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ABSTRACT

The School Readiness Language Development Program is one of several programs developed by the Los Angeles Unified School District (LAUSD) in response to the original court order to integrate LAUSD schools. The program includes oral language opportunities for 4-year-olds, a parent education component, a staff development component, and an evaluation component. This part of the evaluation reviews the educational experiences of parents of students participating in the readiness program and examines their opinions on the use and effectiveness of their parent education experiences. In 1997-98, parent educators presented more than 1,000 classes to approximately 15,000 parents of children in the program. A total of 1,445 parent participants responded to a survey, and over 95% reported that they had learned from the class discussions. Almost all the responding parents reported that they applied the knowledge they learned in classes and at school. Almost all also considered the classes effective in helping them help their children. Recommendations are made for program improvement. Appendixes contain tables of study data, the parent questionnaire, and an educators' reference guide to the program. (Contains six tables.) (SLD)

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SCHOOL READINESS LANGUAGE DEVELOPMENT PROGRAM EVALUATION: A PARENT OUTCOMES STUDY

Publication No. 701, Part B
December 1998

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LOS ANGELES UNIFIED SCHOOL DISTRICT
PROGRAM EVALUATION AND RESEARCH BRANCH

**SCHOOL READINESS LANGUAGE DEVELOPMENT PROGRAM
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December 1998

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SCHOOL READINESS LANGUAGE DEVELOPMENT PROGRAM 1996-97 EVALUATION: A PARENT OUTCOMES STUDY

Executive Summary (Part B)

Background

In 1970, the Los Angeles Superior Court ruled that the Los Angeles Unified School District (LAUSD) operated segregated schools and rendered the initial order to integrate LAUSD schools. LAUSD was required to take “reasonable and feasible” steps to alleviate the harms of segregation.

The Court requested that LAUSD identify methods to help ameliorate the four harms of racial isolation which included: low-academic achievement, low self-esteem, lack of access to post-secondary opportunities, and interracial hostility and intolerance. Subsequently, the Court added overcrowded condition as the fifth harm. The Court mandated that LAUSD actively promote student integration.

School Readiness Language Development Program (SRLDP) is one of several programs developed in response to the original Court order for schools that were racially isolated which were redesignated as Predominantly Hispanic, Black, Asian and Other (PHBAO). This program includes the following components:

- Oral language development opportunities for 4-year-old students
- Developing social/emotional, cognitive, and physical skills and abilities necessary for success and progress in our school system.
- A parent education component to enhance the development of parenting skills essential to a child’s development.

- A staff development component to provide training for SRLDP teachers to increase their knowledge and skills of the developmental processes of prekindergarten students.

Evaluation Components

This evaluation is a part of a comprehensive, participatory project designed by an evaluation committee comprised of SRLDP administrators, teachers, parent educators, program staff, and evaluators. The evaluation includes four components:

- impact of the program on current and former student achievement outcomes
- nature of parent education instruction provided to parents and parents' opinions of provided services
- nature of presented staff development and teachers' opinions about services provided
- extent of program implementation

Purposes

The specific evaluation objectives are:

1. To examine the impact of the program on current and former SRLDP student achievement.
2. To review the educational experiences offered to parents to enhance their parenting skills, their knowledge of child development, and their understanding of the teaching and learning processes of their prekindergarten child.
3. To examine parents' opinions of provided services.
4. To examine the nature of staff development provided to teachers to improve their understanding of child development and the importance of parent participation.
5. To review teachers' opinions of provided services.
6. To review the extent SRLDP was implemented.

Findings

Part B of the evaluation reviews the educational experiences of SRLDP parents and examines their opinions on the use and effectiveness of these experiences. This summary presents the results of a self-reported parent survey on:

- involvement in schools
- participation in educational sessions
- levels of learning from these class sessions
- use of instructional materials and techniques
- judgement on the effectiveness of given instruction

This report is a continuation of the previously published study, "*School Readiness Language Development Program Evaluation: A Student Outcomes Study (Part A)*." The purpose of this part of the evaluation was to evaluate the nature of the instructional component of the program provided to parents and to investigate parent's opinion of provided services. The results of this evaluation indicate that:

- In 1997-98, parent educators presented more than 1,000 classes to approximately 15,000 parents whose children attended School Readiness Language Development Program.
- A total of 1,445 parents whose children participated in SRLDP responded to a survey. A large majority of responding parents (75%) attended at least 8 of the 10 educational sessions taught by parent educators.
- On the average, over 95% of the responding parents reported that they learned from the topics discussed in each class.
- Almost all of the responding parents reported that they applied the knowledge they learned in classes at home and at school.

- Almost all participants considered the educational classes offered to SRLDP parents to be effective in helping them to help their children.

Conclusions and Recommendations

Parent education is one of the components of the School Readiness Language Development Program (SRLDP). The results of the this study indicate that:

- The parent education component of SRLDP is successful in preparing parents to help their children.
- SRLDP should continue to include and expand the parent education component.
- An effort should be made to identify why 25% of parents are attending less than 8 instructional sessions. An effort should be made to identify ways and means to improve parent participation and attendance.
- A survey should be conducted to examine the correspondence between SRLDP parents' needs and the content of the parent education component of SRLDP.
- The parent education component enhances the development of parenting skills essential for child development. It should be promoted and continued.

Introduction

Background

The School Readiness Language Development Program (SRLDP) is a comprehensive early childhood development program that provides instruction for prekindergarten children to enhance their listening, speaking, use of vocabulary, and other academic readiness skills necessary to succeed in school. SRLDP not only focuses on students and their parents, but also on educators (i.e., teachers, parent educators, and paraeducators) by providing inservices to enhance their knowledge of early childhood development.

SRLDP is part of the Los Angeles Unified School District's (LAUSD) Integrated Educational Excellence Plan through Choice. It addresses three of the five major consequences of racial isolation that were identified as harmful by the court in Crawford vs. Los Angeles Board of Education (1976): low self-esteem, low academic achievement, and interracial hostility and racial intolerance.

SRLDP is designed for prekindergarten children who live within the school boundaries of Predominantly Hispanic, Black, Asian, and Other Non-Anglo (PHBAO) schools with a greater than 70% combined minority population. All 4-year old children who live within the schools' attendance areas are eligible to participate. Enrollment is limited to 30 pupils per program. Schools may have more than one program if they have enough children and available space. Children must be 4 years old by December 2 of the year in which they enroll.

