

**Interim Report  
for  
Quality Research Consortium Data Coordination Center  
Cross-sectional Analyses**

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## I. Background

In March 2001, the Head Start Bureau and the Commissioner's Office of Research and Evaluation in the Administration on Children, Youth and Families<sup>1</sup> awarded eight cooperative agreements under the Head Start Quality Research Center (HSQRC) Consortium to promote the school readiness of preschool children in Head Start. The mission of the HSQRC Consortium is to support the continuous improvement of Head Start by developing, testing, refining, and disseminating interventions to enhance child outcomes in Head Start. To achieve the Consortium's goal, the eight research organizations have been awarded five-year grants to work in partnership with local Head Start programs.

The HSQRCs were awarded grants to improve child outcomes in the areas of literacy, social-emotional development, and other domains of school readiness. Their interventions include enhancements to curriculum, teacher training and mentoring, parent involvement, and assessment practices. In the first year of the research, each partnership of researchers and Head Start programs launched studies to test individual interventions and the feasibility of using a common set of measures across sites in a pre-post design. These interventions were continued in the programs during the second year of the study while the effectiveness of the individual interventions was tested using common measures in a treatment/control design. Consortium members also developed plans for disseminating successful interventions to other Head Start programs nationwide.

The HSQRC Consortium members and the names of their studies include:

- Columbia University, New York: *Using Assessment to Improve School Readiness and Head Start Program Quality*;
- Education Development Center, Massachusetts: *A Systematic Approach to Fostering Language and Literacy Development*;
- High/Scope Educational Research Foundation, Michigan: *Achieving Head Start Effectiveness Through Intensive Curriculum Training*;
- University of North Carolina at Chapel Hill: *Socioemotional Interventions to Enhance School Readiness*;
- University of Oregon: *Head Start Adaptation of First Step to Success: Preparing Children for Social/Emotional Success at School*;
- Quality Counts, Inc., GA: *Supporting Children's Individualized Learning in Head Start*;

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<sup>1</sup> The lead office directing the consortium has been restructured as part of the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF).

- University of South Carolina: *The Companion Curriculum: Connecting Head Start Parents and Teachers to Promote Early Learning and Development*; and
- State University of New York at Stony Brook: *Evidence-Based Emergent Literacy Approaches for Head Start*.

Section II of this report describes the interventions being implemented by each HSQRC as well as their research designs. Appendix D provides contact information for the HSQRCs.

This Consortium follows the work of an initial HSQRC Consortium (1995 through 2000) that explored important research questions related to quality program practices and program outcomes in Head Start. During their project period, the first HSQRC Consortium succeeded in building exemplary researcher-program partnerships and advancing the Head Start program's understanding of what aspects of program quality contribute to positive child and family outcomes. In so doing, they also created or refined tools and strategies for assessing classroom quality, conducting parent interviews, and assessing child outcomes. HSQRC members also served as technical advisors to the design, development and implementation of program performance measures, including those used in the Head Start Family and Child Experiences Survey (FACES). See [http://www.acf.hhs.gov/programs/core/ongoing\\_research/HSQRC/HSQRC.html](http://www.acf.hhs.gov/programs/core/ongoing_research/HSQRC/HSQRC.html) for more information about the 1995 to 2000 HSQRC Consortium.

#### Data Coordinating Center

In addition to the research conducted by each HSQRC<sup>2</sup>, a Data Coordinating Center (DCC) was established to maximize the systematic collection of cross-site data from the Consortium. Throughout the period of the grants, the DCC provides pre- and post-intervention data collection and analysis of a core set of cross-site measures of program quality, child outcomes, and parent involvement and satisfaction on a subsample at each site. The research effort by the DCC is designed to build on current instruments and findings from FACES regarding classroom quality and practices and parent and child outcomes<sup>3</sup> with input from the HSQRC membership.

In its first year, the DCC tested the individual interventions and the feasibility of using a common set of measures across sites in a pre-post design. In the second year, the DCC tested the effectiveness of the individual interventions using common measures in a treatment/control design and allowed for data pooling across sites. The DCC continues to provide a mechanism for comparing the findings of the eight HSQRCs to the national FACES sample and a pooled control group against which intervention findings can be compared. It also provides a mechanism for comparing site-specific instruments to the FACES instruments.

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<sup>2</sup> The research data conducted by each HSQRC, outside of the DCC, is termed “non-DCC” data. The findings presented in this report are limited only to DCC data.

<sup>3</sup> Please see [http://www.acf.dhhs.gov/programs/core/ongoing\\_research/faces/faces\\_pres\\_papers.html](http://www.acf.dhhs.gov/programs/core/ongoing_research/faces/faces_pres_papers.html) for reports and presentations describing findings from FACES data.

By combining cross-site data from all the collaborating Head Start sites through a common data set, the HSQRCs may be able to develop multilevel models linking program quality and types of interventions to child outcomes. This may help to identify critical ingredients of promising interventions across HSQRC sites, and support the dissemination of such interventions to other Head Start programs. Section III of this report details the instruments and methodology used by the DCC, and Section IV provides the results of analyses of DCC data.

### Collaborative Work of the HSQRC Consortium

Throughout the project period, in addition to their site-specific studies, the HSQRCs are forming partnerships with each other, the Office of Planning, Research, and Evaluation at ACF, the Head Start Bureau, and federal agencies conducting related research. To facilitate these collaborative efforts, members of the HSQRC Consortium meet regularly in the Washington, DC area to share the progress of their studies. They serve as informal advisors to each other, sharing strategies and experiences. Once a year, their Head Start program partners also attend the meeting. This affords the partners the opportunity to meet with the Consortium as a whole and participate in group discussions about the status of other studies. During these meetings the Head Start directors also meet with each other apart from the researchers to share their experiences of participating in research initiatives conducted in their programs. (See Appendix B for the highlights of the HSQRC Consortium meetings.)

During their meetings, the HSQRCs have also begun to forge partnerships across federal agencies that are studying similar constructs. Representatives from other agencies within the Department of Health and Human Services, including the National Institute of Child Health and Human Development and the National Institute of Mental Health, as well as from the Department of Education, attend HSQRC Consortium meetings. As meeting participants, they learn about the structure of the HSQRC Consortium, as well as about measures used, study progress, and preliminary results of the research being conducted. Representatives from other agencies also present information about ongoing research, including the a consortium of eight grantees funded by NICHD, ACF, and the Assistant Secretary for Planning and Evaluation in Health and Human Services, and the Office of Special Education and Rehabilitative Services within the Department of Education); the Preschool Curricula Evaluation Research; and Early Reading First. Through these partnerships, researchers are able to help each other across consortia.

Finally, the HSQRC Consortium members serve as technical advisors to the FACES study as well as other research initiatives. They provided advice based on their areas of expertise on instrument development, the selection of measures, and analytic techniques. HSQRC members receive briefings on major ACF initiatives during these meetings, including the Head Start Child Outcomes Framework, the Head Start Impact Study, and the National Reporting System. They are able to share their experiences conducting research in the Head Start community (for example, on the use of random assignment), the appropriateness of measures used in their research, and other issues.

These presentations also keep the HSQRC researchers abreast of national initiatives that might impact their research.

### The HSQRC Consortium Approach

Several aspects of the HSQRC Consortium approach added value to the individual studies and the collaborative work. First, the initial year of the grant was a pilot year, offering the researchers and Head Start programs time to develop their partnership relationships with each other and to adapt the interventions to best fit the Head Start programs' needs. While some of the HSQRCs were initially concerned about a core set of instruments to be collected through an external contractor (using the core set of instruments were the terms of the grant they received), they soon appreciated the advantages of this design. These benefits include the opportunity to pool data across sites, compare their samples to the nationally-representative FACES sample, and compare findings on same-construct instruments used in their individual study.

### Overview of the Report

The purpose of this report is to describe the interventions and study designs being implemented at each of the eight HSQRCs, and present data from the HSQRC sample, including descriptions of the overall sample, as well as comparative data from the treatment and control groups. Specifically, the report includes the following sections:

- Section II provides descriptions of interventions and study designs for each of the eight Head Start HSQRC sites;
- Section III describes the Data Collection Center, including the measures used, sampling plan, field staff training, data collection, and data preparation and delivery;
- Section IV presents DCC findings related to child and family demographics, child outcomes, classroom quality, and parent outcomes, with comparisons between treatment and control groups; and
- Section V outlines some of the strategies and challenges found by the HSQRCs when conducting research in partnership with Head Start programs.

Finally, Appendices include data tables with descriptive statistics and statistical tests for each of the measures, the HSQRC meeting highlights, descriptions of the instruments used by the DCC, and contact information for the HSQRC sites.

## **II. Overview of the Head Start HSQRC Sites**

### **A. *Interventions and Study Designs***

The overall objective of the HSQRC Consortium is the development of well-tested and refined models of quality enhancements for dissemination to Head Start programs nationwide. While all of the HSQRCs aim to improve program quality to enhance child outcomes, each HSQRC is implementing a unique, self-selected intervention. This section briefly describes the HSQRCs' interventions, as well as the research design at each site. It is important to note that the HSQRCs are only midway through their research, and therefore, at times must adapt their designs to the needs of Head Start programs that themselves must adapt to local and national initiatives. As the HSQRCs recruit new programs with which to partner, sample sizes may change somewhat. Appendix D provides further contact information for each of the HSQRC sites.

1. Columbia University, New York: "Using Assessment to Improve School Readiness and Head Start Program Quality"

This project begins with the premise that observational assessment, if well-understood and well-done, can improve the school readiness of Head Start children; the quality and climate of Head Start programs; the capacity and professional satisfaction of Head Start staff; and the engagement of Head Start families in their children's education. It suggests that ongoing observational assessment of children, of teaching, and of the program climate is a transcendent strategy that may be among the most potent interventions to improve children's readiness for school.

In partnership with programs in Stamford and Waterbury, Connecticut, the research team is implementing an innovative observational assessment system for Head Start children, classrooms, and programs, and providing the supports and resources necessary to use data from the assessments to improve classroom and program practice and child outcomes. The intervention provides for key members of each Head Start staff (teachers, directors, and on-site education coordinators) to be trained to administer assessment instruments and interpret results with the support of the assessment developer and intervention coordinator.

The child-level assessment is the Work Sampling for Head Start System; the classroom-level assessments include the ECERS-R, Snapshot, and CLASS, and the center-level assessment is the Early Childhood Work Environment Scale. Data are collected using these intervention instruments at the beginning of the Head Start program year. The results are interpreted for the programs, with areas for improvement being identified by the Head Start program. Together, Head Start staff, parents, and the intervention coordinator design an action plan based on the identified improvement areas. Ongoing meetings between the intervention coordinator and staff, as well as ongoing



assessments to feed back into the action plan, all work together to form a well-implemented assessment system that, itself, becomes an intervention.

To assess the impact of the intervention, the research team is conducting a randomized, experimental evaluation in five Head Start centers in two Connecticut communities. Involving approximately 380 children over the five-year period, the design includes cross-sectional and time-series evaluations. At the end of each year, a final round of all intervention assessments will be conducted to evaluate progress. In addition, pre- and posttest data on child outcomes and classroom quality are analyzed to assess the impacts of the intervention.

## 2. Education Development Center, Massachusetts: "A Systematic Approach to Fostering Language and Literacy Development"

Collaborating with Head Start programs in Waltham and Boston, Massachusetts, the researchers are implementing and assessing the Program-Delivered Literacy Through Inservice Training (PD-LIT) program to work with Head Start programs to create systems that include in-service training, supervision, and program self-evaluation that enable programs to support children's language and literacy development. PD-LIT has three goals: (1) deepen knowledge of language and literacy among all center staff, (2) develop a center-wide shared vision of good practice, and (3) enhance children's language and literacy development significantly.

PD-LIT is a two-year intervention that includes literacy concepts and practices workshops, professional conversations and demonstration classrooms, and supervisory methods to ensure valued practices are implemented. Researchers train Head Start staff to become PD-LIT mentors and deliver training to their own staff.

The researchers are evaluating the success of PD-LIT using pre-post data from 28 classrooms drawn from one program. The sample consists of 4 centers, 28 teachers, and 160 children. This longitudinal sample will be followed over four timepoints in two years. Participants were measured in fall 2002 and spring 2003, and will be assessed again in fall 2003 and spring 2004. In addition to the core data measures, the researchers are administering the Early Language and Literacy Classroom Observation Toolkit (ELLCO), which consists of three scales: Literacy Environment Checklist, Classroom Observation, and the Literacy Activities Rating Scale.

Using hierarchical linear modeling (HLM), the researchers are examining the impact of PD-LIT on English- and Spanish-speaking children, comparing fall-to-spring change scores in children in PD-LIT classrooms to fall-to-spring change scores of comparison group children. The comparison group data were collected using the same tools and procedures as for PD-LIT. In Phase III a qualitative study will assess the stability and impact of PD-LIT. The researchers are studying PD-LIT replicability using a random assignment design, and are also conducting a process evaluation throughout the study period.

3. High/Scope Educational Research Foundation, Michigan: "Achieving Head Start Effectiveness Through Intensive Curriculum Training"

High/Scope's project focuses on Head Start teachers' professional development. This intervention, based in programs in Oakland and Wayne Counties in Michigan, is providing intensive training in the use of the High/Scope curriculum framework, and verification that the curriculum is being implemented in the most effective manner in Head Start classrooms.

The research question asks whether intensive training in, and confirmed practice of, a proven curriculum model enables Head Start teachers to contribute significantly to children's development, especially their development of language, literacy, and the ability to resolve social conflict. It also asks the related question of whether Head Start teachers who claim to use a proven curriculum but have little or no training in it, and have not confirmed their practice of it, contribute significantly to children's development.

To answer this question, the project provides intensive curriculum training for teachers (20 days of training plus up to an additional 10 feedback/discussion sessions) in the High/Scope curriculum framework. The extent to which teachers implement the curriculum after training is measured through systematic observations of classrooms over time.

The study has a pre-post design and includes quality interventions in 33 classrooms with 17 control classrooms. The teachers and assistant teachers in intervention classrooms receive training. The sample includes 333 children over 5 years. In Phase I, this includes 20 classrooms and 144 randomly selected children, and in Phase II it includes the random assignment of 30 classrooms (13 treatment, 17 control) and 189 randomly selected children. Data collection involves interviews with teachers and ongoing assessment of children's development. In particular, all children are being observed in the classroom using High/Scope's Child Observation Record assessment tool as well as the DCC core data measures. In addition to gathering longitudinal information about Head Start teachers, classrooms, and children, interviews with program administrators and Head Start parents are being conducted.

4. University of North Carolina at Chapel Hill: "Socioemotional Interventions to Enhance School Readiness"

The focus of this project is on intervention research to promote preschoolers' social behavior and emotional development. Working with programs in four North Carolina communities, the research team is implementing an evidence-based intervention program to reduce disruptive behavior and improve classroom functioning. Moving from a very intensive intervention provided by clinical consultants tested in the Head Start

Mental Health Research Consortium, this project is developing and evaluating a self-sustaining, program-based intervention suitable for dissemination.

The study is designed to reduce behavior problems and improve socioemotional functioning in young children through an intervention which enhances the provision of supportive mental health services, basic overall classroom quality, parent involvement, and specific classroom strategies. The intervention is a modification of the Preschool Behavior Project, a program for reducing aggression and promoting positive behaviors, requiring intensive intervention with parents and teachers by highly trained and supervised clinical consultants. The training components include Second Step (Committee for Children), Dialogic Reading (Whitehurst), and the Teachers and Children Series (Webster-Stratton). The intervention components include 20 hours of teacher and assistant teacher training; one Second Step kit and 30 children's books with themes tied to the Second Step concepts; full-day classroom consultation with the interventionist once every two weeks; interventionist ratings and teacher/assistant teacher self-ratings of skills; and biweekly consultation and planning with coordinators and interventionists.

In Year 1, pre- and posttests were conducted at one intervention site with six classrooms. The sample included approximately 60 of 96 children in the classrooms, 6 teachers, 6 assistant teachers, coordinators, and the director. Comparison classrooms are from previous work with the Head Start Mental Health Research Consortium (1997-2002). In Year 2, the researchers repeated the intervention procedures at a second Head Start site, and provided a booster intervention at the first site. They continued to monitor the intervention at the first site to examine whether changes were sustained. Plans for Years 3 through 5 of the study include repeating the procedures each year, unless evidence warrants change.

5. University of Oregon: "Head Start Adaptation of First Step to Success: Preparing Children for Social/Emotional Success at School"

In partnership with grantees in Lane County and Springfield, Oregon, the Oregon team is adapting the First Step to Success early intervention program, originally developed for kindergarten children, to help preschool children at risk for school problems become better prepared for the social and emotional challenges of school. First Step is a collaborative home and school intervention program, delivered by a behavioral coach and lasting approximately two months. The intervention includes providing universal teacher training and support from a behavioral coach and conducting monthly classes for all intervention sites. Three tiers of services are provided: classroom management for all students; social skills teaching, positive and proactive discipline, and selected interventions for some students; and targeted interventions for a few students.

The hypothesis of this study is that a Head Start adaptation of First Step to Success will improve school readiness; reduce serious behavior problems such as aggression, opposition defiance, and other indicators of emerging antisocial behavior and

externalizing behavior disorders; and improve children's relationships with parents, caregivers, teachers, and peers.

The study design includes between-sites randomization and separate studies of the universal and selected intervention with a longitudinal follow-up of intervention and control conditions. The First Step adaptation process was planned during Year 1 of the research and initially trial tested using single subject research methodology. In subsequent project years, a prototype of the adapted program version is being tested during a primary intervention phase, revised and retested in a secondary intervention phase, and finally replicated in another cooperating Head Start site. Plans for Year 3 of the study include longitudinal followup on the Year 1 and Year 2 samples and refining aspects of the intervention. The sample includes 272 children in 4 sites with 16 classrooms.

6. Quality Counts, Inc., Georgia: "Supporting Children's Individualized Learning in Head Start"

The overall goal of the Quality Counts Head Start Quality Research Center is to evaluate and refine the implementation of the Individualized Learning Intervention, a specific intervention approach that leads to enhanced Head Start program quality, which in turn promotes children's school readiness. The Individualized Learning Intervention includes self-directed and collaborative learning experiences, support of Head Start teachers and administrators in the mentoring process, developmental assessments used to plan individual children's learning experiences, and building local outcomes-based evaluation systems. The research focuses on the impact that self-directed and collaborative learning experiences have on teachers' abilities to use developmental assessments to individualize teaching and learning for Head Start children. The study includes the evaluation, refinement, and subsequent replication of this intervention with four Head Start partners located in Birmingham, Alabama, Gainesville, Georgia, Jackson, Georgia, and Brunswick, Georgia.

The study is a quasi-experimental evaluation with treatment and control classrooms (pairs of mentor and protégé teachers from classrooms with a minimum level of quality were eligible for selection for treatment condition). The comparison group of classrooms includes teachers who have also volunteered to be mentors and protégés but were not randomly assigned to receive the treatment. These teachers will be given the treatment the following year.

In Year 1 (2001-2002) of the study, 8 treatment mentors and 8 protégés completed the Individualized Learning Intervention. In Year 2 (2002-2003), 6 control mentors and 6 protégés completed the intervention in the same Head Start program. Also during 2002-2003, 6 treatment mentors and 6 protégés completed the intervention at a second Head Start program. In 2003-2004, 2 control mentors and 2 protégés at the second Head Start program are being included in the intervention. At this time, a third Head Start

partner began participation in the study. At this site there are 8 treatment mentors and 8 protégés included in the intervention. The sample includes 576 children each year.

Data collection includes child outcome measures, teacher questionnaires, parent questionnaires, and classroom observation measures. Child outcomes are being assessed on multiple occasions during the Head Start year allowing for the use of both growth curve modeling and traditional repeated measures ANOVA.

7. University of South Carolina: "The Companion Curriculum: Connecting Head Start Parents and Teachers to Promote Early Learning and Development"

Based on the premise that enhancing parent involvement is crucial to preparing children for school, this research team is working with programs in Columbia, South Carolina and surrounding counties to implement a home-based learning curriculum for parents and children, supplemented by parent-child centers within individual classrooms. This project seeks to strengthen home-school relationships to support children's development in three key areas: social competence, emergent literacy, and emergent numeracy. The goals of the project include: 1) designing and implementing a home-based learning curriculum for parents and children, 2) refining the understanding of multiple dimensions of parent involvement, 3) analyzing the unique contributions of fathers and mothers to children's readiness, and 4) isolating mediators of parent involvement, including teacher attitudes, parent efficacy, and community cohesion variables.

Through a monthly Parent Excellence series, an intervention called The Companion Curriculum (TCC) is being delivered to parents in the program. TCC involves teachers and small groups of 8-10 parents conducting educational activities together that are designed to enhance home-based learning for Head Start children. All parents are eligible and encouraged to participate in the program, and all parents are receiving the curriculum materials regardless of whether they attend the monthly meetings. Community research coordinators are maximizing participation through removal of barriers, and accommodations are granted for families with more difficult circumstances.

Another part of this curriculum involves establishing Family Corners in children's classrooms, where parents can informally engage their children in fun, stimulating activities. Establishment of Family Corners in Head Start classrooms is a mechanism for enhancing children's privacy and attachment to family and school personnel, while also promoting parent involvement at school. The Family Corner consists of comfortable rugs and furniture that allow parents to sit together with their children to quietly play, read, or just talk. In addition, the materials used in the home-based curriculum are available in the Family Corner for parents to use with their children.

Implementation and dissemination of TCC are being studied in multiple sites longitudinally. Expected benefits over time include enhanced readiness outcomes, home learning environments, school-family partnerships, and community social cohesion. The

study design calls for TCC to be delivered to families in the treatment center while a waitlist control center provides comparison families. A program adoption study occurs during the second year of the intervention, and the former waitlist center receives the TCC intervention. Thus, in Year 1, Center A (n = 5 classes, 100 families), received TCC (with 30 randomly-selected families receiving the telephone consultation). Center B (n = 8 classes, 160 families) served as the control group. In Year 2, a program adoption study took place at Center A, while Center B received TCC, and Center C (n = 4 classes, 160 families) served as the control site. In Year 3, a program adoption study is occurring at Center B, Center C is receiving TCC, and Center D (N = 4 classes) is serving as the control. Random assignment with new sites will occur in Years 4 and 5 to examine implementation and dissemination of TCC across multiple sites.

8. State University of New York at Stony Brook: "Evidence-Based Emergent Literacy Approaches for Head Start"

Through a partnership with a grantee in Patchogue, NY this intervention is comparing two curricula used in Head Start programs that aim to enhance emergent literacy and language skills in terms of improved classroom practice and child outcomes. The primary objective of this project is to identify through careful comparative study, emergent literacy approaches that provide the most effective enhancement of emergent literacy for children in Head Start. The phrase evidence-based curriculum denotes an explicit and careful process of evaluating short- and long-term outcomes of curriculum interventions implemented in randomly assigned Head Start classrooms, thus providing the evidence for making decisions about one or more optimally effective curricula.

More specifically, the project purpose is: 1) to compare, in Head Start classrooms of 4-year-old children, curricula that have as part of their goals the enhancement of emergent literacy and language skills; 2) to replicate with new classrooms in the same Head Start agency, and to extend to a geographically distant and different Head Start agency, the use of the curriculum strategy or strategies comparing most favorably with the others, again in a random-assignment comparison design; and finally, 3) to follow all children in the project through early elementary school in order to obtain the broadest evidence-based support for the strengths of one or more of the curricula in terms of child outcomes in emergent literacy and early reading skills. The emergent literacy intervention curricula are the Waterford Early Reading Program Level 1 and the Let's Begin with the Letter People, and the comparison curriculum is the High/Scope Educational Approach.

The study design includes random assignment of classrooms to the intervention or comparison condition. The design also entails pretest and posttest with the comparison group. In Year 1 of the study, 160 children completed the pretest and 159 completed the posttest. In Year 2, 213 children completed the pretest and 196 completed the posttest. In addition to the DCC core measures, data collection includes The Get Ready to Read Screen, sections of the Developing Skills Checklist, and the Behavioral Assessment Scale for Children (BASC).

## **B. Analysis Plan**

As described above, an individual intervention was implemented by each of the eight HSQRC Consortium members. While these interventions varied in many ways, some of the interventions have a similar focus to promoting the school readiness of Head Start children, such as enhancing literacy development or providing curriculum training for teachers. Based on the respective classifications made by each HSQRC member for their own intervention, the eight interventions were classified into five “intervention types” for the purpose of the analyses presented in this final report. The five intervention types are: Literacy-focused, Socio-emotional-focused, Teacher Training-focused, Individualizing Assessment-focused, and Parent Involvement-focused.

The primary focus of “Literacy-focused” interventions was the enhancement of children’s language and literacy development. The “Socio-Emotional development-focused” interventions seeks to prepare children for eh social and emotional challenges of school. Interventions focusing on teacher training emphasize teachers’ professional development. They provide intensive training in a variety of skills necessary for managing a pre-school classroom, such as assessment or curriculum implementation. The “Individualizing assessment” interventions focus on using developmental assessments to individualize teaching and learning for Head Start children and to improve program quality. Finally, the “parent involvement” intervention seek to enhance children’s school readiness by implementing a home-based learning curriculum for parents and children.

These classifications are not mutually exclusive. For example, High/Scope’s teacher training-focused intervention included training on a curriculum that addresses literacy, socio-emotional development, individualizing assessment, and parent involvement (see page 10). However, their primary focus, determined by their own self-categorization, was training teachers and, as a result, that is how the High/Scope intervention has been categorized for these analyses. Two interventions assigned themselves to two categories. Both Columbia and Quality Counts categorized their respective curriculums in both the “teacher-training” and the “individualizing assessment” categories. Both interventions train teachers on how to assess children, and to interpret and use those assessment results to individualize teaching and learning for Head Start children. All other interventions categorized themselves into only one category. The classifications of each intervention are presented in Table 1.

Table 1. Classifications for each HSQRC Consortium Member’s Intervention

Classification	Intervention
Literacy-focused	<ul style="list-style-type: none"> <li>• “A Systematic Approach to Fostering Language and Literacy Development”-EDC</li> <li>• “Evidence-Based Emergent Literacy Approaches for Head Start”-SUNY</li> </ul>
Socio-Emotional-focused	<ul style="list-style-type: none"> <li>• “Socio-emotional Interventions to Enhance School Readiness”-UNC</li> <li>• “Head Start Adaptation of First Step to Success: Preparing Children for Social/Emotional Success at School”-Oregon</li> </ul>
Teacher Training-focused	<ul style="list-style-type: none"> <li>• “Using Assessment to Improve School Readiness and Head Start Program Quality”-Columbia</li> <li>• “Achieving Head Start Effectiveness through Intensive Curriculum Training”-High/Scope</li> <li>• “Supporting Children’s Individualizing Learning in Head Start”-Quality Counts</li> </ul>
Individualizing Assessment-focused	<ul style="list-style-type: none"> <li>• “Using Assessment to Improve School Readiness and Head Start Program Quality”-Columbia</li> <li>• “Supporting Children’s Individualizing Learning in Head Start”-Quality Counts</li> </ul>
Parent Involvement-focused	<ul style="list-style-type: none"> <li>• “The Companion Curriculum: Connecting Head Start Parents and Teachers to Promote Early Learning and Development”-USC</li> </ul>

Descriptive statistics and analyses for a given intervention type will use aggregated estimates from data of children, families, teachers, and classrooms participating in the interventions classified as that type. Tables with descriptive statistics, as well as statistical tests, can be found in Appendix A.

As mentioned earlier, this report presents findings on data from the Data Coordinating Center (DCC data). The DCC data were collected by contractors trained in the administration of the direct child assessment measures. In addition to the DCC data, each HSQRC is conducting their own research with an additional sample of Head Start children at their site (“non-DCC” sample). The same measures (e.g., direct child assessment, parent interview, teacher-child report) were used to collect data from the non-DCC sample. However, the procedures for collecting those data vary across the eight sites. For example, in some sites HSQRC research staff were trained by the contractors on the direct child assessment procedures to collect data on the non-DCC sample. In other sites, a “train-the-trainers” approach was used. HSQRC staff were trained by the contractors to train other staff to administer the direct child assessment to the non-DCC sample of children. In both cases, HSQRC research staff, rather than contractor staff, collected the direct child assessment data.



Due to the variety of methods used to collect these data, the findings presented in this report are limited to analyses with the DCC sample. Analyses with each HSQRC's full sample of children (DCC and non-DCC), as well as the methods used to collect those data, will be reported by each HSQRC. DCC and non-DCC samples for each of the intervention types are presented in Table 2.

Table 2. DCC and Non-DCC sample sizes by HSQRC program year and intervention type.

Intervention Type	Number of sites in category	2001-2002		2002-2003	
		DCC	Non-DCC	DCC	Non-DCC
Literacy Focused Intervention	2	158	157	211	232
Socio-Emotional Intervention	2	141	3	135	0
Teacher-Training Intervention	3	218	67	289	123
Individualizing Assessment Intervention	2	146	0	201	158
Parent Involvement Intervention	1	88	46	111	77

Across the eight sites and the five intervention types, 642 children were assigned to an intervention group and 109 were assigned to a control group in the 2001-2002, and 600 children were assigned to a treatment group and 347 to a control group in 2002-2003. For each intervention type, the sample sizes for the intervention groups and the control groups are in Table 3.

Table 3. DCC subsample sizes of experimental condition groups by HSQRC program year and intervention type.

Intervention Type	Number of interventions in category	2001-2002		2002-2003	
		Treatment	Control	Treatment	Control
Literacy Focused Intervention	2	158	0	118	93
Socio-Emotional Intervention	2	106	35	120	15
Teacher-Training Intervention	3	181	37	166	123
Individualizing Assessment Intervention	2	109	37	119	82
Parent Involvement Intervention	1	88	0	77	34

The analyses presented in this report are designed to examine the impact of these types of interventions on the outcomes of children and families participating in Head Start. Further, analyses are also conducted to explore the generalizability of these findings to Head Start programs across the nation (as opposed to being applicable only to the HSQRC sample). The presented analyses address the following research questions:

1. What are the characteristics of the children and families participating in the HSQRC studies? How do they compare with those from the national sample in the Head Start FACES study?
2. What are the school readiness skills that children participating in the HSQRC studies have when they enter the respective studies? How do they compare with those from the national sample in the Head Start FACES study?
3. For each of the interventions, do children who were exposed to an intervention have greater growth from fall to spring in their school readiness skills compared to their control-group peers? How do they compare with those from the national sample in the Head Start FACES study?
4. What are the program and staff characteristics and observed quality of the classrooms of the children participating in the HSQRC studies? How do they compare with those from the national sample in the Head Start FACES study?
5. Are there any differences between the control and the intervention classrooms in classroom quality and teacher backgrounds?
6. What are the parenting behaviors skills that parents participating in the HSQRC studies have? How do they compare with those from the national sample in the Head Start FACES study?

7. In the parent-involvement interventions, do parents who participated in the intervention have greater growth from fall to spring in their parenting skills than the control group parents? How do they compare with those from the national sample in the Head Start FACES study?

Tables including descriptive statistics (e.g., means, standard deviations) and comparative statistical tests are found in Appendix A. Group and subgroup analyses will be conducted using independent samples t-tests. These analyses include testing the differences in the means of treatment and control groups for each intervention type, as well as differences in the means from FACES and those from treatment groups from each intervention type. However, these independent samples t-tests do not take include other variables in the model, such as demographic characteristics. Therefore, these results should be interpreted with some caution.

The individual HSQRC sites aimed toward combining their respective samples across the years in order to maximize their analytic capabilities. However, this current report only includes the first year of the multi-year treatment-control design.

### III. Data Collection Center

#### A. Measures

The following instruments were employed in the examination of developmental changes in children who participated in the Head Start Quality Research Consortium (HSQRC) studies during the period of program participation:

- A child assessment battery consisting primarily of tasks drawn from available standardized preschool assessments;
- Questionnaires for obtaining parent<sup>4</sup> and teacher ratings of children's academic, social, and emotional development;
- A standardized classroom observation protocol (used in Head Start classrooms), including measures widely used in previous large-scale research; and,
- Demographic information on the children and families and indirect assessments of child knowledge and behavior were obtained from parent interviews.

Selected program and center staff members were also interviewed.

Details of the psychometric properties and previous usage of these instruments are described in Appendix C.

#### i. Child Assessments

The *Child Assessment* was an essential component of the HSQRC studies because it provided direct measures of how well Head Start programs were achieving the goal of assisting children to be physically, socially, and educationally ready for success in kindergarten. The assessment was designed to estimate the level of learning skills and social competence shown by each child in the sample by giving all children a 30- to 40-minute battery of diagnostic tasks administered by specially selected and trained assessors.

The assessment battery is composed of a short series of tasks that are feasible and interesting for preschoolers to carry out, and that have been shown to be predictive of later school achievement or academic difficulties. There is an emphasis on tasks that relate to the acquisition of reading skills because reading is so central to success in school and to later functioning in society. Some of the tasks also have been found to show

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<sup>4</sup> These were collected by HSQRC staff.

effects on child outcomes related to participation in preschool or differences in the quality of preschool or child care programs.

The following areas were assessed: vocabulary development, emergent literacy (recognizing letters of the alphabet, showing familiarity with printed words and story books), early mathematical skills (counting, adding or taking away blocks to make a given number), perceptual-motor development (drawing copies of simple geometric figures), and social and communicative competence (telling basic facts about self and family to another person). The tasks were drawn from several well-established and widely used instruments (the Peabody Picture Vocabulary Test, the McCarthy Scales of Children's Abilities, and the Woodcock-Johnson Psycho-educational Battery, Revised). Other tasks are modified versions of tasks used in an early childhood inventory that has proven its utility in several smaller-scale longitudinal studies (the CAP Early Childhood Diagnostic Instrument). Details of the properties and previous usage of these instruments are described in Appendix C.

The direct assessments were conducted in both the fall and spring. This made it possible to measure growth in children's skills and competence by comparing their scores on successive assessments.

## **ii. Parent and Teacher Ratings**

*Teacher Ratings of Children's Accomplishments and Behavior* are important sources of information about children's learning and behavior because teachers see children over extended periods of time and in a variety of settings (Rutter, Tizard, and Whitmore, 1970; Goal One Technical Planning Subgroup, 1991). These ratings are also needed because direct assessments and observations conducted over relatively short periods of time have limitations with children as young as those in Head Start. Similar behavior ratings completed by *parents* were contained in the parent interview.

## **iii. Classroom Observations**

The *Classroom Observations* are another important component of the HSQRC studies because they provide direct measures of the extent to which the participating Head Start centers and programs employ skilled teachers and provide developmentally appropriate environments and curricula for their pupils. Trained observers made observations in each of the sampled classrooms, spending a full day in each classroom. Observers spent enough time in each class to ensure observation of a major portion of the daily schedule and a variety of classroom activities.

The observers employed standardized observational methods and coding schemes that have been widely used in child development research, methods whose utility has been proven in previous large-scale studies. For measuring the quality of teachers' interactions with their pupils, the Arnett Caregiver Interaction Scale was used (Arnett, 1989). To measure quality of the classroom environment, a revised version of the Early

Childhood Environment Rating Scale (ECERS-R) (Harms and Clifford, 1980; 1998) was used. Sections of the Assessment Profile for Early Childhood Programs (Abbott-Shim and Sibley, 1987) were also completed.

#### **iv. Parent Interviews**

Data from the Parent Interview, administered in fall and spring, provide Head Start with a comprehensive understanding of the families that they serve, including the characteristics of households and household members, levels and types of participation in the program and in other community services, involvement with their children, and understanding of their children's development.

#### **v. Staff Interviews**

Head Start staff interviews provided essential information about program organization, staff education and training, and program activities designed for children and parents. Staff members who were interviewed included the center director, the education coordinator, and the lead teachers of each of the sampled classes. Questions concerning details of educational philosophy, curriculum, and classroom activities were asked of these staff.

### **B. Sampling**

The participating programs were those working with the HSQRCs to implement the quality-improvement interventions. From these programs, a subset of centers were selected from each participating program in the fall of 2001 and the fall of 2002, using probability proportional to size (PPS) sampling. The measure of size was the number of children aged three and older who are in their first year of Head Start in each center.

At the second stage of sampling, Head Start classrooms were selected. Each of the eight participating programs provided a listing of their Head Start classes along with the total enrollment of first year children aged three and older for each class. In Year One, only intervention classes were eligible for selection<sup>5</sup>. In Year Two, both intervention and control classes were eligible, with the intervention condition being used as a stratification variable. Within each stratum, classrooms were selected with equal probabilities. In Year One, the classroom sample size in each program was the number required to yield approximately 75 first year children per program, plus two reserve classrooms.

In Year Two, the classroom sample size in each program was the number required to yield approximately 57 intervention children and 58 control children per program, with all being first-year children.

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<sup>5</sup> In Year One, some sites included a control group (based on a waitlist control design). For those sites, both intervention and control classes were eligible for selection.

The third stage of sampling involved the actual selection of Head Start children for whom child assessments would be completed. The target population consisted of children enrolled in Head Start for the first time in fall 2001 (and in the second year, children who are new to the program in fall 2002). Center records were used to enumerate the children aged three and older who were eligible for selection. In Year One, with a target of about six sampled classrooms per program, the target number of children per class was 12.5 (12.5 times 6 = 75). If the class contained 13 or fewer eligible children, all were included in the sample. If the class contained more than 13 children, 13 children were selected on an equal probability basis.

In Year Two, with a target of about ten sampled classrooms per program (five intervention classes and five control classes), the target number of children per class was 11.5 (11.5 times 10 = 115). If the class contained 12 or fewer eligible children, all were included in the sample. If the class contained more than 12 children, 12 were selected on an equal probability basis.

### **C. *Field Staff Training***

A weeklong training was conducted prior to each data collection period to prepare field staff for successful completion of data collection. The training included a wide variety of activities covering all the procedures, techniques, and contents required to carry out successful data collection in the Head Start centers:

- Lecture, incorporating slides, overheads, and videotapes;
- Exercises that simulate various procedures such as assessing classroom scheduling;
- Video demonstration of assessment techniques and components of classroom scoring procedures;
- Exercises to achieve pre-established levels of inter-rater reliability;
- Participatory involvement of all trainees in small groups so that trainers may evaluate individual performance;
- Multiple occasions of practice in real classroom settings that simulate what they are expected to do in the field, with the presence of a trainer and a small group of trainees to discuss the classroom ratings and provide valuable guidance on scoring reliability and agreement; and
- One-on-one practice and role-play in the administration of child assessment procedures under supervision of training staff.

The field procedures manual contained information about working with a research team, appropriate behaviors within a classroom, and how to orchestrate Head Start center visits. Moreover, the manual covered an overview of all data collection instruments and administrative and travel procedures. Complete scoring rules and question-by-question specifications for the child assessment and child and classroom observation instruments were also discussed in the manual.

During the training, trainees were introduced to the purpose and goals of the study and background information on Head Start. Trainees were also introduced to the data collection materials and general issues regarding children and early childhood learning environments. Each day of training included a morning question and answer period regarding the previous day's training, a daily review of the current day's material, and a brief discussion of the next day's events.

An additional practice session was given to provide trainees with more practice in either observation or assessment. Assignment of this practice was based on the measures in which the trainees needed more practice. For administering child assessments in Spanish, a special training for English-Spanish speaking trainees was held. The bilingual trainees had an opportunity to practice assessments with Spanish-speaking children.

#### **D. Data Collection**

The HSQRC-DCC study used data collection procedures identical to those that were successfully applied in the five waves of FACES 1997 and the four waves of FACES 2000. This section describes the plan for organizing, staffing and completing the data collection effort.

Data were collected at four points (fall 2001, spring 2002, fall 2002, and spring 2003); which required a site visit team consisting of three individuals:

- A Team Leader (TL), who organized and managed the data collection effort on-site and conducted staff interviews and classroom observations;
- Two Child Assessment Specialists (CAS), who conducted the direct child assessments, distributed and collected the Teacher-Child Reports, and assisted with the classroom observations as needed.

In addition, an On-Site Coordinator (OSC) assisted project staff at each location visited. The OSC was an individual on the local HSQRC research staff. The OSC helped coordinate the data collection at the site by contacting sample families in advance, ascertaining their willingness to participate, and obtaining signed consent forms to allow the child to be assessed. During the visits, the OSC provided general support, such as scheduling, but did not conduct assessments.

Typically, data collection at each program was completed in two weeks. During data collection, the TL began with the staff interviews. After the center director interview was complete and all parent consents were obtained, the TL conducted classroom observations and teacher interviews, and CASs began individual child assessments. This process was repeated until data collection at each of the sample



centers and classes in each program was complete. The approach described above was repeated for the four rounds of data collection.

*Child Assessments.* The assessment battery was administered to each child by one of the trained CASs in a private room separate from the classroom. Each child was taken out of the classroom to participate in the 30-40 minute assessment. The interviewer was trained to administer all of the instruments in a standardized format and to develop rapport with the child, to play with them when needed, and to monitor the child's emotional state. If a child was sick, tired or upset, and could not participate in the assessment, the assessment session was terminated and the remainder of the assessment was rescheduled.

*Classroom Observations.* Over the 2-3 day visit with a particular class, the TL typically spent approximately 4-5 hours per classroom observing the classroom environment and learning activities. This occurred while CASs were administering the child assessments.

In each classroom, the observer stood outside of heavily traveled areas of the room so as to be as unobtrusive as possible. The observer was instructed to limit any interactions with the children and this was reinforced by the teacher who introduced the observer at the beginning of the visit and who conveyed the rules regarding the observer's level of participation in classroom activities.

The classroom observer began each observation period in a classroom at the very beginning of the Head Start day by observing the regular activities as children enter the classroom and begin their day. The classroom observer remained in that classroom until the end of the Head Start day and observed the dismissal of children. In centers with half-day programs, the classroom observer spent two half-days in the same classroom in order to obtain approximately the same amount of observation time as that generated from full day programs.

Observations of the classroom during the structured periods of time consisted of the observers noting aspects of classroom quality and teacher-child interaction in order to complete the measures of the classroom environment (the ECERS-R, Assessment Profile, Arnett, and Literacy Activities Check List).

## **E. Response Rates**

The response rates for the measures and data collection points are summarized in Table 4.

