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ABSTRACT

During 1971-72, the State of New York was allotted $193,459,929 for Title I, Elementary Secondary Education Act projects for children in low income areas to be conducted by local education agencies. The State initiated the effort to meet the educational needs of disadvantaged learners. This report describes the nature of the target population by such factors as grade intervals, degree of deficiency, ethnic origin, demographic considerations, etc. Included also are descriptive statistics addressing the types and numbers of staff, the means by which students are selected, the degree to which compensatory education teachers and paraprofessionals receive inservice training, and the relationship of Title I funded activities with other sources of categorical aid. The larger portion of the report concentrates on the degree to which treatments, formulated according to approved district proposals, were implemented. The focus of the report is on the degree to which specific objectives in the basic skill areas of instruction were achieved. Therefore the overriding question surrounding compensatory aid is: Is there evidence that educationally disadvantaged learners achieved more growth in basic skills than would have occurred if the Title I dollars had not been expended on remedial treatments? (Author/JM)

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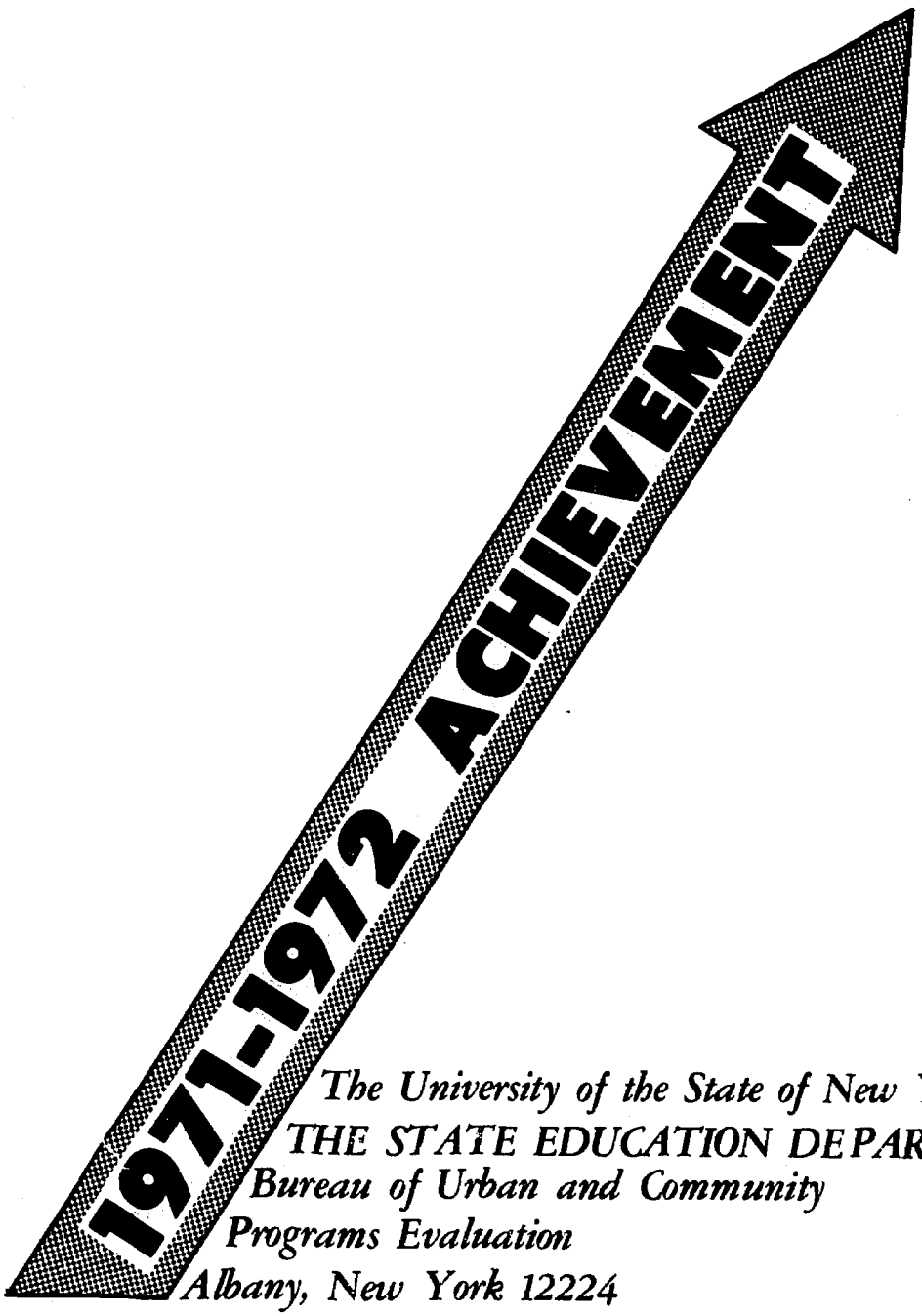

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
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TABLE OF CONTENTS

LIST OF TABLES

LIST OF TABLES (CONT.)

LIST OF ILLUSTRATIONS

LIST OF ILLUSTRATIONS (CONT.)

LIST OF APPENDICES

FOREWORD

The 1971-72 Annual ESEA, Title I report conforms to requirements set forth by the Office of Education providing for an annual narrative and statistical summary of the Title I effort in each state.[1/] The report includes descriptive statistics involving means, medians, and modes from a statewide vantage point. Because the variability of projects in phases of development, implementation, and evaluation was so extensive, the report contains references to selected projects to illustrate the general by means of the specific. The major task of collating and summarizing the 150,000 items contained in the district (LEA) reports was ably handled by Jean Zuk and David McAnulty under the supervision of George A. Cronk, Jr. Mrs. Zuk and Mr. McAnulty, selected for their specific experience in data compilation and synthesis of germane commentary, were employed by the Department for the preparation of this report.

It is common knowledge that parental objections and political pressures have prevented the random assignment of pupils to treatments and control groups, thereby preventing evaluators the clearest means for the examination of treatment effectiveness. Pupil behavioral outcomes are, however, the central issue in this report and are interpreted in a fashion to be used as indicators of effectiveness. Districts with effective treatments are named, although there is no attempt to make comparative statements (Is treatment A more effective than treatment B?) or explanatory statements (To what degree do factors in treatment A interact to yield growth?) at this time. The fundamental reason for this void of knowledge

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1/ "ESEA Title I Program Information #341 DCE/PSB" in accordance with P.L. 89-10 as amended, Part D-General Provisions, Section 142 (a) (b).

concerning comparative and explanatory results are associated with the uneven implementation of remedial treatments at the building level. In some cases, the control (and thereby, uniformity) of implementation was almost nonexistent. Consequently, the report is fraught with cautions against generalizations. Despite the warnings, the empirical evidence in achievement may lead the reader to at least one generalization: ESEA, Title I treatments as conceived now are effective under some reproducible conditions for some disadvantaged learners.

The assembly of the report is the result of several efforts working in unison. In addition to those mentioned on the Regents page, and in the Foreword, Eileen Kelly, who provided the final edit, was supported by Genevieve Pallone, Deborah Appio, Margaret Hasselwander, Nancy McCagg, Charlotte Jewett (of the Division of Education for the Disadvantaged), Ella Patterson, and Christine Pratt in the production of this work.

CHAPTER I: EXECUTIVE SUMMARY

During fiscal year 1972 (the 1971-72 school year and the summer that followed), the State Education Department approved 871 ESEA, Title I projects that were conducted in 675 districts. Of the 723,327 participants that were served by these projects, 391,518 were reported to have received instruction in reading. The State allocation of $193,459,929 to local education agencies purchased the full time equivalent of approximately 12,340 teachers; 2,490 support services professionals; 18,722 paraprofessionals; and 2,000 supervisory or administrative personnel for pupils in low income area target schools.

Because treatments, particularly in the basic skill areas, have been sponsored under ESEA, Title I for approximately 6 years, by 1971-72, 78 percent of the projects were reported as having been refined and implemented prior to the 1972 fiscal year. As such projects were refined, services were concentrated on fewer pupils (over two hundred thousand fewer participants than in fiscal 1971) with expenditures in such basic skills as reading and mathematics rising sharply from 31 percent in fiscal 1971 to 42 percent in fiscal 1972. The findings with regard to numbers of pupils serviced as well as the increased expenditures for basic skill learning activities were anticipated in light of the State mandated priorities.

Statistically, the ESEA, Title I student was most frequently urban, black, and disadvantaged in reading achievement by at least 1 year. He was selected for treatment on the basis of his score on a norm referenced achievement test. If he participated in an elementary school project in a reading treatment such as those described in Chapter 9 or Appendix D, he achieved 13 months' growth in a 10-month school year (which was 7 months

more than he would have attained without the activities supported by supplementary funds). If the student received an effective mathematics treatment, he would have achieved at a rate of 1.6 per month of instruction, thereby closing the gap in achievement to his more advantaged peers by .6 for each month of instruction. Effective treatments were found in both public and nonpublic schools.

Seventy-six percent of the districts designated reading as the single largest instructional component in projects, although the cumulative expenditures for reading activities, when constrasted with expenditures for all other instructional components, revealed that instruction in reading amounted to only 36 percent of the total expenditures devoted to instruction.

The sharp decline in the number of participants in fiscal 1972 was accompanied by a corresponding decline in expenditures for administration (down over 2 percent in the same period). Support staff, too, declined in categories of professionals related to nondirect instruction (especially in pupil personnel services) described in Chapter V. Approximately 40 percent of the staff employed in the projects received inservice training. Over 10,000 district representatives (lay, including parents), were reported to have participated in planning the 770 projects for which district completed reports were available.

The State, upon reviewing the achievement data for a sample of 50,210 remedial reading target youngsters, and funding comparable success in mathematics and English as a second language components, was encouraged by the efforts at both state and local levels to meet the needs of educationally disadvantaged learners. Cumulative evidence of the existence of

successful treatments in basic skill components is becoming so overwhelming, that future directions in categorical program policy point to increased efficiency as a growing management priority.

CHAPTER II: OVERVIEW

During 1971-72, the State of New York was allotted $193,459,929 for ESEA, Title I projects for children in low income areas (Part A) to be conducted by Local Education Agencies. The State initiated the effort to meet the educational needs of disadvantaged learners both within the realm of Public Law 89-10 as amended, through the regulations, and through the priorities assigned by the Regents and leadership in the State Education Department. ESEA, Title I money was "targeted" to specific areas of instruction, for specified youngsters with identified needs, in specific buildings. The expenditures were made to provide instruction to compensate for achievement that did not occur in regular classroom activities funded by tax levy monies. Where students were identified as needing additional help (through a needs assessment of economic and educational disadvantagement) Title I projects resulted in corrective approaches, frequently tutorial in nature. Where students had reached a learning impasse, because the regular classroom methodology simply did not work, more sophisticated and usually more expensive treatments were designed.

The report describes the nature of the target population by such factors as grade intervals, degree of deficiency, ethnic origin, demographic considerations, etc. Included also are descriptive statistics addressing the types and numbers of staff, the means by which students are selected, the degree to which compensatory education teachers and paraprofessionals receive inservice training, and the relationship of ESEA, Title I funded activities with other sources of categorical aid. The larger portion of the report concentrates on the degree to which treatments, formulated according to approved district proposals, were implemented. The focus of

the report is on the degree to which specific objectives in the basic skill areas of instruction were achieved. Therefore, it is in Chapter IX that the overriding question surrounding compensatory aid is addressed: Is there evidence that educationally disadvantaged learners achieved more growth in basic skills than would have occurred if the 193,459,929 ESEA, Title I dollars had not been expended on remedial treatments?

The following definitions of economic and educational disadvantagement are presented so that the position of the Department in setting four goals are clarified.

Disadvantagement

The Federal government established an exact formula for the designation of attendance areas as economically disadvantaged. The State of New York delimited the eligibility of individual pupils with reference to educational disadvantagement.

Economic Disadvantagement. School buildings became eligible to contain ESEA, Title I services when a "sufficient concentration" of children from low income families attended such buildings. The determination of a "sufficient concentration" was made by (1) surveying data from the U.S. Census of Population and Housing and/or Aid to Families with Dependent Children (AFDC), (2) computing an average percentage of children from low income families, (3) computing an average percentage of children from such families, and (4) ranking each attendance area according to the percentage and number of children from low income families. Those schools that fell above either districtwide average (percentage or number) were eligible. All children in an eligible building were eligible for services provided by ESEA, Title I.

Because ESEA, Title I money also followed economically disadvantaged children into the building, children attending (1) private schools, (2) open-enrollment schools, (3) institutions for the handicapped, (4) institutions for the neglected, and (5) institutions for the delinquent brought certain ESEA, Title I funded services with them.

Educational Disadvantagement. Studies (Coleman, Jencks) of pupils have shown an association between low achievement on norm referenced tests in reading with low income family status. The State and Federal governments specified that pupils who were to be served by ESEA, Title I treatments, should be certified as "educationally disadvantaged." The criterion for validation of educational disadvantagement in reading was a pupil's score on a norm referenced test in reading. For example, a pupil in the fourth grade who achieved a reading score of second grade, 1 month (2.1 grade equivalent units) in September was 1 year, 9 months behind the average fourth grade pupil, and thus, educationally disadvantaged.

Educational disadvantagement was the raison d'etre for designing remedial treatments funded by ESEA, Title I. To address the kind and degree of educational disadvantagement, districts were mandated to conduct a needs assessment, to reveal the academic areas for which remedial activities were indicated, as well as the distance from the norm that a target group of educationally disadvantaged pupils were located. New York State, through its annual Pupil Evaluation Program (PEP) statewide testing program in grades 3, 6, and 9, provided each district with an indication, by building, of the relative achievement in reading and mathematics that existed. When a large percentage (more than a quarter) of the pupils in a grade in a particular building scored below the 23rd percentile on either

the PEP mathematics or reading tests, such pupils were described as being educationally disadvantaged in a specific subject matter area (e.g., reading, mathematics). The need for a remedial treatment was thereby established. If ESEA, Title I is to be judged effective in New York State, then activities funded by ESEA, Title I should result in a decrease in the educational disadvantagement of learners (largely from low income families) who were treated according to their established academic needs.

Program Office Goals.

The experience of the State with categorical aid programs based upon the New York State evaluation reports of previous years and similar evidence from comparable sister states indicated that ESEA, Title I projects could not be expected to provid^ all necessary supplementary services for all eligible youngsters given the partial funding level of the allocations. When scarcity exists, priorities are established. The following four goals reflect the Department's priorities.

Goal #1

Expenditures of ESEA, Title I monies should be devoted to meeting the needs of disadvantaged learners in reading and other basic skills.

In July, 1971, the position paper by the Regents was explicit:

> The ability to read is absolutely essential to complete fulfillment of human potential in today's increasingly complex society. While deficiencies in any major subject area, for example in mathematics, can be crippling factors, the inability to read is deadly. Without this skill the student cannot effectively compete in other areas of scholastic endeavor, much less hope for success in postschool employment and life situations. It is an unquestioned requisite for the good or even the reasonable life, and no child or adult should be denied such capacity. 1/

1/ READING, the State Education Department, Albany: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York, Position Paper #12, July 1971, p.7.

The ESEA, Title I program office, in the annual priority letter to the Local Education Agencies, reflected the basic skill emphasis:

> Statewide and nationally there is an all-out effort to improve reading skills. Reading is essential to educational opportunity and as a priority is applicable to all local educational agencies. Improvement in reading is of the highest priority both on state and Federal levels; it is basic to human endeavors and full participation in American life. Reading education is designated as one of the top priorities of the Department for 1971-72. When projects are received in the Title I, ESEA office, special consideration will be given to the review of those projects which include reading and other priority designations. 1/

The State, then, through various directives, clearly stated that ESEA, Title I funded remedial treatments would be focused first on reading retardation.

Goal #2.

ESEA, Title I funds should be expended on "direct, immediate, personal services to educationally disadvantaged children." 2/ Essentially, the goal means that funds are tied to instructional treatments for identified individuals -- not whole classrooms that happen to be in a target building. Furthermore, the interpretation of direct personal services meant that the employment of additional administrative or supervisory staff was discouraged, as was the employment of hall monitors, lunch room aides, etc.

Goal #3.

The expenditure of supplementary funds should be approximately $350 Per Pupil Expenditure (PPE) during 1971-72. The evaluation

1/ Letter to City, Village and District Superintendents entitled "Program Priorities for Title I, ESEA, FY 1972 Programs," Louis J. Pasquini, June 28, 1971.

2/ Loc. cit., Pasquini.

report for FY 1971 indicated a tentative trend where treatments developed with small amounts of supplementary compensatory money per pupil simply did not bring about significant changes in the academic achievement of the educationally disadvantaged. The goal was to concentrate services on fewer severely educationally disadvantaged. The method selected to concentrate services was to specify the per pupil supplement to be spent.

Goal #4

Districts should have maximum autonomy in designing and implementing remedial treatments to meet individual pupil needs. The local education agency should be the most knowledgeable source concerning the individual needs of each district's educationally disadvantaged population. By being closer to the identified deficiencies than either Washington, D.C. or Albany, the district is in the position to tailor the remedial treatment (or learning experience) to the need. While the SEA may be expected to provide technical assistance specific to a treatment, the district is the major behavior engineer in the improvement of the learning process for its own educationally disadvantaged population.

Taken as a group, the four goals of the Division of Education for the Disadvantaged provided a definite direction for ESEA, Title I compensatory aid projects in New York State. Since the New York State Program was only funded at 39 percent of its authorized level, difficult decisions had to be made. Some of the decisions were a direct consequence of the goals. Due to limited funding and other factors, many secondary students and students with other than basic skill needs did not receive service

under ESEA, Title I. Economically disadvantaged students achieving on grade level but below potential, did not receive treatments. Other students, equally as eligible as those who received treatments were denied treatments due to an effort to concentrate services. Consequently, large numbers (thousands) of eligible educationally disadvantaged learners simply did not receive ESEA, Title I funded treatments. While the goals do not engender popularity, the results of the treatments described in this report appear to validate the wisdom underlying the implementation of policies developed to meet those goals.

CHAPTER III: PROJECT CHARACTERISTICS

While ESEA I funds were allotted by formula to each district, the LEA was permitted to expend its allotment only within the Federal and State guidelines. A proposal to spend monies on remedial treatments was submitted in a structured application to the State Education Department for review. The section below describes the review process, the number of projects conducted during the various school terms, and the priorities set through financial commitment to pupil needs by the districts.

Review and Approval Processes

A structured application was submitted to the State by each district planning to conduct ESEA I sponsored activities. The Division for the Education of the Disadvantaged reviewed each application to determine whether the proposal (1) met district identified educational needs, (2) was consistent with the published guidelines and legal requirements, (3) was compatible with the aforementioned goals, (4) represented a supplementary effort for changing pupil behavior, (5) served eligible target area youngsters, and (6) was accurate and complete in accounting (pupils served, resources earmarked, allowable expenditures by category). In the event a violation of any criteria existed, the Division provided immediate technical assistance to the LEA in an effort to revise the proposal. The Division then transmitted the application to the various subject matter specialty bureaus as well as the evaluation unit and financial unit for recommendations of action regarding approval. The subject matter specialists reviewed the activities proposed and checked the intent of the proposal (objectives) together with the detailed treatment against the existing body of knowledge associated with previous experience and results in implementing the same or

similar treatments. In New York State, ESEA I funded treatments were replications of previously implemented treatments that had demonstrated their effectiveness. Experimental treatments were not eligible for funding under Title I. The evaluation unit reviewed the proposed objectives, the method of data collection, measurement devices, and plan of data analysis. The evaluation unit also reviewed the district's past fiscal year evaluation report to determine the success of the district in meeting former objectives for treatments that were resubmitted for funding. The finance unit verified the proposed expenditure budget within the law and set up the necessary payment schedules and accounts. The subject matter, evaluation, and financial units recommended to the Division, action in terms of approval, modification, or disapproval. If technical assistance was required to reshape the proposal and treatments, the units detailed such changes for transmittal back to the district.

The sections that follow indicate the distribution, by school term, of projects conducted during 1970-71. A financial distribution of district funds allocated by activity category provides information as to the emphasis districts had assigned to meeting the disadvantaged learners' needs.

Distribution of Local Education Agencies Participating

There were 757 school districts in the State of New York in the fall of 1972. Of the 757 districts, 735 or 97 percent were eligible for allocations under ESEA, Title I. Six hundred and seventy-five districts of the 735 eligible districts implemented projects. In addition, 10 Boards of Cooperative Educational Services (BOCES) conducted projects serving 68 districts. Twenty-five districts elected to make a joint effort by pooling resources to conduct nine projects.

Distribution of ESEA, Title I Projects by School Term

The districts, which were the chief designers of remedial treatments for disadvantaged learners, conducted 871 projects during fiscal 1972. Districts were able to conduct projects for any length of time up to and including 12 months. Projects varied from district to district with respect to the number of hours per week a student was instructed, as well as the number of weeks individual students participated. Summer or yearlong projects whose activities extend through July and August were funded under the allocations authorized for the fiscal year ending June 30, 1972.

Table 1 indicates the distribution of ESEA, Title I projects by school term. The largest number (384) were conducted during the regular school term only.[1/] The number of projects that operated a minimum of 180 days was 747.

Table 1

Distribution of Projects Operated by Session, FY 1972

Session	New York City	Upstate	Total
Regular	53	331	384
Summer	33	91	124
Yearlong	0	363	363
Total	86	785	871

The reporting districts indicated that approximately 78 percent of the projects contained activities that had been funded through ESEA, Title I

[1/] The discussion of project characteristics throughout this report is confined to the 770 projects that either returned the State required local education agency evaluation report forms, or contractor's reports (in New York City).

in earlier years. Three hundred and five (305) projects had instructional or support activities (subsequently modified and refined) that had been initiated 5 years earlier.

Distribution of Components According to Subject Matter Area

A high ranking priority in terms of services to be provided by ESEA, Title I projects was, and is, basic skills instruction. Section 2 of this chapter discusses the distribution of projects according to the type of component which received the largest financial allocation in each project. The following table 2 provides a distribution of components (or treatments) according to type of component for New York City and upstate districts. It should be noted that these figures do not take into account the size of each component, either in terms of financial allocation or number of students served. These will be discussed in subsequent chapters of this document.

Treatments in reading skills accounted for 37.5 percent of the total number of components, thereby ranking reading as the first priority of the statewide Title I effort. Mathematics components accounted for 11.9 percent of the total components, and when added with the figure for reading components, the two basic skill areas accounted for approximately 50 percent of the components. Bilingual and ESL treatments accounted for 76 components, and 4.4 percent of the total number of components.

Graphic representations of these data for statewide, New York City, and upstate are provided in illustrations 1, 2, and 3, respectively.

Table 2

Distribution of Components According to Type of Instructional or Supportive Service FY 1972

Types of Components	NYC Districts	Upstate Districts	Total Number of Components	Percent of Total
Reading	66	590	656	37.5 %
Mathematics	44	165	209	11.9
Guidance	21	118	139	7.9
Attitude, Self-Image	23	114	137	7.8
Pre-School (Readiness)	28	69	97	5.5
English as a 2nd Language	22	39	61	3.5
Natural or Physical Science	16	35	51	2.9
Social Science and Ethnic Culture	15	31	46	2.6
Bilingual	7	8	15	.9
Paraprofessional	13	---	13	.7
Other 1/	51	275	326	18.6 %
Totals:	306	1,444	1,750	100.0 %

1/ cf, page 27, for an enumeration of those components included as "Other."

Financial Characteristics of Projects

Allocations

Of the total allocation to local education agencies, $1,092,111 was designated as Special Incentive Grants (Part B) and $4,156,486 was designated as money for Special Grants for Urban and Rural School Districts (Part C). The major share, $193,459,929 was for projects serving children in low income areas (Part A). These three funds yield a total of $198,708,526

Illustration 1

Distribution of Components According to Type of Instructional or Supportive Service, FY 1972

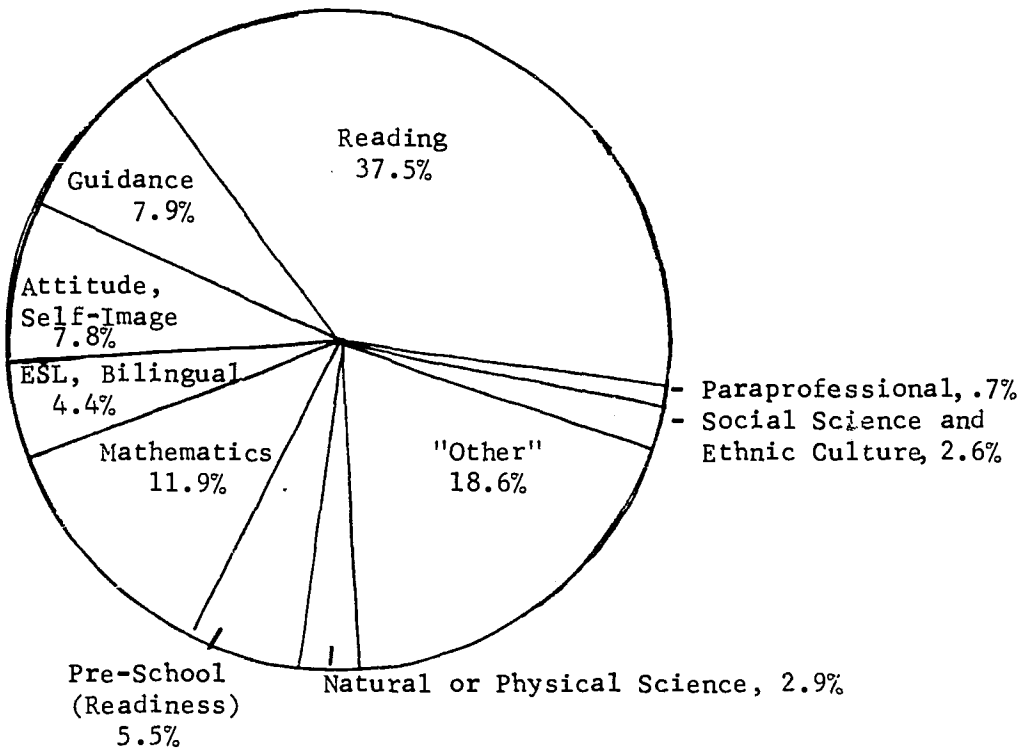


Illustration 2

Distribution of Components According to Type of Instructional Supportive Service, New York City, FY 1972

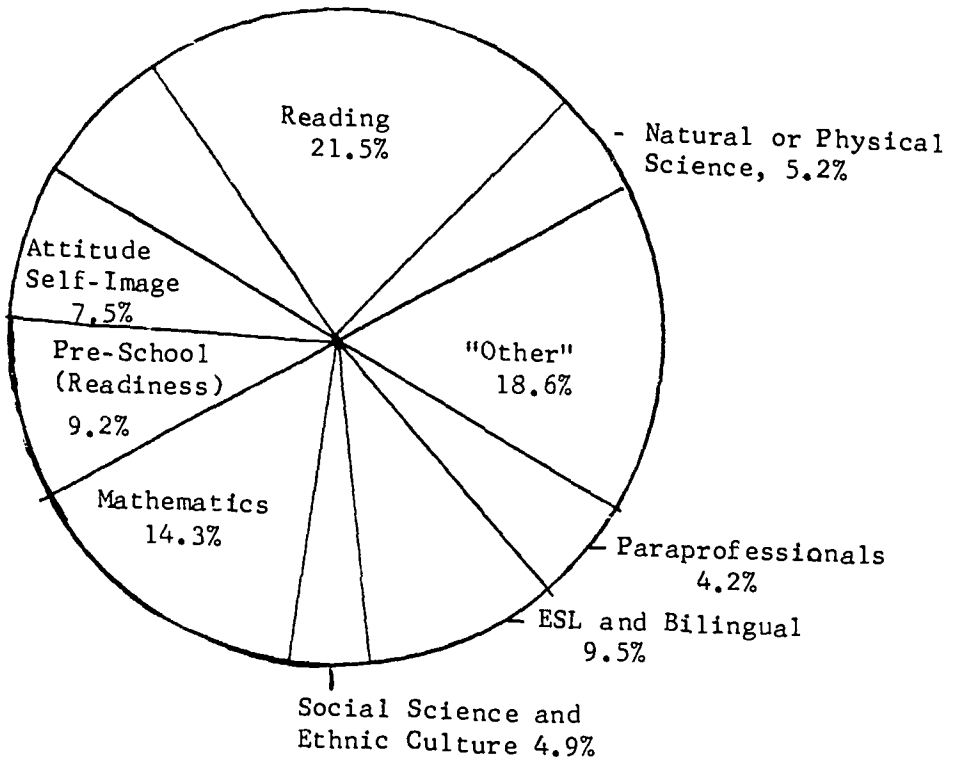
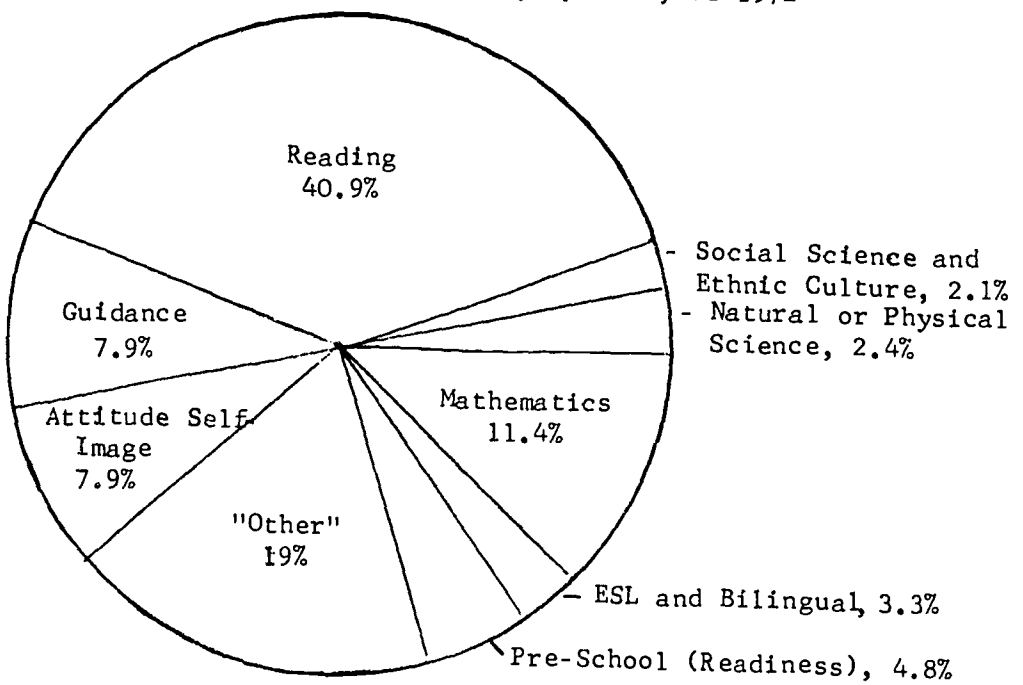


Illustration 3

Distribution of Components According to Type of Instructional or Supportive Service, Upstate, FY 1972



allocated to local education agencies. State agencies were allocated $7,253,392 for the education of handicapped children, $2,358,652 for the children of migrant workers, $1,849,722 for children in institutions for delinquent children, and $22,774 for children in institutions for neglected children. Administration of ESEA,Title I Programs at the state level was allocated $2,049,891.

Encumbrances

Table 3 provides a comprehensive distribution of Title I monies, including both 1972 allocations and 1971 carryover funds, by the kind of program and types of goods and services. It can be seen from the table that in terms of kind of program, the greatest expenditure (95 percent) went into programs for children in low income areas. In terms of type of services or goods bought, the greatest percent (55 percent) of the total expenditure was spent in salaries for instruction. The second largest category of project expenditure was that of "fixed charges" -- those expenditures of a generally recurrent nature such as retirement, insurance, rent,and social security benefits, representing 12 percent of the total expenditure. The third largest category was administrative services representing 11 percent of the total expenditure. Not included in the table are the amounts for (a) LEA: Special Grants for Urban and Rural School (Part C)[1/] from 1971 carryover money ($2,604,466) and (b) Administration at the State Education Department ($1,932,440). Approximately 13 percent of money encumbered in 1972 was carryover funds

1/ A comprehensive distribution of the use of Part C was not available at the time of this writing due to the fact that the expenditure was applied to 1971 carryover funds.

TABLE 3 - PROGRAM EXPENDITURES BY SEA's, LEA's, AND STATE AGENCIES FOR FISCAL YEAR 1972

	LEA: Program For Children In Low Income Areas Part A			LEA: Special Incentive Grants Part B			STATE AGENCY: Program For Children of Migratory Workers			STATE AGENCY: Program for Children In Institutions for Handicapped Children		
	FY 72 Total	FY 71 Carryover	Total Expenditure	FY 72 Total	FY 71 Carryover	Total Expenditure	FY 72 Total	FY 71 Carryover	Total Expenditure	FY 72 Total	FY 71 Carryover	Total Expenditure
Administration	22,142,806	167,096	22,309,902	2,500	-	2,500	386,575	5,344	391,919	334,590	58,027	392,617
Instruction:												
Salaries	87,851,647	23,626,095	111,476,742	161,610	618,751	780,361	868,972	93,632	962,604	2,771,971	474,014	3,245,985
Inservice Ed.	4,213,634	43,061	4,256,695	22,805	13,457	36,262	105,263	1,133	106,396	67,639	11,564	79,203
Books and Supplies	8,409,447	195,328	8,604,580	33,169	24,886	58,055	138,128	8,323	146,451	258,803	44,245	303,048
Attendance Services	14,092,447	537,595	14,630,042	6,107	-	6,107	28,870	2,911	31,781	82,480	14,101	96,581
Health Service	806,501	74,115	880,616	0	0	0	73,351	2,260	75,611	55,223	9,441	64,664
Pupil Transportation	2,629,832	25,574	2,655,406	14,336	0	14,336	135,658	2,495	138,153	52,553	8,985	61,538
Operation of Plant	944,654	5,045	949,699	0	8,036	8,036	42,119	223	42,342	13,379	2,287	15,666
Maintenance of Plant	1,079,922	477	1,080,399	546	542	1,088	2,850	300	3,150	62,222	10,637	72,859
Fixed Charges	24,734,884	445,842	25,180,726	19,544	3,628	23,172	253,718	10,433	264,151	599,751	102,533	702,284
Food Services	1,215,817	1,803	1,217,620	990	-	990	72,469	498	72,967	2,987	511	3,498
Student Body Activities	283,413	81,532	364,945	0	0	0	12,412	1,857	14,269	56,245	9,733	65,978
Community Service	5,808,880	34,129	5,843,009	0	754	754	8,868	350	9,218	37,553	6,420	43,973
Subtotal	174,213,689	25,236,692	199,450,381	261,607	670,054	931,661	2,129,253	129,759	2,259,012	4,395,396	752,498	5,147,894
Construction Costs	97,207	10,013	107,220	100	-	100	475	-	475	10,753	1,838	12,591
Equipment (Instructional and Non Instructional)	1,958,306	130,236	2,088,542	13,805	18,763	32,568	9,646	2,047	11,693	191,802	32,791	224,593
Subtotal	2,055,513	140,249	2,195,762	13,905	18,763	32,668	10,121	2,047	12,168	202,555	34,629	237,184
Total	176,269,202	25,376,941	201,646,143	275,512	688,817	964,329	2,139,374	131,806	2,271,180	4,597,951	787,127	5,385,078

Table 3 Continued

	STATE AGENCY: Program For Children In Institutions For Neglected Children			STATE AGENCY: Program For Children In Institutions For Delinquent Children			Total FY 72	Total Carryover FY 71	Total Program Expenditure
	FY 72 Total	FY 71 Carryover	Total Expenditure	FY 72 Total	FY 71 Carryover	Total Expenditure			
Administration	0	0	0	166,063	2,000	168,063	23,032,634	232,467	23,265,091
Instruction:									
Salaries	7,138	0	7,138	831,684	64,238	895,922	92,493,022	24,875,730	117,368,752
Inservice Ed.	4,829	0	4,829	63,800	21,921	85,721	4,477,970	91,136	4,569,106
Books and Supplies	7,477	0	7,477	207,399	28,270	235,669	9,054,228	301,052	9,355,280
Attendance Services	0	0	0	2,796	0	2,796	14,212,700	554,607	14,767,307
Health Service	0	0	0	2,850	0	2,850	937,925	85,816	1,023,741
Pupil Transportation	0	0	0	24,202	0	24,202	2,856,581	37,054	2,893,635
Operation of Plant	0	0	0	10,768	0	10,768	1,010,920	15,591	1,026,511
Maintenance of Plant	0	0	0	0	0	0	1,145,540	11,956	1,157,496
Fixed Charges	2,092	0	2,092	241,030	25,654	266,684	25,851,019	588,090	26,439,109
Food Services	0	0	0	18,431	2,300	20,731	1,310,694	5,112	1,315,806
Student Body Activities	0	0	0	50,014	640	50,654	402,084	93,762	495,846
Community Services	0	0	0	0	0	0	5,855,301	41,653	5,896,954
Subtotal	21,536	0	21,536	1,619,037	145,023	1,764,060	182,640,518	26,934,026	209,574,544
Construction Costs	0	0	0	18,615	4,340	22,955	127,150	16,191	143,341
Equipment (Instructional and Non Instructional)	1,238	0	1,238	47,577	15,364	62,941	2,222,374	199,201	2,421,575
Subtotal	1,238	0	1,238	66,192	19,704	85,896	2,349,524	215,392	2,564,916
Total	22,774	0	22,774	1,685,229	164,727	1,849,956	184,990,042	27,149,418	212,139,460

from FY 1971. Illustration 4 provides a graphic depiction of this distribution of Title I monies.

