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EVALUATION OF THE PRESCHOOL CHILD AND PARENT EDUCATION PROJECT AS EXPANDED THROUGH THE USE OF ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I, FUNDS.

Detroit Public Schools, Mich.

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Descriptors- ACHIEVEMENT GAINS, *INSERVICE PROGRAMS, MULTISENSORY LEARNING, *PARENT EDUCATION, PARENT REACTION, *PARENT WORKSHOPS, *PRESCHOOL PROGRAMS, *PROGRAM EVALUATION, READINESS, SELF CONCEPT, VOCABULARY DEVELOPMENT

Identifiers- Head Start

A project to evaluate the effectiveness of 14 preschool centers in combining the services of family, community, and professional resources in a program to increase children's school readiness and potential for academic success involved eight hundred 3- and 4-year-olds and their parents. Meetings were held to teach parents to reinforce children's school experience and to strengthen the adults' own self-concepts. Inservice teacher workshops were also held. A language program pilot study was conducted in eight of the centers. Data were collected by means of a questionnaire filled out by preschool staff personnel, an experimental test battery administered to a sample of the preschoolers, teacher reports on parent meetings, the children's medical service records, and other test results. A significant result was that at almost all age levels, the preschool sample exceeded the norms means gains of a former pilot study group in language achievement. The results suggest that the preschool center program be continued with emphasis on a multisensory approach to curriculum and language functioning, that staff inservice workshops be continued, and that parent education meetings stress curriculum and program activities which the children were experiencing. An indepth study to develop the best mode of presentation for special language classes should be supported. Ten tables are included. (MS)

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Detroit
Public
Schools

SUMMARY OF PROJECT EVALUATION
(ESEA, TITLE I)

Research and
Development
February, 1968

Title

Evaluation of the Preschool Child and Parent Education Project as Expanded Through the Use of Elementary and Secondary Education Act, Title I, Funds

Purpose

To evaluate the effectiveness of 14 preschool centers in providing services to increase the readiness of preschool children for school and provide a solid foundation for future educational experiences.

Investigator

Research and Development Department, Program Evaluation Section,
Joan O'Piela, Evaluator

Participants

400 three and four year old children and their parents during spring 1966 to October, 1966; 400 three and four year old children and their parents during September, 1966 to June, 1967.

Period

February, 1966 through June, 1967

Procedures

The evaluations of the preschool experiences provided children, and of the in-service training program were based on the responses of the preschool staff personnel to a questionnaire; and on an experimental test battery which was developed and administered to a sample of the preschool children.

Base line data were collected on all phases of the project through the use of teacher reports on parent meetings, records of medical services provided to the children, and results of tests administered to the children. A language program pilot study was conducted in 8 of the preschool centers.

Analysis

Content analyses were made of reports made by teachers, staff, members, and evaluator's reports and the information categorized and tabulated. Raw score gains on tests administered to a pilot study group were computed for comparison with the gains of pupils now in the project.

Findings

Mean gain differences in vocabulary made by preschool pupils on test-retest analysis for both the six and twelve month periods exceeded base line mean gains and norms mean gains. In general, in the 12 month period the largest mean gains in raw score were made by boys in the total preschool sample (15.2). Stratified by age, the boys at the 33-41 month age levels made greater gains (26.2) in raw score means. These gains were significant at less than .01. The girls in the 48-52 months age range achieved the largest means difference in raw score groups (10.7) but were still -.2. under the total means gain for the sample of preschool population.

In the six months vocabulary test-retest analysis, the largest raw score means gains were reported for boys in the 42-47 months age levels.

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At almost all age levels, the preschool sample, totally or stratified by age and sex, exceeded the norms means gains.

Means gains difference of vocabulary raw scores of an experimental pilot language study reveals greater gains than would be expected after attendance for six or twelve months in preschool.

Most of the teachers and assistant teachers responding to an evaluative questionnaire about in-service training workshops rated highly the value of the workshop presentation.

Parents participated in varied parent activity programs in which many new skills were taught and an opportunity for communication and an exchange of ideas was possible.

Conclusions

On the basis of the evidence of significant gains shown by preschool pupils in language achievement, and on the basis of analysis of teachers reports and evaluators comments of the parent education program, it is recommended that the preschool project be continued during the school year 1968-69.

There is some evidence indicating a need for careful interpretation of policy regarding the planning for and scheduling of parent meetings to provide more topics and activities of interest to parents as indicated by their expression of preferences.

The broad scope of activity within the preschool program strongly supports a recommendation that consideration be given to the appointment of qualified persons to assist both the director and the Language Development (Curriculum) Specialist so that they can more actively supervise in the program.

EVALUATION OF THE PRESCHOOL CHILD AND PARENT EDUCATION PROJECT AS
EXPANDED THROUGH THE USE OF ELEMENTARY AND SECONDARY
EDUCATION ACT, TITLE I, FUNDS

Background of the Project

The Problem

Research on social class, on cognitive development, and on motivation indicate differences in school performance between the middle-class child and the culturally-deprived child. With each succeeding year in school, culturally-deprived children diverge more from the norms of the general school population.

Research in developmental studies of children supports an assumption that basic learning skills develop as a result of the child's continuous reaction with his environment. A continuity of rich environmental experiences is the vital factor influencing development during the preschool years. One of the great challenges of preschool education for the disadvantaged child is that of providing appropriate experiences that will compensate for the inadequate experiences of the past. If such compensatory experiences are to be provided, they should come at the earliest possible stages in the child's development, so that he can begin his formal schooling on a foundation more nearly equal to that of more advantaged children.

Purposes of the Preschool Child and Parent Education Project

The Preschool Child and Parent Education Project concerns itself with discovering the most effective ways of maximizing the growth of preschool children who come from economically and socially disadvantaged neighborhoods. The preschool years are a period of most rapid development and the basic foundation for future growth and school learning is acquired at this time. The program is designed to prevent the damaging effects of early deprivation and foster early development of the basic cognitive, motivational, and social skills of children. The program seeks to do these things through providing developmental experiences in preschool centers and through group work with mothers. This group work is specifically designed to improve the quality of the parent-child interaction, orient the mother toward the role of the school, help her to fill her role in reinforcing the child's school experience, assist the mother with problems of management, and aid the mother to strengthen her self-concept. More specifically, these objectives may be stated as follows:

General Objectives:

1. To provide a program of varied curricular experiences which will foster early development of the basic cognitive and social skills and of motivation necessary for success in school.
2. To aid parents in gaining the knowledge and skills needed to enable them to take a more active role in reinforcing the child's school experience.
3. To provide for parents an educational program which will continue instruction with opportunities for interaction and communication among the participants and among participants and the project staff.

Specific Objectives:

1. Preschool children will show greater rates of language gains than those gains established as base line data by a pilot group.
2. Parents of preschool children will learn skills which will enable them to become more active participants in the school experiences of their children and strengthen their own self-concepts.
3. Preschool personnel will increase their knowledge and skills through participation in in-service meetings arranged for them.

An attempt was made to meet these objectives through the establishment of (ESEA funded) preschool centers drawing together family, community, and professional resources which can contribute to the child's total development.

The Operation of the Project

The funding of the project through the Elementary and Secondary Act, Title I, made possible the establishment of 13 preschool centers from April through August, 1966. Another 2 centers started operation in September, 1966. The organizational pattern for these centers was identical with those of the 10 existing preschool centers which were funded under an earlier OEO grant. ESEA funding for 15 centers continued through 1966-1967.

A technical advisory group of specialists, established to set policies affecting the administration and functioning of the program, meets regularly. Staff was selected through the regular procedures of the school system. The enrollment of 3 and 4 year old children living in the neighborhoods of the center was solicited from parents meeting the income eligibility requirements and through referrals from social agencies. Each child entered into the centers was required to have standard immunizations to communicable diseases and tetanus, was given physical, vision, hearing, and dental examinations and a tuberculosis test.

The central staff of the project consisted of a project director, a language education specialist, a parent education specialist, a psychologist, and a social worker.

The staff at each center consisted of a teacher, an assistant teacher, a teacher's aide, a resource aide, a family aide, and a co-op clerk. Regular staff workshop meetings are held bi-monthly.

The daily program in the centers is suggested in the Outline given in the Appendix, pages 32 and 33. Classes were held four days per week and the parent meeting on the fifth day.

One center was operated as an experimental variant of the basic operational pattern. This center sponsored four classes of 20 children each for three days per week. Each class was staffed by a teacher and assisted by three or four college trained volunteers who were recruited from the greater metropolitan Detroit community. Each team of volunteers served one-half day per week, so each class had a different team of volunteers each day of the week or a total of 12 during the three-day week. Under this plan, the experimental center offered approximately 95 days of class time to

80 pupils as opposed to 160 days to 40 pupils in the other centers. In addition to the classroom teachers who taught three days per week and had one day for planning, there was an additional teacher designated as Head Teacher who worked three days per week. Her responsibility was to coordinate the training of volunteers and staff, be responsible for reports, and conduct the parent program. The volunteer program was directed by a volunteer supervisor who recruited volunteers, organized their hours, arranged for substitutes for volunteers, and served as a clearing house for volunteers' problems. The parent program had a monthly large-group parent meeting with a variety of small group and individual activities held at other times during the month. The first three weeks of the school year were used for recruitment of children and training of volunteers.

