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IN PITTSBURGH.

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A STUDY OF THE STREET ACADEMY PROGRAM IN PITTSBURGH

by

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Submitted to the Graduate Faculty in the School
of Education in partial fulfillment of
the requirements for the degree of
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CHAPTER I

BACKGROUND OF THE STUDY

Statement of the Problem

This study examines the rationale, design, and procedures of the Street Academy Program in Pittsburgh and its efforts to recruit, remotivate and educate dropouts from conventional public and private schools. Furthermore, the study examines the elements of this program, and it points to some basic differences which exist between the traditional public and private secondary schools and street academies. In pinpointing these differences, students were asked to express their opinions of these different elements. The rationale for the existence of street academies was examined in terms of the opinions of the students toward the various elements of the street academy and its efforts to educate them.

Rationale for a Study of the Street Academy Program in Pittsburgh

Street academies are designed to accommodate high school dropouts who want to prepare for a college education, and as such, many of them have produced tangible results. While visiting the street academy program office in Harlem in September, 1969, the writer discovered that more than 600 street academy students had returned to high school or had gone on to preparatory school in the past few years. It was also discovered that more than 200 students had graduated from preparatory schools and

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had gone on to college. This information was also reported in a leaflet prepared by the National Urban League. (National Urban League, 1969, page 2).

Furthermore, it is obvious that the Street Academy Program in New York City has grown since its beginning in 1962. A recent publication indicated that in 1969 there were fourteen operating academies, eight in Harlem and the others elsewhere in Manhattan and Brooklyn. These fourteen academies are served by Harlem Preparatory School and Newark (New Jersey) Preparatory School. The national program has also expanded. It now encompasses additional street academies in White Plains (New York), Detroit, Hartford (Connecticut), Cleveland and Pittsburgh. (Black, 1969, page 88).

In view of the expansive scope and the extended growth of other street academy programs, it appears that a study of the Street Academy Program in Pittsburgh can be justified on the basis of its highly probable benefit to the director of the Pittsburgh program, its sponsor (The Urban League of Pittsburgh), and educators in general who are interested in educational alternatives.

The data from such a study may: 1) enable the sponsor and staff of the Street Academy Program in Pittsburgh to scrutinize the first year's efforts to provide an educational alternative for high school dropouts, 2) provide an empirically-based conceptual framework for persons interested in setting up new street academies or other educational programs in Pittsburgh or in other cities, and 3) provide implicit recommendations for improvement of existing educational programs.

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Objectives of the Street Academy Program

In order to meet the demands of the rapidly changing world in which he lives, the student must possess the ability to think independently and to act responsibly. In order to learn to think independently and act responsibly, the student must be exposed to an educational setting which is stimulating and challenging and at the same time warm and supportive. Such a setting will also develop individual potential by focusing attention on the social, emotional, and physical needs of students as well as on their educational needs.

No single set of learning experiences has been established to meet the needs of every student. Therefore, the classroom must be a responsive environment which allows for flexibility and creativity.

Consistent with the general requisites for optimum learning, the major objectives of the Street Academy Program are to:

1. Help retrieve some of the lost potential in the community.
2. Create an academic atmosphere that would effect a change in an antiquated system of teaching.
3. Recruit, remotivate, and educate students who have the potential to go to college but lack the academic preparation.
4. Provide assistance to help those students who complete the program get into college and remain there until graduation.

To accomplish these general objectives, the Street Academy Program in Pittsburgh was patterned, to a large degree, after the program in New York. It was divided into three steps or stages - the street academy, the academy of transition, and the preparatory school.

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The first stage, the street academy, is operated in a remodeled store front. Here the dropout is motivated to continue his education and he is provided with the basic reading and mathematics skills needed to continue his education. He remains in the street academy until he reaches the eighth-grade reading level whereupon he is passed on to stage two, the academy of transition.

The academy of transition is the bridge which permits the students to make the transition from the very informal atmosphere of the street academy to the formalized preparatory school. Here the student concentrates on the traditional secondary subjects such as English, history, mathematics, and science. The amount of time spent here depends on how long it takes the individual to prepare for the more formalized third stage, preparatory school.

The preparatory school provides the student with upper-level secondary school courses and college preparatory courses which lead to the completion of the requirements for the high school diploma and college entry. The student in preparatory school is encouraged to develop effective study skills, self-discipline, an improved self-concept, and the determination to be successful in college.

Organization of the Dissertation

This dissertation is organized in the following manner:

1. Chapter I presents the rationale and objectives of the Street Academy Program in Pittsburgh.
2. Chapter II presents the philosophy and objectives of the study and lists the procedures to be used in the study.

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3. The major elements of the Street Academy Program are described and explained in Chapter III.
4. The results of the study and a description of the sample of students interviewed are presented in Chapter IV. The methods of data collection are also described in Chapter IV.
5. Chapter V lists the conclusions of the study and the writer's recommendations.

Delimitations of the Study

1. The study will be delimited to the Street Academy Program in Pittsburgh.
2. The study will be delimited to the following sources of structured data:
   A. Informal interviews with students in the Street Academy Program.
   B. Observations of the procedures used by instructors and the street worker.
   C. A questionnaire completed by a sample of fourteen students who attended the Street Academy Program.

Definition of Terms

1. Street Academy Program - A program of resources for learning, with the specific purpose of meeting the needs of people who have rejected or have been rejected by the formal educational system. The program encompasses three stages - the street academy, the academy of transition, and the preparatory school.
2. Recruit - To secure and enroll students.
3. Remotivate - To encourage students to make another attempt to pursue further education.
4. Educate - To develop in students the concepts, skills, and attitudes necessary to pursue knowledge in a systematic manner.
5. Dropouts - Individuals who leave the formal educational system before the completion of the requirements for graduation. Dropouts are also referred to as early school leavers.

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6. Elements of the Street Academy Program - The component parts of the program such as facilities, staff, students, procedures used, and relationships developed with other programs. Collectively these make up the program.

7. Special Schools - Schools such as the street academy which offer an educational alternative to the public schools.

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CHAPTER II

PHILOSOPHY, OBJECTIVES, AND PROCEDURES OF THE STUDY

Philosophy of the Street Academy Program in Pittsburgh

The schools in Pittsburgh, as in other urban centers, seem to have displayed a growing impatience with students who have had problems in school. In part this may have stemmed from the concern that such students interfered with the progress of other students. Also it may have stemmed in part from discouragement and disappointment that these students had not responded to many attempts to help them with their problems. Impatience was particularly strong when the youngster's behavior was aggressive, attacking, or clowning. Any program which is designed to take advantage of the future potential of citizens must include provisions for helping youngsters whose adaptation to school has been hampered by conflicts between the student and his educational environment.

The teachers in street academies must have a genuine interest in the students and must care about what happens to them. The most important single qualification for all teachers and other personnel in the street academy is the ability to relate positively to the student and establish adequate lines of communication.

Classes at the street academies are small and informal but geared toward preparing a student to be successful in the college which he attends.

A vital component of the street academy is the street worker whose job it is to recruit students for the academy. The street worker comes

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from the world of the dropout and knows how best to relate to his problems and how to temper and cultivate his anxieties and head him in the right direction. The street worker in the New York program has been so effective in motivating students that plans are now being made to develop a training program for street workers from various programs so that there will be a better chance of accomplishing nationwide consistency and effectiveness.

According to students in the Street Academy Program in Pittsburgh some teachers in public schools did not seem to have the interest of the students uppermost in their minds. Therefore, they did not relate positively to the students. Students felt that they could readily determine that a teacher was not showing an interest in them as individuals and reacted accordingly.

Part of the reason for the impersonal feeling which developed between teachers and students may have been a result of the over-crowded conditions in the classrooms. Students seemed to feel that even teachers who were genuinely concerned about them found it difficult to show their concern adequately when their classrooms were over-crowded, as they were in many public schools.

Coordination of Educational Programs in the Community

The street academies and other educational alternatives to the public schools as they now exist will provide the environment for solution to many of the educational, psychological, social, and economic problems of dropouts and help them to make greater contributions to our society.

> One mark of the underachiever is his extreme defensiveness. Our educational system is, at the moment, underachieving. Let us hope that it will not, defensively, snap back with excuses and explanations and counter-attack. If it does, our children will be the ones who lose the argument. (Fine, 1967, page 113)

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Before they drop out, most students are either failing in their school courses or working far below their capacity. Many of them are truant, many are cutting classes, and many are classified by the school as presenting behavior problems.

A responsibility of the community would be the creation of special schools, which are needed to treat some of the problems which exist. Of course, any special school will be effective only if it is adequately staffed and adequately maintained so that it has the facilities and the necessary personnel to provide the treatment which is needed.

The Street Academy Program is one example of a "special school" which can provide the necessary vehicle through which to solve some of the problems which exist. The Street Academy Program provides educational preparation for college bound students.

What happens in the classroom depends, to a large degree, on the teacher. Therefore, teachers must have an academic background which includes a knowledge of the subject matter to be taught. Methods of teaching can be learned by teachers in the classroom, with some supervision and experience. The teachers in the Street Academy Program were not required to be certified or to have had education (methods) courses because it was felt that these courses were not essential for a teacher to be successful on the job.

The community should have a definite role in determining how and by whom its children should be taught.

Universities and community groups should work together in developing the most meaningful type of training program for teachers who are going to direct the educational development of the community's young people.

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The universities seldom make full use of the many resources which are available in the non-professional community which would be helpful in training teachers for work with students from the non-professional environment.

Effective coordination by universities and the community would produce more good teachers.

Both staff training and curriculum development should be continuing processes. Curriculum development is a much more involved process than is commonly recognized. Few attempts were made in the Street Academy Program to develop curriculum materials during the first year. The reading teacher did some work in this area in order to provide meaningful materials with which reading skills could be developed while maintaining the interest level of the students. Stories and articles from magazines, which were considered "high interest materials," were used with some of the students in the street academy.

We expect future interest and efforts to produce some original materials for use with students who must be remotivated and redirected toward educational improvement. The development of such meaningful materials will involve the use of feedback and contributions from teachers, students, parents, and other community people. The most important feedback will probably come from the students.

The street academy strives to make changes in the educational mainstream by doing things differently and using different materials.

Parent and Student Involvement in School Activities, Experiences and Programs

The involvement of parents in an educational program can be of value in many ways. Parental consent and endorsement is important in encouraging

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students to continue their education. Examples of achievement set by parents may be motivational forces. Assistance from parents can also be a helpful and driving force.

According to Wellington and Wellington:

> The school, even the best school, cannot educate a child unless the parents play their part. And the school, even the worst school, can offer a child much to educate him if the parents help at home. (Wellington and Wellington, 1962, page 5)

Wellington and Wellington suggest that the parents' roles are often over-looked by parents and teachers or are undeveloped because of the many fears and uncertainties which parents have. Parents fear conflicts between what they may do at home and what is done at school which may result in confusion for the child or they feel inadequate to undertake the job of trying to supplement the child's education by helping him with subject matter difficulties.

Parents need to be aware of some of the reasons that youngsters adjust poorly to the school environment. Often these reasons have their roots in the home. These may range from overly strict parents to too much freedom. The reasons may also lie within the school. The work may be too difficult or too easy or the student and the teacher may not understand each other. (Green, 1966, page 32)

The street academy had many contacts with parents but was only successful in involving them in the Open House activities which were held during March. The parents were not involved in the program in any organized manner. Involvement of parents will be further discussed in Chapter V.

Some educational trends discussed in the literature include the idea that students should learn more and learn it faster, as well as the idea that schools should get rid of misfits. Trends which tend to foster

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learning more and learning it faster speak of upgraded curricula, increased pressures for educational achievement, heavier work loads, and earlier graduation. To these challenges the brighter children respond well and actually increase their performance. Those children who are not bright or those who are generally underachievers are often harmed by them.

This writer feels that any educational program which is designed for acceleration and higher achievement and fails to take into account emotional readiness as well as the intellectual capacity of a student will inevitably fail to accomplish the desired goals, but will reverse its objective with some of the youngsters being affected. Many adolescents have become very upset and many have had to be treated because of the emotional demands their education placed on them. These are the better students, the students who are placed in programs such as the Scholars' Program in the Pittsburgh schools. Many simply cannot stand the increase in the expectations and the greater competitive effort that is needed in these programs.

Students' Relationships with Teachers, Counselors, Parents and the Community

Students who become dropouts usually disregard school rules from time to time perhaps because they find few rewards for obeying them. It is unfortunate that their educational problems stand out in plain view and cannot be concealed as their other problems sometimes can. Therefore, the educational problems are highlighted while other underlying problems go undetected. Students who are thus exposed feel resentment and shame and lose their self-esteem. Their parents are very likely to voice disappointment and anger about the school failure. This only adds to the student's unhappiness at home. The schools sometimes find it difficult

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to be sympathetic with underachieving students, especially when their behavior is either passive or openly defiant. The students then have intensifying problems both at home and at school.

The problem of dropouts extends beyond the secondary school. The literature suggests that the main reasons are the same.

A major reason that students drop out or discontinue their education is that problems arise in student-faculty relationships. It is common in schools for students to be assigned to staff members who have as part of their duties some counseling responsibilities. This person is usually called homeroom teacher or advisor. The duties of this person usually include:

1. Keeping records and background information.
2. Monitoring student progress.
3. Helping the student plan his program to relate to his future goals.
4. Helping other staff understand the student.
5. Working with college admissions offices in furnishing evaluations of individual students.

This job is probably better done by a person who has these duties as a full time function but can be effectively done by a classroom teacher with the help of others.

The fact that teachers have daily contact with students puts them in a good position to counsel students. The teacher can learn the students' personal needs and help them meet them. (Jacobson, et. al., 1963, page 251)

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Each student in the Street Academy Program selected a teacher or the street worker to act as advisor to him. Students worked closely with their advisors in planning schedules and received advice and counseling regarding their personal problems.

