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ABSTRACT

A STUDY OF THE CONCOMITANT PROBLEMS FACING MOST
OF THE "AT-RISK" AFRICAN AMERICAN STUDENTS IN
THE BENTON HARBOR ELEMENTARY SCHOOL SYSTEM:
A CASE FOR AN ALTERNATIVE MODEL

by

Simon M. Honoré

Chair: Bernard M. Lall

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Education

Title: A STUDY OF THE CONCOMITANT PROBLEMS FACING MOST OF THE "AT-RISK" AFRICAN AMERICAN STUDENTS IN THE BENTON HARBOR ELEMENTARY SCHOOL SYSTEM: A CASE FOR AN ALTERNATIVE MODEL

Name of researcher: Simon M. Honoré

Name and degree of faculty chair: Bernard M. Lall, Ph.D.

Date completed: July 1996

Problem

It would appear that the problem of school truancy, retention, and subsequent academic failure is a major educational crisis which puts most of the African American students at risk in the Benton Harbor area schools.

Purpose

The purpose of this study has been to determine the concomitant educational problems facing the "at-risk" African American students in the Benton Harbor Elementary School System and to suggest positive changes through an alternative model.

Results

The results of the survey indicated that approximately 90-95% of Benton Harbor educators agreed to changes. Administrators and teachers strongly agreed that the recommendations, based on the findings, if implemented, would be considered as positive changes in the learning difficulties observed among the at-risk African American pupils in Benton Harbor primary schools.

The survey first spelled out the observed educational difficulties of the African American at-risk elementary students in Benton Harbor.

Second, it indicated that recommendations based on the results, if implemented, will positively affect the educational needs of the at-risk African American students in the Benton Harbor primary school system.

Conclusions

Based on the findings of this study in chapter 4, and based on the review of related literature in chapter 2, ten conclusions have been drawn. They are reported in chapter 5.

Recommendations

Eight recommendations are made with a view to provide discussion and further study. They are developed in chapter 5.

Andrews University
School of Education

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A CASE FOR AN ALTERNATIVE MODEL

A Dissertation
Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

by
Simon M. Honoré

July 1996

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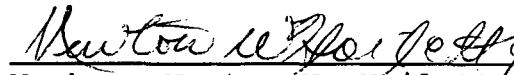
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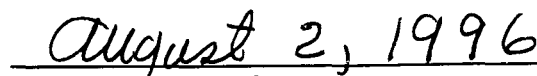

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L. Roosevelt McKenzie


Date Approved

To the memory of my dear parents: my father, Disciple Joseph Honoré, and my mother, Marie-Louise (Siméon) Honoré, who twenty-five years ago went to be with their Heavenly Father, their "ONLY GOOD MASTER" and mine. Their love of knowledge for their nine children and their constant encouragement on my behalf (their last child) incessantly gave me the fortitude to complete my formal education

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main and earliest source of human inspiration in life.
His guidance in my early years is priceless.

CHAPTER I

INTRODUCTION

Background of the Problem

The Benton Harbor school system has had many problems over the years, especially in dealing with youth who drop out of junior and senior high schools at an early age. It appears that a large number of students who have remained in school fall into the category of "at-risk" youth.

Statistics abound on the devastating consequences of the "at-risk youth." Such consequences are evidenced in at-risk students becoming dropouts, juvenile law offenders, crime prone, pregnant, and victims of crime within the city of Benton Harbor and the surrounding areas.

Area Demographics

Benton Harbor Area Schools serve a low economic urban/rural community in Berrien County that is located in southwestern Michigan. This county lies on the primary highway system between the drug traffic centers of Chicago, Illinois, and Detroit, Michigan. This strategic location, the city of Benton Harbor and Berrien County, becomes a major staging ground for drug

long-term depressed economy and industrial relocation have made Benton Harbor and its ethnic/cultural population fertile soil for drug abuse, which has escalated crime in the community. This has generated an unusually high percentage of at-risk youth. Smith and Nance-Nash (1989) ranked Benton Harbor the least desirable place to live in out of 300 selected U.S. cities, using such criteria as economics, crime, safety, and cost of living. Michigan public health statistics record that the per-square-mile crime rate in Benton Harbor is second only to Detroit in the State.

According to school authorities Benton Harbor contains a population of 14,707. Forty percent (40%), approximately 6,000, are under the age of 20. Thirty-nine percent (39%) of the families in the city live below the poverty level. Eighty percent (80%) of all residents are on public assistance. Eighty-six percent (86%) of the population belong to a minority group. Area infant mortality ranks high at a rate of 41.9 deaths per 1,000 live births (Williams, 1983).

The Benton Harbor Area School district serves Benton Harbor and immediate adjacent communities in a 56-square-mile service area containing a population of 44,000. The school district enrolls 7,200 individuals (K-Adult Education) with a racial-ethnic population of 80% African Americans, 19% Whites, and 1% others. More than three-fourths of Benton Harbor families are single-parent

families. The school system reports an annual dropout rate of 12%, and a 10% teenage pregnancy rate, reflecting 158 live births to teenage mothers in 1990. It also reported 4,091 secondary suspensions and 957 elementary suspensions during the 1989-1990 school year. School authorities have identified 4,700 of the 6,900 K-12 students as high-risk youth. This does not include a large pool of existing drop-out residents in the community. Gang operations and crime are rampant.

Area court system records between 1988 and 1990 show a 30% increase in juvenile offenses committed by youth under age 17. Seven percent (7%) of all juvenile offenses in 1988 were of a violent nature. Violent crimes reached 11% of juvenile offenses in 1990. The current average age of juvenile offenders is 13.5 years. A sampling of crime records during 1990 shows a monthly pattern of Benton Harbor children and youth injured or killed by juvenile violence, much of it drug-related.

Law enforcement and school officials assert that the high level of at-risk population provides a fertile ground for drug distribution. They also recognize that the majority of juvenile crimes are drug/alcohol-related. The Berrien County Forensic Drug Identification Laboratory records a 198% increase in marijuana samples submitted to it for testing between 1979 and 1989, with a 352% increase in cocaine samples submitted during the same period (Ellington, 1990).

The 1994 Search Institute Profiles of Student Life for Attitudes and Behavior on Benton Harbor students (Williams, 1995) provides crucial data: (1) For example, alcohol use within 30 days: from January 2, 1994 to January 31, 1994, 14% in grade 9, 26% in grade 12; (2) cars driven after taking one or more drinks within the last 12 months, from August 1993 to July 1994: 10% Juniors, 18% Seniors; (3) illicit drug use index is highest for 10th-graders and 12th-graders (marijuana, cocaine, amphetamines, LSD and heroin); (4) physical abuse among 11th-graders: 27% reported physical abuse once or more; sexual abuse: 23% females and 4% males reported sexual abuse; (5) highest at-risk indicators: sexual activity, 73%; contraceptive use, 33%; riding in a car with someone drinking 24%; (6) students who experience 1 or more of the 45 at-risk indicators: 81% in 9th grade; 91% in 11th grade; 48% in 12th grade experienced 3 or more at-risk indicators. (See Tables 1, 2, and 3, for at-risk educational, socioeconomic, physical, and mental correlates.) If one of the factors was present in a student's life, that factor was assumed to be a symptom of at-riskness that might make the individual more vulnerable to other factors present in the environment. It was not assumed in previous research that these factors caused at-riskness but rather that there might be an associative relationship between one or more of the factors and at-risk behavior (Frymier, 1989).

Both local government and school officials have drug prevention programs in place, but suffer major blocks in program implementation due to lack of funds. Most of the characteristics present in the at-risk African American students and found in their families are presented in Tables 1-3.

Statement of the Problem

It appears that the majority of the Benton Harbor youth fall into the category of "at-risk" students. They are at risk of dropping out of school, of becoming pregnant or of becoming involved in criminal action. The traditional schools have not been able to handle the problems of these students. In fact, the problems relating to these youth appear to increase with each passing year.

Purpose of the Study

The purpose of this study has been to determine the concomitant educational problems facing the "at-risk" African-American students in the Benton Harbor Elementary School System and to suggest positive changes through an alternative model.

Significance of the Study

This study may prove to be significant as it endeavors to open new horizons to solve the endemic, concomitant, educational problems of the at-risk African

TABLE 1

"AT-RISK" EDUCATIONAL CORRELATES PRESENT IN THE
AFRICAN AMERICAN STUDENTS IN THE BENTON
HARBOR ELEMENTARY SCHOOL SYSTEM

Factors	Characteristic traits
Achievement	Poor grades with declining trend Failure of one or more grades Incomplete class work Low basic skill levels "Slow learner" with IQ 74-90
Disciplinary	Frequent absenteeism, tardiness, expulsions Disruptive and rebellious behavior Low tolerance of structure
Alienation	Limited extracurricular involvement Lack of identification with school Loner with poor peer relationships Active dislike of school Desire for alternative learning model
Critical Thinking	No perception of relevance of school to life activities Lack of a goal orientation Susceptible to advice to leave school Low perceptual performance

Note. From Teresa V. Staten, 1990, Bureau of
Educational Services, Lansing, Michigan.

TABLE 2

"AT-RISK" FAMILY AND SOCIO-ECONOMIC CORRELATES TO LOOK FOR IN THE FAMILIES (PARENTS/GUARDIANS) OF THE "AT-RISK" AFRICAN AMERICAN STUDENTS IN THE BENTON HARBOR ELEMENTARY SCHOOL SYSTEM

Factors	Characteristic traits
Family Factors	Lack of stable support system or residence Family history of alcohol or drug dependency Low parent or sibling educational attainment or illiteracy Family history of physical abuse or neglect Single parent, teenage parent or absent parents High family density Limited or non-English-speaking household Poor home-to-school communications Siblings who have dropped out of school or have been involved with crime or drugs
Social Factors	Alcohol and drug abuse or addiction Court-related problems Inability to relate to authority figures Friends are frequently older dropouts outside of school
Economic Factors	Low family income or unemployment Need or desire to work

Note. From Teresa V. Staten, 1990, Bureau of Educational Services, Lansing, Michigan.

TABLE 3

"AT-RISK" PHYSICAL AND MENTAL CORRELATES PRESENT
IN MOST "AT-RISK" YOUNGSTERS

Factors	Characteristic traits
Physical Factors	Low birth weight Developmentally delayed, physically immature Nutritional deficiencies Long-term or chronic illness Physically handicapped
Mental Factors	Destructive or violent temperament Mentally immature, susceptible, easily distracted Lacking motivation, fear of risk-taking Hostile and unruly or passive and apathetic Low self-concept, failure syndrome, refuse to try, easily discouraged

Note. From Teresa V. Staten, 1990, Bureau of Educational Services, Lansing, Michigan.

American youth of Benton Harbor. It may identify educational needs of the "at-risk" African American youth of the city of Benton Harbor. It proposes to demonstrate the necessity of urgently modifying the curricula of all elementary schools of the city of Benton Harbor. The study adds to the sparse literature on educational programs for "at-risk" inner-city African American youth of America. It can be contributory to an academic master plan for the city of Benton Harbor elementary schools. Ultimately, it can be a model for the development of the U.S.A. inner-city primary schools regionally, and if necessary, even nationwide. The research has endeavored to get national experts' opinions in the areas of at-risk African American students' academic success. Such strategies gleaned will enable an examination of the viability of the proposed alternative programs for most elementary schools in Benton Harbor.

Research Questions

This study proposes to address the problem around two basic questions:

1. What are the perceived concomitant educational problems facing the African-American elementary students in Benton Harbor?
2. Is there a need for change in the Benton Harbor school system?

Null Hypotheses

Hypothesis 1: There is no significant difference between the parents', teachers', and administrators' perceived concomitant educational problems due to teachers' burnout, lack of discipline, and low academic achievement in reading, mathematics, and science.

Hypothesis 2: There is no significant difference between parents and the teachers of Benton Harbor elementary schools with respect to the need for change within the school system.

Hypothesis 3: There is no significant difference between the parents and administrators of Benton Harbor elementary schools with respect to the need for change within the school system.

Hypothesis 4: There is no significant difference between the teachers and administrators of Benton Harbor elementary schools with respect to the need for change within the school system.

Definition of Terms

The terms used in this study have been defined as follows:

At-risk youth: Children whose poverty, poor nutrition, and lack of health care and family backing contribute to a never-ending cycle of learning problems, and failure in the early grades (Staten, 1990).

Academic academy: Special primary school often

termed "school without failure" where students are taught who are "at risk" of dropping out of school and are not developing the basic technical and social skills required to effectively interact in society today. In that particular setting the teaching is geared toward successful outcomes for the learners in order to raise their self-esteem and self-confidence (Glasser, 1968).

Elementary school system constituency of Benton Harbor: The total population (44,000) of the city of Benton Harbor with its elementary school system.

Benton Harbor primary school system: A subsidiary of the Benton Harbor area school district that consists of 15 elementary schools. Among them are three magnet schools and an academic academy.

Miseducation: Education whereby the oppressed finds in the oppressor his/her model of 'manhood' (Woodson, 1933).

White studies: System of intellectual legitimacy that defines the activities and experiences of White Western people as the universal yardstick of human existence (Turner, 1971).

Black studies: Studies that focus positively on Black history, Black culture folklore, and that enhance Black children's self-esteem and identity.

Concomitant: Factors that accompany or are collaterally connected with something else, such as the main issue being addressed, an incident, or another fact.

Liberation: Education that has a consciousness-raising function for African American people, instructing them concerning the following realities: where they came from, where they are going, who they were, who they are now, who they will be, who the unidentified adversary is, what the unidentified adversary is doing to them, what to struggle for, and what form the struggle must take (Hale, 1984, p. 6).

Ego Dystonic Poverty: Disharmony with a positive view of self (Booker & Gary, 1995).

Sociogenic brain damage: Damage done to the maturation of the brain by depriving it of the social stimulation necessary for the proper development of those neural interrelations essential for successful mental functioning (Kunjufu, 1983; Kohn, 1993; Montagu, 1974; Rosenzweig, 1971; Yannet, 1952).

Cultural monism: The biased process of using Anglo-Saxon cultural production and values as standards for measuring all other people, cultural production, and values (Welsing, 1991).

Psychoeducational: Related to the mind impairment which makes the process of education difficult to occur.

For all practical purposes in this study the terms "little satisfaction" and "so-so" equate to "not satisfied."

Delimitations of the Study

This study focuses on the city of Benton Harbor's primary school system and its constituency. It deals mainly with the 80% of the primary school population who are African-Americans. Its findings may not be necessarily applicable to other primary school systems operated by other inner-city school boards around this nation.

Basic Assumptions

1. Every youth regardless of his/her skin color deserves, in American democracy, to receive an education that will be a preparation for life in society.
2. A democratic educational system should allow each individual to become all that he/she is capable of becoming.
3. There should be in America equalization of educational opportunities by strengthening the "family unit."
4. In all lines of work designed to keep America competitive in the world market, there is a vast field to be occupied; and, more than ever before, the task is to prepare workers from all sectors of the American children (rich, poor, majority, and minority groups) including all shades of skin. Education, then, should not be elitist or racially biased.
5. All education should prepare the student for service to one's fellow beings in the community and ultimately to the nation.

6. Keeping students in school requires addressing the broad range of problems facing young people.

7. All educators--teachers, administrators, student services staff, and others, including the community--must work cooperatively to reach the goal of school dropout prevention.

8. A planned, comprehensive approach creates a successful school dropout prevention effort.

Summary

Currently, there is only one alternate school available in the city of Benton Harbor. It is known as an academic academy. In that school, significant programs in increased learning by the students has been shown. However, these students have to return to the mainstream classrooms across the district with varied levels of failures. Were they allowed to stay in this kind of learning up to their 8th grade their subsequent success in high school years would have been assured.

The presence of the correlates of "at-risk" factors (pp. 5-7) in a youngster's life does not necessarily spell doom for that young person. "At-risk" youngsters can succeed. The programs and policies that educators choose to pursue can make a difference.

The alternative program offered by the academic academy operates in the spirit of the School Development Model, utilizing many of the sound educational ideas as

mandated by Judge Hillman in the Desegregation Order of May 1981. As part of that program, the district has established an achievement component for students in the lower elementary grades that provides innovation in curriculum implementation and in interpersonal relationships within the classroom. A similar program extended to all the primary schools of Benton Harbor may be the solution for their students' learning difficulties.

Organization of the Dissertation

This study has been divided into five chapters as follows:

Chapter 1 constitutes the introduction to the dissertation. It includes a background to the problem, a statement of the problem, the purpose of the study, the significance of the study, research questions, hypotheses, definition of terms, delimitation of the study, basic assumptions, and organization of the dissertation.

Chapter 2 provides a review of the related literature on the relevance of a modified approach in order to positively affect the 80% at-risk African American students enrolled in the primary schools of Benton Harbor.

Chapter 3 provides the methodology used in the development of the study. This includes a statement on the type of research, population and sample, research

instruments, methods of statistical analyses used and the procedure followed.

Chapter 4 deals with the results of the study. It presents the feedback necessary for establishing a model program.

Chapter 5 constitutes the summary, conclusions, and recommendations arising out of the study.

CHAPTER II

REVIEW OF THE LITERATURE

Philosophical Preamble

The philosophy that undergirded this study was the viability of development and administration of a modified-type program for all the elementary schools of the city of Benton Harbor. It has been assessed by the school authorities that 80% of the African American youth of that city are "at-risk" and need a good 6-year elementary education. Nationwide, more native Americans (42%), Blacks (40%), and Hispanics (38%) were at risk than White (20%) or Asian (20%) children. Students in certain schools and communities were more at risk than students in other schools and communities (Frymier, 1989).

Howe and Edelman (1985) and Edelman (1993) claim that primary education must be available to all. It must be neither elitist nor racist. It should beckon the student who is not high-school bound as well as those who have that potential. It should open its door to, and make provisions for, the more intellectually able as well as those who are more vocationally inclined (p. 7). White (1952) concludes her argument against barriers evident in education thus: "Let every child, then, receive an

education for the highest service" (pp. 266, 267).

In short, the philosophical underpinning of the study is the concept that the major *raison d'être* of an appropriate and competitive primary school system in the city of Benton Harbor is to facilitate educational opportunity for all.

Hale-Benson (1986) contends that an educational philosophy with the following three components seems to be ideal for a curriculum for African American children:

1. Political/cultural (ideology)
2. Pedagogical relevance (method)
3. Academic rigor (content) (p. 18).

An alternative curricular model for African American children must have at its foundation an accurate historical and political analysis of the situation of Black people in America and in the world (p. 152).

In the article "Save the Children," Atkinson and Horde (1984) state:

Every educational system functions to perpetuate the larger society by acculturating its young into that order; and the purpose of American colonial education system is to maintain this societal structure. Its claims of individual freedom, cultural pluralism and world democratization obscure its ideologies of elitism, cultural monism and world Americanization; and African American children are the acculturated victims. (p. 184)

These structural realities contribute to the academic and cultural problems of African American students--educated to believe in individual freedom and that one is thus responsible for one's own success or

failure, although they are not adequately equipped to succeed. African American students often question their own intelligence when they do not succeed in school. Thus their self-esteem is shattered very early in life (Mingle & Rodriguez, 1990). This study attempts to suggest an alternative educational program that may aid in truly preventing these African American children from losing confidence in their ability to succeed.

Organization of the Review

This chapter, therefore, has been organized around a review of the related literature on the U.S. academic academy. I have reviewed the literature on successfully educating African American children. This chapter gives a definition, traces the historical development, discusses the purpose, and describes the nature of the problem and the *raison d'être* of identifying it. The review of the related literature has indicated how to work effectively with "at-risk" African American learners using research strategies for successful outcomes. This review has ultimately explored what constitutes a positive learning climate for the "at-risk" African American children.

The U.S. Academic Academy

Definition

A viable model, proposed through this study by the U.S. Academic Academy, is the one defined by the 1988 Carnegie Commission on Primary Education in its report

entitled: "The Comprehensive Public Six-Year Elementary School Program Which Offers Academic, General, Remedial, and Complete Mastery of the Three R's" (p. 7). The 1982 edition of the Handbook of Data and Definitions in Primary Education gave a similar, if not more detailed, definition (Holt, 1964):

Academic Academy--A six-year institution of primary education generally termed school "without failure," public, offering instruction adapted in content, level, and schedule, to the needs of the community students in which it is located. In it, learning occurs regardless of "at risk barriers." (p. 29)

Historical Development of U.S. Academic Academy

The major themes that guide the curricula of the present-day academic academy as highlighted in the definitions above were envisioned early in the 20th century. Staten (1990) states:

Early in the [20th] century, Alex Lange and Leonard Koos envisioned a primary school with a transfer function similar to the European type that would relieve the secondary school of its lower division offerings, with a vocationally-oriented education function that would satisfy the societal needs for manpower and the individual need for a job, one providing basic general education so that informed citizens could make intelligent choices about their own life and the life of their community, and with a function of helping the individual to grow in his/her own right with his/her self-esteem intact. (p. 142)

This first-class basic primary education was designed to empower the youth for any further necessary study.

But the historical roots and necessities of the academic academy movement can be traced further back in time. Furthermore, the movement has "multiple roots"

(Carnegie Commission on Primary Education, 1988, p. 17). It is in these very historical roots and necessities that an understanding of the special place of the academic academy in the American inner-city primary school education can be gleaned.

According to Phlegar and Rose (1988), the first major events that had profound effects on American inner-city primary education are particularly eloquent for the contemporary need of a modified academic academy- type program for all the elementary schools of the inner cities of America. They become clear in the comparison of the problems of today in our schools with those of the 1940s (Staten, 1990, p. 145).

In the 1940s, teachers experienced the following problems:

1. talking out of turn
2. chewing gum
3. making needless noise
4. running in the halls
5. getting out of turn in line
6. wearing inappropriate clothing
7. not putting paper in waste baskets.

Today, problems consist of:

1. drug abuse
2. alcohol abuse
3. suicide
4. rape

5. robbery
6. assault/weapons
7. pregnancy.

In the needs assessment for a larger academic academy for the city of Benton Harbor, Ellington (1990) asserts: The Academic Academy was established in the fall of 1988 to address the academic and social needs of under-achieving primary students in the Benton Harbor area schools. This "at-risk" prevention program served 250 second- and third-grade students who were experiencing academic failure. Many gains were made during this 2-year period primarily due to:

1. caring and effective teaching staff
2. reduced class sizes
3. paraprofessional assistance
4. maximized learning opportunities
5. high level of expectations for staff and students
6. orderly and structured learning environment
7. opportunities to use hands-on materials
8. integrated curriculum (Ellington, 1990).

Orr (1987) goes on to say:

Eclectic, opportunistic yet pleasantly rigorous, the academic academy has its force and meaning rooted in the urgent needs of inner-city life, in the process of change and in the faith that among the ways to better life none is more important than education for all. (p. 33)

Commenting on the recent emergence of the

academic academy and its uniqueness in the city of Benton Harbor, Ellington (1990) says: These 250 second- and third-grade students are now better prepared to return to general classrooms throughout the district and will strive harder to achieve because they have experienced academic success.

However, Benton Harbor area school district reports indicate that 323 students need this program since they are slated for retention and/or are eligible for special federal assistance (Chapter I) services. Intervention programs are still greatly needed to reduce the failures in our educational system.

Speaking of the widespread and fast-growing academic academy movement in the American inner city, Staten (1990) surmises that

without clearly understood and expressed aims which fit the pattern of American life, no new educational movement can long survive. In establishing programs that effectively address the needs of our African American youth, student outcomes, or effectiveness, are primarily demonstrated by indicators of student learning. Effective schools utilize a well-developed and quite specific curriculum continuum; a management system parallels this continuum. Goals and objectives are detailed, and grade-level expectations are clear. (p. 12)

The Literature on Educating African
American Children Successfully

In the Introduction of Developing Positive Self-Images and Discipline in African American Students by Kunjufu (1983), Na' im Akbar writes:

The problem of educating African-American

children in the American context is as old as the presence of African Americans in this setting. The question is also as complex as the experience of the African American. Notables such as Dr. W. E. B. Dubois, Bishop Henry M. Turner, Dr. Carter G. Woodson, Marcus Garvey, Elijah Muhammad, Dr. Martin Luther King, Jr., and Malcolm X have all addressed the issue of education as being one of fundamental importance in the progress of African Americans. The example of Booker T. Washington, Mary McCleod Bethune, Dr. Benjamin Mays, and many others are legendary in their commitment to developing institutions for the express purpose of educating African American youth. Frankly, African American history in America is completely inseparable from the attempt to handle the challenge of African American education in this setting of historical oppression and thwarted opportunity. (p. 201)

Many contemporary African American scholars have continued to address this same question of educating the African American child. The inescapable reality is, and always has been--for the African, West Indian, and others--that the liberation of African Americans must of necessity depend upon an effective education. I emphasize "effective" because, says Robert Williams (1981), so much of our education has been virtually useless in accomplishing the objective of liberation. The process of "miseducation" as described by Dr. Carter G. Woodson in 1933 has continued to impede our progress as an educated people. Dr. Woodson's conclusion that the majority of educated African Americans were all but "worthless in the uplift of their people" remains an issue of deadly accuracy. His analysis was that the seat of the trouble was in what African Americans were being taught.

According to Diop (1985), the ancient African

function of education was to do no less than to develop positive self-images and discipline for the adherents of the educational system. The assumption that existed in those times of greater illumination than these was that the human being was already equipped with the tools of enlightenment. The word education did not assume that critical knowledge had to be imposed from without. As the word itself implies, it was to be educed from within. Even today, says Sertima (1989), in Africa or in the African diaspora the method for educating knowledge is done through the cultivation of an inner discipline that brings these resources to the fore. In Ancient Kemit (called Egypt) the original teachers cultivated self-esteem or a positive self-knowledge by fostering an awareness of one's historical and/or mythological origins. This approach gave insights into the resources that each individual contained by virtue of his or her divine and genetic legacy (Newsome, 1990).

As says Akbar (1981), the secret for such enlightenment was the ancient edict of "Man know thyself," inscribed by these ancient scholars on the portals of their temples (which were simultaneously universities). The positive self-image emerged from the cultivation of self-knowledge. The application of the knowledge that was obtained was manifested through self-discipline. So the things most critical in an educational system are to know oneself, and to know how to manage oneself.

According to Curwood (1983), this persisting deficiency in the education of African Americans has created the great difficulties of re-ascendancy that they have experienced as a people. Dr. Woodson's identification of this problem as existing in what Blacks were taught seems to still be a quite relevant assessment of our educational difficulties in America.

This problem described so accurately by Dr. Woodson over 50 years ago is even more of a problem as we are about to enter the 21st century and find African American youth being not only "miseducated" but actually "de-educated." De-educated, says Kunjufu (1983), means that the African American children in the inner cities are being systematically excluded from the educational system and/or they are being systematically destroyed within that system. This is an issue of great complexity and magnitude, which extends far beyond the scope of this study.

This review of literature organizes its approach to African American education around the issue of the importance of positive self-images and discipline as a prerequisite for the effective education of African American children. The major hindrances to effective African American education according to Kunjufu (1983), Hale (1982), Postman (1982), Jones (1982), Burns (1981), Morgan (1980), Karenga (1982), and Vasiloff (1983) are consistent with the problems of American education in

general. These authors attribute at least the greatest part of the African American educational problem to the "banking concept" in education. They criticize the "certainty principle" and rote learning, and lay several other major criticisms that non-Black writers have advanced about contemporary education in general.

They all address the specific needs of the African American child within this context. They emphasize the unique cultural and learning styles of African American children and the need for the curriculum to take those styles into account. They draw upon the contemporary issues of declining discipline within the educational and home environments. They also demonstrate the unique meaning of this problem for African American children. Suggested positive changes in the learning difficulties observed among the African American high-risk students in Benton Harbor elementary schools are based on these pertinent considerations.

Program Design

Consensus has been reached concerning the nature of the program of the comprehensive academic academy. Nedsker and Tillery (1987) claim that it "can best be summed up as a program for all" (p. 27).

The essence of the nature of the successful inner-city academic program has already been described in this review of the literature under the subheadings definition,

historical development, and purposes. It should suffice, therefore, to make a summary statement at this juncture. Howe and Edelman (1985) tersely summarized the nature of the successful inner-city academic programs thus:

The program is designed to satisfy the educational needs of the most diverse population of youth. It is strongly believed and verified that the major factor contributing to positive student outcomes is a very positive learning climate that is consciously created and maintained. A positive learning climate is an aggregate of shared positive perceptions, values, and beliefs, combined with appropriate supportive actions.

Components of a Positive Learning Climate
for African American Children

Some specific attributes of a positive learning climate for African American children according to Akbar (1981) are:

1. A clear school mission emphasizing competence and pride in historical ascendancy
2. A strong parental and community support toward written and accepted self-disciplined goals
3. A safe and orderly environment created by a strong school administration (In this secure haven they must daily learn who they are and the general consequences of being at-risk of dropping out of school.)
4. A climate conducive to learning fostered by the school personnel

5. High expectations and demand for student and teacher performance
6. A good staff morale
7. High parent/teacher expectations
8. Positive self-images and discipline fostered by parents/teachers.

According to Diener (1986):

In developing effective alternative program models for remediation, strong school leaders provide:

1. coordination;
2. parent involvement;
3. professional development;
4. evaluation;
5. strong leadership;
6. continuous progress programs;
7. individualized instruction; and
8. cooperative learning. (p. 46)

According to Teresa V. Staten, Associate Superintendent, Bureau of Educational Services, Michigan Department of Education (1990), these categories address the "at-risk" problem in broad terms. These lists may be used as a starting point--a checklist for identifying strategies for change. In establishing programs that effectively address the needs of our African American youth "at-risk," the processes will accomplish the following for an effective program:

1. Provide direction for a good life in American society
2. Promote instructional improvement in re-ascendancy

3. Sustain and improve the learning climate
4. Develop positive self-images and discipline
5. Deepen the knowledge of oneself and manage that self.

