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ABSTRACT

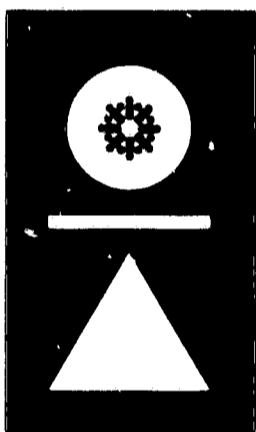
The purpose of the project evaluated in this report was to furnish supplementary educational and clinical services to disadvantaged children from nonpublic schools. Services were also furnished to those children who were mentally retarded, or visually or acoustically handicapped. Specific objectives related to the characteristics of those children were to improve classroom performance in reading beyond usual expectations, to improve self-image, to increase expectations of school success, and to improve average daily attendance. Evaluation procedures of the project included examination of school records, interviews with school administrators, attendance of speech therapy and remedial instruction classes, and interviews with project supervisors and with parents of enrollees. Findings of the study are considered to justify the conclusion that all project objectives have been advanced to the extent possible within the limits of the operational period. Recommendations included: continuance and recycling of the project on a full-year program basis, institution of a follow-up study, recruitment of personnel with a background of handling the handicapped, continuance of education of parents about the program, and continuance of use of personnel from disadvantaged areas. (RJ)

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**Evaluation of
ESEA Title I Projects
in New York City
1967-68**



Project No. 2068

**PROGRAMS FOR
HANDICAPPED CHILDREN
IN NONPUBLIC SCHOOLS**

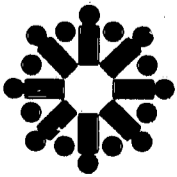
by Sam Duker

December 1968

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PROGRAMS FOR HANDICAPPED CHILDREN
IN NON-PUBLIC SCHOOLS

Sam Duker

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1967-68 school year.

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Educational Research Committee

December 1968

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CHAPTER I

DESCRIPTION OF THE PROJECT

The purpose of this project was to furnish supplementary educational and clinical services to disadvantaged children enrolled in nonpublic schools. These services included remedial reading, speech correction, guidance, and psychological help. All these services were furnished to children who, in addition to being educationally handicapped, were also handicapped in other ways. The additional handicaps included mental retardation, visual limitations, and hearing difficulties. In addition to the services furnished, educational equipment and materials, in limited quantities, were also made available to the non-public schools, on a loan basis.

This project was a short term one, running from February 1, 1968 to June 30, 1968. All personnel taking part in the project were engaged, paid, and supervised by the New York City Board of Education.

The program objectives or purposes were listed in the Board of Education's proposal as follows:

"to provide clinical and educational services to handicapped children in order to:

1. develop the residual powers of the handicapped child;
2. broaden the horizons of the handicapped child;
3. develop awareness on the part of teachers, parents, and community of the needs of handicapped children; and
4. to develop and improve techniques in the education of the handicapped child."¹

The project objectives related to characteristics of these educationally deprived children aimed:

"To improve classroom performance in reading beyond usual expectations.

"To improve the children's self-image.

"To increase their expectations of success in school.

"To improve the children's average daily attendance."²

¹Project Proposal under Title I, ESEA, submitted to the University of the State of New York, The State Education Department, January 24, 1968 - p.1

²Ibid., p.4

Again, in the Board of Education document, the objectives of the program were set forth in more detail as follows:

- "1. To develop the residual powers of the handicapped child to the maximum level through educational and clinical services so that he can better function in school, at home, and in the community.
2. To broaden the limited horizons of the handicapped child through programs of cultural enrichment and visits to places of historic and civic interest.
3. To develop awareness and understanding on the part of teachers, parents, and the community, as to their role in meeting the needs of the handicapped, through programs of individual and group counseling.
4. To adapt school settings, methods, materials and equipment to the special needs of the handicapped pupil."³

This project, under the terms of Title I of the Elementary and Secondary Education Act, was limited to "educationally handicapped children." All children attending nonpublic schools in locations which were within socioeconomically deprived areas were deemed to fall within this definition. Therefore, the criterion for the selection of children to be aided by this project for the educationally handicapped was the geographical location of the school they attended.

