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IDENTIFIERS \*Austin Independent School District TX; Peabody Picture Vocabulary Test

ABSTRACT

Data were collected relevant to the major decision and evaluation questions concerning the Title VII Pre-Kindergarten Program. This volume is a reference for those interested in replicating or studying the research and evaluation of this project. The instruments used to evaluate students and teachers are explained and evaluated. The Peabody Picture Vocabulary Test, English and Spanish versions, was administered to preschool participants twice during the school year. A teacher's interview was conducted to survey the concepts, attitudes, and opinions of Title VII teachers. The interview included commentaries about the class, training activities, parent participation, curriculum, and interaction with the administration. The teachers made suggestions for improvements in the program. They were satisfied with the program and believed it had an essential role in the language development of the students. Classroom observations were conducted and recorded by evaluators. Instruction time was classified and evaluated. A parent's questionnaire, written in English and Spanish, was administered. The major topics in the questionnaire were parental involvement, at-home activities, recruiting, and suggestions. Documentation from the bilingual education department was used to decide upon the components which needed modification. The costs associated with the program were determined from this information. (DWH)

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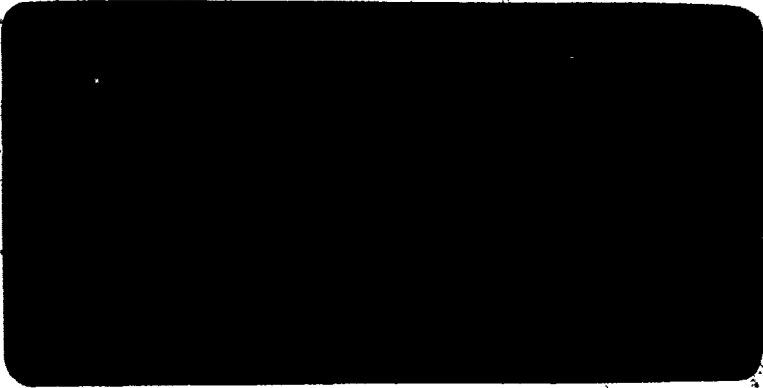
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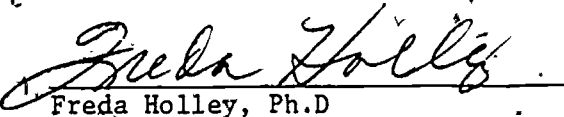
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Final Technical Report

Title VII Pre-Kindergarten

1980-81

Approved:



Freda Holley, Ph.D  
Director, Research and Evaluation

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Acknowledgment and Disclaimer

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# TABLE OF CONTENTS

Introduction.....	i
Glossary .....	ii
Appendix A Peabody Picture Vocabulary Test, English Version	A-1
Appendix B Peabody Picture Vocabulary Test, Spanish Version	B-1
Appendix C Teachers' Interview	C-1
Appendix D Classroom Observation	D-1
Appendix E Parents' Questionnaire	E-1
Appendix F Documents From Bilingual Education Department	F-1

## INTRODUCTION

This technical report contains the purpose of, procedures for, and findings from each instrument employed in the collection of data relevant to the major decision and evaluation questions of the 1980-81 Title VII Pre-Kindergarten Program.

This is not intended to be a document for wide-spread circulation, rather a technical reference for those interested in replicating or studying the research and evaluation associated with the project.

No attempt is made here to bring together the various findings in an effort to discuss interrelationships or implications. For this, the reader is referred to the Final Report, included in the 1980-81 Evaluation Findings, Publication Number 80.32.

The Title VII Pre-Kindergarten Program schools are:

Allan  
Allison

Brooke  
Becker

Govalle  
Sanchez

# GLOSSARY

ORE - Office of Research and Evaluation

LEP - Category of students who a) have a non-English language in their home, and b) are below acceptable proficiency levels in oral English skills.

Project Student - A student who is enrolled in Title VII Pre-Kindergarten.

Spanish Monolingual - Category of students who speak only Spanish as determined by a score of 0 in English on the PAL.

Spanish Dominant - Category of students who speak Spanish better than English as determined by a Spanish PAL score at least 13 points higher than an English score; or if given the PAL in English only, a raw score of 0-84.

Bilingual - Category of students who speak both English and Spanish equally well as determined by PAL scores in English and Spanish which are 12 or fewer points apart. This category does not apply to students given the PAL in English only.

English Dominant - Category of students who speak English better than Spanish as determined by an English PAL score at least 13 points higher than a Spanish score; or if given the PAL in English only, a raw score of 85 or higher.

English Monolingual - Category of students who do not speak Spanish as determined by a score of 0 in Spanish or the PAL. This category does not apply to students given the PAL in English only.

Level of Significance - A statistical term used to express the degree of confidence that differences found among scores are true differences and not chance differences.

SSL - Spanish as a second language.

ESL - English for speakers of other languages.

U.T. - University of Texas at Austin, Computation Center.



Title VII Bilingual Pre-Kindergarten

Appendix A

PEABODY PICTURE VOCABULARY TEXT, ENGLISH

Brief Description of the instrument:

The Peabody Picture Vocabulary Test (P.P.V.T.) is a standardized vocabulary test which provides an estimate of the subject's verbal ability

To whom was the instrument administered?

To participants in the Title VII Pre-Kindergarten Program.

How many times was the instrument administered?

Twice. First as a pretest with forms A & B. Secondly, as a posttest with Form L.

When was the instrument administered?

The test was administered in October 1980 and April 1981.

Where was the instrument administered?

The P.P.V.T. was administered at the designated Title VII Pre-Kindergarten schools.

Who administered the instrument?

A temporary Bilingual tester hired specifically for P.P.V.T. testing.

What training did the administrators have?

The administrator was provided with manual of instructions included with the testing material. She also had previous experience with this test.

Was the instrument administered under standardized conditions?

Yes. Individual variations may have occurred since it is a one-to-one test.

Were there problems with the instrument or the administration that might affect the validity of the data?

None whatsoever.

Who developed the instrument?

Lloyd M. Dunn, Ph.D. & Leota M. Dunn

What reliability and validity data are available on the instrument?

Split-half correlations were obtained. Use of Rasch-Wright latent trait methodology solved the problem of a direct odds and even split-half since each set of items would have included items below the basal. The split-half reliabilities for children and youth ranged from .67 to .88 on Form L. The issues of content, construct, and criterion-related validity are discussed in pp. 58-67 in the P.P.V.T.-R Manual.

Are there norm data available for interpreting the results?

Yes. Standard Norms are provided.

## Peabody Picture Vocabulary Test

### Purpose

The selection and administration of the Peabody Picture Vocabulary Test (PPVT) was used to address the following decision and evaluation questions:

Decision Question No. 2: Should the Bilingual Program be adapted by District?

Evaluation Question D3-1: Is there a long term effect on language and/or concept development?

Evaluation Question D3-2: Has the Program impacted English language skills?