Table 4. Response rates for HSQRC data collections

Measures	Response Rates				Data collection
	Fall 2001	Spring 2002	Fall 2002	Spring 2003	
Child Assessment	80%	88%	70%	74%	Westat
Classroom Observation	96%	98%	100%	99%	Westat
Parent Interview	69%	73%	60%	62%	QRC
Teacher Interview	96%	98%	100%	99%	Westat
Center Director Interview	93%	N/A	75%	N/A	Westat
Teacher Child Report	79%	89%	73%	75%	Westat
Education Coordinator Interview	100%	N/A	89%	N/A	Westat
Family Service Worker Interview	N/A	94%	N/A	96%	Westat

## **F. Data Preparation and Delivery**

**Data entry:** Key entry and verification were performed on the study instruments using a sophisticated production data entry system. This system provides entry form layout, application of edit specification, data verification control, and provides data entry quality and production reports.

**Frequency review:** The frequencies of responses to all data items (both individually and in conjunction with related data items) were reviewed to ensure that appropriate skip patterns were followed. Members of the data preparation team checked each item to make sure the correct number of responses was represented for all items. If a discrepancy was discovered, the problem case was identified and reviewed.

**Data edit:** To code and edit questionnaire data, an integrated collection of software was utilized. Through this system of software, coding manuals and codebooks were developed, data editing was performed, and SAS source code was generated.

**Data File Creation:** Data files were created and analyses performed to provide summaries and assessments of Head Start children and their families during this period and to assess the reliability and validity of information contained within the data collection instruments. Numerous derived variables were created to increase the magnitude and scope of analytical capabilities. The coding for these derived variables may be obtained upon request.

## IV. Data Analysis

### A. *Child and Family Demographics*

This section describes the family contexts of the children in the Head Start Quality Research Center Consortium. It describes their family backgrounds, including parents socioeconomic backgrounds and family structure. A description of these families will give the reader an understanding of the families and children who participated in the HSQRC interventions and provide a context for the results of those interventions. Further, given the HSQRC's experimental design and its mission to identify interventions that may benefit Head Start children nationwide, it is important to explore the generalizability of the results from the HSQRC sites to the Head Start population in general. In order to do this, we will compare the demographic characteristics of the HSQRC sites and the FACES 2000 sample, which is representative of the population of low income children and families served by Head Start. This section will address the following research questions:

What are the characteristics of the children and families participating in the HSQRC studies? How do they compare with those from the national sample in the Head Start FACES study?

Descriptive statistics (e.g., means and standard deviations) are presented for child, family, and teacher demographic characteristics and classroom observation ratings for the fall of the HSQRC 2001-2002 and 2002-2003 program years, as well as for the nationally representative sample from FACES 2000. Data from the FACES 2000 sample are weighted to represent estimates of the population of Head Start children as a whole. Data from the HSQRC studies are limited to the DCC sample and are unweighted.

#### **Description of Overall HSQRC sample in Fall of the 2001-2002 program year**

**Sample Children.** Of the 551 children in the HSQRC-DCC treatment and control groups, 48 percent were female. Approximately 20 percent of the children were Spanish, Hispanic, or Latino, 56 percent were African American and 32 percent were White<sup>6</sup>. A language other than English was spoken in 15 percent of sample households.

The average age of the children at the time of assessment was 50.9 months, or a little more than 4-years old. Thirty percent of the children in the HSQRC sample were 3 years old or younger at the time of the assessment, whereas 9 percent of HSQRC children were 5 years old or older. Twenty percent of the children in the HSQRC sample were reported by parents as diagnosed with a disability.

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<sup>6</sup> When indicating the child's race or ethnicity, the respondent was asked to select all the categories that applied. Therefore, the sum of the percentages can be greater than 100 percent.

**Family Structure.** Both the mother and father lived in the household of approximately 36 percent of the families in the HSQRC sample, whereas single parent households made up 44 percent of the sample. The average HSQRC household consisted of 4.5 members. Twenty-one percent of the families had only one child, while 17 percent had four or more children.

**Economic Self-sufficiency: Employment, Income, and Education.** Sixty-four percent of HSQRC mothers were employed, while 76 percent were in the labor force. The mean monthly family income of families participating in the HSQRC studies was \$1,536.

Twelve percent of families in the HSQRC sample received some type of household income assistance in the past 6 months. Thirty-eight percent received food stamps. Family poverty status, which is based on the number of family members and the family's total yearly income, affected 61% of the families in the sample. Thus, slightly less than two thirds of the families were at or under Federal poverty guidelines, according to family size and income<sup>7</sup>.

Parent education was measured using a 9-point scale, with each point representing a given level of education, from an eighth grade education or less (scale score = 1) to a graduate level diploma (scale score = 9). The average education score of parents in the HSQRC sample was 3.9, which was slightly less than a vocational or technical degree (scale score = 4). Approximately 10.7 percent of interviewed parents had a bachelor's degree or higher, and 52.4 percent had a high school diploma (or equivalent) or less.

## **Description of Overall HSQRC sample in Fall of the 2002-2003 program year**

**Sample Children.** Fifty percent of the children were female. Approximately 30 percent of the children were described by their parent as Spanish, Hispanic, or Latino in ethnic origin. According to respondents, 43 percent of the children were African American While 33 percent were white. A language other than English was spoken in 27 percent of HSQRC households.

The average age of the children at the time of assessment was 49.0 months, or slightly more than 4-years old. Forty-one percent of the children in the HSQRC sample were 3 years old or younger at the time of the assessment, while only 3 percent of the children were 5 years old or older. Eighteen percent of the children in the HSQRC sample were reported by parents as diagnosed with a disability.

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<sup>7</sup> Monthly income from the parent interview includes all sources of money, including wages from all household members and public assistance. This is a much broader definition of income than the one used to determine eligibility for Head Start.

**Family Structure.** Both the mother and father lived in the household of approximately 41 percent of the families in the HSQRC fall 2002 sample, whereas single parent households made up 39 percent of the sample. The average HSQRC household consisted of 4.6 members. Nineteen percent of the families had only one child, while 17 percent of families had four or more children.

**Economic Self-sufficiency: Employment, Income, and Education.** Sixty-five percent of HSQRC mothers were employed, while 76 percent were in the labor force. The mean monthly family income of families participating in the HSQRC studies was \$1,508.

Fourteen percent of families in the HSQRC sample received some type of household income assistance in the past 6 months, and 35 percent received food stamps. Family poverty status, which is based on the number of family members and the family's total yearly income, affected 63 percent of the families in the sample. Thus, slightly less than two thirds of the families were at or under Federal poverty guidelines, according to family size and income.

The average education score of parents in the HSQRC sample (again, using a 9-point scale) was 3.7, which is slightly less than a vocational or technical degree (scale score = 4). Approximately 8.5 percent of interviewed parents had a bachelor's degree or higher, and 58.2 percent had a high school diploma (or equivalent) or less.

### **Comparing the Demographic Characteristics of Children and Families in the HSQRC studies with those in FACES 2000**

In general, the characteristics of the children and families in the HSQRC sample were similar to those in the FACES 2000 sample. However, since the HSQRC sample was not a random, national sample, it was not identical to the FACES 2000 sample. Any significant differences that do exist did not show any systematic bias between the two samples. Tables showing the mean comparisons between the HSQRC and FACES 2000 and their statistical tests can be found in Appendix A.

### **Comparing the Demographic Characteristics of Children and Families Assigned to the Intervention Groups with Those in the Control Groups**

In each of the eight HSQRC sites, children were randomly assigned to either a treatment group, who would receive the intervention, or a control group, who would not receive the intervention. After the respective interventions were implemented, the outcomes of the treatment group children were compared to those of the control group children to determine if the intervention had any effect on their school readiness. However, those determinations could be confounded if the treatment and control groups differed in any relevant respect other than whether they received the intervention. For instance, if the children who received an intervention also tended to have more educated parents than their peers in the control group, it would be difficult to determine if differences in their school readiness scores at the end of the year were due to the effects

of the intervention or the effects of having more literate parents. Therefore, it is important to compare the characteristics and learning environments of the children assigned to the treatment and control group to determine the validity of the findings and to rule out any possible confounding variables.

### **Comparing the Demographic Characteristics of Treatment and Control Groups for Each Intervention Type**

Only the significant differences between the two groups of each intervention type are reported below. Full tables of these analyses can be found in Appendix A.

Literacy-focused Intervention Type. The HSQRCS that were implementing a literacy-focused intervention type did not have control groups in the 2001-2002 year. They did have control groups in the 2002-2003 year and there were few significant differences in the demographic characteristics of the treatment and control groups. While the percentage of White children and the percentage of African American children were not significantly different between the two groups, there was a significantly higher percentage of children of Spanish, Hispanic, or Latino origin in the treatment group (41%) than in the control group (23%). The children in the treatment group also were significantly older at the time of assessment than those in the control group (50.0 months versus 48.1 months). Finally, a smaller percentage of families in the treatment group received some type of household income assistance in the past 6 months (12%) compared to the control group (26%).

Socio-emotional-focused Intervention Type. For both program years, there were few significant differences between the children who were receiving a socio-emotional-focused intervention and their peers in the control group. In the 2001-2002 program year, there was a significantly lower percentage of White children (49%) in the treatment group than in the control group (78%). There was also a higher percentage of African American children (49%) in the treatment group than in the control group (4%, or 1 child of the 26 participating in the control group). The percentage of children of Spanish, Hispanic, or Latino origin was not significantly different between the two groups (14% and 26%, respectively). While the families were similar in all other measures of socioeconomic status, a smaller percentage of families in the treatment group received food stamps (49%) compared to the control group (83%).

In the 2002-2003 program year, the percentages of White children and of African American children were again significantly different between the two groups, but in the opposite direction. The treatment group had a significantly higher percentage of White children (46%) and a lower percentage of African American children (27%) in the treatment group than in the control group (5% and 58%, respectively). The percentage of children of Spanish, Hispanic, or Latino origin was, again, not significantly different between the two groups (31% and 42%, respectively). While the families were similar in all other measures of socioeconomic status, a smaller percentage of families in the treatment group lived at or below the Federal poverty guidelines (60%) compared to the control group (84%). Further, while the families were similar in all other measures of

family structure, the average family size of the treatment group (4.3 members) was significantly smaller than that of the control group (5.1 members).

Teacher Training-focused Intervention Type. In the 2001-2002 program year, there were some differences in the characteristics of the children assigned to the treatment group and their peers in the control group. All 34 of the children in the control group were African American. In comparison, 57 percent of the treatment group children were African American, 36 percent were white, and 17 percent were of Spanish, Hispanic, or Latino origin. None of the children in the control group came from a family that primarily spoke a non-English language in the household, compared to 14 percent of the children in the treatment group that did so. Only 6 percent of the control group children were diagnosed with a disability, while 23 percent of the children in the treatment group had such a diagnosis. The age at assessment was also significantly different between the two groups. Children in the control group were significantly older compared to their peers in the treatment group (52.4 months versus 50.0 months). There was a significantly smaller percentage of children 3-years old or younger in the control group than in the treatment group (14% versus 36%). Finally, while the families were similar in all other measures of family structure, a smaller percentage of households in the control group had both parents present (24%) compared to the treatment group (42%).

In the 2002-2003 program year, there were no significant differences in the characteristics of the children in the treatment group and the control group. While the families were similar in all other measures of socioeconomic status, a larger percentage of families in the control group received food stamps (35%) compared to the treatment group (16%).

Individualized Assessment-focused Intervention Type. In the 2001-2002 program year, there were some differences in the ethnic makeup of the treatment group and that of the control group. One-hundred percent of the children in the control group were African American. In comparison, 80 percent of the treatment group children were African American, 14 percent were White, and 21 percent were of Spanish, Hispanic, or Latino origin. None of the children in the control group came from a family that primarily spoke a non-English language in the household, compared to 19 percent of the children in the treatment group that did so.

There was only one difference in the characteristics of their respective families. While the families were similar in all other measures of family structure, a smaller percentage of families in the control group had both parents present in the household (24%) compared to the treatment group (42%).

In the 2002-2003 program year, there were no significant differences in the characteristics of the children in the treatment group and the control group. While the families were similar in all other measures of socioeconomic status, a larger percentage of families in the control group received food stamps (27%) compared to the treatment group (13%).

Parent Involvement-focused Intervention Type. The HSQRC implementing the parent involvement-focused intervention did not have a control group in the 2001-2002 year. They did have a control group in the 2002-2003 year and there were only two significant differences in the demographic characteristics of the treatment and control groups. While there were no significant differences in the other measures of socioeconomic status, 14 percent of families in the treatment group received some type of household income assistance in the past 6 months, while no families in the control group received any type of assistance. The only other significant difference between the two groups was in the percentage of children who were 5-years old or older: 7 percent of children in the treatment group were 5-years old or older, while none of the children in the control group were in this age category.

### **Summary of comparisons of demographic characteristics of treatment and control groups**

Overall, there were few significant differences in the demographic characteristics of the individual treatment groups and their respective control groups for each intervention type. The children in the treatment groups tended to be similar to their respective control group peers in terms of gender, age at assessment, and disability status. The families in the treatment groups tended to be similar to their respective control group counterparts terms of socioeconomic status, parent education, and family structure (e.g., family size, presence of one or both parents in the household). These similarities tended to be true for both the 2001-2002 and 2002-2003 HSQRC program years. Generally, the few significant differences that were found between the treatment control groups were not systematic, tending to only exist for one of the program years, not both.

### **Comparing the Demographic Characteristics of Children and Families in the HSQRC Studies with Those in FACES**

As mentioned above, in each of the eight HSQRC sites, intervention programs were implemented, and the outcomes of the treatment group children were compared to those of the control group children to determine if the intervention had any effect on their school readiness. However, the ultimate goal of these eight studies is to determine if these interventions are effective in the population of children in Head Start, not just the children in the eight sites involved in the respective studies. In order to generalize these findings to the Head Start population as a whole, it is important to compare the characteristics and learning environments of the children involved in the respective studies with those of the children in the Head Start population, to determine if the HSQRC children have any significant differences to bias the results and reduce their generalizability to the Head Start population.

In general, the characteristics of the HSQRC children and families receiving an intervention were similar to the children and families in the FACES 2000 sample. However, they were not identical, nor were the samples designed to be. FACES is a national sample designed to be representative of the general population of Head Start



children. The HSQRC sample is a sample of children that attend the programs participating in the HSQRC studies. While the characteristics of the entire sample of HSQRC children and families were similar to those of FACES, some notable differences exist between the specific intervention subsamples and FACES 2000.

The most notable significant differences occur in the ethnic/racial makeup of the subsample of children receiving the HSQRC parent involvement-focused intervention. For both program years, almost all of these children in the site were described as African American (97% for fall 2001, 100% for fall 2002). Comparatively, only 36 percent of the children in FACES 2000 were African American. Further, in fall 2001, 6 percent of the children in the parent involvement treatment group were White, while in fall 2002, 5 percent were White. In FACES, 53 percent of children were White. Finally, in both fall 2001 and fall 2002, only 3 percent of children were Spanish, Hispanic, or Latino in ethnic origin. Comparatively, 28 percent of the children in FACES were the same.

Notable significant differences also exist between the children and families participating in a literacy-focused intervention and those in FACES 2000. For both HSQRC program years, a significantly smaller percentage of children were White (23% for fall 2001, 28% for fall 2002) compared with those in FACES (53%). Further, a larger percentage of children predominantly spoke a non-English language at home (30% in fall 2001, 39% in fall 2002) compared with those in FACES (18%). Finally, a smaller percentage of families in the HSQRC literacy intervention groups received some type of household income assistance (5% in fall 2001, 12% in fall 2002) compared with FACES (23%).

There were also some notable differences in the characteristics between the children receiving an individualizing-assessment intervention and those in FACES 2000. In both program years, there was a significantly smaller percentage of families receiving some type of household income assistance in the past 6 months (7% in fall 2001, 6% in fall 2002) compared with those in FACES 2000 (23%). This finding was also observed with children participating in one of the teacher training-focused interventions.

## ***B. Child Outcomes***

The goal of the Head Start Quality Research Center Consortium is to improve child outcomes in the areas of literacy, social-emotional development, and other domains of school readiness through various intervention methods, such as curriculum enhancements, teacher training and mentoring, parent involvement, and assessment practices. To assess the efficacy of these interventions, the HSQRC members conducted randomized, experimental evaluations, randomly assigning classrooms of children to a treatment group (i.e., receiving the intervention) or a control group (i.e., not receiving the intervention). After the intervention has been implemented, the respective performances on a standard battery of assessment tools are compared to determine if there are significant differential outcomes between the two groups that can be attributed to exposure to the intervention.

The child outcome instruments used in the HSQRC studies were designed to tap major components of school readiness. Children's cognitive development and early academic skills were measured through a direct child assessment administered to each of the sample children by specially trained assessors. Children's developing social skills were assessed by means of standardized reports filled out by teacher and parents.

This section will address the following research questions:

1. What are the school readiness skills that children participating in the HSQRC studies have when they enter the respective studies?
2. For each of the interventions, do children who were exposed to an intervention have greater growth from fall to spring in their school readiness skills compared to their control-group peers?

The child outcomes instruments are a series of tasks designed to appraise the children's cognitive and perceptual-motor development in areas such as word knowledge, letter recognition, and early writing. These tasks have been shown to be predictive of later school achievement, especially of later reading proficiency and general knowledge (ACF, 2003). A complete listing of instruments and their psychometric properties are provided in Appendix C. Instruments included:

- Peabody Picture Vocabulary Test, Third Edition (PPVT-III), (Dunn & Dunn, 1997) a nationally-normed test which measures children's word knowledge through asking children to show the meaning of spoken words by pointing to one of four pictures that best illustrates the meaning of the word;
- Letter-Word Identification, Applied Problems, and Dictation tasks of the Woodcock-Johnson Psycho-Educational Battery-Revised (WJ-R), (Woodcock & Mather, 1989). These nationally-normed scales ask children to identify letters and words, solve simple addition and subtraction problems, and trace letters and write their own name;

- McCarthy Draw-A-Design from the McCarthy Scales of Children's Abilities (McCarthy, 1972), a test with national norms in which children copy simple designs, such as a circle, a right angle, and a star;
- Teacher and parent ratings of children's social skills and approaches to learning, adapted from the Social Skills Rating System (Elliot, Gresham, Freeman, & McCloskey, 1988), and the Personal Maturity Scale (Alexander & Entwisle, 1988);
- Teacher and parent ratings of children's problem behavior, adapted from the Child Behavior Checklist for Preschool-Aged Children (Achenbach, Edelbrock, & Howell, 1987), the Behavior Problems Index (Zill, 1990), and the Personal Maturity Scale (Alexander & Entwisle, 1988).

The children were also asked to show familiarity with story books, understanding of print conventions, and identify the letters of the alphabet.

A screener was used to determine whether English-language learners were to be administered the direct child assessment battery in English or not. The screener involved information provided by teachers and assessors which was used to determine the language of administration. In the fall, English-language learners who were determined to be primarily Spanish-speaking, received the entire direct child assessment battery in Spanish, e.g. TVIP, Woodcock Munoz Letter-Word Identification, Applied Problems, Dictation, etc. They also were administered the PPVT and Woodcock Johnson Letter-Word Identification in English, as well. In the spring, these same children received the entire direct child assessment battery in English. They were also administered the TVIP and Woodcock Munoz Letter Word Identification in Spanish for the purpose of comparison. In the fall, English-language learners who were determined to primarily speak a language other than Spanish did not receive any portion of the direct child assessment battery in their native languages. In the spring, these same children received the entire direct child assessment battery in English. In the spring, language-minority children in most Head Start programs were assessed in English. All child assessors were well trained and monitored periodically by research staff (see section IIC). The assessment required 30 to 40 minutes per child.

## **What children know and can do when they enter the Head Start programs**

These descriptive results are based on the performance of the children sampled for HSQRC as they enter the Head Start programs. These results are limited to the DCC sample of children in the HSQRC.

In general, the skills demonstrated by children entering the 2001-2002 program year were similar to those demonstrated by children entering the 2002-2003 program year. The skills demonstrated by children entering the HSQRC Head Start programs were significantly, but not notably, higher than those displayed by children in FACES

2000. For instance, in fall 2001, the average vocabulary standard score for children in the HSQRC sample was 83.6. Children from FACES 2000 had an average fall vocabulary standard score of 81.3, which is significantly lower than the average score of the children in HSQRC. However, the differences of these two scores (2.3) represents a difference of only one-seventh of a standard deviation, which is a very small effect size. Therefore, the baseline skills with which children sampled for HSQRC enter the Head Start programs are not notably different from those of children in FACES.

The children sampled in the HSQRC studies also showed high ratings of positive approaches to learning, and low ratings on problem behaviors such as aggression, hyperactivity, and withdrawal, as rated by both parents and teachers, a similar trend to those reported in FACES 2000. However, children in the HSQRC did show significantly lower ratings of problems behaviors and higher ratings of positive approaches to learning than children in the FACES 2000 sample.

As also found in FACES 2000, the majority of children sampled for the HSQRC studies come into the Head Start programs with early literacy skills that are less developed than those of average children their age.

### **Comparison of Child Outcome Fall Scores for Intervention and Control Groups by Intervention Type**

Prior to examining the fall to spring gain scores for the intervention and control groups for each intervention type, it is important to examine the fall scores, or baseline scores, of the two groups to determine if children in one group entered the studies with more enhanced skills than the children in the other group. Knowing how the children compare at the baseline will help to evaluate the data from the fall to spring gain scores. For instance, hypothesize that children assigned to the control group of a particular intervention enter the study with greater skills than the children receiving the intervention. At the end of the program year, the children assigned to intervention group have received the intervention curriculum, and the results show that their fall to spring gain scores are significantly higher than those of the control-group children. However, this difference in the gain score may be due to the fact that the control-group children came in with higher baseline scores in the fall and did not have as much room to improve as the intervention group. It would be much more valid to compare the fall to spring gain scores of the children with the tenable assumption that they start with the same baseline skill levels. Descriptive statistics and significance tests for cross-sectional fall data from both program years can be found in Appendix A.

Within each of the respective intervention types, there were few significant differences between the fall scores of children in the treatment group and those in the control groups, indicating that the children enter the HSQRC studies with similar school readiness skills. The most notable differences were observed in the treatment and control groups of the socioemotional–focused intervention type. In fall 2001, treatment group children had significantly lower scores on the PPVT-III (84.4 versus 92.4), WJ-R Letter-

Word Identification (91.7 versus 96.6), and WJ-R Applied Problems (89.4 versus 99.1). The magnitude of these differences range from two thirds of a standard deviation (for the WJ-R Applied Problems task) to one third of a standard deviation (for the WJ-R Letter-Word Identification). Further, children in the intervention group also had significantly higher teacher ratings of total problem behaviors (7.2 versus 3.6), hyperactivity (1.9 versus .7), and withdrawal behaviors (3.1 versus 1.2). In the following program year, the treatment group children had significantly lower scores for only the PPVT-III assessment task (78.5 versus 89.4) by the magnitude of two thirds of a standard deviation. Children in the intervention group also had significantly higher teacher ratings (2.7.6 versus 1.2) and parent ratings (.6 versus .2) of withdrawn behavior.

In fall 2001, children in the intervention groups of the individualizing assessment-focused and teacher training-focused interventions also had significantly higher teacher ratings of total behavior problems, aggression, and withdrawn behaviors than their control group peers (see Appendix A for mean scores). These ratings were not significantly different in the fall 2002 cohort.

Aside from these instances, the baseline mean scores on the child outcome measures from the fall were generally not different between the treatment- and control-group children.

### **Comparison of Child Outcome Fall-Spring Gain Scores for Intervention and Control Groups by Intervention Type**

Typically, the study design of the HSQRC studies includes a treatment group and a control group. The efficacy of the intervention can be assessed by comparing the performance of the treatment- and control-group children on relevant measures at the end of the program year. Should the intervention be effective, the scores on the relevant outcome measures should be significantly higher for children exposed to the intervention than for those who were not (i.e., those in the control group). Further, for each intervention the fall to spring gain scores were analyzed to determine if children receiving the intervention make significantly more progress in their school readiness than those in the control group. The analyses described in the following sections are conducted on children who were assessed in both fall and spring.

Tables containing descriptive statistics and analysis of fall to spring gain scores are found in Appendix A. Further, tables presenting analyses of fall and spring cross-sectional data are also included in Appendix A. Finally, tables comparing the results from the HSQRC intervention studies with weighted data from the nationally representative sample from FACES 2000 are also in Appendix A.

Literacy-Focused Interventions. The goal of the literacy-focused interventions is to significantly enhance children's language and literacy development through teacher training and supervision, or through the implementation of supplemental curricula promoting literacy development. Therefore, the efficacy of the literacy-focused intervention would be evidenced in significantly greater progress made by the

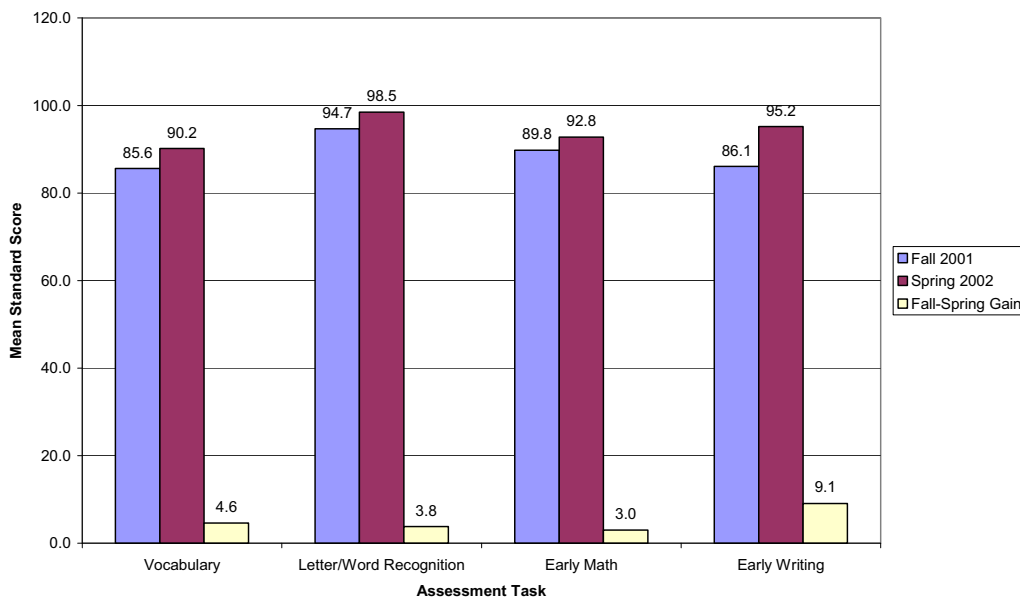
intervention group in measures of emergent literacy, such as vocabulary, letter-word identification, and book knowledge.

As described in section B of chapter II, data from two HSQRCs were combined to form the literacy-focused intervention group. This categorization was based on discussions with the HSQRC members and their self-categorization of their interventions. Based on this combination, 158 children were in a literacy-focused treatment group in the 2001-2002 program year (there was no control group). In the 2002-2003 program year, 118 children were in a literacy-focused treatment group and 93 were in a control group.

The Literacy-Focused Intervention Type did not have a control group during the 2001-2002 program year. Therefore, only the child outcome gain scores of the treatment group are presented for that program year.

Looking at children who were assessed at both fall and spring of the 2001-2002 program year (N=146), significant gains were made in every assessment task. Children participating in a literacy-focused intervention showed significant expansion of their vocabularies, letter-word recognition, early math, and early writing skills between the beginning and end of the program year (see figure 4.1). By the spring of the Head Start year, these children had average standard scores of greater than 90 on each of these tasks. The mean standard scores were 90.2 for the Peabody Picture Vocabulary Test, 98.5 for the WJ-R Letter-Word Identification task, 92.8 for the WJ-R Applied Problems task, and 95.2 for the WJ-R Dictation task. The increases in the mean standard scores on these tasks ranged from 9.1 for the Dictation task to 3.0 for the Applied Problems task (see figure X). The fall to spring gain scores for the WJ-R Letter-Word Identification (+3.8 versus -.03) and the WJ-R Dictation tasks (+9.1 versus 2+.0) were significantly higher than those found in FACES 2000. However, the gain scores for the PPVT-III and the WJ-R Applied Problems task were not significantly different than those in FACES 2000.

**Figure 4.1. Children in Literacy-Focused Intervention Groups Show Significant Gains in all Four Norm-Referenced Tasks**

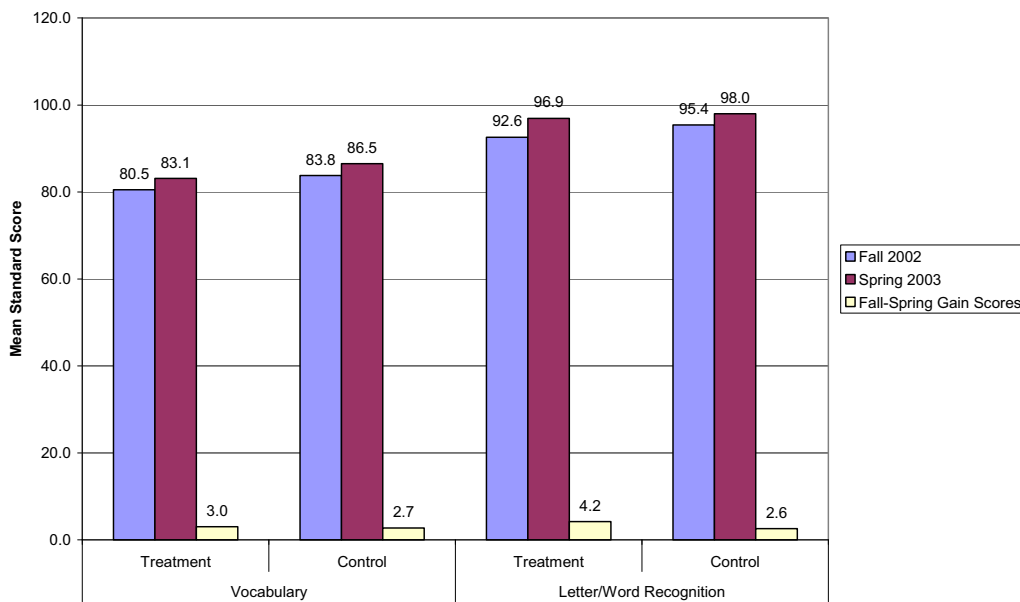


Children participating in a literacy-focused intervention group also make significant progress in book knowledge and knowledge of print conventions, as well as design copying. The gain scores for book knowledge and design copying were significantly greater than those reported for FACES 2000.

Children also showed significant progress in the number of letters they could identify. On average, children could identify 14 letters of the alphabet by the end of the year, an increase of over 8 letters since the fall. Sixty-eight percent knew 10 or more letters, which was an increase of 37 percent since the fall.

The design of the 2002-2003 intervention did include a control group to which treatment group outcome scores can be compared to assess the efficacy of the literacy-focused interventions. Looking at children who were assessed in both fall and spring, children receiving the intervention made significant gains in almost every one of the assessment tasks; however, these gains were not significantly different from those made by the control group. Children participating in a literacy-focused intervention showed significant expansion of their vocabularies and letter-word recognition skills between the beginning and end of the program year. By the spring of the Head Start year, the mean standard scores were 83.1 for the Peabody Picture Vocabulary Test and 96.9 for the WJ-R Letter-Word Identification task. The mean standard scores on the vocabulary task went up by 3.0 points, and the Letter-Word Identification standard scores went up by 4.2 points. However, these gains were not significantly different from those made by children in the control group (Figure 4.2). Of the four norm-referenced tasks, only the gain scores for the WJ-R Letter-Word Identification task were significantly different from those found in FACES 2000 (+4.2 versus -.03).

**Figure 4.2. Significant Gains made by Treatment Group were not different than those made by Control Group**



As in the 2001-2002 program year, children participating in a literacy-focused intervention group in 2002-2003 also make significant progress in book knowledge and design copying. However, this progress was not significantly different than that made by their control group peers. On average, children could identify 10 letters of the alphabet by the end of the year, an increase of almost 8 letters since the fall. Fifty-two percent knew 10 or more letters, which was an increase of 39 percent since the fall. Again, these significant gains were not different than those made by the control group. Generally, the gain scores shown by the treatment group are similar to those reported for FACES 2000. Only one significant difference in gain scores was observed: children in a literacy-focused intervention group made significantly greater fall to spring gain in letter-word identification (+4.2) than children in FACES 2000 (0.0).

Socio-emotional Focused Interventions. The goal of the socio-emotional focused interventions is to promote preschoolers' social behavior and emotional development. Therefore, significant declines in problem behaviors (e.g., aggression or withdrawal) and increases in positive behaviors (e.g., cooperative classroom behavior) made by the intervention group compared to the control group would provide evidence of the efficacy of these interventions.

As described in section B of chapter II, data from two HSQRCs were combined to form the socio-emotional focused intervention group. One-hundred and six children were in a socio-emotional focused treatment group in the 2001-2002 program year, while 35 were in the control group. In the 2002-2003 program year, 120 children were in the treatment group and 19 were in the control group.



In the 2001-2002 program year, children receiving a socio-emotional focused intervention had significant increases in parent ratings of positive approaches to learning (+.27), which was significantly greater than that of the control group (-.52). Children receiving a socio-emotional focused intervention also had significant declines in parent ratings of total problem behavior (-1.02), aggression (-.52), and hyperactivity (-.42). However, these change scores were not significantly different than the ratings for their control group peers, even though the average change scores for the control group were not significantly different than zero. However, these inconsistent results may be due to the uneven numbers of children assigned to an intervention group (N=99) and to a control group (N=33). One site chose to randomize in year 1 only, while another site chose to randomize in year 2 only. Children receiving an intervention also had significant gains in teacher ratings of cooperative classroom behavior (+2.14), however, this was not significantly different than the significant gain demonstrated by their control group peers (+1.66).

Counter-intuitively, children receiving an intervention showed a significantly smaller decline from fall to spring in teacher ratings of aggression (+.63) compared to the control group (-.13). Finally, children in an intervention group also showed a significant increase in teacher ratings of total problem behavior (+1.36). However, this was not significantly different than the gain score of the control group (+.41).

While change scores in parent ratings of social behavior from the children in the socio-emotional intervention group were similar to those found in FACES 2000, children in an intervention showed increases in problem behavior compared to declines in FACES, significantly smaller declines in teacher ratings of aggression (.63 versus -.05), hyperactivity (+.17 versus -.16), withdrawal (+.56 versus -.18), and total problem behavior (+1.36 versus -.37) compared with the children in FACES 2000.

In the 2002-2003 program year, children receiving a socio-emotional focused intervention had significant increases in parent ratings of positive approaches to learning (+.34) and in teacher ratings of cooperative classroom behavior. However, the significant increase in the parent ratings of positive approaches to learning was not significantly greater than that of the control group (+.29). Counter-intuitively, the intervention group's significant increase in teacher ratings of cooperative classroom behavior was significantly smaller than the increase demonstrated by the control group (+4.0). The gain scores demonstrated by the treatment groups are similar to those found in FACES 2000.

The counterintuitive findings may be a result of the teacher training that is part of the socio-emotional focused intervention. Teachers participating in the intervention training may be trained to be more critical of the children's behavior. As a result, their criteria for giving higher behavior ratings may be more strict than those of teachers who did not receive such training. Further, these findings should be reviewed with caution due to the large differences in the sample sizes for the intervention and control groups.

Teacher-Training Focused Interventions. The goal of the teacher-training focused interventions is to promote preschoolers' school readiness through training teachers on

proven curricula or in using assessment data to identify challenging areas for their students such as emergent literacy or resolution of social conflicts. Therefore, the efficacy of this intervention would be evidenced in significantly greater progress made by the intervention group than the control group in measures of emergent literacy, as well as social development.

As described in section B of chapter II, data from three HSQRCs were combined to form this intervention-type category. One-hundred and eighty-one children were in a teacher-training focused treatment group in the 2001-2002 program year, while 37 were in the control group. Only one of the 3 sites chose to randomize in year 1, while all 3 sites did in year 2. In the 2002-2003 program year, 166 children were in the treatment group and 123 were in the control group.

In the 2001-2002 program year, children in a teacher-training focused intervention group made significant gains in almost every one of the assessment tasks. Further, fall to spring gain scores were significantly greater for children in the intervention groups than for those in the control group for vocabulary, book knowledge, and early math. By the spring of the Head Start year, the mean standard scores were 88.6 for the Peabody Picture Vocabulary Test, an increase of 6.6 points. This was a significantly larger fall to spring gain than the 2.1-point increase by the children in the control group. Intervention group children also made significant progress from fall to spring in book knowledge scores (+1.0). This increase was significantly greater than the non-significant gains made by children in the control group (+.2, n.s.). While the fall to spring gains in early math standard scores for intervention group children were not significant (+1.4), they were significantly greater than the fall to spring decline in early math standard scores demonstrated by the control group children (-3.9).

Intervention group children also showed significant expansion of their letter-word recognition skills and early writing skills between the beginning and end of the program year. By the spring of the Head Start year, the mean standard scores were 96.9 for the WJ-R Letter-Word Identification task, and 89.0 for the WJ-R Dictation task. The mean standard scores on the Letter-Word Identification task went up by 2.9 points and the Early Writing standard scores went up by 5.9 points. However, these gains were not significantly different than those made by children in the control group.

Significant progress was also made by children in the teacher-training focused intervention groups in knowledge of print conventions, design copying, and the number of letters the child could name. By the end of the program year, intervention group children could name 11 letters of the alphabet, an increase of 7 letters from the fall. Fifty-seven percent of children could identify 10 or more letters, an increase of 34 percent from the fall. However, these significant fall to spring gains for the children in the intervention groups were not significantly different than those made by their control group peers.

These gain scores demonstrated by the intervention group are generally greater than those found in FACES 2000 (see comparison tables in Appendix A for statistical tests).

Children in the teacher-training focused intervention groups also showed significant fall to spring progress in parent ratings of positive approaches to learning (+.48) and teacher ratings of cooperative classroom behavior (+1.73). Further, they also demonstrated significant declines in parent ratings of aggressive behavior (-.29). However, these fall to spring change scores were not significantly different than those demonstrated by their control group peers.

Similar to the results from the 2001-2002 program year, children in the teacher-training focused intervention group in 2002-2003 made significant gains in almost every one of the assessment tasks. Intervention group children showed significant expansion of their vocabulary and early writing skills between the beginning and end of the program year. By the spring of the Head Start year, the mean standard scores were 85.8 for the Peabody Picture Vocabulary Test and 88.5 for the WJ-R Dictation task. The mean standard scores on the vocabulary task increased by 5.8 points and the early writing standard scores rose by 4.4 points. However, these gains were not significantly different than those made by children in the control group.

Significant progress was also made by children in the teacher-training focused intervention groups in book knowledge, design copying, and letters named. By the end of the program year, intervention group children could name 7 letters of the alphabet, an increase of over 5 letters from the fall. Forty percent of children could identify 10 or more letters, an increase of 29 percent from the fall. However, these significant fall to spring gains for the children in the intervention groups were not significantly different than those made by their control group peers.

In the area of social development, children in the teacher-training focused intervention groups did show significantly greater progress than their control group peers. Specifically, intervention-group children showed significantly greater declines in parent ratings of hyperactive behavior from fall to spring than children in the control group (-.34 versus +.15).

These fall to spring change scores for the intervention group are similar to those found in FACES 2000.

As in the 2001-2002 program year, children in the intervention groups in 2002-2003 also showed significant progress in teacher ratings of cooperative classroom behavior (+2.73). However, these change scores were not significantly different than those demonstrated by their control group peers, but were significantly greater than those demonstrated by children in FACES 2000 (+1.97). Children in the teacher-training focused intervention groups also showed smaller fall to spring gain in book knowledge (+.56) than those in the FACES 2000 sample (+.79). No other significant differences were found between the intervention group and the FACES 2000 sample.

Individualizing-Assessment Focused Interventions. The goal of the individualizing-assessment focused interventions is to train teachers in using assessment data to identify challenging areas for their students such as emergent literacy or resolution of social conflicts, and target these areas for improvement. Therefore, the efficacy of this intervention would be evidenced in significantly greater progress made by the intervention group than the control group in measures of emergent literacy, as well as social development.

As described in section B of chapter II, data from two HSQRCs were combined to form this intervention group. One-hundred and nine children were in an individualizing-assessment focused treatment group in the 2001-2002 program year, while 37 were in a control group. In the 2002-2003 program year, 119 children were in a treatment group and 82 were in a control group. One site chose to randomize in year 1, while both sites randomized in year 2.

In the 2001-2002 program year, children in an intervention group made significant gains in almost every one of the assessment tasks. Further, fall to spring gain scores were significantly greater for children in the intervention groups than for those in the control group for vocabulary, book knowledge, and print knowledge. By the spring of the Head Start year, the mean standard scores were 84.1 for the Peabody Picture Vocabulary Test, an increase of 6.8 points. This was a significantly larger fall to spring gain than the 1.7-point increase by the children in the control group. Intervention group children also made significant progress from fall to spring in book knowledge scores (+1.0). This increase was significantly greater than the gains made by children in the control group (+.2, n.s.). Further, the significant fall to spring progress by intervention group children in knowledge of print conventions was significantly greater than control group children (+.5 versus +.2).

Intervention group children also showed significant progress in their letter-word recognition skills and early writing skills between the beginning and end of the program year. By the spring of the Head Start year, the mean standard scores 98.3 for the WJ-R Letter-Word Identification task, and 89.7 for the WJ-R Dictation task. The mean standard scores on the Letter-Word Identification standard scores went up by 4.1 points and the Early Writing standard scores went up by 5.5 points. However, these gains were not significantly different than those made by children in the control group.

Significant progress was also made by children in the individualizing-assessment focused intervention groups in design copying and letters named. By the end of the program year, intervention group children could name 13 letters of the alphabet, an increase of almost 8 letters since the fall. Sixty-four percent of children could identify 10 or more letters, an increase of 39 percent since the fall. However, these significant fall to spring gains for the children in the intervention groups were not significantly different than those made by their control group peers.

Children in the individualizing-assessment focused intervention groups also showed significant fall to spring progress in parent ratings of positive approaches to learning (+.52) and teacher ratings of cooperative classroom behavior (+1.92). However, these fall to spring change scores were not significantly different than those demonstrated by their control group peers.

These gain scores demonstrated by the children in the 2001-2002 individualizing–assessment focused intervention groups are generally higher than those reported for children in FACES 2000 (see tables in Appendix A for statistical tests).