The teachers and the street worker kept records, monitored student progress, and helped interpret students' problems to other staff members.

Characteristics of Students Who Leave School Before Completing Their Education

Family status, ability, extracurricular involvements, attendance habits and the relationships which develop in school are signs of early school withdrawal.

The literature suggests that the following are some of the major characteristics of dropouts.

1. Over compulsory attendance age.
2. Unable to do high school work...usually because of low reading ability.
3. Usually two or more years below average in achievement for grade level.
4. Disinterest in school or feeling of not belonging.
5. Unhappy or unstable family situation and frequent changes of school.
6. Easily observed differences from schoolmates, such as dress, physique, race or nationality, social class and physical handicaps.
7. Inability to afford usual expenditures of schoolmates and lack of participation in extracurricular activities.

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8. Disciplinary problems such as overt antagonism toward school personnel, a record of delinquency and irregular attendance.
9. Few friends of the same age and nonacceptance by teachers and schoolmates.

Problems of Students Who Drop Out of School

The major problems of dropouts, as summarized from the literature, seem to be:

1. Problems in academic performance, attendance, and school behavior.
2. Family problems which affect the students' ability to meet peer expectations such as dress and participation in extracurricular activities.
3. Severe emotional problems which cause school difficulties.

In a survey by Chansky in which reasons for dropping out were ranked by students, teachers, parents, principals, and others, it was concluded that high agreement existed between rankings of students and parents but little agreement existed between students and the other groups. (Chansky, 1966, page 37)

The reasons that students drop out of school or discontinue their education will vary from group to group or from individual to individual. Most reasons can probably be related to some problem which existed or developed in relationships with teachers, counselors and parents.

There is a long and varied list of characteristics of students who leave school early. The problems of these students also vary and authors do not agree on any set list of these problems which form the basis for students' reasons for dropping out of school.

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Many of the characteristics and problems of dropouts as listed here are the same as those found among students in the Street Academy Program. The major differences are in the rankings of causes and the categories of problems. The main reasons that students at the academy dropped out are listed and discussed in Chapter IV.

Schreiber quotes Francis Keppel, former U.S. Commissioner of Education, as saying:

> The fundamental goal is not merely to keep children in school but to educate them. The test of success, therefore, is not merely the reduction of the dropout rate, but the improvement of the educational product. (Schreiber, 1968, page 8)

This statement sets forth the goal of the Street Academy Program. While the other programs that have been set up to combat the dropout problem also have some good points, many of them have failed to do what the primary goal of a program such as this should be--to get dropouts off the street, back into an educational setting, and send them on to college.

Objectives of the Study

The objectives of this study were to:

1. Describe some of the problems encountered in setting up the Street Academy Program in Pittsburgh.
2. Describe the major elements of the Street Academy Program in Pittsburgh.
3. Identify in the literature some characteristics and problems of students who tend to leave school before graduating and relate these characteristics and problems to the reasons for dropping out as given by students in the Street Academy Program in Pittsburgh.

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4. Report the results of a questionnaire completed by students in the Street Academy Program which was designed to obtain information regarding the students' attitudes and feelings toward the staff, procedures used, and their experiences in the Street Academy Program.
5. Make recommendations which may be considered for implementation or application in other programs.

Procedures of the Study

After reviewing the related literature, this writer interviewed a group of twenty-seven students in the Street Academy Program informally to ascertain their stated reasons for dropping out of school.

The reasons given were then listed immediately following the interviews. The list of reasons compiled was then categorized into six groups as indicated in Chapter IV. The criteria for grouping the reasons are also explained in Chapter IV.

A description of the elements of the program was then written, including the procedures used by the teachers and the street worker and an explanation of ways in which the Street Academy Program was coordinated with the public schools and institutions of higher education.

The writer then developed a list of experiences which students in the Street Academy Program had. These were extracted from meeting notes, memoranda, calendars and appointment books in the director's office.

The writer then developed an anonymous questionnaire which was designed to obtain information concerning the students' opinions of the organization, staff, and curriculum of the Street Academy Program. The questionnaire permitted students to indicate varying degrees of benefit

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which they felt that they had received or would have received from these experiences. The questionnaire also permitted students to compare their previous schools with the street academy in terms of the relevance of certain elements which were common to both and to give any comments which they desired to share.

This anonymous questionnaire was given to students along with a letter, developed by the writer, asking them to participate in the study by providing the requested information. The students were informed that the questionnaire was anonymous and that they were to seal it in an unmarked envelope after they completed the information.

The questionnaire was administered to the students during the first two weeks of June, 1970.

The sealed envelopes were opened by the writer at the end of the two week period and the results compiled on tally sheets. This data is reported in Chapter IV.

This data was drawn upon to reach some conclusions and make recommendations in Chapter V concerning ways to improve educational programs.

Reports from other programs which seemed to have some of the same goals as the Street Academy Program were examined. The writer did not include these findings because they did not seem relevant to this study.

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CHAPTER III

ELEMENTS OF THE STREET ACADEMY PROGRAM IN PITTSBURGH

Chapter III presents the major elements of the Street Academy Program and gives the reader a description of the organization and functions of the program.

The information presented is based primarily on the first two stages of a three stage program. The street academy and the academy of transition preceded the preparatory school in operation and formed the core of the first year's work. The preparatory school was being organized but did not open until early in the spring (May, 1970). The first full scale program in the preparatory school began June 29, 1970.

Facilities

The Street Academy Program was established in the late summer of 1969. The staff of the Street Academy Program was hired to come on September 15, 1969. This staff included:

1. The director
2. Five teachers
3. One street worker

One week later two additional teachers were hired to make a total of seven teachers, one director, and one street worker. This staff was later supplemented by a secretary who was hired on October 13, 1969.

The first stage of the program, the street academy, was started in a remodeled store front located at 1252 Pennsylvania Avenue in the

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Manchester section of Pittsburgh's Northside. This street academy was called Manchester Street Academy. The purpose of the street academy was to bring in dropouts directly from the streets and to motivate them to return to an educational setting by providing the basic mathematical and reading skills necessary to function at approximately eighth grade level. In addition the program included Afro-American History and other motivational activities.

The second stage of the program, the academy of transition was opened on November 3, 1969 at 936 West North Avenue. The director's office was moved to the academy of transition, and three of the teachers, who were hired initially, were assigned to work at this level. The secretary was also moved to the academy of transition.

The academy of transition was set up to provide the secondary level tutoring that would be necessary to bridge the gap between the informal atmosphere at the street academy and prepare the students for the formalized atmosphere of the prep school. The curriculum of the academy of transition included the core subjects at the secondary level:

1. history
2. science
3. mathematics
4. English

The third stage of the program, the preparatory school was licensed on April 9, 1970, and began operation formally on May 15, 1970. Due to the small student enrollment and the small number of persons who had advanced to the preparatory school level it was determined that the staff which was currently employed would be utilized to teach on a part-time basis and cover classes at both the preparatory school and the academy of

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transition. The only additional staff which was acquired was staff to teach the science courses. Two staff persons were retained to do this--one on a full-time basis and another on a part-time basis.

The Street Academy Program was housed in two facilities on the Northside of Pittsburgh. Manchester Street Academy was surrounded by former business establishments which reflected the dismal condition of the neighborhood by their boarded up doors and broken windows. The street was littered with cans, bottles, and other debris.

This remodeled store front was one large room with an enclosed office area near the center on one side which broke the openness of the building.

The lighting was provided by a row of florescent lights down the center of the building. The only means of ventilation were one small window located near the ceiling on one side of the building and the front and rear doors. The rear door opened into a rat infested yard between this building and a badly deteriorated structure behind it (facing the alley).

The front "room" was later partitioned to provide an enclosed classroom and a reception area.

The academy of transition, the second stage of the program, was located in a bright sandstone duplex dwelling at 936 West North Avenue on the Northside. It was approximately six blocks from the street academy.

The interior of the building had been remodeled. The well-lighted rooms on the first floor had lowered ceilings, papered walls, and tiled floors, which denoted an air of formality not seen at the street academy. One room was panelled on one side to break the monotony of papered walls.

The second floor also had well-lighted rooms with lowered ceilings and bright, papered walls. The floors in the rooms and halls on the

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second floor were carpeted, as were the front stairs. This added to the formal atmosphere which was felt upon entering the building.

Ebony Preparatory School, the third stage of the program, was also temporarily located at 936 West North Avenue because the licensing procedure was completed before a permanent site was located.

The Neighborhood

About mid-morning each day, the street "came alive" with people who were mostly unemployed, welfare recipients, hustlers, or persons taking a day off from work. Many of these include young men and women who would appear to be potential street academy students. However, contacts by the street worker and efforts to enroll the "potential students" usually failed because they "have too much going" or are preoccupied with "doing their thing." Consequently it was easily learned that an academic education is not a high priority with these individuals.

Classroom Organization

Specific classrooms were not assigned to instructors. The classrooms were available to any instructor who wanted to use a specific room. This initial type of arrangement soon gave way to the process of identifying specific areas for specific teachers and subjects. All classrooms were basically the same, except for size. They had one or more folding tables and varying numbers of folding chairs. Each classroom had a chalkboard and a bulletin board or area where materials could be displayed for instructional purposes or for informational purposes.

The typical class in the Street Academy Program enabled students to enjoy free exploration and unstructured activities. They had opportunities to select books and materials which were to become the backbone of

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their curriculum. Scheduling with the teacher was another facet of the program in which students played an extremely important part. Scheduling was done in conjunction with a teacher and each student had a chance to take a full load of academic work or to decide what part of his time would be spent on other activities which he could select, design, and execute with only minimum overt guidance from a staff member.

The total classroom environment encouraged the student to make any significant contributions to the group which he could make; to accept the responsibility to learn as much as he could; and to compete only with himself.

The materials in the classrooms were of several types. Some materials were selected by the teachers and placed in the classrooms. Other materials were either brought in by students or selected by students, in conjunction with teachers, and purchased for their joint use.

Tests were used only for the purpose of placing a student in a course. Some of the tests used were commercial tests and some were teacher-made tests.

Records were kept of student progress and achievement as well as attendance records. These records contain general information regarding the skills and general performance levels of students. The bulk of the record for an individual was the narrative reports by teachers.

The projected average ratio of students-to-teachers was seven to one. The actual average ratio was seven to one during the peak of attendance by students.

Staff Acquisition

The staff was acquired through newspaper advertisements in the New York Times and the Pittsburgh Courier and spots on radio station WAMO in Pittsburgh.

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From these advertisements, more than two hundred applications and resumes were received in the Urban League Education Department office. These were screened by a personnel committee to determine which appeared to have the kinds of training, interests, and experiences which would make them good candidates for teaching positions in the Street Academy Program. The criteria centered largely around preparation or experience in the subjects of the Street Academy Program and previous work with young adults in community activities as well as an expressed desire to work in an unstructured situation and/or with young adults.

After initial screening, it was decided that the remaining resumes and applications should be grouped according to their proximity to Pittsburgh.

The personnel committee than began interviewing potential candidates located in the Pittsburgh area who could arrange to come into the Urban League office.

The committee interviewed approximately thirty-five applicants for the eight positions which were open. Only applicants who were approved by at least four of the five committee members were considered for final interviews by the director of the program, who began working with the various committees one month prior to joining the staff.

The selection of the director was done by interview with the Executive Director and Deputy Executive Director of the Urban League. The criteria included the following:

1. A strong background and training in education.
2. Experience in the field of teaching.
3. Training and experience in administration.
4. Training and experience in curriculum development.

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5. Experience and interest in working with young adults.
6. Interest in professional growth.
7. Experience in supervision of instruction.

Selection of the street worker was based on the following criteria:

1. Previous experience working with young adults in community activities.
2. Knowledge of the community and community agencies.
3. Knowledge of and personal interest in working with young adults and their problems.
4. Ability to relate to young adults (determined by successful previous experience).

The teachers were young and energetic and had innovative and creative ways of presenting the material being taught to students. The teachers spent the entire working day interacting with students. The students and teachers were together in classes, at lunch, in meetings and in some cases on the way to and from school on the bus or in cars. The teachers and students were honest and straight forward with each other. This honesty and informality seemed extremely valued by students. The students also often referred to the similarities in age of teachers and students as being a binding force in the development of mutual respect and admiration.

The role and image of the teacher in the Street Academy Program was quite different from that of the typical public or private school teacher.

The teacher motivated the students to pursue their interests and chosen activities and encouraged them to develop the ability to be self-directing and self-motivating.

The teacher guided and supported the student in his chosen activities and worked to increase the chances of success for the students.

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Staff Description

The original staff of the Street Academy Program included two instructors who had not completed college (Bachelor's degrees), five instructors who had finished college (Bachelor's degrees and Master's degrees) and one street worker who had graduated from high school but had not gone to college.

The composite experiences of the staff included work in the community at various levels.

1. Neighborhood Youth Counselor (CAP)
2. Neighborhood Coordinator (OEO)
3. Lab Assistant (Chemistry Lab & Astronuclear Lab)
4. Plans for Progress Committee's Youth Motivation Task Force
5. Tutoring (NAACP Program) & (SWAP - Chicago)
6. Teaching experience in public schools
   a. Local high school (English & reading)
   b. West Virginia (English)
7. Military service
8. Neighborhood Coordinator (CAP)
9. Draft Counselor
10. Athletics - Football & Basketball players
11. Camp Counselor

The eight key staff members (seven instructors and one street worker) included one white male instructor who was assigned to teach at the academy of transition. He was single but lived away from home with some friends.

