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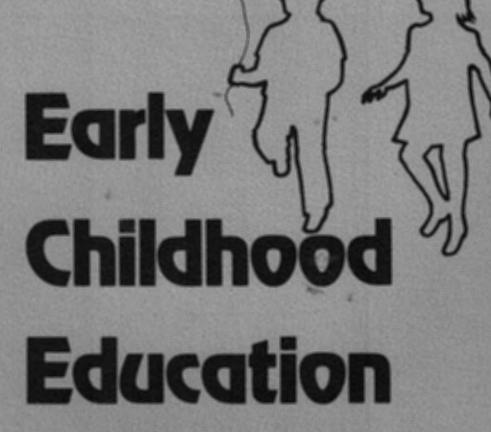
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PRESS



First Annual Evaluation Report 1973-74

Early Childhood Education

First Annual Evaluation Report 1973-74

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1974

Foreword

The early childhood education program is providing a major new direction to the education of California's schoolchildren. The program was launched when the state's Legislature and the Governor approved Senate Bill 1302 (Chapter 1147, Statutes of 1972).

Developed by the State Department of Education and sponsored by the State Board of Education, the new program involved 172,073 children in 1973-74, its first year of operation. A total of 1,010 schools in 800 school districts-80 percent of all school districts in the state--participated in the program.

Prior to the establishment of the early childhood education (ECE) program, most educational change followed a fragmented approach along "categorical" lines. This approach resulted in the development of numerous special supplementary programs to solve specific problems in narrow areas of concern. By 1972 more than 30 different state and federal programs had been established to help solve problems for special portions of the general pupil population or to remedy special deficiencies in the school curriculum. The weaknesses in such fragmented approaches were obvious:

- Some programs emphasized remediation, trying to make up for past failures instead of seeking to prevent problems.
- None encouraged a comprehensive educational strategy for all children at the school sites.
- Many were based on a search for a panacea which, if discovered, would immediately cure all of education's ills.
- Many did not recognize the need for the commitment of all concerned—including parents, school boards, teachers, and administrators—to achieve success of a school's total program.

The designers of ECE recognized these weaknesses and sought to correct them and at the same time to build on the positive aspects of the state and federal programs that were already in operation.

Early childhood education was built on the premise that too often the public schools failed to capitalize on the unique learning opportunities in the early years of a child's life. Avoidable educational deficiencies developed in the education of our children as a result of the failure to provide adequate support in these early years. Costly remedial programs have consequently been required to overcome these deficiencies.

Recognizing the need for additional support for school programs in the primary grades, the early childhood education program provided \$130 per pupil enrolled. It is important to note that the ECE legislation required that at least 50 percent of the participating schools be those with the greatest educa-

tional need. For educationally disadvantaged children attending these schools, additional funds were allocated either through the ECE program or appropriate state and federal categorical aid programs.

The concentration of additional funding on each pupil enrolled in ECE was combined with a plan of action. All districts seeking ECE funds were required to prepare an individual school-by-school plan developed by parents, teachers, and administrators at the school site, which included provision for the following:

- Assessing the educational needs of the local community
- Restructuring the educational program in kindergarten through third grade, including individualized instruction
- Defining measurable program objectives
- Coordinating the use of all educational resources—federal, state, and local—to meet the needs of the children
- Involving parents directly in the education of their children
- Providing staff development and inservice training
- Evaluating the results of the program
- Requiring approximately a 1-to-10 adult-pupil ratio

This evaluation report shows that after the first year of operation, the ECE program resulted in significant improvement in pupil achievement.

In reading/language development, pupils participating in ECE made 11 months of educational gain for each 10 months of instruction. The typical learning rate for all children is 10 months of growth for 10 months of schooling. The typical gain for disadvantaged children not served by a special program is 7 months growth for 10 months of schooling. And the typical gain for disadvantaged children enrolled in a successful compensatory education program of Title I of the Elementary and Secondary Education Act is month for month. When ESEA, Title I, was made part of the comprehensive local planning process required by ECE, however, the typical gain for disadvantaged children was increased to 13 months for 10 months of instruction.

The ECE test scores probably underrate the actual achievement growth of the total enrollment, since some schools with the lowest percentage of disadvantaged pupils were not required to use standardized achievement tests. As a result, their gains are not included in the typical ECE pupil gain.

In mathematics, pupils participating in the ECE program gained at the rate of 12 months for 10 months of schooling. As in the case of reading, the typical gain for all pupils in mathematics is 10 months gain for 10 months of schooling. The typical gain for disadvantaged children not involved in special programs is 7 months for 10 months of schooling, while the typical gain for disadvantaged children enrolled in special compensatory education programs is 9 months for 10 months of schooling.

Since many schools with the least number of disadvantaged children were not required to participate in the ECE achievement tests for mathematics, the actual ECE gain is probably higher than the official figure indicates.

In addition to the reported achievement gains, the 1973-74 evaluation indicates that participating schools had initiated a wide variety of programs to improve parental involvement in the education of their children. These programs ranged from providing general information to parents about the content of school programs to helping parents in specific education activities with their children. The program also generated substantial parent and community involvement in school programs. Approximately 23,000 volunteers and 8,000 paid aides were reported as having worked in ECE's 1,010 schools in 1973-74. In addition, the evaluation found that ECE programs focused on improvements in techniques of individualized instruction and the use of diagnostic/prescriptive techniques. Programs providing diagnostic health services were found to be particularly helpful for participating children.

According to the 1973-74 evaluation of the early childhood education program, nearly 50 percent of the ECE schools included locally determined components such as bilingual-bicultural education, English as a second language, music, and art. The selection of these components resulted from assessments of local needs, as required of all participating ECE schools.

In the ECE effort the State Department of Education has a threefold responsibility:

- To assure that appropriate planning, implementation, and evaluation have taken place
- 2. To administer the expansion of the program
- 3. To evaluate and report the statewide results of ECE

In accord with these responsibilities, the Department monitored ECE in a variety of ways. All schools, for example, were required to submit detailed plans, which were rated by ECE consultants. In addition, as part of a program audit, participating schools' plans were reviewed by staff at the school sites. Parents, teachers, and administrators participated in this review. Apparently, this close attention to the implementation of each ECE school's plan is one of the most important reasons why the program has achieved most of its goals.

ECE policies also required fiscal controls which resulted in 59 percent of the schools reporting expenditures within 5 percent of their estimated budgets.

As with any major program in its first year of operation, certain administrative refinements and program improvements are required to keep ECE moving successfully forward. This evaluation report has pinpointed the following areas where action is required, and every effort will be made by the State Department of Education to respond to these needs:

Guidance is required for districts regarding the distinction between parent involvement and the education of parents.

- Further requirements are necessary for the reporting of staff development activities.
- Districts should be encouraged to expand health and auxiliary services.
- Standardized testing for all ECE participants is necessary.
- Districts need to budget for local evaluation at both the district and school levels.
- Activities must be initiated to improve coordination with other state and local agencies to improve the delivery of local health services.

In summary I believe that this report shows that the early childhood education program has resulted in significant gains in pupil achievement. The level of performance achieved by ECE is unprecedented for a program of such magnitude. I further believe that these findings justify substantial expansion of ECE in the 1975-76 school year.

I congratulate the thousands of persons--teachers, school administrators, board members, community leaders, teacher aides, students, parents, and Department of Education employees--who worked so hard to make the first year of this program a success for the children.

I commend the following evaluation report on their behalf to all Californians.

Superintendent of Public Instruction

Contents

Foreword	•		iii
Abstract of the Evaluation Report for Early Childhood Educatio	n	•	1
Findings of the Evaluation			. 2
Chapter I Introduction	•	• •	. 5
Participants in the Early Childhood Education Program Personnel in the Programs			
Chapter II Program Implementation			11
Chapter III Product Evaluation	•	•	15
Reading/Language Development Component			25 32 35 36 38
Chapter IV Fiscal Management			44

Abstract of the Evaluation Report for Early Childhood Education

FINDINGS OF THE EVALUATION

Product Evaluation

Reading/language development. The early childhood education (ECE) schools reported that they made serious efforts in 1973-74 to restructure language and reading programs by using diagnostic and prescriptive materials. The extent to which the efforts in restructuring programs were successful is indicated by the high level of achievement gains reported. The typical student in the ECE program attained 1.1 months gain for each month of instruction, with some school gains as high as 1.4 months per month of instruction. Because some ECE schools were not required to use standardized achievement tests, the test scores reported may, in fact, be an underestimate of the actual pupil growth.

Mathematics. For mathematics programs the schools reported a variety of activities designed to improve pupil performance. The success of these programs can be judged by a reported typical gain of 1.2 months for every month of instruction. Again, since all schools did not use standardized tests, the reported gain may, as in the case of the reading/language development component, be an underestimate of the actual gain.

Health/auxiliary services. Schools with successful ECE programs rated diagnostic services in particular as the most helpful and most important. There were several discrepancies between the schools' judgments of which health/auxiliary services were most important, on the one hand, and which were the most effective, on the other. The schools judged attendance, dental, and medical services to be the most important but did not find them to be effective in accomplishing school goals.

Parent education. Most schools, with the goal of reinforcing their education programs, simply attempted to provide general information to the parents about the content of their programs. A few schools, recognizing that the parents' needs differed from the original assessment of needs that had been made, changed their parent education programs sometime during the year. A few other schools which experienced the same problem but which had not changed their approach to parent education reported that they planned to make program changes in the future.

Optional component. The optional component covered a wide range of program choices. Schools could choose to implement any activity that met their unique needs and interests. Nearly one-half of the ECE schools included an optional component such as music, art, bilingual-bicultural education, and English as a second language. At least 90 percent of the optional programs were also reported as having been fully or partially realized.

Parent participation and community involvement. Significant numbers of volunteers were involved in the ECE schools in 1973-74. Approximately 23,000 volunteers worked in the ECE programs of the 1,010 participating schools, and another 8,000 paid aides were also involved in the ECE program.

Parent involvement activities were most often reported in terms of pupil performance and increased parent attendance at school conferences and meetings. At least 34 percent of the schools still felt that they needed to involve more parents.

Staff development. The staff development activities in the early child-hood education schools generally focused on improvement in techniques of individualized instruction and on the use of diagnostic/prescriptive materials. College classes were ranked high in importance but low in effectiveness, and demonstrations were ranked low in importance but high in effectiveness.

