

A DESCRIPTION OF THE DEVELOPMENT OF A  
TITLE III PROGRAM AND ITS IMPACT  
ON A SCHOOL DISTRICT

By

Oren M. Terrill

Bachelor of Science  
Northeastern State College  
Tahlequah, Oklahoma  
1936

Master of Science  
Oklahoma State University  
Stillwater, Oklahoma  
1941

Submitted to the faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the degree of  
SPECIALIST IN EDUCATION  
May, 1968

Thesis

1968

T326d

cap. 3

OKLAHOMA  
STATE UNIVERSITY  
LIBRARY  
APR 21 1969

A DESCRIPTION OF THE DEVELOPMENT OF A  
TITLE III PROGRAM AND ITS IMPACT  
ON A SCHOOL DISTRICT

Thesis Approved:

H. E. Johnson  
Thesis Adviser

Richard R. Jungers

Guy R. Donnell

D. D. Durham  
Dean of the Graduate Collège

708653

## PREFACE

Recent years have brought an upsurge of interest and concern among school administrators and others regarding the specialized services that are necessary for providing sound educational programs. In response to this need a portion of the funds under the Elementary and Secondary School Act of 1965 was allocated to encourage the establishment and implementation of innovative and exemplary programs and services in the public elementary and secondary schools.

Prominent among the problem areas emphasized was the organization and administration of special services for meeting the needs of pupils not being met under existing school programs. Realizing that this complex problem was not subject to ready-made solutions, and with due consideration given to variations in school and community conditions, schools were encouraged to develop solutions to meet their particular needs.

Title III of the Elementary and Secondary School Act was established to give financial assistance for the development of supplementary educational centers and services. The program was designed to serve three basic functions: (1) To improve education by enabling a community to provide services which were not available to the children on a local basis, (2) to raise the quality of educational services already offered, and (3) to stimulate and assist in the development and establishment of exemplary elementary and secondary school

educational programs to serve as models for regular school programs. Inherent in the development of such a project was the use of lay groups within the community to assist in formulation and implementation.

Sincere appreciation is extended to Dr. Helmer Sorenson, Dean, College of Education, Oklahoma State University, for his encouragement and helpful suggestions, and to Dr. William Riddle, Director, Osage County Special Services Center and his staff, for their help in the planning and development of this report. My appreciation is also extended to the many others who helped in various ways.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
II. TITLE III: SUPPLEMENTARY SERVICES . . . . .	8
III. DEVELOPMENT OF PLANS . . . . .	14
Early Stages . . . . .	14
Gathering Data. . . . .	15
Lay Committee . . . . .	17
Consultants . . . . .	18
Analyzing Data. . . . .	20
Writing the Proposal. . . . .	21
Securing Approval . . . . .	25
IV. IMPLEMENTATION . . . . .	26
Securing Personnel. . . . .	26
Staff Organization. . . . .	27
Launching the Program . . . . .	27
Psychological Services. . . . .	29
Reading Program . . . . .	33
Hearing and Speech Program. . . . .	35
Summary . . . . .	37
V. BENEFITS, PROBLEMS, RECOMMENDATIONS. . . . .	40
Evaluation. . . . .	40
SELECTED BIBLIOGRAPHY . . . . .	50
APPENDIXES. . . . .	51

## CHAPTER I

### INTRODUCTION

As the chief administrative officer of the school district, the superintendent of schools is faced with a complexity of problems. Not only must he contend with budgets, transportation, new directions in mathematics, science, and other areas, but with the passage of the Elementary and Secondary School Act of 1965, and other federal programs, he now faces new problems and expanded opportunities.

The new federal programs brought a maze of guidelines, calling for specific information on applications, which had to be understood and completed within a certain time limit. This was a new experience for the administrator. Previously, he was usually concerned with a limited budget which forced curtailment or elimination of needed school services. Now, suddenly, he was faced with the problem of writing a program to include services not offered before. He found himself stimulated and encouraged to develop imaginative and innovative programs.

This study will attempt to give a detailed description of the steps involved in securing and implementing a Title III program of special services and an analysis of the impact on one school district which was involved.

The accomplishments of the Eighty-Ninth Congress are quite impressive. It gave high priority to education and authorized more

than a billion dollars annually to improving education for children. Most of the recently enacted federal legislation affecting elementary and secondary education provided an opportunity for the public schools to broaden their services in order that they might contribute more effectively to the solution of national problems such as technological unemployment, national defense, and poverty. It also invited the schools to use different and new approaches in the solution of problems and encouraged new organizational patterns, new teaching methods and techniques, and new and different emphasis toward the treatment and solution of problems.

Federal funds paid to elementary and secondary schools and other educational programs authorized by Congress to date were not intended primarily to upgrade teachers' salaries or to provide financial support to the total school program. General financial assistance to the total elementary and secondary school system was not the purpose of the Elementary and Secondary School Act of 1965.

The failure of the Eighty-Ninth Congress to pass school legislation of a general nature can probably be attributed in part to the fundamental controversy concerning the division of responsibility between the federal government, the states, and the local units of government. Conflicting interpretations of the general welfare clause in the light of the Tenth Amendment, reserving to the state, or the people, powers not delegated to the United States, have played an important role in shaping the federal educational policy. A variety of views and interpretations have been made in the past by our presidents and Congress concerning this issue. From the passage of the Morrill Act in 1862 down



to the present time the federal government has evidenced a growing interest and concern for education. Traditionally the role of the federal government in the partnership for support of public education has been noncoercive and supplementary. Except for enforcement of the Constitution and enforcement of federal policies pertaining to issues such as civil rights, federal action is limited to advice and financial contributions--both of which may be rejected.

The concern for education by the federal government is related to national needs and tends to focus its attention upon selected aspects of the school program, leaving the problem of balancing the local educational program to the state and local district. The local school board is concerned with the total program ranging from reading instruction, guidance, programs for gifted youngsters, library services, adult education, buildings, and others. Basic policies concerning class size and salary schedules, each having an impact on the budget, must be adopted. Arrangements must be made to plan and finance the construction of new buildings. Each competing demand must be weighted against the local tax rates needed to finance it. Thus the local board through its chief executive officer, the school superintendent, must deal with the difficult situation of budget making for the total program and the realities of providing needed programs and services for children. A helping hand was extended to them by the Eighty-Ninth Congress. Title III of the Elementary and Secondary School Act provided an allocation to the State of Oklahoma of \$1,322,315.00 for the fiscal year 1966. At the same time, the broad educational act carried programs and guidelines necessary to implement Title I, a program for

educationally deprived student, and Title II, for library and related materials resources.

Other federal acts and programs with which the schools were involved or which became available to them included:

1. The new Vocational Education Act (PL 88-210).
2. The Manpower Development and Training Act (PL 87-415).
3. The Adult Education Act of 1966.
4. The Impacted Area Legislation (PL 81-815 and PL 81-874).
5. Civil Rights Act of 1964.
6. Surplus Property and Administration Services Act of 1949  
(Surplus Property Act - PL 81-152).
7. National Defense Act of 1958, as amended (PL 85-864).
8. Educational Television Facilities Programs.
9. Other programs such as Head Start, National Youth Corp,  
Adult Programs, Job Corps.

Title III of the Elementary and Secondary School Act was a federal-local government grant program. Funds were not available to state agencies. However, the State Department of Education was required to screen applications and recommend projects. Applications were to be forwarded through the state agency to the United States Office of Education.

Title III, Projects to Advance Creativity in Education, was primarily concerned with problems of national interest - equalizing educational opportunities, planning for metropolitan areas, meeting the needs of rural communities, coordinating all community resources. It was designed to stimulate and assist in:

1. Supplementing existing educational services.
2. Providing better services than were now available.
3. Developing exemplary school programs.

Each center or service was to be tailored to the specific needs of the community or broader area. The genius of Title III seemed to be its emphasis on local planning, the use of lay committees in identifying needs, the lack of restrictions which tended to encourage creativity, and new approaches to solving educational problems.

It seemed to those helping to plan a project for Osage County that the key to the successful development of a program in the community might be found in the selection and use of a lay committee. The committee as chosen involved persons broadly representative of the cultural and educational resources of the area and included the best people available. Therefore, an attempt was made to include people with vested interests, definite views or conflicting interests. With such involvement it was hoped that the final program would serve to create community support and acceptance.

Osage County, the area served by a project under Title III, is the original Osage Indian Reservation in Oklahoma. It has an area of more than 2,300 square miles. Approximately 25 per cent of the area is owned by the original Osage Allottee or heirs. Sparse population and isolated areas have created unfilled educational and cultural needs which this program was designed to alleviate. The population of the area is heterogenous and includes approximately 20 per cent Osage and other Indian tribes. The oil industry, now declining, and the cattle ranching industry have attracted people from a great number of states.

There were no programs within the county which provided more than the bare minimum toward the educational and cultural development. With the exception of Pawhuska and Hominy, all other communities in the county fall below the 2,500 population mark which is used by the Census Bureau as a criterion to classify population as rural rather than urban.

The county area, which is greater than that of the state of Rhode Island, has been a factor contributing to the continued operation of a large number of school districts, many of which are large in area but small in population. A total of twenty-eight separate public school districts and one parochial organization operate schools in the county. The State Department of Education delineates certain minimum standards which all schools in the county meet. However, provisions for meeting the acute and growing needs for broad educational attainment were very limited. The county has no health department. The schools were able to provide only a meager program in counseling and guidance, none of which was available for the elementary students. Services in the fields of diagnostic and remedial reading, hearing and speech correction, psychological treatment, programs for accelerated and retarded children, humanities, fine arts and cultural development were virtually nonexistent.

Pawhuska, the county seat, population 5,414, is 60 miles from any center where the educational services needed and desired were available. Even though the Pawhuska School has the largest enrollment in the county, the services enumerated above were quite meager. The assessed valuation per student in Pawhuska was less than \$4,000. The population

in Pawhuska has remained steady over the past few years while the population of the county has declined.

Much descriptive material produced after the passage of the Elementary and Secondary School Act outlined the purposes, goals, and requirements of Title III and also offered suggestions for making an application. Very little of what had been written offered detailed procedure for actual preparation and submission of an application. It is hoped that an analysis of preliminary preparation, implementation, and operation of a program proposal along with an evaluation of the program will be helpful to others who might consider such a project.