### Procedures Used to Collect Data

The Peabody Picture Vocabulary Test, English version, was administered twice during the 1980-81 school year (First Year for the Program) to Title VII Pre-Kindergarten participants. In December 1980 a sample of 57 pupils was tested with PPVT Forms A or B. In April of 1981, the participants were re-tested with Form L. This form is part of the P.P.V.T.-R which is a revised version of the original test. The revised test includes updated standard scores, new drawings reworked from the original for better racial balance, and additional items to increase sensitivity. The instruction booklets include tables for converting raw scores from forms A and B to equivalent scores of the L form test.

The tests were administered in each Title VII Pre-K school by a bilingual tester, in rooms provided by the school for testing purposes.

Several procedures were used to render the data collected meaningful. The lack of a control group, due to the belated approval of funds and the consequent tardiness in implementing the Program impaired the evaluation project somewhat. The lack of a control group precluded the possibility of demonstrating the program's effect in an unequivocal manner. Next year the availability of a control group is anticipated. This year an examination of gain scores must suffice.

The raw data are stored at U.T. using the format specified by Figure A-1:

Columns	Variables	Specification
1-3	I.D. number	
5-7	School code	
9-26	Student's name	
27-29	Age	
31-32	P.P.V.T., raw scores	Forms A or B, English Version Pretest
34-35	Percentile scores	English Pretest, Forms A or B
38-39	P.P.V.T., raw scores	Form L
41-42	Percentile scores on L	
44-45	Converted raw scores	Form L to A
47-48	Converted raw scores	Form A to L
50-51	Percentile scores	A to L scores
53	Student's classification	LEP=1, Non-LEP=2
55-56	P.P.V.T., raw scores	Pretest, Spanish version
58-59	P.P.V.T., raw scores	Posttest, Spanish version
63	Interpretation of L	a: extremely low score b: low score c: average low score d: average high score e: high score f: extremely high score

Figure A-1. VARIABLE LIST.

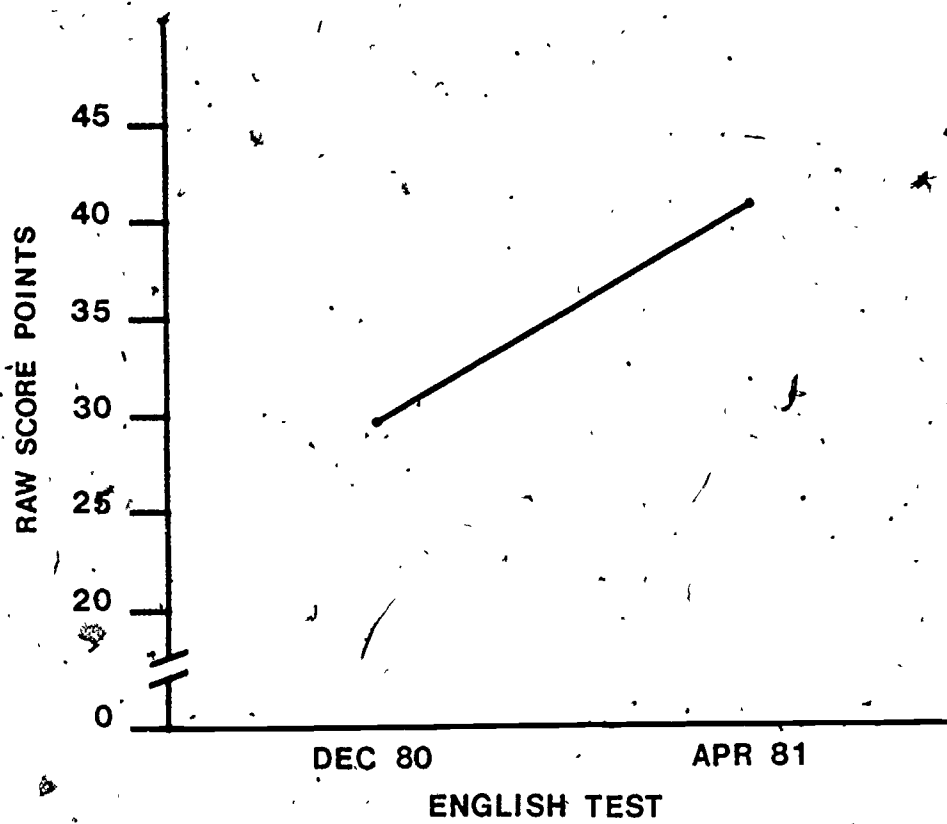
The data may be accessed under the file name of ARMA in the Bilingual Program Evaluation Files.

### Findings

Results indicate that the English vocabulary of the participants significantly improved from pretest to posttest (see Figure A-2). There was a gain of 12.5 raw score points. Unfortunately, due to the lack of a control group it cannot be established at this point if the Program's activities and curriculum were responsible for the improvement. Certainly, at least some of the demonstrated growth must be attributed to the normal growth patterns.

Figure A-3 is a table of frequencies for the raw scores according to a referential classification. This classification is provided by the test designers. The columns corresponding to the pre- and posttests show how some of the children have increased their skills. It also depicts the need for action toward language development. The categories are established in terms of a national standard.

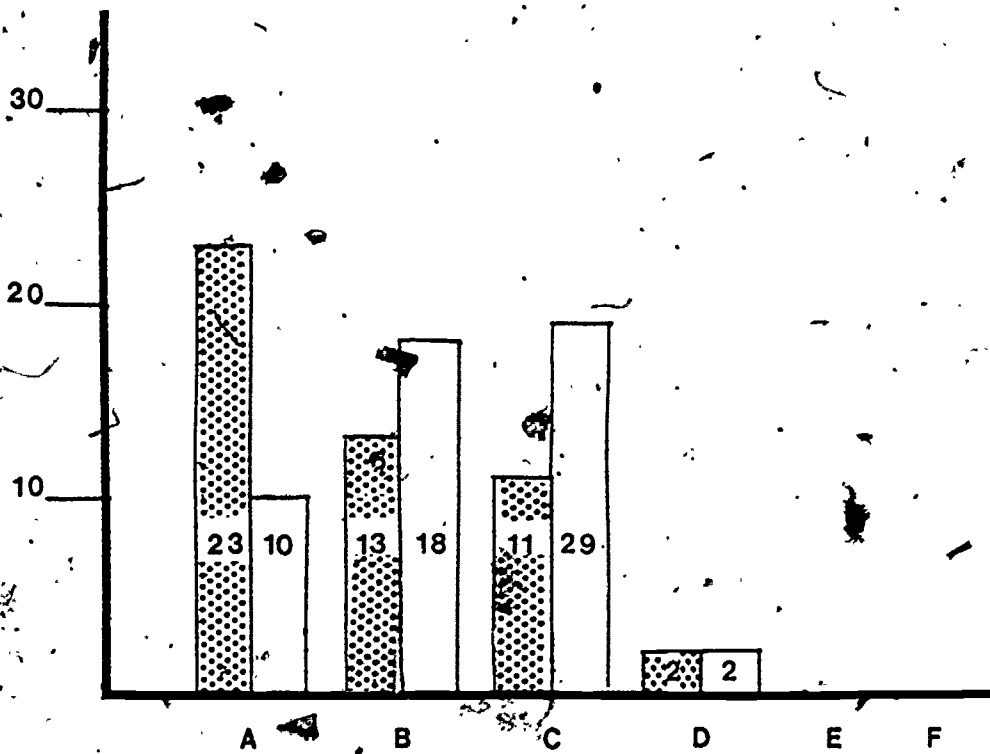
The Program has not been in operation long enough to be able to address the issue of a long term effect of the Program (Evaluation Question D2.2). However, the data collected this year will be used in future assessments of longitudinal effects.



