



## EVALUATION OF E. S. E. A. PROJECTS

An evaluation can supply only a limited indication of the impact of E. S. E. A. programs in Buffalo since their inception in the spring of 1966.

Some aspects of these programs can be measured directly by tests and interviews and observations by teachers and others. Many effects can never be measured such as the over-all improvement in outlook of the pupil and his family. Although the latter might have a greater effect in the long run than an improvement in reading, it can only be surmised, not directly measured. Some facts and figures are given. However the short time in which the programs have operated prevents a detailed picture of their effects on the pupils, their families and their teachers. The information given here must be interpreted as only an estimate of the effects of E.S.E.A. on the Buffalo Schools. Another year of operation will make possible a more detailed evaluation.

The Concerts and Recitals program, while offering a most important enrichment experience, also had the effect of acquainting the children with musical and cultural history. A testing program carried on among a sample of pupils attending indicated a very high level of retention of background material.

The Teachers Aides program was well received by pupils, teachers, administrators and aides. A comprehensive questionnaire on the program indicated universal approval.

Early Push was carefully evaluated both in the spring and summer of 1966. Increments of verbal reasoning ability show a very encouraging level of improvement in the children.

The Language Arts project met its goal of reducing class size in secondary schools by an average reduction of 28.5 per cent. The additional equipment and supplies provided were widely utilized by pupils and teachers.

The Evening High School provided an exceptional opportunity for secondary pupils in the Target Area to complete their education. Almost 100 pupils obtained a diploma by the end of the summer session.

The In-Service Education program included over 550 teachers. They were enthusiastic in their expressions of profit from the workshops, lectures, demonstrations and discussion sessions.

The Plus Program, because of its wide-ranging character, obviously has been of great importance in the Target Area. Initial testing reveals interesting and important results in reading and mathematics due to the remediation given by Plus teachers. The field trips and other cultural enrichment features met with approval from all concerned.

The summer programs are now undergoing evaluation. However, preliminary data indicates wide acceptance among parents and pupils of Project Help, the Physically Handicapped Program and Span.

The Curriculum Guides project produced twelve references for teachers of inner-city children. This compilation of information should be of great value in the identification and education of these children. Comments from teachers who will use these guides will formulate the basis for a comprehensive evaluation.