HANDICAPPED CHILDREN

"Handicapped" as used in this project refers to children who are either mentally retarded, visually handicapped, or acoustically handicapped.

Mentally Retarded Children

Mentally retarded children may be defined as children whose development in the area of intellectual growth is significantly below normal. The decision to classify a child as a member of this group was made only after examination by trained psychological personnel and after administration by such personnel of individual tests of mental ability such as the Stanford-Binet or the Wechsler-Bellevue. It is a basic educational premise that some mental retardates who do not suffer gross impairments can acquire, under proper conditions and with appropriate teaching, sufficient knowledge and ability in academic areas to apply these skills in useful ways. The objective in teaching mental retardates is to help them become socially adequate and economically self-sufficient adults insofar as that is possible in each individual case.

³Ibid., p.7

Acoustically Handicapped Children

Children with impaired hearing of various degrees of severity have handicaps as a result of this impairment which go beyond mere difficulty with hearing. They are handicapped from a communication standpoint. They talk differently and have difficulty in understanding what is said, even when they hear it, as well as difficulty in speaking and writing.

Visually Handicapped Children

Visually handicapped children with residual vision can read specially prepared materials in large type. Experience has shown that blind and other visually handicapped children can be integrated into normal school life. Such children need special tutoring and other assistance to enable them to adjust to such integration.

Schools Where Services Were Rendered to Handicapped Children

Archdiocese of New York

Sacred Heart 456 52 Street New York, N.Y. 10019	One class of 14 mentally retarded
St. Paul the Apostle 124 West 60 Street New York, N.Y. 10023	One class of 15 mentally retarded
Our Lady of Lourdes 468 West 143 Street New York, N.Y. 10032	One class of 14 mentally retarded
St. Rose of Lima 517 West 164 Street New York, N.Y. 10032	One class of 15 mentally retarded
Immaculate Conception 378 East 151 Street Bronx, N.Y. 10455	Two classes (total enrollment 36) mentally retarded
St. John Chrysostom 1144 Hoe Avenue Bronx, N.Y. 10459	One class of 13 mentally retarded

Diocese of Brooklyn

St. Joseph's 685 Dean Street Brooklyn, N.Y. 11238	One class of 20 mentally retarded
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St. Francis de Sales School
for the Deaf 103 acoustically handicapped
701 Carroll Street
Brooklyn, New York 11215

Itinerant Program for the Blind 16 blind children in 12 schools

Hebrew Day Schools

Brooklyn Hebrew School
for Special Children 59 mentally retarded and
3044 Coney Island Avenue emotionally disturbed
Brooklyn, N.Y. 11235

Hebrew Academy for Special Children--
Children of Retarded Mental
Development 23 mentally retarded
4716 18th Avenue
Brooklyn, N.Y.

Yeshiva Institute for the Hard-of-
Hearing and Deaf 20 acoustically handicapped
2115 Benson Avenue
Brooklyn, N.Y. 11214

NATURE OF SERVICES PROVIDED BY PROJECT

The services provided by this project may be classified as psychological and pedagogical. Clerical workers were also provided to assist the professional staff.

Psychological

Psychological services in the project were provided by psychiatrists, school psychologists, guidance counselors, and social workers.

Pedagogical

Pedagogical services were provided by remedial reading teachers, health education teachers, speech therapists, and teacher assistants.

SERVICES FURNISHED

In the Archdiocese of New York, the personnel allotted to the project consisted of two social workers (196 days), two remedial reading teachers (98 days), two health education teachers (196 days), two speech improvement teachers (196 days), two guidance counselors (50 days), two school psychologists (50 days), seven teacher assistants (2800 hours), and one typist (200 hours).