There were two female instructors who taught English. One was married, the other single. One male instructor and the street worker

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were married, the other male instructors were single. The marital status of the staff was thought to affect the amount of time that an individual would be able to put into the program and involvement in activities with students. (See Table 1)

Staff Training

Staff training was discussed in the initial meetings of the personnel committee and the advisory committee but no provisions were made for this training prior to beginning the program. Consequently the staff training which was done, was done as in-service training and was very limited.

The actual staff training which was conducted was done under the direction of the director and consisted mainly of familiarizing the staff with teaching techniques for use with adults and lesson planning methods and procedures.

Recruiting of Students

Recruiting of students was done by advertisement on radio station WAMO and through contacting agencies in the community and neighborhood residents and counselors, teachers, and administrators in the public schools.

The street worker also contacted dropouts and young adults who were not in other programs.

Procedures Used by Street Worker

The role of the street worker in the Street Academy Program was as varied and constantly changing as was felt necessary in order to reach and motivate young adults to return to school.

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TABLE 1

STAFF DESCRIPTIONS

Staff Member	Marital Status		Age	Sex		Race		Education				
	M	S		M	F	Non-White	White	High School Diploma	Collegiate Training -BA	BA	BA+	MA
A	X		25		X	X				X		
B		X	23		X	X						X
C		X	23	X		X			X			
D		X	23	X			X				X	
E		X	24	X		X				X		
F	X		28	X		X			X			
G		X	22	X		X				X		
*H	X		27	X		X		X				
TOTALS	3	5	24.4	6	2	7	1	1	2	3	1	1

*Street Worker
This table gives descriptions of individual staff members
This table includes the original instructional staff and street worker

The hours of work were long but unspecified as they had to be in order to be effective. It was learned early in the project that the morning hours (9:00 a.m. to 12:00 noon) were relatively unproductive because the people who were out during those hours were basically those who were already engaged in some activity that required them to circulate early.

Therefore, the street worker spent the morning hours checking attendance and calling students, picking them up, and bringing them to the street academy. Some students were called daily for periods of several weeks to insure that they would wake up and get ready for school. It was felt that once a student makes a commitment to come to school, he is not likely to renege on this commitment.

The practice of picking students up for classes later presented problems because the number of demands on this service increased with the number of students and became impossible to continue.

The places frequented by the street worker included pool rooms, bars, restaurants, gyms, and street corners or other gathering points for students.

The techniques used varied with the location and the environment. The common approach was to begin a general conversation which would lead to a discussion of what each individual (street worker and potential student) is doing now.

A brief description of the Street Academy Program followed with emphasis on the advantages of going on to college. There there was a discussion of how this approach is different from the public schools. The street worker usually made his final closing point the fact that there is no tuition charge and books and supplies are free. This

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information usually led to a request for a commitment to "try it." The next step involved the street worker actually accompanying the potential student to the street academy to fill out an application or getting a firm commitment that they would meet at the street academy the following day to complete the enrollment procedures.

Once the student was enrolled, the street worker's role changed to include encouragement and support in the academic work. This meant a close coordination with the teachers and their instructional efforts.

The street worker's main tool was himself. He had little else to work with other than his knowledge of the program. The personality of the street worker was a great asset in his efforts to get through to the prospective student. The street worker must be a kind of role model who is from the same background as the student and can be looked up to by a young adult who is still attempting to set some goals for himself. The street worker was available to help students out of some of the many crises which confronted them daily.

The roles of the street worker necessarily included those of: friend, counselor, initiator of change, encourager, supporter (sometimes financial as well as moral), and parent and critic.

The street worker did a lot of talking and a lot of listening and was often called on after a student enrolled to do even more talking, listening or otherwise encouraging students to remain in school. The expression, "The first impression is a lasting one" proved to be true in many cases where students seemed to cling to the street worker after they were enrolled. In other cases, the students adopted the teacher as a new role model and began to look to the teacher for support and encouragement.

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Instructional Procedures

The educated man is one who knows or knows how to find the information which he needs in order to accomplish his own goals and successfully acquire the knowledge he seeks.

The teachers in the Street Academy Program individualized their instruction to take account of the understanding, realization, and interest of each student. It was not possible to establish a single sequential set of learning experiences which would be valid for all students.

By constantly varying teaching techniques, the teachers in the academy were able to experience some successes with students who had been "turned off" and had to be remotivated to pursue the acquisition of knowledge. The students were guided to the basic realization that they alone had to internalize their learning experiences in a way that was unique to themselves.

Educators know that students tend to learn best those things which they see as relevant to their own lives and interests. This relevance can best be defined by the student, who then becomes increasingly involved in and is responsible for his own learning. When this is accomplished, the teacher's job is reduced to that of continued encouragement and guidance of the student. Permitting the student a high degree of flexibility and decision making was considered essential to this process.

The teachers realized that preparation for college meant the development of study skills and problem solving skills as well as the acquisition of knowledge. In order to accomplish this, it was necessary to include in the learning process some opportunity for free exploration as well as structured, scheduled activities. They were always aware that

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the schedule was only to be used as a guide and that students were to be encouraged to develop self-confidence in their problem-solving ability.

The methods of teaching were informal and unstructured in all classes at the street academy. There were no formal lesson plans used in any classes. The most structured lesson guides used were outlines which were prepared to indicate what the general content of a course would be. These were prepared by the teachers in each area of the curriculum and coordinated with other instructors who worked in the same field but at a different level so that there would be little duplication of effort.

The teachers used a variety of methods in small group sessions and in individualized instruction. These included lectures, discussions, experiments, drill and practice, and demonstrations.

The materials used included the conventional secondary level textbooks, programmed materials, television, and other news media, magazines and reprints of other materials. Some materials were brought by students and exchanged with others or used by the entire class.

The students' backgrounds and experiences were drawn on for information in many instances. Most notable were experiences in the area of students' rights, drug use and abuse, police brutality, discussions of disturbances, discussions of the conditions in the high schools and discussions of the community as a whole.

The usual setting was with the students and teacher seated around a table or scattered about a room.

Schedule

After several weeks of discussion about a schedule and following the preparation of several trial schedules, the following schedule was

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agreed upon as a "regular" schedule.

9:00 a.m. - 11:20 a.m.	Morning session
11:20 a.m. - 12:20 p.m.	Lunch
12:20 p.m. - 12:30 p.m.	Preparation for afternoon classes
12:30 p.m. - 2:50 p.m.	Afternoon classes
2:50 p.m. - 3:30 p.m.	Tutoring sessions
3:30 p.m.	End of regular day sessions
6:30 p.m. - 9:00 p.m.	Evening Classes - Monday thru Thursday
	No evening classes on Friday

This schedule was designed to provide some general guidelines regarding time. The schedule attempted to permit time in the mornings for students to arrive and prepare for classes before actually beginning. However, some students still found it difficult to adjust to this schedule of classes. Consequently, many times classes were not started until 9:30 a.m. or 10:00 a.m. due to lack of earlier attendance by a representative number (usually four or five) of students. It was determined after several months that classes should begin as soon as the first student arrived for that class. This was partly a result of students stating that classes were not being held as scheduled.

The changing of classes was not announced or signaled in any formal manner. This was a matter which was generally left to the instructors. There was generally free movement and instructors usually "agreed" that classes should change according to the activity at hand. This permitted the instructors to complete any class before excusing students for another class.

Students were permitted to move about freely during class sessions and were given a ten minute break between classes. This seemed to be

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adequate time for students to attend to personal needs. Smoking was permitted during classes so there was no need for a specified "smoking break." The period between classes was usually spent listening to record players, radios, tape recorders, or playing cards or other games.

Materials Used in Instructional Program

The types of materials used in the instructional phase of the Street Academy Program included the following:

- Books
  - Textbooks
  - Paperbacks
- Newspapers
  - The Pittsburgh Courier
  - The Post-Gazette
  - The Pittsburgh Press
  - The Point
- Films
- Filmstrips (Popular Science Library)
- Records
- Posters and Pictures
- Magazines
  - Psychology Today
  - Ramparts
  - Playboy
  - Life
  - Time
  - Look

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Jet

Ebony

Atlantic Monthly

Sports Illustrated

A partial list of textbooks and reference books used in the program appears in Appendix L.

Record Keeping

With the staff coming on September 15, 1969 and the doors opening for students on September 29, 1969, there was little time for the development of forms to serve the program. Most of the time had been spent in ordering and purchasing curriculum material and materials that would be used later for instructional purposes. Some time had also been spent discussing and designing methods of recruiting students. The first form to be developed was the application form. It was felt that this form should be as simple as possible so that students would not be reluctant to give a limited amount of information prior to entering the program. The only other form that was in existence at this time was the class roll book which was used for attendance. Later the application form was revised and called a Personal Data Sheet. All of the forms used in the program were developed while the program was in progress and these forms were developed usually as the needs arose.

The following forms were used in keeping records in the Street Academy Program:

1. Incident Report
2. Weekly Statistical Report
3. Monthly Statistical Report

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4. Revised Statistical Report (Statistical Information)
5. Student Enrollment Record
6. Student Contact Record
7. Personal Data Sheet/Application Blank
8. Student Achievement Record
9. Request for Transcript
10. Progress Reports
11. Student Health Record

Each of these forms will be described and the purpose of the form and purpose for items on the form will be described.

Incident Report Form

Staff members were asked to report any incidents which they considered unusual or of future consequence on the Incident Report form. (See Appendix A)

The form indicates the information which would usually be considered pertinent to any solution of a problem or future disposition of problems which might arise from this incident.

Any action taken or recommendation was included in the report.

Weekly Statistical Report Form

This form (See Appendix B) was designed to gather information related to the weekly enrollment of students. This form was not kept up to date and was consequently of little use after a few weeks of existence. The information regarding absences could not be accurately reported, partly because of the sporadic nature of student attendance. The enrollment figures were to include those students who were active within the program.

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This was difficult because contacts were difficult and in some cases impossible with students who were not actually in attendance at the academy.

Monthly Statistical Report

The monthly statistical report form (Appendix C) provided more accurate information than the weekly report. There were provisions for indicating instances in which it was not possible to contact students. This report form still did not provide for all information to be reported which was considered pertinent by the director. As a result the director began keeping a report which was designed and revised at varying intervals. These intervals usually conincided with meetings of the Advisory Committee.

Revised Statistical Report

The revised statistical report forms (Appendix D) were used to show progress or lack of progress in student enrollment and attendance. A major problem experienced was the problem of establishing which students could accurately be described as active, inactive, etc.

Student Enrollment Form

The student enrollment form (Appendix E) was designed to be used by the street worker to keep an accurate count of the students enrolled in the program.

This form contained columns for:

1. Date of application
2. Date of entry
3. Grade completed
4. Status (day or evening)

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5. Age
6. Date of birth
7. Comments

Items 1 and 2 were sometimes the same but not in many cases. Items 5 and 6 provided a cross check and in some cases revealed fallacies in information received from students. This was especially important in working with younger students because the minimum legal age for enrollment was seventeen years old.

Student Contact Record

The street worker used two student contact forms (Appendix F). One of these forms was used to organize names of students whose names appeared on the dropout lists from the Pittsburgh Board of Education which were prepared by schools. These persons were contacted by mail and attempts were made to contact them personally or by phone. The results of these attempts were recorded on the individual student contact record. Use of these forms was initiated in March and they were kept by the street worker.

Personal Data Sheet

The personal data sheet (Appendix G) replaced the application blank (Appendix H) which was found inadequate to gather a sufficient amount of information to enable the staff to plan for and advise the student attending the academy.

The items added to these forms were related to:

1. Information about parents
2. Draft status
3. Legal status

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Student Achievement Record

The student achievement record (Appendix I) was used to gather information relative to the subjects taken by a student while in high school and to plan his program at the academy.

Request for Transcript

The request for transcript (Appendix J) was sent to the last high school the student attended to get his high school record and to verify attendance at high school. All requests for transcripts from the schools in Pittsburgh were sent to the Division of Pupil Services at the Board of Education, and were then forwarded to the high schools. Other requests were sent directly to the high school concerned.

Progress Reports

Progress reports (See Appendix K) were made in outline or summary form and presented to the street academy advisory committee by the director at varying intervals. There was no set format for these reports. They were intended to reflect activity within the program which already had taken place and that which was projected. In some cases the planned activities were revised or supplemented by suggestions from the Advisory Committee.

Student Health Form

The student health form (See Appendix M) was developed by the Urban League Health Department and was utilized to gather pertinent health data to be placed on file for future use. The forms were filled out by the neighborhood physician who had been contacted to do the physical examinations for students and staff.

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These forms were then filed in the Health Department office at the Urban League offices downtown.

The staff at the Health Department office was to review all health forms and report any pertinent findings to the staff of the Street Academy Program relative to the individual's ability to function as a student.

Discipline

There were no problems of a nature that required disciplinary action. The students were informed that they were basically "on their own" and that any disciplinary action required would be imposed and enforced by the students themselves. This was in keeping with the concept of "peer supervision." The staff felt that this approach would be the most feasible because of young adults' strong tendency to respond to their peers.

Even though there was a high degree of informality and flexibility, there did not seem to be any noticeable negative effect on the learning process. The attitudes of the students seemed to be positively affected by the relaxed informality of the street academy.

The staff decided that unless the students initiated set rules of behavior, there would be no attempt to formulate or post rules of behavior or conduct. After about five months of operation, some of the students decided to establish and post rules of behavior for students.

The rules established and posted by the students were generally obeyed by the regular students. Some of the infrequent attenders had to be reminded of the rules on occasions.

Student Health Program

Early in October, a student health program was instituted in the Street Academy Program. The purpose of the program was to provide the

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necessary health screening to insure that street academy students had no serious health or physical defects which would hinder the process of education. It was further felt that the student would need health records upon entering college.

