

DOCUMENT RESUME

ED 116 866

95

RC 008 937

AUTHOR • McConnell, Beverly
 TITLE Training Migrant Paraprofessionals in the Bilingual
 Mini Head Start, April 1972.
 INSTITUTION Washington State Intermediate School District 104,
 Ephrata.
 SPONS AGENCY Bureau of Elementary and Secondary Education
 (DHEW/OE), Washington, D.C. Div. of Bilingual
 Education.
 PUB DATE Apr 72
 NOTE 29p.

EDPS PRICE MP-\$0.76 HC-\$1.95 Plus Postage
 DESCRIPTORS Bilingual Education; Community Involvement;
 Curriculum Development; Delivery Systems; *Early
 Childhood Education; *Educational Assessment;
 *Interstate Programs; *Migrant Education; Parent
 Participation; *Program Evaluation; Staff
 Improvement

ABSTRACT

The Bilingual Mini-Head Start program which offers service to migrant children and their families over a 6,000 mile circuit using a totally paraprofessional teaching staff, consists of 6 components: instruction, staff training, parent and community involvement, materials development, relocating delivery system, and management. An interim evaluation of the program's progress during 1971-72 was conducted. Because of the project design and data collection timetable, many of the program's objectives could not be assessed at the time as to whether they were being met. When this was the case, it was indicated that data collection had not been completed. Preliminary findings were reported when the preliminary data yield information felt to be a useful indicator of program progress. Instructional goals for children could not be assessed until post-testing was done. However, based on available records, all the process goals concerning the instructional program to be offered were being met. Training goals were being met although on a delayed schedule. Goals for materials development were either being met or were substantially completed, with the exception of the development of the cultural heritage materials which was behind schedule. Goals for carrying out a relocating program delivery system were met beyond the minimum standard set, and far beyond the level of comparable programs in offering continuity to moving families. (Author/NQ)

 * Documents acquired by ERIC include many informal unpublished *
 * materials not available from other sources. ERIC makes every effort *
 * to obtain the best copy available. Nevertheless, items of marginal *
 * reproducibility are often encountered and this affects the quality *
 * of the microfiche and hardcopy reproductions ERIC makes available *
 * via the ERIC Document Reproduction Service (EDRS). EDRS is not *
 * responsible for the quality of the original document. Reproductions *
 * supplied by EDRS are the best that can be made from the original. *

ED 16866

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT THE NATIONAL INSTITUTE OF EDUCATION.

TRAINING MIGRANT PARAPROFESSIONALS
in the
BILINGUAL MINI HEAD START
April, 1972

INTERMEDIATE
SCHOOL
DISTRICT 104

Adams-Grant Counties Box 605, Ephrata, Washington 98823

Superintendent
Alice McGrath
Administrative Assistant
Harold Kafer

April, 1972

TO: Alice McGrath, Supt. Intermediate School District 104
All project staff and boards

FROM: Beverly McConnell, Evaluator

SUBJECT: Interim Evaluation of Progress in Bilingual Mini-Head Start

The enclosed report is provided for your information as an interim progress report on the Bilingual Mini-Head Start for the program year 1971-1972.

Because of the project design and timetable for data collection, many of the program's objectives cannot be assessed at this time as to whether program objectives are being met. When this is the case the interim report simply indicates that data collection has not been completed. Where the preliminary data available yields information which the evaluator felt would be a useful indicator of program progress this has been reported.

For the sake of brevity in the interim report the program objectives have been paraphrased from their formal statement in the Office of Education project plan. The objectives are numbered according to component, however, so the formal statement can be referred to if the reader seeks a more precise statement.

INSTRUCTIONAL COMPONENT

F1.1 After 100 days attendance in the bilingual program, 75% of the younger children will demonstrate an understanding of concepts of relationship such as comparative sizes or numbers, relative position or time sequence, sorting, matching and grouping, when tested in their primary language.

April evaluation: Data collection to measure the achievement of this objective has not been completed.

PRELIMINARY FINDINGS:

Our test of concepts appears to be appropriate to our target population of three and four year old migrant children, and to be testing them on information they do not already know. The criterion level set was 75% correct response. In the pretest the only 9% achieved this criterion score on the pretest and these were primarily five year olds who were enrolled.

correct responses: 75% or better	9%
correct responses: 50-75%	48%
correct responses: 25-50%	34%
correct responses: 0-25%	9%

STATUS OF DATA COLLECTION:

Data collection was scheduled to take place on an individualized schedule; pretests within 20 days of the child's initial enrollment in the project, and post tests within 20 days of his cumulative attendance for 100 days. The purpose of this type of testing schedule was to cope with migrancy factors that make it necessary to adapt the program to the special needs of a mobile population. Most programs test on calendar dates and expect to have a fairly stable attendance throughout the program year. Migrant programs typically experience great turnover and irregularity of attendance. This means that testing by calendar dates may miss many of the children, and may evaluate children who have had very different periods of educational intervention between testing points. This project chose to normalize the period of intervention by testing children based on their own attendance record, and then analyzing the accumulation of tests at evaluation points.

The preliminary findings of this project concerning patterns of attendance verify the need for this type of plan for testing. The period of attendance was examined for all children actively enrolled in the project on the last day of February, 1972.

In the Washington sites, where attendance was counted from Nov. 22, 1971, the date when the project began using the bilingual curriculum, the following attendance picture existed.

Attendance of children actively enrolled on Feb. 29, 1971,

<input type="checkbox"/>	17%	children with cumulative attendance of 40-60 days
<input type="checkbox"/>	47%	children with cumulative attendance of 20-40 days
<input type="checkbox"/>	36%	children with cumulative attendance less than 20 days.

