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ABSTRACT

Presented is an evaluation of a program serving 373 disadvantaged mentally retarded children in New York City to provide services in the areas of health, physical and emotional, education, social and recreational needs. Reported are findings indicating that 94% of the Ss had 60% of or more of their unmet needs satisfied and that 65% of the Ss had 100% of their current unmet needs satisfied. Recommendations listed include that the program be continued for 1975-76, that the program be expanded to all school districts in New York City, and that the program be funded throughout the summer.
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AN EVALUATION OF
OUTREACH PROGRAM FOR DISADVANTAGED
MENTALLY RETARDED CHILDREN

1974-1975 School Year

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An Evaluation of the New York City school district educational project funded under Title VI-B Education of the Handicapped Act and performed for the Board of Education of the City of New York for the 1974-1975 school year.

Dr. Anthony J. Polemeni, Director

BOARD OF EDUCATION OF THE CITY OF NEW YORK
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Chapter 1 - The Program

This program arose from the needs of disadvantaged mentally retarded children. Since there is little or no communication between the homes of these children and helping agencies, this program was proposed to provide information and contact with social, economic, health, and recreational agencies for these children.

Many of the families of these children required information concerning existing agencies as well as some type of supportive counseling which would assist them in developing less negative attitudes towards these retarded children.

There were regularly scheduled parent workshops. These workshops helped to involve the parents who previously refused to actively participate in the school program.

Since after school activities for retarded children are limited, this program sought to assist these children in after school programs such as scouting. Placement of these children in summer programs was also achieved.

The program was designed to assist approximately 320 students. In actuality, 373 students were reviewed throughout the school year 1974-1975. This program also functioned in three parochial schools.

A Teacher-Coordinator, a social worker, and a teacher, assigned as assistant coordinator were employed for this program. These three persons coordinated and administered the work of 17 paraprofessional family assistants who provide services to the retarded children and to the families of these children. The

worker functioned in such a manner as to effect change in the lives of these families by introducing these families to community services. These workers also made appointments, escorted children to these appointments, when necessary, and saw to it that follow-up procedures were followed. The ratio was approximately one worker to every three classes.

This program functioned from September 1974 to June 1975.

Chapter II - Evaluation Procedures

This project had as its objective meeting 60% of the unmet needs of the disadvantaged mentally retarded children in the program in the areas of "Health," "Family Life," "Socialization," and "School Adjustment." These needs were to be assessed for each program participant at the beginning of the program and met as far as possible by the completion of the program. The total evaluation was to include all participants in the program. The total number of participants was 373 disadvantaged mentally retarded students.

The needs of each student was to be assessed through the completion on each student of the "Survey of Needs Form." At the end of the school year a "Services Provided Form" was to be filled out on each student. If 60% of the unmet needs of these students for services was met at the completion of the program, this objective was satisfied.

The data was analyzed by determining the percentage of needs met for each participant in the project.

A second objective, to determine the extent to which the program as actually carried out coincided with the program as described in the project proposal, was also evaluated. This evaluation was conducted through on-site visitations, interviews with the program coordinators, teachers and paraprofessionals.

The sample consisted of 373 disadvantaged mentally retarded students. The data has been compiled continuously from September 1974 through June 1975.

Chapter III - Findings

Evaluation Objective #1

To determine whether as a result of participation in the Outreach Program, 60% of the unmet needs of the participants are met at the completion of the program.

The following data reveals the degrees to which this objective was met.

N=373

	60/	60-69	70-79	80-89	90-91	100
N	19	8	16	51	23	256

This table indicates that at least 60% of the unmet needs of 354 students were met. Of the 19 remaining students who failed to achieve the evaluation criteria, the following reasons are offered. In 8 of the cases, the children moved out of the districts which were serviced by the project. In 4 cases the parents refused to cooperate with the program. The remaining 7 students were new referrals who have been processed and help has begun but because of the lateness of the referral due to the child's late entry into the program, more work could not have been completed with these children.

In the case where under 60% of the unmet needs of the children were unmet, 9 cases had 50% of the unmet needs being satisfied.

In all, 94% of the students in the program had 60% or more of their unmet needs fulfilled.

The facilities used in the program, particularly, office space though minimally adequate were somewhat restrictive. The size of workers' desks were small and posed difficulties for the worker. The lack of private conference rooms was also restrictive. Otherwise, facilities appeared adequate. The evaluation scale provides an adequate instrument though it may not be reflective of all the work which is put into a particular case.

Last year's evaluation included the following recommendations:

That an additional social worker be employed to assist in the supervision of family workers. Due to the monetary limitations, the recommendation was not carried out.

A revamping of the "Survey of Needs Form" and "Services Provided Form" was recommended. This was accomplished.

The expansion of Spanish language workshops and the recruitment of additional Spanish speaking paraprofessionals was recommended. This recommendation was met by the presence of translators at workshops and conferences whenever they were needed.

The expansion of the physical facilities was recommended. This recommendation was carried out to a degree.

This program assisted other district programs to the extent that these children had specific workers to meet their particular needs. In this way, district staffs were able to function with children in the regular school program.

Chapter IV -
Summary of Major Findings, Conclusion and Recommendations

These findings indicate that 94% of the 373 students participating in the project had 60% or more of their unmet educational, social, health, and recreational needs satisfied. Sixty five (65%) of the students had 100% of their current unmet needs satisfied.

