Appendix A:
Data Collection Tools

1. Parent Data Capture Form
2. Child Data Capture Form
3. Time 1 Parent Survey
4. Time 2 Parent Survey
The purpose of this data capture form is to gather some basic information about the services that your First 5 LA-funded School Readiness (SR) Program provides to parents of children birth to age five. This information, as well as the identification of a Study Liaison, will help the American Institutes for Research (AIR) to initiate the SR Initiative Outcomes Study. Please complete the information requested in Step 1 and Step 2 below.

Please fax or email this completed form to: Attn: Ali Campot Fax: 650-858-0958 Email: acampot@air.org

Thank you for your prompt attention to this request ~ we would appreciate your response no later than Wednesday, December 20th.

If you have any questions, please contact Heather Quick at 650-843-8130 or hquick@air.org.

**STEP 1: Designate a Study Liaison.** Please enter contact information for a point of contact at your program who will serve as a Study Liaison. This individual may be a teacher, aide, parent volunteer, or other program representative who parents feel comfortable with and who can communicate with both parents and the research team to help coordinate study recruitment and data collection activities. A modest honorarium (of $200 for the winter data collection and $300 for spring data collection) will be provided to the liaison or to the program as a whole if your agency prefers.

<table>
<thead>
<tr>
<th>Liaison Name:</th>
<th>Liaison Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liaison Title:</td>
<td>Best time(s) to contact:</td>
</tr>
<tr>
<td>Liaison Phone:</td>
<td>How would you like the honorarium to be provided? ☐ Check payable to liaison ☐ Check payable to agency name:</td>
</tr>
</tbody>
</table>

**STEP 2: Report on Parent Services.** Please tell us about your program’s parent services that are funded at least in part by First 5 LA by completing the chart below. Please provide information for all current activities in which parents or guardians are participating. If any cells are not applicable, please enter: N/A. If there are no parent activities performed at your program please enter: NO PARENT ACTIVITIES under Activity name below and return by fax or email.

<table>
<thead>
<tr>
<th>Activity name/brief description (e.g., Mommy &amp; Me class, School Readiness class for parents)</th>
<th>Activity type (Check the type(s) that best describes this activity)</th>
<th>Total number of participants (About how many parents/guardians currently participate in this activity?)</th>
<th>Total number of participants in January (About how many parents/guardians do you expect to be participating in this activity in January?)</th>
<th>Duration (Over what period of time does a parent or guardian participate? Indicate “one time” or number of weeks or months)</th>
<th>Number of hours (Estimate the average number of hours an individual parent or guardian attends this activity in total)</th>
<th>Are parents of children 0-3 targeted for this activity? (Indicate if parents of children 0-3 are targeted, included but not targeted, or not included in this activity)</th>
<th>Comments (Is there anything about this activity that might make surveying parent participants difficult?)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMPLE:</strong> 1. Parent workshop series. Parents attend weekly sessions on school readiness skills &amp; talking with teachers</td>
<td>☐ Class/workshop ☐ Support group ☐ Home visit ☐ Parent-child activity ☐ Other: ________</td>
<td>30 parents or guardians</td>
<td>35 parents or guardians</td>
<td>☐ one time ☐ three weeks ☐ 3 months</td>
<td>24 hours total for the duration of the activity</td>
<td>☐ Targeted ☐ Included but not targeted ☐ Not included ☐ Other: ________</td>
<td>Parents in this class only speak Vietnamese</td>
</tr>
<tr>
<td>Activity name/brief description (e.g., Mommy &amp; Me class, School Readiness class for parents)</td>
<td>Activity type</td>
<td>Total number of participants</td>
<td>Total number of participants in January</td>
<td>Duration (Over what period of time does a parent or guardian participate? Indicate “one time” or number of weeks or months)</td>
<td>Number of hours (Estimate the average number of hours an individual parent or guardian attends this activity in total)</td>
<td>Are parents of children 0-3 targeted for this activity? (Indicate if parents of children 0-3 are targeted, included but not targeted, or not included in this activity)</td>
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</tr>
<tr>
<td>1.</td>
<td>☐ Class/workshop ☐ Support group ☐ Home visit ☐ Parent-child activity ☐ Other:</td>
<td>_____ parents or guardians</td>
<td>_____ parents or guardians</td>
<td>☐ one time ☐ weeks ☐ months</td>
<td>_____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are: ☐ Targeted ☐ Included but not targeted ☐ Not included ☐ Other:</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>☐ Class/workshop ☐ Support group ☐ Home visit ☐ Parent-child activity ☐ Other:</td>
<td>_____ parents or guardians</td>
<td>_____ parents or guardians</td>
<td>☐ one time ☐ weeks ☐ months</td>
<td>_____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are: ☐ Targeted ☐ Included but not targeted ☐ Not included ☐ Other:</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>☐ Class/workshop ☐ Support group ☐ Home visit ☐ Parent-child activity ☐ Other:</td>
<td>_____ parents or guardians</td>
<td>_____ parents or guardians</td>
<td>☐ one time ☐ weeks ☐ months</td>
<td>_____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are: ☐ Targeted ☐ Included but not targeted ☐ Not included ☐ Other:</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>☐ Class/workshop ☐ Support group ☐ Home visit ☐ Parent-child activity ☐ Other:</td>
<td>_____ parents or guardians</td>
<td>_____ parents or guardians</td>
<td>☐ one time ☐ weeks ☐ months</td>
<td>_____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are: ☐ Targeted ☐ Included but not targeted ☐ Not included ☐ Other:</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>☐ Class/workshop ☐ Support group ☐ Home visit ☐ Parent-child activity ☐ Other:</td>
<td>_____ parents or guardians</td>
<td>_____ parents or guardians</td>
<td>☐ one time ☐ weeks ☐ months</td>
<td>_____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are: ☐ Targeted ☐ Included but not targeted ☐ Not included ☐ Other:</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>☐ Class/workshop ☐ Support group ☐ Home visit ☐ Parent-child activity ☐ Other:</td>
<td>_____ parents or guardians</td>
<td>_____ parents or guardians</td>
<td>☐ one time ☐ weeks ☐ months</td>
<td>_____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are: ☐ Targeted ☐ Included but not targeted ☐ Not included ☐ Other:</td>
<td></td>
</tr>
<tr>
<td>Activity name/brief description (e.g., Mommy &amp; Me class, School Readiness class for parents)</td>
<td>Activity type</td>
<td>Total number of participants</td>
<td>Total number of participants in January</td>
<td>Duration</td>
<td>Number of hours</td>
<td>Are parents of children 0-3 targeted for this activity?</td>
<td>Comments</td>
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</tr>
<tr>
<td>7.</td>
<td>Class/workshop</td>
<td>____ parents or guardians</td>
<td>____ parents or guardians</td>
<td>____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are:</td>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Class/workshop</td>
<td>____ parents or guardians</td>
<td>____ parents or guardians</td>
<td>____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are:</td>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Class/workshop</td>
<td>____ parents or guardians</td>
<td>____ parents or guardians</td>
<td>____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are:</td>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Class/workshop</td>
<td>____ parents or guardians</td>
<td>____ parents or guardians</td>
<td>____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are:</td>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Class/workshop</td>
<td>____ parents or guardians</td>
<td>____ parents or guardians</td>
<td>____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are:</td>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Class/workshop</td>
<td>____ parents or guardians</td>
<td>____ parents or guardians</td>
<td>____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are:</td>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>Activity name/brief description (e.g., Mommy &amp; Me class, School Readiness class for parents)</td>
<td>Activity type Check the type(s) that best describes this activity</td>
<td>Total number of participants (About how many parents/guardians currently participate in this activity?)</td>
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</tr>
<tr>
<td>13.</td>
<td>☐ Class/workshop ☐ Support group ☐ Home visit ☐ Parent-child activity ☐ Other: ____</td>
<td>____ parents or guardians</td>
<td>____ parents or guardians</td>
<td>☐ one time ☐ weeks ☐ months</td>
<td>____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are: ☐ Targeted ☐ Included but not targeted ☐ Not included ☐ Other: ____</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>☐ Class/workshop ☐ Support group ☐ Home visit ☐ Parent-child activity ☐ Other: ____</td>
<td>____ parents or guardians</td>
<td>____ parents or guardians</td>
<td>☐ one time ☐ weeks ☐ months</td>
<td>____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are: ☐ Targeted ☐ Included but not targeted ☐ Not included ☐ Other: ____</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>☐ Class/workshop ☐ Support group ☐ Home visit ☐ Parent-child activity ☐ Other: ____</td>
<td>____ parents or guardians</td>
<td>____ parents or guardians</td>
<td>☐ one time ☐ weeks ☐ months</td>
<td>____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are: ☐ Targeted ☐ Included but not targeted ☐ Not included ☐ Other: ____</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>☐ Class/workshop ☐ Support group ☐ Home visit ☐ Parent-child activity ☐ Other: ____</td>
<td>____ parents or guardians</td>
<td>____ parents or guardians</td>
<td>☐ one time ☐ weeks ☐ months</td>
<td>____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are: ☐ Targeted ☐ Included but not targeted ☐ Not included ☐ Other: ____</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>☐ Class/workshop ☐ Support group ☐ Home visit ☐ Parent-child activity ☐ Other: ____</td>
<td>____ parents or guardians</td>
<td>____ parents or guardians</td>
<td>☐ one time ☐ weeks ☐ months</td>
<td>____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are: ☐ Targeted ☐ Included but not targeted ☐ Not included ☐ Other: ____</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>☐ Class/workshop ☐ Support group ☐ Home visit ☐ Parent-child activity ☐ Other: ____</td>
<td>____ parents or guardians</td>
<td>____ parents or guardians</td>
<td>☐ one time ☐ weeks ☐ months</td>
<td>____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are: ☐ Targeted ☐ Included but not targeted ☐ Not included ☐ Other: ____</td>
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</tr>
<tr>
<td>Activity name/brief description (e.g., Mommy &amp; Me class, School Readiness class for parents)</td>
<td>Activity type</td>
<td>Total number of participants (About how many parents/guardians currently participate in this activity?)</td>
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</tr>
<tr>
<td>19.</td>
<td>☐ Class/workshop ☐ Support group ☐ Home visit ☐ Parent-child activity ☐ Other: _____</td>
<td>_____ parents or guardians</td>
<td>_____ parents or guardians</td>
<td>☐ one time ☐ weeks ☐ months</td>
<td>_____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are: ☐ Targeted ☐ Included but not targeted ☐ Not included ☐ Other: _____</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>☐ Class/workshop ☐ Support group ☐ Home visit ☐ Parent-child activity ☐ Other: _____</td>
<td>_____ parents or guardians</td>
<td>_____ parents or guardians</td>
<td>☐ one time ☐ weeks ☐ months</td>
<td>_____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are: ☐ Targeted ☐ Included but not targeted ☐ Not included ☐ Other: _____</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>☐ Class/workshop ☐ Support group ☐ Home visit ☐ Parent-child activity ☐ Other: _____</td>
<td>_____ parents or guardians</td>
<td>_____ parents or guardians</td>
<td>☐ one time ☐ weeks ☐ months</td>
<td>_____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are: ☐ Targeted ☐ Included but not targeted ☐ Not included ☐ Other: _____</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>☐ Class/workshop ☐ Support group ☐ Home visit ☐ Parent-child activity ☐ Other: _____</td>
<td>_____ parents or guardians</td>
<td>_____ parents or guardians</td>
<td>☐ one time ☐ weeks ☐ months</td>
<td>_____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are: ☐ Targeted ☐ Included but not targeted ☐ Not included ☐ Other: _____</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>☐ Class/workshop ☐ Support group ☐ Home visit ☐ Parent-child activity ☐ Other: _____</td>
<td>_____ parents or guardians</td>
<td>_____ parents or guardians</td>
<td>☐ one time ☐ weeks ☐ months</td>
<td>_____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are: ☐ Targeted ☐ Included but not targeted ☐ Not included ☐ Other: _____</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>☐ Class/workshop ☐ Support group ☐ Home visit ☐ Parent-child activity ☐ Other: _____</td>
<td>_____ parents or guardians</td>
<td>_____ parents or guardians</td>
<td>☐ one time ☐ weeks ☐ months</td>
<td>_____ hours total for the duration of the activity</td>
<td>Parents of children 0-3 are: ☐ Targeted ☐ Included but not targeted ☐ Not included ☐ Other: _____</td>
<td></td>
</tr>
</tbody>
</table>
First 5 LA School Readiness Initiative Child Outcomes Study – Program Data Capture Form

<table>
<thead>
<tr>
<th>Program Name:</th>
<th>Your Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>Email:</td>
</tr>
</tbody>
</table>

The purpose of this data capture form is to gather some basic information about the services that your First 5 LA-funded School Readiness (SR) Program provides to children birth to age five. This information will help AIR and UCLA to initiate the SR Initiative Child Outcomes Study. Please complete the information requested in Step 1 and Step 2 below.

Please fax or email this completed form to: Attn: Alison Hauser Fax: 650-858-0958 Email: ahauser@air.org

Thank you for your prompt attention to this request ~ we would appreciate your response by Friday, April 13th.

If you have any questions or concerns, please contact Heather Quick at 650-843-8130 or hquick@air.org.

**STEP 1: Provide basic program information.** Please answer the following questions about the children your program serves and about the data you maintain about these children.

A. In total, how many children does your program serve in each of the following age ranges:

<table>
<thead>
<tr>
<th>Children currently 0-3 years (younger than 36 months)</th>
<th>Children currently 3-5 years (36 months through 5 years)</th>
</tr>
</thead>
</table>

Of these children, how many will be eligible for Kindergarten in fall 07 (regardless of whether they will enroll) __________

B. In order to link child outcomes to participation in SR programs, we need to know how long each child has been attending your program and how many hours of service s/he has received since they first came to your program. Will you be able to provide this information for the 4-5-year-old children participating in your program?

☐ Yes, we can provide attendance data for all 4-5-year-olds ☐ Yes, we can provide estimations of attendance for all 4-5-year-old ☐ No, we do not maintain such records

**STEP 2: Report on Services for Children Birth to 5 years.**

UCLA staff will visit SR programs to assess participating children between mid-April and August 31, 2007. We would like to know about all activities that will be occurring during this time period (whether they are ongoing or are finishing up).

Please tell us about your program’s services for children by completing the chart on the following page. Please report on all services your program provides for children that are:

- Funded at least in part by the First 5 LA School Readiness Initiative;
- Activities in which children are participants (parents/guardians, or providers/teachers may also participate in the activity along with the children);
- **Current and anticipated activities** that are ongoing or will be finishing up between mid-April through August 31, 2007.

If you offer multiple sessions of the same activity (for different groups of children), list each session separately. If any cells are not applicable, please enter: N/A. See some examples on the following page.
<table>
<thead>
<tr>
<th>Activity name/brief description (e.g., Preschool class, Mommy &amp; Me class)</th>
<th>Activity type</th>
<th>Total number of children participating (by age) (About how many children will be participating in this activity at any time between 4/15/07 and 8/31/07?)</th>
<th>Start date (When did or will this activity start? If more than 1 session, list each session as a new activity)</th>
<th>End date (When does this activity end?)</th>
<th>Duration (How many weeks or months in total does the typical child attend this activity?)</th>
<th>Number of hours (How many hours per week or per month does the typical child attend this activity?)</th>
<th>Location (Do children participate in this activity on site?)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE 1</td>
<td>1. Seven-week kinder-prep academy for children entering K in the fall</td>
<td>0. Children 0-35 mos. 14 Children 3-5 years (36+ mos.)</td>
<td>Start date: 6/4/07</td>
<td>End date: 7/20/07</td>
<td>7 weeks</td>
<td>10 hours/week or or</td>
<td>0</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Of these, how many are eligible for Kinder in fall 07 (regardless of whether they will enroll)? 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Preschool program. Runs the school year. Children attend 3 hours a day</td>
<td>0. Children 0-35 mos. 20 Children 3-5 years (36+ mos.)</td>
<td>Start date: 9/15/06</td>
<td>End date: 6/15/07</td>
<td>9 weeks</td>
<td>60 hours/month</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Of these, how many are eligible for Kinder in fall 07 (regardless of whether they will enroll)? 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Childcare program open year round.</td>
<td>7 Children 0-35 mos. 16 Children 3-5 years (36+ mos.)</td>
<td>Start date: year-round, open enrollment</td>
<td>End date: year-round, no end date</td>
<td>50 weeks</td>
<td>30 hours/week or or</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Of these, how many are eligible for Kinder in fall 07 (regardless of whether they will enroll)? 10</td>
<td></td>
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<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>1.</td>
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<td>2.</td>
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</tbody>
</table>

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The table above contains information on various activities, including the number of children participating, the start and end dates, duration, and location. Each entry also includes comments about the attendance and general participation patterns.
<table>
<thead>
<tr>
<th>Activity name/brief description (e.g., Preschool class, Mommy &amp; Me class)</th>
<th>Activity type</th>
<th>Total number of children participating (by age) (About how many children will be participating in this activity at any time between 4/15/07 and 8/31/07?)</th>
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<th>End date (When does this activity end?)</th>
<th>Duration (How many weeks or months in total does the typical child attend this activity?)</th>
<th>Number of hours (How many hours per week or per month does the typical child attend this activity?)</th>
<th>Location (Do children participate in this activity on site?)</th>
<th>Comments (Is there anything about this activity we should know about, or anything that might make assessing children difficult?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Preschool program</td>
<td>Children 0-35 mos.</td>
<td>Start date: ____</td>
<td>End date: ____</td>
<td>____ weeks</td>
<td>____ hours/week</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Child care program</td>
<td>Children 3-5 years (36+ mos.)</td>
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<td>Children 0-35 mos.</td>
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<td>End date: ____</td>
<td>____ weeks</td>
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<td>8. Preschool program ☐ Child care program ☐ Kinder transition program ☐ Home visit ☐ Parent-child activity ☐ Other: _____</td>
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<td>____ Children 0-35 mos. ____ Children 3-5 years (36+ mos.)</td>
<td>Start date: ____</td>
<td>End date: ____</td>
<td>____ weeks ____ hours/week</td>
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<td>Yes ☐ No ☐</td>
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<td>9. Preschool program ☐ Child care program ☐ Kinder transition program ☐ Home visit ☐ Parent-child activity ☐ Other: _____</td>
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<td>End date: ____</td>
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<td>Yes ☐ No ☐</td>
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<td>11. Preschool program ☐ Child care program ☐ Kinder transition program ☐ Home visit ☐ Parent-child activity ☐ Other: _____</td>
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<td>12. Preschool program ☐ Child care program ☐ Kinder transition program ☐ Home visit ☐ Parent-child activity ☐ Other: _____</td>
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<td>Children 0-35 mos.</td>
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<td>Children 3-5 years (36+ mos.)</td>
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<td>22.</td>
<td>Preschool program  Child care program  Kinder transition program  Home visit  Parent-child activity  Other: _____</td>
<td>Children 0-35 mos.  ____ Children 3-5 years  ____ (36+ mos.)  ________________</td>
<td>Start date: _____</td>
<td>End date: _____</td>
<td>_____ weeks  ____ hours/week  ____ or  ____ or  ____ months  ____ hours/month</td>
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<td>23.</td>
<td>Preschool program  Child care program  Kinder transition program  Home visit  Parent-child activity  Other: _____</td>
<td>Children 0-35 mos.  ____ Children 3-5 years  ____ (36+ mos.)  ________________</td>
<td>Start date: _____</td>
<td>End date: _____</td>
<td>_____ weeks  ____ hours/week  ____ or  ____ or  ____ months  ____ hours/month</td>
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<td>24.</td>
<td>Preschool program  Child care program  Kinder transition program  Home visit  Parent-child activity  Other: _____</td>
<td>Children 0-35 mos.  ____ Children 3-5 years  ____ (36+ mos.)  ________________</td>
<td>Start date: _____</td>
<td>End date: _____</td>
<td>_____ weeks  ____ hours/week  ____ or  ____ or  ____ months  ____ hours/month</td>
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<td>25.</td>
<td>Preschool program  Child care program  Kinder transition program  Home visit  Parent-child activity  Other: _____</td>
<td>Children 0-35 mos.  ____ Children 3-5 years  ____ (36+ mos.)  ________________</td>
<td>Start date: _____</td>
<td>End date: _____</td>
<td>_____ weeks  ____ hours/week  ____ or  ____ or  ____ months  ____ hours/month</td>
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First 5 LA School Readiness Initiative Outcomes Study

Parent Survey – Time 1

— English Version —

3/12/07

Parent’s Name: _______________
Parent ID: ________________
Interviewer ID: __________
Date of Interview: ________
MESSAGE FOR ANSWERING MACHINE/VOICEMAIL. PLEASE LEAVE MESSAGE AFTER 2 VOICEMAIL DISPOSITIONS.

