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OFFICE OF INTERGOVERNMENTAL RELATIONS

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July 27, 1971

Mr. Charles Jordan
 Executive Director, Model Cities
 5329 N. E. Union Avenue
 Portland, Oregon 97211

Dear Chuck:

Attached is a copy of our application for refunding for Portland's Career Opportunity Program. I was recently advised by the Regional Office of the Office of Education that a "Model Cities Relatedness" form needed to be filed on this project. Since they gave us very little lead time in asking for this form, I would suggest we go through the full procedure in Model Cities. Model Cities representatives have participated in the COP advisory council this past year.

Mrs. Bobbie Nunn is project coordinator for this program. She is presently out of town on vacation, but I would imagine she could be reached fairly soon. If it would be helpful, I would be happy to meet with the Education Working Committee to assist in clarifying any portions of this project.

Sincerely,



Charles A. Clemens
 Intergovernmental Specialist

cc: Dr. Hughley
 CC:ss

Enclosure

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PORTLAND
CAREER OPPORTUNITIES PROGRAM

Continuation Request

A Project Proposal
submitted to the

Office of Education
Washington, D. C. 20202

Portland Public Schools
Portland, Oregon
January, 1971

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Project Log Number
0296

COP Continuation Request

I. Project Progress

A. Milestones and related accomplishments

1. Improving the education of low-income children.

The Career Opportunities Program has been inaugurated, permitting for the first time a concentrated effort to provide training for paraprofessional instructional personnel. Already the composite number of 867 credit hours of fundamental course work has been achieved by this staff--under the auspices of this program. While it is too soon to measure the impact of this staff's improved competence upon students, it is a significant improvement and has a direct bearing upon increased quality education for the children from low income families who participate in the project.

While our project proposal's specific objectives make no particular reference to the improvement of education of children, such is the underlying, understood, tacit, principal principle undergirding Portland Public Schools' participation in any basic or supplementary projects. The same is true with COP. Portland Public Schools has developed a design for measuring, analyzing, and prescribing learning programs for individuals and groups. When this system is fully implemented we may be able to isolate the impact of COP and similar programs on the achievement of children. We expect to attain improvement in the education of children and will use this expectation as a criterion in determining the overall success of the program.

2. Attracting low income people to new careers in schools serving children of low income families.

In cooperation with Portland Model Cities, and for the specific purpose of attracting indigenous persons from the COP target area to serve in the target schools, twenty new paraprofessional instructional positions have been

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created and filled. Persons hired in this endeavor have been assigned slots in COP.

In December, 1970, ten additional new positions have been created in cooperation with the Portland Metropolitan Steering Committee, Inc. (OEO). These people have been screened and selected and will begin active participation in the program on or about January 4, 1971.

Our project's operational objectives indicate that "at the end of one year the Career Opportunities Program will have attracted and initiated for eighty Model Cities neighborhood residents a teacher education program." By December 31, 1970, we have attracted 105 participants to the program. Of these, eighty-one are now enrolled in the program. Of the twenty-three persons who were attracted to the program and did not remain, they left for the following reasons:

Left town	3
High risk/resigned or discharged	7
Other training program participants	6
Personal reasons	7

While the admitted reasons for leaving the program indicate that dissatisfaction with the program was absent, we are not positive that disaffection was not a factor in the decisions determined by the participant.

In the attempt to attract Viet Nam era veterans we have made the following efforts:

- (a) Continuing contact with community agencies for Viet Nam era veterans
 - (1) State of Oregon Multi-Service Center
 - (2) North Portland State Employment Office
 - (3) Concentrated Employment Program
 - (4) Local Veterans Administration Office
 - (5) Model Cities Demonstration Agency
 - (6) Portland Urban League
 - (7) Department of Personnel Services, Portland Public Schools
- (b) Continuing contact with the Veterans Counselor for Portland Community College, Mr. Bill Cooksley, for referrals.

