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ABSTRACT

During 1985-86 the School Community Education Program (also known as the Umbrella Program), funded by the New York State Legislature, provided a variety of educational and training experiences to some 25,871 participants, including pre-kindergarten children and their parents; and students, teachers and supervisors from kindergarten through grade 12. The program consists of 44 different projects designed to provide innovative solutions to local educational and school problems. The 1985-86 evaluation indicates that in general the program was successful: 38 projects met their stated objectives, and some were highly successful. Of the six projects that did not reach their objectives, five set stringent objective criteria that may have been beyond their grasp. Those projects that failed to meet their stated objective should be closely monitored to identify the reasons for failure. Evaluation reports for each project are presented in four volumes. Each report contains a brief project overview, describes the evaluation methodology, presents the findings, and offers recommendations for improvement. This volume, Volume IV, presents evaluation reports of the following projects, which provided a variety of educational experiences to participants: (1) High School Preparation and Choice; (2) HELP: Neighborhood Center; (3) East Harlem Pre-kindergarten Center; (4) Brooklyn College Tutorial Center; (5) Publishing Activity Center; (6) Basic Skills After-School Program; (7) Parenting Education; (8) Science Instructional Support System; (9) Traveling Body Shop; (10) Pre-School Gifted and Talented at Brooklyn College Tutorial Center; (11) Parent Cooperative Nursery Program; and (12) Peace Education Program. Data are presented on 14 tables. Appendices include copies of program-developed assessment instruments. (BJV)

SCHOOL COMMUNITY EDUCATION PROGRAM

IN NEW YORK CITY

1985-86

VOLUME IV

EVALUATION SECTION REPORT

Robert Tobias, Administrator
John Schoener, Senior Manager

July, 1987

SCHOOL COMMUNITY EDUCATION PROGRAM

IN NEW YORK CITY

1985-86

VOLUME IV

Prepared by the O.E.A.
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EVALUATION SUMMARY

BACKGROUND

The School Community Education Program (also known as the Umbrella Program) provides a variety of educational and training experiences to a wide range of participants, including pre-kindergarten children and their parents; and students, teachers, and supervisors at all grade levels from kindergarten through grade 12. The program consists of 44 different projects designed to provide innovative solutions to local educational and school problems. Ten projects provided basic skills, English, and computer literacy instruction; ten focused on social and environmental studies; five were designed for pre-kindergarten children, and the remaining projects provided a variety of educational experiences to participants. Funds were provided by the New York State Legislature to support program activities.

POPULATION SERVED

During 1985-86, the program served some 24,290 students, the majority of whom were elementary school pupils. In addition, the program served 1,226 teachers and supervisors, 245 pre-schoolers, and about 110 community adults in the 32 community school districts and selected high schools. Each project established different selection criteria for program participation.

PROGRAM OBJECTIVES

Although program objectives were designed for each specific project and, therefore, were varied, most concerned increasing participants' competence in specific skills and abilities.

EVALUATION METHODOLOGY

The evaluation of the program was based on a number of data sources: student performance outcomes on project-developed and standardized tests, pupil writing samples, teacher and student survey questionnaires, attendance rates, number of acceptances to special high schools, and review of two curriculum manuals. Pre-program and post-program data were compared to determine mean differences and, when appropriate, correlated t-tests and effect sizes were also computed to establish statistical significance and educational meaningfulness, respectively.

FINDINGS

The 1985-86 evaluation findings indicate that, in general, the School Community Education Program was successful. Thirty-eight projects met their stated objectives. Three staff development projects (Arts in General Education, Sum in One, and Early Childhood Language and Literacy) and two pre-kindergarten

projects (Brooklyn College Tutorial Center and Pre-School Gifted and Talented) were highly successful. All projects providing instruction in mathematics, writing, English, and computer literacy met their project objectives. In all five pre-kindegarten projects, participants substantially improved their overall performance.

Only six projects did not meet their evaluation objectives. Apart from the Help: Neighborhood Center project that needs extensive project modifications, the other unsuccessful projects set stringent objective criteria which may have been beyond the programs' reasonable grasp.

RECOMMENDATION

In addition to the recommendations made for each project, the following suggestion is made for the overall improvement of the School Community Education Program:

- Closely monitor those projects which failed to meet their stated objectives to identify reasons for failure to achieve criterion for success.

Acknowledgements

The production of this report is the result of a collaborative effort of full-time staff and consultants. In addition to those whose names appear on the cover, Maria Cheung undertook the analysis of the statistical data, and Elias Rosario typed, corrected, and duplicated this report. The unit could not have produced this evaluation without their participation.

INTRODUCTION

In 1985-86, the New York City Public Schools received $2,375,000 in funding from the New York State Legislature to operate the School Community Education Program (also known as the Umbrella Program). It consisted of 44 different projects designed to provide innovative solutions to local educational and school programs.

The program provided services to about 25,871 participants in the 32 community school districts and selected high schools. The majority of these participants (24,290) were elementary, intermediate, and high school students. In addition, 245 pre-school children, 1,226 teachers and supervisors, and 110 community adults also participated in the Umbrella Program.

Evaluation reports are presented in four volumes. Volume I contains evaluations for ten projects which provided reading, mathematics, writing, English, and computer literacy instruction to elementary, intermediate, and high school students. Volume II includes evaluations for ten projects on social, ethnic, and environmental studies, and instruction on communication and the arts. Three of these projects also provided staff development training. Volume III contains evaluations for 12 staff development projects. The remaining 12 projects, presented in Volume IV, provided a variety of educational experiences to participants. Five of these projects were designed for pre-kindergarten children, two were concerned with the writing of curricula, one provided parenting skills instruction to students with infants, and the other four projects were designed to improve attendance rates, health, opportunities to gain acceptance to special high schools, and to foster career awareness among students.

Each report contains a brief project overview, describes the evaluation methodology, presents the findings, provides recommendations for improvement, and includes copies of program-developed assessment instruments. The reports are listed in order of budgeted function number in the table of Contents.

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VOLUME IV

#5001-48-63412

HIGH SCHOOL PREPARATION AND CHOICE, 1985-86

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Ira Clement

Prepared By:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The High School Preparation and Choice Program is designed to prepare eighth-grade students in Community School District 17 for gaining acceptance to special high schools or special programs in regular schools. The goal of the project is to provide students, with academic potential and interest in continuing their education, with skills necessary to succeed in the competitive high school selection process. The New York State Legislature provided $10 thousand to fund the project.

In 1985-86, the first year the project was implemented, 140 students from seven intermediate schools participated in the program. School principals, guidance counselors and teachers selected 20 pupils in each school among those students who intended to apply for a special high school.

Participants attended four two-hour, after-school sessions each week which were supplemented, when necessary, with small group and individual tutoring sessions. Instructional activities sought to familiarize students with high school programs, entrance requirements, and selection procedures. Participants were given practice tests of various high school admission tests

and received individualized advice regarding career awareness and high school choices. The project objective was for participants to attain an increased number of special high school acceptances as compared to similar groups of non-participating pupils applying to similar high schools.

EVALUATION METHODOLOGY AND FINDINGS

Project staff submitted data for six schools consisting of a list of students who had been accepted to special high schools and programs. Data for one school (I.S. 210) were not reported because grade seven is the terminal grade at this school. Other information submitted included: a copy of a practice exam which was administered on a pretest and posttest basis; one copy of a student questionnaire on special high schools; a copy of a student survey which measured knowledge of entrance requirements, and comments based on feedback from parents, teachers and students indicating their satisfaction with program results.

The evaluation of the project, however, was based only on the high school acceptance data. The performance of participating students was compared to the performance of a similar group of pupils who had not received project services. Table 1 shows these results. Eighty-one or 67.5 percent of participating students gained acceptance to special high schools. If analyzed by school, data show that project participants were successful in all schools since more than half of participants were accepted to special high schools. I.S. 391 had the largest number of

TABLE 1

Number of Special High School Acceptances
of Project Participants and Non-Project Students,
by School
High School Preparation and Choice, 1985-86

Project Participants				Non-Project Participants			
School	N	Number of Acceptances	Percent	School	N	Number of Acceptances	Percent
I.S. 61	20	13	65.0%	I.S. 61	20	10	50.0%
I.S. 246	20	13	65.0	I.S. 246	20	1	5.0
I.S. 320	20	12	60.0	I.S. 320	20	0	0.0
I.S. 390	20	12	60.0	I.S. 390	20	1	5.0
I.S. 391	20	17	85.0	I.S. 391	20	3	15.0
P.S. 189	20	14	70.0	P.S. 189	20	1	5.0
TOTAL	120	81	67.5	TOTAL	120	16	13.3

- About 67 percent of project participants and 13 percent of non-participating students gained acceptance to special high schools or special programs.

successful participants. In contrast, non-project participants were less successful since only about 13 percent of them gained acceptance to special high schools.

CONCLUSIONS AND RECOMMENDATIONS

The High School Preparation and Choice project was a successful program apparently having an impact on participating students. A comparison of their performance with the performance of a similar group of students who did not participate in the project shows that intensive instruction and tutoring helped project participants gain acceptance to special high schools. Yet, measuring the impact of the project remains problematic because of the nature of data submitted for evaluation. The number of acceptances to special high schools cannot adequately measure project success, and there is no objective criteria to determine whether the two groups of students (participants and non-participants) are indeed comparable.

To overcome these problems, project staff should revise the project objective and a new evaluation design should be submitted to O.E.A. The design should include a pre- and posttest and a specific quantitative measure of performance. Since it seems that a practice test is administered to participants at the beginning and end of the project, those scores could be submitted for evaluation. Selection criteria for the comparison group of non-project participants, showing that the two groups of students are indeed similar prior to project activities, should also be

included in the proposal and pertinent data sent for evaluation. Citywide test outcomes could be used for this purpose or non-project participants could also be administered the practice test for selection purposes.

#5001-48-63413

HELP: NEIGHBORHOOD CENTER, 1985-86

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Walter P. McDade

Prepared By:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Help: Neighborhood Center is a program designed to provide attendance-monitoring services and counseling to chronic absentee students in three schools in Community School District (C.S.D.) 13. The purpose of this program is to identify truant students in these schools and, through the active intervention of project staff, to improve their attendance record.