>MSG<
Hi, My name is ________. I am calling on behalf of First Five L.A. and the American Institutes for Research. We are doing a study to learn about the experiences of parents and children participating in School Readiness programs like <RECOG NAME 1> <FULL NAME>. You may have received a letter about this from <LIAISON> at <FULL NAME>.

It should take about 20-40 minutes, and when the interview is completed we will send you a $15 Target gift card as a thank you.

Please call me back at 1-800-205-3600 and reference ID # (Insert MIQ)

Introduction

Hi, My name is ________. I am calling on behalf of First Five L.A. and the American Institutes for Research to learn about the experiences of parents and children participating in School Readiness programs like <RECOG NAME 1> <FULL NAME>.

I'd like to speak with [fill PARENT NAME].
Is that you?

<1> YES [go to expl]
<5> NO [go to getR]

>getR<
May I please speak with [fill PARENT NAME]?

<1> RESPONDENT AVAILABLE
<2> RESPONDENT NOT AVAILABLE - GET CALLBACK TIME
<3> RESPONDENT NEVER AVAILABLE
<4> WRONG NUMBER

>expl<
(REINTRODUCE SELF IF NECESSARY: I am calling on behalf of First 5 L.A. and American Institutes for Research.)

We are doing a study about School Readiness programs, like <RECOG NAME 1> <FULL NAME>. The purpose of the study is to learn about the experiences of parents and children participating in these programs. You may have received a letter about this from <LIAISON> at <FULL NAME>.

We would like to ask you some questions about you, about the activities you do with your child, and about how your child is growing and learning. This should take about 20-40 minutes, and after the interview is completed I will send you a $15 Target gift card as a thank you. We would also like to contact you again this summer to find out how things are going. For taking part in that interview, you will receive another $15 gift card from Target.

Is this a good time for you?

<1> YES
<5> NO SET CALLBACK TIME
Before we begin, there are a couple of important things I need to tell you.

Your participation in this study is voluntary. If there is any question you would prefer not to answer, just tell me and I will go on to the next question. You may stop participating in this interview at any time. None of the services you receive from the School Readiness program will be taken away or affected in any way if you choose not to participate in this survey.

Your answers are completely confidential. We will not share any of your contact information or any of your responses to the questions with anyone else. Your answers will be combined with answers from other parents interviewed for data analysis.

Qlang
Do you prefer to continue in English or Spanish?
   1 – English
   2 – Spanish

Do you have any questions before we continue?

YES ......................... 1
NO ......................... 2 [GO TO CONT]

>QUES<
What is your question, maybe I can answer it?
INTERVIEWER REFER TO ‘PARENTS FREQUENTLY ASKED QUESTIONS’

IF THERE ARE QUESTIONS THAT CANNOT BE ANSWERED:
I can have someone from the study team call you to talk with you more about this if you like. Or you can contact Daniela Rojas at 650-843-8215.

>CONT< Do you understand what I have told you and agree to continue with the survey?

YES ......................... 1  ➔ CONTINUE
NO ......................... 2  ➔ END SURVEY

It is important that your answers be accurate. Take your time and be sure to ask me if you are not sure what a question means or what kind of answer is wanted.

The first questions are about [fill <FULL NAME> <RECOG NAME2>].

A1. When did you begin participating as a parent in services or activities through <FULL NAME> <RECOG NAME2>?

INTERVIEWER: ENTER START MONTH AND YEAR:
MONTH
   <1> January
   <2> February
   <3> March
   <4> April
   <5> May
   <6> June
   <7> July
   <8> August
   <9> September
   <10> October
   <11> November
   <12> December

YEAR <2002-2007>
A4. On average, about how many hours per month, do you participate in services or activities through <FULL NAME> <RECOG NAME2>?

INTERVIEWER ENTER UNIT:
<1> MONTH (ENTER MONTH IF RESPONDENT DOES NOT SPECIFY UNIT OR IF RESPONDENT SPECIFIES “MONTH”) (GO TO A4A)
<2> WEEK (ENTER WEEK IF RESPONDENT SPECIFIED “HOURS PER WEEK”) (GO TO A4B)

A4A INTERVIEWER ENTER HOURS PER MONTH AND ENTER NUMBER OF HOURS 0-99 (GO TO A5A)

A4B INTERVIEWER ENTER HOURS PER WEEK AND ENTER NUMBER OF HOURS 0-99 (GO TO A5B).

(Ask A5a if A4 response is “month”)
A5A. For how many months have you been participating in these services or activities?

INTERVIEWER: ENTER # MONTHS <0 – 99> (GO TO A6)
<997> DON’T KNOW (GO TO A6)
<999> REFUSED (GO TO A6)

(Ask A5b if A4 response is “week”)
A5B. For how many weeks have you been participating in these services or activities?

INTERVIEWER: ENTER # WEEKS <0 – 99>
<997> DON’T KNOW
<999> REFUSED

A6.

Some of the questions that I am going to ask you will be about your children.

(INTERVIEWER: IF MORE THAN ONE CHILD SAY:) [Since I do not want to take up a lot of your time, I would like to ask questions about only one of your children.]

[LIAISON] at [FULL NAME] told us that that you have a child named [SAMPCHILDNAME] who’s birth was in [insert “sample child DOB month”][insert “sample child DOB year”].

Is that correct?

<1> YES [GO TO A6f]
<2> NO [GO TO A6a]
<3> JUST THE NAME IS INCORRECT [GO TO A6d]
<4> JUST THE AGE IS INCORRECT [GO TO A6e]
Don’t Know/Refused [GO TO A6a]

A6a. Do you have a child that was born in [Month/Year]?
<1> YES
<2> NO [GO TO A6c]

(PROGRAMMER: ASK A6C IF A6A=NO)
A6c. Do you have a child that is less than 6 years old?

<1> YES
<2> NO [THANK AND TERMINATE]
A6d. What is that child’s first name?

INTERVIEWER: ENTER NAME

(Programmer: Set “CHILD NAME” as A6d response if asked, otherwise set “CHILD NAME” to match SAMPCHILDNAME (from sample))

(ASK A6e IF A6 RESPONSE IS “NO” OR “JUST THE AGE IN INCORRECT” OR “DON’T KNOW” OR “REFUSED”)

A6e. What is the month and year of this child’s birth date?

INTERVIEWER: ENTER BIRTH DATE:
MONTH
<1> January
<2> February
<3> March
<4> April
<5> May
<6> June
<7> July
<8> August
<9> September
<10> October
<11> November
<12> December

YEAR <2000-2007>

USE THIS AGE FOR CALCULATING SKIPS BASED ON CHILD’S AGE. [GO TO A6f]

(Programmer: IF A6 RESPONSE IS “YES” OR “JUST THE NAME IS INCORRECT”, PLEASE SET CHILDS AGE TO SAMPLE VARIABLE “SAMPLED CHILD DOB MONTH” AND “SAMPLED CHILD DOB YEAR”)

(Programmer: Set the following flags to identify key age groups. Some people will qualify for multiple groups.) (PROGRAMMER: AGE FLAGS 9-11 ADDED MARCH 2, 2007)
Age Flag 1: Age 0 – 35 Months (April 2004 – March 2007)
Age Flag 2: Age 0 – 47 Months (April 2003 – March 2007)
Age Flag 3: Age 24 Months or Older (January 2000 – March 2005)
Age Flag 4: Age 36 Months or Older (January 2000 – March 2004)
Age Flag 5: Age 12 Months or Older (January 2000 - March 2006)
Age Flag 6: Age 6 Months or Older (January 2000 - Sept 2006)
Age Flag 7: Age 8 Months or Older (January 2000 - July 2006)
Age Flag 8: Age 10 Months or Older (January 2000 - May 2006)
Age Flag 9: Age 5 Months or Younger (October 2006 – March 2007)
Age Flag 10: Age 7 Months or Younger (August 2006 – March 2007)
Age Flag 11: Age 9 Months or Younger (June 2006 – March 2007)
Age Flag 12: Age 11 Months or Younger (April 2006 – March 2007)

(ASK A6f OF ALL RESPONDENTS.)

A6f. I’d like you to think about [fill CHILD NAME] when answering the following questions.

A6g. Is [fill CHILD NAME] a girl or a boy?

<1> MALE
<2> FEMALE
A7. Does [CHILD] participate in services or activities through <FULL NAME>?

<1> YES
<2> NO  (GO TO A12)
<7> Don’t Know  (GO TO A12)
<9> REFUSED  (GO TO A12)

A8. When did [CHILD] begin participating in services or activities through <FULL NAME>?

INTERVIEWER: ENTER MONTH and YEAR

MONTH
<1> January
<2> February
<3> March
<4> April
<5> May
<6> June
<7> July
<8> August
<9> September
<10> October
<11> November
<12> December

YEAR <2002-2007>

A9. What types of services or activities has [CHILD] participated in through <FULL NAME>?

<0> NONE  (GO TO A12)
<1> SPECIFY PROGRAM NAME – ENTER R’S RESPONSE VERBATIM
<7> DON’T KNOW  (GO TO A12)
<9> REFUSED  (GO TO A12)

A9A. Is that a preschool, child care, or Head Start?

<1> YES
<2> NO
<7> Don’t Know
<9> REFUSED

A10. About how many hours per month does [CHILD] participate in services or activities through <FULL NAME>?

INTERVIEWER ENTER UNIT:
(INTERVIEWER: ENTER MONTH IF RESPONDENT DOES NOT SPECIFY UNIT OR IF RESPONDENT SPECIFIES “MONTH”)
<1> MONTH  (GO TO A10A)
<2> WEEK  (GO TO A10B)
<3> YEAR(GO TO A10B).

A10A INTERVIEWER ENTER HOURS PER MONTH AND ENTER NUMBER OF HOURS 099  (GO TO A11A)

A10B INTERVIEWER ENTER PER WEEK AND ENTER NUMBER OF HOURS 099  (GO TO A11B).
A10C INTERVIEWER ENTER PER YEAR AND ENTER NUMBER OF HOURS 0999 (GO TO A11C).

A11A. For how many months has [CHILD] been participating in services or activities through <FULL NAME>?
   INTERVIEWER: ENTER # MONTHS <09> (GO TO A12)
   <97> DON’T KNOW (GO TO A12)
   <99> REFUSED (GO TO A12)

A11B. For how many weeks has [CHILD] been participating in services or activities through <FULL NAME>?
   INTERVIEWER: ENTER # WEEKS <09> (GO TO A12)
   <97> DON’T KNOW (GO TO A12)
   <99> REFUSED (GO TO A12)

A11C. For how many years has [CHILD] been participating in services or activities through <FULL NAME>?
   INTERVIEWER: ENTER # YEARS <06>
   <97> DON’T KNOW
   <99> REFUSED

(ASK ALL RESPONDENTS)

A12. Is [CHILD] attending preschool, child care, or Head Start outside of <FULL NAME>?
   <1> YES
   <2> NO [GO TO C1]
   <7> DON’T KNOW [GO TO C1]
   <9> REFUSED [GO TO C1]

A13. About how many hours per month does [CHILD] attend preschool, child care, or Head Start outside of <FULL NAME>?
   INTERVIEWER ENTER UNIT:
   (INTERVIEWER: ENTER MONTH IF RESPONDENT DOES NOT SPECIFY UNIT OR IF RESPONDENT SPECIFIES “MONTH”)
   <1> MONTH (GO TO A13A)
   <2> WEEK (ENTER WEEK IF RESPONDENT SPECIFIED “HOURS PER WEEK”) (GO TO A13B)

A13A. INTERVIEWER ENTER HOURS PER MONTH AND ENTER NUMBER OF HOURS 0-99 (GO TO A14A)

A13B. INTERVIEWER ENTER HOURS PER WEEK AND ENTER NUMBER OF HOURS 0-99 (GO TO A14B).

A14A. For how many months has [CHILD] been attending preschool, child care, or Head Start outside of <FULL NAME>?
   INTERVIEWER: ENTER # MONTHS <0 – 99> (GO TO C1)
   <97> DON’T KNOW (GO TO C1)
   <99> REFUSED (GO TO C1)

A14B. For how many weeks has [CHILD] been attending preschool, child care, or Head Start outside of <FULL NAME>?
   INTERVIEWER: ENTER # WEEKS <0 – 99>
   <97> DON’T KNOW
   <99> REFUSED
C.1 Now I would like to talk with you about activities that you do with your child that involve books. About how many children’s books do you own? Is it...

- <0> NONE (DO NOT READ)
- <1> 1 – 10
- <2> 11 – 25
- <3> 26 – 50
- <4> More than 50?
- <7> DON’T KNOW
- <9> REFUSED

HE170. In the past month, has anyone in your family visited a public library with [CHILD]?

- <1> YES
- <2> NO (GO TO D1)
- <7> DON’T KNOW
- <9> REFUSED (GO TO D1)

6. How often do you go to the library to borrow books or materials for [CHILD]?

- <0> Never
- <1> Several times a year
- <2> Once a month
- <3> Several times a month
- <4> Once a week or more
- <7> DON’T KNOW
- <9> REFUSED

D.1 Now I have some questions about you and (CHILD) at home. How many times have you or someone in your family read to (CHILD) in the past week? Would you say you or someone in your family read to (CHILD) zero times, one or two times, three or more times, or everyday?

**PROBE:** During the last 7 days.

- <0> zero times
- <1> Once or twice
- <2> Three or more times, or
- <3> Every day
- <7> DON’T KNOW
- <9> REFUSED

D.2 In the past week, how often have you or has someone in your family done any of the following things with (CHILD)?

**REPEAT FOR B-H AND ENTER CODE FOR EACH STATEMENT.**

**PROBE:** During the last 7 days.

How many times in the past week have you or has someone in your family (READ STATEMENT) would you say: zero times, one or two times, or three or more times?
Zero Times | One or Two Times | Three or More Times
---|---|---
A. Told (him/her) a story? | 0 | 1 | 2
B. Taught (him/her) letters, words, or numbers? | 0 | 1 | 2
C. Taught (him/her) songs or music? | 0 | 1 | 2
C1. Sung songs or played music with (him/her)? | 0 | 1 | 2
D. Worked on arts and crafts with (him/her)? | 0 | 1 | 2
E. Played with toys or games indoors? | 0 | 1 | 2
F. Played a game, sport, or exercised together? | 0 | 1 | 2
G. Took (him/her) along while doing errands like going to the post office, the bank, or the store? | 0 | 1 | 2
H. Involved (him/her) in household chores like cooking, cleaning, setting the table, or caring for pets? | 0 | 1 | 2

Source: Head Start Impact Study (see BL item bank)
(ASK HSIS1-HSIS6 IF AGE FLAG 3 (+24 MONTHS OLD))
HSIS1. How many times in the past week have you or someone in your household done each of the following reading and language activities with [CHILD]?

Would you say: zero times, one or two times, or three or more times?

HSIS2. How many times in the past week have you or someone in your household practiced writing the letters of the alphabet with [CHILD] would you say…?

<0> Zero times
<1> One or two times, or
<2> Three or more times
<7> DON'T KNOW
<9> REFUSED

HSIS3. How many times in the past week have you or someone in your household had [CHILD] tell a story…?

<0> Zero times
<1> One or two times, or
<2> Three or more times
<7> DON'T KNOW
<9> REFUSED

HSIS4. How many times in the past week have you or someone in your household practiced the sounds that letters make…?

<0> Zero times
<1> One or two times, or
<2> Three or more times
<7> DON'T KNOW
<9> REFUSED

HSIS5. (How many times in the past week have you or someone in your household) had [CHILD] practice writing or spelling (his/her) name…?

<0> Zero times
<1> One or two times, or
HSIS6. (How many times in the past week have you or someone in your household) had \[CHILD\] learn about rhyming words and word families such as cat, mat, sat... [READ LIST]?

- <0> Zero times
- <1> One or two times, or
- <2> Three or more times
- <7> DON'T KNOW
- <9> REFUSED
ASK CA1-CA2 IF AGE FLAG 3 (+24 MONTHS OLD))

Source: Modified from CA-ESPIRS

CA1. (How many times in the past week have you or someone in your household) asked [CHILD] to tell you what is in a picture when you are reading together... [READ LIST]?

