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<https://doi.org/10.15760/etd.1719>

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STUDENT PERCEPTIONS OF
THE TEACHER-COUNSELOR ROLE
AT THE ALBINA YOUTH OPPORTUNITY SCHOOL

by

Florence M. Morton

Billie L. Smith

A Research Report
submitted to
Portland State University

in partial fulfillment of
the requirements for the
degree of

MASTER OF SOCIAL WORK

1973

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This project is a descriptive study of the Albina Youth Opportunity School of Portland, Oregon. The school is described as one whose primary function is to help disadvantaged students who have extreme social and academic problems. The study focused on the students' perception of their teachers, who are defined by the school as teacher-counselors. Of the seventy full-time students, sixty-five participated in the study, and five refused to do so.

The major questions of the study were concerned with the students' assessment of the teacher-counselors characteristics. Main areas for exploration dealt with the students' perception of the role of a teacher-counselor in relation to their specific needs. Factors taken into consideration were sex, age, length of attendance at the school, and the student's belief that the teacher-counselor liked or disliked him.

A questionnaire was administered to each student in order to determine his assessment of the teacher-counselor role. Data was analyzed with the help of scale-measured attitudes of variables dealing with teaching and counseling items and tests of significance. Indices were computed from the data. Descriptive statistics included the use of frequency distribution, percentages, means, medians, and correlations.

Study findings indicated that some students see the role differently, and some differences were difficult to interpret in terms of specific traits. There were differences in perception associated with the factors of sex, and length of attendance at the school. The findings suggest that the student's belief that the teacher-counselor like or dislike s him or her is associated with perception. They also yield evidence that the students perceive the teacher-counselor concept as a dual role. Implications are that the students who attend this school are being provided learning environ-ment which is helpful to their needs.

Approved: _____

Arthur C. Emlen, Advisor

ACKNOWLEDGMENTS

We wish to acknowledge with gratitude the valuable assistance and materials provided by the persons listed below:

The staff and students of the Albina Youth Opportunity School who participated in this study; Rance Spruill, Director of the School; Charles Leach, Assistant Director; and Leon Johnson, Counselor Coordinator;

Joan Franz, Virgie Harris, Colleen Cody, and Ron Harper of the Northwest Regional Educational Laboratory;

Dr. Arthur C. Emlen of the School of Social Work, Portland State University.

CHAPTER I

INTRODUCTION

The Albina Youth Opportunity School which opened March 21st, 1967 in Portland, Oregon, represents an alternative educational program that is a cooperative effort between the Portland Public Schools, Model Cities and other social agencies in the area. The primary purpose of the school is to prevent students from totally withdrawing from the educational system.

For those students who are unable to, or choose not to function within the existing system, the Albina Youth Opportunity School offers a bi-cultural and individual educational approach as an alternative. The objective is to facilitate the re-entry of the so-called "drop-out" into a regular school. Since re-entry on a successful basis may be accomplished by increasing basic skills and social tolerance, core programs focus on reading and communication skills as it appears that there is a significant correlation between antisocial activities and the inability to read and write. Consequently, concentration is on reading, writing,

mathematics, speech, and listening.

The school considers their program rehabilitative and preventive, in that it is available to those students in Portland School District No. 1 who have consistently demonstrated that they are not benefiting from the regular high school program. Students are transferred on a voluntary basis to the Albina Youth Opportunity School after consultation between the appropriate high school and the Albina Youth Opportunity School personnel. The major portion of the enrollees are referred from the Portland Public High Schools, with Adams, Jefferson, Grant, Jackson, Washington, and Roosevelt, serving as feeder schools. Referrals are received from MacLaren School for Boys, Hillcrest School for Girls, the Donald E. Long Juvenile Home, other legal juvenile agencies, and through all forms of the news media. Others are recruited through personal contacts at most popular places where youths are known to frequent.

The Albina Youth Opportunity School works closely with the surrounding high schools in attempting to assist youths who are not succeeding, particularly those who drop out or have been expelled from school for anti-social behavior, so that there might be a place for them to continue some educational pursuit. Over a thousand

students who were not benefiting from regular high school programs for various reasons, have been enabled to complete either their high school requirements, or have been assisted in educational experiences until they were old enough to enter other programs. As a result, the school has succeeded in returning some students to regular school with credits earned through their participation in the Albina Youth Opportunity School, while others have been able to complete sufficient work to enable them to move into the job market, vocational schools, GED programs, or to qualify for admission to Community Colleges and other advanced programs.

Several major components highlight the function of this school, particularly the special emphasis on the counseling program.

The Counseling Coordinator is responsible for and has authority to direct the development of a positive personal relationship with the student and the student's family; provide guidance toward a successful adjustment to the student's environment; relate to the total staff in development of a team approach to serve the needs of students; work directly with the court and juvenile agencies in all legal matters concerning the Albina Youth Opportunity School; develop ways and methods

of handling disciplinary problems; prepare monthly reports on school attendance, number of counseling sessions, number of student referrals and student follow-up.

The Teacher-Counselors provide a favorable ratio of adults to students so that more individual help in both academic learning habits and attitude growth can be provided. Many students who do not function in the comprehensive high school need the small classes and special attention which is available.

Teacher-counselors instruct pupils through individualized instruction, demonstrations and audio-visual aids; instruct one or more subjects, such as English, mathematics, or social studies; administer tests to evaluate student progress; prepare an evaluation of each student which is submitted to the Counseling Coordinator, with particular emphasis given to positive attributes; visit the homes of students, and prepare reports detailing such visits; refer all information regarding pupils with reading problems to the reading laboratory; encourage parents and the community to get involved in the children's education; and update personal knowledge of new innovations in teaching methods, material, and subject matter, especially teaching methodology and techniques.

The key to the school's counseling program is the "teacher-counselor" system. These teacher-counselors serve as positive role models, since one criterion for their selection is experience in and knowledge of the student's subculture. Most of them are products of a subculture, who have personally managed to acquire the necessary skills to enter the mainstream of American life, and they have an understanding of the language and life styles of both the dominant culture and the subculture. It is on this knowledge that the whole bi-cultural counseling program is based. The objective of this component is to provide intensive counseling and guidance to the alienated, disadvantaged and drop-out youths of the Model Cities Community.

The Albina Youth Opportunity School proposes to accomplish this primary function by recruiting this type of youth, providing psychiatric counseling when needed, providing a field work program, and by providing a comprehensive individually based counseling program. Their philosophy is to rap with the ghetto youth and establish a rapport through which they can attempt to dissolve layer upon layer of apathy. They try to strike a spark that will motivate these young people to modify their behavior, and pursue an education and job training. (Report of Albina Youth Opportunity School, 1969-1972)

Importance to Social Work

An overall view of joblessness and poverty indicates that although education may not be the complete answer to the many problems of the poor, surveys do reveal that inadequate and inferior education is one of the major elements in the total sub-employment problem. In hiring workers, employers now require high school diplomas for most jobs, including apprenticeships in skilled trades and often for service and unskilled jobs where this level of education may have little relevance to the tasks performed. When faced with such hiring specifications, the undereducated have great handicaps.

Research concerning poverty and unemployment indicates that inadequate education and training are vastly interrelated with the economic system of our society. The handicaps of lack of education or skills serve as propellants toward the vicious cycle of poverty and its multitudinous problems of dependency and deprivation, as well as the juvenile delinquency and crime to which these conditions contribute.

The attempt to grapple with poverty during the early sixties, led to renewed recognition of the importance of inequality in an affluent society.

Education was considered one major factor, and increased concern with educational deficiencies and educational deprivation resulted in the appropriation of special federal funds for the educationally and culturally deprived, in an effort to provide programs to encourage and assist them to overcome these deficiencies. The aid to schools in districts with many poor children, provided under Title I of the Elementary and Secondary Education Act of 1965, is addressed directly to this problem. The Albina Youth Opportunity School is one such beneficiary whose program is concerned with disadvantaged children in the Model Cities Area of Portland. (Joblessness and Poverty in Urban Slums, A Reprint from the 1967 Manpower Report, U.S. Department of Labor)

A study that is related to education of the disadvantaged is important to the field of social work for various reasons:

It points out that efforts to alleviate some portion of the complex conditions created by joblessness and poverty would seem to necessitate the involvement of all the expertise in our society. Implications are that more effective methods are needed in order to approach the problem through a dynamic network of resources.

Social workers in school and agency settings frequently work directly with the child and his family and have a responsibility to be aware of alternative educational opportunities for students in need of special help.

Certain school programs endeavor to involve parents, teachers, doctors, social workers, and other professional workers in a team approach to coping with children's problems due to cultural and economic deprivation.