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- (c) Visitation and continuing contact with the Separation Center at Fort Lewis, Washington (Ft. Lewis Transition Officer, Mr. Gordon Newton). Through Mr. Newton, continuing contact has been made with Portland Air Base for Viet Nam era veteran referrals.
- (d) Announcements were made to COP participants to encourage friends and acquaintances to wage a "word-of-mouth" campaign to recruit Viet Nam era veterans.

As a consequence of these efforts we have been able to enroll four veterans--three of these have served during the Viet Nam era. While this number is relatively small, these result from earnest efforts associated with factors which tend to detract from our success. We are, very frankly, unable to identify why these efforts have not borne greater success. We believe that remuneration, a connotation of women's work, the desire for instant reward for effort, a desire to participate in vocations related to technology rather than human service are paramount among the factors tending to retard success in the recruitment of veterans. We will persist in the effort with new techniques, where appropriate.

3. Finding better ways of utilizing school staffs through developing career lattices of positions.

In our August-October Status Report we detailed our progress in the development of career lattices of positions. At that time we indicated our progress in defining roles and responsibilities and delineating areas of work.

In addition to these efforts Portland Public Schools has undertaken a twelve month study, utilizing outside consultants to further refine roles and responsibilities of paraprofessional employees and others. The results of this study should be an improvement of the Portland Progressive Pyramid Program (Career Lattice).

Further, as indicated in the October Status Report, Portland Public Schools has not adopted a salary schedule in association with the descriptions on our pyramid. The study is continuing at the present time. It is expected to be complete in the Spring, 1971, prior to adoption of salary schedules as

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needed. The formal acceptance by the Board of the career lattice concept is pending the completion of this study.

Further, we treated in the October Status Report our instructional design showing how the career lattice concept has helped us to identify better ways of utilizing school staffs. See pages 1a, 1b, Appendixes D,E, of the Report.

4. Encouraging greater participation of parents and the community in education.

The development of the Portland Career Opportunities Program was the first cooperative work effort of Portland Model Cities Education Working Committee and the Portland Public Schools. Representatives of the receivers of service, the community as represented by the Model Cities' Citizens Planning Board, Portland Community College, Portland State University, and the Schools were able to develop a committee to begin this program. This committee of its own volition was able to reorganize itself to make it more representative of the users of the service. Through this proposal, for some, an initial opportunity to design educational programs was afforded. The COP Council is this committee. A representative for parents now has a membership on the council.

Each of the schools in the COP target area has a Parents Advisory Committee whose function it is to assist the school's staff in the development and evaluation of all school programs. At the time of the introduction of COP, efforts were centered principally upon ESEA, Title I activities. COP, and subsequently other programs, provided additional opportunity for parents to make contributions to programs affecting their children.

Among the operational objectives was one which was hoped to be attained: "At the end of one year the Career Opportunities Program will have maintained, through the COP Advisory Council, effective liason between the participating colleges, the school district, and the community." This continuing objective is being attained.

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5. Finding better ways of training personnel for schools through a work-study approach.

Portland Public Schools has felt that formal sub-contracts with the Portland Community College and Portland State University is less desirable than the implementation of our program through our usual channels of cooperation. Until July, 1969, Portland Community College was an integral part of the school system. Portland State University, a new institution about 20 years old, purchased the first building in its present site from the school system. The history of the institution reflects a close cooperative effort between the IHE and the LEA.

We have developed a mutual understanding between the Portland Community College, Portland State University and Portland Public Schools, sanctioned by the Teacher Education Division of the State Department of Education, to develop a unique, innovative teacher education program based upon work-study. Through the COP Advisory Council we have determined that we wish a program which consists of something more than courses as usual while aides work in the schools.

Our plan will call for the use of the school as a training facility-- an extension of the university into the schools. We wish to have courses passed by examination and/or demonstrated proficiency. Thus, a COP participant might advance along the Portland Progressive Pyramid as a consequence of regular class enrollment, demonstrated proficiency, and/or examination. Further, our plan will call for instructional modules or courses based upon individual needs.

In our October Status Report we indicated that the plan or program would be available on or about February 1, 1971. Our operational objective indicated that at the end of one year we will have developed this educational program.

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6. Increasing cooperative relationships between related programs and institutions.