Parent Education Component

Parent education is an important component of SRLDP and is administered by LAUSD's Division of Adult and Career Education. The goals of the parent education program are: (a) to increase knowledge of parenting skills, child development, and the teaching-learning process through instruction, guided discussion and direct participation; and (b) to foster high self-esteem

and pride by involving parents with their children at home and in the classroom in a positive manner.

Parents of SRLDP students are required to attend classes taught by parent educators in the following areas:

- *Parents as teachers*
- *Emotional and social development*
- *Language development*
- *Nutrition*
- *Effective parenting*
- *Stress and parenting*
- *Child abuse prevention*
- *Physical growth and development*
- *Intellectual development*
- *Health, hygiene, and safety*

These classes emphasize the role of parents as primary teachers of their children, help parents develop and enhance their parenting skills, and provide information on child development.

Parents also participate regularly in the classroom, attend meetings, workshops, and conferences with classroom teachers.

Parent educators are certificated teachers of adult education who specialize in parenting and family life education. Each elementary school that offers SRLDP is located within the boundaries of a specific community adult school. The principals of these adult schools and parent education advisers select the parent educators for their programs. In 1996-97, parent educators presented approximately 1,000 classes to about 15,000 parents whose children attended SRLDP classes.

Purpose of the Evaluation

This study is part of an ongoing comprehensive evaluation of the SRLDP implemented through an evaluation committee. The committee used a participatory evaluation approach in which participants who have a stake in the program, such as administrators, parent educators,

advisers, and teachers, were included in the process. The evaluation includes the following four studies:

Part A - Student outcomes

Part B - Parent outcomes

Part C - Teacher outcomes

Part D - Program implementation

This current study is a continuation of the previously published participatory evaluation:

“School Readiness Language Development Evaluation: A Student Outcomes Study (Part A), March 1998.”

The main objectives of this portion (Part B) of the evaluation are:

- To investigate the parent education component of SRLDP
- To examine participation in parent education classes
- To review parent’s judgments of whether they learned what they were taught
- To examine parent’s opinions whether they practiced what they learned
- To describe parent perceptions on the effectiveness of their instructional experiences

Study Methods

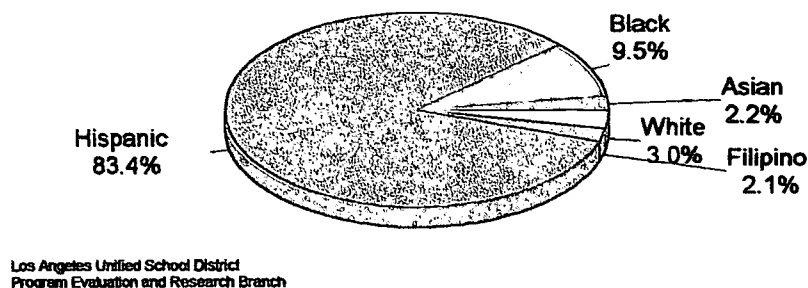
This section of the report presents a brief description of the selected sample, a review of the parent survey and data collection processes, and an explanation of the analytical methods used to analyze the collected survey data.

Selected Sample

Based on school location, ethnic distribution and number of programs, a stratified random sample of 116 schools was selected from a total of 305 schools with 516 programs in 1997-98.

A total of 1,445 parents responded to the survey from 95 schools of the 116 selected (Table 1, page 8). About one third of the parents who participated in this study (36%) had college education experiences. The majority of the parents who stated their ethnicity were Hispanic (83.4%), followed by Black (9.5%), White (3.0%), Asian (2.2%), and Filipino (2.1%) (Figure 1).

Figure 1. Ethnic Distribution of Parents Who Responded to Surveys



A questionnaire was designed by parent educators and advisers of the evaluation committee to elicit the following information:

- Parent's level of involvement in school
- Parent's level of attendance
- Parent's degree of learning
- Parent's use of what was learned
- Parent's judgment regarding the effectiveness of what was used

The survey was distributed in both English and Spanish languages. Of the 1,445 completed surveys, 1,021 (71%) were responded in Spanish. Appendix B contains a copy of the survey.

Survey questionnaires were distributed to participating parents in parent education classes at the end of program. Completed surveys were collected and sent to the Program Evaluation and

~~Research Branch for review and validity check.~~ Descriptive statistics were used to summarize and present the findings.

Study Results

Parent Involvement

A large number of responding parents were involved in their children's education. They helped their children's teachers prepare instructional materials (71%), raised funds for schools (54%), and served as escorts on field trips (53%). SRLDP parents were also members of school committees, such as Parent Teacher Association (19%), School Advisory Council (5%), and School Site Council (5%).

Parent Attendance

Table 2 on page 9 provides data on number and percentage of parents attending each instructional session. Table 3 presents information on the number of parents who attended one or more of the sessions presented by parent educators. More than 80% of the participating parents attended each of the 10 sessions taught by the parent educators with the exception of 2 sessions: "Stress and parenting" (78.8%), and "Intellectual development" (76.3%). Table 3 on page 10 indicates that about 75% of parents attended 8 or more sessions.

Degree of Learning

On the average, more than 90% of the responding parents reported that they learned from the topics taught and discussed in each class (Table 4, page 11). There were only minimal variations in the percentage of parents who reported learning the information presented to them across topics.

Use of Workshop Knowledge

Over 95% of the parents reported that they applied knowledge they acquired in parent

education classes at home and school (Table 5, page 13).

Workshop Effectiveness

Over 90% of the participating parents considered the sessions to be effective in preparing them to help their children (see Table 6, page 14). There were only minimal variations in parent's report of knowledge application and instructional effectiveness.

Conclusions and Recommendations

The results of this study indicate that SRLDP parent education component is preparing parents to help their children. A high majority of SRLDP parents who attended parent education classes reported that:

- They learned from these classes.
- They applied the knowledge received at home and schools.
- They considered these courses effective in preparing parents to help their children and themselves.

It is recommended that SRLDP continue to include the parent education component in the program. It is also recommended that SRLDP staff encourage parents to attend more classes in 1998-1999. It may be beneficial for parents to attend all of the classes since each of the SRLDP classes provides information in different content areas.