Process Evaluation

The ECE program implementation design was carefully developed. Schools submitted detailed plans, which were rated by ECE consultants; schools were visited by ECE consultants for the purpose of making program audits; and schools were required to report on their time management system by completing three periodic reports. The close attention paid to the schools' implementation of their plans resulted in an improvement of the match between plans and outcomes as compared to prior efforts with other special funding programs. The schools' own process reports were evaluated in terms of expected levels of achievement so that direct services could be given to schools.

Fiscal Evaluation

Fifty-nine percent of the schools reporting showed expenditures within 5 percent of their estimated budgets.

Salaries of aides and certificated staff and related fringe benefits accounted for 68 percent of school level expenditures. Instructional supplies and books accounted for an additional 17.8 percent of the budget.

CONCLUSIONS OF THE EVALUATION

This report represents a statewide summary and analysis for the first year of programs funded under early childhood education regulations. In 1973-74 all state and federally funded programs were approved on the basis of a consolidated application form that was designed to combine the funding sources available to a school or school district. This report on the early childhood education (ECE) program is the first of a series of evaluation reports prepared from the consolidated application and evaluation process.

The conclusions of this evaluation report on the early childhood education program for 1973-74 follow:

- The performance levels which were reported indicate that ECE programs generally achieved substantial gains in the reading/language development component and in the mathematics component. These gains exceeded expected performance levels in all cases.
- Most participating schools were able to meet the objectives that they set in their individual school level plans.
- Significant numbers of support and volunteer personnel were directly involved in the implementation of the ECE program.
- The results indicate a close relationship between program planning and implementation; however, further refinement is necessary.
- The distinction between the parent education and parent involvement components was not so well defined in practice as it was in the program policies and guidelines. In too many cases, "education" meant participation in school activities, and "involvement" meant better understanding of child growth and development.
- Staff development objectives reported most often related to the improvement of teaching techniques in reading, mathematics, language, and the general curriculum. Staff development was rarely evaluated in terms of the implementation of the inservice training in the classroom.
- Very little money appears in school budgets for health/auxiliary services. Schools were encouraged to obtain services from community resources, but the reports from many schools indicated that the most important services, dental and medical, were the least effective in terms of actual implementation of the school plan.
- The research report on the inclusion of four-year-olds in the program was not part of this year's evaluation report. This study will be delayed until more data have been collected on success of the ECE program in meeting the goals set for the present kindergarten through grade three population.

AREAS NEEDING ATTENTION

As a result of the evaluation of the early childhood education (ECE) program, the following matters have been identified as needing attention:

- Schools conducting ECE programs need to plan to collect achievement data on normative standardized tests, at least annually, to provide a comparable data base for all ECE schools in the state of California.
- Schools in which reading achievement levels exceeded the state's expected level of achievement but that failed to meet their own objec-

tives need to have their programs thoroughly reviewed; schools that met their objectives need to have their programs reviewed to determine what factors made their programs successful.

- In order to determine if programs met with success or failure, the State Department of Education needs to retain the present application and evaluation processes (with minor modifications) for a three-year period of time.
- The "program-implementation" reporting process needs to be revised by the State Department of Education to clarify the concept of time-management evaluation. "Time-management" refers to the process of implementing the activities planned within each component according to the time schedule in the school plan. State inservice training programs need to be directed toward time-management concepts and the procedures by which school plans should be amended.
- At the district level, provisions need to be made that schools not only plan but also budget for program evaluation. School district personnel (administrators or teachers) need to be assigned the responsibility for program evaluation within a school district and at a specified school site.
- Data collected by the Department of Education from norm-referenced standardized achievement tests need to be in the form of raw scores, permitting analysis and conversion of those scores and aggregation of them for several schools.
- The State Department of Education, in cooperation with the State Department of Health and county health departments, needs to explore ways in which health services can be provided more effectively to ECE schools.

Cooperatives are formed when small school district programs are administered through a common local educational agency, usually an office of a county superintendent of schools. Four-hundred three small school districts were funded through cooperatives. The following matters related to the cooperative projects have been identified as needing attention:

- The role and responsibility of cooperative projects need to be more clearly specified in guidelines and regulations. For administrative purposes, cooperative projects are treated as local agencies, but the extent of cooperative projects' authority to implement their functions is not spelled out.
- A separate application and reporting process, appropriate to the special needs of small districts, needs to be developed.

Chapter I

Introduction

The intent of the early childhood education program and subsequent legislation was to provide a comprehensive program for children in kindergarten and grades one, two, and three. This program was to be developed by each school district. Under the provisions of Senate Bill 1302 (Chapter 1167, Statutes of 1972), a comprehensive school-by-school master plan for the primary grades was to be developed at each school with the participation of parents, teachers, and administrators that would assure:

- (a) A comprehensive restructuring of primary education in California, kindergarten through third grade, to more fully meet the unique needs, talents, interests, and abilities of each child.
 - (b) That early educational programs that are or may be made available to children who are 3 years and 9 months of age be coordinated with the restructuring of primary education in California in order to take advantage of the capacity for learning of children at this age level.
 - (c) The cooperation and participation of parents in the educational program to the end that the total community is involved in the development of the program.
 - (d) The pupils participating will develop an increased competency in the skills necessary to the successful achievement in later school subjects such as reading, language, and mathematics. 1/2
- Efficient allocation of all funds available to each school in the implementation of coordinated early childhood education programs. 2/
- Individualized instruction to facilitate meeting the objective that every child's needs, talents, interests, and abilities will be accommodated.

That by utilizing aides, volunteers, and parents to assist in the classroom under the direction of the teacher, the school shall achieve a staffing pattern in which the adult-pupil ratio is approximately one adult to each ten children. 3/

California Education Code, Division 6, Chapter 6.1, Section 6445.

Early Childhood Education Recommendations for Program Implementation.

Sacramento: California State Department of Education, 1974.

Policies for Early Childhood Education. Prepared under the direction of H. Glenn Davis. Sacramento: California State Department of Education, 1973, pp. 4 and 5.

The early childhood education (ECE) program has been designed to be phased into all elementary schools over a period of years. In this first year, 12 percent of the kindergarten and grades one, two, and three population was to participate in the program. At least one-half of the student participants were to come from schools identified by the local district as being of the greatest educational need. The following evaluation report is based upon the data collected from the participating schools.

In the 1973-74 school year, approximately \$24 million was allocated to 1,010 ECE schools. A total of \$130 was allocated for each participant, with additional funds made available for disadvantaged pupils. There were 183 schools that received the \$130 per participant ECE funds; 827 other schools received the basic grant of \$130 for all children, plus extra funds for students identified as educationally disadvantaged youth. A State Board of Education policy provided a minimum of \$350 to a maximum of \$550 per child for the specific needs of educationally disadvantaged youth. Of the \$350 to \$550 allowable expenditure for the aducationally disadvantaged youth, \$65 was funded for children in kindergarten and grades one, two, and three by ECE funds; the balance was funded by a combination of ESEA, Title I, and Senate Bill 90 EDY funds.

Approximately 800 school districts were included in the ECE program for 1973-74. These districts maintained schools in all sections of the state.

The number of children served by the ECE program in 1973-74 was 172,073 for kindergarten and grades one, two, and three. This was 14 percent of the actual statewide enrollment. Since districts with only one school were funded at 50 percent (usually all of their kindergarten and grade one students), the actual percent funded was larger than the 12 percent planned for the first year.

Some of the early childhood education schools were funded only by ECE monies, and others were multifunded with other state and federal funds. This money was specifically allocated to supplement district effort, not supplant it. The report will separate data for the various funding sources when such separation is required for clarity of information. If separation is not required, the data will reflect the total early childhood education program for 1973-74.

The ECE program has been operational in California public elementary schools for one full program year. This "year" actually includes several months of preprogram planning time and additional months for revision, evaluation, and resubmission of school plans.

By law, the program evaluation of ECE was concerned with both the process of program implementation and the product of the program. The following areas were covered in the evaluation process:

- The extent to which major program functions were accomplished, as well as quantitative estimates of pupil progress which were reported for each participating school. (See Education Code Section 6445.10.)
- The changes or benefits resulting from the accomplishment of major functions. The Statutes require an annual review of the success of each local district in meeting the objectives of its approved

plan. As a result of the annual evaluation, those programs that are considered to be successful in meeting their objectives will be continued and their program expanded. (See Education Code Section 6445.8.)

The success of the local district in meeting its objectives was determined primarily from the data in the required annual report. It was, therefore, the responsibility of the local program staff to provide an adequate local evaluation to document the success of the program in meeting the district's objectives. The annual district report form requested information related to: (1) fiscal expenditures; (2) degree and success of program implementation; and (3) quantitative estimate of pupil progress.

The district collected and reported the required data, school by school. From these data, the State Department of Education derived a composite score for each school. This composite score was derived and weighted as follows:

	During the For the first year second year	For the third year and thereafter
Fiscal expenditures:	20% 10%	0%
Program implementation: Pupil progress:	70% 50% 10% 40%	50% 50%

The State Department of Education computed an index of student attainment for each participating school, using factors which have been shown to be predictive of school success.

PARTICIPANTS IN THE EARLY CHILDHOOD EDUCATION PROGRAM

In the ECE program, all children within a funded class were defined as program participants. The only children at a funded grade level within a school who were not participants were those assigned to various special education day classes such as classes for the educationally handicapped. Children who were assigned to special programs for a limited part of the day, but who were counted on the regular class attendance rolls for purposes of computing average daily attendance, were considered ECE program participants. Table 1 shows the total number of student participants by grade level.

Program participants in the early childhood education program included parents, school personnel, and other community members. In each program component there were different combinations of participants. Table 2 depicts the number of participants who were involved in at least 75 percent of the activities in each component. Participants who were involved in more than one component were counted for each component in which they participated (duplicated count). Two of the components, intergroup relations and English as a second language, were not mandatory for all early childhood education schools. Intergroup relations was required only for ECE schools cofunded with ESEA, Title I; and English as a second language or bilingual education was required in schools where there was an identified need for such programs. The optional component was included, by choice, in many early childhood education school plans and included activities that were not described or contained in other components.

