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**ABSTRACT**

The Parent Leadership Training Project (PLTP) through Adult Basic Education was established as a two-year demonstration project designed to increase the reading skills of adults (16 and over) through a language-experience approach, using topics selected by the participants. The independent project evaluation covers the entire operational period (Oct. 1, 1970-Sept. 30, 1972) and discusses participant characteristics, total program, program accomplishments, and the three satellite centers. The section discussing PLTP participant characteristics consists of 17 charts. The next section looks at the accomplishments of the 609 participants in terms of their academic growth and reading achievements in light of the first and second year program objectives. In the final section, the three satellite centers in the Bronx, Brooklyn, and Manhattan (Harlem Center) are closely evaluated through detailed program descriptions of such program features as: reading growth, progress lines, language experiences, and participant characteristics. Each center's program was geared to the type of participant in the area. An important factor noted in each center was the significant growth in the participants' reading ability achievements. (BP)

ED101136



Model Cities

# Parent Leadership Training Project

A demonstration supported by grants from  
THE UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
OFFICE OF EDUCATION and  
THE NEW YORK CITY MODEL CITIES ADMINISTRATION

INDEPENDENT EVALUATOR'S REPORT TO  
THE CITY UNIVERSITY OF NEW YORK, OFFICE OF URBAN AFFAIRS  
BY RHETTA M. ARTER, Ph.D.

TOTAL PROJECT: OCTOBER 1, 1970 -- SEPTEMBER 30, 1972

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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## TWO YEARS of the Parent Leadership Training Project

- September 1970--September 1972
- 609 Participants--
  - 150 in Brooklyn
  - 171 in the Bronx
  - 288 in Harlem
- This evaluation--
  - an analysis of the total project operations--from their opening to their conclusion.
- The project structure, a complex design involving--
  - two funding agencies, an operating institution, three neighborhood agencies, three community organizations, and four advisory committees;
  - a central project administrative unit;
  - three individualized, distinctive, interacting Satellite Centers, each responsive to the characteristics of its participant group and community, influenced by its staff capabilities and the response of its community; each reflecting a varied pattern of creativity, flexibility and sensitivity, and dealing with its own peculiar problems. Three Satellite Centers operated on the same design, against the backdrop of project purposes and objectives. The findings reflect similarity--which seems to derive from intercommunication, and from centralized administration. At the same time, each developed distinctive characteristics which seemed to be the product of staff, participant and community variations.
- The operational design--
  - a pre-planned blueprint, requiring modification in the project's early stages in the interest of feasibility and effectiveness, resulting in smoother operations--especially during the second year--and contributing to a discernibly increasing flow of in-project progress which appeared to be "at peak" when the project's funding time "ran out";
  - significantly fortified in the second year by the arrangements for stipends.
- The participants--
  - a heterogenous group, representing a composite of varying backgrounds, experience, education, interests, motivation and aspirations; their progress within the project makes up a mosaic of achievements and success levels:
    - 43.0 per cent received certificates of completion or participation;
    - 3.5 per cent--no certificates--moved to other training programs;
    - 3.5 per cent--no certificates--found gainful employment;
    - 12.0 per cent dropped out for personal or family reasons;
    - 8.0 enrolled too late for meaningful participation or did not follow through on their enrollments;
    - 30.0 per cent--no information about their post-project status.

- The Parent Leadership Training Project's "holding power"--  
-- result of its "people-orientation," staff willingness to adapt and accommodate to group and individual need, its contribution to its participants as learners, wage earners, community residents, parents and family members, and aspiring individuals.
  
- The reading levels--  
-- measured on the basis of 328 participants who had two reading scores in grade levels (exclusive of the minority which had tests which were rated in percentage points), approximately 50 per cent of all of the participants showed some reading improvement ranging from 0.1 - 4.5 grade levels. A somewhat higher improvement was shown for those who had either no schooling or less than a fourth grade level education, but no clear correlations with "highest school grade completed" have been established.  
An important finding in this area shows that only six of the participants were able to read at an eighth grade level at the time of their entry to the project: the number demonstrating ability at this level rose to 25 as the result of the 12 week training cycles.
  
- The Language Experience Approach--  
-- a useful effective approach, requiring modifications for use with this project's adult participants;  
-- closely interrelated with other project objectives, with special reference to community participation, knowledge and use of resources;  
-- creatively used most of the Satellite Center operations;  
-- presenting the greatest requirements for ingenuity, and persistence in the work with bilingual students;  
-- eliciting some resistance from some participants who expressed preference for "standard" approaches, without what they perceived as "slowing" their progress.
  
- The relationships with community agencies and organizations--  
-- highly significant in the project's accomplishments;  
-- established constructively with public and private organizations--including but not limited to schools and school-related structures--at all three sites;  
-- representing a two-way flow--referrals to and from the leadership training project.
  
- Community participation and interest--  
-- range of activities, introducing participants to community resources and opportunities, represents a highly significant success component.

- The operational procedures--
  - functions of the project design, required for its implementation, demanding modification with result of some clarification of roles, responsibilities and interrelationships; in turn, contributing to more efficient functioning and more systematic movement of the project toward its goals.
  
- The approaches, methodology and materials--
  - focal points of project attention, requiring continuous improvement and adjustments, leading to increased effectiveness;
  - products of staff creativity, teamwork at the Satellite level, diligence, and--in some outstanding instances--sound educational training and experience;
  - materials--in general--have proved to be effective and to have made significant contribution to the success of the Language Experience Approach in this project.
  
- The problems--
  - considerable variance from Satellite to Satellite, representing in great measure the differences in staff readiness, background and relationships with the administrative office;
  - during the first year, the impact on the project operations of the time required for working through organizational problems, misunderstandings, clarifying commitments, responsibilities and relationships;
  - understaffing, with special reference to the failure to carry out the project design, i.e. the absence of Urban Interns, and the projected activities with selected operating units at CUNY;
  - questions, with reference to the differences in stipends--\$15.00 in Brooklyn and Bedford Stuyvesant and \$8.00 in the Bronx, resulting from decisions of local advisory bodies;
  - during the second year, phasing out of the program due to funding cut-off--at the point when the project was in "high gear" and apparently ready for more significant achievement.

.....

PARENT LEADERSHIP TRAINING PROJECT -- STAFF

---

HEADQUARTERS

---

Harriet B. Reynolds, Project Director [1-2]

May Fisher, Training Coordinator [1]

Iona Anderson, Teacher Training Consultant [2]

Sarah Holloway, Secretary and Office Manager [1-2]

---

BROOKLYN

---

Walter Varner, Teacher Coordinator [1-2]

Norma Callender, Reading Technician [1-2]

Ruth Garrison, Teacher [2]

Michael Hucles, Educational Aide [1]

Norman Williams, Child Care Worker [1]

Mary Spencer, Secretary [1-2]

Amanda Mills, Secretary [2]

Modesto Figueroa,  
Work Study Student [1]

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THE BRONX

---

Rose Falcon, Teacher Coordinator [1-2]

Margarita Erazo,  
Reading Technician [1]  
Teacher Intern [2]

Lucy Maldonado,  
Child Care Worker [1]  
Educational Aide [2]

Sheila Dawes, Educational Aide [1-2]

Deborah Falcon, Educational Aide [2]  
Eva Laboy, Educational Aide [2]  
Frank Matos, Educational Aide [1]  
Ralph Rodriguez, Educational Aide [2]  
Anna Silva, Child Care Worker [1-2]

Sarah Guardarrama, Secretary [2]  
Aida Sanchez, Secretary [2]

---

HARLEM/EAST HARLEM

---

Marjorie Zbeir, Teacher Coordinator [1-2]

Rolando Guerdon, Reading Technician [1-2]

Mary Benjamin, Community Counselor [2]

Margaret Grant, Teacher [1-2]

Elena Nalis, Teacher [2]

Birgie Boston, Educational Aide [2]

Anibal Felix, Community Aide [2]

Vickie Hunter, Urban Aide [2]

Ardeene Hunter, Secretary [2]

Dwan Blackman, Clerk/Typist [2]

Diana Holloway, Clerk/Typist [2]

John Rodriguez, Educational Aide [2]

Laura Rosario, Educational Aide [2]

Myra Selvy, Educational Aide [1-2]

Earl Walker,  
Educational Aide [1]

Community Aide [2]

---

1 = first year

2 = second year

# The Total Program

A DEMONSTRATION PROJECT TO . . .

- . INCREASE COMMUNICATION SKILLS
- . THROUGH A LANGUAGE EXPERIENCE APPROACH
- . IN THREE MODEL CITIES AREAS

■ I N N O V A T I V E

■ E X P E R I M E N T A L

SECTION A  
>>>>>>>>>>



PARENT LEADERSHIP TRAINING THROUGH ADULT BASIC EDUCATION

PURPOSE

"The purpose of this experimental project...is to increase the reading skills of adults (16 and over) through a language-experience approach using topics selected by the participants--i.e. School Decentralization and other relevant community issues.

\*\*\*

"In addition to improving reading skills,...the project's secondary objectives include: motivating trainees to learn more about the effects of school decentralization; join existing community groups; and to continue their educational development.

\*\*\*

INNOVATIVE FEATURES

"In contrast to the more traditional ABE delivery systems, this program will select topics which should be of immediate concern to the trainees. Additionally, all teaching techniques will be student-centered. The combination of these two features make the program an innovative ABE [Adult Basic Education] experiment." <sup>1/</sup>

A TWO-YEAR PROJECT

The Parent Leadership Training through Adult Basic Education was established as a two-year demonstration in the use of the referred to innovative features in the educational experiences which were made available through the project's operations. The project became operational in September 1970 and carried through until September 30, 1972, its official terminal date. This evaluation covers the entire operational period. For that reason, it embraces some of the findings which have been submitted in previously submitted--progress--reports. All data and related materials have been reworked, however, in order to provide a comprehensive, integrated analysis of the full range of work within this total operational period.

A COMPREHENSIVE EVALUATION REPORT

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<sup>1/</sup> Abstract, in the Revised Project Statement submitted to the Office of Education, U.S. Department of Health, Education and Welfare, September 11, 1970.

THREE SATELLITE  
CENTERS.

- . Brooklyn
- . Bronx
- . Manhattan ("Harlem")

As called for in the design, the Parent Leadership Training Project--hereafter to be referred to as the "PLTP"--was set up to operate through three "Satellite Centers." These were dispersed throughout three different boroughs of New York City--Brooklyn, The Bronx, and Manhattan. It should be noted at this point that the third site--in Manhattan--was located in Harlem and came to be known as the "Harlem Center." For this reason, designations and data pertaining to the operations there are carried throughout this report under the "Harlem" designation.

The organizational phase of this project was time-taking since it required the establishment of the complex of relationships as well as the physical resources necessary for each of the separate operations. <sup>2/</sup> The Brooklyn Center is the only one which stayed at the same location throughout the project's two operational years. Both of the other two were moved to provide expansion room and--in one instance (Harlem) physical security--for their growing services.

In the early stages of the project, at the point that the Objectives were amended--in January 1971, it was planned that these centers would not be identical:

"It is anticipated that the structure and operation of each neighborhood Satellite Center will be different, reflecting the characteristics of that community, and will be influenced by staff capability and community acceptance of the program..." <sup>3/</sup>

This anticipation has been proved, by the data provided for this evaluation, to be accurate. Each of the Satellite Centers moved in accordance with the basic design. Each was subject to the same overall project administration and to the requirements of the basic commitments. However, the flavor and specifics of the discrete operations revealed their respective responsiveness to local needs and conditions, as projected. (Refer Section B)

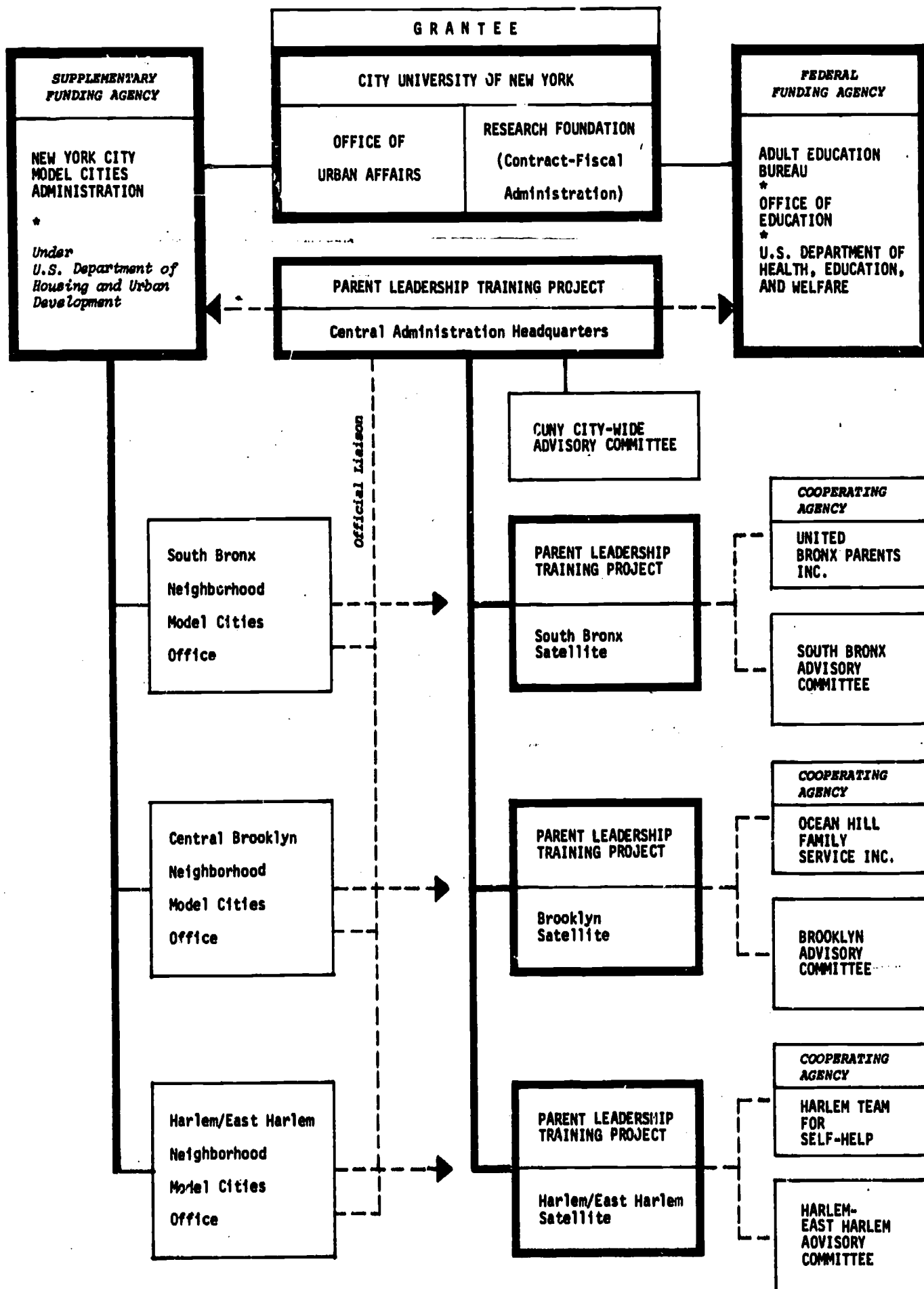
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<sup>2/</sup> Refer "INTERIM EVALUATION," as of April 15, 1971.

<sup>3/</sup> Amended Project Objectives, submitted to the Office of Education, U.S. Department of Health, Education and Welfare, as of January 1971.

**SCHEMATIC CHART**

**CUNY/MODEL CITIES PARENT LEADERSHIP TRAINING PROJECT STRUCTURE**



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PROJECT OBJECTIVES → → → → → → → → → →

as amended in  
January 1971

- "(1) To develop, with the three local Model Cities administrations--Central Brooklyn, Harlem-East Harlem and the South Bronx--and the selected cooperating agencies, a viable, clear-cut operating procedure for the delivery of adult basic education services at the neighborhood level.
- "(2) To develop and adapt materials which will not only improve participant reading skills, but will motivate these parents to become more involved in the education of their children and to continue their own education.
- "(3) To respond to the expressed needs and interests of the parents recruited for the reading program, by writing instructional materials based on the crucial community issues of New York City's school decentralization and other topics relevant to the parents' daily experiences.
- "(4) To investigate the applicability of the language-experience approach as an adult education technique in achieving objectives '2' and '3.'
- "(5) To train experienced non-professional community residents to assist in the delivery of the instructional materials developed through a series of in-service training institutes." 4/

---

4/ Amended Project Objectives, loc. cit.

BEHAVIOURAL OBJECTIVES

"It is expected [also] that the Parent Leadership Training Project will enable parents to achieve broader personal goals. The following listing [see opposite column] will serve as the behavioural objective from which the instructional materials will be chosen or written, and around which the leadership developmental aspects of the program will revolve."

- "(1) Improve parents' knowledge of the public schools under decentralization and heighten their understanding of the educational system in New York City.
- "(2) Increase their understanding of the possible nature of their involvement with the schools and intensify their participation therein to improve conditions for their children.
- "(3) Expose parents to a wide range of community resources, the continued use of which should help them resolve specific problems
- "(4) Develop a systematic approach to identifying problems and begin to practice a team approach to solving them.
- "(5) Enlarge and sharpen their skills in community organization with particular emphasis on learning to encourage the community to move from concern with individual problems to a focused attack on basic causes." 5/

---

5/ Ibid.

STAFFING

## . Pattern

It is probable that the differences in staff approaches to the project's objectives reflected one of the project's outstanding features. In general, the staffing pattern for the project, and each of its three centers, complied with the specifications of the original proposal. There was one major exception, as reported in previous evaluation summaries: the CUNY Urban Affairs Interns were not available. The Work Study students who functioned in summer months only provided some of the services which had been anticipated from the Interns. However, the absence of this group and of substitute personnel to carry out their functions in a continuing manner does represent one of the weaknesses of the operation. This was filled, in most instances, by the relatively small professional and support staff complements which were available. In some instances, filling this gap has been reported to the evaluators to have represented real staff "overload."

It has been found, also, that a planned mix of professional and paraprofessional workers was not achievable at all centers at all times. The lack of stability of the proposed mix and the absence of uniformity, with reference to staff composition, leave the evaluators without data for valid conclusions regarding the effectiveness of this aspect of the designed staffing pattern.

## . Procedure

Once it was accomplished, the "consensus staffing procedure" <sup>6/</sup> seems to have worked effectively. However, there was found to be some difference regarding interpretations of the intent and purpose of this procedure, especially in the early stages. It does seem that the plan itself was a sound one and that--given a longer fully operational period--it might have been possible to derive some new, innovative conclusions regarding this approach to staffing in situations involving the participation of community, as well as academic/professional organizations in comparable undertakings. At this point, however, it seems possible only to conclude that the plan seems to have merit and to warrant further testing.

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<sup>6/</sup> "Consensus staffing procedure" calls for initial recruitment by the cooperating agencies, with final selection, employment and supervision assigned to the operating agency (CUNY). --Original Proposal Design.

ADVISORY  
COMMITTEES

• *City-wide  
Advisory Committee*

• *Satellite  
Advisory  
Committees*

The project design called for four Advisory Committees: one to be city-wide and one each for the three Satellite Centers.

According to the report of the Project Director:

"The involvement of most of the agencies who have either expressed concern about or actually operated ABE programs in New York City was a valuable project component. Although this group carries no major responsibility related directly to project operations, the meetings which were held provided the forum for the exchange of information regarding areas of mutual interest and concern." 7/

The original project design also called for the establishment of Satellite Advisory Committees:

"Each Neighborhood Center will have attached to it a five or six person Advisory Committee to assist the Teacher/Coordinator....

"Their members are expected to provide 'liaison to their representative organization,' assist with 'recruitment and community interpretation,' and make 'suggestions with regard to support service for participants and other matters with which the Teacher/Coordinator needs assistance'." 8/

These Satellite Advisory Committees were reported to have been established in accordance with the plan, and to have functioned in response to the distinctive needs of their respective sites. Perhaps this was demonstrated most clearly with respect to decisions regarding the participant stipends which were made available for the second year. In Brooklyn and Harlem, this amount--in accordance with the recommendation of the Project Director--was set at \$15.00 per week. In the Bronx the stipend was \$8.00 per week: it has been reported that the Advisory Committee there felt that this was closer to the requirements and needs of the participants at that Center and, therefore, the Project Director's recommendation was modified in response to what was believed to be the distinctive requirements of the Bronx situation.

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7/ *First Year Report, "PARENT LEADERSHIP TRAINING PROJECT"*  
*Harriet B. Reynolds, Project Director, pp. 10, 11.*

8/ *op. cit. pp. 8, 9.*

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COOPERATING  
AGENCIES

In the individual summary descriptions of each of the Satellite Centers, lists of cooperating organizations have been included. It is to be noted here that these are not exhaustive. Each of the Teacher/Coordinators has indicated that there was considerable cooperation accorded their respective operations by a range of local and--in some instances--city-wide agencies and organizations. No effort was made to detail all of them. However, the representative nature of the group as a whole is revealed in these individual lists. It seems clear that the success of the Parent Leadership Project, in all three of the boroughs in which the Satellite Centers were located, was enhanced significantly by the nature and extent of the cooperation from these public and private organizations.