Further evaluation of the parent education program is needed to explore questions, such as why 25% of the parents did not attend all of the 100 sessions presented by the program and find ways and means to improve their attendance. It is also important to examine correspondence between parent needs and the content of these courses.

APPENDIX A

TABLES

Table 1. Participating Schools (N = 1,445)

<u>School</u>	<u>N</u>	<u>%</u>	<u>School</u>	<u>N</u>	<u>%</u>
102 nd Street	29	2.0	Hillside	23	1.6
112 th Street	9	.6	Hooper	21	1.5
15 th Street	10	.7	Hughes	26	1.8
186 th Street	20	1.4	Hyde Park	15	1.0
52 nd Street	13	.9	King	12	.8
61 st Street	10	.7	La Salle	23	1.6
93 rd Street	13	.9	Limerick	7	.5
96 th Street	14	1.0	Logan	10	.7
Albion	7	.5	Los Angeles	12	.8
Allesandro	29	2.0	Maclay Primary	10	.7
Amestoy	13	.9	Manhattan Place	6	.4
Arco Iris	24	1.7	Marvin	29	2.0
Ascot	17	1.2	McKinley	8	.6
Baldwin Hills	13	.9	Menlo	35	2.4
Barrett	10	.7	Middleton	15	1.0
Barton Hill	17	1.2	Miramonte	23	1.6
Beethoven	9	.6	Montara	26	1.8
Bertrand	25	1.7	Napa	10	.7
Brainard	14	1.0	Nevin	8	.6
Bridge	7	.5	Normandie	9	.6
Budlong	7	.5	Parmelee	17	1.2
Canoga Park	17	1.2	Playa Del Rey	9	.6
Cantara	13	.9	Politi	26	1.8
Caroldale Learning	11	.8	Purche	16	1.1
Catskill	24	1.7	Rowan	7	.5
Century Park	12	.8	San Fernando	2	.1
Chapman	14	1.0	San Miguel	19	1.3
Coliseum	14	1.0	Saturn	37	2.6
Corona	17	1.2	Selma	15	1.0
Dayton Heights	12	.8	Shirley	11	.8
Delevan Drive	10	.7	Soto	5	.3
Dolores	30	2.1	Stanford	35	2.4
Dorris Place	15	1.0	Stoner	25	1.7
Eastman	23	1.6	Sunny Brae	20	1.4
El Sereno	3	.2	Sylmar	2	.1
Esperanza	14	1.0	Utah	18	1.2
Fair	15	1.0	Van Nuys	41	2.8
Flournoy	19	1.3	Virginia Road	8	.6
Ford	13	.9	Walnut Park	26	1.8
Gates	15	1.0	Weigand	3	.2
Glen Alta	5	.3	Western	7	.5
Grand View	34	2.4	Wilmington Park	14	1.0
Halldale	23	1.6	Woodcrest	21	1.5
Hammel	49	3.4			
Harrison	16	1.1	Total	1,445	100.0

Table 2. Parent Attendance at Each Session (N = 1,445)

Session No.	Topic	No.	%
I	Parents as teachers	1,193	82.6
II	Emotional and social development	1,170	81.0
III	Language development	1,180	81.7
IV	Nutrition	1,206	83.5
V	Effective parenting	1,234	85.4
VI	Stress and parenting	1,139	78.8
VII	Child abuse prevention	1,206	83.5
VIII	Physical growth and development	1,158	80.1
IX	Intellectual development	1,102	76.3
X	Health, hygiene, and safety	1,162	80.4

Table 3. Parents Attending One or More Sessions (N=1,445)

Number of Sessions Attended	No.	%
1	30	2.08
2	32	2.21
3	28	1.94
4	36	2.49
5	34	2.35
6	70	4.84
7	88	6.09
8	148	10.24
9	302	20.90
10	632	43.74

Table 4. Learnings Derived From Each Session

Topic	Number of Parents Participated	Contents	Learned	
			No.	%
Parents as teachers	1,193	How to develop a child's positive self-concept	1,115	94.6
		Language development, an essential part of my child's success in school	1,155	96.8
		How to observe children	1,128	94.6
		How to make and use learning games	1,123	94.1
		Parents as teachers	1,166	97.7
		How children learn	1,128	94.6
		How to help children succeed in school	1,145	96.0
		What are the basic needs of children	1,107	92.8
Emotional and social development	1,170	How childhood experiences influenced parenting style	1,063	90.9
		How children's separation influences his/her emotional development	1,042	89.1
		How to recognize some typical fears of preschool children	1,083	92.6
		My children need to explore environment	1,093	93.4
		My expectations of children must fit their age	1,098	93.8
		Consistency in parenting	1,136	97.1
		Importance of accepting a child's feelings	1,140	97.4
Language development	1,180	Importance of language in a children's development	1,149	97.4
		Importance of talking to children about sounds, taste, smell, texture, colors, shapes, etc.	1,155	97.9
		Importance of using the environment to teach letters, numbers, names of things, etc.	1,147	97.2
		Importance of playing with children	1,159	98.2
		Importance of giving children affection, praise and support	1,158	98.1
		Importance of being interested in my children's activities	1,159	98.2
		Importance of talking and listening to children	1,166	98.8
Nutrition	1,206	Importance of fiber, fresh fruit, and vegetables in children's diet	1,183	98.1
		Health problems related to excessive amounts of salt and fat	1,113	92.3
		How to plan well-balanced meals and nutritious snacks	1,150	95.4
		Children learn many things through cooking	1,112	92.2
Effective parenting	1,234	Constructive discipline techniques for children	1,202	97.4
		Use of praise and reward helps to shape desired behaviors	1,189	96.4
		Identify changes that parents want to occur in their children's behavior	1,174	95.1
		There is a connection between how I was disciplined and how I discipline my child	1,162	94.2

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Table 4. (Continuation)

