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ABSTRACT

Eight appendixes to a final report "Alternative Federal Day Care Strategies for the 1970's" comprise this volume. The appendixes are as follows: A. References for Estimation and Evaluation of Impacts upon Children and Parents--contains a list of 292 studies, articles, and reports published between 1958 and 1971; B. Impacts of Preschool Programs--provides a table with summaries of preschool programs and impacts on the children involved; C. Comparative Studies of Impacts of Preschool Programs--provides additional summaries in tabular form of preschool programs and impact on the children involved; D. Impacts from Other Programs for School Age Children--provides a table of summaries of school age programs and impacts on the children involved; E. Impacts from Home Based Programs--provides a table of summaries of home based programs and impacts on the children involved; F. The Parent Participation Questionnaire and Data Analysis--provides the questionnaire, coding instructions, and results in terms of percentage figures for each item; G. References for Estimation and Evaluation of Economic Impacts--contains a list of references encompassing 67 studies, articles, and reports published between 1954 and 1971--contains the coding and recoding sets for a March 1967 Current Population Survey, describes the computerized data utilized in the simulation models, and the deviation of State Welfare Characteristics Used in Cross Classification Model. (For related documents, see PS 005 969, 971-983.) (AL)

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FINAL REPORT: Part II

CHILD CARE PROGRAMS:

Estimation of Impacts and

Evaluation of Alternative Federal Strategies

(Volume 2, APPENDIXES)

APPENDIX A

REFERENCES FOR ESTIMATION AND EVALUATION OF IMPACTS

UPON CHILDREN AND PARENTS

APPENDIX A

REFERENCES FOR ESTIMATION AND EVALUATION OF IMPACTS UPON

CHILDREN AND PARENTS

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702  
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APPENDIX B

IMPACTS OF PRESCHOOL PROGRAMS

The following table contains summaries of preschool programs and impacts on the children involved. These were reviewed in Section 2.2, Discussion of Findings. The table is arranged according to author and age of children served.

APPENDIX B  
 IMPACTS FROM

PROGRAM	CHILDREN	ADULT-CHILD RATIO	DURATION	SPECIAL CONTENT, METHODS, MATERIALS
Honig & Brill (1970)	12 mos. disadvantaged, Black (Syracuse Children's Center)	1:4	1/2 day 6 mos. (Average 84 days attendance)	<u>Content:</u> Based on Piagetian theory; Language skills emphasized.  <u>Materials:</u> Mirrors install- ed; rugs on floors. teachers encouraged to create appropriate toys, tasks, sensori-motor skills.
Alpern (1966)	4 yrs., disadvantaged, Black (Indiana)		3 days/week 7 months	<u>Content:</u> Language skills, positive attitudes to- ward school, teacher; knowledge of middle class experiences.
Beller (1969)	4 & 5 yrs., disadvantaged, Black (Philadelphia)		After 5 mos.	"Get set" program com- pared with regular K. vs. no Kindergarten.
Bereiter & Engelmann (1968)	4 yrs., disadvantaged, Black, Low IQ (Illinois)	1:4-6	2 hrs/day 5 days/week 2 years	<u>Content:</u> Academic skills, (reading, arithmetic, lan- guage.)  <u>Method:</u> 20 minutes direct verbal instruction in each subject; rest in "seat work" (art, music); hierachical steps in learning, maximum responses from child; pattern drill; reinforce- ment.

PRESCHOOL PROGRAMS

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RESULTS

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INTELLECTUAL/ACADEMIC	OTHER
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E's scored significantly higher on only 2 out of 6 Piagetian Developmental scales.

No differences between E and C on Catell.

Females significantly better than males.

No difference vs. controls.

E's and C's gained on all measures.

Special K scored 98 on Stanford-Binet, regular K, 93, no K, 89 thru 4th grade.

Preschool rated best in attitudes ability.

In 1st grade; Some preschool better than none in arithmetic, reading, writing, In 2nd grade these + spelling, soc. studies, science, speech, music

Get Set highest in dependency, aggression, achievement, striving (trust, school, teacher)

E gained 17 IQ points 1st year on Stanford Binet 8.6 2nd, Controls in regular preschool gained 8 points 1st, lost 3, 2nd.

No ill effects on personality

By End of preschool; on Wide Range Achievement test E's 2.6 reading, 1.9 arithmetic, 1.9 spelling; 13 out of 18 doing well 1st grade.

E improved from 18 months below on ITPA to average or above.

IMPACTS FROM

PROGRAM	CHILDREN	ADULT-CHILD RATIO	DURATION	SPECIAL CONTENT, METHODS, MATERIALS
Curtis & Berzonsky (1967)	3 to 4 yrs., disadvantaged (Pennsylvania)		1 hr/day 7 weeks summer, also full year	<p><u>Content:</u> diagnostic language program based on ITPA.</p> <p><u>Method:</u> ITPA curriculum, highly structured remedial instruct. + enrichment + <u>parent education</u> (weekly)</p>
Early Childhood Project (1970)	disadvantaged (New York City)			<p>Preschool through 3rd grade; basic skills (language, concept form) + reading, math, science, creative dramatics.</p> <p>Small steps, games, own rate re. lang; perception, concepts, self-image, imm. feedback.</p>
Gray & Klaus (1968, 1970)	3 to 5 yrs., disadvantaged, (Tennessee)	1:4-5	2 or 3, 10 week ½ day, summer programs + weekly home visits (2-3 yrs.)	<p><u>Content:</u> 1. Attitudes related to achievement (Achievement, Motivation, persistence, interest in school materials, parents' attitudes)</p> <p>2. Aptitudes related to achievement: perceptual, cognitive, language skills.</p> <p>A. Sensory Skills: orienting, attentional, discriminatory, relational, sequential</p> <p>B. Abstracting, Meditating Skills: concept development, association, classification, sequencing, critical thinking</p> <p>C. Response Skills: verbal, motor.</p> <p><u>Method:</u> Teacher-directed skill development, small groups based on needs of each child; sequences of <u>units</u>, use of positive reinforcement.</p>

B-4

PRESCHOOL PROGRAM

RESULTS	
INTELLECTUAL/ACADEMIC	OTHER
One group gained 71 to 86, No difference end of kindergarten; full year gained 16 (77 to 93)	Health, welfare services provided: health examinations, milk, shots.
No difference, C better than E on some achievement measures.	Parents very involved.
Small difference; E better than C (99 vs. 95) end of kindergarten.	
Full year better than C on readiness	
No consistent effects.	
E better than C but not much, (87 to 90 vs. 78 to 85) Local C better than distal, local sibs better than distal controls.	Half of the mothers improved education status, jobs.
<u>End of 1st grade:</u> E better than C on word knowledge to discussion, reading; local C better than distal.	
<u>End of 2nd grade:</u> E better than C on word knowledge, reading; Local C better than distal in arithmetic, reading.	
<u>End of 4th grade:</u> No significant difference except local C better than distal reading;	

IMPACTS FROM

PROGRAM	CHILDREN	ADULT-CHILD RATIO	DURATION	SPECIAL CONTENT, METHODS, MATERIALS
McInterney, et al. (1968)	3-9 yrs., old disadvantaged rural and urban (Pennsylvania)	1:30		<p><u>Content:</u> Based on individual need in language, cognitive skills; diagnostic non-graded school, language arts, math.</p> <p><u>Methods:</u> Self-selection, no failure; preschool and primary program coordinated (preschool 3), sequence of behavioral objectives, books.</p>
Nimmicht, et al. (1967)	3 to 4 yrs., disadvantaged, Spanish- surnamed (Colorado)	1:7-8	3 hrs/day 9 mos.	<p><u>Content:</u> Positive self-image; Sensory-perceptual acuity; language; problem-solving; concept formation.</p> <p><u>Method:</u> <u>Responsive Environment:</u> free explanation immediate feedback, self-pacing, discovery, Learning activity booklets.</p>
Preschool Program (1970)	3 to 5 yrs., disadvantaged, Black (Oakland, California)	1:5	3 hrs./day 5 days/week 2-3 semesters	<p><u>Content:</u> physical development; nutrition; creative arts; Language development; music; science; games.</p> <p><u>Methods:</u> Small discussion, activity groups, classification games, songs, stories, Parents volunteered in classroom.</p>

PRESCHOOL PROGRAM

RESULTS	
INTELLECTUAL/ACADEMIC	OTHER
Gained: 94 - 101-3.	All like school, increased purposefulness, involvement.
Gained in all areas achiev. (language, reading, arithmetic)	Coordinated with Health, social services.
Gained in language	Teachers gained regarding knowledge of education of disadvantaged. Parents involved.
E, 94, C, 84	Fewer negative self-concepts
E better than C on Metropolitan Readiness (70th %tile vs. 30th).	
Teachers - 10 out of 12 will do o.k.	
Both 2 and 3 semester groups made significant gains on Pictorial Test of Intelligence compared with Control Groups.	

IMPACTS FROM

PROGRAM	CHILDREN	ADULT-CHILD RATIO	DURATION	SPECIAL CONTENT, METHODS, MATERIALS
Spicker, et al. (1966)	5 years disadvantaged, Low IQ (50-85) (Indiana)	1:14	1 year	<p><u>Content:</u> <u>Diagnostically-based Curriculum</u> structure related to specific deficits in language, fine motor coord. concept formation, socialization.</p> <p><u>Methods:</u> Emphasis on language, fine and gross motor coord., perception, motivation, social, self-identification.</p>
Van De Reit, et al. (1968)	5 yrs., disadvantaged, Black (Florida)	1:11-12	3 hr./day 9 mos.	<p><u>Methods:</u> Learning to learn; continuity of learning experiences, tasks; tools to move ahead Piaget-based. Manipulation, organizing, classifying, ordering, large and small group games, immediate reinforcement.</p> <p>Program in kit form.</p>

PRESCHOOL PROGRAM

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<u>INTELLECTUAL/ACADEMIC</u>	<u>RESULTS</u>	<u>OTHER</u>
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E gained 20 points (75-93); Regular Kindergarten gained; no differences after 1st grade.

Only those with school-related program achieving at grade level.