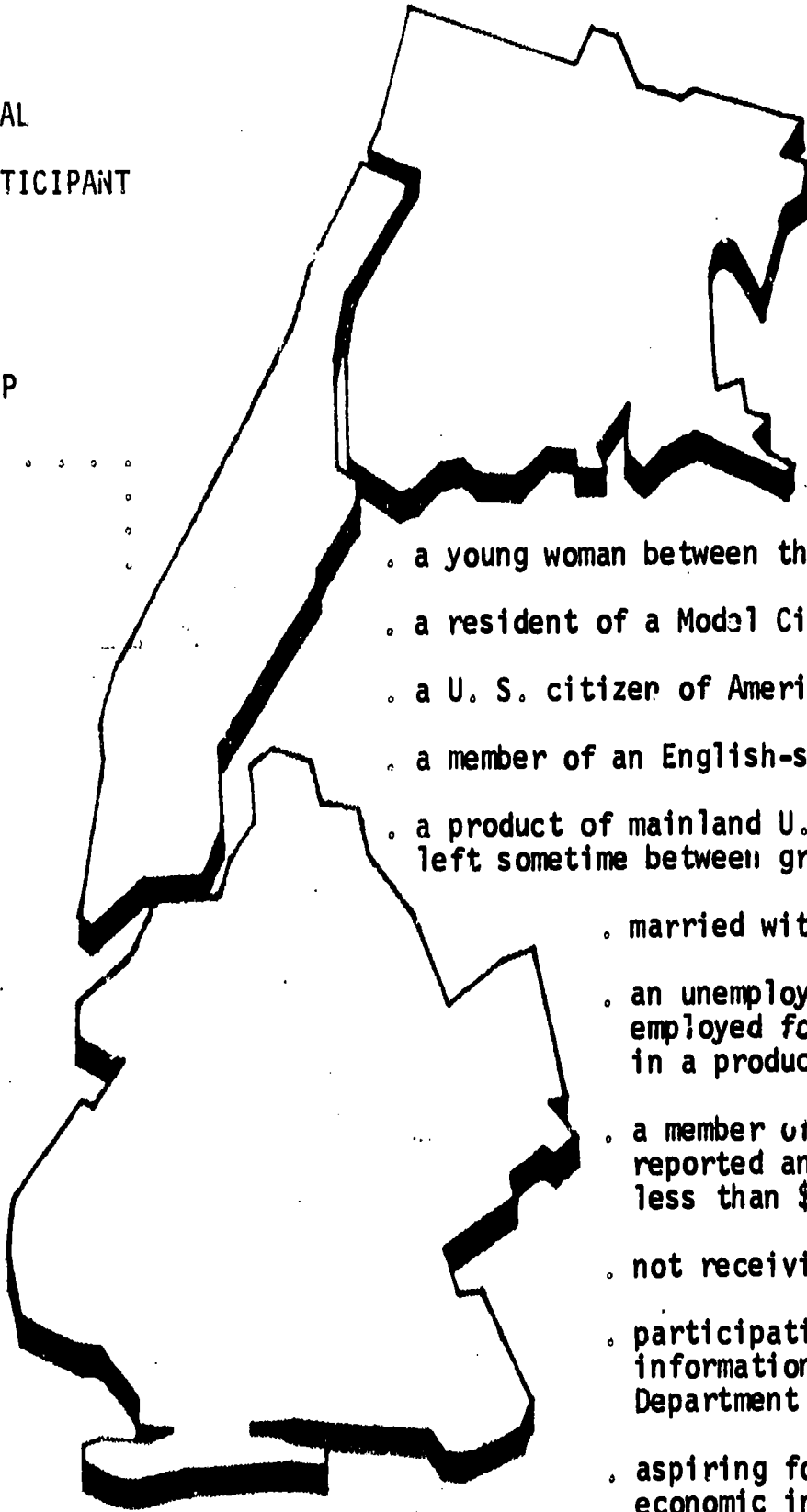
# Participant Characteristics

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SECTION B  
>>>>>>>>>>

Chart A

THE  
MODAL  
PARTICIPANT  
IN  
THE  
PLTP  
WAS . . . . .



- a young woman between the ages of 18 - 25 years
- a resident of a Model Cities Area
- a U. S. citizen of American-Negro background
- a member of an English-speaking family
- a product of mainland U. S. schools, which she left sometime between grades 9 - 11
- married with no dependents
- an unemployed worker, previously employed for less than one year in a production industry
- a member of a household with a reported annual income of less than \$3,000
- not receiving Public Assistance
- participating as a result of information secured through the Department of Labor/Manpower
- aspiring for employment and economic independence



>>>> THE PARTICIPANTS WERE FEMALE



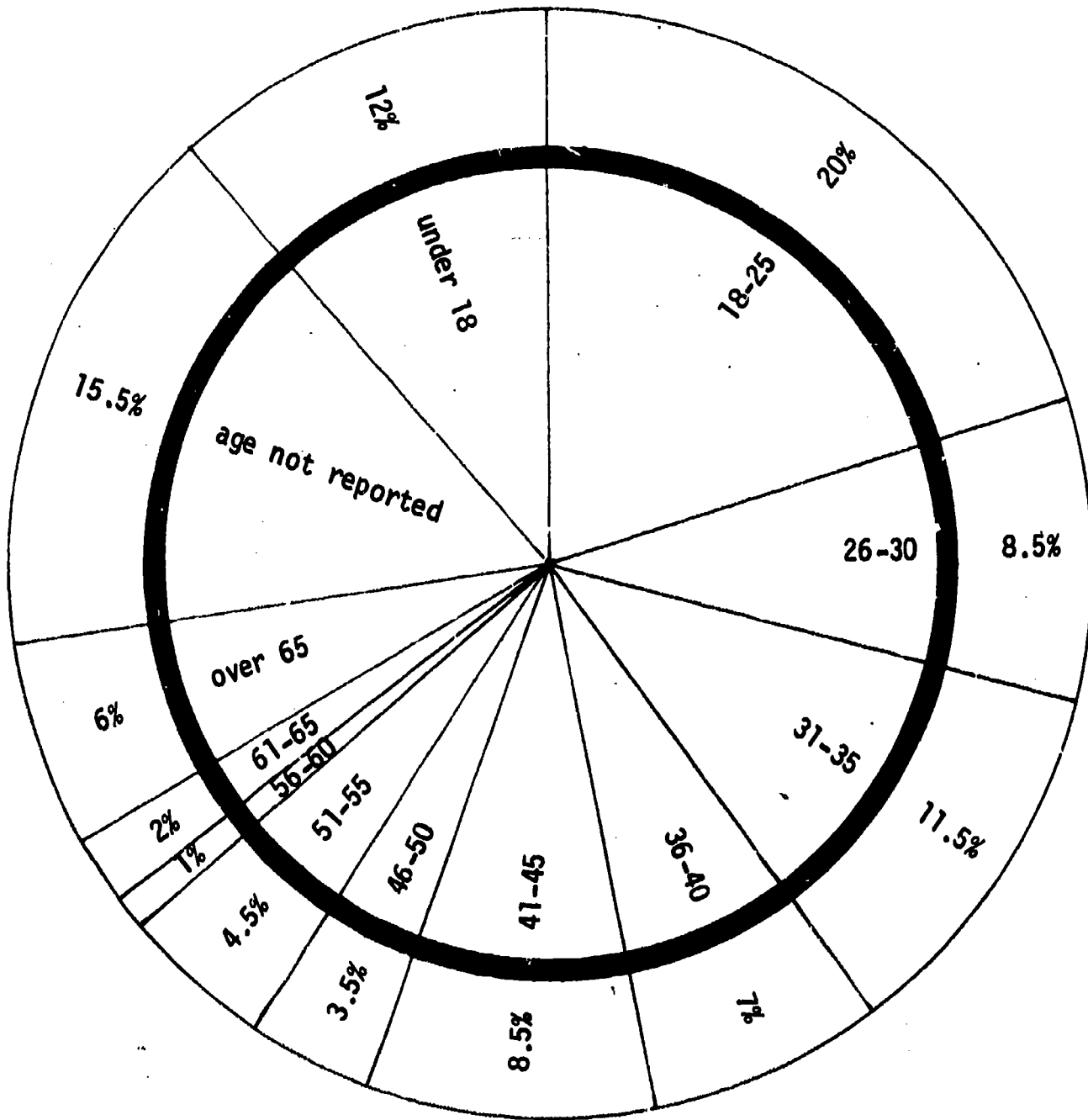
Green: Female (80%) - Yellow: Male (20%)

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ONE OF EVERY FIVE PARTICIPANTS WAS >>>>>>>>>>>>>>>

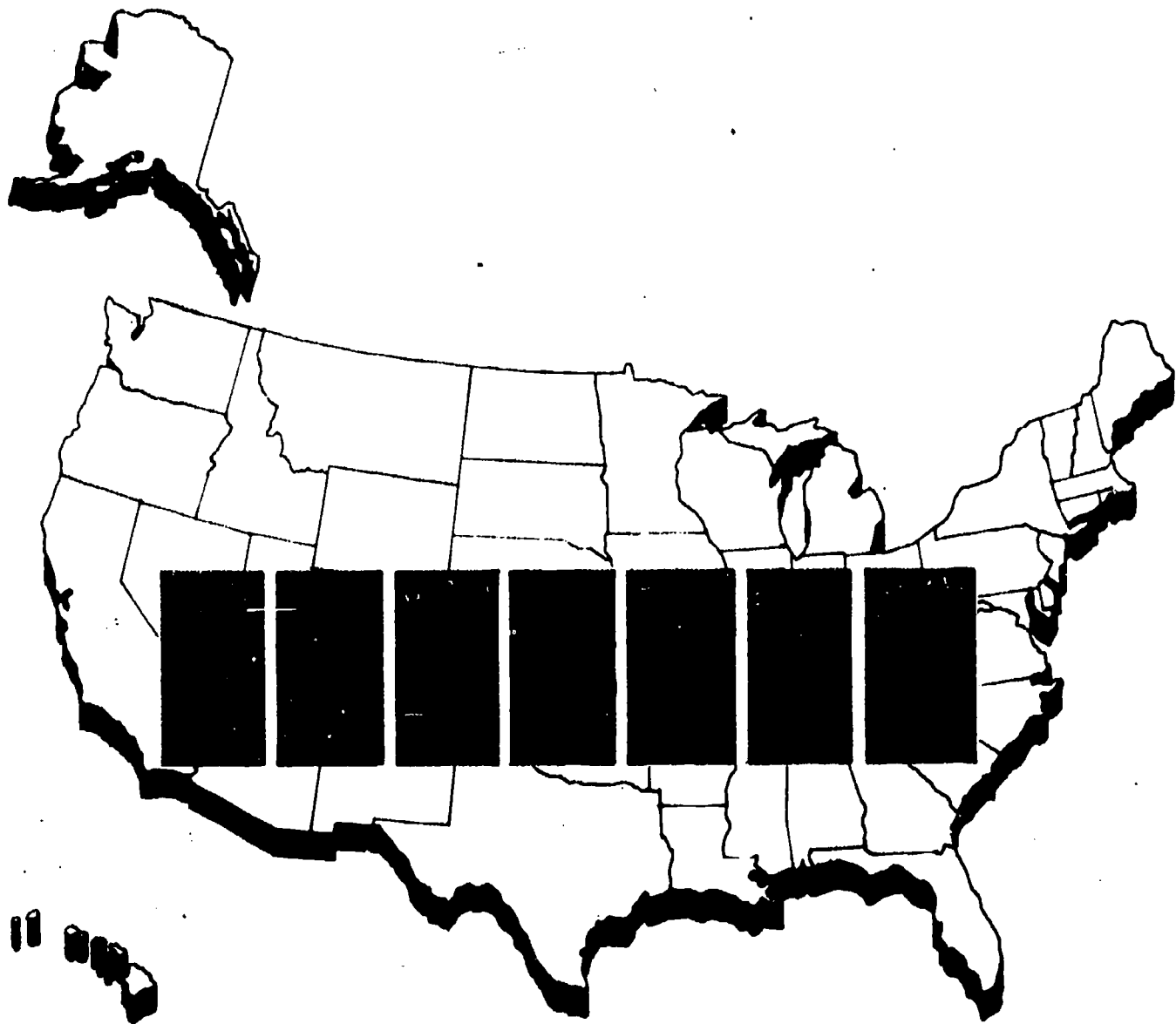
	Number	Percent of Total
Under 18 years-----	74	12.0
18 - 25 years-----	123	20.0
26 - 30 years-----	52	8.5
31 - 35 years-----	69	11.5
36 - 40 years-----	42	7.0
41 - 45 years-----	51	8.5
46 - 50 years-----	22	3.5
51 - 55 years-----	27	4.5
56 - 60 years-----	7	1.0
61 - 65 years-----	12	2.0
Over 65 years-----	37	6.0
N. R.-----	93	15.5
TOTAL	609	100.0

>>>> A YOUNG ADULT BETWEEN THE AGES OF 18 - 25 YEARS





>>>> IDENTIFIED THEMSELVES AS U. S. CITIZENS



17% stated that they were citizens of other countries (not specified)

13% did not respond



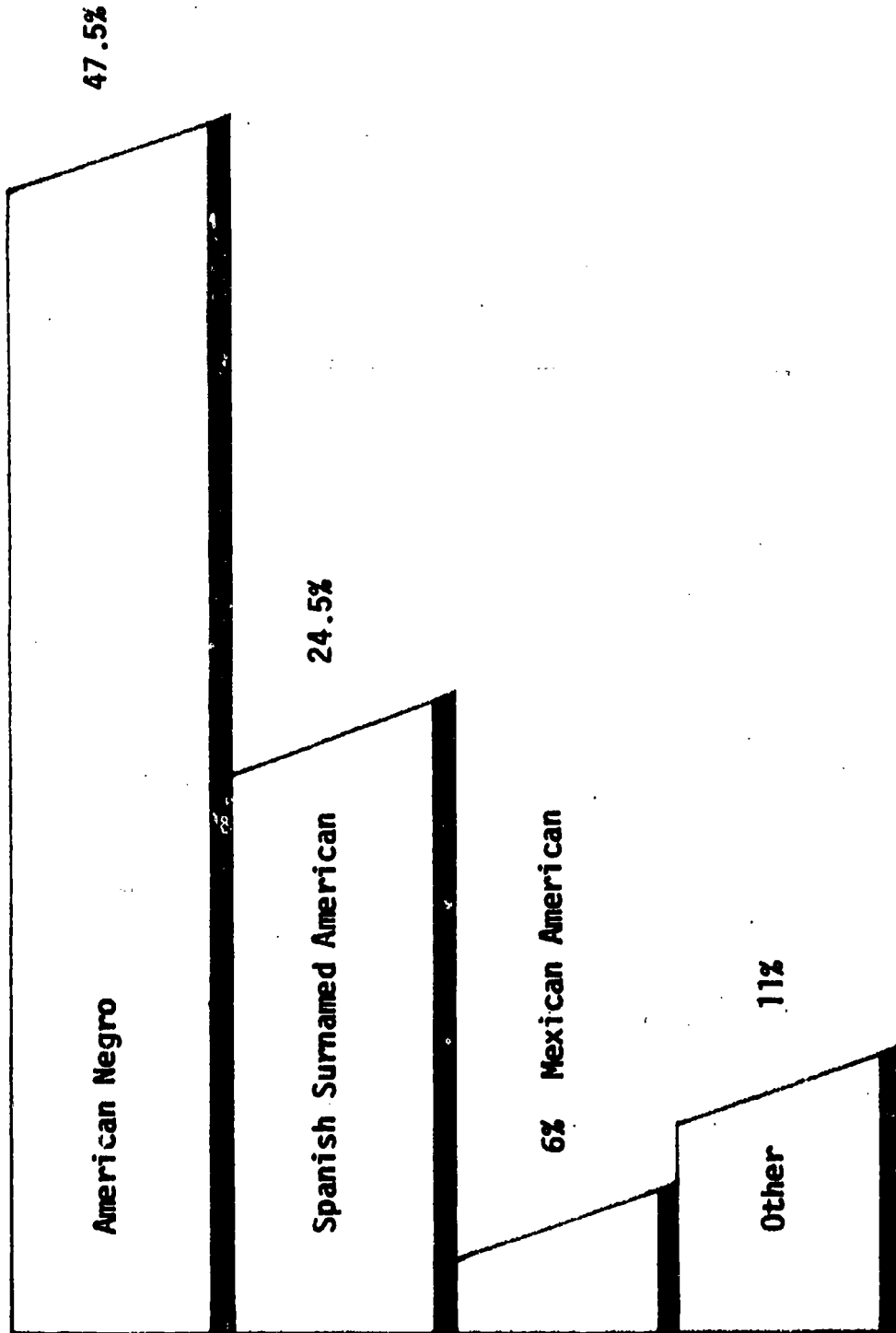
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THE PLTP SERVED -- PRIMARILY -- MEMBERS OF >>>>

TABLE IV: ETHNIC/RACIAL BACKGROUND		
	Number	Percent of Total
American Indian	2	*
American Negro	288	47.5
Mexican American	35	6.0
Other Spanish Surnamed American	149	24.5
Other	67	11.0
N. R.	68	11.0
TOTAL	609	100.0

*\*less than 1%*

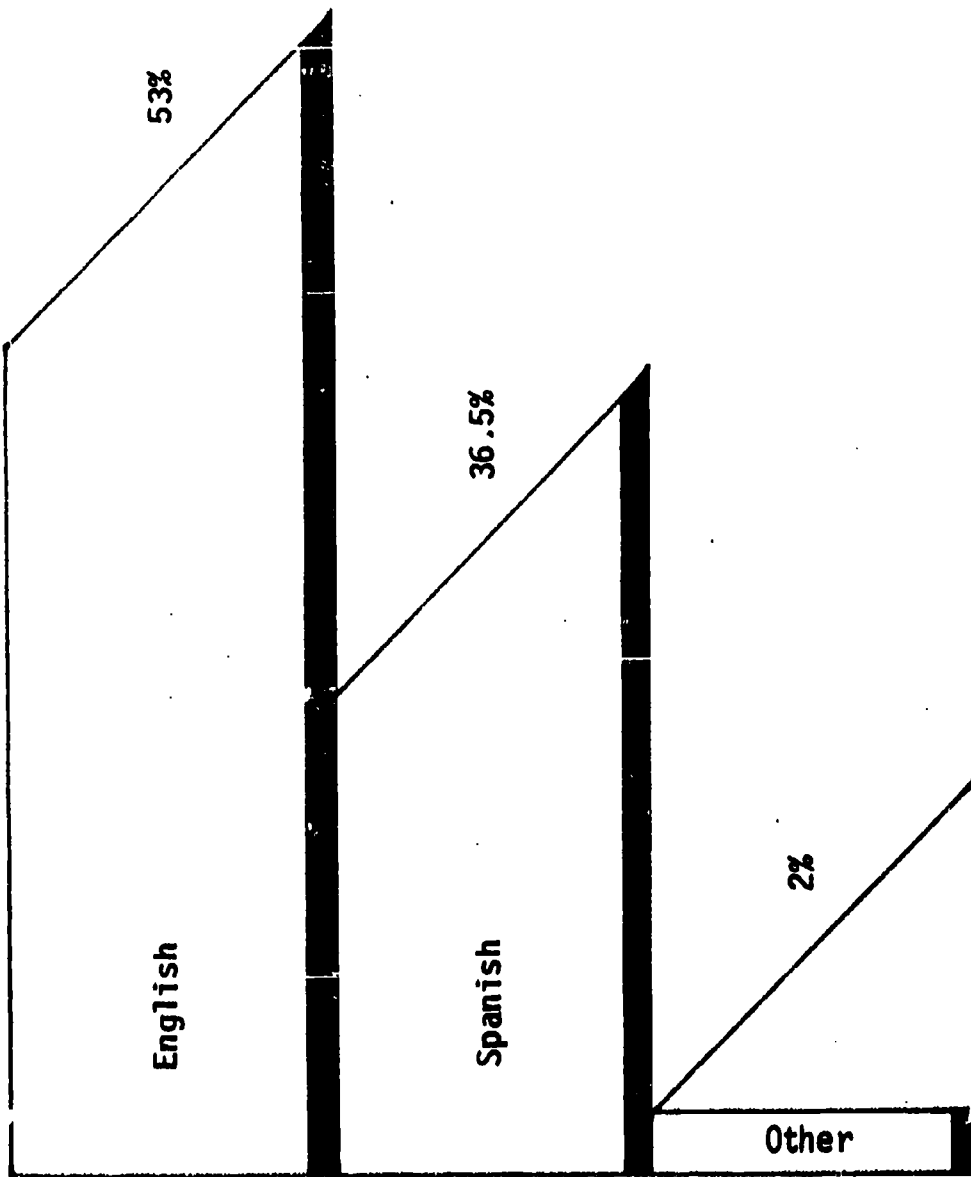
>>>> ETHNIC/RACIAL MINORITIES BORN IN THE U. S.