(a) Student Tutor and Assistant Teacher Program (STAT)

There is no change in the relationship of COP linkages to Portland Schools' youth tutoring youth program as reported in the October Status Report. The director of COP maintains close liaison with the supervisor of STAT. Tutors are an integral part of the instructional team in the schools. Although the direct relationship between COP participants and individual tutors is highly variable, there is a continuing relationship ranging from tutorial training and supervision to cooperative efforts to solve learning problems for a given tutor. The STAT program is under the organization and administration of Title I, ESEA, at Jefferson High School.

(b) Model School Program

With the exceptions of Vernon Elementary School and Adams High School, other schools participating in the Portland COP are included in Portland's Model School Program. Combining ESEA, Title I funds and supplementary state funds with both basic and supplementary local money, a substantive effort to improve educational opportunity for children of low income families has been launched. A significant portion of this effort has resulted in the recruitment and employment of neighborhood residents as aides. Table X of the October Status Report shows that over \$109,000 is expended for salaries of persons employed with these tax based funds who are participating in COP. In excess of \$108,000 of ESEA, Title I funds are expended for salaries of COP participants.

(c) EPDA, Part B-2

Portland Schools was invited to submit to the Oregon Board of Education a proposal for a summer, 1970, aide orientation program under the provisions of Part B-2, EPDA. Approximately \$17,000 was awarded to support this program. Newly elected aides who were assigned training slots in COP participated in this project.

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(d) Headstart

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Early Childhood Education activities (OEO) for four-year old children operated in specially designed neighborhood facilities and expanded through the use of Model Cities funds, employ paraprofessional staffs. This effort is a part of the Model School Program. Employees in this program receive similar educational opportunities under the auspices of the Headstart Supplementary Training Program. Linkages with this program will be explained elsewhere in this document.

(e) Follow-Through

Two schools (K-3), Eliot and Holladay, while originally planned for COP participation, are not directly involved with COP. Like the Headstart paraprofessional staffs, employees in this program have the opportunity for educational advancement under auspices of the Headstart Supplementary Training Program. Linkage with this program will be described below. Eliot and Holladay Schools are components of the Model School Program.

(f) Other Training Programs

Other funded training programs with which Portland Public Schools cooperate include the Concentrated Employment Program--New Careers (DOL); Teacher Corps (Oregon State University, undergraduate, elementary) (University of Oregon, undergraduate, secondary and corrections); Headstart Supplementary Training; Training the Teachers of Teachers (TTT); Portland Urban Teacher Education Program (EPDA, Part B-2). Under auspices of the Office of Inter-Area Programs, Portland Public Schools, exploratory talks (four sessions) have been held prior to December 31, 1970, to seek ways for interfacing program offerings and the free exchange of class enrollment for participants in these programs. We have the obstacle of arranging credit recognition between four institutions of higher education and the Division of Continuing Education of the Oregon System of Education. The support of the Teacher Education Division of the Oregon Board of Education has

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been ascertained in this endeavor. The talks and efforts in this direction will be continuing in January, 1971, with the participation of appropriate staff from the Oregon Board of Higher Education.

(g) Model Cities--Portland Metropolitan Steering Committee, Inc. (OEO)

Portland Public Schools has developed a program--Educational Aides--with Portland Model Cities to provide employment to twenty Model Cities residents to serve in schools serving children from low income families. Persons employed in this program (valued at \$98,342) are all participants in COP.

A similar program developed in cooperation with Portland Metropolitan Steering Committee, Inc. (OEO) will provide employment to ten other paraprofessionals. Most of these persons from low income families will be assigned to schools participating in the COP.

B. Unique Successes

The following unique successes and innovations were planned for project impact during the planning phase of the program:

1. The attraction and training of thirty employees new to the district as defined by EPDA Part B-2 (less than one-half year of employment prior to June 1, 1970), refresher courses and orientation activities to cause effective performance as an aide and enter collegiate level courses.

The training was two-fold: (a) it provided orientation activities for effective performance as a paraprofessional; and (b) it made available refresher or remedial courses designed to cause easy entry into collegiate work.

