

Evaluation Interviews with Teachers

Inez Jacobson: The kids that we had we kept, at least on Tuesday, they came very regularly, and the parents that came, came very regularly. So the kids learned the routine, and the things we did and they got more competent as far as -- I did the computers -- and they knew how to start the computers and we did word processing. They learned how to type their name, type in the date, they could type little stories, they could go find the pictures, which never before have I had that many kids be able to do that on the computer, because the attendance used to switch all the time. We've had more kids some years, but it was more irregular (in attendance.)

The other thing that happened this year that I thought was different was the level of the parents we had. They were much more needy parents. And there were grandparents.

Jacqueline White: A lot of the parents went and got jobs, this year, I heard. There were more parents at the beginning that I missed seeing. Because they had gone and found employment. Which was good. This was part of the program.

I am an organized person, things have to be laid out. The children enjoyed that organization. Adults don't like organization, but children kind of need that. So they knew that they had to go to the library and read their books. And then came into the other room to do the integration of the art activities, and some of that included reading and making books. The cutting, the fine motor skills, the coloring, the making of the puppets. And that was my major focus, I had to organize that.

What I did like was we got together and made sure it dealt with an alphabet, it dealt with a theme, and children knew the theme. If there was not enough at a particular center for them, then they moved on to another center, or to the computers. The organization, the flow, the children enjoyed that. And if there weren't enough supplies they shared. They knew how to work in partners and small groups.

Inez Jacobson: **And there also was carry over into the classroom. Because they had been given individual instruction in a small group in Even Start . . .**

Jacqueline White **. . . They were able to help other children in the classroom. Because those skills were heightened too. Yea, I noticed that, too.**

Inez Jacobson: I wish more parents and kids would take advantage of the program. That is something we need to work on for next year.

They discussed one child who frequently caused disturbance in his regular classroom, but who would come to Even Start and work consistently for an hour at the computer.

Jacqueline White: It seemed like his attention span increased in the smaller group.

Jacqueline White: There were a lot of positive things I saw come out with individual children. Children would see me in the hall and ask, "Are we having Even Start this afternoon?" They liked that one-on-one approval and appraisal that a lot of them desperately need.

Jacqueline White: Our team works really well together. We have our strengths, and we cover each other.

Inez Jacobson: This year I thought our team was just dynamic.