In the Diocese of Brooklyn, the allotted personnel consisted of one social worker (60 days), two psychiatrists (10 days), two remedial reading teachers (200 hours), two speech-improvement teachers (one full-time and the other two days a week), two guidance counselors (one full-time and one 20 days), four school psychologists (65 days), two educational assistants (800 hours), and three typists (one full-time and two for 400 hours).

In the Hebrew Day School the allotted personnel consisted of one social worker (50 hours), three remedial-reading teachers (120 days), and four speech-improvement teachers (160 days).

All personnel assigned were licensed for their respective positions by the Board of Education.

Supplies and Materials

In addition to the services described, certain equipment and supplies were furnished to the nonpublic schools on a loan basis as provided for in the ESEA. This equipment included such items as sound projectors, tape recorders, overhead projectors, phonographs, film strip projectors, etc.

Evaluation Design

This evaluation project was undertaken by the same director and team of professionals who evaluated Project 17 "Speech Therapy for Disadvantaged Pupils in Nonpublic Schools." Accordingly, many of the same evaluative procedures and instruments were utilized in the evaluation of these programs for handicapped pupils in nonpublic schools. They will be described briefly in this study and the reader who is interested in greater detail is urged to consult the evaluation of Speech Therapy.⁴

This study used as a basis for its evaluation the five categories of criteria, outlined in a recent publication,⁵ according to which the success or failure of a program may be measured. These were: effort (the quantity and quality of activity); performance (assessment of results); adequacy of performance (effectiveness in terms of total need); efficiency (relative worth compared with possible alternatives); and process (how and why a program does or does not work). In the section on Findings, the results of this evaluation are presented in terms of each of these categories of criteria.

⁴Sam Duker, Speech Therapy for Disadvantaged Pupils in Nonpublic Schools (New York: Center for Urban Education, December 1968)

⁵Edward A. Suchman, Evaluative Research (New York: Russell Sage Foundation, 1967)

CHAPTER II

EVALUATION PROCEDURES

In order to measure the overall effectiveness of the programs being evaluated, the following procedures were employed:

Observations

A team of four experienced members of the faculty of the Brooklyn College Department of Education carried out a series of school observations at various times during April, May, and June. All but three of the 11 schools involved in this project were visited. The observers spoke with and interviewed the nonpublic school administrator, examined samples of available school records, and attended sessions of speech therapy and/or remedial reading instruction. They also examined the records of these teachers and interviewed them concerning their procedures and activities. Because, in almost all cases, reading teachers and speech therapists were assigned to a given school on different days of the week, it was not possible in those schools, for the observers to visit and interview both the reading and the speech teacher during the observational visit.

The evaluators were instructed to observe the activities carried on related to this project and to report on procedures used and on their assessment of the degree of effectiveness of these procedures. Observers were given the option of filing a written report or of dictating an oral report on tape. Both types of reports were analyzed and evaluated by the evaluation director. In cases of ambiguity of any kind the observer was called on for clarification.

Examination of Records

Records kept by public-school personnel working on this project at the nonpublic schools were examined and evaluated, when available.

Interviews with Board of Education Project Supervisors

The two supervisors assigned to this project by the Board of Education were consulted and interviewed. Their cooperation with this evaluation was outstanding and all information requested was furnished promptly.

Interviews with Parents

One of the principal thrusts of this evaluation was the interviewing of parents of the children involved in this project. These interviews were designed to ascertain the extent of parents' awareness of: 1. the existence of the program; 2. the fact that this was a program carried on by New York City Board of Education personnel assigned to the nonpublic schools; 3. the fact that this project was supported by federal funds;

4. the purposes of the program; 5. the procedures employed in carrying on the program. The interviews also sought to measure: 6. the extent to which individual parents had come into personal contact with the program through visits with, or other communication with, the Board of Education personnel; 7. the extent to which parents were cooperating with the program by carrying on activities with their children that were recommended by Board of Education personnel (e.g. helping children practice speech sounds, helping children with their reading, following the advice of psychological personnel, etc.); 8. the extent to which parents were aware of the disability of their child and of the purposes of the services being furnished by this project; 9. the parents' opinions concerning improvements made by their child as a result of these services; and 10. awareness of duration of the program.