<0> Zero times
<1> One or two times, or
<2> Three or more times
<7> DON'T KNOW
<9> REFUSED

CA2. (How many times in the past week have you or someone in your household) asked [CHILD] what he/she thinks will happen next when you are reading a story together... [READ LIST]?

<0> Zero times
<1> One or two times, or
<2> Three or more times
<7> DON'T KNOW
<9> REFUSED

ASK BL14-BL17 IF AGE FLAG 1 (0-35 MONTHS))

Now I am going to ask you some questions about what you do with your child at home.

On a scale of 1 to 10 with 1 meaning it is very unlikely and 10 meaning it is very likely, how likely are you to do the following things in the next week with [CHILD]?

In the next week, how likely are you to.....

BL14. Play with [CHILD]?

ENTER <1-10>
DON'T KNOW <77>
REFUSED <99>

In the next week, how likely are you to.....

BL15. Talk to [CHILD]?

ENTER <1-10>
DON'T KNOW <77>
REFUSED <99>

In the next week, how likely are you to.....

BL16. Read to [CHILD]?

<1-10> ENTER
<77> DON'T KNOW
<99> REFUSED

In the next week, how likely are you to.....

BL17. Sing to [CHILD]?

<1-10> # TIMES
<77> DON'T KNOW
<99> REFUSED
K.1.C Some families have a routine of things they do when it is time to put a child to sleep. Do you or another adult in the household have a regular routine of things you do with [CHILD] when you put (him/her) to sleep?

<1> YES
<2> NO (GO TO PA090)
<7> DON'T KNOW
<9> REFUSED

K.1.E How many times in the last week, Monday through Friday, were you (or another adult in the household) and [CHILD] able to follow this type of routine?

<00 - 05> # TIMES
<7> DON'T KNOW
<9> REFUSED

PA090. The next questions are about raising children. Here are some statements that parents of young children say about themselves. For each statement, please tell me if it is exactly like you, very much like you, somewhat like you, not much like you, or not at all like you.

a. I express my affection by hugging, kissing, and holding [CHILD]
b. I am easygoing and relaxed with [CHILD]
c. There are times I just don't have the energy to make [CHILD] behave as [he/she] should
d. I have little or no difficulty sticking with my rules for [CHILD] even when close relatives, including grandparents, are there

<1> EXACTLY LIKE ME
<2> VERY MUCH LIKE ME
<3> SOMEWHAT LIKE ME
<4> NOT MUCH LIKE ME
<5> NOT AT ALL LIKE ME
<7> DON'T KNOW
<9> REFUSED
F.2 Sometimes children behave pretty well and sometimes they don’t. In the past week, have you or has anyone in the household spanked (CHILD) because (he/she) was misbehaving or acting up?

PROBE: During the last seven days.

<1> YES (GO TO QF.2A)
<2> NO (GO TO DR7)
<7> DON’T KNOW (GO TO DR7)
<9> REFUSED (GO TO DR7)

F.2A. How often did this happen in the past week?

<1-15> # TIMES
<77> DON’T KNOW
<99> REFUSED

(ASK DR7 SERIES IF FLAG 1 (0-35 MONTHS))

DR7. Next, I have some questions about [CHILD]’s behavior.

For each of the behaviors I read to you, I'd like you to tell me how often you see [CHILD] behave in this way: never, rarely, sometimes, often or very often.

How often does [CHILD] …

1. (Age flag 1, 0 to 35 months) respond by looking at a book you place within his/her view
2. (Age flag 1, 0 to 35 months) respond by quieting or cooing when you sing to him/her
3. (Age flag 1, 0 to 35 months) play with books
4. (Age flag 1, 0 to 35 months) listen or watch for short periods of time when you read books
5. (Age flag 1, 0 to 35 months) listen or watch for short periods of time when you sing songs
6. (Age flag 1 and Age flag 6, 6 to 35 months old) participate in a reading, singing, or rhyming activity when you or another adult does these with him/her
7. (Age flag 1 and Age flag 7, 8 to 35 months old) show that he/she enjoys being read to by asking for this type of activity (For example, he/she brings you a favorite book so you will read it to him/her.)
8. (Age flag 1 and Age flag 8, 10 to 35 months old) show that he/she enjoys listening to songs by asking for this type of activity (For example, he/she asks you to sing a favorite song.)
9. (Age flag 1, 0 to 35 months) cry when other children cry
10. (Age flag 1, 0 to 35 months) look at or turn toward other children who are nearby
11. (Age flag 1, 0 to 35 months) notice other children by moving excitedly or reaching out to explore their faces or bodies when another child comes near to him/her
12. (Age flag 1, 0 to 35 months) show interest in other children at play by watching them
13. (Age flag 1, 0 to 35 months) show interest in other children at play by reaching for a toy or other object they are playing with
14. (Age flag 1 and Age flag 5, 12 to 35 months old) want to be near one or two specific children in a group (For example he/she moves close to or wants to sit next to a particular child.)
15. (Age flag 1 and Age flag 5, 12 to 35 months old) choose to play with one or two specific children whom he/she considers as his/her “friends”.

<1> NEVER
<2> RARELY
<3> SOMETIMES
<4> OFTEN
<5> VERY OFTEN
<7> DON’T KNOW
<9> REFUSED
CD044. Children communicate in different ways at different ages. On the whole, which of these statements best describes the way [CHILD] communicates?

(INTERVIEWER: Read full list first. Then read the following if necessary: “SO THE OPTIONS ARE, MOSTLY COMMUNICATING BY MAKING SOUNDS OR POINTING; MOSTLY TALKING IN ONE-WORD SENTENCES; TALKING IN 2 TO 3 WORD PHRASES; TALKING IN FAIRLY COMPLETE, SHORT SENTENCES; OR TALKING IN LONG AND COMPLICATED SENTENCES.”)

<0> Mostly communicating needs by making sounds or pointing
<1> Mostly talking in one-word sentences, such as “milk” or “down”.
<2> Talking in 2 to 3 word phrases, such as “give doll” or “me got ball”.
<3> Talking in fairly complete, short sentences, such as “I got doll” or “can I go outside?”
<4> Talking in long and complicated sentences, such as “when we went to the park, I went on the swings” or “I saw a man standing on the corner”.
<7> DON’T KNOW
<9> REFUSED

CD080. Next, I have some questions about [CHILD]’s behavior.

For each of the behaviors I read to you, I’d like you to tell me how often you see [CHILD] behave in this way: never, rarely, sometimes, often, or very often.

Whenever I ask about how [CHILD] behaves with other children, consider children who are close in age to [CHILD] – no more than 2 years older or younger than [CHILD] . Please base your answers on what you have seen of [CHILD]’s behavior during the last 3 months.

How often in the last 3 months have the following things occurred?

(INTERVIEWER: If necessary, “How often in the last 3 months has this occurred?”)

a. [CHILD] is invited by other children to play
b. [CHILD] shows eagerness to learn new things
c. [CHILD] volunteers to help other children complete tasks
d. [CHILD] is accepted and liked by other children
e. [CHILD] shares toys and other belongings with other children
f. [CHILD] is physically aggressive (For example he/she hits, kicks, or pushes.)
h. [CHILD] comforts other children who are upset
k. [CHILD] pays attention well
s. [CHILD] has temper outbursts or tantrums

<1> NEVER
<2> RARELY
<3> SOMETIMES
<4> OFTEN
<5> VERY OFTEN
<7> DON’T KNOW
<9> REFUSED

PA104 Do you have any concerns about whether [CHILD] will be ready to start kindergarten?

<1> YES
<2> NO (GO TO SPEC1)
<7> DON’T KNOW (GO TO SPEC1)
<9> REFUSED (GO TO SPEC1)
PA104a. What are those concerns?

ENTER RESPONSE VERBATIM

(ASK SPEC1-DEVEL1 OF ALL RESPONDENTS)
Spec1. Children with special needs are children who have trouble with things like talking or learning or who have special health care needs. Has [CHILD] ever been identified by someone as having special needs or needing special services?

INTERVIEWER: IF RESPONDENT SAYS CHILD WAS REFERRED FOR A SPEECH DELAY OR SPEECH DIFFICULTIES OR PROBLEMS, CODE AS YES.

<1> YES
<2> NO
<7> DK
<9> REF

Devel1. How often do you check with your pediatrician and/or other professional to see if your child's development is on track? (DO NOT READ LIST)

<0> NEVER
<1> RARELY
<2> ONLY WHEN I HAVE A CONCERN
<3> AT EVERY CHECKUP
<4> OTHER (SPECIFY)
<9> REFUSED

(ASK IF A9A=YES AND CHILD IS AGE 36+ MONTHS) OR (ASK IF A12=YES AND CHILD IS AGE 36+ MONTHS)
We would like some information about your relationship with [CHILD]'s teacher or childcare provider.

For each statement, please tell me if it is not at all, a little, some, a lot or a great deal like you.

M10. You feel welcome to visit [CHILD]'s preschool, childcare center or Head Start…
M12. You feel [CHILD]'s teacher or childcare provider cares about your child…
M13. You think [CHILD]'s teacher or childcare provider is interested in getting to know you…
M14. You feel comfortable talking with [CHILD]'s teacher or childcare provider about him/her …
M15. You feel [CHILD]'s teacher or childcare provider pays attention to your suggestions
M16. You ask [CHILD]'s teacher or childcare provider questions or make suggestions about him/her
M18. You volunteer at [CHILD]'s preschool, childcare center or Head Start.

<0> NOT AT ALL,
<1> A LITTLE,
<2> SOME,
<3> A LOT, OR
<4> A GREAT DEAL.

<7> DON’T KNOW
<9> REFUSED

(ASK BL12-H7 OF ALL RESPONDENTS)
Now I’d like to ask you some questions about children and their development. People have different opinions about children’s learning and development and I’d like to know your opinions.
BL12. What do you think is the best time to start reading to children?

- <1> During a child’s first year (from birth to 1 year)
- <2> When a child is age 2-4 years old
- <3> When a child is in kindergarten (age 5-6 years)
- <7> DON’T KNOW
- <9> REFUSED

(Source: “What Grownups Know about Child Development” by Civitas)

CD24. When do you think a parent can begin to significantly impact a child’s brain development, for example impact the child’s ability to learn? (DO NOT READ CATEGORIES)

- <01> PRENATAL (MEANING WHEN THE CHILD IS STILL IN THE WOMB)
- <02> RIGHT FROM BIRTH
- <03> TWO TO THREE WEEKS
- <04> ONE MONTH
- <05> TWO MONTHS
- <06> THREE MONTHS
- <07> FOUR MONTHS
- <08> FIVE MONTHS
- <09> SIX MONTHS
- <10> SEVEN MONTHS
- <11> EIGHT MONTHS
- <12> NINE MONTHS
- <13> TEN MONTHS
- <14> ELEVEN MONTHS
- <15> ONE YEAR OR MORE
- <77> NOT SURE
- <99> REFUSED

CD25. At what age do you think a parent should begin discussing his or her child’s development with a health professional? (DO NOT READ CATEGORIES)

- <2> RIGHT FROM BIRTH
- <3> TWO TO THREE WEEKS
- <4> ONE MONTH
- <5> TWO MONTHS
- <6> THREE MONTHS
- <7> FOUR MONTHS
- <8> FIVE MONTHS
- <9> SIX MONTHS
- <10> SEVEN MONTHS
- <11> EIGHT MONTHS
- <12> NINE MONTHS
- <13> TEN MONTHS
- <14> ELEVEN MONTHS
- <15> ONE YEAR OR MORE
- <77> NOT SURE
- <99> REFUSED

CD28. Some people say that a child’s experiences in the first year of life have a major impact on their performance in school many years later. Others say babies 12 months and younger are too young for their experiences to really help or hurt their ability to learn in school later in life. Which do you agree with most?
I’m going to read some statements about children let me know how much you agree or disagree.

CD30.B. In terms of learning about language, children get an equal benefit from hearing someone talk on TV versus hearing a person in the same room talking to them. Would you say you...

1. Strongly disagree,
2. somewhat disagree,
3. are neutral,
4. somewhat agree, or
5. Strongly agree
7. DON’T KNOW
9. REFUSED

(Source: BL Atlanta Survey (Self-assessment))

BL4. Adults can encourage children’s learning by involving them in everyday activities. Would you say you...

1. Strongly disagree,
2. somewhat disagree,
3. are neutral,
4. somewhat agree,
5. strongly agree
7. DON’T KNOW
9. REFUSED

BL6. By responding to children’s cues (such as picking up an infant when she cries), adults teach children that they care about their needs. Would you say you...

1. Strongly disagree,
2. somewhat disagree,
3. are neutral,
4. somewhat agree,
5. strongly agree, or
7. DON’T KNOW
9. REFUSED

(Source: “What Grownups Know about Child Development” by Civitas)

CD31. I’d like your opinion on how important you think it is for children of different ages to spend time playing. For a five-year-old, how important do you think playing is for that child’s healthy development? Please use a 1 to 10 scale, where a one means playing is not at all important to the child’s development, and a 10 means playing is crucial to the child’s development. Use any number in between.

A. Five-year-old
   1-10 #
   99 REFUSED

B. How about for a three-year-old x
   1-10 #
   99 REFUSED
C. How about for a 10-month-old x
   <1-10> #
   <99> REFUSED

(Source: ECLS-B Preschool Parent Interview)
PA095. Now I’m going to ask you how important you think it is for any child to know or do certain things to be ready for kindergarten.

b. To be ready for kindergarten, how important do you think it is that a child can count to 20 or more? Would you say essential, very important, somewhat important, not very important, or not at all important?
c. To be ready for kindergarten, how important do you think it is that a child takes turns and shares? Would you say essential, very important, somewhat important, not very important, or not at all important?
e. To be ready for kindergarten, how important do you think it is that a child is able to use pencils and paint brushes? h. To be ready for kindergarten, how important do you think it is that a child is sensitive to other children’s feelings? i. To be ready for kindergarten, how important do you think it is that a child sits still and pays attention?
j. To be ready for kindergarten, how important do you think it is that a child knows most of the letters of the alphabet?
l. To be ready for kindergarten, how important do you think it is that a child identifies primary colors and shapes? o. To be ready for kindergarten, how important do you think it is that a child reads or pretends to read storybooks?

<1> ESSENTIAL
<2> VERY IMPORTANT
<3> SOMEWHAT IMPORTANT
<4> NOT VERY IMPORTANT
<5> NOT AT ALL IMPORTANT
<7> DON’T KNOW
<9> REFUSED

(Source: ECLS-B 18m parent interview, section Q. & Family Lit. H1-H2, H7-H8)
The next questions are about people you know and may ask for help from when you need it.

H.1 Suppose you had a problem and you were feeling depressed or confused about what to do. Is there someone you could ask for help or advice?

<1> YES
<2> NO (GO TO QH.7)
<7> DON’T KNOW (GO TO QH.7)
<9> REFUSED (GO TO QH.7)
H.2  Who would you ask for help or advice? [CODE ALL THAT APPLY.] IF R NAMES ONLY ONE PERSON, PROBE: Anyone else?

<00> NO ONE
<01> MY SPOUSE/PARTNER
<02> CHILD’S MOTHER/FATHER
<03> MY MOTHER
<04> MY FATHER
<05> MY GRANDFATHER/MOTHER
<06> MY SISTER/BROTHER
<07> MY SPOUSE/PARTNER’S FAMILY
<08> CHILD’S FATHER’S FAMILY
<09> OTHER RELATIVES
<10> TEACHER/AIDES
<11> COWORKERS
<12> NURSE
<13> COUNSELOR
<14> SOCIAL WORKER/ CASE MANAGER/ COMMUNITY SERVICE WORKER
<15> MINISTER OR PRIEST
<16> CHURCH MEMBER
<17> FRIEND OR NEIGHBOR
<18> FAMILY DOCTOR
<19> STAFF AT CLINICS
<20> OTHER (SPECIFY)
<21> [fill recog name 1] STAFF
<77> DON’T KNOW
<99> REFUSED

H.7  Do you have someone who could give you advice or information about the care of [CHILD]?

<1> YES
<2> NO (GO TO DEM2)
<7> DON’T KNOW (GO TO DEM2)
<9> REFUSED (GO TO DEM2)
H.8 Who would you ask for advice? [CODE ALL THAT APPLY.] IF R NAMES ONLY ONE PERSON, PROBE: Anyone else?

<00> NO ONE
<01> MY HUSBAND
<02> CHILD’S FATHER
<03> MY MOTHER
<04> MY FATHER
<05> MY GRANDFATHER/MOTHER.
<06> MY SISTER/BROTHER
<07> MY HUSBAND’S FAMILY
<08> CHILD’S FATHER’S FAMILY
<09> OTHER RELATIVES
<10> TEACHER/AIDES
<11> CO-WORKERS
<12> NURSE
<13> COUNSELOR
<14> SOCIAL WORKER/ CASE MANAGER/ COMMUNITY SERVICE WORKER
<15> MINISTER OR PRIEST
<16> CHURCH MEMBER
<17> FRIEND OR NEIGHBOR
<18> FAMILY DOCTOR
<19> STAFF AT CLINICS
<20> OTHER (SPECIFY)
<21> [fill recog name 1] STAFF
<77> DON’T KNOW
<99> REFUSED

I just have a few more questions about your background.

DEM2. Which best describes you? (CODE ALL THAT APPLY)

1. American Indian or Alaska Native
2. Asian
3. Black or African American
4. Hispanic or Latino
5. Native Hawaiian or other Pacific Islander
6. White
8 Other race (please specify): ________________
9 REFUSED

DEM3. What year were you born? ________________
ENTER YEAR <1920-1989>
<9999> REFUSED
DEM1. What is the highest grade or year of school that you completed?

1. LESS THAN 6TH GRADE
2. 6TH TO 8TH GRADE
3. 9TH TO 12TH GRADE, NO DIPLOMA
4. HIGH SCHOOL GRADUATE/GED
5. SOME COLLEGE, NO DEGREE
6. ASSOCIATE DEGREE
7. BACHELOR’S DEGREE
8. GRADUATE OR PROFESSIONAL DEGREE
9. REFUSED

DEM4. I’m going to read you some income categories. Please stop me when I get to the one that best describes your total household income in 2006. Was your total annual household income before taxes...

1. Less than $5,000,
2. $5,000 to less than 10,000,
3. $10,000 to less than 15,000,
4. $15,000 to less than 20,000,
5. $20,000 to less than 30,000,
6. $30,000 to less than 40,000,
7. $40,000 to less than 50,000,
8. $50,000 to less than 60,000, or
9. $60,000 or more
97 DON’T KNOW
99 REFUSED

THANK1
Thank you for helping us with this study.
I would like to confirm your address for sending the Target gift card.