Overview of Alternative Education

No educational program meets all the needs of all students. Yet for years, American public education has attempted the impossible--to teach every child in the same way at the same time, and at the same pace. Public schools cater to those who learn best in traditional academic programs at the expense of those who need different learning experiences (Beck, 1991).

There is an awareness by the public and the profession that schools are not responsive to the needs of some students--the potential dropout, the ethnically diverse, and the poor. One response to these concerns is to search for alternatives--alternative curricula, alternative modes of instruction, and alternative organizational structures. The need for a plurality of modes of education to meet the needs of our diverse population has never been greater. The development of optional alternatives can provide choices for students, parents, and teachers in every community (Boschee, 1989).

Alternative Education Defined

Since the concept of alternative education is based on the premise that students respond differently to

a variety of learning environments, no standard definition for alternative education exists. However, it can be defined as an educational program or school designed to provide learning experiences which meet student needs in a positive environment using strategies that may be more structured or less structured than traditional educational programs. **Alternative education is a viable means for revitalizing the entire structure of America's public education.** Although most often afforded to marginal students and potential dropouts, these programs and schools can also meet the needs and interests of average or above average students who can function in traditional programs but might receive greater benefits in a non-traditional program (Conrath, 1989).

Educational Potential

According to Elam and Gallup (1990), alternative education programs and schools are not intended to replace traditional schools, but would complement them in the following ways:

1. Alternative education is responsive to the needs of students whose needs are not being met by the existing program.
2. Alternative education provides a structure for learning more about which schools meet the needs of students with different learning styles.
3. Alternative education encourages traditional

schools to view themselves more critically.

4. Alternative education provides a vehicle for community involvement in the educational process, through initial dialogue within the community on the need for optional alternatives, through those families who must choose among the optional alternative schools, and through the involvement of community members in the alternative school.

5. Alternative education provides a mechanism for continuous change and constant adaptation.

6. Alternative education provides opportunities for exploring, designing, and developing a broader array of learning facilities.

7. Alternative education provides benefits that accrue from providing educational choice within the community.

Successful Alternative Education Programs

According to Cohen (1989): successful alternative education programs exhibit the following characteristics:

1. *Proactive rather than reactive.* Programs are proactive rather than reactive, focusing on causes instead of symptoms in order to provide early interventions that may prevent students from becoming disruptive, failing, losing interest, or dropping out.

2. *Element of choice.* Alternative education has an element of choice for students.

3. *Small school size and low student-adult ratios.* Reduced enrollment and limited class size encourage students to form closer ties with peers and teachers. Small-scale schools with low student-adult ratios provide minimal, necessary conditions for more intimate interactions between teachers and learners. They are more conducive to a sense of community, where individual needs can be recognized and immediately administered to. The individual attention provided in such settings may also contribute to fostering the self-esteem of students, which is not feasible in the larger, more impersonal, conventional school (Arnove & Strout, 1980, p. 5).

4. *Individualized teaching strategies.* Alternative education commonly recognizes the need to tailor materials and pace to student needs and to provide personalized reward systems. Individualized instruction addresses individual levels of students and allows them to progress at their own rates. In doing so, it seeks to increase the proportion of successful learning experiences and to raise students' self-confidence. These programs may include learning contracts, token economies, or point systems that reward academic and behavioral progress (Richardson, 1988).

5. *Interrelated curriculum.* The curriculum is organized so topics relate to each other rather than being presented as isolated and unconnected. Students

have the opportunity to follow the basic curriculum and not lose credits if they are enrolled in an alternative program (Cavazos, 1989).

6. *Techniques designed to improve self-concept.*

Low self-esteem is the predominant characteristic of dropouts, delinquents, and disruptive students. Successful learning situations in a personalized environment are instrumental in improving self-esteem, thereby positively influencing student approaches to social interactions, reducing absenteeism, decreasing rates of violence and vandalism, and improving students' overall attitudes toward school and adults (Sklarz, 1989).

The self-image of alternative school students appears to improve, especially for those who have not done well in traditional schools. Alternative school students tend to develop better attitudes toward school because they have had an opportunity to experience educational success. Students seem to have an increased sense of control over their destinies, feel more secure, and have a stronger self-identity. More positive attitudes tend to be demonstrated in higher attendance rates and less vandalism and violence in school (Arnové & Strout, 1980, p. 16).

7. *Capable, caring, and involved teachers.*

Teachers play an important role in the development of positive alternative education programs. Educators with

a genuine interest in students tend to devote more time and energy to teaching and nurturing students than is required. While they may bring a variety of personal characteristics and backgrounds to a program, such teachers usually exhibit strong classroom management skills, a willingness to relate to students in non-authoritative ways, and a desire to include their students in program decisions. Other noted qualities are patience, determination, high tolerance for problem behavior, flexibility, interest in alternative instructional techniques, and a desire to help students work out problems (Swanson, 1989).

8. *Strong, flexible leadership.* A primary difference between successful and unsuccessful alternative education programs is the principal's leadership and flexibility. Crucial qualities include personal commitment to program goals, fairness, consistency, and the ability to communicate. Arnove and Strout (1980) stated:

At the level of individual schools, leadership is a critical variable. Without exception, successful alternative programs were headed by a single individual who had a vision of what a more humane and effective school could be and who provided the philosophical underpinnings, recruited the appropriate staff, structured a consistent learning environment, and communicated the school's mission to different constituencies. (p. 7)

9. *Special training.* Teachers and staff provide activities that motivate student learning and assure opportunity for real and frequent success through achievement (Briggs, 1981).

10. *Intensive counseling and diagnostic services.* Two integral elements of alternative education programs are counseling and diagnostic services. Individual, group, and family counseling sessions help students identify, analyze, and accept responsibility for their behavior. Peer counseling is effective in reducing violent conflicts among students and in promoting self-reliance and accountability. Program personnel stress the need for a well-developed system of diagnostic and support services. An individual learning program must have, as its basis, the accurate diagnosis of emotional and physical handicaps. Most teachers and counselors attempt to identify these impediments, along with health problems or skill deficiencies (Decker & Decker, 1988).

11. *Accelerated learning.* Accelerated learning strategies stress the importance of moving away from remedial models of teaching at-risk students to approaches which accelerate student learning. Instead of dwelling on student deficiencies and previous mistakes, the concept of accelerated learning promotes maintaining an upbeat and positive environment that builds on the strengths of educationally disadvantaged students to bring them up to grade level (Rogers, 1983).

12. *Collaborative efforts.* Alternative programs must have support not only within the school system but from the collaborative efforts between the school and the community. According to Boschee (1989), areas of

collaboration include health care services, income support, social services for families, tutorial and remedial help, before-and-after school care, improved parental literacy and involvement, linkage between employment and education, and attendance policies that seek to retain rather than exclude. For collaborative efforts to achieve success, all agencies involved must have a genuine commitment of their human and financial resources.

13. *Flexibility.* Alternative programs provide students greater flexibility than traditional educational programs. Evening schools, extended-day, and extended-year programs offer flexibility to those who require additional credits to graduate, former dropouts seeking a GED or an eighth-grade certificate or a high-school diploma; those who left traditional programs because of pregnancy, parenthood, delinquency, or attendance problems; or those who desire to continue their education while working. Flexibility can take the form of special courses or programs, schools-within-a-school or separate schools (Nathan, 1989).

An "At-Risk" Learner's Incompatible
Curriculum

According to Hanson, Dewing, and Silver (1991), the K-12 population is primarily extroverted (E), sensing (S), half-thinking (T) and half-feeling (F), and more impulsive/active (A) than reflective (R). The overall

profile E-S-T/F-A characterizes specifically the K-8 inner-city public school population. This is because all the at-risk correlates (Tables 1-3) are present in this younger group (Hanson et al., 1991).

The public school curriculum on the K-8 levels tends to emphasize the introverted (I), sensing (S), thinking (T), and active (A) profile, i.e., ISTA. This means its teaching methods emphasize quick, correct answers as a result of drill, practice, and memory work. This emphasis tends to overlook and therefore negate the extroverted and feeling functions of those youngsters. In short, this K-8 approach is incompatible with 70% of the student population (Hanson et al., 1991). This means the curriculum is compatible with the natural learning strengths of only 30% of the normal population. In the city of Benton Harbor, keeping in mind the presence of all "at-risk" correlates (Tables 1-3)), this curriculum is compatible with the natural learning strengths of perhaps only 10% of the normal K-8 population.

What does an African American "at-risk" learner look like?

The Profiles of the "At-Risk" Learners--
A Summary of a Jungian-Based Style
Research Study

Current research (Hanson & Dewing, 1990) identifies two dominant profiles that represent the

majority of the "at-risk" populations. There were 1,056 boys and 856 girls in the population.

From this at-risk group two main profiles have been determined. The two "at-risk" profiles are (1) ESFA: extroverted (E), sensing (S), feeling (F), active (A), and to a lesser extent, (2) NFR: intuitive (N), feeling (F), reflectives (R). The overlapping function is the learner's dependence on feeling. Also, out of the 1,912 student population (Hanson & Dewing, 1990), the students' feeling (F) dependency was identified as the major indicator of present or future difficulty. These data also correlate positively with other Jungian-based style research from Hanson and Silver (1990) as summarized in Table 4.

TABLE 4

PERCENTAGE ACCORDING TO FOUR AT-RISK INDICATORS ON FIVE VARIABLES

Variable	NT	ST	NF	SF
1. Poor academic standing	12.9	43.4	57.7	86.0
2. Teacher-student strained relationship	12.3	31.3	75.8	80.5
3. Student negative attitude	9.8	37.3	77.4	75.5
4. Student verbal involvement	11.9	42.2	60.0	71.8
5. Teacher estimation of degree of at-risk	10.9	20.8	65.8	81.5
Percentage Mean Distributions	9.0	22.7	30.0	38.3

Note. NT = Intuitive half-thinking; ST = Sensing half-thinking; NF = Intuitive feeling; SF = Sensing feeling. This table expresses the percentage of "at-risk" students per indicator from the research of J. R. Hanson and T. Dewing (1990).

"At-Risk" Learners' Strategies for
Successful Outcomes

1. The children's school experience must begin early, at least in pre-kindergarten, for the inability to speak common English, which afflicts so many African American children of the ghettos, can be overcome only by catching them very young (Oakes, 1981).

2. The "at-risk" children must be taught in small classes--not more than 15 in pre-kindergarten and kindergarten, not more than 22 or so in grades 1-6. Otherwise, teaching will stop, and keeping order will become the sole aim. Most of the children who live in the low-income inner-city families come from homes wholly unoriented toward learning and books. Gaining and holding these students' learning attention is therefore difficult. Only reduced classes permit good or average teachers to accomplish this (Ross et al., 1991).

3. Backup teachers are needed. One extra teacher for each three or four classes is needed so that laggards can be promptly gathered into still smaller classes for more concentrated work (Abu-Saad, 1991; Higbee & Dwinell, 1990; Midkiff et al., 1991).

4. All the obvious "extras" in the way of remedial reading and health and psychiatric care must be provided. These are, in fact, the added principal features of the MORE EFFECTIVE SCHOOLS (MES) program that has been under way in New York City for more than 6

years. Most of the MES children have shown improvement, and those children who have begun in pre-kindergarten and continued from there are actually performing, on average, at grade level or above. These results mean that these children are performing as well as White middle-class children. This is a real victory over that terrible educational lag that is the curse of America's African American minority (Chachere & Johnston, 1982; Payne, 1984; Ross et al., 1990, 1991; Schulz & Bravi, 1986).

Reaching "Unreachable" Students

In the long overdue and necessary war to improve American education, combating truancy in public schools is the first engagement for the community and the state in a combined effort (Brown, 1983).

Rohrman (1996) examines the causes and results of truancy and offers strategies for prevention. Keeping young people in school, he states, has become one of our most perplexing challenges.

For the last twelve years, Americans have ranked "pupil lack of interest/truancy" as one of the top ten problems facing schools. In some cities, the daily absence rate can be as high as 30%. In New York City alone, more than one-third of all high school students are chronically absent (Brown, 1983).

Truancy is not merely a modern dilemma. As early as 1872, the problem of "early school leavers" was

causing concern for school officials. In 1884, only one-third of the students required to attend public school actually did so. In 1933, more than two-thirds of all school absences were non-illness related (Levine, 1984).

Truancy has serious repercussions for a community. It is linked to high daytime burglary rates, auto theft rates, and vandalism. Truancy also has significant consequences for the student. Compared to regular attenders, chronic truants receive lower grades and show less than expected learning gains. Adults who were truants as children often must cope with illiteracy, social alienation, poverty, and political powerlessness. Truancy has been linked with adolescent delinquency and in a study of prison inmates, 89% had a history of school truancy (Englander, 1986).

According to American educators' perspective truancy can be traced to four causes: an unsupportive school environment, lack of community support, chaotic family life, and personal deficits. These causes are also similar factors leading to the same results in advanced or emerging industrialized nations of Asia and Europe. However the laissez-faire philosophy of American states and federal government manifested toward these youngsters on the grounds of freedom and democracy is considered as weakness and lack of foresight by those foreign industrialized nations. Truancy in France is prosecuted as a crime similar to selling drugs in the

United States. During the school hours any minor vagabonding in the streets or the stores will be arrested and prosecuted. The youngsters' duty is to be at school, that is the law of the land (Michaels, 1984).

Summary

Truancy is one of America's toughest social problems. The constant practice of truancy puts close to 35% of the nation's young people "at-risk" and almost beyond the educational system's ability to help. But most of America's industrial competitors have reduced truancy and what they have learned and done offers hope that many "unreachable" students can indeed be reached and educated (Simmons, 1994).

The Struggle to Improve American Education

The same result of a financial burden to society as a whole is seen wherever the student is not able to ultimately cope with the increasing complexity of the work demands. Given the current "war on drugs," Hass (1996) finds it curious that the American nation is not also waging a "war on ignorance." The enemies, he warns, are equally dangerous.

The young inner-city "at risk" student sees every day several aspects and even casualties of the "war on drugs." Excellence in education is certainly elusive.

Eight years after the publication of *A Nation At Risk*, this youngster still cannot point in pride to significant nationwide gains (Levine, 1984).

In the inner-city classroom, every teacher faces the grading dilemma. The public pressure for measurable results argues for a sharply focused emphasis on mastery of course content and a grade that indicates the degree of that mastery. On the other hand, a body of professional opinion exists that advocates manipulating grades and other rewards to enhance students' self-esteem as a way to encourage future achievement (Daniel, 1995; Dix, 1994; Johnson, 1987).

Furthermore, studies indicate that students in more successful foreign school systems tend to attribute their success to hard work, while American youngsters, especially African-Americans, are more inclined to believe in fate, than to argue for grading practices that reward effort (National Assessment of Educational Progress, 1994).

Writing in the Washington Post (June 1994), Dean Lester Thurow of MIT's Alfred P. Sloan School of Management observed that

the French have their (high school) baccalaureate examination. No student can be admitted in a French university without successfully passing it. After three years of unsuccessful attempts the student is declared unfit for university studies. The English have their A and O levels, the Japanese their examination system, the Germans theirs which all work on the

same principle as the French. Actually, the Americans are confused about their educational goals. If a society will not clearly say what it wants from its schools, it won't get any clear performance. (p. 39)

Education of the "at-risk" students is a long-range process, and the epitome of delayed gratification. Huxley (1992) wrote that

perhaps the most valuable result of all education is the ability to make yourself do the things you have to do, when they ought to be done, whether you like it or not. It is the first lesson that ought to be learned . . . and it is probably the last lesson (learned) thoroughly. (p. 56)

Influential voices in business, government, and education have agreed that we face a crisis that can only be solved by a commitment on the scale of the Marshall Plan, the interstate highway system, or the manned lunar landing project (National Assessment of Educational Progress, 1994).

The increasing economic competition from Asia and Europe is likely to force either action or surrender. As Americans are not a people that surrender easily though they often defer action until the last minute and therefore find it more costly (Dodd, 1993) they will eventually wage this long overdue war on ignorance.

Summary

It is truly curious, given the current war on drugs, that no one speaks of the war on ignorance. Surely these enemies are equally dangerous. Perhaps the specific nature of schooling does not capture the

imagination so aggressively. The war on ignorance is a quiet war; the sounds of battle are the bubbling of test-tubes and the squeaking of chalk. Perhaps the sheer size of the task is daunting, and the cost of victory surely will be high (Eastwold, 1989).

Oscar Wilde remarked about a man who knew "the price of everything and the value of nothing." But Harvard University President Derek Bok may have said it best: "If you think education is expensive, try ignorance." Americans cannot afford any longer to defer the payment of the accrued debt of ignorance (Levine, 1984).

Empowering Elementary African American Children to Achieve Academic Success

Many problems confront educators who seek to overcome roadblocks to academic success of African American students, particularly those in urban areas. Reviewing some of the factors of which educators should be cognizant as they develop intervention strategies to help African American urban students and others achieve success is the subject of this section.

Biases of the U.S. Information Media

The everyday success experienced by many African American youth is often overlooked by the media in search of negatives to just slander the African American people (Gary, 1994). Despite impoverished surroundings,

single-parent households, and other material impediments to their achievement, many of these youngsters find a way to succeed in the academic environment (Booker, 1995). The undue focus on the numbers of young black men in jails and prison or enmeshed in violence, or afflicted by drug addiction, among other problems, has served to overshadow those who overcome the long odds and achieve success in school (Fordham & Ogbu, 1986).

Eight of the Most Important Factors to
Foster Academic Success

1. *Encouraging a positive home environment.* A positive home environment where the youngster, like Martin Luther King may be involved in church, community activities and other African American institutions is very conducive to the youngsters' academic success (Comer, 1986).
2. *Transforming the peer group.* Today, youth peer groups are considered to be detrimental to the educational and moral development of youth. Yet under ideal circumstances peer group members can encourage one another to achieve academically (Fordham & Ogbu, 1986). Unfortunately, today, such encouragement occurs only in higher socioeconomic social contexts. Educators must try to overcome this situation and use positive youthful interactions such as: various kinds of collective assignments, study groups, study teams, and academic contests or competitions (National Center for Education Statistics, 1991).

3. *Establishing goals early in life.* Successful people establish goals and aspirations early in life. Parents and teachers must have a continuous dialogue with youngsters to pinpoint their interest and help them establishing short- and long-term goals. Establishing a long-term goal encourages long-term thinking and diminishes the tendency toward seeking immediate gratification (Hodgkinson, 1990).

4. *The need for racial pride and awareness.* A well-publicized journal article focusing on a black urban high school concluded that African American students were deterred from learning by the fear of "acting white" (Fordham & Ogbu, 1986). Despite a number of positive changes within American society within the past 3 decades Black youth remain bombarded by negative, debilitating, anti-Black messages via the media, the educational system, and other sources. Consequently the African American people are losing a great number of its finest youngsters through "EGO DYSTONIC POVERTY" which is a disharmony with a positive view of self (Booker & Gary, 1995).

These debilitating messages so prone to provoke in the youngsters' minds "ego dystonic poverty" can be counteracted through concrete knowledge of both the history and the contemporary situation of African Americans (Kunjufu, 1983).

It is crucial that both the history and the

current situation be early framed in terms of the victories and achievements that have been won in a struggle against the seemingly insurmountable obstacles Africans, West Indians, African Americans, and other members of the African forced diaspora in the past 400 years, including the most monstrous beast: racism (Coleman et al., 1966). Yet, this empowering sense of history should transcend a focus solely upon African Americans and should stress the role of Blacks in the ancient world as well as in other countries today. Understanding this rich history will make it clear in the mind of so many bright youngsters that learning and skill development are human qualities not White ones (Woodard, 1995).

Studies today indicate that black self-esteem in America is as high as or even higher than that of whites. Yet this should be no source of comfort for the African American people, since many analysts have also asserted that such self-esteem derives from non-academic aspects of personality or activity (Jackson & Cooper, 1992; McClelland et al., 1981; Seeley, 1989; Swap, 1990).

Parents and teachers have a special role to play in fostering the academic self-confidence in their children and students. But they must first believe that they can achieve. It should be made clear to African American students that blacks can achieve academically just as they do athletically. The existence of past and

present "academic Michael Jordans" should be made clear and stressed to the mind of youngsters in urban areas. At the same time, it must be made clear that Michael Jordan developed his extraordinary athletic talents through constant, consistent hard work as well as through having good teachers and parents to encourage him to excel (Kunjufu, 1983).

5. *Utilizing African American culture to foster achievement.* Several contemporary educational experts have pinpointed a distinct African American learning style. They say that African American students learn better in an environment full of human interaction and verbal dialogue, rather than in the still, passive, teacher-dominated mode of instruction so prevalent in American mainstream classrooms. While research on this subject remains underdeveloped, it appears that changes in the method of pedagogy would foster higher academic achievement among African Americans (Barone, 1993).

Clearly the instructional style used in urban mostly African American schools should be congruent with the cognitive styles of African American students. This instruction should build on the abilities and skills that the children bring with them from the home environment. Thus, the ideal classroom environment for African American youngsters would include lively and varied activity (Jackson & Cooper, 1992).

6. *Fostering a sense of self-control.* High

achievement is always associated with a high degree of self-control. Successful individuals tend to feel more empowered than do those who are less successful. Most successful people have been able either to avoid or cope with personal disaster. There are many potential causes for anger to develop within the contemporary African American community. Successful people learn to direct their rage at being disadvantaged into strategic and rational goal-directed activity. An important attribute of success is the ability to channel rage constructively (Fordham & Ogbu, 1986).

7. *African American students in inner-cities because of their endemic academic disadvantages must receive more individualized attention.* Where programs offering mentoring relationships to students do not exist, efforts should be made to establish such programs. All youth can benefit from the assistance, guidance, and support of a qualified mentor (Booker, 1995).

A mentor can answer questions concerning school, career choices, and life in general. In addition, the mentor can provide more individualized attention to the student's problems than can counselors and others who must deal with many students. A mentor can establish the dialogue which is so efficacious to foster short- and long-term goals. A mentor can be the first link in a career-based network of support (Jackson et al., 1988).

8. *Fostering and cultivating academic*

motivation. There is a Nigerian proverb, "Not to know is bad, not to wish to know is worse." It is tragic that the natural curiosity of many youngsters is suffocated during the very years that the opportunity to learn and develop skills is the greatest. One basic task of parents and educators is to cultivate or, when beginning from scratch, develop this natural thirst for knowledge (Fordham & Ogbu, 1986).

The student should be encouraged to begin thinking early about long-range career and personal goals. Youngsters should be exposed to a variety of potential career areas and be encouraged to pursue one in which he or she has a long-term interest. The development of long-range perspectives is important. Other priorities can fall into place around this career aspiration. Long-range perspectives involving hope and social mobility have been described by more than one researcher (Taylor et al., 1991) as the best form of birth control.

Perhaps most important of all however, is a sense of spirituality that weaves all these disparate previous elements together. A faith in oneself, and a faith in one's family, friends, and community, in combination with the belief that being successful is nothing but keeping on trying (Comer, 1986).

Knowledge of the frustration and personal crises experienced and overcome by famous Black men and women

can also serve as psychic support at times. This type of resiliency can be developed partially by encouraging youngsters to study biographies of famous African Americans. In particular vicariously experiencing the successes and failures of figures such as Frederick Douglas, Martin Luther King, Malcolm X, Jackie Robinson, and Harriet Tubman should be particularly inspiring (Heilbrun & Waters, 1984).

Summary

Successful individuals understand the importance of developing their cognitive skills. Cognitive competencies are needed to function effectively in American society. These skills include the ability to express oneself maturely and intelligently to solve reasoning problems and to compete. The motivation to achieve a high degree of cognitive development must eventually become internalized.

It is clear that technological change is accelerating even beyond the fast pace of the 1980s. Good cognitive skills will be a key element in the ability to adapt to the changes that will be inevitable in the years to come. African Americans as well as others must accept learning and skill development as a life-long process. All of the above may help, but the waging of a war on ignorance engaging the whole nation and its economical strength is the only viable solution

to the educational problem of America (Zieseemer, 1984).

Modern Organizational Theory

Modern theoretical considerations deducted from modern organizational theory are distinct from the classical and neoclassical considerations because they rely on empirical considerations. They approach the study of an organization--such as Benton Harbor elementary schools as a system. Scott (1973) noted that "they treat organization as a system of mutually dependent variables" (p. 108). There are some types of questions that the other two theories do not consider.

These questions include:

1. What are the strategic means used by the system to succeed?
2. What is the nature of their mutual dependency?
3. What are the main purposes in the system that link the parts together and facilitate their adjustment to each other?
4. What are the goals sought by systems of education?

The literature is replete with pathological studies that are based on the fallacious assumption that the African American child is a kind of deviant or sick White child. Indeed, the search of literature reveals that most of the studies of the African American family

have been undergirded by this assumption. This kind of "blaming the victim" analysis has resulted in a plethora of "deficit" studies. It is somewhat strange and paradoxical that this kind of pejorative approach to the study of the African American family and child was started by E. Franklin Frazier, an African American sociologist who wrote the first major treatise on the African American family in 1939. Much of the succeeding research utilized the Frazierian approach of relying on census data, hospital records, and court records for data that were extensively spurious.

This study intends to look at the African American child in crisis instead of the crisis of the African American child. The crisis of being "at-risk" is a time of great danger whose outcome decides whether possible bad consequences will follow. In this respect, the African American child and family are in crisis in Benton Harbor. In the area of cut-backs, rollbacks, take backs and no backs, the most oppressed people in the history of this country are certainly in danger (McMillan, 1986). A country that has been built on the precepts of racism and White supremacy has retarded itself by oppressing the very group of people whom it regarded as "beasts of burden" and chattel (Payne, 1984). As Dr. Martin Luther King said so eloquently: "You cannot hold a man back without holding yourself back." In order to keep me down physically, morally, or socially, you

must bend your back and stoop to my level ever so often.

Nakasone, one of the last First Ministers of Japan, a second-world nation vying for hegemony in the world, insulted several minority group leaders a few years ago with his statement regarding America's intellectual lag. He said that this was a result of the drag of Hispanics, African Americans, and American Indians. However, on close analysis, he was correct. America has retarded herself by engaging in so many methods of oppression, which include slavery, peonage, lynchings, and discrimination. As long as one American child or family is in crisis, America as a world leader among the nations is in crisis (Friere, 1980).

Earthquakes, volcanoes, floods, nuclear blasts, mass killings, pestilence, famine, endless wars, and disputes are all indications of a world in crisis. However, into this crisis (to be at-risk) the poor inner-city African American child is born. There is no way that this African American child can cause a crisis. On the contrary, this innocent child is a victim of 256 years of slavery, 101 years of segregation, and 42 years of the most insidious kind of racism known to man: systematic attempt of elimination of the Black males (Heilbrun & Waters, 1984).

Therefore, this study, rather than engaging in the kind of academic flagellation ushered in by the Fraziers (1939), Moynihans (1980), and Moyers (1983)

attempts to extol the strengths of the African American child and family and to recommend that all these Michigan agencies and institutions take a fresh look at this African American child--in dire crisis in Benton Harbor.

It is hoped this study will encourage us to proceed on a positive note as we forge out programs to save the African American child and his or her family. One of the greatest feats in all of human history has been the protracted struggle and survival of the African American family and its children in spite of the horrors of the middle passage, the long night of slavery, and the nadir of discrimination (Roumain, 1939).

There is a plethora of research on the African American child that extols his strengths and virtues. Hale (1984), Wilson (1987), and Kunjufu (1983) are among the African American scholars who have taken this approach in studying the African American child. This approach follows the earlier research on the African American child and family by Andrew Billingsley, Robert Hill, and Robert Staples. This approach can be summarized in the title of a paper by one of America's foremost African American family researchers, Wade Nobles, who wrote "Africa's Root and America's Fruit."

In reviewing the literature on the African American child's education, several natural characteristics are identified in most studies. The characteristics are idiosyncratically African American and are

borne out in the kind of "duality of socialization" depicted by Dubois in 1903, as a "double consciousness" or "two worrying souls in one dark body." This kind of push-and-pull dynamic has resulted in a Black child whose very psyche is forged from the African principle of "I am because we are and because we are, therefore I am." Some of these characteristics are listed below.

The African American child:

1. is people-oriented
2. is rhythmic
3. has a high-level sensory motor ability
4. prefers oral-aural modalities for learning

communication

5. is highly affective
6. expresses himself/herself through

considerable body language.

These characteristics of the African American child emanate from an African ethos that stresses the "survival of the tribe" rather than "the survival of the fittest," and "oneness with nature" rather than "control of nature."

Perhaps the most seminal piece of research on children of African descent was conducted by Geber in 1958. In this study, she compared African and European psychomotor development. Her results revealed that the Black child in the preschool period--indeed in infancy--surpasses the European child in terms of

psychomotor development. These findings have been corroborated by Bayley in 1965 and Knoblock and Pasamanick in 1953 (McMillan, 1986).

In the past few years, several Black scholars, including Pasteur and Tolston, have shown the high correlation between intellectual development and melanin, a substance in the body that produces color pigmentation. Black children who are blessed with high concentrations of this natural substance enter life with a clear advantage over children of yellow, red, and white extractions (McMillan, 1986).

So one may ask, if Black children are endowed by the Creator with such gifts and attributes, why are they in crisis of being "at-risk?" This study posits that the crisis is in the environment, and not in the children who may be the brightest set of children ever born in the Western hemisphere. This crisis stems from the conditions of life that affect the Black child from point of conception.

The single most important determinant of the quality of life is the infant mortality rate (McMillan, 1986). In most urban communities this rate for Black children has quadrupled the rate for White children. In a graph showing infant mortality rates by race from 1940 to 1980, the infant mortality rate for Blacks doubled the rate for Whites in each decade. Closely related to the infant mortality rate is the phenomenon of low birth weight (McMillan, 1986).