A number of decisions had to be made about the manner in which these interviews were to be conducted. There were obvious choices as to: 1. personnel to conduct interviews; 2. the population to be interviewed; 3. the structure of the interviews; 4. the means of making a record of the contents of the interviews; and 5. processing of the interview protocols.

After due consideration the following decisions were made:

Personnel to conduct interviews. It was felt that more meaningful information would be gathered from parents by nonprofessional personnel than by interviewers of professional standing. It was further felt that information would be more readily forthcoming if the interviewers were members of the same kind of community as the one in which the interviewees resided. An additional aim was to involve the community in the evaluation whenever possible. Interviewers were therefore recruited from the neighborhoods in which the nonpublic schools participating in their project were located. The same four interviewers and the same procedures for their training and supervision were employed as in the evaluation of the Title I project, "Speech Therapy for Disadvantaged Pupils in nonpublic Schools."

Parent population to be interviewed. It was decided to obtain from the nonpublic schools liaison coordinators the names of parents of participating children, and to select for interviews those who could be contacted by telephone and with whom interview appointments could be made. This would eliminate those who preferred not to be interviewed.

The coordinators for the Brooklyn Diocese and for the Hebrew Day Schools were most cooperative and helpful in furnishing such lists of parents. The coordinator for the Archdiocese of New York (Manhattan, the Bronx, and Richmond) promised to furnish such lists, but unfortunately, the names were never furnished. As a result, the sample population interviewed did not have any representatives of parents of children in the participating schools in the Archdiocese of New York. The sample interviewed, however, was a substantial one consisting of 110 parents (of 125 children out of a total of 241 children enrolled in this project) in the Diocese of Brooklyn and in the Hebrew Day Schools.

Structure of interviews. Interviewing procedures can be highly structured, consisting of a scale of questions which are to be uniformly asked of all interviewees, or they can be nonstructured, open-ended, and nondirective. In this study it was felt that greater benefits might be derived from the latter type of interviewing. It was therefore decided that the interviews should not be closely structured, but planned to give the interviewed parents every opportunity to express their true feelings about the project being evaluated, without any formal standardized questions.

Means of recording information gathered in interview. It was decided to use portable tape recorders to make a record of parent responses. This, of course, eliminated interviewer bias in recording and interpreting responses, and avoided the necessity of written reports by interviewers. As part of their training, yet to be described, interviewers were instructed not to insist on the use of the tape recorder if there was any objection on the part of the parent. About five per cent of the interviewees expressed such an objection and, in these cases, the interviewer recorded her summary of the interview after leaving the parent.

Processing the interview protocols. Anticipation that there might be considerable difficulty in extracting information from the tapes was not, in fact, justified except for the investment of time needed to listen to the tapes. Since the interviews averaged from 15 to 20 minutes in length, it required that much time to listen to the tapes and to record the information obtained on a precoded sheet.

Selection and Training of Interviewers

A program was initiated for the recruitment, training, and supervision of interviewers. A member of the evaluation team undertook the assignment of selecting these interviewers from persons living in the communities in which the interviews were to be conducted.

The training of the four interviewers recruited was carried on for a period of three successive days. The training was conducted by a senior member of the Brooklyn College Education Department faculty with the assistance of other professional personnel from the same source. It consisted of five stages:

a. A thorough explanation of the nature of this project, its purposes, aims, and procedures was presented to the interviewers. Questions about it were answered and the understanding of the interviewers was tested by a discussion with them.

b. A thorough explanation was presented about the kinds of information sought to be obtained from the interviewees. Again questions were answered and the understanding of the interviewers was thoroughly probed.

c. The interviewers were given thorough training in the operation of portable tape recorders. This was followed by supervised practice which reinforced the explanations and directions given.

