ROCHESTER EARLY CHILDHOOD ASSESSMENT PARTNERSHIP
2002-2003 ANNUAL REPORT

SEPTEMBER, 2003

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TECHNICAL REPORT AND WORKS IN PROGRESS SERIES: NUMBER T03-004

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EXECUTIVE SUMMARY

ROCHESTER EARLY CHILDHOOD ASSESSMENT PARTNERSHIP ANNUAL REPORT 2002-2003

The Rochester Early Childhood Assessment Partnership (RECAP) started in Rochester, New York in 1992 to address the growing need for understanding the effectiveness of pre-kindergarten programs. Today, with the support of early education and care providers, local government, foundations and schools, RECAP has become responsible for the assessment of approximately two-thirds of Rochester's 4-year-olds, including its New York State Universal Pre-kindergarten program.

RECAP provides an integrated and systemic process for ensuring that early childhood providers and programs have the information they need for making informed decisions that improve program practices and child outcomes. RECAP provides useful data analyses on the status of Rochester's early childhood programs including: 1) parent satisfaction and interests in child development, programs, agencies, and support services; 2) classroom quality via independent classroom observations of adult and child interactions and environment; and 3) child-specific outcomes on motor development, speech and language development, school skills, and socio-emotional adjustment.

The following service providers participated in RECAP during the 2002-2003 school year:

- Action for a Better Community, Inc. Head Start
- City of Rochester Catholic Parochial Schools
- Early Childhood Education Quality Council Centers
- Family Resource Centers of Rochester
- Florence S. Brown Pre-School Program
- Rochester City School District Early Childhood and Elementary Schools
- Rochester Preschool- Parent Program

Sample:

- 2,649 students and 169 classrooms were assessed this year.

Measures:

Quality of Classroom Environment.
Independent, well-trained observers rate quality of classroom environment using the Early Childhood Environment Rating Scale-Revised (ECERS-R). Seven areas of classroom quality are measured. The item scale ranges from 1 to 7. A score of 1 is considered "inadequate," and a 7 indicates "excellent" quality.

Student Performance.
The Child Observation Record (COR), developed by High/Scope, assesses students ages 2.5 to 6 years of age. A child's acquisition of academic, social, and motor skills is measured on a five-point developmentally sequenced scale with each point representing a level of growth along the developmental continuum. Student performance is measured by the change of growth on the COR between time 1 and time 2.

Socio-emotional adjustment.
The *Teacher-Child Rating Scale* (T-CRS) assesses four aspects of a child's socio-emotional adjustment: 1) Task Orientation, 2) Behavior Control, 3) Assertiveness, and 4) Peer Social Skills. Students who score below the 15th percentile (approximately 1 standard deviation) in any T-CRS subscale are considered to be at risk in that particular area.

Reliability of the Measures.
The primary measures of the study (ECERS, T-CRS and COR) had excellent alpha-reliabilities ranging from 0.87 to 0.94.

To ensure the inter-rater reliability of the ECERS observation, 24 classrooms (roughly 20% of all observations) were observed by two observers, so that the level of agreement between different observers could be calculated. Using a simple correlation, the inter-rater reliability was r=0.95; using exact scores for each item and the formula [(agreements/agreements+disagreements) x 100)], the median inter-rater reliability was 87%.

Results on Classroom Quality.

- Classrooms assessed by RECAP were of high to very high quality; the average (mean) score was 6.2, the median score after removing outliers was 6.5. The average quality of classrooms in RECAP was 1.9 standard deviations above the national average, or at the 97th percentile.
    - 8.5% of the classrooms were rated below a 5.0;
    - 17.5% between 5.0 and 6.0;
    - 74% of the classrooms had scores of 6.0 or above
- Over the past 4 years classroom quality has steadily improved: The overall ratings from 1999-00 to this year have improved 0.7 points.

Results on Student Performance in Academic, Social and Motor Skills.

- More than 80% of the students had change scores above developmental expectations. The small percentage of students with "negative growth" was comparable to previous years.
- Based on the COR measures, there were no detectable differences in growth or performances among Black, Hispanic or White pupils. This is a similar result to last year (2001-02), where there were no academic differences among the three main racial/ethnic groups, and only slightly higher performances among Hispanic and Black pupils (compared to White pupils) in the areas of social and motor skills.

- Note that this phenomenon does change at times, from year to year. This report marks the sixth year that RECAP has evaluated the performances of Pre-K pupils disaggregating by ethnicity and race. In three of those six years (1998-99, 99-00, 00-01), Black, Hispanic and White students grew at higher rates in academic skills. In 1997-98, we observed what we see in 2002-03, that all three groups grew at comparable rates in all three domains. In 2001-02 we observed Black and Hispanic pupils growing at comparable rates in academic skills as White pupils – but higher rates in social and motor skills.
- There were, however, differences among males and females, in the area of academic growth. Both girls and boys grew at similar rates in the areas of social and motor skills. However, males were less likely to grow over expectation in academic skills than females.
- Unlike previous years, there was a small positive significant relationship between ECERS-R scores and growth in COR social skills. There were no significant relationships between quality of the classroom environment and student performance as measured by the average growth in the COR academic and motor areas.

Results Regarding Socio-Emotional Risk Factors

- 13.6% of the students presented multiple socio-emotional risk factors at entrance into preschool (Fall, 2002).
- Students who entered preschool with multiple socio-emotional risk factors were rated by their pre-k teachers as lower in academic, motor and social skills than their peers who were not at risk.
- Eight percent of the students, who initially presented no socio-emotional risk factors, presented one (5%) or multiple (3%) risk factors at the end of the academic year.
- Typically, the initial classification of students with a single risk factor changed. By the end of the academic year, 69% of the students classified with a single risk factor improved and had no detectable socio-emotional risk factors; 23% remained the same; and 8% presented multiple socio-emotional risk factors.
- A majority of students who started initially with multiple risk factors continued to have multiple risk factors at the end of the year. More specifically, 51% of students with multiple socio-emotional risk factors remained in that category at the end of the academic year; 17% improved and were classified as having a single risk at time 2, and 32% improved dramatically and had no risks by time 2.
- There were no gender or minority/ethnic differences in the number of socio-emotional risk factors at entrance into pre-kindergarten.
- In a phenomena we had witnessed in 2000-01 (but not last year), based on correlation coefficients, classrooms with higher ECERS-R scores showed greater improvement at reducing risk factors i.e., had a greater percentage of initially at-risk students who reduced their number of socio-emotional risk factors during the academic year, and a smaller percentage of students who were initially at risk and did not change.

Results on Parental Satisfaction.

- Overall, parents remain very satisfied with their children's pre-kindergarten programs, 95% rated the programs above a B (good), 61% of parents rated their child's program with an A grade, 19% with an A-, and 15% gave their child's program a B+.
- There were no significant differences between last year and this year in rates of parental satisfaction with the program.

Training & Consultation.

- 35 program staff participated in orientation activities.
- 69 pre-k teachers were trained in the COR.
- 66 teachers, assistant teachers and parent support staff were trained in the ECERS-R
- 27 Master ECERS Observers participated in additional training.

PART 2

Rochester Early Childhood Assessment Partnership

Annual Report

2002-2003

ACKNOWLEDGEMENTS

Once again this report would not be possible without the important contributions of the many partners. Such partners include programs, foundations, and other agencies, each consisting of many individuals who, year after year, give their time, hard work, ideas, and support to the Rochester Early Childhood Assessment Partnership (RECAP).

Financial support was provided by: Rochester Area Community Foundation, the Monroe County Department of Health and Social Services, Rochester City School District, Halcyon Hill Foundation, Rochester's Child Fund of the Rochester Area Community Foundation, and the New York State Department of Education.

Other contributing partners include: Action for a Better Community Head Start, Inc. Catholic Diocese of Rochester, Charles Settlement House, Children's Institute, Early Childhood Education Quality Council Centers, Family Resource Centers of Rochester, Florence S. Brown Pre-K Center, Rochester Preschool Parent Program, Rochester City School District programs and Department of Research, Evaluation, and Testing, and Universal Pre-kindergarten Centers.

We graciously thank teachers, parent group leaders, parent coordinators, directors, and administrators, who work closely with thousands of individual students and their parents. Their personal attention to families contributes greatly to RECAP. Not only do these individuals contribute information, but they also share their cooperation and insight with our team. This is of great value in our ongoing process of system revision and improvement.

We especially wish to thank the thousands of parents who gave time from their busy schedules to share their thoughts and perceptions on a variety of topics and to complete very important "paper work."

We thank the entire RECAP team, particularly Rusti Berent, Jan Ferry-Axman, Jennifer Giamartino, and Julia Guttman, and the creative staff of Children's Institute, for their contributions to RECAP and this report.

We are excited about the future of RECAP and its impact on young children's experiences. With a shared vision we continue to promote informed decision making to enrich and improve early childhood environments and school performance.

INTRODUCTION

What early childhood provider programs participated in RECAP?

- Action for a Better Community, Inc. Head Start
- City of Rochester Catholic Parochial Schools
- Early Childhood Education Quality Council Centers
- Family Resource Centers of Rochester
- Florence S. Brown Pre-School Program
- Rochester City School District
- Rochester Preschool-Parent Program

QUALITY OF THE CLASSROOM ENVIRONMENT

Classroom quality is key to the provision of early education services. Independent, well-trained observers rated the quality of classroom environment using the Early Childhood Environment Rating Scale – Revised (ECERS-R). The ECERS-R was developed at the University of North Carolina in the 1970's, and revised in 1998. (Harms, Clifford & Cryer, 1998) It is the most widely used objective observational tool of early educational classroom quality and environment. The seven areas of classroom quality measured by the ECERS-R include:

- Space and Furnishings
- Personal Care Routines
- Language and Reasoning
- Activities
- Interaction
- Program Structure
- Parents and Staff

Each area contains from 5 to 10 items that represent various elements of that area. The item scale ranges from 1 to 7. A score of 1 is considered "inadequate", a score of 3 is considered meeting "minimal" standards", a 5 is equivalent to meeting "good" quality standards", and a 7 indicates "excellent" quality. Classrooms meeting National Association of the Education of Young Children (NAEYC) standards often score near 5.

After an observer was trained and met inter-rater reliability of .80 with a master observer, he/she was assigned to four to six classrooms. During a typical observation, an observer spent 3 to 5 hours observing the classroom, focusing on 43 distinct items that make up the ECERS-R. After the classroom observation, the observer spent an additional 30 to 60 minutes interviewing the teacher to answer any questions about classroom activities or features that could not be observed during the observation phase.

How are master observers trained?

In the first year of training, observers must participate in a fifteen-hour training program. For observers beginning a second, third or fourth year of training, an additional four to five hours of training are required. In addition to in-depth training for refinement of observation skills and reliability, logistics of the observation process, observation guidelines, and protocol are carefully reviewed.

Master Observers are trained to attain and maintain a minimum level of inter-rater reliability (a/a+d>.80). Master Observers are recruited from the Rochester area and selected on the basis of their years of experience in early childhood education (>10), skills in program observation, and self-interest.

What is the reliability of the ECERS-R?

As part of an on-going effort to guarantee the accuracy of the measures used, 24 classrooms were observed by two observers so that we could calculate the level of agreement between different observers.

The internal reliability (alpha) of the ECERS-R was 0.92. The inter-rater reliability was r = 0.95 (n=24 dual observations). Using (a/a+d; a=agreement and d=disagreement) the median inter-rater reliability was .87 for exact matches and .93 for differences of one point. These findings show that the administration of the ECERS-R by RECAP conforms to national standards and is high quality, because the developers of the ECERS-R reported similar internal consistency (0.92) and inter-rater reliability (0.92). Table 1 shows the inter-rater reliability of ECERS-R total score and subscales.

Inter-rater reliability of ECERS-R Total Score and Subscales

Scale	Inter-rater reliability
Space	0.87**
Routine	0.79**
Language	0.86**
Activities	0.89**
Interaction	0.96**
Program Structure	0.80**
Parent and Staff Development	0.88**
Total ECERS Score	0.95**
Sample N	24

** Significant at p<.0001

Table 1. Inter-rater reliability of ECERS subscales

Where is the ECERS-R being used?

The ECERS-R is used in many studies investigating the quality and outcomes of pre-kindergarten education both in the United States and internationally. The ECERS-R was adopted to measure the quality of pre-kindergarten classrooms funded by universal pre-kindergarten in the State of Georgia, another early state to fund universal pre-kindergarten services. It was also used in the cost, quality, and outcome studies that assessed quality in 120 classrooms in 3 states, in a study involving 150 classrooms in Florida, and in a study that evaluated the quality of 32 Head Start classrooms. Studies in Germany, France, Portugal, and Sweden have used the ECERS-R. In short, the ECERS-R is one of the premiere measures used to evaluate quality of pre-kindergarten environments around the world.

How does Rochester's formal ECE compare with ECE systems across the US?

One advantage of using the ECERS-R resides in comparing the quality of the pre-kindergarten programs in Rochester with other states and nations. Before any comparison is made, however, one needs to make sure that one is comparing "apples to apples" both in terms of the classrooms evaluated and the student population.

In most of the studies using the ECERS-R, a sample was taken that included urban, suburban, and rural pre-kindergarten and childcare centers. In these studies, there was no attempt to select only programs or centers serving a high need or low-income population. RECAP differs in that we measure the quality of centers and schools serving an urban population in a city recognized for its high level of per capita child poverty - currently eleventh in the U.S. in per capita child poverty, for urban areas. (Children's Defense Fund, June 2002.)

Figure 1 shows the average ECERS-R score for RECAP and other studies.

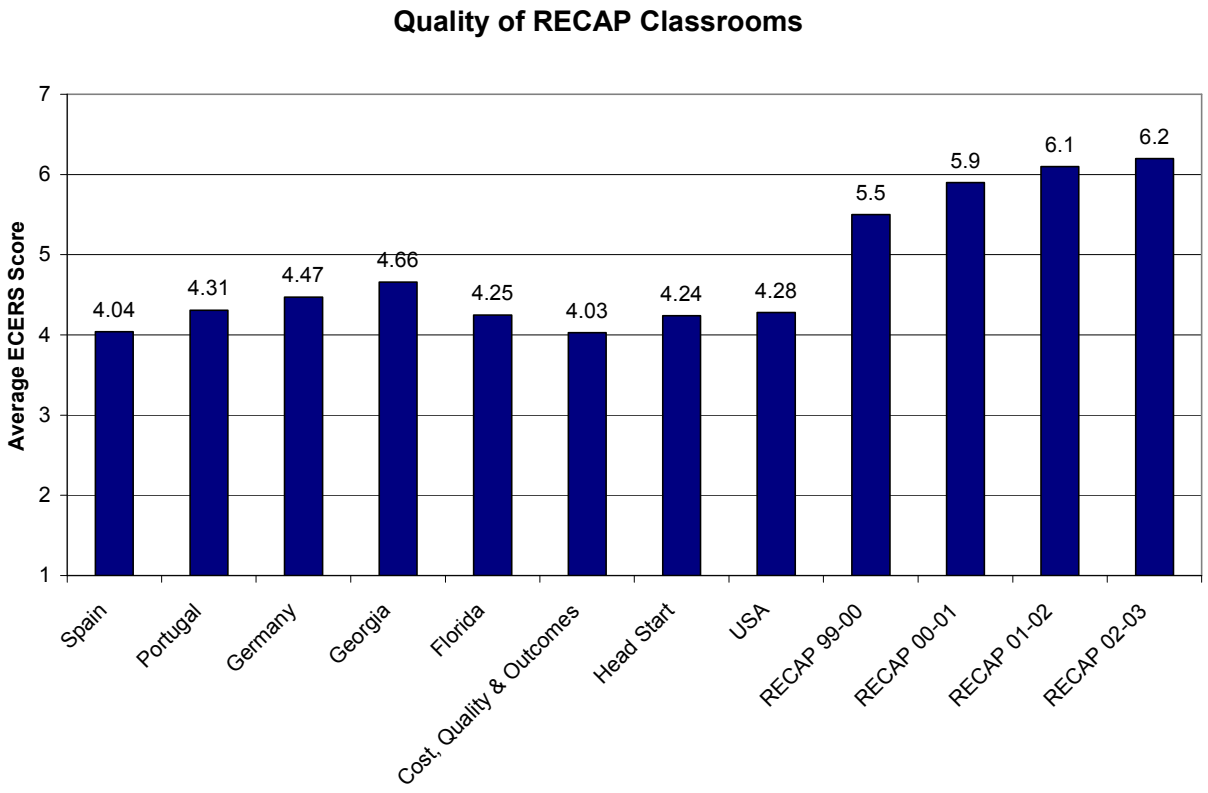


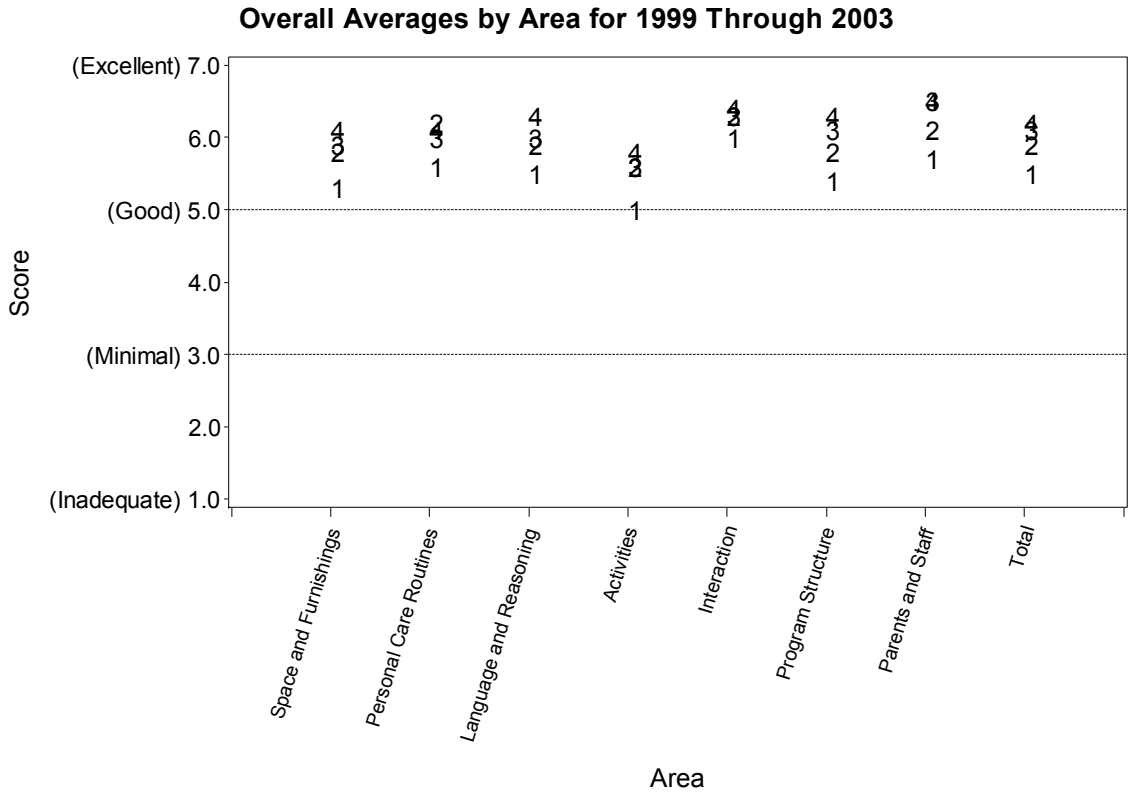
Figure 1. Quality of Rochester Formal ECE System

As in past years, RECAP is substantially higher in terms of quality. The reported standard deviation for the United States sample was 1.00, which would place RECAP classrooms about 1.9 standard deviations above the national average. Therefore, Rochester is fortunate to have an exceptionally high quality early childhood system for four-year-olds. Policy makers and others interested in the overall welfare of the City of Rochester should regard Rochester's early childhood programs as a *key community asset* in an otherwise highly impoverished city. Parents also should be informed that Rochester possesses an extraordinarily high quality formal prekindergarten system so that they can make informed decisions.

Is Rochester's Formal ECE improving?

As shown in figure 1, RECAP classrooms have improved in the last four years. Because seven is the maximum score in the ECERS-R, representing a perfect score in forty-three different items; the current RECAP average of 6.2 is approaching the maximum possible score of the scale, limiting our ability to measure improvement.

Figure 2 shows the average scores by area and by year.



		Area							
School Year	Year	Space and Furnishings	Personal Care Routines	Language and Reasoning	Activities	Interaction	Program Structure	Parents and Staff	Total
1999-2000 (n=120)	1	5.3	5.6	5.5	5.0	6.0	5.4	5.7	5.5
2000-2001 (n=116)	2	5.8	6.2	5.9	5.6	6.3	5.8	6.1	5.9
2001-2002 (n=118)	3	5.9	6.0	6.0	5.6	6.3	6.1	6.5	6.1
2002-2003 (n=130)	4	6.1	6.1	6.3	5.8	6.4	6.3	6.5	6.2

Figure 2. ECERS Overall Averages by area and by year

There was most improvement in the language and reasoning area, with improvements or stability in all areas. Some of the small fluctuations most likely reflect random error.

Are individual programs improving?

Generally yes, or, at least, maintaining high quality. Some of these small fluctuations probably represent random error. However, program J has a four-year trend of decreases, although as is evident in the next figure the problem is caused by a few outliers.

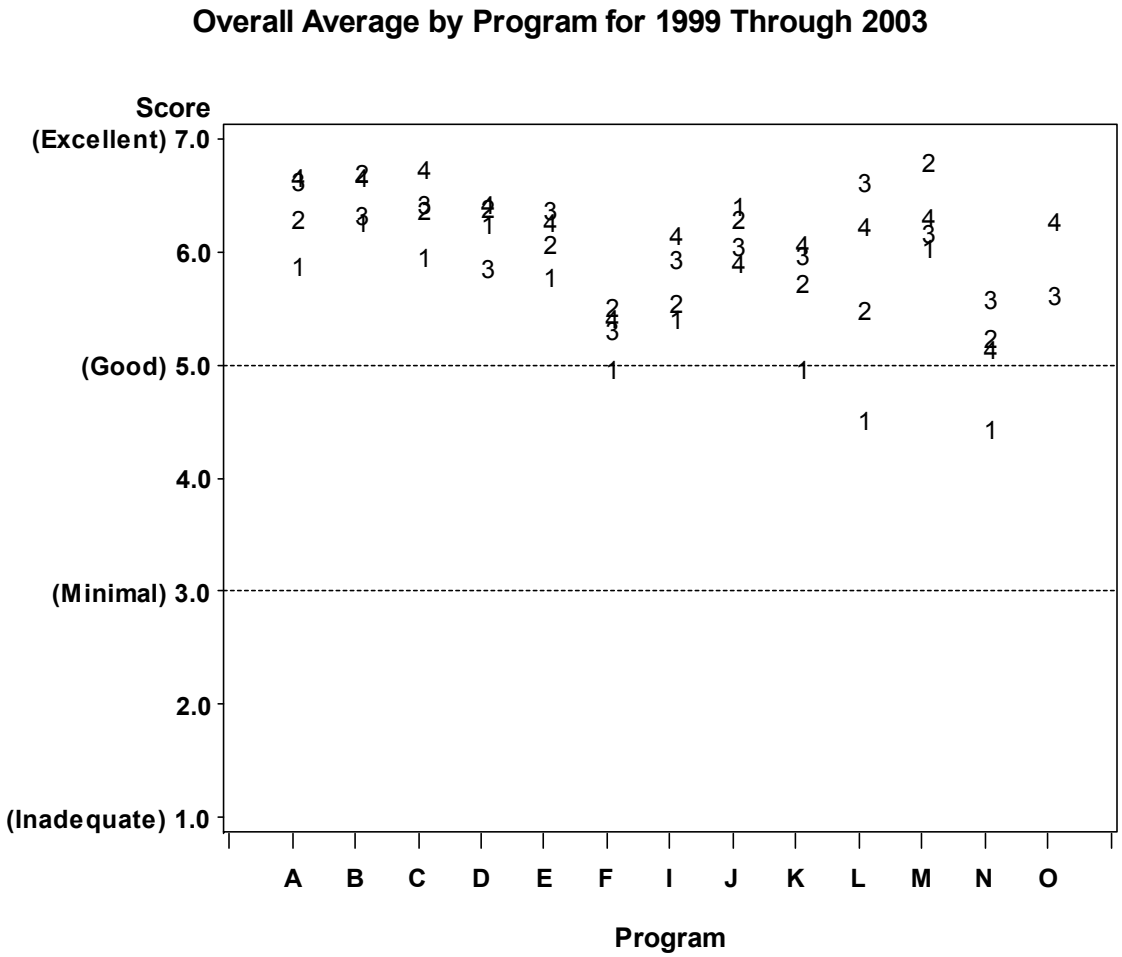
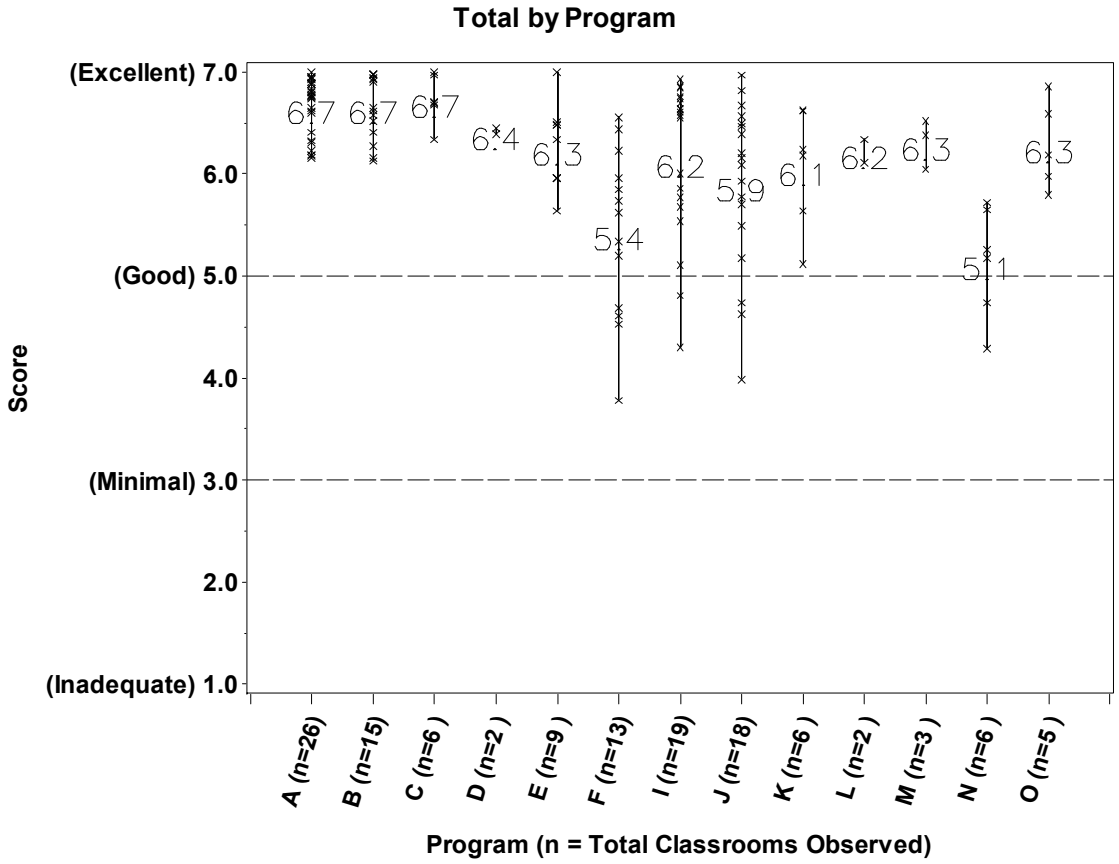


Figure 3. ECERS-R Overall Averages by program and by year.

The small variations in average ECERS-R scores by program over the last four years should not distract from the main point: all programs who initially had average quality above a score of five (good quality) have been able to improve or maintain their quality, and those programs that initially had quality slightly lower than a score of five quickly improved and maintained those improvements for three consecutive years.

What is the Quality of Individual Classrooms?



The Numbers INSIDE the Graph are the Average ECERS Scores for Each Program

The X is the Score for Each Classroom:
****Some Xs represent Several Classrooms with Identical Scores--see Table**

	Program														
Score Range	A	B	C	D	E	F	I	J	K	L	M	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0.8%
4-4.9	0	0	0	0	0	3	2	3	0	0	0	2	0	10	7.7%
5-5.9	0	0	0	0	1	5	5	5	2	0	0	4	1	23	17.7%
6-6.9	23	11	4	2	7	4	12	9	4	2	3	0	4	85	65.4%
7	3	4	2	0	1	0	0	1	0	0	0	0	0	11	8.5%
Total	26	15	6	2	9	13	19	18	6	2	3	6	5	130	

Figure 4. Quality of Individual Classrooms

Figure 4 shows the quality of each classroom in RECAP by program. There are a number of facts worthy of note:

1) There are no classrooms that scored lower than minimum standards (a score below 3).
2) 8.5% of the classrooms score between minimum standards and good quality (score of 5).
3) 91% of the classrooms had at least good quality (score of five)
4) 74% of the classrooms had quality at or above a score of six.
5) Most programs have very few classrooms below a 5.
6) Programs A and B have excellent, homogenous quality although they have a relatively large number of classrooms (n=26 and n=15).
7) The majority of students attending classrooms assessed within RECAP were immersed in "good" to "excellent" quality classroom environments.

Combining the information of the last two figures allows us to make a number of conclusions:

1) Some programs have a large number of classrooms and excellent quality for over three years. In particular, program A has 23 classrooms and has an impressive average of 6.7 with a high level of uniform quality. Program B has similar results. More importantly, that average uniform level of quality has been maintained for four years. Therefore, it is possible to have large programs serving urban preschool children with consistent high quality.
2) Smaller programs also have maintained excellent quality for the last three years.

Over the years RECAP evaluations have repeatedly demonstrated the wisdom, "One size does *not* fit all." Different programs work for different children and families in different ways. There remains one high standard, but the various and diverse RECAP-affiliate programs and schools are required to fit the needs of Rochester's diverse families. The results presented in these pages again confirm this basic conclusion.

That we observe both large and small programs providing consistently high quality demonstrates that we can enjoy one size not fitting all, and not at the expense of quality.

Appendix A shows the distribution of ECERS-R scores by program for each of the areas of the ECERS-R. Because the results are similar to those presented immediately above, the interested reader is referred to the appendix.

STUDENT PERFORMANCE: ACADEMIC, MOTOR, AND SOCIAL SKILLS

How did we measure students' academic, social, and motor skills?

The Child Observation Record (COR) was developed by High/Scope, which is one of the leading centers in the nation for developing and evaluating materials for young children. It is one of the most widely used developmentally appropriate assessment instruments for teachers serving students ages 2.5 to 6 years of age. Trained teachers systematically record their observations of children's functioning for 21 items. Children's acquisition of skills is measured on a five-point developmentally sequenced scale with each point representing a level of children's growth along the developmental continuum. The COR items form three empirically derived scales: academic, motor and social (Fantuzzo, Hightower, Grim, Montes, 2002)

Before teachers use the COR, they must complete COR training. Training is provided for all teachers not previously trained on the COR and for experienced teachers who feel they will benefit from additional training. It is a three-hour session which covers components of the COR, child observation techniques, and hands on training for documenting and scoring. This year we trained 69 teachers and teacher's assistants on the COR.

The COR has three subscales, (Fantuzzo et al, 2002) rather than one holistic score or the total for each of the categories listed by High/Scope (e.g. language and literature, etc.). The three subscales are:

Empirical Scales	**Item Examples**
1. Cognitive or Academic Skills	"beginning reading"
2. Coordinated Movement	"following music and movement directions"
3. Social Engagement	"relating to other children"

The alpha reliability (internal consistency) of the COR subscales were:

- 0.90 (n=1934) for COR Academic
- 0.87 (n=1964) for COR Motor
- 0.92 (n=1977) for COR Social

(Note: The number of children reported here represent complete fall and spring measures; thus far more pupils attend RECAP-affiliated programs)

At what level did students enter pre-kindergarten and how much did they improve by the end of the school year?