This impact which was planned was, also, achieved.

2. Enhancement of self concepts and competencies of paraprofessionals in teaching-learning activities.

This unique effort has been planned and its success or lack of it is planned for evaluation in April, 1971.

3. Improved community cooperation and involvement.

Portland's COP was the catalyst for effective operation of Portland's

Model Cities Education Working Committee. The involvement of committee members in this planning operation activated interest and general participation of citizens on the Committee. Further, the Portland COP proposal won the first endorsement of any program by Portland's Model Cities Citizens Planning Board.

In the planning of COP, the Model Cities Agency and Board developed and initiated its first action program for the target neighborhood.

4. Assisting Portland Public Schools in defining roles and responsibilities and in progressive staff development.

Portland Public Schools had a career lattice concept under consideration prior to the development of COP. However, its inauguration gave direction and impetus to its early development. We expect Portland Public School Board approval in spring of 1971 of the career lattice concept with appropriate job descriptions, indications of vertical, diagonal, and horizontal mobility and adequate remuneration at each level.

5. The development of a new approach to teacher training.

We are attempting to devise an effective work-study plan for teacher training which accepts the best of a traditional university based approach and include special training strategies such as course credit by (a) certification of demonstrated proficiency by public schools' staffs, (b) written examination based recommendation of team leaders, (c) practicum, (d) combinations of (a), (b), and (c).

Other features of the program should include provisions for interdisciplinary course offerings and on the job training. Implementation of these features will cause (a) acceptance of the role of teacher trainers by public school staffs, and (b) direct participation of college staff in the training program on on-the-job sites.

Preliminary reports on this program will be available on or about February 1, 1971. Progress for achievement is underway.

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6. The interfacing of programs.

COP has developed financial linkages with ESEA Title I, local funds, EDPA - Part B-2, Model Cities, Portland Metropolitan Steering Committee, Inc. (OEO). Programmatic linkages are under development with EPDA Part B-2, (two local components) Model Cities' Educational Aides, PMSC (OEO), CEP - New Careers, Teacher Corps (two local components), Training the Teachers of Teachers, Head Start Supplementary Training, and Portland Public Schools' Professional Incentive Growth Program (In-Service training). (See also pages 5 and 6, above)

In March, 1971, we hope to have "ironed-out-the-bugs" and have program courses interfaced.

C. Problems

Problems which have been encountered in operation include the following:

1. The development and adoption of the career lattice concept.
2. The difficulty in recruiting a desired number of Viet Nam era veterans.
3. The changing of role perceptions of university and public school staffs.
4. The training of paraprofessionals for service in special education.
5. The provision of child care services for trainees during work and study time periods.
6. Limited representational participation in the COP Council.

In the development of the career lattice, we anticipated that the Portland Progressive Pyramid Program would be fully implemented in the fall of 1970. However, during salary negotiations in the spring of 1970, the Board of Directors of the LEA elected to delay this implementation and to have an outside agency study and recommend to it a program for all employees other than certified personnel. The completion of the study and its recommendations are sched-

All the data regarding the career lattice included in our proposal and as amended in the October, 1970, Status Report has been recommended to the study group. While the study group may make different recommendations, we believe our suggestions will be forthcoming with minor modifications, if any. (See pages 3, 4, and 9 above)

While we have no specific number of Viet Nam era veterans to recruit, we have been concerned about our difficulty in this effort.

In the attempt to attract Viet Nam era veterans we have made the following efforts:

- (a) Continuing contact with community agencies for Viet Nam era veterans
 - (1) State of Oregon Multi-Service Center
 - (2) North Portland State Employment Office
 - (3) Concentrated Employment Program
 - (4) Local Veterans Administration Office
 - (5) Model Cities Demonstration
 - (6) Portland Urban League
 - (7) Department of Personnel Services, Portland Public Schools
- (b) Continuing contact with the Veterans Counselor for Portland Community College, Mr. Bill Cooksley, for referrals.
- (c) Visitation and continuing contact with the Separation Center at Fort Lewis, Washington (Ft. Lewis Transition Officer, Mr. Gordon Newton). Through Mr. Newton, continuing contact has been made with Portland Air Base for Viet Nam era veteran referrals.
- (d) Announcements were made to COP participants to encourage friends and acquaintances to wage a "word-of-mouth" campaign to recruit Viet Nam era veterans.