At the Texas site which got into operation during December, 1971, the attendance pattern was the following:

<input type="checkbox"/>	24%	children with cumulative attendance of 40-60 days
<input type="checkbox"/>	23%	children with cumulative attendance of 20-40 days
<input type="checkbox"/>	53%	children with cumulative attendance less than 20 days.

However to maintain the test schedule called for in the first program year's plan it would be necessary to get a tester in to each site to pick up new children once a month (i.e. within 20 days of the landmark points—initial enrollment and 100 days attendance). This has proven to be enormously difficult with four sites in two states, and the project in April moves to a condition of having ten sites in three states.

The choice, initially, was between attempting to line up testing staff at each site, or attempting to use the same testing staff at all sites. The advantage of the first plan would have been economy, particularly on travel. The disadvantage was the great possibility of variation in testing practice so that the comparability of test information at the different sites would be poor. The advantage of using the same testing staff was seen to be a greater reliability of test information. A compromise between the two was selected: we centralized the responsibility for testing with a consultant Jon Guthrie who trained and supervised a team of bilingual testers who went to all sites in late December and January. While on site he trained a local person to carry on the follow-up testing as new children enrolled, with the test results to be submitted to him for a common analysis and processing.

The quality control we sought was obtained in the initial round of testing under Mr. Guthrie's direct supervision, as confirmed by our program auditor. The efficiency of the follow-up plan has been very poor. The preparation of test kits was delayed so the field testers did not have the materials they needed to continue necessary testing.

They have not been scheduled into the sites on a regular basis owing to the problems of communication—neither have a telephone. And the centralized processing of test information has not worked well to date: requests for information by target dates has not yielded a timely response.

We have not succeeded in getting pretests completed within the first 20 days of a child's enrollment. As the program auditor pointed out, most of our objectives are written in such a way that the pretest is really not essential to establishing whether we are meeting our goals: i.e. each instructional objective indicates a target percentage of children who will have achieved a given score on the test administered AFTER attending for 100 days and it does not make reference to a gain score over the pretest. So our frustration in getting the testing plan worked out for the pretests may serve as a means of working out "kinks" so that our post tests can be administered on schedule. At the time of the interim evaluation no children have yet reached the attendance point at which we will begin doing post testing.

- H1.1 The record of lessons received by a child during his 100 days attendance will show at least three in each concept area.

April evaluation: Data collection has not been completed on this objective at this date.

STATUS OF DATA COLLECTION:

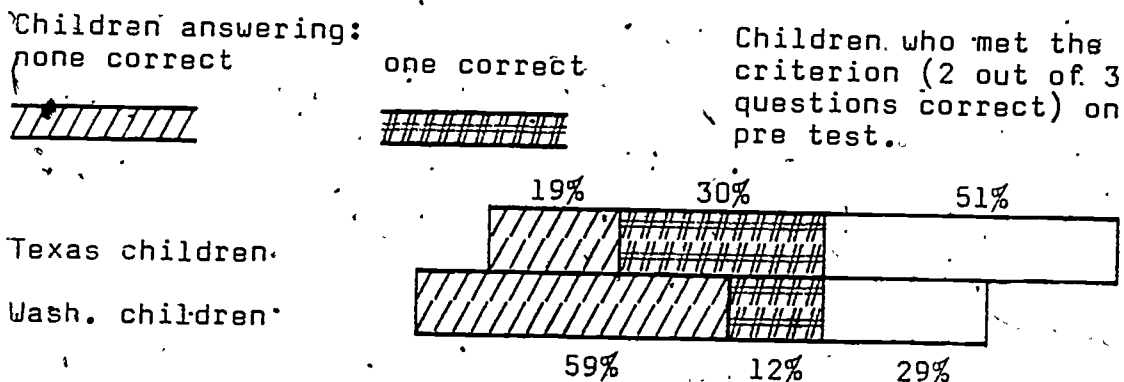
The instrument for recording instruction received by children was changed in mid-year following the auditor's recommendation. Initially we were relying on the fact that the prepared curriculum contained several lessons oriented to each concept area as the means to assure that children received instruction in each area. The auditor suggested that this would not tell the instruction received by individual children because of absences and different starting dates. This is obviously true (refer to attendance statistics quoted earlier in this report). So in mid-year a new form was introduced which is kept on each child recording the concept focus of the tutorial lessons, and whether it was taught in Spanish or English, and the content of cultural heritage lessons. This form has proved an invaluable planning aid as well because it makes the child's progress quite visible. However because it was not introduced until mid-year it will not record the lessons covered for children who attended prior to its introduction. This may mean that we will be unable to document the completeness of instruction coverage for children whose attendance spanned the changeover, in this first program year.

F1.2 Children will be able to identify and tell about objects and holidays related to their cultural heritage after 100 days attendance.

April evaluation: Data collection has not been completed on this objective as of this date.

PRELIMINARY FINDINGS:

On the test of cultural knowledge, the children living on the border of Mexico showed a clear advantage over those in the Washington state project, as demonstrated in the following chart.



H1.2 Teachers will plan activities around Mexican holidays, especially the Posadas, and celebrate birthdays using pinatas.

April evaluation: Data collection has not been completed on this objective as of this date.

STATUS OF DATA COLLECTION:

Record keeping on cultural heritage lessons is part of the Individual Planning and Progress Record, to be collected at the time of post test to determine achievement of objective. For the reason stated above, this record may be incomplete for some of the children enrolled the first year. To provide an interim basis for keeping track of what is being taught, a weekly planning and progress report to be mailed in by each teacher is being introduced in April. This is considered particularly important because of the present spread of project sites, and the diminishing supervision that can be offered under in-stream conditions. When this gets worked into the reporting system, it will provide the means of continuous monitoring of program planning and instruction in all areas, including the cultural heritage materials.

