

ROCHESTER EARLY CHILDHOOD ASSESSMENT PARTNERSHIP
2004-2005 EIGHTH ANNUAL REPORT

STATISTICAL SUPPLEMENT

OCTOBER 2005

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Table of Contents	Page Number
Appendix A - ECERS-R	4
Appendix B - ECPS/Satisfaction	15
Appendix C - ECERS-R for UPK	32
Appendix D - ECPS/Satisfaction for UPK	35
Appendix E – Children’s Health Information (CHI 2.0) Additional Results	41
Additional Demographic Data	42
Additional General Health Information	44
Appendix F – Pre-K Children with Disabilities Additional Results	50
Appendix G – Parent Involvement and Child Outcomes Additional Results	58
COR Outcomes	59
T-CRS Outcomes	70
Appendix H – Reliability Statistics for RECAP Measures	81
Four Years of Reliability Statistics for RECAP Measures	81
ECERS-R Inter-rater Reliability for the Last Five Years	82
Appendix I - ECERS-R Score Changes Over 1-Year Intervals.	84
Appendix J – ECERS-R Scores Related to RECAP Teaching Experience	85
Appendix K - Factor Analysis on the Parent Questionnaire Results	87

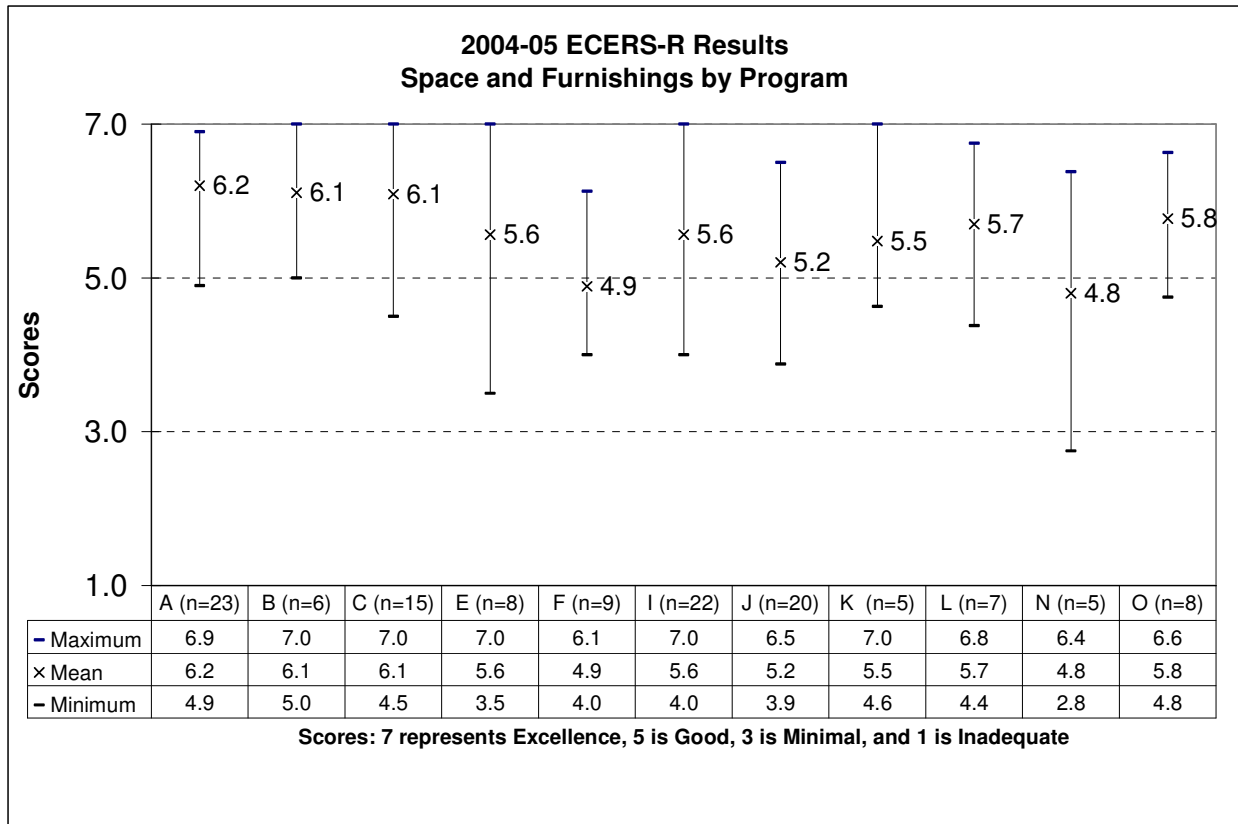
Appendix A - ECERS-R

Appendix A

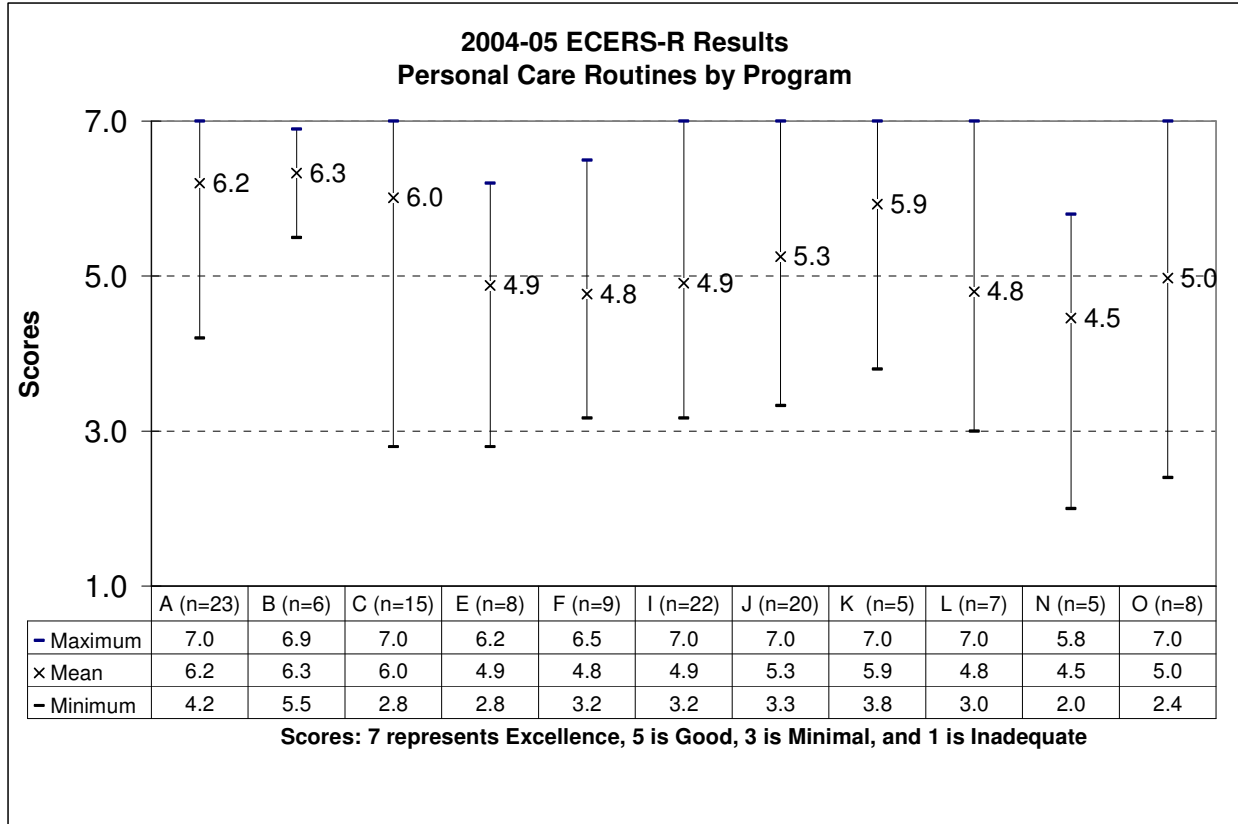
Early Childhood Environment Rating Scale-Revised (ECERS-R)

The average score for all of the RECAP classes this year was 5.8 out of 7.0, with a standard deviation of 0.77. The lowest score was 3.2 and the highest was 7.0. There were 88% of the classrooms at or above quality standard (score of 5.0). The average score for each of the seven areas was at or above 5.4. The area with the highest average score was “Parents and Staff” with a score of 6.4

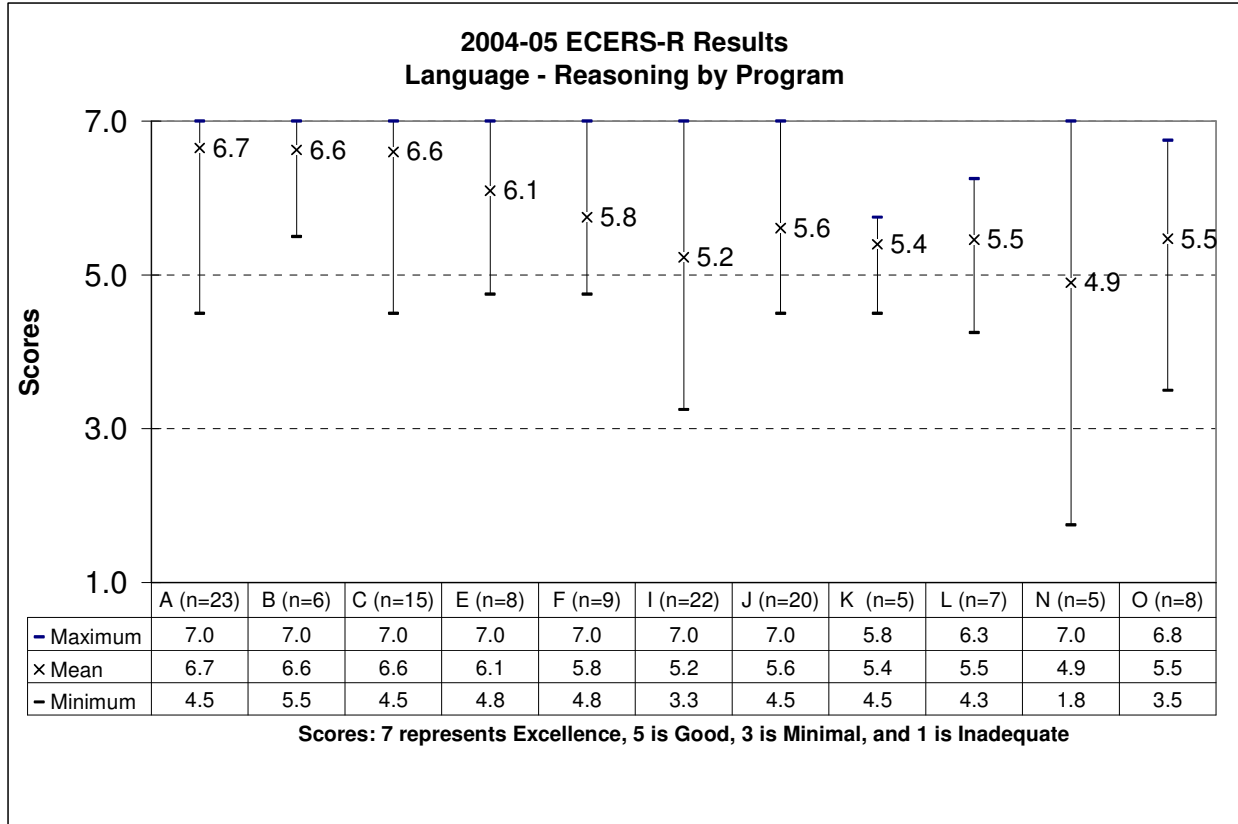
Please note that in the following graphs and tables that programs letter D and M are no longer independent programs this year. The classrooms for these programs were assimilated into other existing programs.



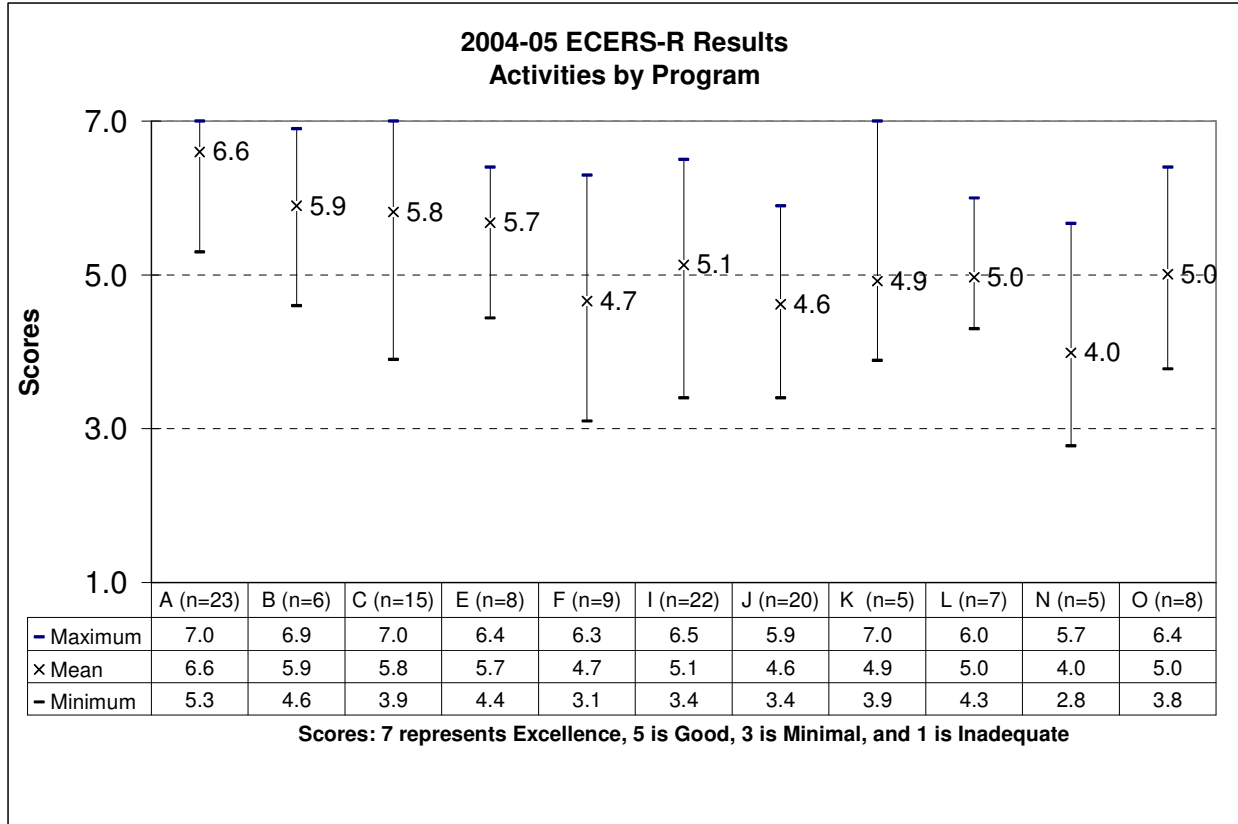
Number of Classrooms Within Score Range by Program													
Score Range	A	B	C	E	F	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	1	0	1	0.8%
3-3.9	0	0	0	2	0	0	2	0	0	0	0	4	3.1%
4-4.9	1	0	2	0	5	6	7	2	1	1	1	26	20.3%
5-5.9	7	2	5	3	3	6	5	2	2	2	4	41	32.0%
6-6.9	15	3	4	2	1	9	6	1	4	1	3	49	38.3%
7.0	0	1	4	1	0	1	0	0	0	0	0	7	5.5%
Total	23	6	15	8	9	22	20	5	7	5	8	128	100.0%



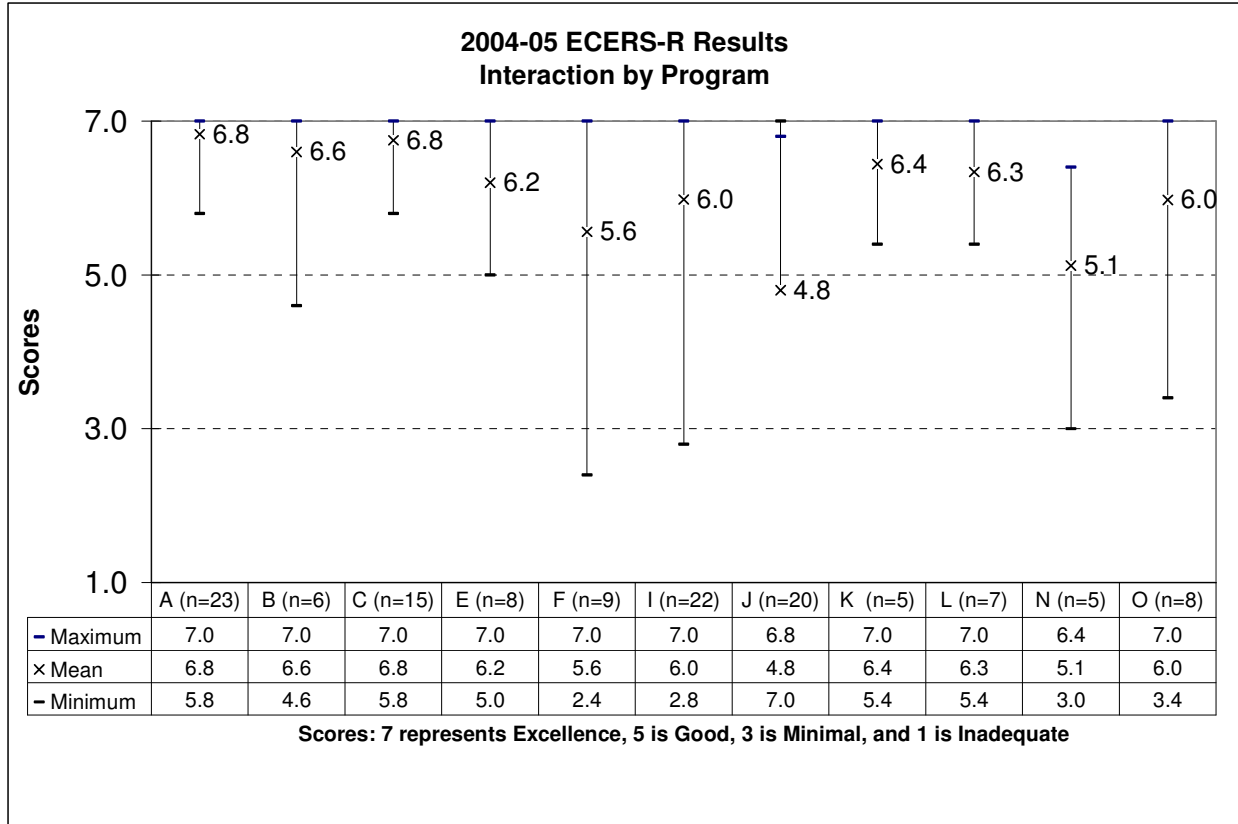
Number of Classrooms Within Score Range by Program													
Score Range	A	B	C	E	F	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	1	1	0	0	0	0	0	1	2	5	3.9%
3-3.9	0	0	0	2	2	8	3	1	1	0	0	17	13.3%
4-4.9	2	0	1	0	3	2	5	0	4	2	1	20	15.6%
5-5.9	3	2	4	4	2	6	8	1	1	2	2	35	27.3%
6-6.9	15	4	5	1	2	5	2	2	1	0	2	39	30.5%
7.0	3	0	4	0	0	1	2	1	0	0	1	12	9.4%
Total	23	6	15	8	9	22	20	5	7	5	8	128	100.0%



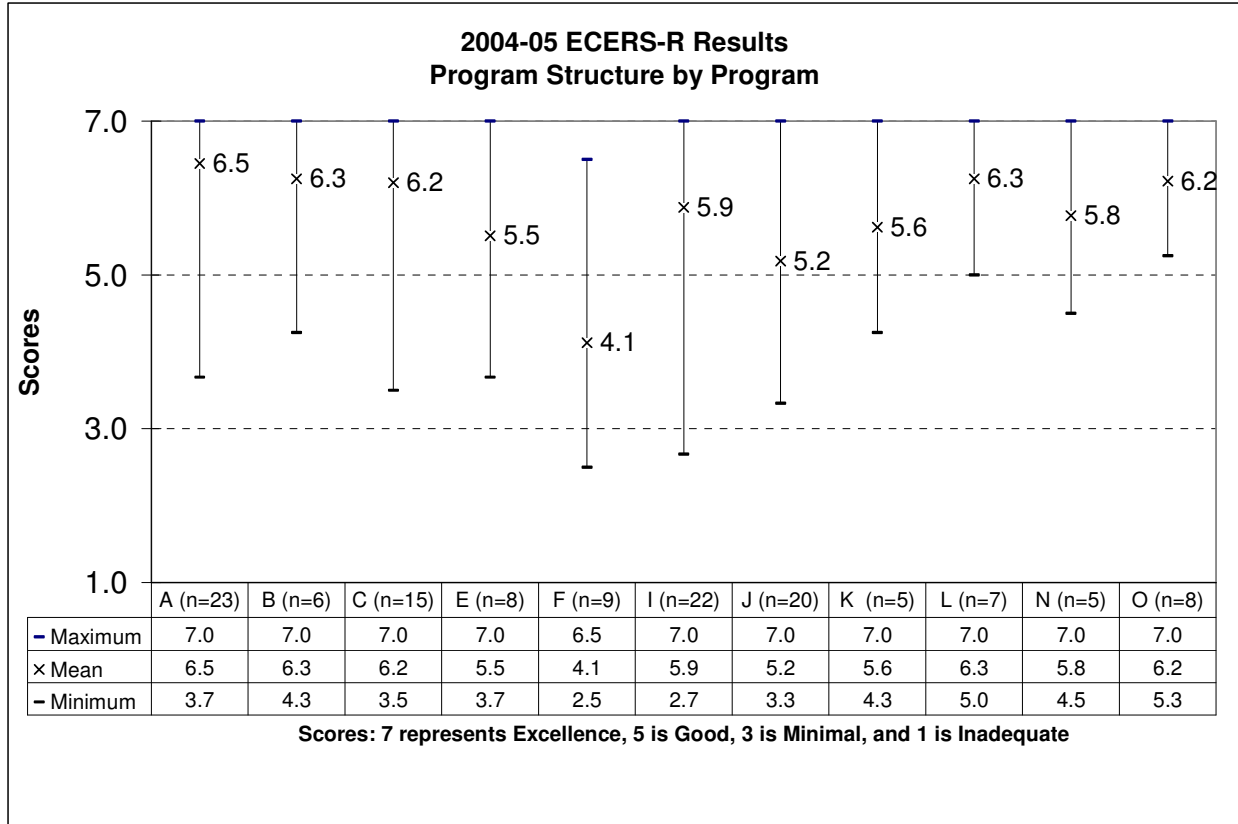
Number of Classrooms Within Score Range by Program													
Score Range	A	B	C	E	F	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	1	0	1	0.8%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	3	0	0	0	1	1	5	3.9%
4-4.9	1	0	1	2	2	5	5	1	2	0	1	20	15.6%
5-5.9	2	1	0	0	3	8	7	4	2	1	2	30	23.4%
6-6.9	4	1	6	4	2	3	6	0	3	2	4	35	27.3%
7.0	16	4	8	2	2	3	2	0	0	0	0	37	28.9%
Total	23	6	15	8	9	22	20	5	7	5	8	128	100.0%



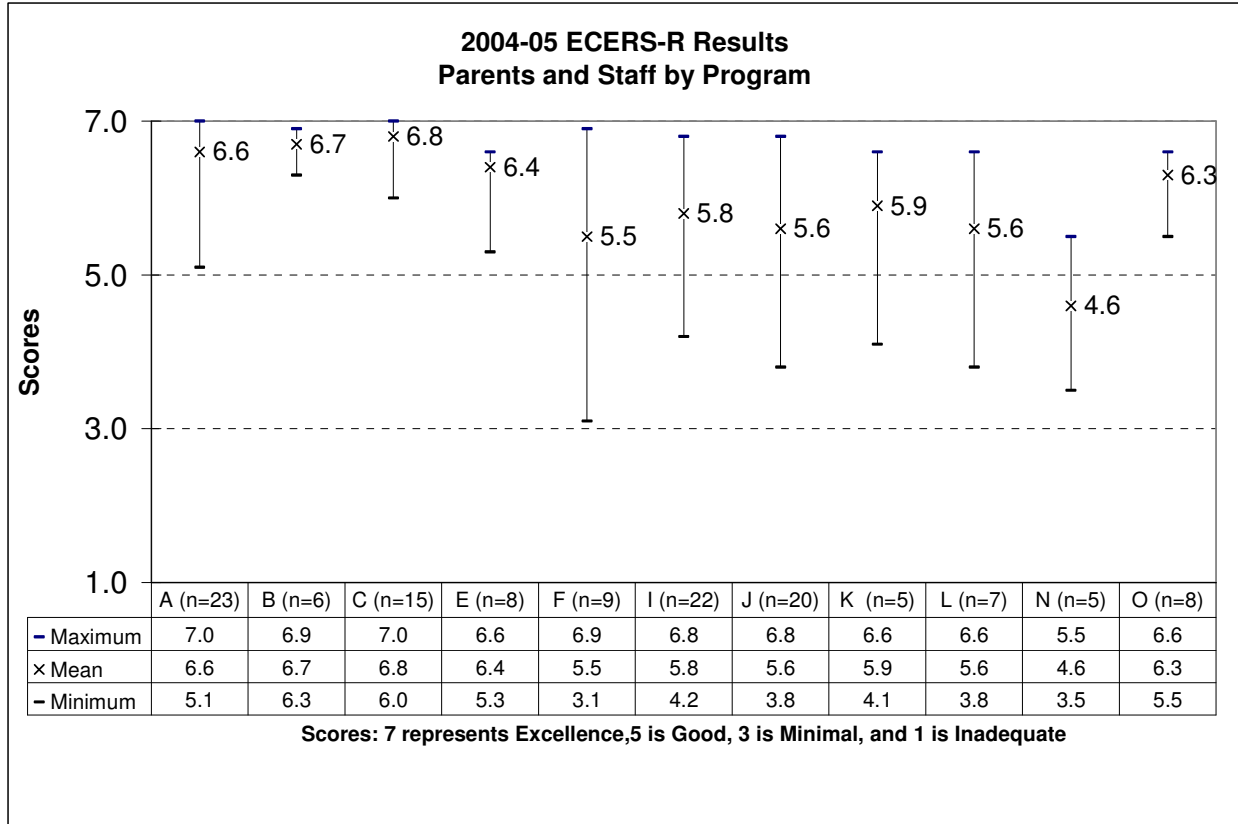
Number of Classrooms Within Score Range by Program													
Score Range	A	B	C	E	F	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	2	0	2	1.6%
3-3.9	0	0	1	0	3	1	3	1	0	0	1	10	7.8%
4-4.9	0	1	1	1	2	8	13	3	4	2	2	37	28.9%
5-5.9	3	2	6	4	3	7	4	1	2	1	3	36	28.1%
6-6.9	17	3	6	3	1	6	0	0	1	0	2	39	30.5%
7.0	3	0	1	0	0	0	0	0	0	0	0	4	3.1%
Total	23	6	15	8	9	22	20	5	7	5	8	128	100.0%



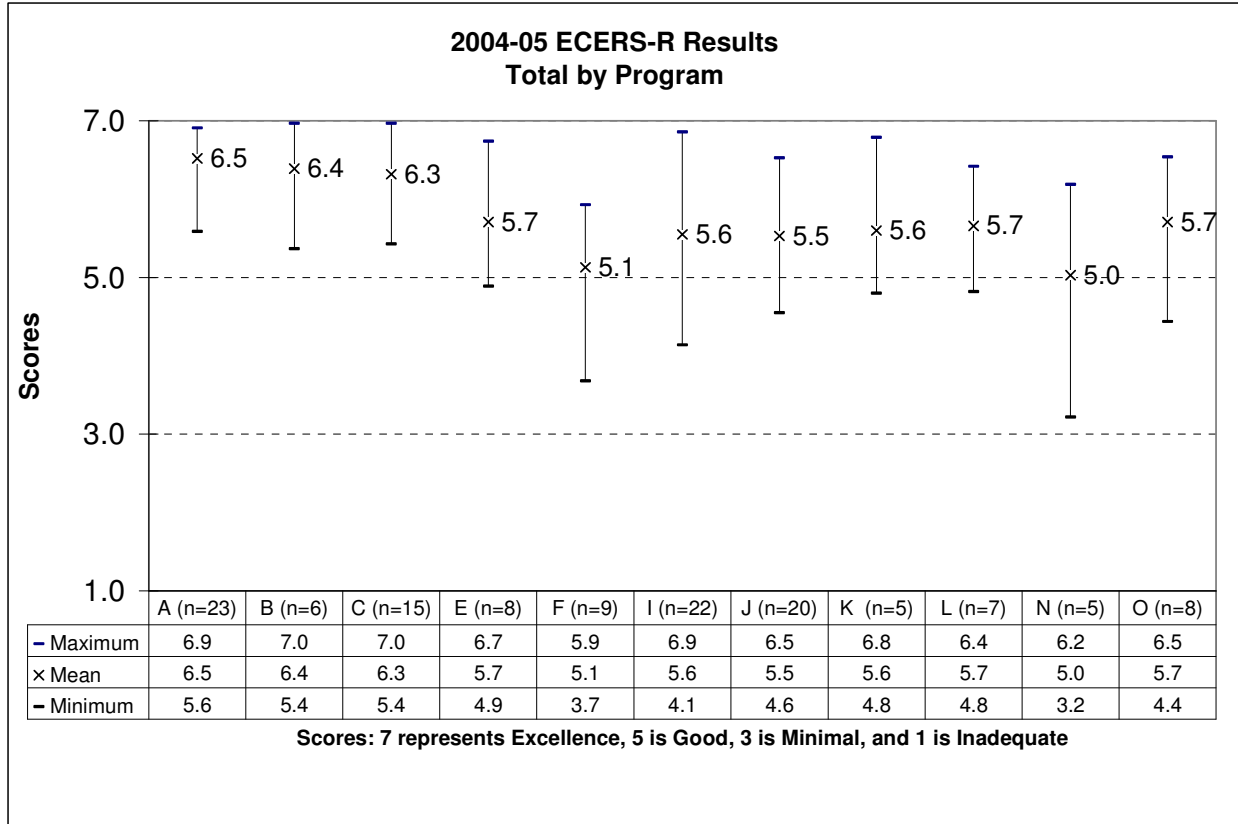
Number of Classrooms Within Score Range by Program													
Score Range	A	B	C	E	F	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	2	1	0	0	0	0	0	3	2.3%
3-3.9	0	0	0	0	0	1	0	0	0	2	1	4	3.1%
4-4.9	0	1	0	0	0	1	1	0	0	0	1	4	3.1%
5-5.9	1	0	1	2	2	4	1	1	2	0	1	15	11.7%
6-6.9	5	0	5	3	3	10	13	3	3	3	2	50	39.1%
7.0	17	5	9	3	2	5	5	1	2	0	3	52	40.6%
Total	23	6	15	8	9	22	20	5	7	5	8	128	100.0%



Number of Classrooms Within Score Range by Program													
Score Range	A	B	C	E	F	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	2	1	0	0	0	0	0	3	2.3%
3-3.9	1	0	2	3	2	1	1	0	0	0	0	10	7.8%
4-4.9	2	1	1	0	2	2	7	2	0	1	0	18	14.1%
5-5.9	1	1	1	1	2	5	5	1	3	2	2	24	18.8%
6-6.9	7	0	2	2	1	6	5	1	2	1	4	31	24.2%
7.0	12	4	9	2	0	7	2	1	2	1	2	42	32.8%
Total	23	6	15	8	9	22	20	5	7	5	8	128	100.0%