## CHAPTER II

### TITLE III: SUPPLEMENTARY SERVICES

Central to the American philosophy of education is the concept that each child should be given an opportunity to develop to the limit of his potential. Most school administrators know that in certain sections of our country through lack of funds, which might be caused by geographic location, lack of natural resources, and other reasons, this opportunity does not exist.

The federal aid to education exemplified in the Elementary and Secondary Education Act of which Title III is a division, grew out of a concern on the part of Congress to improve the quality of educational opportunity for American youth. It was designed to stimulate and assist communities to marshal their resources, to study their needs, and to adopt programs to meet those needs. Innovative and exemplary ideas were encouraged for the purpose of improving and enriching the quality of education.

Nolan Estes, Deputy Associate Commissioner, Bureau of Elementary and Secondary Education, U. S. Office of Education, states the goals of the Title III section, known as PACE (Projects to Advance Creativity in Education) as follows:

This program encourages school districts to develop imaginative solutions to their educational problems. Goals of PACE are to translate the latest knowledge about teaching and learning into wide spread educational practice and to create an awareness of new, high quality programs and services that can be incorporated in school

programs. Therefore, projects may be developed which invent a creative solution to a problem or which demonstrate a model program that might be suitable for wide spread use or which adapt a vitally needed, high quality program to local requirements. The emphasis, however, is on innovation and model programs.<sup>1</sup>

The Act was to be administered by the Department of Health, Education and Welfare through the United States Office of Education. It provided for the establishment of an advisory committee on Supplementary Educational Centers and Services, consisting of the U. S. Commissioner of Education as chairman, and eight members appointed by the Commissioner with the approval of the Secretary of Health, Education and Welfare. The Act stated that the Advisory Committee shall advise the Commissioner:

1. on the action to be taken with regard to each application under this title, and
2. in the preparation of general regulations and with respect to policy matters arising in the administration of the title, including the development of criteria for approval of applications.

The advisory committee created in accordance with provisions of the Act decided to give priority to innovative and exemplary educational programs. Consequently, high priority was to be given to projects for planning grants, and low priority was to be given to purchasing equipment or construction of facilities. Projects submitted could be for planning or for operational grants.

Under present provisions only local educational agencies are eligible to apply. These include: local boards of education or any

---

<sup>1</sup>Nolan Estes, "Title III of ESEA Offers Encouragement for Innovation," NEA Journal, Vol. 55, No. 9 (December, 1966) p. 30.

other public authority legally constituted within a state for administrative control of public elementary or secondary schools.

Local educational agencies were encouraged to involve other educational and cultural agencies in the planning of their project applications. Though they may develop their applications in cooperation with other agencies, the local educational agency must serve as the applicant and must administer, control, and supervise the proposed project.

The projects were to be approved by the U. S. Commissioner of Education with the advice of the eight member Advisory Committee, following a review and recommendations by the State Educational Agencies. In addition, the projects were evaluated by teams of outside consultants who served as readers. There were 217 projects approved out of approximately 746 proposals submitted from local agencies by November 10, 1965, the first deadline date for submitting proposals.

Applications were to be sent to: Division of Supplementary Plans and Centers, U. S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202. With each application must be assurances that persons broadly representative of the cultural and educational resources of the area to be served have participated in planning and will participate in developing and carrying out of programs. Such resources may include the State Educational Agency, institutions of higher education, non-profit private schools, educational laboratories and research centers, professional associations, libraries, museums, and other cultural resources.

On May 11, 1965, the President signed into law the Elementary and Secondary Education Act of 1965. On this same day the U. S. Office of



Education mailed an advance notice to all school districts. The purpose of the letter was to:

. . . give the entire educational community information explaining what it should be doing until the benefit of this act became available at the local level.<sup>2</sup>

Concerning Title III the letter continued further stating:

Under this title, grants are made by the U. S. Commissioner of Education to a local public educational agency or agencies. A grant may be used for: (1) planning and other preliminary steps leading to the development of programs for supplementary educational activities and services; and (2) the establishment, maintenance, and operation of programs. . . .

Activities in which local educational agencies may wish to engage in preparation for this title are:

1. Survey the educational needs of the school district or districts to determine where such funds may be appropriately applied.
2. Determine which educational activities are most appropriate to concentrate on first.
3. Determine the new ideas of teaching, learning, and school activities and services which would be worthy of investigation and placing in operation.<sup>3</sup>

Included with the above announcement was a notice giving the names and addresses of persons who would provide further information.

An article in the April, 1965, issue of the American Education magazine, a publication of the U. S. Department of Health, Education and Welfare, concerning the Title III provision of the act said:

---

<sup>2</sup>U. S. Department of Health, Education and Welfare, Revised Calendar of Critical Dates for the Administration of Title III, Elementary and Secondary Education Act, PL 89-10 (December, 1965).

<sup>3</sup>Ibid.

Among the variety of supplementary services that make the difference between a poor school and a good school are special instruction in science, languages, music, and the arts; counseling and guidance; health and social work; access to such resources as technical institutes, museums, art galleries, and theaters; and the availability of informal model innovative programs to serve as stimuli to local planning and operations.

Seventy per cent of the Nation's public secondary schools have no language laboratories. Seventy-five per cent of our elementary schools do not have services of a guidance counselor as often as once a week. Model programs have traditionally been developed only in communities with extraordinary financial capacity and strong commitment to education.

Many other examples of uneven distribution and inconsistent quality of educational, scientific, and cultural resources could be cited. Enrichment of the curriculum of elementary and secondary schools through supplementary services is essential.

Provisions: Title III authorizes \$100,000,000 for supplementary educational centers and services. The program would serve three basic functions: (1) To improve education by enabling a community to provide services now available to the children who live there, (2) To raise the quality of educational services already offered, and (3) To stimulate and assist in the development of exemplary elementary and secondary school educational programs to serve as models for regular school programs.<sup>4</sup>

Public Law 89-10 under the section dealing with Title III is shown in the appendix on page 62. The Act listed gives suggestions for programs, planning, and cited conditions for approval.

Section 304 (a) states:

A grant under this title for a program of supplementary educational services may be made to a local agency or agencies, but only if there is satisfactory assurance that in the planning of the program there has been, and

---

<sup>4</sup>Estes, page 9.

in the establishing and carrying out of that program there will be, participation of persons broadly representative of the cultural and educational resources of the area to be served.<sup>5</sup>

Under present provisions of the Elementary and Secondary Education Act of 1965 projects can only be approved for one year, with tentative approval for subsequent years dependent on additional appropriations from Congress and subject to changes in the rules and regulations. Applicants were advised to make their tentative budget requirements for two years beyond the initial fiscal year. Consideration should be given to phasing out of the federal support of the project operation over a period of years through the gradual cost absorption by local and state sources.

---

<sup>5</sup>Department of Health, Education and Welfare; Pace, Projects to Advance Creativity in Education, Title III Elementary and Secondary Education Act, Supplementary Centers and Services Program, A Manual for Project Applicants (1964) pp. 14-15.

## CHAPTER III

### DEVELOPMENT OF PLANS

#### Early Stages

Most administrators in public schools are aware of unmet school needs. This awareness may come from general observation, self-evaluation of the school program, surveys, comparison with other schools, by community action, community evaluations, and others.

This was the case in Osage County. In 1964 a county wide survey was made by the County Association for Mental Health. This report gave the number of emotionally disturbed adults and children in the county, the number of retarded children and adults, the agencies and facilities available for assistance, and recommendations for action. Background information concerning the population, educational level, economic resources, and natural resources, was available from the Basic Data Report on Osage County compiled by the Industrial Development Service of Oklahoma State University and the 1960 U. S. Census report. In prior conversations with the Osage County Superintendent of Schools, in meetings of teachers and administrators within the county, in reports and recommendations from consultants, state accrediting reports, north central evaluation, and other sources, a general knowledge of strengths and weaknesses of the schools, and unmet needs of children did exist.

Originally, it was the idea of the Superintendent of Schools in Pawhuska to develop some program for the local school system under Title III. After a careful reading of the act itself and articles concerning the intent as interpreted by the U. S. Office of Education, it became apparent that a cooperative or joint effort involving all the schools in Osage County would be more desirable and more likely to be acceptable to meet the established criteria of the U. S. Office of Education. Consequently, the Superintendent of the Pawhuska City Schools met with Mr. T. E. Allen, County Superintendent of Schools for Osage County, and discussed the possibility of some type of cooperative program as suggested in Title III. There was great enthusiasm by the County Superintendent for such an effort and the decision was made to proceed.

Before pursuing further the possibilities of some type of cooperative program for the county and the involvement of the Pawhuska City Schools, the matter was presented to the Pawhuska Board of Education. Since this was a new program involving the Federal Government and other school districts, approval by the board seemed both wise and necessary. The board considered the involvement of the school in such a venture and after careful consideration, passed a resolution approving the proposal.

#### Gathering Data

As soon as a decision was made to pursue a project for Osage County, Mr. Earl Cross, State Director of Federal Programs for the State Department of Education, was notified of our interest and a request was made for a copy of the guidelines for Projects to Advance

Creativity in Education under Title III of the Elementary and Secondary Education Act. He accepted the invitation to serve as a consultant.

Documents of value used in the preliminary planning for a project were:

1. U. S. Census Report, 1960, Oklahoma.
2. Financial Accounting for Local and State School Systems, OE-22017.
3. Survey of Osage County by the Community Survey Facilities, Oklahoma State University.
4. A survey by Osage County Mental Health Association of all school age children concerning retardation and emotional disturbances.

The guidelines as developed by the U. S. Office of Education were quite comprehensive and provided helpful information and suggestions to be followed in the development such as:

1. A statement of the scope and direction of the Title III Program.
2. Suggested cultural and educational resources.
3. Assessment of need.
4. Determination of program.
5. Definition of eligible applicants.
6. Instructions for preparation of an application.
7. Information on where to obtain application forms.
8. Classification of project applications.
9. Deadlines for submission of applications.
10. Procedure for submission of project applications.
11. Listed eligible expenditures.
12. Described acceptable arrangements for custody of funds.
13. Explained acceptable bookkeeping practices.

14. Described audit procedures.
15. Provided suggestions for evaluation.
16. Provided information relative to future extension of grants.