Is: [fill PARENT ADDRESS] your current address?
   Yes
   No

(PROGRAMMER: ASK ADDRESS IF THANK1=NO)
ADDRESS: What is your current address?

(PROGRAMMER: ASK CITY IF THANK1=NO)
CITY: What city do you live in?

(PROGRAMMER: ASK ZIPCODE IF THANK1=NO)
ZIP CODE: What is your zip code?
(5 DIGIT FIELD)
(PROGRAMMER: ASK WAVE2 OF ALL RESPONDENTS)
WAVE2: We will be contacting you again this summer in June or July to find out how things are going. For participating in that interview you will receive another $15 Target giftcard.

Will you be at this same number this summer?

<1> YES [GO TO MOVE]
<2> NO

(PROGRAMMER: ASK NEWNUM IF WAVE2=NO)
>NEWNUM<
What number should we call you at?

ENTER NUMBER (10 DIGIT FIELD)

(PROGRAMMER: ASK CELL IF WAVE2=NO)
>CELL<
Do you have a cell phone number we should call you at?

<1> YES
<2> NO [GO TO MOVE]

(PROGRAMMER: ASK CELLNUM IF CELL=YES)
>CELLNUM<
What is that number?

ENTER NUMBER (10 DIGIT FIELD)

(PROGRAMMER: ASK OF ALL RESPONDENTS.)
MOVE<
Finally, in case you move or we can’t get in touch with you through this number, do you have a friend or family member that can get in touch with you?

<1> YES
<2> NO [GO TO END]

(PROGRAMMER: ASK FAMNUM IF MOVE=YES)
>FAMNUM<
What is the name and number of that person?

ENTER NAME
ENTER NUMBER

(PROGRAMMER: READ TO ALL RESPONDENTS.)
THANK2: That’s all of the questions I have for today. Thank you for your time.
First 5 LA School Readiness Initiative Outcomes Study

Parent Survey – Time 2

— English Version —

6/14/07

Parent’s Name: ______________
Parent ID: _________________
Interviewer ID: ______________
Date of Interview: ____________
MESSAGE FOR ANSWERING MACHINE/VOICEMAIL. PLEASE LEAVE MESSAGE AFTER 2 VOICEMAIL DISPOSITIONS.

>MSG<
Hi, My name is ________. I am calling on behalf of First Five L.A. and the American Institutes for Research. We are doing a study to learn about the experiences of parents and children participating in School Readiness programs like <RECOG NAME 1> <FULL NAME> You may remember talking to us a few months ago. We are calling you back now to see how things have changed.

The interview should take about 20-40 minutes, and when the interview is completed we will send you another $15 Target gift card as a thank you.

Please call me back at 1-800-205-3600 and reference ID #.

Introduction

Hi, My name is ________. I am calling on behalf of First Five L.A. and the American Institutes for Research to learn about the experiences of parents and children participating in School Readiness programs like <RECOG NAME 1> <FULL NAME>.

I'd like to speak with [fill PARENT NAME].
Is that you?

<1> YES [goto expl]
<5> NO [goto getR]

>getR<
May I please speak with [fill PARENT NAME]?

<1> RESPONDENT AVAILABLE
<2> RESPONDENT NOT AVAILABLE - GET CALLBACK TIME
<3> RESPONDENT NEVER AVAILABLE
<4> WRONG NUMBER

>expl<
(REINTRODUCE SELF IF NECESSARY: I am calling on behalf of First 5 L.A. and American Institutes for Research.)

We are following up with you for a study about School Readiness programs, like <RECOG NAME 1> <FULL NAME>. The purpose of the study is to learn about the experiences of parents and children participating in these programs.

We would like to ask you some questions similar to last time about you, about the activities you do with your child, and about how your child is growing and learning. This should take about 20-40 minutes, and after the interview is completed I will send you another $15 Target gift card as a thank you.

Is this a good time for you?

<1> YES
<5> NO - SET CALLBACK TIME
Before we begin, there are a couple of important things I need to tell you.

Like last time your participation in this study is voluntary. If there is any question you would prefer not to answer, just tell me and I will go on to the next question. You may stop participating in this interview at any time. None of the services you receive from the School Readiness program will be taken away or affected in any way if you choose not to participate in this survey.

Your answers are completely confidential. We will not share any of your contact information or any of your responses to the questions with anyone else. Your answers will be combined with answers from other parents interviewed for data analysis.

>Qlang<
Do you prefer to continue in English or Spanish?
  <1> English
  <2> Spanish

Do you have any questions before we continue?
  <1> YES
  <2> NO (GO TO CONT)

>QUES<
What is your question, maybe I can answer it?
INTERVIEWER REFER TO “PARENTS FREQUENTLY ASKED QUESTIONS”

IF THERE ARE QUESTIONS THAT CANNOT BE ANSWERED:
I can have someone from the study team call you to talk with you more about this if you like. Or you can contact Daniela Rojas at 650-843-8215.

>CONT< Do you understand what I have told you and agree to continue with the survey?

  <1> YES
  <2> NO → END SURVEY

It is important that your answers be accurate. Take your time and be sure to ask me if you are not sure what a question means or what kind of answer is wanted.

The first questions are about [fill <FULL NAME> <RECOG NAME2>].
A1a. Are you still participating as a parent in services or activities through <FULL NAME> <RECOG NAME2>?

1. YES [GO TO A4]
2. NO
7. DK [GO TO A4]

A1b. When did you stop participating as a parent in services or activities through <FULL NAME> <RECOG NAME2>?

INTERVIEWER: ENTER END MONTH:

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

(PROGRAMMER: IF A1a = 2 GO TO A6)

A4. On average, about how many hours per month, do you participate in services or activities through <FULL NAME> <RECOG NAME2>?

INTERVIEWER ENTER UNIT:

1. MONTH (ENTER MONTH IF RESPONDENT DOES NOT SPECIFY UNIT OR IF RESPONDENT SPECIFIES “MONTH”) (GO TO A4A)
2. WEEK (ENTER WEEK IF RESPONDENT SPECIFIED “HOURS PER WEEK”) (GO TO A4B)

A4A INTERVIEWER ENTER HOURS PER MONTH AND ENTER NUMBER OF HOURS 0-99 (GO TO A5A)

A4B INTERVIEWER ENTER HOURS PER WEEK AND ENTER NUMBER OF HOURS 0-99 (GO TO A5B).

(PROGRAMMER: Ask A5a if A4 response is “month”)

A5A. For how many months have you been participating in these services or activities?

0 – 96 # MONTHS (GO TO A6)
97 DON’T KNOW (GO TO A6)
99 REFUSED (GO TO A6)

(PROGRAMMER: Ask A5b if A4 response is “week”)

A5B. For how many weeks have you been participating in these services or activities?

0 – 96 # WEEKS
97 DON’T KNOW
99 REFUSED

A6. Some of the questions that I am going to ask you will be about your children. Since we talked about [FINAL CHILD NAME] last time, we want to talk about (him/her) again. I’d like you to think about [FINAL CHILD NAME] when answering the following questions.
PROGRAMMER: USE THIS A6EM & A6EY AGE (FROM WAVE 1) FOR CALCULATING SKIPS BASED ON CHILD’S AGE. [GO TO A7]

(PROGRAMMER: SET THE FOLLOWING FLAGS TO IDENTIFY KEY AGE GROUPS. SOME PEOPLE WILL QUALIFY FOR MULTIPLE GROUPS.)

Age Flag 1: Age 0 – 35 Months (April 2004 – March 2007)
Age Flag 2: Age 0 – 47 Months (April 2003 – March 2007)
Age Flag 3: Age 24 Months or Older (January 2000 – March 2005)
Age Flag 4: Age 36 Months or Older (January 2000 – March 2004)
Age Flag 5: Age 12 Months or Older (January 2000 - March 2006)
Age Flag 6: Age 6 Months or Older (January 2000 - Sept 2006)
Age Flag 7: Age 8 Months or Older (January 2000 - July 2006)
Age Flag 8: Age 10 Months or Older (January 2000 - May 2006)
Age Flag 9: Age 5 Months or Younger (October 2006 – March 2007)
Age Flag 10: Age 7 Months or Younger (August 2006 – March 2007)
Age Flag 11: Age 9 Months or Younger (June 2006 – March 2007)
Age Flag 12: Age 11 Months or Younger (April 2006 – March 2007)

(ASK A7 OF ALL RESPONDENTS.)
(If WAVE1 A7 >= 2 GO TO A7)
(If WAVE1 A7 = 1 GO TO A8A)
A7. Does [CHILD] participate in services or activities through <FULL NAME>?

<1> YES
<2> NO (GO TO A12)
<7> DON’T KNOW (GO TO A12)
<9> REFUSED (GO TO A12)

A8. When did [CHILD] begin participating in services or activities through <FULL NAME>?

<1> January
<2> February
<3> March
<4> April
<5> May
<6> June
<7> July
<8> August
<9> September
<10> October
<11> November
<12> December
<2002-2007> YEAR

(PROGRAMMER: IF WAVE1 A7 >= 2 GO TO & A7 WAVE2 >=2 GO TO A12)
(PROGRAMMER: IF WAVE1 A7 >= 2 GO TO & A7 WAVE2 =1 GO TO A9)

A8a. Does [CHILD] still participate in services or activities through <FULL NAME>?

<1> YES (GO TO A9)
<2> NO
<7> DON’T KNOW (GO TO A12)
<9> REFUSED (GO TO A12)

A8b. When did [CHILD] stop participating in services or activities through <FULL NAME>?
<1> January
<2> February
<3> March
<4> April
<5> May
<6> June
<7> July
<8> August
<9> September
<10> October
<11> November
<12> December

(PROGRAMMER: IF A8a = 2 GO TO A12)

A9. What types of services or activities has [CHILD] participated in through <FULL NAME>?

<0> NONE (GO TO A12)
<1> SPECIFY PROGRAM NAME – ENTER RESPONSE VERBATIM
<7> DON’T KNOW (GO TO A12)
<9> REFUSED (GO TO A12)

A9A. Is that a preschool, child care, or Head Start?

<1> YES
<2> NO
<7> Don’t Know
<9> REFUSED

A10. About how many hours per month does [CHILD] participate in services or activities through <FULL NAME>?

(Interviewer: Enter month if respondent does not specify unit or if respondent specifies “month”)

<1> MONTH (GO TO A10A)
<2> WEEK (GO TO A10B)
<3> YEAR (GO TO A10B).

A10A. Interviewer enter hours per month and enter number of hours 0-99 (GO TO A11A)

A10B. Interviewer enter per week and enter number of hours 0-99 (GO TO A11B).

A10C. Interviewer enter per year and enter number of hours 0-99 (GO TO A11C).

A11A. For how many months has [CHILD] been participating in services or activities through <FULL NAME>?

<0-99> # MONTHS (GO TO A12)
<997> DON’T KNOW (GO TO A12)
<999> REFUSED (GO TO A12)

A11B. For how many weeks has [CHILD] been participating in services or activities through <FULL NAME>?

<0-99> # WEEKS (GO TO A12)
<997> DON’T KNOW (GO TO A12)
<999> REFUSED (GO TO A12)
A11C. For how many years has [CHILD] been participating in services or activities through <FULL NAME>?

<0-6> # YEARS
<997> DON’T KNOW
<999> REFUSED

(ASK ALL RESPONDENTS)

A12. Is [CHILD] attending preschool, child care, or Head Start outside of <FULL NAME>?

<1> YES
<2> NO [GO TO C1]
<7> DON’T KNOW [GO TO C1]
<9> REFUSED [GO TO C1]

A13. About how many hours per month does [CHILD] attend preschool, child care, or Head Start outside of <FULL NAME>? (INTERVIEWER: ENTER MONTH IF RESPONDENT DOES NOT SPECIFY UNIT OR IF RESPONDENT SPECIFIES “MONTH”)

<1> MONTH (GO TO A13A)
<2> WEEK (ENTER WEEK IF RESPONDENT SPECIFIED “HOURS PER WEEK”) (GO TO A13B)

A13A. INTERVIEWER ENTER HOURS PER MONTH AND ENTER NUMBER OF HOURS 0-99 (GO TO A14A)

A13B. INTERVIEWER ENTER HOURS PER WEEK AND ENTER NUMBER OF HOURS 0-99 (GO TO A14B).

A14A. For how many months has [CHILD] been attending preschool, child care, or Head Start outside of <FULL NAME>?

<0 – 99> # MONTHS (GO TO C1)
<97> DON’T KNOW (GO TO C1)
<99> REFUSED (GO TO C1)

A14B. For how many weeks has [CHILD] been attending preschool, child care, or Head Start outside of <FULL NAME>?

<0 – 99> # WEEKS
<97> DON’T KNOW
<99> REFUSED

(ASK C1 OF ALL RESPONDENTS) (SOURCE: EHS TPK & FAM LIT)

C.1 Now I would like to talk with you about activities that you do with your child that involve books. About how many children’s books do you own? Is it . . .[READ LIST]

<0> NONE (DO NOT READ)
<1> 1 – 10
<2> 11 – 25
<3> 26 – 50
<4> More than 50?
<7> DON’T KNOW
<9> REFUSED

(SOURCE: ECLS-B Preschool Parent Int.)

HE170. In the past month, has anyone in your family visited a public library with [CHILD]?

<1> YES
<2> NO (GO TO D1)
6. How often do you go to the library to borrow books or materials for [CHILD]?

- Never
- Several times a year
- Once a month
- Several times a month
- Once a week or more
- DON'T KNOW
- REFUSED

(Source: CA-ESPIRS)

D.1 Now I have some questions about you and (CHILD) at home. How many times have you or someone in your family read to (CHILD) in the past week? Would you say you or someone in your family read to (CHILD) zero times, one or two times, three or more times, or everyday?

**PROBE:** During the last 7 days.

- zero times
- Once or twice
- Three or more times, or
- Every day
- DON'T KNOW
- REFUSED

(Source: FACES, D1 & Family Lit D1)

D.2 In the past week, how often have you or has someone in your family done any of the following things with (CHILD)? How many times in the past week have you or has someone in your family (READ STATEMENT) would you say: zero times, one or two times, three or more times?

**REPEAT FOR B-H AND ENTER CODE FOR EACH STATEMENT.**

**PROBE:** During the last 7 days.

<table>
<thead>
<tr>
<th>A. Told (him/her) a story?</th>
<th>Zero Times</th>
<th>One or Two Times</th>
<th>Three or More Times</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B. Taught (him/her) letters, words, or numbers?</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>C. Taught (him/her) songs or music?</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>C1. Sung songs or played music with (him/her)?</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>D. Worked on arts and crafts with (him/her)?</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>E. Played with toys or games indoors?</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>F. Played a game, sport, or exercised together?</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>G. Took (him/her) along while doing errands like going to the post office, the bank, or the store?</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>H. Involved (him/her) in household chores like cooking, cleaning, setting the table, or caring for pets?</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Source: Head Start Impact Study (see BL item bank)
(ASK HSIS1-HSIS6 IF AGE FLAG 3 (+24 MONTHS OLD))
HSIS1. How many times in the past week have you or someone in your household done each of the following reading and language activities with [CHILD]?

Would you say: zero times, one or two times, or three or more times?

HSIS2. How many times in the past week have you or someone in your household practiced writing the letters of the alphabet with [CHILD] would you say…?

<0> Zero times
<1> One or two times, or
<2> Three or more times
<7> DON'T KNOW
<9> REFUSED

HSIS3. How many times in the past week have you or someone in your household had [CHILD] tell a story…?

<0> Zero times
<1> One or two times, or
<2> Three or more times
<7> DON'T KNOW
<9> REFUSED

HSIS4. How many times in the past week have you or someone in your household practiced the sounds that letters make…?

<0> Zero times
<1> One or two times, or
<2> Three or more times
<7> DON'T KNOW
<9> REFUSED

HSIS5. (How many times in the past week have you or someone in your household) had [CHILD] practice writing or spelling (his/her) name…?

<0> Zero times
<1> One or two times, or
<2> Three or more times
<7> DON'T KNOW
<9> REFUSED

HSIS6. (How many times in the past week have you or someone in your household) had [CHILD] learn about rhyming words and word families such as cat, mat, sat... [READ LIST]?

<0> Zero times
<1> One or two times, or
<2> Three or more times
<7> DON'T KNOW
<9> REFUSED
(ASK CA1-CA2 IF AGE FLAG 3 (+24 MONTHS OLD))
Source: Modified from CA-ESPIRS
CA1. (How many times in the past week have you or someone in your household) asked [CHILD] to tell you what is in a picture when you are reading together... [READ LIST]?

<0> Zero times
<1> One or two times ,or
<2> Three or more times
<7> DON'T KNOW
<9> REFUSED

CA2. (How many times in the past week have you or someone in your household) asked [CHILD] what he/she thinks will happen next when you are reading a story together... [READ LIST]?

<0> Zero times
<1> One or two times ,or
<2> Three or more times
<7> DON'T KNOW
<9> REFUSED

(ASK BL14-BL17 IF AGE FLAG 1 (0-35 MONTHS))

Now I am going to ask you some questions about what you do with your child at home.

On a scale of 1 to 10 with 1 meaning it is very unlikely and 10 meaning it is very likely, how likely are you to do the following things in the next week with [CHILD]?

In the next week, how likely are you to.....
BL14. Play with [CHILD]?
ENTER   <1-10>
DON'T KNOW   <77>
REFUSED   <99>

In the next week, how likely are you to.....
BL15. Talk to [CHILD]?
ENTER   <1-10>
DON'T KNOW   <77>
REFUSED   <99>

In the next week, how likely are you to.....
BL16. Read to [CHILD]?
<1-10> ENTER
<77> DON'T KNOW
<99> REFUSED

In the next week, how likely are you to.....
BL17. Sing to [CHILD]?
<1-10> # TIMES
<77> DON'T KNOW
<99> REFUSED
K.1.C  Some families have a routine of things they do when it is time to put a child to sleep. Do you or another adult in the household have a regular routine of things you do with [CHILD] when you put (him/her) to sleep?

   <1> YES
   <2> NO (GO TO PA090)
   <7> DON'T KNOW
   <9> REFUSED

K.1.E  How many times in the last week, Monday through Friday, were you (or another adult in the household) and [CHILD] able to follow this type of routine?