PERSONNEL IN THE PROGRAMS

The number of persons (full-time equivalent) employed in early child-hood education programs is shown in Table 3. When schools reported using multifunds for their programs, the exact number of positions funded by ECE monies was not identifiable. Instructional aides and teacher assistants constituted the largest category of persons hired. A total of more than 23,000 volunteers contributed a significant portion of time to the program.

From the information presented in the tables included in this evaluation report, as well as the information reported by the consultants from the Early Childhood Education Management Team who visited each school, it appears that parents and other community persons volunteered their services to the schools. More than 23,000 volunteers were reported, excluding the cross-age tutors and older elementary children who were observed to be helping in class-rooms. The consultants found that a real effort was being made to lower the adult-pupil ratio, and the reports from schools confirm that this was an area of major concern.

The required components of the ECE program are:

- Reading/language development
- Mathematics
- Health/auxiliary services
- Parent participation and community involvement
- Parent education
- Staff development and inservice education

TABLE 1

NUMBER OF STUDENTS PARTICIPATING IN EARLY CHILDHOOD COMPARED TO TOTAL ENROLLMENT, BY GRADE LEVEL 1973-74

Grade level	Early childhood education students	State enrollment, kindergarten through grade three*	ECE students as percent of enrollment
Kindergarten	52,798	307,223	17
One	52,279	313,541	17
Two	35,165	308,131	11
Three	31,831	321,468	10
Total	172,073	1,250,363	14

^{*}Total state enrollment as of December, 1974

Each school (parents, teachers, administrators) was to develop a plan, including all of the components listed above. This plan constituted the terms of a contract between the school district and the state. The ECE plan included measurable objectives in all components. School staff generally evaluated the plan by "hard" data, such as achievement tests in academic areas, and "soft" data, such as questionnaires or observations in the support areas. All of these components and their evaluations are reported in this evaluation document, along with the process evaluation information and the fiscal report, as required by the enabling legislation.

TABLE 2

TOTAL PROGRAM PARTICIPANTS IN ALL EARLY CHILDHOOD EDUCATION SCHOOLS, BY COMPONENT, 1973-74

(DUPLICATED COUNT)

	Number of program participants*					
Program component	Pupils	Parents	School personnel	Other**		
Reading/language development	281,873			2,146		
Mathematics	273,002			1,646		
Auxiliary services	256,261			2,183		
Intergroup relations	210,054			1,905		
Parent participation and community involvement		117,856		1,898		
Parent education		65,461		690		
Staff development			27,105			
English as a second language or bilingual education	13,111			248		
Optional component (specify)	53,326	4,037	2,061	824		

^{*}In schools having multifunds, grades four through eight are included.

^{**&}quot;Others" may be persons from the community, nontarget children in upper grades, or such combinations as parents in staff development activities.

TABLE 3

FULL-TIME EQUIVALENT OF PERSONNEL PARTICIPATING
IN THE EARLY CHILDHOOD EDUCATION
PROGRAM, 1973-74*

Position	ECE funding only	Multi- funded	Total
Classroom teachers	284	1,136	1,420
Reading specialists	32	874	906
Mathematics specialists	4	281	286
English as a second language personnel (Title I)		153	154
Bilingual specialists (AB 2284)	12	84	96
Instructional teacher aides and assistants	957	6,956	7,913
Community aides	99	454	553
Directors, supervisors, coordinators and resource personnel	42	444	486
Counselors	4	115	119
Library media specialists	5	62	67
Library media aides	15	160	175
Teacher librarians		21	22
Psychologists and psychometrists	4	55	59
Social workers and attendance counselors	0	18	18
Nurses	2	124	126
Clerks and custodians	84	277	361
Evaluators	1	43	44
Other paid employees	33	304	337
Total paid personnel	1,580	11,562	13,142
Total unpaid volunteers	5,501	17,791	23,292

^{*}In some cases data include personnel hired for grades four through eight.

Chapter II

Program Implementation

The data collected show that a program with well-defined plans and program audits can be evaluated with greater confidence in the accuracy of the evaluation product than a program with plans that are not well defined.

The legislative mandate for the early childhood education program requires an emphasis in the evaluation each year on the degree to which the program is implemented. During the first year, program implementation constituted 70 percent of the overall evaluation rating for each school; during the second and succeeding years, 50 percent of the overall evaluation rating will be based upon program implementation. The remaining 30 percent in the first year and 50 percent in the second year are related to student progress and fiscal management, as prescribed in the statutes.

The program implementation data for 1973-74 were obtained from three sources. First, each participating school submitted a school-level plan, Form A-127-S. Using a form developed by the Early Childhood Education Management Team, each plan was reviewed and independently rated by at least two team members. The average of the two ratings was converted to a standard score. When the results of the two independent ratings differed more than a set amount, a third independent rating was conducted, and the three ratings were averaged and converted to a standard score for that school.

From December, 1973, through the first week of March, 1974, a total of 870 of the 1,010 early childhood education schools were visited by the Department of Education's early childhood education program audit teams, and the reports of these teams comprised the second source of program implementation data. Due to limited time, 140 very small schools were not visited. Each of the very small schools was funded for less than \$4,000 per school. The on-site program audit consisted of a visit to the school by one or more consultants from the ECE Management Team. The forms and program audit review directions were sent to each school at least two weeks in advance of the scheduled visit so that self-evaluation by the parents, teachers, and principal could be done. The purpose of the program audit was to review the program in the first year of operation to:

- 1. Determine whether or not all statutory requirements were being met, with special emphasis on parental involvement in planning, implementing, and evaluating the program at the school-site level.
- 2. Assess the quality of the program as it was being implemented in comparison with (a) the individual school program design developed by each school; and (b) the intent of the program as set forth in the Early Childhood Education Task Force Report and the State Department of Education's early childhood education recommendations, as authorized by statute.

While in the school, consultants observed classroom activities; interviewed parents, teachers, and staff; and, using a ten point scale, rated the school on an observed implementation of the school's own early childhood education plan. These ratings were converted to a standard score.

A third evaluation procedure was developed by the Office of Program Evaluation and Research as part of the consolidated evaluation format. This procedure was incorporated in the E-127-I form, which was a report due from each school in December, 1973; April, 1974; and with the final evaluation report due in July, 1974. The first report (December, 1973) was also converted to a standard score. The quality rating of the school plan, as designed by each school; the quality of program implementation, as determined by the program audit; and the results of the December, 1973, E-127-I evaluation report were used to rank schools for eligibility for expansion candidacy.

Determination of eligibility for expansion funds for 1974-75 was based on the ranking of schools, using each of the three sources of information weighted as follows: 50 percent for the program audit; 25 percent for the school-level plan; and 25 percent for the December program implementation report. Table 4 shows the data used for expansion eligibility.

Those school districts which had low quality programs as a result of these three measures were denied eligibility for expansion candidacy. They received direct service from the ECE staff to help them improve their programs. These schools' programs will be reevaluated in 1974-75 to determine their eligibility to expand programs in the 1975-76 school year.

TABLE 4

STATEWIDE DISTRIBUTION OF SCORES FOR DETERMINATION OF EXPANSION ELIGIBILITY, SPRING, 1974

Weighting factor	Type of funding	Mean standard score	Sta nda rd deviation	Q ₁	0,2	Q ₃
Plan	Partial	48.3	8.9	41.1	47.8	54.6
rating (25%)	Full	54.2	9.1	47.1	54.8	61.2
Program implementation (December) (25%)	Partial	50.8	9.7	46.8	52.5	57.5
	Full	49.9	7.5	45.3	50.8	55.2
Program audit (50%)	Partial	47.2	9.7	41.7	47.1	53.8
	Full	52.5	8.1	47.1	52.3	58.1
Total	Partial	193.6	26.7	177.5	193.1	210.8
score	Full	209.0	21.9	197.9	208.3	222.7

The final determination of the degree and success of program implementation was made by reweighting the previous elements, as follows: 40 percent for program audit, 20 percent for the school-level plan, and 20 percent for the December and April implementation reports. This factor constituted 70 percent of the overall evaluation of the school.

In the program implementation report submitted to the Department of Education, reasons for not implementing plans as scheduled were identified in six categories: personnel, materials, parent and community participation, fiscal, time management, and planning.

The analysis of the first program implementation report showed that certain reasons occurred more frequently than others. The category, "insufficient time allocated in original planning for completion of activity," was the most frequently mentioned reason for nonimplementation of activities. The component that appeared to be the most difficult to implement on schedule in early childhood education multifunded schools was intergroup relations in which 10.7 percent of the activities were not implemented on schedule. Ten percent of the activities scheduled for parent education were not implemented on schedule.

Table 5 shows the distribution of activities by component for the first program implementation report. "Activities" were defined as events that, taken collectively, were considered necessary and sufficient for achieving the objectives within each of the components of the program.

TABLE 5
DISTRIBUTION OF ACTIVITIES, REPORTED BY COMPONENT, DECEMBER, 1973

Components	Number of activities proposed	Number of activities implemented	Number of activities not implemented	Percent of activities not implemented
Language development	10,569	8,292	761	7.2
Mathematics	7,362	5,800	-611	8.3
Health/auxiliary services	6,839	5,440	625	9.1
Intergroup relations	2,688	1,906	287	10.7
Parent participation	6,250	4,860	523	8.4
Parent education	4,082	3,037	408	10.0
Staff development	6,219	5,009	435	6.1
Optional	4,542	3,784	276	11.8

The ratings of the on-site program audits and the school-level plans were compared. Generally, the average effectiveness rating corresponded to the quartile distribution of the on-site program audit and the school-level plans. Table 6 shows the average effectiveness rating for early childhood education schools by quartile distribution. Effectiveness ratings interpreted by the Office of Program Evaluation and Research from the school evaluation reports as a part of the consolidated evaluation were based on a 1 to 5 scale, with 1 representing "exemplary" and 5, "failure."

The data in Table 6 indicate that the schools which rated higher on the on-site program audits and on their school-level plans tended to be more successful in implementing their plans. It appears that the prescribed program planning process by the state, coupled with a detailed program audit conducted by State Department of Education personnel, produced information about program results which can be evaluated with greater confidence than has been true historically when information was obtained by end-of-the-year district reports only.

As a result of this improved program assessment process, the Department of Education now has baseline data on each school which produces program evaluation capabilities such as longitudinal analysis and program component analysis, based on both weaknesses and strengths, which was not possible in the past.