N	PRETEST MEAN	POSTTEST MEAN	DIFFERENCE BETWEEN MEANS	t	P
48	29.4	42.0	12.6	66.6	less than .0001
	<u>SD</u>	<u>SD</u>	<u>SD</u>		
	15.0	16.4	13.0		

Figure A-2. COMPARISON OF MEANS. Pre- to Posttest Gains on the P.P.V.T., English Version.

No. of  
Students



Classification	Pretest	Posttest
A= Extremely low score	46.8%*	20.4%
B= Low score	26.5%	36.7%
C= Average (low)	22.6%	38.8%
D= Average (high)	4.1%	4.1%
E= High score		
F= Extremely high score		

\*Percentage of students.

Figure A-3. CLASSIFICATION OF PRE- AND POSTTESTED STUDENTS ACCORDING TO P.P.V.T. INTERPRETATIVE CLASSIFICATION.

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Title VII Bilingual Pre-Kindergarten

Appendix B

PEABODY PICTURE VOCABULARY TEST, SPANISH

B-1

14

Brief description of the instrument:

The Spanish P.P.V.T. is based on the English version. The same cue pictures were utilized. The test is based on a Guttman scale.

To whom was the instrument administered?

To Title VII Pre-Kindergarten Participants.

How many times was the instrument administered?

Twice. First to a sample of 57 children. Secondly to 96 participants.

When was the instrument administered?

The pretest was administered in December 1980. The posttest was given on April 1981.

Where was the instrument administered?

In designated rooms, chosen by the school administration, in each of the six Title VII Pre-Kindergarten schools.

Who administered the instrument?

The pretest was administered by a temporary Bilingual tester hired specifically for P.P.V.T. testing. The posttest was administered by the evaluator, who is a Spanish speaker.

What training did the administrators have?

The administrators were provided with the manual of instructions included with the testing materials. Since the Spanish version procedures follow the English version, instructions from the test designers were followed. Both administrators were trained by O.R.E. personnel.

Was the instrument administered under standardized conditions?

Mostly yes. In one case during the posttest a few words were changed to test a Colombian child. For example, (bote for lata).

Were there problems with the instrument or the administration that might affect the validity of the data?

Yes. Some words were unknown to all children. The number of words considered problematic is not large enough or located within the same basal as to affect the scores negatively.

Who developed the instrument?

The Peabody Picture Vocabulary Spanish Version was designed by Ann Washington from the Mac Allen Independent School District.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.



## Peabody Picture Vocabulary Test

### Purpose

The selection and administration of the Peabody Picture Vocabulary Test (P.P.V.T) Spanish Version was used to address the following decision and evaluation questions:

Decision Question D2-2: Should the Bilingual Program be adopted by the District?

Evaluation Questions D3-3: Has the Program impacted Spanish language skills?

### Procedures Used to Collect Data

The Peabody Picture Vocabulary Test, Spanish Version, was administered twice during the 1980-81 school year (First Year of the Program) to Title VII Pre-Kindergarten participants. A sample of 57 was tested during December. Later, 96 students, including those previously tested, were retested in April.

The tests were administered by bilingual personnel from O.R.E. They were instructed and trained on the testing procedures. Training practices were conducted.

Several procedures were used to render the data collected meaningful. The lack of a control group, due to the belated approval of fundings and the consequent tardiness in implementing the Program impaired the evaluation project somewhat. The lack of a control group precluded the possibility of demonstrating a program effect in an unequivocal manner. Next year the availability of a control group is anticipated. This year an examination of gain scores must suffice.

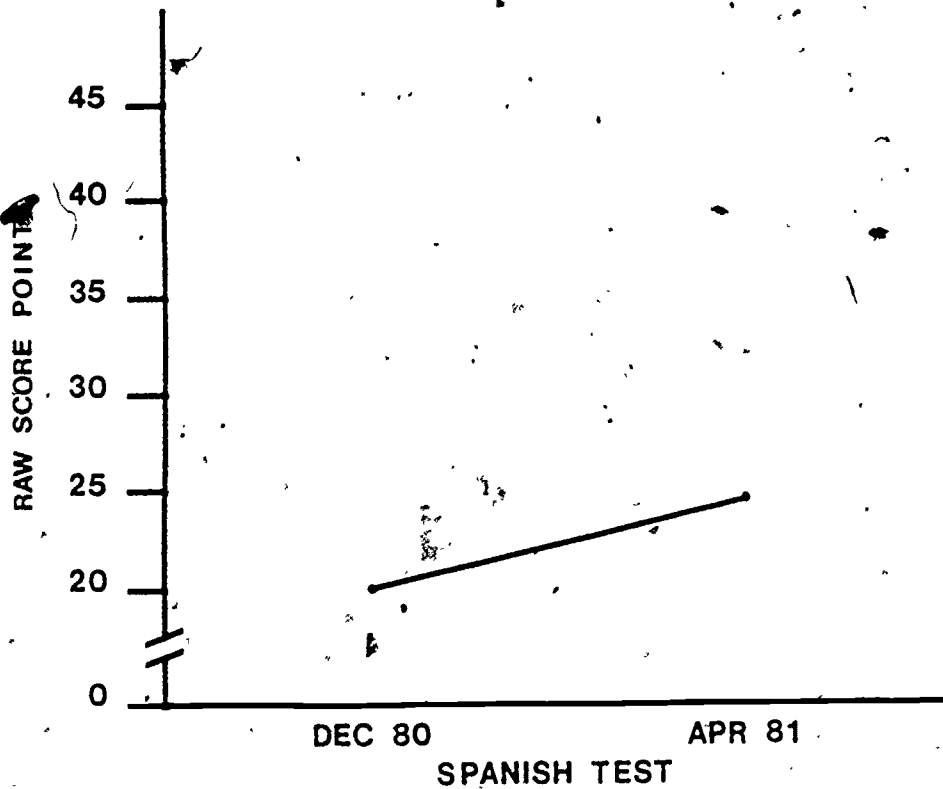
The raw data are stored at U.T. The data file may be accessed under the file name of ARMA on the Bilingual Program Evaluation Files. For the variable format please see Appendix A.

### Findings

Results indicate that the Spanish vocabulary of the participants significantly improved from pretest to posttest. There was a gain of four raw score points. Figure B-1 shows the gains achieved by the students who were tested twice.