As pointed out by a study conducted by Akbar (1985) in behalf of the Children's Defense Fund, "Black babies are more than twice as likely as white babies to be low weight at birth (less than 5.5 pounds). Low birthweight infants are more than 20 times more likely to die in the first year of life" (p. 74) As Wilson (1987) cogently states,

During the prenatal period, the nine-month preparatory period before the American black child is born, or is conscious, even in a primitive way of his existence in the world, let alone what kind of world he is to be born into, he is much more a victim of that world's adverse effects than is any other ethnic American child. (p. 109)

This Black child suffers from the physical, emotional, political, economic, and psychological consequences of the Black condition in America. He or she not only bears the scars of antebellum slavery, but also the stripes of modern-day slavery whose tendrils extend deep into the hearts of the American inner-city ghetto. Unemployment, joblessness, and miseducation are inextricably linked to high crime rates, high prison rates, increasing suicide rates, high rates of homicides, etc. The percentage of Black children in poverty is a staggering 89% according to Akbar (1985). Although children as a cohort group are America's poorest, Black children are unquestionably the poorest set of people in America.

The plight of the Black male child is linked to the future of Black people in this country. If there are not Black males to "father the race" the hope of some

conspirators is that the Black family will indeed vanish. "The struggle continues--in the words of the great black clinical psychologist, Dr. Bobby Wright--we will win without a doubt" (McMillan, 1986).

Necessity of a Good Primary Education

The necessary transformation of American primary education over the whole nation tends to produce in the inner city a new institution--the magnet school (Carnegie Commission on Primary Education, 1988). Indeed, it has come to be recognized as an "American invention" and a refusal to accept fatalism (Staten, 1990). The U.S. magnet school, as a model, is admired and may eventually be imitated around the world (Phlegar & Rose, 1988). It has enlarged and expanded the mission of education beyond the failures of the early grades (Johnson, 1987). The viability of the development and administration of a modified, successful inner-city academic program for the elementary schools of Benton Harbor, or any inner-city primary school for that matter, will mean a more employable population, a better informed citizenry, a more active and stimulating community (Lange & Koos, 1991).

It is time to stop talking nonsense about the failure of African American education (Knight, Waxman, & Hersholt, 1990). It is time rather to start dealing with the hard, cruel facts of the problem of the schools in

the ghetto--which is in turn the very core of the race problem in the United States (Alsop, 1990). School desegregation must always remain a central goal; but sad experience has proved that, however aggressively pursued, it is far from being an instant remedy (Orr, 1987). The inescapable truth is that the problem of inefficient education for the children who live in the ghetto must be mainly solved inside the inner-city schools, at least for a long time to come (Davis, 1991). National experts' opinions in the areas of at-risk students' education and the successful inner-city programs will be heavily weighed.

According to the following national experts in the area of at-risk students, the inner-city kids fail because of the circumstances in which our society condemns them to live. The great majority of African American children normally enter the first grade considerably behind White children of the suburbs (Weikel, 1991). They generally fall further and further behind the longer they stay in school (Nedsker & Tillery, 1987). On average, those who stay through high school are by then 3 1/2 years below grade level, which means only slightly better than an eighth-grade education (Margolin, 1991). Benton Harbor high school graduates score at the ninth-grade level ("Benton Harbor School System: Failure Rate," 1992).

More than 400,000 18-year-old African Americans are annually injected into this country's socio-economic

bloodstream, but hardly 10% of these have the true equivalent of a normal high-school education (Bauch, 1982). Public schools annually add to the American workforce approximately 360,000 African Americans who are unequipped to get or hold a decent job. This, because of grossly deficient schooling, will be an added burden to the whole American workforce (Howe & Edelman, 1985). To this frightening number, 50,000 of 18-year-old "dropouts" of all strata must be added each year (Hanson et al., 1991). The successful magnet school recognizes that children who live in the ghetto have all the potential of any other children. Their apparent handicap comes from their background of deprivation. They seem to inherit a heavy handicap that must be overcome by an intensive and long-range educational cure (Ellington, 1990; Higbee & Dwinell, 1990; Midkiff et al., 1991; Reiff et al., 1990). This study intends to propose an effective cure for the African American youth of Benton Harbor elementary schools. This comes after diligently and carefully studying the concomitant problems facing most of the "at-risk" African American students in this school system.

Preschool and Early Childhood
Education May Be Necessary
in Benton Harbor

All children need a good educational start, and at no time is the need more pronounced than in the early

years of African American pupils of inner-cities. The promotion of high-quality preschool education was widely hailed by all the national experts in the area of at-risk students and by such researchers as Curwood (1983), Wilhelm (1980), Friere (1980), Perkins (1984), and Campbell (1985).

Research shows that preschool education is a bargain both for the children themselves and for taxpayers and society generally. A good start in school lessens the need for special education and tutorial programs, and also lessens the chances of having to repeat a grade. In turn, greater school success leads to greater success in adolescence and adulthood through less delinquency, a drop in welfare-use rates, a decline in high-school dropout rates, a drop in teen pregnancy, and a reluctance to participate in crimes (Arnez, 1978; Green & Washington, 1983).

An excellent example of the benefits of preschool education can be found in Ypsilanti, where the nationally acclaimed Perry preschool is located. A scientifically selected and monitored group of African American children was followed from the time the youngsters entered the Perry program until after they reached the age of high-school graduation. Results showed that the preschool students did better in subsequent regular grades than other pupils in the same school, dropped out less frequently, and were in trouble

with the law less often (Coté, 1986). Several schools of that kind might be the solution for the endemic educational problems for the African American pupils of Benton Harbor.

The necessity of suggesting positive changes in the learning difficulties observed among the at-risk African American students enrolled in the elementary schools of Benton Harbor is imperative. However, the inner-city African American child crisis of the city does not seem likely to be diffused solely by the Benton Harbor area school district's efforts. It is a crisis that cannot be diffused unless all the concomitant causes and potential remedies are tackled together. Their conclusions and recommendations, along with the latest research data, may be streamlined and consolidated to spell out that so many problems affecting the inner-city African American children of Benton Harbor entangle one another in such a way that it is impossible to provide tidy distinctions on all issues.

The inner-city African American children face a crisis before they are even born (Coté, 1986). Many have mothers who are young, poor, and uneducated. Fathers often are absent from the family. The result is that African American infant mortality is on the rise, and those children who do survive often suffer malnutrition, child abuse, or a lack of loving discipline and standards (Cochran et al., 1982). Michigan's inner-city African

American student achievement at all levels is of crisis proportion (Coté, 1986). Dreams of success evaporate into helplessness or bitterness without education that prepares African American children for worthwhile jobs. There is a wide gap between the well-being of African American and White children and their families (Atkinson, 1983).

Problems in physical and mental health often are triggered by poverty, ignorance, crime, drugs, and discrimination. Unemployment is obviously the major contributing factor toward poverty and, less directly, toward crime and poor physical and mental health (Chachere & Johnston, 1982). The desegregation of schools in the U.S., which was supposed to be apparently a positive step toward African American education, seems to be a handicap in Benton Harbor. How? As says Edelman (1993),

the segregated black schools of the recent past fared much better as far as equipping a minority child with the 3 Rs. It is because the church was a hub of black children's social existence, and caring black adults were buffers against the segregated and hostile outside world that told us we were not important. But our parents said it wasn't so, our teachers said it wasn't so, and our preachers said it wasn't so. The message of my racially segregated childhood was clear: let no man or woman look down on you and look down on no man or woman. (p. 122)

According to Edelman (1993) the actual teacher-student racial imbalance, the early motherhood, and the young parents' immaturity and isolation, and specifically the lack of Black community input, tend to destroy the self-worth of the children in American inner-city's ghetto schools.

There are a number of demonstration programs across the country, showing that if you manage schools in a way to involve parents, staff, and communities, you can change the culture of the schools and promote development of kids in a way that makes adequate teaching and learning possible. (Comer, 1988, p. 141)

Education does not exist in a vacuum, he said, adding that it must provide economic development and opportunities for both parents and students. "You need it for parents so that you promote the kind of stability that allows them to prepare their children for school" (p. 145).

In developing and administrating a modified academic program in the elementary schools of Benton Harbor, we are trying to change some basic ingrained attitudes and to help people understand why the problem is different from the past. As said by Dr. James Comer,

It is not just a matter of parents not caring enough, teachers not making enough of an effort, and kids not being motivated. It is more complicated than that. It is a combination of changing the nature of the economy and the existing culture that created the instability of family and community, and also raising the level of development necessary to help more people participate in the economy. (1988, p. 157)

The education of "at-risk" African American students of Benton Harbor is a risk we must necessarily take if not by altruism than even by selfishness. "By 1970, a half-million students--one-seventh of those enrolled in U.S. colleges--came from poverty backgrounds" (Maxwell, 1988, p. 17). Today, with added agendas, many of those university-sponsored programs are working to

stimulate the K-12 pipeline with educational and social support for both students and their families. In the process, educators are gaining an education themselves far from the ivory tower (Margolin, 1988).

In the Shadow of the
Ivory Tower

Principles that guide the Boston University/Chelsea Partnership are simple: "Children should be ready to learn, teachers should be ready to teach, and there must be something important to teach" ("Chelsea's Renaissance," 1990, p. 6) according to a partnership study presented to the Massachusetts Legislature in 1989.

Decades ago in the small city of Chelsea, those principles were the guiding force for one of the nation's finest school systems. It faithfully served generations of Italian, Jewish, and Irish immigrants and sent them off to the Ivy League.

In recent years however, Chelsea, Boston's neighbor to the northeast and the state's poorest city, has struggled. The official census figure of 33,000 is mainly minority. Nearly three-quarters of the students in Chelsea's public school system come consequently from minority groups, including 55% Hispanic, 12% Asian, and 6% African American. More than 50% of the students entering the district are deficient in the English language. Virtually no one went on to a 4-year college or even took the Scholastic Aptitude Test. Teachers had little respect for

themselves, much less the students or the school, says Boston University spokesman Chris Donogouh, speaking about Chelsea's Renaissance (1990).

In desperation, Mayor John Brennan implored the Boston University to intervene. Armed with a plan, a 10-year contract, and a host of faculty and administrators, Boston University President, John Silber, set out to clean up a decaying school system--and some critics say-- a city.

The cornerstone of the partnership is an early childhood education program, even though current pre-schoolers will not graduate for at least 5 years after the program ends in the year 2000, Donogouh says. Since the start of the partnership when Diana Lam, Chelsea's new superintendent, was hired, more than \$800,000 in computers were replaced, school curriculum was revised, alternative primary and high-school programs were set up, and an adult-literacy campaign was launched.

A Creative Approach Toward Greater Equity

David A. Davis, a doctoral student at Ball State University, who heads Ball State's Early Outreach Program for middle- and high-school students, says too many universities still cling to the traditional means of recruiting students--college fairs and high-school visits. Davis says:

When you are talking about early outreach, there are only a small number of universities that have decided to take a creative approach. Universities can no

longer see themselves as existing solely to educate. Many societal needs dictate that institutions of higher learning get involved in problem-solving and that they foster greater equity. (1989, p. 18)

Saying that the mandate to recruit students should come from the top, Davis noted that the directive on Ball State's campus of more than 20,000 students came from President John E. Worthen. Davis also attributes 1992's record enrollment of 855 minority students to aggressive recruitment and programs such as Early Outreach.

A combination of problems confronting inner-city African American students and their families demands a "combination of programs" (cited in Davis, 1989, p. 3), says Ethel Caldwell, who directs the Early Outreach Program at the University of Illinois. Jose Elizondo, one of Caldwell's students, credits his decision to become a physician to the program's career and mentoring component. "I learned many things . . . but what really made an impression on me was a small get-together that the Early Outreach Program coordinated on Medicine as a career" (p. 28). A year later, Elizondo made his decision to study medicine (Cochran, 1982).

Charting Success

Any Early Outreach Program may be funded by the federally backed efforts known as the TRIO PROGRAM: (1) Upward Bound, (2) Student Support Services, and (3) Talent Search and Educational Opportunity Centers (Edmonds, 1979). Benton Harbor is not a lost case. The

students can learn and will eventually learn and take off to the Ivy League schools of this great nation. However, for this unbelievable and wonderful dream to come true, teachers, administrators, parents, and particularly the institutions of higher learning of this area must lend a charitable hand toward a creative approach for greater equity for all.

Summary

The research reported here follows the model of the most extensive and the most comprehensive work on at-riskness ever done by Jack Frymier (1989). It first began with a review of the research on factors that contribute to at-riskness. The intention from the outset was to develop an instrument or scale to measure at-riskness that would be both valid and practical for educators to use. In attempting to develop an index of at-riskness, two models were considered, the medical model and the psychiatric model (Tables 1, 2, and 3, pp. 5, 6. and 7).

According to Frymier (1989), the medical model can be illustrated by describing the approach to dealing with coronary heart disease. Typically, a patient is assessed to be at risk of heart attack on the basis of the following factors: family history, cholesterol levels, smoking, hypertension, obesity, and level of exercise. The probability of each factor is assessed,

but the interactive effects of several factors are also determined.

Psychiatrists deal with the complexities of human behavior by distinguishing between two things: predisposing factors (those that develop over a long period of time, usually more than two years), and short-term life events, which are usually of short duration (six months or less). Examples of the long-term predisposing factors would include such things as marital discord in a home over a period of years, or long-term unemployment.

Short-term life events such as the loss of a loved one, divorce, or an unplanned pregnancy illustrate the second category. Psychiatrists presume that short-term life events may affect persons who have predisposing factors and accelerate the deterioration of an individual's mental health.

In this context, truancy, emotional disturbance, social biases, deterioration of the family unit, poverty, and political and economic powerlessness seem to contribute to at-riskness. Alternative education appears to be a viable means for revitalizing not only some inner-city school systems but also the entire structure of America's public education.

CHAPTER III

METHODOLOGY

Introduction

It would appear that the problem of school truancy, retention, and subsequent academic failure is a major educational crisis that puts students at risk in the Benton Harbor area schools for a variety of reasons, such as teenage pregnancy, substance abuse, addiction, or dropout. This poses a major and critical challenge to the whole educational enterprise in the Benton Harbor area.

This situation is particularly critical among African American students. Statistically, it is estimated by the school authorities that 80% of African American students enrolled in the primary schools in Benton Harbor fall in the "at-risk" category (Ellington, 1990).

The purpose of this study has been to determine the concomitant educational problems facing the "at-risk" African American students in the Benton Harbor elementary school system and to suggest positive changes through an alternative model.

Research Questions

Specifically, this study addressed two basic questions:

1. What are the perceived concomitant educational problems facing the African American at-risk elementary students in Benton Harbor elementary schools?
2. Is there a need for change in Benton Harbor school system?

The two basic questions above were set forth with very detailed and precise descriptions in the form of the following four null hypotheses in order to clearly and thoroughly explore the respondents' answers.

Null Hypotheses

Hypothesis 1

There is no significant difference between the parents', teachers', and administrators' perceived concomitant educational problems due to teachers' burnout, lack of discipline, and low academic achievement in reading, mathematics, and science.

Hypothesis 2

There is no significant difference between parents and the teachers of Benton Harbor elementary schools with respect to the need for change within the school system.

Hypothesis 3

There is no significant difference between the parents and administrators of Benton Harbor elementary schools with respect to the need for change within the school system.

Hypothesis 4

There is no significant difference between the teachers and administrators of Benton Harbor elementary schools with respect to the need for change within the school system.

Research Design

Descriptive/survey research strategies have been utilized in this study for collecting data on the perceived educational needs and how a modified curriculum based on the recommendations may satisfy those needs for all elementary schools in Benton Harbor.

Instrumentation

Based on theoretical considerations, certain factors contribute to psychoeducational problems among ethnic minorities such as those largely represented within the Benton Harbor community/sub-culture.

One questionnaire was necessary for the study (see appendix A). No appropriate instrument/questionnaire was found in the literature that effectively addresses those problems (psychoeducational)

within such a sub-culture as Benton Harbor. Questions in the form of a questionnaire were developed to gather information from parents, teachers, and principals at the elementary school level.

The questions were generated based on theoretical considerations, a review of the relevant literature, and on the researcher's dialogue with informed educators of "at-risk" students. Six such schools across the United States were contacted for the sole purpose of gathering relevant and reliable information for the questionnaire.

Steps in the Questionnaire Development

Four steps were taken to develop the instrument:

1. Items were generated based on theoretical considerations.
2. Experts in the field of "at-risk" students were consulted regarding nature of the questions.
3. The instrument was critiqued by experts in the field of study ("at-risk" students), researched, and statistics searched for reliability through test and retest.
4. The instrument was modified under the supervision of my committee and the advisement of a research adviser appointed by the committee.

Description of the Questionnaire

The questionnaire consisted of 51 questions of a closed nature. This descriptive/research instrument has been divided in three main parts. The first part contains 32 questions asked the of 13 primary school principals of Benton Harbor. Those questions attempted to earn the assent of these school administrators, for a probable change in the curriculum. The second component posed 15 questions to the 170 primary school classroom teachers of Benton Harbor. These questions sought to elicit how intense the crisis is in terms of discipline breakdown and teacher burnout in those primary schools. They also intended to engage the teaching staff's cooperation for the probable implementation of a new curriculum. Teachers were asked to gather information from parents, due to the nature of the population, given their economic, social, and educational status in Benton Harbor. The third component addressed only four questions to 520 parents. These questions sought opinions of the parents/guardians on the introduction of new remedial programs in the city of Benton Harbor primary schools. Changes in the curricula of science, mathematics, and reading skills are suggested. Such changes should better meet the educational needs of "at-risk" African American students at the elementary level.

Through the results of this elaborate questionnaire addressed to a total of 703 concerned and informed

adults, it can also be assessed in what respects the recommendations of this study can, if evaluated and implemented, remedially satisfy the educational needs of these "at-risk" African American students enrolled in Benton Harbor elementary schools.

Thus the descriptive survey research method has met most of the objectives of this study. The purpose has been to compare the opinions held by various groups of 703 informed and potential respondents. This is an attempt to clearly assess the educational needs of the "at-risk" elementary school African American youth of the Benton Harbor area schools, and how to satisfactorily cater to them.

Procedure

The researcher sent a letter to the superintendent of the Benton Harbor Area School District, stating the desire to undertake the study and requesting permission from the Benton Harbor Education Board of Trustees to administer the questionnaire (see Appendix B). Upon receiving permission, I administered the questionnaire to all elementary school administrators and faculty/staff in closed settings. Parents/guardians received their questionnaire through the mail or via their children. Six chosen academic academies were contacted. They are: Chelsea, Massachusetts; Ypsilanti, Michigan; Bethel, Washington; Montgomery, Alabama;

Morganton, North Carolina; and Urban School System, East Tennessee. This was done either by letter or telephone call, or both, to assess the level of their success in dealing with "at-risk" ethnic minorities. The library of Benton Harbor Academic Academy was used to study academic academy catalogs. Other catalogs were requested from alternative schools to reflect control-type whether public, private for profit, private for non-profit, or church-related.

Population and Sample

The population has been defined as the most relevant representatives for "at-risk" elementary school African American students of Benton Harbor. The Benton Harbor Area School District serves Benton Harbor and immediately adjacent communities in a 56-square-mile service area containing a population of 44,000. The school authorities enroll 7,200 (K-Adult Education) with a racial/ethnic population of 80% African Americans, 19% White, and 1% Other. Two-thirds of Benton Harbor families are single-parent families. The school system reports an annual dropout rate of 12%, and a 10% teenage pregnancy rate, reflecting 158 live births to teenage mothers (Ellington, 1990). It also reported 4,091 secondary suspensions and 957 elementary suspensions during the 1989-1990 school year. School authorities have identified 4,700 of 6,900 K-12 students as high-risk

youth. They reported 2,755 enrolled in the secondary schools. They estimated that 80% of the 4,145 students enrolled in the elementary schools are somewhat "at-risk." This implies that 3,316 elementary students may be considered "at-risk" in the school district of Benton Harbor. From this "at-risk" population according to school authorities, 80% are African Americans (2,653 students). It is assumed that there is at least one parent/guardian per each student.

The total sample size included 703 informed respondents. Each member of the population sample is given an equal chance of being randomly selected.

The 13 main administrators were personally contacted by the researcher for submitting the questionnaire to the different primary schools of the Benton Harbor area schools. The letter informed them of the intention to complete the study and solicited their assistance in encouraging teachers to respond. Their response was friendly, warm, and supportive. (See Appendix B.)

Summary

The descriptive survey method of research has been used to explore the manifest educational needs of elementary school African American youth of the Benton Harbor Area School District constituency. One questionnaire was used in this study. The population

sample of respondents for the "at-risk" African American students consisted of 703 subjects. They are African American parents (548), teachers (142), and administrators (13). Each member of this restricted population sample was asked to fill out a part of the questionnaire related to its group.

The data were analyzed through the SPSS/PC program under the direct guidance of Dr. Jerry Thayer. The statistical analysis was examined and not approved by him after six years of constant and interminable corrections.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

A brief background of the problem that this study has attempted to solve seems necessary at this point. The Benton Harbor school system has had many problems over the years, especially in dealing with youth who drop out of junior and senior high schools. It appears that a large number of students (80%) who have not yet dropped out fall in the category of "at-risk" youth.

Statistics abound on the devastating consequences of the "at-risk" youth (Glazer, 1989). For example, many of these "at-risk" students become dropouts, juvenile law offenders, crime prone, pregnant, and victims of crime within the city of Benton Harbor and the surrounding areas.

The purpose of this study was to determine the concomitant educational problems facing the "at-risk" African American students in the Benton Harbor elementary school system and to suggest positive changes through an alternative model.

Out of the 170 teachers who received the questionnaire, 115 chose to respond about their

preference for changes that should be made in the Benton Harbor elementary schools' curriculum.

The following questions were asked of 142 teachers in the Benton Harbor area primary schools from kindergarten to fifth grade in order to assess teacher satisfaction.

Questionnaire Section I

Teacher Satisfaction

Question 1

Question 1 asked: What grade level do you teach?

(See Table 5.)

TABLE 5
GRADE LEVEL TAUGHT

Grade Level Taught	Total No. of Teachers Per Grade	Total No. of Teachers Per Grade Who Responded	Percentage of Response
Kindergarten	29	18	15.7
1st Grade	33	18	15.7
2nd Grade	23	19	16.5
3rd Grade	22	19	16.5
4th Grade	20	19	16.5
5th Grade	23	22	19.1
6th Grade	20	0	0
TOTAL	170	115	100

Data collected indicated that not all the teachers responded. Twenty-nine teachers teach at the kindergarten level in the Benton Harbor area schools; only 18 of them responded. At the first-grade level, there are 33 teachers, and 18 of them returned the questionnaire. There are 23, 22, 20, and 23 teachers teaching in the second grade, third grade, fourth grade, and fifth grade, respectively. As it can be seen from Table 5, there are fewer teachers who responded to the questionnaire than the total number of teachers in each category.

Question 2

Question 2 asked: How many years of teaching experience do you have? (See Table 6.)

TABLE 6
YEARS OF TEACHING EXPERIENCE

Years of Teaching Experience	Total No. of Teachers	Total No. of Teachers Who Responded	Percentage of Response
1 to 5 years	142	31	21.8
6 to 10 years	142	72	50.7
11 to 20 years	142	35	24.6
Above 21 years	142	4	2.8

Out of the 142 teachers who answered this question, 103 of them have taught only between 1-10 years. From this response, it is clear that 72% of the teachers are relatively new in this school system. This bulk of young and relatively new teachers indicates a constant, high teacher turnover in this system.

The last two categories, 11-20 years and above 20 years, represent 28% (39 teachers) of the 142 teachers who responded. As can be seen from Table 6, 31 teachers (21%) responded to having taught only between 1-5 years. Seventy-two teachers (52%) responded to having taught between 6-10 years. Thirty-five teachers (25%) have taught between 11-20 years, and only four teachers (3%) have taught more than 20 years.

Question 3

Question 3 asked: How many years have you taught in this school? (See Table 7.)

This question has been subdivided in five categories, varying from 0 years to more than 8 years. Six percent (8 teachers) taught only 0-2 years in the same school. The second category, 32 teachers (23%), taught in the same school for 3-4 years. The third category of 5-6 years in the same school represents 23% (33 teachers). The fourth category has 22% (31 teachers), whereas the fifth category of more than 8 years in the same school shows 26% (38 teachers).

TABLE 7

YEARS TAUGHT IN THIS SCHOOL

Years Taught in This School	Total No. of Respondents	Total No. of Teachers Who Responded Per Category	Percentage of Response
0 to 2 years	142	8	6
3 to 4 years	142	32	23
5 to 6 years	142	33	23
7 to 8 years	142	31	22
More than 8 years	142	38	26

Question 4

Question 4 asked: What is the level of satisfaction you enjoyed from this work? (See Table 8.)

TABLE 8

LEVEL OF SATISFACTION

Level of Satisfaction	Total No. of Teachers Who Responded	Total No. of Teachers Per Category	Percentage of Response
Not Satisfied	142	5	4
Little Satisfaction	142	16	11
So-so	142	70	49
Satisfied	142	49	35
Very Satisfied	142	2	1

From the response to this question, it appears that the level of dissatisfaction of 64% of the teachers is evident. Subdivided in five categories, the responses to the first three categories show 91 teachers (64%) who

responded out of 142 are not satisfied. (See definition of terms, p. 12.)

The first category has five teachers (4%) who are definitely not satisfied.

Sixteen out of 142 teachers (11%) chose the second category, little satisfaction.

The third category of undecided, so-so, was chosen by 70 teachers (49%) out of 142 who responded.

Forty-nine (35%) out of 142 teachers who responded say that they are satisfied with their work. The fifth category was chosen by only two teachers (1%) who respond that they are very satisfied.

Considering the answers to the above question, one may say that 15% of the teachers are mainly not satisfied, 49% are undecided, and only 36% expressed some satisfaction with their work.

Question 5

Question 5 asked: In your line of work, which one of the following five factors is foremost to you as job satisfaction? (See Table 9.)

From Table 9 it is evident that a first group of 28 teachers answered and ranked the five propositions from first to fifth. Only 25% (7 teachers) in that group ranked High Salary first in job satisfaction.

Twenty-four teachers out of 58 (41%) ranked Students' High Achievement first, and 40% ranked it second.

TABLE 9

FACTOR FOREMOST IN JOB SATISFACTION

Ranked	1st	2nd	3rd	4th	5th	Total
(1) High Salary	7	4	7	2	8	28
(2) Students' High Achievement	24	23	6	5	0	58
(3) Work Security	48	4	4	28	0	84
(4) Excellent Working Conditions	28	4	3	8	5	48
(5) Self-Actualization	3	2	7	2	16	30
Total	110	37	27	45	29	

Of the 84 teachers who chose Work Security, 48 teachers (57%) saw it as the foremost factor in job satisfaction.

Of the 48 teachers, 58% (28 teachers) ranked Excellent Working Conditions as the first factor in job satisfaction.

Only 30 teachers answered and ranked Self-Actualization. Ten percent (3 teachers) in this group ranked it first, and 53% (16 teachers) ranked it fifth.

Question 6

Question 6 asked: How would you rate the discipline problem in your school? (See Table 10.)

TABLE 10

DISCIPLINE RATED

Discipline in Your School	Total No. of Teachers Who Responded	Total No. of Teachers Per Answer	Percentage of Response
Not good	141	13	9
Fair	141	44	31
Good	141	82	58
Very good	141	2	2

This question had four possible answers: 1, not good; 2, fair; 3, good; and 4, very good.

"Not good" was chosen by 13 teachers (9%) out of 141.

"Fair" was chosen by 44 (31%) out of the 141 teachers. "Good," expressing that the disciplinary measures are good, was chosen by 82 teachers (58%) out of the 141. The last answer, that the disciplinary measures are very good, was chosen by only 2 teachers (2%) out of the 141.

An overwhelming portion of teachers (91%) who chose to respond to the questionnaire believed that the discipline is either fair, good, or very good in their school.

Question 7

Question 7 asked: In your opinion, what are the foremost factors responsible for absence of discipline in

the classroom? Respondents were to check more than one answer. (See Table 11.)

TABLE 11
FACTORS FOR ABSENCE OF DISCIPLINE: YES OR NO

Foremost Factor Responsible for Absence of Discipline	Total No. of Teachers Who Responded	Total No. of Teachers	Percentage of Response
(1) Students' low self-esteem	57	142	40
(2) Family values predominate	40	142	28
(4) Lack of cooperation between parents and teachers	33	142	23
(3) Lack interest in learning	55	142	39
(4) Poor methodology used	30	142	21
(5) Students' emotional problems	33	142	23

The question indicates six possible factors responsible for absence of discipline in the classroom.

The first factor is students' low self-esteem. This was chosen by 40% of the teachers (57 out of the 142 who responded).

The second factor is family values. This was chosen by 40 of the 142 teachers (28%) who responded. The third factor, lack of cooperation between parents and teachers, was chosen by 33 out of the 142 teachers (23%) who responded.

The fourth factor is the lack of interest in

learning. Fifty-five teachers (39%) out of the 142 saw lack of interest in learning as the foremost factor responsible for the absence of discipline in the classroom.

The fifth factor is poor methodology used. Thirty of the teachers (21%) out of the 142 who responded admitted that poor methodology might be the foremost factor responsible for the absence of discipline in the classroom. The sixth factor is the students' emotional problems. This factor was chosen by 33 teachers (23%) of the 142 who responded.

The true causes of absence of discipline seem to be a combination of these six factors. It appears, however, that the first and the fourth factors considered, "students' low self-esteem" and "lack of interest in learning," might be primarily responsible for the absence of discipline in the classroom. Teachers seem to believe that the students' low self-esteem (40%) and lack of interest in learning (39%) appear to be the foremost causes of poor behavior in the classroom. It may be that these elements are symptoms of other deep problems of which the causes are still unexplored.

Question 8

Question 8 asked: How would you rate your students' academic achievement as compared to the national average? (See Table 12.)