The census reports contained much useful information concerning:

1. Extent of educational level in Osage County.
2. Population and size of county.
3. Type of population of county.
4. Area classification, social, and economic characteristics.

#### Lay Committee

The law governing the Title III section was quite specific relative to the desirability that a broad representation of lay people should be involved in the formulation of any project. In retrospect, the importance of the selection of the committee cannot be over emphasized. Upon the quality of the lay leadership depends much of the quality and extent of the project.

The appointment of the committee was made by the County Superintendent and the Superintendent of Schools of Pawhuska. While no written statement of criteria for the selection of the committee was developed, patterns which guided the selection of committee members did emerge. These were:

1. Representatives of all parts of county and all population strata.
2. Representatives of large and small schools.
3. Representatives from parochial schools, and from Indian and Negro populations.

4. Representatives of the press and radio.
5. Representatives selected from among those who command respect in the county.
6. Representatives of divergent or special interest.

The selection of the members of the committee brought into play insight into the prevailing power structure of the area, the tri-dimensional concept of the job or task, the man or individuals, the social setting or environment, the prevailing patterns of thought, the relationship existing within the community, the technical and conceptual skill of various individuals.

A letter of invitation explaining the reasons for the formation of the committee was forwarded to each of the twenty-five Osage County people selected. The date for a first meeting was set and included in the first letter. A list of the participants and the position or interest of each is shown in the appendix on pages 64 and 65.

The press and radio were informed about the possibilities for a Title III program in this area, and that a committee was being formed to develop a project. Information about the plans was also given through programs to the civic clubs in the county.

#### Consultants

Some communities have used consultants to develop and write the project proposal. The consultants used in Osage County project were for the specific purpose of giving background information in areas of reading, speech and hearing problems, emotional and psychological problems, and retarded and accelerated programs for children. The



consultants were later used to provide information as to available personnel, number of personnel to include in the program, and salaries current for the special personnel.

Mr. Earl Cross, Director of Federal Programs, State Department of Education, Oklahoma City, was present at the first meeting of the committee and outlined the extent and scope of the Title III program as well as the possibilities and limitations. He gave the committee information about requirements and the deadline date for submission of a project. The information given by Mr. Cross to the committee enabled it to proceed with a minimum of wasted time.

Dr. B. Belden, Director, Reading Clinic, Oklahoma State University, was working in the Hominy and Pawhuska Schools as a reading consultant during the time the committee was beginning its work. Dr. Belden was of invaluable assistance in his vision of the possibilities of a county-wide program in remedial reading. Most of the structure that was later put into effect by the project center was the result of his aid, counsel, and advice. He also explained points of the program proposed over the radio in a series of interviews with Mrs. Ruby Duke, Chairman of the Pawhuska Chamber of Commerce Education Committee.

Mr. A. LeRoy Taylor, Director, Special Education, State Department of Education, and Dr. Edwin Fair, Psychiatrist and Director of the Kay County Guidance Clinic, were used in the fields of their specialty to give information and advice concerning the extent of needs of children and ways of meeting these needs.

## Analyzing Data

The County Committee Survey made in 1965 under the direction of Mrs. John Hubbel provided the following data: Total enrollment, Osage County Schools - 7,791. Number of retardates in schools - 350. Number of emotionally disturbed in schools - 98.<sup>6</sup>

Opinions and concerns were voiced by members of the Committee. Many of these were quite definite and specific. These concerns centered around:

1. Lack of an adequate program to challenge the academically talented.
2. Preservation and promotion of our culture and the lack of adequate programs in the fine arts.
3. Lack of guidance programs at the elementary level.
4. Problems of reading.
5. Problems of speech and hearing disorders.
6. Problems relating to emotional and psychological needs.

The consultants provided data relative to the generally accepted portion of youth in a given age group in need of remedial reading, speech therapy, or have hearing deficiencies, or are retarded and/or emotionally disturbed. The committee was asked for a decision as to whether it wished to try to develop some type of program for children under Title III. The decision was unanimous in favor of developing a program.

---

<sup>6</sup> Mrs. John Hubbel, Chairman, Final Report of County Community Committee Mental Retardation Survey, Osage County, Oklahoma (1964) pp. 5-7.

The committee designated a chairman and during the following three weeks, met once a week. These meetings were "brain storming" affairs with ideas tossed about within the committee. Many members contacted other citizens for ideas.

#### Writing the Proposal

In the advance information sent out by the U. S. Office of Education the deadline or cut-off date for the first proposal was given:

This revised calendar established the critical dates for the remaining two periods through July 31, 1966 for submission and approval of project proposals under Title III, E.S.E.A. The dates indicated are deadline dates for submission of proposals from local education agencies, the dates for the submission of recommendations concerning proposals from State Education Agencies, the dates during which the approved projects will be announced by the U. S. Commissioner of Education.

#### First Period

- |                   |  |
|-------------------|--|
| November 10, 1965 | Last date for local education agency to submit proposals simultaneously to the U. S. Office of Education and State Educational Agencies. |
| December 10, 1965 | Last date for State Educational Agency to submit proposal review and recommendations to the U. S. Office of Education.                   |
| January 3-7, 1966 | Approved projects announced by the U. S. Commissioner of Education. <sup>7</sup>   |

The lay committee realized that time was a vital factor in view of the deadline for submission of a proposal for the first period. Consequently, the committee appointed a writing committee from its own

---

<sup>7</sup>Ibid., page 11.

membership whose job was to reduce to writing and to bring together the ideas, concerns and desires as expressed in previous committee discussions.

Much of the success of the progress and development of the project was the result of the masterful work of this writing committee, which undertook to develop a project proposal. Serving on the committee were: Mrs. B. Franklin Williams, newspaper woman, Mrs. Bill Dixon, school board member, Mrs. John Hubbel, Osage County Mental Health unit, and Mr. Aron Dotson, superintendent of schools.

The proposal was mimeographed and distributed to the membership of the lay committee. It contained a broad approach which had been presented in previous discussions by the committee. It provided for the following:

1. A program to challenge the academically talented student.
2. Cultural programs for students and adults.
3. In-service programs for teachers.
4. Psychological services.
5. Counseling and guidance services.
6. Diagnostic and remedial reading services.
7. Speech and hearing services.

The proposal of the special writing committee was presented to a vote of the lay committee for approval. It received an unanimous vote.

The next problem before the committee was to transfer the writing committee's report to the application form. The committee discussed the question of whether to try for a planning or operational grant.

They decided that evidence of need and sufficient planning had been made to apply for an operational grant.

The guidelines from the U. S. Office of Education gave the following criteria concerning operational grants;

#### Evidence of Need

1. The need to improve the educational and cultural opportunities in the geographic area to be served is adequately described and documented.
2. Evidence is adequate that the proposed center or service will supplement the regular school program by providing exemplary services that would not be otherwise available.
3. The need for exemplary or innovative educational activities or services is adequately documented and is related to the total community and school program.

#### Educational Significance

1. The supplementary service has promise of broadening the educational and cultural experiences of youth or adults in the community.
2. Full opportunity is provided, when and where appropriate, for visitors to observe the findings or practices so that other schools may benefit from these practices.
3. The awareness of new approaches, new techniques, and new instructional materials is demonstrated.

#### Quality of Planning

1. Similar programs, research findings, or the knowledge of recognized experts have been carefully considered.
2. The allocation of time, personnel, and facilities is feasible.
3. Adequate evaluation is proposed.
4. Individuals knowledgeable in the area of service are included on the proposed staff.

5. Cooperation of personnel in participating schools, colleges, and other agencies is sufficient.
6. The procedures necessary to carry out the project are fully adequate.
7. Plans and procedures for making the services available, when appropriate, to children and teachers in public and non-profit private schools and to adults are clearly feasible.
8. The relationship between the anticipated outcome and the cost of the project is reasonable.<sup>8</sup>

The lay committee appointed an executive committee composed of Mr. Oren Terrill, Superintendent of Schools at Pawhuska, Mr. T.E. Allen, County Superintendent of Schools, Osage County, and Mr. Aron Dotson, Superintendent of Schools, Hominy. This executive committee was to act for the large committee and had the immediate task of transferring the project proposal to the application forms.

The lay committee voted to submit the application in the name of the office of the County Superintendent of Schools and named the superintendents of the independent schools, and the head of the Immaculate Conception Church, as the board of control in the event the project was approved.

The completed application showing qualifications of personnel, salaries, programs included, budget, and other pertinent information is shown in the appendix.

---

<sup>8</sup>Ibid., page 13.

### Securing Approval

The first action required that the application be presented to a reviewing committee of the State Department of Education. Copies of the proposed project were forwarded to the state reviewing committee and a date set for the review.

The following points were made concerning the Osage County project before the reviewing committee:

1. The lay committee was quite competent.
2. This was a way for a rural community to pool its resources.
3. It was a new approach to solving the problems of rural education in Oklahoma.
4. It brings services to the rural areas which are usually available only in larger communities.
5. It brings such services to children in rural areas while still retaining the benefits of the home and community found in rural areas.
6. It is a way of stopping the flow of our population from the rural areas to the cities, thus helping solve problems for both.
7. The program meets the pressing needs in the area of reading, speech, hearing, accelerated students, cultural and fine arts fields, emotionally disturbed, and systematizes guidance and counseling.

After the state reviewing committee gave their approval the project was reviewed by the advisory committee for the United States Office of Education. Notification of the approval by this office was received in January, 1966. This was the first project for a special service center to be approved for Oklahoma.

## CHAPTER IV

### IMPLEMENTATION

#### Securing Personnel

It was the consensus of opinion by the board of control that the success of a venture of this type depended in large measure on the quality of the personnel who would administer and work in the program. This was one of the reasons the salaries were set slightly higher than those being paid in the regular school program. The advice and counsel of the consultants was most helpful in this area.

