

Report Digest

TECHNICAL ASSISTANCE PROGRAM
to the
LEARNING INSTITUTE OF NORTH CAROLINA
(March 15, 1966, \$82,473.00)

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LINC

The Technical Assistance grant from The North Carolina Fund Board to the Learning Institute of North Carolina was an effort to enable North Carolina communities to take maximum advantage of the Elementary and Secondary Education Act and other federal education legislative funds.

Three technical assistants were employed in this project, one specialist in each of three areas, pre-school, reading, and adult basic education. The first two project components related to public school needs and were conducted by LINC. The third, adult basic education, was sub-contracted to North Carolina State University, Department of Adult Education on a two-year agreement, with LINC adding other funds to the North Carolina Fund grant. This project was a cooperative effort with the North Carolina Community Colleges through which the services of the specialist were delivered.

A specialist for the pre-school component was hard to find and this position remained unfilled until January, 1967, although LINC staff members conducted some activity. The specialist for the reading phase began work in June, 1966. The adult basic education component was transferred to North Carolina State University in May, 1966. A specialist was employed, and that project was initiated by July 1, 1966.

Technical Assistance Program Pre-School Component

The CSIP summer effort in pre-school education was replaced by Head-start when the latter program became generally available. These were among the first general public efforts in pre-school service for North Carolina. There were few teachers available with the specialized training desired for pre-school education. The North Carolina Fund and LINC recognized a need

to provide the missing technical service, and the pre-school component of the TAP grant was planned to fill that need.

Among the activities and findings of the pre-school component are the following.

(1) During the summer of 1966, a team of consultants was employed and did a study of 20 Community Action Agency Child Development Centers in different parts of the state.

(2) Many well-trained teachers were found in these centers with training in elementary education but not pre-school education.

(3) Beginning in March 1967, 26 five-hour workshops were held for 75 pre-school employees of Community Action Programs.

(4) Consulting service was given to several other groups.

(5) As a result of the TAP pre-school component, LINC planned and OEO made a grant of \$227,000 to begin a pre-school demonstration in Greensboro. This will provide in-service training for personnel presently working in pre-school centers and will serve 45 pre-school children.

Technical Assistance Program Reading Component

The primary purposes for the TAP project in reading were (1) to aid North Carolina Public School Units in the design and development of proposals for funding under the ESEA and other Federal acts and (2) to provide assistance in the design of new and innovative approaches to reading.

Under the direction of the specialist employed by LINC, this TAP component conducted a number of in-service workshops, seminars, and conferences on reading. These conferences involved Community Action personnel, reading supervisors, public school administrators, reading teachers, college consultants, and members of the North Carolina Department of Public Instruction.

College and University personnel who teach extension courses in reading also participated. Emphasis was given to pre-school, primary, elementary, and secondary levels of reading. A special conference was conducted on experimental approaches for teaching reading to the mentally retarded.

New tools and techniques in reading were stressed, among them the Syracuse University films for use in the teaching of reading in secondary schools. Two television programs dealing with reading in the secondary schools were written and produced for the N. C. Department of Public Instruction.

The TAP specialist assisted in the development of a Title III (ESEA) proposal in reading. This was submitted by the Greensboro City Schools, funded for three years (\$600,000) and will immediately serve the 21 public school administrative units of the fifth North Carolina Educational District. This is an in-service education reading project for public school teachers and will serve over 2,000 pre-school and elementary teachers each year.

The TAP specialist in reading has worked with over 2,200 teachers, administrators, and college personnel during the program's 15 months of operation.

Technical Assistance Program Adult Basic Education

North Carolina State University — Department of Adult Education

(abstract)

The project, "Training, Development, and Research in Basic Education for Adults," was initiated July 1, 1966, by the Department of Adult Education at North Carolina State University. The project was funded by the Learning Institute of North Carolina with a grant of \$27,500 from the North Carolina Fund and \$24,069 from LINC. The project was designed to help meet the social and educational needs of undereducated adults in North Carolina through training present and prospective Adult Basic Education personnel, developing

educational materials especially designed for the target audience, and researching problems associated with the undereducated adult population.

The accomplishments of the project for the period July 1, 1966, through June 30, 1967, were:

North Carolina State University became the first university in the nation to have a staff devoting full time to research, training, and development in Adult Basic Education. The University remains as one of the nine national centers for the study of Adult Basic Education.