American Indian - less than one percent (1%)



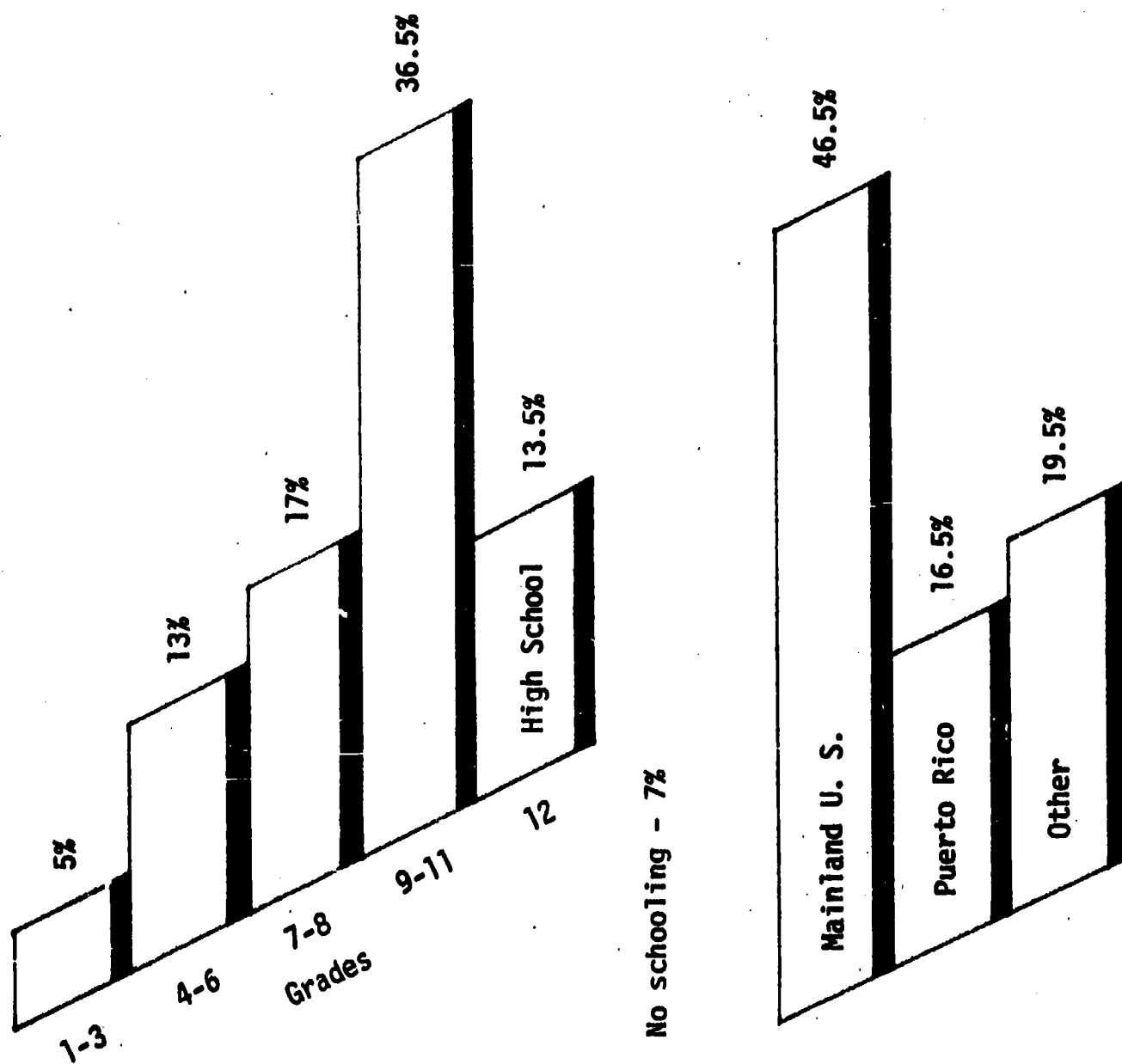
>>>> CAME FROM ENGLISH-SPEAKING HOMES



English and Spanish - less than one percent (1%)



>>>> A PLURALITY HAD GONE BEYOND THE 8th GRADE IN MAINLAND U. S. SCHOOLS.

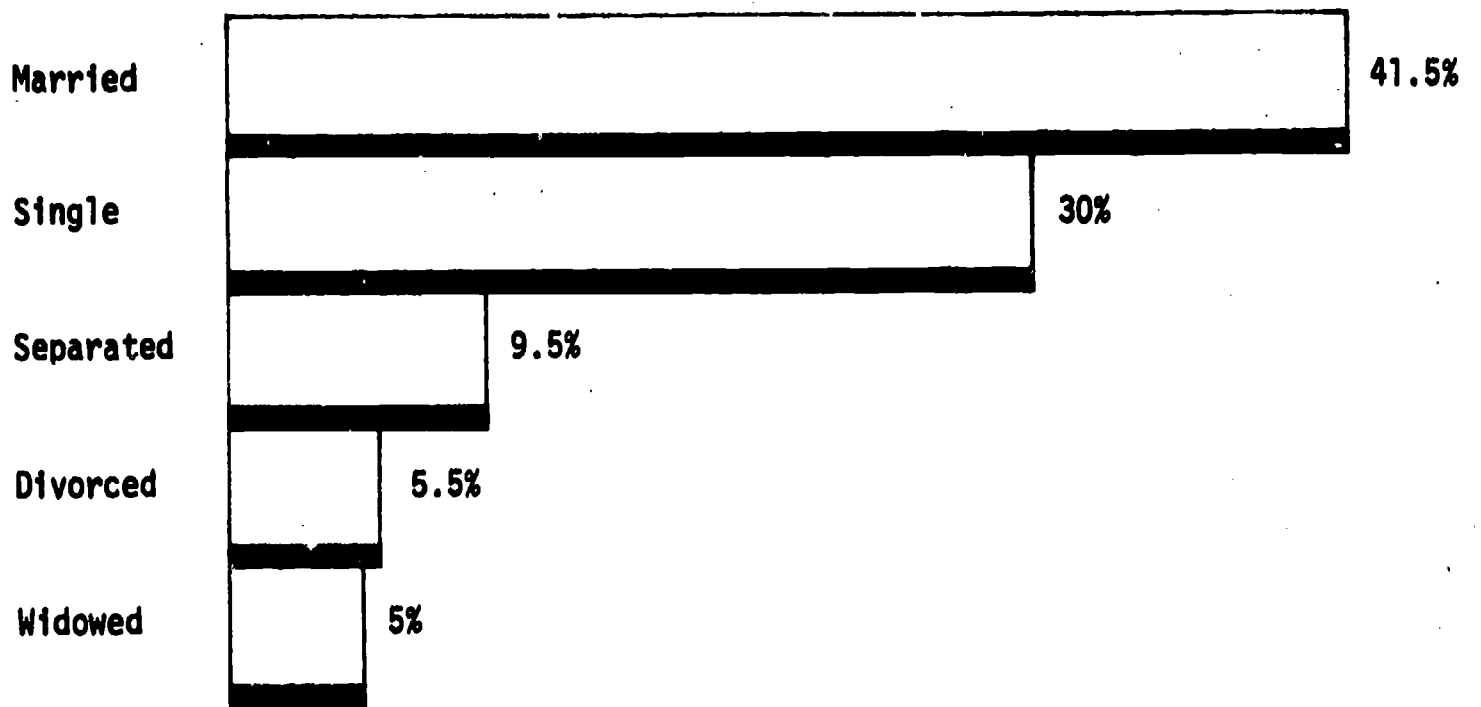


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THE LARGEST SINGLE NUMBER OF PARTICIPANTS >>>>

TABLE VIII: MARITAL STATUS		
	Number	Percent of Total
Single	182	30.0
Married	252	41.5
Divorced	33	5.5
Widowed	31	5.0
Separated	59	9.5
N. R.	52	8.5
TOTAL	609	100.0

>>>> WAS MARRIED AND LIVING WITH SPOUSE





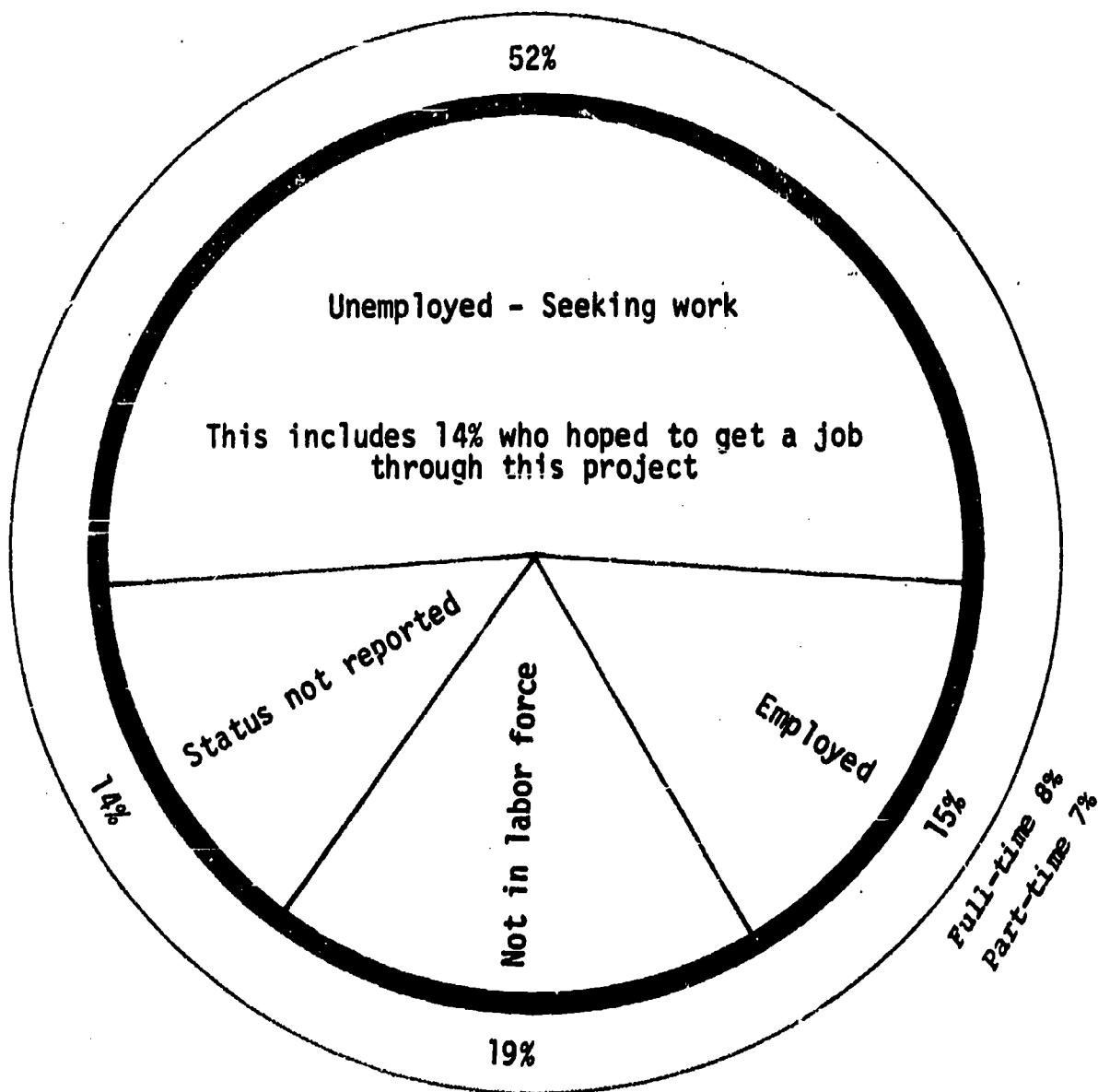
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THE LARGEST SINGLE NUMBER OF PARTICIPANTS >>>>>

TABLE IX: WORK STATUS AT TIME OF ENROLLMENT		
	Number	Percent of Total
Employed Full-Time	49	8.0
Employed Part-Time	42	7.0
Unemployed: Seeking Work	231	38.0
Hoping for Placement Through the Project	85	14.0
Not in Labor Force	115	19.0
N. R.	87	14.0
TOTAL	609	100.0

B - 16

>>>> WAS UNEMPLOYED, LOOKING FOR WORK



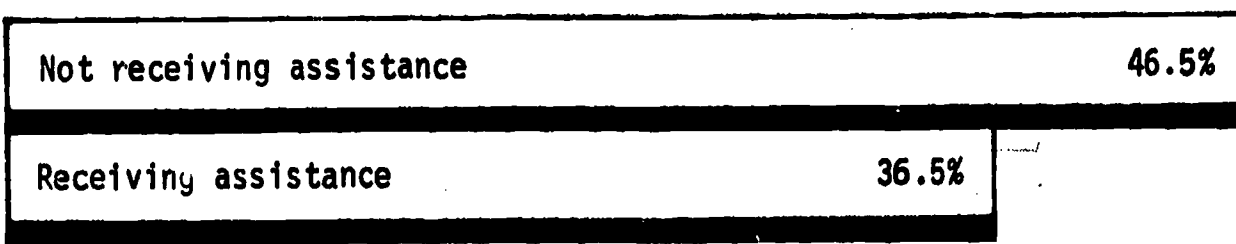
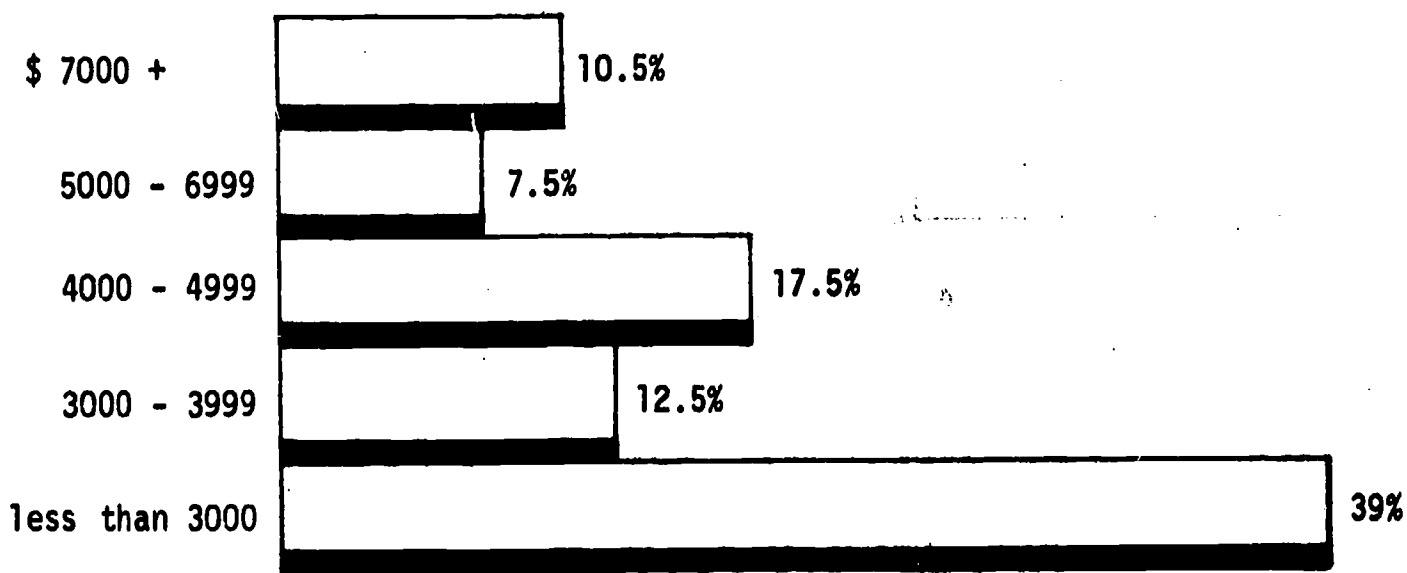
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A SIGNIFICANT NUMBER OF PARTICIPANTS REPORTED >>>

TABLE X: REPORTED ANNUAL GROSS INCOME		
	Number	Percent of Total
\$7,000 and over	63	10.5
5,000 - 6,999	46	7.5
4,000 - 4,999	107	17.5
3,000 - 3,999	77	12.5
Less than \$3,000	238	39.0
N. R.	78	13.0
TOTAL	609	100.0

TABLE XI: ECONOMIC DEPENDENCY STATUS		
	Number	Percent of Total
Receiving Assistance	224	36.5
Not Receiving Assistance	283	46.5
N. R.	102	17.0
TOTAL	609	100.0

>>>> INCOMES BELOW THE POVERTY LEVEL



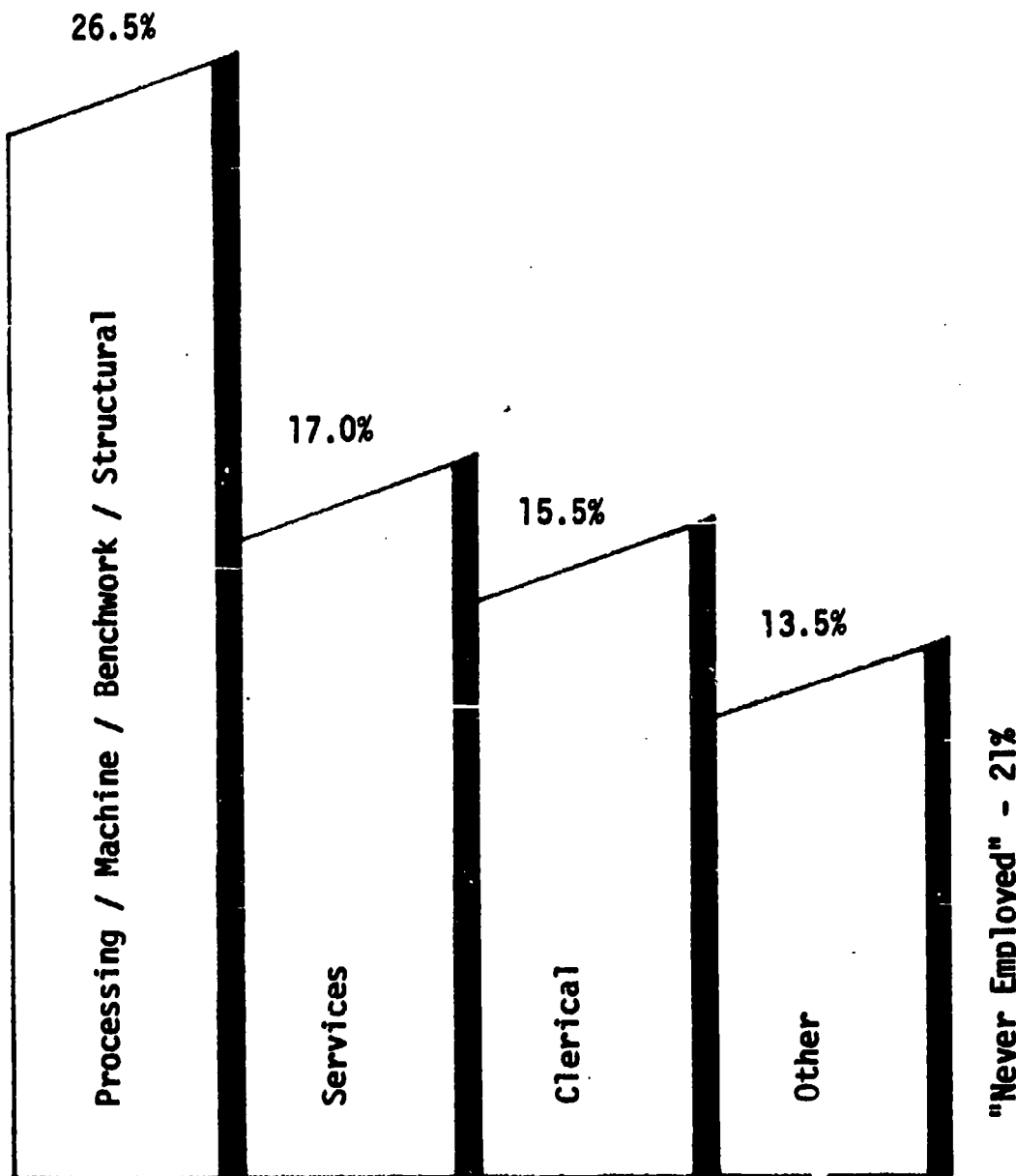
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MOST OF THE PARTICIPANTS HAD BEEN >>>>>>>>>>>>>>>>>>

	Number	Percent of Total
Processing/Machine Benchmark/Structural	160	26.5
Service	104	17.0
Clerical/Sales	95	15.5
Other	84	13.5
N. R. *	166	27.5
TOTAL	609	100.0

