

A STUDY OF HEAD START PARENT PARTICIPATION  
ACTIVITIES IN THE UNITED STATES IN CITIES WITH  
POPULATION BETWEEN 100,000 AND 200,000

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THESIS



This is to certify that the

thesis entitled

A STUDY OF HEAD START PARENT PARTICIPATION  
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## ABSTRACT

### A STUDY OF HEAD START PARENT PARTICIPATION ACTIVITIES IN THE UNITED STATES IN CITIES WITH POPULATION BETWEEN 100,000 AND 200,000

By

L. Wayne Brown

#### Introduction

Head Start parent involvement policy stipulates parent programs must provide four major types of parent activities to strengthen the ability of parents to give more positive support to the growth and development of their children.

#### Purpose

The purpose of this study was to determine if Directors in Head Start programs are complying with the Head Start parent participation policy, and if the preparation and prior experience of the Director, the person to whom he is responsible, the number of years teachers have taught in Head Start classrooms and the location of the classrooms influence compliance with the Head Start parent participation policy of non-preferential emphasis on the four types of parent participation activities.

### Design

Ten selected Educational Authorities were polled by questionnaire to ascertain if they supported the Head Start parent program policy. Nine responded.

Directors of Head Start programs in the eighty-seven United States cities with population between 100,000 and 200,000 were selected to participate.

Data were collected by a specially constructed questionnaire consisting of two parts designed to gather information about current parent participation activities and five selected demographic characteristics of each Head Start program. These characteristics became the basis for six hypotheses tested in this study. Seventy-one per cent of the questionnaires were returned.

The Friedman Two-Way Analysis of Variance by Ranks Test was applied to all data, with level of significance at .05.

### Conclusions

1. As a group nine, Educational Authorities confirm the need for Head Start parent programs to provide the four types of parent activities as stated in Head Start, A Manual of Policies and Instructions. This policy indicates the need for non-preferential emphasis on the four types of parent participation activities.

2. All Seventy-one per cent of the Directors responding provided some degree of parent involvement in

all four types of parent activities, but with consistently preferential emphasis.

3. Directors with preparation and prior experience in elementary education emphasize the Classroom Involvement type of activity as characterized by the descriptive statements on the original questionnaire:

Parents assisting in the classroom as volunteers on a scheduled basis

Parents being invited to planned classroom activities

Parents accompanying class on field trips

Parents being provided baby sitting services while visiting in classroom

Parents assisting in serving food and eating meal with class

4. Directors with preparation and prior experience other than elementary education emphasize the Administrative type of activity as characterized by the descriptive statements on the original questionnaire:

Parents being systematically asked to give ideas for program improvement

Parents actively securing volunteer services for program

Parents helping recruit and screen employees

Parents visiting other programs to gain ideas for local improvement

Parents assisting in the evaluation of the total program

5. Staff-Parent-Child Relationship is the type of parent activity consistently given the least emphasis.



This type of activity is characterized by the descriptive statements on the original questionnaire:

Parents being allowed to check out toys/games for home use with child

Parents receiving reinforcement materials to be completed with child at home

Parents learning how to read and tell stories to child for fun

Parents receiving suggestions of specific TV programs to view with child

Parents being encouraged to attend with child certain community events

6. In this study, only the Directors' background appears to influence whether activities concerned with the administration of the program or activities concerned with the instructional aspect of the program are given priority of emphasis.

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IN THE UNITED STATES IN CITIES WITH POPULATION  
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L. Wayne Brown

A THESIS

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## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS . . . . .	ii
LIST OT TABLES . . . . .	vi
LIST OF EXHIBITS . . . . .	viii
Chapter	
I. INTRODUCTION TO THE STUDY . . . . .	1
Need for the Study . . . . .	1
Purpose of Study . . . . .	7
Hypotheses . . . . .	8
Design of the Study . . . . .	9
Definition of Terms . . . . .	10
Assumptions Underlying the Study . . . . .	12
Limitations of the Study . . . . .	13
Overview . . . . .	14
II. REVIEW OF THE RESEARCH AND RELATED LITERATURE . . . . .	15
Effect of Early Experiences on Child's Growth and Development . . . . .	15
Effect of Parents on Child's Early Experiences	21
Historical Development of Parent Involvement in Head Start . . . . .	27
Effectiveness of Parent Participation in Head Start Programs . . . . .	36
Summary . . . . .	45
III. RESEARCH PROCEDURES . . . . .	48
Introduction . . . . .	48
Identification of Samples . . . . .	50
Hypotheses . . . . .	52
Development of Survey Instruments . . . . .	53
Procedure for Collection of Data . . . . .	57
Procedure for Analysis of the Data . . . . .	58
Summary . . . . .	59



Chapter	Page
IV. PRESENTATION OF DATA . . . . .	61
Analysis of Data . . . . .	61
Hypotheses Testing . . . . .	62
Interpretation of Data . . . . .	84
Summary . . . . .	91
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	93
Summary . . . . .	93
Conclusions . . . . .	97
Recommendations for Possible Action and Future Study . . . . .	100
BIBLIOGRAPHY . . . . .	104
APPENDIX . . . . .	111



## LIST OF TABLES

Table	Page
3.1. Structure of Director's Instrument . . . . .	55
4.1. Nine Educational Authorities' Ranking of Four Types of Parent Participation . . . . .	63
4.2. Summary of Fifty-three Head Start Directors' Ranks of Four Types of Parent Participation Programs . . . . .	65
4.3. Rank Sums of Emphasis on Four Types of Parent Activities by Directors with Undergraduate Elementary Major . . . . .	67
4.4. Rank Sums of Emphasis on Four Types of Parent Activities by Directors with Undergraduate Other Than Elementary Major . . . . .	67
4.5. Rank Sums of Emphasis on Four Types of Parent Activities by Directors Whose Prior Professional Experience Was in the Area of Elementary Education . . . . .	70
4.6. Rank Sums of Emphasis of Four Types of Parent Activities by Directors Whose Prior Professional Experience Was in Areas Other Than Elementary Education . . . . .	70
4.7. Rank Sums of Emphasis on Four Types of Parent Activities by Directors Who are Administratively Responsible to the Director of Elementary Education . . . . .	73
4.8. Rank Sums of Emphasis on Four Types of Parent Activities by Directors Who are Administratively Responsible to a Person Other Than the Director of Elementary Education . . . . .	73
4.9. Rank Sums of Emphasis on Four Types of Parent Participation Activities by Directors with a Majority of Classroom Teachers who have Taught Head Start Classes for Three Years or Longer . . . . .	76

Table	Page
4.10. Rank Sums of Emphasis on Four Types of Parent Participation Activities by Directors with a Majority of Classroom Teachers who have Taught Head Start Classes for Two Years or Less . . . . .	76
4.11. Rank Sums of Emphasis on Four Types of Parent Participation Activities by Directors with a Majority of Classrooms Located in Public Schools . . . . .	79
4.12. Rank Sums of Emphasis on Four Types of Parent Participation Activities by Directors with a Majority of Classrooms Located in Places Other than Public Schools . . . . .	79
4.13. Summary of Times Each Type of Parent Participation Received a Combined Rank of 1, 2, 3, or 4 Under Ten Conditions . . . . .	83
4.14. Number and Per Cent of Responses Recorded in "Don't Know at Present" Column by Fifty-three Directors About Emphasis on Four Types of Parent Activities . . . . .	83
4.15. Summary of Hypotheses . . . . .	86

## LIST OF EXHIBITS

Exhibit	Page
1. Head Start Parent Participation Activities Survey . . . . .	112
2. Head Start Parent Participation Activities Survey . . . . .	115
3. Cities in the United States with Population Between 100,000 and 200,000 With Full Year Head Start Programs . . . . .	118
4. Letter of Introduction Educational Authorities' Questionnaire . . . . .	122
5. Letter of Introduction Head Start Directors' Questionnaire . . . . .	124
6. Rank Sums of Emphasis on Four Types of Parent Participation Activities Reported by Fifty-three Directors in United States Cities With Population Between 100,000 and 200,000 . . . . .	126
7. Undergraduate Majors of Fifty-three Directors . . . . .	128
8. Prior Experiences of Fifty-three Directors . . . . .	130
9. Persons to Whom Fifty-three Directors are Administratively Responsible . . . . .	132
10. Years Majority of Teachers Have Taught in Head Start Classrooms . . . . .	134
11. Location of Majority of Classrooms in Fifty-three Head Start Programs . . . . .	136
12. Ranks of Four Types of Parent Participation Activities Reported Under Ten Conditions . . . . .	138
13. Eleven Descriptive Statements on Directors' Questionnaire Receiving Checks in the "Don't Know at Present" Column . . . . .	140



Exhibit

Page

14. Twenty Descriptive Statements in Rank Order  
as Reported by Fifty-three Directors,  
with Assignment to Four Types of Parent  
Participation Activities . . . . . 142

## CHAPTER I

### INTRODUCTION TO THE STUDY

#### Need for the Study

Head Start is a large scale social experiment by the government of the United States to provide avenues to support the growth of the pre-school child and to stimulate and strengthen his development.

The implicit authority for creating Head Start comes from Title IIA, Section 205(a) of the Economic Opportunity Act of 1964, which reads as follows:

The Director is authorized to make grants to, or to contract with, public or private nonprofit agencies, or combinations thereof, to pay any part or all of the costs of community action programs which have been approved by him pursuant to this part, including the cost of carrying out programs which are components of a community action program and which are designed to achieve the purposes of this part. Such component programs shall be focused upon the needs of low-income individuals and families and shall provide expanded and improved services, assistance, and other activities, and facilities necessary in connection therewith. Such programs shall be conducted in those fields which fall within the purposes of this part including employment, job training and counseling, health, vocational rehabilitation, housing, home management, welfare, and special remedial and other noncurricular educational assistance for the benefit of low-income individuals and families.<sup>1</sup>

It is paradoxical that notice was not made of a program for the pre-school child, and yet in 1966 at the

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<sup>1</sup>U. S., Congressional Record, 88th Congress, 2nd Session (1964), CX, No. 14, 18637.

hearing of the House Education and Labor Committee, Sargeant Shriver was to name Head Start as the War on Poverty's "greatest measurable success."<sup>1</sup> Once conceived, the Head Start program developed quickly into an operational program, and by the summer of 1965, centers were functioning throughout the United States.

Since Head Start is based on the philosophy that a disadvantaged child can benefit most from a "comprehensive interdisciplinary attack" on his problem, his entire family must be involved in solving his problems.<sup>2</sup> Research gives support to this approach. Parents are significant ones who encourage or discourage interests, stimulate or stifle pleasures of learning, strengthen or weaken self-concept, and influence other important attitudes and values. It is paradoxical that children attending Head Start have the greatest need for positive encouragement, yet often their parents are ill equipped to provide this service. Thus, children are caught in a cycle of deprivation. One way to break this cycle is to provide parent participation activities which will develop parents' skills and increase parents' knowledge of how to support their children's emotional,

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<sup>1</sup>U. S., Congress, House, Committee on Education and Labor, 1966 Admendments to the Economic Opportunity Act of 1964, Hearing, 89th Congress, 2nd Session (Washington: Government Printing Office, 1966), p. 186.

<sup>2</sup>Head Start, A Manual of Policies and Instruction, Office of Economic Opportunity Publication (Washington: Government Printing Office, 1967), p. 1.

physical, and intellectual growth. Bogar and others<sup>1</sup> and Stearn<sup>2</sup> have established that when parents are provided with information concerning certain tasks, they can be effective in helping their child perform better.

Head Start parent programs are structured to provide instructive information for parents. Yet, recent events within the Head Start program indicate a misunderstanding about the need of carrying out the parent programs. At the 1969 December National Head Start Conference, the successful move by parents to interrupt the meeting gave them a base from which they could be more effective in the administration of the Head Start program.<sup>3</sup> It was much the same reason which prompted the formation of the Michigan Federation of Head Start Mothers during the early months of 1970. Since they deemed it necessary to establish their voice in the administration of the program, apparently these parents had not been given an opportunity to participate in programs which provided satisfying activities for meeting their needs.

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<sup>1</sup>Robert P. Boger, Judith Kuipers, and Marilyn Beery, "Parents as Primary Change Agents in an Experimental Head Start Program of Language Intervention" (East Lansing: Head Start Evaluation and Research Center, 1969), p. 106. (Mimeographed.)

<sup>2</sup>Carolyn Stearn, "Developing the Role of Parent-As-Teacher with Head Start Population," E.R.I.C., Document #020 793 (1968), pp. 1-16.

<sup>3</sup>Statement by National Head Start Office Staff Member, personal interview, February 5, 1971.





Further evidence of a lack of attention given to the development of parent participation activities was gathered in an interview the writer had with a Head Start Regional Officer. This officer indicated parent programs of which he had knowledge gave most emphasis to the administrative type of activities. The administrative type of involvement should not be minimized, neither should it be emphasized at the expense of the other types of activities, since Head Start does not indicate any one type of parent involvement should be emphasized over the others.

It seems Head Start staff members and parents are dissatisfied with the present lack of involvement in Head Start parent programs. This lack was not the intent of the writers of the Head Start, A Manual of Policies and Instructions, which describes parent involvement as a positive and beneficial activity for parents. "Successful parental involvement enters into every part of Head Start, influences other anti-poverty programs, helps bring about changes in institutions in the community, and works toward altering the social conditions that have formed the systems that surround the economically disadvantaged child and his family."<sup>1</sup>

In further reflecting the desire to have parent involvement relevant and satisfying to the needs of parents,

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<sup>1</sup>Head Start, A Manual of Policies and Instructions, Office of Economic Opportunity, Section B-2, revised (Washington D.C.: Government Printing Office, 1967), p. 10.

the Head Start, A Manual of Policies and Instruction states, "Project Head Start must continue to discover new ways for parents to become deeply involved in decision making about the program and in the development of activities that they deem helpful and important in meeting their particular needs and conditions."<sup>1</sup>

This same Manual also stated,

Head Start believes that the gains made by the child in Head Start must be understood and built upon by the family and community. To achieve this goal, Head Start provides for the involvement of the child's parents and other members of the family in the experiences he receives in the child development center by giving them many opportunities for a richer appreciation of the young child's needs and how to satisfy them.<sup>2</sup>

And still further giving substance to this belief, this policy booklet stipulated, "Every Head Start must have effective parent participation," and lists four types of activities to advance this requirement.<sup>3</sup>

1. Participation in the process of making decisions about the nature and operation of the program.
2. Participation in the classroom as paid employees, volunteers or observers.
3. Activities for the parents which they have helped to develop.
4. Working with their children in cooperation with the staff of the center.<sup>4</sup>

About these activities the Head Start, A Manual of Policies and Instructions has this remark, "Each of these

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., p. 11.

<sup>4</sup>Ibid.

is essential to an effective Head Start program."<sup>1</sup> And unless Directors provide channels through which such participation and involvement can be realized, "the goal of the Head Start will not be achieved and the program itself will remain a creative experience for the preschool child in a setting that is not reinforced by needed changes in social systems into which the child will move after his Head Start experience."<sup>2</sup>

However, in current programs it is not known the degree to which these four types of activities are being implemented, nor is it known what variables influence the development of parent programs in which all four of these types receive emphasis. Do Directors with certain professional backgrounds and experiences and certain organizational patterns encourage the development of parent programs in which emphasis is given to all four types of parent activities?

This study is undertaken because of the significance given to parent participation by the Head Start, A Manual of Policies and Instructions, which emphasizes the need for all four of these types of parent activities to be included in order for parent programs to best provide poverty parents with skills and information which they can use to give positive support to the development of their children.

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

The results of this study may be useful to national and local policy boards in evaluating current parent programs, may provide direction for needed pre-service and in-service workshops, may provide suggestions for program changes in institutions for educating potential Head Start personnel, and may provide information on Directors' qualifications or organizational patterns which influence the development of parent participation programs which comply with the Head Start parent participation policy of non-preferential emphasis of the four types of parent participation activities.

#### Purpose of Study

To lend credence to the emphasis given to the parent participation activities by the Head Start, A Manual of Policies and Instructions, ten Authorities will be polled to see if they agree with the policy.

Then this study will attempt to determine if the Directors in Head Start programs in United States cities with population between 100,000 and 200,000 are complying with the Head Start parent participation policy.

It will also attempt to determine if the preparation and prior experience of the Director, the person to whom the Director is administratively responsible, the number of years teachers have taught in Head Start classrooms, and the location of the classrooms influence the compliance with the Head Start parent participation policy.

### Hypotheses

Since the Head Start parent participation program is a recent educational innovation, limited effort has been directed toward establishing the status of current practices within the program. Without knowledge of the present status of policy implementation, intelligent direction or guidance cannot be given to the Head Start parent participation program. Since this study proposes to determine which of the four types of parent participation activities have been implemented and if five specific demographic characteristics had any influence on emphasis given to these four types of activities, the following hypotheses are formulated:

- H<sub>I</sub>: Directors of full year Head Start programs in United States cities with population between 100,000 and 200,000 will report no significant difference in emphasis given to the four types of parent participation activities because of selected aspects of Directors' background and selected organizational patterns.
- H<sub>Ia</sub>: Directors with a major in elementary education will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with a major other than elementary education.
- H<sub>Ib</sub>: Directors with prior professional experience in elementary education will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with prior experience other than elementary education.
- H<sub>Ic</sub>: Directors who are administratively responsible to the director of elementary education will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors who are administratively responsible to a person other than the director of elementary education.