F1.3 After 100 days attendance 75% of the younger children will be able to use sentences three or more words in length, and will use at least fifteen words in their total response as measured by the verbal fluency test in their primary language.

April evaluation: Data collection has not been completed on this objective at this date.

PRELIMINARY FINDINGS:

Of the children given pre-tests, 17% met the criterion on pre test. This required that the child respond to three questions, with two prompts per question (nine attempts to elicit verbal response in all) using at least two sentences three or more words in length, and at least 15 words in the total response. 70% of the children did not achieve either of these requirements, and 13% did one or the other, but not both.

Separating the pretests into those for mobile migrant children enrolled both in Texas and Washington state, and the children of families who have settled out, enrolled in Washington, there seems to be a clear advantage for the child whose family is no longer "on the road". 87% of mobile migrant children scored zero on the verbal fluency test; 44% of the settled out children scored zero (meaning they did not use fifteen words, or use two sentences three words in length). In the number of words used in the total response 63% of the mobile migrant children used less than five; 40% of the settled out children used less than five.

Two of the concept areas included on the Concepts test relied entirely on the child's following directions to move in certain ways. These were the only questions in the test in which there were no physical props to be manipulated, and the correct response depended entirely on the child's receiving information through hearing. There was a perfect correlation between the children who were able to respond correctly to these two parts of the concepts test, and children who scored 2 out of 2 correct on the verbal fluency test, indicating that the ability to use language seems to be closely related to the ability to pick up information through auditory presentation alone (even though the responses on the concepts test required only physical action and no verbal response).

- H1.3 Teachers will present lessons giving the children very frequent opportunities to respond, i.e. providing an opportunity for response on the average of once a minute during teacher directed learning activities.

April evaluation: Data collection has not been completed on this objective; preliminary findings are that this objective is being met.

PRELIMINARY FINDINGS:

Trained observers have observed each teacher in the program for a pretest conducted during the months of December, January and February. The Richarz Interaction Scale was

used as a means of coding every teacher comment or action and every child verbalization or action during the observation period. One of the categories on the scale is a record of "opportunities for response" offered by the teachers. These would be questions, requests for actions, or statements made to the child in a provocative voice and maintaining eye contact so it is clear the teacher is inviting a response. If the teacher asks a question and then immediately looks away, answers it herself, or goes on to something else without waiting for a response, this would not be recorded as an opportunity for response. The intent has to be clear to elicit the participation of the child.

For the April evaluation only pre-test data is available. For some teachers this represents recording their classroom behavior only a few days after they were hired; others had been working up to two months, and for five teachers in Washington state carried over from the previous project it represents testing in their second year of employment and training.

Taking a total group average, this objective is being met. There were 460 minutes of observation during directed teaching periods. During this time teachers provided a total of 499 opportunities for response. This represents an average of 1.08 per minute.

Making a separate analysis of the performance of each teacher: all five of the second year teachers met this criteria. All five of the first year teachers in Washington state, who had the advantage of the model of the second year teachers and were tested after two months of employment and training, met this criteria. Six of the thirteen teachers in Texas met this criteria. The other seven first year teachers were below this standard on the pre test. (A 10% variance has been allowed in determining if the scores met criteria. This being within the range of accuracy necessary to allow for inter-rater differences in scoring.)

FURTHER IMPLICATIONS AND INTERPRETATION OF FINDINGS

To provide a perspective in interpreting these results, the evaluation compared the scores of first year teachers with the scores of second year teachers to get an indication of the direction of change being produced by this training project. To provide a further comparison for purpose of analysis, the observation instrument was used with six certified teachers teaching in preschools in San Antonio, Texas so that we could compare the classroom interaction pattern of our paraprofessional teachers to that of teachers who had an academic training and certification. To improve the comparison the certified teachers were all Mexican American as were the paraprofessional teachers in our project, so that if there are differences in style between

cultural groups this was eliminated from the comparison. Likewise the curriculum in use in the Edgewood School District is bilingual and similar to the curriculum in use in this project in the degree of structure and the degree of directed teaching expected (as opposed to a preschool which deemphasized teacher focus learning).

The scores for "opportunity for response", normalized for the period of teaching observation were as follows:

Opportunities for response provided during total observation period for each teacher (20 minutes during directed teaching activities, 20 minutes during less structured activities):

First year project teachers:	Average 16.7
Second year project teachers:	Average 27.4
Certified teachers:	Average 31.0

These results indicate that the certified teachers provided the most opportunities for response, but not by a large margin over the paraprofessional teachers in the Bilingual Mini-Head Start.

F1.4 After 100 days attendance, 75% of the children will show an increase of vocabulary comprehension in their second language as measured by at least a 15% increase in the raw score on the Peabody Picture Vocabulary Test.

April evaluation: Data collection has not been completed on this objective at this date.

PRELIMINARY FINDINGS:

This is the one instructional objective worded in terms of gain scores between pretest and post test, and the achievement may be affected by our failure to schedule pre tests within the planned time frame (as discussed earlier).

The pre tests were analyzed to measure the difference between the raw scores achieved for each child in his primary language and that achieved in his second language. The smaller the difference between these scores, the greater his bilingual capability, presumably. The mobile migrant children were compared with the settled out children on this measure, and there was no difference. In each case the children scored on the average 20 points better in their primary language than in the secondary language.

H1.4 Teachers will use both Spanish and English in teaching lessons and in communicating with the children enrolled.

April evaluation: Data collection has not been completed on this objective at this date.

PRELIMINARY FINDINGS:

The data collection process planned in the project evaluation called for verification of bilingual usage through an evaluator report on each teacher during the winter training period, and from use of each language as recorded in the interaction report using the Richarz scale, administered in May or June. (All teacher comments are coded as to whether English or Spanish is used.)

