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ABSTRACT
          This document is a detailed report on the second year
of a 6-year study of the effectiveness of a state-sponsored preschool
program for 4-year-old children from low-income families in the state
of Washington. The Early Childhood Education and Assistance Program
(ECEAP) takes a whole child approach, emphasizes the involvement of
parents in planning and implementation, and attends to the transition
from preschool to kindergarten. Data is being collected for three
"waves" of children for the periods: (1) 1988/89 (ECEAP year) to
1993/94 (grade 4); (2) 1989/90 (ECEAP) year to 1994/95 (grade 4); and
(3) 1990/91 (ECEAP year) to 1995/96 (grade 4). The evaluation of the
program tracks the scholastic, social, attitudinal, and physical
progress of several hundred children participating in the program.
Participants are compared to a control group of children who were
eligible for the program but did not participate. Results for this
portion of the study indicate that progress was made in five of the
eight program goals: (1) increasing children's self-confidence; (2)
enhancing children's cognitive skills; (3) increasing children's
spontaneity, curiosity, and self-discipline; (4) improving children's
physical abilities; and (5) empowering families, with the result that
parents improve parenting skills and the families increase their
access to money and basic resources. No change was observed in the
quality of children's nutrition; the ability of child and family to
relate to each other; or the families' sense of self-worth. Appended
are data collection instruments and a parent interview form. (ME)

ECEAP **Longitudinal Study**

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Tracking Success
Of ECEAP
Children and Families 1990

TRACKING SUCCESS FOR CHILDREN AND FAMILIES:

ECEAP LONGITUDINAL EVALUATION STUDY

YEAR 2 TECHNICAL REPORT

EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM
DEPARTMENT OF COMMUNITY DEVELOPMENT
STATE OF WASHINGTON

Prepared by

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August 1991

EXECUTIVE SUMMARY

ECEAP LONGITUDINAL STUDY: YEAR 2 TECHNICAL REPORT

The Early Childhood Education and Assistance Program

The Early Childhood Education and Assistance Program (ECEAP) is a "whole child" intervention program designed to help low-income four-year-old children who, without special assistance, would be at risk of failure in formal education. The Department of Community Development (DCD) began operating ECEAP in 1986-87. Since that time, with support from Governor Booth Gardner and the Washington State Legislature, it has grown from annually serving 1,000 children through 12 contractors with local and intermediate school districts, government agencies, nonprofit organizations, and community colleges, to serving over 3,500 children and families through 28 contractors in 1989-90. An additional six contractors were awarded grants for 1990-91, making ECEAP available in all of Washington's 39 counties.

Tracking Success through Longitudinal Study

The longitudinal study is legislatively mandated and designed to measure the return on the state's investment in early childhood education. It is designed to evaluate ECEAP's effectiveness in preparing children for success in the common school system and preparing families to participate in their children's success. The longitudinal study is a collaborative effort among ECEAP local contractors, school districts; and the external evaluation contractor, the Northwest Regional Educational Laboratory of Portland, Oregon. It has been developed in cooperation with the Office of the Superintendent of Public Instruction.

Beginning in 1988-89, one-third of the children enrolled in each ECEAP were recruited to participate in the study. So far, two-thirds of the local programs are involved; the remaining programs were added to the study in fall 1990. ECEAP children and their families will be followed through completion of the child's fourth grade year in school. These ECEAP study children will be compared with a matched group of children who were eligible for ECEAP but did not attend preschool. Comparison children are being identified and will be tracked from the beginning of kindergarten through fourth grade starting in the 1991-92 Program Year.

ECEAP Program Goal Attainment is Assessed

The Year 2 report focuses on:

- Immediate impacts of participation in ECEAP, based on analysis of fall and spring ECEAP year assessments of two of the three waves of ECEAP children who will participate in the study, and;

- Preliminary findings from the follow-up of the first wave of ECEAP children at the completion of their kindergarten year.

While findings are not yet representative of the ECEAP population as a whole, the initial results indicate that ECEAP children are gaining in desired program outcomes.

Analyzed in terms of the eight program goals, the study to date finds the following results.

Goal 1. The establishment of patterns and expectations of success for the child which will create a climate of confidence for present and future learning and overall development.

- Both teachers and parents observed that ECEAP children gained significantly in confidence over the year.

- Ninety percent of follow-up parents report that their ECEAP child is enjoying school.

Goal 2. The enhancement of the child's cognitive processes and skills, including appropriate steps to correct current developmental problems.

- ECEAP children showed highly significant gains on both the Developmental Indicators for the Assessment of Learning-Revised (DIAL-R) and the Peabody Picture Vocabulary Test-Revised.

Goal 3. The encouragement of self-confidence, spontaneity, curiosity, and self-discipline which will assist in the development of the child's social and emotional well-being.

- Teachers report that children are more expressive of some social and emotional needs.

Goal 4. The improvement of the child's health and physical abilities, including appropriate steps to correct physical problems.

- ECEAP children gained dramatically in DIAL-R motor skills.

Goal 5. The enhancement of the child's access to an adequate diet, as well as the improvement of the family's attitude toward sound nutritional practices.

- To date no study variables address this goal.

Goal 6. The increased ability of the child and family to relate to each other and to others.

- Relational abilities were unchanged during the ECEAP year.

Goal 7. The enhancement of the sense of dignity and self-worth within the child and the family.

- Family sense of self-worth was unchanged during the ECEAP year.

Goal 8. The empowerment of families to develop improved parenting skills, increased knowledge of and access to appropriate resources, greater advocacy for children's needs, and increased self-sufficiency.

- Families report that their access to money and basic resources improved significantly during their participation in ECEAP.

- Two-thirds of follow-up parents report that they regularly attended school events and almost half regularly attended parent meetings.

Overall, these early study findings indicate that ECEAP is having positive effects on children and, to a lesser extent, on families. Further impacts are expected to be recognized in subsequent years, as the comparison sample is added to the study and the children progress in school.

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A REPORT ON THE EFFECTS OF

THE EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM

The Early Childhood Education and Assistance Program (ECEAP) is a "whole-child" intervention program designed to help low-income four-year-old children, who, without special assistance, would be at risk of failure in formal education. ECEAP represents a major commitment by the state of Washington to an improved future for children, families, and the state itself. In this chapter, ECEAP is briefly described, together with the mandate authorizing this study. The structure of the report is outlined.

Washington's Investment in Children and Families

One of the most telling, long-term investments a state can make is an investment in its children. The number of children living in poverty is rising sharply in Washington and throughout the nation. As Governor Booth Gardner has repeatedly stated, our nation's education system strains to meet the needs of less functional families. While not a cure-all for every problem facing the nation, high-quality, comprehensive preschool education is a proven start.

Studies comparing children from low-income families who attended comprehensive preschool programs (e.g., Perry Preschool and Appalachia Educational Laboratory's HOPE), to statistically similar children who did not, reveal that preschool experiences substantially increase the likelihood of success in later schooling through high school. Preschool "graduates" test at higher cognitive levels, are more ready academically for regular schooling, need less special education in later years, are retained less often, and have a greater high school graduation rate. By age 19, the preschool group shows reduced delinquency rates, fewer teenage pregnancies, higher employment rates, and a better college entrance percentage than low-income children who did not go to preschool. Further, studies of preschool participants as parents have found that they hold higher educational and social aspirations for their own children.

Washington's experience bears witness to the wisdom of an early investment strategy. From 1986 to 1990, Washington's Early Childhood Education and Assistance Program, working through local communities, has provided more than 8,700 "educationally at-risk" four-year-olds with a quality preschool experience. The average statewide per child reimbursement rate is $3,000, but local communities contribute significantly for an actual budget of $3,500 per child in some communities. This expenditure compares favorably to the amount Washington taxpayers spend on every child who is retained ($2,546 per grade), requires special education (up to $8,828 per year), or drops out of school before graduation (as much as $200,000 in lost taxes, welfare, and criminal justice expenditures).

ECEAP Philosophy and Program

ECEAP is based on the premise that all children have certain needs, and that children of low-income families, in particular, can benefit from a comprehensive developmental program to meet those needs and, further, that such services are often times difficult to access. The program's approach is based on the following principles.

- A young child can benefit substantially from a comprehensive preschool program that fosters development, remedies problems, and increases skills.

- A child's family is a major contributor to the child's development and progress.

- Access to community resources desig.,ed to assist the child's development and learning should be maximized.

ECEAP addresses the educational, health, and social needs of children. Special emphasis is placed on parent participation in program planning and implementation, and on the transition of children from a preschool program to kindergarten.

Program Goals. The overall goal of ECEAP is to bring about a greater degree of educational/social proficiency in children from low-income families. Increased educational/social proficiency will assist children in dealing with their environment, as well as facing the challenges of a formal educational experience. The interrelatedness of all factors contributes to a child's health, well-being, and development. The comprehensive approach to helping children achieve educational and social competence is set forth in the ECEAP Performance Standards that provide for:

- Establishment of patterns and expectations of success for the child which will create a climate of confidence for present and future learning and overall development;

- Enhancement of the child's cognitive processes and skills with particular attention to conceptual and communication skills, including appropriate steps to correct current developmental problr—s;

- Encouragement of sel! confidence, spontaneity, curiosity, and self-discipline which will assist in the development of the child's social and emotional well-being;

- Improvement of the child's health and physical abilities, including appropriate steps to correct current physical problems;

- Enhancement of the child's access to an adequate diet, as well as the improvement of the family's attitude toward sound nutritional practices;

- Increased ability of the child and family to relate to each other and to others;

- Enhancement of the sense of dignity and self-worth within the child and the family; and

- Empowerment of families to develop improved parenting skills, increased knowledge of and access to appropriate resources, greater advocacy for children's needs, and increased self-sufficiency.

Program Components. ECEAP provides quality services for at-risk young children and their families. ECEAP alone cannot meet all of their needs and must be viewed as part of a broader matrix of services which communities provide for their residents. Figure 1.1 attempts to capture this "ecological" program model. This model defines a process that is interactive, in which children, families, schools and communities are all empowered and working collaboratively.

While each ECEAP must adhere to the program standards, the program is designed to allow flexibility in how local programs put together community resources to meed those standards.

Figure 1.1

Early Childhood Education and Assistance Program
Ecological Model

ECEAP INTERVENTION

PARENT

- knowledge of growth & development
- appreciation of individual needs
- how to create educational activities
- empowered to take active role in schooling & attainment of services
- self-esteem & sense of efficacy
- support system & services

CHILD

- intellectual development
- social skills & experiences
- physical health & nutrition
- self-esteem & sense of mastery
- emotional development
- ethnic pride
- early identification of special needs

FAMILY

FATHER   **MOTHER**
education
emotional availability

mother-child relationship
father-child relationship
marital status
physical environment of home
ethnicity

CHILD
cognitive ability
temperament
social competence
  with adults & peers
emotional maturity
sex, physical size
health

SIBLINGS
birth order

EFFECTIVE PARTICIPATION

SOCIAL & EDUCATIONAL COMPETENCE

SCHOOL

COMMUNITY

Because many factors affect a child's ability to learn and develop normally, ECEAP is comprised of four interactive components:

- **Education:** Developmentally appropriate cognitive and social education for at-risk four-year-old children, with an emphasis on language development and readiness for formal schooling.

- **Parent Involvement:** Parent involvement in the classroom, in parenting skills training and support groups, and in decision making for local programs.

- **Health:** Medical, dental, mental health, and nutritional education, screening, services, and referrals.

- **Social Services:** Assessment, training, and referrals designed to help families develop and enhance skills to become more functional and self-sufficient, and to teach parents how to advocate for their children.

State Leadership For Local Programs. ECEAP is housed at the state level in the Department of Community Development, Community Assistance Division. It contracts with school districts, local government agencies, nonprofit organizations, child care providers, and community colleges to develop and operate local programs. Parents and local community leaders and organizations play a key role in defining and delivering the programs provided for their own children.

Children Served By ECEAP. An ECEAP child is typically four years of age, not yet in kindergarten, and from a family whose income during the last 12 months has been at or below federal poverty guidelines. Staff recruit and enroll eligible children regardless of race, sex, creed, color, national origin, or disabling condition. The broad intent of ECEAP, to provide enhanced learning opportunities to children at risk of school failure, allows local programs to fill up to 10 percent of their enrollment with children who are at risk for such reasons as neglect, abuse, or disabling conditions, regardless of family income. In addition, one of every 10 ECEAP enrollment slots statewide is targeted to Native Americans and the children of migrant and seasonal farm workers, since both populations currently have especially limited access to intervention and social services.

In 1989-90, ECEAP's fourth year of service, 28 contractors worked with children and their families, filling 3,581 enrollment spaces during the course of the program year at over 130 sites around the state. Seven of the contractors began providing ECEAP for the first time during the 1989-90 Program Year. Nearly 170 children were served by the programs these contractors developed in the 1989-90 expansion. The previously established contractors (21 across the state) expanded to serve 3,415 children. In addition to these greatly expanded services, planning grants were awarded to prospective providers in the six counties that are as yet unserved. Programs began operating in these six remaining counties in the fall of 1990.

The Longitudinal Study. As part of its authorizing legislation, ECEAP received the mandate to contract for an external evaluation of its effectiveness in preparing economically at-risk children for success in the common school system. The Northwest Regional Educational Laboratory began study design in 1988 and has now completed the second year of actual child tracking. This report combines results of the first two years of work.

After an overview of the study design, the data collection instruments, and the variables derived for study, a description of the ECEAP study population is provided, demonstrating the congruence between the overall ECEAP child population and the study sample. Results chapters follow, reporting findings to date on the effects of ECEAP participation. A description of initial information emerging from the follow-up study concludes the report.

The reader is cautioned that findings reported here are preliminary and incomplete. They are based on only a portion of the child population to be sampled, a portion that is not necessarily representative of the ECEAP population as a whole. As ECEAP enhancements go into effect throughout the state, a more diverse population will be served, and included in subsequent studies. With a broader representation of Washington's population under study, upcoming reports from the longitudinal study will provide more conclusive evidence on the relationship between ECEAP participation and child and family development.

CHAPTER 2

LONGITUDINAL STUDY DESIGN

The central purpose of this study is to assess ECEAP's effectiveness in preparing economically at-risk children to succeed in Washington's public school system. The study tracks a sample of ECEAP children from the beginning of preschool through completion of fourth grade, comparing their academic and social success with a matched sample of children who were ECEAP-eligible, but unserved. In order to encompass the full scope of ECEAP's comprehensive range of services for children and their families, the study design addresses program, family, and community variables that may account for individual differences in the extent to which children's development is enhanced and sustained. The study also addresses ECEAP's impact on a family's ability to support and enhance their child's educational development.

Overall Structure of the Study

This study is a longitudinal examination of ECEAP children and families over a six-year period with a comparison during early elementary years to a group of similar children and families who did not participate in any preschool program. Local ECEAP programs are active collaborators in the study, which will be used to provide direction for program improvement, as well as for evaluation of the program's effectiveness.

A Longitudinal Examination. ECEAP children and families are tracked during their ECEAP year and then through the early elementary years so that both immediate and long-range effects of ECEAP participation can be examined. This aspect of the longitu .inal study seeks to answer the following questions:

- How well is ECEAP preparing children for success in school? (i.e., Does ECEAP contribute to cognitive, motor, behavioral, and social development?)

- How well is ECEAP preparing families to participate/support their children's educational experience?

- Do the effects of ECEAP participation last?

To answer these questions, a sample of ECEAP children and their families is being examined at the beginning and end of their preschool year and then annually in the spring from kindergarten through fourth grade. In addition to providing information on how intervention effects change over time, annual contact will help minimize attrition from the study.

The pre- and post- measures during the ECEAP year, and the follow-up measures used for tracking through the early elementary years, encompass a broad definition of competenc ¿redictive of school performance. Children are tracked through the spring of grade four so that statewide achievement tests administered at that point enable further comparison of the sampled children to the broader population of Washington's children.

The Comparison. This component of the longitudinal study, which will begin with the recruitment of a control sample in the fall of 1991 (Year 4 of the study), examines how well ECEAP children and

families progress through their early elementary years in the public school system *relative to a control group of peers*. The questions to be answered by the comparison include:

- Are ECEAP children more prepared for success in school then their peers? (i.e., Are ECEAP children more advanced at the start of school than their peers in terms of cognitive, motor, behavioral, and social development?)

- Do families of ECEAP children participate/support their children's educational experience more than families of control children?

- Do the differences last?

To answer these questions, children and families who match ECEAP children and families in terms of income eligibility, ethnicity, language, and geographical location, but who did not participate in any preschool program, will be recruited for the control sample and tracked with the ECEAP study sample through fourth grade.

Collaboration in Design and Implementation. The longitudinal study is a collaborative effort among DCD, ECEAP contractors and their programs, and the Northwest Regional Educational Laboratory (NWREL). DCD provides leadership and resource support for the study. Local ECEAP staff serve as data collectors and liaisons among their programs, study families, and schools. NWREL provides study management and training, analyzes data, and reports study results.

NWREL developed the overall design for the study in response to ECEAP's legislative mandate and in consultation with the Office of the Superintendent of Public Instruction (OSPI). Measures used during the ECEAP year were finalized after ECEAP staff and program directors assessed their appropriateness and the impact of data collection on ECEAP programs. Measures used to follow-up children and families during their early elementary years were developed by NWREL after analysis of the first year's results, and again reviewed and revised in consultation with ECEAP staff and OSPI. NWREL staff provide training to ECEAP program staff for each set of data collection measures and activities; i.e., at the beginning of the study in the fall of the ECEAP year and again before the follow-up begins in the spring of the kindergarten year.

This collaborative effort ensures that the measures used in the study are closely aligned with the critical aspects of the ECEAP program. Participation by program staff in finalizing the measures has ensured that the measures are feasible to implement and therefore the information collected is more complete. Continued family contact by locally knowledgeable and familiar ECEAP program staff contributes to retaining families in the study.

Determining the ECEAP Study Sample. The longitudinal study tracks a sample of approximately one-third of the children enrolled by all ECEAP contractors. For purposes of manageability, the ECEAP children have been recruited from three successive waves of preschool entrants, each starting a different year. ECEAP contractors (and, therefore, their programs) were assigned to a specific wave, priority for the initial wave placed on well-established programs. This has ensured that a fully-developed ECEAP program is in place when the children are sampled. Some contractors enrolling large numbers of children are participating in multiple waves in order to ease the level of effort required at key data collection points.

Wave 1 contractors include: Chelan-Douglas Community Action Program; Community Colleges of Spokane; Economic Opportunity Council of Clark County; Olympia School District; Puget Sound Educational Service District; Snohomish County; and Washington State Migrant Council. Wave 2 contractors include: Aberdeen School District; Kennewick School District; Okanogan Child Development Association; Puget Sound Educational Service District; Reliable Enterprises,

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Centralia; Walla Walla School District; and Washington State Migrant Council. All other ECEAP contractors are participating in Wave 3.

Wave 1 contractors are following a sample of 250 ECEAP children and families, and Wave 2 contractors are following 156 ECEAP children and families. Wave 1 and 2 contractors who have expanded greatly since 1988-89 will recruit additional children and families for Wave 3. The Wave 3 sample size is expected to total approximately 1,000 children and families.

Recruiting the Control Sample. For comparison with ECEAP study children, ECEAP contractors will also track a total sample of 450 control children who are similar to ECEAP children, but who did not participate in a preschool program. This control sample will be divided among the three waves so that a direct comparison can be made to a sub-sample of ECEAP study children in each wave. Having a separate control sample for each wave of study children will ensure strong comparisons by eliminating any time-lapse effects that may confound data gathered at different points in time.

Similarly, control children will be recruited in schools where ECEAP study children are enrolled to minimize any effects on data due to variation among educational programs and experiences. Schools will be selected across the state to ensure geographic representativeness with the ECEAP study sample and population.

Within these schools, each ECEAP study child who is enrolled will be matched with a non-ECEAP child in terms of income eligibility, age, ethnicity, and language. The ECEAP study children will become part of the "Matched ECEAP" sample and the non-ECEAP children will become part of the "Control" sample for purposes of comparison. The Matched ECEAP sample and the Control sample will be the same size, each totalling 450 children. The remaining 950 unmatched ECEAP children will continue to be tracked.

Schools will be selected such that ECEAP study children included in the Matched ECEAP sample will be representative of the total sample of ECEAP study children, and indeed, the whole ECEAP population. As a group, then, the Control sample will also be representative of the ECEAP study sample and population.

All three Control samples will be recruited in the fall of 1991 and then tracked with their respective Matched ECEAP samples throughout the remaining years of the study.

Study Timeline

Table 2.1 illustrates how the ECEAP longitudinal study progresses. The study began in the fall of 1988 and data collection will continue through the spring of 1996. As the table shows, the study has the following structure:

Wave 1: The first wave of ECEAP children were recruited in fall 1988 and assessed at that time and again in spring 1989. These children began the follow-up in spring 1990 and will be further assessed each spring through 1994. The Control sample for Wave 1 will be recruited in fall 1991 when the children are in second grade, and then followed through spring 1994. *This report presents data on Wave 1 children during their ECEAP year and in the first year of follow-up.*

Wave 2: Wave 2 ECEAP children were recruited in the fall of 1989 and have been pre- and post-tested in their ECEAP year. They will be tracked through the spring of 1995. The Control sample for Wave 2 will be recruited in fall 1991 when the children are in first grade and then followed through the spring of 1995. *Wave 2 ECEAP year data are included in this report.*

Wave 3: In the fall of 1990, the third wave of ECEAP children were recruited. They will be tracked through the spring of 1996. The Control sample for Wave 3 will be recruited in the fall of 1991 when the children begin kindergarten and then followed through the spring of 1996.

Table 2.2 displays the specific data collection timeline for each wave. In all three waves, ECEAP study children are assessed in the fall and spring of their ECEAP year, and then each spring until they complete fourth grade. The waves differ, however, in the timing of their comparison to a Control sample. Specifically:

Wave 1: A baseline comparison will be made between a sub-sample of 100 Wave 1 children (i.e., the Matched ECEAP sample) and a sample of 100 Control children at the beginning of Grade 2. Then the Control children will be assessed that spring and in the spring of their third and fourth grade years with all ECEAP study children in Wave 1 (100 matched and 150 unmatched).

Wave 2: A baseline comparison will be made between 100 Matched ECEAP and 100 Control children at the beginning of Grade 1. The Control children will be assessed that spring and in spring of their second, third, and fourth grade years with all ECEAP study children in Wave 2 (100 matched and 50 unmatched).

Wave 3: A baseline comparison will be made between 250 Matched ECEAP and 250 Control children at the beginning of kindergarten. The Control children will be assessed each spring through fourth grade with all ECEAP study children in Wave 3 (250 matched and 750 unmatched).

Table 2.1
WAVE STRUCTURE FOR DATA COLLECTION

	1988/89	1989/90	1990/91	1991/92	1992/93	1993/94	1994/95	1995/96
ECEAP	Wave 1	Wave 2	Wave 3					
KINDERGARTEN		Wave 1	Wave 2	Wave 3 & Control				
GRADE 1			Wave 1	Wave 2 & Control	Wave 3 & Control			
GRADE 2				Wave 1 & Control	Wave 2 & Control	Wave 3 & Control		
GRADE 3					Wave 1 & Control	Wave 2 & Control	Wave 3 & Control	
GRADE 4						Wave 1 & Control	Wave 2 & Control	Wave 3 & Control

Table 2.2
DATA COLLECTION POINTS

WAVE 1

	ECEAP 1988/89	KINDERGARTEN 1989/90	GRADE 1 1990/91	GRADE 2 1991/92	GRADE 3 1992/93	GRADE 4 1993/94
FALL	ECEAP	--		Matched ECEAP & Controls	--	--
SPRING	ECEAP	ECEAP	ECEAP	ECEAP	ECEAP	ECEAP
				Controls	Controls	Controls
						State School Population

WAVE 2

	ECEAP 1989/90	KINDERGARTEN 1990/91	GRADE 1 1991/92	GRADE 2 1992/93	GRADE 3 1993/94	GRADE 4 1994/95
FALL	ECEAP	--	Matched ECEAP & Controls	--	--	--
SPRING	ECEAP	ECEAP	ECEAP	ECEAP	ECEAP	ECEAP
			Controls	Controls	Controls	Controls
						State School Population

WAVE 3

	ECEAP 1990/91	KINDERGARTEN 1991/92	GRADE 1 1992/93	GRADE 2 1993/94	GRADE 3 1994/95	GRADE 4 1995/96
FALL	ECEAP	Matched ECEAP & Controls	--	--	--	--
SPRING	ECEAP	ECEAP	ECEAP	ECEAP	ECEAP	ECEAP
		Controls	Controls	Controls	Controls	Controls
						State School Population

Data Collection Instruments

Data collection Instruments were selected and/or developed to meet the following requirements:

- Address the central questions of the study.

- Encompass the comprehensive nature of ECEAP's child and family intervention.

- Accommodate the considerable diversity among programs.

- Enable program staff to collect data accurately and with minimal disruption to their programs.

- Respect time and cooperation of participating families and maximize their retention in the study.

As described above, the set of measures initially proposed for the ECEAP year was reviewed by ECEAP directors and staff and adjusted to meet their concerns about time for administration and their requirement that all measures be fully disclosed to study participants. The resulting set of measures either directly assess the child, directly address the parent and family, or solicit staff ratings of objective child and family behaviors. Measures for the follow-up years were developed based on these criteria also. Appendices A and B contain copies of the unpublished instruments.

ECEAP Year Instruments. Data on ECEAP children are collected in the fall and spring of the ECEAP year using the following information sources:

ECEAP Enrollment Form (EEF). Basic child and family demographic information, including ethnicity and language; parents' marital status, education and employment, and income sources; siblings; and known health or developmental problems of the ECEAP child.

Developmental Indicators for the Assessment of Learning-Revised (DIAL-R). A widely used measure for developmental screening. The DIAL-R is administered as a pre- and post-assessment. It is offered in English and Spanish.

Peabody Picture Vocabulary Test-Revised (PPVT-R). A widely-used screening and readiness measure of language verbal ability. English and Spanish versions are used. The Peabody is administered as a pre- and post-test. Other languages are translated by the test administrator as needed.

Family Information Form (FIF). More specific demographic information is collected regarding family configuration; health and nutrition of the ECEAP child; education and occupation of the parents; parents' educational and occupational aspirations for the child; significant events; parent-child joint activities; family's use of social services; and a rating of the quality of the neighborhood environment. It is completed by the parent in the fall and amended in the spring.

Family Resource Scale (FRS). This instrument has been adapted and abridged from Leet and Dunst's 1988 measure and provides a rating of the adequacy of family resources in terms of time, money, and energy to meet needs. It is completed by the parent in the fall and spring.

Personal Well-Being Index (PWBI). This Instrument has been adapted and abridged from Trivette and Dunst's 1985 measure and provides a rating of the frequency with which an

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individual experiences specific feelings and perceptions, such as control over their lives and their children. It is completed by the parent in the fall and spring.