Individual schools of overall high quality or with high quality compondents such as reading, parent participation, or bilingual education can be identified.

TABLE 6

AVERAGE EFFECTIVENESS RATINGS COMPARED TO RESULTS OF ON-SITE ECE PROGRAM AUDITS AND SCHOOL-LEVEL PLAN RATINGS

			Components			
Ratings	Language develop.	Math.	Health auxil.	Parent part.	Parent educ.	Staff develop.
On-site program audit					A STATE OF THE PARTY OF THE PAR	
Below Q1	2.6	2.8	3.0	2.8	2.3	2.9
Q1 - Q2	2.5	2.6	3.0	2.4	2.3	2.8
$\hat{Q}_2 - \hat{Q}_3$	2.4	2.7	3.0	2.5	2.2	2.7
Above Q3	2.4	2.6	2.9	2.4	2.1	2.6
School-level plans						
Below Q1	2.7	2.9	3.1	2.5	2.3	2.9
Q1 - Q2	2.5	2.8	3.1	2.6	2.3	2.8
Q2 - Q3	2.4	2.6	3.0	2.5	2.3	2.7
Above Q3	2.3	2.6	2.9	2.5	2.0	2.7

Chapter III

Product Evaluation

Pursuant to the statutorily required annual evaluation, data were collected to determine the degree of effectiveness of each of the six mandatory components in the early childhood education program. The six components are:

1. Reading/Language Development. This component includes reading readiness, decoding, comprehension, and use of written language. The component covers writing skills, including grammar, punctuation, and spelling, in addition to the reading skills that can be evaluated through reading achievement tests.

Language development also includes development of facility in oral language for all students who use standard English, limited English, and dialects. Language development may also include English as a second language (ESL) and/or bilingual programs.

- 2. <u>Mathematics</u>. The mathematics component includes numbers readiness, computation skills, and concept development and application.
- 3. Health/Auxiliary Services. Counseling and guidance, attendance, nutrition, library, and health services are included in the health/auxiliary services component. Health services include screening and diagnosis, referral, and follow-up efforts in the areas of visual, auditory, dental, physical, and emotional health. For ECE (Senate Bill 1302) funding, health is the only service in this component which is required.
- 4. Parent Education. This component includes activities designed to enable parents to become an integral part of the education of their children.
- 5. Parent Participation and Community Involvement. This component includes participation in program planning, implementation, modification, and evaluation. Also included is direct involvement of parents in the formal classroom education of their children.
- 6. Staff Development and Inservice Education. The employment, recruitment, and assignment of teachers and paid and unpaid aides are included in the sixth mandatory component. Included are preservice and inservice training activities for teachers, other professional staff, aides, and volunteers.

READING/LANGUAGE DEVELOPMENT COMPONENT

In the reading/language development component, the achievement test scores showed an average gain of 1.1 months of growth per month of instruction in grades one through three. In some program combinations, these gains were as high as 1.4 months.

The reading/language development component was directed toward improvement of reading skills and of written and oral language skills. Participating schools were encouraged to restructure their reading and language programs by using a variety of different methods and new instructional materials.

A total of 134,470 students in kindergarten and grades one, two, and three were tested in reading/language development activities in the ECE program. Table 7 shows the number and percent of students tested by grade level. Students in ECE language development programs also were reported by the several funding sources; the number and percent of students by funding source are presented in Table 8. Schools used a variety of tests to assess this component. When norm-referenced test results were reported, the data were aggregated.

More than 79 percent of all ECE school evaluations contained statements of measurable objectives. Objectives were most frequently stated in terms of months of growth per month of instruction, as measured by norm-referenced standardized tests or by the upward shift of student scores in three different quartile ranges. The quartile ranges are presented in terms of national norms.

TABLE 7

NUMBER AND PERCENT OF STUDENTS TESTED IN EARLY CHILDHOOD EDUCATION READING/LANGUAGE DEVELOPMENT ACTIVITIES

BY GRADE LEVEL, 1973-74

Grade level	Number of students tested	Percent of students tested
Kindergarten	28,944	21.5
One	39,145	29.1
Two	34,302	25.5
Three	32,079	23.9
Total	134,470	100.0

Comparisons were made between the measurable quality of the objectives (as determined by Department of Education evaluation consultants) and the results reported by the schools. Typically, the more measurable the objective, the greater the incidence of attainment. School personnel that lacked the skills to prepare measurable objectives generally also had great difficulty in reporting the results of their programs. Since ECE's legislatively specific evaluation process focused on the effectiveness of individual programs in meeting their own plan objective, poorly stated objectives by themselves may have caused low evaluation ratings for some programs. Programs with less measurable objectives frequently yielded findings that were not directly related to their stated objectives. (See Table 9.) Objectives were either exceeded or at least partially attained by nearly 600 participating schools, according to their own reports.

Analyses were also made to determine the types of activities most frequently reported by the early childhood education programs that either exceeded, attained, or partially attained their stated objectives. The activities most frequently reported by these successful language development programs are presented in Table 10 and show that diagnostic and prescriptive materials were used most frequently. The kinds of activities reported by schools for enhancing student performance suggest that ECE schools actively sought to restructure their language and reading programs.

NUMBER AND PERCENT OF STUDENTS TESTED IN EARLY CHILDHOOD EDUCATION READING/LANGUAGE DEVELOPMENT ACTIVITIES

BY FUNDING SOURCE, 1973-74

Funding source	Number of students tested	Percent of students tested
ECE/Title I/		
SB 90/Other*	35,714	26.6
ECE/Title I/		
SB 90	30,779	22.9
ECE/Title I	22,484	16.7
ECE	21,132	15.7
ECE/Title I/		
Other*	15,171	11.3
ECE/Other*	5,955	4.4
ECE/SB 90	2,288	1.7
ECE/SB 90/		
Other *	947	.7
TOTAL	134,470	100.0

*Other includes Miller-Unruh, bilingual education, and Indian early childhood education.

A variety of methods to evaluate the effectiveness of language development programs was reported by ECE schools. The most frequently reported evaluation activities that were successful in attaining reading objectives are reported in Table 11. The use of two or more standardized tests either used alone or with locally developed criterion-referenced tests was reported by more than 50 percent of the schools.

TABLE 9

PERCENT OF OBJECTIVES IN READING/LANGUAGE DEVELOPMENT
FOR EACH OF SIX TYPES OF RESULTS REPORTED IN
EARLY CHILDHOOD EDUCATION SCHOOLS, 1973-74

Type of	Number of	Perc	ent of objec	tives	Total
results reported	schools	Measurable*	Vague, but measurable	Non- measurable	percent
Exceeded objective	240	88.8	11.2	0.0	100
Attained objective	235	64.3	32.8	2.9	100
Partially attained objective	116	75.0	19.8	5.2	100
Did not attain objective	30	76.6	6.7	16.7	100
Results not stated	146	42.4	19.2	38.4	100
Results not related to objective	199	25.1	12.1	62.8	160
Total or	966	60.7	18.7	20.6	100
average		79	.4		

^{*}As defined by Department evaluation consultants.

Although the use of norm-referenced tests for schools funded with only ECE monies was optional, ECE schools that were funded with either ESEA, Title I, or educationally disadvantaged youth (SB 90) monies were required to administer standardized norm-referenced achievement tests on pretest and posttest comparisons of achievement results. Schools not receiving any funds for disadvantaged children were permitted to use criterion referenced measures for achievement.

RANK ORDER OF ACTIVITIES MOST FREQUENTLY REPORTED BY SUCCESSFUL READING/LANGUAGE DEVELOPMENT PROGRAMS IN EARLY CHILDHOOD EDUCATION SCHOOLS, 1973-74

Rank	Activities	Percent of reporting schools
1	Diagnostic/prescriptive materials	62.1
2	Individualized instruction within regular classroom	40.8
3	Use of instructional aides	32.7
4	Commercially developed instructional materials	16.9
5	Reading lab centers	16.9

TABLE 11

RANK ORDER OF EVALUATION ACTIVITIES MOST FREQUENTLY REPORTED BY SUCCESSFUL READING/LANGUAGE DEVELOPMENT PROGRAMS IN EARLY CHILDHOOD EDUCATION SCHOOLS, 1973-74

Rank	Activities	Percent of reporting schools
1	Two or more norm-referenced standardized tests	39.3
2	Two or more norm-referenced standardized tests with locally developed criterion-referenced tests	12.7
3	Two or more norm-referenced tests with com- mercially developed criterion referenced tests	10.7
4	One norm-referenced standardized test	9.6

In those ECE schools using normative standardized achievement measures, months of gain in reading skill per month of instruction were computed for students in grades one, two, and three. In computing gain scores, only those students were included for whom both pretest and post-test data were available.

Test results revealed that, with an average of seven months between the pretest and the post-test, students in schools receiving ECE funds at grades one, two, and three typically attained 1.1 months growth in reading achievement for each month of instruction. (See Table 12.) Previous evaluations of specially funded programs have indicated that .7 month of growth per month of instruction was typical for disadvantaged children. The average child, with no special program, should gain 1.0 month per month of instruction. Analyses by grade level and funding sources were made, and results indicated that certain combinations of funding sources were more successful than others in producing growth. Programs were ranked by funding source and by student gains between pretest and post-test. These data are presented in tables 13, 14, and 15 and show that when an ECE program was combined with either ESEA, Title I, funded programs or "Other" (usually Miller-Unruh Reading Specialists), the greatest gains were realized for ECE participants in combined programs. When ECE programs were combined with selected educationally disadvantaged participants in programs with minimal state monitoring and no requirement to submit plans or process evaluations, such as educationally disadvantaged youth (SB 90), lesser gains were realized, but only in grade three do they fall below the 1.1 month level of growth.

Programs such as ECE that have the most descriptive and well-defined guidelines, program audits, and specific objectives have a better chance of producing positive results than programs that do not contain these requirements.

TABLE 12

AVERAGE READING/LANGUAGE DEVELOPMENT BY EARLY CHILDHOOD EDUCATION STUDENTS TESTED BY GRADE LEVEL, 1973-74

Grade	Number of students	Average equivale	grade ent score	Average months of gain per month	
level	tested	Pretest	Post-test	of instruction*	
One	14,716	1.1	1.9	1.1	
Two	30,982	1.7	2.5	1.1	
Three	28,803	2.4	3.3	1.1	

^{*}An average of seven months elapsed between pretest and post-test.