The difficulties in this phase of the program centered around students' reluctance to take physical examinations and blood tests, which were administered by the Director of the Health Department at the Urban League. The physical examinations were given by a physician in the neighborhood. This program was coordinated and appointments scheduled by the secretary for the Street Academy Program. The records (See Appendix L) were kept by the Health Department at the Urban League.

One of the major concerns in the screening of the students entering the program was the problem of drug use. The use of drugs in the neighborhood where the street academy is located is considered a major problem. One program which is attempting to combat this problem reports that eighty-five per cent of the teenagers (ages fifteen through nineteen) are either regularly using or experimenting with drugs.

No reports of signs of drug use have been received from the examining physician for the program. This may indicate that:

1. The pre-screening by the street worker and staff has been effective (known drug users are not admitted).
2. Drug users have avoided enrolling in the program.
3. Drug users have avoided being examined and subsequently dropped out of the program.
4. Drug users have gone undetected by the staff and by the examining physician.

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The Advisory Committee

The Advisory Committee was composed of various Urban League staff and persons who represented various facets of the community such as: Pittsburgh Board of Public Education, business and industry, local colleges, other educational alternatives, and neighborhood residents. There were fifteen members on this advisory committee. Its main function was to provide overall guidance and direction. Sub-committees were formed to work in specific areas such as personnel, curriculum, site, and budget.

The Advisory Committee made recommendations and suggestions which were acted upon by the director of the Street Academy Program and finally by the Executive Director of the Urban League of Pittsburgh.

Coordination with Public Schools

When students entered the street academy, one of the first steps taken was to send a Request for Transcript to the schools which the students attended previously. (See Appendix J)

Sometimes it was necessary or desirable to talk with a counselor or administrator regarding a student's activities while in the regular school and his potential as perceived by the school.

Often a call would be received from a counselor, administrator or person from the Department of Pupil Services requesting information regarding the Street Academy Program and its purpose.

Contacts were made with the administrators in the junior high school and high schools in the immediate area of the street academy, to make them aware of the program's existence, to explore ways of coordinating efforts, to work with students and to solicit their suggestions for improvement of the program.

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These contacts with the individual schools seemed to be fruitless. It was necessary to work through the offices at the Board of Education in order to get information or records of students. The schools seemed reluctant to coordinate efforts other than through the Board of Education.

Board of Education personnel were reluctant to discuss implementing a referral system with the street academy during the early stages of the program. This was probably due mainly to the fact that the program was not yet licensed.

After Ebony Preparatory School was licensed, April, 1970, Board of Education personnel suggested that we meet to work out concrete plans for coordination of efforts to work with those students who could possibly benefit by attending the Street Academy Program. This would include students who were having adjustment problems in school and students who were having academic problems.

The Superintendent of the Pittsburgh Public Schools visited the Street Academy Program early in the year and promised his support and cooperation. He suggested that we contact his office directly for assistance in solving any specific coordination problems which required policy interpretation or decisions which would not be made at the individual school level.

The Assistant Superintendent for Community Relations at the Board of Education was a member of the Advisory Committee for the Street Academy Program and was active in the initial planning of the program.

The Superintendent of the Pittsburgh Public Schools' suggestion was followed up. His office was contacted in regard to two specific needs of the Street Academy Program.

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There was a need for assistance in gathering suitable curriculum materials and books for the program. It was also necessary to have access to the transcripts of students who had previously attended the Pittsburgh Public Schools in order to plan properly for the continuation of their educational efforts.

We were directed to the Assistant Superintendent for Community Relations, Mr. John Brewer, who arranged for a delegation to meet with the Director of Curriculum, Mr. Francis J. Rifugiato, and review some of the materials used in the public schools. This meeting was attended by the Urban League coordinator for the Street Academy Program, a member of the curriculum committee of the Street Academy Advisory Committee, and the director of the Street Academy Program. The members of this delegation discussed curriculum materials at length with Mr. Rifugiato and received copies of some materials which were suggested for examination and possible use in the program. These materials were useful and helpful in providing a base from which to launch a search for additional suitable materials. These materials, as any others, would be effective only to the extent that they later proved suitable and acceptable to the students and to the extent that they were properly utilized by the staff.

In order to facilitate the procurement of transcripts, we were directed to the Assistant Superintendent of Pupil Services, Dr. William Green. The director of the Street Academy Program met with Dr. Green and worked out a plan for requesting and receiving transcripts of students who applied at the street academy. A form was developed for this purpose (See Appendix J). Dr. Green took a personal interest in this and devoted his time to assuring its smooth operation. Dr. Green also arranged for the director of the Street Academy Program to speak to an assembled group

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of counselors from the secondary schools in order to explain the purpose and goals of the program and to provide a direct link to the individual secondary schools. Some of these counselors later became sources of referrals to the program. Other subsequent meetings were held with Mrs. Rose Smith, Associate Director for Vocational Placement, Mr. Robert Woodruff, Director of Pupil Services, and Mr. Edmund Rosenberg, Coordinator of Child Accounting regarding efforts to coordinate the program at the street academy with those of the public schools. Through these meetings arrangements were made to receive the dropout lists which were prepared monthly by the board personnel.

Three important functions of the close coordination with the Division of Pupil Services were:

1. Verification of age (Pennsylvania Compulsory School Laws require that students attend an accredited school until they reach the age of seventeen unless they are granted permission to leave school for the purpose of employment, which can be granted at age sixteen).
2. Verification that a student did, in fact, attend a secondary school (a requirement to enter the Street Academy Program).
3. Verification that the student applicant is no longer enrolled in public school (a requirement for all full time students in the Street Academy Program who are not high school graduates or who have not received a high school equivalency diploma.

A problem existed with the latter function in that some students' names were not placed on the "dropout lists" until several months after they had actually dropped out of school and their transcripts were not released until this had been ascertained. The records (attendance records)

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in some of the schools were evidently not kept current. Therefore, records in the central office might show students who had dropped out (sometimes without withdrawing officially) as "still enrolled" in the public school. (An outstanding example was a student who enrolled in the Street Academy Program in October, remained for seven weeks before enlisting in the U.S. Marine Corps, and in December was listed by the secondary school as "still enrolled.")

Relationships with Institutions of Higher Education

One of the goals of the Street Academy Program was to get those students who completed the program into college. This required developing methods of coordinating program efforts with several universities.

This was facilitated by contacts being made at various universities by the director of the Street Academy Program, members of the Advisory Committee, staff members of the Education Department of the Urban League, and staff at the street academy.

Nine students who attended the Street Academy Program during the 1969-1970 school term have been admitted to colleges and universities for the fall term, 1970.

Four of these students attended regular classes at the academy in order to complete requirements for a secondary school diploma. One student attended the academy in the evenings while completing his senior year at a public high school in Pittsburgh. Another student had completed the test for a General Educational Development (GED) Diploma while in the military service. Three students had graduated from public high schools and attended the Street Academy Program to receive tutoring and college preparatory work.

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Table 2 shows the educational status of street academy students entering college in September, 1970.

The director of the Street Academy Program contacted the chief recruiter of black students at the University of Pittsburgh to determine procedures and steps to follow in order to get students admitted to the university. After several conferences and telephone conversations between the director and the recruiter at the University of Pittsburgh, applications for college admission were received by the director for students to complete and submit through a designated staff member at the university.

Conferences and telephone conversations were also held with the coordinator of the University Community Education Program (UCEP) at the University of Pittsburgh regarding admission of students from the Street Academy Program. The main purpose of these conversations was to explore the possibility of having a number of slots set aside and financial aid provided for street academy students. The director of the Street Academy Program was unable to make this kind of arrangement but was assured that students from the Street Academy Program would receive some scholarships during the next school term. Three students who were recommended by teachers at the academy as being ready to do college work were assisted with completing their applications and these were sent to the staff member who had been designated to receive them. These students (three) were admitted to the Developmental Scholars Program[1] at the University of Pittsburgh. Application fees were waived by the university.

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[1]The Developmental Scholars' Program is a program designed to enroll and assist students who have deficiencies in their academic backgrounds in making the necessary adjustments and obtaining the necessary assistance in order to be successful in college. This program provides financial assistance and special courses designed for students who need special tutoring in reading, English, and mathematics.

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TABLE 2

EDUCATIONAL STATUS OF STUDENTS ENTERING COLLEGE-SEPTEMBER 1970

Student	Prep School Diploma 1970	Passed GED Test July 1970	Public High School Diploma	Previous GED Diploma	College Attending Fall 1970
A	X	X			University of Pittsburgh
B	X	X			University of Pittsburgh
C				X	University of Pittsburgh
D			X		Point Park College
E			X		Point Park College
F	X	X			Point Park College
G			X		Wilberforce University
H	X	X			ACCCAC[1]
I			X		ACCCAC

[1]Allegheny Campus - Community College of Allegheny County

The next step was to apply for the Scholastic Aptitude Test (SAT), which was a requirement for entering this program. These applications were secured from the university, completed and sent to Educational Testing Services in Princeton, New Jersey. Part of the fees for the necessary tests were waived after letters were sent stating that these students were unable to pay the fees. The remaining fees were paid by the Urban League of Pittsburgh.

Efforts were made to get students admitted to Point Park College primarily through two members of the Street Academy Advisory Committee who were on staff at Point Park College.

The director met and had telephone conversations with these members of the staff at Point Park College in an effort to get students admitted and to obtain financial aid for the students. Arrangements were made for some staff members and students to make direct contact with these members of the Advisory Committee and they were then referred to the director of admissions and the director of financial aid at Point Park College. Meetings were arranged by the Point Park College representatives (Advisory Committee) for some students to discuss future possibilities at Point Park College with other staff members at the college also. Students indicated that these were very beneficial meetings.

Three students consequently applied and were admitted to Point Park College.

The director of the Street Academy Program made contacts by telephone and held meetings with the director of community programs, the financial aid officer and the director of admissions at Allegheny Campus of the Community College of Allegheny County (ACCCAC) to explore possibilities for getting students admitted to that college. These conversations and

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meetings resulted in getting assurance that two students would be processed through the admissions office and would receive financial aid to attend Allegheny Campus, Community College of Allegheny County, in September, 1970.

Applications for admission were secured and two students were assisted with the completion of these applications. They were returned and are now being processed (July, 1970).

These students will enter a transfer program and will transfer to a four year college after completing the requirements for the two year Associate Degree program at the community college.

One student was assisted with completion of an application for admission to Wilberforce University, Wilberforce, Ohio. He was driven to Wilberforce by a staff member of the street academy for an interview with a counselor and the director of admissions.

This student has been admitted to the fall, 1970 term at Wilberforce University and has received financial assistance from the university.

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CHAPTER IV

RESULTS OF THE STUDY

Chapter IV presents the findings from the informal interviews with students which were conducted to determine their reasons for dropping out of the educational mainstream and the results from the anonymous questionnaire described in the procedures section of Chapter II. (See Appendix N).

The experiences which some of the students had in the program are listed and explained in this Chapter.

The writer attempted to get as much feedback from students as possible related to their reasons for discontinuing their education. Students were interviewed, using informal methods, to assure an atmosphere which would lend itself to honest and open responses from them.

A list of experiences was developed which included the activities in which many of the students who had attended the street academy had participated. These experiences were included in an anonymous questionnaire which students were asked to complete.

The questionnaire also included items related to other elements of the Street Academy Program such as curriculum, classes, study habits, academic achievement and student-staff relationships. One section of the questionnaire provided for a comparision of certain aspects of the street academy and other schools in terms of their relevance to the students' needs. Another section made provisions for students to make any comments they wished.

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The intention of the writer is to present here the opinions of the students regarding the elements of the Street Academy Program and to provide an explanation of these opinions in some instances.

Some Problems Encountered in Setting Up the Street Academy Program

There were many problems which were experienced in setting up the Street Academy Program.

The lack of adequate preparation of the community for the program was a serious and long lasting problem.

The community did not have a knowledge of the purpose and goals of the Street Academy Program prior to the time that it was opened. There were several reasons for this lack of awareness in the community.

1. Contact with agencies already operating in the community had either been overlooked or inadequately done.
2. Involvement of the adult community was done on much too limited a basis. Few adults had shown or expressed an interest and even fewer had made a committment to the program. Therefore, adult support was almost non-existent.
3. A public relations program was not launched before the project opened. Therefore, the community was not even aware of opening date until one week prior to the actual opening.
4. The lack of provisions (budget) for an extensive public relations and publicity program caused the program to become a "low visibility" program even though it was not intended to be that.
5. The staff came on two weeks prior to the opening date and had a limited knowledge of the program history, organization, and structure. This hindered them in their efforts to "sell the program to the community.

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6. The staff's lack of knowledge about the program resulted in conflicting statements in the community by staff and internal differences of opinion. These problems were eventually worked out, but left their scars.
7. Plans were not made for specific staff training activities. Neglecting to do this made the job of setting up the project more difficult and made the selection of materials to be used more time-consuming and haphazard.
8. Locating staff to instruct in the areas of science and mathematics was an extremely difficult problem and still remains somewhat of a problem.
9. The location of the street academy was later determined to be a serious problem because of the "closed community" which exists within the Manchester section of the Northside. This was a deterent to "outside" participation by residents of other sections of the Northside and other parts of the city. The Northside is naturally isolated by the Allegheny River from the other parts of the city, and Manchester is isolated from the rest of the Northside because of its reputation (being called "rough").
10. The recruitment of students from Manchester was difficult because of other interests (mainly employment, drug use, or general lack of interest in education).
11. The location of the street academy made recruitment from other parts of the city extremely difficult because of transportation problems and because of the "reputation" of the area.

These problems stood out among a myriad of other less important problems which did not bear as directly upon the function (educational) of the project.

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Description of the Sample of Students Interviewed Informally

The students interviewed informally to ascertain their stated reasons for discontinuing their education included twenty-seven male and female applicants who enrolled in the Street Academy Program and were enrolled for varying periods of time. Several of these students were still enrolled at the time that the anonymous questionnaire (See Appendix N) was administered.