The gains achieved in Spanish are considerably lower than in English. Such results were expected since English was the language that predominated in every Title VII Pre-Kindergarten class. (See Appendix C Teacher's Interviews). Due to the lack of control group, the effects of the Program cannot be distinguished from normal growth patterns and home instruction.

The raw score distribution of the spring (April) Spanish P.P.V.T. score is provided in Attachment 1. With this distribution and next year's spring distribution more reliable local percentile norms may be established.



N	PRETEST MEAN	POSTTEST MEAN	DIFFERENCE BETWEEN MEANS	t	P
50	19.9	24.4	4.5	4.02	less than .0001
	<u>SD</u>	<u>SD</u>	<u>SD</u>		
	11.1	10.6	8.0		

Figure B-1. COMPARISON OF MEANS. Pre- to Posttest Gains of the P.P.V.T., Spanish Version.

Percentile Distribution of Posttest Scores on the P.P.V.T., Spanish

Percentile	Raw Score
10th % ile	6
20th % ile	11
30th % ile	15
40th % ile	19
50th % ile	21
60th % ile	25
70th % ile	31
80th % ile	36
90th % ile	38

P.P.V.T. Spanish Raw Score Frequencies

Raw Scores	Frequency	Raw Score	Frequency
3	2	23	1
4	3	24	5
5	3	25	3
6	3	27	2
7	3	28	1
8	2	30	2
9	1	31	4
10	1	32	2
11	1	34	1
12	3	35	1
14	5	36	4
15	1	37	5
16	1	38	4
17	3	40	1
18	3	41	3
19	4	48	1
20	7	49	2
21	1	50	1
22	3	51	1

Title VII Bilingual Pre-Kindergarten

Appendix C

TEACHER'S INTERVIEW

Brief description of the instrument:

The interview protocol is a list of open-ended questions that cover the following topics: Parent participation, curriculum, Program administration, and training activities.

To whom was the instrument administered?

To all Title VII Pre-Kindergarten Teachers.

How many times was the instrument administered?

Only once.

When was the instrument administered?

Last week of May, 1981.

Where was the instrument administered?

At the Title VII Pre-K schools.

Who administered the instrument?

Evaluation Intern for Title VII Pre-Kindergarten.

What training did the administrators have?

The interviewer had previous experience interviewing.

Was the instrument administered under standardized conditions?

Yes

Were there problems with the instrument or the administration that might affect the validity of the data?

None, whatsoever.

Who developed the instrument?

Evaluation Intern for Title VII Pre-Kindergarten

What reliability and validity data are available on the instrument?

None.

Are there more data available for interpreting the results?

No.

## TEACHER'S INTERVIEW

## Purpose

Teachers are in contact with important Program's components that are subjects of evaluation. Therefore it was felt that their concepts, attitudes and opinions needed to be surveyed. The purpose of the Teacher's Interview was to address the following decision and evaluation questions:

Decision Question D-1: Should the Bilingual Pre-K Program be adopted by the District?

Decision Question D-2: What components of the Program should the District adopt?

Evaluation Question D2-1: Has a curriculum typology been developed, adapted or adopted?

Evaluation Question D3-6: Determine the degree of teacher satisfaction with training quality and appropriateness.

Evaluation Question D3-5: In what areas do teachers perceive the need for additional training?

Evaluation Question D3-6: What areas of training provided by Title VII do teachers perceive as most beneficial?

Evaluation Question D3-7: How do limited English proficient parents interact with the schools?

## Procedures Used To Collect the Data

All Title VII Pre-Kindergarten teachers were interviewed by the evaluator. The interviews were held at each school during the last week in May 1981 and were conducted in a semi-formal manner. The same questions were asked of all teachers, but the phrasing and order varied according to the flow of the interview and shifts from English to Spanish. In addition to the pre-established interview protocol, other topics were probed when teacher comments suggested alternate areas of interest. The interviews focused on the following topics:

A. Commentaries about the class. B. Training and Training Activities. C. Parent Participation, D. Curriculum, and E. Interaction with the Administration.

## Findings

The findings are organized around the interview topics.

#### A. Commentaries about the class.

English was the predominant instructional language in every Pre-Kindergarten class of the Title VII Program. There were wide variations in English proficiency within each class. To accommodate this situation, students worked in small groups for basic instruction. The composition of the groups changed throughout the year whenever the teacher thought such a change was in the best interest of the child's learning progress.

Every teacher reported having discipline problems. However, all of these problems were resolved without undue disruptions of normal class activities. Dealing with such problems constituted one of the goals of this Program. Teachers prepare children to deal with school routines and behavior standards.

Present Program guidelines call for a class composition of 15 LEP and three Non-LEP students. It was anticipated that the three Non-LEP children would provide English language models for the LEP pupils. Teachers observed a mutual influence between these groups, but noted that some Non-LEP pupils probably did not fulfill the model function. In general, teachers feel that the current composition (15 LEP and 3 Non-LEP) is appropriate. One teacher, however, would like to reduce the number of children per class to 15.

#### B. Training Activities

The Title VII Pre-Kindergarten teachers constituted a heterogeneous group with respect to experience. There were three teachers with 3 years or more of bilingual teaching experience while the other three had less than 3 years of experience. The distinction is an important factor in the teacher's evaluation of the training component.

There were four inservice training activities planned and implemented by the Program's administration. Attendance was mandatory. The less experienced teachers indicated these training sessions were beneficial. The others did not. However, there were two training sessions that all teachers identified as meeting their expectations and needs. One of these was a workshop on Science for the Young Child, and the other was a session on Math for the Pre-school Child conducted by the Curriculum Specialist. Thus, some training topics were identified as relevant by all the Title VII teachers.

To enhance the inservice training for the next year, teachers were asked to suggest training topics that would satisfy their needs. The suggestions were as follows:

- a. More training in the curriculum.
- b. Discussion and advice on language of instruction, especially for concept development.
- c. Training and recommendations regarding the treatment of motor skill problems.

d. More training sessions on science topics for Pre-Kindergarten.

e. To continue with the inservice in-classroom training, but with more comments and suggestions from the specialized staff.

### C. Parent Participation

An important component of the Program was Parent Participation. Every week parents of children participating in Title VII Pre-Kindergarten were given instructions for activities to be conducted at home to complement classroom activities. Teachers were aware of the instructions that were sent home but did not participate in their design nor did they have a way to monitor their accomplishment.

Teachers indicate that some parents were supportive and directly involved with a number of classroom activities, field-trips, and special programs such as the Cinco de Mayo celebrations.

The teachers had a chance to meet frequently with almost all the parents in an informal manner. The brief contacts provided the basis for normal teacher-parent communication. However, formal conferences were scheduled to address special problems.

There were no special activities implemented by the teachers to involve parents in the education process per se.