The Preschool Program

The Preschool Program offers experiences to enrich the culture of children and provide solid foundations for a good start and steady progress in kindergarten and primary education. The saturated multisensory approach (providing activities which simultaneously call upon two or more of the senses of hearing, seeing, feeling, smelling, or tasting) and oral language development are emphasized in the curriculum. Games and activities (using media as free play with toys, sand, water, art materials, and music) are important in developing the following areas of function:

- Visual discrimination
- Visual memory
- Auditory discrimination
- Auditory memory
- Tactile discrimination
- Motor coordination
- Speech
- Quantitative thinking

Screening evaluations of the various preschool populations indicated that approximately twenty-five percent of the children enrolled in each center were greatly deficient in language functioning. The assisting teacher in each preschool was assigned to work with these pupils in two twenty-minute sessions each week. The average language group was comprised of five students with an alternate list of three more. Good language practices were fostered as peers stimulated each other vocally, and there was an opportunity for an exchange of words and ideas. A pilot study of the language classes during the 1966-67 school year yielded data which is reported in the product evaluation section of this report.

Parent Education Program

Parents of participating children were invited to go on trips or to attend planned weekly meetings at the preschool center to hear resource persons present information on health, child development, nutrition, child rearing, cooking, and crafts. Discussion was encouraged as much as possible. Once-a-week home visits to parents were a suggested part of the parent education program. Community excursions for parents were conducted for the purposes of increasing their understanding of the services and activities of the community.

The Evaluation Plan

The evaluation of the broad program of the Preschool Child and Parent Education Project includes a description and accounting of services provided to the children and parents in each phase of the ESEA program during funding periods from February, 1966 through August, 1966 and September, 1966 to June, 1967. The product evaluation of children employs a one-group design, using data on the project group to compare observed performance with expected performance based upon data from past years in the project school.

It must be understood that this project and its services are the result of planning and administrative decision provided by earlier OEO funding. ESEA funding extended the services to fifteen additional centers through two funding periods.

The plan for the evaluation is designed to accomplish two major aims:

1. To determine to what extent the project has been effective in bringing about the changes in the skill levels, social behaviors and attitudes of children and their parents (product evaluation).
2. To identify strengths and weaknesses in the project operations so that changes may be made to increase the project's effectiveness (process evaluation).

Product Evaluation

The product evaluation, which deals with the effectiveness of the project in meeting its stated objectives, includes appraisals of the effectiveness of weekly parent meetings and the effectiveness of teachers' and aide's workshops, and changes in children as measured by pre- and post data. Base line data on personnel and procedures have been assembled and evaluated.

Preschool Pilot Study

An experimental Detroit Preschool Battery of tests was developed and administered to the children in a Preschool Study sample in 1965. Tests results from this sample were used as base line for comparison with those of children in the expanded ESEA, Title I program. Standards of accomplishment, as measured by pre- and posttesting of the pilot study of children were established as a basis for evaluating the effectiveness of the expanded program.

The standards thus established through the use of three of the subtests of the battery are as follows:

- a. The Peabody Picture Vocabulary Scale (designed to provide an estimate of the subjects' verbal intelligence through measuring his hearing vocabulary). Comparison of pre-test scores with those on a posttest administered about 12 months later revealed that among the 58 children tested,

39 (67 percent) of the children showed an increase in IQ

2 (3 percent) of the children showed no increase in IQ

17 (30 percent) of the children showed a decrease in IQ

Among the children showing an increase in IQ, the average increase was 7.0 IQ points.

53 (90 percent) of the children showed an increase in raw score

1 (2 percent) of the children showed no change in raw score

4 (7 percent) of the children showed a decrease in raw score

Among the children showing an increase in raw score, the average increase was 12.6 over a 12 month period.

- b. The Sequin Form Board Test (designed to provide an estimate of the subjects' perceptual discrimination and motor coordination.) Comparison of pre-test scores with those on a posttest administered 12 months later revealed that among the 20 children tested,

16 (80 percent) of the children showed a decrease in the total number of errors. The average decrease in total number of errors was 6 percent.

20 (100 percent) of the children showed a decrease in the time required for the trials. The average decrease in time on performance trials was 21.4 seconds.

- c. Stanford Binet Response to Pictures (a verbal test designed to indicate maturity of response in enumeration, description, and interpretation.) Comparison of pre-test scores with those on a posttest administered 12 months later revealed that among 38 children tested,

22 (58 percent) of the children showed an increase in raw score

6 (16 percent) of the children showed no change in raw score

10 (26 percent) of the children showed a decrease in raw scores

Among the children showing an increase in raw scores, the average increase was 1.7 raw score points.

Pre- and posttest data on the same subjects were collected from children in the ESEA Centers of the expanded project. The data are presented in the tables on pages

Anecdotal Records

Teachers have been keeping extensive anecdotal records of children and parents attending each center. A sampling of these records indicates that the most frequent observed changes of behavior in children are that individual pupils

"Became more aware of others."

"Improved their level of activity."

"Lost fear of people."

"Became more verbal."

"Tempered pugnacious tendencies."

"Became more cheerful--is beginning to lose the feeling of defeat caused by disturbed home situation."

"Showing small positive changes."

Two important, typical parental behavioral changes were cited:

"Interested in more social contacts involving the school and other parents." (Various parents remark, "I didn't like the idea of coming once a week, but now I look forward to it.")

"Make an effort for children to attend classes regularly." (Various parents indicate they do not wish their children dropped from membership because of absence.)

Product Evaluation

A standardized language test was administered to evaluate the effectiveness of the Preschool program in fostering language development. Two groups of children, ranging from 33 to 59 months of age were pre- and posttested on the Peabody Picture Vocabulary Test, one of the sub-tests of the Detroit Preschool Battery. One group of children was posttested after a period of six months. The other group of children was posttested after twelve months.

Four basic questions were posed in the data analysis. These were:

1. Was there a significant difference between pre- and posttest scores?
2. How did the mean gain over a twelve month period compare with the base line data obtained in the 1965 testing?

3. What gains occurred during the six month test-retest period?
4. How do the gains attained by the Detroit Preschool sample compare with the Peabody norms means?

In addition, the samples were regrouped according to age groups to compare rates of gain for boys and girls of various age groups. (There will be an attempt to enlarge the sample for each of the age groups in subsequent testing.) Table I on the next page presents a summary of the Vocabulary Test results obtained from a preschool sample attending the Detroit Preschool Program for a period of twelve months, 1966-67. Table II, on page 9 presents a summary of the Vocabulary Test results obtained from a preschool sample attending the Detroit Preschool Program for a period of six months, 1966-1967.

Table I

Summary of Vocabulary Test Results Obtained from a Preschool Sample
Attending the Detroit Preschool Program for a Period of Twelve Months, 1966-1967

	N	Detroit		Detroit Posttest Mean	Norm's*		Detroit		Norm's*	
		Pretest Mean	Mean		Mean	Gain	Mean	Gain		
Peabody Picture Vocabulary Test										
Total Preschool Sample	39	28.1	35.6	40.8	45.9	12.7	10.3			
Boys, Total Sample	21	27.6		42.8		15.2				
Girls, Total Sample	18	28.8		38.5		9.7				
Age Groups										
Boys, 33-41 months	5	17.8	29.3	44.0	42.1	26.2	12.8			
Girls, 33-41 months	0									
Boys, 42-47 months	4	37.2	35.6	46.5	45.5	9.3	9.9			
Girls, 42-47 months	9	25.2	35.6	35.8	45.5	10.6				
Boys, 48-53 months	12	28.5	42.1	41.0	50.2	12.5	8.1			
Girls, 48-53 months	7	31.7	42.1	42.4	50.2	10.7				

*Means for the normative group are not reported by sex.

Table II

Summary of Vocabulary Test Results Obtained from a Preschool Sample
Attending the Detroit Preschool Program for a Period of Six Months, 1966-1967

	N	Detroit		Norm's* Mean	Detroit Posttest Mean	Norm's* Mean	Detroit		Norm's* Mean	Norm's* Means Gain		
		Pretest Mean	Posttest Mean				Means Gain	Gain				
Peabody Picture Vocabulary Test												
Total Preschool Sample	46	29.3	38.2	41.1	38.2	45.9	8.9	4.4				
Boys, Total Sample	26	29.8	38.6		38.6		8.8					
Girls, Total Sample	20	28.7	37.6		37.6		8.9					
Age Groups												
Boys, 42-47 months	3	21.3	34.6	35.6	34.6	42.1	13.3	6.4				
Girls, 42-47 months	0											
Boys, 48-53 months	12	31.1	38.5	42.1	38.5	45.5	7.4	3.5				
Girls, 48-53 months	12	25.6	34.5	42.1	34.5	45.5	8.9	3.5				
Boys, 54-59 months	9	49.6	58.7	45.5	58.7	50.2	9.1	4.6				
Girls, 54-59 months	6	38.6	42.3	45.5	42.3	50.2	3.7	4.6				

*Means for the normative group are not reported by sex.