The director was the first person to be considered by the board. Notices were mailed to colleges within the state, and prospects known by members of the board were contacted. The working list of names was reduced to five whom the board considered the best, and these were invited for an interview before the entire board. No written criteria for the selection of the director were developed. However, the board did express these general requirements:

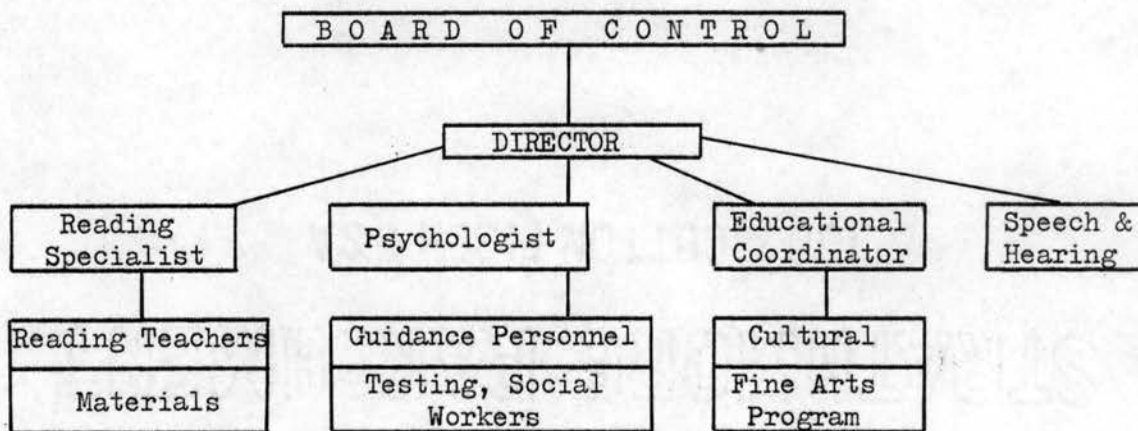
1. Broad knowledge in the field of education.
2. Enthusiasm, energy, and interest.
3. Training and background as listed in the qualifications section of the project.
4. Administrative ability.
5. Leadership qualities.



6. Ability to work with people.
7. Ability to assemble a competent staff.

### Staff Organization

The board of control adopted the policy that the director would serve as the administrative head of the program and would recommend all employees. The following organizational chart was developed:



Under the plan of operation there must be close cooperation between all divisions. Some reading problems are caused by emotional problems, hence, the psychologist and his staff work with the reading area.

The board of control and director were aware that personnel should be added only as needed and a job ready to work on. The belief was held that the program would suffer if a full staff was recruited before the program was ready to be launched in its entirety. As a result, the program started out slowly with only a skeleton force.

### Launching the Program

A program of the magnitude of the Osage County project does not get started automatically. How would various schools, teachers, and

communities accept the services from a third party to the educational task? Much important work remained to be done. Some of the procedures used by the director and staff are listed as follows:

1. A study of the needs as identified and of the recommendations as proposed by the lay committee was conducted.

2. A philosophy of the program and individual departments based upon the needs and recommendations was developed.

3. Public relations programs and in-service work with faculties were planned and set in motion.

a. The school personnel was involved by working in summer school programs.

b. General meetings with school administrators were held in in the county.

c. General meetings with all teachers were held.

d. The philosophy, a listing of services available, and suggestions to local agencies were published.

e. Speeches to civic groups, P.T.A., and releases to news media were used to inform others.

f. Scheduling and allocation of personnel to the 28 participating schools, the identification and assignment of pupils to the program, selection and purchasing the equipment and multi-level materials, allocation of additional space in each school to house the extra personnel, location and adaptation of sufficient and suitable space for the materials center, offices for the directors, psychologist, reading specialist and others, were problems that had to be solved before the Center could function adequately.

The following philosophy and objectives for implementing the Osage County Special Services Project as developed by the staff of the Center served as a guide to the project personnel and the participating schools.

### Psychological Services

Philosophy—Within the scope of the Special Education Services in Osage County, the psychological service is limited to the primary needs and concern of each local school system. It is both a centralized and a traveling service which is designed to appraise the intellectual, emotional, personality, and other factors as related to the learning performances and behavioral adjustments of the students in Osage County.

Generally, the process of educating a student at any given level inevitably involves the simultaneous growth of various dimensions of his total personality. When a student shows any type of learning problem, it is very likely to involve a rather complex situation relative to his total personality and environment. Many factors other than limited intelligence might lower academic achievement. Motivation, level of aspiration, physical condition, psychological function, and environment might be equally important relative to the etiology of learning problems. In other words, any difficulty in the learning performances and behavioral adjustments may be considered to be the outward symptoms of some underlying problem which may be constitutional or reactional. To overlook or even subordinate any dimensions of a personality in a psychological evaluation may be doing disservice to the client.

Diagnostic Evaluation or Clinical Assessment—Typically the function of a diagnostic evaluation or a clinical assessment is not merely to discover pathology alone, but also to discover the functional level of an individual as related to his aptitude, achievement, and general adjustment to his environment. Based on the obtained data, the psychologist and a diagnostic team form an impression of the client, infer the underlying causes of his behavior, identify and analyze his problems, formulate alternative courses of action aimed at their alleviation, and finally, make necessary recommendations as to how the people concerned may help the client function at his optimum level. The diagnostic tools include intelligence tests, personality tests, projective techniques, and clinical observations.

Counseling or Therapy—With regard to the Osage County program, counseling and therapy is directed toward meeting the needs of individuals who might have any kind of personality maladjustments. The psychologist and counseling staff of the Osage County Special Services generally agreed that whether counseling or therapy is defined as a process of habit change, a change in concepts and values, insight and emotional reorganizations, or as a growth of the self, it is basically considered as a relearning process. The relearning process is inevitably involved in two phenomena; first, the change of one's symptom which is his behavioral pattern; second, it is the change of one's personality dynamics which are his underlying attitudes, perception, and self-concept. These changes should be generated from within the individual and not superimposed by an external forces. The relationship between a psychologist and a client is to make possible

self-actualization or maturity; to accept and to deal with his problem realistically; to reduce some symptoms and restore higher mental processes; and finally, to help the client help himself in utilizing his maximum capacity of adjustment so that his total personality will be able to function at its optimum capacity.

It was consistently pointed out to those participating in the psychological services program that human behavior and personality dynamics are profoundly complex. In fact, the innermost part of the human personality is as mysterious as the outermost part of the universe. Any change of behavior or personality dynamics cannot be expected to happen hastily. It would take time and co-ordinated efforts to help an individual relearn any of his experiences. Effective counseling or therapy within our program should be collaterally executed with a cooperative and a co-ordinative effort from teachers, parents, reading specialists, counselors, speech therapists, and others who are concerned with the client.

Other functions of the psychological service are as follows: To provide in-service training and consultation; to provide informational and educational service to the community; to provide appraisal facilities for the county schools who locate groups of mentally retarded children for the purpose of establishing special education classes; and finally, to assist the local community mental health program.

Referral Service—The following procedures and principles were developed as tentative procedures:

A. The referral source is encouraged to fill out the "Fact Sheet for Case Referral" for preliminary information. The information

is kept strictly confidential. The referral source should, therefore, feel free to discuss anything that is relevant to the referral.

B. The "Fact Sheet for Case Referral" may be sent or handed to the appropriate person. For example, a speech and hearing case is to be referred to a reading staff; and an emotional, intellectual, and/or behavior problem referral is to be referred to a counselor.

C. Cases may also be referred to the psychologist through the principal.

D. Some serious cases may be referred to the psychologist directly. The principal and the parents of the referred student should be notified before any official referral is made.

E. According to the discernment and the discretion of the speech and hearing therapist, reading staff, and counselors, a case may be referred to the psychologist for further evaluation in connection with the particular problem for which the client was previously referred.

F. Referrals may also be made by physicians, ministers, social workers, welfare and community agencies personnel.

G. If for some reason a referral is not able to come to the Special Educational Services Center in Pawhuska, arrangements may be made for the psychologist to interview the referral at his school.

H. Since the psychological service is not designed to provide long-term therapy or counseling, (a case that needs more than ten consecutive individual therapy sessions), cases that need such service will be referred to a psychiatric consultant or other resources.

I. Upon the termination of a case, a confidential report of individual psychological evaluation is available only upon the request of the referral source or other professionals who are related with the

case. The report is for professional use only and not to be discussed with parents. When the parents need to know information pertaining to their child, a conference with the psychologist may be arranged.

### Reading Program

Philosophy—The remedial reading program is primarily directed toward the lower eight grades. The reasoning behind this is that remedial work is more beneficial in the lower grades in terms of the actual numbers of students who can be helped. When students have reached high school, they generally fit into two categories: complex reading disability cases which require a one to one relationship in remediation or retarded readers who can benefit from remedial work under the guidance of interested teachers who have suitable materials available. High school students who are complex disability cases can be accepted for diagnosis in the clinic and every effort will be made to provide special help for these youngsters. The material center has available many excellent remedial materials for loan to schools operating high schools. It is hoped that this will satisfactorily care for the needs of all the youngsters in the schools.

Scheduling of reading teachers is done in the most equitable manner possible to provide adequate service to all schools. Because of the large number of schools being served by this program, most of the remedial teachers are involved in a certain amount of travel.

Class size, as much as possible, is held to five students with no more than eight. This allows the remedial teachers to use their abilities to greatest advantage. While the number of classes scheduled in a school cannot be planned without more adequate testing, a

tentative class schedule for a remedial teacher is five classes of forty-five minutes a day. The teacher meets one group of students on Monday, Wednesday, and Friday and a different group on Tuesday and Thursday. This allows the teacher to work with ten groups of youngsters which is a pupil load of 50 to 80 students. Additional time during the day is taken up by communication with regular teachers, principals and parents, by the completion of adequate records, by individual work with students, and by continuing diagnostic testing.

Students are referred for remedial work by the classroom teachers through the principal. The reading teachers work with only those youngsters who can benefit from the remedial program. No attempt is made to make the remedial classes homogeneous and all of the youngsters needing remediation are taken from the classroom at the same time. This should help keep the regular classroom from being disturbed any more than necessary.

It is hoped that the classroom teacher will schedule reading activities at the same time that the youngsters will be absent from the room. This will mean no loss of instruction in other areas. On the days that the youngster is in the classroom, he should continue the remedial plan that has been outlined for him by the remedial reading teacher. This requires a great deal of cooperation between the teachers as well as thorough planning.

Once the child has begun remedial work, he should continue in the program until the reading teacher feels he is ready to return to classroom reading instruction.