TABLE 12

STUDENT ACHIEVEMENT

Student Achievement Compared to National Average	Total No. of Teachers Who Responded	Total No. of Teachers Per Rating	Percentage of Response
Very low	140	19	14
Low	140	44	31
Average	140	45	32
Good	140	29	21
Very good	140	3	2

Five possible responses were available to teachers: very low; low; average; good; and very good.

"Very low" was chosen by 19 teachers (14%) out of 140 teachers. Surprisingly, another 44 teachers (31%) out of the 140 who responded chose their students' academic achievement to be low as compared to the national average. Thus 63 teachers (45%) admitted that their students' academic achievement is either very low or low as compared to the national average.

Forty-five teachers (32%) see their students' academic achievement as average.

Twenty-nine teachers (21%), out of the 140 who responded, chose "good" with regard to their students' academic achievement.

The fifth rating, "very good," was chosen by only three teachers out of the 140 teachers who responded. Those three teachers represent only 2% of the total number of teachers who responded. According to 45% of

the teachers' own estimation, their students' achievement compared to the national average is low or even very low.

Question 9

Question 9 asked: If you were offered a teaching position in another school district where the discipline and the students' academic achievement were rated as "very good" but with a salary 5-15% lower, would you accept? (See Table 13.)

TABLE 13
MOVING TO ANOTHER TEACHING POSITION

Decision to Move to Another Teaching Position Based on Discipline, Student Achievement, and 5-15% Salary Cut	Total No. of Teachers Who Responded	Total No. of Teachers Per Answer	Percentage of Response
Yes	142	13	9
No	142	62	44
Maybe	142	19	13
Cannot say	142	48	34

This question offered four possible answers: yes, no, maybe, and cannot say.

Thirteen teachers (9%) out of the 142 who responded chose the first answer, "yes."

"No" was chosen by 62 teachers, representing 44% of the total number of 142 who responded.

Nineteen teachers (13%) chose the response "maybe." Forty-eight teachers (34%) just said "cannot say."

For all practical purposes, yes, maybe, and cannot say are considered to be willingness to move if all the other factors are satisfactory.

Questionnaire Section II

Parents' and Students' Attitude Towards School Work According to Teachers' Assessment

The following nine questions, related to students and their parents, were asked of 170 classroom teachers. One hundred forty-two answered and gave their assessment about these two groups' attitude toward school work.

Questions 1 and 2 of Section II of the survey were cancelled because they have been answered already in Section I of the survey. So number 3 becomes number 1 and so forth.

Question 1

Question 1 asked: According to your own perception what is your students' ethnic background? (See Table 14.)

In this question, 142 teachers who returned the questionnaire were asked to state the number of students he/she has from each of the ethnic groups according to his/her own perception. The four main ethnic groups considered for this study were White, Black, Hispanic, and Others.

TABLE 14

ETHNIC BACKGROUND ACCORDING TO TEACHER'S PERCEPTION

Student Ethnic Composition	Total No. of Students Per Ethnic Group	Percentage of Teacher's Perception of Ethnic Background
White	499	25
Black	1,314	66
Hispanic	147	7
Other	29	1
Total number of students (all ethnic groups)	1,989	100

Out of the total number, 1,989 students in all ethnic groups, 499 (25%) are identified as White. The teachers consider 1,314 students (66%) as Black. They also identify 147 students (7%) out of the 1,989 as Hispanic. They also see 29 students (1%) as Others.

Extrapolating those results, we may match the information received from the school authorities in Benton Harbor.

School authorities in Benton Harbor have identified 4,700 of the 6,900 K-12 students as high-risk youth. They reported 2,755 enrolled in the secondary schools. It is estimated that 80% of the 4,145 students, which is 3,316 enrolled in the elementary schools, are somewhat "at-risk." From this "at-risk" population, 2,653 students are African Americans, which represents 80% of the 3,316 total at-risk students. Out of 170

elementary school teachers, 142 responded to this questionnaire. Total population of the teaching staff answering this section indicated that 66% of their students are African Americans, as the answer to question 1, Section II, suggests.

Question 2

Question 2 asked: As far as you can assess, what type of family setting do your students represent? (See Table 15.)

TABLE 15
TYPE OF FAMILY

Family Setting	Total No. of Students Per Type of Family	Percentage of Responses
(a) Students living with mother and father	485	23
(b) Students living with grandparents	356	17
(c) Students living with mother and stepfather	452	22
(d) Students living with mother or father only	558	27
(e) Students living in foster homes	222	11
Total number of students (all types of family)	2,073	100

The request presents five types of families. In the first type of family, students are living with mother and father. In the second type, students are living with grandparents. The third type of family is characterized

by students living with mother and stepfather. In the fourth type, students are living with mother or father only. In the fifth type, students are living in foster homes.

Out of the total number of 2,073 students living in all types of families, 485 students (23%) live in the first type, which is generally considered to be the ideal type of family: father, mother, and children living together.

The second type of family accounts for 356 (17%) out of 2,073 students.

In the third type of family, the students live with mother and stepfather. Four hundred fifty-two students out of the total number of 2,073 (22%) fall in this category.

The fourth type of family, living with mother or father only, has 558 students (27%).

The fifth type of family, living in foster homes, has 222 students, representing 11% of the total population.

Question 3

Question 3 asked: What grade level have the parents of your students completed? (See Table 16.)

Five hundred seventy-three (63%) stated that mothers have not completed the high-school program (part a).

In addition, the number of mothers who had completed high school was sought (part b). Five hundred seventy-four mothers (63%) had completed their high-school program, according to the teachers' responses.

TABLE 16
MOTHERS' EDUCATION

Formal and On-going Education Completed by Mothers	Total No. of Mothers Per Category	Percentage of Responses
(a) Mother not graduated from high school	573	63
(b) Mother with high-school education	574	63
(c) Mother with college education	263	29
Total number of mothers (all categories)	911	

In response to how many mothers had some college education (part c) it was found that 263 mothers (29%) had some college education.

It was found that 255 parents (26%) had not graduated from high school (Table 17, part d). (See Table 17.)

Regarding how many parents (both father and mother) had completed a high-school education (part e), it was found that 466 parents (48%) had completed a high-school education.

In response to section f, it was found that only 80 parents, representing 8%, had some college education.

Next, the homes that had basic educational materials was looked at.

In response to the number of families were getting newspapers regularly (Table 18, part g), it was found that 329 families out of 972 (34%) answered

TABLE 17
PARENTS' EDUCATION

Formal Education Completed by Parents	Total No. of Parents Per Category	Percentage of Responses
(d) Neither parent graduated from high school	255	26
(e) Both parents with high-school education	466	48
(f) Both parents with college education	80	8
Total number of families all categories)	801	

TABLE 18
EDUCATIONAL MATERIALS

Families with Basic Educational Materials	Total No. of Families Per Category	Percentage of Responses
(g) Families getting newspaper regularly	329	34
(h) Families with a set of encyclopedias at home	216	22
(i) Families with more than 25 books at home	456	47
(j) Families getting any magazine regularly	317	33
Total number of families (all categories)	1,318	

positively. In addition, 216 families (22%) had a set of encyclopedias at home (part h).

Four hundred fifty-six families said they have more than 25 books at home (section i). Even though this number represents a bare essential, it revealed that 47% of the families who responded affirmed having more than this bare essential of 25 books at home. This number has been arbitrarily proposed. Three hundred seventeen families (33%) indicated receiving at least one magazine regularly (Table 18, section j).

Question 4

Question 4 asked: How much TV do your students usually watch each day? (See Table 19.)

Lifestyle and duration of TV daily watching by the students are presented in Table 19. A total of 1,286 students responded concerning their daily TV habits. Five answers were available for the student to choose from. Each answer represents a different time period varying from none to 5-6 hours.

The first time period, "none," was chosen by 55 (4%) out of a total of 1,286 students. It could be that they had no TV available to them.

The second time period was 1 hour or less. This was chosen by 149 students representing 12% of the total number who reported their daily TV habits.

The third time period of 2 hours was chosen by

TABLE 19

DAILY TV WATCHING

Student Daily TV Watching at Home	Total No. of Students Per Time Period	Percentage of Responses
None	55	4
(a) 1 hour or less	149	12
(b) 2 hours	213	16
(c) 3-4 hours	345	27
(d) 5-6 hours	524	41
Total number of students (all categories)	1,286	

213 students. This represents 16% of the total number. The fourth period of 3-4 hours was chosen by 345 students (27%). The fifth period of 5-6 hours was chosen by 524 (41%) of the students.

Question 5

Question 5 asked: Do your students benefit from any adult TV supervision at home?

Students' TV viewing habits with or without adult supervision (Section II) are presented in Table 20.

The total number of students responding to this question was 1,061. Their answers have been tallied in two main categories. The first category deals with students with adult supervision at home when watching TV (532 students, or 50%). The second category represents the students with no adult supervision (529 students, or 50%).

TABLE 20

TV SUPERVISION

TV Supervision	Total No. of Students Per Category	Percentage of Responses
Students with an adult when watching TV	532	50
Students with no adult and choose what they want	529	50
Total number of students (all categories)	1,061	

Question 6

Question 6 asked: Do your students benefit from any bedtime supervision? (See Table 21.)

Students and adult bedtime supervision are presented in Table 21 (Section II).

One hundred forty-two teachers were asked the following question about 1,593 students: Do your students benefit from any bedtime adult supervision?

The question provided two possible answers: the first category accounts for the students whose parents set a time for them to go to bed; the second category stands for students who go to bed when they please.

In response to the first category, 800 students (50%) answered that their parents set a time for them to go to bed.

In response to the second category, 793 students (50%) go to bed as they please.

TABLE 21

BEDTIME SUPERVISION

Adult Bedtime Supervision	Total No. of Students Per Category	Percentage of Responses
Students whose parents set a time to go to bed	800	50
Students who go to bed as they please	793	50
Total number of students (all categories)	1,593	100

Question 7

Question 7 asked: Do your students read with or to their parents on a regular basis? (See Table 22.)

This question was answered by 1,446 students to their teachers. This question has been subdivided in four main categories. The first category groups students who read with or to their parents on a regular basis almost every day. The second category deals with those who read with or to their parents once or twice a week. The third category is for those students who read with or to their parents once or twice a month. The fourth category concerns those students who never or hardly ever read with or to their parents on a regular basis.

Out of a total of 1,446 students represented, 380 (26%) chose the first category. Three hundred sixty-nine students (25%) chose the second category. These two categories put together, 749 students (51%) are considered to be regularly coached by their parents.

TABLE 22

READING WITH PARENTS

Reading Supervision	Total No. of Students Per Category	Percentage of Responses
Almost every day	380	26
Once or twice a week	369	25
Once or twice a month	269	19
Never or hardly ever	428	30
Total number of students (all categories)	1,446	100

The third category was chosen by 269 students (19%). The fourth category was chosen by 428 students, or 30%. Putting these last two categories together, 49% of the total number of students who answered do not benefit from parental supervision in reading on a regular basis.

Question 8

Question 8 asked: Do your students discuss lessons they have studied in school with someone at home on a regular basis? (See Table 23.)

Students' academic interaction with someone at home is presented in Table 23.

Question 8 was responded to by 1,496 students. The question provided four possible answers: (1) almost every day; (2) once or twice a week; (3) once or twice a month; and (4) never or hardly ever. Almost the same pattern of responses to question 7 emerges here even though the numbers have slightly changed such as 531

TABLE 23

DISCUSSING LESSONS WITH SOMEONE AT HOME

Have Discussion about School Matters	Total No. of Students Per Category	Percentage of Responses
Almost every day	531	36
Once or twice a week	356	24
Once or twice a month	290	19
Never or hardly ever	319	21
Total number of students (all categories)	1,496	100

students (36%) in the first category, 356 (24%) in the second category, and 290 (19%) and 319 (21%) respectively in the third and fourth categories. The percentages are almost the same.

Question 9

Question 9 asked: What is the stability of your students in terms of years of schooling at the same school? (See Table 24.)

Another factor that may be able to explain several academic weaknesses manifested in the Benton Harbor primary school students is the stability of students in terms of years of schooling at the same school. Question 9 presented three possible answers. The first category deals with students who have been in the same school since kindergarten. Out of the total number of 1,449 students who responded, 654 (45%) of them say they have been in the same school since kindergarten.

TABLE 24

STUDENT STABILITY

Stability in Terms of Years	Total No. of Students Per Category	Percentage of Responses
Students who have been in the same school since kindergarten	654	45
Students who have been in 3 or more schools from K-4	468	32
Students who have been in 3 or more schools from K-6	327	23
Total number of students (all categories)	1,449	

For the second category, 468 students (32%) say they have been in three or more schools for their K-4 program.

For the third category, 327 students (23%) say they have been in three or more schools for their K-6 program. The mobility of the students may indicate the parents' mobility or dissatisfaction with one school or another.

Questionnaire Section III

Attitude of Parents Towards Their
Children's Education

Section III of the questionnaire addresses mainly the parents of the primary-school students in Benton Harbor. Questionnaires were sent to 520 parents. Out of this number, 372 parents responded. This represents 72%.

This section of the questionnaire is made up of four questions. There are four possible answers for the first question, five each for the second and third questions, and four for the fourth one.

Question 1

Question 1 asked: As African American parents, do you see education as vital in the struggle for freedom and full equality for your children in America? (See Table 25.)

This question provided four answers. Each answer helps to represent the parents in two main categories. Answers a and d indicate that those parents are not really concerned about an education for their children. Fortunately only 7.0% of the total population of parents questioned responded that education is not important and 4.0% deemed it is not necessary for success in life. Out of the 372 parents who responded, an overwhelming 89% highly value education for their children. Of these 372 parents, 161 chose answer b, indicating that they see the importance of education increasing day after day (43%). Another 171 parents chose answer c (46%), indicating that education in their view is actually the most important asset for their children.

It is amazing to realize that even though the great majority of the parents do not take any proactive

TABLE 25

EDUCATION FOR FREEDOM AND EQUALITY

Importance of Education	Total No. of Parents Per Category	Percentage of Responses
a. Not really important	24	7
b. Its importance increases day after day	161	43
c. It is actually the most important asset	171	46
d. It is not necessary for success in life	16	4
Total number of parents (all categories)	372	100

steps to facilitate the education of their children, they still value education for them.

Question 2

Question 2 asked: As African American parents, do you see education as a vehicle by which your children can control and shape their destiny, build stable communities, provide for their families, and fully realize the fruits of democracy in America? (See Table 26.)

A tally of the answers to this question is again particularly revealing. Three hundred twenty parents (87%) out of the total number of 369 who responded favored a good education for their children. This group admits that they are fully convinced that education may serve as a vehicle to a bright future for their children.

As African American parents, they realize that education can help their children control and shape their destiny, build stable communities, provide for their own families, and fully realize the fruits of democracy.

TABLE 26
EDUCATION AS A VEHICLE

Education Necessary for Success in Democratic Society	Total No. of Parents Per Category	Percentage of Responses
a. Yes, I am fully convinced	320	87
b. Yes, but I think it is better to have money than education	23	6
c. No, education is not for our people	16	4
d. No, my children rather need a good job	8	2
e. No, my children do not need more education than I	2	1
Total number of parents (all categories)	369	

The question has been asked in such a way that those who did not answer to a or b, admitted that they do not favor education for their children. Answer b was selected by 23 parents (6%) out of 369 who responded. Combining those parents who selected answers a and b, the total becomes 343 parents (93%). This means that 93% of the parents see education as enriching and desirable for their children.

Regarding answers c, d, and e, they represent

only 7% of the parents who responded "no" to the question. Those 26 parents out of 369 appear to be inconsequential to the purpose of this study. Again, the overwhelming majority of parents favor a good education for their children although they do not seem to know what to do to procure it.

Question 3

Question 3 asked: As African American parents, do you favor good reading skills and excellent mathematics ability for your children? (See Table 27.)

This question surely rekindles the memory of uneducated parents of their personal struggle with these two subjects. Even though 88% of the total number of parents who responded favored reading and mathematics for their children, a stiff reticence is observed. Most parents, 326 out of 370, openly request these subjects for their children in answers a and c.

Forty-four of the total number of parents (370) perhaps remember how these two subjects are either unimportant or torturous to the mind. In fact, 12% of them do not favor these subjects for their children. Tallying the answers recorded in b, d, and e gives a total of 44 parents out of the total number of 370 who responded. These parents are not at all in favor of those two subjects for their children.

TABLE 27

READING SKILLS AND MATHEMATICAL ABILITY

Reading and Mathematics Skills	Total No. of Parents Per Category	Percentage of Responses
a. Yes, I do because they are basics	197	53
b. No, I do not because they are not important to me	32	8
c. Yes, I strongly recommend these two subjects for our young people	129	35
d. No, if they have money and a good job those things are secondary	10	3
e. No, mathematics is too difficult	2	1
Total number of parents (all categories)	370	

Question 4

Question 4 asked: Do you think that quality, affordable full-time infant and preschool care and education are important? (See Table 28.)

Fortunately, the parents manifested great wisdom by choosing answers a, b, and c. All of these three answers place strong emphasis on the value of quality, affordable full-time infant and pre-school care and education. Out of the total number of parents who responded, 96% of them favored either a, b, or c for their very young children.

They seem to recognize, as all educated parents do, that the child's well-being and education can be

TABLE 28

QUALITY CARE AND EDUCATION FOR INFANTS

Preschool Care and Education	Total No. of Parents Per Category	Percentage of Responses
a. Yes, I do because our children need to get off to a good educational start	269	73
b. Yes, solid grounding in the three "Rs" is necessary	37	10
c. Yes, mastery in the three "Rs" strengthens self-esteem	44	12
d. No, because they do not have any bearing on later life	18	5
Total number of parents (all categories)	369	100

assured at a very early age. Out of 369 parents who answered, 269, representing 73%, favored pre-school care and education for infants.

Answer b was chosen by 37 parents out of the total number of 369 (10%) who responded. Some of these parents who responded have even considered this early beginning as a precursor of confidence and self-esteem. Out of the 369 parents who responded, 44 of them (12%) chose answer c and view early education as very important to the future life of the child.

Only 5%, 18 out of the total number of 369 parents, who responded chose answer d. They indicated

that infant and pre-school care and education do not have anything to do with how well the children will fare in later years.

Questionnaire Section IV

Administrators' Perception on Programs Needed for At-Risk Students

Section IV of the questionnaire addresses the administrators of the primary schools in Benton Harbor. This group has 13 administrators. From this group, 11 administrators returned the questionnaire. This means that 92% of the administrators expressed their opinions. The 11 administrators were very supportive and instrumental in encouraging their teaching staff to respond to the questionnaire as attested by the correspondence (see appendix B).

This section of the study deals with those in power in Benton Harbor. These are the ones responsible for any changes made in the Benton Harbor school system.

This section contains 28 questions, subdivided in five main areas.

Area 1 covers child intervention. It is composed of three items. Area 2, called parent intervention, has three items. Area 3, termed management, deals with seven items. Area 4, covering programs necessary for real change, is composed of five items. Area 5 with 10 items puts emphasis for change in the extracurricular activities for most of the African American youngsters

deprived of home facilities conducive to learning.

Each question or item had five possible answers. The answers were either SA = strongly agree, A = agree, D = disagree, SD = strongly disagree, or NO = no opinion. Each administrator was requested to choose only one answer per question.

I. Child Intervention

As educational administrators in the inner-city setting, do you think it is necessary to implement the following programs in Benton Harbor to facilitate learning for at-risk students?

Question 1

Question 1 asked: Do you favor child-care programs so that teenage and other "at-risk" mothers may attend school? (See Table 29.)

Out of the 11 administrators who responded, 3 chose SA = strongly agree. Thus, 27% of the administrators of primary schools in Benton Harbor strongly agree with child intervention for change. This particular child intervention deals with child-care programs so that teenage and other "at-risk" mothers may attend school. Out of the 11 administrators who responded, 7 (63.7%) chose A = agree.

One may safely say that 91% of the administrators in the Benton Harbor primary schools see child-care programs as a necessary commodity. It will enable

TABLE 29

EDUCATIONAL ADMINISTRATORS' RESPONSES TO PART I, QUESTIONS 1-3

No.	Item	SA		A		D		SD		NO	
		<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
	I. Child Intervention:										
1	Do you favor child-care programs so that teenage and other "at-risk" mothers may attend school	3	27	7	64	0	0	1	9	0	0
2	Would you support quality pre-school for 3- and 4-year-old youngsters, based on an active learning curriculum, and to provide health and other support services	9	82	2	18	0	0	0	0	0	0
3	Do you agree that quality school-age child-care programs for low-income working parents, to include development of language and social skills and school readiness experiences	4	36	5	45	0	0	1	9	1	9

Note. SA = Strongly agree; A = Agree; D = Disagree; SD = Strongly disagree; NO = No opinion

teenage and other "at-risk" mothers to attend school, which is a positive facilitator for change (Burns, 1981; Vasiloff, 1983).

Question 2

Question 2 asked: Would you support quality pre-school for 3- and 4-year-old youngsters, based on an active learning curriculum, to provide health and other support services?

The 13 administrators were asked this question. This proposition is an attempt to enhance the learning ability of most of the African American primary school students in Benton Harbor. According to known research, the implementation of quality preschool for 3- and 4-year-old youngsters in underprivileged populations of parents, based on an active learning curriculum providing health and other support services, tremendously enhances the learning ability of those children (Jones, 1982; Morgan, 1980).

Out of 11 administrators who responded, 9 chose SA = strongly agree, and 2 out of 11 preferred A = agree. Thus, 100% of the administrators who responded are in agreement with that proposition; 82% chose SA = strongly agree, and 18% chose A = agree.

Question 3

Question 3 asked: Do you agree that quality school-age child-care programs for low-income working

parents, to include development of language and social skills and school readiness experiences, should be part of the Benton Harbor school curriculum?

Four out of 11 respondents chose SA = strongly agree, and 5 chose A = agree. From those answers one may safely conclude that 81% of the primary-school administrators in Benton Harbor would like to see change involving pre-school-age child-care programs in an effort to booster the learning skills of the deprived great majority of African American youngsters. However 9% strongly disagreed or gave no opinion with this route for change.

II. Parent Intervention

Parent intervention deals with questions 4 to 6.

Question 4

Question 4 asked: Do you think that program alternatives and work incentive partnerships with business and industry should be explored to assist teenage and "at-risk" parents to complete high school? (See Table 30.)

Out of the 13 administrators, the 11 who responded answered as follows: 4 chose SA = strongly agree, 5 chose A = agree, 1 chose D = disagree, and 1 chose NO = no opinion. This means that 36% of the administrators strongly want to see implemented some program alternatives and work incentives to assist teenage and "at-risk" parents to complete high school.

TABLE 30

EDUCATIONAL ADMINISTRATORS' RESPONSES TO PART II, QUESTIONS 4-6

No.	Item	SA		A		D		SD		NO	
		<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
	II. Parent Intervention:										
4	Do you think program alternatives and work incentives (partnerships with business and industry must be explored) to assist teenage and "at-risk" parents to complete high school?	4	36	5	46	1	9	0	0	1	9
5	Do you think it is necessary to implement some programs to focus on parenting skills for teenage and "at-risk" parents to include health care, nutrition, and intellectual stimulation for young children?	7	64	2	18	1	9	1	9	0	0
6	Do you think it is necessary to implement in Benton Harbor pre- and post-natal health care for pregnant teens and high-risk mothers?	4	36	4	36	2	18	1	9	0	0

Note. SA = Strongly agree; A = Agree; D = Disagree; SD = Strongly disagree; NO = No opinion.

Out of these 11 administrators, 46% chose A = agree with that same proposition, while 9% of them chose either to disagree or to express no opinion. Eighty-two percent of the administrators consulted see the possibility of change for most of the African American youngsters in Benton Harbor primary schools in the alternative of completing high school by the large group of teenage and young-adult dropouts in this city. These administrators realize that the dropouts, juvenile law offenders, the crime prone, the pregnant teenagers, and the victims of crime who are or become parents may be indirectly a negative influence on social skills, academic learning, and behavior of their children who are in the primary schools in Benton Harbor. This has already been found to be true (Nedsker & Tillery, 1987).

Question 5

Question 5 asked: Do you think it is necessary to implement some programs to focus on parenting skills for teenage and "at-risk" parents should include health care, nutrition, and intellectual stimulation for young children?

Out of the 13 administrators, 11 responded. Seven (64%) administrators chose SA = strongly agree. Only 2 administrators out of 11 chose A = agree; and only 1 administrator chose SD = strongly disagree and D = disagree.

Question 6

Question 6 asked: Do you think it is necessary to implement in Benton Harbor prenatal and postnatal health care for pregnant teens and high-risk mothers?

Of the 11 administrators who responded, 4 (36.5%) chose SA = strongly agree. Four other administrators (36.5%) chose A = agree. Two chose D = disagree, and 1 chose SD = strongly disagree. This means that 73% of them are in agreement with the proposition while 27% oppose it.

III. Management

The management area is composed of seven questions, 7-13. (See Table 31.)

Question 7

Question 7 asked: Do you think it is necessary to implement school-based management, participatory decision making, and local accountability?

Of the 11 administrators who responded, 5 (45.5%) chose SA = strongly agree. Whereas 45% of the administrators would strongly recommend change toward this goal, 45% of them chose A = agree. Thus, 90% of the 11 administrators are in agreement with school-based management, participatory decision making, and local accountability for improvements toward change. However, at the other end of the spectrum, 9% of the 11 administrators chose D = disagree.

TABLE 31

EDUCATIONAL ADMINISTRATORS' RESPONSES TO PART III, QUESTIONS 7-13

No.	Item	SA		A		D		SD		NO	
		N	%	N	%	N	%	N	%	N	%
	III. Management:										
7	Do you think it is necessary to implement school-based management, participatory decision making, and local accountability for improvements?	5	45	5	45	1	9	0	0	0	0
8	Do you think it is necessary to implement staff development programs for administrators and teachers to enable them to work with citizens of the 21st century?	9	82	1	9	1	9	0	0	0	0
9	Do you think it is necessary to use of existing facilities to create smaller school enrollments and smaller classes?	7	64	2	18	2	18	0	0	0	0
10	Do you think it is necessary to implement partnerships and shared decision making with business and industry to accomplish Program 4?	4	36	6	55	1	9	0	0	0	0
11	Do you think it is necessary to implement partnerships with physical and mental-health care providers to accomplish Program 2 and 5?	5	46	5	46	1	9	0	0	0	0
12	What do you think about the use of electronic student record transfer systems (MESRTS) in metro areas?	5	45	1	9	1	9	4	36	0	0
13	What do you think about year around and flexible scheduling to accommodate community and maximize facility usage?	1	9	4	36	3	27	2	18	1	9

Note. SA = Strongly agree; A = Agree; D = Disagree; SD = Strongly disagree; NO = No opinion.

Question 8

Question 8 asked: Do you think it is necessary to implement staff development programs for administrators and teachers to enable them to work better with citizens of the 21st century?

Staff development programs for administrators and teachers to enable them to work better with citizens of the 21st century is a viable goal for change. Out of 11 administrators who responded, 9 (82%) of them chose SA = strongly agree. They would like to see some change in the thinking and acting of administrators and teachers toward a better working relationship with their students who will be the citizens of the 21st century. One of them (9%) chose A = agree, and one (9%) disagrees.

Question 9

Question 9 asked: Do you think it is necessary to use existing school facilities, in order to create small school enrollment and smaller classes?

Out of the 11 administrators who responded to the questionnaire, 7 of them (64%) chose SA = strongly agree. Another 18% of the 11 administrators chose A = agree, and the last 18% expressed disagreement by choosing D = disagree. One may safely assume that 82% of the 11 administrators want to see changes in the school building that would accommodate smaller classes. This would facilitate the learning process (Higbee & Dwinell, 1990).

Question 10

Question 10 asked: Do you think it is necessary to implement partnerships and shared decision making with business and industry to accomplish the program seen in item 4? (Question 4 concerns the program alternatives and work incentives--partnerships with business and industry must be explored--to assist teenage and "at-risk" parents to complete high school.)

Out of the 11 administrators who responded, 4 of them (36%) chose SA = strongly agree. This means they want program alternatives and work incentives to assist teenage and other "at-risk" parents to complete high school. Another 55% (6 administrators) chose A = agree. Ninety-one percent of the administrators think that such a program would benefit the learning process of the Benton Harbor primary-school students. One (9%) of the 11, however, disagrees.

Question 11

Question 11 asked: Do you think it is necessary to implement in Benton Harbor partnerships with physical and mental health care providers to accomplish programs 2 and 5?

Program 2 deals with quality preschool for 3- and 4-year-old youngsters, based on an active learning curriculum, to provide health and other support services. Program 5 concerns quality school-age child care for

low-income working parents, including development of language and social skills and school readiness experiences. These two programs cover early child intervention in order to prepare the child for a successful school learning process.

Out of the 11 administrators who responded, 5 of them chose SA = strongly agree, 5 chose A = agree, and 1 chose D = disagree. While 91% of the 11 administrators are in agreement with the proposition, 9% are in disagreement with it.

Question 12

Question 12 asked: What do you think about the use of electronic student record transfer systems (MESRTS) in metro areas? (MESRTS stands for Metropolitan Electronic Student Record Transfer Systems.)

Out of the 11 administrators who answered the questionnaire, 5 administrators (46%) said that they were in strong agreement with the proposition. One out of the 11 administrators (9%) expressed his/her agreement by choosing A = agree. One (9%) of the 11 administrators chose D = disagree, and 4 of them (36%) expressed SD = strongly disagree.

Question 13

Question 13 asked: What do you think about year around and flexible scheduling to accommodate the community and maximize facility usage in Benton Harbor?

Of the 11 administrators who chose to answer this question, 1 of them (9%) agreed strongly with the proposition. Four of them (36%) chose A = agree, 3 (27%) chose D = disagree, 2 (18%) chose SD = strongly disagree, and 1 (10%) chose NO = no opinion. This question elicited a wide range of answers. Forty-five percent of them agree with that proposition, whereas 45% disagree. Ten percent chose NO = no opinion.