### D. Curriculum

During the 1980-81 school year, the Title VII Pre-Kindergarten used the Bilingual Early Childhood Curriculum (BECC). The main objective within this topic was to find out if this curriculum fulfilled the academic and linguistic needs of the children. Teachers feel that the BECC satisfies the needs of younger children and/or children with less developed language but fails to challenge those pupils at higher levels of language development. The major point of dissatisfaction with the BECC was that it is too repetitious.

### E. Interaction with the Administration

The teachers offered the following suggestions for Program improvement in the administrative area:

- .Treat Title VII teachers as full-fledged members of the school and invite them to all teacher's meetings.
- .Have principals conduct classroom observation and share opinions and suggestions with the Title VII teachers.
- .Maintain better communication between the Title VII administration and support staff and the Project schools.



Conclusions

Overall, teachers were satisfied with the Program and feel it plays an essential role in the language development of Pre-Kindergarten LEP children.

Interview Protocol for Teachers of Title VII Pre-Kindergarten.A. Opinions and Commentaries on the Class.

1. What language predominated in your classroom? \_\_\_\_\_ % Spanish \_\_\_\_\_ %English.
2. You divided your class into several groups. What was the criteria for the grouping? Are you satisfied with this grouping? Will it change next year?
3. Did you keep the composition of the groups the same all year long? Please explain.
4. Did you have any children with special problems? If so, were they disruptive to the class?

B. Training and Training Activities.

1. What Title VII training activities did you attend?
2. Did you find these activities beneficial to you?
3. Did the type of training offered meet your needs? How?
4. With respect to next year, what topics should be considered for inservice training? Are these inservice training topics essential?, a strong need?, or a moderate need? Please elaborate:
5. Did you find in-classroom training an effective, unobstrusive method? Do you feel some other method would be better? If so, what?

C. Parent Participation.

Parents were expected to work at home with the children in certain structured activities. Sometimes they were asked to build something, for example a building with a shoe-box.

a) What other activities were parents asked to do?

b) How many of the students completed their "homework" assignments.

2. Did you have a chance to meet with all the parents to inform them about the progress and/or problems of their child? Explain, please.

3. List the parents whom you feel were very involved in the Program (Confidentiality will be maintained. Achievement of the program children of these families will be compared to the achievement of others in the class.)

4. What activities did you implement to involve parents in the education process?

D. Curriculum.

1. Did you use the Early Childhood Bilingual Curriculum as it was?, Did you make major modifications? If so, what modifications did you make?

2. Are there any areas of the ECBC that you feel need to be added, modified, or deleted? Please explain.

3. In your opinion, is the E.C.B.C. responsive to the skill development needs of your pre-school students? What are its strengths and weaknesses?

E. Administration.

1. What administrative problems occurred this year?
2. Do you have any recommendations that would alleviate these problems in the future?
3. Was your class disrupted frequently by administrative and supervisory personnel?
4. To what extent did you have the opportunity to work cooperatively with the other Title VII Pre-K teachers with the objective of improving classroom instructions?
5. Please indicate any recommendations you have that you feel would enhance the program's effectiveness if implemented?

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Title VII Bilingual Pre-Kindergarten

Appendix D

CLASSROOM OBSERVATIONS

## Instrument Description: Early Childhood Observation Form - Part B

Brief description of the instrument:

Structured Classroom Observations were based upon the Early Childhood Observation Form - Part B. It is a record of minute per minute school activities following a pupil for the entire school day. Several variables are recorded such as language used, average group size, minutes of structured, unstructured and non-instructional activity, and person providing instruction.

To whom was the instrument administered?

To randomly selected LEP children in Title VII Pre-K classrooms.

How many times was the instrument administered?

Fifteen times. Three observations were held per class in five schools.

When was the instrument administered?

The observations were conducted during March and the first two weeks of April.

Where was the instrument administered?

The observations were conducted in all Pre-K Title VII schools except Brooke.

Who administered the instrument?

An observer was hired for this task.

What training did the administrators have?

The observer received training, including a practicum, in the appropriate observation processes.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

None.

Who developed the instrument?

O.R.E.

What reliability and validity data are available on the instrument?

Since only one observer was employed, there were no interrater reliability tests. However, previous tests held during 1990 yielded high coefficients.

Are there norm data available for interpreting the results?

No.

## Classroom Observations

### Purpose

The purpose of the Classroom observations was to address the following decision and evaluation questions;

Decision Question D1: What components of the Program should the District assume?

Decision Question D2: What components of the Program should be modified to accomplish the objectives of the Program more fully?

Evaluation Question D1-1: What is the nature of the Program?

Evaluation Question D1-4: How is time utilized by the Title VII Pre-K Program?

### Procedures

Two types of classroom observations were implemented, structured and unstructured. The first and second visits to each classroom were unstructured. In these the observer familiarized himself with the environment, the personnel, and the routines of the day's activities. The structured observations (three days for each class) were based upon the Early Childhood Observation Form. This instrument was selected to record the activities of randomly selected LEP students for the entire school day. The first visit was announced. The other four were not. The observations were conducted during March and the first two weeks of April.

After the unstructured observations were completed, an observer was hired specifically to conduct the structured observations. She received training, including a practicum in the appropriate observation processes. The observation examined such variables as language used during instruction, average group size, relative amounts of formal and informal instruction, and amount of time various adults were instructionally involved with students.

Observations were not held at Brooke this year since the teacher was absent due to health problems.

## Findings

Title VII Bilingual Pre-Kindergarten participants attended school for 390 minutes per day. The week lasted the regular five school days.

The school day's time was classified into the following three categories:

**Structured Instruction:** Time dedicated to structured learning activities. These activities were oriented chiefly to develop language, audio, visual, and motor skills of the participants and to develop new concepts and ideas.

**Unstructured Instruction:** Time dedicated to recreational activities, free time, transitional minutes from one activity to the other, and unstructured learning activities such as working alone in one of the centers (art, housekeeping, blocks, etc.).

**Non-Instructional:** Time used for the following instruction: breakfast, lunch, a nap, and a short snack.

Actual Available Class Time (AACT) is that part of the school day dedicated to instructional activities and amounts on the average (from fifteen observations), to 280.6 minutes per day. Summary statistics for the observations may be found in Figure D-1.

Time Classification	Total Time	Mean	% of School Day	% of AACT*
Structured Instruction	2166.00	144.4	37.03 %	51.47 %
Unstructured Instruction	2042.00	136.1	34.91 %	48.52 %
Non-Instructional	1641.00	109.4	28.05 %	N/A
<b>Total</b> N = 15 observations	<b>5849.00</b>	<b>389.9</b>	<b>100.00 %</b>	<b>100.00 %</b>

\*AACT: Actual Available Class Time

Figure D-1. Statistics from Classroom Observations.



Figure D-2: Illustrates how time was used during the school day and its distribution during AACT.