The evaluator observation scheduled at the Texas site in March was not carried out. Owing to some failure of communication, the parents teaching in the program were not invited to the Sunday parent meeting at which the new project proposal was being discussed. Since these parents were very much affected by this planning and their input was considered essential, the period planned for observation of teaching by the evaluator was set aside in the interest of having a planning discussion on the new proposal with the Texas site teachers. The evaluator will attempt to carry out the scheduled observations before the next evaluation report.

In the interim, the pretest findings of the Richarz classroom observations were examined. From this data, 20 of the 23 teachers used both languages at some time during the 40 minutes of scheduled observations. Three teachers used only Spanish during the period of observation.

Informal reports from the trainers is that both languages are being used regularly in all centers, and the individual records on instruction being kept by the teachers indicate that lessons are being taught using both languages on a planned alternating basis.

F1.5 After 100 days attendance in the bilingual program, older children will be able to use a key vocabulary in demonstrating their understanding of concepts of relationship, when tested in their primary language.

April evaluation: Data collection has not been completed on this objective at this date.

PRELIMINARY FINDINGS:

Two sets of concepts tests were devised for the project. Each covered the same concept areas, but the test for older children required a "tell me" response requiring him to demonstrate expressive use of language covering a key vocabulary to show his understanding, and the test for younger children required mainly "show me" responses to demonstrate understand.

Children were tested first on the Peabody to determine whether they would be given the test for "younger" children or "older". The younger test would be given if they showed the average language development of a three year old, and the older test if they showed a language development norm of a four year old. We had expected roughly the same number of children in each group—~~younger, older~~. From the pre-tests it appeared that the project children enrolled are very much behind in their language development. Chronologically 70% of the children enrolled are over the age of four: those with a language development score of four represented only 12% of the total project group. Of the mobile migrant children, 10% had a language development score at or above their actual age level; 60% had a language development score from one to twelve months below their chronological age, and 30% had a language development score more than a year below their chronological age. Of the settled low income project children (seasonal farm workers mainly) 19% were at or above their actual age level; 42% were one to twelve months below their chronological age norm; and 39% were more than a year below. The Peabody was given in both Spanish and English and the above language scores represented the language in which the child scored highest. The pattern of findings above stated applied whether the migrant child's primary language was English or Spanish.

This, in itself, is an important finding. Many attempts to test migrant children use tests standardized on general population groups of approximately the same chronological age as the migrant children being tested. The result is a "crunch" of the scores of the migrant children into the lowest registers of the test results, which doesn't allow enough spread to get a good measure of gain. Use of tests at the levels standardized for a younger population is likely to be more appropriate in getting real change measures from educational intervention with a migrant group of children.

H1.5 The record of lessons received by a child during his 100 days attendance will show at least three in each concept area, including lessons focusing on each target vocabulary word.

April evaluation: Data collection has not been completed on this objective at this date.

STATUS OF DATA COLLECTION:

The discussion shown under H1.1 applies to this objective as the same form is being used to record instruction received by individual children.

F1.6 After 100 days attendance older children will be able to use sentences four or more words in length in their primary language.

April evaluation: Data collection has not been completed on this objective at this date.

PRELIMINARY FINDINGS:

Refer to the discussion under F1.3. This objective is exactly the same except that the criterion for acceptable sentence length is set at four words instead of three. From the initial test results, this did not prove to be a meaningful distinction. There were only 12% of the group to whom this standard applied. The findings seem to be if the child was capable of speaking in sentences at all, he was as likely to use sentences four words long as three. This distinction should be dropped from the evaluation plan next year.

- F1.6 Teachers will present lessons maximizing the children's opportunity to respond verbally.

April evaluation: Data collection has not been completed on this objective at this date. Preliminary findings indicate the objective is being met.

PRELIMINARY FINDINGS:

Refer to discussion under H1.3 as the process of data collection and the teacher behavior required is exactly the same for older children as for younger.

STAFF TRAINING COMPONENT:

F2.1 Teacher trainees will be able to demonstrate target teaching skills during planned classroom observations by the trainer following in-service training covering seven topics with 12 observation checks.

April evaluation - Data from training completed to date indicates objective is being met.

PRELIMINARY FINDINGS:

Data collection is continuous on this objective with trainers completing observations and unit checklists as training is completed. The review of training documentation made prior to this interim evaluation indicated that every trainee has completed some training units judged by the trainers to have demonstrated satisfactory skills.

H2.1 Trainers will conduct training, discussing and demonstrating teaching skills, after which they will observe trainees practicing the skills after which they will discuss with each one their performance, and make periodic evaluations of trainee progress on seven checklists of skills each covering a given set of training materials.

April evaluation - Data from training completed to date indicates this objective is being met.

PRELIMINARY FINDINGS:

Data collection is continuous on this objective with trainers documenting training steps as they are completed on each unit. The review of training documentation made prior to the interim evaluation indicated that every trainer has conducted training presentation, demonstrations and role playing, and has then observed trainees, discussing observations with trainees upon completion. Only the Washington trainees have thus far completed enough training to have been evaluated by the trainees on the periodic checklists, and these trainees have completed enough training to have passed two checklist points (out of seven which constituted the training program planned for this year). It is evident that we underestimated the time it takes to complete a training unit and have prepared far more material in the training curriculum than the trainees will be able to master during the current program year.

F2.2. After a period of classroom experience and training, trainees will demonstrate a more active interaction with children, an ability to get children to respond more actively in the learning situation, and a more positive and encouraging teaching style.

April evaluation - Data collection has not been completed to evaluate the achievement of this objective at this date.

PRELIMINARY FINDINGS:

The means of measuring the changes in classroom interaction demonstrated by trainees based on actual classroom performance, is the Richarz Inter-

action Scale. We selected fifteen categories of teaching behavior and child response measured by this scale, and indicated the direction of change we were attempting to achieve through the training we are using. We set a standard for acceptable achievement to be ten out of fifteen changes in the preferred direction.