	Time 1			Change Score		
Skill Area	N	M	SD	N	M	SD
Academic	1997	2.32	0.70	1665	0.92	0.62
Motor	1997	2.89	0.74	1665	0.91	0.70
Social	1997	2.83	0.77	1665	0.93	0.67

Table 2. Time 1 COR and COR change scores means and standard deviations

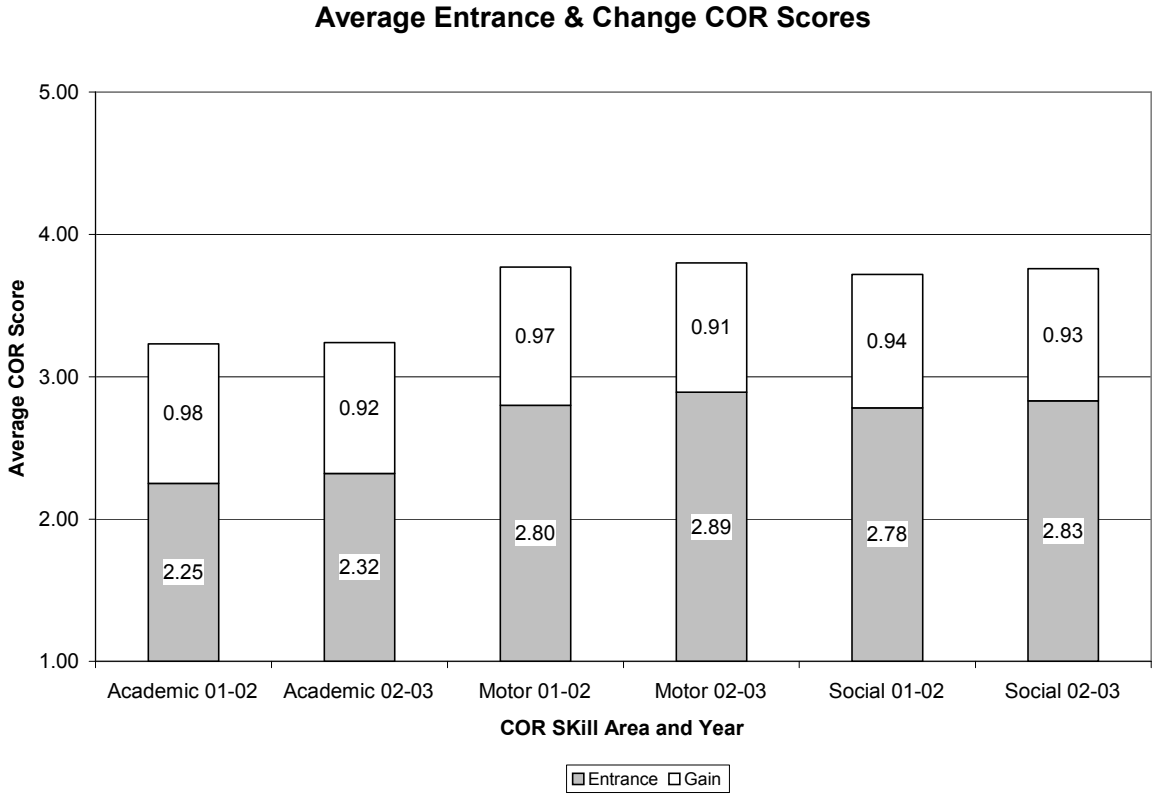


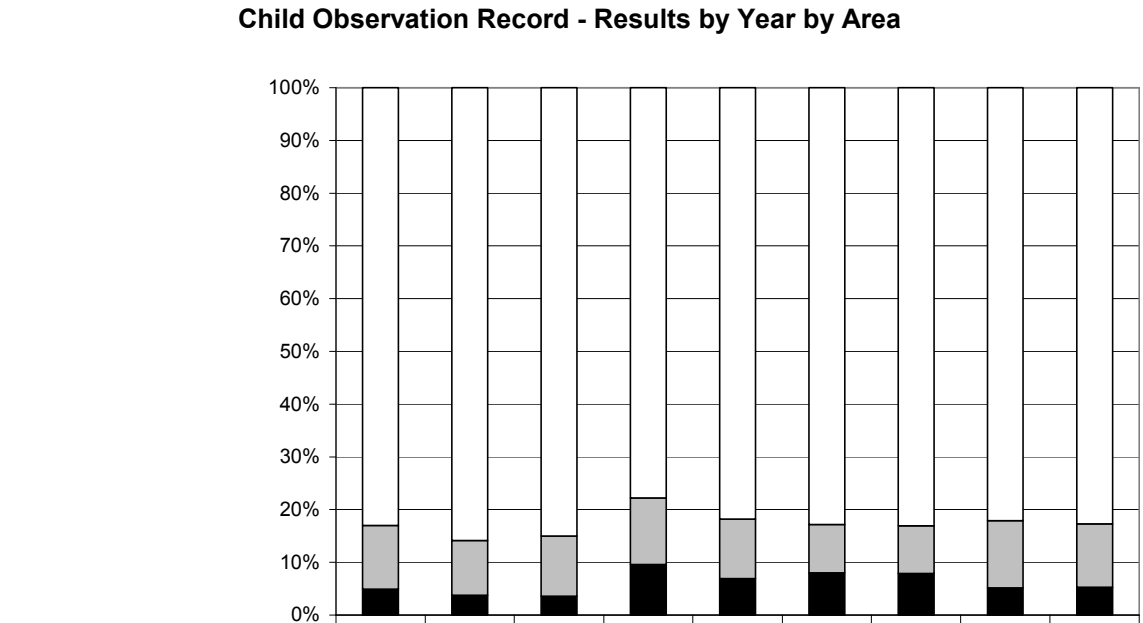
Figure 5. Average Entrance COR Scores and Average Change Scores for 2001-2002 and 2002-2003 school years

At time 1, students on average scored in the middle of the five-point scales with the majority of students scoring between a 2 and 4. On average, students grew in the 0.9-1.0 range in all three areas. Overall, results were very similar to last year's results.

What is the change in the COR expected by aging alone?

Unfortunately, High/Scope, for the Child Observation Record, does not report the average increase for either the total score or the subscales due to aging. The average duration between time 1 and time 2 data collection was 7 months, from October to May, and so we would expect that a portion of the 0.9-1.0 growth is simply the result of growing older. A rough indicator of the impact of aging on the COR, used in previous years, can be calculated as the average difference *at time 1* between students who were seven months apart. To calculate this indicator a regression was run between time 1 COR subscale scores and age. Based on the information from the regression, the average increase in COR by students who were 7 months older was used as the expected value due to aging. This procedure was used in previous years. Regression coefficients were 0.51, 0.43 and 0.43 for academic, motor and social subscales; resulting in 7 month developmental growth estimates of 0.29, 0.25 and 0.25 for each one of the subscales respectively.

The adjustment procedure can be criticized because it assumes that the entrance level of students is equivalent to the average gain in a specific period of time. Admittedly, it is a flawed estimate, but we believe it to be better than not attempting to correct for developmental change at all. When the phrase "at or above expectations" is used it should not be confused with "meeting state standards" or other similar outside criterion. Expectations here are formed by the scores of the students entering pre-kindergarten and are not criterion referenced to any standard.



	2000-01 Academic	2001-02 Academic	2002-03 Academic	2000-01 Motor	2001-02 Motor	2002-03 Motor	2000-01 Social	2001-02 Social	2002-03 Social
Change above Expectations	83	85.9	85	77.8	81.8	82.8	83.1	82.1	82.7
Change Scores at or below Expectations	12.1	10.4	11.4	12.6	11.3	9.2	9	12.7	12
Neg. Change Score	4.9	3.8	3.6	9.6	6.9	8	7.9	5.2	5.3

Figure 6. COR results by area and by year

Figure 6 shows the proportion of students who had growth above the expected level and those whose growth was negative. As in previous years, a little more than 80% of the students had change scores above developmental expectations. This year the percentage of students with negative growth in the motor area was greater than in previous years; however, small fluctuations are likely to be random error.

Are there any differences in the outcomes by gender or minority/ethnicity?

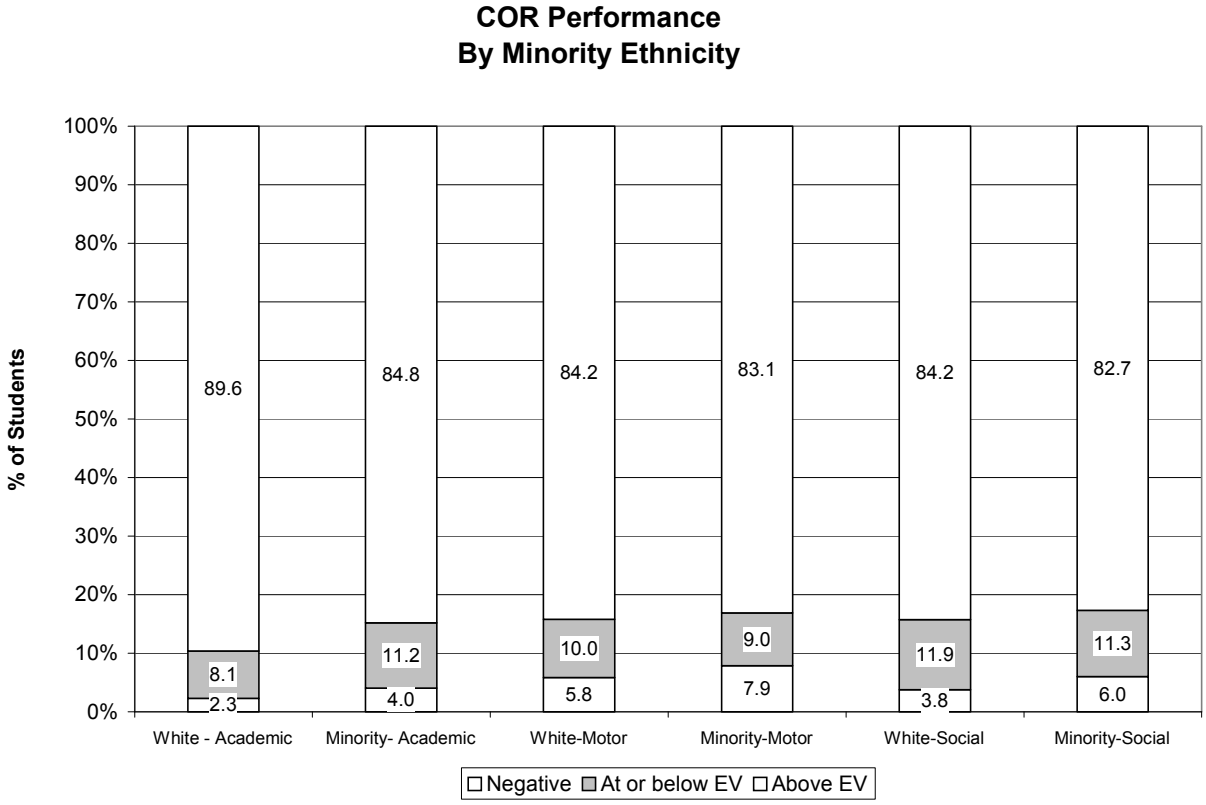


Figure 7. COR Performance by minority/ethnicity

EV=Expected value. * Significant at p<.01.

There were no significant detectable differences between minority students and white students in any of the COR subscales. Last year, there were no detectable differences in the academic subscale, while minorities had slightly better outcomes in social and motor skills. Two years ago, minorities had significantly lower performance in academic skills and similar performance to white students in social and motor skills. Because there is no discernable pattern, the reasonable conclusion is that these fluctuations are random error.

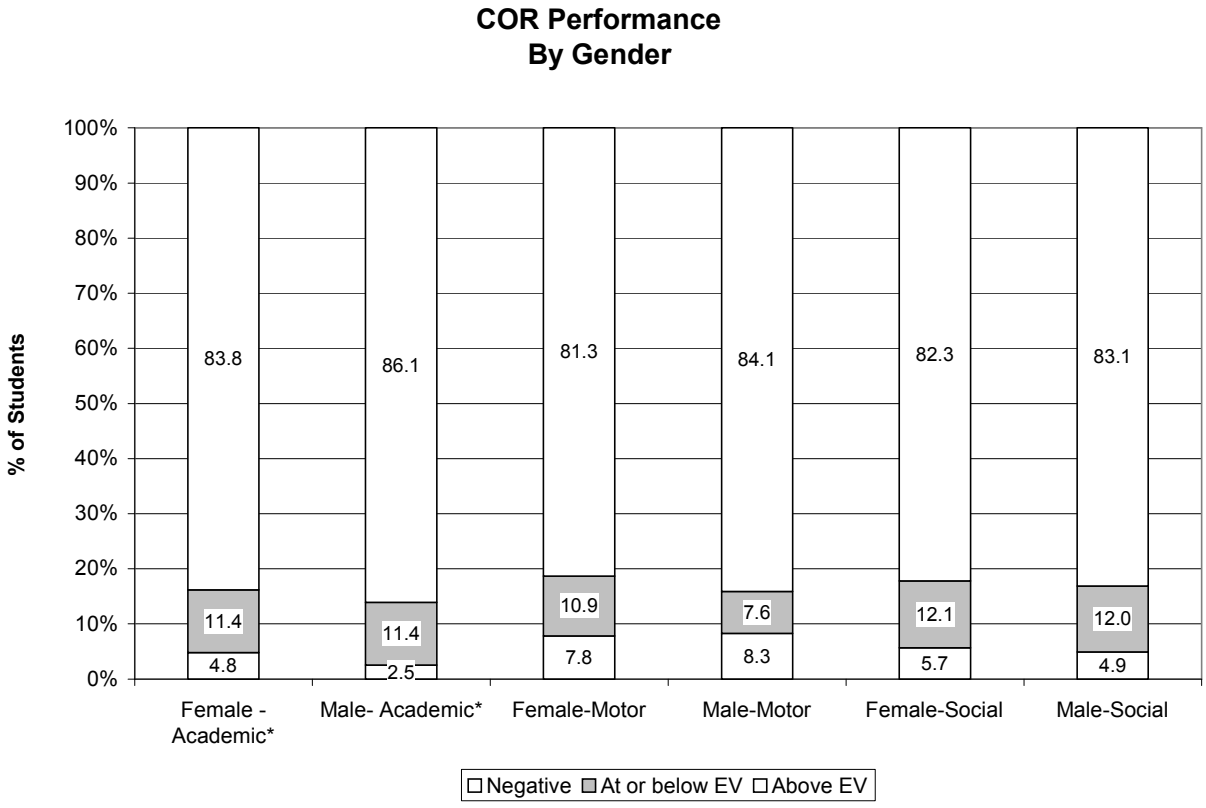


Figure 8. COR Performance by gender.

EV= Expected value. *p<.05.

This year we found males slightly more likely to grow above expectations in academic skills than females. In social and motor skills, there were no detectable differences by gender. Last year, there were no academic differences, but a small difference in social skills favoring females was detected. Again, because no clear trend emerges the reasonable assumption is that these fluctuations are random error or the idiosyncrasy of this class of four year olds.

Is quality of classroom performance linked with student performance?
Yes and no. Correlations at the aggregate classroom level were run after removing outliers in the ECERS-R total score (n=6, ECERS-R below 4.7 removed) identified using stem-and-leaf graphs.

The correlation between the ECERS-R score and the average growth COR score in the academic area was not significant (n=92, r=0.19, p>.05). Similarly, there was no significant correlation between the quality of the classroom environment and growth in motor skills (n=92, r=0.19, p>.05). However, average growth in COR social skills was significantly and positively correlated with higher scores in the ECERS-R (n=92, r=0.21, p<.05). In all cases, however, quality of the classroom explains around 4% or less of the variation in the COR growth scores, leaving 96% or more unexplained (presumably explained by other factors).

As in past years, we also investigated this question by classifying the classrooms into two groups – high quality and very high quality groups based on the median ECERS-R score. A one-way multivariate analysis of covariance (MANCOVA) was conducted to determine the effect of high and very high quality on COR growth variables while controlling for the proportion of minority and male students in each class. There were no significant differences in the outcomes by quality group (Wilk's Lambda = 0.792, $F(3,86)=0.237$, $p>.05$).

What Do These Results Mean?

Last year we detected no relationship between ECERS-R scores and change in the COR subscores. Two years ago we detected an association between quality of the classroom environment and growth in social skills during the academic year. This year we detect a significant correlation coefficient with social skill growth that is not detectable by MANCOVA. Consequently, replicated results suggest no detectable link between ECERS-R scores and change in COR academic and motor scores for high compared with very high quality classrooms. However, there appears to be a significant, yet small, link between high and very high quality measured by ECERS-R and change in the social skills COR.

STUDENTS AT RISK FOR SOCIO-EMOTIONAL PROBLEMS

How did we measure socio-emotional competencies and problems?

The *Teacher-Child Rating Scale* (T-CRS) consists of 32 items assessing different aspects of a child's socio-emotional adjustment. Items are grouped into four empirically derived and confirmed scales assessing: 1) Task Orientation; 2) Behavior Control; 3) Assertiveness, and 4) Peer Social Skills. Each of these scales contains 8 items: four positively and four negatively worded items. All items are measured on a 5-point Likert scale according to how much the teacher agrees each item describes the child. Normative tables are provided for urban, suburban, and rural; male and female. T-CRS's alpha coefficients of internal consistency range from .87 to .98 with a median of .94. Studies correlating the T-CRS with the Walker-McConnell and Achenbach's scales suggest strong convergent and divergent concurrent and construct validity (Perkins, P.E. & Hightower, A.D. (1999; 2001).

Students who scored below the 15 percentiles (approximately 1 standard deviation) in any T-CRS subscale were considered to be at risk in that particular area.

The alpha reliabilities (internal consistency) of the T-CRS subscales were:

- 0.92 (n=2141) for Task Orientation
- 0.93 (n=2128) for Behavior Control
- 0.94 (n=2127) for Peer Sociability
- 0.89 (n=2118) for Assertive Social Skills.

How many students have socio-emotional risk factors at entrance into pre-kindergarten (Time 1)?

Table 3 and Figure 9 show the percentage of students with socio-emotional risk factors at entrance into pre-kindergarten. Fourteen percent of students enter preschool with multiple socio-emotional risk factors, and an additional 12% enter preschool with a single socio-emotional risk factor.

	2002-03	
	N	%
% Boys	1997	51.8%
% Minorities	1812	83.1%
Socio-emotional Risk Factors (Time 1)		
No Risk Factors	1586	74%
Behavior Control Only	44	2.1%
Assertive Social Skills Only	84	3.9%
Peer Sociability Only	47	2.2%
Task Orientation Only	90	4.2%
Multiple Risk Factors	291	13.6%

Table 3. Student's Descriptive Information for 2002-03

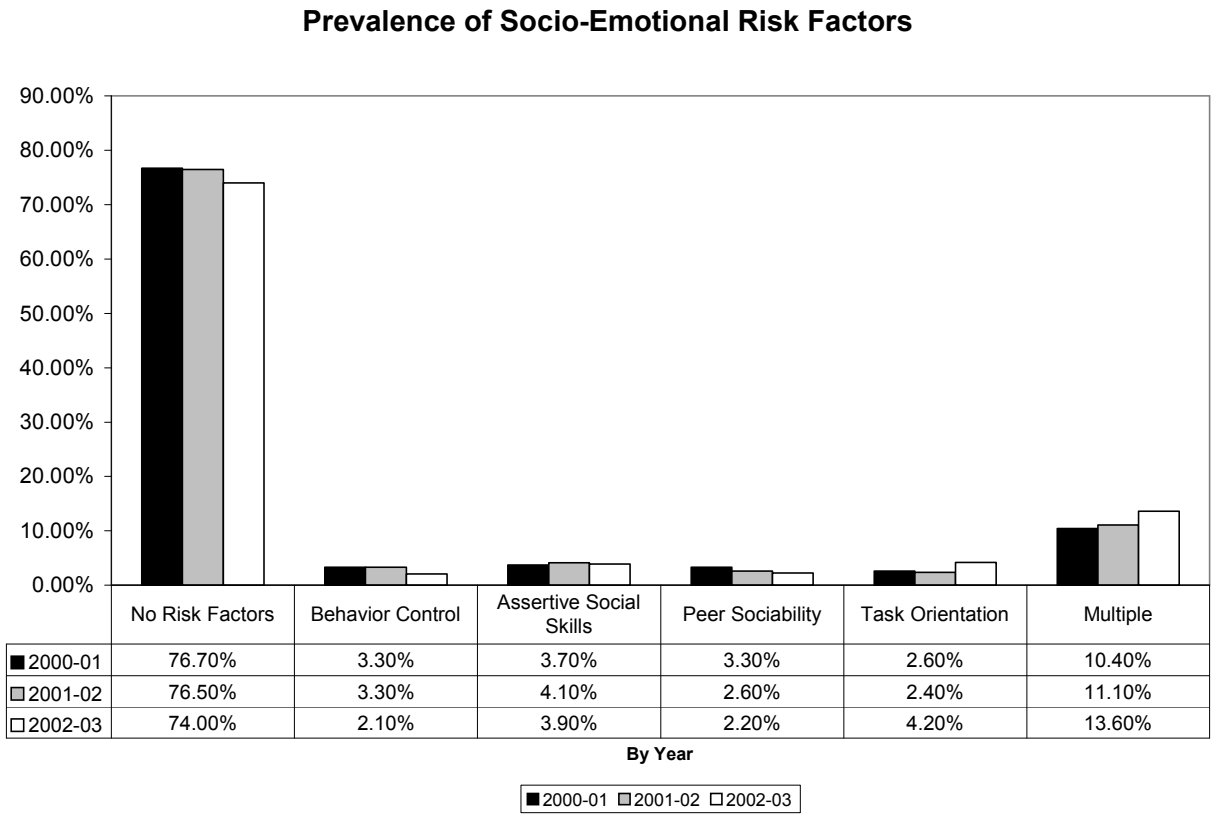


Figure 9. Prevalence of socio-emotional risk factors at entrance into pre-kindergarten by year.

There is a small increase in the percentage of students with multiple socio-emotional risk factors.

Do students with socio-emotional problems have a different academic, social and motor profile at entrance into pre-kindergarten?

A one-way multivariate analysis of covariance (MANCOVA) was conducted to determine the association between time 1 socio-emotional risk status and time 1 COR subscores while controlling for minority / ethnicity and gender. There were significant differences in the average (mean) COR scores by time 1 socio-emotional risk status (Wilk's Lambda = 0.773, $F(15,4745)=31.009$, $p<.01$).

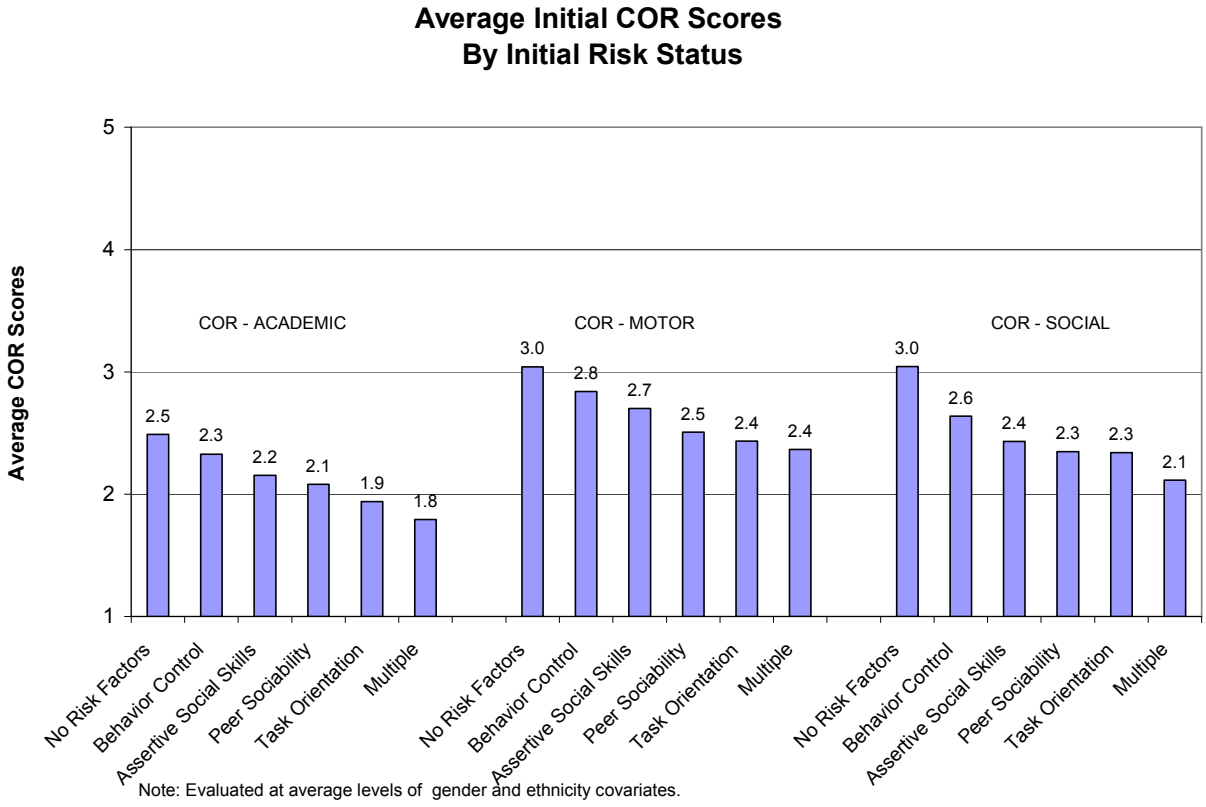


Figure 10. Initial COR Scores by socio-emotional risk status

Pairwise comparison revealed a complex pattern. In the academic and motor subscales, differences between students with behavior control risk factor and students with no risk factors were not statistically significant. In general, students with multiple socio-emotional risk factors at time 1 had fewer skills than students with no risk factors. In some instances, students having a single risk factor (assertive skills, peer sociability or task orientation) were rated similarly to students having multiple risk factors.

The demographic characteristics of the students, controlling for time 1 socio-emotional risk profile were significantly correlated with the outcomes examined. Minority students scored about 1/10 of a point lower in academic and social skills (Wilk's lambda =0.988, $F(3,1719)=7.231$, $p<.01$; academic: $b=-0.110, t=-2.69, p<.01$; motor: $b=0.004$, $t=0.111$, $p>.05$; social: $b=-0.087$, $t=-2.03, p<.05$). Male students also scored lower than females with comparable risk factors in all three measures (Wilk's lambda = 0.946, $F(3,1719)=32.874$, $p<.01$; academic: $b=-0.224, t=-7.36, p<.01$; motor: $b=-0.266$, $t=-7.95$, $p<.01$; social: $b=-0.32$, $t=-9.92, p<.01$). The gender results parallel last year's results, but the minority results are much weaker this year than in previous years.

What do these results mean?

Students that arrive in the fall with multiple socio-emotional risk factors are likely to also arrive with lower levels of social, academic and motor skills. Students with a single risk factor may or may not be rated lower than students with no risk factors depending on the type of risk. Students with behavior control issues, but no other risk factors, were rated similarly to students with no risk factors in the academic and motor area, but students with low levels of assertive social skills or poor peer sociability or task orientation were rated significantly lower than not at risk peers. These analyses are correlational so causation cannot be established. Minorities and males have additional risk, which supports previous studies and research.

Do students with socio-emotional problems have a different pattern of growth during pre-kindergarten?

A one-way multivariate analysis of covariance (MANCOVA) was conducted to determine the association between time 1 risk status and COR change scores while controlling for minority/ethnicity and gender status. There were significant differences in the average COR change scores by time 1 socio-emotional risk status (Wilk's Lambda = 0.975, $F(15,3959)=2.41$, $p<.01$).

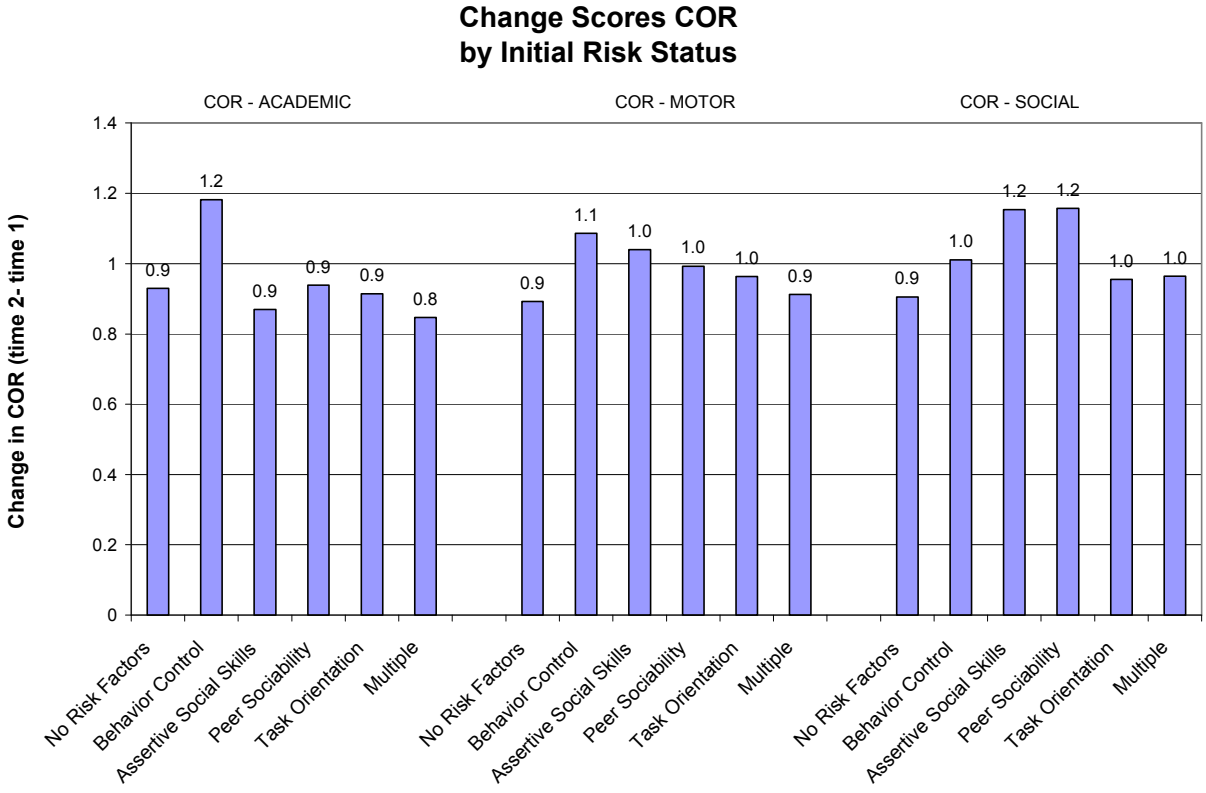


Figure 11. COR Change scores by socio-emotional risk status
Note: Marginal means evaluated at average levels of gender and ethnicity covariates.

Pairwise comparisons based on means adjusted for minority/ethnicity and gender identified that students who had initially multiple socio-emotional risks grew the same amount during the academic year in all three areas than students who initially presented no socio-emotional risk factors. Students who had a single assertive social skills risk factor acquired social skills at a faster rate than their not-at-risk peers. Students who had a single behavior control risk factor acquired more academic skills than their not at risk peers.

No differences were detected by minority ethnicity (Wilk's lambda =0.997, $F(3,1434)=1.54$, $p>.05$) or by gender on any measure (Wilk's lambda =0.999, $F(3,1434)=0.536$, $p>.05$). Last year there were no detectable gender differences, although there was a minority difference with Hispanic and Black students gaining more in social and motor skills; gains in academic skills was fairly consistent among these ethnic / racial groups.

What do these results mean?

The initial socio-emotional risk status of students does not impair the acquisition of skills in academic, social and motor areas as measured by the COR. *Indeed, students with initial multiple risk factors in the socio-emotional domain acquired skills at the same rate as students who presented no risk initially.* This result corroborates last year's result. It appears that students who initially came to pre-kindergarten with lower skills and more risks gained as much as those students who did not have such risks. Students who initially had assertive social skills difficulties and no other risk factors acquired social skills at a faster pace than their peers. Students who initially had behavior control difficulties and no other risk factors acquired academic skills at a faster pace than their peers. These differences are small. No gender or minority/ethnicity differences in rate of growth were detected.

How stable are these risk factors over the pre-kindergarten year?