All groups gained in language.

Experimental better than in personal, social adjustment.

After preschool: highly significant differences on all 19 measures: Stanford-Binet, Human figure drawing, Peabody, Picture Vocabulary Test, Bender Motor Gestalt, Metropolitan Readiness Test, School Readiness Screening Test, Illinois Test of Psycholinguistics Abilities, Sequin Form Board, Rail Walking Test.

Traditional superior on 9 out of 19 measures

E better than C on ITPA; no differences in 1st grade on ITPA.

Some preschool better than none; teachers rated preschool academically superior over no preschool;

First grade: Differences between traditional and C disappearing. Significant differences on 15 out of 17 measures between E and other two groups.

No differences in rated ability to get along with others and discipline.

IMPACTS FROM

PROGRAM	CHILDREN	ADULT-CHILD RATIO	DURATION	SPECIAL CONTENT, METHODS, MATERIALS
Weikart et al. (1967, 1970)	3 to 4 yrs., (Michigan)	1:5-6	5 mornings per week, weekly home visit	<p><u>Content:</u> Pre-academic concepts, skills - language usage, audit. discrim. pre-math skills and some unstructured play, large motor skills, music, field trips <u>Piaget-based</u> regarding age (levels of symbolization, levels of operation)</p> <p><u>Methods:</u> Structured group teaching, "verbal bombardment" play, rewards; skill-training with <u>mother</u>; clear goals and daily schedule (classification, seriation, temporal rels, spatial rels) (hierarchy of goals, level).</p>

PRESCHOOL PROGRAM

INTELLECTUAL/ACADEMIC	RESULTS	OTHER
E better than C, gained 12-20 points 1st year; few difference re. controls later.		E's rated by teacher as more socially adjusted, verbal communication, imagination.
E better than C on Gates, especially on picture directions, word matching.		Parents quite involved in project.
E better than C on all measures through <u>6thgrade.</u>		
E better than C auditory vocal association (conceptual) C better than E aud-voc. sequential (non-conceptual) E better than C motor encoding.		

## APPENDIX C

### COMPARATIVE STUDIES OF IMPACTS OF PRESCHOOL PROGRAMS

The following table contains summaries of preschool programs and impacts on the children involved. These were reviewed in Section 2.2, Discussion of Findings. The table is arranged according to author and age of children served.

## APPENDIX C

COMPARATIVE STUDIES OF IMPACTS

PROGRAM	CHILDREN	PROGRAMS COMPARED	SPECIAL CONTENT; METHODS, MATERIALS
Palmer (1969)	2 and 3 yrs., disadvantaged, Black; boys, (New York City Harlem)	1. Concept Training 2. Discovery	Teach concepts to improve discrimination and language  1. teacher directed 2. child initiated
Berger (1969)	3 to 4 yrs. disadvantaged, Head Start (New York City)	1. Montessori 2. Traditional	1. Highly-structured; sensory training; clearcut teacher demands; self-application; task completion 2. Informal, verbal interacting art  1. Orderly, quiet, work-oriented, narrow activities, firm guidance, rigid sequences, reinf, attent, to tasks. 2. Noisier, livelier, informal, sociable  1. Bare ex. for special Mont. equipment
	5 yrs.	1. Montessori Kindergarten 2. Regular Kindergarten	1. structured, oral language, reading, writing, 2. Free-wheeling, less demand for self-control  1. Orderly 2. free-play, group instruction in language, science, numbers

OF PRESCHOOL PROGRAMS

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RESULTS

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INTELLECTUAL/ACADEMIC	OTHER
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Both E's better than none or controls on 16 out of 18 measures, significantly better on 9. Both E's significantly better on Stanford-Binet language comprehension and use, perceptual discrimination, motor behavior, delayed reaction, persistence at a boring tas.

Disadvantaged E's outperformed MSES C's on 14 measures; 4 significant 1 yr. follow-up: E's still superior on all but 4 measures.

Training E's significantly better than discovery on only 4 measures; concept familiarity, motor performance, ability to follow instructions, simple form discriminations.

Montessori higher on perceptual tasks less structured Montessori better on conceptudiation, memory, etc.

Trad. better in problem-solving, memory

Controls better on reflectivity;

Montessori better on structured problem-solving (persistence, impulse control, social competence.)

High perf. re: oral language in class flexible teacher-child relationship, diversified stim. environment

No difference; both gained 12-15 points  
Montessori better than regular Kindergarten on reading readiness; Regular K better on object identification.

Montessori better on visual perception - still below CA level

Montessori Kindergarten better than regular on auditory discrimination; story comprehension.

No difference on impulsivity;

Montessori better at paying attention.

COMPARATIVE STUDIES OF IMPACTS

PROGRAM	CHILDREN	PROGRAMS COMPARED	SPECIAL CONTENT; METHODS, MATERIALS
Seifert (1969)	3 to 4 yrs., disadvantaged,	1. Weikart 2. Bereiter	1. Piaget-based cognitive-language 2. Language, arithmetic, reading  1. Concepts, seriation, classification, verbalization 2. Direct verbal instruction, drills
Wiekart (1969)	3 to 4 yrs., disadvantaged, (Michigan)	1. Traditional: unit-based 2. Cognitive (Weikart) 3. Language (Bereiter)	1. Social-emot. develop. 2. Piaget-activities, verbal bombardment, socio-dramatic play 3. Language, arith., reading  <u>All have clear weekly goals, daily programs, emphasis on language, high teacher involve; expectations involve of <u>mother</u>, att'n. to each child</u>  1. Units re. child, environment, att'n. to needs, permissiveness 2. Structured Piaget activities, verbal, socio-dram. play. 3. Direct verbal instruction, hierarchy steps, "Pattern Drills" positive reinf.  1. Traditional 2. classification, seriation mat. 3. Workbooks, etc.
Erickson et al. (1969)	4 yrs., disadvantaged, many Black (Head Start)	1. Bereiter 2. Enrichment	1. Language, arith; reading 2. Cultural enrichment, social adjustment, kindergarten readiness  1. Verbal instruction, Pattern drills, reinf. 2. Group experiences, play

OF PRESCHOOL PROGRAMS

RESULTS

INTELLECTUAL/ACADEMIC

OTHER

For low language kids, structured more effective; All groups made gains over controls on ITPA.

Little difference in verbal interaction in class:  
Bereiter: more statements per min. less pupil initiation, more teacher management, more teacher affect.  
Bereiter most effective.

All gained 20-30 pts. IQ 1st. year. (70-80 to 95-115) (vs. 3 for controls)  
No diff. ratings of acad. competence, independence

No differences on emotional adjustment; socio-emotional development.

End of Preschool: Bereiter, 108, Enrich, 105.7, Control, 94.8

Bereiter in reg K were more reality oriented, socially adjusted, better work habits, than Enrich; than control.

End of Regular Kindergarten: Bereiter highest with 112, Enrich, 100.6; Control, 105.

Bereiter Kindergarten: Enrich, 103.2, Bereiter, 106, Control, 105.

Bereiter, fewer school absences.

Bereiter parents expected higher educational achievement,

Bereiter highest in reg K in reading, spelling, arith (1 yr above CA); enrichment next; then controls which were yr. behind norms.

C-5

COMPARATIVE STUDIES OF IMPACTS

PROGRAM	CHILDREN	PROGRAMS COMPARED	SPECIAL CONTENT; METHODS, MATERIALS
Karnes et al. (1968)	4 yrs., disadvantaged (Illinois)	1. Traditional 2. Structured (experimental; Ameliorative)	<p>1. Personal, social, motor development, 2. Mastery of concepts necessary for school achievement: Sense of competence, motivation for learning related to <u>success</u>: 20 min. periods of 1--math, 2-- language-reading, 3--social studies-science</p> <p>1. Incidental informal learning; encourage language, indoor - outdoor play, interest in world. 2. Games involving manipulation of materials + verbal responses match in cognitive level, pacing, sequences, music directed play, imm. reinf.</p> <p>1. Toys, books, art 2. Teachers given ITPA profiles, no traditional toys; books (own copy)</p>
Karnes (1969)	4 yrs., disadvantaged (Illinois)	1. Traditional 2. Community Integrated 3. Montessori 4. Ameliorative 5. Bereiter	<p>1. Personality - social; language 2. socio-economic levels integrated; traditional, preschool program 3. structured sensory environment 4. Structured activity related to specific deficits language</p> <p>Ameliorative: manipulation of materials plus verbalization, math, language, reading readiness, social studies - science</p> <p>Bereiter given own Kindergarten</p> <p>Ameliorative got 1 hour special</p>



COMPARATIVE STUDIES OF IMPACTS

PROGRAM	CHILDREN	PROGRAMS COMPARED	SPECIAL CONTENT; METHODS, MATERIALS
Miller and Dyer (1971)	4 yrs., disadvantaged Head Start (Tennessee)	<ol style="list-style-type: none"> <li>1. Bereiter</li> <li>2. Darcee</li> <li>3. Montessori</li> <li>4. Traditional</li> </ol>	<ol style="list-style-type: none"> <li>1. Linguistic, numerical skills; high verbal instruction; modeling; acad information, feedback; verbal responses</li> <li>2. Verbal, conceptual skills, attitudes toward learning; high verbal instruction, conversation, reinforcement.</li> <li>3. Persistence, self-discipline-conceptual, perceptual skills</li> <li>4. Social-emotional development, language skills, curiosity</li> </ol> <p>high manip. mats, conversation, asking for behavior.</p> <p>Bereiter &amp; Darcee: high verbal responses Trad: High role playing</p> <ol style="list-style-type: none"> <li>1. Verbal instruction, imitation, reinf.</li> <li>2. Verbalization, reinf; imitation, manipulation of materials;</li> <li>3. Sensorial stimulation, manipulation of materials, self-selection;</li> <li>4. Manipulation of materials, sensorial stimulation, role-playing, self-selection.</li> </ol>
	5 yrs., disadvantaged	<ol style="list-style-type: none"> <li>1. Regular Kindergarten</li> <li>2. Follow - through Kindergarten</li> </ol>	<ol style="list-style-type: none"> <li>1. Traditional (25:1) cognitive - effective</li> <li>2. Academic, individualized, reading, writing, arithmetic (25:3 ratio)</li> </ol> <ol style="list-style-type: none"> <li>1. Group activities, questions, role-playing, music</li> <li>2. Token economy (reinf.) more <u>individual</u> contact, more feedback, more individual questions, reinf, for task persistence</li> </ol> <ol style="list-style-type: none"> <li>2. Sullivan reading, Addison, Wesley math, Skinner writing.</li> </ol>

OF PRESCHOOL PROGRAMS

RESULTS	
INTELLECTUAL/ACADEMIC	OTHER
Bereiter, Darcee highest on Stanford-Binet Bereiter, Darcee highest; Darcee highest on persistence achiev. motiv; resist. to distraction (also Bereiter) Bereiter, Darcee higher on arith; then Montessori, then Traditional. Bereiter highest re.sentence production.	Darcee highest on initiative, curiosity; Montessori and Bereiter high on curiosity, Darcee high on verbal- social part. less shy. Bereiter less aggressive (and Mont.) Traditional low on curiosity, Darcee and Montessori investiveness.