Instructional Costs

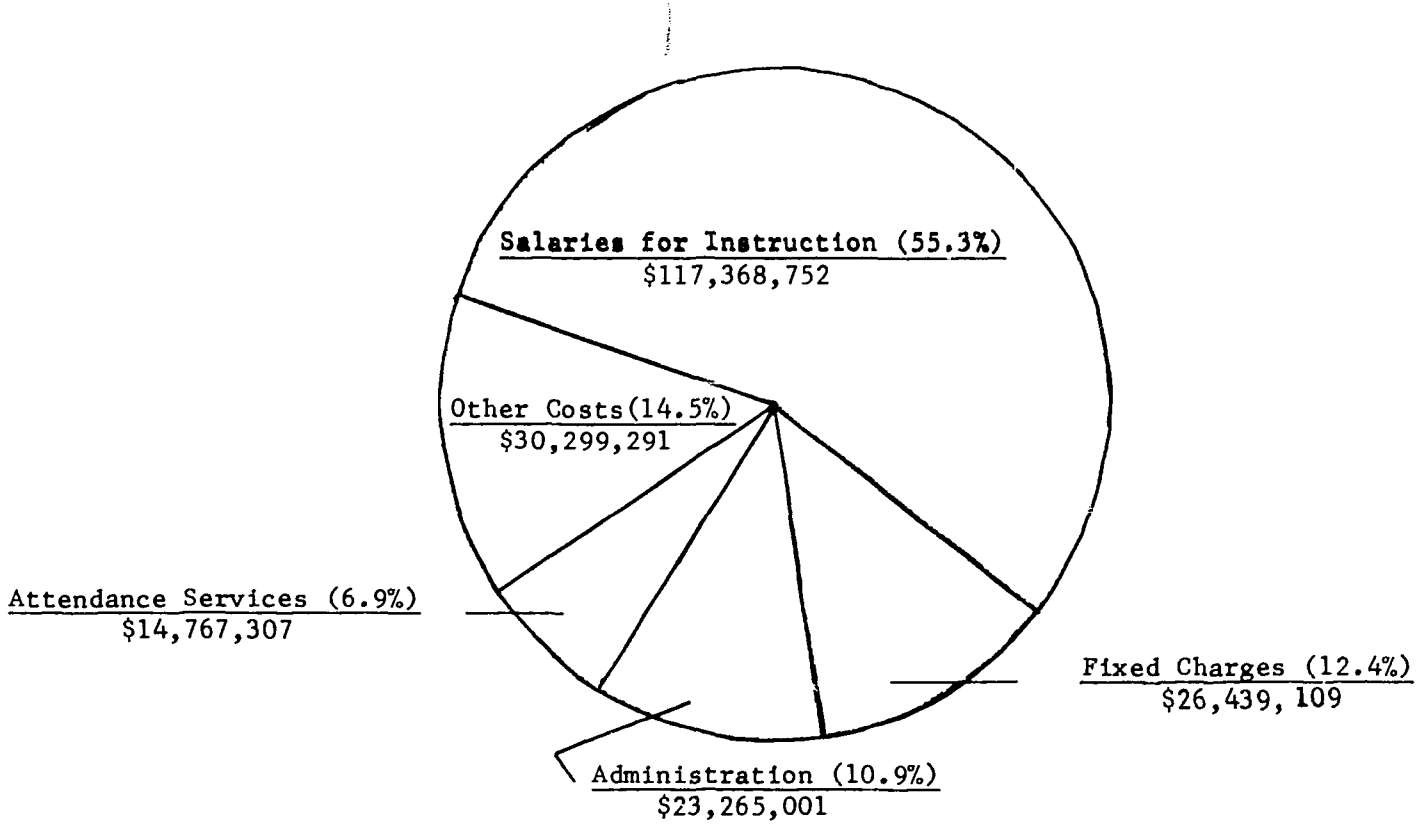
A survey was made of 1972 ESEA, Title I project proposals to find out which areas of instruction were to receive the greatest expenditure.[1/] Statewide, the instructional area showing the greatest commitment by expenditure assignment was reading, in which a total of $67,497,008 was spent, this figure representing approximately 36 percent of the total instructional cost figure of $189,032,965. The encumberance for mathematics instruction was $12,153,527, slightly more than 6 percent of the total, while the encumbrance for bilingual/ESL was $8,376,693 or about 4 percent of the total. Illustration 5 provides a graphic presentation of these data.

The "other instructional costs" category includes all other subject areas in which ESEA,Title I provided instruction and excludes instruction for handicapped and administrative costs. There was no individual subject area larger than reading, but there were large components in early childhood education and physical education and recreation which fell into "other instructional costs."

For purposes of comparison, illustrations 6 and 7 provide graphic representations of the distribution of instructional costs for New York City and upstate districts respectively. As can be seen from the pie charts, there was only a slight variation in the assignment of instructional emphasis as concerned instructional costs for New York City when compared to upstate New York. In upstate projects there was a slightly larger percent

1/ These figures do not coincide with the "instructional costs" categories in table 3, since they are based upon project proposals at the beginning of FY 1972, while table 3 is based upon subsequent financial reports.

Illustration 4 : Areas of Expenditure of Title I Monies, 1971-72 [1]



[1] These figures include carryover funds from 1971 ESEA, Title I.

Illustration 5

Distribution of Statewide Instructional Costs in Priority Subject Areas, FY 1971-72
(TOTAL: 189,032,965)

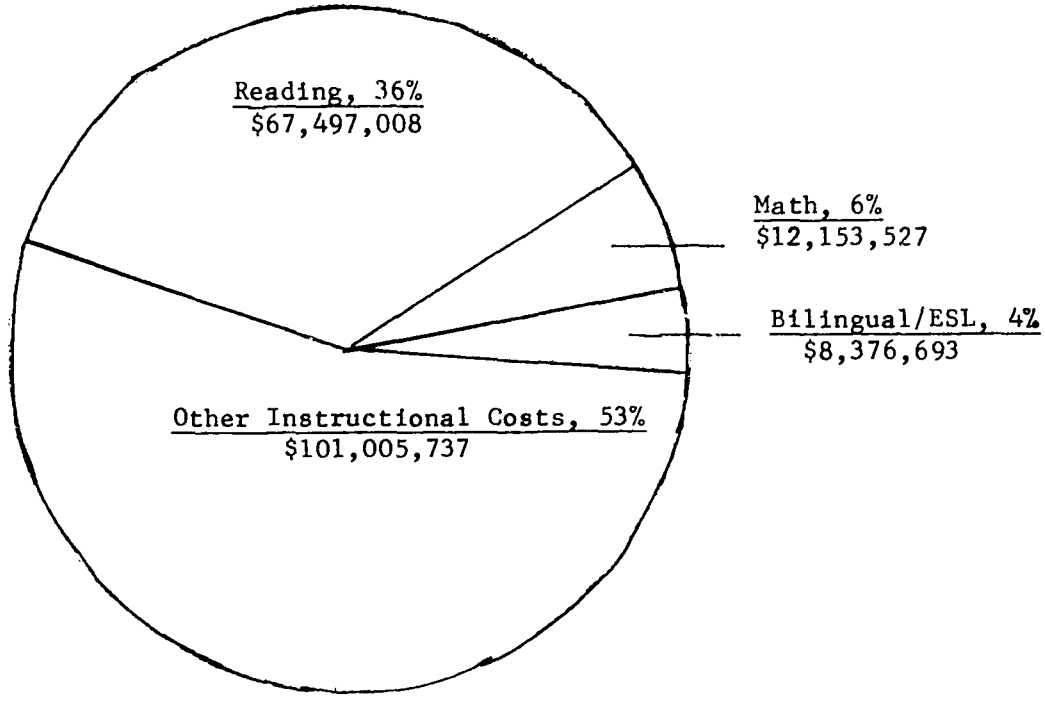


Illustration 6 :Distribution of New York City Statewide Instructional Costs in Priority Subject Areas, FY 1971-72

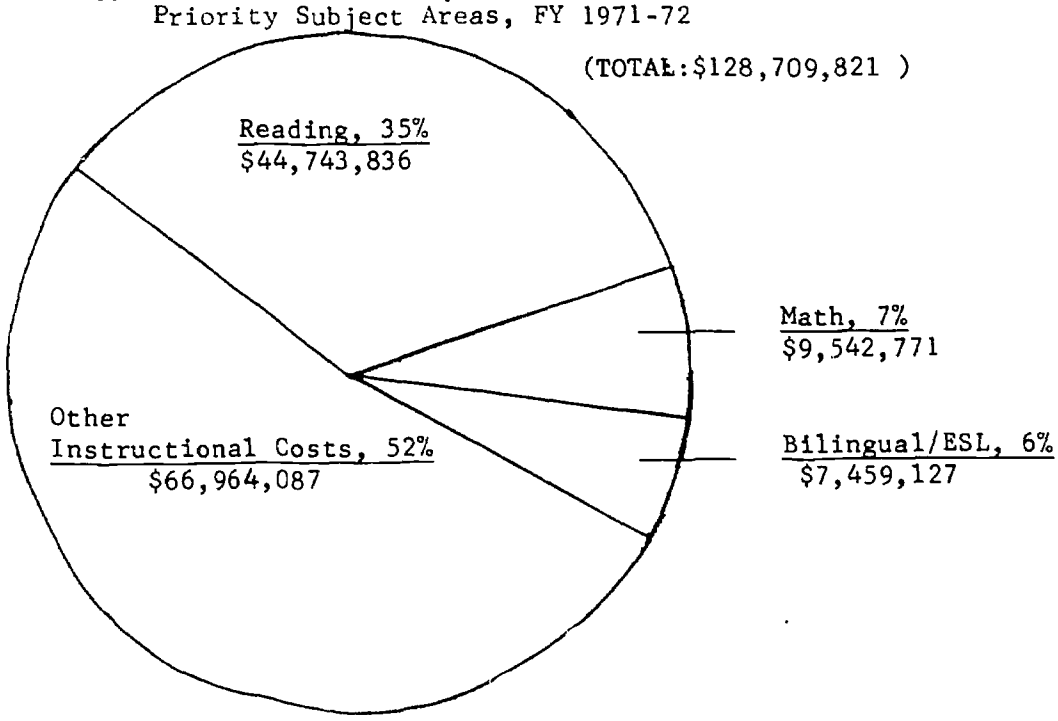
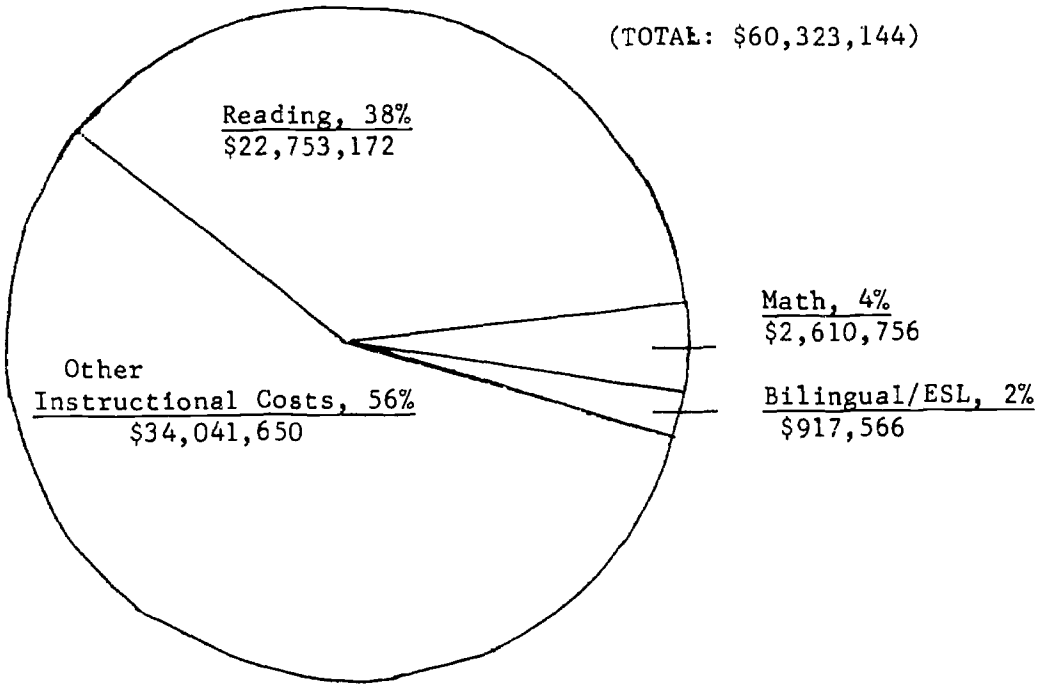


Illustration 7 : Distribution of Upstate Statewide Instructional Costs in Priority Subject Areas, FY 1971-72



spent in reading components, with a proportionally smaller percent spent in mathematics and ESL/Bilingual. The expenditures for instruction in New York City projects were more than double that of all other districts combined. It should also be noted that the figures provided for this discussion do not include budget amendments to projects, summer projects submitted as amendments to projects, Central Administration Budgets or BOCES projects. The figures do include carry over funds from 1970-71 monies which were included in project applications.

As a result of 1972 expenditure, there was a total of $22,163,162 available for carryover to 1973 expenditure by LEA's, of which $17,190,727 was carried over in Part A (Children in Low Income Areas), $816,599 was carried over in Part B (Special Incentive Grants), and $4,156,486 was carried over in Part C (Grants for Urban and Rural Schools). While these figures may represent substantial portions of the 1972 allocation in each part, it should be noted that final notification of grant awards by the USOE were not received until late in the fiscal year in each case. Part A final grant award was dated November 4, 1971; Part B notification was received in January of 1972; and Part C notification was not received until July of 1972 (after the fiscal year had ended). As such, the Division for the Education of the Disadvantaged, responsible for the statewide administration of Title I monies, elected not to spend these monies hastily, merely in order to ensure the use of the funds, but rather, administered the funds according to established guidelines. The following 1972 allocations were available for carryover to 1973 expenditure by the SEA: $2,655,441 for the education of handicapped children, and $164,493 for the education of delinquent children.

Table 4 provides a distribution of allocation, encumbrance, and

carryover monies alloted to New York City, the five largest upstate districts and the remaining upstate districts for FY 1972. These figures are those categorized under Part A: LEA Programs for Children in Low Income Areas. The total encumbrance for New York City represents approximately 68 percent of the total statewide encumbrance. When New York City expenditures are added to the expenditures of the five largest upstate districts as given, these six districts represent nearly 77 percent of the total statewide expenditure in Programs for Children in Low Income Areas. The ESEA Title I projects and funds are concentrated heavily in the large urban centers.

Table 4

Program Allocation and Expenditures in Part A
(Children in Low Income Areas)
by Demographic Group for Fiscal Year 1972

Demographic Group	FY 1972 Allocation	Expenditure		
		FY 1972 Encumbrance	FY 1971 Carryover	Total Expenditure
New York City	$132,556,032	$121,119,237	$14,737,966	$136,857,203
Upstate Urban Centers:				
Buffalo	6,882,507	6,882,500	720,070	7,602,570
Rochester	3,696,599	3,696,596	437,000	4,133,596
Syracuse	2,933,308	2,434,206	591,654	3,025,860
Yonkers	1,692,497	1,675,930	103,485	1,779,415
Albany	1,221,026	786,811	528,712	1,315,523
Subtotal	16,425,937	15,476,043	2,380,921	17,856,964
Remaining Districts:				
Upstate	44,477,960	39,673,922	7,258,054	46,931,976
TOTAL	$193,459,929	$176,269,202	$25,376,941	$201,646,143

Type of Component/Activities Receiving Largest Allocation

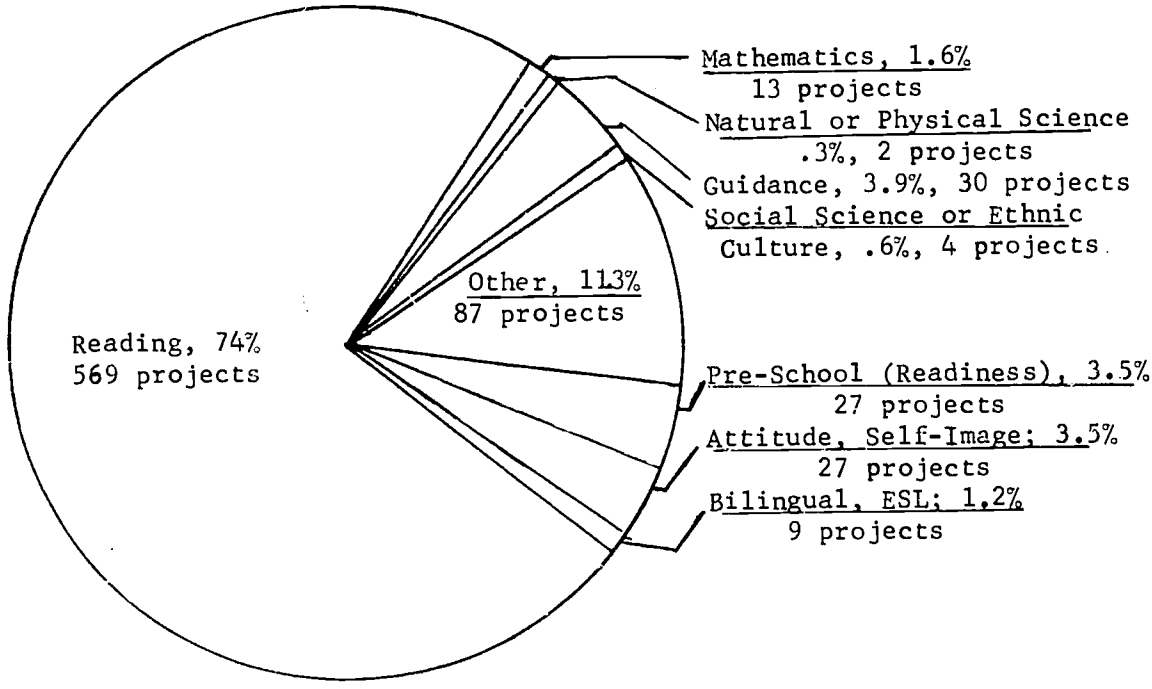
Representatives of the local districts were asked to specify the component/activity in each project which received the greatest allocation of funds (and thus the greatest emphasis by the project). A tabulation of the district responses to a question concerning subject matter priority allocation revealed that reading was the largest component in nearly 75% of the projects for which there was a response (569 projects of 770). The second most frequent activity representing the largest expenditure by a project was that of guidance, with 30 projects (39%) designating the activity as the largest. Two types of components, Pre-School (readiness) and Attitude, were each designated by 27 projects as the largest area of expenditure. As can be seen from these figures reading and reading readiness rank extremely high in statewide district priorities. A graphic illustration of these figures and their relationships follows. Note that "other" includes the following types of component/activities: Art, Business Education, English, Foreign Language, Home Economics, Industrial Arts, Library, Music, Narcotics Education, Paraprofessional Programs, Physical Education, Special Education, Vocational Training, and Educational Technology Services.

New York City and Upstate districts were quite similar in patterns of assigning resources for instruction and/or service activities. Of 82 responses for New York City ESEA Title I projects, 48 (or 58.5%) specified reading as the component/activity for which the largest allocation was designated. The second most frequent component/activity specified was Pre-School (predominately reading readiness) with six responses (or 7.3%). Of 686 responses for upstate districts, by far the most frequently mentioned top priority component/activity was reading, specified in 521 instances (76%), followed by guidance, mentioned as the greatest allocation

in 26 projects (3.6%).

Illustration 8

Statewide Distribution of Projects According to Activity/Component Receiving Largest Allocation Within Project
(Total = 768 projects)



Assessment of State Goal Attainment by Review of Financial Allocation

In chapter II, four departmental goals were laid down for districts to incorporate into the projects. A comparison of intent with implementation by means of a financial review of expenditure allocation was made to assess the statewide effort to conform to the specified goals.

Goal number 3 specified that the per pupil expenditure of supplementary ESEA, Title I funds for Part A should approximate $350. The evaluation of the goal was performed with estimated data and actual data. The estimated

number of ESEA, Title I project participants was 723,327. The encumberance of the districts was $201,646,143. Based upon the estimated participation, the per pupil expenditure was $278. Actual data reported by districts in the 768 projects for which the state evaluation forms were returned revealed 695,010 pupils in projects that encumbered $181,771,436. Based upon the data reported by districts, the per pupil expenditure was $262. Since the goal was $350 per pupil, the estimated per pupil expenditure fell short by 21 percent, while the per pupil expenditure based upon district reports fell short by 25 percent. Bluntly put, the districts did not meet the goal laid down by the Department. Services were still not concentrated on fewer severely educationally disadvantaged learners to the degree encouraged by the State.

Goal number 1 specified that the subject matter area of reading should be the first among equals (in basic skill subjects) for remedial efforts directed toward the educationally disadvantaged. The Department used two indicators to determine whether the local education agencies enacted the priority. The first indicator selected was the cumulative frequency of projects assigning the greatest priority by allocation within a project to reading instruction.

Seventy four percent of the 768 LEA projects submitting final evaluation reports indicated that reading instruction was the single greatest instructional category allocated funds. In other words, three quarters of the projects indicated a commitment to spend more money on reading instruction than in any other subject matter area as revealed by illustration 8.

The second indicator used to test the fulfillment of goal number 1 was the cumulative total of funds assigned to reading instruction statewide.

A review of illustration 5 based upon funds encumbered for instruction only, indicated that the total encumberance for reading instruction amounted to only 36 percent ($67,497,008) of all funds ($189,032,965) encumbered for instruction.

Apparently, districts elected to make reading the biggest single instructional item in compensatory projects, but decided to fund instruction in other areas to such a degree that only slightly more than one-third of all instructional resources went to instruction in reading. The goals of having districts assign reading as an instructional priority was met, but in such a way (by level of funding) that funds cannot be said to be concentrated in reading.

Goal number 2 was basically intended to direct districts to place ESEA, Title I resources in direct instruction or services that would immediately effect achievement. In previous years, some districts had assigned too high a percentage (in the estimation of the Department) of these allocations to supervision, administration, and other services that were located at some distance from the target population. The barometer used to indicate a shift in district policy was a comparison of the statewide percentage of monies assigned to LEA projects administration in fiscal 1971 and fiscal 1972. In fiscal 1971, 13 percent of the LEA project monies was committed to administration.[1/] In fiscal 1972, the districts allocated 10.9 percent to the same function. The goal, then, was seriously addressed by the districts in line with the Department's expectations.

1/ cf. page 18, New York State 1970-71 ESEA, Title I Report.

CHAPTER IV: TARGET POPULATION CHARACTERISTICS

Methods for the Selection of Participants (under compulsory attendance)

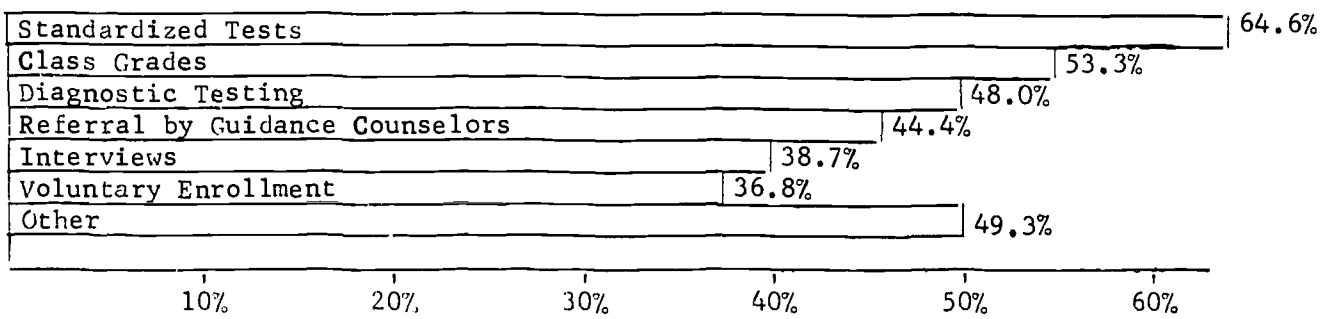
Before a disadvantaged learner could be designated as a participant in a particular remedial treatment, a two step eligibility process was usually instituted. The first step required that whole buildings within a district attendance area meet the "poverty" criteria. The poverty criteria are related to the number and percent of pupils from low income families in the building attendance area. Once a building was designated as a target building, the pupils within the building were enrolled for a treatment based upon the individual pupil's demonstrated deficiency. In other words, for a pupil to be enrolled in a remedial treatment, the pupil usually had to attend a target area school and be well below average (age/grade norm) in the subject matter area designated for skill improvement. Given these criteria, the particular pupil may or may not have been economically impoverished, but most certainly was educationally disadvantaged.

Since attendance is compulsory to age 16 during the regular school day sessions, pupils in need of remedial categorical aid experiences were selected and assigned to treatments. During after-school sessions and summer sessions, pupils must be motivated or recruited since there is no law compelling pupils to attend such instructional activities. Participant selection has been a controversial topic in the past (particularly among low income parents whose youngsters were not enrolled for treatments). Consequently, quasi-objective methods have been developed by school districts to apply in the pupil selection process. Usually combinations of two or more mechanisms discussed below were instituted in particular school buildings when choosing candidates for remedial treatment. Among

approximately 770 projects for which evaluative data were available, there were a total of 1,750 different components as part of projects, and there were 5,869 selection methods in response to that section of the Mailed Information Report which dealt with methods of selection. Thus, for each component, usually several screening devices or methods were utilized in selecting candidates for ESEA,Title I treatments.

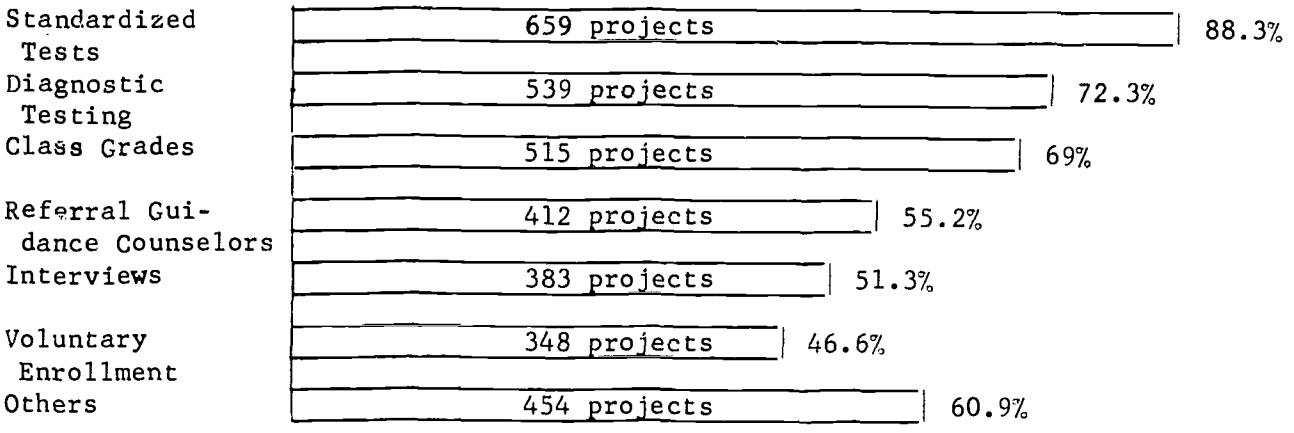
A survey of pupil selection mechanisms revealed that the method of selection most frequently used statewide was the screening of pupils through testing with commercially prepared, standardized instruments. Related to this method of selection was the use of diagnostic instruments, specified in a large number of district projects. Class grades were also frequently used in the screening of students for Title I projects. Illustration 9 below provides a simple bar graph of the most frequent methods of selection as designated by project personnel. The illustration is based upon the number of components (1,750) for which data are available and the number of components in which each method of selection was used. For example, there were 1,131 components that made use of standardized tests, this representing 64.6 percent of the total 1,750 components. (The percents do not add up to one hundred since one component generally used more than one method of selection.)

Illustration 9: Distribution of Methods of Selections, by Percent of Statewide Title I Components



Of the 770 Mailed Information Reports that were received for FY 1972 Title I projects, there were 746 projects for which data regarding methods of selection were provided by project personnel. The previous paragraph and illustration provided analysis in terms of the number of components in the statewide Title I effort. The following illustration provides an analysis of the same data concerning selection methods, this time in terms of the number of projects using each method of selection as compared to the number of projects reporting. As was the case with previous analysis, standardized tests were the most frequently used device for selection, with 88.3% reporting the use of standardized tests. The second most frequently mentioned screening device was diagnostic tests, used by 72.3% of the projects and the third was class grades, used by 69% of the projects.

Illustration 10: Distribution of Methods of Selection Used, by Percent of Projects, Statewide



As can be deduced from illustration 10, a participant was most likely to be selected if (1) he had demonstrated a deficiency as measured by a standardized achievement test and (2) had his academic deficiency informally

certified by a teacher (via classmarks) or counselor. This was particularly true in reading and mathematics projects; in bilingual/ESL projects, the usual method of selection was through educational disadvantagement recognized by teachers or by school officers at the point of enrollment.

The methods of selection specified by ESEA,Title I project personnel in New York City school districts generally reflected the statewide trends, although there was not as pronounced a preference for standardized tests and class grades. Teacher referral, interviews, and referral by guidance counselors were methods that were used frequently in screening pupils for participation.

Selection and Instruction of Pupils Participating In Activities Conducted Outside Normal School Hours

Recruitment mechanisms designed to enroll disadvantaged learners in remedial activities at times other than regular school hours are not as easily implemented as the situations where a target population can be conscripted. The ingredient of self-direction where the learner chooses to enroll in special activities such as Saturday cultural enrichment trips, after school help with homework, summer schools and summer academic/ recreation day or resident camp experiences complicates the attainment of behavioral objectives as well as the appropriateness of evaluation data collected for such activities. In other words, where pupils were not in any way compelled to participate, uneven attendance brought about by the competition of other forces in a pupil's life style may have reduced the actual treatment exposure for the individual youngster. Parenthetically, it should be added that the limited availability of space in some highly attractive compensatory activities, especially in the summer months, creates some alienation for nonparticipant's parents or guardians.

Scarcity of resources has meant that participation is by invitation only (based on assessed needs).

The needs of the educationally disadvantaged learners were assessed in the usual manner prior to extending an invitation to participate in the remedial activities. The magnitude of the behavioral objectives undertaken, were frequently reduced from those objectives found in project activities conducted during regular school hours. Outcomes were frequently related to maintenance of June level achievement or selected mastery objectives.

Participation

Pupil participation is reported in terms of ethnic distribution to provide a count of student enrollment.

Ethnic Distribution

The following table 5, based upon the responses to the Mailed Information Reports (MIR), provides pupil enrollment figures by ethnic distribution for New York City, upstate and statewide totals. The figures include both public and nonpublic enrollment.[1/] Illustrations 11 and 12 provide bar graphs to represent the ethnic distribution of New York City and upstate respectively.

The district reported expected level of participation was 717,970 for the entire state; thus the actual enrollment was under the expected

1/Because the source of this information was the Mailed Information Report, these data do not include the enrollment figures for three of the 86 projects implemented in New York City and 60 of the 781 upstate projects. The proposed enrollment, taken from all project applications, was 723,327 public and nonpublic school pupils.

Table 5

Ethnic Distribution and Count of Project Participants, FY 1971-72

Ethnic Group	New York City	Upstate	Statewide	Percent of Statewide Total
American Indian	318	1,701	2,019	.3 %
Oriental	5,584	585	6,169	.9
Black	174,892	108,190	283,082	40.7
Spanish Surnamed American	164,428	12,806	177,234	25.5
Other (Including White)	69,501	157,005	226,506	32.6 %
TOTAL	414,723	280,287	695,010	100.0 %

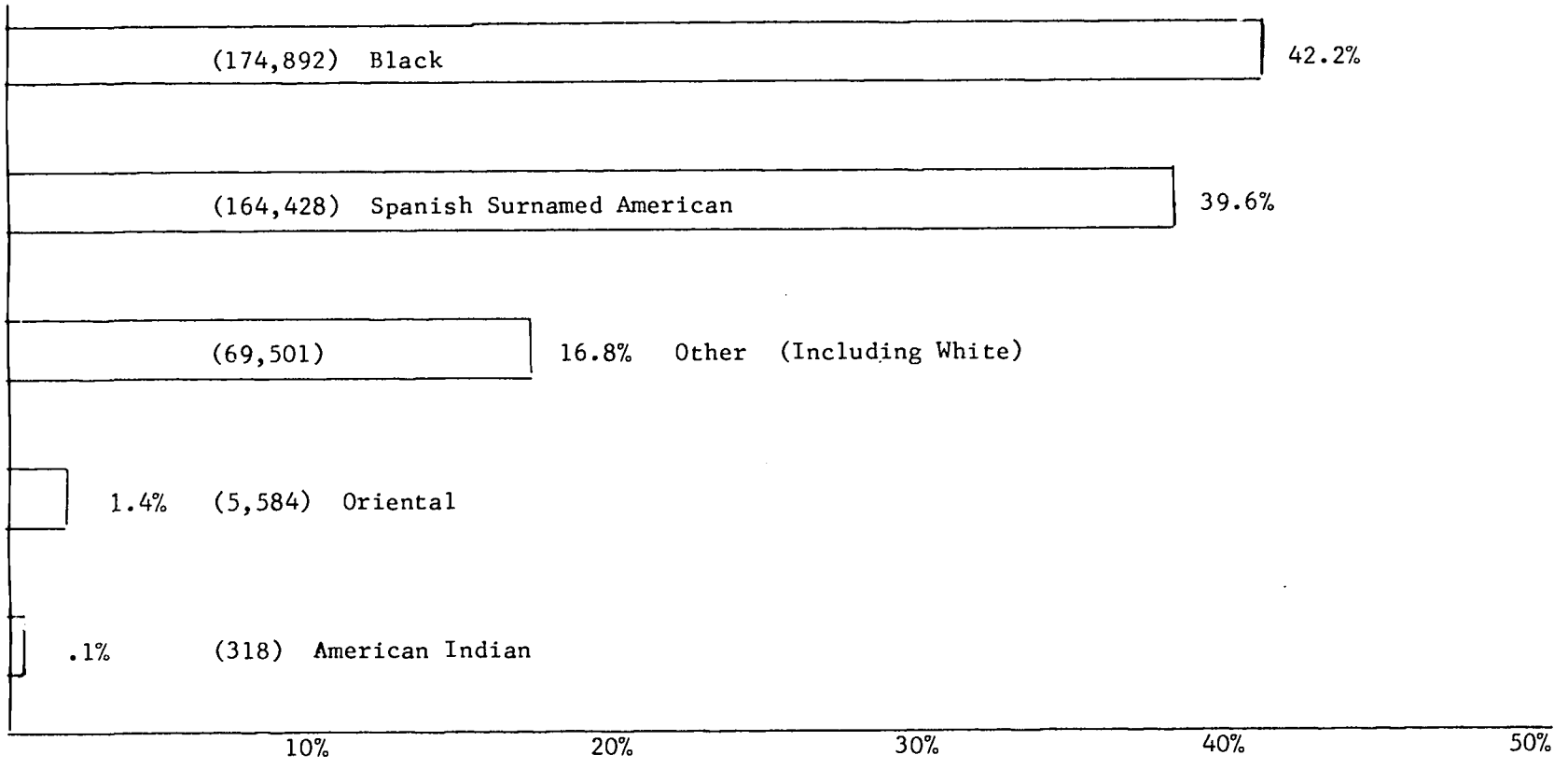
level by 3 percent. For New York City districts, the underenrollment was approximately 1.5 percent, while for upstate the underenrollment was 5.5 percent.