   <00 - 05> # TIMES
   <7> DON'T KNOW
   <9> REFUSED

PA090. The next questions are about raising children. Here are some statements that parents of young children say about themselves. For each statement, please tell me if it is exactly like you, very much like you, somewhat like you, not much like you, or not at all like you.

   a. I express my affection by hugging, kissing, and holding [CHILD]
   b. I am easygoing and relaxed with [CHILD]
   c. There are times I just don't have the energy to make [CHILD] behave as [he/she] should
   d. I have little or no difficulty sticking with my rules for [CHILD] even when close relatives, including grandparents, are there

   <1> EXACTLY LIKE ME
   <2> VERY MUCH LIKE ME
   <3> SOMEWHAT LIKE ME
   <4> NOT MUCH LIKE ME
   <5> NOT AT ALL LIKE ME
   <7> DON'T KNOW
   <9> REFUSED
Sometimes children behave pretty well and sometimes they don’t. In the past week, have you or has anyone in the household spanked (CHILD) because (he/she) was misbehaving or acting up?

**PROBE:** During the last seven days.

- <1> YES (GO TO QF.2A)
- <2> NO (GO TO DR7)
- <7> DON’T KNOW (GO TO DR7)
- <9> REFUSED (GO TO DR7)

**F.2A.** How often did this happen in the past week?

- <1-15> # TIMES
- <77> DON’T KNOW
- <99> REFUSED

**DR7.** Next, I have some questions about [CHILD]’s behavior.

For each of the behaviors I read to you, I'd like you to tell me how often you see [CHILD] behave in this way: never, rarely, sometimes, often or very often.

How often does [CHILD] …

1. (Age flag 1, 0 to 35 months) respond by looking at a book you place within his/her view
2. (Age flag 1, 0 to 35 months) respond by quieting or cooing when you sing to him/her
3. (Age flag 1, 0 to 35 months) play with books
4. (Age flag 1, 0 to 35 months) listen or watch for short periods of time when you read books
5. (Age flag 1, 0 to 35 months) listen or watch for short periods of time when you sing songs
6. (Age flag 1 and Age flag 6, 6 to 35 months old) participate in a reading, singing, or rhyming activity when you or another adult does these with him/her
7. (Age flag 1 and Age flag 7, 8 to 35 months old) show that he/she enjoys being read to by asking for this type of activity (For example, he/she brings you a favorite book so you will read it to him/her.)
8. (Age flag 1 and Age flag 8, 10 to 35 months old) show that he/she enjoys listening to songs by asking for this type of activity (For example, he/she asks you to sing a favorite song.)
9. (Age flag 1, 0 to 35 months) cry when other children cry
10. (Age flag 1, 0 to 35 months) look at or turn toward other children who are nearby
11. (Age flag 1, 0 to 35 months) notice other children by moving excitedly or reaching out to explore their faces or bodies when another child comes near to him/her
12. (Age flag 1, 0 to 35 months) show interest in other children at play by watching them
13. (Age flag 1, 0 to 35 months) show interest in other children at play by reaching for a toy or other object they are playing with
14. (Age flag 1 and Age flag 5, 12 to 35 months old) want to be near one or two specific children in a group (For example he/she moves close to or wants to sit next to a particular child.)
15. (Age flag 1 and Age flag 5, 12 to 35 months old) choose to play with one or two specific children whom he/she considers as his/her “friends”.

- <1> NEVER
- <2> RARELY
- <3> SOMETIMES
- <4> OFTEN
- <5> VERY OFTEN
- <7> DON’T KNOW
- <9> REFUSED
CD044. Children communicate in different ways at different ages. On the whole, which of these statements best describes the way [CHILD] communicates?

(Interviewer: Read full list first. Then read the following if necessary: “SO THE OPTIONS ARE, MOSTLY COMMUNICATING BY MAKING SOUNDS OR POINTING; MOSTLY TALKING IN ONE-WORD SENTENCES; TALKING IN 2 TO 3 WORD PHRASES; TALKING IN FAIRLY COMPLETE, SHORT SENTENCES; OR TALKING IN LONG AND COMPLICATED SENTENCES.”)

<0> Mostly communicating needs by making sounds or pointing
<1> Mostly talking in one-word sentences, such as “milk” or “down”.
<2> Talking in 2 to 3 word phrases, such as “give doll” or “me got ball”.
<3> Talking in fairly complete, short sentences, such as “I got doll” or “can I go outside?”
<4> Talking in long and complicated sentences, such as “when we went to the park, I went on the swings” or “I saw a man standing on the corner”.
<7> DON’T KNOW
<9> REFUSED

CD080. Next, I have some questions about [CHILD]’s behavior.

For each of the behaviors I read to you, I'd like you to tell me how often you see [CHILD] behave in this way: never, rarely, sometimes, often, or very often.

Whenever I ask about how [CHILD] behaves with other children, consider children who are close in age to [CHILD] – no more than 2 years older or younger than [CHILD]. Please base your answers on what you have seen of [CHILD]’s behavior during the last 3 months.

How often in the last 3 months have the following things occurred? (INTERVIEWER: If necessary, “How often in the last 3 months has this occurred?”)

- a. [CHILD] is invited by other children to play
- b. [CHILD] shows eagerness to learn new things
- c. [CHILD] volunteers to help other children complete tasks
- d. [CHILD] is accepted and liked by other children
- e. [CHILD] shares toys and other belongings with other children
- f. [CHILD] is physically aggressive (For example he/she hits, kicks, or pushes.)
- h. [CHILD] comforts other children who are upset
- k. [CHILD] pays attention well
- s. [CHILD] has temper outbursts or tantrums

<1> NEVER
<2> RARELY
<3> SOMETIMES
<4> OFTEN
<5> VERY OFTEN
<7> DON’T KNOW
<9> REFUSED

PA104 Do you have any concerns about whether [CHILD] will be ready to start kindergarten?

<1> YES
<2> NO (GO TO SPEC1)
<7> DON’T KNOW (GO TO SPEC1)
<9> REFUSED (GO TO SPEC1)
PA104a. What are those concerns?

ENTER RESPONSE VERBATIM

(ASK SPEC1-DEVEL1 OF ALL RESPONDENTS)
Spec1. Children with special needs are children who have trouble with things like talking or learning or who have special health care needs. Has [CHILD] ever been identified by someone as having special needs or needing special services?

INTERVIEWER: IF RESPONDENT SAYS CHILD WAS REFERRED FOR A SPEECH DELAY OR SPEECH DIFFICULTIES OR PROBLEMS, CODE AS YES.

<1> YES
<2> NO
<7> DK
<9> REF

Devel1. How often do you check with your pediatrician and/or other professional to see if your child's development is on track? (DO NOT READ LIST)

<0> NEVER
<1> RARELY
<2> ONLY WHEN I HAVE A CONCERN
<3> AT EVERY CHECKUP
<4> OTHER (SPECIFY)
<9> REFUSED

(ASK IF A9A=YES AND CHILD IS AGE 36+ MONTHS) OR (ASK IF A12=YES AND CHILD IS AGE 36+ MONTHS)
We would like some information about your relationship with [CHILD]'s teacher or childcare provider.

For each statement, please tell me if it is not at all, a little, some, a lot or a great deal like you.

M10. You feel welcome to visit [CHILD]'s preschool, childcare center or Head Start…
M12. You feel [CHILD]'s teacher or childcare provider cares about your child…
M13. You think [CHILD]'s teacher or childcare provider is interested in getting to know you…
M14. You feel comfortable talking with [CHILD]'s teacher or childcare provider about him/her …
M15. You feel [CHILD]'s teacher or childcare provider pays attention to your suggestions
M16. You ask [CHILD]'s teacher or childcare provider questions or make suggestions about him/her
M18. You volunteer at [CHILD]'s preschool, childcare center or Head Start.

<0> NOT AT ALL,
<1> A LITTLE,
<2> SOME,
<3> A LOT, OR
<4> A GREAT DEAL.

<7> DON'T KNOW
<9> REFUSED

(ASK BL12-H7 OF ALL RESPONDENTS)
Now I'd like to ask you some questions about children and their development. People have different opinions about children’s learning and development and I’d like to know your opinions.
BL12. What do you think is the best time to start reading to children?

<1> During a child’s first year (from birth to 1 year)
<2> When a child is age 2-4 years old
<3> When a child is in kindergarten (age 5-6 years)
<7> DON’T KNOW
<9> REFUSED

(Source: “What Grownups Know about Child Development” by Civitas)

CD24. When do you think a parent can begin to significantly impact a child’s brain development, for example impact the child’s ability to learn? (DO NOT READ CATEGORIES)

<01> PRENATAL (MEANING WHEN THE CHILD IS STILL IN THE WOMB)
<02> RIGHT FROM BIRTH
<03> TWO TO THREE WEEKS
<04> ONE MONTH
<05> TWO MONTHS
<06> THREE MONTHS
<07> FOUR MONTHS
<08> FIVE MONTHS
<09> SIX MONTHS
<10> SEVEN MONTHS
<11> EIGHT MONTHS
<12> NINE MONTHS
<13> TEN MONTHS
<14> ELEVEN MONTHS
<15> ONE YEAR OR MORE
<77> NOT SURE
<99> REFUSED

CD25. At what age do you think a parent should begin discussing his or her child’s development with a health professional? (DO NOT READ CATEGORIES)

<2> RIGHT FROM BIRTH
<3> TWO TO THREE WEEKS
<4> ONE MONTH
<5> TWO MONTHS
<6> THREE MONTHS
<7> FOUR MONTHS
<8> FIVE MONTHS
<9> SIX MONTHS
<10> SEVEN MONTHS
<11> EIGHT MONTHS
<12> NINE MONTHS
<13> TEN MONTHS
<14> ELEVEN MONTHS
<15> ONE YEAR OR MORE
<77> NOT SURE
<99> REFUSED

CD28. Some people say that a child’s experiences in the first year of life have a major impact on their performance in school many years later. Others say babies 12 months and younger are too young for their experiences to really help or hurt their ability to learn in school later in life. Which do you agree with most?
I’m going to read some statements about children let me know how much you agree or disagree.

CD30.B. In terms of learning about language, children get an equal benefit from hearing someone talk on TV versus hearing a person in the same room talking to them. Would you say you...

<1> Strongly disagree,  
<2> somewhat disagree, 
<3> are neutral, 
<4> somewhat agree, or 
<5> Strongly agree 
<7> DON’T KNOW 
<9> REFUSED

(Source: BL Atlanta Survey (Self-assessment))

BL4. Adults can encourage children’s learning by involving them in everyday activities. Would you say you...

<1> Strongly disagree,  
<2> somewhat disagree, 
<3> are neutral, 
<4> somewhat agree 
<5> strongly agree 
<7> DON’T KNOW 
<9> REFUSED

BL6. By responding to children’s cues (such as picking up an infant when she cries), adults teach children that they care about their needs. Would you say you...

<1> Strongly disagree,  
<2> somewhat disagree, 
<3> are neutral, 
<4> somewhat agree 
<5> strongly agree, or 
<7> DON’T KNOW 
<9> REFUSED

(Source: “What Grownups Know about Child Development” by Civitas)

CD31. I’d like your opinion on how important you think it is for children of different ages to spend time playing. For a five-year-old, how important do you think playing is for that child’s healthy development? Please use a 1 to 10 scale, where a one means playing is not at all important to the child’s development, and a 10 means playing is crucial to the child’s development. Use any number in between.

A. Five-year-old  
<1-10> # 
<99> REFUSED

B. How about for a three-year-old x  
<1-10> # 
<99> REFUSED
C. How about for a 10-month-old x
<1-10> #
<99> REFUSED

(Source: ECLS-B Preschool Parent Interview)
PA095. Now I’m going to ask you how important you think it is for any child to know or do certain things to be ready for kindergarten.

b. To be ready for kindergarten, how important do you think it is that a child can count to 20 or more? Would you say essential, very important, somewhat important, not very important, or not at all important?
c. To be ready for kindergarten, how important do you think it is that a child takes turns and shares? Would you say essential, very important, somewhat important, not very important, or not at all important?
e. To be ready for kindergarten, how important do you think it is that a child is able to use pencils and paint brushes? h. To be ready for kindergarten, how important do you think it is that a child is sensitive to other children’s feelings? i. To be ready for kindergarten, how important do you think it is that a child sits still and pays attention?
j. To be ready for kindergarten, how important do you think it is that a child knows most of the letters of the alphabet?
l. To be ready for kindergarten, how important do you think it is that a child identifies primary colors and shapes? o. To be ready for kindergarten, how important do you think it is that a child reads or pretends to read storybooks?

<1> ESSENTIAL
<2> VERY IMPORTANT
<3> SOMEWHAT IMPORTANT
<4> NOT VERY IMPORTANT
<5> NOT AT ALL IMPORTANT
<7> DON’T KNOW
<9> REFUSED

(Source: ECLS-B 18m parent interview, section Q. & Family Lit. H1-H2, H7-H8)
The next questions are about people you know and may ask for help from when you need it.

H.1 Suppose you had a problem and you were feeling depressed or confused about what to do. Is there someone you could ask for help or advice?

<1> YES
<2> NO (GO TO QH.7)
<7> DON’T KNOW (GO TO QH.7)
<9> REFUSED (GO TO QH.7)
H.2  Who would you ask for help or advice?  [CODE ALL THAT APPLY.] IF R NAMES ONLY ONE PERSON, PROBE:  Anyone else?

<00> NO ONE
<01> MY SPOUSE/PARTNER
<02> CHILD’S MOTHER/FATHER
<03> MY MOTHER
<04> MY FATHER
<05> MY GRANDFATHER/MOTHER
<06> MY SISTER/BROTHER
<07> MY SPOUSE/PARTNER’S FAMILY
<08> CHILD’S FATHER’S FAMILY
<09> OTHER RELATIVES
<10> TEACHER/AIDES
<11> COWORKERS
<12> NURSE
<13> COUNSELOR
<14> SOCIAL WORKER/ CASE MANAGER/ COMMUNITY SERVICE WORKER
<15> MINISTER OR PRIEST
<16> CHURCH MEMBER
<17> FRIEND OR NEIGHBOR
<18> FAMILY DOCTOR
<19> STAFF AT CLINICS
<20> OTHER (SPECIFY)
<21> [fill recog name 1] STAFF
<77> DON’T KNOW
<99> REFUSED

H.7  Do you have someone who could give you advice or information about the care of [CHILD]?

<1> YES
<2> NO (GO TO DEM2)
<7> DON’T KNOW (GO TO DEM2)
<9> REFUSED (GO TO DEM2)
H.8 Who would you ask for advice? [CODE ALL THAT APPLY.] IF R NAMES ONLY ONE PERSON, 
PROBE: Anyone else?

<00> NO ONE
<01> MY HUSBAND
<02> CHILD’S FATHER
<03> MY MOTHER
<04> MY FATHER
<05> MY GRANDFATHER/MOTHER.
<06> MY SISTER/BROTHER
<07> MY HUSBAND’S FAMILY
<08> CHILD’S FATHER’S FAMILY
<09> OTHER RELATIVES
<10> TEACHER/AIDES
<11> CO-WORKERS
<12> NURSE
<13> COUNSELOR
<14> SOCIAL WORKER/ CASE MANAGER/ COMMUNITY SERVICE WORKER
<15> MINISTER OR PRIEST
<16> CHURCH MEMBER
<17> FRIEND OR NEIGHBOR
<18> FAMILY DOCTOR
<19> STAFF AT CLINICS
<20>OTHER (SPECIFY)
<21> [fill recog name 1] STAFF
<77> DON’T KNOW
<99> REFUSED

(Source: This section adapted from F5 California SR 2004 Kindergarten Family Interview)
(ASK NSCR IF AGE FLAG 4 (+36 MONTHS OLD))
(IF AGE FLAG NOT EQUAL 4 GO TO Q25)

NSCR. Will your child go to Kindergarten this year?

<1> YES
<2> NO (GO TO Q25)
<7> DK (GO TO Q25)
<9> REF (GO TO Q25)

N1. Have you and [CHILD] visited [CHILD’S] kindergarten classroom or school before the school year begins?

<1> YES
<2> NO
<7> DK
<9> REF

N1a. I have some questions about information you may have received from School Readiness Programs like <RECOG NAME 1> <FULL NAME> or from [CHILD]’s school before s/he starts kindergarten this fall.

N1b. Did you receive information about what you and [CHILD] should expect when school starts in the fall?

<1> YES
<2> NO
<7> DK
<9> REF
c. Did you receive information on how to contact [CHILD]’s kindergarten teacher or school staff to discuss any concerns or questions you might have about [CHILD]?

<1> YES  
<2> NO  
<7> DK  
<9> REF

d. Did you receive information about how to help [CHILD] learn at home?

<1> YES  
<2> NO  
<7> DK  
<9> REF

(This section from F5 California SR 2004 Kindergarten Family Interview)

N2. Do you think that what this School Readiness program did to get [CHILD] ready for kindergarten was…

<1> More than [he/she] needed,  
<2> Less than [he/she] needed, or  
<3> About right?  
<7> DON’T KNOW  
<9> REFUSED

(IF NSR=YES GO TO Q26)

Q25. Now I would like to know your opinions on School Readiness services or activities through <FULL NAME> <RECOG NAME2>. The rest of the questions will be about services or activities you’ve participated in through this School Readiness program.

(Source: Adapted from the Born Learning Post questions)

Q26. Have you used any of the ideas that you learned from this School Readiness program with a child in your life?

<1> Yes  
<2> No [GO TO Q28]  
<7> DK [GO TO Q28]

Q27. If you used any of the ideas that you learned from this School Readiness program with a child in your life, please tell me how.