- H<sub>Id</sub>: Directors with a majority of classroom teachers who have taught Head Start classes for three years or longer will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with a majority of classroom teachers who have taught Head Start classes for two years or less.
- H<sub>Ie</sub>: Directors with a majority of classrooms located in public schools will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with a majority of classrooms located in places other than public schools.

### Design of the Study

1. The four major types of parent participation, as listed in the Head Start, A Manual of Policies and Instructions<sup>1</sup> will be used in developing a four point questionnaire. This questionnaire will be submitted to ten educational authorities presently involved in planning, developing or executing educational programs for pre-school or early elementary age children. These persons will be asked if they agree with the Head Start policy. A copy of this instrument is shown in the Appendix, Exhibit 1.

2. If these Educational Authorities give support to this policy, a questionnaire with five descriptive statements for each of the four types of parent participation activities will be developed for sending to the eighty-seven Directors of full-time Head Start programs in cities

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<sup>1</sup>Ibid.

of the United States with population of 100,000 to 200,000. The Directors will be asked to reflect on this year's activities and rate the degree to which their staff has provided parent participation in the four types of parent activities.

3. A second part of this questionnaire will solicit the status of specific characteristics related to the Director and the parent participation program. They are as follows: undergraduate major, prior professional experience, immediate supervisor, classroom teachers' Head Start experience, and location of classrooms. A copy of this instrument is shown in the Appendix, Exhibit 2.

4. Because of the ordinal nature of the data a nonparametric test, the Friedman Two-Way Analysis of Variance by Ranks Test, will be utilized to analyze all data. This test will be used to see if the Educational Authorities indicate equal emphasis should be given to the four types of parent participation activities and to determine if there is a significant difference in emphasis given to the four types of parent participation activities in operating Head Start programs when any of the specific characteristics exist in a program.

#### Definition of Terms

This section defines the terms which are used in a limited and specific sense in this study.

Behavior and Development of the Child: Behavior and development is a far more basic type of growing than is school learnings, e.g., learning to read, to spell, and to do simple arithmetic. It is a growth of attitudes and aptitudes which the middle class child characteristically acquires, such as finding pleasure in learning, learning to attend to others and to engage in purposive action, being able to delay gratification of desires and to work for rewards and goals, viewing adults as sources of information and ideas, of approval and reward, and changing self-expectations.<sup>1</sup> This definition is embodied in the phrase "learning to learn."<sup>2</sup>

Director: A director is a professional person responsible for formulation, coordination and implementation of the total Head Start program in a specified area.

Disadvantaged Child: Disadvantaged child refers, "to a child deprived of the same opportunity for healthy growth and development as is available to the vast majority of the other members of the large society in which he lives."<sup>3</sup>

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<sup>1</sup>Benjamin Bloom, Allison Davis, and Robert Hess, Compensatory Education for Cultural Deprivation (New York: Holt, Rinehart and Winston Inc., 1960), p. 16.

<sup>2</sup>Harry F. Harlow, "The Formation of Learning Sets," Psychology Review, CVI (March, 1949), 51.

<sup>3</sup>Jerome Hellmuth, ed., Disadvantaged Child, Volume I (Seattle: Straub and Hellmuth Co., 1967), p. 21.



Educational Authorities: Educational authorities are ten selected recognized writers who have been involved with educational programs for the elementary age child, and have worked at the field level with educational programs for disadvantaged adults or youths. Each has earned a doctoral degree and at least one authority is a member of an ethnic minority.

Head Start Child: Head Start child is a child enrolled in a Head Start program, usually age three up to the age for entering the school system, or in some few cases this may include a younger child.

Manual: Manual is the abbreviated name for the Head Start, A Manual of Policies and Instructions.

Parent Participation; Parent Involvement: These terms are used in this study interchangeably to include all activities planned, initiated, encouraged or supervised by any Head Start personnel which cause parents to interact or react to any part of the Head Start program.

#### Assumptions Underlying the Study

The assumptions upon which this study is based are listed below.

1. The pre-school years are critical to the child's mental, physical, social and emotional development.

2. Parents of disadvantaged children are concerned about the maximum development of their child and,
3. Parents can gain knowledge and understandings and can learn methods, techniques and skills which will provide positive support to their children's development.

#### Limitations of the Study

1. The validity of the data on both questionnaires is directly related to the skill, knowledge and technique of the investigator in stating the directions, in selecting the content and in phrasing the statements precisely.

However, pilot administration of both questionnaires, coupled with revision of both, should hold the validity at an acceptable level.

2. In this study, specific demographic variables are selected for study: director's previous paid experience, director's undergraduate major, director's immediate supervisor, number of years teachers have been in program, location of classroom. This group is not intended to be inclusive.

3. The results of this study should be interpreted as an indication of an association between the various dimensions under study, but not as a direct causal relationship between these dimensions.

### Overview

Four additional chapters are written to further develop and conclude this study.

A survey of the literature related to the disadvantaged pre-schooler's behavior and development, the role parents have in this development, and the Head Start parent participation program developed to indirectly support the preschooler is given in Chapter II.

In Chapter III, the research procedures and methodology employed are presented. This chapter is centered upon the identification of population under study, procedure for collection of data, development of instruments and plans for analysis of the data.

The examination and analysis of the data are presented in Chapter IV.

Included in Chapter V are these sections: summary, conclusions and recommendations.



CHAPTER II

REVIEW OF THE RESEARCH AND  
RELATED LITERATURE

The literature and research related to early childhood growth and development and parental influence on this process is extensive. In order to select the literature most pertinent to this study the following criteria were established: (a) only research conducted after 1960, and (b) research concerned with growth and development and parental influence on growth and development of the pre-school or early elementary-age, disadvantaged child was used.

These criteria were used in selecting the literature concerning the following subjects: effect of early experiences on a child's growth and development, effect of parents on a child's early experiences, historical development of parent involvement in Head Start, and effectiveness of parent participation in Head Start programs. Following a discussion of these subjects the chapter is concluded with a summary.

Effect of Early Experiences on Child's  
Growth and Development

The significance of the contribution the pre-school years make to the behavior and development of the child was

effectively expressed by Dr. Urie Bronfenbrenner in a Congressional Hearing on the Economic Opportunity Act of 1964.<sup>1</sup> The original statute emphasized employment, job training . . . vocational rehabilitation, and other problems of the young adults in poverty. Dr. Bronfenbrenner testified this act placed too much emphasis on the sixteen-to-twenty-year-olds and that a program for pre-schoolers could accomplish much more with the same funds. He was, no doubt, cognizant of the research relating to the pre-school years.

It has been well established that the pre-school years are critical ones to the growing, developing child. Bloom's<sup>2</sup> analysis of the stability and variability in the development of certain characteristics from infancy to maturity--physical factors, intelligence, scholastic achievement, interests, attitudes and personality--underscores this critical influence.

In order to identify and explain this stability and change, Bloom carefully surveyed data from over one thousand longitudinal studies. In addition to uncovering support for the idea of the effect of early environment, he also reported evidence that indicates any given characteristic has its

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<sup>1</sup>U.S., Congress, House, Committee on Education and Labor, 1966 Amendments to the Economic Opportunity Act of 1964, Hearings, 89th Congress, 2nd Session, April 22-28, 1964 (Washington: Government Printing Office, 1966), p. 1340.

<sup>2</sup>Benjamin Bloom, Stability and Change in Human Characteristics (New York: John Wiley and Sons, 1964), pp. 214-16.

greatest potential for change during the period of most rapid growth. Since the early years are periods of most rapid growth in the child's development, the home environment exerts tremendous influence on this development.<sup>1</sup>

The child's family structures his initial environment. Barring congenital deficiencies, all babies come into this world with certain positive physical, social, emotional and intellectual potentialities, and as a product of the interaction of these potentialities with the environment, the arena for the child's development is established. While there are definite differences in the manner in which lower income and middle-upper income parents structure their child's environment, it should be pointed out that often the differences reduce to the upper income parent providing wholesome food, warm clothing, creative playthings, lessons and trips. And, they more often pay attention to the development of the child as an interesting competent personality. Granting the major variable in the different rate of each child's development is the environment, then research should concentrate on locating the means for developing his potentialities as Murphy implies in his book.<sup>2</sup>

In 1964 a group of twenty-nine leading specialists from many different disciplines met at the University of

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<sup>1</sup>Ibid.

<sup>2</sup>Garden Murphy, Freeing Intelligence Through Teaching (New York: Harper and Bros., 1961), pp. 13-21.

Chicago to secure a more comprehensive picture of the problems of education and cultural deprivation. They came to the same position--"all later learning is likely to be influenced by the very basic learning which has taken place by the age of five or six."<sup>1</sup>

According to Gordon's<sup>2</sup> summary of research reports, deprivation in early experiences of children resulted in the following: weakness in auditory and visual discrimination; limited vocabulary range; restricted language usage; lack of familiarity with speech used by teachers; insufficient practice in attending to prolonged speech sequences; deficiencies in cognitive development; lower IQ score averages including decreases after about age five; and depression of intellectual functioning.

The relationship of the early family setting to the behavior and development of the child has long been a concern of persons giving thought to the question: What circumstances allow a child to grow into a happy, producing member of society? There has not always been a consensus on these circumstances.

While it is agreed that environment is a strong factor, the controversy of the influence of heredity versus environment upon the child's development is continuing as

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<sup>1</sup>Bloom, Davis and Hess, loc. cit.

<sup>2</sup>Edmund W. Gordon, "Characteristics of Socially Disadvantaged Children," Review of Educational Research, XXXV (December, 1965), 337-388.



it has for some three generations. The prevailing belief in the late 1800's that potential development of individuals was primarily inherited, gave way to the opposite viewpoint: that differences in rate and level of development were attributable to differences in experiences. The research in conditioning and learning experiments in psychology, and research in cultural anthropology gave strength to this change of viewpoint. Margaret Mead's<sup>1</sup> work was highly influential, suggesting that even such basic characteristics as masculinity and femininity differ in different cultures, and their expression was determined by child rearing practices. One characteristic after another of the child was transferred from the arena of inheritance to the domain of environment. This viewpoint reached an extreme in the 1920's and '30's, and perhaps John B. Watson's quotation has become the most famous expression of this movement,

Give me a dozen healthy infants and my own world to bring them up in and I'll guarantee to train any one of them to become any kind of specialist I might select--doctor, lawyer, artist, merchant, chief and even beggarman or thief.<sup>2</sup>

A contrast to this extreme position has been in motion for several years. Most recently, Arthur R. Jensen

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<sup>1</sup>Margaret Mead, Coming of Age In Samoa, A Study of Adolescence and Sex in Primitive Society (New York: Mentor Books, 1949), pp. 23-33.

<sup>2</sup>John B. Watson, Behaviorism (New York: W. W. Norton and Company, 1928), p. 104.

presented his highly controversial position that environmental factors are not nearly as important in determining development (specific IQ) as are genetic factors.<sup>1</sup>

Thus, over past years, the concept of plastic and changeable human nature has moved from one extreme to another. However, out of this vacillating more has been learned about the variables which influence the behavior and development of children.

In the present decade initiation of compensatory education programs for the pre-school child, writings of authorities and reports on longitudinal studies indicate a strengthening of the environmental position. In Two Worlds of Childhood, Dr. Bronfenbrenner's basic precept was: prevailing conditions in the lives of children do affect their behavior and development. Another postulation concerning a child's "modeling process" was "the most contagious models for the child are likely to be those who are the major sources of support and control in his environment; namely his parents, playmates, and older children and adults who play a prominent role in his everyday life."<sup>2</sup> He observed further, "There is a substantial body of data demonstrating the powerful effect of parents as models in

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<sup>1</sup>Arthur R. Jensen, "How Much Can We Boost IQ and Scholastic Achievement?" Harvard Educational Review, XXXIX (Winter, 1969), 1-123.

<sup>2</sup>Urie Bronfenbrenner, Two Worlds of Childhood: U.S. and U.S.S.R. (New York: Russell Sage Foundation, 1970), p. 133.

shaping the behavior and development of the child."<sup>1</sup> This evidence is of both a positive and a negative nature.

Effect of Parents on Child's  
Early Experiences

Various longitudinal studies adequately support that parents have an effect on a child's early experiences. The subjects in Skeels' study<sup>2</sup> approximated the contemporary disadvantaged child and dramatically gave support to this viewpoint. At the time the original study began, twenty-five children institutionalized for their mental retardedness, all under three years of age, were placed in two settings: thirteen (boys and girls) were placed in the care of female inmates of a state institution for the mentally retarded, with each child being assigned to a different ward. Approximately thirty patients, women ranging in age from eighteen to fifty years, were in each ward. A control group of twelve (also boys and girls) remained in an institutional environment, a children's orphanage. During the formal experiment period, which averaged a year and a half, the experimental group showed a gain in IQ of 28 points; whereas the control group's IQ dropped 26 points. Later, it became possible to place the experimental members in legal adoption.

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<sup>1</sup>Bronfenbrenner, op. cit., p. 139.

<sup>2</sup>Harold M. Skeels, "Adult Status of Children with Contrasting Early Life Experiences," Monographs of the Society for Research In Child Development, XXXI (March, 1966), 1-65.

A 1966 follow-up study, which was made thirty years later, showed all thirteen members of the experimental group were self-supporting and their personality development and adjustment were considered well within the normal range. The control group of twelve presented a significantly different picture: one had died in adolescence in a state institution for the mentally retarded, four were still wards of institutions, one was in a mental hospital, three were in institutions for the mentally retarded, and only three were contributing to their own support. Skeels summarized, "The major difference between the two institutions, as experienced by the children during the experiment, was in the amount of developmental stimulation and the intensity of relationships between the children and mother-surrogates."<sup>1</sup> Skeels cautioned the making of generalizations from these results, but indicated there is little doubt that this is a fruitful area for study.

The report of Fels Research Institute study<sup>2</sup> was of particular interest because of its broad base of concern. The major purpose of this project was to relate the functioning of the child to the psychological status of the adult. Kagan and Moss observed and interviewed eighty-nine mothers over a fourteen year period of time and assessed

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<sup>1</sup>Skeels, op. cit., p. 54.

<sup>2</sup>J. Kagan and H. Moss, Birth to Maturity, A Study in Psychological Development (New York: Wiley, 1962), pp. 1-325.

maternal practices on several affective dimensions such as protection, restrictiveness, hostility, and acceleration. One suggested finding was that maternal protection of boys from birth to three years was associated with a theoretically consistent set of behaviors during the years six to fourteen. This set of behaviors included a passive reaction to frustration, emotional dependence on adults, conformity to adult demands, striving for excellence in intellectual tasks, fear of physical harm, and minimal adoption of traditional masculine interests. Thus, if a mother valued intellectual achievement, the child probably would adopt this motive in order to retain the mother's nurturance.

Related to this phenomenon, Kagan and Moss formulated a concept called "sleepers effect."<sup>1</sup> This emerged because maternal acceleration of a child's development skills showed the highest correlation with adult achievement behavior when the measure of maternal acceleration was obtained during the first three years of the child's life. Similarly, maternal protection of the child during the first three years was a better prediction of school-age passivity than the mother's protective behavior during school-age period. The correlations were considerably lower when the index of maternal protection was taken at the same time that the school-age child's passivity was

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<sup>1</sup>Ibid., p. 277.



assessed, or maternal reward of dependency in an eight-year-old had less effect on the child than a similar maternal practice six years earlier. Since maternal practices have a latent or "sleeper effect" and require several years before their influence is evidenced in the child's behavior, the role parents play in the life of a pre-schooler does in fact affect the later adjustment and performance of the child.

Most of the short-term research of the past eleven years dealing with parental influence on the disadvantaged child has focused on the effect of parental activities on cognitive development of the child. One of the most comprehensive and apparently successful attempts to relate parental influence to intelligence test performance of the child used data obtained from sixty fifth-grade students and from interviews with their mothers. Those aspects of the home which were considered as most relevant to the development of general intelligence were incorporated as items in an interview schedule of seventy-three questions. The items were then used as a basis for ratings on thirteen scales designated as "Environmental Process Characteristics." The correlation of the total score and the child's IQ score was a striking .69. The best relations were found for those scales dealing with the parents' intellectual expectations for the child, the amount of information that the mother had about the child's intellectual development, the

opportunities provided for enlarging the child's vocabulary, the extent to which the parents created situations for learning in the home, and the extent of assistance given in learning situations related to school and non-school activities.<sup>1</sup>

Dave<sup>2</sup> and Deutsch<sup>3</sup> each developed scales with six items which demonstrated the relationship between the home environment activities and the child subject matter achievement. The items of the indexes are as follows:

Deutsch	Dave
1. Housing Dilapidation index for block on which S resides, and assigned to him, computed from census data.	1. Achievement Press--the parents' aspirations for the child and for themselves; their interest in, knowledge of, and standards of rewards for, the child's educational achievement.
2. The educational aspiration level of the parent for the child.	2. Language Models--the quality of parents' language and the standards they expect in the child's language.
3. The number of children under 18 in the home.	3. Academic Guidance--the availability and quality of educational guidance provided in the home.