IV. Program

Question 14

Question 14 asked: Do you approve of a fluid curriculum to provide Reading and Mathematics basic skills and survival strategies for citizens of the 21st century of Benton Harbor? (See Table 32.)

Three of the 9 administrators (33%) who responded to this particular question favored SA = strongly agree. Four of them (45%) chose A = agree. One of the 9 (11%) chose D = disagree and 1 (11%) chose SD = strongly disagree.

Question 15

Question 15 asked: Do you approve of early intervention programs such as affordable full-time infant and pre-school care, prenatal classes, academic instruction, counseling, health and social services, and parenting classes?

TABLE 32

EDUCATIONAL ADMINISTRATORS' RESPONSES TO PART IV, QUESTIONS 14-18

No.	Item	SA		A		D		SD		NO	
		<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
	IV. Program:										
14	Do you approve of a fluid curriculum to provide Reading and Math basic skills and survival strategies for citizens of 21st century?	3	34	4	44	1	11	1	11	0	0
15	Do you approve of early intervention programs: affordable full-time infant and preschool care; pre-natal classes, academic instruction, counseling, health and social services, and parenting classes?	5	50	3	30	1	10	1	10	0	0
16	Do you approve of incorporation of teaching and use of technology: video disks, computers, robotics, etc.?	6	60	3	30	1	10	0	0	0	0
17	Would you like to see the use of alternative programs to integrate work experiences with core curriculum?	5	50	5	50	0	0	0	0	0	0
18	Do you agree with the introduction in the curriculum of programs providing health services, nutrition, education, and career and family counseling specifically targeted to "at-risk" families?	2	20	5	50	1	10	1	10	1	10

Note. SA = Strongly agree; A = Agree; D = Disagree; SD = Strongly disagree; NO = No opinion.

Five (50%) of the 10 administrators who answered chose SA = strongly agree. Three (30%) of the 10 chose A = agree. One (10%) answered D = disagree, and 1 (10%) chose SD = strongly disagree. This means that 80% of the administrators would favor the introduction of early intervention programs. Twenty percent (2) of them rejected this proposition.

Question 16

Question 16 asked: Do you approve of incorporating teaching and use of technology such as video disks, computers, robotics, etc.?

Six of these 10 administrators (60%) would strongly favor the introduction of such a program in the curriculum. In the last analysis 90% of the administrators would see this hands-on education as the most needed in the Benton Harbor elementary schools, since 3 more of them (30%) agree with the proposition. One administrator (10%), however, opposes it.

Question 17

Question 17 asked: Would you like to see the use of alternative programs to integrate work experiences with core curriculum in the Benton Harbor elementary schools?

Five (50%) out of 10 administrators who chose to respond to this question answered SA = strongly agree. Another 5 (50%) chose A = agree. This means that 100% of

the administrators accept this proposition.

Question 18

Question 18 asked: Do you agree with the introduction in the curriculum programs of health services, nutrition, education, career and family counseling specifically targeted to "at-risk" families?

Two (20%) of the 10 administrators who responded to the questionnaire answered SA = strongly agree, whereas 5 (50%) of the 10 chose A = agree. The three remaining administrators chose D = disagree (10%), SD = strongly disagree (10%), and NO = no opinion (10%).

V. Extracurricular

Question 19

Question 19 asked: Do you think it is necessary to implement programs such as alternative activities, developed with community assistance, to stimulate development of physical and social skills, appreciation of arts and environment in the Benton Harbor elementary schools? (See Table 33.)

Seven (70%) of the 10 administrators who responded to this particular question strongly agreed with this proposition. Two (20%) of the 10 agreed with it, and 1 (10%) chose D = disagree. Thus, 90% of the 10 administrators would like to see implemented alternative activities that are developed with community assistance.

TABLE 33

EDUCATIONAL ADMINISTRATORS' RESPONSES TO PART V, QUESTIONS 19-28

No.	Item	SA		A		D		SD		NO	
		N	%	N	%	N	%	N	%	N	%
	V. Extracurricular:										
19	Do you think it is necessary to implement programs such as alternative activities, developed with community assistance, to stimulate development of physical and social skills, appreciation of arts and environment?	7	70	2	20	1	10	0	0	0	0
20	Do you favor utilizing cooperative planning with community to include programs for lifelong learning, and activities for youth, adults, and seniors?	5	50	3	30	1	10	1	10	0	0
21	Do you think it is necessary to implement programs to encourage volunteerism: students, adults, corporate sector, grandparents, etc.?	5	50	4	40	1	10	0	0	0	0
22	Do you think it is necessary to provide educational programs that enable all its primary school students to learn inter-activity in dyads or small groups, experientially, and in roles that are both supportive of one another and that emphasize prior life experience as germane to mastering new content?	4	40	6	60	0	0	0	0	0	0
23	Do you think that it is necessary to craft educational experience whereby learners talk through required processes to have their questions answered, and to understand that they are valued, "seen," and appreciated for their interactive and self-awareness capacities?	4	40	6	60	0	0	0	0	0	0

Table 33--Continued.

No.	Item	SA		A		D		SD		NO	
		<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
24	Do you think it is necessary to implement a cooperative environment, one that recognizes and awards the consciousness of individual differences, and one that "celebrates mistakes" as a way of converting confusion and anxiety into a readiness to benefit from trial-and-error experimentation?	5	56	3	33	1	11	0	0	0	0
25	Do you think it is necessary to provide a friendly and supportive and non-crowded classroom where the students can ask for and give help; where are action, inter-active activities, games, and opportunities to meet with, speak to, and make friends of everyone (teachers included)?	6	67	3	33	0	0	0	0	0	0
26	Recognize the appropriateness of Edmond's statement which states: "We can, whenever and wherever we choose, successfully teach our children whose schooling is of interest to us. Whether we do it must finally depend on how we feel about the fact that we haven't done it so far;" (Comer, 1986) and strive to apply it to the benefit of BHAS system	4	44	5	55	0	0	0	0	0	0
27	Do you think it is necessary to provide learning environments that emphasize drill and practice, the practical, the applicable, the manipulable, the immediately correct or most defensible answers, immediate feedback on performance, and an efficient workplace?	3	33	5	56	1	11	0	0	0	0
28	Do you think it is necessary to provide an environment that promotes sequence, reasons, impersonal problem-solving processes, objectivity, correct and defensible responses, and intellectual challenge?	3	33	6	67	0	0	0	0	0	0

Note. SA = Strongly agree; A = Agree; D = Disagree; SD = Strongly disagree; No = No opinion.

Question 20

Question 20 asked: Do you favor utilizing cooperative planning with the community to include programs for lifelong learning and activities for youth, adults, and seniors in Benton Harbor?

Five (50%) of the 10 administrators who responded to this question chose SA = strongly agree, whereas 3 (30%) of the 10 expressed agreement by choosing A = agree. One (10%) chose D = disagree, and 1 (10%) chose SD = strongly disagree.

Question 21

Question 21 asked: As educational administrators in the areas of at-risk students, do you think it is necessary to implement programs to encourage volunteerism such as involving students, adults, corporate sector, grandparents, etc. in the Benton Harbor elementary schools?

Five (50%) of the 10 administrators chose SA = strongly agree, whereas 4 (40%) of the 10 chose A = agree. One (10%) out of the 10 chose D = disagree. Thus, 90% of the administrators are in agreement with this proposition, and 10% of them are in disagreement with it.

Question 22

Question 22 asked: Do you think it is necessary to provide educational programs which enable all Benton Harbor

primary school students to learn inter-activity in dyads or small groups, experientially, and in roles that are both supportive of one another and that emphasize prior life experience as germane to mastering new content?

Four (40%) out of the 10 administrators chose SA = strongly agree. Six (60%) chose A = agree. Thus, all of the 10 administrators (100%) favored this proposition.

Question 23

Question 23 asked: Do you think that it is necessary to craft educational experience whereby learners talk through required processes to have their questions answered, and to understand that they are valued, "seen," and appreciated for their interactive and self-awareness capacities?

Four (40%) of the 10 administrators who responded to this question are in strong agreement with this proposition, whereas 6 (60%) chose A = agree, which makes it 100% of the respondents agree with the proposition.

Question 24

Question 24 asked: Do you think it is necessary to implement a cooperative environment, one that recognizes and awards the consciousness of individual differences, and one that "celebrates mistakes" as a way of converting confusion and anxiety into a readiness to benefit from trial and error experimentation?

Five (56%) of the nine administrators who responded chose SA = strongly agree, whereas three (33%) chose A = agree. Thus, 89% of the administrators who responded are in agreement with this proposition, whereas 11% of them express disagreement.

Question 25

Question 25 asked: Do you think it is necessary to provide a friendly and supportive and non-crowded classroom where the students can ask for and give help, where are action, interactive activities, games, and opportunities to meet with, speak to, and make friends of everyone (teachers included) in the Benton Harbor elementary schools?

Six (67%) of the nine administrators who responded to this question chose SA = strongly agree. The remaining three (33%) chose A = agree. Thus, this proposition pleased all of the nine respondents.

Question 26

Question 26 asked: Recognize the apropos of Edmond's statement which states: "We can whenever and wherever we choose, successfully teach our children whose schooling is of interest to us. Whether we do it must finally depend on how we feel about the fact that we haven't done it so far;" and strive to apply it to the benefit of the Benton Harbor area school system. Do you think that reality can be applied to Benton Harbor

elementary students and their teachers?

Four (45%) of the nine administrators strongly agree with this idea. Five (55%) of the nine just agree with it, and thus 100% of the nine administrators chose to agree with the proposition.

Question 27

Question 27 asked: Do you think it is necessary to provide in Benton Harbor elementary schools learning environments that emphasize drill and practice, the practical, the applicable, the manipulable, the immediately correct or most defensible answers, immediate feedback on performance, and an efficient work place?

Three (33%) of the nine administrators who responded chose SA = strongly agree, whereas five (55%) of the nine chose A = agree. Thus, 89% of the nine administrators who responded to this question are in agreement with this proposition, and one (11%) disagrees.

Question 28

Question 28 asked: Do you think it is necessary to provide Benton Harbor elementary school students an environment that promotes sequence, reasons, impersonal problem-solving processes, objectivity, correct and defensible responses, and intellectual challenge?

Three (33%) of the nine administrators who responded to this question chose SA = strongly agree. Six (67%) of the nine administrators chose A = agree.

Thus, 100% of the nine administrators are in agreement with this proposition.

Desire for Change

Desire for change (Table 34) as expressed by 142 teachers, 372 parents, and 11 administrators is put in capsule form in the following pages. As taken from the data file, each number is not explained. However, the three following tables, 35, 36, and 37, are quite simple. They derive from the data of Table 34. For teachers' questions 5, 7, 8, and 9, any answer expressed by one or two teachers means that they desire change, and is given a value of 2. If the answer is expressed by 3, this means that the teachers are undecided and was given a value of 1. Any answer expressed by 4 or 5 was given a value of 0. For the four answers, any accumulation of 0 means the teachers expressed desire for no change. Any accumulation of 1.00 or 2.00, or 3.00 or 4.00, means they are undecided or do not want change. Any accumulation of 5.00 to 8.00 means they want to see change. The same is true for the parents and the administrators.

For parents' questions 1, 2, 3, and 4, the answers expressed by 1 or 2 mean they desire change, whereas the questions expressed by 4 or 5 mean they desire no change, and 3 means they are undecided.

For the administrators' questions 1, 2, 3, and 7, the answers expressed by 1 or 2 mean they desire change

TABLE 34

DIFFERENCE IN DESIRE FOR CHANGE BETWEEN
TEACHERS, PARENTS, AND ADMINISTRATORS

Questions	Change 2 Pt.	Undecided 1 Pt.	No change 0 Pt.
Teachers			
5	1 or 2	3	4 or 5
7	1 or 2	3	4 or 5
8	1 or 2	3	4 or 5
9	1 or 2	3	4
Parents			
3	1 or 2	3	4 or 5
1	1 or 2	3	4 or 5
2	1 or 2	3	4 or 5
4	1 or 2		4 or 5
Administrators			
7	1 or 2	3	4 or 5
1	1 or 2	3	4 or 5
2	1 or 2	3	4 or 5
3	1 or 2	3	4 or 5

TABLE 35

TEACHERS DESIRING CHANGE

Value	Frequency	%	Valid %	Cum %
.00	10	7.2	7.2	7.2
1.00	13	9.4	9.4	16.5
2.00	23	16.5	16.5	33.1
3.00	22	15.8	15.8	48.9
4.00	18	12.9	12.9	61.9
5.00	22	15.8	15.8	77.7
6.00	15	10.8	10.8	88.5
7.00	11	7.9	7.9	96.4
8.00	5	3.6	3.6	100.0
Total	139	100.0	100.0	
Mean: 3.698				
Valid cases: 139 Missing cases: 0				

TABLE 36

PARENTS DESIRING CHANGE

Value	Frequency	%	Valid %	Cum %
4.00	8	2.2	2.2	2.2
5.00	2	.5	.5	2.7
6.00	57	15.7	15.7	18.4
7.00	35	9.6	9.6	28.0
8.00	262	72.0	72.0	100.0
Total	364	100.0	100.0	
Mean: 7.486				
Valid cases: 364 Missing cases: 0				

TABLE 37

ADMINISTRATORS DESIRING CHANGE

Value	Frequency	%	Valid %	Cum %
1.00	1	11.1	11.1	11.1
7.00	2	22.2	22.2	33.3
8.00	6	66.7	66.7	100.0
Total	9	100.0	100.0	
Mean: 7.111				
Valid cases: 9 Missing cases: 0				

whereas any answer higher than 2 means either they are undecided (by 3) or they desire no change (by 4 or 5). My intention is only to underline the significant mean score in each group of respondents: teachers, 3.698; parents, 7.486; and administrators, 7.111. Table 38 presents a number of valid observations (listwise) whereby one can clearly see the three groups of variables along with their mean and their standard deviation.

TABLE 38

DIFFERENCE IN DESIRE FOR CHANGE BETWEEN
TEACHERS, PARENTS, AND ADMINISTRATORS

Oneway ANOVA for Change Difference Among 3 Groups					
Groups	N	Mean	Standard Deviation		
Teachers	139	3.6978	2.1524		
Parents	364	7.4863	0.9285		
Administrators	9	7.1111	1.9650		
Total	512	6.4512	2.1810		
Source	DF	Analysis of Variance		F Ratio	p Prob.
		Sum of Squares	Mean Squares		
Between Group	2	1447.6497	723.8249	374.7490	0.0000*
Within Group	509	983.1296	1.9315		
Total	511	2430.7793			
Student-Newman-Keuls Procedure for difference in desire for change between first Parents and Teachers; second, Parents and Administrators; third, Teachers and Administrators.					
Groups			Comparison		
Teachers			Teachers vs. parents	1A*	
Parents *			Parents vs. administrators	1B	
Administrators *			Teachers vs. administrators	1C*	

*p = .050.

Discussion

To test hypothesis 1, a one-way ANOVA test was carried out (see Table 38). A significant difference at 0.05 level is determined. The probability for no difference between each of the three groups taken together 2 by 2 is $p = 0.0000$. The mean difference, for example, between teachers and parents is $7.4863 - 3.6978 = 3.7885$. The mean difference between teachers and administrators is $7.1111 - 3.6978 = 3.4133$. The mean difference between parents and administrators is $7.4863 - 7.1111 = 0.3752$.

Since the three groups in hypothesis 1 are compared, we need a multiple comparison test for a 1 by 1 comparison. Therefore, a Student-Newman-Keuls procedure is also carried out (see Table 36, bottom) for hypotheses 2, 3, and 4.

Testing of the Hypotheses

In chapter 1, two main questions were presented:

1. What are the perceived concomitant educational problems facing the African American at-risk elementary students in Benton Harbor?

2. Is there a need for change in the Benton Harbor school system?

In addition, in chapter 3, the two basic questions were set forth with very detailed and precise descriptions in the form of null hypotheses in order to explore thoroughly and to clarify the respondents'

answers. They are hypotheses 1, 2, 3, and 4.

In chapter 4, the comments on each question of the questionnaire clearly spell out the fact that the Benton Harbor school administrators, teachers, and parents are not indifferent to the concomitant educational problems of the African American "at-risk" elementary students.

In the testing of the hypotheses they will express their wish. They will signify if there is a significant difference between the implementation of a program for change in all elementary schools of Benton Harbor to satisfy the perceived concomitant educational problems of the at-risk African American students and no change at all. In case there is no difference, the concerned hypothesis is retained, otherwise it is rejected.

Hypothesis 1

Hypothesis 1 states: There is no significant difference between the parents', teachers', and administrators' perceived concomitant educational problems due to teachers' burnout, lack of discipline, and low academic achievement in reading, mathematics, and science.

In order to test hypothesis 1, which attempts to establish or refute that there is no significant difference for change between the parents', teachers', and administrators' perceived concomitant educational

problems of those students, the following strategy was adopted. Because the educational hindrance was assessed to be caused mainly by teachers' burnout, lack of discipline, low academic achievement in reading, mathematics, and science, four questions relating to these concerns from each of these three groups were chosen for comparison (see p. 136). One-way ANOVA (Table 38) for change difference among the 3 groups indicates a mean of 3.6978 for teachers; 7.4863 for parents; and 7.1111 for administrators. It simply means that there is a significant difference for change between the 3 groups, consequently the first hypothesis is not sustained.

Hypothesis 2

Hypothesis 2 states: There is no significant difference between parents and the teachers of Benton Harbor elementary schools with respect to the need for change within the school system.

The Student-Newman-Keuls procedure establishes a significant difference for change between the parents and the teachers of Benton Harbor elementary schools at the 0.05 level. A mean difference of 3.7885 is found as $7.4863 - 3.6978 = 3.7885$. Teachers do not seem to want the same change as the parents, consequently this hypothesis is rejected.

Hypothesis 3

Hypothesis 3 states: There is no significant

difference between the parents and administrators of Benton Harbor elementary schools with respect to the need for change within the school system.

The Student-Newman-Keuls procedure establishes no significant difference for change between the parents and administrators of Benton Harbor elementary schools at the 0.05 level.

This has been presented in Table 38. The difference of the means of the two groups denotes pairs of groups not significantly different at the 0.05 level: $7.4863 - 7.1111 = 0.3752$. The probability for no difference between the two groups is $p < 0.050$. This hypothesis is consequently sustained.

Hypothesis 4

Hypothesis 4 states: There is no difference between the teachers and administrators of Benton Harbor elementary schools with respect to the need for change within the school system.

The Student-Newman-Keuls procedure establishes a significant difference at the 0.05 level for change between the teachers and administrators of Benton Harbor elementary schools. The difference of the means between these two groups is enormous: $7.1111 - 3.6978 = 3.4133$ (see Table 37). The probability for no significant difference between these two groups is $p > 0.050$ as

$p = 3.4133$; according to the above calculation. This hypothesis is consequently rejected.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The Benton Harbor area school system has had many problems in dealing with dropouts at the junior and senior high-school level. The large number of students who remain in school now fall under the category of "at-risk" students. Throughout the country statistics abound on the devastating consequences of these or similar "at-risk" youth. In most cases, these dropouts become juvenile law offenders, crime-prone youth, pregnant, and victims of crimes. "Sociogenic brain damage" seems to be at work among these youth. This study has attempted to find out the causes of this juvenile crisis and has proposed some practical solutions to help those youngsters secure a good primary education.

Statement of the Problem

It appears that the majority of the Benton Harbor youth fall in the category of "at-risk" students. They are at risk of dropping out of school, of becoming pregnant, or of becoming involved in criminal action. The

traditional schools have not been able to handle the problems of these students. In fact, the situation relating to these youth appears to increase with each passing year.

Purpose of the Study

The purpose of this study was to determine the concomitant educational problems facing the "at-risk" African American students in the Benton Harbor elementary school system and to suggest positive changes through an alternative model.

Research Questions

The following basic questions were addressed in this study:

1. What are the perceived concomitant educational problems facing the African American at-risk elementary students in Benton Harbor elementary schools?
2. Is there a need for change in the Benton Harbor school system?

Hypotheses

Hypothesis 1

There is no significant difference between the Benton Harbor parents', teachers', and administrators' expressed desire to satisfy the perceived concomitant educational problems due to teachers' burnout, lack of

discipline, and low academic achievement in reading, mathematics, and science.

Hypothesis 2

There is no significant difference between parents and the teachers of Benton Harbor elementary schools with respect to the need for change within the school system.

Hypothesis 3

There is no significant difference between the parents and administrators of Benton Harbor elementary schools with respect to the need for change within the school system.

Hypothesis 4

There is no significant difference between the teachers and administrators of Benton Harbor elementary schools with respect to the need for change within the school system.

Summary

This study has proved to be significant and has endeavored to open new horizons to solve the endemic educational dilemma of the inner-city "at-risk" African American youth. It has identified concomitant educational problems of the "at-risk" African American youth of the city of Benton Harbor. It has demonstrated the necessity of urgently modifying the curricula of all

elementary schools of the city of Benton Harbor. It has added to the sparse literature on educational programs for "at-risk" inner-city African American youth of America. It can be contributory to an academic master plan for the city of Benton Harbor elementary schools. Ultimately, it can be a model for the development of inner-city primary schools regionally, and if necessary, even nationwide. The literature for at-risk students in this country has already suggested the creation of unisex military-type schools as a probable remedy for the social epidemic of unwed teen pregnancy, juvenile law offenders, dropouts, and at-risk teens (Johnson, Maruyama, Johnson, Nelson, & Skon, 1981). This crisis is created mainly because of absence of self-discipline, too much leisure time, lack of self-esteem, lack of respect for authority figures, and complete disregard for others' property and well-being. This problem can be solved and will be solved for the highest good of society.

Conclusions

From this study the following conclusions can be derived.

1. Most of the students in the Benton Harbor school system are African American and fall in the category of at-risk for different reasons presented in chapter 4.
2. Seventy-two percent of the teaching staff

find it difficult to work satisfactorily with this demographic group of children and consequently leave the school system within 1 to 10 years (Table 6). The difference in ethnicity and background seems to be responsible for this burnout.

3. Sixty-four percent of the teachers say that they are not satisfied in their job. Four percent say they are not satisfied. Eleven percent experience little job satisfaction, and 49% state that the job satisfaction is fairly tolerable (Table 8). For all practical purposes the three above groups are not satisfied. Consequently, the turnover of 72% of the teaching staff within 1 to 10 years seems to be directly related to job satisfaction (Table 6).

4. Twenty-nine percent of the teachers state that they have no opportunity in this school system for self-actualization or self-realization and fulfillment (Table 9). This is extremely critical for intellectuals and for every human being, for that matter, according to Maslow's hierarchy of human needs.

5. Forty percent of the teachers believe that the disciplinary measures in the Benton Harbor school system are not adequate (Table 10). Fair and not good are considered as not adequate. This could be another reason why 72% of the teachers leave the system within 1 to 10 years.

6. In addition to the inadequacy of discipline

in the classroom (Table 11), the absence of opportunity for self-actualization (Table 9), and students' apparent lack of interest in learning (Table 11) aggravate the teachers' dissatisfaction (Table 8) and fuel the teachers' turnover crisis (Table 6).

7. Seventy-seven percent of the teachers state that the students' achievement is average, low, or even very low (Table 12) and seem inclined to blame the students' lack of interest in learning for lack of achievement (Table 11). This sounds like blaming the victim for the crisis.

8. This study concludes that 56% of the teachers (Table 13) would willingly move to another teaching position in response to these disciplinary problems, students' low achievement, lack of opportunity for self-realization, and students' apparent lack of interest in learning. They would move even if they were given a decrease in salary of 5-15%. Yes, maybe, and cannot say are considered as positive intention to move.

9. Parents' lack in education may be correlated to the students' educational crisis. Fifty-nine percent of the mothers of students enrolled in the Benton Harbor elementary schools did not complete their high-school program (Table 16). Twenty-six percent of both father and mother did not complete a high-school education (Table 16).

10. Regarding the average time of daily watching

of television at home, these students fall in the following five categories: 4%, none; 12%, 1 hour or less; 16%, 2 hours; 27%, 3-4 hours; 41%, 6 hours or more (Table 19). Fifty percent of the students watch TV on a daily basis without adult supervision (Table 20). This could possibly contribute to misbehavior or potential violence manifested often in the classrooms at Benton Harbor (Schulz & Bravi, 1986). Particularly in the early grades, children try to copy the negative behavior seen on TV (Friere, 1980).

Sixty-eight percent of the primary-school students watch TV between 3 and more than 6 hours per day (Table 19). This pattern indicates very little time left for homework and personal study.

As Socrates argued, the teacher is the leader of civilization with an absolute responsibility to pursue truth despite how one's contemporaries oppose or abuse him or her. The teacher's ultimate function is to stir the thinking of average individuals, shake them out of their lethargy, straighten out their irrationality, and drag them out of the cave of tribal superstition. Of course, a social value ultimately emerges from such education since society is changed for the better when morality and intelligence are combined (Toynbee, 1947).

Recommendations

Based on the review of literature presented in chapter 2 of this study and based on the findings

presented in chapter 4, two kinds of recommendations are presented:

1. General recommendations for consideration.
2. Recommendations for further study.

General Recommendations

1. In view of the fact that most of the students fall in the category of at-risk, it is recommended that the pupil-teacher ratio be no more than 15 to 1. This will enable the teacher to more easily handle the endemic disciplinary problems and more adequately provide much needed help to the students.

2. Taking into account that 72% of the teachers leave the system within 1 to 10 years (Table 6), it is recommended that remedial steps to increase staff retention be taken by the administration. Constantly recruiting of new staff proves to be extremely costly to the district, but it should be used to bring more minority teachers in order to correct the serious racial imbalance in staff.

3. Eighty-nine percent (Table 23) of the African American parents in Benton Harbor see education as a means to control and shape the destiny of their children. For the great majority of these parents, education is the most valuable legacy they are able to leave for their children (Table 23). Therefore, they see it as a vehicle to upward social mobility par excellence (Table 24). It

is recommended that the parents be properly counseled to become positive role models in leading, securing, and encouraging their children to get an education.

4. It is also recommended that parents provide early childhood education that is so critical in the mental and social development of preschool children. They may accomplish this parental task through Headstart and other available social services. They approved this proposition at 100% (Table 27, items 2 and 3).

5. It has been found that the unmarried teenage mothers' pregnancy epidemic present in the whole nation reached the alarming proportion of 38% in Benton Harbor in 1993, according to social services record. It is consequently recommended by 82% of the respondents that compulsory classes on family planning along with child care, be provided from grades 6 to 12 in Benton Harbor (Table 28, items 4, 5, and 6).

President Clinton (1995) recognized this social epidemic and requested that the states do everything possible to solve this national problem.

6. It is recommended that the Benton Harbor school system consider providing year-round education to its clientele. This is a remedial step to cure the summer violence and idleness. This may be implemented with the integration of work experience with the core curriculum (Table 29, item 13).

What we need strive for is some structure in the life of these youngsters. As one of my secondary-school mathematics' teachers (Elie Henry) used to say: "A little discipline in the life of any human being suffices to make of him/her at a certain given point in time a force."

Recommendations for Further Study

1. It is suggested that further study should be conducted to find out if special schools whose curriculum is based on self-reliance, self-discipline, self-esteem, work-study programs and job-training opportunities are deemed necessary for teenage unwed mothers and juvenile law offenders of the Benton Harbor school system--this with a sincere commitment not to mistreat but to help these young underprivileged students. These special schools should primarily stress the important role of games and exercise in education, favoring praise and reward rather than even mild discipline to accomplish the goals underlined above.

2. Since it has been found that military discipline may change the behavior of the at-risk students (Johnson et al., 1981), it is further suggested that Benton Harbor school system cooperate with the military and the state of Michigan to bring about the desired discipline, particularly for the juvenile delinquent youth who come back into the system after

serving time in the juvenile centers. Special unisex military boot camps should be established for those early law offenders with a rigorous curriculum, emphasizing personal discipline, respect for authority, respect for others' property, good citizenship, and the important role of games and exercise for any desired outcomes.

3. Since the first tenet of any type of education is discipline and as it has been found that a personal lack of discipline is one of the main reasons that the Benton Harbor school system students are at risk, it is further suggested that special unisex schools be established throughout the Benton Harbor school system to provide for "at-risk" unwed teen mothers and early law offenders with a rigorous military type of discipline.

However as said, Baldassare Castiglione speaking about "the Renaissance man"--the man who would make his way successfully into the highest ranks of society must now be not merely or necessarily nobly born, though that is an advantage, nor a great warrior, though he should be skilled in arms, but a fully developed personality, an amateur of all arts and all branches of learning and a master of some, possessing above all, grace, tact, good manners and personal charm. (Furgerson & Bruner, 1969, p. 311)

This necessarily will be costly, but much less costly to American society than constructing prisons to keep (with the taxpayers money) for years thousands upon thousands of young people who should be preparing themselves for useful life in that society.

Overview of a Research-Based
Plan for Reform in Benton
Harbor Schools

Robert E. Slavin (1996), speaking about students with special needs, narrates a little story which seems to be appropriate to the youngsters in the Benton Harbor elementary school system.

Once upon a time, there was a town whose playground was at the edge of a cliff. Every so often a child would fall off the cliff. Finally, the town council decided that something should be done about the serious injuries to innocent children. After much discussion, however, the council was deadlocked. Some council members wanted to put a fence at the top of the cliff, but others wanted to put an ambulance at the bottom. In this parable, says Slavin, the idea of putting an ambulance at the bottom of the cliff clearly is foolish on many levels. Waiting for innocent children to be injured and only then providing them with help is cruel and inhuman if the damage can be prevented. Further, it is needlessly expensive; an ambulance costs far more than a fence.

At the end of the introduction repeated at the beginning of the 5th chapter the researcher says that this study has attempted to find out the causes of this juvenile crisis and has proposed some practical solutions to help those youngsters secure a good primary education.