Recommendations:

1. This program should be recycled for 1975-1976 due to its success.
2. This program should be expanded to include all the school districts in New York City.
3. An additional social worker should be added so as to assist the present social worker in the supervision of the family worker. The present social worker should be in a supervisory relationship to the new social worker.
4. This program should be funded throughout the summer. Continuity of services in this type of program is essential to success. The program could be carried out by a skeleton force of 4 to 6 workers and the coordinating team.
5. Physical facilities should be enlarged so as to provide some private meeting space.

Component Code

Activity Code

Objective Code

65361

704

825

Chapter V - Exemplary Program Abstract

The program served 373 disadvantaged mentally retarded children. Its primary objective was to provide for the unmet needs of students in the areas of health, physical and emotional, education, the social and recreational.

The program revealed many aspects that contributed to its success. The coordination and administration of this program could well serve as a model for other programs. The coordinators had the respect of the workers and teachers.

The forms which were developed for this program were thought out and extremely comprehensive. These forms contained information in English and Spanish.

A high level of supervision existed in the program. In addition to this, the majority of the workers in the program have functioned in the program from the beginning. Their interaction revealed mutual respect for each other as well as a high degree of dedication to the children and the families being served.

These factors contributed to the 94% success in meeting the unmet needs of these disadvantaged mentally retarded children.

Since the objective called for 60% of the unmet needs of the children being met, the fact that 94% of the students in this program exceeded the 60% minimum is exemplary.

In addition to this, the closeness to which the program in actuality followed the program description must also be considered as an essential ingredient to the success of the program.

A P P E N D I X

OUTREACH PROGRAM FOR DISADVANTAGED
MENTALLY RETARDED CHILDREN

Function No. 09-56607

Measures of growth other than Standardized Tests

30D. This question is designed to describe the attainment of approved objectives not normally associated with measurement by norm referenced standardized achievement tests. Such objectives usually deal with behavior that is indirectly observed, especially in the affective domain. For example, a reduction in truancy, a positive change in attitude toward learning, a reduction in disruptive behavior, an improved attitude toward self (as indicated by repeated interviews), etc., are frequently held to be prerequisite to the shift toward increased academic achievement by disadvantaged learners. Where your approved measurement devices do not lend themselves to reporting on tables 30A, B or C, use any combination of items and report on separate pages. Attach additional pages if necessary.

Component Code	Activity Code	Objective Code	
6 5 3 6 1	7 0 4	8 2 5	52

Brief Description The project had as its objective meeting 60% of the unmet needs of the disadvantaged mentally retarded children in the program in the areas of "Health," "Family Life," "Socialization," and "School Adjustment."

Number of cases observed: 3 7 3 Number of cases in treatment: 3 7 3

Pretreatment index of behavior (Specify scale used): _____

Survey of Needs Form

Criterion of success: 60% of the unmet needs of students in the program to be fulfilled by the program.

Was objective fully met? Yes No If yes, by what criteria do you know? 354 of 373 students met the criteria. Of the 19 failing to meet

criteria, 8 children moved out of the district, 4 parents refused services. New referrals in process.

Comments: _____



OUTREACH PROGRAM FOR DISADVANTAGED MENTALLY RETARDED CHILDREN

PRE-POST TEST EVALUATION - 1974-75 SCHOOL YEAR

Child's Name _____ Date of Birth _____
Last First
School _____ Class _____
Type of Class: EMR Pre-Primary
TMR Primary
DH Intermediate
Track IV Jr. H.S.

Ethnic Origin: Spanish-speaking Black Oriental other _____
specify

THE NEEDS OF THE CHILD

_____ Medical Evaluation & Supervision	_____ Dental Evaluation
_____ Mental Health Evaluation	_____ Visual Evaluation
_____ Psychiatric Consultation	_____ Hearing Evaluation
_____ Psychological Testing	_____ Speech Evaluation
_____ Evaluation for Physical Therapy	_____ Hygiene
_____ Pre-Vocational Evaluation (ex. Occupational Therapy)	_____ Working Papers
_____ Referral for Vocational Evaluation	_____ School Attendance
_____ Teacher-Pupil Relationships	_____ School Behavior
_____ Work Habits (ex. homework, classwork, etc.)	_____ Transfer Arrangements
_____ After-School Recreation	_____ Scouting
_____ Summer Planning(ex. recreation, Summer job)	_____ Other _____ (specify)

THE NEEDS OF THE PARENT(S)

_____ Medical Evaluation & Supervision	_____ Marital Problems
_____ Mental Health Evaluation	_____ Legal Services
_____ Referral for Vocational Assistance	_____ Medicaid
_____ Parent-Child Relationships	_____ Food Stamps
_____ Department of Social Service	_____ Housing
_____ Social Security (ex. widow's pen- sion, disability, etc.)	_____ Child Abuse
_____ Supplemental Security Income	_____ Child Neglect
_____ Individual Parent-Teacher Conferences	_____ Parent Workshops
_____ Other (specify) _____	

THE NEEDS OF THE SIBLING(S)

Number of Siblings Being Assisted _____

_____ Medical Evaluation & Supervision	_____ Dental Evaluation
_____ Mental Health Evaluation	_____ Visual Evaluation
_____ Parent-Child Relationship	_____ Pre-School Referral
_____ Vocational Assistance	_____ School Problems
_____ After--School Recreation	_____ Summer Planning
_____ Other (specify) _____	