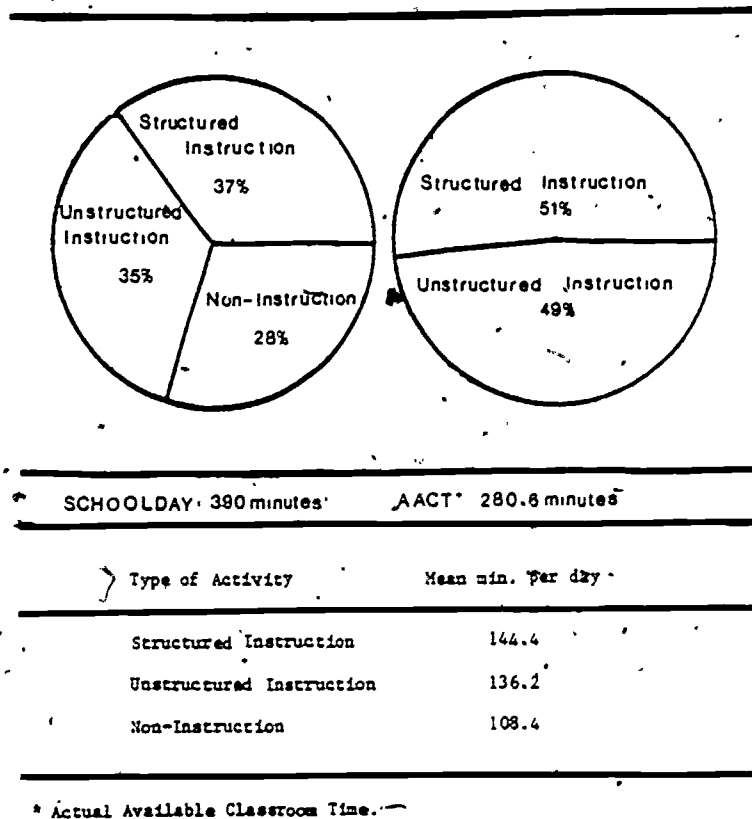


Figure D-2. DISTRIBUTION OF TIME.

Observations also indicate that teachers were the chief providers of structured instruction (76 % or 110.4/144.4). The teachers/ aides were also in charge of providing instruction but to a lesser extent (22 % or 31.5/144.4). The remaining structured instruction was provided by a music teacher and a physical education coach.

It was observed that structured instruction was provided in English, Spanish and a mixture of English and Spanish. English was the predominant language of structured instruction. For the pupils observed, the teachers taught about 66 % of the time in English and 10 % in Spanish and/or a mixture of Spanish and English. The teachers' aides also taught in both languages. The proportions observed for aides while involved in structured instruction were the following: English 19 %, Spanish and Mixture of Spanish and English 4 %. Figure D-4 depicts the time distribution when "Person in Charge of Instruction" and "Language of Structured Instruction" was observed in combination.

		ADULT PROVIDING INSTRUCTION	
		Teacher	Aide
Language of Instruction	English	66.2 %	18.9 %
	Spanish & Mixed	10.5 %	4.2 %

Figure D-3. PROVISION OF INSTRUCTION BY LANGUAGE AND INSTRUCTION PROVIDER.

All teachers used pre-lunch time to provide structured formal teaching. The teachers divided the class into groups of six to eight children and worked with each group for a period of twenty-five minutes on a rotational basis. Concurrently, the aide conducted a separate session with another group. The members of other groups were sent to the centers for independent activity such as painting, drawing, or working with blocks.

Another difference noted was the bathroom visit procedures. Two teachers allowed the children to go on an as-needed basis while others set aside a specific time for all to go. Observations suggest that valuable instructional time is often lost when all children go at the same time due to coordination and discipline problems that arise with large groups of young children.

Title VII Bilingual Pre-Kindergarten

Appendix E

PARENT'S QUESTIONNAIRE

Brief description of the instrument:

The Parent's Questionnaire consisted of 10 questions. It was written in English and Spanish. The questions addressed several topics: recruiting, parent involvement and extent of implementation.

To whom was the instrument administered?

To all parents of the children participating in Title VII Bilingual Pre-Kindergarten.

How many times was the instrument administered?

Only once.

When was the instrument administered?

The questionnaires were delivered on the second week of May 1981.

Where was the instrument administered?

The questionnaire was delivered to the home by the children.

Who administered the instrument?

Self-administered

What training did the administrators have?

Not applicable

Was the instrument administered under standardized conditions?

Not applicable

Were there problems with the instrument or the administration that might affect the validity of the data?

None known

Who developed the instrument?

Martin Arocena

What reliability and validity data are available on the instrument?

None

Are there norm data available for interpreting the results?

No.

## Parent's Questionnaire ...

## Purpose

The purpose of the Parent's Questionnaire was to address the following decision and evaluation questions:

Decision Question D1: What components of the Program should the District assume?

Decision Question D3: What components of the Program should be modified to accomplish the objectives of the Program more fully?

Evaluation Question D-7: Was the Parental Involvement component implemented?

Evaluation Question D3-8: Are parents participating in the activities? To what Extent?

Evaluation Question D3-9: How do limited English parents interact with the schools?

## Procedures to Collect Data

The questionnaire was delivered via the children in the program to all the parents of participating children in Title VII Pre-Kindergarten Program. To optimize the chances of obtaining a large return, each child was given a book upon returning the completed questionnaire. The strategy was apparently successful, since 89.1% (90/103) of the questionnaires were returned.

The questionnaire consisted of 10 items. Eight of them were "fixed-alternative" questions. The other two were "open-ended". The questions covered the following three topics: Parental Involvement, At-Home activities, and Recruiting. In addition to these topics the respondents were asked to make suggestions regarding changes that would enhance the Program. The findings section is organized around the following topics:

- . Parental Involvement
- . At-Home Activities
- . Recruiting
- . Parent Suggestions

## Findings

## Parent Involvement

Results of self-reported attendance indicate that parents are truly interested in participating in the Program and school activities.

- |    |          |     |   |
|----|----------|-----|---|
| 1. | 57 cases | 63% | Attended meetings with school personnel to talk about how to teach their children and to receive instruction for the At-Home Program. |
| 2. | 72 cases | 80% | Attended meetings with teachers to find out how their child was doing in school.  |
| 3. | 59 cases | 65% | Attended PTA meetings.  |

Figure E-1. PARENTAL ATTENDANCE TO SCHOOL ACTIVITIES.

Ninety-four per cent (84/90) of the respondents felt that Pre-Kindergarten was helping their child to learn new words in English and Spanish, to recognize colors and shapes, to listen more carefully, and to express feelings verbally.

Ten of the parents who answered in Spanish reported that the most important thing that their child had learned in school was to speak in English. It is likely that these parents are Spanish dominant or monolingual, and feel the need for their child to learn English from sources outside the home.

In general, parents felt that the most important thing that their child learned in school was to act in a more independent manner, to interact peacefully with other children, new words in English and Spanish, and to respect authority. The following is a typical response:

"My child learned to speak her words in sentences, English and Spanish. She learned to understand and listen to parents. Also numbers, colors, to share things and to get along with kids."

The answers to the questions dealing with program awareness indicated that parents were cognizant of their children's progress. They also suggest that at least from the parent's point of view, some of the Program's objectives were achieved.