Significant Life Events Checklist (SLEC). Parents indicate changes in their family size, marital status, employment and financial situation, education, and other major events during the previous six months. It is administered in the fall and spring.

Child Adaptive Behavior Inventory (CABI). This instrument has been adapted and abridged from Schaefer, Hunter, and Edgerton's 1984 measure and provides a rating of children's objective behavior. *Teacher and parent versions have been developed* (**CABI-TR and CABI-PT**). Both the ECEAP teacher and parent complete the inventory in the fall and spring of the ECEAP year.

Parent Participation Assessment (PPA). ECEAP staff provide objective ratings of family members' participation in classroom and home visit activities, educational opportunities, program governance boards, and services recommended by the program. It is administered within the first third and last third of the program year.

Parent Program Response (PPR). Parents describe the aspects of the program which have been most and least useful to them and their children. It is administered in the spring only.

An instrument that combines items from the **EEF and FIF**, called the **Demographic Information Form (DIF)**, will be used to collect child and family data on control children and families at the time they are recruited. Baseline comparisons between the Matched ECEAP and Control samples will be made using results from the **DIAL-R** (kindergarteners only), **PPVT-R**, and **CABI-TR** assessments that will be conducted in the fall of 1991.

Follow-Up Instruments. Follow-up of study children and families takes place annually in the spring. Data are collected by ECEAP staff through a parent interview and from the child's school. The parent interview has been designed to re-visit instruments and items that analysis of the Wave 1 ECEAP year data indicated were most significant. Analysis of Wave 2 ECEAP year results has confirmed this item selection. Follow-up data are collected using the following instruments:

Parent Interview Form (PIF). Items from the ECEAP year parent forms (**EEF, FIF, SLEC, FRS, PWBI,** and **PPR**) and other items related to early elementary school experiences are combined into one interview form. Several questions inquire about changes in family configuration, family resources, community service utilization, marital status, education, employment, and about any significant events that might have occured during the past year. Parents report their child's progress in school, any referrals, information about sibling school success, and their educational aspirations for the child. They rate their own participation in school activities and involvement with their child's education. Selected items regarding family resources and personal well-being are also rated by the parent. Family goals are described. In the first year of follow-up only, parents again provide information on the most and least helpful aspects of ECEAP for their child's school success and for their own participation in school activities.

Student Information Form (SIF). School records provide information on child attendance, standardized test scores, grades received in basic subjects, and any special services referrals or placements.

Student Behavior Inventory (SBI). Selected items from the ECEAP year **CABI** are completed by the child's classroom teacher.

Family Participation in School Activities (FPSA). The child's classroom teacher provides objective ratings of family participation in school-related activities.

In addition, results of ECEAP study and control children on the state-administered **Metropolitan Achievement Test (MAT-6)** will be integrated into the study in the children's fourth grade year.

Table 2.3 displays the study instruments by data collection period. Table 2.4 compares instruments used during ECEAP and follow-up years.

Study Variables

Items on the data collection instruments were submitted to factor analysis to determine a smaller number of variables to be analyzed for the study. Wave 1 data were reanalyzed and compared with Wave 2 data in order to establish the validity of the variables reported from the smaller, Wave 1-only sample in the Year 1 study report. Most ⚬ ⚬ .ꞏles were confirmed. The variables reported here are derived from factor analysis of the combined waves and will become the standard variables followed for the ECEAP year when the full study sample is reported in next year's report on the full ECEAP sample. Results from analysis of the following variables are provided in this report, with inverse relationships indicated by "*".

Developmental Indicators for the Assessment of Learning-Revised (DIAL-R). DIAL-R results are reported in terms of:

- **Language:** All the DIAL-R language items: articulating sounds, naming, classifying words, personal data, problem solving, and sentence length.

- **Concepts:** Seven of the eight DIAL-R concept items: colors, body parts, rote and meaningful counting, positioning, identifying concepts, and letters.

- **Motor:** Motor skills include two sub-clusters and encompass all the DIAL-R motor items and one concept item: gross motor skills (catching, jumping, touching fingers, and cutting) and psychomotor skills (building, cutting, matching, writing, and the DIAL-R concept item sorting chips).

Peabody Picture Vocabulary Test-Revised (PPVT-R). PPVT-R results are reported in terms of:

- **Raw score.**
- **Standard score.**
- **Percentile score.**

Child Adaptive Behavior Inventory-Teacher Version (CABI-TR). Items on the teacher version of the **CABI** comprise five variables:

- **Motivation/Achievement:** Quick to catch on, explores, smart, follows directions, dependable, listens well, does his/her best.

- **Temperament/Attention:** Disobeys, restless, hot-tempered, can't wait, distracted, fights, loses interest.

- **Social:** Asks questions, shy*, happy, makes friends, outgoing, left out*, pushed around*, unsmiling*.

- **Emotional**: Cries, runs to me, worries, afraid, complains, easily upset.

- **Facility**: Calm, not hurtful.

Child Adaptive Behavior Inventory-Parent Version (CABI-PT). Items on the parent version of the CABI comprise five variables:

- **Difficult**: Disobeys, angry at me, whines, calm*, angry at toys, hot-tempered, can't wait.

- **Maturity**: Smart, dependable, obedient, not hurtful.

- **Insecurity**: Stays close, runs to me, complains, jealous.

- **Affection/Dependence**: Comes for comfort, easily comforted, cuddles.

- **Shyness**: Shy, clings.

Family Resource Scale (FRS). Items on the FRS comprise six variables:

- **Basic Resources**: Food, housing, furnishings, clothing, heat, plumbing, transportation, telephone, toys.

- **Money**: Money for bills, money for self, money for entertainment, source of loans.

- **Someone There**: Someone to talk about worries, someone to help with chores, someone to hassle with agencies, someone to encourage.

- **Time for Self**: Time for rest, time alone, time with partner, time with friends, quiet place to go.

- **Time for Family**: Time for whole family, time for children.

- **Health**: Medical care, dental care.

Personal Well-Being Index (PWBI). Items on the PWBI comprise four variables:

- **Feeling Good**: Life is going great, ill*, tired*, lots of energy, on top of the world, in tip-top shape.

- **Positive Parenting**: Understand needs, glad about future, control over child's education, control over own future, pleasure in child's doings.

- **Not in Control**: Uneasy, depressed, can't help child, no chance for success.

- **Negative Parenting**: Trapped, child controls me, child makes demands.

Parent Participation Assessment (PPA). Items on the PPA comprise five variables:

- **Social Services**: Initiated contact with services, responded to information requests, followed through on contacts, followed through with activities.

- **Activity Participation**: Attended meetings, volunteered/responded for board, participated in meetings, attended activities.

- **Program Participation:** Volunteered/responded for classroom help, worked as classroom volunteer, volunteered/responded for parent program.

- **Home Visit:** Provided child information, followed through on recommended activities, led home visit.

- **Responsiveness:** Provided child information, met appointments, returned permission slips.

Scope of the Year 2 Report

The ECEAP Longitudinal Study is still in the start-up phase. As indicated in Table 2.1, only two of the three waves of ECEAP study children are included to date. Thus, the findings in this report represent results for a partial sample only. The reader is cautioned that the findings on preschool outcomes for Waves 1 and 2 are tentative and may be adjusted in the Year 3 report, which will report results of the full ECEAP sample.

This report describes the information obtained in the first year of follow-up, i.e., the Wave 1 children's kindergarten year. However, due to the small and non-representative nature of this single wave of children, no analysis of follow-up data has yet been conducted. The Year 3 report will contain initial analyses of ECEAP participants' kindergarten performance, based on the combined findings of Waves 1 and 2 that will become available at that time.

Table 2.3
STUDY INSTRUMENTS BY DATA COLLECTION PERIOD

FALL

ECEAP Year	Kindergarten OR Grade 1 OR Grade 2
ECEAP Children	Control Children
ECEAP Enrollment Form (EEF)	Demographic Information
Developmental Indicators for the	Form (DIF)
Assessment of Learning-Revised (DIAL-R)	
Peabody Picture Vocabulary	Matched ECEAP & Control
Test-Revised (PPVT-R)	
Family Information Form (FIF)	DIAL-R
Family Resource Scale (FRS)	PPVT-R
Personal Well-Being Index (PWBI)	CABI-TR
Significant Life Event Checklist (SLEC)	
Child Adaptive Behavior	
Inventory-Parent (CABI-PT)	
Child Adaptive Behavior	
Inventory-Teacher (CABI-TR)	
Parent Participation Assessment (PPA)	

SPRING

ECEAP Year	Kindergarten/ Grades 1, 2, 3	Grade 4
ECEAP Children	ECEAP & Control Children	ECEAP & Control Children
ECEAP Enrollment Form (EEF)	Parent Information	PIF
Developmental Indicators for the	Form (PIF)	SIF
Assessment of Learning-Revised (DIAL-R)	Student Information	SBI
Peabody Picture Vocabulary	Form (SIF)	FPSA
Test-Revised (PPVT-R)	Student Behavior	Metropolitan
Family Information Form (FIF)	Inventory (SBI)	Achievement
Family Resource Scale (FRS)	Family Participation	Test-6 (MAT-6)
Personal Well-Being Index (PWBI)	in School	
Significant Life Event Checklist (SLEC)	Activities (FPSA)	
Child Adaptive Behavior		
Inventory-Parent (CABI-PT)		
Child Adaptive Behavior		
Inventory-Teacher (CABI-TR)		
Parent Participation Assessment (PPA)		
Parent Program Response (PPR)		

Table 2.4
COMPARISON OF ITEMS IN ECEAP YEAR
AND FOLLOW-UP INSTRUMENTS

Measure	ECEAP Year	Follow-Up Years
Child Information		
ECEAP Enrollment Form **(EEF)**	6 items	3 items
Developmental Indicators for the Assessment of Learning-Revised **(DIAL-R)**	3 scores	n.a.
Peabody Picture Vocabulary Test-Revised **'PPVT-R)**	3 scores	n.a.
Metropolitan Achievement Test-6 **(MAT-6)**	n.a.	Grade 4 only
Child Adaptive Behavior Inventory **(CABI)**--Student Behavior Inventory **(SBI)**	Teacher: 30 items Parent: 20 items	Teacher: 23 items Parent: n.a.
Student Information Form **(SIF)**	n.a. n.a. n.a. n.a.	Attendance Academic tests Classroom progress Special services
Parent Interview Form **(PIF)**	n.a.	School progress
Parent/Family Information		
ECEAP Enrollment Form **(EEF)**	12 items	9 items
Family Information Form **(FIF)**		
Family configuration	9 items	4 items
Family resources/education	8 items	4 items
Medical information	4 items	n.a.
Activities with child	5 items	2 items
Neighborhood assessment	4 items	n.a.
Community services usage	21 items	6 items
Family Resource Scale **(FRS)**	27 items	11 items
Personal Well-Being Index **(PWBI)**	18 items	11 items
Significant Life Events Checklist **(SLEC)**	22 items	7 items
Program-Related Information		
Parent Participation Assessment **(PPA)**	Teacher: 22 items Parent: n.a.	Teacher: 10 items Parent: 10 items
Parent Program Response **(PPR)**	5 items	4 items

CHAPTER 3

LONGITUDINAL STUDY PARTICIPANTS

This chapter describes the demographic composition of the ECEAP population and demonstrates the representativeness of the longitudinal study sample in Waves 1 and 2 to the ECEAP population as a whole. The study sample is compared only to children and families in the ECEAP programs that existed at the time of sampling. The ECEAP population depicted in this year's report does not include families being served by programs newly-created in the 1989-90 expansion (nearly 170 children and families among seven new contractors).

The ECEAP Population

To participate in an ECEAP program, a child typically must be at least four years of age at the time of enrollment, and his/her family's income must have been at or below federal poverty guidelines for the previous 12 months. The ECEAP enrollment form provides information on these and several other demographic characteristics, including the sex, ethnicity, and primary language of the child; the education, marital, and employment status of the child's parents; and the income sources and configuration of the child's family. Parents report any health problems the child may have on this enrollment form as well.

During the 1989-90 Program Year, the second year of the longitudinal study, 3,581 families enrolled their children in programs operated by 28 contractors across the state. Nearly 170 of the families were served by programs newly-created during the 1989-90 expansion. Sampling was completed before these new programs were firmly established, and was based on a total ECEAP population of 3,415 families. Ten percent of these families left the program early.

During the 1988-89 Program Year, 2,200 families enrolled, and 19 percent exited early. Combining these, the ECEAP population totals 5,615 families. Accounting for attrition over the two-year period, the population decreased to 4,856. This aggregate figure is the ECEAP population to which the rest of this chapter refers.

The Longitudinal Study Sample

Combining Waves 1 and 2, the longitudinal study sample consisted of 406 families before attrition. Slightly over 16 percent of these families exited the program, and therefore the study, early. No characteristics were found to be common among all families in the attrition group, but a few disproportionate attrition rates do appear and are discussed in the final section of this chapter. After attrition, the study sample decreases to 339 families, or seven percent of the total ECEAP population. With the addition of Wave 3 children and families next year, the sample size will greatly increase to be more representative of the population size.

The extent to which the study sample of 339 children and families represents the ECEAP population of 4,856 on each demographic characteristic is discussed below. More complete data were collected on study children and families, so percentages in general may be higher for the study sample than for the ECEAP population. In all cases but ethnicity, the "no response" rate was much higher for the ECEAP population than for the study sample.

ECEAP Children

Child demographic information collected on the enrollment form includes age, sex and ethnicity; language spoken at home; and any health or developmental problems. The representativeness of the partial study sample to the ECEAP population is strong on all of these except ethnicity. This is not unexpected and will be altered with next year's addition of Wave 3 children.

Age. Study children at the time of their enrollment ranged in age from 3.8 years to 5.3 years. (Children typically are required to be four years old as of August 31 preceding enrollment in ECEAP, and not yet in kindergarten. In a few exceptions, three-year-olds have been allowed to enroll.) The mean age was 4.5 years. This compares with a slightly wider age range and a mean age of 4.6 years among children in the ECEAP population.

Sex. The percentages of girls and boys participating in ECEAP center around 50 percent in both the study sample and the total population. Girls represent one percent more than boys in the study sample. The reverse is true for the total population.

Ethnic Origin. Figure 3.1 shows that, at this point in the study, the Caucasian group is overrepresented in the sample by 10 percent, while the Asian/Pacific, Black, and Hispanic groups are each underrepresented by less than five percent. The percentage of Native American children in the sample matches the percentage in the ECEAP population. With next year's addition of several ethnically diverse programs, the study sample is expected to become more representative of the population.

Primary Language. The language distributions displayed in Figure 3.2 illustrate the similarity between the study sample and the ECEAP population. Most of the children in both groups primarily speak English at home, while seven to eight percent speak Spanish, and far fewer speak Asian or other languages. Again, the complete sample to be reported in 1991 will more fully represent the ECEAP population.

Health and Developmental Problems. The percentage of study children with any health or developmental problems is generally higher than or similar to the percentage of all ECEAP children with health or developmental problems. Figure 3.3 shows that higher percentages of study children have medical, dental, and allergy problems. The percentages of study children with handicap, speech, or behavior problems are about the same for both groups.

Some differences between the study sample and the ECEAP population appear when these problems are examined by ethnicity in Figure 3.4. Interpret these with caution, however, as the small study numbers of minority children may lead to distorted proportions. None of the minority groups in the study sample at this point exhibit the same distribution of health and developmental problems seen in their respective group in the ECEAP population.

ECEAP Mothers

Considerable demographic data have been collected on all ECEAP mothers, and especially mothers participating in the study. Included in this focus are mother's age at birth of ECEAP child, education, employment, and marital status. A higher response rate from study mothers may lead to disproportionate differences between the two groups and often an overrepresentation by the study sample on some characteristics. With this in mind, mothers in the study sample generally appear to represent mothers in the population.

Mother's Age at Birth of ECEAP Child. Figure 3.5 displays the age distribution of mothers at the time their ECEAP children were born. Of the mothers who reported their birthdate, nearly 13 percent of those in the study and nine percent of the ECEAP population were less than 18 years old at the time of childbirth. The majority of mothers in both groups ranged from 18 to 30 years of age.

Twelve percent of study mothers, and nine percent of all ECEAP mothers, were older than 30 years of age at the birth of their child. The mean age of 23.3 years among study mothers compares to the mean age of 24.2 years among all ECEAP mothers.

Mother's Education. Nearly two-thirds of mothers in the study, and three-fifths of all ECEAP mothers, have earned at least a high school diploma or GED. Figure 3.6 shows the percentages of mothers reporting the highest grade they have attained. Nineteen percent of those study mothers, and 11 percent of all ECEAP mothers, report going on to pursue more education. Thirty-six percent of mothers in the study reported that they completed less than 12 grades, compared to 28 percent of all ECEAP mothers who reported this. Had the response rate been higher for the ECEAP population, these differences might not be as large.

Figure 3.7 presents these data by ethnicity. The Caucasian and Hispanic samples match the population distributions across education categories. A higher percentage of Black mothers in the study than in the population have pursued more than a high school education. A lower percentage of Native American mothers in the study have completed high school or received a GED. A better comparison between the Asian/Pacific sample and the population might have appeared had more ECEAP mothers responded.

Mother's Employment Status. Thirty-seven percent of mothers in the study work outside their homes, while 27 percent of all ECEAP mothers reported this. Again. a lower response rate among ECEAP mothers may account for much of this disparity. When employment status is examined by ethnicity, the study sample overrepresents all but one group in the population. Reflecting all Hispanic mothers in ECEAP, over half of Hispanic mothers in the study work outside the home, but this percentage is slightly less than in the population.

Mother's Marital Status. As Figure 3.8 illustrates, the study sample is a few percentage points higher than the ECEAP population in all marital status categories but one. More than half of both groups report not being currently married.

Figure 3.9, a breakdown of marital status percentages by ethnicity, shows that study mothers closely represent or overrepresent all ECEAP mothers with one exception. The percentage of Black mothers who are married is lower in the study sample than in the population. This gap may decrease when a larger minority sample is added in Wave 3. Note that the percentage of mothers who did not report their marital status is not included in Figure 3.9.

ECEAP Families

The enrollment form provides information on family configuration, i.e., members with whom the ECEAP child resides, and family income sources. Parents also indicate whether their family has a single head of the household and how many people are supported by the family's annual income. Families in the study compare strongly with all ECEAP families on these characteristics.

Family Configuration. Figure 3.10 displays the various family configurations reported by ECEAP parents. In both the study sample and the population, one in three ECEAP children currently lives with both parents, while over half live with their mother only and two percent live with their father only. Ten percent of study children reportedly live with one of their parents and a step-parent. This

Is considerably higher than the percentage reported In the ECEAP population, In part because data are more complete for study children. Nearly three percent of children In both groups are living with grandparents or other family members. One percent or fewer are living with foster parents or others.

In Figure 3.11, these configurations are examined by ethnicity. The *Other* category includes one parent with one-step-parent configurations as well as others, and is consistently higher among study families because more detailed information was gathered. *Not Reported* percentages are excluded. No strong differences appear between the ethnic groups in the study and the population. However, in the study sample, a lower percentage of the Black children are living with both parents, and a slightly higher percentage of the Black and Native American children are living with grandparents.

Income Sources. Some ECEAP families derive income from more than one source, and as Figure 3.12 shows, the study sample closely represents the ECEAP population in this regard. While the majority of all ECEAP families derives income from welfare (63%), nearly 40 percent earn wages through employment. The percentage of study sample families receiving welfare is slightly higher at 65 percent, and the percentage earning wages is the same. Nearly two-thirds of both groups receive medical and food coupons. Much smaller percentages of both groups receive child support, unemployment, social security, or pension money.

Figure 3.13 displays income source data by ethnicity. Patterns among ethnic groups in the study sample match those seen in the population. Small sample sizes most likely contribute to the slight differences seen between the Asian/Pacific, Black and Hispanic samples and their respective populations.

Single Head of Household. The study sample closely matches the ECEAP population on this characteristic. Approximately 60 percent of families claim they have a single head of household. When data are examined by ethnicity, up to 94 percent of Black families and down to 24 percent of Hispanic families in the study have a single head of household. This range is wider than that seen in the population. In ECEAP, nearly three-fourths of Black families and over one-third of Hispanic families have a single head of household.

Number of Persons Supported. In comparison to the ECEAP population, families in the study appear to support smaller numbers of people with the annual income they receive. Annual household income supports two people In 19 percent of study families and 14 percent of all ECEAP families. Nearly 30 percent of study families, and only 23 percent of all ECEAP families, support three people. Five to eight people are supported by annual income in a smaller percentage of study families than of all ECEAP families, 25 percent and 31 percent respectively. Ethnic groups in the study sample follow patterns similar to those seen in the population. For example, the percentages of Asian/Pacific, Black and Caucasian families are similar across numbers of people, while higher percentages of Hispanic and Native American families support higher numbers of people.

Additional Study Sample Characteristics

In addition to data collected on the ECEAP enrollment form, families in the study were asked on the Family Information Form to provide more detailed demographic information and to respond to a few additional questions regarding their neighborhoods.

Neighborhood. ECEAP families In the study live in a variety of areas, according to their descriptions of their neighborhoods. Nine percent of study families rated their neighborhood as isolated and 18 percent as rural. The majority live in small towns and suburbs, 35 percent and

3 2

23 percent respectively. Thirteen percent of the families are living in urban areas. With the addition of Wave 3 families in the fall of 1990, the percentages of families in remote areas and cities will increase.

Parents were also asked to rate their neighborhood on a five-point scale from *Good for Children* to *Dangerous*. Overall, neighborhoods were rated average or better. Nearly one-third of parents believe their neighborhoods are good environments for their children. Fifteen percent, however, feel their neighborhoods are below average or even dangerous. More than 82 percent of study children have a safe playground, park, or yard near their home. Three-fourths of study families indicated that they have a neighbor whom they know well enough to talk to and at least one playmate for their children, and live within walking distance of their homes.

Program Type. ECEAP children participate in one of three types of programs: center-based, home-based, or a locally designed option. The locally designed option generally combines elements of both center- and home-based, and is categorized as one or the other for the purposes of the study, depending on where children spend most of their program time. Over 82 percent of all ECEAP children were in center-based programs, while the remaining 18 percent were in home-based programs. The study sample reflects a similar split between program types. Seventy-eight percent of study children participated in center-based programs, and 22 percent in home-based.

Very few demographic differences between children in the two program types appear. Higher percentages of minority children are participating in center-based programs, presumably because the more ethnically diverse areas of the state are also quite urban, where center-based programs are often the most feasible option. A higher percentage of parents with children in home-based programs report that their children have dental problems, but otherwise the percentage of children with health problems is similar in both types of program. More mothers of children in center-based programs have at least a high school education, and more work outside the home. Mother's marital status, family configurations, and family income sources match in both types of programs.

Attrition from ECEAP and the Longitudinal Study

The attrition rate of study families is not much different from that of all ECEAP families. Nearly 14 percent of the ECEAP population left before the end of the program year, and slightly over 16 percent of the study sample left early. Among study families who exited early, almost half moved, three percent transferred to another program, three percent found transportation too difficult, and three percent decided to keep their children at home. Fewer than three percent of the children were involved in custody problems or were having trouble transitioning to preschool. Forty-three percent of the families did not give a reason; presumably most of these moved to another location.

Distinguishable demographic characteristics among families who left the program and study early include ethnicity and language. A disproportionately high percentage of Hispanic families and families who primarily speak Spanish exited early. Presumably, many of these are migrant families who needed to move to other areas to continue working.

On the whole, mothers in the attrition group were less educated, but the percentage of mothers employed outside the home was the same. Also, children leaving early had slightly higher percentages of dental, speech, and behavioral problems.