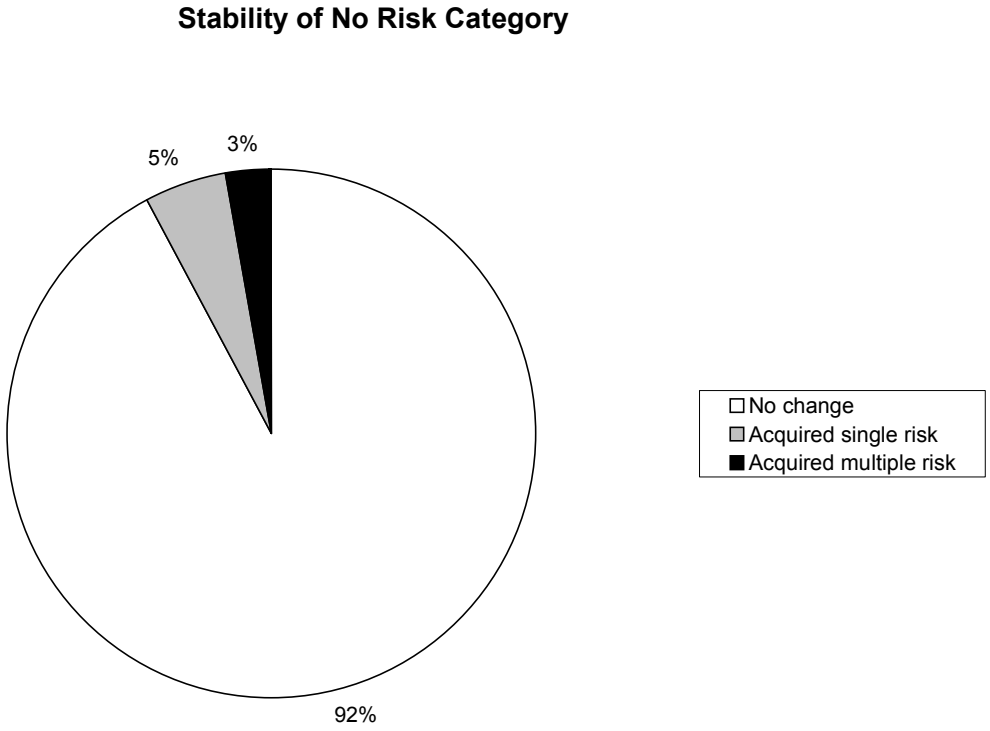


Figure 12. Stability of socio-emotional risk factors: Not at Risk at Time 1

92% of students, who were not initially at risk, remained so at time 2, while 5% acquired one risk and 3% acquired multiple risks.

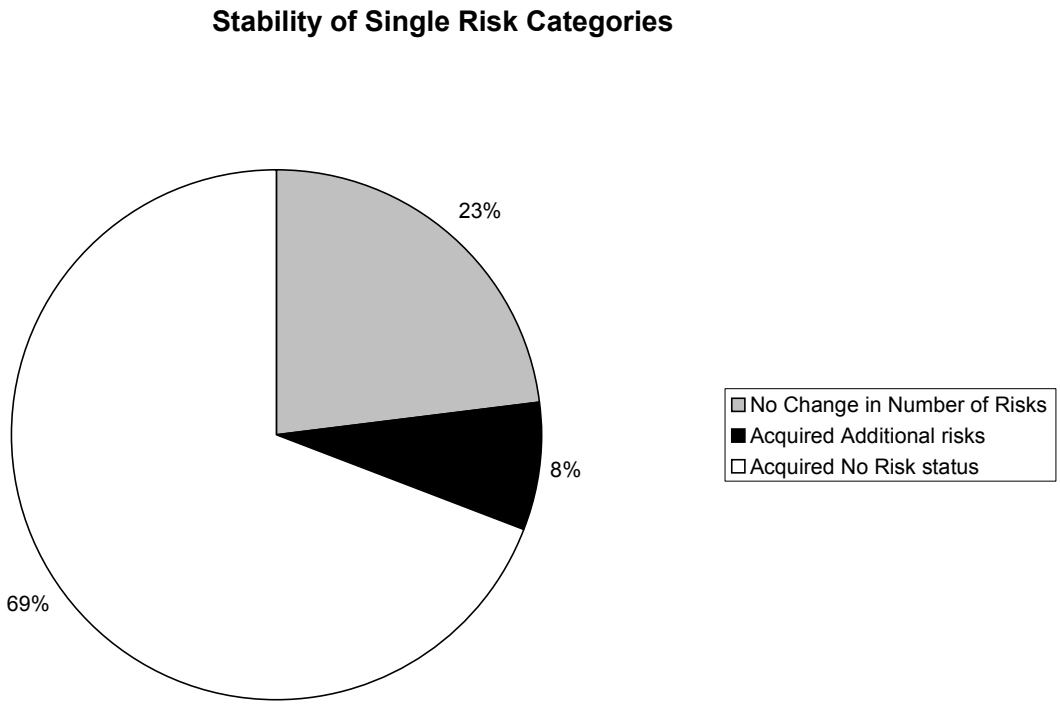


Figure 13. Stability of socio-emotional risk factors: Single Time 1 Risk

Of the students who had a single socio-emotional risk status at time 1, 69% acquired no risk status by time 2, 23% had no change on the number of risks and 8% acquired additional risk factors.

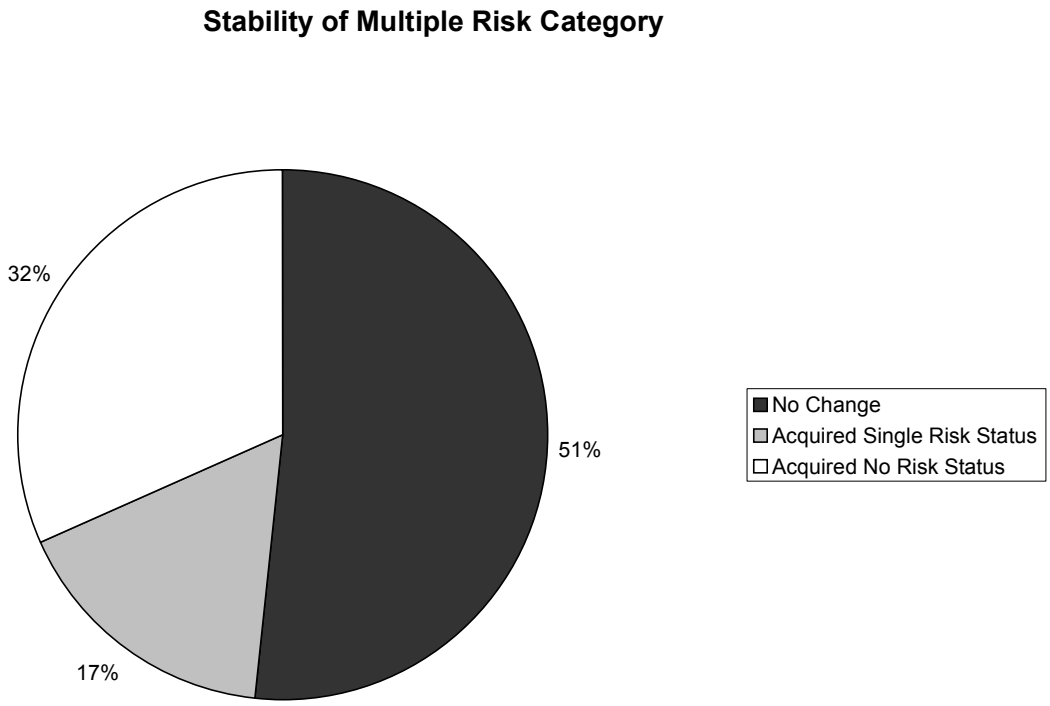


Figure 14. Stability of socio-emotional risk factors: Multiple risks at time 1

Of the students that presented multiple socio-emotional risks at time 1, 51% still had multiple risks at time 2, 17% reduced the number of risks to a single one, and 32% acquired no risk status by time 2.

Is there a relationship between high and very high quality environments and improvement of students who are at risk socio-emotionally?

Correlations at the aggregate classroom level were run after removing outliers (n=6) identified using stem-and-leaf graphs. The correlation between the ECERS-R score and the percentage of students with socio-emotional risk factors who improved was significant (n=88, r=0.241, p<.05). There was no significant correlation between the quality of the classroom environment and the percentage of students who acquired additional risk factors (n=88, r=-0.006,p>.05), or with the percentage of students initially not at risk whose socio-emotional status did not change (n=88, r=0.089, p>.05). However, there was a small negative significant correlation between ECERS-R scores and the percentage of students who were initially at risk and had no change (n=88, r=-0.261, p<.05). Quality of the classroom explains around 4% of the variation in the stability of socio-emotional factors, leaving 96% unexplained (presumably explained by other factors).

Are at risk students more likely to improve in higher quality classroom environments?

To answer this question we followed two steps:

1) Aggregate the data by classroom and split the classrooms into a high quality and a very high quality group.
2) Determine if the very high quality group had a higher percentage of students who improved or a smaller percentage of students who deteriorated than the high quality group.

Aggregating by Classroom

To determine if high quality, as measured by very high ECERS-R scores, had a measurable impact in increasing the number of positive outcomes or decreasing the number of no change or negative outcomes, we aggregated the data set by classroom and selected those classrooms that had 10 or more students with complete data.

After aggregation, data were first inspected to identify outliers. Classrooms with ECERS-R scores below 4.7 were identified as outliers using stem and leaf plots and removed from the analyses (n=6). The median ECERS-R score of the remaining classrooms was 6.5, indicating the very high quality of classrooms environments that characterizes the provision of early childhood services in the City of Rochester.

Results

A one-way multivariate analysis of covariance (MANCOVA) was conducted to determine the effect of high quality versus very high quality on the socio-emotional change variable while controlling for the proportion of minority and male students in each class. There were no significant differences in the outcomes by quality group (Wilk's Lambda = 0.953, F(3,82)=1.352, p>.05).

What do these results mean?

Based on MANCOVA analyses, the data showed no significant association between ECERS-R quality and the reduction of socio-emotional risk factors. This result corroborates last year's result. However, while last year all correlations between ECERS-R scores and changes socio-emotional risk status of students were not significant, this year small correlations were detected indicating that classrooms with higher ECERS-R scores had a greater percentage of initially at risk students who improved and a smaller percentage of students who were initially at risk and had no change in their risk status. We observed similar results in 2000-01.

PARENTAL SATISFACTION WITH THE PRE-KINDERGARTEN PROGRAM

The Early Childhood Parent Survey (ECPS) measures parent satisfaction in seven areas of early childhood programs:

- Parent needs, communication, and involvement
- Students needs and involvement
- Learning environment
- Teachers
- Administration
- Building, room, and equipment

How are these Areas Measured?

To measure each area, parents were provided a list of 8 to 14 activities, routines or physical structures that they observed or experienced in the classroom or when dealing with the teachers and administrators. The responses are either *"Yes"* or *"No"* that the item was observed or not observed, respectively. At the end of each area, parents are also asked to assign an overall satisfaction grade (A – F) for that area.

Overall, were parents satisfied with the pre-kindergarten education services that their students received?

Yes. Parents indicated that they were highly satisfied with the early education services their child had received. Figure 15 shows the grades for the overall program.

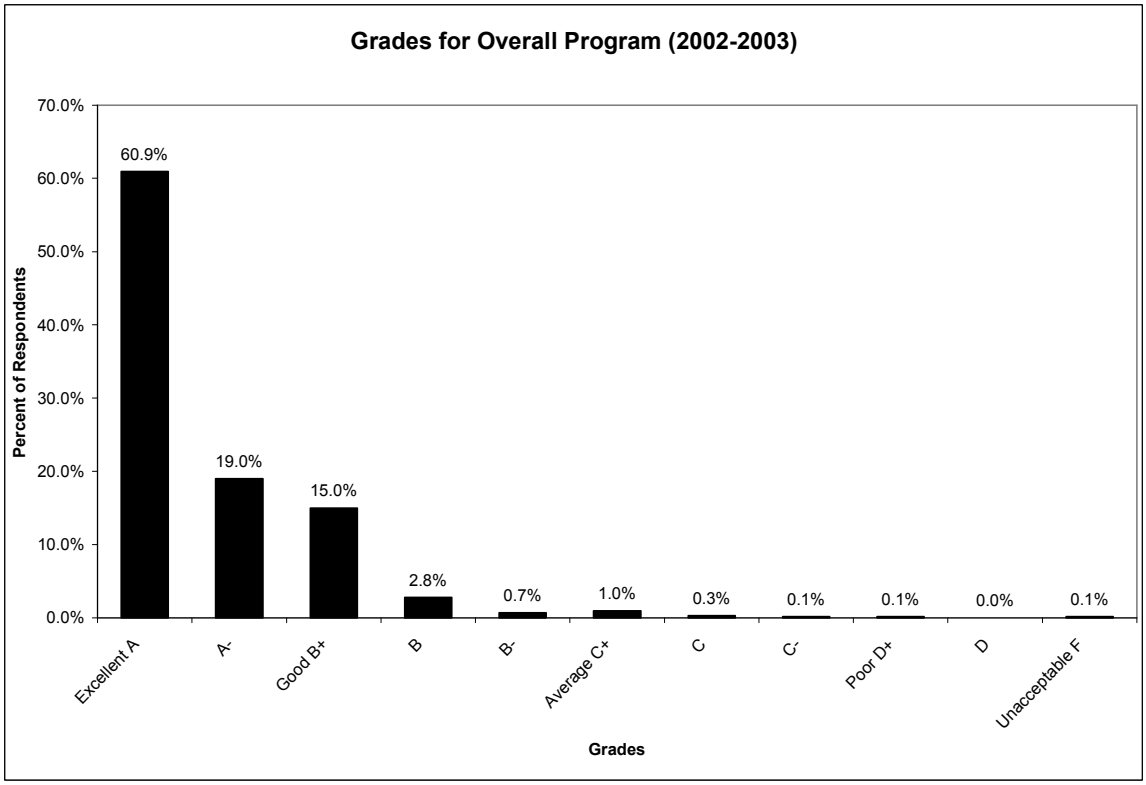


Figure 15. Parental Satisfaction with Program

Compared with last year, is parental satisfaction with the program improving?

The satisfaction results for this year closely parallel those of previous years.

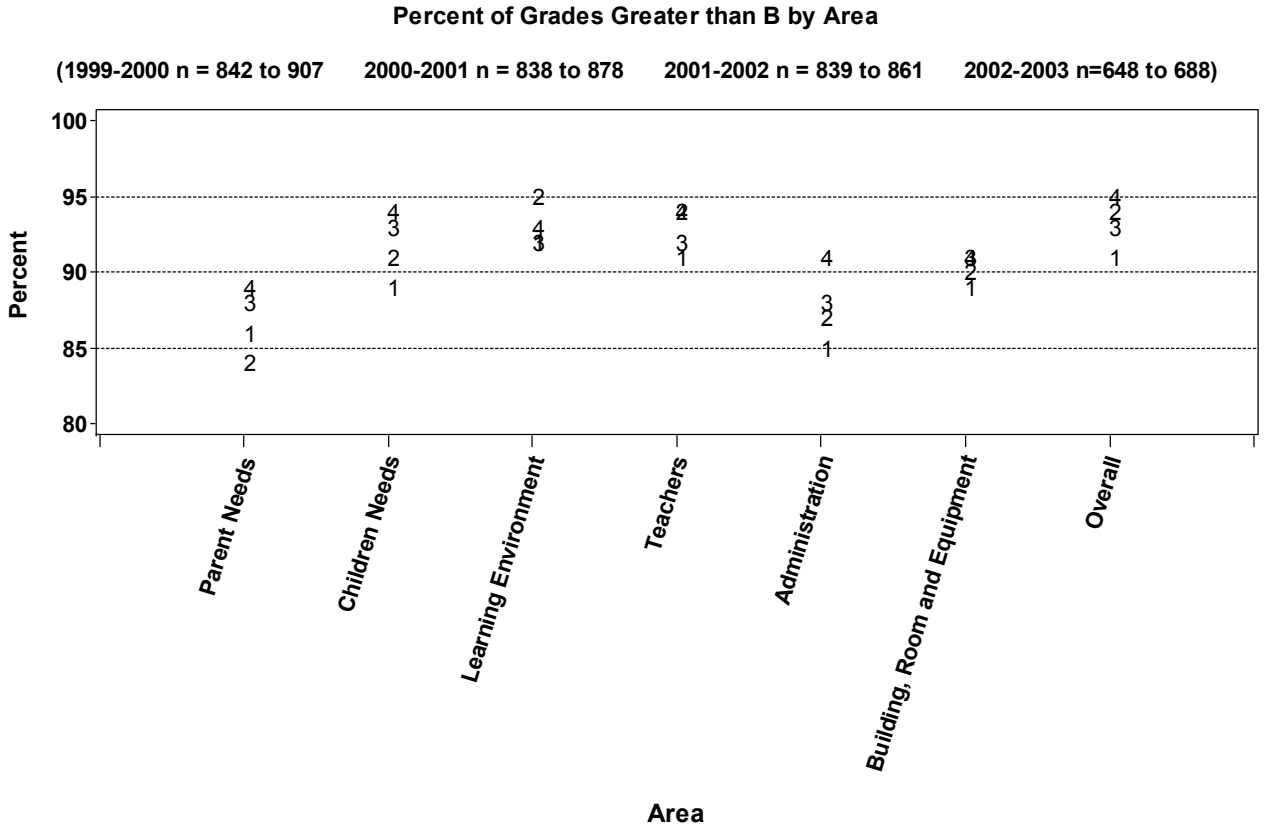
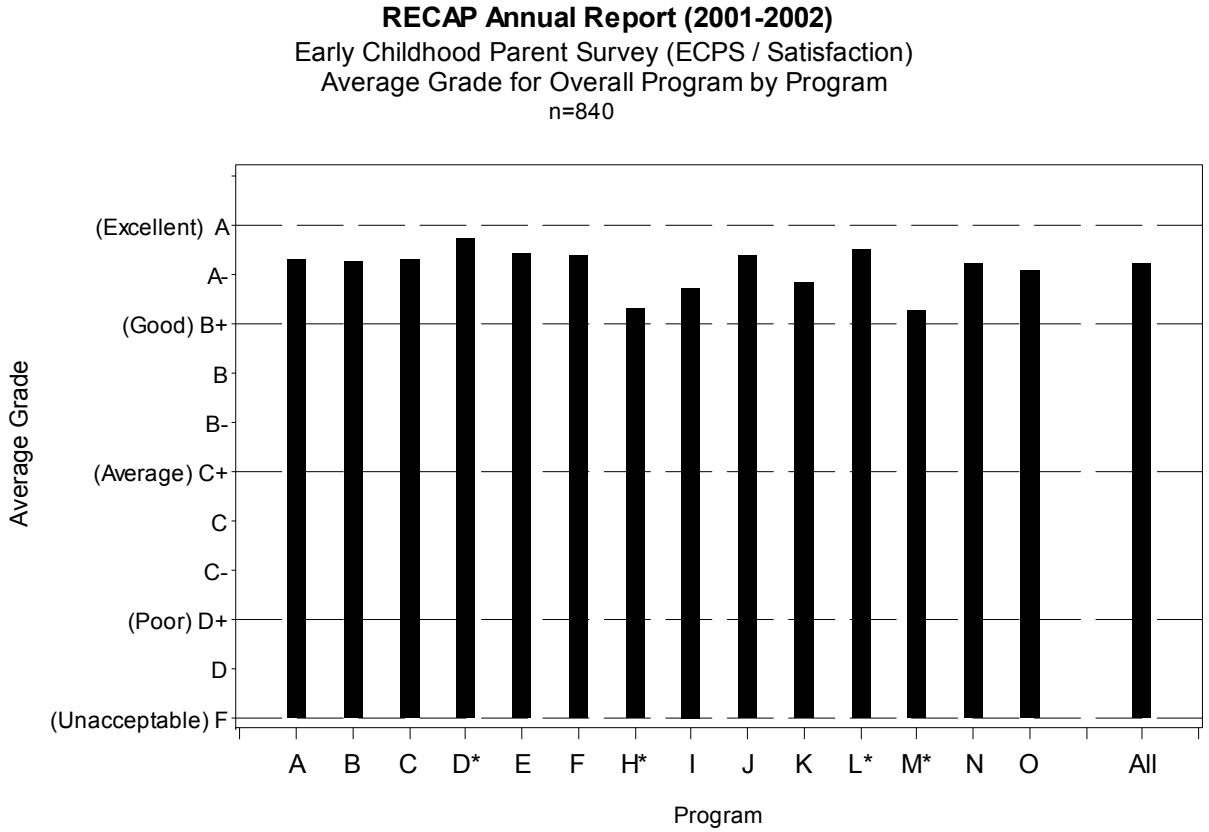


Figure 16. Parental Satisfaction with Program

Was there variation in parent satisfaction by program?

Yes. There is some variation across programs; yet all programs scores a B+ or above.



* Programs D, H, L and M each had less than 17 responses
Program G left RECAP in 2000-2001

Figure 20. 2001-02 Parental Satisfaction Levels by Program

The appendix contains tables describing satisfaction rates for each item. Overall, parents are highly satisfied with the formal early childhood programs their children attend.

For a complete look at satisfaction data please consult the appendix.

RECAP DESCRIPTION

The Rochester Early Childhood Assessment Partnership (RECAP) started in Rochester, New York in 1992 to address the growing need for understanding and improving the effectiveness of pre-kindergarten programs.

Today, with the support of childcare providers, local government, foundations and schools, RECAP has become responsible for the assessment of approximately two-thirds of Rochester's 4-year-olds, including Universal Pre-kindergarten, New York State's fastest growing education initiative.

RECAP provides an integrated and thoughtful process for ensuring that early childhood programs have the information they need for making informed decisions that improve program practices and outcomes.

RECAP provides useful data analysis on the status of our early childhood programs including: 1) parent satisfaction and interests in child development, programs, agencies, and support services, 2) classroom observations of adult and child interaction, program function, and environment and 3) child-specific information on motor development, speech and language development, school skills, and socio-emotional adjustment.

Confidentiality of all our participants is maintained in all areas and is of the utmost importance to our partnership.

Measure Distribution and Collection

RECAP operates throughout the school year. The partnership collects information, analyzes it, and disseminates it widely so parents, providers and policy makers can make informed decisions.

Three times during the year (fall, winter, and spring), Children's Institute staff prepares packets of measures and distributes them to program locations for teachers and parents to complete. Also included in packets are detailed instruction sheets, timelines, identification numbers for each child, sample letters, and schedules of upcoming meetings, training, and orientations.

Teachers complete the Teacher-Child Rating Scale and Child Observation Record and parents complete the Parent Child Rating Scale, the Preschool Parent Support Questionnaire, and the Parent Questionnaire in fall and spring. The Early Childhood Parent Survey (parent satisfaction) is distributed to obtain parent feedback in February.

Programs return completed measures to Children's Institute for processing. The measures are checked for accuracy and the data are entered. Individualized reports are produced and returned to programs along with the original instruments within 7 to 10 days. Reports include individual child and group profiles of outcomes and parent feedback summaries. Reports may be used immediately by program staff to identify strengths, needs, and to set goals for program, children, and families. Children's Institute staff supports program partners with interpretation of reports in individualized and small group meetings.

Partner Development

Training and support is provided to directors, teachers, and parent support staff on appropriate use of all measures used in the partnership. Specific descriptions of each segment are noted below.

Orientation

The RECAP orientation sessions provide history and background on the partnership, an overview of the entire RECAP process, and training on use of its components. Partners gain perspective on the entire partnership and how this community-wide operation fits with their individual program. This forum also provides opportunity for early childhood program partners to link with each other.

The project coordinator meets frequently at program sites with teachers and directors. This personalized option was suggested during early focus groups and is preferred by most program staff. These meetings complement information obtained at group orientations and are individualized to meet unique program needs.

COR Training

Teachers participate in training to learn appropriate use of the Child Observation Record (COR) before they begin the formal child observation process. A three-hour session includes COR components, child observation techniques, and hands on training for documenting and scoring methods.

Reports Interpretation

An integral component of the assessment is for partners to utilize the data to make informed decisions about their early childhood program practices. Individual and group sessions are provided to assist teachers, directors, and parent support staff with the interpretation of individual or group profile reports, as well as classroom quality profiles.

Introductory ECERS-R Training

Program staff is introduced to the ECERS-R in a three-hour session. Participants learn observation and scoring techniques, and the benefits of using the ECERS-R in program assessment and quality improvement processes. Logistics of the classroom observation is also reviewed.

Master Observer Training

Master observers are selected on the basis of their experience in early childhood education, program observation, and interest to participate. Training includes a fifteen-hour program in the first year of participation of a Master Observer. For observers beginning a second year of training, an additional four to five hours of training is required. In-depth training for refinement of observation skills, inter-rater reliability standards, logistics of the observation process, observation guidelines, and protocol are covered in depth. Master observers are trained to attain and maintain a high level of inter-rater reliability.

- 35 program staff participated in orientation activities.
- 69 pre-k teachers were trained in the COR.
- 66 teachers, assistant teachers and parent support staff were trained in the ECERS-R
- 27 Master ECERS Observers participated in additional training.

Classroom Observations Process

The classroom observation process takes place over four months. Training starts in December and January. Observations take place in February, March, and April. RECAP uses the Early Childhood Environment Rating Scale – Revised Edition (ECERS-R).

In brief, the classroom observation process is as follows:

- Observer contacts the classroom teacher to schedule the observation date
- Classroom observation occurs (3 to 4 hours)
- Observer conducts an 30-45 minute interview with the teacher immediately after the observation is completed to obtain information not evident during observation
- Observer completes the score sheet and submits it to Children's Institute for processing
- Project coordinator reviews the score sheet for accuracy
- Score sheet is checked again for accuracy by data clerks, the information is entered into the database; a summary report is produced
- Copy of original score sheet and summary report is mailed directly to teacher
- Teacher reviews information
- If teacher disagrees with any item(s) in the report and wants to address this, she/he requests a collaborative review process (outlined below)

Collaborative Review Process

As part of the classroom observation process using the ECERS-R, RECAP provides a review process if any teacher believes there is a discrepancy in the ECERS-R score and its representation of the classroom program. In the collaborative review, teachers are welcome and encouraged to address questions they have about any of the 470 quality indicators.

<u>Collaborative Review Request Procedure:</u>

1. After a classroom observation is complete, the independent observer returns the completed score sheet to Children's Institute for processing. A copy of the score sheet and summary report is returned directly to teachers along with a cover letter that serves as a guide in their review of the report. In this letter is an invitation to contact the project coordinator if she/he feels a score does not an accurately represent the program.
2. If a teacher questions any item(s) and wishes to formally address this, she/he contacts the project coordinator to obtain a Collaborative Review Request Form within which, she/he outlines the details of the item(s) in question with additional supporting information.

3. Upon receipt of the Collaborative Review Request, the project coordinator reviews the information provided by the teacher, consults the independent observer who completed the observation, and conducts a detailed re-examination of each quality indicator score. After consideration from these references, a determination is made whether any items may be scored differently.
4. In a detailed letter to the teacher, the project coordinator formally addresses each questioned item and whether the item(s) score is changed. A revised copy of the score sheet is returned with any applicable adjusted scores as well as a new summary report.
5. The revised scores are entered into the database.
6. If the teacher informs us that she/he remains unsatisfied with the results of the process thus far, we will make arrangements for a second independent observer to conduct second complete observation and submit a formal report.

Summary of Results	2001	2002	2003
Number of reviews	8 out of 116	24 out of 117	18 out of 130
Percent	7%	21%	14%
Total number of items reviewed	33	140	71
Total number of items changed	28	76	28
Average change in overall score	.15	.23	.07
Range in change in overall score	0-.3	0 - .5	0 - .38

Table 8. Summary of requests

COMMUNITY OUTREACH

Formal reports for teachers and directors are one form of data dissemination to teachers and programs. But, there are other ways RECAP informs the community of its work.

We submit articles summarizing results to the Rochester Association for the Education of Young Children (RAEYC) newsletter, which has a wide distribution to early childhood professionals, various organizations, and parents in the Rochester area.

The New York State Association for the Education of Young Children (NYSAEYC) has accepted an article about RECAP that will be published in the September 2003 that will focus on assessment in early childhood education.

EXTENSION OF SERVICES AND COLLABORATIONS

RECAP continues to demonstrate great potential for diversity, collaboration, and expansion. Our work in this area is well established and continues to broaden.

Family Childcare

Based on the results of our 2001-02 pilot in which family childcare providers were added to RECAP, it was determined that the existing model was not a good fit for the providers and that we would continue to consider other evaluation models that may better complement the operational demands and interests of family childcare providers, parents, and policymakers.

There continues to be interest from the community to learn about family childcare overall and how this type of early childhood program meets the needs of thousands of families. In January the assessment team embarked on new discussions and a study of the family childcare field nationally and locally. A Family Childcare Advisory Group was formed and has met several times to discuss and advise the assessment team on multiple components of family childcare in Monroe County. Discussions included parents, children, providers and many subtopics within these areas. Literature reviews are in place and focus groups and provider surveys are in development. Local regulatory agencies are working with Children's Institute to gather existing data to help us learn more about our locality.

PART 3

Providers' Perspectives

JAN FERRY-AXMAN

Program Executive

YMCA of Greater Rochester Child Care Services

A PROVIDER'S PERSPECTIVE

Jan Ferry-Axman
Program Executive
YMCA of Greater Rochester Child Care Services

Agency Background

Since 1854 the YMCA of Greater Rochester has enjoyed a long and proud history of service to the community – working for a century and a half to build a strong and healthy spirit, mind and body of children, families and the community. The YMCA of Greater Rochester is a charitable association of members supported by 10 branches located across Monroe County. The YMCA is best known for health and fitness services particularly swim instruction and a variety of summer camp offerings.

Child Care Need

The more recently developed and more rapidly growing community service programs offered by the YMCA consist of child care services to families and youth leadership and development services and activities for teens.

We offer care and support services from 0 to 18 years of age for local youth. The YMCA is able to offer a full-service child care wrap around program for children of all ages and needs. For example, schools operate based on a six-hour day and a 180 days per year schedule, offering approximately 1,080 hours of education services annually. The average employed full-time parent now works about 2,080 hours each year. In addition, school does not usually begin for children on a full-time basis until a child is six years of age. Of course for most parents, work generally does not permit a six-year hiatus or break for each child to become school age.

The Services and Measures

The YMCA of Greater Rochester has developed a set of services that represent a real continuity of care across developmental stages of the life cycle for all children, particularly for high-need children and families in the urban community.

The YMCA of Greater Rochester child service programs meet almost all of a working family's child care needs. Programs include: 1) Preschool and full-day child care in support of children needing care before school officially starts. Services are provided for children from six weeks of age to six years of age; 2) Before/After School and Holiday Care for school age children from 6 years of age to 12 years; 3) Summer Camp- full day and residence care options for children out of school in the summer months; 4) Teen programming for youth from ages 12 to 18 years old; 5) Special Needs Programs for children of all ages. Additional opportunities for particular kinds of support are provided in a variety of specialty programs.

Child care support for families is fragmented and fragile. Funding is perpetually too low and challengingly categorical. Despite these familiar constraints, the YMCA's programs have sought one child care vision – to provide high quality, seamless blending of services throughout the day to support children and families with state-of-the-art care provided by the most highly qualified staff. How can high-quality child care be specified and pursued in a "center of excellence" fashion? How do we know when it's high quality and high impact care and services?

THE RECAP MODEL

Historically, self reported member and parent satisfaction was the primary measure of effectiveness used by the YMCA. Did people come back? Did they find services satisfactory or lacking? This set of variables was somewhat cynically dubbed "the popularity" factor. But today we know critical developmental milestones must be achieved for every child and family in every age group from birth through the storms of adolescence and into young adulthood.

Providing good and safe care as a service to parents is desirable and measuring parent satisfaction is of value, but what is the true benefit for the children? National studies have shown that most traditional child care is substandard. Safe and affordable child care for the parent and high-quality educational and human service programming for the child are both key outcomes. These twin goals are not incompatible.

The RECAP program offers a highly flexible measurement system, which combines all the child service delivery systems respective agency expectations and supports all local programs key objectives. RECAP is based on three primary elements that help the overall child service system to significantly improve its outcomes. RECAP accomplishes this by enabling the measurement of the following: 1) parent satisfaction, observations and expectations in child development, programs, agencies, and support services; 2) classroom observations of adult and child interaction and the learning and socializing environment; 3) child-specific information on growth, motor development, speech and language development, school skills, and socio-emotional adjustment.

What Are the Results?

Aware of the critical components of early childhood education, providers are pressured to demonstrate to parents and other funding sources what beneficial outcomes (in addition to parent satisfaction) we provide. Child care is often assumed a poor quality service by casual observers. It is no secret that little priority has been given to the value of high-quality child care and youth development services. These services are not a top funding priority. This has been satirized in the old joke about how we should hold bake sales to support building B1-Bomber planes instead of school bake sales for support of child education services.

We know, intellectually, the importance of stimulating appropriate early childhood education, as opposed to merely safe custodial care. It has been demonstrated that the educational deficits and delays, physical health and behavior problems can be ameliorated if addressed early, often and effectively.

RECAP allows us to measure quality in just this way. We can compare our child's growth and development to regional and national norms and take credit for accomplishment and take responsibility for remedies. When we have objective evidence of children meeting age appropriate milestones, we can respond as needed in a timely and individualized approach.

We are still very interested in our general parent and funding source perception of our work and we seek their satisfaction with our services. Now, this is just one variable of several important measures. Appropriately, it is no longer the only or even the primary influence. We can see what effects our actions and services are having individually and in a broader community, state and national context.

