

This year, appraisal of the program is focusing upon:

(1) Changes in behavior and performance of the children referred to the counselor. At the time of referral to counseling and again at the termination of service, the referring teacher rates the child on *Behavior Rating Scale*. Changes in rating with regard to a) the desirable, i.e., "corrected" behavioral outcome and b) the kind of counseling service provided are being analyzed for "success" or "non-success." Pre and post test data in specific test areas are also being assessed. Comparisons of initial 7th grade adjustment of children participating in orientation programs and those not participating will be made in September 1967.

(2) Changes in demand for the service.

(3) Based upon a January 1967 survey of principals, the second highest priority in their request for expanded staffing was given to counseling and nursing services.

(4) Changes in attitude regarding counseling service. Responses of principals, teachers, and other staff members to the Guidance Services Opinionnaire are being analyzed with regard to changes in counseling services.

Projected plans include an estimate of changes in teacher attitudes as measured by pre and post administration of the *Professional Check List* and *Grading Practices Opinionnaire*. These will be administered to a sample of 1st, 3rd, and 6th grade teachers in 1) schools receiving maximal guidance programs, 2) schools receiving minimal guidance programs, 3) teachers participating in counselor-led discussion groups, and 4) schools having no counseling or guidance programs. Case studies and anecdotal material provide additional information.

EXHIBIT C

LEARNING MATERIALS CENTERS

Evaluation is concentrating upon a survey of:

1. The nature, quantity, and quality of the supplementary materials developed and disseminated;

2. The extent to which teachers are making use of materials;

3. The extent to which teachers indicate that their use of instructional techniques and materials has changed this year, as the result of the centers, as compared with last year;

4. Changes in reading competency and oral communication skills among the target population as measured by comparative achievement test scores, teacher ratings, and judgments of time sample tape recordings.

EXHIBIT D

SUMMER—1966 HEAD START PROGRAM

The basic areas of evaluation inquiry have involved:

(1) An assessment of the content of the program and its operation.

(2) An assessment of the progress of children during the 8 week Head Start program.

(3) Follow-up procedures including a comparison of the adjustment and attainment, in the regular school program, of children who have had the Head Start experience with children who did not participate in the program.

The evaluation has also focused upon four major areas: professional and staff reaction, pupil personal and social development: pupil scholastic readiness and attainment: and parental participation.

Instruments and procedures

(1) 80% of teachers, and 90% of all other professional staff members who participated in the Head Start program were systematically interviewed in small group sessions or individually. Their observations of the children's progress and their reactions to all of the phases of the Head Start operation comprise a part of the Albuquerque Public Schools Head Start evaluation report.

(2) Administered to a sample of Head Starters on a pre and post test basis during the 8 week program:

Lee-Clark Readiness Test:

Peabody Picture Vocabulary Test:

Reproduction of Geometric Designs Test (Developed by Albuquerque Public Schools).