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significant improvement in parental attitudes and participation
concerning the target schools. (Author)

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# ADMINISTRATIVE STRATEGIES TO GENERATE COMMUNITY

# INPUT/SUPPORT FOR IMPROVEMENT OF THE

# PARENT-STUDENT-TEACHER LEARNING BOND

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# ABSTRACT

This practicum reports on the efforts of four
Nova participants who introduced educationally oriented
strategies to overcome a "crisis of faith" between
three target urban communities and their schools. The
coordinated strategies were directed toward the communi-
cation of information about school programs and toward
the individual involvement of parents at the grass roots
level. The practicum's effect was to produce a signif-
icant improvement in parental attitudes and participa-
tion concerning the target schools.

## INTRODUCTION

Recognition of the "crisis of faith" existing in school communities led the practicum practitioners to an exploration of the literature on community involvement. The report covers basic causes of the "crisis" and examines the views of educational experts cognizant of the problem.

Data reflective of the individual practicum schools provides focus for the strategies developed to generate community input/support necessary to the improvement of the three-way learning bond. The school "givens" are detailed, followed by a framing of the creation and implementation of the emphasis strategies.

Pre- and post- surveys of fourth grade students, their parents, and the teaching staff of the schools, permit the tracing of changes stemming from the action of the practicum. A comprehensive outline of the complete model is included.

The summary report contains an analysis of the practitioners' conclusions regarding the action of the practicum as well as its impact on selected facets of the school system. Appendices of supportive documentation are incorporated in the report.

ADMINISTRATIVE STRATEGIES TO GENERATE COMMUNITY

INPUT/SUPPORT FOR IMPROVEMENT OF THE

PARENT-STUDENT-TEACHER LEARNING BOND


A CLIMATE FOR ACTION


Chicago public schools, along with most large city

schools are at a point where they face what may be

called a "crisis of faith" with their communitites.

Some of the reasons for this predicament have their

historical roots buried deep in the soil of varying

concepts of school--community relations. For example,

one such conception according to Max Rosenburg[1], was

the idea that only the professional educator knew what

was best for the education of children. After all,

neither doctors nor the community allowed laymen to

practice medicine without first being duly trained and

licensed. Neither did lawyers allow laymen to practice

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[1] Max Rosenberg, "Community Relations--Approaches
Educators Use," The Education Digest, January, 1974. p.42-43

law without first fulfilling the requirements set forth
by the bar association. It followed then that educators
should not allow laymen to practice in their field
without obtaining the necessary prerequisites.

Another conception which came into vogue was the
public relations approach.[2] This approach said that
if the community was informed of what the school was
doing then the community would be interested in and
willing to support its schools. Fantini[3] has written
that there have been several other methods of community
participation used as a means of bringing school and
community together. One of the methods is the public
relations approach where the parent is made to feel
that everything is going well in the school and nothing
more needs to be done. Another method he mentions is
parental participation for instructional support and
community service. In times of crisis, Fantini states
that there is often community participation for the
resolution of the specific crisis.

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[2]Ibid., p.43.

[3]Mario D. Fantini, "Community Participation: Many
Faces, Many Directions," Educational Leadership, May,1972
pp.676-678.

But, in spite of these approaches to school
community relationships, reading scores have remained
low, materials have been inadequate, facilities have
been allowed to become outdated, teaching staffs have
been characteristically inexperienced, and student
populations have continued to become more transient.
The school's response to the parents has been that
because of these aforementioned reasons they are
unable to teach their children. The community's
response to this inability of the schools to meet their
needs has been a growing sense of frustration and
alienation. Schools have further compounded these
feelings of alienation, in the view of many parents,
by issuing and attempting to implement seemingly
expedient, but unclear policies, by condoning and
protecting incompetent teachers, and by increasingly
maintaining a climate of unwelcomness as parents enter
the school door. Additional problem-generating
characteristics which plague urban area schools are
large size schools and low socio-economic classifi-
cation of their surrounding communities.

Because of their pervasiveness, the above criteria

are used by those outside the school, including parents, to evaluate the quality of a school. The bases for their judgments likely arise from, as well as give rise to, the inverse relationship which seems to exist: as a school grows to accommodate an expanding student population, direct parent involvement in the school seems to lessen. This withdrawal of parents from school activities causes students to become indifferent and often hostile and as a result the school's reputation often declines. Such an interpretation, should be balanced against the findings of a major study entitled Project Talent.[4] This study found that school size, average class size, age of building, or suburban location seemed unlikely to be important causes of excellence of school output. Granting the validity of both of these views, it would seem that school-community problems are people problems relating to those who work in and for the school.

Both the school and the community are responsible

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[4]John C. Flanagan et al., Studies of the American High School Project TALENT (University of Pittsburgh Press, Monograph Number 2; Pittsburgh, Penn.:University of Pittsburgh Press, 1962).

for what has happened in urban schools. But, unless something more than mutual recriminations are to be exchanged, there can be no resolution of the crisis of faith. Those forces which have become adversaries in the school situation, must recognize that neither can succeed without the other.

Parents coming together in their dissent, have begun to realize that they can and must demand to participate in the operation of their schools. Fantini[5] points this out in his last description of types of community participation. He calls it participation for accountability and school governance. He states that professional educators must not only answer the question, "Why Johnny Can't Read" but that the community also has the right to participate in the policy making decisions of the schools. Rosenberg[6] says the same thing in a different manner. He states that the community relations approach to community involvement dictates that educators and citizens form an inseparable partnership. Educators and citizens are complementary

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[5]Fantini, loc. cit., pp. 678-679

[6]Rosenberg, loc. cit., pp. 43-44

to each other and must work together for the improvement
of both education and community life.

The Equal Educational Opportunity Survey[7] indicated
that parental interest in the child's education had a
positive correlation with student achievement regardless
of socio-economic level. The Project Talent study[8]
showed that there was a positive correlation between
mothers' involvement in P.T.A. and a range of the
student achievement measures. The Plowden Report[9]
indicated that parental attitudes (encouragement and
support) tended to have a more positive correlation with
student achievement than the quality of material home
surroundings.

Recognition by some school administrators of the
need for parent input in planning and decision-making
has been a necessary initial step toward improving the

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[7]James S. Coleman et al., Equality of Educational
Opportunity (Washington, D.C.: U. S. Government
Printing Office, 1966)

[8]Flanagan, loc. cit.

[9]Great Britain, Children And Their Primary Schools:
A Report of the Central Advisory Council for Education,
Vol. II (London: Her Majesty's Stationery Office, 1967)

educational climate. Furthermore, some school adminis-
trators have even admitted to the need to share with
parents some of the operational aspects of their schools.
However, what is missing is the means by which individual
parental involvement can be transformed into a contribu-
ting force for purposeful action necessary to the
creation of the trimerous learning bond--parent,
student, teacher. Models for accomplishing such
parental invcivement have been offered and tried, but
none have proven successful.

The above discussion provides an overview of the
climate pervading big city schools and exisitng in
varying degrees in the three Chicago elementary schools
considered in this practicum.

## Community Information

The communities of the three schools involved have
their own unique characteristics, yet, they are
components of the larger urban milieu. Certain pervading
factors are common to all communities in varying degrees
within a big city, but each retains a local identity which
cannot be projected as a generalization to the entire
urban area.

Each of the practicum schools is located in a black community on Chicago's southside. The 1970 census tract data reported in Table 1 reflects differences among the three communities as well as their standings relative to other in-city communities.

TABLE 1

Census Tract Data
for Three Chicago Schools

| School Community | SES Rank | Md. Family Income | % Below Poverty Level | % Over 25 Grad H.S. | % in Prof Manager Jobs |
|---|---|---|---|---|---|
| Higgins Morgan Park | 22 | $12,620 | -8.1 | 59.5 | 23.0 |
| Hinton Englewood | 68 | $7,512 | 25.2 | 37.1 | 7.3 |
| VanVlissingen Roseland | 36 | $11,190 | 7.1 | 50.4 | 16.6 |

Of the three practicum schools, Hinton's community has the lowest socio-economic status, ranking 68 out of 85. Its community falls somewhat above the city average of 12.5 percent for city families below the

poverty level and the city's average income of $11,353 (See Appendix B).

In the 1970 census, families on welfare are minimal in the Higgins and Van Vlissingen school communities but rate just over 25 percent in the Hinton school area. The Hinton school was an ESEA participating school with an HEW, 1973-74, poverty index of 37.3 and ranked 123 out of the 132 participating elementary schools (304 Chicago schools were non-participating.) Hinton barely qualified as an ESEA school.

## General Characteristics Basic to Strategy Implementation

Although poverty exists in the Hinton community, approximately 88 percent of the children's homes have telephones. Most of the homes are two and three floor brick apartment buildings, owner occupied, and typical of the mid-1920's housing expansion in Chicago. Workers are engaged in a wide variety of semi-skilled and service jobs. Few occupations are in the domestic service field as this type of job has almost faded from the big, northern-city scene. The community has been relatively stable but action reflecting its upward

mobility aspirations has been apparent in the last
three or four years. During this time the school has
lost 23 percent of its population to the "better" far
south sections of the city. No public housing develop-
ment exists in this school community.

Both Higgins and Van Vlissingen schools, located
on the far southside, serve families who have moved up
the economic ladder, and are striving to maintain their
status with secondary jobs. The Higgins locality is
relatively stable; Van Vlissingen's neighborhood has
experienced a dramatic change in racial composition and
growth of student population and is now approaching
stability.

Many mothers of students in all three schools
work. Mothers are heads of households in about one-
quarter of the families. Where both parents work,
night-day shifts are shared to assure one parent's
presence in the home during the day.

Telephone contact among parents in all three
schools is practical. Approximately 88 percent of the
families attending the Hinton school have telephones

while almost all of those associated with Higgins and
Van Vlissingen have homes so equipped. None of the
three communities contains non-English speaking ethnic
groups. A high proportion of the parents were urban
educated.

The members of the three communities maintain their
own grapevine with respect to the individual schools.
The thrust of this interest is not known; however, it
is suspected that it has been more concerned with gossip
than the school program. Awareness of this vital but
unchanneled interest of parents in their local schools
prompted the three administrators to devise a vehicle
designed for their specific communities to promote
improved interaction and thus create constructive input
exchanges between parent and school.

## Selected School Characteristics

Data for comparing the three schools is given in
Table 2 and Table 3 on page 12. Third grade test
scores are provided to describe the most recent
available achievement levels of the target fourth
grade group selected for this practicum.

### Selected School Characteristics - 1972/73

| School | HIGGINS | HINTON | VAN VLISSINGEN |
|---|---|---|---|
| District | 18 | 21 | 27 |
| Administrator | Valerious | Webster | Anderson |
| CHARACTERISTICS:<br>School Organization | K-8 | K-6 | K-8 |
| PER PUPIL STAFF $<br>(P1-8) Teachers | $469 | $481 | $481 |
| STUDENT<br>Membership | 809 | 1033 | 2280 |
| 4TH GRADE<br>Membership | 99 | 165 | 226 |
| TEACHERS<br>Board Funded | 28 | 38 | 88 |
| TEACHERS<br>Govt. Funded | 0 | 6 | 0 |
| TEACHERS<br>4TH Grade | 3 | 5 | 6 plus<br>1 equalization |
| STAFF EXPERIENCE<br>Less 1 Yr. | 10% | 6% | 21% |
| 1-5 Years | 43% | 39% | 47% |
| 6-12 Years | 31% | 37% | 19% |
| Over 12 Years | 16% | 18% | 13% |
| RATE OF STUDENT<br>Attendance | 93.0% | 90.8% | 87.7% |

### TABLE 3

### Third Grade Median Scores--Reading and Math*

| School | HIGGINS | HINTON | VAN VLISSINGEN |
|---|---|---|---|
| READING | | | |
| Vocabulary | 2.40 | 2.45 | 2.13 |
| Comprehension | 2.90 | 2.53 | 2.22 |
| Total Reading | 2.80 | 2.46 | 2.13 |
| MATHEMATICS | | | |
| Computation | 2.92 | 3.31 | 2.87 |
| Prob. Solving | 2.58 | 2.80 | 2.27 |
| Total Math | 2.80 | 3.16 | 2.68 |

* California Achievement Test, administered 5/73

AN EFFORT TO IMPROVE THE EDUCATIONAL CLIMATE

In order to diminish parent alienation the
practicum participants envisioned the development of
strategies keyed to the improvement of school-community
communication. The ultimate goal of the practicum was
to strengthen the trimerous learning bond of students,
parents, and teachers.

The practicum participants selected focal areas
for the strategies which they believed would effect
positive change in the identified key learning
relationship. The practicum was to serve as a catalyst
and a reinforcing agent as the participants explored
the dimensions of a parent-student-teacher problem
solving model. The direct intention of the effort
would be to improve community attitudes toward the
school as a condition for the achievement of an
improved student learning climate.

# A DESIGN TO EFFECT CHANGE

This practicum was designed to deal with the proposition that a school-informed community creates a positive school climate, which, in turn, promotes effective learning by students.

The participants scheduled weekly meetings to effect the changes proposed for their communities. During these meetings they defined problem areas, conceptualized solution, identified goals, developed strategies, and established evaluation procedures.

Specific strategies developed by the school administrators related to the schools' need of informed and supportive parents. The focus of these efforts were: increased communication with parents, information about schools, and direct involvement of parents in school programs.

## Objectives

The specific purposes determined by the participants to meet their action goal were the:

- assessment of the community's attitudes toward its school and knowledge about the school.

- finding of common areas of concern and of paucity of knowledge among community members: parents, teachers, and students.

- development of administrative strategies to elicit involvement by community components, and to instill awareness as to the functioning role of the school and efforts made by the school to promote learning.

- implementation of developed strategies.

- assessment of changes in attitudes, awareness and the degree of community involvement at the conclusion of the practicum.

The strategies to meet these objectives and to effect change were planned in a manner which would utilize the fourth grade instructional program with the intention of increasing parental interaction. The strategies agreed upon by the participants as having the potential to effect the changes envisioned are described below.

## Strategy Description

Three major strategies were selected by the participants for implementation of the practicum with consideration being given to the minimization of incremental costs, their coordination with on-going

programs, the simplicity of operational aspects, and

their involvement of parents directly and individually.

The specifics of the strategies chosen are outlined

here.

### Communiletter

The communiletter is a two-way parent-school
communication, a transmittal of newsworthy
information followed by an opportunity to
give feed-back. Communiletters attempt to
overcome the traditional one-way communication
of school systems.

Communiletters attempt to:

a. foster improvements within the school
setting.

b. evaluate and resolve new issues as they
are presented.

c. inform personnel, encourage parental
status, and facilitate the contribution
of worthwhile suggestions. The vehicle
utilized in this project for transmittal
of Communiletters was a newsletter
including an open-end response form:

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**COMMUNILETTER**

To:_____


     I wish to make the following
suggestions for the betterment of
the _____School:_____


    _____
                    Signature

---

The response may be related to a previous newspoint, an opinion concerning a school project, an unanswered question in the newsletter or any comment the sender wishes.

Other suggested opening statements for communiletters are:

"I wish to make the following observation about report cards..."