Measurement can be costly and cumbersome and it can surely be done poorly. When outcomes are detailed, specific, immediately useable, broadly sought after, and accurately reported, then they can have a serious and a lasting impact. RECAP not only assesses child growth and adjustment by querying traditional sources like parents and teachers, it also employs independent observers whose experiences are recorded and compared over time and among children and youth. In this way the biases and preconceptions of previous years and experiences do not alter or color the observations and notations of skills and behaviors.

This RECAP system has given us a sense of pride because on the whole it confirms that we are doing a great job. It allows for immediate improvement when we fall short in an area and it confirms the importance of our workforce investment and staff development. RECAP has reminded us that, although our target population is socio-economically poor, with all the disadvantages that severe economic hardships represent, we <u>can</u> create nurturing, supportive, challenging and growth promoting environments and experiences for children and families. Now we are challenged to identify problem behaviors and sentinel events or markers earlier. And we need to develop responses that address these needs and reduce dysfunctional, maladaptive and unsafe behaviors among children sooner.

RECAP reminds us both how daunting our task and how resilient our youth and community. It reminds us of the complex interaction effect of participant expectations and program opportunities and constraints. It shows us how many of us influence results, and it gives us a sense of the importance of the long view of change over time – minutes and hours, days, weeks, months, years and the still, small moments that comprise the human life cycle.

The Rochester Community is fortunate to have this community-wide model for early intervention service measurement for children. The community, as a whole, is still developing clear and consistent standards and measures for child development of children of <u>all</u> ages, not just early childhood. Nationally, early childhood and all of child development is in search of meaningful measurements and consistent standards. Recently, The YMCA of Greater Rochester was contacted by the YMCA of the USA, as a national model child care program. The YMCA National Office was looking for "successful strategies employed by YMCAs and local leaders to support early intervention from birth through kindergarten age; strategies for building a structure that is sustainable at the community level; and strategies for engaging community members to develop shared leadership across the community in support of early childhood education services".

We feel that here at the Greater Rochester YMCA out of 2,400 YMCAs serving nearly 18 million people, we have done it. It's far from perfect, but we are thrilled and proud to have been a part of the RECAP collaborative. We look forward to continued development of interventions that provide leadership in an under attended field – that of growing children – or as in the YMCA vision Building Strong Kids, Strong Families and Strong Communities in spirit, mind and body for now and for our future.

JENNA GIAMARTINO

Prekindergarten Teacher

Rochester City School District

A PROVIDER'S PERSPECTIVE

Jenna Giamartino

Pre-Kindergarten Teacher
Early Childhood School of Rochester, #57 School

The following information pertains to the value-added contributions and associated improvements RECAP has made to the #57 School Pre-Kindergarten program.

As a Pre-kindergarten teacher in the Rochester City School District for over 13 years, I have experienced multiple perspectives as they relate to program development, curricular frameworks, and the overall facilitation and delivery of student-related services and professional development. At the onset of my career, Pre-Kindergarten program expectations throughout this large District were seemingly separate relative to a streamlined curriculum, evaluative tools, and parent expectations as they related to degrees of involvement. Additionally, Pre-Kindergarten classes throughout the District were not based on data-driven results, and thus seemed to lack consistency in programming.

Over the past several years as an active participant in RECAP, I have observed changes in the aforementioned areas, as I believe that RECAP has helped streamline Pre-Kindergarten programming District-wide. Through the use of COR, T-CRS, ECERS, P-CRS and parent attendance records, UPK sites throughout the district are now maintaining consistent, quantifiable data. By doing this, RECAP has assisted me in creating a more cohesive, successful, and well-rounded program that mirrors other programs throughout the district. I now feel that my program is part of a whole and that I am working towards the same common standards-based goals as all the other UPK sites throughout the district. In addition, the studies conducted by RECAP have proven the importance and value of Pre-Kindergarten programs and have given me specific information about student performance, classroom goals and district wide data to share with parents, administrators and other teachers. In short, I feel it has added a great deal of validity to not only my Pre-K classroom, but to Pre-K as a whole.

Specifically, the use of the ECERS has helped me create a more developmentally appropriate, and well-defined classroom that better meets the needs of all learners in my classroom. The clearly defined expectations of the ECERS evaluations sets a high yearly standard for me to meet and encourages me as the classroom teacher to continually strive to improve my classroom environment. Also, it has given me concrete data to help advocate for new equipment and services that my classroom needs, which in turn has a direct, positive impact on the success of my students. Lastly, as both an ECERS evaluator and an evaluatee, I have had the opportunity to look at my classroom from a variety of reflective perspectives. I have brought back a multitude of ideas to share with our teachers and have found it a truly rewarding experience.

Additionally, the use of COR and the T-CRS has also helped add to the validity of my Pre-Kindergarten program. We now have a formal evaluative tool that is used by every other UPK site in Rochester. After having attended the COR trainings, I have found it a useful tool in assessing a child's strengths and weaknesses. The statistical data that is returned to the classroom teacher has provided me with valuable information about where a child is scoring compared to

his/her peers in my class. It has also shown me areas of weakness in my curriculum that need improvement and provides parents with concrete data about the concepts and curriculum taught throughout their child's year in Pre-K. Lastly, during parent conferences, this statistical data assists me with the responsibility of explaining a child's comparative cognitive, pro-social, and overall developmental growth throughout the year. As a result, the resultant data helps provide parents with a very concrete view of their child's academic, social and emotional growth both at the beginning and end of the school year.

RECAP has also made parents a more integral part of our program by encouraging them to complete related questionnaires about their children, our program and their needs. I believe that this has shown our parents that they are a valuable part of their child's education and that their thoughts and feelings are important to their child's educational success.

Although we have, at times, had parents question the amount of paperwork they are responsible for, once we explain what is done with their answers, they typically see the value-added component of sharing their insights, thoughts, and reflective feedback. The parent questionnaire data has thus provided me with feedback about my class in a non-threatening way, which again has encouraged me to appropriately modify certain aspects of my program to better meet the needs of our parents and families as well.

Although the COR, T-CRS, ECERS and parent measures have all added to a sense of continuity with other Pre-Kindergarten programs in the district, I also believe that the RECAP trainings have made me a better educator. I have never felt unprepared to complete these evaluations, or to participate in the ECERS process. Questions and rebuttals to problems, or discrepancies in ECERS reports have always been addressed and discussed. Inter-rater reliability is valued. In addition, I have found that RECAP's participation in programs like the Rochester Child's Grants have assisted in providing my classroom with age- as well as curriculum-related materials and resources as tools, which help increasingly, maximize my teaching ability. Overall, RECAP and associated assessment and evaluative tools have helped me add to the overall quality of my Pre-Kindergarten class while simultaneously adding to and thus increasing the overall success of my students.

ANDREW MACGOWAN, III

Project Administrator

Department of Research, Evaluation, and Testing

Rochester City School District

A PROVIDER'S PERSPECTIVE

Andrew MacGowan, III
Project Administrator
Department of Research, Evaluation, and Testing
Rochester City School District

What Happens to "RECAP kids" When They Leave Prekindergarten?

Ensuring the gains made in RECAP-affiliate pre-k programs are sustained in the elementary grades.

With the continued success of our Rochester Pre-K programs – the Rochester City School District (including Universal Pre-K), Catholic Diocese of Rochester and assorted private providers – the question that numerous policy-makers have been posing for several years now has been, "What happens to the gains made in Pre-K, once children enter primary and elementary schools?" and "How can we ensure the gains made in Pre-K area sustained?" The first question RECAP has answered, on a smaller scale, in two previous studies, in 1997 and 2002. The activities required for the answering the second question – ensuring sustained gains – are areas that both the Rochester City School District (RCSD) and RECAP are beginning to address.

Given some of the grim realities that face school policy-makers, these questions are certainly timely. The Rochester City School District spends an estimated $11.1 million on elementary grade retentions ("holding kids back"), and an estimated $73 million in special education costs in kindergarten through twelfth grade. There is little disputing, from national research, the effectiveness of Pre-K in reducing both these costs.

There are several points to be made as the "K–3 RECAP" is being developed. First, both RECAP and RCSD officials observe high attrition rates among the RECAP-affiliate Pre-K pupils, once they leave Pre-K. In the 2002 RECAP study, we observed a 62% attrition rate from Pre-K to the end of first grade (this was one cohort, Pre-K pupils in 1998-99 who were in first grade in 2000-01). This is an unusually high attrition rate even by RCSD standards; RCSD typically realizes a 25% overall attrition rate between kindergarten and third grade. Second, RCSD policy-makers are observing that nearly one-third of entering public school kindergarten pupils did not experience a quality Pre-K experience – but could have. These are the pupils who often start behind and stay behind, experience higher rates of grade retention and special education placement, and otherwise experience school failure. RCSD still experiences a 38% problem rate among its entering kindergarteners, and a 9% multiple problem rate (although this is a significant improvement over the problem rates observed in the late 1980s and early 1990s).

One impediment to quality long-term longitudinal studies is that RECAP cannot make definitive statements about the success rate of RECAP Pre-K "alumni," because we do not know enough about the characteristics of the remaining public school students. Lastly, RECAP (and the cohorts "tracked") has now matured to the point where the first large cohort, in the winter and spring, 2003, has taken the NY State ELA-4 and Math-4. We will report the results – and the caveats – later this school year. While we may experience the same methodological issues as we

had in with the cohort of 2002, we may also find useful policy-actionable information that could inform decisions for our public schools.

The issue of ensuring the gains made by Pre-k students as they enter the elementary school system is one that has the full attention of RCSD policy-makers. At the direction of Dr. Manuel Rivera, Superintendent of RCSD, using the instruments, evaluation processes, training and other activities employed by RECAP and that has served the Rochester community so well in Pre-k is now being planned for kindergarten through third grade. Potential instruments include (but are not limited to): the Teacher-Child Rating Scale, the (Child Observation Record, and piloting the Early Childhood Environmental Rating Scale-Revised (ECERS-R) in a limited number of kindergarten classrooms. In addition, key parent measures, developed by RECAP may be used as part of the early elementary strategies, to help ensure higher levels of parent participation enjoyed in Pre-K. Much planning remains, but moving RECAP into the elementary setting has begun.

PART 4

Presentations and Publications

2002-2003

PRESENTATIONS AND PUBLICATIONS

Rochester Early Childhood Assessment Partnership (2002-2003)

Montes, G., & Hightower, A.D. (2002, May). Effects of Child Care Quality on Socio-Emotional Risk Factors. Presented at the SafeStart National meeting, Rochester, NY.

Montes, G., Hightower, A. D., Brugger, L., & Moustafa, E. (2002, May). Effects of child care quality on socio-emotional risk factors. Invited presentation, New York University Forum on Children and Families, Albany, NY.

Hightower, A. D., Montes, G., Brugger, L., & Moustafa, E. (2002, October). Mental Health in Early Childhood. Invited presentation, NYS Public Health Association, Syracuse/Liverpool, NY.

Hightower, A. D., Montes, G., Brugger, L., & Moustafa, E. (2002, October). Mental Health in Early Childhood: The effects of high quality early education programs. Grand Rounds at Rochester General Hospital, Rochester, NY.

Hightower, A. D., Montes, G., Brugger, L., & Moustafa, E. (2002, October). Mental Health in Early Childhood: The effects of high quality early education programs. Grand Rounds at Strong Memorial Hospital, Rochester NY.

Hightower, A. D., VanAuken, L., Montes, G., Brugger, L., & Moustafa, E. (2002, October). A community evaluation system for early childhood. Funders Alliance of Upstate New York, Cooperstown , NY.

MacGowan, A., Brugger, L. (2002, December). Rochester's RECAP-Pre-K performance earns high mark. Rochester Association for the Education of Young Children, Rochester, NY.

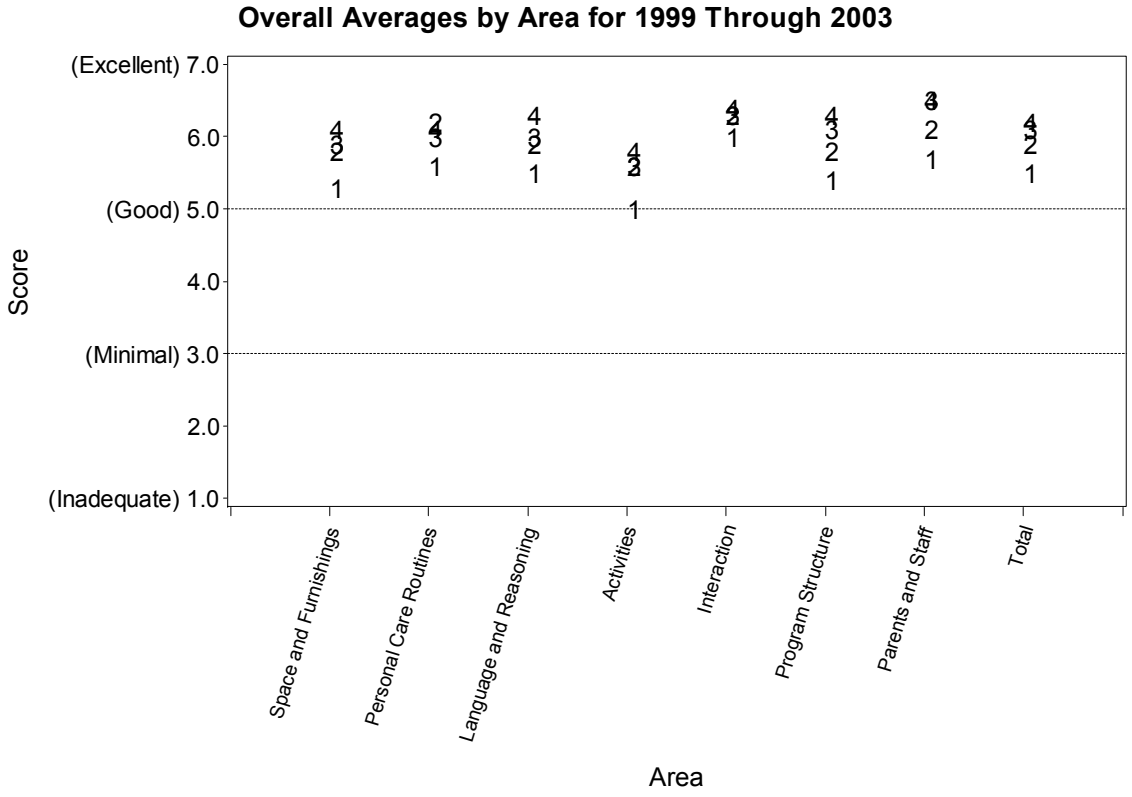
Hightower, A. D., Montes, G., Brugger, L., & Moustafa, E. (2002, December). RECAP, an overview of what we have learned about early childhood education. American Academy of Pediatrics Child Care and Health Consortium, Washington, DC.

Hightower, A. D., Montes, G., Brugger, L., & Moustafa, E. (2003, May). Rochester Early Childhood Assessment Partnership: How it works and what we have learned. Invited presentation, New York University Forum on Children and Families, Brooklyn, NY.

APPENDIX A

Early Childhood Environment Rating Scale–Revised (ECERS-R)

RECAP 2002-2003 Annual Report
ECERS



		Area							
School Year	Year	Space and Furnishings	Personal Care Routines	Language and Reasoning	Activities	Interaction	Program Structure	Parents and Staff	Total
1999-2000 (n=120)	1	5.3	5.6	5.5	5.0	6.0	5.4	5.7	5.5
2000-2001 (n=116)	2	5.8	6.2	5.9	5.6	6.3	5.8	6.1	5.9
2001-2002 (n=118)	3	5.9	6.0	6.0	5.6	6.3	6.1	6.5	6.1
2002-2003 (n=130)	4	6.1	6.1	6.3	5.8	6.4	6.3	6.5	6.2

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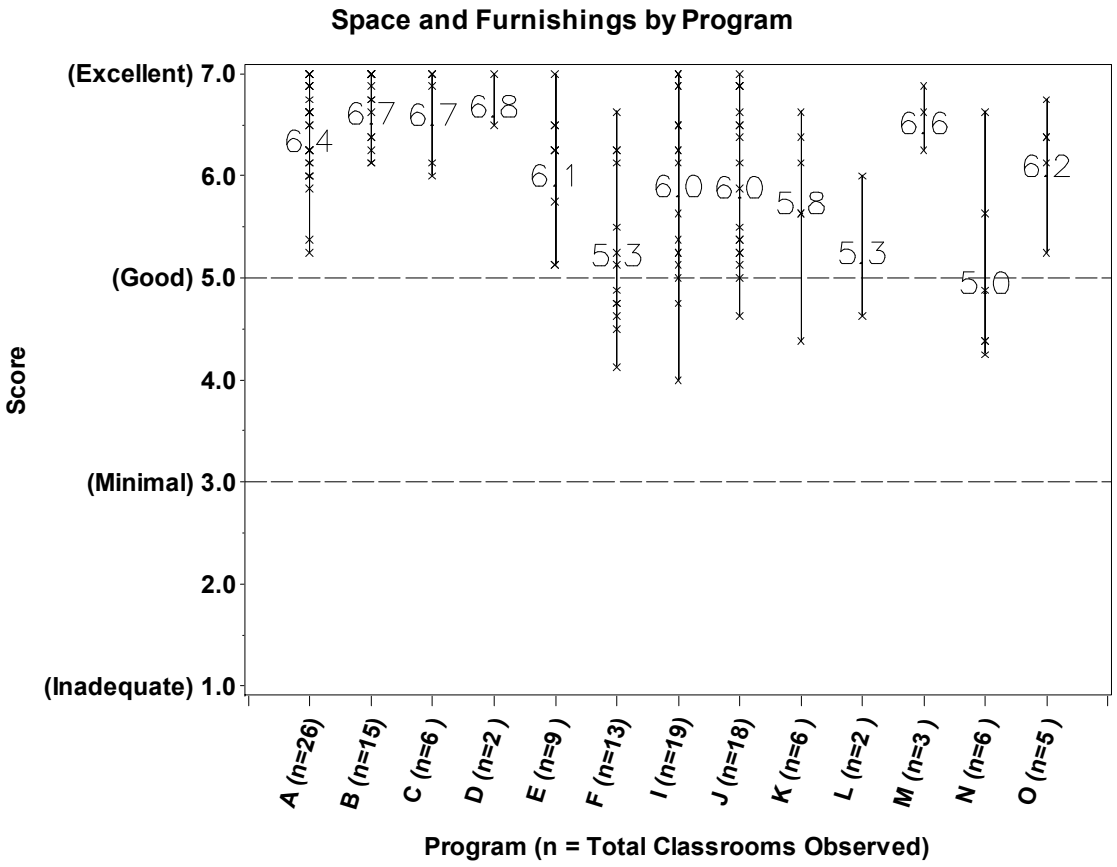
ECERS

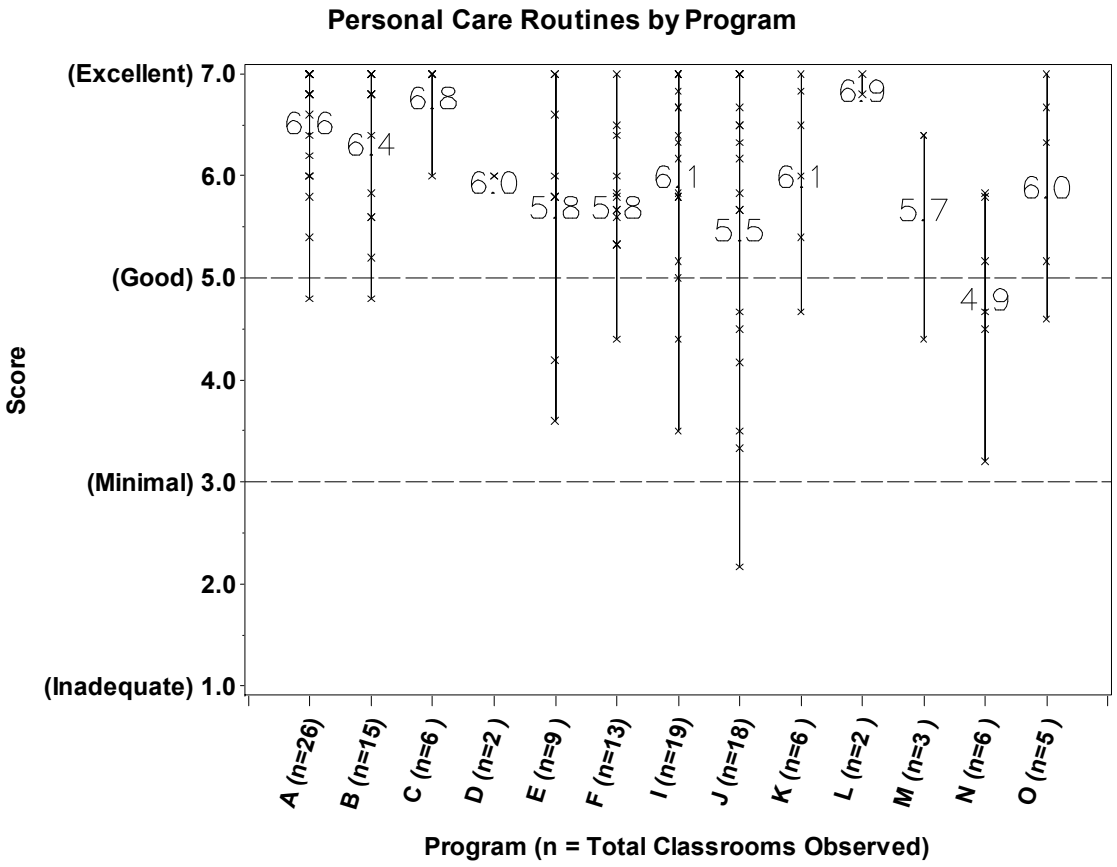


The Numbers INSIDE the Graph are the Average ECERS Scores for Each Program

The X is the Score for Each Classroom:
****Some Xs represent Several Classrooms with Identical Scores--see Table**

	Program														
Score Range	A	B	C	D	E	F	I	J	K	L	M	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
4-4.9	0	0	0	0	0	6	2	1	1	1	0	4	0	15	11.5%
5-5.9	3	0	0	0	3	3	6	8	2	0	0	1	1	27	20.8%
6-6.9	19	9	3	1	5	4	8	8	3	1	3	1	4	69	53.1%
7	4	6	3	1	1	0	3	1	0	0	0	0	0	19	14.6%
Total	26	15	6	2	9	13	19	18	6	2	3	6	5	130	

RECAP 2002-2003 Annual Report
ECERS



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	Program														
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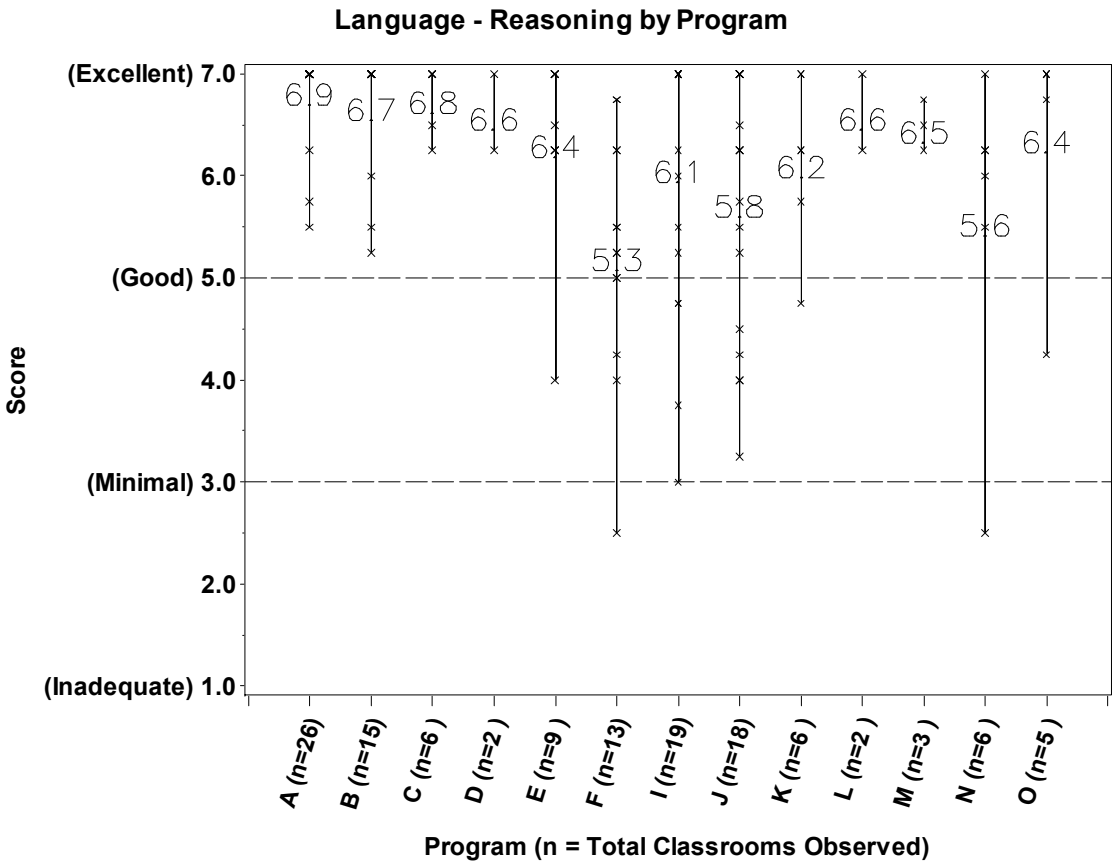
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0.8%
3-3.9	0	0	0	0	1	0	1	2	0	0	0	1	0	5	3.8%
4-4.9	1	1	0	0	1	1	1	3	1	0	1	2	1	13	10.0%
5-5.9	2	4	0	0	3	8	6	3	1	0	0	3	1	31	23.8%
6-6.9	11	5	1	2	2	3	6	5	3	1	2	0	2	43	33.1%
7	12	5	5	0	2	1	5	4	1	1	0	0	1	37	28.5%
Total	26	15	6	2	9	13	19	18	6	2	3	6	5	130	

RECAP 2002-2003 Annual Report
ECERS



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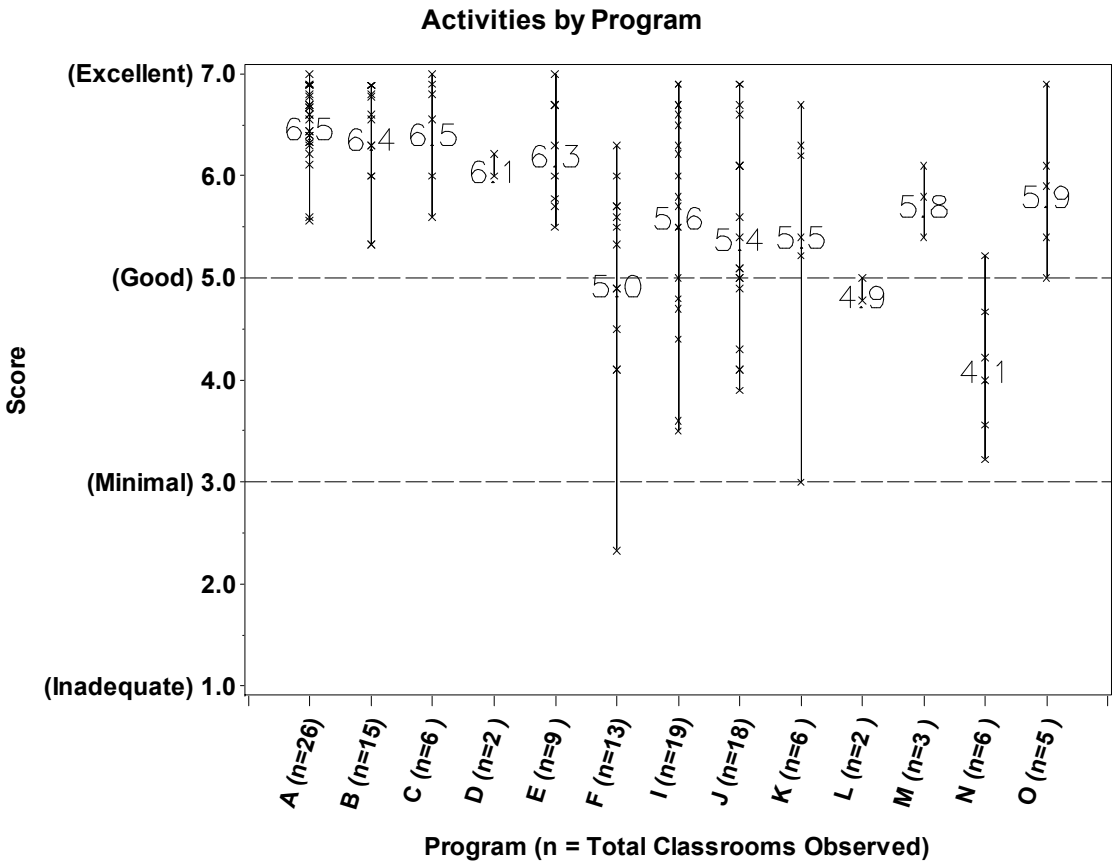
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	1	0	0	0	0	0	1	0	2	1.5%
3-3.9	0	0	0	0	0	0	2	1	0	0	0	0	0	3	2.3%
4-4.9	0	0	0	0	1	2	2	4	1	0	0	0	1	11	8.5%
5-5.9	2	2	0	0	0	6	2	3	1	0	0	1	0	17	13.1%
6-6.9	1	1	2	1	4	4	2	4	2	1	3	3	1	29	22.3%
7	23	12	4	1	4	0	11	6	2	1	0	1	3	68	52.3%
Total	26	15	6	2	9	13	19	18	6	2	3	6	5	130	

RECAP 2002-2003 Annual Report
ECERS



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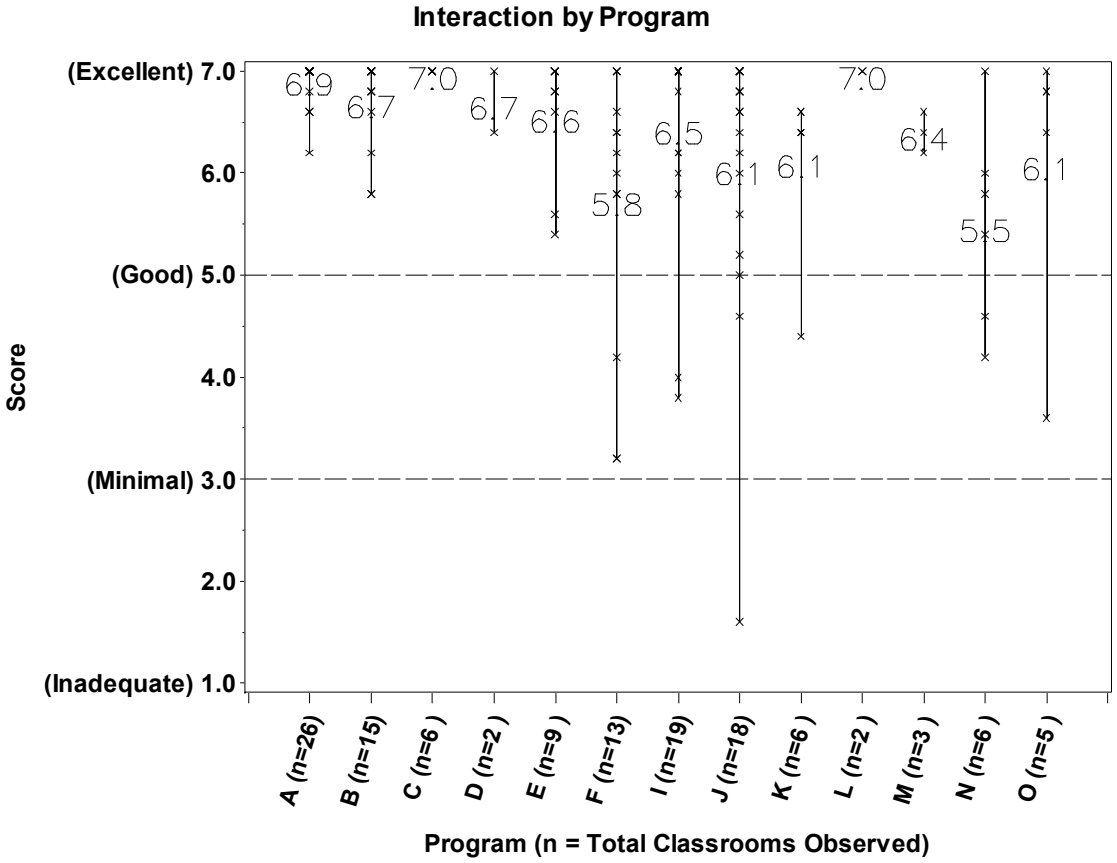
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0.8%
3-3.9	0	0	0	0	0	0	2	1	1	0	0	2	0	6	4.6%
4-4.9	0	0	0	0	0	5	3	4	0	1	0	3	0	16	12.3%
5-5.9	2	2	1	0	3	5	5	6	2	1	2	1	3	33	25.4%
6-6.9	23	13	4	2	5	2	9	7	3	0	1	0	2	71	54.6%
7	1	0	1	0	1	0	0	0	0	0	0	0	0	3	2.3%
Total	26	15	6	2	9	13	19	18	6	2	3	6	5	130	