At the time of the April evaluation, only the pretests have been completed. The direction of change will not be available until the post tests have been completed. However we did some analysis of the pretests, separating the scores of those trainees in Washington state carried over from the previous year's program from those of the new trainees hired this year. We then compared the two groups to see if the difference indicates we are achieving the type of improvement in teaching skills which is our goal. The results of the comparison indicated a change in the preferred direction in 12 out of the fifteen categories.

Some of the findings from this comparison are shown below:

1. Goal - a more active interaction in the classroom. Total teacher behavior increased, both verbal and nonverbal (i.e. gestures to indicate meaning, hugs and pats, etc.)

1st year average 25.7 normalized score
2nd year average 36.3 normalized score

Total teacher behavior increased.

2. Goal - an increase in verbal behavior as a percent of total teacher behavior. (an inexperienced teacher may substitute nonverbal behavior for verbal, thereby lessening the children's exposure to language and the chance to associate actions with words; e.g. simply a smile instead of praising him in specific terms from which he could learn what it was he did that pleased the teacher so that he might do it again next time.)

1st year, verbal behavior 63% of total teacher behavior
2nd year, verbal behavior 77% of total teacher behavior

Verbal behavior increased.

3. Goal - An increase in the number of questions asked. We are seeking to have teachers get more feedback from children so they can tell if the children are understanding new concepts. And we are seeking to create more opportunities for children to use language -- hence the questions to get "tell me" responses instead of just "show me" types of feedback.

1st year, questions used 6.5 normalized score (average)
2nd year, questions used 10.0 normalized score (average)

Use of questions increased.

4. Goal - A decrease in the number of statements used as a percent of total teacher behavior. We are seeking a teaching style in which the teachers seek more responses from children, and therefore expect the lecturing type of behavior, talking over or at children, to decrease as they devote more time to questions.

1st year statement used 59% of total teacher behavior.
2nd year statements used 64% of total teacher behavior

Use of statements increased.

5. Goal - An increase in the use of gestures by teachers. We are seeking to train teachers to use gestures to help children make comparisons on such things as size, and to use gestures to help focus the children's attention, etc.

1st year use of gestures 3.7 normalized score.
2nd year use of gestures 4.5 normalized score.

Use of gestures increased.

6. Goal - An increase in the number of opportunities for response provided by the teacher. An opportunity for response is a question, or a request for action, or a statement in a questioning voice followed by a pause and eye contact that indicates a response is expected. Our training tries to demonstrate to teachers many ways of increasing children's opportunities for response.

1st year opportunities for response provided 16.7 normalized score.
2nd year opportunities for response provided 27.4 normalized score.

Opportunities for response increased.

7. Goal - An increase in total responses, verbal and nonverbal, by children. Our training deals with such skills as giving clear directions, i.e. not too long or confusing, to increase the likelihood that the child will be able to respond, and similar skills of questioning, providing opportunities for children to state choices, etc.

1st year total child responses, 13.3 normalized score.
2nd year total child responses, 23.7 normalized score.

Total responses by children increased.

8. Goal - An increase in the child's verbal responses as a percent of his total response. We are stressing language development, and are therefore trying to encourage teaching that seeks both "show me" and "tell me" responses from children, instead of simply nonverbal demonstrations of understanding.

1st year verbal response 62% of total child response.
2nd year verbal response 65% of total child response.

Verbal response as percent of total increased.

9. Goal - An increase in positive approaches as a percent of total teacher behavior. Each teacher action; verbal or gestural, is rated as to whether it is positive, neutral, or disapproving toward the child. Our training deals with ways of encouraging

children, and demonstrating approval in ways that will help the child know what he is doing that is right to reinforce this behavior.

1st year positive approach 22% of total teacher behavior.
2nd year positive approach 21% of total teacher behavior.

Positive approaches as per cent of total teacher behavior, decreased.

Note: In numbers instead of percentages, positive behavior increased. 1st year positive approach average 5.6 normalized score, 2nd year positive approach average 7.7 normalized score. There is some evidence that this result represents an increased ability to make a discriminating response to the child actions or responses instead of offering vague approval no matter what he does.

10. Goal - A decrease in neutral approaches as a percent of total teacher behavior. Seeking teachers who offer more encouragement and more positive reinforcement, we expect to replace neutral approaches with positive approaches whenever appropriate.

1st year neutral approaches 68.5% of total teacher behavior.
2nd year neutral approaches 66% of total teacher behavior.

Neutral approaches as percent of total behavior. decreased.

11. Goal - A decrease in disapproving approaches as per cent of total teacher behavior. Our training deals with helping teachers set and maintain classroom limits, handle transitions, etc. as a means of heading off situations in which it would be necessary to express disapproval.

1st year disapproving approaches were 9.5% of total teacher behavior.
2nd year disapproving approaches were 13% of total teacher behavior.

Disapproving approaches as per cent of total teacher behavior, increased.

12. Goal - An increase in encouragement as per cent of total teacher behavior. Each teacher behavior was classified as to its intent, whether it was primarily encouragement (i.e. directed to gaining the child's attention, encouraging prompts, positive feedback, etc.) or direction (intended to teach or give information or request actions for purpose of testing understanding); or management (directed to handling behavior or routine communication -- i.e. its time to sit down); or restriction (i.e. changing the child's behavior when it is in conflict with the teachers wishes). Custodial care would be long on management behaviors and short on direction and encouragement. A good learning environment per our definition demonstrates more encouragement and direction with a corresponding drop in management and restriction (there is still a necessary amount of management, but the add on behavior of direction and encouragement diminishes its place as a percent of the total teacher behavior we are after).

1st year encouragement 15.6% of total teacher behavior.
2nd year encouragement 21% of total teacher behavior.