This year the program was implemented in three schools in C.S.D. 13: P.S. 9, P.S. 282, and JHS 117. A total of 136 students in grades two through eight received project services. Participants were selected among those students whose records showed chronic absenteeism on the basis of referrals made by school principals, teachers, guidance counselors and assistant principals.

The 1985-86 project objective was for participants to increase their attendance by at least 15 percent. Improvement was measured by comparative attendance information collected throughout the duration of the program.

A tax-levy attendance teacher supervised project staff to supplement and assist in the work of guidance, attendance,

health, and drug education. In order to improve the participants' attendance record, project staff telephoned and visited students and their parents. Participants also had individual and group meetings with project staff at school where they were offered counseling to improve their attitude toward school and their attendance record. The New York State Legislature contributed $37 thousand to support the program.

EVALUATION METHODOLOGY

Evaluation activities focused on the analysis of pupil attendance data. Student monthly attendance figures during the period of October 1985 through January 1986 (a total of 75 school days) were compared with attendance figures for the period of February through May 1986 (a total of 76 school days). It was anticipated that there would be a 15 percent increase in attendance by the end of June 1986 due to the impact of project services. Only those participants who were in the program from October 1 through May 31 were included in the project evaluation.

FINDINGS

Complete attendance figures were submitted for 117 students in three schools (see Table 1). Overall, mean number of days in attendance for the pretest period (October 1985-January 1986) was 54.4 or 72.5 percent of the total number of days for the period. The mean number of days in attendance for the posttest period (February-May 1986) was 56.3 or 74.1 percent of the total number

TABLE 1

Students' Mean Attendance Figures
HELP Neighborhood Center, 1985-86

School	Grade	N	October-January[a] Days in Attendance	October-January[a] % of Total	February-May[b] Days in Attendance	February-May[b] % of Total	Percent Gain
P.S. 9	1	9	51.9	69.2%	61.3	80.6%	11.4%
	2	11	58.6	78.2	57.4	75.5	-2.7
	4	8	55.9	74.6	57.6	75.8	1.2
	5	11	57.4	76.5	60.1	79.1	2.6
	6	5	61.4	81.9	58.6	77.1	-4.8
P.S. 282	1	3	54.3	72.4	47.0	61.8	-10.6
	2	10	57.2	76.3	61.7	82.3	6.0
	3	3	63.0	84.0	65.3	85.9	1.9
	4	8	54.7	72.9	55.6	73.1	0.2
	5	7	58.7	78.3	58.1	76.4	-1.9
	6	5	56.0	74.7	63.8	83.9	9.2
J.H.S. 117	7	23	43.6	58.1	42.7	56.2	-1.9
	8	14	34.1	45.5	42.6	56.0	10.5
TOTAL		117	54.4	72.5	56.3	74.1	1.6

[a]Total Days = 75.
[b]Total Days = 76.

- There was an overall attendance improvement of 1.6 percent.

of days for that period, for a 1.6 percentage mean gain. An analysis of attendance figures by grade and school shows that five groups of students did not improve their mean attendance rate and, those who did, achieved an improvement ranging from 0.2 to 11.4 percent. Only two groups of pupils (first grade at P.S. 9 and eighth grade at J.H.S. 117) improved their attendance rate by more than ten percent. Both grades had low pretest period attendance rates. Apart from grade seven at J.H.S. 117 which also had a low pretest rate, pretest rates of attendance ranged from 72.4 to 84.0 percent. Posttest rates ranged from 56.0 to 85.9 percent. Junior high school pupils had the lowest pretest and posttest rates of attendance.

CONCLUSIONS AND RECOMMENDATIONS

The Help Neighborhood Center project was not successful since it did not meet its objective. Overall, students increased their attendance rate by 1.6, a gain far below the stated objective of 15 percent. Five grades in all three schools did not achieve any improvement, showing negative gains ranging from -1.9 to -10.6 percent. Only two grades achieved higher than ten percentage gains.

The project did not meet its objective for two consecutive years. Unlike last year when pretest period rates of attendance were relatively high to allow for posttest improvement, the 1985-86 pretest period rates were lower, yet, the overall percentage

gain was extremely low to attribute lack of success to the same cause.

On the basis of these findings, the Office of Educational Assessment recommends that C.S.D. 13 personnel undertakes a thorough reassessment of project activities, objectives, and selection of participants. The staff might also wish to consider inclusion of extra-curricular activities to motivate students to attend school and improve their self-image in addition to individualized and group counseling. Finally, the project objective should be changed to an increase in mean attendance rates of at least five percent.

#5001-48-63416

EAST HARLEM PRE-KINDERGARTEN CENTER, 1985-86

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Evelyn Castro

Prepared By:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The East Harlem Pre-Kindergarten Center provides learning experiences to three- and four-year-old children in the East Harlem area. The program is basically designed to build specific skills in areas such as language arts, problem solving, sensory awareness, fine- and gross-motor coordination and physical development. The project also seeks to develop a positive self-image among participants.

Pre-school programs operated at five sites in Community School District (C.S.D.) 4 serving some 130 children. The sites were: Bilingual Bicultural Minischool at P.S. 83 (one class); P.S. 112 (two classes, one in the morning and one in the afternoon); P.S. 117 (one class of gifted children); P.S. 155 (one class), and P.S. 171 (one class). Children attended sessions five days a week at all five sites. Participants were selected from families who had older, low-achieving children in school, and from families where both parents worked. Instructional activities focused on listening and speaking, first-hand experiences, learning the alphabet, and experimenting with discovery and tactile materials.

The program objective for 1985-86 was for participants to demonstrate an increase in readiness and developmental skills as measured by their performance on the Boehm Test of Basic Concepts.

Project staff consisted of one early childhood teacher for each class and a paraprofessional. In addition, one family associate served as a liaison between the school and the community to help parents support and reinforce program activities. Parents also attended monthly workshops involving information on health, welfare, housing, child care, and child development. The New York State Legislature contributed $89 thousand to cover program expenditures and purchase instructional equipment and supplies.

EVALUATION METHODOLOGY

Evaluation activities focused on analysis of the participants' performance on the Boehm Test of Basic Concepts. This is a standardized test designed to measure a child's mastery of 50 basic language concepts considered a prerequisite for the child to profit from school instruction. The children were pretested in October, 1985 and posttested in May, 1986. Only raw scores were analyzed because the Boehm Test of Basic Concepts is not normed for use with pre-kindergarten children. Pretest and posttest raw scores were compared and correlated *t*-tests were computed to establish if achievement differences were statistic-

ally significant. Effect size (E.S.)* which indicates the educational meaningfulness of the mean gain or loss for each comparison was also calculated.

FINDINGS

Pretest and posttest scores were submitted for 89 children. Table 1 shows that participants at all sites achieved statistically significant and educationally meaningful mean gains, ranging from 6.9 to 9.4 points. The largest gains were achieved by children at P.S. 112. The group of gifted children at P.S. 117 as well as those at P.S. 155 made the largest posttest scores. The relatively low mean gains of these two groups of students may be attributable to a ceiling effect; at pretest these children made high mean scores. Overall mean effect size was 1.4 and large for every group of participants.

CONCLUSIONS AND RECOMMENDATIONS

The evaluation findings indicate that the East Harlem Pre-Kindergarten Center met its objective in 1985-86. Children achieved statistically significant gains on the Boehm Test of

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*The effect size, developed by Jacob Cohen, is the ratio of the mean gain to the standard deviation of the gain. This ratio provides an index of improvement in standard deviation units irrespective of the size of the sample. According to Cohen, 0.2 is a small E.S., 0.5 is a moderate E.S., and 0.8 is considered to be a large E.S. Only effect sizes of 0.8 and above are considered to be educationally meaningful, reflecting the importance of the gains to the students' educational development.

TABLE 1

Children's Mean Raw Scores[a] by School
Boehm Test of Basic Concepts
East Harlem Pre-Kindergarten Center, 1985-86

School	N	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference[b] Mean	Difference[b] S.D.	Effect Size
P.S. 83	16	22.7	6.0	32.1	5.6	9.4	4.4	2.1
P.S. 112								
A.M.	14	23.1	8.0	37.3	6.4	14.3	5.5	2.6
P.M.	14	19.1	8.4	32.3	7.1	13.3	5.6	2.4
P.S. 117[c]	15	36.7	5.3	41.0	4.4	4.3	3.5	1.2
P.S. 155	18	36.5	9.0	43.9	5.9	7.3	7.6	1.0
P.S. 171	12	24.6	8.6	31.5	9.4	6.9	4.3	1.6
TOTAL	89	27.6	10.3	36.8	8.0	9.2	6.4	1.4

[a]Perfect Raw Score = 50.
[b]These gains were significant at $p \leq .05$.
[c]Gifted children.

* All classes achieved statistically significant and educationally meaningful mean gains, with an overall mean gain of 9.2 raw points.

* Participants at P.S. 112 achieved the largest gains.

Basic Concepts. Participants at P.S. 112 achieved the largest gains but all groups of children also performed well. Effect size for all sites was consistently large, indicating the importance of the changes to the children's educational growth. In the future, however, project staff should expand the program objective to include a quantitative measure of successful program completion. The following sentence could be added to the objective: "Participants will demonstrate an increase in readiness and developmental skills of at least ten raw points." Another consideration would be to include an evaluation design for the program's parenting component, including a program-developed instrument and a quantitative performance objective to determine the program impact on parents. Finally, since the program focuses on other skills besides language arts, it might be worthwhile to select another test to measure project impact on children's overall growth rather than using one that only measures knowledge of basic language concepts. These modifications will contribute to future evaluations of project success.

#5001-48-63419

BROOKLYN COLLEGE TUTORIAL CENTER, 1985-86

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Paula Longo

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Brooklyn College Tutorial Center provided three related programs for residents of Community School District (C.S.D.) 15. Activities at the Center include a pre-kindergarten program, a pre-pre-kindergarten program for the gifted, and a parenting program for parents of participating children. Project staff consisted of two teachers, a parent program assistant, and a family worker. The New York State Legislature contributed $128 thousand to cover personnel expenses and purchase educational supplies.