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As a consequence of these efforts we have been able to enroll four veterans--three of these have served during the Viet Nam era. While this number is relatively small, these result from earnest efforts associated with factors which tend to detract from our success. We are, very frankly, unable to identify why these efforts have not borne greater success. We believe that remuneration, a connotation of women's work, the desire for instant reward for effort, a desire to participate in vocations related to technology rather than human service, are paramount among the factors tending to retard success in the recruitment of veterans. We will persist in the effort with new techniques, where appropriate.

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Public School staffs have neither fully interpreted nor accepted a role of teacher trainer for themselves. Principals and teachers in the public schools see themselves as providers of education for children. Changing this role perception is a persistent problem.

In the resolution of this problem we have (1) held individual and group conferences, (2) conducted workshops, and (3) we are involved in the planning of an overall work-study program which will cause active cooperation between LEA and IHE staffs.

Simultaneously, university staffs see themselves as functionaires in the university's "Halls of Ivy". We wish to have them mutually assist public school staffs in the teaching-learning situation where the children are.

We will continue efforts described above to change the role perceptions of LEA and IHE staffs. Modifications in this strategy will be made when necessary.

The training of paraprofessionals for service in special education classes is a continuing problem. In Oregon, preparation for work with children with handicapping conditions is traditionally a graduate level training approach. Licensing is based upon training and actual classroom experience (generally two years with normal children). Consequently, service entry into special education programs and classes is traditionally considered to be the domain of experienced teachers. In these programs pupil-teacher ratios are generally small and financial considerations have traditionally made paraprofessional assistance unavailable to professional staffs in these programs. Related is a general feeling on the part of professional staffs in these programs that less than professional assistance to children with handicapping conditions is not desirable. Teachers and other professionals in special education have neither interpreted nor accepted a role of teacher trainer.

In the resolution of this problem Portland Public Schools and Portland Metropolitan Steering Committee, Inc. (PMSC), OEO have entered into an agreement

for the employment and training in COP of ten paraprofessionals, many of whom are currently being assigned to Special Education programs. Strategies designed to change role perceptions will be utilized with this group of professionals during the ensuing months.

Babysitting has been a problem in the operation of the program. There simply were not sufficient places and financial capability to provide the either long, short, day or night child care services needed to serve the need in the metropolitan area.

Recently the Metropolitan (Tri-County) Coordinated Community Child Care Council (4-C) has been organized. This body has been incorporated, and it has entered into an agreement with Portland Model Cities to coordinate child care services to residents of the Model Cities neighborhood--the COP target area. First priority for service under this project will be to persons in a category similar to the circumstances of COP participants.

The original composition of the COP Council did not have representative participation desired by those then currently serving. The Council desired more community representation in the form of more parents and more trainees. In September, 1970, the Council decided to reconstitute itself to extend the participation and become a more representative community based council.

D. Modifications.

Stated Objectives:

1. At the end of one year the Career Opportunities Program will have:
 - (a) attracted and initiated for 80 Model Cities neighborhood residents a teacher education program
 - (b) maintained, through the COP Advisory Council, effective liaison between the participating colleges, the school district, and the community.

Modifications: No change

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2. After the first summer orientation session, aide participants will manifest:

- (a) positive self-images and confidence regarding their involvement in teaching-learning activities
- (b) improved communications skills
- (c) understanding of the roles and responsibilities of the teaching team--teachers/aides/administrators.

Modifications: No change

3. After one year of training and education, aide participants will manifest improved competence in their present positions on the career lattice.

Modifications: No change

4. After one year of training and education, 50% of the COP participants will be advanced one step on the career lattice.