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<sup>1</sup>R. M. Wolf, "The Identification and Measurement of Environmental Process Variables Related to Intelligence" (unpublished Ph.D. dissertation, University of Chicago, 1964), pp. 71-97.

<sup>2</sup>R. H. Dave, "The Identification and Measurement of Environment Process Variables That Are Related to Educational Achievement" (unpublished Ph.D. dissertation, University of Chicago, 1963), p. 107.

<sup>3</sup>Martin Deutsch and Associates, The Disadvantaged Child (New York: Basic Books, 1967), p. 323.



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|--|--|
| 4. Dinner conversation.  | 4. Activeness of the Family--the extent and content of indoor and outdoor activities of the family.                                |
| 5. Total number of cultural experiences anticipated by child for coming week-end--i.e., visiting | 5. Intellectuality in the Home--the nature and quality of toys, and the opportunity provided for thinking in daily activities.     |
| 6. Attendance of child in kindergarten. <sup>1</sup>   | 6. Work Habits in the Family--the degree of routine in home management and the preference for educational activities. <sup>2</sup> |

Dave found a correlation of  $+0.80$  between his total index and the total fourth grade achievement test scores. Deutsch's results were not as favorable. Items 2, 4, 5 on the average correlated  $+0.30$ , with first grade reading scores. This was not a strong correlation but nevertheless was indicative of a relationship better than chance. The conditions which existed in the life of the pre-school child did affect his performance in school. Some variables on these indexes are subject to change through education of parents--notably, each of the items on Dave's index and items 2, 4, 5 and 6 on Deutsch's.

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<sup>1</sup>Ibid.

<sup>2</sup>Dave, loc. cit.



Bradshaw,<sup>1</sup> Hess and Shipman,<sup>2</sup> Pavenstedt<sup>3</sup> and Wortis<sup>4</sup> each used the observational method as a major means for gathering data for their pre-school age child studies. The four sample sizes were nineteen, one hundred sixty, twenty-one and two hundred fifty respectively. These four studies all indicated a relationship between life conditions, family styles, particular maternal behavior, and cognitive development. The results of these studies were impressive as indicators of parental influence on the intellectual development of the child. In addition the general pattern of the results from the several studies of the disadvantaged child was consistent. The child's behavior and development were affected by the parents' motivation and the enactment of this motivation in the child-parent interactions.

#### Historical Development of Parent Involvement in Head Start

A brief review of the organizational steps which led to the creation of Project Head Start showed that

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<sup>1</sup>Carol Ensign Bradshaw, "Relationship Between Maternal Behavior and Infant Performance in Environmentally Disadvantaged Homes," Dissertation Abstracts, XXX (1968), 162-A.

<sup>2</sup>Robert D. Hess and Virginia C. Shipman, "Early Experience and the Socialization of Cognitive Modes in Children," Child Development, XXXVI (December, 1965), 869-886.

<sup>3</sup>Eleanor Pavenstedt, ed., The Drifter (Boston: Little, Brown, Co., 1967), pp. 38-44.

<sup>4</sup>H. Wortis, et al., "Child-Rearing Practices in a Low Socioeconomic Group," Pediatrics, XXXII (August, 1963), pp. 298-307.

parent involvement had been a major consideration since inception.

The concept of Head Start grew out of President Kennedy's 1961-62 Panel on Mental Retardation, which was charged to prepare a national plan for a comprehensive and coordinate attack on the problem of mental retardation. One of the task forces of the panel wrote a detailed statement on the prevention of mental retardation with emphasis on the prevention of pseudo-retardation due to cultural deprivation.<sup>1</sup> This was the first time a national program of intervention was suggested.

The membership of this task force numbered five, one of whom was Robert E. Cooke, M.D. Their report stated there were a large number of children coming from the low socio-economic group, particularly black, who were not given the opportunity to develop to their true potential. They were functionally handicapped and perhaps considered mildly retarded, not on a genetic or racial basis, but because of inadequate experiences, continued failure, poor motivation, and language handicaps resulting from their environment.

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<sup>1</sup>President's Panel on Mental Retardation, A Proposed Program for National Action to Combat Mental Retardation (Washington, D.C.: Government Printing Office, 1962), pp. 47-72.

This committee recommended one way of approaching the problem would be with widespread establishment of nursery centers in rural and urban slum areas, which should not be traditional day care centers, nor even the typical nursery school designed to meet the needs of a middle class child,

. . . instead, these should be directed toward the specific development of the attitudes and aptitudes which middle class culture characteristically develops in children and which contribute in large measure to the academic and vocational success of such children.<sup>1</sup>

Further suggestions included these centers could be built with every low cost housing project and should give major attention to the development of the modes of learning to understand, on more abstract levels, the world of things and people, of communicating with others, and of developing attitudes conducive to school learning.

Another recommended aspect was directly related to parent involvement. In established centers for parents, social workers and public health nurses would work toward the building of attitudes in young mothers that would help them develop child-rearing practices more conducive to the intellectual and educational progress of their child.

Another possible productive approach was the establishment of course work and practical experiences in family

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<sup>1</sup>Presidents' Panel on Mental Retardation, Report of the Task Force on Law, January, 1963, Chair. David L. Bazelon (Washington, D.C.: Government Printing Office, 1963), p. 14.

life education in junior high schools--before such potential parents drop out of school--and again in senior high school. These courses for the adolescents would include as a specific part of their content an emphasis on the methods of child care associated with the development of learning potential. Nursery schools attached to junior and senior high schools could become learning laboratories for the parents of the next generation.

Parenthetically, this task force noted such procedures would be of no avail unless the public schools are sufficiently reorganized to adapt educational opportunities to the needs and learning capacity of such children. These opportunities must continue from the time of school entrance until the children have gone out from school and are established in some kind of productive employment.

When Sargeant Shriver was designated as head of the Office of Economic Opportunity, he asked Dr. Robert E. Cooke in December, 1964, to outline a pre-school program which might interrupt the poverty cycle by altering early childhood experiences. At this time, not even the name Head Start had been firmly decided upon and the title, "Operation Success," was considered to emphasize the need for successful experiences in the life of the disadvantaged child. To develop this outline, Dr. Cooke assembled a group of professional people in the child development field, including psychologists, pediatricians, sociologists, educators, public health nurses, and social workers.

This committee's final report, dated February, 1965, listed seven objectives:<sup>1</sup>

1. Improving the child's physical health and physical abilities.
2. Helping the emotional and social development of the child by encouraging self-confidence, spontaneity, curiosity, and self-discipline.
3. Improving the child's mental processes and skills with particular attention to conceptual and verbal skills.
4. Establishing patterns and expectations of success for the child which will create a climate of confidence for his future learning efforts.
5. Increasing the child's capacity to relate positively to family members and others while at the same time strengthening the family's ability to relate positively to the child and his problems.
6. Developing in the child and his family a responsible attitude toward society, and fostering constructive opportunities for society to work together with the poor in solving their problems.
7. Increasing the sense of dignity and self-worth within the child and his family.

It should be noted that in three of the seven objectives (five, six and seven) members of the family were included as elements to be altered in improving the child's early experiences.

Monies were first appropriated in October, 1964, and Head Start became an operational part of the community Action Program in the summer of 1965. However, Head Start

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<sup>1</sup>Robert Cook, "Report to Sagrent Shriver, Office of Economic Opportunity, on Improving the Opportunity and Achievements of the Children of the Poor" (Washington, D.C.: Government Printing Office, 1965), pp. 1-2. (Mimeographed.)

became law only in 1967 with the amending of the Economic Opportunity Act of 1964. The Act in Title II, Part B, Section 222 (a) stated:

A program to be known as 'Project Head Start' focused upon children who have not reached the age of compulsory school attendance which (a) will provide such comprehensive health, nutritional, education, social, and other services as the Director finds will aid the children to attain their full potential, and together with appropriate activities to encourage the participation of parents of such and permit the effective use of parent services. . . .<sup>1</sup>

In September, 1967, the publication, Head Start, A Manual of Policies and Instructions, provided requirements and regulations for this program. This book of policies stated, "Every Head Start Program must have effective parent participation,"<sup>2</sup> and listed the four major kinds of participation:

1. Participation in the process of making decisions about the nature and operation of the program.
2. Participation in the classroom as paid employees, volunteers or observers.
3. Activities for the parents which they have helped to develop.
4. Working with their children in cooperation with the staff of the center.

Because of the innovative and experimental nature of the Head Start program, the Office of Economic Opportunity established at the time of its inception a Research and

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<sup>1</sup>U.S., Congressional Record, 90th Congress, 1st Session (1967), CXIII, No. 9587.

<sup>2</sup>Head Start, op. cit., p. 10.





Evaluation Office as an integral part of Project Head Start. Studies conducted by the national office have been in one of four categories: surveys, research, longitudinal studies and national evaluations.<sup>1</sup>

A series of descriptive surveys of a nationally representative sample of local units was conducted by the Bureau of Census. The inquiries typically obtained data on compliance with guidelines and answered questions concerning how much, how often and how many children and families were served through and in the major areas: health, nutrition, volunteers, parent participation, social services and education. The most recent study was published in September, 1970. This survey indicated about 86 per cent of the centers reported parents involved in administering the program; the staff in one-half or more of the classroom centers initiated one or more lectures, demonstrations, or workshops per month for parent development; between 73 per cent and 78 per cent of the teachers reported parent-teacher members, and only about 15 per cent to 17 per cent of all parents frequently or occasionally stayed to watch

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<sup>1</sup>U.S., Department of Health, Education, and Welfare, A Report on Evaluation Studies of Project Head Start, by Lois-ellin Datta (Washington, D.C.: Government Printing Office, 1969), pp. 1-20.

or help in the classroom after bringing their children to or before taking children home from school.<sup>1</sup>

In the research area, the subjects under study were categorized in the following areas:

1. Sub-population Characteristics: (a) Language, (b) Cognitive, Intellectual, and Achievement Behavior, (c) Social-emotional Behavior and Self-Concept
2. Demonstration Programs
3. Teacher Characteristics
4. Parent Participation
5. Head Start and the Community
6. Follow-up.<sup>2</sup>

The results of many of these studies are quoted in the next section (pages 36-44) "Effectiveness of Parent Participation in Head Start Programs."

The third major research effort by the national office was longitudinal studies on the development of low-income children. Data is presently being collected in one such program which follows all children in a target area through their school experiences from the first observations at age three and one-half to the end of the third grade.

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<sup>1</sup>Barbara D. Bates, Project Head Start, 1968: The Development of a Program, U.S., Health, Education, and Welfare Publication (Washington, D.C.: Government Printing Office, 1970), pp. 211-249.

<sup>2</sup>Edith H. Grotberg, Review of Research, 1965 to 1969 of Project Head Start, U.S., Health, Education, and Welfare Publication (Washington, D.C.: Government Printing Office, 1969), p. 2.

This Educational Testing Service study is designed to add to the knowledge of child development.<sup>1</sup>

Another longitudinal study called Planned Variation is attempting to evaluate twelve educational strategies (models) on both a short and long term basis in order to obtain information about their relative effectiveness. Conclusions about immediate effects of the twelve programs should be available in 1973.<sup>2</sup>

The fourth major area, national evaluation studies, was designed to assess the average change associated with Head Start. The 1969 controversial "Westinghouse Report"<sup>3</sup> and the most recent "Kirschner Study"<sup>4</sup> are examples of this kind of study. These two studies were conducted by private institutions to evaluate the effectiveness of Head Start in particular areas of interest. The Westinghouse study found

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<sup>1</sup>Educational Testing Services, Inc., "Disadvantaged Children and Their First School Experiences: E.T.S.-O.E.O. Longitudinal Study," E.R.I.C., Document No. 037 486 (December, 1968), pp. 1-20.

<sup>2</sup>Jenny Klein, Head Start Planned Variation Study, U.S., Health, Education, and Welfare Publication (Washington, D.C.: Government Printing Office, 1970), p. 1-15.

<sup>3</sup>Victor G. Cicirelli, William H. Cooper, and Robert L. Granger, "The Impact of Head Start: An Evaluation of the Effects of Head Start on Children's Cognitive and Affective Development" (Springfield, Va.: The Clearing House for Federal Scientific and Technical Information, 1969), pp. 1-135.

<sup>4</sup>Robert G. Hayden, "A National Survey of the Impact of Head Start Centers or Community Institutions," U.S., Health, Education, and Welfare Publication (Washington, D.C.: Government Printing Office, 1970), p. 2.



students were not able to continue accelerated growth in the cognitive area produced by Head Start. The Kirschner Study had its focus on the study of the role Head Start had had in influencing local institutions to become more responsive to the needs of the poor. This latter study was significant in providing research documentation that Head Start has been influential in stimulating change in educational and health institutions. While there have been other informal reports of such change, this was the first time that the effects in communities with and without Head Start programs have been compared.

Effectiveness of Parent Participation  
in Head Start Programs

During the formative years of Head Start, some attention of research was directed toward getting parents to understand and accept the purposes of Head Start and to learn something about how to get them to become an active partner in this new project.

Chandler,<sup>1</sup> Chorost and others,<sup>2</sup> Holmes, and Holmes,<sup>3</sup> Johnson and Palomares,<sup>4</sup> found those parents who had enrolled

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<sup>1</sup>Marvin Chandler, "Project Head Start and the Culturally Deprived in Rochester, New York: A Study of Participating and Non-Participating Families in Areas Served by Project Head Start in Rochester," E.R.I.C., Document #ED 013 669 (1966), pp. 77-86.

<sup>2</sup>Sherwood B. Chorost, K. M. Goldstein, and R. Silberstein, "An Evaluation of the Effect of a Summer Head Start Program," E.R.I.C., Document #ED 014 327 (1966), pp. 10-11.

<sup>3</sup>Monica Holmes and Douglas Holmes, "Evaluation of Two Associated Y.M.-Y.W.H.A. Head Start Programs," E.R.I.C., Document #ED 014 318 (1965), pp. 38-41.

<sup>4</sup>Henry Johnson and Uvaldo Palomares, "A Study of Some Ecological, Economic and Social Factors Influencing

their child in Head Start and sent him regularly, tended to hold middle class values, held higher educational aspirations for themselves and their child, and generally used community resources more than those parents who had an eligible child but had not enrolled him. In these studies, parents consistently thought of the Head Start program as helpful for their child. Montez<sup>1</sup> and Ortiz<sup>2</sup> indicated this was true among Mexican-American families, too.

Curwood,<sup>3</sup> investigating the attitudes of parents actively involved as teacher assistants, aides or room mothers, found these mothers expressed pleasure in being involved actively.

A few research projects were designed to ascertain what parents saw as the main benefit to their child.

Harding<sup>4</sup> found in his study the greatest change came in the area of interest in new things. Social development

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Parental Participation in Project Head Start," E.R.I.C., Document #ED 014 331 (1965), pp. 55-62.

<sup>1</sup>Philip Montez, "An Evaluation of Operation Head Start Bilingual Children, Summer," E.R.I.C., Document #ED 013 667 (1965), pp. 103-117.

<sup>2</sup>Alfonso Ortiz, "Project Head Start in an Indian Community," E.R.I.C., Document #ED 014 329 (1965), pp. 46-53.

<sup>3</sup>Sarah T. Curwood, "A Survey and Evaluation of Project Head Start As Established and Operated in Communities of the Commonwealth of Massachusetts During the Summer of 1965," E.R.I.C., Document #ED 014 324 (1965), pp. 151-156.

<sup>4</sup>John Harding, "A Comparative Study of Various Projects, Head Start Program," E.R.I.C., Document #ED 019 987 (1966), p. 26.





was reported by Allen Soule<sup>1</sup> as the most important contribution from the Head Start experience.

Research of the above type has waned in recent years. However, there is increased interest in the question: Are mothers effective as teachers? This second grouping of research might be referred to as effect of maternal characteristics and actions upon the child's behavior and development.

Perhaps the most comprehensive study in this area was conducted by Hess and Shipman.<sup>2</sup> They constructed a number of tests to be administered to 362 Head Start children to determine which maternal characteristics might predict cognitive and social abilities of their Head Start children. They found that teacher ratings and previous test performance were better predictors of children's behavior than maternal characteristics. However, the three maternal characteristics found most useful for predicting Head Start children's school achievement and Stanford-Binet scores were: (1) educational aspirations (hoped for and expected); (2) openness of mother's response to child's "difficult" questions; and (3) frequency of imperative statements to

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<sup>1</sup>Allen Soule, "Northfield, Vermont: A Community Depth Study in 1965," E.R.I.C., Document #ED 018 245 (1965), pp. 36-40.