Most of the students interviewed ranged in age from seventeen to twenty years and had dropped out of school after completing the tenth or eleventh grade in school. There were twenty-one males and six females in the group.

Table 3 shows the educational levels (Grades completed) of the students in the sample interviewed informally. This table shows that eighteen or sixty-seven per cent of the students had completed tenth or eleventh grade.

Table 4 shows the ages of the students interviewed informally. This table shows that most of the students (twenty-one or seventy-eight per cent) were in the age range between seventeen and twenty years old. Only six or twenty-three per cent of them were twenty-one or over twenty-one.

Collection of Data

No systematic selection process was used in selecting students to be interviewed. The students interviewed were those who were available when the writer had time to talk with them individually. There were no set intervals and no formal setting was sought for interviews.

The information received was recorded by the writer at the earliest convenient time in order to retain as much accuracy and completeness.

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TABLE 3

GRADES COMPLETED BY STUDENTS
INTERVIEWED INFORMALLY

GRADES	NUMBER
8 or 9	4
10	6
11	12
12	5[1]
TOTAL	27

[1] Includes two students who dropped out of college (Freshman year).

TABLE 4

AGES OF STUDENTS INTERVIEWED INFORMALLY

AGES (YEARS)	NUMBER
17	5
18	6
19	5
20	5
21	2
Over 21	4
TOTAL	27

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Some students stated only one reason for dropping out. Others stated two or more reasons. Students stated that they dropped out of school or discontinued their education for the following reasons:

1. "I wasn't learning anything."
2. "Nothing was happening in classes."
3. "I just wanted to get out of school."
4. "I had to quit school to get a job. I had to go to work because my wife was expecting."
5. "I did not have a baby sitter."
6. "The teachers didn't care about me."
7. "I dropped out of evening school because of illness."
8. "I was pregnant."
9. "I requested a transfer and they would not transfer me. I was getting into too much trouble in that school."
10. "My mother was upset because of my being put into jail."
11. "I was arrested everytime there was a disturbance because of my size."
12. "I had a trial coming up. I knew that the school would suspend me."
13. "The work was too hard in the scholars' program and C grades were considered terrible."
14. "I just got tired of going to school."
15. "I got into an argument with the counselor. I was just looking for any excuse not to go back to school."
16. "I planned to quit and take the GED Test but someone told me that it was 'no good'."

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17. "I knew I was going to be put out if I did not quit."
18. "I quit before being suspended."
19. "I had problems (personality conflict) with one teacher who flunked me in arts and crafts class."
20. "I graduated except for one class and a gym, one teacher flunked me."
21. "The teachers were white and did not care about the black students."
22. "I didn't quit. I was forced out."
23. "The public schools are too much of a 'hassle'. A student can't learn because there are too many things going on that are not of interest to him."
24. "The teachers are prejudiced."
25. "The whole system is prejudiced and I couldn't handle it at this time."
26. "I was not admitted to the college where I applied."
27. "I never thought about going to college."
28. "I failed in college."
29. "I did not like the teachers in college."

After compiling the above list of stated reasons for dropping out of school, the reasons were grouped into six categories as follows:

1. Achievement Problems
2. Financial Problems (including employment)
3. Family Problems
4. Personal Problems
5. Teacher/Counselor relationships with students
6. Behavior Problems

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Criteria for grouping these stated reasons for dropping out of school were:

1. Achievement Problems contained reasons which seemed to be related to the academic work done by a student. This also included problems which arose as a result of the student's attempts to do this work and problems which seemed to arise and prevent the students from doing their academic work.
2. Financial Problems were those problems related to the financial circumstances of individuals including employment problems. This area of concern was found to have played an extremely minor role in the student's decision to drop out. Financial problems, when they were present, entered the picture after the student dropped out.
3. Family Problems were essentially vague because most problems could not be attributed directly to the student's family. The family was affected by the problems and therefore had some relationships to them.
4. Personal Problems were those problems such as pregnancy and illness which were centered in the individual and had little or no outside cause or for which no outside cause could be directly accountable. Trivial "personal" reasons were also put into this category.
5. Teacher/Counselor relationships with students was the one area which seemed to bear major responsibility for students dropping out. These relationships were the most frequent reasons mentioned by an over-whelming majority of students interviewed. It should be noted that the lack of positive relationships with teachers

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was the one area which seemed to be of most concern to students.

6. Behavior Problems were the problems which arose as a result of the students' actions within or outside the classroom. Some problems were related to the students' roles in the disturbances which occurred in the high schools during the past two years. No attempt was made to assess the validity of the students' comments regarding "behavior Problems" created by school officals or police-department personnel. Some students whose trials were pending were considered by the schools to be behavior problems for this reason (a virtual conviction before trial).

Categories of Reasons for Dropping Out

The items placed in each category are listed here by number.

I. Achievement problems

1, 2, 13, 26, 28

II. Personal problems

3, 5, 7, 8, 14, 16

III. Financial problems

4

IV. Family problems

5, 10

V. Teacher/Counselor relationships with students

6, 15, 20, 22, 23, 24, 25, 27, 29

VI. Behavior problems

9, 10, 11, 12, 17, 18, 21

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Financial Reasons for Dropping out of School

In the initial interview, none of the students stated financial reasons for dropping out of school. However, in one case it was determined that one of the reasons listed could be interpreted as financial. In this particular case, the student dropped out of school to find a job because he was married and his wife was pregnant. He felt that it was necessary for him to go to work and he felt that it was important to continue in school; he was, however, unable to find employment in a situation where he could work and still continue his education. Therefore, he dropped out of school. There were no other cases where financial reasons were given as the reason for dropping out of school.

Financial problems did arise after an individual dropped out of school. For the most part, these are cases where pressure from parents or from some source in the home caused them to feel that it was necessary to go to work. This situation was more prevalent among boys than girls except for unmarried girls with children who were living at home. Often when persons other than students discuss the financial plight of students, they referred to such items as:

1. The high cost of clothing.
2. Keeping up with peers.
3. The desire for spending money.
4. The high cost of graduating expenses such as: class rings, caps and gowns and other fees for seniors in high school.

These are illustrated as reasons for students having financial problems in high school. It should also be noted that none of these were mentioned by the students as reasons that they dropped out of school.

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Methods of Interviewing

Most interviews were held within the street academy or the academy of transition. Some interviews were held in a much more informal manner, while going on fields trips or participating in other activities. Some were held while eating lunch at a restaurant or just walking along the street with a student. This was done because it was extremely difficult to conduct informal interviews with no announcement that such was being done, and get factual information of the nature that was being sought. Therefore, an informal setting had to be established, without announcing that this was an interview.

Data from Informal Interviews

Due to the fact that the population in the Street Academy Program was highly transient, there was little consistency in the population which was interviewed by questionnaire. However, due to the similarity in the kinds of reasons that were given for dropping out of school or for being forced out of school, this writer believes that the population is representative and therefore the responses received on the questionnaire are very similar to the responses that might have been received if the group had been consistent. Provisions were made within the questionnaire to obtain any additional comments or information.

The pattern for making the decision to drop out seemed to be rather consistent. Most students indicated that this was an abrupt decision that was made without much consideration for the future or planning of any sort. This was generally indicated by the statement, "I was just fed up with what was happening."

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This tended to mean that very little of an instructional nature was happening in the classroom. Implications are that there was little teaching going on, there was considerable disruptive behavior, and a general atmosphere of apathy.

Experiences of Students

A list of experiences of students was compiled from the log kept by the director, the daily calendars of events, appointment records and from memos for staff and students.

1. Participation in planning meetings with staff and other students.
2. Participation in evaluation meetings to assess the structure of program and progression through the program.
3. Participation in making decisions regarding promotion and movements of students.
4. Participation in making decisions regarding admission requirements.
5. Making suggestions and decisions regarding activities to be undertaken by students.
6. Taking trips to points of interest to the individual participating:
   a. Museum
   b. Book stores
      Pitt & Harambee
   c. Library
   d. Movies
   e. Warrendale
   f. Marrietta, Ohio
   h. Butler, Pennsylvania
   i. Cleveland, Ohio (exchange visit)
   j. Educational Alternatives Conference
      (Carnegie Mellon University)
7. Planning and implementing dinner for students and staff.
8. Participation in planning and implementing Open House.
9. Participation in selecting colors, painting and decorating classrooms.

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10. Making in-puts in staff selection.
11. Attending athletic events in group with staff.
12. Helping select books and curriculum materials.
13. Sharing experiences with other students and staff.
14. Being able to discuss personal problems with a teacher at the academy.
15. Being able to discuss personal problems with the street worker at the academy.

The students and staff attended the performance by Marcel Marceau, a famous French mime, at the Syria Mosque. This was a "first" for most of the students and staff and added another dimension to the cultural backgrounds of all.

A dinner for all staff and students was planned, prepared and served at the home of one of the neighborhood residents (a relative of one of the students). It was a very relaxing evening and was enjoyed by all present. This kind of joint participation with staff and students interacting on an informal basis seemed to be one of the most enjoyed types of experiences.

The students and staff took an active part in planning and carrying out the Open House activities on Marchl, 1970. The students selected colors and painted one of the classrooms at the street academy and made several bulletin board displays.

The students and staff decided that they should both have an opportunity to have an informal discussion or interview with potential staff prior to their final approval by the director and personnel committee. These sessions were designed to give each party an opportunity to meet and exchange ideas with the other. It was felt that this exposure would

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uncover any serious incompatibilities which might surface later. This would also give a new staff member the feeling that he has met the approval of all concerned by the time he is hired and will not be "new" to the students and other staff. The students accepted this responsibility and took it very seriously.

Several students attended and participated in athletic events with other students and staff members. This close association enabled students and staff to realize that the others were ordinary or "regular" people.

A trip to the museum was conducted for both educational and recreational purposes. Some of the students had never visited the museum even though they were in high school. On this trip, historical and anthropological information was presented to students, and they had an opportunity to inquire about things which were not clear.

The trip to the Harambee Book Store provided the students with an opportunity to examine many different kinds of information and materials which would later be utilized in classes at the street academy. The students were also able to tour the Black People's Topographical Center while visiting the Harambee Book Store.

The trip to Carnegie Library gave students and staff an opportunity to learn of the many services offered to the community by the library. Some students and staff were surprised to know that the library offered so many services. Catalogs and library cards were later secured so that students and staff in the Street Academy Program could take advantage of these services.

Students and staff attended several movies, some of which were related to things being taught in classes and some which were only for recreation.

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Films were also shown which were coordinated with specific subject matter being taught. The majority of these were related to the social studies classes.

Visits to Warrendale Youth Development Center gave students and staff an opportunity to discuss and observe some alternatives to the regular type of educational setting. At Warrendale students and staff were able to visit the classrooms, workshops, gym, and cottages. They also viewed some films which were directed and produced by students and staff at that school.

Small groups of students accompanied one of the staff members on trips to Marrietta College in Ohio, a farm in Butler County and to Toronto, Canada for a conference on Alternatives in Education.

Fourteen students and staff went to Cleveland, Ohio on an exchange visit for the opening of the Street Academy Program in that city. This trip followed by one week a visit by Street Academy Program personnel from Cleveland to observe and discuss the program in Pittsburgh. Both groups seemed to enjoy the visits and they served as a morale booster and gave both groups a chance to exchange ideas.

The other experiences listed are self-explanatory.

Preparation and Administration of the Questionnaire

The writer prepared an anonymous questionnaire, (See Appendix N), designed to obtain information regarding the students' attitudes and feelings toward the staff and procedures used in the Street Academy Program. The students were also asked to indicate the degree to which they felt that they had benefitted or would have benefitted from the experiences which were built into the program.

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This questionnaire was given to the group of students who were actively involved in the program or could be contacted during the first two weeks of June, 1970.

The students were asked to complete the questionnaire and return it to the secretary or other staff members in an unmarked, sealed envelope. No attempt was made to identify students' questionnaires. Some students who had been active in the program recently were contacted by phone or in person and asked to come into the office at the street academy or the academy of transition to complete the questionnaire.

The items in the questionnaire were designed to give the students an opportunity to indicate a degree of like, dislike, or benefit which represented their opinion about a particular aspect of the program.

Findings from the Questionnaire

The anonymous questionnaire (See Appendix N) was completed by fourteen students who were attending the academy or had recently attended.

The main emphasis in the questionnaire is on getting responses related to the following:

1. General Information.
2. Student-teacher Relationships.
3. Academic achievement (including class size, curriculum and study habits).
4. A comparison of the street academy and previous schools.
5. Students' perceptions of benefit received from experiences in the academy.
6. Students' general opinions of the Street Academy Program.

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General Information - the first section of the questionnaire asked for general information about the students. This information is reported in Table 5. One student who started in September had dropped out in ninth grade and did not give any additional general information. The other questionnaire responses by this student are included in the summaries.

Table 5 - General Information, shows that ten male and three female students responded to the questionnaire (one student did not indicate sex). The median age of the thirteen students who indicated their ages was nineteen, and the range was from seventeen to forty-one.

The questions regarding education resulted in the collection of the following information. Nine of the students dropped out after completing tenth or eleventh grade.

Table 5 also shows that six of the students applied early in the school year (September to November).

Teacher-Student Relationships - student responses to items seventeen through twenty-five on the anonymous questionnaire indicated that they have positive feelings about their relationships with the staff in the Street Academy Program. They indicated that the teachers and the street worker seemed to be interested in them and their problems.

Students also indicated that these members understood them and helped them with their personal problems. They also indicated that the teachers and the street worker had influenced them to continue their education. This relates very much to one of the major points of emphasis in the program (encouraging students to go on to college).