Distribution of Participation According to Type of Component

The district submitted MIR information report requested a distribution of pupils according to the specific instructional activity area in which pupils participated. The data were duplicated in number since a given participant frequently participated in more than one activity within a given project. The participation data were reported according to activity area and according to general grade intervals (Pre-K - K, 1-6, 7-12, Ungraded, Dropouts and Nonpublic). Table 6 and illustration 13 provide data and a graphic representation of the distribution according to component. The largest percent (31.9) of the total participation was enrolled in reading components and the second largest (9.6 percent) was in mathematics. The findings were consistent with the State established priorities. These two categories plus bilingual/ESL account for slightly

Illustration 11

Ethnic Distribution of Participants, 1971-72 in New York City



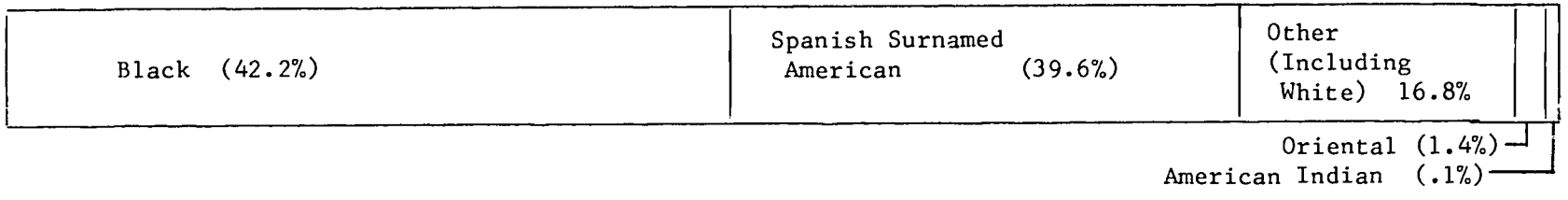
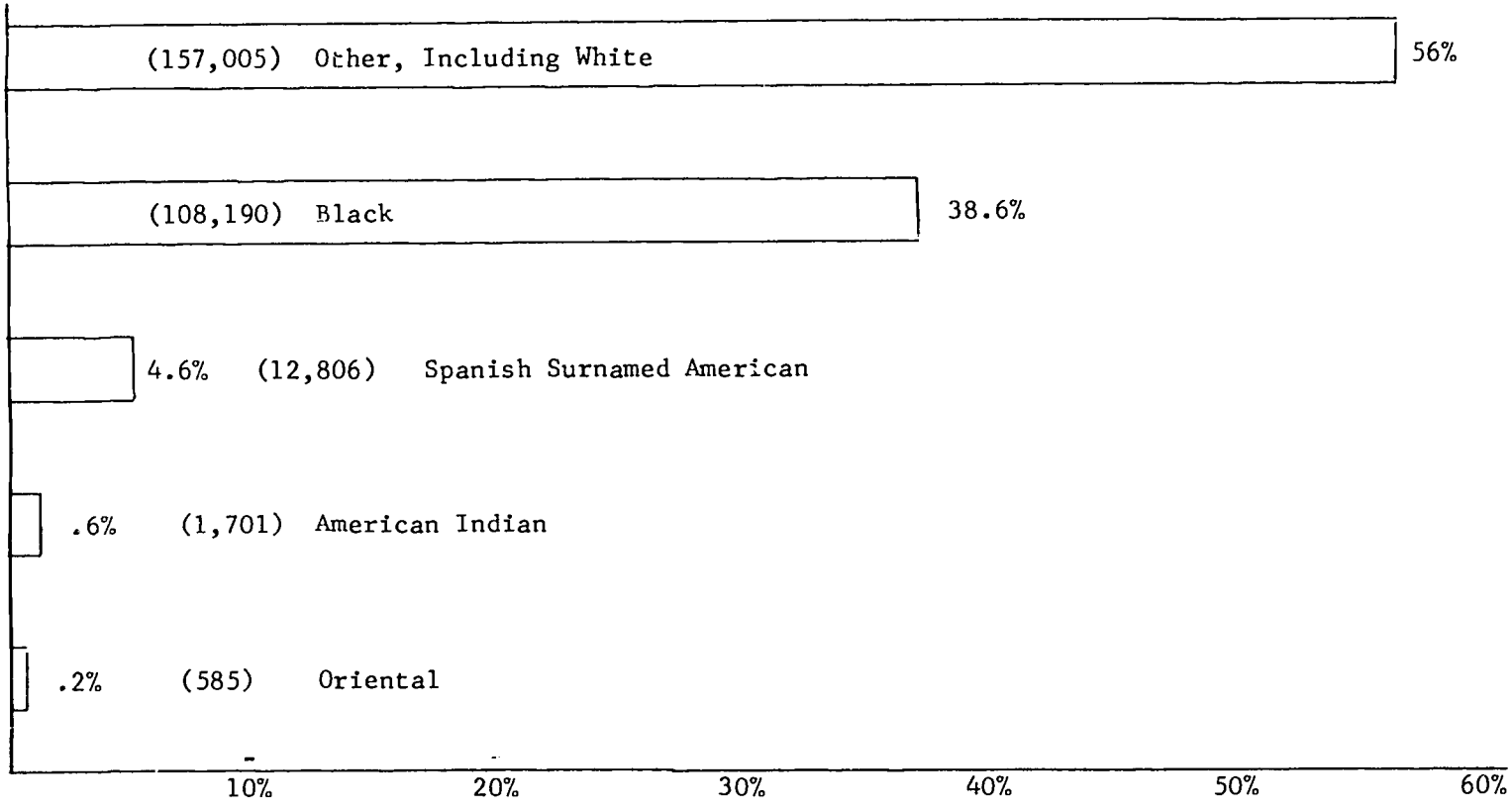
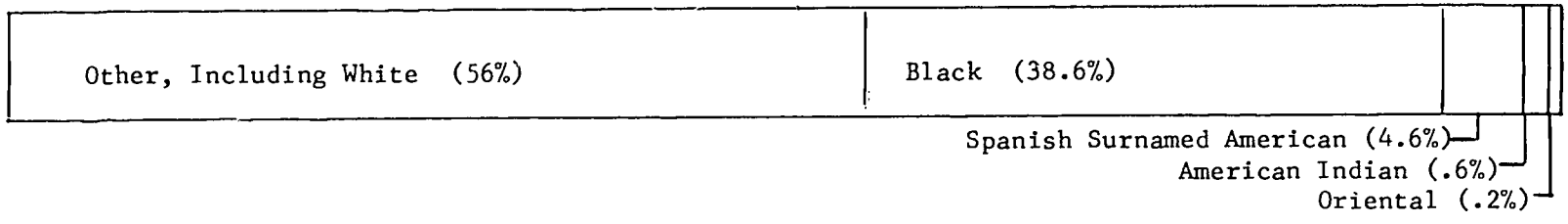


Illustration 12
Ethnic Distribution of Participants, 1971-72 in Upstate Districts





more than 44 percent of the total duplicated population in Title I activities. There was a large number included in "attitude, self-image" components, which were generally proposed to reinforce basic skills, the logic being that an increase in the affective domain would affect a change in the cognitive domain.

Table 6

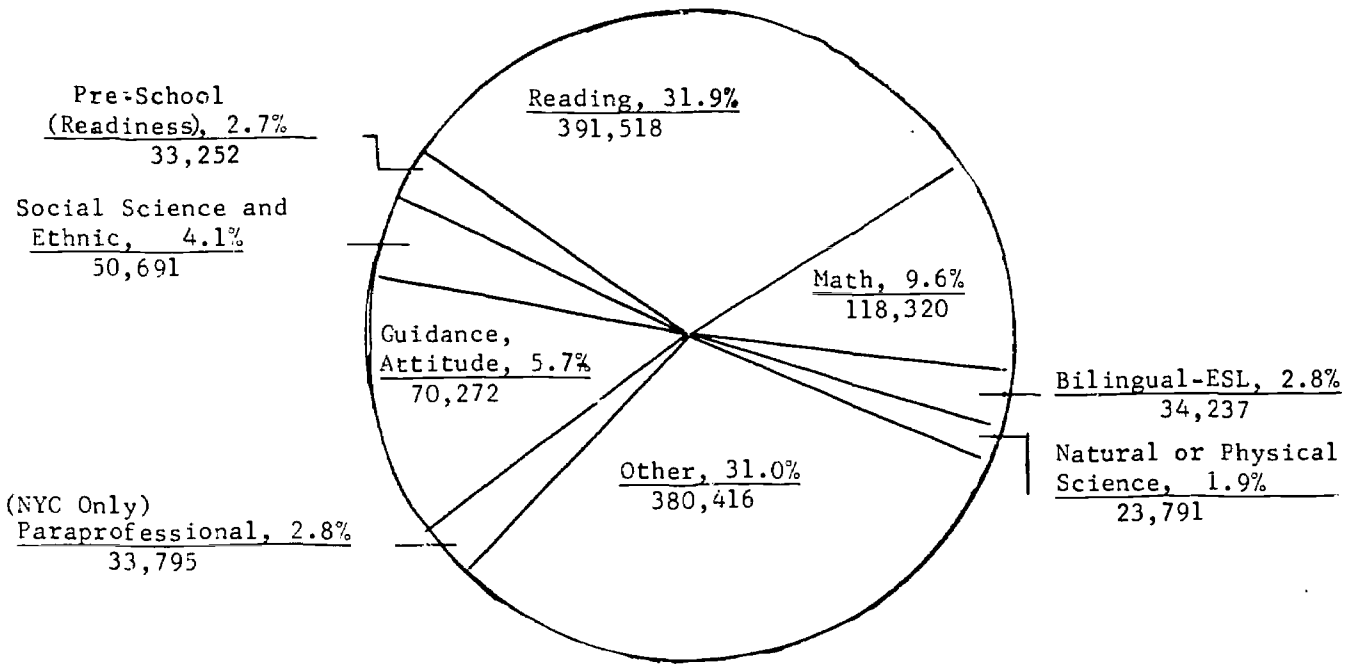
Participation Distribution by Component/Activity

Activity	Expected	Actual	Percent Expected-Actual	% of Total Pupils
Reading	403,404	391,518	-3%	31.9%
Mathematics	130,799	118,320	-10%	9.6%
Bilingual-ESL	40,783	34,237	-16%	2.8%
Attitude, Self-Image	93,141	90,061	-3%	7.3%
Social Science and Ethnic	43,152	50,691	+17%	4.1%
Pre-School (Readiness)	35,805	33,252	-7%	2.7%
Guidance	73,638	70,272	-5%	5.7%
Natural or Physical Science	24,083	23,791	-1%	1.9%
Paraprofessional (NYC Only)	34,654	33,795	-3%	2.8%
Other	390,342	380,416	-3%	31.0%
TOTAL:	1,269,801	1,226,353	3.4%	100%

Distribution of Participation by Grade Level (Duplicated Count)

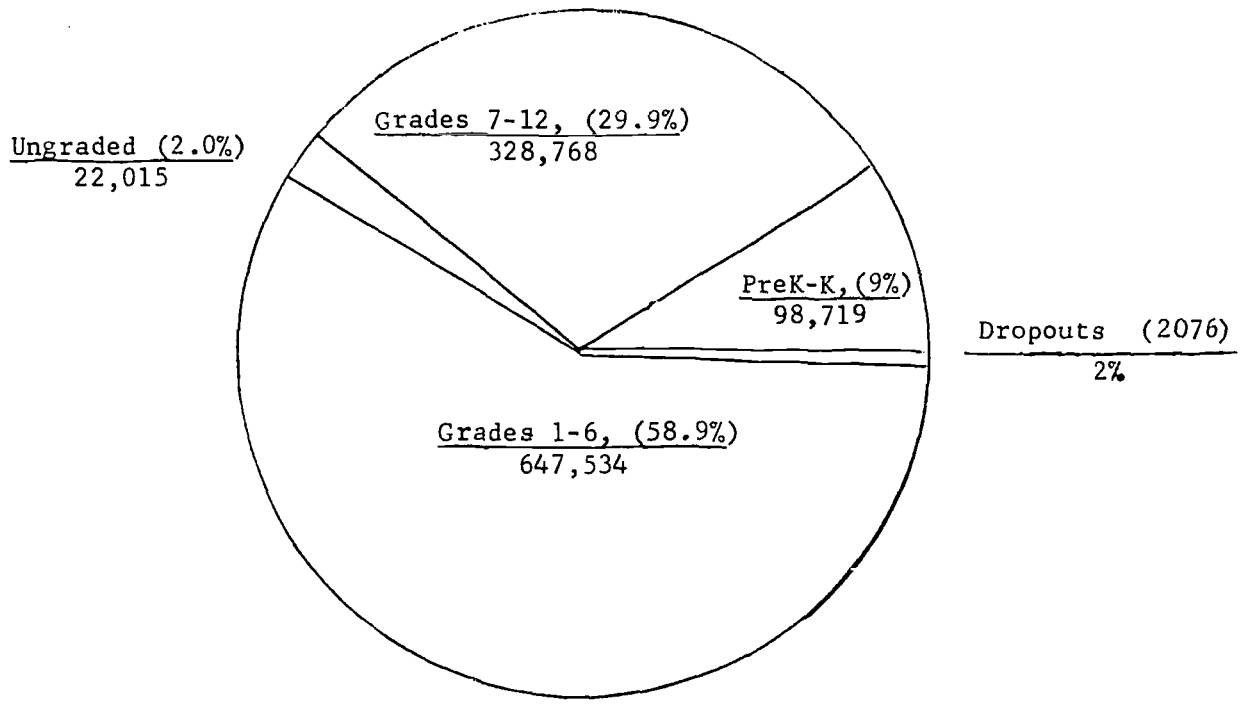
When considering pupil enrollment figures, it should be taken into consideration that one of the primary goals of the Title I program of recent years has been the diagnosis and remediation of basic skill deficiencies as early in the individual pupil's educational experience as possible. Therefore, enrollment statistics were examined in reference

Illustration 13: Participation Distribution by Component/Activity



to grade level distribution. The following illustration 14 provides the distribution by grade level, of both public and nonpublic school participants in ESEA Title I projects. These figures do not constitute an unduplicated count since the data are derived from responses to the MIR form (question #13) providing a distribution by component and grade interval. Nonetheless, the figures represent a realistic demonstration of grade level distribution and inferences can be drawn concerning the grade levels which have received the greatest emphasis. As can be seen from illustration 14, grades Pre-K trhough grade 6 encompass approximately 68 percent of project participation.

Illustration 14: Distribution of Statewide Title I Enrollment by Grade Interval (Duplicated Count)



Specialized Subgroups of Participation

Included on the MIR evaluation form were a number of questions directed toward the acquisition of data concerning participation of specific groups for which the Title I effort hoped to provide compensatory services and instruction.

Nonpublic. An increased effort was undertaken to provide services for those pupils enrolled in nonpublic educational institutions. Table 7 which follows is a reproduction of the table that appeared on the 1972 MIR form (cf., Chapter VIII) and includes the compilation of all responses to the question concerning nonpublic participation on that form. There were 394 projects that stated there were no nonpublic school participants in the project and there were 92 projects for which there was no response

to this question. There were approximately 295 projects that included nonpublic participation. The 101,589 participants represent nearly 15 percent of the total population that was reported by district personnel. Seventy-one percent (70.6%) of the nonpublic participants (unduplicated) were enrolled at the elementary level.

Table 7

Nonpublic School Participation, Title I, FY 1972

Participants	Grade Level				
	Pre-K, K	1-6	7-12	Ungraded*	Total
Expected	4,103	86,612	28,877	1,350	120,942
Participating	3,794	71,750	24,844	1,201	101,589

Children of migratory workers. A migrant student is defined as the child of any person who has moved across school district boundaries during the (school) year in pursuit of employment in the agricultural trades. A migrant worker may be one who travels within the state in search of employment, or one who follows the large fruit harvests, often ranging from Florida and Texas to New York State. The district level personnel were asked to provide data concerning the number of children of migratory workers that were included as ESEA, Title I participants. A distribution of migrant students, according to grade level and in or out-of-state migration, is reported in table 8. The 23 Title I projects that included migrant children were located exclusively in upstate districts. It should be noted that the data provided were not the data for the Title I sponsored SEA Program for Children of Migratory Workers, but rather the

data for those pupils included in LEA projects under Part A, Programs for Children in Low Income Areas.

Table 8

Participation by Children of Migratory Workers in Title I Projects, FY 1972

Participants		Grade Level				
		Pre-K, K	1-6	7-12	Ungraded*	Total
Migrant In State	Expected	89	268	50	0	407
	Participating	77	254	52	0	383
Migrant Out-of-State	Expected	25	201	66	1	293
	Participating	36	235	54	1	326

As the above table demonstrates, a larger number of out-of-state migrants than was anticipated were enrolled in the Title I projects, while fewer in-state migrants enrolled.

Neglected and delinquent.[1/] District level personnel were also asked to provide data concerning (1) the number of children in institutions for the neglected and/or delinquent who participated in district Title I projects and (2) the sites where instruction was conducted. There were 50 projects that specified involvement of neglected and delinquent pupils. Of these, one project was conducted in a state operated institute, 27 were conducted at institutional school district facilities. There were 699 projects in which no neglected and delinquent children were enrolled.

1/ The data provided are applicable to those neglected and delinquent participants which were enrolled in LEA sponsored Title I projects, and do not include those neglected and delinquent participants treated under funding by the SEA sponsored programs especially designated for these children.

A reproduction of the MIR question and table are provided below. The figures represent a compilation of all responses, statewide, to this MIR question.

Table 9

Participation of Children in Institutions for the Neglected and Delinquent FY 1972

If this project involves participation by children in institutions for the neglected, enter, in the general grade level categories shown, the number expected to participate and the number actually participating. The counts reported should be unduplicated in that participants should be reported as either neglected or delinquent. Also check the category which indicates the location of the project.

☐ Check here if no children in institutions for neglected and delinquent participate

Participants		Grade Level				Total
		Pre-K, K	1-6	7-12	Ungraded*	
Neglected	Expected	209	1876	2164	1425	5674
	Participating	209	1857	2157	1412	5635
Delinquent	Expected	-	8	1221	390	1619
	Participating	-	8	1205	355	1568

Handicapped. Finally in reference to project participation, the district level personnel for each project were asked to provide comprehensive information concerning the number and age of certified handicapped children served by each Title I project, the type of handicap that each handicapped pupil suffered and the type of activity or component in which each handicapped pupil participated. Tables 10 and 11 are reproductions of questions 19A and 19B respectively of the 1972 MIR form. Table 10 provides a distribution of handicapped participation by type of handicap

and subject matter area. As can be seen in this table (and in table 11), the most frequently treated handicap was speech impairment which was treated by instruction and supportive services through speech therapy (included in "other" components in table 10).

Table 10

Participation of Handicapped Children in Title I Projects, By Type of Component, FY 1972

If this project involves participation by handicapped children, enter (in 19A), by category of handicap, the number being served in each major component/activity of the project. Use appropriate codes as indicated in the instructions. A pupil should be assigned to one handicap category only, but a single individual may be counted under more than one component/activity. (Attach additional sheet, if necessary)

☐ Check here if no handicapped pupils participate

Component Code	Activity Code	Type of Handicap										Total
		TMR*/	EMR**/	Hard of Hearing	Deaf	Speech Impaired	Visually Impaired	Emotionally Disturbed	Crippled	Learning Disabled	Other Health Impaired	
Attitude, Self Image		22	174	28	3	104	48	294	17	468	53	1211
Bilingual		-	-	-	-	-	-	15	-	-	10	25
Reading		11	438	185	7	823	258	731	51	2168	310	4982
English as a Second Lang.		-	4	1	-	6	1	70	1	4	-	87
Guidance		31	195	22	3	115	61	650	11	509	78	1675
Mathematics		1	119	12	-	39	24	419	29	255	13	911
Pre-school		3	10	7	-	73	16	16	-	99	6	230
Science		-	28	4	-	9	7	-	16	7	2	73
Social Science		40	215	8	-	205	22	326	19	156	3	994
Other		1325	3061	407	346	13011	320	6258	568	4086	1075	30457

*/Trainable Mentally Retarded

**/Educable Mentally Retarded

Table 11 provides the distribution of handicapped population according to type of handicap and age interval. The handicapped child treated in a Title I project was most frequently speech impaired (nearly 40 percent of the handicapped population), although there were large numbers of learning disabled (18 percent) and educable mentally retarded (10.1 percent). As with the general enrollment pupil, the handicapped pupil was most frequently treated early in his or her education experience. Nearly 66 percent of the handicapped participation was in the 6-12 age interval. Significantly, the unduplicated count of 35,930 handicapped pupils represents approximately 5 percent of the total participation figure.

Eligible but Not Participating

Another factor considered during the analysis of project participation data was the number of pupils that were eligible to participate, but for financial or logistical reasons, did not participate in 1971-72 Title I projects. Districts were requested to respond to the following question on the 1971-72 MIR forms:

> 25. To your knowledge, are there pupils in the area served by this project who are eligible to participate but are not presently participating?
>
> Yes ☐ No ☐
>
> If yes, indicate the approximate number of such pupils:
>
> ☐

Of the 680 MIR's completed by project personnel for projects in upstate districts, 404 responded "yes," 275 responded "no." The affirmative response indicated that there were more eligible pupils in these districts. In response to the second part of this question, there was a total of

Table 11

Participation of Handicapped Children in Title I, FY 1972, by Type of Handicap and Age Interval

For each type of handicapped child served by this project, enter in the age categories shown, the number expected to participate and the number actually participating. The counts reported should be unduplicated in that each individual should be counted in only one age and handicap category.

Type of Handicap	Number of Children Served by Age									
	0-5 years		6-12 years		13-18 years		19 and over		Total Children	
	Expected	Actual	Expected	Actual	Expected	Actual	Expected	Actual	Expected	Actual
Trainable Mentally Retarded	18	163	697	671	477	481	105	107	1,297	1,422
Educable Mentally Retarded	164	114	2,066	2,135	1,066	1,127	121	273	3,417	3,649
Hard of Hearing	55	60	351	418	96	118	10	6	512	602
Deaf	58	47	322	378	76	37	-	4	456	466
Speech Impaired	490	650	10,366	11,992	1,212	1,364	10	48	12,078	14,054
Visually Impaired	53	82	248	346	89	113	10	50	400	591
Emotionally Disturbed	228	60	2,372	2,358	3,534	3,767	312	286	6,446	6,612
Crippled	138	746	465	375	142	119	40	75	785	629
Learning Disabled	612	141	3,628	4,336	1,089	1,393	15	19	5,344	6,494
Other Health Impaired	284	141	501	579	435	516	100	175	1,320	1,411
Total	2,100	2,264	21,016	23,588	8,216	9,035	723	1,043	32,055	35,930

117,703 eligible but not participating pupils. This compares to the total of 280,287 pupils that did participate in upstate district projects, or 41.9 percent more pupils that were educationally disadvantaged.

Of the 81 MIR's completed by project personnel for project components in New York City districts, there were 59 "yes" responses and 22 "no" responses. In New York City there was a total of 323,532 pupils designated as eligible to participate but not participating in ESEA Title I projects. Given a participation of 414,723 in New York City projects, the 323,532 designated pupils represent 78 percent more that were in need of treatment.

CHAPTER V: STAFF CHARACTERISTICS

The data below describe the patterns of staffing at all levels of treatment implementation. Included are the basic descriptive statistics concerning the professional, paraprofessional and nonprofessional staff which administer, supervise, support and/or conduct the learning activities that make up the experiences designed to increase pupil achievement. 1/

The data for staffing are discussed in terms of a) type of staff, e.g., administrator, teachers, paraprofessional, etc., and b) type of service, i.e., direct educative service, in which the staff member was in direct interaction in the project with the students, or support services, in which the staff member was among those who provide ancillary services to the participants in specific or the project in general. For purposes of comparison, data were compiled separately for New York City and upstate projects.

Statewide Distribution of Staff by Personnel Category

In fiscal year 1972, ESEA, Title I funded 45,526 positions in local education agencies. Districts reported that number to be equal to 36,885.25 full time employees (FTE). Approximately 60 percent of the FTE or 54 percent of the unduplicated total staff was employed in New York City projects. Approximately one-third of the total staff was teachers and 7 percent was administrative or supervisory positions. Table 12 provides a distribution of staff for New York City, upstate and statewide totals, including both

1/ The data were derived from the 1972 Mailed Information Reports (c.f., Chpater VIII of this report) for both New York City and upstate and include reported staffing patterns in both unduplicated count and full time equivalent units (FTE). As such, the data do not include staffing patterns for the three New York City projects and approximately 60 upstate projects for which MIR's were not received.

public and nonpublic participation. New York City and upstate projects had approximately equal numbers in the professional categories, but New York City had appreciably larger numbers employed in the paraprofessional categories.

Table 12

Statewide Distribution of Staffing by General Personnel Categories, FY 1972

Staff Categories	New York City		Upstate		Statewide	
	FTE	Unduplicated	FTE	Unduplicated	FTE	Unduplicated
Administrators and Supervisors	949 3/4	1,111	1,049 3/4	2,006	1,999 1/2	3,117
Teachers	6,340 1/2	7,283	6,000 1/4	8,331	12,340 3/4	15,614
Other Professionals	1,207 1/4	1,387	1,283	2,080	2,490 1/4	3,467
Teacher Aides	6,297	7,124	3,780 1/4	4,151	10,077 1/4	11,275
Student Tutors	2,289	2,579	819 3/4	1,457	3,108 3/4	4,036
Community Liaison Workers	211	221	261 1/4	372	472 1/4	593
Family Workers/ Parent Program	1,160 3/4	1,236	370	616	1,530 3/4	1,852
Other Paraprofessionals	2,894	2,936	639 1/2	887	3,533 1/2	3,823
Nonprofessionals	715 3/4	815	616 1/2	934	1,332 1/4	1,749
Total:	22,065	24,692	14,820 1/4	20,834	36,885 1/4	45,526

In comparison with last year (FY 1971), New York City employed approximately 4,000 less (FTE) staff in 1972, the decline being most noticeable in the categories of teacher (-1,500) and nonprofessional staff (-2,500 approximately). Upstate districts also employed fewer (FTE) staff, with a decline of slightly less than 2,000 staff members, most noticeably in teaching staff where 2,852 (FTE) fewer teachers were employed.

Direct Educative Services

The previous section reviewed, in general terms, the staff patterns for Title I projects. Below, the distribution of professional, paraprofessional and nonprofessional employees into direct educative services and support services is presented. The 1972 MIR form (c.f., Chapter VIII), Question 31A, further divided direct educative staffing into three categories: elementary level, secondary level basic skills, and secondary level vocational skills and attitudes. 1/ For purposes of the following discussion, the two secondary level categories are summed. Reproduction of Question 31A, with complete compilations for New York City and upstate can be found in Appendixes A and B. Since fulltime equivalent units reflect positions (albeit that FTE does not take into account the time length difference between yearlong, regular and summer programs), the following discussion and illustrations are based upon comparisons in terms of FTE units rather than unduplicated counts.

1/ The form simultaneously collected staff data for use in the U.S. Office of Education Consolidated Program Information Report (CPIR); a document completed at the State level. The classification system discussed here belongs to the CPIR format.

In 1972, New York City Title I projects employed 19,723 staff members engaged in direct educative services. Approximately 72 percent (14,616.75) of this staff was employed at the elementary level. Further, 30 percent of the staff was teachers, 32 percent was teacher aides, and 11 percent was student tutors. In upstate Title I projects,there was a total of 10,552.75 (FTE) staff members engaged in direct educative services. Of this number, 84 percent (8,823) were employed at the elementary level. In terms of staff category, 41 percent of the total was teachers, 33 percent was teacher aides, and 5 percent was tutors. In each case, these were the three largest categories involved in direct instruction. It can be derived from the above data that remediation instruction in New York City gave more emphasis to the use of paraprofessional support of instruction, while upstate projects utilized a higher percent of professional instructors. In both cases, emphasis was directed to the elementary level, addressing early remediation of learning disabilities. Illustrations 15 and 16 provide graphic representation of the relationships between direct staffing categories in New York City and upstate for elementary level instruction and secondary level instruction respectively.

Illustration 15: Comparative Graph of Direct Instructional Staff, Elementary Level, New York City and Upstate, By Percent

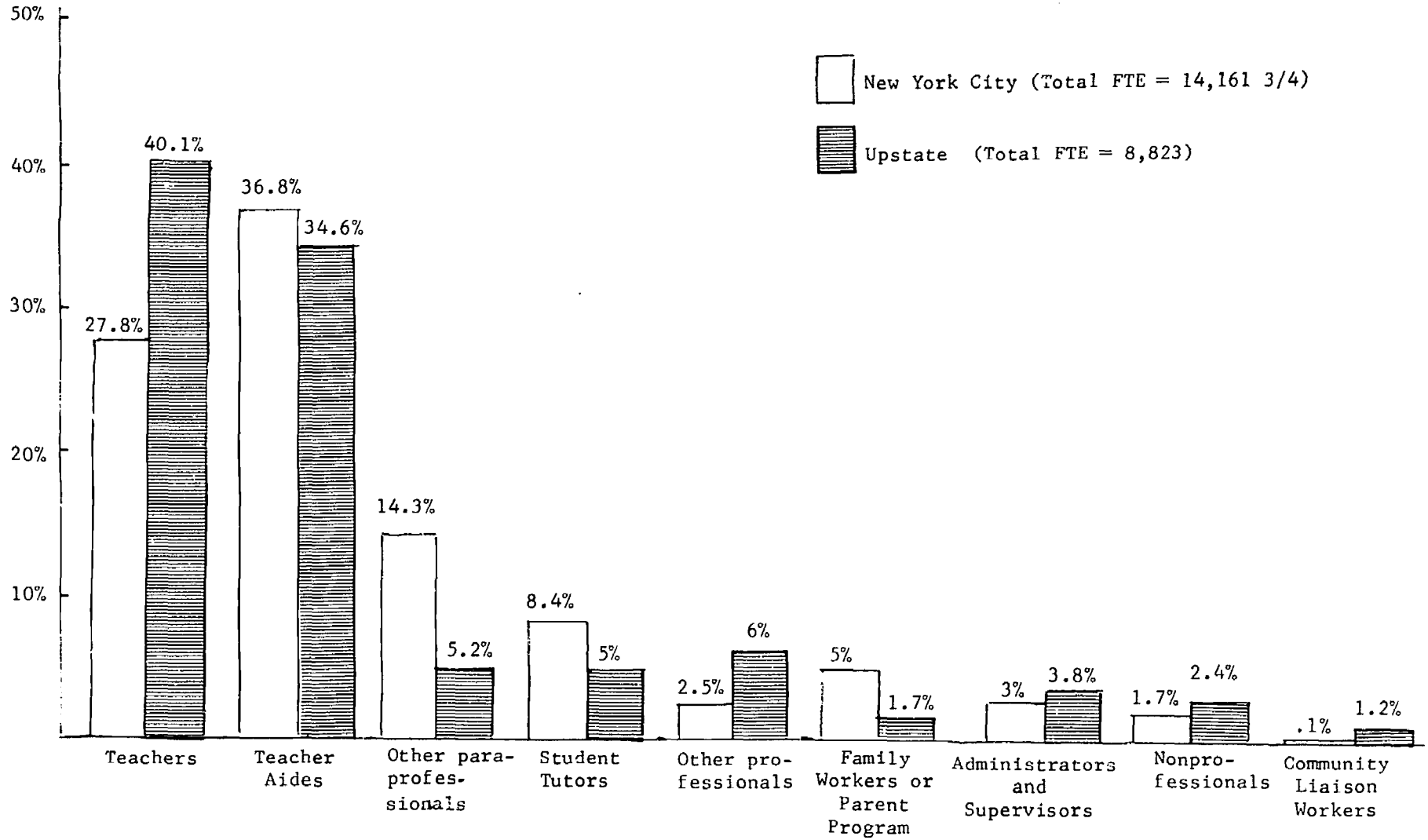
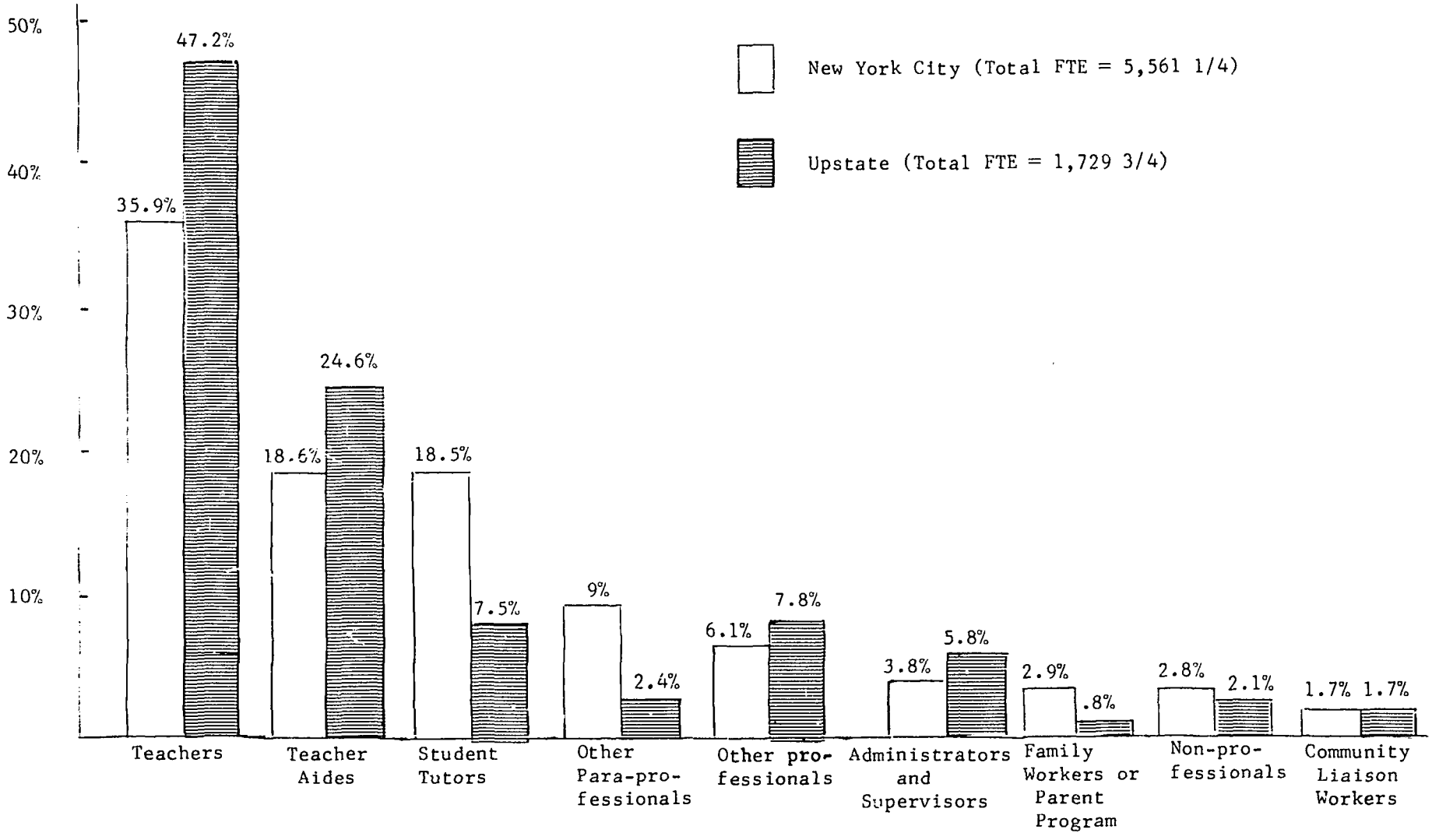


Illustration 16: Comparative Graph of Direct Instructional Staff
Secondary Level, New York City and Upstate, by Percent



Support Services

Support services are those services which provide administrative, technical and logistical support to facilitate and enhance instruction. To a lesser degree, support services include community services. Within the category of support services are pupil personnel services and all "other" services. Examples of pupil services include services such as administration, guidance and counseling, testing, health and dental, attendance and food services. Examples of "other" services include library services, clerical work, evaluation consultants, transportation, master teachers, AV technicians, etc. The following discussion and illustrations were based upon data collected by Question 31B, on the 1972 MIR form (c.f., Chapter VIII). For comparison purposes, the data are presented separately for New York and upstate, includes public school and nonpublic school staff, and are always discussed in terms of full time equivalent units (FTE). Reproduction of Question 31B, with compilations for New York City and upstate can be found in Appendixes C and D of this report.

