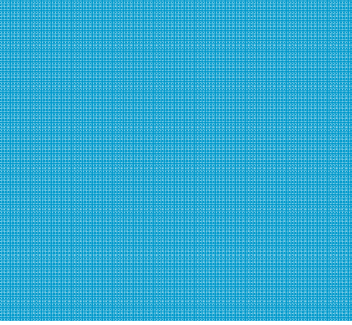


**EXECUTIVE SUMMARY:
ROCHESTER EARLY CHILDHOOD ASSESSMENT
PARTNERSHIP 1998 - 1999**



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SEPTEMBER, 1999



children's institute
Strengthening social and emotional health



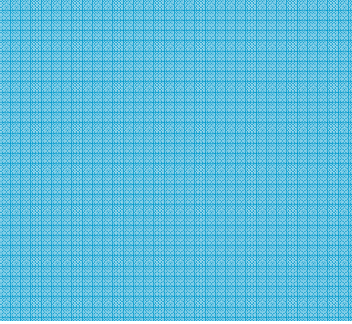
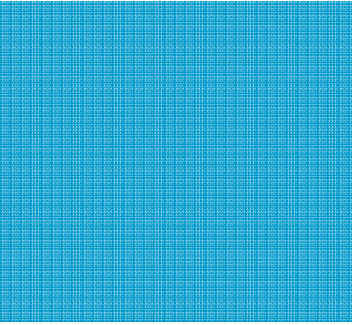
EXECUTIVE SUMMARY

This report constitutes a summary of data on over 2000 children in 133 classrooms throughout Rochester who participated in the Rochester Early Childhood Assessment Partnership (RECAP) for the 1998-1999 academic year. Child specific information included growth and development and socio-emotional adjustment. Classroom observations regarding adult/child interaction, and classroom environment were also conducted and assessed. Finally, over 1000 parents provided information regarding satisfaction with program/agency, concerns and support. The following highlights represent key findings.



Children's Acquisition of Skills

Skill Acquisition as measured by the Classroom Observation Record (COR)

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- Changes over time were substantial and significant.
 - Girls and boys have the same developmental trend (growth over time).
 - Girls had greater gains than boys during the preschool experience.
 - 86% of children grew above the developmental trend, 8% grew below the trend, and 6% had an absolute loss.
 - Older children and children with lower levels of skills grew the most.
 - Children who were initially in the bottom 25% were 201% more likely to gain than children who were in the middle 50%.
 - Children who were initially in the top 25% were 55% less likely to gain than children who were initially in the middle 50%.
 - Ethnicity had no influence on the probability of gaining or the size of the gains.



Socio-emotional Competencies and Problems

- Changes were significant, yet small.
- As children grew, aggressive and shy/withdrawn problems did not decrease.
- Initial skill level was found to correlate positively with building socio-emotional competency or reducing problem behaviors in all areas except acting-out/aggressive behaviors.
- Ethnicity had no influence on the size of gains or improvements.
- Girls had greater gains than boys during the preschool experience.



Classrooms as measured by the Early Childhood Environment Rating Scale (ECERS)

- 77% of the observed classrooms met or exceeded quality standards.
- 23% of the classrooms were below standards.
- Teacher-child interaction in the classroom was rated the highest.
- Space and furnishings was rated the lowest.
- There is substantial variability regarding the quality of the classroom environments within agencies.



Parents

Social Support

- Overall, parents reported having relatively high levels of support.
- Parents received most of their support first from families, second from friends and neighbors, third from daycare/preschool staff, and finally from other sources (e.g. church, work, etc.).



Concerns

- There were no significant differences across area.
- There were significant differences in concerns by agency.



Satisfaction with Programs

- 80% of the parents rated the preschool programs as deserving an A or A-.
- 15% of the parents rated the preschool programs as deserving a B or B-.
- Parents were most satisfied with teachers and the learning environment.
- Parents were least satisfied with the administration and the classes' ability to meet parental needs.
- Satisfaction varied by agency.



Note: Reference T99-527

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