Parts three and four also indicate that students felt that the teachers were more relevant to their needs and that they did benefit from

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TABLE 5

GENERAL INFORMATION

Ages	Sex M	Sex F	High School Dropout	Forced Out	High School Graduate	Other	Date of Application	Last Grade
41	X		X				March 1970	10
30	X		X				May 1970	10
19	X			X			September 1969	11
17		X	X				January 1970	11
27	X		X				January 1970	11
18	X		X				April 1970	11
18	X		X				September 1969	11
19		X			X		March 1970	12
33	X		X				April 1970	9
18	X					Various	October 1969	
22		X	X			GED	September 1969	10
19	X					High School Student	October 1969	
20	X		X				November 1969	10

their relationships with teachers. (Items 4, 12 and 13 in Part IV) and (Item 1 in Part III).

In Part IV of the questionnaire one student added "very much" as another choice of degree of benefit and checked this in columns 2, 3, 4, 12, 13 and 15.

This is another clear example of how students perceive their relationships with teachers. These items are related to small class size, class discussions, individual attention from teachers and other relationships with teachers.

These findings seem to indicate that the teacher-student relationships which existed in the Street Academy Program were extremely positive and were considered by the students to be important.

The findings here are strongly supported in the literature. The opinion which prevails is that the teacher-student relationships are an important factor in secondary school and in college.

Academic Achievement - in responses to the questions related to classes, curriculum, and academic achievement, the students indicated that they were pleased and felt comfortable in classes. There was an indication that the students felt that they improved their study habits and learned a lot from the work at the academy. Ten students or seventy-one per cent of those responding felt that the work given was difficult and challenging and one student named English practice specifically as being "difficult but challenging."

The subjects liked best were English and mathematics. Twelve students selected these areas as the ones liked best. No students listed "history and social studies" as the subject liked best. Only one student listed Afro-American History and one checked "None."

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The following responses were given to Item 26. "What would you tell your friends about attending the Street Academy Program?"

1. "To attend as often as they can."
2. "If you are having trouble with any of your subjects and you need help or tutoring by attending the street academy you will find the help you need."
3. No Response.
4. "Yes."
5. "I have recommended the street academy very highly to my friends because I think it's very positive in its goals."
6. "Attending the street academy gives me a feeling of more security the people seem to care more about what you do."
7. "That it is the best thing going for young black people as far as an education goes."
8. No Response.
9. "Since I have started attending I have told most of them how wonderful it is and hope that they attend."
10. "I'll tell them to go so they can get a diploma, might attend college."
11. "The program is very well constructed and I would personally recommend our program to anyone I thought who has the self-determination to go on to college."
12. "I'd tell them to attend. The school would be what they make it."
13. "I have told some friend that this program was out of sight."
14. "That it's a groove."

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Comparison of the Street Academy and Previous Schools - in comparing their previous schools and the street academy, three students indicated that they felt that courses offered, books and materials and activities were relevant to their needs in their previous schools. One student indicated that courses offered and books and materials were relevant in both situations. One student indicated that students' behavior was more relevant in the previous school. Eleven students indicated that the courses offered, books and materials and activities were more relevant at the street academy. Twelve students indicated that the students' behavior was more relevant to their needs at the street academy.

All of the students who responded to this section (thirteen) indicated that they felt that the following items were more relevant to their needs at the street academy:

1. Teachers and other staff.
2. Schedule.
3. Size of classes.
4. Counseling (advising).

Students' Perceptions of Benefit Received from Experiences in the Street Academy Program - students were asked to indicate in Part IV of the questionnaire the degree to which they felt that they had benefitted from the stated experiences which they had in the Street Academy Program or how they felt that they would have benefitted from the experiences, if they had had them.

The number of students indicating that they felt that they had received some benefit from the listed experiences ranged from eight to twelve (from sixty-two to one hundred per cent) in regard to all experiences

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except: 1) doing experiments in science class and 2) visiting the homes of staff members (See Appendix N for other experiences listed).

One student "wrote in" as a fourth choice "very much" and checked the following items in this column:

1. Being in small classes.
2. Taking an active part in discussions of topics that interest me.
3. Receiving individual attention from teachers.
4. Having lunch or going shopping with staff members.
5. Visiting the homes of staff members.
6. Planning lessons for myself.

Comments - Part V of the questionnaire provided for students to make any comments which they wanted to add.

The following comments were given by the students who responded to this part of the questionnaire. They are quoted as they were written, without corrections of any kind.

1. "Briefly, I feel that I have benefitted greatly from my attendance in the Street Academy Program."
2. "The math lessons would be better if there was one teacher who specialized in math (only). Like Ron. Math now at the transitional school and at the street academy is (helter skelter) it should be so individualized that if a new student comes in the teacher does not have to take the whole class back on what they have already completed. Every math student should have an assignment according to what he or she is doing also individual competent help in their own special problem."
3. "I dig it to death."

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4. "I feel that the street academy has helped me very much in the way of preparing for college. And I would recommend this school to any dropout and anyone preparing for college."
5. "Don't have time to write comment but a very wonderful program. PS Keep up the good work."
6. "I think that the street academy will be a success if it moves in the direction of the school system."
*7. "I think it is a wonderful program for those who have the time!!"

*This was the only information on this questionnaire.

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to draw some conclusions regarding the value of certain approaches or methods used in the Street Academy Program as they seem related to ideas reported in the philosophy and the listed elements of the Street Academy Program.

This chapter is also an attempt to draw some useful conclusions from the data collected by interviewing the students in this program and to make some recommendations for consideration of others involved in the education of students at or above the secondary level.

These conclusions represent the thinking of this writer and should be evaluated on the basis of his experience as a teacher and an administrator and his interpretation of the literature reviewed and information received from students.

The recommendations made here are intended as suggestions to be considered for implementation based on the possible applications which the reader can see to the particular situation in which he finds himself. There is no intention to suggest a panacea for all persons, places or situations.

Conslusions

Students expressed much concern over the relationships which exist between them and their teachers and counselors. They want to feel that the counselors and teachers have an interest in them as individuals.

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Students seem to resent the lack of confidence in them which they feel is exhibited by their teachers, counselors and parents. They feel that they are subjected to conditions which are imposed on them by others, without their consent.

They want to learn how to plan and make choices for themselves. They also feel that they are in the best position to decide what is relevant, beneficial, and interesting to them.

The kinds of relationships which exist or are developed between students and their teachers, counselors and parents play a major role in the development of the students' attitudes toward school and getting an education.

Students have the desire and ability to help in making decisions regarding the curriculum and its relevance to their goals. They need the guidance and assistance of adults in doing this but they also value their own inputs highly.

The most important criterion in teacher selection should be the teacher's ability to relate positively to the students. Students must "accept" a teacher or counselor in order for him to be most effective.

The frequency with which students in the Street Academy Program stated that teachers did not seem to be interested in them in their previous schools seems to suggest that educational programs must make some changes in their approaches.

Whether it is the individualized instruction linked with the informality of the street academy or the same approach in the formal setting of the preparatory school, the need stands out clearly for more attention to be given to the student as an individual or to habitually ignored students as a group.

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The environment needs to be changed in many schools and it appears that this change would be a motivational factor.

The lack of inclusion of minority history in the curriculum and repeated requests for inclusion of the contributions of black and other minority groups should make it clear that students want and feel that they have a right to participate in curriculum planning.

Minority history was used as a motivating force in the street academy. The success of this course as a motivating force is manifested on a small scale by the fact that several students came to evening classes on the evenings when minority history was taught to get extra exposure to this subject.

The adoption of rules, regulations, and recommendations in regard to the inclusion of minority history in schools has been virtually meaningless because these rules, adopted by state boards of education, have not been implemented by local school districts.

In Pennsylvania, for example, no follow-up has been done since the State Board of Education adopted the change in curriculum regulations which permits and encourages the inclusion of minority history. Therefore, there is little evidence and much doubt that positive action has been taken by school districts within the Commonwealth. (Kreamer, 1970, pages 22-23)

That Afro-American History was not more popular in the questionnaire responses may be attributed to the teaching of this subject, which was not well organized and consistent. It seems that the weaknesses in the history and social studies area of the curriculum were a result of poor planning in this area.

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During a meeting with staff and students, suggestions were made (by students) to all three history and social studies teachers that their instruction should be improved. This need for improvement is manifested in the questionnaire responses, which suggest that there was agreement among the students that this was a weak area of the curriculum.

The writer concludes that students can and will make meaningful inputs into curriculum planning, if given an opportunity.

> A child's abilities are in almost direct proportion to how the child feels about himself and any meaningful positive change must start with his opinion of himself. If the child has experienced success, his opinion of himself will be enhanced, his academic proficiency will improve, and he will then be able to respond to further learning.
>
> The steps to reaching the disadvantaged child, however, must be taken in sequence. First the child must have a positive image of himself as a human being, of his worth as a human being, and then and only then can he move into a positive learning situation. A positive self-image and a backlog of successes, both in and out of school, will jointly be the disadvantaged child's red carpet to education and to a self fulfilling life. (Wilkins, 1967, page 11)

Students indicated that among their reasons for dropping out were, 1) they were not learning anything in school, 2) they felt that "nothing was happening in classes, and 3) the teachers were not concerned about them (as individuals). These factors probably contributed to the low level of academic achievement indicated by student transcripts and consequently, a poor self-image.

The student's self-image probably was enhanced in the Street Academy Program by experiences such as:

1. Being in small classes.
2. Taking an active part in discussions of topics which interested the student.
3. Receiving individual attention from teachers.

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4. Helping teachers plan lessons.

5. Selecting materials which were relevant and interesting.

6. Progressing at his own rate.

A large proportion of students indicated that they benefitted from these activities. The students also indicated that they studied harder, learned a lot, and felt more comfortable in classes at the academy.

It seems feasible to conclude that the responses of students in regard to the degree to which they benefitted from these experiences and their positive opinions of their study habits and academic achievement would indicate some degree of improvement of self-image.

Wilkins' suggestion that a student's academic abilities are directly related to his self-image seems to be applicable here. (Wilkins, 1967, page 11)

The student's self-image is an extremely important factor in his efforts to be successful. The message which students are trying to get across seems to be echoed in the saying, "I am somebody."

The poor attendance by students and the lack of parental involvement in the Street Academy Program led the writer to examine parent-student relationships.

Parent-student relationships seemed to be an important factor in examining parent involvement or lack of involvement in the Street Academy Program.

In order to relate parent involvement or lack of involvement to parent-student relationships, the writer looked at the number of students who actually lived with their parents and found that of the total of 101 students who applied at the street academy, only thirty-three of them lived with both parents and twenty-six lived with their mothers only.

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This is a total of fifty-nine students who lived with one or both parents. Another four students lived with relatives (sister, brother, aunt, grandmother). Therefore, sixty-three of the students in the program lived with parents and relatives. The activity which lends itself most to parent involvement (Open House) is used as an example. There were four parents or relatives who attended this activity. The fact that this was the most involvement in activities by parents seems to indicate that parents did not choose to be involved in activities in the Street Academy Program.

Parents were notified by mail of the Open House activities to be sure that they had the opportunity to find out about the activity. Students were asked to inform parents of other activities. This writer has no information regarding how effective these methods were in informing the parents.

As several authors suggest in the literature, one of the main causes of students' problems is their relationships with parents. The writer feels that lack of attendance by students could very likely be attributed, in part, to this problem. However, there seems to be no immediate solution to this problem.

The books, materials and course titles in an educational program are less important to the students than aspects such as class size, schedules, and their relationships with teachers and other staff.

This was indicated in the responses to the section of the questionnaire in which students were asked to make comparisons between the Street Academy Program and their previous schools.

Teachers should be trained to work in specific kinds of schools and educational programs after they complete their general teacher training at elementary or secondary level. This would require teacher training

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institutions to consider programs which would permit teachers to "specialize" as doctors or other professionals and technicians do. For example, teachers might be trained to work in public or private schools or schools in deprived areas or middle class neighborhoods or in neighborhoods with a high concentration of a particular racial or ethnic group. This kind of training would probably increase the holding power of schools in terms of teachers and students and improve the quality of educational programs in the elementary and secondary schools.

Recommendations

After reviewing the results of the informal interviews of students in the Street Academy Program, examining their responses to items in the anonymous questionnaire, and observing procedures used by the street worker and teachers in the program, this writer makes the following recommendations:

1. Class size should be such that teachers can give each student individual attention and can get to know students. A teacher-pupil ratio should not exceed twleve to one.
2. Alternatives should be provided for students, especially in the areas of curriculum, schedules, materials, and career choices. Alternatives in teachers and counselors should also be provided if possible.
3. Students should be encouraged to think about the future. Self-evaluation should be encouraged for students and teachers to assess future potential. Skills, abilities, interests and potential should be assessed. Students should be made aware of opportunities which exist.

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4. Planning should be a joint effort between all parties concerned. Textbooks and curriculum materials should be selected and approved jointly.
5. A teacher/adviser system worked very well in the Street Academy Program and could be utilized where counselors are not available in adequate numbers or where ethnic or racial problems make good counselor-student relationships difficult to establish. Teachers can talk with students, when time is available, and get to know students. This is the essential beginning of a meaningful faculty-student relationship.
6. Parents and others in the community should be involved in planning and implementing educational programs.
7. Teacher-training programs in universities or in-service training should provide for student teachers or interns to get experience in new and innovative programs and in schools which are similar to those in which they are being trained to teach. The curriculum should not be the same for all teachers. Reports, studies, and speakers will not adequately substitute for "on site" experience.
8. Students or student representatives should participate in staff meetings. They like to know what "secrets" are being discussed. "Closed" staff meetings (with only staff present) could be held when needed, to discuss students' personal business or problems.
9. Further study should be made of parental attitudes and involvement in educational programs which work with students who are above compulsory school age.
10. Special schools or existing programs should be utilized as teacher training facilities, using the "resident" teacher concept

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or a similar model. Variations of this concept could provide for pre-service and in-service training.