\* includes 21% never employed

>>>> EMPLOYED BEFORE THEY ENROLLED IN PLTP ★



\*The largest number in blue collar occupations

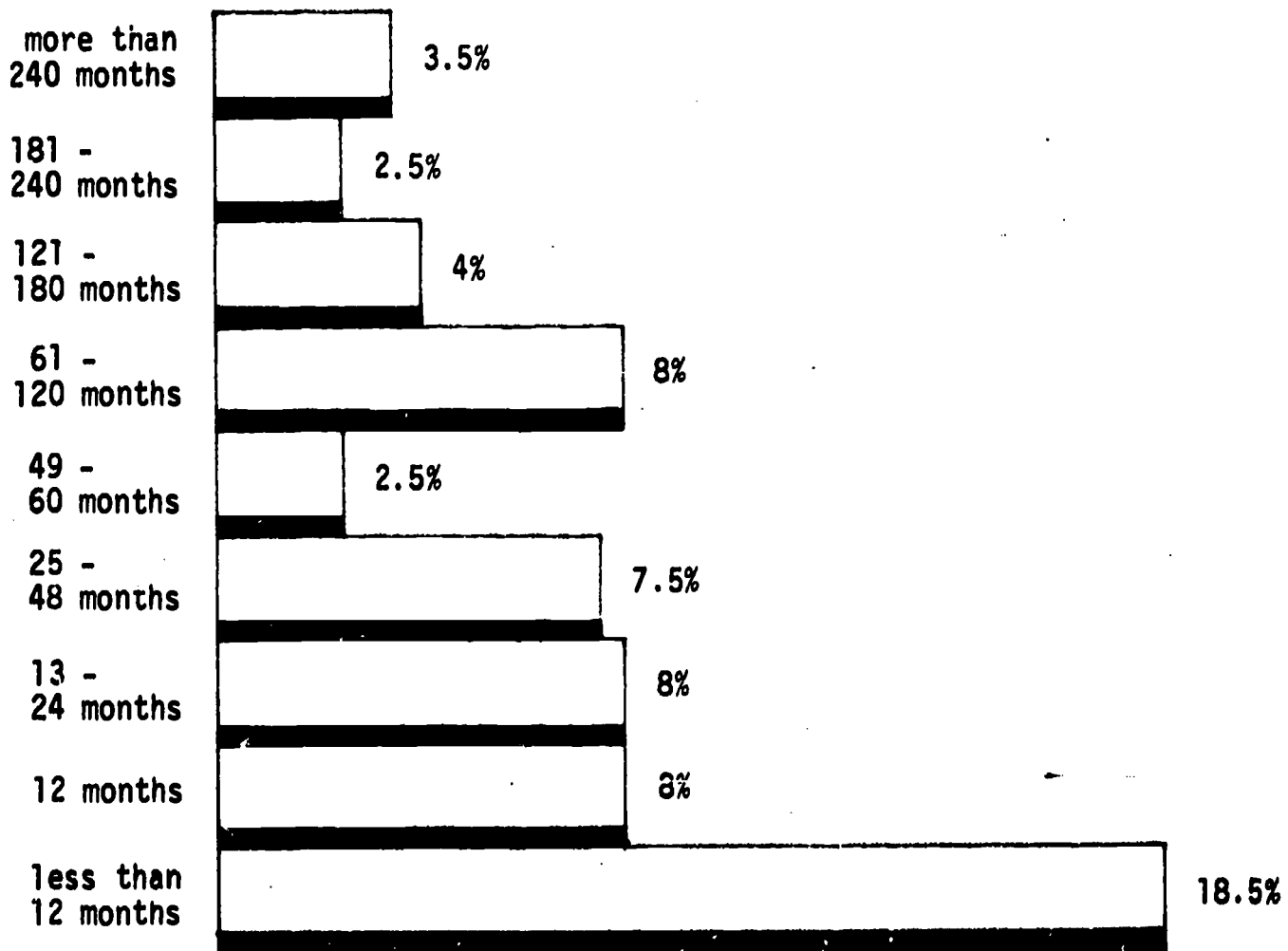
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APPROXIMATELY ONE OF EVERY FIVE HAD >>>>>>>>>>>>>

TABLE XIII: LENGTH OF TIME ON LAST JOB

	Number	Percent of Total
Under one year-----	113	18.5
One year (12 months)-----	48	8.0
13 months - 2 years (24 mos.)-	49	8.0
25 months - 4 years (48 mos.)-	47	7.5
49 months - 5 years (60 mos.)-	16	2.5
61 months - 10 years (120 mos.)-	48	8.0
121 months - 15 years (180 mos.)-	23	4.0
181 months - 20 years (240 mos.)-	16	2.5
Over 20 years-----	21	3.5
N. R.-----	228	37.5
TOTAL	609	100.0

>>>> WORKED LESS THAN ONE YEAR ON LAST JOB





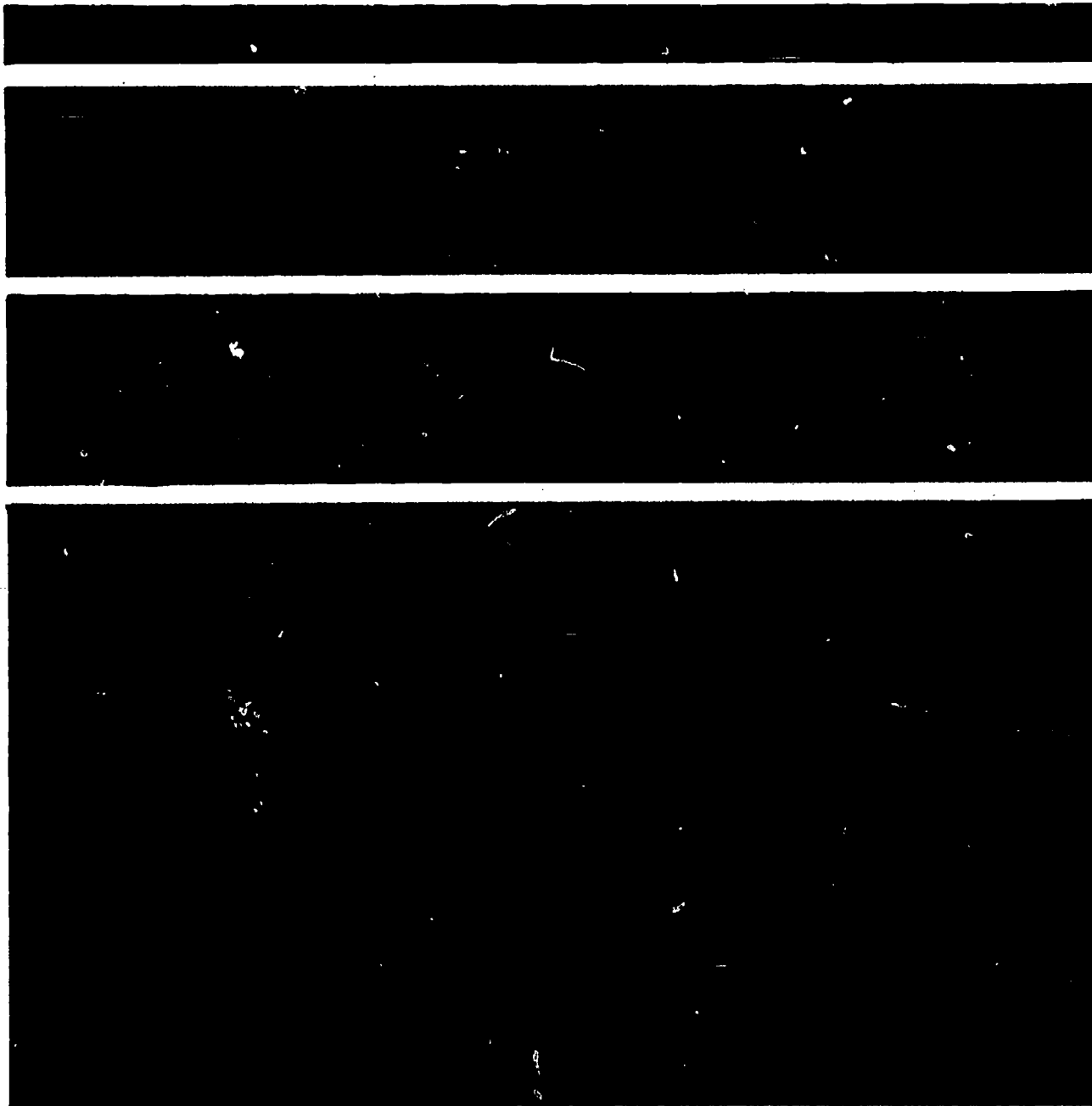
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MOST OF THE PARTICIPANTS ENROLLED IN THE >>>>>

TABLE XIV: REASON FOR PARTICIPATION IN THE PARENT LEADERSHIP TRAINING PROJECT		
	Number	Percent of Total
Education/Self-Improvement	321	53.0
To Get A Job	96	15.5
To Get A Better Job	95	15.5
To Meet People	26	4.5
Other	10	1.5
N. R.	61	10.0
TOTAL	609	100.0

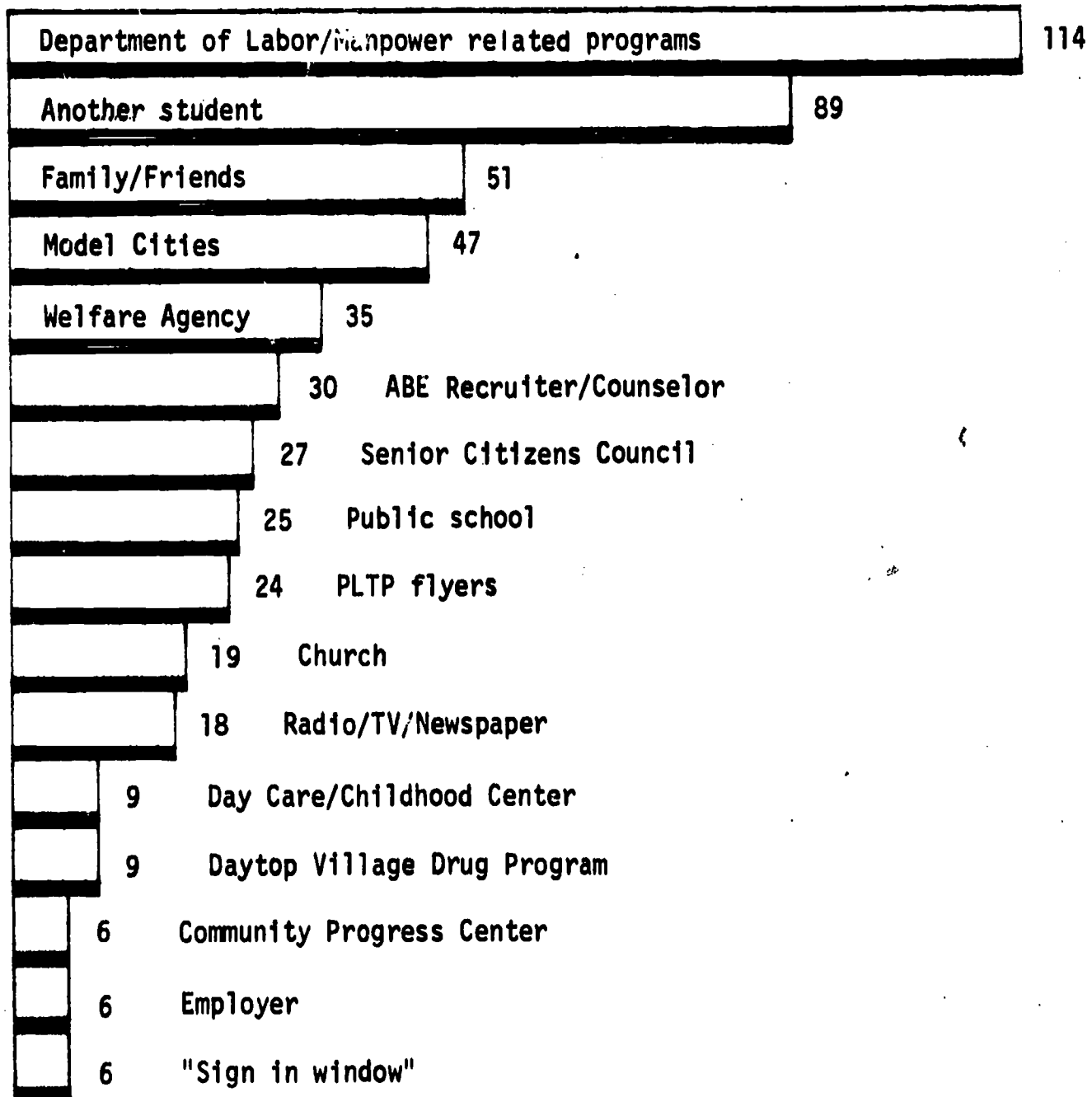
>>>> PLTP FOR EDUCATION AND/OR SELF-IMPROVEMENT

TO MEET PEOPLE





>>>> JOB-RELATED SOURCES OR FROM SOMEONE  
ALREADY ENROLLED



**BEST COPY AVAILABLE**  
**MOST PARTICIPANTS LOOKED FORWARD TO  
 JOBS OR EDUCATION**

TABLE XVI: ASPIRATIONS (classified by types)		
	Number	Percent of Total
Job-oriented	340	55.0
Education-centered	142	23.5
Other	71	11.5
"Not sure"	5	1.0
N. R.	51	9.0
<b>TOTAL</b>	<b>609</b>	<b>100.0</b>

\* \* \*

*The foregoing--tables and charts--combine to present pictures of the 609 participants in the Parent Leadership Training Project. The discussions of each of the three Satellite Centers, which follow, afford further information regarding the distinctive characteristics of each of these and their respective participant groups.*

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# Accomplishments

**CHARTS AND TABLES** **pages**

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**ACADEMIC GROWTH - by Grade Level**

CHART R - 1 ..... C - 3  
TABLE R - I ..... C - 3

**READING AT FIRST AND LAST TESTS**

TABLE R - II ..... C - 4  
CHART R - 2 ..... C - 5

**ACADEMIC GROWTH - by Highest School Grade Completed**

CHART R - 3 ..... C - 7  
TABLE R - III ..... C - 7

**SECTION C**  
**>>>>>>>>>>>>>>>>**

The Parent Leadership Training Project, in its two years of operations, provided adult basic education services to--

609 participants:

150 in the Brooklyn Satellite Center  
171 in the Bronx Satellite Center  
288 in the Harlem Satellite Center

At the close of the project's operations--in September 1972--efforts to determine the status of each of those participants revealed that--

264 had received PLTP certificates of completion or participation

20 had moved to other training programs

19 had found gainful employment

73 had dropped out usually for personal or family reasons

9 had enrolled too late for meaningful participation\*

41 had enrolled, but never attended

There were insufficient data about the remaining 183 to permit classification. However, within that number as well as within those who dropped out or enrolled too late for meaningful participation, there were some-- it is known--who made progress in relation to the project's goals, and who were described by their friends and acquaintances as making "good use" of the PLTP experience.

---

\* this group enrolled in the Harlem program, with the expectation of participating in the continuity program

• more than 600 participants

• approximately 50 per cent classified as "successful"

At the heart of the Parent Leadership Training Project was the objective of raising the adult participants' respective reading levels. In this project, this was tied to the Language Experience Approach which is discussed later in this report.

The first evaluative efforts then have been to determine the nature and extent of success in the efforts directed toward reading levels, usually referred to in this project as "Academic Growth." In order to arrive at some findings regarding this growth, the computations have been based on data pertaining to 328 participants--those for whom there were reports of more than one reading score in grade levels. As indicated in Section D of this report, for a part of this project's operations, Spanish-speaking participants at the Bronx Satellite were tested on a different system--one which provided results in percentage points rather than grade levels. For obvious reasons of incomparability these scores are omitted from the analyses of reading ability growth which are reported here.

Analyses of the distribution of ranges of academic growth--the results of which are presented on the facing page--reveal that a majority of the 328 participants for whom two reading scores were reported showed a growth of 0.0 to 0.9 grade levels as the result of their PLTP training. The second largest group showed growths of 1.0 to 1.9 grade levels.

The range of growth for this 328 as a whole was from a minus 1.6 to a plus 4.5. Here it should be noted that the negative findings (lower scores on second tests than those reported for first tests) tended to be associated with either personal pressures or--in some cases--to differences in testers.

It is to be noted further that the basic training cycle in this project was twelve weeks. Some of the growth represents work over longer periods: in fact, there were some participants who re-enrolled in order to press their accomplishments further. These are treated in these data as two sets of scores, however. Thus it may be concluded, generally, that the growth which is reflected represents the achievements made in one training cycle--usually the equivalent of twelve weeks.



FREQUENCY DISTRIBUTION OF ACADEMIC GROWTH--  
by Grade Level--of 328 PLTP Participants

CHART R - 1

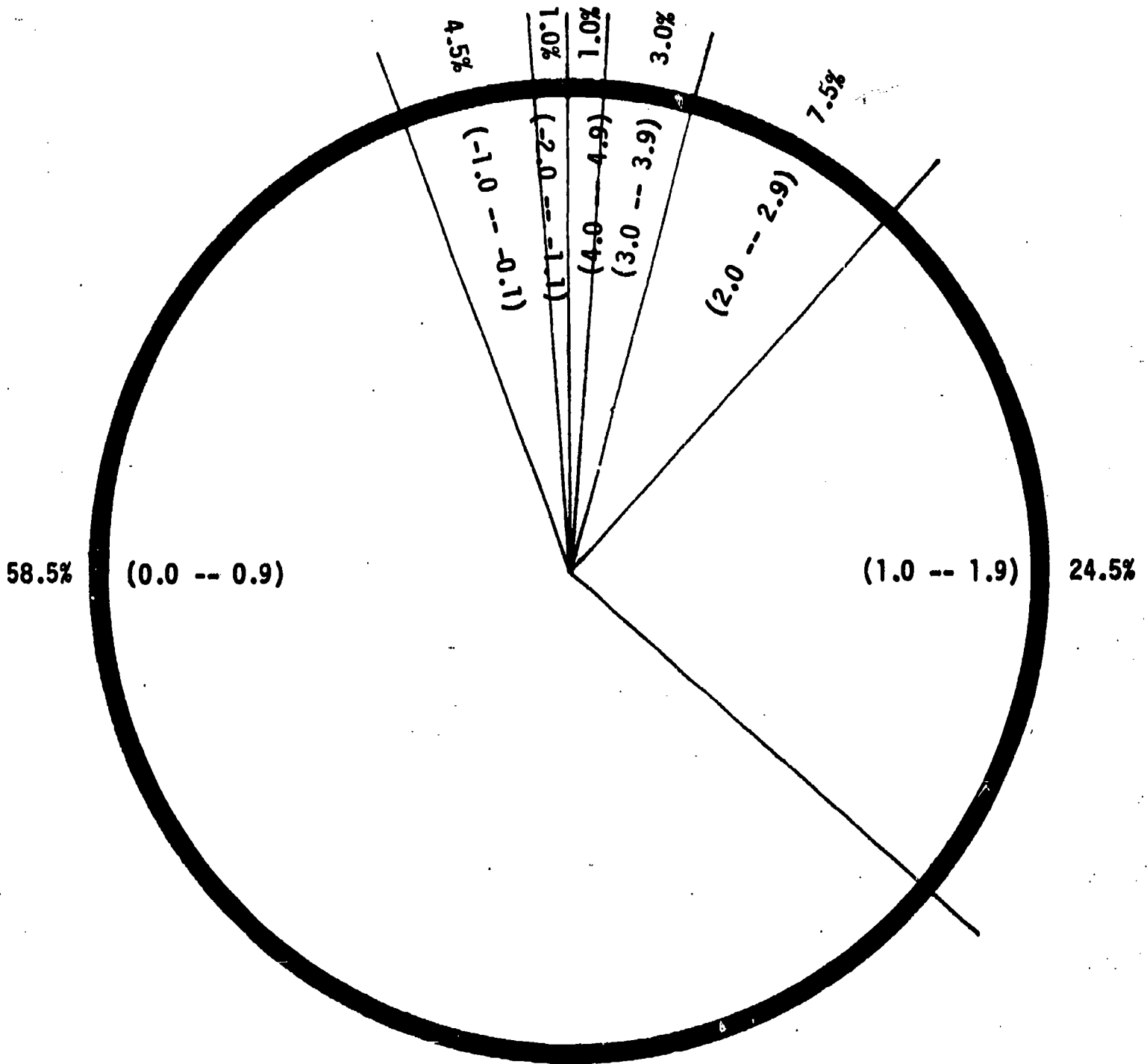


TABLE R - I

Range of Academic Growth	Number
-2.0 -- -1.1	4
-1.0 -- -0.1	15
0.0 -- 0.9	191
1.0 -- 1.9	80
2.0 -- 2.9	24
3.0 -- 3.9	10
4.0 -- 4.9	4

C - 3

A further approach to the analysis of the academic growth achieved as the result of the PLTP experience lay in the identification of the numbers of participants\* reading at given grade levels at the time of their first tests compared with the numbers reading at those same levels at the time of their last tests. Here it is to be noted that the findings reported on the basis of this analysis do not lend themselves to identifications of individual achievements. As reflected in Chart R-1 and Table R-I, the respective grade level growth in reading ability revealed by these participants varied considerably: no correlation has been found between the level of reading ability at the time of the first test and the number of grade levels achieved by the time of the last tests.

TABLE R - II

NUMBERS OF PARTICIPANTS READING AT SPECIFIED GRADE LEVELS AT TIMES OF FIRST AND LAST TESTS.