d. Simulated interviews were then conducted by each prospective interviewer using her colleagues as interviewees. These interviews were played back and discussed by the instructor as well as by the interviewer's colleague. This was followed by simulated interviews with "outsiders," largely Brooklyn College faculty members, first in quiet surroundings and later in a busy, crowded, and noisy student cafeteria. Again the tapes were played back and discussed to bring out the shortcomings as well as the merits of the simulated interviews. The last training session was held in the home of one of the interviewers and simulated interviews were held with cooperating neighbors. Again the tapes were played back for the entire group of four interviewers and discussed.

Supervision of Interviewers

The interviewers were called back for several further training sessions after each of the first three full weeks of interviewing, at which time tapes of the actual interviews were played for the entire group and discussed by the interviewers as well as by the instructor and other college personnel who were present.

Very close contact was maintained with the interviewers by telephone after these regular review sessions were terminated.

Interviews with Board of Education Personnel Assigned to Project

Persons assigned to the project who were not seen by the observers during their school visits were contacted by telephone, and whenever possible they were interviewed by appointments made in that manner. Some of these interviews were recorded on tape.

Examination of Nonpublic School Pupil Records

Because this project was not formally begun until February 1, a substantial number of the personnel were not appointed until March, and because nonpublic school classes ended early in June, the nonpublic school records were not found to be of great value. It could not be expected that any benefits derived by pupils from their participation in this program would be reflected within this short period of time, in terms of general academic improvement. If such records did show improved school performance in any respect between September 1967 and June 1968, it would certainly not be justifiable to attribute this improvement to this project. These records are not, therefore, taken into account in this evaluation.

CHAPTER III

FINDINGS AND RECOMMENDATIONS

Nonpublic school administrators, in interviews, stressed the fact that the services provided under this Title I project simply would not have been available to a large number of the children in their school in any other way. A genuine contribution was therefore made to a substantial number of children by this project. The foregoing statement is not to be interpreted as implying that no remedial-reading or corrective-speech services were furnished by the nonpublic schools prior to and during the operation of this Title I project. What this project did was to permit these services to be rendered to a larger number of children; first, by scheduling more children for such remedial help and, second, by reducing the workload of the schools' own remedial teachers, thus allowing them more adequate time for such work with each individual pupil.

The tasks performed by remedial-reading teachers and by speech-improvement teachers in this project were more difficult than usual because of the double handicaps of the children. Not only were the children in need of help in improving their reading and speaking skills, but they were also mentally retarded, acoustically handicapped, or visually handicapped. An unusually high degree of dedication and professional skill was demanded of all concerned, the school administrators, the classroom teachers, and the remedial teachers. One of the findings of this evaluation was that this sense of dedication was found by the members of the observation team in all the groups mentioned.

This was particularly significant in the light of the fact that it proved impossible to recruit and assign teachers who were specially trained in working with mentally retarded children. The success is at least partially due to a series of three orientation sessions conducted by the supervisory staff of this project.

Remedial Reading

The remedial reading teachers recruited by the Board of Education's supervisory staff for this project came from two sources. 1. Some of the teachers were drawn from licensed personnel available for part-time work, for example, retired personnel; and 2. a number of remedial teachers were recruited from among students engaged in advanced graduate work at Teachers College, Columbia University. Both sources of recruitment furnished remedial-reading teachers who were qualified on the basis of training and experience to carry on such work. The idea of drawing on the talents of graduate students who are available for part-time work of this nature was particularly commendable. The teachers so recruited seemed eager to take part in the program and were dedicated in the performance of their tasks. They brought to these tasks not only enthusiasm but also

knowledge of the newest techniques and they could call upon resources at their graduate schools to help in solving any difficult problems. The remedial-reading teachers reported very fine cooperation in all respects from both administrators and teachers in the nonpublic schools.