It can be observed in Table I that the mean difference raw scores in the twelve month period for the total preschool sample was 12.7. This represents a gain of .1 over the base line 1965 mean difference in raw score of 12.6. It is also a gain +2.4 over the Peabody norms gain. Boys tended to gain more in raw scores than did girls, although boys and girls were fairly equal at the start. Boys gained 15.2 in raw score points while the mean gain of the girls in the sample was 9.7 points.

Of the total sample in the twelve month test-retest period the following information describes the sample:

Eighty-eight percent (35) of the children showed an increase in raw score.

Seven percent (3) of the children showed a decrease in raw score.

Five percent (2) of the children showed no change in raw score.

Sixty percent (24) of the children showed an increase in IQ.

Ten percent (4) of the children showed no change in IQ.

Thirty percent (12) of the children showed a decrease in IQ.

Among the children showing an increase of IQ, the average increase was 12.0 IQ points.

The average scores for boys and girls were stratified according to 6 months age levels. It can be observed that boys are higher than girls in mean differences of raw scores at the 33-41 and 48-53 months age levels. Between the ages of 42-47 months, the girls show a greater increase in raw score than the boys.

The means gain of the boys at the 33-41 month age level exceeds the norms means by 13.4. At the 42-47 month age level the boys are .6 below the norm means, while the girls of this age exceed the norms' gain by .7. Both boys and girls at the 48-53 month age exceed the norms' groups gain in raw score. The boys superiority is 4.4 and the superiority of the girls is 2.2. These gains are significant at the .01 level.

One will observe that even though the Detroit preschool samples' means gains exceed most of the norms mean gains, the numerical scores tends to be lower. The Peabody test is a demanding test for children with delayed language experiences such as are found in the preschool population. The use of this test provides the teacher with specific clues as to the child's understanding and use of the cue words which are considered to be part of an average vocabulary of the typical preschool child, age 3 to 5. The focus of effort in the project is to improve the language functioning of the preschool child, rather than to see that his score is equal to that established by a norms group.

An inspection of Table II reveals that the raw score mean gain of the total sample in the six month test-retest is 8.9. While this gain represents almost three-fourths of the twelve month gain of 12.7, the data must be interpreted with caution, as no attempt was made to control for quality or style of teaching presentation, or variations in language emphasis of the preschool program.

The data in Table II, indicate that both boys and girls made almost identical raw score gains in the six month test-retest period. The data indicate that the boys in age levels 48-53 months and 54-59 months have higher basal scores than the girls. The girls in the 48-53 age level show a larger mean gain than do the boys of the same age level, but their basal scores are lower. The differences between the pre- and posttest scores were significant at the .01 level.

Of the total sample in the six month test-retest period the following information describes the sample:

Eighty-three percent (39) of the children showed an increase in raw score.

Thirteen percent (6) of the children showed a decrease in raw score.

Four percent (2) of the children showed no change in raw score.

Sixty-eight percent (32) of the children showed an increase of IQ.

Six percent (3) of the children showed no change in IQ.

Twenty-six percent (12) of the children showed a decrease in IQ.

Among the children showing an increase of IQ, the average increase was 17.2 IQ points.

The mean IQ of the 42 children tested was about .75 at the time of the pre-test. The 17 point gain probably represents a change due to two factors:

1. The pre-test scores were so low that there would be a tendency to regress toward the mean on a retest.
2. The verbal abilities of the children were sufficiently developed so that they were better able to understand the question on the test.

The change in score probably represents, not a change in innate abilities, but a change in language comprehension which permits them to do better on the verbal portion of a test.

A comparison of the Detroit mean gains with the mean gains of the norms group reveals larger gains for the preschool sample in the six month period. Again, these figures must be interpreted with caution as the preschool sample demonstrated severe initial language delay. The test data provide evidence that the preschool program was stimulating to language development. The amount of Detroit gain both in the six and twelve month period will serve as a base for further comparison in the 1967-68 school year.

Experimental Language Study

A pilot language study designed to evaluate a sequence of intensive language lessons (see Appendix) was planned for eight preschool centers. Children not included in

the Detroit Preschool Battery sample were selected for inclusion in this study. All children selected had been pre-screened and were language delayed.

The selection of children for these special classes for "Language delayed" children was based on deficiencies revealed in the following screening:

- a. Language and dominance (eye, hand, foot) screening test results;
- b. Observational evaluations made by teachers and assisting teachers;
- c. Informative data provided by parent, medical histories, and psychological evaluations.

Final selection of children was determined in a joint conference attended by the teacher, the assisting teacher and the Language Development Specialist.

The special language classes are limited to an enrollment of five children meeting twice weekly for language-oriented activity periods during which oral communication facility is developed. Auditory skills are emphasized. Two or three alternates stood ready to keep the group size at five, a number from experience found to be a very responsive group size.

The assisting teacher in each center was responsible for conducting language classes, and she received close, supportive guidance from the Language Development Specialist. New lesson procedures were first discussed and demonstrated in special workshop sessions. The Language Development Specialist was available for supervision, consultation, and specific assistance.

Each assisting teacher was given the opportunity to select language lessons which are appropriate to supplying the remediation indicated in the screening as well as fit into the balanced curriculum recommended for the Detroit Preschool Program. A manual, Small Group Language Enrichment Lesson Plans has been compiled for use by the special language classes.

Table III on page 19 reveals that the mean gain for the total pilot experimental language study sample was 10.0 over a period of ten weeks. This figure exceeds the means gain of the six month test-retest by 1.1 and represents about seventy-eight percent of the mean gain of 12.7 shown for the twelve month test-retest sample of the preschool group. This gain is being cautiously appraised. Recommendations were made for an in-depth study of the relative effects of three methods of presenting the special language program to the preschool child with delayed language development. This study is being carried out and will be reported in the evaluation report for the 1967-68 school year.

Table III

Means of Pre and Posttest Scores of Pupils in the Detroit Preschool Experimental Language Pilot Program, March 13 to May 22, 1967

	N	Pretest Mean	Posttest Mean	Mean Difference	T	Significance (one-tailed t-test)
Peabody Picture Vocabulary Test						
Total Language Study Sample	76	24.4	34.4	10.0	6.85	.01
Center M	7	19.7	41.5	21.8	3.42	.01
Center Y	6	24.5	42.8	18.3	2.37	.05
Center O	8	26.8	42.8	16.0	2.97	.01
Center W	12	21.2	36.5	15.3	3.22	.01
Center D	7	24.1	38.7	14.6	3.69	.01
Center Q	9	18.2	31.2	13.0	3.86	.01
Center C	14	32.7	31.7	- 1.0	.22	N.S.
Center A	13	24.0	22.6	- 1.4	.35	N.S.

Parent Education Program

Under ESEA funding, 159 parent meetings were held in the first funding period between April 4, 1966, through August 12, 1966 in 13 preschool centers. Various types of meetings were planned. Demonstration of crafts, dinners, lectures, picnics, social get-togethers and community trips afforded parents opportunities to actively participate in the parent education program.

The extent of the activities conducted under the Parent Education Program during the first funding period of the project from April 4, 1966, through August 12, 1966 is presented in the tables on pages 14 and 15. Table IV gives information concerning events in the program: types of meetings, lecture topics, and trips taken. Table V presents data concerning attendance at meetings and parent conferences, and home visits completed for each of the thirteen ESEA centers. The data for both Table I and Table II were compiled from the records and reports of teachers in the project.

The events in the second funding period, September, 1966 through June, 1967, are reported in Tables VI through IX.

Table IV

Events in the Parent Education Program
April 4-August 12, 1966

Types of Meetings	No.	Per- cent	No. of Centers Reporting	Lecture Topics at Meetings	No.	Per- cent
Demonstration of crafts	17	9	7	<u>Lecture Topic</u>		
Dinner	2	2	1	Budgeting	4	6
Lecture	68	43	13	Child behavior	4	6
Picnic	6	4	3	Child development	10	15
Community trips	48	30	11	Child health	1	1
Social	16	10	11	Homemaking tips	4	6
Other	2	2	1	Language development of children	3	4
				Legal aid	1	1
				Manners	2	3
				Planning future meetings	17	25
				Police protection	2	3
				Preschool program infor- mation	9	13
				Sewing classes	2	3
				Sex questions of children	2	3
				Slides of foreign countries	2	3
				TAAP speakers (Information on TAAP Services)	5	8
	<u>159</u>	<u>100</u>			<u>68</u>	<u>100</u>
Community Trips					No.	Per- cent
<u>Trips taken to:</u>						
Airport					4	9
Amherstberg, Ontario					3	6
Bowling					1	2
Eastern Community Center and Pediatric Clinic					2	4
Ford Motor Company					1	2
Fort Malden, Ontario					2	4
Greenfield Village					4	9
Kensington Park					2	4
Library and City County Building Park					5	11
Pixie Judy Theater					2	4
Police Station					1	2
Ranch (animal)					2	4
Train trip					1	2
Walk to Canada across Ambassador Bridge and lunch					2	4
Zoo--Belle Isle					12	25
Zoo--Detroit					2	4
					<u>48</u>	<u>100</u>

Table V
 Parent Related Activities at Different Centers
 April 4-August 12, 1966

CENTER	Meetings Held			Parent Conferences		Home Visits		
	No. of Meetings	Average Attend. Each Meet.	Average Enroll. Pupil	Ratio Aver. Attend. to Aver. Enroll.	Number Completed	Percent of Parents Interviewed	Visits Completed	Percent of Homes Visited
F	5	6.0	12	.57	23	190	15	125
B	15	12.0	19.2	.63	15	78	49	253
G	14	7.2	14	.50	17	121	35	250
J	15	7.2	21.4	.34	0	0	90	420
K	10	12.2	19.7	.62	15	76	21	101
D	11	9.4	19.9	.47	0	0	0	0
I	18	24.0	33.6	.72	40	119	80	238
M	16	10.5	14.3	.73	0	0	27	189
A	20	7.2	16	.45	2	13	5	31
H	6	8.0	12	.67	1	8	0	0
E	16	6.4	12.8	.50	32	250	64	495
C	10	4.3	11.7	.37	0	0	8	69
L	3	9.0	16	.56	0	0	10	63
Mean	12.2	9.8	17.3	.57	11.1	65	31	181
Total	159				145		404	

The data presented in Table V reporting the first funding period, April to August 1966, do not show an unduplicated count of the numbers of individual mothers attending meetings. For example, for Center G, the average attendance at 14 meetings was 7; the total attendance was therefore about 98. This could mean that the same 7 parents attended all meetings or that each of 14 parents attended 7 meetings. The probability is that a few parents attended all meetings and some parents attended anywhere from 0 to 13 meetings.