Yet longstanding policies in special education at Benton Harbor school system, especially for children with learning disabilities, are very much like this ill-considered idea. Benton Harbor schools provide pretty good programs in kindergarten, 1st grade, and beyond, but they know with certainty that a number of innocent children will fall by the wayside. In particular, a certain number of children of normal intelligence will fail to learn to read. After a while, these children are very likely to be retained, assigned to long-term remedial services, or labeled as having specific learning disabilities and provided with special education services.

By the time these services are rendered, most of the children will already have realized that they have failed at their most important task--learning to read. Accordingly, they likely will have lost much of their early motivation, enthusiasm, and positive expectations. Schools will be paying for years--in special education and in remedial instruction costs--for failing to ensure that students succeed in the early years. Research after research has proven that with appropriate prevention and intervention, nearly all children in the early elementary grades can learn to read well (Bear, Clever, & Proctor, 1991; Campbell & Ramey, 1994; Silver & Hagin, 1990; Zigler, Finn-Stevenson, & Linkins, 1992).

Stopstreaming: Does It Work
for Your Students?

Today, in the Benton Harbor school system, most children with "learning disabilities" are mainstreamed for much of their school day. Mainstreaming is better than self-contained placement, but it is far from ideal. Mainstreamed students with academic deficiencies often are poorly accepted by their peers, struggle with academic content, and develop low self-esteem (Bear et al., 1991).

Obviously students fare better when they succeed the first time they are taught, thereby avoiding both special education and mainstreaming. Slavin et al. (1991) call this neverstreaming: implementing prevention and early intervention programs powerful enough to ensure that virtually every child is successful in the first place.

Few people would deny that this is a nice policy in concept. The question is, would it be practical with real students in real schools? Evidence is accumulating that it is in fact possible to ensure the success of almost all children in the early elementary grades--at least in reading. And this has profound implications for special education for children with reading disabilities. The evidence produced by several researchers can be considered as follows and all these policies may be applied to the Benton Harbor school system.

1. Success for All Program:

The strongest evidence for the feasibility of *neverstreaming* comes from the research of Slavin, Madden, Karweit, and Dolan (1996), a comprehensive approach to restructuring elementary schools. The Johns Hopkins University's Center for Research on the Education of Students Placed at Risk (CRESPAR) is implementing the program in more than 300 schools in 70 districts in 24 states. The focus is prevention and intensive early intervention for children in preschool through sixth grade.

As preventive measures, the Success for All Program provides research-based instruction in reading, writing, and language arts. The programs emphasize cooperative learning and maintain a balance among phonics, children's literature, creative writing, and home reading. These programs are backed up in each concerned school district by offering:

- a. intensive professional development for teachers
- b. a full-time building facilitator to help teachers continue to improve their instructional strategies
- c. a curriculum-based assessment program to monitor student progress and identify children in need of additional help, and
- d. a strong parent involvement program.

However, even the best instructional programs cannot

ensure success for every child. For this reason, Success for All schools provide one-to-one tutoring for 1st graders who are struggling in reading. The tutors typically are certified teachers. Their goal is to see that the students never become remedial readers. To do this, they provide students with instruction that is closely tied to classroom reading instruction and teach them megacognitive skills--for example, how to ask themselves whether what they read makes sense and relates to what they have been taught.

A family support team in each school also provides intensive early intervention (Table 27, item 12). Team members get parents involved and give them strategies for helping their own children. They also develop programs to improve attendance, resolve behavior problems, and work with local agencies to see that children have eyeglasses, hearing aids, health services, or other needed assistance (Table 30, items 15 & 18).

Research on Success for All (Slavin, Madden, Karweit, Dolan, & Wasik, 1992; Slavin et al., 1994; Madden, Slavin, Karweit, Dolan, & Wasik, 1993) has shown that the program has consistently improved children's reading skills, as measured by both individually administered reading tests and standardized assessments.

Students in nine school districts across the United States have average scores three months ahead of those of matched control students by the end of first

grade, and more than a year ahead by the end of fifth grade. The effects are particularly dramatic for students who are more at risk, those in the lowest quarter of their grades.

These findings have direct relevance to special education. A longitudinal study in very high-poverty Baltimore schools found that of third graders participating in the program, including those in special education, only 2% were performing 2 years below grade level, the usual criterion for identifying reading disabilities. In the control groups, by contrast, 9% of third-graders were performing this poorly (Slavin et al., 1992). Overall, special education placements were cut in half.

In a study conducted in Ft. Wayne, Indiana, Smith, Ross, and Casey (1994) found that special education referrals in grades K-3 were more than three times higher in control schools than in Success for All schools. Smith and colleagues also found that first-grade special education students in Success for All schools had substantially higher achievement than 1st graders in control schools (Smith et al., 1994).

Success for All is usually funded by reallocation of Title I funds, supplemented on occasion by special education funds. Very few schools in the inner-city areas have funding beyond what they would have had without the program (Slavin et al., 1992). This means that even without extra resources, Benton Harbor

elementary schools can substantially reduce reading failure. With additional resources to pay for more tutors, they can further reduce the number of children failing to meet adequate reading standards.

2. Reading Recovery: a must in Benton Harbor elementary schools.

Reading Recovery is a first-grade tutoring program being used successfully in thousands of U.S. schools. It was developed in New Zealand by Marie Clay (1985), and researched and disseminated in the United States by Gay Su Pinnell, D. E. DeFord, and C. A. Lyons at Ohio State University (1988).

The program provides 30 minutes of daily, one-to-one tutoring to 1st graders who score poorly on a battery of diagnostic tests. Tutors are certified teachers who complete an extensive professional development program.

As with Success for All, research on Reading Recovery shows that the vast majority of children can be well on the way to reading effectively by the end of 1st grade (Pinnell et al., 1994). Reading Recovery students are more likely than matched comparison students to stay out of special education (Lyons, 1989).

3. Prevention of Learning Disabilities.

As the name suggests, Prevention of Learning Disabilities is designed to keep children from ever needing special education services for learning disabilities (Silver & Hagin, 1990). Like Reading

Recovery, this program provides one-to-one tutoring to at-risk first-graders. The tutoring, however, focuses on general perceptual skills as well as reading (Table 31 item 26). Studies of the program have found that first-graders have substantially higher achievement than do similar control groups (Silver & Hagin, 1990).

4. Early Childhood Intervention.

The Carolina Abecedarian Project (Campbell & Ramey, 1994) is the best example of an intensive early intervention program (Table 27, items 1, 2, & 3). Research on this program has found that following children through the critical first 5 years of their lives has strong and lasting effects.

Reading Recovery and Prevention of Learning Disabilities start with children in first grade, and Success for All starts with 4- and 5-year-olds. Yet much of children's cognitive development has already taken place by age 4 (Carnegie Corporation, 1994). This project offers further evidence that if young children grow up in poverty are effectively stimulated and their parents are helped to create a healthy home environment, they are more likely to perform well in school and to stay out of special education.

5. Family Support and Integrated Services.

Two national programs designed to improve school-home collaboration and services for children in the early grades are Comer's (1988) School Development Program and

Zigler's Schools of the 21st Century (Zigler et al., 1992). The programs aim to head off the causes of school failure that have nothing to do with children's cognitive capabilities: conflicts between parents' and schools' values and expectations; erratic attendance; or the need for eyeglasses, hearing aids, or more adequate nutrition, for example. Family support and integrated service programs can solve many of these problems.

Summary: The Verdict Is in for Benton
Harbor Elementary Schools

Up to now, no one program has been able to ensure that all children are reading well enough to stay out of special education. However, the five programs described above have come close, and with additional research and experience are sure to come even closer.

Moreover, imagine what would happen in Benton Harbor if all children in need of early intervention participated in multiple programs as intensive and comprehensive as these, from preschool through the elementary grades. The number of children still having reading problems would almost certainly be a fraction of what it is today.

A useful and appropriate debate is going on about special education versus inclusion for children with more serious, low incidence disabilities. For children at risk of learning disabilities, however, neither of these alternatives is the answer. Instead the need to focus on

prevention and early intervention seems to be wiser and less costly on the long range. If it is known and it is known how to ensure that virtually every child will become a skillful, strategic, and enthusiastic reader, then it is criminal to let children fall behind and only then provide assistance. Neverstreaming, stopstreaming, or special education should be the goal for all children who are at risk.

In the light of the fact that nationwide more African Americans (40%), Hispanics (38%), and Native Americans (42%) were at risk than White (20%) or Asian (20%) children. More males (29%) were at risk than females (21%). Older students (32%) were more at risk than younger students (21%), and students in certain schools and certain communities were more at risk than students in other schools and communities (Frymier, 1989). Since Benton Harbor schools and community, according to school authorities (Ellington, 1990) double the national average with 80% African American children at risk, it is imperative that the school district adopt the remedies which nationwide work. It is imperative and morally urgent that this district build a double fence to prevent innocent children from continually falling off the cliff of the educational playground.

A P P E N D I C E S

APPENDIX A

QUESTIONNAIRE

Questionnaire: Section I (Teachers Only)

Teacher Questionnaire

1. Grade taught _____
2. Years of teaching experience
1-5 years 5-10 years 10-20 years above 20 years
3. Years in this school _____
4. What is your level of satisfaction with your teaching job?
 not satisfied
 little satisfied
 so-so
 satisfied
 very satisfied
5. Which of the following, in your opinion, gives more job satisfaction? (Rank in order of priority from 1-5).
 high salary
 students' high achievement
 work security
 excellent working conditions
 feeling of self actualization
6. How would you rate the discipline in your school?
 not good
 fair
 good
 very good
7. In your opinion, what are the main factors responsible for undiscipline in the classroom? (Check more than one)
 Students' low self-esteem
 Family values predominate
 Lack of cooperation between parents and teacher
 Lack of interest in learning on the students' part
 Poor methodology uses
 Students' instability and emotional problems

8. How would you rate your students' academic achievement compared with the national average?

very low low average
 good very good

9. If you were offered a teaching position in another school where the discipline and the students' academic achievement are rated as "very good" but with a salary 5-15% lower, would you accept?

yes no maybe cannot say

Questionnaire: Section II
(Staff and Classroom Teachers Only)

Information Related to Students and Parents

1. Grade Level _____
2. Number of Students _____
3. Ethnicity
 - (a) _____ White
 - (b) _____ Black
 - (c) _____ Hispanic
 - (d) _____ Other
4. Family Setting
 - (a) _____ Students living with natural parents, mother and father
 - (b) _____ Students living with grandparents
 - (c) _____ Students living with mother and stepfather
 - (d) _____ Students living with mother only
 - (e) _____ Students living in foster home
5. Education
 - (a) _____ Mother not graduated from high school
 - (b) _____ Mother with high school education
 - (c) _____ Mother with college education
 - (d) _____ Neither parent graduated from high school
 - (e) _____ Both parents with high school education
 - (f) _____ Both parents with college education
 - (g) _____ Families getting newspaper regularly
 - (h) _____ Families with a set of encyclopedias at home
 - (i) _____ Families with more than 25 books at home
 - (j) _____ Families getting any magazines regularly
6. Lifestyle
 - A. Television
How much television do students usually watch each day?
 - (a) _____ none
 - (b) _____ 1 hour or less
 - (c) _____ 2 hours
 - (d) _____ 3-4 hours
 - (e) _____ 5-6 hours

B. TV Supervision

- (a) ___ Students with an adult when watching TV
 (b) ___ Students with adult who chooses what they want to watch

C. Bed-time Supervision

- (a) ___ Students whose parents set a time to go to bed
 (b) ___ Students who go to bed as they please

D. School Work

Students reading with or to their parents on a regular basis:

- (a) ___ Almost every day
 (b) ___ Once or twice a week
 (c) ___ Once or twice a month
 (d) ___ Never or hardly ever

Students discussing things they have studied in school with someone at home:

- (a) ___ Almost every day
 (b) ___ Once or twice a week
 (c) ___ Once or twice a month
 (d) ___ Never or hardly ever

E. Stability

- ___ Students who have been in the same school since kindergarten
 ___ Students who have been in three or more schools from K-4
 ___ Students who have been in three or more schools from K-6

Questionnaire: Section III

Parents Only

1. As African-American parents do you see education as vital in the struggle for freedom and full equality for your children in America?
 - (a) Not really important
 - (b) Its importance increases day after day
 - (c) It is actually the most important asset
 - (d) It is not necessary for success in life

2. As African-American parents do you see education as a vehicle by which your children can control and shape their destiny, build stable communities, provide for their families, and fully realize the fruits of democracy?
 - (a) Yes, I am fully convinced
 - (b) Yes, but I think it is better to have money than education
 - (c) No, education is not for our people
 - (d) No, my children rather need a good job
 - (e) No, why must my children have an education more advanced than us?

3. As African-American parents do you favor good reading skills and excellent mathematic ability for your children?
 - (a) Yes, I do because they are basics
 - (b) No, I do not because they are not important to me
 - (c) Yes, I strongly recommend these two subjects for our young people
 - (d) No, if they have money and a good job, those things are secondary
 - (e) No, I do not see why they have to torture their mind to learn Mathematics, that is very difficult

4. Do you think that quality affordable full-time infant and preschool care and education are important?
 - (a) Yes, I do because our children need to get off to a good educational start

- (b) — Yes, I do because the finest high school and college programs are useless if our students first do not get a solid grounding in the three "Rs"
- (c) — Yes, I do because the children who have a good mastery of the three "Rs" are more confident and develop better self-esteem
- (d) — No, because I do not believe that preschool care and education have anything to do with how the children will fare in later years

Questionnaire: Section IV

Educational Administrators and National Experts Only

SA = Strongly agree
 A = Agree
 D = Disagree
 SD = Strongly disagree
 NO = No opinion

As educational administrators or national experts in the areas of at-risk students and academic academy-type programs do you think it is necessary to implement the following programs in Benton Harbor?

<u>No.</u>	<u>Item</u>	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NO</u>
Child Intervention:						
1.	Child care programs so that teenage and other "at-risk" mothers may attend school	_____	_____	_____	_____	_____
2.	Quality preschool for three and four year old youngsters, based on an active learning curriculum, and to provide health and other support services	_____	_____	_____	_____	_____
3.	Quality school age child care programs for low income working parents, to include development of language and social skills and school readiness experiences	_____	_____	_____	_____	_____
Parent Intervention:						
4.	Program alternatives and work incentives (partnerships with business and industry must be explored) to assist teenage and "at-risk" parents to complete high school	_____	_____	_____	_____	_____
5.	Programs to focus on parenting skills for teenage and "at-risk" parents to include health care, nutrition and intellectual stimulation for young children	_____	_____	_____	_____	_____

<u>No.</u>	<u>Item</u>	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NO</u>
6.	Pre and post natal health care for pregnant teens and high risk mothers	---	---	---	---	---
Management:						
7.	School based management, participatory decision making and local accountability for improvements	---	---	---	---	---
8.	Staff development programs for administrators and teachers to enable them to work with citizens of the 21st century	---	---	---	---	---
9.	Use of existing facilities to create smaller school enrollments and smaller classes	---	---	---	---	---
10.	Partnerships and shared decision making with business and industry to accomplish Program #4	---	---	---	---	---
11.	Partnerships with physical and mental health care providers to accomplish Program #2 and #5	---	---	---	---	---
12.	Use of electronic student record transfer systems (MESRTS) in metro areas	---	---	---	---	---
13.	Year around and flexible scheduling to accommodate community and maximize facility usage	---	---	---	---	---
Program:						
14.	Fluid curriculum to provide Reading and Math basic skills and survival strategies for citizens of 21st century	---	---	---	---	---
15.	Early intervention programs: affordable full-time infant and preschool care; pre-natal classes, academic instruction, counseling, health and social services, and parenting classes	---	---	---	---	---

<u>No.</u>	<u>Item</u>	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NO</u>
16.	Incorporation of teaching and use of technology: video disks, computers, robotics, etc.	---	---	---	---	---
17.	Use of alternative programs to integrate work experiences with core curriculum	---	---	---	---	---
18.	Programs providing health services, nutrition, education and career and family counseling specifically targeted to "at-risk" families	---	---	---	---	---
Extracurricular:						
19.	Alternative activities, developed with community assistance, to stimulate development of physical and social skills, appreciation of arts and environment	---	---	---	---	---
20.	Utilize cooperative planning with community to include programs for life long learning, and activities for youth, adults and seniors	---	---	---	---	---
21.	Programs to encourage volunteerism: students, adults, corporate sector, grandparents, etc.	---	---	---	---	---
22.	Provide educational programs which enable all its primary school students to learn inter-actively in dyads or small groups, experientially, and in roles that are both supportive of one another and that emphasize prior life experience as germane to mastering new content.	---	---	---	---	---
23.	Craft educational experience whereby learners talk through required processes to have their questions answered, and to understand that they are valued, "seen," and appreciated for their interactive and self-awareness capacities.	---	---	---	---	---

<u>No.</u>	<u>Item</u>	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NO</u>
24.	A cooperative environment, one that recognizes and awards the consciousness of individual differences, and one that "celebrates mistakes" as a way of converting confusion and anxiety into a readiness to benefit from trial and error experimentation.	_____	_____	_____	_____	_____
25.	Provide a friendly and supportive and non-crowded classroom where the students can ask for and give help; where are action, interactive activities, games, and opportunities to meet with, speak to, and make friends of everyone (teachers included).	_____	_____	_____	_____	_____
26.	Recognize the a propos of Edmond's statement which states: "We can, whenever and wherever we choose, successfully teach our children whose schooling is of interest to us. Whether we do it must finally depend on how we feel about the fact that we haven't done it so far;" and strive to apply it to the benefit of BHAS system.	_____	_____	_____	_____	_____
27.	Learning environments that emphasize drill and practice, the practical, the applicable, the manipulable, the immediately correct or most defensible answers, immediate feedback on performance, and an efficient workplace.	_____	_____	_____	_____	_____
28.	An environment that promotes sequence, reasons, impersonal problem solving processes, objectivity, correct and defensible responses, and intellectual challenge.	_____	_____	_____	_____	_____

Questionnaire: Section V

Parents, Educators, National Experts in
the Areas of Alternative Education

Instructions: In this section write any additional suggestions and comments you may wish to make. You may wish to list some courses or programs you will like to see implemented at BHAS primary school system to help meet the educational needs of the "at-risk" as well as not "at-risk" elementary school African-American youth of the city of Benton Harbor.

Matthew Stevens believes that the most deadly disease ravaging the African-American and Latino communities today is mediocrity. "We are what we repeatedly do. Excellence is not an act, but a habit" (Aristotle). According to James Comer this mediocrity is not just a matter of parents not caring enough, teachers not making enough of an effort, and kids not being motivated. It is more complicated than that. It is a combination of changing the nature of the economy that created the instability of family and community and also raising the level of development necessary to help more people participate in the economy.

1. How do you see we can alter the ethos of our institutions to create this liberating movement?

In "Freedom Plow," Langston Hughes reflects: "When a man starts out to build a world, he starts first with himself and the faith that is in his heart, the strength there, the will there to build." These strong words illuminate the motivational forces that must be engaged in our efforts to educate students and financially liberate their parents who are starting out with "their hands empty." Unless our schools and colleges harvest this vast neglected human resource, the American way of life will vanish in our lifetime, writes John F. Noonan, president, Bloomfield College.

2. How do you yourself plan to help America build its new world and harvest this vast, neglected human resource?

It is obvious that unemployment is the major contributing factor toward poverty. What is not so well appreciated is that jobs not only provide income, but also enhance self-esteem, education, and aspiration in families. Perhaps the most disheartening thing about America is that poverty has become so built into the system that it becomes a deeper and deeper hole for many African-American families with every succeeding decade. Thus, poor families of the 1960s and 1970s are more likely to have offspring who are poor in the 1980s and even poorer in the 1990s.

3. Do you think as a society all together we can reverse this shameful circle?

APPENDIX B

CORRESPONDENCE



ANDREWS
UNIVERSITY

June 12, 1991

State Commissioner of Education
Maine

Dear Sir:

Re: Solicitation of a list of Academic academy for research purposes

Many "at risk" children are failing before they ever enter schools. Poverty, poor nutrition, and lack of health care contribute to a never ending cycle of impaired cognitive development, learning problems and failure in the early grades.

We are almost certain that your state is no exception in this matter. Would you be kind enough to let us have a list of the Academic Academy; the modified type of primary school implementing alternative curricula in your state in order to alleviate the plight of those mainly black youth and other minority youngsters in this regard.

Kindly supply a list, with the name of the contact person, of such alternative schools now operating in your state.

Yours truly,

Simon M. Honore
Doctoral Student,
Dept. of Educational Administration



John R. McKernan, Jr.
Governor

Eve M. Bither
Commissioner

DEPARTMENT OF EDUCATION

Telephone (207) 289-5800

June 17, 1991

Mr. Simon Honore
Department of Education Administration
Andrews University
Berrien Springs, Michigan 49104

Dear Simon:

Your letter of June 12, 1991 to the Commissioner of Education has been forwarded to my office for response. Please find the following materials enclosed:

Maine Dropout Prevention Planning Guide
Advisory Committee Report to the Joint Education Committee, January 1991

If you need further information, please feel free to contact me at (207) 289-5110.

Sincerely,

A handwritten signature in cursive script that reads "Frank J. Antonucci, Jr.".

Frank J. Antonucci, Jr.
Consultant for the Office of
Truancy, Dropout & Alternative Education

FJA/stp

Diana J. Ohman
Superintendent of Public Instruction
Wyoming Department of Education
307/777-7675
307/777-6234 FAX



Hathaway Building, Second Floor • 2300 Capitol Avenue • Cheyenne, WY 82002-0050

June 19, 1991

Simon M. Honore, Doctoral Student
Department of Educational Administration
Andrews University
Berrien Springs, Michigan 49104

Dear Mr. Honore:

Per your letter of June 12, 1991, those alternative schools now operating in Wyoming are:

- Campbell County Alternative/Transitional Center, Gillette, Les Hellevang
- Alternative School, Riverton, Mike Kouris
- High School Three, Cheyenne, Gil Sanchez
- Roosevelt Center, Casper, Dr. Carl Madzey
- Alternative High School, Rock Springs, Robert Plant
- Western Wyoming Alternative School, Jackson, Albert Storrs

Hope this information is helpful.

Sincerely,

Linda L. Stowers

Linda L. Stowers, Director
School Improvement Unit

LLS/lkp

ROBERT E. BARTMAN
Commissioner of Education



DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

P.O. BOX 480
JEFFERSON CITY, MISSOURI 65102

June 20, 1991

Mr. Simon M. Honore
Doctoral Student
Department of Educational Administration
Andrews University
Berrien Springs, Michigan 49104

Dear Mr. Honore:

Thank you for your letter of June 12, 1991, requesting information on alternative schools in Missouri. I will share your letter with Mrs. Joan Solomon, Director of Urban Education in our Department. Mrs. Solomon also chairs our activities related to at-risk students and she may know of specific alternative schools which may be of interest to you. By copy of this letter to her, I will ask that she contact you directly.

Good wishes.

Sincerely,

Robert E. Bartman
Commissioner of Education

lw

c: Joan Solomon

STATE OF



DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION
THE TOWNSEND BUILDING
P. O. BOX 1402
DOVER, DELAWARE 19903-1402

JAMES L. SPARTZ
INTERIM STATE SUPERINTENDENT

ROBERT E. SCHILLER
JAMES L. SPARTZ
DEPUTY STATE SUPERINTENDENTS
PRIMO V. TOCCAFONDI
ASSISTANT STATE SUPERINTENDENT

June 21, 1991

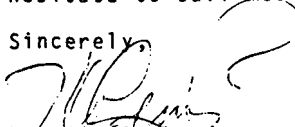
Simon M. Honore
Dept. of Educational Administration
Andrews University
Berrien Springs, Michigan 49104

Dear Mr. Simon Honore:

In response to your request of June 12, 1991, Delaware State College (Contact: Dr. William B. DeLauder, President, 1200 duPont Highway, Dover, DE 19901) may provide you with information on their academic intervention programs for underrepresented youngsters.

Should you require additional information, please do not hesitate to call me. Good luck with your research.

Sincerely,


Horacio D. Lewis
State Supervisor

cc: Dr. Carol O'Neill Mayhew

ROBERT E. BARTMAN
Commissioner of Education



DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

P.O. BOX 480

JEFFERSON CITY, MISSOURI 65102-0480

June 24, 1991

Mr. Simon M. Honore
Doctoral Student
Department of Educational Administration
Andrews University
Berrien Springs, Michigan 49104

Dear Mr. Honore:

Your letter requesting information on primary schools that are implementing alternative curricula to alleviate the plight of minority youngsters was referred to me by Commissioner Robert Bartman for reply. Enclosed is a brochure explaining the Missouri Accelerated Schools Project, a project serving 10 elementary schools in the state. The schools and their contact people are listed on the back of the brochure. I have marked in yellow, for your information, those schools whose population is almost entirely minority children.

Best wishes on your research project.

Sincerely,

Joan Solomon

Joan Solomon, Director
Urban Education

csh

Enclosure

c Commissioner Bartman



STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
P. O. BOX 94064
BATON ROUGE, LOUISIANA 70804-9064

June 24, 1991


Mr. Simon M. Honore
Department of Educational Administration
Andrew University
Berrien Springs, Michigan 49104

Dear Mr. Honore:

Thank you for your recent letter concerning elementary alternative schools. I am pleased to provide you with the attached information regarding Louisiana's schools.

Please contact Mrs. Karen Soniat of my office at (504) 342-3355 should you have further questions.

Sincerely,


Raymond G. Arveson
Assistant Superintendent
Office of Academic Programs

RGA:mo
Attachment

c: Karen Soniat



NORTH CAROLINA
DEPARTMENT OF PUBLIC INSTRUCTION

116 West Edenton Street, Education Building
Raleigh, NC 27603-1712

BOB ETHERIDGE
State Superintendent

June 24, 1991

Simon M. Honore
Doctoral Student
Andrews University
Department of Educational Administration
Berrien Springs, Michigan 49104

Dear Mr. Honore:

Enclosed please find some information on various alternative classes, programs and schools that have been implemented here in North Carolina.

Please let us know if we can be of further assistance.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Grova L. Bridgers".

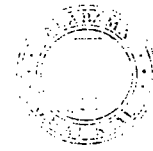
Grova L. Bridgers, Consultant
Division of Student Services

GLB:pt



State of Alabama
Department of Education

Gordon Persons Building
 50 North Ripley Street
 Montgomery, AL 36130-3901



Wayne Teague
 State Superintendent of Education

June 24, 1991

"Promoting Excellence
 in Alabama's Schools"

Mr. Simon M. Honore
 Department of Educational Administration
 Andrews University
 Berrien Springs, Michigan 49104

Dear Mr. Honore:

Thank you for your letter concerning "high risk" children in Alabama. We understand that poverty, poor nutrition and lack of health care are major problems in the development of a child's cognitive development and contributes to failure in the early grades.

Historically, Alabama's schools have been underfunded. Because of such funding problems there is little money for children in this regard. Alabama doesn't have an alternative curricula or specific legislation designed for "high risk" children. However, the "Educational Improvement Act of 1991," currently pending in the Legislature, has a section dealing with "at-risk" students (Section 18). A copy of Section 18 is enclosed. Every school system also has special education programs which aid children with learning problems.

In 1988, the state Board of Education required each local school system to establish an alternative program for "at-risk" children. There are no state guidelines for these programs, and thus they may vary in format from system to system. However, standards relating to alternative programs will be incorporated into our performance-based accreditation system, which we are in the process of implementing. Also, there currently is no state funding appropriated for these alternative programs, and local school systems must fund them from various sources.

Chapter 1, a federally funded program, provides remedial and instructional programs to educationally disadvantaged children and youth. For more information on this program in Alabama, contact the state coordinator for Chapter 1, Cecil Bobo, at (205) 242-8199.

Enclosed you will find a copy of the state Department of Education's annual report. Pages 15-16 will explain our requirements for school guidance and counseling to assist with a number of problems, including those of "at-risk" youth. If you need further information about guidance and counseling programs, please contact the coordinator for Counseling and Career Guidance, Jimmy Jacobs, at (205) 242-8049.

If you should need additional information, please feel free to contact our department again.

Sincerely,

Dean R. Argo, Director
 Information and Communications Division

DRA/sl
 Enclosures (2)



TENNESSEE
STATE DEPARTMENT OF EDUCATION
OFFICE OF COMMISSIONER
NASHVILLE, TENNESSEE 37243-0375

June 26, 1991

Simon M. Honore
Doctoral Student
Department of Educational Administration
Berrien Springs, Michigan 49104

Dear Mr. Honore:

In answer to your request for information regarding programs for Children-at-Risk, we are remitting the enclosed data.

I hope this will prove helpful to you, and, if we in Tennessee can be of further assistance, please let us know.

Sincerely,

May Alice Ridley
Executive Administrative Assistant
to the Commissioner of Education

MAR:pg

Enclosure



FRANKLIN B. WALTER
SUPERINTENDENT OF
PUBLIC INSTRUCTION

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
43266-0308



NANCY ANN EBERHART
DIRECTOR
Division of
Curriculum, Instruction, and
Professional Development
Room 1005
65 South Front Street
(614) 466-2761

Thank you for your request for the Ohio Educational Directory.
Due to the tremendous number of orders this year, the supply
has been depleted, and we cannot fill your order. Your check
or money order is being returned.

We appreciate your interest and would like to add you to our
list of those who will be notified when the 1991-1992 Ohio
Educational Directory is available. At that time, you will
receive current information about directory cost and shipping
charges. Please fill out the form at the bottom of the page
and mail it to

Ohio Educational Directory
Ohio Department of Education
Division of Curriculum, Instruction,
and Professional Development
65 South Front Street, Room 1005
Columbus, Ohio 43266-0308

kl
Enclosures

Please notify me when the 1991-1992 Ohio Educational Directory is
available.