A total of 46 children participated in the program in 1985-86. Participants in the regular pre-kindergarten program were children from three years, nine months to four years, eight months of age who lived in the neighborhood of C.S.D. 15. The pre-pre-kindergarten gifted program was for children who lived in Brooklyn and who were from two years, nine months to three years, eight months of age. Children in this component were selected after they were screened and were administered the Slosson Intelligence Test. Participants in the parent workshops were parents of children attending the program.

Instruction in the pre-kindergarten program focused on school readiness skills such as listening, oral expression, direction following, and auditory discrimination. Other skills taught included cutting, pasting, folding and enrichment activities such as opportunities to learn to play the violin or to learn a foreign language (Italian). The pre-pre-kindergarten program for the gifted was designed to focus upon various comceptualization and analytic skills through the use of the "Peabody Language Development Kit, Level P." Enrichment activities were also available for these children. The program objective was for participants in both the regular pre-kindergarten and pre-kindergarten programs to increase their knowledge of basic concepts necessary for achievement in school as measured by their performance on the Boehm Test of Basic Concepts.

The parenting workshop series was designed to broaden parents' knowledge of child development, to provide instruction in parenting skills such as reflective li tening, examination of reasons for and approaches to children's misbehavior, and to encourage parents to read to their children. This component also included lectures on pertinent topics such as nutrition.

EVALUATION METHODOLOGY

The evaluation of the project was based on analyses of participants' pretest and posttest raw scores on the Boehm Test of Basic Concepts. This is a standardized test designed to measure a child's mastery of 50 basic language concepts consi-

dered a prerequisite for a child to profit from school instruction. The test was administered as a pretest in September, 1985 and as a posttest in June, 1986. Only raw scores were analyzed because the Boehm Test of Basic Concepts is not normed for use with pre-kindergarten children. Test scores were compared and correlated t-tests were computed to establish if achievement differences were statistically significant. Effect size (E.S.)* which indicates the educational meaningfulness of the mean gain or loss for each comparison was also calculated. No assessment of the parenting component was conducted.

FINDINGS

Complete test scores were submitted for 40 children in the regular pre-kindergarten and for 16 participants in the pre-pre-kindergarten for the gifted program component (see Table 1). Overall, mean pretest raw score was 21.7 points; mean posttest raw score was 39.6 points, for a statistically significant and educationally meaningful mean gain of 17.9 points. When test results were examined by component, children in the regular pre-kindergarten class made a slightly larger mean pretest score than gifted children but both groups achieved large mean gains. All

*The effect size, developed by Jacob Cohen, is the ratio of the mean gain to the standard deviation of the gain. This ratio provides an index of improvement in standard deviation units irrespective of the size of the sample. According to Cohen, 0.2 is a small E.S., 0.5 is a moderate E.S., and 0.8 is considered to be a large E.S. Only effect sizes of 0.8 and above are considered to be educationally meaningful, reflecting the importance of the gains to the students' educational development.

TABLE 1

Children's Mean Raw Scores[a] on the
Boehm Test of Basic Concepts
Brooklyn College Tutorial Center, 1985-86

Component	N	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference[b] Mean	Difference[b] S.D.	Effect Size
Pre-kinder-garten	40	22.6	7.3	40.5	6.9	17.8	5.1	3.5
Pre-pre-kindergarten (Gifted)	16	19.4	5.5	37.4	5.1	17.9	5.4	3.3
TOTAL	56	21.7	6.9	39.6	6.5	17.9	5.2	3.5

[a]Perfect Raw Score: 50

[b]Gains were statistically significant at $p \leq .05$.

- Both groups of children achieved large statistically significant and educationally meaningful mean gains.

these gains were statistically significant and educationally meaningful.

CONCLUSIONS AND RECOMMENDATIONS

In 1985-86, the two program components of the Brooklyn College Tutorial Center were successful having a significant impact on children's performance. Participants in both the regular pre-kindergarten and the p -pre-kindergarten for the gifted components achieved large statistically significant mean gains as well as very large effect sizes which indicate that the gains were educationally meaningful. Regardir g achievement, both groups of children fared equally well although gifted participants scored lower at pretest than the regular pre-kindergarten children. This difference in pretest scores is surprising since one would expect gifted children to score better than regular ones although the one year age difference between the two groups of participants might affect the manner in which children perform when tested.

To improve future project evaluations, project staff might consider including a quantifiable measure of project success (for example, participants will achieve a mean gain of at least ten points at posttest). An evaluation design for the programs' parenting component might also be considered.

#5001-48-63421

PUBLISHING ACTIVITY CENTER, 1985-86

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Robert Fixler

Prepared By:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Publishing Activity Center is a career education and industrial arts project designed for elementary school pupils in Community School Districts (C.S.D.s) 18, 20, 21 and 22. The project seeks to foster career awareness among students and motivate them to improve their reading and writing abilities. In 1979, the State Education Department validated the Publishing Activity Center as an Exemplary Project.

In 1985-86, the program served some 3,750 kindergarten through grade-six students. Selected pupils represented a cross section of the student population at each district. School principals and professional staff selected an appropriate sample of students for each site, according to locally-determined sampling methods.

There are 25 Publishing Activity Centers established in schools. Each center is equipped with a binding machine, typewriters, mimeographs, and other publishing equipment. Five educational assistants visited these centers where they worked under the supervision of a licensed teacher. Project activities were organized to promote students' creative writing and art

work. Students wrote, typed, and published their own materials. Other activities included instruction in the use of a variety of publishing equipment and an introduction to publishing careers. The New York State Legislature contributed $99 thousand to fund the program.

The project had two objectives: 1) participants were expected to demonstrate an increase in reading and writing motivation as measured by a program-developed survey, and 2) to demonstrate an increase in their knowledge of publishing equipment and processes as measured by a project-developed test.

EVALUATION METHODOLOGY

Project impact was assessed by analyses of student outcomes on two evaluation instruments. One instrument required the classroom teacher to rate each participant's motivation for reading and writing (see Appendix A). For each student, six items were rated: three items focused on interest in independent reading, reading the work of peers, and participation in the program; remaining items concerned participation in reading and writing lessons, use of publications to build reading and writing comprehension skills, and improved language skills. Teachers responded on a seven-point scale, ranging from one (unsatisfactory) to seven (outstanding). Ratings on the six items were added to yield a total score for each student's reading and writing motivation. Potential scores ranged from six to 42. Individual scores were added and divided by the number of

participants within each grade to yield a mean score for that grade. Overall means (combining the results of participants in all grades) were computed in a similar manner.

The other instrument was designed to assess students' knowledge of publishing equipment, production processes, and awareness of careers in publishing. The test consisted of 20 multiple-choice items; potential scores ranged from zero to 20 (see Appendix B). The test was administered and scored by project paraprofessionals. Mean scores were computed for each grade and for all participants, across grades.

FINDINGS

Teachers' ratings of reading and writing motivation were submitted for a random sample of 256 participants in grades two, four, five, and six (see Table 1). The first two columns of Table 1 give a breakdown by-grade of student ratings. The range of possible ratings was from six (unsatisfactory in all areas) to 42 (outstanding in all areas). Mean pretest ratings for each grade ranged from 9.3 to 11.1 points, with a mean of ten points. Mean posttest ratings ranged from 31.5 to 35.8 points, with a mean of 33.7 points. Pre- to posttest gains ranged from 22.2 to 26.2 points, with a mean of 23.7 points.

Scores on the test designed to assess knowledge of materials, processes, and roles in publishing were submitted for a random sample of 156 participants in grades two, four, five, and six. A breakdown by-grade is given in Table 2. A maximum of 20

TABLE 1

Mean Ratings[a] of Students on a Project-Developed Reading and Writing Motivation Survey, by Grade Publishing Activity Center, 1985-86

Grade	N	Mean Ratings		
		Pretest	Posttest	Gain
2	24	9.6	35.8	26.2
4	83	9.9	33.9	24.0
5	64	9.3	31.5	22.2
6	85	11.1	33.6	22.5
TOTAL	256	10.0	33.7	23.7

[a]Perfect Rating: 42

- Overall mean gain was 23.7 points.

TABLE 2

Students' Mean Raw Scores[a] on a Project-Developed Test, by Grade
Publishing Activity Center, 1985-86

Grade	N	Pretest		Posttest		Gain	
		Raw Score	Percent Correct	Raw Score	Percent Correct	Raw Score	%
2	24	7.5	37.5%	17.7	88.5%	10.2	51.0%
4	83	6.3	31.5	16.9	84.5	10.6	53.0
5	64	5.6	28.0	16.0	80.0	10.4	52.0
6	85	6.3	31.5	17.7	88.5	11.4	57.0
TOTAL	256	6.4	32.1	17.1	85.4	10.7	53.3

[a]Perfect Raw Score = 20.

- Students' mean gains were similar for all grades.
- Overall mean gain was 53 percent.

points could be scored on this test. Mean pretest raw scores for each grade ranged from 5.6 to 7.5 points, with a mean of 6.4 points (32.1 percent correct). Mean posttest scores ranged from 16 to 17.7 points, with a mean of 17.1 points (88.5 percent correct). Gains ranged from 10.2 to 11.4 points, with a mean of 10.7 points (53.3 percent gain).

CONCLUSIONS AND RECOMMENDATIONS

The Publishing Activity Center was successful in meeting both its objectives: increasing students reading and writing motivation, and increasing their knowledge of publishing equipment and procedures. The results obtained by the motivation survey indicate that, in general, teachers perceived their students to have increased their writing and reading motivation after participating in the program. Second and fourth graders received the highest mean post-program ratings. Students' test outcomes also showed that pupils in all grades increased their knowledge of publishing equipment and processes by 50 percent or more. These findings, however, should be taken with caution. No data was provided for participants in kindergarten and grades one and three. If existing instruments are inappropriate for these grades, new ones should be developed to assess the program's impact upon these participants. In the future, project staff should submit a complete set of data for all participating grades. This should include the total number of participants per grade and the manner in which sample size was determined.

Teacher appraisals are pertinent but their perceptions of student motivation might be influenced by factors unrelated to the program, for instance, teacher increased familiarity with the student over the course of the school year or the students' general development (cognitive and socio-motivational) during the school year. A standardized reading test might be a more adequate testing instrument than the survey currently used. Finally, another general recommendation concerns the establishment of specific quantitative criteria for program success. A sentence should be added to the first objective stating, for instance, "teachers will give students a post-program rating of at least 30 points on the Reading and Writing Motivation Survey;" the following sentence could also be added to the second objective: "students will achieve a mean gain of at least 50 percent on the project-developed test."