When the reading teacher is working in a school, she is under the direct control of the principal of that building. Every effort



should be made by the remedial teacher to assure smooth working relations with the principal and all other teachers.

It is hoped that the administration in the schools being served by the special program will make every effort to provide satisfactory working conditions for the remedial teacher and will not make unnecessary demands on her that will interfere with her important responsibilities. In other words, the remedial teacher should, as much as possible, fit smoothly into the schools she serves. However, she should not be assigned building duties since the amount of planning and communication that she will need to do places a considerable burden on her time.

The remedial teachers are encouraged to belong to the National Education Association, Oklahoma Education Association, and the International Reading Association.

#### Hearing and Speech Program

Duties and Responsibilities of Speech Therapist--The speech therapists' responsibilities are screening, testing, diagnosing, and instructing. In order to have a qualitative speech therapy program, an orderly procedure is necessary.

The first responsibility of a speech therapist is to screen all students where possible. In the screening process the therapists should administer a short articulation test; the therapist should also converse with each child to determine if defective speech is present in connected discourse. In observing the students during the screening process the therapist should look for articulatory

defects, voice problems (nasality), stuttering or any organic disease that may prevent good speech.

After the students have been selected through the screening process, the therapist will administer several other tests. The first of these tests will be an articulation test to determine the amount and extent of the articulation problem. The therapist should check the oral structure to determine if any physical anomalies are present which would prevent the correct production of speech. A hearing test is also given to determine if a hearing loss is a factor in a speech problem. Often an Intelligence Quotient is a useful aid in working with children who have poor speech. For this reason the therapist often administers an intelligence test to his children.

After the compilation of a case load and the diagnosis of the speech problem, instruction will begin. The length and frequency of instruction is determined by the size of the therapist's case load and the severity of the speech problems. In a "normal" case load, a class of three students will be seen at least twice a week for 20 minute periods. This should be sufficient instruction to determine progress. Sessions that meet twice a week are also of sufficient length to motivate good speech habits.

The students are released after "carryover" (established speech habits) has been effected. The students, that are released should be re-evaluated at a later date to determine if correct speech production is still present. All students receiving speech therapy should be evaluated at regular intervals to determine the amount of progress in speech skills.

The therapist is available for other screening programs such as audiometric and visual screening. The therapist provides informational and educational services to the public when he or she is called upon.

The intra-departmental services are many and varied, but one of the prime responsibilities of the therapist is to keep accurate records of referrals and to confer with interested parties such as teachers, reading teachers, counselors, and others. Cooperation between departments is vital in developing the child who is in need of special services in speech and hearing.

#### Summary

In summary, the major objectives of the Osage County Special Educational Services are to provide:

1. Psychological services
2. Counseling and guidance services
3. Diagnostic and remedial reading services
4. Speech and hearing services
5. Accelerated program for academically talented: humanities, social studies (as related to current human affairs), foreign language (Latin), art, and advanced composition.
6. Fine arts and cultural programs.

The procedures used to achieve the above are as follows:

1. Psychological services - A centralized facility with trained personnel able to appraise the intellectual, personality, and other factors that influence learning, as well as provide the therapy needed for the emotionally disabled student. The staff provides the appraisal

facilities for county schools locating groups of mentally retarded children for the purpose of establishing special education classes.

2. Counseling and guidance services - Both a centralized and traveling service include school testing programs and counseling services as well as maintaining student records. The staff can assist in the early identification of academically talented children and in advising the teaching staff in accelerating or enriching the curriculum for them.

3. Diagnostic and remedial reading services - The diagnostic service is centralized and designed to administer various reading tests. The remedial service involves a traveling staff which moves from school to school on a regular basis to provide instruction for the retarded reader.

4. Speech and hearing services - A centralized service for the appraisal of hearing disabilities and speech defects. Speech correction is provided by a staff member visiting each school on a regular basis.

5. Accelerated program for academically talented - A summer program is offered in the following subject areas: humanities, social studies (as related to current human affairs), foreign language (Latin), art, and advanced composition. The instructors are secured from the best available.

6. Fine arts and cultural programs - The fine arts and cultural services include live presentations in the areas of music, drama, dance, literature, science, government and current affairs. These programs are secured from the closest cities or theatre guild agencies, and made available to both students and adults in the county. In

addition, excursions to museums, art galleries, and industrial sites are proposed to widen the horizon of the students.

The solution of such problems as mentioned previously, the newness of the program, and the changes from the established school routine, required a cooperative attitude on the part of all participants. So important is this fact that unless such a cooperative spirit and attitude exists within a county or between cooperating schools, it is doubtful a program of this nature can be successful.

## CHAPTER V

### BENEFITS, PROBLEMS, RECOMMENDATIONS

#### Evaluation

Evaluation will continue to be one of the most difficult problems for Title III. While the report favors more and better evaluation, it cautions against viewing evaluation as the mecca that in itself will solve problems.<sup>9</sup>

The scope of permissible projects is so great that meaningful evaluation will have to be devised for, and tailored to, each type of project. Evaluation should attempt to measure dynamic growth over the time of the project in terms of the educational opportunities and achievements. Evaluation begins with the perception of local needs.<sup>10</sup>

Assessment of the benefits to one school in the project must of necessity be largely subjective, both because of the nature of the undertaking and the relatively short period of time it has been in operation. Yet, observations, professional judgment, two-way communication, public acceptance or rejection, Board of Education evaluation, and teacher reaction are in many instances very reliable gauges for measuring the effectiveness of a program.

---

<sup>9</sup>The Research Reporter of the Oklahoma Public School Research Council, Research Council Affairs, Oklahoma State University, Stillwater, Oklahoma, Vol. 2, No. 5 (June, 1967) p. 3.

<sup>10</sup>Ibid., page 13.

The fact that professional services previously not available were now offered in remedial and diagnostic reading, psychological analysis, speech and hearing therapy, and that special classes for accelerated students in Latin, humanities, art, dramatics, advanced composition, and electronics were offered provided evident bonus and benefit to any school system.

There were one hundred and fifty-two Pawhuska students tested and placed under special reading teachers from the Center. Of this group, twenty-two were later returned to the regular classroom and thirty-nine referred to the reading specialist. The reading clinician appeared on nine programs during the year at civic, P.T.A., and parent groups discussing the problems of reading. Three county-wide, in-service meetings were held with teachers on the subject of reading as well as monthly conferences and individual conferences with teachers on an appointment basis.

If individualized instruction, especially for youngsters, having reading problems, has any merit, if reduction of class size and removal of special problem cases from the regular classroom is beneficial, then certainly this program was a decided asset to the Pawhuska Schools.

The materials center with multi-level reading materials ranging from the pre-primer to grade nine, was available to all teachers to check out for use in the regular classes as well as being used by the center personnel. There was over \$35,000 worth of such material available.

The work of the psychologist was one of the strong points of the program when judged by his success in working with parents and

children and in community public relations. During the year he carried out the following functions in Pawhuska:

1. Interviewed and made case studies of 39 children.
2. Dismissed or referred to another agency a total of 32 children.
3. Gave group therapy and treatment to 20 groups.
4. Made public appearances as the speaker or on a panel before home economic classes, Rotary Club, Kiwanis Club, Heeko Club, Mental Health Association, school personnel, and the school leadership training class.
5. Conducted 80 conferences with principals or teachers.

The first major activity of the Center was in the summer of 1966 when 729 Osage County children enrolled for summer school. In Pawhuska 200 students enrolled in diagnostic reading classes, grades 3 through 8. In the high school, 82 students took classes in humanities, Latin, drama, and art. During the summer of 1967, 1,023 county students enrolled in summer classes. Developmental reading was offered grades 3 through 8 in Pawhuska, with 247 students enrolled. Art for elementary students had an enrollment of 22. In the high school, classes in speech, dramatics, latin, advanced composition and electronics had 76 students enrolled. All classes taught by the Center were voluntary and initiated by student request.

The counseling service was concentrated at the elementary level. None of the schools previously had such services available. The counselors reported the following for Pawhuska:

1. Number of students tested: grades 1-6, totaled 630; grades 7-8, 189.
2. Total number of counseling cases worked was 70.



3. Conferences held with parents, 50; teachers, 30; principals, 20.

The speech and hearing report for Pawhuska students showed the following:

1. Number of students screened for speech defects, 621.
2. Number given the Henja Articulation Test and received treatment, 84.
3. Students screened for hearing in addition to the 84 admitted to speech therapy, 219.
4. Three voice disorders and 10 hearing disorders were referred to family physicians.

There were 2.7 reading teachers, 2 guidance personnel, and a speech therapist assigned to Pawhuska. In addition, the reading specialist, psychologist, and director were available for special referrals from the Center's teachers assigned to Pawhuska. They were also available for consultant and in-service work as desired.

The Center attracted considerable interest at the local, state, and national level. The following report gives an indication of this interest:

1. Approximately 40 visitors from 6 states visited the center.
2. Letters of inquiry and requests for copies of the project, 78 from 21 states and Puerto Rico were received.
3. Feature articles or stories appeared in the Oklahoma Magazine, Oklahoma Teacher, Tulsa World, Daily Oklahoman, Bartlesville Examiner and on local press and radio.

Considering the number of students involved and the number of additional professional personnel from the Center working with Pawhuska students, it is apparent some benefit could accrue.

In the judgment of the Superintendent of the Pawhuska Schools, gained through observation of actual instruction, conferences, and discussions with principals of all participating schools, regular classroom teachers who had students involved, special personnel from the Center working with Pawhuska students, and some parents of children in the program, the following observations concerning the program are made:

1. Diagnostic training of regular teachers in the reading program is lacking to a great degree. Transcripts on file revealed only two as having such training.

2. There was an increase in the knowledge and skill of the regular classroom teacher in the selection of multi-level reading materials for their regular groups. The large amount of material of this nature readily available from the Center was valuable to the teachers and students.

3. The expert services available for assistance in reading problems, selection of material, testing, and psychological examination relieved the teacher from time spent on these problems so more time could be devoted to other students.

4. The extra help from the guidance personnel, in testing, from the psychologists in dealing with problems and emotionally disturbed children, and by having a social worker to make home visits, relieved the principals of time they originally spent on such cases.