No effects on Stanford-Binet or inter-  
actions with preschool.  
Follow thru higher on preschool Invent.  
(if had preschool); Reg persistence  
(lowest = Montessori; Darcee in follow  
thru)  
follow-thru on arith; achiev; mot. No  
preschool follow thru arithmetic  
If no preschool, follow thru on sentence  
prod.

No effects on curiosity;  
resistance to distraction;  
verbal; social particip-  
ation; aggression

COMPARATIVE STUDIES OF IMPACTS

PROGRAM	CHILDREN	PROGRAMS COMPARED	SPECIAL CONTENT; METHODS, MATERIALS
DiLorenzo (1969)	5 yrs., disadvantaged, and middle class (New York)	1. degree of structure 2. cognitive - language oriented vs. traditional	1. High cognitive structure = higher-level cognitive operations <u>skill</u> development, visual discrim. language usage 2. Less structured cog.  1. Planned, sequential activities, number, language exercises, readiness activities, concept development pattern drill 2. Free play, outdoor play, group activities.  1. Flannel boards, lotto games, name cards, workbooks 2. Traditional
Clasen et al. (1969)	5 yrs., disadvantaged (Head Start)	1. Language (Peabody) 2. Traditional	1. Language 2. Social-emotional development  1. Peabody kit, language, games 2. Play, etc.  1. Peabody language 2. Traditional  Duration: 8 wks.
Dickie (1968)	4 to 5 yrs., disadvantaged, Black (Illinois)	1. Traditional 2. Bereiter 3. Gotkin	1. enrichment 2. academic skills 3. programmed language training  Duration: 5 mos.

OF PRESCHOOL PROGRAMS

INTELLECTUAL/ACADEMIC	RESULTS	OTHER
Preschool more gain in IQ than no preschool (97 vs 90), also after Kindergarten, non-white advant. gone due to cognitive programs; Cog. programs better than others (94 vs. 89)		No diff. in self-concept (advant. higher disadv; white higher than non-white)
Cognitive better than others on Met. Readiness at end of Kindergarten; Child-Development better than control.		No diff. in physical development (C better than E)
Responsive environment <u>not</u> effective.		
Cognitive higher on Metropolitan Achievement Test at end of first.		
End of 2nd: Adv. better than disadv. (only Bereiter closed gap)		
No significant differences in IQ. Both gained on ITPA esp, lang. group still better at end of kind. (dropped some); Both controls (no Head Start)		Kindergarten teachers ratings = those who hadn't needed Head Start rated best on behavior inventory
Structured slightly higher but differences not significant on Stanford-Binet, ITPA - Vocal incoding or color naming. all gained better than controls (100 vs. 85.5)		Fewer discipline problems in structured;

## APPENDIX D

### IMPACTS FROM OTHER PROGRAMS FOR SCHOOL AGE CHILDREN

The following table contains summaries of school age programs and impacts on the children involved. These were reviewed in Section 2.2, Discussion of Findings. The table is arranged according to author and age of children served.

## APPENDIX D

## IMPACTS FROM OTHER PROGRAMS

PROGRAM	CHILDREN	ADULT-CHILD RATIO	DURATION	SPECIAL CONTENT, MATERIALS & METHODS
BEFORE AND AFTER SCHOOL Homework Helper Program (1970)	3-6 graders tutored by 11-12 graders 26% Puerto Rican 8% Black (New York City)	Tutor-Child 1:1 sessions, each tutor responsible for three children	2 hr. sessions once or twice a week	Homework, reading Counting frames, Cuisenaire rods, Science book lab, Jigsaws, Viewlex, Tape recorders, 16mm projector, Tachisto- scope, Blackboard. Individual tutoring
Afternoon Re-medial and Enrich- ment Program (1969)	9-13 years 3-8 grade 75% Black 20% Caucasian 5% Puerto Rican Lower-upper middle (Buffalo, NY)	1:6	3 days a week - 1½ hrs. a day	Enrichment classes art, music, industrial arts & phys. educ. Corrective reading & corrective arithmetic. Audio-visual materials, Educational games <u>Growth in Arithmetic Series, Liquid Duplic- ators for Mathematics</u> grade 1-6. Phonics We use Kit. Small groups individ- ualized. Parent councils every 3 wks, Open house, Teacher-parent conferences.
After School Study Centers (1970)	2-6 grade Disadvantaged Black and Puerto Ricans (New York City)'	1:15	3-6 hrs. a week	Remedial reading, Arithmetic, library training, homework assistance. Special Potential Developmental Services providing art, & health education. Flash Cards, books, bulletin boards Individualized for students.
More Effective Schools (1970)	Kindergarten to 6th grade (New York City)	1:4	3-5 P.M.	Curriculum innovations were left to the individual teacher Complete range of audio-visual equipment.

FOR SCHOOL AGED CHILDREN

RESULTS

INTELLIGENCE/ACHIEVEMENT

OTHER

Children tutored 4 hrs. per week made significant gain in reading over control group (6 mo. gain). No difference between 2 hr. (5 mo. gain) and control group (3½ mo. gain). Tutors gained 2.4 yrs. in reading. Non-tutor adjusted gain in 7 mos. No change in grade.

No change in tutor or pupil.  
Attitudes, Aspirations.

Mean gain of 5 mos. in reading -  
6 mos. in arithmetic

Positive relationship between attendance & achievement.

Benefits in math & language as measured by standardized tests, were unclear due to conflicts in the various kinds of evaluation designs employed.

D-3

PROGRAM	CHILDREN	ADULT-CHILD RATIO	DURATION	SPECIAL CONTENT MATERIALS, METHOD
<b>SUMMER PROGRAMS</b>				
Jr. High Summer Institutes (1970) Fox, 1970	11-16 years Poverty areas Public & non- public (New York City)	With Aides, 2:20 or 1:10	3 - 90 minute periods/day 5½ weeks M-F	Remediation of Reading, Math, Foreign Language, Science, Soc. Science; Also credit given for industrial arts, typing music. Series of materials dev. by staff of Jr. Hi. read- ing project. <u>Intensive Reading Work, Books Programmed Reading</u> Reading-Students grouped according to reading level. Math-grouped according to grade level they had failed math. Courses structured acc- ording to handbooks pre- pared by Board of Educa- tion, NYC. Phonics Direc- ted Reading Activity.
Summer 1967.. Creative Arts Academy, Fox & Weinberg (1967)	13-16 years 75% Black 15% Puerto Rican New York City		4½ hours a day, 31 days	Vocal or instrumental music, fine arts, dramatics, dance, creative writing
Education on the move (Summer School) (1962)	6-13 years Migrant Manitowoc Co. Wisconsin	1:38 1:30	9:00 - 3:30 p.m. 4 week each	Basic Elementary curr- iculum: Soc. Studies, Arithmetic, language music and art Books and Equipment which was available dur- ing school year. Students placed in groups according to abil- ities, i.e., reading, math.
Summer Day Elementary Schools: Reading and Mathematics Component Fox (1967)	3-5th grades (New York City)		6 weeks	

RESULTS

I.Q. and/or I.Q.  
ACHIEVEMENT

OTHER

Mean gains:  
.3 yr. reading  
.5 yr. mathematics  
(Metropolitan Achievement Test)

Program was consistently positive;  
Teacher-student relationship determined  
by questionnaires for children and staff.

Positive pupil attitudes towards school  
learning determined by observation pre-  
and post-test questionnaire.

Considerable academic achievement  
Metropolitan Achievement Tests.

Pre-Post-test: Gates Reading Test  
Primary B, I, & II for 3rd grades;  
5th grade Gates Primary C, I & II.  
Arithmetic measured by Metropolitan  
Achievement test, elementary Form A & B  
for 3rd graders, Form A & C for 5th  
graders. Pupil Attitude Inventory,  
Pupil interviews, questionnaire to staff

D-5

PROGRAM	CHILDREN	TEACHER-CHILD RATIO	DURATION	SPECIAL CONTENT, MATERIALS, METHODS
EXPERIMENTAL Language Stimulation Program (1969)	SCHOOL PROGRAMS 6-9 yrs. Average: Disadvantaged Rural, Black Auburn, Ala.	1:8	10 weeks, 1 hour per day	Activities emphasized story-making classifying, following directions, looking, counting, describ- ing, remembering, listening Peabody Language Kit Small group
The Board- man Elem- entary School Evan Clinchy	Black (Boston Roxbury)			"organic reading" combining subjects; art, english, social stud., Afro-history Self-instructional Microscopes, balance beams, printing press, typewriters, books, puppet theater, film- making Interdisciplinary fashion, "development classroom"
The Penn- sylvania Advance- ment School Farnum Gray	60% Black		classes 9 a.m. to 2 p.m.	group therapy, role-playing, and psycho-drama. Study different depending on student interest. animal laboratory, recreation equipment concentrates on emotional growth
Intensive Reading Instruction	3 to 6 grades (Hartford, Conn.)	1:15	10 weeks 3 hours per day	Comprehensive reading instruction phonics, work attack skills, basal reading stressing vocabulary Individualize reading encour- aging the student to develop an interest and pleasure in literature. Used motiva- tional and multimedia techniques

D-6

## RESULTS

### INTELLECTUAL ACHIEVEMENT DEVELOPMENT

### OTHER

Initial Stanford-Binet			
IQ mean 75; range 62-91.			
Post-test			Dif.
	Prog.	Control	Means
SB	86.8	81.4	5.4
ITPA	76.9	72.8	4.9
California Reading Test			
Total	3.2	2.8	.35
Vocab.	3.1	2.8	.24
Comp.	2.9	2.8	.12
Durrell Analysis of Reading			
Oral	3.0	2.4	.6
Silent	2.4	1.9	.5
Comp.	2.8	2.3	.5

Students who do especially well in improved class also make impressive gains in reading proficiency (Observation?)