Modifications: No change

5. After one year of experience with COP participants, teachers will manifest:

- (a) increased ability to organize and conduct activities utilizing paraprofessional personnel "on the team" in the teaching-learning program.
- (b) positive attitudes concerning the worth and ability of indigenous workers as individuals and as participants on the teaching-learning team
- (c) more positive attitudes about the learning potential of disadvantaged learners
- (d) increased utilization of audio-visual equipment and materials in the teaching-learning situation
- (e) usage of at least three different organizational patterns for instruction.

Modifications: No change

6. After one year of experience in classes served by teaching-learning teams utilizing COP participants, students will evidence:

- (a) more positive attitudes toward the attainment of educational and occupational goals

- (b) enhanced self concepts
- (c) increased rate of academic growth in programs for the handi-capped.

Modifications: No change

7. After the second summer of training and education, COP participants will manifest:

- (a) skill in planning instructional activities for individuals and small groups
- (b) skill in executing planned teaching-learning activities in multi-patterns of classroom organization.

Modifications: No change

8. At the end of the second summer, COP will graduate and certify as teachers 20% of the COP participants.

Modifications: Change to 10 percent.

9. At the end of the third summer, COP will graduate and certify as teachers an additional 20% of the COP participants.

Modifications: No change

II. Project Projections

A. Projected number of aides enrolled in the program during the summer, 1971, and the academic year 1971-72.

Eighty-one participants are currently enrolled in Portland's COP. During the summer session we expect to maintain a membership of approximately eighty trainees. At this time we will financially and programmatically interface COP and EPDA, Part B-2.

The Oregon State Department of Education has new guidelines for B-2 programs currently under development. Representatives have indicated that a goal of the guidelines is direct linkage between the programs. When this guidelines development is completed in late spring, 1971, we will be able to indicate the nature of the cooperation.

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During the academic year 1971-72, if budgeting permits, we will temporarily increase the number of participants. This action will open new opportunities to (1) improve the education of children from low income families, and (2) attract additional indigeneous personnel to COP.

In our October Status Report and on pages 10 and 11 above, we have cited reasons for our inability to indicate position levels on the Career Lattice. When Portland's Progressive Pyramid Program becomes operative, we will supply you this information.

B. Projected number of veterans.

As paraprofessional vacancies occur, Portland Public Schools will assign highest priority for employment to Viet Nam era veterans. Already Portland COP has assigned highest priority to Viet Nam era veterans participation.

To date, we have employed and enrolled four veterans. Our goals for the ensuing summer session and academic year (1971-72) will be the attraction of ten new veterans.

C. Projected number of aides in Special Education.

We have cited on pages 12 and 13 the causes related to our difficulty in the placement of aides in special education programs. In the target area there are seven special classes for retarded children and a facility for physically handicapped children. Other special education facilities are a considerable distance from our target area. (Further, the number of special classes for retarded children were reduced from about 20 to the present number in 1965 with inauguration of community involvement and other compensatory programs in the target area.)

Currently, ten aides who are COP participants are utilized in special education programs. During the projection periods we expect to maintain

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our goal of ten COP enrollees in service with children having handicapping conditions.

D. Other projections.

Effects of reorganization

During May, 1970, the Board of Directors of Portland Public Schools, after extensive public hearings, adopted the Superintendent's "Portland's Schools for the Seventies" recommendations. Among these was one which authorizes the establishment of early childhood centers to serve children age four through grade four in the COP target neighborhood. Another recommendation permits the establishment of middle schools--all of which will be outside the Model Cities or COP target neighborhood. Earlier (1965) the Board of Directors authorized a student transfer program which permits the administrative transfer of students outside the target area to other schools where classroom vacancies exist.

During the academic year 1971-72 we will operate within the framework of a policy which permits residents of the Model Cities neighborhood participation in COP if:

- (a) they are employed in schools to which children from the Model neighborhood have been administratively transferred
- (b) if they are employed in schools administratively designated to serve children from the Model neighborhood.