Grade level	Number at First Test	Number at Second Test
0.0-----	23-----	0
0.1 -- 0.9-----	2-----	6
1.0 -- 1.9-----	19-----	13
2.0 -- 2.9-----	19-----	17
3.0 -- 3.9-----	60-----	37
4.0 -- 4.9-----	51-----	51
5.0 -- 5.9-----	64-----	62
6.0 -- 6.9-----	62-----	66
7.0 -- 7.9-----	22-----	51
8.0 -- 8.9-----	5-----	17
9.0 -- 9.9-----	1-----	8

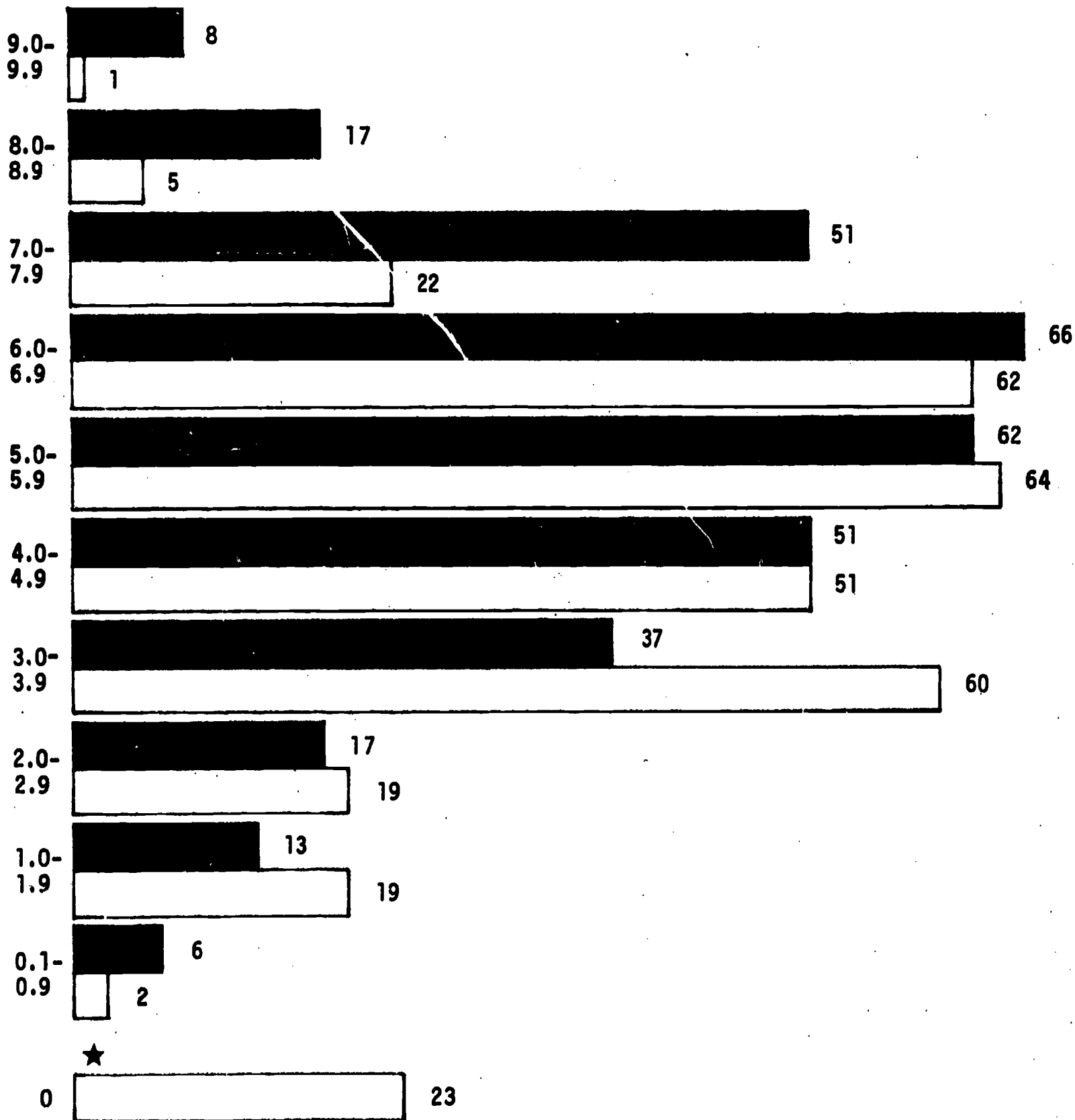
\* N= 328

As indicated previously, these scores represent differences between initial and completion tests. They, too, are reflective of accomplishments made usually within the equivalent of a twelve week cycle.

READING AT FIRST AND LAST TESTS

CHART R - 2

Reading Grade level



Reading level at last test  
Reading level at first test

★ = 0 N=328



The question arises "Is there any relationship between the highest school grade completed by the respective participant and her academic growth--increase in reading ability--resulting from her PLTP training?" Reference to Chart R-3 and Table R-III (opposite page) will provide indications that the highest average reading improvement is to be found for those who had the least schooling. For those who went beyond grade four prior to their enrollment in the PLTP, the improvement is shown in highly comparable average grade levels and reveals no actual correlation with the amount of schooling.

With reference to the range of growth in reading ability resulting from this project, it may be noted that all classifications of persons having had some prior schooling include some participants for whom negative findings, i.e. lower scores on the last test than those for the first, were reported. As has been indicated, case by case analyses of those identified has given indications that these results were influenced by subjective factors. PLTP staff reports indicate that--in most instances--they do not believe that the test scores represent the actual reading improvement which was demonstrated by most of this group in non-test performances.

The data presented here have been limited to statistical accounts of the results of test scores only. For proper assessment of these reports it is necessary to take into account the facts that--

- some participants performed less well on tests than they did in day-to-day performance: thus the data do not reveal all of the progress that PLTP staff believe to have been made;
- some participants who made real progress were not available for second tests and thus left the PLTP staff without evidence of their reading improvement; and
- of course, some test-sophisticates performed well in the testing situations although the respective staff members working with them were surprised at the test-demonstrated improvement which had not been revealed in the day-to-day performance.

All of this is interrelated with the PLTP purposes and objectives. Special reference is made once again to the Language Experience Approach and to other functional aspects of the project's approaches and methods which were interlaced so tightly with the concentration on reading improvement.

MEAN ACADEMIC GROWTH BY HIGHEST SCHOOL GRADE COMPLETED

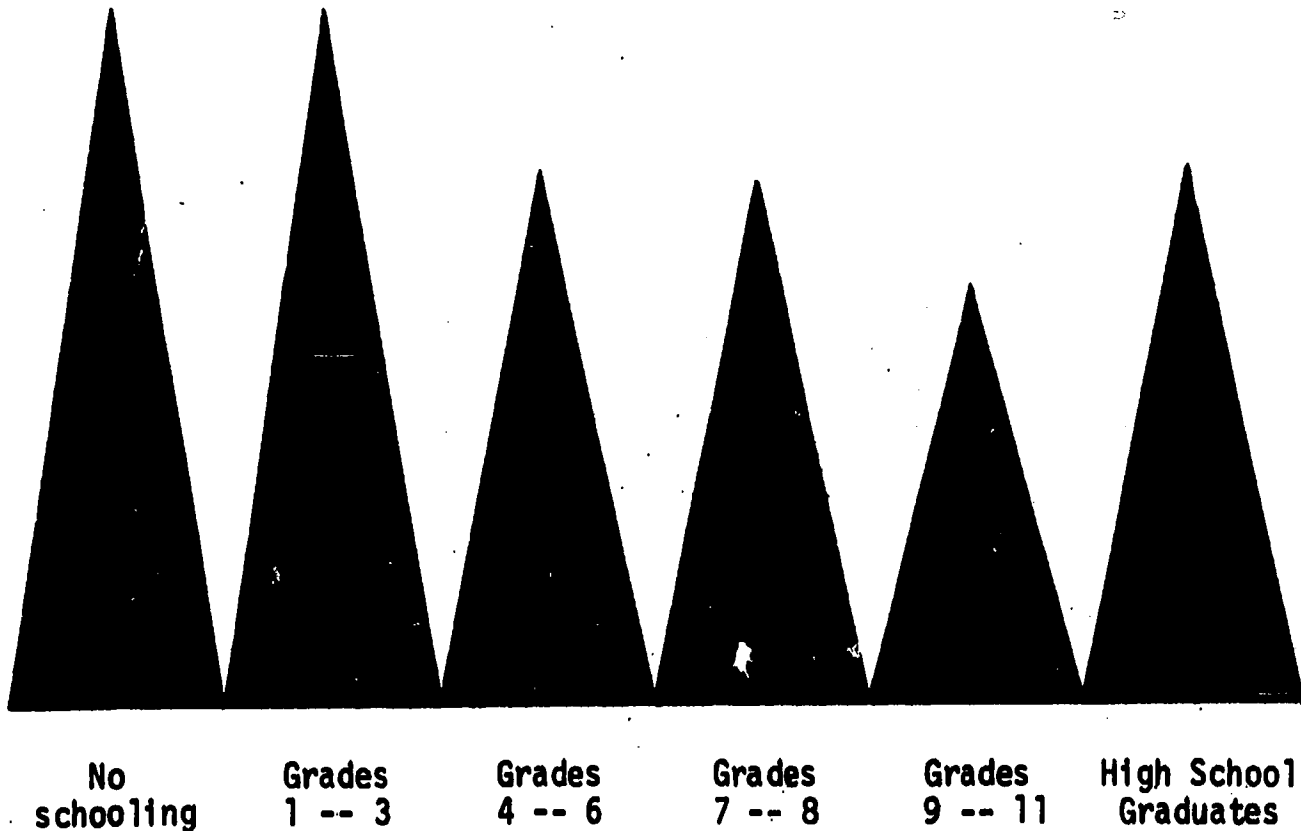


TABLE R - III

Mean and Range of Academic Growth by Highest School Grade Completed

	Number	Mean Growth	Range of Growth
No schooling	7	+1.5	+0.2 -- +4.2
Grades 1 -- 3	14	+1.5	-0.5 -- +4.5
Grades 4 -- 6	43	+0.96	-0.1 -- +3.2
Grades 7 -- 8	62	+0.95	-1.4 -- +3.5
Grades 9 -- 11	127	+0.75	-1.6 -- +4.5
High School Graduates	56	+0.96	-1.3 -- +3.6

OBJECTIVE

"To develop, within the three local Model Cities Administrations-- Central Brooklyn, Harlem-East Harlem and the South Bronx-- and the selected cooperating agencies, a viable, clear-cut operating procedure for the delivery of adult basic education services at the neighborhood level."

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Reference has been made to the relatively short life span of this Parent Leadership Training Project. This must be taken into account in the appraisal of the success of the efforts to develop and implement the desired viable clear-cut operating procedure specified above. Clearly the development of this procedure cut into the time of the total operations, especially in the first year. It is evident that--in the second year--the procedure had been established and was moving toward its potential efficiency. There was, however, a pervasive problem of misunderstanding with regard to the respective roles of the three individual operations and the division of responsibilities between centers and central project administrator, which persisted in reference to one of the Satellite Centers. This, while affecting the smoothness of the procedure and its implementation, still permitted the delivery of services in response to participant need.

It must be stated, however, that the developed procedure has not been tested completely in view of the fact that not all of the design was implemented. The reality of the operations directed to the delivery of the adult basic education services has been revealed to have suffered from understaffing. This meant that the delivery system itself was not as efficient as it might have been had there been the full complement of professionally trained personnel and internes in all of the Satellite Centers. The resultant lacks tended to spread the available personnel resources too thin, and to be reflected in the delivery of some of the reporting and recording procedures required for the valid assessment of the operation.

This appraisal must be accompanied by the conclusion of the Evaluation Team that the amount of production and the individualized nature of the services rendered seemed unusually high when estimated in terms of the number and the unevenness of professional and experience backgrounds represented in the three Satellite Center staffs.

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OBJECTIVE

"To develop and adapt materials which will not only improve participant reading skills, but will motivate these parents to become more involved in the education of their children and to continue their own education."

OBJECTIVE

"To respond to the expressed needs and interests of the parents recruited for the reading program, by writing instructional materials based on the crucial community issues of New York City's school decentralization and other topics relevant to the parents' daily experiences."



*These materials have been reviewed by several adult education and curriculum specialists, who have commented favorably on the approach and subject matter. Further documentation of this will be included in the Director's report.*

The identifications and descriptions of instructional and other materials developed by this Parent Leadership Training Project, appropriately, are the functions of the narrative report prepared by the project staff. This writing, therefore, is concerned with the evidences of the effectiveness of such materials assessed against the backdrop of the PLTP objectives, i.e.

- . to improve reading skills
- . to motivate these parents [participants] to become more involved in the education of their children and to continue their own education (underscore supplied)
- . to develop materials based on the crucial issues of New York City's school decentralization and other topics relevant to the parents' [participants'] daily experiences. (underscore supplied)

It has been reported that the participants of this project were not exclusively parents with pre- or school-age children in their homes at the time they enrolled in this project. Some had no children; others were parents of grown children and grandparents. The group as a whole was not pre-occupied with school decentralization, although many of them were concerned about school affairs, especially the progress of their children. Other matters--especially those pertaining to employment, health, economic and civic affairs--were of prime importance to them. The PLTP staff responded to this diversity of interest in its utilization of materials related to this breadth of interest.

The materials' development was not solely the creation of brand-new writings. Considerable work was done in the adaptation of selected publications within the plethora of those available in New York City pertinent to the above and related topics, some of which had been prepared by professionals for educational purposes.

Student statements--verbal and written--and staff reports carry evidence of the usefulness of these materials, especially in relation to reading improvement and to participant "involvement." They proved to be invaluable to the Language Experience Approach. This evidence is limited to that provided in the reports of in-project developments. Longitudinal case studies of selected participants would be required for any conclusions regarding their post-project effect on participant interest and behavior.

OBJECTIVE

"To investigate the applicability of  
the language-experience approach  
as an adult education technique  
in achieving objectives  
'2' and '3'." (rf. pages 10 and 11)

BEHAVIOURAL  
OBJECTIVES

In assessing the effectiveness of the materials used and developed and of the Language Experience Approach,\* it becomes desirable to look at these in the context of the PLTP's "behavioural objectives" specified in the project design, which read:

"It is expected that the Parent Leadership Training Project will enable parents to achieve broader personal goals. The following listing [see left-hand column] will serve as the behavioural objectives from which the instructional materials will be chosen or written, and around which the leadership development aspects of the program will revolve."

These behavioural objectives are discussed here not in the order in which they were set forth in the project design but, rather, in descending rank order of their preeminence in the project's accomplishments. The term "participants" is substituted for the originally-used "parents" in the interest of accuracy.

The data show that heavy emphasis was placed on this methodology and that it fortified the effectiveness of the Language Experience Approach. This exposure was achieved through direct contacts with the community resources as well as through written materials. As reported in the descriptions of the three Satellite Centers (Section D), trips were taken to community resource sites, speakers were brought from them, materials were distributed, audio-visual techniques were employed. The breadth of experience represented in the Harlem and Brooklyn exposures was reported as especially wide; the Bronx Satellite in particular remained in continuing contact with the schools and with the Parents Associations relating to them. The evidence presented regarding the effect of this exposure on the success of the Language Experience Approach in this project is one of the strongest findings in the data.

The Parent Leadership Training Project Director stated--

"To utilize the LEA as the technique for the teaching and reading of language, the class must be exposed to a noticeable and significant experience." 9/

9/ Reynolds, *op. cit.*, p. 28

"Expose participants to a wide range of community resources, the continued use of which should help resolve specific problems."

\*refer Section D, p. 27--Harlem Satellite-- discussion of the Language Experience Approach.

The reports indicate that the charts developed by the students, written by the teacher, and reviewed by the students had a heady effect on the latter's ability to recognize and comprehend the language, as well as the experience itself. The neighborhood orientation of the PLTP seems to have permitted this exposure to be highly functional in terms of participant interest and need, and to lay the bases for their future use in relation to the resolution of problems that might arise.

The data suggest the conclusion that this method, i.e. the exposure to community resources, and its immediate incorporation in the Language Experience Approach, has been the most successful of the project's operations.

"Develop a systematic approach to identifying problems and begin to practice a team approach to solving them."

At the time that the design for this project was developed, it was expected that there would be group enrollments--a whole group would enroll at a specific time and proceed through a twelve-week cycle together, as a unit. Such a procedure would have facilitated a team approach to solving problems. But this proved not to be the case. Individuals entered in accordance with the requirements of their own specific calendars: it became essential to respond to individual needs, to accept them when they presented themselves, and to allow each one to develop her own calendar for her own training cycle. This resulted in an individual, rather than a team, approach to solving problems, although occasions developed when those taking part in a given experience responded as a group and thus permitted the exploitation of such an occurrence for some work in behalf of the team approach to solving community problems.

It has been found that the work with the participants relative to individual solutions of individual problems was an unexpected dividend of the Language Experience Approach as it developed in this project.

*"Enlarge and sharpen their skills in community organization with particular emphasis on learning to encourage the community to move from concern with individual problems to a focused attack on basic causes."*

*"Improve participants' knowledge of the public schools under decentralization and heighten their understanding of the educational system in New York City."*

*"Increase their understanding of the possible nature of their involvement with the schools and intensify their participation therein to improve conditions for their children."*

This has been anticipated in the above. Certainly there are evidences of participants' learning about community approaches to shared problems. However, there seems to have been limited opportunity to follow through on the objective of sharpening community organization skills--an ambitious expectation for an effort built on a twelve-week cycle and concentrated on reading improvement. This emphasis was included in the project approach on occasion. It is probable that some of the participants were in position to absorb it, follow through at later times, and emerge with greater readiness for focused attack on basic causes. There are no hard data available to support any conclusion.

There are data which show that this project included continuing attention to the public schools, to parent/citizen involvement in school affairs, and that this included decentralization of the schools. The nature of response to this varied with the individual participant and her relationship to the schools. There are reports of parents who "learned to read and comprehend" the reports which their children brought home from school. Some participants moved into activities in Parents Associations and seemed to have become influential members, even officers. But it must be concluded that the heavy emphasis on school decentralization which was envisioned at the time this project was designed did not develop: that this was a direct result of the fact that the project attracted a heterogeneous group of persons, interested in reading improvement, and bringing a range of individualized interests which had to be built into the Language Experience Approach.

It is the conclusion of the Evaluation Team that the Language Experience Approach in the project was used successfully. This success represents adjustments, modifications, and constant accommodation of the approach to the individual and group readiness and interests. This conclusion is tempered further by the fact that the project seemed to have been interrupted prematurely, in response to its funding-time limitation, and that it needed a longer period of operation to demonstrate fully the potential of the Language Experience Approach with respect to participants' behavioural demonstration of its effectiveness.

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**OBJECTIVE**

"To train experienced non-professional community residents to assist in the delivery of the instructional materials developed through a series of in-service training institutes."

Training

There are no data to show that this objective was followed through in the way that it seems to have been envisioned at the time this project was designed. Some work was done with non-professionals--some of whom were reported to be community residents--who, as para-professionals, carried responsibilities as members, of the project staff. This was especially true of one Satellite Center. Wherever there were non-professionals on the staff they were included in the project training which--

- in the first year, covered structured training sequences and on-the-job in-service training assistance provided by the Central staff as well as Consultants;
- in the second year, relied more heavily on the in-service efforts. The Teacher-Trainer did, however, report resistance at one Satellite Center to her efforts and indicated that she was unable to carry through on her overall plan. It should be indicated that this plan has been revealed--in analysis--to be functional, and related to the demonstrated needs of the respective staffs.

Training may be regarded as the effort to free the PLTP staff members to use their abilities and their creativities in the most effective, constructive manner possible. This effort appears to have been made throughout the project. The significant variables in its effectiveness continued to include:

- . the prior training and experience of the affected staff members; and
  - . their readiness to cooperate with the training effort.
- There was reported to be significant variation in both of the above to the extent that it is to be concluded that in any effort to replicate this project, there be the inclusion of:
- . participation in staff training as part of the project job descriptions;
  - . periodic, systematic, objective staff evaluations as follow-through procedures: such a procedure would require the full cooperation of the respective Advisory Committees.

*Second Year  
Objectives*

Closely related to the foregoing, actually interwoven into the data and results which have been reported, are the four specific objectives which were introduced in the proposal for the second year's funding for this Parent Leadership Training Project:

- "1. Based on the participant response to the developed teaching materials, to edit and revise the instructional materials.
- "2. To test this material for its instructional value using both tests written for that purpose and standardized commercial ABE tests, and measure the grade level improvement.
- "3. To revise the in-service teacher training design and develop the necessary curriculum guides in order that this experimental program may be duplicated in New York City through other institutions concerned with providing basic education services in similar populations, both public and private.
- "4. To insure the continuing effectiveness of this ABE activities [sic] through the operating units of CUNY; initiate activities with the Graduate Department of Teacher Training, the Division of Academic Affairs and the sponsors and instructional facilities of the Adult Education Society of CUNY in order to develop strategies for institutionalizing the program after the second demonstration year."

#1 and #2

As has been stated elsewhere in this report, materials have been developed, revised, tested and appraised by participants and staff. The reports of these processes are carried in the Director's Report for the project. That report also carries the results of the reviews of the materials by Adult Education and Curriculum Specialists. The data provided to the Evaluation Team indicate that the latter reviews have been favorable. Certainly, many of the reading improvement findings reported here are to be related to the effects of these materials, although there are no data which isolate these materials--as factors--from the total PLTP experience's effect on its participants.



*Second Year Objectives (continued)*

#3

The statements made earlier--especially page C-17-- pertain to the training for the entire project life of two years. It has been reported, further, with reference to this specific objective that:

"In the second year of the program, because of the needs of the Spanish-speaking population and the expansion of the Harlem Satellite activity to incorporate a new bilingual class, major emphasis was placed on working with Spanish-speaking adults. A series of training sessions was held to acquaint the community and the professional staff with new techniques for servicing bilingual citizens. These sessions are to be incorporated into the Teacher Training Guide which is being developed by the Project Director."

Descriptions of these sessions, as they were developed within the second year of this project, are to be carried in the Project Director's Report.