Topic	Number of Parents Participated	Content	Learned	
			No.	%
Stress and parenting	1,139	How to identify my own stressors	1,075	94.4
		What may cause my child stress	1,075	94.4
		Positive stress reduction techniques	1,066	93.6
		How my child responds to stress	1,050	92.2
		Supports that I may use to cope with stress	1,050	92.2
Child abuse prevention	1,206	Four major types of child abuse: physical, sexual, emotional, and neglect	1,189	98.6
		Myths and facts of child abuse	1,141	94.6
		It is o.k. for my child to say "no"	1,146	94.6
		How to distinguish between abuse and discipline	1,159	96.1
		How to develop more open and honest communication with my child	1,170	97.0
		How to show my child that he/she is important and special	1,175	97.4
Physical growth and development	1,158	To recognize how my child grows and develops	1,136	98.1
		About factors that influence my child's physical development such as heredity, diet, and opportunities for play	1,106	95.5
		How to distinguish between small and large motor development and the importance of each	1,030	88.9
		How playing improves my child's motor skills	1,116	96.4
		How to make a game or a toy for my child	1,117	96.5
Intellectual development	1,102	Mental ability of children grows most rapidly during the preschool years	1,078	97.8
		Play is very important in the development of intelligence	1,081	98.1
		A preschool child is not always able to distinguish between reality and fantasy	1,038	94.2
		Children learn best by active participation	1,078	97.8
Health, hygiene, and safety	1,162	Importance of cleanliness, adequate rest, nutrition, exercise, medical, and dental care for my child	1,142	98.3
		Importance of safety standards and ways to prevent accidents inside and outside of the home	1,144	98.5
		How to identify safe toys	1,105	95.1
		Importance of using safety seats or a safety belt when my child is a passenger in a car	1,139	98.0
		Importance of knowing what to do in the case of an earthquake	1,102	94.8
		Importance of having emergency phone numbers and a first-aid kit on hand	1,131	97.3

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Table 5. Use of Information at Home and at School (N = 1,445)

Topic	Number of parents participated	Parents who used information at home and school	
		No.	%
Parents as teachers	1,193	1,147	96.1
Emotional and social development	1,170	1,133	96.8
Language development	1,180	1,132	95.9
Nutrition	1,206	1,167	96.8
Effective parenting	1,234	1,191	96.5
Stress and parenting	1,139	1,087	95.4
Child abuse prevention	1,206	1,164	96.5
Physical growth and development	1,158	1,113	96.1
Intellectual development	1,102	1,067	96.8
Health, hygiene, and safety	1,162	1,116	96.0

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Table 6. Effectiveness of Instructional Sessions

Topic	Number of parents participated	Parents who believed given instruction was effective	
		No.	%
Parents as teachers	1,193	1,155	96.8
Emotional and social development	1,170	1,128	96.4
Language development	1,180	1,117	94.7
Nutrition	1,206	1,081	95.7
Effective parenting	1,234	1,190	96.4
Stress and parenting	1,139	1,065	93.5
Child abuse prevention	1,206	1,165	96.6
Physical growth and development	1,158	1,117	96.5
Intellectual development	1,102	1,074	97.5
Health, hygiene, and safety	1,162	1,109	95.4

APPENDIX B
PARENT QUESTIONNAIRE

LOS ANGELES UNIFIED SCHOOL DISTRICT
Program Evaluation & Research Branch

Dear Parent:

Please complete the attached survey, if you have attended any of the School Readiness Language Development Program (SRLDP) classes presented by parent educators. Your feedback and honest point of view is vital to our evaluation, and will help us to provide better services to you and your child.

Thank you

LOS ANGELES UNIFIED SCHOOL DISTRICT
Program Evaluation & Assessment Branch

**School Readiness Language Development Program (SRLDP)
Parent Evaluation Survey**

1. School _____
2. Location code _____ (to be filled out by data collector)
3. Your Ethnicity American Indian/Alaskan Native _____ Asian _____
 African American _____ Hispanic _____ Filipino _____
 Pacific Islander _____ White _____
4. Your education High school or below _____ Above high school _____
5. How many monthly or weekly meetings/workshops have you attended during the current school year? _____
6. How many parent education classes have you attended during the current school year? _____
7. How involved/active have you been with your child's education at school during the current school year?
 - a. Very involved and very active (on a daily basis) _____
 - b. Moderately involved (1 or 2 days a week) _____
 - c. Not very involved (a few times a month) _____
 4. Not involved _____
8. How many years have you participated in SRLDP activities? _____
9. In which of the following school committees/organizations are you a member?

Parents-Teachers Association	Yes _____	No _____
School Advisory Council	Yes _____	No _____
School Site Council	Yes _____	No _____
Other (_____)	Yes _____	No _____

(Please specify.)

10. Did you help your child's teacher in preparing instructional materials?

Yes ___ No ___

11. Did you help your child's school with fund raising activities?

Yes ___ No ___

12. Did you accompany the SRLDP class on field trips?

Yes ___ No ___

13. Did you tutor students in your child's school?

Yes ___ No ___

14. Are you a District employee assigned to your child's school?

Yes ___ No ___

P-1. I have attended the "*Orientation/parent as Teacher*" class presented by a parent educator.

Yes _____ No _____

If your answer is "*No*," please go to the next page.

If your answer is "*Yes*," please answer the following:

Item	As a result of participating in this class I learned:			
		Yes	No	Don't Know
P1-1	how to help the development of my child's positive self-concept			
P1-2	that language development is an essential part of my child's success in school			
P1-3	how to observe my child			
P1-4	how to make and use learning games			
P1-5	that parents are their child's first and most important teacher			
P1-6	how children learn			
P1-7	how to help my child succeed in school			
P1-8	what are the basic needs of my child			

P1-9 I used ideas that I learned in this class at home and school.

Yes _____ No _____ Don't Know _____

P1-10 I believe this class was very effective in helping me to help my child.

Yes _____ No _____ Don't Know _____

P-2. I have attended the *Emotional and Social Development* class.

Yes ____ No ____

If your answer is "*No*," please go to the next page.

If your answer is "*Yes*," please answer the following:

Item	As a result of participating in this class I learned:			
		Yes	No	Don't Know
P2-1	how my childhood experiences have influenced my parenting style			
P2-2	how my child's separation from me influences his/her emotional development			
P2-3	how to recognize some typical fears of my preschool child			
P2-4	that my child has a need to explore his/her environment			
P2-5	that my expectations of my child must fit his/her age			
P2-6	that consistency in parenting is very important			
P2-7	that it is important to accept my child's feelings			

P2-8 I used ideas that I have learned in this class at home and school.

Yes ____ No ____ Don't Know ____

P2-9 I believe this class was very effective in helping me to promote my child's emotional and social development.