RECAP 2002-2003 Annual Report
ECERS



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1-1.9	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0.8%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	2	1	0	0	0	0	0	1	4	3.1%
4-4.9	0	0	0	0	0	1	1	1	1	0	0	2	0	6	4.6%
5-5.9	0	2	0	0	2	2	1	3	0	0	0	2	0	12	9.2%
6-6.9	4	5	0	1	3	5	4	8	5	0	3	1	3	42	32.3%
7	22	8	6	1	4	3	12	5	0	2	0	1	1	65	50.0%
Total	26	15	6	2	9	13	19	18	6	2	3	6	5	130	

RECAP 2002-2003 Annual Report
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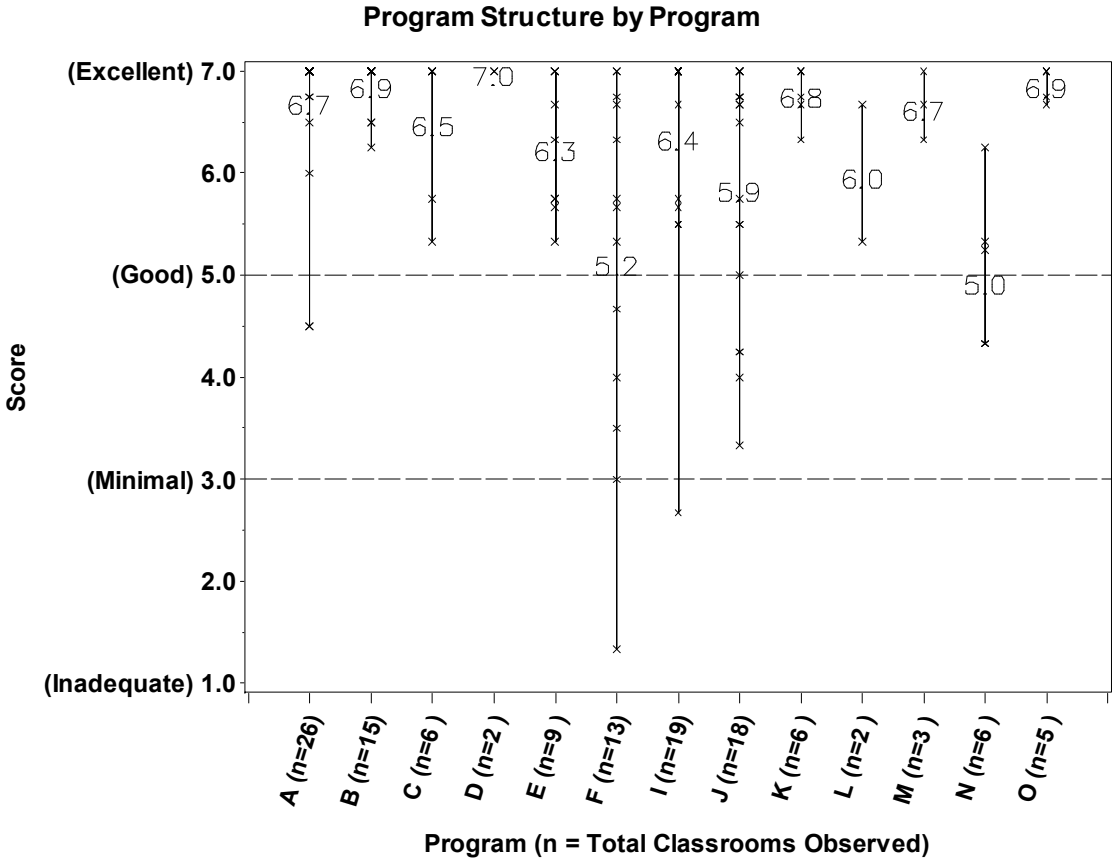

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2-2.9	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0.8%
3-3.9	0	0	0	0	0	2	0	1	0	0	0	0	0	3	2.3%
4-4.9	2	0	0	0	0	2	0	3	0	0	0	3	0	10	7.7%
5-5.9	0	0	2	0	4	3	5	4	0	1	0	2	0	21	16.2%
6-6.9	4	3	0	0	2	3	1	6	3	1	2	1	2	28	21.5%
7	20	12	4	2	3	2	12	4	3	0	1	0	3	66	50.8%
Total	26	15	6	2	9	13	19	18	6	2	3	6	5	130	

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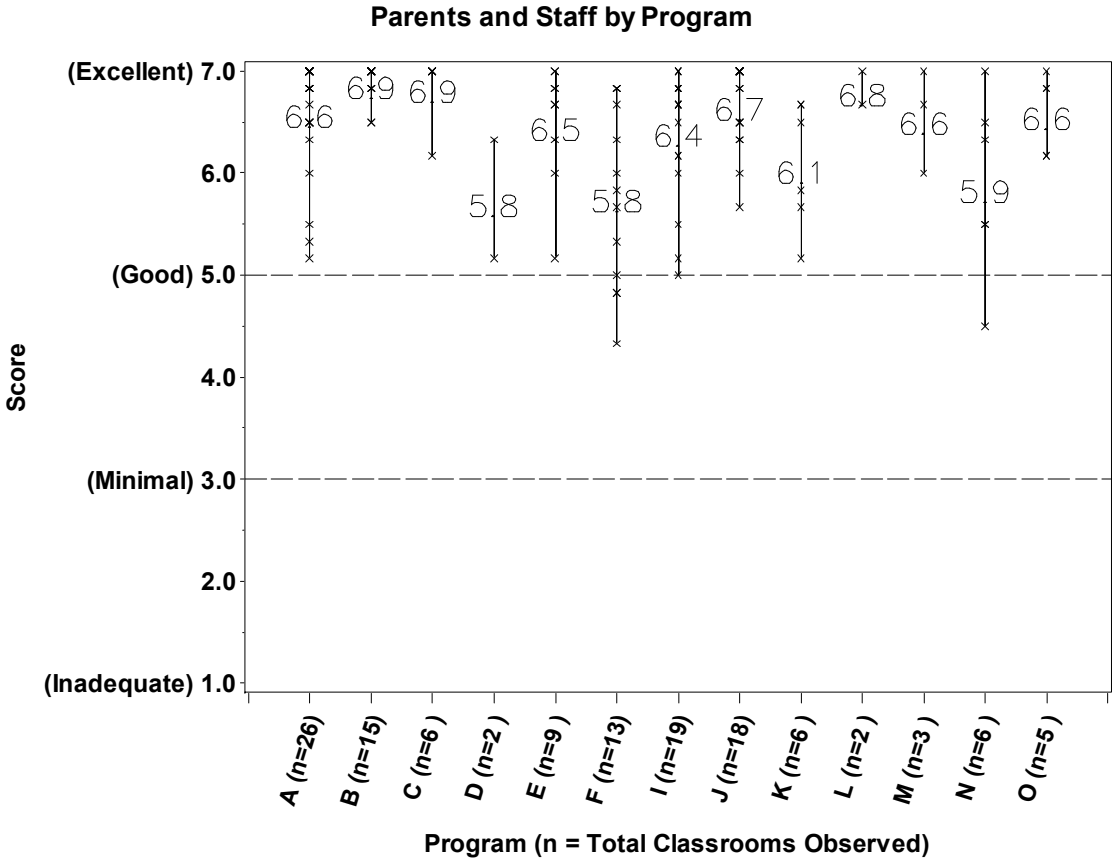

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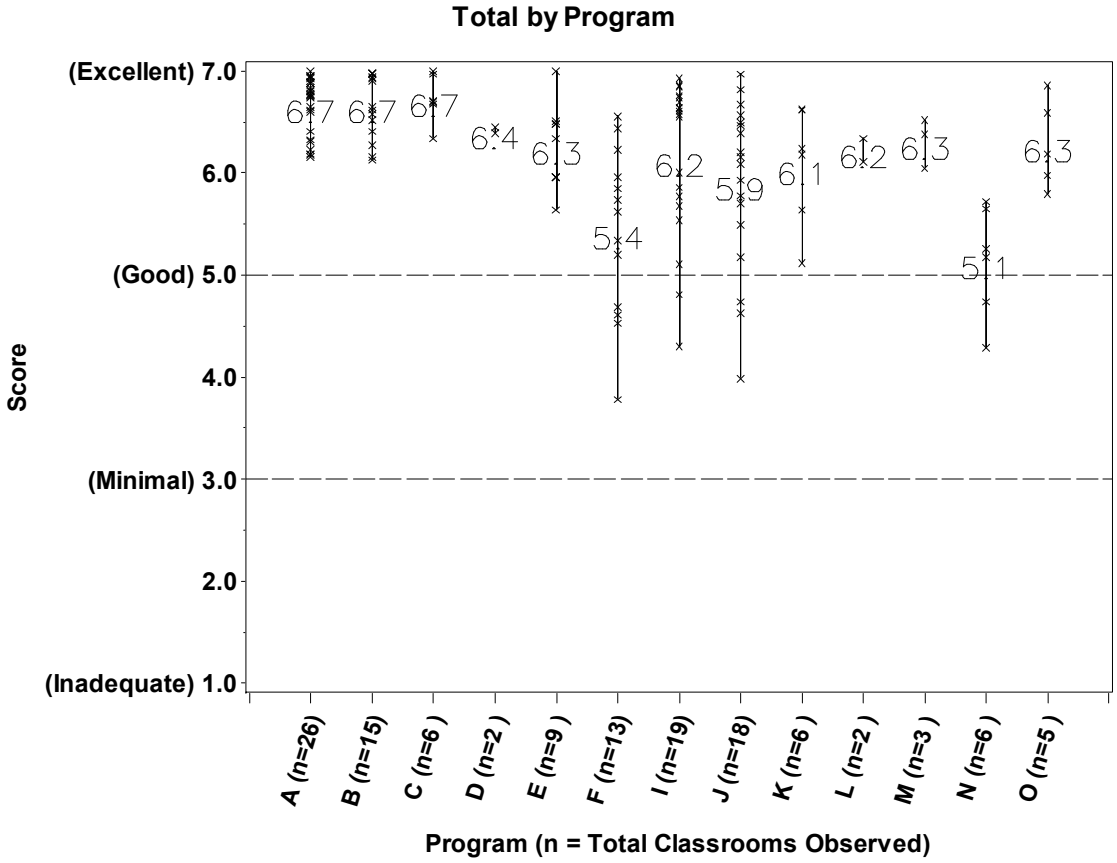
3-3.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
4-4.9	0	0	0	0	0	3	0	0	0	0	0	1	0	4	3.1%
5-5.9	3	0	0	1	1	4	3	1	3	0	0	2	0	18	13.8%
6-6.9	12	5	1	1	6	6	13	8	3	1	2	2	4	64	49.2%
7	11	10	5	0	2	0	3	9	0	1	1	1	1	44	33.8%
Total	26	15	6	2	9	13	19	18	6	2	3	6	5	130	

RECAP 2002-2003 Annual Report
ECERS



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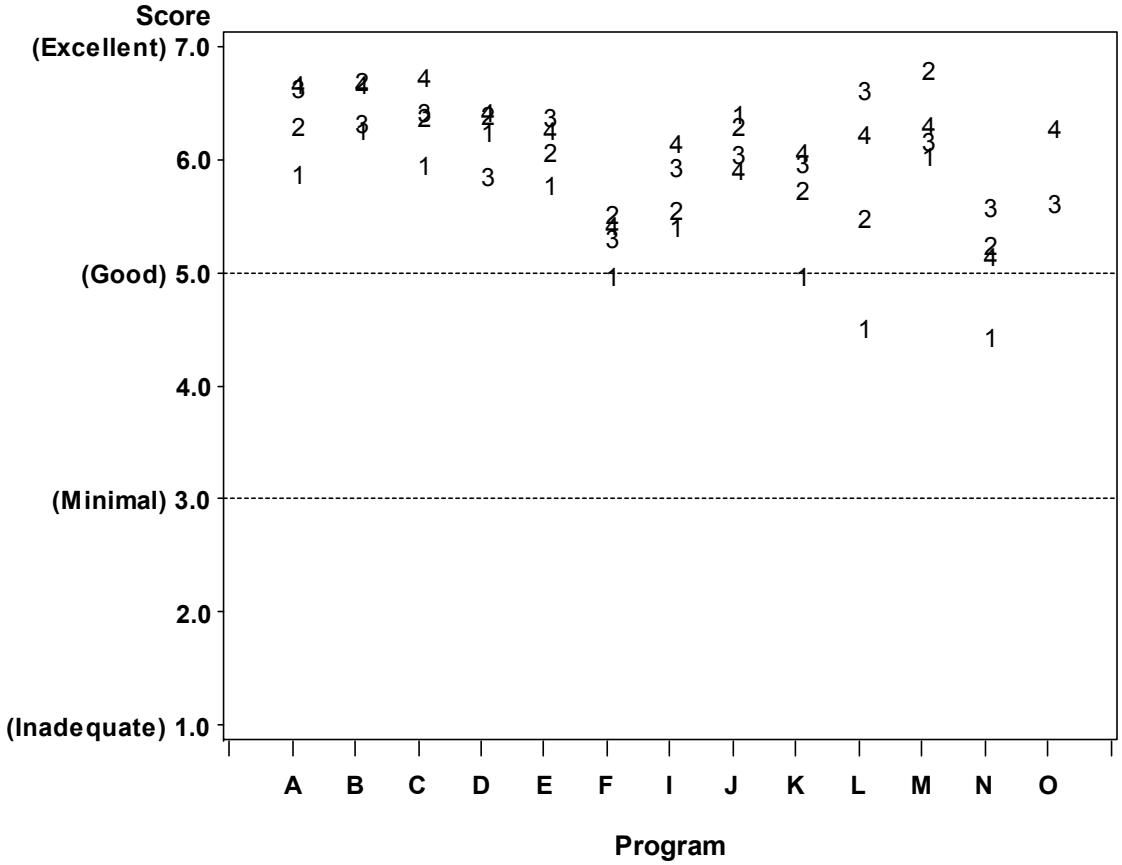
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0.8%
4-4.9	0	0	0	0	0	3	2	3	0	0	0	2	0	10	7.7%
5-5.9	0	0	0	0	1	5	5	5	2	0	0	4	1	23	17.7%
6-6.9	23	11	4	2	7	4	12	9	4	2	3	0	4	85	65.4%
7	3	4	2	0	1	0	0	1	0	0	0	0	0	11	8.5%
Total	26	15	6	2	9	13	19	18	6	2	3	6	5	130	

RECAP 2002-2003 Annual Report
ECERS

Overall Average by Program for 1999 Through 2003

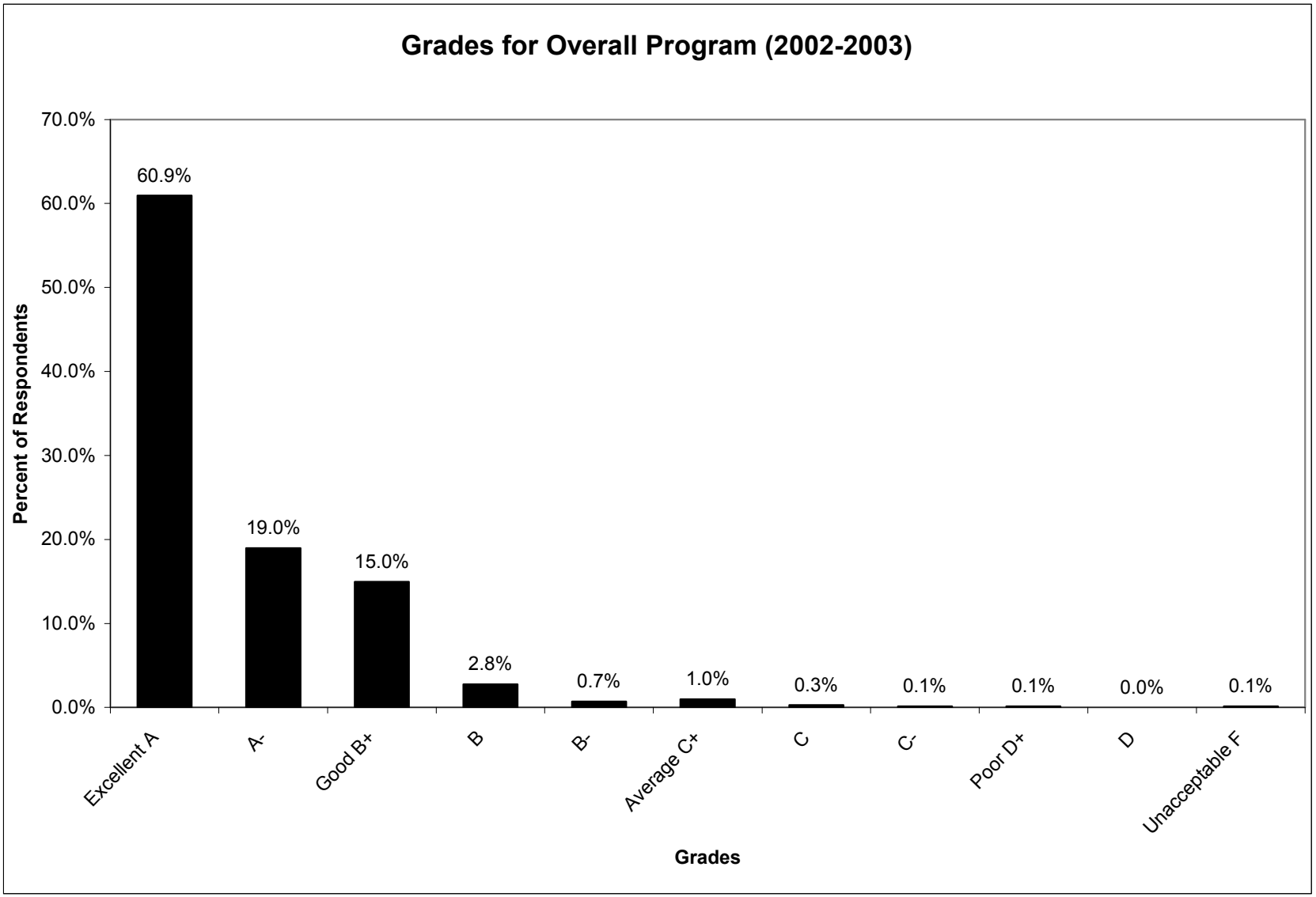


				Program												
School Year	Year	Average Total	n	A	B	C	D	E	F	I	J	K	L	M	N	O
1999-2000	1	5.5	120	5.9	6.3	5.9	6.2	5.8	5.0	5.4	6.4	5.0	4.5	6.0	4.4	.
2000-2001	2	5.9	116	6.3	6.7	6.4	6.4	6.1	5.5	5.6	6.3	5.7	5.5	6.8	5.2	.
2001-2002	3	6.1	118	6.6	6.3	6.4	5.9	6.4	5.3	5.9	6.1	6.0	6.6	6.2	5.6	5.6
2002-2003	4	6.2	130	6.7	6.7	6.7	6.4	6.3	5.4	6.2	5.9	6.1	6.2	6.3	5.1	6.3

APPENDIX B

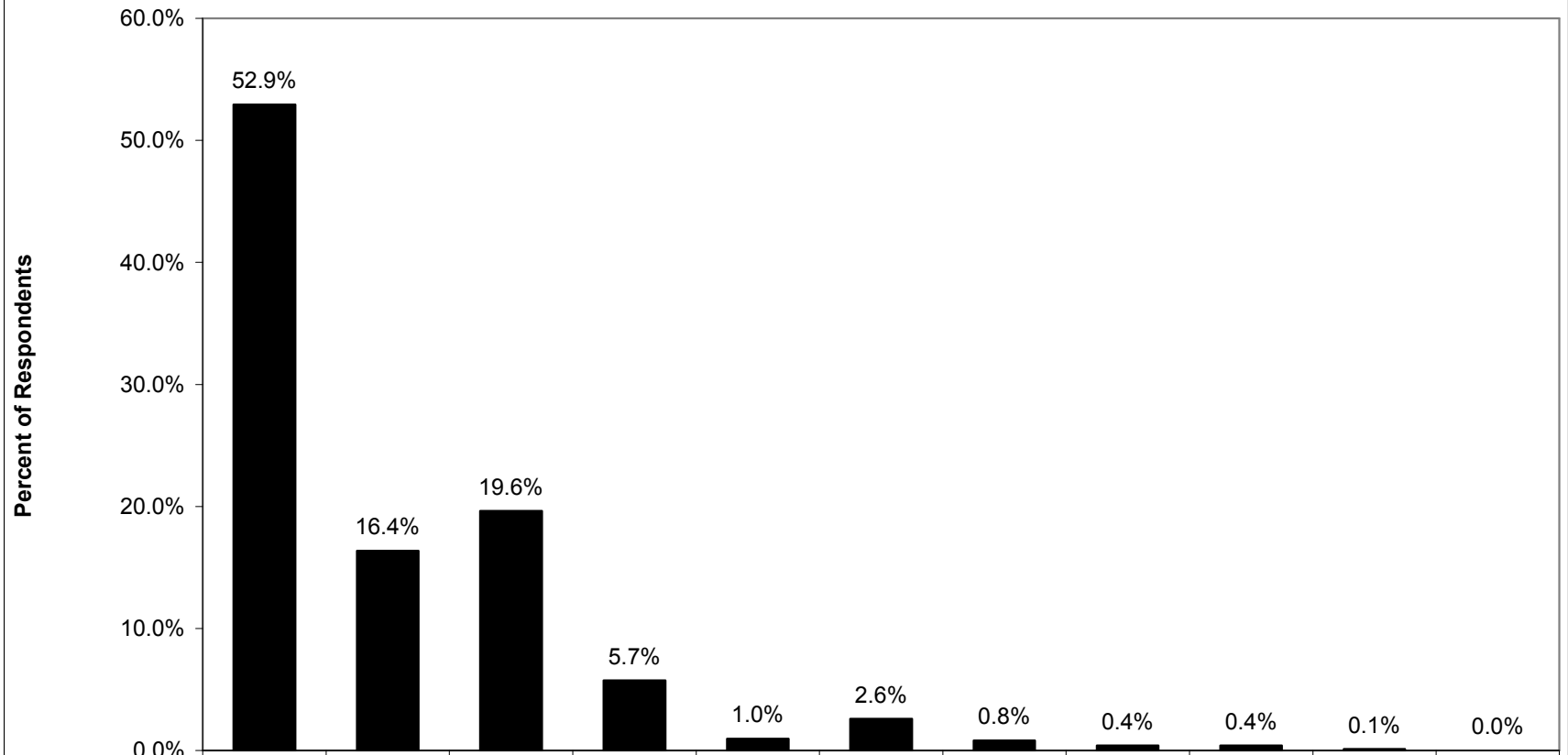
Early Childhood Parent Survey (ECPS/Satisfaction)

RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)



	Excellent A	A-	Good B+	B	B-	Average C+	C	C-	Poor D+	D	Unacceptable F
1999-2000	60.7%	18.6%	12.1%	4.2%	1.7%	1.6%	0.8%	0.2%	0.1%		
2000-2001	59.6%	19.1%	14.4%	3.5%	1.1%	1.3%	0.6%	0.2%			0.1%
2001-2002	59.3%	20.1%	13.5%	3.5%	1.2%	1.2%	0.8%	0.2%	0.1%		0.1%
2002-2003	60.9%	19.0%	15.0%	2.8%	0.7%	1.0%	0.3%	0.1%	0.1%	.	0.1%

Grades for Parents Needs, Communication and Involvement (2002-2003)



	Excellent A	A-	Good B+	B	B-	Average C+	C	C-	Poor D+	D	Unacceptable F
2002-2003	52.9%	16.4%	19.6%	5.7%	1.0%	2.6%	0.8%	0.4%	0.4%	0.1%	0.0%

RECAP 2002-2003 Annual Report

Early Childhood Parent Survey (ECPS/Satisfaction)

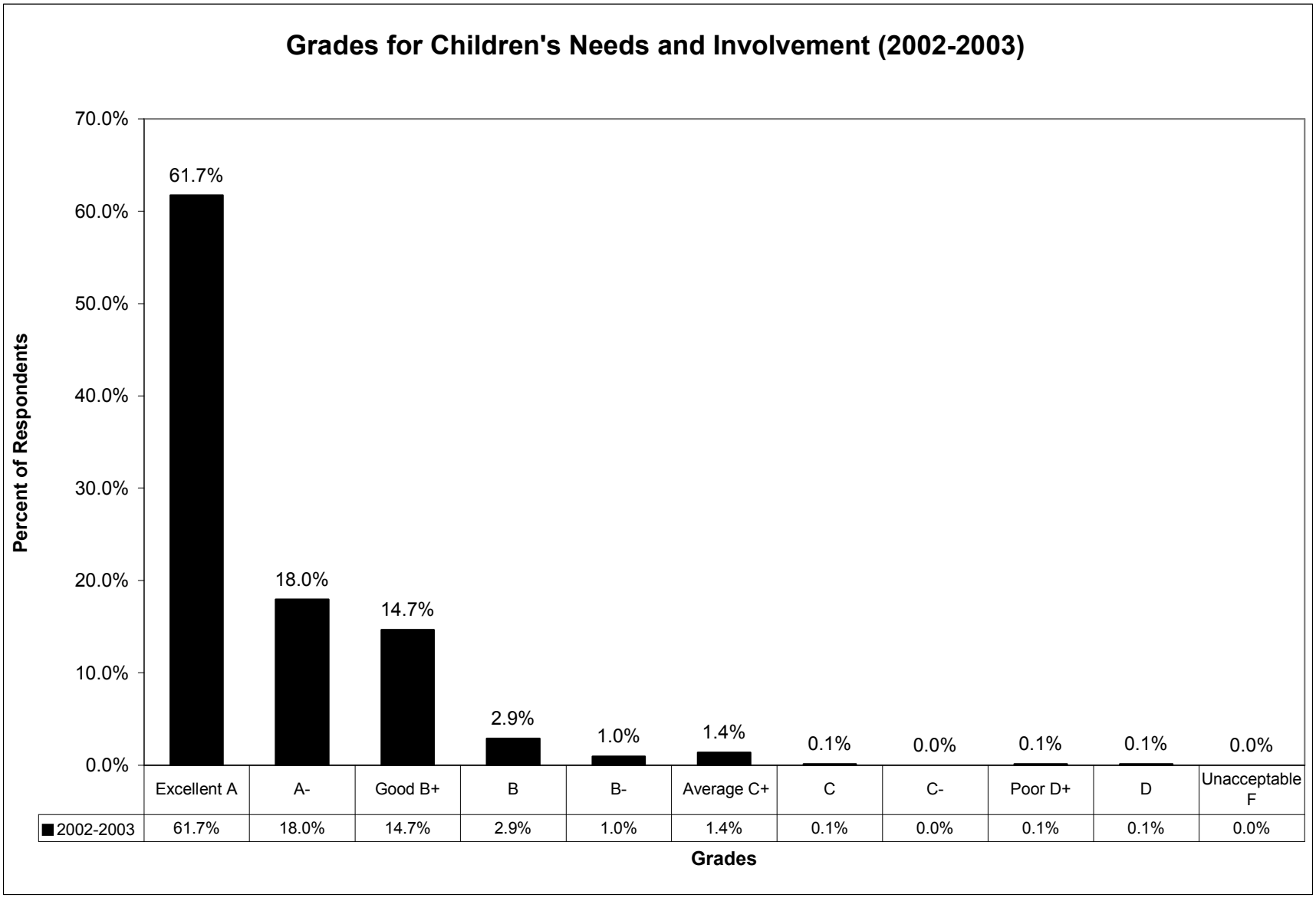
Parent's Needs Communication and Involvement (n = 684 to 752)

Item	Description	*Yes	*No	**Missing
1.	Are parents greeted warmly at arrival and departure?	98.7%	1.3%	1.7%
2.	Is information shared with you about your child at least weekly?	89.8%	10.2%	1.1%
3.	Are there enough parent-teacher conferences?	92.0%	8.0%	4.2%
4.	Do teachers give you enough feedback about your child?	94.4%	5.6%	1.3%
5.	Does your child do things with you at home that her/she has learned at school?	97.5%	2.5%	0.4%
6.	Are parents encouraged to become involved with program activities?	97.6%	2.4%	1.3%
7.	Are parents asked to be part of the program many times during the year?	95.4%	4.6%	2.5%
8.	Are parents' views considered when the program makes decisions?	92.9%	7.1%	7.2%
9.	Are parents actively involved in making program decisions?	84.6%	15.4%	9.4%
10.	Do parents have someone or a group they can talk with about their own problems?	88.3%	11.7%	8.2%
11.	Do parents receive enough help from program staff?	97.3%	2.7%	5.6%
12.	Are parents asked to help evaluate the program each year?	89.5%	10.5%	8.3%

*Percent is calculated using non-missing responses

**Percent is calculated using total number of responses

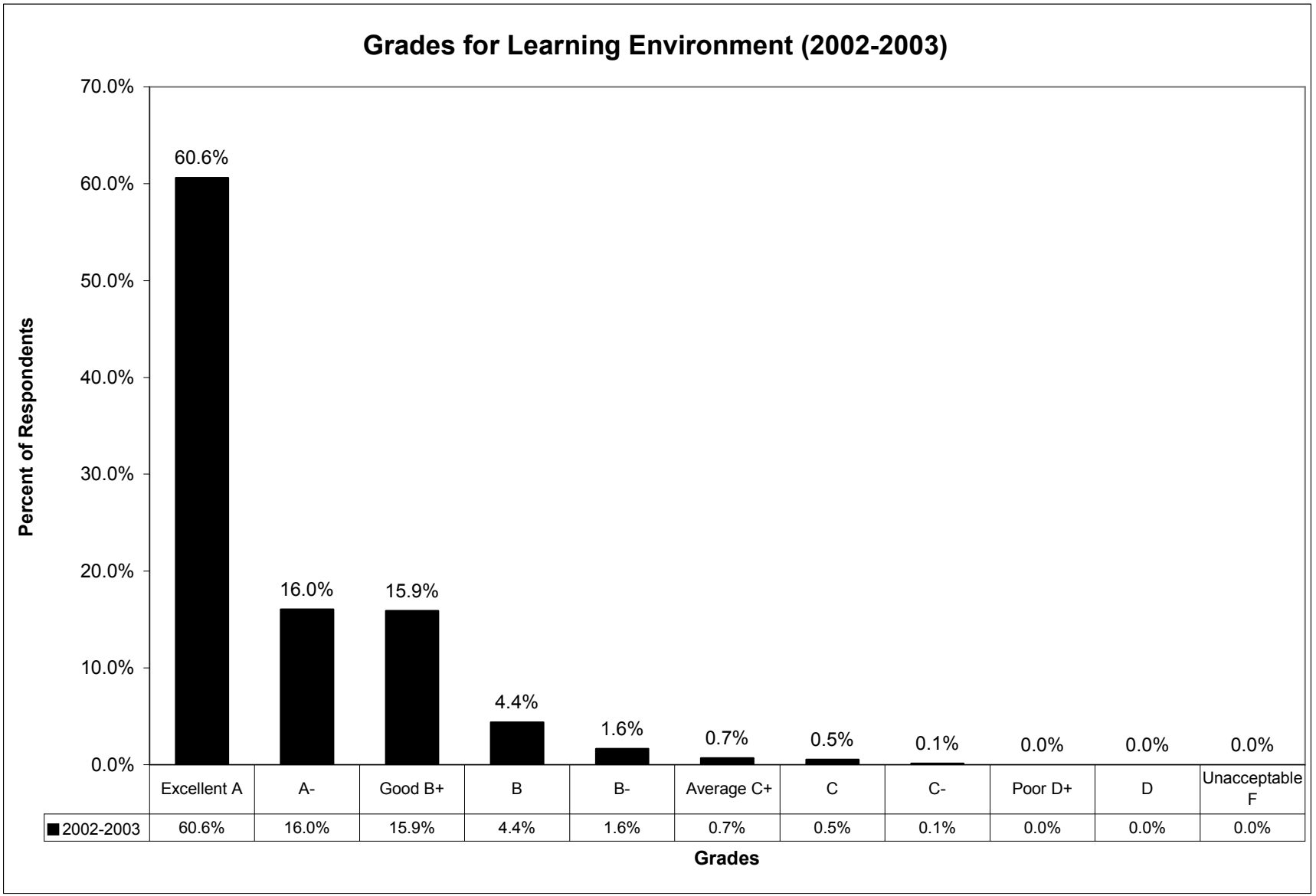
RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)



RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)
Children's Needs and Involvement (n = 723 to 751)

Item	Description	*Yes	*No	**Missing
1.	Does your child usually like to go to school?	98.5%	1.5%	0.8%
2.	Is your child feel safe at school?	99.9%	0.1%	0.5%
3.	Does your child get a healthy snack at school?	98.9%	1.1%	1.1%
4.	Do children in this class learn proper ways to take care of themselves, such as wash hands, eat, brush teeth, etc.?	100.0%	.	1.6%
5.	Is your child busy and involved in the classroom every day?	98.7%	1.3%	1.6%
6.	Is your child learning how to get along with other children?	99.6%	0.4%	0.7%
7.	Does your child talk about playing with others?	96.1%	3.9%	0.7%
8.	Are children encouraged to share their thoughts and feelings with others?	98.9%	1.1%	3.4%
9.	Does your child bring home books for you to read to him/her?	54.1%	45.9%	4.2%
10.	Does your child have a cubby or mailbox to keep his/her belongings and work?	96.7%	3.3%	0.9%

*Percent is calculated using non-missing responses
**Percent is calculated using total number of responses


Grades for Learning Environment (2002-2003)
Percent of Respondents
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
60.6%
16.0%
15.9%
4.4%
1.6%
0.7%
0.5%
0.1%
0.0%
0.0%
0.0%
Excellent A
A-
Good B+
B
B-
Average C+
C
C-
Poor D+
D
Unacceptable F
2002-2003
60.6%
16.0%
15.9%
4.4%
1.6%
0.7%
0.5%
0.1%
0.0%
0.0%
0.0%
Grades

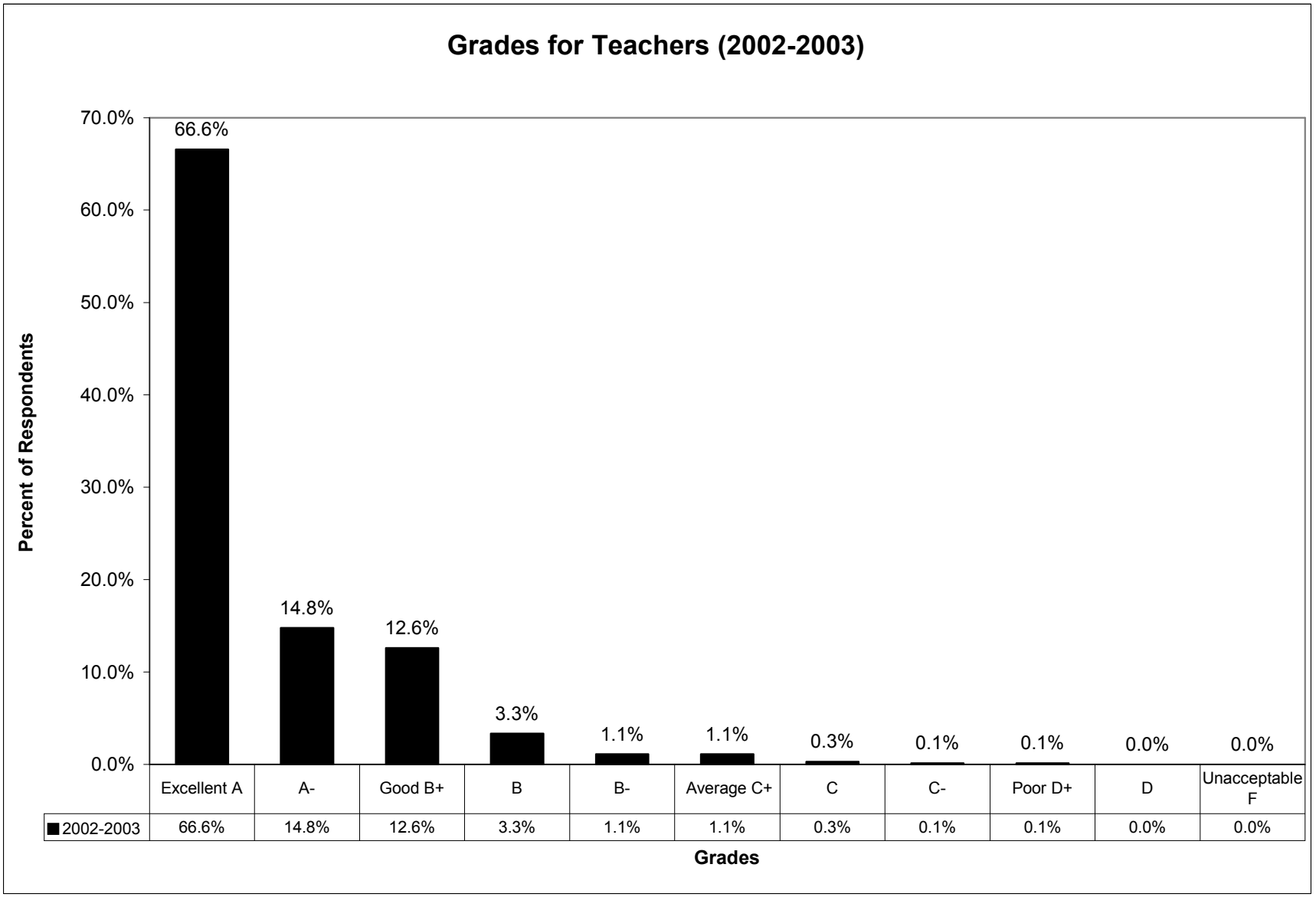
RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)
Learning Environment (n = 647 to 746)

Item	Description	*Yes	*No	**Missing
1.	Does the classroom have many books that children can use every day?	99.0%	1.0%	3.4%
2.	Does the classroom have enough learning materials including puzzles, blocks, scissors, musical instruments, sand/water table, easel or art table, dress-up clothes, etc.?	99.5%	0.5%	1.2%
3.	Are there at least five(3) "learning centers" that children can use everyday?	99.3%	0.7%	5.7%
4.	Do children have a chance to use a computer weekly?	72.4%	27.6%	9.4%
5.	Can children reach most of the things in the classroom themselves?	99.2%	0.8%	1.7%
6.	Is children's art displayed on the walls at children's eye level?	96.2%	3.8%	2.1%
7.	Are most of the classroom's walls covered with work done by children?	94.8%	5.2%	2.9%
8.	Are many things in the classroom labeled?	98.5%	1.5%	3.6%
9.	Is the classroom set up so quiet areas are next to quiet areas, like reading next to puzzles, not like reading next to blocks?	98.3%	1.7%	6.6%
10.	Do teachers read to the children many times every day?	97.3%	2.7%	5.7%
11.	Can children choose what they want to do?	97.3%	2.7%	6.9%
12.	Are many activities done in small groups of children daily?	98.5%	1.5%	6.0%
13.	Do children have many chances to change groups every day?	97.2%	2.8%	10.9%
14.	Is there enough space for motor activites like running, climbing, throwing balls, dancing, etc.?	100.0%	.	14.3%

*Percent is calculated using non-missing responses

**Percent is calculated using total number of responses

RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)

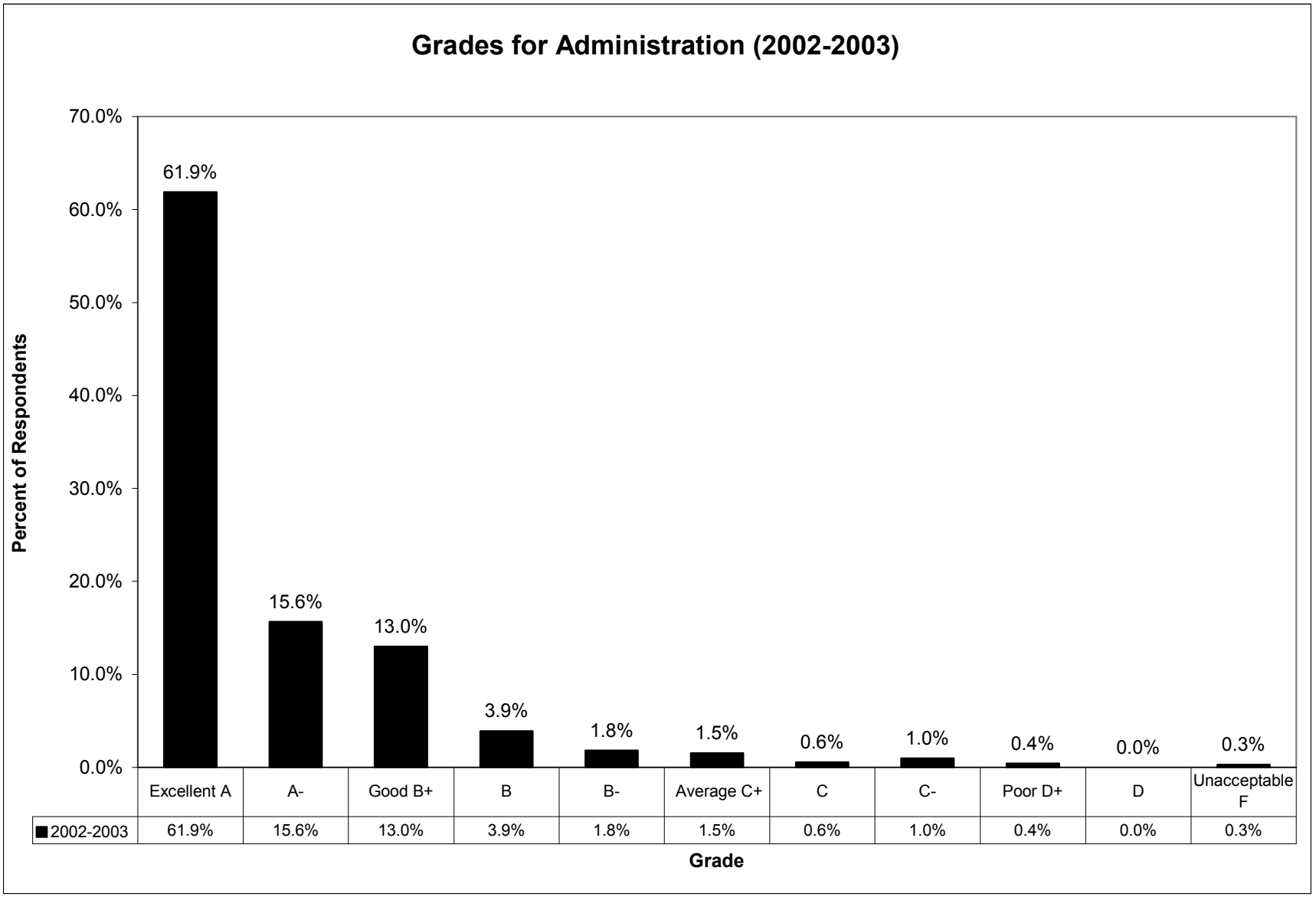


RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)
Teachers (n = 657 to 744)

Item	Description	*Yes	*No	**Missing
1.	Does a teacher greet your child when he/she arrives at the classroom?	99.1%	0.9%	1.6%
2.	Do teachers listen carefully to children in the class?	99.2%	0.8%	3.3%
3.	Does the teacher constantly tell the children what to do?	58.8%	41.2%	10.7%
4.	Do teachers talk individually with your child, many times a day?	92.7%	7.3%	13.0%
5.	Is your child's teacher friendly?	99.7%	0.3%	1.5%
6.	Are teachers polite and respectful of children and parents?	99.5%	0.5%	1.9%
7.	Does your child's teacher usually ask short "yes/no" type of questions?	76.4%	23.6%	10.1%
8.	Are children usually asked questons that need long. More complex answers?	61.3%	38.7%	12.7%
9.	Do teachers help children talk through problems and think of solutions?	99.0%	1.0%	5.8%
10.	Do teachers consistently use the same rules with all children?	97.5%	2.5%	5.7%
11.	Does the program have a daily routine?	99.3%	0.7%	3.6%
12.	Are parents kept informed about classroom activities?	97.2%	2.8%	2.3%
13.	Does someone talk with you when your child is having a problem?	97.5%	2.5%	3.3%
14.	Does someone talk with you when your child is doing well?	95.5%	4.5%	2.5%
15.	Do you feel comfortable talking with your child's teacher?	98.8%	1.2%	2.4%

*Percent is calculated using non-missing responses
**Percent is calculated using total number of responses

RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)

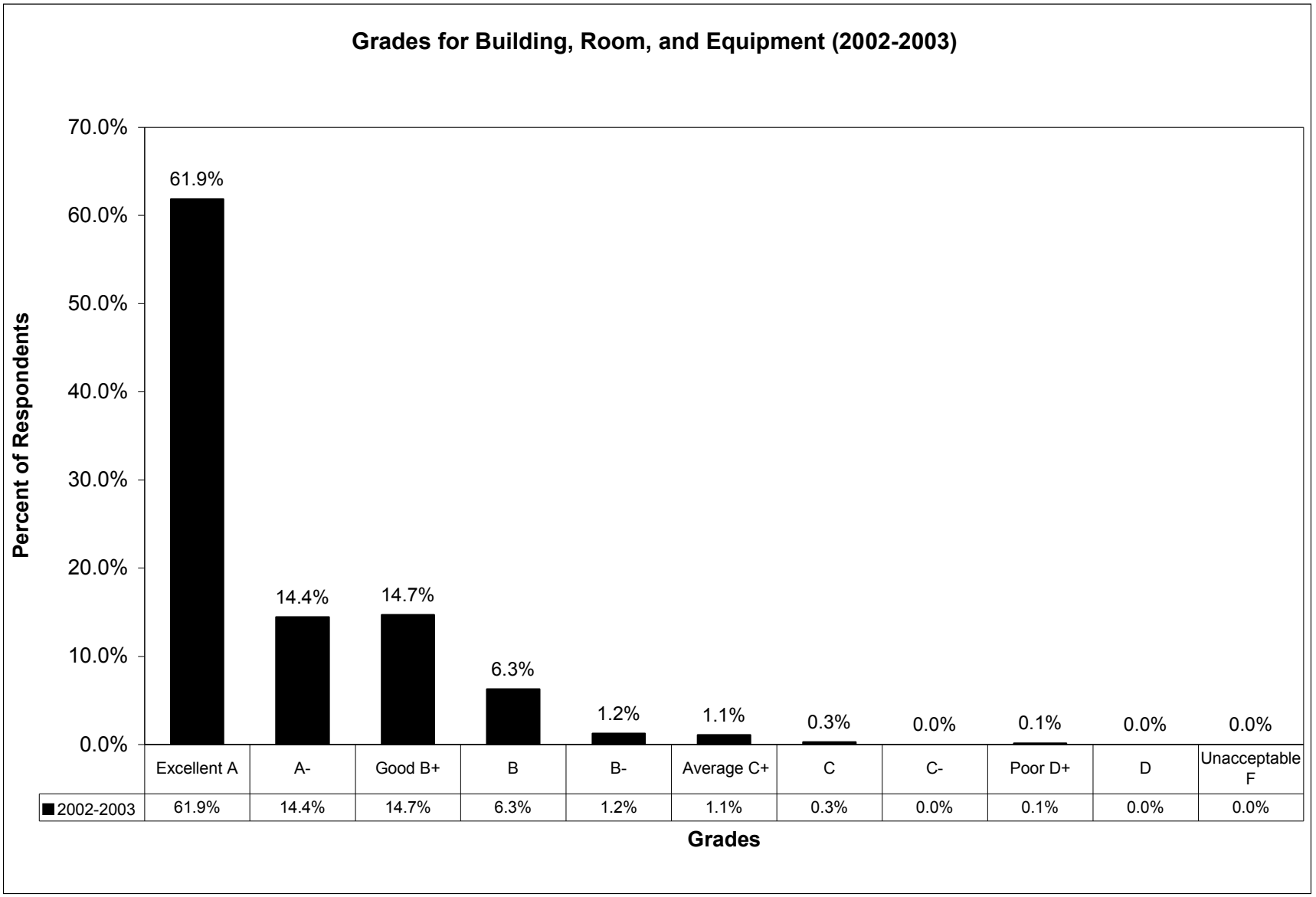


RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)
Administrator (n = 671 to 727)

Item	Description	*Yes	*No	**Missing
1.	Do you know the center's administrator or director?	86.1%	13.9%	3.7%
2.	Are you treated with respect by the center's administration?	97.7%	2.3%	6.8%
3.	Does the administrator support parent participation in the classroom?	96.8%	3.2%	9.0%
4.	Does the administrator respond to the needs of the parents?	96.9%	3.1%	11.1%
5.	Are you satisfied with the support you receive from administration?	96.6%	3.4%	9.4%
6.	Is there enough indoor space so children and adults can move from place to place easilly?	94.6%	5.4%	3.6%
7.	Is there enough outdoor space that allows for different types of activities to happen at the same time?	93.8%	6.2%	6.2%
8.	Does the program meet families needs?	98.4%	1.6%	6.2%
9.	Are there enough teachers to meet your child's needs?	99.2%	0.8%	4.4%
10.	Is the center sensitive to you and your culture?	97.4%	2.6%	7.0%

*Percent is calculated using non-missing responses
**Percent is calculated using total number of responses

RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)

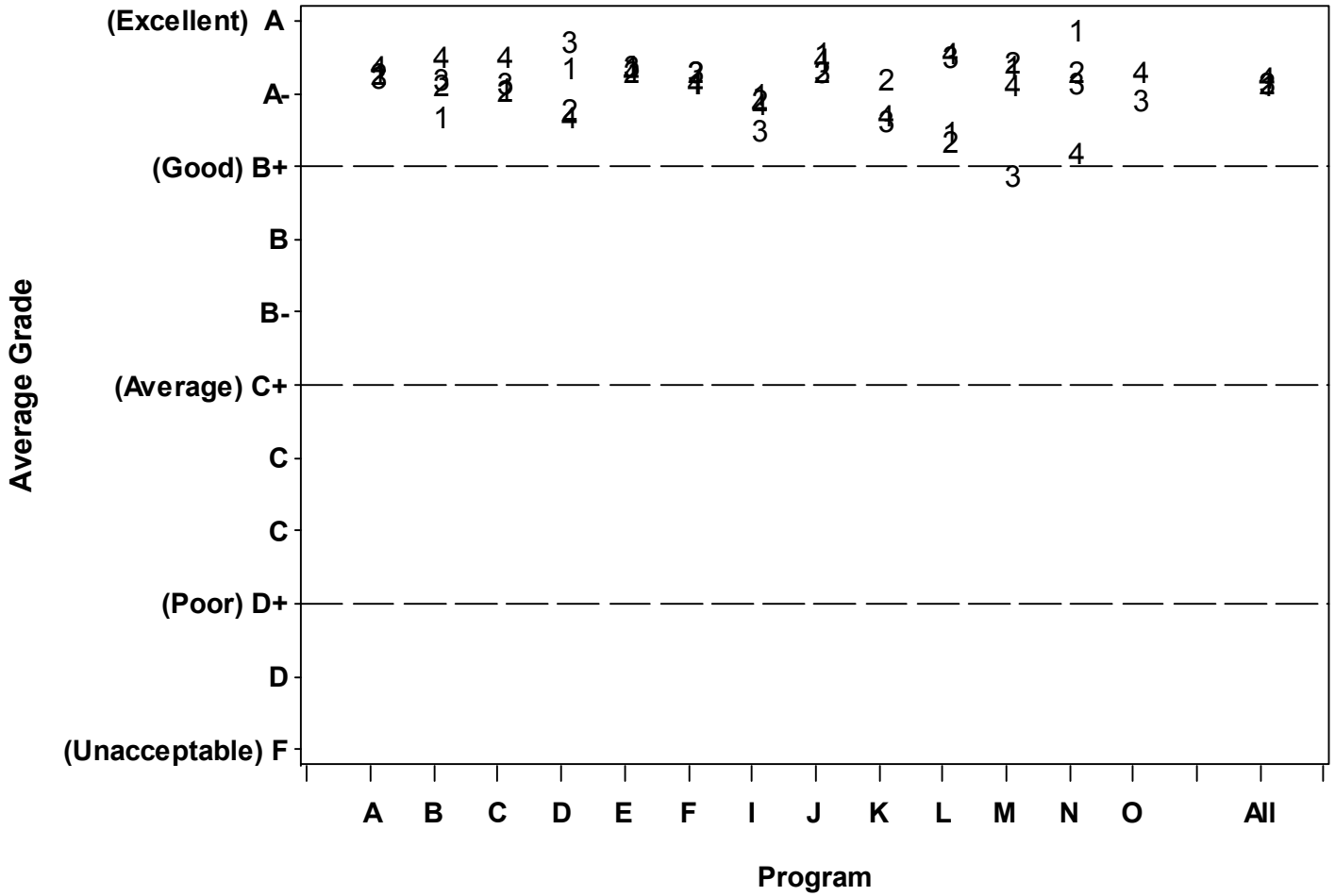


RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)
Building, Room and Equipment (n = 663 to 749)

Item	Description	*Yes	*No	**Missing
1.	Are the building and grounds clean?	98.1%	1.9%	0.8%
2.	Are floors and walls in good repair?	98.1%	1.9%	1.3%
3.	At the start of the day is the classroom clean?	99.9%	0.1%	1.2%
4.	Are toilets and sinks clean?	96.9%	3.1%	4.6%
5.	Is the kitchen area clean?	99.4%	0.6%	12.2%
6.	Is there good ventilation and enough natural light in the classroom?	96.9%	3.1%	1.5%
7.	Is there enough child-sized furniture for children?	99.7%	0.3%	0.9%
8.	Is there enough adult-sized furniture for parent meetings or parent groups?	85.0%	15.0%	5.7%

*Percent is calculated using non-missing responses
**Percent is calculated using total number of responses

RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)
Average Grade for Overall Program by Program (1999-2003)

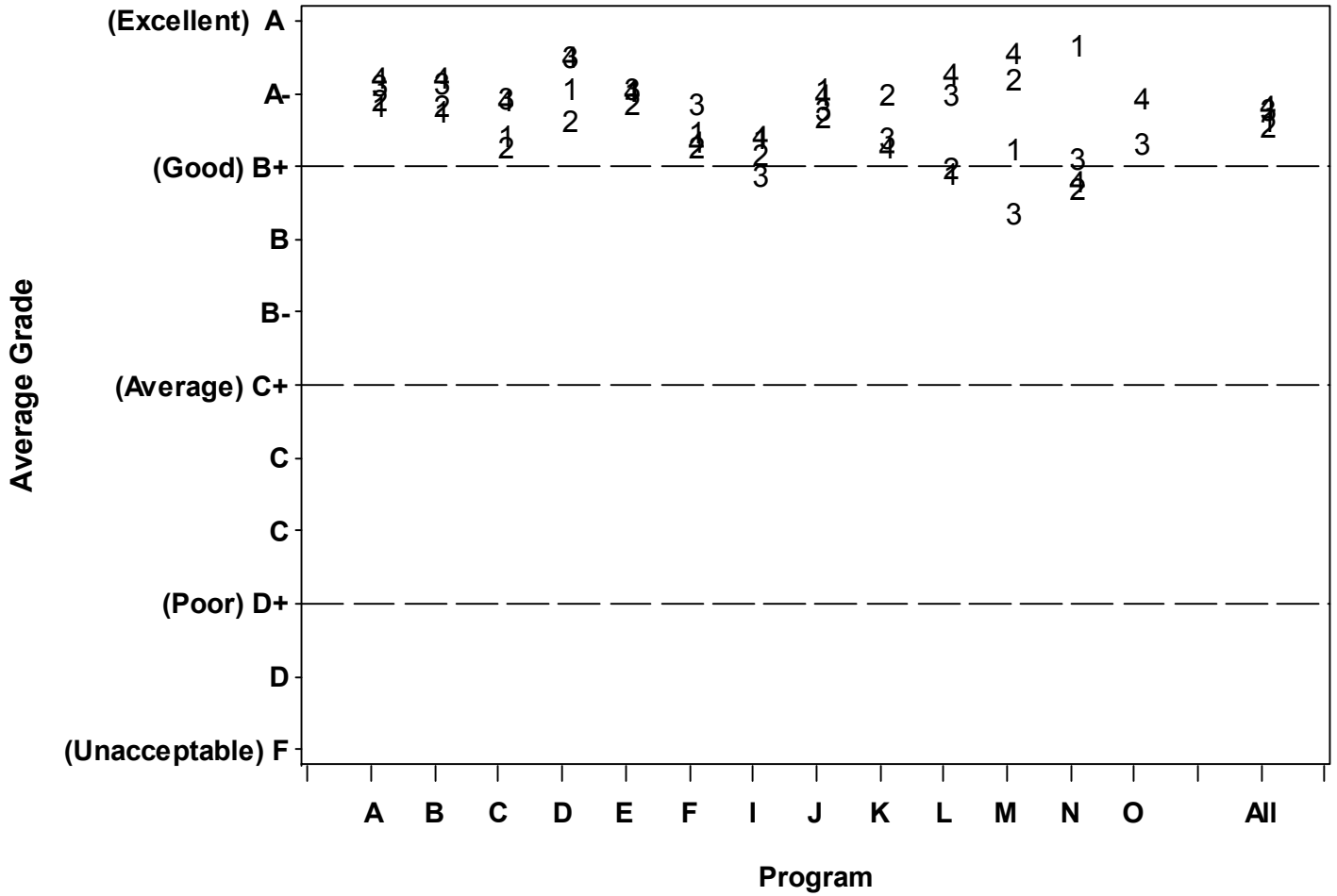


School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All
1999-2000	1	A-	B+	A-	A-	A-	A-	A-	A-	.	B+	A-	A-	.	A-
2000-2001	2	A-	A-	A-	B+	A-	A-	B+	A-	A-	B+	A-	A-	.	A-
2001-2002	3	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	B	A-	B+	A-
2002-2003	4	A-	A-	A-	B+	A-	A-	B+	A-	B+	A-	A-	B+	A-	A-

RECAP 2002-2003 Annual Report

Early Childhood Parent Survey (ECPS/Satisfaction)

Average Grade for Parents Needs, Communication and Involvement by Program (1999-2003)

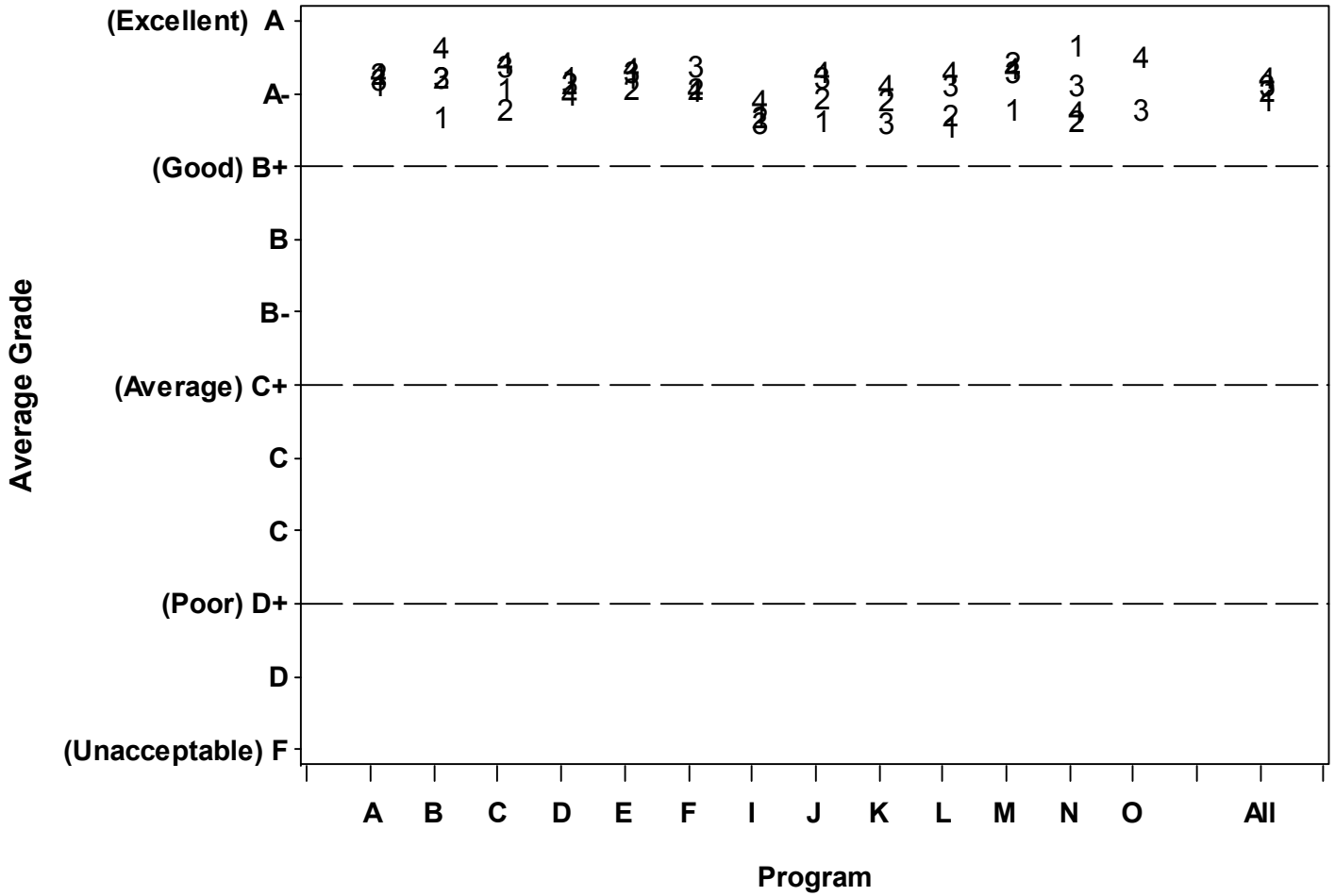


School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All
1999-2000	1	B+	B+	B+	A-	A-	B+	B+	A-	.	B	B+	A-	.	B+
2000-2001	2	B+	B+	B+	B+	B+	B+	B+	B+	A-	B+	A-	B	.	B+
2001-2002	3	A-	A-	B+	A-	A-	B+	B	B+	B+	A-	B	B+	B+	B+
2002-2003	4	A-	A-	B+	A-	A-	B+	B+	A-	B+	A-	A-	B	B+	B+

RECAP 2002-2003 Annual Report

Early Childhood Parent Survey (ECPS/Satisfaction)

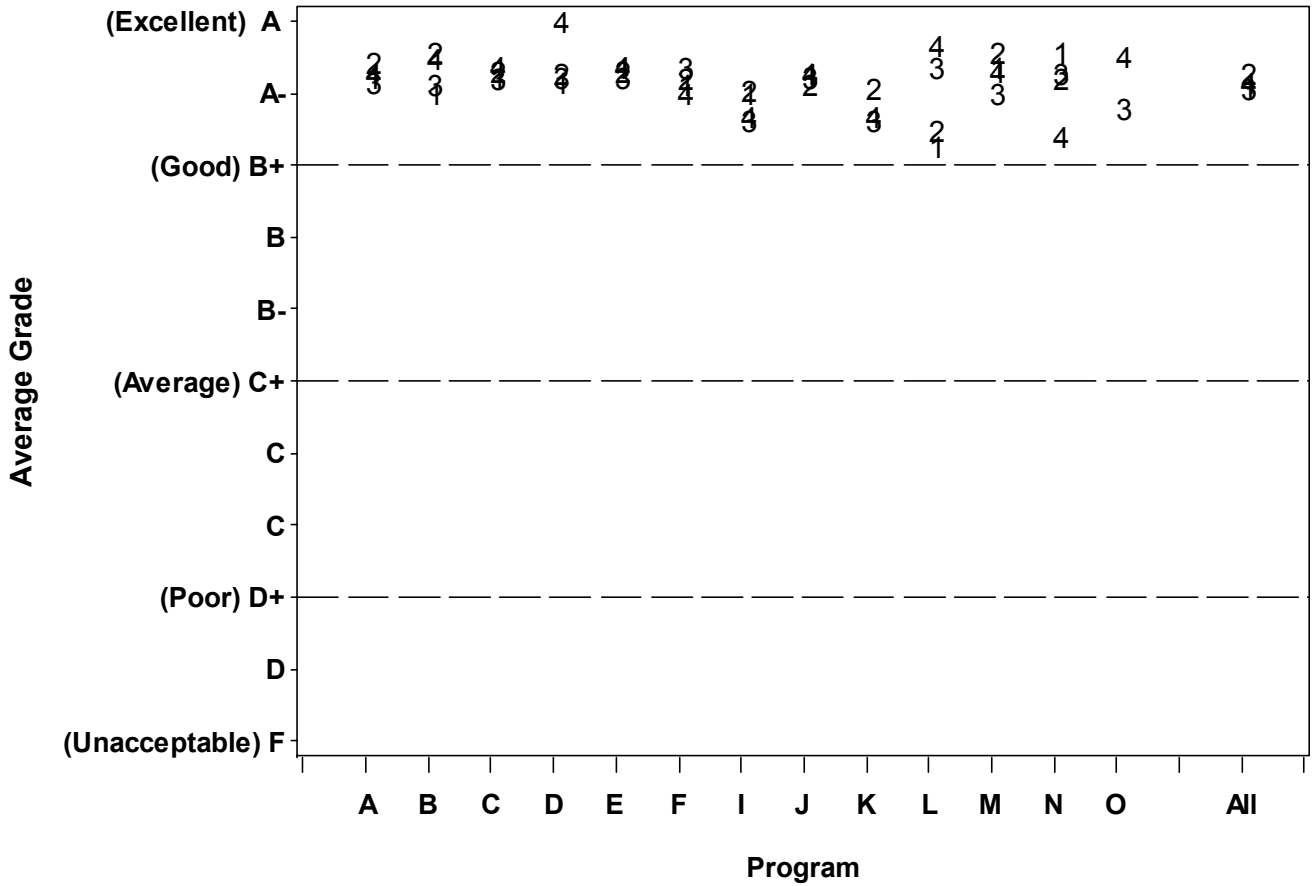
Average Grade for Children's Needs and Involvement by Program (1999-2003)