<sup>2</sup>Robert Hess and Virginia Shipman, "Techniques for Assessing Cognitive and Social Abilities of Children and Parents in Project Head Start," E.R.I.C., Document #ED 015 772 (1966), pp. 106-115.

child without rationale. A later study by Hess and Shipman<sup>1</sup> examined maternal behavior and attitudes to determine if they influenced their Head Start child's achievements within a middle class school setting. The children were in a summer Montessori program with predominantly middle class children. They found that mothers who were active in many things and were high in analytical behavior had a more significant positive influence on the achievement of their children. They also found that open communication between mother and child positively affected their children's achievement in school.

Another study on maternal educational aspiration for children was conducted by Bell<sup>2</sup> who learned by interviewing 200 Negro mothers with Head Start children, 73 per cent wanted their children to succeed in school so that they could go to college.

Several educators and developmentalists have narrowed their studies to fewer variables. Ira Gordon supervised several studies of varying scope and depth. His 1967 study<sup>3</sup> provided parents with a forty week program for stimulating

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<sup>1</sup>Robert Hess and Virginia Shipman, "Maternal Antecedents of Intellectual Achievement Behaviors in Lower Class Pre-school Children," E.R.I.C., Document #ED 001 239 (1967).

<sup>2</sup>Robert Bell, "A Study of Family Influences on the Education of Negro Low-class Children," E.R.I.C., Document #ED 025 309 (1967), pp. 75-77.

<sup>3</sup>Ira Gordon, "A Parent Education Approach to Provision of Early Stimulation for the Culturally Disadvantaged," E.R.I.C., Document #ED 017 339 (1967), pp. 1-118.

their child's motor skills, perceptual, auditory and Kinesthetic development. One year later this experimental group of 100 measured greater development in these areas than the control group.

In other studies which examined the effect of maternal actions on cognitive growth, a positive correlation was found between a child's language scores and the mother's acceptance of the child, mother's use of praise, and her frequency of rewarding for the child's independent actions.<sup>1</sup> Head Start parents who visited the classroom, helped with extra-curricular activities and attended meetings on child development and child education, witnessed a greater increase in their child's first grade reading score than mothers who did not.<sup>2</sup>

Kearney's<sup>3</sup> research revealed that having a child enrolled in Head Start does not necessarily mean this parent will have a positive attitude toward school. She recommended however, that positive attitudes could be

<sup>1</sup>Hazel Leler, "Language Development of Social Disadvantaged Pre-school Children," E.R.I.C., Document #ED 041 641 (1970), pp. 52-57.

<sup>2</sup>Florence Heisler and France Crowley, "Parental Participation: Its Effects on the First-Grade Achievement of Children In a Depressed Area: Final Report," E.R.I.C., Document #ED 039 265 (1969), p. 6.

<sup>3</sup>Nancy L. S. Kearney, "Attitude Change of Project Head Start Parents," Dissertation Abstracts, XXX (1969), 1021-A.

developed through involvement. Gordon<sup>1</sup> and Jester<sup>2</sup> conducting studies at Gainesville's Institute for Development of Human Resources offered subjective data to support this position.

This area of research presents evidence that certain maternal factors can be used in predicting achievement of children, and when the variable is rigidly limited in content and time span, parents can be taught how to teach specific skills to their pre-school aged child.

A third area of research was referred to as descriptive studies of Head Start parent participation programs. More activity has been reported in this field of Head Start involvement than in the previous two areas. Some studies attempted to establish a curriculum for mothers to use with their children, and then they measured the growth of the child in the predetermined area. Jacobs and Jones,<sup>3</sup> Miller,<sup>4</sup>

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<sup>1</sup>Ira Gordon, "Early Child Stimulation Through Parent Education," E.R.I.C., paper read at American Psychological Association, September, 1969, Washington, D.C., Document #ED 038 166 (1969), pp. 1-20.

<sup>2</sup>R. Emile Jester, "Focus on Parent Education as a means of Altering the Child's Environment," E.R.I.C., Document #ED 033 758 (1969), pp. 9-10.

<sup>3</sup>Sylvia Jacobs and Pierce Jones, "Parent Involvement in Project Head Start, Part of the Final Report on Head Start Evaluation and Research 1968-69," E.R.I.C., Document #ED 037 244 (1969), pp. 79-81.

<sup>4</sup>James O. Miller, "Diffusion of Intervention Effects in Disadvantaged Families," E.R.I.C., Document #ED 026 127 (1967), pp. 1-45.

and Witters,<sup>1</sup> are such studies. These three varied in approach and in desired outcome. Jacobs and Jones structured their model to encourage parents to be active in the classroom and in parents' meetings; Miller designed a detailed step-by-step program to train mothers to teach, and ultimately to teach a formal class to the Head Start students; Witters learned that activity oriented programs were better than lecture type ones. Miller and Witters reported observing improvement in mothers' self-aspiration after they participated in parent programs, higher aspiration level for the child and a positive improvement in the child's attitude toward academic subject matter. However, Jacobs and Jones reported no positive correlation between increased parent involvement and higher aspiration level for the child.

Burns<sup>2</sup> and Freis<sup>3</sup> are representative of the many authors who reported on programs in which parents were involved in Head Start. Typically these kinds of programs were not structured to measure any degree of change or improvement, but provided reports on program activities.

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<sup>1</sup>Glorianne Witters, "Two Approaches to Group Work With Parents in a Compensatory Pre-school Program," E.R.I.C., Document #ED 035 056 (1969), pp. 21-22.

<sup>2</sup>Laurel Burns, "Parents Have Much To Give," Young Children, XXIII (November, 1967), 111-114.

<sup>3</sup>Ruth Freis, et al., "A Nonsegregated Approach to Head Start," Young Children, XXIX (July, 1969), 292-296.

The guide, A Training Program for Parent Participation in Project Head Start,<sup>1</sup> is representative of other Curriculum Guides which have been developed to encourage the implementation and strengthening of parent participation. This guide is directed toward providing major helps to those who lead parent participation groups, rather than to the parents themselves. It embodies content areas, methodology, techniques and skills to guide staff persons in identifying the needs of a parent group, and how to structure settings in which these needs can best be met. Two other guides representative of this kind of material are Ira Gordon's, A Parent Education Approach to Provision of Early Stimulation for the Culturally Disadvantaged,<sup>2</sup> and Dorothy Adkins', Development of a Pre-School Language-Oriented Curriculum With a Structured Parent Education Program.<sup>3</sup> The primary aim of these two booklets is to give parents information on skills of how to instruct their child in specific areas of development.

Research concerned with parent participation in Head Start programs is complex and plentiful concerning some

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<sup>1</sup>Mary Gay Harm, A Training Program for Parent Participation in Project Head Start (New York: Child Study Association of America, 1967), pp. 1-114.

<sup>2</sup>Ira Gordon, "A Parent Education Approach to Provision of Early Stimulation for the Culturally Disadvantaged," E.R.I.C., Document #ED 017 399 (1967), pp. 1-118.

<sup>3</sup>Dorothy Adkins, "Development of a Pre-School Language-Oriented Curriculum With a Structured Parent Education Program," E.R.I.C., Document #ED 028 845 (1968), pp. 8-18.

areas, but a limited effort has been devoted to whether emphasis is given to all four types of parent participation activities and to the study of the conditions under which the four types of activities are given equal emphasis by the professional staff. The Head Start policy states the four types are to have equal emphasis in all Head Start programs.<sup>1</sup> These guidelines also stress that substantial change in the life of a Head Start child demands the fullest involvement of parent or parent-substitute, and it is the obligation of the professional staff to provide the channels through which such participation and involvement can be exercised.

The authors of this Manual made it mandatory that channels be established for participation in the four types of parent participation e.g.,

. . . the Parent Head Start Policy Groups must be set up, classrooms must be open to parents, a plan for parent education must be developed, and home visits are required when parents permit such visits.<sup>2</sup>

Unless this happens the goals of Head Start will not be achieved and the program itself will remain a creative experience for the pre-school child in a setting that is not reinforced by needed changes in social systems into which the child will move after his Head Start experience.<sup>3</sup>

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<sup>1</sup>Head Start, op. cit., p. 11.

<sup>2</sup>Ibid., pp. 12-18.

<sup>3</sup>Ibid., p. 11.

### Summary

The works of Benjamin Bloom and others have well established that pre-school years are critical ones in the development of certain characteristics, namely: physical factors, intelligence, scholastic achievement, interest, attitudes and personality. They offer, "All later learning is likely to be influenced by the very basic learning which takes place by the age of five or six."<sup>1</sup> This position was reached after reviewing many longitudinal studies and collaborating with other scientists who were knowledgeable in the field. Statements contra to this position are not present in the literature. Thus, it seemed sound to accept the position of Bloom and others as one worthy to support a study.

Many educators and scientists studied the controlling elements in a young child's environment and reached the conclusion parents are important ones who determine the quality of these early experiences. Skeels' study dramatically illustrated this point. All thirteen of his experimental group, which received a high level of stimulation (between the ages of 2½ to 4) from mother surrogates, were all self supporting thirty years later and their personal development and adjustment were considered normal. Yet, of the control group of twelve who remained in a sterile environment, only three were contributing to their

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<sup>1</sup>Bloom, Davis, and Hess, loc. cit.



own support thirty years later and had obtained any degree of normal personal adjustment and development. This study and others reviewed in this chapter established that parents or surrogates are the significant ones who determine the amount of stimulation a child's environment will provide.<sup>1</sup>

It is upon established knowledge like that reviewed in this chapter that Head Start and the Head Start parent participation component were conceived and are being implemented. A clear understanding of this and related bodies of knowledge has also caused the creators and persons responsible for carrying out the Head Start parent participation policy to stipulate that non-preferential emphasis must be given to the four types of parent participation.

Research within Head Start has shown parents are interested in improving their child's early experiences, parents are able to alter their actions to improve the experiences for their pre-schooler when given instruction, and certain maternal values and actions correlate with the behavior and development of the child. However, lacking in the literature are studies which ask whether current programs are following the policy of the Head Start parent participation program by giving equal

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<sup>1</sup>Skeels, loc. cit.

emphasis to the four types of parent activities. And are there characteristics present in those programs fulfilling this policy which may have fostered this consummation?

Specifically, research with Head Start has not sought to know if the four major types of parent participation activities are equally emphasized in programs throughout the nation, nor if there are specific characteristics present in those Head Start parent participation programs which influence non-preferential emphasis to the four types of parent activities. This void in research and the increasing attention currently given to parent participation lends significance to a study which examines these questions.

In Chapter III the research design to seek answers to these questions will be given. The samples will be identified, the survey instruments will be developed, the procedures for collection and analysis of the data will be given.

## CHAPTER III

### RESEARCH PROCEDURES

#### Introduction

Parent participation has been an important component in the Head Start program since its inception. The parent is most often cited in the literature as one of the significant persons in determining the quality and quantity of the child's pre-school experiences. Parents of the disadvantaged child are often lacking in skills and information which would equip them with the knowledge to provide positive experiences for their child. Cognizant of these conditions, the creators of Head Start indicated in the program policy that provisions must be made for activities which would strengthen the ability of parents to give more positive support to the growth and development of their child.

The pamphlet, Head Start, A Manual of Policies and Instructions,<sup>1</sup> indicated the importance of parent activities by listing four types, reflecting the need for equal emphasis to be given to each.

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<sup>1</sup>Head Start, loc. cit.

The four types of parent activities are:

1. Participation in the process of making decisions about the nature and operation of the program.
2. Participation in the classroom as paid employees, volunteers or observers.
3. Activities for the parents which they have helped to develop.
4. Working with their children in cooperation with the staff of the center.<sup>1</sup>

This Manual indicated each of these four types of parent activities is essential to the parent participation program and one should not be provided at the expense of the other three.<sup>2</sup>

It further indicated it is the responsibility of the Head Start Director to translate the four types of activities into practice and give them equal emphasis in each local program. Otherwise, the Head Start goal to narrow the gap between the disadvantaged child and the more advantaged child may not be accomplished.

This study was structured to determine if the Directors in Head Start programs in United States cities with population between 100,000 and 200,000 had executed this parent involvement policy, and if the preparation and prior experience of the Director, the person to whom the Director is administratively responsible, the number of years teachers have taught in Head Start classrooms, and

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

the location of the classrooms seemed to influence whether equal emphasis was given to the four types of parent participation activities.

To further evaluate the need ten Educational Authorities were asked to evaluate the Head Start parent participation policy position of giving non-preferential emphasis to the four types of parent activities.

The information in this chapter describes the processes undertaken to accomplish this purpose. The Educational Authorities sample is identified, the population of Head Start Directors to be polled is isolated, the hypotheses are stated in null form, the development of the instrument employed is described, the procedure for collection of data is given and the method for analyzing the collected data are examined.

#### Identification of Samples

One sample, subsequently referred to as Educational Authorities, was selected from the population of educators who are recognized writers in the field of the young disadvantaged child or his parent, and who have been involved with educational programs for this young child. Candidates who met these requirements and had earned a doctoral degree were discussed with members of the writer's doctoral guidance committee and with a Michigan State University Head Start parent education coordinator. Based upon their

comments and suggestions, a total of ten authorities including one from an ethnic minority, who seemingly had the strongest professional experiences to qualify them to make intelligent responses were selected to receive a questionnaire on which they were asked whether they agree with the Head Start parent participation policy. A copy of this questionnaire is shown in Exhibit 1 of the Appendix.

The second population was originally composed of the Directors of Head Start programs in the eighty-seven cities of the United States with a population between 100,000 and 200,000.<sup>1</sup> Exhibit 3 in the Appendix illustrates these cities and the ones with a full year Head Start program. Cities within this population range were selected since a city this size should have a Head Start program small enough to allow the Director to have knowledge of its different elements, yet large enough to permit diversification in programs. These two characteristics should also provide a climate in which an aggressive Director could develop a balanced, active parent involvement program if he so desired.

A survey instrument (illustrated in Exhibit 2 of the Appendix) concerning the activities in the parent participation component was finally sent to seventy-five

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<sup>1</sup>U.S. Bureau of Census, 1970 Census of Population, Preliminary Report, Population Counts by States (Washington, D.C.: Government Printing Office, 1970).

Directors, since twelve cities did not have full year Head Start programs.

### Hypotheses

Since the hypotheses in Chapter I were stated in null form it was not necessary to convert them for testing purposes.

- H<sub>I</sub>: Directors of full year Head Start programs in United States cities with population between 100,000 and 200,000 will report no significant difference in emphasis given to the four types of parent participation activities because of selected aspects of Directors' background and selected organizational patterns.
- H<sub>Ia</sub>: Directors with a major in elementary education will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with a major other than elementary education.
- H<sub>Ib</sub>: Directors with prior professional experience in elementary education will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with prior experience other than elementary education.
- H<sub>Ic</sub>: Directors who are administratively responsible to the director of elementary education will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors who are administratively responsible to a person other than the director of elementary education.
- H<sub>Id</sub>: Directors with a majority of classroom teachers who have taught Head Start classes for three years or longer will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with a majority of classroom teachers who have taught Head Start classes for two years or less.

H<sub>1e</sub>: Directors with a majority of classrooms located in public schools will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with a majority of classrooms located in places other than public schools.

### Development of Survey Instruments

The most feasible method for gathering data on the current conditions or status of parent participation in cities across the nation, and soliciting opinions of the Educational Authorities, appeared to be that of questionnaires.

The value of the questionnaire was emphasized by Barnes:

A survey frequently becomes more than a mere fact finding device. It may also result in important hypotheses or conclusions that help to solve current problems, and it may provide basic information for comparison studies and for identifying trends.<sup>1</sup>

Based on this rationale two questionnaires were devised because the nature of the inquiries did not permit the use of any standardized form. By following Fox's,<sup>2</sup> Parten's,<sup>3</sup> and Sax's<sup>4</sup> comments on constructing the

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<sup>1</sup>John B. Barnes, The Dynamics of Educational Research (Tempe: Arizona State College, 1958), p. 164.

<sup>2</sup>David J. Fox, The Research Process in Education (New York: Holt, Rinehart and Winston, 1969), pp. 524-554.

<sup>3</sup>Mildred Parten, Surveys, Polls, and Samples: Practical Procedures (New York: Cooper Square Publishing, Inc., 1950), pp. 161-391.

<sup>4</sup>Gilbert Sax, Empirical Foundations of Educational Research (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968), pp. 201-87.



questionnaires, effort was made to eliminate biases and leading or ambiguous questions. The two instruments developed for this study were based on the four major kinds of Head Start parent participation activities as listed in the Head Start, A Manual of Policies and Instructions.<sup>1</sup>

The instrument for the Educational Authorities was constructed by listing verbatim the four types of parent participation as they appear in the Manual.<sup>2</sup> This instrument was used to ascertain if Authorities agreed with the Head Start policy.