"I have read my child's folder of work and have the following reaction...."

"I need to know the following information concerning our school.."

The communiletter benefits are:

a.  Informed parents who will better understand the school program.

b.  Opportunities for parents to participate immediately in the school.

c.  Improved parent-student understanding related to school programs and activities.

TSP Telephone Tree:

The Telephone Supportive Parent tree was developed to involve parents directly in the learning situation while not requiring their physical presence in the school or classroom. The strategy's premise is that parents are able and willing to support their child's learning when they are aware of the school's aims and the particular area(s) which require parent support.

A TSP parent supports the classroom operation

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through receiving information from the
school relating to various aspects of the
curriculum or facets of the classroom program.
The parent follows through on the information
received by telephone in a manner which best
assists his child.

The student who forgets assignments or who
neglects phases of it is circumvented by
his TSP parent. The student can be provided
with learning opportunities within his
family structure when the parent is aware of
the teaching-learning and its requirements.

A trip to a museum, use of home reference
material, Uncle Joe's army experience in...;
or even grocery shopping estimating can
provide further extension of in-school
learning.

The successful operation of the TSP strategy
has specific requirements:

a. <u>Pre-publicity</u>: Provided both formally
   and informally. Parents and staff must
   be made aware of the reasons for initi-
   ating a telephone tree operation and how
   it will improve learning for students.

b. <u>Elements of TSP framework</u>: Teachers and
   related staff must have a clear idea of
   the TSP operational framework and must
   agree on the importance of an impact on
   learning of a TSP message.

c. <u>Elements of TSP organization</u>: The effec-
   tive operation of TSP requires considera-
   tion of these aspects: Who will join
   TSP? How will TSP parents be formed into
   a network? What are TSPer's responsibil-
   ities? How are non-TSPer's involved?

d. <u>TSP Publicity</u>: A formal presentation is
   made to parents requesting their
   assistance in the organization of the

telephone tree and outlining their
specific duties as a TSP parent.

e. Formulation of TSP:  After determining
the best method of TSP organization, the
trees are formed.  Parents receive their
trees with clear instructions on the use
of TSP.

f. Initiation of TSP:  Each parent receives
their TSP card for placement in their
street-viewed window--this indicates the
parent's role and publicizes the strategy.
The first message is of real concern to
parents and students and is followed by
a communiletter to both TSP and non-TSP
parents:

```
+---------------------------------------+
|                                       |
|         TSP   COMMUNILETTER            |
|                                       |
| WAS A MESSAGE RECEIVED?____WHEN?___   |
|                                       |
| WERE YOU ABLE TO ASSIST YOUR CHILD?   |
|                                       |
| _____     |
|                                       |
|                                       |
| (A specific question of the TSP       |
| parent is asked)_____    |
| _____     |
|                                       |
| Student's name:_____      |
| Parent:_____      |
| Change in telephone number_____     |
+---------------------------------------+
```

The TSP strategy utilizes a form of communi-
cation easily available in urban areas where
parents do not know each other personally,
where distance or class sizes are a factor,
and where many parents work during school

hours. TSP is a form of one-way communication between parents participating in the strategy as well as between parent and school.

## "How to" Meetings:

These meetings are designed to answer questions of either pupils, parents, or teachers. Some of the meetings are held in the school, others in private homes. Each meeting is centered around a particular theme of interest to the participants.

The meetings are planned to include from seven to fifteen persons to allow for maximum interaction among the participants.

The purpose of the "How to...." meetings is to increase group interaction and co-operation among the members of the trimerous bond--parents, teachers, and pupils.

The "How to....." meetings evolve out of the felt needs of pupils, parents, or teachers. These are elicited out of the distribution of a communiletter to the groups with an open-end statement such as:

"I would like to know 'how to':_____."

In this practicum, all fourth grade students, parents, and teachers were designated for receipt of the statement.

The responses garnered from the query are classified and meetings arranged, possibly through the telephone tree, to provide the know-how for each particular "How to...." topic.

Meetings would utilize:

a. Cassette tapes

b. Oral presentation
c. Demonstrations
d. Workshops

and should draw upon the skills of any of the participants.

It is felt that such meetings contribute to a better understanding of the views and feelings held by each of the target groups. This is accomplished by centering each meeting around a specific area of concern. Interaction arises out of the presentation of various "How to...." ideas by group members to the other participants of the meetings. Furthermore, discussions held in these meetings can contribute to opening up new and broader everyday lines of communication between and among students, parents, and teachers.

## Assessment Design

Evaluation of the practicum was undertaken on the

basis of these assumptions:

- that parents had little knowledge of the unique characteristics of the school which their children attended

- that parents, teachers, and students have concerns and opinions about their schools communities, many of which are shared

- that interactions leading to a strengthened bond among parents, teachers, and students are encouraged when each of the groups becomes aware of their common concerns and their opinions about the school; the interactions provide avenues for increased communication and action for involvement

- that as parents become better acquainted with

the school they would feel more involved with
the learning which the school attempts to
promote, take more active part in school
activities, and transfer their resulting
positive attitudes about the school to their
children

. that positive attitudes on the part of pupils
contribute to the learning process and to
achievement gains.

Evaluation of the project, in part, encompassed

the testing of those of the above assumptions which

lent themselves to appropriate assessment within the

practicum period (November, 1973 - June, 1974.) A

pre- and postpracticum questionnaire procedure was

selected to determine the levels of knowledge about

the schools and community/school concerns on the part

of the parent, teacher, and pupil target populations.

Observational techniques and unobtrusive measures

(parent meeting attendance, parent and teacher re-

actions to practicum strategies) were used to measure

movements toward assumptions related to outcomes

(increased involvement, expressions of interest and

action among components of the practicum populations

stemming from awareness of their common concerns.)

Improved student attitudes and achievements, which were

the long-term goals of the practicum, could not be

adequately measured within the life of the project but were hoped-for outcomes to be evidenced in the following school year.

Formative evaluation dealing with the strategy implementation was to be conducted routinely throughout the practicum during weekly meetings utilizing the participants' on-the-scene observations of project progress.

The pre- and postpracticum questionnaires, dated November, 1973 and June, 1974, respectively, are shown in Appendix C of this paper. They were developed to be administered in common to parents of fourth graders attending the three participating schools, all of the teachers in the schools, and the target fourth grade school population. All of the teachers were included in the survey for a more adequate analytical base than would have been available from the fifteen fourth grade teachers in the three schools. Although the project leaders had some reservation as to the ability of the fourth graders to respond meaningfully to the questionnaire, they (the project leaders) felt the opportunity for the student's expression of ideas was worth the risk. The questionnaire was designed to

survey some basic knowledge about the school, informa-
tion contacts, attitudes toward each other, concerns
related to the communities and schools of the respondents,
and ways in which each group thought the community parents
could best contribute to school services.

## Comments Related to the Practicum Design

Within the practicum design, allowances were made
for the consideration of substrategies resulting out of
spinoffs from the primary strategies. Additionally,
the participants acknowledged the need for varying
thrusts in the application of the design depending upon
the unique characteristics of the target schools and
populations.

That the strategies selected for implementation
of this project were limited to three, was a concensus
of the participants in order to accord the practicum
the emphasis it warranted and yet maintain other posi-
tive programs and system-mandated school activities.
The criteria established by the participants for
accommodation of the practicum within the structure of
th. target schools was more than adequately met by the
strategies chosen: no extraordinary budget provisions

were required, operational procedures could be integrated into everyday activities, and the strategies elicited direct, individual interaction with parents.

## STRATEGY IMPLEMENTATION

The initiation of the practicum required a number
of meetings to co-ordinate strategy emphasis and
implementation in the three practicum schools. Some
refinement of the strategies took place at these
meetings, in order to accommodate the attitudes ex-
pressed in the initial survey.

### Prepracticum Survey

The questionnaire developed by the participants
was trial tested on one teacher, three parents, and
six pupils for the feasibility of its administration.

Administration of the prepracticum questionnaire
took place in November of 1973. Distribution and re-
turn of the parent survey forms were handled through
the fourth grade students. The parents were advised
that completion of the forms was voluntary. Question-
naire completion by teachers and students was optional
also but, because their survey was administered
in school, there were higher percentages of response
from these two "captive" groups than from parents.

The actual response rates for the three groups in

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the initial survey were:

TABLE 4

Questionnaire Response - November, 1973

| Group | Number Respondents | Percent Response |
|---|---|---|
| Parents | 59 | 24% |
| Teachers | 74 | 48% |
| Pupils | 370 | 82% |

The level of response from parents (24 percent)
and teachers (48 percent) was less than desired but
still sufficient to produce the indicators necessary
to serve the practicum objectives. The student re-
sponse level (82 percent) exceeded accepted standards
for such surveys. The questionnaire results from the
November, 1973 survey were analyzed within each of the
seven sections. For each category of respondent, per-
centages of response were computed and ranks determined
for each item. Tables 7 through 13 in the Appendix D
of this report give the results of these statistical
applications and list the items within each question-
naire section according to the rank order assigned to

parent responses.

Significance tests based on the standard error of
proportions[10] were developed at the .05 level to iden-
tify meaningful answers on the part of the respondents.
By extending the significance tests to both tails of
the percentage curves, it was possible to ascertain
not only the items of high interest to the groups
surveyed but those of least concern (or knowledge,
depending upon the questionnaire section being consid-
ered.) A further benefit is derived from testing the
percentage response for significance in this manner:
the degree of internal agreement within the three
groups is quite evident.

The prepracticum survey validated the project
assumptions related to parents' limited knowledge of
some basic, unique characteristics of their community
schools and the existence of common concerns about the
school/community among parents, teachers, and students.

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[10] as described by Max D. Englehart in *Methods of
Educational Research* (1972), p. 264, where:

$$s_{p_M} = \sqrt{\frac{p_M \, q_M}{N}} \quad \text{and} \quad \text{sig}_{.05} = (p_M + 1.96)s_{p_M}$$

Knowledge of the school (Appendix D, Table 7):
approximately two thirds of the parents and
students (64 percent and 67 percent) were
acquainted with the number of grades contained
in their respective schools while all of the
teachers correctly completed this item, as
would be expected.  Of the remaining items in
this section--number of teachers, the school
(sub)-district identification, the enrollment
of schools, special programs, and programs for
the handicapped--, only the latter item
received a significant level of response from
parents (only 15 percent) and indicated that
parents were not familiar with the provisions
for the handicapped in their schools.  All of
the teachers' responses, on the other hand,
were significant and showed them to be
knowledgeable of general information about
their schools (from 93 percent to 100 percent
correct) but at a low level of acquaintance
(23 percent and 28 percent, respectively)
with the special programs and those for the
handicapped in their schools.

The students' knowledge of the number of
teachers, school enrollment, and special
education programs was significantly low
varing between 26 percent and 32 percent.
Although not at a significant level, 42
percent of the children were able to name
special programs in the schools; whereas only
23 percent of the teachers were able to do
so, an interesting observation.

Contact sources (Appendix D, Table 8):  this
section of the questionnaire provided data
on preferred sources of information for the
groups.  Teachers were the favored choices of
parents and students (85 percent and 81 percent,
respectively); although ranking number two in
the teachers' preference, other teachers were
chosen by 96 percent of the teachers as contacts
for school information.  Their prime sources,
however, were school newsletters or bulletins.

The principal as a contact with the school ranked only sixth with the parents (a non--significant 58 percent), but third with the teachers (95 percent) and second with students (69 percent), indicating the need for better communication between parent and school principal. An intriguing indicator was that only 20 percent of the parents showed preference for information from their own community council.

Overall, the three groups tended to select sources of information involving social interaction. This supports a tenent of this practicum that increased involvement with schools on an individual interest basis by those affected by the schools is an avenue toward improved mutual understanding.

Attitudes (Appendix D, Table 9): in spite of all that is said about students' attitudes toward their schools, 58 percent of these fourth graders thought that they attended good schools. The greater proportion of parents (55 percent) and of teachers (62 percent) indicated these same schools to be "average". Although the "poor" category was ranked third by all subjects, 18 percent of the teachers' choices fell here, higher than the 10 and 9 percentages for parents and students.

As for their opinions about other teachers in their schools, 73 percent of the teachers ranked "mostly interested" first. The parents' also ranked this classification as first but only by a non-significant 47 percent. Students on the other hand expressed a high opinion of their teachers: 77 percent ranked

them as "always interested".

Little agreement concerning student attitudes
was evidenced by the subjects of the survey.
The parents' first choice, but at the 49
percent level, was "mostly interested". The
teachers, however, agreed 73 percent of the
time that students are "sometimes interested",
while the students ranked themselves as "al-
ways interested" with 53 percent agreement.
It is interesting and understandable for their
maturity level that ten percent of the students
avoided an assessment of the attitudes of their
peers.

In general, the average parent thought his
school and children were about average but
had mixed feelings about teachers. The
teachers ranked themselves as just above
average, while their students thought much
more highly of them. The students "halo"
projections to their teachers seemed to carry
over into their thinking of themselves and the
schools they attended.

How to help students learn (Appendix D, Table 10):
this table showed limited agreement among all
subjects relative to ways in which the school
can help promote learning. Parents were the
most certain of all three groups that any
particular program encouraged learning. Their
concensus on their first choice (special
teachers) was at the low level of 42 percent,
however. This item ranked second for teachers
and students but was a significant choice for
only one-third (approximately) of the students.
Over one-third, of the teachers agreed that
they need the ancillary help afforded by
teacher aides (rank one of the teacher choices)
but this could not be considered a strong
indicator for program planning in these schools.
The first choice of 32 percent of the students,
"more homework", was most interesting. Also

interesting was the fact that the teachers ranked the same item as a last option for helping students learn.

In all, it would appear that none of the sectors surveyed possess any firm conviction regarding the manner in which schools can best support the learning process.

Concerns about the community environment (Appendix D, Table 11): Unsupervised children and inadequate play areas were common concerns of parents and teachers who ranked these items one-two and one-three, respectively. Here, again, it should be noted that the teachers' level of certainty greatly exceeded that of parents. Teachers also directed definite recrimination against parents in their second ranked selection (at the 78 percent level) of the item "parents not interested in school progress of children". A significant 44 percent of the students agreed with teachers in this respect, an attitude not shared by the parents, themselves.

"Street litter" appeared as the most important concern of 76 percent of the students, whereas only 46 percent of the parents considered it a major problem. The second major concern of children was "street danger", an item selected by 75 percent of the students. Parents and teachers, whose level of response to the items was non-significant, appeared only mildly aware of this fear indicated by students. The students' recognition of "air pollution" as a third-ranking problem (74 percent chose this) reflected their response to recent promotion of this aspect of our environment by the media and supportive instruction in their science classes.

Concerns about school environment (Appendix D Table 12): The expressions of concerns in this

table were a focus of this practicum--as was the questionnaire section related to knowledge of the school (Table 7).

The first three school-related concerns of parents at selection levels of 75, 73, and 59 percent were "poor reading achievement", "need for more drill in basic skills", and poor mathematics achievement". These response levels, being higher than those in other sections of the questionnaire, indicated that the parents were significantly more confident in their awareness of school problems than in community problems or in ways to help students learn. The students' concerns matched those of their parents in level (in percent of re-sponse) but ranked the basic skill concerns as 3, 4, and 7. Teachers were in high agree-ment in reference to the poor reading ability of students--96 percent of the teachers checked this item as important.