This study does not attempt to answer the question as to whether it is more desirable to have extensive participation by a few mothers or less extensive participation by all mothers.

The same caution must be applied to the interpretation of data regarding parent conferences. It is possible, but not probable, that 23 conferences were held with one mother at Center F, and that no conferences were held with each of 11 mothers; it is more probable that 2 conferences were held with each of 11 mothers and one with the twelfth. The conclusions that can be drawn from the data are that no parent conferences were held with at least 118 of the mothers, and that one or more conferences were held with about 105.

Similarly, it may be noted that no home visits were made to at least 53 of the parents and that one or more home visits were made to about 170 homes.

It may be noted that some Centers, notably J and M, while having held no parent conferences, made extensive home visits; still others--F, G, I, and E--show that great emphasis had been placed on both home visits and conferences. There are some obvious interrelationships among the numbers of parent meetings held, the percent of attendance at the meetings, the numbers of parent conferences held, or the number of home visits made. The four centers with the lowest meeting attendance percentages are among the lowest five in parent conference percentages. Whether the low percentages of conferences are due to a lack of attendance at meetings, or lack of attendance at meetings is due to the lack of conferences is not shown or implied in the data.

Also, with a few exceptions, the centers having the most meetings for parents are those holding the most parent conferences and making the most home visits.

The data presented in Table IV show that 159 parent education meetings were held and 48 trips were taken in the first phase of ESEA funding. The table, however, does not show the different types of emphasis or content at the meetings of each of the centers. Analysis of the reports from each center reveals more information on the subject.

Individual centers allotted from ten to twenty-five percent of all parent meeting time for craft activity. While this report does not list the detailed description of each craft activity, the general themes of different meetings are reported below.

One center sponsored one meeting demonstrating budget cookery and two meetings demonstrating make-up, grooming, and manners presented by the director of a local charm school.

Six centers held meetings working on crafts to make materials used in encouraging children's spoken language in school and at home.

One center conducted basket weaving activities at four meetings.

The topics for the lecture-type parent meetings covered a wide range of subjects:

Three centers arranged for speakers who gave homemaking tips designed to cut budget costs in the home and demonstrated sewing techniques for making clothing.

Seven centers obtained speakers on child development who discussed such topics as general child development information, language information, importance of play as children's activity, and sex questions of young children.

Two centers sponsored speakers who gave information about the disciplining of preschool children.

Four centers arranged for speakers who informed parents about the Preschool Program Organization and the role of parents in the total program.

Five centers obtained speakers from neighborhood service organizations, who gave information about public health services, the legal aid clinic, and an overview of the services of the TAAP Program.

Seven centers involved parents in joint teacher-parent planning for future parent meetings and center activities.

One center presented a program with a speaker showing slides of scenic points of interest in other countries.

While the data presented show a variety of parent meetings and activities, they do not indicate the extent to which the Preschool Child and Parent Education Project met its stated objectives: "to work with parents to improve the quality of the parent-child interaction, and to strengthen the parent self-concept for a more effective parental role." A successful attempt in holding parent meetings is shown in the 159 reported in the short period of ESEA sponsored initial operation, April 4, 1966 through August 12, 1966. A wide range in the kinds of meetings and topics covered has been reported.

Trips were planned to accommodate the interests of both children and parents. It may be noted that the majority of trips listed in Table IV are designed for both parents and their children, or were planned with the purpose of acquainting parents with places of interest to which they might take their children at a later date. Only the trips to a bowling alley and to the assembly line of the Ford factory seem somewhat divorced from the immediate possible experience of the children.

A more valid, but still inferential, evaluation of the parent education may be gleaned from further inspection of the data shown in Table V. The fact that only 57 percent of the mothers attended the 159 meetings reported does not attest too highly to the drawing power of the speakers or activities. While it may be argued that home responsibilities and other duties or attractions could possibly prevent 100 percent attendance at meetings, the fact remains that three of the centers had an average of over two-thirds of the mothers in attendance at meetings; two other centers had slightly over one-third of the mothers in attendance.

There were wide variances among centers in numbers of meetings held (range 3-20), in percents of mothers attending meetings (range 34-73%), in percents of parents interviewed (range 0-250%), and in percents of home visited (range 0-420%) during the first ESEA funding period. These data are reported in Table V.

The total parent education program for the 1966-67 school year (OEO and ESEA) reported the following attendance figures:

Parent Meetings Held	1,469
Potential Attendance	25,978 parents
Actual Attendance	13,020 parents
Percent Attendance of Parents	50 percent

Meetings were held as either single group (1 class) meetings or larger meetings which brought together the parents of children from two different classes. In the single group count there were:

Meetings	1,341
Potential Attendance	21,669
Actual Attendance	10,634
Percent of Attendance of Parents	49 percent

In the larger group count there were:

Meetings	128
Potential Attendance	4,344
Actual Attendance	2,406
Percent of Attendance of Parents	55 percent

The ESEA component sponsored 807 meetings during the second funding period, 1966-67. Table VI illustrates the levels of attendance in the Detroit Preschool Parent Education Program and the ESEA component which sponsored 15 centers. The reports of 14 centers have been tallied and compared for this report. The Special Projects Center was organized as the fifteenth center, but held no parent meetings.

Of the 807 meetings in the ESEA component, reports were available for 785 meetings. Meetings held for single or combined groups are so reported. Fifty-one percent of the reported parent attendance at meetings for the total project was in the ESEA schools as compared to forty-nine percent for the OEO schools.

The attendance at combined meetings at ESEA Centers was higher (56 percent), than that reported at single meetings (50 percent). Combined meetings usually featured an event for either parents of the children in both the morning and afternoon classes of a center or the parents of two centers.

An attempt is made continuously to recruit parents for the parent education program and to encourage their participation in the program activities. By offering a variety of events and program types, and keeping communication open through notices, home calls, and conferences, the program has been moderately successful in its attempts. The mean of the ratio of average attendance to average enrollment for the ESEA centers has been .50 as shown in Table VII of this report.

Some centers experienced difficulty in initially starting parent activity at their centers after the summer closing. Very often, repeated home calls had to be made to recruit even a few parents to attend initial meetings at some centers. In some centers, a decision was made to organize and coordinate planning of the centers' activity before the meetings were held. All centers had regularly scheduled parent education meetings by the eighth week of the 1967-68 school year.

Table VI

Parent Attendance at Meetings in ESEA and OEO
Components of the Preschool Program
1966-67

	OEO Component	ESEA Component
Number of Centers	10	15
Number of meetings reported by staffs	662	807
Number of meetings for which reports were available	662	785
Potential attendance	10,679	15,299
Reported attendance	5,227	7,793
Percent attendance	49%	51%
<u>Of the total number of meetings for which reports were available:</u>		
Number of <u>single</u> meetings held	610	709
Potential attendance	8,782	12,887
Reported attendance	4,187	6,417
Percent attendance	48%	50%
Number of combined meetings held	52	76
Potential attendance	1,932	2,412
Reported attendance	1,060	1,346
Percent attendance	55%	56%

Individual centers allotted varying amounts of parent meeting time to specific types of parent meetings or activities. The range of the percentages of time devoted to different activities at individual centers is shown below:

Five to thirty-eight percent of parent meeting time was assigned to demonstration of crafts and preschool activities.

Two to seven percent of parent meeting time was assigned to sponsoring dinners or meal functions.

Fourteen to thirty-five percent of scheduled parent meeting time was comprised of lectures by project personnel and outside experts on topics of interest and concern to parents.

Three to four percent of parent meeting time was scheduled for picnics with parents and children.

Nine to thirty-seven percent of parent meeting time was used to take community trips.

One to nineteen percent of scheduled meeting time was devoted to activities of a purely social type.

Three to forty-four percent of parent meeting time was given to other activities--organizing for and planning parent meetings with parents.