5. The accelerated classes taught during the summer gave opportunity for many students to take courses not offered in the regular school and attracted many of the accelerated students to them. Student attitudes toward summer school was changed. Previously summer school was "remedial"; now it became a challenge that attracted many of the top students.

6. The introduction into the community of highly qualified people working in the Center brought "status" to the program. Their appearance before numerous community groups greatly helped the cause of education in the school district.

7. Individualizing of instruction for the remedial reader is necessary. This was accomplished through control of the number of students assigned to the remedial teacher.

8. Having a reading specialist, a psychologist, a speech and hearing therapist, and an educational psychologist available for consultation by teachers and principals was a big asset since these services had not previously been available.

Problems---The undertaking herein described was not without its problems. Many teachers and principals have had years of successful tenure. People by nature are often reluctant to change habits or routine, and certainly the teaching profession is no exception.

Scheduling was perhaps the greatest and most difficult problem especially in the reading department. Under the plan devised, the number of teachers to be assigned to each school in the county was related to each schools' enrollment. This allocation was too small for the number of schools involved, especially when time for travel

was considered. The principal of each elementary and junior high worked with the reading specialist in determining the schedule.

If the special reading teacher was at a building on Monday, Wednesday and Friday for reading, what happened to the students on Tuesday and Thursday?

Class schedules of the regular classroom teacher had to be altered to release students involved in special testing, speech and hearing therapy, and other special services.

Lack of space in the various buildings for the special services personnel to work with youngsters was another great problem. Unfortunately, extra classroom space was quite limited and as a result storerooms, teacher's lounges and other make-shift quarters were used in some cases.

Screening of students who are to be admitted to the special programs remains a problem. In too many instances the retarded student was recommended by the classroom teacher for the special reading program. The purpose of the remedial program was to take students who were below grade level in reading and bring them up to or near their reading expectancy, and was not designed for the retarded child.

Shortage of trained, qualified reading teachers and counselors is acute.

Distribution of large quantities of books and reading materials from the materials center to the various buildings where they were to be used was most difficult. These materials are heavy and bulky and had to be handled for the most part by the special teachers from the Center.

Recommendations--The recommendations made are of a general nature for others who might consider the writing of a similar project. There are also some specific suggestions for the program now operating in Osage County. Some of the latter recommendations would require amendments to the grant as originally submitted and approved, some would only require a different emphasis under existing program and budget allocations.

1. Title III should remain a federal to local program. There is currently some effort being made to change the law so that the state has control over the Title III programs. Under the present plan creativity and innovation is stimulated and encouraged. There is great danger that this feature will be lost if put under the direction and control of the state. A regimented, standardized and sharply regulated program as now exists in most states will thwart the imaginative and innovative character now existent in the present program.

2. There should be an increase in the amount of money allocated to the states so that more areas could avail themselves of similar or related services.

3. It is better to have a few strong, exemplary programs than to divide up the available money among many schools thereby reducing the effectiveness of all.

4. The use of the lay committee should be continued. There are some communities which are employing consultants to develop and to write a program. Much of the benefits to be derived from having local people directly involved in the development of the program will be lost.

5. The new programs intensify the acute shortage of qualified personnel in both the public schools and colleges by drawing personnel from these sources. Therefore, some thought must be given toward training replacements. This might take the form of recruitment and training by colleges, government programs, or some plan of internship using the facilities of supplementary services such as the Osage County Special Educational Services Center.

6. The local program should be amended to include classes for retarded youngsters.

7. Provision should be made to facilitate the movement of materials from the center to the schools where they will be used. Perhaps a book-mobile or similar arrangement, together with a person to handle the carrying and lifting for the teachers could be worked out.

8. The number of reading teachers should be increased. The sparse population scattered over a large county requires a great amount of travel time for the teachers. An increase in the number of teachers would also serve to reduce scheduling problems.

9. Efforts in the area of the cultural and fine arts should be extended. Much of the history and culture of the Osage Indian and Osage County has not been presented to the present generation of school children. Perhaps a course of study presenting the rich tradition and early history of this area could be developed and distributed. Work with museums and historical groups should serve to develop and awareness and appreciation for the culture and history of the area. A series of lectures and dramatic presentations of

interesting historical facts and people could be produced on tape or film and made available.

The recommendations listed above are based on experience with the Osage County program from its inception up to the writing of this paper. Since the program still has a year to run under the present proposal, it is possible that further conclusions and recommendations will accrue relative to phasing out, developing subsequent proposals, or making amendments to the present program.

#### SELECTED BIBLIOGRAPHY

- (1) Estes, Nolan. "Title III of ESEA Offers Encouragement for Innovation," NEA Journal, Vol. 55, No. 9 (December, 1966).
- (2) U. S. Department of Health, Education and Welfare. Revised Calendar of Critical Dates for the Administration of Title III, Elementary and Secondary Education Act, PL 89-10 (December, 1965).
- (3) U. S. Department of Health, Education and Welfare; Pace, Projects to Advance Creativity in Education, Title III Elementary and Secondary Education Act, Supplementary Centers and Services Program, A Manual for Project Applicants (1964).
- (4) Hubbel, Mrs. John, Chairman. Final Report of County Community Committee Mental Retardation Survey, Osage County, Oklahoma (1964).
- (5) The Research Reporter of the Oklahoma Public School Research Council, Research Council Affairs, Oklahoma State University, Stillwater, Oklahoma, Vol. 2, No. 5 (June, 1967).
- (6) Public Law 89-10, 89th Congress, H.R. 2362, An Act of Elementary and Secondary Education of 1965 (April 11, 1965).
- (7) U. S. Department of Health, Education and Welfare, Office of Education. American Education, "...The First Work of These Times...", A Description and Analysis of the Elementary and Secondary Education Act of 1965 (April, 1965).
- (8) U. S. Department of Health, Education and Welfare, Office of Education. Advance Notice to the Educational Community Concerning the Elementary and Secondary Education Act of 1965, National Center for Educational Statistics (May 10, 1965).



APPENDIX A

TITLE III-SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES

## Appropriations Authorized

Sec. 301. (a) The Commissioner shall carry out during the fiscal year ending June 30, 1966, and each of the four succeeding fiscal years, a program for making grants for supplementary educational centers and services, to stimulate and assist in the provision of vitally needed educational services not available in sufficient quality or quantity, and to stimulate and assist in the development and establishment of exemplary elementary and secondary school educational programs to serve as models for regular school programs.

(b) For the purpose of making grants under this title, there is hereby authorized to be appropriated the sum of \$100,000,000, for the fiscal year ending June 30, 1966; but for the fiscal year ending June 30, 1967, and the 3 succeeding fiscal years, only such sums may be appropriated as the Congress may hereafter authorize by law.

## Apportionment Among States

Sec. 302. (a) From the sums appropriated for carrying out this title for each fiscal year, the Commissioner shall reserve such amount, but not in excess of 2 per centum thereof, as he may determine and shall apportion such amount among the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands, according to their respective needs for assistance under this title. From the remainder of such sums the Commissioner shall apportion \$200,000 to each State and shall apportion the remainder of such sums among the States as follows:

- (1) he shall apportion to each State an amount which bears the same ratio to 50 per centum of such remainder

as the number of children aged five to seventeen, inclusive, in the State bears to the number of such children in all the States, and

- (2) he shall apportion to each State an amount which bears the same ratio to 50 per centum of such remainder as the population of the State bears to the population of all the States.

For the purposes of this subsection, the term "State" does not include the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands. (b) The number of children aged five to seventeen, inclusive, and the total population of a State and of all the States shall be determined by the Commissioner on the basis of the most recent satisfactory data available to him. (c) The amount apportioned under this section to any State for the fiscal year ending June 30, 1966, shall be available for payments to applicants with approved applications in that State during that year and the next fiscal year. (d) The amount apportioned to any State under subsection (a) for any fiscal year which the Commissioner determines will not be required for the period for which that amount is available shall be available for reapportionment from time to time, on such dates during that period as the Commissioner may fix, among other States in proportion to the amount originally apportioned among those States under subsection (a) for that year, but with the proportionate amount for any of the other States being reduced to the extent it exceeds the sum the Commissioner estimates that State needs and will be able to use for that period; and the total of these

reductions shall be similarly reapportioned among the States whose proportionate amounts were not so reduced. Any amount reapportioned to a State under this subsection from funds appropriated pursuant to section 301 for any fiscal year shall be deemed to be a part of the amount apportioned to it under subsection (a) for that year.

#### Uses of Federal Funds

Sec. 303. Grants under this title may be used, in accordance with applications approved under section 304(b), for---

(a) planning for and taking other steps leading to the development of programs designed to provide supplementary educational activities and services described in paragraph (b), including pilot projects designed to test the effectiveness of plans so developed; and

(b) the establishment, maintenance, and operation of programs, including the lease or construction of necessary facilities and the acquisition of necessary equipment, designed to enrich the programs of local elementary and secondary schools and to offer a diverse range of educational experience to persons of varying talents and needs by providing supplementary educational services and activities such as---

(1) comprehensive guidance and counseling, remedial instruction, and school health, physical education, recreation, psychological, and social work services designed to enable and encourage persons to enter, remain in, or reenter educational programs, including the provision of special educational programs and study areas during periods when schools are not regularly in session;

(2) comprehensive academic services and, when appropriate, vocational guidance and counseling, for continuing adult education;

(3) developing and conducting exemplary educational programs, including dual-enrollment programs, for the purpose of stimulating the adoption of improved or new educational programs (including those programs described in section 503(a) (4) in the schools of the State;

(4) specialized instruction and equipment for students interested in studying advanced scientific subjects, foreign languages, and other academic subjects which are not taught in the local schools or which can be provided more effectively on a centralized basis, or for persons who are handicapped or of preschool age;

(5) making available modern educational equipment and specially qualified personnel, including artists and musicians, on a temporary basis to public and other nonprofit schools, organizations, and institutions;

(6) developing, producing, and transmitting radio and television programs for classroom and other educational use;

(7) providing special educational and related services for persons who are in or from rural areas or who are or have been otherwise isolated from normal educational opportunities, including, where appropriate, the provision of mobile educational services and equipment, special home study courses, radio, television, and related forms of instruction, and visiting teachers' programs; and

(8) other specially designed educational programs which meet the purposes of this title.