Significant gains were noted in vocabulary comprehension and total reading achievement on California Reading test.

D-7

PROGRAM	CHILDREN	TEACHER-CHILD RATIO	DURATION	SPECIAL CONTENT, MATERIALS, METHODS
Self-Directive Dramatization	3 to 7 grades Caucasian Middle-class Black 1 to 4 grades Disadvantaged (Joliet, Ill.)		3 to 5 times a week, for 2 periods of 3½ mos. each.	Reading and acting Self-dramatization.
Center for Early Development and Education Office of Education (1970)	6 mos. - 12 years. Low income Black, Caucasian (Little Rock, Arkansas)		7 a.m. to 5 p.m.	Program concentrates heavily on reading and math skills. In the afternoon physical education, art, speech, and ecology, field trips. Peabody Rebus Leading Series Library has listening posts, Hoffman teaching machine Innovative non-graded school program for elementary school children. Ecology studied in groups
Corrective Reading Program Wichita, Kansas	2 to 9 grades Black, Caucasian	1:8	40 mins, 4 days per week	Learning games, 1/3 of time is spent on Aud-X, 1/3 teacher lead activity, remaining time on visual work with readers, tape recorders and other audio-visual aids Syllable dominoes games. Aud-X machine phonic. Use tapes, ear-phones, word wheels, verbal games. "Learning 100, a Multil-Media communication skills system" Reward system non-intrinsic. Remedial systems used are eclectic, depending largely on class needs.
An Experimental School in Northern Florida William Purkey (1970) ERIC	8-12 yrs.			Team teaching

D-8

RESULTS

INTELLECTUAL ACHIEVEMENT  
DEVELOPMENT

OTHER

ES significant reading gains.

ES gained 15 IQ points on Stanford  
Binet Control, 2.

On Mac Ginitie Reading Tests:  
Vocabulary: all in grade 2-8 registered  
expected 8 month's gain with exception  
of 2 4 and 6.  
Comprehension: 3, 7, 8, and 9 grades exceeded  
the expected 8 months gain.

<u>Grade level</u>	<u>%</u>
2nd	51.8
3rd	67.1
4th	80.9
5th	74.6
6th	69.6
7th	64.1
8th	63.6
9th	69.8

Children seem to be enjoying  
the new program. Project staff  
have observed that there is  
less aggression and destruction  
on the playground. Virtually  
all negative attitudes toward  
the program were eliminated.  
There is some voluntary atten-  
dance from study hall. Parents  
have reported that students  
deliberately do badly in  
standardized tests to gain  
admissions to the classes.

Mean Scores by Grade and School

School	3	4	5	6	<u>School</u>
Experimental	15.36	15.03	15.01	16.48	15.49
Comparison	15.70	14.59	13.94	13.95	14.54
Mean for grade	15.53	14.81	14.48	15.26	15.02

Humanistically oriented  
elementary school evidence  
more favorable self-esteem  
than students in comparable.  
Innovative does have positive  
influence on the professed self-  
esteem of children from ages  
8-12.

Analysis of Variance for Experimental and Control Groups

Source	DF	MS	F	
School (A)	1	210.99	8.84	
Grade (B)	3	51.30	2.15	
AXP	3	91.31	3.91	
Error	931	23.88		D-9

## APPENDIX E

### IMPACTS FROM HOME BASED PROGRAMS

The following table contains summaries of home based programs and impacts on the children involved. These were reviewed in Section 2.2, Discussion of Findings. The table is arranged according to author and age of children served.

## APPENDIX E

## IMPACTS FROM

Program	Children	Duration	Special Content, Methods, Materials
CHILD TUTORED BY VISITING TEACHER			
Painter (1968)	8 mos. to 2 yrs. disadvantaged,	1 hr/day 1 year	Language: conceptualization; sensory-motor training.  <u>Tutors</u> : all had professional degrees
Kirk (1969)	3 yrs. disadvantaged (Illinois)	1 yr.	<u>Content &amp; Methods</u> : Ameliorative preschool program manipulation of materials plus verbalization, math, language, reading readiness, social studies - science
Weikart and Lambie (1968)	4 yrs. disadvantaged	1½ hr./weekly home visit and few group meet- ings	<u>Content</u> : "Carefully individualized program" involving manipulative activities, dramatic play, perceptual discrimination, classification, language.  <u>Method</u> : Concrete experiences; use of familiar to introduce new ideas, concepts; specific discriminations.
Weikart and Lambie (1969)	3-11 mos. disadvantaged ( Michigan)	1 hr/week 4 mos.	<u>Content</u> : vocabulary, combining words, language as communication. <u>Cognitive</u> - release activities, imitation object permanence; stacking. <u>Motor</u> - walking, object manipula- tion  <u>Method</u> : Tutor as model; teacher helps mother be aware of child's development; respond to each step; reinforce. Mother as teacher, importance of relation with child. <u>Tutors</u> : public school teachers compared with paraprofessionals.

HOME-BASED PROGRAMS

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Intellectual/Academic	Results	Other
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E's scored superior to C on 31 of 33 variables; few statistically significant; E average 108.1 on Stanford-Binet, C, 98.8; ITPA-only 1 subtest (auditory-vocal association) significant; Merrill-Palmer, 1 out of 4 subtests (conceptual development) 5 out of 8 tasks were significantly different. Sensory-motor, 1 out of 7 tasks significantly different.

After tutoring, average E IQ104, C 97 (Different from Painter's report due to loss of S.s.) After 1 year in preschool, E IQ 115, C 102.

Comparison with siblings - E IQ 23 points higher than siblings after 2 years of intervention, no difference for C if 3 controls who attended preschool are excluded from analysis.

On ITPA; E only group which had positive standard scores.

No significant differences on Stanford-Binet, Peabody Picture Vocabulary, after adjustments for loss of children, significant differences on both.

No significant differences between home reared and two E groups although Es scored higher than home Es entering program at 7 mos. also score higher than those entering at 3 or 11 mos.

IMPACTS FROM

<u>Program</u>	<u>Children</u>	<u>Duration</u>	<u>Special Content, Methods, Materials</u>
----------------	-----------------	-----------------	--

CHILD TUTORED BY VISITING TEACHER

Schaeffer (1969) Infant Education (no date)	15 to 36 mos; disadvantaged Black, All boys (Washington, D.C.)	1 hr/day 18 mos.	<u>Method:</u> Verbal stimulation; positive adult-child relations. Walks, field trips; toys; art trips; reading; music; sensory- motor activities; games. <u>Tutors:</u> all had college degrees and experience with inner-city children.
Levenstein (1970)	2 to 3 yrs. disadvantaged, (housing project) approximately 90% Black (Freeport, N.Y.)	Weekly visits 7 mos.	<u>Verbal skills, cognitive develop- ment; tutors as models; importance of mother as teacher.</u>  <u>Materials:</u> Kit of materials with verbal; perceptual, conception; motor stim. props. Increasing complexity (block maix box, puppets, puzzles)  <u>Method:</u> Mother to talk, play; tutor gave information, des- cribed activities elicited responses, verbalized inter- action, encouraged reflection, divergence, gave reinforcement.  2 control groups: C1 home visitor with nonverbal interaction materials. C2 no intervention.  <u>Tutor:</u> Research social caseworker

HOME-BASED PROGRAMS

Intellectual/Academic	Results	Other
-----------------------	---------	-------

At 36 months of age, E's significantly better on Stanford-Binet; Peabody picture vocabulary test; Johns Hopkins Perceptual test.

Follow-up Stanford-Binet scores:  
17 point difference at 36 months  
10 point difference at 48 months  
5 point difference at 60 months

E's gained 17 points on Cattell or Stanford-Binet; Those who gained significant difference between E's and C's on PPVT. No difference between E's and C2's .  
No difference between 2 and 3 year old E's on SB gains.

E Mothers were rated as showing more growth in giving information, positive reinforcement eliciting responses from children, verbalizing social interaction and using books than in encouraging reflection, divergence or describing own toy manipulation.

Program	Children	Duration	Special Content, Methods, Material
CHILD TUTORED BY FAMILY MEMBERS			
Gordon (1969)	3 mos. to 3 yrs. disadvantaged (Florida)	Some 2 yrs., Some 1 yr. Weekly home visits	<p><u>Content:</u> Sensory-motor; verbal, tactile experiences. Two curricula: one stressing language and concepts, the other stressing locomotor and physical development.</p> <p><u>Materials:</u> Objects, toys; books.</p> <p><u>Method:</u> Sequential teaching exercise through play experiences; based on Gesell, Cattell, Bayley scales.</p> <p><u>Trainers:</u> Instruction by low socio-economic status, para-professional home visitor.</p>
Karnes, et al (1970)	12 to 24 mos. disadvantaged, Black, (Illinois)	Weekly meetings 15 mos.	<p><u>Content:</u> Relations with child, positive methods; how to teach; language; perception skills; color; number concepts.</p> <p><u>Materials:</u> toys, beads, rings form box, busy box, picture scrapbook, frosting materials, art, puzzles.</p> <p><u>Method:</u> Use toys shown in meeting teach one step at time; reward success; learning as fun; watching classification; counting;</p>

HOME-BASED PROGRAMS

	Results	
Intellectual/Academic		Other

Children

Ability to perform exercises that were taught  
E (both years) better than C  
E (second year only) better than C  
E (first year only) same as C  
E (both years) better than E (first year only)  
E (both years) same as E (second year only)

Bayley E (all groups) same as C

Griffiths Mental Development E (end of first year)  
better than C.