One hundred and fifty-one community trips were taken by parents alone or with their children. These trips were undoubtedly interesting and would hopefully stimulate mothers to take their children for return visits especially to the parks, zoo, library, and museums. Still, the question must be asked what really motivated some of these community trips, especially those featuring trips to the city's largest department store and to five and dime stores? Thirteen percent of all trips taken were in this category. Is it possible that the mothers had never had an opportunity to visit these stores before their association with this project? In future planning, could some other event be planned that would be a new, educational as well as social experience? In a community of this size, there are many possibilities that were not tapped. Parents who took a trip to a local college considered this a most successful venture. This was a completely new, educational, and inspirational experience for parents who had no idea of what a college even looked like. They were graciously received and given a well-planned tour and introduction to the activity of a college. Many came away with a new resolve--they would certainly want their children to attend college--and they as parents were going to do their best to keep them in school. Only two percent of all trips were of this type. Many more horizons could have been expanded. The numbers of trips and events, and attendance at meetings are shown in summary form in Tables VII through IX.

A close look at Table VII, p. 21, reveals wide patterns of variance among centers in the number of meetings held (range 33-70%), in percents of mothers attending (range 32-64%) and in the variety and kinds of meetings held and reported by individual centers. This observation was similarly noted in the report of the Parent Education Program for the first funding period. (see p. 14)

The evaluator's observation at some of the parent meetings was that many parents were entirely too passive in their participation. It appeared to this evaluator that many were present only because they had received a home call and a note requesting their appearance. It was important to know how parents felt about the kinds of meetings scheduled for them. To this end, a questionnaire was circulated during parent meetings to a random selection of parents of seven preschools centers.

Table VII

Parent Education Activity Reported by ESEA Centers
September, 1966 - June, 1967

CENTER	Number of Meetings	Average Attendance Each Meeting	Average Enrollment Pupil	Ratio Average Attendance to Average Enrollment
F	53	9.0	19.3	.47
B	70	9.1	17.6	.52
G	58	9.2	16.5	.56
J	65	6.3	19.7	.32
K	53	8.8	17.9	.49
D	65	8.1	15.8	.51
I	51	10.5	17.3	.61
M	68	12.8	20.0	.64
A	57	6.8	15.5	.44
H*	33	10.8	19.6	.55
E	60	8.2	15.8	.52
C	53	7.2	18.4	.39
L	43	8.1	16.4	.49
X	56	8.4	16.0	.53
Mean	56	8.8	17.5	.50
Total	785			

*Center H held only combined meetings of AM and PM groups.

Table VIII

Events in the Parent Education Program
September, 1966 - June, 1967

Types of Meetings	No.	Per- cent	No. of Centers Reporting	Lecture Topics at Meetings	No.	Per- cent
Demonstration of crafts	194	25	13	<u>Lecture Topic</u>		
Dinner or meal	17	2	7	Budgeting	13	9
Lecture	175	22	13	Child Behavior	11	7
Picnic	6	1	3	Child Development	3	2
Community trips	151	19	13	Child Health	12	8
Social	69	9	13	Community Services	5	3
Others, incl. films, and program plan- ning	173	22	11	Homemaking Tips	12	8
	<u>785</u>	<u>100</u>		Language Development of Children	23	16
				Good Grooming	8	5
				Legal Aid	6	4
				Planned Parenthood	15	10
				Police-Service, Protection	7	5
				Preschool Program Informa- tion	11	7
				School-Kdg. Information	4	3
				Sewing Classes	3	2
				Sex Education	2	1
				TAAP Speakers	9	6
				Other	6	4
					<u>150</u>	<u>100</u>

Table IX

Trip Events in the Parent Education Program
September, 1966 - June, 1967

Community Trips	No.	Percent
<u>Trips taken to:</u>		
Airport	2	1
Art Institute	2	1
Bakery	7	5
Beach	3	2
Bowling	5	3
Circus	6	5
Cobo Hall	15	11
College	3	2
Cranbrook	1	1
Dairy	11	7
Department Store	19	13
Farm	6	4
Fort Malden	5	3
Historical Museum	3	2
Industry	2	1
Library	6	5
Park	15	11
Public Utility	3	2
Ranch	9	6
School	3	2
TAAP Centers	10	7
TV Station	2	1
Zoo: Belle Isle	5	3
Detroit Zoo	3	2
	<u>151</u>	<u>100</u>

Parent Questionnaire:

One hundred and one parents responded to a questionnaire designed to aid in the evaluation of the parent education program. The questionnaire, seeking answers relating to the frequency of attendance, preference for future meetings, and amount of satisfaction with present meetings was given to a random selection of parents of children in seven preschool centers.

During the 1966-67 school year, the individual parents sampled had attended from 1 to 30 parent meetings. Responses to the question about frequency of attendance indicated that of 104 parents:

Twelve percent (12) of the parents had attended 1-5 meetings

Thirty-seven percent (37) of the parents had attended 6-10 meetings

Five percent (5) of the parents had attended 11-15 meetings

Twelve percent (12) of the parents had attended 16-20 meetings

Sixteen percent (16) of the parents had attended 21-25 meetings

Eighteen percent (18) had attended 26-30 meetings

Illness and personal business were listed as the most frequent reasons for not attending meetings. Personal business included scheduled medical appointments for the child or parent, appointments with social workers, as well as social agency contacts.

Parents were asked what kinds of meetings they would want to attend. Responses to this question would provide clues to their preferences for certain areas of meeting content. These preferences, which were checked as first choice by the parents, might well be considered when centers are planning parent meetings:

Twenty-three percent (28) of the responses indicated that parents preferred having meetings with the preschool teacher demonstrating children's activities from the preschool program.

Twenty percent (24) of the responses indicated that parents preferred having meetings of the lecture-speaker variety.

Seventeen percent (20) of the responses indicated that parents preferred trips for both children and parents during parent meeting time.

Seventeen percent (20) of the responses indicated that total group discussion was acceptable as a meeting focus.

Twelve percent (15) of the respondents recommended demonstrations of crafts and skills as a preferred meeting interest.

Six percent (7) of the responses indicated that trips out into the community were another desirable choice for meetings.

Three percent (4) of the respondents showed a preference for films.

Two percent (2) of the respondents selected social activities as their preference for a meeting choice.

A total of 120 choices were selected by the 104 respondents. Several of the respondents made more than one selection as they believed their two choices to be equally important.

Seventy-five percent (78) of the respondents indicated they would be interested in having some time set aside at meetings to enable parents to discuss their own needs and problems among themselves. Twenty-five percent (26) of the respondents were not in favor of participating in public discussions of their personal problems.

Eight of the negative respondents cited these reasons:

	<u>Frequency</u>
Do not like to discuss personal problems with others	4
Problems are too personal	3
Not proper to do	1

Of the respondents answering in the affirmative, 22 supporting statements were added. These were:

	<u>Frequency</u>
It is an opportunity to share common resources and knowledge	9
It is a chance to help one another	8
It gives us an opportunity to get better acquainted	3
It's a chance to offer personal encouragement to each other and get rid of tensions	2

Fifty respondents cited the good things the Preschool Parent Education meetings had done for them. Categorized, these are:

	<u>Frequency</u>
Helped me to be a better parent	12
Increased self confidence in getting along with others in a group situation	8
Learned about many things new to me	8
Chance to get out of the house, relax, and meet new people	7

	<u>Frequency</u>
I better understand the educational program of my children	7
Have had more cultural experiences	5
Made some new friends	3

None of the 104 respondents responded negatively to the question, "What things didn't you like about the parent education meetings?" Comments under this question included:

1. "It is a good program and I hope more mothers would come."
2. "We have good teachers and the children love them."
3. "I am sorry that this is my last year in this program."
4. "Good as is."
5. "I think it is a wonderful program."
6. "This program proves that someone cares for the poor. For that we thank everyone who backs the Preschool Parent Education Project."
7. "I see a brighter future because of these programs."
8. "The program is just wonderful."
9. "This program has given me a lot of thoughts and what to look for in my child's future and what other people think of it, too."

In-Service Education:

Fifty-eight in-service education workshops for project staffs were sponsored by the Detroit Preschool Parent Education Program during the 1966-67 school year.

Fifty-five percent (32) of the workshops were arranged to provide specific information for teachers

Twenty-six percent (15) of the workshops were Language Workshops for Preschool Aides

Fourteen percent (8) of the workshops were workshops for family aids

Five percent (3) of the workshops were workshops for co-op clerks

The workshops had varied forms of presentation and organization. One primary goal was basic to all--to help everyone in the project work for excellence in education.

Workshops held could be classified according to the concerns:

1. Early child development or child rearing practices, including discipline and child behavior.
2. Development or enhancement of the skills and competencies of the staff--featuring demonstrations of art, workbench, cooking experiences, dance and rhythms, rhythm instruments and autoharp, and training sessions for co-op clerks.
3. Communicating information regarding the recruitment for the preschool program, hot lunch program, and definition of the roles and duties of personnel in the preschool program.
4. Imparting new ideas, latest research findings, and progress of popular experimental programs. Some featured language lessons, the learning process, consumer buying and the Doman Delacato Program.
5. Promoting the understanding of group dynamics and team teaching.
6. Exchanging ideas, promoting fellowship and dedication to our program.

It was evident to this evaluator that no workshop fitted into a single category and many combined several interests in one presentation. It was also evident that much of the information and skills acquired in the workshops were transmitted by teachers to the parents through the parent education program and to those who visited the preschool centers.