School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All
1999-2000	1	A-	B+	A-	A-	A-	A-	B+	B+	.	B+	B+	A-	.	B+
2000-2001	2	A-	A-	B+	A-	A-	A-	B+	B+	B+	B+	A-	B+	.	A-
2001-2002	3	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	A-	A-	B+	A-
2002-2003	4	A-	A-	A-	A-	A-	A-	B+	A-	A-	A-	A-	B+	A-	A-

RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)

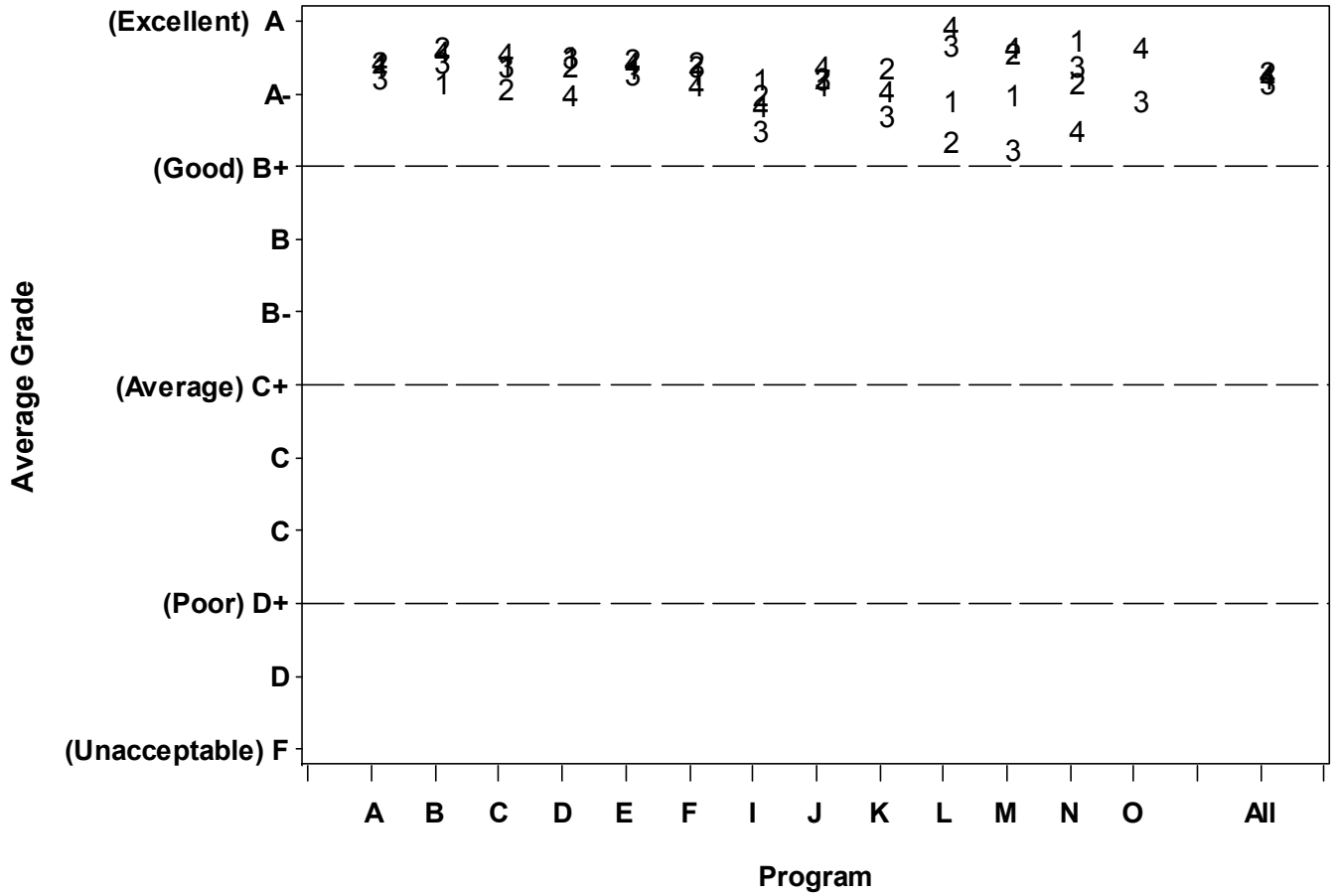
Average Grade for Learning Environment by Program (1999-2003)



School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All
1999-2000	1	A-	A-	A-	A-	A-	A-	A-	A-	.	B+	A-	A-	.	A-
2000-2001	2	A-	A-	A-	A-	A-	A-	A-	A-	A-	B+	A-	A-	.	A-
2001-2002	3	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	A-	A-	B+	A-
2002-2003	4	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	A-	B+	A-	A-

RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)

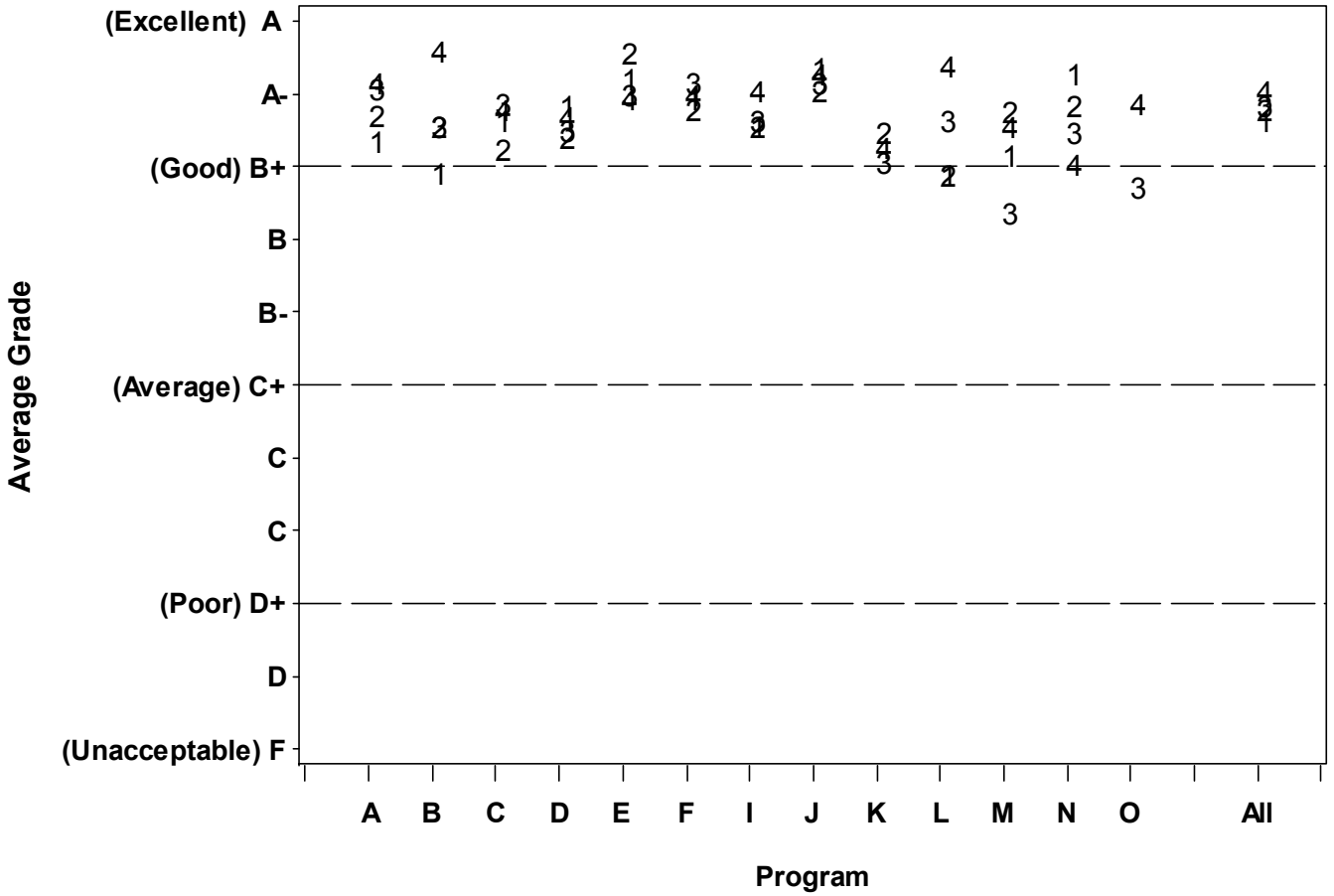
Average Grade for Teachers by Program (1999-2003)



School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All
1999-2000	1	A-	A-	A-	A-	A-	A-	A-	A-	.	B+	A-	A-	.	A-
2000-2001	2	A-	A-	A-	A-	A-	A-	A-	A-	A-	B+	A-	A-	.	A-
2001-2002	3	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	B+	A-	B+	A-
2002-2003	4	A-	A-	A-	A-	A-	A-	B+	A-	A-	A-	A-	B+	A-	A-

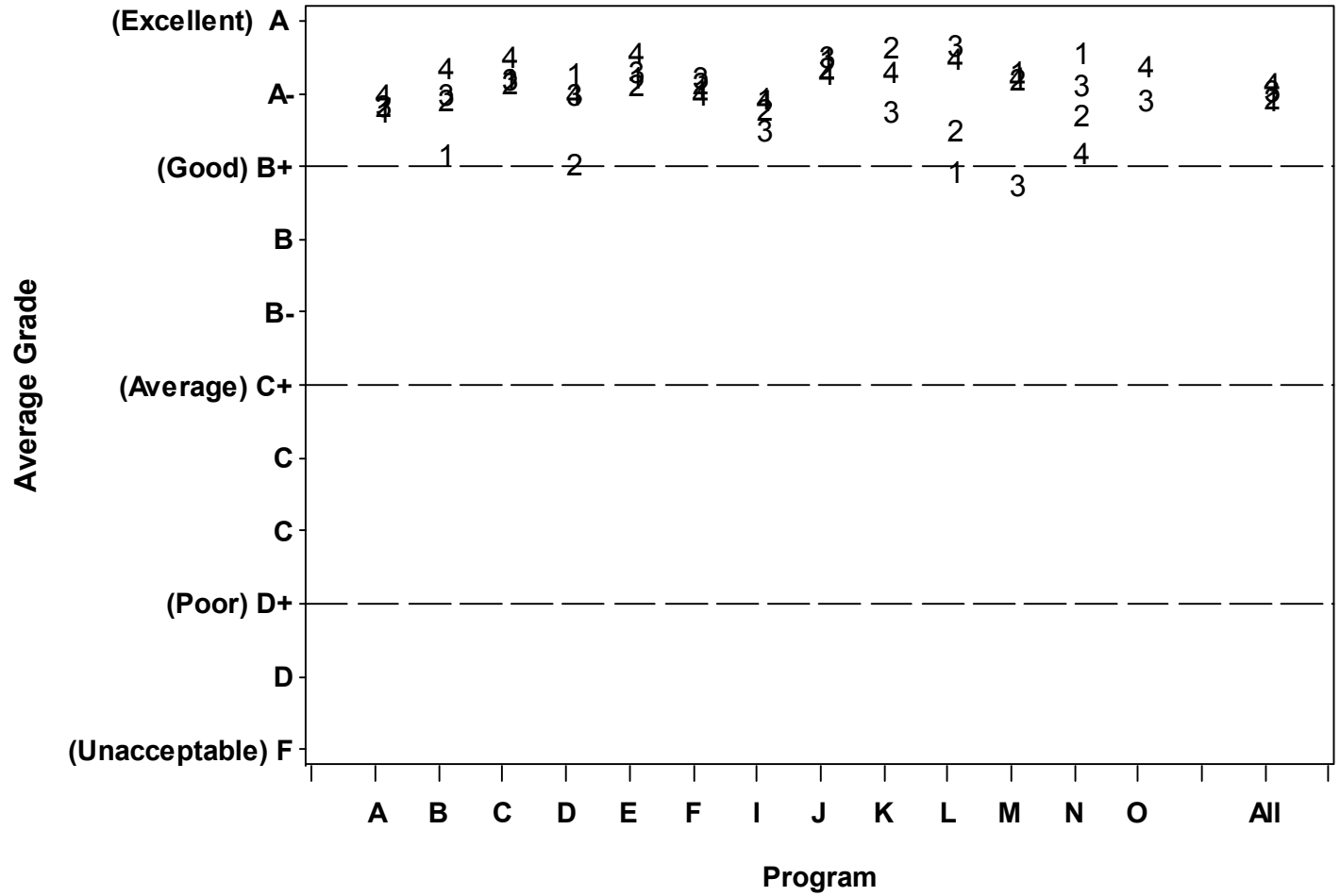
RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)

Average Grade for Administrators by Program (1999-2003)



School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All
1999-2000	1	B+	B	B+	B+	A-	B+	B+	A-	.	B	B+	A-	.	B+
2000-2001	2	B+	B+	B+	B+	A-	B+	B+	A-	B+	B	B+	B+	.	B+
2001-2002	3	A-	B+	B+	B+	A-	A-	B+	A-	B+	B+	B	B+	B	B+
2002-2003	4	A-	A-	B+	B+	B+	A-	A-	A-	B+	A-	B+	B+	B+	A-

RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)
Average Grade for Building, Room and Equipment by Program (1999-2003)

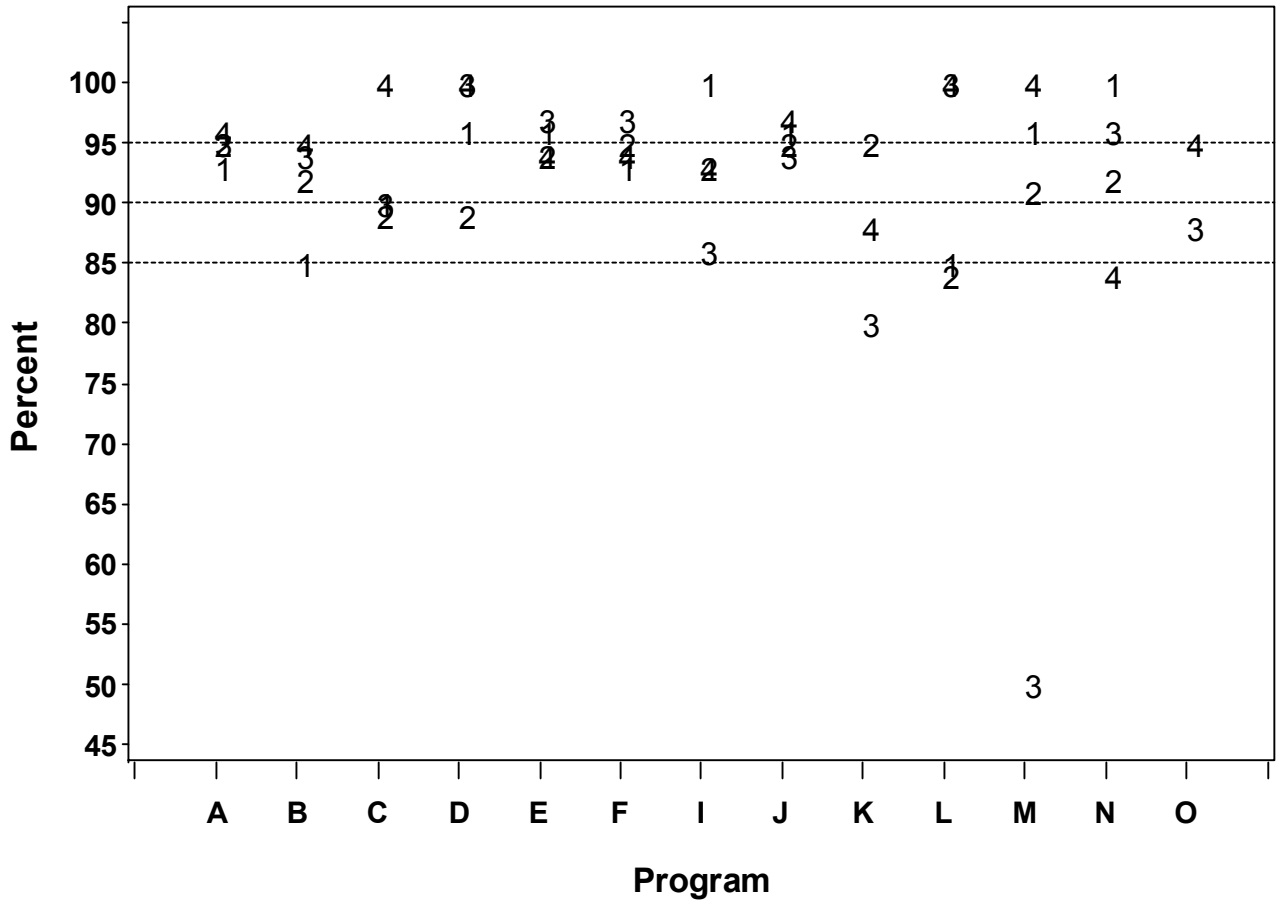


School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All
1999-2000	1	B+	B+	A-	A-	A-	A-	B+	A-	.	B	A-	A-	.	B+
2000-2001	2	B+	B+	A-	B+	A-	A-	B+	A-	A-	B+	A-	B+	.	B+
2001-2002	3	B+	A-	A-	A-	A-	A-	B+	A-	B+	A-	B	A-	B+	A-
2002-2003	4	A-	A-	A-	A-	A-	A-	B+	A-	A-	A-	A-	B+	A-	A-

RECAP 2002-2003 Annual Report

Early Childhood Parent Survey (ECPS/Satisfaction)

Percent of Grades for the Overall Program Greater than B by Program



1 = 1999-2000 2 = 2000-2001 3 = 2001-2002 4 = 2002-2003

RECAP 2002-2003 Annual Report

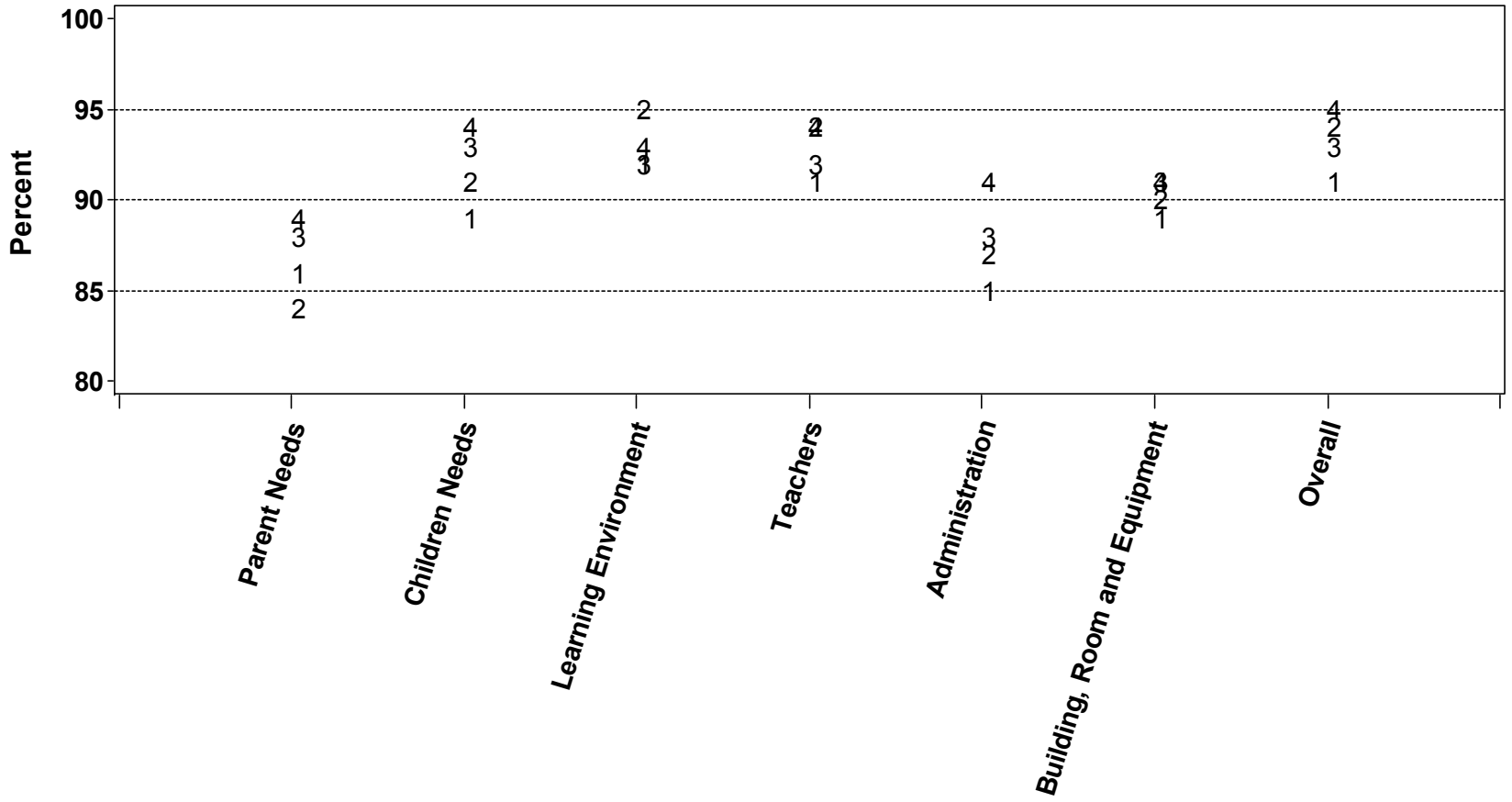
Early Childhood Parent Survey (ECPS/Satisfaction)

	Percent of Overall Program Satisfaction Grades greater than B							
	1999-2000		2000-2001		2001-2002		2002-2003	
Program	n	Percent	n	Percent	n	Percent	n	Percent
A	207	93%	157	95%	188	95%	163	96%
B	45	85%	87	92%	83	94%	41	95%
C	26	90%	34	89%	35	90%	34	100%
D	24	96%	17	89%	7	100%	3	100%
E	128	96%	124	94%	113	97%	68	94%
F	100	93%	77	95%	58	97%	63	94%
I	100	88%	126	93%	84	86%	57	93%
J	52	96%	75	95%	116	94%	150	97%
K	.	.	18	95%	20	80%	23	88%
L	33	85%	21	84%	16	100%	14	100%
M	23	96%	10	91%	2	50%	8	100%
N	9	100%	24	92%	23	96%	41	84%
O	.	.	.	.	28	88%	20	95%

	Percent of Overall Program Satisfaction			
Grade	1999-2000	2000-2001	2001-2002	2002-2003
A or A-	79%	79%	79%	80%
B or B+	18%	18%	17%	18%
Below B	3%	3%	4%	2%

RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction)
Percent of Grades Greater than B by Area

(1999-2000 n = 842 to 907 2000-2001 n = 838 to 878 2001-2002 n = 839 to 861 2002-2003 n=648 to 688)



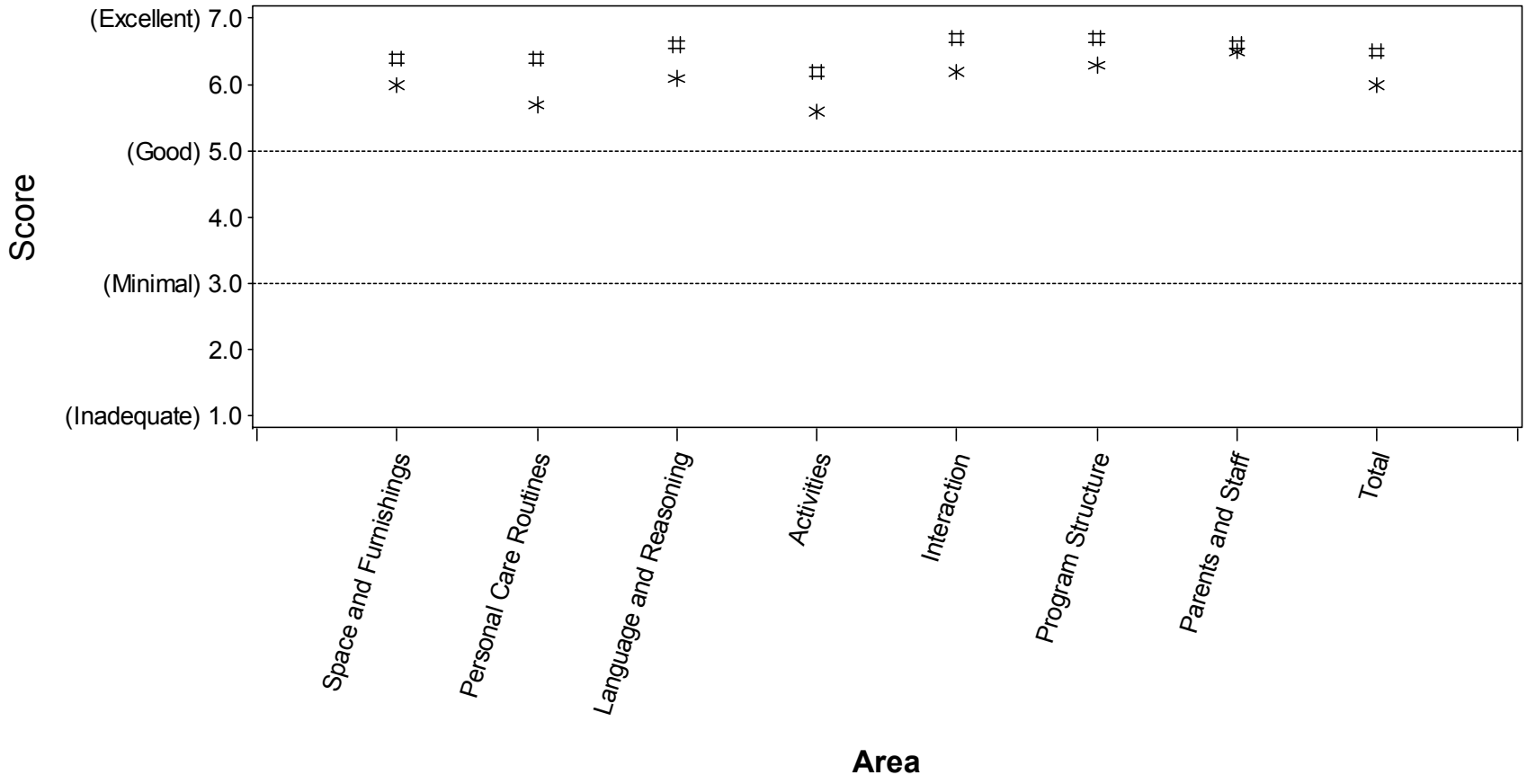
School	Year	Parents Needs	Children Needs	Learning Environment	Teachers	Administration	Building, Room, and Equipment	Overall
1999-2000	1	86%	89%	92%	91%	85%	89%	91%
2000-2001	2	84%	91%	95%	94%	87%	90%	94%
2001-2002	3	88%	93%	92%	92%	88%	91%	93%
2002-2003	4	89%	94%	93%	94%	91%	91%	95%

APPENDIX C

Universal Prekindergarten ECERS-R

RECAP 2002-2003 Annual Report
ECRS for UPK

Overall Averages by Area



= RCSD Classrooms * = Non-RCSD Classrooms

Classroom	Space and Furnishings	Personal Care Routines	Language and Reasoning	Activities	Interaction	Program Structure	Parents and Staff	Total
RCSD (n=60)	6.4	6.4	6.6	6.2	6.7	6.7	6.6	6.5
Non RCSD (n=40)	6.0	5.7	6.1	5.6	6.2	6.3	6.5	6.0

RECAP 2002-2003 Annual Report
ECRS for UPK

Descriptive Statistics

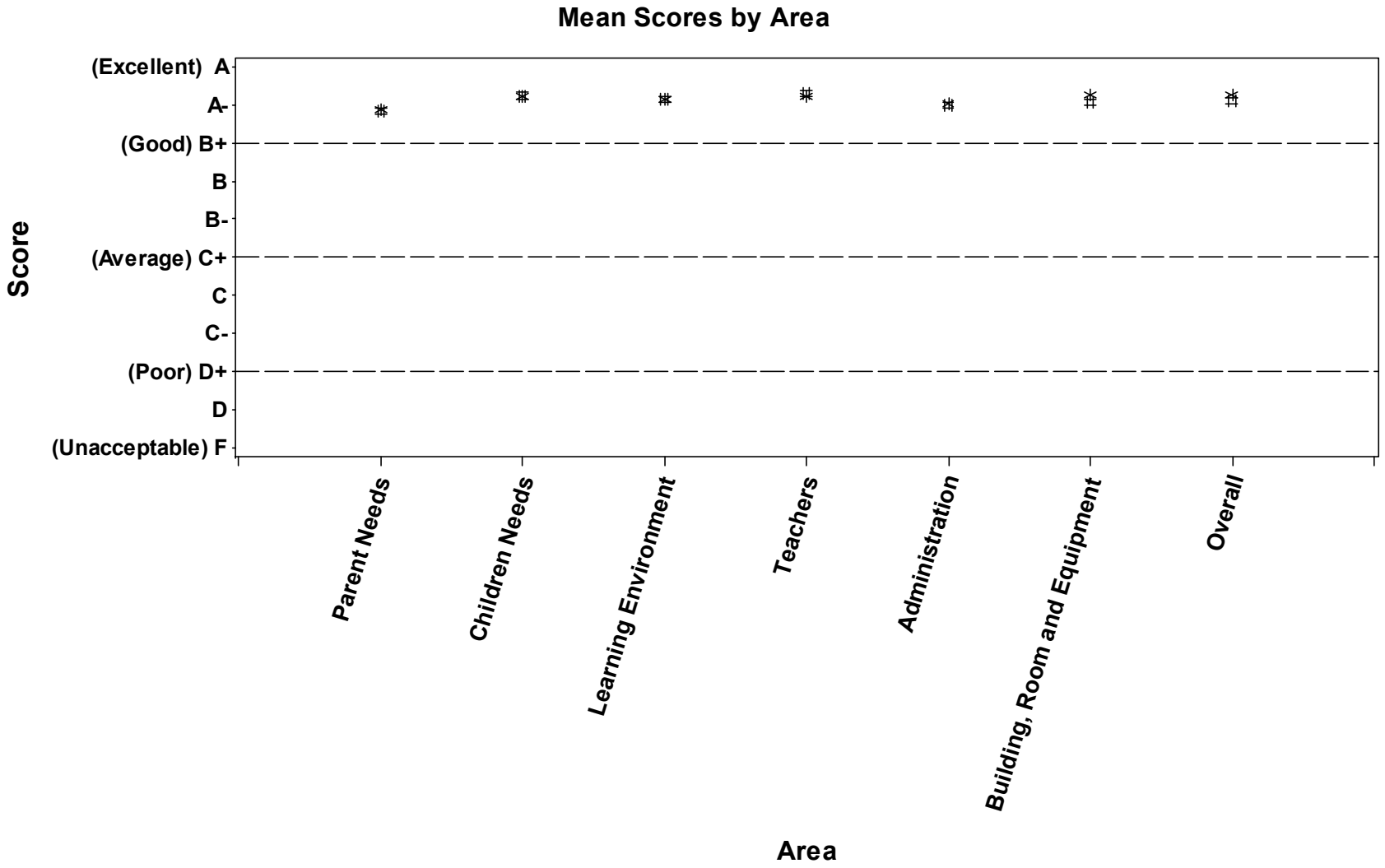
		Count within Score Ranges								
		1.0 = Inadequate		3.0 = Minimum		5.0 = Good		7.0 = Excellent		
		1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-5.9	6.0-6.9	7.0	Average	Standard Deviation
Space and Furnishings	RCSD	0	0	0	4	4	38	14	6.4	0.66
	Non-RCSD	0	0	0	2	15	20	3	6.0	0.75
	Total	0	0	0	6	19	58	17	6.1	1.04
	Percent	0%	0%	0%	6%	19%	58%	17%		
Personal Care Routines	RCSD	0	0	1	4	10	22	23	6.4	0.81
	Non-RCSD	0	1	3	6	10	13	7	5.7	1.23
	Total	0	1	4	10	20	35	30	6.4	0.97
	Percent	0%	1%	4%	10%	20%	35%	30%		
Language-Reasoning	RCSD	0	1	0	0	7	10	42	6.6	0.75
	Non-RCSD	0	0	2	7	3	10	18	6.1	1.15
	Total	0	1	2	7	10	20	60	6.0	0.92
	Percent	0%	1%	2%	7%	10%	20%	60%		
Activities	RCSD	0	0	2	3	8	45	2	6.2	0.86
	Non-RCSD	0	0	2	7	15	15	1	5.6	0.90
	Total	0	0	4	10	23	60	3	6.5	0.94
	Percent	0%	0%	4%	10%	23%	60%	3%		
Interaction	RCSD	0	0	0	2	5	15	38	6.7	0.60
	Non-RCSD	1	0	2	3	4	15	15	6.2	1.24
	Total	1	0	2	5	9	30	53	6.5	0.84
	Percent	1%	0%	2%	5%	9%	30%	53%		
Program Structure	RCSD	0	0	0	3	4	12	41	6.7	0.70
	Non-RCSD	0	0	1	3	9	11	16	6.3	0.98
	Total	0	0	1	6	13	23	57	6.6	0.56
	Percent	0%	0%	1%	6%	13%	23%	57%		
Parents and Staff	RCSD	0	0	0	1	5	26	28	6.6	0.56
	Non-RCSD	0	0	0	0	6	26	8	6.5	0.56
	Total	0	0	0	1	11	52	36	6.3	0.65
	Percent	0%	0%	0%	1%	11%	52%	36%		
Total	RCSD	0	0	0	2	4	45	9	6.5	0.55
	Non-RCSD	0	0	0	4	11	24	1	6.0	0.69
	Total	0	0	0	6	15	69	10	6.2	0.72
	Percent	0%	0%	0%	6%	15%	69%	10%		