Name _____

Address _____

4856 Pioneer Road
Berrien Springs MI 49103
January 25, 1993

Dr. Joseph A. Shurn, Superintendent
Benton Harbor Area Schools
711 East Britain Ave.
Benton Harbor MI 49022

RE: Permission from the Benton Harbor Area School District and
Benton Harbor Education Board of Trustees to administer a
questionnaire to the district's elementary schools

Dear Dr. Shurn,

As the last stage of my Ph.D. program at Andrews University in
Educational Administration and Supervision, my dissertation
proposal has been recently approved (copy enclosed).

Consequently I humbly request that you, with the approval of the
Benton Harbor Education Board of Trustees, accord me the
permission to administer a questionnaire to the district's
elementary schools. The results of this questionnaire will
confirm or refute the viability of development and administration
of a modified academic academy-type program for all the
elementary schools of the city of Benton Harbor.

Thank you in advance for this expected courtesy.

Yours truly,



Simon M. Honore, Ed.S.

SMH/jfc

cc: Mrs. Jane Strand, President
1992-93 Board of Education

4856 Pioneer
Berrien Springs, MI 49103
February 16, 1993

Dr. Joseph A. Shurn
Superintendent of Benton Harbor
Area Schools District
711 East Britain Avenue
Benton Harbor MI 49622

Re: Requested cover letter for Questionnaire turned in on
February 2, 1993.

Dear Dr. Shurn,

Pursuant to our telephone conversation of February 11, 1993, I
write this letter to reassure you and the Benton Harbor Area
Schools District, that no information collected from the Ques-
tionnaire will serve as propaganda: it will be used only for
completing the dissertation.

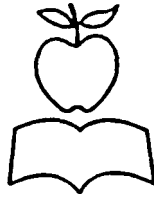
Also, I engage my own responsibility and not Benton Harbor Area
Schools District's, should any law suit arise from the results
of this research study. Again, thank you for affording me the
opportunity to learn, acquaint myself with the administrator's
Problems and complete this dissertation.

Yours truly,



Simon Honore

cc to Mrs. Jane Strand.



Benton Harbor Area Schools

Administrative Center

711 E. Britain Avenue

Benton Harbor, Michigan 49022-1107

(616) 927-0600

March 1, 1993

Mr. Simon Honore
4856 Pioneer
Berrien Springs, MI 49103

Dear Mr. Honore:

This letter is in reference to your letter to Dr. Shurn dated February 16, 1993 regarding the completion of an administrative questionnaire by the Benton Harbor Area Schools.

Please be advised that the following procedure has been established for these requests:

1. Submit a letter from the appropriate degree granting academic institution stating the status of the applicant as a graduate student and a candidate for a degree.
2. Submit an official proposal from the same institution regarding the research to be conducted.
3. Submit a letter including the specifics of the Benton Harbor Area Schools involvement in the administration of such research study and/or instruments.
4. Arrange for a meeting with the Assistant Superintendent for Personnel & Evaluation to discuss the specifics of the research and the involvement of the Benton Harbor Area Schools in it.

Please contact the Personnel Office if you have any further questions.

Sincerely,

Wahbah A. Sayegh, Ph.D.
Assistant Superintendent
for Personnel & Evaluation

lm
cc: Dr. Shurn



ANDREWS
UNIVERSITY

March 29, 1993

Dr. Wahbah A. Sayegh
Asst. Supdt for Personnel & Evaluation
711 E Britain Ave
Benton Harbor, MI 49022

Dear Dr. Sayegh:

This is to certify that Mr. Simon Honore is a doctoral student at Andrews University working toward a Ph.D. degree in the field of Educational Administration.

For your review I am enclosing a copy of his research proposal. He will be conducting the research in Benton Harbor School System pending granting permission from your office.

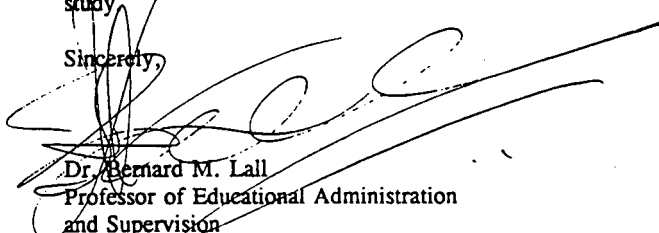
Benton Harbor Area Schools will be involved in this research study in the following manner:

1. by granting permission for the questionnaire to be seen by teachers and administrators.
2. by giving the candidate a letter of introduction to the schools' principals.
3. by encouraging the principals to support the candidate's efforts.

We shall be delighted to meet with you to discuss the specifics of research and the involvement of Benton Harbor Area Schools. Please suggest a time and date.

We appreciate professional cooperation Andrews University enjoyed over the years with your school system. We look forward to continued cooperation in the tenure of Simon Honore's study.

Sincerely,


Dr. Bernard M. Lall
Professor of Educational Administration
and Supervision

pc

Enclosure



Benton Harbor Area Schools

Dr. Altman: -

For your consideration &
possible approval.
A copy of the questionnaire, submitted
on 5/3/93, is attached.

W. A. Sayegh
5/3/93

Administrative Center

711 E. Britain Avenue

Benton Harbor, Michigan 49022-1107

(616) 927-0600

April 28, 1993

Mr. Simon Honore
4856 Pioneer Road
Berrien Springs, MI 49103

Dear Mr. Honore:

We are in receipt of your dissertation proposal and the letter of March 29, 1993 regarding the administration of a questionnaire to the Benton Harbor Area Schools staff.

Although this proposal briefly discusses the instrument to be used in this study, it does not include a copy of the actual questionnaire to be administered.

Unless we have an opportunity to examine the actual questionnaire that will be used, we cannot give authorization to administer it and abide by the conditions set forth in your letter:

"Benton Harbor Area Schools will be involved in this research study in the following manner:

1. by granting permission for the questionnaire to be seen by teachers and administrators.
2. by giving the candidate a letter of introduction to the schools' principals.
3. by encouraging the principals to support the candidate's efforts."

Again, without the actual questionnaire for review, authorization to administer it cannot be given.

Sincerely,

W. A. Sayegh

Wahbah A. Sayegh, Ph.D.
Assistant Superintendent
for Personnel & Evaluation

lm

April 30, 1993

Dr. Wabbaq A. Sayegh, Ph.D.
Assistant Superintendent
for Personnel and Evaluation

Re: Questionnaire for review provided.

Dear Dr. Sayegh,

Thank you for your letter of April 28, 1993.

Enclosed, please find the questionnaire requested. I did already give a copy to Dr. Shum in a package sent to him on 2-2-93.

As you requested only the proposal in your letter dated March 1, 1993, I thought you already had it. I am sorry for all these inconveniences.

Yours truly,
Honoreé

20 APR 29 1993

PERSONNEL

W. Sayegh
5/3/93

April 30, 1993

DR. Wabwah A. Sayegh, Ph.D.
Assistant Superintendent
for Personnel and Evaluation
Re: Questionnaire for review provided.

Dear Dr. Sayegh,

Thank you for your letter of April
28, 1993.

Enclosed, please find the question-
naire requested. I did already
give a copy to Dr. Shura in a
package sent to him on 2-2-93.

As you requested only the proposal
in your letter dated March 1,
1993, I thought you already had
it. I am sorry for all these
inconveniences.

Yours truly,
(Honoré)

TO: All Staff
FROM: Mrs. Renee' R. Williams, Principal
Academic Academy
DATE: May 25 1993
SUBJECT: COLLEAGUE DISSERTATION RESEARCH

Mr. Simon Honore, a high school science teacher, is completing his doctoral degree work and needs your cooperation to gather research for his dissertation.

He is requesting that you fill out the attached teacher questionnaire sheet and send the parent questionnaire home with one African-American student whose parent would most probably complete the questionnaire and return it.

This is strictly voluntary but Mr. Honore would appreciate your cooperation.

Attachments

Memorandum

May 25, 1993

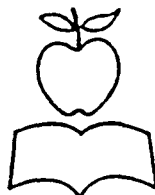
TO: Morton School Professional Staff
FROM: Rick Garrison, Principal *Rick*
Morton Elementary School
SUBJECT: COLLEAGUE DISSERTATION RESEARCH

Mr. Simon Honore, a high school science teacher, is completing his doctoral degree work and needs your cooperation to gather research for his dissertation.

He is requesting that you fill out the attached teacher questionnaire sheet and send the parent questionnaire home with one African-American student whose parent would most probably complete the questionnaire and return it.

This is strictly voluntary but Mr. Honore would appreciate your cooperation.

Attachments



Benton Harbor Area Schools

Martindale Elementary School

2199 Laurel Avenue

Benton Harbor, Michigan 49022

(616) 927-0689

To: All Teachers

From: Gregory L. Mauchmar, Principal
Martindale Elementary School

Subj: Dissertation Research - Mr. Simon Honore

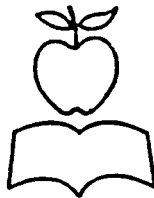
Date: May 25, 1993

Mr. Simon Honoré, a high school science teacher, is completing his doctoral degree work and needs our assistance. Mr. Honoré needs to gather data for his dissertation from the questionnaires attached.

He is requesting that you fill out the teacher questionnaire sheet and send one parent questionnaire home with a reliable student whose parent would most likely complete and return it.

This is strictly voluntary but Mr. Honoré would appreciate your cooperation in this matter. Please return the completed questionnaires to my office no later than Friday, May 28, 1993.

Thank you.



Benton Harbor Area Schools

Calvin Britain Elementary School 209 E. Britain Avenue Benton Harbor, Michigan

(616) 927-0633

TO: Calvin Britain Staff
FROM: Larry Gavin, *for*
RE: Colleague Dissertation Research
DATE: May 26, 1993

Mr. Simon Honore, a high school science teacher, is completing his doctoral degree work and needs our cooperation to gather research for his dissertation.

He is requesting that you fill out the attached teacher questionnaire sheet and send the parent questionnaire home with one African-American student whose parent would most probably complete the questionnaire and return it.

This is strictly voluntary but Mr. Honore would appreciate your cooperation.

SORTER ELEMENTARY SCHOOL
1421 PIPESTONE ROAD
BENTON HARBOR, MI. 49022
(616) 927-0716

Memorandum

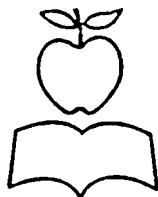
June 14, 1993

TO: Sorter School Professional Staff
From: Ann Kennedy, Principal *AK*
Sorter Elementary School
SUBJECT: COLLEAGUE DISSERTATION RESEARCH

Mr. Simon Honore, a high school science teacher, is completing his doctoral degree work and needs your cooperation to gather research for his dissertation.

He is requesting that you fill out the attached teacher questionnaire sheet and send the parent questionnaire home with one African-American student whose parent would most probable complete the questionnaire and return it.

This is strictly voluntary but Mr. Honore would appreciate your cooperation.



Benton Harbor Area Schools

Fair Plain Northeast Elementary School 400 Lynch Avenue Benton Harbor, Michigan 49022 (616) 927-0651

June 15, 1993

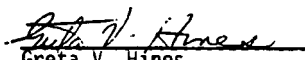
Mr. Simon Honore'
4856 Pioneer Rd.
Berrien Springs, Michigan

Dear Mr. Honore':

Your request concerning the questionnaires was shared with the teachers at our Staff Meeting on May 26th and the materials distributed.

Best wishes as you work on the completion of your dissertation.

Sincerely,


Greta V. Hines
Principal, Northeast School

APPENDIX C

DATA AND ANALYSIS OF DATA

108 120930001000100042240320010010050801001503010900000010102010203050410101413111002050910020509090906
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156 2113
157 3132
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159 3111
160 3133
161 1133
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```
get file='data.sys'.  
The SPSS/PC+ system file is read from  
file data.sys  
The file was created on 7/15/93 at 14:57:49  
and is titled SPSS/PC+  
The SPSS/PC+ system file contains  
529 cases, each consisting of  
94 variables (including system variables).  
94 variables will be used in this session.
```

Page 3

SPSS/PC+

7/16/93

```
This procedure was completed at 12:53:20  
missing value ID TO T6 T8 T9 P1 TO A28(0).  
fre all.
```