The seventy-five Directors were sent a one page questionnaire in two sections. In section I five descriptive statements about each of the four major types of parent participation (a total of twenty) were listed at random. These descriptive statements were developed from Head Start literature describing parent programs in operation or from suggestions for possible parent programs. Table 3.1 shows these descriptive statements regrouped according to parent participation activity and labeled for purpose of reference.

Responses were solicited by means of a six-step measurement scale, specifically an ordinal scale which permitted the rating of activities in order of occurrence, but made no assumption that difference between successive

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<sup>1</sup>Head Start, op. cit., p. 10.

<sup>2</sup>Ibid.



TABLE 3.1.--Structure of Director's Instrument.  
(Copy not sent to Directors)

Identifying Labels	Wording of Activity*	Statement Number	Descriptive Statement**
Administrative	"Participation in the process of making decisions about the nature and operation of the Head Start Program."	3	Being methodically asked to give ideas for program improvement
		7	Actively securing volunteer services for program
		12	Helping recruit and screen employees
		18	Visiting other programs to gain ideas for local improvement
		20	Assisting in evaluation of the total program
Classroom Involvement	"Participation in the classroom as . . . , volunteers or observers."	2	Assisting in the classroom as volunteers on a scheduled basis
		8	Being invited to planned classroom activities
		9	Accompanying class on field trips
		10	Being provided baby sitting services while visiting in classroom
		17	Assisting in serving food and eating meal with class

TABLE 3.1.--Continued.

Identifying Labels	Wording of Activity*	Statement Number	Descriptive Statement**
Parent Skills	"Activities for the parents which they have helped to develop."	1	Participating in experiences on how to spend income wisely
		5	Exploring ways to make home life more comfortable
		13	Being exposed to ways on how to effectively communicate complaints
		16	Joining activities planned to meet their expressed educational needs
		19	Receiving information about community agencies' services
Staff--Parent-- child Relationship	"Working with their children in cooperation with the staff."	4	Being allowed to check out toys/games for home use with child
		6	Receiving reinforcement materials to be completed with child at home
		11	Learning how to read and tell stories to child for fun
		14	Receiving suggestions of specific TV programs to view with child
		15	Being encouraged to attend with child certain community activities

\* Head Start, A Manual of Policy and Instruction (Washington, D.C.: Community Action Program, Office of Economic Opportunity, 1967), p. 10.

\*\* Exhibit 2 of the Appendix, this document.

categories represented equal differences. These six categories allowed for five degrees of frequency of occurrence and one for information unknown:

- |                 |                          |
|-----------------|--------------------------|
| 1. Regularly    | 4. Seldom                |
| 2. Often        | 5. Never                 |
| 3. Occasionally | 6. Don't know at present |

Section II of the questionnaire was composed of multi-choice questions with directions to check the most appropriate choice. Most of the choices were derived from a national survey<sup>1</sup> of existing conditions in Head Start programs.

Section I and II were pre-tested with seven professional educators who had had experience providing educational programs for the disadvantaged child or his parent. The pre-tested instrument was reviewed with a staff member in the Research Department of Michigan State University and agreement was reached that it had been refined sufficiently to gather data to test the stated hypotheses.

#### Procedure for Collection of Data

The survey instrument and a letter of request and explanation (illustrated in Exhibit 4 of the Appendix) were sent to the ten selected Educational Authorities. Ninety per cent of the questionnaires were returned; therefore a follow-up effort was not made.

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<sup>1</sup>Bates, loc. cit.

The Directors' questionnaire and an instructional letter (illustrated in Exhibit 5 of the Appendix) were sent to the seventy-five Directors. At the end of thirteen days a follow-up inquiry was sent to Directors from whom a reply had not been received. These two efforts produced a return of 56 per cent. Eleven days after the second reminder had been mailed another letter with a duplicated questionnaire and stamped addressed envelope were sent to those Directors who had not yet returned their questionnaire. These three efforts produced fifty-three returned questionnaires or 71 per cent. Collection of data was terminated at the end of thirty-four days.

Procedure for Analysis  
of the Data

Data from the Educational Authorities' instrument were analyzed by the Friedman Two-Way Analysis of Variance by Ranks Test,<sup>1</sup> which made use of rank sums as data to determine if the sums of ranks differed significantly from chance. Significance level was set at .05 and reference to "Table of Critical Values of Chi Square"<sup>2</sup> indicated with three degrees of freedom the critical value to be 7.82.

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<sup>1</sup>Sidney Siegel, Nonparametric Statistics for the Behavioral Science (New York: McGraw-Hill Book Company, Inc., 1956), pp. 166-73.

<sup>2</sup>Ibid., p. 249.

The Friedman Test was selected for use since the data were in ordinal scale and from four matched samples, with the number of cases the same in each sample and the data collected in rank form.

All null hypotheses were tested by data obtained from the questionnaires returned by the Directors. Data from Section I and II were tested with the Friedman Two-Way Analysis of Variance by Ranks Test. These data fit the Friedman Test in the same manner as the data from the Educational Authorities' instrument. However, the data had to be converted to ranks before applying them to the formula. The level of significance was set at .05, the value needed to reject the null hypotheses at this level was 7.82.

### Summary

In this Chapter the design and procedures for the study were described. The two samples which provided data were identified and designated as: (1) Educational Authorities, ten persons carefully selected according to their educational and professional background, (3) Directors, the seventy-five administrators of Head Start programs in United States cities of population between 100,000 and 200,000.

The data from these two samples were collected with two survey instruments specially constructed for these purposes.

The hypotheses were stated in null form. The reasons were given for applying the Friedman Two-Way Analysis of Variance by Ranks Test to test each of the six hypotheses.

In Chapter IV the results of the statistical analysis of the data will be given with an interpretation of these results.



## CHAPTER IV

### PRESENTATION OF DATA

In this chapter the data collected from the two questionnaires are analyzed and interpretation given to the results. The Friedman Two-Way Analysis of Variance by Ranks<sup>1</sup> test was used to analyze the data collected from the Educational Authorities' and the Directors' questionnaires. The combined opinions expressed by the Educational Authorities and the six hypotheses are tested in separate sections, followed by an interpretation of the results. The chapter is concluded with a summary.

#### Analysis of Data

The data from the nine Educational Authorities' questionnaires provided a basis for determining if they concurred with the Head Start policy on parent participation activities. This policy stipulates the four types of parent participation activities should be given equal emphasis if maximum skills and information are to be made available to parents for their use in contributing more positively to the growth and development of their children.

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<sup>1</sup>Siegel, op. cit., pp. 166-173.

The rank data were cast into a two way contingency table, using the columns for the types of parent participation activities and the rows for the Educational Authorities' ranks. Table 4.1 shows the tabulation of these ranks.

The Friedman test was administered to these rank totals, and a computed value of 1.95 was obtained, at the .05 level of significance. This was not equal to or greater than the 7.82 critical value. Therefore, Educational Authorities as a group did support the Head Start policy of providing emphasis to each of the four types of activities.

In retrospect the force choice question method may not have allowed Educational Authorities to state accurately their opinion on the individual value of each of the four types of parent activities. A more accurate method of soliciting this information should be sought.

#### Hypotheses Testing

The Directors' questionnaires provided a basis for collecting data to test the hypotheses. The collected data were converted to ranks in order to accommodate the Friedman test. For each Director the raw rates given to each of the twenty descriptive statements in Section I were grouped into the type of parent participation they described, the rates were totaled and converted to ranks.

TABLE 4.1.--Nine Educational Authorities' Ranking of Four Types of Parent Participation.\*

Educational Authorities	Administrative	Classroom Involvement	Parent Skills	Staff-Parent-Child Relationship
A	2	4	1	3
B	2	1	4	3
C	1	2	4	3
D	2	1	3	4
E	1	2	3	4
F	1	1	1	1
G	4	2	1	3
H	2	3	4	1
I	4	2	3	1
Total	19	18	24	23

\* 1 = highest value.

The rank data was cast into a two way contingency table, using the columns for the types of parent participation activities and the rows for the Directors' responses in numerical ranks. Exhibit 6 in the Appendix shows the individual ranks and totals. Table 4.2 shows a summary of these ranks.

The data from Table 4.2 and its source table (Exhibit 6 in the Appendix) were used for testing the hypotheses, along with the data from the checked responses for each of the five questions in Section II. The data from Section II were totaled and results are shown in Exhibits 7, 8, 9, 10, 11, of the Appendix.

Major Hypothesis I is a summary of those demographic characteristics stated in Hypotheses I<sub>a</sub>, I<sub>b</sub>, I<sub>c</sub>, I<sub>d</sub>, I<sub>e</sub>.

H<sub>I</sub>: Directors of full year Head Start programs in United States cities with population between 100,000 and 200,000 will report no significant difference in emphasis given to the four types of parent participation activities because of selected aspects of Directors' background and selected organizational patterns.

A statement about the status of Hypothesis I will be made after the subordinate hypotheses (I<sub>a</sub>, I<sub>b</sub>, I<sub>c</sub>, I<sub>d</sub>, I<sub>e</sub>) have been tested.

Hypotheses I<sub>a</sub>, I<sub>b</sub>, I<sub>c</sub>, I<sub>d</sub>, I<sub>e</sub>, predicted in cities with population between 100,000 and 200,000 the Directors with programs which had any of five specific demographic characteristics would report parent participation activities complying with the Head Start policy.

TABLE 4.2.--Summary of Fifty-three Head Start Directors' Ranks of Four Types  
of Parent Participation Programs.\*

Directors	Administration	Classroom Involvement	Parent Skills	Staff-Parent-Child Relationship
1				
.				
.				
.				
.				
Total 53	115.8	88.8	135.8	186.5
Rank of totals	2	1	3	4

\* lowest numeral has the highest value.



Hypothesis Ia predicted Directors with a major in elementary education would report parent programs complying with the Head Start policy more frequently than Directors with a major other than elementary education.

H<sub>Ia</sub>: Directors with a major in elementary education will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with a major other than elementary education.

The data collected from the Directors' questionnaires revealed that twenty-eight Directors had an undergraduate elementary major. The rank sums of emphasis they gave to the four types of parent participation activities ranged from 40.8 to 103.5. Table 4.3 shows the distribution.

A computed value of 36.0 was calculated when the Friedman test was used on these data. At the .05 level of significance this value indicated Directors with an undergraduate elementary major reported emphasis on the four types of parent activities to be significantly different.

Exhibit 7 in the Appendix shows the Directors who indicated undergraduate majors other than elementary education number twenty-five. To find out if these Directors reported activities which adhered to the Head Start policy the Friedman was used on the data in Table 4.4.





TABLE 4.3.--Rank Sums of Emphasis on Four Types of Parent Activities by Directors with Undergraduate Elementary Major.

Number of Directors	Administrative	Classroom Involvement	Parent Skills	Staff-Parent-Child Relationship
28	69.0	40.8	64.3	103.5
Rank of totals	3	1	2	4

TABLE 4.4.--Rank Sums of Emphasis on Four Types of Parent Activities by Directors with Undergraduate Other Than Elementary Major.

Number of Directors	Administrative	Classroom Involvement	Parent Skills	Staff-Parent-Child Relationship
25	47.5	48.0	71.5	79.0
Rank of totals	1	2	3	4



The computed value of 10.74 at the .05 level of significance indicates that Directors with a major other than elementary education reported emphasis on the four types of parent activities to be significantly different. Since Directors with either major reported emphasis on the four types of parent participation activities to be significantly different, Hypothesis Ia is rejected. Thus, Directors with an elementary education major reported parent participation activities not in compliance with the Head Start policy as did Directors with a major other than elementary education.

Tables 4.3 and 4.4 show that Directors with a major in elementary education reported parent programs which emphasized Classroom Involvement type of activity (Rank of 1), and Directors with a major other than elementary education reported parent programs which emphasized Administrative type of activity (Rank of 1). The major of the Directors appeared to influence the type of parent activity receiving precedence.

Hypothesis Ib predicted Head Start Directors with prior professional experience in elementary Education will report parent programs complying with the Head Start policy more frequently than Directors with prior experience other than elementary education.

H<sub>Ib</sub>: Directors with prior professional experience in elementary education will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with prior experience other than elementary education.

Table 4.5 shows twenty-eight Directors had prior experience in the area of elementary education and gives the rank sums of emphasis these Directors gave to the four types of parent participation activities.

A computed value of 39.0 at the .05 level of significance indicates Directors with prior professional experience in the area of elementary education reported emphasis on the four types of parent participation activities to be significantly different.

Exhibit 8 in the Appendix shows the Directors who indicated prior experience other than in the area of elementary education to number twenty-five. To learn if these Directors reported activities which execute the Head Start parent participation policy the Friedman was used on the data in Table 4.6.

The computed value of 18.33 at the .05 level of significance indicated that Directors whose prior experience was in areas other than elementary education reported emphasis on the four types of parent activities to be significantly different. Since Directors with either prior professional experience reported emphasis on the four types of parent participation activities to be significantly different, Hypothesis Ib is rejected. Thus, Directors with prior professional experience

TABLE 4.5.--Rank Sums of Emphasis on Four Types of Parent Activities by Directors Whose Prior Professional Experience Was in the Area of Elementary Education.

Number of Directors	Administrative	Classroom Involvement	Parent Skills	Staff-Parent-Child Relationship
28	70.0	39.5	71.0	99.5
Rank of totals	2	1	3	4

TABLE 4.6.--Rank Sums of Emphasis of Four Types of Parent Activities by Directors Whose Prior Professional Experience Was in Areas Other than Elementary Education.

Number of Directors	Administrative	Classroom Involvement	Parent Skills	Staff-Parent-Child Relationship
25	46.8	49.3	64.8	87.0
Rank of totals	1	2	3	4

in elementary education reported parent programs not complying to the Head Start policy as did Directors with prior experience other than elementary education.

Table 4.5 and 4.6 show that Directors with prior experience in elementary education reported parent programs which emphasized Classroom Involvement type of activity (Rank of 1), and Directors with prior experience in areas other than elementary education reported parent programs which emphasized Administrative type of activity (Rank of 1). The prior experience of Directors appeared to influence the type of parent activity receiving precedence.

Hypothesis Ic predicted Head Start Directors who are administratively responsible to the director of elementary education will report parent programs complying to the Head Start policy more frequently than Directors who are administratively responsible to a person other than the director of elementary education.

$H_{Ic}$ : Directors who are administratively responsible to the director of elementary education will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors who are administratively responsible to a person other than the director of elementary education.

Table 4.7 shows six Directors to be administratively responsible to the director of elementary education, and it gives the rank sums of emphasis these Directors gave to the four types of parent participation activities.

A computed value of 9.0 was calculated when the Friedman test was used on these data. At the .05 level of significance this indicated Directors who are administratively responsible to the director of elementary education reported emphasis on the four types of parent participation activities to be significantly different.

Exhibit 9 in the Appendix shows the Directors who are administratively responsible to persons other than the director of elementary education number forty-seven. To learn if these Directors reported parent participation activities which fulfilled the Head Start policy, the Friedman test was used on the data in Table 4.8.

The computed value of 55.31 at the .05 level of significance indicated that Directors who are administratively responsible to a person other than the director of elementary education reported emphasis on the four types of parent participation activities to be significantly different. Since Directors administratively responsible to either administrator reported emphasis on the four types of parent participation activities to be significantly different, Hypothesis Ic is rejected. Thus, Directors who are administratively responsible to the director of elementary education reported parent participation programs not complying to the Head Start policy as did Directors who are administratively responsible to a person other than the director of elementary education.

TABLE 4.7.--Rank Sums of Emphasis on Four Types of Parent Activities by Directors Who are Administratively Responsible to the Director of Elementary Education.

Number of Directors	Administrative	Classroom Involvement	Parent Skills	Staff-Parent-Child Relationship
6	12.5	9.0	17.0	21.5
Rank of totals	2	1	3	4

TABLE 4.8.--Rank Sums of Emphasis on Four Types of Parent Activities by Directors Who are Administratively Responsible to a Person Other Than the Director of Elementary Education.

Number of Directors	Administrative	Classroom Involvement	Parent Skills	Staff-Parent-Child Relationship
47	104.3	79.8	118.8	165.0
Rank of totals	2	1	3	4



Tables 4.7 and 4.8 show that Directors administratively responsible to either administrator reported parent programs which emphasized the same type of parent activity-- Classroom Involvement. The person to whom Directors are administratively responsible apparently did not influence the type of parent activity receiving precedence.

Hypothesis Id predicted Directors with a majority of classroom teachers who have taught Head Start classes for three years or longer will report parent programs complying to the Head Start policy more frequently than Directors with a majority of classroom teachers who have taught Head Start classes for two years or less.

H<sub>Id</sub>: Directors with a majority of classroom teachers who have taught Head Start classes for three years or longer will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with a majority of classroom teachers who have taught Head Start classes for two years or less.

The data collected from the Directors' questionnaires revealed that there were twenty-seven Directors with a majority of classroom teachers who have taught Head Start classes for three years or longer. Table 4.9 gives the rank sums of emphasis these Directors gave to the four types of parent participation activities.