There is a need for new knowledge about programs to assist disadvantaged children

Purpose of the Study

Statistics from School District No. 1 of Portland, Oregon, revealed a serious high school drop-out problem in certain areas of the city. As a result of these findings, the Albina Youth Opportunity School was one of several educational facilities which were established through federal funds to provide an alternative for students who were finding it extremely difficult to remain in the regular schools.

A factor of primary concern was the prevalence of antisocial behaviors among the students, as well as their poor academic achievement. Serious consideration was given to their need for individualized counseling in dealing with social problems, and their need for special attention in motivation and further development of their academic skills. It seemed apparent, too, that these students' needs could be more favorably met through smaller student-teacher ratios, and more personalized student-teacher relationships. The concept of teacher-counselor, rather than a regular teacher, was thought to offer more in the way of providing assistance toward helping these students make a better adjustment personally, socially, and academically.

The purpose of this study, therefore, was to explore relevant characteristics of the teacher-counselor

concept and attempt to determine the students' perception of this dual role. It was thought that the students' views of their teacher-counselors could present some useful information in regard to their needs and what they expect from this role.

The questions under consideration dealt directly with the objectives of the school staff. An attempt was made to explore the nature and extent of the students' needs as perceived by them, and to determine if, in the students' view, the teacher-counselors provide these needs. The primary instrument of the study identified teaching and counseling elements of the program, and asked about each, "Did you need it?" and "Did you get it?"

Further objectives of the study were to determine the similarities and differences among the students in judging the characteristics of the dual role; to determine if similarities and differences of perception were related to sex, age, length of attendance at the school; and to determine if the student's belief that the teacher-counselor liked or disliked him or her was associated with the student's perception and evaluation of the teacher-counselor role.

CHAPTER II

METHOD

The major objectives of this project were to explore with the students their perception of the teacher-counselor role, and to secure their opinions, if any, on additional teacher-counselor characteristics which could also offer helping services to them.

A series of meetings were held with the directors of the Albina Youth Opportunity School prior to initiating the study. Acting as liaison to the project, the Director provided the interviewers with information concerning the school program, student schedules, and the setting.

Meetings were held with staff members of the Northwest Regional Educational Laboratory in order to review testing materials used for similar research in the regular public schools.

A review of existing studies provided a validated instrument which could measure the students' teaching and counseling needs. The Northwest Educational Laboratory made available a standardized check-list rating scale which could be modified for use in this project. The scale allowed for a list of items that utilized check-mark responses, under the provisions of four

labeled columns. The question was "What do you need that you get and don't get?"

Selected items on the check-list were adapted, and new items were added to yield the information desired in the first section of the study. This section consisted of ten items, five dealing with aspects of a teaching role, such as "gives me extra help with assignments," and five dealing with aspects of a counseling role, such as "helps me find a job." Open-ended questions were designed to allow the students to express their opinions and to supply background information, which could be included in the second section of the study.

The original plan of the study was to include the entire school population which was composed of 122 full and part-time students. However, it was found that due to the inaccessibility of the part-time students, the flexibility of their schedules, and the limited time of the study, it was not feasible to attempt to include them in the study. Therefore, the population of the research project was limited to the seventy full-time students who were in regular daily classroom attendance.

Collection of Data

A questionnaire was administered to each full-time student in order to determine his assessment of the teacher-counselor role. The questionnaires were group administered and an interviewer attended each class at the time they were given to the students. Each teacher-counselor set aside special time during a class period so the students could receive help with the questions they did not understand.

The majority of the students very willingly cooperated in this project and expressed an interest in evaluating their teachers, and an interest in the results of the study. Data were collected from 65 students, 28 girls and 37 boys, who ranged in ages from $13\frac{1}{2}$ through $18\frac{1}{2}$ years, with a mean age of 15.8. All but two of these students were black. Only five students did not wish to participate in the study.

Questions 1 through 10 dealt with the students' perception of what they need or do not need from the teacher-counselors, that they get or do not get. Of these ten questions, five were designed to tap teaching needs of students: (1) gives me extra help with assignments; (4) hassels me about attendance; (6) shows me how to improve my grades; (7) gives me encouragement; (9) helps me use correct words. Another five

were designed to tap counseling needs of students:

(2) talks with me about my personal problems; (3) helps me find a job; (5) gives me advice about drugs; (8) visits my family; (10) talks with me about what I will do for a living (my future).

The second section of the questionnaire, No. 11 through 19, contained open-ended and general information questions which allowed the students to list additional teacher-counselor characteristics which they thought were needed, and also provided for background data on each student.

Question No. 13, in the second section of the questionnaire, served as a validity check on question No. 2, in the first section. Question No. 13 asked "How many times have you talked with your teacher-counselor about your personal problems?" Question No. 2, in the check-list section of the questionnaire related to the student's need concerning whether the teacher-counselor "talks with me about my personal problems."

Data Analysis

Data analysis consisted largely of comparisons between boys and girls and in ranking content areas of satisfaction and dissatisfaction. Frequencies,

means, and standard deviations, as well as correlations, were used descriptively, and chi square and t tests were used as tests of significance of the differences between boys and girls.

In order to transform responses into a single score that could be used as a part of an additive scale of satisfaction on teaching and counseling issues, the degree of satisfaction or dissatisfaction was coded as follows:

+ 2	+ 1	0	-2
need and get	don't need and get	don't need don't get	need and don't get

Scores are based on an index of 5 teaching items and 5 counseling items.

Time Schedule

The period of the study was January, February, and March of 1973. Ninety percent of the students had been in attendance more than one quarter, and had ample opportunity to become acquainted with the program about which they were making judgments.

Table 1 shows the students' length of attendance at the time of the study.

Table 1

Length of Attendance			
Number of quarters attended at the time of the study		Frequency	
		Boys	Girls
quarters	1	5	1
	2	17	9
	3	8	7
	4	0	2
	5	0	3
	6	4	3
	7	1	0
	8	1	1
	9	1	2
		37	28

CHAPTER III

RESULTS

In this chapter, the results from the study of the students' perception of the teacher-counselor role are reported. It was mentioned in Chapter I that the students who attend the Albina Youth Opportunity School are those who need some sort of useful help in motivation for educational achievement and in making adjustments toward social acceptability. They are students who are dropping out of the regular high schools in Portland. This study attempted to explore specific areas which focus on the characteristics of the teacher-counselor role which are relevant to these particular students' needs.

Rank-order Correlation of Boys and Girls on Their Mean Scores for Counseling and Teaching Items.

In analyzing student satisfaction, that is, the extent to which the students felt that they got what they needed, it was of particular interest to know:

- (1) Which items showed high ranking areas of satisfaction and which items reflected dissatisfaction; and

(2) Whether and how boys and girls differed in what they were happy or unhappy about.

Therefore, combining these two interests, the following presentation starts out by reporting areas in which both boys and girls were in close agreement as to the extent of their satisfaction or dissatisfaction.

Overall, their agreement on the ten items was moderate but not high.

Students' responses to the ten teacher-counselor characteristics were positively correlated by rank-order correlation $r = .62$.

For discussion, the responses of the students are grouped according to the categories of close agreement, moderate agreement, and no significant agreement. (C= Counseling items, and T= Teaching items) Table 2 shows the mean scores for each item in rank order for boys and girls.

Close agreement: The response to the first characteristic, "gives me extra help with assignments," ranked first in order of satisfaction for both girls and boys. It indicates that the students do identify this need and agree that it is provided to the highest degree of satisfaction. (T)

Item No. 3, "helps me find a job" shows close agreement in an area of dissatisfaction. The students gave this characteristic a very low satisfaction rating as the boys ranked it in ninth place, and the girls ranked it tenth. (C)

Item No. 2, "talks with me about my personal problems" shows close agreement on priority, with the boys rating it fourth, and the girls rating it slightly lower in fifth place. (C)

Item No. 5, "gives me advice about drugs" is rated near agreement on priority and ranked in sixth place for the girls and fifth place for the boys. (C)

Moderate agreement: For Item No. 7, "gives me encouragement," it may be noted that this could be a relevant factor in counselor-teacher-student relationship. Although there is moderate agreement in priority of this item, it is ranked second most important by the boys, and fourth in order by the girls. (T)

No. 8, "visits my family" is an item which has bearing on the counselor characteristics, and would tend to strengthen the working relationships of family-school-student. However, the girls rank it ninth place, and the boys rank it seventh. (C)

Item No. 10, "talks with me about what I will do for a living" reveals a moderate amount of agreement

Table 2

Rank-order correlation of males and females on their mean scores for counseling and teaching items.