No differences were found between the two curricula  
in performance of children.

E's significantly better than C on Stanford-  
Binet (106 vs. 91)

ITPA near age level for E; ( 6 mos. below for  
C's) E sibs.

Greater differences on Stanford-Binet and ITPA  
between E's and siblings than between E's and  
C's. (SB-116.7 vs. 89; ITPA - 3.0 vs 3.8).

Children

E equals C race awareness (Goldman end  
of second year)

Parents

E equals C self-esteem (mother How I  
See Myself Scale end of one year in  
program)

E better than C internal control  
(Rotter Social Reaction Inventory  
end of one year in program).

Children's performance was not related  
to mothers' internal-external control  
scores.

Attrition rate: 30.5%

Mothers increased community involvement:  
4 assumed responsibility for recruitment  
of summer Head Start children; hired  
as assistant teacher and promotes later  
to head teacher; 2 spoke of experiences  
in training program at Head Start meet-  
ing 12 of 15 attended local meeting  
to discuss establishment of parent-  
child center.

Program	Children	Duration	Special Content, Methods, Materials
<b>TELEVISION PRESENTATIONS</b>			
Ball & Bogatz (1970)	3 to 5 yrs. low and middle socio-economic levels, urban, rural, Spanish (National)	1 hr/ day 9 months	<p><u>Content:</u> (Sesame Street) symbolic representation; cognitive processes; relational concepts; classification; ordering; environmental information;</p> <p><u>Method:</u> puppets, cartoons.</p>
Appalachia (1970)	3 to 5 yrs. disadvantaged (West Virginia)		<p><u>Content:</u> Language, reading, readiness skills: <u>units</u> on body, discrimination, etc.</p> <p><u>Methods:</u> TV show weekly home visits, early ed. in van (weekly) coordinated curriculum.</p> <p><u>Van:</u> fully equipped classroom some materials at home visit; 12-15 children in group with 1 teacher.</p>

HOME-BASED PROGRAMS

Intellectual/Academic	Results	Other
-----------------------	---------	-------

Those who watched most gained most on all tests; letters, forms, numbers, matching, sorting, classification

Gains in recognizing numbers, symbols; TV and home visit best; only TV is better than nothing.

Gains in verbal expression.

## APPENDIX F

### THE PARENT PARTICIPATION QUESTIONNAIRE AND DATA ANALYSIS

The following questionnaire was sent in August, 1970, to 2500 day care programs by Dr. David Hoffman, Florida State University, Tallahassee. Eight-hundred replies were received, of which 212 met acceptable criteria for further analysis. The implications of these data are discussed in Section 3.3, "The Impacts of Parent Participation in Child Development Programs." This appendix includes the questionnaire, the coding instructions, and results in terms of percentage figures for each item. The correlations included in Table 3, Section 3.3, are the only ones that were performed.

## Parent Involvement Questionnaire

PLEASE READ THE ENTIRE QUESTIONNAIRE BEFORE FILLING IN YOUR ANSWERS.

This questionnaire is designed to obtain specific information from all child care or development programs which incorporate parent participation. Thus, the questionnaire is rather lengthy, requesting some information which may not be relevant to your program. However, we appreciate as much detail as possible on applicable items. Where items are not applicable please put NA. If additional space is necessary, write on the back of the page. The questions are grouped under seven categories:

- I. Orientation and administration of your program.
- II. The population affected by your program.
- III. Policy making.
- IV. Parent participation in your program.
- V. The curriculum and training procedures of your program.
- VI. The assessment indices for your program.
- VII. Summary.

I. Orientation and Administration of Your Program:

A. Name of Program and funding agency:

B. Address of Program:

C. Director of Program:

Telephone number:

D. Name and role of person completing questionnaire:

E. Give the name, title, address and telephone number of any advisors or consultants to your program:

F. Please indicate whether your program is primarily oriented toward:

1. Research\_\_\_\_\_

2. Demonstration\_\_\_\_\_

3. Service\_\_\_\_\_

4. Training\_\_\_\_\_

5. Other (Please specify)\_\_\_\_\_

G. Please state briefly the theoretical basis or rationale of your program.

H. What are the goals or objectives of the program for both parents and children?

I. Is your program primarily conducted:

\_\_\_\_\_ in a center (specify type of facility and number of centers)

\_\_\_\_\_ in participants' homes

\_\_\_\_\_ other (please specify)\_\_\_\_\_

J. When was the program initiated?

K. Is the program still in operation? Yes \_\_\_\_\_ No \_\_\_\_\_

If not, how long was it in operation? \_\_\_\_\_

L. How many months of the year is the program in operation? \_\_\_\_\_

On the average a child is involved:

1-2 hrs. \_\_\_\_\_ 2-4 hrs. \_\_\_\_\_

1 day \_\_\_\_\_ 5 days \_\_\_\_\_ per week

M. What percent of the budget is allocated to:

1. Parent group activity: \_\_\_\_\_

2. Board activity if parents are involved: \_\_\_\_\_

3. Research and/or evaluation of parent involvement: \_\_\_\_\_

N. What is your best estimate of the cost of including parent participation in your program:

1. per family \_\_\_\_\_

2. per child \_\_\_\_\_

3. per parent \_\_\_\_\_

## II. The Population Affected by Your Program:

A. How many children, parents, and staff, participate in your program?

	Directly	Indirectly
1. Children		
2. Parents		
3. Staff		

B. Give the following information about the children in your program. If more than one category applies, estimate percent in each for questions 1-5.

1. Age range: 0-1 yr. \_\_\_\_\_; 1-2 \_\_\_\_\_; 2-3 \_\_\_\_\_; 3-4 \_\_\_\_\_;

4-5 \_\_\_\_\_; 5-6 \_\_\_\_\_; 6-10 \_\_\_\_\_; 10-12 \_\_\_\_\_; Over 12 \_\_\_\_\_.

2. Sex: M \_\_\_\_\_; F \_\_\_\_\_

3. Ethnic Group(s):

4. Economic Group(s): Under \$3000 \_\_\_\_\_; 3-5000 \_\_\_\_\_;  
5-8000 \_\_\_\_\_; 8-10,000 \_\_\_\_\_; 10-12,000 \_\_\_\_\_;  
Over 12,000 \_\_\_\_\_.

5. Rural \_\_\_\_\_ Urban \_\_\_\_\_

Population of area served by your program \_\_\_\_\_.

C. How many one parent or two parent families participate?

1. One Parent:

2. Two Parent:

III. Policy Making:

A. Do you have: Advisory Committee \_\_\_\_\_ Policy Board \_\_\_\_\_.

Do parents serve on: Advisory Committee \_\_\_\_\_ Policy Board \_\_\_\_\_.

B. Check the point at which parents became involved in your program's advisory committee or policy board:

	Advisory Comm.	Policy Board
1. Before program goals were set		
2. During the proposal writing stage		
3. After funding-before program operation		
4. Soon after program began		
5. After program well under way		

C. What are the functions of the advisory committee or board?

D. If there is an advisory committee or policy board on which parents do not serve please specify its name and function.

E. What percent of the advisory committee or policy board is made up of parents?

F. What percent of parents serve on advisory committees or policy boards?

G. How are they selected?

H. How long do advisory committee or policy board members serve?

Is there a systematic arrangement for rotation?

I. What groups, agencies, or individuals other than parents serve on advisory or policy making boards?

IV. Parent Participation in the Program:

A. How are parents who do not serve on committees or boards informed about the progress of the program?

B. Is there a newsletter for parents?

1. Developed primarily by: staff \_\_\_\_\_ parents \_\_\_\_\_

C. How great a role do the parents play in the following activities:  
 (Place one check on the scale for each item listed below, at some point between 1 and 5)

	Parents primarily responsible	Parents share responsibility	Parents advise formally	Parents' opinions solicited	No parent participation
1. Administration of the program	-----	-----	-----	-----	-----
2. Choosing the staff	1	2	3	4	5
3. Developing the teaching materials	-----	-----	-----	-----	-----
4. Teaching other children	1	2	3	4	5
5. Teaching their own children	-----	-----	-----	-----	-----
6. Other Specify _____	1	2	3	4	5

D. How are parents recruited into the program?

E. Which of the following specific activities have been used to involve parents in the program? Please check activity at left of number and complete chart.

	FREQUENCY OF ACTIVITY	NUMBER OF PARENTS IN ACTIVITY	% OF PARENTS WHO GENERALLY PARTICIPATE	INTEREST LEVEL			
				INITIAL		PRESENT	
				HIGH	LOW	HIGH	LOW
___ 1. Parents as observers in the classroom							
___ 2. Parent education classes (child development, teaching techniques, etc.)							
___ 3. Group discussion							
___ 4. Mothers' service groups							
___ 5. Fathers' clubs							
___ 6. Parents as volunteers in the classroom							
___ 7. Family field trips sponsored by the program and/or parents							
___ 8. Parents as teacher-aides							
___ 9. Home visits							
___ 10. Other _____							

F. What incentives are used to maintain parent involvement?

G. In what ways do you specifically attempt to involve fathers in your program?

How successful have you been?

H. What special services are offered to the parents e.g., baby-sitting, medical care, counseling, toy lending library, book lending, home budgeting assistance, etc.

I. What specific parent education activities do you include?

J. What types of specific activities have been used to include younger and older siblings either directly or indirectly in the program?

1. Pre-parent training
2. Vocational training
3. Volunteers in program (how?)
4. Other

Are these activities coordinated with the public schools?  
Yes \_\_\_\_\_; No \_\_\_\_\_.

K. Describe activities that have been used to involve grandparents, other members of the family, or community, in the program and identify who is involved:

1. As volunteers
2. As home visitor
3. As staff members
4. Other contexts

L. If parents are employed what positions do they fill?

1. How many parents are in each of these positions?
  2. How many persons other than parents serve in these positions?
- M. Is there a "career ladder" for parents, for example, from teacher-aides to teacher assistants?