Figure 3.1
ETHNIC ORIGIN

Not Reported 2.9%
Other 2.1%
Native American 8.7%
Caucasian 55.9%
Hispanic 14.1%
Asian/Pacific 6.7%
Black 9.6%

ECEAP Population

n=4,856

Not Reported 4.7%
Other 3%
Native American 8.8%
Caucasian 65.8%
Hispanic 10.9%
Asian/Pacific 1.8%
Black 5%

Study Sample

n=339

3 x

Figure 3.2
PRIMARY LANGUAGE

English 82.8%

Not Reported 3.7%
Other 2.9%
Asian 2.4%
Spanish 8.1%

ECEAP Population

n=4,856

English 92.6%

Other 0.3%
Spanish 6.8%
Asian 0.3%
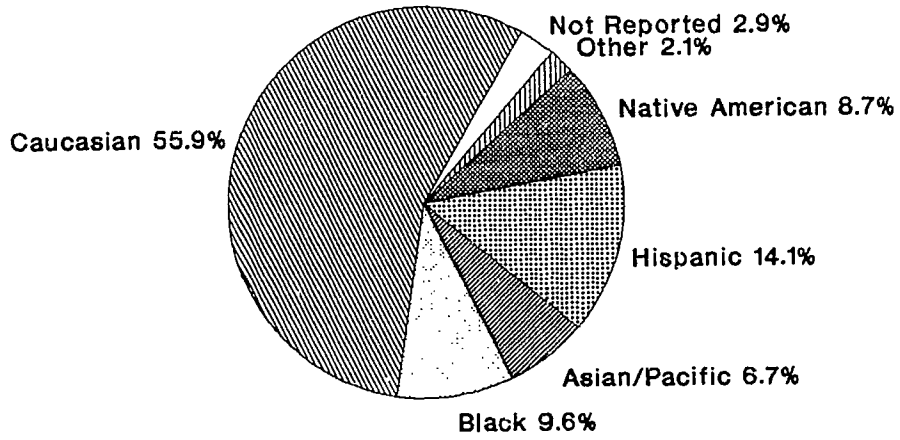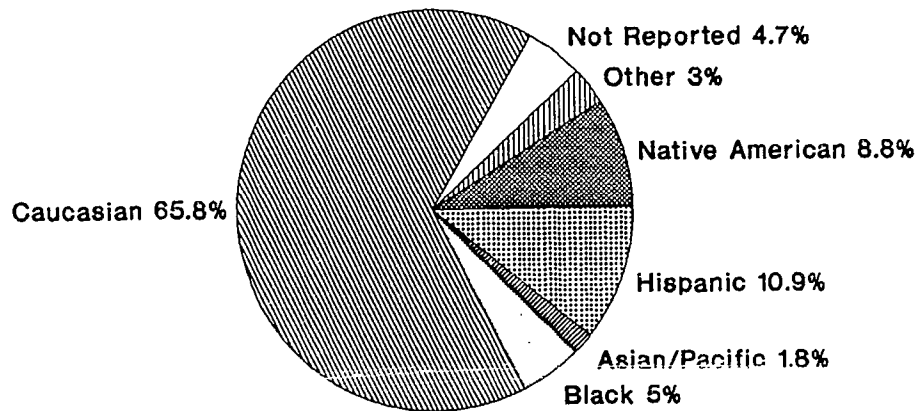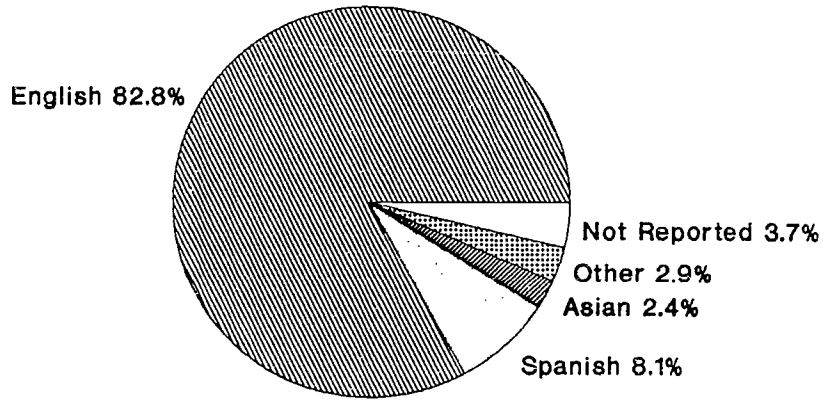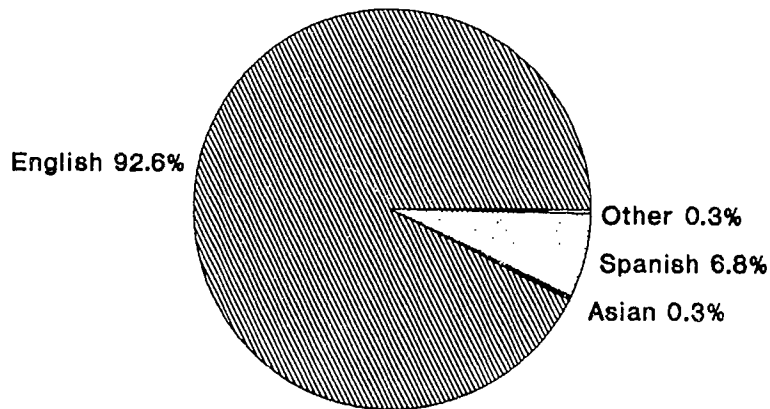
Study Sample

n=339

Figure 3.3
HEALTH & DEVELOPMENTAL PROBLEMS

Speech 12.7%   Dental 5.9%
Medical 5.1%

Allergy 7.5%

Handicap 1.5%

Behavior 6.3%

None Reported 60.9%

ECEAP Population

n=4,856

Dental 7.7%
Medical 6.8%

Speech 12.1%

Allergy 10.3%

Handicap 1.2%

Behavior 6.8%

None Reported 55.1%

Study Sample

n=339

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Figure 3.4
HEALTH & DEVELOPMENTAL PROBLEMS
BY ETHNICITY

Percent of Ethnic Group

| Medical | Dental | Speech |
| Allergy | Handicap | Behavior |

Asian/Pacific n=327 Black n=465 Caucasian n=2,716 Hispanic n=684 Native American n=423

ECEAP Population

Percent of Ethnic Group

| Medical | Dental | Speech |
| Allergy | Handicap | Behavior |

Asian/Pacific n=6 Black n=17 Caucasian n=223 Hispanic n=37 Native American n=30
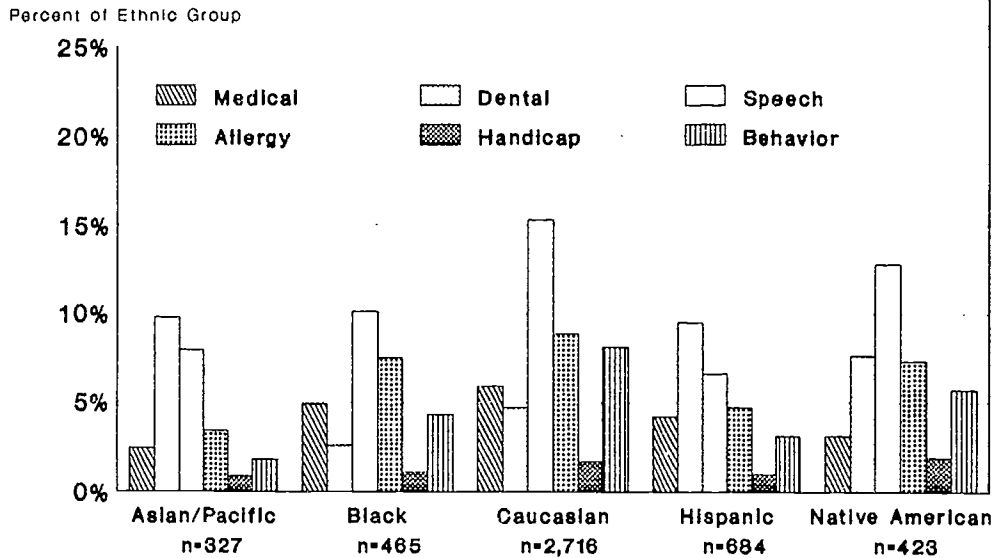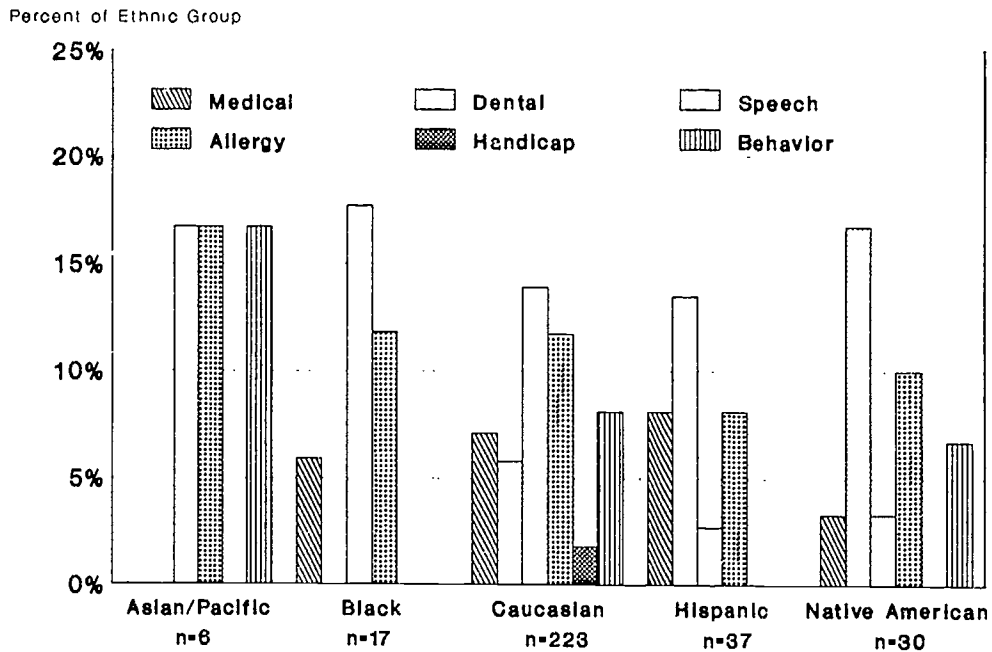
Study Sample

Figure 3.5
MOTHER'S AGE AT BIRTH OF ECEAP CHILD

	ECEAP Population	Study Sample
< = 16	1.7%	0.9%
16 - 18	0.7%	11.9%
18 -21	22.6%	28.6%
21 -25	30%	32.1%
25 - 30	23.1%	14.7%
30 - 35	9.7%	6.7%
35 - 40	3.2%	2.8%
40 - 45	1.2%	1.2%
> = 45	0.8%	0.6%

ECEAP Population, n=4,605, mean age 24.2 years
Study Sample, n=326, mean age 23.3 years
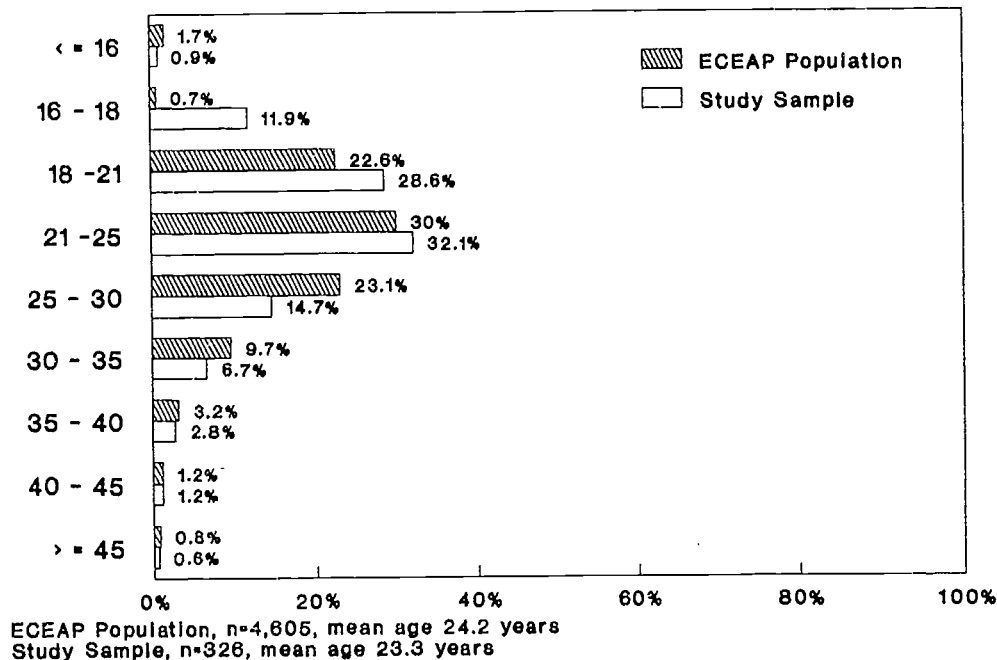
Figure 3.6
MOTHER'S EDUCATION

	ECEAP Population	Study Sample
Less than 12th	27.9%	36%
High School/GED	48.8%	44.2%
More than HS	11.1%	18.9%
No Report	12.5%	1%

ECEAP Population, n=4,856
Study Sample, n=339

28
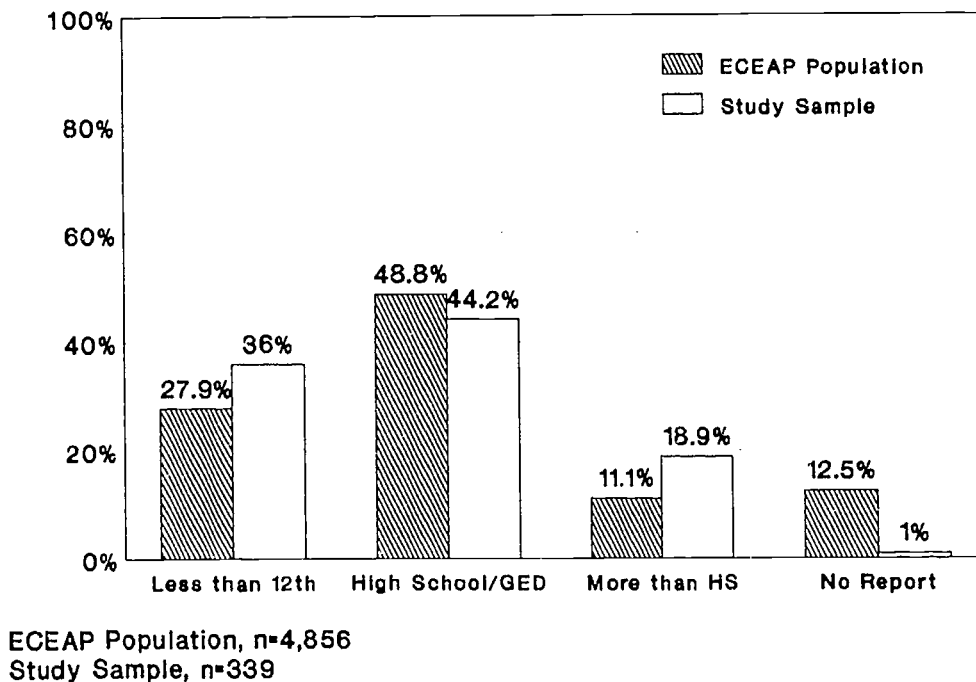
Figure 3.7

MOTHER'S EDUCATION BY ETHNICITY

Percent of Ethnic Group

ECEAP Population
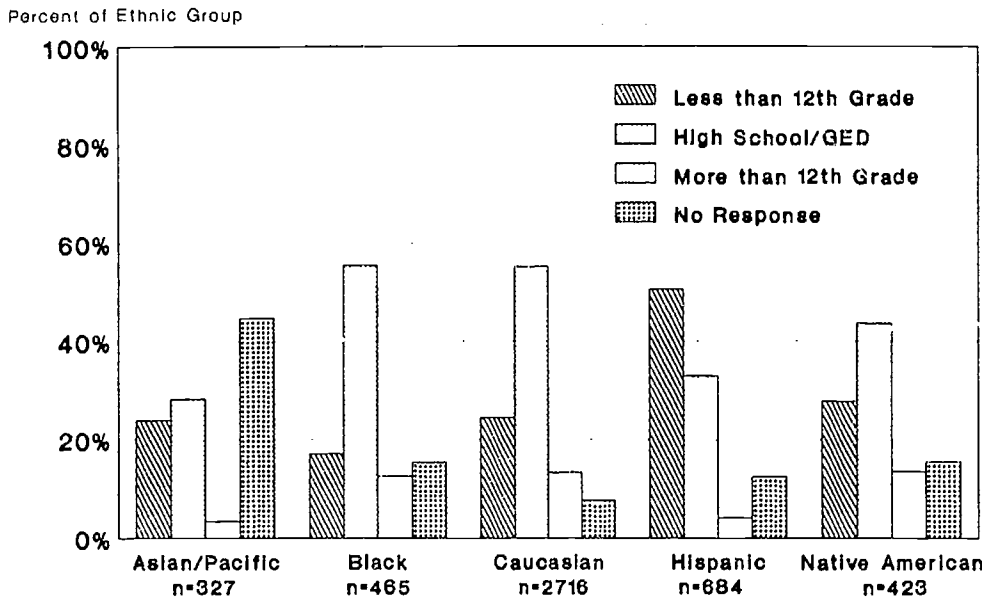
Percent of Ethnic Group
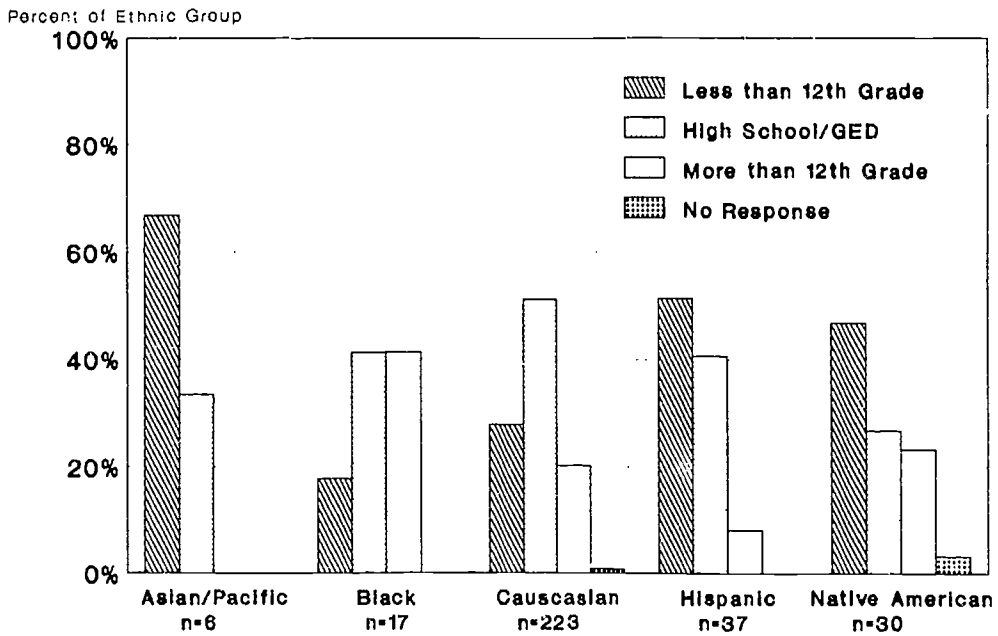
Study Sample

Figure 3.8
MOTHER'S MARITAL STATUS

Married 39.4%

Divorced 15.9%

Living w/Other 0.7%

Separated 11.8%

Not Reported 5.7%

Widowed 0.6%

Single 25.9%

ECEAP Population

n=4,856

Married 42.8%

Divorced 19.2%

Living w/Other 3.2%

Separated 1ს.3%

Not Reported 1.2%

Widowed 0.3%

Single 20.1%

Study Sample

n=339

4ว
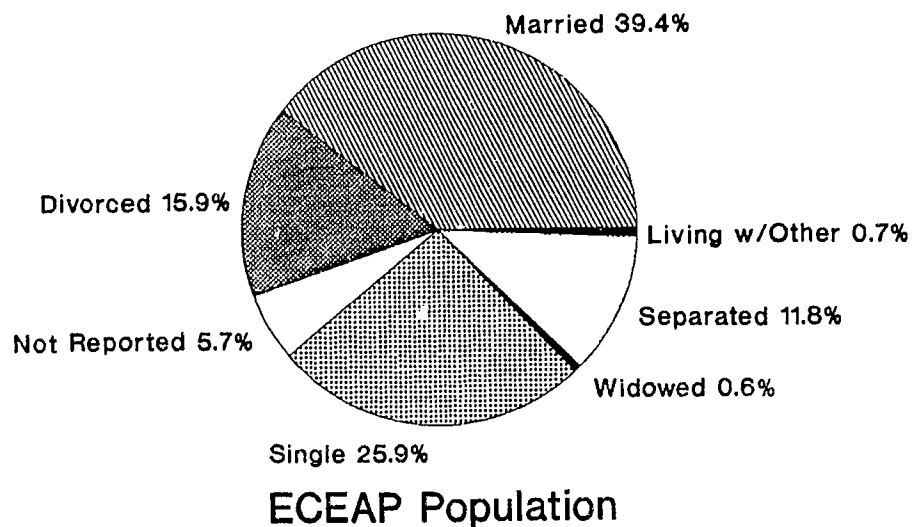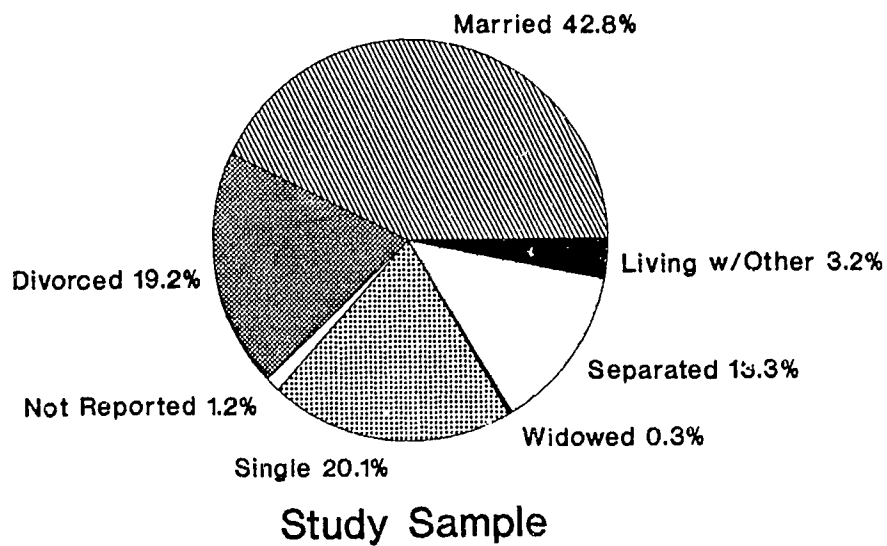
Figure 3.9
MOTHER'S MARITAL STATUS BY ETHNICITY

Percent of Ethnic Group

ECEAP Population

Percent of Ethnic Group

Study Sample

31
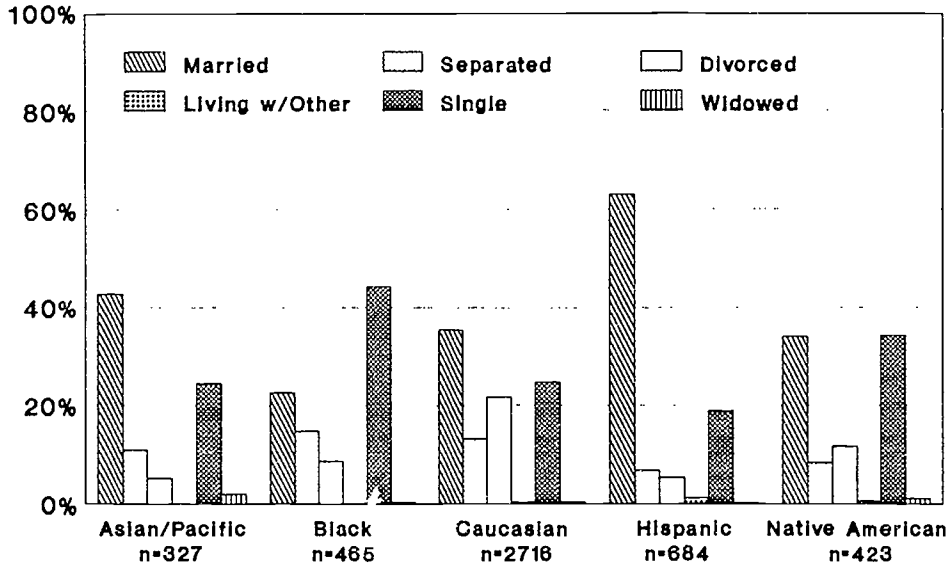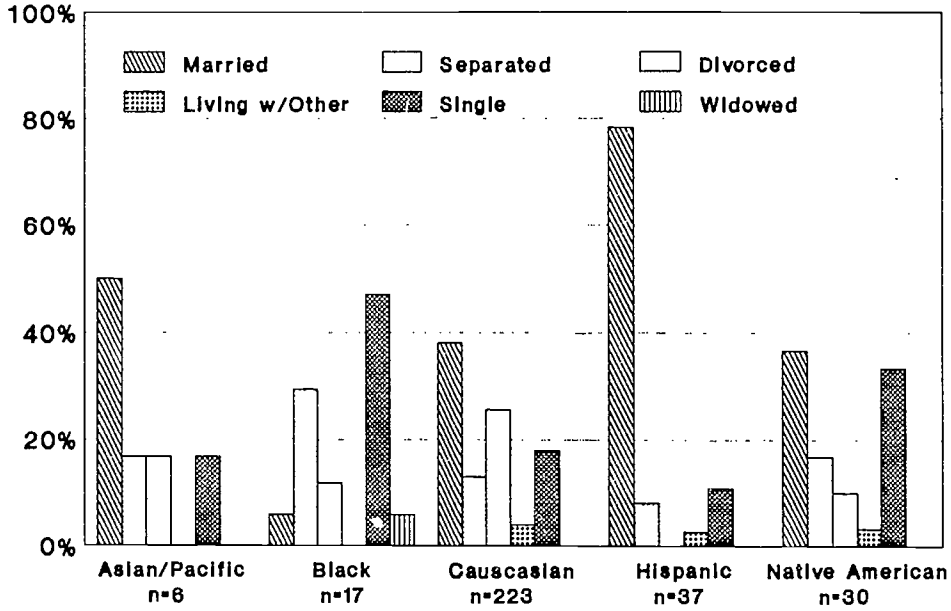
Figure 3.10
FAMILY CONFIGURATION

Both Parents 37.3%
Mother & Step 1.8%
Father & Step 0.3%
Grandparents 2.1%
Other 0.4%
Foster Parents 1.1%
Other Family 0.4%
Not Reported 1.9%
Father Only 2.2%
Mother Only 52.5%

ECEAP Population

n=4,856

Both Parents 33.6%
Mother & Step 9.7%
Father & Step 0.6%
Grandparents 0.3%
Foster Parent 0.3%
Other Family 0.3%
Father Only 1.2%
Mother Only 51.9%
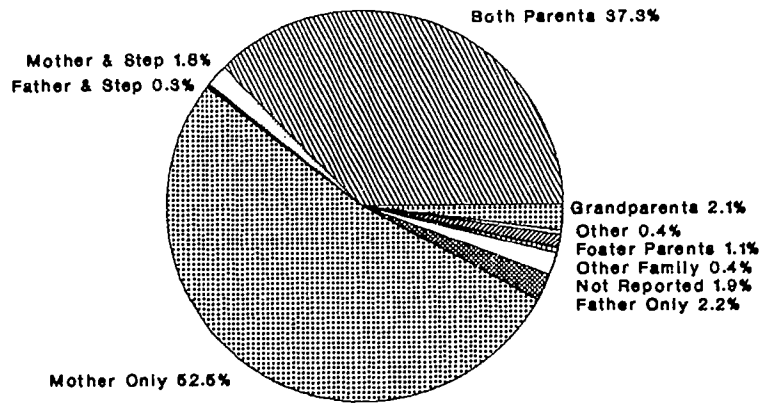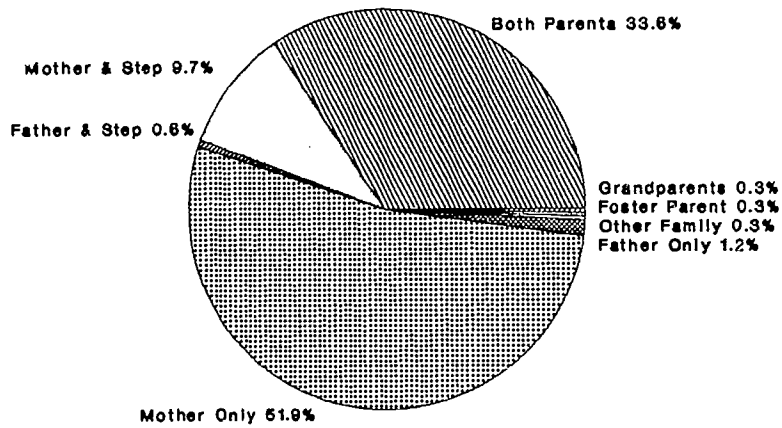
Study Sample

n=339

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Figure 3.11
FAMILY CONFIGURATION BY ETHNICITY