In FY 72, New York City employed 2,342 staff (FTE) in support services, 1,735.25 (74 percent) of which were engaged in pupil personnel services. Within the category of New York City pupil personnel services, 26.2 percent were employed as "other professionals," that category which would include such personnel as guidance counselors, physicians, etc. The second largest category in New York City support services was that of teachers, with 18.1 percent. Family workers (15.5 percent) and other

paraprofessionals (15.4 percent, cf., the following section for a discussion of use of paraprofessionals) were also large categories. In New York City, all other services accounted for 606.75 FTE staff, 31.3 percent of which were nonprofessional staff and 19.1 percent were administrators and supervisors.

Pupil Services accounted for 79 percent of upstate support services. The upstate distribution of Pupil Personnel Services staff revealed a different emphasis than that of New York City. A very large percent (43.5 percent) was teachers, while the second largest category was "other professionals" with 16.1 percent.

Staff categorized as "other services" was distributed in a manner similar to New York City, with nonprofessionals accounting for 23.8 percent of the total 890 (FTE) staff, and administrators, and supervisors accounting for 22.4 percent.

Upstate districts showed a much greater emphasis in the area of support service staff than did New York City. Upstate districts employed 4,267.25 FTE in support services, representing 28 percent of the upstate Title I staff. New York City districts employed 2,342 FTE staff in support services, this representing 10.6 percent of the New York City project employees. Upstate projects had large number of staff in pupil personnel services, a large percent of these being teachers, while New York City's greatest support service personnel were "other professionals" and paraprofessionals.

Illustrations 17 and 18 provide graphic comparisons for New York City and upstate in support services for pupil personnel services and "all other services," respectively.

Illustration 17 Comparative Graph of Support Service Staffing, Pupil Personnel Services By Percent

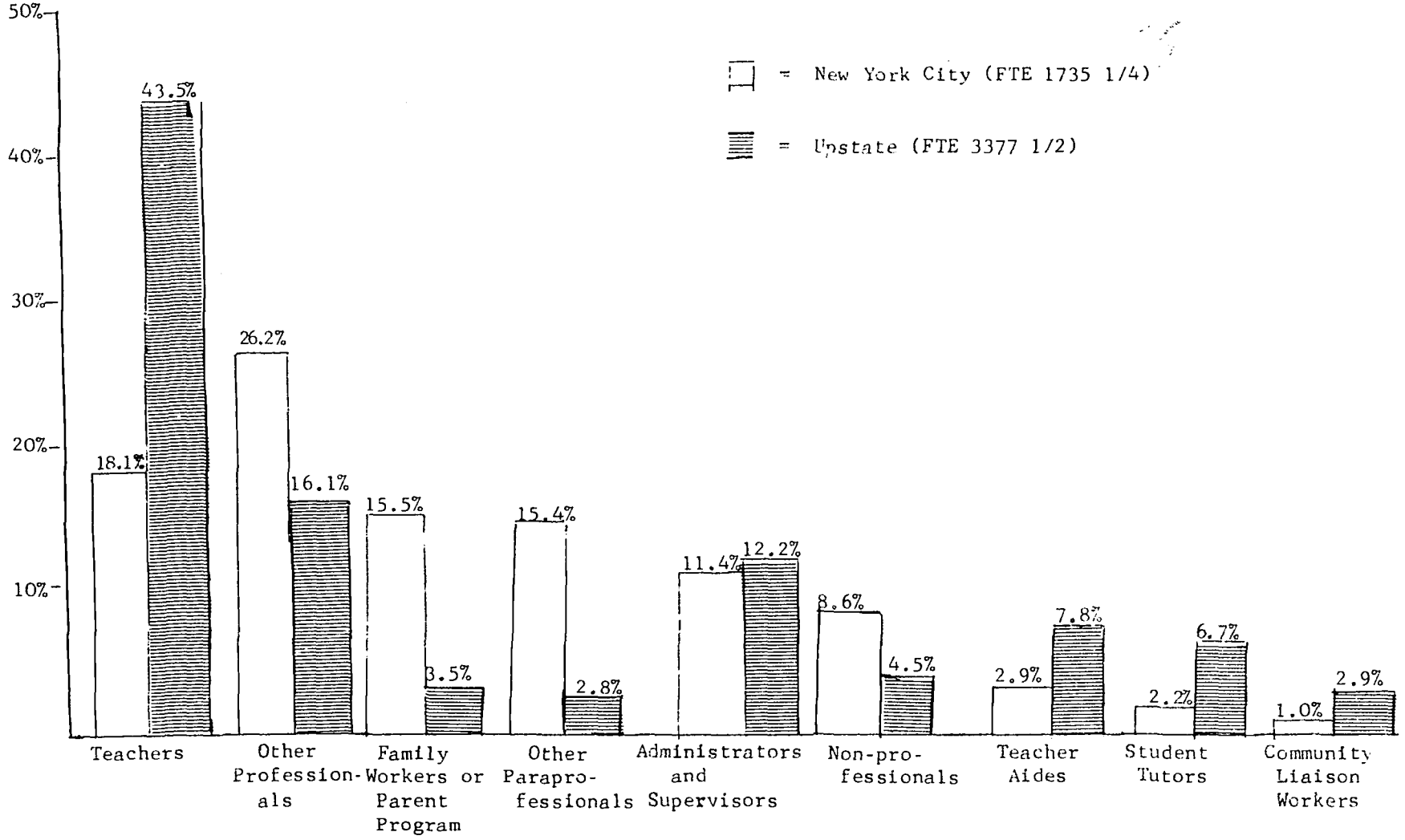
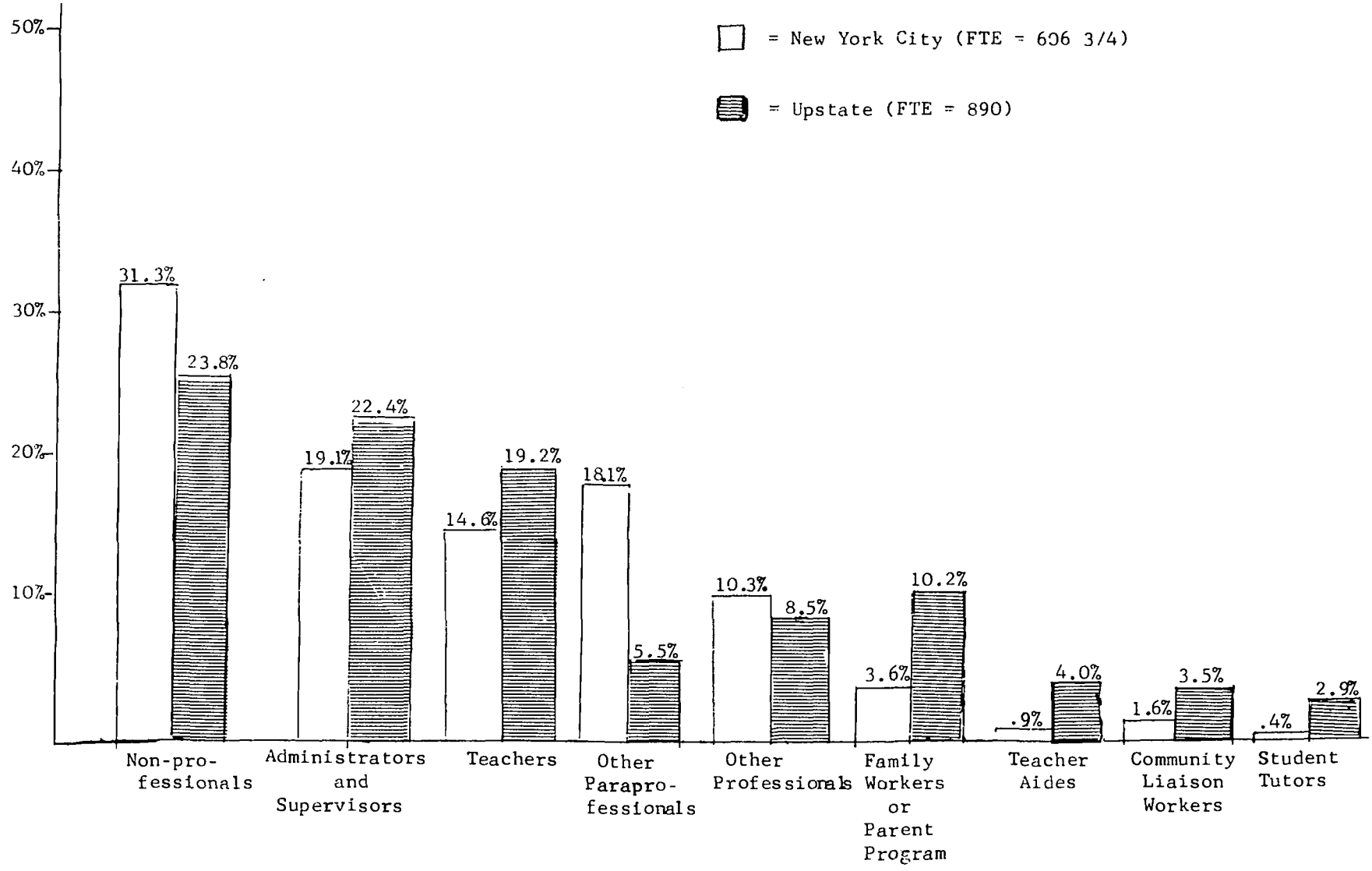


Illustration 18 : Comparative Graph of Support Service Staffing, "All Other Services," By Percent



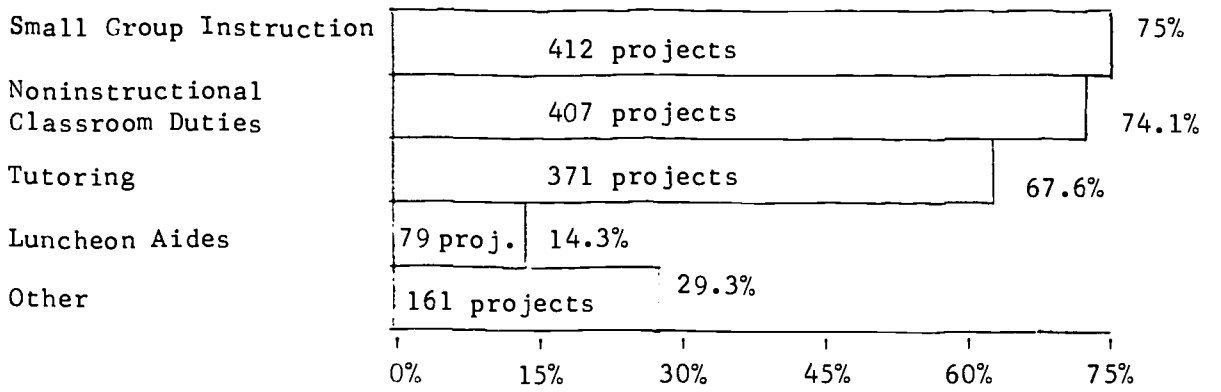
Use of Paraprofessionals

In the previous section, paraprofessionals were recognized as contributing a large part in the overall Title I effort, in both direct instructional and support services capacities. The 21,600 paraprofessionals employed in Title I projects accounted for nearly one half of the 45,526 statewide staff for FY 1972. A survey question, requesting information from each project concerning the capacity in which paraprofessionals were used in the project, was included in the statewide MIR evaluation form.

Of the 770 projects for which MIR's were filed in 1972, 23 MIR's did not include a response to the question concerning use of paraprofessionals. Among the 747 projects reporting, a total of 198 projects specified that there were no paraprofessionals employed in the projects. Approximately 549 projects reported the employment of paraprofessionals in some capacity. A compilation of MIR responses yielded a total of 1,430 responses specifying functions performed by paraprofessionals. The typical project employing paraprofessionals used paraprofessionals in at least two and frequently three different capacities. Illustration 19 provides a simple bar graph of the categories of paraprofessional use and the number of projects which designated use of paraprofessionals in each category, expressed as a percent of the total number of projects using paraprofessionals (549). The two most frequently designated uses of paraprofessionals were for "noninstructional classroom duties" (which included scoring tests, setting up special resource materials for individuals, xeroxing, taking lunch money), and "small group instruction." Tutoring was also frequently designated.

Illustration 19

Distribution of Uses of Paraprofessionals
at District Level, by Percent



Inservice Training

Inservice training elements were mainly concerned with assisting personnel involved with projects in the development of knowledges and attitudes toward the psycho-socio lifestyle of the target population and/or pedagogical skills for greater teaching competency. Typically, the format of instruction involved orientation (pre-service) laboratories, seminars, workshops, or college courses. The following descriptive statistics, derived from the 1972 MIR evaluation forms, were assembled according to the type of personnel receiving training, the type of training (in terms of intensity, duration, and situation), and the cost of training.

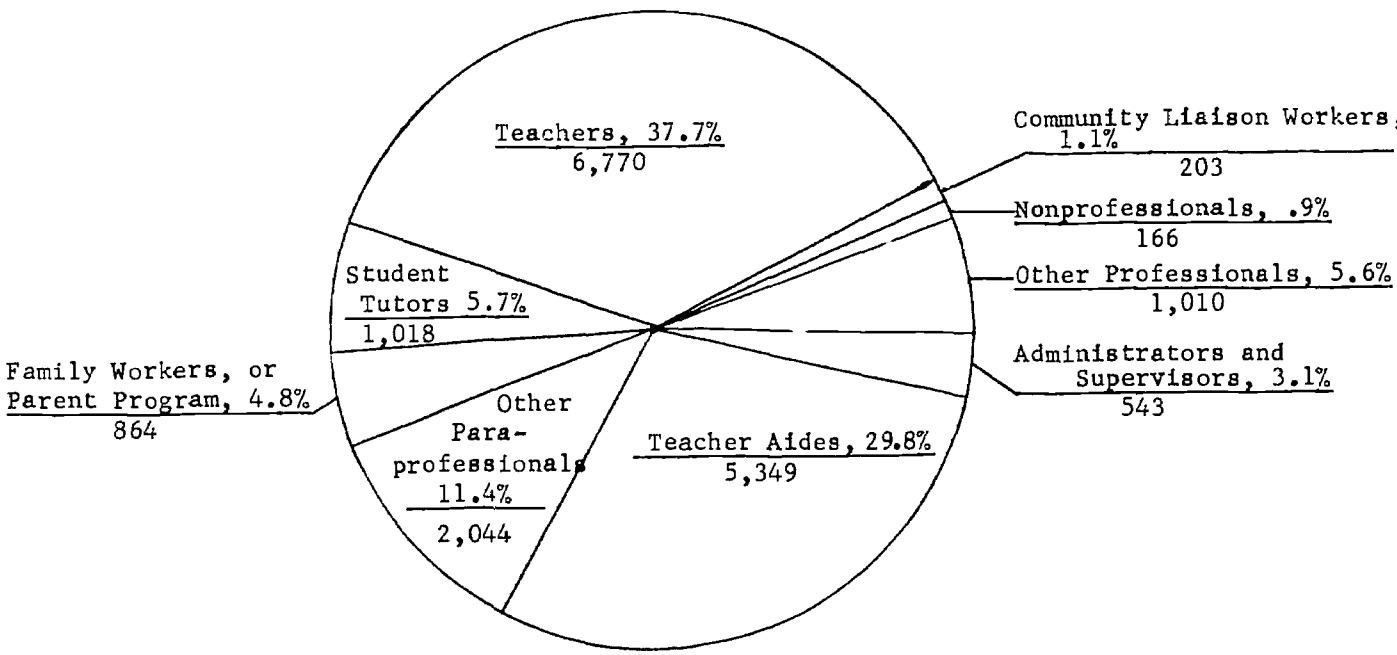
Staff Receiving Inservice Training

Staff involved with direct instruction was the target population for training. Collectively, the 13,137 teachers, teacher aides, and student tutors that received inservice training represented 73.2 percent of the total 17,967 staff who received inservice training. If "other para-

professionals" (which would include the classroom paraprofessionals that provide support in a noninstructional capacity) were added to teachers, aides, and tutors, the total is 15,181, or 84.6 percent of all staff receiving training. Illustration 20 provides a graphic statewide distribution of staff categories receiving inservice training.

Illustration 20

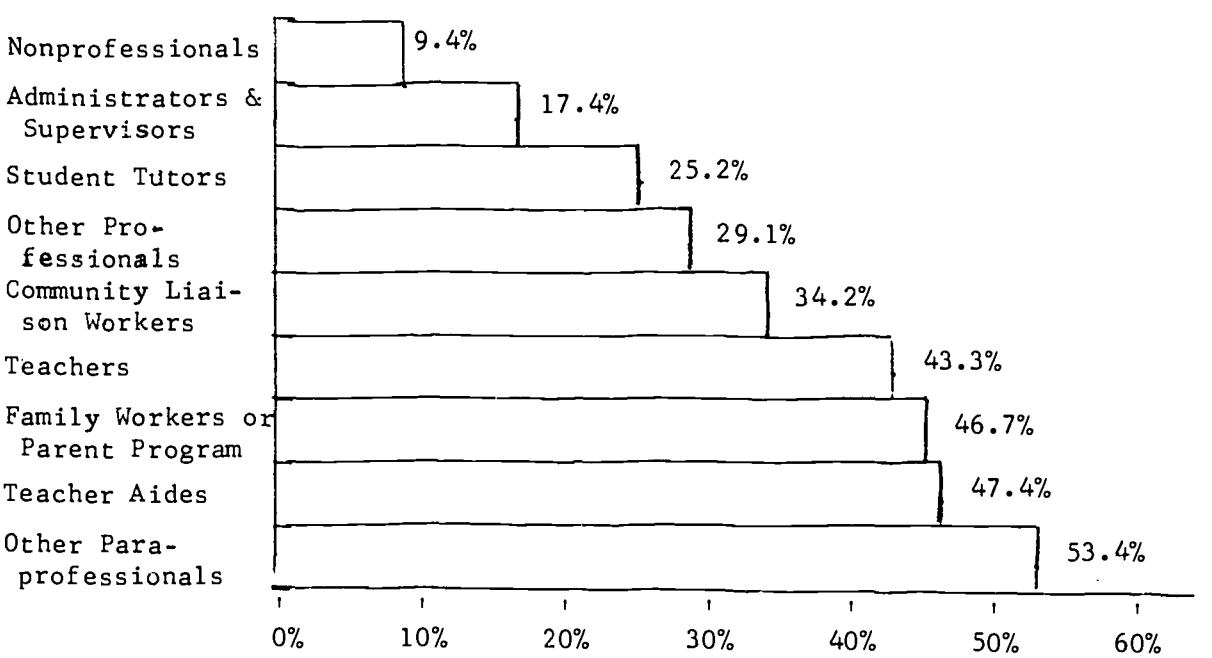
Personnel Receiving Inservice Training
by Staff Category



The number of staff receiving training was compared to the total number of staff employed in ESEA, Title I projects. Among the 45,526 staff reported as participating, 17,967 staff (40 percent) received in-service training. The relation of staff receiving inservice training to total number of staff, by personnel category, is provided in illustration 21. The staff categories in which the greatest percent of personnel received training were "other paraprofessionals," teachers, and teacher aides, as well as family and parent program workers. The smallest categories were those of nonprofessionals, and administrators and supervisors.

Illustration 21

Percent of Staff Receiving Inservice Training, by Personnel Category



Inservice Training by Type

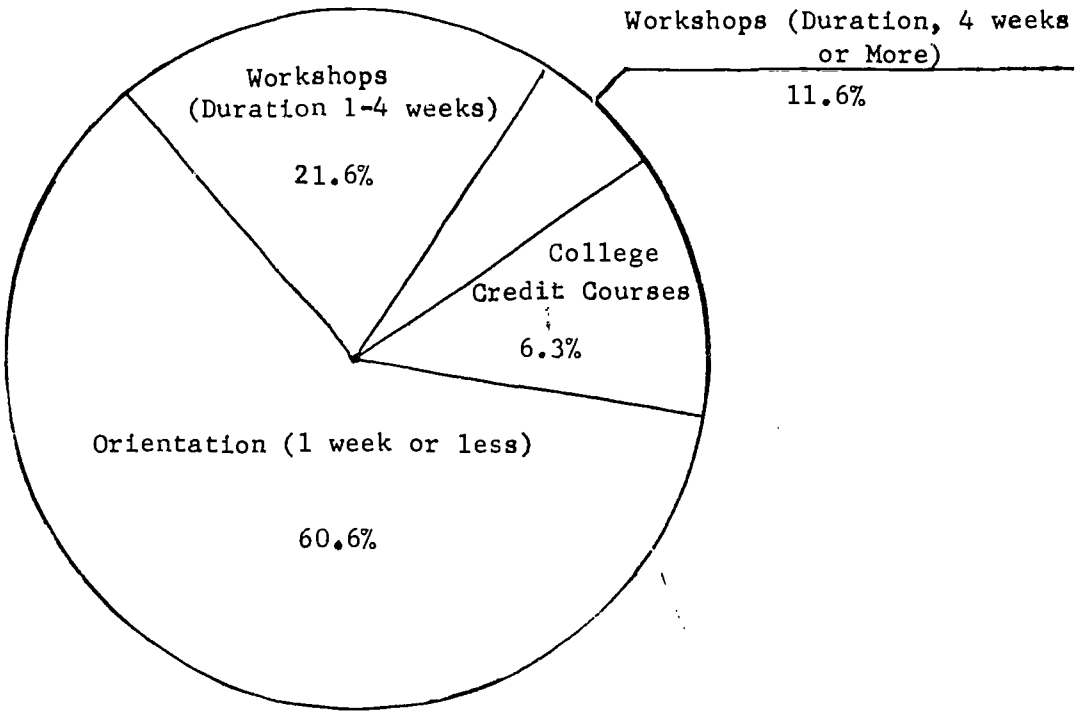
Project personnel were asked to categorized the inservice training implemented for each project in terms of the length of training and the nature of the training. The number of staff who received training was distributed by staff category according to one of four types of inservice activity. 1/ 1) Orientation (1 full week or less), 2) Workshops (duration of 1-4 weeks full time instruction), 3) Workshops (duration of 4 or more weeks full time instruction), and 4) College credit courses. Illustration 22 provides a distribution of staff receiving inservice training according to type of inservice.

The most frequently used inservice training was the orientation type of training, lasting less than a week. The focus of most orientation sessions was on an attempt to install a basis of understanding of the socio-psycho background of the participating students. This was true for each staff category. Appendixes E and F provide distributions of staff receiving inservice according to staff category and type of inservice.

1/ The Categories selected for tabulation were those categories developed by the U. S. Office of Education for use in the Consolidated Program Information Report.

Illustration 22

Distribution of Staff Receiving Inservice,
According to Type of Training



Cost of Inservice Training

The costs of training staff were either (1) wholly paid by district tax levy funds, (2) shared out of tax levy funds and ESEA, Title I funds, or (3) wholly paid for by ESEA, Title I funds. Fifty-six percent (10,148) of the staff receiving training was trained out of costs charged against ESEA, Title I funds. A survey of districts reporting inservice training cost data revealed that the mean cost of providing inservice training was $172 per staff member trained. The most costly type of training was the workshop lasting four weeks or more, for which the average cost per staff member was $542. The average costs for each category of inservice training paid for by ESEA, Title I in FY 1972 are displayed in Table 13.

Table 13

Cost of Inservice by Type

Type of Inservice	Orientation	Workshop, Duration 1-4 Weeks	Workshop Duration 4 Weeks or More	College Credit Courses
Number of Staff Trained	4,978	2,915	1,923	332
Cost of Training	$264,501	$395,074	$1,041,534	$43,743
Cost of Training per staff member	$ 53.13	$135.53	$541.61	$131.75

Costs associated with college credit courses and workshops were frequently associated with particular requisites in teaching skills (e.g., for teaching bilingual pupils) or career ladder programs whereby nonprofessionals indigenous to the ghetto communities work and learn with the ultimate goal of professional status and certification.

Adequacy of Staffing Levels

Success in meeting behavioral objectives has been hypothesized to be at least partially related to expectations of the staff. As low expectations for the learner have been held to interact with pupil achievement (e.g., the self-fulfilling prophecy), an analagous situation may hold for whole projects. Where project resources, such as adequate levels of staffing, are concerned, project coordinators (who see ESEA, Title I resources as only token efforts) may hold little genuine hope for meeting the pupil behavioral objectives of the project. Project coordinators were polled directly in an effort to determine whether, in their opinions, the amount of staff committed to the project was adequate for achieving the stated objectives.

Of the 690 total MIR responses for upstate districts there were 682 responses to this question concerning adequacy of staffing levels. Four hundred and ninety-two responses, or 72 percent, were "yes" responses (amount of staff was adequate); 190 responses, or 28 percent were "no," the amount of staff was inadequate.

The 190 negative responses were reviewed to determine the source of the low or negative expectation based upon the level of staffing. Basically, there were two categories of perceptions. The first, in the opinion of the project coordinators so responding, was that even with the additional ESEA,Title I funded instructional staff, the instruction was not individualized sufficiently to have maximum impact, given the number of pupils served. The second most frequently discussed opinion springing from the negative responses, was that the strictly remedial approach was too simplistic to meet the learner's needs. In the opinion of the coordinators, virtually a clinical team consisting of guidance counselors, psychologists, social workers, learning disability specialists would be required to address the multiple sources of interference blocking pupil achievement.

Of the 83 MIR's available for New York City projects, there were 81 MIR's with responses to the question of staffing adequacy. These responses were more evenly divided than the generally positive responses of upstate districts. There were 46 "yes" responses, or 57 percent, indicating adequate levels of staffing New York City School districts had generally similar weaknesses in staffing as upstate districts, with the

exception that the most frequently mentioned lack of personnel was that of paraprofessionals, teacher aides, and educational assistants. More than half of those surveyed indicated the need for more of this type of staff. Also mentioned were classroom teachers and reading specialists, as well as psychologists, guidance counselors, librarians, and home-school contacts.

CHAPTER VI: LAY PARTICIPATION

Involvement of Advisory Boards

Since 1968, increased attention has been directed toward lay participation in the process of serving educationally disadvantaged pupils. Section 116.81 (f) of the Regulations called for "maximum practical involvement of parents" in the planning, development, operation, and appraisal of Title I projects. In fiscal year 1972, the Regulations were revised to specify that:

> Each local education agency shall prior to the submission of an application for fiscal year 1972 and any succeeding fiscal year, establish a council in which parents (not employed by the local educational agency) of educationally deprived children residing in attendance areas which are to be served by the project, constitute more than a simple majority, or designate for that purpose an existing organized group in which such parents constitute more than a simple majority....1/

The intention of the ESEA, Title I program was to have projects reviewed and understood by advisory boards (and the several "communities") as intensive efforts to create remedial learning situations for disadvantaged children. The learning situations should be further recognized as being designed to break the cycle of learning failure and the subsequent effects of such failure.

Project Planning

To determine whether various external publics (including parents) were actively acquainted with project planning in upstate New York, three items in the Mailed Interim Information Report for each project were devoted to

1/Section 116.17, paragraph (C), (2), "Financial Assistance to Meet the Special Educational Needs of Educationally Deprived Children", Federal Register XXXVI, 199, October 14, 1971.

assessing participation in project planning. Ten thousand, five hundred and seventy-four (10,574) district representatives (lay) were reported to have participated in planning the 770 projects. The question is reproduced here exactly as it appeared in the district report (MIR). The figures represent the number of projects for which an affirmative response was included.

Question

Indicate the groups which participated in determining project needs and priorities: (Check all which apply)

	Number of Projects
Public school representatives	742
Community (lay) representatives	707
Nonpublic school representatives	376
Other	106

The above responses would indicate that the majority of the projects have complied with the regulation to increase community representation. Of the 770 projects for which there were MIR responses, there were 13 for which there was no response to this question. In other words, data for 93 percent of the projects indicated that community representatives participated in determining project needs and priorities. In about half of the projects (376), nonpublic school representatives participated in the process.

The Department also surveyed the nature of the external publics that provide input into project planning. Below is the survey question and summary of affirmative responses.

Indicate the groups which participated in planning for this project: (Check all which apply)

		Number of Projects
a.	The district elected school board	502
b.	The district elected advisory committee	521
c.	The local P.T.A. or Home/School Association*/	224
d.	Representatives from local chapters of community organizations such as the Planning Action Council, CORE, Urban Coalition, NAACP, etc. */	209
e.	Other groups (specify) _____	401

*/ In small districts such organizations may not exist.

The total data based for the above table was reduced to 731 projects, since there were not responses for 39 projects. The data indicate that the elected school board was not included in making plans for 32 percent of the projects; and 29 percent of the projects were planned in the absence of a contribution from a district advisory committee.1/ While a number of the districts failed to comply with the intent of the regulation to include and insure parent representation in the planning and operation of Title I projects, it should be noted that the new regulations concerning parent participation did not go into effect until October 14th, 1971, after the majority of Title I projects had already been initiated and implemented.

1/Small upstate districts were more likely to plan projects in the absence of advisory committees than the big six cities of New York, Buffalo, Rochester, Syracuse, Yonkers, and Albany. Participation in planning by advisory committees, did not mean that the advisory committees were unanimous in their endorsements of all elements in the projects. A statewide advisory committee composed of representatives from many districts was founded in 1971-72 for purposes of information exchange and lobbying activities.

CHAPTER VII: INTERRELATIONS BETWEEN MULTIPLE FUNDING SOURCES AND TAX LEVY FUNDS

ESEA, Title I funds sometimes provided only part of the services or activities outlined in district project proposals. Local education agencies often secured more than one source of funding to conduct a comprehensive program for disadvantaged learners. The practice of securing other sources of available funds, particularly for support services such as food, social welfare activities, library materials, etc., was encouraged since the monies otherwise spent on those services could be devoted to direct instruction in the areas of the greatest academic needs. In other words, while certain expenditures were allowable under ESEA, Title I guidelines, districts were directed to seek other social agency support for non-instructional supplies and services wherever appropriate.

In a survey of 682 upstate projects (representing 87% of all upstate projects), fifty-four (54) projects had multiple funding sources. The usual case was only one other funding source besides Title I. The most frequent contributing sources were other federally sponsored programs, including ESEA, Title III; ESEA, Title II; ESEA, Title VIII (dropouts); the Safe Streets Act; Model Cities; Operation Outreach; Follow-Through; OEO Headstart; and the Emergency Employment Act. These programs contributed funds for staffing, support services, supervision, staff training, instructional services, food service, consultation, supplies and equipment, and custodial service. The second most frequent contributing sources were the regional Boards of Cooperative Education Services (BOCES). These agencies provided supervision, evaluation, consultation resource personnel, use of equipment and materials, and instructional specialists for local projects. Table 14 illustrates the source of funds found in the 54 upstate districts.

Table 14

Other Funding Sources Contributing To Upstate ESEA, Title I Projects

Source	Number of Projects
Federal Program	15
Board of Cooperative Education Services	8
Private Education Agencies and Instructions	7
County Community Agencies	5
State Funded Programs	5
Parochial Schools	3
Universities and Colleges	3
Local School Districts	3
Multiple Funding Sources	3

Private agencies and institutions frequently provided space, materials, staff, and consultation services to aid projects with pupils who had special emotional or educational disadvantagement. County and community agencies including YMCA, YWCA, local offices of State or Federal Departments of Labor, and community action groups participated in ESEA, Title I projects. Other contributing sources included those programs which were administered by New York State Education Department such as the Urban Aid Program, and the New York State Lunch Program. The Urban Aid Program was designed to provide services, similar to ESEA, Title I, in 32 large urban districts only. Of the $47 million statewide allocation, New York City was allocated $29,475,619. Project Alert, a multi-staged reading program sponsored in selected districts statewide by the Bureau of

Reading of the State Education Department, was designed as a large scale teacher training effort to improve pupil reading skills through the diagnostic-prescriptive approach.

There were 22 ESEA, Title I projects in New York City which were funded by multiple sources. Of the 22 projects, 16 were reviewed to ascertain what kinds of agencies jointly participated with the ESEA, Title I projects. The most frequent contributing sources were New York City agencies such as the Board of Education or the Department of Health. These agencies provided supervision, staff, and general supportive assistance in the implementation of Title I projects. Four New York City projects received aid from private institutions which provided professional evaluation services, professional staff, space and equipment for instruction. Three of the projects received additional aid from colleges or universities in the form of tuition-free courses, inservice training and technical assistance. Two projects received supplemental aid in the form of instructional and supervisional services from LEA's. One project received supplemental aid from Model Cities, while another project enjoyed several supporting resources including a college, student volunteers, and and an urban organization in addition to ESEA, Title I.

Since the responsibility for both the State and Federal compensatory aid programs falls under one assistant commissioner in New York State, close coordiation was practical for developing projects with clearly defined interrelationships from multiple funding sources. The New York State organization (and activities) for changing disadvantaged learners' basic skills behavior permitted a coordinated effort toward concentrating services on the identified needs of the disadvantaged.

Questions associated with the integration of ESEA, Title I services in the districtwide education enterprise arise from efforts toward efficiency in delivering services, as well as meeting the goal of concentrating services for the greatest impact on selected learners. The following are illustrations of questions of this nature which were included in the district reports.

Question: Did this project compete with other projects in the district for the same target population participants during the same time period?

Question: Were there other program projects operating in the district which provide the same activities for different participants?

Question: Is there a funding relationship between this project and other projects funded by State and Federal sources in the district?

Question: Do the same participants also receive benefits from other compensatory programs in the district?

Forty-two projects were reported as being in competition for the same pupils, 80 projects reported success in securing funds to address the same needs of different disadvantaged learners. Project personnel reported a funding relationship between their project and other state and federally sponsored compensatory projects in 188 Title I projects. Pupils in 292 ESEA I projects also received benefits from other compensatory aid programs. This latter point, while increasing the difficulty of attributing pupil growth to any one funded source, does permit the State to infer that services were being brought to bear in an increasingly more concentrated effort on selected learners.

Activities or Procedures Incorporated into the Regular School Program

While the Title I program was not intended to provide classical experimentation in education accompanied by research, a subsidiary benefit of the statewide Title I effort has been the introduction of improved methodology, equipment, and materials in areas of instruction, administration, and support services to many of the local educational agencies. The districts were asked, as part of regular reporting procedure, to respond to the following question:

> Have any of the activities or procedures developed in this project been adapted for use in the regular school program?...If yes, briefly describe the activities or procedures.

A survey of statewide responses to this question revealed that 467 of the projects had adopted an activity or procedure (of demonstrated worth after a trial period in an ESEA, Title I project) in the regular tax levy funded program. The 467 projects represent over 60 percent of the Title I projects implemented in FY 1972. An encouraging facet of the ESEA, Title I Program has been, and continues to be, the diffusion of effective treatments (originally supported by ESEA, Title I) into the district tax levy supported effort.

The analysis of the responses to the second part of the question revealed that the most frequently adopted activity took the shape of a particular approach to remedial instruction in basic skills. The two most frequently mentioned effects of the Title I effort upon the regular school program were the introduction of individualized and small group instruction, and the introduction of specific materials, usually remedial in nature, which enhanced the successful instruction for learning by disadvantaged pupils.

Apparently, the "seed money concept" whereby school district administrations will risk Federal monies for remedial activities on a trial basis prior to convincing local tax payers of the benefit of the extra expense was still operating.

CHAPTER VIII: PROJECT IMPLEMENTATION

Efforts to Monitor

The evaluation concerns of compensatory aid projects were mainly devoted to identifying growth in basic skills areas for educationally disadvantaged learners. The ultimate success criterion of any project or treatment within a project is the attainment of the behavioral objectives set forth in the proposal. The analysis of projects in terms of the degree of attaining objectives is called product evaluation. (Chapter 9 of this report describes product evaluation through a discussion of increased pupil achievement as measured by norm referenced tests.) In addition to product evaluation, however, ongoing evaluative efforts which span a project's history are useful. Such efforts belong to the area called process evaluation.