APPENDIX A

CAREER AWARENESS PROGRAM POST TEST

FUNCTION #5001-63421

DATE_____

READING & WRITING PUPIL MOTIVATION SURVEY

Pupil_____

School_____

Grade_____ Teacher_____

(check one)

As a result of the Career Awareness Program, did the pupil:

	outstanding	excellent	very good	good	fair	poor	unsatisfactory
1. Actively participate in reading & writing lessons							
2. Show interest in reading their peer's work							
3. Show interest in independent reading							
4. Use publications to build reading & writing comprehension skills							
5. Increase his/her language skills (sentence structure, spelling, reading fluency in the quality of their classroom and homework written assignments)							
6. Show interest in participating in the "Hands-On" Publishing Activity Program							

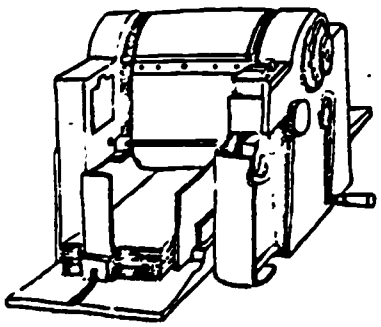
ELEMENTARY SCHOOL CAREER AWARENESS PUBLISHING ACTIVITY CENTER
Pre- and Posttest

Name _____ Date _____

School _____ Grade _____

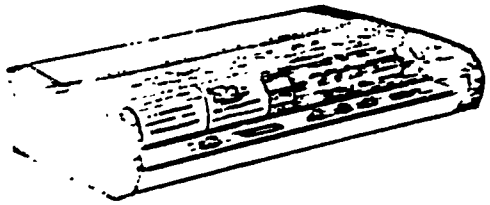
Circle the correct answer to these questions. There is only one correct answer to each question. Don't be worried if you don't know all the answers - just do your best!

THESE ARE MACHINES WE USE IN THE PUBLISHING ACTIVITY CENTER. CAN YOU NAME THEM?

1. 

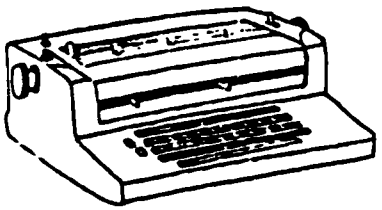
This machine makes many copies.

This is a A) stencil maker B) washing machine C) mimeo D) Varityper

2. 

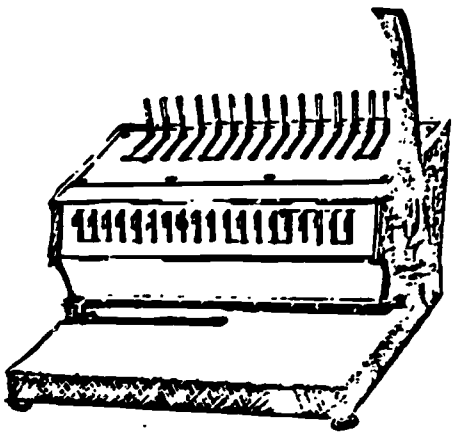
This machine makes one stencil from the original.

This is a A) stencil maker B) binder C) proof-press D) radio

3. 

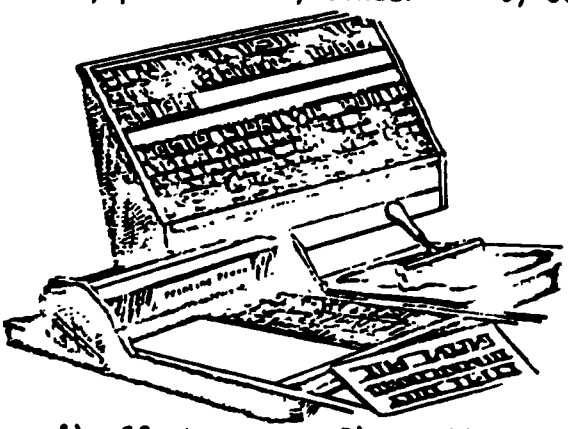
We can use this machine to write when we don't want to use a pencil.

This is a A) line-o-scribe B) calculator C) offset press D) typewriter

4. 

This piece of equipment keeps all of your pages together.

This is a A) piano B) binder C) cash register D) typewriter

5. 

This piece of equipment is used to make signs, headlines, and nameplates.

This is a A) offset press B) scrabble board C) line-o-scribe D) platen press

HOW DO WE USE OUR MACHINES?

6. Can you mix different sizes of type in one line when you use a line-o-scribe?

A) yes B) sometimes C) never D) every other time

7. If a stencil is not put on the stencil maker tightly, what will happen?

A) burn marks B) double image C) torn stencil D) falls out

8. Do the holes at the top of the stencil fit the notches on the mimeo machine?

A) every other time B) sometimes C) yes D) never

9. How do you set the mimeo for 15 copies?

A) [1][5][0] B) [0][1][5] C) [0][5][1] D) [1][0][5]

10. How many papers do you put in the binder to cut holes?

A) 1-10 B) 12-20 C) 20 or more D) 0

MATERIAL WE USE IN OUR PUBLISHING ACTIVITY CENTER

11. In our publishing activity center, we use_____to prepare our layout sheet.

A) rubber cement B) Elmer's glue C) Crazy glue D) scotch tape

12. In our center, we use____to make corrections on our writings and drawings.

A) correction fluid B) Crazy glue C) Wite-out D) masking tape

13. In our center, we use____to take out lines and dots from stencils.

A) correction fluid B) glue C) Wite-out D) erasers

14. In our center, we use____to cut our stories, artwork and headlines before the layout and paste-up.

A) scissors B) knives C) paper-cutters D) razor blades

15. In our center, we go over all materials that we will copy with_____.

A) pencils B) pens C) magic markers D) chalk

HERE ARE SOME CAREER QUESTIONS

16. I seek out the news story wherever I go,
so that everyone is in the know.

WHO AM I?

A) a reporter B) an editor C) a proofreader D) a publisher

17. My hands are always full of ink.
The noise I create could make you blink.

WHO AM I?

A) a newscaster B) an astronaut C) a printer D) a publisher

18. I deliver newspapers all over town.
In all kinds of weather, I'm always around.

WHO AM I?

A) a secretary B) a printer C) a newsboy D) a shop teacher

19. Any misspelled words create a fuss,
so correcting them is always a must.

WHO AM I?

A) an editor B) a newscaster C) a proofreader D) a milkman

20. I group the pages together so that,
the reader knows where they are at.

WHO AM I?

A) a collator B) a reporter C) a printer D) a newscaster

#5001-48-63426

BASIC SKILLS AFTER-SCHOOL PROGRAM, 1985-86

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Heywood Feierstein

Prepared By:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Basic Skills After-School Program is designed to prepare pre-kindergarten children from Community School District (C.S.D.) 17 for formal school. The project seeks to provide a stimulating instruction in reading, mathematics, and language. Other aspects of the project involve the provision of English as a Second Language to non-English speaking participants, and to promote parent involvement in the program.

In 1985-86, some 40 children participated in the project. These children were selected according to several needs assessment criteria, including family eligibility for free lunch, the school's knowledge of the family's needs, and recommendations from school and community agencies. In addition, interviews were used to select LEP participants.

Instructional activities emphasized the development of language, letter and number recognition, motor skills, and social interaction. Classes were held for two hours a day, three days a week for 30 weeks. The project objective was for 80 percent of participants to demonstrate a 20 percent improvement in readiness and developmental skills on the Boehm Test of Basic Concepts.

The voluntary parenting component involved workshops designed to assist parents to better understand their children's development and learn techniques to support their performance in school. Project staff consisted of two part-time teachers, one part-time aide, and one supervisor. The New York State Legislature contributed $13 thousand to fund the program.

EVALUATION METHODOLOGY

Evaluation activities focused on the analysis of participants' test scores on the Boehm Test of Basic Concepts. This is a 50-item test designed to measure a child's school readiness skills. Only raw scores were analyzed because the Boehm Test of Basic Concepts is not normed for use with pre-kindergarten children. Children's improvement was determined by comparing pretest and posttest raw scores and correlated *t*-tests were computed to establish if achievement differences were statistically significant. Effect size (E.S.)* which indicates the educational meaningfulness of the mean gain or loss for each comparison was also calculated.

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*The effect size, developed by Jacob Cohen, is the ratio of the mean gain to the standard deviation of the gain. This ratio provides an index of improvement in standard deviation units irrespective of the size of the sample. According to Cohen, 0.2 is a small E.S., 0.5 is a moderate E.S., and 0.8 is considered to be a large E.S. Only effect sizes of 0.8 and above are considered to be educationally meaningful, reflecting the importance of the gains to the students' educational development.

FINDINGS

Complete test scores were submitted in two separate data retrieval forms for a total of 24 children. These scores, distinguished in this report as pre-kindergarten class one and two, are reported in Table 1. All gains were statistically significant. Overall mean gain was 11.7 raw points. Pre-test mean scores were similar for both classes but class one made a larger posttest score and achieved a larger gain than class two. Effect sizes were also large, indicating that the gains achieved were educationally meaningful for participating children.

Table 2 shows the percentage of participants who achieved the program-set objective. Overall, 58 percent of the children achieved a 20 percent improvement in readiness and developmental skills from pretest to posttest. About 82 percent of children in class one achieved the program-set criterion.

CONCLUSIONS AND RECOMMENDATIONS

Although the evaluation findings indicate that the program objective was partially met, it nevertheless had a significant impact on the performance of children. Children in both groups made statistically significant gains which were not only large but also educationally meaningful. Only 58 percent of total participants met the program objective but one group of these children (pre-kindergarten class one) did meet it. There was no way to determine whether non-English speaking children participated in the program this year or in which group their test

TABLE 1

Pre-School Children's Mean Raw Scores[a]
on the Boehm Test of Basic Concepts
Basic Skills After-School Program, 1985-86

Class	N	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference[b] Mean[b]	Difference[b] S.D.	Effect Size
Pre K(1)	11	17.7	4.6	31.5	7.6	13.8	5.5	2.5
Pre-K(2)	13	18.8	6.6	28.6	7.6	9.8	4.2	2.3
TOTAL	24	18.3	5.7	30.0	7.6	11.7	5.2	2.3

[a]Perfect Raw Score = 50.
[b]These gains were statistically significant at $p \leq .05$.