Similar to the results from the 2001-2002 program year, children in an individualizing-assessment focused intervention group in 2002-2003 made significant gains in almost every one of the assessment tasks. Intervention group children made significant progress in their vocabulary and early writing skills between the beginning and end of the program year. By the spring of the Head Start year, the mean standard scores were 84.7 for the Peabody Picture Vocabulary test and 88.8 for the WJ-R Dictation task. The mean standard scores on the vocabulary task went up by 6.5 points and the early writing standard scores went up by 5.5 points. However, these gains were not significantly different than those made by children in the control group.

Significant progress was also made by children in the individualizing-assessment focused intervention groups in book knowledge, design copying, and letters named in 2002-2003. By the end of the program year, intervention group children could name almost 8 letters of the alphabet, an increase of almost 6 letters since the fall. Forty-five percent of children could identify 10 or more letters, an increase of 33 percent since the fall. However, these significant fall to spring gains for the children in the intervention groups were not significantly different than those made by their control group peers.

In the area of social development, children in the intervention groups did show significantly greater progress than their control group peers. Specifically, intervention-group children showed significantly greater declines in parent ratings of total problem behavior from fall to spring than children in the control group (-.67 versus +.64).

As in the 2001-2002 program year, children in the intervention groups in 2002-2003 also showed significant progress in teacher ratings of cooperative classroom behavior (+2.59). However, these fall to spring change scores were not significantly different than those demonstrated by their control group peers (+3.28).

Generally, the gain scores demonstrated by the children in the 2002-2003 intervention groups were similar to those reported for children in FACES 2000. The only significant difference was observed for the book knowledge task: children in the individualizing-assessment intervention groups showed smaller fall to spring gains (+.47) than children in the FACES 2000 sample (+.79) (see tables in Appendix A for statistical tests).

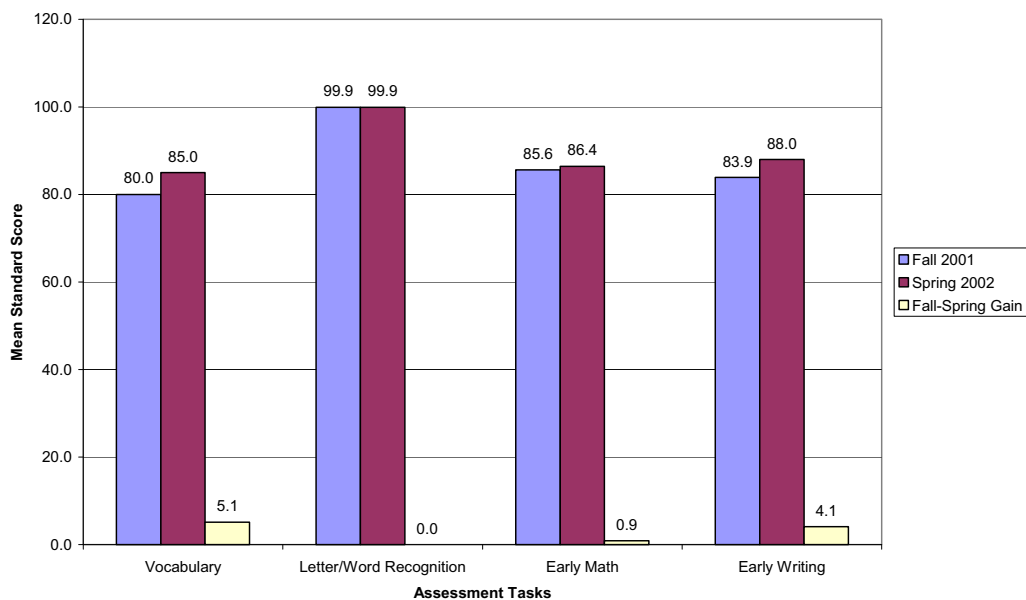
Parent Involvement-Focused Interventions. The goal of the parent involvement-focused intervention is to significantly enhance children’s social competence, emergent literacy, and emergent numeracy through enhancing their parents’ involvement in their educational activities. Therefore, the efficacy of this intervention would be evidenced in significantly greater progress made by the intervention group in measures of emergent literacy and emergent numeracy, as well as social development.

As described in section B of chapter II, data from only one HSQRC is included in the analysis of the parent involvement intervention. Sixty-eight children were assigned to the treatment group in the 2001-2002 program year; there was no control group. In the 2002-2003 program year, 59 children were in the treatment group and 26 were in the control group.

The parent involvement-focused intervention did not have a control group during the 2001-2002 program year. Therefore, only the child outcome spring scores of the treatment group are presented for that program year.

Looking at children who were assessed at both fall and spring of the 2001-2002 program year (N=84), significant gains were made in many of the assessment tasks. Children participating in a parent involvement-focused intervention showed significant expansion of their vocabularies and early writing skills between the beginning and end of the program year. By the spring of the Head Start year, the mean standard scores were 85.0 for the Peabody Picture Vocabulary test and 88.0 for the WJ-R Letter-Word Identification task, which was just below the national norm. The increases in the mean standard scores on these tasks were 5.1 for the PPVT-III and 4.1 for the Dictation task (see figure 4.3).

**Figure 4.3. Children in Parent Involvement Intervention Show Significant Gains in Vocabulary and Early Writing**



Children assigned to the parent involvement intervention group also made significant progress in design copying and letter identification. On average, children could identify 14 letters of the alphabet by the end of the year, an increase of over 7 letters since the fall. Sixty-seven percent knew 10 or more letters, which was an increase of 29 percent since the fall.

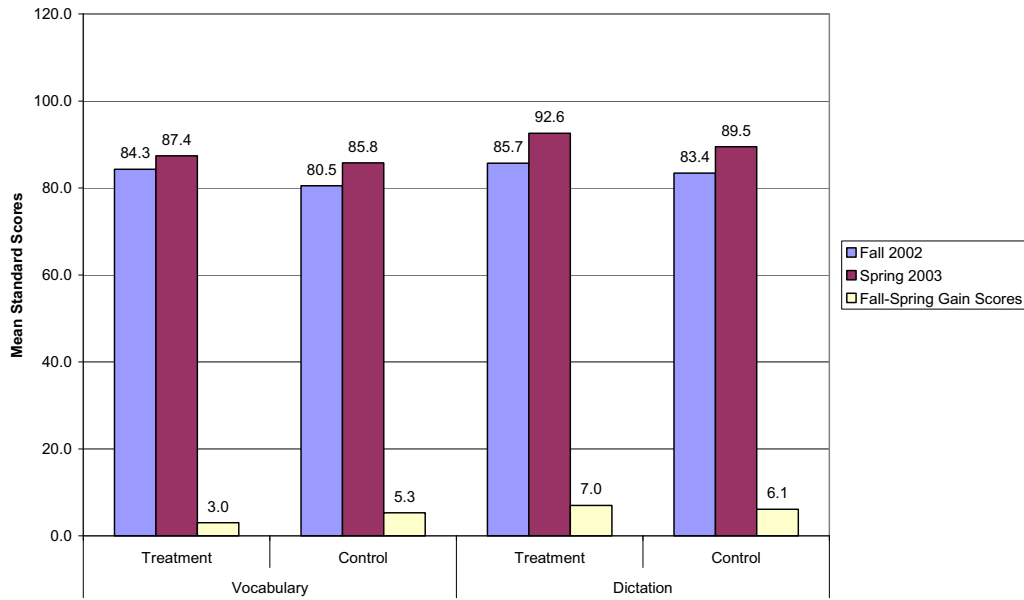
These gain scores demonstrated by the children in the 2001-2002 parent involvement intervention groups are generally similar to those reported for children in FACES 2000. There was only one significant difference observed between these two groups: children in the parent involvement intervention groups showed smaller gains in book knowledge (+.20) than those in FACES 2000 (+.79).

In the 2001-2002 program year, children receiving the parent involvement focused intervention had significant increases in parent ratings of positive approaches to learning (+.51). Counter-intuitively, children receiving the intervention also showed a significantly greater increase from fall to spring in teacher ratings of total behavior problems (+1.9), aggression (+.9), hyperactivity (+.4), and withdrawn behaviors (+.51).

The fall to spring gains in parent ratings of positive approaches to learning are significantly higher than those reported in FACES 2000. However, the children in the 2001-2002 parent involvement intervention group showed significantly smaller declines in the teacher ratings of problem behavior than those reported for children in FACES 2000 (see tables in Appendix A for statistical tests).

The design of the 2002-2003 cohort did include a control group to which treatment group outcome scores can be compared to assess the efficacy of the parent involvement intervention. Looking at children who were assessed in both fall and spring (N=70), children receiving the intervention made significant gains in almost every one of the assessment tasks; however, these gains were not significantly different than those made by the control group. Children participating in the intervention showed significant expansion of their vocabularies and early writing skills between the beginning and end of the program year. By the spring of the Head Start year, the mean standard scores were 87.4 for the Peabody Picture Vocabulary Test and 92.6 for the WJ-R Dictation task. The mean standard scores on the vocabulary task went up by 3.0 points, and the dictation standard scores went up by 7.0 points. However, these gains were not significantly different than those made by children in the control group (Figure 4.4).

**Figure 4.4. Significant Gains made by the Parent Involvement Intervention Group were not different than those made by Control Group**



Children participating in the parent involvement intervention group in 2002-2003 also made significant progress in book knowledge, design copying, and letter naming. However, this progress was not significantly different than that made by their control group peers. On average, children in the intervention group could identify almost 12 letters of the alphabet by the end of the year, an increase of over 7 letters since the fall. Fifty-six percent knew 10 or more letters, which was an increase of 27 percent since the fall. Again, these significant gains were not different than those made by the control group.

Little progress was made by the children in the intervention group in the parent and teacher ratings of social behavior. Children in the treatment group had significantly lower gain scores in teacher ratings of cooperative classroom behavior than their control group peers (.7 versus 4.2).

Some significant differences were found between the children in the intervention group and the children in FACES in the fall to spring gain scores for the assessment tasks. When compared to children in FACES 2000, children in the parent involvement intervention group showed greater fall to spring gains in design copying (+1.20 versus +.63). However, they showed smaller gains in book knowledge (+.40 versus +.79) and knowledge of print conventions (-.04 versus +.11). The socio-emotional ratings gains scores demonstrated by the children in the 2002-2003 parent involvement intervention group are not significantly different than those reported for children in FACES 2000.



## Summary

The results show that the sampled children included in the HSQRC studies, in either the treatment or control groups, are typical Head Start children, demonstrating the baseline skills and fall to spring progress in school readiness that have been found in the general Head Start population as indicated by the FACES 2000 data.

Across both program years, children receiving the interventions made significant gains from fall to spring in most measures of their cognitive and social skills, indicating progress in general school readiness. For three of the intervention types, namely social-emotional focused, teacher-training focused, and individualizing-assessment focused intervention types, some of the gains, including gain scores from norm-referenced measures, demonstrated by the children receiving the respective interventions were significantly greater than those demonstrated by their control group peers. This provides some evidence of the effectiveness of these interventions.

However, in most cases these gains were not significantly greater than those demonstrated by their respective comparison groups. The difficulty in finding many significant differences between the treatment and control groups may be due to some challenges in analyzing the data for this report. One issue is the notably different sample sizes for the control and treatment groups in the DCC sample (see table 3). In the cases where control groups were included in the study design, the disparity between the two groups' sizes ranged from a 2 to 1 (in the case of the 2002-2003 parent involvement intervention and control samples) to a 6 to 1 size differential (in the case of the 2002-2003 socio-emotional intervention and control samples). Due to the small sample size of the control group, the estimates of child assessment scores may be unstable. Further, the small sample size limits the power of the analyses. As a result, the reader should interpret these findings with some caution. However, it should be noted that the data presented in this report are limited to the sample of children included in the DCC.

Further, while combining the groups into the 5 "intervention types" partially addresses these sample size issues, and provides a readily understandable method to perform aggregated analyses for more convenient reporting of the data, it should be made clear that while the grouped interventions employ the same focus in promoting school readiness, the interventions are not identical. The specifics of their procedures, their implementation, and their materials are different. Due to these differences, significant findings of one of the grouped interventions may be diluted and rendered non-significant by the inclusion of data from another intervention.

### ***C. Classroom Quality***

An important goal of the Data Coordinating Center pooled analyses is to understand the context in which the individual interventions occur, which includes the overall quality of the program, and teacher backgrounds and experience. While this information can be used to link program quality to children's outcomes, the measures of classroom quality will serve primarily to describe the programs in which the interventions are occurring to help understand their effectiveness. At each site, valuable information based on staff interviews and classroom observations will illuminate the program's characteristics as well as the nature of the program enhancements. By conducting these analyses, we can identify important contextual factors that will determine how the sites are similar or different from the typical Head Start program and therefore whether potentially promising enhancements in Head Start programs are likely to be replicated in other Head Start sites.

Measures of classroom quality in the Quality Research Consortium sites provide evidence for key indicators of quality, such as the extent to which Head Start programs employ qualified teachers and whether these classrooms provide rich learning environments and curricula for the children. Quality in the classrooms was considered to include not only structural aspects such as the number of children and adults in each classroom, but process factors including the availability of learning materials, the types of classroom activities, the scheduling and the variety of learning opportunities provided to all children. Teacher background information such as their experience and qualifications are also important indicators of quality.

This section will address the following research questions:

8. What is the quality of the classrooms participating in the HSQRC sites?
9. What are the demographic and training characteristics of the teachers in the HSQRC sites?
10. How does quality and teacher backgrounds of classrooms in the HSQRC sites compare to Head Start classrooms nationally participating in FACES?
11. Are there any differences in the fall of each Head Start year, between the control and intervention classrooms in classroom quality and teacher backgrounds?

A variety of indices were used to measure quality in each of the Quality Research Consortium sites, in order to map onto the different elements of quality cited in the research literature. The following analyses focus on both the structural and process aspects of quality as well as teacher demographics and experience. Measures of classroom quality used direct observations of Head Start classrooms by DCC research staff according to standardized protocols and scoring guidelines. Measures of the teacher

backgrounds and experience were obtained from an interview with the lead teacher in each classroom observed.

Classroom quality measures utilized in all QRC sites involved observations of control and intervention Head Start classrooms using standard ratings systems, as well as interviews with teachers. Variables assessing both process and structural aspects of Head Start classrooms used in the pooled analyses included:

- ECERS-R Mean
- ECERS-R Language Subscale mean score
- Assessment Profile Scheduling Subscale raw score
- Assessment Profile Learning Environment Subscale raw score
- Arnett Scale of Caregiver Behavior Total Score
- Child:Adult Ratio

Additionally, the lead teacher from each classroom in the HSQRC sites was interviewed about her background, experience, and qualifications. The following teacher variables were used in these analyses:

- Average Teacher Age
- Highest Education Level – Mean education scale score,
- Percentage of Teachers with a BA or higher
- Average Years of Experience
- Average Annual salary

A complete listing of instruments and their psychometric properties are provided in Appendix C. The classroom quality measures will be briefly described below.

*The Early Childhood Environment Rating Scale (ECERS-R):* This revised version (Harms and Clifford, 1998) consists of 37 scales measuring a wide variety of quality related processes occurring in the classroom, including: routines; teacher-child interaction, particularly in the use of language; learning activities; classroom tone, creative, dramatic, and gross and fine motor activities; equipment and furnishings; and staff and parent facilities. A high score on the total ECERS-R indicates higher classroom quality, in terms of equipment, space and play materials, as well as the range of activities and staff-child interactions.

*The ECERS-R Language Subscale:* This measure consists of four items from the ECERS-R that assess the quality of the language environment in Head Start classrooms. A high score indicates a classroom with a rich language environment, in terms of the availability and use of books and printed materials, receptive and expressive language activities, language to engage logical and reasoning skills, and the informal use of language throughout the classroom day.

*The Assessment Profile for Early Childhood Programs: Research Edition Scheduling scale.* This scale from the Assessment Profile for Early Childhood Programs (Abbott-

Shim and Sibley, 1998) assesses the written plans for classroom scheduling and how classroom activities are implemented. A high score indicates that the teacher takes a planful approach to the classroom schedule and has been intentional regarding a variety of socialization and learning experiences for children throughout the day.

*The Assessment Profile for Early Childhood Programs: Research Edition Learning Environment scale.* This scale from the Assessment Profile for Early Childhood Programs (Abbott-Shim and Sibley, 1998) measures the variety of learning materials available and accessible in the classroom that provide learning experiences in different developmental areas. It also assesses the degree to which the classroom provides for a “language-rich” environment through language learning materials as well as the labeling of objects, and the amount of printed material in the classroom. A high score on this scale is indicative of a greater variety of materials accessible that stimulate growth in all developmental domains.

*The Arnett Caregiver Interaction Scale (Arnett, 1989).* This rating scale consists of 26 items that measure the teacher's sensitivity, punitiveness, detachment, permissiveness, and encouragement of child independence and self-help skills. A high score indicates greater teacher sensitivity, responsiveness and encouragement of children's independence and self-help skills, and lower levels of punitiveness and detachment.

*Child:Adult Ratio.* Classroom observers counted the number of children, the number of adults and the number of paid staff at two time periods during the classroom day. The two occasions were separated by at least one hour and involved one structured (teacher-directed) and one unstructured activity. A higher child:adult ratio is indicative of lower quality.<sup>8</sup>

Classroom observations and teacher interviews were conducted during fall 2001 and fall 2002 in control and intervention Quality Research Consortium Head Start classrooms. Across all QRC sites, in fall 2001, there were 14 control classrooms and 46 intervention classrooms and, in fall 2002, there were 34 control classrooms and 56 intervention classrooms. In the following analyses, sample sizes may vary slightly due to missing data.

## **What is the quality of the classrooms in the HSQRC sites?**

Scores for average quality in both program years indicate that HSQRC classrooms (both intervention and controls combined) were, on average, rated in the “good” range for classroom quality, with mean ECERS-R scores of 5.0 and 4.9 for 2001 and 2002 respectively. These scores indicate that the HSQRC classrooms are providing care and educational experiences that fit the definition of best practices for good quality early childhood education. The quality of language activities in all HSQRC classrooms, as measured by the ECERS-R Language Scale, was higher with mean scores of 5.3 and 5.2

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<sup>8</sup> Child:adult ratio refers to the number of children per adult in the classroom. Higher ratios of children to adults are indicative of lower quality.

for the 2001 and 2002 study years. These scores indicate that, on average, HSQRC classrooms are providing quality language materials and activities that meet best practices. Classrooms provide language-related materials in a variety of learning centers and there is a large amount of language-based activities formally and informally provided in these classrooms.

According to the structural measure of quality, child:adult ratios, HSQRC classrooms averaged 6.1 and 6.2 children per adult in the 2001 and 2002 study years, also indicative of good quality (these ratios are lower – indicating higher quality - than those established by NAEYC and by the Head Start Program Performance Standards).

With regard to the two Assessment Profile scales measuring Learning Environments and Scheduling, HSQRC classrooms in fall 2001 revealed average raw scores of 14.9 and 11.08 respectively. With scores on the Learning Environment scale ranging from 1 through 18 and scores on the Scheduling scale ranging from 1 to 14, HSQRC classrooms in fall 2001 met 82 percent of the Learning Environment indicators and 78 percent of the Scheduling indicators. These results suggest that overall, HSQRC classrooms reveal good to excellent quality.

In fall 2002, the HSQRC classrooms averaged 15.21 (sd = 2.1) for Learning Environment and 11.66 (sd = 2.85) for Scheduling, which was slightly better than in the previous year (but not significantly different). HSQRC classrooms met 85 percent of the Learning Environment indicators and 83 percent of the Scheduling indicators. These results indicate that HSQRC classrooms provide a variety of learning materials that are accessible to children independently, as well as good language and labeling in the classrooms, with classrooms also reflecting the children as individuals. Classrooms also provide a mix of small group, individualizing and large group activities, a posted schedule in the classroom, and a variety of quiet and active activities scheduled.

Finally, the average Arnett Caregiver Interaction Scores for HSQRC classrooms in the fall of 2001 and 2002 revealed that teachers are sensitive and responsive. In fall 2001 the average total score was 75.05, while in fall 2002 the average total score was 73.27. With maximum total scores of 90<sup>9</sup>, teachers in HSQRC classrooms averaged 83 percent (fall 2001) and 81 percent (fall 2002) of the possible scores, which indicate that they are sensitive and responsive.

## **What are the demographic characteristics and experience of the teachers in the HSQRC sites?**

In fall 2001, teachers in the HSQRC sites (intervention and control) were an average of 41.1 years of age, with 12.3 years of teaching experience (not necessarily just in Head Start). In terms of their education, the average level of education for these

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<sup>9</sup> Each of the 30 items is on a 4-point scale from 1 through 4. For analytic purposes these scores were recoded to item responses of 0 to 3, hence the total maximum score of 90.

teachers (n=14) was 5.7 on a scale from 1 (less than grade eight) to 9 (doctorate or professional degree), placing the average teacher between “Some College/Associate Degree” and “Bachelor Degree.” Fifty-six percent of the teachers in fall 2001 had a bachelor’s degree or higher. These teachers reported an average annual salary of \$22,030.

In fall 2002, teachers in the HSQRC sites (n=90) were 41.2 years of age, with an average of 11.4 years of teaching experience. Their average education level was 5.4, placing them closer to “Some College/Associate Degree” than “Bachelor Degree” (compared with the teachers in the fall 2001 classrooms) and only 39 percent had a bachelor’s degree or higher. These teachers reported an average annual salary of \$23,130, somewhat higher than the annual salaries of the teachers in the fall 2001 classrooms (but not statistically significant).

### **How does quality and teacher backgrounds of classrooms in the HSQRC sites compare to Head Start classrooms nationally participating in FACES?**

**Classroom Quality.** Compared to the quality of Head Start classrooms found in the FACES study, using fall 2000 data, the quality of the HSQRC combined intervention and control classrooms was higher for both 2001 and 2002 on the ECERS-R language scale, and, in 2001 was higher for the Arnett Caregiver Interaction Scale. In 2002, HSQRC classrooms scored higher in quality than FACES fall 2000 for the Assessment Profile Learning Environment scale. Despite relatively low child:adult ratios (indicating high quality), the HSQRC ratios were significantly higher for both fall 2001 and fall 2002 classrooms compared with those found in FACES fall 2000 classrooms, suggesting that there were more children per adult in HSQRC classrooms than there were in a national sample of Head Start classrooms.

In separate comparisons to FACES for the control classrooms, there were no significant differences in quality between the HSQRC control classrooms and the FACES classrooms, for fall 2001. For fall 2002, the control classrooms had higher child:adult ratios (indicative of lower quality) compared with the FACES classrooms. Thus, for the most part we can say that the control classrooms in the HSQRC sites appeared relatively similar in levels of quality to the national sample of Head Start FACES classrooms.

Comparing quality in the intervention classrooms as a group (n=46), with FACES, in fall 2001 HSQRC intervention classrooms were rated higher in quality compared with FACES classrooms according to the ECERS-R language scale score ( $p < .001$ ) and had significantly higher child:adult ratios, generally indicative of lower quality. There were no differences in quality between the HSQRC intervention classrooms and FACES classrooms in fall 2001 for the ECERS-R total score, Assessment Profile or the Arnett Caregiver Interaction Scale. The significant differences indicate that HSQRC classrooms in fall 2001 had higher quality language activities and materials, despite having more children per adults.

In fall 2002, the differences in quality between the 56 HSQRC intervention classrooms and FACES (fall 2000) persisted and were extended to include differences on most indicators, with the exception of the ECERS-R total score and the Arnett Caregiver Interaction Scale. HSQRC intervention-only classrooms were rated higher in the quality of language activities according to the ECERS-R language scale score ( $p < .001$ ), higher in the Assessment Profile Learning Environment ( $p < .001$ ) and Scheduling ( $p < .01$ ) scales, and had higher child:adult ratios ( $p < .001$ ), generally indicative of lower quality. Thus, the intervention classrooms in the HSQRC sites were rated higher in quality than that found in a national sample of Head Start classrooms, despite having significantly more children per adult.

**Teacher Backgrounds and Experience.** When compared with FACES fall 2000, the fall 2001 HSQRC teachers (in intervention and control classrooms combined) were somewhat better educated (56 percent with a BA or higher compared with 38 percent of FACES teachers) although the difference did not reach levels of statistical significance. The average years of experience and age of fall 2001 HSQRC teachers were not significantly different from teachers in FACES. There were also no differences in annual salaries between fall 2001 HSQRC teachers and teachers in FACES.

The fall 2002 HSQRC teachers appeared to be much more similar to FACES teachers than were the fall 2001 HSQRC teachers. There were no significant differences for teacher age, experience or education, although HSQRC teachers in fall 2002 reported significantly higher annual salaries compared with FACES teachers (\$23,130 compared with \$20,766 in FACES, which was significant at  $p$  less than .001 for an independent samples  $t$ -test).

These results suggest that the teachers in the HSQRC sites were very similar to a national sample of Head Start teachers, in both the fall 2001 and fall 2002 cohorts.

The HSQRC control classroom teachers were then compared with the FACES fall 2000 teachers. In fall 2001, HSQRC teachers in the control classrooms differed from FACES teachers in salary only. The differences in education whereby 64 percent of HSQRC control classroom teachers had a BA or higher, compared with only 38 percent of FACES fall 2000 teachers, did not reach the level of statistical significance, likely due to the small sample sizes of HSQRC control classrooms in fall 2001.<sup>10</sup> However, teachers in the HSQRC control classrooms reported lower annual salaries compared with teachers in FACES (\$16,172 for control teachers vs. \$20,766 for teachers in the FACES sample).

In fall 2002, differences between teachers in the HSQRC control classrooms and the FACES national sample occurred only for the average education scale score. Whereas teachers in control classrooms averaged 5.0, indicating the average teacher has an Associate's degree or some college, the average score for teachers in FACES was

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<sup>10</sup> The value for the difference in education using an independent sample  $t$ -test was 1.87, which yields a  $p$ -value less than .10 but greater than the .05 conventional standard for statistical significance.

5.46, indicating the average teacher in the FACES national sample was placed in education level between Associate's/some college and a bachelor's degree. However, the percentage of teachers with a BA degree or higher was not significantly different (31 percent for the control teachers and 38 percent for the FACES teachers). Thus, when compared with the FACES national sample, teachers in the fall 2002 HSQRC control classrooms were generally similar on all background characteristics except for education. Teachers in the HSQRC control classrooms in fall 2002 were somewhat less well educated than the national sample of Head Start teachers. Caution must be placed on interpretations of these findings because of the small sample of control classrooms in fall 2002 (n=34).

Comparing the teachers in HSQRC intervention classrooms with FACES teachers, for the fall 2001 and fall 2002 HSQRC study data, yielded only one significant differences across both fall 2001 and fall 2002 cohorts. Teachers in the fall 2002 HSQRC intervention classrooms reported a significantly higher annual salary compared with teachers in FACES ( $p < .001$ , \$23,978 for HSQRC intervention classroom teachers vs. \$20,766 for FACES teachers).

The comparisons of teachers in control and intervention HSQRC classrooms separately with the FACES national sample of teachers indicates that, in fall 2002, control teachers were somewhat less well educated and that the teachers in HSQRC intervention classrooms received higher salaries.

### **Are there any differences between the control and the interventions classrooms in classroom quality and teacher background?**

**Classroom Quality.** Next, we explored the quality of the intervention vs. control classrooms in both fall 2001 and fall 2002 HSQRC sites. Differences between the intervention and control classrooms may be indicative of pre-existing differences, which has implications for understanding the impact of the interventions in these classrooms. However, conclusions about pre-existing differences in quality must be tempered by the fact that when most of the classrooms were observed, the interventions were already in progress, to some extent. Thus, it may be difficult to distinguish between pre-existing differences and the effects of a given intervention.

In the fall of 2001, there were 46 intervention classrooms and 14 control classrooms in fall 2001. There were no statistically significant differences on the quality indicators, although the ECERS-R total score was somewhat higher in intervention classrooms compared with control classroom.<sup>11</sup> On all other quality indicators, there were no differences between the intervention and control classrooms in fall 2001.

In the fall of 2002, when all intervention classrooms (n=56) were compared with all control classrooms (n=34), there were significant differences in quality for the

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<sup>11</sup> The value for the difference using an independent sample t-test was 1.93, which yields a p-value less than .10 but greater than the .05 conventional standard for statistical significance.



ECERS-R overall mean score ( $p < .05$ ), the ECERS-R language scale score ( $p < .001$ ), and the average child:adult ratio ( $p < .01$ ). Intervention classrooms in fall 2002 had significantly higher ratings for overall quality and the quality of language instruction/activities compared with the control classrooms. The average ECERS-R language scale score for the intervention classrooms reached 5.4, which is between “good” and “excellent” quality on the 7-point ECERS-R scale (compared with an average score of 4.8 for control classrooms). Intervention classrooms also had significantly lower child:adult ratios compared with control classrooms (6.0 vs. 6.8 respectively), indicating higher quality. However, the child:adult ratio for the control classrooms is still well below the NAEYC standards and the Head Start Program Performance Standards (indicative of good quality). Thus, control classrooms still showed “good” overall quality, but the intervention classrooms had higher quality compared with the control classrooms. The higher overall process quality and the quality of language instruction in intervention classrooms may be related to the lower child:adult ratios, because these children may have received more individual attention. With fewer children per adult, they may have experienced more learning activities geared towards their individual needs

We next looked at each of the individual intervention categories, to determine whether intervention-control differences occurred among some intervention sites and not others (separately for the fall 2001 and fall 2002 classrooms). In fall 2001 classrooms, only the socio-emotional focused intervention classrooms had significantly higher child:adult ratios (reflecting lower quality) compared with their control classrooms. The low sample sizes makes this finding difficult to interpret and this was the only significant intervention vs. control difference in quality for any of the fall 2001 classrooms, which could have been due to chance given the number of comparisons done.

In fall 2002, with a larger sample than in the prior year, comparisons of the literacy-based, socio-emotional focused, teacher-training or individualizing interventions with their controls showed no significant differences. The lack of significant differences for specific interventions may be due, in some cases, to relatively small sample sizes.

However, for the comparison of the fall 2002 parent involvement intervention with the control classrooms, there were significantly higher quality scores among the control classrooms for the ECERS-R mean score (4.2 for the control classrooms vs. 3.5 for the intervention classrooms), the Assessment Profile Learning Environment (mean raw score of 15 for control classrooms vs. 13 for intervention classrooms) and the Arnett Caregiver Interaction Scale (mean of 78.8 for the control classrooms compared with 60.6 for the intervention classrooms). These findings suggest that the control classrooms were higher in initial levels of quality compared with the intervention classrooms for the parent involvement intervention. These significant differences were found despite low sample sizes of 8 intervention and 4 control classrooms.

To summarize, while the intervention classrooms as a group tended to have higher initial levels of classroom quality compared with the HSQRC control classrooms, there were no significant differences comparing specific types of interventions with their controls. The results also revealed that control classrooms as a group are similar to the

national sample of classrooms in FACES in their initial levels of quality (in fall of the Head Start year), whereas the intervention classrooms had higher quality.

The only exception was in the parent involvement intervention, in which the pattern of higher quality among intervention classrooms was reversed. In the parent involvement site, the control classrooms revealed higher initial levels of quality compared with the intervention classrooms, despite low sample sizes.

The differences favoring the intervention classrooms suggest that effects of the intervention may be confounded with the initial levels of quality in the intervention classrooms, so that it would be difficult to disaggregate the effect of the intervention from the effect of a given level of quality in the classroom. Alternatively, since quality was measured after the interventions were introduced in these classrooms, the above findings might indicate that the interventions were having their desired effect in terms of raising overall quality levels in the Head Start classrooms. Some results are suggestive of the relatively higher level of quality of HSQRC intervention sites as a group. There were more adults per child in these classrooms, which allowed for greater individual attention, as well as higher quality activities and materials geared at the needs of individual children, delivered by teachers who were more sensitive and responsive (according to the Arnett scores).

**Teacher Backgrounds and Experience.** The background and experience of teachers in the intervention classrooms were compared with those in the control classrooms, to identify any initial differences in teaching experience and background. FACES reports indicate that teacher experience and education are important predictors of classroom quality, and may explain any effects of the intervention.

In fall 2001, there were no significant differences between all treatment (n=41) and all control (n=14) classrooms for teacher age, experience or education levels. However, teachers in the intervention classrooms reported significantly higher annual salaries compared with teachers in the control classrooms (average of \$23,125 for the intervention classroom teachers compared with \$16,172 for teachers in the control classrooms).<sup>12</sup>

In fall 2002, teachers in the intervention classrooms had significantly higher levels of education according to their mean education scale score than did teachers in the control classrooms but the difference was not statistically significant (average score of 5.5 for intervention teachers compared with 5.0 for the control teachers). A comparison of the proportions of teachers in intervention vs. control classrooms with a BA or higher was also not statistically significant, even though 43 percent of the intervention classroom teachers had BA's or higher compared with 31 percent of the control teachers. There were no differences between intervention and control classroom teachers in age

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<sup>12</sup> The sample sizes for these analyses vary slightly due to missing cases, so that there were only 13 teachers in control classrooms and 42 teachers in the intervention classrooms. It is possible that these slightly higher missing cases may have skewed teacher incomes towards the high range, since there were 6 intervention teachers and only one control teacher who did not report their annual salaries.

and years of teaching experience, but there was a significant difference between control and intervention teachers in average annual salaries. Whereas control teachers reported average annual salaries of \$20,819, intervention teachers reported average annual salaries of \$23,977, which represents a statistically significant difference (at  $p < .001$  for independent samples). Since a rise in teacher salaries was not part of the intervention strategies, we must conclude that these differences may be indicative of pre-existing differences. The slightly higher education levels of intervention teachers also may have contributed to the salary differences, in general the case for pre-existing differences in fall 2002 appears relatively weak. For the most part, the intervention and control classrooms were not different in teacher backgrounds.

## **Summary of Findings on Classroom Quality**

In this chapter, classroom quality of the HSQRC sites were compared in a variety of ways, looking at both process and structural quality indicators as well as teacher backgrounds. All HSQRC sites were compared with the national sample of Head Start FACES classrooms (fall 2000), for both the first and second year of the interventions (fall 2001 and fall 2002). HSQRC intervention and control sites were also compared separately with the FACES classrooms, and there were comparisons just among the HSQRC sites, to identify differences between intervention and control classrooms.

The findings revealed that the HSQRC classrooms are providing high quality care that fits the definition of best practices for early childhood education. Both intervention and control HSQRC classrooms showed high process quality for both years, compared with FACES classrooms, on the ECERS-R, the Assessment Profile, and the Arnett Caregiver Interaction Scale. This occurred despite higher child adult ratios (indicating lower quality) than those reported for FACES classrooms.

Whereas the quality of the control classrooms in the HSQRC sites appeared relatively similar to the national sample of Head Start FACES classrooms, indicating good overall quality, the quality of the intervention classrooms was higher. These differences were found in overall process quality, teacher sensitivity and, perhaps most important for many of the HSQRC intervention, language-related activities and materials in classrooms. Intervention classrooms were rated higher in quality on these factors compared with control classrooms over both years of the intervention but especially in the second year.

Despite no differences in years of experience and age and only slight differences in education levels, teachers in the HSQRC sites received higher salaries compared with teachers in the national FACES sample. Overall, the backgrounds and experiences of teachers in the HSQRC sites (combining control and intervention classrooms) was similar to the national sample of Head Start teachers, in both the fall 2001 and fall 2002 cohorts.

However, when breaking out the control and intervention classrooms and comparing each separately to the national FACES sample, teachers in the control

classrooms were somewhat better educated (a higher percentage had BA's or higher) but were paid less than teachers in the FACES sample. Conversely, teachers in the intervention classrooms were better paid than their counterparts in the national sample of FACES classrooms, for both years of the intervention.

None of the comparisons of the specific intervention categories of classrooms (e.g., literacy-based, socio-emotional focused, teacher-training or individualizing) with their controls showed significant differences. The lack of significant differences for specific interventions may be due, in some cases, to relatively small sample sizes.

When comparing the intervention with the control classrooms, there were few significant differences for the first year of the intervention, possibly due to the low sample sizes and particularly the relatively reduced samples of control classrooms, since some sites did not have control classrooms in the first year. In the second year of the intervention, intervention classrooms were shown to have higher quality on a number of indicators including overall quality and the quality of language activities. Looking at comparisons of the control and intervention classroom teachers, teachers in the intervention classrooms reported higher annual salaries, and, in fall 2002, had significantly higher levels of education compared with teachers in the control classrooms.

Comparisons by the types of intervention yielded few differences between intervention and control classrooms. In fall 2001 the socio-emotional focused interventions had higher child:adult ratios, indicative usually of lower quality, but the low sample size makes this finding difficult to interpret. In the second year of the intervention, with larger samples, there were no significant differences between intervention and control classrooms except for the parent involvement intervention. The parent involvement intervention classrooms were rated higher in overall quality, the quality of the learning environment, and the Arnett in the fall of 2002.

Differences between the intervention and control classrooms may be indicative of pre-existing differences, but it may be difficult to distinguish between pre-existing differences and the effects of a given intervention since measures of quality occurred while the interventions were already delivered. Thus, the fall scores for classroom quality cannot be truly considered baseline measures of the quality in classrooms before a given intervention was introduced.

The results suggest that possible effects of the intervention, in terms of raising quality in classrooms, may be confounded with the initial levels of quality in the intervention classrooms. Any effects of the intervention may not be easily disentangled from the effects of the existing levels of quality in the intervention classrooms.

## ***D. Parent Outcomes***

This section describes the contexts and learning environment of the homes and families of the children sampled for the Head Start Quality Research Consortium studies. It describes the learning activities, such as reading and outings, that parents participated in with their children. It also describes the child-rearing and discipline styles of the parents, such as the rules in the home and the frequency of spanking. A description of the parents' behavior offers the reader an understanding of the families and children who are participating in the HSQRC interventions and provides a context for the results of those interventions. Further, the parent-involvement focused intervention seeks to promote social competence, emergent literacy, and emergent numeracy by enhancing parent involvement in the education of their children. Therefore, a measure of the effectiveness of the parent involvement intervention would be fall to spring growth in the parent's relevant behaviors.

This section will address the following research questions:

1. What are the parenting behaviors skills that parents participating in the HSQRC studies have? How do they compare with those from the national sample in the Head Start FACES study?
2. In the parent-involvement interventions, do parents who participated in the intervention have greater growth from fall to spring in their parenting skills than the control group parents? How do they compare with those from the national sample in the Head Start FACES study?

Descriptive statistics (e.g., means and standard deviations) are presented for child and family demographic characteristics for the fall of the HSQRC 2001-2002 and 2002-2003 program years, as well as for the nationally representative sample from FACES 2000. Data from the FACES 2000 sample are weighted to represent estimates of the population of Head Start children as a whole. Data from the HSQRC studies are limited to the DCC sample and are unweighted.

In general, the results from the fall 2001 interview were similar to those from the fall 2002 interview. The description of these results is summarized below. Descriptive statistics from and significance tests for cross-sectional fall and spring data and gain scores for longitudinal data from both program years can be found in Appendix A.

### **Families' Involvement with Their Children**

Reading to children at home. Almost all of the children participating in the HSQRC studies were read to at least once or twice during the week prior to the fall interview (95% in fall 2001, 96% in fall 2002). Approximately 40 percent of the children were reported to have been read to daily, while more than two-thirds (70%) were read to three or more times during that week.

Significantly more parents in the 2001-2002 HSQRC sample read to their children daily (42% versus 37%) than those in the FACES 2000 sample. The levels of reading demonstrated by the parents in the 2002-2003 HSQRC sample were not significantly different than those in FACES 2000.

Family activities with children. Primary caregivers were also asked to report on two types of activities undertaken with the children. First, respondents indicated which family activities; such as telling a story; teaching letters, words, or numbers; teaching songs; or going on errands; were undertaken by the family members with the children in the past week. Mean scores showed that families engaged in approximately six activities out of seven. In fall 2001, the highest proportion of parents in the HSQRC DCC sample reported that they or a family member took the child on errands (94.8%), talked about events in preschool (93.6%), and involved the child in household chores (89.8%). In fall 2002, the highest proportion of parents in the HSQRC DCC sample reported that they or a family member took the child on errands (92.7%), taught the child letters, words or numbers (92.2%), and talked about events in preschool (92.1%). In both program years, better than 90 percent taught their child letters, words, or numbers in the week prior to the interview (93% in fall 2001; 92% in fall 2002).

Respondents also indicated which types of outings, such as visiting a library, a zoo, or a mall, they participated in with their children in the past month. Mean scores showed that families engaged in approximately five outings with the child. In fall 2001, the highest proportion of parents in the HSQRC DCC sample reported that they or a family member took the child to a playground or park (82.5%), a mall (81.7%), and a church- or school-sponsored activity (64.7%). In fall 2002, the highest proportion of parents in the HSQRC DCC sample reported that they or a family member took the child to a mall (81.3%), a playground or park (76.3%), and a church- or school-sponsored activity (53.3%).

On average, parents in the HSQRC sample participated in significantly more monthly outings than those in the FACES 2000 sample (fall 2000: 4.4 outings). However, the average number of weekly outings in fall 2002 was significantly less than what was reported in FACES 2000 (fall 2000: 6.3).

## **Parenting Styles**

Parental practices are of interest to Head Start, as part of its goal of “strengthening families as primary nurturers of their children.” Parental practices and the child-rearing methods parents employ have been found to have an impact on children’s self-concept, understanding of social conventions, and academic and intellectual performance.

Parents were asked a series of questions about how they deal with their child at home. Primary caregivers’ interactions with their children at home set the stage for socializing children as they prepare for school. One measure of family socialization practices is the rules or routines that primary caregivers establish for their children.

Using a list of five rules/routines, respondents reported that they used a mean of approximately 3.8 rules/routines (3.8 in fall 2001, 3.9 in fall 2002), such as a set bed time or limiting what their children can watch on television. These numbers were not significantly different than what was found in FACES 2000.

In terms of how primary caregivers discipline their children, primary caregivers were asked about their use of spanking with their children. Few parents in the HSQRC sample frequently used spanking when disciplining their child. In fall 2001, only 9 percent reported spanking their child 3 or more times in the past week; this percentage was not significantly different from that found in FACES 2000 (10%). In fall 2002, only 4 percent reported spanking their child 3 or more times in the past week. This percentage was significantly smaller than that found in FACES 2000 (10%).