The teacher liaison staff member circulated an evaluation form at several workshop meetings to sample the reactions of both teachers and assistant teachers to the quality and appropriateness of the in-service workshops in meeting their specific needs. On the following page, shown in Table X are the value ratings assigned to a sampling of four of the 58 workshops held in the in-service training program. There will be no attempt to make any analysis of these ratings in this evaluation other than to affirm that the majority of both teachers and assistant teachers were extremely satisfied with the content and presentations of the workshops. Teachers tended to rate the workbench demonstrations much higher than did assistant teachers, particularly those assistant teachers who had not seen or understood the workbench experience in the preschool to which they were assigned.

Table X

Staff Rating of a Sample of In-Service Workshops
1966 - 1967

Workshop Topic	Participants	No.	Frequency of Ratings by Participants							
			Exceptional		Good		Average		Poor	
			No.	%	No.	%	No.	%	No.	%
A. Dance Rhythms With Young Children	Teachers	37	15	41	15	38	6	16	2	5
	Asst. Teachers	43	12	28	26	60	3	7	2	5
B. Team Teaching	Teachers	32	23	72	6	19	2	6	1	3
	Asst. Teachers	31								
C. "A Sidewalk Safari"	Teachers	21	10	48	9	43	2	9		
	Asst. Teachers	9	6	67	3	33				
D. The Year of the Work Bench	Teachers	10	2	20	5	50	3	30		
	Asst. Teachers	8			7	88			1	12

The project director and his central staff worked closely to rearrange groups and settings to maximize both the learning that took place at the workshops and the efficiency of the workshop operation. These were some of the considerations for which major adjustments were made:

1. Designating Wednesdays as workshop days with east and west side groups alternating weeks. Holding workshops on two different days sometimes made it difficult to get speakers. With the new arrangement it is possible to combine groups if a specific speaker can be gotten for only one day. One other benefit of the switch to Wednesday was the elimination of the ride back to assigned pre-school centers when a workshop day coincided with a pay day.
2. Alternating the structure of workshop presentation to prevent fatigue. Because people become fatigued if they must sit and listen for a whole day, a plan evolved to alternate lecture-type presentation with demonstrations and/or small group meetings on the same day.

3. Arranging for small grouping when necessary for effective workshop presentations. Some workshops feature two sessions running at the same time with a change of grouping for the afternoon. Others have a presentation to the total group followed by smaller group presentations or some of the workshops, staff was utilized for material presentation. This was successful as there are many talented staff persons (who have previously conducted workshops or published materials) and who are familiar with the needs of the preschool program for discussion.
4. Re-grouping of staff as needed when subjects of workshops were important. Workshops are planned for these personnel when topics are appropriate:
 - a. family aides
 - b. preschool aides
 - c. co-op clerks
 - d. teachers
 - e. assisting teachers
 - f. teachers and assisting teachers
 - g. total teaching staff
 - h. small groups of teachers studying particular problems of children
 - i. total staffs including school principals
5. Arranging for lunch service for staff persons attending workshops. This eliminated time loss caused by difficulty of finding enough nearby lunchrooms who could serve within our lunch time allotment.
6. Scheduling workshops flexibly as to the interest of group and total time needed to develop an interest. Some subjects required one presentation. Other subjects needed to be developed in a series of workshop presentations. For example, scheduling presentations on rhythm instruments and the autoharp in one day would not have been practical. On the other hand, more sessions on group dynamics could have been scheduled for the same day.
7. Utilizing and encouraging development of staff. Because it was not financially possible to get all of the trained professional experts for all of the workshops, staff was utilized for presentation.

Summary of Evaluation Findings

The evaluation of the Preschool Child and Parent Education Program for the Spring 1966-67 year of operation has revealed the following major findings:

1. Differences in mean gains in vocabulary made by preschool pupils on test-retest for both six and twelve month periods exceeded base-line mean gains and norms means gains. (Evidence presented on pages 8 and 9.) These gains were all significant.

2. Means of gains in vocabulary made by preschool pupils in an experimental pilot language study were in almost all cases, greater after eight weeks than would be expected from six or twelve months attendance in the regular preschool. A study in depth is planned for 1967-68 school year.

3. Of the total sample in the twelve month test-retest, boys' overall vocabulary gains exceeded the gain reported for total Detroit sample by +2.5. The boys in the 33-41 months age group were superior to the means reported for the entire sample by 13.5. These gains are significant.

The total sample of boys also exceeded the Norms means gain by 4.9. Boys in the 33-41 months age group were superiors to the reported norms of this age group by 13.4.

4. Generally, the language mean gains reported for boys were greater than those reported for girls in the twelve month test-retest period.

The analysis of data obtained from a preschool sample attending the Detroit Preschool Program for a period of six months indicate that girls achieve mean raw score difference on a vocabulary test equal to that reported for the total sample, 8.9. Boys means score gains differ by -.1.

5. An analysis of parent education activities indicated a varied program was offered to parents. Fifty-seven percent of the membership in the first ESEA funding period and fifty percent of the membership in the second ESEA funding period were participants of the program. (Evidence presented on pages 11 to 15.)

6. Parents are interested in learning more about the curriculum activities of the Detroit Preschool. This is their expressed first choice of an activity for planning for parent meetings.

7. Teacher report favorable changes in behavior and attitudes of both parents and children enrolled in the program (Evidence presented on page 6.)

8. A wide variety of in-service workshops was sponsored for both teachers and assistant teachers. The evaluative data from a sample of workshops held indicate that these workshops were highly rated as a valuable and practical learning experience by a majority of the respondents. (Evidence presented on page 28.)

Recommendations and Conclusions

The results of this evaluation appear to support the following recommendations concerning future operations of the Preschool Child and Parent Education Program:

1. The evidence concerning gains in vocabulary made by the preschool sample support the recommendation that this program be continued with emphasis on the multi-sensory approach to curriculum and language functioning.
2. Based on the strength of evidence from a pilot language study, the Detroit Preschool Child and Parent Education Program should support an indepth study which will examine the variations in the special language classes as they are now organized to aid in developing the best mode of presentation for these classes. (The pilot data show that it was possible for some centers to produce mean gains from 13.0 to 21.8 after only ten weeks in these groups.)
3. The Detroit Preschool should continue sponsoring in-service workshops for project personnel. Opportunities should be provided to utilize the talent and capabilities of persons with special training from the staff of the project.
4. The central staff should continue their efforts to assist teachers in planning for parent education meetings which are more evenly implemented. Some effort at quality control should be exercised to afford the presentation of a wide variety of parent activities and topics close to their interests. Parent indicated a preference for parent education meetings during which they can learn about the preschool curriculum and children's activities in the program.
5. There is a need for more supervisory persons to assist teachers with curriculum and concerns pertinent to implementation of program.

APPENDIX

The following suggested schedule is taken from First Steps in Language Experiences for Preschool Children (Detroit Public School Publication 5-802 TCH, 1966, p. 1-2):

DAILY PROGRAM OUTLINE

<u>Time Schedule</u>		<u>Activity</u>
Morning	Afternoon	
8:30 - 9:45	12:30 - 1:45	<ol style="list-style-type: none"> 1. Greeting and individual recognition of children as they arrive--(in addition, sometimes invite preschool group to "circle" corner and engage in a brief roll call activity and conversation period). 2. Structured enrichment activities which allow for spontaneous behavior and wide choice of activity participation on part of individual children (Example: Introduction of art or music media experiences; explorations in housekeeping corner; large muscle development activities on climbing gym or balance boards) <p style="text-align: center; margin: 10px 0;">OR</p> <p style="text-align: center; margin: 10px 0;">Outdoor free play or games; indoor free play or games</p> <p style="text-align: center; margin: 10px 0;">OR</p> <p style="text-align: center; margin: 10px 0;">Exploratory neighborhood trips; visits to other parts of the school building.</p>
9:45 - 10:00	1:45 - 2:00	<p>Preparation for snack period</p> <ol style="list-style-type: none"> (a) Termination of previous activity (encourage children to assist in putting away materials) (b) Handwashing, toileting (c) Participation of children in table preparation for snack at certain times
10:00 - 10:30	2:00 - 2:30	<p>Snack time, including: Appropriate language experiences (directed conversation, etc.) Relaxation experiences</p>

Time Schedule

Activity

Morning

Afternoon

10:30 - 11:00

2:30 - 2:50

Language Development Period
(development of this part of the program may be accomplished by use of simple story dramatization, finger plays, puppetry, felt board activities, film strips, movies, choral speaking periods, large and small muscle development games, science and mathematical concept activities, rhythmic exercise accompanied by music, singing of selected songs, recognition and discrimination activities involving objects, sounds, color, etc. Activities selected here should be those which encourage oral language responses by the children.)

11:00 - 11:15

2:50 - 3:00

Story, poetry, or music time
(Choice here is dependent upon total week's program. Selection of material and presentation techniques should be based on enrichment experiences which encourage listening skill.)

11:15 - 11:25

3:00 - 3:10

Home-going preparation

11:30

3:15

Dismissal

(The daily time schedule should be adjusted according to the immediate needs of the children and the time schedule of each school center.)