Data obtained from the state assessment program on the performance of third grade students in the spring, 1974, were analyzed for schools conducting ECE programs. When the state assessment data, as shown in Table 16, were statistically adjusted to account for predicted levels of achievement (including socioeconomic status, bilingualism, and mobility) and variations in beginning scores, the analysis showed that the rankings of programs by funding sources were substantially the same as those indicated by the data submitted by the several ECE schools.

Analyses were also made for students in kindergarten and grades one, two, and three to determine the shift in percent of students scoring in each quarter of the distribution in terms of national norms. In computing the percent of quartile movement, test data for all students were used with the assumption that although student populations would shift between the pretest and the post-test, student characteristics (such as socioeconomic status, bilingualism, and so forth) would remain substantially the same. Consequently, the

TABLE 13

AVERAGE READING/LANGUAGE DEVELOPMENT ACHIEVEMENT OF EARLY CHILDHOOD EDUCATION STUDENTS AND THE NUMBER OF STUDENTS TESTED, BY FUNDING SOURCE, 1973-74, GRADE ONE

Funding	Number of students		e grade ent score	Average months of gain per month	
source	tested	Pretest	Post-test	of instruction*	
ECE/Title I/ Other**	1,818	1.1	2.0	1,3	
ECE/Title I/ SB 90/Other**	2,930	0.9	1.8	1.3	
ECE	2,402	1.2	2.0	1.1	
ECE/Title I	3,251	1.1	1.9	1.1	
ECE/SB 90	269	1.0	1.8	1.1	
ECE/Other**	330	1.2	2,0	1.1	
ECE/Title I/ SB 90	3,716	1.0	1.7	1.0	
TOTAL	14,716	1.1	1.9	1.1	

^{*}An average of seven months elapsed between pretest and post-test.

^{**}Other includes Miller-Unruh, bilingual education, and Indian education. However, Miller-Unruh programs are in the majority.

number of students included in the computation of gain scores (tables 12, 13, 14, and 15) differs from the number of students included in determining percentage shifts in each quarter of the distribution. (See Table 17.) Analyses of gains for students in kindergarten and grades one, two, and three showed there was a decrease of 13 percentage points for the students scoring in the lowest quarter of the distribution. There was an increase of 9 percentage points in the upper quarter of the distribution, while the second and third quarters remained about the same.

Test information reported by districts which was either incomplete or contained procedural irregularities was not aggregated with statewide results. Incomplete data or irregular procedures included instances in which: (1) either pretest or post-test information was omitted; (2) test results were not given in grade equivalents; (3) test results were combined for several grade levels; (4) the standardized measure used in the pretest differed from the one used in the post-test; (5) nonstandardized tests were used; or (6) no test results were reported.

TABLE 14

AVERAGE READING/LANGUAGE DEVELOPMENT ACHIEVEMENT OF EARLY CHILDHOOD EDUCATION STUDENTS AND THE NUMBER OF STUDENTS TESTED, BY FUNDING SOURCE, 1973-74, GRADE TWO

Funding	Number of students	Average equivale	e grade ent score	Average months of gain per month	
source	tested	Pretest	Post-test	of instruction*	
ECE/Other**	1,325	2.0	3.0	1,4	
ECE	4,606	2.1	3.0	1.3	
ECE/Title I	4,367	1.8	2.7	1.3	
ECE/SB 90	520	1.5	2.3	1.1	
ECE/Title I/ SB 90	7,248	1.6	2.4	1.1	
ECE/Title I/ Other **	3,334	1.7	2.5	1.1	
ECE/Title I/	9,582	1.6	2.3	1.0	
Total	30,982	1,7	2.5	1.1	

^{*}An average of seven months elapsed between pretest and post-test.

^{**}Other includes Miller-Unruh, bilingual education, and Indian education. However, Miller-Unruh programs are in the majority.

TABLE 15

AVERAGE READING/LANGUAGE DEVELOPMENT ACHIEVEMENT OF EARLY CHILDHOOD EDUCATION STUDENTS AND THE NUMBER OF STUDENTS TESTED, BY FUNDING SOURCE, 1973-74, GRADE THREE

Funding	Number of students		e grade ent score	Average months of gain per month	
source	tested	Pretest	Post-test	of instruction*	
ECE/Other**	1,153	3.1	4.0	1.3	
ECE/Title I/ Other**	3,282	2.3	3.2	1.3	
ECE	4,215	3.1	3.9	1.1	
ECE/Title I	3,559	2.5	3.3	1.1	
ECE/Title I/ SB 90	6,711	2.3	3.1	1.1	
ECE/Title I/ SB 90/Other	9,308	2.2	3.0	1.1	
ECE/SB 90	575	2.4	3.1	1.0	
Total	28,803	2.4	3.3	1.1	

^{*}An average of seven months elapsed between pretest and post-test.

^{**}Other includes Miller-Unruh, bilingual education, and Indian education. However, Miller-Unruh programs are in the majority.

TABLE 16

RANK ORDER OF EARLY CHILDHOOD EDUCATION PROGRAM TEST RESULTS

AS COMPARED TO 1974 STATE ASSESSMENT RESULTS

Rank Order	Evaluation Report	State Assessment
ECE/Miller-Unruh*	1	1
ECE	2	2
ECE/ESEA, Title I/ Miller-Unruh	4	3
ECE/ESEA, Title I	6	4
ECE/ESEA, Title I/ SB 90/Miller-Unruh	5	5
ECE/ESEA, Title I/ SB 90	3	6

^{*}This was called "other" in district evaluation reports.

NUMBER AND PERCENT, BY GRADE LEVEL, OF EARLY CHILDHOOD EDUCATION STUDENTS TESTED WHO SCORED IN EACH QUARTER OF THE DISTRIBUTION OF READING/LANGUAGE DEVELOPMENT ACHIEVEMENT SCORES BY GRADE LEVEL AT PRETESTING AND POST-TESTING, 1973-74

Securitaria de la companya de la com	Number of		Percei	nt of stud	ents by qu	arter
Grade	students	Test	First	Second	Third	Fourth
level	tested		quarter	quarter	quarter	quarter
Kindergarten	16,583	Pre	33.3	26.8	22.2	17.7
	28,58 3	Post	14.2	19.7	24.9	41.2
One	21,495	Pre	46.8	20.4	17.0	15.8
	40,643	Post	26.4	25.9	22.6	25.1
Two	23,998	Pre	38.4	32.0	18.5	11.1
	33,883	Post	31.5	30.4	20.9	17.2
Three	22,136	Pre	46.9	27.7	15.1	10.3
	31,918	Post	38.4	26.4	20.6	14.7

MATHEMATICS COMPONENT

In the mathematics component, the achievement test scores showed an average gain of 1.2 months of growth per month of instruction in grades one through three. The expected growth is one month of growth per month of instruction for the average student and .7 month for disadvantaged students.

The mathematics component was directed towards enhancing the mathematics instruction among all student participants by encouraging the restructuring of mathematics programs through the use of materials and resources provided in the early childhood education program.

Participation in Mathematics Instruction

A total of 122,611 students in kindergarten and grades one, two, and three were tested in mathematics instruction activities in schools with ECE programs. (See Table 18.) Most ECE participants were served in schools having other state and federally funded programs. The number and percent of students tested by funding source are presented in Table 19.

Objectives, Activities, and Findings

More than 75 percent of the evaluation reports from ECE schools contained measurable objectives relating to the development of student skills in mathematics. Objectives were most frequently stated in terms of the increased academic attainment of students or in terms of months of growth per month of instruction, as determined by norm-referenced standardized achievement tests.

Analyses were conducted between the measurable quality of program objectives (as determined by Department evaluation consultants) and the results reported by the schools. Findings indicated that the more measurable the objective the greater the incidence of determinable program success. Schools having projects with nonmeasurable objectives reported more results that were not directly related to stated program goals. (See Table 20.)

The types of activities in mathematics instruction most frequently reported in use by the 454 ECE schools which either exceeded, attained, or partially attained their stated objectives were analyzed. The report on these activities is presented in Table 21.

The variety of activities reported by schools for improving student performance in mathematics suggests that ECE schools have both borrowed and gained from their experiences with other local, state, and federally funded programs.

ECE schools used a variety of procedures for evaluating their mathematics programs. The most frequently reported activities that were successful in helping schools attain mathematics objectives are reported in Table 22. The findings for mathematics are similar to those in language development: Norm-referenced standardized tests and locally developed criterion referenced tests were used in more than two-thirds of the ECE schools.

TABLE 18

NUMBER AND PERCENT OF STUDENTS IN TESTING PROGRAMS
IN EARLY CHILDHOOD EDUCATION MATHEMATICS
PROGRAMS, BY GRADE LEVEL, 1973-74

Grade level	Number of students	Percent of students	
Kindergarten.	25,060	20.5	
One	36,069	29.4	
Two	30,676	25.0	
Three	30,806	25.1	
Total	122,611	100.0	

TABLE 19

NUMBER AND PERCENT OF STUDENTS TESTED IN EARLY
CHILDHOOD EDUCATION MATHEMATICS PROGRAMS
BY FUNDING SOURCE, 1973-74

Funding source	Number of students enrolled	Percent of students
ECE/Title I SB 90/Other*	31,918	26.0
ECE/Title I SB 90	27,899	22.8
ECE/Title I	21,144	17.2
ECE	20,211	16.5
ECE/Title I Other*	13,920	11.4
ECE/Other*	4,308	3.5
ECE/SB 90	2,248	1.8
ECE/SB 90 Other*	963	•8
TOTAL	122,611	100.0

^{*}Other includes Miller-Unruh, bilingual education, and Indian early childhood education.

In the 901 ECE schools using standardized tests, average months of gain in mathematics per month of instruction were computed for students in grades one, two, and three. In determining months of gain, only those students were included for whom both pretest and post-test scores were available.

Results indicated that, with an average seven months elapsed time between pretest and post-test, students in grades one, two, and three typically gained 1.2 months or more in measured mathematics skills for each month of instruction. (See Table 23.) Analyses by grade level for each of the several funding sources revealed that programs served by certain combinations of funds attained greater results than did others. (See tables 24, 25, and 26.)