Parents were also asked to rate a series of statements that address how they were raising their child at home. Four statements formed a scale that assess whether the parent had an *authoritative* parenting style. Authoritative parenting is a style of parenting in which parents permit children considerable freedom within reasonable limits, are responsive to the opinions and needs of their children, and communicate with their children. However, these parents do impose consistent limitations on children (e.g., rules) whenever they have greater knowledge or insight or when the children's behavior is inappropriate or unacceptable. Parents self-report on behaviors such as encouraging their child to explore, or to be independent of them. The scale ranges from 1 to 5 with higher scores indicating that the parent displays more authoritative characteristics. Parents of children sampled for the HSQRC studies scored highly on this scale, with average scale scores of 4.1 in both fall 2001 and fall 2002. Data from FACES 2000 report significantly higher scale scores in fall 2000 (4.2), however, the ratings from HSQRC were still on the high end of the scale.

Three statements form a scale that assesses whether the parent has an *authoritarian* parenting style. Authoritarian parenting is a style of parenting in which restrictive, power-assertive practices predominate. Parents self-report on behaviors such as believing that physical punishment is the best form of discipline, or that a child should be seen and not heard. The scale ranges from 1 to 5 with higher scores indicating that the parent displays more authoritarian characteristics. Parents of children sampled for the HSQRC studies scored on the low end of this scale, with average scale scores of 2.2 in fall 2001 and 2.3 in fall 2002. This was not significantly different than what was reported in FACES 2000 (2.2).

Parents also rated three statements that tapped how personally able they were to raise and discipline their child, such as "having enough energy to make child behave as he or she should," or being "able to follow through on method to deal with child's misbehavior." The scale ranges from 1 to 5 with higher scores indicating that the parent feels that he/she has enough energy and ability to deal with his/her child's behavior. Parents of children sampled for the HSQRC studies scored highly on this scale, with average scale scores of 3.9 in fall 2001 and 4.0 in fall 2002. These ratings were significantly higher than those reported in FACES 2000 (3.8)

Finally, parents rated five statements that tapped the warmth or intimacy of their relationship and interactions with their child, such as “having warm intimate moments with their child,” or making sure “child knows that parent appreciates what he/she tries to accomplish.” The scale ranges from 1 to 5 with higher scores indicating that the parent has a warm, intimate relationship with his/her child. Parents of children sampled for the HSQRC studies also scored highly on this scale, with average scale scores of 4.4 in both fall 2001 and fall 2002. This was not significantly different than what was reported in FACES 2000 (4.4).

### **Family Emotional Resources**

The status of parental mental health is an issue of concern to Head Start because of its relevance to parental well-being and to parents’ interactions with their children. Two psychosocial measures were included in the parent interview - The Pearlin Mastery Scale and the Center for Epidemiologic Studies – Depression Scale (CES-D). The Pearlin Mastery Scale (Pearlin & Schooler, 1978) measures the degree to which parents feel they have control over their own lives and their self-confidence in their abilities to solve life’s problems. Scores range from 0 to 21, with higher scores indicating that they do feel that they have control over their own lives. Scale scores for 2001 were 15.5, while in fall 2002, scale scores were 14.9, both in the upper end of the range of possible scores. The Pearlin Mastery Scale score reported for the 2001 HSQRC sample was significantly greater than that reported for FACES 2000 (14.8), however, the scores reported by the 2002 HSQRC sample were not significantly different than that reported for FACES (14.9 versus 14.8).

The CES-D Depression Scale measured levels of depression among primary caregivers. Based on CES-D scale scores for fall 2001, 31 percent of primary caregivers were moderately or severely depressed, with 14 percent being severely depressed. Similarly, in fall 2002 28 percent of primary caregivers were moderately or severely depressed, with 13 percent being severely depressed. These numbers were not significantly different than what was reported in FACES 2000.

### **Families’ Experiences with the Local Head Start Program**

Given that parent involvement is a cornerstone of Head Start, it is important to understand what ways primary caregivers feel they are involved in their local program. In the spring of each program year, parents were asked to report how often they have participated in ten types of activities with their local program, such as volunteering in the classroom or preparing food or materials for special event. On a scale of 0 to 30, with higher scores indicating greater involvement, the average scale score for parents in spring 2002 was 7.4, and in spring 2003 was 6.5, indicating that parent involvement was limited to a few activities. As indicated by the average scale scores, reported parent involvement was higher among parents of children in HSQRC in spring 2002 than among parents of



children in FACES 2000 (6.8). However, average scale scores of HSQRC parents in spring 2003 were not significantly different than what was reported in FACES 2000.

In both HSQRC program years, most parents reported participating in parent-teacher conferences (88% in spring 2002; 85% in spring 2003), meeting with a Head Start staff member (66%; 68%) or volunteering in class (66%; 62%).

In the spring of each program year, parents were also asked to report their satisfaction with their local Head Start program. Parents were asked to report on their satisfaction with the way their local program handled four issues affecting their children, such as helping the child grow and develop, or helping the child prepare for kindergarten. On a scale of 0 to 4, the average scale score for parents was 3.8 in spring 2002 and spring 2003, indicating high levels of satisfaction with the program's four performance areas. The average scale scores reported in spring 2002 were not significantly different than those reported in FACES 2000 (3.9), however, the scores reported in spring 2003 were significantly lower than those in FACES 2000.

Parents were also asked to report their satisfaction with the way their local program handled four issues affecting them or their family, such as being open to parents' ideas or helping to provide family with services. On a scale of 0 to 4, the average scale score for parents was 3.7 in spring 2002, and 3.6 in spring 2003, indicating high levels of satisfaction with the program's performance in serving the family. These scale scores were not significantly different than what was reported in FACES 2000 (3.7).

### **Comparison of Parent Outcome Fall-Spring Gain Scores for Intervention and Control Groups for the Parent Involvement Intervention<sup>13</sup>**

The parent involvement-focused intervention is based on the premise that enhancing parent involvement is crucial to promoting their children's school readiness. Since this intervention focuses on parent involvement, evidence of its efficacy is in the comparison of the respective parents' participation in educational activities, as well as other parent outcome measures, at the end of the program year. Should the intervention be effective, scores on the relevant outcome measures should be significantly higher for parents exposed to the intervention than for those who were not (i.e., those in the control group).

The fall to spring gain scores were analyzed to determine if parents participating in the intervention program had significantly different gain scores than parents in the control group. The analyses described in the following sections were conducted for

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<sup>13</sup> Since the parent involvement intervention was the only intervention that directly addressed parent involvement, parent outcome results are presented only for this intervention-type in this chapter. Fall, spring, and gain scores, as well as statistical tests, for the other 4 intervention types are presented in Appendix A.

parents who were interviewed in both fall and spring. Tables containing descriptive statistics and analysis of fall to spring gain scores are located in Appendix A. Tables presenting analyses of fall and spring cross-sectional data are also located in Appendix A.

The parent-involvement focused intervention did not have a control group during the 2001-2002 program year. Therefore, only the parent outcome gains scores of the treatment group are presented for that program year.

Looking at the parents who were interviewed at both fall and spring (N=61), parents participating in the intervention in 2001-2002 significantly increased the number of rules and routines in their households, increasing from an average of 3.8 to 4.2 rules or routines. Parents also significantly increased the number of outings they participated in with their children in the past month, increasing from an average of 5.3 monthly outings to 6.5 monthly outings. Similarly, the average number of weekly family activities significantly increased as well. In fall 2001, parents had participated in an average of 5.5 activities in the past week; that number increased to 6.8 by the end of the program year. The percentage of parents who had not read to their children in the past week also significantly decreased. In fall 2001, 11 percent of interviewed parents reported that they had not read to their child at all in the previous week. In spring 2002, none of the interviewed parents reported doing so. The percent of interviewed parents reporting that they read to their child every day did not significantly increase from fall to spring for either program year.

The percentage of interviewed parents participating in the intervention who were categorized as severely depressed (based on CES-D scale scores, see Appendix C for scoring) significantly declined from fall to spring. In fall 2001, 20 percent of interviewed parents were categorized as severely depressed. In spring 2002, only 7 percent were categorized as severely depressed for a decrease of 13 percent from fall to spring.

The study design for the 2002-2003 cohort did include a control group, so comparative data and analyses are presented for that program year. Looking at parents who were interviewed at the beginning and end of the program year (N=41), parents participating in the intervention made significantly greater gains in their reported energy and ability to deal with raising their children than parents in the control group. On the parent energy scale, which ranges from 1 to 5 with higher scores indicating more energy, scale scores of parents in the intervention group increased from 4.0 in fall 2002 to 4.2 in spring 2003. In comparison, scale scores for parents in the control group decreased from 4.1 to 3.9 over the course of the program year.

Parents participating in the intervention also had significantly greater declines from fall to spring in scores on the depression scale than parents in the control group (-.5 versus +.21). The percentage of interviewed parents in the intervention group categorized as moderately or severely depressed significantly decreased 15 percent from fall to spring. Further, the percentage of parents categorized as severely depressed also decreased 15 percent from fall to spring.

Parents participating in the intervention in 2002-2003 significantly increased the number of rules and routines in their household, increasing from an average of 3.9 to 4.4 rules or routines. Parents also significantly increased the number of outings they participated in with their children in the previous month, increasing from an average of 5.3 monthly outings to 6.6 monthly outings. Similarly, the average number of weekly literacy activities significantly increased as well. In fall 2001, parents were participating in an average of 6.2 family activities in the previous week; that number increased to 6.9 by the end of the program year. However, these fall to spring changes in rules and routines, and in family activities, demonstrated by the parents in the treatment group were not significantly different than those of the parents in the control group.

## **Summary**

Across both program years, parents of sampled children in the HSQRC studies were active in the educational experiences of their children. Almost all parents read to their children at least once or twice a week, with 40 percent reading to them daily. Parents were active in weekly literacy activities and monthly outings, and more than 90 percent of parents participate in activities teaching their children words, letters, and numbers.

Parents were also active in setting rules and routines for their children. Parents rated themselves as using approaches that encourage independence in the child, while setting limits on behavior. Spanking was not frequently reported as a form of discipline. Most parents report having a warm relationship with their children.

Examining the data from the parent involvement intervention, interviewed parents in the intervention group showed significantly greater declines in their categorical depression scores, compared to the control group, and the percentage of interviewed parents in the intervention group who were categorized as severely depressed significantly decreased over the course of the program year. In addition, parents in the intervention group showed significantly greater increases in their self-reported ability and energy to raise and discipline their children, compared to the control group.

From fall to spring, parents participating in the parent involvement intervention demonstrated significant increases in their participation in educational activities with their children, including weekly activities and monthly outings. They also significantly increased the number of rules and routines in their household, although in both cases the control group parents showed similar improvements.

## ***E. Implications of the findings***

The preliminary results suggest that the interventions look promising in their efforts to enhance the school readiness of Head Start children when compared with the control group, particularly for the socio-emotional, the teacher-training, and the individualizing assessment intervention types where significant treatment effects were found. However, all children who participated in the interventions showed significant gains from fall to spring and while many of the intervention-control group differences did not reach statistical significance, due likely to small sample sizes, the direction of the differences favored the intervention groups over the control groups with respect to the cognitive and language measures. Several sites, not just those targeting children's literacy, appeared to show these beneficial effects.

That children in many of the interventions made gains and that some of the gains were larger than those reported in the control group suggests the mediating role of classroom quality and the possible interaction between each intervention and the quality of the Head Start classrooms in which the intervention took place. Classroom quality could serve as a "context" by which specific interventions have their desired effects and could identify whether the effects of all interventions occur through a general increase in overall quality in classrooms. That is, the quality of the classrooms in which the interventions were introduced is an important issue, because it can identify the threshold quality required in classrooms in order for curricular interventions to be successfully implemented. It can also reveal the likelihood for future success when attempting to replicate the interventions in other classrooms. If quality is not above a specific threshold an intervention, whether or not targeted at specific child competencies, may not "take root."

Analyses of classroom quality, particularly for the intervention classrooms, also could identify whether the introduction of an intervention has the effect of raising the overall quality in the classroom, which would be an important consequence when considering how quality in Head Start can be improved. Measures of classroom quality suggest several potential hypotheses. First, the interventions could have enhanced the existing quality in the classrooms or, second, classrooms where the interventions were conducted were those already with higher levels of quality, making them particularly suited to the introduction of new interventions. Since quality was measured after the interventions were introduced in these classrooms, we cannot easily choose one hypothesis over the other. The effects of the intervention may be confounded with the initial levels of quality in the intervention classrooms, so that it would be difficult to disaggregate the effect of the intervention from the effect of a given level of quality in the classroom.

The results indicate that intervention classrooms as a group tended to have higher initial levels of classroom quality compared with the HSQRC control classrooms in the second year of the intervention. The differences between the HSQRC intervention and control classrooms in their levels of quality, and as these findings relate to FACES, suggest that the control classrooms appear to be much more similar to the national sample

of classrooms in FACES, in their initial levels of quality (in fall of the Head Start year), whereas the intervention classrooms had higher quality.

Some results are suggestive of the relatively higher level of quality in HSQRC intervention sites as a group, revealing some possible pre-existing differences between the intervention and control classrooms, with the intervention classrooms having better educated and better paid teachers.

It is difficult to make any firm conclusions about the role of classroom quality when introducing curricular or classroom-based interventions in Head Start because we cannot identify whether the differences were pre-existing or whether the intervention improved quality, or in fact whether both occurred. It is possible that the interventions were introduced in those Head Start classrooms that were most likely to benefit from it, due to the characteristics, experience and training of the teachers in those classrooms, as well as the nature of the fit between the changes in classroom activities occasioned by the intervention and the already levels of quality in these classrooms. Further, we cannot answer the question about the minimum threshold of quality required in order to enable an intervention to be successful without more information about the fidelity of its implementation.

Analyses at the individual site level could shed more light on these interesting questions. In particular, it would be useful for the individual sites to correlate their measures of implementation and intervention fidelity with classroom quality, as a way of determining potential levels of quality needed for an intervention to be successfully implemented. More analyses are also needed to determine whether the interventions improved classroom quality. For example, it may be possible to use fall intervention-control classroom differences in the quality measures as covariates to compare spring intervention-control classrooms. If, after controlling for pre-existing differences, there is a significant difference favoring higher quality among intervention classrooms, then we might have some basis for suggesting, albeit tentatively, that the interventions themselves raise overall quality in Head Start classrooms. However, there may be insufficient statistical power, as a result of low sample sizes, to conduct these types of analyses.

Future studies of the role of interventions in improving quality would also benefit from enhancements to the research designs and the logic models of the interventions. For example, ensuring that there is a measurement of “true” baseline quality before interventions are introduced (perhaps even using a repeated baseline measures design), as well as understanding factors in the assignment of classrooms to intervention and control conditions in which evidence of pre-existing differences suggests that random assignment may have been compromised. Further, the underlying theories of change provided for the interventions should more clearly specify how a given intervention is the best match or fit to the strengths of a given program. It would be important, for future replications of promising interventions, to identify those factors such as quality which serve as the contexts in Head Start classrooms that could either enable or constrain the success of these interventions in different programs and settings.

Additionally, whether the interventions improve children’s school readiness over and above what Head Start is already providing their children is unclear. While the size of the significant differences between the treatment and control groups are within the range that has been deemed “educationally meaningful” (Rosenthal & Rosnow, 1984), the small number of significant differences and the fact that some interventions do not show any significant treatment effects make it difficult to draw any clear conclusion about their efficacy. The issues identified above, including unequal sample sizes between treatment and control groups, differences in baseline classroom quality, and possible contamination between the treatment and control groups, make drawing such conclusions difficult and serve to reduce any possible effects of specific interventions.

Further analyses with the later years of intervention implementation may clarify the effect of the interventions. The individual site analyses prepared by the QRC’s will also contribute to the understanding of the effect of the interventions, particularly in their analyses combining across years to maximize their analytic capability as well as the other data that are more customized to examine their individual interventions.

The findings of this report also provide insight into the effect of some specific interventions. For example, the counterintuitive findings for the socio-emotional intervention type suggest that the teacher training does have an effect on the teachers' rating behavior by making teachers more sensitive to children’s behavior problems. This may inadvertently increase the likelihood that children will show problems, which has implications for studies that use teachers who are receiving training to also complete the ratings for the outcome measure. Perhaps intervention studies should use raters who did not receive training in order to collect a more stable estimate of the children’s behavior.

## V. Strategies and Challenges for Research Partnerships in Head Start

The Administration for Children and Families (ACF) has a long history of sponsoring research initiatives that require partnerships between researchers and the Head Start community. For example, since 1990, the Head Start Bureau has funded Head Start University Partnerships and graduate student Research Scholars grants that included requirements for partnerships between the research and practice communities. Similarly, the HSQRC grant announcement mandated that researchers provide evidence of a Head Start partnership in their proposals. For all of these efforts, it has been ACF's intent that Head Start programs be true partners in the research endeavors, not only recipients of the research.

The Head Start programs with which the HSQRCs are partnered are diverse in numerous dimensions: the size of the programs, whether they serve urban or rural communities, the wealth of their communities, the curricula used, type of grantee agencies, and the qualifications of their teaching staff. The programs also vary in the extent of their experience with research. Some HSQRCs began the study with an existing, often long-term relationship with their Head Start program, having worked on multiple projects prior to the current HSQRC study. Other HSQRCs partnered with Head Start programs new to research. For these partners, the HSQRC project was an introduction to research and its policy implications, as well as an opportunity to discuss and influence national-level program decisions. However, the Head Start programs shared the same motivation for collaboration: They viewed research as a resource for program improvement. Programs clearly want to enhance their services to children and families and are seeking new and innovative approaches to improvement. Some of the interventions were initiated in response to Head Start program staff requests for approaches for addressing challenging issues such as child behavior. Some also see research-validated program improvement as important for the continuation of Head Start programs by showing their value to the larger community. They also hoped to gain in-house program evaluation skills, including new measures and tools, which could be used after the research ended.

There are other potential benefits to partnership research. First, by forging relationships with Head Start programs, researchers can enhance the intervention and increase the validity of the research. Through partnerships, researchers also better understand the Head Start program and its environment. Another potential benefit is that the research will translate more readily into practice, one of the primary goals of the HSQRC projects. However, partnership research also presents challenges for both the researchers and programs involved. This section presents the positive aspects of partnership research, as well as some of the challenges from the researcher perspective and strategies used to counter these challenges.<sup>14</sup>

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<sup>14</sup> This section is based on a symposium, *Borders and Bridges*, presented by the HSQRC Consortium at the annual meeting of the Society for Research in Child Development in April

## Positive Aspects of Partnership Research

This section describes some of the ways in which partnering enhanced the research, and ways in which both partners—researchers and practitioners—benefited from the partnership model.

### Relationships

One strong message from the HSQRC Consortium is the importance of relationships. Relationships are critical to making partnerships work. Successful collaboration entails negotiating, engaging in dialogue, and establishing trust. The HSQRCs also report that establishing trust and an efficient and effective process for working together takes time and ongoing effort. The HSQRCs note the importance of involving staff at every level of each organization from the beginning of the collaboration. It is also important to involve parents from the beginning of the study through policy council meetings and parent orientations.

Clear communication using multiple channels throughout the research organization and Head Start program is key to building successful research relationships. An open line of communication is paramount. Projects also note that the inclusion of mid-level Head Start managers and other Head Start staff such as family advocates is vital to enhancing communication among teaching staff, managers, and the research teams. Successful partnerships have resulted when researchers made efforts to become involved in the program. Some sites formed HSQRC Local Research Advisory Committees as another strategy to enhance partnerships. Celebrating project successes and milestones was another method to build relationships within partnerships.

### Head Start Program Input

According to several HSQRCs, the cooperative attitude and supportive nature of their partners clearly add value to the research. During the pilot period, feedback from Head Start directors, managers, and teachers significantly improved the interventions themselves, and also provided a better understanding of the intensity and type of support staff needed to implement the interventions both in the initial incarnation and in later stages of program adoption. This allowed the intervention to be more easily integrated with current practice, and facilitated staff buy-in to the intervention. Further when the intervention is either in response to a need defined by program staff or the staff immediately recognize the value of the intervention to their programs and staff are receptive, the potential for successful collaboration is enhanced.

The flexibility of the interventions is also important for their eventual dissemination on a broader scale. While researchers appreciated program input that

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2003 (Abbott-Shim, Bryant, Cunningham, et al, 2003). HSQRC Consortium meeting minutes were consulted as well.



improved the interventions, they also noted that modifications to the intervention resulted in complications to the research design, and these details often had to be negotiated.

### Feedback to Programs for Quality Improvement

One of the benefits of conducting research in partnership with programs is making the results immediately accessible and relevant to the programs. Thus, the researchers strive to provide timely feedback on developmental assessments and classroom quality data to programs that can be used for quality improvement, but without compromising the research design. By sharing resources and timely feedback, researchers empower program staff and increase the value of the intervention to the program.

### Resource Sharing

In order to implement the intervention, HSQRCs provided Head Start programs with numerous training materials (including manuals and videotapes) as well as classroom supplies (such as books). Some researchers also provided assistance to programs in developing and using new child assessment instruments or designing and implementing child-outcome based management information systems.

Staffing is another method of sharing resources. The demands of their positions in Head Start programs limit the time available for Head Start staff to learn and implement an intervention. In addition, scheduling parent interviews for the research studies, a task that often becomes the responsibility of the programs given their relationship with the families, is time consuming. Some HSQRCs responded by providing funding for a Head Start staff member's role as a research site coordinator.

### Challenges

Researchers faced a broad array of challenges in conducting their studies—some developing from the nature of partnership research and some arising because implementing an intervention in an ongoing program can be difficult. Conducting research in the real world of Head Start means learning to adapt to many of the same issues confronting Head Start programs in their daily operations. HSQRCs have to compete for the attention of Head Start programs with new national initiatives such as the Head Start Impact Study. (In some HSQRC studies, the Head Start partner was randomly assigned to participate in that evaluation and the research design had to be modified to ensure no overlap of samples.) HSQRCs had to deal with competing national professional development initiatives, such as STEP, which required teacher and program participation. HSQRCs also had to adjust to the demands of the new requirements for program-level developmental assessments of individual children as well as the new Head Start National Reporting System, and accommodate those schedules. Studies are also affected by local events and circumstances, such as language barriers, strikes, facilities problems such as floods, and long distances between programs and universities. The following section presents some of the major challenges encountered.

## Contamination of the Control Classrooms

One of the challenges in conducting intervention research in Head Start programs is delivering the intervention only to the intended recipients. Intervention spillover occurs when the intervention, or parts of the intervention, are disseminated—often with good intentions—to the control group. HSQRCs have witnessed this happening in numerous ways. Teachers, enthusiastic about new curricula or teaching strategies, share their new knowledge with colleagues who are not part of the intervention. Alternatively, education coordinators may serve as a bridge between intervention and control classrooms, offering additional technical assistance to control classrooms since the intervention classrooms are receiving training through the study. Or, teachers in control classrooms may have their interest sparked by being part of a research study, and make more efforts in professional development or improving their classroom practices.

It is not possible to build a wall around the intervention classrooms so that other classrooms or teachers are not affected by the research. Along the same vein, keeping treatment and control sites separate (to avoid contamination) can confound site and intervention characteristics. HSQRC researchers have addressed this challenge by recognizing the change in the control groups, and detailing any contamination in the study findings.

## Relationships with Control Groups

As noted earlier, positive relationships are key to the success of partnership research. Yet several researchers report difficulty in maintaining positive relationships with control groups during the study, particularly when classrooms were randomly assigned to the intervention or control group within a program or even a center. At times, administrators, teachers, and parents in control groups can feel neglected as their peers receive quality enhancements. Researchers have devised strategies to respond to potential classroom/condition competition. Most notably, several HSQRC projects use “waitlist” designs, and provide the intervention to the control group the year after they were randomly assigned to be in the control group. Researchers also address this issue by conveying to staff the importance of ensuring the intervention is effective before providing it on a broader scale. Some HSQRCs also purchase classroom supplies unrelated to the intervention for those in the control group. In addition, at the end of the program year, one HSQRC presents certificates to all teachers in the study regardless of their group.

## Ensuring Teachers Understand the Purpose of Data Collection

One element of communication and information sharing is ensuring that teachers understand that the research is not evaluating them personally, but rather trying to improve services. Teachers often perceive the children's outcomes as a reflection of their own skills as a teacher. Therefore, at times, teachers have hindered observations and assessments in attempts to boost the outcomes for children. To make teachers feel less threatened, at one HSQRC, graduate students who work on the study must complete one full year of involvement with the program before collecting any data.

## Staff Turnover and Attendance

The HSQRCs also identified several issues confronting both researchers and programs for which there are no easy solutions. One example is staff turnover. Many of the HSQRC interventions are multiyear interventions, and for the interventions to have the best outcomes, are dependent on teachers' returning for the second year of training, or else implementing the knowledge gained in the previous year's training. Teacher turnover is just as disconcerting to programs, particularly as they invest in teachers to help them attain higher educational degrees, only to see them accept higher-paying jobs with the public school system. Turnover was also seen in administrators. When an HSQRC had established a relationship with an administrator who understood the intervention and the history of the partnership but then left and was replaced with someone without this knowledge or commitment to the intervention, the change required considerable effort to re-establish these links.

A related problem is the variability in the amount of time staff are available to receive the intervention training. Some researchers scheduled extensive training for teachers in their intervention approach, but some teachers had very low attendance. In other situations teachers had considerable demands on their time due to their participation in other educational programs that limited their involvement in the HSQRC training. It is important to involve all staff members in the intervention training; such "whole team" training can minimize these turnover effects.

## Low Levels of Parent Involvement in the Interventions

Some HSQRCs encountered difficulties in involving parents. While attendance was respectable initially, it declined over the program year. This occurred even with considerable accommodation to parents such as providing dinner, child care, and learning materials to take home. In another study the lack of parental participation in the intervention reduced its potential to be reinforced at home. However, the projects did provide good opportunities to explain the importance of the curriculum to parents.

In contrast, the response rates for parents and children in the research studies have been excellent. This is due to the good cooperation of programs to facilitate the data collection and obtain parental consent, provision of monetary stipends to parents for their and their children's participation in interviews and assessments, and persistent field work

to schedule and complete as many interviews and assessments as possible. (See Chapter III for more details.)

### Random Assignment

Another challenge cited by many of the HSQRC researchers was obtaining agreement from their Head Start partners to use random assignment in the research design. Head Start programs are committed to serving the most at-risk children and families in the community. Therefore, program directors often questioned the fairness of leaving enrollment decisions, or decisions related to which children, families, or staff would receive quality enhancements, to a random process not controlled by the program. Researchers encountered challenges regarding randomization at the center, classroom, and child level.

To overcome program reluctance, the researchers began to educate their partners about random assignment and the importance of this procedure to drawing conclusions about findings. Program participants grew to understand the purpose and benefits of different research designs especially when the research terms were explained in clear, non-technical language. The details of random assignment were at times negotiated in order to maintain the partnership.

### Conclusion

Conducting research in partnership with Head Start programs has many potential benefits to researchers and practitioners. It can improve the quality of the intervention, enhance the validity of the research, and facilitate broader dissemination of the intervention. The findings can provide immediate feedback to programs for quality improvement. However, developing successful partnerships requires a significant investment of time. Open communication among all parties, including administrators, teachers, support staff, and parents, is critical and can counter potential challenges such as confusion about the research design and methods. Clear communication and information sharing are also important to ensuring the cooperation of all staff—those in the intervention and control groups—with the project. In addition, conducting partnership research in the real world of Head Start requires that researchers remain flexible and able to adapt to unforeseen circumstances—staff turnover, strikes, and floods—as well as new national initiatives, just as Head Start programs do. The recognition of these challenges, and the strategies developed by the HSQRCs to overcome them, have been critical to the success of the work of the individual studies and the Consortium as a whole.

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## ***Appendix A. Data Tables***

*QRC DCC 2001-2002: Demographic Comparisons*



## QRC DCC 2001-2002: Demographic Comparisons with FACES 2000

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons		Significant t-value: 1.96								
	QRC Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
White_C	0.32	0.02	0.53	0.03	-0.21	0.04	-5.82	519	2481	
Black_C	0.56	0.02	0.36	0.04	0.20	0.04	4.47	519	2481	
Hisp_C	0.20	0.02	0.28	0.05	-0.08	0.05	-1.49	519	2481	
LangMino	0.15	0.02	0.18	0.03	-0.03	0.04	-0.83	519	2475	
Disab	0.20	0.02	0.14	0.01	0.06	0.02	2.68	519	2479	
Sex (% Female)	0.48	0.02	0.50	0.01	-0.02	0.02	-0.89	600	2480	
% Age_mths < 48	0.30	0.02	0.48	0.02	-0.18	0.03	-6.36	605	2478	
% Age_mths >= 60	0.09	0.01	0.05	0.01	0.04	0.01	2.83	605	2478	
Welfstat	0.12	0.01	0.23	0.02	-0.11	0.02	-4.92	518	2477	
Poverty	0.61	0.02	0.65	0.02	-0.04	0.03	-1.41	501	2400	
% with single parents	0.44	0.02	0.34	0.02	0.10	0.03	3.54	519	2481	
% with two bio parents	0.36	0.02	0.46	0.02	-0.10	0.03	-3.54	519	2481	
MinLabF	0.76	0.02	0.63	0.02	0.13	0.03	4.60	487	2307	
MEmploy	0.64	0.02	0.56	0.02	0.08	0.03	2.83	487	2307	
% with only one child	0.21	0.02	0.18	0.01	0.03	0.02	1.34	519	2481	
% with 4 or more children	0.17	0.02	0.21	0.01	-0.04	0.02	-1.79	519	2481	
% with food stamps	0.38	0.02	0.44	0.03	-0.06	0.04	-1.66	518	2480	
Age_mths	50.88	6.68	48.30	6.51	2.58	0.30	8.56	605	2477	
PEduc	3.89	1.45	3.47	1.40	0.42	0.07	6.03	518	2459	
MFaminc	1536.06	1148.94	1485.88	1095.36	50.18	56.67	0.89	488	2370	
Famsize	4.47	1.79	4.65	1.79	-0.18	0.09	-2.07	512	2476	

Classroom Observation Comparisons		Significant t-value: 1.96								
	QRC Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
ECERS Mean Score	5.01	0.93	4.78	0.90	0.23	0.14	1.67	54	267	
ECERS Language Score	5.31	1.18	4.84	1.22	0.47	0.18	2.66	54	276	
AP Scheduling	11.08	2.88	11.05	3.22	0.03	0.44	0.07	53	268	
AP Learning Environment	14.92	2.34	14.39	2.64	0.53	0.36	1.48	53	273	
LTArnett	75.05	11.68	71.09	12.22	3.96	1.74	2.28	55	275	
AVG Child:Adult Ratio	6.12	2.52	5.36	2.11	0.76	0.36	2.10	55	278	

Teacher Demographic Comparisons		Significant t-value: 1.96								
	QRC Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
Teacher Age	41.06	11.20	41.43	11.07	-0.37	1.68	-0.22	53	270	
Teacher Education	5.69	0.88	5.46	1.32	0.23	0.14	1.61	55	275	
% with BA or more	0.56	0.50	0.38	0.05	0.18	0.50	0.36	55	277	
% with AA or more	0.80	0.40	0.57	0.04	0.23	0.40	0.57	55	277	
% with less than AA	0.20	0.40	0.42	0.04	-0.22	0.40	-0.55	55	277	
Years Teaching Experience	12.31	8.76	11.81	8.67	0.50	1.29	0.39	55	270	
Total Annual Salary	22029.92	8761.80	20765.95	9617.28	1263.97	1373.22	0.92	50	264	

**QRC DCC 2001-2002: Demographic Comparisons for Literacy Focused Intervention sites with  
FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons		Significant t-value: 1.96								
	QRC LIT INT Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
White_C	<b>0.28</b>	<b>0.04</b>	<b>0.53</b>	<b>0.03</b>	<b>-0.25</b>	<b>0.05</b>	<b>-5.00</b>	<b>137</b>	<b>2481</b>	
Black_C	0.38	0.04	0.36	0.04	0.02	0.06	0.35	137	2481	
Hisp_C	0.39	0.04	0.28	0.05	0.11	0.06	1.72	137	2481	
LangMino	<b>0.30</b>	<b>0.04</b>	<b>0.18</b>	<b>0.03</b>	<b>0.12</b>	<b>0.05</b>	<b>2.40</b>	<b>137</b>	<b>2475</b>	
Disab	0.18	0.03	0.14	0.01	0.04	0.03	1.26	137	2479	
Sex (% Female)	0.52	0.04	0.50	0.01	0.02	0.04	0.49	158	2480	
% Age_mths < 48	<b>0.21</b>	<b>0.03</b>	<b>0.48</b>	<b>0.02</b>	<b>-0.27</b>	<b>0.04</b>	<b>-7.49</b>	<b>158</b>	<b>2478</b>	
% Age_mths >= 60	0.08	0.02	0.05	0.01	0.03	0.02	1.34	158	2478	
Welfstat	<b>0.05</b>	<b>0.02</b>	<b>0.23</b>	<b>0.02</b>	<b>-0.18</b>	<b>0.03</b>	<b>-6.36</b>	<b>137</b>	<b>2477</b>	
Poverty	<b>0.56</b>	<b>0.04</b>	<b>0.65</b>	<b>0.02</b>	<b>-0.09</b>	<b>0.04</b>	<b>-2.01</b>	<b>130</b>	<b>2400</b>	
% with single parents	0.36	0.04	0.34	0.02	0.02	0.04	0.45	137	2481	
% with two bio parents	0.44	0.04	0.46	0.02	-0.02	0.04	-0.45	137	2481	
MinLabF	<b>0.77</b>	<b>0.04</b>	<b>0.63</b>	<b>0.02</b>	<b>0.14</b>	<b>0.04</b>	<b>3.13</b>	<b>132</b>	<b>2307</b>	
MEmploy	<b>0.71</b>	<b>0.04</b>	<b>0.56</b>	<b>0.02</b>	<b>0.15</b>	<b>0.04</b>	<b>3.35</b>	<b>132</b>	<b>2307</b>	
% with only one child	0.18	0.03	0.18	0.01	0.00	0.03	0.00	137	2481	
% with 4 or more children	0.16	0.03	0.21	0.01	-0.05	0.03	-1.58	137	2481	
% with food stamps	<b>0.18</b>	<b>0.03</b>	<b>0.44</b>	<b>0.03</b>	<b>-0.26</b>	<b>0.04</b>	<b>-6.13</b>	<b>136</b>	<b>2480</b>	
Age_mths	<b>51.85</b>	<b>5.97</b>	<b>48.30</b>	<b>6.51</b>	<b>3.55</b>	<b>0.49</b>	<b>7.21</b>	<b>158</b>	<b>2477</b>	
PEduc	<b>4.16</b>	<b>1.62</b>	<b>3.47</b>	<b>1.40</b>	<b>0.69</b>	<b>0.14</b>	<b>4.87</b>	<b>136</b>	<b>2459</b>	
MFaminc	<b>1898.21</b>	<b>1373.59</b>	<b>1485.88</b>	<b>1095.36</b>	<b>412.33</b>	<b>124.42</b>	<b>3.31</b>	<b>126</b>	<b>2370</b>	
Famsize	4.83	1.79	4.65	1.79	0.18	0.16	1.13	134	2476	

Classroom Observation Comparisons		Significant t-value: 1.96								
	QRC LIT INT Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
ECERS Mean Score	<b>5.51</b>	<b>0.54</b>	<b>4.78</b>	<b>0.90</b>	<b>0.73</b>	<b>0.17</b>	<b>4.42</b>	<b>12</b>	<b>267</b>	
ECERS Language Score	<b>6.00</b>	<b>0.49</b>	<b>4.84</b>	<b>1.22</b>	<b>1.16</b>	<b>0.16</b>	<b>7.28</b>	<b>12</b>	<b>276</b>	
AP Scheduling	12.00	2.72	11.05	3.22	0.95	0.84	1.13	11	268	
AP Learning Environment	15.25	2.60	14.39	2.64	0.86	0.77	1.12	12	273	
LTArnett	<b>80.08</b>	<b>5.14</b>	<b>71.09</b>	<b>12.22</b>	<b>8.99</b>	<b>1.60</b>	<b>5.60</b>	<b>13</b>	<b>275</b>	
AVG Child:Adult Ratio	5.77	2.70	5.36	2.11	0.41	0.76	0.54	13	278	

Teacher Demographic Comparisons		Significant t-value: 1.96								
	QRC LIT INT Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
Teacher Age	42.45	10.30	41.43	11.07	1.02	3.18	0.32	11	270	
Teacher Education	6.00	1.15	5.46	1.32	0.54	0.33	1.64	13	275	
% with BA or more	0.54	0.14	0.38	0.05	0.16	0.15	1.08	13	277	
% with AA or more	0.69	0.48	0.57	0.04	0.12	0.48	0.25	13	277	
% with less than AA	0.31	0.48	0.42	0.04	-0.11	0.48	-0.23	13	277	
Years Teaching Experience	10.15	5.96	11.81	8.67	-1.66	1.74	-0.96	13	270	
Total Annual Salary	<b>28581.82</b>	<b>7932.57</b>	<b>20765.95</b>	<b>9617.28</b>	<b>7815.87</b>	<b>2463.91</b>	<b>3.17</b>	<b>11</b>	<b>264</b>	

**QRC DCC 2001-2002: Demographic Comparisons for SocioEmotional Focused Intervention sites with FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons		Significant t-value: 1.96								
	QRC SOC EMO Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
White_C	0.49	0.05	0.53	0.03	-0.04	0.06	-0.69	94	2481	
<b>Black_C</b>	<b>0.49</b>	<b>0.05</b>	<b>0.36</b>	<b>0.04</b>	<b>0.13</b>	<b>0.06</b>	<b>2.03</b>	<b>94</b>	<b>2481</b>	
<b>Hispanic_C</b>	<b>0.14</b>	<b>0.04</b>	<b>0.28</b>	<b>0.05</b>	<b>-0.14</b>	<b>0.06</b>	<b>-2.19</b>	<b>94</b>	<b>2481</b>	
LangMino	0.11	0.03	0.18	0.03	-0.07	0.04	-1.65	94	2475	
Disab	0.22	0.04	0.14	0.01	0.08	0.04	1.94	94	2479	
Sex (% Female)	0.54	0.05	0.50	0.01	0.04	0.05	0.78	106	2480	
<b>% Age_mths &lt; 48</b>	<b>0.34</b>	<b>0.05</b>	<b>0.48</b>	<b>0.02</b>	<b>-0.14</b>	<b>0.05</b>	<b>-2.60</b>	<b>106</b>	<b>2478</b>	
% Age_mths >= 60	0.07	0.02	0.05	0.01	0.02	0.02	0.89	106	2478	
Welfstat	0.23	0.04	0.23	0.02	0.00	0.04	0.00	93	2477	
Poverty	0.71	0.05	0.65	0.02	0.06	0.05	1.11	87	2400	
% with single parents	0.40	0.05	0.34	0.02	0.06	0.05	1.11	94	2481	
<b>% with two bio parents</b>	<b>0.32</b>	<b>0.05</b>	<b>0.46</b>	<b>0.02</b>	<b>-0.14</b>	<b>0.05</b>	<b>-2.60</b>	<b>94</b>	<b>2481</b>	
MinLabF	0.74	0.05	0.63	0.02	0.11	0.05	2.04	90	2307	
MEmploy	0.59	0.05	0.56	0.02	0.03	0.05	0.56	90	2307	
% with only one child	0.17	0.04	0.18	0.01	-0.01	0.04	-0.24	94	2481	
% with 4 or more children	0.17	0.04	0.21	0.01	-0.04	0.04	-0.97	94	2481	
% with food stamps	0.49	0.05	0.44	0.03	0.05	0.06	0.86	94	2480	
<b>Age_mths</b>	<b>50.38</b>	<b>6.56</b>	<b>48.30</b>	<b>6.51</b>	<b>2.08</b>	<b>0.65</b>	<b>3.20</b>	<b>106</b>	<b>2477</b>	
PEduc	3.57	1.23	3.47	1.40	0.10	0.13	0.77	94	2459	
MFaminc	1356.20	827.61	1485.88	1095.36	-129.68	93.59	-1.39	83	2370	
Famsize	4.44	1.60	4.65	1.79	-0.21	0.17	-1.22	91	2476	

Classroom Observation Comparisons		Significant t-value: 1.96								
	QRC SOC EMO Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
ECERS Mean Score	5.09	0.64	4.78	0.90	0.31	0.19	1.61	12	267	
ECERS Language Score	5.13	0.93	4.84	1.22	0.29	0.28	1.04	12	276	
AP Scheduling	11.25	2.34	11.05	3.22	0.20	0.70	0.28	12	268	
AP Learning Environment	14.75	2.18	14.39	2.64	0.36	0.65	0.55	12	273	
LTArnett	75.33	8.05	71.09	12.22	4.24	2.44	1.74	12	275	
AVG Child:Adult Ratio	5.93	1.55	5.36	2.11	0.57	0.46	1.23	12	278	

Teacher Demographic Comparisons		Significant t-value: 1.96								
	QRC SOC EMO Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
Teacher Age	41.00	10.95	41.43	11.07	-0.43	3.23	-0.13	12	270	
Teacher Education	5.58	0.67	5.46	1.32	0.12	0.21	0.57	12	275	
% with BA or more	0.50	0.15	0.38	0.05	0.12	0.16	0.76	12	277	
% with AA or more	1.00	0.00	0.57	0.04	0.43	0.04	10.75	12	277	
% with less than AA	0.00	0.00	0.42	0.04	-0.42	0.04	-10.50	12	277	
Years Teaching Experience	14.25	11.76	11.81	8.67	2.44	3.44	0.71	12	270	
Total Annual Salary	21008.73	3671.59	20765.95	9617.28	242.78	1255.33	0.19	11	264	