Needs. Process evaluation involves looking at the participants (in light of their needs, potentials, and resistance to change) while the treatments or services were being rendered. In an examination of treatments, the on-site observer is permitted to detect possible causes for the failure of proven treatments (previously demonstrated elsewhere as effective) to bring about the anticipated change in behavior. Should a particular treatment be verified through the product evaluation as having failed in bringing about the anticipated change, the process evaluation may illustrate the areas of implementation needing revision. The efforts to monitor projects during operation address several major questions of particular importance for remedial treatments for disadvantaged learners. Answers to such questions assist project administrators to learn from treatment failures.

Some questions are:

1. Was a treatment, previously found to be effective with a similar learning environment, a failure because the treatment was not implemented along the lines of proposal? (Failure to deliver learning system)
2. Was a treatment, based upon an eclectic approach of meritorious practices used elsewhere, a failure because the various elements did not integrate in a complementary fashion? (Failure due to untested combinations of applications)
3. Did a treatment, recognized as weak in the proposal stage, fail due to a violation of pedagogical principles in practice? (Failure to apply learning theory)
4. Did a treatment, recognized as being effective for selected youngsters for a given duratio. , fail outright or because of a ceiling effect of pupil output under repeated simuli? (Failure due to "more of the same" instruction)

Answers to these and other questions are fundamental to the improvement of learning situations provided through categorical aid.

Methods. The State used two procedures to monitor projects. Field visits were conducted by subject matter specialists throughout the life of projects. A field visit may have been undertaken at the request of the district or at the request of the Division of Education for the Disadvantaged . State subject matter personnel generally gathered information and reported their findings to the district and program office. Some technical assistance, when requested, was provided by the subject matter specialists.

The other major form of monitoring provided by the State employed a Mailed Information Report system. The districts provided relevant data concerning the implementation of the projects during operation and at the conclusion of the projects. The three part form (discussed below) had the additional advantage of collecting comparable data across all upstate districts for reporting results, as well as monitoring ongoing projects.

Field Visits

The SED program office, in conjunction with other subject matter specialists, conducted a continuous monitoring action with regard to ESEA, Title I projects. Some of the visits were actually investigations in response to alleged violations of the regulation, which had to be responded to in appropriate form to the U.S. Office of Education. By and large, however, visits by SEA staff were for technical assistance in (1) planning for project activities (for resubmission), (2) revising treatments or operations, or (3) assessing processes and verifying the implementation of activities. Districts reported by project that there were visits by 106 program office personnel, 85 generalists, 206 subject matter areas specialists, and 139 evaluation specialists (unduplicated count). Table 15 displays the purpose of the visits by staff specialty. If a SED staff member provided more than one service, he was counted twice. There were data for 492 projects that indicated no visit for any purpose was made by SED staff. There were 20 project investigations for the purpose of satisfying parties concerned with malfeasance on the part of the districts. The most frequent service rendered to districts by the State level staff was oriented toward treatment revision leading to more effective use of resources.

Table 15

Distribution of Field Visits

Type of SED staff	Number visiting for:		
	Program Planning	Program Operation	Program Evaluation
Content Specialists	51	199	133
Generalists	24	56	32
Evaluation Specialists	24	48	124
Administrative Staff from Funding Unit	14	81	44
TOTAL	113	384	333

Mailed Information Report (MIR) System

Monitoring by mail provided an inexpensive system of project examination by the district. The structured format (mostly closed form) permitted the State to assemble comparable data regarding project enrollment, staff, implementation, and other assessment data for all projects. The form, which was designed to collect data at three points during the project life, was comprehensive in that it also served as the district final project report when the three sections were combined as source data for the State report to the United States Office of Education. The response rate (by project) was 770 or 88 percent. Most of the data in this report for New York projects were taken from the MIR source.

In addition to reporting the basic statistical information (already discussed in earlier chapters), the MIR sought information concerning factors related to (1) delivering the project's proposed services and activities, (2) the coordination of ESEA, Title I sponsored activities with the larger educational enterprise in a district, as well as (3) contrasting elements

associated with implementing projects in nonpublic schools with the public schools.[1/]

Delivery of services. Questions associated with the delivery of services were framed to elicit responses concerning maintenance of proposed levels of activities, changes in direction of activities, as well as the ability to secure staff in the numbers proposed. Each of these topics was perceived as a common cause of project failure in previously funded projects.

Illustration:

Question: Were any of the original objectives modified after project implementation?

Question: Was the amount of staff adequate for achieving the stated objectives?

Question: Were the services (activities) maintained at the proposal level?

Because the objectives for 58 projects were changed prior to project implementation, and objectives for 92 projects were modified during operation, an assessment of the pupil behavior originally expected (from the proposal) would certainly be in error. Similarly, if projects were felt to be understaffed (only 62% (540) of the projects reported adequate staffing), expectations concerning successful attainment of objective in basic skills must be revised. Only 81 percent (704) of the projects reported implementing all components and activities as proposed. Such

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1/ For a reproduction of the Mailed Information Report (MIR) form, cf. to Appendix K.

findings, based upon self reporting (not state auditing), point to the difficulties of implementing activities in the way proposed. Apparently, some distance still remains between the planned remedial learning experiences and the existing learning experiences.

When asked about the adequacy of facilities and the appropriateness and sufficiency (in quantity) of resource materials, 530 projects reported as being adequate.

Implementation in Nonpublic Schools. The New York State 1969-70 annual report included an extensive examination of funding and achievement of nonpublic school activities as related to need based upon economic disadvantagement in nonpublic schools in New York City. (Any examination of nonpublic school involvement and enrollment is complicated by the district's accounting system whereby nonpublic school pupils are sometimes counted as public school pupils in summer treatments.)

Four hundred twenty one (421) projects reported including nonpublic school officials in the planning and evaluation stages. Three hundred seventeen (317) projects conducted activities during regular school hours, and 85 of the projects included nonpublic school participants in activities conducted after regular school hours. Two hundred sixty nine (269) projects had at least some activities based on nonpublic school grounds. One hundred fifty three (153) projects conducted activities on public school grounds for nonpublic school pupils.

When the findings from the MIR were analyzed at the first two data collection points, treatment modifications through immediate technical assistance from the State were possible. The MIR forms permitted early reviews of projects sent to the State for refunding in the ensuing fiscal year. The consolidated, closed format layout of the forms permitted the

State to provide comparable data for reporting to the U. S. Office of Education. The data from the form also contributed to the effort toward the isolation of exceptional treatments for dissemination.

CHAPTER IX: ACHIEVEMENT OVERVIEW

Earlier chapters developed the facets of the ESEA, Title I program associated with delivering instruction and services to disadvantaged learners. Such chapters described the efforts to assess compensatory activities in reference to enrollment, staffing, lay participation, conformity to proposals and other process or monitoring interests. Ultimately, however, the success of ESEA, Title I was judged on the basis of increased achievement in reading and mathematics on the part of the target population. While there may be great value in determining (1) whether a particular treatment either conforms to a pedagogical theory or (2) from what sources pupil resistance to change arises, the analysis of increased pupil behavior in basic skills areas should be foremost in accounting for the $194 million program. Legislators were persuaded to pass Public Law 89-10 to meet educational needs indicated by low performance of the economically disadvantaged on norm referenced standardized tests in reading and mathematics. The product evaluation section addresses achievement by disadvantaged learners as measured by norm referenced tests.

Procedure

The greatest academic needs of the educationally disadvantaged learners were determined, through a needs assessment using the Statewide Pupil Evaluation Program data, to be in reading and mathematics. The primary source for the achievement data survey that follows was the Mailed Interim Information Report (described in chapter 8). Because of incomparable (and some times unrealistic) objectives, only arithmetic means, taken from norm referenced standardized achievement tests were analyzed for reading and mathematics. Data from the same test publisher

had to be administered before and after the treatment to the same pupils to be included in this survey. Furthermore, no adjustment was made for possible regression (to the mean) effects. When districts reported sample figures but did not specify the sampling procedures, or where the State had reason to believe samples were not representative of the total treatment group, only the samples were included in the survey. "Growth beyond expectation" is a working definition used to mean that treatment participants had learned prior to treatment. 1/ The decision to conduct the survey in this fashion tended to underestimate the wider success of certain projects.

The following surveys, which include projects where exceptional achievement was attained by approximately sixty thousand disadvantaged learners, were conducted for both regular school year and summer projects. A dozen vignettes of projects, successful in bringing about major increments of gain in basic skills, are included in Appendix G.

Included also are abstracted evaluation reports for large nonpublic school remedial treatments in basic skills conducted on nonpublic school grounds. Treatments for non-English speaking learners are also examined in the chapter.

Methodology

The reading and mathematics achievement data discussed below were derived from a survey conducted in September 1972. The Northeastern State ESEA, Title I evaluators met in June 1972 and agreed to submit data

1/ Pupil rate prior to treatment is determined by subtracting one from the pupil's pretest score and dividing the remainder by the number of months the pupil has attended school (excluding kindergarten).

(at U.S.O.E.'s request) in the common form presented below prior to January 1, 1973. Local education agencies are always committed to evaluation designs at the time of proposal approval. In some districts, evaluation designs involved equivalent nontreatment groups, diagnostic or criterion referenced instruments, or data manipulations involving scores or means in other than grade equivalent units (e.g., raw, percentile ranks, stanines, etc.). Since the request from U.S.O.E. occurred when data already were being submitted in the several agreed upon forms during the close of the school year, the survey was limited to only those projects which reported standardized norm referenced achievement data in grade equivalent units prior to September 30,1972.

Descriptive Data. The initial survey generated 208 ESEA, Title I projects meeting the criteria for selection. The selected sample of projects accounted for about $112 million (or 58 percent)of the $193.5 million allocated to all New York State LEA's. Table 16 reveals the actual and proposed numbers of project participants as well as the number of scores analyzed. One hundred eighty-two (182) of the projects had been implemented in previous years.

Table 16

Participation */

Number of participants proposed to be served in the entire sample (project level)	431,047
Number of participants reported as served in the entire sample (project level)	435,955
Number of elementary (grades 2-6) remedial reading participants whose scores were analyzed in this sample	45,274
Number of secondary (grades 7-12) remedial reading participants whose scores were analyzed in this sample	4,936
Number of elementary remedial mathematics participants whose scores were analyzed in this sample	6,579
Number of secondary remedial mathematics participants whose scores were analyzed in this sample	1,500

*/Sampling plans frequently are employed in projects serving large numbers of pupils to avoid testing every pupil in an ESEA I funded treatment. So many principles of sampling were violated in New York City decentralized district projects that the decision was made to make no inferences to the universe(s) from which the samples were drawn. The decision to report data in this conservative fashion means that there may exist in New York City decentralized districts nearly 10 times (over 100,000 pupils) the number of treatment-participants reported in this survey who met the criteria of making a greater rate of gain during the ESEA I funded treatment than prior to the 1971-72 ESEA I funded treatment.

Prediction. The achievement data that follow were tabled according to whether the district applied the prediction formula or whether only pretest and posttest means were submitted.

If a school district failed to compute a predicted posttest under the six step formula 1/ provided by the State, a separate analysis was conducted. In other words, while all treatments analyzed in this survey contained pretest means and posttest means provided by the district, some

1/ A reproduction of this formula is made available in Appendix G.

districts supplied predicted posttest according to formula while other districts did not. A decision was made to analyze each treatment's data by duration between pretest and posttest dates and whether a computed predicted posttest was available (by using the predicted posttest, the pretreatment rate of gain can be generated). Consequently, two actual rate of gain cells are provided for each time interval analyzed. An additional cell in each table has the data calculated from the pupils' historical growth rate where such data were provided.

Constraint. Together, the series of conservative decisions made prior to data analysis might tend to reduce the estimated impact of the intervention of ESEA, Title I funded reading and mathematics treatments. However, the sample of 60,000 participants provides considerable data upon which to assess program effectiveness.

Achievement in Reading

Reading achievement in the elemenatary grades. The following table reveals a consistently larger amount and rate of gain for pupils during the ESEA, Title I funded elementary remedial reading treatments than prior to the treatments. The data were tabled by the length of time between pretest and posttest. Since the most reliable data are for longer periods between pretest and posttest, the gains (ranging from 9 to 13 months) for approximately 37,000 pupils in the treatments lasting at least for 6, 7, 8, 9, or 10 months are impressive.

Table 17

Reading Achievement for Elementary Grades (1-6)

Months a/		Number of Participants in Survey	Actual Gain (in months)	Predicted Gain (in months)	Pretreatment Rate of Gain (per month)	Treatment Rate of Gain (per month)
1	PWPG b/	128	2.97	.70	.70	2.97
	Pw/oPG c/	4,720	3.62			3.62
2	PWPG	None				
	Pw/oPG	346	6.00			3.00
3	PWPG	158	4.07	1.53	.51	1.35
	Pw/oPG	1,596	4.37			1.46
4	PWPG	226	4.42	1.60	.40	1.11
	Pw/oPG	528	4.19			1.05
5	PWPG	None				
	Pw/oPG	668	6.64			1.33
6	PWPG	419	6.03	3.16	.53	1.01
	Pw/oPG	1,829	7.15			1.19
7	PWPG	2,339	9.21	3.55	.51	1.32
	Pw/oPG	3,670	9.53			1.36
8	PWPG	3,871	8.77	4.42	.55	1.10
	Pw/oPG	2,667	9.65			1.20
9	PWPG	9,203	7.13	5.89	.65	.79
	Pw/oPG	1,776	10.39			1.15
10	PWPG	3,185	9.60	5.56	.56	.96
	Pw/oPG	7,892	8.96			.90
11	PWPG	38	13.00	5.00	.45	1.18
	Pw/oPG	None				
12	PWPG	None				
	Pw/oPG	25	9.58			.80
C d/	PWPG	19,567			.59	.97
	Pw/oPG	25,707				1.61

a/ Number of months between pretest and posttest

b/ PWPG -- Pupils with predicted gain available

c/ Pw/oPG -- Pupils for which predicted gain was unavailable

d/ C -- Combined

When the elementary pupils were reviewed together, the predicted growth rate for the treatment participants without treatment was .6 months growth for each month of classroom experience -- an estimate consistent with the findings published by U.S.O.E. in 1972.[1/] However, the 45,274

1/ United States Office of Education. The Effectiveness of Compensatory Education: Summary and Review of the Evidence. Washington: Department of Health, Education, and Welfare, (1972), p. 7.

elementary remedial reading treatment participants averaged approximately 1.3 months growth for each month of ESEA, Title I supplementary treatment. Thus, as a group, the 45,274 pupils in grades 1 through 6 were not only learning at a normal rate but were actually catching up to their more educationally advantaged peers at a rate of .3 month for every month of treatment.

Remedial reading achievement at the secondary level. The survey included nearly 5,000 secondary remedial reading treatment participants, although remedial treatments are usually designed for intervention earlier in the pupils' academic careers.

Data in table 18 revealed that a .6 month increment in achievement for every month in the regular classroom without compensatory treatment could be expected. The rate of actual achievement, in the longer treatment periods of 6, 7, 8, 9, or 10 months ranged from .8 to 1.5 months growth per month of treatment.

When all 4,936 secondary reading treatment participants in this survey are reviewed together, the average rate of gain during treatment was 1.7 months of growth for each month of treatment. In other words, the participants (as a group) were catching up to their more advantaged peers at a rate of .7 months for every month of treatment.

Table 18

Reading Achievement for Secondary Grades (7-12)

Months[a]		Number of participants in survey	Actual Gain (in months)	Predicted Gain (in months)	Pretreatment Rate of Gain (per month)	Treatment Rate of Gain (per month)
1	PWPG [b]	none				
	Pw/oPG[c]	464	4.80			4.80
2	PWPG	none				
	Pw/oPG	105	8.52			4.26
3	PWPG	15	7.10	1.00	.33	2.37
	Pw/oPG	171	5.28			1.76
4	PWGP	17	8.80	1.20	.30	2.20
	Pw/oPG	414	4.78			1.20
5	PWGP	none				
	Pw/oPG	53	4.48			.90
6	PWGP	none				
	Pw/oPG	15	5.00			.83
7	PWPG	362	8.63	4.18	.60	1.23
	Pw/oPG	959	10.56			1.51
8	PWPG	532	10.19	4.72	.59	1.27
	Pw/oPG	686	11.14			1.39
9	PWPG	252	13.84	5.62	.62	1.54
	Pw/oPG	447	11.90			1.32
10	PWPG	209	10.24	5.72	.57	1.02
	Pw/oPG	194	8.41			.84
11	PWPG	41	10.00	5.00	.45	.91
	Pw/oPG	none				
12	PWGP	none				
	Pw/oPG	none				
C [d]	PWPG	1,428			.58	1.28
	Pw/oPG	3,508				1.91

a/Number of months between pretest and posttest.

b/PWPG - Pupils with predicted gain available.

c/Pw/oPG - Pupils for which Predicted gain was unavailable.

d/C - Combined

In summary, the 50,210 elementary and secondary remedial reading participants were expected to achieve at a rate of .6 month for every month in the regular classroom. Growth at that rate would result in the participants falling behind their more advantaged peers at a rate of .4 months during the regular school year. Instead, during the compensatory treatments

funded by ESEA, Title I, the participants achieved at an average rate of 1.3 months for each month of remedial treatments. The target population in the survey not only ceased falling further behind, but started to close the gap between themselves and the average achiever (by grade level).

Remedial Reading in Nonpublic Schools

As reported in Chapter IV, services for disadvantaged learners were found in nonpublic schools. Treatments located in nonpublic schools throughout New York State were subject to the same priorities and regulations as those treatments found in public schools. Reading treatments may be designed for pupils in nonpublic schools who have failed to meet minimum competence (defined as being at or below the 23rd percentile rank) in reading. For purposes of illustration, an abstract of the 1971-72 nonpublic school reading project sponsored by the Central Board of the City of New York is provided here.

New York City Nonpublic School Reading

Project description. The Central Board of the City of New York sponsored the corrective reading project for the sixth consecutive year. The proposed cost of the project was to be $1,042,587 for 13,293 participants in 184 nonpublic schools. [1/] The project eventually served 8,297 participants in 172 schools with an encumberance of $1,517,632. The per pupil expenditure of $183 purchased the services of 101 full time equivalent teachers, eight administrators or supervisors, and three nonprofessional personnel for 10 months (one school year) of instructional time.

1/ "Corrective Reading Services in Nonpublic Schools," a proposal submitted for funding in fiscal year 1971-72 by the Board of Education of the City of New York.

The contracted evaluator reported "that the typical class session... (involved) the Corrective Reading teacher meeting with 10 children for one hour, two times a week...approximately one-third of a period...(was spent on group reading and/or language arts activities with the remainder devoted to individually assigned work." 1/

Selection of participants. The target population, spanning grades two to twelve had to score one standard deviation (-1 S.D.) or lower on a norm referenced achievement test to be eligible under the educational disadvantagement criteria. Corrective reading teachers then screened the 13,293 eligible participants to select the 8,297 actual participants. Table 19 illustrates the distribution by ethnic origin. There were 6,980 elementary (grades 1-6) participants and 1,317 secondary (grades 7-12) participants. The religious affiliations of the nonpublic schools included Episcopalian, Greek Orthodox, Hebrew, Lutheran, Roman Catholic and Ukrainian Catholic.

Table 19

New York City Central Board Nonpublic School
Reading Project: Ethnic Distribution of Participants

Project Participants	Ethnic Group					Total
	American Indian	Oriental	Black	Spanish Surnamed American	Other (Inc. White)	
Expected	65	293	2,901	5,814	4,220	13,293
Participating	0	33	1,891	3,797	2,576	8,297

1/ Simon, Alan J., An Evaluation of the Corrective Reading Services in Nonpublic Schools, A report prepared by Teaching and Learning Research Corporation for the Board of Education of the City of New York, July 1972, p.1.

Objectives. The following objectives [1/] are reproduced from the proposal verbatim.

A. To increase the average word attack and oral reading skills of early elementary and later elementary pupils by at least .6 grade equivalent units on Gray's Standardized Oral Reading Paragraph Test.

B. To increase the early elementary and later elementary participants' skills of word meaning and paragraph comprehension by a mean of at least .6 grade equivalent units as measured by the Metropolitan Reading Test.

C. To increase the secondary participants' average performance in comprehension, word meaning and literature appreciation by 1.0 grade equivalent units as measured by the Iowa Silent Reading Test.

Evaluation design and plan of data analysis. The contracted evaluator obtained a proportional, stratified, random sample of 27 schools for purposes of observation of treatment implementation and collection of pupil achievement test data. Approximately 9 months elapsed between the pretest administrations and posttest administrations of the tests specified in the objectives. Data for early and later elementary grades was representative of the target population, but the sample for the high schools is biased in that only three high schools (among six) were included in the sampling plan for high schools.

Findings. Table 20 below provides data for the samples of participants obtained in the 27 schools.

1/ Board of Education, op. cit. p. 15A.

Table 20

New York City Nonpublic School Reading Achievement Test Data

Sample Size	Test	Date of Pretest	Mean Pretest (Grade Equivalent)	Mean Predicted Posttest (G.E.)	Date of Posttest	Mean Actual Posttest (G.E.)
1,340	Metropolitan Achievement Test	9/71	3.03	3.38	6/72	3.72
1,253	Gray Oral Reading Tests	9/71	2.77	3.10	6/72	3.79
34[1/]	Iowa Silent Reading Tests	9/71	N.A.[2/]	7.63	6/72	9.68

1/ Random sample was obtained from only 3 of 6 participating high schools.

2/ Not available from contractor's report or state evaluation report form.

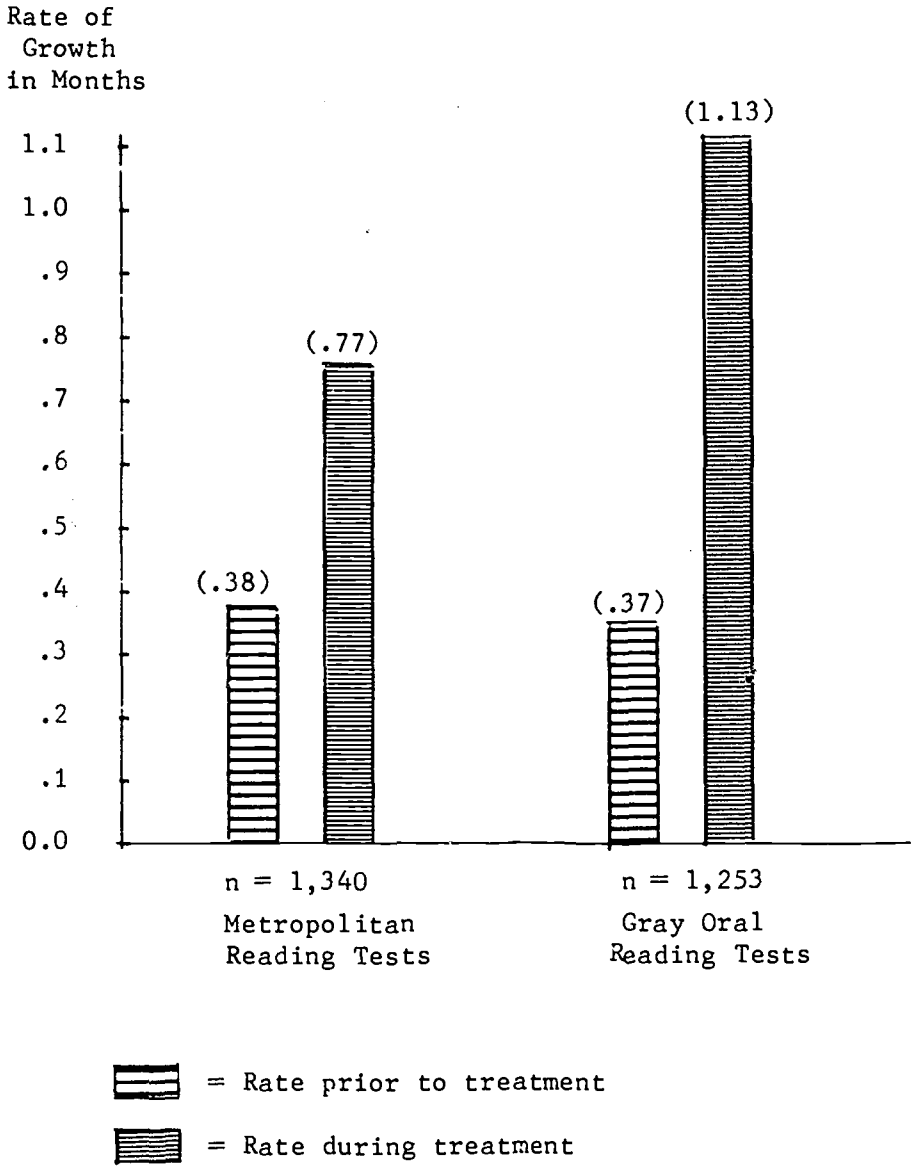
Predicted posttest data were computed by adding 9x mean increment of growth prior to treatment to the obtained pretest mean.

Interpretation. The sample of 1,340 early and later elementary participants represents 6,980 nonpublic school educationally disadvantaged learners. The target population had been achieving between 3 and 4 months growth in reading for 10 months of regular classroom instruction. In other words, the students had been losing about 6 months per year in reference to the norm referenced average achiever. Illustration 23 below depicts achievement during the ESEA, Title I funded treatment of about 7 months (for 9 months between testings) as measured by the Metropolitan Achievement Test.

The Gray Oral Reading Test results are even more impressive, since 10 months growth was revealed for the 9 months between testings.

Illustration 23

Comparison of Rates of Growth in Reading Prior to ESEA, Title I Treatment and During Treatment, 1971-72, New York City Nonpublic Schools Grades 1-6 (Universe = 6,980)



Recalling that the per pupil expenditure amounted to $183, one inference obtained from dividing the number of months over and above anticipated growth as measured by the M.A.T. was that it cost approximately $46 per pupil for each month of growth desired above the pupil's former growth per year. It should be also noted that the growth described here does not mean that the pupils were catching up to their more advantaged peers; but, rather, only accelerating their own rates beyond what might have occurred in the regular classroom with the ESEA, Title I funded activities.

Achievement in Mathematics

Elementary remedial mathematics achievement. While the intention of implementing remedial treatments assumed a lower priority than reading, 6,579 participants in remedial mathematics treatments in grades 1 through 6 were isolated in the survey. As was the case in elementary reading, the remedial mathematics participants were falling behind their more advantaged peers at the rate of 4 months per year. Table 21 reveals that participants in ESEA, Title I treatments lasting 6, 7, 8, 9, or 10 months achieved at a rate of .8 to 1.2 per month in contrast to the pretreatment rate of about .6 per month.

Table 21

Elementary Mathematics Achievement Data

a/ Months		Number of Participants in Survey	Actual Gain (in months)	Predicted Gain (in months)	Pretreatment Rate of Gain (per month)	Treatment Rate of Gain (per month)
1	PWPG b/	None				
	Pw/oPG c/	761	4.97			4.97
2	PWPG	None				
	Pw/oPG	142	3.49			1.74
3	PWPG	208	6.78	1.73	.58	2.26
	Pw/oPG	419	4.71			1.57
4	PWPG	90	6.50	2.40	.60	1.62
	Pw/oPG	99	6.07			1.52
5	PWPG	None				
	Pw/oPG	160	6.00			1.20
6	PWPG	None				
	Pw/oPG	351	7.54			1.26
7	PWPG	68	7.70	3.96	.56	1.10
	Pw/oPG	1,799	7.08			1.01
8	PWPG	1,335	9.74	5.48	.68	1.22
	Pw/oPG	596	9.50			1.19
9	PWPG	32	6.88	6.00	.67	.76
	Pw/oPG	50	8.86			.98
10	PWPG	184	8.08	2.00	.28	.81
	Pw/oPG	185	10.34			1.03
C d/	PWPG	1,917			.62	1.30
	Pw/oPG	4,662				1.79

a/ Number of months between pretest and posttest

b/ PWPG -- Pupils with predicted gain available

c/ Pw/oPG -- Pupils for which predicted gain was unavailable

d/ C -- Combined

As a group, the 6,579 participants achieved at a rate of 1.6 per month. In other words, the ESEA, Title I remedial mathematics participants were closing the gap between the average achiever and themselves at a rate of .6 per month for every month of treatment.

Secondary remedial mathematics achievement. The 1,500 secondary remedial mathematics participants included in the survey had a pretreatment rate of gain of slightly less than .7 month growth per each month spent in the regular classroom. During the 7, 8, or 9 month treatment, the same participants achieved at a rate ranging from .8 growth per month to 2.3 months growth per month.

Table 22

Secondary Remedial Mathematics Achievement Data

a/ Months		Number of Participants in Survey	Actual Gain (in months)	Predicted Gain (in months)	Pretreatment Rate of Gain (per month)	Treatment Rate of Gain (per month)
1	PWPG b/	None				
	Pw/oPG c/	2.65	4.87			4.87
2	PWPG	None				
	Pw/oPG	36	5.11			2.56
4	PWPG	None				
	Pw/oPG	1.95	9.64			2.41
7	PWPG	35	5.9	4.8	.68	.84
	Pw/oPG	3.18	9.46			1.35
8	PWPG	460	14.17	5.3	.67	1.77
	Pw/oPG	127	18.54			2.31
9	PWPG	39	12.60	6.00	.67	1.40
	Pw/oPG	26	10.00			1.11
C d/	PWPG	534			.67	1.68
	Pw/oPG	966				2.69

a/ Number of months between pretest and posttest

b/ PWPG -- Pupils with predicted gain available

d/ Pw/oPG -- Pupils for which predicted gain was unavailable

c/ C -- Combined

The 1,500 remedial mathematics participants discussed above reversed a trend of falling 3 more months behind their more advantaged peers for each year spent in the regular classroom. Instead, the treatment-participants (taken as a group) achieved 2.3 months for each month spent in treatment. These participants were closing the gap at a rate of 1.3 months for each month spent in the compensatory remedial mathematics activities.

The 8,079 elementary and secondary remedial mathematics treatment participants in the survey averaged between 6 and 7 months achievement during each school year prior to treatment. During the ESEA, Title I funded treatments, however, the same participants averaged 1.8 months for each month of remedial instruction. The disadvantaged group, then, was catching up to the average achiever at a rate of .8 per month beyond the 1 month growth needed just to prevent further loss in reference to the norm group.

Remedial Mathematics in Nonpublic Schools

Remedial mathematics treatments funded under ESEA, Title I were implemented for nonpublic school disadvantaged learners on nonpublic school grounds as well as on public school grounds. Usually, summer session treatments including nonpublic school students were located on public school grounds, but where there were sufficient numbers (more than 10) of nonpublic school pupils (who fell below minimum competency) during the regular session, LEA's implemented remedial mathematics treatments on nonpublic school property. Below, a New York City project, located on nonpublic school grounds, that served over 6,000 disadvantaged learners is reviewed for purposes of illustration.

New York City Nonpublic School Mathematics.

Project description. Remedial mathematics instruction was proposed for 14,032 disadvantaged participants in 165 nonpublic schools. The nonpublic schools were expected to provide a room that was adequate for small group instruction during regular school hours. The teachers, provided by the project, were to receive inservice training and to give instruction to approximately 10 children in a group. The proposed cost of the project was $951,728.

When the project was implemented, approximately 6,063 participants received instruction at a cost of $1,005,684. The participants, located in 149 schools, were served by one project coordinator, five supervisors, and 96 teachers. Table 23 indicates the distribution of services in reference to the days of service per school per week. [1/] The most frequent pattern was 2 days per week per school.

Table 23

Distribution of Services by Intensity
New York City Nonpublic School Mathematics

Days of Service/week	5	4	3	2	1 1/2	1	1/2	Mean = 2.4 Mode = 2
Number of Schools	22	7	24	47	2	43	4	Total = 149

Selection of participants. Pupils in grades 2 through 10 "whose scores on a standardized achievement test (were) more than one standard deviation below the grade norm were deemed eligible for participation in

1/ Zlot, William et al. An Evaluation of the Corrective Mathematics Services for Disadvantaged Pupils in Nonpublic Schools, A Report prepared for the Board of Education of the City of New York by the Center for Educational Research and Field Services, School of Education, New York University, August 1972, p. 3.

the program". 1/ Table 24 below indicates that about 2 percent of the treatment participants were in grades 9 and 10.

Table 24

Distribution of New York City Nonpublic School Mathematics Participants by Grade

Grade	2	3	4	5	6	7	8	9	10	Total
Number of Children	272	1,224	1,358	1,137	960	603	368	81	60	1,063

The concentration of remedial mathematics activities centered on the elementary grades.

Objective. The selected participants had averaged about 6 months growth in 10 months of regular classroom instruction. This finding is consistent with the findings published in The Effectiveness of Compensatory Education: Summary and Review of the Evidence. 2/ The general objective for the target population was to have the mean growth for each grade exceed 6 months in combined mathematics achievement for 10 months treatment as measured by the Metropolitan Achievement Test.

Design and data analysis. Metropolitan achievement tests were administered in September 1971 (pretest) and late May -- early June 1972 to 1,062 pupils in 20 randomly selected schools. "In order to assess the

1/Zlot, William et al. An Evaluation of the Corrective Mathematics Services for Disadvantaged Pupils in Nonpublic Schools, A Report prepared for the Board of Education of the City of New York by the Center for Educational Research and Field Services, School of Education, New York University, August, 1972, p. 3.

2/Department of Health, Education and Welfare. The Effectiveness of Compensatory Education: Review and Summary of the Evidence, Washington, D.C.: U. S. Government Printing Office (1972), p. 7.

gain in achievement of the project students, a "control" group was established by taking the MAT scores of students on the waiting lists in the 18 schools in (the) random sample."[1/] Because of unequivalent pretest means between treatment and control participants, the data were subjected to an analysis of covariance.

Findings. One thousand sixty-two sample participants (all randomly selected except for grade 9) demonstrated 10 months achievement or better in a ten-month remedial treatment period. For the sample, the mean gain was 13 months -- a full 7 months beyond expectation (6 months) based upon the students own past performance. Inferring to the larger group in grades 2 through 8, approximately 6,000 disadvantaged learners achieved more growth during the ESEA, Title I treatment than was expected without the compensatory aid treatment. Table 25 provides comparative data that includes pretest means, predicted posttest means (without treatment), and actual posttest means. Additional columns are provided to indicate months of achievement. Illustration 24 depicts graphically the achievement of the sample in reference to growth expectation without treatment.

1/ Zlot, op. cit., p. iii.