The second ranked item by teachers reflected their interest in additional instructional help with the choice of 89 percent of them being "pupils need more individual help." Students tended to agree with the teachers, as 75 percent of the students indicated this as a fifth ranked choice.

Students' fear for their personal safety was an area of concern expressed in table 11 related to community environment and in this section related to school environment. Stu-dents ranked 1-2 in table 12 "students threaten harm to other students" and "students carry weapons," both seen as only average problems by parents and teachers. Such re-sults would indicate that their elders tend to overlook the atmosphere in which these public school fourth graders must carry on their everyday learning. Such an atmosphere could very well cancel or reduce the effective-ness of the educational programs, no matter how much in the way of resources were devoted to these programs.

How the community/parents can help the school
(Appendix D, Table 13): "Listen to pupils
read (at home)" was a first choice of parents
and students, at 71 percent and 77 percent,
respectively, as a way in which parents can
help the learning objectives of the school.
Teachers agreed with parents on this item at
a similar percentage level, however, their
response was not statistically significant.
The teachers' first priority relative to
parental contributions to their schools was
to have them help in "supervising lunchrooms,
classes, and field trips." Students chose
this as second in their priorities. Though
not at a significant level, parents ranked
this item third.

"Parent/teacher/pupil group planning" was
ranked second by parents (at a significant
rate of 53 percent) as a means of helping the
school. This means was a shared second
selection of the teachers (with "tutor pupils")
but not significant in comparison to their
overwhelming first choice for supervisory
help from parents. Pupils, on the other hand,
viewed group planning as the least in priority
of the items listed in Table 13.

Ranking among the lowest of the parent and
teacher priorities (rank 4 and 5, respectively)
was "read to pupils", an activity which stu-
dents elected 71 percent of the time, placing
it third in importance for them. This
coupled with their assignment of top priority
to "listen to pupils read", reflected a strong
pupil interest in reading and, perhaps, a plea
for more direct personal attention in this
area.

The survey, per se, possessed some weaknesses, a
few of which, no doubt, could have been eliminated had
a more extended period of testing and sampling of

testees been allowed. The parents were prone to be more divergent in their thinking and thus produced fewer significant results and lower percentages of agreement than did the teachers. A possible explanation for this is that teachers have a greater opportunity to interact than do parents. More opportunity to interact, also, could be the reason for the many significant responses produced by the students, although they tended to over-exercise the multiple options permitted in several of the questionnaire sections. In addition, students often checked the open-end items without inserting a completion statement.

The somewhat mixed and few number of significant responses by parents were indicators of direction to the project leaders. Extreme care and sensitivity were required in the development and sequencing of the practicum strategies. Nevertheless, the questionnaire did appear to be internally consistent in that replicative queries produced similar results.

Evident in the survey results was the fact that parents generally were uncertain in their fundamental

knowledge of the schools. Teachers, also, lacked full
awareness of those special programs in which they were
not directly involved. Attitudes expressed by parents
and teachers indicated a traditionally oriented
commonality of concerns related to basic skills and
appeared to underemphasize factors pertaining to the
general atmosphere in the school. Although the survey
provided additional indicators for possible application
to practicum strategies, the Nova participants limited
the aspects to be dealt with in their model development
to the increasing of fundamental knowledge of the focus
schools and basic learning concepts.

## Implementing And Individualizing The Strategies

Design strategies were used by the practicum
participants in the named schools. Each participant
utilized a basic strategy for the individual school
with the other design strategies providing a supportative
framework. The emphasis in selecting a basic strategy
was to fit each to the school's clientele--parents,
teachers, and students--or the "givens" of each school.

Higgins' basic strategy was TSP or the Telephone

Supportive Parent tree. Each fourth grade parent
received an explanation of the TSP function and an
invitation to become a TSP parent. With an initial .
response of thirty-three parents, four telephone trees
were formed according to parental time availability.
The communiletter was used supportively to confirm the
parent's willingness to join TSP, to outline the TSPer's
specific responsibilities, and to seek responses on TSP
organization.

Higgins' first TSP message dealt with a fourth
grade field trip which cut across room designations to
select forty student participants. The telephone
message was followed-up by a communiletter to all fourth
grade parents. Interestingly, this field trip required
little effort in obtaining parent chaperons; all were
TSP parents.

The second TSP message related to Dental Health
Week and a "brush in" for all fourth graders. Responses
turned in via the communiletter indicated this particular
message lacked real importance to parents.

Vital to the operation of TSP was the development
of strong rapport and understanding among fourth grade

teachers. When teachers were not in agreement on content priority, telephone messages of significant importance were not generated. Experiences indicated that significant messages were essential to the successful operation of the TSP chain.

Higgins' first "How to...." meeting was introduced by the telephone tree. This meeting provided the parents with the opportunity of learning about Chicago's city-wide testing program. The meeting strategy utilized a psuedo-testing situation for students in which parents participated. Thus parents were able to judge the effects of the testing situation on their own children.

The communiletter, the basic strategy of Van Vlissingen, was utilized to promote strong interaction among fourth grade teachers and parents. The initial communiletter invited parents to attend a series of "How to..." meetings planned to motivate informal parental participation in the school and the classrooms. Fourteen parent volunteers offered their services to the school as an outcome of these meetings. Six fourth grade teachers and one resource teacher met regularly,

on Wednesdays, to formulate a firm foundation for the use of volunteer services and to plan for meaningful "How to..." meetings. One outgrowth of these planning sessions was the preparation and distribution of manuscript-cursive "how to..." materials for home use distributed by means of a communiletter. Planning the material format involved parent input and teacher interaction.

Most of Van Vlissingen's "How to..." meetings were by nature informational. One series of meetings for parents revolved around the school's Intensive Reading Improvement Program, with an agenda covering the school's primary continuous progress program and handouts on how parents could support the reading program.

The communiletter strategy filled a need at grade levels other than fourth and was incorporated into many of the school's news releases to parents. Using a lead question on the communiletter often brought back parent responses helpful to correcting a facet of a particular program.

The initial Hinton School strategy was the "How to.." meeting. Hinton, a school with a variety of government

funded programs, based its "How to..." meeting on ESEA
programming which offers unusual opportunities to the
school's students. It might be noted that the format
and content of the "How to..." meeting was a first in
that parents had not been exposed to the full range of
a school's ESEA offerings.

With Chicago's emphasis on Primary Continuous
Progress, Hinton's next "How to..." concentrated on the
structure and the progression of students in the program.
Parents learned how to cope with no grade levels, a new
report card, and the lack of usual grade gauges through
a teacher planned and presented dramatization.

Topics for all of the "How to..." meetings and
particularly those of the Hinton school, were reflective
of information gained from the initial survey question-
naire. Each of the practicum participants used the
survey results in presentations to groups such as the
P.T.A. and the local school council.

Design Modification

Initiation of the practicum design was to have been
a relatively simple matter. The original plan required

that each of the design strategies be implemented

linearly. The practitioners immediately found that

school "givens" dictated particular kinds of considera-

tions.

The intersupportive participant framework built into

the design in the form of weekly meetings was the mech-

anism which permitted frank discussions of encountered

problems. Patterns within the strategies had to be

hammered out and the day-to-day effects of the strategies

were explored. Thus the sharing of information gave

focus to the direction of modifications.

The weekly meetings promoted the exchange of

participants' ideas, both practicum and professional,

and re-affirmed commitment to the design continuance.

All facets of the practicum were strengthened by the

incorporation of sounding-board and idea exchange

meetings.

The development of the emphasis strategy was an

example of group effort. Participants planned to have

each school initiate a designated strategy at approxi-

mately the same time. The "givens" of each school

prevented the trilateral implementation of the strategies. Modification of the strategies permitted weighted adjustments: "How to..." meetings were based on a stronger informational format; the TSP network was adapted to fit the needs of a classroom as well as spanning across grades; and the communiletter was used both as a means of two-way communication and as the linkage between TSP and "How to..." meetings.

Strategies were modified to mesh with other school programs. The tailoring of the strategies to the individual school took into account teacher commitment, the level of awareness and understanding of teachers, parents, and students, along with the aim of the particular strategy.

Changes were the result of alternatives developed within the design strategies. Observational monitoring devices and feed-back were utilized informally to test the projected effectiveness of the strategies. These, then created the milieu for the weekly review and refinement of strategy elements while retaining the consistency of the overall practicum design.

"How to..." meetings, the communication strategy
which brought parents to the project schools, were
observed on a limited basis of one time per school by
the evaluator member of the practicum team. Progress
of these meetings was subjected for analysis to an
adaptation of Flanders' Interaction Analysis technique
where the principal (or an ancillary leader-teacher)
was placed in the classroom teacher role and the parent--
teacher audience replaced the classroom students in
Flanders' matrix. This evaluative technique produced
an excess of zero i/d ratios and a ratio of "leader
talk" to a "group talk" of approximately three to one.
This was attributed to the new experience of the "How
to..." meetings as an instructional event for parents
in addition to the reluctance and timerity of parents
to participate in a student role. Since the improvement
of parent meeting interaction was not a goal of this
practicum and the life of the practicum was too limited
to deal with the development of constructive parental
inquiry attitudes, the team evaluator discarded IA as
inappropriate for the practicum. However, parent group

dynamics was an area suggested to the school adminis-
trators for future consideration.

## INDICATORS AND BENEFITS FROM COMMUNICATION STRATEGIES

The effectiveness of the practicum strategies was
viewed from several perspectives: a comparison of
pre-and postproject levels of knowledge about, and
attitudes toward the three schools involved, the
formulation of a viable model for generating community
support to improve the trimerous learning bond, and
changes in parent participation, catalytic effects of
the practicum, its promulgation to other schools in
the project schools' sub-districts and to other
subdistricts of the Chicago public schools.

### Pre-Post Comparison

Improved parental participation, an aim of the
practicum, was minimally evidenced in a pre- post-
survey analysis of response percentages of the target
populations. Table 5 gives the results of this analysis.

Although all categories of respondents showed
increases in questionnaire response over the period of
the practicum, that for the teachers (25 percent) was
most dramatic. This was an unanticipated benefit of
the project and not an unwelcome one as it may be that

## TABLE 5

### Comparison of Questionnaire Responses

| Group | Nov.'73 Resp. | | June'74 Resp. | | Change |
|-------|------|------|------|------|--------|
|       | No.  | %    | No.  | %    | %      |
| Parents  | 59  | 24%  | 72  | 29%  | 5%      |
| Teachers | 74  | 48%  | 113 | 73%  | 25% *   |
| Pupils   | 370 | 82%  | 395 | 88%  | 6% **   |

\* Significant at .001 level
\*\* Significant at .10 level

a more universal feeling of interest on the part of
teachers is a prerequisite for inducing parental
feelings of involvement. The parental increase of
five percent in response to the terminal questionnaire
was not significant, statistically. However, the six
percent increase for students could be considered
significant with 90 percent surety.

Increased parental involvement, a focus of this
practicum, could not be statistically proven in this
measure in spite of the additional parents who responded
to the post practicum questionnaire. Although this was
disconcerting to the participants, they found evidence

of increased parental involvement reflected in other measures described later in this paper.

Comparative evaluations of initial and terminal questionnaire responses from the subjects by section were conducted. These provided certain indications of practicum success:

Knowledge of school: a definite increase occured in awareness of facts related to the school organization by the project populations. The improvement in averages of correct responses as shown in Table 14 over Table 7 in the Appendix:

Parents - 23 percent increase
Teachers- 12 percent increase
Students- 33 percent increase

All increases were significant at the .05 level and may have been either a result of the practicum strategies or sparked by the pre-practicum questionnaire which caused them to reflect on their lack of knowledge about their schools.

Contact sources for school information: Table 15 in the Appendix provides the results of the June, 1974 survey. These seem to confirm the findings of the initial questionnaire which indicated parents, teachers, and students tend to prefer individual contacts in learning about school happenings. Interesting is the fact that the principal as a source of information rose two ranks in both the parent and teacher listings--from Rank 6 and Rank 3, respectively, in November (Appendix, Table 8) to Rank 4.5 and Rank 1 for the similar June listings

(Appendix, Table 15). The latter changes
could be said with some assurance to be
associated with the practicum activities, not-
withstanding day-to-day external occurences
in these schools.


Attitudes: the June postpracticum survey of
attitudes toward the three schools, their
teachers and their students (Appendix, Table
16) reflected no significant changes. All
categories maintained the rankings assigned
to them in the November survey (Appendix,
Table 9) where parents and teachers indicated
the school ranked as average, the teachers
were "mostly interested" and parents felt the
students were also "mostly interested." The
teachers' attitudes toward the students
changed, however, from approximately three-
fourths of them feeling that students were
below average in interest in school in Nov-
ember to only 55 percent feeling so in June;
the remaining percentage moved to the (stu-
dents) "mostly interested" category. Stu-
dents' attitudes about themselves also appeared
to level off over the practicum period with a
reduction in the percentage of those thinking
of students as "always interested" to the,
"sometimes interested;" the students' respon-
ses at the close of the practicum in June were
not significant so that no finite conclusions
could be drawn relative to the changes.


How (the school) can help students learn: was
an area of inquiry which produced more signif-
icant responses for teachers in June than in
the previous November (Appendix, Table 17 and
Table 10) but parents' meaningful replies
remained few at the end of the practicum. A
change in the parents' priorities was notice-
able, nevertheless. Parents, in November, had
ranked "strict discipline" as sharing sixth
place (with "more A-V equipment") whereas the
discipline item rose to second rank in the

parents' priorities in June. No postpracticum
change occured in the initial average rating
given discipline by teachers nor in the
original low rating it was given by students.
"Special teachers" and "smaller classes" contin-
ued their high priorities on parents' and
teachers' lists at the termination of the
practicum, as did "more homework" in the
parents' and students' rankings, the latter
being still considered of least importance by
teachers. Obviously, the duration of the
practicum saw the parents firm up their tend-
ency toward educational traditionalism while
they became better acquainted with their
schools' organization.

Concerns about community environment: this
aspect of concerns in June (Appendix, Table 18)
indicated a more self-critical attitude on the
part of parents than was shown seven months
earlier. "Uninterested parents" was ranked a
top concern by parents in June, rising from
eighth (tied) in their priorities in this
section in November (Appendix, Table 11.)
Significance of this change in attitude could
not be measured, however, as the parents'
earlier level of response on the item was
too indefinite. The "uninterested parents"
item in June continued high on the teachers'
listing and low on that for the students. Here,
one should recall that all of the teachers in
the three schools were administered the
questionnaire, not just those teaching fourth
grade and that their responses would not,
necessarily, reflect as a negative outcome of
the practicum.

Awareness of "street dangers" moved from fifth
to fourth place in the minds of parents during
the practicum and more closely approximated
the second ranking accorded this concern by
students in both surveys. It would seem,
though, that the intensity of the students'

fear of bodily harm had lessened in the
interim of the practicum. In fact, a scanning
of Table 11 and Table 18 discloses a marked
reduction in levels of concerns by all subjects
during the practicum.