#4

Also in that same report will be the descriptions of the in-CUNY work through and with the Department, Division, and other units of the University. There are not data upon which the Evaluation Team can base an assessment of the effectiveness or success of these efforts. With respect to institutionalizing the program, it has been reported that:

*Strategies for institutionalizing the program after the second year-- Continuity*

*--the Bronx*

- . In the South Bronx, the program was incorporated into the Around the Clock Schools Program which is run by the New York City Board of Education. The existing trained staff and the material which that staff had developed were made a part of the continuing Adult Education activities in the South Bronx community.

Second Year  
Objectives  
(continued)  
Brooklyn

#4

Harlem

- . In Brooklyn, curriculum materials were made available to Project Mobility, another demonstration project of the Model Cities Administration and HEW. There was the transfer of some staff and the Satellite Director [Teacher/Coordinator] worked very closely with the new Project Director to insure that materials, staff and methods would be incorporated into that continuing activity.

- . In Harlem, the Model Cities Administration committed itself to fund the continuing operation of the Harlem Satellite.

The concept was expanded to provide service to the Uniform Services Program of the Model Cities Administration and to meet the educational and training needs of many residents who were seeking services under the Manpower Development Program of the City of New York.

The above reported plans represent those pertaining to continuity through institutionalization of the PLTP program at the time it came to a close, in September 1972.

Evaluative conclusions are carried throughout this report. There are some factors which seem to have had significant influence, which should be "lifted up" at this point, i.e.

- the provision of stipends in the second year;
- the growing intra-project communication which characterized the second year;
- the reduction of attention to organizational problems and the concurrent stabilization of the operation as a whole;
- the continuing problem of under-staffing and, in some instances, staff turn-over.

It is the conclusion of the Evaluation Team that this project would have benefitted from at least one more year's opportunity to demonstrate its full potential. The data do provide the bases for conclusion that the two years of work were generally successful and that the project was progressing well at the time it came to its conclusion.

# Three Satellite Centers in.....



The Bronx

Manhattan

Brooklyn

SECTION D  
>>>>>>>>>>

THREE  
SATELLITES

It has been indicated previously in this report that the structures and operations of each of the three neighborhood Satellites in this Parent Leadership Training Project would differ in response to the characteristics of the respective communities which they were designed to serve. It was planned also that their operations would be influenced by the individual staff capabilities and the acceptance of the program by the discrete communities.

These anticipations proved accurate. The three Satellite Centers, although they operated within the framework of the basic program as projected in the overall design, did develop some distinguishing characteristics reflecting not only the above variables but--to a very significant extent--the differences in the respective groups of participants which each attracted.

The descriptions which follow emphasize these distinctive characteristics, without effort to repeat for each those project-wide generalizations which have proved to be applicable to all of the PLTP Centers. It is to be remembered, therefore, that each was addressed to the same comprehensive objectives and purposes; that the differences which have been identified were evolved by each of the Satellites as they moved along their respective courses toward their mutual goals.

*Different  
in some  
aspects . . .*

*The same in  
others*

THE

MODAL

BROOKLYN

PLTP

PARTICIPANT

WAS . . . . .

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- . a female, under 18 years of age
- . a U. S. Citizen of American-Negro background
- . a member of an English-speaking household
- . a product of mainland American schools, which she left sometime between the ninth and eleventh grades
- . unmarried, with no reported dependents
- . a member of a household with a reported annual income of \$4,000 - \$4,999

. not receiving Public Assistance

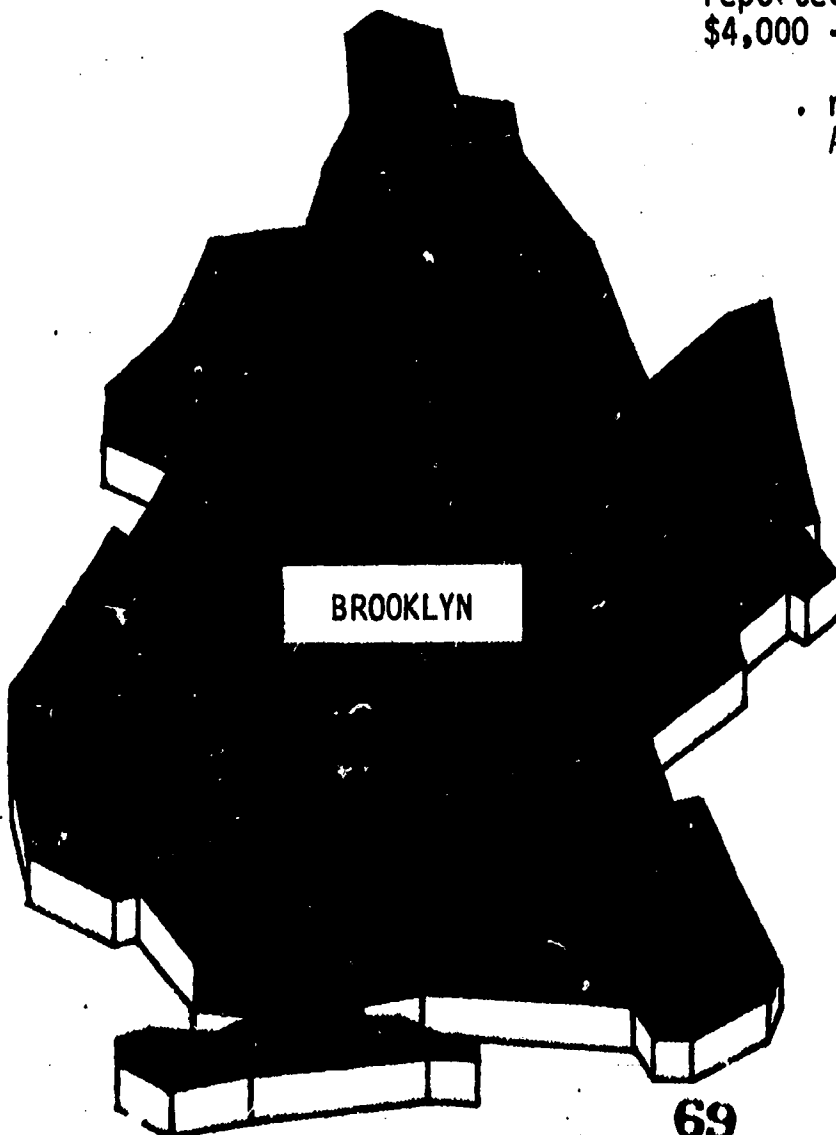
. unemployed, looking for work

. formerly employed, having worked on her last reported job in production industry or service occupation for less than one year

. enrolled in the PLTP in the interest of education/self-improvement

. participating as the result of information secured from another student or an ABE recruiter

. aspiring for employment and economic independence



THE BROOKLYN  
SATELLITE CENTER--

in the  
Central Brooklyn  
Model Cities Area

150 enrollments

The Brooklyn Satellite Center of the Parent Leadership Training Project was located in the Bedford-Stuyvesant section of Brooklyn--a part of the Central Brooklyn Model Cities Area. Its location remained constant for the full operational period. A second location--serving the Senior Citizen participants in this program--was established at the HAPPY AGE Senior Citizens Center, located in this same Model Cities Area. PLTP staff went to this location to work with senior citizens from the HAPPY AGE and other Senior Citizen Centers in the area. The work at this Senior Citizen Center was maintained until the PLTP ceased operations.

The PLTP program  
in Brooklyn

This Brooklyn program related very closely to the community which it was organized to serve. Numerous contacts were made with local residents and with many of the local organizations. Some of these contacts pertained to recruitment for the project; all of them entailed interpretations of the PLTP purposes and its methods. In the early stages of the program, emphasis was laid on stimulating interest in locating potential project participants; on making the resource known to members of the target groups for which it was planned. As the effort moved ahead, the contacts were broadened to serve a variety of purposes including the very important one of relating PLTP participants to their varied community resources.

Distinctive Features

Participant  
Characteristics

The distinctive features of the Brooklyn Satellite operations included its attraction of persons who--  
-- were either very young--under 18 years (26%) or quite mature--over 65 years (22.5%)

-- had completed more than eight grades of schooling (62%) but who had some type of reading problem which blocked their progress toward their respective goals (see Reading Progress--below).

Methods

The intensive and extensive nature of its efforts, e.g. the integration of mathematics teaching--where this seemed tied in with reading problems and interests--with reading, and the range and variety of extra-center experiences offered.

Growth in Reading Ability

Reading Growth:  
 Positive-----118  
 None----- 21\*  
 Negative----- 11

Grade level growth:  
 average--- +0.8  
                   grades  
 median---- +0.6  
                   grades  
 range----- -1.6 - +4.5  
                   grades

93 participants--  
 beyond the eighth  
 grade . . .  
 75 of this group--  
 two reading scores

\*includes those for  
 whom only one  
 (entry) test was  
 reported.

There are many different possible approaches to the assessment of the effectiveness of the three programs which comprised this total effort. In terms of the objectives of the PLTP, however, it seems most appropriate to look first at impact on the reading skills of the participants.

Of the 150 Brooklyn participants, it has been found that 78.5 per cent may be classified as demonstrating positive growth in reading ability. Approximately 14 per cent showed no progress; 7.5 per cent tested lower at the time of their second test than they had at the point of entry.

In the above, "positive" includes all of those who read at a higher level at the time of their second tests than at their first. "None" includes those who tested at the same levels on both occasions. "Negative" includes those who--at the times of their second tests--showed a reading ability below that of the first. It should be noted here that in a number of the "none" and "negative" classifications are included persons who indicated that they were "not feeling well," who were described as under emotional pressure, or who appeared to be resistant to the second test. The Evaluation Team also accords some of the "none" and "negative" results to differences in testers and test conditions.

It has been indicated that the Brooklyn program attracted a number of persons who had completed nine or more grades of schooling (62% of total). Despite the respective school grade attainments of this group, it was found that:

- a. the average PLTP Brooklyn High School graduate was able to read at slightly above the sixth grade level (6.6) at the time she enrolled in this project. The reading level range for this group was 4.5 - 8.5
- b. the average Brooklyn participant who had completed 9 - 11 grades of school was able to read at slightly below the sixth grade level (5.9) at the time she enrolled in this project. The range for this group was 1.6 - 9.1.

Comprehension--  
a problem

Members of both of the above groups (a and b) presented problems of comprehension. Five of group "b" were among those reported to have tested lower at the time of the second test than they did at the time of the first; three read at the same level at both tests. The remaining 60 showed progress ranging from 0.1 to 2.2 grades. Some of the most significant results with this group related to their basic problems of comprehension.

"Progress Lines"

Certificates-----	107
Moved to other programs-----	7
Secured employment-----	6
Dropped out-- varied personal reasons-----	14
Enrolled, little or no attendance---	13
N. R.-----	3

In this PLTP, success criteria other than reading improvement must be recognized. In the Brooklyn PLTP experience, 71 per cent of the enrollments resulted in the award of certificates. Most of these (57) were for actual completion of the training cycle; the remaining 50 were for successful "participation" in the program, although the full training cycle for the individual receiving the award may not have been completed, or she may not have completed two reading tests at the time the awards were given. A number of those who left the program before they could meet the requirements for such certificates actually moved along lines which are to be identified as positive. This includes:

- seven of those who moved to other training programs (refer page D-6) and
- the six who secured employment before they had completed their respective cycles.

Twenty per cent of these 150 Brooklyn participants either did not follow through on their enrollments in the program or dropped out before they had significant progress. Usually, the "drop-outs" were reported to have resulted from personal or family situations which made it difficult or impossible for the enrollee to continue her attendance at the training sessions. There were just two per cent for whom the Brooklyn staff was unable to elicit information regarding what had happened to them after they had taken some part in this project. One of the participants died while the project was in progress.

A further analysis of some of the results of the PLTP training in Brooklyn revealed that 30 of the participants-- some but not all of whom had received certificates--had moved into other training programs. Note that this number crosses the mutually exclusive categories reported under "Progress Lines." [See left-hand column].



Thirty participants  
to other  
training programs

The analysis of upward movement as revealed by the programs to which these participants had moved serves to underscore the importance to them of job and job-related interests. These thirty participants followed their Brooklyn PLTP activities with enrollment in:

- Job Training through Daytop Program - - - - - 10
- Project Mobility - - - - - 5
- Brooklyn Adult Training (NYSEB) - - - - - 3  
one each in Day Care Service, Secretarial and Bookkeeping Courses.
- High School Equivalency Program - - - - - 3  
one in this program was awaiting entry into a Licensed Practical Nurse Training Program; another was enrolled also in the above Brooklyn A. T. clerical training.
- Old Westbury College - - - - - 2
- Dental Training - - - - - 2  
one each in:  
--Cashier, other Clerical, IBM, Nurse's Aide, and WIN Training programs.

Language  
Experience  
Approach in Brooklyn

Teacher/  
Coordinator  
Assesses

"The LEA Approach permitted the participant to commit to paper his own thoughts, which provided him the opportunity to see his own ideas in writing, thus enabling him to draw the conclusion that words are used to express ideas or facts whether spoken or written, and the spoken word is not separate from the written word, but one and the same....

"The LEA Experience also permitted the individual to put to practice the grammatical and mechanical knowledge of English gained through his skills building exercises and classroom work.

"Thirdly, since committing thoughts to paper forces one to organize his thoughts in a clear and accurate manner for the purpose of ensuring that the reader gets his point, the participant was able to crystallize his ideas on issues about which he harbored previous ambiguities or to which he had given little thought.

"Lastly, the LEA Approach could be used effectively with any group level, by altering it to meet the needs of the group. For example, with the non-reader level, the teacher might take short dictations from participants regarding an experience, and use the participants' own vocabulary to point to them the extent of their word

*Teacher/Coordinator  
Assesses Language  
Experience  
(continued)*

knowledge and build a spelling list from the participant's own functional vocabulary. This same dictation could be used to teach various other things on the pre-read level. I am; He is (subject-verb relationship); punctuation, (the period). In varied innovative ways, the instructor could stretch the lesson."

Activities

In addition to the classroom experiences which cannot be detailed here, the Brooklyn Satellite Center program conducted a range of other activities. These included--

- aid in application for housing
- aid to Senior Citizens in areas such as providing information about Social Security Benefits
- assistance with job interviews and job-readiness
- introduction to various issues in addition to school decentralization, such as consumer education
- setting up a workshop in Early Childhood Development in which 125 centers of the Central Brooklyn Model Cities area were invited to participate--parents, Directors and other staff. Approximately three-fourths of these centers were reported to have been represented, including a representative from the Agency for Child Development. The Teacher/Coordinator's report--the source of this information--carries the statement that "The ideas expressed through the workshop were well-received."

Reports from the Brooklyn Satellite Center also refer to:

- Speake e.g. on
  - . Africa
  - . Civil Rights and Responsibilities including Voting
  - . Consumer Education and Insurance
- Field Trips including those for
  - . Library Orientation
  - . Opening of the Model Cities Information Center
  - . Opening of the Tompkins Park Cultural Center
  - . and the unusual experience offered through the Model Cities program which made it possible for . . . . .

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Teacher/Coordinator  
statement in a  
Progress Report  
12/6/71

". . . the staff and nine participants [took] part in one of the Model Cities Bus Trip Program tours to Columbia, Maryland [a 'new city']. The tour also included visitation to Columbia's school system... which uses the 'open space' approach to education. The trip was rewarding."

Community Agencies

The Teacher/Coordinator reports further: "Parents were given assignment as part of the LEA Experience to go to any community agency desired to find out just what services that agency offered the community. They were to bring the report in written form back to open classes, which would in turn be discussed within the group. The activity was done and the desired result was attained, not only did participants learn of various agencies in their communities; some even sought aid through those agencies to meet some of their need.

"This experience led to several persons' becoming more knowledgeable of agencies and activities in their neighborhoods...."

The Brooklyn PLTP participants, as part of their project experience, visited schools--many of them as parents who through the project were helped to formulate questions such as

"What class is my child in?"

"What schools do the children feed-in?"

The interaction of this program with other community resources is reported throughout the progress of this project--in Teacher/Coordinator's Progress Reports, student written statements, and other documents. The feeling expressed in writing, and in the face-to-face conversations provides the basis for the conclusion that this exposure and experience represented a significant aspect of the PLTP program in Brooklyn to its participants.

The flexible response to participant interest and the range of group and individual PLTP-related goals, reflect the variety, the "mix" of individuals who comprised the total group of 150 who took part in the program at the Brooklyn Satellite Center.

<u>Age</u>	
under 18 -----	39
18 -- 25 -----	19
26 -- 30 -----	10
31 -- 35 -----	9
36 -- 40 -----	4
41 -- 45 -----	8
46 -- 50 -----	8
51 -- 55 -----	4
56 -- 60 -----	3
61 -- 65 -----	10
over 65 -----	34
N. R. -----	2

Perhaps the age factor represents this mix most clearly. In Brooklyn, the PLTP participant group represented a real age spread. It was distinctive, within the program as a whole, in its unusual composition which included:

26 per cent who were "under 18 years of age" at the time of their enrollment; and nearly 23 per cent who reported that they were "over 65" at the time they decided to take part.

It should be noted here that no correlation with this age factor has been found with reference to reading ability growth or staying power within the project.

<u>Sex</u>	
female-----	118
male-----	32

Approximately 79 per cent of the Brooklyn participants were female: the other 21 per cent--male.

<u>Citizenship</u>	
U.S. citizens-----	140
Citizens of other countries----	9
N. R.-----	1

Approximately 93 per cent of the Brooklyn enrollees reported themselves to be citizens of the United States; nine were citizens of other countries.

<u>Ethnic Background</u>	
American Negro/Black American-----	123
Mexican American---	5
Spanish-surnamed American-----	4
American Indian----	1
Other-----	12

Eighty-five per cent of the 150 said they were Black Americans/American Negroes. Among the remaining 15 per cent were Mexican Americans, Spanish-surnamed Americans, an American Indian and "others" whose backgrounds were not specified.

Language Spoken  
in the Home

Most (93%) of the Brooklyn participants came from homes in which English was the language spoken; one was from a bilingual family which speaks both English and Spanish. Approximately three per cent (3%) came from Spanish-speaking homes. The remainder reported that "other" (unspecified) languages were spoken in their respective homes.

Highest Grade  
Completed in School

No schooling----- 13  
 Grades 1-- 3----- 8  
       "   4-- 6----- 14  
  
 Grades 7-- 8----- 22  
       "   9--11----- 72  
 High School grad--- 21

It is to be noted that, although a majority of the PLTP participants had gone beyond elementary school levels--beyond the sixth grade--there were a number (approximately 23%) who had not achieved such levels. Nearly ten per cent of the enrollees reported having had no schooling! Another 14 per cent had stopped school somewhere between the first and sixth grades.

Location of school  
attended

Mainland U.S.-----126  
 Puerto Rico----- 1  
 Other----- 10  
 N. R.----- 13

Eighty per cent of the 150 participants reported school experience took place in Mainland United States. Less than ten per cent of the Brooklyn participants reported that they had gone to school in some other place.

Marital Status

Single----- 45  
 Married----- 63  
 Divorced----- 11  
 Widowed----- 21  
 Separated----- 10

A plurality of the Brooklyn participants (42%) reported themselves to be "married." The second highest group (30%) was "single." Fourteen per cent were reported to be widowed. Another 14 per cent were either "separated" or "divorced."

Parental Status

In terms of the PLTP it is not possible to establish a meaningful classification of "parents." This derives from the fact that many different life situations were reflected in the responses. There are indications that about 32 per cent of the Brooklyn participants were parents with school-age or pre-school children living in their homes.

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**Number of Dependents**

One-----	29
Two-----	12
Three-----	9
Four-----	4
Five-----	3
Six-----	3
Seven-----	3
Eight-----	0
Nine-----	2
. . . . .	
None-----	85

Fifty-seven per cent of the Brooklyn participants reported that they had no dependents. Others reported varying numbers--ranging from one to nine each. The relationship of these dependents to the reporting participants was not specified: it is, therefore, not to be construed as referring to children only. In some cases, it included parents and other relatives. These data cannot be correlated with the parental status of the participants either in view of the fact that this group included parents--and grandparents--of adults who are no longer economically dependent upon them. In some instances, indeed the reverse may be true.

**Employment**

Service-----	40
Processing/Machine/ Benchwork/	
Structural-----	40
Clerical/Sales-----	22
Other-----	18

According to the information given by these Brooklyn participants, approximately 80 per cent of them had been employed at some time prior to their enrollment in this program.

Most of this employment had been in either service occupations or in various industries involving processing, machine, benchwork, or structural work.

**Participant worked on last job:**

less than 1 year---	32
one year-----	12
13 mos - 2 yrs----	6
25 mos - 4 yrs----	15
49 mos - 5 yrs----	2
61 mos - 10 yrs---	18
121 mos - 15 yrs---	7
181 mos - 20 yrs---	8
over 20 years-----	18
N. R.*-----	32*

Although a plurality (approximately 20%) of these participants reported that they had worked less than one year on their last jobs, there were data showing that the Brooklyn group comprised a significant number of persons with considerable work experience. Note that another approximate 20 per cent reported having worked more than ten years.

The above data regarding employment require reference to the age distribution of the Brooklyn participants. It is to be noted that a number of those under 18 years of age had not yet secured employment. It seems obvious, also, that the Senior Citizen component of this Satellite's operations comprised a number of persons--now retired--who had long work histories.