	<u>Average Monthly Salary</u>
Step 1 _____	\$ _____
Step 2 _____	\$ _____
Step 3 _____	\$ _____

V. The Curriculum and Training Procedures of Your Program:

A. What type of curriculum is utilized in the education of parents and children?

1. Written curriculum \_\_\_\_\_
2. Informal curriculum \_\_\_\_\_

B. Who developed the curriculum?

C. Describe the curriculum and/or include.

D. Do you have a written program guide for parent training and activities? If so, describe and/or include.

E. In what ways do you specifically prepare your staff to work with parents or parent groups?

1. Is there a staff member assigned primary responsibility for working with parents? What role does he play?

2. Is there a staff member assigned primary responsibility for working with older or younger siblings? What role does he play?

VI. Assessment Indices for your program:

A. List any evaluative instruments or procedures which have been used to assess the effects of your program on:

1. Children

2. Parents

3. Staff

B. What kind of research design are you using to assess change?

C. Is there a control group(s)?

D. What are the variables you are considering (dependent variables)?

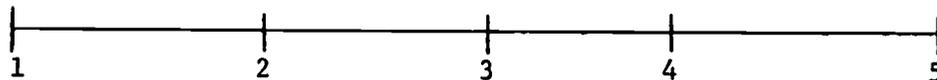
VII. Summary:

1. What single effort with parents do you consider to have been most successful? Briefly explain why.

2. What single effort with parents do you consider to have been least successful? Briefly explain why.
  
3. What activity do parents appear to consider most successful?
  
4. What activity do parents appear to consider least successful?
  
5. Based on a consideration of your experience with parent participation in your program, please indicate your general conclusions: (Please check only one point on each of the following three scales.)

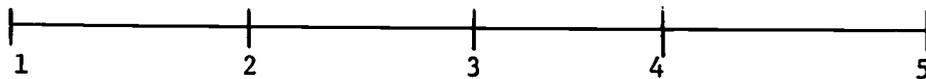
Contribution by Parents

Made the most significant contribution	Contributed significantly	Made limited contribution	Made no contribution
--	---------------------------	---------------------------	----------------------



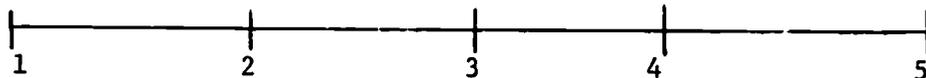
Effort

Entirely worth effort expended	Not worth effort expended
--------------------------------	---------------------------



Cost

Worth cost expended	Not worth cost expended
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6. Describe ways parent involvement contributed to behavioral changes in:

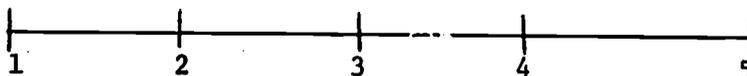
- a. Children
- b. Parents
- c. Parent-child interactions at home
- d. Other members of the family
- e. The community

7. What is the extent of parent participation in the following areas: (Please check only one point on each of the following scales.)

a. Child education (in the program):

We teach parents;  
parents teach  
their children

We teach the  
children  
directly



b. Decision making:

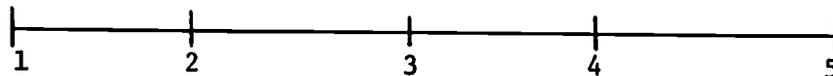
Parents  
control

Parents  
Participate

Parents  
advise

Parents  
observe

Parents have  
no role



8. If your program is going to be modified in the future explain how:

9. We would appreciate:

a. Comments about the questionnaire.

b. List other good programs which include parent participation.

10. Please send any readily available reports, articles, or other publications which are based on your program. If not readily available, please indicate where they may be obtained.

Thank you very much for your cooperation. The analysis of this information, combined with that of other programs, will make a contribution to the White-House Conference on Children and to Day Care programs in the future. Please return the completed questionnaire as soon as possible to:

David B. Hoffman  
Florence McCormick  
Parent Participation  
Committee  
c/o Florida State  
University  
Psychology Department  
Tallahassee, Florida  
32306

APPENDIX F

PARENT PARTICIPATION QUESTIONNAIRE  
Coding (Short Form)

<u>Question</u>	<u>Data</u>	<u>Coding Rule</u>	<u>Percentage</u>	<u>N</u>	
IA	Agencies funding	1=Head Start.....	13	27	
		2=Public Funding-non head start..... (OEO, HEW, CAA, Public School, Office of Child Development NIMH Dept. of Labor, etc.)	76	161	
		3=Private-Non Profit.....	6	13	
		4=Private-For Profit.....	5	11	
					212
IB	State	1=Alabama			
		2=Alaska			
		3=Arizona			
		4=Arkansas			
		5=California			
		6=Colorado			
		7=Connecticut			
		8=Deleware			
		9=D.C.			
		10=Florida			
		11=Georgia			
		12=Hawaii			
		13=Idaho			
		14=Illinois			
		15=Indiana			
		16=Iowa			
		17=Kansas			
		18=Kentucky			
		19=Louisiana			
		20=Maine			
		21=Maryland			
		22=Massachusettes			
		23=Michigan			
		24=Minnosota			
		25=Mississippi			
			26=Missouri		
			27=Montana		
			28=Nebraska		
			29=Nevada		
			30=New Hampshire		
			31=New Jersey		
	32=New Mexico				
	33=New York				
	34=North Carolina				
	35=North Dakota				
	36=Ohio				
	37=Oklahoma				
	38=Oregon				
	39=Pennsylvania				
	40=Rhode Island				
	41=South Carolina				
	42=South Dakota				
	43=Tennessee				
	44=Texas				
	45=Utah				
	46=Vermont				
	47=Virginia				
	48=Washington				
	49=West Virginia				
	50=Wisconsin				
	51=Wyoming				
ID	Role of Respondent	1=Director.....	66		
		2=Teacher.....	0		
		3=Parent Volunteer.....	2.6		
		4=Clerical.....	2		
		5=Social Worker.....	5		
		6=Researchers.....	8		
		7=Parent Coordinator.....	6.5		
		8=Other.....	10		

Page 2  
 Parent Participation Questionnaire

<u>Question</u>	<u>Data</u>	<u>Coding Rule</u>	<u>Results</u>	
			<u>Percentage</u>	<u>Any Mention Of</u>
IF	Program Orientation	1=Research.....	3.8	20%
		2=Demonstration.....	3.8	28%
		3=Service.....	41.3	76.5%
		4=Training.....	8.8	40.2%
		5=1+2.....	5.0	
		6=1+3.....	1.3	
		7=2+3.....	2.5	
		8=2+5.....	1.3	
		9=3+4.....	15	
		10=1+2+3.....	1.3	
		11=1+2+4.....	1.3	
		12=1+3+4.....	2.5	
		13=2+3+4.....	8.8	
		14=All(1+2+3+4).....	3.8	
IG + H	Rationale of Program	1=Stress (in both G+H) on child... as a separate entity	16	79.4%
		2=Stress on family.....	13	80.7%
		3=Mention of cultural deprivation.. poverty, etc.	0	27.1%
		4=1+2.....	45	
		5=1+3.....	4.4	
		6=2+3.....	8.7	
		7=1+2+3.....	14	

Page 3  
 Parent Participation Questionnaire

<u>Question</u>	<u>Data</u>	<u>Coding Rule</u>	<u>Results</u>	
			<u>Percentage</u>	<u>Any Part In</u>
II	Physical Location	1=Center in Church	15	30%
		2=Center in School	10	26.9%
		3=Other Center Location	42.3	49.8%
		4=Participants Homes	1.3	19%
		5=1+2	6.4	
		6=1+3	2.6	
		7=2+3	2.6	
		8=2+4	3.8	
		9=3+4	7.7	
		10=4+5	2.6	
		11=1+2+3	1.3	
		12=1+2+4	2.6	
		13=1+3+4	1.0	
IJ	Age of Program	Mean Years	5.3	Years
		Standard Deviation	6.2	Years
		Median Years	3.5	Years
IK	Is program still in operation:	1. Yes	97%	
		2. No	3%	
IL	Months in operation	1-12 Code number		
		Mean Months	11.1	Months
		S.O.	1.7	
IL 1	Time Each Week in Operation	1=less than one day	18%	
		2=One-four days	14%	
		3=Five days	68%	

## Parent Participation Questionnaire

<u>Question</u>	<u>Data</u>	<u>Coding Rule</u>	<u>Mean</u>	<u>Median</u>	<u>N</u>
1 M1	% budget for parent group activity	Give percent	11.3%	3%	189
1 M2	% of budget for board activity if parents are involved	Give percent	1.3%	0.3%	102
1 M3	% of budget for research and/or evaluation of parent involvement	Give percent	8%	5.5%	120
11 A	Population affected: (direct only, based on entire programs, some multi-center)		248	90	212
A1	Children	Code number	199	115	200
A2	Parents	Code number	34.2	12	205
11 B1	Age				
1(a)	Percent infants(0-2)	Give percent	11%		
1(b)	Percent preschool(3-5)	Give percent	62%		
1(c)	Percent elementary age (6-12)	Give percent	22%		
1(d)	Percent older children (13 and over)	Give percent	5%		
B3	Ethnic groups				
3(a)	Percent black	Give percent	55%		
3(b)	Percent Spanish American (Mexican, Spanish, Puerto Rican background)	Give percent	9%		
3(c)	Percent Caucasian	Give percent	27%		