Yes ____ No ____ Don't Know ____

P-3. I have attended the *Language Development* class.

Yes _____ No _____

If your answer is "No," please go to the next page.

If your answer is "Yes," please answer the following:

Item	As a result of participating in this class I learned about the importance of:			
		Yes	No	Don't Know
P3-1	language in my child's development			
P3-2	talking to my child about sounds, taste, smell, texture, colors, shapes, etc.			
P3-3	using the environment to teach letters, numbers, names of things, etc.			
P3-4	giving my child affection, praise, and support			
P3-5	playing with my child			
P3-6	being interested in my child's activities			
P3-7	talking and listening to my child			

P3-8 I used ideas that I learned in this class at home and school.

Yes _____ No _____ Don't Know _____

P3-9 I believe this class was very effective in helping my child's school progress.

Yes _____ No _____ Don't Know _____

P-4 I have attended the *Nutrition* class.

Yes _____ No _____

If your answer is "No," please go to the next page.

If your answer is "Yes," please answer the following:

Item	As a result of participating in this class I learned:			
		Yes	No	Don't Know
P4-1	about the importance of fiber, fresh fruit, and vegetables in my child's diet			
P4-2	which health problems are related to excessive amounts of salt and fat			
P4-3	how to plan well-balanced meals and nutritious snacks for my child			
P4-4	that children learn many things through cooking			

P4-5 I used ideas that I learned in this class at home and school.

Yes _____ No _____ Don't Know _____

P4-6 I believe this class was very effective in helping my child's physical development and health.

Yes _____ No _____ Don't Know _____

P-5. I have attended the *Effective Parenting* class.

Yes _____ No _____

If your answer is "No," please go to the next page.

If your answer is "Yes," please answer the following:

Item	As a result of participating in this class I learned:			
		Yes	No	Don't Know
P5-1	about constructive discipline techniques for children			
P5-2	that the use of praise and reward helps to shape desired behaviors			
P5-3	to identify changes that I want to occur in the behavior of my child			
P5-4	that there is a connection between how I was disciplined and how I discipline my child			

P5-5 I used ideas that I learned in this class at home and school.

Yes _____ No _____ Don't Know _____

P5-6 I believe this class has helped me in parenting my child better.

Yes _____ No _____ Don't Know _____

P-6. I have attended the *Stress and Parenting* class.

Yes _____ No _____

If your answer is "*No*," please go to the next page.

If your answer is "*Yes*," please answer the following:

Item	As a result of participating in this class I learned:			
		Yes	No	Don't Know
P6-1	how to identify my own stressors			
P6-2	what may cause my child stress			
P6-3	positive stress reduction techniques			
P6-4	how my child responds to stress			
P6-5	about supports that I may use to cope with stress, such as family, friends, childcare, and counseling			

P6-6 I used ideas that I learned in this class at home and school.

Yes _____ No _____ Don't Know _____

P6-7 I believe this class was very effective in helping me to cope with my own stress.

Yes _____ No _____ Don't Know _____

P6-8 I believe this class was very effective in helping me to cope with my child's stress.

Yes _____ No _____ Don't Know _____

P-7. I have attended the *Child Abuse Prevention* class.

Yes _____ No _____

If your answer is "No," please go to the next page.

If your answer is "Yes," please answer the following:

Item	As a result of participating in this class I learned:			
		Yes	No	Don't Know
P7-1	that there are four major types of child abuse: physical, sexual, emotional, and neglect			
P7-2	about the myths and facts of child abuse			
P7-3	to teach my child that it is O.K. to say "No"			
P7-4	how to distinguish between abuse and discipline			
P7-5	how to develop more open and honest communication with my child			
P7-6	how to show to my child that he/she is important and special			

P7-7 I used ideas that I learned in this class at home and school.

Yes _____ No _____ Don't Know _____

P7-8 I believe this class was very effective in helping me to recognize and prevent child abuse.

Yes _____ No _____ Don't Know _____

P-8. I have attended the *Physical Growth and Development: The Importance of Play* class.

Yes _____ No _____

If your answer is "No," please go to the next page.

If your answer is "Yes," please answer the following:

Item	As a result of participating in this class I learned:			
		Yes	No	Don't Know
P8-1	how my child grows and develops			
P8-2	about factors that influence my child's physical development, such as heredity, diet, and opportunities for play			
P8-3	how to distinguish between small and large motor development and the importance of each			
P8-4	how playing improves my child's motor skills			
P8-5	how to make a game or a toy for use with my child			

P8-6 I used ideas that I learned in this class at home and school.

Yes _____ No _____ Don't Know _____

P8-7 I believe this class was very effective in helping me to understand and promote my child's physical growth.

Yes _____ No _____ Don't Know _____

P-9. I have the attended *Intellectual Development* class.

Yes _____ No _____

If your answer is "No," please go to the next page.

If your answer is "Yes," please answer the following:

Item	As a result of participating in this class I learned:			
		Yes	No	Don't Know
P9-1	that the mental ability of children grows most rapidly during the preschool years			
P9-2	that play is very important in the development of intelligence			
P9-3	that a preschool child is not always able to distinguish between reality and fantasy			
P9-4	that children learn best by active participation			

P9-5 I used ideas that I learned in this class at home and school.

Yes _____ No _____ Don't Know _____

P9-6 I believe this class was very effective in helping me to understand and improve my child's intellectual abilities and experiences.

Yes _____ No _____ Don't Know _____

P-10. I have attended the *Health, Hygiene, and Safety* class.

Yes _____ No _____

If your answer is "No," please return the questionnaire to the parent educator

If your answer is "Yes," please answer the following:

Item	As a result of participating in this class I learned:			
		Yes	No	Don't Know
P10-1	the importance of cleanliness, adequate rest, nutrition, exercise, medical, and dental care for my child			
P10-2	the importance of safety standards and ways to prevent accidents inside and outside of the home			
P10-3	how to identify safe toys			
P10-4	the importance of using safety seat or safety belt when my child is a passenger			
P10-5	the importance of knowing what to do in the case of an earthquake			
P10-6	the importance of having emergency phone numbers and a first-aid kit on hand			

P10-6 I used ideas that I learned in this class at home and school.