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	1970		1971		1972	
	COP	Other	COP	Other	COP	Other
<u>Staff Salaries</u>						
a. Director	16,958		15,037		14,022	
c. Team Leaders, 10 @ \$500	5,000		5,000		5,000	
d. Coaches, 27 @ \$300	8,100		8,100		8,100	
e. Secretarial & Clerical	5,300	2,100	7,176		5,500	
f. Released time for Team Leaders and Coaches, 8 days ea. @ \$35 per day	5,460		10,360		5,460	
TOTAL	40,818	2,100	45,673		38,082	
<u>Training</u>						
g. Lower Division, 50 trainees, 4 terms @ \$80 per term	15,000		16,000		15,000	
h. Upper Division, 30 trainees, 4 terms @ ave. \$160 per term	17,370		19,200		17,370	
i. Books, supplies @ \$125 per trainee	8,000		10,000		8,000	
j. Staff Retraining			6,013			
k. Summer Orientation		20,000		20,000		20,000
TOTAL	40,370	20,000	51,213	20,000	40,370	20,000
<u>Other Direct Costs</u>						
l. Evaluation		5,000		5,000		5,000
m. Travel and mileage	1,000	500	1,000	500	1,000	500
n. Office Supplies	1,000		500	500	500	
o. Employee Services and Benefits @ 5.2%	3,049	231	789		2,748	
TOTAL	5,049	5,731	2,289	6,000	4,248	5,500
TOTAL PROJECT COSTS	86,237	27,831	99,175	26,000	82,700	25,500

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- a. Director: The director's salary will be based upon the Administrative-Supervisory Group A, standard work year (225 days). His salary step will be established according to district policy, based upon education and experience. The range on the current salary schedule is \$12,250 - \$15,075, with \$500 additional for a doctorate. Salary costs were estimated by using Step 2, \$12,575, plus 6% to reflect a possible raise. This salary figure also includes 12.6% for personnel benefits, including F.I.C.A., Retirement, Health Insurance, and State Industrial Accident Commission Insurance.
- c. Team Leaders: An additional \$500 for each teacher designated as team leader is budgeted. This payment will cover extended time these persons devote to COP.
- d. Coaches: An additional \$300 for each teacher designated as a coach is budgeted. This payment will cover extended time these persons will devote to COP.
- e. Secretarial and clerical: The services of a secretary are requested in this item. Salary costs were estimated using the District's salary schedule for Secretary I, Step 2, \$5610. Six percent was added for a possible raise. This salary figure also includes 12.6% for personnel benefits.
- f. Released time: This fund has been requested to cover substitute costs to free team leaders and coaches to hold planning meetings and provide intensive assistance to COP participants.
- g. Lower Division training: Fees payment for COP participants in lower division studies is requested. The \$80 per term tuition cost is subsidized locally, so no economies can be achieved through contract courses.
- h. Upper Division training: The funds requested for upper division course work represent an estimate based upon a distribution of course work between hourly fees payment at \$160 per term. May also be used for fixed-fee contract courses which vary between \$200-\$400 per course.
- i. Books and supplies: \$125 per enrollee is requested to defray textbook and material costs. Local estimates indicate \$150 per year is a realistic average, but COP will achieve economies by rotating and exchanging materials, as well as by using its local curriculum library resources.
- j. Retraining of Staff: This item has been included as a modification to permit the active involvement of the cooperating classroom teachers in COP. \$4800 is provided for 80 teachers to attend four one-half day workshops, \$1000 for consultant fees, and \$313 (plus \$500 local funds) to provide materials, books, and supplies for the workshops.
- k. Summer Orientation: \$20,000 of EPDA B-2 money will be requested through the S.E.A. to provide financial and programmatic linkages. The specific manner of linkage is not known at this time. (See page 10 above)
- l. Evaluation: \$5000 in local contribution has been shown to cover the part-time research service provided by the Portland Public Schools.

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- m. Travel and mileage: \$1000 has been requested from COP and \$500 contributed locally to cover local mileage costs and travel. It is anticipated that the COP director shall need to make two trips per year to confer with officials and representatives in other areas.
- n. Office supplies: \$1000 is requested for the first year and \$500 in subsequent years to cover normal office supply needs, including duplication, record keeping, and related expenses.
- o. Employee services and benefits: 5.2% of salary costs has been requested to cover F.I.C.A. costs for line f and \$4800 of line j.

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