Description of the Multi-sensory Curricular Emphasis:

The Multi-sensory approach presupposes careful planning by the teacher to provide learning experiences which encourage active involvement of two or more of the five senses. Emphasis is on hearing and seeing as it is felt that the child with normal neurological organization learns most through these two pathways. When it is observed that a child does not receive through a particular sense pathway, another or other pathways are emphasized. Careful observations of each child's behavior is important to aid in the selection of appropriate learning experiences.

The following curricular experiences are examples of the multi-sensory emphasis stressed in all preschool activities:

Science: Examine snow. Children go outside and gather snow--
see it, feel it, taste it, smell it (ask children, "Does it

have an odor?" Use simple, brief explanation language.) Under adult direction, place equal amounts of snow in two containers (note volume through oral discussion, measure marks on container, etc.) Bring snow in one container into warm room, watch it melt. Note volume after melting. Leave other container and snow outside on window sill or in refrigerator where it will not melt. Compare container of unmelted snow and melted snow. During this activity there should be a balance of oral communication between the teacher and children. Spontaneous verbal language by children should be encouraged during this and all preschool activity experiences.

Music: Introduce rhythm instruments. Children examine each instrument usually as its sound is made. They are then given an opportunity to manipulate each instrument. Body movements are encouraged as children hear the music of each instrument sing or in combination with other instruments.

Literature: When a story is told or read, pictures (felt, paper, etc.) or real objects are used to identify characters and objects in the stories. Children see and handle these interpretive media and talk about what they have seen, felt, and heard.

Story experiences are also introduced through the use of slides, movies, film strips, puppetry, and recordings, etc.

An attempt is made to give parents of preschool children an introductory experience with similar curricular experiences so that they will know about the activities and can identify more closely with these experiences and repeat these in the home.

Every effort is made to help each child develop a positive and wholesome concept of his physical self. This is aided by the teachers' attitudes of respect, recognition, and consideration of each child and by providing experiences on the walking board and balance board. Through the use of mirrors and pictures (snapshots taken of each child and groups of children) there is opportunity for the child to develop an orientation of himself in "environmental" space. Every aspect of the preschool curriculum takes into account what the individual child needs in order to build up skills for a successful experience in the years that follow preschool.

SEQUENTIAL PICTURE STORY ACTIVITY

"ZOO BABIES"

Specific Objectives

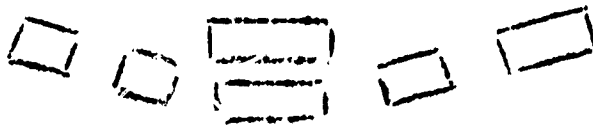
1. Increase vocabulary understandings: zoo, mother, baby bears, zoo keeper, bottle, bottles, two.
2. Develop numerical concepts, emphasizing two.
3. Emphasize proper name concept: Ellen, Reinhardt, Brunetta.
4. Develop auditory listening skills.
5. Encourage sequential story event recall.

Materials

1. Large picture story set "Zoo Babies."
2. Five rest mats.
3. One small kindergarten chair.

Procedure

Place the mats in a semi-circle on the floor with the kindergarten chair facing the mat semi-circle.



The adult sits on the kindergarten chair and asks the children to sit facing her, each child choosing one of the mats to sit on.

The adult tells the children that she has a story to tell them and some pictures to help her tell them what happens in the story.

The "Zoo Babies" picture story is illustrated on a series of picture panels. Be sure that the panels in the set are stacked one behind the other in sequential order: 1 - 8 - 7 - 6 - 5 - 4 - 3 - 2. The backs of the picture panels serve as pages on which the text of the story is written.

The adult holds the picture panels up in full view of all of the children with the pictures facing the children, and the story text facing the adult with story panel #1 nearest the adult when she begins to tell the story. As the story telling proceeds, the adult brings the story panel #2 from the front of the stack, etc., until the final panel #8 has been placed at the back of the stack nearest the teacher.

Sequential Picture Story Activity
"Zoo Babies" (continued)

Narrate the story slowly enough so that the children have time to enjoy looking at each picture. If they make comments at this time, the adult waits until they have finished before continuing with the story. The adult speaks from behind the picture panels, playing the role of an unseen narrator.

After the children have listened to the picture story presentation, encourage recall of picture and story detail by such questions as:

- What is the title of our story?
- How many baby bears did the mother bear have?
- What were the names of the bears?
- What did the zoo keeper bring to the little bears?
- Who drank his milk first?
- Was he still hungry?
- What did Reinhardt do?
- What did mother Brunetta do?

As story recall is encouraged, place the pictures in sequential order from left to right so the children may view the picture story sequence for the second time.

Note: Present the recall procedure according to the child groups' interest span and learning ability level. It may be necessary to retell the story during several succeeding activity periods before adequate story recall is achieved.

LANGUAGE LESSON XIX

Specific Objectives

1. Increase language understandings through sensory experiences: taste, touch, smell, sight, plus auditory.
2. Promote color and shape discrimination.
3. Build vocabulary: fruit, apple, orange, banana, paper bag, paper plate, knife, red, yellow, orange.
4. Encourage meaningful conversation.
5. Promote concept of likenesses and differences.

Materials

1. Two oranges, two apples, two bananas
2. Three paper plates, knife, four paper bags, paper napkins
3. Book The Apple Book, Dick Martin, c1964, ed 1964 (Golden Press)

Procedure

Children are seated in a semi-circle facing teacher.

Previously teacher has placed an apple in a paper bag, an orange in a second paper bag, and a banana in a third paper bag. The remaining fruits are on a paper plate covered by a paper napkin.

Teacher holds up the paper bag with the apple inside it. Asks children, "What is this? (Touches bag. Elicits the correct response, 'paper bag.') There is something in this bag. It is good to eat. (Shakes bag lightly.) Can you guess what it is?" Give such hints as, "it is round, it is crunchy, it is red." Children may guess correctly, "apple." If not, allow one child, then another to reach in and feel the apple. If they still cannot name it, ask the child to reach in and take out what is in the paper bag so that all of the children can see it. Teacher or children name the fruit and teacher repeats, "it's an apple!" Then pass the apple around for each child to feel and smell. Encourage description: round? red? hard? can we hide it in our hands? (Awareness of shape through sensory experience) can we hold it by the little "stick"? etc.

Put the apple back in the paper bag and set it aside.

Repeat this procedure with the orange, with the banana (giving appropriate clues).

Language Lesson XIX (Continued)

Place the three fruits together in plain view on a low table or chair. Together, with the help of the children, name them again. Then help the children to understand that they are all "fruits". Teacher might say, "This is an apple (pointing to apple). You are a boy (pointing to boy). This is an orange (pointing to orange). I am a lady (pointing to self). This is a banana (pointing to banana). (Pause.) All of us (pointing to self and children) are people. Do you know what the apple, orange, banana are? Are they animals? Are they vegetables?" (Accept children's responses and respond appropriately.) If no child knows that the apple, orange, and banana are fruits, tell them, "They are called fruit."

Put the fruits that have been handled aside. Remove the napkin from the fruit on the paper plate. Tell the children, "Now we are going to taste some fruit." Hold up the apple. "Do we need to peel the apple? Can we eat the red part?"

Cut the apple (including the peel) into small pieces and pass on paper plate to each child so the apple may be tasted. Encourage children to describe taste, texture, color. Repeat procedure with orange and banana, pointing out (as you peel them) that these fruits should be peeled before we eat them. Encourage comparison--which fruit is the juiciest? which fruit is the softest? are their peels (skins) different colors? (In order to contrast color, ask the children to look again at the three fruits which have been set aside.)

Finally, hold up the book The Apple Book. Tell the children that "at another time all of us are going to read this book. In it are pictures of the fruits we talked about today as well as other kinds." Later, during this story time, bring out the idea that there are many different kinds of fruit. Encourage children to recall names of the fruit we ate earlier and point out other kinds of fruit on each page. This story activity should follow today's activity within a few days time.

Repeat today's language activities in succeeding language development periods using such fruit combinations as:

- (1) watermelon and canteloupe
- (2) peaches, plums, nectarines
- (3) pineapple
- (4) strawberries, raspberries (or blackberries)
- (5) varieties of grapes
- (6) pears and yellow apples

Contributed by Mrs. Barbara Reinsch, Former Teacher,
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Edited by Bertha Mathews

REST MAT "STEPPING STONE" MOTOR SKILL ACTIVITY

Specific Objectives

1. Develop balance and coordination.
2. Encourage awareness of body parts (feet) in relation to total body schema.
3. Develop numerical concepts.
4. Encourage visual-motor coordination (eye movement and lower limbs).

Materials

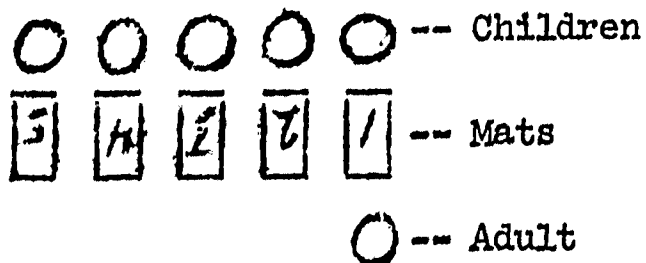
1. Five rest mats

Procedure

Place mats evenly in a straight directional line on the floor, close enough to each other to allow for the normal stride of the preschool child.