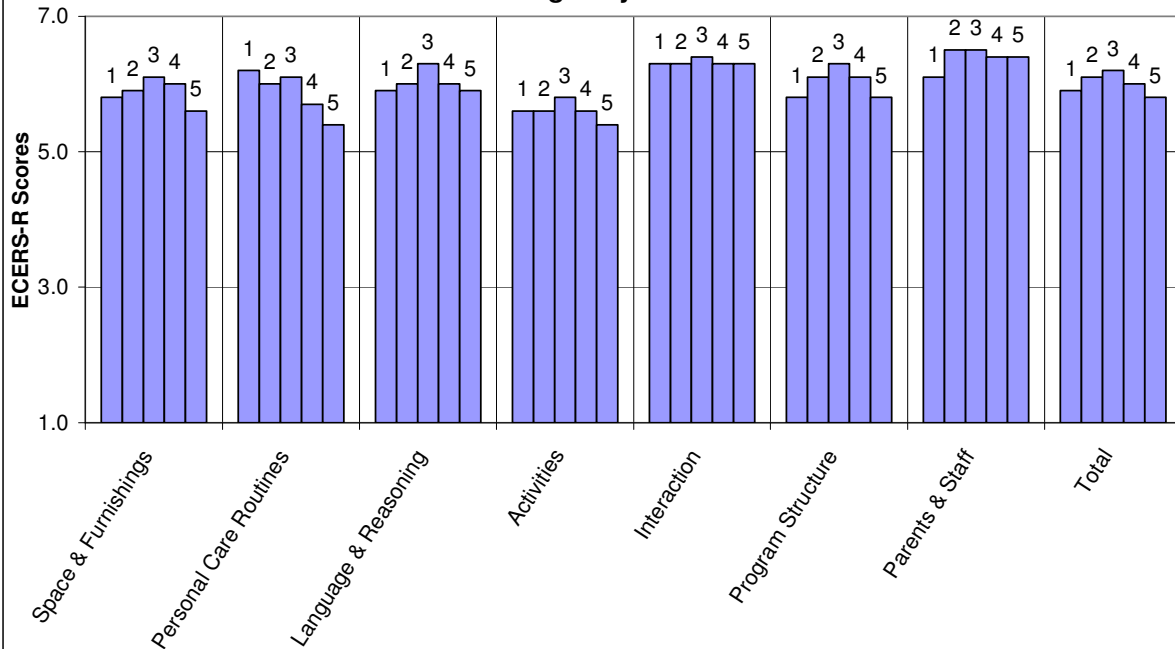


Number of Classrooms Within Score Range by Program													
Score Range	A	B	C	E	F	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	0	1	0	1	0	0	0	2	1.6%
4-4.9	0	0	0	1	1	1	0	0	0	0	0	3	2.3%
5-5.9	0	0	0	1	2	4	6	2	3	1	1	20	15.6%
6-6.9	8	2	7	4	4	12	7	1	2	4	5	56	43.8%
7.0	15	4	8	2	2	4	7	1	2	0	2	47	36.7%
Total	23	6	15	8	9	22	20	5	7	5	8	128	100.0%



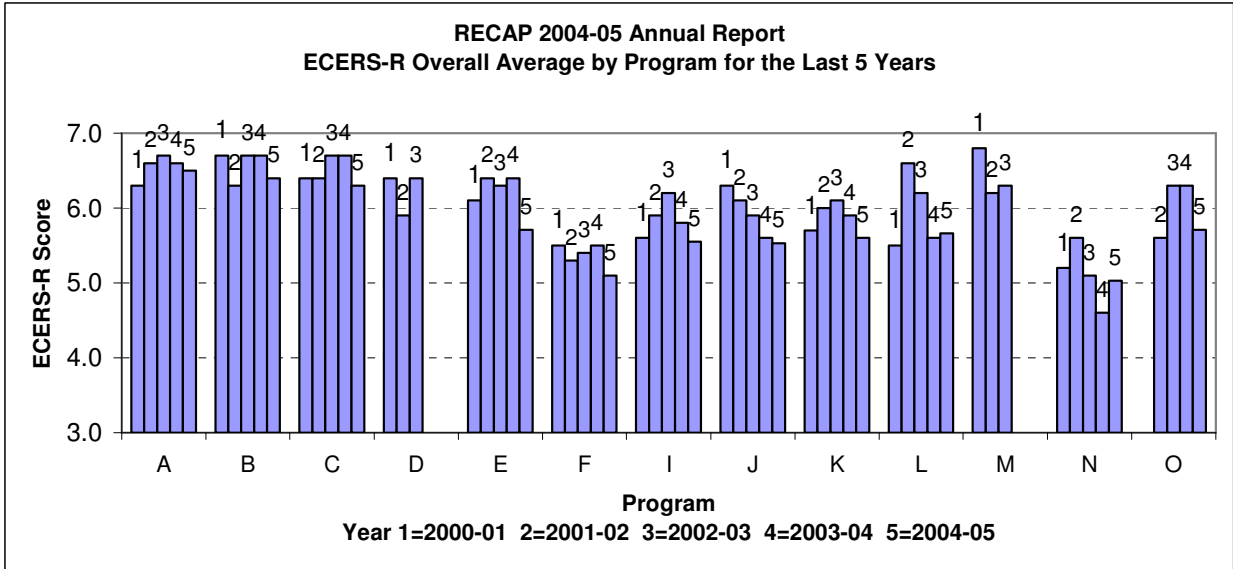
Number of Classrooms Within Score Range by Program													
Score Range	A	B	C	E	F	I	J	K	L	N	O	Total	Percent
1-1.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
2-2.9	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
3-3.9	0	0	0	0	1	0	0	0	0	1	0	2	1.6%
4-4.9	0	0	0	1	2	5	1	1	1	1	1	13	10.2%
5-5.9	2	1	4	4	6	10	15	3	4	2	3	54	42.2%
6-6.9	21	4	10	3	0	7	4	1	2	1	4	57	44.5%
7.0	0	1	1	0	0	0	0	0	0	0	0	2	1.6%
Total	23	6	15	8	9	22	20	5	7	5	8	128	100.0%

RECAP 2004-05 Annual Report
ECERS-R Overall Averages by Area for the Last Five Years



5 Years for each ECERS-R Area:
 Year 1=2000-01 2=2001-02 3=2002-03 4=2003-04 5=2004-05

School Year	Year	Area							
		Space & Furnishings	Personal Care Routines	Language & Reasoning	Activities	Interaction	Program Structure	Parents & Staff	Total
2000-01 (n=116)	1	5.8	6.2	5.9	5.6	6.3	5.8	6.1	5.9
2001-02 (n=118)	2	5.9	6.0	6.0	5.6	6.3	6.1	6.5	6.1
2002-03 (n=128)	3	6.1	6.0	6.3	5.8	6.4	6.3	6.5	6.2
2003-04 (n=137)	4	6.0	5.7	6.0	5.6	6.3	6.1	6.4	6.0
2004-05 (n=128)	5	5.6	5.4	5.9	5.4	6.3	5.8	6.4	5.8



ECERS-R Overall Average by Program for the Last 5 Years																
				Program												
School Year	Average Total	n	Year	A	B	C	D	E	F	I	J	K	L	M	N	O
2000-01	5.9	116	1	6.3	6.7	6.4	6.4	6.1	5.5	5.6	6.3	5.7	5.5	6.8	5.2	
2001-02	6.1	118	2	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
2002-03	6.2	128	3	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
2003-04	6.0	135	4	6.6	6.7	6.7		6.4	5.5	5.8	5.6	5.9	5.6		4.6	6.3
2004-05	5.8	128	5	6.5	6.4	6.3		5.7	5.1	5.6	5.5	5.6	5.7		5.0	5.7

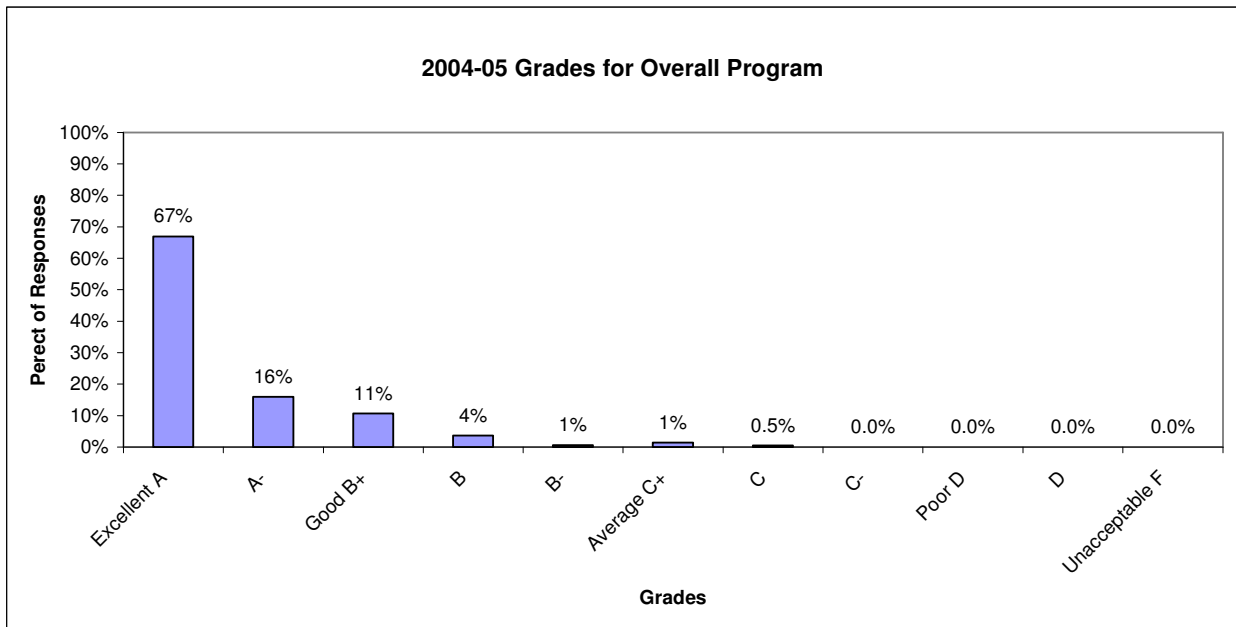
Appendix B - ECPS/Satisfaction

Appendix B

Early Childhood Parent Survey (ECPS/Satisfaction)

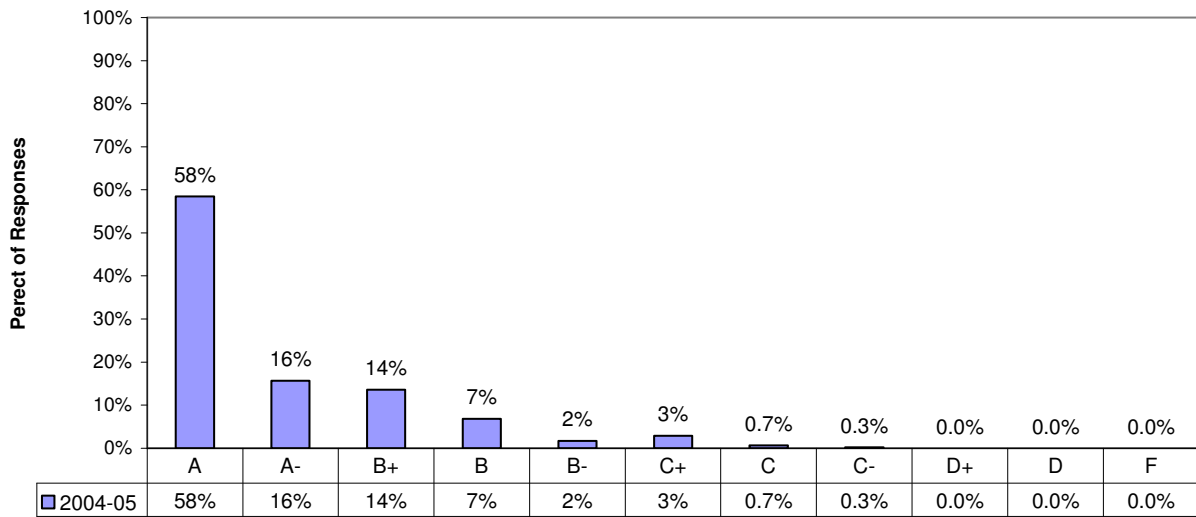
Overall, parents remain very satisfied with their children’s prekindergarten programs, 94% rated the programs above a “B” (good). 67% of parents rated their child’s program with an “A” grade, which is a new record high for RECAP.

There were no major differences between last year and this year in rates of overall parental satisfaction with the program. However, the percentage of ratings that were an “A” grade did increase to 67% from 64% last year. Two years ago this percentage was 61%.



	Grades for Overall Program Last 5 Years										
	Excellent A	A-	Good B+	B	B-	Average C+	C	C-	Poor D+	D	Unacceptable F
2000-01	60%	19%	14%	4%	1%	1%	0.6%	0.2%	0.0%	0.0%	0.1%
2001-02	59%	20%	14%	4%	1%	1%	0.8%	0.2%	0.1%	0.0%	0.1%
2002-03	61%	19%	15%	3%	1%	1%	0.3%	0.1%	0.1%	0.0%	0.1%
2003-04	64%	18%	11%	4%	1%	1%	0.8%	0.4%	0.1%	0.0%	0.0%
2004-05	67%	16%	11%	4%	1%	1%	0.5%	0.0%	0.0%	0.0%	0.0%

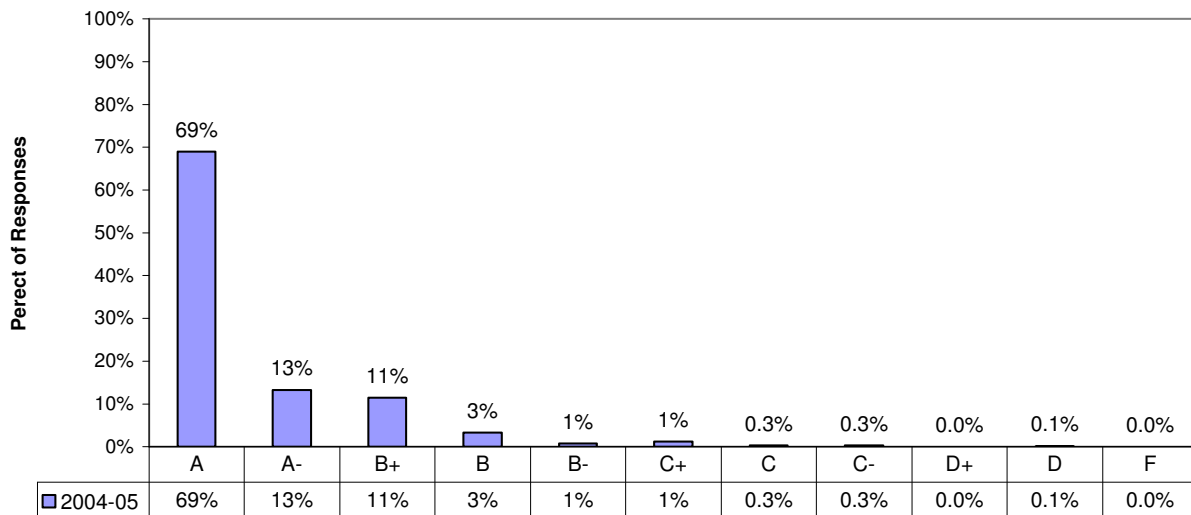
2004-05 Grades for Parents Needs, Communication, and Involvement



Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

Parents Needs, Communication, and Involvement (n=767 to 791)				
Item	Description	*Yes	*No	**Missing
1	Are parents greeted warmly at arrival and departure?	99%	1%	1%
2	Is information shared with you about your child at least weekly?	92%	8%	1%
3	Are there enough parent-teacher conferences?	88%	12%	4%
4	Do teachers give you enough feedback about your child?	93%	7%	1%
5	Does your child do things with you at home that he/she has learned at school?	97%	3%	1%
6	Are parents encouraged to become involved with program activities?	97%	3%	1%
7	Are parents asked to be part of the program many times during the year?	94%	6%	3%
8	Are parents' views considered when the program makes decisions?	92%	8%	7%
9	Are parents actively involved in making program decisions?	79%	21%	9%
10	Do parents have someone or a group they can talk with about their own problems?	84%	16%	7%
11	Do parents receive enough help from program staff?	95%	5%	5%
12	Are parents asked to help evaluate the program each year?	90%	10%	10%
* Percent is calculated using non-missing responses				
** Percent is calculated using total number of responses				

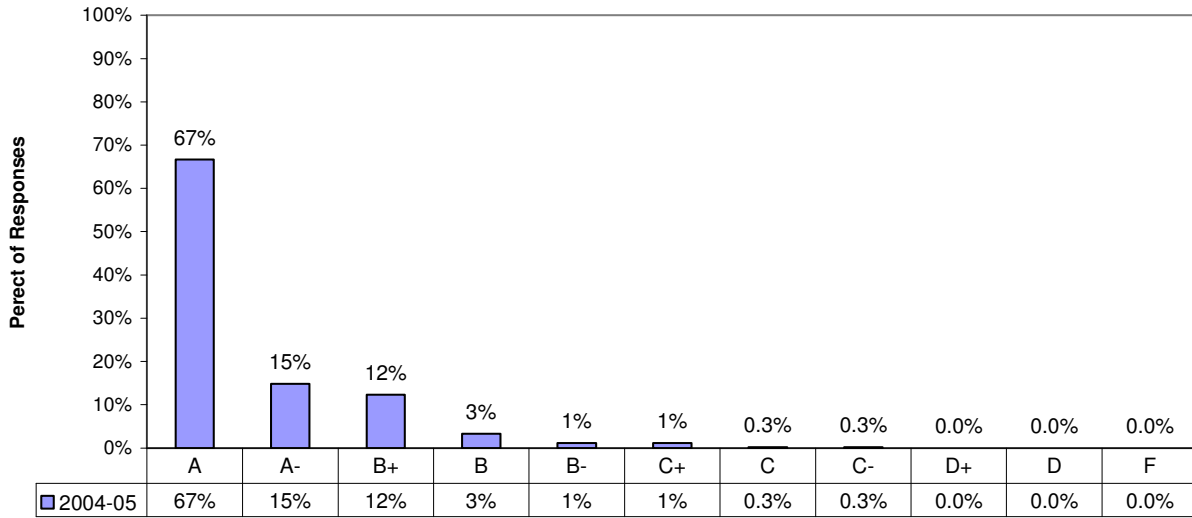
2004-05 Grades for Children's Needs and Involvement



Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

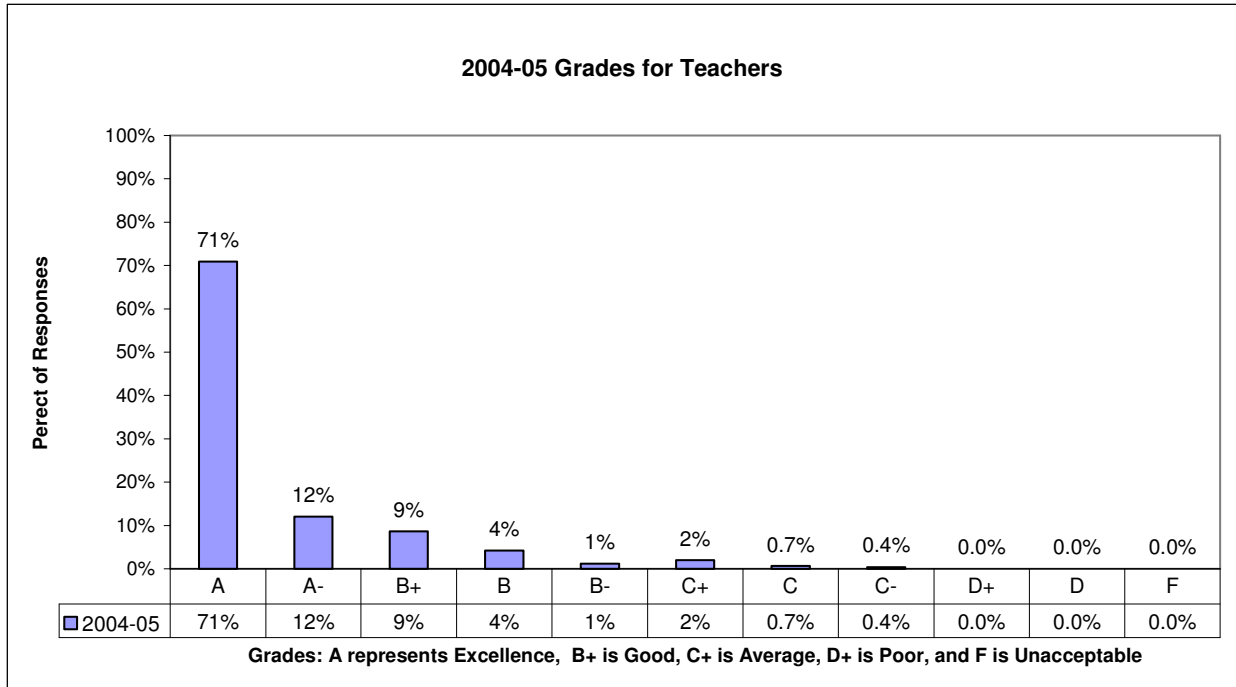
Children's Needs and Involvement (n=791 to 876)				
Item	Description	*Yes	*No	**Missing
1	Does your child usually like to go to school?	98%	2%	1%
2	Does your child feel safe at school?	99%	1%	1%
3	Does your child get a healthy snack or meal at school?	98%	2%	1%
4	Do children in this class learn proper ways to take care of themselves, such as wash	99%	1%	1%
5	Is your child busy and involved in the classroom every day?	99%	1%	1%
6	Is your child learning how to get along with other children?	99%	1%	1%
7	Does your child talk about playing with others?	98%	2%	1%
8	Are children encouraged to share their thoughts and feelings with others?	98%	2%	3%
9	Does your child bring home books for you to read to him/her?	57%	43%	4%
10	Does your child have a cubby or mailbox to keep his/her belongings and work?	99%	1%	2%
* Percent is calculated using non-missing responses				
** Percent is calculated using total number of responses				

2004-05 Grades for Learning Environment



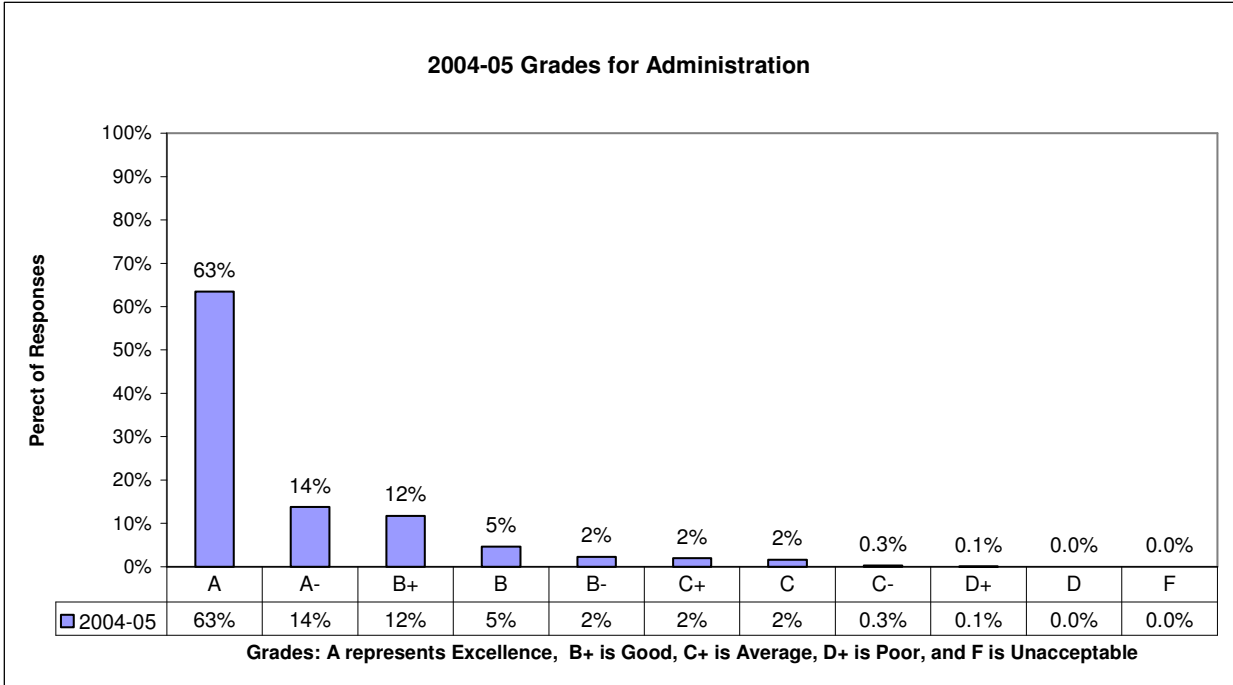
Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

Learning Environment (n=698 to 773)				
Item	Description	*Yes	*No	**Missing
1	Does the classroom have many books that children can use every day?	99%	1%	5%
2	Does the classroom have enough learning materials including puzzles, blocks,	99%	1%	3%
3	Are there at least five "learning centers" that children can use every day?	97%	3%	7%
4	Do children have a chance to use a computer weekly?	86%	14%	10%
5	Can children reach most of the things in the classroom by themselves?	99%	1%	3%
6	Is children's art displayed on the walls at children's eye level?	98%	2%	4%
7	Are most of the classroom's wall covered with work done by children?	97%	3%	5%
8	Are many things in the classroom labeled?	98%	2%	4%
9	Is the classroom set up so that quiet areas are next to quiet areas, like reading next to puzzles, not like reading next to blocks?	97%	3%	7%
10	Do teachers read to the children many times every day?	99%	1%	7%
11	Can children choose what they want to do?	95%	5%	8%
12	Are many activities done in small groups of children daily?	98%	2%	7%
13	Do children have many chances to change groups every day?	95%	5%	12%
14	Is there space available for motor activities like running, climbing, throwing balls, dancing, etc.?	100%	0%	10%
* Percent is calculated using non-missing responses				
** Percent is calculated using total number of responses				



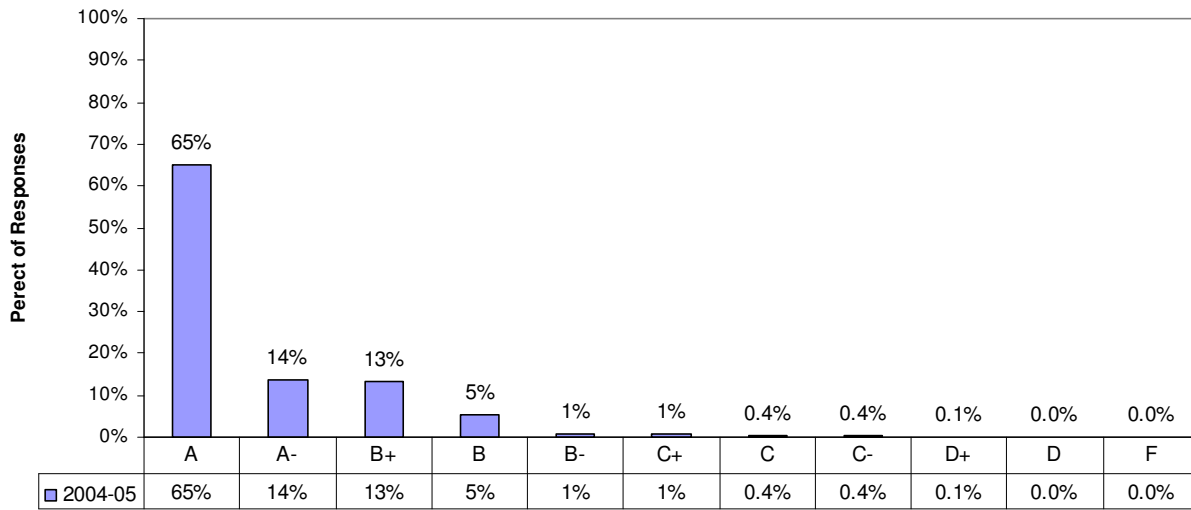
Teachers (n=680 to 777)				
Item	Description	*Yes	*No	**Missing
1	Does a teacher greet your child when (s)he arrives at the classroom?	100%	0%	3%
2	Do teachers listen carefully to children in the class?	99%	1%	4%
3	Does the teacher consistently tell the children what to do?	65%	35%	10%
4	Do teachers talk individually with your child, many times each day?	91%	9%	11%
5	Is your child's teacher friendly?	100%	0%	2%
6	Are teachers polite and respectful of children and parents?	99%	1%	2%
7	Does your child's teacher usually ask short "yes/no" type questions?	76%	24%	10%
8	Are children usually asked questions that need long, more complex answers?	61%	39%	14%
9	Do teachers help children talk through problems and think of solutions?	99%	1%	7%
10	Do teachers consistently use the same rules with all children?	98%	2%	6%
11	Does the program have a daily routine?	99%	1%	4%
12	Are parents kept informed about classroom activities?	95%	5%	3%
13	Does someone talk to you when your child is having a problem?	97%	3%	3%
14	Does someone talk to you when your child is doing well?	94%	6%	3%
15	Do you feel comfortable talking with your child's teacher?	99%	1%	3%

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



Administration (n=715 to 769)				
Item	Description	*Yes	*No	**Missing
1	Do you know the center's administrator or director?	85%	15%	3%
2	Are you treated with respect by the center's administration?	98%	2%	8%
3	Does the administrator support parent participation in the classroom?	97%	3%	9%
4	Does the administrator respond to the needs of parents?	96%	4%	10%
5	Are you satisfied with the support you receive from the administration?	96%	4%	10%
6	Is there enough indoor space so children and adults can move from place to place	96%	4%	4%
7	Is there enough outdoor space that allows for different types of activities to happen at	94%	6%	5%
8	Does the program meet families' needs?	99%	1%	4%
9	Are there enough teachers to meet your child's needs?	98%	2%	3%
10	Is the center sensitive to you and your culture?	97%	3%	5%
* Percent is calculated using non-missing responses				
** Percent is calculated using total number of responses				

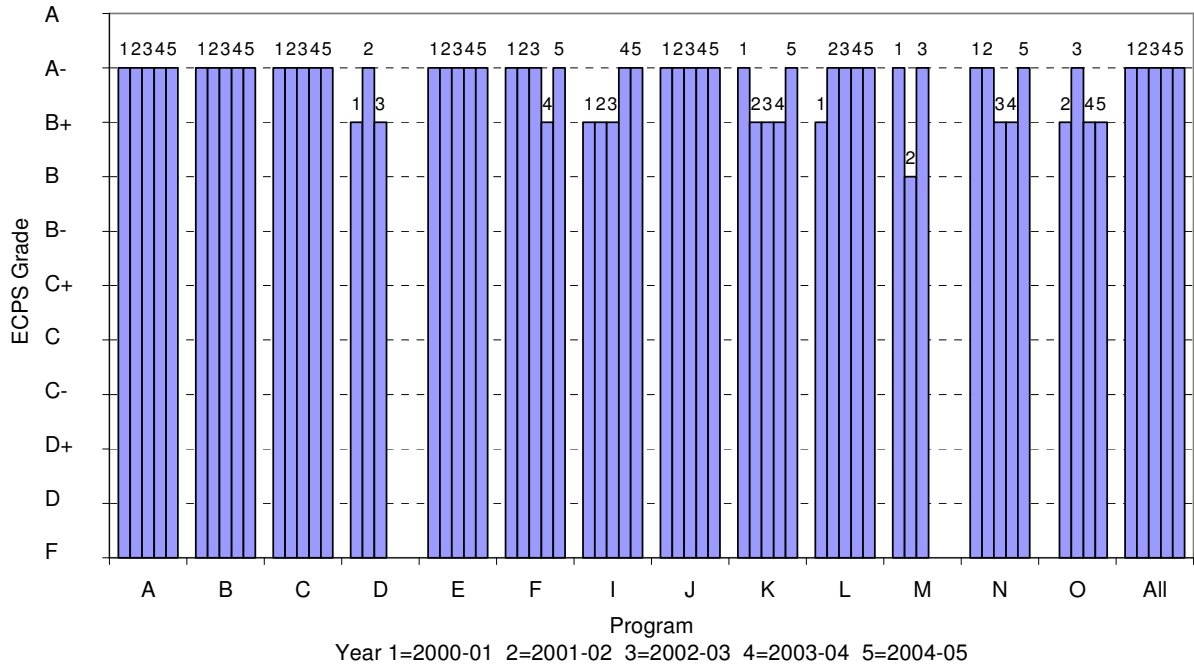
2004-05 Grades for Building, Room, and Equipment



Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

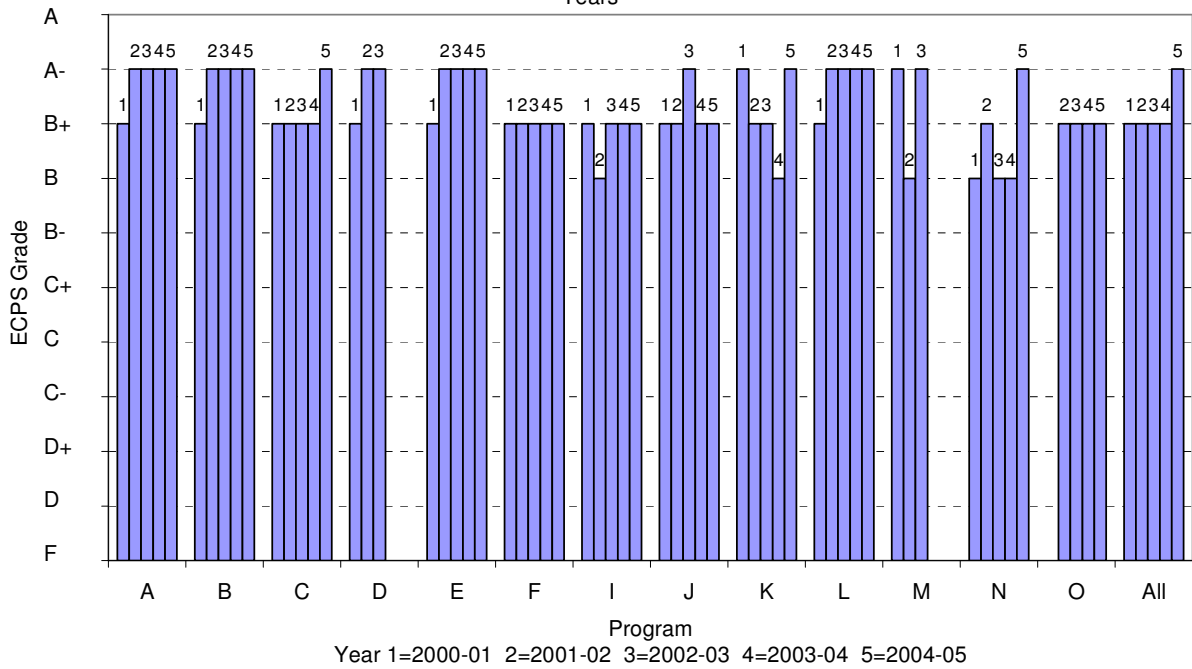
Building, Room, and Equipment (n=717 to 782)				
Item	Description	*Yes	*No	**Missing
1	Are the building and grounds clean?	99%	1%	2%
2	Are floors and walls in good repair?	98%	2%	2%
3	At the start of the day is the classroom clean?	100%	0%	2%
4	Are the toilets and sinks clean?	99%	1%	4%
5	Is the kitchen area clean?	99%	1%	10%
6	Is there good ventilation and enough natural light in the classroom?	97%	3%	2%
7	Is there enough child-sized furniture for children?	99%	1%	2%
8	Is there enough adult-sized furniture for parent meetings or parent groups?	86%	14%	6%
* Percent is calculated using non-missing responses				
** Percent is calculated using total number of responses				

Early Childhood Parent Survey (ECPS/Satisfaction)
Overall Average by Program for the Last 5 Years



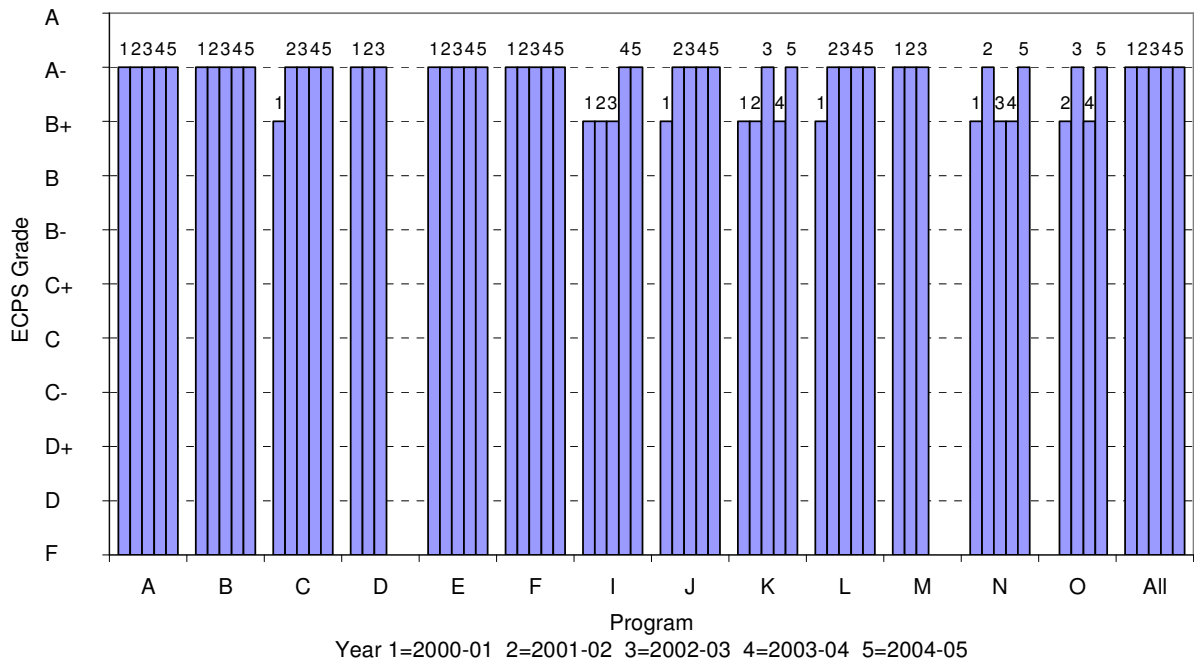
Overall Average by Program for the Last 5 Years															
School Year	Year	Program													
		A	B	C	D	E	F	I	J	K	L	M	N	O	All
2000-01	1	A-	A-	A-	B+	A-	A-	B+	A-	A-	B+	A-	A-	.	A-
2001-02	2	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	B	A-	B+	A-
2002-03	3	A-	A-	A-	B+	A-	A-	B+	A-	B+	A-	A-	B+	A-	A-
2003-04	4	A-	A-	A-	.	A-	B+	A-	A-	B+	A-	.	B+	B+	A-
2004-05	5	A-	A-	A-	.	A-	A-	A-	A-	A-	A-	.	A-	B+	A-

Early Childhood Parent Survey (ECPS/Satisfaction)
Average Grade for Parents Needs, Communication, and Involvement by Program for the Last 5 Years



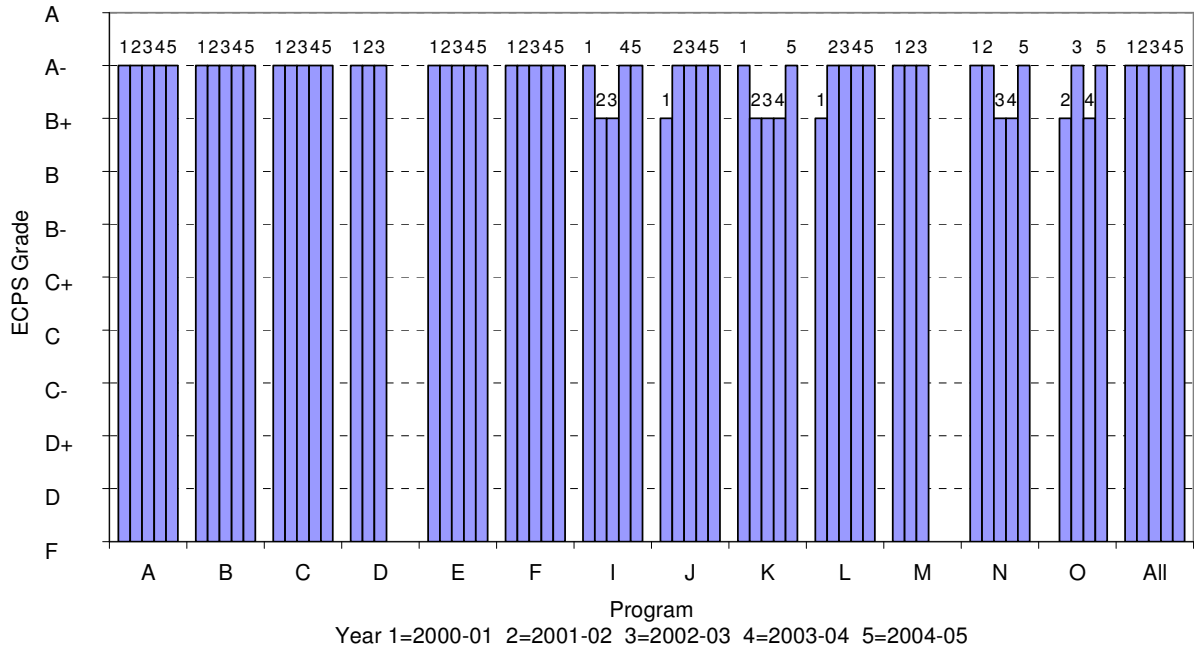
Average Grade for Parents Needs, Communication, and Involvement by Program for the Last 5 Years															
		Program													
School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All
2000-01	1	B+	B+	B+	B+	B+	B+	B+	B+	A-	B+	A-	B	.	B+
2001-02	2	A-	A-	B+	A-	A-	B+	B	B+	B+	A-	B	B+	B+	B+
2002-03	3	A-	A-	B+	A-	A-	B+	B+	A-	B+	A-	A-	B	B+	B+
2003-04	4	A-	A-	B+	.	A-	B+	B+	B+	B	A-	.	B	B+	B+
2004-05	5	A-	A-	A-	.	A-	B+	B+	B+	A-	A-	.	A-	B+	A-

Early Childhood Parent Survey (ECPS/Satisfaction)
Average Grade for Children's Needs and Involvement by Program for the Last 5 Years



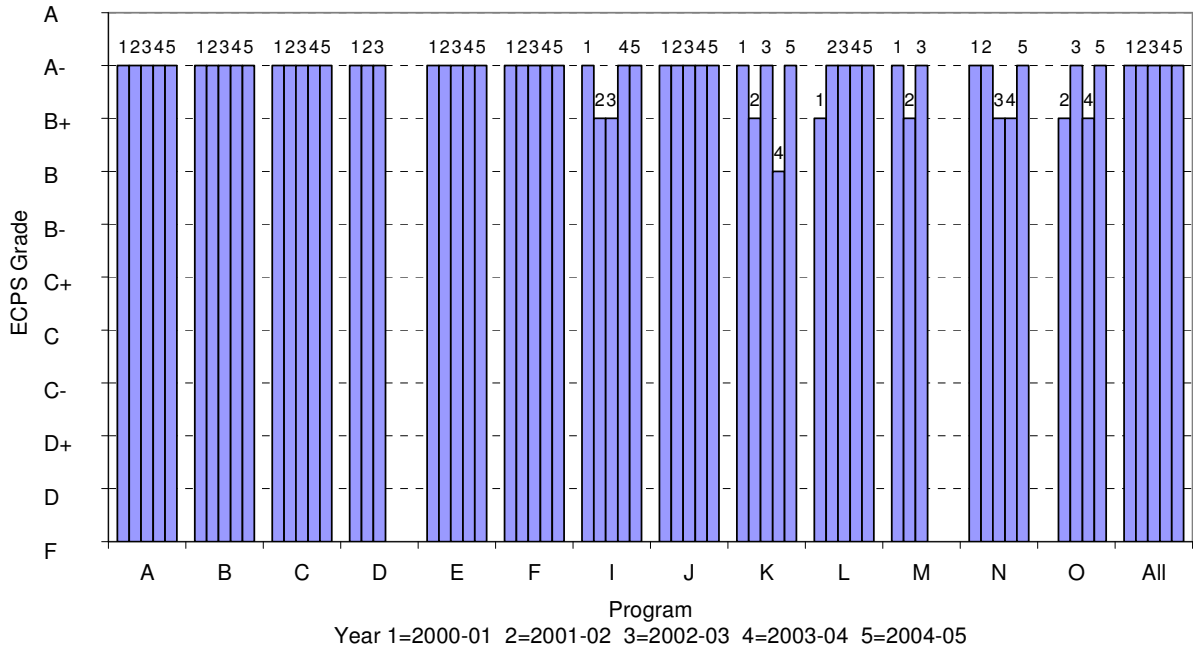
Average Grade for Children's Needs and Involvement by Program for the Last 5 Years																
		Program														
School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All	
2000-01	1	A-	A-	B+	A-	A-	A-	B+	B+	B+	B+	A-	B+	.	A-	
2001-02	2	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	A-	A-	B+	A-	
2002-03	3	A-	A-	A-	A-	A-	A-	B+	A-	A-	A-	A-	B+	A-	A-	
2003-04	4	A-	A-	A-	.	A-	A-	A-	A-	B+	A-	.	B+	B+	A-	
2004-05	5	A-	A-	A-	.	A-	A-	A-	A-	A-	A-	.	A-	A-	A-	

Early Childhood Parent Survey (ECPS/Satisfaction)
Average Grade for Learning Environment by Program for the Last 5 Years



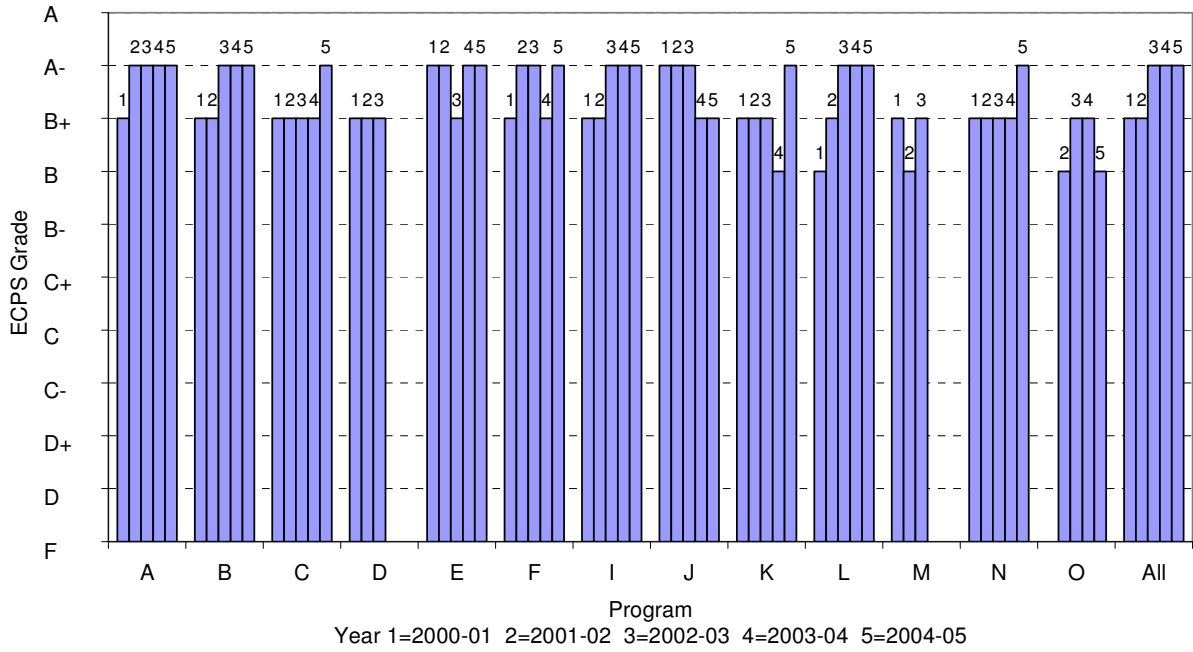
Average Grade for Learning Environment by Program for the Last 5 Years																
		Program														
School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All	
2000-01	1	A-	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	A-	.	A-	
2001-02	2	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	A-	A-	B+	A-	
2002-03	3	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	A-	B+	A-	A-	
2003-04	4	A-	A-	A-	.	A-	A-	A-	A-	B+	A-	.	B+	B+	A-	
2004-05	5	A-	A-	A-	.	A-	A-	A-	A-	A-	A-	.	A-	A-	A-	

Early Childhood Parent Survey (ECPS/Satisfaction)
Average Grade for Teachers by Program for the Last 5 Years



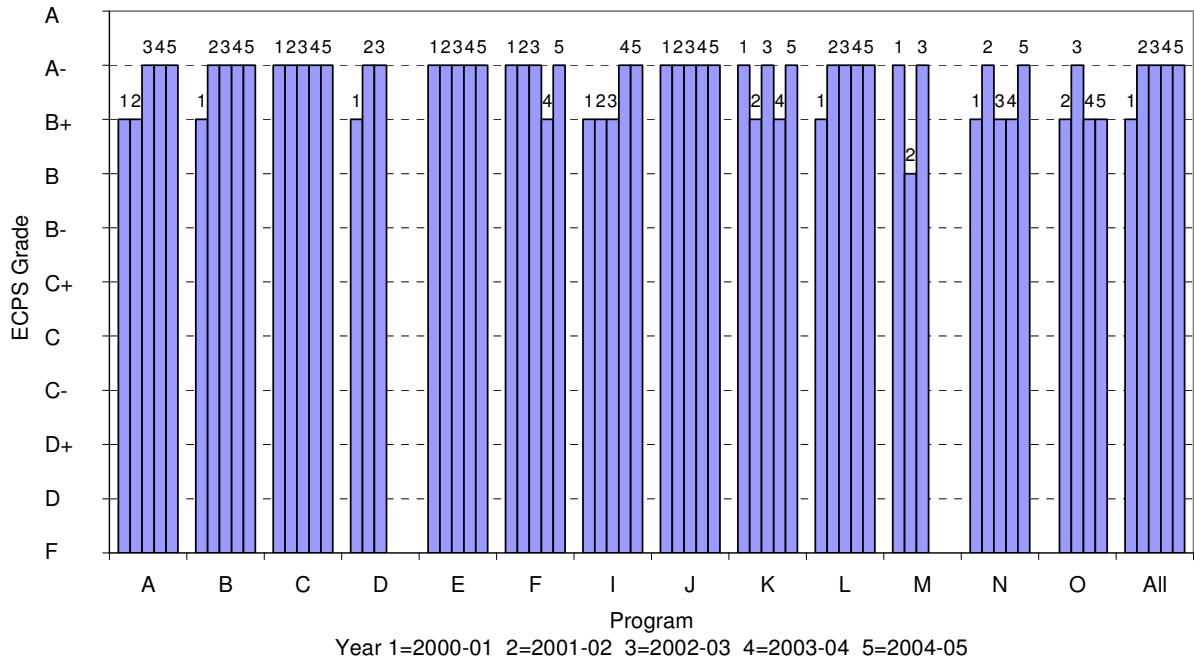
Average Grade for Teachers by Program for the Last 5 Years																
		Program														
School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All	
2000-01	1	A-	A-	A-	A-	A-	A-	A-	A-	A-	B+	A-	A-	B+	A-	
2001-02	2	A-	A-	A-	A-	A-	A-	B+	A-	B+	A-	B+	A-	B+	A-	
2002-03	3	A-	A-	A-	A-	A-	A-	B+	A-	A-	A-	A-	B+	A-	A-	
2003-04	4	A-	A-	A-	.	A-	A-	A-	A-	B	A-	.	B+	B+	A-	
2004-05	5	A-	A-	A-	.	A-	A-	A-	A-	A-	A-	.	A-	A-	A-	

Early Childhood Parent Survey (ECPS/Satisfaction)
Average Grade for Administrators Program for the Last 5 Years

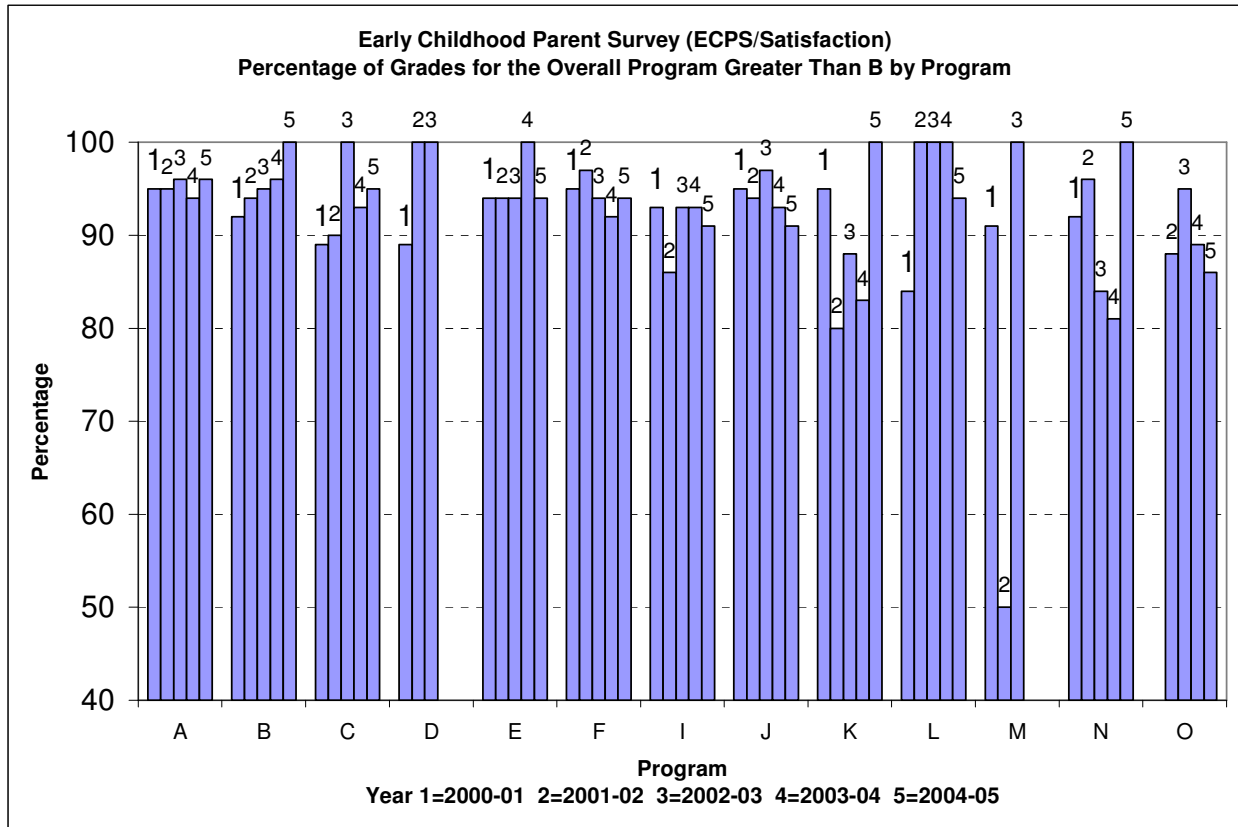


Average Grade for Administrators Program for the Last 5 Years															
		Program													
School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All
2000-01	1	B+	B+	B+	B+	A-	B+	B+	A-	B+	B	B+	B+	.	B+
2001-02	2	A-	B+	B+	B+	A-	A-	B+	A-	B+	B+	B	B+	B	B+
2002-03	3	A-	A-	B+	B+	B+	A-	A-	A-	B+	A-	B+	B+	B+	A-
2003-04	4	A-	A-	B+	.	A-	B+	A-	B+	B	A-	.	B+	B+	A-
2004-05	5	A-	A-	A-		A-	A-	A-	B+	A-	A-		A-	B	A-

Early Childhood Parent Survey (ECPS/Satisfaction)
Average Grade for Building, Room, and Equipment by Program for the Last 5 Years



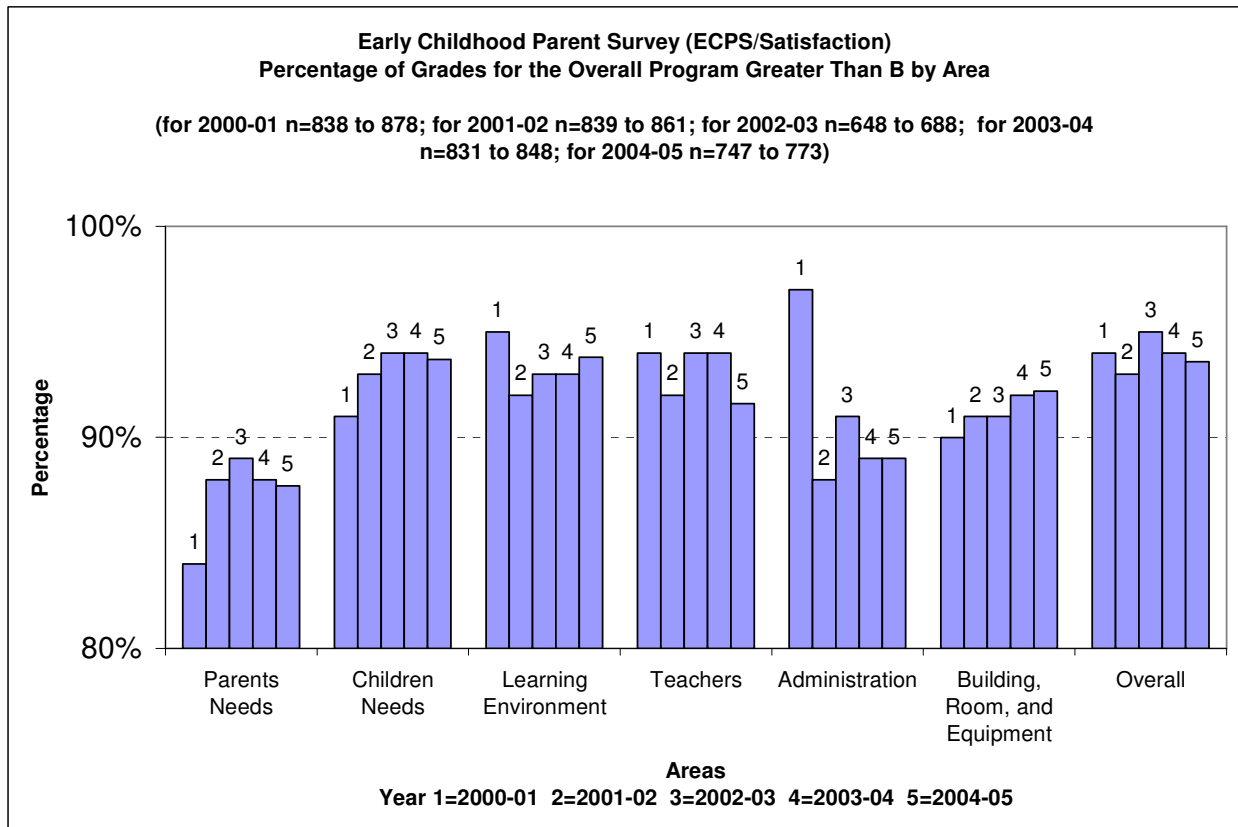
Average Grade for Building, Room, and Equipment by Program for the Last 5 Years															
		Program													
School Year	Year	A	B	C	D	E	F	I	J	K	L	M	N	O	All
2000-01	1	B+	B+	A-	B+	A-	A-	B+	A-	A-	B+	A-	B+	.	B+
2001-02	2	B+	A-	A-	A-	A-	A-	B+	A-	B+	A-	B	A-	B+	A-
2002-03	3	A-	A-	A-	A-	A-	A-	B+	A-	A-	A-	A-	B+	A-	A-
2003-04	4	A-	A-	A-	.	A-	B+	A-	A-	B+	A-	.	B+	B+	A-
2004-05	5	A-	A-	A-	.	A-	A-	A-	A-	A-	A-	.	A-	B+	A-



Early Childhood Parent Survey (ECPS/Satisfaction)
Percent of Overall Program Satisfaction Grades Greater Than B

Program	2000-01		2001-02		2002-03		2003-04		2004-05	
	n	Percent	n	Percent	n	Percent	n	Percent	n	Percent
A	157	95%	188	95%	163	96%	191	94%	87	96%
B	87	92%	83	94%	41	95%	96	96%	46	100%
C	34	89%	35	90%	34	100%	77	93%	70	95%
D	17	89%	7	100%	3	100%
E	124	94%	113	97%	68	94%	54	100%	77	94%
F	77	95%	58	97%	63	94%	102	92%	64	94%
I	126	93%	84	86%	57	93%	84	93%	79	91%
J	75	95%	116	94%	150	97%	123	93%	178	91%
K	18	95%	20	80%	23	88%	5	83%	15	100%
L	21	84%	16	100%	14	100%	11	100%	63	94%
M	10	91%	2	50%	8	100%
N	24	92%	23	96%	41	84%	17	81%	22	100%
O	.	.	28	88%	20	95%	17	89%	6	86%

Percent of Overall Program Satisfaction					
Grade	2000-01	2001-02	2002-03	2003-04	2004-05
A or A-	79%	79%	80%	82%	83%
B or B+	18%	17%	18%	15%	14%
Below B	3%	4%	2%	3%	3%