The computed value of 27.0 was obtained when the Friedman test was used on this data. At the .05 level of significance this value indicated Directors with a majority

of teachers who have taught Head Start classes for three years or longer reported emphasis on the four types of parent participation activities to be significantly different.

Exhibit 10 in the Appendix shows the Directors having a majority of classroom teachers who have taught Head Start classes for two years or less number twenty-six. To learn if these Directors reported parent participation activities which execute the Head Start policy the Friedman test was used on the data in Table 4.10.

The computed value of 27.85 at the .05 level of significance indicated that Directors with a majority of classroom teachers who have taught Head Start classes for two years or less reported emphasis on the four types of parent participation activities to be significantly different. Since Directors with a majority of classroom teachers who have taught Head Start classes for any number of years reported emphasis on the four types of parent participation activities to be significantly different, Hypothesis Id is rejected. Thus, Directors with a majority of classroom teachers who have taught Head Start classes for three years or longer reported parent participation programs not complying to the Head Start policy as did Directors with a majority of classroom teachers who have taught Head Start classes for two years or less.

TABLE 4.9.--Rank Sums of Emphasis on Four Types of Parent Participation Activities by Directors with a Majority of Classroom Teachers who have Taught Head Start Classes for Three Years or Longer.

Number of Directors	Administrative	Classroom Involvement	Parent Skills	Staff-Parent-Child Relationship
27	56.0	50.0	67.5	96.0
Rank of totals	2	1	3	4

TABLE 4.10.--Rank Sums of Emphasis on Four Types of Parent Participation Activities by Directors with a Majority of Classroom Teachers who have Taught Head Start Classes for Two Years or Less.

Number of Directors	Administrative	Classroom Involvement	Parent Skills	Staff-Parent-Child Relationship
26	57.8	39.3	68.3	92.5
Rank of totals	2	1	3	4



Table 4.9 and 4.10 show that Directors with a majority of classroom teachers who have taught Head Start classes for any number of years reported parent programs which emphasized the same type of parent activity--Classroom Involvement. The teachers' amount of experience in Head Start classroom apparently did not influence the type of parent activity receiving precedence.

Hypothesis 1e predicted Directors with a majority of classrooms located in public schools will report parent programs complying to the Head Start policy more frequently than Directors with a majority of classrooms located in places other than public schools.

H<sub>1e</sub>: Directors with a majority of classrooms located in public schools will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with a majority of classrooms located in places other than public schools.

Table 4.11 shows twenty-eight Directors reported a majority of classrooms located in public schools, and it gives the rank sums of emphasis these Directors gave to the four types of parent activities.

A computed value of 19.0 was calculated when the Friedman test was used on these data. At the .05 level of significance this indicated Directors with a majority of classrooms located in public schools reported emphasis on the four types of parent participation activities to be significantly different.

Exhibit 11 in the Appendix shows the Directors with a majority of classrooms in locations other than public schools to number twenty-five. To learn if these Directors reported parent participation activities which fulfilled the Head Start policy the Friedman test was used on data in Table 4.12.

The computed value of 35.19 at the .05 level of significance indicated that Directors with a majority of classrooms located in places other than public schools reported emphasis on the four types of parent participation activities to be significantly different. Since Directors with classrooms in any location reported emphasis on the four types of parent participation activities to be significantly different, Hypothesis 1e is rejected. Thus, Directors with a majority of classrooms located in public schools reported parent participation programs not complying to the Head Start policy as did Directors with a majority of classrooms located in places other than public schools.

Tables 4.11 and 4.12 show that Directors with classrooms in any location reported parent programs which emphasized the same type of parent activity--Classroom Involvement. The location of Head Start classrooms apparently did not influence the type of parent activity receiving precedence.

The status of the major hypothesis ( $H_I$ ) was determined from the test results of the five subordinate hypotheses (Ia, Ib, Ic, Id, Ie).

TABLE 4.11.--Rank Sums of Emphasis on Four Types of Parent Participation Activities by Directors with a Majority of Classrooms Located in Public Schools.

Number of Directors	Administrative	Classroom Involvement	Parent Skills	Staff-Parent-Child Relationship
28	56.8	52.3	72.8	96.0
Rank of totals	2	1	3	4

TABLE 4.12.--Rank Sums of Emphasis on Four Types of Parent Participation Activities by Directors with a Majority of Classrooms Located in Places Other than Public Schools.

Number of Directors	Administrative	Classroom Involvement	Parent Skills	Staff-Parent-Child Relationship
25	60.0	36.5	63.0	90.5
Rank of totals	2	1	3	4

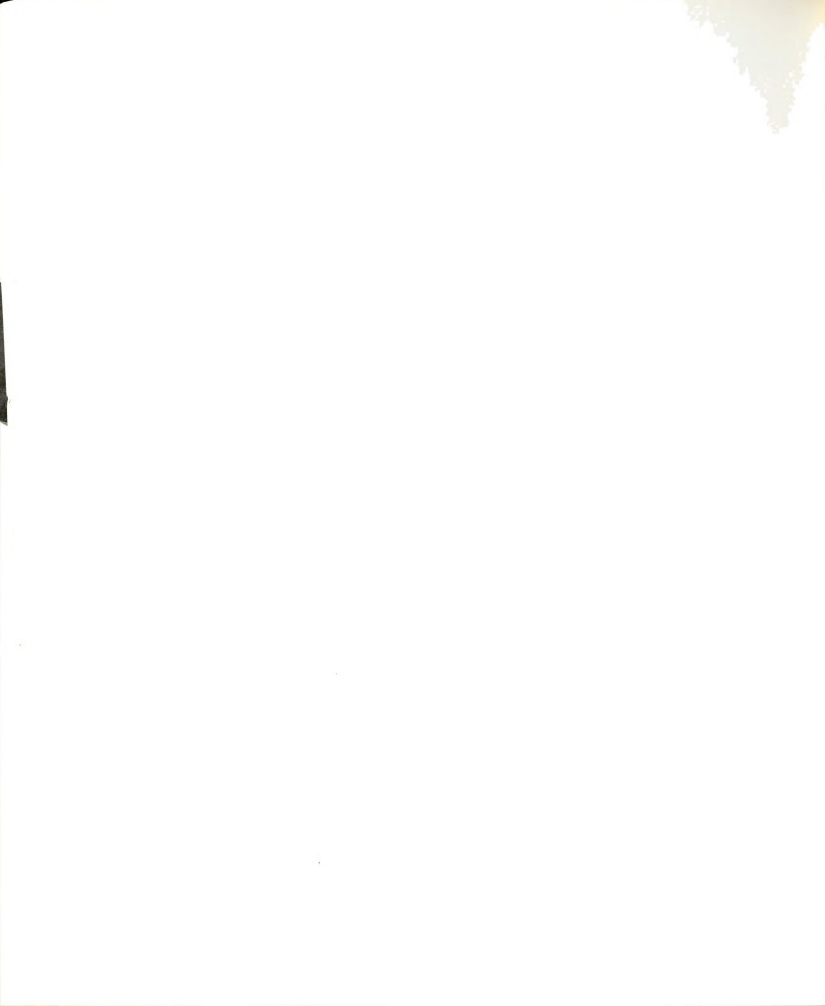
H<sub>I</sub>: Directors of full year Head Start programs in United States cities with population between 100,000 and 200,000 will report no significant difference in emphasis given to the four types of parent participation activities because of selected aspects of Directors' background and selected organizational patterns.

Since the major hypothesis is a summary of the demographic characteristics stated in the five subordinate hypotheses and since without exception each of the subordinate hypotheses was rejected, Hypothesis I is rejected. Thus, Directors of full year Head Start programs in United States cities with population between 100,000 and 200,000 with selected aspects of Directors' background and selected program organizational patterns reported parent participation programs not complying with Head Start policy.

The previous pages concluded the analysis of the data to test the six hypotheses, further grouping and analyzing of the same data revealed pertinent facts about the parent participation programs under study.

The results of testing the major hypothesis (H<sub>I</sub>) indicated the presence or absence of selected Director's background characteristics and selected program's organizational patterns appeared to have no influence on whether parent participation activities complied with the Head Start policy. In fact whatever the characteristics under study none appeared to influence the parent program's compliance with the Head Start parent policy.





To further support this finding all fifty-three Directors' data were combined and the Friedman Two-Way Analysis by Ranks Test was applied to this data (Table 4.1). A computed value of 48.61 was obtained. Reference to Table C in Siegel's<sup>1</sup> book revealed that such a value of chi square is significant far beyond the .001 level. Since this probability was less than the previously used level of significance of .05 this indicated a significant difference in emphasis given to the four types of current parent participation activities in cities with population between 100,000 and 200,000. Directors of Head Start programs in these cities reported parent programs which do not comply with the Head Start parent program policy.

Table 4.13 shows the number of times each type of parent participation activity received a rank of 1, 2, 3, or 4 under the ten conditions tested in conjunction with Hypotheses Ia, Ib, Ic, Id, and Ie.

This table shows graphically that out of the possible ten ranks of one, eight were cast in the Classroom Involvement type of parent activity; out of the possible ten ranks of two, seven were cast in the Administrative type of parent activity; out of the possible ten ranks of three, nine were cast in the Parent Skills type of parent activity; and out of the possible ten ranks of four, all

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<sup>1</sup>Siegel, op. cit., p. 249.

ten were cast in the Staff-Parent-Child Relationship type of parent activity.

In Exhibit 12 in the Appendix from which Table 4.13 was summarized it appears the demographic conditions altered the emphasis ranks of the four types of parent participation activities very little.

Noticeably under these ten conditions the only demographic characteristics which appeared to influence the type of activity receiving rank one were Directors with preparation and prior experience other than elementary. This data seems to indicate Directors background influenced the type of parent participation activity receiving a rank of one. With the exception of these two characteristics Directors assigned rank one to Classroom Involvement type of parent activity.

These two tables (4.13 and Exhibit 12 in the Appendix) illustrate that the Staff-Parent-Child Relationship type of parent activity was reported as receiving rank four scores under all ten conditions. Regardless of the demographic characteristics under study the Staff-Parent-Child Relationship received less emphasis in the programs under study.

Tabulating and categorizing the number of checks in the "don't know at present" column revealed that this column was used thirty-four times (see Table 4.14).

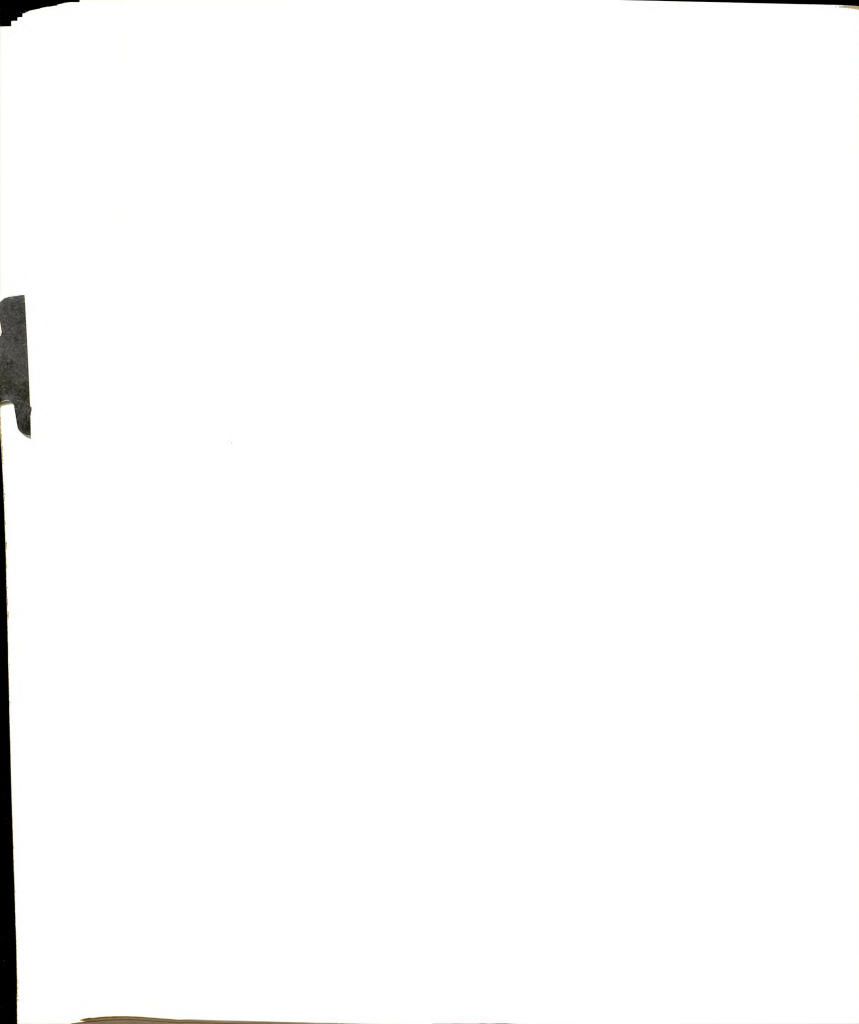
TABLE 4.13.--Summary of Times Each Type of Parent Participation Received a Combined Rank of 1, 2, 3, or 4 Under Ten Conditions.

Ranks	Administrative	Classroom Involvement	Parent Skills	Staff-Parent-Child Relationship
1	2	8	0	0
2	7	2	1	0
3	1	0	9	0
4	0	0	0	10
Total	10	10	10	10

83

TABLE 4.14.--Number and Per Cent of Responses Recorded in "Don't Know at Present" Column by Fifty-three Directors About Emphasis on Four Types of Parent Activities.

	Administrative	Classroom Involvement	Parent Skills	Staff-Parent-Child Relationship	Total
Responses	3	3	7	21	34
Per Cent	9	9	20	62	100



Over half of the responses (62%) were checked in the Staff-Parent-Child Relationship type of parent participation activity. This indicates Directors were less knowledgeable about the activities described on the questionnaire in this one area than in the other three. Exhibit 13 in the Appendix gives a list of the descriptive statements and their respective type of parent activity which received a "don't know at present" check.

#### Interpretation of Data

In this section, an interpretation of results will be treated in the same order as the hypotheses were tested.

The Head Start policy on parent participation activities stipulates it is essential to provide for parents to participate in the four major types of activities. The Professional literature supports the theory that parents are significant ones who can provide pre-school age children with experiences which can determine the level of later social, physical, mental and emotional maturity. This literature also supports the Head Start policy by indicating the more parent involvement the greater the positive support to the pre-schooler. In this context it was not surprising to find that as a group nine Educational Authorities reaffirmed the Head Start policy by indicating the four types of parent participation should have non-preferential emphasis if maximum skills and information



are to be made available to parents for their use in contributing more positively to the growth and development of their children.

The six hypotheses in this study were designed to learn the status of the implementation of these four types of parent participation and the effect of five demographic characteristics upon this implementation. Table 4.15 presents a summary of the status of the six research hypotheses.

Major Hypothesis I was rejected. Directors of full year Head Start programs in United States cities with population between 100,000 and 200,000 with selected aspects of Directors' background and selected program organizational patterns reported parent programs not complying with the Head Start policy. The results of the analysis of the data relative to these selected characteristics indicated that, in this study, all involved could be considered collectively. The Director's undergraduate major, Director's prior professional experience, person to whom the Director is responsible, experience of classroom teachers and location of classrooms had no significant influence on whether parent participation programs were reported as complying with the Head Start policy.

The test analysis of all fifty-three Directors amplified this finding by indicating Directors as a group when considered without regard of demographic characteristics reported parent programs not complying with the



TABLE 4.15.--Summary of Hypotheses.

Hypotheses	Statement of Hypotheses	Significant at Level	Status
H <sub>I</sub> :	Directors of full year Head Start programs in United States cities with population between 100,000 and 200,000 will report no significant difference in emphasis given to the four types of parent participation activities because of selected aspects of Directors' background and selected organizational patterns.	.05	Rejected
H <sub>Ia</sub> :	Directors with a major in elementary education will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with a major other than elementary education.	.05	Rejected
H <sub>Ib</sub> :	Directors with prior professional experience in elementary education will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with prior experience other than elementary education.	.05	Rejected
H <sub>Ic</sub> :	Directors who are administratively responsible to the director of elementary education will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors who are administratively responsible to a person other than the director of elementary education.	.05	Rejected
H <sub>Id</sub> :	Directors with a majority of classroom teachers who have taught Head Start classes for three years or longer will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with a majority of classroom teachers who have taught Head Start classes for two years or less.	.05	Rejected
H <sub>Ie</sub> :	Directors with a majority of classrooms located in public schools will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with a majority of classrooms located in places other than public schools.	.05	Rejected



Head Start policy. However, they reported some attention given to each of the four types of activities.

These results are interpreted in the following ways. Although Directors have not developed parent programs with non-preferential emphasis given to the four types of parent participation activities, they apparently placed some value on each type, since they made some effort to comply with the parent program policy. Therefore, perhaps they would be receptive to education and experiences which would stimulate and equip them to propagate parent programs which comply with the Head Start policy. This reasoning is supported by the rankings given to the Administrative type of activity. Although this type is perhaps the newest concept to a local education unit for the disadvantaged, it was strongly stressed by the national Head Start office in the latest parent program policy i.e., thirteen of fifteen pages were devoted to this type of involvement.<sup>1</sup> This and other types of educational efforts might account for the Administrative type to have received a second from highest rating and might indicate the worthiness of such educational efforts.

