salary of a resident para-professional planner.

Funds designated for East St. Louis are being used as matching monies for a "Para-professional in Urban Systems Training Program" administered by the Southern Illinois University, Edwardsville campus.

Through the 701 and 111b programs, the State Model Cities staff is attempting to bring about an effective means of coordination between the CDA and state agencies related to Model Cities.

In order to effectuate this coordination, the Model Cities division organized the State Inter-Agency Model Cities Coordinating Council (SIMCC) which held its first meeting in Springfield, Illinois, on September 17, 1970. Representatives from key model cities-related state agencies attended as did representatives from the four CDA's, Department of Housing and Urban Development, Health, Education and Welfare, the State Office of Economic Opportunity, CAMPS and SIMCC.


SIMCC members are responsible for reviewing all model cities documents, such as second action year plans and mid-year planning statements. In addition, representatives meet with local CDA staffs in the Model Cities areas throughout the state.

It is hoped that at meetings involving the state representatives and their local counterparts with Model Cities personnel that the problem facing both the local state agency and the CDA will be resolved. Additional meetings are currently being started with various sub-committees of the (SIMCC) to carry out these functions.

The state used various methods to advise the City Demonstration Agency about innovations and successful practices in specific areas throughout the state. These practices relate to Model Cities and can identify sources of assistance for model cities.

The SIMCC is one means by which this can and should be accomplished. However, the Model Cities division has adopted a second mechanism by which

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Health care for disadvantaged developed in Carbondale

Cross and Blue Shield, the Carbondale Model Cities Agency and the Board of Governors of Governors have jointly developed a practical health care plan for disadvantaged families in the Carbondale area.

The program is a cooperative group practice plan with the Carbondale Model Cities Agency and the Doctors Memorial Hospital of Carbondale with Blue Cross and Shield the administrator.

Families chosen for the experiment are those who qualify for public assistance programs, yet their incomes are low enough to make the cost of needed health care prohibitive," Lamar Gentry Model Cities Specialist, explained.

Gentry said the experiment made health care coverage available effective Feb. 18 to selected families. Additional households may be enrolled at a later date, Gentry said.

Coverage will extend through Aug. 31 or beyond, if additional funds are available, he added.

Any funds paid into the project which are in excess of the amounts paid out by health care benefits, less an administration fee, will be refunded to Carbondale Model Cities Agency for investment in the Model Cities program, Gentry said.

He explained that, "the families enrolled will have the option of choosing a group practice plan through the Carbondale Model Cities Clinic or the traditional Blue Shield for service program. Both plans provide a broad scope of health care services including physical examinations, care of newborn infants, baby care, outpatient diagnostic tests, and 24-hour treatment on an emergency nature. Also included are all prescription drugs and some frequently used over the counter medications."

The Carbondale Clinic will provide the full scope of professional services to all participants in the project selecting the group practice plan, Gentry said. Blue Shield will pay for these services on a capitation basis and clinic physicians will in turn take care of virtually all of the professional medical needs of the families, he added.

The Doctors Memorial Hospital of Carbondale will be the primary source of hospital care to all families participating in the experiments. The hospital will be reimbursed by Blue Cross on the basis of pre-established rates, Gentry said.

The City of Carbondale is conducting this program under a Model Cities demonstration grant pursuant to Title I of the Demonstration Cities and Metropolitan Development Act of 1966. The grant is being supervised by the Department of Housing and Urban Development.

One of the projects in the program is the establishment of a Comprehensive Health Service Center in the Model Neighborhood. The funds for this project are furnished from the HUD grant through a contract between the City of Carbondale and the Board of Governors of Governors of Attucks School. This contract became effective September 30, 1970 and extends to August 31, 1971. In addition, the Illinois Department of Public Health is demonstrating its "commitment" to this program through staff assistance and a $100,000 314(d) Grant that finances the staffing of the center, Gentry said.

In addition to the Prepaid Medical Plan program and other community health services, the Center will serve as an entry point into the health care system.

Nurses will provide basic first aid services, routine immunizations, assist the patient in evaluating his complaints and in making arrangements to receive further medical care.

Home health aides and nurses will provide follow-up services to Male Neighborhood residents who are referred by physicians. One of the most important functions the center will serve is to screen patient needs and thus control utilization of health services, Gentry explained.

The Comprehensive Health Service is making dental services available five days a week and will soon have a Well Baby Conference Program, he added.

All of these programs are part of the Model Cities effort to coordinate health and social services delivery in the Model Neighborhood and by doing so make a significant impact on the quality of life for Model Neighborhood residents.

Model Cities Staff—Rear: LaMar D. Gentry, Model Cities Specialist for Evaluation and Public Relations; Nancy Schaeffer, Model Cities Specialist for Program Development.

Front: Harvey E. Henderson, Director for Model Cities; Kathleen Nelson, Model Cities Specialist for Research and Planning.
Annual Illinois State

Over one hundred representatives from various federal, state and local agencies met to evaluate the up-date the Model Cities effort in Illinois at the second annual Illinois State Model Cities Conference held Feb. 16-17 at the Sheraton Inn in Springfield.