11. Efforts should be made by public schools and special schools, which provide educational alternatives, to coordinate programs which could help identify potential dropouts and try to keep them in school or refer them to special schools or other resources or agencies.

These recommendations may be more relevant to the establishment and operation of educational programs for students who have problems adjusting to the regular public schools but should also be considered for inclusion in regular school programs.

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APPENDICES

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APPENDIX A

MANCHESTER STREET ACADEMY

INCIDENT REPORT

TO:_____ DATE:_____

PERSONS INVOLVED_____

PLACE of INCIDENT_____

TIME of INCIDENT_____

DATE of INCIDENT_____

ACTION TAKEN:

RECOMMENDATION:

SIGNATURE_____

TITLE_____

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APPENDIX B

MANCHESTER STREET ACADEMY
1252 Pennsylvania Avenue
Pittsburgh, Pennsylvania 15233

WEEKLY STATISTICAL REPORT

WEEK of _____ to _____

TOTAL APPLICATIONS (TO DATE) _____

Last Report _____
This Week _____

TOTAL ENROLLMENT _____

Last Report _____

AVERAGE DAILY ATTENDANCE _____

Day Classes _____
Evening Classes _____

AVERAGE AGE _____

Male _____
Female _____

TOTAL ABSENCES _____

Due to Illness _____
Personal Reasons _____
No Contact _____
Other _____

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APPENDIX C

MANCHESTER STREET ACADEMY
1252 Pennsylvania Avenue
Pittsburgh, Pennsylvania 15233

MONTHLY STATISTICAL REPORT

MONTH_____

TOTAL APPLICATIONS _____

Last Report _____
This Month _____

TOTAL ENROLLMENT _____

Last Report _____
This Month _____

TOTAL ABSENCES _____

Illness _____
Personal _____
No Contact _____
Other _____

TOTAL DAYS MEMBERSHIP _____

TOTAL DAYS ATTENDED _____

PERCENT OF ATTENDANCE (TDA/TDM) _____

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APPENDIX D

STREET ACADEMY

STATISTICAL INFORMATION

December 10, 1969

Applications received (total) 58

Active 26

- Regularly attending 15
  - Street Academy 9
  - Transition 6
- Occasionally attending 11

Problems exist

- Awaiting trial
- Employed recently and adjusting schedules
- Looking for employment
- In process of moving
- Working - time is problem
- Undecided (need convincing)

Inactive 16

- Contacts being continued (hopeful) 7
- Rejects 5
- Withdrawals 4
  - Illness 1
  - Jail 1
  - Military service 1
  - Others 1

Referrals 1

Inadequate information to follow-up 2

Miscellaneous applications 8

- Returned to public schools
- Still in school (some seeking tutoring)
- Found to be below age seventeen

Applications being processed 5

(Dates set for enrolling)

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APPENDIX E

MANCHESTER STREET ACADEMY

STUDENT ENROLLMENT RECORD

NAME	DATE OF APPLICATION	DATE OF ENTRY	GRADE COMPLETED	DAY OR EVENING	AGE	MONTH DATE OF BIRTH	COMMENTS

APPENDIX F

MANCHESTER STREET ACADEMY

STUDENT CONTACT RECORD

NAME_____ DATE_____

ADDRESS_____ TIME_____

_____

_____

PHONE_____

TYPE

_____Initial
_____Follow-up

_____Personal
_____Phone

_____1st
_____2nd
_____3rd

RESULTS

_____No one at home - Will try again (Check Time)
_____Student not at home (Leave Application & Flyer)

Talked to:

_____Parent
_____Child
_____Relative
_____Other

STUDENT RESPONSE

_____Not Interested

Reasons_____
_____

_____Working
_____Undecided

COMMENTS:

Signed_____
Street Worker/Teacher

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APPENDIX F

SCHOOL_____

NAME	ADDRESS	DATE CONTACTED	DATE CONTACTED	RESPONSE	NEXT CONTACT AND HOW

APPENDIX G

MANCHESTER STREET ACADEMY

PERSONAL DATA SHEET

DATE _____

NAME: Mr. / Mrs. / Miss _____

ADDRESS _____ TELEPHONE _____

REFERRED BY _____

DATE OF BIRTH _____

PRESENT OCCUPATION _____

HOURS OF DAILY WORK _____

AVAILABLE HOURS OF ATTENDING CLASSES _____

FATHER'S NAME _____ OCCUPATION _____
ADDRESS _____
MOTHER'S NAME _____ OCCUPATION _____
ADDRESS _____

GUARDIAN'S NAME _____ OCCUPATION _____

SCHOOL BACKGROUND LAST GRADE COMPLETED _____

NAME OF SCHOOL _____ CHECK ONE BELOW
____Graduated
LOCATION _____ ____Withdrew
____Dismissed
LAST MONTH & YEAR ATTENDED _____

NAME OF SCHOOL _____

LOCATION _____ KIND OF PROGRAM
____Vocational
____Commercial
____Academic
LAST MONTH & YEAR ATTENDED _____

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Personal Data Sheet
Page 2

DRAFT STATUS

Are you registered with the Selective Service? ____Yes
____No

Date of registration_____

Classification_____

LEGAL STATUS

Have you been convicted of any charges? ____Yes
____No

If you have, please indicate the charge and the decision rendered:

_____
_____
_____

Are you now or have you ever been on Parole or Porbation?
____Yes
____No

If you are now on Probation or Parole, please list the name of your Probation or Parole officer.

NAME_____PHONE_____

INTERESTS AND HOBBIES_____

SUBJECTS LIKED BEST_____

SUBJECTS LIKED LEAST_____

SIGNATURE_____

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APPENDIX H

APPLICATION BLANK

1. Name
2. Address
3. Referred by
4. Date
5. Phone
6. Present occupation
7. Hours
8. Available hours of attending classes
9. Date of birth
10. Last grade completed of formal school
11. Date of last year attended
12. Name and address of last school attended
13. Interests and hobbies
14. Subjects liked best
15. Subjects liked least

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APPENDIX I

STREET ACADEMY PROGRAM

STUDENT ACHIEVEMENT RECORD

DATE____________________

NAME____________________

SOCIAL SECURITY____________________

DATE OF ENTRY____________________

TRANSCRIPT REQUESTED____________________

TRANSCRIPT RECEIVED____________________

GRADE	HIGH SCHOOL SUBJECTS TAKEN	PASSED	FAILED	UNITS

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX TOTAL

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Student Achievement Record
Page 2

SUBJECTS NEEDED	UNITS NEEDED	COMMENTS

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APPENDIX J

REQUEST FOR TRANSCRIPT

TO _____ HIGH SCHOOL (Check One)
____JUNIOR
____SENIOR
____TRADE

ADDRESS OF H.S. _____
(STREET) (CITY) (STATE-ZIP)

FROM: THE PITTSBURGH URBAN LEAGUE ACADEMY OF TRANSITION RE: _____
(NAME OF STUDENT)

ADDRESS OF STUDENT _____
(STREET) (CITY) (STATE-ZIP)

ATTENDED YOUR SCHOOL FROM _____ (MONTH) (YEAR) TO _____ (MONTH) (YEAR)

DATE OF BIRTH _____ (CHECK ONE)
____GRADUATED
____WITHDREW
____DISMISSED

TRANSFERRED FROM _____

_____
(NAME & ADDRESS OF JR. OR SR. HIGH SCHOOL)

PLEASE SEND TRANSCRIPT TO: PITTSBURGH URBAN LEAGUE
ACADEMY OF TRANSITION
936 West North Avenue
Pittsburgh, Pennsylvania 15233
Telephone: 412) 322-2743

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APPENDIX K

STREET ACADEMY PROGRAM
936 West North Avenue
Pittsburgh, Pennsylvania 15233

PROGRESS REPORT
May 4, 1970

I. Program Development

A. The Ebony Preparatory School of Pittsburgh(third stage of Street Academy Program) was licensed April 9, 1970.

B. No occupancy permit has been received to date. It seems that we will have to appeal to the city zoning board for a variance. This means the determining factor will probably be the amount of verbal-physical community support received at the hearing. (No date set yet)

C. Only minor corrections are needed at 936 West North Avenue to pass inspection by the Fire Marshall.

II. Curriculum

A. The staff has concluded that the curriculum for the program should be better spelled out and more well-defined. This means less flexibility and less student involvement in deciding what the curriculum should be.

This is felt to be essential because certain skills and knowledge is required or expected by colleges. Therefore, if we are going to prepare students for college, we cannot be as flexible as we thought at one time.

B. The curriculum is currently undergoing a constant revision process as we learn more about what we should be concentrating on.

III. Staff

A. Two departures (1-resignation and 1-termination).

B. One addition - Mr. Conrad Muller (Science & Math).

C. One prospective addition (Math instructor).

D. One part-time street worker may be employed shortly.

E. The secretary is enrolled in a Secretarial Program in "The Weekend College" at Allegheny Campus, Community College of Allegheny County.

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IV. Enrollment and Attendance

A. Problems are presented by students working - some attend evenings - some do not.

B. Attendance is generally low.

C. Approximately five students may be enrolled in college in 1970, if attendance continues through summer.

D. Enrollment pattern:

1. Moderate at beginning to December
2. Spurt in January and February
3. Tapered in March
4. Very slow at present (April and May)

V. Community Involvement

A. Mostly outside of Northside - Speeches, etc.

B. Education conference by Pittsburgh Resistance - helped sponsor Edward Carpenter's visit.

C. Panel - CMU - Upward Bound

D. Proposal approved by University of Pittsburgh

E. Contact maintained with agencies

VI. Publicity

A. Brochure being prepared by USS - through Mr. Charles Moore, Urban League Board member.

B. Documentary - Channel 11-TV will be shown Saturday, May 30, 1970 from 8:30 p.m. until 9:00 p.m. (Memorial Day).

C. Together - Student and teacher were on show on Saturday, April 25, 1970.

D. WAMO - Bill Powell will get spot - public service announcement.

E. Letters and flyers sent to students whose names are on drop-out list. Street worker doing follow-up.

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VII. Prep School

A. Site- permanent site must be sought.

B. Curriculum - staff is going to continue working on this.

C. Blazers and emblems are being considered - design for emblem is being sought.

D. Staff - present staff will be able to begin operation. New staff will be needed in future, depending on enrollment.

VIII. Projected Plans

A. Summer programs

1. Special workshops and seminars
2. College prep/tutoring program for graduating seniors and college freshman - TITLE I PROPOSAL??

B. Visitations to other programs, conferences, etc.

C. Staff recruiting

D. Trips for students - perhaps this would be a worthwhile investment and would encourage more participation.

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APPENDIX L

URBAN LEAGUE OF PITTSBURGH
STREET ACADEMY - 1252 Pennsylvania Avenue
Pittsburgh, Pennsylvania 15233
HEALTH SCREENING

NAME_____

ADDRESS_____

_____

PHONE_____

SEX 1. MALE_____ AGE (YEARS)_____
2. FEMALE____

RACE 1. CAUCASIAN_____
2. NEGRO_____
3. MONGOLOID_____
4. SPAN. AMER._____
5. OTHER_____

COMMUNITY

1. HILL DISTRICT_____ 2. NORTH SIDE_____ 3. EAST LIBERTY_____

4. HOMEWOOD-BRUSTHON_____ 5. SOUTH WEST PITTSBURGH_____

6. OAKLAND_____ 7. LAWRENCEVILLE_____ 8. HAZELWOOD_____

HISTORY

(CIRCLE ONE)

DRUG ADDICTION	1. YES 2. NO 3. DON'T KNOW IF YES, EXPLANATION_____
DIABETES (SUGAR)	1. YES 2. NO 3. DON'T KNOW
TUBERCULOSIS (TB)	1. YES 2. NO 3. DON'T KNOW
RHEUMATISM (ARTHRITIS)	1. YES 2. NO 3. DON'T KNOW
ASTHMA	1. YES 2. NO 3. DON'T KNOW
EPILEPSY	1. YES 2. NO 3. DON'T KNOW
RHEUMATIC FEVER	1. YES 2. NO 3. DON'T KNOW
SHORTNESS OF BREATH	1. OCCASIONALLY 2. WITH CHRONIC COUGH 3. WITH PAIN OR PRESSURE IN CHEST 4. NEVER
CRAMPS IN YOUR LEGS	1. OFTEN 2. OCCASIONALLY 3. NEVER
JAUNDICE	1. YES 2. NO 3. DON'T KNOW
REACTION TO DRUGS OR PILLS	1. YES 2. NO 3. DON'T KNOW
BROKEN BONES	1. YES 2. NO IF YES, WHICH ONES_____

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HAVE YOU EVER HAD: (CIRCLE ONE)

INDIGESTION OR STOMACH TROUBLE	1.	OFTEN	2.	OCCASIONALLY	3.	NEVER
HERNIA	1.	YES	2.	NO		
FREQUENT URINATION	1.	YES	2.	NO		
PAINFUL URINATION	1.	YES	2.	NO		
BLOOD IN URINE	1.	YES	2.	NO		

HAVE YOU EVER

WORN GLASSES	1.	YES	2.	NO
WORN A HEARING AID	1.	YES	2.	NO
STUTTERED	1.	YES	2.	NO

HAVE YOU EVER HAD ANY OPERATIONS OR ILLNESSES

IF YES, CIRCLE: TONSILS; APPENDIX; HERNIA; VARICOSE VEINS ; PILES (HEMORRHOID); GALL BLADDER;
OTHER_____

TESTING

VISION (SNELLEN) - Examined with glasses. (If indicated)