### At-Home Activities

Eighty-seven (96%) of the respondents felt that the instructions for the At-Home work were very easy to understand.

One of the parents who answered the questionnaire offered this suggestion:

"Have different levels of difficulty for the At-Home work my child was above the level offered. The activities were too easy."

Results indicate that it was mothers who helped with the At-Home activities. Three responses indicated that fathers helped out, and in two instances grandmothers were mentioned as being the At-Home instructor.

### Recruiting

The questionnaire included an item designed to identify how parents found out about the Program. Results (see Figure C-2) show that most of the parents found out about the Program indirectly from other parents and relatives. However, School personnel and community representatives were another important source of information. Newspaper ads were not a very effective communicator since only two cases indicated learning about the Program from this source. T.V. and radio were more effective however, none of the sources can be dismissed as a means of recruiting children for the Program since there is no information on how "other parents" and "relatives" obtained their information.

---

Source of Information	# Parents
T.V. and Radio	
From other parents	33
From other relatives	14
Newspaper ads	2
Church	3
School Personnel	24
Community Representatives	17

---

Figure E-2: INITIAL SOURCES OF INFORMATION OF PARTICIPATING FAMILIES REGARDING THE TITLE VII PRE-KINDERGARTEN

### Parent Suggestions

The following is a list of suggestions provided by the parents of children participating in the Title VII Pre-Kindergarten Program.

"Perhaps have two or three levels of At-Home activities depending on child's development. My son is beyond some of the activities."

"Have more parents as well as children involved in the Program. To me, my son has learned much more than I could have ever done. I am glad he had the chance to be involved and so am I."

"They could teach and/or use more Spanish."

"Regular evaluations of the childrens' progress for the parents. It isn't always possible to get to school to discuss it with teachers."

"I think the Program should continue so that children can be exposed to their cultural language through songs and cultural dances. I also feel the Program is very well planned and well organized."

"To start on the Phonics Program and simple three-letter words."

"I think they should have more outside activity."

"I hope they keep the Program because it helps a lot of children that don't know their Spanish. It also helps them get ready for the coming years."

"I would like to see more school personnel cooperate with the Program."

"I think the Program is fine but, would like to see more children involved or given the opportunity to participate in it."

"The children need to learn better pronunciation of words in both Spanish and English."

"I wish there was a form of transportation for my child."

"I feel one needs to put more emphasis on the Spanish language."

"Have parental meetings so one can help better the Program and the progress of the child."

"To individualize more, according to ability instead of clustering all students together. More oral Spanish instruction instead of just vocabulary emphasis."



YOUR PERCEPTIONS: QUESTIONNAIRE FOR PARENTS OF PUPILS IN THE TITLE VII  
PRE-KINDERGARTEN

THE OFFICE OF RESEARCH AND EVALUATION OF THE AUSTIN INDEPENDENT SCHOOL DISTRICT IS SENDING THIS QUESTIONNAIRE TO ALL PARENTS OF THE CHILDREN IN PRE-KINDERGARTEN TITLE VII TO RECEIVE INFORMATION ABOUT THE PROGRAM. WE WOULD APPRECIATE YOUR ANSWER TO THE QUESTIONS BELOW. WHEN \_\_\_\_\_ RETURNS THE COMPLETED QUESTIONNAIRE TO THE TEACHER HE/SHE WILL RECEIVE A GIFT OF APPRECIATION. THANK YOU.

1. What are the ages of your children? (List the ages): \_\_\_\_\_
2. What languages do you use most often at home? (Circle one): Spanish English

3. Who helps the child at home with school work most often? (Circle one):
- A. THE MOTHER  
B. THE FATHER  
C. THE GRANDMOTHER  
D. AN OLDER BROTHER OR SISTER  
E. OTHER: \_\_\_\_\_ (WHO?): \_\_\_\_\_



The Family  
by J. Foerster (age 9)

4. Who told you what parents were expected to do to help the children? (Circle one):
- A. THE COMMUNITY REPRESENTATIVE  
B. THE SCHOOL PRINCIPAL  
C. THE TEACHER  
D. OTHER (SPECIFY): \_\_\_\_\_

5. Have you gone to any of these activities? (Circle YES or NO):

- YES NO Meetings with school personnel to talk about how to teach your children and to receive instruction for the At-Home activities?
- YES NO Meetings with the teacher to find how your child is doing in school?
- YES NO PTA Meetings.

6. Do you think Pre-Kindergarten is helping your child? (Circle YES or NO):

- YES NO To learn new words in English?
- YES NO To learn new words in Spanish?
- YES NO To recognize colors and shapes?
- YES NO To listen more carefully.
- YES NO To express feelings verbally.

7. Are the instructions for the At-Home activities easy to understand? (Circle one):

- A. Yes, they are very easy. B. No, I think they are difficult.
- C. Other (specify) \_\_\_\_\_

8. How did you find out about the Pre-Kindergarten Program? (Circle all the answers that correspond):

- A. T.V. AND RADIO E. NEWSPAPER ADS  
B. FROM OTHER PARENTS F. FROM CHURCH  
C. FROM RELATIVES G. FROM SCHOOL PERSONNEL  
D. FROM THE COMMUNITY REPRESENTATIVE

9. What is the most important thing your child has learned so far in school?  
Please explain in your own words: \_\_\_\_\_

10. Do you have any suggestions or ideas that would help us make the Pre-Kindergarten Program better?

SUS IMPRESIONES: CUESTIONARIO PARA LOS FAMILIARES DE LOS ESTUDIANTES DEL PRE-KINDERGARTEN (TITULO VII).

LA OFICINA DE INFORMACIÓN Y EVALUACIONES (ORE) DEL DISTRITO ESCOLAR DE AUSTIN (AISD) LES ENVÍA ESTE CUESTIONARIO A TODOS LOS FAMILIARES DE LOS ESTUDIANTES EN EL PRE-KINDERGARTEN PARA QUE NOS DEN INFORMACIÓN SOBRE EL PROGRAMA. CUANDO TRAIGA EL CUESTIONARIO CONTESTADO, LA MAESTRA LE DARÁ UN REGALO. MUCHAS GRACIAS.

1. ¿Cuántos años tienen sus niños? (Escribalo): \_\_\_\_\_

2. ¿Qué idioma se usó más en sus casa? (Marque uno):      INGLÉS      ESPAÑOL

3. ¿Quien ayuda a este niño(a) con la tarea escolar en la casa? (Marque uno):

- A. LA MAMA
- B. LA ABUELA
- C. UN HERMANO(A) MAYOR
- D. EL PADRE
- E. OTRA PERSONA (QUIEN?): \_\_\_\_\_



4. ¿Quien le informó sobre lo que debían hacer los padres en este Programa?

- A. EL PRINCIPAL (O DIRECTOR) DE LA ESCUELA
- B. LA MAESTRA
- C. OTROS PADRES
- D. LA REPRESENTANTE DE LA COMUNIDAD
- E. OTRA PERSONA

5. ¿Han asistido Ustedes a alguna de estas actividades? (Marque SI o NO):

SI NO      Juntas con el personal de la escuela para compartir ideas sobre como educar a los niños.