Ask the children to stand in a line facing the mats. Adult places herself on opposite side.



The adult tells the children they are going to play a "stepping stone" game with the rest mats.

Adult: "Let's count the rest mats first," (points to each rest mat, in turn) "one, two, three, four, five." Encourage the children to count aloud with adult and be sure to count in the proper direction so that the children will be counting in a left to right direction.

Adult: "Now watch me while I walk across the stepping stones." "They really are mats but we're pretending they are stepping stones." "See I will only put one foot on each one." "Like this." Adult demonstrates and counts as she places, first one foot, then the other, on each succeeding mat as she walks across the line of rest mats. Be certain to go direction wise so watching children see adult go in a left to right direction.

Rest Mat "Stepping Stone" Motor Skill Activity
(Continued)

Adult: "Now each of you may have a turn." Assist children who are having difficulty, by gently guiding child, counting for him if he cannot do this, moving mats closer together.

Repeat this activity in several succeeding activity periods, accepting individual child performance until he can perform the function in the correct manner.

PERCEPTUAL MOTOR ACTIVITY LESSON PLAN

Specific Objectives

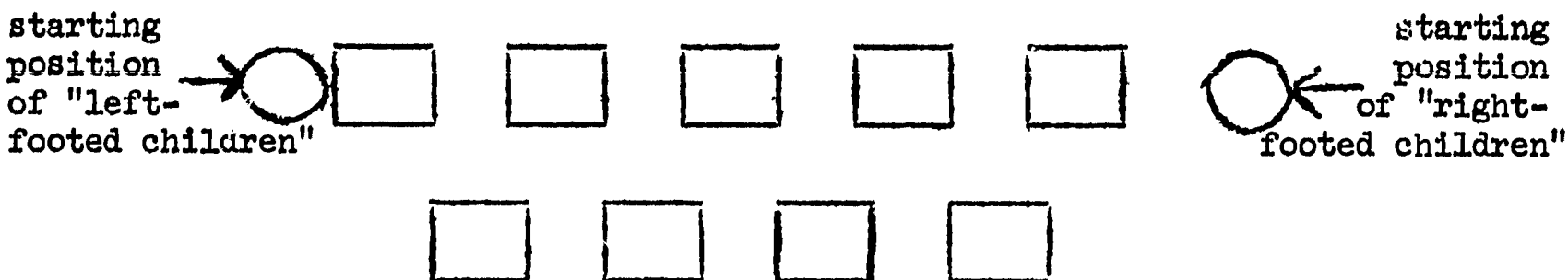
1. Development of visual-motor coordination.
2. Development of spatial perception.
3. Development of figure-ground perception.
4. Encourage children's awareness of body parts (feet) in relation to total body schema.
5. Promote vocabulary development (left, right, step into, on top of).

Materials

1. Nine 5 1/2 x 5 1/2 x 11 Creative Playthings, Inc., hollow blocks

Procedure

First Activity: Place hollow blocks with rectangle board side up in the following "stepping stone" pattern on the floor:



The blocks should be spaced close enough to each other to allow for the normal stride of the preschool child.

During the activity, children with right-footed dominance should start at the end of the block line with the block nearest them directly in front of their right foot. Children with left-footed dominance should start at the end of the block line with the block nearest them directly in front of their left foot. (See results of dominance screening in order to identify children's foot preferences.)

Tell the children that they are going to learn how to play a walking game. Call attention to the position of the blocks. Identify them verbally as "blocks". Adult may ask the children to count them in unison. How many do they see on this side? How many do they see on that side? Total number of blocks?

Tell the children that each is going to take a turn stepping on top of each block-- "like this"--adult demonstrates and as she places feet alternately on top of each block she verbalizes, "right, left, right, left, right, left, right, left, right," or "left, right, etc.," depending at which end she begins the walking procedure. Children should watch from a lateral procedure and should observe procedure visually in a left to right direction.

Perceptual Motor Activity Lesson Plan (Continued)

Say to the children, "Now you may each have a turn." "Can you play the walking game just like I did?" "_____, _____, _____ you may begin at this end." "_____ and _____ you may begin at the other end." "Ready!" "_____, would you like to be the first to play the game?" During the initial experience, children should be encouraged to watch foot placement movement. Help them to verbalize each left or right word as they place their feet, that is, coordinate foot placement movement with vocalization pattern.

First Alternate Activity (during later activity periods): After the children have mastered the above outlined activity procedure, they should be encouraged to walk across the block line without looking at their feet.

Second Activity (during later activity periods): Follow the general instructions for carrying out the first activity but this time place the blocks with open side up. During this activity, the children are instructed to step into each block. As they do this, in turn, the adult encourages them to verbalize, as before, "left, right, etc.," or "right, left, etc."

Second Alternate Activity (during later activity periods): Place the blocks alternately with board side up and open side up. Thus, the children will alternate foot action, stepping into a block, on top of a block, etc. Follow the general instructions outlined in the first activity procedure.

KINESTHETIC-SENSORY LANGUAGE EXPERIENCE LESSON PLAN

Specific Objectives

1. Develop ability to discriminate hard and soft properties of objects through kinesthetic sensory perception.
2. Promote orderly group interaction, especially the concept of taking turns.
3. Identify objects with correct verbal name labels.
4. Develop specific vocabulary: hard, soft, paper bag, wooden block, marble, sock, cotton, feel, inside, box.
5. Develop numerical concept (four).

Materials

1. One storage box
2. Four small paper bags
3. Four rubber bands
4. One each: wooden block, marble, sock, cotton.

Procedure

Seat the children in a comfortable semi-circle on chairs. Adult should seat herself facing children with storage box at hand on a nearby table.

Lift the closed storage box from the table and call the children's attention to it. Inside of it are the four paper bags (each bag contains one of the objects to be used later in the "feeling" experience; each bag is closed by means of a rubber band).

Encourage verbal communication. "What do you think is inside this box?" Discuss answers. "Now, we will look inside the box." "What do you see?" Ask the children to help count the paper bags (in unison with adult: "one - two - three - four").

Remove one of the bags and hold it up for the children to see. Shake it gently. "Listen, something is inside this bag." "What is it?" "Would you like to find out what is inside?"

Explain "feeling" procedure to children: "feel object by reaching inside bag without peeking at or rattling the object." Explain that each child will have a turn, first (child's name) and then (child's name), etc. Name each child so they will know when their turn is to take place.

Hold bag near first child, slip off rubber band so child's hand can be inserted. Adult holds onto bag and cups her (his) own hand around neck of bag to prevent

Kinesthetic-Sensory Language Experience Lesson Plan (Continued)

child from withdrawing object. As child feels object, adult asks, "Does it feel hard or soft?" "What do you think it is?" (Keep discussion brief so other children won't have to wait too long for their turn.) Encourage verbalization on part of child as he feels object.

After all of the children have had a turn feeling and guessing, take object out of bag and show it to the children. Pass the object around the group so that each child may feel as he looks at object. As the object circulates, adult may repeat, "This (object name) is hard (or soft)." After object has circulated, place object back in paper bag.

Repeat procedure until all four "feeling" bags have been explored.

At this point, remove objects from the paper bags and place them on the table. Ask the children to leave their seats and stand near the table. This will allow for a change in body posture and may facilitate attention span. Let children pass objects around and feel and look at each once more.

Then give each child a turn to hold:

1. one hard object in each hand, simultaneously
2. one soft object in each hand, simultaneously
3. one hard object in each hand and one soft object in each hand, simultaneously.

Evaluative Considerations

Which children are most verbal? Express selves most freely during guessing period?

Which children are very silent, do not wish to explore?

Is there confusion between the concepts hard and soft?

Is it difficult for certain children to take turns?

Did children repeat guesses of other children or did independent thinking take place?

Did adult articulate vocabulary labels distinctly, especially the ending phonetic sounds? Did children's responses to adult verbal patterning give an indication of this?

Contributed by Mrs. Evelyn Sell,
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Edited by Bertha Mathews

SELF AWARENESS, NAME IDENTIFICATION ACTIVITY

Specific Objectives

1. To focus child's awareness of his own unique name.
2. To promote recognition of name in printed form.
3. To promote closer adult-child relationship.
4. To enable teaching adult to identify children correctly by name as she conducts group activity.

Materials

1. Stand-up name cards with each child's name printed on both sides (in large manuscript printed alphabet symbols).
2. Name card on which is printed adult's name

Suggested Procedure

Adult holds name cards in hands as she sits before children who are seated in a semi-circle in front of adult.

Adult: "We're going to do some things together today but we need to know each other's names first. My name is _____." Holds up name plate.
"I'm going to put my name card right here by my chair. (Places name card so that child can see printed name label.)"

Adult now holds up a child's name plate, "Whose name is this?" (Pause.) If the child whose name card is displayed does not recognize his name, adult comments, "This printed name is _____." "Whose name is _____?" Places name card in front of child whose name is the same as that on the name plate.

Proceed in a similar manner until each child has his name plate in front of him.

As group activity proceeds, the adult can identify and direct conversation toward individual children and identify each child correctly by name by glancing at printed name on back of stand-up name plate.

Children may later take turns bringing their name cards back to adult.