Percent of Ethnic Group
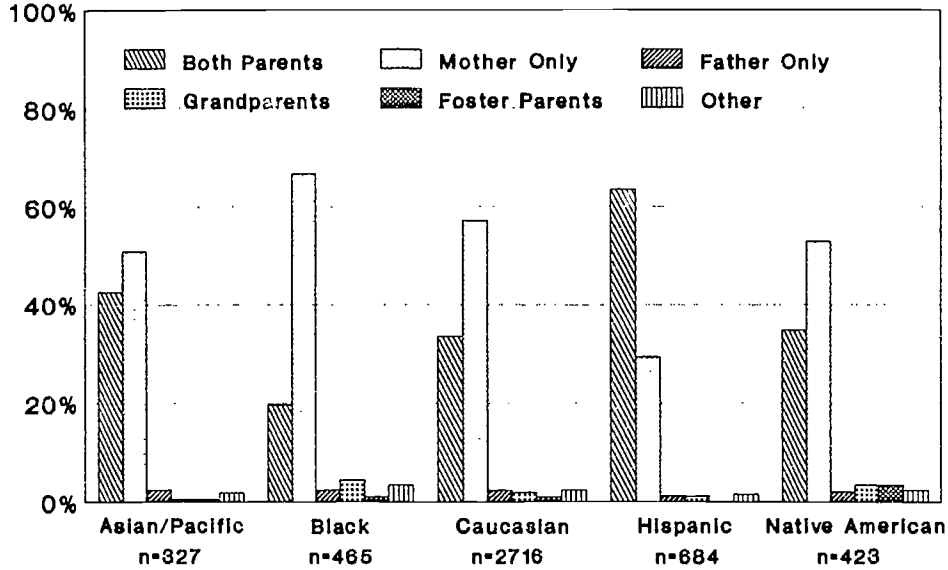
ECEAP Population

Percent of Ethnic Group
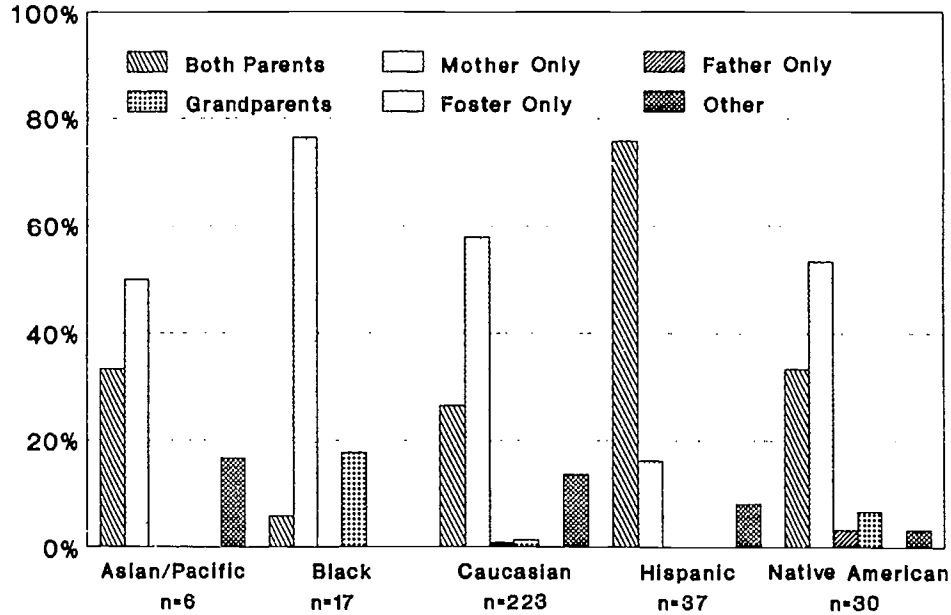
Study Sample

Figure 3.12
INCOME SOURCES
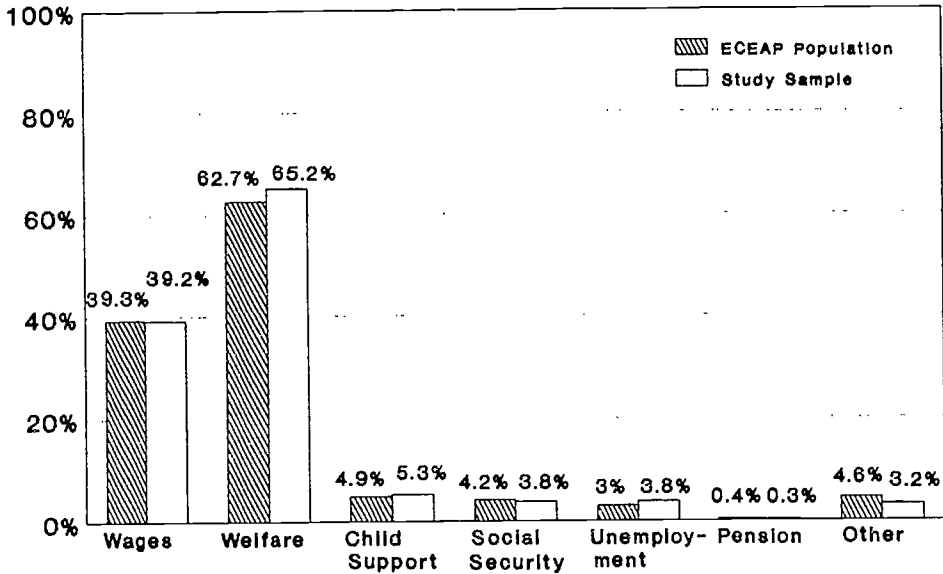
ECEAP Population, n=4,856
Study Sample, n=339
Multiple income sources are represented

Figure 3.13
INCOME SOURCES BY ETHNICITY

Percent of Ethnic Group

ECEAP Population

Wages   Welfare   Child Sup   Soc Security
Unemploy   Pension   Other

Percent of Ethnic Group
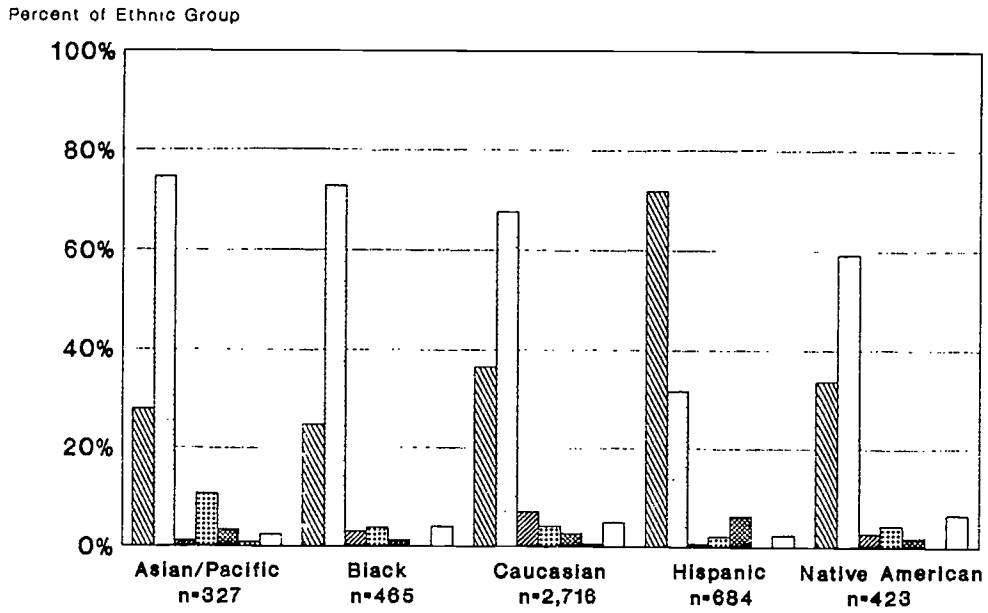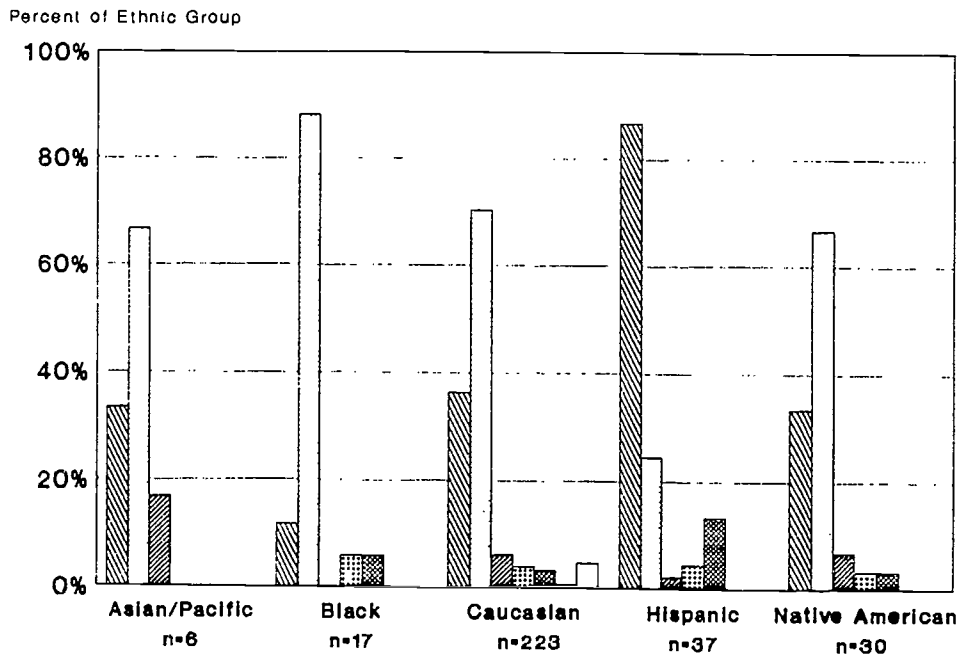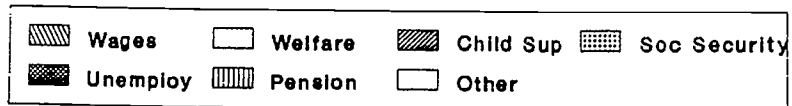
Study Sample

CHAPTER 4

ECEAP YEAR RESULTS FOR WAVES 1 AND 2

Fall and spring child assessments, teacher ratings, and parent interviews provide information on the immediate effects of ECEAP participation. Analysis of changes in the study variables outlined in Chapter 2 indicates that ECEAP children have gained on measures of cognitive, physical, and social development during the period of their program participation. Results for Waves 1 and 2 children and families are reported as they pertain to each of the ECEAP program goals.

Findings Inform ECEAP Goal Attainment

Within its overall mission of bringing about a greater degree of educational/social proficiency in children from low-income families, ECEAP has articulated eight specific goals (see Chapter 1). In order to illustrate ECEAP's success in assisting Washington's children and families, the findings have been organized in terms of the program's stated goals as follows.

Goal 1: Confidence. The establishment of patterns and expectations of success for the child which will create a climate of confidence for present and future learning and overall development.

Goal 2: Cognitive Processes and Skills. The enhancement of the child's cognitive processes and skills, including appropriate steps to correct current developmental problems.

Goal 3: Social and Emotional Well-Being. The encouragement of self-confidence, spontaneity, curiosity, and self-discipline which will assist in the development of the child's social and emotional well-being.

Goal 4: Health. The improvement of the child's health and physical abilities, including appropriate steps to correct physical problems.

Goal 5: Nutrition. The enhancement of the child's access to an adequate diet, as well as the improvement of the family's attitude toward sound nutritional practices.

Goal 6: Child and Family Relations. The increased ability of the child and family to relate to each other and to others.

Goal 7: Child and Family Self-Worth. The enhancement of the sense of dignity and self-worth within the child and the family.

Goal 8: Family Empowerment. The empowerment of families to develop improved parenting skills, increased knowledge of and access to appropriate resources, greater advocacy for children's needs, and increased self-sufficiency.

This chapter presents the findings from the ECEAP year assessments of the study sample that pertain to each of these goals. Comparison of pre- and post-scores from child assessments, teacher and parent ratings, and reports indicate where gains have occurred.

Variables Clustered by Goal. Chapter 2 outlined 30 variables that have been derived by factor analysis of the items on the various data collection instruments used in the study. These 30 variables have been clustered according to the ECEAP program goal to which they pertain. Study variables address seven of the eight goals. The variables cluster as follows:

Goal 1: Confidence. Five variables from the Child Adaptive Behavior Inventory (CABI) assess child **Confidence**. Two teacher ratings of ECEAP children pertain to Goal 1: *motivation/achievement* (e.g., quick, explores, listens well) and *social* (e.g., makes friends, asks questions). Three parent ratings are also applied to assessing gains in **Confidence**: *maturity* (e.g., smart, obedient); *insecurity* (e.g., stays close, jealous); and *shyness* (e.g., shy, clings).

Goal 2: Cognitive Processes and Skills. Variables assessing gains in **Cognitive** areas are drawn from the Developmental Indicators for the Assessment of Learning-Revised (DIAL-R) and the Peabody Picture Vocabulary Test-Revised (PPVT-R), including the DIAL-R variables of *language* and *concepts* and the Peabody *standard score*.

Goal 3: Social and Emotional Well-Being. Five variables from the CABI provide information on children's development of **Well-Being**. Three teacher ratings pertain to Goal 3, including: *emotional* (e.g., cries, afraid); *facility* (e.g., calm, not hurtful); and *temperament/attention* (e.g., restless, distracted, fights). Two parent ratings also assess child well-being: *difficult* (e.g., disobeys, angry, can't wait) and *affection/dependence* (e.g., cuddles, comes for comfort).

Goal 4: Health. Health and physical abilities are assessed by the DIAL-R *motor* variable and the parents' ratings of child *health* on the Family Resource Scale (FRS).

Goal 5: Nutrition. There are no variables in the study that assess gains in nutrition.

Goal 6: Child and Family Relations. Four variables address the goal of increased relational ability for the child and family. The Family Resource Scale (FRS) provides parents' assessment of their *time for family*. The Personal Well-Being Index (PWBI) provides parents' views on parenting, both *positive parenting* (e.g., understand needs, have control, take pleasure from child) and *negative parenting* (e.g., trapped, controlled by child).

Goal 7: Child and Family Self-Worth. Five variables are applied to **Self-Worth**, all parent ratings. The Family Resource Scale (FRS) provides information on parents' sense of having *time for self* (e.g., for rest, with partner) and *someone there* to help them. The PWBI provides parents' views in terms of *feeling good* (e.g., energized, life is going well) and *not in control* (e.g., uneasy, no chance for success).

Goal 8: Family Empowerment. Seven variables address **Family Empowerment**, including two from the Family Resource Scale (FRS) and all five variables on the Parent Participation Assessment (PPA). On the FRS parents assess their family's access to *basic resources* and *money*. The PPA provides ECEAP staff members' assessments of parents' use of *social services*, their *activity participation*, their *program participation*, their role in *home visits*, and their general *responsiveness*.

Fall and Spring Results are Compared. T-tests were used to determine whether there are any significant differences between fall (Time 1) and spring (Time 2) reports on each of these variables. Time 1 data were collected during the first third of the program year and Time 2 data not before the beginning of the last third of the program year. Depending on program starting and ending dates, the Time 1 data for Waves 1 and 2 are from September through November 1988 and 1989 and the Time 2 data are from April through June 1989 and 1990.

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Using the clusters just described, the T-test results are presented below goal-by-goal. The initial table in each section gives these results for the Waves 1 and 2 children as a group. Means and standard deviations for each variable at the two times are given on the tables and any gains are indicated. Note that no comparisons should be made among means on different variables, since the number of items in each variable may differ.

Following determinations of these overall Waves 1 and 2 results, for each of the variables on which significant gains emerged, the group of children has been disaggregated according to demographic factors. The factors of ethnicity, language, sex, level of parents' program and activity participation, mother's marital status, and family income level proved significant on some variables. Each significant finding is reported, with figures demonstrating the results of these break-downs of the study sample.

Findings for Goal 1 -- Confidence

Table 4.1 shows results of comparison of the five **Confidence** variables at Time 1 and Time 2. Significant differences were found on three of the five variables. Teachers' ratings on the CABI indicate that they observed ECEAP children to have made very significant gains in *motivation/achievement*. Parents also observed gains in **Confidence**. Parents report that both *insecurity* and *shyness* decreased significantly while their children were in ECEAP. Teachers found *social* unchanged. Parents report statistically insignificant improvements in *maturity*.

Table 4.1
SUMMARY OF ATTAINMENT

Program Goal 1: Confidence

■ The establishment of patterns and expectations of success for the child which will create a climate of confidence for present and future learning and overall development.

	Mean and (Standard Deviation)		
Study Variables	Time 1	Time 2	Gain
■ Child Adaptive Behavior Inventory			
Teacher Version			
Motivation/Achievement	21.3 (4.4)	21.9 (4.0)	0.6 **
Social	23.7 (5.1)	23.7 (4.6)	0.0
Parent Version			
Maturity	12.4 (1.9)	12.6 (1.7)	0.2
Insecurity	9.4 (2.3)	9.2 (2.4)	-0.2 *
Shyness	5.3 (1.7)	5.1 (1.5)	-0.2 *

* Significant difference (at p > .05) exists between Time 1 and Time 2.
** Very Significant difference (at p > .01) exists between Time 1 and Time 2.

Each of the three **Confidence** variables that show significant gains is affected by demographic factors. Influences on *motivation/achievement* and *shyness* disappear by Time 2, but the influence of sex on *insecurity* continues at the end of the ECEAP year. Each of these significant relationships between demographic factors and the **Confidence** variables is described below.

Parent Program Participation and *Motivation/Achivement.* The extent of parent program participation, i.e., attending ECEAP events and meetings, had a highly significant effect on the *motivation/achievement* variable of **Confidence** at the end of the ECEAP year. Figure 4.1 shows the Time 1 differential gains for children whose parents fell into quintiles from lowest to highest level of program participation. These results may reflect, in part, the greater individual knowledge of the children that the teacher-raters had at the end of the year (Time 2), as opposed to their Time 1 impressions, which may have depended more on holistic impressions of the child and family during the first couple of months of their participation. While the results are highly significant for Time 2 the last two months of the program year, the meaning of the differences in parents' program participation is unclear.

Sex and *Insecurity.* Both parent-derived **Confidence** variables -- *insecurity* and *shyness* -- are significantly impacted by demographic factors. The *insecurity* variable showed a significant relation to sex, as demonstrated in Figure 4.2. Males had significantly higher *insecurity* when they entered ECEAP. Males and females both decreased in *insecurity*, females slightly more than males. Thus, both groups declined in *insecurity*, but males remained relatively more *insecure* at the end of ECEAP. This finding may reflect sex differences in development or sex-based differences in parents' expectations of their children, rather than program characteristics.

Program Option and *Shyness.* Figure 4.3 shows that *shyness* was significantly greater among center-based program children at the beginning of the ECEAP year. Both home-based and center-based children decreased in *shyness* from Time 1 to Time 2. However, center-based children made stronger gains on this variable, so that parents' reports show no significant difference in *shyness* based on program option at the end of the ECEAP year.

Findings for Goal 2 -- Cognitive Processes and Skills

ECEAP children showed strong gains in **Cognitive Processes and Skills**. As Table 4.2 shows, between Times 1 and 2 both DIAL-R **Cognitive Process and Skills** variables, *language* and *concepts*, increased very significantly. The Peabody *standard score* similarly shows very significant gains for ECEAP children.

Table 4.2
SUMMARY OF ATTAINMENT

Program Goal 2: Cognitive Process and Skills

- The enhancement of the child's cognitive processes and skills with particular attention to conceptual and communication skills, including appropriate steps to correct current developmental problems.

	Mean and (Standard Deviation)		
Study Variables	Time 1	Time 2	Gain
■ Developmental Indicators for the Assessment of Learning - Revised			
Language	23.1 (5.0)	25.9 (4.8)	2.8 **
Concepts	19.5 (6.1)	24.6 (4.9)	5.1 **
■ Peabody Picture Vocabulary Test - Revised			
Standard Score	87.9 (17.4)	95.0 (14.9)	7.1 **
Percentile Score	30.3 (26.3)	41.4 (27.1)	NA

* Significant difference (at $p > .05$) exists between Time 1 and Time 2.
** Very Significant difference (at $p > .01$) exists between Time 1 and Time 2.

Several factors influenced these gains in **Cognitive Processes and Skills**. DIAL-R *language* gains were affected by parents' activity participation, program option, ethnicity, and primary language. DIAL-R *concept* gains were affected by parents' activity and program participation, program option, and ethnicity. Peabody gains were affected by parents' activity and program participation, program option, ethnicity, and primary language. Most, but not all, demographic differences in **Cognitive** performance disappeared by Time 2.

Program Option and *Language*. Home- versus center-based program option differences declined to insignificance between fall and spring. As shown on Figure 4.4, home-based children had significantly lower DIAL-R *language* scores at Time 1, but their greater growth leveled this difference by Time 2, when home-based children scored slightly better than center-based children. This finding indicates that both home- and center-based options work for children and suggests that home-based programs may be highly appropriate for less ready children.

Ethnicity and *Language.* Ethnicity was a highly significant factor at Time 1 and, by contrast to the factors just described, remained significant at Time 2. Figure 4.5 shows that all ethnic groups gained on the DIAL-R *language,* but that their scores continued to reflect ethnic stratification in the spring. Hispanics made the greatest gains, from a mean of 22.6, fourth-ranked among the ethnic groups, to a mean of 27.3, second-ranked. Blacks also made strong gains, increasing their mean score by 3.2, but remained fifth-ranked. Asian/Pacific Islanders and Caucasians gained moderately. Native Americans gained, but gained least. Note that the number of children in some ethnic groups is very small. ECEAP is contributing strongly to children's *language* gains, but preexisting ethnic inequity in school readiness is not completely diminished among ECEAP participants.

Primary Language and *Language.* Related, no doubt, to these ethnicity findings, primary language, significant at Time 1, was not significant at Time 2. Hispanics, who account for the largest number of non-English-speaking families, made dramatic gains on the DIAL-R *language.* Thus, primary language declines in salience on this variable. Figure 4.6 shows these results.

Parental Activity Participation and *Concepts.* As on the DIAL-R *language,* most demographic effects on the DIAL-R *concepts* score disappear by Time 2. Parents' activity participation, as shown in Figure 4.7 is significantly related to children's *concepts* score in the fall, but this factor disappears by the time of the spring testing. Quintiles with the lowest scores at Time 1 have gained the most by Time 2.

Parental Program Participation and *Concepts.* Parents' program participation, e. g. volunteering in the classroom and participating in the parent program, was associated with students' DIAL-R *concepts* scores. Average and above average participation was associated with higher levels of concept development as shown in Figure 4.8.

Program Option and *Concepts.* At Time 1, home-based children did not score as well as center-based children on DIAL-R *concepts.* Home-based children gain more by Time 2, so that the fall's significant difference by program option has dropped to insignificance. (See Figure 4.9.) On this variable, as above, the home-based option appears to help equalize school readiness, bringing children with low initial scores up to the ECEAP spring norm.

Ethnicity and *Concepts.* Ethnicity is the only factor that remains a significant predictor of DIAL-R *concepts* scores at the end of the ECEAP year. Differences by ethnicity do moderate from highly significant to significant. Figure 4.10 shows the mean scores by ethnic group in fall and spring testing. Blacks gain the most on *concepts,* from a mean score of 16.9 to 23.2. Hispanics gain greatly as well, from 18.5 to 24.3. However, the ranking of the ethnic groups is largely unchanged by the gains (Hispanics move from fourth- to third-ranked). The score spread by ethnicity declines from a difference in means of 9.3 at Time 1 to a difference of 5.5 at Time 2.

Parental Program Participation and Peabody *Standard Score.* Parents' program participation was associated with students' Peabody *standard score* at Time 2 only. Higher levels of achievement were noted for students whose parents had higher levels of participation at the end of the ECEAP year. (See Figure 4.11.)

Program Option and Peabody *Standard Score.* Program option differences also became insignificant in their effect on the Peabody *standard score* by Time 2. Figure 4.12 shows that home-based children scored significantly lower on their Peabody *standard score* at the beginning of ECEAP, but caught up with center-based children by spring, despite significant gains by center-based children as well. Again, both options are working well and the home-based option appears to serve low-scoring children especially well.

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Ethnicity and Peabody *Standard Score*. As on the **Cognitive Processes and Skills** DIAL-R variables, ethnicity is a significant influence on Peabody *standard scores*. Figure 4.13 presents these data. Peabody *standard score* is highly related to ethnicity at both Time 1 and Time 2. Ranking of the ethnic groups remains the same. That is, all groups gained, but the ethnic differences in score at the time of entry into ECEAP were not overcome. Hispanics gained most, raising their mean *standard score* by 9.3. Native Americans also had high gains, with a mean *standard score* increase of 8.7. Caucasians and Blacks gained about the same, 6.3 and 6.2 gains in respective means. ECEAP participants of all ethnicities improved on the Peabody, but relative deficits coming into the program remain inequities at completion.

Primary Language and Peabody *Standard Score*. Primary language is related to both the DIAL-R *language* score and the Peabody *standard score* at Time 1. But, whereas the effect disappears at Time 2 on the DIAL-R *language*, the effect of primary language declines, but remains significant on the Peabody *standard score* at Time 2. As Figure 4.14 shows, Spanish speakers scored far lower on the Peabody than children with other primary languages at Time 1 and, although they made very strong gains (an increase in mean *standard score* of 12.7, compared to 6.2 for English speakers and 2.5 for speakers of Asian languages), their deficit at entry is not overcome. On this variable, ECEAP participation appears to mitigate, although not eliminate, effects of not having English as the language of the home.

Findings for Goal 3 -- Social and Emotional Well-Being

Teachers, but not parents, observed significant changes in children's **Social and Emotional Well-Being** during the ECEAP year. Two of the three CABI teacher ratings which address this goal show changes. Table 4.3 shows that the *emotional* and *temperament/attention* variables changed significantly, in teachers' views, that is, children expressed their emotions and need for attention more strongly at Time 2. This may be related to the decrease in *shyness* and *insecurity* noted above. *Facility* was almost unchanged. Parents saw very small, statistically insignificant decreases in *difficult* and *affection/dependence* in their children.

Table 4.3
SUMMARY OF ATTAINMENT

Program Goal 3: Social and Emotional Well-Being

■ The encouragement of self-confidence, spontaneity, curiosity, and self-discipline which will assist in the development of the child's social and emotional well-being.

Study Variables	Mean and (Standard Deviation)		Gain
	Time 1	Time 2	
■ Child Adaptive Behavior Inventory			
Teacher Version			
Emotional	10.8 (3.8)	11.6 (4.0)	0.8 **
Facility	5.6 (1.5)	5.7 (1.5)	0.1
Temperament/Attention	14.5 (5.0)	15.2 (5.0)	0.7 **
Parent Version			
Difficult	19.6 (3.6)	19.4 (3.7)	-0.2
Affection/Dependence	10.9 (1.3)	10.8 (1.2)	-0.1

* Significant difference (at p > .05) exists between Time 1 and Time 2.
** Very Significant difference (at p > .01) exists between Time 1 and Time 2.

Both of the variables that account for significant gains in **Social and Emotional Well-Being** for ECEAP children are affected by demographic factors at Time 1. *Emotional* is found to be related to program option and mother's marital status. *Temperament/attention* is influenced by parents' activity and program participation. Only the influence of program participation on **Well-Being** is sustained at Time 2.