TABLE 20

PERCENT OF OBJECTIVES IN MATHEMATICS FOR EACH OF SIX TYPES OF RESULTS REPORTED,

EARLY CHILDHOOD EDUCATION SCHOOLS, 1973-74

Type of		Perce	Percent of objectives			
results reported	Number of schools	Measurable*	Vague but measurable*	 Non-measurable*	Total percent	
Exceeded objective	89	38.2	61.8	0.0	100	
Attained objective	234	46.2	53.4	0.4	100	
Partially attained objective	131	45.8	53.4	0.8	100	
Did not attain objective	42	50.0	42.9	7.1	100	
Results not attained	79	39.2	48.1	12.7	100	
Results not related to objective	326	16.0	20.5	63.5	100	
Total or Average	901	34.0	41.4	24.6	100	
		e sedina de dibertos.	75.4			

^{*}As determined by State Department of Education staff.

Analyses were also conducted for students in kindergarten and grades one, two, and three regarding the percent of movement out of the lower quarters and into the higher quarters of the distribution of mathematics achievement scores. Findings summarized in Table 27 indicate that there was a 16 percent reduction of students in the lowest quarter of the distribution and an increase of more than 12 percent in the highest quarter. Changes in the second and third quarters of the distribution were fairly small.

TABLE 21

RANK ORDER OF ACTIVITIES MOST FREQUENTLY REPORTED BY SUCCESSFUL MATHEMATICS PROGRAMS IN EARLY CHILDHOOD EDUCATION SCHOOLS, 1973-74

Rank	Activities	Percent of reporting schools
1	Instructional aides reinforcing teacher instruction	48.2
2	Whole class instruction	32.6
3	Individualized instruction within the regular classroom	30.0
4	Use of parent volunteers	26.4
5	Related staff inservice	22.9

TABLE 22

RANK ORDER OF EVALUATION ACTIVITIES MOST FREQUENTLY REPORTED BY SUCCESSFUL MATHEMATICS PROGRAMS IN EARLY CHILDHOOD EDUCATION SCHOOLS, 1973-74

Rank	Activities	Percent of reporting schools
1	Two or more norm-referenced standardized tests	46.7
2	One norm-referenced standardized test	13.0
3	Two or more norm-referenced standardized tests with locally developed criterion-referenced tests	11,0

TABLE 23

AVERAGE MATHEMATICS ACHIEVEMENT BY EARLY CHILDHOOD EDUCATION STUDENTS TESTED, BY FUNDING SOURCE, 1973-74, GRADE ONE

Grade	Number of students		ge grade lent score	gain between	Average months of gain per month
level	tested	Pretest	Post-test	pretest and post-test	of instruction*
One	14,727	1.1	1.9	8 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	1.2
Two	27,150	1.8	2.7	9	1.3
Three	24,647	2.5	3.4	9	1.4

^{*}An average of seven months elapsed between pretest and post-test.

TABLE 24

NUMBER OF STUDENTS TESTED AND AVERAGE MATHEMATICS ACHIEVEMENT BY EARLY CHILDHOOD EDUCATION STUDENTS TESTED, BY FUNDING SOURCE, 1973-74, GRADE ONE

Funding source	Number of students tested		e grade ent score Post-test	Average months of gain per month of instruction*
entrance in the second				
ECE/SB 90	268	.9	1.9	
ECE	2,444	1.2	2.1	1.3
ECE/Title I	3,168	1.1	2.0	1.3
ECE/Other*	390	1.2	2.1	1.3
ECE/Title I SB 90	3,716	1.0	1,7	1.1
ECE/Title I/ Other**	1,673	1.1	1.9	
ECE/Title I/ SB 90/Other**	2,983	1.0	1.7	1.0
Total	14,660	1.1	1.9	1.2

^{*}An average of seven months elapsed between the pretest and the post-test.

In computing the percent of movement for schools choosing to report in quartile shifts, test data for all students were used with the assumption that student population characteristics such as socioeconomic status, bilingualism, and so forth would remain similar regardless of pupil mobility. As a result, the number of students included in the analysis of gain scores differs from the number of students included in computing percentage shifts.

Test information reported by districts which was either incomplete or contained procedural irregularities was not aggregated with statewide results. Incomplete data or irregular procedures included instances in which (1) either pretest or post-test information was omitted; (2) test results were not given in grade equivalents; (3) test results were combined for several grade levels; (4) the standardized measure used in the pretest differed from the measure used in the post-test; (5) nonstandardized tests were used; or (6) no test results were reported.

TABLE 25

NUMBER OF STUDENTS TESTED AND AVERAGE MATHEMATICS ACHIEVEMENT BY EARLY CHILDHOOD EDUCATION STUDENTS TESTED, BY FUNDING SOURCE 1973-74, GRADE TWO

Funding	Number of students			Average months of gain	
source	tested	Pretest	Post-test	per month of instruction*	
ECE/Title I	4,301	1.8	2.8	1.4	
ECE/Other**	924	2.0	3.0	1.4	
ECE/Title I/ Other**	2,976	1.7	2.7	1.4	
ECE	4,363	2.1	3.0	1.4	
ECE/Title I/ SB 90	6,183	1.6	2.5	1.3	
ECE/Title I/ SB 90/Other**	7,678	1.6	2.5	1.3	
ECE/SB 90	479	1.5	2.3	1.1	
Total	26,904	1.7	2.7	1.3	

^{*}An average of seven months elapsed between the pretest and the post-test.

^{**}Other includes Miller-Unruh, bilingual education, and Indian early childhood education.

TABLE 26

NUMBER OF STUDENTS TESTED AND AVERAGE MATHEMATICS ACHIEVEMENT BY EARLY CHILDHOOD EDUCATION STUDENTS TESTED, BY FUNDING SOURCE, 1973-74, GRADE THREE

Funding	Number of students	Average grade equivalent score		Average months of gain	
source	tested	Pretest	Post-Test	per month of instruction*	
ECE/Other**	816	2.9	4.0	1.6	
ECE	3,832	2.9	3.9	1.4	
ECE/Title I	3,251	2.5	3.5	1.4	
ECE/Title I/ SB 90	5,601	2.3	3.3	1.4	
ECE/Title I/ Other**	2,857	2.4	3.4	1.4	
ECE/Title I/ SB 90/Other**	7,485	2.4	3.3		
ECE/SB 90	555	2.5	3.1	9	
Total	24,397	2.5	3.5	1.4	

^{*}An average of seven months elapsed between the pretest and the post-test.

**Other includes Miller-Unruh, bilingual education, and Indian early childhood education.

PERCENT OF EARLY CHILDHOOD EDUCATION STUDENTS TESTED SCORING IN EACH QUARTER OF THE DISTRIBUTION OF MATHEMATICS ACHIEVEMENT SCORES BY GRADE LEVEL, AT PRETESTING AND POST-TESTING, 1973-74

en a version ment de transcript de la committe de la final de la committation de la committe de la committe de	Number of	**************************************	Percent of students by quarter			
Grade	students	Test	First	Second	Third	Fourth
level	tested		quarter	quarter	quarter	quarter
Kindergarten	15,386	Pre	34.6	27.2	20.4	17.8
	25,936	Post	17.1	26.2	24.3	32.4
One	21,211	Pre	42.7	27.9	16.3	13.1
	36,021	Post	24.0	23.6	24.1	28.3
Two	20,033 29,752	Pre Post	39.9 26.2	27.8 28.8	21.2 20.9	11.1 24.1
Three	18,163	Pre	49.4	25.2	15.3	10.1
	30,020	Post	35.4	28.5	19.9	16.3

HEALTH/AUXILIARY SERVICES COMPONENT

Health/auxiliary services were reported as effective in providing health examinations. All health/auxiliary services that were reported were rated above 75 percent effective.

Health services are those required as a result of the comprehensive health needs assessment within the early childhood education school. This component must also include auxiliary services, such as pupil personnel services, and library and media services in multifunded schools.

Objectives and Activities

The major auxiliary services objectives reported were related to providing health services, pupil personnel services, and referral services in ECE schools. The specific objectives reported most frequently included providing health examinations, improving school attendance, providing health information, and improving the personal health of the participants. Other major objectives focused on improving pupil attitude, providing library and media services, and improving academic achievement.

Specific activities were emphasized in each of the auxiliary services provided, such as psychological services, health examinations, and general services within the library and media services.

Evaluation of Health/Auxiliary Services

A direct relationship exists between the frequency of activities listed in objectives and their importance, as rated by school personnel. Schools were asked to do two separate ratings, one of effective activities and one of important activities. These rankings were compared by evaluation consultants to determine the degree of the relationships between the rankings. Auxiliary services usually are evaluated by identifying the criteria for a successful program and assessing the level of the effectiveness of specific services in meeting those criteria. Seventy percent of the evaluation reports stated the criteria in terms of the amount or number of services provided. Only 30 percent reported criteria related to expected changes in pupil or staff behavior or performance. The most frequent criterion for effectiveness was the number of health examinations given.

The level of effectiveness was determined primarily by three evaluation methods: subjective judgment by staff, counting of participants or activities, and objective measurements. The analysis of the school reports showed that 47 percent of the services were evaluated subjectively and 42 percent by enumeration data. The remaining 11 percent of the health/auxiliary services were evaluated by objective measurements such as rating scales.

The results reported in the auxiliary services component generally related to the stated objectives. Of the schools reporting measurable objectives, 41 percent had attained their objectives, 30 percent achieved part of their objectives, 3 percent did not attain their objectives, and 26 percent reported results unrelated to their objectives. The reports rated the level

of effectiveness of specific services in terms of meeting their school objectives. Pupil personnel services were 77 percent effective or very effective. Health services were rated 79 percent effective or very effective, and library services ratings were 85 percent effective or very effective.

A comparison was made between the importance and effectiveness of the major services provided. The results are shown graphically in figures 1, 2, and 3. The greatest difference between importance and effectiveness was seen in two specific services. Library and media materials ranked high in effectiveness but low in importance, and medical services ranked low in effectiveness but high in importance.

Positive results submitted in relation to the stated objectives are summarized in Table 28 based on data submitted by schools and measurable performance objectives. It is evident that auxiliary services were effective in ECE programs. This effectiveness was determined from the resulting improvement noted in pupil health, pupil attitudes, and improved school attendance.

The major recommendations made in the reports for health/auxiliary services in general were to continue the present program, improve communications, provide additional services, increase parent involvement, improve program objectives, and provide inservice workshops.