Adult Basic Education became an integral component of the Department of Adult Education's program. A special course entitled "Concepts and Principles of Understanding and Motivating the Culturally Deprived" was developed as a component of the Department's course offerings. Four of the regular staff members in the Department have developed a high degree of expertise in content areas related to the undereducated adult population.

In cooperation with the North Carolina Department of Community Colleges, a statewide teacher-training program was developed for teachers and teacher trainers in Adult Basic Education. More than 800 North Carolina teachers and teacher trainers have participated in the program.

A library of curriculum materials was developed for Adult Basic Education programs.

Two reading programs for adults were co-authored and published by the Project Director.

Two major longitudinal research projects in Adult Basic Education were developed and initiated. The funding of these two research projects will amount to \$1,700,000 over a five-year period.

A number of graduate students working on the project have become involved in major research and developmental projects. Two former graduate students have accepted university faculty research appointments in Adult Basic Education.

The establishment of the project enabled the University to receive grants for two National Teacher-Trainer Institutes. Two-hundred and twenty (220) teacher trainers participated.

Modern educational technology and other innovative techniques have been introduced in Adult Basic Education programs.

The activities of the project have been seriously curtailed due to lack of funds for the second year of operation.

BUDGET PLANNED FOR PROJECT

July 1, 1966 — June 30, 1968

(Planned by LINC and North Carolina State University - Department of Adult Education)

<u>Items</u>	<u>1966-67</u>	<u>1967-68</u>
Personnel	\$31,136.00	\$31,636.00
Matching	2,633.00	2,688.00
Supporting Services	<u>17,800.00</u>	<u>12,300.00</u>
TOTAL	<u>\$51,596.00</u>	<u>\$46,624.00</u>

Youth Educational Services

Tutorial Project

The North Carolina Fund education-demonstration projects have generally been funded through another organization. This is the nature of the support given to Youth Educational Services which was originally funded directly and later through LINC.

YES proposed the development of a volunteer tutoring system for under-achieving public school students. The tutors were to be young college adults, some of whom had recently finished a four-year college program and some of whom had not. Part of the project was a plan to extend involvement to secondary school students who would act as tutors of lower grade level public school students. YES also planned to give emphasis to the development of local leaders. The energies and interests of these tutors were to be directed toward individual problem solving on a one-to-one basis.

The initial idea, supported by LINC and The North Carolina Fund, resulted in YES getting a larger budget from other sources than from either LINC or The North Carolina Fund. Support has come, for the entire three-year period, (1965-68) from the Fund For The Advancement of Education (Ford Foundation)—\$30,000, The Council of the Southern Mountains—\$3,419, The Advancement School—\$2,000, The Office of Economic Opportunity—\$274,359, Learning Institute of North Carolina—\$24,010, and The North Carolina Fund—\$39,405.18.

Near the end of the Fund's grant to YES, the Fund requested an evaluation by outside consultants.

The consultants reported that:

(1) Tutors had shown significant improvement in their own school grades. A majority of the tutees interviewed were "A" and "B" students when they entered tutoring and reported no general improvement in school grades.

(2) Negro teachers and parents alike are overly impressed with the project and think it is helping the youth.

(3) YES has set the stage for creative and independent thinking among its tutors but has not exploited its opportunity.

(4) The tutoring approach has the potentiality to bridge the gap between Caucasian and Negro youth who have been assigned to poorer elementary schools.

(5) YES central staff and local staffs have begun to help local people identify community problems.

(6) Local communities are aware of YES's presence, and it is to the credit of those local agencies which are not helping that they at least do not prevent the operation of the YES tutorial project.

(7) YES's greatest long-term potential to the local area is building up a cadre of local, well trained leaders among those who are tutors.

There are several weaknesses of YES as identified by the consultant team. Among these are:

(1) The central administrative structure of YES is weak.

(2) There is no meaningful pre-service and in-service training program for the YES field staff.

(3) YES is not exploiting the opportunity to be creative or to uncover new teaching techniques.

(4) The recruitment of tutors needs serious tightening up and coordination. There is no screening of tutors, no regular or uniform reporting of successful tutoring techniques to the central offices.

(5) There is no set policy on recruitment of tutees. The policy seems to be that whoever will may come. The youth who need help the most are not getting the tutoring.

(6) YES has no objective method of evaluating the progress of tutors or tutees.

(7) There is ineffective use and distribution of labor. The tutors are tutoring in nearly every case on a one-to-one basis—one tutor to one tutee.

(8) There is no effective counseling and guidance component built into the program.