Program Option and *Emotional.* Figure 4.15 contrasts home- and center-based children's ratings on the *emotional* variable at Times 1 and 2. Home-based children were rated significantly lower on *emotional* by their teachers, than were center-based children. Although children in both program options came to be viewed as more *emotional*, home-based children showed greater increase in *emotion*, reducing the program option effect to insignificance by the end of the ECEAP year. This program option finding is consistent with other variables, as described above.

Parental Activity Participation and *Temperament/Attention.* Parents' level of participation in ECEAP activities was significantly related to *temperamental/attention* when teachers rated children in the fall, but these effects became insignificant by spring. Figure 4.16 shows this leveling through strong gains in ratings of children whose parents were highest and lowest in activity participation. Overall, however, teachers considered children as having greater *temperament/attention* performance in spring.

Parental Program Participation and *Temperament/Attention.* Parents' participation in the ECEAP program was also significantly related to *temperament/attention* at Time 2. Figure 4.17 shows that some quintiles declined in *temperament/attention* ratings (below average and above average) while others gained. It is difficult to interpret these results. There did seem to be a decline in *temperament/attention* as program participation increased.

Findings for Goal 4 -- Health

One of the two **Health** variables shows a highly significant gain. Table 4.4 shows that children improved greatly on the DIAL-R *motor* variable between Time 1 and Time 2. However, parents did not report significant gains in child *health* on the Family Resource Scale.

Table 4.4
SUMMARY OF ATTAINMENT

Program Goal 4: Health

- The improvement of the child's health and physical abilities, including appropriate steps to correct current physical problems.

Study Variables	Mean and (Standard Deviation)		Gain
	Time 1	Time 2	
22 ■ Developmental Indicators for the Assessment of Learning - Revised			
Motor	19.9 (5.5)	25.1 (4.4)	5.2 **
■ Family Resource Scale			
Health	8.4 (2.4)	8.6 (2.1)	0.2

* Significant difference (at p > .05) exists between Time 1 and Time 2.
** Very Significant difference (at p > .01) exists between Time 1 and Time 2.

Three demographic factors emerged as affecting the ways in which ch.. Jren scored on the DIAL-R *motor*: parents' activity, program participation, and ethnicity.

Parental Activity Participation and *Motor*. Congruent with teachers' Time 1 sensitivity to parents' activity participation that has been noted for some other variables, the DIAL-R *motor* score was affected by activity participation in the fall. Figure 4.18 shows that this effect has become insignificant at Time 2, as has been the case with the preceding variables. All quintiles gain in DIAL-R *motor*, with the lowest rated in the fall gaining the most.

Parental Program Participation and *Motor*. Parents' program participation has a contrasting effect on DIAL-R *motor*. Whereas activity participation is significant only at Time 1, program participation is not significant at Time 1, but emerges at Time 2. Figure 4.19 shows that, in the fall, the four lower quintiles are very close in their DIAL-R *motor* score and the highest quintile has a lower score. In the spring, children whose parents are in the average and above average quintiles on program participation gain greatly on *motor* and a significant effect of parents' program participation emerges. This appears to be one of the few instances in which parent participation, in activities or program, affects a variable as reported by teachers in the spring.

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Ethnicity and *Motor*. Ethnic group differences were highly significantly related to DIAL-R *motor* scores at the beginning of the ECEAP year. However, unlike ethnic group differences on other variables, on *motor* there is no longer any significant ethnic group effect at the end of the ECEAP year. Figure 4.20 shows that large gains by Blacks (a mean increase of 7.3) especially account for this levelling. On this variable, ECEAP appears to have not only a positive effect on the whole study sample, but also to increase equity in school readiness among children from different ethnic groups.

Findings for Goal 5 -- Nutrition

No study variables addressed the ECEAP **Nutrition** program goal.

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Findings for Goal 6 -- Child and Family Relations

Reports on **Child and Family Relations** from the Family Resource Scale and the Personal Well-Being Index do not show any significant gains from Time 1 to Time 2. Changes in *time for family*, *positive parenting*, and *negative parenting* were statistically insignificant, as shown on Table 4.5.

Table 4.5
SUMMARY OF ATTAINMENT

Program Goal 6: Child and Family Relations

■   The increased ability of the child and family to relate to each other and to others.

Study Variables	Mean and (Standard Deviation) Time 1	Time 2	Gain
■ Family Resource Scale			
Time for Family	8.7 (1.6)	8.8 (1.5)	0.1
■ Personal Well-Being Index			
Positive Parenting	19.3 (2.1)	19.2 (2.3)	-0.1
Negative Parenting	7.0 (2.6)	7.1 (2.8)	0.1

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* Significant difference (at p > .05) exists between Time 1 and Time 2.
** Very Significant difference (at p > .01) exists between Time 1 and Time 2.

Findings for Goal 7 -- Child and Family Self-Worth

No significant gains were identified for this goal, as Table 4.6 shows. Two Family Resource Scale variables, *time for self* and *someone there*, and two Personal Well-Being Index variables, *feeling good* and *not in control*, report parents' observations on **Child and Family Self-Worth**. There was no change in the mean rating of *time for self* and *someone there*. *Feeling good* and *not in control* changed only insignificantly.

Table 4.6
SUMMARY OF ATTAINMENT

Program Goal 7: Child and Family Self-Worth

■ The enhancement of the sense of dignity and self-worth within the child and the family.

Study Variables	Mean and (Standard Deviation)		Gain
	Time 1	Time 2	
■ Family Resource Scale			
Time for Self	19.3 (5.3)	19.3 (5.1)	0.0
Someone There	13.6 (4.2)	13.6 (4.0)	0.0
■ Personal Well-Being Index			
Feeling Good	18.0 (4.5)	18.4 (4.5)	0.4
Not in Control	6.6 (2.4)	6.4 (2.3)	-0.2

* Significant difference (at p > .05) exists between Time 1 and Time 2.
** Very Significant difference (at p > .01) exists between Time 1 and Time 2.

Findings for Goal 8 -- Family Empowerment

Two of seven variables addressing **Family Empowerment** showed significant gains (see Table 4.7). The two Family Resource Scale variables *basic resources* and *money* improved between Time 1 and Time 2, indicating that parents see these as having become more available to their families. However, there were no significant changes in **Family Empowerment** when judged by teachers' ratings on the Parent Participation Assessment, although means on four of the five variables increased slightly.

Table 4.7
SUMMARY OF ATTAINMENT

Program Goal 8: Family Empowerment

- The empowerment of families to develop improved parenting skills, increased knowledge of and access to appropriate resources, greater advocacy for children's needs, and increased self-sufficiency.

Study Variables	Mean and (Standard Deviation)		Gain
	Time 1	Time 2	
■ Family Resource Scale			
Basic Resources	31.3 (4.4)	31.8 (6.7)	0.5 *
Money	20.9 (5.0)	21.5 (4.9)	0.6 *
■ Parent Participation Assessment			
Social Services	11.7 (6.1)	11.6 (6.6)	-0.1
Activity Participation	8.8 (5.5)	8.9 (5.7)	0.1
Program Participation	8.2 (4.4)	8.4 (4.4)	0.2
Home Visit	11.0 (3.4)	11.2 (4.0)	0.2
Responsiveness	10.8 (3.9)	11.0 (3.9)	0.2

* Significant difference (at $p > .05$) exists between Time 1 and Time 2.
** Very Significant difference (at $p > .01$) exists between Time 1 and Time 2.

Each variable contributing to significant gains on **Family Empowerment** was found to be affected by a demographic factor. *Basic resources* is related to income at Time 1 and *money* is related to program option at Time 2.

Income and *Basic Resources.* Figure 4.21 displays the relationship between income and *basic resources.* Families' fall ratings of their access to *basic resources* were significantly related to their income, when grouped by quintile of dollar amount stated. This relationship becomes insignificant at Time 2. There appears to be either some attitudinal effect of ECEAP participation that levels the relation of actual amount of money to the sense of being able to secure the basic resources or, perhaps, families are finding more options for securing basic resources by the end of the ECEAP year.

Program Option and *Money*. Program option emerges as highly related to *money* at the end of the ECEAP year, although not at the beginning of the year. Figure 4.22 shows that families of center-based children, but not home-based children, dramatically increased their self-ratings of the availability of money for themselves and their families, for bills and entertainment, and access to loans. This shift may represent the networking that takes place among families and with social service agencies that is an emphasis especially of center-based ECEAP programs.

Results Reflect Direct and Immediate Effects

T-test comparisons between Time 1 and Time 2 data have shown significant changes on at least some variables for five of the seven ECEAP program goals studied. Looking across the goals, it is possible to see that the positive results are emerging on those child and family characteristics that are most readily affected by the ECEAP program. This section looks first at emerging outcomes for children and for families then draws together the various effects of demographic factors that have been described above for significant variables on each goal.

Child Outcomes. ECEAP Program Goals 1 through 5 state desired outcomes for children. The study data address four of these goals (Goals 1 through 4) and all four goals show gains during the ECEAP year. The strongest gains are found on Goal 2, **Cognitive and Social Processes**. There are highly significant gains on all three **Cognitive** variables. In addition, Goal 1: **Confidence,** Goal 3: **Social and Emotional Well-Being,** and Goal 4: **Health** all show gains on some variables. **Confidence** gains are reported through increased *motivation/achievement* and decreased *insecurity* and *shyness*. **Well-Being** changes are expressed in terms of freer expression of *emotional* and *temperament/attention* with ECEAP staff. **Health** results show improved *motor* skills.

Some of these child effects findings (all **Cognitive** variables and the significant variable of **Health**) are derived from instruments administered directly as child assessments, i.e., the DIAL-R and the Peabody. Others come from reports by ECEAP staff and parents. The two assessments show very strong gains on all variables. These strong positive findings suggest that these instruments are measuring development that is observable in the short term and is readily amenable to enhancement through the sorts of instruction and activities offered through ECEAP.

Significant gains on the child-directed goals also appear on four of the five variables drawn from teacher ratings, indicating that teachers are seeing changes in **Confidence** and **Well-Being**. These findings augment positive outcome data from the DIAL-R and PPVT-R.

Parents' reports also comprise six child effects variables, relating to **Confidence, Well-Being,** and **Health** goals. However, gains appear on only two of the six variables from parent reports -- two of the **Confidence** variables.

Overall, ECEAP appears to be having strong, positive impact on children's school readiness. Further, study sample children grew more socially - emotionally expressive, in teachers' views. As the discussion of demographic factors will demonstrate, ECEAP is also having some effects that are increasing equity among ethnic and language groups in their readiness for school.

Family Outcomes. All three ECEAP Program Goals for families -- Goal 6: **Child and Family Relations,** Goal 7: **Child and Family Self-Worth,** and Goal 8: **Family Empowerment** -- are addressed by study variables. Effects on these family outcome goals are not as strong as child effects at this point in the study. Only **Empowerment** shows significant gains during the ECEAP year. Two considerations may be influencing these results: (1) the less direct nature of ECEAP impact on families and (2) the sources of data.

It is likely that the ECEAP program activities have a less direct effect on family than on child characteristics. The outcomes ECEAP seeks to achieve with families are subject to a broad range of influences outside the program content and process, and changes in families may manifest themselves only over a longer period of time. The two variables on which significant gains are reported are *basic resources* and *money*, perhaps among the more readily observable family changes. These family effects merit careful monitoring in subsequent years of the longitudinal study.

As described previously for child outcome goals, teachers may be more sensitive to changes in the child than are parents. Parents' conservatism may also be reflected in the family goal outcomes. Looking at the sources of the data for these goals, all seven of the **Relations** and **Self-Worth** variables are derived from parent data. None shows significant gains. However, parent variables on the **Empowerment** goal show significant gains, while teacher reports on parents' participation do not.

Overall, ECEAP's impact on families is not yet seen to be as strong as its impact on children. However, there are already indications of positive ECEAP impact on this larger, less directly served population.

Effects of Parent Activity and Program Participation. Parent participation in ECEAP activities and/or programs emerged as related to six of the 10 significant variables contributing to gains in child and family outcomes. However, the two factors had rather differing effects.

Activity participation was significantly related to: DIAL-R *concepts* and *motor* and *temperament/attention*. For all variables, the effect of relationship with activity participation is significant at Time 1, but disappears at Time 2. *Temperament/attention* is derived from CABI teacher reports. It has already been hypothesized that these fall reports may compound teachers' impressions of the child and the family, whereas spring ratings are more fully child-based, since teachers' knowledge of the child will have deepened. This supposition does not account for the finding that two of the direct child assessment variables also show Time 1 relationships to activity participation. Since the relationships are not linear, i.e., higher child scores do not correlate with higher activity participation by parents, it is difficult to interpret these results. One observation is that, in most cases, moderate amounts of parent activity participation appear to correlate with strongest gains from fall to spring. Perhaps there is a modicum of parent activity, neither complete disinterest in ECEAP activities, nor a constant, possibly independence-diminishing, involvement, that is most supportive of children's growth.

Program participation patterns somewhat differently. It is related to DIAL-R *concepts* and *motor* Peabody *standard score, temperament/attention,* and *motivation/achievement.* Unlike the effects on variables related to activity participation, which are significant at Time 1, but not at Time 2, the effects of program participation do not emerge until Time 2. It appears that program participation is a more complicated effect than activity participation, but it is difficult to speculate just how it is affecting ECEAP children's outcomes.

Effects of Program Option. Most program option effects can be somewhat more readily subjected to tentative interpretation. Program option affects six variables: *shyness* (CABI Parent Version), DIAL-R *language* and *concepts,* Peabody *standard score, emotional* (CABI-Teacher Version), and *money* (FRS).

Children entering center-based programs are rated higher on *shyness* than children entering home-based programs. Center-based children make larger gains on this variable, overcoming their relatively greater *shyness* during the year. This finding appears consistent with the greater social interaction that children in a center-based program would experience.

The three **Cognitive Processes and Skills** variables -- the DIAL-R *language and concepts* and the Peabody *standard score* -- pattern identically: home- versus center-based children score differentially at Time 1, with home-based children performing less well. But, by Time 2, scores have equalized between the two program option groups. These findings suggest that, while all ECEAP programs are effective, home-based programs may have a stronger positive impact on children who had lower readiness at the beginning of the program year, enabling them to come up to the performance of their center-based peers.

The relation of program option and *emotional* also s ggests that low readiness children develop well in home-based programs. Home-based children scored lower on *emotional* expression at the beginning of ECEAP, but were equally expressive with center-based peers at the end of the program.

The effects of *money* are interesting and argue that center-based programs may be effectively providing families with access to resources, or, perhaps, positively influencing the effectiveness of their use of money. While home- and center-based children's families show no differences on the *money* variable at the beginning of the year, center-based families report greater *money* at the end of the year.

Effects of Sex, Ethnicity, and Primary Language. Sex is related to a single variable, *insecurity*. Parents rate their male children as less secure both at the beginning and at the end of ECEAP, although they, like females, decrease on this variable. This may reflect actual sex differences or parents' perception of appropriate levels of *insecurity* that the two sexes should display.

Ethnicity and primary language are closely related factors, especially in the Waves 1 and 2 data available for this report, since Hispanics make up both the most numerous ethnic minority and language minority group. These factors emerge as significant only in relation to the child assessments, the DIAL-R and the PPVT-R. Results are highly related to ethnicity in the DIAL-R *language* score and the Peabody *standard score* at both Time 1 and Time 2. In general, on these two variables all ethnic groups gain by post-testing, but they gain in relation to their own pre-test scores. Hispanics tend to improve most relative to other ethnic groups. For these variables, ECEAP is working well for all ethnic groups, but not overcoming inequities in readiness that children from the different ethnic groups bring to the program.

On the DIAL-R *concepts* and *motor* scores, ECEAP has both positive and equity-enhancing effects. Again, all ethnic groups gain on both measures. And, on *concepts*, the relationship between ethnicity and score diminishes from highly significant to significant from Time 1 to Time 2. On *motor* the significance of ethnicity falls from highly significant to insignificant. Thus, on some **Cognitive Processes and Skills** variables, ECEAP has a positive effect on equity as well as quality of children's school readiness.

Primary language has a narrower effect than does ethnicity. It emerges as related to two variables, again measures of **Cognitive Processes and Skills**. On DIAL-R *language*, initial significant effects of primary language become insignificant at Time 2. On the PPVT-R *standard score*, the relation to primary language is highly significant at Time 1 and significant at Time 2. Thus, ECEAP is having a positive effect on mitigating deficits related to language spoken in the home.

Effects of Family Configuration and Economic Status. Family-related factors affect only one variable: *Basic resources* (FRS) was related to family income level.

The relation between *basic resources* and income was significant only at Time 1. A possible interpretation of this relationship is that ECEAP families benefited from their involvement in ECEAP by becoming more adept in securing resources for their basic needs. Another explanation might be a change in attitude toward what is required, based on experiences with other families and with social service agencies.

Implications for the Longitudinal Study. Results to date indicate that the study is measuring most of the desired outcomes of ECEAP participation, but also suggest several directions for

refinement of the longitudinal study ECEAP year design. Possible refinements to the study include:

- Items should be added to data collection instruments that address ECEAP Program Goal 5: **Nutrition.**

- It may be desirable to add more specific information on ECEAP Program Goal 4: **Health,** in order to secure both teacher and parent perspectives on changes in child health.

- The study's current scope assesses goal attainment and would be strengthened by addition of information on the ECEAP program activities, such as data in ECEAP Activity Reports and ECEAP Program Monitoring Reports. These data would offer insight into possible relationships between program scope and emphases and the child and family outcomes information derived from the longitudinal study instruments.

- The two child assessments, the DIAL-R and the PPVT-R, appear to be the most sensitive data collection instruments. It may be necessary to examine the other instruments to see if they are sufficiently sensitive.

- Teacher and parent ratings appear to vary in their level of sensitivity. This does not compound the data, but lesser parent sensitivity may reduce the identification of significant child and family effects where they do exist. These rating instruments should be reexamined in this regard.

Figure 4.1
EFFECTS OF PROGRAM PARTICIPATION
ON MOTIVATION/ACHIEVEMENT

Mean Score

| | Low | Below Ave. | Average | Above Ave. | High |

Time 1: 20.4, 21.3, 21.9, 21.2, 21
n = 362

Time 2 **: 21.6, 23.2, 21.7, 20.8, 21
n = 304
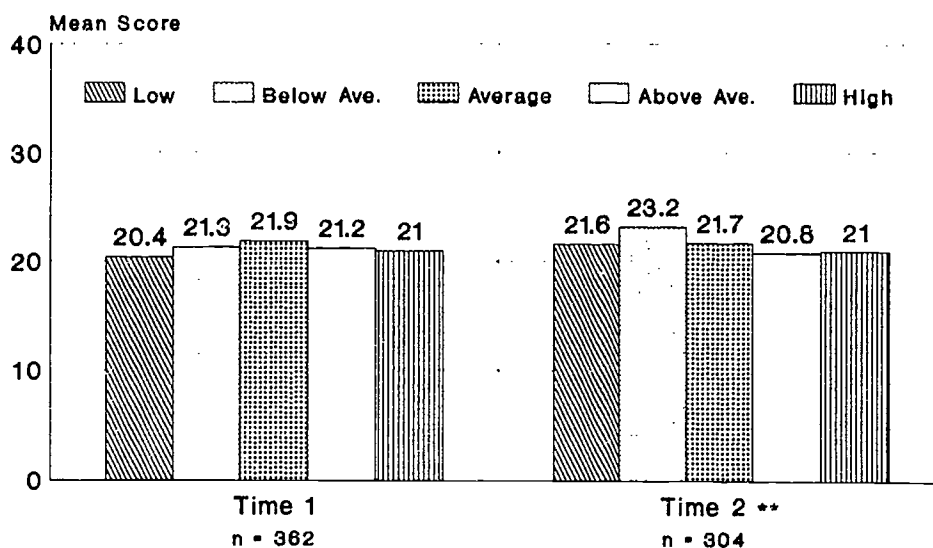
** Very significant difference exists
among quintiles (at p > .01).

Figure 4.2
EFFECTS OF SEX ON INSECURITY

Mean Score

| | Male | Female |

Time 1 *: 9.8, 9.3
n = 195   n = 198

Time 2 *: 9.4, 8.8
n = 159   n = 156
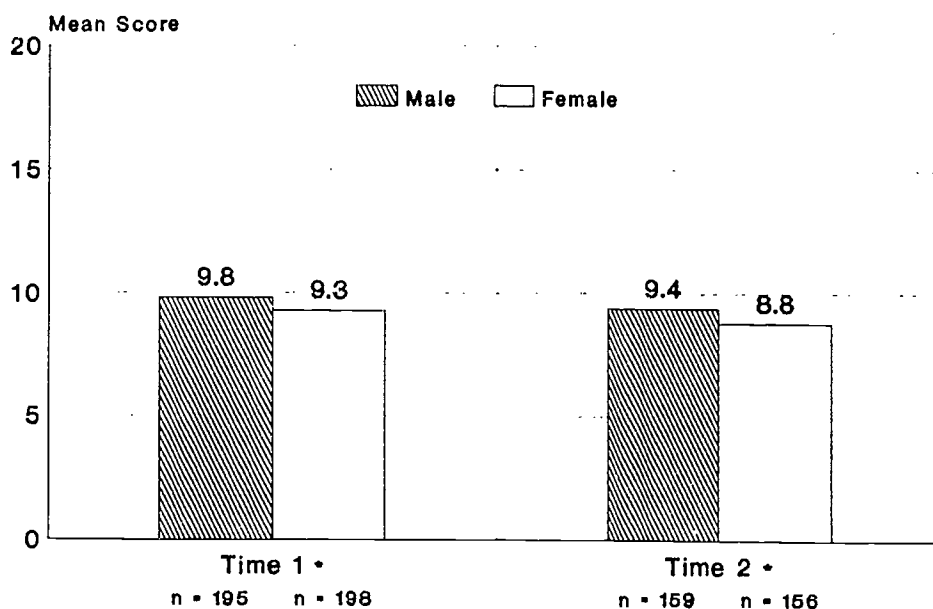
* Significant difference exists
between subgroups (at p > .05).

57   60

Figure 4.3
EFFECTS OF PROGRAM OPTION
ON SHYNESS

Mean Score

Home-Based   Center-Based

Time 1 *
n = 82   n = 310

Time 2
n = 69   n = 249
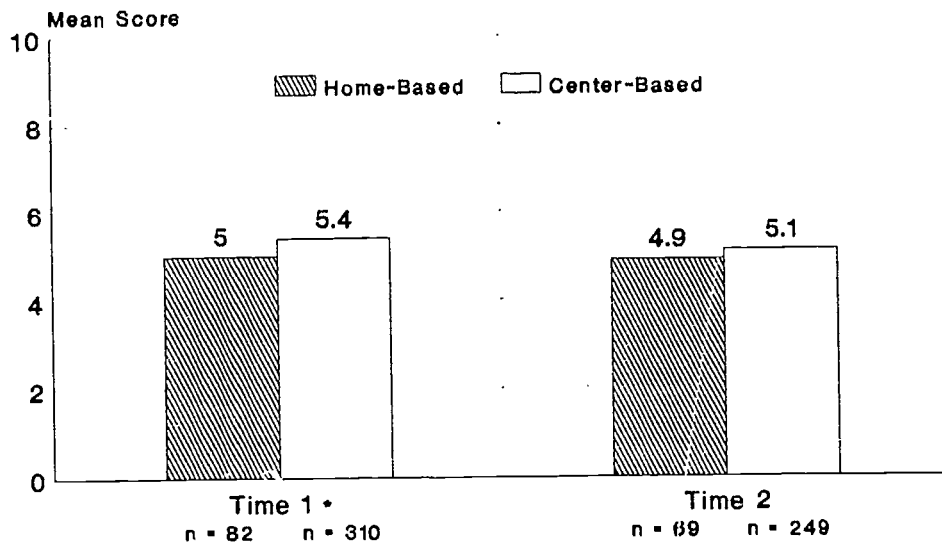
* Significant difference exists
between program options (at p > .05).

Figure 4.4
EFFECTS OF PROGRAM OPTION
ON DIAL-R LANGUAGE

Mean Score

Home-Based   Center-Based

Time 1 *
n = 74   n = 301

Time 2
n = 59   n = 228

* Significant difference exists
between program options (at p > .05).

67
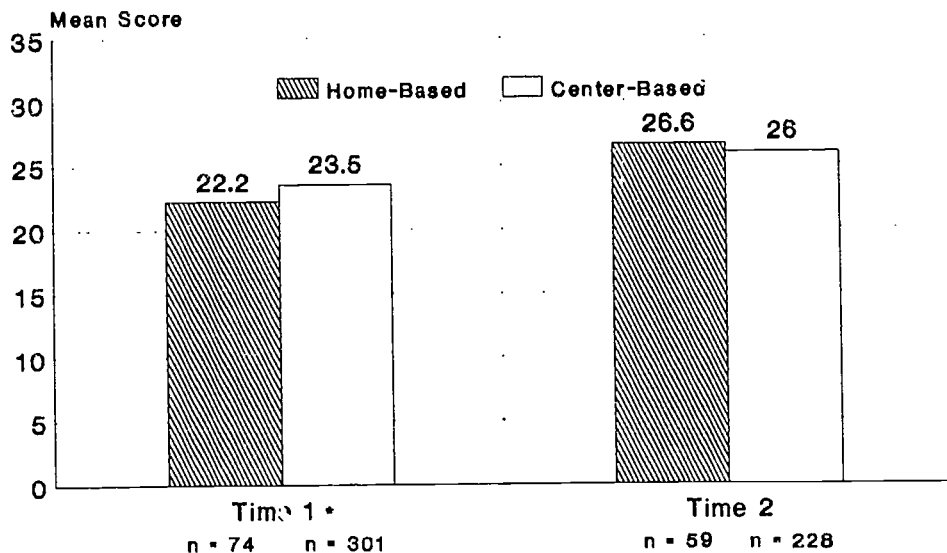
Figure 4.5

EFFECTS OF ETHNICITY ON DIAL-R LANGUAGE
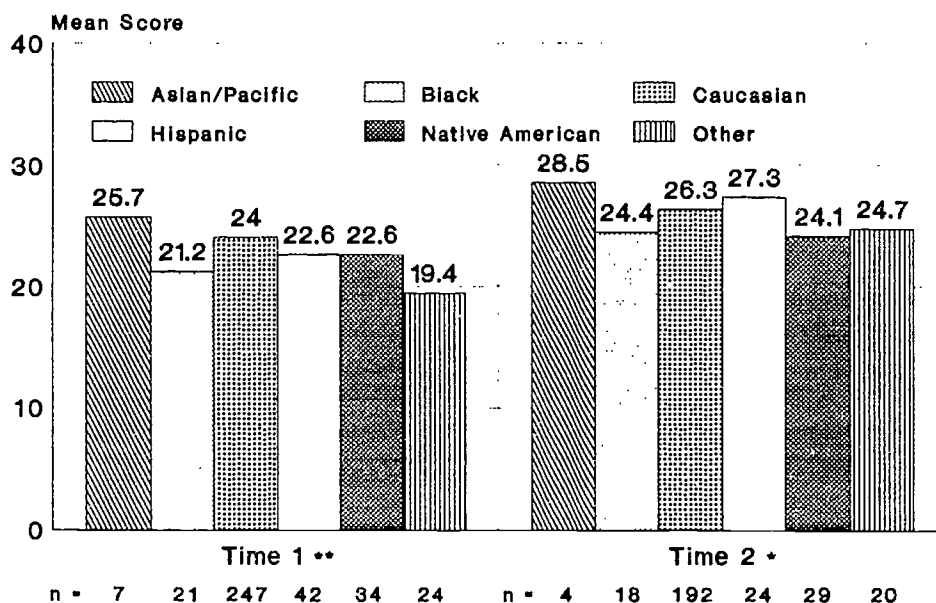
* Significant difference (at p>.05) exists among ethnic groups.
** Very significant difference (at p>.01) exists among ethnic groups.