- Overall mean gain was 11.7 points. This mean gain was statistically significant and educationally meaningful.
- Mean gains for both groups were large. These gains were statistically significant and educationally meaningful.

TABLE 2

Participants' Achievement of Stated Program Objective[a]
on the Boehm Test of Basic Concepts
Basic Skills After-School Program, 1985-86

Grade	Total Number of Children Who Took Both the Pretest and Posttest	Number of Children Achieving a 20% Gain From Pre- to Posttest	Percentage Achieving Program Objective
Pre K (1)	11	9	81.8%
Pre K (2)	13	5	38.5
TOTAL	24	14	58.3

[a]Program objective: 80 percent of participants will achieve a 20 percent improvement in readiness and developmental skills.

- Overall, 58 percent of participants achieved the program objective.
- Pre-K class one met the stated objective.

scores were reported. If they did participate, however, that might be a reason for the program's failure to meet its objective. If LEP children participate in the future, their test scores should be reported separately and a different quantitative objective should be established for them. In addition, project staff might also want to consider an evaluation design for the program's parenting component, including a program-developed test and a quantitative performance objective.

#5001-48-63427

PARENTING EDUCATION, 1985-86

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Mel Warren

Prepared By:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Parenting Education Program provided 58 students at West Side High School and High School of the Humanities with instruction in parenting skills. These students were either pregnant, had recently given birth or had expressed a need for parenting information. The program seeks to provide a support system for young women both before and after the birth of their children. Support services include: a nursery, individual and peer group counseling sessions, and modified academic requirements to reflect project activities.

Instruction included courses in prenatal development, nutrition during pregnancy, natural childbirth, child development during the first five years, and parenting activities appropriate to each stage of child development. Two sessions were offered; one in the fall and another in the spring. The objective for 1985-86 was for participants to increase their knowledge of parenting skills as measured by a program-developed test.

All full-time staff was provided by the participating schools. The New York State Legislature contributed $9 thousand for consultants' services, per-session teacher time for after-

school activities, and to purchase educational materials and supplies.

EVALUATION METHODOLOGY

Evaluation activities focused on student performance on a program-developed test of parenting skills (See Appendix A). Two specialists in the area of parenting education designed a new testing instrument for this year. The test consisted of 34 multiple-choice items, weighted for a perfect score of 100 points.

FINDINGS

Complete test scores were submitted for 52 students (see Table 1). Overall, mean pretest raw score was 52.2 points, mean posttest raw score was 75.6 points for a mean gain of 23.4 raw score points.

CONCLUSIONS AND RECOMMENDATIONS

The Parenting Education Program was successful in meeting its objective. The evaluation findings show that all participants increased their knowledge of parenting skills. This finding has to be interpreted with some caution, however. Pretest scores were relatively high; most students correctly answered more than 50 percent of test items. This suggests that the test might be easy for some of them and explains why gains are relatively low since high pretest scores do not allow for further improvement. In the future, project staff might consider

TABLE 1

Participants' Mean Raw Scores[a] on a Project-Developed Test, Parenting Education, 1985-86

Session	N	Pretest	Posttest	Gain
Fall	26	50.2	73.5	23.3
Spring	26	54.3	77.8	23.5
TOTAL	52	52.2	75.6	23.4

[a]Perfect Raw Score = 100.

- Participants achieved a mean gain of about 23 points.

revising the test, eliminating those items that most students know at pretest. In addition, the objective should establish specific quantitative criteria for successful program completion. The following sentence, for example, could be included in the objective: "75 percent of the participants will achieve a gain of at least 25 percent."

APPENDIX A

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PRE-TEST AND POST-TEST QUESTIONS TO ASSESS HIGH SCHOOL STUDENTS' KNOWLEDGE OF PARENTING EDUCATION.

1. The greatest demands of being a parent involve the area of
   A. The family finances.
   B. Time devoted to child care and attention.
   C. Loss of privacy.
   D. Changes in the preparation of food.

2. In our society which of the following is not commonly accepted?
   A. Smacking a child on the behind.
   B. Children being told that they won't be loved if they don't behave themselves.
   C. Children can tell their parents that they're not treating them or their siblings acceptably.
   D. Children being punished as a way of teaching them to behave themselves.

3. Most parents prepare for raising their children by
   A. reading books.
   B. talking to friends and relatives.
   C. using their imagination and fantasies.
   D. watching T...

4. Which mode of childrearing is just beginning in the 20th century?
   A. The Socializing Mode: Parents feel that children need continuous training and guidance in order to become civilized
   B. The Helping Mode: The child knows better than the parents what it needs at each stage of his/ her life.
   C. Ambivalent Mode: Closer relationships between parents and children produce intense mixed feelings in the parents.
   D. Intrusive Mode: Disciplining a child is to be done by making the child feel guilty instead of giving beatings.

5. Of the following, the <u>least</u> important consideration of the prenatal period is
   A. the diet of the mother.
   B. that the mother smokes.
   C. that the mother has disturbed sleep patterns.
   D. that the mother drinks alcohol.

6. The most important factor in the development of attachment is
   A. that a family have both parents together.
   B. that the caregiver uses language when communicating with the newborn.
   C. the physical attractiveness of the newborn.
   D. that the caregiver be physically and emotionally responsive to the newborn.

7. "Stranger anxiety" indicates that
   A. the child has probably been abused.
   B. the child has learned to recognize his/her caregiver.
   C. the child is antisocial.
   D. the child is a shy child.

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8. The ability of a baby to understand that things can exist even when not seen, such as in a game of peek-a-boo descibes Piaget's concept called
   A. Equlibration.
   B. Object Permanence.
   C. Reinforcement.
   D. Cognition.

9. The average age at which a baby may be toilet trained is
   A. 12 months.
   B. 20 months.
   C. 28 months.
   D. 36 months.

10. An 18 month old child who cries when his caregiver leaves him suggests that
   A. the child has not yet separated from the caregiver in an emotional-psychological sense.
   B. the child has been spoiled by the caregivers.
   C. the child is immature for his age.
   D. the child has an emotional problem.

11. A toddler (1 to 3 years of age) who constantly answers "no!" to his parents' requests
   A. should be punished.
   B. should be shown by the parent who is in charge.
   C. is probably asserting autonomy.
   D. does not respect his parents.

12. A toddler having a temper tantrum in a public place is best dealt with by
   A. reasoning with him.
   B. punishing him.
   C. yelling at him to stop acting like a little baby.
   D. the parent maintaining self-control, and being available to soothe, when the tantrum has run its course.

13. Which of the following is true of preschoolers?
   A. They have difficulty distinguishing reality from fantasy.
   B. They lie to their parents consciously.
   C. Punishing them for lying is an effective way to deal with the problem.
   D. They don't like to talk about what they think about.

14. The preschooler experiences all of the following except
   A. intense and rapidly changing emotional states.
   B. intense need to brag and exaggerate.
   C. intense need to learn how to read.
   D. intense need to imitate adults with respect to sex stereotyping.

15. Needs of the school age child include the following except
   A. school achievement.
   B. relationships with friends.
   C. development of self-esteem.
   D. having very clear and rigid rules.

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16. With respect to the cognitive and moral development of the school aged child, which is not characteristic?
    A. Children may judge each other more harshly than would adult
    B. Children are in the stage of concrete operations.
    C. Children believe that wrongdoing will automatically lead to punishment.
    D. Children can formulate and test hypotheses.

17. All of the following are characteristics of adolescents except:
    A. The need for independence.
    B. The need for privacy.
    C. The need to rebel against parents frequently.
    D. The ability to reason abstractly.

18. Adolescents have
    A. Stable moods.
    B. a need to develop their identities.
    C. typically hostile interaction with their parents.
    D. a need to conform, to the exclusion of expressing their individuality.

19. The following characteristics are necessary for being a good parent except:
    A. The ability to tolerate frequent interruptions.
    B. The need to act out all of one's feelings.
    C. The ability to recognize when one is angry.
    D. The need to love oneself.

20. Healthy discipline involves all of the following except:
    A. Punishment.
    B. Teaching the child.
    C. Expressing warmth and love unconditionally.
    D. Explaining the rights of others to the child.
    E. A moderate attitude: not overly permissive or overly restrictive.
    F. Modelling of parental behavior.

21. Which of the following is not true?
    A. Parents should share their feelings when disciplining.
    B. A child loves himself only after he receives love from others.
    C. When parents love their children, children automatically know it, and feel it.
    D. A child learns he is worthwhile by the way he is treated.

22. Which of the following is true?
    A. Love for a child must be unconditional.
    B. Praising a child every day will make the child feel conceited.
    C. Two and three year olds are too young to make decisions.
    D. It is not necessary to teach children the consequences of their actions, because parents are responsible for what children do.
    E All of the Above

23.* Which of the following is true?
    A. Parents should always point out mistakes to a child

when the child is involved with a hobby, so the child will always know the right way to do things.

B. For a child to grow up feeling competent, a parent should show appreciation for what a child accomplishes, and not focus on the parts of his behavior that are not successful.

C. When parents frequently give in to children and try to please them, the children will grow up "spoiled."

D. It's necessary to show a child "who's boss" in the parent-child relationship.

E. All of the above

24.*All the following are ways to communicate love and acceptance to a child, except:

A. Telling the child you love and appreciate him/her.
B. Touching and hugging him, and giving him eye contact.
C. Listening to the child, and giving him focused attention.
D. Letting the child engage in his own activities without directions or criticisms, but with the parent's presence.
E. Insisting on helping him with homework frequently.

25.*All of the following shows that there is a good relationship between parent and child, <u>except</u>:

A. The child will try to please the parent.
B. The parent tells the child his or her feelings frequently
C. The child will need little or no discipline, because the child will always know how to behave well.
D. The parent will listen for the child's feelings, and tell the child he is having those feelings.