**QRC DCC 2001-2002: Demographic Comparisons for Teacher Training Focused Intervention sites with FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons		Significant t-value: 1.96								
	QRC TCH TR Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
White_C	<b>0.36</b>	<b>0.04</b>	<b>0.53</b>	<b>0.03</b>	<b>-0.17</b>	<b>0.05</b>	<b>-3.40</b>	<b>163</b>	<b>2481</b>	
Black_C	<b>0.57</b>	<b>0.04</b>	<b>0.36</b>	<b>0.04</b>	<b>0.21</b>	<b>0.06</b>	<b>3.71</b>	<b>163</b>	<b>2481</b>	
Hisp_C	0.17	0.03	0.28	0.05	-0.11	0.06	-1.89	163	2481	
LangMino	0.14	0.03	0.18	0.03	-0.04	0.04	-0.94	163	2475	
Disab	<b>0.23</b>	<b>0.03</b>	<b>0.14</b>	<b>0.01</b>	<b>0.09</b>	<b>0.03</b>	<b>2.85</b>	<b>163</b>	<b>2479</b>	
Sex (% Female)	0.46	0.04	0.50	0.01	-0.04	0.04	-0.97	178	2480	
% Age_mths < 48	<b>0.36</b>	<b>0.04</b>	<b>0.48</b>	<b>0.02</b>	<b>-0.12</b>	<b>0.04</b>	<b>-2.68</b>	<b>181</b>	<b>2478</b>	
% Age_mths >= 60	0.08	0.02	0.05	0.01	0.03	0.02	1.34	181	2478	
Welfstat	<b>0.10</b>	<b>0.02</b>	<b>0.23</b>	<b>0.02</b>	<b>-0.13</b>	<b>0.03</b>	<b>-4.60</b>	<b>163</b>	<b>2477</b>	
Poverty	0.58	0.04	0.65	0.02	-0.07	0.04	-1.57	161	2400	
% with single parents	0.41	0.04	0.34	0.02	0.07	0.04	1.57	163	2481	
% with two bio parents	0.42	0.04	0.46	0.02	-0.04	0.04	-0.89	163	2481	
MinLabF	<b>0.74</b>	<b>0.04</b>	<b>0.63</b>	<b>0.02</b>	<b>0.11</b>	<b>0.04</b>	<b>2.46</b>	<b>151</b>	<b>2307</b>	
MEmploy	0.61	0.04	0.56	0.02	0.05	0.04	1.12	151	2307	
% with only one child	0.23	0.03	0.18	0.01	0.05	0.03	1.58	163	2481	
% with 4 or more children	0.21	0.03	0.21	0.01	0.00	0.03	0.00	163	2481	
% with food stamps	0.36	0.04	0.44	0.03	-0.08	0.05	-1.60	163	2480	
Age_mths	<b>49.90</b>	<b>7.15</b>	<b>48.30</b>	<b>6.51</b>	<b>1.60</b>	<b>0.55</b>	<b>2.92</b>	<b>181</b>	<b>2477</b>	
PEduc	<b>3.88</b>	<b>1.45</b>	<b>3.47</b>	<b>1.40</b>	<b>0.41</b>	<b>0.12</b>	<b>3.50</b>	<b>163</b>	<b>2459</b>	
MFaminc	1528.08	1071.04	1485.88	1095.36	42.20	88.39	0.48	157	2370	
Famsize	4.64	2.10	4.65	1.79	-0.01	0.17	-0.06	163	2476	

Classroom Observation Comparisons		Significant t-value: 1.96								
	QRC TCH TR Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
ECERS Mean Score	<b>5.20</b>	<b>0.67</b>	<b>4.78</b>	<b>0.90</b>	<b>0.42</b>	<b>0.18</b>	<b>2.38</b>	<b>16</b>	<b>267</b>	
ECERS Language Score	5.28	1.21	4.84	1.22	0.44	0.31	1.41	16	276	
AP Scheduling	10.50	3.52	11.05	3.22	-0.55	0.90	-0.61	16	268	
AP Learning Environment	14.93	1.83	14.39	2.64	0.54	0.50	1.08	15	273	
LTArnett	<b>77.69</b>	<b>8.82</b>	<b>71.09</b>	<b>12.22</b>	<b>6.60</b>	<b>2.32</b>	<b>2.84</b>	<b>16</b>	<b>275</b>	
AVG Child:Adult Ratio	5.86	1.80	5.36	2.11	0.50	0.47	1.07	16	278	

Teacher Demographic Comparisons		Significant t-value: 1.96								
	QRC TCH TR Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
Teacher Age	38.75	9.43	41.43	11.07	-2.68	2.45	-1.09	16	270	
Teacher Education	5.56	0.51	5.46	1.32	0.10	0.15	0.67	16	275	
% with BA or more	0.56	0.13	0.38	0.05	0.18	0.14	1.29	16	277	
% with AA or more	0.81	0.40	0.57	0.04	0.24	0.40	0.60	16	277	
% with less than AA	0.19	0.40	0.42	0.04	-0.23	0.40	-0.57	16	277	
Years Teaching Experience	10.88	7.31	11.81	8.67	-0.93	1.90	-0.49	16	270	
Total Annual Salary	23050.67	11438.50	20765.95	9617.28	2284.72	2920.24	0.78	16	264	

**QRC DCC 2001-2002: Demographic Comparisons for Individualizing Assessment Focused  
Intervention sites with FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons		Significant t-value: 1.96								
	QRC IND AST Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
White_C	0.14	0.03	0.53	0.03	-0.39	0.04	-9.19	103	2481	
Black_C	0.80	0.04	0.36	0.04	0.44	0.06	7.78	103	2481	
Hisp_C	0.21	0.04	0.28	0.05	-0.07	0.06	-1.09	103	2481	
LangMino	0.19	0.04	0.18	0.03	0.01	0.05	0.20	103	2475	
Disab	0.17	0.04	0.14	0.01	0.03	0.04	0.73	103	2479	
Sex (% Female)	0.47	0.05	0.50	0.01	-0.03	0.05	-0.59	109	2480	
% Age_mths < 48	0.23	0.04	0.48	0.02	-0.25	0.04	-5.59	109	2478	
% Age_mths >= 60	0.08	0.03	0.05	0.01	0.03	0.03	0.95	109	2478	
Welfstat	0.07	0.02	0.23	0.02	-0.16	0.03	-5.66	103	2477	
Poverty	0.61	0.05	0.65	0.02	-0.04	0.05	-0.74	101	2400	
% with single parents	0.47	0.05	0.34	0.02	0.13	0.05	2.41	103	2481	
% with two bio parents	0.42	0.05	0.46	0.02	-0.04	0.05	-0.74	103	2481	
MinLabF	0.80	0.04	0.63	0.02	0.17	0.04	3.80	99	2307	
MEmploy	0.63	0.05	0.56	0.02	0.07	0.05	1.30	99	2307	
% with only one child	0.24	0.04	0.18	0.01	0.06	0.04	1.46	103	2481	
% with 4 or more children	0.21	0.04	0.21	0.01	0.00	0.04	0.00	103	2481	
% with food stamps	0.41	0.05	0.44	0.03	-0.03	0.06	-0.51	103	2480	
Age_mths	51.16	6.61	48.30	6.51	2.86	0.65	4.42	109	2477	
PEduc	3.76	1.33	3.47	1.40	0.29	0.13	2.16	103	2459	
MFaminc	1256.72	813.12	1485.88	1095.36	-229.16	85.16	-2.69	98	2370	
Famsize	4.58	2.26	4.65	1.79	-0.07	0.23	-0.31	103	2476	

Classroom Observation Comparisons		Significant t-value: 1.96								
	QRC IND AST Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
ECERS Mean Score	5.07	0.91	4.78	0.90	0.29	0.38	0.77	6	267	
ECERS Language Score	4.67	1.26	4.84	1.22	-0.17	0.52	-0.33	6	276	
AP Scheduling	12.33	1.21	11.05	3.22	1.28	0.53	2.41	6	268	
AP Learning Environment	15.60	0.89	14.39	2.64	1.21	0.40	3.05	6	273	
LTArnett	71.83	8.33	71.09	12.22	0.74	3.48	0.21	6	275	
AVG Child:Adult Ratio	4.92	1.65	5.36	2.11	-0.44	0.69	-0.64	6	278	

Teacher Demographic Comparisons		Significant t-value: 1.96								
	QRC IND AST Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
Teacher Age	37.00	9.38	41.43	11.07	-4.43	3.89	-1.14	6	270	
Teacher Education	5.17	0.41	5.46	1.32	-0.29	0.19	-1.56	6	275	
% with BA or more	0.17	0.17	0.38	0.05	-0.21	0.18	-1.19	6	277	
% with AA or more	0.67	0.52	0.57	0.04	0.10	0.52	0.19	6	277	
% with less than AA	0.33	0.52	0.42	0.04	-0.09	0.52	-0.17	6	277	
Years Teaching Experience	7.67	6.65	11.81	8.67	-4.14	2.77	-1.50	6	270	
Total Annual Salary	16644.00	4930.28	20765.95	9617.28	-4121.95	2282.95	-1.81	5	264	

**QRC DCC 2001-2002: Demographic Comparisons for Parent Involvement Focused  
Intervention sites with FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons		Significant t-value: 1.96								
	QRC PAR INV INT Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
White_C	<b>0.06</b>	<b>0.03</b>	<b>0.53</b>	<b>0.03</b>	<b>-0.47</b>	<b>0.04</b>	<b>-11.08</b>	<b>68</b>	<b>2481</b>	
Black_C	<b>0.97</b>	<b>0.02</b>	<b>0.36</b>	<b>0.04</b>	<b>0.61</b>	<b>0.04</b>	<b>13.64</b>	<b>68</b>	<b>2481</b>	
Hisp_C	<b>0.03</b>	<b>0.02</b>	<b>0.28</b>	<b>0.05</b>	<b>-0.25</b>	<b>0.05</b>	<b>-4.64</b>	<b>68</b>	<b>2481</b>	
LangMino	<b>0.00</b>	<b>0.00</b>	<b>0.18</b>	<b>0.03</b>	<b>-0.18</b>	<b>0.03</b>	<b>-6.00</b>	<b>68</b>	<b>2475</b>	
Disab	0.19	0.05	0.14	0.01	0.05	0.05	0.98	68	2479	
Sex (% Female)	0.42	0.05	0.50	0.01	-0.08	0.05	-1.57	88	2480	
% Age_mths < 48	<b>0.32</b>	<b>0.05</b>	<b>0.48</b>	<b>0.02</b>	<b>-0.16</b>	<b>0.05</b>	<b>-2.97</b>	<b>88</b>	<b>2478</b>	
% Age_mths >= 60	0.13	0.04	0.05	0.01	0.08	0.04	1.94	88	2478	
Welfstat	<b>0.12</b>	<b>0.04</b>	<b>0.23</b>	<b>0.02</b>	<b>-0.11</b>	<b>0.04</b>	<b>-2.46</b>	<b>68</b>	<b>2477</b>	
Poverty	0.66	0.06	0.65	0.02	0.01	0.06	0.16	68	2400	
% with single parents	<b>0.65</b>	<b>0.06</b>	<b>0.34</b>	<b>0.02</b>	<b>0.31</b>	<b>0.06</b>	<b>4.90</b>	<b>68</b>	<b>2481</b>	
% with two bio parents	<b>0.21</b>	<b>0.05</b>	<b>0.46</b>	<b>0.02</b>	<b>-0.25</b>	<b>0.05</b>	<b>-4.64</b>	<b>68</b>	<b>2481</b>	
MinLabF	<b>0.85</b>	<b>0.05</b>	<b>0.63</b>	<b>0.02</b>	<b>0.22</b>	<b>0.05</b>	<b>4.09</b>	<b>65</b>	<b>2307</b>	
MEmploy	0.68	0.06	0.56	0.02	0.12	0.06	1.90	65	2307	
% with only one child	0.25	0.05	0.18	0.01	0.07	0.05	1.37	68	2481	
% with 4 or more children	0.13	0.04	0.21	0.01	-0.08	0.04	-1.94	68	2481	
% with food stamps	0.50	0.06	0.44	0.03	0.06	0.07	0.89	68	2480	
Age_mths	<b>51.10</b>	<b>7.15</b>	<b>48.30</b>	<b>6.51</b>	<b>2.80</b>	<b>0.77</b>	<b>3.62</b>	<b>88</b>	<b>2477</b>	
PEduc	3.76	1.29	3.47	1.40	0.29	0.16	1.82	68	2459	
MFaminc	1303.75	1177.14	1485.88	1095.36	-182.13	145.56	-1.25	67	2370	
Famsize	<b>3.75</b>	<b>1.26</b>	<b>4.65</b>	<b>1.79</b>	<b>-0.90</b>	<b>0.16</b>	<b>-5.73</b>	<b>68</b>	<b>2476</b>	

Classroom Observation Comparisons		Significant t-value: 1.96								
	QRC PAR INV Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
ECERS Mean Score	<b>2.83</b>	<b>0.34</b>	<b>4.78</b>	<b>0.90</b>	<b>-1.95</b>	<b>0.16</b>	<b>-12.06</b>	<b>5</b>	<b>267</b>	
ECERS Language Score	<b>3.40</b>	<b>0.91</b>	<b>4.84</b>	<b>1.22</b>	<b>-1.44</b>	<b>0.41</b>	<b>-3.48</b>	<b>5</b>	<b>276</b>	
AP Scheduling	11.20	0.45	11.05	3.22	0.15	0.28	0.53	5	268	
AP Learning Environment	13.00	2.55	14.39	2.64	-1.39	1.15	-1.21	5	273	
LTArnett	<b>48.20</b>	<b>11.73</b>	<b>71.09</b>	<b>12.22</b>	<b>-22.89</b>	<b>5.30</b>	<b>-4.32</b>	<b>5</b>	<b>275</b>	
AVG Child:Adult Ratio	<b>10.85</b>	<b>2.92</b>	<b>5.36</b>	<b>2.11</b>	<b>5.49</b>	<b>1.31</b>	<b>4.18</b>	<b>5</b>	<b>278</b>	

Teacher Demographic Comparisons		Significant t-value: 1.96								
	QRC PAR INV Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
Teacher Age	49.60	17.42	41.43	11.07	8.17	7.82	1.04	5	270	
Teacher Education	5.60	0.55	5.46	1.32	0.14	0.26	0.54	5	275	
% with BA or more	0.60	0.24	0.38	0.05	0.22	0.25	0.90	5	277	
% with AA or more	0.60	0.55	0.57	0.04	0.03	0.55	0.05	5	277	
% with less than AA	0.40	0.55	0.42	0.04	-0.02	0.55	-0.04	5	277	
Years Teaching Experience	20.00	10.42	11.81	8.67	8.19	4.69	1.75	5	270	
Total Annual Salary	<b>16000.00</b>	<b>2449.49</b>	<b>20765.95</b>	<b>9617.28</b>	<b>-4765.95</b>	<b>1245.13</b>	<b>-3.83</b>	<b>5</b>	<b>264</b>	

**QRC DCC 2001-2002: Demographic Comparisons All Control Groups (Combined) with FACES  
2000**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons		Significant t-value: 1.96								
	QRC All Controls Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
White_C	<b>0.18</b>	<b>0.03</b>	<b>0.53</b>	<b>0.03</b>	<b>-0.35</b>	<b>0.04</b>	<b>-8.25</b>	<b>125</b>	<b>2481</b>	
Black_C	<b>0.81</b>	<b>0.04</b>	<b>0.36</b>	<b>0.04</b>	<b>0.45</b>	<b>0.06</b>	<b>7.95</b>	<b>125</b>	<b>2481</b>	
Hisp_C	<b>0.06</b>	<b>0.02</b>	<b>0.28</b>	<b>0.05</b>	<b>-0.22</b>	<b>0.05</b>	<b>-4.09</b>	<b>125</b>	<b>2481</b>	
LangMino	<b>0.02</b>	<b>0.01</b>	<b>0.18</b>	<b>0.03</b>	<b>-0.16</b>	<b>0.03</b>	<b>-5.06</b>	<b>125</b>	<b>2475</b>	
Disab	0.15	0.03	0.14	0.01	0.01	0.03	0.32	125	2479	
Sex (% Female)	0.43	0.04	0.50	0.01	-0.07	0.04	-1.70	158	2480	
% Age_mths < 48	<b>0.28</b>	<b>0.04</b>	<b>0.48</b>	<b>0.02</b>	<b>-0.20</b>	<b>0.04</b>	<b>-4.47</b>	<b>160</b>	<b>2478</b>	
% Age_mths >= 60	0.11	0.03	0.05	0.01	0.06	0.03	1.90	160	2478	
Welfstat	<b>0.13</b>	<b>0.03</b>	<b>0.23</b>	<b>0.02</b>	<b>-0.10</b>	<b>0.04</b>	<b>-2.77</b>	<b>125</b>	<b>2477</b>	
Poverty	0.63	0.04	0.65	0.02	-0.02	0.04	-0.45	123	2400	
% with single parents	<b>0.58</b>	<b>0.04</b>	<b>0.34</b>	<b>0.02</b>	<b>0.24</b>	<b>0.04</b>	<b>5.37</b>	<b>125</b>	<b>2481</b>	
% with two bio parents	<b>0.25</b>	<b>0.04</b>	<b>0.46</b>	<b>0.02</b>	<b>-0.21</b>	<b>0.04</b>	<b>-4.70</b>	<b>125</b>	<b>2481</b>	
MinLabF	<b>0.80</b>	<b>0.04</b>	<b>0.63</b>	<b>0.02</b>	<b>0.17</b>	<b>0.04</b>	<b>3.80</b>	<b>114</b>	<b>2307</b>	
MEmploy	0.63	0.05	0.56	0.02	0.07	0.05	1.30	114	2307	
% with only one child	0.26	0.44	0.18	0.01	0.08	0.44	0.18	125	2481	
% with 4 or more children	<b>0.14</b>	<b>0.03</b>	<b>0.21</b>	<b>0.01</b>	<b>-0.07</b>	<b>0.03</b>	<b>-2.21</b>	<b>125</b>	<b>2481</b>	
% with food stamps	<b>0.55</b>	<b>0.04</b>	<b>0.44</b>	<b>0.03</b>	<b>0.11</b>	<b>0.05</b>	<b>2.20</b>	<b>125</b>	<b>2480</b>	
Age_mths	<b>51.36</b>	<b>6.73</b>	<b>48.30</b>	<b>6.51</b>	<b>3.06</b>	<b>0.55</b>	<b>5.59</b>	<b>160</b>	<b>2477</b>	
PEduc	<b>3.86</b>	<b>1.38</b>	<b>3.47</b>	<b>1.40</b>	<b>0.39</b>	<b>0.13</b>	<b>3.08</b>	<b>125</b>	<b>2459</b>	
MFaminc	1294.65	1096.86	1485.88	1095.36	-191.23	101.82	-1.88	122	2370	
Famsize	<b>3.89</b>	<b>1.28</b>	<b>4.65</b>	<b>1.79</b>	<b>-0.76</b>	<b>0.12</b>	<b>-6.31</b>	<b>124</b>	<b>2476</b>	

Classroom Observation Comparisons		Significant t-value: 1.96								
	QRC All Controls Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
ECERS Mean Score	4.29	1.24	4.78	0.90	-0.49	0.34	-1.46	14	267	
ECERS Language Score	4.89	1.55	4.84	1.22	0.05	0.42	0.12	14	276	
AP Scheduling	10.86	2.71	11.05	3.22	-0.19	0.75	-0.25	14	268	
AP Learning Environment	14.79	2.91	14.39	2.64	0.40	0.79	0.50	14	273	
LTArnett	67.14	17.23	71.09	12.22	-3.95	4.66	-0.85	14	275	
AVG Child:Adult Ratio	6.90	3.62	5.36	2.11	1.54	0.98	1.58	14	278	

Teacher Demographic Comparisons		Significant t-value: 1.96								
	QRC All Controls Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
Teacher Age	42.64	14.33	41.43	11.07	1.21	3.89	0.31	14	270	
Teacher Education	5.64	1.08	5.46	1.32	0.18	0.30	0.60	14	275	
% with BA or more	0.64	0.13	0.38	0.05	0.26	0.14	1.87	14	277	
% with AA or more	0.78	0.44	0.57	0.04	0.21	0.44	0.48	9	277	
% with less than AA	0.22	0.44	0.42	0.04	-0.20	0.44	-0.45	9	277	
Years Teaching Experience	14.29	9.60	11.81	8.67	2.48	2.62	0.95	14	270	
Total Annual Salary	<b>16172.31</b>	<b>4286.80</b>	<b>20765.95</b>	<b>9617.28</b>	<b>-4593.64</b>	<b>1328.13</b>	<b>-3.46</b>	<b>13</b>	<b>264</b>	

**QRC DCC 2001-2002: Demographic Comparisons All Treatment Groups (Combined) with  
FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons		Significant t-value: 1.96								
	QRC All Treatments Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
White_C	<b>0.32</b>	<b>0.02</b>	<b>0.53</b>	<b>0.03</b>	<b>-0.21</b>	<b>0.04</b>	<b>-5.82</b>	<b>462</b>	<b>2481</b>	
Black_C	<b>0.56</b>	<b>0.02</b>	<b>0.36</b>	<b>0.04</b>	<b>0.20</b>	<b>0.04</b>	<b>4.47</b>	<b>462</b>	<b>2481</b>	
Hisp_C	0.21	0.02	0.28	0.05	-0.07	0.05	-1.30	462	2481	
LangMino	0.16	0.02	0.18	0.03	-0.02	0.04	-0.55	462	2475	
Disab	<b>0.21</b>	<b>0.02</b>	<b>0.14</b>	<b>0.01</b>	<b>0.07</b>	<b>0.02</b>	<b>3.13</b>	<b>462</b>	<b>2479</b>	
Sex (% Female)	0.49	0.02	0.50	0.01	-0.01	0.02	-0.45	530	2480	
% Age_mths < 48	<b>0.31</b>	<b>0.02</b>	<b>0.48</b>	<b>0.02</b>	<b>-0.17</b>	<b>0.03</b>	<b>-6.01</b>	<b>533</b>	<b>2478</b>	
% Age_mths >= 60	<b>0.08</b>	<b>0.01</b>	<b>0.05</b>	<b>0.01</b>	<b>0.03</b>	<b>0.01</b>	<b>2.12</b>	<b>533</b>	<b>2478</b>	
Welfstat	<b>0.11</b>	<b>0.01</b>	<b>0.23</b>	<b>0.02</b>	<b>-0.12</b>	<b>0.02</b>	<b>-5.37</b>	<b>461</b>	<b>2477</b>	
Poverty	0.61	0.02	0.65	0.02	-0.04	0.03	-1.41	446	2400	
% with single parents	<b>0.43</b>	<b>0.02</b>	<b>0.34</b>	<b>0.02</b>	<b>0.09</b>	<b>0.03</b>	<b>3.18</b>	<b>462</b>	<b>2481</b>	
% with two bio parents	<b>0.37</b>	<b>0.02</b>	<b>0.46</b>	<b>0.02</b>	<b>-0.09</b>	<b>0.03</b>	<b>-3.18</b>	<b>462</b>	<b>2481</b>	
MinLabF	<b>0.77</b>	<b>0.02</b>	<b>0.63</b>	<b>0.02</b>	<b>0.14</b>	<b>0.03</b>	<b>4.95</b>	<b>438</b>	<b>2307</b>	
MEmploy	<b>0.65</b>	<b>0.02</b>	<b>0.56</b>	<b>0.02</b>	<b>0.09</b>	<b>0.03</b>	<b>3.18</b>	<b>438</b>	<b>2307</b>	
% with only one child	0.20	0.02	0.18	0.01	0.02	0.02	0.89	462	2481	
% with 4 or more children	0.18	0.02	0.21	0.01	-0.03	0.02	-1.34	462	2481	
% with food stamps	<b>0.35</b>	<b>0.02</b>	<b>0.44</b>	<b>0.03</b>	<b>-0.09</b>	<b>0.04</b>	<b>-2.50</b>	<b>461</b>	<b>2480</b>	
Age_mths	<b>50.80</b>	<b>6.73</b>	<b>48.30</b>	<b>6.51</b>	<b>2.50</b>	<b>0.32</b>	<b>7.82</b>	<b>533</b>	<b>2477</b>	
PEduc	<b>3.89</b>	<b>1.45</b>	<b>3.47</b>	<b>1.40</b>	<b>0.42</b>	<b>0.07</b>	<b>5.74</b>	<b>461</b>	<b>2459</b>	
MFaminc	1568.13	1163.49	1485.88	1095.36	82.25	60.27	1.36	433	2370	
Famsize	4.52	1.84	4.65	1.79	-0.13	0.09	-1.39	456	2476	

Classroom Observation Comparisons		Significant t-value: 1.96								
	QRC All Treatments Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
ECERS Mean Score	4.99	0.98	4.78	0.90	0.21	0.16	1.35	45	267	
ECERS Language Score	<b>5.22</b>	<b>1.18</b>	<b>4.84</b>	<b>1.22</b>	<b>0.38</b>	<b>0.19</b>	<b>1.99</b>	<b>45</b>	<b>276</b>	
AP Scheduling	11.16	2.79	11.05	3.22	0.11	0.46	0.24	44	268	
AP Learning Environment	14.75	2.25	14.39	2.64	0.36	0.37	0.96	44	273	
LTArnett	74.54	12.28	71.09	12.22	3.45	1.95	1.76	46	275	
AVG Child:Adult Ratio	<b>6.39</b>	<b>2.62</b>	<b>5.36</b>	<b>2.11</b>	<b>1.03</b>	<b>0.41</b>	<b>2.53</b>	<b>46</b>	<b>278</b>	

Teacher Demographic Comparisons		Significant t-value: 1.96								
	QRC All Treatments Fall 2001	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
Teacher Age	41.52	11.19	41.43	11.07	0.09	1.82	0.05	44	270	
Teacher Education	5.70	0.79	5.46	1.32	0.24	0.14	1.70	46	275	
% with BA or more	0.54	0.07	0.38	0.05	0.16	0.09	1.86	46	277	
% with AA or more	0.80	0.40	0.57	0.04	0.23	0.40	0.57	46	277	
% with less than AA	0.20	0.40	0.42	0.04	-0.22	0.40	-0.55	46	277	
Years Teaching Experience	12.54	8.96	11.81	8.67	0.73	1.42	0.51	46	270	
Total Annual Salary	23125.14	8904.00	20765.95	9617.28	2359.19	1495.99	1.58	42	264	



**QRC DCC 2001-2002: Demographic Comparisons All Treatment Groups (Combined)  
with All Control Groups (Combined)**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons			Significant t-value: 1.96							
	QRC All Treatments Fall 2001	sd1	QRC All Control Fall 2001	sd2	diff	sediff	t	INT N	CONTROL N	
White_C	0.32	0.02	0.18	0.03	0.14	0.04	3.88	462	125	
Black_C	0.56	0.02	0.81	0.04	-0.25	0.04	-5.59	462	125	
Hisp_C	0.21	0.02	0.06	0.02	0.15	0.03	5.30	462	125	
LangMino	0.16	0.02	0.02	0.01	0.14	0.02	6.26	462	125	
Disab	0.21	0.02	0.15	0.03	0.06	0.04	1.66	462	125	
Sex (% Female)	0.49	0.02	0.43	0.04	0.06	0.04	1.34	530	158	
% Age_mths < 48	0.31	0.02	0.28	0.04	0.03	0.04	0.67	533	160	
% Age_mths >= 60	0.08	0.01	0.11	0.03	-0.03	0.03	-0.95	533	160	
Welfstat	0.11	0.01	0.13	0.03	-0.02	0.03	-0.63	461	125	
Poverty	0.61	0.02	0.63	0.04	-0.02	0.04	-0.45	446	123	
% with single parents	0.43	0.02	0.58	0.04	-0.15	0.04	-3.35	462	125	
% with two bio parents	0.37	0.02	0.25	0.04	0.12	0.04	2.68	462	125	
MinLabF	0.77	0.02	0.8	0.04	-0.03	0.04	-0.67	438	114	
MEmploy	0.65	0.02	0.63	0.05	0.02	0.05	0.37	438	114	
% with only one child	0.2	0.02	0.26	0.44	-0.06	0.44	-0.14	462	125	
% with 4 or more children	0.18	0.02	0.14	0.03	0.04	0.04	1.11	462	125	
% with food stamps	0.35	0.02	0.55	0.04	-0.2	0.04	-4.47	461	125	
Age_mths	50.8	6.73	51.36	6.73	-0.56	0.606678	-0.92	533	160	
PEduc	3.89	1.45	3.86	1.38	0.03	0.140698	0.21	461	125	
MFaminc	1568.13	1163.5	1294.65	1096.9	273.48	113.9642	2.40	433	122	
Famsize	4.52	1.84	3.89	1.28	0.63	0.143657	4.39	456	124	

Classroom Observation Comparisons			Significant t-value: 2.42							
	QRC All Treatments Fall 2001	sd1	QRC All Control Fall 2001	sd2	diff	sediff	t	INT N	CONTROL N	
ECERS Mean Score	4.99	0.98	4.29	1.24	0.7	0.362175	1.93	45	14	
ECERS Language Score	5.22	1.18	4.89	1.55	0.33	0.450055	0.73	45	14	
AP Scheduling	11.16	2.79	10.86	2.71	0.3	0.83755	0.36	44	14	
AP Learning Environment	14.75	2.25	14.79	2.91	-0.04	0.848482	-0.05	44	14	
LTArnett	74.54	12.28	67.14	17.23	7.4	4.948074	1.50	46	14	
AVG Child:Adult Ratio	6.39	2.62	6.9	3.62	-0.51	1.041756	-0.49	46	14	

Teacher Demographic Comparisons			Significant t-value: 2.42							
	QRC All Treatments Fall 2001	sd1	QRC All Control Fall 2001	sd2	diff	sediff	t	INT N	CONTROL N	
Teacher Age	41.52	11.19	42.64	14.33	-1.12	4.184925	-0.27	44	14	
Teacher Education	5.7	0.79	5.64	1.08	0.06	0.311258	0.19	46	14	
% with BA or more	0.54	0.07	0.64	0.13	-0.1	0.15	-0.68	46	14	
% with AA or more	0.8	0.4	0.78	0.44	0.02	0.59	0.03	46	9	
% with less than AA	0.2	0.4	0.22	0.44	-0.02	0.59	-0.03	46	9	
Years Teaching Experience	12.54	8.96	14.29	9.6	-1.75	2.885846	-0.61	46	14	
Total Annual Salary	23125.14	8904	16172.31	4286.8	6952.8	1816.931	3.83	42	13	

**QRC DCC 2001-2002: Demographic Comparisons Literacy Focused Intervention Group  
with Control Group**

*NOTE: Significant differences are highlighted in bold.*

<b>Demographic Comparisons</b>			<b>Significant t-value: 1.96</b>						
	<b>QRC LIT INT Fall 2001</b>	<b>sd1</b>	<b>QRC LIT CONTROL Fall 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>CONTROL N</b>
White_C	0.28	0.04						137	0
Black_C	0.38	0.04						137	0
Hispanic_C	0.39	0.04						137	0
LangMino	0.30	0.04						137	0
Disab	0.18	0.03						137	0
Sex (% Female)	0.52	0.04						158	0
% Age_mths < 48	0.21	0.03						158	0
% Age_mths >= 60	0.08	0.02						158	0
Welfstat	0.05	0.02						137	0
Poverty	0.56	0.04						130	0
% with single parents	0.36	0.04						137	0
% with two bio parents	0.44	0.04						137	0
MinLabF	0.77	0.04						132	0
MEmploy	0.71	0.04						132	0
% with only one child	0.18	0.03						137	0
% with 4 or more children	0.16	0.03						137	0
% with food stamps	0.18	0.03						136	0
Age_mths	51.85	5.97						158	0
PEduc	4.16	1.62						136	0
MFaminc	1898.21	1373.59						126	0
Famsize	4.83	1.79						134	0

<b>Classroom Observation Comparisons</b>			<b>Significant t-value: 1.96</b>						
	<b>QRC LIT INT Fall 2001</b>	<b>sd1</b>	<b>QRC LIT CONTROL Fall 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>CONTROL N</b>
ECERS Mean Score	5.51	0.54						12	0
ECERS Language Score	6.00	0.49						12	0
AP Scheduling	12.00	2.72						11	0
AP Learning Environment	15.25	2.60						12	0
LTAmett	80.08	5.14						13	0
AVG Child:Adult Ratio	5.77	2.70						13	0

<b>Teacher Demographic Comparisons</b>			<b>Significant t-value: 1.96</b>						
	<b>QRC LIT INT Fall 2001</b>	<b>sd1</b>	<b>QRC LIT CONTROL Fall 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>CONTROL N</b>
Teacher Age	42.45	10.30						11	0
Teacher Education	6.00	1.15						13	0
% with BA or more	0.54	0.14						13	0
% with AA or more	0.69	0.48						13	0
% with less than AA	0.31	0.48						13	0
Years Teaching Experience	10.15	5.96						13	0
Total Annual Salary	28581.82	7932.57						11	0

**QRC DCC 2001-2002: Demographic Comparisons SocioEmotional Focused Intervention  
Group with Control Group**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons		Significant t-value: 1.96								
	QRC SOC EMO INT Fall 2001	sd1	QRC SOC EMO CONTROL Fall 2001	sd2	diff	sediff	t	INT N	CONTROL N	
White_C	<b>0.49</b>	<b>0.05</b>	<b>0.78</b>	<b>0.09</b>	<b>-0.29</b>	<b>0.10</b>	<b>-2.82</b>	<b>94</b>	<b>23</b>	
Black_C	<b>0.49</b>	<b>0.05</b>	<b>0.04</b>	<b>0.04</b>	<b>0.45</b>	<b>0.06</b>	<b>7.03</b>	<b>94</b>	<b>23</b>	
Hisp_C	0.14	0.04	0.26	0.09	-0.12	0.10	-1.22	94	23	
LangMino	0.11	0.03	0.09	0.06	0.02	0.07	0.30	94	23	
Disab	0.22	0.04	0.17	0.08	0.05	0.09	0.56	94	23	
Sex (% Female)	0.54	0.05	0.45	0.09	0.09	0.10	0.87	106	33	
% Age_mths < 48	0.34	0.05	0.31	0.08	0.03	0.09	0.32	106	35	
% Age_mths >= 60	0.07	0.02	0.09	0.05	-0.02	0.05	-0.37	106	35	
Welfstat	0.23	0.04	0.17	0.08	0.06	0.09	0.67	93	23	
Poverty	0.71	0.05	0.71	0.10	0.00	0.11	0.00	87	21	
% with single parents	0.40	0.05	0.43	0.11	-0.03	0.12	-0.25	94	23	
% with two bio parents	0.32	0.05	0.39	0.10	-0.07	0.11	-0.63	94	23	
MinLabF	0.74	0.05	0.68	0.10	0.06	0.11	0.54	90	22	
MEmploy	0.59	0.05	0.59	0.11	0.00	0.12	0.00	90	22	
% with only one child	0.17	0.04	0.35	0.10	-0.18	0.11	-1.67	94	23	
% with 4 or more children	0.17	0.04	0.17	0.08	0.00	0.09	0.00	94	23	
<b>% with food stamps</b>	<b>0.49</b>	<b>0.05</b>	<b>0.83</b>	<b>0.08</b>	<b>-0.34</b>	<b>0.09</b>	<b>-3.60</b>	<b>94</b>	<b>23</b>	
Age_mths	50.38	6.56	50.86	6.49	-0.48	1.27	-0.38	106	35	
PEduc	3.57	1.23	4.22	1.73	-0.65	0.38	-1.70	94	23	
MFaminc	1356.20	827.61	1304.32	917.15	51.88	215.61	0.24	83	22	
Famsize	4.44	1.60	4.00	1.48	0.44	0.36	1.23	91	22	

Classroom Observation Comparisons		Significant t-value: 2.31								
	QRC SOC EMO INT Fall 2001	sd1	QRC SOC EMO CONTROL Fall 2001	sd2	diff	sediff	t	INT N	CONTROL N	
ECERS Mean Score	5.09	0.64	5.10	0.27	-0.01	0.22	-0.05	12	5	
ECERS Language Score	5.13	0.93	5.60	1.14	-0.47	0.58	-0.82	12	5	
AP Scheduling	11.25	2.34	10.00	2.83	1.25	1.43	0.87	12	5	
AP Learning Environment	14.75	2.18	16.60	2.07	-1.85	1.12	-1.65	12	5	
LTArnett	75.33	8.05	80.80	7.46	-5.47	4.07	-1.35	12	5	
<b>AVG Child:Adult Ratio</b>	<b>5.93</b>	<b>1.55</b>	<b>4.05</b>	<b>0.71</b>	<b>1.88</b>	<b>0.55</b>	<b>3.43</b>	<b>12</b>	<b>5</b>	

Teacher Demographic Comparisons		Significant t-value: 2.31								
	QRC SOC EMO INT Fall 2001	sd1	QRC SOC EMO CONTROL Fall 2001	sd2	diff	sediff	t	INT N	CONTROL N	
Teacher Age	41.00	10.95	36.00	9.38	5.00	5.25	0.95	12	5	
Teacher Education	5.58	0.67	6.40	0.89	-0.82	0.44	-1.85	12	5	
<b>% with BA or more</b>	<b>0.50</b>	<b>0.15</b>	<b>1.00</b>	<b>0.00</b>	<b>-0.50</b>	<b>0.15</b>	<b>-3.33</b>	<b>12</b>	<b>5</b>	
% with AA or more	1.00	0.00	1.00	0.00	<b>0.00</b>	<b>0.00</b>	#DIV/0!	12	5	
% with less than AA	0.00	0.00	0.00	0.00	<b>0.00</b>	<b>0.00</b>	#DIV/0!	12	5	
Years Teaching Experience	14.25	11.76	11.60	6.66	2.65	4.52	0.59	12	5	
Total Annual Salary	21008.73	3671.59	18848.00	5156.31	2160.73	2557.93	0.84	11	5	

**QRC DCC 2001-2002: Demographic Comparisons Teacher Training Focused Intervention  
Group with Control Group**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons		Significant t-value: 1.96								
	QRC TEACHER TRAINING INT Fall 2001	sd1	QRC TEACHER TRAINING CONTROL Fall 2001	sd2	diff	sediff	t	INT N	CONTROL N	
White_C	<b>0.36</b>	<b>0.04</b>	<b>0.00</b>	<b>0.00</b>	<b>0.36</b>	<b>0.04</b>	<b>9.00</b>	<b>163</b>	<b>34</b>	
Black_C	<b>0.57</b>	<b>0.04</b>	<b>1.00</b>	<b>0.00</b>	<b>-0.43</b>	<b>0.04</b>	<b>-10.75</b>	<b>163</b>	<b>34</b>	
Hisp_C	<b>0.17</b>	<b>0.03</b>	<b>0.00</b>	<b>0.00</b>	<b>0.17</b>	<b>0.03</b>	<b>5.67</b>	<b>163</b>	<b>34</b>	
LangMino	<b>0.14</b>	<b>0.03</b>	<b>0.00</b>	<b>0.00</b>	<b>0.14</b>	<b>0.03</b>	<b>4.67</b>	<b>163</b>	<b>34</b>	
Disab	<b>0.23</b>	<b>0.03</b>	<b>0.06</b>	<b>0.04</b>	<b>0.17</b>	<b>0.05</b>	<b>3.40</b>	<b>163</b>	<b>34</b>	
Sex (% Female)	0.46	0.04	0.43	0.08	0.03	0.09	0.34	178	37	
% Age_mths < 48	<b>0.36</b>	<b>0.04</b>	<b>0.14</b>	<b>0.06</b>	<b>0.22</b>	<b>0.07</b>	<b>3.05</b>	<b>181</b>	<b>37</b>	
% Age_mths >= 60	0.08	0.02	0.11	0.05	-0.03	0.05	-0.56	181	37	
Welfstat	0.10	0.02	0.12	0.06	-0.02	0.06	-0.32	163	34	
Poverty	0.58	0.04	0.53	0.09	0.05	0.10	0.51	161	34	
% with single parents	0.41	0.04	0.56	0.09	-0.15	0.10	-1.52	163	34	
<b>% with two bio parents</b>	<b>0.42</b>	<b>0.04</b>	<b>0.24</b>	<b>0.07</b>	<b>0.18</b>	<b>0.08</b>	<b>2.23</b>	<b>163</b>	<b>34</b>	
MinLabF	0.74	0.04	0.78	0.08	-0.04	0.09	-0.45	151	27	
MEmploy	0.61	0.04	0.56	0.10	0.05	0.11	0.46	151	27	
% with only one child	0.23	0.03	0.21	0.07	0.02	0.08	0.26	163	34	
% with 4 or more children	0.21	0.03	0.12	0.06	0.09	0.07	1.34	163	34	
% with food stamps	0.36	0.04	0.47	0.09	-0.11	0.10	-1.12	163	34	
<b>Age_mths</b>	<b>49.90</b>	<b>7.15</b>	<b>52.43</b>	<b>5.93</b>	<b>-2.53</b>	<b>1.11</b>	<b>-2.28</b>	<b>181</b>	<b>37</b>	
PEduc	3.88	1.45	3.79	1.27	0.09	0.25	0.37	163	34	
MFaminc	1528.08	1071.04	1269.73	1066.94	258.35	204.46	1.26	157	33	
<b>Famsize</b>	<b>4.64</b>	<b>2.10</b>	<b>4.09</b>	<b>1.16</b>	<b>0.55</b>	<b>0.26</b>	<b>2.13</b>	<b>163</b>	<b>34</b>	

Classroom Observation Comparisons		Significant t-value: 2.23								
	QRC TEACHER TRAINING INT Fall 2001	sd1	QRC TEACHER TRAINING CONTROL Fall 2001	sd2	diff	sediff	t	INT N	CONTROL N	
ECERS Mean Score	5.20	0.67	5.09	0.97	0.11	0.51	0.21	16	4	
ECERS Language Score	5.28	1.21	5.88	1.30	-0.60	0.72	-0.84	16	4	
AP Scheduling	10.50	3.52	11.50	4.36	-1.00	2.35	-0.43	16	4	
AP Learning Environment	14.93	1.83	14.75	3.40	0.18	1.76	0.10	15	4	
LTArnett	77.69	8.82	73.75	7.80	3.94	4.48	0.88	16	4	
AVG Child:Adult Ratio	5.86	1.80	5.51	1.59	0.35	0.91	0.38	16	4	