Table 25

New York City Nonpublic School
Mathematics Achievement

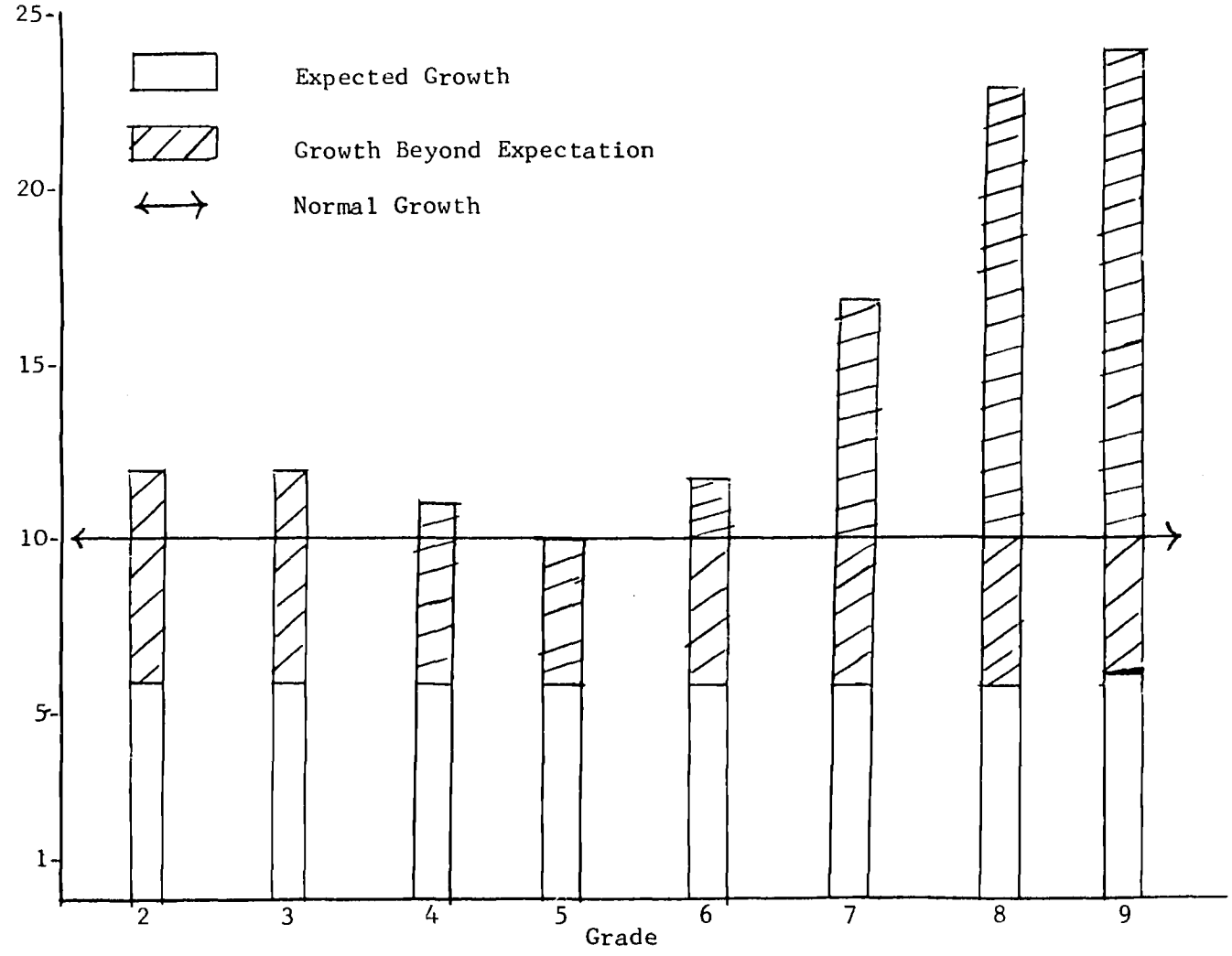
Grade	N	Pretest Mean Grade Equivalent	Mean Predicted Post Test (Grade Equivalent)	Mean Predicted Gain w/o Treatment (in months)	Mean Actual Post Test (Grade Equivalent)	Mean Actual Gain (in months)	Actual Gain-Predicted Gain (in months)
9	64	6.4	7.1	7	8.8	24	17
8	57	4.5	5.1	6	6.8	23	17
7	95	4.5	5.1	6	6.2	17	11
6	165	4.4	5.0	6	5.6	12	6
5	179	3.6	4.2	6	4.6	10	4
4	247	2.6	3.2	6	3.7	11	5
3	222	1.9	2.5	6	3.1	12	6
2	33	1.5	2.1	6	2.7	12	6
Total	1062 (sample) 6063 (universe)			6		13	7

The evaluation contractor also made a comparison of growth between the treatment samples and comparable control samples. The analyses were conducted for each of the three subtests (computation, concepts, and problem solving). Because the treatment groups were those students with the lowest pretest scores when compared with the control groups chosen from the waiting list (14,032 -- 6,063), a statistical adjustment was introduced to manipulate final scores to reflect the difference in pretest

Illustration 24

Gain in Months

New York City Nonpublic School
Mathematics Achievement 1971-1972



Sample Size = 1,062 participants.
Treatment Size = 6,063 participants.
Metropolitan Achievement Test (combined Mathematics Pretest - Posttest)

scores. Grades 3 and 4, 5 and 6, and 7 and 8 were combined because the "evaluation team felt that there was not enough difference in content between two consecutive grades for separate analyses to be of great interest."[1/]

At the 95 percent level of confidence, true differences of 3 months for computation skills, 2 months for concepts, and 1 months for problem solving for all grades were observed. Appendix H contains the contractor's table of comparisons by grade interval and subtest skill domains.

Interpretation. The million dollar remedial mathematics treatment for nonpublic school disadvantaged learners was implemented essentially as proposed. Over six thousand participants from a pool of fourteen thousand eligible students participated for approximately 10 months at a per pupil expenditure of $166. Nontreatment eligible students' growth across the same time span was compared to the treatment group. Not only did the nonpublic school treatment pupils achieve more than the control group, but the treatment group achieved about 7 months more than was expected without intervention of the ESEA, Title I funded treatment.

1/ Ibid., p. 12.

Achievement in English as a Second Language and Bilingual Treatments

Treatments in English as a Second Language (ESL) were designed to develop competencies in understanding, speaking, reading and writing English among those students whose primary language was not English. In most ESL projects, the primary language of the participants was Spanish, that of Puerto Rican disadvantaged learners located in larger cities. Various evaluation approaches were utilized throughout the state and New York City in efforts to assess ESL project effectiveness. Frequently, behavioral and cognitive growth was measured by locally developed criterion-referenced tests. Some projects administered standardized tests such as the Metropolitan Achievement Test, the Gates-McGinitie Reading Test, Wide Range Achievement Tests, Iowa Test of Basic Skills or SRA Achievement Tests in an effort to measure cognitive growth in reading. Many New York City ESL treatments used the New York City Board of Education Language Fluency Scale or the Puerto Rican Scale, a similar instrument also developed by the New York City Board of Education to measure growth in English language fluency (cf., Appendix I for copies of these two instruments). Another instrument used frequently by New York City projects was the Inter-American Co-operative Test. Selected ESL treatments in New York City public schools, nonpublic schools, and combined public and nonpublic efforts in upstate New York are discussed below.

New York City Achievement in English as a Second Language and Bilingual Treatments

English as a Second Language: Decentralized District Treatments.

There were 22 English as a Second Language treatments implemented by decentralized school districts in New York City in 1971-72. Of the

22 ESL treatments, six were evaluated by a single standardized instrument, such as the Metropolitan Achievement Test or the New York City Board of Education Language Fluency Scale. Three were evaluated exclusively by means of a locally developed instrument. In seven treatments, evaluation was carried out by means of more than one instrument, the project personnel using two or three different standardized tests or a combination of standardized and local tests to measure change in pupils' language facility. Five ESL treatments were integral parts of comprehensive basic skills remediation projects.[1/] In those cases where the data lent themselves to analysis by inferential statistics, appropriate analyses were conducted to determine whether statistically significant differences between pre and posttest means were probable.

The ESL treatment in District #17 in New York City was a relatively representative project in terms of objectives, methodology, and evaluation strategy.[2/] A discussion of this ESL treatment follows.

Program description: The ESL treatment entitled "Program for Non-English Speaking Pupils" (BE #63-21608) was a component of the District 17 Umbrella for 1971-72. The component was divided into three distinct categories: (1) English as a second language, (2) bilingual, and (3) school and community relations. The treatment employed seven ESL teachers and three bilingual teachers, two of whom were working as bilingual teachers in

1/In the case where ESL treatments were a part of larger projects in basic skill development, evaluative data were imbedded in the overall achievement data. Also, in most of the treatments where a local instrument was developed, evaluative data was not reported to SED, but used at the local level in areas of placement and curriculum design.

2/The source of the program description, methodology, objectives, findings, and conclusions is primarily "An Evaluation of District Decentralized Projects - ESEA Title I Program - In Community School District 17 Of The New York City Public School System," Institute for Education Development; August, 1972. pp. 60-78.

school and community relations. Six teacher aides were employed in three schools to work with small groups of pupils for drill in English language usage. Using the ESL and bilingual approaches, the methods of teaching varied from the "pullout" (withdrawing individual pupils from their regular classes for 45 minutes of ESL lessons) to the self-contained or vestibule technique (the ESL students were full-time in the project classes until they had mastered English language skills sufficiently to be returned to the regular classroom).

Method of selection: Students were selected as program participants by the school principal because they were newly arrived from non-English speaking countries or were rated low (C through F) on the New York City Scale of Ability to speak English (cf., Appendix I). The ESL component served approximately 525 students, grades 1-9; the bilingual component served approximately 90 pupils, grades 1-9.

Objectives: Given the New York City Language Fluency Scale, the children in the ESL program rated (C through F) on the scale will significantly ($p < .05$) improve their ability to speak English. Given the Cooperative Inter-American Test of Reading, on a pretest - posttest basis, the first through sixth grade children in the ESL program will demonstrate a significant increase ($p < .05$) in English proficiency.

Design: A district-made Test of Audiolingual Abilities including skills of oral language development, oral comprehension, and general adjustment (to the school environment), was given in November by classroom teachers to a sample of 91 elementary, intermediate, and junior high school students in order to diagnose areas of major difficulties among the students. Approximately equal numbers of students received high and low scores in auditory development areas. The majority of students received

low scores in oral language subtests of vocabulary and comprehension. All students who received overall fluency ratings fell in the lowest rating category.

The project teachers rated all participating students on the Puerto Rican Scale on a pretest - posttest basis. Gains from pretest to posttest ratings were analyzed for a sample of 129 students.

The Inter-American Test of Reading was given in English to a sample of 84 participating students in grades 3 to 6. The level of the test was determined by the pupils initial ability to speak and read English. The pupils growth in English proficiency from pretest to posttest was analyzed by a t-ratio for related measures.

Half the bilingual and ESL classes were observed throughout the year. Questionnaire and interviews of program teachers and principals were conducted to aid in an overall evaluation of project methodology and results.

Findings: The Test of Audiolingual Abilities was used at the local level in assessing student needs (cf., previous discussion of this test in Design). 1/ The findings for the sample of 129 students rated on the Puerto Rican Scale can be found in table 26.

> As seen in table 26, on the initial rating 84% of the students were in the lower categories of D, E, and F. Thus, most of the student rated had insufficient fluency in English to do regular classroom work; students selected for the program met the criterion for being in need of English-

1/ Specific distribution of student scores can be found in Institutes for Education Development, loc cit., p. 72.

language instruction. The post ratings show that over 70% of the students received ratings in the B or C categories, none remained in the F category, and few were at E... 1/

Table 26

Puerto Rican Scale Ratings for District 17
ESL Project, 1971-72

Category	Pre		Post	
	Number	Percent	Number	Percent
A				
B			27	21
C	20	16	67	51
D	44	34	24	19
E	46	35	11	9
F	19	15		
Total	129	100	129	100

Results of the rating were also analyzed to determine the amount of increase that individual students had made between pre and post ratings. As examples of the scorings on the six-point scale, a change from E to B was considered a gain +3; a change from D to C was considered a gain of +1. Table 27 shows that the majority of students gained one or two categories. 2/

1/ Ibid., p. 73.

2/ Ibid., p. 74.

Table 27

Amount of Improvement in Puerto Rican Scale, District 17 ESL Project 1971-72

Pre-Post Gain	Number	Percent
+3	9	7
+2	42	32
+1	63	49
0	15	12
Total	129	100

The combined reading score on the Inter-American Test of Reading was obtained from two subtests, vocabulary and reading comprehension for 84 students in grades 3 to 6. Table 28 shows the results for these students. Many of the students had difficulty in taking this test because of the newness of the situation. Even using norms well below the students' grade placement, the pretest means were all below the 50th percentile. For all grades, the gains between pre and post mean total scores were significant at the .05 level or better. 1/

Conclusions: The findings on the Inter-American Test as well as those from the 2/ Test of Audiolingual Abilities and Puerto Rican Scale, showed the need for continuing services for non-English speaking pupils in District 17. Most of those students have gained considerable fluency in English but still need special help.

1/ Ibid., p. 73.

2/ Ibid., p. 76.

Table 28

Mean Total Raw Scores (RS) and Percentile Ranks (PR) for 84 Students on the Inter-American Test of Reading, District 17 ESL Project, 1971-72

	N	Pretest Mean	Posttest Mean	Mean Change	t**/
Grade 3 Level 1					
RS.	23	31.0	56.2	+25.2	8.66
PR*/		17.5	62		
Grade 4 Level 1					
RS	27	48.6	71.3	+22.7	9.23
PR		46	86		
Grade 5 Level 1					
RS	5	39.0	71.0	+32.0	12.46
PR		26	86		
Grade 5 Level 2					
RS	24	44.7	62.8	+18.1	7.59
PR		4	35		
Grade 6 Level 1					
RS	5	40.8	67.2	+26.4	3.76
PR		28	78.5		

*/All percentile ranks for Level 1 are based on grade 1 norms; Level 2 percentile ranks are based on grade 3 norms.

**/All t values were significant at the .001 level, except that for grade 6, which was at the .05 level.

English as a Second Language: Nonpublic Schools, New York City Central Board. The Central Board of the City of New York sponsored a project designed to serve 3,150 non-English speaking pupils in 57 non-public schools. "A non-English speaking pupil is defined as one rated C , D, E, or F on the New York City Board of Education Scale of Pupil's

Ability to Speak English." 1/ According to the proposal, there were approximately 40,000 non-English speaking pupils attending nonpublic schools. 2/

The project was initially approved for $248,576 which is equivalent to approximately $79 per pupil. The project enrolled 1,897 participants at a cost of $327,617. The 40 percent decrease in enrollment was accompanied by a rise in per pupil expenditure to $173.

Project description: The target population was sequentially introduced to reading and writing in English after the initial audiolingual approach was implemented. The 25 licensed teachers, under the supervision of a coordinator and a field supervisor instructed groups composed of five or nine children in separate rooms in the nonpublic schools. Each learner participated in the full 40 week treatment for two to five sessions (hours) per week.

Goal: The principal goal of the project was to have the target population "achieve greater competency and fluency in the use of English." 3/ The success criteria was interpreted to mean that 95 percent of the students in the treatment group would advance one level on the six point scale. 4/

Selection of Participants: The participants were selected from kindergarten and grades 1 through 8. All participants were rated C or below on the scale at their point of entry to the treatment. Fifty-seven disadvantaged learners were in kindergarten: 1,747 in grades 1-6; and 93 in grades 7 and 8. Table 29 displays the religious affiliations of the target population.

1/ ESEA, Title I project application #30-00-00-72-012, English as a Second Language in Nonpublic Schools, B/E function #920646, p. 2 of 10.
2/ Ibid.
3/ Ibid., p. 4 of 10.
4/ The New York City scale is reproduced in Appendix F.

Table 29

Distribution of Nonpublic School Participants by Religious Affiliation

Distribution of Nonpublic School Participants by Religious Affiliation				
Denomination:	Roman Catholic	Hebrew	Greek Orthodox	Lutheran
No. of Schools	36	6	4	1
No. of Participants	1678	88	124	17

Evaluation design: The Central Board contracted with a commerical evaluator to determine whether the target population achieved the goal. The contractor randomly selected 236 participants from a stratified sample of 10 schools. 1/

Findings: Eighty-five percent (85%) of the sample of students improved one level. At the conclusion of the treatment, 61 percent of the sample had improved to a rating of C or better. 2/ Twelve percent of the sample was recommended for a termination of continued ESL services given their proficiency in comprehension, syntax, vocabulary, and pronunciation. Increased reading ability (in English) occurred concurrently with increases in the verbal fluency for the target population.

Interpretation: While the goal (95 percent, population attainment of one level increase) was not attained, the target population made educationally significant progress in increased abilities to comprehend and to speak English fluently and correctly. Of the 1,897 nonpublic school

1/ Erickson, Edsel L., et.al. English as a Second Language, 1971-72, ESEA, Title I, A report prepared by Teaching and Learning Research Corp. for the Board of Education of the City of New York, n.d., (December, 1972), pp. 10-11.
2/ Ibid., p. 15.

participants in the treatment, 85 percent advanced one level as measured by the four part scale. Of the 85 percent achieving the goal, 1,137 achieved a rating of C or better, and 228 pupils had developed their skills so proficiently that they were nominated for release from continued treatment.

New York City Bilingual Projects, 1971-72. Bilingual education treatments used two languages (one of which was English) as mediums for instruction. Outcomes of such instruction were expected to be the cognitive development of reading and math skills as well as other subject matter area appreciations and knowledges, including the culture and history of the participants' native land. Most ESEA, Title I project components that were nominally called "bilingual" during 1971-72, were in reality English as a Second Language (ESL) treatments (see the following section).

During the FY 1971-72, there were seven Title I projects in New York City decentralized districts that included bilingual treatments. One regular school year project in District 20 tested all 100 bilingual participants before and after treatment with the New York Reading Readiness Test. The results indicated significant cognitive growth (.05 level). The evaluation design in a bilingual treatment in District 15 included the pre and posttest administration of the Inter-American Cooperative Test and the Six Point Puerto Rican Scale to a sample of 80 among 173 bilingual participants. Growth on the Inter-American Cooperative Test was not significant; the pretest of the Puerto Rican Scale indicated that 14 percent of the students were in the range from A - C, while posttest scores yielded 36 percent in the A - C range. 1/

1/ C.f., Appendix I for Puerto Rican Scale.

Locally developed bilingual tests in basic skills were administered in two Manhattan districts. In District 1, where a sample of 88 (from a target group of 230 participants) was tested, there was significant cognitive improvement (.01 level) in computational skills. 1/

Achievement in Upstate New York ESL and Bilingual Treatments

Upstate New York ESL Treatments. During the FY 1971-72, there was a total of 39 English as a Second Language treatments in upstate school districts. The treatments varied in enrollment from as few as 12 to as many as 762 participants. While all grades were represented, the tendency was to begin ESL instruction as soon as possible, usually in the early elementary grades.

The typical manner of evaluation of cognitive and affective growth in upstate ESL treatment participants was through the administration, before treatment and after, of locally developed, criterion referenced instruments, usually based upon teacher perception of the ability of individual students in English language fluency. Of the 39 upstate ESL treatments, 22 (or 57 percent) were evaluated by means of locally developed instruments. Supportive data indicative of growth in language fluency and improved comprehension came from the analyses of tapes of student responses, case studies, final class grades, observations of student behavior by ESL specialists, interviews with classroom teachers, and questionnaires. While few appropriate norm referenced instruments were available for measurement, in four treatments (including 2 of the largest ESL treatments, found in Buffalo and Lackawanna) significant growth (.05 level) was revealed in reading skills and basic academic achievement. The

1/ The second program using a local instrument did not generate hard data to report to the SEA. Two other bilingual treatments also did not produce data distinguishable from overall achievement data in reading and math projects.

other evaluations using locally developed instruments (18 treatments) reported either (1) gains in terms of the number of percentage of students showing improvement in language fluency and reading skills, or (2) how local instruments at the project level were used in making decisions concerning curriculum content, student placement, areas of weakness, etc.

There were six upstate projects that evaluated ESL achievement by means of standardized instruments measuring cognitive growth in reading or general achievement. Table 30 provides a brief outline of the six treatments, their population and evaluation.

Table 30

Upstate ESL Treatments, 1971-72, Using Standardized Evaluation Instruments

Project #	Participants		Evaluation		
	Grade Level	Number	Instrument	Sample Size	Results
28-02-26-72-001	1-12	30	Stanford Achievement Test	30	t > .05
28-05-17-72-002	1-12	27	Gates-McGinitie Reading Test	12	4 mos. gain in 7 mos.
50-02-01-72-001	1-12	247	Metropolitan Achievement	158	t > 01
			Wide Range Achievement	40	t > 05
			Dailey Verbal Fluency Language	15	t n.s.
58-02-11-72-002	K-12	65	Stanford Achievement Test	65	+ 2.03 in year (also local instruments)
66-04-01-72-001	1-6	62	Gates-McGinitie Reading Test	27	7 mos.in gr.1-3 8 mos. t > .001
			Wide Range Achievement	25	2.4 in gr.4-6 8 mos. t > .001
			Peabody Picture Vocabulary Test	52	4 yr 1 mo in 8 t > .001
62-20-02-72-001	1-6	50	Inter-American Cooperative Reading	40	+ 5.4
TOTAL (6 projects)	K-12	481		412	

As can be seen from table 30 the total sample size of upstate ESL treatments using standardized instruments was 86 percent of the participants. In 3 treatments there was statistically significant growth in basic reading skills and academic achievement for the majority of participants. In the other 3 treatments, the increase in cognitive abilities in English was expressed in grade equivalent or a verbal fluency rating.

Achievement data for the remaining 13 ESL treatments was not available at the time of this writing.[1/]

Upstate Bilingual Treatments. There was a total of eight upstate projects that included treatments in bilingual education. In each of these treatments, project personnel chose to evaluate pupil achievement in language fluency, reading comprehension, or general academic growth through the use of locally developed instruments. Typical of this approach to evaluation was the criterion-referenced device that tested specific areas of language understanding the fluency.

An example of this approach was the design implemented for the Long Beach bilingual treatment as part of the project "Elementary Summer School for Educationally Disadvantaged." A locally developed test of pupil ability to understand and respond to instructions stated in basic English was administered on a pretest and posttest basis to 13 participating students. Testings were one month apart; the growth in ability to comprehend instructions was statistically significant (.05 level). In

1/ There were five ESL components inbedded in larger, comprehensive, remedial basic skill projects; the resulting data were not distinguishable from other disadvantaged students. There were eight ESL components for which project personnel have not completed MIR evaluation forms as of this writing.

a similar fashion, a Utica summer bilingual project was evaluated by a locally designed vocabulary test which was administered before and after and yielded evidence of significant growth (.01 level) in vocabulary skills.

Achievement Summary

Districts submitting the State required evaluation forms reported 391,518 participants in reading; 118,320 participants in math; and 34,237 participants in bilingual or English as a Second Language. Only the data reported in grade equivalent units were analyzed for achievement beyond expectation for the annual report. (Data reported in other than grade equivalent units were used, however, for decisions concerning the funding of particular treatments for subsequent years.) Since treatments were not all conducted for the same duration, the data were made comparable by reducing all growth (in magnitude) to a monthly rate of growth. The 50,210 elementary and secondary remedial reading participants whose group mean scores were analyzed, achieved at a rate of .6 month for each month of instruction prior to treatment, and 1.3 month for each month of ESEA, Title I funded treatment as measured by norm referenced achievement tests. In other words, the sample of reading treatment participants was recovering lost distance between themselves and their more advantaged peers at a rate of .3 month per month of compensatory instruction. The 8,079 elementary and secondary mathematics participants were averaging 1.8 month growth for each month of remedial instruction. The mathematics participants in the sample were closing the gap at a rate of .8 month for each month of treatment. Similar findings were reflected in the achievement in reading, oral language fluency, and aural comprehension for pupils whose first language was not English.

CHAPTER X: CONCLUSIONS

In accordance with the Federal Guidelines (section 116.23) of the Elementary and Secondary Education Act of 1965, the evaluation report provides a state level perspective of the ESEA, Title I program. The quantitative and qualitative evidence was initially compiled by the local education agencies in district prepared mailed information reports. In district reports the local evaluators described the methods of implementation, descrepancies between proposed and realized activities, major instructional components, patterns of staffing, pupil enrollment, parent involvement, encumbrances, achievement in line with objectives, and probable causes for failure where behavioral change did not occur in line with expectations.

Summary of Findings

Basic Statistical Summary. Approximately 723,000 participants [1/] (200,000 fewer than in fiscal 1971) were included in ESEA, Title I activities. The participating learners, certified as educationally disadvantaged through a needs assessment involving diagnostic and norm referenced achievement tests, were usually found at the elementary level. About one-seventh of the pupils participated in activities developed for nonpublic school youngsters.

To implement the remedial activities, required the employment of 12,340.75 teachers, 2,490.25 support service professionals, 18,722.5 paraprofessionals, and 1,999.50 supervisory or administrative personnel (full time equivalent). The staff provided instruction and support service for 391,518 pupils in reading components, and 118,320 in mathematics components.

1/ This figure represents projected participation; a tabulation of the mailed report system, based upon a response rate of 88 percent of the districts, yielded a total population of 695,010.

The State made $193,459,929 of the fiscal 1972 allocation plus $25,376,941 carryover available to local education agencies for use with children in low income areas. The 675 participating districts allocated $67,497,008 (36 percent) to reading components and $12,153,527 (6 percent) to mathematics components. Direct instructional costs (teacher salaries, instructional materials, and inservice training) amounted to $131,293,238 or 62 percent of the total monies expended for all ESEA, Title I projects conducted by the local education agencies under Part A of the Act. The rise (over 1971) in the percent of direct instructional costs was accompanied by a corresponding decrease in costs for administrative personnel and support service personnel. Inservice training was provided for about 40 percent of the staff employed in projects. Over ten thousand district representatives (lay, including parents), were reported to have participated in planning the 770 projects for which district completed reports were available. About 78 percent of the 871 projects conducted in fiscal 1972 had been conducted in earlier years.

Achievement Summary. The State selected a sample of projects for the analysis of achievement across reading and mathematics components, in both public and nonpublic schools. Since the different treatments in the 208 project sample were conducted for differing lengths of time (and pre-tests and posttests, therefore, spanned different periods), all standardized norm reference achievement data were reduced to rates of gain per month for purposes of aggregating information.

1. The 50,210 elementary and secondary remedial reading target group in the sample were expected to achieve at a rate of .6 month for every month of classroom instruction. During the ESEA, Title I sponsored reading treatments, the

pupils in the combined elementary and secondary sample averaged 1.3 months growth for every month of compensatory activities. Instead of falling behind the average student at a rate of .4 month for every month of tax levy activities as had been the history of the youngsters, the disadvantaged learners started to close the distance between themselves and their more advantaged peers at a rate of .3 month for each month of compensatory treatment.

2. The 8,079 elementary and secondary remedial mathematics participants in the combined sample averaged .6 month growth per month of regular classroom instruction and 1.8 months growth per month of compensatory and instruction.

Also, surveyed were bilingual treatments using two languages as vehicles to help pupils achieve. Where fluency in English was a measured outcome, as was the case in a $327,617 project in New York City, educationally (and statistically) significant achievement occurred as measured by scaler ratings.

Implication. The state, upon reviewing the achievement data, was encouraged by the efforts at both the program office level and local level. It is anticipated that even more diagnostic/prescriptive treatments will be encouraged for the remediation of deficiencies in basic skill areas on the part of disadvantaged learners. Tentative program priorities in the areas of reading and mathematics in line with the following recommendations seem appropriate as the impact of the 1971-72 ESEA, Title I program is disseminated throughout the State of New York.

Statewide Policy

1. The effort to concentrate services should be reflected in more intensive services for fewer pupils. Full funding of the ESEA, Title I Act has not been forthcoming and there is little reason to believe it will be forthcoming. Past attempts to spread services among all eligible youngsters did not yield substantial changes in pupil behavior. Experience with ESEA, Title projects and the State Urban Education Program indicates that the cost of bringing about increments of change in pupil behavior is greater than was hypothesized.

2. A structured needs assessment procedure should be developed and implemented. Factors associated with participant selection and diagnosis of behavioral deficiencies require better documentation so that educational efforts are targeted to demonstrated deficits in learning. The program office's efforts in the area during fiscal 1971-72 did confirm that the participants were the intended target population. However, a finer analysis, particularly in reading skills normally developed in grades 1 through 3, must be conducted so that precisely prescribed treatments address very specific skill deficiencies.

3. Priorities for targeting educational effort should continue to be ranked. ESEA, Title I projects can not be expected to address all psychological, social, and educational problems of all youngsters given the level of appropriations.

Supervision as well as the circumscription of project development should be maintained so that the educational sector of society can have a reasonable hope both of exerting maximum impact and focus for assessment. The achievement data in chapter nine supports the contention that specified treatment emphasis can lead to corresponding achievement.

Statewide Management

1. Model treatments founded on verified pedagogical principles should be isolated and replicated. The single overriding intention of the ESEA Title I program is to change pupil behavior. Model remedial treatments, usually in reading skills, developed to meet needs based upon diagnosed deficiencies, should be identified and replicated. The elements of the treatments should be based upon pedogogical principles without consideration as to peripheral topics such as the relative economic disadvantagement between eligible schools, the number of community residents to be employed as paraprofessionals, or the degree of racial integration in a treatment.
2. The level and quality of technical assistance provided by the State to the Local Education Agencies should increase.
   a. Resources that might include prepared packages of objectives, modular remedial activities, and comprehensive evaluation designs, should be available for district planning and implementation. The adoption

of packaged remedial systems could carry automatic approval.

b. Long Range planning systems with reasonable predictors for the identification of success built into longitudinal studies should be supplied to the LEA's so that districts can chart a course of action that will provide a long term goal oriented program. Such programs should permit assessment across several years so that the residual effects of treatments may be isolated, and, the short term crisis oriented programming of learning may be abandoned in favor of promoting sequential learning under prescriptive procedures.

c. Reliable and valid measurement devices that measure behavioral outcomes in reading and mathematics in the bilingual learner's first language (e.g. Spanish for Puerto Rican pupils) should be isolated and disseminated. Standardized tests written in English based upon age/grade normative data are inappropriate for the measurement of behavioral change for those learners who are non-English (or limited English) speaking.

d. Five regionally based arms of the program office should be located in the immediate vicinity of districts receiving the largest ESEA Title I allocations. Staff would be able to verify treatment implementation on a routine review schedule as well as provide the technical assistance described in chapter 8.

New York City - A Special Case [1]

Existing federal requirements for the distribution of Title I, ESEA funds within a school district (i.e., to the 50 percent of a district's schools with the largest numbers of Title I eligible children) will force greater diffusion of Title I funds to more schools if each community district applies independently for its federal allotment. Convinced that greater diffusion would be educationally regressive, we recommend that, for purposes of applying for Title I funds, the city shall be considered a single school district. Apportionment to the individual districts would be based on federal criteria. The central Board of Education would retain authority over funds destined for the high schools but would have absolutely no authority over the manner in which the funds for community districts are spent. That is, the individual community districts and not the central board should be held accountable to the State and Federal Governments for the proper use of those funds.

1/ Report of the New York State Commission on the Quality, Cost and Financing of Elementary and Secondary Education, chaired by Manly Fleischmann, Volume II, Spring 1972, p. 12.44

Appendix A
New York City
Direct Instructional Staffing FY 1972

31A. In the table below, report the number of elementary level staff and/or secondary level staff (by type) who are directly engaged in project activities with participants (report "supporting services" staff in item 31B). Note that secondary level staff must be classified as either basic skills staff or vocational skills and attitudes staff. "Basic skills" involve fundamental subjects such as reading, writing, mathmatics, natural and physical science, social science, etc. "Vocational Skills and Attitudes" relate to areas such as Business Education, Home Economics, Industrial Arts and other occupationally oriented instruction. For each type of staff, report both full-time equivalence (refer to the instructions which precede Section I for description of the procedure for calculating full-time equivalence) and the unduplicated number of persons (without regard to full-time equivalence). All direct project staff must be reported in this item.

Type of Staff	Elementary Level Staff		Secondary Level Staff			
			Basic Skills		Vocational Skills and Attitudes	
	Total Full-time Equivalent	Unduplicated Number	Total Full-time Equivalent	Unduplicated Number	Total Full-time Equivalent	Unduplicated Number
Administrators and Supervisors	419 3/4	457	178 1/2	200	37	43
Teachers	3,938 1/4	4,653	1,781 1/2	1,926	217 1/4	251
Other Professionals* (Specify below)	349 1/2	404	261	286	79 1/4	81
Teacher Aides	5,205 1/4	5,873	959 1/2	1,000	77	181
Community Liaison Workers	89	99	63.	63	32	32
Student Tutors	1,195	1,379	736 1/2	838	317	317
Family Workers or Parent Program	707 1/2	761	109 3/4	116	52	54
Other Paraprofessionals** (Specify below)	2,021	2,049	449 1/2	456	51 1/2	53
Nonprofessionals	236 1/2	251	128	148	31	31

*Other professionals _____

**Other paraprofessionals _____

Appendix B
Upstate
Direct Instructional Staffing FY 1972

31A. In the table below, report the number of elementary level staff and/or secondary level staff (by type) who are directly engaged in project activities with participants (report "supporting services" staff in item 31B). Note that secondary level staff must be classified as either basic skills staff or vocational skills and attitudes staff. "Basic skills" involve fundamental subjects such as reading, writing, mathmatics, natural and physical science, social science, etc. "Vocational Skills and Attitudes" relate to areas such as Business Education, Home Economics, Industrial Arts and other occupationally oriented instruction. For each type of staff, report both full-time equivalence (refer to the instructions which precede Section I for description of the procedure for calculating full-time equivalence) and the unduplicated number of persons (without regard to full-time equivalence). All direct project staff must be reported in this item.

Type of Staff	Elementary Level Staff		Secondary Level Staff			
			Basic Skills		Vocational Skills and Attitudes	
	Total Full-time Equivalent	Unduplicated Number	Total Full-time Equivalent	Unduplicated Number	Total Full-time Equivalent	Unduplicated Number
Administrators and Supervisors	335 1/2	501	85	134	16	25
Teachers	3,541 1/4	4,357	694 1/2	916	122 1/2	159
Other Professionals* (Specify below)	529 1/2	745	80 1/2	142	54 1/2	84
Teacher Aides	3,055	3,251	358 3/4	418	67 1/2	78
Community Liaison Workers	104 1/2	135	25	29	4 1/2	6
Student Tutors	439	650	92	142	37 3/4	98
Family Workers or Parent Program	147 1/4	197	3	12	10	40
Other Paraprofessionals** (Specify below)	455	600	36 1/2	48	5	19
Nonprofessionals	216	286	32 3/4	48	4	4

*Other professionals _____

**Other paraprofessionals _____

Appendix C Supporting Services Staffing, FY 1972, New York City

31B. In the table below, report the number of staff (by type) providing supporting services for this project. "Supporting services" staff are those providing ancillary services to the project either to participating pupils (report under "Pupil Services") or in some other way (report under "All Other Services"), but who are not directly engaged in project activities. For each type of staff, report both the full-time equivalence and the unduplicated number of persons. Do not report persons both as "direct" staff (item 31A) and as "Supporting Service" staff. Every project would have at least some supporting service personnel--e.g. general administrative staff in the district.

Type of Staff	Pupil Services		All Other Services	
	Total Full-time Equivalent	Unduplicated Number	Total Full-time Equivalent	Unduplicated Number
Administrators and Supervisors	198 3/4	284	115 3/4	127
Teachers	314 3/4	360	88 3/4	93
Other Professionals* (Specify below)	455 1/4	522	62 1/4	94
Teacher Aides	49 3/4	61	5 1/2	9
Student Tutors	38	42	2 1/2	3
Community Liaison Workers	17	17	10	10
Family Workers or Parent Program	269 1/2	283	22	22
Other Paraprofessionals** (Specify below)	262	268	110	110
Nonprofessionals	130 1/4	149	190	236

*Other professionals _____

**Other paraprofessionals _____

31B. In the table below, report the number of staff (by type) providing supporting services for this project. "Supporting services" staff are those providing ancillary services to the project either to participating pupils (report under "Pupil Services") or in some other way (report under "All Other Services"), but who are not directly engaged in project activities. For each type of staff, report both the full-time equivalence and the unduplicated number of persons. Do not report persons both as "direct" staff (item 31A) and as "Supporting Service" staff. Every project would have at least some supporting service personnel--e.g. general administrative staff in the district.

Type of Staff	Pupil Services		All Other Services	
	Total Full-time Equivalent	Unduplicated Number	Total Full-time Equivalent	Unduplicated Number
Administrators and Supervisors	413 1/2	785	199.75	561
Teachers	1,471	2,571	171	328
Other Professionals* (Specify below)	543 1/4	955	75.25	154
Teacher Aides	263 1/2	353	35.5	51
Student Tutors	225 1/4	485	25.75	82
Community Liaison Workers	96 1/2	139	30.75	63
Family Workers or Parent Program	118 3/4	207	91	160
Other Paraprofessionals** (Specify below)	94	155	49	65
Nonprofessionals	151 3/4	217	212	379

*Other professionals _____

**Other paraprofessionals _____

Appendix E

Statewide Distribution of Staff Receiving Inservice Training (With Cost Figures), FY 1972

32. If any staff members received, or are receiving, inservice education in conjunction with this project, complete the table below for each type of staff receiving such training. For each staff category, report the number participating in the listed inservice areas (orientation, workshops, college courses) and the total cost for providing this service. Do not report costs on a per person basis.