26.*Healthy discipline can be done in all of the following ways, <u>except</u>:

A. Have the child do "time-out"- leave the room, area with toys, TV, etc. - for five or ten minutes.
B. Spank the child in a way that doesn't really hurt him.
C. Tell the child he/she will do a nice activity with you, and spend more time with you, if he does what he's told.
D. Teach the child the consequences of his behavior.

27. All the following are signs of a bad parent-child relationship <u>except</u>:

A. The child feels free enough to yell at or defy the parent frequently.
B. The parent lectures while speaking to the child.
C. The child brings his hurt feelings to the parent.
D. The parent does not hesitate to tell the child how inconvenienced he/she feels about spending time with the child.

28. Parents can deal with the stress of parenthood by all of the following <u>except</u>:

A. Talking to themselves, saying that a particular situation is not as bad as it seems.

B. Going out to a movie periodically, alone or with a friend for recreation.
C. Discussing problems with friends.
D. Teaching children that parents are not always available when children really need them.

29. Which of the following is true?
A. Women who have babies later in their lives (after age 30) are typically more tense and impatient as mothers.
B. A most common belief about children is that they're almost like private property: "What I do with my children is my business."
C. People who abuse children are always psychiatrically disturbed.
D. Those who care for their children all day find their days less stressful than those who work outside the home full or part time, in addition to parenting their children.
E. All of the Above

30. All of the following are essential items that should be at ~~brought to~~ the hospital when a woman returns from childbirth, except:
A. A car seat.
B. A baby bottle.
C. A receiving blanket.
D. Clothing for the baby.

31. In feeding a toddler, all of the following are true except:
A. If the child refuses to eat at the scheduled time, he / she should not be fed until the next scheduled time, so that the child will be very hungry, and cooperate
B. Parents should not give food as a reward for good behavior.
C. The child's meal should end when the child indicates that she has had enough.
D. If the child prefers to eat with his fingers rather than with a spoon, that's OK.

32. Which of the following is not true?
A. Handicapped children may be very loving.
B. A handicapped child should not be allowed to take the slightest risk.
C. A handicapped child needs to be hugged and kissed and played with.
D. It is possible for any couple to have a handicapped child.

33. The following are descriptions of stages of emotional-cognitive development of the infant and toddler. Put them in their proper order.
1. It is important that relatedness with others be communicated more symbolically, as with language.
2. There is a need to establish a state of inner calm, and regulate the state of alertness and sleep.
3. There is an interest in other people, and attachment to a main /caregiver.
4. Taking initiative, and imitation of others is very important.
A. 3, 2, 1, 4.
B. 3, 1, 2, 4.

C. 2,3,4,1.
D. 2,1,3,4.

34. True or False: In a healthy parent-child relationship, parents can feel all the following feelings about their children: Anger, Ambivalence, Ambition, Anxiety, and Adoration.

Reference: Abidin, R. R., Parenting Skills, New York: Human Sciences Press, 1982.

#5001-48-63435

SCIENCE INSTRUCTIONAL SUPPORT SYSTEM, 1985-86

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Phyllis Gonon

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Science Instructional Support System (I.S.S.) is a newly implemented program designed to develop a sequentially-ordered science curriculum for kindergarten through grade nine in Community School District (C.S.D.) 18. In 1985-86, project staff developed a resource manual for grade-four teachers. The long-term goal of the program is to overcome the general decline in student achievement and interest in science through the implementation of well-balanced, continuous, and integrated science curricula from kindergarten through grade nine.

Eleven C.S.D. 18 teachers who had experience in curriculum writing were recommended for program participation by their principals and were selected by the district superintendent. Participants met every day after school hours with supervisors and a consultant expert in science instruction and curriculum to develop the science curriculum manual. The program sought to incorporate into the new manual the New York State syllabus and New York City science curriculum, as well as information and requirements indicated by the new Regents Action Plan, which include pupil experimentation, problem solving, participation in

the discovery aspects of science, and reasoning/thinking skills. The completed document containing specific lessons in the areas of life sciences, physical science, and earth science was printed and distributed to all fourth-grade teachers who also received assistance in the use and implementation of the manual. The New York State Legislature provided $35 thousand in funding.

The program objective for 1985-86 was for participants to produce a science curriculum, including objectives, activities, and criterion-referenced tests, for grade four. The completed science curriculum document was to be approved by the Office of Educational Assessment to determine if the content of the curriculum manual relates to the program objective.

EVALUATION METHODOLOGY

The evaluation of the program was based on a review of the science curriculum manual which was designed by a group of selected C.S.D. 18 teachers. The document was sent for examination to the Science Unit of the New York City Board of Education's Division of Curriculum and Instruction together with a list of review instructions. The main goal of this review was to determine whether:

1) the manual follows the New york State syllabus and the New York City science curriculum;

2) the lessons are appropriate for grade-four students and contain the topics specified in the proposal;

3) the objectives, activities, criterion-referenced tests, suggested materials, and strategies for classroom implementation are relevant to the curriculum.

In addition, Science Unit personnel were asked to provide an overall rating of the manual as well as recomendations for its improvement.

FINDINGS

This section is based upon an oral report provided by a curriculum specialist from the Science Unit. The curriculum has been divided into seven sequential levels of instruction which have, in turn, been divided into modules of instruction, corresponding tc a single topic and requiring six to ten days of instruction. The content of the manual consists cf instructional objectives and activities specifically designed for each module; criterion-referenced tests to measure student mastery of these objectives, and teaching strategies.

Overall, the I.S.S. Science curriculum received a positive rating. In general, the document follows the New York State syllabus even though this was difficult to assess because the manual does not include a correlation chart (see Appendix G of the New York State syllabus) which would have facilitated comparison. The curriculum also follows and even improves upon the 1968 New York City curriculum. However, since the latter is being currently revised, it is too soon to conclude whether the manual will correspond to the new curriculum.

The lessons on life, physical and earth sciences, structured in small segments or modules, are appropriate particularly for students with average or above average reading levels. Some of

these modules might also be used by other Community School Districts. Instructional objectives are appropriate although the wording of some of them is somewhat vague, for instance, some objectives seek to assess student "understanding" of information, a capacity which is difficult to measure with criterion-referenced tests. These tests, consisting of multiple-choice items and designed to be administered at the completion of each module, were not evaluated because they were not submitted with the manual.

Relevant instructional strategies, including classroom activities and materials, were designed for students to perform experiments enhancing their creative abilities in problem-solving situations. Some of these strategies, however, need to specify more clearly the materials to be used in classroom experiments, for instance, size and other characterisitics of instruments and objects.

CONCLUSIONS AND RECOMMENDATIONS

Based upon the evaluation carried out by Science Unit personnel, the Science Instructional Support System Program met its objective by producing a science curriculum appropriate for fourth graders. This document includes relevant objectives, activities, and criterion-referenced tests. Overall, the I.S.S. resource manual received a positive rating even though the curriculum is particularly geared towards fourth graders performing on or above average reading levels.

The following recommendations are made for improving certain aspects of the I.S.S. curriculum:

- Project staff should design a correlation chart to facilitate comparison with the New York State syllabus,
- Efforts should be made to change the wording of some instructional objectives, substituting measurable skills such as "list" or "describe" for "understand" which cannot really be measured.
- Strategies should provide more specific instructions for the selection of adequate materials.

#5001-48-63437

TRAVELING BODY SHOP, 1985-86

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Robert Feinstein

Prepared By:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Traveling Body Shop provides intensive instruction on the human body functions and on health maintenance and improvement to elementary school pupils in Community School Districts (C.S.D.s) 1, 15, 20, 22, and 31. In 1985-86, about 3,300 fourth, fifth and sixth graders in 42 schools participated in the program. In selecting these schools, priority was given to those located in low-income areas, those that had experienced cutbacks in health services, and those not participating in other Umbrella projects.

Project staff consisted of three teachers. They visited every participating class for two weeks in each school where they held 75-minute classes. Instructional activities varied according to grade level, focusing on the human body functioning and maintenance, health, and nutrition. Students were also taught to measure lung capacity, blood pressure, and pulse rates. Classroom teachers received follow-up instruction in order to build on the lessons and activities of the two weeks of intensive instruction. The New York State Legislature provided $171

thousand to purchase instructional supplies for traveling expenses.

The objective for 1985-86 was for participating pupils to improve their knowledge of the major body systems, nutrition, and health. Specifically, 75 percent of the pupils, attending at least 80 percent of the scheduled sessions, were to score 75 percent or more on a project-developed test at the completion of the program.

EVALUATION METHODOLOGY

Project impact was assessed by an analysis of students' scores on a program-developed test administered at the beginning and end of project activities (see Appendix A). The test was given on a pretest and posttest basis to determine whether student performance improved as a result of project participation.

FINDINGS

Pretest and posttest scores were reported for 374 students. These data represent a randomly-selected sample of schools. Sample sizes were approximately 10 percent of total participants at each grade level. Table 1 presents evaluation findings by grade. Overall, mean pretest raw score was 11.9 points (59.5 percent correct), mean posttest raw score was 16.6 points (83 percent correct), for a mean gain of 23.5 percent. Fifth and sixth graders made the highest pretest and posttest scores and

TABLE 1

Students' Mean Raw Scores on a Project-Developed Test, by Grade Traveling Body Shop, 1985-86

Grade	N	Pretest Mean		Posttest Mean		Mean Gain	
		Raw Score	Percent Correct	Raw Score	Percent Correct	Raw	Percent
4	145	11.1	55.5%	16.1	80.5%	5.0	25.0%
5	199	12.6	63.0	17.4	87.0	4.8	24.0
6	30	12.0	60.0	16.3	81.5	4.3	21.5
TOTAL	374	11.9	59.5	16.6	83.0	4.7	23.5

[a]Perfect raw score: 20.

- Students in all grades achieved gains ranging from 21.5 percent to 25 percent.

achieved the lowest gains while fourth-grade pupils made lower scores but achieved the highest gain. Analyzed another way, 86 percent of pupils achieved the project-set criterion, scoring 75 percent or more on the posttest (see Table 2). Fifth graders outperformed the other grades.