Concerns about school environment: the post-
practicum survey in June showed little in the
way of meaningful rank changes from November
in school related concerns (Appendix, Table 19
and Table 12) by the respondents, except for
the item, "parents: non-participants," which
was introduced as a new item in the June
administered questionnaire and earned second
ranking by parents. Because the item had no
counterpart in November, no change significance
could be measured but its choice in June by 43
percent of parents as a second ranked concern
was a significant level of selection. The
item "large class" introduced in June on the
suggestion of teachers falls into the same
type of limited assessment, although a
significant concern of teachers in June.
Changes in levels of concern about the items
common to Tabl- 12 (November, 1973) and Table
19 (June, 1974) were more important to the
measuring of the practicum success than were
assessments of changes in the respondents'
rankings of these items. Table 6, on page 51,
provides a statistical analysis of reductions
in concern levels (percent of response) of
some major school-related items as well as
the total school concern picture from the
data in Table 12 and Table 19.

The three specific items in Table 6 were
chosen for display because of the universality
of significance in the responses across all
subjects for this section on both question-
naires. Averages of all item responses to
the "Concerns about School" sections were
compared to show net changes in concern
level for the three groups. Standard errors

## TABLE 6

### Changes In Response Level:  Concerns About School

| Item | November'73 | | June'74 | | Change in Percent |
|------|------|------|------|------|------|
| | No. | % | No. | % | |
| **Poor reading** | | | | | |
| Parents | 44/59 | 75%* | 35/72 | 49%* | -26%** |
| Teachers | 71/74 | 96 * | 63/113 | 56 * | -40 ** |
| Pupils | 280/370 | 76 * | 135/395 | 34 * | -42 ** |
| **Need more drill in basic skills** | | | | | |
| Parents | 43/59 | 73 * | 24/72 | 33 | -40 ** |
| Teachers | 53/74 | 72 * | 49/113 | 43 * | -29 ** |
| Pupils | 293/370 | 79 * | 91/395 | 23 | -56 ** |
| **Need more individual help** | | | | | |
| Parents | 29/59 | 49 | 21/72 | 29 | -20 ** |
| Teachers | 66/74 | 89 * | 62/113 | 55 * | -34 ** |
| Pupils | 277/370 | 75 * | 63/395 | 16 * | -59 ** |
| **Summary (average) of concerns** | | | | | |
| Parents | 59 | 38 | 72 | 24 | -14 ** |
| Teachers | 74 | 49 | 113 | 24 | -25 ** |
| Pupils | 370 | 67 | 395 | 24 | -43 ** |

\* Significant = .05
\** Significant = .01

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of the proportions provided the bases of the
significance tests applied to the data. The
reductions over the life of the practicum in
percentages of parents who checked the items
of concern shown in Table 6 ranged from 20
percent to 40 percent. These could be said
to be reliable alleviations of parent con-
cerns with 99 percent accuracy. Teachers'
concerns were similarly relieved between the
beginning and conclusion of the practicum.
Although students' lessening of concerns
appeared to be more dramatic than for either
of the other groups and were highly significant,
their statistics were inconclusive because many
students were not questionnaire-wise in the
initial survey:  they tended to over-exercise
the multiple options allowed, some checking
off almost all of the listed items.  In the
concluding survey, this tendency was suppressed
when the pupils understood they were to select
the concern items most important to them.
Therefore, the most meaningful result obtained
from the pupil data was that the priority of
their school related concerns, as disclosed in
Table  12 and Table 19, was consistant through-
out the practicum period.  The questionnaire
section, "concerns about school environment"
was subjected to more detailed comparative
analysis than some of the other item groupings
as it reflected attitude changes which were a
primary focus of the practicum.  Results of
the investigation were quite indicative of the
success of the practicum strategies and the
substatiation of the assumptions upon which
the practicum was undertaken.


How community/parents can help (the) school:
was the final area investigated in the pre-
and postpracticum questionnaires.  Item
comparisons (from Table 13 and Table 20 in
the Appendix) for this section showed a major
change in the thinking of parents when
"group planning" moved from second to first

place in their priorities. The balance of
item responses by parents, and the full
range of teacher and student responses, showed
a startling similarity of opinion both prior
to and at the conclusion of the practicum.
The fact that group planning rose in importance
for parents at the conclusion of the practicum
may have been a result of strategies implemen-
ted through the practicum and, if so, could be
considered a reward of the project.

The pre- postpracticum questionnaire comparison

served as a key technique in proving the major assump-

tions on which this practicum was based:  that negative

parental attitudes about their local school were assumed

to be attributable, largely, to being unfamiliar with

the characteristics of their school; that parent's

negativeness was expressed in terms of general and

subjective concerns about the school; and that these

concerns were reflected in the low achievement of their

children. A further assumption was that strategies

devised by the local school administrator to encourage

parents' school involvement on an individual and personal

basis would not only increase their understanding of the

school but reduce their concerns, as well. The eventual

outcome, if the participants' logic were followed to its

conclusion, would be improved student achievement.

During the practicum period, the parents became more
aware of their own behaviors and shortcomings, and more
sensitive to their children's attitudes toward their
environment. Most important, overall, was the significant
reduction in the general level of parental concerns. The
greater importance parents placed on parent-teacher-
student group discussion was an interesting and unantici-
pated outcome which could be credited to their experiences
with the project. These accomplishments were made possible
through "involvement" strategies, none of which directly
addressed the concerns initially expressed by the various
sectors in the project. Assessment of the practicum
through the pre- post- survey comparison, therefore,
indicated success in meeting the immediate objectives
of the effort. The time frame of the practicum, however,
was too limited to reveal the domino effect of the
project on student achievement.

## Model Formulation

The practicum participants have designed a model
which is workable, expandable, and exportable. This is
evidenced by increased parental involvement, continued
commitment to model expansion by the participants,

supportive statistical data, and the interest of other schools and agencies external to the participating schools.

In essence, the model is simple in structure and consists of these five components:

Model Objectives:  Objectives of this model are the encouragement of meaningful involvement of parents, students, and teachers on an individual basis in needs assessment and in instructional activities designed to create a more positive learning climate and at minimal costs.

Needs Assessment Refinements:  Assessment of specific community attitudes toward the school to find common areas of concern and paucity of knowledge about the school among community members, parents, teachers, and students.

Strategy Selection:  Strategies elicit involement by community components.

Implementation Modification:  Strategies conform to the school's "givens."

Evaluation:  Process evaluation is a prerequisite to interim adaptations of strategies for responsiveness to changes in community attitudes as they develop; terminal evaluation judges the value of the model.

Experience with the operational model revealed these truths:

Parents will attend in and out of school meetings when

- their child's education is involved

- meetings are so designed that parents become partners with the school

- information is offered which a parent feels is vital to the learning milieu or his child's interests

Parents will join and commit themselves to the operation of a telephone tree (T.S.P.) when:

- they feel they are assisting their child in enhancing the learning experience.

- they feel they are directly supporting a sound school program.

- the message content bridges gaps in the parent's knowledge of the school program or operation.

Parents and students do read communiletters when:

- they are aimed at specific audiences

- they contain materials on specific topics

- they encourage immediate feedback/response

## Catalytic Effects of Practicum

Real knowledge of the workability of the model turned the practicum participants into active sales-people both within the schools and within the school system. In keeping with the practicum commitment, consideration was given to the in-school model for expansion. The grade-a-year goal was feasible for

vertical expansion or downward, and experimentation in cross-grading of teachers and students, utilizing the strategies, was proven effective. Leadership essential to the operational design by the participant principals was exercised to insure the practicum's continuance.

Spin-offs were some of the most interesting aspects of the practicum's operational phase: a State of Illinois Title III Mini-Grant Proposal entiltle "Improving Learning Attitudes Through Parent Involvement," was developed and submitted to the state for funding. A particular "How To..." was written up in the "General Superintendent Reports in a monthly issue to the Chicago Board of Education. Additionally, the practicum schools were able to generate local media coverage. Funds raised locally for support of school activities increased substantially during the period of the practicum, effects attributed by the participants to greater parental awareness of the school.

Reaching out beyond the local school, participants presented the practicum model and design to a total of fifty-seven Chicago principals and administrators, at various meetings. Participants, using original visuals,

challenged their colleagues to focus on parent-teacher--
student communication by presenting their initial
practicum findings and tentative conclusions. One
session was held at the specific request of a district
superintendent who expressed a strong interest in
expanding the practicum concept to the schools in his
particular district.

A reach-out linked practicum participants to a
group unrelated to the Chicago public schools, the
American Friends. This organization working in conjunc-
tion with Roosevelt University was concerned with
conscious-raising community based programs. The Friends
accepted and adapted the practicum design co-ordinating
it, for selected teachers, in a master's degree program
at the university.

The practicum creation and operation functioned as
a catalyst in the growing professionalism of the
practicum participants. We not only learned from each
other but became intra supportive in areas unrelated to
the practicum. (Principals tend to operate in a vacuum,
unwilling to exchange ideas and accept others' points
of view except on a superficial level.) The togetherness

involved in designing the practicum provided the basis

for respecting one another's talents, educational

expertise, and general professionalism.

One most important aspect of the practicum cannot

be overlooked--it had no monetary costs. It did in

fact increase the schools' ability to raise funds for

special projects. The practicum refocused the thinking

of parents, teachers, students, and principals toward

the recognition of the mutual benefits of shared

knowledge.

Label this--communication.

# APPENDIX A

## Individual Practicum Effort

The four participants of this practicum included:

Carol M. Anderson, Principal: Van Vlissingen Elementary
School; 137 West 108th Place; Chicago, Illinois-60628:
Phone  312-568-6822

Joan E. O'Malley, Coordinator of Operation Analysis:
Chicago Board of Education; 228 North LaSalle Street;
Chicago, Illinois-60601:  Phone 312-641-4141

Barbara H. Valerious, Principal:  Higgins Elementary
School; 11710 South Morgan Street; Chicago, Illinois-
60643:  Phone 312-264-4813

Lewis J. Webster, Principal:  Hinton Elementary School;
644 West 71st Street;  Chicago, Illinois-60621:
Phone  312-846-7634

Analyzing the individual effort in our Maxi I

group should be considered from a three fold approach:

implementing project strategy--the individual effort

each participant made within their local system to

foster a change;  contributing to the group process--

the unique role each member played in the weekly meet-

ings; and, writing the report--formulating a statement

that presents a picture of our change and evaluation

strategies and the project model.

Implementing Project Strategy:  The three principal

participants were responsible for the strategy development

and implementation. The coordinator of operation analysis was responsible for developing a process and terminal evaluation design that would assist the principals in effective implementation of the strategies.

Contributing to the Group Process: In reviewing the dynamics of our Maxi group meetings, it appears that each participant assumed a different leadership role toward accomplishing the group goals, even though we frequently exchanged roles. (The meetings were the vehicle to develop strategies, share ideas, evaluate project activities, and evaluate changes noted in the local schools.) Generally, the following description of roles would apply.

> Carol Anderson - Regulating: .exerting influence over the direction and tempo of the group's work through summarizing, pointing out time limits, developing a table of contents, establishing agendas.
>
> Joan O'Malley - Informing: finding information, sharing opinions with members, re-examining data, stimulating thinking through the introduction of new information.
>
> Barbara Valerious - Initiating: encouraging the group to move, getting the group going by suggesting an action step, indicating a goal, proposing an alternative, clarifying.
>
> Lewis Webster - Supporting: fostering and

creating an emotional climate which held the
group together by making it easy for members
to contribute and to work on the task,
contributing encouraging remarks, and
praising individual efforts.

Each member was effective in evaluating and editing
each other's contribution, a leadership function shared
by everyone.

Writing the Report:  The body of the Maxi I report is
the result of group effort with two exceptions:  the
statistical analysis was the contribution of the
coordinator of operation analysis; and the unique
emphasis strategy of the three schools was the dis-
cernable contribution of each principal.  The body of
the practicum report was hammered out by the group for
the purpose of providing continuity and cohesiveness.

APPENDIX B

Census   Data

# Where the status is in Chicago

## By Joel Havemann

ECONOMIC PROSPERITY and social status in Chicago depend on how close you live to Lake Michigan or how far you live from the Loop.

A socio-economic ranking by The Sun-Times of 85 Chicago neighborhoods, based on 1970 U.S. census data, shows that eight of the top 15 neighborhoods are on the edge of the city to the north and south, and the other seven are on the lakefront.

The lowest-ranking neighborhoods generally are the ones closest to the Loop — except along the immediate lakeshore. Most of these neighborhoods are black.

WHITE COMMUNITIES ARE AT the top, and black and Latin areas are at the bottom in all six factors used by The Sun-Times to rank the neighborhoods. The neighborhoods that dropped the most during the 1960s were those that turned from white to black, most notably South Shore and Austin.

Income is where one's race really counts. Ranked on median family income alone, the top-ranking 13 neighborhoods are at least 80 per cent white, and none of the bottom 16 neighborhoods is even half white.

But differences among neighborhoods are not all black and white. The average apartment in the burned-out ghetto neighborhood of Woodlawn costs $99 a month more than in Mayor Daley's neighborhood of Bridgeport. There are relatively

more high school graduates in largely black Avalon Park than in 16 of the city's 58 predominantly white neighborhoods.

On the combined scale of six socio-economic factors, No. 1 is Forest Glen, a quiet neighborhood of winding streets and single-family homes on the northern boundary of Chicago.