Type of staff receiving training	Orientation--Duration of 1 full week or less		Workshops				College credit courses	
			Duration of 1-4 weeks full-time instruction		Duration of 4 or more weeks full-time instruction			
	Number receiving training	Total cost	Number receiving training	Total cost	Number receiving training	Total cost	Number receiving training	Total cost
Administrators and Supervisors	94	$6,626	10	$ 280	--	--	--	--
Teachers	828	62,662	193	17,165	745	476,671	32	12,241
Other Professionals* (Specify below)	278	8,880	1	210	--	--	--	--
Teacher Aides	811	57,871	885	164,727	486	174,776	162	16,462
Community Liaison Workers	59	1,881	--	--	25	5,000	--	--
Student Tutors	358	2,880	24	1,166	--	--	--	--
Family Workers or Parent Program	120	2,850	26	7,248	18	81,000	--	--
Other Paraprofessionals** (Specify below)	477	6,641	36	1,728	181	239,927	--	--
Nonprofessionals	22	1,848	19	2,787	8	2,000	--	--

*Other professionals _____

**Other paraprofessionals _____

Appendix F : Statewide Distribution of Staff Receiving Inservice Training, (Without Cost Figures) FY 1972

32. If any staff members received, or are receiving, inservice education in conjunction with this project, complete the table below for each type of staff receiving such training. For each staff category, report the number participating in the listed inservice areas (orientation, workshops, college courses) and the total cost for providing this service. Do not report costs on a per person basis.

Type of staff receiving training	Orientation--Duration of 1 full week or less	Workshops		College Credit Course	TOTAL
		Duration of 1-4 weeks full-time instruction	Duration of 4 or more weeks full-time instruction		
	Number receiving training	Number receiving training	Number receiving training	Number receiving training	
Administrators and Supervisors	420	88	18	17	543
Teachers	3807	1320	1022	621	6770
Other Professionals	755	248	6	1	1010
Teacher Aides	2670	1655	668	356	5349
Community Liaison Workers	153	24	26	--	203
Student Tutors	973	24	8	13	1018
Family Workers or Parent Program	622	214	28	--	864
Other Paraprofessionals	1379	276	301	88	2044
Nonprofessionals	103	25	8	30	166
TOTAL	10,882	3874	2085	1126	17,967

Appendix G: Vignettes of Exemplary projects[1/]

Title: Educational Services Program

District: Glens Falls (J63-03-00-72-001)

Budget: $113,445

Participants: (K-3) 45; (4-6) 77; (7-9) 35; Total = 157

Major Goals:

Elementary and Junior High School--improvement of reading and math skills

Instructional Emphasis:

Specific programs and objectives were structured by staff members from each participating educational and community agency and the students were referred to the helping services which were best equipped to provide his needs.

Findings:

During the 8-month lapse between pre and posttest administrations of the Wide Range Achievement Tests (WRAT), 160 elementary reading treatment participants achieved 10 months' growth in 1 school year. One hundred fifty one (151) elementary mathematics treatment participants achieved 8 months during the same time interval (1-month group for 1 month ESEA I funded treatment) as measured by the WRAT. The junior high school reading target population (n = 40)achieved 9 months while the junior high mathematics target population (n = 63) achieved 13 months as measured by the WRAT during the 8-month lapse between pre and post test.

1/ Exemplary projects were selected on the basis of exceptional achievement (at least 1 month growth for 1 month treatment) in basic cognitive skills as measured by standardized testing instruments.

Title: Aiding The Learning Disabled

District: Lockport (40-04-00-72-001)

Budget: $85,000

Participants: (K-3) 135; (4-6) 65; Total 200

Instructional Emphasis:

(1) To evaluate the nature of the learning disability of each child.

(2) To develop a program for remediation and place child back in classroom.

(3) A resource room was provided. Each child attended on a part-time basis.

Findings:

Eighty-one (81) pupils in grades 3 through 6 demonstrated 9 months growth in reading between September 1971 and May 1972, (8 months' period between tests) as measured by the Iowa Test of Basic Skills. Eighteen (18) elementary nonpublic school pupils achieved 11 months in reading across the 8-month test period as measured by SRA tests.

Title: Summer Enrichment for the Disadvantaged

District: Brentwood (58-05-12-72-002)

Budget: $67,040

Participants: (Pre-K) 85; (1-3) 122; (4-6) 108; Total 315

Major Goals:

(a) Reading achievement

(b) Participants were to have a significantly higher mean score, pre and post of pupils English skills inventory.

Instructional Emphasis:

(1) Summer Speech Program: A 6 - week program employing three speech therapists for 100 pupils was used to work with students having speech and hearing problems.

(2) Summer Enrichment for Bilingual Students: Five summer school classes for Spanish speaking students - 20 per class. There was a bilingual supervisor five bilingual specialists as well as teacher aides, five of whom were bilingual.

Findings:

One hundred fifty-nine (159) elementary reading treatment participants averaged over 8 months' achievement in reading between pre and post test administrations of the California Achievement test (1970) across slightly over 3 months.

Two hundred (200) elementary and secondary English as a Second Language treatment participants achieved a significant positive difference ($p \leq .05$) on the locally developed ESL pupil language skill inventory.

Another reading treatment group of 195 elementary pupils achieved 8 months of growth across the pretest and posttest administration time of 7 months as measured by the Gates-McGinitie Survey.

Title: Improvement of Education Programs for the Educationally Disadvantaged

District: Brentwood (58-05-12-72-001)

Budget: $410,725

Participants: (K-3) 766; (4-6) 900; Total 1,666

Major Goals:

Reading, Bilingual -- To assist each child to place at a minimum of the 30 percentile on school level norms in reading at the end of the school year. Math -- to reduce number of students by 1/3 in grades 4, 5, and 6 who were performing below level 4 in the California Achievement Test.

Instructional Emphasis:

The project used small group instruction utilizing English speaking skills and introducing English in Oral language development in the orientation stage. Some math and reading skills were taught in Spanish so that the children would not fall behind in grade level.

Findings:

Forty-two elementary reading treatment participants achieved nearly 3-months' growth during the 6-week remedial treatment as measured by the Gates MacGinite Survey.

A significant positive difference was also attained by the 56 ESL treatment participants across the summer treatment as measured by the locally developed Bilingual Communication Skill Test.

Similarly, the 35 speech therapy target pupils achieved a significant positive difference during the summer session as measured by the Templin-Darley Articulation instrument.

Title: Directed Learning Programs

District: Hempstead (28-02-01-72-001)

Budget: $496,934

Participants: 2,588 (not divided into grades as district has a nongraded continous progress program.

Major Goals:

(1) To develop competence in reading and mathematics from grades 1-6 in an ungraded environment.

Instructional Emphasis:

The program provided a nongraded learning environment in which a variety of educational services were focused on the child in a supportive situation which allowed the child to proceed at his own individual learning pace.

Findings:

Approximately 2,000 pupils (nongraded, ages 7 through 11, grade equivalent: 2 through 6) demonstrated almost 1 year's growth (10 months) between a pre and posttest interval of 1 year in reading as measured by the Metropolitan Achievement Test (Reading). The target population (n = 2,000) achieved approximately 11 months growth in mathematics during the same time interval as measured by the mathematics subtests of the Metropolitan Achievement tests.

Title: Developmental Program Implemented for Disadvantaged Children

District: Greene Central School (08-06-01-72-001)

Budget: $46,566

Participants: Early Elementary 154

Major Goals:

To improve rate of growth in reading and math of participating pupils.

Instructional Emphasis:

Emphasis was on auditory skills, language development and sensory-motor perceptual skill. The project provided training and remediation to overcome developmental lag and skills needed to overcome the learning difficulties. It also provided a compensatory program in reading language and number areas.

Findings:

A randomly selected sample of 30 elementary pupils achieved beyond what was predicted from the pupil's past performance in reading and mathematics. Specifically, in math, 5 months' growth was predicted in an 8-month interval, but 7 months' growth was actually attained as measured by the Wide Range Achievement Test.

Title: Cultures Development 1971-72

District: Niagara Falls (40-08-00-72-001)

Budget: $881,397

Participants: Early Elementary 644; Later Elementary 498; Grades 7-12 1,003.

Major Goals:

To improve student skills and rate of cognitive growth in reading, mathematics, music, speech, physical education, hygiene, horticulture, and general academic achievement.

Instructional Emphasis:

This was a multi-faceted project designed to aid both public and non-public students by providing specialized materials, equipment, instructional staff, and support services in a solid attack upon cultural and educational deprivation.

The Non-Instructional components of the project included the following services:

Pupil Personnel
- Attendance
- Nurse-teacher
- Dental-hygiene
- Psychology

Library

Home-School Partners

Findings:

One hundred thirty-two (132) early elementary participants in the regular session reading treatment achieved 14 months between the IRI pre and post test administrations spanning eight months. Eighty-three (83) later elementary pupils achieved 13 months in reading as measured by the Wide Range Achievement Test during the same pretest/posttest interval.

Title: Umbrella Program.

District: Elmira City Schools (07-06-00-72-001)

Budget: $404,676

Participants: (Pre-K) 52; (1-3) 385; (4-6) 460; (7-9) 130; Total 1,027

Major Goals:

To improve the reading achievement level of participating students.

Instructional Emphasis:

The project provided:

(1) Special teachers to work in small groups with secondary pupils in reading and math.

(2) Tutoring aide to pupils more than 2 years behind in reading.

(3) Oral communication services for pupils with speech problems.

(4) Psychological counseling and social worker services.

(5) Audiovisual service for all areas of this project.

(6) Hot lunches for all children in this project.

Findings:

One hundred ninty-six (196) secondary pupils in one remedial reading treatment had an average yearly growth per student in reading vocabulary of 4 months prior to treatment as measured by the Nelson Reading Test. After 8 months in the treatment, the same pupils attained an average growth rate of 10 months per year (1 month growth for each month of treatment) in vocabulary as measured by the Nelson Reading Test.

Similar gains for 439 later elementary remedial reading pupils in grades 3 to 6 at the reading center were verified by means of the Iowa Test of Basic Skills in both comprehension and vocabulary.

Title: Elementary and Secondary Program to Increase Reading and Math Achievement

District: Syracuse (42-17-00-72-002)

Budget: $1,869,445

Participants: (Pre-K) 523 ; (K-3) 9,939; (4-6) 6,602; (7-12) 7,153 Total 24,217

Major Goals:

To increase student achievement in reading and math, as well as overall academic achievement.

Instructional Emphasis:

This was a multi-faceted project to provide staff materials and services to enhance individualization and improve the learning environment. The Elementary Remedial Reading component was one of 11 in the project.

Findings:

Eighty-one (81) elementary pupils achieved 1 year's growth (10 months) in the 9 months between the pre and posttest administrations of the Gates-MacGinitie Survey.

Title: Corrective Reading, Pupil Personnel Services

District: Canastota (25-09-01-72-001)

Budget: $95,573

Participants: Early Elementary 131-Reading; Later Elementary 102-Reading; Junior High 21-CORE Program for Slow Learners; Senior High 126-Pupil Personnel Services; Total 380

Major Goals:

To improve student achievement in areas of reading comprehension, vocabulary, and basic academic skills.

Instructional Emphasis:

This project emphasized an individualized approach to corrective reading. With various forms of support through a pupil personnel services component.

Findings:

Seventy-three (73) pupils in the Elementary grade ESEA I reading treatment not only outperformed such achievement as was predicted from pupil past experience, but also demonstrated an average of 12 months gain in an elapsed time between pre and posttests of 9 months.

Title: Plainedge Learning Development Program

District: Plainedge (28-05-18-72-001)

Budget: $46,649

Participants: Elementary grades 1-6: 114 public school; 36 nonpublic school

Total 150.

Major Goals:

To improve academic performance of participating pupils in reading, math, and general achievement.

Instructional Emphasis:

Small groups, varying in size from two to five pupils received instruction in reading and mathematics based upon a multi-sensory approach.

Findings:

One hundred twenty-three (123) mathematics treatment participants in grades 2 through 6 achieved beyond what was expected (based upon their performance prior to the ESEA I funded treatment) as measured by the Wide Range Achievement Test. The mean gain for this group between the pretest and posttest time elapse of 7 months was approximately 10 months of achievement.

Similar gains (10 months gain in 7 months' time elapse between pre and posttests) were attained by 43 elementary reading treatment participants as measured by the Stanford Diagnostic Reading Tests.

Title: Corrective Reading Program for Educationally Deprive Children.

District: Cato-Meridan (05-04-01-72-001)

Budget: $40,268

Participants: Grades 3 - 8 -- 105

Major Goals:

(1) To develop a desire to learn to read, and an understanding of its importance.

(2) To develop basic skills in total language arts area; listening, speaking and writing.

Instructional Emphasis:

The project provided remedial reading instruction to disadvantaged rural youngsters. It provided each student at least 25 minutes per day with a reading teacher in groups of 3 -- 8 students, using multi-media, programmed and motivational materials geared to the needs of the individual.

Findings:

Eighty remedial reading treatment participants in grades 3 through 6 achieved a year's growth as measured by the Gates MacGinitie Survey in a pretest-posttest time lapse of 8 months.

Title: Expansion and Improvement of Educational Programs for the Disadvantaged Child

District: Fulton (46-05-00-72-001)

Budget: $22,167

Participants: (1-3) 188; (4-6) 161; Total 349

Major Goals:

To improve students achievement levels of students needing supplemental instruction in reading, speech, and general academic skills.

Instructional Emphasis

(1) Reading

(2) Development of a curriculum resource center

Findings:

A sample of 20 disadvantaged learners participating in the ESEA I funded remedial reading treatment achieved 8 months' growth in the 8 months between the pretest and posttest administrations of the Wide Range Achievement Test.

Title: ACTION

District: Yonkers City School District (66-23-00-72-001)

Budget: $1,148,925

Participants: (K-3) 2,215; (4-6) 1,515; Total 3,730

Major Goals:

To improve student achievement in reading skills and English as a Second Language.

Instructional Emphasis:

Small group reading instruction for pupils scoring below the 23rd percentile in grades K-6 on standardized tests. Groups of from 6-10 children met daily for 45 minutes for remedial work.

Findings:

A sample of two hundred fifty-seven (257) early elementary pupils achieved nearly 1 months' growth for every month treatment across 3 months measurement span as verified by the pretest and posttest administrations of the Gates-MacGinitie Survey.

Another sample of 1,034 third, fourth, fifth, and sixth grade remedial reading pupils achieved an average growth in excess of 8 months in the 7 month interval between the pre and posttest administrations of the Gates-MacGinitie survey.

Title: ETV, Enrichment and Motivation for Lincoln Hall (school for delinquent boys) and St. Josephs Elementary School

District: Somers (66-21-00-72-001)

Budget: $65,460

Participants: Lincoln Hall: Grades 7-12: 265 Cultural Enrichment; 35 Music; 265 Closed Circuit TV; 48 Reading, Math, Industrial Arts (Summer)
St. Josephs: Grade 8: 6 Reading and Improvement of Self-Image
Somers High School: 8 Reading

Major Goals:

To improve reading, math, and general academic achievement of participating students.

Instructional Emphasis:

The project was designed to provide an instructional environment for successful school experiences that were both satisfying and interesting. While the focus was remedial in nature, activities were correlated to provide enrichment to compensate for omitted experiences in the disadvantaged learner's background.

Findings:

Fifty remedial reading participants achieved 5 months' growth during the summer session as measured by the California Achievement Test. Twenty remedial mathematics participants achieved an equivalent amount on the same measurement device during the summer session.

Title: Reading Improvement

District: White Plains (66-22-00-72-001)

Budget: $251,703

Participants: (1-6) 525

Major Goals:

To increase student abilities in vocabulary, comprehension, and word knowledge.

Instructional Emphasis

The Reading program was a flexible approach to the prevention and early remediation of reading disabilities.

Findings:

Three hundred fifty-nine (359) elementary public school pupils achieved 10 months' reading growth in the time lapse of 9 months between the pre and posttest administrations of the California Achievement tests. Eighty one nonpublic school pupils achieved 12 months' reading growth during the same time interval as measured by the Wide Range Achievement Test.

Title: Special Education Remedial Program

District: Mount Vernon (66-09-00-72-002)

Budget: $616,904

Participants: 315 grades 1-6

Major Goals:

To provide a comprehensive learning environment to increase student achievement levels in reading and math.

Instructional Emphasis:

On the basis of diagnosis, participants were divided into groups of from three to five children for remedial instruction three times a week for 40 minutes. The instruction was supported by programmed and multi-media equipment and materials including Reading Labs. A very similar format was developed for math remediation.

Findings:

Forty-one (41) public school elementary remedial reading participants achieved 11 months growth in 10 months' time as measured by the Metropolitan Achievement test. One hundred sixty five (165) pupils in grades 2, 3, and 4 achieved over 8 months' growth in mathematics between pre and posttest administrations of the Metropolitan Achievement Test (10 months between testings). Forty nine (49) nonpublic school pupils in grades 2, 3, and 4 achieved an averaged of 15 months growth in mathematics in the 1 school year time span as measured by the Metropolitan Achievement Tests.

Title: Prevention and Remediation of Reading Disabilities in Primary Grades

District: New York City, District #1

Budget: $57,152

Participants: N = 120 elementary (mostly grade 1 and 2), also Kindergarten

Major Goals:

To aid students in attaining higher levels of reading achievement.

Instructional Emphasis:

This program was an integrated program offered by the Learning Disorders Unit of the New York University Medical Center. Besides working with the children the 30 teachers involved with this project were given training by this unit.

The children were referred by the classroom teacher, principal, and school psychologist. The parents were also involved and had to give written permission for the testing and diagnostic services. After diagnostic testing at the Learning Disorders Unit a program of remediation was set up and given to the classroom teacher. When needed, each school had a special resource room for children needing more help than the classroom teacher could give. These children spent 30 minutes per day here with a special resource teacher.

Findings:

Fourteen months' (reading) growth in 7 months' time lapse between Wide Range Achievement Test administrations.

Title: Strengthening Early Childhood

District: New York City District #7

Budget: $5,091,787

Participants: approximately 3,000 in grades K - 2

Major Goal:

The thrust of this component was to increase reading achievement levels of participating students.

Instructional Emphasis:

All children in grades K-2 were included in this program to strengthen Early Childhood skills acquired in Head Start programs. Activities included:

Small classes, a special training program for the paraprofessionals in these classes, parental involvement, a field trip program, guidance counselors to help both children and parents, a lending library, two experimental bilingual classes in kindergarten and first grade.

The entire project was supervised by the District Supervisor for Early Childhood Education.

Findings:

Pupils achieved 9 months' growth as measured by MAT in 9 months between pre and posttest administration of MAT (sample = 123).

Title: Strengthening Early Childhood

District: New York City District #27

Budget: $478,938

Participants: 1,980, grades K-2

Major Goals:

To provide for increased achievement and early identification of disabilities in reading and mathematics for early elementary pupils.

Instructional Emphasis:

Extra paraprofessionals, teachers and materials were provided to lower class size in kindergarten and first grade classes. Functional language was stressed. Parent involvement was stressed to strengthen langugae facility and interest in the printed word.

Findings:

A sample of 508 early elementary pupils achieved 7 months' growth in 7 months in mathematics time as measured by MAT.

Title: Reading Diagnostic Center

District: New York City #29

Budget: $260,926

Participants: 525 pupils in grades 1-3

Major Goals:

To upgrade student achievement levels in reading.

Instructional Emphasis:

Two centers were set up, one to service 225 pupils and one to service 300 pupils grades 1-3. Staff included 2 coordinators, 7 reading counselors, 7 educational assistants, 2 family assistants, 1 psychologist, 1 social worker, 1 psychiatrist. Participants come for diagnostic testing, psychological testing and conferences. Parents were expected to actively participate with recommendations and activities prescribed for their children. Activities were prescribed to take place both at the center and in the classroom.

Findings:

A sample of 353 pupils in grades 2 and 3 achieved over 1-year growth between pre and post test time lapse of 9 months on MAT (reading).

Title: Educational Task Force

District: New York City District #2

Budget: $92,989

Participants: 575 elementary pupils

Major Goals:

To upgrade student achievement in reading and mathematics

Instruction Emphasis:

This component provided trained paraprofessional assistance for the classroom to facilitate increased small group and individual work. It also provided for constant upgrading of paraprofessional skills through training session.

Findings:

A sample of 101 reading pupils in grades 3-6 achieved 11 months' growth in 10 months' time between pre and post MAT administration.

Title: Reading Diagnosis and Remediation of Reading; Problems in Early Childhood

District: New York City District #20

Budget: $1,345,240

Participants: (1-3) 200

Major Goals:

To significantly increase participating student achievement levels in reading.

Instructional Emphasis:

This component diagnosed the reading disabilities of the 200 participating students and prescribed an individualized remedial program.

Findings:

In reading, the sample of 144 elementary students gained 7 months between pre and post test administration (MAT), and 9 months' growth in achievement.

TABLE 31 [1/]

Estimates Of Differences Between Achievement Gains
For Project Students And Waiting List Students

	Sample Statistics				Estimates		
	Waiting		Project				
	# of Students	Mean Gain	# of Students	Mean Gain	Standard Error of Difference	Lower Limit	Difference Between Sample Means
ALL GRADES							
Computation	741	1.107	865	1.491	.052	.298	.384
Concepts	494	.729	740	1.011	.057	.188	.282
Problem-Solving	550	.888	817	1.150	.082	.127	.262
GRADES THREE AND FOUR							
Computation	266	1.141	430	1.462	.068	.209	.321
Concepts	224	.868	428	.990	.066	.013	.122
Problem-Solving	224	.682	427	1.056	.138	.146	.374
GRADES FIVE AND SIX							
Computation	181	.551	303	1.245	.087	.550	.694
Concepts	152	.464	300	.990	.104	.354	.526
Problem-Solving	166	.459	270	.989	.096	.372	.530
GRADES SEVEN AND EIGHT							
Computation	294	1.418	132	2.153	.129	.522	.735
Concepts	118	.808	12	2.267	.417	.771	1.459
Problem-Solving	160	1.623	120	1.847	.178	−.070	.224

1/ Zlot, loc. cit., p. 13.

Appendix I

BOARD OF EDUCATION OF THE CITY OF NEW YORK
ESEA TITLE I PROGRAMS
FOR THE NON-PUBLIC SCHOOLS
ENGLISH AS A SECOND LANGUAGE
131 Livingston Street, Brooklyn, New York 11201

Rose Scarangella
Project Coordinator

Maria Mastrandrea
Field Supervisor

PROJECT EVALUATION TEST
RATING SHEET FOR ORAL LANGUAGE PROFICIENCY

NAME OF CHILD _____ AGE _____ GRADE _____ COUNTRY OF ORIGIN _____ DATE OF TEST _____

SCHOOL _____ BORO _____ PRINCIPAL _____ ESL TEACHER _____ RATING _____

DIRECTIONS: Each letter rating is followed by a numerical point value. After you administer the entire test, total the point of value, average the total, and enter the pupil's ability rating according to the scale below on the line for RATING.

I. Comprehension

_____ A (6). Pupil's comprehension comparable to that of a native speaker of like age and intelligence.
_____ B (5). Pupil understands nearly everything, though on occasion additional explanations are necessary.
_____ C (4). Pupil understands, but frequently questions the meaning of some words and/or expressions.
_____ D (3). Pupil understands if speaker carefully chooses vocabulary and restates ideas.
_____ E (2). Pupil's comprehension is limited to very general conversation on stereotyped topics.
_____ F (1). Understands no English.

II. Structure and Syntax

_____ A (6). Pupil uses English with few errors except for those which are commonly made by native speakers of like age level.
_____ B (5). Pupil makes occasional errors which do not interfere with communication.
_____ C (4). Pupil uses English well enough for most situations met by typical native speakers of like age, but still must make a conscious effort to avoid the language forms of his native tongue; depends, in part, upon translation and therefore speaks hesitantly upon occasion.
_____ D (3). Pupil uses English in more than a few stereotyped situations, but it is marked by errors which interfere with communication and is haltingly rendered at all times.
_____ E (2). Pupil makes errors which render communication difficult.
_____ F (1). Speaks no English

TITLE I PROGRAMS - ENGLISH AS A SECOND LANGUAGE

PROJECT EVALUATION TEST-RATING SHEET FOR ORAL LANGUAGE PROFICIENCY (Cont.)

III. Vocabulary

_____ A (6). Comparable in range to that of a native speaker of like age.
_____ B (5). Occasionally gropes for some words and/or expressions.
_____ C (4). Occasionally gropes for some high-frequency words.
_____ D (3). Frequent rephrasing by pupil necessary to compensate for limitations in vocabulary.
_____ E (2). Pupil's vocabulary limited to a few useful words and/or expressions which he has learned for use in stereotyped situations.
_____ F (1). Speaks no English.

IV Pronunciation

_____ A (6). Speaks English for his age level like a native, with little or no foreign accent.
_____ B (5). Speaks with some foreign accent, but it does not interfere with communication; otherwise approximates the fluency of a native speaker of like age level.
_____ C (4). Speaks with a foreign accent which makes repetition of some lexical items necessary.
_____ D (3). Speaks with a very noticeable foreign accent, but in general can make himself understood.
_____ E (2). Speaks with an extremely heavy foreign accent which is very difficult to understand.
_____ F (1). Speaks no English.

Total Points, I-IV _____

Average (divide by 4) _____

Scale

1-2 pts., F-E Ability
3-4 pts., D-C Ability
5-6 pts., B-A Ability
(not eligible)

EXAMINER'S REMARKS (IF ANY)

Appendix I: Puerto Rican Scale

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH
110 Livingston Street
Brooklyn, N.Y. 11201

SCALE A - For Rating Pupils Ability to Speak English

Directions: Enter for each pupil the number 1, 2, 3, 4, 5, 6, or 7 corresponding to his estimated ability to speak English in the classroom, defined as follows:

1. Speaks English, for his age level, like a native - with no foreign accent or hesitance due to interference of a foreign language.
2. Speaks English with a foreign accent, but otherwise approximates the fluency of a native speaker of like age level. Does not hesitate because he must search for English words and language forms.
3. Can speak English well enough for most situations met by typical native pupils of like age, but still must make a conscious effort to avoid the language forms of some foreign language. Depends, in part, upon translation of words and expressions from the foreign language into English and therefore speaks hesitantly upon occasion.
4. Speaks English in more than a few stereotyped situations, but speaks it haltingly at all times.
5. Speaks English only in those stereotyped situations for which he has learned a few useful words and expressions.
6. Speaks no English.
7. Child has been in class less than one week, and cannot be accurately rated at this time.

SCALE B - For Rating Pupils Ability to Understand Spoken English

Directions: Enter for each pupil the number 1, 2, 3, 4, 5, 6, or 7 corresponding to his estimated ability to understand spoken English in the Classroom, defined as follows:

1. Understand with ease and without conscious effort the spoken English of the classroom, typical for native English-speaking children of like age and grade level. Requires, on the part of the speaker, no slowing of pace, simplification of vocabulary, over-precise enunciation, repetition or illustration.
2. Understands spoken English with ease and without conscious effort in most situations, but occasionally must be helped to understand by repetition, illustration, or translation.
3. Understands English in connected sentences as well as in single words - or phrases. However, must occasionally make a conscious effort to decipher and translate.
4. Understands phrases and simple connected discourse in English only if he has time consciously to decipher and if the speaker slows his pace and simplifies vocabulary.
5. Understands a few expressions and words which are repeated recurrently in stereotyped situations. Does not follow connected discourse in English.
6. Understands no spoken English.
7. Child has been in class less than one week and cannot be accurately rated at this time.

The New York City Scale of Ability to Speak English employs a six-point rating as follows:

A. Speaks English for his age level, like a native with no foreign accent.

B. Speaks English with a foreign accent, but otherwise approximates the fluency of a native speaker of like level.

C. Can speak English well enough for most situations met by typical native pupils of like level....depends in part upon translation and therefore speaks hesitantly upon occasion.

D. Speaks English in more than a few stereotyped situations, but speaks it haltingly at all times.

E. Speaks only in those stereotyped situations for which he has learned a few useful words and expressions.

F. Speaks no English.

Appendix J

ACTUAL POSTTEST COMPARISON TO THE PREDICTED POSTTEST SCHEME OF DATA ANALYSIS

Real (treatment) posttest v. anticipated (without treatment) posttest design.

Step 1. Obtain each pupil's pretest grade equivalent.

Step 2. Subtract 1 (since most standardized tests start at 1.0).

Step 3. Divide the figure obtained in step 2 by the number of months the pupil has been in school to obtain a hypothetical (historical regression) rate of growth per month. (Ignore kindergarten months. 1 school year = 10 months.)

Step 4. Multiply the number of months of Title I treatment by the historical rate of growth per month.

Step 5. Add the figure obtained in step 4 to the pupil's pretest grade equivalent (step 1).

Step 6. Test the difference for significance between the group predicted posttest mean and the obtained posttest mean with a correlated t-ratio.

In September, a diagnostic reading teacher administered the Metropolitan Achievement Test (as a pretest) to 30 disadvantaged fourth grade learners who had scored below minimum competence on the New York State Reading PEP Test.

The 30 pupils participated for the first time in an ESEA, Title I remedial project conducted from the first week in October through the last week in May (treatment time = 8 months). The Reading Diagnostician readministered an equivalent level form of the Metropolitan Achievement Test (as a posttest) during the first week of June to the 30 pupils.

From the September (pretest) administration, the diagnostician calculated the individual predicted June scores based upon the pupils historical rate of gain (using the method described in steps 1 through 4 above) that would have been anticipated if the ESEA, Title I treatment had not intervened in addition to the regular classroom reading instruction. The diagnostician then compared the predicted posttest scores to the actual posttest scores by the statistic called the t-ratio (critical ratio) to determine whether the 30 pupils achievement was beyond expectation.

The pupils have had 30 months of regular school at the time of the pretest.

Step 1. Pupil #1's pretest score was 2.5

Step 2. Subtract 1 from 2.5 = 1.5

Step 3. Divide 1.5 by 30 (months) = .05
multiply .05 times the number of months of Title I treatment .05×8 = .4

Step 4. Add .4 to (the pretest) 2.5 = 2.9
this figure is the anticipated posttest score (2.9) for pupil #1

Repeat for each pupil

Record each pupil's May Posttest score

Subtract each predicted posttest score from the actual (May) posttest score [d]

Sum the differences [Σd] and square that sum [$(\Sigma d)^2$]

Square the differences individually

Sum the squared differences $\Sigma(d^2)$

$$t = \frac{\Sigma d}{\sqrt{\left[N \ \Sigma(d^2) - (\Sigma d)^2\right]/(N-1)}}$$

$$t = \frac{9.2}{\sqrt{\left[30\ (4.62) - (9.2)^2\right]/(30-1)}} = \frac{9.2}{\sqrt{\frac{53.96}{29}}} = \frac{9.2}{\sqrt{1.86}} = \frac{9.2}{1.36} = 6.76$$

The degrees of freedom (df)=N-1. Look in the t table under df = 29 for the value of t under columns .05 and .01 (two tailed tests). Since our t of 6.76 is greater than the table value of 2.756, at the .01 level of probability, we may infer that this target population achieved beyond expectation in the Title I funded treatment.

Pupil	Pretest	Posttest Predicted	Posttest Actual	d difference	d^2 difference Squared
1	2.5	2.9	3.2	+ .3	.09
2	2.8	3.3	3.5	+ .2	.04
3	2.2	2.5	2.6	+ .1	.01
4	1.8	2.0	2.0	0	.00
5	2.9	3.4	3.8	+ .4	.16
6	3.0	3.5	3.9	+ .4	.16
7	2.8	3.3	3.2	- .1	.01
8	2.5	2.9	3.2	+ .3	.09
9	2.3	2.7	2.8	+ .1	.01
10	2.0	2.3	2.8	+ .5	.25
11	2.1	2.4	3.0	+ .6	.36
12	2.7	3.1	3.2	+ .1	.01
13	2.0	2.3	2.5	+ .2	.04
14	2.5	2.9	3.5	+ .6	.36
15	2.4	2.8	2.7	- .1	.01
16	2.2	2.5	2.7	+ .2	.04
17	2.6	3.0	3.2	+ .2	.04
18	2.3	2.7	2.9	+ .2	.04
19	2.2	2.5	3.0	+ .5	.25
20	2.5	2.9	3.7	+ .8	.64
21	2.3	2.7	2.9	+ .2	.04
22	2.8	3.3	3.9	+ .6	.36
23	1.5	1.6	1.8	+ .2	.04
24	2.7	3.1	3.4	+ .3	.09
25	2.3	2.7	3.1	+ .4	.16
26	2.5	2.9	3.2	+ .3	.09
27	2.1	2.4	2.8	+ .4	.16
28	2.2	2.5	3.0	+ .5	.25
29	2.3	2.7	3.6	+ .9	.81
30	2.7	3.1	3.0	- .1	.01
N = 30 SUM (or Σ)	71.7	82.9	92.1	+9.2	4.62
MEAN	2.39	2.76	3.07		

THIS TABLE CAN BE FOUND IN

Ferguson, George A., Statistical Analysis in Psychology and Education. 2nd ed. New York: McGraw-Hill Book Company, 1966, p. 406.

Critical values of t*

df	Level of significance for one-tailed test					
	.10	.05	.025	.01	.005	.0005
	Level of significance for two-tailed test					
	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
∞	1.282	1.645	1.960	2.326	2.576	3.291

* Abridged from Table III of R. A. Fisher and F. Yates, *Statistical tables for biological, agricultural, and medical research*, published by Oliver & Boyd, Ltd., Edinburgh, by permission of the authors and publishers.

If assistance in interpreting this Table is desired, please contact:
The Bureau of Urban and Community Programs Evaluation
Division of Evaluation
The State Education Department
The University of the State of New York
Albany, New York 12224
(518) 474-3889

Appendix K:

PROJECT EVALUATION SURVEY FOR CATEGORICALLY AIDED EDUCATION PROJECTS
MAILED INFORMATION FORM (MIR)

District Name and Address

School District Code

1. Project Title _____

2. SED Project Number

3. Project approval date ___/___/___
Mo Day Yr.

A. If this project is not currently operating, check here ☐; do not complete the remainder of this form, but return it immediately to the address shown on page 2.

4. Date activities began ___/___/___ Date activities will terminate ___/___/___
Mo. Day Yr. Mo. Day Yr.

5. Project time span (check one): 1☐ School Year 2☐ Summer 3☐ 12 Mos. 4☐ More than 1 Year

6. Project is: 1☐ New 2☐ Resubmitted 3☐ Continuation (Title III only)

A. If project is resubmitted, please indicate number of years operated:

☐ 2 years ☐ 4 years

☐ 3 years ☐ 5 or more years

B. Will project be resubmitted next year? 1☐ Yes 2☐ No 3☐ Uncertain

7. Total current allocation for this project, including amendments: $_____

A. Source of project funds: (check)

1 ☐ Title I

2 ☐ Title I (PL89-313)

Title I (PL89-750):

3 ☐ Migrant

4 ☐ Neglected and Delinquent

5 ☐ Title III

6 ☐ Title VI B (PL91-230)

7 ☐ Urban Education

8 ☐ School Community Interaction Umbrella Program

MAIL THIS COVER PAGE BACK WITH SECTION I

INTRODUCTION

The State Education Department is required by law to monitor compensatory education projects. This form is designed to meet the reporting requirements of the law, and to assist project directors in evaluating compensatory education projects during their current operation. The project final reports which were used in the past often were completed and received by the Education Department too late to make effective adjustments in projects. This evaluation procedure should provide a faster and more concise method of presenting project alterations for approval. The more rapid appraisal may enable acceleration of funding by Department units.

It is hoped that the new form will achieve its various goals with as little extra burden as possible on local agencies. The local project director, closest to the needs and problems of the group served by the project, would probably be the most knowledgeable source for requested data.

GENERAL INSTRUCTIONS

In order to decrease the reporting burden on the project director, this form is divided into three sections, each due in the State Education Department at a different time in the school year. The schedule of due dates is as follows:

Section I - December 6, Section II - February 15, Section III - July 2

Note that the cover page is due at the same time as Section I. All information on the cover page must be completed in order to classify your project and process it efficiently.

Each section of the form, as completed, should be mailed to one of the following offices. Title I, ESEA reports and Urban Education reports should be returned to the program offices. All other program reports should be sent to the Bureau of Urban and Community Programs Evaluation.

Division of Education for the Disadvantaged (Title I, ESEA)
The State Education Department, Room 367 EBA
Albany, New York 12224

or

Division of Urban Education
The State Education Department, Room 874 EBA
Albany, New York 12224

or

Bureau of Urban and Community Programs Evaluation
The State Education Department, Room 462 EBA
Albany, New York 12224

Please type or print legibly all information requested on the form. Note that some questions are to be answered only if the project has certain characteristics. You will also find that there are similar questions in each section which are intended to collect information on the project at different stages of development. If you have any questions regarding the completion of the report, please call Eileen Kelly (518: 474-7264).