(INTERVIEWER: PLEASE ENTER THE RESPONSE VERBATIM)

THIS SECTION AIR ORIGINALS ADDED FOR WAVE 2

Q28. I’m going to read some statements about things you may have learned from this School Readiness Program. Let me know how much you agree or disagree.

a. This School Readiness program has helped me understand how children learn. [READ LIST]

b. This School Readiness program has helped me learn how to support my child’s learning. [READ LIST]
c. This School Readiness program has helped me understand how to help my child get ready for kindergarten [READ LIST IF NECESSARY]
d. This School Readiness program has helped me become more confident about getting involved in my child’s school. [READ LIST IF NECESSARY]
e. This School Readiness program has helped me understand how to contact my child’s teacher or school if I have questions or concerns about my child. [READ LIST IF NECESSARY]
f. This School Readiness program has helped me understand my child better. [READ LIST IF NECESSARY]
g. This School Readiness program has helped me understand how to communicate with my child better. [READ LIST]
h. This School Readiness program has given me helpful ideas for how to guide my child’s behavior when he/she misbehaves or acts up. [READ LIST IF NECESSARY]
i. This School Readiness program has helped my child to make friends with other children. [READ LIST IF NECESSARY]
j. This School Readiness program has helped my child feel comfortable about going to school. [READ LIST IF NECESSARY]
k. This School Readiness program has helped me know where to go if I have questions or concerns about my child. [READ LIST IF NECESSARY]
l. I have made new friends through this School Readiness program that I know I can turn to if I have questions or need help. [READ LIST IF NECESSARY]
m. Most of what I learned from this School Readiness program I already knew

Would you say…
<1> Strongly disagree,
<2> somewhat disagree,
<3> are neutral,
<4> somewhat agree, or
<5> Strongly agree
<7> DON’T KNOW
<9> REFUSED

33. What is the most important thing you have learned from School Readiness Programs like <RECOG NAME 1> <FULL NAME>?

(INTERVIEWER: PLEASE ENTER THE RESPONSE VERBATIM)

34. What would you like to see improve at School Readiness Programs like <RECOG NAME 1> <FULL NAME>?

(INTERVIEWER: PLEASE ENTER THE RESPONSE VERBATIM)

THANK1
Thank you for helping us with this study.
That’s all of the questions I have for today. Thank you for your time.
Appendix B:
Grantee Report Review
First 5 LA School Readiness Initiative Outcomes Study
Review of Grantee Evaluation Reports
DRAFT

Prepared by
American Institutes for Research

4 October 2007

The purpose of the School Readiness (SR) Initiative Outcomes Study conducted by the American Institutes for Research (AIR) is to explore the extent to which School Readiness programs supported by First 5 LA\(^1\) are meeting the key goal of ensuring that both children and parents are ready for children’s transition to kindergarten. Although SR programs have other goals as well (e.g., increasing schools’ readiness for children), the SR Outcomes Study focused exclusively on outcomes for parents and children. To assess SR grantees’ progress toward the goal of preparing children and parents for school, AIR developed a mixed-methods study design in collaboration with First 5 LA, incorporating parent phone surveys and focus groups, program surveys, and direct child assessments. In addition, to incorporate evaluation data collected by grantees and reported in their year-end evaluation reports, AIR staff conducted a review of the 2005-06 grantee reports and identified evidence of program outcomes for children and parents. This document provides a discussion of our approach to this report review, a summary of grantee-reported findings, and conclusions and recommendations based on these findings.

Report Review Methodology

In order to maximize the utility of the information collected by grantees through their own program-level evaluation efforts, we have conducted a thorough review of grantees’ evaluation findings related to parent and child outcomes as documented in their 2005-06 year-end reports. This review addresses evaluation question 2 from the methodology memo:

2. Is participation in SR programs associated with positive outcomes for children and families?
   a. Is participation associated with children’s readiness for school?
   b. Is participation associated with positive developmental outcomes for children birth to 3?
   c. Is participation associated with families’ support for school readiness (including supports for children birth to 3 years and 3 to 5 years)?

The use of grantees’ evaluation reports for this purpose is based on two key assumptions: program evaluation efforts are sufficiently rigorous, and the evaluation reports are detailed enough to yield useful information. Based on prior reviews of grantee evaluation

\(^1\) School Readiness programs receive funding from First 5 LA as well as state-level matching grants.
reports, we found that these assumptions were not always met for all grantee reports. Therefore, to ensure that the findings summarized in this report review component of the study were based on sufficiently rigorous study designs, we set basic quality criteria for selecting grantee reports for review. Criteria were set separately for findings related to parent outcomes and for findings related to child outcomes, such that one report could meet the quality criteria for one set of outcomes but not the other.

Criteria for Inclusion of Grantee Reports in this Review

Of the 42 grantees receiving funding for the 2005-2006 program year, one did not submit a report and one report was incomplete. A total of 40 completed year-end reports were downloaded from the online data system. The eight LAUSD sites participated in a joint evaluation, and, as a result, presented identical findings in each of their eight reports and are therefore counted as one report. Thus, for summaries of quantitative findings, a total of 33 reports were available for consideration. In addition, each of the eight LAUSD sites included a qualitative section summarizing results for site-specific case study efforts; these were included to supplement quantitative results where relevant.

From these 33 complete reports, we selected those for each study component that met basic criteria for methodological rigor. None of the grantees used randomized controlled trials – the gold standard for social science research, nor did any of the grantees use quasi-experimental designs, without which attribution of program impacts cannot be made. In order to make statements about changes in observed outcomes in families that might be related to participation in program activities, selection criteria included the use of either 1) pre/post assessments, which would enable the measurement of change on the outcome of interest, or 2) an end of program assessment that was correlated with intervention intensity. All grantee reports that met one or both of these criteria were included in the quantitative review. It is important to note, however that in neither case do these criteria imply attribution of the outcomes observed to the interventions used. Strong correlations suggest only that there is an association between outcomes and program activities/interventions. Whether this association is unequivocally causal (i.e., actually a result of the intervention) can only be answered through the use of more rigorous randomized trials, which, as mentioned earlier, were not used by any of the grantees, and which involve greater expenditures of time and resources than most grantees are able to make.

For the analysis of grantee-reported parent outcomes, 21 grantee reports (counting all eight LAUSD reports as one of the 21) included pre/post measures (in the form of knowledge surveys, parenting behavior checklists, or other standard or program-developed measures of parent impact); three of these reports correlated outcomes with participation levels, and two presented results for a comparison group. A total of 12 grantee reports were excluded from analyses. Of the 21 reports included, four used a “retrospective pre/post” approach. While this method is not as rigorous as a standard

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2 The two sites with missing reports were in transition at the time and were later taken over by different lead agencies.
pre/post approach, we included these reports to ensure broader representation among the grantees.

For the **analysis of grantee-reported child outcomes**, 22 grantee reports included pre/post measures (in the form of child assessments, parent surveys of children’s behavior, or other standard or program-developed measures of impacts on children); one of the reports correlated outcomes with participation, and two presented results for a comparison group. A total of 11 reports (counting all eight LAUSD reports as one of the 11 reports) were excluded from analyses.

In total, 28 grantee reports were included in the quantitative review of reports – six were included *only* in the analysis of parent outcomes, seven were *only* included in the analysis of child outcomes, and 15 were included in *both* sets of analyses.

**Analysis Procedures**

Each of the reports meeting the criteria above was reviewed separately for parent and child outcomes. Findings related to parent outcomes were categorized according to content. A preliminary set of categories was developed based on prior reviews of grantee reports as well as the research literature on important outcomes for parents to support their children’s school readiness. After an initial review of grantee reports, these categories were revised to better reflect the content of grantee evaluation efforts. The final list of topics into which grantee findings were categorized by AIR staff includes:

- **Parenting knowledge**
  - Knowledge of child development
  - General parenting knowledge
- **Supportive environments for learning**
  - Home environment
  - Home literacy resources and learning materials
- **Support for children’s learning and development**
  - Support for children’s healthy development
  - Support for learning and school readiness
  - Language and literacy activities
  - Other parent-child activities
- **Routines and discipline**
  - Following regular routines
  - Patience and discipline
- **Parent involvement in and comfort with the school system**
- **Parent support and resilience**
  - Social supports and self-efficacy
  - Adult language and literacy skills

Findings related to children’s outcomes were similarly classified into topic areas. The list of categories for children’s outcomes was based on three developmental domains and

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3 A 23rd grantee program included pre/post measures in the description of their methodology, but did not report findings in a way that would permit assessment of change.
modeled after the content of the observational assessment tool most commonly used by grantees – the Desired Results Developmental Profile (DRDP). The following categories and subcategories were used to code the findings related to child outcomes:

- **Cognitive development and learning**
  - Interest in learning
  - Reading and literacy skills
  - Problem-solving skills
  - Math and numeracy skills
- **Social-emotional development**
  - Self-awareness and self-concept
  - Social and interpersonal skills
  - Self-regulation
  - Communication and language
- **Physical and motor development**

Within each category, grantee findings were summarized. In addition to these categories, we also examined outcomes explicitly noted for children in the birth to three age range. Only eleven grantees reported results specifically for this age group. When available, we noted results presented for this age range.

In addition to this quantitative review, reports that were excluded for methodological issues were reviewed for qualitative information that could be used to add depth or context to the findings identified through quantitative reviews. Grantees presented qualitative information in three different ways: sharing direct quotations from parents, paraphrasing parent comments, and highlighting themes collected through qualitative methods. Grantee findings were extracted from reports and sorted thematically. The qualitative data were used primarily as a supplement, and examples were collected that could support themes already identified. The qualitative findings on their own were not sufficient to support their inclusion as additional findings. Qualitative data from seven grantees (including three from LAUSD) were used to supplement the quantitative findings.

**Caveats for Interpretation**

There are a number of reasons why the reader should use caution in the interpretation of the results presented here. First, we have used very few selection criteria to determine if reports should be included. In many cases, grantee reports met the criteria in terms of their methodological approach, but the level of detail presented in the report prohibited a thorough review of the findings. Because of the limited level of detail presented in many of the reports, we have not conducted a meta-analysis. We simply summarized the results presented by grantees as a way of highlighting some of the work that grantees have done as part of their own evaluations as well as to confirm and expand on some of the findings presented from other components of the School Readiness Initiative Outcomes study (namely the parent survey and the child assessments).

One area where a lack of information was particularly striking involved evaluation sample sizes. Sample size varied widely – from one to 292 – and, in some cases, was not
presented clearly or at all in grantee reports. In addition, population size was often even more difficult to discern. We decided not to exclude reports based on sample size, since many reports lacked this information, making it impossible to make a consistent determination across all reports.

Another caveat to consider is that only 11 grantees shared both positive and negative outcomes. (Most of the “negative outcomes” were actually incidences of no change or flat growth.) While some grantees reported all of the details, others only touched on highlights, making it difficult to identify areas where the Initiative may be resulting in weaker outcomes. As a result, findings are generally quite positive.

Finally, only 13 grantees (nine for the parent outcomes review and nine for the child outcomes review) presented information on statistical significance. The remaining grantees discussed either specific pre- and post-test (or change) scores, or summarized their findings through narrative. Without sufficient data presented in the reports, it is impossible to determine if changes observed were substantial enough to warrant reporting as a significant finding. Where statistical significance was provided, it is included in this review; otherwise, we simply report “grantee-reported” findings based on the information available.

**Grantee Findings Related to Parent Outcomes**

As noted above, 21 grantee reports (representing 28 sites) were reviewed for parent outcomes. Grantees reported on the use of a wide range of measurement tools. These consisted of some standard tools but also many program-developed tools to assess parent progress on the outcomes most aligned with program goals. Tools included in grantees’ evaluations to assess parent outcomes included (among others):

- Home Observation for Measurement of the Environment (HOME) Inventory (2 grantee reports)
- Learning-based Contact Questionnaire (LBCQ) (1 grantee report)
- New Parent Knowledge Test (1 grantee report)
- NuParent Questionnaire (2 grantee reports)
- Adult-Adolescent Parenting Inventory (AAPI) (1 grantee report)
- Parent Literacy Behavior Checklist (3 grantee reports)
- California Even Start Performance Information Reporting System (CA-ESPIRS) (2 grantee reports)
- Parent Perceived Sense of Competency (PPSC) (1 grantee report)
- Parent Understanding of Language Development in Young Children (1 grantee report)
- PAT Parent Knowledge Survey (3 grantee reports)

Common findings from these and other tools that address a range of knowledge and behavior outcomes for parents participating in SR programs are described below.
Parenting Knowledge

Assisting parents to grow in their understanding of the importance of their role in supporting children’s learning and development is a key goal of many of the SR programs. However, measuring this growth in parents’ knowledge and understanding, is a challenge. Just over half of the grantee reports (12) reviewed for parent outcomes included findings related to changes in parents’ knowledge as measured by one of two strategies: using direct assessments of parenting knowledge, or surveying parents about their confidence in relation to various dimensions of parenting knowledge.

The first strategy for determining if parents were, in fact, improving their knowledge – direct assessments of parenting knowledge – involved administering pre- and post-test surveys or assessments of parent knowledge that asked parents to identify the “correct” answers to substantive questions about parenting-related facts or child behaviors (e.g., true/false questions like, “Babies put things in their mouths to learn about them”). This approach was reported on in eight grantee reports, seven of which reported some gains among their parents from pre-test to post-test (although none reported statistically significant growth).

Another approach was to assess changes in parents’ confidence in their parenting knowledge – a strategy reported on in seven grantee reports reviewed. These grantees asked participants to report on how much they know about a particular issue (e.g., by responding to statements such as “I know how to prepare my child to enter kindergarten”) rather than asking fact-based questions. All seven grantees who assessed parents’ confidence in their knowledge reported growth over time among their participants (although none reported statistically significant growth).

Growth in parents’ knowledge (or confidence in their knowledge) was assessed by grantees in a variety of areas. The most common topic reported by grantees was parents’ knowledge of child development and strategies for supporting children’s healthy development and learning, reported in 11 grantee reports. Measures of parent knowledge in this area included true/false questions such as:

- Some toys are too difficult for young children to use.
- By age 2, babies usually cooperate and share when they play together.
- Playing is the way a child learns.
- Parents need not worry when spurts in development are followed by a return to earlier behaviors.

Ten grantees reported positive growth in knowledge of child development among their participating parents; four of these also reported some mixed results; none reported information on statistical significance. One report summarized findings that were difficult to characterize as positive or negative. This evaluation reported decreases in parents’ expectations about what children should know in order to be ready for kindergarten, which could indicate more realistic thinking after learning about appropriate expectations, but interpretations are somewhat unclear.
Several grantees (4) also reported on changes in *general parenting knowledge* and other unspecified positive parenting strategies.

In addition to reporting results for parents of children 3-5 or parents of children birth to 5 more generally, four grantees also explicitly reported results on changes in parenting knowledge among *parents of children birth to 3 years of age*. Two of these four evaluations used the NuParent survey to assess parents’ knowledge of their infants’ needs. This survey included questions that asked parents about:

- how to help infants grow socially and emotionally
- how to stimulate infant brain development
- how to bond with infants
- how to perform infant massage
- what immunizations infants need
- what infants should eat and how to feed them

All four grantees reported some positive change; one reported mixed results as well. None reported statistically significant growth.

**Supportive Environments for Learning**

Grantee programs also addressed the goal of helping parents to develop a supportive learning environment for their children. Just over one third (8) of the 20 reports reviewed described results from evaluation efforts to assess changes in parents’ understanding of and ability to provide an environment that is appropriate for healthy development and learning. All of these reports described some positive growth in this category.

Four of the eight grantees that addressed this construct focused on the quality of the *home environment* itself, including whether parents understood how to create a safe environment for their child, or using objective observational measures of the adequacy of the physical environment such as the standardized HOME Inventory. All four of these grantees reported some positive change; one reported mixed results as well. None reported statistically significant growth.

Six grantees described changes in the availability and use of *home literacy resources and learning materials* as an aspect of providing a supportive learning environment for children. Assessments included in this dimension measured the availability or frequency of use of such resources and materials. For example, grantees asked parents to respond to a series of statements like the following:

- I fill my home with books and reading materials and know which books my child likes.
- I have a library card and go with my child to the library to check out books he/she likes.
- I provide numerous writing tools (pencils, markers, crayons, paintbrushes, paper etc.) for my child.
All six grantee reports indicated some increases in the use or availability of literacy resources and learning materials, including four that highlighted statistically significant growth and two that reported mixed results.

Four grantee reports highlighted findings related to creating a supportive learning environment explicitly for parents of children from birth to 3 years of age. One grantee used the infant/toddler version of the HOME Inventory, assessing the organization of the home environment as well as the availability of learning materials. Others used survey questions that asked parents to respond to statements such as, “I know how to create a safe environment for my infant.” All reported positive growth, though none reported statistically significant growth for the parents of children birth to 3.

Support for Children’s Learning and Development

The most frequently reported findings in grantee evaluation reports concerned parent actions designed to support children’s learning and development. A total of 17 grantee reports out of the 21 reviewed for parent outcomes included findings related to outcomes in this broad topic area. In our review of grantee findings, we focused on four types of parent outcomes in this domain: parents’ support for children’s healthy development, parents’ support for children’s learning and school readiness, language and literacy activities in which parents engage their children, and other parent-child activities.

First, parents’ support for children’s healthy development includes changes in parents’ understanding of and implementation of strategies to support their children’s physical and social-emotional development. This includes findings related to topics such as:

- Responding to children’s needs
- Bonding with the child
- Encouraging children to do things for themselves
- Paying attention to the child’s medical and dental needs
- Providing proper nutrition

Nine grantee reports summarized findings from their evaluation efforts that highlight changes in parents’ approaches to supporting the healthy physical and social-emotional development of their children. All nine reported some positive changes, with one reporting statistically significant improvements over time. Three grantee reports also reported some mixed results in this area.

Grantee reports also documented changes in parents’ support for learning and school readiness with their children. This category included all findings related to supporting children’s cognitive development and preparation for kindergarten. For example, grantees reported on parents’ changes related to:

- Educational aspirations for their children
- Understanding how children learn
- Preparing children for kindergarten
- Expectations for what children should know to be prepared for kindergarten
A total of six grantee reports included discussion of parents’ attitudes about and behaviors related to supporting their children’s learning and preparing them for the transition to kindergarten. Five of these reported positive changes among parents, one of which also reported some mixed findings. One grantee report described parents’ satisfaction with the program and their appreciation for the guidance on supporting children’s learning, quoting one parent, “I am thankful with the program for being helpful [to me] as a parent. I have learned how to give my child educational support.”

Eleven grantee reports cited changes in the quality or frequency of language and literacy activities in which parents were engaging their children. Grantees that assessed this described changes in the frequency of activities such as:

- Practicing naming or writing letters of the alphabet with the child
- Singing songs to the child
- Reading to the child from a variety of books
- Telling stories to the child
- Pointing out household objects and going over their shapes/colors/names with the child
- Talking about the pictures in a book with the child
- Teaching the sounds that letters make
- Discussing the meaning of new words with the child

All of these 11 evaluation reports indicated increases in parents’ understanding of the importance of and application of these behaviors, with six grantee reports citing statistically significant growth over time. Six grantees also reported some mixed findings related to this topic. One grantee report highlighted the experiences of two parents who described the changes in their understanding of the importance of language and literacy activities. One parent reflected on her thinking prior to participating in the program, saying, "I didn't know it was so important to read to young children." Another parent noted, "I learned how to choose books for my child [and] to read them, and when we walk in the street, we count things like the distance or the number of buildings or the people."