TABLE 28

RESULTS OF ACTIVITIES IN HEALTH/AUXILIARY SERVICES MOST FREQUENTLY REPORTED IN RELATION TO STATED OBJECTIVES

Rank order	Specific results reported	Percent of projects reporting these results
1	Provision of health services	38
2	Provision of health examinations	33
3	Provision of pupil personnel services	22
4	Provision of referral services	17
5	Improvement in participant's health	11
6	Provision of nutrition or lunches	10
7	Provision of auxiliary services personnel	10

	5 Most Important	5 Least Important
Five Most Effective	Psychological testing Speech therapy Individual counseling Parent counseling	Teacher consultation
Five Least Effective	Welfare and attendance	Psychometric assistance Guidance inservice Home counseling Group counseling

FIGURE 1. RELATIVE IMPORTANCE AND EFFECTIVENESS OF TEN MAJOR PUPIL PERSONNEL SERVICES, AS REPORTED BY SCHOOLS, 1973-74

	3 Most Important	2 Least Important
Three Most Effective	Media centers General services	Materials
Two Least Effective	Personnel	Mobile centers

FIGURE 2. RELATIVE IMPORTANCE AND EFFECTIVENESS OF FIVE MAJOR LIBRARY AND MEDIA SERVICES, AS REPORTED BY EARLY CHILDHOOD EDUCATION SCHOOLS, 1973-74

	4 Most Important 3 Least Important
Four Most Effective	Nursing Nutrition Diagnostic Health education
Three Least Effective	Dental Medical Family services

FIGURE 3. RELATIVE IMPORTANCE AND EFFECTIVENESS OF SEVEN MAJOR HEALTH SERVICES, AS REPORTED BY EARLY CHILDHOOD EDUCATION SCHOOLS, 1973-74

PARENT EDUCATION COMPONENT

Parent education objectives usually related to expected changes in behavior and performance of parents, with an increase in skills and knowledge most often reported.

The parent education component required specific objectives and activities that would increase parent effectiveness by encouraging parents to become an integral part of the formal education process.

Eighty-seven percent of the major objectives reported for the parent education component were well defined, and 13 percent of the objectives were vague. Of the well-defined objectives, 61 percent were related to expected changes in behavior and performance of the parents, and 39 percent of the objectives concerned services provided by district or school staff.

Of the objectives related to expected changes in behavior and performance, reports by most schools concentrated on increased skills and knowledge by parents, increased program participation by parents, and more parental understanding and support of the school program. Objectives frequently mentioned were increasing knowledge of child growth and development, participating in the program, becoming more knowledgeable about the program, and increasing parental understanding of the child's education program.

Of the objectives related to services provided, the most frequently reported objectives were provisions for orientation sessions, parent classes and workshops, training parents for effective participation in school and class activities, and increased parent participation at the school site.

The most important activities reported were in the same general areas as the stated objectives: increased participation, instructional programs for parents, school activities, parental knowledge, and support of the education process through participation.

In a few school reports there were indications that the content of the proposed parent education component had been changed. The reason was usually that the objectives had been predetermined by project personnel. After parent surveys had been conducted, a discrepancy was discovered, and the programs were redesigned to meet the parents' stated needs.

Parent education activities were evaluated by identifying the criteria for a successful program and assessing the level of effectiveness of specific activities in meeting those criteria. In the schools that reported evaluation, 63 percent stated criteria related to expected changes in parent behavior, and 37 percent of the criteria related to services provided by the project staff. The most frequent criterion mentioned was parent opinion. Objective measurements, such as student and parent tests and questionnaires, accounted for 12 percent of the school evaluations.

Schools reporting well-defined objectives reported achieving 89 percent of the objectives related to expected changes in parent behavior. For objectives related to provision of services, the achievement was 67 percent.

Two percent of all measurable objectives were unachieved, and 21 percent of all reported results were unrelated to the stated objectives.

In addition to listing the most important activities related to achieving stated objectives, schools also rated the level of effectiveness of the activities provided. The most important activities listed by the schools were rated by program personnel as the most effective. These were instructional classes for parents, participation in school activities, and parent-teacher conferences. The activities considered least important were rated as least effective. Figure 4 shows the relationship between importance and effectiveness of activities as reported.

The recommendations made in the parent education component indicated the need to improve communication between the homes and the school. Other recommendations were for additional classes for parents and for activities based on the felt needs of parents. A significant recommendation was for the expansion of the parent education component, including offering parents more opportunities for participation and offering a greater variety in the types of participation available.

PARENT PARTICIPATION AND COMMUNITY INVOLVEMENT COMPONENT

Parent involvement activities that were most effective were parentteacher conferences, advisory committee meetings, school parent meetings, use of parent volunteers, and home communication.

The parent participation and community involvement component required specific plans for the improvement of communication between the schools and the community as well as parent participation in the planning, implementation, modification, and evaluation of the program and in the classroom education of the children.

In the early childhood education program, use of parents in the classroom was reported as one of the measurable major objectives. Other objectives were: to increase parent visits to the classroom, to recruit parent assistants, to develop community resource personnel, to improve attendance at school activities, and to increase parent involvement in planning, implementation, and evaluation.

Of the objectives related to services provided, the major ones reported most frequently by projects were dissemination of program information, program orientation, and home-school communication.

Three of the major objective areas reported by a large number of schools were reflected in the most important activities listed. These were program orientation, parent visits to schools and classroom, and attendance at school activities.

Parent involvement activities were evaluated by identifying the criteria for a successful program and assessing the level of effectiveness of the specific services provided. Sixty-six percent of the evaluations related

	3 Most Important	2 Least Important
Three	Instructional classes for parents	
Most Effective	Participation in school activities	
	Parent-teacher conferences	
Two Least		Scheduled meetings for parents
Effective		Program orientation

FIGURE 4. RELATIVE IMPORTANCE AND EFFECTIVENESS OF FIVE MAJOR PARENT EDUCATION ACTIVITIES

TABLE 29

RESULTS OF PARENT EDUCATION MOST FREQUENTLY REPORTED BY EARLY CHILDHOOD EDUCATION SCHOOLS, 1973-74

Rank order	Specific results reported	Percent of projects reporting these results	
	Parents increased their understanding and support.	29	
2	Parents attended scheduled classes and workshops.	17	
3	Parents participated in parent education activities.	15	
4	Parents improved their knowledge and increased their skills.	12	
5	Parents visited schools and participated in school activities.	10	

to expected changes in parent behavior. Thirty-four percent of the criteria related to services provided by the project staff. The most frequent criterion used to measure effectiveness was the number of parents participating.

Of the evaluation methods used, 47 percent was enumeration of participants and activities, and 39 percent was subjective judgment. The remaining 14 percent was objective measurements, usually in the form of parent questionnaires, rating scales, or attitude scales.

In the parent involvement component, 52 percent of the schools achieved their objectives. Nineteen percent achieved part of their objectives, 17 percent reported negative results, and 12 percent reported results not related to their objectives.

The school reports rated the level of the effectiveness of major activities provided in terms of meeting school objectives. Parent involvement activities were rated mostly as effective or very effective. The most effective activities were parent-teacher conferences, advisory committee meetings, school parent meetings, use of parent volunteers, and home communication. The least effective, according to school ratings, were cultural programs, baby sitting services, home calls and visits, and planning sessions.

A comparison was made between the relative importance and the effectiveness of the major parent involvement activities. The results are summarized in Figure 5.

The results of parent involvement most frequently reported are summarized in Table 30. This table includes only the specific outcomes indicated by the schools which reported results related to their stated objectives. The parent involvement activities most frequently resulted in increased attendance at parent conferences and school meetings, more positive attitudes on the part of parents, an increase in parent time spent as volunteers or aides, and parent involvement in program planning, implementation, and evaluation.

Of the recommendations made by the schools, 34 percent cited the recruitment and training of parent volunteers and aides to work at the school site; and 22 percent stressed the need for more effective communication between the school and the home. Frequent mention was made of the need for a liaison person to assist in this area. Other recommendations suggested increases in the number and variety of activities afforded to parents as a way to increase school participation and to increase the parents' involvement in the design and implementation of the school plan. The use of bilingual staff in the community was also recommended.

STAFF DEVELOPMENT AND INSERVICE EDUCATION COMPONENT

The staff development component results reported most frequently indicated a greater use of individualized instruction, better organization of inservice training, and improvement in writing and instructional objectives.

5 Most Important

Five most effective	Parent-teacher conference Advisory committee meetings School parent meetings Use of parent volunteers Communications with home	
Four least effective		Cultural programs Baby sitting services Planning sessions Home calls and visits

FIGURE 5. RELATIVE IMPORTANCE AND EFFECTIVENESS OF NINE PARENT INVOLVEMENT ACTIVITIES PROVIDED BY ECE SCHOOLS

TABLE 30

RESULTS OF PARENT INVOLVEMENT REPORTED IN RELATION
TO STATED OBJECTIVES IN EARLY CHILDHOOD
EDUCATION SCHOOLS, 1973-74

Rank order	Specific results reported	Percent of projects reporting these results
1	Parent volunteers and aides helped at the school.	18
2	Parents participated in school activities and meetings.	16
3	Parents were involved in program planning, implementation, and evaluation.	9
4	Parents responded to communications from the school.	9
5	Parents attended parent-teacher conferences.	8
6	Parents and students expressed positive attitudes and feelings.	8

Staff development and inservice education were required for all schools conducting an early childhood education program. Objectives and activities that would lead to improved performance by professional and non-professional personnel working in the program were included in each school plan. These activities served 27,105 persons in the early childhood education schools.

Objectives and Activities

The major staff development objectives conducted in early childhood education schools were related to the improvement of teaching techniques. Measurable performance objectives were recorded by 72 percent of the schools, while relatively vague objectives were reported by 28 percent of the schools. The objectives that were well defined included a description of expected changes in performance level of participants or in the services to be provided by district or school staff to participants. Specific objectives included: improvement in individualized instruction and use of diagnostic/prescriptive techniques, improvement in writing instructional objectives, and improvement in planning other objectives related to the number or type of personnel to receive training.

The types of activities provided to attain objectives included school-level workshops on instructional methods and content, staff meetings, school or classroom visitations, district and county workshops, college courses, conferences, and demonstrations. Content areas covered during inservice training activities included reading, mathematics, language, and general curriculum. Relatively few schools reported inservice activities that were related to the needs assessment, school-level planning, volunteers or tutors, parent involvement, or parent education.