\*includes never employed

Reported Annual  
Income

Less than \$3,000---	38
\$3,000 - 3,999-----	16
\$4,000 - 4,999-----	45
\$5,000 - 6,999-----	10
\$7,000 - and over---	41

With respect to reported annual incomes, these 150 Brooklyn participants were distributed near-symmetrically among three groupings: approximately 36 per cent reported incomes under \$4,000; another 30 per cent reported incomes of \$4,000 - \$4,999 and the remaining approximate 34 per cent reported incomes of \$5,000 or more.

Slightly more than half (51 per cent) of the total group reported that their families were not receiving public assistance at the time that they enrolled in this project.

Participation in the  
Parent Leadership  
Training Project

Information sources:

Senior Citizens Council-----	27
Another participant-----	22
ABE Recruiter-----	20
Dept. of Labor-----	17

A variety of information sources with reference to the PLTP was identified by these participants. Major among these were:

Senior Citizens Council -----	18%
Another participant -----	15%
ABE Recruiter/Counselor -----	13%
Department of Labor -----	11%

(different units and related programs)

Model Cities-----	14
Family/Friends-----	11
Daytop Village-----	9
PLTP Flyers-----	6
All other-----	24

Here it should be noted that the 24 "other" included a range of community organizations with which the Brooklyn Satellite had established contact and which "carried the message" of the PLTP to potential enrollees.

Reasons for Participating:

Education/Self-Improvement-----	107
To meet people-----	21
To get a job-----	19
Other/N. R.-----	3

Although most of the participants indicated that they had entered this program for purposes of self-improvement, with special reference to education, it was clear that much of this interest related directly to job aspirations. This was evidenced in many different ways: some made explicit statements; others stated that they wanted to be able to pass GED or other tests "to qualify for" a job or a job training program. Those who focused on self-improvement without reference to employment came heavily from the older age groups--from those who had already worked for long periods and who considered themselves to be retired, without further interest in employment, or from those who had never worked and who had no interest in or need for a job at this stage of their lives.

Aspirations:

Job oriented-----	69
Education-centered-----	45
Not sure/other-----	36

. . . . .



The data reported in this section and those which are included in the discussion of the program as a whole together with the conclusions derived from observations, interviews, conversations, and written statements of participants, combine to support the conclusion that the Brooklyn Satellite Center of the Parent Leadership Training Project represented a successful set of operations, consonant with the purposes and goals of the PLTP. It is to be hoped that the continuity of this effort planned to be made available through the Model Cities program, will become a reality. If so, it may offer a resource for those Brooklyn participants who began progress toward their goals through this PLTP experience and who--through it--have been stimulated to try to continue to improve their abilities and their relationships with their communities.

The stability of this Satellite, its maintenance of its clearly competent personnel and its continuance--without interruption--of its established location seem to have been important factors in the success of its operations.



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THE  
MODAL  
BRONX  
PLTP  
PARTICIPANT  
WAS . . . .



- . a female, between the ages of 31 - 35 years
- . a Spanish-surnamed U. S. citizen of Puerto Rican background
- . a member of a Spanish-speaking household
- . a product of Puerto Rican schools, which she left sometime between the fourth and eleventh grades
- . married, with three dependents
- . a member of a household with a reported annual income of less than \$3,000
- . receiving Public Assistance
- . unemployed, looking for work
- . formerly employed, having worked on her last job in a production industry for less than one year
- . enrolled in the PLTP in the interest of education/self-improvement
- . participating as a result of information received from another participant
- . aspiring for employment and economic independence

THE BRONX  
SATELLITE CENTER --

in the  
South Bronx  
Model Cities Area

The Bronx Satellite Center of the Parent Leadership Training Project was located in the South Bronx--in a community which is included in the South Bronx Model Cities Area. The first operational year of this Satellite covered the period during which its operations were conducted in three successive sites. This movement of site location was accompanied during much the same period by changes in personnel. These interruptions resulted in some delay in the establishment of stable conditions and functions.

The PLTP program  
in the Bronx

The PLTP program in the Bronx was related to the community which it served, especially to the United Bronx Parents which was an official cooperating agency, and which--indeed--had played a significant role in the development of this program. As with the other Satellites, early program community relationships stressed participant recruitment: it was possible later to broaden the contacts in consonance with the goals of the PLTP.

Distinctive Features

The most distinctive feature of the Bronx Satellite was its attraction of Spanish-surnamed Americans of Puerto Rican Background, most of whom came from Spanish-speaking homes.

This placed stress on the improvement of the participants' respective ability to read distinctively--this called for work in two languages--Spanish and English. Much of the basic work, of necessity, was carried on in Spanish, requiring subsequent effort towards English translations. It may be noted also that, in the Bronx, a significant portion of the work was done by staff which had not had formal training in the delivery of Basic Education. Some of these staff members referred to themselves as "paraprofessionals."

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*Teamwork*

According to the report of the Bronx Satellite Teacher/Coordinator, emphasis was laid at this Satellite on creating and maintaining teamwork:

"...Not all persons can be made part of a particular team. When this is evident then without further ado a replacement has to be found who can live with the program and do the many little things necessary to make it go. Titles mean nothing when you are understaffed. Cleaning the bathroom, wiping noses, running errands, serving coffee, cooking, etc. are just samples of things that superseded titles in this program. When the need arose, the job had to be done by the person available at that time. This was the kind of team needed and developed."\*

*Child Care*

As suggested by the above ["wiping noses"] another distinctive feature of the Bronx Satellite Center in this program was its delivery of child care services for the numerous children who accompanied their mothers to the training. Without this service, the number of participants would have been decreased. Many of the participants reported that they were without child care resources and that--unless they were permitted to bring their pre-school age children with them, they would be unable to attend.

Growth in Reading Ability

Of the 171 Bronx participants, it has been reported that approximately 40 per cent took two reading tests, spaced to show growth in ability. It is not possible to derive valid statistical findings about this group as a whole because of the fact that two different systems were used in the course of these two years--

- one of these computed test results in percentage points;
- the second was reported in grade levels.

The problem is complicated further by the fact that some of the Bronx participants were tested first in the first system and later in the second.

---

\*Bronx Coordinator "Synopsis and Commentary," p.2.

**Reading Growth:**

Positive----- 55  
 None----- 4  
 Negative----- 6  
 N. R.-----106

**Grade level growth:**

average--- +0.36  
           grades  
 median---- +0.3  
           grades  
 range----- -1.4 -- +2.7  
           grades

36 participants  
 beyond the eighth  
 grade . . .  
 --6 of this group  
   two reading scores  
   in grade levels

**Comprehension**

In general, it may be reported that:

32 per cent of the 171 Bronx participants showed positive reading ability growth;

2 per cent showed no reading growth; and approximately

3 per cent read less well at the time of their second tests than they had at the times they were tested originally. As in the other two Satellite Centers, there were some intimations that personal problems and conditions affected this latter group.

It is important, in interpreting the above reported results to give consideration to the fact that this Satellite program was dealing with two languages. There are staff reports identifying subjective indications of growth in ability which was not revealed in the second test or which was never subjected to a second-test because the participant did not present herself for this purpose. A comment of this nature--from the staff--was:

"We realized parents had succeeded when they brought in children's report cards and understood the difference between the reading scores and class marks."

The data show that 36 of the Bronx PLTP participants had gone beyond the eighth grade in their respective schools. Of this number, six had two reading tests, the results of which were reported in grade levels. Within this six, it was found that:

- a. the average reading level for the three High School graduates at time of entry into the program was 5.3. The range for these three was 3.6 - 6.5.
- b. the average reading level for the three who had completed 9-11 grades of school was 4.8 at the time of enrollment in this program. The range for these three was 4.1 - 5.3.

Group "a" showed an average growth in the project of 0.4 grade levels; Group "b" an average growth of .63 grade levels.

Again, comprehension was reported to be an important factor. The Bronx Satellite staff indicated that numbers of the participants who had reached the ninth grade or beyond entered the program because of their difficulties in comprehending English. These reports were accompanied by statements that a significant number of this group evidenced important growth in comprehension.

**"Progress Lines"**

Certificates----- 69  
 Secured  
 employment----- 9  
 Dropped out----- 27  
 Enrolled,  
 little or no  
 attendance----- 7  
 N. R.----- 59

As for the other Satellite Centers, success criteria for the Bronx participants--in addition to reading ability--are to be designated. Of the 171 enrollments--  
 --40 per cent resulted in awards of certificates of "completion" or "participation";  
 --5 per cent of the others who left the program before meeting the requirements for such certificates actually moved progressively toward their individual goals of paid employment;  
 --16 per cent dropped out for a variety of reasons, including--in rank order--  
 . lack of stipend (first year)  
 . illness  
 . movement out of the area  
 . transportation difficulty  
 . inconvenience of hours  
 . need for child care which could not be met in PLTP  
 . home/personal problems.

**Language Experience**

According to the report of the Satellite Coordinator:

"The Language Experience Approach was modified for this group of Spanish speaking students. Parents explained in Spanish--translated into English--then they would write the experience out. Creative writing and the word bank (modified to only unknown words) proved successful with the advanced group."

Language Experience was related to community contacts and involvement. It was reported that: "Parents began joining their Parent Association groups. They became aware of Special Schools, Bilingual, etc. and Special groups designated such as C.R.M.D., I.G.C., etc."

**Coordinator's Report**

This Satellite related to a number of community resources including:

- "Manpower Training Programs--Typing Courses, I.B.M H.S.E., Nursing, W.I.N., and W.E.P.;
- Drug Abuse Programs-----S.E.R.A., U.B.F., Model Cities, Teen Challenge;
- Housing and Welfare-----Hunts Point C.P.C., South Bronx C.P.C., Fajardo Civic and Social Club, Cypress Community Center;
- Employment-----Youth Opportunity Centers, Manpower Placement Centers, Summer Lunch Programs."

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With respect to the characteristics of its participants, the Bronx Satellite generally represented a mix, although in some instances there was greater homogeneity than was found in the other two Satellites. Both the differences and the similarities, however, required individualized attention and response in the efforts to work toward the PLTP goals.

<b>Age</b>	
Under 18-----	3
18 -- 25-----	18
26 -- 30-----	11
31 -- 35-----	30
36 -- 40-----	17
41 -- 45-----	15
46 -- 50-----	2
51 -- 55-----	9
56 -- 60-----	0
61 -- 65-----	1
over 65-----	3
N. R.-----	62

Although the group of PLTP participants who attended the Bronx Satellite Center represented an age spread which embraced teen age youth as well senior citizens, it is to be noted that there was some clustering in the young and middle adult age groups. Here it may be seen that 91 of the 171 participants (53%) were reported to be between the ages of 18 and 45 years at the time they entered this program.

The modal participant in the Bronx Satellite of this program was reported to be between 31 - 35 years. All of the above, however, is influenced by the fact that the ages of more than one of every three were not given.

<b>Sex</b>	
female-----	154
male-----	17

Approximately 90 per cent of the Bronx participants were female: the other ten per cent--male.

<b>Citizenship</b>	
U.S. citizens-----	97
Citizens of other countries-----	23
N.R.-----	51

Approximately 57 per cent of these 171 participants identified themselves as citizens of the United States. Nearly 14 per cent stated that they were not U.S. citizens. The remaining 29 per cent gave no information on this matter.

<b>Ethnic Background</b>	
Spanish-surnamed---	108
Mexican-American---	8
American-Negro----	4
American-Indian----	1
"Other"-----	1
N. R.-----	49

More than 63 per cent of the participants of the Bronx Satellite program identified themselves as Spanish-surnamed Americans. Nearly five per cent were reported as Mexican Americans. Between two and three per cent classified themselves as of American Negro background. There was reported one American Indian and one "other." The remaining 28+ per cent gave no information.

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<u>Language Spoken in the Home</u>	A heavy majority (77%) of the Bronx participants came from Spanish-speaking homes. Less than two per cent came from homes in which both English and Spanish were spoken; and less than one per cent were from homes in which English was used. Information on this subject was not available from 20 per cent of these participants.
<u>Highest Grade Completed in School</u>	It is to be noted that a near-even distribution of Bronx PLTP participants was found among those who had completed more than a sixth grade schooling (39%) and those who had had less than that number of school grade experience (32%). Nine per cent indicated that they had no schooling whatsoever. These distributions are affected by the absence of data on this subject from approximately 20 per cent of the group.
No schooling----- 15 Grades 1 -- 3----- 16 " 4 -- 6----- 39  Grades 7 -- 8----- 30 " 9 -- 11----- 29 High School grad-- 7 N. R.----- 35	
<u>Location of school attended</u>	Close to 50 per cent (47.5%) of the Bronx participants reported that they had attended schools in Puerto Rico; there were none who indicated that they had attended school on the mainland of the United States. More than 14 per cent had gone to schools in other places. However, this information was not available for 38 per cent of the 171 Bronx enrollees.
<u>Marital Status</u>	Nearly 50 per cent of these participants reported themselves to be married. The second highest proportion had been married but were reported to be "separated." Nine per cent were single; eight per cent divorced; and one per cent widowed. Information was not available for approximately 12 per cent of the 171.
Married----- 83 Separated----- 21 Single----- 15 Divorced----- 13 Widowed----- 2 N. R.----- 37	
<u>Parental Status</u>	As indicated regarding the Brooklyn PLTP participant group, it is not possible to establish a meaningful classification of "parents" with reference to these Bronx Satellite participants. However, there are indications that about 46 per cent of this group were parents with school-age or pre-school children living in their homes at the time of their participation in this program.

**Number of Dependents**

One-----	11
Two-----	13
Three-----	29
Four-----	19
Five-----	8
Six-----	14
Seven-----	12
Eight-----	4
Nine-----	4
None-----	22
N. R.-----	35

Most of these Bronx participants reported that they did have dependents. However, the replies reported here cannot be correlated with those which referred to parental status in view of the fact that numbers of these dependents appear to have been relatives other than children of the reporting enrollee. The configurations of relationships which these data seem to have reflected--although they cannot be identified with precision--do seem to suggest a range of possibilities, with reference to economic support and dependence with special reference to the obligations and responsibilities of the reporting group. Note again that information in this area was not provided by an approximate 20 per cent.

**Employment**

**Participant worked on last job:**

less than 1 year-	20
13 mos - 2 yrs--	13
25 mos - 4 yrs--	9
49 mos - 5 yrs--	7
61 mos - 10 yrs-	13
121 mos - 15 yrs-	8
181 mos - 20 yrs-	3
N. R.*-----	94*

Approximately 49 per cent of the Bronx participants reported that they had been employed at some time prior to their enrollment in this program. Most of this work had been in production industries involving processing, machine, benchwork or structural occupations.

The largest single proportion--approximately 11 per cent--of the group had worked less than one year on their last respective jobs. However, it is to be noted that this work experience represented a range--with reference to time--and that there were a number of participants who had worked many years. Included here are the approximate 14 per cent who were reported to have worked more than five years.

The above data regarding employment are to be related to the fact that the participants at the Bronx Satellite were known to have included a significant number of women whose occupations could have been reported as "housewives." Had this practice been followed, it is known also that the amount of experience in this kind of work would have been considerable--representing long-term activity in this kind of service. However, this question in this program referred to employment outside the home, for wages.

\* includes never employed



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Reported Annual Income

Less than \$3,000--- 44  
 \$3,000 -- 3,999--- 24  
 \$4,000 -- 4,999--- 29  
 \$5,000 -- 6,999--- 23  
 \$7,000 and over---- 6  
 N. R.----- 45

The reported annual incomes of these Bronx participants revealed a tendency to cluster around the poverty level in significant proportion:

Less than \$3,000----- 26 per cent  
 \$3,000 -- 3,999----- 14 " "  
 \$4,000 -- 4,999----- 17 " "  
 \$5,000 -- 6,999----- 13 " "  
 \$7,000 and over----- 4 " "  
 N. R.----- 26 " "

Despite the fact that this information was not available for about one of every four participants, it may be seen from the data that were secured that about four of every ten of the Bronx PLTP participants reported annual family incomes under \$4,000 at the time that they enrolled in this project. It may be noted also that a relatively small proportion reported incomes of \$7,000 and over.

The economic dependency status of approximately one-third of this Bronx group is not known. Of the remaining group about half--or 38 per cent of the total 171--were reported as receiving Public Assistance at the time that the respective participants entered this program.

This information seems to be consistent with the statements made by this group of participants which showed that slightly more than 27 per cent were not in the labor force, and that another 13+ per cent were unemployed, looking for work.

Participation in the  
Parent Leadership  
Training Program

**Information Sources:**

Another participant	--41
Public School	-----23
Family/Friends	-----18
Church	-----14
Day Care/Childhood Center	----- 6
Community Progress Center	----- 6
All other	-----20
N. R.	-----43

**Reasons:**

Educational/ self-improvement	-----97
To get a job/ to get a better job	-----25
To meet people	----- 4
Other	----- 5
N. R.	-----40

**Aspirations:**

Job-oriented	-----84
Education-centered	-----26
Other	-----26
N. R.	-----35

A variety of sources of information about the PLTP were identified by these Bronx participants. It seems clear that the "grapevine" worked positively in relation to the program: note that one of every three reported having learned about the program through another participant, a member of her own family, or a friend. It is clear also that some of the schools in the area took responsibility for acquainting potential participants with this program as a resource which was related to their individual needs and interests.

It was clear from the data that although many of these participants entered the program for purposes of self-improvement with reference to educational considerations that this--in turn--was related to job aspirations for a significant proportion of the 171. This conclusion is fortified by the statements made by some of the participants in writing; by other comments reported by the Satellite staff while the program was in progress. Those who seemed to focus on self-improvement only without reference to employment qualifications seemed to have included mothers of school-age or pre-school children who were not interested in employment outside the home at this time.

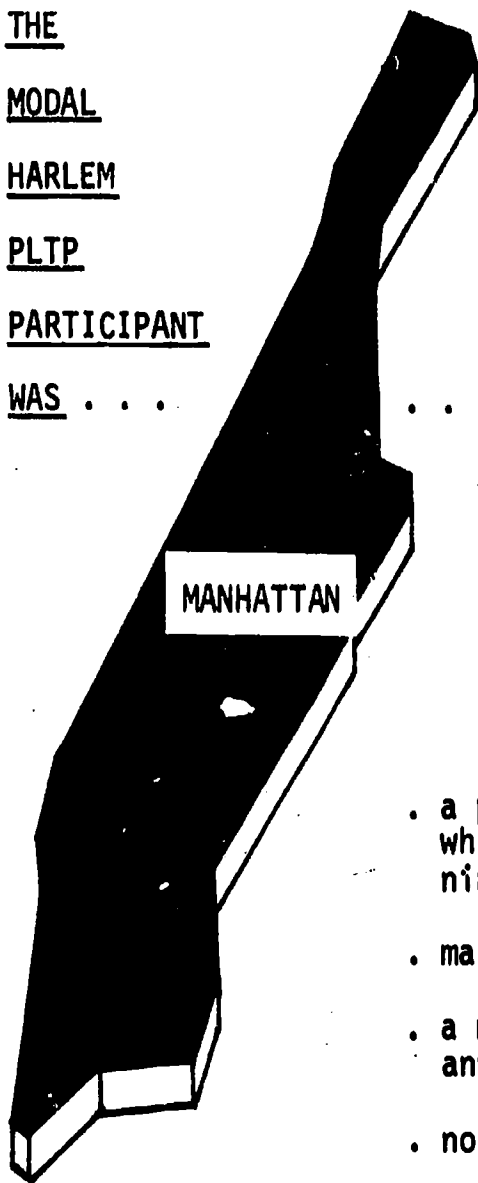
. . . . .

The data reported in this section and those which are... included in the discussion of the program as a whole, together with the conclusions derived from observations, interviews, conversations, and written statements of staff and participants combine to support the conclusion that the Bronx Satellite Center of the Parent Leadership Training Project operated in a distinctive way, one which is not really susceptible to comparison with the operational modes of the other two centers--with the exception of the work done in Harlem with a comparatively small group of Spanish-speaking participants. The program in the Bronx did focus on Spanish-speaking participants, some of whom had reading problems in their native language. It seems possible that many of them were assisted in their progress toward their individual goals; however, it seems equally clear that a much longer time in a service of this nature would be required for hard data to be elicited which would provide sound bases for assessing the participants' progress in their second language--English.



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THE  
MODAL  
HARLEM  
PLTP  
PARTICIPANT  
WAS . . . .



- . . . . .
- . a female, between 18 - 25 years of age
- . a U. S. citizen, of American-Negro background
- . a member of an English-speaking household
- . a product of mainland American schools, which she left at sometime between the ninth and eleventh grades
- . married, a parent, with one dependent
- . a member of a household with a reported annual income of less than \$3,000
- . not receiving Public Assistance
- . unemployed, looking for work
- . formerly employed, having worked on her last reported job, in a production industry, for less than one year
- . enrolled in the PLTP in the interest of education/self-improvement
- . participating as the result of information received from Manpower/Department of Labor or Model Cities
- . aspiring for employment and economic independence

**THE HARLEM-  
EAST HARLEM  
SATELLITE CENTER**

The Harlem-East Harlem Satellite Center of the Parent Leadership Training Project--referred to herein as the "Harlem" Satellite Center--was located in Upper Manhattan in the area served by the Harlem/East Harlem Model Cities Office. Located finally in the Upper Manhattan YWCA--after having moved from its original site on Eighth Avenue--its location remained constant thereafter. This site was convenient for residents of both West and East Harlem, and thus served the participants who came from the latter. This Satellite Center included a Spanish-speaking unit of 21 participants.