Figure 4.6

EFFECTS OF PRIMARY LANGUAGE
ON DIAL-R LANGUAGE
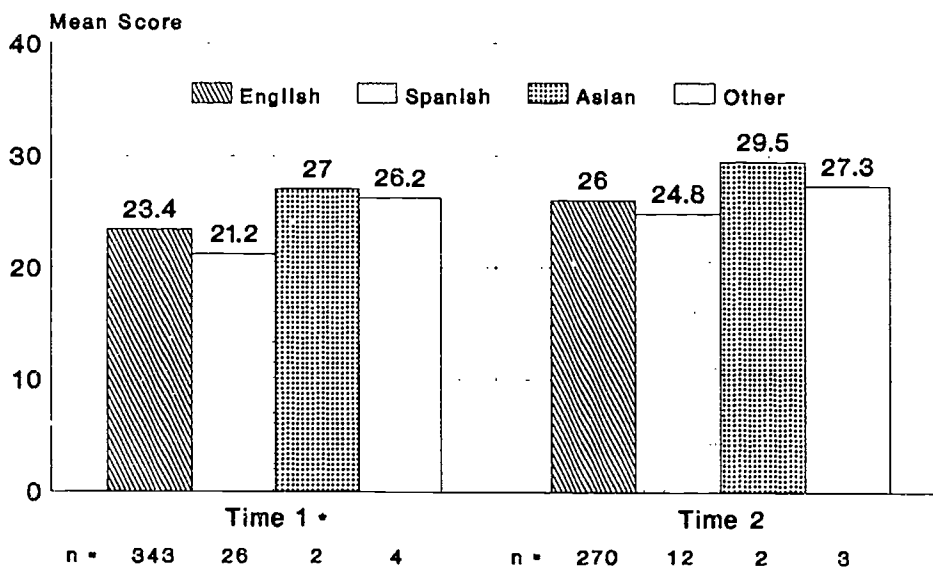
* Significant difference exists
among language groups (at p > .05).

Figure 4.7

EFFECTS OF PARENTAL ACTIVITY
PARTICIPATION ON DIAL-R CONCEPTS
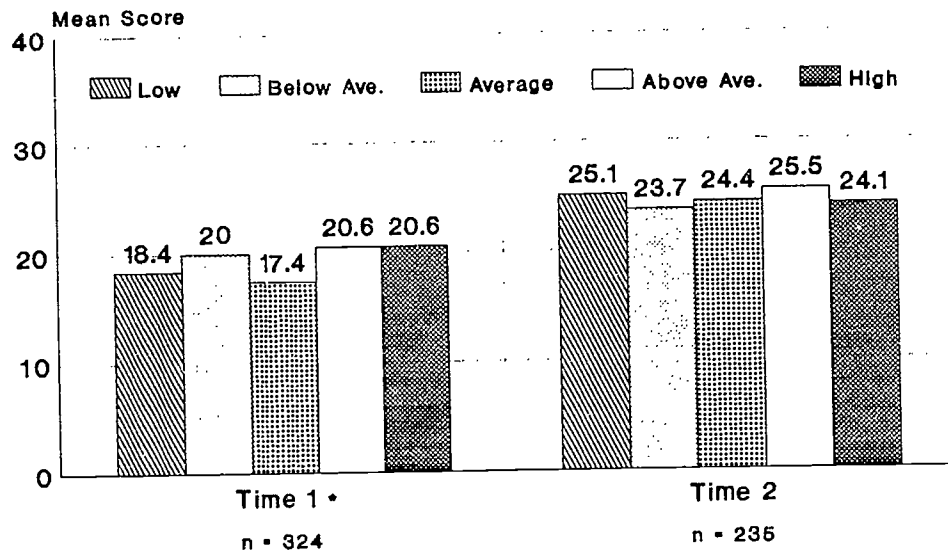
* Significant difference exists
among quintiles (at p ⟩ .05).

Figure 4.8

EFFECTS OF PARENTAL PROGRAM
PARTICIPATION ON DIAL-R CONCEPTS
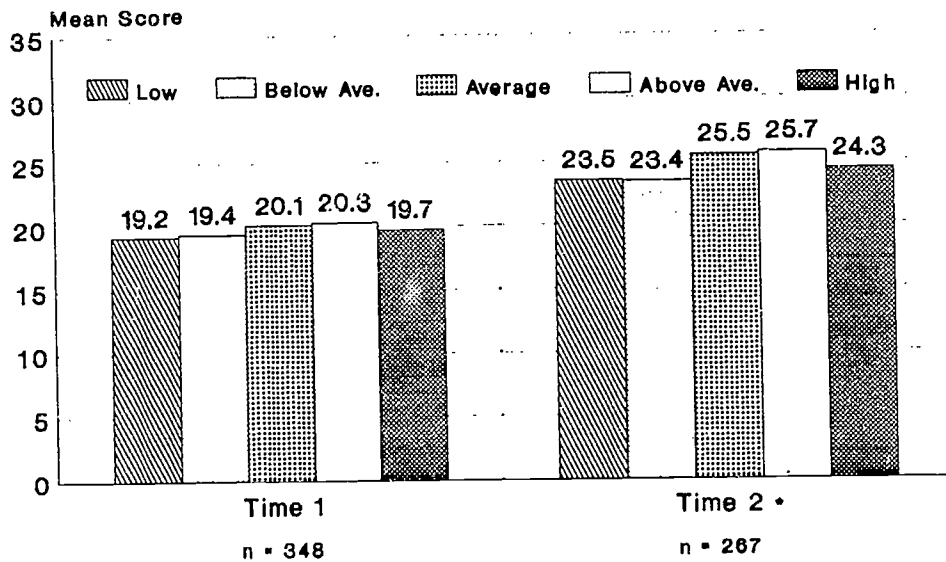
* Significant difference exists
among quintiles (at p ⟩ .05).

Figure 4.9

EFFECTS OF PROGRAM OPTION ON
DIAL-R CONCEPTS
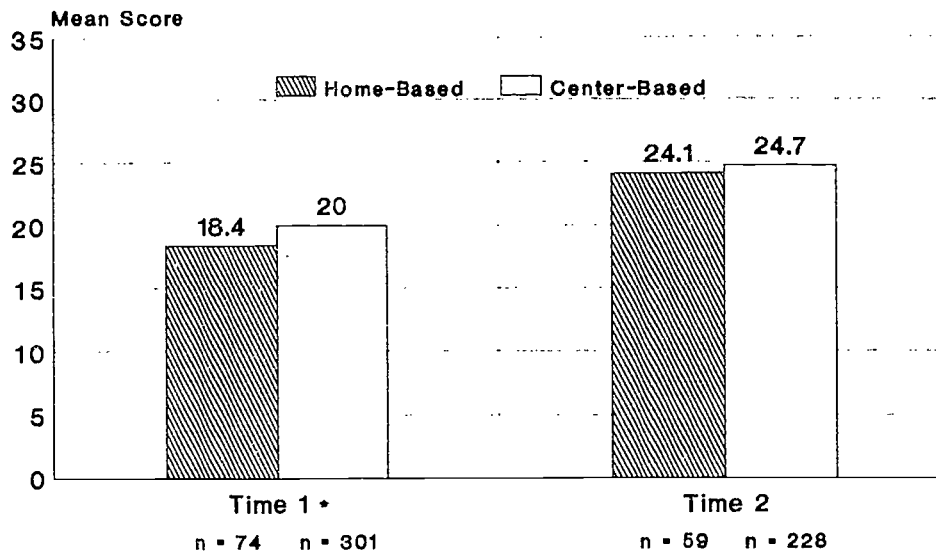
* Significant difference exists
between program options (at p > .05).

Figure 4.10

EFFECTS OF ETHNICITY
ON DIAL-R CONCEPTS

* Significant difference (at p>.05) exists among ethnic groups.
** Very significant difference (at p>.01) exists among ethnic groups.

70

Figure 4.11
EFFECTS OF PARENTAL PROGRAM
PARTICIPATION ON PPVT-R STANDARD SCORE

Mean Score

Low Below Ave. Average Above Ave. High

Time 1
n = 314

Time 2 *
n = 278
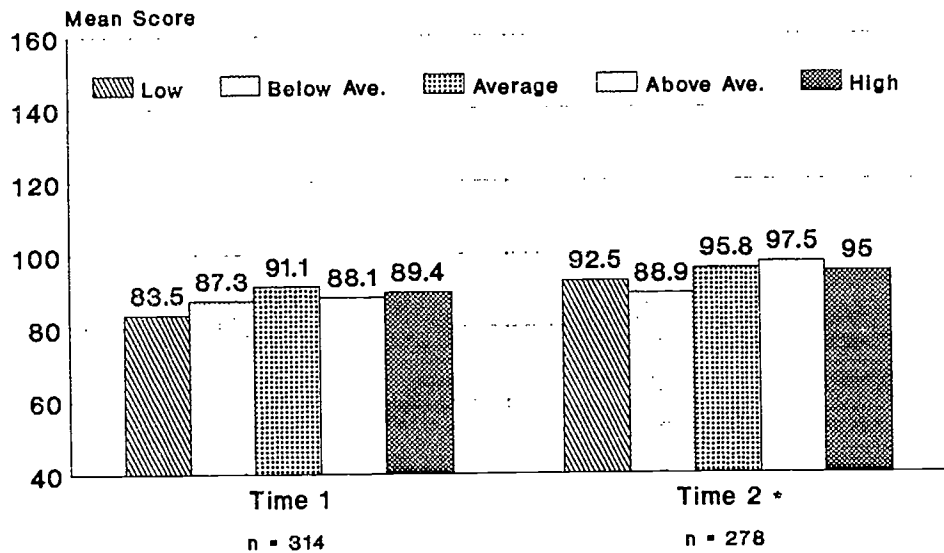
* Significant difference exists
among quintiles (at p > .05).

Figure 4.12
EFFECTS OF PROGRAM OPTION
ON PPVT-R STANDARD SCORE

Mean Score

Home-Based Center-Based

Time 1 *
n = 70   n = 262

Time 2
n = 66   n = 233

* Significant difference exists
between program options (at p > .05).

62
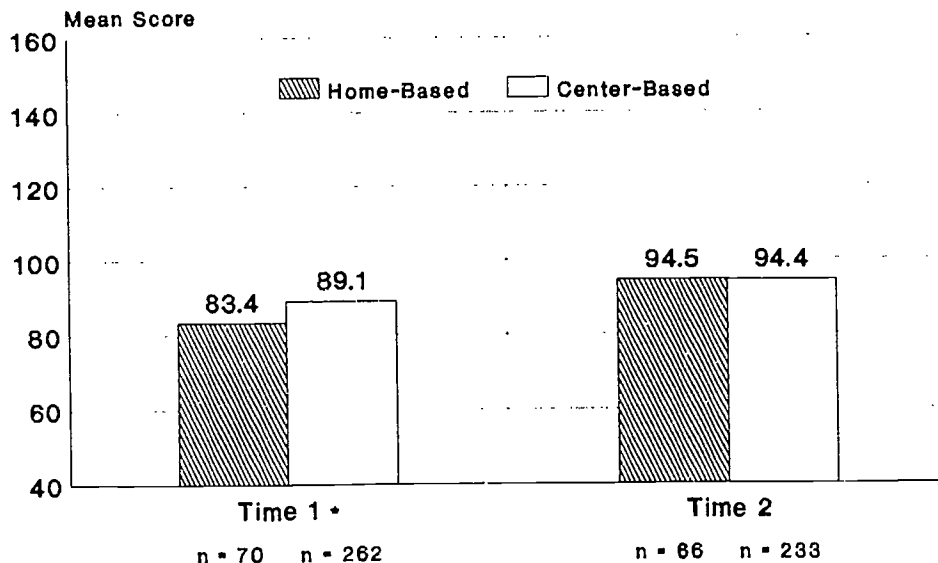
Figure 4.13
EFFECTS OF ETHNICITY
ON PPVT-R STANDARD SCORE

Mean Score

▨ Asian/Pacific	☐ Black	▦ Caucasian
☐ Hispanic	▓ Native American	▥ Other

Time 1 ** : 98.7 86.9 89.9 79.5 86.7 74.5
Time 2 ** : 103.8 93.1 96.2 88.8 95.6 83.4

n = 7 18 230 22 32 23   n = 4 17 198 30 29 21
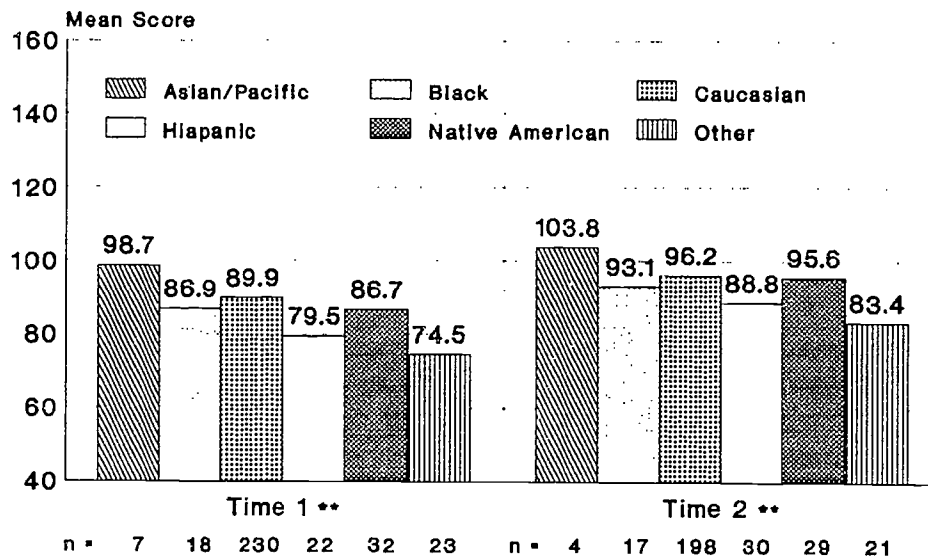
** Very significant difference exists
among ethnic groups (at p > .01).

Figure 4.14
EFFECTS OF PRIMARY LANGUAGE
ON PPVT-R STANDARD SCORE

Mean Score

▨ English   ☐ Spanish   ▦ Asian   ☐ Other

Time 1 ** : 88.8 70.2 99.5 90.2
Time 2 * : 95 82.9 102 91.7

n = 309 17 2 4   n = 279 15 2 3
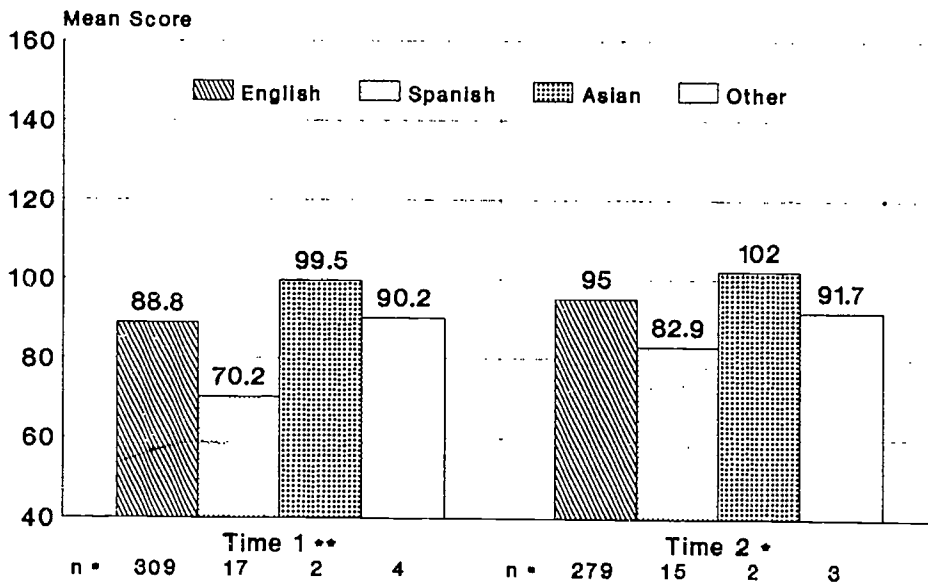
* Significant difference (at p>.05) exists among language groups.
** Very significant difference (at p>.01) exists among language groups.

Figure 4.15

EFFECTS OF PROGRAM OPTION
ON EMOTIONAL
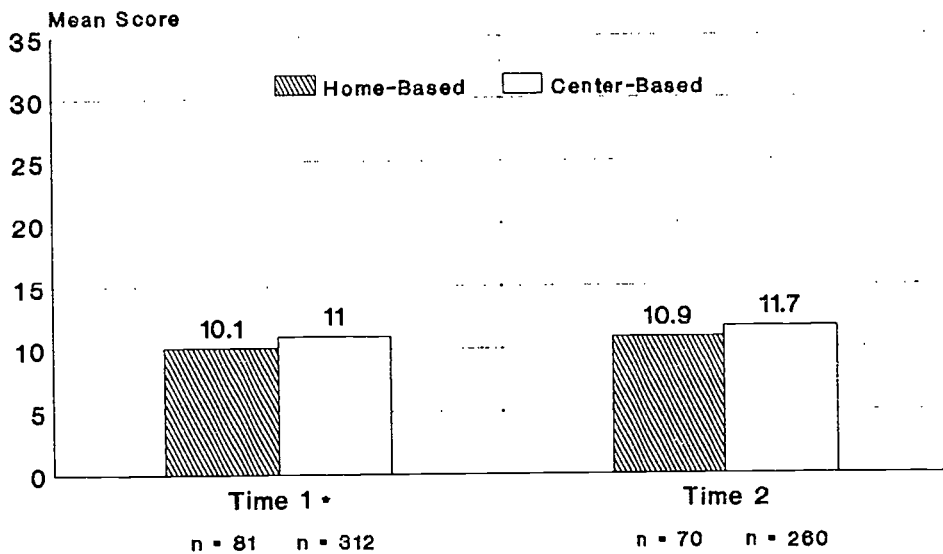
* Significant difference exists
between program options (at p > .05).

Figure 4.16

EFFECTS OF PARENTAL ACTIVITY
PARTICIPATION ON TEMPERAMENT/ATTENTION

* Significant difference exists
among quintiles (at p > .05).

73
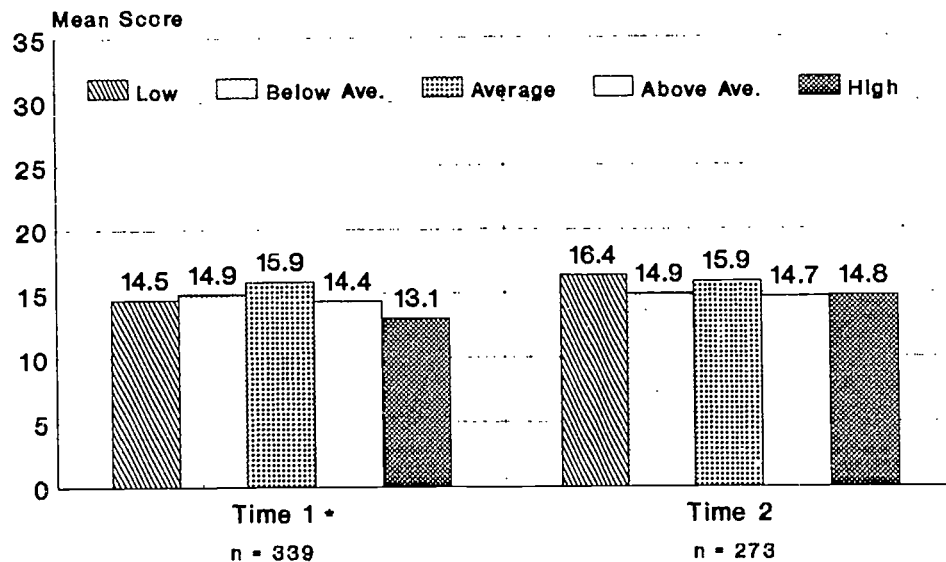
Figure 4.17

EFFECTS OF PARENTAL PROGRAM
PARTICIPATION ON TEMPERAMENT/ATTENTION

Mean Score

Low   Below Ave.   Average   Above Ave.   High

Time 1
n = 361

Time 2 •
n = 306
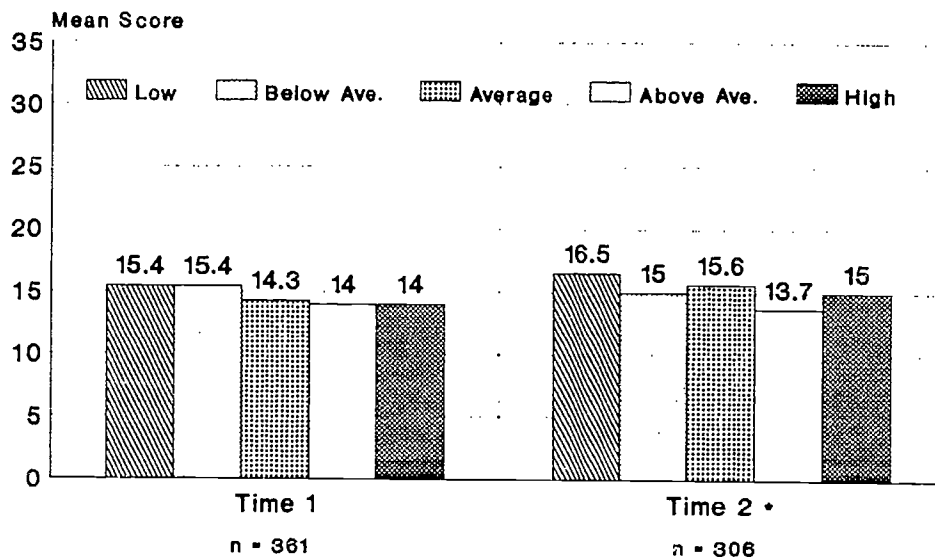
• Significant difference exists
among quintiles (at p > .05).

Figure 4.18

EFFECTS OF PARENTAL ACTIVITY
PARTICIPATION ON DIAL-R MOTOR

Mean Score

Low   Below Ave.   Average   Above Ave.   High

Time 1 •
n = 324

Time 2
n = 235
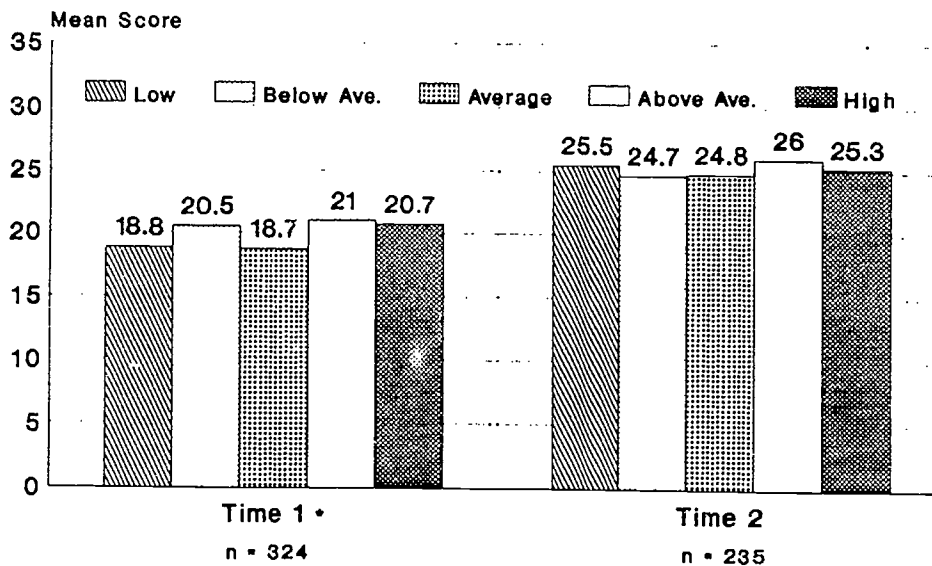
• Somewhat significant difference
exists among quintiles (at p > .06).

Figure 4.19

EFFECTS OF PARENTAL PROGRAM
PARTICIPATION ON DIAL-R MOTOR

Mean Score
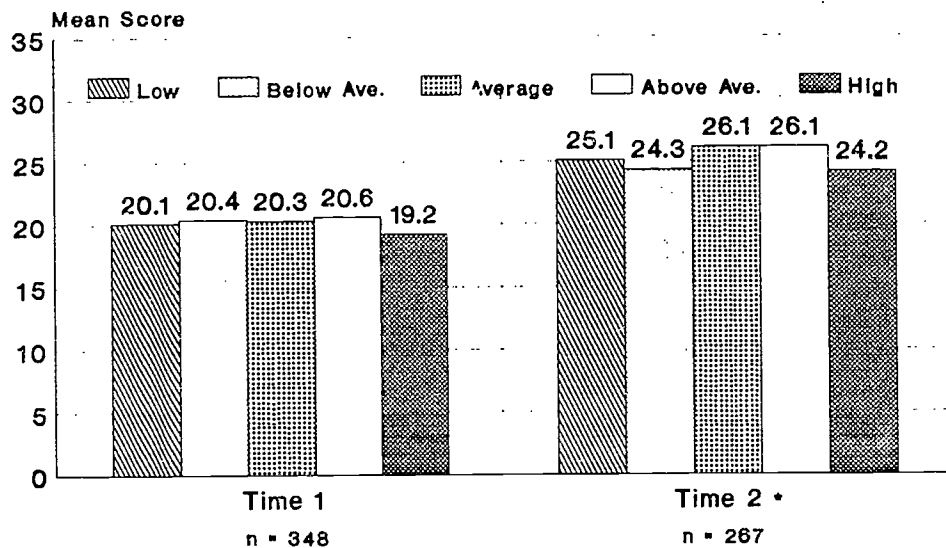
* Significant difference exists
among quintiles (at p ˃ .05).