Close behind are the Beverly neighborhood on the Far Southwest Side, the small Northwest Side neighborhood nearest O'Hare Airport and the Gold Coast on the Near North Side.
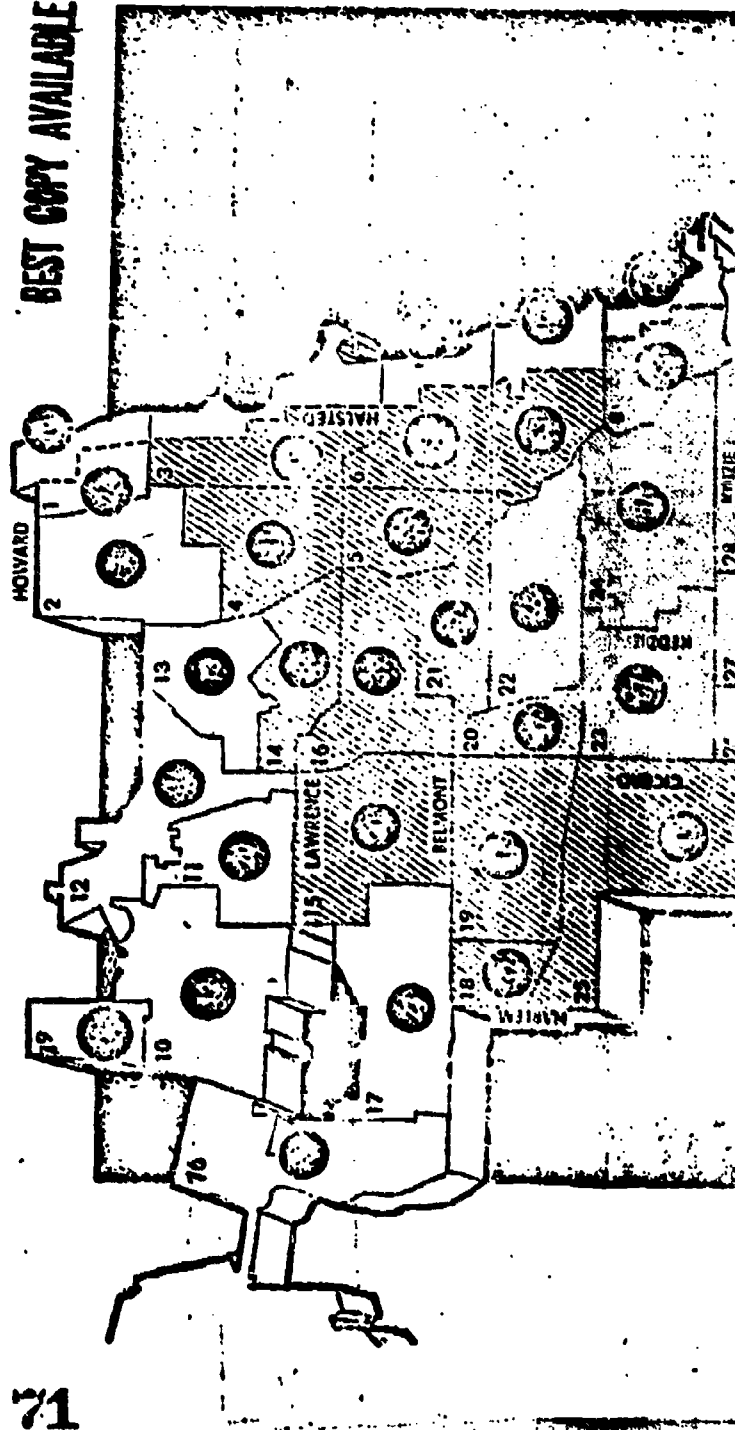
The Gold Coast ranks first on four of the six indicators used by The Sun-Times to establish socio-economic position. Median annual family income is $22,820, median rent is $231 a month, median home value is more than $50,000 and 84.4 per cent of the adults have been graduated from high school.

But the relatively high 8.2 per cent of residents whose family incomes are below the poverty level pulls the Gold Coast down to fourth place in the over-all ranking. The Ashburn neighborhood on the Far Southwest Side has the lowest poverty incident — 2.6 per cent.

THE SIXTH SOCIO-ECONOMIC INDICATOR is the percentage of workers who hold professional or managerial jobs. The lakeside section of the Douglas neighborhood on the Near South Side leads in this category with 56.9 per cent. At the bottom of the scale of 85 Chicago neighbor-

A: Median family income.
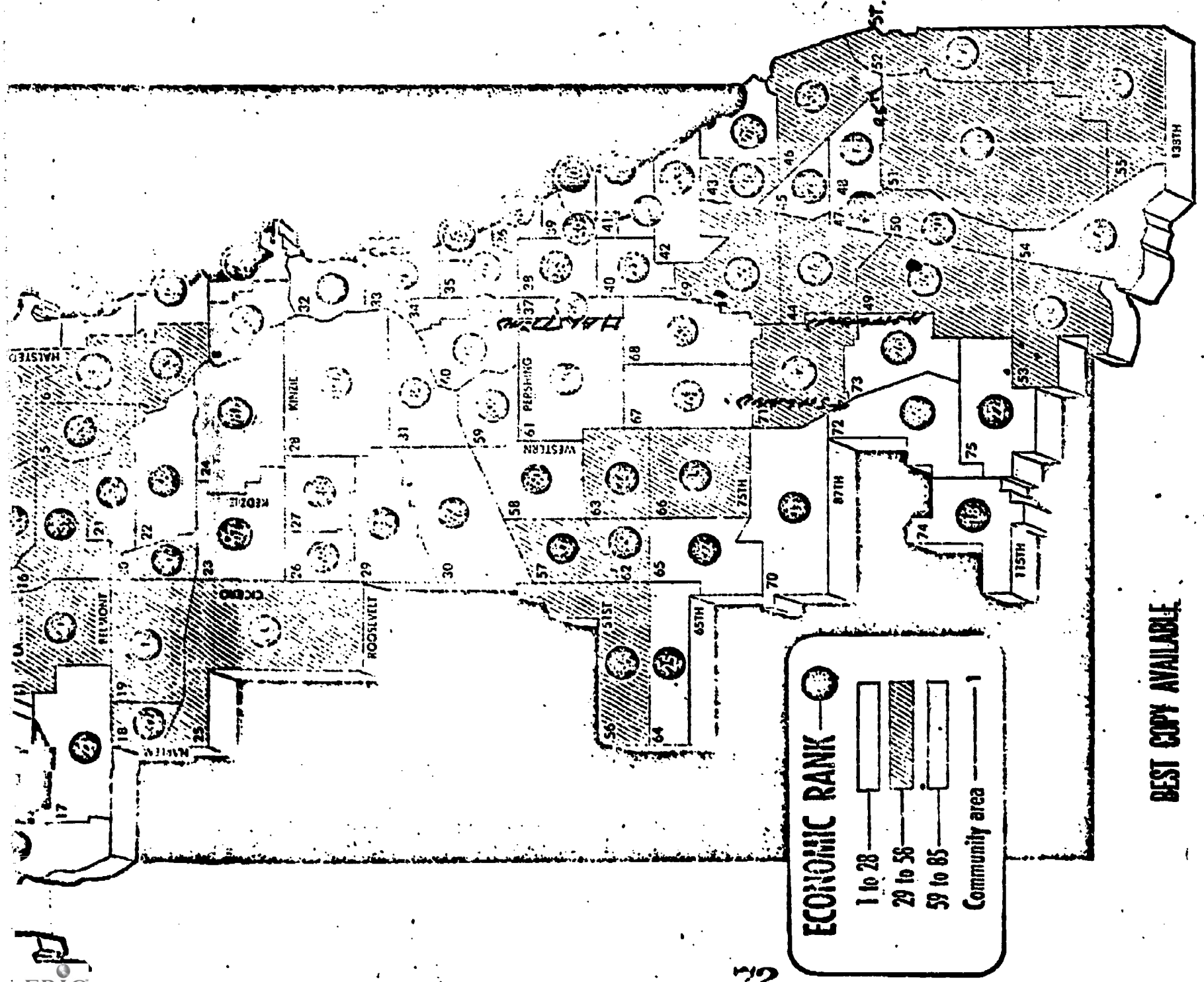B: Percentage of persons from families below poverty level.
C: Median home value.
D: Median monthly rent.
E: Percentage of persons over 25 graduated from high school.
F: Percentage of workers in professional or managerial jobs.
G: Percentage of residents who are white.
Number in parentheses after community name locates community on map at left.

| Community | A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|
| 1. Forest Glen (12) | 16,870 | 3.7 | 31,700 | 173 | 67.6 | 35.5 | 99.4 |
| 2. Beverly (72) | 15,750 | 2.8 | 23,390 | 175 | 71.4 | 40.6 | 99.6 |
| 3. O'Hare (76) | 13,690 | 3.7 | 40,500 | 19? | 58.3 | 24.3 | 92.5 |
| 4. Near N. Side A (8A) | 22,820 | 8.2 | 50,660 | 231 | 64.4 | 53.2 | 97.2 |
| 5. Lake View A (6A) | 14,240 | 8.2 | 50,500 | 173 | 71.6 | 43.3 | 97.0 |
| 6. Douglas A (35A) | 13,490 | 7.7 | 41,102 | 156 | 84.2 | 56.9 | 35.7 |
| 7. West Ridge (2) | 13,530 | 4.4 | 29,100 | 165 | 61.0 | 32.7 | 92.9 |
| 8. Edison Pk. (9) | 13,540 | 3.4 | 29,500 | 167 | 53.4 | 21. | 99.9 |
| 9. Lincoln Pk. A (7A) | 14,560 | 9.9 | 45,900 | 160 | 76.0 | 50.3 | 93.6 |
| 10. Kenwood A (39A) | 15,240 | 11.4 | 42,500 | 16? | 73.2 | 49.7 | 69.9 |
| 11. Ashburn (70) | 13,850 | 2.6 | 23,600 | 122 | 64.3 | 18.0 | 99.7 |
| 12. Norwood Pk. (10) | 13,700 | 3.2 | 28,290 | 165 | 53.2 | 20.7 | 99.7 |
| 13. Month Pk. (13) | 13,700 | 4.4 | 31,600 | 144 | 60.2 | 33.5 | |
| 14. Hyde Pk. A (41A) | 12,250 | 10.9 | 41,950 | 145 | 82.8 | 55.5 | |
| 15. Uptown A (3A) | 12,130 | 10.8 | 47,400 | 153 | 65.4 | 33.0 | |
| 16. Calumet Hts. (48) | 13,320 | 4.0 | 22,700 | 141 | 52.2 | 25? | 59.2 |
| 17. Loop (32) | 20,950 | 22.1 | | 167 | 63.2 | 42.2 | |
| 18. Mt. Greenwood (74) | 13,150 | 4.6 | 21,650 | 155 | 55.5 | 19.6 | |
| 19. Rogers Pk. A (1A) | 11,560 | 8.5 | 29,500 | 146 | 64.1 | 31.5 | |
| 20. Jefferson Pk. (11) | 12,350 | 4.4 | 25,200 | 149 | 44.8 | 17.8 | 99.8 |
| 21. Avalon Pk. (45) | 12,400 | 4.8 | 19,900 | 142 | 60.4 | 21.8 | 16.2 |
| 22. Morgan Pk. (75) | 12,620 | 8.1 | 22,500 | 144 | 59.5 | 23.0 | 52.0 |
| 23. Dunning (17) | 12,130 | 4.2 | 25,350 | 152 | 41.9 | 16.9 | 99.1 |
| 24. Rogers Pk. B (1B) | 11,210 | 7.8 | 24,250 | 139 | 60.8 | 23.7 | 95.9 |
| 25. Clearing (64) | 12,280 | 3.5 | 21,900 | 150 | 45.9 | 13.2 | 99.7 |
| 26. Washington Hts. (73) | 12,090 | 7.0 | 20,339 | 151 | 72.1 | 17.4 | 21.4 |
| 27. West Lawn (65) | 12,450 | 4.1 | 21,100 | 141 | 40.0 | 14.0 | 97.5 |
| 28. South Shore A (43A) | 11,280 | 8.8 | 20,100 | 148 | 62.7 | 22.1 | 45.7 |
| 29. West Elsdon (62) | 12,090 | 4.1 | 21,600 | 143 | 53.5 | 17.2 | 95.7 |
| 30. Portage Pk. (15) | 11,920 | 4.8 | 23,600 | 143 | 43.5 | 14.5 | 99.4 |
| 31. Lincoln Sq. (4) | 11,250 | 7.0 | 22,500 | 129 | 46.9 | 17.7 | 97.5 |
| 32. Montclare (18) | 13,390 | 5.1 | 24,650 | 13? | 46.4 | 17.7 | 99.5 |
| 33. Hyde Pk. B (41B) | 6,600 | 13.5 | 32,200 | 131 | 61.4 | 35.5 | 56.5 |
| 34. Garfield Ridge (56) | 12,510 | 4.6 | 22,100 | 13? | 44.6 | 19.2 | 97.7 |
| 35. Chicago Lawn (66) | 11,530 | 6.3 | 19,900 | 12? | 44.6 | 16.6 | 98.4 |
| 36. Roseland (49) | 11,190 | 7.1 | 19,166 | 13? | 51.4 | 16.6 | 41.0 |
| 37. Archer Hts. (57) | 12,130 | 4.5 | 21,100 | 126 | 35.6 | 13.5 | 97.5 |
| 38. Albany Pk. (14) | 11,020 | 7.4 | 28,350 | 126 | 41.4 | 13.5 | 86.5 |
| 39. Irving Pk. (16) | 11,509 | 6.2 | 21,100 | 122 | 43.9 | 14.0 | 97.4 |
| 40. Chatham (44) | 10,770 | 9.3 | 21,400 | 141 | 56.5 | 18.4 | 22.1 |
| 41. Belmont-Cragin (19) | 11,400 | 6.2 | 23,400 | 127 | 37.8 | 12.5 | 95.7 |

21. West Lawn (25)
28. South Shore A (43A)
29. West Elsdon (62)
30. Portage Pk. (15)
31. Lincoln Sq. (4)
32. Montclare (18)
33. Hyde Pk. B (41B)
34. Garfield Ridge (56)
35. Chicago Lawn (66)
36. Roseland (49)
37. Archer Hts. (57)
38. Albany Pk. (14)
39. Irving Pk. (16)
40. Chatham (44)
41. Belmont-Cragin (19)
42. Auburn-Gresham (71)
43. West Pullman (53)
44. Gage Pk. (63)
45. Austin (25)
46. South Shore B (43B)
47. Hermosa (20)
48. Uptown B (3B)
49. Hegewisch (55)
50. Pullman (50)
51. S. Deering (51)
52. East Side (52)
53. Lincoln Pk. B (7B)
54. Lake View B (6B)
55. North Center (5)
56. Greater Grand Cr. (69)
57. Avondale (21)
58. South Chicago (46)
59. Kenwood B (39B)
60. Brighton Pk. (59)
61. W. Englewood (67)
62. Burnside (47)
63. Woodlawn (42)
64. Near N. Side B (8B)
65. Logan Sq. (22)
66. McKinley Pk. (59)
67. Humboldt Pk. (23)
68. Englewood (63)
69. W. Garfield Pk. (26)
70. Douglas B (35B)
71. Bridgeport (60)
72. N. Lawndale (29)
73. New City (61)
74. S. Lawndale (30)
75. Armour Sq. (34)
76. Riverdale (54)
77. Washington Pk. (40)
78. E. Garfield Pk. (27)
79. Near S. Side (33)
80. Near W. Side (28)
81. West Town (24)
82. Fuller Pk. (37)
83. Grand Blvd. (38)
84. Lower W. Side (31)
85. Oakland (36)

ECONOMIC RANK

1 to 28
29 to 56
59 to 85
Community area

72

# APPENDIX C

Pre- Post- Questionnaires

November, 1973      **BEST COPY AVAILABLE**

<u>To</u>: Members of the school - community:  student, teacher, parent, other (circle the one which applies to you).

> Please answer the items in this survey because your responses will provide the principal, teachers and community council of _____
> Elementary School with the information necessary for improving the effectiveness of the school's educational services to the community.  If you are unable to provide the information for an item, go on to the next item.