Teacher Demographic Comparisons		Significant t-value: 2.23								
	QRC TEACHER TRAINING INT Fall 2001	sd1	QRC TEACHER TRAINING CONTROL Fall 2001	sd2	diff	sediff	t	INT N	CONTROL N	
Teacher Age	38.75	9.43	42.25	14.64	-3.50	7.69	-0.46	16	4	
Teacher Education	5.56	0.51	4.75	1.26	0.81	0.64	1.26	16	4	
% with BA or more	0.56	0.13	0.25	0.25	0.31	0.28	1.10	16	4	
% with AA or more	0.81	0.40	0.50	0.58	0.31	0.70	0.44	16	4	
% with less than AA	0.19	0.40	0.50	0.58	-0.31	0.70	-0.44	16	4	
Years Teaching Experience	10.88	7.31	10.50	10.47	0.38	5.54	0.07	16	4	
<b>Total Annual Salary</b>	<b>23050.67</b>	<b>11438.50</b>	<b>12000.00</b>	<b>1000.00</b>	<b>11050.67</b>	<b>2917.33</b>	<b>3.79</b>	<b>16</b>	<b>3</b>	

**QRC DCC 2001-2002: Demographic Comparisons Individualizing Assessment Focused  
Intervention Group with Control Group**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons		Significant t-value: 1.96									
	QRC INDIVIDUAL ASSESSMENT INT Fall 2001	sd1	QRC INDIVIDUAL ASSESSMENT CONTROL Fall 2001	sd2	diff	sediff	t	INT N	CONTROL N		
White_C	<b>0.14</b>	<b>0.03</b>	<b>0.00</b>	<b>0.00</b>	<b>0.14</b>	<b>0.03</b>	<b>4.67</b>	<b>103</b>	<b>34</b>		
Black_C	<b>0.80</b>	<b>0.04</b>	<b>1.00</b>	<b>0.00</b>	<b>-0.20</b>	<b>0.04</b>	<b>-5.00</b>	<b>103</b>	<b>34</b>		
Hisp_C	<b>0.21</b>	<b>0.04</b>	<b>0.00</b>	<b>0.00</b>	<b>0.21</b>	<b>0.04</b>	<b>5.25</b>	<b>103</b>	<b>34</b>		
LangMino	<b>0.19</b>	<b>0.04</b>	<b>0.00</b>	<b>0.00</b>	<b>0.19</b>	<b>0.04</b>	<b>4.75</b>	<b>103</b>	<b>34</b>		
Disab	0.17	0.04	0.06	0.04	0.11	0.06	1.94	103	34		
Sex (% Female)	0.47	0.05	0.43	0.08	0.04	0.09	0.42	109	37		
% Age_mths < 48	0.23	0.04	0.14	0.06	0.09	0.07	1.25	109	37		
% Age_mths >= 60	0.08	0.03	0.11	0.05	-0.03	0.06	-0.51	109	37		
Welfstat	0.07	0.02	0.12	0.06	-0.05	0.06	-0.79	103	34		
Poverty	0.61	0.05	0.53	0.09	0.08	0.10	0.78	101	34		
% with single parents	0.47	0.05	0.56	0.09	-0.09	0.10	-0.87	103	34		
<b>% with two bio parents</b>	<b>0.42</b>	<b>0.05</b>	<b>0.24</b>	<b>0.07</b>	<b>0.18</b>	<b>0.09</b>	<b>2.09</b>	<b>103</b>	<b>34</b>		
MinLabF	0.80	0.04	0.78	0.08	0.02	0.09	0.22	99	27		
MEmploy	0.63	0.05	0.56	0.10	0.07	0.11	0.63	99	27		
% with only one child	0.24	0.04	0.21	0.07	0.03	0.08	0.37	103	34		
% with 4 or more children	0.21	0.04	0.12	0.06	0.09	0.07	1.25	103	34		
% with food stamps	0.41	0.05	0.47	0.09	-0.06	0.10	-0.58	103	34		
Age_mths	51.16	6.61	52.43	5.93	-1.27	1.16	-1.09	109	37		
PEduc	3.76	1.33	3.79	1.27	-0.03	0.25	-0.12	103	34		
MFaminc	1256.72	813.12	1269.73	1066.94	-13.01	203.08	-0.06	98	33		
Famsize	4.58	2.26	4.09	1.16	0.49	0.30	1.64	103	34		

Classroom Observation Comparisons		Significant t-value (df=5): 2.57									
	QRC INDIVIDUAL ASSESSMENT INT Fall 2001	sd1	QRC INDIVIDUAL ASSESSMENT CONTROL Fall 2001	sd2	diff	sediff	t	INT N	CONTROL N		
ECERS Mean Score	5.07	0.91	5.09	0.97	-0.02	0.61	-0.03	6	4		
ECERS Language Score	4.67	1.26	5.88	1.30	-1.21	0.83	-1.46	6	4		
AP Scheduling	12.33	1.21	11.50	4.36	0.83	2.24	0.37	6	4		
AP Learning Environment	15.60	0.89	14.75	3.40	0.85	1.74	0.49	6	4		
LTArnett	71.83	8.33	73.75	7.80	-1.92	5.17	-0.37	6	4		
AVG Child:Adult Ratio	4.92	1.65	5.51	1.59	-0.59	1.04	-0.57	6	4		

Teacher Demographic Comparisons		Significant t-value (df=5): 2.57									
	QRC INDIVIDUAL ASSESSMENT INT Fall 2001	sd1	QRC INDIVIDUAL ASSESSMENT CONTROL Fall 2001	sd2	diff	sediff	t	INT N	CONTROL N		
Teacher Age	37.00	9.38	42.25	14.64	-5.25	8.26	-0.64	6	4		
Teacher Education	5.17	0.41	4.75	1.26	0.42	0.65	0.64	6	4		
% with BA or more	0.17	0.17	0.25	0.25	-0.08	0.30	-0.26	6	4		
% with AA or more	0.67	0.52	0.50	0.58	0.17	0.78	0.22	6	4		
% with less than AA	0.33	0.52	0.50	0.58	-0.17	0.78	-0.22	6	4		
Years Teaching Experience	7.67	6.65	10.50	10.47	-2.83	5.90	-0.48	6	4		
Total Annual Salary	16644.00	4930.28	12000.00	1000.00	4644.00	2279.22	2.04	5	3		

**QRC DCC 2001-2002: Demographic Comparisons for Parent Involvement Focused  
Intervention Group with Control Group**

*NOTE: Significant differences are highlighted in bold.*

<b>Demographic Comparisons</b>		<b>Significant t-value: 1.96</b>							
	<b>QRC PAR INV INT Fall 2001</b>	<b>sd1</b>	<b>QRC PAR INV CONTROL Fall 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>CONTROL N</b>
White_C	0.06	0.03						68	0
Black_C	0.97	0.02						68	0
Hisp_C	0.03	0.02						68	0
LangMino	0.00	0.00						68	0
Disab	0.19	0.05						68	0
Sex (% Female)	0.42	0.05						88	0
% Age_mths < 48	0.32	0.05						88	0
% Age_mths >= 60	0.13	0.04						88	0
Welfstat	0.12	0.04						68	0
Poverty	0.66	0.06						68	0
% with single parents	0.65	0.06						68	0
% with two bio parents	0.21	0.05						68	0
MinLabF	0.85	0.05						65	0
MEmploy	0.68	0.06						65	0
% with only one child	0.25	0.05						68	0
% with 4 or more children	0.13	0.04						68	0
% with food stamps	0.50	0.06						68	0
Age_mths	51.10	7.15						88	0
PEduc	3.76	1.29						68	0
MFaminc	1303.75	1177.14						67	0
Famsize	3.75	1.26						68	0

<b>Classroom Observation Comparisons</b>		<b>Significant t-value: 1.96</b>							
	<b>QRC PAR INV Fall 2001</b>	<b>sd1</b>	<b>QRC PAR INV CONTROL Fall 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>CONTROL N</b>
ECERS Mean Score	2.83	0.34						5	0
ECERS Language Score	3.40	0.91						5	0
AP Scheduling	11.20	0.45						5	0
AP Learning Environment	13.00	2.55						5	0
LTArnett	48.20	11.73						5	0
AVG Child:Adult Ratio	10.85	2.92						5	0

<b>Teacher Demographic Comparisons</b>		<b>Significant t-value: 1.96</b>							
	<b>QRC PAR INV Fall 2001</b>	<b>sd1</b>	<b>QRC PAR INV CONTROL Fall 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>CONTROL N</b>
Teacher Age	49.60	17.42						5	0
Teacher Education	5.60	0.55						5	0
% with BA or more	0.60	0.24						5	0
% with AA or more	0.60	0.55						5	0
% with less than AA	0.40	0.55						5	0
Years Teaching Experience	20.00	10.42						5	0
Total Annual Salary	16000.00	2449.49						5	0

*QRC DCC 2002-2003: Demographic Comparisons*

## QRC DCC 2002-2003: Demographic Comparisons with FACES 2000

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons		Significant t-value: 1.96								
	QRC Fall 2002	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
White_C	<b>0.33</b>	<b>0.02</b>	<b>0.53</b>	<b>0.03</b>	<b>-0.20</b>	<b>0.04</b>	<b>-5.55</b>	<b>642</b>	<b>2481</b>	
Black_C	0.43	0.02	0.36	0.04	0.07	0.04	1.57	642	2481	
Hisp_C	0.30	0.02	0.28	0.05	0.02	0.05	0.37	642	2481	
LangMino	<b>0.27</b>	<b>0.02</b>	<b>0.18</b>	<b>0.03</b>	<b>0.09</b>	<b>0.04</b>	<b>2.50</b>	<b>640</b>	<b>2475</b>	
Disab	0.18	0.02	0.14	0.01	0.04	0.02	1.79	642	2479	
Sex (% Female)	0.50	0.02	0.50	0.01	0.00	0.02	0.00	746	2480	
% Age_mths < 48	<b>0.41</b>	<b>0.02</b>	<b>0.48</b>	<b>0.02</b>	<b>-0.07</b>	<b>0.03</b>	<b>-2.47</b>	<b>746</b>	<b>2478</b>	
% Age_mths >= 60	0.03	0.01	0.05	0.01	-0.02	0.01	-1.41	746	2478	
Welfstat	<b>0.14</b>	<b>0.01</b>	<b>0.23</b>	<b>0.02</b>	<b>-0.09</b>	<b>0.02</b>	<b>-4.02</b>	<b>640</b>	<b>2477</b>	
Poverty	0.63	0.02	0.65	0.02	-0.02	0.03	-0.71	597	2400	
% with single parents	0.39	0.02	0.34	0.02	0.05	0.03	1.77	642	2481	
% with two bio parents	0.41	0.02	0.46	0.02	-0.05	0.03	-1.77	642	2481	
MinLabF	<b>0.76</b>	<b>0.02</b>	<b>0.63</b>	<b>0.02</b>	<b>0.13</b>	<b>0.03</b>	<b>4.60</b>	<b>614</b>	<b>2307</b>	
MEmploy	<b>0.65</b>	<b>0.02</b>	<b>0.56</b>	<b>0.02</b>	<b>0.09</b>	<b>0.03</b>	<b>3.18</b>	<b>614</b>	<b>2307</b>	
% with only one child	0.19	0.02	0.18	0.01	0.01	0.02	0.45	642	2481	
% with 4 or more children	<b>0.17</b>	<b>0.01</b>	<b>0.21</b>	<b>0.01</b>	<b>-0.04</b>	<b>0.01</b>	<b>-2.83</b>	<b>642</b>	<b>2481</b>	
% with food stamps	<b>0.35</b>	<b>0.02</b>	<b>0.44</b>	<b>0.03</b>	<b>-0.09</b>	<b>0.04</b>	<b>-2.50</b>	<b>641</b>	<b>2480</b>	
Age_mths	<b>49.01</b>	<b>6.66</b>	<b>48.30</b>	<b>6.51</b>	<b>0.71</b>	<b>0.28</b>	<b>2.57</b>	<b>746</b>	<b>2477</b>	
PEduc	<b>3.66</b>	<b>1.59</b>	<b>3.47</b>	<b>1.40</b>	<b>0.19</b>	<b>0.07</b>	<b>2.75</b>	<b>634</b>	<b>2459</b>	
MFaminc	1508.20	1026.56	1485.88	1095.36	22.32	48.33	0.46	576	2370	
Famsize	4.58	1.66	4.65	1.79	-0.07	0.08	-0.93	629	2476	

Classroom Observation Comparisons		Significant t-value: 1.96								
	QRC Fall 2002	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
ECERS Mean Score	4.92	0.86	4.78	0.90	0.14	0.11	1.32	90	267	
ECERS Language Score	<b>5.23</b>	<b>1.10</b>	<b>4.84</b>	<b>1.22</b>	<b>0.39</b>	<b>0.14</b>	<b>2.84</b>	<b>90</b>	<b>276</b>	
AP Scheduling	11.66	2.85	11.05	3.22	0.61	0.36	1.67	86	268	
AP Learning Environment	<b>15.21</b>	<b>2.10</b>	<b>14.39</b>	<b>2.64</b>	<b>0.82</b>	<b>0.27</b>	<b>2.99</b>	<b>89</b>	<b>273</b>	
LTArnett	73.27	10.74	71.09	12.22	2.18	1.35	1.61	90	275	
AVG Child:Adult Ratio	<b>6.23</b>	<b>1.71</b>	<b>5.36</b>	<b>2.11</b>	<b>0.87</b>	<b>0.22</b>	<b>3.95</b>	<b>90</b>	<b>278</b>	

Teacher Demographic Comparisons		Significant t-value: 1.96								
	QRC Fall 2002	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
Teacher Age	41.19	9.29	41.43	11.07	-0.24	1.19	-0.20	89	270	
Teacher Education	5.38	1.35	5.46	1.32	-0.08	0.16	-0.49	90	275	
% with BA or more	0.39	0.05	0.38	0.05	0.01	0.07	0.14	90	277	
% with AA or more	0.61	0.49	0.57	0.04	0.04	0.49	0.08	90	277	
% with less than AA	0.39	0.49	0.42	0.04	-0.03	0.49	-0.06	90	277	
Years Teaching Experience	11.38	7.25	11.81	8.67	-0.43	0.93	-0.46	90	270	
Total Annual Salary	<b>23130.21</b>	<b>6873.25</b>	<b>20765.95</b>	<b>9617.28</b>	<b>2364.26</b>	<b>955.38</b>	<b>2.47</b>	<b>84</b>	<b>264</b>	



**QRC DCC 2002-2003: Demographic Comparisons for Literacy Focused Intervention sites with  
FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

<b>Demographic Comparisons</b>		<b>Significant t-value: 1.96</b>								
	<b>QRC LIT INT Fall 2002</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>FACES N</b>	
<b>White_C</b>	<b>0.23</b>	<b>0.04</b>	<b>0.53</b>	<b>0.03</b>	<b>-0.30</b>	<b>0.05</b>	<b>-6.00</b>	<b>103</b>	<b>2481</b>	
Black_C	0.47	0.05	0.36	0.04	0.11	0.06	1.72	103	2481	
Hisp_C	0.41	0.05	0.28	0.05	0.13	0.07	1.84	103	2481	
<b>LangMino</b>	<b>0.39</b>	<b>0.05</b>	<b>0.18</b>	<b>0.03</b>	<b>0.21</b>	<b>0.06</b>	<b>3.60</b>	<b>101</b>	<b>2475</b>	
<b>Disab</b>	<b>0.23</b>	<b>0.04</b>	<b>0.14</b>	<b>0.01</b>	<b>0.09</b>	<b>0.04</b>	<b>2.18</b>	<b>103</b>	<b>2479</b>	
Sex (% Female)	0.57	0.05	0.50	0.01	0.07	0.05	1.37	118	2480	
<b>% Age_mths &lt; 48</b>	<b>0.36</b>	<b>0.04</b>	<b>0.48</b>	<b>0.02</b>	<b>-0.12</b>	<b>0.04</b>	<b>-2.68</b>	<b>118</b>	<b>2478</b>	
<b>% Age_mths &gt;= 60</b>	<b>0.00</b>	<b>0.00</b>	<b>0.05</b>	<b>0.01</b>	<b>-0.05</b>	<b>0.01</b>	<b>-5.00</b>	<b>118</b>	<b>2478</b>	
<b>Welfstat</b>	<b>0.12</b>	<b>0.03</b>	<b>0.23</b>	<b>0.02</b>	<b>-0.11</b>	<b>0.04</b>	<b>-3.05</b>	<b>102</b>	<b>2477</b>	
Poverty	0.59	0.05	0.65	0.02	-0.06	0.05	-1.11	95	2400	
% with single parents	0.31	0.05	0.34	0.02	-0.03	0.05	-0.56	103	2481	
% with two bio parents	0.45	0.05	0.46	0.02	-0.01	0.05	-0.19	103	2481	
<b>MinLabF</b>	<b>0.79</b>	<b>0.04</b>	<b>0.63</b>	<b>0.02</b>	<b>0.16</b>	<b>0.04</b>	<b>3.58</b>	<b>98</b>	<b>2307</b>	
<b>MEmploy</b>	<b>0.72</b>	<b>0.05</b>	<b>0.56</b>	<b>0.02</b>	<b>0.16</b>	<b>0.05</b>	<b>2.97</b>	<b>98</b>	<b>2307</b>	
% with only one child	0.17	0.04	0.18	0.01	-0.01	0.04	-0.24	103	2481	
<b>% with 4 or more children</b>	<b>0.14</b>	<b>0.03</b>	<b>0.21</b>	<b>0.01</b>	<b>-0.07</b>	<b>0.03</b>	<b>-2.21</b>	<b>103</b>	<b>2481</b>	
<b>% with food stamps</b>	<b>0.24</b>	<b>0.04</b>	<b>0.44</b>	<b>0.03</b>	<b>-0.20</b>	<b>0.05</b>	<b>-4.00</b>	<b>103</b>	<b>2480</b>	
Age_mths	48.09	5.76	48.30	6.51	-0.21	0.55	-0.38	118	2477	
PEduc	3.46	1.45	3.47	1.40	-0.01	0.15	-0.07	100	2459	
MFaminc	1538.99	1145.96	1485.88	1095.36	53.11	124.90	0.43	87	2370	
Famsize	4.84	1.53	4.65	1.79	0.19	0.16	1.21	101	2476	

<b>Classroom Observation Comparisons</b>		<b>Significant t-value: 1.96</b>								
	<b>QRC LIT INT Fall 2002</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>FACES N</b>	
ECERS Mean Score	4.76	0.69	4.78	0.90	-0.02	0.17	-0.12	18	267	
ECERS Language Score	5.19	0.94	4.84	1.22	0.35	0.23	1.50	18	276	
AP Scheduling	12.00	2.92	11.05	3.22	0.95	0.76	1.26	16	268	
AP Learning Environment	14.83	2.18	14.39	2.64	0.44	0.54	0.82	18	273	
LTArnett	71.61	11.07	71.09	12.22	0.52	2.71	0.19	18	275	
<b>AVG Child:Adult Ratio</b>	<b>6.49</b>	<b>1.63</b>	<b>5.36</b>	<b>2.11</b>	<b>1.13</b>	<b>0.40</b>	<b>2.79</b>	<b>18</b>	<b>278</b>	

<b>Teacher Demographic Comparisons</b>		<b>Significant t-value: 1.96</b>								
	<b>QRC LIT INT Fall 2002</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>FACES N</b>	
Teacher Age	42.28	8.70	41.43	11.07	0.85	2.16	0.39	18	270	
Teacher Education	5.67	1.57	5.46	1.32	0.21	0.38	0.55	18	275	
% with BA or more	0.44	0.12	0.38	0.05	0.06	0.13	0.46	18	277	
% with AA or more	0.50	0.51	0.57	0.04	-0.07	0.51	-0.14	18	277	
% with less than AA	0.50	0.51	0.42	0.04	0.08	0.51	0.16	18	277	
Years Teaching Experience	12.39	7.51	11.81	8.67	0.58	1.85	0.31	18	270	
Total Annual Salary	22913.33	3795.46	20765.95	9617.28	2147.38	1144.87	1.88	15	264	

**QRC DCC 2002-2003: Demographic Comparisons for SocioEmotional Focused Intervention sites with FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

<b>Demographic Comparisons</b>		<b>Significant t-value: 1.96</b>								
	<b>QRC SOC EMO</b>									
	<b>Fall 2002</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>FACES N</b>	
White_C	0.46	0.05	0.53	0.03	-0.07	0.06	-1.20	114	2481	
Black_C	0.27	0.04	0.36	0.04	-0.09	0.06	-1.59	114	2481	
Hisp_C	0.31	0.04	0.28	0.05	0.03	0.06	0.47	114	2481	
LangMino	0.24	0.04	0.18	0.03	0.06	0.05	1.20	114	2475	
<b>Disab</b>	<b>0.25</b>	<b>0.04</b>	<b>0.14</b>	<b>0.01</b>	<b>0.11</b>	<b>0.04</b>	<b>2.67</b>	<b>114</b>	<b>2479</b>	
Sex (% Female)	0.44	0.05	0.50	0.01	-0.06	0.05	-1.18	120	2480	
<b>% Age_mths &lt; 48</b>	<b>0.16</b>	<b>0.03</b>	<b>0.48</b>	<b>0.02</b>	<b>-0.32</b>	<b>0.04</b>	<b>-8.88</b>	<b>120</b>	<b>2478</b>	
% Age_mths >= 60	0.08	0.03	0.05	0.01	0.03	0.03	0.95	120	2478	
Welfstat	0.23	0.04	0.23	0.02	0.00	0.04	0.00	114	2477	
Poverty	0.60	0.05	0.65	0.02	-0.05	0.05	-0.93	105	2400	
% with single parents	0.38	0.05	0.34	0.02	0.04	0.05	0.74	114	2481	
% with two bio parents	0.38	0.05	0.46	0.02	-0.08	0.05	-1.49	114	2481	
<b>MinLabF</b>	<b>0.76</b>	<b>0.04</b>	<b>0.63</b>	<b>0.02</b>	<b>0.13</b>	<b>0.04</b>	<b>2.91</b>	<b>106</b>	<b>2307</b>	
MEmploy	0.65	0.05	0.56	0.02	0.09	0.05	1.67	106	2307	
% with only one child	0.20	0.04	0.18	0.01	0.02	0.04	0.49	114	2481	
% with 4 or more children	0.15	0.03	0.21	0.01	-0.06	0.03	-1.90	114	2481	
% with food stamps	0.47	0.05	0.44	0.03	0.03	0.06	0.51	114	2480	
<b>Age_mths</b>	<b>52.69</b>	<b>5.73</b>	<b>48.30</b>	<b>6.51</b>	<b>4.39</b>	<b>0.54</b>	<b>8.14</b>	<b>120</b>	<b>2477</b>	
<b>PEduc</b>	<b>4.14</b>	<b>1.81</b>	<b>3.47</b>	<b>1.40</b>	<b>0.67</b>	<b>0.17</b>	<b>3.85</b>	<b>111</b>	<b>2459</b>	
MFaminc	1429.24	977.95	1485.88	1095.36	-56.64	97.62	-0.58	106	2370	
<b>Famsize</b>	<b>4.27</b>	<b>1.84</b>	<b>4.65</b>	<b>1.79</b>	<b>-0.38</b>	<b>0.18</b>	<b>-2.16</b>	<b>114</b>	<b>2476</b>	

<b>Classroom Observation Comparisons</b>		<b>Significant t-value: 1.96</b>								
	<b>QRC SOC EMO</b>									
	<b>Fall 2002</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>FACES N</b>	
ECERS Mean Score	5.71	0.44	4.78	0.90	0.93	0.12	7.56	16	267	
ECERS Language Score	6.28	0.55	4.84	1.22	1.44	0.16	9.24	16	276	
<b>AP Scheduling</b>	<b>12.63</b>	<b>1.02</b>	<b>11.05</b>	<b>3.22</b>	<b>1.58</b>	<b>0.32</b>	<b>4.91</b>	<b>16</b>	<b>268</b>	
<b>AP Learning Environment</b>	<b>16.56</b>	<b>1.59</b>	<b>14.39</b>	<b>2.64</b>	<b>2.17</b>	<b>0.43</b>	<b>5.07</b>	<b>16</b>	<b>273</b>	
<b>LTArnett</b>	<b>80.69</b>	<b>5.00</b>	<b>71.09</b>	<b>12.22</b>	<b>9.60</b>	<b>1.45</b>	<b>6.62</b>	<b>16</b>	<b>275</b>	
AVG Child:Adult Ratio	4.64	1.41	5.36	2.11	-0.72	0.37	-1.92	16	278	

<b>Teacher Demographic Comparisons</b>		<b>Significant t-value: 1.96</b>								
	<b>QRC SOC EMO</b>									
	<b>Fall 2002</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>FACES N</b>	
Teacher Age	38.31	10.47	41.43	11.07	-3.12	2.70	-1.15	16	270	
<b>Teacher Education</b>	<b>6.50</b>	<b>1.15</b>	<b>5.46</b>	<b>1.32</b>	<b>1.04</b>	<b>0.30</b>	<b>3.49</b>	<b>16</b>	<b>275</b>	
<b>% with BA or more</b>	<b>0.81</b>	<b>0.10</b>	<b>0.38</b>	<b>0.05</b>	<b>0.43</b>	<b>0.11</b>	<b>3.85</b>	<b>16</b>	<b>277</b>	
% with AA or more	0.94	0.25	0.57	0.04	0.37	0.25	1.46	16	277	
% with less than AA	0.06	0.25	0.42	0.04	-0.36	0.25	-1.42	16	277	
Years Teaching Experience	11.50	8.02	11.81	8.67	-0.31	2.07	-0.15	16	270	
<b>Total Annual Salary</b>	<b>30564.67</b>	<b>10056.16</b>	<b>20765.95</b>	<b>9617.28</b>	<b>9798.72</b>	<b>2663.10</b>	<b>3.68</b>	<b>15</b>	<b>264</b>	

**QRC DCC 2002-2003: Demographic Comparisons for Teacher Training Focused Intervention sites with FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

<b>Demographic Comparisons</b>		<b>Significant t-value: 1.96</b>								
	<b>QRC TCH TR Fall 2002</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>FACES N</b>	
<b>White_C</b>	<b>0.43</b>	<b>0.04</b>	<b>0.53</b>	<b>0.03</b>	<b>-0.10</b>	<b>0.05</b>	<b>-2.00</b>	<b>142</b>	<b>2481</b>	
Black_C	0.27	0.04	0.36	0.04	-0.09	0.06	-1.59	142	2481	
Hisp_C	0.38	0.04	0.28	0.05	0.10	0.06	1.56	142	2481	
<b>LangMino</b>	<b>0.32</b>	<b>0.04</b>	<b>0.18</b>	<b>0.03</b>	<b>0.14</b>	<b>0.05</b>	<b>2.80</b>	<b>142</b>	<b>2475</b>	
Disab	0.13	0.03	0.14	0.01	-0.01	0.03	-0.32	142	2479	
Sex (% Female)	0.50	0.04	0.50	0.01	0.00	0.04	0.00	166	2480	
<b>% Age_mths &lt; 48</b>	<b>0.57</b>	<b>0.04</b>	<b>0.48</b>	<b>0.02</b>	<b>0.09</b>	<b>0.04</b>	<b>2.01</b>	<b>166</b>	<b>2478</b>	
<b>% Age_mths &gt;= 60</b>	<b>0.01</b>	<b>0.01</b>	<b>0.05</b>	<b>0.01</b>	<b>-0.04</b>	<b>0.01</b>	<b>-2.83</b>	<b>166</b>	<b>2478</b>	
<b>Welfstat</b>	<b>0.06</b>	<b>0.02</b>	<b>0.23</b>	<b>0.02</b>	<b>-0.17</b>	<b>0.03</b>	<b>-6.01</b>	<b>142</b>	<b>2477</b>	
Poverty	0.60	0.04	0.65	0.02	-0.05	0.04	-1.12	134	2400	
% with single parents	0.41	0.04	0.34	0.02	0.07	0.04	1.57	142	2481	
% with two bio parents	0.41	0.04	0.46	0.02	-0.05	0.04	-1.12	142	2481	
MinLabF	0.71	0.04	0.63	0.02	0.08	0.04	1.79	136	2307	
MEmploy	0.58	0.04	0.56	0.02	0.02	0.04	0.45	136	2307	
% with only one child	0.20	0.03	0.18	0.01	0.02	0.03	0.63	142	2481	
% with 4 or more children	0.18	0.03	0.21	0.01	-0.03	0.03	-0.95	142	2481	
<b>% with food stamps</b>	<b>0.16</b>	<b>0.03</b>	<b>0.44</b>	<b>0.03</b>	<b>-0.28</b>	<b>0.04</b>	<b>-6.60</b>	<b>142</b>	<b>2480</b>	
<b>Age_mths</b>	<b>46.82</b>	<b>7.11</b>	<b>48.30</b>	<b>6.51</b>	<b>-1.48</b>	<b>0.57</b>	<b>-2.61</b>	<b>166</b>	<b>2477</b>	
PEduc	3.40	1.55	3.47	1.40	-0.07	0.13	-0.53	142	2459	
MFaminc	1610.57	1069.03	1485.88	1095.36	124.69	96.42	1.29	130	2370	
Famsize	4.65	1.47	4.65	1.79	0.00	0.13	0.00	139	2476	

<b>Classroom Observation Comparisons</b>		<b>Significant t-value: 1.96</b>								
	<b>QRC TCH TR Fall 2002</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>FACES N</b>	
<b>ECERS Mean Score</b>	<b>5.24</b>	<b>0.75</b>	<b>4.78</b>	<b>0.90</b>	<b>0.46</b>	<b>0.21</b>	<b>2.21</b>	<b>14</b>	<b>267</b>	
ECERS Language Score	5.29	1.05	4.84	1.22	0.45	0.29	1.55	14	276	
AP Scheduling	11.14	3.46	11.05	3.22	0.09	0.95	0.10	14	268	
AP Learning Environment	15.14	2.03	14.39	2.64	0.75	0.57	1.33	14	273	
LTArnett	75.36	7.91	71.09	12.22	4.27	2.24	1.91	14	275	
AVG Child:Adult Ratio	5.98	1.17	5.36	2.11	0.62	0.34	1.84	14	278	

<b>Teacher Demographic Comparisons</b>		<b>Significant t-value: 1.96</b>								
	<b>QRC TCH TR Fall 2002</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>FACES N</b>	
Teacher Age	45.38	8.72	41.43	11.07	3.95	2.51	1.57	13	270	
<b>Teacher Education</b>	<b>4.86</b>	<b>0.66</b>	<b>5.46</b>	<b>1.32</b>	<b>-0.60</b>	<b>0.19</b>	<b>-3.10</b>	<b>14</b>	<b>275</b>	
<b>% with BA or more</b>	<b>0.07</b>	<b>0.07</b>	<b>0.38</b>	<b>0.05</b>	<b>-0.31</b>	<b>0.09</b>	<b>-3.60</b>	<b>14</b>	<b>277</b>	
% with AA or more	0.64	0.50	0.57	0.04	0.07	0.50	0.14	14	277	
% with less than AA	0.36	0.50	0.42	0.04	-0.06	0.50	-0.12	14	277	
Years Teaching Experience	13.57	8.41	11.81	8.67	1.76	2.31	0.76	14	270	
Total Annual Salary	22000.00	5363.70	20765.95	9617.28	1234.05	1550.90	0.80	14	264	

**QRC DCC 2002-2003: Demographic Comparisons for Individualizing Assessment Focused  
Intervention sites with FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons			Significant t-value: 1.96							
	QRC IND AST Fall 2002	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
White_C	<b>0.41</b>	<b>0.05</b>	<b>0.53</b>	<b>0.03</b>	<b>-0.12</b>	<b>0.06</b>	<b>-2.06</b>	<b>107</b>	<b>2481</b>	
Black_C	0.26	0.04	0.36	0.04	-0.10	0.06	-1.77	107	2481	
Hisp_C	<b>0.44</b>	<b>0.05</b>	<b>0.28</b>	<b>0.05</b>	<b>0.16</b>	<b>0.07</b>	<b>2.26</b>	<b>107</b>	<b>2481</b>	
LangMino	<b>0.39</b>	<b>0.05</b>	<b>0.18</b>	<b>0.03</b>	<b>0.21</b>	<b>0.06</b>	<b>3.60</b>	<b>107</b>	<b>2475</b>	
Disab	0.15	0.03	0.14	0.01	0.01	0.03	0.32	107	2479	
Sex (% Female)	0.58	0.05	0.50	0.01	0.08	0.05	1.57	119	2480	
% Age_mths < 48	0.52	0.05	0.48	0.02	0.04	0.05	0.74	119	2478	
% Age_mths >= 60	<b>0.01</b>	<b>0.01</b>	<b>0.05</b>	<b>0.01</b>	<b>-0.04</b>	<b>0.01</b>	<b>-2.83</b>	<b>119</b>	<b>2478</b>	
Welfstat	<b>0.06</b>	<b>0.02</b>	<b>0.23</b>	<b>0.02</b>	<b>-0.17</b>	<b>0.03</b>	<b>-6.01</b>	<b>107</b>	<b>2477</b>	
Poverty	0.63	0.05	0.65	0.02	-0.02	0.05	-0.37	101	2400	
% with single parents	0.41	0.05	0.34	0.02	0.07	0.05	1.30	107	2481	
% with two bio parents	0.45	0.05	0.46	0.02	-0.01	0.05	-0.19	107	2481	
MinLabF	<b>0.74</b>	<b>0.04</b>	<b>0.63</b>	<b>0.02</b>	<b>0.11</b>	<b>0.04</b>	<b>2.46</b>	<b>103</b>	<b>2307</b>	
MEmploy	0.65	0.05	0.56	0.02	0.09	0.05	1.67	103	2307	
% with only one child	0.19	0.04	0.18	0.01	0.01	0.04	0.24	107	2481	
% with 4 or more children	0.20	0.04	0.21	0.01	-0.01	0.04	-0.24	107	2481	
% with food stamps	<b>0.13</b>	<b>0.03</b>	<b>0.44</b>	<b>0.03</b>	<b>-0.31</b>	<b>0.04</b>	<b>-7.31</b>	<b>107</b>	<b>2480</b>	
Age_mths	47.59	7.23	48.30	6.51	-0.71	0.68	-1.05	119	2477	
PEduc	3.29	1.63	3.47	1.40	-0.18	0.16	-1.12	107	2459	
MFaminc	1700.60	1151.54	1485.88	1095.36	214.72	117.90	1.82	99	2370	
Famsize	4.72	1.51	4.65	1.79	0.07	0.15	0.46	104	2476	

Classroom Observation Comparisons			Significant t-value: 1.96							
	QRC IND AST Fall 2002	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
ECERS Mean Score	5.15	0.57	4.78	0.90	0.37	0.22	1.66	7	267	
ECERS Language Score	5.11	1.14	4.84	1.22	0.27	0.44	0.62	7	276	
AP Scheduling	10.71	3.95	11.05	3.22	-0.34	1.51	-0.23	7	268	
AP Learning Environment	15.29	1.38	14.39	2.64	0.90	0.55	1.65	7	273	
LTArnett	74.57	5.19	71.09	12.22	3.48	2.10	1.66	7	275	
AVG Child:Adult Ratio	6.03	1.25	5.36	2.11	0.67	0.49	1.37	7	278	

Teacher Demographic Comparisons			Significant t-value: 1.96							
	QRC IND AST Fall 2002	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
Teacher Age	43.50	10.67	41.43	11.07	2.07	4.41	0.47	6	270	
Teacher Education	<b>4.71</b>	<b>0.95</b>	<b>5.46</b>	<b>1.32</b>	<b>-0.75</b>	<b>0.37</b>	<b>-2.04</b>	<b>7</b>	<b>275</b>	
% with BA or more	0.14	0.14	0.38	0.05	-0.24	0.15	-1.61	7	277	
% with AA or more	0.71	0.49	0.57	0.04	0.14	0.49	0.28	7	277	
% with less than AA	0.29	0.49	0.42	0.04	-0.13	0.49	-0.26	7	277	
Years Teaching Experience	15.14	10.57	11.81	8.67	3.33	4.03	0.83	7	270	
Total Annual Salary	23428.57	6803.36	20765.95	9617.28	2662.62	2638.67	1.01	7	264	

**QRC DCC 2002-2003: Demographic Comparisons for Parent Involvement Focused Intervention sites with FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons		Significant t-value: 1.96								
	QRC PAR INV INT Fall 2002	sd1	FACES fall 2000	sd2	diff	sediff	t	INT N	FACES N	
White_C	0.05	0.03	0.53	0.03	-0.48	0.04	-11.31	59	2481	
Black_C	1.00	0.00	0.36	0.04	0.64	0.04	16.00	59	2481	
Hisp_C	0.03	0.02	0.28	0.05	-0.25	0.05	-4.64	59	2481	
LangMino	0.00	0.00	0.18	0.03	-0.18	0.03	-6.00	59	2475	
Disab	0.15	0.05	0.14	0.01	0.01	0.05	0.20	59	2479	
Sex (% Female)	0.58	0.06	0.50	0.01	0.08	0.06	1.32	77	2480	
% Age_mths < 48	0.43	0.06	0.48	0.02	-0.05	0.06	-0.79	77	2478	
% Age_mths >= 60	0.05	0.03	0.05	0.01	0.00	0.03	0.00	77	2478	
Welfstat	0.14	0.04	0.23	0.02	-0.09	0.04	-2.01	59	2477	
Poverty	0.61	0.07	0.65	0.02	-0.04	0.07	-0.55	56	2400	
% with single parents	0.54	0.07	0.34	0.02	0.20	0.07	2.75	59	2481	
% with two bio parents	0.32	0.06	0.46	0.02	-0.14	0.06	-2.21	59	2481	
MinLabF	0.76	0.06	0.63	0.02	0.13	0.06	2.06	58	2307	
MEmploy	0.67	0.06	0.56	0.02	0.11	0.06	1.74	58	2307	
% with only one child	0.17	0.05	0.18	0.01	-0.01	0.05	-0.20	59	2481	
% with 4 or more children	0.15	0.05	0.21	0.01	-0.06	0.05	-1.18	59	2481	
% with food stamps	0.66	0.06	0.44	0.03	0.22	0.07	3.28	59	2480	
Age_mths	50.00	7.13	48.30	6.51	1.70	0.82	2.07	77	2477	
PEduc	4.22	1.34	3.47	1.40	0.75	0.18	4.24	59	2459	
MFaminc	1196.03	662.85	1485.88	1095.36	-289.85	89.90	-3.22	58	2370	
Famsize	4.07	1.25	4.65	1.79	-0.58	0.17	-3.42	57	2476	

Classroom Observation Comparisons		Significant t-value: 1.96								
	QRC PAR INV INT Fall 2002	sd1	FACES fall 2000	sd2	diff	sediff	t	INT N	FACES N	
ECERS Mean Score	3.52	0.58	4.78	0.90	-1.26	0.21	-5.93	8	267	
ECERS Language Score	4.06	0.62	4.84	1.22	-0.78	0.23	-3.37	8	276	
AP Scheduling	11.38	1.19	11.05	3.22	0.33	0.46	0.71	8	268	
AP Learning Environment	13.00	1.69	14.39	2.64	-1.39	0.62	-2.25	8	273	
LTArnett	60.63	14.12	71.09	12.22	-10.46	5.05	-2.07	8	275	
AVG Child:Adult Ratio	7.92	1.61	5.36	2.11	2.56	0.58	4.39	8	278	

Teacher Demographic Comparisons		Significant t-value: 1.96								
	QRC PAR INV INT Fall 2002	sd1	FACES fall 2000	sd2	diff	sediff	t	INT N	FACES N	
Teacher Age	43.00	12.28	41.43	11.07	1.57	4.39	0.36	8	270	
Teacher Education	4.50	1.31	5.46	1.32	-0.96	0.47	-2.04	8	275	
% with BA or more	0.25	0.16	0.38	0.05	-0.13	0.17	-0.78	8	277	
% with AA or more	0.25	0.46	0.57	0.04	-0.32	0.46	-0.69	8	277	
% with less than AA	0.75	0.46	0.42	0.04	0.33	0.46	0.71	8	277	
Years Teaching Experience	7.50	3.70	11.81	8.67	-4.31	1.41	-3.06	8	270	
Total Annual Salary	16100.00	2875.76	20765.95	9617.28	-4665.95	1237.65	-3.77	7	264	

**QRC DCC 2002-2003: Demographic Comparisons All Control Groups (Combined) with FACES  
2000**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons		Significant t-value: 1.96								
	QRC All Control Fall 2002	sd2	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
White_C	<b>0.27</b>	<b>0.03</b>	<b>0.53</b>	<b>0.03</b>	<b>-0.26</b>	<b>0.04</b>	<b>-6.13</b>	<b>224</b>	<b>2481</b>	
Black_C	<b>0.57</b>	<b>0.03</b>	<b>0.36</b>	<b>0.04</b>	<b>0.21</b>	<b>0.05</b>	<b>4.20</b>	<b>224</b>	<b>2481</b>	
Hisp_C	<b>0.21</b>	0.02	0.28	0.05	-0.07	0.05	-1.30	224	2481	
LangMino	0.22	0.02	0.18	0.03	0.04	0.04	1.11	224	2475	
Disab	0.17	0.02	0.14	0.01	0.03	0.02	1.34	224	2479	
Sex (% Female)	0.46	0.03	0.50	0.01	-0.04	0.03	-1.26	265	2480	
% Age_mths < 48	0.43	0.03	0.48	0.02	-0.05	0.04	-1.39	265	2478	
% Age_mths >= 60	0.03	0.01	0.05	0.01	-0.02	0.01	-1.41	265	2478	
Welfstat	<b>0.15</b>	<b>0.02</b>	<b>0.23</b>	<b>0.02</b>	<b>-0.08</b>	<b>0.03</b>	<b>-2.83</b>	<b>223</b>	<b>2477</b>	
Poverty	0.66	0.03	0.65	0.02	0.01	0.04	0.28	207	2400	
% with single parents	0.41	0.03	0.34	0.02	0.07	0.04	1.94	224	2481	
% with two bio parents	0.41	0.03	0.46	0.02	-0.05	0.04	-1.39	224	2481	
MinLabF	<b>0.77</b>	<b>0.03</b>	<b>0.63</b>	<b>0.02</b>	<b>0.14</b>	<b>0.04</b>	<b>3.88</b>	<b>216</b>	<b>2307</b>	
MEmploy	<b>0.65</b>	<b>0.03</b>	<b>0.56</b>	<b>0.02</b>	<b>0.09</b>	<b>0.04</b>	<b>2.50</b>	<b>216</b>	<b>2307</b>	
% with only one child	0.19	0.02	0.18	0.01	0.01	0.02	0.45	224	2481	
% with 4 or more children	0.19	0.02	0.21	0.01	-0.02	0.02	-0.89	224	2481	
% with food stamps	0.43	0.03	0.44	0.03	-0.01	0.04	-0.24	223	2480	
Age_mths	48.75	6.52	48.30	6.51	0.45	0.42	1.07	265	2477	
PEduc	3.67	1.54	3.47	1.40	0.20	0.11	1.87	222	2459	
MFaminc	1478.11	981.64	1485.88	1095.36	-7.77	73.81	-0.11	195	2370	
Famsize	4.56	1.71	4.65	1.79	-0.09	0.12	-0.74	218	2476	