Figure 4.20

EFFECTS OF ETHNICITY
ON DIAL-R MOTOR

Mean Score
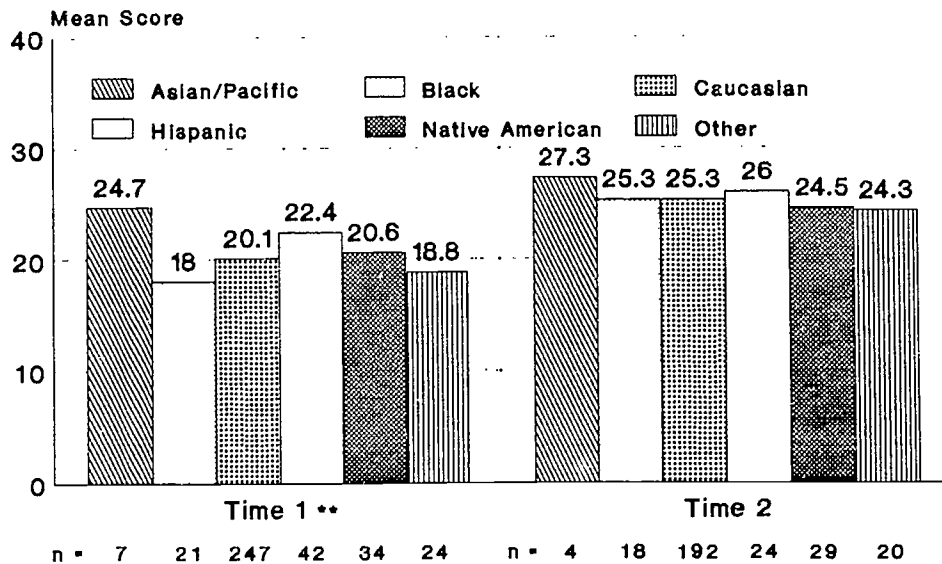
** Very significant difference exists
among ethnic groups (at p ˃ .01).

Figure 4.21
EFFECTS OF INCOME
ON BASIC RESOURCES

Mean Score

Low   Below Ave.   Average   Above Ave.   High

Time 1 *
n = 374

Time 2
n = 299
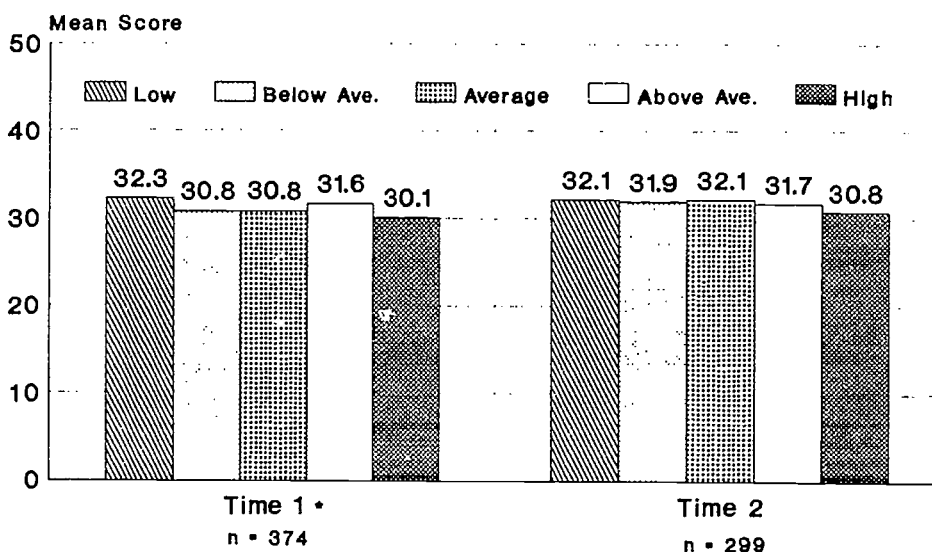
* Significant difference exists
among quintiles (at p > .05).

Figure 4.22
EFFECTS OF PROGRAM OPTION
ON MONEY

Mean Score

Home-Based   Center-Based

Time 1
n = 85   n = 302

Time 2 **
n = 73   n = 244
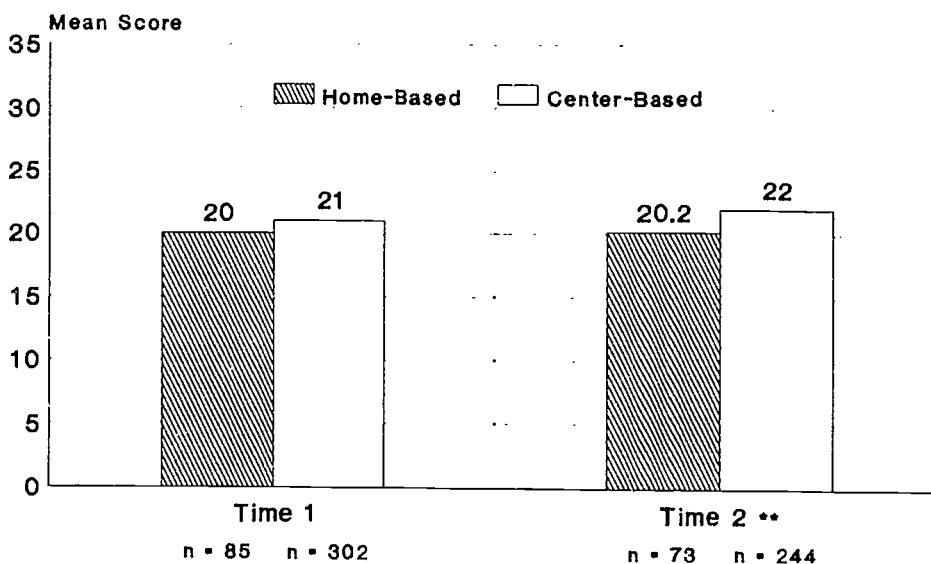
** Very significant difference exists
between program options (at p > .01).

CHAPTER 5

INITIAL FOLLOW-UP FINDINGS

In the spring of 1990, Wave 1 contractors began the follow-up phase of the study, recontacting study families and initiating contact with schools in which the ECEAP children are enrolled. This chapter describes the first follow-up sample, focusing primarily on findings about parent involvement in schooling. Demographic and behavioral changes in families and children from the ECEAP year to the end of kindergarten will be offered in the Year 3 report, when results from two waves are available.

First Year Follow-Up

As described in Chapter 2, in the spring of 1990 the Wave 1 contractors began their follow-up of 1988-89 ECEAP study children. A team of program staff, including family outreach staff responsible for the first year's data collection, recontacted families and requested their continued participation in the study. Drawing on their knowledge of the local community and the study families, these staff were able to locate and secure the continued participation of 76 percent of study families.

With the consent of parents and a support letter from the Office of the Superintendent of Public Instruction, the follow-up staff contacted schools in which the children were enrolled. All contacted schools agreed to cooperate in the study. A parent interview completed the follow-up data collection. Data collection instruments for the follow-up are found in Appendix B.

School Data

Information from school records and a teacher assessment of the children and their families' participation are included in the follow-up data. The Student Information Form solicits information on the child, his/her attendance, any achievement test scores, grades in core subjects, and any referrals for special services. For most children, neither test scores nor grades are available for the kindergarten year. Thus, no attempt is made here to analyze these fragmentary data. Teachers completed a version of the Child Adaptive Behavior Index and a Parent Participation Assessment. The latter is reported below, comparing these teacher assessments to parents' own reports on their involvement.

Attendance. Study children attended kindergarten for an average of over 90 percent of the possible days. They were seldom tardy, averaging 97 percent punctuality.

Referrals. School records indicate that 20 percent of the 177 study children were referred for assessment of special service needs. Of the 37 referred children, two-thirds were referred for language/speech-related issues, including five who were diagnosed as needing speech therapy and two with limited English proficiency. Five children repeated preschool. Six missed enough kindergarten that they were assessed as needing to repeat it this coming fall. One child was referred for behavioral disorder. Independent Educational Programs were designed for four children.

77

Family Data

The family interview solicits changes in demographic information, as well as revisiting variables from instruments used during the ECEAP year, as described in Chapter 2. Data on changes in family information, personal well-being, and family resources will be analyzed in the Year 3 report. Parents also report on their children's schooling and their own participation in their children's schooling, in ECEAP and kindergarten. The initial findings on these latter topics are reported here for Wave 1 families.

Children's Success in School. Ninety-seven percent of the Wave 1 follow-up children are enrolled in kindergarten. The remaining children are enrolled in an educational program, including five who reenrolled in prekindergarten. According to parents, 21 percent of the children have been referred for special services, congruent with school records. No parent expresses dissatisfaction or concern about the referral.

ECEAP children are enjoying school. As Figure 5.1 shows, 80 percent of parents report that their children like school "a lot" and an additional 11 percent say the children like school "a little." Three-fourths of the parents feel that their child is adjusting well to kindergarten and only one percent report serious adjustment problems.

Parents are asked what they expect to be their child's educational attainment. Figure 5.2 shows that 98 percent expect their child to complete high school and two-thirds expect completion of a post-high school vocational or academic program.

Parents' Participation in Schooling. Most parents feel welcomed by their children's schools. Figure 5.3 shows that well over half of the parents are often invited to school and only a small number report that they have never been encouraged.

Fully 76 percent of parents from the study group report that they attended a meeting, class, or conference in support of their children's schooling during the kindergarten year. Parents also specifically report how they respond to opportunities to become involved in their child's schooling and what factors limit their participation. These parent reports can be compared with parent participation assessments completed by the children's teachers. Figure 5.4 displays parents' responses to six types of school involvement. Figure 5.5 shows teachers' assessments of responses to eight types of parent participation.

Ninety-six percent of parents reported that they had opportunities to help their child with homework and almost all say they did so. Assisting with homework is the activity participated in most widely by parents. Three-fourths of the kindergarten teachers report that they requested parent assistance with homework and that two-thirds of the parents assisted their children consistently or frequently.

Most parents also report that they responded affirmatively to requests to meet with teachers, counselors, or the principal. Well over half report that they met with school staff whenever asked and less than two percent of invited parents say they did not meet with staff during the year. Five percent of parents reported that they were not invited to meet with staff. Teachers also report that most study parents conscientiously met their appointments with school staff: over 50 percent of parents consistently, approximately 75 percent at least frequently, and 84 percent at least occasionally arrived as scheduled for appointments. Requests for information were also responded to appropriately: consistently by 75 percent of parents and at least frequently by 84 percent. (In addition, nearly half the parents were asked to respond to discipline notices and teachers report that most did so regularly.)

Parent participation in school events and parent meetings is also quite strong. Ninety-five percent of parents had opportunities to attend school events and two-thirds of these usually went to school events, although 13 percent say they never participated. Teachers' responses are generally congruent: of the parents who had opportunities to participate, teachers report that 40 percent did so consistently and over three-fourths did so at least occasionally.

Nine percent of parents report that they were not asked to attend parent meetings. Fewer invited parents always attend parent meetings (34%, compared with 45% who always attend school events). Still, almost half of the parents attend regularly. However, over one-third do not attend at all. Of the 61 percent of parents whom teachers report had the opportunity to participate in a parent meeting, 29 percent did so consistently, and 48 percent rarely or never.

Volunteer work is less common, by parents' report. Parents are somewhat less frequently asked and far less likely to participate in these ways. Eighty-three percent of parents were asked to do volunteer work at home (e.g., sell things to raise money for special events, make things) and 87 percent were invited to volunteer in the classroom. While many parents -- over a third -- do things at home most times when asked, only 14 percent volunteer regularly in the classroom.

Teachers assessed how parents responded to opportunities to spend time in the school, to do work at home for the school, and to volunteer in the classroom. Half of parents who had opportunities did spend time in the school, teachers report. Seventy percent of teachers gave opportunities for parents to do work at home for the school. Forty-one percent of parents spent time at home working on school-related activities consistently or frequently, and 58 percent did so at least occasionally. Fewer than half the teachers report giving opportunities for parents to volunteer in the classroom, but 24 percent of these parents did so consistently, 37 percent at least frequently, and 47 percent at least occasionally.

Figure 5.6 shows that barriers, especially lack of childcare for other children, their own work, and lack of transportation make it difficult for parents to respond to these requests for time away from home during the day.

Benefits of ECEAP. Parents indicated what benefits ECEAP provided in preparing them and their children for kindergarten. The most commonly cited benefits to children are development of peer relationships (reported by 29% of parents), educational preparation (25%), improved emotional well-being (19%), and development of relations with program staff (8%).

Parents also valued the educational opportunities provided for them through ECEAP (reported by 18%), opportunities to participate in the program with other parents (16%), improved parent-child relations (16%), and the relief from constantly being together with the child (8%).

Figure 5.1
CHILD IS ENJOYING SCHOOL

A Lot 80.2%

No Response 2.7%

Can't Tell 4.3%

Very Little 2.1%

A Little 10.7%
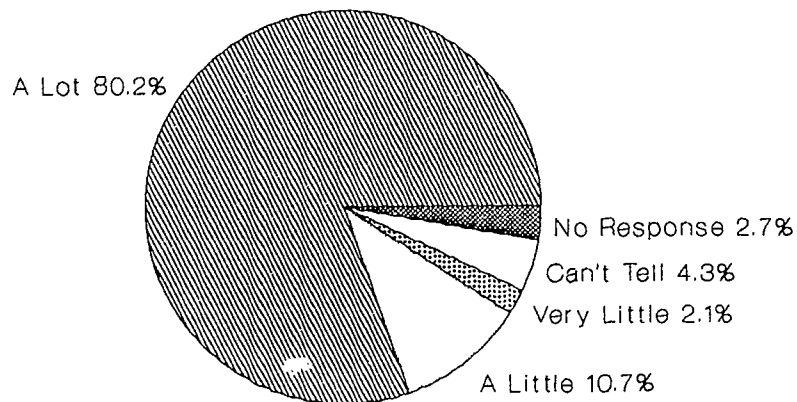
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Figure 5.2
SCHOOL ATTAINMENT EXPECTED

Trade School 5.3%

High School/GED 29.9%

9th - 11th 1.6%

Less than 9th 0.5%

No Response 2.2%

College or More 60.5%
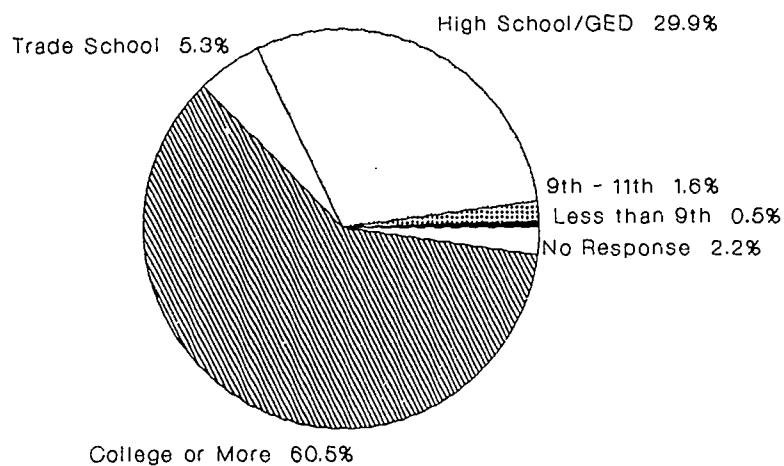
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Figure 5.3
PARENTS INVITED TO PARTICIPATE
IN SCHOOLING

Quite Often 37.4%

Often 24.1%

No Response 0.5%
Never 2.7%

Not Often 10.2%

Sometimes 25.1%
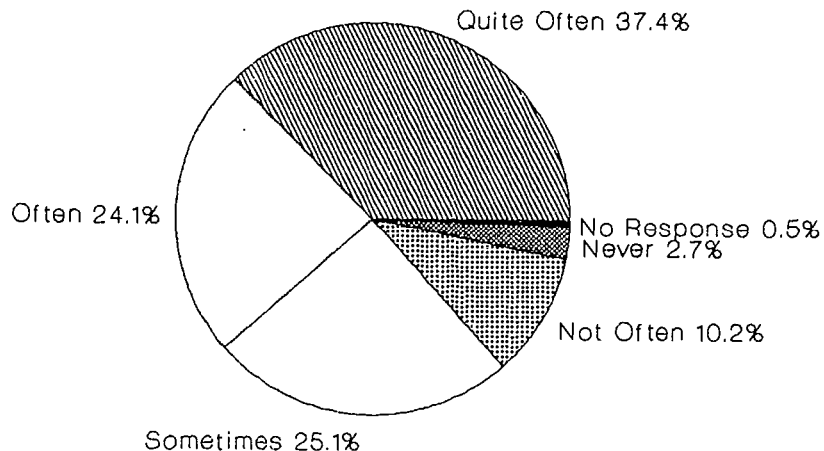
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Figure 5.4
PARENTS' REPORTS OF PARTICIPATION
IN SCHOOLING

Every Time
Most Times
Sometimes
Never
No Response

| | Help with Homework n=179 | Meet w/Teachers, Principals, & Counselors n=178 | Attend School Events n=177 | Attend Parent Meetings n=170 | Do Things for School at Home n=154 | Volunteer In Classroom n=161 |
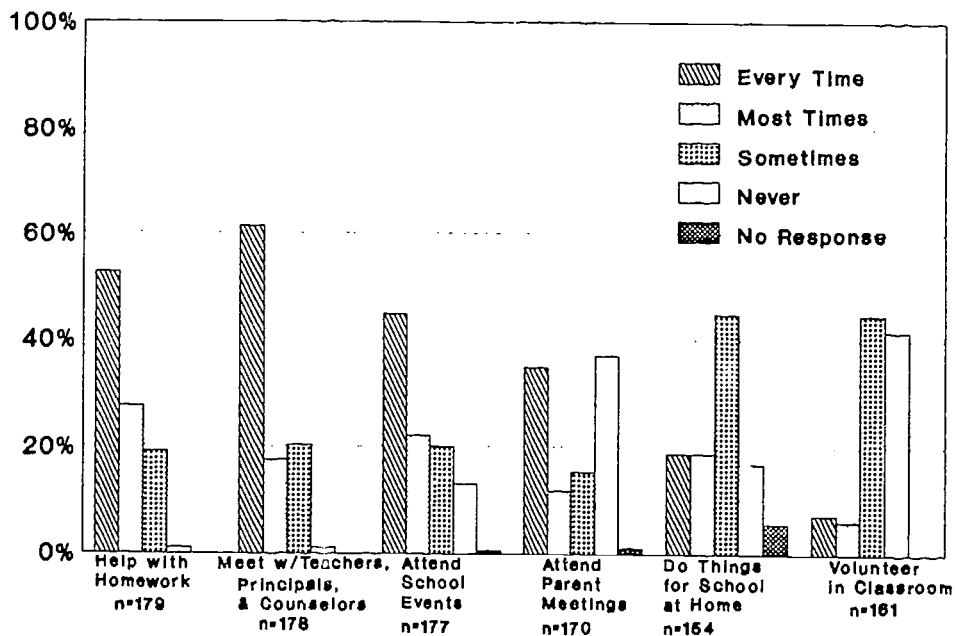
Figure 5.5
TEACHER REPORT OF PARENT PARTICIPATION

Legend (top chart):
- Consistently
- Frequently
- Occasionally
- Rarely
- Never
- No Response

Helped with Homework n=97 | Arrived for Scheduled Appointments n=171 | Responded to Requests for Information n=162 | Followed through on Contacts or Activities n=123

Legend (bottom chart):
- Consistently
- Frequently
- Occasionally
- Rarely
- Never
- No Response

Participated in Parent Meetings/Committees n=125 | Spent Time Inside the School n=166 | Did Things at Home for the School n=150 | Worked When Scheduled to Volunteer n=79

Figure 5.6
BARRIERS TO PARTICIPATION

No Support 3.2%

No Childcare 23.5%

No Transportation 13.4%

Work 20.3%

School 4.8%

Other 43.8%
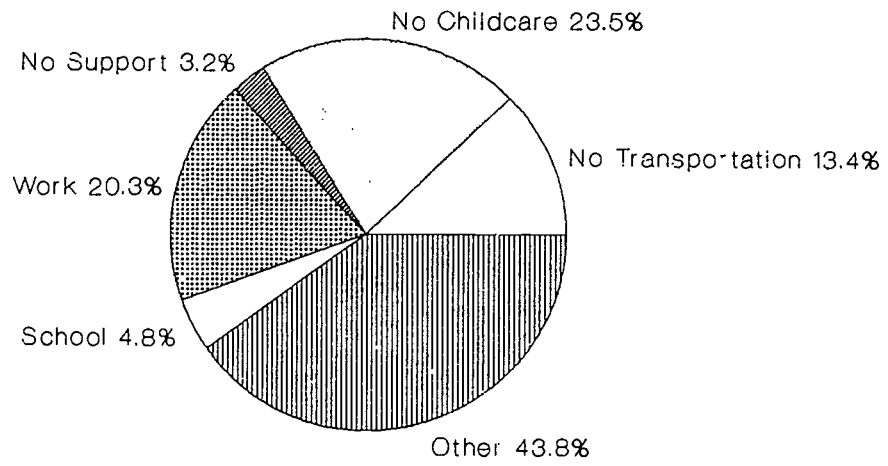
n=187

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APPENDIX A

ECEAP YEAR DATA COLLECTION INSTRUMENTS

EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM
CHILD ENROLLMENT FORM

CHILD INFORMATION:

1. Child's Last Name: _____ First Name: _____
2. Birthdate: _____/_____/_____   Sex: ☐ M   ☐ F
3. Ethnic Origin: ☐ American Indian/Alaskan Native   ☐ Asian/Pacific Islander
                       ☐ Black   ☐ Hispanic   ☐ Other   ☐ Caucasian
4. Phone: Home_____   Message_____
5. Residence: _____
                 Street Address/City/Zip Code   County
6. School District/ /School
   child expected to attend: _____ / / _____
7. Languages spoken in home: Primary: _____ Other: _____
8. Does parent report child to have any problems with:
              ☐ Medical   ☐ Dental   ☐ Speech
              ☐ Allergies   ☐ Handicaps   ☐ Behavior

FAMILY INFORMATION:
1. Child resides with: ☐ Both parents   ☐ Mother   ☐ Father
                              ☐ Other (Describe relationship to child)
                              _____

2. Parent Information: Mother   Father

   a. Last Name   _____   _____

   b. First Name   _____   _____

   c. Social Security Number(s) _____   _____

   d. Birthdate   _____/_____/_____   _____/_____/_____

   e. Marital status   _____   _____

   f. Usual occupation   _____   _____
   g. Works outside home   ☐ Yes   ☐ No   ☐ Yes   ☐ No

   h. Grades completed   _____   _____
   i. Need for literacy training? ☐ Yes   ☐ No   ☐ Yes   ☐ No

3. List siblings (brothers/sisters) of child from oldest to youngest.
   Name of Child   Sex   Age
   _____   _____   _____
   _____   _____   _____
   _____   _____   _____
   _____   _____   _____

4. Annual Household Income: $ _____
5. Number of persons in household supported by income: _____
   Income Source: (check which apply)
   ☐ Wages, Salary   ☐ Social Security
   ☐ Public Assistance (Welfare)   Case Number _____ ☐ Unemployment
   ☐ Child Support (alimony)   (optional)   ☐ Pension or retirement
   ☐ Other
6. Does family: Receive food coupons?   ☐ yes   ☐ no
                       Receive medical coupons?   ☐ yes   ☐ no
                       Participate in F.I.P.?   ☐ yes   ☐ no
7. Does family have a single Head of Household?   ☐ yes   ☐ no

TO THE BEST OF MY KNOWLEDGE THE INFORMATION ON THIS FORM IS CORRECT. THE INFORMATION ON THIS FORM WILL BE MAINTAINED IN THE STRICTEST CONFIDENCE.

_____   _____/_____/_____
(Signature of Parent or Guardian)   Date

_____   _____/_____/_____
(Signature of the Interviewer)   Date

[FOR PROGRAM USE ONLY]

NAME OF AGENCY: _____ PROGRAM SITE/CENTER: _____

Income Verification/Reviewed by: _____

Date Child Accepted: _____/_____/_____   Date Enrolled: _____/_____/_____

Placed on Waiting List: _____/_____/_____   Authorized by: _____

EXIT FROM PROGRAM

Date: _____/_____/_____   Reason: _____

Have the child's custodial parent(s)/guardian(s) participated in Even Start _____ Mother _____ Father

CHILD BEHAVIOR INVENTORY - PARENT FORM
adapted from Schaefer, Hunter & Edgerton, 1984
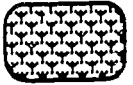
Below is a list that describes children's behavior. Please circle the response that indicates how well each statement describes _____. Please answer all of the questions.

How well does this statement describe your child :	Not at all like	Very little like	Some-what like	Very much like
1. Is smart for his/her age	1	2	3	4
2. Can be depended on to do what he/she is supposed to do	1	2	3	4
3. Is shy or bashful with adults	1	2	3	4
4. Comes to me to get comfort when he/she is upset or hurt	1	2	3	4
5. Stays close to me when we are at home	1	2	3	4
6. Likes to disobey or break rules	1	2	3	4
7. Clings to me in unfamiliar places	1	2	3	4
8. Obeys me when I tell him/her to do something	1	2	3	4
9. Shows anger toward me when I discipline him/her	1	2	3	4
10. Whines when he/she doesn't get her way	1	2	3	4
11. Comes running to me with every bump or scratch	1	2	3	4
12. Is easily comforted	1	2	3	4
13. Is calm and easy-going	1	2	3	4
14. Becomes frustrated or angry with his/her toys	1	2	3	4
15. Has a hot temper	1	2	3	4
16. Tries not to do or say anything that would hurt another	1	2	3	4
17. Has a hard time waiting when he/she wants something	1	2	3	4
18. Likes to be cuddled	1	2	3	4
19. Often complains about not feeling well	1	2	3	4
20. Gets upset when I pay attention or show affection to another child	1	2	3	4

CHILD BEHAVIOR INVENTORY - TEACHER VERSION
adapted from Schaefer, Hunter & Edgerton, 1984
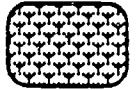
Below is a list that describes childrens' behavior. Please circle the response that indicates how well each statement describes the child named below.   Please answer all of the questions.