One difficulty in at least four of the schools involved proper working space in which to conduct the remedial reading instruction. While it is quite understandable that, in a crowded school, there may not be suitable space for an auxiliary activity such as remedial reading, it is recognized that the most effective work possible cannot be done in a place where, as one of the reading people expressed it, "the traffic was very heavy." In other schools, however, suitable space was available and was assigned for remedial reading instruction.

The most serious problem in connection with the remedial reading program was the lack of sufficient, appropriate materials and supplies. This complaint was expressed by all of the remedial-reading teachers interviewed. Appropriate materials are of the utmost importance in the success of a remedial-reading program. Fortunately, the teachers themselves sought and borrowed materials, from various sources, which they then used in the program. This was particularly true of the teachers who were students at Teachers College. While it is understandable that in a program beginning in February there might be some delay in securing appropriate materials and supplies, this was a distinct disadvantage to the teaching process as teachers were forced to spend valuable teaching time in gathering materials.

While the teaching personnel taking part in this phase of the project were well qualified, several of them expressed the feeling that more direct supervision by trained Board of Education personnel would have been helpful to them.

The reading teachers worked with individual children and with small groups of from two to five children. The mentally retarded pupils had very short attention spans, and sessions with them, therefore, had to be scheduled for short periods of time. In at least one instance a remedial reading teacher found it desirable to see an individual child for two short periods of time on the same day rather than for one longer session.

Interviews with the remedial reading teachers disclosed that, with only two exceptions, all established contact with some of the parents of the children being taught by them. Both the teachers and the interviewers expressed the opinion that such contact had resulted in parental cooperation.

The effects of a remedial reading program are difficult to measure in determining whether improvement in reading ability or improvement in reading test results can be attributed to the remedial work. Many other factors

impinge on a child's reading that may contribute to improvement. In the case of a short-term remedial-reading program such as the one under consideration, it would be futile to attempt any objective measure of the effectiveness of the program. All reading authorities agree that the effects of a remedial-reading program are not necessarily immediate but are more likely to be realized over a longer period of time. No finding is therefore made concerning the effectiveness of the remedial-reading instruction in terms of improvement in actual reading ability. The subjective opinions of the remedial-reading teachers and the classroom teachers (as expressed to the members of the observation team) were that the remedial reading had been helpful to the children involved. The long term effects could be more accurately measured and would more meaningfully assess the value of the work done. It is for this reason that recommendation is made later in this section that provisions for follow-up procedures should be included in future projects of this nature.

Speech Correction

Licensed teachers of corrective speech were assigned to this project and supervised by the Bureau of Speech Improvement of the Board of Education. Speech defects ranged from delayed speech, lalling, stuttering, articulatory defects, hoarseness, lisping, and sound substitutions, to the severe speech difficulties of the deaf and partially deaf.

The cooperation of nonpublic school personnel with the speech therapists assigned to this project was reported to have been excellent, in statements made to members of the observation team by the speech therapists; data was readily given when requested, all appointments were kept, appointments were arranged with parents.

The speech therapists wrote to parents of children with whom they were assigned to work, to invite them to individual conferences. Numerous contacts were made by each speech therapist with individual parents and with groups of parents, in an effort to explain the nature and purposes of the speech therapy work and to enlist the cooperation of the parents. This effort was unusually successful according to information gathered in the course of parent interviews and from statements made by the speech therapists.

One problem mentioned in the findings concerning remedial reading was also encountered in the speech correction work -- the matter of space. In a number of schools, the speech teacher had to work in limited space where quiet and privacy were not possible. The failure to assign appropriate space was due to the lack of availability of such space.

The speech corrective work did not commence until March and was concluded in the early part of June. No finding can be made as to the effectiveness of this work in improving speech patterns of the children involved.

It is universally agreed by speech experts that any objective evidence of speech improvement after such a short period of therapy would be spurious. Subjectively, both the regular classroom teachers and the corrective-speech teachers expressed to members of the school observation team the feeling that improvement had been accomplished to some degree. Here, as already mentioned in the case of remedial reading, any true evaluation could only be made in a follow-up study.