SPECIFIC INSTRUCTIONS

I. Throughout this report, data are requested in a project/component/activity/objective format. Each of these terms is consistent with the terminology used in project proposals submitted to the State Education Department for evaluation. Please note the definition of each term below:

Project - Organization and administration of a program to improve some aspect of education consisting of components, activities and objectives. A project operates within a local education agency (school district) at one or more levels and is funded under a single project number.

Component - Major project subdivisions such as remedial reading, English as a second language, vocational education, etc. Each subdivision is usually associated with a certain educational level--Pre-K, elementary, junior high, senior high, etc. (See attached component code sheet for further explanation.)

Activity - Operational aspects of the project. Activities are the procedures used to achieve the various objectives of the project.

Objective - Desired outcomes of the project. The objectives of the project would be evaluated as to their effectiveness by some type of testing techniques.

When data are required on the component/activity/objective aspect of the project, provide the information in code form using the coded lists immediately following these instructions. Locate the terminology in the list which most closely corresponds to your component, activity or objective name and report that code number in the appropriate box of each question for which these data are requested.

For example, if you have a project with a component of an art program at the 10-12 grade level with an activity of independent study to increase appreciation or awareness, the component/activity/objective would be coded in the following manner:

Component = art program at 10-12 grade level	=	63616
Activity = independent study	=	712
Objective = appreciation	=	804

In tabular form it would be presented thus:

Component	Activity	Objective
63616	712	804

All components and all activities of the components should be reported for the project. Report data on objectives only where indicated by the question.

II. For the completion of item 31, (A, B, & C), the total "full-time equivalent (FTE) of staff members must be calculated. Each staff member is counted as a whole or a fraction of an FTE unit. Use the chart below as a guide to calculate FTE.

Staff member is employed	FTE
Less than half-time	1/4
At least half-time, but less than full-time	1/2
Full-time	1

Example

To calculate the FTE of 10 staff members of which three are employed less than half-time, five are employed at least half-time, but less than full-time, and two are employed full-time.

3 Less than half-time	= 3 X 1/4 FTE =	3/4 FTE
5 At least half-time, but less than full-time	= 5 X 1/2 FTE =	2 1/2 FTE
2 Full-time	= 2 X 1 FTE =	2
		5 1/4 FTE

COMPONENT CODES

The topics listed below are the project component categories in which we would like you to provide data on the accompanying pages of the form. For most questions, activity and objective codes (listed in the next two sections) will be associated with the component categories. When reporting component codes, the first three digits indicate the type of component being offered and the fourth and fifth digits will indicate the level of offering. Please match the level of offering with the topic using the appropriate digit corresponding to one of the levels listed below (all component codes must show all five digits):

First three digits of component code will be:	Topic
601	Community and Student Involvement and Redesign (Title III only)
602	Computer Analysis (Title III only)
603	Learning Disabilities (Title III only)
604	Preschool (Title III only)
605	School Systems Management (Title III only)
606	Information Storage and Retrieval (Title III only)
607	Basic academic skills
608	reading
609	mathematics
610	science
611	social studies
612	English (language arts)

First three digits of component code will be:	Topic
613	Bilingual Education
614	English as a Second Language
615	Foreign Language
616	Vocational-Occupational Education
617	Business subjects
618	Career education
619	Home economics
620	Occupational subjects
621	Health Education
622	Physical fitness
623	Drug education
624	Family and sex education
625	Curriculum Development
626	Black studies and history
627	Hispanic studies and history
628	Other (specify)
629	Adult Career Development
630	Basic academic skills
631	High school equivalency
632	Career education
633	Vocational-occupational
634	Cultural Enrichment
635	Music
636	Art
637	Drama
638	Dance
639	Performance
640	Afro-American Culture
641	Hispanic-American Culture
642	Handicapped
643	Physically
644	Mentally
645	Emotionally
656	Speech
647	Other health impaired (specify)
648	Pupil Personnel Services
649	Psychological
650	Medical and/or Dental
651	Attendance
652	School social work
653	Home-school counselor
654	Guidance and counseling
655	Inservice Education and Pre-service Training
656	Teachers
657	Paraprofessionals
658	Support Services
659	Library
660	Multi-media center
661	Television
662	Security services
663	Food services
664	Transportation services
665	Dissemination of information
666	Other (specify)

Fourth and fifth digits for component code will be:	Level
11	Pre-K
12	Kindergarten
13	Grades 1-3
14	Grades 4-6
15	Grades 7-9
16	Grades 10-12
17	K-12
18	Nongraded
19	Dropouts
20	Adults
21	Teachers
22	Paraprofessionals

ACTIVITY CODE

In questions requesting data on activities for each component, locate the activity designation on the list below and enter the code number in the appropriate space for that question. More than one activity may be entered for each component.

Code Number	Activity
701	Adult Education
702	After School Study
703	Camping
704	Counseling - personal (adjustment)
705	Counseling - educational/vocational (planning for future)
706	Field Trips
707	Cultural Enrichment
708	Curriculum Development or Redesign (needs assessment, analyses, design)
709	Curriculum Implementation (Title III only)
710	Developmental (basic skills)
711	Diagnostic and Remedial
712	Independent Study
713	Information (collection or dissemination)
714	Inservice Education
715	Multi-Media Instruction
716	Open Classroom or Consortium approach
717	Operant Conditioning (migrant only)
718	Parent Involvement (meetings, surveys, participation, home/school)
719	Programmed Instruction
720	Small Group Instruction
721	Team Teaching
722	Tutorial
723	Work Study

OBJECTIVE CODE

In questions requesting data on objectives of project activities, locate the appropriate objective designations in the list below and enter the corresponding code numbers in the spaces provided in the question. The same objective may be reported for all activities in a component or, conversely, a single activity may have more than one objective.

Code Number	Objective
800	Cognitive
801	Achievement
802	Readiness
803	Affective
804	Appreciation
805	Awareness (including ethnic/racial tolerance)
806	Aspiration level
807	Emotional stability
808	Interest
809	Self-concept (self-image)
810	Self-direction
811	Attitude toward school
812	Psychomotor
813	Hearing
814	Performance (manual) skills
815	Spatial, perceptual, and dexterity
816	Verbal fluency
817	Vision
818	Institutional
819	Ability to utilize (Title III only)
820	Classroom participation (Title III only)
821	Home/school contact (Title III and Urban Education only)
822	Parent acceptance/participation (Title III and Urban Education only)
823	Retention (including dropout prevention) (Title III and Urban Education only)
824	Study skills (Title III and Urban Education only)
825	Other - specify

Activity - Operational aspects of the project. Activities are the procedures used to achieve the various objectives of the project.

Attitude, Self-Image - A predisposed "set" or readiness to react toward or against some situation, person, or thing. A well defined self-image is the stable view a person has of himself after evaluating his multiple characteristics in light of his own life space and based upon his selective perception.

Basic Skills - Education emphasizing such fundamental subjects as reading, writing, mathematics, natural and physical science, social science, etc.

Bilingual Education - The use of two languages, one of which is English, as a medium of instruction for the same pupil population; it includes the study of the history and culture associated with the students' mother tongue.

Business Education - Those courses which are designed to develop the attitudes, knowledge, skills, and understanding concerned with business principles and practices.

Component - Major project subdivisions such as remedial reading, English as a second language, vocational education, etc. Each subdivision is usually associated with a certain educational level--Pre-K, elementary, junior high, senior high, etc. (See attached component code sheet for further explanation.)

Dramatics - The activities of any organization devoted primarily to the creation, preparation, and production of plays.

Drug Education - The study of the nature and effects of drugs upon the human body.

Educational Technology Services - The designing, acquiring, disseminating, and integrating of learning materials associated with technology and the new media.

English-reading - Any focus in reading, such as reading readiness, beginning reading, remedial reading, developmental reading, programmed instruction in reading, etc.

English speech - Instruction designed to alleviate or eliminate speech disorders.

English-TESOL - (Teaching English to speakers of other languages.) The teaching of English to those whose first language is not English.

English-other - Any programs in English language (e.g., language skills, linguistics, literature, composition, etc.), excluding reading, corrective speech, and TESOL.

Foreign Language - An area of study concerned with the social and cultural applications of the ability to read, write, or speak foreign languages. A subset of the foreign language area is the bilingual education of foreign language speaking students who receive part of their daily instruction in the English language and part in their native language. Bilingual education appears with a separate code number under "component code."

Full-time assignment - Assigned activities within an assignment classification which require the exclusive attention of a full-time staff member. A "full-time staff member" is one whose total current assignments, regardless of their classification, require his services on all school days throughout the school term for a number of hours at least equal to a regular school day.

Guidance - Those activities which have as their purpose helping pupils assess and understand their abilities, aptitudes, interests, environmental factors and educational needs. Also included are activities which assist pupils in increasing their understanding of educational and career opportunities through the formulation of realistic goals. These activities include counseling pupils and parents, evaluating the abilities of pupils, assisting pupils to make their own educational and career plans and choices, assisting pupils in personal and social adjustment, and working with other staff members in planning and conducting guidance programs.

Home Economics - The courses enabling pupils to acquire knowledge and develop understanding, attitudes and skills relevant to occupational preparation and personal, home and family life using the knowledge and skills of home economics.

Industrial Arts - A curriculum area with the purposes of orienting youth to their career potential, developing dexterity in utilizing tools and materials, and fostering the development of work attitudes and appreciation.

Library Service (and Media Center) - A component aimed at the distribution and utilization of materials and equipment including books, audiovisual materials, periodicals, other printed and published resources and realia, which are part of a school library.

Narcotics - The study of the nature and effects of narcotics upon the human body and upon society.

Nongraded - A class which is not organized on the basis of grade and has no standard grade designation. Such classes are likely to contain pupils of different ages, frequently identified according to level of performance in one or more areas of instruction rather than according to grade level or age level.

Nonstandard English Speaking - Children of limited English speaking ability who came from environments where the dominant language is a nonstandard dialect or a language other than English.

Objective - Desired outcomes of the project. The objectives of the project would be evaluated as to their effectiveness by some type of testing techniques.

Out-of-School Youth (dropouts) - Persons who have left school, for any reason except death, before graduation or completion of a program of studies, without transferring to another school, and before attaining age 18. The term "dropout" is used to designate a pupil who has been in membership during the regular school term and who withdraws before graduating from secondary school (grade 12) or before completing an equivalent program of studies. Such an individual is considered a dropout, whether or not he has completed a minimum required amount of school work, if his dropping out occurs during or between regular school terms, or before or after he has passed the compulsory school attendance age.

Paraprofessionals - Direct, nonprofessional staff support services to licensed or certified education. This may be instructional or noninstructional (see teacher aide, teacher assistant).

Part-time assignment - Assigned activities within an assignment classification which do not require all of the time of a full-time staff member to perform. (See Full-time Assignment.)

Preschool (Readiness) - The preparation of children between 2 and 5 years of age to actualize their potential.

Program - The general organization and administration of related educational projects designed to improve coordinated aspects of education consisting of components, activities and objectives.

Project - Organization and administration of a program to improve some aspect of education consisting of components, activities and objectives. A project operates within a local education agency (school district) at one or more levels and is funded under a single project number.

School Neighborhood Worker - A nonprofessional staff worker who is predominantly involved with elementary and intermediate schools and whose major function is to interpret the school to the residential community and vice versa. The duties vary from informing the school of community activities to informing parents of attendance or adjustment problems of their children. In handling behavior problems a school neighborhood worker acts under the supervision of a professional such as the school psychologist, guidance counselor, or social worker.

School Science (and Ethnic Culture) - Subjects such as history, economics, political science, sociology, anthropology, geography, psychology, etc. This component also contains cultural enrichment aspects (e.g., Afro-American history), exclusive of art, dramatics, dance, and music.

Special Education - The education of pupils (e.g., the deaf, the blind and partially seeing, the mentally subnormal, the gifted) who deviate so far physically, mentally, emotionally, or socially from the relatively homogeneous groups of so-called "normal" pupils that the standard curriculum is not suitable for their educational needs. Such projects involve the modification of the standard curriculum in content, methods of instruction, and expected rate of progress to provide optimum educational opportunity for such pupils. These pupils are taught in special classes, special curricula, or special schools.

Teacher Aide - A nonprofessional staff member performing assigned educational activities which are not classified as professional education, but which assist a staff member (or staff members) to perform professional assignments.

Teacher Assistant - A nonprofessional teacher who is authorized to perform professional educational tasks under the general supervision of a licensed or certified teacher and is certified in accord with the Regulations of the Commissioner of Education.

Teaching English As A Second Language - The teaching of English to those whose first language is not English.

Vocation - All preparational employment components not covered by business education, home economics or industrial arts for skilled or semi-skilled occupations concerned with designing, producing, processing, assembling, testing, maintaining, servicing or repairing a product. The emphasis is on training or retraining for gainful employment.

Due Date: December 6

School District Code | | | | | | |

SECTION I

SED Project Number | | | | | | | | | | | |

BE Function Number (NYC only) | | | | | | | |

Name and title of person completing questionnaire	Telephone Number (area code)

1. Date questionnaire was completed ___/___/___
mo. day yr.

2. Indicate the evaluating agency for this project: (check one)

School District Personnel (outside of New York City) 1 ☐

New York City Bureau of Educational Research (BER) 2 ☐

New York City School Personnel (other than BER) 3 ☐

External Evaluator (Specify name of university, firm, or individual consultant) 4 ☐

_____

3. If an external evaluator is being used, briefly describe the nature of the services he is providing:

_____

_____

_____

_____

_____

_____

4. Indicate the number of individuals in each group listed below that participated in planning project needs and priorities (Indicate the number for all groups which apply):

District school board 1 _____

District advisory committee 2 _____

Local P. T. A. or Home/School Association 3 _____

Representatives from local community organizations 4 _____

Nonpublic school officials 5 _____

Other groups (Specify) _____ 6 _____

_____

5. In what capacity are paraprofessionals employed in this project: (check all which apply)

Paraprofessionals not employed	1 ☐
Non-instructional classroom duties	2 ☐
Tutoring	3 ☐
Small group instruction	4 ☐
Other (Specify)_____	5 ☐

6. Please report, using the appropriate codes, components of this project in descending order by cost. In the right hand column indicate the major activity of each of the components listed.

	Component	Total Cost	Activity
1		$	
2		$	
3		$	
4		$	
5		$	
6		$	
7		$	

7. Were any of the original project objectives modified before the start of the project? ☐ Yes ☐ No

   a. If yes, were the modifications approved by the State Education Department? ☐ Yes ☐ No

8. Were any project objectives modified after the project had started? ☐ Yes ☐ No

   a. If yes, were the modifications approved by the State Education Department? ☐ Yes ☐ No

9. If any proposed activities were modified prior to implementing the project, please give an explanation below:

_____

_____

_____

_____

_____

10. If any of the proposed activities were modified after implementing the project, give an explanation below:

_____

_____

_____

_____

_____

_____

11. In the ethnic categories shown, report the number of individuals expected to participate in the project and the number actually participating:

Project Participants	Ethnic Group					Total
	American Indian	Black	Oriental	Spanish Surnamed American	Other (Incl. White)	
Expected						
Participating						

12. In the table below, first enter the codes for the major components of the project together with their associated activity/objective codes. Then, in columns A, B, C and D, enter for each component/activity/objective, the number corresponding to the most accurate response for each question (A, B, C and D) below.

A. Which evaluation method has been approved for the objective(s)?
   01. Experimental group v. control group
   02. Pretest/posttest gain v. expected gain without this activity
   03. Pretest/posttest gain v. local, State or national norms
   04. Pretest/posttest (gain) v. pre/post test (gain) from last year's class
   05. Case study
   06. Professional team observation rating
   07. National Assessment item sampling procedure
   08. Pretest/posttest criterion referenced
   09. Other (enter "09" in the table and describe briefly here)

   _____

   _____

   _____

B. Indicate the probable attainment of the objective:
   10. Will probably be attained
   11. Will probably be partially attained
   12. Is not likely to be attained

C. What is the status of each of the components of this project?
   13. Completed
   14. In progress
   15. No action taken as yet

D. What is the effectiveness of each of the components of the project? (Answer this question only if response 13. or 14. was reported for question C.)
   16. Extremely effective
   17. Limited effectiveness
   18. Not effective

	Component Code	Activity Code	Objective Code	12A MTHD	12B ATMNT	12C STAT	12D EFFT
1							
2							
3							
4							
5							
6							
7							

(Attach additonal sheet, if necessary)

13. For each objective of a component/activity, list the evaluation instrument used and enter the descriptive information for each evaluation instrument as requested in the table below. (Please note that the table headings may not be applicable to all evaluation instruments; enter "NA" where not applicable to form and/or level. Attach an additional sheet, if necessary).

	Component Code	Activity Code	Objective Code	Evaluation Instrument Title	Form	Level	Pretest Date	Posttest Date
1								
2								
3								
4								
5								
6								
7								

14. Report the number of participants in this project for each component /activity/ objective code according to the type of students participating. Report the number expected to participate as outlined in the original project proposal and the number actually participating in the project. (Please note that this count of participants does not need to be unduplicated in that the participants may be counted under more than one set of component/activity/objective codes).

	Component Code	Activity Code	Objective Code	Type of Participants					
				Public School Participants		Nonpublic School Participants		Total	
				Expected	Partici-pating	Expected	Partici-pating	Expected	Partici pating
1									
2									
3									
4									
5									
6									
7									

15. Is there a funding relationship between this project and other projects funded by State and Federal sources in the district? ☐ Yes ☐ No

16. Have any of the activities or procedures developed in this project been adapted for use in the regular school program? ☐ Yes ☐ No

17. If this project involves participation by children of migratory workers and/or nonstandard English speaking children, enter, in the grade level categories shown, the number expected to participate and the number actually participating. Each participant should be counted at one grade level only, but a single individual may be counted as a migrant and as a nonstandard English speaking pupil.

☐ Check here if no migrant or nonstandard English speaking pupils participate

Participants			Grade Level								Total
			Pre-K	Kind.	1-3	4-6	7-9	10-12	K-12	Ungraded[1]	
Migrant In State	Expected	1									
	Participating	2									
Migrant Out of State	Expected	3									
	Participating	4									
Non-standard English speaking	Expected	5									
	Participating	6									

[1]Ungraded (specify approximate grade level) _____

18A. If this project involves participation by children in institutions for the neglected, enter, in the general grade level categories shown, the number expected to participate and the number actually participating. The counts reported should be unduplicated in that participants should be reported as either neglected or delinquent. Also, in 18B, check the category which indicates the location of the project.

☐ Check here if no children in institutions for neglected and delinquent participate

Participants			Grade Level								Total
			Pre-K	Kind.	1-3	4-6	7-9	10-12	K-12	Ungraded[1]	
Neglected	Expected	1									
	Participating	2									
Delinquent	Expected	3									
	Participating	4									

[1]Ungraded (specify approximate grade level) _____

B. Where was the project conducted for which participants were reported in question 18A? (check one)

State operated institution 1☐
Public school district 2☐
Institutional school district 3☐

19A. If this project involves participation by handicapped children, enter by category of handicap, the number being served in each major component/activity of the project. Use appropriate codes as indicated in the instructions. A pupil should be assigned to one handicap category only, but a single individual may be counted under more than one component/activity. (Attach additional sheet, if necessary)

☐ Check here if no handicapped pupils participate

	Component Code	Activity Code	Type of Handicap									
			TMR[1]	EMR[2]	Hard of Hearing	Deaf	Speech Impaired	Visually Impaired	Emotionally Disturbed	Crippled	Learning Disabled	Other Health Impaired
1												
2												
3												
4												
5												
6												
7												

[1]Trainable Mentally Retarded

[2]Educable Mentally Retarded

19B. For each type of handicapped child served by this project, enter in the age categories shown, the number expected to participate and the number actually participating. The counts reported should be unduplicated in that each individual should be counted in only one age and handicap category.

	Type of Handicap	Number of Children Served by Age									
		0-5 years		6-12 years		13-18 years		19 and over		Total Children	
		Expected	Actual	Expected	Actual	Expected	Actual	Expected	Actual	Expected	Actual
1	Trainable Mentally Retarded										
2	Educable Mentally Retarded										
3	Hard of Hearing										
4	Deaf										
5	Speech Impaired										
6	Visually Impaired										
7	Emotionally Disturbed										
8	Crippled										
9	Learning Disabled										
10	Other Health Impaired										
11	Total										

Due Date: February 15, 1973

School District Code | | | | | | |

SECTION II

SED Project Number | | | | | | | | | | | |

BE Function Number (N.Y.C. only) | | | | | | | |

Name and title of person completing questionnaire	Telephone number (area code) (number) (ext.)

20. Date questionnaire was completed ___/___/___
mo. day yr.

21. Source of project funds: (check one)

Title I	1 ☐	Title III	5 ☐
Title I (PL89-313)	2 ☐	Title VI B(PL91-230)	6 ☐
Title I (PL89-750):		Urban Education	7 ☐
Migrant	3 ☐	School Community Interaction Umbrella Program	8 ☐
Neglected & Delinq.	4 ☐		

22. Were any of the original objectives modified since the completion of Section I? Yes ☐ No ☐

If yes, were the modifications approved by the State Education Department? Yes ☐ No ☐

23. If any proposed activities were modified in implementing the project, please give an explanation below:

24. For each major component/activity in the project, indicate in the table below the length of time the activity operates and the extent of individual participation. (For example, if a component is operated 40 weeks for 3 hours a day, and six groups of pupils are each scheduled for 1 hour's instruction daily for 20 weeks, the last four columns in the table reading from left to right would be 40; 20; 3; 1.) Use appropriate codes as indicated in the instructions. Attach additional sheets if necessary.)

Component Code	Activity Code	Number of Weeks		Hours per Week	
		Activity Operates	Individual Participates	Activity Operates	Individual Participates

25. To your knowledge, are there persons in the area served by this project who are eligible to participate but are not presently participating? Yes ☐ No ☐

If yes, indicate the approximate number of such persons ☐☐☐☐

26. Are there other categorically funded projects in the school district (including New York City community districts) which would provide different activities for the same target population participants during the same daily time period? If yes, briefly describe the projects: Yes ☐ No ☐

_____

_____

_____

_____

_____

_____

27. Do participants in this project benefit from other compensatory projects in the district which are conducted during other daily time periods? (e.g. Urban Education project in a.m. and ESEA, Title I in p.m.) Yes ☐ No ☐

28. Are there other projects operating in the district which provide the same activities as in this project but in which another group of pupils are participating? Yes ☐ No ☐

If yes, give project name(s) and funding source(s):

Project Name	Project Funding Sources

29. What percent of the professional staff engaged in this project are certified or licensed in the area of their activity _____%

30. Have all of the proposed components and activities in this project been implemented? Yes ☐ No ☐

If no, please provide brief explanation: _____

_____

_____

31A. See separate page

31B. See separate page

31A. In the table below, report the number of elementary level staff and/or secondary level staff (by type) paid for by this funding source who are directly engaged in project activities with participants (report "supporting services" staff in item 31B). Note that secondary level staff must be classified as either basic skills staff or vocational skills and attitudes staff. "Basic skills" involve fundamental subjects such as reading, writing, mathematics, natural and physical science, social science, etc. "Vocational Skills and Attitudes" relate to areas such as Business Education, Home Economics, Industrial Arts and other occupationally oriented instruction. For each type of staff, report both full-time equivalence (refer to the instructions which precede Section I for description of the procedure for calculating full-time equivalence) and the unduplicated number of persons (without regard to full-time equivalence). All direct project staff must be reported in this item. Direct project staff are connected with activities dealing directly with the teaching of students; the direct interaction of pupils and teachers designed to produce learning in a classroom, home, hospital, etc. or through co-curricular activities or through televison, radio, telephone, and correspondence.

Type of Staff	Elementary Level Staff		Secondary Level Staff			
			Basic Skills		Vocational Skills and Attitudes	
	Total Full-time Equivalent	Unduplicated Number	Total Full-time Equivalent	Unduplicated Number	Total Full-time Equivalent	Unduplicated Number
Teachers						
Other Professionals* (Specify below)						
Classroom Paraprofessionals (N.Y.C. only)						
Teacher Aides						
Teacher Assistant (State Cert.)						
Community Liaison Workers						
Student Tutors						
Family Workers or Parent Program						
Other Paraprofessionals** (Specify below)						
Nonprofessionals						

*Other professionals _____

**Other paraprofessionals _____

31B. In the table below, report the number of staff (by type) paid for by this funding source providing supporting services for this project. "Supporting services" staff are those providing ancillary services to the project either to participating pupils or in some other way (report under "All Other Services"), but who are not directly engaged in project activities. Supporting services are those services which provide administrative, technical (such as guidance and health), and logistical support to facilitate and enhance instruction. and to a lesser degree, community services and nonprogram charges. Supporting services exist as adjuncts for the fulfillment of the objectives of instruction, rather than as entities within themselves. For each type of staff, report both the full-time equivalance and the unduplicated number of persons. Do not report persons both as "direct staff" (item 31A) and as "Supporting Service" staff. Every project would have at least some supporting service personnel--e.g. general administrative staff in the district.

Type of Staff	Pupil Services		All Other Services	
	Total Full-time Equivalent	Unduplicated Number	Total Full-time Equivalent	Unduplicated Number
Administrators and Supervisors				
Other Professionals* (Specify below)				
Teacher Aides				
Community Liaison Workers				
Family Workers or Parent Program				
Other Paraprofessionals** (Specify below)				
Nonprofessionals				

*Other professionals _____

**Other paraprofessionals _____

32. If any staff members paid for by this project allocation received, or are receiving, preservice or inservice education also paid for by this allocation in conjunction with this project, complete the table below for each type of staff receiving such training. For each staff category, report the number participating in the listed inservice or preservice areas and the total cost for providing this service. Except in the category dealing with college credit courses, the length of training (full-time equivalent) is used as the basis for classifying training. Do not report costs on a per person basis.

Type of Staff Receiving Training	Training Programs of Less Than One Full-Time Equivalent Week		Workshops						Courses Given for College Credit	
			Duration of 1-4 Full-Time Equivalent Week[a]			Duration of 4 or More Full-Time Equivalent Weeks[a]				
	No. Receiving Training	Total Cost	No. Hrs. Per Week	No. Receiving Training	Total Cost	No. Hrs. Per Week	No. Receiving Training	Total Cost	No. Receiving Training	Total Cost
Administrators and Supervisors										
Teachers										
Other Professionals* (Specify below)										
Classroom Paraprofessionals (N.Y.C. only)										
Teacher Aides										
Teacher Assistants (State Cert.)										
Community Liaison Workers										
Student Tutors										
Family Workers or Parent Program										
Other Paraprofessionals** (Specify below)										
Nonprofessionals										

[a] May include regular college courses if not taken for credit.

*Other professionals _____

**Other paraprofessionals _____

33. Are other agencies directly participating in this project? Yes ☐ No ☐

If yes:

A. Enter name(s) of agency: _____

B. Describe nature of participation (give dollar amount if monetary):

_____

C. Indicate the total number of months agency will have participated at the project's end: _____

D. Indicate whether the participation is likely to be continued in subsequent years: Yes ☐ No ☐

ANSWER QUESTIONS 34 THROUGH 38 ONLY IF NONPUBLIC SCHOOL PUPILS ARE PARTICIPATING IN THIS PROJECT.

34. Were nonpublic school officials involved in the evaluation of this project for nonpublic school children? Yes ☐ No ☐

If no, please explain _____

_____

_____

COMPLETE THE FOLLOWING QUESTIONS ONLY FOR ESEA, TITLE I, INCLUDING THE ADMENDMENTS.

35. Did nonpublic school children participate in project activities during school hours? Yes ☐ No ☐

36. Did nonpublic school children participate in project activities after regular school hours? Yes ☐ No ☐

37. Did nonpublic school children participate on nonpublic school grounds? Yes ☐ No ☐

38. Did nonpublic school children participate on public school grounds? Yes ☐ No ☐

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Urban and Community Programs Evaluation
Albany, New York 12224

PROJECT EVALUATION SURVEY FOR CATEGORICALLY AIDED EDUCATION PROJECTS
MAILED INFORMATION FORM (MIR)

SECTION III

Due Date: July 2*/

School District Code

SED Project Number

BE Function Number (NYC Only)

Name and title of person completing questionnaire	Telephone Number
	area code

39. Date questionnaire was completed ___/___/___
mo. day yr.

40. Source of project funds: (Check)

Title I	☐	Title III	☐
Title I (PL89-313)	☐	Title VI B (PL91-230)	☐
Title I (PL89-750)		Urban Education	☐
Migrant	☐	School Community Interaction Umbrella Program	☐
Neglected and Delinquent	☐		

*/ July 2 for "regular school year" projects; for "summer only" projects, September 1; for ESEA,Title I "year long" projects, September 1; for Urban Education "year long" projects, July 2.

41. Were any of the original objectives modified since the completion of Section II? Yes ☐ No ☐

If yes, were the modifications approved by the State Education Department? Yes ☐ No ☐

42. If any proposed activities were modified in implementing the project, since the completion of Section II, please give an explanation below:

43. In the table below, list each major component/activity of the project (by code). The proposals call for specific target populations. Indicate the methods, after economic and/or educational deprivation criteria were applied, by which participants were selected for each. (Check all which apply; attach additional sheet, if necessary.)

Component Code	Activity Code	Method of Selection (check)							
		Other (Specify Below)*	Standardized Tests	Class Grades	Referral by Guidance Couns.	Interviews	Voluntary Enrollment	Diagnostic Test	Other (Specify Below)**

*Other (Specify Component/Activity Codes) _____

_____

**Other (Specify Component/Activity Codes) _____

_____

44. In the table below indicate the adequacy of facilities and materials for all components of this project in all locations.

	Status	Facilities				Materials			
		Yes	No	If no		Yes	No	If no	
				Percent	Number			Percent	Number
A	Were they available in all locations								
B	Were they adequate in number in all locations								
C	Were they appropriate in all locations								

If in 44 A, B, or C the answer was no, list the component (s) below (by code) and briefly describe the nature and location of the inadequacy. (Attach additional sheet if necessary.)

Component Code	Nature of Inadequacy

Use Table 45A for treatment/Control or Covariance Designs.

45A. Standardized Test Results

In the table below, please enter the requested information about the tests used to evaluate the effectiveness of major project component/activities in achieving desired objectives. If there was only one testing period report the mean scores (grade equivalents) in the column "actual posttest." Attach additional sheets if necessary. Before completing this question, read all footnotes.

Component Code	Activity Code	Objective Code	Test Used (MAT, CAT, etc.)	Form	Level	Total N[1]	2/ Group ID	Sample			Pretest		Actual Posttest		Statistical Data			
								Size	3/ Y	3/ N	Date	4/ Mean	Date	4/ Mean	5/ df	Stat Test Used	Stat Test Obtained Value[6]	Specify Level of Significance Obtained (e.g. $p \leq .05$; $\leq .01$

1/Total N (total number). Indicate the total number of participants in the component.
2/Group I.D. (group identification). Indicate group, e.g. grade 5; grade 3 control; grade 3 treatment (a control group consists of students selected at the same time that treatment participants were selected and who essentially have the same characteristics as the treatment group. The control group does not take part in the compensatory activity, whereas the treatment group does.)
3/Y/N (yes/no) Is sample representative of universe? Check Y (yes) or N (no).
4/Mean. Use grade equivalents unless unavailable from publisher's norms. Specify type of mean used.
5/d.f. (degrees of freedom). Indicate degrees of freedom used in analysis.
6/Test used and value (e.g., t=3.85, F=4.17, etc.). Scores for the same individuals should be included in pre and posttest calculations.

Use Table 45B for Historical Regression Design

45B. Standardized Test Results

In the table below, please enter the requested information about the tests used to evaluate the effectiveness of major project components/activities in achieving desired objectives. Attach additional sheets if necessary. Before completing this question, read all footnotes.

Component Code	Activity Code	Objective Code	Test Used (MAT, CAT, etc.)	Form	Level	Total N 1/	2/ Group ID	Sample			Pretest		5/ Predicted Posttest Mean 4/	Actual Posttest		Statistical Data 6/			
								Size	3/ Y	N	Date	4/ Mean		Date	4/ Mean	7/ df	Stat Test Used	Obtained Value	Specify Level of Significance Obtained (e.g. $p \leq .05$; $\leq .01$

1/Total N (total number). Indicate the total number of participants in the component.
2/Group I.D. (group identification). Indicate group, e.g. grade 5; grade 3 control; grade 3 treatment (a control group consists of students selected at the same time that treatment participants were selected and who essentially have the same characteristics as the treatment group. The control group does not take part in the compensatory activity, whereas the treatment group does.)
3/Y/N (yes/no) Is sample representative of universe? Check Y (yes) or N (no).
4/Mean. Use grade equivalents unless unavailable from publisher's norms. Specify type of mean used.
5/Predicted posttest. Use only for correlated samples using "historical" regression procedure.
6/Statistical data. Use test of significance for actual posttest v. predicted posttest where correlated samples are used.
7/d.f. (degrees of freedom). Indicate degrees of freedom used in analysis.
8/Test used and value (e.g., t=3.85, F=4.17, etc.). Scores for the same individuals should be included in pre and posttest calculations.

Measures of growth other than Standardized Tests

45C. This question is designed to elicit the attainment of approved objectives not normally associated with measurement by norm referenced standardized achievement tests. Such objectives usually deal with behavior that is indirectly observed, especially in the affective domain. For example, a reduction in truancy, a positive change in attitude toward learning, a reduction in disruptive behavior, an improved attitude toward self (as indicated by repeated interviews), etc., are frequently held to be prerequisite to the shift toward increased academic achievement by disadvantaged learners. Where your approved measurement devices do not lend themselves to reporting on tables 45A or B, use any combination of items and report on separate pages. Attach additional pages if necessary.

Component Code ☐ Activity Code ☐ Objective Code ☐

Brief Description _____

_____

_____

Number of cases observed: _____

Number of cases in treatment: _____

Pretreatment index of behavior (Specify scale used): _____

_____

_____

_____

_____

Criterion of success: _____

Was objective fully met? Yes ☐ No ☐ If yes, by what criteria do you know?

_____

_____

Comments: _____

_____

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PROJECT EVALUATION SURVEY FOR CATEGORICALLY AIDED EDUCATION PROJECTS

Part of Section III

Outline for Narrative Report

A. Characteristics of the population served. This section should be completed only if the characteristics of the population served by this project differ from those presented in the original proposal. If such is the case, describe the specific deficiencies of the population, the technique(s) used in diagnosing each deficiency and information concerning the eligibility of the population to participate in the project and the reasons for deviation from the original proposal. (1 paragraph)

B. Cross reference to other programs. This section should show how other district programs cross-reference to and impact the project being described. The description should indicate the contribution of both personnel and materials and should include all applicable Federal, State and local efforts. (1 paragraph)

C. Statement of objectives. This section should be completed only if the project objectives differ from those described in the original proposal or in subsequent MIR reports. If such is the case, describe the different objectives in measurable terms and describe the activities undertaken to reach the objectives and the evaluation design utilized for ascertaining project effectiveness, and the reasons for the change in objectives. (1 paragraph)

D. Additional evaluation results. Describe in detail any evaluation results not already included in the MIR report (Section III, Item 45).

E. Other narrative information. Regardless of the outcomes of this project, specific processes may be worthy of dissemination. This section provides an opportunity to describe such process and/or product in detail. The following are illustrative of the topics which might be addressed:

1. Describe briefly any features of the project which you perceive to be outstanding contributors to the achievement of objectives. Include results or desirable aspects which were not reported in Item 45, Section III of the MIR Report. (1 paragraph)

2. Describe how or why the feature(s) contributed so effectively to the achievement of the objective(s). (1 paragraph)

3. If the project failed to achieve one or more of its major objectives, briefly summarize the probable causes. (1 paragraph)

4. If any unexpected outcomes were achieved in the project, describe briefly such outcomes and the probable reasons. (1 paragraph)

5. Based on your evaluation report, summarize your recommendations to improve or redesign the project in the next year's operation. (1 paragraph)

6. Give any practical advice or suggestions which would assist a colleague in establishing a similar project, especially in, but not limited to, the areas of administration and personnel. (1 paragraph)

7. Provide a description of how effective practices developed in the project are being integrated into the regular school program. (1 paragraph)

F. Exemplary program abstract. If you had a project or a component with statistically significant results (beyond expectation) please abstract it. Such examples can thus be duplicated and made readily available through the New York State Educational Programs to other school districts as well as State and Federal agencies that are interested in replicating successful projects. Indicate the project title and SED project number and provide a one page (maximum) summary of the firdings in relation to the objectives.