Yes _____ No _____ Don't Know _____

P10-7 This class to was very effective in helping me to improve my child's health and safety.

Yes _____ No _____ Don't Know _____

APPENDIX C
REFERENCE GUIDE NO. 2

FOR YOUR INFORMATION

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of the Superintendent

DISTRIBUTION: Selected Elementary Schools
Community Adult Schools
Central and Cluster Offices

ROUTING
Teachers
Parent Educators
Principals
Cluster Administrators

SUBJECT: REFERENCE GUIDE NO. 2 (Rev.)
PARENT EDUCATION IN THE SCHOOL READINESS
LANGUAGE DEVELOPMENT PROGRAM

DATE: July 1, 1997

DIVISION: Student Integration Services and Adult and Career Education

APPROVED: RUBEN ZACARIAS, Deputy Superintendent

For further assistance, call the SRLDP Parent Education Office at (213) 625-5551.

This revision replaces the reference guide of the same number dated August 1, 1995, with the same title. The content has been revised to reflect changes from appropriate District offices.

I. BACKGROUND

The School Readiness Language Development Program (SRLDP) is an instructional program for pupils who will be four-years old by December 2nd of the current school year. The goal of the program is to maximize the student's potential acquisition of oral language and academic readiness skills, positive attitudes toward school, and knowledge of self and the environment.

The parent education program provides learning opportunities that extend the parent's role as the child's primary teacher and nurturer. The School Readiness Language Development Program fosters the positive adjustment of children and parents in a modern pluralistic society.

II. PROGRAM DESIGN

Since the inception of the School Readiness Language Development Program in 1979, varieties of approaches have been utilized in scheduling and implementing the parent education component. The program design provides an opportunity for parents to learn about the development of their prekindergarten child, enhance their parenting skills and foster an awareness of how their values impact upon their parenting behaviors.

A. Curriculum

The parent education curriculum includes ten (10) sessions, complete with parent materials and teacher resources, in the following areas:

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1. Orientation and Program Goals
2. Emotional and Social Development
3. Language Development
4. Nutrition
5. Effective Discipline
6. Parenting and Stress
7. Child Abuse
8. Physical Growth
9. Intellectual Development
10. Health, Hygiene and Safety

Observations, guided by the parent educator in the SRLDP classroom, are an integral part of the parent education curriculum. For observations to be effective, both the SRLDP teacher and parent educator must plan the sessions together.

The parent education letters are developed to be used by the parent educator and should not be used by the SRLDP teacher.

Parent educators may pick up curriculum materials at the Parent Education Office.

B. Schedules

Parent education is scheduled throughout the school year. Refer to SRLDP Parent Education Schedule of Models and Programs for assignment of schools/programs regarding specific dates for each instructional segment (Summer, Fall, Winter, and Spring).

Each community adult school participating in the program will serve elementary schools in their attendance area during each instructional segment. The parent educator may be assigned to a community adult school for the entire school year. This system facilitates flexibility in parent education programming and improves the allocation and utilization of District resources.

A total of three hours for each class is allotted to the parent educator. Parent education instruction takes place for 2 hours and 20 minutes (except for programs on Concept 6 and Concept 6 Modified [2 hours 35 minutes]) while the students are being instructed in their classroom. **THIRTY MINUTES OF CONFERENCE TIME IS PROVIDED FOR CONFERENCES BETWEEN THE PARENT EDUCATOR AND THE SRLDP TEACHER.** The remaining time should be used for individualized instruction, conferences, and class preparation. For programs with overlapping schedules (overlapping of two classes within one program) or back-to-back classes (SRLDP sharing a room with another SRLDP or kindergarten), the conference time is estimated in ratio to the instructional time, e.g., for two hours of teaching time, conference/preparation time is thirty minutes.

C. Implementation

Models have been assigned to schools based upon historical attendance records (three years). Three models will continue to be implemented.

Model One (1)

Parent education classes are scheduled for 10 sessions. Parents of a.m. students and parents of p.m. students receive instruction on the same day. Parents attend the parent education class while their children attend the prekindergarten class. Parent education classes may meet on two or more separate days for those schools with two or more programs, if space is available.

Model Two (2)

Parent education classes are scheduled for 10 sessions. Parents of both a.m. and p.m. students attend one class instead of two separate classes. This model is utilized only when there is low parent attendance or a space problem. Whether the class will be held in the a.m. or p.m. should be decided at the initial conference. **The SRLDP STUDENTS' CLASSES SHOULD NOT BE COMBINED.**

Model Three (3)

Model 3 applies only to schools where there are two or more programs with low parent attendance or space problems. Parents from all programs attend classes on the same day. Classes are held for parents while their children are attending the prekindergarten classes. Parents of a.m. students from all programs are combined to form one a.m. parent education class. Parents of p.m. students from all programs are combined to form one p.m. parent education class.

Model 2 and Model 3 can become Model 1 if eighteen (18) or more parents from each program attend the first three meetings. **(IF ATTENDANCE DROPS BELOW EIGHTEEN [18] FOR THREE CONSECUTIVE MEETINGS, CLASSES WILL BE COMBINED.)**

The parent education program is not included in the Los Angeles Unified School District's (LAUSD) Master Plan for the Education of Limited-English-Proficient Students.

III. PROCEDURES

The following procedures and guidelines provide standards and criteria for program implementation and goal attainment. Quality control results from program excellence in parent education.

A. Parent Educators

Assignment of certificated parent educators is made by the community adult school. Attendance reporting and payroll records are maintained by the community adult school. Program assistance is provided by the parent education teacher advisers.

The parent educator must hold a conference with both the elementary school principal and the SRLDP teacher at least three (3) weeks prior to the instructional segment in which the parent education class is scheduled. It is recommended that contact for all assignments be made at the beginning of the school year. This initial conference is

mandated by the Office of Student Integration Services. An Initial Conference Sheet is to be used for the conference. (See Attachment A.)

The parent educator will also complete the Workshop Planning Sheet showing all plans for activities. (See Attachment B.) Materials needed for the 10 sessions should be included in the plan. Estimated costs (when applicable) should be included in the plan. (See Office of Student Integration Services, Reference Guide No. 1 (Rev.), "School Readiness Language Development Program [SRLDP]," dated July 1, 1996, regarding the purchase of instructional materials for parent education classes.) The elementary school/principal, SRLDP teacher and the community adult school will receive a copy of the Initial Conference Sheet and Workshop Planning Sheet and both forms should be sent to the parent education office prior to the first class meeting (Parent Education Office, Third Street Annex). The Initial Conference Sheet and Workshop Planning Sheet are required by the Office of Student Integration Services.