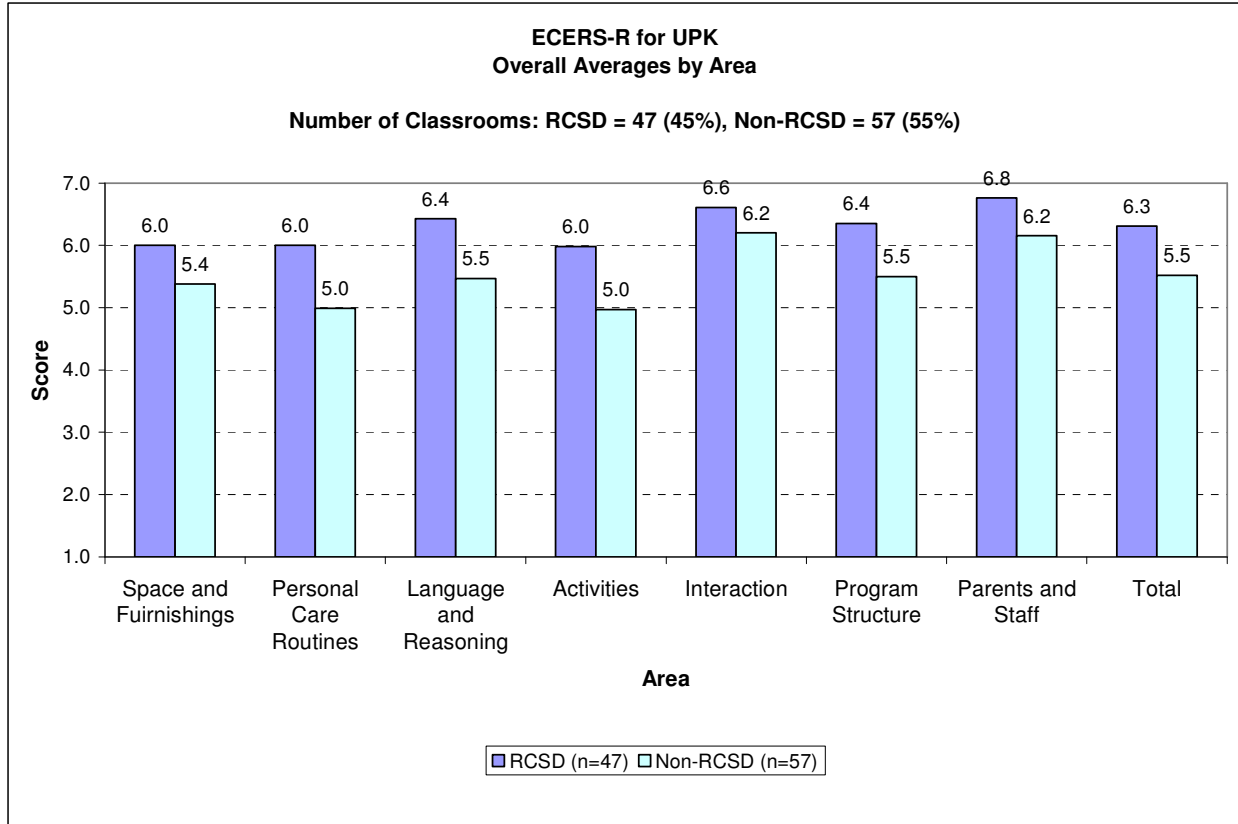
Early Childhood Parent Survey (ECPS/Satisfaction)								
Percentage of Grades for the Overall Program Greater Than B by Area								
School Year	Year	Parents Needs	Children Needs	Learning Environment	Teachers	Administration	Building, Room, and Equipment	Overall
2000-01	1	84%	91%	95%	94%	97%	90%	94%
2001-02	2	88%	93%	92%	92%	88%	91%	93%
2002-03	3	89%	94%	93%	94%	91%	91%	95%
2003-04	4	88%	94%	93%	94%	89%	92%	94%
2004-05	5	88%	94%	94%	92%	89%	92%	94%

Appendix C - ECERS-R for UPK

Appendix C

Universal Prekindergarten (UPK)

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



ECERS-R for UPK								
Percentage of Grades for the Overall Program Greater Than B by Area								
Classroom	Space and Furnishings	Personal Care Routines	Language and Reasoning	Activities	Interaction	Program Structure	Parents and Staff	Total
RCSD (n=47)	6.0	6.0	6.4	6.0	6.6	6.4	6.8	6.3
Non-RCSD (n=57)	5.4	5.0	5.5	5.0	6.2	5.5	6.2	5.5

		2004-05 ECERS-R for UPK								
		Descriptive Statistics								
		Count within Score Ranges							Standard Average Deviation	
		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		
Space and Furnishings	RCSD	0	1	0	4	14	24	4	6.2	0.76
	Non-RCSD	0	0	4	16	16	18	3	5.4	0.90
	Total	0	1	4	20	30	42	7	6.1	0.79
	Percent	0%	1%	4%	19%	29%	40%	7%		
Personal Care Routines	RCSD	0	2	0	5	9	24	7	6.1	1.10
	Non-RCSD	0	3	14	8	19	8	5	5.0	1.29
	Total	0	5	14	13	28	32	12	5.8	1.28
	Percent	0%	5%	13%	13%	27%	31%	12%		
Language and Reasoning	RCSD	1	0	1	2	4	11	28	6.5	1.04
	Non-RCSD	0	0	4	12	21	14	6	5.5	0.96
	Total	1	0	5	14	25	25	34	6.1	1.12
	Percent	1%	0%	5%	13%	24%	24%	33%		
Activities	RCSD	0	2	1	4	11	25	4	6.2	1.11
	Non-RCSD	0	0	5	26	17	8	1	5.0	0.81
	Total	0	2	6	30	28	33	5	5.8	1.12
	Percent	0%	2%	6%	29%	27%	32%	5%		
Interaction	RCSD	0	0	2	1	2	12	30	6.7	0.90
	Non-RCSD	0	1	2	3	8	27	16	6.2	0.99
	Total	0	1	4	4	10	39	46	6.4	1.00
	Percent	0%	1%	4%	4%	10%	38%	44%		
Program Structure	RCSD	0	0	3	4	4	10	26	6.5	1.07
	Non-RCSD	0	1	5	11	15	12	13	5.5	1.25
	Total	0	1	8	15	19	22	39	6.2	1.16
	Percent	0%	1%	8%	14%	18%	21%	38%		
Parents and Staff	RCSD	0	0	0	0	1	20	26	6.6	0.72
	Non-RCSD	0	0	2	1	15	25	14	6.2	0.85
	Total	0	0	2	1	16	45	40	6.5	0.84
	Percent	0%	0%	2%	1%	15%	43%	38%		
Total	RCSD	0	0	1	1	9	34	2	6.4	0.79
	Non-RCSD	0	0	0	10	31	16	0	5.5	0.63
	Total	0	0	1	11	40	50	2	6.1	0.82
	Percent	0%	0%	1%	11%	38%	48%	2%		

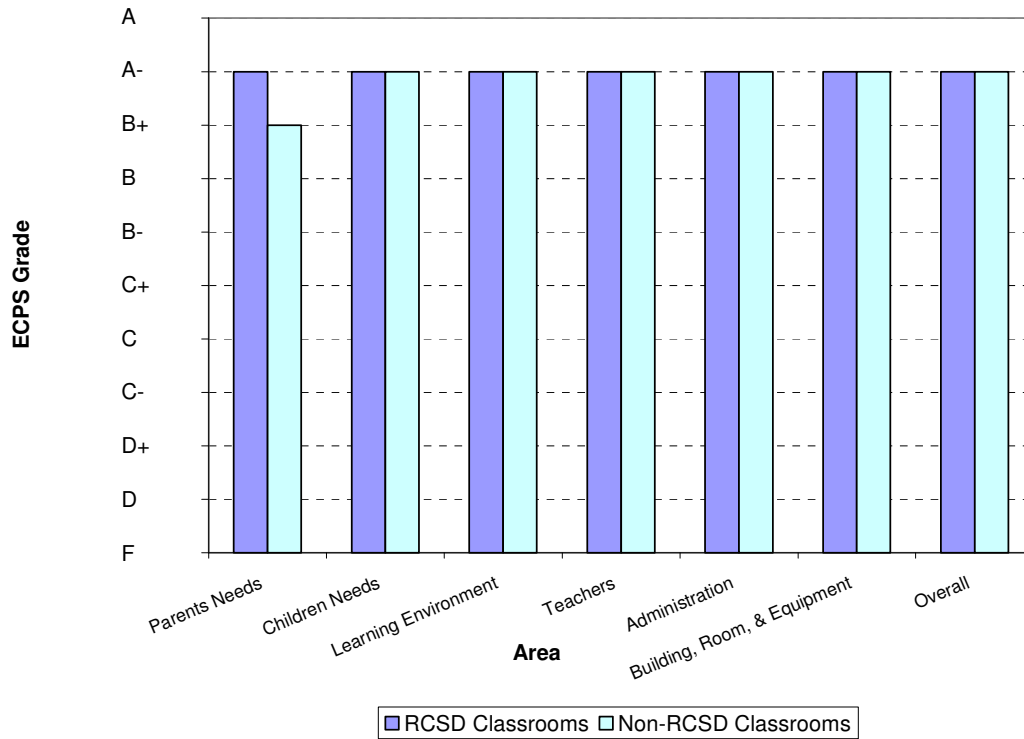
Note: Number of Classrooms: RCSD=47, Non-RCSD=57

Appendix D - ECPS/Satisfaction for UPK

Appendix D

Early Childhood Parent Survey (ECPS/Satisfaction) for UPK

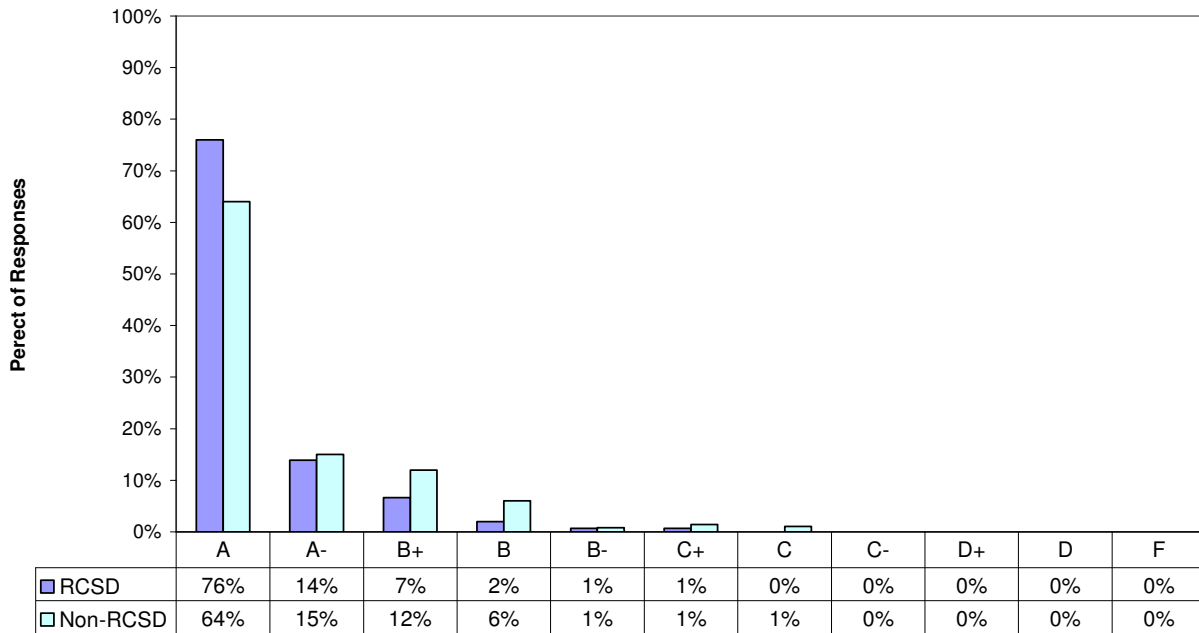
**2004-05 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Mean Scores by Area**



Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

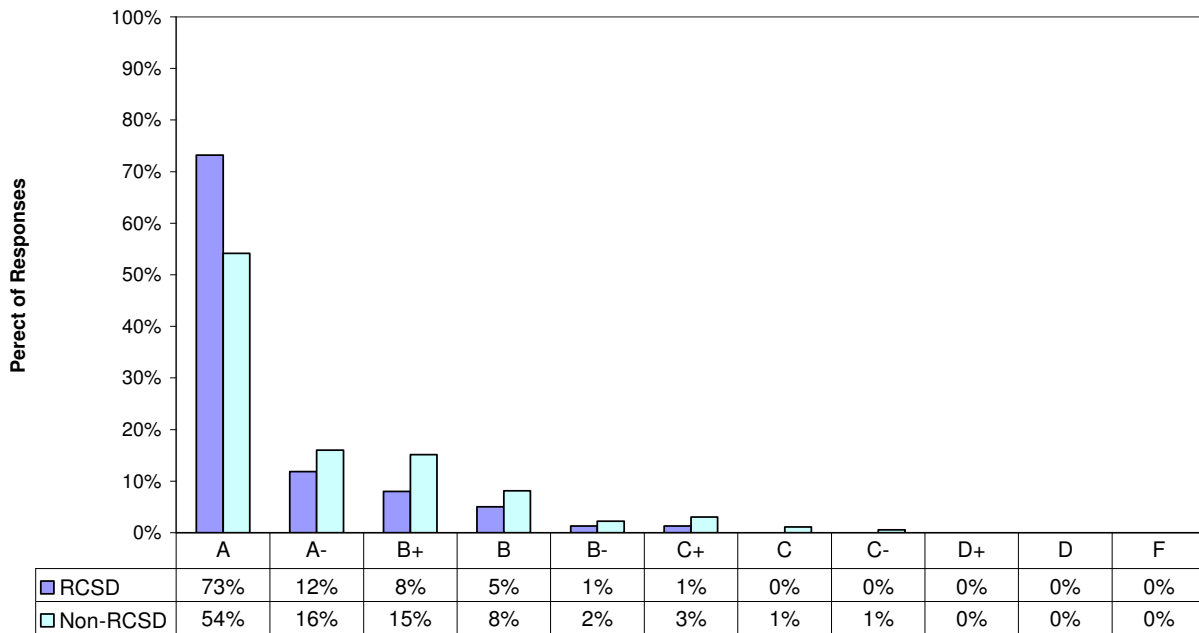
	Number of Respondents	Parents Needs	Children Needs	Learning Environment	Teachers	Administration	Building, Room, & Equipment	Overall
RCSD Classrooms	170	A-	A-	A-	A-	A-	A-	A-
Non-RCSD Classrooms	387	B+	A-	A-	A-	A-	A-	A-

**2004-05 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Overall Program**



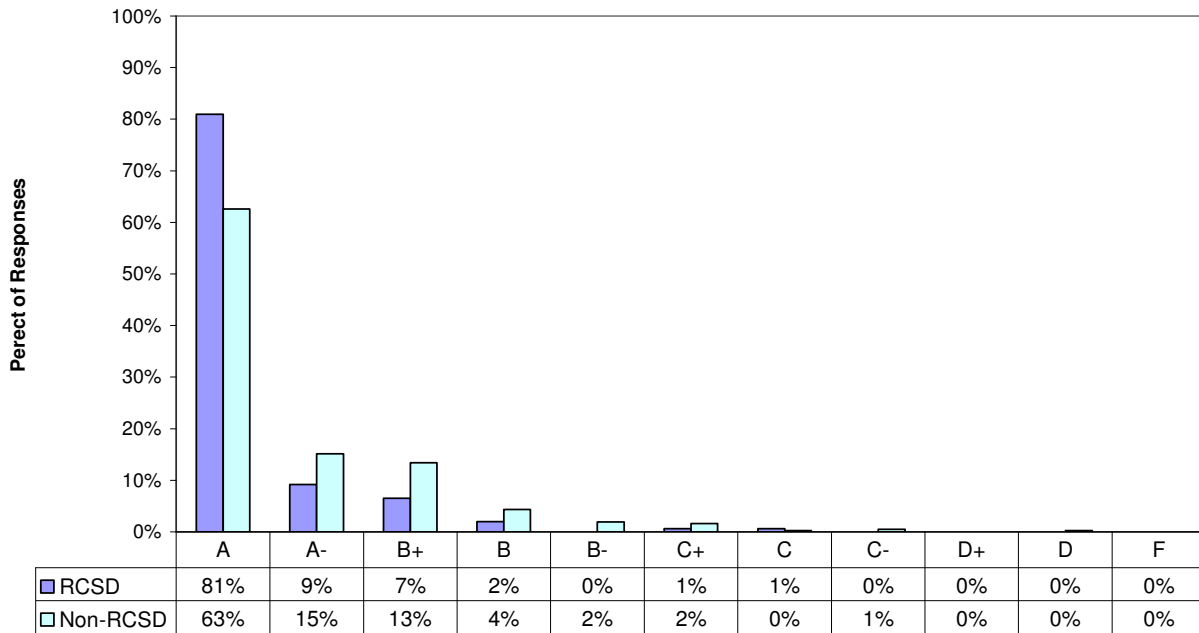
Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

**2004-05 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Parent Needs, Communication, and Involvement**



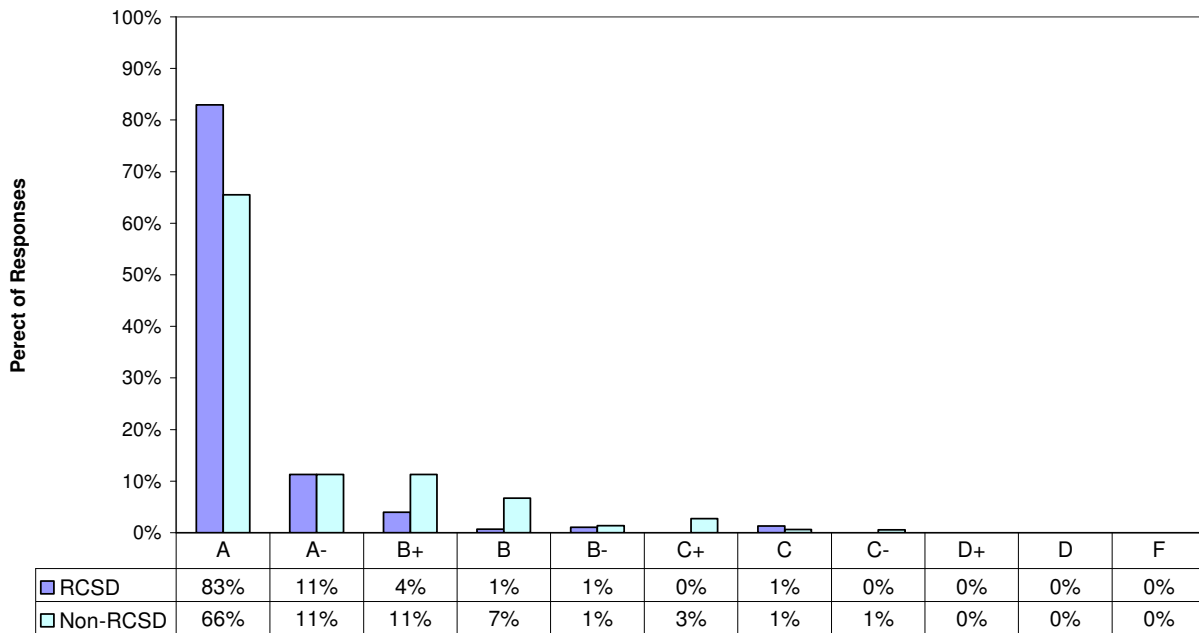
Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

**2004-05 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Children's Needs and Involvement**



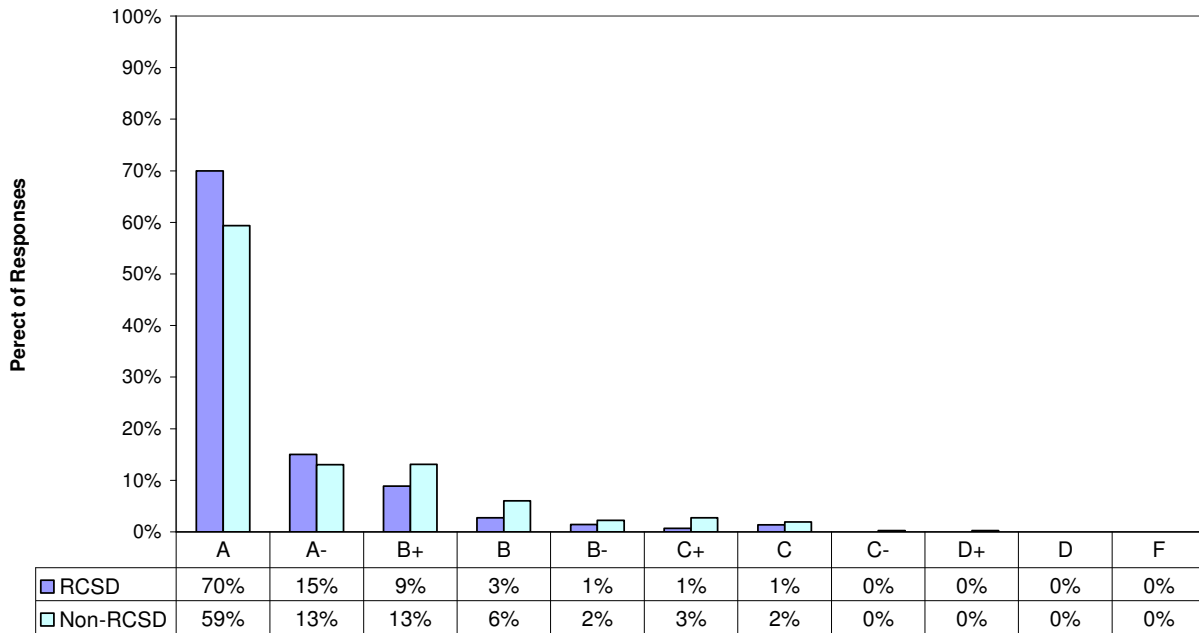
Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

**2004-05 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Teachers**



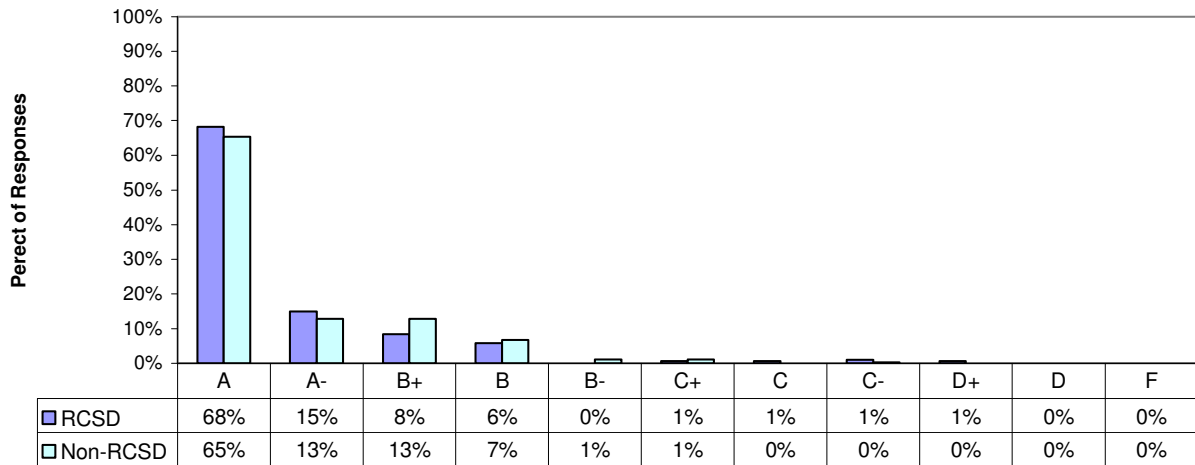
Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

**2004-05 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Administration**



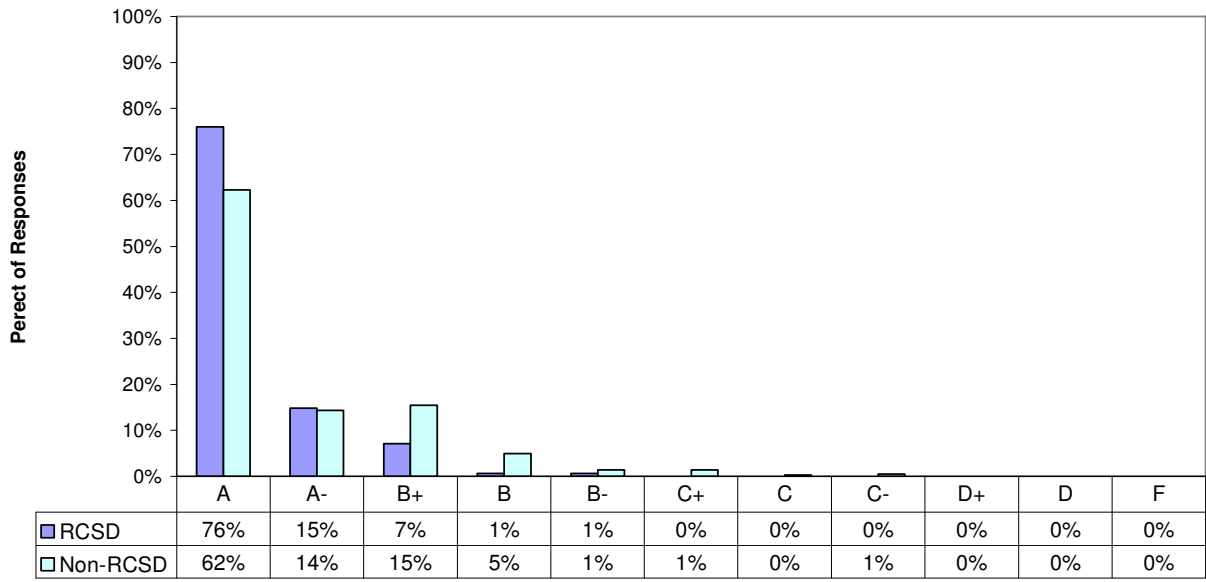
Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

**2004-05 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Building, Room, and Equipment**



Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

**2004-05 Early Childhood Parent Survey (ECPS/Satisfaction) for UPK
Percent by Grades for Learning Environment**



Grades: A represents Excellence, B+ is Good, C+ is Average, D+ is Poor, and F is Unacceptable

Appendix E – Children’s Health Information (CHI 2.0) Additional Results

Appendix E

Children’s Health Information (CHI 2.0) Additional Results

Additional Demographic Data

Additional Detailed Information - CHI Demographics for the Last 2 Years

Mother's Education:

Mother's Education	2003-04		2004-05	
	N	Percent	N	Percent
Some High School	244	18%	311	22%
GED	203	15%	220	15%
High School Graduate	259	20%	305	21%
Technical or Trade School	34	3%	35	2%
Some College	299	23%	292	20%
Two Year Degree	164	12%	173	12%
Four Year Degree	80	6%	64	4%
Graduate Degree	37	3%	34	2%
Total returned surveys	1552		1718	
Non-Responses	232	15%	284	17%
Actual Responses	1320		1434	
Mother Received Special Education Services				
	2003-04		2004-05	
	N	Percent	N	Percent
Recieved Special Education Services	110	7%	122	7%
Responses	1483		1628	

Table 8 CHI Demographics: Mother's Education

Father's Education:

Father's Education	2003-04		2004-05	
	N	Percent	N	Percent
Some High School	226	20%	271	23%
GED	210	19%	221	18%
High School Graduate	283	26%	354	29%
Technical or Trade School	41	4%	32	3%
Some College	180	16%	166	14%
Two Year Degree	64	6%	79	7%
Four Year Degree	77	7%	48	4%
Graduate Degree	28	3%	32	3%
Total returned surveys	1552		1718	
Non-Responses	443	29%	515	30%
Actual Responses	1109		1203	
Father Received Special Education Services				
	2003-04		2004-05	
	N	Percent	N	Percent
Recieved Special Education Services	77	6%	88	7%
Responses	1195		1308	

Table 9 CHI Demographics: Father's Education

Child's Race/ethnicity:

Child's Race/Ethnicity	2003-04		2003-04	
	N	Percent	N	Percent
Native American	16	1%	20	1%
Asian/Pacific Islander	27	2%	26	2%
Other	55	4%	64	4%
Latino/Hispanic	274	18%	347	20%
White/Non-Hispanic	282	18%	276	16%
Black/African-American	962	62%	1101	64%
Total returned surveys	1552		1718	

Table 10 CHI Demographics: Child's Race/Ethnicity

Zip Codes:

Number of Respondents by Zip Code	2003-2004		2004-2005	
	N	Percent	N	Percent
14616	5	0.4%	7	0.5%
14610	25	2%	23	2%
14607	29	2%	30	2%
14615	65	5%	41	3%
14612	54	4%	53	4%
14606	61	5%	66	5%
14620	85	6%	84	6%
14608	109	8%	97	7%
14619	117	9%	103	7%
14605	117	9%	105	7%
14613	72	5%	107	7%
14611	142	11%	150	10%
14609	218	16%	282	20%
14621	243	18%	292	20%
Total	1342		1440	
Total returned surveys	1552		1718	
Nonresponses	210	14%	278	16%

Table 11 CHI Demographics: Child's Zip Code

Additional General Health Information

Additional Detailed Information - General Health Information for the Last Two Years

Child's Allergies:

Item #2: Child's Allergies	2003-04		2004-05	
	N	Percent	N	Percent
None	1227	79%	1344	78%
Seasonal	141	9%	166	10%
Medication	81	5%	80	5%
Food	78	5%	65	4%
Other	46	3%	55	3%
Bee sting	11	1%	21	1%
Total returned surveys	1552		1718	

Table 12 CHI Health Information: Child's Allergies

Child's General Health

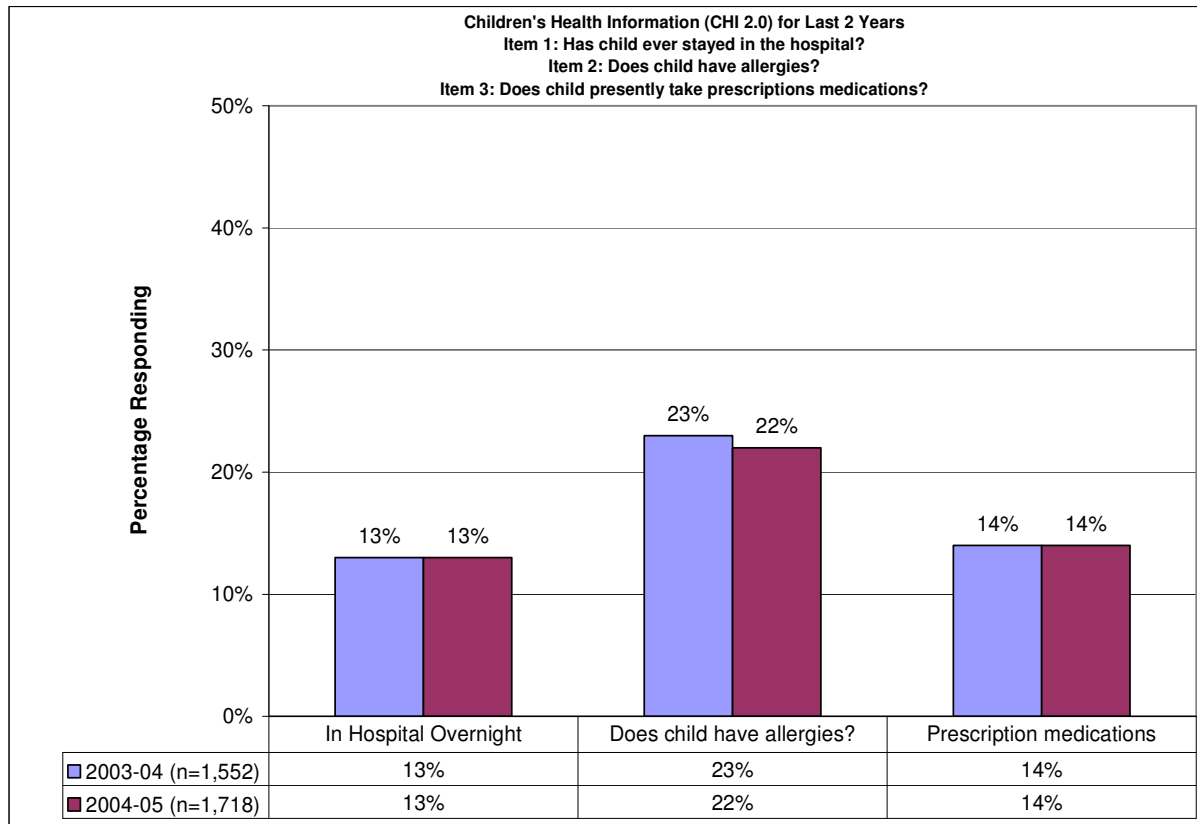


Figure 6 CHI Health Information: Child's General Health

Medical Doctor Visits

Item #4: Last Doctor Visit	2003-04		2004-05	
	N	Percent	N	Percent
Never	11	1%	15	1%
Within last 6 Months	1021	68%	1114	67%
Within past year	397	27%	460	28%
More than 1 year ago	45	3%	52	3%
More than 2 years ago	3	0%	3	0%
Do not remember	19	1%	23	1%
Total responses	1496		1667	
Missing Data	56	4%	51	3%
Total returned surveys	1552		1718	