I.  <u>How well do you know your school:</u>

   a.  Our school is located in District No._____  of Area _____

   b.  Total school enrollment is approximately_____

   c.  The total No. of teachers in the school is_____

   d.  No. of grades in the school are      _____

   e.  The following special education classes for the handicapped are offered:

   _____

   _____

   f.  The following special programs are offered for regular, non-handicapped children:  _____

   _____

   _____

II.  <u>How do you learn facts about the school:</u>

   a.  Membership in School-Community Council      Yes_____   No_____

   b.  Membership in PTA                           Yes_____   No_____

   c.  School's Open House                         Yes_____   No_____

   d.  Talk with principal.                        Yes_____   No_____

   e.  Talk with student (or students)             Yes_____   No_____

   f.  Talk with teachers                          Yes_____   No_____

   g.  Talk with neighbors                         Yes_____   No_____

   h.  School Newsletter, principal's letter/bulletin Yes_____  No_____

   i.  Community Newspaper                         Yes_____   No_____

   j.  Rumors                                      Yes_____   No_____

   k.  (other) _____            Yes_____   No_____

III. **What is your opinion of the school-community:**

    a. In general, the school is (check one):

          _____poor

          _____about average

          _____good

    b. The teachers do a good job in teaching the children (check one):

          _____ never

          _____ sometimes

          _____ most of the time

          _____ always

    c. The students are interested in learning (check one):

          _____ no

          _____ sometimes

          _____ most of the time

          _____ always

IV. **What do you think should be done to help those students who do not learn well (check the one item you think most important):**

    a. _____money from the federal government for more special programs

    b. _____ special teachers (for reading, math, counseling, other _____)

    c. _____ more teacher aides to help in the classrooms

    d. _____ more books

    e. _____ special T-V, radio, or movie programs

    f. _____ more audiovisual equipment for classroom instruction (movie projectors, T-V's, FM-AM radios, overhead projector's

    g. _____ more home work

    h. _____ strict discipline in the classroom

    i. _____ more field trips

    j. \_\_\_\_\_(other) _____

    k. \_\_\_\_\_(other) _____

    l. \_\_\_\_\_(other) _____

(MORE)

V. <u>Do you know of any major problems</u> existing in the <u>community</u> of your school (check <u>as many as you wish</u>):

a. _____  _____
(your suggestion)

b. _____  _____
(your suggestion)

c. _____ unemployment

d. _____ unsupervised children

e. _____ abandoned buildings

f. _____ traffic hazards for children

g. _____ great danger from robbery or other attack on the streets

h. _____ drug pushers

i. _____ uncollected garbage

j. _____ transients or other loiterers

k. _____ street littered

l. _____ abandoned cars

m. _____ drinking by youth

n. _____ drinking by adults who become disorderly

o. _____ rats or other vermin

p. _____ too much noise

q. _____ air pollution

r. _____ drug use by adults

s. _____ drug use by youths

t. _____ homes and surrounding property no well maintained

u. _____ serious child abuse

v. _____ some parents are not interested in the school progress of their
children

w. _____ play areas are too small, too few

x. _____ community services are too few or too far away

y. _____ too many children.

(MORE)

VI. <u>Do you know of any major problems existing in the school (check as many as you wish)</u>

 a. _____ _____
          (your suggestion)

 b. _____ _____
          (your suggestion)

 c. _____ vandalism

 d. _____ many students do not read well

 e. _____ students are threatened with harm by other students on way to or from school

 f. _____ students are absent too much

 g. _____ some students carry dangerous weapons

 h. _____ too many students in the halls during class time

 i. _____ lack of interest in school by many students

 j. _____ lack of interest in teaching by many teachers

 k. _____ school needs repairs

 l. _____ students come to school under the influence of drugs or alcohol

 m. _____ students come to school hungry

 n. _____ many students are poor in math

 o. _____ students need more drill and practice in reading, writing and math

 p. _____ students need more individual help

 q. _____ physically or mentally handicapped children do not receive special education services.

II. <u>Community members can help the school with its problems (check those you think best)</u>:

 a. _____ _____
          (your suggestion)

 b. _____ _____
          (your suggestion)

 c. _____ tutor students

 d. _____ read to young children in the school library or class

 e. _____ listen to students read at home

 f. _____ volunteer to help supervise students at lunchtime, on field trips, or in classroom

 g. _____ plan ways to correct problems as part of a group composed of students, teachers, and parents.

(END)

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY FORM.

## SCHOOL - COMMUNITY SURVEY

### JUNE 1974

TO: Members of the school-community: student, teacher, parent, other
(circle the one which applies to you).

Please answer the items in this survey because your responses will provide the
principal, teachers, and community of _____
Elementary School with the information necessary for improving the effectiveness
of our school's educational services to the community. If you are unable to pro-
vide the information for an item, go on to the next item.

1. How well do you know your school:

    a. Our school is located in District No. _____ of Area _____.

    b. Total school enrollment is approximately _____.

    c. To total number of teachers in the school is _____.

    d. Number of grades in the school are _____.

    e. Are special education classes offered in your school: _____.
       If so, list them: _____
       _____

    f. Are additional kinds of programs available other than regular
       classes? _____ If so, list them: _____
       _____

II. How do you learn facts about the school:

    a. Membership in School-Community Council ............ Yes_____ No_____

    b. Membership in PTA ................................ Yes_____ No_____

    c. School's Open House .............................. Yes_____ No_____

    d. Talk with principal .............................. Yes_____ No_____

    e. Talk with students (or students) ................. Yes_____ No_____

    f. Talk with teachers .............................. Yes_____ No_____

    g. Talk with neighbors ............................. Yes_____ No_____

    h. School Newsletter, principal's letter/bulletin .... Yes_____ No_____

    i. CommuniLetter ................................... Yes_____ No_____

    j. Community Newspaper ............................. Yes_____ No_____

    k. "Telephone Tree" messages ....................... Yes_____ No_____

    l. "How to" meetings ............................... Yes_____ No_____

    m. Rumors .......................................... Yes_____ No_____

III.  What is your opinion of the school-community:

a.  In general, the school is (check one):

_____ poor
_____ about average
_____ good

b.  The teachers do a good job in teaching the children (check one):

_____ never
_____ sometimes
_____ most of the time
_____ always

c.  The students are interested in learning (check one):

_____ no
_____ sometimes
_____ most of the time
_____ always

IV.  What do you think should be done to help those students who do not learn well (check FOUR items you think most important):

a.  _____ money from the federal government for more special programs

b.  _____ more special teachers (for reading, math, counseling, other _____ )

c.  _____ more books

d.  _____ make more use of special TV, radio, or movie programs

e.  _____ more audio-visual equipment for classroom instruction (movie projectors, TV, FM-AM radios, overhead projectors)

f.  _____ more homework

g.  _____ strict discipline in the classroom

h.  _____ more field trips

i.  _____ help students improve their opinions about school

j.  _____ smaller class size

k.  _____ more communication between parents and teachers

l.  _____ more teacher aides to help in the classrooms

m.  _____ (your suggestion): _____

**V. What are the major problems existing in the community of your school?** (check **FOUR** most important):

a. _____ (your suggestion):_____

b. _____ unemployment or other causes of poverty

c. _____ unsupervised children

d. _____ abandoned buildings

e. _____ traffic hazards for children

f. _____ great danger from robbery or other attack on the streets

g. _____ drug pushers

h. _____ uncollected garbage

i. _____ transients or other loiterers

j. _____ streets littered

k. _____ abandoned cars

l. _____ drinking by youth

m. _____ drinking by adults who become disorderly

n. _____ rats or other vermin

o. _____ too much noise

p. _____ youth gangs

q. _____ air pollution

r. _____ drug use by adults

s. _____ drug use by youths

t. _____ homes and surrounding property not well cared for

u. _____ serious child abuse

v. _____ some parents are not interested in the school progress of their children.

w. _____ play areas are too small or too few

x. _____ community services are too few or too far away

y. _____ too many people

z. _____ vandalism

**VI. What are the major problems existing in the school (check FOUR most important)**

a. _____ (your suggestion) _____

b. _____ classes are too large

c. _____ vandalism

d. _____ many students do not read well

e. _____ many parents do not participate in school activities

f. _____ students are absent too much

g. _____ some students carry dangerous weapons

h. _____ too many students in the halls during class time

i. _____ lack of interest in school by many students

j. _____ lack of interest in teaching by many teachers

k. _____ school needs repair

l. _____ students come to school under the influence of drugs or alcohol

m. _____ students use profanity

n. _____ many students are poor in math

o. _____ students need more drill and practice in reading, writing and math

p. _____ students need more individual help by teachers

q. _____ physically or mentally handicapped children do not receive special
education services

**VII. Community members can help the school with its problems (check those you think
best):**

a. _____ (your suggestion)_____

b. _____ encourage more parents to take interest in school

c. _____ tutor students

d. _____ read to young children in the school library or class

e. _____ listen to students read at home

f. _____ volunteer to help supervise students at lunchtime, on field trips,
or in classroom

g. _____ students, teachers and parents together should plan to correct
problems in school

(END)

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY FORM.

# APPENDIX D

## Results of Questionnaires

Results of Questionnaire - November, 1973

Table 7

Knowledge of the School

|  | Parents (N=59) | | Teachers (N=74) | | 4th Grd. Students (N=370) | |
|---|---|---|---|---|---|---|
|  | Rank | % | Rank | % | Rank | % |
| d. No. of Grades | 1 | 64* | 1.5 | 100* | 1 | 67* |
| c. No. of Teachers | 2 | 32 | 4 | 93* | 5 | 28* |
| a. School District | 3 | 27 | 1.5 | 100* | 3 | 33 |
| b. Enrollment | 4 | 25 | 3 | 99* | 4 | 32* |
| f. Special Programs | 5 | 20 | 6 | 23* | 2 | 42 |
| e. Programs for Handicapped | 6 | 15* | 5 | 28* | 6 | 26* |

Table 8

Contact Sources

|  | Parents (N=59) | | Teachers (N=74) | | 4th Grd. Students (N=370) | |
|---|---|---|---|---|---|---|
|  | Rank | % | Rank | % | Rank | % |
| f. Teachers | 1 | 85* | 2 | 96* | 1 | 81* |
| c. Open House | 2 | 80* | 5 | 82* | 9 | 32* |
| h. Newsletter/Bulletin | 3 | 78* | 1 | 99* | 5.5 | 47 |
| e. Students | 4 | 66 | 4 | 88* | 3 | 67* |
| b. P.T.A. | 5 | 63 | 6 | 66 | 10 | 31* |
| d. Principal | 6 | 58 | 3 | 95* | 2 | 69* |
| g. Neighbor | 7 | 46 | 7 | 58 | 4 | 55* |
| i. Community Newspaper | 8 | 34* | 8 | 45* | 5.5 | 47 |
| j. Rumors | 9 | 27* | 10 | 31* | 8 | 34* |
| a. School-Community Council | 10 | 20* | 9 | 37* | 7 | 38* |
| k. Misc. | 0 | .0 | 11 | 1* | 11 | 9* |

* Significant at .05 level

Results of Questionnaire - November, 1973

Table 9

## Attitudes

| | Parents (N=59) | | Teachers (N=74) | | 4th Grd. Students (N=370) | |
|---|---|---|---|---|---|---|
| | Rank | % | Rank | % | Rank | % |
| **About School** | | | | | | |
| Average | 1 | 55* | 1 | 62* | 2 | 32 |
| Good | 2 | 36 | 2 | 20* | 1 | 58* |
| Poor | 3 | 9* | 3 | 18* | 3 | 10* |
| | | | | | | |
| **About Teachers** | | | | | | |
| Mostly Interested | 1 | 47 | 1 | 73* | 2 | 12* |
| Always Interested | 2 | 27 | 3 | 11* | 1 | 77* |
| Sometimes Interested | 3 | 24 | 2 | 16* | 3 | 7* |
| Never Interested | 4 | 2* | - | - | 4 | 4* |
| | | | | | | |
| **About Students** | | | | | | |
| Mostly Interested | 1 | 49* | 2 | 27 | 2 | 26* |
| Sometimes Interested | 2 | 39 | 1 | 73* | 3 | 18* |
| Always Interested | 3 | 9* | - | - | 1 | 53* |
| Never Interested | 4 | 3* | - | - | 4 | 3* |

Table 10

## How to Help Students Learn

| | Parents (N=59) | | Teachers (N=74) | | 4th Grd. Students (N=370) | |
|---|---|---|---|---|---|---|
| | Rank | % | Rank | % | Rank | % |
| b. Special Teachers | 1 | 42* | 2 | 27 | 2 | 30* |
| a. More Govt-funded Programs | 2 | 32* | 3.5 | 26 | 7.5 | 15* |
| g. More Homework | 3 | 19 | 10 | 5 | 1 | 32* |
| c. More Teacher Aides | 4 | 15 | 1 | 39* | 7.5 | 15* |
| i. More Field Trips | 5 | 12 | 6 | 16 | 2 | 24 |
| f. More A-V Equip. | 6.5 | 10 | 3.5 | 26 | 5.5 | 16 |
| h. Strict Classroom Discipline | 6.5 | 10 | 5 | 23 | 9 | 13* |
| d. More Books | 8 | 7 | 9 | 7* | 4 | 23 |
| e. Special T-V, Radio Programs | 9.5 | 5* | 7 | 14 | 5.5 | 16 |
| j. Misc-Open Option | 9.5 | 5* | 8 | 10 | 10 | 12* |

* Significant at .05 level

Results of Questionnaire - November, 1973

Table 11

Concerns About Community Environment

| | Parents (N=59) | | Teachers (N=74) | | 4th Grd. Students (N=370) | |
|---|---|---|---|---|---|---|
| | Rank | % | Rank | % | Rank | % |
| d. Unsupervised Children | 1 | 53* | 1 | 87* | 18 | 50 |
| w. Play Areas too Small | 2 | 51* | 3 | 64* | 11.5 | 57 |
| k. Street Litter | 3.5 | 46* | 13 | 24 | 1 | 76* |
| x. Community Services too few, too far | 3.5 | 46* | 5.5 | 42 | 13.5 | 55 |
| g. Street Danger: Robbery etc. | 5 | 41 | 7.5 | 41 | 2 | 75* |
| c. Unemployment | 6.5 | 37 | 5.5 | 42 | 22 | 46* |
| o. Rats, Vermin | 6.5 | 37 | 23 | 11* | 10 | 58 |
| q. Air Pollution | 8.5 | 3. | 18 | 18* | 3 | 74* |
| v. Parents not Interested in School Progress of Students | 8.5 | 30 | 2 | 78* | 23 | 44* |
| e. Abandoned Buildings | 11 | 29 | 12 | 26 | 18 | 50 |
| m. Youth, Alcohol Use | 11 | 29 | 10 | 30 | 5 | 66* |
| n. Adult, Alcohol Use | 11 | 29 | 14.5 | 20 | 8.5 | 60 |
| s. Youth, Drug Use | 13 | 27 | 7.5 | 41 | 20 | 49* |
| f. Traffic Hazards for Children | 15 | 25 | 18 | 18* | 8.5 | 60 |
| h. Drug Pushers | 15 | 25 | 9 | 39 | 4 | 6* |
| p. Noise | 15 | 25 | 22 | 12* | 7 | 61 |
| y. Dense Population | 17 | 24 | 4 | 47* | 21 | 48* |
| r. Adult, Drug Use | 19 | 22 | 14.5 | 20 | 16 | 52 |
| l. Abandoned Cars | 19 | 22 | 18 | 18* | 6 | 62 |
| t. Poor Property Maintenance | 19 | 22 | 11 | 27 | 18 | 50 |
| i. Uncollected Garbage | 22 | 20 | 20 | 15* | 11.5 | 57 |
| j. Transients | 22 | 20 | 16 | 19* | 13.5 | 55 |
| m. Child Abuse | 22 | 20 | 21 | 14* | 15 | 54 |