SI NO      Juntas del PTA (Asociación de padres y maestros).

SI NO      Visitas a la maestra para averiguar como le va al niño en la escuela.

6. ¿Piensa Usted que la escuela está ayudando a su niño? (Marque SI or NO):

SI NO      A aprender nuevas palabras en Inglés.

SI NO      A aprender nuevas palabras en Español.

SI NO      A reconocer formas y colores.

SI NO      A escuchar mas atentamente.

SI NO      A expresar sus sentimientos mas atentamente.

7. ¿Le parece a Usted que las instrucciones para las actividades en la casa son fáciles de entender?

SI, Son fáciles de entender      NO, Son difíciles.

8. ¿Cómo se enteró Usted del Programa de Pre-Kindergarten? (Marque todas las respuestas que correspondan):

- A. POR MEDIO DE LA TELEVISIÓN O RADIO
- B. POR INTERMEDIO DE OTROS PADRES
- C. NOS LO DIJO LA REPRESENTANTE DE LA COMUNIDAD
- D. POR AVISOS EN EL DIARIO
- E. POR INTERMEDIO DE LA IGLESIA O UNA ORGANIZACIÓN DE LA COMUNIDAD

9. ¿Según Usted, que es lo más importante que ha aprendido su niño al la escuela hasta ahora? Explique en sus propias palabras: \_\_\_\_\_

10. ¿Tiene Usted alguna idea o sugerencia que nos quisiera dar para mejorar el Programa de Pre-Kindergarten? \_\_\_\_\_

Explique en sus propias palabras: \_\_\_\_\_

Title VII Bilingual Pre-Kindergarten

Appendix F

DOCUMENTATION FROM BILINGUAL EDUCATION DEPARTMENT.

## DOCUMENTATION FROM BILINGUAL EDUCATION DEPARTMENT

## Purpose

Documentation from Bilingual Education Department was provided to address the following decision and evaluation questions:

Decision Question D3: What components of the Program should be modified to accomplish the objectives of the Program more fully?

Decision Question D4: What are the various costs associated with the Program?

Evaluation Question D4-1: What was the cost of implementation of the first year?

Evaluation Question D4-2: What is the projected maintenance cost?

Evaluation Question D4-3: What is the Program's cost per child?

## Documents

The following documents were provided by the Bilingual Education Department concerning Title VII Pre-Kindergarten Program:

- A. Complete roster of students.
- B. Teacher's report of preservice activities.
- C. List of inservice training session.
- D. Records of PAC meetings.
- E. Records of parenting seminars.
- F. Budget information.

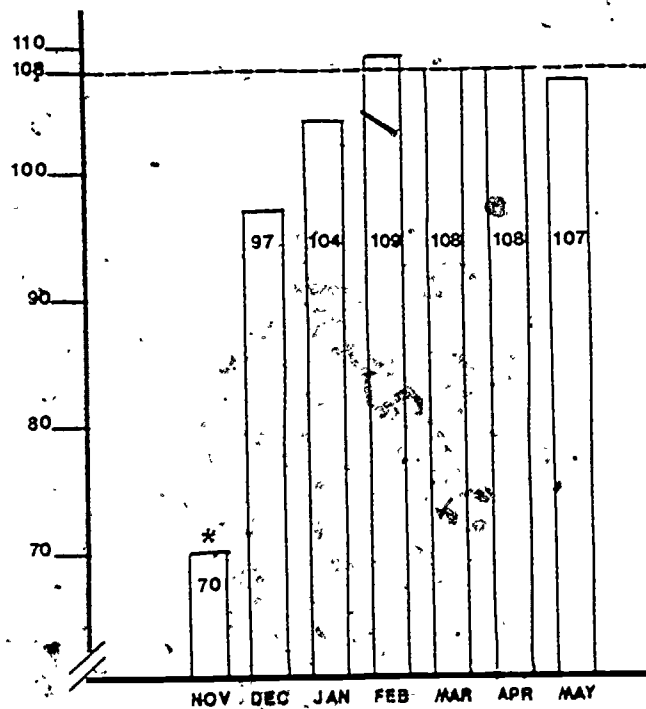
## Findings

The documents provided the basis for the following information and findings:

- A. Complete roster of students.

The records provided include a list of all the students with entry and withdrawal records. The Program planned to serve 18 children per site. Figure E-1 illustrates the enrollment numbers per month.

By January the Program was nearing its planned capacity and by February all participants slots had been filled. From then on early withdrawals from the Program were rapidly replaced by alternates. There were twelve early withdrawals in total.



\*Note: Sanchez Elementary did not report enrollment until December.

Figure F-1. ENROLLMENT OF STUDENTS IN TITLE VII PRE- KINDERGARTEN.

#### B. Teachers' Report of Preservice Activities.

In the Reports of Preservice Activities the teachers specified their activities from the moment they were hired until the first day of classes. The activities reported include discussions of the BECP, organization of their classrooms, PAL test administration training, PAL test administration, enrollment of students, and conferences with parents.

Three reports were turned in to the administration. Two teachers did not comply with the request for reports. The sixth teacher was not hired until these activities had been completed and thus was exempted from the endeavor.

### C. List of Inservice Training.

The following were the topics of the inservice training:

- Art and the Young Child.
- Creative Dramatics.
- Science for the Young Child.
- Math for the Preschool Child.

Attendance at these sessions was mandatory. Some teachers, however, did not participate fully. Only three teachers attended the first session. There was one absence in each of the other five sessions.

### Records on PAC meetings.

There were six meetings of the Parent Advisory Committee this year. PAC activities are not exclusive for parents of Title VII Pre-kindergarten pupils, however, they were invited to attend and participate in the activities. The goals of the association were the following:

- To be informed parents about the Bilingual Education Program.
- To obtain ideas and suggestions from parents regarding the Program.
- To become involved in the educational system.

This year, according to the records provided, parents of Title VII Pre-Kindergarten were actively involved. Four parents of the Program's children were officers of the association. On the average 12 parents from Title VII Pre-K were present at the meetings.

### Parenting Seminars.

Two parenting seminars were organized by the Title VII Pre-Kindergarten's staff. The topics were the following:

- Parents Are Teachers Too.
- Art.

The first seminar was held at four different times to accommodate the different schedules of participating parents. Sixty-one parents attended. Twenty-four parents attended the second session.

### Budget.

The federal appropriation for the first year of the Program was \$291,538.00. In addition to that the District appropriated \$57,375.00 for a total amount of \$348,895. Reported expenditures as of 5/31/81 amounted to \$201,385. According to the figures to date the cost per child was \$1,864.68.

80.79

The Project Coordinator estimates a projected cost for next year of \$288,507.00.

The Title VII staff did not provide any records with respect to the At-Home activities. From a personal communication with the Community Representative it was found that 24 activities were sent home.

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