Encouragement as percent of total teacher behavior, increased.

13. Goal - An increase in direction as per cent of total teacher behavior. See above explanation for definition and statement of training goal.

1st year direction 30.7% of total teacher behavior.
2nd year direction 45% of total teacher behavior.

Direction (i.e. deliberate teaching attempts) as per cent of total teacher behavior, increased.

14. Goal - A decrease in management as per cent of total teacher time. See above for explanation and definition.

1st year management remarks constituted 42% of total teacher behavior.
2nd year management remarks constituted 28% of total teacher behavior.

Management as per cent of total teacher behavior, decreased.

15. Goal - A decrease in restriction as per cent of total teacher behavior. See above for explanation and definition.

1st year restriction was used 10.9% of teacher behavior time.
2nd year restriction was used 6% of teacher behavior time.

Restriction as per cent of total teacher behavior, decreased.

As previously stated, in twelve out of the fifteen categories the difference between the new teachers and those who have participated in our training for a year is in the direction of change we were seeking. We take this confirmation that our training is making an actual difference in classroom performance, and that we are helping paraprofessionals to achieve the skills of an experienced and effective teaching staff.

It is possible that the differences observed stem from other reasons. But in background the teachers are quite similar; none of the 2nd year teachers had completed high school although two had completed a GED; all migrated to Washington some point earlier in their lives -- from Mexico, Texas, California; none had previous teaching experience but had worked at various jobs classified as unskilled such as field picking, truck driver, grocery store checker, housekeeper. The first year teacher trainees represent similar backgrounds, and based on informal observation at this time are showing the same kind of development in becoming effective teachers.

of children. We will have data on this point for the next evaluation.

A long term goal of the project is to enable bilingual paraprofessionals through intensive in-service training to become as effective as certified bilingual teachers who had their training through academic work. To this end we made a further set of observations of bilingual, Mexican American teachers who are certified and teaching in the Edgewood School District of San Antonio, Texas at the preschool (kindergarten) level. We again compared the difference in scores on the Richarz Interaction Scale of these certified teachers with that of our first and our second year paraprofessional teachers on the same fifteen categories mentioned above.

Our findings were that the difference between our beginning teachers and the certified teachers was in the direction of change indicated as our goal in 13 out of the 15 categories. The two exceptions were in neutral approach as a per cent of total teacher behavior - certified teachers made more, not less use of the neutral approach than our teachers, and encouragement; certified teachers used encouragement less than our teachers.

However on the other thirteen categories the direction of difference between our beginning paraprofessionals and the certified teachers was in the direction we had indicated as our training goal. Out of these thirteen categories, in four categories our second year trainees demonstrated more of the desired teaching behavior than the certified teachers; in eight categories the certified teachers ranked ahead of our second year trainees, and in one category the two were tied. The rather small degree of difference in what the teacher actually does in the classroom between the certified teachers and our teachers in the second year of training, we take as confirmation that an intensive inservice training approach can produce a teacher who is providing children with a comparable learning situation to that of certified teachers, at least insofar as teacher behavior can be reported in terms of frequencies of different teaching acts.

We feel these findings have enormous significance nationally as the Office of Child Development moves toward certification of the teaching associate, and as part of the growing body of research pointing to "parents and other amateurs" as effective developers of young children. (As a case in point referral is made to the findings reported by Merle Karnes, Report on Preschool Education, April 5, 1972 "Trained Amateurs May Be Best Hope for Long Term Gains".)

H2.1 Trainees will have had four to six months employment and training between checkpoints on their classroom interaction skills.

April evaluation - Data indicates this objective is being met with some qualifications.

PRELIMINARY FINDINGS:

Of ten teachers in Washington state given the pretest eight remain with the project (the drop outs represented one second year trainee and one

first year trainee). Of twelve teachers in Texas given the pretest, nine remain with the project. All were first year trainees. For six of the teachers in Texas, the pretests were not completed until February, 1972, so the period of time between test and retest will be short of the period we had planned, and will represent a much shorter period of intensive training (i.e. the home base period training is more intensive than the training possible under full day operations on a dispersed basis after move into the stream) as part of the total intervention period. This would be expected to produce a lower gain among these teachers than would have been expected had the training been started as originally scheduled, and the testing been possible earlier in the training period.

- F2.3 After training, each teacher trainee will have demonstrated her ability to develop her own lesson materials.

April evaluation - Data collection on this objective has not been completed at this date.

STATUS OF DATA COLLECTION:

The training unit in which trainees were to develop their own lesson materials is the 11th (out of 12) in the training program planned. None of the trainees is at or near this point in the training sequence at this time, so we will not meet the time objective stated in the program plan (by April, 1972).

PARENT AND COMMUNITY COMPONENT:

- F3.1 Parents of children enrolled will contribute their ideas of what they feel it is important for their children to learn in the program.

April evaluation - Data indicates this objective has been met.

FINDINGS:

The file of minutes from parent meetings, and reports on individual contacts made to obtain curriculum in-put are in the project files.

Parents are enthusiastic about their children learning both languages better, want children to learn concepts necessary for school, want children to learn to like and know how to get along in school and with other children, and want the children to learn about different cultures.

- H3.1 Staff will meet with parents in groups and individually to discuss curriculum ideas.

April evaluation - Data indicates this objective has been met.

FINDINGS:

Meetings discussion curriculum were held at Moses Lake and Mesa in Washington during the month of September, and in January parents were contacted individually to obtain feedback for the curriculum writer about their wishes for curriculum to be included in the final preparation of materials. Approximately 18 parents participated in this activity thus exceeding the 10% minimum participation cited in the objective.