Table 13 CHI Health Information: Medical Doctor Visits

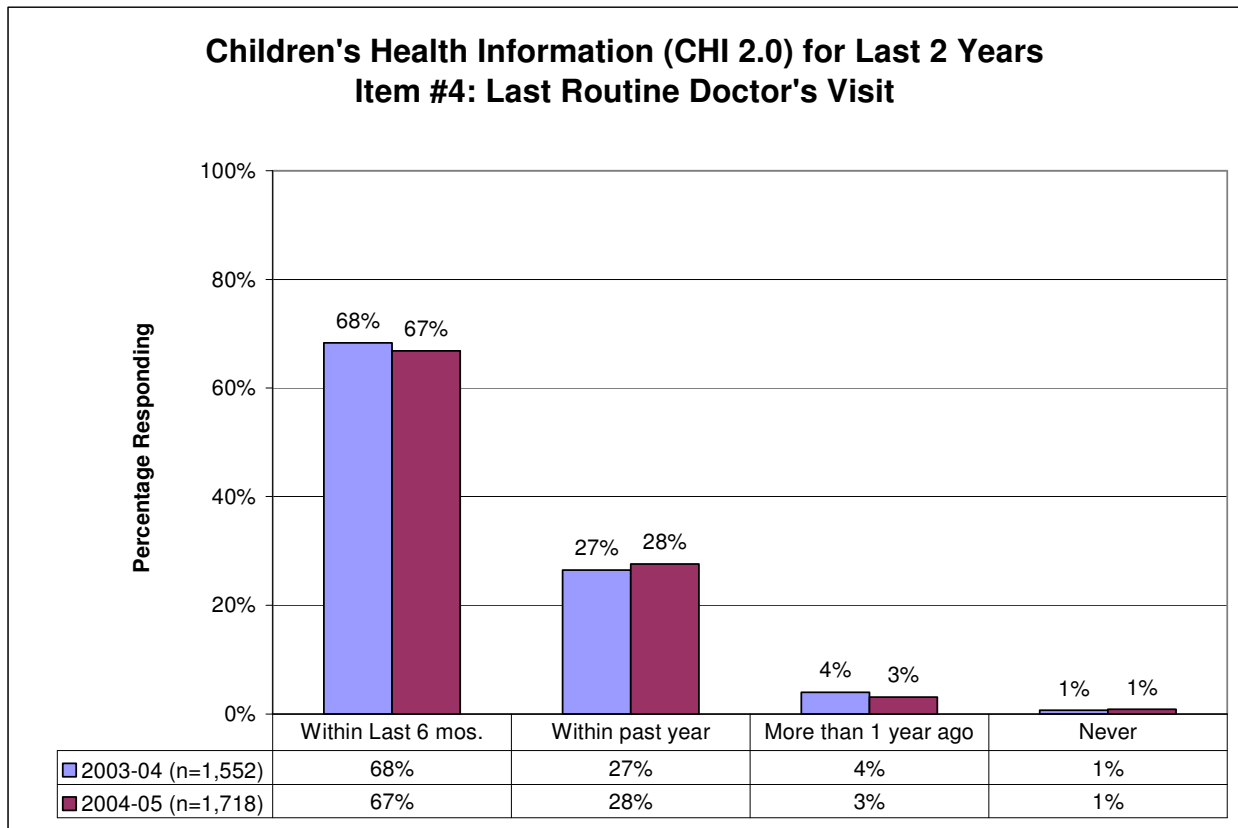


Figure 7 CHI Health Information: Medical Doctor Visits

Dentist Visits:

Item #5: Last Dental Visit	2003-04		2004-05	
	N	Percent	N	Percent
Never	579	38%	522	31%
Within last 6 Months	667	44%	849	51%
Within past year	192	13%	207	12%
More than 1 year ago	54	4%	71	4%
More than 2 years ago	2	0%	5	0%
Do not remember	15	1%	19	1%
Total responses	1509		1673	100%
Missing Data	43	3%	45	3%
Total returned surveys	1552		1718	

Table 14 CHI Health Information: Dentist Visits

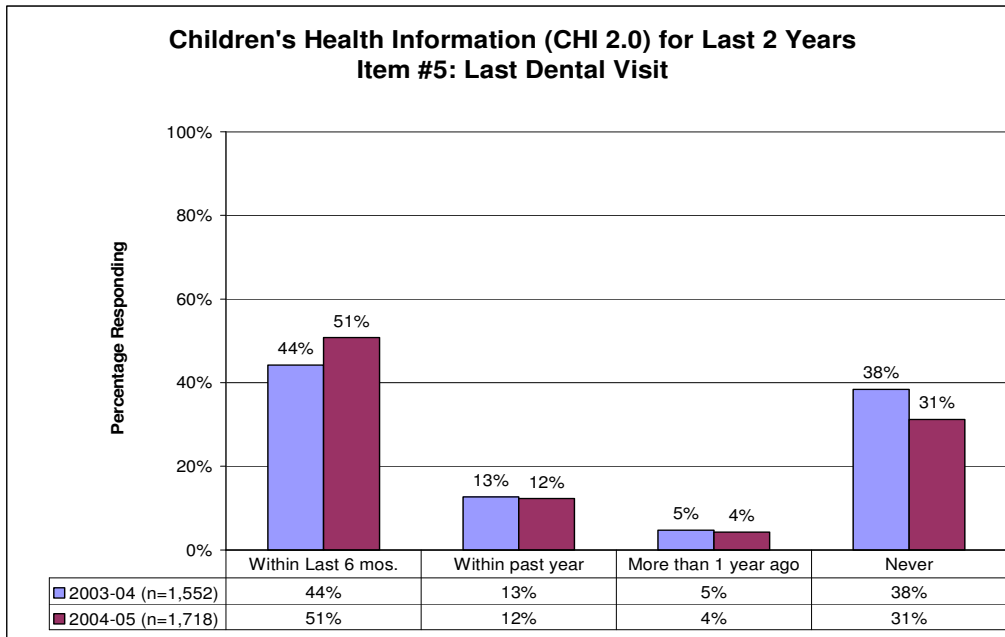
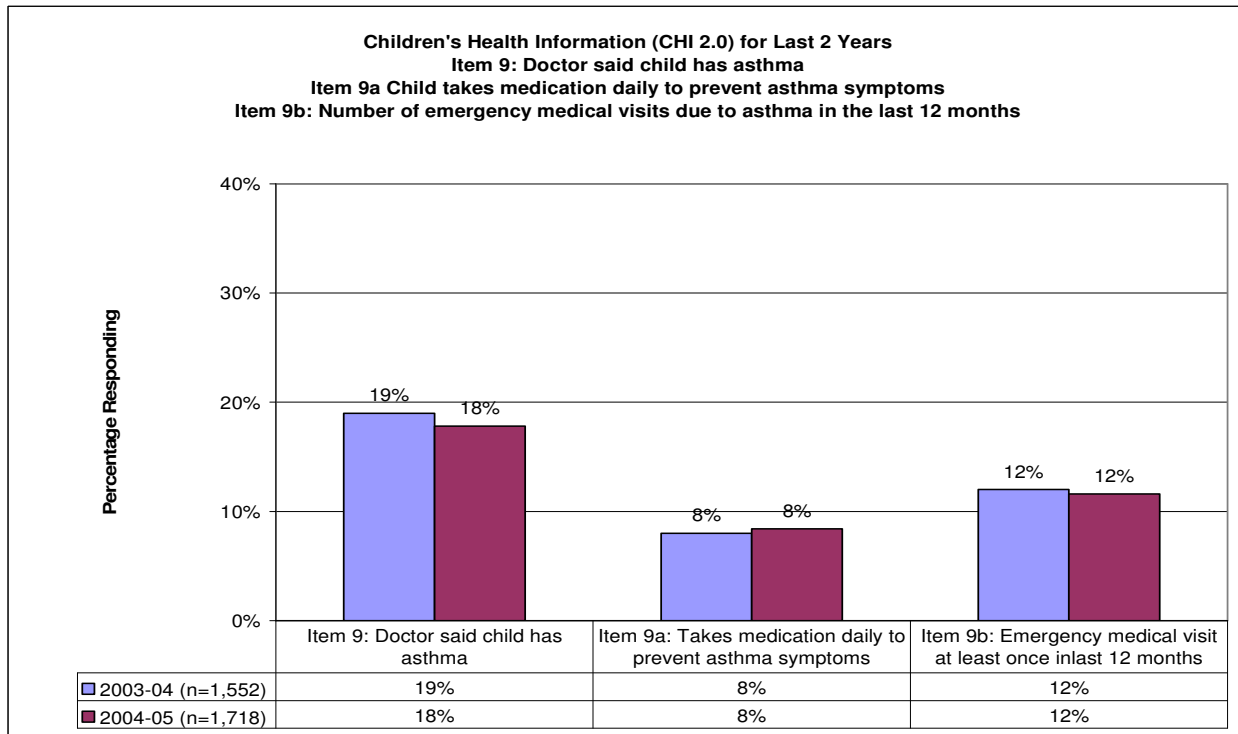


Figure 8 CHI Health Information: Dental Visits



**Figure 9 CHI Health Information: Asthma
Emergency Medical:**

Item #10: Health conditions that required emergency medical attention	2003-04		2004-05	
	N	Percent	N	Percent
None	1165	75%	1246	73%
Asthma	157	10%	177	10%
Broken Bone	23	1%	29	2%
Head Injury	35	2%	25	1%
Burn	20	1%	26	2%
Seizure	24	2%	36	2%
Other	126	8%	160	9%
Total returned surveys	1552		1718	

Table 15 CHI Health Information: Medical Emergencies

Child's Illnesses:

Item #11 Illnesses Over Child's Entire Life	2003-04		2004-2005	
	N	Percent	N	Percent
Ear Infections (6 or More)	180	12%	138	8%
Behavior Problems	104	7%	102	6%
Early Intervention Services	81	5%	89	5%
High Lead Levels	65	4%	81	5%
Other conditions	59	4%	68	4%
"Low iron" or iron deficiency	78	5%	65	4%
Trouble sleeping - nightmares	45	3%	60	3%
Stomach Aches (weekly or daily)	32	2%	50	3%
PE / Ear tubes	52	3%	41	2%
Underweight	38	2%	37	2%
Overweight	18	1%	34	2%
Seizures/Epilepsy	21	1%	26	2%
Hyperactivity (ADD/ADHD)	26	2%	20	1%
Heart Trouble	18	1%	18	1%
Bone or Joint Problems	12	1%	18	1%
Wears Glasses	17	1%	16	1%
Hearing Problems	24	2%	15	1%
Sickle Cell Disease	4	0%	14	1%
Headaches (weekly or daily)	7	0%	11	1%
Trouble seeing things	7	0%	10	1%
Poisoning	6	0%	4	0%
Total returned surveys 2.0	1552		1718	

Table 16 CHI Health Information: Child's Illnesses

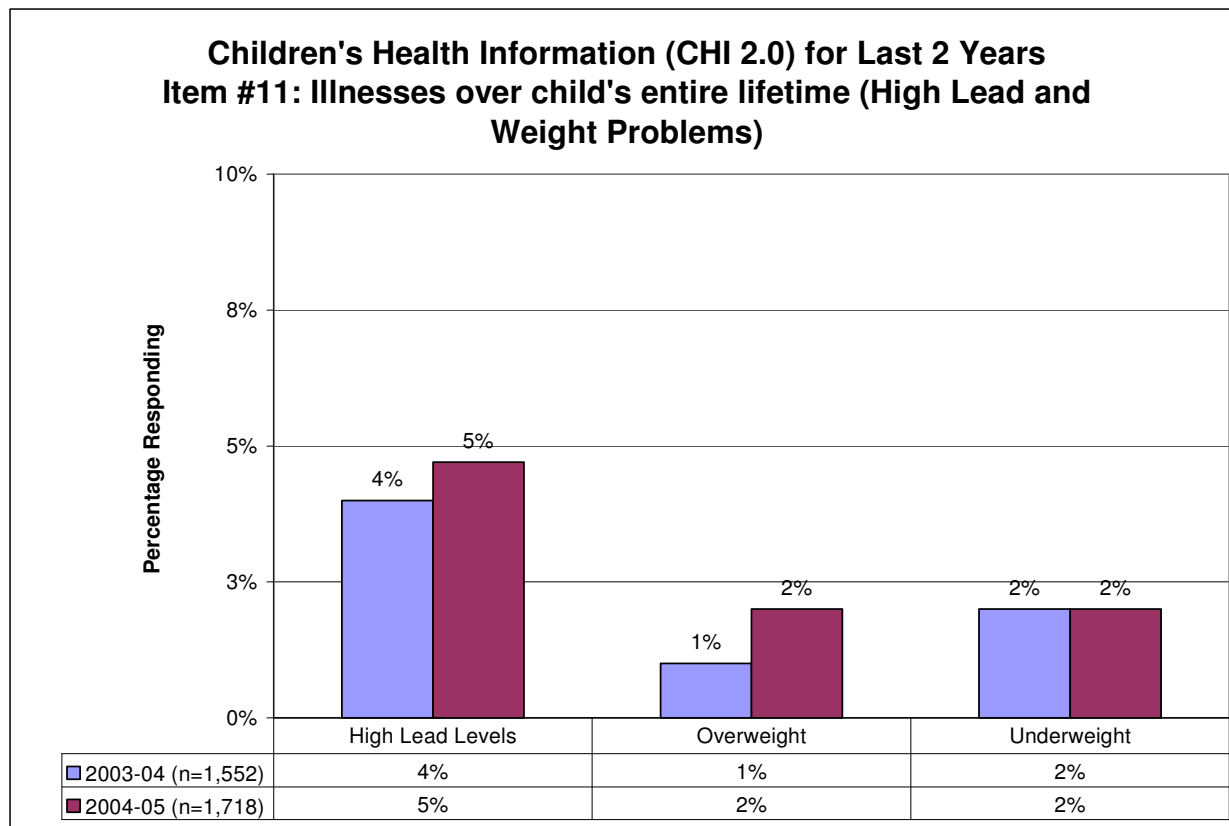


Figure 10 CHI Health Information: Lifetime Illnesses

Smoking in Home

Item 12: Currently how many people smoke in child's home?	2003-04		2004-05	
	N	Percent	N	Percent
None	971	65%	1059	64%
1 person	365	24%	426	26%
2 people	117	8%	137	8%
3 people	20	1%	14	1%
4 or more people	22	1%	16	1%
At least 1 person	524	35%	593	36%
No response	57	4%	66	4%
# responses	1495	96%	1652	96%
Total returned surveys	1552		1718	

Table 17 CHI Health Information: Smoking in the Home

Child's Overall Health

Item 13: Overall, how do you describe your child's health?	2003-04		2004-05	
	N	Percent	N	Percent
Poor	4	0%	2	0%
Fair	55	4%	55	3%
Good	477	32%	523	31%
Excellent	974	65%	1086	65%
No response	42	3%	52	3%
# responses	1510	97%	1666	97%
Total returned surveys	1552		1718	

Table 18 CHI Health Information: Overall Health

Items #14 through #20, asking parents whether they would like to talk about any of 7 topics relating to their child:

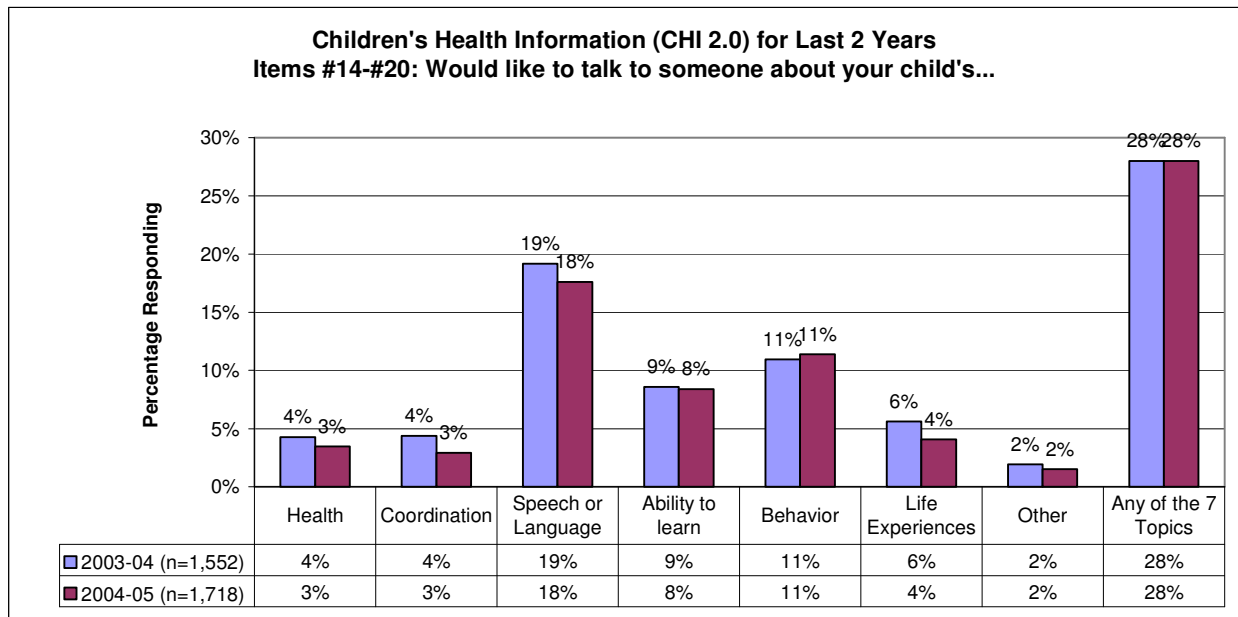


Figure 11 CHI Health Information: Parent Need for Discussions

Appendix F – Pre-K Children with Disabilities Additional Results

Appendix F

Pre-K Children with Disabilities Additional Results

The following figures and tables are a continuation of the In-depth Special Services Data section of the “Pre-K Children with Disabilities” Topic in the 2004-05 RECAP report. Tables 1 through 4 and figures 1 and 2 are found in the main RECAP report.

Table 5			
2002-03 Number of 3 and 4 Year-old RECAP Children			
Special Services = Child having 1 or more special services during the school year			
Age group*	Special Services (%)	No Special Services (%)	Total
3 year olds	39 (20)	379 (21)	418 (21)
4 year olds	161 (80)	1,452 (79)	1,613 (79)
Total	200	1,831	2,031

Notes:

- (%) Signifies percentage of column total
- * Signifies Chi-square test for age group with special services was not significant (Pearson $\chi^2 = .159$, $p > .05$).

Table 6			
2003-04 Number of 3 and 4 Year-old RECAP Children			
Special Services = Child having 1 or more special services during the school year			
Age group*	Special Services (%)	No Special Services (%)	Total
3 year olds	70 (33)	331 (22)	401 (23)
4 year olds	142 (67)	1,208 (78)	1,350 (77)
Total	212	1,539	1,751

Notes:

- (%) Signifies percentage of column total
- * Signifies Chi-square test for age group with special services was significant (Pearson $\chi^2 = 13.984$, $p < .05$).

Table 7								
2002-03 RECAP COR and T-CRS Results by Special Services Status								
Summary of MANCOVA Results								
Including Only 3 and 4 Year-olds								
Measure / Subscale	Children with Special Services			Children without Special Services			F*	Effect Size <u>d</u>
	Mean	Std. Dev.	N	Mean	Std. Dev.	N		
COR Time1 MANCOVA							20.5	
Academic	1.92	0.67	154	2.36	0.68	1,328	50.4	0.69
Motor	2.49	0.73	154	2.92	0.73	1,328	38.2	0.60
Social	2.35	0.71	154	2.89	0.76	1,328	55.8	0.72
T-CRS Time1 MANCOVA							26.5	
Behavior Control	2.84	1.09	149	3.45	0.92	1,274	42.0	0.65
Assertive Social	3.10	0.80	149	3.54	0.85	1,274	30.2	0.52
Peer Sociability	3.09	0.92	149	3.76	0.81	1,274	76.3	0.81
Task Orientation	2.66	0.84	149	3.47	0.88	1,274	95.0	0.92
COR Time2 MANCOVA							17.3	
Academic	2.87	0.74	133	3.33	0.73	1,133	39.8	0.63
Motor	3.47	0.75	133	3.87	0.72	1,133	28.0	0.55
Social	3.34	0.82	133	3.86	0.75	1,133	47.3	0.69
T-CRS Time2 MANCOVA							14.2	
Behavior Control	3.13	1.12	135	3.67	0.98	1,130	25.6	0.54
Assertive Social	3.47	0.83	135	3.98	0.81	1,130	40.8	0.63
Peer Sociability	3.57	1.01	135	4.11	0.83	1,130	38.2	0.63
Task Orientation	3.16	0.95	135	3.85	0.93	1,130	48.5	0.74
Notes:								
<ul style="list-style-type: none"> ○ * Signifies that all of the F values exhibited in this table are significant at $Pr(t) \leq .01$ ○ Gender and Race/Ethnicity are included as covariates in the above analyses. 								

Table 8								
2003-04 RECAP COR and T-CRS Results by Special Services Status								
Summary of MANCOVA Results								
Including Only 3 and 4 Year-olds								
	Children with Special Services			Children without Special Services				Effect Size
Measure / Subscale	Mean	Std. Dev.	N	Mean	Std. Dev.	N	F*	<u>d</u>
COR Time1 MANCOVA							22.5	
Academic	1.73	.59	147	2.26	0.74	1,164	62.0	0.74
Motor	2.35	0.61	147	2.80	0.74	1,164	40.1	0.39
Social	2.22	0.71	147	2.76	0.78	1,164	56.0	0.70
T-CRS Time1 MANCOVA								
Behavior Control	2.88	1.06	122	3.47	0.90	1,066	19.7	0.64
Assertive Social	2.89	0.81	122	3.49	0.85	1,066	48.1	0.71
Peer Sociability	3.06	0.91	122	3.70	0.79	1,066	57.2	0.81
Task Orientation	2.71	0.91	122	3.46	0.85	1,066	70.5	0.88
COR Time2 MANCOVA							15.1	
Academic	2.82	0.83	118	3.31	0.77	937	38.7	0.63
Motor	3.30	0.79	118	3.83	0.78	937	41.1	0.68
Social	3.38	0.80	118	3.84	0.77	937	31.1	0.59
T-CRS Time2 MANCOVA							19.5	
Behavior Control	3.36	1.03	132	3.75	0.93	986	14.5	0.41
Assertive Social	3.40	0.83	132	3.96	0.80	986	51.5	0.70
Peer Sociability	3.67	0.94	132	4.14	0.76	986	33.5	0.60
Task Orientation	3.16	0.98	132	3.87	0.86	986	65.7	0.81
Notes:								
<ul style="list-style-type: none"> ○ * Signifies that all of the F values exhibited in this table are significant at $Pr(t) \leq .01$ ○ Gender and Race/Ethnicity are included as covariates in the above analyses. 								

COR outcomes for RECAP children requiring special services compared to children who were not so identified:

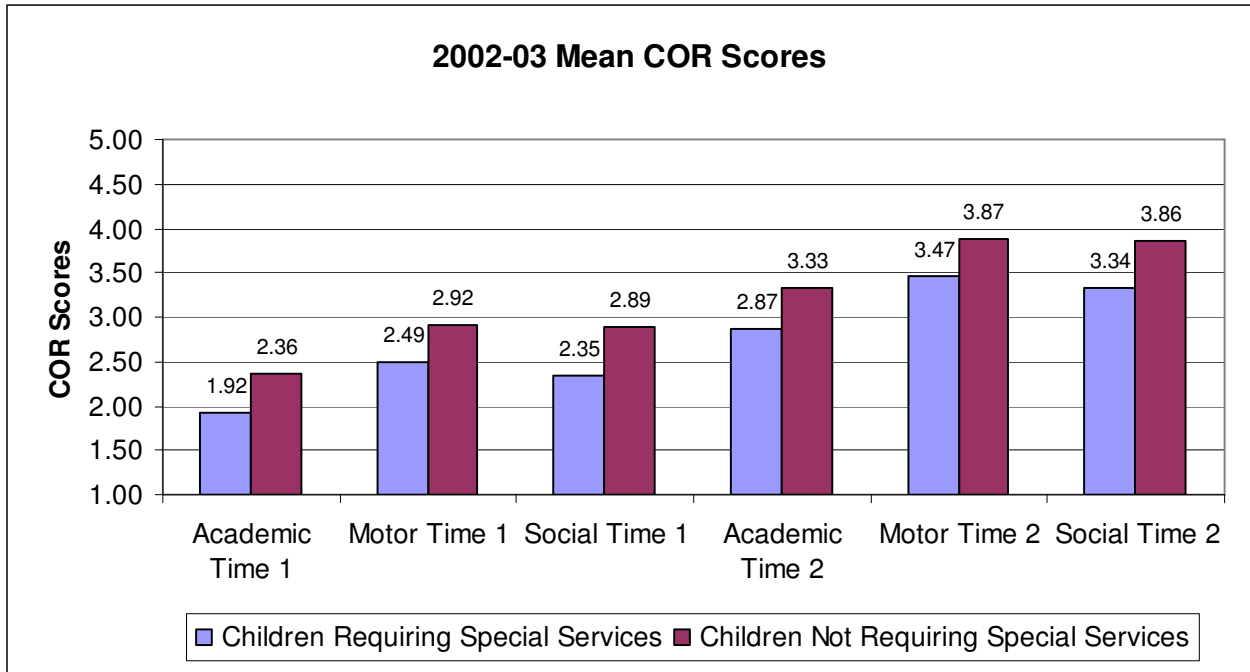


Figure 3 2002-03 COR Scores Time1 and Time2

Note: All group differences in this bar hart are significant at Pr(t) <= .01.

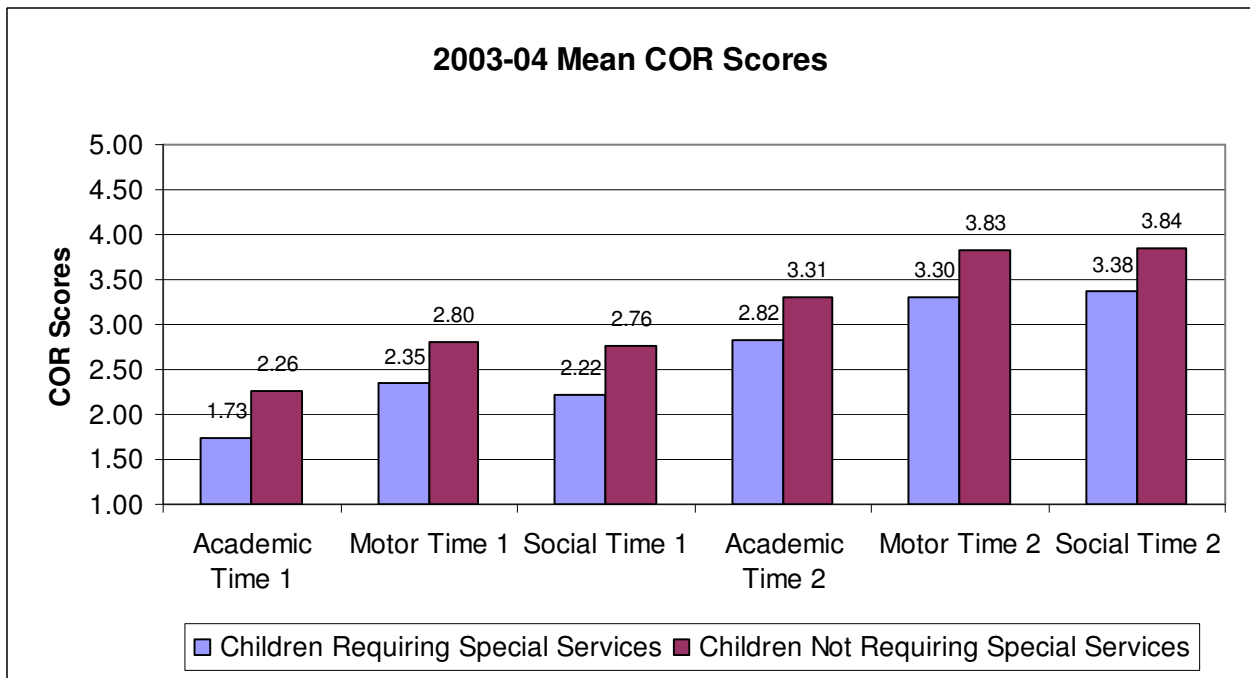


Figure 4 2003-04 T-CRS Scores Time1 and Time2

Note: All group differences in this bar chart are significant at Pr(t) <= .01.