Page 5  
 Parent Participation Questionnaire

<u>Question</u>	<u>Data</u>	<u>Coding Rule</u>	<u>Percentage</u>
3(d)	Percent Oriental	Give Percent	2%
3(e)	Percent Other	Give Percent	7%
B4	Income level of Participants		
4(a)	Percent under \$3,000	Give Percent	53%
(b)	Percent between \$3-5,000	Give Percent	23%
(c)	Percent between \$5-8,000	Give Percent	14%
(d)	Percent between \$8-10,000	Give Percent	6%
(e)	Percent between \$10-12,000	Give Percent	3%
(f)	Percent over \$12,000	Give Percent	1%
B5	Urban or Rural	1=Urban 2=Rural 3=Both	55% 20% 25%
IIC1	Percent one parent Families	Mean Percent	44.3%
C2	Percent two parent families	Mean Percent	55.7%
IIIP	Policy Making		
A1	Kind of Committee or Board	1=Advisory Board 2=Policy Board 3=Both 4=Neither	33% 47% 12% 8%
	Including "no responses" as "neither"	1=Advisory Board 2=Policy Board 3=Both 4=Neither	23.6% 33.6% 8.6% 34.3%
A2	Which board are parents on	1=Advisory 2=Policy 3=Both 4=Neither	37% 12% 29% 22%

<u>Question</u>	<u>Data</u>	<u>Coding Rule</u>	<u>Results</u>	
III B	Time of parent involvement:	The % of programs in which parents first became involved in either an advisory or policy board, during each stage of program development:		
			<u>Percent</u>	<u>Cumulative Percent</u>
		1. Before program goals were set	37.75	37.75
		2. During proposal writing stage	17.63	55.38
		3. After funding, before operation	10.14	65.52
		4. Soon after program began	10.14	75.66
		5. After program well underway	2.34	78.00
		6. Parents never became involved	22.00	
III C	Functions of Boards	Give percent of programs with gave each function.		
	<u>Functions</u>			
	1. Writes or approves proposals and applications for the program.....		13%	
	2. Hires staff and/or director.....		40%	
	3. Makes policy; operates program.....		45%	
	4. Advises on policy, participates in operation of the program; assists staff; submits suggestions.....		60%	
	5. Plans activities for parents.....		8%	
	6. Evaluates program; hears complaints.....		27%	
	7. Raises funds for the program.....		70%	
	8. Links program with the community; solicits community resources.....		18%	
III D	Role of policy or advisory board which excludes parents			
	1. No board which excludes parents.....		72%	
	2. A no-parent board exists; must approve parent board decisions and has the power to veto them.....		1%	
	3. A non-parent board exists; must approve major decisions of the parent board.....		4%	
	4. Non-parent board advises but doesn't pass on parent decisions.....		3%	
	5. Non-parent board has other or unspecified functions..		18%	
	6. There is no board.....		2%	

Page 7  
Parent Participation Questionnaire

<u>Question</u>	<u>Data</u>	<u>Coding Rule</u>	<u>Percentage</u>
III E	Percent of advisory board made up of parents	Give percent	$\bar{X}$ = 65.8% S.D.= 29.4%
III G	Means of selection	1=Election 2=Selected by director 3=Selection by non-parent board members 4=Parent Groups 5=Other	55% 2% 5% 27% 10%
III H	Length of service	1=Less than one year 2=One year 3=More than one year 4=No set policy	5% 56% 28% 11%
III I	Other advisory or policy board members:		% of programs with each category of member on board
			<u>Percentage</u>
	1 = Education professionals		2% 36
	2 = Welfare professionals		0 22
	3 = Health professionals		0 32
	4 = Non-parent community members		30% 66
	5 = Staff members		8% 14
	6 = 1+2		2%
	7 = 1+3		2%
	8 = 1+4		6%
	9 = 2+4		2%
	10 = 3+4		6%
	11 = 4+5		4%
	12 = 1+2+3		4%
	13 = 1+3+4		6%
	14 = 1+2+3+4		12%
	15 = 1+2+3+5		2%
	16 = None		14%
IV	Parent Participation		
IV B1	Newsletter	1 = Yes 2 = No	67% 33%
B2	Who writes it	1 = Staff 2 = Parents 3 = Both	51% 16% 33%

Page 8  
Parent Participation Questionnaire

<u>Question</u>	<u>Data</u>	<u>Coding Rule</u>	<u>Results</u>	
IV C	Degree of parent roles	Code closest number on scale 1=Parents primarily responsible 2=Parents share responsibility 3=Parents advise formally 4=Parents opinions solicited 5=No parent participation		
			<u>Mean</u>	<u>S.D.</u>
C1	Administration of program.....		3.2	1.0
C2	Selecting staff.....		3.1	1.4
C3	Developing teaching materials.....		3.7	0.9
C4	Teaching others children.....		3.0	1.3
C5	Teaching own children.....		2.3	1.2
IV L	Employment of parents	Code number in each category		
L1	Teachers.....		2.4	2.6
L2	Teacher's Aide.....		6.5	10.8
L3	Nutrition, dietary and health.....		2.5	2.5
L4	Transportation.....		1.1	.7
L5	Maintenance and Janitorial.....		3.2	4.8
L6	Clerical.....		1.0	.1
L7	Home Visitors (no specific training) Social Services..		5.8	7.4
L8	Home Teachers.....		9.0	4.2
L9	Other.....		4.1	5.3
V E	Staff preparation to work with parents	1=Training specifically designed for purpose..... 2=Types of training which seem more general in purpose i.e., staff meetings..... 3=No staff training for working with parents.....	25% 68.3% 6.7%	

Page 9  
 Parent Participation Questionnaire

<u>Question</u>	<u>Data</u>	<u>Coding Rule</u>	<u>Mean</u>	<u>S.D.</u>
V E (cont.)	Is there a specific staff member assigned to parents?	1=Social Worker.....	17.1%	
		2=A staff member with parents as major responsibility.....	51.4%	
		3=A staff member with parent activities as one of several assignments, e.e., teachers....	11.5%	
		4=No specific staff.....	20%	

APPENDIX G

REFERENCES FOR ESTIMATION AND EVALUATION OF ECONOMIC IMPACTS

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APPENDIX H

File IIS

Women Age 16+ in 97 Largest SMSA's

March, 1967 CPS

Characteristic	Coding
1. ID - a) SMSA or region	
b) ID of head of family	
c) ID of family member	
2. Weight and Rotation	
3. Age and Age at first marriage	
4. Years of School Completed	
None	
1 - 4 elementary school	1
5 - 7 elementary school	2
8 elementary school	3
1 - 3 high school	4
4 high school	5
1 - 3 college	6
4 college	7
5+ college	8
	10
5. Residence	
Farm	1
NonFarm	2
6. ID from Recode Set R3*	
7. ID from Recode Set R2	
8. ID from Recode Set R1	
9. HEW Poverty Code	
Economy	0
Low Cost	1
Other	2

\*Recode sets in Appendix H<sub>1</sub>

Characteristic	Coding
10. Unearned Income Types - Detail*	
No unearned income	01
Social security only	02
Interest only	03
SS & Int.	04
Dividends only	05
SS & Div.	06
Int. & Div.	07
SS, Int., & Div.	08
Rental only	09
SS & rent	10
Int. & rent	11
SS, Int. & rent	12
Div. and rent	13
SS, Div. & rent	14
Int., Div. & rent	15
SS, Int., Div. & rent	16
11. Total Income Recoded	
12. ID from Recode Set R4	
13. Total Income	
14. Unearned Income	
15. Wage and Salary Income	
16. FILO (Family Income less own wage)	
17. Hours supplied	
18. Hours Worked	

## \*Source

- SS Social Security (old age, survivor's and disability insurance) or Railroad Retirement, government employee pensions from Federal, State, County, or other governmental agencies, or veteran's payments?
- Int Interest on savings accounts in banks, savings and loan associations, bonds, or credit unions?
- Div Dividends on stock or income from estates or trust funds?
- Rent Net rental income from property, real estate, or from roomers, boarders?
- PA Public assistance or welfare payments, private pensions, workmen's compensation, unemployment compensation, alimony and child support, contributions from persons not living in the household, annuities, royalties, etc.

APPENDIX H<sub>1</sub>

RECODE SETS

Coding

I. FILE - Family Member Recode (R1)

1. Type of Family

Primary Family	1
SubFamily	2
Secondary Family	3
Primary Individual	4
Secondary Individual	5

2. Own Children under 18

Actual Count	0-6
7 or more	7

3. Number of Family Members

Actual Count	0-6
7 or more	7

4. Presence of Own Children

By Age-Summary	
None	0
All 6-17	1
None under 3, some 3-5, some 6-17	2
All 3-5	3
Some under 3	4

5. Age & Number of Children  
(code is XTB #2)

6. Recode

II. Employment Status Recode (R2)

1. Major Activity

Working	1
Looking	2
With a job	3
House	4
School	5
Unable	6
Other	7
Armed forces (March only)	9

Appendix H<sub>1</sub>

## Recode Sets

## Coding

2. Employment Status		
At work full time	01	
At work part time	02	
With a job, not at work	03	
Looking for work	04	
Temporary lay-off	05	
New job	06	
New job, school	07	
House	08	
School	09	
Unable	10	
Unpaid, less than 15 hours	11	
Other	12	
Armed forces (March only)	99	
3. Recoded Employment Status		
Employed in agriculture	1	
Employed in nonagriculture	2	
Unemployed (Item 2 = 4-7)	3	
House (Recode of Item 2 and 1)	4	
School (Recode of Item 2 & 1)	5	
Unable to work (Item 2 = 10)	6	
Other (Recode of Item 2 & 1)	7	
Armed forces (March only)	9	
5. Labor Force Status	1	5-8
(code is XTB #6)		
6. Recode		
III. Race-Sex-Fam-Marital Recode (R3)		
1. Race	1	1
White	1	
Negro	2	
Other	3	
2. Sex	1	2
Male	1	
Female	2	
3. Marital Status		
Married, spouse present	1	
Married, spouse absent - AF	2	
Married, spouse absent - other	3	
Widowed	4	
Divorced	5	
Separated	6	
Never married	7	

## Coding

4. Family Relationship	
Person or subfamily	
Head or individual	0
Wife	1
Child	2
Other relative	3
6. Recode	
IV. Weeks Worked Recode (R4)	
1. Weeks worked last year	
None	1
1-13	2
14-26	3
27-39	4
40-47	5
48-49	6
50-52	7
Armed forces or no match	9
2. Lost weeks because of layoff of lost job	
Yes	1
No	2
Item #1 not 7	9
3. Main reason not working full time	
Ill (Part yr. and no work)	1
House (Part yr. and no work)	2
School (Part yr. and no work)	3
Unable to find work (no work)	4
Unpaid (Part year)	5
Looking (Part year)	6
Other (Part year and no work)	7
Item 1 7 or 9	9
4. Weeks looking or on layoff	
None	1
1-6	2
5-10	3
11-14	4
15-26	5
Over 26	6
Item 1 1,7 or 9	9
5. Recode	