In Texas a parent meeting was held on curriculum content during February to coincide with the visit by the project curriculum consultant. In addition home visits were made to six families to obtain further feedback on curriculum. Altogether 20 parents were contacted regarding curriculum in-pit which again exceeds the minimum of 10% cited in the objective.

Curriculum was again discussed at the time parents met to discuss the new proposal being submitted to Head Start.

- F3.2 Parents of children eligible for the program will participate in selection of teacher trainees to be hired.

April evaluation - Data indicates this objective has been met.

FINDINGS:

Minutes are on file of parent meetings in which personnel selection committees were set up; of personnel meetings in which candidates were interviewed and decisions made concerning hiring, including candidates considered and final selections, for both Washington and Texas sites.

- H3.2 At each site the parents will select a personnel committee to receive applications and review candidates and recommend employment.

April evaluation - Data indicates this objective has been met.

FINDINGS:

See above:

- F3.4 Parents and siblings of enrolled children will be invited to participate in the program in specific ways including instruction and other types of help.

April evaluation - Data indicates this objective has been met.

FINDINGS:

Minutes are on file in which ways in which family members can help is discussed. In addition, individual comments of parents concerning their willingness to the project are on file which were written at the meeting in which parents met to review the plans for submission of the Head Start program.

- H3.4 At least 10% of parents of children will participate in the program earning vouchers for which payment will be made to the parent group.

FINDINGS:

Copies of parent vouchers and reports on file from every site indicating ways in which parents, grandparents, and siblings of Head Start parents have helped with the program as volunteers, earning money for the parent

group.

A summary report is on file for the Washington state centers through the end of February indicating that of 20 families at Moses Lake one or both parents from 28 families attended one or more meetings of school events, and 21 families gave volunteer help. At Mesa, of 16 families, 16 had participants at meetings and school events, and 10 families had one or more members who gave volunteer help. In addition several non parent volunteers have given time to help Mini Head Start. The minimum participation figure has been far exceeded.

- F3.5 Each parent group will make plans for use of money earned by the parent group.

April evaluation - Data indicates this objective has been met.

FINDINGS:

Minutes are on file concerning discussions of the parent fund. Both sites used some parent fund money for Christmas events. Both sites put the money in savings for future expenditure as of last report.

- H3.5 Each parent group will meet to decide how to use funds, with at least 10% of parents participating in these decisions.

April evaluation - Data indicates this objective has been met.

FINDINGS:

Minutes are on file together with attendance records indicating that in excess of 10% of parents participated in discussions and decisions regarding the parent fund at each site.

MATERIALS DEVELOPMENT COMPONENT:

- F4.1 A consultant will develop in-service training materials for use during the first year; seven topics of teaching skills including in each one narrative for discussion, one or more lesson observation plans, and a checklist for evaluation of teacher trainee performance.

April evaluation - Data indicates this objective is 95% complete by this date.

FINDINGS:

Training materials and correspondence concerning receipt and approval of submitted materials are on file with the exception of the unit checklists for evaluation of trainee performance for the final three units. The consultant provided far in excess of the project's original specifications both as to quantity and quality. Seven units of material were expanded to twelve (making sub-parts of three units) and the consultant provided video tapes to use for demonstrations of several of the initial units. The provision of the unit checklists

was provided at the project's request when this objective was revised following the pre-audit critique which suggested such an instrument be developed for documentation of achievement.

- H4.1 The consultant will be briefed on project needs, make site visits to observe developed materials in use and receive feedback, and write and submit materials.

April evaluation - Data indicates this objective has been met (exception noted above).

FINDINGS:

Project files indicate from the telephone log that frequent briefings have been made (one or more calls a month) to the consultant concerning materials development and use. The consultant made two site visits to Washington state sites and one site visit to Texas to receive feedback on the training materials, and provided assistance to the trainers on each site visit as well as through letter and telephone calls as follow-ups on site visits.

- F4.2 A consultant who is a native speaker of Spanish and bilingual in English will develop 75 curriculum lessons for younger and for older preschool children for project use.

April evaluation - Data indicates this objective has been met with the exception of final review and approval of the last set of lessons submitted.

FINDINGS:

Curriculum materials are on file and in use as prepared by the consultant with the exception noted above. In addition to the tutorial lesson core of the curriculum, the consultant provided suggestions for supporting activities in reference to specific tutorial lessons and as general materials, and audio tapes with songs and finger plays to supplement the curriculum materials. The interim report of the evaluator on lessons materials submitted is on file and was used for feedback to the curriculum consultant in January. The final report on the curriculum content analysis is not available at this evaluation.

- H4.2 The consultant will be briefed in project needs, make site visits to observe developed curriculum materials in use and receive feedback from parents and staff, write and submit materials.

April evaluation - Data indicates that this objective has been met.

FINDINGS:

The consultant was briefed by the evaluator in June and July, 1971, and provided with a collection of materials for review from other projects. The consultant visited the Texas site the end of January, and the persons assisting her in materials development (i.e. the cultural

heritage materials) visited the Washington site in February. The consultant was provided feedback as per correspondence records on file, concerning feedback and acknowledging receipt of all materials.

F4:3 A consultant will develop 12 units of related activities around themes representing the cultural background of project children.

April evaluation - Data indicates that this objective has been partially met.

FINDINGS:

The consultant has submitted 7 of the required 12 units of materials, and has been notified of the need to submit the English language portions of three of these units before the unit will be accepted. The timetable for submission has not been met for any of the units.

H4.3 The activities (cultural heritage) will utilize dances and playacting situations with appropriate costumes representing Hispanic-Indian culture, to be written in Spanish with explanations in English.

April evaluation - Data indicates that this objective has been partially met.

FINDINGS:

As noted above, not all of the materials have been received. Those which have been received were reviewed by the director according to the project criterion and were found generally to include the required parts (i.e. number and types of activities) but to be very generally at a level too advanced for the children. Teachers have had some difficulty adapting and using the materials, and some parents have objected to the extent to which Catholicism is emphasized.