**\* Significant at .05 level**

Results of Questionnaire - November, 1973

Table 12

Concern About School Environment

| | Parents (N=59) | | Teachers (N=74) | | 4th Grd. Students (N=370) | |
|---|---|---|---|---|---|---|
| | Rank | % | Rank | % | Rank | % |
| d. Poor Reading of Students | 1 | 75* | 1 | 96* | 4 | 76* |
| o. More Practice, Drill Needed in Basics | 2 | 73* | 3.5 | 72* | 3 | 79* |
| m. Students Poor in Math | 3 | 59* | 7 | 49 | 7 | 74* |
| p. Pupils Need More Individual Help | 4 | 49 | 2 | 89* | 5 | 75* |
| c. Vandalism | 5 | 44 | 5 | 70* | 7 | 74* |
| i. Students Lack Interest | 6.5 | 42 | 3.5 | 72* | 13. | 51* |
| e. Students Threaten Harm to Other Students | 6.5 | 42 | 6 | 53 | 1 | 86* |
| g. Students Carry Weapons | 8 | 41 | 10 | 35 | 2 | 82* |
| m. Hunger of Some Pupils | 9 | 32 | 12 | 27* | 9 | 70 |
| f. Pupil Absences | 10 | 30 | 9 | 42 | 11.5 | 69 |
| k. Repair Needs of School | 11 | 27 | 11 | 31* | 7 | 74* |
| h. Student in Halls During Class Time | 12 | 25 | 8 | 48 | 11.5 | 69 |
| j. Teacher Lack Interest | 13 | 20* | 14 | 19* | 16 | 36* |
| 1. Pupils Under Influence of Drugs, Alcohol | 14 | 9* | 15 | 8* | 15 | 45* |
| q. Handicapped Need More Special Education | 15 | 3* | 13 | 24* | 14 | 47* |

Table 13

How Community/Parents Can Help The School

| | Parents (N=59) | | Teachers (N=74) | | 4th Grd. Students (N=307) | |
|---|---|---|---|---|---|---|
| | Rank | % | Rank | % | Rank | % |
| e. Listen to Pupils Read (Home) | 1 | 71* | 4 | 76 | 1 | 77* |
| g. Parent /Teacher/ Pupil Group Planning | 2 | 64* | 2.5 | 78 | 5 | 60 |
| f. Supervise Lunchroom, Class, Field Trips | 3 | 58 | 1 | 92* | 2 | 73* |
| d. Read to Pupils | 4 | 37* | 5 | 54 | 3 | 71* |
| c. Tutor Pupils | 5 | 35* | 2.5 | 78 | 4 | 62 |

* Significant at .05 level

Results of Questionnaire - June, 1974

Table 14

Knowledge of School

| | Parents (N=72) | | Teachers (N=113) | | 4th Grd. Students (N=395) | |
|---|---|---|---|---|---|---|
| | Rank | % | Rank | % | Rank | % |
| **Programs** | | | | | | |
| For Handicapped | 1 | 83* | 1 | 100* | 3 | 72 |
| No. Grades | 2 | 72* | 2.5 | 88 | 1 | 89* |
| No. Tchrs. in School | 3 | 60 | 4.5 | 86 | 4 | 67 |
| Dist. Area Location of School | 4 | 40 | 2.5 | 88 | 5 | 66 |
| Other Programs in Sch. | 5 | 35* | 6 | 66* | 2 | 77* |
| School Enrollment | 6 | 31* | 4.5 | 86 | 6 | 52* |

Table 15

Contact Sources for School Information

| | Parents (N=72) | | Teachers (N=113) | | 4th Grd. Students (N=395) | |
|---|---|---|---|---|---|---|
| | Rank | % | Rank | % | Rank | % |
| Teachers | 1 | 90* | 3.5 | 85* | 1 | 88* |
| Sch. Newsletters/ Bulletins | 2 | 88* | 2 | 89* | 3 | 80* |
| Students | 3 | 85* | 5 | 81* | 5 | 75* |
| Principal | 4.5 | 83* | 1 | 100* | 2 | 82* |
| School Open House | 4.5 | 83* | 6 | 78* | 7 | 66 |
| Neighbors | 6 | 82* | 11 | 36* | 4 | 76* |
| PTA | 7 | 72 | 3.5 | 85* | 12 | 34* |
| Communiletters | 8 | 69 | 7 | 50 | 6 | 71* |
| Community Newspapers | 9 | 54 | 9 | 41* | 10 | 43* |
| Sch.-Community Council | 10 | 53 | 12 | 30* | 13 | 31* |
| How-to Meetings | 11 | 47* | 8 | 43* | 11 | 42* |
| Rumors | 12 | 32* | 10 | 40* | 8 | 51* |
| Telephone Tree | 13 | 29* | 13 | 19* | 9 | 50* |

*Significant at .05 level

## Results of Questionnaire - June, 1974

### Table 16

Attitudes

| | Parents (N=72) | | Teachers (N=113) | | Students (N=395) | |
|---|---|---|---|---|---|---|
| | Rank | % | Rank | % | Rank | % |
| **About School:** | | | | | | |
| Average | 1 | 51* | 1 | 56* | 2 | 43* |
| Good | 2 | 32 | 2 | 19* | 1 | 49* |
| Poor | 3 | 14* | 3 | 17* | 3 | 7* |
| | | | | | | |
| **About Teachers** | | | | | | |
| Mostly Interested | 1 | 50* | 1 | 73* | 2 | 15* |
| Always Interested | 2 | 31 | 3 | 8* | 1 | 65* |
| Sometimes Interested | 3 | 15* | 2 | 11* | 3 | 14* |
| Never Interested | 4 | 1* | 4 | 1* | 4 | 2* |
| | | | | | | |
| **About Students** | | | | | | |
| Mostly Interested | 1 | 49* | 2 | 43* | 3 | 27 |
| Sometimes Interested | 2 | 38 | 1 | 55* | 1 | 37 |
| Always Interested | 3 | 7* | 4 | 0* | 2 | 30 |
| Never Interested | 4 | 3* | 3 | 1* | 4 | 5* |

### Table 17

How to Help Students Learn

| | Parents (N=72) | | Teachers (N=113) | | Students (N=395) | |
|---|---|---|---|---|---|---|
| | Rank | % | Rank | % | Rank | % |
| Special Teachers | 1 | 67* | 1 | 74* | 3 | 49* |
| Strict Discipline | 2 | 51* | 5 | 43* | 10 | 22 |
| Smaller Classes | 3.5 | 47 | 2 | 62* | 12 | 8* |
| More Homework | 3.5 | 47 | 12 | 6* | 1 | 52* |
| Parent-Teacher Comm. | 5 | 44 | 3 | 50* | 7 | 27 |
| Gov't Funded Programs | 6 | 36 | 6.5 | 34 | 5 | 42* |
| Improve Student Attitudes About Sch. | 7 | 29 | 4 | 48* | 11 | 21* |
| More Teacher Aides | 8.5 | 28 | 6.5 | 34 | 8.5 | 23 |
| More Books | 8.5 | 28 | 11 | 12* | 2 | 51* |
| More Education TV/ Radio Programs | 10 | 26 | 10 | 16* | 6 | 28 |
| More A-V Equipment | 11 | 25 | 8 | 29 | 8.5 | 23 |
| Field Trips | 12 | 18* | 9 | 19* | 4 | 47* |

*Significant at .05 level

# Results of Questionnaire - June, 1974

## Table 18

### Concerns About Community Environment

| | Parents (N=72) | | Teachers (N=113) | | Students (N=395) | |
|---|---|---|---|---|---|---|
| | Ranks | % | Ranks | % | Ranks | % |
| Uninterested Parents | 1 | 53* | 1 | 77* | 18.5 | 11* |
| Play Areas Too Small/ Few | 2 | 49* | 3 | 38* | 12.5 | 14 |
| Unsupervised Children | 3 | 40* | 2 | 72* | 7 | 19* |
| Street Dangers-Robbery (etc.) | 4 | 35* | 13 | 8* | 2 | 43 |
| Community Services Too Few/Far | 5 | 33 | 5 | 29* | 25.5 | 2* |
| | | | | | | |
| Abandoned Buildings | 7 | 29 | 9 | 17* | 4.5 | 25* |
| Street Litter | 7 | 29 | 24.5 | 0* | 6 | 20* |
| Vandalism | 7 | 29 | 8 | 20* | 3 | 30* |
| Unemploment | 9 | 26 | 6 | 28* | 20 | 10* |
| Loiterers | 10 | 25 | 24.5 | 0* | 24 | 4 |
| | | | | | | |
| Drinking - Adults | 11.5 | 22 | 19.5 | 2 | 21 | 9* |
| Air Pollution | 11.5 | 22 | 15.5 | 5 | 10 | 15* |
| Drug Pushers | 13.5 | 21 | 10 | 14* | 1 | 47* |
| Rats, Vermin | 13.5 | 21 | 24.5 | 0* | 12.5 | 14* |
| Traffic Hazards | 15 | 18 | 21.5 | 1* | 4.5 | 25 |
| | | | | | | |
| Uncollected Garbage | 17 | 17 | 24.5 | 0* | 18.5 | 11* |
| Gangs | 17 | 17 | 7 | 21* | 15 | 13* |
| Drug Use - Adults | 17 | 17 | 17.5 | 4* | 15 | 13 |
| Drug Use - Youth | 19.5 | 15 | 11.5 | 12* | 8 | 16 |
| Drinking - Youth | 19.5 | 15 | 15.5 | 5* | 10 | 15 |
| | | | | | | |
| Poor Property Maint. | 21 | 13* | 11.5 | 12* | 22.5 | 6* |
| Noise | 22 | 11* | 17.5 | 4* | 10 | 15* |
| Misc. | 23.5 | 10* | 14 | 6* | 25.5 | 2* |
| Abandoned Cars | 23.5 | 10* | 19.5 | 2* | 15 | 13* |
| Child Abuse | 25 | 8* | 21.5 | 1* | 17 | 12 |
| | | | | | | |
| Dense Population | 26 | 6* | 4 | 30* | 22.5 | 6* |

*Significant at .05 level

Results of Questionnaire
June, 1974

## Table 19

### Concerns About School Environment

|  | Parents (N=72) | | Teachers (N=113) | | Students (N=395) | |
|---|---|---|---|---|---|---|
|  | Rank | % | Rank | % | Rank | % |
| Poor Reading (Students) | 1 | 49* | 1 | 56* | 4 | 34* |
| Parents: Non-participants | 2 | 43* | 6 | 40* | 11 | 18 |
| Need Drill in Basic Skills | 3 | 33 | 5 | 43* | 7.5 | 23* |
| Large Class | 4 | 32 | 4 | 47* | 15 | 9* |
| Students Need Individual Help | 5 | 29 | 2 | 55* | 12 | 16* |
| Students Use Profanity | 6.5 | 25 | 9 | 14* | 10 | 19* |
| Vandalism | 6.5 | 25 | 12 | 9* | 2 | 39* |
| Poor in Math (Students) | 8 | 24 | 15 | 2* | 7.5 | 23 |
| Handicapped Need More Special Ed. Services | 9 | 22 | 10 | 12* | 13 | 14* |
| Excessive Absence (Stud) | 10 | 21 | 8 | 20* | 5 | 20* |
| Students Lack Interest | 11 | 18 | 3 | 50* | 14 | 11* |
| Students Carry Weapons | 12.5 | 17 | 17 | 0* | 1 | 55* |
| School Needs Repairs | 12.5 | 17* | 11 | 10* | 3 | 35* |
| Teachers Lack Interest | 14 | 11* | 13.5 | 4* | 16 | 7* |
| Students in Halls During Class | 15 | 10* | 7 | 21* | 6 | 32* |
| Student Under Influence of Drugs/Alcohol | 16 | 4* | 16 | 1* | 9 | 21 |

## Table 20

### How Community/Parents Can Help School

|  | Parents (N=72) | | Teachers (N=113) | | Students (N=395) | |
|---|---|---|---|---|---|---|
|  | Rank | % | Rank | % | Rank | % |
| Group Planning (Parents, Teachers, Students) | 1 | 56* | 2 | 77* | 4 | 59* |
| Listen to Pupils Read (Home) | 2 | 53* | 3 | 61 | 1 | 64* |
| Help Supervise Class/ Lunch/Trips | 3 | 36 | 4 | 54 | 2 | 62* |
| Encourage Parent Participation | 4 | 35 | 1 | 93* | 5 | 43 |
| Read to Pupils in School | 5 | 28 | 6 | 26* | 3 | 61* |
| Tutor Pupils | 6 | 2ს | 5 | 44 | 6 | 42 |

*Significant at .05 level.

APPENDIX D

Related Documentation

# V.V. Parent Newsletter

November 30th, 1973

An informational newsletter to the parents of VAN VLISSINGEN Students

See Page 2

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READING GAMES FAIR

9:00 to 2:30

WEDNESDAY, THURSDAY, FRIDAY
December 5---6---7, 1973

See Page 3

# Communi-Letter

Dear Miss Anderson,

I wish to make the following suggestions for the betterment of V.V. School:

_____

_____

_____

I wish to know the following about V.V. School:

_____

_____

Signed(Optional) _____

# The Principal's Page...

## VAN VLISSINGEN PARENT NEWSLETTER

Recently, I conducted a survey concerning attitudes and information about Van Vlissingen School. I asked the teachers the fourth grade students and their parents to complete the form which asked about:
the size of V.V.,
the number of teachers-pupils,
how we learn about the school, and
the major problems, etc.

I was surprised at the range of answers and recognized a need for more information about our activities and programs.

This bulletin is the first step to share news of V.V. The last page is the newsletter, a request for our parents to give us feed back and ideas. Schools need your help...learning is a three way bond--parent, teacher, and student.
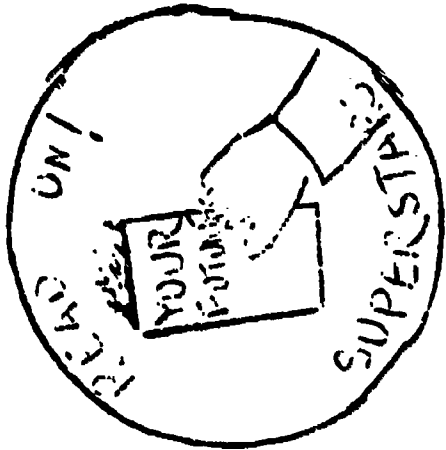
+++++++++++++++++

## VAN VLISSINGEN PARENT HANDBOOK
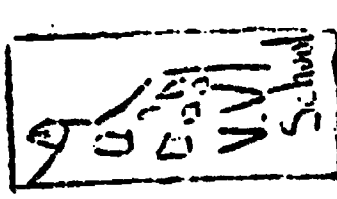
At our recent Open House, parents were given a copy of our new V.V. Handbook. The following day, copies were sent home with pupils in the main building and module. We hope you now have your copy.
Page 2

94

Van Vlissingen has a new goal as pictured on the Superstar's badge. Every child knows that we expect him to practice his reading daily at home. Every teacher is working hard to help students master new reading skills. The only way to make these skills a part of our reading is to practice daily AT HOME.