```
***** Memory allows a total of 32767 Values, accumulated across all Variables.  
There also may be up to 4096 Value Labels for each Variable.
```

T1

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	18	3.4	15.7	15.7
	2	18	3.4	15.7	31.3
	3	19	3.6	16.5	47.8
	4	19	3.6	16.5	64.3
	5	19	3.6	16.5	80.9
	6	22	4.2	19.1	100.0
	.	387	73.2	Missing	
	0	27	5.1	Missing	
	Total	529	100.0	100.0	

Valid cases 115 Missing cases 414

T2

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	31	5.9	21.8	21.8
	2	72	13.6	50.7	72.5
	3	35	6.6	24.6	97.2
	4	4	.8	2.8	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

T3

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	4	.8	2.8	2.8
	2	4	.8	2.8	5.6
	3	24	4.5	16.9	22.5
	4	8	1.5	5.6	28.2
	5	22	4.2	15.5	43.7
	6	11	2.1	7.7	51.4
	7	11	2.1	7.7	59.2
	8	20	3.8	14.1	73.2
	9	10	1.9	7.0	80.3
	10	9	1.7	6.3	86.6
	11	3	.6	2.1	88.7
	12	4	.8	2.8	91.5
	13	3	.6	2.1	93.7
	14	1	.2	.7	94.4
	15	3	.6	2.1	96.5
	16	3	.6	2.1	98.6
	17	1	.2	.7	99.3
	33	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

T4

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	5	.9	3.5	3.5
	2	16	3.0	11.3	14.8
	3	70	13.2	49.3	64.1
	4	49	9.3	34.5	98.6
	5	2	.4	1.4	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

T5A

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	7	1.3	25.0	25.0
	2	4	.8	14.3	39.3
	3	7	1.3	25.0	64.3
	4	2	.4	7.1	71.4
	5	8	1.5	28.6	100.0
	.	387	73.2	Missing	
	0	114	21.6	Missing	
	Total	529	100.0	100.0	

Valid cases 28 Missing cases 501

T5B

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	24	4.5	41.4	41.4
	2	23	4.3	39.7	81.0
	3	6	1.1	10.3	91.4
	4	5	.9	8.6	100.0
	.	387	73.2	Missing	
	0	84	15.9	Missing	
	Total	529	100.0	100.0	

Valid cases 58 Missing cases 471

T5C

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	48	9.1	57.1	57.1
	2	4	.8	4.8	61.9
	3	4	.8	4.8	66.7
	4	28	5.3	33.3	100.0
	.	387	73.2	Missing	
	0	58	11.0	Missing	
	Total	529	100.0	100.0	

Valid cases 84 Missing cases 445

T5D

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	28	5.3	58.3	58.3
	2	4	.8	8.3	66.7
	3	3	.6	6.3	72.9
	4	8	1.5	16.7	89.6
	5	5	.9	10.4	100.0
	.	387	73.2	Missing	
	0	94	17.8	Missing	
	Total	529	100.0	100.0	

Valid cases 48 Missing cases 481

T5E

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	3	.6	10.0	10.0
	2	2	.4	6.7	16.7
	3	7	1.3	23.3	40.0
	4	2	.4	6.7	46.7
	5	16	3.0	53.3	100.0
	.	387	73.2	Missing	
	0	112	21.2	Missing	
	Total	529	100.0	100.0	

Valid cases 30 Missing cases 499

T6

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	13	2.5	9.2	9.2
	2	44	8.3	31.2	40.4
	3	82	15.5	58.2	98.6
	4	2	.4	1.4	100.0
	.	387	73.2	Missing	
	0	1	.2	Missing	
	Total	529	100.0	100.0	

Valid cases 141 Missing cases 388

T7A

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	85	16.1	59.9	59.9
	1	57	10.8	40.1	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

T7B

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	102	19.3	71.8	71.8
	1	40	7.6	28.2	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

T7C

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	109	20.6	76.8	76.8
	1	33	6.2	23.2	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

T7D

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	87	16.4	61.3	61.3
	1	55	10.4	38.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

T7E

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	112	21.2	78.9	78.9
	1	30	5.7	21.1	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

T7F

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	107	20.2	75.4	75.4
	1	32	6.0	22.5	97.9
	3	1	.2	.7	98.6
	4	2	.4	1.4	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

T8

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	19	3.6	13.6	13.6
	2	44	8.3	31.4	45.0
	3	45	8.5	32.1	77.1
	4	29	5.5	20.7	97.9
	5	3	.6	2.1	100.0
	.	387	73.2	Missing	
	0	2	.4	Missing	
	Total	529	100.0	100.0	

Valid cases 140 Missing cases 389

T9

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	13	2.5	9.2	9.2
	2	62	11.7	43.7	52.8
	3	19	3.6	13.4	66.2
	4	48	9.1	33.8	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

T82

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	56	10.6	39.4	39.4
	6	3	.6	2.1	41.5
	7	1	.2	.7	42.3
	12	1	.2	.7	43.0
	13	2	.4	1.4	44.4
	15	5	.9	3.5	47.9
	16	2	.4	1.4	49.3
	17	1	.2	.7	50.0
	18	3	.6	2.1	52.1
	20	1	.2	.7	52.8
	21	2	.4	1.4	54.2
	22	8	1.5	5.6	59.9
	23	4	.8	2.8	62.7
	24	13	2.5	9.2	71.8
	25	7	1.3	4.9	76.8
	26	8	1.5	5.6	82.4
	27	7	1.3	4.9	87.3
	28	2	.4	1.4	88.7
	29	6	1.1	4.2	93.0
	30	2	.4	1.4	94.4
	31	1	.2	.7	95.1
	32	1	.2	.7	95.8
	40	3	.6	2.1	97.9
	43	1	.2	.7	98.6
	50	1	.2	.7	99.3
	90	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB3A

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	78	14.7	54.9	54.9
	1	11	2.1	7.7	62.7
	2	5	.9	3.5	66.2
	3	7	1.3	4.9	71.1
	4	11	2.1	7.7	78.9
	5	7	1.3	4.9	83.8
	6	2	.4	1.4	85.2
	7	2	.4	1.4	86.6
	8	3	.6	2.1	88.7
	9	1	.2	.7	89.4
	10	2	.4	1.4	90.8
	11	3	.6	2.1	93.0
	12	1	.2	.7	93.7
	13	1	.2	.7	94.4
	16	1	.2	.7	95.1
	17	1	.2	.7	95.8
	20	2	.4	1.4	97.2
	32	1	.2	.7	97.9
	42	1	.2	.7	98.6
	44	1	.2	.7	99.3
	50	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	
Valid cases	142	Missing cases	387		

TB3B

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	70	13.2	49.3	49.3
	2	1	.2	.7	50.0
	4	1	.2	.7	50.7
	6	1	.2	.7	51.4
	7	2	.4	1.4	52.8
	10	2	.4	1.4	54.2
	11	6	1.1	4.2	58.5
	12	3	.6	2.1	60.6
	13	2	.4	1.4	62.0
	14	1	.2	.7	62.7
	15	1	.2	.7	63.4
	16	3	.6	2.1	65.5
	17	5	.9	3.5	69.0
	18	3	.6	2.1	71.1
	19	5	.9	3.5	74.6
	20	17	3.2	12.0	86.6
	21	6	1.1	4.2	90.8
	22	4	.8	2.8	93.7
	23	4	.8	2.8	96.5
	24	1	.2	.7	97.2
	25	1	.2	.7	97.9
	30	1	.2	.7	98.6
	50	1	.2	.7	99.3
	61	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB3C

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	109	20.6	76.8	76.8
	1	21	4.0	14.8	91.5
	2	6	1.1	4.2	95.8
	3	2	.4	1.4	97.2
	4	2	.4	1.4	98.6
	10	1	.2	.7	99.3
	90	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB3D

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	124	23.4	87.3	87.3
	1	13	2.5	9.2	96.5
	2	2	.4	1.4	97.9
	3	1	.2	.7	98.6
	4	1	.2	.7	99.3
	5	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB4A

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	78	14.7	54.9	54.9
	2	4	.8	2.8	57.7
	3	12	2.3	8.5	66.2
	4	6	1.1	4.2	70.4
	5	5	.9	3.5	73.9
	6	2	.4	1.4	75.4
	7	7	1.3	4.9	80.3
	8	4	.8	2.8	83.1
	9	5	.9	3.5	86.6
	10	10	1.9	7.0	93.7
	11	2	.4	1.4	95.1
	12	2	.4	1.4	96.5
	13	1	.2	.7	97.2
	14	1	.2	.7	97.9
	19	1	.2	.7	98.6
	22	1	.2	.7	99.3
	40	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB4B

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	84	15.9	59.2	59.2
	1	17	3.2	12.0	71.1
	2	10	1.9	7.0	78.2
	3	4	.8	2.8	81.0
	4	3	.6	2.1	83.1
	5	8	1.5	5.6	88.7
	7	2	.4	1.4	90.1
	8	4	.8	2.8	93.0
	10	4	.8	2.8	95.8
	11	2	.4	1.4	97.2
	12	1	.2	.7	97.9
	15	1	.2	.7	98.6
	50	1	.2	.7	99.3
	70	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB4C

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	78	14.7	54.9	54.9
	1	6	1.1	4.2	59.2
	2	10	1.9	7.0	66.2
	3	9	1.7	6.3	72.5
	4	4	.8	2.8	75.4
	5	6	1.1	4.2	79.6
	6	5	.9	3.5	83.1
	7	7	1.3	4.9	88.0
	8	4	.8	2.8	90.8
	9	3	.6	2.1	93.0
	10	6	1.1	4.2	97.2
	12	1	.2	.7	97.9
	20	1	.2	.7	98.6
	34	1	.2	.7	99.3
	80	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB4D

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	75	14.2	52.8	52.8
	1	3	.6	2.1	54.9
	2	6	1.1	4.2	59.2
	3	7	1.3	4.9	64.1
	4	4	.8	2.8	66.9
	5	9	1.7	6.3	73.2
	6	4	.8	2.8	76.1
	7	4	.8	2.8	78.9
	8	2	.4	1.4	80.3
	9	3	.6	2.1	82.4
	10	4	.8	2.8	85.2
	11	3	.6	2.1	87.3
	12	4	.8	2.8	90.1
	13	1	.2	.7	90.8
	14	2	.4	1.4	92.3
	15	2	.4	1.4	93.7
	16	5	.9	3.5	97.2
	17	2	.4	1.4	98.6
	29	1	.2	.7	99.3
	31	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB4E

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	109	20.6	76.8	76.8
	1	11	2.1	7.7	84.5
	2	9	1.7	6.3	90.8
	3	1	.2	.7	91.5
	4	4	.8	2.8	94.4
	5	1	.2	.7	95.1
	6	1	.2	.7	95.8
	7	2	.4	1.4	97.2
	9	1	.2	.7	97.9
	20	1	.2	.7	98.6
	30	1	.2	.7	99.3
	90	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB5A

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	88	16.6	62.0	62.0
	1	4	.8	2.8	64.8
	2	3	.6	2.1	66.9
	3	4	.8	2.8	69.7
	4	2	.4	1.4	71.1
	5	9	1.7	6.3	77.5
	6	1	.2	.7	78.2
	7	1	.2	.7	78.9
	8	2	.4	1.4	80.3
	9	1	.2	.7	81.0
	10	1	.2	.7	81.7
	11	2	.4	1.4	83.1
	12	5	.9	3.5	86.6
	13	4	.8	2.8	89.4
	14	4	.8	2.8	92.3
	15	7	1.3	4.9	97.2
	17	1	.2	.7	97.9
	18	1	.2	.7	98.6
	50	1	.2	.7	99.3
	70	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB5B

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	81	15.3	57.0	57.0
	1	4	.8	2.8	59.9
	2	8	1.5	5.6	65.5
	3	7	1.3	4.9	70.4
	4	3	.6	2.1	72.5
	5	3	.6	2.1	74.6
	6	6	1.1	4.2	78.9
	7	3	.6	2.1	81.0
	8	1	.2	.7	81.7
	9	4	.8	2.8	84.5
	10	5	.9	3.5	88.0
	11	2	.4	1.4	89.4
	12	1	.2	.7	90.1
	13	2	.4	1.4	91.5
	14	1	.2	.7	92.3
	15	2	.4	1.4	93.7
	17	1	.2	.7	94.4
	18	1	.2	.7	95.1
	19	1	.2	.7	95.8
	20	1	.2	.7	96.5
	23	1	.2	.7	97.2
	25	1	.2	.7	97.9
	30	2	.4	1.4	99.3
	70	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

APPENDIX C

DATA AND ANALYSIS OF DATA

TB5C

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	102	19.3	71.8	71.8
	1	10	1.9	7.0	78.9
	2	5	.9	3.5	82.4
	3	4	.8	2.8	85.2
	4	4	.8	2.8	88.0
	5	1	.2	.7	88.7
	6	4	.8	2.8	91.5
	7	3	.6	2.1	93.7
	8	2	.4	1.4	95.1
	10	3	.6	2.1	97.2
	11	1	.2	.7	97.9
	12	1	.2	.7	98.6
	16	1	.2	.7	99.3
	80	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB5D

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	95	18.0	66.9	66.9
	1	7	1.3	4.9	71.8
	2	7	1.3	4.9	76.8
	3	9	1.7	6.3	83.1
	4	2	.4	1.4	84.5
	5	2	.4	1.4	85.9
	6	1	.2	.7	86.6
	7	2	.4	1.4	88.0
	9	2	.4	1.4	89.4
	10	1	.2	.7	90.1
	11	1	.2	.7	90.8
	12	4	.8	2.8	93.7
	14	1	.2	.7	94.4
	15	4	.8	2.8	97.2
	19	1	.2	.7	97.9
	20	1	.2	.7	98.6
	90	2	.4	1.4	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB5E

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	95	18.0	66.9	66.9
	1	10	1.9	7.0	73.9
	2	6	1.1	4.2	78.2
	3	6	1.1	4.2	82.4
	4	5	.9	3.5	85.9
	5	2	.4	1.4	87.3
	7	4	.8	2.8	90.1
	8	3	.6	2.1	92.3
	9	2	.4	1.4	93.7
	10	3	.6	2.1	95.8
	11	1	.2	.7	96.5
	12	1	.2	.7	97.2
	13	1	.2	.7	97.9
	15	1	.2	.7	98.6
	16	1	.2	.7	99.3
	18	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB5F

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	119	22.5	83.8	83.8
	1	6	1.1	4.2	88.0
	2	9	1.7	6.3	94.4
	3	2	.4	1.4	95.8
	4	2	.4	1.4	97.2
	8	1	.2	.7	97.9
	9	1	.2	.7	98.6
	12	1	.2	.7	99.3
	13	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB5G

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	90	17.0	63.4	63.4
	1	12	2.3	8.5	71.8
	2	6	1.1	4.2	76.1
	3	4	.8	2.8	78.9
	5	2	.4	1.4	80.3
	6	3	.6	2.1	82.4
	7	5	.9	3.5	85.9
	8	4	.8	2.8	88.7
	9	3	.6	2.1	90.8
	10	4	.8	2.8	93.7
	12	4	.8	2.8	96.5
	14	1	.2	.7	97.2
	15	1	.2	.7	97.9
	18	3	.6	2.1	100.0
	.	387	73.2	Missing	
Total		529	100.0	100.0	

Valid cases 142 Missing cases 387

TB5H

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	93	17.6	65.5	65.5
	1	15	2.8	10.6	76.1
	2	7	1.3	4.9	81.0
	3	4	.8	2.8	83.8
	4	5	.9	3.5	87.3
	5	3	.6	2.1	89.4
	6	2	.4	1.4	90.8
	7	4	.8	2.8	93.7
	8	1	.2	.7	94.4
	9	1	.2	.7	95.1
	10	1	.2	.7	95.8
	11	2	.4	1.4	97.2
	12	2	.4	1.4	98.6
	13	1	.2	.7	99.3
	14	1	.2	.7	100.0
	.	387	73.2	Missing	
Total		529	100.0	100.0	

Valid cases 142 Missing cases 387

TB5I

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	85	16.1	59.9	59.9
	1	12	2.3	8.5	68.3
	2	5	.9	3.5	71.8
	3	5	.9	3.5	75.4
	4	2	.4	1.4	76.8
	5	2	.4	1.4	78.2
	6	2	.4	1.4	79.6
	7	1	.2	.7	80.3
	8	3	.6	2.1	82.4
	9	1	.2	.7	83.1
	10	3	.6	2.1	85.2
	11	1	.2	.7	85.9
	12	8	1.5	5.6	91.5
	13	1	.2	.7	92.3
	14	3	.6	2.1	94.4
	16	2	.4	1.4	95.8
	18	2	.4	1.4	97.2
	19	1	.2	.7	97.9
	21	1	.2	.7	98.6
	24	1	.2	.7	99.3
	25	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB5J

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	95	18.0	66.9	66.9
	1	14	2.6	9.9	76.8
	2	3	.6	2.1	78.9
	4	1	.2	.7	79.6
	5	7	1.3	4.9	84.5
	6	2	.4	1.4	85.9
	7	4	.8	2.8	88.7
	8	3	.6	2.1	90.8
	9	1	.2	.7	91.5
	10	1	.2	.7	92.3
	11	1	.2	.7	93.0
	12	1	.2	.7	93.7
	13	1	.2	.7	94.4
	15	1	.2	.7	95.1
	16	2	.4	1.4	96.5
	17	2	.4	1.4	97.9
	18	2	.4	1.4	99.3
	22	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB6AA

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	119	22.5	83.8	83.8
	1	10	1.9	7.0	90.8
	2	4	.8	2.8	93.7
	3	3	.6	2.1	95.8
	4	5	.9	3.5	99.3
	8	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB6AB

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	105	19.8	73.9	73.9
	1	3	.6	2.1	76.1
	2	9	1.7	6.3	82.4
	3	10	1.9	7.0	89.4
	4	3	.6	2.1	91.5
	5	2	.4	1.4	93.0
	6	2	.4	1.4	94.4
	7	1	.2	.7	95.1
	8	6	1.1	4.2	99.3
	9	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB6AC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	98	18.5	69.0	69.0
	1	6	1.1	4.2	73.2
	2	6	1.1	4.2	77.5
	3	3	.6	2.1	79.6
	4	5	.9	3.5	83.1
	5	10	1.9	7.0	90.1
	6	6	1.1	4.2	94.4
	7	1	.2	.7	95.1
	8	3	.6	2.1	97.2
	10	1	.2	.7	97.9
	11	1	.2	.7	98.6
	12	1	.2	.7	99.3
	16	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB6AD

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	84	15.9	59.2	59.2
	1	3	.6	2.1	61.3
	2	4	.8	2.8	64.1
	3	13	2.5	9.2	73.2
	4	6	1.1	4.2	77.5
	5	8	1.5	5.6	83.1
	7	5	.9	3.5	86.6
	8	7	1.3	4.9	91.5
	9	3	.6	2.1	93.7
	10	5	.9	3.5	97.2
	11	1	.2	.7	97.9
	12	1	.2	.7	98.6
	15	1	.2	.7	99.3
	25	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB6AE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	85	16.1	59.9	59.9
	2	4	.8	2.8	62.7
	3	3	.6	2.1	64.8
	4	5	.9	3.5	68.3
	5	5	.9	3.5	71.8
	6	16	3.0	11.3	83.1
	7	4	.8	2.8	85.9
	8	1	.2	.7	86.6
	9	2	.4	1.4	88.0
	10	6	1.1	4.2	92.3
	12	2	.4	1.4	93.7
	13	2	.4	1.4	95.1
	14	1	.2	.7	95.8
	15	1	.2	.7	96.5
	16	1	.2	.7	97.2
	17	1	.2	.7	97.9
	20	1	.2	.7	98.6
	60	2	.4	1.4	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB68A

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	91	17.2	64.1	64.1
	1	4	.8	2.8	66.9
	3	3	.6	2.1	69.0
	5	1	.2	.7	69.7
	6	5	.9	3.5	73.2
	7	3	.6	2.1	75.4
	8	2	.4	1.4	76.8
	9	3	.6	2.1	78.9
	10	7	1.3	4.9	83.8
	11	3	.6	2.1	85.9
	12	7	1.3	4.9	90.8
	13	2	.4	1.4	92.3
	14	4	.8	2.8	95.1
	15	2	.4	1.4	96.5
	16	1	.2	.7	97.2
	17	1	.2	.7	97.9
	19	2	.4	1.4	99.3
	50	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB68B

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	90	17.0	63.4	63.4
	1	1	.2	.7	64.1
	2	3	.6	2.1	66.2
	3	5	.9	3.5	69.7
	4	3	.6	2.1	71.8
	5	2	.4	1.4	73.2
	6	2	.4	1.4	74.6
	7	7	1.3	4.9	79.6
	8	2	.4	1.4	81.0
	10	3	.6	2.1	83.1
	11	2	.4	1.4	84.5
	12	3	.6	2.1	86.6
	14	6	1.1	4.2	90.8
	15	1	.2	.7	91.5
	16	4	.8	2.8	94.4
	17	2	.4	1.4	95.8
	18	2	.4	1.4	97.2
	20	1	.2	.7	97.9
	21	1	.2	.7	98.6
	23	2	.4	1.4	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB6CA

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	76	14.4	53.5	53.5
	1	1	.2	.7	54.2
	2	2	.4	1.4	55.6
	3	6	1.1	4.2	59.9
	5	2	.4	1.4	61.3
	6	1	.2	.7	62.0
	7	1	.2	.7	62.7
	8	3	.6	2.1	64.8
	9	1	.2	.7	65.5
	10	15	2.8	10.6	76.1
	11	2	.4	1.4	77.5
	12	4	.8	2.8	80.3
	13	7	1.3	4.9	85.2
	14	3	.6	2.1	87.3
	15	4	.8	2.8	90.1
	16	2	.4	1.4	91.5
	18	2	.4	1.4	93.0
	19	1	.2	.7	93.7
	20	4	.8	2.8	96.5
	21	2	.4	1.4	97.9
	23	1	.2	.7	98.6
	26	1	.2	.7	99.3
	50	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB6CB

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	78	14.7	54.9	54.9
	2	3	.6	2.1	57.0
	3	3	.6	2.1	59.2
	4	4	.8	2.8	62.0
	5	4	.8	2.8	64.8
	6	3	.6	2.1	66.9
	7	1	.2	.7	67.6
	8	1	.2	.7	68.3
	9	2	.4	1.4	69.7
	10	5	.9	3.5	73.2
	11	8	1.5	5.6	78.9
	12	8	1.5	5.6	84.5
	13	5	.9	3.5	88.0
	14	1	.2	.7	88.7
	15	4	.8	2.8	91.5
	17	2	.4	1.4	93.0
	19	5	.9	3.5	96.5
	21	1	.2	.7	97.2
	23	1	.2	.7	97.9
	24	1	.2	.7	98.6
	40	1	.2	.7	99.3
	81	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB6D1A

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	90	17.0	63.4	63.4
	1	2	.4	1.4	64.8
	2	4	.8	2.8	67.6
	3	6	1.1	4.2	71.8
	4	4	.8	2.8	74.6
	5	13	2.5	9.2	83.8
	6	4	.8	2.8	86.6
	7	1	.2	.7	87.3
	8	6	1.1	4.2	91.5
	9	4	.8	2.8	94.4
	10	2	.4	1.4	95.8
	11	2	.4	1.4	97.2
	12	1	.2	.7	97.9
	13	1	.2	.7	98.6
	19	1	.2	.7	99.3
	70	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB6D1B

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	84	15.9	59.2	59.2
	1	4	.8	2.8	62.0
	2	14	2.6	9.9	71.8
	3	6	1.1	4.2	76.1
	4	6	1.1	4.2	80.3
	5	5	.9	3.5	83.8
	6	3	.6	2.1	85.9
	8	5	.9	3.5	89.4
	9	5	.9	3.5	93.0
	10	7	1.3	4.9	97.9
	18	1	.2	.7	98.6
	19	1	.2	.7	99.3
	60	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB6D1C

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	92	17.4	64.8	64.8
	1	3	.6	2.1	66.9
	2	7	1.3	4.9	71.8
	3	9	1.7	6.3	78.2
	4	8	1.5	5.6	83.8
	5	3	.6	2.1	85.9
	6	4	.8	2.8	88.7
	7	4	.8	2.8	91.5
	8	3	.6	2.1	93.7
	9	1	.2	.7	94.4
	10	3	.6	2.1	96.5
	11	2	.4	1.4	97.9
	12	2	.4	1.4	99.3
	17	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB6D1D

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	86	16.3	60.6	60.6
	1	2	.4	1.4	62.0
	2	5	.9	3.5	65.5
	3	7	1.3	4.9	70.4
	4	4	.8	2.8	73.2
	5	7	1.3	4.9	78.2
	6	6	1.1	4.2	82.4
	7	1	.2	.7	83.1
	8	4	.8	2.8	85.9
	9	5	.9	3.5	89.4
	10	6	1.1	4.2	93.7
	11	1	.2	.7	94.4
	12	2	.4	1.4	95.8
	13	1	.2	.7	96.5
	14	1	.2	.7	97.2
	18	1	.2	.7	97.9
	24	1	.2	.7	98.6
	25	1	.2	.7	99.3
	35	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB6D2A

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	82	15.5	57.7	57.7
	1	3	.6	2.1	59.9
	2	5	.9	3.5	63.4
	3	2	.4	1.4	64.8
	4	2	.4	1.4	66.2
	5	9	1.7	6.3	72.5
	6	3	.6	2.1	74.6
	7	2	.4	1.4	76.1
	8	5	.9	3.5	79.6
	9	5	.9	3.5	83.1
	10	6	1.1	4.2	87.3
	11	2	.4	1.4	88.7
	12	5	.9	3.5	92.3
	13	3	.6	2.1	94.4
	14	2	.4	1.4	95.8
	15	1	.2	.7	96.5
	17	1	.2	.7	97.2
	18	2	.4	1.4	98.6
	20	1	.2	.7	99.3
	90	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB602B

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	82	15.5	57.7	57.7
	1	7	1.3	4.9	62.7
	2	8	1.5	5.6	68.3
	3	12	2.3	8.5	76.8
	4	8	1.5	5.6	82.4
	5	6	1.1	4.2	86.6
	6	4	.8	2.8	89.4
	8	3	.6	2.1	91.5
	9	1	.2	.7	92.3
	10	5	.9	3.5	95.8
	11	2	.4	1.4	97.2
	14	1	.2	.7	97.9
	15	1	.2	.7	98.6
	17	1	.2	.7	99.3
	60	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB602C

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	96	18.1	67.6	67.6
	1	2	.4	1.4	69.0
	2	9	1.7	6.3	75.4
	3	6	1.1	4.2	79.6
	4	2	.4	1.4	81.0
	5	4	.8	2.8	83.8
	6	4	.8	2.8	86.6
	7	1	.2	.7	87.3
	8	5	.9	3.5	90.8
	9	2	.4	1.4	92.3
	10	4	.8	2.8	95.1
	11	3	.6	2.1	97.2
	12	1	.2	.7	97.9
	13	1	.2	.7	98.6
	17	1	.2	.7	99.3
	20	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB602D

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	94	17.8	66.2	66.2
	1	5	.9	3.5	69.7
	2	3	.6	2.1	71.8
	3	11	2.1	7.7	79.6
	4	4	.8	2.8	82.4
	5	4	.8	2.8	85.2
	6	4	.8	2.8	88.0
	7	2	.4	1.4	89.4
	8	4	.8	2.8	92.3
	9	2	.4	1.4	93.7
	10	4	.8	2.8	96.5
	13	1	.2	.7	97.2
	20	1	.2	.7	97.9
	24	2	.4	1.4	99.3
	30	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB6EA

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	82	15.5	57.7	57.7
	1	4	.8	2.8	60.6
	2	4	.8	2.8	63.4
	3	3	.6	2.1	65.5
	4	2	.4	1.4	66.9
	5	5	.9	3.5	70.4
	6	3	.6	2.1	72.5
	7	3	.6	2.1	74.6
	8	4	.8	2.8	77.5
	9	7	1.3	4.9	82.4
	10	6	1.1	4.2	86.6
	12	2	.4	1.4	88.0
	13	2	.4	1.4	89.4
	14	4	.8	2.8	92.3
	15	3	.6	2.1	94.4
	17	2	.4	1.4	95.8
	18	2	.4	1.4	97.2
	21	1	.2	.7	97.9
	35	1	.2	.7	98.6
	37	1	.2	.7	99.3
	92	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB6EB

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	83	15.7	58.5	58.5
	1	1	.2	.7	59.2
	2	3	.6	2.1	61.3
	3	5	.9	3.5	64.8
	4	7	1.3	4.9	69.7
	5	9	1.7	6.3	76.1
	6	3	.6	2.1	78.2
	7	1	.2	.7	78.9
	8	8	1.5	5.6	84.5
	9	3	.6	2.1	86.6
	10	5	.9	3.5	90.1
	11	3	.6	2.1	92.3
	12	1	.2	.7	93.0
	13	1	.2	.7	93.7
	14	2	.4	1.4	95.1
	15	3	.6	2.1	97.2
	16	1	.2	.7	97.9
	18	1	.2	.7	98.6
	20	1	.2	.7	99.3
	22	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

TB6EC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	107	20.2	75.4	75.4
	1	2	.4	1.4	76.8
	2	1	.2	.7	77.5
	3	3	.6	2.1	79.6
	4	3	.6	2.1	81.7
	5	4	.8	2.8	84.5
	6	3	.6	2.1	86.6
	8	3	.6	2.1	88.7
	9	1	.2	.7	89.4
	10	3	.6	2.1	91.5
	11	2	.4	1.4	93.0
	12	3	.6	2.1	95.1
	13	3	.6	2.1	97.2
	16	1	.2	.7	97.9
	18	1	.2	.7	98.6
	20	1	.2	.7	99.3
	50	1	.2	.7	100.0
	.	387	73.2	Missing	
	Total	529	100.0	100.0	

Valid cases 142 Missing cases 387

P1

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	24	4.5	6.5	6.5
	2	161	30.4	43.3	49.7
	3	171	32.3	46.0	95.7
	4	15	2.8	4.0	99.7
	6	1	.2	.3	100.0
	.	153	28.9	Missing	
	0	4	.8	Missing	
	Total	529	100.0	100.0	

Valid cases 372 Missing cases 157

P2

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	320	60.5	86.7	86.7
	2	23	4.3	6.2	93.0
	3	16	3.0	4.3	97.3
	4	8	1.5	2.2	99.5
	5	2	.4	.5	100.0
	.	153	28.9	Missing	
	0	7	1.3	Missing	
	Total	529	100.0	100.0	

Valid cases 369 Missing cases 160

P3

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	197	37.2	53.2	53.2
	2	32	6.0	8.6	61.9
	3	129	24.4	34.9	96.8
	4	10	1.9	2.7	99.5
	5	2	.4	.5	100.0
	.	153	28.9	Missing	
	0	6	1.1	Missing	
	Total	529	100.0	100.0	

Valid cases 370 Missing cases 159

P4

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	270	51.0	73.2	73.2
	2	38	7.2	10.3	83.5
	3	44	8.3	11.9	95.4
	4	17	3.2	4.6	100.0
	.	153	28.9	Missing	
	0	7	1.3	Missing	
	Total	529	100.0	100.0	

Valid cases 369 Missing cases 160

A1

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	3	.6	27.3	27.3
	2	7	1.3	63.6	90.9
	4	1	.2	9.1	100.0
	.	518	97.9	Missing	
	Total	529	100.0	100.0	

Valid cases 11 Missing cases 518

A2

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	9	1.7	81.8	81.8
	2	2	.4	18.2	100.0
	.	518	97.9	Missing	
	Total	529	100.0	100.0	

Valid cases 11 Missing cases 518

A3

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	4	.8	36.4	36.4
	2	5	.9	45.5	81.8
	4	1	.2	9.1	90.9
	5	1	.2	9.1	100.0
	.	518	97.9	Missing	
	Total	529	100.0	100.0	

Valid cases 11 Missing cases 518

A4

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	4	.8	36.4	36.4
	2	5	.9	45.5	81.8
	3	1	.2	9.1	90.9
	5	1	.2	9.1	100.0
	.	518	97.9	Missing	
	Total	529	100.0	100.0	

Valid cases 11 Missing cases 518

A5

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	7	1.3	63.6	63.6
	2	2	.4	18.2	81.8
	3	1	.2	9.1	90.9
	5	1	.2	9.1	100.0
	.	518	97.9	Missing	
	Total	529	100.0	100.0	

Valid cases 11 Missing cases 518

A6

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	4	.8	36.4	36.4
	2	4	.8	36.4	72.7
	3	2	.4	18.2	90.9
	4	1	.2	9.1	100.0
	.	518	97.9	Missing	
	Total	529	100.0	100.0	

Valid cases 11 Missing cases 518

A7

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	5	.9	45.5	45.5
	2	5	.9	45.5	90.9
	4	1	.2	9.1	100.0
	.	518	97.9	Missing	
	Total	529	100.0	100.0	

Valid cases 11 Missing cases 518

A8

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	9	1.7	81.8	81.8
	2	1	.2	9.1	90.9
	4	1	.2	9.1	100.0
	.	518	97.9	Missing	
	Total	529	100.0	100.0	

Valid cases 11 Missing cases 518

A9

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	7	1.3	63.6	63.6
	2	2	.4	18.2	81.8
	5	2	.4	18.2	100.0
	.	518	97.9	Missing	
	Total	529	100.0	100.0	

Valid cases 11 Missing cases 518

A10

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	4	.8	36.4	36.4
	2	6	1.1	54.5	90.9
	3	1	.2	9.1	100.0
	.	518	97.9	Missing	
	Total	529	100.0	100.0	

Valid cases 11 Missing cases 518

A11

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	5	.9	45.5	45.5
	2	5	.9	45.5	90.9
	3	1	.2	9.1	100.0
	.	518	97.9	Missing	
	Total	529	100.0	100.0	

Valid cases 11 Missing cases 518

A12

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	5	.9	45.5	45.5
	2	1	.2	9.1	54.5
	3	1	.2	9.1	63.6
	5	4	.8	36.4	100.0
	.	518	97.9	Missing	
	Total	529	100.0	100.0	

Valid cases 11 Missing cases 518

A13

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	1	.2	9.1	9.1
	2	4	.8	36.4	45.5
	3	3	.6	27.3	72.7
	4	2	.4	18.2	90.9
	5	1	.2	9.1	100.0
	.	518	97.9	Missing	
	Total	529	100.0	100.0	

Valid cases 11 Missing cases 518

A14

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	3	.6	33.3	33.3
	2	4	.8	44.4	77.8
	4	1	.2	11.1	88.9
	5	1	.2	11.1	100.0
	.	518	97.9	Missing	
	0	2	.4	Missing	
	Total	529	100.0	100.0	

Valid cases 9 Missing cases 520

A15

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	5	.9	50.0	50.0
	2	3	.6	30.0	80.0
	4	1	.2	10.0	90.0
	5	1	.2	10.0	100.0
	.	518	97.9	Missing	
	0	1	.2	Missing	
	Total	529	100.0	100.0	

Valid cases 10 Missing cases 519

A16

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	6	1.1	60.0	60.0
	2	3	.6	30.0	90.0
	3	1	.2	10.0	100.0
	.	518	97.9	Missing	
	0	1	.2	Missing	
	Total	529	100.0	100.0	

Valid cases 10 Missing cases 519

A17

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	5	.9	50.0	50.0
	2	5	.9	50.0	100.0
	.	518	97.9	Missing	
	0	1	.2	Missing	
	Total	529	100.0	100.0	

Valid cases 10 Missing cases 519

A18

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	2	.4	20.0	20.0
	2	5	.9	50.0	70.0
	3	1	.2	10.0	80.0
	4	1	.2	10.0	90.0
	5	1	.2	10.0	100.0
	.	518	97.9	Missing	
	0	1	.2	Missing	
	Total	529	100.0	100.0	

Valid cases 10 Missing cases 519

A19

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	7	1.3	70.0	70.0
	2	2	.4	20.0	90.0
	3	1	.2	10.0	100.0
	.	518	97.9	Missing	
	0	1	.2	Missing	
	Total	529	100.0	100.0	

Valid cases 10 Missing cases 519

A20

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	5	.9	50.0	50.0
	2	3	.6	30.0	80.0
	3	1	.2	10.0	90.0
	5	1	.2	10.0	100.0
	.	518	97.9	Missing	
	0	1	.2	Missing	
	Total	529	100.0	100.0	

Valid cases 10 Missing cases 519

A21

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	5	.9	50.0	50.0
	2	4	.8	40.0	90.0
	5	1	.2	10.0	100.0
	.	518	97.9	Missing	
	0	1	.2	Missing	
	Total	529	100.0	100.0	

Valid cases 10 Missing cases 519

A22

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	4	.8	40.0	40.0
	2	6	1.1	60.0	100.0
	.	518	97.9	Missing	
	0	1	.2	Missing	
	Total	529	100.0	100.0	

Valid cases 10 Missing cases 519

A23

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	4	.8	40.0	40.0
	2	6	1.1	60.0	100.0
	.	518	97.9	Missing	
	0	1	.2	Missing	
	Total	529	100.0	100.0	

Valid cases 10 Missing cases 519

A24

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	5	.9	55.6	55.6
	2	3	.6	33.3	88.9
	3	1	.2	11.1	100.0
	.	518	97.9	Missing	
	0	2	.4	Missing	
	Total	529	100.0	100.0	

Valid cases 9 Missing cases 520

A25

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	6	1.1	66.7	66.7
	2	3	.6	33.3	100.0
	.	518	97.9	Missing	
	0	2	.4	Missing	
	Total	529	100.0	100.0	

Valid cases 9 Missing cases 520

A26

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	4	.8	44.4	44.4
	2	5	.9	55.6	100.0
	.	518	97.9	Missing	
	0	2	.4	Missing	
	Total	529	100.0	100.0	

Valid cases 9 Missing cases 520

A27

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	3	.6	33.3	33.3
	2	5	.9	55.6	88.9
	3	1	.2	11.1	100.0
	.	518	97.9	Missing	
	0	2	.4	Missing	
	Total	529	100.0	100.0	

Valid cases 9 Missing cases 520

A28

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	3	.6	33.3	33.3
	2	6	1.1	66.7	100.0
	.	518	97.9	Missing	
	0	2	.4	Missing	
	Total	529	100.0	100.0	

Valid cases 9 Missing cases 520

This procedure was completed at 12:53:53
des all.

Number of Valid Observations (Listwise) = .00

Variable	Mean	Std Dev	Minimum	Maximum	N	Label
ID	265.26	152.98	1	530	529	
T1	3.60	1.73	1	6	115	
T2	2.08	.76	1	4	142	
T3	6.94	4.17	1	33	142	
T4	3.19	.79	1	5	142	
T5A	3.00	1.56	1	5	28	
T5B	1.86	.93	1	4	58	
T5C	2.14	1.40	1	4	84	
T5D	2.13	1.51	1	5	48	
T5E	3.87	1.41	1	5	30	
T6	2.52	.68	1	4	141	
T7A	.40	.49	0	1	142	
T7B	.28	.45	0	1	142	
T7C	.23	.42	0	1	142	
T7D	.39	.49	0	1	142	
T7E	.21	.41	0	1	142	
T7F	.30	.65	0	4	142	
T8	2.66	1.02	1	5	140	
T9	2.72	1.03	1	4	142	
TB2	14.87	14.45	0	90	142	
TB3A	3.51	7.80	0	50	142	
TB3B	9.30	10.91	0	61	142	
TB3C	1.04	7.60	0	90	142	
TB3D	.20	.68	0	5	142	
TB4A	3.42	5.40	0	40	142	
TB4B	2.51	7.63	0	70	142	
TB4C	3.12	7.85	0	80	142	
TB4D	3.93	5.90	0	31	142	
TB4E	1.56	8.17	0	90	142	
TB5A	4.04	8.59	0	70	142	
TB5B	4.05	8.31	0	70	142	
TB5C	1.85	7.20	0	80	142	
TB5D	3.28	11.24	0	90	142	
TB5E	1.80	3.62	0	18	142	
TB5F	.56	1.89	0	13	142	
TB5G	2.32	4.28	0	18	142	
TB5H	1.52	3.05	0	14	142	
TB5I	3.21	5.70	0	25	142	
TB5J	2.23	4.64	0	22	142	
TB6AA	.39	1.12	0	8	142	
TB6AB	1.05	2.16	0	9	142	
TB6AC	1.50	2.85	0	16	142	
TB6AD	2.43	3.90	0	25	142	
TB6AE	3.69	8.04	0	60	142	
TB6BA	3.75	6.62	0	50	142	
TB6BB	3.73	6.10	0	23	142	
TB6CA	5.63	7.84	0	50	142	
TB6CB	5.58	9.53	0	81	142	
TB6D1A	2.68	6.72	0	70	142	
TB6D1B	2.60	6.07	0	60	142	
TB6D1C	1.89	3.30	0	17	142	
TB6D1D	3.01	5.38	0	35	142	
TB6D2A	4.06	8.84	0	90	142	
TB6D2B	2.51	5.96	0	60	142	
TB6D2C	2.04	3.83	0	20	142	
TB6D2D	2.25	4.80	0	30	142	
TB6EA	4.61	9.85	0	92	142	
TB6EB	3.30	4.96	0	22	142	
TB6EC	2.30	5.82	0	50	142	
P1	2.49	.70	1	6	372	
P2	1.24	.68	1	5	369	
P3	1.89	1.01	1	5	370	
P4	1.48	.88	1	4	369	
A1	1.91	.83	1	4	11	
A2	1.18	.40	1	2	11	
A3	2.09	1.30	1	5	11	

Number of Valid Observations (Listwise) = .00

Variable	Mean	Std Dev	Minimum	Maximum	N	Label
A4	2.00	1.18	1	5	11	
A5	1.73	1.27	1	5	11	
A6	2.00	1.00	1	4	11	
A7	1.73	.90	1	4	11	
A8	1.36	.92	1	4	11	
A9	1.91	1.58	1	5	11	
A10	1.73	.65	1	3	11	
A11	1.64	.67	1	3	11	
A12	2.73	1.90	1	5	11	
A13	2.82	1.17	1	5	11	
A14	2.22	1.39	1	5	9	
A15	2.00	1.41	1	5	10	
A16	1.50	.71	1	3	10	
A17	1.50	.53	1	2	10	
A18	2.40	1.26	1	5	10	
A19	1.40	.70	1	3	10	
A20	1.90	1.29	1	5	10	
A21	1.80	1.23	1	5	10	
A22	1.60	.52	1	2	10	
A23	1.60	.52	1	2	10	
A24	1.56	.73	1	3	9	
A25	1.33	.50	1	2	9	
A26	1.56	.53	1	2	9	
A27	1.78	.67	1	3	9	
A28	1.67	.50	1	2	9	

This procedure was completed at 12:53:56

```
compute tchange=0.
if (t4=1 or t4=2) tchange=tchange+2.
if (t6=1      ) tchange=tchange+2.
if (t8=1 or t8=2) tchange=tchange+2.
if (t9=1 or t9=2) tchange=tchange+2.
if (t4=3      ) tchange=tchange+1.
if (t6=2      ) tchange=tchange+1.
if (t8=3      ) tchange=tchange+1.
if (t9=3      ) tchange=tchange+1.

compute pchange=0.
if (p1=2 or p1=3) pchange=pchange+2.
if (p2=1 or p2=2) pchange=pchange+2.
if (p3=1 or p3=3) pchange=pchange+2.
if (p4=1 or p4=2 or p4=3) pchange=pchange+2.
if (p1=1      ) pchange=pchange+1.
if (p2=3      ) pchange=pchange+1.
if (p3=4      ) pchange=pchange+1.

compute achange=0.
if ( a3=1 or a3=2) achange=achange+2.
if (a14=1 or a14=2) achange=achange+2.
if (a16=1 or a16=2) achange=achange+2.
if (a22=1 or a22=2) achange=achange+2.
if ( a3=5      ) achange=achange+1.
if (a14=5      ) achange=achange+1.
if (a16=5      ) achange=achange+1.
if (a22=5      ) achange=achange+1.

count ntchange=t4 t6 t8 t9 (1 thru hi).
count npchange=p1 p2 p3 p4 (1 thru hi).
count nachange=a3 a14 a16 a22 (1 thru hi).

if (ntchange=4) change=tchange.
if (npchange=4) change=pchange.
if (nachange=4) change=achange.

process if ntchange=4.
fre tchange/stat mean.
The raw data or transformation pass is proceeding
529 cases are written to the compressed active file.

***** Memory allows a total of 32767 Values, accumulated across all Variables.
There also may be up to 4096 Value Labels for each Variable.
```

This procedure was completed at 12:54:04

fre change/stat mean.

***** Memory allows a total of 32767 Values, accumulated across all Variables.
 There also may be up to 4096 Value Labels for each Variable.

CHANGE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	.00	10	1.9	2.0	2.0
	1.00	13	2.5	2.5	4.5
	2.00	24	4.5	4.7	9.2
	3.00	22	4.2	4.3	13.5
	4.00	26	4.9	5.1	18.6
	5.00	24	4.5	4.7	23.2
	6.00	72	13.6	14.1	37.3
	7.00	48	9.1	9.4	46.7
	8.00	273	51.6	53.3	100.0
	.	17	3.2	Missing	
	Total	529	100.0	100.0	

Mean 6.451

Valid cases 512 Missing cases 17

This procedure was completed at 12:54:05

```
if (id>519 and id<525) group=1.  
if (id>524 and id<528) group=2.  
if (id>527) group=3.
```

```
value labels group 1 'K-2' 2 '3-4' 3 '5-6'.
```

```
count nitens=a1 to a28(1 thru highest).  
select if (nitens=28).  
recode a1 to a28 (2=1)(else=0).  
count sum=a1 to a28 (1).
```

```
t-test groups=group(1,2)/variable=sum.
```

The raw data or transformation pass is proceeding

8 cases are written to the compressed active file.

T-TEST requires 72 BYTES of workspace for execution.

Variable	Number of Cases	Mean	SD	SE of Mean
SUM				
K-2	3	9.6667	2.309	1.333
3-4	3	11.3333	2.517	1.453

Mean Difference = -1.6667

Levene's Test for Equality of Variances: F= .000 P= 1.000

t-test for Equality of Means					95%
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	-.85	4	.446	1.972	(-7.144, 3.810)
Unequal	-.85	3.97	.446	1.972	(-7.144, 3.810)

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SPSS/PC+

7/16/93

This procedure was completed at 12:54:08
 t-test groups=group(1,3)/variable=sum.
 T-TEST requires 72 BYTES of workspace for execution.
 Page 61 SPSS/PC+
 t-tests for independent samples of GROUP

7/16/93

Variable	Number of Cases	Mean	SD	SE of Mean
SUM				
K-2	3	9.6667	2.309	1.333
S-6	2	9.0000	5.657	4.000

Mean Difference = .6667

Levene's Test for Equality of Variances: F= 15.000 P= .030

t-test for Equality of Means				95%	
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	.19	3	.859	3.443	(-10.289, 11.623)
Unequal	.16	1.23	.896	4.216	(-52.907, 54.241)

This procedure was completed at 12:54:08
 t-test groups=group(2,3)/variable=sum.
 T-TEST requires 72 BYTES of workspace for execution.

Page 63 SPSS/PC+
 t-tests for independent samples of GROUP

Variable	Number of Cases	Mean	SD	SE of Mean
SUM				
3-4	3	11.3333	2.517	1.453
5-6	2	9.0000	5.657	4.000

Mean Difference = 2.3333

Levene's Test for Equality of Variances: F= 5.581 P= .099

t-test for Equality of Means					95%
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	.66	3	.555	3.522	(-8.877, 13.543)
Unequal	.55	1.27	.664	4.256	(-51.741, 56.407)

B I B L I O G R A P H Y

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