Twelve grantee reports described findings related to parents’ engagement in other parent-child activities as well. Examples of these activities include:

- Helping the child with math
- Playing with the child
- Practicing numbers and counting
- Involving children in household chores
- Drawing or coloring with the child

All of these 12 grantee reports presented growth in parent outcomes related to these and other parent-child activities, including seven reports that demonstrated statistically significant improvements over time. Four grantees reported some mixed results as well.
One report described how parents found more time for interaction with their children, reporting that “parents typically stated that they now viewed daily activities such as running errands as opportunities to engage in learning as an example of the way their behavior had changed relative to school readiness. They had become more aware of everyday situations presenting opportunities to teach their children.” This program also noted that “parents tended to engage in in-home learning activities such as drawing, painting, and singing songs in the home in an effort to develop their own children cognitively.”

Seven grantee reports also explicitly presented findings for parents of children birth to 3 years of age related to supporting children’s learning and development. Examples of the outcomes on which changes in parents of infants and toddlers were measured include:

- **Knowing how to help infants develop socially and emotionally**
- **Coping with a crying infant**
- **Understanding how to stimulate the infant’s brain**
- **Changing vocal patterns while reading to show emotion and excitement**
- **Playing games like “peek-a-boo” and “patty-cake”**
- **Giving the child many different types of safe household objects/toys to play with**
- **Paying attention to sleep patterns**
- **Reassuring the infant/toddler when the parent has to leave to go somewhere**

All of these grantees reports highlighted some positive findings, showing increases in parents’ understanding and use of strategies that support their children’s learning. One grantee report demonstrated statistically significant growth among parents on strategies for supporting children’s healthy development and engaging children in parent-child activities. Two grantee reports presented findings showing statistically significant growth in engaging their children in language and literacy activities. Two grantee reports also reported some mixed results.

### Routines and Discipline

Providing consistency for children, by following regular routines and supporting children’s positive behavior are additional outcomes that nine grantees reported on in their evaluation reports.

Two grantees highlighted parents’ greater emphasis on following regular routines – for example, having a regular and appropriate morning routine, a feeding schedule, or bedtime routine. Both grantee reports cited positive change; one reported statistically significant growth in parent behaviors and attitudes related to routines.

A greater emphasis in grantee evaluation reports was on discipline strategies and approaches to interacting with children to encourage positive behavior. Nine grantee reports shared findings related to patience and discipline. These included reports on a variety of parent attitudes and behavior, such as:

- **Knowing ways to be patient with the child**
- **Knowing how to use positive discipline**
• Setting limits with the child
• Using age appropriate discipline strategies
• Reinforcing positive behaviors

Eight of the nine grantee reports that included findings related to parents’ patience and use of discipline strategies reported positive changes among parents; two of which reported statistically significant growth. Three of the eight reports cited mixed results, and the ninth grantee report reported no change at post-test. One grantee reported that “several parents” felt that their parenting class “improved their ability to discipline their children positively and helped them learn to reduce their own anger and likelihood of using ‘violent’ techniques when interacting with their children.”

Several grantee reports (3) also reported findings related to changes in routines and discipline strategies among parents of children from birth to 3 years of age. One reported on parents’ growth in their understanding about what consistent routines are. Three reported on outcomes related to patience and discipline. All showed positive changes (one significantly) among parents of children from birth to 3.

**Parent Involvement in and Comfort with the School System**
Preparing parents to support and be involved in their child’s education throughout their lives is another goal of the SR programs. Seven grantee reports explored this aspect of parent learning in their evaluations. Findings in this category related to parents’ comfort with the school system as well as their participation in school activities. For example, grantees reported on:

- Feeling comfortable talking to their child’s teacher
- Understanding the structure of the school system
- Understanding the importance of participating in parent-teacher conferences
- Volunteering in their child’s class

All seven grantee reports that assessed parents’ feelings about and their involvement in their child’s school or program reported positive change overall; two reported statistically significant growth. Two of these grantees also reported some mixed results. None of the grantee reports included an analysis of changes in comfort with the school system or parent involvement for parents of children from birth to 3.

Several grantees reported on the success of specific parent involvement activities that they sponsored to help parents learn about ways to become involved in their child’s school. For example, one grantee reported that each year, groups of parents design a project to improve their school community, such as planning a community carnival, a summer mentor program for the school, and a community clean-up day. They raise money for the project and see it through to the end. “The entire proposal process, including the presentation to the SPA Council is parent-led and parent-owned,” described the grantee report. “The actual events and activities that come to life as a result of the funding are also seen as major accomplishments.”
Parent Support and Resilience

Although not a major focus in grantee evaluation reports, five reports discussed additional outcomes for parents that reflect their own well-being, personal development, and resilience.

Three grantee reports described outcomes for parents related to social supports and self-efficacy to help them grow and develop in their role as parents. These reports included findings related to parents’ access to resources and social supports that help in raising children and parents’ feelings of confidence and self-efficacy in the role of parent. All three reports that touched on these issues showed positive change, with one also showing some mixed results that were not found to be statistically significant.

Program activities often gave parents opportunities to provide support to each other. One grantee report described how parents valued this time, especially opportunities for “sharing ideas, opinions, and being able to communicate without limits; hearing from other parents at other schools – ability to network with other parents; and [being] asked their opinion.” Another program report described parents’ views on their increased self-efficacy and self-confidence through their participation, “several noted that, through the classes they have taken, they have become ‘less shy’ and ‘more social,’ sharing ideas about parenting and things that work.” Increased sharing among family members was also a change highlighted by one program, which reported that “families also credited the program with improving the communication between spouses.” This program also noted that “two families mentioned that the program teaches men to communicate better with their children and to spend time with them,” and overall results in “a great impact on the family as a whole.”

Several grantees also examined changes in parents’ development of adult language and literacy skills and knowledge that support parent self-sufficiency – such as English language and reading skills, as well as literacy behaviors that support lifelong learning and the modeling of positive habits for children. Four grantee reports cited findings related to these outcomes. Three reported positive changes, including one with some mixed results, and one reporting no change overall.

Grantee reports that described changes in parents’ language skills reported that parents found many uses for their new language skills. A group of parents at one program reported that their new English skills helped them to prepare their children for school, and one parent claimed, "I can read more in English and help [my children] with their homework." Another program report described how one parent “came to understand the importance of learning English” and with her new skills is now working full-time doing outreach for the program.

Outcomes for Children

We reviewed the 22 grantee reports that met the criteria for inclusion in the child outcomes portion of the report review task to highlight common findings across grantee
Grantees used a wide variety of measures to assess children’s progress over time. Standard and program-developed measures reported on include:

- Ages & Stages Questionnaire (ASQ) (4 grantees reports)
- Child Development Rating Scale (CDRS) (1 grantees report)
- Child Engagement Questionnaire (1 grantees report)
- Desired Results Developmental Profiles (DRDP) (12 grantees reports)
- Florida Checklist (1 grantees report)
- High Scope Child Observation Record (COR) (1 grantees report)
- Kaufman Survey of Early Academic Language Skills (KSEALS) (1 grantees report)
- Early Learning Accomplishment Profile (E-LAP) (1 grantees report)
- Learning Accomplishment Profile Diagnostic (LAP-D) (1 grantees report)
- Pre-K Academy Developmental Profile (1 grantees report)
- Pre-K Literacy and Math Inventory (1 grantees report)
- PreSchool Language Scale (PLS) (1 grantees report)
- Receptive-Expressive Emergent Language (REEL) Test (1 grantees report)
- Second Step Evaluation Interview (1 grantees report)
- Teacher Rating of Oral Language and Literacy (TROLL) (2 grantees reports)
- Woodcock/Muñoz Language Survey (1 grantees report)
- Other program-developed measures (on Language development, Letter recognition, Numerals, Physical well-being/Motor Skills, Readiness Skills, Social/emotional development) (2 grantees reports)

Grantee reports presented outcomes for children in each of three developmental domains: cognitive development and learning, social-emotional development, and physical and motor development. A summary of grantee findings are presented for each domain below.

**Cognitive Development and Learning**

A total of 18 grantee reports presented analyses of data related to children’s cognitive development and learning. This included a wide range of topics from math and literacy skills to children’s learning styles and general cognitive growth.

Three grantee reports presented information on children’s growth in their interest in learning, all from the DRDP. Items from the DRDP measuring this construct include:

- observes and examines natural phenomena
- combines activities, materials, and equipment in new ways (e.g., builds tent by using sheet or blanket around table, uses Play-Doh to make pretend food)

All three reported positive change over time one of which indicated statistically significant results. Qualitative information from grantee reports supported the notion that children were taking an interest in learning and developing new skills in the program. One report indicated that “many parents reported [that] their child is learning ... basic skills such as the alphabet and counting, children are more familiar with the school setting and are less afraid of going to school, and children are more independent...
Overwhelmingly, parents agreed that the program has had a noticeable impact on their child’s early learning and health.” Another grantee report quoted a parent saying, “I am very happy with the staff and curriculum because my son is learning the basic skills – colors, shapes, numbers, etc. He loves to come to school.”

Most common in this domain, was a focus on reading and literacy skills in grantee evaluation reports. Twelve grantees reports highlighted findings related to changes in children’s early literacy skills. Grantees drew on a wide range of measures, with eight using the DRDP and others using measures such as the KSEALS, TROLL, Woodcock/Muñoz, and program-developed measures. These measures addressed a variety of skills, including:

- naming objects or actions in pictures or books
- repeating sounds
- reading picture books
- identifying at least 10 letters
- using pretend writing
- showing interest in books and other writing materials

All 12 grantee evaluations reported positive changes in early literacy skills; six of them showed statistically significant growth. One reported some mixed results as well.

Nine grantee reports presented findings highlighting changes in children’s problem-solving skills, using results primarily from the DRDP and ASQ (also High Scope COR, and the Second Step Evaluation Interview). These tools measured skills such as:

- exploration and early logic
- use of familiar objects in combination
- ability to brainstorm alternative solutions to a problem
- completing increasingly complex puzzles

All nine of these reports presented positive outcomes for children in this area; three reported statistically significant growth.

Grantees also explored children’s math and numeracy skills in their evaluation reports. Drawing on results from the DRDP and other measures such as the Florida Checklist and program-developed measures, grantees reported on a range of skills, such as:

- number recognition
- knowledge of position, shapes, time, and order
- ability to count to 10 by rote
- measurement concepts

In total, eight grantee reports presented findings related to math and numeracy skills. All eight reported positive change; three reported statistically significant growth.

Though most grantees reported findings in the cognitive development and learning domain for children 3-5 or generally for the entire birth to 5 age range, four reports presented separate findings for children from birth to 3 years of age. Using the DRDP
and High Scope COR, these grantees all reported growth (on reading/literacy skills, problem-solving, and math/numeracy skills) for their participating children, and one reported statistically significant results.

Social-Emotional Development

In addition to program goals related to children’s academic preparation, many programs focus on children’s social-emotional development. Qualitative data from grantee reports highlighted the benefits of program activities for children’s social-emotional development. One grantee report described parent reports of children’s “improved behavior, increased learning and interaction with other children ... improved communication skills, and increased interest in school. Additionally, several parents noted that their children were happier and more active and that their attitude had changed toward both their parents and other adults.” One parent in another program explained, “I have stayed in the program because my children have learned a lot and have developed very well... Learning to share with each other and others. Before, they used to fight a lot, and my daughter would even talk back to me. But now, she is very obedient, cleans up after herself, and even helps me make her bed.”

Grantees reported that teachers also notice changes in children who have participated in their programs. One report described how a teacher found that the children involved in school readiness were more “emotionally” ready to go to school. “We see fewer criers,” she explained, “and their higher self-esteem is evident in their participatory classroom behavior.” This report went on to explain that children were “motivated and excited to start school, [they] exhibit few transition issues, know how to interact with other children and behave in a classroom. The kindergarten teachers say it is a very notable difference and love it.”

Of the 22 reports reviewed for child outcomes, 20 presented findings related to changes in children’s social-emotional development. Findings are divided into four categories: self-awareness/self-concept, social/interpersonal skills, self-regulation, and communication/language. Findings reported in grantee reports in each of these categories are discussed below.

Seven grantee reports included findings related to self-awareness and self-concept. Grantees relied on measures such as the DRDP, High Scope COR, and ASQ, which assessed children on skills such as:

- ability to use physical and situational cues and role-taking to identify emotions
- identifying one’s own age or gender
- demonstrating confidence in one’s own abilities

Six of the seven grantees reported positive changes among children; two of these reported statistically significant growth. One report presented mixed results with children maintaining their performance or showing slight declines on some items.
Reporting on results from measures such as the DRDP, the CDRS, the Florida Checklist and other program-developed measures, seven grantees presented findings related to children’s social and interpersonal skills. These included skills such as:

- interacting with adults and peers
- negotiating to resolve conflict
- expressing empathy or caring for others

All seven grantees reported positive changes among children participating in the programs; three of these reported statistically significant growth. One reported mixed results, with some positive, some neutral, and some negative results, though information on statistical significance was not presented.

Four grantees addressed self-regulation in their evaluation reports. Using the DRDP and the Second Step Evaluation Interview, grantee evaluations explored children’s skills in areas including:

- using anger reduction techniques
- comforting self with adult guidance
- exhibiting impulse control

All four grantees reported positive growth among their children, with one reporting statistically significant growth.

A significant focus of those grantee reports that addressed social-emotional development was on communication and language. Fourteen grantee reports included such a focus. Grantee evaluations used a number of different tools to assess children’s progress on this outcome, including the ASQ, the DRDP, Woodcock/Muñoz Language Survey, among others. Examples of skills assessed by these measures include:

- understanding a variety of simple two-step requests
- learning and using new vocabulary in everyday experiences
- engaging in conversation

All grantee reports that addressed communication and language reported positive changes over time, and five reported statistically significant growth among children. One grantee reported some mixed results.

Several grantees also highlighted changes in social-emotional development for children from birth to 3 years of age in their evaluation reports. Four grantee reports presented findings for children in this age range. Grantees used the High Scope COR, the DRDP, the ASQ, and other program-developed measures to assess young children’s social-emotional development. All four grantee reports cited positive changes over time, and one reported statistically significant growth.

Physical and Motor Development

Although not as central a focus of grantee evaluation reports as children’s cognitive and social-emotional development, 14 grantee reports presented findings related to children’s physical and motor development. Grantees reported on findings from the ASQ, the
DRDP, the CDRS, the Florida Checklist, and other program-developed measures. Topics covered in these measures included:

- **Gross motor skills, such as:**
  - pedaling a tricycle
  - kicking a ball
  - showing rhythmic movement
  - skipping or galloping

- **Fine motor skills, such as:**
  - manipulating small objects
  - fastening buttons

All 14 grantee reports presented positive growth over time; one also reported some mixed results for children. Four reports highlighted statistically significant improvements in children’s physical and motor development between pre- and post-tests.

Only two grantees reported results for children from birth to 3 years of age. These two grantees reported findings from analyses of data collected using the High Scope COR and other program-developed measures. Both reported positive results in this domain (one statistically significant).

**Summary and Conclusions**

We reviewed 28 evaluation summaries submitted by SR grantees as part of their 2005-06 year-end reports. Twenty-one were included in the review of parent outcomes and 22 were included in the review of child outcomes. These reports met the methodological criteria for inclusion, which involved having a pre/post assessment or a post-only assessment with results linked to intensity of participation. Each of the reports was reviewed, and the findings were classified into categories for either the parent outcomes analysis or the child outcomes analysis. The number of grantees that included results in each of these categories was tallied, as well as the number reporting positive or mixed results, and the number reporting on significance level. When the information was available, we also included a summary of findings reported explicitly for children (or parents of children) from birth to age 3.

Overall, we found significant numbers of grantees reports addressing similar topics. For the parent outcomes review, we found that 17 of the 21 reports included in the review summarized results concerning parents’ learning about how to support their children’s learning and development – through a variety of strategies for engaging children in language and literacy and other parent-child activities, as well as other ways of supporting children’s healthy development, learning and school readiness. Twelve reports summarized results from surveys of parents’ knowledge, highlighting improvements in parents’ understanding of child development and approaches to parenting. Nine grantees reports addressed changes in parents’ understanding of and implementation of appropriate strategies for guiding children’s behavior. Eight grantees reports presented findings related to changes in parents’ ability to provide a supportive learning environment for their children by making their home safe and comfortable for children.
and providing sufficient literacy resources and other learning materials. Seven evaluation reports described improvements in parents’ comfort with and involvement in their child’s school, and five reports addressed issues regarding parent support and resilience.

Nearly all (20 out of 22) reports reviewed for children’s outcomes reported on changes in children’s social-emotional development, including children’s self-awareness, social and interpersonal skills, and communication and language skills. Almost as many (19) presented findings related to growth in children’s learning and cognitive development, many of which focused on early reading and literacy skills. Others reported on growth in children’s problem-solving skills and math and numeracy skills. Somewhat less common was the focus on physical and motor development – reported in 14 grantee evaluation reports.

Most of the findings cited in grantee reports (and thus summarized in this review) were positive; some were identified as statistically significant, while many others did not include evidence of the use of tests of statistical significance. A few were contrasted with results from a comparison group, and an even smaller number were linked to levels of participation. Because of the nature of these grantee evaluations, it is not possible to make definitive generalized statements about the impacts of SR programs on parents and children. Rather, the findings from these reports are presented here to demonstrate the common areas of focus for grantee evaluation efforts and to provide additional support for the findings presented as part of the School Readiness Initiative Outcomes Study.