Hypotheses Ia, Ib, Ic, Id, Ie, were rejected. Directors' educational background, Directors' prior professional experience, person to whom administratively

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<sup>1</sup>Head Start, op. cit., pp. 10-24.

responsible, experience of teachers in Head Start classrooms, and location of classrooms appeared to have no significant influence on whether Directors' parent programs complied with the Head Start policy. However, when the rankings were examined it was noticeable that Directors with other than elementary education major and those with other than elementary experience gave a rank of one to Administrative activity while under all other conditions Classroom Involvement was given a rank of one.

These results are interpreted in the following ways. Organized parent involvement, as defined in the Head Start, A Manual of Policies and Instruction,<sup>1</sup> is an innovation in early disadvantaged childhood education and therefore few Directors would have had any prior experience from which they could assimilate an understanding of organized parent involvement and Directors would normally give more emphasis and direction in the area most familiar to their past experiences. This was supported to some extent when the rank emphasis was examined.

The results of ranking emphasis of parent participation activities indicated preparation and prior experience apparently influenced the type of parent program Directors developed. If the rank one score is an indication of the value Directors place on one of the four types

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<sup>1</sup>Ibid.

of parent activities, then Directors with preparation and prior experience other than elementary education value Administrative type of parent activity. Those Directors with preparation and prior experience in elementary education value Classroom Involvement type of parent activity. This is interpreted to indicate those Directors with background other than elementary, value parent activities (Administrative) in which parents are not personally in contact with the pre-school child but involved in activities of leadership and adult interaction--a relationship with which those Directors would be more familiar. Whereas Directors with preparation and prior experience in elementary education value parent activities (Classroom Involvement) in which parents are personally in contact with the pre-school child--an area they would have experienced as beneficial to the pre-school child.

Table 4.13, Exhibit 13 and 14 in the Appendix vividly showed the Staff-Parent-Child Relationship type of activity consistently received the lowest rank, indicating this type of parent activity received less emphasis than the other three types under all conditions. The five descriptive statements describing this activity listed on the original questionnaire were:

Parents being allowed to check out toys/games for home use with child

Parents receiving reinforcement materials to be completed with child at home

Parents learning how to read and tell stories to child for fun

Parents receiving suggestions of specific TV programs to view with child

Parents being encouraged to attend with child certain community events

A comparison of these descriptive statements with the statements of the other three types (Table 3.1, Chapter III) reveals this category is the only one that encourages direct, intimate interaction between a parent and his child, and requires a more direct individual relationship between the Head Start classroom teacher and the parent.

Since, "Project Head Start is a program for the economically disadvantaged pre-school child,"<sup>1</sup> and since the one type of parent activity which could provide direct positive support by the parent to the pre-school disadvantaged child consistently was reported as receiving less emphasis than any of the four types of parent activities, there appears to be an inadequate amount of emphasis given to the Staff-Parent-Child Relationship type of parent participation activity throughout this nation.

Table 4.14 illustrated one factor which could have contributed to the low rank of Staff-Parent-Child Relationship activity--sixty-two per cent of the "don't know at present" responses were recorded about this type of parent activity.

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<sup>1</sup>Ibid., p. 1.

Summary

The Head Start parent participation policy of giving non-preferential emphasis to the four types of parent participation activities was supported by a group of selected Educational Authorities. Apparently the most productive way, within the present Head Start organization, to offer parents of disadvantaged children skills and information which they can use in making positive contribution in the lives of pre-school children is to provide these four types of parent participation activities with non-preferential emphasis.

The data collected for this study indicated parent programs are not complying with the Head Start policy. Directors of full year Head Start programs in United States cities with population between 100,000 and 200,000 with selected aspects of Directors' background and selected program organizational patterns reported parent activities not complying with Head Start policy.

The results of the analysis of the data relative to these selected characteristics indicated that, in this study, all Directors involved could be considered collectively as one group. The Director's undergraduate major, Directors' prior professional experience, person to whom the Director is responsible, experience of classroom teachers and location of classrooms had no significant





influence on whether parent participation programs were reported as complying with the Head Start policy.

However, only those Directors with an elementary major and prior experience in elementary education reported giving rank one emphasis to the Classroom Involvement type of parent activity. Background in elementary education appears to influence the type of parent programs emphasized by Directors.

The only type of parent participation activity which consistently received the same rank emphasis was Staff-Parent-Child Relationship. Without exception, under each of the demographic characteristics, the Staff-Parent-Child Relationship type of parent activity received rank four emphasis. This type of activity appears to be the one type which was given less attention in Head Start parent programs. It was to this type that most of the "don't know at present" responses were recorded.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the study, conclusions, and recommendations for possible action and future study.

#### Summary

##### Purpose of Study

The purpose of this study was to determine if Directors in Head Start programs are complying with the Head Start parent participation policy, and if the preparation and prior experience of the Director, the person to whom he is responsible, the number of years teachers have taught in Head Start classrooms and the location of the classrooms influence the compliance with the Head Start parent participation policy of non-preferential emphasis on the four types of parent participation activities.

The literature and research which point out the importance of the parent's role in furthering a pre-schooler's growth and development is reflected in Head Start, A Manual of Policies and Instructions which lists the four types of parent participation activities and states each is essential to a successful parent program:

1. Participation in the process of making decisions about the nature and operation of the program.
2. Participation in the classroom as paid employees, volunteers or observers.
3. Activities for the parents which they have helped to develop.
4. Working with their children in cooperation with the staff of the center.<sup>1</sup>

Since its inception parent participation has been a basic tenet of the Head Start program. Research within Head Start documents that poverty parents are interested in improving their children's early experiences, and parents are able to alter their actions to improve the experiences for their pre-schoolers when given instruction.

The literature is lacking, however, which investigates whether the Head Start parent participation activities are given emphasis in programs throughout the nation and if there are certain characteristics which influence non-preferential emphasis of these activities. This void in research and the increasing attention currently given to parent participation suggest a need for a study which examines these questions.

### Hypotheses

By isolating demographic characteristics in Head Start programs this writer attempted to make available more information for developing parent programs which

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<sup>1</sup>Head Start, op. cit., p. 10.

conform to the Head Start policy. The hypotheses which follow contain the five such demographic characteristics isolated in this study:

- H<sub>I</sub>: Directors of full year Head Start programs in United States cities with population between 100,000 and 200,000 will report no significant difference in emphasis given to the four types of parent participation activities because of selected aspects of Directors' background and selected organizational patterns.
- H<sub>Ia</sub>: Directors with a major in elementary education will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with a major other than elementary education.
- H<sub>Ib</sub>: Directors with prior professional experience in elementary education will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with prior experience other than elementary education.
- H<sub>Ic</sub>: Directors who are administratively responsible to the director of elementary education will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors who are administratively responsible to a person other than the director of elementary education.
- H<sub>Id</sub>: Directors with a majority of classroom teachers who have taught Head Start classes for three years or longer will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with a majority of classroom teachers who have taught Head Start classes for two years or less.
- H<sub>Ie</sub>: Directors with a majority of classrooms located in public schools will report no significant difference in emphasis to the four types of parent participation in comparison to emphasis by Directors with a majority of classrooms located in places other than public schools.

### Design of Study

This study was based on the following assumptions:

1. The pre-school years are critical to the child's mental, physical, social and emotional development.
2. Parents of disadvantaged children are concerned about the maximum development of their children.
3. Parents can gain knowledge and understanding, and can learn methods, techniques and skills which will provide positive support to their children's development.

As a part of this study nine selected Educational Authorities expressed support for the position stated in the policy Manual concerning the need for non-preferential emphasis on the four types of parent participation activities. The questionnaire sent to the Educational Authorities was constructed by listing verbatim the four types of parent participation activities as they appear in the Manual, and the Authorities were asked to record their professional opinions.

In United States cities with population between 100,000 and 200,000 there are seventy-five full time Head Start programs (1970-71). The Director of each of these programs was sent a questionnaire seeking information on the four types of parent participation activities in his program. This instrument was one page in length with two

sections. In Section I five descriptive statements about each of the four major types of parent participation activities (a total of twenty) were listed at random with provisions to respond to these statements on a six-step measurement scale. Section II was composed of multi-choice questions with directions to check the most appropriate choice which best described the Director's background and certain organizational aspects of his program. Seventy-one per cent of the questionnaires were returned.

#### Analysis of the Data

The Friedman Two-Way Analysis of Variance by Ranks Test was applied to the data collected from the Educational Authorities' questionnaires and the Directors' questionnaires to determine if the sums of ranks differed significantly from chance. The Friedman test was selected for use since the data were in ordinal scale and from four matched samples, with number of cases the same in each sample. The level of significance was set at .05.

#### Conclusions

The results of this study indicate the following conclusions can be made about Head Start parent programs in United States cities with population between 100,000 and 200,000.

1. As a group nine Educational Authorities confirm the need for Head Start parent programs to provide the four

types of parent activities as stated in Head Start, A Manual of Policies and Instructions. This policy indicates the need for non-preferential emphasis on the four types of parent participation activities.

2. All Seventy-one per cent of the Directors responding provided some degree of parent involvement in all four types of parent activities, but with consistently preferential emphasis.

3. Directors with preparation and prior experience in elementary education emphasize the Classroom Involvement type of activity as characterized by the descriptive statements which appeared on the original questionnaire:

Parents assisting in the classroom as volunteers on a scheduled basis

Parents being invited to planned classroom activities

Parents accompanying class on field trips

Parents being provided baby sitting services while visiting in classroom

Parents assisting in serving food and eating meal with class

4. Directors with preparation and prior experience other than elementary education emphasize the Administrative type of activity as characterized by the descriptive statements on the original questionnaire:

Parents being systematically asked to give ideas for program improvement

Parents actively securing volunteer services for the Head Start program

Parents helping recruit and screen employees

Parents visiting other programs to gain ideas for local improvement

Parents assisting in the evaluation of the total program

5. Staff-Parent-Child Relationship is the type of parent activity consistently given the least emphasis. Directors with elementary backgrounds and Directors with backgrounds other than elementary reported least involvement of parents in this type of activity. This type of activity is characterized by the descriptive statements which appeared on the original questionnaire:

Parents being allowed to check out toys/games for home use with child

Parents receiving reinforcement materials to be completed with child at home

Parents learning how to read and tell stories to child for fun

Parents receiving suggestions of specific TV programs to view with child

Parents being encouraged to attend with child certain community events

6. Those Head Start programs with a majority of experienced teachers do not implement the Head Start parent involvement policy of providing non-preferential emphasis to the four types of activities. The Staff-Parent-Child Relationship type of activity receives the least emphasis in programs with experienced teachers.

7. Location of Head Start classrooms appears to have no influence on the emphasis given to the four types





of parent activities; in all locations preferential emphasis is given to at least one type of parent activity.

8. In this study, only the Directors' background appears to influence whether activities concerned with the administration of the program or activities concerned with the instructional aspect of the program are given priority of emphasis.

Recommendations for Possible Action  
and Future Study

The conclusions of this study indicate that Head Start parent participation activities are falling short of the national guidelines. If poverty parents are to be given the help and support envisioned by the creators of Head Start the guidelines must be observed. The following recommendations are intended to stimulate action programs and future studies which will assist Directors in developing parent participation programs which agree with the national policy.

The National Office of Project Head Start should consider revising the examples in Head Start, A Manual of Policies and Instructions to emphasize all four types of parent participation activities, rather than giving major suggestions for the Administrative type of activity. At present the Manual devotes thirteen out of fifteen pages to the Administrative type of activity. This office should provide specific guidelines, illustrations, directions and

information on ways to develop involvement in all four types of parent activities. Concentrated time and attention should be given to developing the Staff-Parent-Child Relationship type of activity, since this is the type which receives the least emphasis under all conditions.

Universities should provide credit and non-credit sessions which are concerned with the philosophy of parent involvement, the value of encouraging parent involvement, and specific methods and techniques for developing parent programs which agree with the national policy. These sessions should be planned as pre-service and in-service for professional and non-professional personnel interested in working with the young disadvantaged child.

The National Office and universities should combine resources to conduct workshops, seminars, lectures, forums, demonstrations and to publish materials for the purpose of providing Directors and their staff information on the need for and implementation of parent involvement in all four types of parent activities.

Local Head Start policy councils should carefully consider the background of prospective Directors, since this is one variable which appears to influence the type of parent activity to receive emphasis.

Each Director of local programs should assume the responsibility of educating his professional and non-professional staff members on ways to encourage more

involvement in all four types of parent participation activities.

Further research needs to be given to the Head Start parent involvement component. This could be done by enlarging the sample to include Directors in cities with populations below 100,000 and over 200,000. Other studies should solicit parents' impressions of opportunities and values of parent participation programs, and ways to strengthen parent participation.

Studies should seek to learn why Directors give preferential emphasis to some of the four types of parent participation. Could this be due to lack of information, inadequacy of professional preparation, or lack of direction from the national office; answers to these and similar questions would be beneficial in propagating educational programs on ways Directors and staff could implement parent programs in compliance with the Head Start parent program policy.

An in-depth study should be made of the Staff-Parent-Child Relationship type of parent participation activity. A study of this type appears to be the most urgent since it is the parent activity given least emphasis under all conditions and it is the one type which could stimulate direct positive parental support for the disadvantaged pre-school child.

The many examples in professional literature and the opinions of educators testify to the importance of parent involvement in the education of youths. Head Start since its inception has provided for parent participation activities as an avenue to give support to the growth and development of the disadvantaged pre-school child.

Head Start parent participation programs can be used as a powerful asset in supporting the growth and development of the disadvantaged child if Directors institute parent programs which agree with the national Head Start parent program policy.

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APPENDIX



EXHIBIT 1

HEAD START PARENT PARTICIPATION  
ACTIVITIES SURVEY



HEAD START PARENT PARTICIPATION ACTIVITIES SURVEY  
(Sent to Educational Authorities)

Below are the four major kinds of Head Start parent participation activities as recommended in the Head Start Manual.\* The examples given under each statement were added as illustrations of possible activities.

Please express your opinion by RANKING these in order of contribution each can make in the lives of children.

Use this RANKING nomenclature: 1 = contributes most  
2  
3  
4 = contributes least

\_\_\_\_ "Participation in the process of making decisions about the nature and operation of the Head Start program."

Examples:

- parents being systematically asked to give ideas for program improvement
- parents actively securing volunteer services for program
- parents helping recruit and screen employees
- parents visiting other programs to gain ideas for local improvement
- parents assisting in the evaluation of the total program

\_\_\_\_ "Participation in the classroom as (paid employees),\*\* volunteers or observers."

Examples:

- parents assisting in the classroom as volunteers on a scheduled basis
- parents being invited to planned classroom activities
- parents accompanying class on field trips
- parents being provided baby sitting services while visiting in classroom
- parents assisting in serving food and eating meal with class

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\* Head Start, A Manual of Policies and Instructions, Office of Economic Opportunity, Section B-2, Revised (Washington, D.C.: Government Printing Office, 1967).

\*\* Consideration is not given to paid employees in this study.



—— "Activities for the parents which they have helped to develop."

Examples:

- parents participating in experiences on how to spend income wisely
- parents exploring ways to make home life more comfortable
- parents being exposed to ways on how to effectively articulate complaints
- parents joining activities to meet their expressed educational needs
- parents becoming knowledgeable about community agencies' services

—— "Working with their children in cooperation with the staff of the center."

Examples:

- parents being allowed to check out toys/games for home use with child
- parents receiving reinforcement materials to be completed with child at home
- parents learning how to read and tell stories to child for fun
- parents receiving suggestions of specific TV programs to view with child
- parents being encouraged to attend with child certain community events

EXHIBIT 2

HEAD START PARENT PARTICIPATION  
ACTIVITIES SURVEY

HEAD START PARENT PARTICIPATION ACTIVITIES SURVEY  
(Sent to Head Start Directors)

DIRECTIONS I Below are broad descriptions of possible parent participation activities. As you reflect on this year's activities RATE the degree to which your staff has provided parent participation in each of the following activities or similar activities, at any level. Please base your responses on your present knowledge, do not seek assistance.