In accordance with Board Rules, the parent educator must sign in and out at the elementary school office, be present in the parent education classroom 10 minutes before the first class and 10 minutes after the last class ends, and remain on the school site during the hours of instruction and conference time.

PRIOR TO MAKING CHANGES IN CLASS TIME, DAY, SCHEDULE OR MEETING LOCATION, THE PARENT EDUCATOR MUST REQUEST APPROVALS FROM THE COMMUNITY ADULT SCHOOL PRINCIPAL AND THE ELEMENTARY SCHOOL PRINCIPAL. AFTER APPROVALS ARE OBTAINED, NOTIFY THE PARENT EDUCATION OFFICE.

In the event of absence, the parent educator should do the following:

1. Request a substitute from the Community Adult School (CAS) using the procedure outlined by the Collective Bargaining Agreement. A substitute availability list is sent to the community adult school and the parent education staff each instructional segment.
2. Call the Parent Education Office at (213) 625-5551 to notify the adviser.
3. Contact the SRLDP teacher to inform him/her of the absence and confirm whether or not a substitute will be available.
4. Confer with CAS and the SRLDP teacher regarding the rescheduling of the session, if the SRLDP parent educator cannot receive illness pay (the receipt of which is based upon class code.)

The SRLDP teacher should do the following in the event that a substitute is not available:

1. If time permits, contact parents to notify them that the parent education class has been postponed or canceled.
2. If parents cannot be notified in time, the classroom teacher conducts a 20-minute observation session for parents, integrating explanations throughout the

observation to inform parents of the skills/concepts being taught, the reasons for the presentation in the manner selected, and the expected outcomes. Parents are dismissed at the conclusion of the observation.

3. The observation should be counted as one of the ten (10) sessions if the parent educator is not permitted to make up the session.

In over-taught situations, the guidelines set forth in the Collective Bargaining Agreements shall be followed.

B. Staff Development

Parent educators are EXPECTED to attend scheduled parent education staff development meetings. Also attendance at Central SRLDP staff development meetings are encouraged.

Notification of the parent education staff development meetings will be sent to all personnel involved with SRLDP.

C. Parent Attendance

THE SRLDP CLASSROOM TEACHER AND THE PARENT EDUCATOR ARE BOTH RESPONSIBLE FOR RECRUITMENT AND MAINTENANCE OF PARENT ATTENDANCE.

ON A CONTINUOUS BASIS, MINIMUM ATTENDANCE MUST TOTAL EIGHTEEN (18) PARENTS FOR THE A.M. AND P.M. SESSIONS. Every effort should be made to maintain balanced attendance for the two sessions. No session should have fewer than seven (7) parents in attendance (i.e., acceptable: eleven [11] a.m. parents and seven [7] p.m. parents). If the enrollment does not reach eighteen (18) by the third meeting, or whenever minimum attendance is not reached for three (3) consecutive meetings, the a.m. and p.m. sessions will be combined to form one (1) class (Model 2).

After each session, attendance should be reported to the community adult school. **AN ATTENDANCE CARD MUST BE MAILED TO THE PARENT EDUCATION OFFICE, Third Street Annex.** The parent educator should contact the Parent Education Office for assistance if attendance falls below the minimum requirement.

D. Infant Care Aides

Infant care aides can be provided in parent education classes to promote an optimum learning environment for parents and/or caregivers and create a safe environment for young children who accompany them. The parent education class must have a **MINIMUM OF EIGHT (8) younger children attending regularly to qualify for an infant care aide.**

INFANT CARE AIDES WILL BE TERMINATED IF THE NUMBER OF CHILDREN FALLS BELOW EIGHT (8) FOR TWO (2) CONSECUTIVE WEEKS.

SRLDP teachers should estimate the number of younger children based upon initial interviews with parents. If an infant care aide is needed, it is the responsibility of the elementary school principal or his/her designee to request funding for an infant care aide at least ONE (1) month prior to the commencement of parent education classes. **LATE REQUESTS WILL NOT BE APPROVED FOR FUNDING. THE APPLICANT MUST NOT BEGIN WORK UNTIL FUNDING IS APPROVED, PROCESSING IS COMPLETED, AND A GREENIE IS RECEIVED BY THE SCHOOL. THE APPLICANT CANNOT BE PAID RETROACTIVELY.**

The Office of Student Integration Services and Division of Adult and Career Education, Reference Guide No. 4 (Rev.), "Infant Care Aides for SRLDP," dated July 1, 1996, outlines procedures for selection, funding approval and processing of infant care aides.

E. Interpreter Aides

Every effort is made to provide bilingual instruction and/or interpreter aides during the parent education sessions. Interpreter aides can assure that the parent education classes provide a learning environment appropriate for non-English speaking parents. If an interpreter aide is needed, it is the responsibility of the parent educator to request the interpreter aide from the Parent Education Office using the Interpreter Aide Request form (See Attachment C.).

F. Classroom Safety

Classroom safety is especially important when very young children accompany their parents to the parent education classes (e.g., proper supervision, use of toys, etc.). The classroom should be under the supervision of a certificated person at all times.

"Because of safety factors, no electrical appliances, such as, crock pots, toaster ovens, hot plates, ice crushers, blenders, microwave ovens and popcorn poppers are to be used...." page 18, Office of Student Integration Services, Reference Guide No. 1 (Rev.), "School Readiness Language Development Program (SRLDP)," dated July 1, 1996.

If a coffee pot is needed, it must be in an area that is out of reach by children and supervised by an adult.

G. Field Trips

Parent educators may take classes on appropriate trips, such as visits to the local library. The parent educator should discuss plans for trips with the SRLDP teacher during the initial planning conference. The parent educator must contact the community adult school for prior approval and follow procedures as requested. The Parent Education Office and the elementary school principal must be notified in advance of the field trip.

H. Toys

Parent educators may check out toys from the Parent Education Office. Parent educators are responsible for the care and inventory of toys for the entire school year.