T-CRS outcomes for RECAP children requiring special services compared to children who were not so identified:

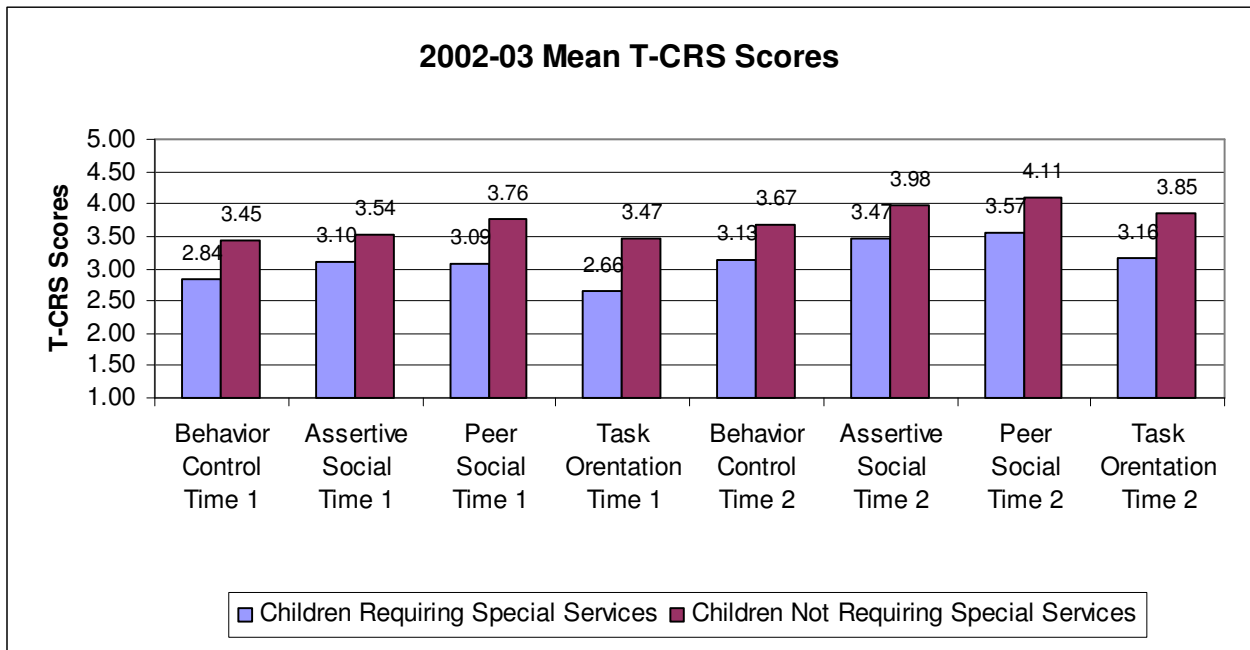


Figure 5 2002-03 T-CRS Scores Time1 and Time2

Note: All group differences in this bar chart are significant at $Pr(t) \leq .01$

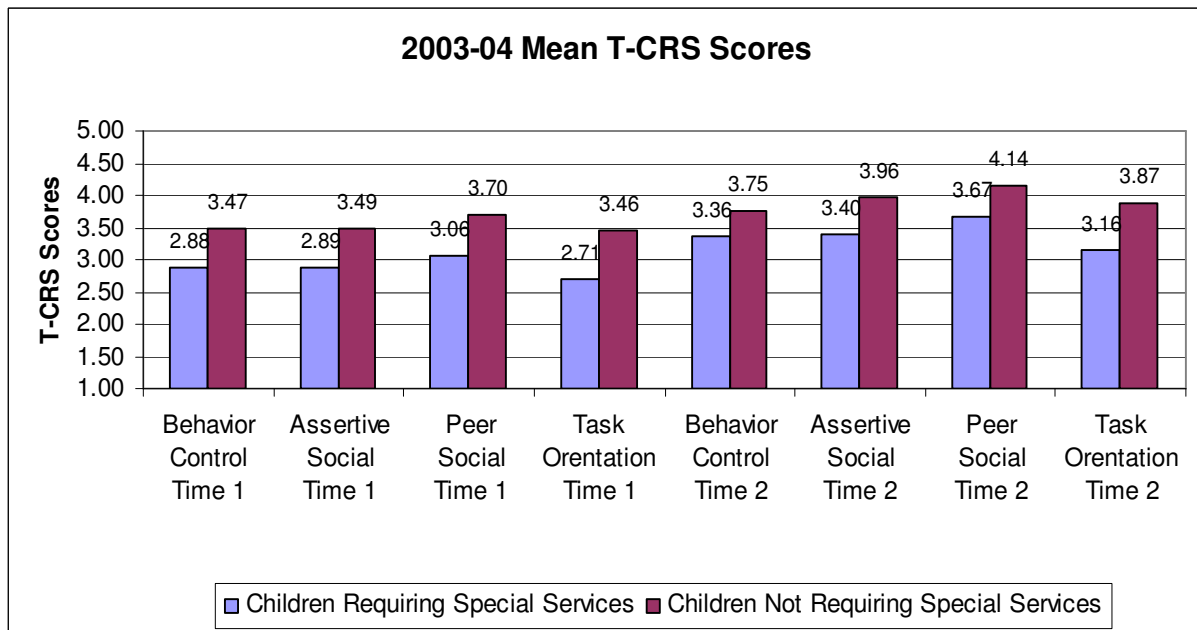


Figure 6 2003-04 T-CRS Scores Time1 and Time2

Note: All group differences in this bar chart are significant at $Pr(t) \leq .01$

Comparing outcomes of pre to post growth for children with disabilities as compared to children who were not so identified:

Table 9								
2002-03 RECAP COR and T-CRS Change Scores by Special Needs Status								
Summary of MANCOVA Results								
Including Only 3 and 4 Year-olds								
	Children with Special Services			Children without Special Services				Effect Size
	Mean	Std. Dev.	N	Mean	Std. Dev.	N	F	<u>d</u>
COR Changes MANCOVA							0.6	
Academic	0.99	0.63	133	0.94	0.63	1,133	0.6	0.08
Motor	1.02	0.77	133	0.93	0.71	1,133	1.5	0.13
Social	0.99	0.68	133	0.95	0.69	1,133	0.2	0.06
T-CRS Changes MANCOVA							3.8*	
Behavior Control	0.27	0.79	131	0.18	0.79	1,086	1.9	0.11
Assertive Social	0.43	0.73	131	0.40	0.74	1,086	0.3	0.04
Peer Sociability	0.46	0.78	131	0.31	0.72	1,086	5.5	0.21
Task Orientation	0.53	0.76	131	0.34	0.75	1,086	9.9*	0.25
Notes:								
<ul style="list-style-type: none"> ○ * Signifies significance at Pr(t) <= .01 ○ Gender and Race/Ethnicity are included as covariates in the above analyses. 								

Table 10								
2003-04 RECAP COR and T-CRS Change Scores by Special Needs Status								
Summary of MANCOVA Results								
Including Only 3 and 4 Year-olds								
	Children with Special Services			Children without Special Services				Effect Size
	Mean	Std. Dev.	N	Mean	Std. Dev.	N	F*	<u>d</u>
COR Changes MANCOVA							2.8	
Academic	1.02	0.65	118	1.02	0.71	937	0.0	0.00
Motor	0.88	0.69	118	0.99	0.71	937	3.3	0.16
Social	1.07	0.68	118	1.04	0.71	937	0.1	0.04
T-CRS Changes MANCOVA							2.2	
Behavior Control	0.45	0.78	113	0.27	0.77	914	5.5	0.23
Assertive Social	0.53	0.71	113	0.47	0.73	914	0.3	0.08
Peer Sociability	0.55	0.72	113	0.40	0.72	914	3.7	0.21
Task Orientation	0.45	0.78	113	0.41	0.76	914	0.4	0.05
Notes:								
<ul style="list-style-type: none"> ○ * Signifies that NONE of the exhibited F values were significant at Pr(t) <= .01 ○ Gender and Race/Ethnicity are included as covariates in the above analyses. 								

Appendix G – Parent Involvement and Child Outcomes Additional Results

Appendix G

Parent Involvement and Child Outcomes Additional Results

COR Outcomes

The following graphs, Figures 9 through 12, show the COR estimated marginal means by program.

Figures 9 through 11 below graphically show the variation in COR scores by program, after the other main effects and covariates have been controlled for. It looks like the students in program I started with the highest fall COR scores, but by spring, the students in all the other programs caught up.

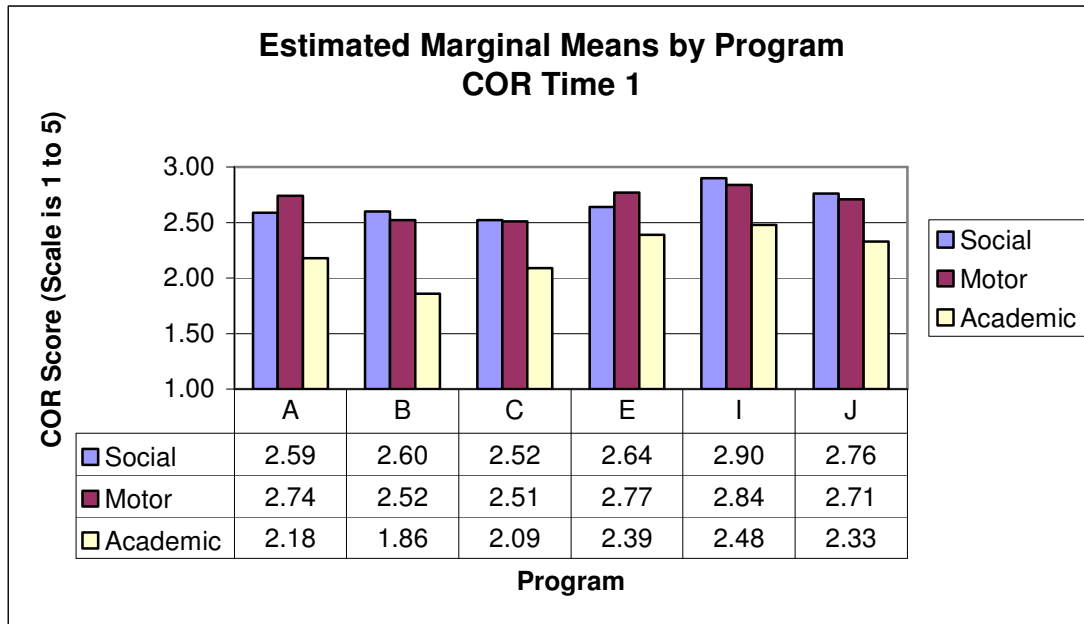


Figure 9 Marginal Means by Program COR Time 1

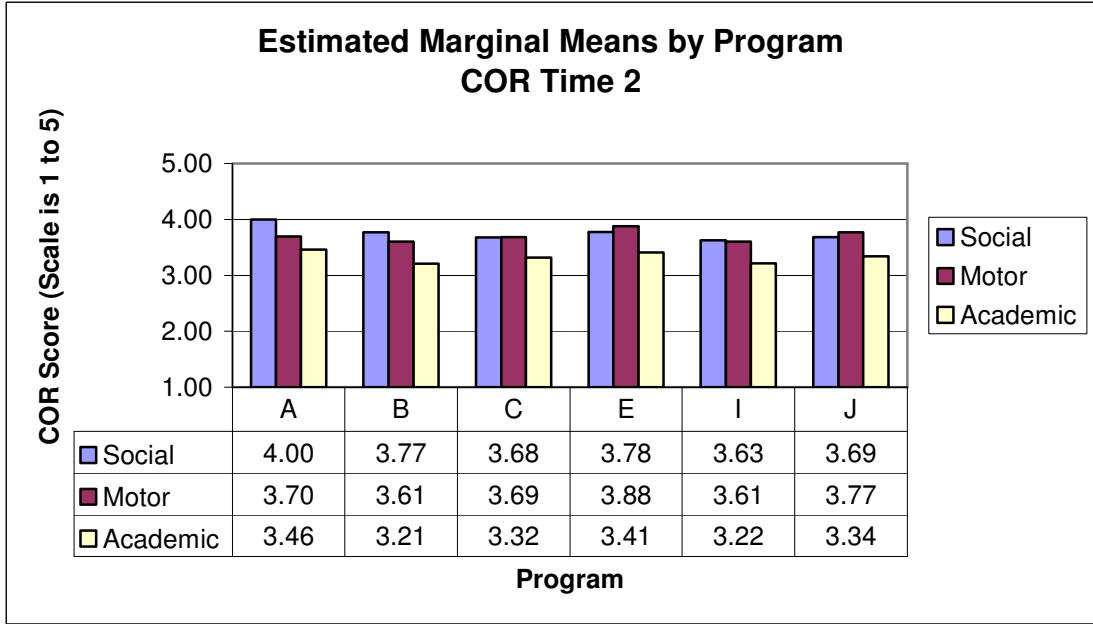


Figure 10 Marginal Means by Program COR Time 2

In figure 11 below, the students in program A appears to have experienced the most growth.

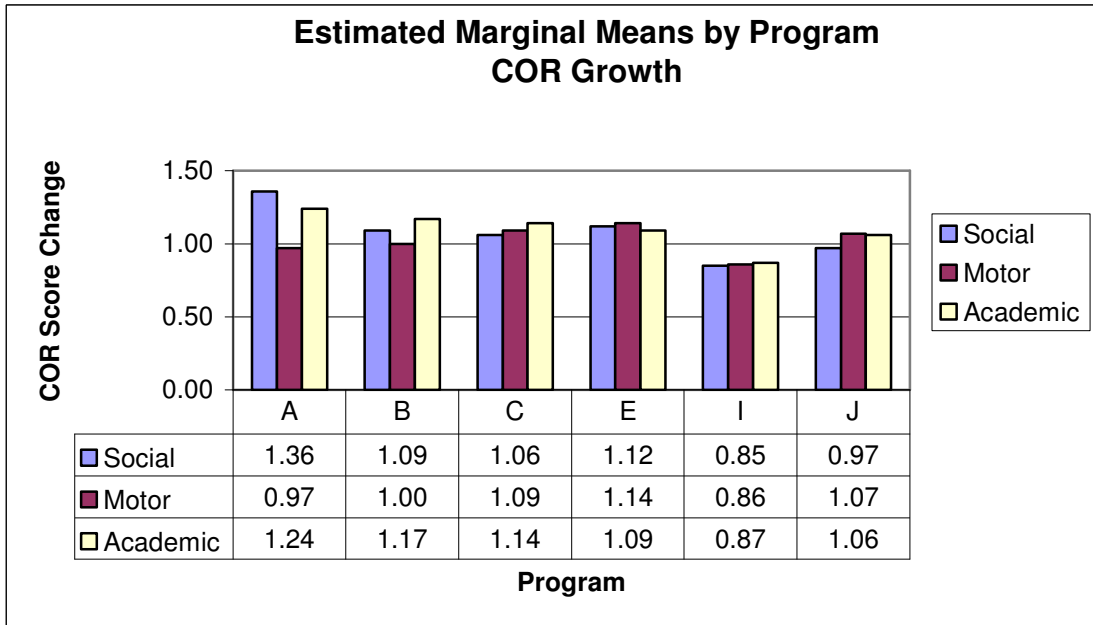


Figure 11 Marginal Means by Program COR Growth

The following tables, Table 3a through Table 3c, show the MANCOVA results of the Program main effect on COR scores.

Table 3a Program main effect COR Time 1

Table 3a							
Time 1							
Program Main Effect on COR Scores at Time 1							
Sample only includes those students with matching pre and post COR scores.							
		COR Social MANCOVA		COR Motor MANCOVA		COR Academic MANCOVA	
Program	N	Mean	Std. Error	Mean	Std. Error	Mean	Std. Error
A	493	2.59	0.16	2.74	0.16	2.18	0.14
B	154	2.60	0.07	2.52	0.07	1.86	0.06
C	112	2.52	0.07	2.51	0.07	2.09	0.06
D	167	2.64	0.08	2.77	0.08	2.39	0.07
I	52	2.90	0.18	2.84	0.18	2.48	0.16
J	40	2.76	0.04	2.71	0.04	2.33	0.03
F Value		2.4*		2.7*		11.3*	
Contrasts - comparing programs		I, J > C		E, J > B,C		B < All I, J > C	
F Value Time 1 Overall		6.0*					
Note: * significant at p<.05							

Table 3b Program main effect COR Time 2

Table 3b							
Time 2							
Program Main Effect on COR Scores at Time 2							
Sample only includes those students with matching pre and post COR scores.							
		COR Social MANCOVA		COR Motor MANCOVA		COR Academic MANCOVA	
Program	N	Mean	Std. Error	Mean	Std. Error	Mean	Std. Error
A	493	4.00	0.14	3.70	0.15	3.46	0.14
B	154	3.77	0.06	3.61	0.07	3.21	0.07
C	112	3.68	0.06	3.69	0.06	3.32	0.06
E	167	3.78	0.07	3.88	0.07	3.41	0.07
I	52	3.63	0.16	3.61	0.17	3.22	0.16
J	40	3.69	0.03	3.77	0.03	3.34	0.03
F Value		1.5		1.8		1.2	
Contrasts							
F Value Time 2 Overall		2.1					
Note: * significant at p<.05							

Table 3c Program main effect COR Change

Table 3c							
COR Growth							
Program Main Effect on COR Scores							
Sample only includes those students with matching pre and post COR scores.							
		COR Social MANCOVA		COR Motor MANCOVA		COR Academic MANCOVA	
Program	N	Mean	Std. Error	Mean	Std. Error	Mean	Std. Error
A	493	1.36	0.15	0.97	0.17	1.24	0.16
B	154	1.09	0.07	1.00	0.08	1.17	0.07
C	112	1.06	0.07	1.09	0.07	1.14	0.07
E	167	1.12	0.08	1.14	0.08	1.09	0.08
I	52	0.85	0.18	0.86	0.19	0.87	0.18
J	40	0.97	0.04	1.07	0.04	1.06	0.04
F Value		2.1		2.1		1.0	
Contrasts							
F Value COR Growth Overall		1.9					
Note: * significant at p<.05							

Section 2d Children's COR results were different based on the Parent Involvement by Program Interaction.

COR Time 1

In Table 4 below, we can see that for the fall MANCOVA, the overall, multivariate effect of this 2-way interaction was found to be significant (Wilks' Lambda= .912, $F(30,3972)=4.2$, $p<.05$) for the Time 1 COR. In addition the univariate tests for each COR subscale was also significant at Time 1. The parent involvement and program combinations had different COR results at the beginning of the year.

COR Time 2

For the spring MANCOVA also shown in Table 4, the overall, multivariate effect of this 2-way interaction was also found to be significant (Wilks' Lambda= .953, $F(30,3963)=2.2$, $p<.05$) for the Time 2 COR. In addition the univariate tests for the social and motor skills COR subscales were also significant at Time 2. The academic skills subscale was not significant. Children's COR social and motor skills at the end of the year also differed as a result of parent involvement and program.

COR Growth

For the change in COR MANCOVA, we can see in Table 4 that the multivariate effect of the 2-way interaction was also found to be significant (Wilks' Lambda= .965, $F(30,3971)=1.6$, $p<.05$) for the change in COR. In addition the univariate tests for the change in academic skills COR score were significant. However, the social and motor subscales univariate tests were not significant.

Table 4		
MANCOVA Results for The Parent Involvement by Program Interaction and COR Outcomes		
Only observations included where both pre and post COR scores were available.		
Dependent Variable	Univariate Tests F Values	MANCOVA Overall F Values
COR Time 1		F(30,3972)= 4.2*
Social	F(10,1378)= 6.5*	
Motor	F(10,1378)= 4.5*	
Academic	F(10,1378)= 3.1*	
COR Time 2		F(30,3963)= 2.2*
Social	F(10,1378)= 2.1*	
Motor	F(10,1378)= 2.8*	
Academic	F(10,1378)=1.4	
Change in COR		F(30,3971)= 1.6*
Social	F(10,1378)=1.1	
Motor	F(10,1378)=1.2	
Academic	F(10,1378)= 2.7*	
Note: * Significant at p<.05		

Two-way interactions such as these are sometimes best understood by means of graphs. The following series of graphs show the differences in COR outcomes resulting from the different parent involvement type and program combinations. The following graphs, Figures 12a through 12i, show the COR estimated marginal means for the parent involvement type by program interactions.

Please note: These graphs are the estimated marginal means that result when each student's COR scores are adjusted for the parent involvement type, the student's program, and the student's age, gender, and race/ethnicity. For the Time 2 the estimated marginal means are also adjusted for the student's Time 1 COR score. The graphs are based on students with both a fall and spring COR score.

The following is an example of what can be learned from studying the interactions: In Figure 12a, "Low Involvement" parents in program E had children who had the flattest academic skills growth from Time 1 to Time 2. The estimated marginal means difference was only 0.45 for these students. However, in Figures 12b and 12c, the parents in program E who were "Group Involved" or "Classroom Involved" had children with very similar growth rates in academic skills compared to parents of the other programs. In essence, above or below average COR growth is sometimes a result of a program, and sometimes a result of parent involvement, but it may also be the result from some unique combination of a specific program and specific parent involvement type.