Our goal is: a book in every child's hand!

++++++++++++++++++++++

## READING GAMES FAIR

Over the past several months, parents have expressed a need for ideas about reading games that can help students in learning. A distributor of this type of game will be held at Van Vlissingen's main building on Dec. 5th, 6th, and 7th. Every parent is invited to view the material in room 003.

Teachers and their classes will also have an opportunity to visit the display. Orders can be placed for these materials.

++++++++++++++++++++++

## OPEN HOUSE

Thank you for attending our Open House. We felt it was a success and we enjoyed visiting and sharing student work.

95

THOMAS J. HIGGINS SCHOOL
11710 S. Morgan St.
Chicago Illinois

February 28, 1974

Dear TSP Parent:

The Telephone Supportive Parent tree begins.  There
are 4 telephone trees:

- 9 to 12 o'clock noon.
- 12 to 3 P.M.
- 3 to 6 P.M.
- 6 to 9 P.M.

Your copy of your telephone tree is attached to this
letter.  The message for 4th grade students and their
parents will be telephoned to and hand-delivered to
the first person on the tree.

Please:

- Call your TSP partner with the message
  as soon as you are able.  Your partner
  or partners are listed below your name
  and connected to it by a line.

- If the message is not clear to you
  discuss it with your partner or call
  school - CO 4-4814.

- Post your TSP card in a street facing
  window.  Other parents should know of
  this program.

- If you have comments or suggestions,
  complete the communicator which will
  be sent home with each telephone
  message and return it to school.

Again many thanks for volunteering for this project.
We aim for it to be a success.

Sincerely,

Mrs. D. Burrows - Room 213 -4th grade
Mrs. M. Hogan    - Room 205 -4th grade
**Miss J. Reed**     - **Room 100 -4th grade**
Barbara H. Valerious - Principal

### HOW TO HOLD MEETINGS

How To Plan And Lead Successful Meetings

Everybody goes to meetings. There is always a meeting going on somewhere. Anyone with ambitions for job or community leadership will give themselves a boost by developing the know-how of planning and leading successful meetings.

Why is knowing how to handle a meeting so important?

It will get you job recognition. Your employer might well consider you for a promotion if he can say, "This person knows how to handle a meeting." This will be one big point in your favor.

It will win you community recognition. Your name may come up in the meeting committees of one of the community organizations of which you are a member. If they can say of you, "This person would be ____ because of their ability to conduct a good meeting," you may well be elected. You enjoy the satisfactions of recognition and leadership.

It will make your family and friends proud of you. Your family and friends will be proud of you when they see you acclaimed as a leader on your job or in your community.

To sum up, you will be in line for promotion, for community recognition, and for added admiration from your family and friends when you know how to plan and lead a successful meeting.

Can You Lead A Successful Meeting?

Certainly you can. Remember these rules.

Every Meeting Is What The Leader Makes It

1. He plans the meeting carefully in his own mind
   —No two meetings are exactly the same. A good leader never takes a meeting for granted. He visualizes the meeting in his own mind. He asks himself: "How can I make it different?"
2. He then translates his ideas into a program
   —What speaker(s) should be invited? What exhibits will help? Should there be a special feature? He outlines for himself the most interesting and productive program he can think up to achieve the purpose he has in mind for the meeting.
3. He arrives at the meeting with an agenda
   —An agenda makes sure that every topic will be covered. An agenda should be specific as to time and every ____ should be specific as to time and a copy should be in the hands of each participant. This is a responsibility of the leader, and he will find himself all the more firmly in control of a meeting for having made an agenda.

### Agenda For Regular Monthly Meeting

| | |
|---|---|
| 8:10 p.m. | Call to order promptly; chairman's welcome |
| 8:15 | Invocation by chaplain or minister |
| 8:20 | Reading of minutes |
| | Old business |
| | New business |
| | Announcements |
| 8:35 | Report on current special project |
| 8:45 | Introduction of guest speaker |
| 9:25 | Thank speaker; closing remarks |
| 9:30 | Adjourn |

An agenda tells exactly what you are going to do and how
you are going to get all of it done. Have an agenda and
hold to it.

4. The leader knows the basic rules of procedure
   -The rules of procedure for a meeting are the traffic
   lights of discussion and decision in a group. A leader
   familiar with them holds his group to them and maintains
   order. Just remember this: Rules of procedure for a
   meeting are tools to serve the meeting, not devices for
   showing off the leader.

### Main Parliamentary Rules

Most meetings do not call for complicated parliamentary rules. Four
or five fundamental ones are sufficient to keep the meeting in order.
There is one general rule of vital importance for the chairman: keep
your meeting under control, but do not let yourself become involved
in the debate. Four job, as leader, is to
keep things orderly. You can't do that if you get involved in the
debate itself. If you want to speak, do not speak from the chair;
give the gavel to somebody else and speak from the floor.
Here are a few fundamentals of procedure:

A motion must be made and seconded before it is subject to
debate and vote.
An Amendment must be made and seconded before it is subject
to debate and action.
When you put a motion and amendment to a vote, you put the
amendment first. If the amendment loses, you put the
original motion. If the amendment wins, you put the
motion as amended.
A report is first made, and then a motion to adopt it. It
can be adopted either as a whole, or paragraph by
paragraph, or item by item. If it is adopted paragraph
by paragraph or item by item, it should then be adopted
as a whole after all of the paragraphs have been adopted
in the form the group approves.
With reports from regular committees, such as a nominating
committee, you should follow the provisions of the consti-
tution and by-laws of your group, so that additions or
changes will be guided by them.

Points of privilege are of two kinds, personal privilege and
    privilege for the house. They are in order at all times.
A motion to adjourn is not debatable.

Remember, the leader is the essential of a good meeting because:
    1. He thinks the meeting through in his own mind.
    2. He creates a program.
    3. He arrives at the meeting with an agenda.
    4. He knows the basic rules of parliamentary procedure.

There are five basic steps which every leader should know. Follow these
five steps seriously and thoroughly, and your meeting, big or small,
regular or special, social charitable or commercial, educational or
inspirational, will be a real SUCCESS.

The five steps are:
    1. Pinpoint the Purpose of the Meeting
    2. Choose the Right Time for the Meeting
    3. Know What You Want the Meeting to Accomplish
    4. Decide How to Motivate Those Present
    5. Plan for the Follow-through

### BEST COPY AVAILABLE

DISTRICT 18 & 27 MEETING

Warsaw Inn                                              June 20, 1974
                                                       12:30 P.M.

A G E N D A

1.  District Program Plan          Review by each principal
                                       and implementation

2.  Summer Assignments             Pairing of Principals

3.  Curriculum Plan from each school

        Consumer Education

        Career Education

        Drug Abuse Education

4.  Special Summer Assignments

5.  Textbook procedures

6.  Continuous Development plans

7.  Assault Reporting

8.  Mrs. Valerious and Miss Anderson - Special Presentation
        at request of District Superintendent.

9.

10.

STRATEGIES TO GENERATE SUPPORT FOR IMPROVEMENT OF THE
PARENT-STUDENT-TEACHER LEARNING BOND.

BY

RUBY BRYANT
LILLIE COX
MILDRED T. DABNEY
CHARLES EVINS JR.
MILDRED JOHNSON
ANNETTE POWERS
BETTY ROWLAND

SOCIOLOGY OF EDUCATION
411B

# INTRODUCTION

Educational reports, government funded programs, administrators, and
teachers have all expressed the desirability of parent participation in
the operation of schools. The lack of parent involvement in school programs
has prompted a coalition of teachers in District 21 to attempt to improve
the home-school relationship in their district. The schools which are
initiating the program are Armour, Bannecker, and Hinton. Each school will
use the resources which are available to it at the local level as well as
the collective use of the community resources. The implementation of the
program will be similar in each school, and each school will tailor the sug-
gested strategies to meet its needs.

## PURPOSE

Our purpose is to develop strategies to generate support for improvement of parent-student-teacher learning bond. Through the use of workshops, telephone "trees", communiletters, and the established parent organization in each school, it is hoped that greater parental involvement will be attained.

## PROBLEM

Why has the level of parent involvement is school activities eroded to its present low level? Parents have expressed three general areas of negativism in the schools.

(1) There is a general climate of unfriendliness in the schools.

(2) Man/ educational programs are implemented in the schools without parent input.

(3) Teachers are seemingly indifferent to the child's home life.

## OBSTACLES

A few of the many obstacles which we will attempt to over-come are:

(1) Teacher attitudes toward parents.

(2) Years of general apathy by both teachers and parents.

(3) Acceptance of parents in school resources.

(4) Involving the business community in local school problems.

(5) Increasing the safety factor in using existing community resources.

(6) Lack of funds.

## COMMUNITY RESOURCES

A partial list of community resources follows. It is hoped that the parents, SC.Rs and other teachers will add to the list.

| SEPTEMBER, 1974 | OCTOBER, 1974 | NOVEMBER, 1974 |
|---|---|---|
| Workshop-4th week of school | District wide meeting of parents and teachers. | Operation Merry Christmas (Suggestion) |
| Each school will work through the Local School Council of Parent-Teacher Association to develop a meaningful workshop. Suggested topics: 1. How your school works? 2. What Do You want to know about your school? 3. What is Continuous progress? | The teachers and parents will work through the District Council Suggested purposes: Discussion of ways to get more children to exisint community facilities -park, library. Getting Alderman Shannon to speak on what he can do to improve existing facilities. | This is to be a teacher sponsored activity in which old toys will be collected a repaired and then turned ove to a community agent for distribution. |
| DECEMBER, 1974 | JANUARY, 1975 | FEBRUARY, 1975 |
| A suggested activity for this month is to make a list of inexpensive reading materials that can be purchased as Christmas presents. It is also suggested that parents and teachers go into the business community at Engle wood shopping Concourse and suggest that educational toys be displayed in prominent areas. | Where do we go from here? Have a general meeting to make suggestions for improving relationships. | District Wide science fair Assit parents in related science fair activities. Begin planning for art and music festival. |
| MARCH, 1975 | APRIL, 1975 | JUNE, 1975 |
| How to get the most for your dollar. Consumer Education. | District wide art and music festival. | Parent evaluation of school year. Suggested list of summer activities. |

JUNE- 1975 -- Write an evaluation of the year's activities. Plan --Agenda for the coming year.

*THE SUGGESTED ACTIVITIES IN THIS TIME LINE ARE ONLY TENTATIVE.

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# LOCAL PTA WITHIN EACH SCHOOL

## COMMUNITY PARENTS

1. Mrs. Dorothy Anderson
2. Mrs. Baker
3. Mrs. Colar Deester
4. Mrs. Doris Blakely
5. Mrs. Mary Brock
6. Mrs. Burton
7. Mrs. Delores Edgeworth
8. Mrs. Farmer
9. Mrs. Barbara Lloyd
10. Mrs. Jessie McKenzi
11. Mrs. Virginia Moore
12. Mrs. Penn
13. Mrs. Phipps
14. Mrs. Francis Pierce
15. Mrs. Frances Smart
16. Mrs. B. Thomas
17. Mrs. Wright

## ADMINISTRATIVE PERSONNEL

Jack Mitchell - District 21 Superintendent
Lewis Webster - Hinton School Principal
Margaret Junker - Bannaker School Principal
O. J. Nomellini - Armour School Principal
Alderman Shannon
Jacqueline Brown
Izetta Downing  } HINTON SCHOOL COMMUNITY REPRESENTATIVES
Mr. Thomas Webb - Project Director, Operation Impact
                  District 21
                  400 West 69th Street
                  651-3069

## COMMUNITY RESOURCES - ARMOUR SCHOOL

A B C Adjustment School
910 East 83rd Street
846-4412
Day Care Center for Mentally Handicapped Children

Back of the Yard's Council
4600 South Ashland
LA 3-4416

Family and Individual Counselling
Group Development
Neighborhood Organization and Development
Volunteer Program
Jivenile Welfare

Chicago Police Department
9th District Station
3501 South Lowe
744-8227

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POLICE - Community workshops on Bicycle Thief, Vandalish, narcotics, and etc.

Children and Family Services
Central Office: 1026 South Damen      341-8400

Social services to children and their families. Operates schools and insti-
tutions for blind, deaf, physically handicapped and dependent children. Pro-
vides direct child welfare services if not available through other public or
private institutions.

Cook County Public Aid
Michigan Office
20 East 21st Street
326-5400
Financial Assistance to the aged, blind, and disabled and to families with
dependent children.

Dixon State School
2600 North Brinton Avenue       •
Dixon, Illinois
(815) 248-3311
Diagnosis, evaluation, and treatment of the mentally retarded and a residential
institution.

Institute for Juvenile research
907 South Wolcott
341-7330

Training and research facility for study and treatment of emotionally
distrubed children and adolescents.

Juvenile Court
2246 West Roosevelt Road
633-2000

Provide protection, guidance, care, custody, and guardianship of children who
are deliquent, otherwise in need of supervision, neglected, or dependent.

Loyola Guidance Center
820 North Michigan Avenue
337-3389

Psychiatric, Psychological and Social services for children with behavior
problems that can be treated on an out-patient basic. Consultation, diagnosis,
and evaluation of the mentally retarded.

A list of District 21 Community Service Organization will be completed by District
Office.

BEST COPY AVAILABLE                99.

The success or failure of the strategies used will be measured by the

frequency with which the parents of a particular school attend the functions

of that school. The number of people which attend a given activity will also

be an important part of any evaluation. Furthermore, the evaluation can be

determined through the use of the feeback section of the communiletter sent

home. Other means of determining the degree of success will develop through-

out the year.

> Evaluate the three communication techniques applied by
> Coalition of Teachers:
>
> 1. Maintain Records Throughout 1974-75 School Year
>
>    a. Communiletter
>    b. "How To" meetings
>    c. T.S.P. telephone treet
>
> 2. Assess by Percent of Response/ participation, using
>    total number of parents in each school as the basis:
>
>    a. Growth in interest by parents in school program
>    b. Improvement in attitudes about school (inferential) .
>
> 3. Observe behavior of above specified school-community
>    groups to cross-validate concerns and attitudes
>    expressed in questionnaires.

## P A R T I C I P A T A N T S

Ruby Bryant, - 7233 South Emerald, 846-1034, Hinton School

Lillie Cox, - 9051 South Parnell, 224-4738, Hinton School

Mildred Dabney, - 7800 South Shore Drive, 978-3137, Armour School

Charles B. Evins, - 8624 South Constance, 375-5252, Armour School

Mildred Johnson, - 1614 East 86th Street, 768-6838, Hinton School

Annette Powers, 8926 South Marshfield Avenue, Banneker School

Betty Rowland, 7830 South Constance, Hinton School


## S C H O O L S

Armour, G. J. Nomillini, Principal, 950 West 33rd Place

Banneker, Margaret Junker, Principal, 6656 South Normal Blvd.

Hinton, Lewis Webster, Principal, 644 West 71st Street

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