Paul J. Wisner, director of the Governor's Office of Human Resources welcomed the representatives to the conference. Also participating in the opening remarks were: Robert J. Lehnhausen, director, Department of Local Government Affairs; and Harvey E. Henderson, divisional director of Model Cities.

Those agencies represented at the conference included: the U.S. Department of Housing and Urban Development; the U.S. Department of Health, Education and Welfare; OEO, Law Enforcement Assistance Administration; Governor's Office of Human Resources; Local Government Affairs; City Demonstration Agency; State Inter-Agency Model Cities Coordinating Council (SIMCC); State Model Cities Coordinators from Ohio, Wisconsin, Michigan and Connecticut; Illinois State Employment Service; Illinois Department of Public Aid, and the Illinois Law Enforcement Commission.

Insight into the programs of other states involved in the Model Cities process was brought out in a panel discussion moderated by Elizabeth Tapscott, Human Resources State Coordinator, from regional HUD. Panelists were: Robert Mero, Connecticut; Barry Mastrine, Ohio; Edward Benson, Michigan and Jay Gilmer, Wisconsin.

Each Model Cities' coordinator discussed his state's role of supplying financial and technical assistance in the new state-city relationship to bring about a more effective utilization of federal and state funds impacting on model cities target areas.

In some cases similar views were pin-pointed: For example, Wisconsin and Illinois have both produced a catalog depicting state programs that would augment local Model City efforts. Illinois and Connecticut have developed a similar (SIMCC) program.

Most states represented on the panel discussion presented various techniques to carry out this role.

Workshops Evaluate State's Role

Richard Verville, director, HEW Center for Community Planning, addressed the delegation at the afternoon ses-
Cities Conference

The remaining part of the afternoon was spent in workshops designed to evaluate the role of the Model Cities in regard to line agency response, delivery system and financial aspects of state involvement.

Much of the data gathered from these sessions will be used to strengthen the state's future involvement in the Model Cities process, Wisner said.

David Keene, mayor of Carbondale, impressed many with views on "How City Hall Views the Model Cities Program." As part of the opening session Wednesday, Alan Goldfarb, Regional HUD; Jerry Bennett, National HEW; Robert Ford, Regional OEO; John Quillin, SEEO and Thomas Kirkpatrick, LEAA, provided additional viewpoint on their agencies' commitments to Model Cities.

Donald Dodge, director, Office of Program Development, was the principal speaker at the first day session's opening banquet.

Local agencies respond

Illinois State Employment Service, Illinois Department of Public Aid and the Illinois Law Enforcement Commission were discussed in three separate workshops that brought together representatives from those agencies with the local CDA agencies. These sessions allowed state agencies from other Model City areas to view the problems that the CDA's encounter as they seek financial and technical assistance, Kate Nelson said. This session also allowed the CDA to get a better indication of what the communication gaps were, so that interaction could be improved between their respective agencies.

The conference on a whole provided serious interaction between federal, state and local officials so that problems, where they existed, could at least be identified and mechanisms developed to combat them, Henderson added.

Follow-up most important

The follow-up will be the most important, according to Henderson. He said: "Ideas tossed back and forth must be evaluated and brought into their proper perspective. All levels must put their heads together and seek better means to improve the quality of life in Illinois and across the nation."
Reception held for pre-paid health program

A ribbon cutting ceremony followed by a contract signing and reception was held Feb. 25 at the Attucks Multi-Purpose Service center in Carbondale.

Those in attendance included: Dr. Franklin Yoder, director, Illinois Department of Public Health; Harvey E. Henderson, Model Cities division director, Governor's Office of Human Resources; David Keene, Carbondale mayor; Frank Kirk, Carbondale Model cities chief planner, Don Raino, Blue Cross Blue Shield Insurance Co. coordinator of programs;

Henry Bell, Jr., director, Multi-Purpose Service Center; Roy Phillip, physician, Doctors Clinic, and William Schmidt, Carbondale city manager.

Others in attendance included: Dr. Rosellen Cohnberg, Medical Coordinator Ill. Dept. of Public Health; Rev. Walter Bowie, Jr., Rockhill Baptist Church; Dr. John Amadio, Administrator Jackson County Public Health Department; Thurman Brooks, Administrative Assistant University Services to Carbondale; Mrs. Hazel LeFevre, Director Comprehensive Health Services; Robert A. Stalls, Director Carbondale Model Cities; Margaret Nesbitt, President, Northeast Congress; Mel Sparlin, Representative of Blue Cross-Blue Shield Insurance Company; and Harry Laimore, Director Carbondale Park District.

Top—Trainees confer with Kate Nelson on Specialist assigned to Chicago.

Middle—Citizen and CDA staff members in attendance.

Bottom—Views exchanged between local and state M.C. staff.
Chicago staff visits Springfield to view state government

Chicago Model Cities staff and Model Area Council members traveled to Springfield Feb. 2-3 to get a first-hand view of how state government functions in Illinois.