Psychological Services

This project made possible important and essential services that would not have been rendered in the absence of the Title I funds provided.

Guidance Personnel

Guidance counselors were recruited from among graduate students specializing in guidance at Teachers College, Columbia University. The usual functions of a guidance counselor were carried on with the children involved in the special classes, but the main focus, in this project, was on those children who were about to leave the nonpublic school and transfer to a public junior high school. A number of serious problems confronted those youngsters and their parents, and most of the time and energy of the guidance counselors were devoted to helping with solutions to these problems. First of all, to some extent, the impending transfer to a public-school situation represented leaving a sheltered situation to which the retarded child had grown accustomed and in which he felt secure. Secondly, the matter of selection of the school to transfer to, while partially dictated by geographical considerations, was also one requiring parental decision. Thirdly, difficulty was sometimes experienced in securing placement in a special class since many of these children could not function in regular classes. The function carried out by the guidance counselor was to counsel with the retarded child and his parents to allay any misgivings and concerns by presenting a realistic view of the situation, to investigate placement possibilities, and to secure the cooperation of public-school authorities, specifically the CRMD division, in placing the child in an appropriate special class. These tasks involved advance visits to the public junior-high schools to which the children might be assigned and telephone conversations with the CRMD division of the New York City Board of Education.

No objective measure of the success of such a program of guidance is possible but, based on the subjective evidence available from parent interviews and school observations, this program was successfully and effectively carried out.

The guidance program, carried on by each counselor, on an itinerant basis in a number of schools, for blind and visually handicapped children

dealt with the usual guidance problems and with those special guidance problems associated with visually handicapped children. A counselor was assigned to this task on a five day week basis. Here again no objective evidence (in terms of accurate records kept by counselors) exists for the measurement of the effectiveness of the program, but the subjective evidence available from parent interviews and school observations supports the finding that this task was effectively carried out with benefit to the children involved.

Once again it is necessary to mention the handicap imposed by the lack of suitable and adequate space. In one instance it was necessary for the guidance counselor to counsel with children in the back of the classroom in which they were enrolled, while the rest of the class went on with its regular work. This is hardly an environment conducive to the best counseling situation.

FINDINGS CONCERNING CLERICAL SERVICES

Typists who were assigned to this project performed many clerical tasks which ordinarily would have been added to the teaching burdens of the nonpublic school staff. Obviously, therefore, this extra help contributed to teaching time. Particularly notable was the preparation of large type reading and instructional material for the visually handicapped children which was carried on at the headquarters of Catholic Charities under the supervision of one of the teachers, using one full-time and one half-time typist.

Equipment

The equipment listed in the proposal that was placed in the non-public schools on a loan basis, while inadequate, was of assistance to the staff of the respective schools and also to the auxiliary personnel provided by this project. The need for equipment of an educational nature was not fully met by this project, but the equipment provided "on loan" helped in meeting existing inadequacies.

PARENTS' KNOWLEDGE AND UNDERSTANDING OF PROJECT

An analysis of the tapes made of the interviews held with 110 parents of 125 children involved in this program revealed the following information concerning parent's (usually the mother's) information about the programs included in this project:

TABLE I

RESPONSES OF PARENTS OF CHILDREN IN PROGRAMS
FOR HANDICAPPED CHILDREN IN NONPUBLIC SCHOOLS

(N = 110)

Parent Response or Awareness of:	Affirmative Response	Negative Response	Don't Know	Other
1. Existence of program (e.g., guidance, speech improvement, or remedial reading)	88	22		
2. Personnel assignment by N.Y.C. Board of Education	66	44		
3. Program financed by federal funds	31	79		
4. Purposes of the program involving their own children	80	30		
5. Procedures employed in carrying out particular program	63	47		
6. Personal meeting or communication with Board of Education personnel	38	72		
7. Parents' cooperation (e.g., helping children with homework, etc.)	44	5	56	5
8. Awareness of child's disability and purposes of project's services	95	15		
9. Opinions concerning child's improvement due to services	80	14	12	4
10. Duration of program	73	37		

There seems to be ample justification for the finding that both public- and nonpublic-school personnel engaged in this project have succeeded in sharing information concerning most aspects of the program with the parents.