Males	Mean $\bar{X}$	Females	Mean $\bar{X}$	Correlation of means for both sexes
1) Gives me extra help with assignments (T)	1.270	1) Gives me extra help with assignments (T)	.857	$r = .62^*$ $p < .05$ 8 d.f.
7) Gives me encouragement (T)	1.054	6) Shows me how to improve my grades (T)	.821	
4) Hassels me about attendance (T)	1.027	9) Helps me use correct words & language (T)	.821	
2) Talks with me about my personal problems (C)	.972	7) Gives me encouragement (T)	.785	
5) Gives me advice about drugs (C)	.891	2) Talks with me about my personal problems (C)	.607	
6) Shows me how to improve my grades (T)	.810	5) Gives me advice about drugs (C)	.607	
8) Visits my family (C)	.405	10) Talks with me about what I will do for a living (C)	.500	
9) Helps me use correct words & language (T)	.378	4) Hassels me about attendance (T)	.357	
3) Helps me find a job (C)	-.594	8) Visits my family (C)	.142	
10) Talks with me about what I will do for a living (C)	-.189	3) Helps me find a job (C)	.071	

38.44% of the variation in one variable can be explained by the relationship to the other. Correlation is moderate.

in an area of dissatisfaction, with the boys rating it at the bottom of the list in tenth place, while the girls give it seventh position. (C)

No significant agreement: In Item 4, "hassels me about attendance," it may be noted that although truancy is a major concern for students transferred to this school, there is a great deal of difference in the students' perception of this item. The boys rank it in third place of satisfaction, while the girls rank it eighth. (T)

Item No. 6, "shows me how to improve my grades" indicates a great deal of difference in student viewpoint, with the boys placing it in sixth place as something they need and get, and the girls ranking it second. (T).

Item No. 9, "helps me use correct words" is ranked third as an area of satisfaction by the girls, and eighth by the boys. (T)

Counseling-Teaching Correlations by Sex

Table 3 shows the correlation between the responses made for counseling and teaching items. In the table, three coefficients representing the correlated counseling-teaching items are presented for the scored responses of males, females, and the entire

population. The coefficients indicate that the relative strength of the correlated items is moderate. Also, the positive relationship suggested by the coefficients illustrates that as one observes an increase in the scores for counseling assistance and reception, one is also likely to observe a corresponding increase in teaching assistance and reception (i.e. need and get assistance).

Table 3

Counseling-Teaching Correlations by Sexes

Student's Sex	r - Counseling-Teaching
Male	.54
Female	.60
Both	.57

For boys, 29% of the variation in the values of teaching scores may be accounted for by the linear relationship with the variable -- counseling.

For girls, 35% of the variations of the values of teaching scores may be explained by linear association with the variable -- counseling.

For both boys and girls, 32% of the values of

Table 4

Frequency Distribution of Responses to Teaching Items

Teaching Items	Sex	Needs help & gets it	Doesn't need help & gets it	Doesn't need help & Doesn't get it	Needs help & doesn't get it	Total	Chi square
#1 Gives me extra help with assignments	M	23 (62%)	5 (14%)	7 (19%)	2 (5%)	37 (100%)	2.909
	F	12 (43%)	4 (14%)	10 (36%)	2 (7%)	28 (100%)	
#4 Hassels me about attendance	M	15 (40%)	8 (22%)	14 (38%)	0	37 (100%)	8.879*
	F	6 (22%)	2 (7%)	18 (64%)	2 (7%)	28 (100%)	
#6 Shows me how to improve my grades	M	21 (57%)	2 (5%)	7 (19%)	7 (19%)	37 (100%)	2.669
	F	14 (50%)	1 (3%)	10 (36%)	3 (11%)	28 (100%)	
#7 Gives me encouragement	M	14 (38%)	13 (35%)	9 (25%)	1 (2%)	37 (100%)	7.888*
	F	12 (43%)	2 (7%)	12 (43%)	2 (7%)	28 (100%)	
#9 Helps me use correct words	M	10 (27%)	4 (11%)	18 (49%)	5 (13%)	37 (100%)	3.979
	F	12 (43%)	1 (4%)	14 (50%)	1 (3%)	28 (100%)	

d.f.=3

* Significant at the .05 level

Table 5

Frequency Distribution of Responses to Counseling Items

Counseling Items	Sex	Needs help & gets it 2	Doesn't need help & gets it 1	Doesn't need help & doesn't get it 0	Needs help & doesn't get it -1	Total	Chi square
#2 Talks with me about my personal problems	M	13 (35%)	10 (27%)	14 (38%)	0	37 (100%)	4.940
	F	8 (29%)	3 (11%)	16 (57%)	1 (3%)	28 (100%)	
#3 Helps me find a job	M	9 (24%)	0	8 (22%)	20 (54%)	37 (100%)	5.020
	F	9 (32%)	2 (7%)	8 (29%)	9 (32%)	28 (100%)	
#5 Gives me advice about drugs	M	14 (38%)	9 (24%)	13 (35%)	1 (3%)	37 (100%)	3.424
	F	8 (28%)	7 (25%)	10 (36%)	3 (11%)	28 (100%)	
#8 Visits my family	M	4 (11%)	9 (24%)	23 (62%)	1 (3%)	37 (100%)	5.092
	F	4 (14%)	2 (7%)	19 (68%)	3 (11%)	28 (100%)	
#10 Talks with me about what I will do for a living	M	8 (22%)	3 (8%)	13 (35%)	13 (35%)	37 (100%)	8.531*
	F	10 (36%)	0	15 (53%)	3 (11%)	28 (100%)	

d.f. = 3

*
Significant at the .05 level

the teaching scores may be explained by the linear relationship with counseling scores.

Differences in Student Perception That Were Related to Sex.

Tables No. 4 and No. 5 report the kind of sex difference which appears in response to four items. Under the category of not needing help and getting it anyway, the differences of perception were quite pronounced. Item No. 4 "hassels me about attendance" and Item No. 7 "gives me encouragement," listed in Table 4, show significance at the .05 level by chi square.

In order to present the differences in response, they are shown in Summary Table No. 6.

Table 6

Summary Table: Differences in Response Related to Sex

Item	Does not need help and gets it	
	Response	
	boys	girls
No. 2 Talks with me about my personal problems	27%	11%
No. 4 Hassels me about attendance	22%	7%
No. 7 Gives me encouragement	35%	7%
No. 8 Visits my family	24%	7%

In response to No. 7 "gives me encouragement," 73% of the boys say they get encouragement, but almost half of these say they did not need it. The girls, in contrast, reported getting encouragement, if and only when they need it. (Table 4)

In all four items, boys were more likely than girls to report getting something they did not need. What this means cannot be answered from these data. It may be that boys are given more help than they need, or that they are less willing than girls to own up to the help they need. The evidence does suggest, however, that the boys pose a greater challenge to the program.

Item No. 10 (Table 5) indicates that 24% more boys than girls say they need the teacher-counselor to talk with them about what they will do for a living, but state they do not get this help. By comparison, 14% more girls than boys say they need this service and get it. No. 10 "talks with me about what I will do for a living" elicited more dissatisfied boys (significant at the .05 level).

Similar results (though not statistically significant) were found for Item No. 3, "helps me find a job." More than half the boys reported they need this help but do not get it.

The t test confirms the sex differences on these same items as being significant (confirming the chi square test) with the exception that in Item No. 7, "gives me encouragement," the difference between the means was not found to be significant for the t test.

Relationship Between Length of Time at the School and Positiveness of Responses

Are attitudes toward the teaching-counseling program influenced by how long a student has been in the program? The answer is that it depends on whether it is a boy or girl. The results are especially clear for the teaching items shown in Table 7. It would appear that over a length of time, girls become happier and boys unhappier with the teaching program.

The same results are shown in greater detail in Tables 8, 9, 10 and 11, in which the means for teaching and counseling items are presented for the complete distribution of length of time at school. These time-related trends of male and female responses to teacher items indicate two basic possibilities: (1) males actually become more negative the longer they stay, and females become more positive toward the program; or (2) the figures presented reflect the effects of sample attrition, i.e. that dissatisfied girls leave and were

not represented in the sample. A longitudinal study would be necessary to resolve this problem.

Table 7

Relationship Between Length of Time at School and Attitudes Toward Teaching and Counseling, Combined Quarters, Boys and Girls.