Note: Number of Classrooms: RCSD = 60 Non-RCSD = 40

Appendix D

Universal Prekindergarten ECPS/Satisfaction

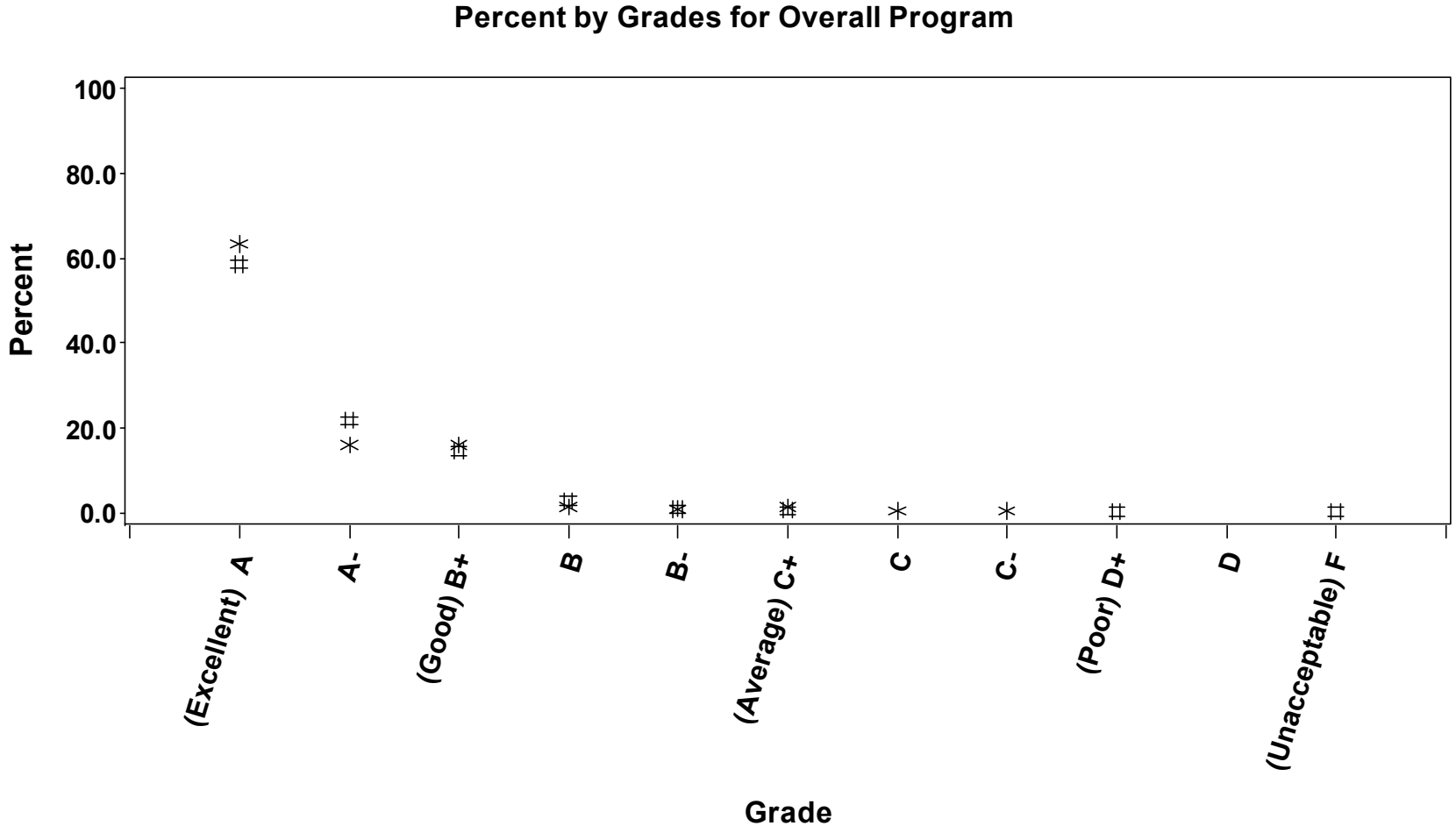
RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction) for UPK



 # RCSD Classrooms *** Non-RCSD Classrooms**

Classroom	Number of Respondents	Parent Needs	Children Needs	Learning Environment	Teachers	Administration	Building, Room and Equipment	Overall
RCSD	282	B+	A-	A-	A-	A-	A-	A-
Non-RCSD	206	B+	A-	A-	A-	A-	A-	A-

RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction) for UPK

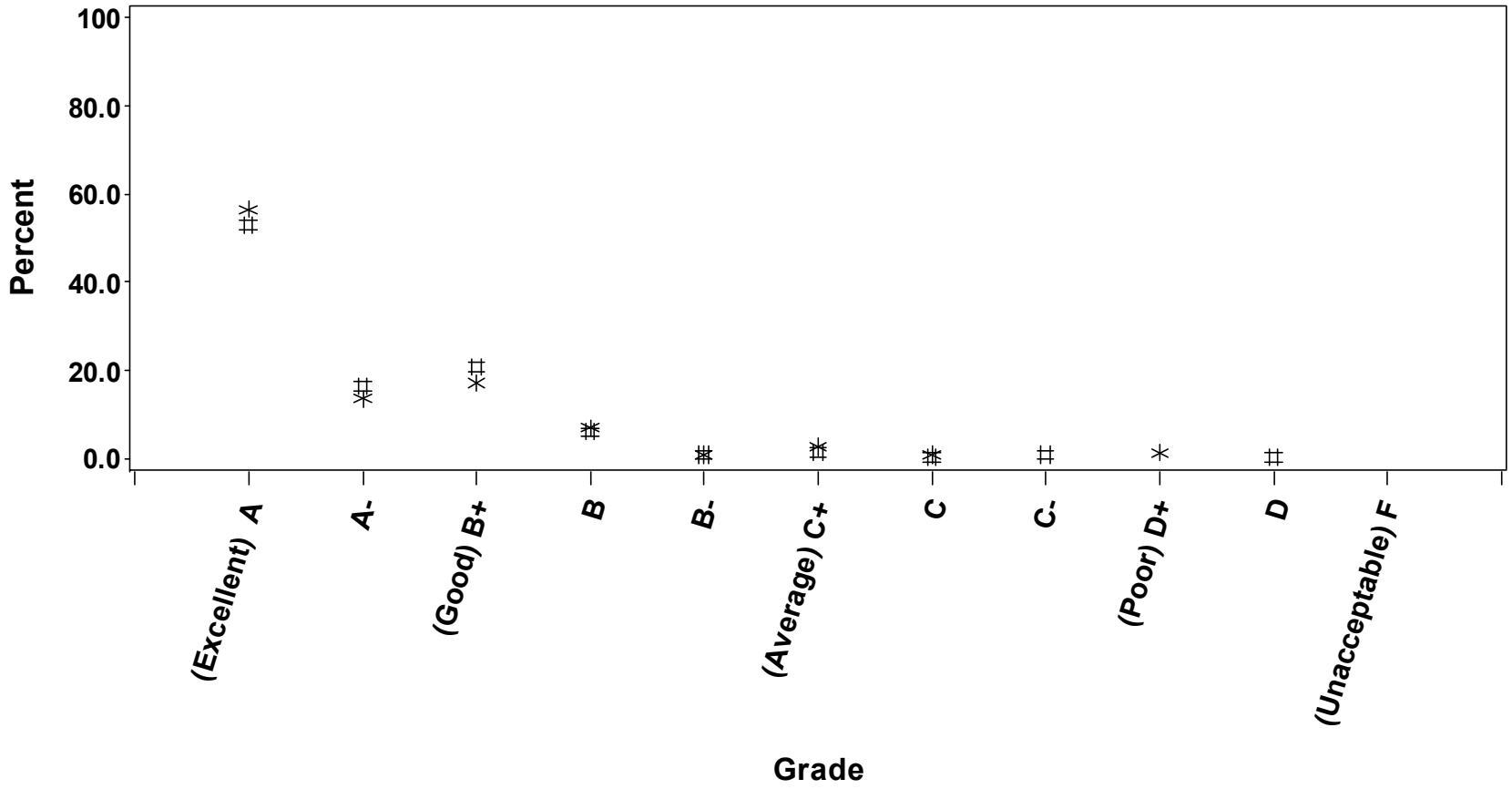


 # RCSD Classrooms *** Non-RCSD Classrooms**

	(Excellent) A	A-	(Good) B+	B	B-	(Average) C+	C	C-	(Poor) D+	D	(Unacceptable) F
RCSD	58.7%	21.8%	14.6%	2.9%	0.9%	0.6%	.	.	0.3%	.	0.3%
Non-RCSD	63.5%	16.0%	16.0%	1.4%	0.9%	1.4%	0.5%	0.5%	.	.	.

RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction) for UPK

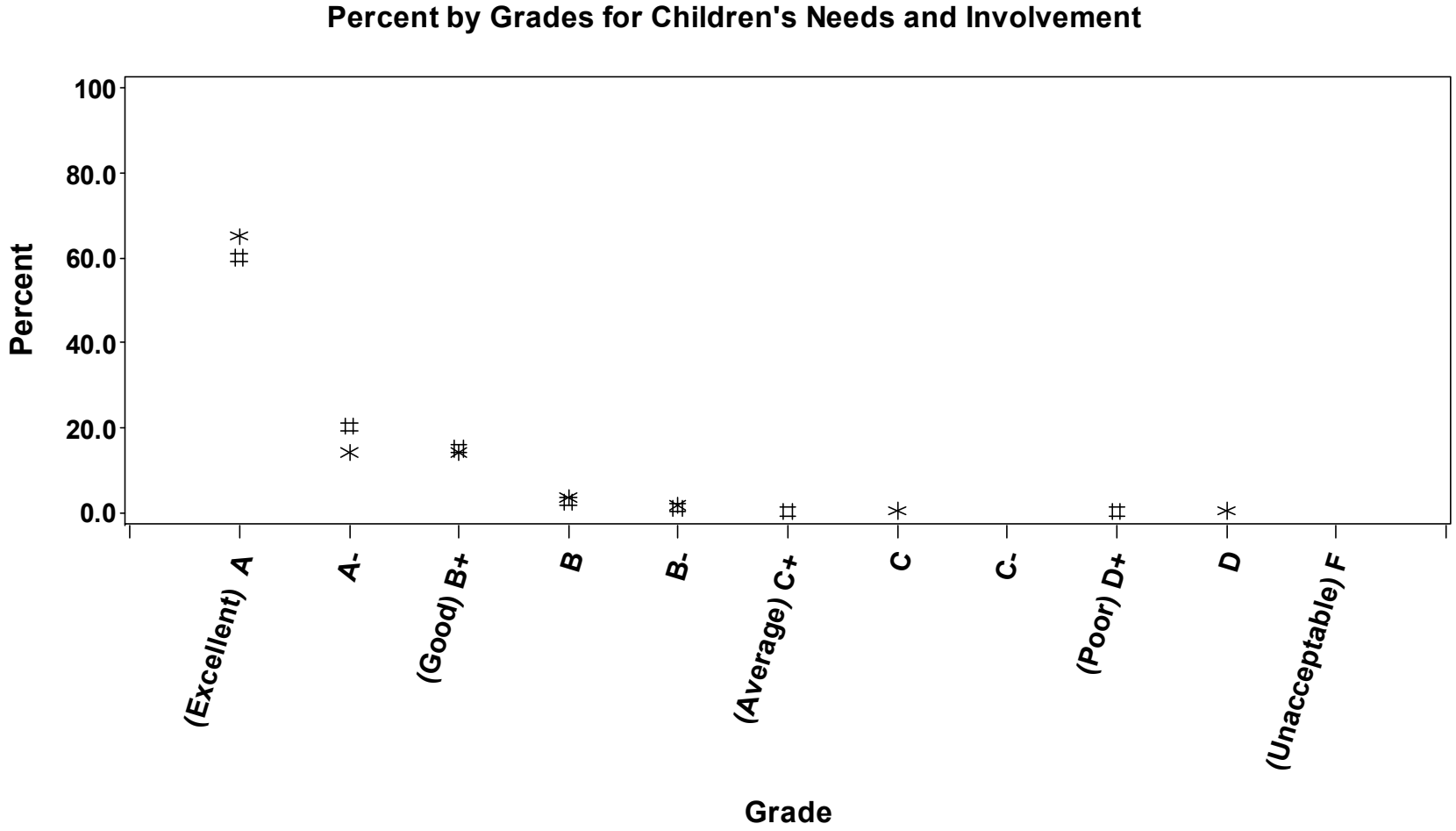
Percent by Grades for Parents Needs, Communication and Involvement



 # RCSD Classrooms *** Non-RCSD Classrooms**

	(Excellent) A	A-	(Good) B+	B	B-	(Average) C+	C	C-	(Poor) D+	D	(Unacceptable) F
RCSD	53.0%	16.4%	20.7%	6.1%	0.9%	1.4%	0.3%	0.9%	.	0.3%	.
Non-RCSD	56.6%	13.6%	17.1%	7.0%	0.9%	2.6%	0.9%	.	1.3%	.	.

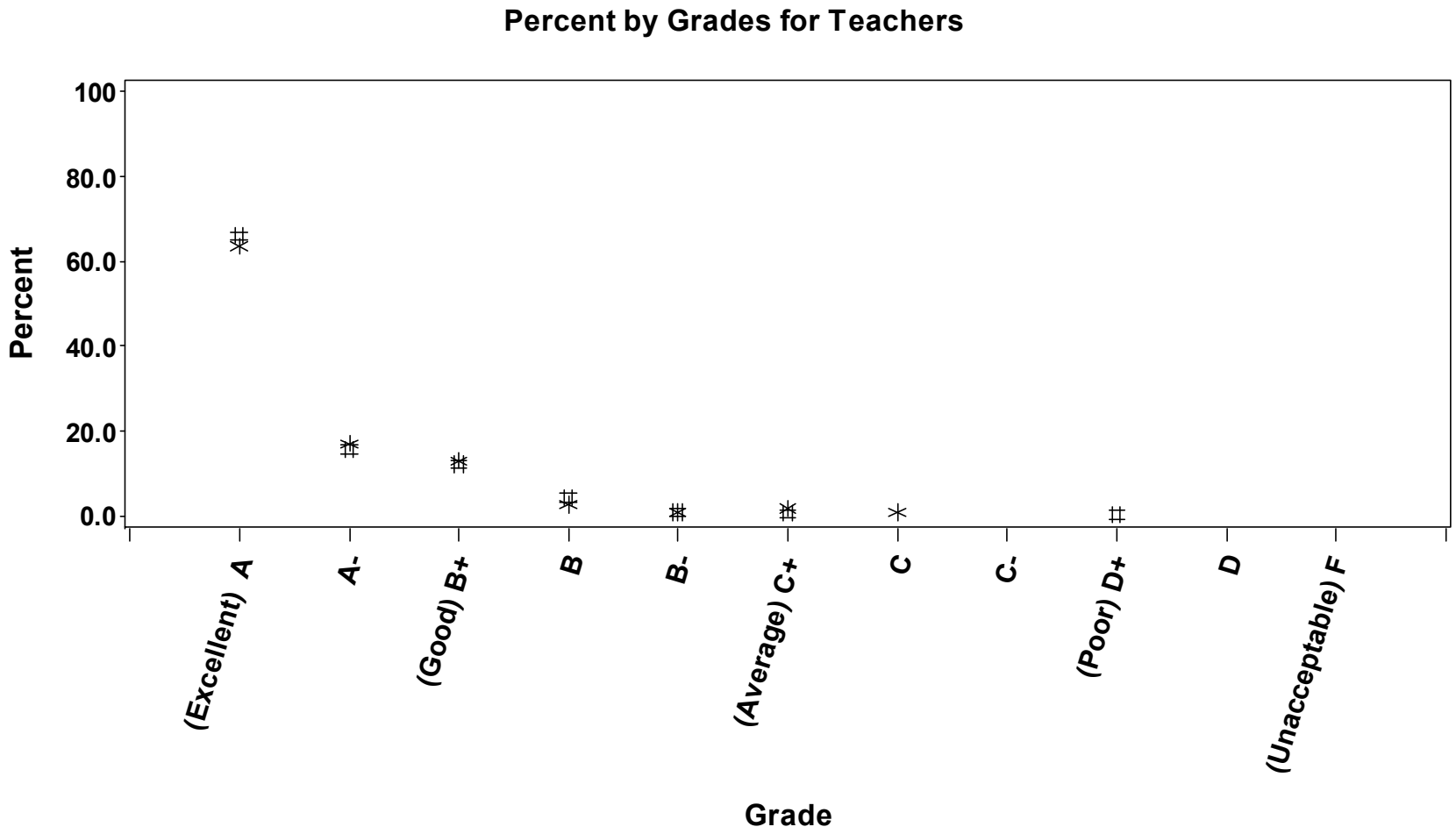
RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction) for UPK



 # RCSD Classrooms *** Non-RCSD Classrooms**

	(Excellent) A	A-	(Good) B+	B	B-	(Average) C+	C	C-	(Poor) D+	D	(Unacceptable) F
RCSD	60.2%	20.3%	15.2%	2.6%	1.1%	0.3%	.	.	0.3%	.	.
Non-RCSD	65.2%	14.3%	14.3%	3.6%	1.8%	.	0.4%	.	.	0.4%	.

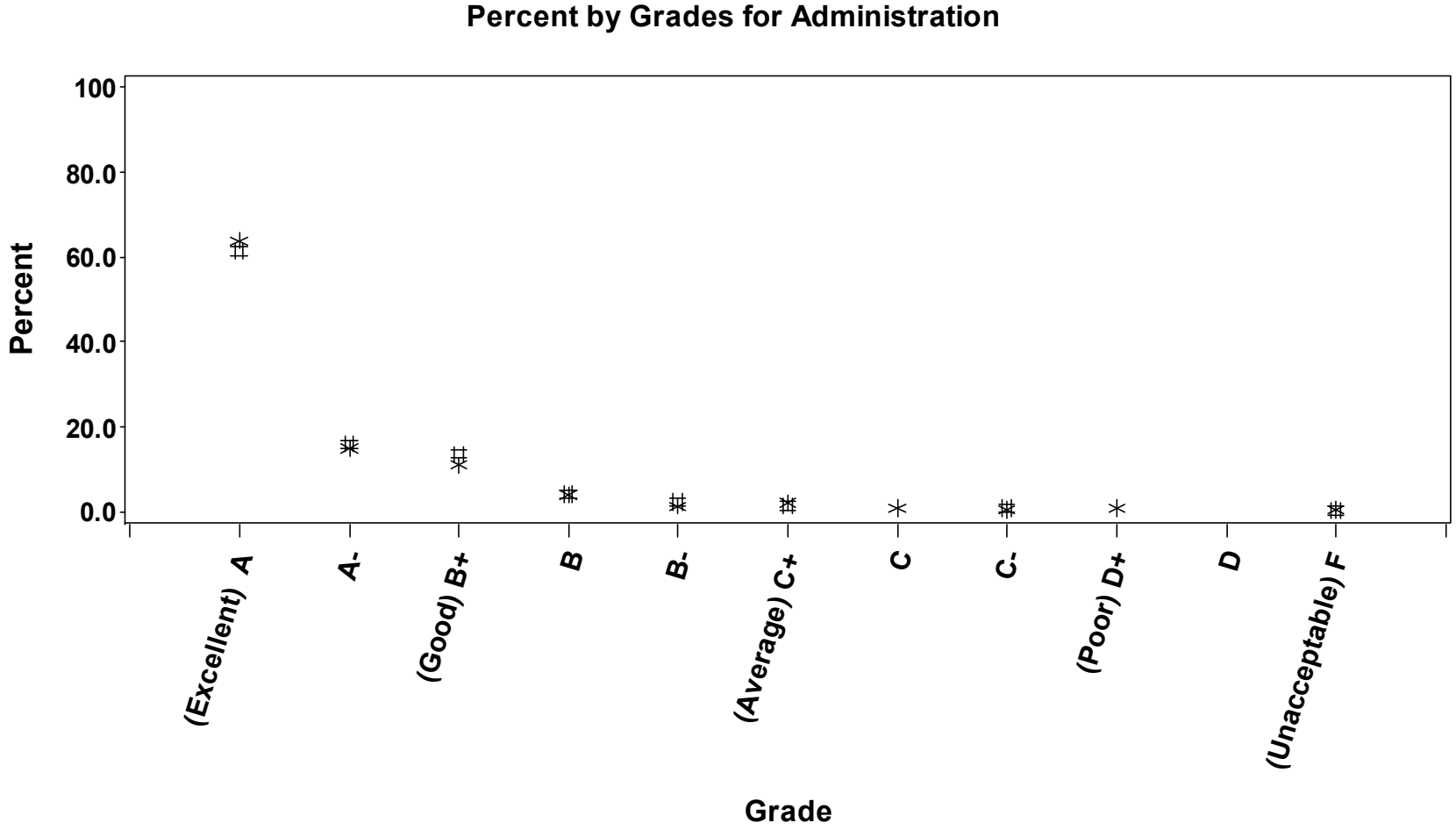
RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction) for UPK



 # RCSD Classrooms *** Non-RCSD Classrooms**

	(Excellent) A	A-	(Good) B+	B	B-	(Average) C+	C	C-	(Poor) D+	D	(Unacceptable) F
RCSD	66.1%	15.7%	12.2%	4.3%	0.9%	0.6%	.	.	0.3%	.	.
Non-RCSD	63.7%	17.0%	13.0%	2.7%	0.9%	1.8%	0.9%	.	.	.	.

RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction) for UPK

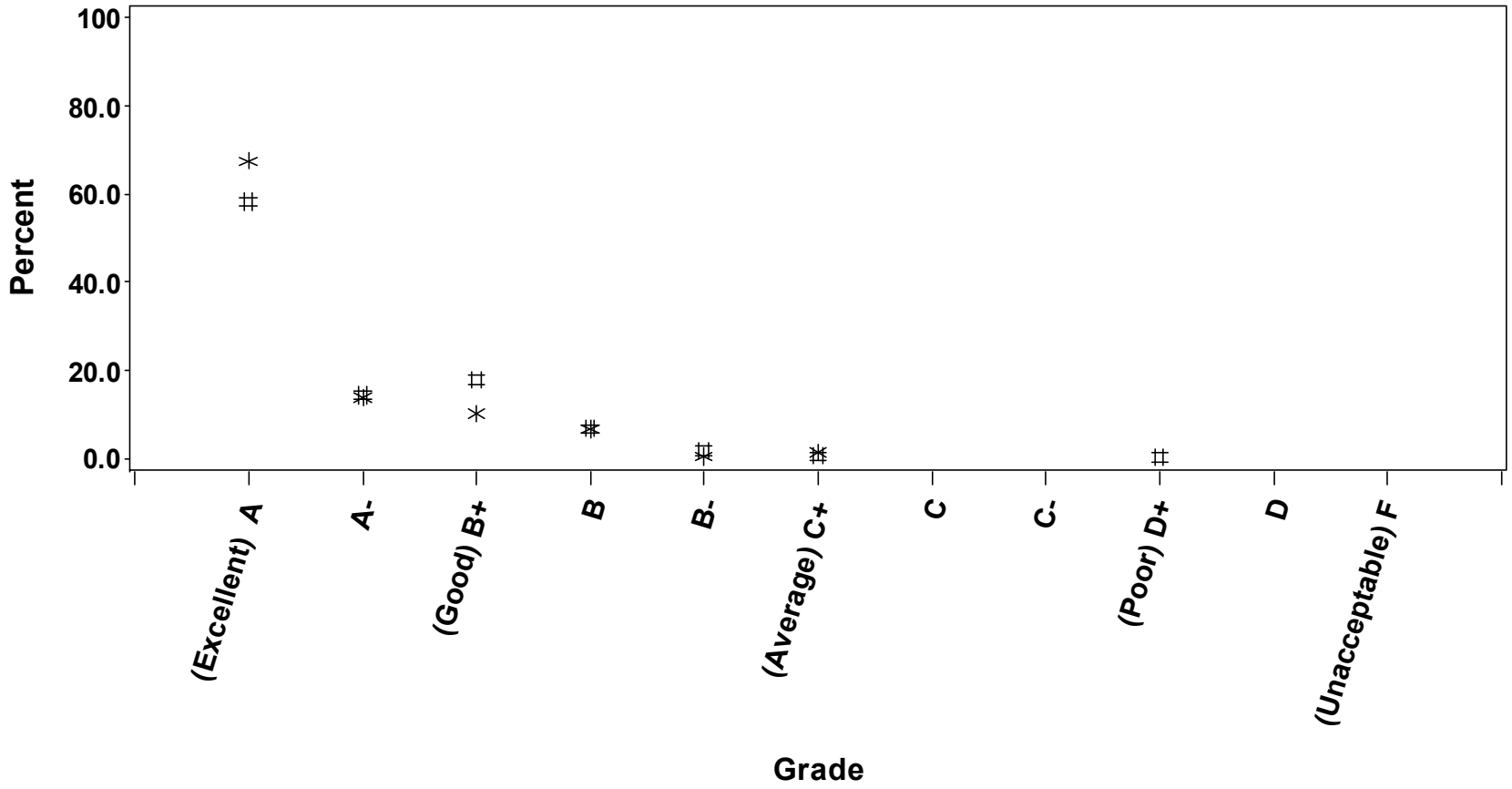


 # RCSD Classrooms *** Non-RCSD Classrooms**

	(Excellent) A	A-	(Good) B+	B	B-	(Average) C+	C	C-	(Poor) D+	D	(Unacceptable) F
RCSD	61.4%	15.9%	13.6%	4.1%	2.4%	1.5%	.	0.9%	.	.	0.3%
Non-RCSD	63.9%	15.0%	11.0%	4.0%	1.3%	2.2%	0.9%	0.4%	0.9%	.	0.4%

RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction) for UPK

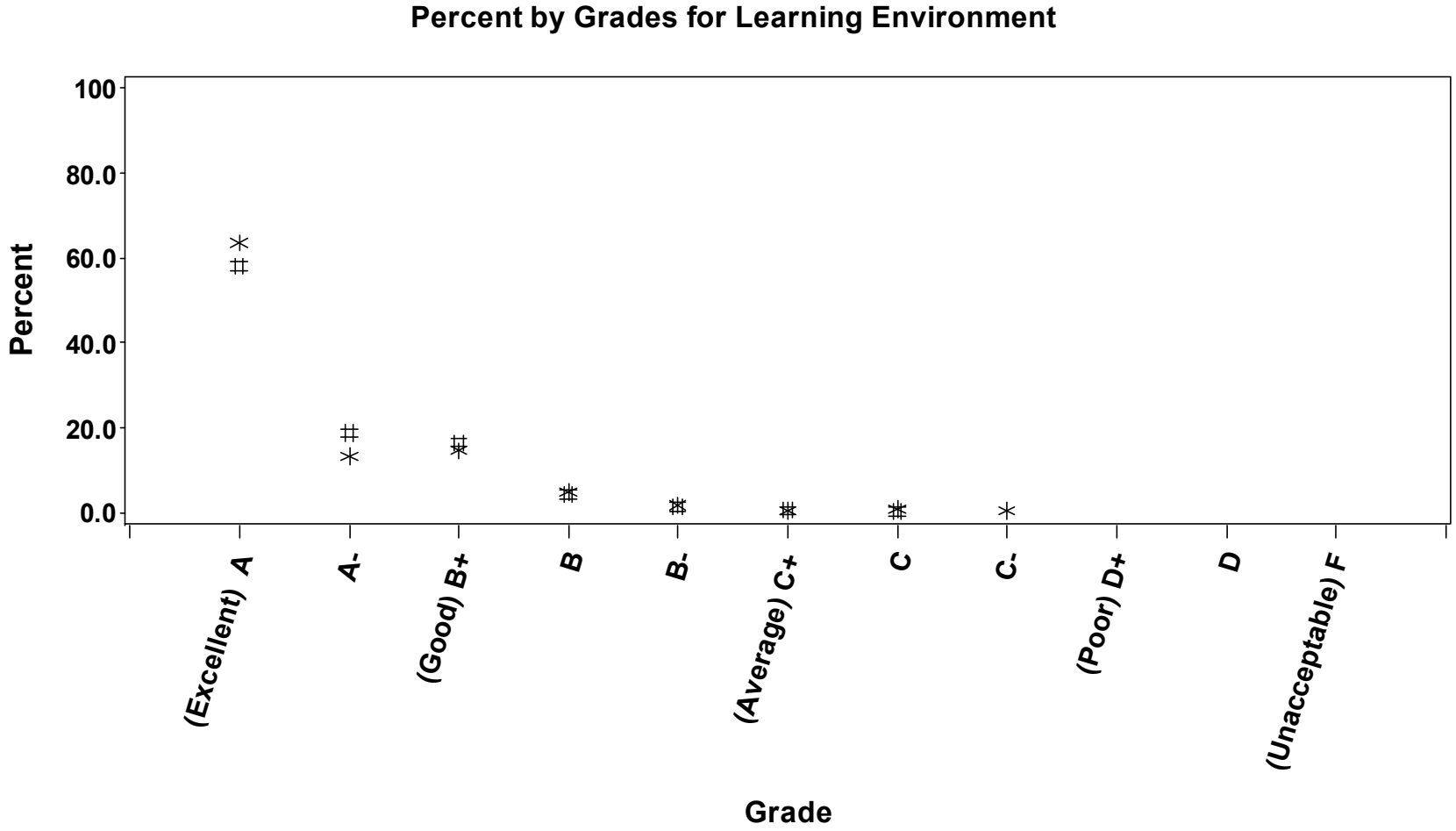
Percent by Grades for Building, Room and Equipment



 # RCSD Classrooms *** Non-RCSD Classrooms**

	(Excellent) A	A-	(Good) B+	B	B-	(Average) C+	C	C-	(Poor) D+	D	(Unacceptable) F
RCSD	58.4%	14.4%	17.8%	6.8%	1.7%	0.6%	.	.	0.3%	.	.
Non-RCSD	67.6%	13.8%	10.2%	6.7%	0.4%	1.3%	.	.	.	.	.

RECAP 2002-2003 Annual Report
Early Childhood Parent Survey (ECPS/Satisfaction) for UPK



 # RCSD Classrooms *** Non-RCSD Classrooms**

	(Excellent) A	A-	(Good) B+	B	B-	(Average) C+	C	C-	(Poor) D+	D	(Unacceptable) F
RCSD	58.1%	18.8%	16.5%	4.3%	1.4%	0.6%	0.3%	.	.	.	.
Non-RCSD	63.6%	13.3%	14.7%	4.9%	1.8%	0.4%	0.9%	0.4%	.	.	.