Classroom Observation Comparisons		Significant t-value: 1.96								
	QRC All Control Fall 2002	sd2	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
ECERS Mean Score	<b>4.59</b>	0.87	4.78	0.90	-0.19	0.16	-1.19	34	267	
ECERS Language Score	<b>4.82</b>	1.09	4.84	1.22	-0.02	0.20	-0.10	34	276	
AP Scheduling	11.33	3.06	11.05	3.22	0.28	0.58	0.49	32	268	
AP Learning Environment	14.88	2.12	14.39	2.64	0.49	0.40	1.22	33	273	
LTArnett	70.45	11.76	71.09	12.22	-0.64	2.15	-0.30	34	275	
<b>AVG Child:Adult Ratio</b>	<b>6.81</b>	<b>1.65</b>	<b>5.36</b>	<b>2.11</b>	<b>1.45</b>	<b>0.31</b>	<b>4.68</b>	<b>34</b>	<b>278</b>	

Teacher Demographic Comparisons		Significant t-value: 1.96								
	QRC All Control Fall 2002	sd2	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
Teacher Age	40.52	9.03	41.43	11.07	-0.91	1.69	-0.54	34	270	
Teacher Education	5.00	<b>1.23</b>	<b>5.46</b>	<b>1.32</b>	<b>-0.46</b>	<b>0.23</b>	<b>-2.04</b>	<b>34</b>	<b>275</b>	
% with BA or more	0.31	0.07	0.38	0.05	-0.07	0.09	-0.81	34	277	
% with AA or more	0.59	0.50	0.57	0.04	0.02	0.50	0.04	34	277	
% with less than AA	0.41	0.50	0.42	0.04	-0.01	0.50	-0.02	34	277	
Years Teaching Experience	10.17	6.42	11.81	8.67	-1.64	1.22	-1.34	34	270	
Total Annual Salary	<b>20819.20</b>	4718.54	20765.95	9617.28	53.25	1012.44	0.05	33	264	

**QRC DCC 2002-2003: Demographic Comparisons All Treatment Groups (Combined) with  
FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons		Significant t-value: 1.96								
	QRC All Treatments Fall 2002	sd1	FACES fall 2000	sd2	diff	sediff	t	TRX N	FACES N	
White_C	<b>0.33</b>	<b>0.02</b>	<b>0.53</b>	<b>0.03</b>	<b>-0.20</b>	<b>0.04</b>	<b>-5.55</b>	<b>418</b>	<b>2481</b>	
Black_C	0.42	0.02	0.36	0.04	0.06	0.04	1.34	418	2481	
Hisp_C	0.32	0.02	0.28	0.05	0.04	0.05	0.74	418	2481	
LangMino	<b>0.27</b>	<b>0.02</b>	<b>0.18</b>	<b>0.03</b>	<b>0.09</b>	<b>0.04</b>	<b>2.50</b>	<b>416</b>	<b>2475</b>	
Disab	<b>0.19</b>	<b>0.02</b>	<b>0.14</b>	<b>0.01</b>	<b>0.05</b>	<b>0.02</b>	<b>2.24</b>	<b>418</b>	<b>2479</b>	
Sex (% Female)	0.54	0.02	0.50	0.01	0.04	0.02	1.79	481	2480	
% Age_mths < 48	<b>0.40</b>	<b>0.02</b>	<b>0.48</b>	<b>0.02</b>	<b>-0.08</b>	<b>0.03</b>	<b>-2.83</b>	<b>481</b>	<b>2478</b>	
% Age_mths >= 60	0.03	0.01	0.05	0.01	-0.02	0.01	-1.41	481	2478	
Welfstat	<b>0.13</b>	<b>0.02</b>	<b>0.23</b>	<b>0.02</b>	<b>-0.10</b>	<b>0.03</b>	<b>-3.54</b>	<b>417</b>	<b>2477</b>	
Poverty	0.60	0.02	0.65	0.02	-0.05	0.03	-1.77	390	2400	
% with single parents	0.39	0.02	0.34	0.02	0.05	0.03	1.77	418	2481	
% with two bio parents	<b>0.40</b>	<b>0.02</b>	<b>0.46</b>	<b>0.02</b>	<b>-0.06</b>	<b>0.03</b>	<b>-2.12</b>	<b>418</b>	<b>2481</b>	
MinLabF	<b>0.75</b>	<b>0.02</b>	<b>0.63</b>	<b>0.02</b>	<b>0.12</b>	<b>0.03</b>	<b>4.24</b>	<b>398</b>	<b>2307</b>	
MEmploy	<b>0.65</b>	<b>0.02</b>	<b>0.56</b>	<b>0.02</b>	<b>0.09</b>	<b>0.03</b>	<b>3.18</b>	<b>398</b>	<b>2307</b>	
% with only one child	0.19	0.02	0.18	0.01	0.01	0.02	0.45	418	2481	
% with 4 or more children	<b>0.16</b>	<b>0.02</b>	<b>0.21</b>	<b>0.01</b>	<b>-0.05</b>	<b>0.02</b>	<b>-2.24</b>	<b>418</b>	<b>2481</b>	
% with food stamps	<b>0.34</b>	<b>0.02</b>	<b>0.44</b>	<b>0.03</b>	<b>-0.10</b>	<b>0.04</b>	<b>-2.77</b>	<b>418</b>	<b>2480</b>	
Age_mths	<b>49.35</b>	<b>6.84</b>	<b>48.30</b>	<b>6.51</b>	<b>1.05</b>	<b>0.34</b>	<b>3.10</b>	<b>481</b>	<b>2477</b>	
PEduc	<b>3.73</b>	<b>1.61</b>	<b>3.47</b>	<b>1.40</b>	<b>0.26</b>	<b>0.08</b>	<b>3.09</b>	<b>412</b>	<b>2459</b>	
MFaminc	1480.67	1017.34	1485.88	1095.36	-5.21	56.77	-0.09	381	2370	
Famsize	4.51	1.59	4.65	1.79	-0.14	0.09	-1.62	411	2476	

Classroom Observation Comparisons		Significant t-value: 1.96								
	QRC All Treatments Fall 2002	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
ECERS Mean Score	<b>4.97</b>	<b>0.93</b>	<b>4.78</b>	<b>0.90</b>	<b>0.19</b>	<b>0.14</b>	<b>1.40</b>	<b>56</b>	<b>267</b>	
ECERS Language Score	<b>5.37</b>	<b>1.08</b>	<b>4.84</b>	<b>1.22</b>	<b>0.53</b>	<b>0.16</b>	<b>3.27</b>	<b>56</b>	<b>276</b>	
AP Scheduling	<b>11.87</b>	<b>2.49</b>	<b>11.05</b>	<b>3.22</b>	<b>0.82</b>	<b>0.39</b>	<b>2.09</b>	<b>54</b>	<b>268</b>	
AP Learning Environment	<b>15.14</b>	<b>2.19</b>	<b>14.39</b>	<b>2.64</b>	<b>0.75</b>	<b>0.33</b>	<b>2.25</b>	<b>56</b>	<b>273</b>	
LTArnett	73.57	11.23	71.09	12.22	2.48	1.67	1.48	56	275	
AVG Child:Adult Ratio	<b>6.04</b>	<b>1.78</b>	<b>5.36</b>	<b>2.11</b>	<b>0.68</b>	<b>0.27</b>	<b>2.52</b>	<b>56</b>	<b>278</b>	

Teacher Demographic Comparisons		Significant t-value: 1.96								
	QRC All Treatments Fall 2002	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
Teacher Age	41.96	9.88	41.43	11.07	0.53	1.49	0.36	55	270	
Teacher Education	5.54	1.41	5.46	1.32	0.08	0.20	0.39	56	275	
% with BA or more	0.43	0.07	0.38	0.05	0.05	0.09	0.58	56	277	
% with AA or more	0.63	0.49	0.57	0.04	0.06	0.49	0.12	56	277	
% with less than AA	0.38	0.49	0.42	0.04	-0.04	0.49	-0.08	56	277	
Years Teaching Experience	11.73	7.55	11.81	8.67	-0.08	1.14	-0.07	56	270	
Total Annual Salary	<b>23977.84</b>	<b>7997.56</b>	<b>20765.95</b>	<b>9617.28</b>	<b>3211.89</b>	<b>1266.68</b>	<b>2.54</b>	<b>51</b>	<b>264</b>	

**QRC DCC 2002-2003: Demographic Comparisons All Treatment Groups (Combined) with All Control Groups (Combined)**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons		Significant t-value: 1.96									
	QRC All Treatments Fall 2002	sd1	QRC All Control Fall 2002	sd2	diff	sediff	t	TRX N	Control N		
White_C	0.33	0.02	0.27	0.03	0.06	0.04	1.66	418	224		
<b>Black_C</b>	<b>0.42</b>	<b>0.02</b>	<b>0.57</b>	<b>0.03</b>	<b>-0.15</b>	<b>0.04</b>	<b>-4.16</b>	<b>418</b>	<b>224</b>		
<b>Hisp_C</b>	<b>0.32</b>	<b>0.02</b>	<b>0.21</b>	<b>0.02</b>	<b>0.11</b>	<b>0.03</b>	<b>3.89</b>	<b>418</b>	<b>224</b>		
LangMino	0.27	0.02	0.22	0.02	0.05	0.03	1.77	416	224		
Disab	0.19	0.02	0.17	0.02	0.02	0.03	0.71	418	224		
<b>Sex (% Female)</b>	<b>0.54</b>	<b>0.02</b>	<b>0.46</b>	<b>0.03</b>	<b>0.08</b>	<b>0.04</b>	<b>2.22</b>	<b>481</b>	<b>265</b>		
% Age_mths < 48	0.40	0.02	0.43	0.03	-0.03	0.04	-0.83	481	265		
% Age_mths >= 60	0.03	0.01	0.03	0.01	0.00	0.01	0.00	481	265		
Welfstat	0.13	0.02	0.15	0.02	-0.02	0.03	-0.71	417	223		
Poverty	0.60	0.02	0.66	0.03	-0.06	0.04	-1.66	390	207		
% with single parents	0.39	0.02	0.41	0.03	-0.02	0.04	-0.55	418	224		
% with two bio parents	0.40	0.02	0.41	0.03	-0.01	0.04	-0.28	418	224		
MinLabF	0.75	0.02	0.77	0.03	-0.02	0.04	-0.55	398	216		
MEmploy	0.65	0.02	0.65	0.03	0.00	0.04	0.00	398	216		
% with only one child	0.19	0.02	0.19	0.02	0.00	0.03	0.00	418	224		
% with 4 or more children	0.16	0.02	0.19	0.02	-0.03	0.03	-1.06	418	224		
<b>% with food stamps</b>	<b>0.34</b>	<b>0.02</b>	<b>0.43</b>	<b>0.03</b>	<b>-0.09</b>	<b>0.04</b>	<b>-2.50</b>	<b>418</b>	<b>223</b>		
Age_mths	49.35	6.84	48.75	6.52	0.60	0.51	1.18	481	265		
PEduc	3.73	1.61	3.67	1.54	0.06	0.13	0.46	412	222		
MFaminc	1480.67	1017.34	1478.11	981.64	2.56	87.51	0.03	381	195		
Famsize	4.51	1.59	4.56	1.71	-0.05	0.14	-0.36	411	218		

Classroom Observation Comparisons		Significant t-value: 1.96									
	QRC All Treatments Fall 2002	sd1	QRC All Control Fall 2002	sd2	diff	sediff	t	QRC N	Control N		
<b>ECERS Mean Score</b>	<b>4.97</b>	<b>0.93</b>	<b>4.59</b>	<b>0.87</b>	<b>0.38</b>	<b>0.19</b>	<b>1.96</b>	<b>56</b>	<b>34</b>		
<b>ECERS Language Score</b>	<b>5.37</b>	<b>1.08</b>	<b>4.82</b>	<b>1.09</b>	<b>0.55</b>	<b>0.24</b>	<b>2.33</b>	<b>56</b>	<b>34</b>		
AP Scheduling	11.87	2.49	11.33	3.06	0.54	0.64	0.85	54	32		
AP Learning Environment	15.14	2.19	14.88	2.12	0.26	0.47	0.55	56	33		
LTArnett	73.57	11.23	70.45	11.76	3.12	2.51	1.24	56	34		
<b>AVG Child:Adult Ratio</b>	<b>6.04</b>	<b>1.78</b>	<b>6.81</b>	<b>1.65</b>	<b>-0.77</b>	<b>0.37</b>	<b>-2.08</b>	<b>56</b>	<b>34</b>		

Teacher Demographic Comparisons		Significant t-value: 1.96									
	QRC All Treatments Fall 2002	sd1	QRC All Control Fall 2002	sd2	diff	sediff	t	QRC N	Control N		
Teacher Age	41.96	9.88	40.52	9.03	1.44	2.04	0.70	55	34		
Teacher Education	5.54	1.41	5.00	1.23	0.54	0.28	1.91	56	34		
% with BA or more	0.43	0.07	0.31	0.07	0.12	0.10	1.21	56	34		
% with AA or more	0.63	0.49	0.59	0.50	0.04	0.70	0.06	56	34		
% with less than AA	0.38	0.49	0.41	0.50	-0.03	0.70	-0.04	56	34		
Years Teaching Experience	11.73	7.55	10.17	6.42	1.56	1.49	1.04	56	34		
<b>Total Annual Salary</b>	<b>23977.84</b>	<b>7997.56</b>	<b>20819.20</b>	<b>4718.54</b>	<b>3158.64</b>	<b>1388.82</b>	<b>2.27</b>	<b>51</b>	<b>33</b>		



**QRC DCC 2002-2003: Demographic Comparisons Literacy Focused Intervention Group with Control Group**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons			Significant t-value: 1.96							
	QRC LIT INT Fall 2002	sd1	QRC LIT CONTROL Fall 2002	sd2	diff	sediff	t	LIT INT N	Control N	
White_C	0.23	0.04	0.24	0.05	-0.01	0.06	-0.16	103	75	
Black_C	0.47	0.05	0.51	0.06	-0.04	0.08	-0.51	103	75	
<b>Hisp_C</b>	<b>0.41</b>	<b>0.05</b>	<b>0.23</b>	<b>0.05</b>	<b>0.18</b>	<b>0.07</b>	<b>2.55</b>	<b>103</b>	<b>75</b>	
LangMino	0.39	0.05	0.25	0.05	0.14	0.07	1.98	101	75	
Disab	0.23	0.04	0.16	0.04	0.07	0.06	1.24	103	75	
Sex (% Female)	0.57	0.05	0.43	0.05	0.14	0.07	1.98	118	93	
% Age_mths < 48	0.36	0.04	0.32	0.05	0.04	0.06	0.62	118	93	
% Age_mths >= 60	0.00	0.00	0.01	0.01	-0.01	0.01	-1.00	118	93	
<b>Welfstat</b>	<b>0.12</b>	<b>0.03</b>	<b>0.26</b>	<b>0.05</b>	<b>-0.14</b>	<b>0.06</b>	<b>-2.40</b>	<b>102</b>	<b>74</b>	
Poverty	0.59	0.05	0.66	0.06	-0.07	0.08	-0.90	95	71	
% with single parents	0.31	0.05	0.44	0.06	-0.13	0.08	-1.66	103	75	
% with two bio parents	0.45	0.05	0.40	0.06	0.05	0.08	0.64	103	75	
MinLabF	0.79	0.04	0.73	0.05	0.06	0.06	0.94	98	71	
MEmploy	0.72	0.05	0.62	0.06	0.10	0.08	1.28	98	71	
% with only one child	0.17	0.04	0.20	0.05	-0.03	0.06	-0.47	103	75	
% with 4 or more children	0.14	0.03	0.23	0.05	-0.09	0.06	-1.54	103	75	
% with food stamps	0.24	0.04	0.36	0.06	-0.12	0.07	-1.66	103	74	
<b>Age_mths</b>	<b>48.09</b>	<b>5.76</b>	<b>49.66</b>	<b>5.49</b>	<b>-1.57</b>	<b>0.78</b>	<b>-2.02</b>	<b>118</b>	<b>93</b>	
PEduc	3.46	1.45	3.72	1.77	-0.26	0.25	-1.03	100	74	
MFaminc	1538.99	1145.96	1755.02	1377.92	-216.03	211.57	-1.02	87	64	
Famsize	4.84	1.53	4.80	2.23	0.04	0.30	0.13	101	74	

Classroom Observation Comparisons			Significant t-value: 1.96							
	QRC LIT INT Fall 2002	sd1	QRC LIT CONTROL Fall 2002	sd2	diff	sediff	t	LIT INT N	Control N	
ECERS Mean Score	4.76	0.69	4.65	0.75	0.11	0.26	0.42	18	13	
ECERS Language Score	5.19	0.94	4.71	1.10	0.48	0.38	1.27	18	13	
AP Scheduling	12.00	2.92	12.50	1.17	-0.50	0.80	-0.62	16	12	
AP Learning Environment	14.83	2.18	15.50	1.17	-0.67	0.61	-1.09	18	12	
LTArnett	71.61	11.07	68.62	9.11	2.99	3.63	0.82	18	13	
AVG Child:Adult Ratio	6.49	1.63	6.43	1.23	0.06	0.51	0.12	18	13	

Teacher Demographic Comparisons			Significant t-value: 1.96							
	QRC LIT INT Fall 2002	sd1	QRC LIT CONTROL Fall 2002	sd2	diff	sediff	t	LIT INT N	Control N	
Teacher Age	42.28	8.70	42.23	8.41	0.05	3.11	0.02	18	13	
Teacher Education	5.67	1.57	5.54	0.97	0.13	0.46	0.28	18	13	
% with BA or more	0.44	0.12	0.31	0.13	0.13	0.18	0.73	18	13	
% with AA or more	0.50	0.51	0.77	0.44	-0.27	0.67	-0.40	18	13	
% with less than AA	0.50	0.51	0.23	0.44	0.27	0.67	0.40	18	13	
Years Teaching Experience	12.39	7.51	12.23	8.17	0.16	2.88	0.06	18	13	
Total Annual Salary	22913.33	3795.46	21750.77	3433.15	1162.56	1366.39	0.85	15	13	

**QRC DCC 2002-2003: Demographic Comparisons SocioEmotional Focused Intervention  
Group with Control Group**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons		Significant t-value: 1.96								
	QRC SOC EMO INT Fall 2002	sd1	QRC SOC EMO CONTROL Fall 2002	sd2	diff	sediff	t	SOC EMO INT N	Control N	
<b>White_C</b>	<b>0.46</b>	<b>0.05</b>	<b>0.05</b>	<b>0.05</b>	<b>0.41</b>	<b>0.07</b>	<b>5.80</b>	<b>114</b>	<b>19</b>	
<b>Black_C</b>	<b>0.27</b>	<b>0.04</b>	<b>0.58</b>	<b>0.12</b>	<b>-0.31</b>	<b>0.13</b>	<b>-2.45</b>	<b>114</b>	<b>19</b>	
Hisp_C	0.31	0.04	0.42	0.12	-0.11	0.13	-0.87	114	19	
LangMino	0.24	0.04	0.42	0.12	-0.18	0.13	-1.42	114	19	
Disab	0.25	0.04	0.21	0.10	0.04	0.11	0.37	114	19	
Sex (% Female)	0.44	0.05	0.20	0.11	0.24	0.12	1.99	120	15	
% Age_mths < 48	0.16	0.03	0.07	0.07	0.09	0.08	1.18	120	15	
% Age_mths >= 60	0.08	0.03	0.13	0.09	-0.05	0.09	-0.53	120	15	
Welfstat	0.23	0.04	0.11	0.07	0.12	0.08	1.49	114	19	
<b>Poverty</b>	<b>0.60</b>	<b>0.05</b>	<b>0.84</b>	<b>0.09</b>	<b>-0.24</b>	<b>0.10</b>	<b>-2.33</b>	<b>105</b>	<b>19</b>	
% with single parents	0.38	0.05	0.32	0.11	0.06	0.12	0.50	114	19	
% with two bio parents	0.38	0.05	0.42	0.12	-0.04	0.13	-0.31	114	19	
MinLabF	0.76	0.04	0.89	0.08	-0.13	0.09	-1.45	106	18	
MEmploy	0.65	0.05	0.67	0.11	-0.02	0.12	-0.17	106	18	
% with only one child	0.20	0.04	0.11	0.07	0.09	0.08	1.12	114	19	
% with 4 or more children	0.15	0.03	0.21	0.10	-0.06	0.10	-0.57	114	19	
% with food stamps	0.47	0.05	0.37	0.11	0.10	0.12	0.83	114	19	
Age_mths	52.69	5.73	54.27	5.61	-1.58	1.54	-1.03	120	15	
PEduc	4.14	1.81	3.63	1.50	0.51	0.38	1.33	111	19	
MFaminc	1429.24	977.95	1225.00	460.43	204.24	149.24	1.37	106	16	
<b>Famsize</b>	<b>4.27</b>	<b>1.84</b>	<b>5.11</b>	<b>1.33</b>	<b>-0.84</b>	<b>0.35</b>	<b>-2.40</b>	<b>114</b>	<b>19</b>	

Classroom Observation Comparisons		Significant t-value: 1.96								
	QRC SOC EMO Fall 2002	sd1	QRC SOC EMO CONTROL Fall 2002	sd2	diff	sediff	t	SOC EMO INT N	Control N	
ECERS Mean Score	5.71	0.44	5.51	0.49	0.20	0.30	0.66	16	3	
ECERS Language Score	6.28	0.55	6.25	0.50	0.03	0.32	0.09	16	3	
AP Scheduling	12.63	1.02	12.00	1.41	0.63	1.03	0.61	16	2	
AP Learning Environment	16.56	1.59	17.33	0.58	-0.77	0.52	-1.48	16	3	
LTArnett	80.69	5.00	83.67	5.77	-2.98	3.56	-0.84	16	3	
AVG Child:Adult Ratio	4.64	1.41	7.05	2.09	-2.41	1.26	-1.92	16	3	

Teacher Demographic Comparisons		Significant t-value: 1.96								
	QRC SOC EMO Fall 2002	sd1	QRC SOC EMO CONTROL Fall 2002	sd2	diff	sediff	t	SOC EMO INT N	Control N	
Teacher Age	38.31	10.47	37.33	10.02	0.98	6.35	0.15	16	3	
<b>Teacher Education</b>	<b>6.50</b>	<b>1.15</b>	<b>5.33</b>	<b>0.58</b>	<b>1.17</b>	<b>0.44</b>	<b>2.65</b>	<b>16</b>	<b>3</b>	
% with BA or more	0.81	0.10	0.33	0.33	0.48	0.34	1.39	16	3	
% with AA or more	0.94	0.25	0.67	0.58	0.27	0.63	0.43	16	3	
% with less than AA	0.06	0.25	0.33	0.58	-0.27	0.63	-0.43	16	3	
Years Teaching Experience	11.50	8.02	16.00	9.54	-4.50	5.86	-0.77	16	3	
<b>Total Annual Salary</b>	<b>30564.67</b>	<b>10056.16</b>	<b>21629.33</b>	<b>2919.62</b>	<b>8935.34</b>	<b>3095.67</b>	<b>2.89</b>	<b>15</b>	<b>3</b>	

**QRC DCC 2002-2003: Demographic Comparisons Teacher Training Focused Intervention  
Group with Control Group**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons		Significant t-value: 1.96								
	QRC TEACHER TRAINING INT Fall 2002	sd1	QRC TEACHER TRAINING CONTROL Fall 2002	sd2	diff	sediff	t	TEACH TRN INT N	Control N	
White_C	0.43	0.04	0.50	0.05	-0.07	0.06	-1.09	142	104	
Black_C	0.27	0.04	0.26	0.04	0.01	0.06	0.18	142	104	
Hispanic	0.38	0.04	0.31	0.05	0.07	0.06	1.09	142	104	
LangMino	0.32	0.04	0.34	0.05	-0.02	0.06	-0.31	142	104	
Disab	0.13	0.03	0.17	0.04	-0.04	0.05	-0.80	142	104	
Sex (% Female)	0.50	0.04	0.42	0.04	0.08	0.06	1.41	166	123	
% Age_mths < 48	0.57	0.04	0.54	0.05	0.03	0.06	0.47	166	123	
% Age_mths >= 60	0.01	0.01	0.02	0.01	-0.01	0.01	-0.71	166	123	
Welfstat	0.06	0.02	0.12	0.03	-0.06	0.04	-1.66	142	104	
Poverty	0.60	0.04	0.65	0.05	-0.05	0.06	-0.78	134	93	
% with single parents	0.41	0.04	0.32	0.05	0.09	0.06	1.41	142	104	
% with two bio parents	0.41	0.04	0.49	0.05	-0.08	0.06	-1.25	142	104	
MinLabF	0.71	0.04	0.76	0.04	-0.05	0.06	-0.88	136	101	
MEmploy	0.58	0.04	0.64	0.05	-0.06	0.06	-0.94	136	101	
% with only one child	0.20	0.03	0.21	0.04	-0.01	0.05	-0.20	142	104	
% with 4 or more children	0.18	0.03	0.18	0.04	0.00	0.05	0.00	142	104	
<b>% with food stamps</b>	<b>0.16</b>	<b>0.03</b>	<b>0.35</b>	<b>0.05</b>	<b>-0.19</b>	<b>0.06</b>	<b>-3.26</b>	<b>142</b>	<b>104</b>	
Age_mths	46.82	7.11	46.67	6.29	0.15	0.79	0.19	166	123	
PEduc	3.40	1.55	3.29	1.44	0.11	0.19	0.57	142	103	
MFaminc	1610.57	1069.03	1558.55	895.18	52.02	132.65	0.39	130	91	
Famsize	4.65	1.47	4.63	1.47	0.02	0.19	0.10	139	99	

Classroom Observation Comparisons		Significant t-value: 1.96								
	QRC TCH TR Fall 2002	sd1	QRC TEACHER TRAINING CONTROL Fall 2002	sd2	diff	sediff	t	TEACH TRN INT N	Control N	
ECERS Mean Score	5.24	0.75	5.07	0.63	0.17	0.26	0.65	14	14	
ECERS Language Score	5.29	1.05	5.13	1.20	0.16	0.43	0.38	14	14	
AP Scheduling	11.14	3.46	10.36	4.48	0.78	1.51	0.52	14	14	
AP Learning Environment	15.14	2.03	14.86	2.66	0.28	0.89	0.31	14	14	
LTAmett	75.36	7.91	72.57	10.14	2.79	3.44	0.81	14	14	
AVG Child:Adult Ratio	5.98	1.17	5.93	1.48	0.05	0.50	0.10	14	14	

Teacher Demographic Comparisons		Significant t-value: 1.96								
	QRC TCH TR Fall 2002	sd1	QRC TEACHER TRAINING CONTROL Fall 2002	sd2	diff	sediff	t	TEACH TRN INT N	Control N	
Teacher Age	45.38	8.72	38.43	8.40	6.95	3.30	2.11	13	14	
Teacher Education	4.86	0.66	5.00	1.18	-0.14	0.36	-0.39	14	14	
% with BA or more	0.07	0.07	0.36	0.13	-0.29	0.15	-1.96	14	14	
% with AA or more	0.64	0.50	0.50	0.52	0.14	0.72	0.19	14	14	
% with less than AA	0.36	0.50	0.50	0.52	-0.14	0.72	-0.19	14	14	
Years Teaching Experience	13.57	8.41	8.29	4.97	5.28	2.61	2.02	14	14	
Total Annual Salary	22000.00	5363.70	23269.23	5382.59	-1269.23	2030.86	-0.62	14	14	

**QRC DCC 2002-2003: Demographic Comparisons Individualizing Assessment Focused  
Intervention Group with Control Group**

*NOTE: Significant differences are highlighted in bold.*

Demographic Comparisons		Significant t-value: 1.96								
	QRC INDIVIDUAL ASSESSMENT INT Fall 2002	sd1	QRC INDIVIDUAL ASSESSMENT CONTROL Fall 2002	sd2	diff	sediff	t	IND ASS INT N	Control N	
White_C	0.41	0.05	0.41	0.06	0.00	0.08	0.00	107	70	
Black_C	0.26	0.04	0.30	0.06	-0.04	0.07	-0.55	107	70	
Hispc_C	0.44	0.05	0.41	0.06	0.03	0.08	0.38	107	70	
LangMino	0.39	0.05	0.47	0.06	-0.08	0.08	-1.02	107	70	
Disab	0.15	0.03	0.16	0.04	-0.01	0.05	-0.20	107	70	
Sex (% Female)	0.58	0.05	0.46	0.06	0.12	0.08	1.54	119	82	
% Age_mths < 48	0.52	0.05	0.54	0.06	-0.02	0.08	-0.26	119	82	
% Age_mths >= 60	0.01	0.01	0.02	0.02	-0.01	0.02	-0.45	119	82	
Welfstat	0.06	0.02	0.07	0.03	-0.01	0.04	-0.28	107	70	
Poverty	0.63	0.05	0.68	0.06	-0.05	0.08	-0.64	101	62	
% with single parents	0.41	0.05	0.30	0.06	0.11	0.08	1.41	107	70	
% with two bio parents	0.45	0.05	0.53	0.06	-0.08	0.08	-1.02	107	70	
MinLabF	0.74	0.04	0.79	0.05	-0.05	0.06	-0.78	103	67	
MEmploy	0.65	0.05	0.67	0.06	-0.02	0.08	-0.26	103	67	
% with only one child	0.19	0.04	0.24	0.05	-0.05	0.06	-0.78	107	70	
% with 4 or more children	0.20	0.04	0.17	0.05	0.03	0.06	0.47	107	70	
<b>% with food stamps</b>	<b>0.13</b>	<b>0.03</b>	<b>0.27</b>	<b>0.05</b>	<b>-0.14</b>	<b>0.06</b>	<b>-2.40</b>	<b>107</b>	<b>70</b>	
Age_mths	47.59	7.23	47.02	6.42	0.57	0.97	0.59	119	82	
PEduc	3.29	1.63	3.07	1.43	0.22	0.23	0.94	107	69	
MFaminc	1700.60	1151.54	1471.13	781.84	229.47	152.49	1.50	99	62	
Famsize	4.72	1.51	4.51	1.26	0.21	0.22	0.98	104	65	

Classroom Observation Comparisons		Significant t-value: 1.96								
	QRC IND AST Fall 2002	sd1	QRC INDIVIDUAL ASSESSMENT CONTROL Fall 2002	sd2	diff	sediff	t	IND ASS INT N	Control N	
ECERS Mean Score	5.15	0.57	4.78	0.55	0.37	0.30	1.24	7	7	
ECERS Language Score	5.11	1.14	4.54	1.16	0.57	0.61	0.93	7	7	
AP Scheduling	10.71	3.95	11.86	3.13	-1.15	1.90	-0.60	7	7	
AP Learning Environment	15.29	1.38	15.71	1.60	-0.42	0.80	-0.53	7	7	
LTAmett	74.57	5.19	66.57	10.88	8.00	4.56	1.76	7	7	
AVG Child:Adult Ratio	6.03	1.25	5.69	1.66	0.34	0.79	0.43	7	7	

Teacher Demographic Comparisons		Significant t-value: 1.96								
	QRC IND AST Fall 2002	sd1	QRC INDIVIDUAL ASSESSMENT CONTROL Fall 2002	sd2	diff	sediff	t	IND ASS INT N	Control N	
Teacher Age	43.50	10.67	36.57	10.15	6.93	5.80	1.19	6	7	
Teacher Education	4.71	0.95	4.86	1.68	-0.15	0.73	-0.21	7	7	
% with BA or more	0.14	0.14	0.57	0.20	-0.43	0.24	-1.76	7	7	
% with AA or more	0.71	0.49	0.57	0.53	0.14	0.72	0.19	7	7	
% with less than AA	0.29	0.49	0.43	0.53	-0.14	0.72	-0.19	7	7	
Years Teaching Experience	15.14	10.57	7.57	4.20	7.57	4.30	1.76	7	7	
Total Annual Salary	23428.57	6803.36	24471.43	6976.32	-1042.86	3683.06	-0.28	7	7	

**QRC DCC 2002-2003: Demographic Comparisons for Parent Involvement Focused Intervention Group with Control Group**

*NOTE: Significant differences are highlighted in bold.*

<b>Demographic Comparisons</b>		<b>Significant t-value: 1.96</b>								
	<b>QRC PAR INV INT</b> Fall 2002	<b>sd1</b>	<b>QRC PAR INV</b> CONTROL Fall 2002	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>CONTROL</b> <b>N</b>	
White_C	0.05	0.03	0.08	0.05	-0.03	0.06	-0.51	59	26	
Black_C	1.00	0.00	1.00	0.00	0.00	0.00	#DIV/0!	59	26	
Hispanic_C	0.03	0.02	0.00	0.00	0.03	0.02	1.50	59	26	
LangMino	0.00	0.00	0.00	0.00	0.00	0.00	#DIV/0!	59	26	
Disab	0.15	0.05	0.15	0.07	0.00	0.09	0.00	59	26	
Sex (% Female)	0.58	0.06	0.56	0.09	0.02	0.11	0.18	77	34	
% Age_mths < 48	0.43	0.06	0.44	0.09	-0.01	0.11	-0.09	77	34	
% Age_mths >= 60	0.05	0.03	0.03	0.03	0.02	0.04	0.47	77	34	
<b>Welfstat</b>	<b>0.14</b>	<b>0.04</b>	<b>0.00</b>	<b>0.00</b>	<b>0.14</b>	<b>0.04</b>	<b>3.50</b>	<b>59</b>	<b>26</b>	
Poverty	0.61	0.07	0.71	0.09	-0.10	0.11	-0.88	56	24	
% with single parents	0.54	0.07	0.46	0.10	0.08	0.12	0.66	59	26	
% with two bio parents	0.32	0.06	0.31	0.09	0.01	0.11	0.09	59	26	
MinLabF	0.76	0.06	0.85	0.07	-0.09	0.09	-0.98	58	26	
MEmploy	0.67	0.06	0.73	0.09	-0.06	0.11	-0.55	58	26	
% with only one child	0.17	0.05	0.23	0.08	-0.06	0.09	-0.64	59	26	
% with 4 or more children	0.15	0.05	0.19	0.08	-0.04	0.09	-0.42	59	26	
% with food stamps	0.66	0.06	0.50	0.10	0.16	0.12	1.37	59	26	
Age_mths	50.00	7.13	48.53	6.51	1.47	1.38	1.06	77	34	
PEduc	4.22	1.34	3.85	1.32	0.37	0.31	1.19	59	26	
MFaminc	1196.03	662.85	1285.08	686.57	-89.05	164.97	-0.54	58	24	
Famsize	4.07	1.25	4.35	1.79	-0.28	0.39	-0.72	57	26	

<b>Classroom Observation Comparisons</b>		<b>Significant t-value: 1.96</b>								
	<b>QRC PAR INV INT</b> Fall 2002	<b>sd1</b>	<b>QRC PAR INV</b> CONTROL Fall 2002	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>CONTROL</b> <b>N</b>	
<b>ECERS Mean Score</b>	<b>3.52</b>	<b>0.58</b>	<b>4.18</b>	<b>0.51</b>	<b>-0.66</b>	<b>0.33</b>	<b>-2.02</b>	<b>8</b>	<b>4</b>	
ECERS Language Score	4.06	0.62	4.50	0.20	-0.44	0.24	-1.83	8	4	
AP Scheduling	11.38	1.19	10.75	3.86	0.63	1.98	0.32	8	4	
<b>AP Learning Environment</b>	<b>13.00</b>	<b>1.69</b>	<b>15.00</b>	<b>0.82</b>	<b>-2.00</b>	<b>0.72</b>	<b>-2.76</b>	<b>8</b>	<b>4</b>	
<b>LTArnett</b>	<b>60.63</b>	<b>14.12</b>	<b>78.75</b>	<b>8.22</b>	<b>-18.12</b>	<b>6.47</b>	<b>-2.80</b>	<b>8</b>	<b>4</b>	
AVG Child:Adult Ratio	7.92	1.61	8.75	0.54	-0.83	0.63	-1.32	8	4	

<b>Teacher Demographic Comparisons</b>		<b>Significant t-value: 1.96</b>								
	<b>QRC PAR INV INT</b> Fall 2002	<b>sd1</b>	<b>QRC PAR INV</b> CONTROL Fall 2002	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>CONTROL</b> <b>N</b>	
Teacher Age	43.00	12.28	36.50	2.65	6.50	4.54	1.43	8	4	
Teacher Education	4.50	1.31	4.00	1.83	0.50	1.03	0.49	8	4	
% with BA or more	0.25	0.16	0.25	0.25	0.00	0.30	0.00	8	4	
% with AA or more	0.25	0.46	0.25	0.50	0.00	0.68	0.00	8	4	
% with less than AA	0.75	0.46	0.75	0.50	0.00	0.68	0.00	8	4	
Years Teaching Experience	7.50	3.70	11.00	2.94	-3.50	1.97	-1.78	8	4	
Total Annual Salary	16100.00	2875.76	17480.00	2630.89	-1380.00	1706.41	-0.81	7	4	

***QRC DCC 2001-2002: Child and Parent Outcomes Comparisons***

## QRC DCC 2001-2002: Outcomes Comparisons with FACES 2000

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC Fall 2001</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>FACES N</b>	
PPVT SS	<b>83.56</b>	<b>15.48</b>	<b>81.26</b>	<b>17.16</b>	<b>2.30</b>	<b>0.73</b>	<b>3.16</b>	<b>592</b>	<b>2349</b>	
WJWordSS	<b>94.68</b>	<b>10.63</b>	<b>91.92</b>	<b>9.32</b>	<b>2.76</b>	<b>0.60</b>	<b>4.60</b>	<b>398</b>	<b>1130</b>	
WJMathSS	87.91	15.07	87.72	15.39	0.19	0.93	0.20	371	948	
WJDictSS	83.98	13.58	85.25	13.59	-1.27	0.84	-1.52	371	904	
<b>Book</b>	<b>1.84</b>	<b>1.27</b>	<b>1.56</b>	<b>1.24</b>	<b>0.28</b>	<b>0.06</b>	<b>4.86</b>	<b>600</b>	<b>2433</b>	
Print	0.19	0.50	0.23	0.58	-0.04	0.02	-1.70	600	2451	
<b>DrawScr</b>	<b>3.20</b>	<b>1.47</b>	<b>2.98</b>	<b>1.34</b>	<b>0.22</b>	<b>0.07</b>	<b>3.36</b>	<b>605</b>	<b>2474</b>	
LtrsNamd	4.99	7.41	NA					605	0	
% knowing 10 or more letters	0.28	0.02	NA					605	0	
<b>PBeProb</b>	<b>5.70</b>	<b>3.50</b>	<b>6.16</b>	<b>3.57</b>	<b>-0.46</b>	<b>0.17</b>	<b>-2.71</b>	<b>516</b>	<b>2476</b>	
<b>PBAggr</b>	<b>2.79</b>	<b>1.72</b>	<b>3.15</b>	<b>1.74</b>	<b>-0.36</b>	<b>0.08</b>	<b>-4.30</b>	<b>512</b>	<b>2464</b>	
PBHyper	1.76	1.48	1.86	1.51	-0.10	0.07	-1.39	515	2467	
PBWith	0.58	0.90	0.60	0.94	-0.02	0.04	-0.45	514	2455	
PSSPAL	12.16	1.78	12.14	1.75	0.02	0.09	0.23	518	2475	
BProb	5.56	5.03	5.64	5.01	-0.08	0.23	-0.35	595	2454	
BAggr	1.79	2.08	1.76	2.02	0.03	0.09	0.32	590	2419	
BHyper	1.39	1.59	1.36	1.53	0.03	0.07	0.41	591	2437	
BWith	2.33	2.53	2.52	2.65	-0.19	0.12	-1.61	582	2423	
SSRS	14.85	4.72	14.63	4.88	0.22	0.22	1.01	585	2488	

<b>Parent Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC Fall 2001</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>FACES N</b>	
Authoritarian Style	2.25	0.67	2.20	0.71	0.05	0.03	1.53	518	2478	
<b>Authoritative Style</b>	<b>4.13</b>	<b>0.67</b>	<b>4.22</b>	<b>0.61</b>	<b>-0.09</b>	<b>0.03</b>	<b>-2.82</b>	<b>518</b>	<b>2479</b>	
<b>Parent Energy</b>	<b>3.98</b>	<b>0.78</b>	<b>3.78</b>	<b>0.78</b>	<b>0.20</b>	<b>0.04</b>	<b>5.30</b>	<b>517</b>	<b>2478</b>	
Parent Warmth	4.37	0.46	4.38	0.46	-0.01	0.02	-0.45	518	2479	
Rules in the Home	3.85	1.16	3.75	1.29	0.10	0.06	1.75	517	2476	
<b>Monthly Outings</b>	<b>4.82</b>	<b>2.04</b>	<b>4.42</b>	<b>2.10</b>	<b>0.40</b>	<b>0.10</b>	<b>4.04</b>	<b>518</b>	<b>2473</b>	
Weekly Literacy Activities	6.17	2.42	6.28	2.55	-0.11	0.12	-0.93	519	2469	
CDS	2.03	1.08	1.89	1.03	0.14	0.09	1.58	158	2469	
CDS: Moderate or severe	0.31	0.04	0.25	0.01	0.06	0.04	1.46	158	2481	
CDS: Severe	0.14	0.03	0.12	0.01	0.02	0.03	0.63	158	2481	
<b>PMSLC</b>	<b>15.45</b>	<b>3.29</b>	<b>14.80</b>	<b>3.28</b>	<b>0.65</b>	<b>0.23</b>	<b>2.79</b>	<b>217</b>	<b>2467</b>	
Spanks 3 or more times	0.09	0.01	0.10	0.01	-0.01	0.01	-0.71	516	2475	
<b>Reads daily</b>	<b>0.42</b>	<b>0.02</b>	<b>0.37</b>	<b>0.01</b>	<b>0.05</b>	<b>0.02</b>	<b>2.24</b>	<b>519</b>	<b>2481</b>	
Reads 3-6 times/week	0.27	0.02	0.29	0.01	-0.02	0.02	-0.89	519	2481	
Reads 1-2 times/week	0.26	0.02	0.28	0.01	-0.02	0.02	-0.89	519	2481	
Does not read	0.04	0.01	0.05	0.01	-0.01	0.01	-0.71	519	2481	
Teaches words & letters	0.93	0.01	0.92	0.01	0.01	0.01	0.71	519	2476	