RELOCATING DELIVERY SYSTEM

- F5.1 Children from Texas will be enrolled in more than one location during the year.

April evaluation--Data available at this time indicates that this objective is being met.

FINDINGS:

April is the month of traveling from Texas to other work locations so reenrollment of children is just coming in each day. At latest count 38 children who had been enrolled in Texas have been reenrolled in various locations in Washington state, and the families moving to Illinois and Indiana are just now leaving Texas and not counted in this record. This represents over 50% of the children enrolled in the Texas site.

As a standard for comparison of the continuity achieved by this program, statistics were examined for other program models which have attempted to pick up the same children at more than one location. The Interstate Head Start, now operated by the Texas Migrant Council operates a network of centers in Texas and another network of centers at northern locations. It attempts to "catch" children moving between various points north and in Texas. During 1970 they enrolled 937 children in Texas, and enrolled 182 of the same children in northern locations. This represented a follow-up rate of 19%. In the summer of 1970 it enrolled 1041 children in the northern centers, and reenrolled 195 of these children in Texas during the winter of 1970-71. This represents a follow-up rate of 18%.

This model differs from the Texas Migrant Council plan because that program moves whole centers from Texas to the north and back again and is likely to pick up children from several locations at any one. The Bilingual Mini-Head Start was planned to serve children in one Texas community with a staff of twelve, and then splinter that staff to move out in as many different directions as the families move, in order to provide follow-up to the children from this one community. The evidence is that the continuity achieved is substantially greater with this project. The level of 25% established as being higher than comparable programs, has been more than achieved.

- H5.2 Staff will survey travel destinations of eligible families and plan relocation sites to enable the project to pick up as many children as possible in more than one location, and will keep records on both enrollments and children not enrolled more than once to help plan for a better pick-up rate the following year.

April evaluation--Data indicates that this objective is being met.

FINDINGS:

The project records contain survey information obtained on projected family travel patterns, minutes of personnel meetings in which applicants were interviewed on the basis of the predetermined need for teachers to go to each of several destination locations where a cluster of children would be moving, and enrollment data being completed each day as new children arrive from Texas and are enrolled in the relocated centers now beginning operation.

F5.2 Teacher Trainees employed in Texas will be employed at different sites as the project moves with the majority remaining with the project for year-round employment.

April evaluation--Data is not complete to assess achievement of this objective at this time.

FINDINGS:

Employment records indicate that four teachers hired by the Texas project resigned; two have been replaced, and the project currently has ten teachers with an employment longevity of from three to five months who have stayed with the project through its first relocation.

H5.2 Trainees will be selected based on their interest in year round employment, and readiness to accept relocation as required by this program to achieve its objectives.

April evaluation--Data indicates that this objective has been met.

FINDINGS:

Minutes of meetings explaining the project in Texas have stressed the objective of moving the teachers to follow the children, and personnel meeting records indicate it was fully explained to the teachers at the time of their interview that they would be hired based on their expectation to remain with the project for a period of years, and to move as required to meet the needs of children.

F5.3 As the project relocates to different states and many different school districts, staff will attempt to coordinate with host communities so that project families will receive the maximum benefit of local programs as well as project resources.

April evaluation--Data indicates that this objective is being met.

FINDINGS:

Project records contain minutes of meetings held with state and local school personnel in Texas concerning the Texas site, as well as with Head Start, CAP, and Texas Migrant Council personnel. It also contains letters, and memos on site visit reports indicating further coordinative contacts made. The records also indicate coordinative contacts made at Washington sites.

- H5.3 Records of coordinative contact will be made from which to plan for means of implementing interstate coordination and cooperation on behalf of migrating families in the future.

April evaluation--Data indicates that this objective is being met.

FINDINGS:

Documentation of coordinative contact is being made, as the project moves into new locations, as stated above.

MANAGEMENT COMPONENT

- F6.1 The director will develop a schedule for accomplishment of all necessary operational tasks to carry out this program.

April evaluation-- Data indicates that this objective is being met.

FINDINGS: A project task analysis is on file. There has been achievement of all objectives set out for the project, but the majority have not been in the time frame originally projected.

- F6.2 The director will handle the project budget in order to have available all required monthly and quarterly reports and documentation of expenditures as required by the funding agency.

April evaluation-- Data indicated that this objective has been met.

FINDINGS: Monthly and quarterly reports as required have been completed and are on file.

- F6.3 The director will maintain contact, in person or through telephone, with each site coordinator on a minimum of once per week throughout the program operating year.

April evaluation--Data indicates this objective has been met.

FINDINGS: The project file contains a record of site visits and phone calls to each site confirming that there has been administrative contact at least once a week.

IN SUMMARY:

The instructional goals for children cannot be assessed until post testing has been done, which it has not at this time. The process goals concerning the instructional program to be offered are all being met, based on available records.

The training goals are being met although on a delayed schedule. The evidence from the comparison of first year trainees with second year trainees indicates that the training is effective in increasing classroom skills, and that paraprofessionals participating for 14 months have become very close to the profile of classroom interaction of certified teachers.

The goals for parent involvement have all been met.

The goals for materials development have either been met or are substantially completed, with the exception of the development of the cultural heritage materials which is behind schedule.

The goals for carrying out a relocating program delivery system are being met beyond the minimum standard set, and far beyond the level of comparable programs in offering continuity to moving families.

The management goals are being met.

IN CONCLUSION:

This project is a difficult one based on offering service to a moving target over a 6000 mile circuit, using a totally paraprofessional teaching staff, and attempting to put together operating funds within the conflicting guidelines of federal funding sources. Despite the obstacles, the project's goals are being achieved, and a significant service offered to migrant children and their families.