This was the second phase of a training program designed to acquaint the State-Metro trainees with state agency personnel and available state resources while, at the same time, acquainting state agencies with Model Neighborhood problems.

The first phase of the State-Metro Training Program began with an evening session Jan. 26, in the Chicago Model Cities offices. At that time the group was addressed by Erwin A. France, Chicago CDA director; Madison Brown, Con-Cen delegate; Harvey E. Henderson, divisional director, Model Cities, and Arnold Levy, chief planner, Chicago CDA.

The Springfield phase of the training program began with a session where staff members of the Governor's Office of Human Resources presented a chart and explained the functions of executive agencies.

Waverly Clanton, GOHR deputy director, Floyd Barlow, Director, Governor's Branch Office, and Harvey E. Henderson, divisional director of Model Cities, conducted the session and answered questions posed by the audience.

Robert Duncan, a member of the State Inter-Agency Model Cities Coordinating Council (SIMCC), elaborated on the State Employment Service activities in the Model Neighborhoods. The general programs of state agencies involved in day-care education, manpower, local government affairs, mental health and public-aid were also discussed.

According to Henderson, many model area members aired complaints about how state agencies were operating in the neighborhoods. These criticisms will be used as a base to draw up the agendas for individual agency follow-up workshops in Chicago.

Senate pro tem Cecil A. Partee was the main speaker at the evening session's State-Metro dinner. He described the failure of many state legislatures to deal effectively with urban problems through a lack of financial support to central cities. The dinner was attended by many representatives and senators from Chicago.

In the second day of the session, participants met for an explanation of agency programs and then toured the Old State Capitol and Lincoln's Home.

Henderson said the follow-up sessions with local state agency representatives will deal with the operation of programs in the Target Areas. Details concerning the types of programs, their funding policies, guidelines and timetables will be explained at that time.

GOHR Deputy Director, Waverly Clanton, and other staff members answered questions posed by the audience during a Springfield session.
Rock Island Model Cities "in action"

There is a crushed rock driveway at the rear of 1322 3rd Ave., Rock Island, where there used to be a mud path. L.C. and Bernice Morrow, who own the property, paid $6 for the material. The work was done by the Rock Island Economic Development Corporation (EDC). By the time the quagmire was covered there were at least three Model Cities agencies involved.

An outreach worker from Project NOW, Betty Forte, made the original contact. She recognized the need. L.C. Morrow is totally blind. Mrs. Morrow recently had a back operation. The rugged terrain which was their backyard was difficult for both to navigate. Betty referred the couple to EDC. And EDC carried the ball from there.

The Environmental Sanitation agency of Model Cities loaned a dump truck and a driver to transport the crushed rock. The EDC provided landscape workers.

Don Edwards, landscape coordinator for EDC, said that too few know what EDC and Model Cities is all about.

"We would like to have people turning the doors," he said, "not with any violent intet, of course, but simply to let the agency know about needs the Model Cities residents."

The goal of EDC, Edwards said, is to aid Model Neighborhood residents in achieving "a higher, better, quality of life."

The corporation, he explained, can provide resources and direction, but only if it is clear to the residents what the company is and how they work.

The landscaping component, Edwards indicated, is one of five in EDC.

The other four are industrial development, housing, small business and employment.

Landscaping is important both directly and indirectly, according to the coordinator.

The direct benefit to residents like the Morrows is obvious. What was an untenable situation for the two, whose only income is Social Security, has now become more manageable. L.C. Morrow can now take walks in his yard, without hazards underfoot. Mrs. Morrow now can get the family car out during the muddy spring and the more treacherous winter.

Edwards explained the indirect benefit: "Attitudes of people are altered, when they realize that someone is earnestly and sincerely looking out for their best interest and working in their behalf."

"Not Give-Away"

Edwards was quick to explain that EDC is not a give-away program.

"Everybody must realize," he said, "that nobody is going to get something for nothing."

From their limited funds, the Morrows, for example paid $6 for materials.

Returning to the theme of altered attitudes, Edwards said: "One of the biggest problems in the Model neighborhood, is that people feel alone. Many feel that they are at a dead end, that nothing is going to get any better —

because they feel they have no influence."

Yet Edwards indicated that avenues can be opened up, the dead end can be cleared.

"People can make their influence felt."

"If the corporation can help, if people will come to the office at 518 6th St., Rock Island," he asserted, "landscaping help is available to all Model neighborhood residents, as it was to the Morrows."

Through its industrial development component, the corporation is working to develop new industry.

Through its small business section, the corporation offers credit counseling and is obligated to process applications to the Small Business Administration.

The housing section can help residents, Edwards said, to find housing or to improve existing quarters.

And the employment unit works to develop jobs.

Edwards, however, made it clear, that there is no secret box of jobs available. The corporation acts as a go-between and a developer.

If a job seeker is not ready for employment, then the agency will help him to get training.

Through the five components, Edwards said, the corporation helps the people to reach for and obtain "a higher quality of life."
The dissertation submitted by Marcella A. Kirk has been read and approved by members of the School of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

Dec. 25, 1972

Date

Signature of Adviser