EACH activity should be rated in one of these ways:

- |                  |                            |
|------------------|----------------------------|
| 1 - Regularly    | 4 - Seldom                 |
| 2 - Often        | 5 - Never                  |
| 3 - Occasionally | DK - Don't know at present |

	1	2	3	4	5	DK
1. Participating in experiences on how to spend income wisely . . . . .	—	—	—	—	—	—
2. Assisting in the classroom as volunteers on a prearranged basis . .	—	—	—	—	—	—
3. Being methodically asked to give ideas for program improvement . .	—	—	—	—	—	—
4. Being allowed to check out toys/games for home use with child . .	—	—	—	—	—	—
5. Exploring ways to make home life more comfortable . . . . .	—	—	—	—	—	—
6. Receiving reinforcement materials to be completed with child at home .	—	—	—	—	—	—
7. Actively securing volunteer services for program . . . . .	—	—	—	—	—	—
8. Being invited to planned classroom activities . . . . .	—	—	—	—	—	—
9. Accompanying class on field trips .	—	—	—	—	—	—
10. Being provided baby sitting services while visiting in classroom . . .	—	—	—	—	—	—
11. Learning how to read and tell stories to child for fun . . . . .	—	—	—	—	—	—
12. Helping recruit and screen employees	—	—	—	—	—	—
13. Being exposed to ways on how to effectively communicate complaints .	—	—	—	—	—	—

	1	2	3	4	5	DK
14. Receiving suggestions of specific TV programs to view with child . .	—	—	—	—	—	—
15. Being encouraged to attend with child certain community events . .	—	—	—	—	—	—
16. Joining activities planned to meet their expressed educational needs . .	—	—	—	—	—	—
17. Assisting in serving food and eating meal with class . . . . .	—	—	—	—	—	—
18. Visiting other programs to gain ideas for local improvement . . .	—	—	—	—	—	—
19. Receiving information about community agencies' services . . . .	—	—	—	—	—	—
20. Assisting in the evaluation of the total program . . . . .	—	—	—	—	—	—

DIRECTIONS II Check choice which most appropriately describes you or your program.

- |   |   |
|---|---|
| <p>a. Your undergraduate major was:</p> <p>___ Elementary Education</p> <p>___ Secondary Education</p> <p>___ Other</p>                 | <p>b. You are administratively responsible to which ONE of the following:</p> <p>___ Community Action Agent</p> <p>___ Director of Elementary Education</p> <p>___ Other Public School</p> <p>___ Administrator</p> <p>___ Private Organization</p> <p>___ Administrator</p> <p>___ Other</p> |
| <p>c. Majority of your teachers have been in Head Start classroom for:</p> <p>___ 2 years or less</p> <p>___ 3 years or more</p>        | <p>d. Majority of your classrooms are housed in:</p> <p>___ Church Buildings</p> <p>___ Public Schools</p> <p>___ Community Centers</p> <p>___ Other</p>  |
| <p>e. Just prior to entering Head Start your paid experience was in:</p> <p>___ Elementary Education</p> <p>___ Secondary Education</p> |   |



EXHIBIT 3

CITIES IN THE UNITED STATES WITH POPULATION  
BETWEEN 100,000 AND 200,000 WITH FULL  
YEAR HEAD START PROGRAMS

Cities in the United States with Population  
Between 100,000 and 200,000 With Full  
Year Head Start Programs

Alabama:	Huntsville Mobile Montgomery
Arkansas:	Little Rock
California:	Anaheim Berkely Fremont Fresno Garden Grove Glendale Huntington Beach Pasadena Riverside San Bernardino Santa Ana Stockton *Torrance
Colorado:	Colorado Spring
Conneticut:	Bridgeport Hartford New Haven Stamford Waterbury
Florida:	Fort Lauderdale Hollywood *Hialesh
Georgia:	*Columbus *Macon Savannah
Illinois:	*Peoria Rockford

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\* Reported as not having Full Year Head Start Program.

Indiana:	Evansville Fort Wayne *Hammond South Bend *Gary
Iowa:	Des Moines Cedar Rapids
Kansas:	Kansas City Topeka
Kentucky:	Lexington
Louisiana:	Baton Rouge Shreveport
Massachusetts:	New Bedford Springfield Worcester
Michigan:	*Dearborn Flint Grand Rapids Lansing *Livonia *Warren
Mississippi:	*Jackson
Missouri:	Independence Springfield
Nebraska:	Lincoln
Nevada:	Las Vegas
New Jersey:	Camden Elizabeth Paterson Trenton
New York:	Albany Syracuse
North Carolina:	Greensboro Raleigh Winston-Salam

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\* Reported as not having Full Year Head Start Program.

Ohio:	Canton Youngstown
Pennsylvania:	Allentown Erie Scranton
Rhode Island:	Providence
South Carolina:	Columbia
Tennessee:	Chattanooga Knoxville
Texas:	Amarillo Beaumont Lubbock
Utah:	Salt Lake City
Virginia:	Alexandria *Hampton Newport News Portsmouth Virginia Beach
Washington:	Spokane Tocoma
Wisconsin:	Madison

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\* Reported as not having Full Year Head Start Program.

COLLEGE OF EDUCATION • ERICKSON HALL

February 26, 1971

Dear Dr. :

As a doctoral student at Michigan State University, I am conducting a study which may provide some additional leadership to the Head Start parent participation component.

The Head Start Manual lists four major kinds of parent involvement activities, each of which may benefit both parent and child. Although research has been devoted to various aspects of these four areas, little attention has been given to the relative contribution each can make. A part of my study explores the proposition that emphasis on one of the four activities can make a more significant contribution to the life of the pre-schooler.

To explore this question, a small select group of professionals, who are highly respected for their involvement in the field of early childhood education, is being asked to respond to this proposition by completing the attached survey. These results will be reported anonymously.

In advance I express my appreciation to you for co-operating, and ask that you give this survey your prompt and careful attention.

Sincerely,

L. Wayne Brown  
Hinman Fellow 1970-71

LWB/cn

Attachment

EXHIBIT 5

LETTER OF INTRODUCTION HEAD START  
DIRECTORS' QUESTIONNAIRE

COLLEGE OF EDUCATION • ERICKSON HALL

February 26, 1971

Dear :

It is difficult to profit from the experiences of other Head Start Directors since this complex program is spread across the entire country. The project I am undertaking is designed to provide information which may help make your program more profitable for parents and pre-schoolers.

The Directors in cities with populations of 100,000 to 200,000, whose names were supplied by the National Head Start Office or Regional Training Officers, are being asked to respond to the attached questionnaire which focuses on the prevailing practices in your parent participation component. These replies will be compiled and forwarded to you.

This survey, which is completely divorced from the National Head Start Office and its research centers, is strictly anonymous. No Director, city or school system will be identified in the results.

Your perception of the parent participation component in your program is important to the outcome of this study; your efforts may benefit others. In advance I express my appreciation to you for co-operating, and ask that you give this survey your prompt and careful attention.

Sincerely,

L. Wayne Brown  
Hinman Fellow 1970-71

LWB/cn

Attachment

EXHIBIT 6

RANK SUMS OF EMPHASIS ON FOUR TYPES OF PARENT PARTICIPATION  
ACTIVITIES REPORTED BY FIFTY-THREE DIRECTORS IN UNITED  
STATES CITIES WITH POPULATION BETWEEN  
100,000 and 200,000





Exhibit 6.--Rank Sums of Emphasis on Four Types of Parent Participation  
Activities Reported by Fifty-Three Directors in United States Cities  
With Population Between 100,000 and 200,000.

Directors	Administrative	Classroom Involvement	Parent Skills	Staff-Parent-Child Relationship
1	1.5	1.5	3	4
2	1	2	3	4
3	3.5	1	2	3.5
4	2	1	3.5	3.5
5	1	2	3	4
6	4	1	3	2
7	1.5	1.5	3	4
8	1	2	3	4
9	3.5	1	2	3.5
10	4	1	2.5	2.5
11	4	1	2	3
12	1	2.5	2.5	4
13	3	1.5	1.5	4
14	2.5	1	2.5	4
15	2	1	3	4
16	1	3.5	2	3.5
17	1.3	1.3	1.3	4
18	3	1	2	4
19	3	1	2	4
20	1.5	1.5	3	4
21	2	1	4	3
22	2	1	3	4
23	3.5	2	1	3.5
24	1.5	1.5	3	4
25	3	1	2	4
26	1	4	2	3
27	2	1	3	4
28	3	1	2	4
29	3.5	3.5	1.5	1.5
30	3	1	4	2
31	2	1	3	4
32	2	1	3	4
33	4	1.5	3	1.5
34	1	2	3.5	3.5
35	2	1	3	4
36	1	2	4	3
37	2.5	1	2.5	4
38	1	2.5	4	2.5
39	3	4	1	2
40	1	2	3.5	3.5
41	1	3	2	4
42	1.5	1.5	3.5	3.5
43	2	1	3	4
44	2.5	1	2.5	4
45	1.5	3.5	3.5	1.5
46	1	2.5	2.5	4
47	3	2	1	4
48	3	1	2	4
49	3	1	2	4
50	1	3	2	4
51	4	1	2	3
52	2	3	1	4
53	2	1	3	4
Total of Ranks	115.8	88.8	135.8	186.5
Rank of Emphasis	2	1	3	4



EXHIBIT 7

UNDERGRADUATE MAJORS OF FIFTY-THREE  
DIRECTORS

Exhibit 7.--Undergraduate Majors of Fifty-three Directors.

List of Possibilities	Number	Per Cent
Elementary Education	28	53
Secondary Education	9	17
Other	16	30
Total	53	100



EXHIBIT 8

PRIOR EXPERIENCES OF FIFTY-THREE  
DIRECTORS





Exhibit 8.--Prior Experiences of Fifty-three Directors.

List of Possibilities	Number	Per Cent
Elementary Education	28	53
Secondary Education	4	8
Other	21	39
Total	53	100



EXHIBIT 9

PERSONS TO WHOM FIFTY-THREE DIRECTORS ARE  
ADMINISTRATIVELY RESPONSIBLE

Exhibit 9.--Persons to Whom Fifty-three Directors are  
Administratively Responsible.

List of Possibilities	Number	Per Cent
Community Action Agent	36	68
Director of Elementary Education	6	11
Other Public School Administrator	9	17
Private Organization Administrator	1	2
Other	1	2
Total	53	100

EXHIBIT 10

YEARS MAJORITY OF TEACHERS HAVE TAUGHT IN  
HEAD START CLASSROOMS

Exhibit 10.--Years Majority of Teachers Have Taught in Head  
Start Classrooms.

List of Possibilities	Number	Per Cent
Two Years or Less	26	49
Three Years or More	27	51
Total	53	100

EXHIBIT 11

LOCATION OF MAJORITY OF CLASSROOMS IN FIFTY-THREE  
HEAD START PROGRAMS

Exhibit 11.--Location of Majority of Classrooms in Fifty-three Head Start Programs.

List of Possibilities	Number	Per Cent
Church Buildings	17	32
Public Schools	28	53
Community Centers	5	9
Other	3	6
Total	53	100



EXHIBIT 12

RANKS OF FOUR TYPES OF PARENT PARTICIPATION  
ACTIVITIES REPORTED UNDER TEN CONDITIONS

Exhibit 12.--Ranks of Four Types of Parent Participation Activities Reported Under Ten Conditions.

Conditions	Administrative	Classroom Involvement	Parent Skills	Staff-Parent-Child Relationship
Directors with elementary major	3	1	2	4
Directors with major other than elementary	1	2	3	4
Directors with prior experience in elementary education	2	1	3	4
Directors with prior experience other than elementary education	1	2	3	4
Directors responsible to director of elementary education	2	1	3	4
Directors responsible to person other than director of elementary education	2	1	3	4
Directors with experienced teachers	2	1	3	4
Directors with inexperienced teachers	2	1	3	4
Classrooms located in public schools	2	1	3	4
Classrooms located in places other than public schools	2	1	3	4

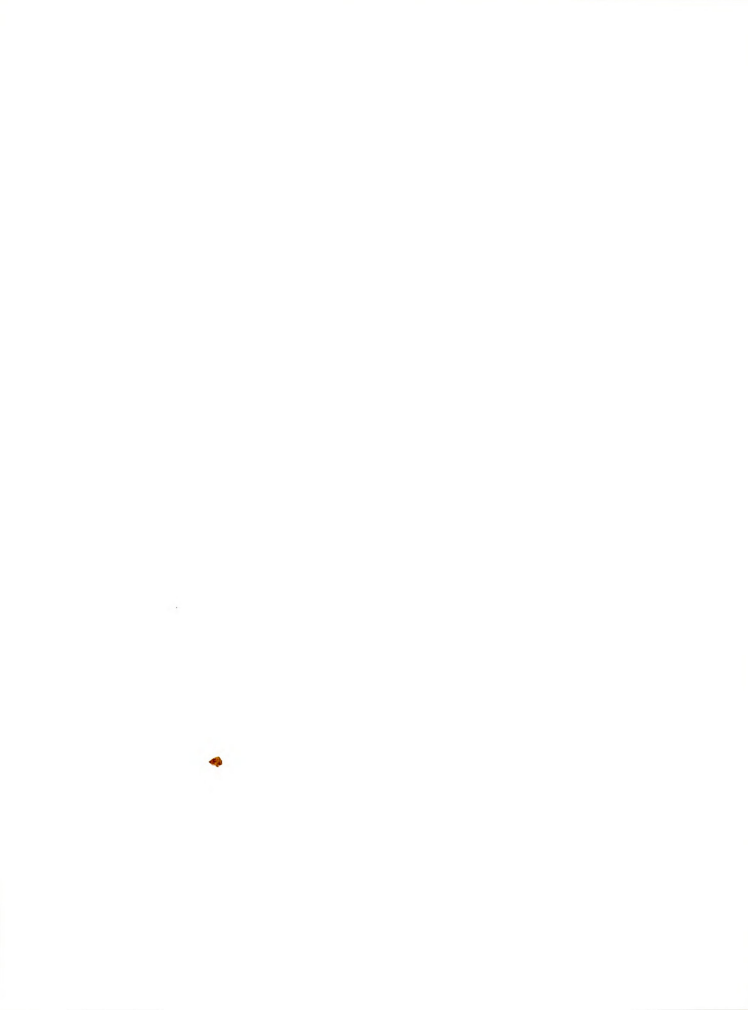


EXHIBIT 13

ELEVEN DESCRIPTIVE STATEMENTS ON DIRECTORS'  
QUESTIONNAIRE RECEIVING CHECKS IN THE  
"DON'T KNOW AT PRESENT" COLUMN

21

by  
ent

21

25  
27

23

2  
3

Exhibit 13.--Eleven Descriptive Statements on Directors' Questionnaire  
Receiving Checks in the "Don't Know at Present" Column.

Type of Parent Activity	Descriptive Statement Number	Descriptive Statement	Number of Marks
Administrative	18	Visiting other programs to gain ideas for local improvement	3
Classroom Involvement	10	Being provided baby sitting services while visiting in classroom	3
Parent Skills	1	Participating in experiences on how to spend income wisely	2
	5	Exploring ways to make home life more comfortable	2
	13	Being exposed to ways on how to effectively communicate complaints	2
	16	Joining activities planned to meet their expressed educa- tional needs	1
Staff-Parent-Child Relationship	4	Being allowed to check out toys/ games for home use with child	6
	6	Receiving reinforcement materials to be completed with child at home	4
	11	Learning how to read and tell stories to child for fun	4
	14	Receiving suggestions of specific TV programs to view with child	3
	15	Being encouraged to attend with child certain community events	4
Total			34



EXHIBIT 14

TWENTY DESCRIPTIVE STATEMENTS IN RANK ORDER AS  
REPORTED BY FIFTY-THREE DIRECTORS, WITH  
ASSIGNMENT TO FOUR TYPES OF PARENT  
PARTICIPATION ACTIVITIES





Exhibit 14.--Twenty Descriptive Statements in Rank Order as Reported by Fifty-three Directors, With Assignment to Four Types of Parent Participation Activities.

Rank	Assignment	Statement Numbers	Statements	Administrative	Classroom Involvement	Parent Skills	Staff-Parent-Child Relationship
1	19.		Receiving information about community agencies' services . . . . .				X
2	9.		Accompanying class on field trips . . . . .			X	
3	2.		Assisting in the classroom as volunteers on a prearranged basis . . . . .			X	
4	8.		Being invited to planned classroom activities . . . . .			X	
4.3	12.		Helping recruit and screen employees . . . . .		X		
4.3	17.		Assisting in serving food and eating meal with class . . . . .			X	
4.3	20.		Assisting in the evaluation of the total program . . . . .		X		
5.5	3.		Being methodically asked to give ideas for program improvement . . . . .		X		
5.5	7.		Actively securing volunteer services for program . . . . .		X		
7	16.		Joining activities planned to meet their expressed educational needs . . . . .				X
7.5	13.		Being exposed to ways on how to effectively communicate complaints . . . . .				X
7.5	15.		Being encouraged to attend with child certain community events . . . . .				X
9	14.		Receiving suggestions of specific TV programs to view with child . . . . .				X
10	5.		Exploring ways to make home life more comfortable . . . . .				X
11	11.		Learning how to read and tell stories to child for fun . . . . .				X
12	10.		Being provided baby sitting services while visiting in classroom . . . . .			X	
13	6.		Receiving reinforcement materials to be completed with child at home . . . . .				X
13.5	1.		Participating in experiences on how to spend income wisely . . . . .				X
13.5	18.		Visiting other programs to gain ideas for local improvement . . . . .		X		
15	4.		Being allowed to check out toys/games for home use with child . . . . .				X



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