Sex	Quarters	Teaching	Counseling
Boys N = 37			
	1-2	4.82	2.00
	3-4	4.72	2.13
	5-6	3.75	-1.5
	> 6	2.86	0

Girls
N = 28

	1-2	2.1	1.11
	3-4	4.0	2.11
	5-6	4.83	1.11
	> 6	6.67	3.33

Table 8
Relationship Between Length of Time at School and
Attitude Toward Counseling (Boys) N = 37

Quarters	No. Male Students	Mean Score for Counseling Items
1	5	2.6
2	17	1.82
3	8	2.13
4	0	
5	0	
6	4	-1.5
7	1	
8	1	
9	1	

Table 9
Relationship Between Length of Time at School and
Attitude Toward Counseling (Girls) N = 28

Quarters	No. Female Students	Mean Score for Counseling Items
1	1	
2	9	1.00
3	7	1.71
4	2	3.5
5	3	-3.33
6	3	6.67
7	0	
8	0	
9	2	5.0

Table 10
Relationship Between Length of Time at School and
Attitude Toward Teaching (Boys) N = 37

Quarters	No. Male Students	Mean Score for Teaching Items
1	5	5.8
2	17	4.53
3	8	4.75
4	0	
5	0	
6	4	3.75
7	1	
8	1	
9	1	

Table 11
Relationship Between Length of Time at School and
Attitude Toward Teaching (Girls) N = 28

Quarters	No. Female Students	Mean Score for Teaching Items
1	1	
2	9	1.89
3	7	4.00
4	2	4.00
5	3	2.67
6	3	7.00
7	0	
8	1	
9	2	7.0

Student's Belief That the Teacher-Counselor Likes or Dislikes Him or Her.

The students were asked to express whether or not they felt their teacher-counselors like or dislike them, and it was found that with the exception of seven who responded negatively, and three who were uncertain, that the majority of the students expressed positive attitudes about their instructors. There was no significant difference in attitude between the sexes.

Table 12

Sex of Student and Feeling That Teacher-Counselor Likes Him or Her.

Student's Sex	T-C likes me	T-C dislikes me	Total	Chi-square
Females	22	3	25	.171*
Males	33	4	37	
Total	55	7	62	

d.f. = 1

*Not significant at .05 level. The student's perception of the teacher-counselor liking him or her is independent of the student's sex. (Three responses were omitted from the data because they were uncertain.)

Table 13
Feeling Liked and Satisfaction with the Program.

Student feels T-C likes or dislikes him/her	$\bar{X}$ counseling score (scale range -2 to +2)	t-value	$\bar{X}$ teaching score (scale range -2 to +2)	t-value	N
likes	.425	4.448***	.887	1.91*	55
dislikes	-.171		.400		7

***Significant at the .01 level.

*Significant at the .10 level.

The findings show that those students who feel that their teacher-counselors like them, report significantly higher (at the .01 level) satisfaction with the counseling program than those who feel the teacher-counselors do not like them. In other words, students who perceive the instructors as liking them are more apt to feel that they receive counseling assistance when they need it than those who feel the instructor does not like them. In regard to teaching, the differences between those feeling liked or disliked by the instructor approaches being statistically significant ($p < .10$).

Counseling With Personal Problems

Two questions served as a validity check as to how the students perceived the counseling system. Question No. 2, "talks with me about my personal problems" was listed in the first section of the questionnaire under the category of the first ten questions concerning what the students need from their teacher-counselors that they get or do not get. Question No. 13 was listed in the second section of the questionnaire under general information, and asked "How many times have you talked with your teacher-counselor about your personal problems?"

The contradictory responses would seem to indicate that when answering these two questions, a number of the students may, perhaps, be differentiating between talking with the Counselor-Coordinator. The nature of the position of Counselor-Coordinator makes it possible for him to know and to talk with each of the students, and to be in frequent contact with their parents when special counseling needs are indicated. As a result of this significant role, in combination with the present Counselor-Coordinator's unique manner of helping the students feel free to talk with him about their personal problems, it may be assumed that when the students talk with him they are more-or-less identifying him as their

"main counselor," but these conversations are not necessarily perceived as actual counseling sessions. This may explain the low frequency of recognition of counseling episodes.

Table 14
Regions of Contradiction Between Items No. 2 and No. 13
(Girls)

No. 2 Talks with me about my personal problems	+2 Need and Get	+1 Get and Don't Need	0 Don't Need Don't Get	-2 Need and Don't Get	Total
No. 13 How many times have you talked with your T-C about your per- sonal prob- lems?					
more than 3	4	0	1	0	5
3	1	1	1	0	3
2	0	0	3	1	4
1	2	0	5		7
Never	1	2	6		9
	8	3	16	1	28

$$r = .34$$

Table 15
Regions of Contradiction Between Items No. 2 and No. 13
(Boys)

No. 2 Talks with me about my personal problems	+2 Need and Get	+1 Get and Don't Need	0 Don't Need Don't Get	-2 Need and Don't Get	Tot
No. 13 How many times have you talked with your T-C about your per- sonal prob- lems?					
more than 3	5	0	4		9
3	0	3	0		3
2	2	0	3		5
1	2	4	1		7
Never	4	4	5		13
	13	11	13	0	37

$$r = .13$$

46% of the girls answered in contradictory fashion.

43% of the boys answered in contradictory fashion.

45% of all respondents answered in contradictory
fashion.

Additional Student Needs

A request for general information was meant to allow the students to indicate whether or not there were any unexplored areas in the concept of the teacher-counselor role as they perceived it. They were asked to list anything else they need that they do not get in relation to teacher-counselor characteristics.

Table 16
Responses to Question in Regard to Extra Student Needs.

	Response		
	Yes	No	Items
girls	1	25	2 (someone to help me find a job; clothes, advice, money
boys	4	28	5 (a job saxophone lessons drum lessons respect help in understanding my brothers and sisters

In order to determine if the students were receiving some type of special help which was not mentioned

in the questionnaire, they were asked "Is there anything else that you get from your teacher-counselor?"

Table 17
Responses to Question in Regard to Anything Else They Get.

	Response			Items
	Yes	No		
girls	1	23	4	(friendship (attention (friendship (personal attention
boys	3	31	3	(friendship (help (encouragement

The majority of the students indicated that there was nothing else they expected from their teacher-counselors. However, the similarity of the responses (in Tables 16 and 17) to those items already listed in the questionnaire would suggest that the latter two general information questions were not clearly defined, and the intent of the questioning was not understandable.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The following are the major findings of this study:

A comparison of counseling items versus teaching items showed higher satisfaction with teaching items overall, but differences between the items prohibited valid comparison.

No difference was found between boys and girls overall, and only on selected items did they differ.

Both boys and girls gave the highest satisfaction marks to the teacher-counselor's giving them "extra help with assignments."

The lowest satisfaction was reported by both girls and boys in the area of "helps me find a job," but boys, especially, expressed the view that they need help but do not get it in relation to jobs and what they will do for a living.

The teaching and counseling variables were positively related but correlated only to a moderate degree. This fact is interpreted as suggesting that the dual role of teacher-counselor is perceived as involving

compatible elements, but also as a role that combines separate contributions, both of which are needed.

In response to four items involving such diverse areas as attendance, encouragement, personal problems, and family visits, boys were more likely than girls to report getting something they did not need. It may be that boys are given more help than they need, or that they are less willing than girls to own up to the help they need. The evidence does suggest, however, that the boys pose a greater challenge to the program.

Girls who stayed in the school program longer were more positive toward the teaching program, while the opposite was true for boys.

Perception of the teacher-counselor as liking him or her is independent of the sex of the student.

Students who perceive their teacher-counselor as liking them are more favorable toward counseling assistance, which they report receiving when they need it.

Contradictory responses concerning counseling suggest that students do not clearly recognize when they are receiving counseling.

Conclusion

In the first chapter it was noted that the Albina

Youth Opportunity School was designed specifically for special students. When it began operation, it assumed the responsibility of providing an alternative educational opportunity for those students who needed individualized educational assistance with strong emphasis on counseling.

As a beginning effort to evaluate the program, the present study has focused on the role of the teacher-counselors. These are instructors with teaching and counseling ability who are especially sensitive to the needs of the students, and who make a conscious effort to understand and communicate with them in a way that encourages them in their social and academic performance. This short-term study at the Albina Youth Opportunity School suggests that the dual role of the teacher-counselor may, indeed, be a vital element in the program. Student perceptions and evaluations of that role suggest a number of specific ways in which students do, as well as do not, receive what they think they need.

A P P E N D I X

Ages of Students

Age	Girls No.	Boys No.
13		
13½	1	0
14	3	2
14½	1	2
15	7	4
15½	2	5
16	6	13
16½	5	4
17	1	2
17½	1	3
18	0	2
18½	1	0
Total	<hr/> 28	<hr/> 37

Please do not write your name on this questionnaire.

As graduate students of the Portland State University School of Social Work, we are especially interested in what teacher-counselors do; and how students in this program view what they need from it. Only you can tell us whether you feel you get what you need from this program. In this questionnaire, we are asking about the program as a whole, and what you need from your teacher-counselor that you get and don't get.

QUESTIONS:

What do you need from your teacher-counselors that you get and don't get?

	Check one		Check one	
	Need	Don't Need	Get	Don't Get
1. gives me extra help with assignments				
2. talks with me about my personal problems				
3. helps me find a job				
4. hassels me about attendance				
5. gives me advice about drugs				
6. shows me how to improve my grades				
7. gives me encouragement				
8. visits my family				
9. helps me use correct words				
10. talks with me about what I will do for a living (my future)				

11. Is there anything else you need that you don't get?
12. Is there anything else that you get from your teacher-counselor?
13. How many times have you talked with your teacher-counselor about your personal problems?