## Applications for Grants and Conditions for Approval

Sec. 304. (a) A grant under this title for a program of supplementary educational services may be made to a local educational agency or agencies, but only if there is satisfactory assurance that in the planning of that program there has been, and in the establishing and carrying out of that program there will be, participation of persons broadly representative of the cultural and educational resources of the area to be served. For the purposes of this section, the term "cultural and educational resources" includes State educational agencies, institutions of higher education, nonprofit private schools, public and nonprofit private agencies such as libraries, museums, musical and artistic organizations, educational radio and television, and other cultural and educational resources. Such grants may be made only upon application to the Commissioner at such time or times, in such manner, and containing or accompanied by such information as the Commissioner deems necessary. Such applications shall---

(1) provide that the activities and services for which assistance under this title is sought will be administered by or under the supervision of the applicant;

(2) set forth a program for carrying out the purposes set forth in paragraph (a) or paragraph (b) of section 303 and provide for such methods of administration as are necessary for the proper and efficient operation of the program;

(3) set forth policies and procedures which assure that Federal funds made available under this title for any fiscal year will be so used as to supplement and, to the extent practical, increase the level of funds that would, in the absence

of such Federal funds, be made available by the applicant for the purposes described in paragraphs (a) and (b) of section 303, and in no case supplant such funds;

(4) in the case of an application for assistance under this title which includes a project for construction of necessary facilities, provide satisfactory assurance (A) that reasonable provision has been made, consistent with the other uses to be made of the facilities, for areas in such facilities which are adaptable for artistic and cultural activities, (B) that upon completion of the construction title to the facilities will be in a State or local educational agency, and (C) that the requirements of section 308 will be complied with on all construction projects assisted under this title;

(5) provide for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid to the applicant under this title; and

(6) provide for making an annual report and such other reports, in such form and containing such information, as the Commissioner may reasonably require to carry out his functions under this title and to determine the extent to which funds provided under this title have been effective in improving the educational opportunities of persons in the area served, and for keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

(b) Applications for grants under this title may be approved by the Commissioner only if--

(1) the application meets the requirements set forth in subsection (a);

(2) the program set forth in the application is consistent with criteria established by the Commissioner for the purpose of achieving an equitable distribution of assistance under this title within each State, which criteria shall be developed by him on the basis of a consideration of (A) the size and population of the State, (B) the geographic distribution of the population within the State, (C) the relative need of persons in different geographic areas and in different population groups within the State for the kinds of services and activities described in paragraph (b) of section 303, and their financial ability to provide those services and activities, and (D) the relative ability of particular local educational agencies within the State to provide those services and activities;

(3) in the case of an application for assistance for a program for carrying out the purposes described in paragraph (b) of section 303, the Commissioner determines (A) that the program will utilize the best available talents and resources and will substantially increase the educational opportunities in the area to be served by the applicant, and (B) that, to the extent consistent with the number of children enrolled in nonprofit private schools in the area to be served whose educational needs are of the type which the supplementary educational activities and



services provided under the program are to meet, provision has been made for participation of such children; and

(4) the application has been submitted for review and recommendations to the State educational agency.

(c) Amendments of applications shall, except as the Commissioner may otherwise provide by or pursuant to regulations, be subject to approval in the same manner as original applications.

#### Payments

Sec. 305. (a) From the amounts apportioned to each State under section 302 the Commissioner shall pay to each applicant in that State which has an application approved under this title an amount equal to the total sums expended by the applicant under the application for the purposes set forth therein.

(b) Payments under this title may be made in installments and in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments.

#### Advisory Committee

Sec. 306. (a) The Commissioner shall establish in the Office of Education an Advisory Committee on Supplementary Educational Centers and Services, consisting of the Commissioner, who shall be Chairman, and eight members appointed, without regard to the civil service laws, by the Commissioner with the approval of the Secretary.

(b) The Advisory Committee shall advise the Commissioner (1) on the action to be taken with regard to each application for a grant under this title, and (2) in the preparation of general regulations

and with respect to policy matters arising in the administration of this title, including the development of criteria for approval of applications thereunder. The Commissioner may appoint such special advisory and technical experts and consultants as may be useful in carrying out the functions of the Advisory Committee.

(c) Members of the Advisory Committee shall, while serving on the business of the Advisory Committee, be entitled to receive compensation at rates fixed by the Secretary, but not exceeding \$100 per day, including travel time; and, while so serving away from their homes or regular places of business, they may be allowed travel expenses including per diem in lieu of subsistence, as authorized by section 5 of the Administrative Expenses Act of 1946 (5 U.S.C. 73b-2) for persons in the Government service employed intermittently.

#### Recovery of Payments

Sec. 307. If within twenty years after completion of any construction for which Federal funds have been paid under this title--

(a) the owner of the facility shall cease to be a State or local educational agency, or

(b) the facility shall cease to be used for the educational and related purposes for which it was constructed, unless the Commissioner determines in accordance with regulations that there is good cause for releasing the applicant or other owner from the obligation to do so. The United States shall be entitled to recover from the applicant or other owner of the facility an amount which bears to the then value of the facility (or so much thereof as constituted an approved project or projects) the same ratio as the amount of such Federal funds bore

to the cost of the facility financed with the aid of such funds. Such value shall be determined by agreement of the parties or by action brought in the United States district court for the district in which the facility is situated.

#### Labor Standards

Sec. 308. All laborers and mechanics employed by contractors, or subcontractors on all construction projects assisted under this title shall be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276a--276a-5). The Secretary of Labor shall have with respect to the labor standards specified in this section the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (15 F.R. 3176; 5 U.S.C. 133z-15) and section 2 of the Act of June 13, 1934, as amended (40 U.S.C. 276c).

APPENDIX B

November 8, 1965

Dr. Ralph Becker, Director  
Division of Plans and Supplementary Centers  
Bureau of Elementary and Secondary Education  
Division of Health, Education and Welfare  
Washington 25, D.C.

Dear Sir:


Enclosed are 20 copies of a plan for supplementary services; a cooperative program involving all schools in Osage County, Oklahoma.

Five copies of the plans have been filed with the State Department of Education in Oklahoma City, Oklahoma.

Sincerely,

Office of County Superintendent  
of Public Schools, Osage County,  
Oklahoma

By

  
T. E. Allen, Superintendent

Advisory Committee  
Osage County Special Services Center

- Oren Terrill, Chairman  
Superintendent of Schools, Pawhuska, Oklahoma
- Mr. T. E. Allen, Pawhuska, Oklahoma  
County Superintendent of Schools
- Mrs. John Hubbel, Pawhuska, Oklahoma  
Osage County Mental Health Association  
Life Member, Board of Directors, Oklahoma Mental Health
- Mr. Howard Johnson, Pawhuska, Oklahoma  
Superintendent, Osage Indian Agency
- Mr. Ross Case, Fairfax, Oklahoma  
Superintendent of Schools
- Mr. Bentley Schockley, Wynona, Oklahoma  
Superintendent of Schools
- Mr. John Slater, Pawhuska, Oklahoma  
Attorney, Osage Indian Agency
- Mrs. Ruby Duke, Chairman  
Osage County Mental Health Association
- Mrs. Bill Dixon, Hominy, Oklahoma  
Member, Board of Education
- Mr. Aron Dotson, Hominy, Oklahoma  
Superintendent of Schools
- Mrs. Frank Kirk, Pawhuska, Oklahoma  
Parent Teacher Association
- Reverend Clifton McKoy, Pawhuska, Oklahoma  
Ministerial Alliance
- Mrs. J. B. Smith, Pawhuska, Oklahoma  
President, Pawhuska Planning Council
- Mrs. B. F. Williams, Pawhuska, Oklahoma  
Pawhuska Journal Capital News
- Mr. W. G. Ward, Shidler, Oklahoma  
Retired, High School Principal
- Mr. E. R. Treadway, Shidler, Oklahoma  
High School Principal

- Mr. John Willis, Burbank, Oklahoma  
High School Principal
- Mr. Lloyd Scott, Pawhuska, Oklahoma  
Education Committee, Chamber of Commerce
- Mr. Kenneth Culver, Barnsdall, Oklahoma  
Superintendent of Schools
- Mr. Art Moore, Barnsdall, Oklahoma  
Editor, Barnsdall Newspaper
- Father Justin Gavin, Pawhuska, Oklahoma  
Priest, Immaculate Conception Church
- Mr. Joe Gunn, Pawhuska, Oklahoma  
Administrator, Municipal Hospital

#### Consultants and Advisers

- Mr. Earl Cross, Oklahoma City, Oklahoma  
Director, Federal Program, State Department of Education
- Dr. B. Belden, Stillwater, Oklahoma  
Director, Reading Clinic; Oklahoma State University
- Mr. A. LeRoy Taylor, Oklahoma City, Oklahoma  
Director, Special Education; State Department of Education
- Dr. Edwin Fair, Ponca City, Oklahoma  
Psychiatrist

OPERATIONAL GRANT  
(P.L. 89-10, TITLE III)

APPLICATION FOR FEDERAL GRANT TO ESTABLISH, OPERATE AND MAINTAIN A  
SUPPLEMENTARY EDUCATIONAL CENTER AND SERVICES

Title of Project: Osage County Special Educational Services

The Applicant: Office of the County Supt. of Schools,

T. E. Allen, County Superintendent  
(Legal Name)

Address: Box 57, Pawhuska, Oklahoma 74056

OE Project No.

--



## ABSTRACT

## PART II

The area to which this application applies, Osage County, Oklahoma, is the original Osage Indian reservation in Oklahoma. It has an area of more than 2,300 square miles. Approximately 25 per cent of the area is owned by original Osage Allottees or heirs. Sparse population and isolated areas have created unfilled educational and cultural needs which this program is designed to alleviate. The population, other than the Osage Indian element and members of other Indian tribes, approximately 20 per cent, is heterogeneous. The oil industry, now declining and the cattle ranching industry have attracted people from a great number of states.

There are no programs extant which provide more than the bare minimum toward educational and cultural development. Pawhuska, the county seat, population 5,414, is sixty miles from any center where the educational services needed and desired are available. Other than Pawhuska and Hominy (population 2,800) all other areas in the county fall below the 2,500 population which separates urban from rural population.