Figure 12a COR Academic Skills for Low Involvement Parents

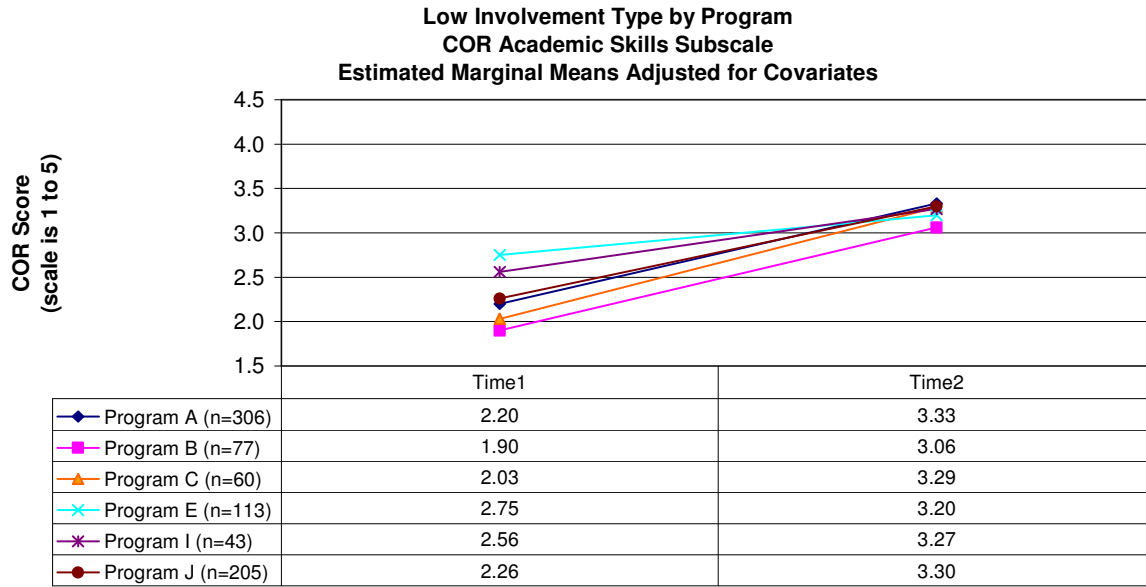


Figure 12b COR Academic Skills for Group Involvement Parents

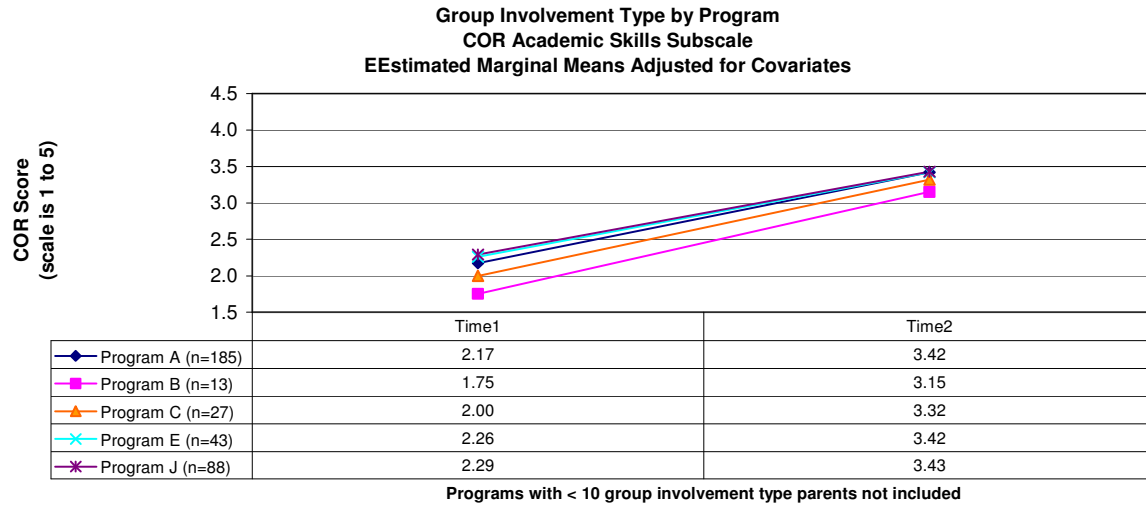


Figure 12c COR Academic Skills for Classroom Involvement Parents

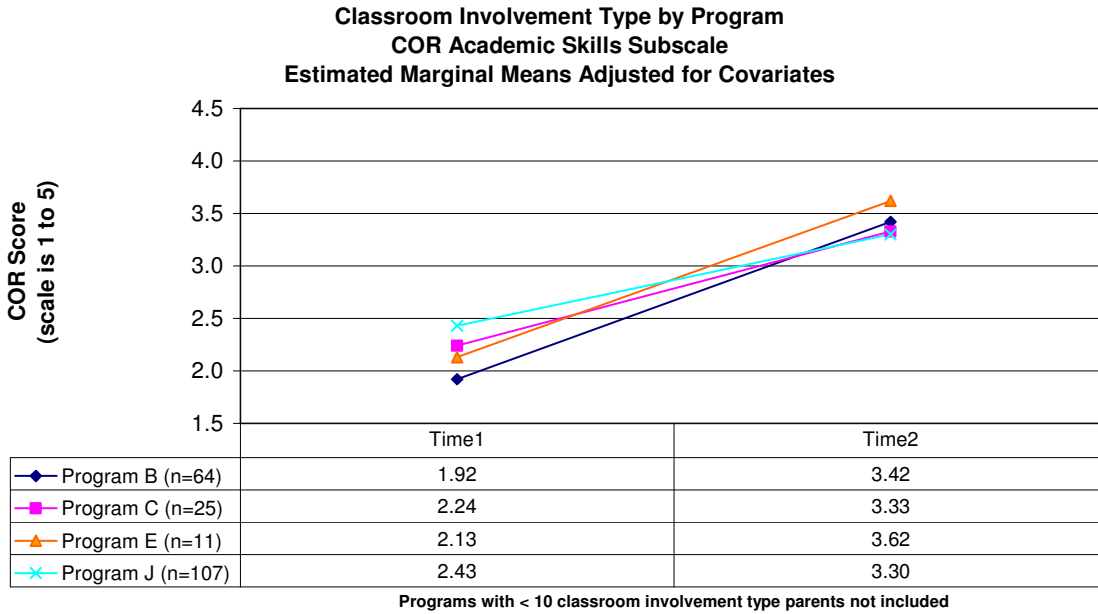


Figure 12d COR Motor Skills for Low Involvement Parents

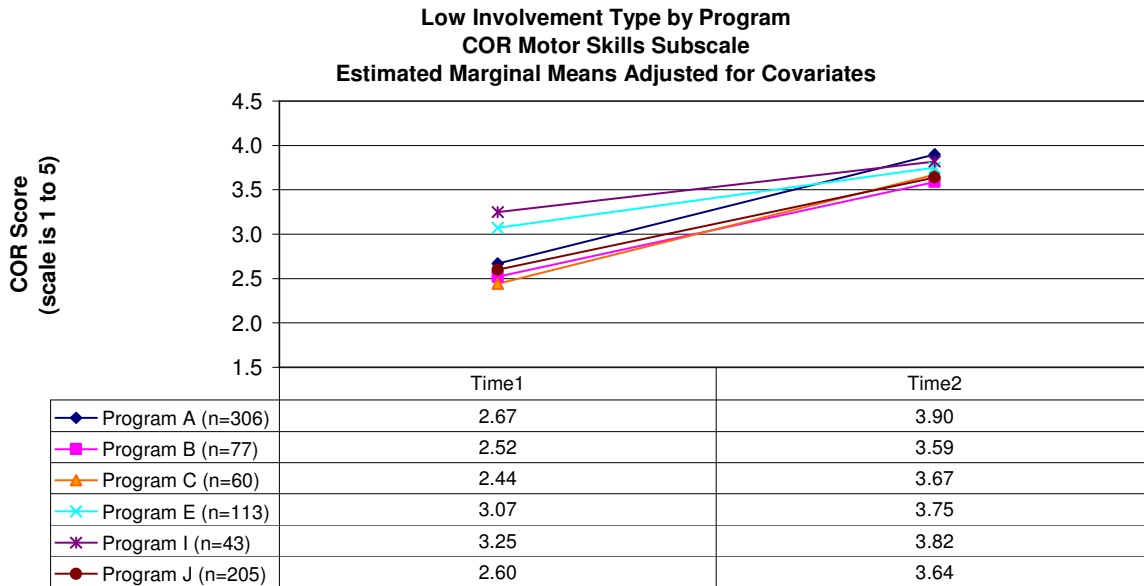


Figure 12e COR Motor Skills for Group Involvement Parents

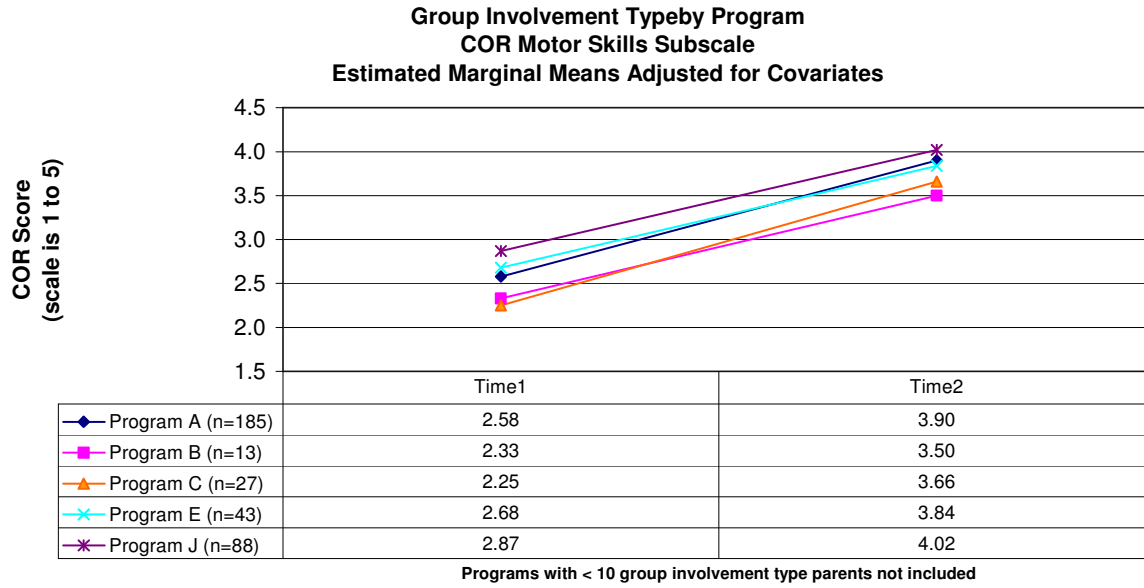


Figure 12f COR Motor Skills for Classroom Involvement Parents

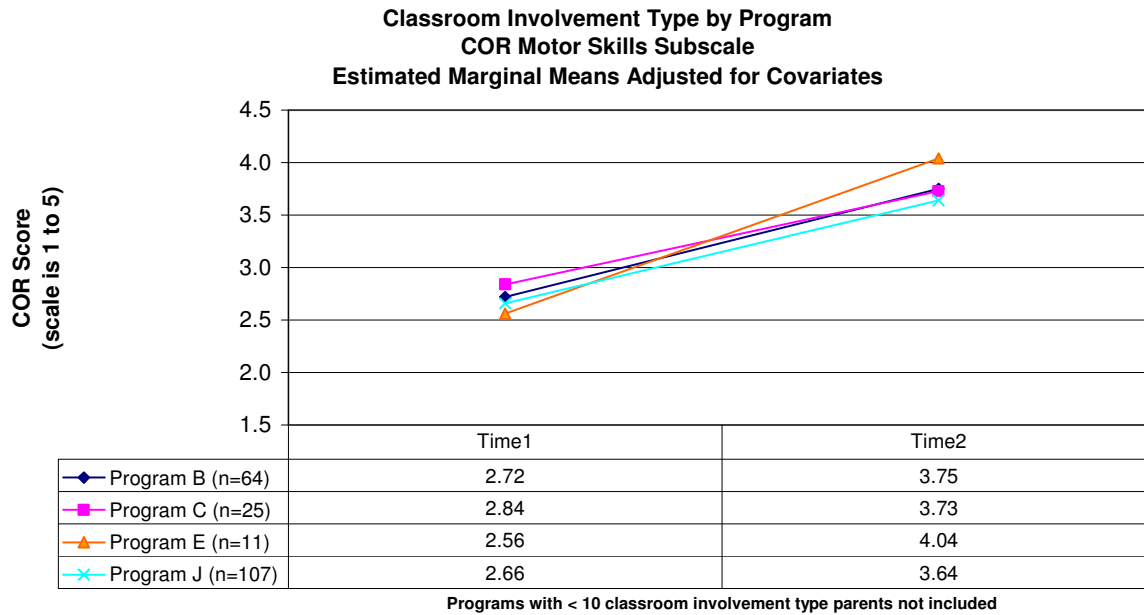


Figure 12g COR Social Skills for Low Involvement Parents

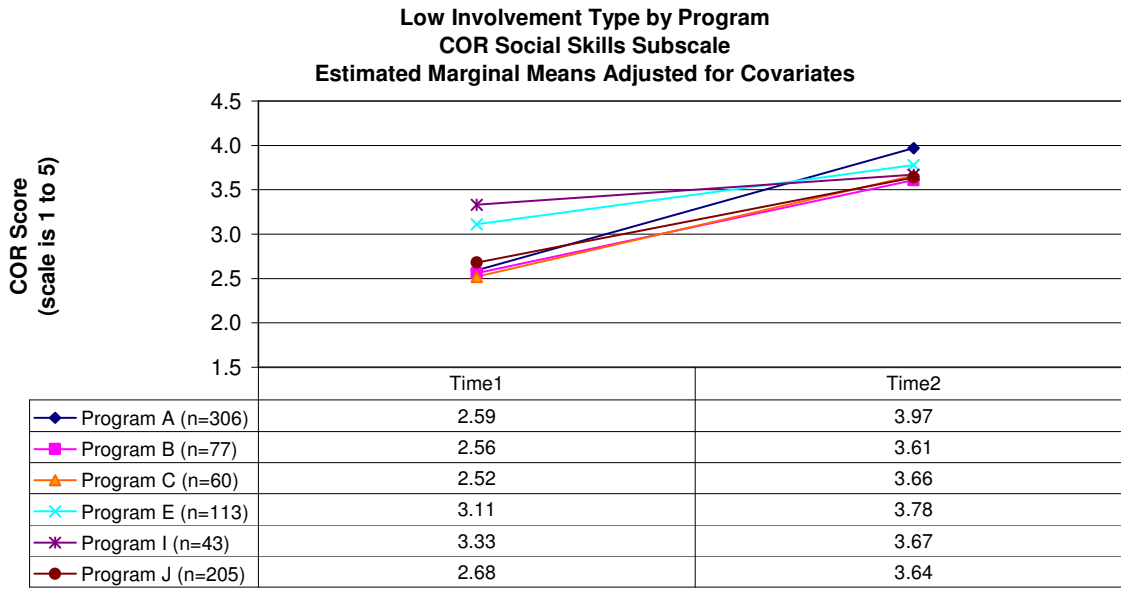


Figure 12h COR Social Skills for Group Involvement Parents

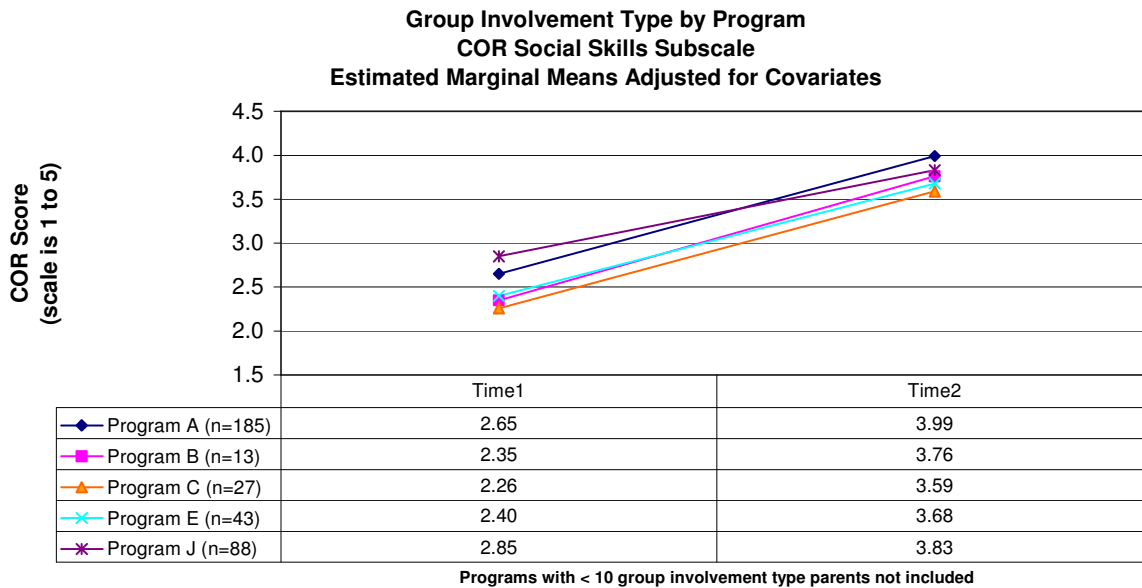
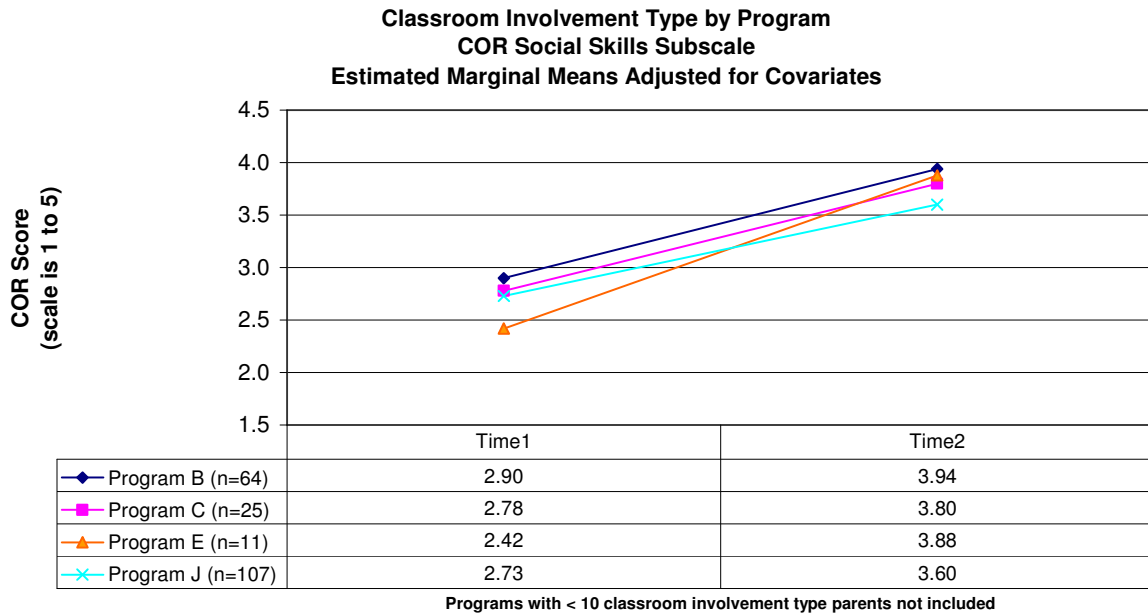


Figure 12i COR Social Skills for Classroom Involvement Parents



T-CRS Outcomes

The following Table 5 shows T-CRS MANCOVA results by Parent Involvement Type.

Table 5 T-CRS Results by parent involvement type

Table 5								
T-CRS MANCOVA Results by Parent Involvement Types								
This T-CRS analysis includes only those students with matching pre and post T-CRS scores and are a subset of the students used in the COR analysis.								
Parent Involvement Type								
	Low (L)		Group (G)		Classroom (C)			
Measure	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	F*	Contrast
N	730		346		201			
T-CRS Time 1 MANCOVA							1.2	
Assertiveness	28.1	0.3	28.8	0.6	26.0	1.4	1.7	
Peer Social	29.4	0.3	29.5	0.6	28.9	1.3	0.1	
Behavior Control	27.3	0.3	28.1	0.7	27.7	1.5	0.6	
Task Orientation	26.9	0.3	27.9	0.6	26.7	1.4	1.3	
T-CRS Time 2 MANCOVA							1.3	
Assertiveness	31.6	0.2	31.4	0.5	31.9	1.1	0.1	
Peer Social	32.3	0.2	32.5	0.5	31.6	1.1	0.3	
Behavior Control	29.3	0.3	30.4	0.5	30.5	1.2	2.2	
Task Orientation	30.2	0.3	31.1	0.5	30.9	1.2	1.5	
T-CRS Growth MANCOVA							1.1	
Assertiveness	3.4	0.3	2.9	0.5	4.7	1.2	0.9	
Peer Social	2.7	0.3	3.0	0.5	2.3	1.2	0.2	
Behavior Control	1.7	0.3	2.4	0.6	2.9	1.3	1.1	
Task Orientation	2.8	0.3	3.3	0.6	3.6	1.3	0.5	
Note: * means no effects significant at p<.05. General Rule: If the multivariate F is not significant, then the univariate F values are not significant.								

The following graphs, Figures 13 through 15, show the T-CRS estimated marginal means by program.

Figures 13 through 15 below graphically show the variation in T-CRS scores by program, after the other main effects and covariates have been controlled for. Program A had noticeably lower T-CRS scores in Time1, but Program A caught up to the other programs at Time2. Program A showed the most growth.

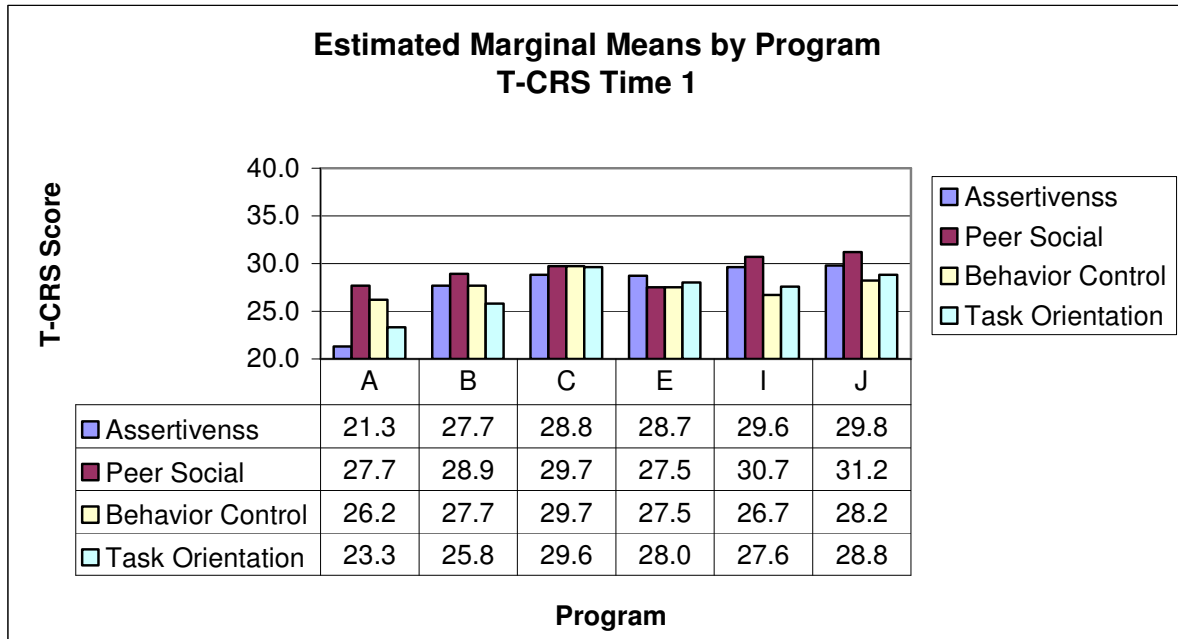


Figure 13 T-CRS Time1 by Program

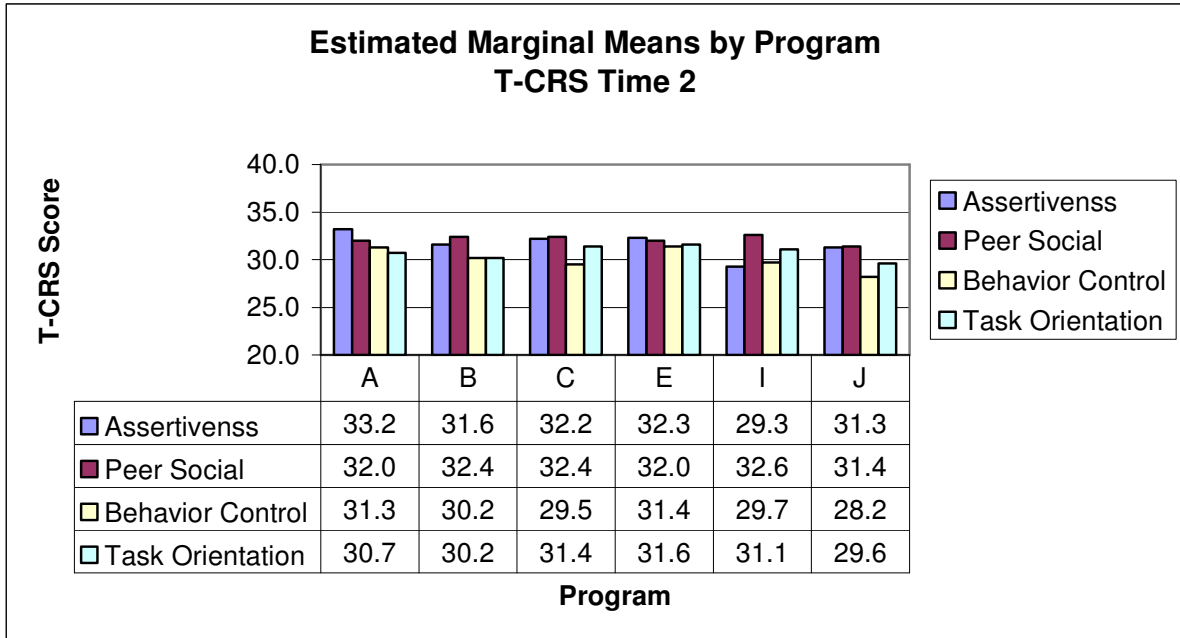


Figure 14 T-CRS Time2 by Program

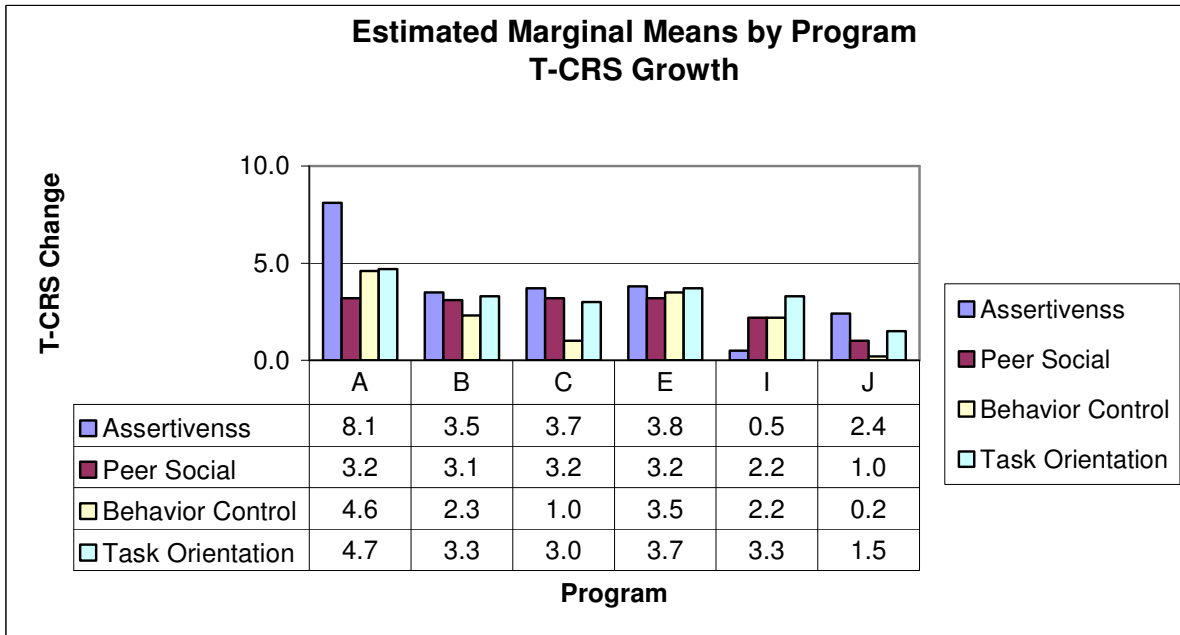


Figure 15 T-CRS Change by Program

3d. Parent Involvement Type by Program Interactions and T-CRS Outcomes

T-CRS Time 1

For the fall MANCOVA, as seen in Table 7 below, the overall, multivariate effect of this 2-way interaction was found to be significant (Wilks' Lambda= .941, $F(40, 4746)=1.9$, $p<.05$) for the Time 1 T-CRS. In addition the univariate tests for each T-CRS subscale were also significant at Time 1. The parent involvement type by program interactions differed in their T-CRS results at the beginning of the year.

T-CRS Time 2

Also in Table 7, for the spring MANCOVA, the overall, multivariate effect of this 2-way interaction was also found to be significant (Wilks' Lambda= .944, $F(40, 4730)=1.8$, $p<.05$) for the Time 2 T-CRS. In addition all of the univariate tests except for the behavior control subscale were also significant at Time 2. The parent involvement type by program interactions differed in their T-CRS results at the end of the year.

T-CRS Growth

For the change in T-CRS MANCOVA, the overall, multivariate effect of the 2-way interaction was not found to be significant (Wilks' Lambda= .960, $F(40, 4746)=1.3$, $p>.05$). The parent involvement types by program interactions were similar in their T-CRS results when comparing their changes from beginning to end of year.

Table 7		
MANCOVA Results for The Parent Involvement Type by Program Interaction and T-CRS Outcomes		
Only observations included where both pre and post T-CRS scores were available.		
Dependent Variable	Univariate Tests F Values	MANCOVA Overall F Values
T-CRS Time 1		F(40,4746)= 1.9*
Assertiveness	F(10,1277)= 2.6*	
Peer Social	F(10, 1277)= 3.0*	
Behavior Control	F(10, 1277)= 2.7*	
Task Orientation	F(10, 1277)= 3.7*	
T-CRS Time 2		F(40,4730)= 1.8*
Assertiveness	F(10,1277)= 2.6*	
Peer Social	F(10, 1277)= 2.2*	
Behavior Control	F(10, 1277)=1.7	
Task Orientation	F(10, 1277)= 2.6*	
Change in T-CRS		F(40,4746)=1.3
Assertiveness	F(10, 1277)=1.4	
Peer Social	F(10, 1277)=1.3	
Behavior Control	F(10, 1277)=1.1	
Task Orientation	F(10, 1277)=1.7	
Note: * Significant at p<.05		

Two-way interactions such as these are sometimes best understood by means of graphs. The following series of graphs show the differences in T-CRS outcomes resulting from the different parent involvement type and program combinations. The following graphs, Figures 16a through 16l, show the T-CRS estimated marginal means for the parent involvement type by program interactions.

Please note: These graphs are the estimated marginal means that result when each student's T-CRS scores are adjusted for the parent involvement type, the student's program, and the student's age, gender, and race/ethnicity. For the Time 2 the estimated marginal means are also adjusted for the student's Time 1 T-CRS score. The graphs are based on students with both a fall and spring T-CRS score.

The following is an example of what can be learned from studying the interactions: In Figures 16a and 16b we can see that parents of the "Low Involved" and "Group Involved" types in program B had children who had the lowest task orientation skills in Time 1 and Time 2 when compared to the other programs. But when we look at the "Classroom Involved" parents in Figure 16c, we see that this particular parent involvement type had children with Time 1 scores well above other

programs. At time 2, the “Classroom Involved” parents had children with task orientation skills equal to the other programs. In essence, above or below average T-CRS growth is sometimes a result of a program, and sometimes a result of parent involvement, but it may also be the result from some unique combination of a specific program and specific parent involvement type.

Figure 16a Task Orientation Skills for Low Involvement Parents

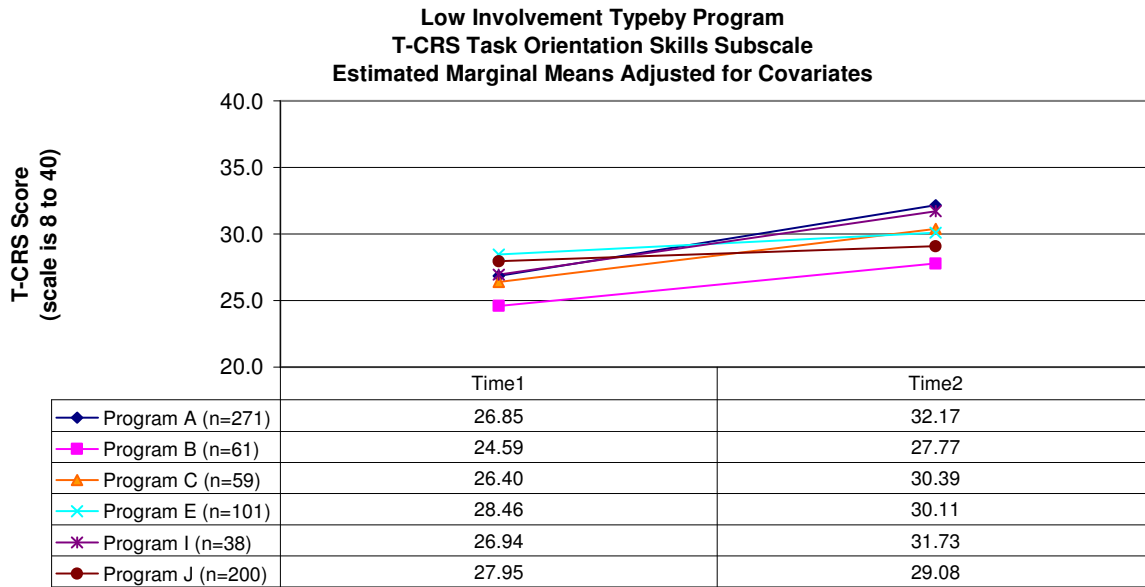
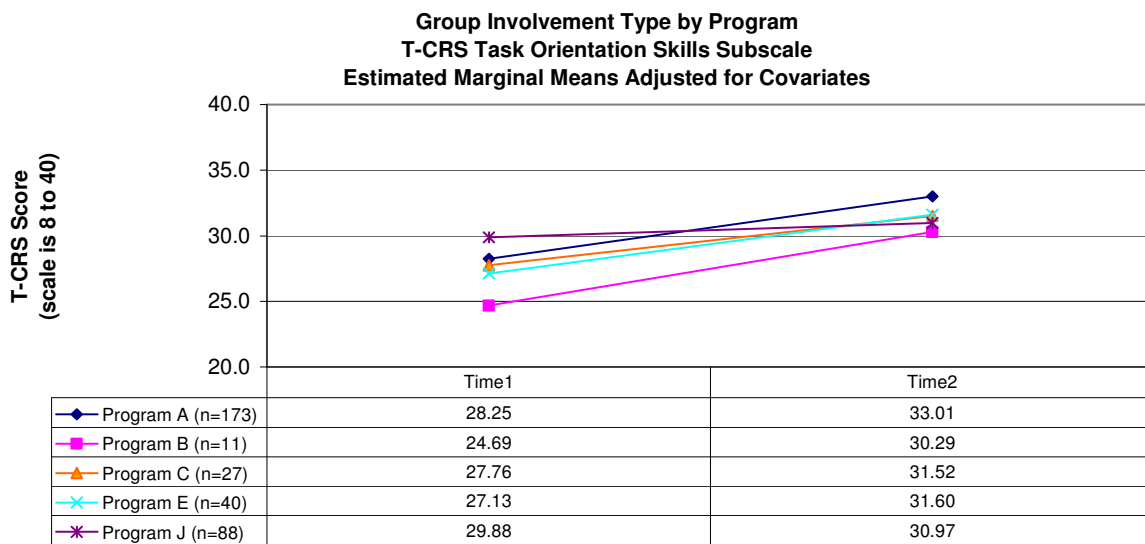