FINDINGS CONCERNING ATTAINMENT OF PROGRAM OBJECTIVES

The previous findings justify the conclusion that all the objectives stated in Chapter I, "Description of the Project," have been advanced to the extent possible within its limited period of operation. Obviously none of them were, or could have been, fully attained within this period of time.

SUMMARY

The above findings have attempted to answer the questions posed in the first part of the "Evaluation Design."

1. Effort. A description has been given of what was done in the project. The above findings also assess "how well it was done."

2. Performance. The findings show that while the brief span of time involved made it impossible to obtain valid and reliable objective evidence concerning the changes occurring as a result of this project, all subjective evidence points to the attainment of change in a positive direction.

3. Adequacy of performance. The size of the group of children chosen as subjects for this project was an appropriate one. The services would have been spread too thinly had the group been substantially larger. If the group selected had been substantially smaller, services might have been withheld from children in need of them.

4. Efficiency. Given the realities of the situation, it can fairly be said that the various programs "did work." The findings point out some of the ways in which they might be improved.

5. Process. The above findings and the recommendations below are intended to throw light particularly on the "how" and the "why" of successes and failures of programs in this project.

RECOMMENDATIONS

1. This project has sufficient educational value to justify its continuance and recycling. Services provided by this project do not duplicate services presently available. Services recommended are essential rather than merely peripheral, and would serve a population that is in great need of them.

2. Any continuation of this project should be on a full-year basis. On a full-year program, the evaluative procedures should commence simultaneously with the beginning of the project itself. The need for securing

base-line data, on which to base judgments as to the effectiveness of the program would be more likely to be met if this recommendation were carried out.

Base-line data in the form of diagnostic tests and procedures should be acquired. Against such data, the effectiveness of the project could be measured on an objective basis at the end of the school year by the administration of comparable diagnostic and test instruments.

3. The important guidance aspect of this program in dealing with the alleviation of adjustment problems of children transferring to a public school situation requires a follow-up study of these children. The follow-up study should be provided for in the initial plan of the project.

4. An effort should be made to recruit personnel with a background of training and experience in working with and teaching handicapped children. A source for recruitment of such personnel is the student body of the various graduate schools in the metropolitan area. With advance planning, feasible in a program operating over an entire academic year, it should be possible to obtain personnel with specific training and experience in the area needed, by publicizing the needs to be met in advance of the beginning of the project. Liaison might be profitably established between the supervisors of the Title I project and graduate faculty members who are teaching courses having to do with the specific populations who are subjects of this program.

5. The supervisory aspects of the program should be strengthened to assist those on the professional staff who have not had specific training or experience in working with and teaching the particular kind of handicapped group to which they will be assigned. Additional supervisors should include specialists in the areas involved.

6. A close liaison should be established with the various bureaus of the Board of Education relevant to this project so that their resources of experience and knowledge might be more effectively drawn on by personnel engaged in this project.

7. The remedial-reading teachers should be provided with materials suitable for use in fulfilling the tasks assigned to them. While it was commendable that a number of remedial-reading teachers invested the time and effort to collect such materials themselves from a variety of sources, these materials should be provided as part of the project.

8. The effort to acquaint parents with the nature, purposes, and procedures of the various programs in this project should be continued and extended. As has been pointed out in the findings, the knowledge of the

parents about various aspects of this program was remarkably good considering its short duration. Additional effort in this direction should be beneficial and tend to increase the effectiveness of the project.

9. The use of personnel recruited from the disadvantaged areas in which these projects are carried on to assist in the evaluations should be continued, including appropriate training and supervision.

APPENDIX A

Staff List

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