Circle one: Never 1 2 3 more than 3

14. Do you get the feeling your teacher-counselor likes you?

Yes _____ No _____

15. How old are you? Circle one: 12 12½ 13 13½
14 14½ 15 15½ 16 16½ 17 17½ 18

16. Are you _____ Male or _____ Female

17. How long have you attended the Albina Youth Opportunity School? Circle the semesters and the years.

1968-69

fall winter spring summer

1969-70

fall winter spring summer

1970-71

fall winter spring summer

1971-72

fall winter spring summer

1972-73

fall winter spring summer

18. Last school attended before coming to the Albina Youth Opportunity School? _____

19. In which area do you live? _____

Northeast
North

Southeast
South

Northwest

No. 1 Gives me extra help with assignments.

Response		need & get 2	don't need & get 1	don't need don't get 0	need & don't get -2	No.
Fem.	f	12	4	10	2	28
M.	f	23	5	7	2	37

Females) Total item score: 24
) Mean item score: .857

Males) Total item score: 47
 Mean item score: 1.3

$t = -1.410$

No. 2 Talks with me about my personal problems.

Response		need & get 2	don't need & get 1	don't need don't get 0	need & don't get -2	No.
Fem.	f	8	3	16	1	28
M.	f	13	10	14	0	37

Females) Total item score: 17
) Mean item score: .607

Males) Total item score: 36
 Mean item score .972

$t = -1.527$

No. 3 Helps me find a job.

Response		need & get 2	don't need & get 1	don't need don't get 0	need & don't get -2	No.
Fem.	f	9	2	8	9	28
M.	f	9	0	8	20	37

Females) Total item score: 2
) Mean item score: .071

Males) Total item score: -22
 Mean item score: -.594

$t = 1.591$

No. 4 Hassels me about attendance.

Response		need & get 2	don't need & get 1	don't need don't get 0	need & don't get -2	No.
Fem.	f	06	2	13	2	28
M.	f	15	8	14	0	37

Females) Total item score: 10
) Mean item score: .357

Males) Total item score: 38
 Mean item score 1.027

$t = -2.690^*$ Means are significantly different at .01 level.

No. 5 Gives me advice about drugs.

Response		need & get 2	don't need & get 1	don't need don't get 0	need & don't get -2	No.
Fem.	f	8	7	10	3	28
M.	f	14	9	13	1	37

Females) Total item score: 17
) Mean item score: .607

Males) Total item score: 33
) Mean item score: .891

$t = 7.996$

No. 6 Shows me how to improve my grades.

Response		need & get 2	don't need & get 1	don't need don't get 0	need & don't get -2	No.
Fem.	f	14	1	10	3	28
M.	f	21	2	7	7	37

Females) Total item score: 23
) Mean item score: .821

Males) Total item score: 30
) Mean item score: .810

$t = .03$

No. 7 Gives me encouragement

Response		need & get 2	don't need & get 1	don't need don't get 0	need & don't get -2	No.
Fem.	f	12	2	12	2	28
M.	f	14	13	9	1	37

Females) Total item score: 22
) Mean item score: .785

$t = -.971$

Males) Total item score: 39
 Mean item score: 1.054

No. 8 Visits my family.

Response		need & get 2	don't need & get 1	don't need don't get 0	need & don't get -2	No.
Fem.	f	4	2	19	3	28
M.	f	4	9	23	1	37

Females) Total item score: 4
) Mean item score: .142

Males) Total item score: 15
 Mean item score: .405

$t = 1.110$

No. 9 Helps me use correct words and language.

Response		need & get 2	Don't need & get 1	don't need don't get 0	need & don't get -2	No.
Fem.	f	12	1	14	1	28
M.	f	10	4	18	5	37

Females) Total item score: 23
) Mean item score: .821

Males) Total item score: 14
) Mean item score: .378

$t = 1.487$,

No. 10 Talks with me about what I will do for a living

Response		need & get 2	don't need & get 1	don't need don't get 9	need & don't get -2	No.
Fem.	f	10	0	15	3	28
M.	f	8	3	13	13	37

Females) Total item score: 14
) Mean item score: .500

Males) Total item score: -7
 Mean item score: -.189

$t = 1.957^*$ Means are significantly different at .05 level.

1. Project title Albina Youth Opportunity School
2. Project category Education
3. Project status ☐ New ☐ Substantially revised
☒ Continuing Date first funded April 19, 1971
4. Project no. 10-07 Previous project no. _____
5. Contract term June 16, 1973 to June 30, 1974
6. Operating Agency (O/A) Albina Youth Opportunity School
 Address 3710 N. Mississippi
 Director Rance Spruill Telephone 288-5813
 Legal status ☐ City Dept. ☐ Other public agency
☒ Private (nonprofit) ☐ Private (for profit)
☐ Other _____
 Authorized signature(s) Rance Spruill, Paul Dixon, Bob Nelson,
 (Attachment 1) and James Damis

7. Project office (if different from operating agency)

Address 3710 N. Mississippi Avenue

Director Rance C. Spruill Telephone 288-5813

8. Funding recap

AY	Model Cities Supplemental	Categorical	Other	Total
1	\$ 27,149			\$ 27,149
2	139,583		53,000	192,583
3	139,583		91,200	230,783
4	139,583		46,616	186,199
5				

9. Model Cities responsibilities

Working Committee Education

Staff Planning Component Social Environment

Staff Planner Walt Kuust

Staff Evaluator Pat Ollison

B. PROJECT DEVELOPMENT

1. Statement of Concern. The alarming increase in the number of high school students who drop out of the "regular" system has caused concern and consternation to school officials in the MNA. According to the initial conditions, the following statistics from AYOS feeder schools amplify this concern:

Withdrawals	GRANT	JEFFERSON	JACKSON	ROOSEVELT	WASHINGTON
Boys	55	119	24	93	55
Girls	52	81	10	48	53
Total	107	200	34	141	108

Percentages

Boys	6.6	14.4	2.9	11.2	6.6
Girls	9.3	14.5	1.8	8.6	9.5
Total	7.7	14.5	2.5	10.2	7.8

Further, the schools have become the most important means of attaining upward socio-economic mobility. Portland Public Schools estimate there are approximately 650 dropout students in the Model Cities area. These 650 dropout students, 18 years of age or under, are in need of some type of alternative education within their community. Chances for useful and productive lives as contributing citizens in this society are immeasurably hampered by being deprived of the benefits of the educational system. Numerous studies have indicated that low income and black families have high commitments to education. Increasingly, the schools have become the primary if not the only route of access to the world of work.

Analysis of the dropout problem shows clearly that most dropouts can function effectively, even with distinction, within the system if properly motivated. Students in this category are generally alienated, uncertain of their status, and lacking in firm concepts of self-identity. Relevant counseling and education, aimed at development of self-worth and stressing adjustment and tolerance levels, can reclaim these lost years and enhance the students' chances for success in life.

According to the 1971 CDA survey, discipline in the schools is rated as a problem by residents of the MNA. On this question, 15.8% of the parents rated the elementary schools as poor, while 20.3% rated high schools as poor on this issue. 35.1% of the parents indicated that one or more of their children had been sent to a school counselor; 13.8% of the families had a child suspended; 12.7% had a child placed on probation; 10.1% had a child hit by a teacher or principal; and 7.8% had a child sent to the Juvenile Court. A lack of rapport between teachers and students seems to have resulted in greater stress on discipline and less

emphasis on teaching academic and vocational subjects in the MNA public schools.

2. Purpose and Objectives. The purpose of the project is to continue the Albina Youth Opportunity School (AYOS) program of counseling and educational services to youth between the ages of 8-18, who have been suspended or expelled from or have dropped out of public schools. Activities will be directed toward equipping the youth with social and academic skills that will enable the youth to cope with regular school, providing for his eventual return.

Fourth Action Year Objectives will be as follows:

- 1) The overall objective of this program will be to continue to provide youth with the basic skills and social tolerance levels to enable them to re-enter the public school system
 - 2) Based on a projected enrollment of 200 students, it is estimated that 60% (or 120 students) will successfully re-enter the public school system and/or an alternative program
 - 3) Reduce the number of dropouts from MNA schools by 10 percent
 - 4) In addition to individualized student counseling, provide student and parent-group counseling for every enrollee
 - 5) Act as an advocate in behalf of enrollees in dealing with social needs, such as providing legal, health and employment assistance and referring enrollees to appropriate service agencies where assistance can be obtained
 - 6) Encourage enrollees to be aware of and participate in solving community problems
 - 7) Provide increased recreational and cultural activities for enrollees, including organized team sports, recreational dances and visits to cultural sites
3. Strategy. Based upon initial conditions, it is apparent that AYOS must continue its good working relationship with Portland Public Schools and the community. To attain the above objectives, every effort will be made by AYOS to provide its students with an individualized program based on the following: 1) a strong counseling component involving students, parents and community residents, aimed at providing students with social tolerance levels which will equip them to function in the public school system; 2) smaller student-teacher ratios and more personalized student-teacher relationships; 3) concern and assistance with problems the students may be having at home or in the community; 4) providing opportunities for student and community interaction with emphasis on greater involvement on the part of both. The thrust of the program will be directed toward enabling students to successfully return to public schools and complete their

educational goals. AYOS will work, however, to obtain a commitment from School District #1 to give its students the alternative of graduation from AYOS, as well as equal consideration for college scholarships.