Evaluation and Results

Evaluation criteria used to measure the effectiveness of staff development and inservice activities were related to those activities two out of every three times. About one-third of the schools mentioned classroom implementation by teachers as an evaluation criterion. Subjective judgments made up 67 percent of the methods by which the activities were evaluated, while 20 percent were based on objective measurements. Thirteen percent related program effectiveness to counting or enumerative criteria.

In 87 percent of the ECE schools, respondents indicated that their major objectives were attained. Six percent of the schools recorded that objectives were partially attained, while 5 percent of the schools recorded results not related to stated objectives. Two percent of the schools indicated that their objectives were not attained, or they did not include any data on this component.

Comparisons were made between the importance and the effectiveness of staff development and inservice activities. These results are presented in Figure 6. The greatest discrepancies were found in college classes (ranked high in importance and low in effectiveness) and demonstrations (ranked low in importance and high in effectiveness).

A summary of the positive results of staff development and inservice activities most frequently recorded appears in Table 31. These results indicated a greater use of individualized instruction in reading and mathematics, better organization of inservice training, and improvement in writing instructional objectives. Few schools reported improvement in teaching psychomotor skills, training in the use of personnel, or improvement in pupil attitudes as an outcome of staff development and inservice education activities.

Recommendations for Improving Staff Development

Schools participating in ECE programs reported frequent recommendations related to improved staff development programs and inservice education. The recommendations most often related to improvement of the organization of inservice training, increased visitation to other schools and programs, improved workshops, and better use of consultants. Additional teacher involvement in needs assessment and in the development of inservice activities also were recommended. Additional training in teaching techniques, particularly individualized instruction as related to diagnostic and prescriptive techniques, and methods related to improving pupil behaviors and attitudes, were mentioned frequently.

OPTIONAL COMPONENTS

Optional components were included by nearly half of the ECE schools. These included music, art, health, affective areas, English as a second language, and bilingual education.

The optional component permitted local school program directors to provide information on activities that were not specifically identified as components in the evaluation report form. These activities included music, art, health and science, physical education, social studies, English as a second language, bilingual education, and psychomotor development. Additional activities such as school management, program organization, facilities and materials, and a series of similar topics were reported in this manner.

For programs described as optional, nearly 90 percent of all schools reported that their stated objectives had been either fully attained or partially attained. Effectiveness was most frequently measured by subjective methods.

Nearly one-half of the schools providing early childhood education programs reported activities in the optional component. More than 100 schools reported that a program for English as a second language was provided, some of them in the bilingual-bicultural program (Chapter 1258 of the 1972 statutes). It was found that the evaluation of this program relied heavily on objective methods, with several recommendations focusing on continuing or expanding the program as program needs increased. In general, programs achieved their stated objectives, and program effectiveness was evaluated by subjective techniques more often than by objective techniques. Specific recommendations related to the improvement of classroom management, better use of personnel, continued expansion of such programs, and improved program management.

5 Most Important 5 Least Important Five Techniques of reading instruction Demonstrations Diagnostic/prescriptive teaching Most Effective Techniques of math instruction Informal workshops Five College classes Formal lectures Intergroup relations inservice Least Effective Parent involvement inservice Parent education

FIGURE 6. RELATIVE IMPORTANCE AND EFFECTIVENESS OF TEN STAFF DEVELOP-MENT ACTIVITIES PROVIDED BY EARLY CHILDHOOD EDUCATION SCHOOLS

TABLE 31

POSITIVE RESULTS OF STAFF DEVELOPMENT ACTIVITIES MOST FREQUENTLY REPORTED IN RELATION TO STATED OBJECTES BY SUCCESSFUL EARLY CHILDHOOD EDUCATION PROJECTS

Rank order	Specific results reported	Percent of projects reporting these results	
1	Improved individualized instruction in reading.	26	
2	Improved individualized instruction in mathematics	16	
3	Better organization of inservice training	11	
4	Improvement in writing instructional objectives	8	

The activities reported for the bilingual or ESL programs included the use of diagnostic and prescriptive teaching techniques and the use of instructional aides. The districts reported that the instructional aides were an effective part of the program.

Programs funded under the Bilingual Education Act were also required to develop objectives in mathematics and the support components. The report prepared by the Office of Program Evaluation and Research, entitled <u>Bilingual Education Act of 1972</u>, contains a complete description of the bilingual program as it was implemented in California schools.

Chapter IV Fiscal Management

Program expenditures as reported by the schools for 1973-74 showed that additional early childhood education funds were most often used to employ instructional aides in the schools.

The fiscal expenditures for each participating early childhood education school represented 20 percent of the program evaluation in the 1973-74 program year. Fiscal expenditures will represent 10 percent of the evaluation in the 1974-75 program year but will not be included thereafter.

The legislation requires that expenditures for the ECE program be supplemental to the districts' basic support per child. Each district signed an assurance in its original application certifying that its effort would be maintained. At the time of this report, specific audit procedures required under Education Code sections 6445.16, 6445.17, and 6445.18 had not been accomplished.

Final evaluation of fiscal management covered only the actual encumbrances for 1973-74 and the amounts that were either carried forward into the next fiscal year or overspent; there was no attempt to evaluate the appropriateness by which schools chose to allocate individual objects of expenditure within the school budget.

The development of each school plan included the development of a budget for that school. Funds were budgeted in such a way that the objectives of the plan would be met most effectively.

In this first year, 59.4 percent of the schools completed the fiscal year with no more than a 5 percent difference between the amount allocated and the amount spent. Another 14.5 percent of the schools had ending balances with 6 to 10 percent differences. The remaining 26.1 percent had ending balances with either carry-over or deficit funds in excess of 10 percent of the original budget. The evaluation of fiscal management gave full credit to schools at 10 percent or under, and a penalty of 5 percent of the total evaluation for amounts over 10 percent but less than 25 percent. Any budget with either a 25 percent or greater deficit or carry-over was penalized 10 percent or half the possible fiscal management evaluation score. Schools that did not return budget information or whose figures were included in a district aggregate report received a zero score for the 10 percent evaluation of their fiscal management.

Table 32 presents the early childhood education expenditures by account classification. Over 44 percent of the expenditures were for instructional aides, and nearly 85 percent of the expenditures were in the general area of instruction, including salaries and instructional supplies.

While health needs assessment was a part of the required plan for each school, either district or community resources were utilized to fund this activity. Less than 1 percent of the expenditures were directed toward health services.

The Early Childhood Education Management Team found that in a few districts, schools did not receive the full allocation authorized by the State Board of Education, as a percentage of funds for district administration was removed prior to distribution to the schools.

Recommendation

State fiscal reporting and audit procedures are essential to the early childhood education program in order to clarify the fiscal responsibilities at the school, district, and state levels.

TABLE 32

TOTAL EARLY CHILDHOOD EDUCATION EXPENDITURES
BY ACCOUNT CLASSIFICATION, 1973-74

Account classification	Approved ECE budget	Expenditures and encumbrances	Not encumbered	Expenditure and encum- brance per- cent of total
100 Administration	\$ 10,840	\$ 12,084	\$(-1244)	.05
110-120 Salaries	129,955	123,701	6254	.68
190 Other expenses of Administration	59,113	50,853	8260	.28
200 Instruction				
212 Supervisors' salaries	428,373	420,898	7475	2.33
213 Teachers' salaries	3,122,445	3,046,831	75614	16.83
214 Other certificated salaries of instruction	718,746	672,109	46637	3.71
220 Classified salaries	main 1990 (m. 1990 (m. 1990) (m. 199	tan mananan yan manan matan manan matan matan manan		A CONTRACTOR OF THE CONTRACTOR
of instruction	79,366	77,809	1557	.43
221 Instructional aides	8,475,001	7,986,784	488,217	44.12
222 Other classified salaries of				
instruction	808,121	571,309	236,812	3.16
230 Textbooks	37,492	35,227	2,265	.19
240 Other books	128,133	101,786	26,347	.56
290 Other expenses of instruction 291 Instructional	37,761	30,897	6,864	.17
supplies	1,962,856	1,744,443	218,413	9.64
292 Miscellaneous expenses of instruction	1,064,324	773,395	290,929	4.27
400 Health services				
410-420 Salaries	158,230	136,344	21,886	.75
490 Other expenses of				
health services	57,302	34,713	22,589	.19
500 Pupil transportation	750	750	0	.00
520 Salaries	17,464	9,494	8,470	.05
590 Other expenses of pupil transportation	77,209	46,334	39,345	.26

TABLE 32. TOTAL EARLY CHILDHOOD EDUCATION EXPENDITURES, BY ACCOUNT CLASSIFICATION 1973-74 (Continued)

Account classification	Approved ECE budget	Expenditures and encumbrances	Not encumbered	Expenditure and encum- brance per- cent of total
600 Operation of plant 620 Salaries	\$ 3,802	\$ 3,742	\$ 60	.02
690 Other expenses for operation of plant	15,058	12,011	3,047	.07
700 Maintenance of plant 720 Salaries	18,522	3,060	15,462	.02
790 Other expenses for maintenance of plant	9,820	4,914	4,906	.03
800 Fixed charges 892 Lease/rental expense and fringe/ benefits	395,481 1,132,478	356,225 1,050,455	39,256 82,023	1.98
900 Food services 910-920 Salaries	400	396	4	.00
990 Other expenses	41,767	31,407	10,360	1 .17
1100 Community services 1110-1120 Salaries	500 38,745	6 29,774	494 8,971	.00
1190 Other expenses of community services	26,206	17,994	8,212	.10
1200 Capital outlay	13,470	12,462	1,008	.06
1240 Improvement of sites	43,203	36,146	7,057	.20
1250 Buildings	70,856	71,267	(-411)	.39
1260 Equipment	29,464	23,815	5,649	.13
1261 Books	41,553	33,036	14,166	.18
1269 Other equipment	568,938	538,623	30,315	2.98
Indirect costs (rate percent)	55,814	44,258	11,556	
Total (Without Indirect Costs)	19,823,520	18,100,970	1,722,550	100%
Total (With Indirect Costs) Reports filed late Not filed or not separable	19,879,334 2,936,407 1,351,217 24,166,958	18,145,228	1,734,116	