**The PLTP program  
in Harlem**

This Harlem program related closely to the two distinctive neighborhoods which it served, i.e. East and West Harlem. Its contacts with local residents and with the organized structures serving the area were extensive--beginning with those necessary to recruitment and moving through a variety of associations which contributed in very significant ways to the success of the Harlem operations.

**Distinctive  
Features**

The Harlem Satellite Center, therefore, included among its distinctive features its service to--

- two distinctive neighborhoods
- both English and Spanish-speaking participants
- the largest single number of participants using the three Satellite Centers (288)
- persons who had completed at least the eighth grade in school--comprising approximately 60 per cent of its participant group
- a relatively high proportion (42%) of unmarried participants
- a majority (75%) of its participants who had been employed prior to their enrollment in the Parent Leadership Training Project.

As with the other two Satellite Centers, there are, of course, many different possible approaches to the assessment of the effectiveness of this program in Harlem. As with them, it seems appropriate to begin with the services' effect on the reading abilities of its participants.

Growth in Reading Ability

Reading Growth:  
 Positive----- 192  
 Negative----- 8  
 None----- 3  
 N. R.----- 85

Grade level growth:  
 average--- +1.02  
                   grades  
 median---- +0.8  
                   grades  
 range----- -1.3 ---+4.5  
                   grades

173 participants beyond the eighth grade . . . . .  
 --109 of this number with two reading scores

Of the 288 Harlem participants, analysis of reports reveals that 66.5 per cent demonstrated positive growth in reading ability. About three per cent showed regression, i.e. they read at a level on their last tests which proved to be below that of their first. Approximately 30.5 per cent showed no growth: this includes one per cent who actually were tested more than once, and 29.5 per cent who received just one test. Included in this latter 29.5 per cent were those who entered the program late with the expectation that there was to be a "continuity" program after the PLTP came to an end. Realization of this would mean that they could continue their work on their reading. It is to be noted that the group of persons showing negative or no growth is reported to have included some who were brain-damaged as well as some who had severe emotional problems. As in the other two Satellite Center reports, it seems apparent that some of the difference accrues from changes in testers and test conditions.

It has been found that there were 109 participants with two reading scores who had completed the eighth or a higher grade in school before enrolling in this project. Despite the respective school grade levels of this group, it was found that:

- a. the average Harlem High School graduate was able to read at slightly less than the fifth grade level when she entered this program. The range was from grade 0.0 to grade 8.0.
- b. the average Harlem participant who had completed the 9 - 11 grade of school was able to read at grade 4.5. The range for this group was 0.0 - 7.4 reading grade levels at the time of PLTP entry.

Comprehension-  
a problem

The Harlem participants in the Parent Leadership Training Project shared with those who attended other Satellite Centers the general problem of reading comprehension. This was pervasive throughout the group including those who had progressed beyond the eighth grade in their previous schooling. It was true also of 64\* who--having completed less than the eighth grade of schooling--demonstrated a range of reading ability at the time of their enrollment from 0.0 - 7.7 grade levels.

"Progress Lines"

Certificates----- 88  
 Moved to other  
 programs----- 13  
 Secured  
 Employment----- 4  
 Dropped out--varied,  
 usually personal,  
 reasons----- 32  
 Enrolled, little or  
 no attendance----- 21  
 Enrolled too late  
 for testing, with  
 expectation of  
 continuity----- 9  
 Insufficient  
 data for  
 classification----121

Following the established pattern for this assessment, the Evaluation Team has analyzed the Harlem Satellite data with reference to success criteria in addition to reading improvement. In the Harlem program, approximately 30.5 per cent of the enrollments resulted in certificate awards--for completion of, or participation in, the project. Approximately 4.5 per cent moved to other programs without receiving certificates. About 1.5 per cent found employment but received no certificates. Eleven per cent left the program--dropped out--for a variety of reasons, usually personal. Approximately 7.5 per cent enrolled but actually attended few, if any, sessions. Three per cent of the 288 Harlem enrollees entered the program too late for testing: they were accepted because the staff believed that the continuity program which had been planned for that site would enable these participants to move into training. There were insufficient data for classification of the remaining 42 per cent.

---

\*64 who had two reading scores

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*Thirty-five Harlem participants to other training programs*

The list of upward movements revealed by the identifications of other training programs to which a number of these participants moved shows that most of these were job-training. Here it should be noted that the 35 persons in this group include some who received certificates and some who did not.

High School Equivalency Program----- 8  
Secretarial Training----- 8  
Manpower----- 2  
S.T.E.P. Program----- 2

One each to:

Autobody Repair School    Keypunch School (Model Cities)  
Clerk/Typist Training    Manhood Foundation  
Computer Training        O.I.C. Program  
"Disability" program     Refrigerator Training  
"Haitian Program"        T.V. Training

One transferred to another Satellite Center  
Four went to programs which were not specified.

Language Experience

*Harlem-East Harlem Teacher/Coordinator Assesses-----*

With respect to the Language Experience Approach at the Harlem Satellite, the Teacher/Coordinator presented a report which seems most appropriate for quoting:

"The LEA approach is a viable teaching tool for adult learners and is applicable as long as the data are factual and relevant....

"A. Advantages

1. Presenting a common experience eliminates the variances prevalent in a class of adult learners
2. Students are able to improve their communication skills
3. Writing skills improve
4. Encourages self-expression
5. Improves cognitive learning
6. Improves memory
7. Encourages translation of concepts
8. Permits interpretation
9. Invaluable exchange of information and varied life styles
10. Encourages socialization.

Teacher/Coordinator  
Assesses  
Language Experience  
(continued)

**"B. Disadvantages**

1. Mechanics of recording accurately the respondent's exact statements, typing, mimeographing and returning to students in a limited amount of time
2. Difficult to read mimeographed copies
3. Extended time element in preparation of group chart
4. Necessity of correcting group and individual charts
5. Trained staff required
6. Lapse of time between presenting the common experience and the write-ups; many facts are eliminated
7. Non-vocal students do not contribute
8. Attendance [irregularities] negates the opportunity to participate when charts are being prepared

**"C. Problems of Bilingual Students**

1. When the common experience is not presented in the student's native language, it becomes boring: student loses interest
2. Constant translation reduces interest

**"D. Achieving Objective '2.'** The following LEA packets have been prepared.

1. Overview of the Common Experience
2. Actual experience
3. Group Chart
4. Individual Chart
5. Word List
6. Syllabization  
Definitions  
Vocabulary  
Spelling  
Pronunciation
7. Additional exercises such as menus, letters to political representatives and other data

The foregoing was prepared, as indicated, by the Teacher/Coordinator of the Harlem Satellite. It is presented here in toto because it represents the experience of the PLTP as a whole. It seems particularly appropriate in view of the fact that staff at this site had the experience of working with a bilingual unit and thus comprehended the total PLTP operation. Much of what has been set forth here represents the consensus of the total staff when interviewed--as a group--by the Evaluation Team.



The participants at the Harlem Satellite Center were introduced to, and otherwise involved in, a range of community activities and resources. The Teacher/Coordinator's report shows that they--

Activities

- were registered in dental and medical clinics
- were referred to Day Care Centers
- were involved in consumer programs
- became acquainted with the community law office
- received a course from the Federal Trade Commission, and were awarded certificates as consumer advocates
  
- joined the Buyers Club of Harlem Teams for Self-Help
- received library cards
- secured voter registration cards
- were referred to Career Skills
- visited Indian and Hispanic Museums
  
- participated in street health fairs
- took lead poisoning tests
- took Sickle Cell tests
- took Venereal Disease tests
- visited Career Skills
  
- attended a conference on "My Child Is A Person Too"
- went to trials of Harlem Four
- visited Sydenham Hospital
- attended Harlem Hospital Open House
- visited coin museums
  
- went to a play by Vinnie Burrows
- visited First Harlem Securities
- took a trip to Rye Beach
- participated in Afro-American Day parade
- attended Model Cities "Get Acquainted" Night
  
- sent their children to Model Cities Summer Camps
- attended memorial services for Dr. Martin Luther King
- visited the Schomburg Collection
- contributed clothing for orphans in Africa
- toured the Teresa Tower Facilities.

Cooperating Agencies --  
selected list

*It seems obvious-- from the foregoing-- that the Harlem Satellite Center enjoyed the cooperation of a range of cooperating agencies, some but not all of which may be identified from the list of activities. The Teacher/Coordinator has supplied a "selected list" of agencies supporting/cooperating with the Harlem effort.*

<u>Agency</u>	<u>Requirements</u>	<u>Service</u>
A.R.C.....	Addicts.....	Jobs, Rehabilitation
Aspira.....		Counseling
Bronx Adult Learning Center.....	Test.....	GED
Civil Service.....	Test.....	Jobs
College Adapter.....	Test.....	College Preparation
Community School Districts.....	Residence.....	Jobs
Concentrated Employment Program...	Referral.....	Skills Training
Disability Program...	Disability.....	Test, Jobs
Family Day Care.....	Income.....	Child Care
Harlem Teams for Self-Help.....		GED, Counseling
HARYOU-ACT Poverty Program.....	Residence.....	Jobs, Skills Training
Headstart.....	Income and Residence.....	Child Care and Counseling
Joint Apprenticeship.....	Test.....	Skills Training
Manhood Foundation.....	Prison Record...	Jobs, Counseling
Manpower Centers.....	Test.....	Skills Training, Jobs
Mid-Manhattan Training Center.....	Test.....	Skills Training
Model Cities.....		Clerical Training
New York State Employment Service..	Test.....	Skills Training, Jobs
Opportunities Industrialization Center.....	Test.....	GED, Skills Training
Puerto Rican Community Development.....		Training, Jobs, ESL
S.E.R.A.....	Addicts.....	Jobs, Counseling
Trailblazers.....	Test.....	High School Equivalency
Wagner Youth and Adult Center....	Evening Classes.	GED, Classes
YWCA.....		GED, Special Interests

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The Harlem Satellite Center served the largest number--288--of the three PLTP Centers. Its participant group was heterogeneous and--as has been indicated--came from two neighborhoods, West and East Harlem. The variety of activities and the relationships with the many different cooperating agencies represent the Center's flexible response to participant interest.

**Age**

under 18	-----	32
18 -- 25	-----	86
26 -- 30	-----	31
31 -- 35	-----	30
36 -- 40	-----	21
41 -- 45	-----	28
46 -- 50	-----	12
51 -- 55	-----	14
56 -- 60	-----	4
61 -- 65	-----	1
over 65	-----	0
N. R.	-----	29

Although the modal participant in the Harlem Satellite program was between 18 and 25 years of age, the ages of the group as a whole represented a spread--from those who were younger than this (under 18 years) to those who were over 60 years. Since the actual ages were reported for 90 per cent of the total group, it is assumed that those presented here are representative of the total.

It may be noted that a plurality (41%) of the Harlem participants was less than 26 years of age. Another 21 per cent were between 26 and 35 years. Together these figures add up to a total group which comprised predominantly young participants.

**Sex**

female	-----	215
male	-----	73

Approximately 75 per cent of the Harlem participant groups were women; the other 25 per cent--male.

**Citizenship**

U.S. citizens	-----	191
Citizens of other countries	-----	71
N. R.	-----	26

Roughly two of every three (66%) Harlem participants were reported to be citizens of the United States. Most of the others indicated that they were citizens of other countries; for nearly ten per cent this information was not available.

**Ethnic Background**

American Negro	-----	156
Spanish-surnamed		
American	-----	37
Mexican American	---	22
Other	-----	54
N. R.	-----	19

The ethnic homogeneity of the Harlem participant group is revealed in the reported backgrounds. Fifty-four per cent identified themselves as American Negroes/Black Americans. Thirteen per cent were Spanish-surnamed Americans; and another 7.5 per cent reported that they were Mexican Americans. Nineteen per cent were reported as "Other" (unspecified). Data not available for 6.5 per cent.

<p><u>Language Spoken in the Home</u></p> <p>English-----181            Spanish----- 84            Other----- 8            N. R.----- 15</p>	<p>Sixty-three per cent of the participants in the Harlem Center reported that they came from English-speaking homes. Twenty-nine per cent came from Spanish-speaking families. Just three per cent reported that "other"--unspecified--languages were spoken in their homes. This information was not available from five per cent of the group.</p>
<p><u>Highest Grade Completed in School</u></p> <p>No schooling----- 15            Grades 1-- 3----- 7                  "   4-- 6----- 27            Grades 7-- 8----- 51                  "   9--11-----120            High School grad--- 53            N. R.----- 15</p>	<p>It may be noted that 61 per cent of the Harlem participants had gone beyond the eighth grade in school before they enrolled in this project. A minority--16 per cent--reported less than seventh grade completion: this includes the five per cent who indicated that they had no schooling whatsoever before they entered this project. In Harlem, the typical PLTP participant had stopped school at sometime between the 9th and 11th grades.</p>
<p><u>Location of school attended</u></p> <p>Mainland U.S.-----156            Puerto Rico----- 17            Other----- 85            N. R.----- 30</p>	<p>Fifty-four per cent of this participant group reported that they had received their schooling on the Mainland United States. Six per cent had gone to school in Puerto Rico. Approximately 29.5 per cent went to school in "other"--unspecified--places. Data were not available on this subject for 10.5 per cent.</p>
<p><u>Marital Status</u></p> <p>Single-----122            Married-----106            Separated----- 28            Divorced----- 9            Widowed----- 8            N. R.----- 15</p>	<p>More than 50 per cent (52.5%) of the participants in the Harlem program had been married at some time: 37 per cent reported this as their present status. Another 42.5 per cent reported themselves as "single"--it is assumed that this means "never married" as distinguished from "separated," "divorced," or "widowed." Five per cent of the 288 participants did not provide this information.</p>
<p><u>Parental Status</u></p>	<p>As with the rest of the PLTP participant group, it is not possible to ascertain the parental status of these participants with precision when this status is defined in relation to school-age children living in the home: Approximately 23 per cent indicated that they were not parents. Forty-one plus per cent reported having children. No information was secured from the others.</p>

*Number of Dependents*

One-----	84
Two-----	68
Three-----	40
Four-----	22
Five-----	10
Six-----	8
Seven-----	2
Eight-----	1
Nine-----	1
N. R.-----	15

Approximately 13 per cent of the Harlem participants reported that they had no dependents. Information on this subject was not provided by approximately five per cent. The remaining 82 per cent reported dependents ranging in number from one to nine, respectively. The relationships of these dependents to the individual participants is not known. Some of them are children-- as indicated in the preceding data. However, it is known also that this identified group of dependents included other relatives--parents, grandparents, grandchildren, and others. These data, therefore, are not to be correlated with those pertaining to the parental status of the participants (above).

*Employment*

*Processing/Machine/  
Benchwork/Structural*

Occupations-----	67
Clerical/Sales-----	62
Service-----	56
Other-----	41
N. R.-----	62*

According to the information given by these participants, nearly 75 per cent of the 288 (214) had been employed at some time prior to their enrollment in the PLTP. This employment had been distributed throughout a number of occupations. Twenty-three per cent of the 288 reported previous employment in processing/machine/benchwork/structural occupations. The second largest proportion-- 21.5 per cent--had worked in clerical or sales occupations. Nineteen plus (19.5) per cent had been in service occupations; and 14.5 per cent were in "other" occupations. Included in the 21.5 per cent for whom this information was not available are those who had never been employed.

*Participant worked  
on last job:*

less than 1 year---	61
one year-----	23
13 mos - 2 yrs----	39
25 mos - 4 yrs----	23
49 mos - 5 yrs----	7
61 mos - 10 yrs---	17
121 mos - 15 yrs---	8
181 mos - 30 yrs---	5
over 20 years-----	3
N. R.-----	102*

From these data it may be found that the modal Harlem participant had worked on her job less than one year. However, the length of time on the job seems to be distributed over a broad range of employment years, with more than ten per cent of the 288 reporting that they had worked more than five years on their last respective jobs. A relatively small proportion of the group had worked for longer periods. However, these data must be related to the age distribution of the Harlem participant group, from which it may be deduced that a significant number were not old enough to have had long-time working experience.

\*includes never employed

Reported Annual  
Income

Less than \$3,000---	156
\$3,000 - 3,999----	37
\$4,000 - 4,999----	33
\$5,000 - 6,999----	13
\$7,000 - and over--	16
N. R.-----	33

With respect to annual income, it has been found that over half (54%) of the 288 Harlem participants reported less than \$3,000, while just ten per cent indicated that their annual incomes were \$5,000 and over. At the same time, 55 per cent of the group stated that their families were not receiving Public Assistance: 31 per cent reported that they were receiving such assistance; 14 per cent gave no information.

Participation in PLTP

*Information sources:*

<i>New York State</i>	
<i>Employment Service-</i>	64
<i>Model Cities-----</i>	33
<i>Manpower-----</i>	30
<i>"Welfare agency"---</i>	29
<i>Another student----</i>	26
<i>A friend-----</i>	21
<i>PLTP flyer-----</i>	16
<i>Radio, TV, Newspaper-</i>	14
<i>ABE Recruiter-----</i>	8
<i>HARYOU-ACT-----</i>	4
<i>Employer-----</i>	3

Four public agencies were responsible for the referrals of 54 per cent of the Harlem participants. The remaining 46 per cent came through a variety of information sources including voluntary organizations, religious institutions, other public agencies, community groups, employers, child care centers, family, friends, and acquaintances as well as the media--TV, radio, and the press. In addition to the sources listed at the left, others reported by two participants each included: "an agency" (unspecified), church, Harlem Educational Program, Mount Morris Day Center, New York State Department of Labor, and a "sign in the window." One participant each reported: "CUHY," family, Harlem Teams for Self-Help, "a poster," Upper West Side Community Corporation, VA Counselor, Welfare Rights Organization, and the Youth Opportunity Center.

*Reasons for  
Participating:*

<i>To get a better job-----</i>	147
<i>Self-improvement/ educational reasons-----</i>	117
<i>Other-----</i>	5
<i>N. R.-----</i>	19

Approximately 51 per cent of these Harlem Satellite participants stated that they had enrolled in PLTP because of their interest in employment, i.e. to get a job or to get a better job. Approximately 40 per cent cited educational and/or self-improvement motivations. Included in the "other reasons" was one given as "to meet people." Responses to this question were not reported for an approximate 6.5 per cent.

*Aspirations*

It follows that most of the cited aspirations (65%) were job oriented. An approximate 24.5 per cent were education-centered and in all of these it could not be said that they were unrelated to employment interests. A few were undecided. Information is not available for five plus per cent.

. . . . .

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It seems especially interesting to note that this PLTP Satellite Center in Harlem-East Harlem, which got off to a slow, interrupted start in the first year was able to move so strongly in the second year. Clearly, in its operations and achievements, it was able to progress steadily toward the goals of this project. All the data indicate that this Satellite Center was in "high gear" when the PLT Project came to a close.

The strength of this program seems to have come, significantly, from its interrelationship with other community resources. Some participants indicated that they had been "reassured" about the project--after theft and other problems had forced movement from the Center's first location--by its relocation in an established agency, i.e. the Upper Manhattan YWCA.

As with all of the work in this project, it is clear that the success derives from the concentrated work of the staff. In the PLTP, as in other projects of this nature, the significant variables in relation to achievement are known to include staff competence, training, experience, and perhaps most importantly dedication.



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INDEPENDENT EVALUATION

under the direction of  
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In accordance with the contractual commitment which was made by Research and Action, Inc. to the Research Foundation of the Office of Urban Affairs, City University of New York, this evaluation has been made against the backdrop of the purposes and the identified intent of the funding and operating agencies as these have been made manifest through conversations, conferences and the various documents made available to the Evaluation Team.

The data have been transmitted to the Evaluation Team by the staff of the Parent Leadership Training Project. They have included the instruments, reports, records, correspondence, and other materials--some of which may have been designated as "in-house." These data, of course, have been treated as Confidential by the evaluators who have taken pains to avoid identifications of individuals and to maintain the anonymity which they have a right to expect.

Evaluation procedures which have been employed have included documentary analyses, statistical--including computerized--treatment of quantitative data, systematic interpretation of the findings from interviews, informal conversations, conferences, site visits, attendance at special events, group discussions, and continuous communication with the PLTP Directorate. Training of staff carrying out evaluation procedures was conducted by the Evaluation Team.

The problems encountered have been those which are inherent in the project itself--deriving primarily from understaffing and unevenness of information elicited at the data sources, i.e. from the participants themselves. Every effort has been made to accommodate to some of the problems, e.g. the inability to elicit missing data because the subject participant's whereabouts are unknown or staff members have left the project. In general, data Not Reported (N.R.) which appear in tabular and related presentations derive from these problems.

There flows through this Evaluation--which covers the project's two years of operation--the realization that this Parent Leadership Training Project was at its peak at the point that it was closed because it came to the end of its funding period. The Evaluation Team shares the frustration of some of the staff and participants in its feeling that some conclusions--now offered as tentative--might have been validated had the project remained operative for a longer period, e.g. one more year.

It should be noted that this evaluation has been accorded the complete cooperation of the Parent Leadership Training Project staff, especially of the Administrative Headquarters--through which most of the contacts were made--but inclusive of the three sites. The unevenness of the findings which appears is reflective of the unevenness of the operation itself. This, in turn, reflects the distinctive characteristics of each of the Satellites, a variable which was built into the design.

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