How well does this statement describe (child)_____:	Not at all like	Very little like	Some-what like	Very much like
1. Is smart for his/her age	1	2	3	4
2. Is always asking questions	1	2	3	4
3. Is shy or bashful with adults	1	2	3	4
4. Seems unhappy or depressed	1	2	3	4
5. Makes friends quickly and easily	1	2	3	4
6. Likes to disobey or break rules	1	2	3	4
7. Is restless; can't sit still	1	2	3	4
8. Catches on quickly, for example, is good at learning new games	1	2	3	4
9. Likes to explore and investigate things	1	2	3	4
10. Cries a lot	1	2	3	4
11. Comes running to me with every bump or scratch	1	2	3	4
12. Worries a lot	1	2	3	4
13. Is calm and easy-going	1	2	3	4
14. Is often left out by other children	1	2	3	4
15. Has a hot temper	1	2	3	4
16. Tries not to do or say anything that would hurt another	1	2	3	4
17. Has a hard time waiting when he/she wants something	1	2	3	4
18. Works carefully and does his/her best	1	2	3	4
19. Is easily distracted from what he/she is doing	1	2	3	4
20. Is able to follow directions; remembers what he/she is told to do	1	2	3	4
21. Has an outgoing personality	1	2	3	4
22. Is afraid of a lot of things	1	2	3	4
23. Lets other children push him/her around	1	2	3	4
24. Gets into fights with other children	1	2	3	4
25. Can be depended on to do what he/she is supposed to do	1	2	3	4
26. Listens well when someone explains something	1	2	3	4
27. Quickly loses interest in an activity	1	2	3	4
28. Doesn't smile or laugh much	1	2	3	4
29. Often complains about not feeling well	1	2	3	4
30. Gets upset easily	1	2	3	4

FAMILY INFORMATION FORM

●

> ✓ Have you and your family been involved in ECEAP, Head Start or a similar program before?   Yes/No

CHILD DEMOGRAPHIC INFORMATION

Child's name:	Sex:
Birthdate:	Ethnic Origin:
Primary language:	Secondary language:
Street address:	Phone:
City:	County:

FAMILY CONFIGURATION ● CHILD LIVES WITH:

"Mother" Primary caregiver name:

✓ Relationship to ECEAP child:

"Father" Spouse/partner name:

✓ Relationship to ECEAP child:

✓ How long has this been the living arrangement? (Circle # of months) *0-3   3-6   6-12   12 +*

Brothers / sisters name(s): Sex: Birthdate: Living in this household?

                                  M / F *Yes / No*

                                  M / F *Yes / No*

✓ Has any brother or sister been kept back a grade, or kept back a year from entering school?   *Yes/No*

✓ Has any brother or sister been in special classes for learning, speech or other school-problems? *Yes/No*

✎ *Specify reason / problem(s):*

MEDICAL HISTORY / OTHER PROBLEMS

Problems checked on the enrollment form:

✓ How long has child had problem? (circle one) *0-3 months   3-6 months   6-12 months   2 yrs   3 yrs +*

✓ How bad is the problem? (circle) *severe, daily effects - major, long term - minor - no longer a problem*

✓ What *has been / is now* being done? ✎ *Briefly specify treatment:*

✓ Where there any medical problems at birth (e.g., prematurity), or severe childhood diseases ?   *Yes/No*

✎ *Specify problem and any resulting disabilities*

EDUCATION / OCCUPATION INFORMATION

Is the "Mother" working outside the home? *Yes/No* Occupation: ✎

"Mother's" highest educational level: *< 9   9-11   HS   GED   trade school   college   BA   > BA*

✓ Does "Mother" *want /plan* more schooling? *Yes/No* A different occupation? ✎ *Specify:*

Is the "Father" working outside the home? *Yes/No* Occupation: ✎

"Father's" highest educational level: *< 9   9-11   HS   GED   trade school   college   BA   > BA*

✓ Does "Father" *want /plan* more schooling? *Yes/No* A different occupation? ✎ *Specify:*

✓ Highest grade you expect your child to complete? *< 9   9-11   HS   trade school   college   BA   > BA*

✓ What type of job would you <u>most</u> like your child to have eventually? ✎ *Specify:*

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✓ *EXPERIENCE / ENVIRONMENT INFORMATION*

Is there a neighbor whom you know to talk to within walking distance ? **Yes/No**

Is there a playmate for your child (outside of the family) within walking distance ? **Yes/No**

Is there a safe playground, park or yard for your child within walking distance ? **Yes/No**

___ How often does *(ECEAP child)* go to the park or playground?   *a. once a week or more*

___ How often does *(ECEAP child)* go to the store with you?   *b. twice a month or more*

___ How often does *(ECEAP child)* go out to eat (like at MacDonald's)?   *c. once a month or more*

___ How often does *(ECEAP child)* go to the library ?   *d. less than once a month*

___ How often does *(ECEAP child)* visit relatives or friends of the family?   *e. not in the past year*

Describe your neighborhood: (circle one)   *Isolated*   *Rural*   *Small town*   *Suburbs*   *Urban*

Rate your neighborhood: *1=Good for children*   ✳ *2*   ✳ *3=average*   ✳ *4*   ✳ *5=dangerous*

✓ *WHAT COMMUNITY SERVICES HAVE YOU USED OR ARE NOW USING?*

Service	Current	Past	Never	Comments/Need information
AFDC/Public Assistance	☐	☐	☐	_____
Social Security Supplemental Income	☐	☐	☐	_____
Food Stamps	☐	☐	☐	_____
WIC	☐	☐	☐	_____
Food bank	☐	☐	☐	_____
Clothing bank	☐	☐	☐	_____
Medical aid	☐	☐	☐	_____
Health Department	☐	☐	☐	_____
Unemployment	☐	☐	☐	_____
Legal Aid	☐	☐	☐	_____
Weatherization	☐	☐	☐	_____
Energy assistance	☐	☐	☐	_____
Housing assistance	☐	☐	☐	_____
Support organizations/groups				
Even Start	☐	☐	☐	_____
Family Independence Program (FIP)	☐	☐	☐	_____
Parenting groups	☐	☐	☐	_____
AA, Alanon, Children of Alcoholics	☐	☐	☐	_____
Drug abuse	☐	☐	☐	_____
Domestic violence (child/spouse)	☐	☐	☐	_____
Recreation (e.g., softball team)	☐	☐	☐	_____
Church groups	☐	☐	☐	_____
Other _____	☐	☐	☐	_____

FAMILY RESOURCE SCALE
adapted from Leet & Dunst, 1988

These questions are designed to see whether or not you and your family have adequate resources; that is enough time, money and energy to meet your needs.

For each item, please circle the response that best describes how well the need is usually met in your family.

To what extent are the following resources adequate for your family:	Not at all adequate	Seldom Adequate	Some-times Adequate	Usually Adequate	Amost Always Adequate	Does not apply
1. Food for 2 meals a day	1	2	3	4	5	NA
2. House or apartment	1	2	3	4	5	NA
3. Furniture for your home or apartment	1	2	3	4	5	NA
4. Enough clothes for your family	1	2	3	4	5	NA
5. Heat for your house or apartment	1	2	3	4	5	NA
6. Indoor plumbing/water	1	2	3	4	5	NA
7. Money to pay monthly bills	1	2	3	4	5	NA
8. Money to buy things for yourself	1	2	3	4	5	NA
9. Someone to loan you money if you need it	1	2	3	4	5	NA
10. Money for family entertainment	1	2	3	4	5	NA
11. Dependable transportation (own car or provided by others)	1	2	3	4	5	NA
12. Telephone or access to a phone	1	2	3	4	5	NA
13. Time to get enough sleep/rest	1	2	3	4	5	NA
14. Time to be by yourself if you need it	1	2	3	4	5	NA
15. Time for the whole family to be together	1	2	3	4	5	NA
16. Time to be with your child(ren)	1	2	3	4	5	NA
17. Time to be alone with your spouse or partner	1	2	3	4	5	NA
18. Time to be with your friends	1	2	3	4	5	NA
19. Medical care for your family	1	2	3	4	5	NA
20. Babysitting or daycare for your child(ren)	1	2	3	4	5	NA
21. Toys for your child(ren)	1	2	3	4	5	NA
22. Dental care for your family	1	2	3	4	5	NA
23. Someone to talk to about things that worry you	1	2	3	4	5	NA
24. Someone to help with household chores	1	2	3	4	5	NA
25. Someone to hassle with agencies when you can't	1	2	3	4	5	NA
26. Someone to encourage you or keep you going when things seem hard	1	2	3	4	5	NA
27. A place for someone to go where it is quiet	1	2	3	4	5	NA

PERSONAL WELL-BEING INDEX
adapted from Trivette & Dunst, 1985

> Below is a list that describes some of the ways people feel at different times. No one person experiences all of these things. Please circle the response that indicates how often you felt or experienced each item during the past two weeks. Please answer all of the questions.

How often did you experience the following during the past two weeks:	Never	Once in a while	Some-times	Often	Quite often
1. Feeling trapped by my responsibilities as a parent ...	1	2	3	4	5
2. Feeling that my life is going just great	1	2	3	4	5
3. Feeling under-the-weather or ill	1	2	3	4	5
4. Feeling uneasy or scared without knowing why	1	2	3	4	5
5. Feeling that my child controls me more than I control him/her	1	2	3	4	5
6. Feeling that I understand my child's needs	1	2	3	4	5
7. Feeling glad about my child's future	1	2	3	4	5
8. Feeling that I have control over my child's education	1	2	3	4	5
9. Feeling tired or run-down	1	2	3	4	5
10. Seeing no end to the demands my child makes on me	1	2	3	4	5
11. Having lots of energy to get things done	1	2	3	4	5
12. Feeling in control of my own future	1	2	3	4	5
13. Feeling blue or depressed	1	2	3	4	5
14. Finding pleasure in the things my child does	1	2	3	4	5
15. Feeling on top of the world	1	2	3	4	5
16. Feeling that I don't have the skills to help my child	1	2	3	4	5
17. Feeling in tip-top shape	1	2	3	4	5
18. Feeling that no one has given me the chance to be a successful person	1	2	3	4	5

SIGNIFICANT LIFE EVENTS CHECKLIST

Please check any of the following areas in which there have been changes for your family in the past six months:

Family size

- ❑ marriage
- ❑ reconciliation
- ❑ separation
- ❑ new partner/relationship
- ❑ divorce
- ❑ death of family member
- ❑ pregnancy
- ❑ new baby
- ❑ family member moved away
- ❑ new member moved into household

Financial / Employment

- ❑ new job
- ❑ promotion/raise
- ❑ loss of job
- ❑ large reduction of income
- ❑ financial crisis

Education

- ❑ attained GED / finished High School
- ❑ entered new school
- ❑ finished trade/other school

Other

- ❑ moved to new house or apartment
- ❑ new or continued alchohol or drug problem
- ❑ other family crisis
- ❑ alchohol or drug rehabilitation

QUARTERLY ASSESSMENT OF PARENT PARTICIPATION ✿

PARENT: _____ CHILD: _____

Quarter (circle one):   1. Sept/Oct/Nov   2. Dec/Jan/Feb   3. Mar/Apr/May

CHILDREN'S CLASSROOM / EDUCATIONAL ACTIVITIES

Volunteered or responded to general request for classroom help:	a	b	c	d	e	f
Responded to requests for information about child:	a	b	c	d	e	f
Worked when scheduled as a volunteer in classroom:	a	b	c	d	e	f
Came to parent meetings (does NOT include individual appointments):	a	b	c	d	e	f
Responded to requests for information about child:	a	b	c	d	e	f

HOME VISITS

Responded to requests for information about child:	a	b	c	d	e	f
Followed through with activities suggested by home visitor:	a	b	c	d	e	f
Provided leadership (purposeful help-seeking) during visit:	a	b	c	d	e	f
Percentage of individual home visit time spent on emotional or social support rather than imparting education or information:	10	25	50	75	100%	

PARENTING EDUCATION CLASSES

This parent participated in _____ % of available classes this quarter.

PARENT SKILL-BUILDING CLASSES

Subject of class / course:	Length each class:	Number of classes:
_____	_____ hours	_____
_____	_____ hours	_____

(list additional classes / courses on the back of this form)

GOVERNING OR ADVISORY BOARD

Volunteered or responded to general request for service:	a	b	c	d	e	f
Participated in meetings:	a	b	c	d	e	f

SOCIAL / HEALTH / SPECIAL SERVICES

Initiated contact for specific service:	a	b	c	d	e	f
Responded to requests for information about child:	a	b	c	d	e	f
Followed through on contacts made for him/her:	a	b	c	d	e	f
Followed through with activities suggested by program staff:	a	b	c	d	e	f

OTHER PARENT-PROGRAM CONTACT

Volunteered or responded to general request for service:	a	b	c	d	e	f
Arrived as scheduled for appointments (e.g., conferences, screening):	a	b	c	d	e	f
Returned permission slips for field trips or special events:	a	b	c	d	e	f
Came to center events and/or parties:	a	b	c	d	e	f
Other - Please specify :	a	b	c	d	e	f

RESPONSE CHOICES:

a. consistently (almost always when opportunity exists)
b. frequently (more often than not)
c. occasionally (or with persistent reminders)
d. rarely (responds only a few times, even with encouragement)
e. never
f. not applicable (e.g., no meetings held this quarter)

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PARENT SATISFACTION / PROGRAM RESPONSE

1. The ECEAP program includes many services, the pre-school for your child, classes for yourself, help with health and other family concerns. What do you think has been the **one most important** thing the ECEAP program has done for your child?
   If you can't narrow it down to just one, you can name several things.

2. There are always things we can improve. Is there some part of the program that stands out in your mind involving your child that caused you concern, or that you think needs improvement?
   Even a minor complaint is OK.

3. What do you think has been the best, the most helpful, part of the program for your own needs?

4. Is there some part of the program involving parents that you think needs improvement?

5. How much opportunity have you had to meet other parents? (Circle one answer.)

   I have:
   a. gotten to know some other parents quite well.
   b. spent some time with other parents.
   c. had little contact with other parents.
   d. had no contact with other parents.

   If you were going to chose one or the other, which people have been more helpful to you?
   Spending time with:
   a. other parents
   b. program staff

APPENDIX B

FOLLOW-UP DATA COLLECTION INSTRUMENTS

ECEA LONGITUDINAL STUDY
STUDENT INFORMATION FORM

Study # _____

Child's Name: _____   Grade/Program Level: _____

School/Program Name: _____   City/Town: _____

Principal: _____   Child's Teacher: _____

Child's Language: English _____   Other _____

ATTENDANCE RECORD

Number of school days possible to date: _____   Days missed: _____   Days tardy: _____

ACADEMIC TEST / EVALUATION RECORD *
(Complete table or attach class lists)

None Given: _____   RAW SCORES

Date	Test Name	Language Sub Test	Reading Sub Test	Math Sub Test	Overall Score

* If child's language is other than English, please include scores on English proficiency tests.

CLASSROOM PROGRESS REPORT TO PARENTS
(End of 1st semester)

Language: _____   Reading: _____   Math: _____   Behavior: _____

Scale
used: _____ ___

SPECIAL SERVICES REFERRAL / PLACEMENT

Date	Assessed for?	Basis for Referral	Outcome of Assessment	Service(s) Used	Completed?

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ECEAP LONGITUDINAL STUDY
BEHAVIOR INVENTORY*

Study #: _____

Please circle the response that indicates how well each statement describes the child identified below.

	Not at All Like			Very Much Like
Child's Name: _____	1	2	3	4
Grade/Program Level: _____				
Today's Date: _____				

	1	2	3	4
1. Is always asking questions	1	2	3	4
2. Is shy or bashful	1	2	3	4
3. Makes friends quickly and easily	1	2	3	4
4. Likes to disobey or break rules	1	2	3	4
5. Is restless; can't sit still	1	2	3	4
6. Catches on quickly; is good at learning new things	1	2	3	4
7. Comes running to me with every bump or scratch	1	2	3	4
8. Worries a lot	1	2	3	4
9. Is calm and easy going	1	2	3	4
10. Is often left out by other children	1	2	3	4
11. Has a hot temper	1	2	3	4
12. Has a hard time waiting when he/she wants something	1	2	3	4
13. Is easily distracted from what she/he is doing	1	2	3	4
14. Is able to follow directions; remembers what he/she is told to do.	1	2	3	4
15. Is afraid of a lot of things	1	2	3	4
16. Gets into fights with other children	1	2	3	4
17. Listens well when someone explains something	1	2	3	4
18. Doesn't smile or laugh much	1	2	3	4
19. Often complains about not feeling well	1	2	3	4
20. Gets upset easily	1	2	3	4
(When applicable) Completes homework assignments	1	2	3	4
(When applicable) Completes in-class assignments	1	2	3	4
Takes pride in completing assignments or in classroom activities ...	1	2	3	4

* Adapted from Shaefer, Hunter & Edgerton, 1984

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ECEAP LONGITUDINAL STUDY
FAMILY PARTICIPATION IN SCHOOL ACTIVITIES

Child's Name: _____   Study # : _____

Grade/Prgm Level: _____ Date: _____ Respondent: _____

Please list the family members related to this child who have participated in school activities during this past year, starting with the person who participated most frequently/regularly (e.g. "Mother" or "Grandfather"):

a. _____   c. _____

b. _____   d. _____

Circle the response that indicates how well each statement describes the participation of the family as a whole in terms of your experience over the past school year.

PARTICIPATION LEVEL CHOICES

1. *consistently (almost always when opportunity arises)*   4. *rarely (only a few times, even with encouragement)*
2. *frequently (more often than not)*   5. *never*
3. *occasionally (or with persistent reminders)*   NA *does not apply / no opportunity / never asked*

---

1. Spent time inside school building (for any reason)	1	2	3	4	5	NA
2. Arrived as scheduled for conferences or other appointments	1	2	3	4	5	NA
3. Responded to written requests for information/permission for activities	1	2	3	4	5	NA
4. Responded to discipline notices from teacher/school	1	2	3	4	5	NA
5. Supported child in timely completion of homework	1	2	3	4	5	NA
6. Did things at home to support the school (e.g. raised funds, prepared treats or decorations).................................	1	2	3	4	5	NA
7. Supported child in getting to school regularly and on time	1	2	3	4	5	NA
8. Followed through on contacts or child activities suggested by staff ..	1	2	3	4	5	NA
9. Worked when scheduled as volunteer in classroom	1	2	3	4	5	NA
10. Participated in parent meetings/committees/organizations	1	2	3	4	5	NA

Will this child be ready for promotion next year?   **YES**   **NO**   **UNCERTAIN**
  (Please feel free to comment on the reverse side.)

Compared to classmates, is this child academically: **ABOVE AVERAGE**   **AVERAGE**   **BELOW AVERAGE**

Do you know of any barriers that limit the level and effectiveness of this family's participation in school
activities ?   ____   Lack of transportation
                 ____   Lack of child care for other children
                 ____   Other: *(please specify)* _____
                 ____   None

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ERIC

ECEAP LONGITUDINAL STUDY

Parent Interview Form

Child_____

Address_____

Phone_____

Primary Caregiver(s) _____

INTRODUCTION

Today I'd like to ask you some follow-up questions about the information you gave to me last year for the special evaluation study of the ECEAP program. The topics we'll talk about will be very much like what we talked about last year. Some of the questions may seem personal, but they are important because they help us understand how the ECEAP program may or may not be benefiting children and families. Your answers are CONFIDENTIAL and will not be seen by anyone except the program staff. I'd like to start with some questions about your family to see if anything has changed since last spring.

FAMILY CONFIGURATION

1. Is _____ still living with you?   1.   ☐ Yes   ☐ No

2. Are you still _____ ?   2.   ☐ Yes   ☐ No

    2a. If **no,** what is your situation now?   2a.   ☐ Marriage
    ☐ New relationship
    ☐ Reconciliation
    ☐ Separation
    ☐ Divorce

    2b. If **single, separated, or divorced,** Are you the single head of the house?   2b.   ☐ Yes   ☐ No

3. My records say _____ has _____ siblings, _____ older and _____ younger.

    Has your family structure/size changed?   3.   ☐ Yes   ☐ No

    3a. If **yes,** how? *(give examples)*   3a.   ☐ Pregnancy/new baby
    ☐ Someone moved in
    ☐ Someone moved out
    ☐ Someone died
    ☐ Other: _____

FAMILY RESOURCES

4. Last time we talked, you said your family's income came from_____.
Is this still the case?
    4.   ☐ Yes   ☐ No

    4a. **If no,** what are your sources of income now?
    4a.   ☐ Wages
          ☐ Unemployment
          ☐ Welfare
          ☐ Child support
          ☐ Social security
          ☐ Pension
          ☐ Other: _____

    4b. **If they answer wages,** whc is working outside the home?
    4b.   ☐ Self ☐ Spouse

          ☐ Other: _____

5. Has your financial situation changed?
    5.   ☐ Yes ☐ No

    5a. **If yes,** how has it changed?
    5a.   ☐ New job
          ☐ Promotion/raise
          ☐ Loss of job
          ☐ Large reduction
          ☐ Large increase
            (inheritance/lottery)
          ☐ Financial crisis

6. Does your family rely on:
    6a. Food coupons?
    6a.   ☐ Yes   ☐ No
    6b. Medical coupons?
    6b.   ☐ Yes   ☐ No
    6c. the Family Independence Program?
    6c.   ☐ Yes   ☐ No

7. Did you start or complete school or a training program during the past year?
    7.   ☐ Yes   ☐ No
    7a. Did your spouse (partner)?
    7a.   ☐ Yes   ☐ No

SIGNIFICANT EVENTS

8. During the past year, did anything happen that significantly impacted your family? *(give examples)*
    8.   ☐ Yes ☐ No

    8a. **If yes,** what?
    8a.   ☐ Get a new car
          ☐ Serious illness
          ☐ Alcohol/drug
            problem
          ☐ Alcohol/drug
            treatment
          ☐ Dealings with law
            enforcement
          ☐ Child abuse
          ☐ Other: _____

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SCHOOL INFORMATION

Now I'd like to ask you some questions about the school/program _____ is now in.

9. Is she/he attending kindergarten this year?   9.   ☐ Yes   ☐ No

    9a. **If no,** is she/he in another program or at home?   9a.   ☐ Program
                                                      ☐ Home

    If "at home" skip to Question 13

    9b. **If another program,** what is the name of the program?

    _____

    9c. Please describe the program.

    _____

10. Was she/he placed into any special kindergarten services/program?   10.   ☐ Yes   ☐ No

    10a. **If yes,** who made this decision? _____

    10b. Do you agree with this decision/is it working out?   10b. ☐ Yes   ☐ No

11. How well do you think she/he is enjoying kindergarten/the program?   11.   ☐ A lot
                                                                 ☐ A little
                                                                 ☐ Very little
                                                                 ☐ Can't tell

12. How well is she/he adjusting to school/the program?   12.   ☐ No problem
                                                                 ☐ Some problems
                                                                 ☐ Many problems

    12a. **If problems,** can you describe them for me?

    _____

13. This year, were any of _____'s brothers or sisters held   13. ☐ Yes   ☐ No
    back a grade or kept back a year from entering school?

    13a. **If yes,** what was the reason given? _____

14. Were any of his/her brothers or sisters placed in special classes for learning,   14. ☐ Yes   ☐ No
    speech, or other school problems?

    14a. **If yes,** please describe. _____

15. What is the highest grade you expect _____ to complete?   15.   ☐ Less than 9th
                                                                 ☐ 9th - 11th
                                                                 ☐ High school/GED
                                                                 ☐ Trade school
                                                                 ☐ College
                                                                 ☐ BA
                                                                 ☐ More than a BA

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16. Does his/her school/program invite or encourage you to participate?

16.
- ☐ Quite Often
- ☐ Often
- ☐ Sometimes
- ☐ Not often
- ☐ Never

17. Can you tell me how often you or any other adults in your family take advantage of opportunities to: *(read scale)*

		Every Time	Most Times	Some Times	Never	Not Asked
17a. Help your children with homework or other schoolwork?	17a.	☐	☐	☐	☐	☐
17b. Volunteer in the classroom?	17b.	☐	☐	☐	☐	☐
17c. Do things for the school at home, e.g., make decorations, prepare treats, help raise funds?	17c.	☐	☐	☐	☐	☐
17d. Meet with teachers, the principal, or school counsellors?	17d.	☐	☐	☐	☐	☐
17e. Attend children's school events?	17e.	☐	☐	☐	☐	☐
17f. Attend parent meetings?	17f.	☐	☐	☐	☐	☐

18. Are there particular barriers that keep you from participating in such activities? *(give examples)*

18. ☐ Yes ☐ No

18a. If yes, describe.

18a.
- ☐ Lack of transportation
- ☐ Lack of child care
- ☐ Lack of support from spouse/partner
- ☐ Other: _____

19. How often do you or another adult in your family: *(read scale)*

	At least:	Once a week	Twice a month	Once a month	Less than monthly	Not in the last year
19a. Take your child to the library?	19a.	☐	☐	☐	☐	☐
19b. Read to your child?	19b.	☐	☐	☐	☐	☐

20. During the past year, did you attend any meetings, classes or conferences intended to help you support your children's growth and education? *(give examples)*

20. ☐ Yes ☐ No

20a. If yes, please describe.

20a.
- ☐ Parenting class or group
- ☐ Literacy training
- ☐ Adult education class
- ☐ Conference
- ☐ Other: _____

SCHOOL INFORMATION - Continue

21. Are there people, groups, organizations or agencies that you turn to for support or help, especially help with parenting or children's development issues. *(give examples)*

    21. ☐ Yes ☐ No

21a. **If yes,** please describe.

    21a. ☐ Friends
            ☐ Informal support group
            ☐ Religious organization
            ☐ Community organization
            ☐ Social service agency
            ☐ Other: _____

PERSONAL WELL-BEING

22. I'd like to ask you some questions about how you've been feeling recently.
During the past two weeks or so, how often did you feel: *(read scale)*

	Quite Often	Often	Some Times	Once In a While
22a. That you had time to be with your child? 22a.	☐	☐	☐	☐
22b. That your family had time to be together? 22b.	☐	☐	☐	☐
22c. That you had time to be by yourself when you needed it? 22c.	☐	☐	☐	☐
22d. That you had time to be with friends? 22d.	☐	☐	☐	☐
22e. That your life is going just great? 22e.	☐	☐	☐	☐
22f. That you were blue or depressed? 22f.	☐	☐	☐	☐
22g. That you are in control of your own future? 22g.	☐	☐	☐	☐
22h. That you are trapped by your responsibilities as a parent? 22h.	☐	☐	☐	☐
22i. That you don't understand your child's needs? 22i.	☐	☐	☐	☐
22j. That you don't have the skills to help your child? 22j.	☐	☐	☐	☐
22k. That you have control over your child's education? 22k.	☐	☐	☐	☐

FAMILY GOALS

23. Has your family set any goals for itself during the past year? *(Give examples such a buying a car; moving to a new apartment/house; getting a (new) job; getting schooling/training.)*

    23. ☐ Yes   ☐ No

If yes, please tell me one or two and when you plan to accomplish them:

23a._____ Time_____ _____
23b._____ Time_____ _____

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24. Thinking back to _____'s year in ECEAP and his/her development and experiences since, tell me the one aspect of ECEAP that seems to you to have been the most beneficial for your child.

_____
_____

25. What one aspect was most beneficial for you/your family? _____
_____

26. What one thing could ECEAP do to improve its program for the children who participate? _____
_____

27. What one thing could ECEAP do to better assist the children's parents and families?

_____
_____

CLOSING

Thank them for their time.

Reiterate the importance of their participation in the study. Mention that you'll be getting back in touch with them next spring to see how they're doing.

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W A S H I N G T O N   S T A T E ' S

EARLY CHILDHOOD EDUCATION
AND
ASSISTANCE PROGRAM

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