CONCLUSIONS AND RECOMMENDATIONS

The evaluation findings indicate that the Traveling Body Shop met its objective. Over 75 percent of the participants correctly answered 75 percent or more test items at posttest. However, pretest scores were too high; most students knew more than 50 percent of the questions at pretest, suggesting that the test is too easy for them. Based on this and previous evaluation findings, it is necessary that project staff revise the program-developed test and eliminate those items that most students know before participating in the program. In addition, project impact should be assessed by a pre-established quantitative gain from pretest to posttest (for example, 30 percent) rather than by percentage of correct responses at posttest.

TABLE 2

Percentage of Students Meeting
Program Set-Criterion, by Grade
Traveling Body Shop, 1985-86

Grade	N	Meeting Criterion N	Meeting Criterion %
4	145	116	80.0%
5	199	182	91.5
6	30	24	80.0
TOTAL	374	322	86.1

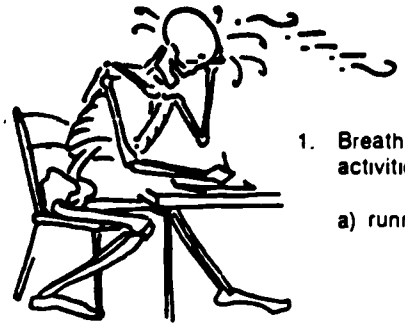
[a]Score of 75 percent or more on project-developed test at posttest.

- In all grades, over 80 percent of students met the program-set criterion.

The Travelling Body Shop

63437

Board of Education, Citywide Umbrella Bureau, 347 Baltic Street · Rm 206, Brooklyn, New York 11201



BRAIN STRAIN

1. Breathing rates vary according to the individual and his or her activities Your breathing is probably slowest when you are.

   a) running b) jumping c) sitting d) walking

2. Your vital lung capacity is the amount of air you can force out of your lungs. The amount of air can be measured by blowing into a device called a spirometer. Which of the following pictures is a spirometer?

3 Calcium is the mineral needed for the growth of bones and teeth Who would have a greater need for calcium?

a) adult b) young child c) senior citizen d) same for all

4 You can make your heart and lungs work better by doing certain activities. Which activity listed below would most benefit your heart and lungs?

a) lifting weights b) jogging c) playing baseball d) playing football

5 The Heimlich Maneuver has been used successfully to aid people who are choking. In this technique, the object blocking the windpipe may be removed by pressing firmly on a large smooth muscle called the:

a) tricep b) bicep c) diaphragm d) heart

6 The food group yogurt belongs to is.

a) milk b) meat c) fruits & vegetables d) grain

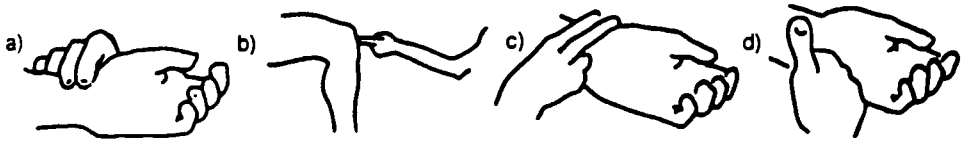
7 Your body has two blood pressure rates One rate represents each beat or pump of your heart The other rate represents between beats or when the heart is resting The name of the blood pressure when the heart is resting is called:

a) base rate pressure b) systolic pressure c) diastolic pressure d) venal pressure

8 Every pump of your heart sends out a surge of blood This surge passes along each portion of your blood vessel and forces the blood vessel wall outward This action of stretching and springing back of the blood vessel wall produces a:

a) heartbeat b) pulse c) breath d) reflex

9. Your body needs nutrients and oxygen transported by your blood Feeling your pulse is a method to determine if your blood is moving Which picture below shows the correct way to take your pulse?



10 A sign of physical fitness is the time it takes the pulse rate to return to normal. A person in good physical condition has a pulse rate that, after exercise, will return to normal

a) quickly b) slowly c) little by little d) none of these

11. Although many people are able to help us, we are responsible for maintaining our health The best way to stay healthy is through

a) proper exercise b) proper rest c) proper diet d) all of these

12 The food group that gives us the greatest amount of vitamins A and C is

a) milk b) meat c) fruits & vegetables d) grain

13 The heart is a muscle that pumps blood to all cells of your body It is about the size of your fist and beats an average of 70-80 times per minute. You can listen to your heart by using an instrument called a

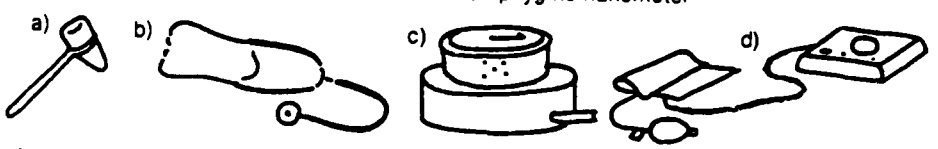
a) spirometer b) stethoscope c) sphygmomanometer d) reflex hammer

14 A junk food is one that is mostly fat or sugar Which of the following foods is not a junk food?

a) soda b) pizza c) cake d) candy bar

15 The pumping of your heart sends out a surge of blood causing pressure on the blood vessels Your blood pressure can be measured by using an instrument called a sphygmomanometer Which picture below is a sphygmomanometer?

a) b) c) d)



16. You are what you eat therefore, it is important to read the list of ingredients on the package The ingredients on packaged food products are listed.

a) by amounts b) alphabetically c) in any order d) with natural items first

17 Your pulse recovery rate is a simple method of measuring your physical fitness When judging your physical fitness improvement you should compare yourself to.

a) a trained athlete b) yourself c) an adult d) another student

18 You have over 600 muscles in your body Since these muscles can only move one way, they usually work in pairs. To keep our muscles working properly, it is important that we get

a) proper diet b) proper rest c) proper exercise d) all of these

19 Which part of the air we breathe combines with the food we eat to give us energy?

a) carbon dioxide b) oxygen c) helium d) nitrogen

20 The human body is incredible! The best way to take care of your body is by developing and maintaining good health habits You should start to develop these good health habits

a) when you feel sick b) today c) tomorrow d) when the doctor tells you to

#5001-48-63440

PRE-SCHOOL GIFTED AND TALENTED AT BROOKLYN COLLEGE TUTORIAL CENTER, 1985-86

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Paula Longo

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Pre-School Gifted and Talented at Brooklyn College Tutorial Center Project is designed to foster the creativity and problem-solving skills of gifted and talented pre-kindergarten children. Another program component provides theoretical instruction on child growth to parents of participating children in order to help them assist their children in their homes. Admission to the program is open to children of Brooklyn residents. The New York State Legislature contributed $50 thousand in funding.

In 1985-86, two groups of 20 children each participated in the program. Children from three years and nine months to four years and eight months of age were selected for participation, according to two different sets of criteria which also served to place them either in a gifted pre-kindergarten class or in a talented pre-kindergarten class. The Slosson Intelligence Test was used to screen and identify gifted children. Participants in the talented class had to live in the neighborhood of Community School District 15.

Program staff included one experienced early childhood teacher. Children attended about three hours of daily instruction five days a week for 38 weeks. Teaching activities were designed to provide a stimulating educational environment conducive to exploration and creativity. Enrichment activities for the gifted children focused on communication arts, mathematics, science, and music. The program for talented children emphasized a variety of developmental skills, talents, and activities. The program objective for both groups of participants was for them to achieve an increase in their knowledge of basic concepts. The performance of gifted participants was measured by their pretest and posttest scores on the Circus Test. The Boehm Test of Basic Concepts was administered to talented children. Parents of the children enrolled in the program participated in the Systematic Training for Effective Parenting (STEP) workshops.

EVALUATION METHODOLOGY

Evaluation activities focused on analyses of children's test performance. Participants in the talented component were administered the Boehm Test of Basic Concepts which measures school readiness skills. The highest possible score on this test is 50 points. Data on this test are reported in raw scores because it is not normed for use with pre-kindergarten children. Gifted participants were administered two subtests of the Circus Test: "Listen to the Story" (Forms A and B) and "How Much and

How Many" (Forms A and B). These subtests of comprehension and quantitative skills, respectively, were designed for gifted preschoolers. Each subtest consists of two different forms: Form A is administered as a pretest and Form B as a posttest. Circus Test scores were converted to standard scores that permit comparisons of test scores when different forms of a test have been administered. The program's impact on student achievement was determined by comparing pretest and posttest scores. Correlated t-tests were computed to establish if achievement differences were statistically significant. Effect size (E.S.)* which indicates the educational meaningfulness of the mean gain or loss for each comparison was also calculated.

FINDINGS

Pretest and posttest raw scores on the Boehm Test of Basic Concepts were submitted for 20 children (see Table 1). Mean pretest raw score was 28.6 points; mean posttest score was 45.2 points, for a statistically significant gain of 16.6 points. Effect size was large and thus educationally meaningful.

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*The effect size, developed by Jacob Cohen, is the ratio of the mean gain to the standard deviation of the gain. This ratio provides an index of improvement in standard deviation units irrespective of the size of the sample. According to Cohen, 0.2 is a small E.S., 0.5 is a moderate E.S., and 0.8 is considered to be a large E.S. Only effect sizes of 0.8 and above are considered to be educationally meaningful, reflecting the importance of the gains to the students' educational development.

TABLE 1

Talented Children's Mean Raw Scores on the Boehm Test of Basic Concepts Pre-School Gifted and Talented at Brooklyn College Tutorial Center, 1985-86

	Mean Raw Score	S.D.	E.S.
Pretest[a]	28.6	3.6	
Posttest[a]	45.2	4.0	
Gain[b]	16.6	4.1	4.0

[a] $N = 20$

[b] This gain was statistically significant at $p \leq .05$.

- Children in the talented project component achieved a statistically significant and educationally meaningful mean gain of 16.6 raw score points.

Complete test scores on both subtests of the Circus Test were reported for 20 gifted children (see Table 2). Mean pretest score on the "Listen to the Story" subtest was 194.5 standard score points, mean posttest was 262.5 standard score points, for a mean gain of 68 standard score points. Effect size was large and educationally meaningful. On the "How Much and How Many" subtest children scored a mean pretest of 212.4 standard score points, a mean posttest of 229.5 standard score points, achieving a gain of 17 standard score points. Effect size was moderately large.