RIGHT EYE
LEFT EYE

1. NORMAL (20/20 or better)
2. 20/35
3. 20/30
4. 20/40
5. 20/50
6. 20/70
7. 20/100
8. 20/200 or less

VISION CORRECTION

1. NOT NEEDED (20/20)
2. CORRECTED WITH GLASSES
3. GLASSES NEEDED

HEIGHT (INCHES) -- without shoes

WEIGHT (POUNDS)

PULSE(PER MINUTE)

BLOOD PRESSURE #1(mm Hg) (to nearest 2mm)

BLOOD PRESSURE #2(mm Hg)

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PHYSICAL EXAMINATION - M.D. (CIRCLE ONE)

EARS
1. NO HEARING LOSS
2. MINIMAL DEFICIT
3. MODERATE DEFICIT
4. DEAF

DENTAL (PERSONAL DENTIST)

NATURAL TEETH:
1. PRESENT - WITH OR WITHOUT OCCAS. ABSENT TOOTH
2. ABSENT -- DENTURES FITTED
3. ABSENT -- DENTURES NEEDED

NATURAL TEETH:
1. INTACT
2. CARIOUS, IN NEED OF FILLING
3. CARIOUS, IN NEED OF EXTRACTION

GINGIVA:
1. NO OVERT PATHOLOGY
2. PATHOLOGY PRESENT

THROAT
1. TONSILS NORMAL OR ABSENT
2. TONSILS ENLARGED
3. TONSILS INFLAMMED

BREATH
1. NO C_2H_5OH
2. C_2H_5OH
3. UNKNOWN

GLANDS
1. NO ADENOPATHY

ADENOPATHY (ENLARGEMENT OR INFLAMATION)

2. NECK
3. SUPRACLAVICULAR
4. INGUINAL
5. MULTIPLE SITES
6. AXILLARY

HEART - MURMURS (WHERE LOUDEST)

1. NO MURMURS
2. SYSTOLIC (BASE)
3. SYSTOLIC (APEX)
4. DIASTOLIC (BASE)
5. DIASTOLIC (APEX)
6. MULTIPLE MURMURS

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PHYSICAL EXAMINATION CONTINUED

PERIPHERAL VASCULAR

1. NO ABNORMALITY
2. VARICOSE VEINS PRESENT
3. ANKLE EDEMA PRESENT
4. VARICOSE VEINS AND ANKLE EDEMA PRESENT

ABDOMEN

LIVER: 1. NOT PALPABLE 2. PALPABLE

SPLEEN: 1. NOT PALPABLE 2. PALPABLE

HERNIA: 1. NONE 2. INGUINAL
3. FEM ORAL 4. VENTRAL
5. MULTIPLE

SKIN
1. NO ABNORMALITY
2. DERMATOLOGIC DISORDER
3. ADDICTIVE LESIONS

HEMOGLOBIN - GRAMS (2 DIGITS ONLY)

URINE

PROTEIN: 1. NEGATIVE 2. TRACE 3. 1+ 4. 2+ 5. 3+ 6. 4+

GLUCOSE: 1. NEGATIVE 2. TRACE 3. 1+ 4. 2+ 5. 3+ 6. 4+

CHEST X-RAY (IF INDICATED)

1. NORMAL CHEST X-RAY
2. CARDIAC PATHOLOGY ONLY
3. PULMONARY PATHOLOGY ONLY
4. ADENOPATHY ONLY
5. SKELETAL PATHOLOGY ONLY
6. MULTIPLE AREAS OF PATHOLOGY

SEROLOGY

VDRL: 1. POSITIVE 2. NEGATIVE

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PROVISIONAL DIAGNOSES (BY HISTORY OR PHYSICAL)

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____
9. Other _____

PROVISIONAL DIAGNOSES (LABORATORY)

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

PHYSICIAN IDENTIFICATION _____
SIGNATURE M.D.

CHECK IF APPLICABLE

REFERRED FOR DIAGNOSIS _____
REFERRED FOR TREATMENT _____
REFERRED FOR VISUAL CORRECTION _____
REFERRED FOR DENTAL EXTRACTION _____
REFERRED FOR DENTAL TREATMENT _____

CURRENT MEDICAL CARE

LOCATION	PERSON OR CLINIC	APPOINTMENT DATE	CHARGES TO BE PAID BY	DATE COMPLETED

REFERRAL

_____

REFERRALS COMPLETED _____

(DATE) _____

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C A P I

AUTHORIZATION FOR MEDICAL REPORT

This form, or a photostat hereof, will authorize you to give

_____, or
(Name) (Title)

(his)
(her) representatives, all information you may have regarding my
(its)

condition while under your observation or treatment, including the history obtained, X-Ray and physical findings, diagnosis and prognosis.

_____
Name of Applicant

_____
Address

_____ 19 _____
Date

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C A P I

AUTHORIZATION FOR MEDICAL EXAMINATION

I, _____, hereby give permission for a
(Applicant)
medical examination and authorize _____,
(Counselor)

Urban League Health Office to obtain the results of my medical examination from Dr. _____

_____.

_____
(Date)

_____
(Applicant)

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APPENDIX M

ENGLISH BOOK INVENTORY LIST

World Book Encylopedia

Adventures in World Literature

Adventures in English Literature

Adventures in American Literature

Vocabulary Workshop - 9th thru 12th Grade

Barron's College Entrance Examination

Arco High School Equivalency

Webster Dictionaries (paperback)

Webster Dictionary (Hardback)

English Essentials

Practical English

American English - 9th thru 12th Grade

American Literature 11th Grade - The Theme and Writers Series

Western Literature 9th Grade - The Theme and Writers Series

Encounters Literature 12th Grade - The Theme and Writers Series

Insight: American Literature, The Modern Quest for Identify, Three Novels, and The Desire for Success/Darker Spirit

Studies in Prose Writing

101 Best Novels/Plot Outlines

HISTORY AND SCIENCE BOOKS INVENTORY LIST

History of the United States: An Inquiry Approach

Comparative Political Systems: An Inquiry Approach

Comparative Economic Systems: An Inquiry Approach

The Shaping of Western Society: An Inquiry Approach

Tradition and Change in Four Societies: An Inquiry Approach

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The Humanities in Three Cities: An Inquiry Approach

Sources of Western Civilization

Contemporary Issues In Western Democracy

A History of the United States

Gideon's Trumpet

Billy Budd

We Are The People Our Parents Warned Us Against

Report of the National Advisory Commission on Civil Disorders

Ondon, The Call of The Wild

Primitive Man and His Ways

Four Ways of Being Human

Black Families in White America

The Wretched of the Earth

The Cossacks and The Raid

Moby Dick

The Adventures of Huck Finn

Martin

Den

Science Horizons, The World of Life

Humphreys, Modern General Science

Science in Modern Life

The Science of Biology

Cambridge Physical Science

Work pamphlets, Instruments and Control Systems

Study Guide manual, The World of Life

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APPENDIX N

QUESTIONNAIRE

I. General Information

Date_____
Age_____
Sex_____

Were You:

_____High School Graduate? _____High School Dropout?
_____Forced Out of School? _____Other (Specify)
_____

_____Last Grade Completed?

When did you apply at the street academy?_____
(Month)

Are you currently enrolled in the Street Academy Program?

_____Yes Level:___Street Academy ___Transition ___Prep
_____No

If no, are you interested in returning to the street academy?

_____Yes Reason_____
_____

_____No Reason_____
_____

II. Program Information

Directions:

Please read and respond to each item in this questionnaire. Only one response should be checked for each question. Any comments may be made at the end of the questionnaire. If comments are related to a particular item, please indicate same by item number. Your name does not appear on the questionnaire. Feel free to be completely open and honest.

1. How did you learn about the street academy?

_____The street worker
_____Radio or television
_____Newspaper
_____Another agency
_____Another student
_____Other (specify)_____

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2. Why did you enroll in the street academy?

_____To get a high school diploma
_____Interested in going to college
_____To please my parents
_____To dodge the draft
_____To prepare for getting a job
_____To stay off the streets
_____Other (specify)_____

3. What did you think you would gain from attending the academy?

_____A college education
_____A job
_____Learn more for my own benefit
_____Nothing
_____Other (specify)_____

4. How often do you recommend the academy to your friends?

_____Very often
_____Often
_____Sometimes
_____Seldom
_____Never

5. For which of the following do you think the academy best prepares you?

_____Return to public school
_____College
_____A job
_____Other (specify)_____

6. Were you pleased with your classes in general at the academy?

_____Very pleased
_____Moderately pleased
_____They were OK
_____They needed improving
_____Very displeased

7. How often do you usually attend classes at the academy?

_____Five days a week
_____Three or four days a week
_____One or two days a week
_____Once in a while
_____Never

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8. Which subject did you like best at the academy?

_____English
_____Math
_____Science
_____History & Social Studies
_____Afro-American History
_____None

9. How have your feelings about your previous schools changed since attending the academy?

_____Much more favorable
_____More favorable
_____About the same
_____Less favorable
_____Much less favorable

10. Do you feel comfortable when asking questions in classes at the academy?

_____Always
_____Most of the time
_____Sometimes
_____Seldom
_____Never

11. How difficult was the work given to you at the academy?

_____Much too difficult
_____Difficult but challenging
_____OK
_____Easy
_____Too easy

12. How much do you think you have learned at the academy?

_____A lot
_____Something (a few things)
_____Very little
_____Nothing

13. Indicate any change in your study habits since coming to the academy?

_____Study much harder
_____Study harder
_____Study about the same
_____Don't study as hard
_____Don't study at all

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14. How often did you complete assignments given by teachers in your previous schools?

_____Always
_____Almost always
_____Sometimes
_____Seldom
_____Never

15. How often do you complete assignments given by teachers at the academy?

_____Always
_____Almost always
_____Sometimes
_____Seldom
_____Never

16. Do you enjoy assignments given at the academy?

_____Always
_____Almost always
_____Sometimes
_____Seldom
_____Never

17. How do you think your teachers at the academy felt about you?

_____Liked me very much
_____Liked me
_____Indifferent (I was just another student)
_____Disliked me
_____Hated me (could not tolerate me)

18. Did your teachers at the academy listen to your problems?

_____Always
_____Usually
_____Sometimes
_____Seldom
_____Never

19. Did teachers help you with your problems?

_____Always
_____Almost always
_____Sometimes
_____Seldom
_____Never

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20. To what extent do you think that the teachers at the academy understand you?

_____Very much
_____Some
_____A little
_____Not very much
_____Not at all

21. Do you feel that the street worker at the academy understands you?

_____Very much
_____Some
_____A little
_____Not very much
_____Not at all

22. Do you feel that the teachers at the academy have influenced you to continue your education?

_____More than anyone else
_____Very much
_____A little
_____Not as much as others
_____Not at all

23. Do you feel that the street worker at the academy has influenced you to continue your education?

_____More than anyone else
_____Very much
_____A little
_____Not as much as others
_____Not at all

24. The teachers at the academy have helped me with my personal problems.

_____Very much
_____Some
_____Very little
_____Not at all

25. The street worker at the academy has helped me with my personal problems.

_____Very much
_____Some
_____Very little
_____Not at all

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26. What would you tell your friends about attending the Street Academy Program?

III. Comparison of Schools

Directions:

Indicate (by checking in column A. Previous School or column B. Street Academy) in which situation you felt that the items listed were more relevant to your needs.

ITEMS	A. Previous Schools	B. Street Academy
1. Teachers and other staff	____	____
2. Courses offered	____	____
3. Books and materials	____	____
4. Schedule	____	____
5. Size of classes	____	____
6. Students' behavior	____	____
7. Counseling (advising)	____	____
8. Activities	____	____

IV. Experiences

Directions:

Listed below are experiences which some students in the Street Academy Program have had.

Please indicate the degree to which you have benefitted from the experiences below, by placing a check ( ) in the appropriate blank.

If you did not have a particular experience, please express how you feel you would have responded. Indicate this by placing a zero (0) in the blank.

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	I Have Benefitted (or Would Have Benefitted)		
	Some	Little	Not At All
1. Trips to one or more colleges in the area.	____	____	____
2. Being in small classes.	____	____	____
3. Taking an active part in discussions of topics that interest me.	____	____	____
4. Receiving individual attention from teachers.	____	____	____
5. Helping the teachers plan lessons for myself.	____	____	____
6. Selecting and using materials which I felt were relevant to me and my needs and interest.	____	____	____
7. Listening to lectures by teachers.	____	____	____
8. Doing practice and drills.	____	____	____
9. Watching demonstrations in class.	____	____	____
10. Participating in demonstrations in class.	____	____	____
11. Doing experiments in science class.	____	____	____
12. Having lunch or going shopping with staff members.	____	____	____
13. Visiting the homes of staff	____	____	____
14. Progressing at my own rate	____	____	____
15. Planning lessons for myself	____	____	____

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V. COMMENTS (If Any):

Directions:

When you have completed the questionnaire, please place it in the unmarked envelope, seal it, and return it to the secretary or any other staff member.

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VITA

Charles Allen was born in Southern Pines, North Carolina, September 3, 1934. He attended elementary and secondary schools in Fayetteville, North Carolina, graduating in 1952.

He earned the Bachelor of Science Degree in Elementary Education from Fayetteville State University in 1956. He did graduate work at New York University in the summer of 1958. He earned a Master of Education Degree from the University of North Carolina at Chapel Hill in 1965. He enrolled in the doctoral program in Curriculum and Supervision at the University of Pittsburgh in 1966.

He taught elementary schools in North Carolina from 1956 to 1966. He was a Team Leader in the Teacher Corps in Pittsburgh from 1966 to 1967. He worked two years with Westinghouse Learning Corporation as Director of Education, Project Director, and Educational Consultant. He is now Director of the Street Academy Program with the Urban League of Pittsburgh.

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