4. The beneficiaries will be between 180 - 250 Model Neighborhood youth, 8 - 18 years old, who are dropouts from the Portland Public School system, criminally oriented youth who are in need of psychological and psychiatric counseling, and those youth who have been involved in negative behavior and are in need of group educational experiences which will assist them in developing social and psychological maturity so they will be able to function competently in society in a socially acceptable manner.

Based on previous experience:

- 1) The project will serve approximately 200 dropouts from Portland Public Schools
- 2) Twenty percent of the youth referred to the school will need psychiatric treatment
- 3) All youth will be involved in group counseling sessions
- 4) The school expects about 30 additional youth to be referred from YAUN Houses, Hillcrest, and other detention homes.

C. PROJECT DEVELOPMENT

1. Content. The major functions and activities to be performed at the Albina Youth Opportunity School are outlined below:

Function 1. Provide administration for the project

- Activity 1-1. Interview and select additional staff members as needed and provide in-service training for teachers as required by vacancy occurrences
- 1-2. Maintain office space equipment and office supplies
 - 1-3. Maintain inventory, fiscal and other records that may be subject to audit
 - 1-4. Report financial and program status as required by CDA
 - 1-5. Publicize the Albina Youth Opportunity School through the news media
 - 1-6. Act as an advocate for enrollees in their relationships with the legal systems, educational systems, prospective employers, etc.

Function 2. Provide for recruitment and screening of students

- Activity 2-1. Contact prospective students on streets, in pool halls, and other places where dropouts are known to frequent

- 2-2. Disseminate information through the news media and grapevine, in order to make youth aware of the Albina Youth Opportunity School program
- 2-3. Receive referrals from Portland Public Schools of students unable to function in regular public schools
- 2-4. Receive referrals from detention homes such as JDH, Hillcrest, and McLaren Schools to facilitate their eventual return to regular school and to normal social living adjustment

Function 3. Develop and operate a comprehensive, individualized Counseling Program

- Activity 3-1. Provide individual, group and family social and psychological counseling
- 3-2. Provide legal counseling
 - 3-3. Provide vocational counseling
 - 3-4. Provide individual academic counseling

Function 4. Provide an Educational Testing Center

- Activity 4-1. Administer diagnostic reading exams and other educational testing to reflect the students' needs and achievements
- 4-2. Provide individualized testing in general education
 - 4-3. Develop tests which more accurately reflects students' background and ability

Function 5. Provide an individualized Education Program for students, grades 5 - 12

- Activity 5-1. Provide an audio-visual reading laboratory wherein the student can set his own goals and measure his own progress
- 5-2. Secure volunteers to provide tutoring on a one-to-one basis for greater student progress
 - 5-3. Provide a basic educational program for the non-reader and non-achiever involving the following:
 - a. One-to-one tutoring for student acceleration
 - b. Counseling to allow student to understand self
 - 5-4. Furnish an opportunity for an individualized education in creative writing, social studies, history and mathematics
 - 5-5. Provide a series of three inter-city and intra-city field trips designed to culturally enrich, including concerts, plays, music festivals and movies
 - 5-6. Provide recreational activities for students.

2. Regular office hours of this project will be 8:00 a.m. to 5:00 p.m., weekdays. Classes are scheduled 8:00 to 3:30; counseling and staff planning are scheduled for the remainder of the day. Since the purpose of this project is to serve enrollees and their families in times of emergency, it may be necessary for staff to provide services at times other than regular office hours.

Participants are accepted into the program based on availability

of slots. Students are terminated from the program through recommendations of teacher-counselor team when it is established that the student has achieved his goals or when further participation would not be beneficial.

Staff for Fourth Action Year will include a Director, Assistant Director, Counseling Coordinator, Counselor, Community Relations Advisor, School District Coordinator, Executive Secretary, Attendance and General Office Clerk, and 6 Teachers.

Staff will be allowed time off without penalty up to six hours per week for formal educational development.

See Attachments 2 and 3 for organization chart and staff descriptions.

3. Timetable. Timetable is Attachment 4.

4.	Estimated total budget \$	186,199
	Model Cities share	139,583
	Other share	46,616

The two sources of "other" funds are a contribution from the Templeton Foundation, committed February 2, 1973, by letter and received in the form of a check for the sum of \$5,000 on February 7, 1973; and an annual contract of \$41,616 from School District #1, committed on September 8, 1972, and signed on November 17, 1972.

The project will negotiate with School District #1 and private sources of funding to continue after Model Cities funds are no longer available.

5. Administration. The operating agency for this project will be Albina Youth Opportunity School, Inc. The day-to-day administration of this project will be the responsibility of the Director who is responsible to the AYOS Board of Directors.

The Albina Youth Opportunity School has worked on this project with Portland Public Schools for five years, three years by contract. It has a personnel staff with a combined teaching experience of 29 years. The school meets monthly with a Citizens Board of Directors, composed of educators and Model Cities residents. The Board's functions will include, but not be limited to,

- 1) making recommendations to AYOS to strengthen the project;
- 2) serving as advocates for the project; 3) providing continual planning; and 4) seeking future funding. Attachment 5 is the Articles of Corporation. See Attachment 8 for Bylaws.

6. Resident	MNA	Non-MNA	Subtotal
	8	5	13
Paraprofessional	2	0	2
Clerical	1		2
Total	11	6	

All levels of the project are open to Model Neighborhood area residents. Notice of job openings will be circulated in the Model Neighborhood area, with the assistance of the CDA Citizens Participation Department, for one week prior to city-wide circulation. Preference in hiring will be given to Model Neighborhood area residents.

A current roster of employees in Attachment 6.

7. Citizens Participation. There will be an annual "all day" open house for Model Neighborhood area residents wherein they may view the AYOS project. This project will be reviewed by the Model Cities Education Working Committee, and the operation of the project will be subject to the approval of the CPB Evaluation Committee. Seven community residents nominated by staff, students, and other Board members will be elected to the Board of Directors. Attachment 7 is a list of current Board members.
8. Coordination. AYOS will coordinate all components of this project with the Multnomah County Juvenile Court and the Church Community Action Program. These agencies propose a closely linked, community based program involving maximum use of community services in the Model Neighborhood. The Director is responsible for ensuring that coordination occurs as necessary to meet the needs of the youth being served. Other agencies involved in service to youth in the project are as follows: Multnomah County Juvenile Court, Portland Public Schools, McLaren School for Boys and Hillcrest will refer students; University of Oregon Teacher Corps will provide teacher trainees; Albina Family Counseling Service will provide student-family counseling and psychology classes; Urban League of Portland will provide consultant services; Multi-Service Center will provide students with medical and clothing assistance; Mallory Avenue Christian Church, Matt Dishmann Community Center and Red Shield Boys Club will provide P.E. program facilities.
9. Monitoring and Evaluation. This project will be subject to the evaluation and monitoring requirements as specified in CDA's over-all evaluation plan. The evaluation and monitoring will be on a monthly basis. The reports will be recorded on special reporting forms supplied by CDA's Evaluation Unit.

Financial reimbursement, for the execution of the project, will be based upon the timely receipt of these reports. Reports will be due in to the CDA, from the operating agency, by the fifth working day of the month. Failure to comply with this requirement will result in the agency not receiving reimbursement until the following month.