APPENDIX H<sub>2</sub>

FILE XTB

Women Age 16-49 in 96 Largest SMSA's

	Coding
1. ID	
2. Age and number of children	
None	1
One 6-17	2
Two 6-17	3
Three or more 6-17	4
None under three, one 3-5, one 6-17	5
None under three, three or more 3-17	6
One 3-5	7
Two or more 3-5 only	8
One under 3	9
One or more under 3, two or more children	10
3. Race	
White	1
Non-white	2
Other	3
4. Years of School Completed	
Under 8 years	1
8-11 years	2
12-15 years	3
16 or more years	4
5. Marital status (coding as in R3 #3)	
6. Recoded employment status	
In labor force	1
House	2
School	3
Other out of labor force	4
7. HEW Poverty code	
Economy	0
Low cost	1
Other	2
8. Unearned Income (total)	

Appendix H<sub>2</sub>

File XTB

Coding

9. Wage and salary income (total)
10. Total income (total)
11. Hours supplied (total)
12. Weight (total)
13. Count (total)

### APPENDIX H<sub>3</sub>

This appendix describes the computerized data utilized in the simulation models. The actual case files of the survey respondents are fed into the program which contains the policy parameters. These files are physically located at the University of Michigan, where the computations are to be performed.

#### The Current Population Survey (CPS)\*

The Current Population Survey is a monthly survey, conducted by the Census Bureau, of approximately 50,000 occupied households. The sample includes 449 sample areas, covering every State and the District of Columbia. Information for more than 100,000 persons 14 years of age and over is collected every month in the survey. The survey is designed to provide information on the labor force status of the population, that is, the number of employed and unemployed as well as those outside the labor force. Detail is included on characteristics such as hours worked, occupation and industry of the employed and experienced unemployed and the duration of employment. Selected demographic data, such as educational attainment, age, sex and marital status also are obtained for each person.

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\*Copied directly from BLS Staff Paper, Number 4, A Micro Model of Labor Supply.

### Appendix H<sub>3</sub>

In addition to the monthly survey, the Census Bureau carries out supplementary surveys to the CPS on related subjects, such as annual work experience and income, multiple job holders and school enrollment. The survey may also contain supplements sponsored by other agencies, such as television ownership, smoking habits, and incidence of and expenditures for hunting or fishing.

The Bureau of Labor Statistics carries out the analysis and publishes tabulations on the basic employment and unemployment data every month and analyzes and publishes the data from supplementary questions relating to manpower and employment for persons 16 and over. 1/

The Bureau of the Census publishes data on the income of families and individuals as well as a number of other demographic subjects. 2/

The Bureau of Labor Statistics and the Bureau of the Census undertook a joint effort to edit, systematize and document the Person-Family File of 1959-67 in a standard format. Cumulatively, these files contain data on an aggregate sample of approximately 500,000 persons and 300,000 families. Because of the sample rotation plan followed by the Census, as many as 40 percent of these persons or families may have been interviewed in any 2 consecutive year periods. A brief

---

1/ The current reports are published in Employment and Earnings. The special reports are published in the Monthly Labor Review as Special Labor Force Reports.

2/ The Income of Families and Persons is published by the Census in the Current Population Reports Series P-60 Consumer Income. The Special Demographic Studies are published in the P-20 Series Population Characteristics. Some recent studies in this series include: Negro population, school enrollment, educational attainment, household and family characteristics, and marital and family status.

### Appendix H<sub>3</sub>

description of these files is provided here. A fuller description of the Current Population Survey can be found elsewhere. 3/

The data available in the Person-Family File include questions asked in the February work experience supplement, in the March income supplement and the March basic questionnaire.

The Person-Family File consists of summary data for each interviewed family plus detailed data for each family member 14 and over. However, only persons 16 and over were included in the study.

All data which could identify a specific individual or family were removed from the records to insure the confidentiality of the data, consistent with the requirements of the Bureau of the Census. The following characteristics remained:

1. Summary family detail
  - a. Type of family: primary, sub-family or secondary family
  - b. Residence
    - (i) Region
    - (ii) Central city or not central city of SMSA

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3/ See for example, Concepts and Methods Used in Manpower Statistics from the Current Population Survey, June 1967, issued jointly by the Bureau of Labor Statistics as Report No. 313 and by the Bureau of the Census as CPS Reports, Series P-23, No. 22.

For a more detailed description of the technical and statistical methodology used in the Current Population Survey see Bureau of the Census, The Current Population Survey: A Report on Methodology, Technical Paper No. 7. For general description of the Current Population Survey from the point of view of the researcher see J.E. Morton, Analytical Potential of the Current Population Survey for Manpower and Employment Research, (Kalamazoo, W.E. Upjohn Institute, 1965).

### Appendix H<sub>3</sub>

- (iii) In or out of poverty area as defined by the Bureau of the Census
    - (iv) Name of SMSA if one of 96 of 104 largest SMSA's
  - c. Family composition or household composition
    - (i) Number of persons
    - (ii) Age of children
  - d. Total family income
    - (i) Amount
    - (ii) Sources
    - (iii) Sources by amount
  - e. Social Security Administration poverty code
- 2. Basic CPS questions relating to March of current year
  - a. Age by single years
  - b. Race
  - c. Sex
  - d. Veteran status
  - e. Employment and labor force status last week
  - f. Hours worked last week
  - g. Reason for parttime work or no work
  - h. Duration of unemployment
  - i. Industry, occupation and class of worker
  - j. Educational attainment
  - k. Marital status
  - l. Relationship to family head
- 3. Supplementary questions relating to previous year
  - a. Regional mobility from previous year

### Appendix H<sub>3</sub>

- b. Weeks worked
- c. Main reason not working full year
- d. Primarily full or parttime
- e. Weeks unemployed
- f. Occupation, industry or class of worker of longest job
- g. Income by type and amount

All of this information can also be cross classified by combining characteristics of the head, wife, or all other family members. For example, income of the family head can be cross classified by educational attainment of the wife. Income of nonwife or head family members can be cross classified by the age of the wife of the family.

The data were edited to provide consistency within the labor force categories. The data were not edited for apparent inconsistencies between income, age, and labor force questions, such as 16 year old doctors with incomes over \$25,000.

#### Survey of Economic Opportunity\*

The SEO files contain information collected in sample surveys in the spring of 1966 and 1967. The Bureau of the Census conducted the surveys for the Office of Economic Opportunity in order to supplement the information regularly collected in the Current Population Surveys (CPS) for February and March of each year. The common items in the SEO and the CPS include personal characteristics (age, race, sex, family relationship, marital status), last year's work experience, and income.

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\* Copied from SEO Codebook

### Appendix H<sub>3</sub>

In addition, the SEO provides information on dimensions of poverty not usually obtained between the decennial Census years (such as on housing) or obtained even less frequently such as the data on assets and liabilities. The majority of the 1967 survey's questions were also asked in 1966. New questions in the 1967 survey included several on personal health, marriage and childbearing.

The SEO sample of 30,000 households is made up of two parts. The first is a national self-weighting sample of approximately 18,000 households, drawn in the same way as the Current Population Survey Sample. In order to obtain better information concerning the poor--particularly the nonwhite poor--12,000 additional households were also included in the SEO by drawing a sample in areas with large nonwhite populations. Essentially the same set of addresses was re-visited in 1967. In fact, more than three-fourths of the households interviewed in 1966 were reinterviewed in 1967.

#### Urban Employment Survey

A 1968 survey of 20,000 households. Data is available for three cities (Atlanta, Detroit, and New York City). This Survey may be especially valuable as a source of information on barriers to employment. The use of this survey is still undecided.

#### 1970 Current Population Survey (CPS)

The availability of this year's March survey is in doubt. However, an improvement over the 1967 CPS is that it lists child care difficulties as a work barrier, separates out welfare income, and possibly contains better geographic identification.

Appendix H<sub>3</sub>

1967 AFDC Survey

Conducted by the Bureau of Social Science Research of Washington, D.C.,  
this survey data (of approximately 12,000 respondents) contains  
detailed data of employment desires, potential and barriers.

APPENDIX H<sub>4</sub>

DEVIATION OF STATE WELFARE CHARACTERISTICS USED IN CROSS  
CLASSIFICATION MODEL

The next page provides a table detailing the definitions of independent variables 9-11 used in the wage subsidy of section 4.1 (CPS data base only).

Variable 9, welfare restrictiveness, consists of two dummy variables; restrictive or lenient.

Variable 10, welfare maximum payment, consists of three dummy variables; low, medium, high.

Variable 11, welfare services available, consists of two dummy variables; none, or one or more.

APPENDIX H<sub>4</sub>

THREE DIMENSIONAL CROSS-CLASSIFICATION OF STATES, 1967

Maximum Grant Payable	Restrictiveness of Eligibility Requirements			
	Restrictive (Score: 8 or More)		Lenient (Score: Less than 8)	
	Number of Services			
	None	One or More	None	One or More
Low (less than \$135)	Alabama Arizona Arkansas Mississippi South Carolina Indiana West Virginia	Tennessee Missouri Texas Nevada Louisiana Nebraska	Georgia Maine Florida	
Medium (\$135-179)	Virginia	North Carolina Oklahoma Michigan Delaware Maryland	Kentucky Vermont Pennsylvania	Colorado Utah Rhode Island Ohio
High (more than \$180)	New Mexico New Hampshire Wyoming	Oregon Illinois	Connecticut South Dakota	Idaho Iowa Washington Wisconsin Massachusetts California North Dakota Kansas New Jersey New York Minnesota

Source: Welfare Policies and its Consequences for The Recipient Population: A Study of the AFDC Program, Bureau of Social Science Research, December 1969, page 17.