The county seat which is more than the state of Rhode Island and the small population of 32,441 make necessary a large number of school districts, many of which are quite large in area. A total of twenty-eight separate public school districts and one parochial organization operate schools. The State Department of Education delineates certain minimum standards which all schools in the county meet. However, acute

and growing needs for well-rounded educational attainment possible only by Special Services are totally inadequate. The area has no health department. The schools can provide only a meager program in counseling and guidance, none of which is available for elementary education. Services in the fields of diagnostic and remedial reading - hearing and speech needs, psychological services, programs for accelerated and retarded children, humanities, foreign languages, fine arts and cultural development are nonexistent. The program as it appears in the application is designed to meet these needs in whatever measure of adequacy it can be organized and applied to the needs of the youth population.

#### SECTION I: PROJECT PROPOSAL

- A. The proposed project is designed to take up where the public schools stop. The program is designed to do more than just help one grade level. We will be able to work with the emotionally disturbed child, the slow learner, as well as with our academically and artistically talented students. We will, through testing and clinical procedures, be able to seek out and help all grade levels.
- B. The program would be innovative in that nothing else is like it in county or state. Local boards of education and the general public would see how under-staffed and under-financed we are and would do more for education on their part from the local level. Once this program goes into effect the public will not let it be dropped or done away with. The proposed program will also make

our State Department of Education and our State Legislature more aware of our present shortcomings.

- C. The geographic area to be served consists of 2,300 square miles or larger than the state of Rhode Island. There are eight independent schools and nineteen dependent grade schools.
- D. Cultural and Educational Needs: The students in this area are not exposed to any of the fine arts such as: opera houses, art museums, science museums, ballet, etc.

The educational needs were arrived at by the fact that none of the schools in the county are able to afford any special programs beyond the minimum program.

The needs were determined by a committee of twenty people from various backgrounds. The committee was picked from each district in the county.

All of the students are in need of the cultural services. Ten per cent of the students are in need of the remedial services and at best ten per cent are in need of the accelerated program. See attached Mental Health Report, Ex. A.

- E. The only services that exist in the county in the program is some counseling in the high school. This service will continue from local support because of a North Central Association requirement. The counseling and guidance will deal more with the lower grades than the upper grades.
- F. The need for support as to ability to support in our county is in the right perspective. We have low income families, very little

industry, our oil industry is declining very rapidly and our grassland is assessed about all the ranchers can afford.

SECTION II: PLANNING

- A. Oklahoma State University helped with the diagnostic and remedial reading section and the psychological section.

Osage Indian Agency - Schools to be involved, Osage County Mental Health Association, Ministerial Alliance, P.T.A., School Board Members, school teachers of all races involved, etc. State Department of Education, Director of Federal Programs, Director of Special Education.

- B. No other federal assistance will be involved. Fully financed by Title III.

SECTION III: OPERATION OF PROPOSED BUDGET

- A. The methods are to set up the types of program we are unable to provide. The techniques and procedures to be used are to take the services to the children or have them available on a referral basis. See attached Project Proposal, Exhibit "B".
- B. Every student will be served in some capacity. With the personnel involved students will be stimulated by coming into contact with more and better instruction and by seeing that they can do better by correcting some of their deficiencies and shortcomings.
- C. Vacant building with minor alterations. Ample room and space will be available. Ample overhead projectors, filmstrip projectors and movie projectors are available from participating schools on a

loan basis. Local schools will provide buses for excursions or educational trips when scheduled.

- D. Three controlled readers - one audiometer, testing materials.

Except for some office equipment most all the equipment used will have to be purchased since this is a new program and the schools involved will not have access to it.

#### SECTION IV: QUALIFICATIONS OF PROFESSIONAL PERSONNEL

- A. One Director - have public school administrator certificate, Master's Degree, two years experience in administration. One Clinical Psychologist - Master's Degree with 16 hours in clinical psychology.

One Educational Psychologist - Master's Degree plus 8 hours in the field of educational psychology.

Three Speech Therapists - Must hold an Oklahoma certificate in speech therapy.

Ten Remedial Reading instructors - Must hold Oklahoma teaching certificate with a minimum of 8 hours in special reading courses.

Three Social Workers - Bachelor's Degree with 8 hours of sociology and/or related courses or related experiences.

Eight Counseling and Guidance personnel - Hold guidance certificate for Oklahoma schools.

Consultant for in-service teachers - college faculty personnel will be used.

Consultant for Guidance Center - will be a psychiatrist licensed to practice in Oklahoma.

One Reading specialist - Bachelor's Degree and 12 hours college course work in reading problems or related experience.

SECTION V: PARTICIPATION OF NON-PUBLIC SCHOOL CHILDREN

- A. The children in the one private school will be visited and have available to them the same privileges and services as the students from the public schools.
- B. The equipment loaned by the schools will be for one year ending June 30 and could be recalled or extended at that time by the lending agency - accountability and maintenance will be the responsibility of the lender.

SECTION VI: PROJECT EVALUATION

The techniques and procedures which will be used to determine the degree to which the objectives of the project are being achieved will be by several methods:

- a. By the number of remedial students returned to their regular courses.
- b. By the number or percent of speech defects that are helped or corrected.
- c. By the number of emotionally disturbed children whose problems have been corrected or helped.
- d. By the results of an adequate testing program.
- e. By the periodic evaluation report.

- f. Part of our evaluation will be made from case histories and standardized tests.

#### SECTION VII: PROJECT BUDGET

Salary schedules are based on amount paid for these services in this area.

A separate schedule lists the qualifications:

One Director.....	\$15,000 per year
One Administrative clerk.....	4,800 per year
Custodian.....	3,600
Six - accelerated class instructors at rate of \$5.00 per hour each	
One Educational psychologist.....	12,000 per year
One Reading specialist.....	10,000 per year
Ten Remedial reading teachers.....	7,008 per year each
Three secretaries.....	3,600 per year each
One clinical psychologist.....	14,004 per year
Eight counselors.....	7,000 per year each
Three Social Workers.....	6,000 per year each
Three Speech therapists.....	6,000 per year each

#### SUMMARY OF THE PROPOSED PROJECT

Our present program is as our State Department of Education describes.

It is a minimum program, designed to educate the average student.

Our courses of study are not planned to challenge the academically talented nor geared to help the slow learner and psychologically disturbed child.

The supplementary center and related services are needed because they are non-existent. Osage County is a large, sparsely populated, low-income area consisting of 2,300 square miles with a population of 32,441, providing public education and one parochial school for 7,791 students. The central city in the county, Pawhuska, is a distance of at least sixty miles from any of the educational and psychological services as well as cultural advantages which we desire to provide our children and their parents.

Since this program is a cooperative, county-wide project, we feel it to be innovative and exemplary. It will be all-inclusive since our objective is to supplement the educational advantages of the median group, while at the same time innovating instruction for the mentally and emotionally less fortunate and seriously offering a challenge to the gifted and talented. The partial mobility of the services to be rendered should create among the general public an awareness of the need for supplementary education in the county.

The major objectives of the proposed project are to provide:

1. Psychological services.
2. Counseling and guidance services.
3. Diagnostic and remedial reading services.
4. Speech and hearing services.
5. Accelerated program for academically talented: humanities, social studies (as related to current human affairs), foreign language (Latin), art, and advanced composition.
6. Fine arts and cultural programs.



The procedure to be used to achieve the above are as follows:

1. Psychological services - a centralized facility designed to appraise the intellectual, personality, and other factors that influence learning, as well as provide the therapy needed for the emotionally disabled student. The staff would provide the appraisal facilities for county schools who were locating groups of mentally retarded children for the purpose of establishing special education classes.
2. Counseling and guidance services - both a centralized and traveling service that would include school testing programs and counseling services as well as maintaining student records. The staff would be responsible for the early identification of academically talented children and for advising for teaching staff in accelerating or enriching the curriculum for them.
3. Diagnostic and remedial reading services - the diagnostic service would be centralized and designed to administer various tests in reading. The staff would prepare reports for the student's classroom and remedial teacher. The remedial service would involve a traveling staff which would move from school to school on a regular basis to provide instruction for the retarded reader. The instruction would be based on the report from the diagnostic service. In-service training of teachers in the various local systems in remedial reading procedures would be necessary to enrich and insure the progress and continuation of the instruction provided by the traveling staff.
4. Speech and hearing services - a centralized service for the appraisal of hearing disabilities and speech defects. Speech

correction would be provided by the staff who would visit each school on a regular basis.

#### SUMMARY OF THE PROPOSED PROJECT

5. Accelerated program for academically talented - a summer program will be offered in the following subject areas: humanities, social studies (as related to current human affairs), foreign language (Latin), art, and advanced composition. The instructors would be secured from the best available in the county schools.
6. Fine arts and cultural programs - the fine arts and cultural services would include live presentations in the areas of music, drama, dance, literature, science, government, and current affairs. These programs would be produced at a central location, secured from the closest cities or theater guild agencies, and made available to both students and adults in the county. In addition, excursions to museums, art galleries, and industrial sites are proposed to widen the horizon of the students.

VITA

Oren M. Terrill

Candidate for the Degree of  
Specialist in Education

Thesis: A DESCRIPTION OF THE DEVELOPMENT OF A TITLE III PROGRAM AND  
ITS IMPACT ON A SCHOOL DISTRICT

Major Field: Educational Administration

Biographical:

Personal Data: Born at Bland, Missouri, September 5, 1912, the  
son of M. F. and Mary B. Terrill.

Education: Attended grade school at Collinsville, Oklahoma;  
graduated from Collinsville High School in 1930; received  
the Bachelor of Science degree from Northeastern State  
College, Tahlequah, Oklahoma, with major in History and  
Commerce in August, 1936; received the Master of Science  
degree from Oklahoma State University, with a major in  
Educational Administration, in August, 1941.

Professional Experience: Classroom teacher, coach, junior high  
school principal, high school principal at Inola, Stigler,  
and Putnam City, Oklahoma from 1935 to 1945; Superintendent  
of Schools at Davis and Pawhuska, Oklahoma from 1945 to  
the present time; served as President of Oklahoma School  
Administrators Association; served as Chairman of the  
Oklahoma State Curriculum Commission, the Oklahoma State  
Committee for Accreditation and Teacher Certification;  
present Chairman of the Advisory Committee for Adult Educa-  
tion in Oklahoma.