CONCLUSIONS AND RECOMMENDATIONS

The evaluation findings indicate that the Pre-School Gifted and Talented at Brooklyn College Tutorial Center project was a successful program having a significant impact on the development of participating children. Both talented and gifted children achieved statistically significant and educationally meaningful mean gains on the Boehm Test of Basic Concepts and on the Circus Test, respectively. Although all of these gains were large, children achieved an impressive gain on the comprehension subtest of the Circus Test. Since the effect sizes were generally large, it can be concluded that these gains were also educationally meaningful.

In the future, however, project staff should expand the program's objective to include a quantitative measure of successful program completion. On the basis of the evaluation findings,

TABLE 2

Gifted Children's Mean Standard Scores on the "Listen to the Story" and the "How Much and How Many" subtests of the Circus Test Pre-School Gifted and Talented at Brooklyn College Tutorial Center, 1985-86

Subtest	N	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference[a] Mean	Difference[a] S.D.	E.S.
Listen to the Story	20	194.5	13.5	262.5	13.0	68.0	17.0	4.0
How Much and How Many	20	212.4	23.1	229.5	4.6	17.1	22.9	0.7

[a]These gains were statistically significant at $p \leq .05$.

- On the "Listen to the Story" subtest, children achieved a gain of 68 standard score points and on the "How Much and How Many" they achieved a gain of 17.1 standard score points. These gains were statistically significant and educationally meaningful.

the Office of Educational Assessment suggests that the mean gain anticipated from talented children on the Boehm Test of Basic Concepts should be of at least ten raw points. Gifted participants should achieve a mean gain of at least 20 standard score points on each subtest of the Circus Test. Finally, an evaluation design for the STEP component might be considered for future evaluation.

#5001-48-63443

PARENT COOPERATIVE NURSERY PROGRAM, 1985-86

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: David Levy

Prepared By:
Office of Educational Assessment
New York City Public Schools

PROGRAM DESCRIPTION

The Parent Cooperative Nursery Program operates a pre-kindergarten center for children at P.S. 123 in Community School District (C.S.D.) 7. The project seeks to identify emotional and cognitive problems of pre-school children to prevent future learning disabilities often found among kindergarteners from low-income neighborhoods. The goal, then, is to provide children with a stimulating learning environment and strive for early diagnosis and treatment of special needs for optimum growth and development. Another aim is to involve parents in the classroom and home settings to further promote the learning potential of children.

In 1985-86, 30 pre-kindergarteners participated in the program. Admission was open to children of neighborhood residents but preference was given to four-year-old applicants whose siblings had previously participated in the program. Prospective participants were screened and diagnosed for medical and cognitive development.

The pre-school center conducted two half-day sessions every week, one in the morning and one in the afternoon. Approximately

15 children enrolled in each session. One teacher, who used the Language Experience Approach, worked with individual and small groups of children and involved them in diverse activities such as play, listening and speaking, art, music as well as in the use of manipulative materials to help them develop their mathematics and reasoning skills. Parents participated in orientation workshops about health, classroom techniques, and child development which were conducted by the district supervisor and staff members. The program objective was for 75 percent of participating pre-schoolers to demonstrate an increase in cognitive functioning as measured by their performance on the Boehm Test of Basic Concepts. The New York State Legislature contributed $71 thousand to fund project activities.

EVALUATION METHODOLOGY

Evaluation activities focused on the analysis of children's performance on the Boehm Test of Basic Concepts. This is a standardized test designed to measure a child's mastery of 50 basic language concepts considered a prerequisite for a child to profit from school instruction. The test was administered as both a pretest and posttest in October 1985 and May 1986, respectively. Only raw scores were analyzed because the Boehm Test of Basic Concepts is not normed for use with pre-kindergarten children. Test scores were compared and correlated t-tests were computed to establish if achievement differences

were statistically significant. Effect size (E.S.)* which indicates the educational meaningfulness of the mean gain or loss for each comparison was also calculated.

FINDINGS

Complete test scores were reported for 27 children. A comparison of individual pretest and posttest scores showed that all participants (100 percent) improved their performance at posttest. Table 1 presents test results by session. Overall, mean pretest raw score was 7.1 points; mean posttest raw score was 26.1 points, for a statistically significant mean gain of 19 points. Children in the morning session made larger scores at pretest and posttest and achieved a larger gain than participants in the afternoon session. Effect size was large for both groups.

CONCLUSIONS AND RECOMMENDATIONS

The Parent Cooperative Nursery Program was successful in meeting its objective. One-hundred percent of the children increased their cognitive functioning at posttest. Test results also indicate that children in both sessions achieved statisti-

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*The effect size, developed by Jacob Cohen, is the ratio of the mean gain to the standard deviation of the gain. This ratio provides an index of improvement in standard deviation units irrespective of the size of the sample. According to Cohen, 0.2 is a small E.S., 0.5 is a moderate E.S., and 0.8 is considered to be a large E.S. Only effect sizes of 0.8 and above are considered to be educationally meaningful, reflecting the importance of the gains to the students' educational development.

TABLE 1

Children's Mean Raw Scores[a] on the
Boehm Test of Basic Concepts
Parent Cooperative Nursery, 1985-86

Session	N	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference[b] Mean	Difference[b] S.D.	E.S.
A.M.	14	7.9	2.7	29.3	6.4	21.4	5.3	4.1
P.M.	13	6.3	2.8	22.8	7.3	16.5	5.2	3.2
TOTAL	27	7.1	2.8	26.1	7.5	19.0	5.7	3.3

[a]Perfect raw score = 50.

[b]These gains were statistically significant at $p \leq .05$.

- Overall mean gain was 19 points.
- All gains were statistically significant and educationally meaningful.

cally significant and educationally meaningful gains. The fact that pretest scores were low (overall mean of 7.1 points) is indicative of the need for this program in the district especially when it succeeds in having a significant impact on the children's cognitive growth. In the future, however, project staff might consider establishing a specific quantitative measure for program success. The program objective, for example, could include the following sentence: "Participants will demonstrate an increase of at least 15 points in cognitive functioning." A further consideration might be to include an evaluation design for the program's parenting component. This should include a program-developed test and a quantitative performance objective.

#5001-48-63447

PEACE EDUCATION PROGRAM, 1985-86

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Arthur Foresta

Prepared By:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Peace Education Program sought to develop a written manual on conflict resolution specifically designed to assist elementary school teachers in Community School District (C.S.D.) 15. By emphasizing peace education in the classroom, the goal of the project is to help children understand conflict in the schools and society at large, and to find creative and nonviolent ways to cope with it.

In 1985-86, the first year the project was implemented, 20 teachers and supervisor in C.S.D. 15, who had experience in curriculum writing, were recommended for program participation by their school principals, and were selected by the district superintendent. The first phase of project activities consisted of 12 training sessions held at the district office, in-class experimentation with conflict-resolution teaching strategies, and weekly demonstration lessons conducted by a consultant from Educators for Social Responsibility. After these learning and experimental activities, participants met regularly after-school hours to plan, develop, and edit the manual, incorporating information and requirements included in the Regents Actien Plan.

The New York State Legislature contributed $15 thousand to fund the program.

EVALUATION METHODOLOGY

The evalution of the Peace Education Program was based on a review of the completed manual, Resolving Conflict Creatively: A Draft Teaching Guide for Grades Kindergarten Through Six. The evaluation objective was to determine whether this document contains appropriate objectives, activities, evaluative exercises, a list of materials, and a bibliography.

FINDINGS

This section describes the Resolving Conflict Creatively manual and presents the findings resulting from a critical review of its contents. The manual includes contributions and suggestions from participating teachers, consultants, and coordinators as well as teaching strategies adapted from published books on teaching creative conflict resolution to children. This draft Teaching Guide will be revised in the summer of 1987 on the basis of feedback provided by C.S.D. 15 teachers.

The manual has been divided into ten units dealing with different themes (Peace and Conflict; Communication; Dealing Constructively with Feelings: Solving Conflicts Creatively; Cooperation; Affirmation; Preventing Prejudice and Celebrating Differences; Equality; Peacemakers, and the Future: A Positive Vision). Each unit begins with a comprehensive introduction to

the topic, reviews pertinent literature, and sets out basic teaching aims. In turn, each unit consists of various sections dealing with different concepts. Each section contains a definition of the concept, a list of objectives, a description of teaching strategies appropriate for different grade levels, and student materials.

Overall, the Resolving Conflict Creatively manual can be rated positively since it includes all the relevant information specified in the project objective. This finding should be taken with some caution, however. In general, instructional concepts and objectives are clearly stated except for some objectives which have been worded as activities rather than as objectives. Teaching strategies provide a range of activities and evaluative exercises for teachers to choose from since each section has more strategies than can be used in a school year. Although these strategies are adequate and well-described, in some sections only the objectives are stated without providing the corresponding strategies and/or evaluative exercise (Unit Eight, Section C, page 12 exemplifies this problem: One objective (actually an activity) states that "students will meet and interview people in their communities who are working for equality" but neither is there a discussion about how to prepare students to carry out such task nor how to measure this objective). Student materials consist of relevant questionnaires, worksheets, and task cards to be filled-in in or outside the classroom. Every unit includes

pertinent bibliographical sources although these are more extense in some units than in others.

A more general shortcoming is that the manual was written by one person rather than by the collaborative effort of all participants. It is, thus, impossible to determine how much teacher input and experiences were included in the final draft.

CONCLUSIONS AND RECOMMENDATIONS

The Peace Education Program met its objective by producing a manual to assist elementary school teachers in the teaching of conflict resolution in C.S.D. 15 schools. Overall, the Resolving Conflict Creatively manual received a positive rating and its content conforms to the stated objective.

Since the manual was written in draft form and will be re-written in the summer of 1987, the following recommendations are made for improving certain aspects of the resource document:

- Some objectives need to be re-written as measurable objectives rather than as activities, substituting skills such as "list" or "describe" for "discuss" or "express".
- For each objective there should be corresponding teaching strategies, activities, and evaluative exercises.
- An effort should be made to find out teachers' impressions regarding the effectiveness and/or specific problems of this manual for the teaching of conflict resolution in the classroom. This feedback should be included in the final version of the manual.