The following is a list of process-output measures, by functional elements, upon which the evaluation and monitoring of this project will be based:

Output measures are as follows:

- _____ Number of employees by MNA residency, race, sex, and professional status
 - _____ Number of employees receiving inservice training
 - _____ Number of educational programs developed by type and purpose of program, number of students served. Each educational program developed should be explained by short narrative statement specifying the problem, the method used, expected benefits and results achieved
 - _____ Number of students served by AYOS as acting as advocate, type of agency involved, type of problem and outcome of advocacy assistance
 - _____ Number of students enrolled by age, sex, race, residence, last year in public school, type of social and educational problem
 - _____ Number of prospective students contacted on streets, etc.
 - _____ Number of "street contacts" enrolled
 - _____ Number of referrals from PPS
 - _____ of PPS referrals who enroll in program
 - _____ Number of referrals from JDH, Hillcrest, McLaren, and youth care homes
 - _____ Number of social agency referrals enrolled in program
 - _____ Number of students who withdraw from program by referral source and type of problem
 - _____ Number of students who return to public school system
 - _____ Number of students who achieve GED
 - _____ Number of students who enter community college, four year college or university, business college
 - _____ Number of students who obtain employment upon completion of program
 - _____ Number of students receiving counseling in development of social skills and resolving personal problems
 - _____ Number of students receiving psychological or psychiatric counseling
 - _____ Number of students receiving legal counseling
 - _____ of students receiving vocational counseling
 - _____ Number of students participating in group counseling sessions
 - _____ of students receiving academic counseling
 - _____ of individual counseling and group counseling sessions
 - _____ of families participating in counseling sessions
- Narrative and statistical quarterly report of psychological test results (motivation, personality, social skill, etc.) indicating type and degree of problems of students at time of entrance, during the program and upon leaving the program.
- Narrative and statistical quarterly report of the educational testing results (reading, math, etc.) indicating the entrance level of students, progress while in the program and level of attainment upon leaving the program.
- _____ Number of students using audio-visual laboratory

Statistical quarterly report indicating change in reading skill through use of audio-visual reading laboratory

Number of volunteers providing one-to-one tutoring

Number of students studying creative writing, social studies, history, mathematics and other optional studies

Narrative and statistical quarterly report of student progress in basic and optional curricula

Number of students participating in field trips

Number of field trips by type of place/activity

Number of students participating in recreational activities by type of activity.

Annual project evaluation by staff are completed by the end of the school year.

10. Continued Planning. The evaluation process will be one planning mechanism. Others will include input from AYOS Board of Directors, AYOS students, and the Education Working Committee. If this process is successful, not only could the project be expanded to meet the needs of the MNA, but it could also be used as a demonstration model for other communities.

D. PROJECT SUMMARY

The Albina Youth Opportunity School program is designed to maintain an alternative school program for MNA youth, ages 8 - 18, who have dropped out of or are unable to effectively function in the public school system. This project will enable AYOS to reach approximately 200 MNA youth with comprehensive and in-depth counseling and educational services. The direct beneficiaries will be Model Neighborhood low income youth, public school dropouts, and alienated "street youth". The primary objective of this proposal is to provide such youth with the basic skills and social tolerance levels which will enable them to return successfully to the public schools. This is accomplished by maintenance of the current staff and the utilization of professional medical, psychiatric, and psychological services.

E. ATTACHMENTS

- 1 - Signature letter
- 2 - Organizational chart
- 3 - Staff description
- 4 - Timetable
- 5 - Articles of Incorporation
- 6 - Current Roster of Employees
- 7 - Board of Directors
- 8 - Bylaws

- F. BUDGET. Forms CDA-091A, 092A, and 093A follow Attachment 8 to this proposal.

1. Previous Application. This project has been funded by Model Cities

supplemental funds since First Action Year.

Maintenance of Effort. This project represents a means of expanding, not duplicating, local efforts by providing educational services to youth who cannot function effectively in the public school system. The project is a unique community effort to provide an alternative education program which will enable such youth to return successfully to the public schools.

A. Y. O. S. PERSONNEL STRUCTURE

"FLOW CHART LEDGER"

SCHOOL ADMINISTRATION
ADMINISTRATIVE POLICY INPUT
EDUCATIONAL POLICY INPUT
EDUCATIONAL STAFF

POSITION GUIDE - AYOS

EXECUTIVE DIRECTOR:

The Director shall plan, develop and administer programs to provide educational opportunities for students; cooperate with business, civic and other organizations to develop curricula to meet needs and interests of students and community; interview and select staff members and provide in-service training for teachers; prepare budget and determine all locations of funds for staff, supplies and equipment and facilities. He shall hire personnel for or appoint employees to positions within the limits of his approved basic organization and budget.

ASSISTANT DIRECTOR

The Assistant Director shall develop and direct teaching personnel in application of curriculum program; confer with teaching and administrative staff to plan and develop curriculum designed to meet needs of students; visit classrooms to observe effectiveness of instructional methods and materials; conduct workshops and conferences for teachers in study of classroom procedure; recommend changes in basic structure and complement of the education department. He shall recommend promotions, demotions and release of personnel within his department.

COUNSELING COORDINATOR

Within the limits of the approved program and board policies, the Counseling Coordinator is responsible for and has commensurate authority to direct the development of positive personal relationship with students and student's family, providing guidance toward a successful adjustment to the student's environment; relates to the total staff in development of a team approach to serve the needs of students; works directly with the court and juvenile agencies in all legal matters concerning the Albina Youth Opportunity School; shall develop ways and methods of handling disciplinary problems; prepares a monthly report on school attendance, number of students, number of counseling sessions, number of student referrals, operating procedures and student follow-up.

SCHOOL DISTRICT COORDINATOR:

The School District Coordinator shall instruct students in one or more subjects, such as English, mathematics or social studies; instruct pupils through individualized instruction, demonstration and audio-visual aids; administer tests to evaluate pupil's progress; maintain communication between the Albina Youth Opportunity School and School District #1. He will present innovations in teaching techniques and motivations to department heads.

EXECUTIVE SECRETARY:

The Executive Secretary is charged with the performance of general secretarial and administrative duties at the direction of the Executive Director; receives all incoming calls and channels them to the proper person; receives visitors and directs them to the person or department requested or deemed advisable after screening; maintains payroll records,

specifically time and attendance reports; types notices, minutes of staff meetings, letters and other forms; opens and routes all incoming mail.

TEACHERS, COUNSELORS, TEACHER'S AIDS:

The Teacher shall instruct pupils through individualized instruction, demonstrations and audio-visual aids; instruct one or more subjects such as English, mathematics or social studies; administer tests to evaluate pupil's progress; prepare evaluation of each student to be submitted to the Counseling Coordinator, with particular emphasis given to positive attributes; visit the homes of students at least once every 60 days and prepare monthly reports detailing such visits; refer all information regarding pupils with reading problems to the reading lab; encourage parents and the community to get involved in the children's education; update personal knowledge of new innovations in teaching methods and material and subject matter, especially teaching methodology and techniques. There are various levels of responsibility in this category.

COMMUNITY RELATIONS ADVISOR:

The Community Relations Advisor shall coordinate all outgoing communications concerning AYOS program status and functions; prepare all press releases and press conference plans, promote pertinent schedules, activities and projects sponsored by AYOS through all available news media (newspapers, radio and television, etc.); maintain ongoing supportive interest for AYOS through correspondence and personal contacts; develop additional supportive resources (both financial and otherwise) by drafting proposals and grant requests to various appropriate public and private organizations or agencies; act as AYOS representative as requested by Director.

ATTENDANCE-GENERAL OFFICE CLERK

The Office Clerk will act as receptionist, prepare student attendance records, record them on a master ledger and submit weekly attendance reports to AYOS staff; purchase all school supplies and operate all duplicating machines.

ALBINA YOUTH OPPORTUNITY SCHOOL
3710 North Mississippi Ave.
Portland, Oregon

BOARD OF DIRECTORS

Mrs. James E. Bryson Route 2, Box 190 Newburg, Oregon 97132	Duly appointed Board of Directors	Housewife
Mr. James J. Davis 620 SW Fifth Avenue Portland, Oregon 97204	" "	Attorney
Mr. Paul Dixon 5548 N. Commercial Portland, Oregon 97204	" "	Teacher
Mr. Donald Fiser 2444 NE 37th Avenue Portland, Oregon 97212	" "	Assistant to President of Portland Community College
Mr. Harold B. Hutchinson 1200 Oregon Nat'l Bldg. Portland, Oregon	" "	Attorney
Mr. Jack Mills 309 SW 6th Portland, Oregon 97204	" "	Vice-President of US National Bank
Mr. Edgar O. Mitchell 302 N. Portland Blvd. Portland, Oregon	" "	Curriculum Association and Dean of Students of John Adams High
Mr. Robert E. Nelson 5827 NE 28th Portland, Oregon	" "	American Friends Service Committee
Mrs. Jessie M. Varner 3016 NE 9th Portland, Oregon 97212	" "	Housewife
Mr. Angelo Lampus 2600 NE Union Avenue Portland, Oregon 97212	" "	Owner of Lampus Stores
Mrs. Opal Strong 5021 N. Williams Portland, Oregon 97217	" "	Housewife

BYLAWS
OF
OPPORTUNITY SCHOOLS, INC.