I. Filmstrips and Videotapes

Filmstrips and videotapes are available in the Parent Education Office. Filmstrips and videos may be checked out Monday through Friday between 8:30 a.m. and 4:00 p.m. Call the office to ascertain whether the filmstrip or video is available.

IV. SUMMARY

While the parent education program is not included in the LAUSD's Master Plan for the Education of Limited-English Proficient Students, parent education in SRLDP is a co-operative venture between the Office of Student Integration Services and the Division of Adult and Career Education.

The program reflects a basic philosophy which proposes that parents are the primary teachers of their children and that children learn what parents teach. Parent education facilitates positive parental teaching.

SRLDP utilizes the parent education program to maximize the developmental potential of parents, children and families.

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Student Integration Services and
Division of Adult and Career Education

REFERENCE GUIDE NO. 2 (Rev.)
 July 1, 1997

ATTACHMENT A

INITIAL CONFERENCE SHEET

DIRECTIONS: This form must be completed by the parent educator during the initial conference which is mandatory with the SRLDP teacher and the principal. Copies should be forwarded to the principal, SRLDP teacher, community adult school and the parent education office.

LOS ANGELES UNIFIED SCHOOL DISTRICT
 Division of Adult and Career Education
 Office of Student Integration Services

PARENT EDUCATION
SCHOOL READINESS LANGUAGE DEVELOPMENT PROGRAM (SRLDP)

INITIAL CONFERENCE SHEET

School _____ Program No. _____ Date _____

Confer and complete this form at least three weeks before the first day of class.

SRLDP TEACHER AND PARENT EDUCATOR (To be completed prior to conference with principal.)

	AM Class	PM Class
1. Number of students enrolled	_____	_____
2. Estimate number of parents to attend	_____	_____
3. Number of repeating parents	_____	_____
4. Is there a bilingual aide in the class? (yes or no)	_____	_____
5. Number of English-speaking parents	_____	_____
6. Number of non-English speaking parents who will attend	_____	_____
List language(s) _____		
7. Number of bilingual speaking parents. List language(s) _____	_____	_____
8. Determine and request an interpreter aide.	_____	_____
9. Number of parents/substitutes who represent more than one student	_____	_____
10. Number of younger siblings who will attend with parents/substitutes	_____	_____
11. Weekly conference with SRLDP teacher: day _____ time _____		
12. Date(s) of field trip(s): SRLDP students _____ parents _____		

PRINCIPAL

- Day of instruction: Mon. ___ Tues. ___ Wed. ___ Thurs. ___ Starting date _____
- Location for classes _____
- Date(s) of event(s) that may conflict with parent education schedule _____
- Will shortened days affect SRLDP? ___ If so, what date(s)? _____
- Infant care aide, if needed. AM ___ PM ___ Date initiated _____

EMPLOYEE MUST NOT BEGIN WORK UNTIL GREENIE IS RECEIVED BY SCHOOL.

- Name of infant care aide _____ Date processed _____
- Discuss the use of imprest fund for reimbursement of supplies.

RESPONSIBILITIES OF THE PARENT EDUCATOR

- Complete the Initial Conference Sheet during the conference with the SRLDP teacher.
- Provide the Workshop Planning Sheet listing topics, activities, and supplies needed.
- Obtain roster of names, addresses and phone numbers of parents, parent substitutes and child caregivers.
- Inquire about special needs of students/parents.
- Establish classroom observation dates: _____
- Initiate the exchange of home telephone numbers with SRLDP teacher.
- Contact parents when they are absent.
- Provide receipts for purchase of supplies to school office (original) and SRLDP teacher (copy).
- Determine procedure to photocopy class materials.

DISTRIBUTION:
 Parent Education Office
 Principal
 SRLDP Teacher

SIGNATURES:

 Parent Educator

 SRLDP Teacher

 Principal

MEB-12
 5/23/97

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Student Integration Services and
Division of Adult and Career Education

REFERENCE GUIDE NO. 2 (Rev.)
 July 1, 1997

ATTACHMENT B

WORKSHOP PLANNING SHEET

DIRECTIONS: This form must be completed by the parent educator before the initial conference with the SRLDP teacher and principal and copies should be given to the principal, SRLDP teacher, community adult school and the parent education office.

LOS ANGELES UNIFIED SCHOOL DISTRICT Division of Adult and Career Education Office of Student Integration Services PARENT EDUCATION SCHOOL READINESS LANGUAGE DEVELOPMENT PROGRAM (SRLDP) WORKSHOP PLANNING SHEET		
SCHOOL _____ PROGRAM NO. _____ DATE _____		
SESSION NUMBER	TOPICS AND ACTIVITIES	SUPPLIES
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
SIGNATURES: _____ Parent Educator _____ SRLDP Teacher _____ Principal		
DISTRIBUTION: Parent Education Office Principal SRLDP Teacher		

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Student Integration Services and
Division of Adult and Career Education

REFERENCE GUIDE NO. 2 (Rev.)
July 1, 1997

ATTACHMENT C

INTERPRETER AIDE REQUEST

DIRECTIONS: This form must be completed by the parent educator when an interpreter aide is needed for bilingual instruction. The request should be completed and sent after the initial conference with the SRLDP teacher.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Career Education
Office of Student Integration Services

PARENT EDUCATION
SCHOOL READINESS LANGUAGE DEVELOPMENT PROGRAM (SRLDP)

INTERPRETER AIDE REQUEST

1. I request an interpreter aide for the SRLDP parent education program(s) to which I am assigned.
2. I understand that this request is to be made three (3) weeks prior to the requested service.
3. I know that a request for an interpreter aide does not automatically insure placement.
4. In order to retain the assigned interpreter aide, I will participate in the staff development training sessions developed for monolingual teachers and interpreter aides.

Community Adult School

Elementary School

Elementary School Address

Fall/Spring/Summer

Program No.

Elementary School Telephone No.

Date: _____ Days: _____ Hours Needed: _____
From - To Day of Class A.M. P.M.

Language(s)

Signature of Parent Educator

Telephone No. _____ Date

Please complete and send to: SRLDP Parent Education Advisers
LOS ANGELES UNIFIED SCHOOL DISTRICT
1320 West Third Street, Room 229
Los Angeles, CA 90017
- OR -
SRLDP Parent Education Advisers
Third Street Annex, Room 229

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