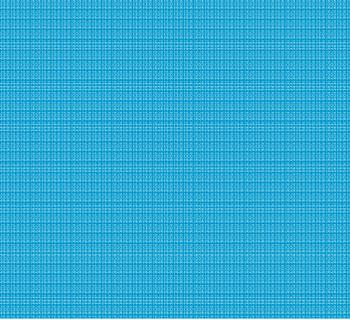
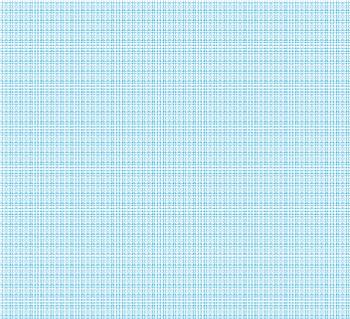
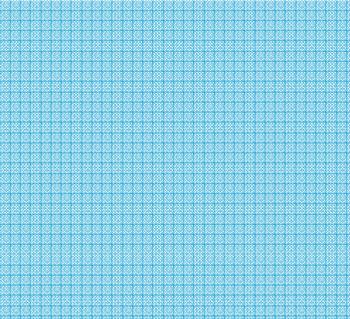
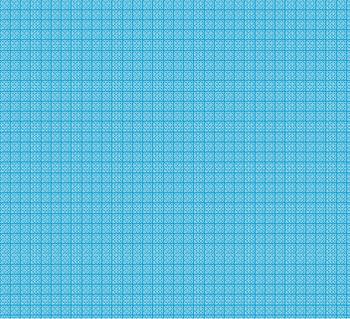




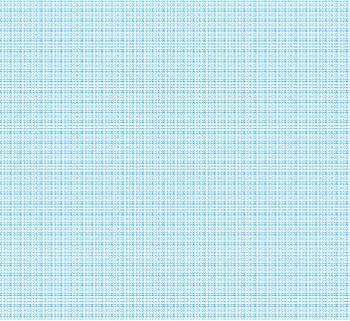
**EXECUTIVE SUMMARY:  
1996 REEP KINDERGARTEN FOLLOW-UP STUDY**



GUILLERMO MONTES, PH.D.  
JENNIFER FRITTON, B.A.  
DECEMBER, 1997

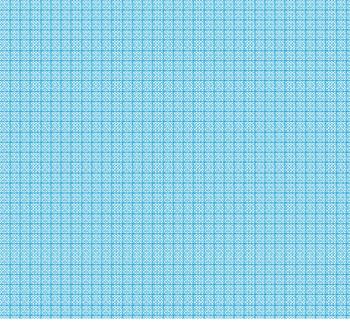


**children's institute**  
*Strengthening social and emotional health*

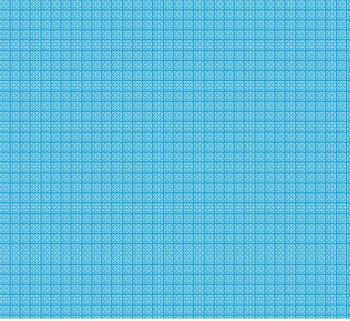


# EXECUTIVE SUMMARY

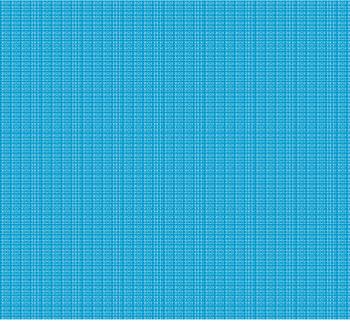
## Kindergarten Follow-Up



A comparison of REEP children with children who did not attend preschool at entrance in kindergarten revealed that REEP children are more likely to take initiative and have better social and reading skills. In all other measured domains there were no significant differences. Parents of both groups were also remarkably similar in their desire to stay home to raise their children, their knowledge of child development, knowledge of RCSD policies regarding parental involvement, in their confidence, satisfaction and investment as parents, in identifying themselves as the ones who are responsible for educating their children, and in identifying better labor conditions and increased neighborhood safety as the most helpful social policies to raise their children. It appears that parents who choose to participate in REEP are more likely to have unrealistic expectations of children and expect their children to parent them more often.



## RESULTS

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- REEP graduates had a significant advantage in taking the initiative, and in social and reading skills.
  - REEP graduates were comparable with children who had had no preschool in problem solving skills, acting out behaviors, learning problems, task orientation and frustration tolerance.
  - Parents of both sets of children:
    - Desire to stay home to raise their children
    - Are knowledgeable of RCSD's policies regarding parent involvement in the classroom
    - Identify economic and safety public policies as most helpful to educate and raise their children
    - Identify themselves as having the responsibility for their children's education and not the school or the government
    - Are aware of how important are parental attitudes toward schooling in their children's education

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Note: Reference T97-508.1

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