Article I

Board of Directors

The Board of Directors of this corporation shall consist of thirteen members. Upon the organization of this corporation and the adoption of Directors named in the Articles of Incorporation shall elect from their number two (2) members to serve three-year terms of office and shall elect from their number two (2) additional members to serve two-year terms of office and the remaining three (3) members shall serve for one year until the first annual meeting, so as to stagger the terms of the Directors. Thereafter all Directors shall be elected for a one-year term of office. Candidates for the position of director and the director shall be elected by a simple majority of the directors whose terms have not expired and are not due to expire at the annual meeting at which the election is held. Elections shall be held at the annual meeting, and vacancies between annual meetings shall be filled by appointment of the Chairman of the Board, subject to the approval of a majority of the Board of Directors. The directors shall elect one of their members to serve as Chairman of the Board, another of their members to serve as Vice-Chairman of the Board and other directors to serve in such other capacities as from time to time appears necessary. A majority of the directors shall constitute a quorum and a majority of those present and voting shall be sufficient for the transaction of business at any meeting of the Board of Directors. A director who fails to attend two consecutive lawfully called regular or special meetings of the Board of Directors may be removed from office, at a meeting called especially for that purpose, by a majority of the directors. The Board of Directors by amendment to these Bylaws may increase the number of directors from time to time up to a maximum of twenty-one (21) directors and may decrease the number of directors from time to time by amendment of the Bylaws to a number not less than seven (7), but no decrease in number shall have the effect of shortening the term of an incumbent director.

Article II

Officers

The officers of this corporation shall be the President, Vice-President, and Secretary-Treasurer. All officers shall be elected by the Board of Directors from among its members. Elections shall be held at the annual meeting and vacancies occurring between annual meetings shall be filled by election of the Board of Directors from among their number. The powers and duties of the officers of this corporation shall be such as are recognized by the common and statute law of this state. The officers shall serve for one year and until such time as their successors shall be elected.

Article III

Meetings

The annual meeting of the Board of Directors shall be held on the third Monday of September of each year.

All other meetings of the Board of Directors shall be held upon call of the President or of any three directors, at any time and at any place designated by the President or three directors making the call, upon prior written notice given not less than ten (10) or more than fifty (50) days in advance thereof.

Article IV

Place of Business

The principle place of business of the corporation shall be in Portland, Oregon.

Article V

Membership

This corporation has no members and shall have no members.

Article VI

General Administration

Section 1. Advisory Committee. The Board of Directors may at its pleasure delegate portions of its responsibilities to such other standing and special committees as it may from time to time choose to establish, and may specify the scope and limitations of authority, as well as the duration, of such committees. At its pleasure the Board of Directors may authorize the Chairman of the Board of Directors to appoint to any such committee persons other than members of the Board of Directors. All such committees shall include not less than one member from the Board of Directors.

Section 2. Delegation of Subject to general rules and regulations of the of any officer may delegate any part of his duties to any other officer or any employee of the corporation, and subject to such rules and with the permission of the President, the duties of any employee may be delegated to any other employee.

Section 3. Bonds. All persons handling funds of the corporation shall be bonded in amounts as the President may from time to time determine.

Section 4. Agreements. The Board of Directors may employ an Executive Director and employees as from time to time appears advisable to the Directors. The Executive Director and other employees may be hired on any terms and conditions as appear advisable to the Directors but all such employees shall be subject to the direction and control of the Board of Directors.

The duties of all employees shall be prescribed by the Board of Directors. The Board of Directors may, however, delegate its power to hire, fire, set employment terms and conditions, direct, control and define the duties of subordinate employees to either the President or the Executive Director, subject to the ratification of the exercise of the power by the Board of Directors at any formal meeting. At its option the Board of Directors may cause the corporation to enter into long term employment agreements with any of the employees except members of the Board of Directors.

Section 5. Professional Services: Under general policies to be established by the Board of Directors, the President may from time to time employ and compensate technical consultants and experts including physicians, accountants and attorneys.

Section 6. Fiscal Year. Unless changed by resolution of the Board of Directors, the fiscal year of the corporation shall end on December 31st of each year.

Article VII

Amendment of Bylaws

These Bylaws may be amended, altered, repealed or new Bylaws may be substituted therefore by the Board of Directors at the annual meeting or at any special meeting called for that purpose. A simple majority of the members of the Board present and voting is necessary to carry any proposed amendment, alteration or repeal of these Bylaws or any substitution of new Bylaws.

BUDGET SUMMARY

DATE April 18, 1973PROJECT NO. 10-07PROJECT TITLE Albina Youth Opportunity School

CATEGORY CODE	CATEGORY TITLE	TOTAL BUDGET	MODEL CITIES SHARE
10	SALARIES (INCLUDING FRINGE BENEFITS)	145,636	100,034
20	CONTRACTED SERVICES (INCLUDING AUDITING)	13,271	13,271
30	TRAVEL, LOCAL	1,400	1,400
35	TRAVEL, OUT OF TOWN		
40	CONSUMABLE SUPPLIES	3,079	2,375
50	SPACE (INCLUDING RENOVATION)	13,560	13,560
55	UTILITIES (INCLUDING TELEPHONE)	2,480	2,480
60	FURNITURE & EQUIPMENT (RENTAL)		
65	FURNITURE & EQUIPMENT (PURCHASE)		
70	INSURANCE	1,650	1,650
71	MAINTENANCE OF EQUIPMENT	1,600	1,600
79	MISC. EXPENSES	3,523	3,213
TOTALS		186,199	139,583

O/A APPROVAL

SIGNATURE & TITLE

DATE

CDA APPROVAL

SIGNATURE & TITLE

DATE

BUDGET JUSTIFICATION

(CATEGORY 10, PERSONNEL)

DATE April 18, 1973PROJECT NO. 10-07PROJECT TITLE Albina Youth Opportunity School

(A) NUMBER OF PERSONS	(B) POSITION OR TITLE	(C) MONTHLY SALARY RATE (FULL TIME)	(D) PERCENT OF TIME ON PROJECT	(E) NO. OF MONTHS ON PROJECT	(F) COST (A x C x D x E)
1	Director	1,118	100	12	13,416
1	Counselor	839	100	12	10,068
4	Teachers	839	100	12	40,272
1	Teacher	692	100	12	8,304
1	Secretary	599	100	12	7,188
1	Asst. Director	872	100	12	10,464
1	School District Coordinator	1,006	100	12	12,072
1	Teacher	450	70	12	3,780
1	Counseling Coordinator	834	100	12	10,008
1	Attendance General Office Clerk	366	100	12	4,392
1	Community Relations Advisor	839	100	12	10,068
SUB TOTAL, PERSONNEL					130,032
12 % FRINGE BENEFITS					15,604
TOTAL, PERSONNEL					145,636

BUDGET JUSTIFICATION
(CATEGORIES 20 THROUGH 79)DATE April 18, 1973PROJECT NO. 10-07PROJECT TITLE Albina Youth Opportunity School

CATEGORY CODE	DESCRIPTION OF ITEM AND BASIS FOR VALUATION	ITEM TOTAL	CATEGORY TOTAL
20	2 consultants @ \$39.25 per month x 12 months psychiatric, administrative, educational consultants Automated bookkeeping and accounting system, operated by Bowens-Duncan Company, Fiscal Controls and Procedures, Budgetary Controls (total fiscal program) 5.5% of program costs 7 Teacher Trainees @ \$50,000 - Model Cities share 10% of \$50,000 = \$5,000	942 7,329 5,000	 13,271
30	50 miles x 10¢/mile x 15 staff x 12 months Field Trip - students decide when and where field trips will be taken	900 500	 1,400
40	Office supplies \$25 per staff x 16 Student supplies \$65.50/month x 12 months Education supplies for teachers - \$100/month x 12 months Maintenance supplies \$30/month x 12 months Postage \$27.75/month x 12 months	400 786 1,200 360 333	 3,079
50	Rent \$600 per month x 12 months Protection service \$30 month x 12 months Janitorial service \$500 per month x 12 months	7,200 360 6,000	 13,560
55	Electricity - \$56.66 per month x 12 months Heat \$141.66 per month average x 12 months Water/sewer \$25 quarter x 4 quarters	680 1,700 100	 2,480

BUDGET JUSTIFICATION
(CATEGORIES 20 THROUGH 79)DATE April 18, 1973PROJECT NO. 10-07PROJECT TITLE Albina Youth Opportunity School

CATEGORY CODE	DESCRIPTION OF ITEM AND BASIS FOR VALUATION	ITEM TOTAL	CATEGORY TOTAL
70	Automobile Insurance Bonding General Insurance	700 350 600	1,650
71	Gas, oil and Maintenance (for power tools) \$33.33 month x 12 months Maintenance of 2 cars - \$50 each per month x 12 months	400 1,200	1,600
79	Garbage disposal \$32/month x 12 months School fees and expense to allow students to return to public school \$159.58 per month x 12 months Telephone Local \$90 month x 12 months = 1,080 Long \$12 month x 12 months = 144	384 1,915 1,224	3,523

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