Figure 16b Task Orientation Skills for Group Involvement Parents



Programs with < 10 group involvement type parents not included

Figure 16c Task Orientation Skills for Classroom Involvement Parents

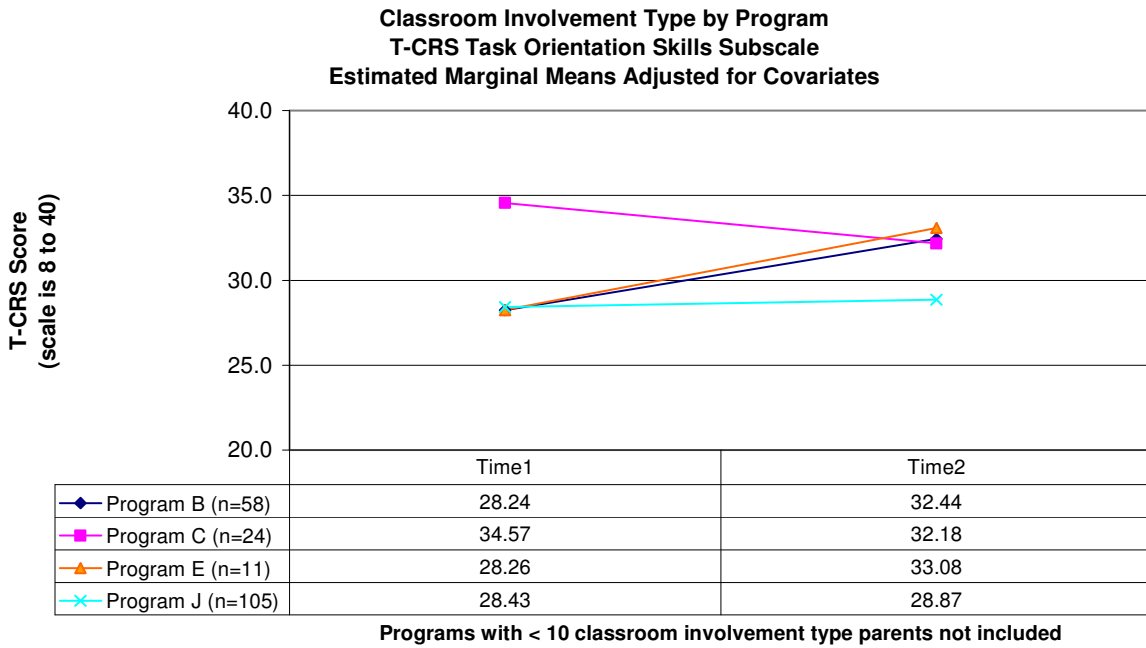


Figure 16d Assertiveness Skills for Low Involvement Parents

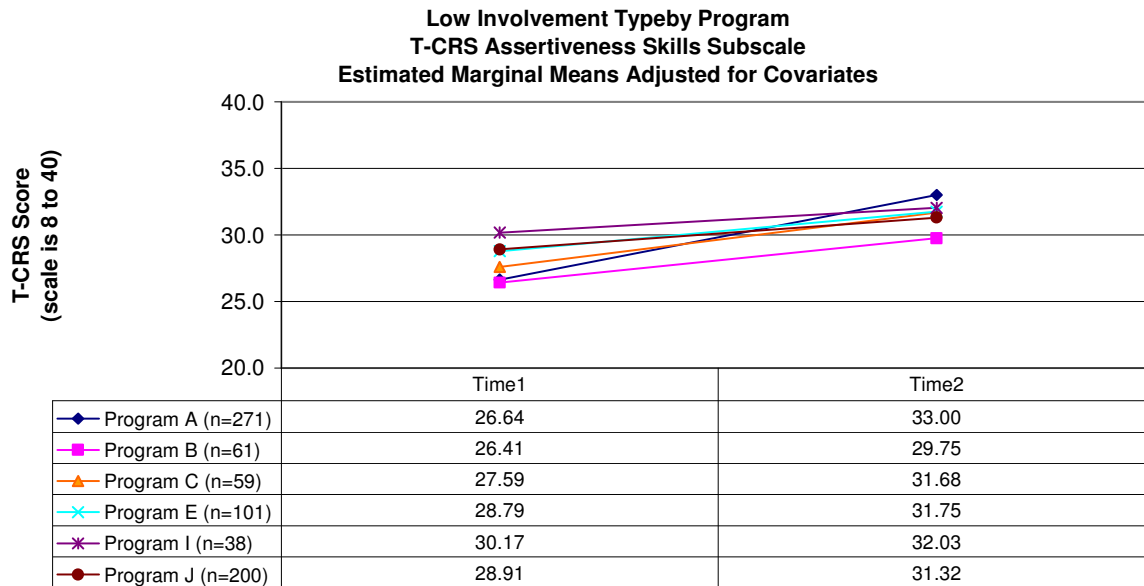


Figure 16e Assertiveness Skills for Group Involvement Parents

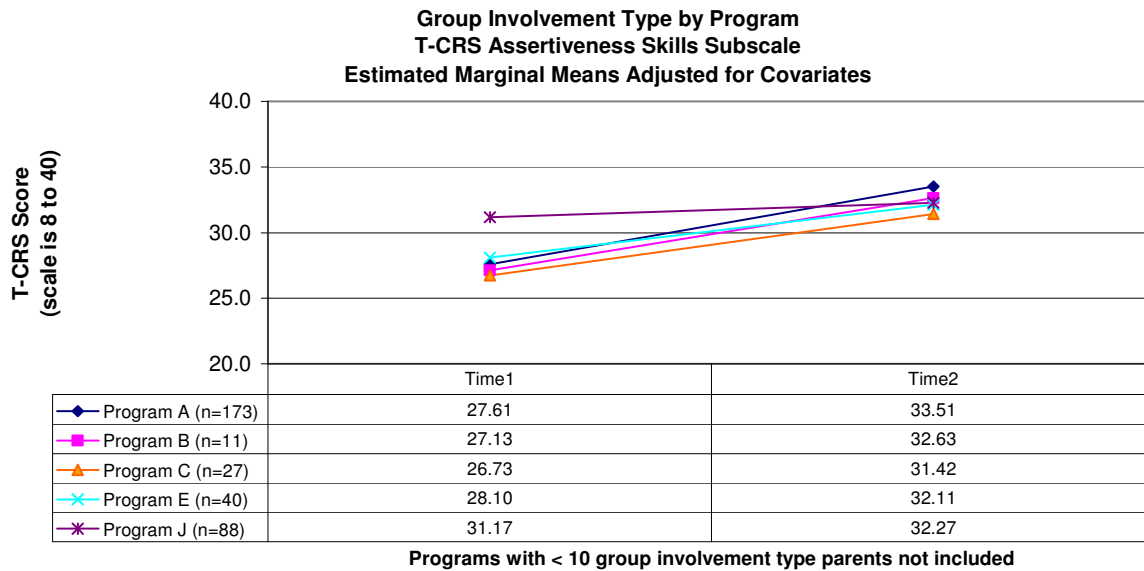


Figure 16f Assertiveness Skills for Classroom Involvement Parents

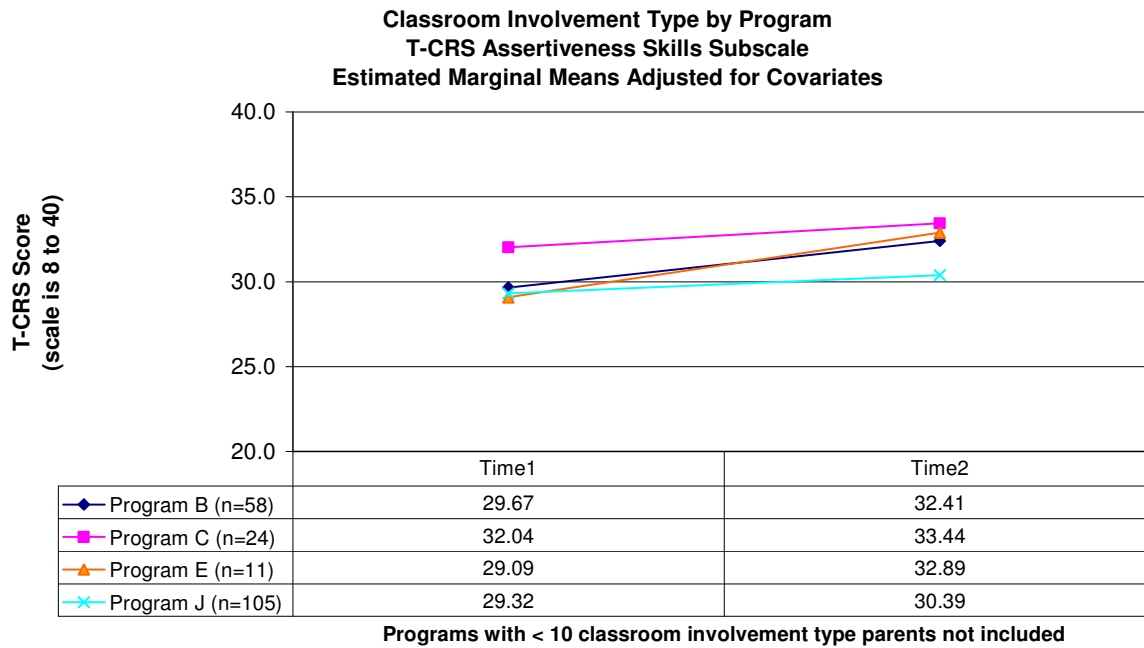


Figure 16g Peer Social Skills for Low Involvement Parents

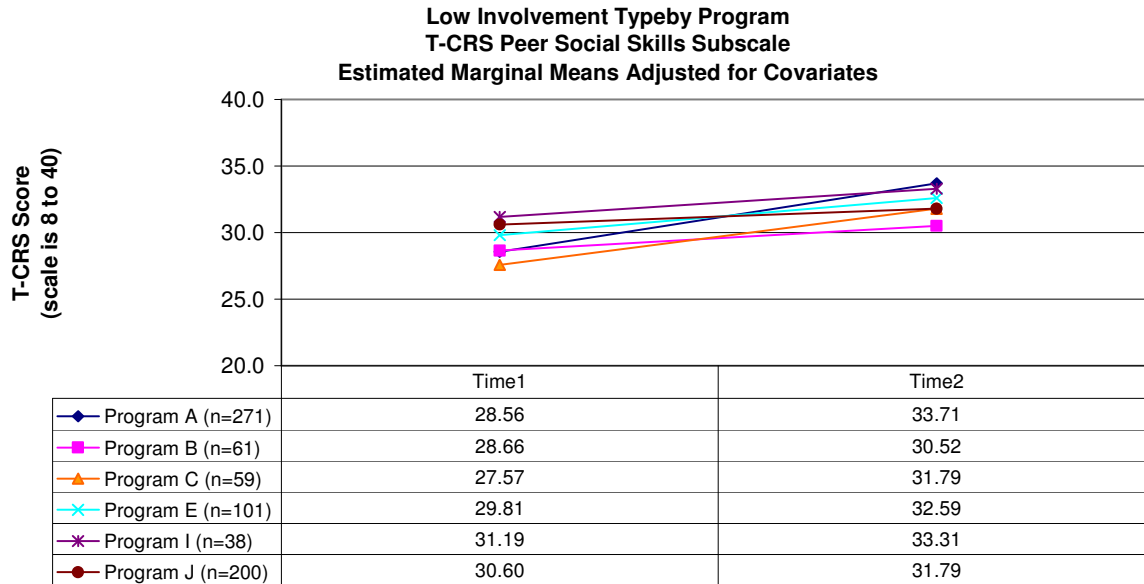


Figure 16h Peer Social Skills for Group Involvement Parents

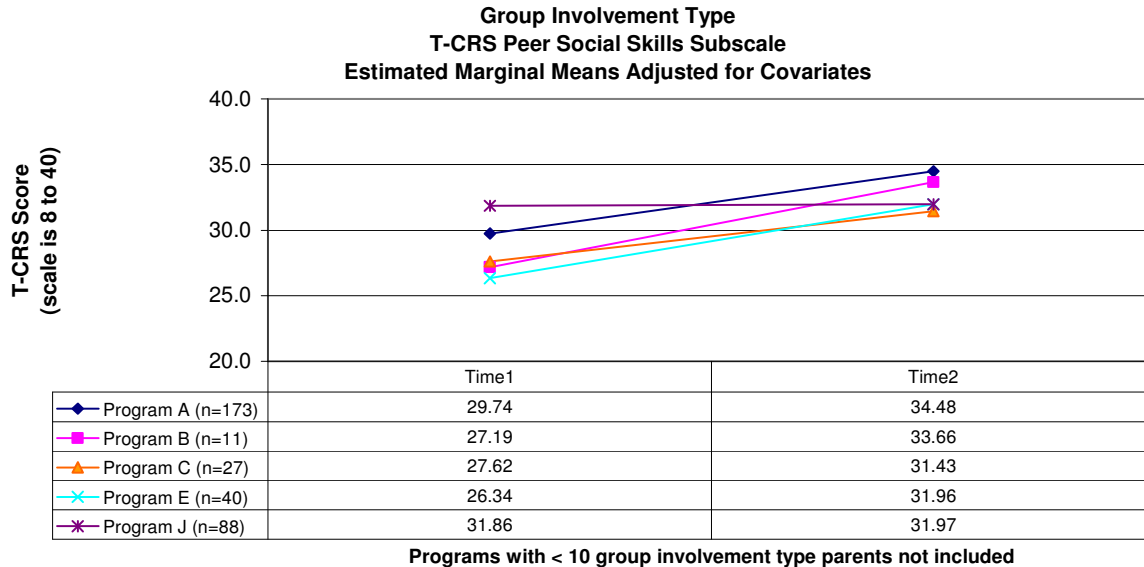


Figure 16i Peer Social Skills for Classroom Involvement Parents

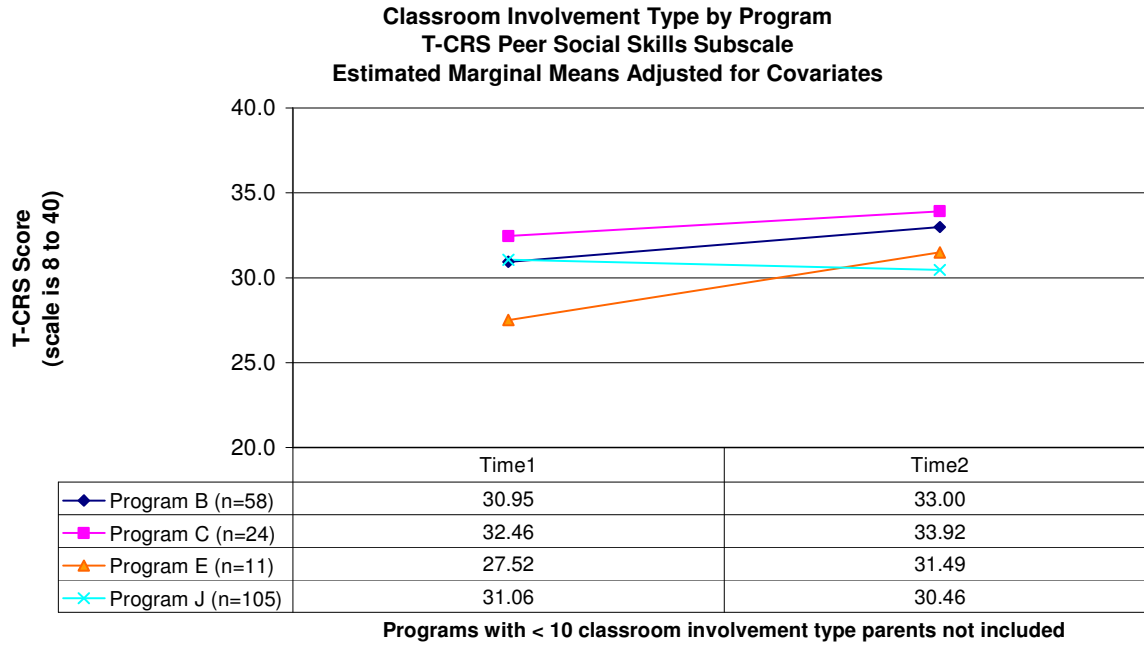


Figure 16j Behavior Control Skills for Low Involvement Parents

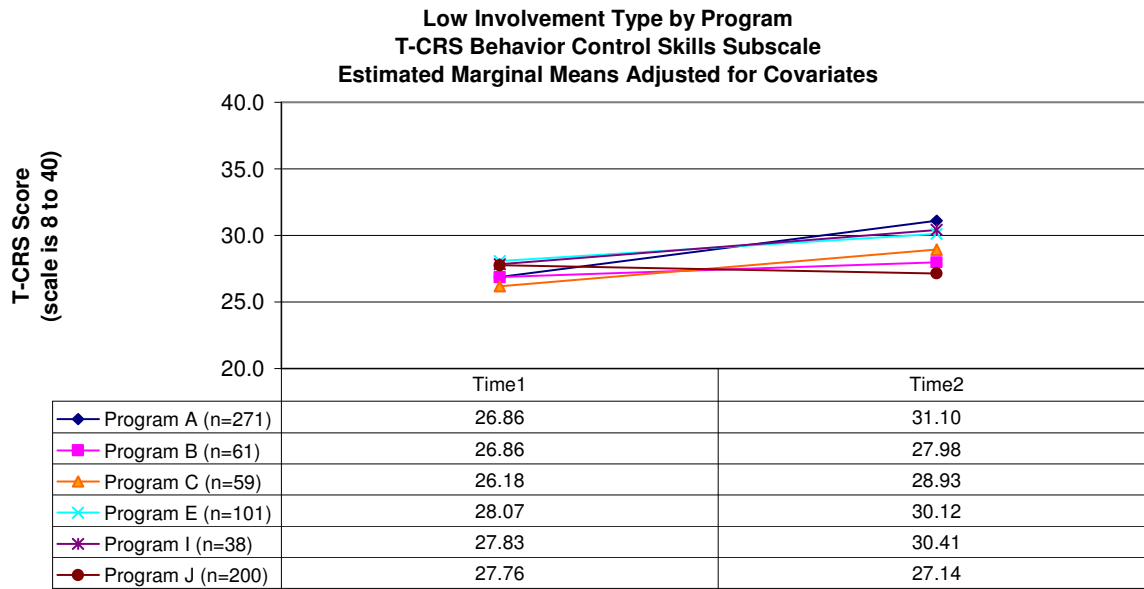


Figure 16k Behavior Control Skills for Group Involvement Parents

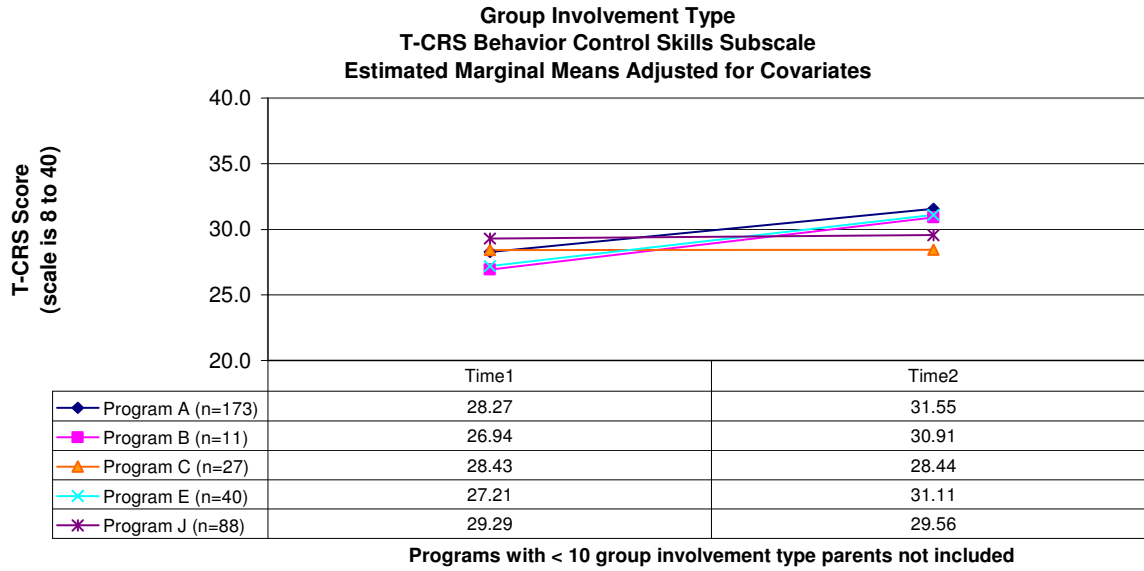
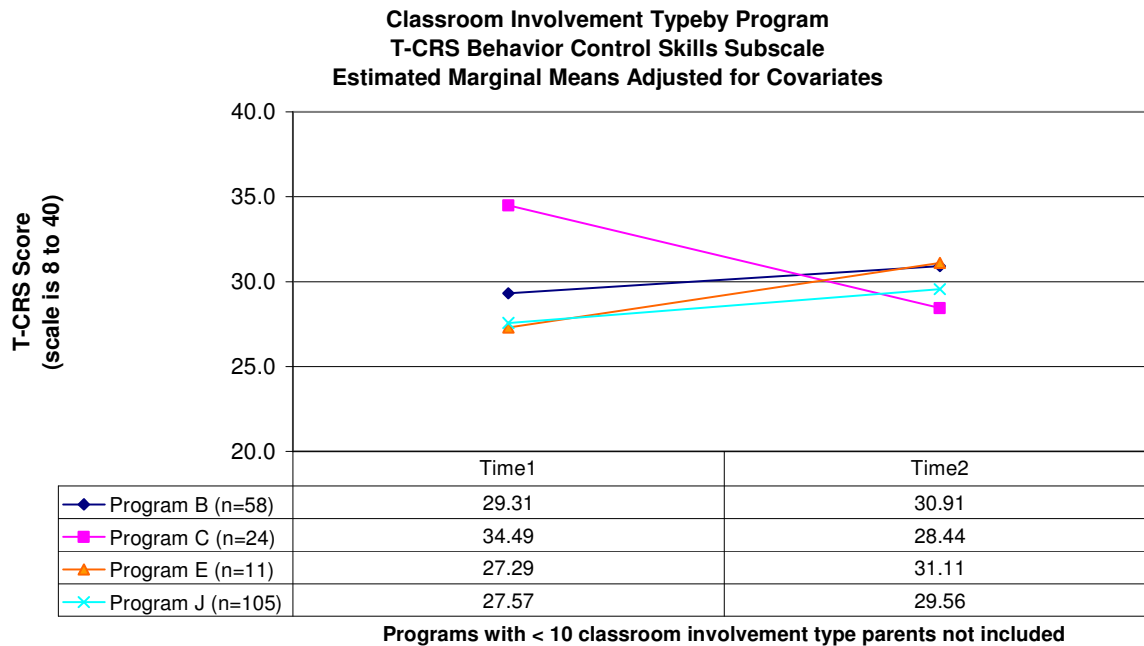


Figure 16l Behavior Control Skills for Classroom Involvement Parents



Appendix H – Reliability Statistics for RECAP Measures

Four Years of Reliability Statistics for RECAP Measures

What does Cronbach's alpha mean?

Cronbach's alpha is a test of a measure's internal consistency. It is sometimes called a "scale reliability coefficient." For any assessment process it is important to know whether the same set of questions measures a similar construct. Measures are declared to be reliable only when they provide reliable responses.

Cronbach's alpha assesses the internal reliability of a measure's answers. By measuring and reporting Cronbach alpha values, we have what is considered a numerical coefficient of reliability. Table 1 displays a three year history of Cronbach's alpha values for RECAP measures.

Table 1

Four Year History Reliability of RECAP Measures Cronbach's Alpha Values								
	2001-02		2002-03		2003-04		2004-05	
Measure or Subscale	Alpha	N	Alpha	N	Alpha	N	Alpha	N
ECERS-R	0.94	112	0.92	128	0.94	137	0.92	128
COR academic	0.91	1,926	0.90	1,934	0.92	2,060	0.89	2,063
COR Motor	0.88	1,926	0.87	1,964	0.87	2,090	0.85	2,125
COR Social	0.93	1,949	0.92	2,108	0.93	2,108	0.91	2,138
T-CRS Task Orientation	0.92	1,962	0.92	2,141	0.92	2,262	0.91	2,243
T-CRS Behavior Control	0.93	1,945	0.93	2,128	0.93	2,242	0.93	2,234
T-CRS Peer Social Skills	0.94	1,939	0.94	2,127	0.94	2,234	0.94	2,225
T-CRS Assertive Social Skills	0.90	1,943	0.89	2,118	0.90	2,234	0.91	2,231

ECERS-R Inter-rater Reliability for the Last Five Years

What is the Inter-rater reliability of ECERS-R?

As part of an on-going effort to assure the accuracy of the measures used, many classrooms are observed by two observers so that we can calculate the level of agreement or inter-rater reliability between different observers.

Table 1 shows the inter-rater reliability of ECERS-R total score and subscales using a simple correlation (r) and the median Inter-rater reliability for exact matches uses $a/a+d$; where a =agreement and d =disagreement. These following findings in Table 1 show that the administration of the ECERS-R by RECAP conforms to national standards and is of high quality, because the developers of the ECERS-R reported similar inter-rater reliability (0.92).

Five Year History of the Inter-rater Reliabilities for ECERS-R

Table 1

Five Year History of Inter-rater Reliability of ECERS-R Total Score and Subscales*					
School Year	2000-01	2001-02	2002-03	2003-04	2004-05
Total ECERS Score Inter-rater Reliability (r)	0.90	0.97	0.95	0.96	0.98
Sample N	24	31	24	27	20
Median Inter-rater Reliability for Exact Matches	0.81	0.87	0.87	0.86	0.88
Median Inter-rater Reliability for Differences of One Point Matches	0.94	0.94	0.93	0.93	0.95
Space	0.61	0.95	0.87	0.78	0.95
Routine	0.79	0.91	0.79	0.92	0.95
Language	0.96	0.95	0.86	0.90	0.98
Activities	0.94	0.97	0.89	0.95	0.98
Interaction	0.93	0.97	0.96	0.92	0.97
Program Structure	0.78	0.88	0.80	0.97	0.84
Parent and Staff Development	0.86	0.95	0.88	0.90	0.89
Note: * Signifies that all inter-rater reliability statistics in this table are significant at p<.001					

Appendix I - ECERS-R Score Changes Over 1-Year Intervals.

Table 3 ECERS-R differences from 2003-04 to 2004-05

ECERS-R Differences Between 2003-04 and 2004-05							
Including t-Tests for Year-to-Year Differences							
Area	2003-2004			2004-2005			Differences between cohorts
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	Difference
Space and Furnishings	137	6.0	0.8	128	5.6	0.9	-0.4*
Personal Care Routines	137	5.7	1.3	128	5.4	1.3	-0.3
Language and Reasoning	137	6.0	1.1	128	5.9	1.1	-0.1
Activities	137	5.6	1.1	128	5.4	1.1	-0.2
Interaction	137	6.3	1.1	128	6.3	1.0	0.0
Program Structure	137	6.1	1.2	128	5.8	1.3	-0.3
Parents and Staff	137	6.4	0.8	128	6.4	0.7	0.0
Total	137	6.0	0.9	128	5.8	0.8	-0.2

Note: * t-Test significant at Pr (t) <=.05

Table 4 ECERS-R differences from 2002-03 to 2003-04

ECERS-R Differences Between 2002-03 and 2003-04							
Including t-Tests for Year-to-Year Differences							
Area	2002-2003			2003-2004			Differences between cohorts
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	Difference
Space and Furnishings	130	6.1	0.8	137	6.0	0.8	-0.1
Personal Care Routines	130	6.1	1.0	137	5.7	1.3	-0.4*
Language and Reasoning	130	6.3	1.1	137	6.0	1.1	-0.3
Activities	130	5.8	1.0	137	5.6	1.1	-0.2
Interaction	130	6.4	1.0	137	6.3	1.1	-0.1
Program Structure	130	6.3	1.1	137	6.1	1.2	-0.2
Parents and Staff	130	6.5	0.6	137	6.4	0.8	-0.1
Total	130	6.2	0.7	137	6.0	0.9	-0.2

Note: * t-Test significant at Pr (t) <=.05

Appendix J – ECERS-R Scores Related to RECAP Teaching Experience

Tables 5 through 7 below show the results of comparing ECERS-R scores for teachers with different number of years experience in RECAP classrooms. In Table 5 we can see that teachers with 3 or more years of experience have higher ECERS-R scores by 0.5 in total compared to the teachers that had fewer than 3 years. There were significant differences in all areas except in “program structure.”

Table 5 Comparing teachers with less than 3 years and those with 3 years or more years of experience

2004-05 ECERS-R Scores Reported by Teacher Years of RECAP Classroom Experience							
Comparing teachers with less than 3 years and those with 3 years or more years							
Includes t-Tests for Differences Between Groups							
Area	Teachers with less than 3 Years Experience			Teachers with 3 Years or more Experience			Differences between Teacher Groups
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	Difference in Means
Space and Furnishings	75	5.5	0.9	53	5.8	0.9	+0.3*
Personal Care Routines	75	5.2	1.3	53	5.7	1.1	+0.6*
Language and Reasoning	75	5.6	1.0	53	6.3	1.0	+0.8*
Activities	75	5.0	1.0	53	5.8	1.0	+0.7*
Interaction	75	6.2	1.1	53	6.6	0.7	+0.4*
Program Structure	75	5.7	1.3	53	6.0	1.3	0.3
Parents and Staff	75	6.3	0.7	53	6.6	0.7	+0.3*
Total	75	5.6	0.7	53	6.1	0.8	+0.5*

Note: * t-Test significant at Pr (t) <=.05

In Table 6 below we can see that teachers with more than 5 years of experience have higher ECERS-R scores by 0.6 in total compared to the teachers that had 5 years or less. These differences were also significant in all areas except in “program structure.”

Table 6 Comparing teachers with 5 or less years and those with more than 5 years of experience

2004-05 ECERS-R Scores Reported by Teacher Years of RECAP Classroom Experience							
Comparing teachers with 5 or less years and those with more than 5 years of experience							
Includes t-Tests for Differences Between Groups							
Area	Teachers with 5 years or less Experience			Teachers with more than 5 years Experience			Differences between Teacher Groups
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	Difference in Means
Space and Furnishings	101	5.6	0.9	27	6.0	0.9	+0.4*
Personal Care Routines	101	5.2	1.3	27	6.1	1.0	+0.9*
Language and Reasoning	101	5.7	1.1	27	6.7	0.5	+1.0*
Activities	101	5.2	1.0	27	6.1	1.0	+0.9*
Interaction	101	6.2	1.1	27	6.7	0.6	+0.5*
Program Structure	101	5.8	1.3	27	6.0	1.4	0.3
Parents and Staff	101	6.3	0.8	27	6.8	0.4	+0.5*
Total	101	5.7	0.8	27	6.3	0.6	+0.6*

Note: * t-Test significant at Pr (t) <=.05

In Table 7 below we can see that teachers with more than 5 years of experience have higher ECERS-R scores by 0.5 in total compared to the teachers that had 3, 4, or 5 years. It is interesting that even among the RECAP experienced teachers with 3 or more years, there were still differences found.

Table 7 Comparing teachers with 3, 4, or 5 years and those with more than 5 years of experience

2004-05 ECERS-R Scores Reported by Teacher Years of RECAP Classroom Experience							
Comparing teachers with 3, 4, or 5 years and those with more than 5 years of experience							
Includes t-Tests for Differences Between Groups							
	Teachers with 3, 4, or 5 years experience			Teachers with more than 5 years experience			Differences between experience groups
Area	n	Mean	Standard Deviation	n	Mean	Standard Deviation	Difference in Means
Space and Furnishings	26	5.7	1.0	27	6.0	0.9	0.2
Personal Care Routines	26	5.4	1.2	27	6.1	1.0	+0.7*
Language and Reasoning	26	6.0	1.2	27	6.7	0.5	+0.7*
Activities	26	5.5	1.1	27	6.1	1.0	+0.6*
Interaction	26	6.4	0.9	27	6.7	0.6	0.3
Program Structure	26	6.0	1.3	27	6.0	1.4	0.1
Parents and Staff	26	6.3	0.9	27	6.8	0.4	+0.4*
Total	26	5.9	0.8	27	6.3	0.6	+0.4*
Note: * t-Test significant at Pr (t) <=.05							

Appendix K - Factor Analysis on the Parent Questionnaire Results

Because this is the first time we are reporting results from this questionnaire, a Principle Component factor analysis was performed on the fall 2004 responses to determine the underlying factors, if any, for each section of the parent questionnaire.

Child Learning Topics Section

Results:

Three factors were derived for the **Child Learning Topics Section**. Using a mineigen criteria Principle Component Analysis (PCA) procedure selected 4 factors, but 3 factors seemed to make more intuitive sense. The 3 factors for the **Child Learning Topics Section** can be seen in Table 1 below. The factors related to the child's learning were labeled as: (1) **Independence & discipline**, (2) **Academic or cognitive**; and (3) **Social skills**.

Table 1			
Results of a Factor Analysis on the Child Learning Topics Section of the Questionnaire			
N=1,222			
Note: Only factor loadings that are $\geq .40$ are highlighted.			
Principle Component Analysis (PCA) was the factor analysis extraction method used.			
The rotation method was Varimax.			
Child Learning Topics	Factor 1	Factor 2	Factor 3
A12 Learn self-help skills.	0.64848	0.23024	-0.03551
A4 Fight less.	0.64227	-0.08310	0.23790
A10 Learn to talk more.	0.60199	0.20953	-0.06023
A6 Learn to obey more.	0.55844	0.19925	0.12620
A1 Learn to be away from me.	0.42762	-0.07918	0.30681
A8 Learn how to be successful in school.	-0.02281	0.72582	0.17104
A9 Learn to think for self.	0.00077	0.70729	0.12344
A14 Increase attention span.	0.36493	0.54032	0.01019
A13 Develop imagination and creativity.	0.32068	0.46365	0.07690
A7 Learn to like school.	0.24063	0.38474	0.28581
A2 Learn to share and take turns.	-0.02298	0.19923	0.75201
A5 Learn to get along with other children.	0.12243	0.05322	0.67261
A3 Learn to work with a teacher.	0.07970	0.15396	0.66953
A11 Learn to follow directions.	0.26859	0.30886	0.33111

Table 2				
Child Learning Topics - The Variance Explained by each Factor				
	Factor 1	Factor 2	Factor 3	Total
% Variance Explained	15%	14%	13%	42%

Parent Learning Style Topics Section

Three factors were selected for the **Parent Learning Style Topics Section**. The Principle Component Analysis (PCA) procedure identified 3 factors. Table 3 below, displays these three factors. Regarding parents learning style; the 3 factors could be labeled as: (1) learning by **using Media**, learning from (2) **Interactions with others**, and learning by (3) **Working with others**.

Table 3			
Results of a Factor Analysis on the Parent Learning Style Topics Section			
N=1,228			
Note: Only factor loadings that are $\geq .40$ are highlighted.			
Principle Component Analysis (PCA) was the factor analysis extraction method used.			
The rotation method was Varimax.			
Parent Learning Topics	Factor 1	Factor 2	Factor 3
B11 Watching TV, slides, or videotapes.	0.79156	0.06757	0.16417
B12 Listening to tapes or CDs.	0.77836	0.02365	0.19537
B10 Reading books, magazine articles.	0.69369	0.26610	-0.03070
B14 Going on the internet to different web sites.	0.56321	0.09501	0.24728
B5 Listening to experts.	0.36511	0.34709	0.31638
B1 Talking with someone who understands.	0.01232	0.64863	-0.00220
B3 Talking with my child's teacher.	0.09230	0.60552	0.19078
B6 Observing my child with other children.	0.14325	0.53543	-0.13416
B8 Watching how a teacher works with children.	0.11167	0.52185	0.25714
B2 Talking with other parents.	0.01079	0.46278	0.45335
B9 Someone gives me new ideas or suggestions.	0.30910	0.43830	0.14201
B13 Being in a group with other parents.	0.27738	0.20071	0.63187
B7 Someone telling me what to do.	0.07491	-0.15707	0.62613
B15 Working with children in the classrooms.	0.20602	0.18633	0.51064
B4 Someone who tells me that I am on right track.	0.13635	0.39268	0.40081

Table 4				
Parent Learning Style Topics - The Variance Explained by each Factor				
	Factor 1	Factor 2	Factor 3	Total
% Variance Explained	16%	15%	12%	43%

Parent Needs Topics Section

Three factors were identified for the **Parent Needs Topics Section**. The Principle Component Analysis (PCA) identified 3 factors for this section of questions. Table 5 below displays the factor analysis results for this section. Labeling these factors, however, was difficult.

Table 5			
Results of a Factor Analysis on the Parent Needs Topics Section			
N=1,174			
Note: Only factor loadings that are $\geq .40$ are highlighted in blue			
Principle Component Analysis (PCA) was the factor analysis extraction method used.			
The rotation method was Varimax.			
Parent Needs Topics	Factor 1	Factor 2	Factor 3
C12 How to listen and talk with my child.	0.67391	0.25737	0.15198
C9 Discipline at home, in public and special needs.	0.63207	0.18364	0.14385
C17 Making rules that work for children	0.63138	0.30502	0.01067
C8 How not to lose my temper, and deal with others.	0.58652	0.20588	0.20502
C25 Helping brothers and sisters get along.	0.54442	0.11359	0.31435
C18 How to speak up for my children, family, self.	0.54332	0.22408	0.32888
C26 What is stress and how can I reduce it.	0.54228	0.14190	0.26473
C10 Making and reaching goals for myself & child.	0.51204	0.39625	0.10842
C19 How to answer my child's questions regarding sex.	0.45241	0.18108	0.31643
C4 How to identify and use resources.	0.11005	0.68440	0.11805
C13 Learn more about schools and school programs.	0.16803	0.66652	0.08761
C6 Storytelling and reading - creative family ideas.	0.23639	0.60005	0.10685
C2 Getting new ideas to use at home.	0.21418	0.57346	0.08916
C3 What is normal development for children.	0.17733	0.55453	0.13181
C7 How to make our neighborhoods safe.	0.23132	0.53041	0.20323
C15 How to help my child grow up healthy.	0.45705	0.50717	0.07290
C1 Preparing children and families for kindergarten.	0.13744	0.50712	0.10771
C14 Problem solving: how to reach solutions.	0.40971	0.46444	0.27545
C23 Alcoholism, substance abuse, smoking, etc.	0.07950	0.04201	0.68864
C22 Grand parenting: how to make the most of it.	0.20070	0.13556	0.67342
C21 How to show my children affection.	0.24148	0.12495	0.65627
C24 How to deal with changes a new baby brings.	0.12988	0.09458	0.65352
C20 Job readiness and/or job development skills.	0.17381	0.31305	0.51336
C16 Children and Divorce.	0.12030	0.06738	0.48889
C11 How to listen and talk with other adults.	0.35169	0.28788	0.43849
C5 Safety in the home, such as childproofing.	0.19821	0.39143	0.40864

Table 6				
Parent Needs Topics - The Variance Explained by each Factor				
	Factor 1	Factor 2	Factor 3	Total
% Variance Explained	15%	15%	13%	43%