For grantee evaluation efforts to contribute more substantially to our understanding of the effects of the SR Initiative, it would be necessary to use common methodologies and tools and to report grantee-level results in a unified way so that results can be aggregated across programs and synthesized in a more rigorous way. As shown in this report, many grantees are measuring similar constructs in their evaluations. Developing or adopting common tools to report on core constructs (such as a SR Initiative parent survey), and perhaps providing a common data system for grantees to enter and track their data would enable cross-grantee analyses of participants’ growth and change over time. Moreover, additional attention to issues of program implementation and quality, and to the use of common measures of intervention intensity and participant demographics would add to First 5 LA’s potential to make stronger statements about the relationships between program and family variables and child and family outcomes. Ultimately, questions about whether participation in SR programs is associated with positive outcomes for children and families will best be answered for the Initiative as a whole with consistency across grantees of core program goals, indicators, measures, and reporting tools.
Appendix C:
Comparison Data Analysis

1. School Readiness Means Compared to Comparison Samples
2. Comparisons by Activity Type
3. Comparisons by Intensity of Activities
4. Comparisons of Birth to Three and Three- to Five-Year Age Groups
Table 1: School Readiness Means Compared to Comparison Samples*

<table>
<thead>
<tr>
<th></th>
<th>School Readiness</th>
<th></th>
<th>Family Literacy</th>
<th></th>
<th>Born Learning</th>
<th></th>
<th>Early Head Start</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean N SE</td>
<td>t value</td>
<td>Mean N SE</td>
<td>t value</td>
<td>Mean N SE</td>
<td>t value</td>
<td>Mean N SE</td>
<td>t value</td>
</tr>
<tr>
<td>How many children's books do you own?</td>
<td>2.65 205 0.10</td>
<td></td>
<td>2.64 107 0.10</td>
<td>0.05</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Times read to child in past week?</td>
<td>1.87 205 0.03</td>
<td>8.48***</td>
<td>1.58 107 0.06</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanked child in past week?</td>
<td>0.22 200 0.04</td>
<td>-1.54</td>
<td>0.28 107 0.04</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of support people for problem or depression</td>
<td>2.18 204 0.10</td>
<td>5.38***</td>
<td>1.57 100 0.09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Number of support people for advice on care of child</td>
<td>1.55 205 0.11</td>
<td>-0.17</td>
<td>1.57 100 0.09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a regular bedtime routine for child?</td>
<td>0.74 205 0.04</td>
<td>-1.01</td>
<td>0.78 105 0.04</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Times followed bedtime routine in past week?</td>
<td>4.57 183 0.08</td>
<td>-1.33</td>
<td>4.68 92 0.08</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreement with involving child in everyday activities</td>
<td>4.74 205 0.06</td>
<td></td>
<td>4.66 177 0.05</td>
<td>1.27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreement with responding to child's cues</td>
<td>4.43 205 0.08</td>
<td></td>
<td>4.57 177 0.05</td>
<td>-1.73</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood of Reading, Playing, or Singing with Child in Next Week Scale</td>
<td>8.71 63 0.25</td>
<td></td>
<td>9.24 176 0.08</td>
<td>-2.07*</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Best time to start reading to child?</td>
<td>2.88 205 0.04</td>
<td></td>
<td>2.92 174 0.02</td>
<td>-1.05</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanked child in past week? (14M)</td>
<td>0.22 200 0.04</td>
<td></td>
<td></td>
<td>0.34 1125 0.01</td>
<td>-3.17***</td>
<td></td>
<td></td>
<td>-8.17***</td>
</tr>
<tr>
<td>Spanked child in past week? (24M)</td>
<td>0.22 200 0.04</td>
<td></td>
<td></td>
<td>0.53 1024 0.02</td>
<td>-8.17***</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a regular bedtime routine for child? (14M)</td>
<td>0.74 205 0.04</td>
<td></td>
<td>0.69 1138 0.01</td>
<td>1.22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a regular bedtime routine for child? (24M)</td>
<td>0.74 205 0.04</td>
<td></td>
<td>0.67 1036 0.02</td>
<td>1.69*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of parents who read to child everyday or more than once a day (14M)</td>
<td>0.46 205 0.04</td>
<td></td>
<td>0.50 1133 0.02</td>
<td>-0.82</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of parents who read to child everyday or more than once a day (24M)</td>
<td>0.46 205 0.04</td>
<td></td>
<td>0.52 1021 0.02</td>
<td>-1.27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p<.05, **p<.01, ***p<.001
Table 2: Comparisons by Activity Type*

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Parent Classes</th>
<th>Home Visits</th>
<th>Parent-Child Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best time to start reading to child?</td>
<td>T1 mean 2.78 T2 mean 2.91 Diff 0.13 N 205 SE 0.05 F 6.33*</td>
<td>T1 mean 2.81 T2 mean 2.93 Diff 0.12 N 205 SE 0.06 F 4.29*</td>
<td>T1 mean 2.79 T2 mean 2.81 Diff 0.02 N 205 SE 0.09 F 0.06</td>
</tr>
<tr>
<td>Impact of a child's first year on school performance.</td>
<td>1.68 1.82 Diff 0.14 N 197 SE 0.11 F 1.62</td>
<td>1.68 1.85 Diff 0.17 N 197 SE 0.09 F 3.36*</td>
<td>1.64 1.77 Diff 0.12 N 197 SE 0.09 F 2.05</td>
</tr>
<tr>
<td>Age parent should discuss child's development with health professional?</td>
<td>7.52 6.69 Diff -0.82 N 166 SE 1.09 F 0.57</td>
<td>9.26 5.67 Diff -3.60 N 166 SE 1.48 F 5.88**</td>
<td>8.06 5.67 Diff -2.39 N 166 SE 1.02 F 5.50*</td>
</tr>
<tr>
<td>Point at which parent can begin to impact child's development?</td>
<td>4.33 5.03 Diff 0.70 N 193 SE 0.99 F 0.51</td>
<td>5.17 4.22 Diff -0.95 N 193 SE 1.58 F 0.36</td>
<td>4.96 4.80 Diff -0.16 N 193 SE 1.03 F 0.02</td>
</tr>
<tr>
<td>Agreement that child gets equal benefit from hearing TV or person.</td>
<td>2.25 2.07 Diff -0.18 N 191 SE 0.21 F 0.71</td>
<td>2.44 2.40 Diff -0.05 N 191 SE 0.20 F 0.06</td>
<td>2.55 2.50 Diff -0.09 N 191 SE 0.29 F 0.10</td>
</tr>
<tr>
<td>Agreement with involving child in everyday activities.</td>
<td>4.73 4.60 Diff -0.13 N 205 SE 0.18 F 0.50</td>
<td>4.67 4.83 Diff 0.16 N 205 SE 0.13 F 1.46</td>
<td>4.73 4.76 Diff 0.03 N 205 SE 0.11 F 0.08</td>
</tr>
<tr>
<td>Agreement with responding to child's cues.</td>
<td>4.54 4.23 Diff -0.31 N 203 SE 0.17 F 3.33*</td>
<td>4.39 4.40 Diff 0.01 N 203 SE 0.13 F 0.01</td>
<td>4.56 4.60 Diff 0.05 N 203 SE 0.15 F 0.10</td>
</tr>
<tr>
<td>Importance of play for a five-year-old's healthy development?</td>
<td>9.29 9.58 Diff 0.30 N 203 SE 0.22 F 1.79</td>
<td>9.50 9.43 Diff -0.07 N 203 SE 0.25 F 0.07</td>
<td>9.51 9.50 Diff -0.01 N 203 SE 0.17 F 0.00</td>
</tr>
<tr>
<td>Importance of play for a three-year-old's healthy development?</td>
<td>9.52 9.51 Diff -0.01 N 197 SE 0.31 F 0.00</td>
<td>9.63 9.30 Diff -0.34 N 197 SE 0.23 F 2.23</td>
<td>9.13 9.45 Diff 0.33 N 197 SE 0.24 F 1.86</td>
</tr>
<tr>
<td>Importance of play for a 10-month-old's healthy development?</td>
<td>8.50 8.18 Diff -0.32 N 189 SE 0.31 F 1.11</td>
<td>8.44 8.77 Diff 0.32 N 189 SE 0.45 F 0.51</td>
<td>8.76 8.05 Diff -0.71 N 189 SE 0.53 F 1.84</td>
</tr>
<tr>
<td>How many children's books do you own?</td>
<td>2.63 2.71 Diff 0.07 N 203 SE 0.12 F 0.40</td>
<td>2.48 2.70 Diff 0.22 N 203 SE 0.10 F 4.56**</td>
<td>2.31 2.58 Diff 0.27 N 203 SE 0.10 F 7.05**</td>
</tr>
<tr>
<td>Frequency of visits to library to borrow materials.</td>
<td>1.31 2.10 Diff 0.76 N 204 SE 0.23 F 11.29***</td>
<td>1.33 2.20 Diff 0.84 N 204 SE 0.27 F 9.43**</td>
<td>1.00 1.50 Diff 0.58 N 204 SE 0.26 F 3.38*</td>
</tr>
</tbody>
</table>

*p<.05, **p<.01, ***p<.001
<table>
<thead>
<tr>
<th></th>
<th>Parent Classes</th>
<th>Home Visits</th>
<th>Parent-Child Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T1 mean</td>
<td>T2 mean</td>
<td>Diff</td>
</tr>
<tr>
<td>Parent-child Engagement in Literacy Activities Scale</td>
<td>1.44</td>
<td>1.54</td>
<td>0.10</td>
</tr>
<tr>
<td>Parent-child Engagement in All Activities Scale</td>
<td>1.46</td>
<td>1.56</td>
<td>0.10</td>
</tr>
<tr>
<td>Times read to child in past week?</td>
<td>1.86</td>
<td>1.83</td>
<td>-0.02</td>
</tr>
<tr>
<td>School-teacher Comfort Level Scale</td>
<td>2.85</td>
<td>2.93</td>
<td>0.09</td>
</tr>
<tr>
<td>In the next week, how likely are you to: play, read, or sing to child?</td>
<td>9.30</td>
<td>8.44</td>
<td>-0.86</td>
</tr>
<tr>
<td>Concerns about child readiness for kindergarten?</td>
<td>0.26</td>
<td>0.16</td>
<td>-0.10</td>
</tr>
<tr>
<td>Number of support people for problem or depression.</td>
<td>1.72</td>
<td>2.26</td>
<td>0.55</td>
</tr>
<tr>
<td>Number of support people for advice on care of child.</td>
<td>1.09</td>
<td>1.75</td>
<td>0.66</td>
</tr>
<tr>
<td>How does your child communicate?</td>
<td>2.61</td>
<td>2.98</td>
<td>0.37</td>
</tr>
<tr>
<td>Child Literacy Activities Scale (0 to 35 months)</td>
<td>3.64</td>
<td>3.74</td>
<td>0.10</td>
</tr>
<tr>
<td>Have a regular bedtime routine for child?</td>
<td>0.89</td>
<td>0.88</td>
<td>-0.01</td>
</tr>
<tr>
<td>Spanked child in past week?</td>
<td>0.06</td>
<td>0.23</td>
<td>0.17</td>
</tr>
<tr>
<td>Mean Parent-reported Child Outcomes of School Readiness Scale</td>
<td>3.90</td>
<td>3.97</td>
<td>0.07</td>
</tr>
<tr>
<td>Interaction With Other Children Scale (0 to 35 months)</td>
<td>3.65</td>
<td>3.73</td>
<td>0.08</td>
</tr>
<tr>
<td>Mean Kindergarten Readiness Scale</td>
<td>3.95</td>
<td>3.87</td>
<td>-0.08</td>
</tr>
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*p<.05, **p<.01, ***p<.001
Table 3: Comparison by Intensity of Activities

<table>
<thead>
<tr>
<th></th>
<th>Low Intensity (less than 24 hours)</th>
<th>High Intensity (24 hours or more)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T1 mean</td>
<td>T2 mean</td>
</tr>
<tr>
<td>Best time to start reading to child?</td>
<td>2.81</td>
<td>2.85</td>
</tr>
<tr>
<td>Impact of a child's first year on school performance.</td>
<td>1.65</td>
<td>1.84</td>
</tr>
<tr>
<td>Age parent should discuss child's development with health professional?</td>
<td>8.62</td>
<td>6.33</td>
</tr>
<tr>
<td>Point at which parent can begin to impact child's brain development?</td>
<td>5.33</td>
<td>4.23</td>
</tr>
<tr>
<td>Agreement that child gets equal benefit from hearing TV or person.</td>
<td>2.62</td>
<td>2.45</td>
</tr>
<tr>
<td>Agreement with involving child in everyday activities.</td>
<td>4.73</td>
<td>4.60</td>
</tr>
<tr>
<td>Agreement with responding to child's cues.</td>
<td>4.58</td>
<td>4.37</td>
</tr>
<tr>
<td>Importance of play for a five-year-old's healthy development?</td>
<td>9.41</td>
<td>9.57</td>
</tr>
<tr>
<td>Importance of play for a three-year-old's healthy development?</td>
<td>9.41</td>
<td>9.47</td>
</tr>
<tr>
<td>Importance of play for a 10-month-old's healthy development?</td>
<td>8.26</td>
<td>8.52</td>
</tr>
<tr>
<td>How many children's books do you own?</td>
<td>2.20</td>
<td>2.41</td>
</tr>
<tr>
<td>Frequency of visits to library to borrow materials.</td>
<td>1.19</td>
<td>2.02</td>
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*p<.05, **p<.01, ***p<.001
<table>
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<th>Measure</th>
<th>Low Intensity (less than 24 hours)</th>
<th>High Intensity (24 hours or more)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T1 mean</td>
<td>T2 mean</td>
</tr>
<tr>
<td>Parent-child Engagement in Literacy Activities Scale</td>
<td>1.40</td>
<td>1.46</td>
</tr>
<tr>
<td>Parent-child Engagement in All Activities Scale</td>
<td>1.43</td>
<td>1.50</td>
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<tr>
<td>Times read to child in past week?</td>
<td>1.78</td>
<td>1.79</td>
</tr>
<tr>
<td>School-teacher Comfort Level Scale</td>
<td>3.24</td>
<td>3.07</td>
</tr>
<tr>
<td>Likelihood of Reading, Playing, or Singing with Child in Next Week Scale</td>
<td>8.27</td>
<td>8.59</td>
</tr>
<tr>
<td>Concerns about child readiness for kindergarten?</td>
<td>0.15</td>
<td>0.13</td>
</tr>
<tr>
<td>Number of support people for problem or depression.</td>
<td>1.86</td>
<td>2.17</td>
</tr>
<tr>
<td>Number of support people for advice on care of child.</td>
<td>1.19</td>
<td>1.42</td>
</tr>
<tr>
<td>How does your child communicate?</td>
<td>1.66</td>
<td>2.04</td>
</tr>
<tr>
<td>Child Literacy Activities Scale (0 to 35 months)</td>
<td>3.49</td>
<td>3.57</td>
</tr>
<tr>
<td>Have a regular bedtime routine for child?</td>
<td>0.78</td>
<td>0.78</td>
</tr>
<tr>
<td>Spanked child in past week?</td>
<td>0.24</td>
<td>0.27</td>
</tr>
<tr>
<td>Mean Parent-reported Child Outcomes of School Readiness Scale</td>
<td>3.73</td>
<td>3.88</td>
</tr>
<tr>
<td>Interaction With Other Children Scale (0 to 35 months)</td>
<td>3.53</td>
<td>3.38</td>
</tr>
<tr>
<td>Mean Kindergarten Readiness Scale</td>
<td>3.98</td>
<td>3.85</td>
</tr>
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*p<.05, **p<.01, ***p<.001

Table 3 continued
Table 4: Comparisons of Birth to Three and Three- to Five-Year Age Groups*

<table>
<thead>
<tr>
<th></th>
<th>0 to 3 mean</th>
<th>T2 mean</th>
<th>Diff</th>
<th>N</th>
<th>SE</th>
<th>F</th>
<th>3 to 5 mean</th>
<th>T2 mean</th>
<th>Diff</th>
<th>N</th>
<th>SE</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best time to start reading to child?</td>
<td>2.89</td>
<td>2.92</td>
<td>0.04</td>
<td>205</td>
<td>0.05</td>
<td>0.51</td>
<td>2.76</td>
<td>2.86</td>
<td>0.10</td>
<td>205</td>
<td>0.06</td>
<td>3.30*</td>
</tr>
<tr>
<td>Impact of a child’s first year on school performance.</td>
<td>1.77</td>
<td>1.85</td>
<td>0.09</td>
<td>197</td>
<td>0.10</td>
<td>0.76</td>
<td>1.63</td>
<td>1.79</td>
<td>0.17</td>
<td>197</td>
<td>0.07</td>
<td>6.32**</td>
</tr>
<tr>
<td>Age parent should discuss child’s development with health professional?</td>
<td>7.27</td>
<td>5.40</td>
<td>-1.87</td>
<td>166</td>
<td>1.87</td>
<td>1.00</td>
<td>8.77</td>
<td>6.19</td>
<td>-2.58</td>
<td>166</td>
<td>0.69</td>
<td>14.11***</td>
</tr>
<tr>
<td>Point at which parent can begin to impact child’s brain development?</td>
<td>6.83</td>
<td>3.97</td>
<td>-2.86</td>
<td>193</td>
<td>1.60</td>
<td>3.20*</td>
<td>4.11</td>
<td>4.94</td>
<td>0.83</td>
<td>193</td>
<td>0.70</td>
<td>1.40</td>
</tr>
<tr>
<td>Agreement that child gets equal benefit from hearing TV or person.</td>
<td>2.63</td>
<td>2.47</td>
<td>-0.16</td>
<td>191</td>
<td>0.21</td>
<td>0.54</td>
<td>2.36</td>
<td>2.28</td>
<td>-0.08</td>
<td>191</td>
<td>0.18</td>
<td>0.20</td>
</tr>
<tr>
<td>Agreement with involving child in everyday activities.</td>
<td>4.78</td>
<td>4.86</td>
<td>0.08</td>
<td>205</td>
<td>0.09</td>
<td>0.86</td>
<td>4.69</td>
<td>4.69</td>
<td>0.01</td>
<td>205</td>
<td>0.10</td>
<td>0.00</td>
</tr>
<tr>
<td>Agreement with responding to child’s cues.</td>
<td>4.65</td>
<td>4.49</td>
<td>-0.17</td>
<td>203</td>
<td>0.15</td>
<td>1.26</td>
<td>4.44</td>
<td>4.41</td>
<td>-0.03</td>
<td>203</td>
<td>0.11</td>
<td>0.06</td>
</tr>
<tr>
<td>Importance of play for a five-year-old’s healthy development?</td>
<td>9.70</td>
<td>9.85</td>
<td>0.15</td>
<td>203</td>
<td>0.14</td>
<td>1.22</td>
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<td>Importance of play for a three-year-old’s healthy development?</td>
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<td>9.80</td>
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<td>1.25</td>
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<td>Parent-child Engagement in Literacy Activities Scale</td>
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<td>174</td>
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<tr>
<td>Times read to child in past week?</td>
<td>1.76</td>
<td>1.79</td>
<td>0.03</td>
<td>204</td>
<td>0.14</td>
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<td>1.90</td>
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*p<.05, **p<.01, ***p<.001
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<td>T2 mean</td>
<td>Diff</td>
<td>N</td>
<td>SE</td>
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<td>T2 mean</td>
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*p<.05, **p<.01, ***p<.001