<b>Child Outcomes Comparisons: SPRING</b>				Significant t-value: 1.96					
	QRC Spring 2002	sd1	FACES Spring 2001	sd2	diff	sediff	t	QRC N	FACES N
<b>PPVT SS</b>	<b>88.81</b>	<b>14.41</b>	<b>85.25</b>	<b>16.67</b>	<b>3.56</b>	<b>0.71</b>	<b>5.03</b>	<b>549</b>	<b>2263</b>
<b>WJWordSS</b>	<b>97.87</b>	<b>11.60</b>	<b>93.30</b>	<b>10.98</b>	<b>4.57</b>	<b>0.59</b>	<b>7.77</b>	<b>482</b>	<b>1797</b>
<b>WJMathSS</b>	<b>89.43</b>	<b>16.56</b>	<b>87.21</b>	<b>17.27</b>	<b>2.22</b>	<b>0.85</b>	<b>2.61</b>	<b>491</b>	<b>1823</b>
<b>WJDictSS</b>	<b>88.90</b>	<b>15.03</b>	<b>86.35</b>	<b>13.46</b>	<b>2.55</b>	<b>0.75</b>	<b>3.39</b>	<b>486</b>	<b>1775</b>
<b>Book</b>	<b>2.66</b>	<b>1.37</b>	<b>2.33</b>	<b>1.29</b>	<b>0.33</b>	<b>0.06</b>	<b>5.19</b>	<b>564</b>	<b>2303</b>
<b>Print</b>	<b>0.46</b>	<b>0.74</b>	<b>0.34</b>	<b>0.67</b>	<b>0.12</b>	<b>0.03</b>	<b>3.52</b>	<b>564</b>	<b>2315</b>
<b>DrawScr</b>	<b>4.35</b>	<b>2.08</b>	<b>3.63</b>	<b>1.74</b>	<b>0.72</b>	<b>0.09</b>	<b>7.60</b>	<b>563</b>	<b>2329</b>
LtrsNamd	12.35	9.72	NA					564	0
% knowing 10 or more letters	0.61	0.02	NA					564	0
<b>PBeProb</b>	<b>5.26</b>	<b>3.41</b>	<b>5.61</b>	<b>3.56</b>	<b>-0.35</b>	<b>0.18</b>	<b>-2.00</b>	<b>463</b>	<b>2282</b>
<b>PBAggr</b>	<b>2.59</b>	<b>1.67</b>	<b>2.83</b>	<b>1.73</b>	<b>-0.24</b>	<b>0.09</b>	<b>-2.80</b>	<b>462</b>	<b>2270</b>
PBHyper	1.56	1.40	1.65	1.47	-0.09	0.07	-1.25	461	2270
PBWith	0.62	0.92	0.62	0.93	0.00	0.05	0.00	460	2262
<b>PSSPAL</b>	<b>12.43</b>	<b>1.63</b>	<b>12.14</b>	<b>1.77</b>	<b>0.29</b>	<b>0.08</b>	<b>3.44</b>	<b>463</b>	<b>2282</b>
<b>BProb</b>	<b>6.03</b>	<b>5.28</b>	<b>5.24</b>	<b>4.89</b>	<b>0.79</b>	<b>0.25</b>	<b>3.22</b>	<b>566</b>	<b>2196</b>
<b>BAggr</b>	<b>2.05</b>	<b>2.14</b>	<b>1.72</b>	<b>2.03</b>	<b>0.33</b>	<b>0.10</b>	<b>3.28</b>	<b>558</b>	<b>2170</b>
<b>BHyper</b>	<b>1.39</b>	<b>1.64</b>	<b>1.20</b>	<b>1.46</b>	<b>0.19</b>	<b>0.08</b>	<b>2.50</b>	<b>562</b>	<b>2175</b>
<b>BWith</b>	<b>2.58</b>	<b>2.64</b>	<b>2.31</b>	<b>2.48</b>	<b>0.27</b>	<b>0.12</b>	<b>2.19</b>	<b>561</b>	<b>2167</b>
SSRS	16.29	4.83	16.62	4.59	-0.33	0.22	-1.47	568	2232

<b>Parent Outcomes Comparisons: SPRING</b>				Significant t-value: 1.96					
	QRC Spring 2002	sd1	FACES Spring 2001	sd2	diff	sediff	t	QRC N	FACES N
<b>Authoritarian Style</b>	<b>2.29</b>	<b>0.66</b>	<b>2.17</b>	<b>0.69</b>	<b>0.12</b>	<b>0.03</b>	<b>3.54</b>	<b>462</b>	<b>2278</b>
Authoritative Style	4.17	0.63	4.23	0.59	-0.06	0.03	-1.89	462	2279
<b>Parent Energy</b>	<b>4.01</b>	<b>0.78</b>	<b>3.82</b>	<b>0.76</b>	<b>0.19</b>	<b>0.04</b>	<b>4.79</b>	<b>462</b>	<b>2279</b>
Parent Warmth	4.41	0.46	4.40	0.46	0.01	0.02	0.43	462	2278
<b>Rules in the Home</b>	<b>4.11</b>	<b>1.19</b>	<b>3.94</b>	<b>1.22</b>	<b>0.17</b>	<b>0.06</b>	<b>2.79</b>	<b>463</b>	<b>2282</b>
<b>Monthly Outings</b>	<b>5.67</b>	<b>2.10</b>	<b>4.99</b>	<b>2.16</b>	<b>0.68</b>	<b>0.11</b>	<b>6.32</b>	<b>463</b>	<b>2280</b>
Weekly Literacy Activities	6.38	2.33	6.24	2.57	0.14	0.12	1.16	463	2285
CDS	1.81	0.99	1.90	1.01	-0.09	0.07	-1.36	251	2280
CDS: Moderate or severe	0.22	0.03	0.24	0.01	-0.02	0.03	-0.63	251	2285
CDS: Severe	0.10	0.02	0.11	0.01	-0.01	0.02	-0.45	251	2285
<b>PMSLC</b>	<b>15.85</b>	<b>3.35</b>	<b>15.28</b>	<b>3.31</b>	<b>0.57</b>	<b>0.24</b>	<b>2.41</b>	<b>220</b>	<b>2279</b>
Spanks 3 or more times	0.07	0.01	0.07	0.01	0.00	0.01	0.00	461	2281
Reads daily	0.39	0.02	0.36	0.02	0.03	0.03	1.17	469	2285
Reads 3-6 times/week	0.32	0.02	0.33	0.01	-0.01	0.02	-0.28	469	2285
Reads 1-2 times/week	0.25	0.02	0.27	0.01	-0.02	0.02	-1.01	469	2285
<b>Does not read</b>	<b>0.02</b>	<b>0.01</b>	<b>0.04</b>	<b>0.00</b>	<b>-0.02</b>	<b>0.01</b>	<b>-4.18</b>	<b>469</b>	<b>2285</b>
Teaches words & letters	0.95	0.01	0.94	0.01	0.01	0.01	0.71	463	2281
<b>Parent Involvement in Hstart</b>	<b>7.35</b>	<b>4.04</b>	<b>6.77</b>	<b>4.14</b>	<b>0.58</b>	<b>0.21</b>	<b>2.79</b>	<b>463</b>	<b>2176</b>
Parent satisfaction-family	3.66	0.46	3.65	0.44	0.01	0.02	0.43	460	2171
Parent satisfaction-child	3.83	0.40	3.86	0.31	-0.03	0.02	-1.52	460	2172



NOTE: Significant HSQRC fall to spring gains highlighted in italics.

Child Outcomes Comparisons: GAINS											
	QRC F01-S02		sd1	FACES F00-S01		sd2	diff	sediff	t	QRC N	FACES N
PPVT SS	4.95	10.78		4.32	11.07	0.63	0.52	1.20	535	2110	
<b>WJWordSS</b>	<b>2.64</b>	<b>9.32</b>		<b>-0.03</b>	<b>8.82</b>	<b>2.67</b>	<b>0.56</b>	<b>4.75</b>	<b>363</b>	<b>1011</b>	
WJMathSS	1.56	12.32		1.16	13.87	0.40	0.81	0.49	345	859	
<b>WJDictSS</b>	<b>5.58</b>	<b>13.89</b>		<b>2.03</b>	<b>13.34</b>	<b>3.55</b>	<b>0.89</b>	<b>3.99</b>	<b>339</b>	<b>799</b>	
Book	0.83	1.42		0.79	1.40	0.04	0.07	0.59	554	2217	
<b>Print</b>	<b>0.27</b>	<b>0.83</b>		<b>0.11</b>	<b>0.81</b>	<b>0.16</b>	<b>0.04</b>	<b>4.08</b>	<b>554</b>	<b>2244</b>	
<b>DrawScr</b>	<b>1.17</b>	<b>1.90</b>		<b>0.63</b>	<b>1.60</b>	<b>0.54</b>	<b>0.09</b>	<b>6.20</b>	<b>558</b>	<b>2278</b>	
LtrsNamd	7.26	7.37		NA					559	0	
% knowing 10 or more letters	0.32	0.02		NA					559	0	
PBeProb	-0.45	3.02		-0.52	3.24	0.07	0.16	0.43	423	2202	
PBAggr	-0.19	1.53		-0.31	1.71	0.12	0.08	1.44	420	2182	
PBHyper	-0.22	1.45		-0.22	1.46	0.00	0.08	0.00	421	2184	
PBWith	0.03	0.96		0.02	1.06	0.01	0.05	0.19	419	2169	
<b>PSSPAL</b>	<b>0.23</b>	<b>1.81</b>		<b>0.00</b>	<b>1.83</b>	<b>0.23</b>	<b>0.10</b>	<b>2.39</b>	<b>425</b>	<b>2201</b>	
<b>BProb</b>	<b>0.68</b>	<b>4.16</b>		<b>-0.37</b>	<b>4.71</b>	<b>1.05</b>	<b>0.20</b>	<b>5.13</b>	<b>551</b>	<b>2130</b>	
<b>BAggr</b>	<b>0.33</b>	<b>1.77</b>		<b>-0.05</b>	<b>1.80</b>	<b>0.38</b>	<b>0.09</b>	<b>20.97</b>	<b>540</b>	<b>2073</b>	
<b>BHyper</b>	<b>0.05</b>	<b>1.37</b>		<b>-0.16</b>	<b>1.44</b>	<b>0.21</b>	<b>0.07</b>	<b>21.61</b>	<b>544</b>	<b>2096</b>	
<b>BWith</b>	<b>0.30</b>	<b>2.33</b>		<b>-0.18</b>	<b>2.62</b>	<b>0.48</b>	<b>0.12</b>	<b>22.56</b>	<b>533</b>	<b>2080</b>	
<b>SSRS</b>	<b>1.29</b>	<b>4.40</b>		<b>1.97</b>	<b>4.38</b>	<b>-0.68</b>	<b>0.21</b>	<b>20.78</b>	<b>543</b>	<b>2191</b>	

Parent Outcomes Comparisons: GAINS											
	QRC F01-S02		sd1	FACES F00-S01		sd2	diff	sediff	t	QRC N	FACES N
<b>Authoritarian Style</b>	<b>0.05</b>	<b>0.70</b>		<b>-0.03</b>	<b>0.75</b>	<b>0.08</b>	<b>0.04</b>	<b>2.13</b>	<b>425</b>	<b>2201</b>	
Authoritative Style	0.04	0.65		0.01	0.66	0.03	0.03	0.87	425	2202	
Parent Energy	0.04	0.82		0.05	0.78	-0.01	0.04	-0.23	424	2201	
Parent Warmth	0.04	0.47		0.02	0.49	0.02	0.03	0.80	425	2202	
Rules in the Home	0.25	1.11		0.20	1.22	0.05	0.06	0.84	424	2202	
<b>Monthly Outings</b>	<b>0.86</b>	<b>2.01</b>		<b>0.59</b>	<b>1.95</b>	<b>0.27</b>	<b>0.11</b>	<b>2.55</b>	<b>425</b>	<b>2197</b>	
<b>Weekly Literacy Activities</b>	<b>0.22</b>	<b>2.20</b>		<b>-0.05</b>	<b>2.58</b>	<b>0.27</b>	<b>0.12</b>	<b>2.25</b>	<b>426</b>	<b>2199</b>	
CDS	-0.12	1.10		0.00	1.07	-0.12	0.10	-1.24	136	2196	
CDS: Moderate or severe	-0.06	0.04		-0.01	0.01	-0.05	0.04	-1.21	136	2210	
CDS: Severe	-0.05	0.04		-0.01	0.01	-0.04	0.04	-0.97	136	2210	
PMSLC	0.42	3.09		0.43	3.16	-0.01	0.23	-0.04	190	2194	
Spanks 3 or more times	-0.03	0.02		-0.03	0.32	0.00	0.32	0.00	421	2200	
Reads daily	-0.03	0.02		-0.01	0.01	-0.02	0.02	-0.89	432	2210	
Reads 3-6 times/week	0.06	0.03		0.03	0.01	0.03	0.03	0.95	432	2210	
Reads 1-2 times/week	-0.01	0.03		-0.01	0.01	0.00	0.03	0.00	432	2210	
Does not read	-0.03	0.01		-0.01	0.01	-0.02	0.01	-1.41	432	2210	
Teaches words & letters	0.01	0.02		0.03	0.01	-0.02	0.02	-0.89	426	2201	

**QRC DCC 2001-2002: Literacy Focused Intervention Outcomes Comparisons with  
FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC LIT INT Fall 2001</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>FACES N</b>	
<b>PPVT SS</b>	<b>85.12</b>	<b>15.57</b>	<b>81.26</b>	<b>17.16</b>	<b>3.86</b>	<b>1.30</b>	<b>2.97</b>	<b>155</b>	<b>2349</b>	
<b>WJWordSS</b>	<b>94.57</b>	<b>10.33</b>	<b>91.92</b>	<b>9.32</b>	<b>2.65</b>	<b>0.98</b>	<b>2.72</b>	<b>122</b>	<b>1130</b>	
WJMathSS	89.33	15.17	87.72	15.39	1.61	1.54	1.05	109	948	
WJDictSS	86.02	12.40	85.25	13.59	0.77	1.28	0.60	108	904	
Book	1.70	1.24	1.56	1.24	0.14	0.10	1.38	158	2433	
Print	0.16	0.49	0.23	0.58	-0.07	0.04	-1.72	158	2451	
<b>DrawScr</b>	<b>3.35</b>	<b>1.51</b>	<b>2.98</b>	<b>1.34</b>	<b>0.37</b>	<b>0.12</b>	<b>3.01</b>	<b>158</b>	<b>2474</b>	
LtrsNamd	5.18	7.41	NA					158	0	
% knowing 10 or more letters	0.30	0.04	NA					158	0	
<b>PBeProb</b>	<b>5.29</b>	<b>3.67</b>	<b>6.16</b>	<b>3.57</b>	<b>-0.87</b>	<b>0.32</b>	<b>-2.69</b>	<b>135</b>	<b>2476</b>	
<b>PBAggr</b>	<b>2.50</b>	<b>1.70</b>	<b>3.15</b>	<b>1.74</b>	<b>-0.65</b>	<b>0.15</b>	<b>-4.29</b>	<b>133</b>	<b>2464</b>	
<b>PBHyper</b>	<b>1.58</b>	<b>1.54</b>	<b>1.86</b>	<b>1.51</b>	<b>-0.28</b>	<b>0.14</b>	<b>-2.05</b>	<b>134</b>	<b>2467</b>	
PBWith	0.60	0.87	0.60	0.94	0.00	0.08	0.00	135	2455	
PSSPAL	12.22	1.93	12.14	1.75	0.08	0.17	0.47	136	2475	
BProb	5.50	4.79	5.64	5.01	-0.14	0.39	-0.36	159	2454	
BAggr	1.46	1.97	1.76	2.02	-0.30	0.16	-1.85	157	2419	
BHyper	1.43	1.51	1.36	1.53	0.07	0.12	0.56	158	2437	
BWith	2.58	2.45	2.52	2.65	0.06	0.20	0.29	154	2423	
SSRS	15.35	4.83	14.63	4.88	0.72	0.40	1.80	155	2488	

<b>Parent Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC LIT INT Fall 2001</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>FACES N</b>	
Authoritarian Style	2.13	0.61	2.20	0.71	-0.07	0.05	-1.29	136	2478	
<b>Authoritative Style</b>	<b>3.89</b>	<b>0.65</b>	<b>4.22</b>	<b>0.61</b>	<b>-0.33</b>	<b>0.06</b>	<b>-5.78</b>	<b>136</b>	<b>2479</b>	
Parent Energy	3.88	0.80	3.78	0.78	0.10	0.07	1.42	136	2478	
<b>Parent Warmth</b>	<b>4.29</b>	<b>0.51</b>	<b>4.38</b>	<b>0.46</b>	<b>-0.09</b>	<b>0.04</b>	<b>-2.01</b>	<b>136</b>	<b>2479</b>	
Rules in the Home	3.78	1.26	3.75	1.29	0.03	0.11	0.27	135	2476	
<b>Monthly Outings</b>	<b>4.79</b>	<b>2.06</b>	<b>4.42</b>	<b>2.10</b>	<b>0.37</b>	<b>0.18</b>	<b>2.04</b>	<b>137</b>	<b>2473</b>	
Weekly Literacy Activities	6.12	2.61	6.28	2.55	-0.16	0.23	-0.70	137	2469	
CDS	NA		1.89	1.03				0	2469	
CDS: Moderate or severe	NA		0.25	0.01				0	2481	
CDS: Severe	NA		0.12	0.01				0	2481	
PMSLC	NA		14.80	3.28				0	2467	
<b>Spans 3 or more times</b>	<b>0.01</b>	<b>0.01</b>	<b>0.10</b>	<b>0.01</b>	<b>-0.09</b>	<b>0.01</b>	<b>-6.36</b>	<b>135</b>	<b>2475</b>	
<b>Reads daily</b>	<b>0.53</b>	<b>0.04</b>	<b>0.37</b>	<b>0.01</b>	<b>0.16</b>	<b>0.04</b>	<b>3.88</b>	<b>137</b>	<b>2481</b>	
Reads 3-6 times/week	0.23	0.04	0.29	0.01	-0.06	0.04	-1.46	137	2481	
Reads 1-2 times/week	0.20	0.04	0.28	0.01	-0.08	0.04	-1.94	137	2481	
Does not read	0.04	0.02	0.05	0.01	-0.01	0.02	-0.45	137	2481	
Teaches words & letters	0.90	0.03	0.92	0.01	-0.02	0.03	-0.63	137	2476	

<b>Child Outcomes Comparisons: SPRING</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC LIT INT Spring 2002</b>		<b>FACES Spring 2001</b>		<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>FACES N</b>
	<b>sd1</b>									
<b>PPVT SS</b>	<b>90.05</b>	<b>13.94</b>	<b>85.25</b>	<b>16.67</b>	<b>4.80</b>	<b>1.21</b>	<b>3.98</b>	<b>146</b>	<b>2263</b>	
<b>WJWordSS</b>	<b>98.69</b>	<b>11.71</b>	<b>93.30</b>	<b>10.98</b>	<b>5.39</b>	<b>1.03</b>	<b>5.21</b>	<b>137</b>	<b>1797</b>	
<b>WJMathSS</b>	<b>90.92</b>	<b>15.19</b>	<b>87.21</b>	<b>17.27</b>	<b>3.71</b>	<b>1.36</b>	<b>2.73</b>	<b>137</b>	<b>1823</b>	
<b>WJDictSS</b>	<b>93.25</b>	<b>14.22</b>	<b>86.35</b>	<b>13.46</b>	<b>6.90</b>	<b>1.26</b>	<b>5.49</b>	<b>137</b>	<b>1775</b>	
<b>Book</b>	<b>2.90</b>	<b>1.32</b>	<b>2.33</b>	<b>1.29</b>	<b>0.57</b>	<b>0.11</b>	<b>5.03</b>	<b>146</b>	<b>2303</b>	
Print	0.41	0.72	0.34	0.67	0.07	0.06	1.16	146	2315	
<b>DrawScr</b>	<b>4.84</b>	<b>2.24</b>	<b>3.63</b>	<b>1.74</b>	<b>1.21</b>	<b>0.19</b>	<b>6.38</b>	<b>146</b>	<b>2329</b>	
LtrsNamd	13.87	9.84	NA					146	0	
% knowing 10 or more letters	0.69	0.04	NA					146	0	
<b>PBeProb</b>	<b>4.83</b>	<b>3.53</b>	<b>5.61</b>	<b>3.56</b>	<b>-0.78</b>	<b>0.35</b>	<b>-2.22</b>	<b>105</b>	<b>2282</b>	
<b>PBAggr</b>	<b>2.49</b>	<b>1.63</b>	<b>2.83</b>	<b>1.73</b>	<b>-0.34</b>	<b>0.16</b>	<b>-2.08</b>	<b>104</b>	<b>2270</b>	
<b>PBHyper</b>	<b>1.29</b>	<b>1.46</b>	<b>1.65</b>	<b>1.47</b>	<b>-0.37</b>	<b>0.15</b>	<b>-2.51</b>	<b>105</b>	<b>2270</b>	
<b>PBWith</b>	<b>0.68</b>	<b>0.10</b>	<b>0.62</b>	<b>0.93</b>	<b>0.06</b>	<b>0.02</b>	<b>2.59</b>	<b>105</b>	<b>2262</b>	
PSSPAL	12.14	1.77	12.14	1.77	0.00	0.18	0.01	105	2282	
BProb	5.72	5.12	5.24	4.89	0.48	0.43	1.11	148	2196	
BAggr	1.73	2.05	1.72	2.03	0.01	0.17	0.04	147	2170	
BHyper	1.26	1.55	1.20	1.46	0.06	0.13	0.47	145	2175	
BWith	2.70	2.61	2.31	2.48	0.39	0.22	1.76	145	2167	
SSRS	17.05	4.69	16.62	4.59	0.43	0.40	1.08	149	2232	

<b>Parent Outcomes Comparisons: SPRING</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC LIT INT Spring 2002</b>		<b>FACES Spring 2001</b>		<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>FACES N</b>
	<b>sd1</b>									
Authoritarian Style	2.24	0.56	2.17	0.69	0.07	0.06	1.30	105	2278	
<b>Authoritative Style</b>	<b>3.94</b>	<b>0.68</b>	<b>4.23</b>	<b>0.59</b>	<b>-0.29</b>	<b>0.07</b>	<b>-4.31</b>	<b>105</b>	<b>2279</b>	
Parent Energy	3.94	0.85	3.82	0.76	0.12	0.08	1.40	105	2279	
Parent Warmth	4.38	0.46	4.40	0.46	-0.02	0.05	-0.52	105	2278	
Rules in the Home	3.98	1.34	3.94	1.22	0.04	0.13	0.30	105	2282	
<b>Monthly Outings</b>	<b>5.54</b>	<b>2.31</b>	<b>4.99</b>	<b>2.16</b>	<b>0.55</b>	<b>0.23</b>	<b>2.40</b>	<b>105</b>	<b>2280</b>	
<b>Weekly Literacy Activities</b>	<b>6.70</b>	<b>2.26</b>	<b>6.24</b>	<b>2.57</b>	<b>0.46</b>	<b>0.23</b>	<b>2.05</b>	<b>105</b>	<b>2285</b>	
CDS	1.00	NA	1.90	1.01				1	2280	
CDS: Moderate or severe	0.00	NA	0.24	0.01				1	2285	
CDS: Severe	0.00	NA	0.11	0.01				1	2285	
PMSLC	NA	NA	15.28	3.31				0	2279	
<b>Spans 3 or more times</b>	<b>0.00</b>	<b>0.00</b>	<b>0.07</b>	<b>0.01</b>	<b>-0.07</b>	<b>0.01</b>	<b>-7.00</b>	<b>104</b>	<b>2281</b>	
<b>Reads daily</b>	<b>0.51</b>	<b>0.05</b>	<b>0.36</b>	<b>0.02</b>	<b>0.15</b>	<b>0.05</b>	<b>2.87</b>	<b>106</b>	<b>2285</b>	
Reads 3-6 times/week	0.30	0.04	0.33	0.01	-0.03	0.05	-0.64	106	2285	
<b>Reads 1-2 times/week</b>	<b>0.16</b>	<b>0.04</b>	<b>0.27</b>	<b>0.01</b>	<b>-0.11</b>	<b>0.04</b>	<b>-3.02</b>	<b>106</b>	<b>2285</b>	
Does not read	0.02	0.01	0.04	0.00	-0.02	0.01	-1.61	106	2285	
Teaches words & letters	0.94	0.02	0.94	0.01	0.00	0.02	0.00	105	2281	
Parent Involvement in Hstart	7.12	4.35	6.77	4.14	0.35	0.43	0.81	105	2176	
Parent satisfaction-family	3.62	0.54	3.65	0.44	-0.03	0.05	-0.49	105	2171	
<b>Parent satisfaction-child</b>	<b>3.73</b>	<b>0.55</b>	<b>3.86</b>	<b>0.31</b>	<b>-0.13</b>	<b>0.05</b>	<b>-2.38</b>	<b>105</b>	<b>2172</b>	

**NOTE: Significant HSQRC fall to spring gains highlighted in italics.**

<b>Child Outcomes Comparisons: GAINS</b>										
Significant t-value: 1.96										
	QRC LIT INT F01- S02	sd1	FACES F00-S01	sd2	diff	sediff	t	INT N	FACES N	
PPVT SS	4.63	10.03	4.32	11.07	0.31	0.88	0.35	140	2110	
<b>WJWordSS</b>	<b>3.81</b>	<b>10.00</b>	<b>-0.03</b>	<b>8.82</b>	<b>3.84</b>	<b>0.98</b>	<b>3.92</b>	<b>113</b>	<b>1011</b>	
WJMathSS	2.95	12.38	1.16	13.87	1.79	1.32	1.36	101	859	
<b>WJDictSS</b>	<b>9.10</b>	<b>11.89</b>	<b>2.03</b>	<b>13.34</b>	<b>7.07</b>	<b>1.28</b>	<b>5.50</b>	<b>99</b>	<b>799</b>	
<b>Book</b>	<b>1.15</b>	<b>1.43</b>	<b>0.79</b>	<b>1.40</b>	<b>0.36</b>	<b>0.12</b>	<b>2.91</b>	<b>142</b>	<b>2217</b>	
Print	0.22	0.87	0.11	0.81	0.11	0.07	1.47	142	2244	
<b>DrawScr</b>	<b>1.51</b>	<b>2.06</b>	<b>0.63</b>	<b>1.60</b>	<b>0.88</b>	<b>0.18</b>	<b>5.00</b>	<b>142</b>	<b>2278</b>	
LtrsNamd	8.49	7.45	NA					142	0	
% knowing 10 or more letters	0.37	0.04	NA					142	0	
PBeProb	-0.42	2.94	-0.52	3.24	0.10	0.30	0.33	101	2202	
<b>PBAggr</b>	<b>-0.01</b>	<b>1.45</b>	<b>-0.31</b>	<b>1.71</b>	<b>0.30</b>	<b>0.15</b>	<b>2.00</b>	<b>99</b>	<b>2182</b>	
PBHyper	-0.26	1.39	-0.22	1.46	-0.04	0.14	-0.28	100	2184	
PBWith	0.11	1.09	0.02	1.06	0.09	0.11	0.81	101	2169	
PSSPAL	-0.14	1.90	0.00	1.83	-0.14	0.19	-0.73	102	2201	
<b>BProb</b>	<b>0.43</b>	<b>3.79</b>	<b>-0.37</b>	<b>4.71</b>	<b>0.80</b>	<b>0.33</b>	<b>2.43</b>	<b>146</b>	<b>2130</b>	
<b>BAggr</b>	<b>0.29</b>	<b>1.48</b>	<b>-0.05</b>	<b>1.80</b>	<b>0.34</b>	<b>0.13</b>	<b>2.62</b>	<b>143</b>	<b>2073</b>	
BHyper	-0.12	1.20	-0.16	1.44	0.04	0.11	0.38	142	2096	
<b>BWith</b>	<b>0.28</b>	<b>2.63</b>	<b>-0.18</b>	<b>2.62</b>	<b>0.46</b>	<b>0.23</b>	<b>1.99</b>	<b>138</b>	<b>2080</b>	
SSRS	1.41	4.25	1.97	4.38	-0.56	0.37	-1.52	143	2191	

<b>Parent Outcomes Comparisons: GAINS</b>										
Significant t-value: 1.96										
	QRC LIT INT F01- S02	sd1	FACES F00-S01	sd2	diff	sediff	t	INT N	FACES N	
<b>Authoritarian Style</b>	<b>0.13</b>	<b>0.67</b>	<b>-0.03</b>	<b>0.75</b>	<b>0.16</b>	<b>0.07</b>	<b>2.34</b>	<b>102</b>	<b>2201</b>	
Authoritative Style	0.03	0.71	0.01	0.66	0.02	0.07	0.28	102	2202	
Parent Energy	0.05	0.98	0.05	0.78	0.00	0.10	0.00	102	2201	
Parent Warmth	0.06	0.52	0.02	0.49	0.04	0.05	0.76	102	2202	
Rules in the Home	0.11	1.44	0.20	1.22	-0.09	0.15	-0.62	101	2202	
Monthly Outings	0.74	2.23	0.59	1.95	0.15	0.22	0.67	103	2197	
<b>Weekly Literacy Activities</b>	<b>0.41</b>	<b>2.04</b>	<b>-0.05</b>	<b>2.58</b>	<b>0.46</b>	<b>0.21</b>	<b>2.21</b>	<b>103</b>	<b>2199</b>	
CDS	NA		0.00	1.07				0	2196	
CDS: Moderate or severe	NA		-0.01	0.01				0	2210	
CDS: Severe	NA		-0.01	0.01				0	2210	
PMSLC	NA		0.43	3.16				0	2194	
Spanks 3 or more times	-0.02	0.01	-0.03	0.32	0.01	0.32	0.03	100	2200	
Reads daily	-0.05	0.05	-0.01	0.01	-0.04	0.05	-0.78	104	2210	
Reads 3-6 times/week	0.09	0.06	0.03	0.01	0.06	0.06	0.99	104	2210	
Reads 1-2 times/week	-0.03	0.04	-0.01	0.01	-0.02	0.04	-0.49	104	2210	
Does not read	-0.02	0.01	-0.01	0.01	-0.01	0.01	-0.71	100	2210	
Teaches words & letters	0.03	0.04	0.03	0.01	0.00	0.04	0.00	103	2201	

**QRC DCC 2001-2002: SocioEmotional Focused Intervention Outcomes  
Comparisons with FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC SOC EMO</b>		<b>FACES fall 2000</b>		<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>FACES N</b>	
	<b>Fall 2001</b>	<b>sd1</b>		<b>sd2</b>						
PPVT SS	84.38	15.98	81.26	17.16	3.12	1.61	1.94	104	2349	
WJWordSS	91.67	7.99	91.92	9.32	-0.25	1.00	-0.25	69	1130	
WJMathSS	89.37	15.37	87.72	15.39	1.65	2.05	0.81	60	948	
WJDictSS	83.44	15.05	85.25	13.59	-1.81	2.01	-0.90	59	904	
<b>Book</b>	<b>1.86</b>	<b>1.08</b>	<b>1.56</b>	<b>1.24</b>	<b>0.30</b>	<b>0.11</b>	<b>2.76</b>	<b>104</b>	<b>2433</b>	
Print	0.24	0.58	0.23	0.58	0.01	0.06	0.17	104	2451	
DrawScr	3.08	1.07	2.98	1.34	0.10	0.11	0.93	106	2474	
LtrsNamd	3.51	6.07	NA					106	0	
% knowing 10 or more letters	0.24	0.04	NA					106	0	
PBeProb	6.28	3.09	6.16	3.57	0.12	0.33	0.37	94	2476	
PBAggr	2.98	1.63	3.15	1.74	-0.17	0.17	-0.99	94	2464	
PBHyper	1.99	1.27	1.86	1.51	0.13	0.13	0.97	94	2467	
PBWith	0.73	1.07	0.60	0.94	0.13	0.11	1.15	93	2455	
PSSPAL	11.96	1.92	12.14	1.75	-0.18	0.20	-0.89	94	2475	
<b>BProb</b>	<b>7.20</b>	<b>5.32</b>	<b>5.64</b>	<b>5.01</b>	<b>1.56</b>	<b>0.55</b>	<b>2.82</b>	<b>96</b>	<b>2454</b>	
<b>BAggr</b>	<b>2.18</b>	<b>1.98</b>	<b>1.76</b>	<b>2.02</b>	<b>0.42</b>	<b>0.21</b>	<b>2.04</b>	<b>96</b>	<b>2419</b>	
<b>BHyper</b>	<b>1.91</b>	<b>1.72</b>	<b>1.36</b>	<b>1.53</b>	<b>0.55</b>	<b>0.18</b>	<b>3.09</b>	<b>96</b>	<b>2437</b>	
BWith	3.11	3.07	2.52	2.65	0.59	0.32	1.86	96	2423	
SSRS	14.30	4.20	14.63	4.88	-0.33	0.44	-0.75	97	2488	

<b>Parent Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC SOC EMO</b>		<b>FACES fall 2000</b>		<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>FACES N</b>	
	<b>INT Fall 2001</b>	<b>sd1</b>		<b>sd2</b>						
Authoritarian Style	2.19	0.57	2.20	0.71	-0.01	0.06	-0.17	94	2478	
<b>Authoritative Style</b>	<b>4.08</b>	<b>0.59</b>	<b>4.22</b>	<b>0.61</b>	<b>-0.14</b>	<b>0.06</b>	<b>-2.26</b>	<b>94</b>	<b>2479</b>	
Parent Energy	3.88	0.78	3.78	0.78	0.10	0.08	1.22	94	2478	
Parent Warmth	4.37	0.44	4.38	0.46	-0.01	0.05	-0.22	94	2479	
Rules in the Home	3.70	1.09	3.75	1.29	-0.05	0.12	-0.43	94	2476	
Monthly Outings	4.69	2.03	4.42	2.10	0.27	0.21	1.26	94	2473	
Weekly Literacy Activities	6.16	2.40	6.28	2.55	-0.12	0.25	-0.47	94	2469	
CDS	1.94	0.97	1.89	1.03	0.05	0.17	0.29	33	2469	
CDS: Moderate or severe	0.30	0.08	0.25	0.01	0.05	0.08	0.62	33	2481	
CDS: Severe	0.06	0.04	0.12	0.01	-0.06	0.04	-1.46	33	2481	
PMSLC	15.28	3.35	14.80	3.28	0.48	0.35	1.36	93	2467	
Spanks 3 or more times	0.10	0.03	0.10	0.01	0.00	0.03	0.00	94	2475	
Reads daily	0.33	0.05	0.37	0.01	-0.04	0.05	-0.78	94	2481	
Reads 3-6 times/week	0.30	0.05	0.29	0.01	0.01	0.05	0.20	94	2481	
Reads 1-2 times/week	0.37	0.05	0.28	0.01	0.09	0.05	1.77	94	2481	
<b>Does not read</b>	<b>0.00</b>	<b>0.00</b>	<b>0.05</b>	<b>0.01</b>	<b>-0.05</b>	<b>0.01</b>	<b>-5.00</b>	<b>94</b>	<b>2481</b>	
Teaches words & letters	0.96	0.02	0.92	0.01	0.04	0.02	1.79	94	2476	

<b>Child Outcomes Comparisons: SPRING</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC SOC EMO</b>		<b>FACES Spring 2001</b>		<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>FACES N</b>	
	<b>INT Spring 2002</b>	<b>sd1</b>		<b>sd2</b>						
<b>PPVT SS</b>	<b>88.40</b>	<b>15.06</b>	<b>85.25</b>	<b>16.67</b>	<b>3.15</b>	<b>1.58</b>	<b>2.00</b>	<b>96</b>	<b>2263</b>	
WJWordSS	94.10	10.29	93.30	10.98	0.80	1.19	0.68	79	1797	
WJMathSS	89.43	16.67	87.21	17.27	2.22	1.87	1.19	83	1823	
WJDictSS	84.57	15.04	86.35	13.46	-1.78	1.70	-1.05	81	1775	
<b>Book</b>	<b>2.66</b>	<b>1.39</b>	<b>2.33</b>	<b>1.29</b>	<b>0.33</b>	<b>0.14</b>	<b>2.29</b>	<b>99</b>	<b>2303</b>	
Print	0.41	0.69	0.34	0.67	0.07	0.07	1.06	99	2315	
<b>DrawScr</b>	<b>4.16</b>	<b>2.10</b>	<b>3.63</b>	<b>1.74</b>	<b>0.53</b>	<b>0.22</b>	<b>2.48</b>	<b>98</b>	<b>2329</b>	
LtrsNamd	9.02	8.77	NA					99	0	
% knowing 10 or more letters	0.50	0.05	NA					99	0	
PBeProb	5.36	3.58	5.61	3.56	-0.25	0.38	-0.65	91	2282	
<b>PBAggr</b>	<b>2.41</b>	<b>1.58</b>	<b>2.83</b>	<b>1.73</b>	<b>-0.42</b>	<b>0.17</b>	<b>-2.51</b>	<b>91</b>	<b>2270</b>	
PBHyper	1.67	1.46	1.65	1.47	0.02	0.16	0.10	90	2270	
PBWith	0.68	0.97	0.62	0.93	0.06	0.10	0.55	90	2262	
PSSPAL	12.30	1.70	12.14	1.77	0.16	0.18	0.86	91	2282	
<b>BProb</b>	<b>7.84</b>	<b>5.49</b>	<b>5.24</b>	<b>4.89</b>	<b>2.60</b>	<b>0.56</b>	<b>4.60</b>	<b>98</b>	<b>2196</b>	
<b>BAggr</b>	<b>2.57</b>	<b>2.06</b>	<b>1.72</b>	<b>2.03</b>	<b>0.85</b>	<b>0.21</b>	<b>3.98</b>	<b>96</b>	<b>2170</b>	
<b>BHyper</b>	<b>1.86</b>	<b>1.84</b>	<b>1.20</b>	<b>1.46</b>	<b>0.66</b>	<b>0.19</b>	<b>3.45</b>	<b>97</b>	<b>2175</b>	
<b>BWith</b>	<b>3.43</b>	<b>3.09</b>	<b>2.31</b>	<b>2.48</b>	<b>1.12</b>	<b>0.32</b>	<b>3.53</b>	<b>98</b>	<b>2167</b>	
SSRS	16.66	4.12	16.62	4.59	0.04	0.43	0.10	98	2232	

<b>Parent Outcomes Comparisons: SPRING</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC SOC EMO</b>		<b>FACES Spring 2001</b>		<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>FACES N</b>	
	<b>INT Spring 2002</b>	<b>sd1</b>		<b>sd2</b>						
Authoritarian Style	2.16	0.68	2.17	0.69	-0.01	0.07	-0.08	91	2278	
Authoritative Style	4.13	0.59	4.23	0.59	-0.10	0.06	-1.65	91	2279	
Parent Energy	3.87	0.79	3.82	0.76	0.05	0.08	0.56	91	2279	
Parent Warmth	4.39	0.43	4.40	0.46	-0.01	0.05	-0.15	91	2278	
Rules in the Home	4.02	1.26	3.94	1.22	0.08	0.13	0.60	91	2282	
<b>Monthly Outings</b>	<b>5.49</b>	<b>1.91</b>	<b>4.99</b>	<b>2.16</b>	<b>0.50</b>	<b>0.20</b>	<b>2.46</b>	<b>91</b>	<b>2280</b>	
Weekly Literacy Activities	5.78	2.42	6.24	2.57	-0.46	0.26	-1.78	91	2285	
CDS	1.65	0.95	1.90	1.01	-0.25	0.16	-1.54	34	2280	
CDS: Moderate or severe	0.15	0.06	0.24	0.01	-0.09	0.06	-1.48	34	2285	
CDS: Severe	0.09	0.05	0.11	0.01	-0.02	0.05	-0.39	34	2285	
PMSLC	15.52	3.48	15.28	3.31	0.24	0.37	0.65	90	2279	
Spanks 3 or more times	0.04	0.02	0.07	0.01	-0.03	0.02	-1.34	91	2281	
Reads daily	0.35	0.05	0.36	0.02	-0.01	0.05	-0.17	94	2285	
Reads 3-6 times/week	0.27	0.05	0.33	0.01	-0.07	0.05	-1.39	94	2285	
Reads 1-2 times/week	0.32	0.05	0.27	0.01	0.05	0.05	1.00	94	2285	
Does not read	0.03	0.02	0.04	0.00	-0.01	0.02	-0.45	94	2285	
Teaches words & letters	0.96	0.02	0.94	0.01	0.02	0.02	0.89	91	2281	
<b>Parent Involvement in Hstart</b>	<b>8.05</b>	<b>3.40</b>	<b>6.77</b>	<b>4.14</b>	<b>1.28</b>	<b>0.37</b>	<b>3.50</b>	<b>91</b>	<b>2176</b>	
<b>Parent satisfaction-family</b>	<b>3.76</b>	<b>0.36</b>	<b>3.65</b>	<b>0.44</b>	<b>0.11</b>	<b>0.04</b>	<b>2.78</b>	<b>91</b>	<b>2171</b>	
Parent satisfaction-child	3.88	0.29	3.86	0.31	0.02	0.03	0.51	91	2172	

**NOTE: Significant HSQRC fall to spring gains highlighted in italics.**

<b>Child Outcomes Comparisons: GAINS</b>										
Significant t-value: 1.96										
	QRC SOC EMO		FACES F00-S01		diff	sediff	t	INT N	FACES N	
	INT F01-S02	sd1	sd2							
PPVT SS	3.62	10.77	4.32	11.07	-0.70	1.14	-0.62	94	2110	
WJWordSS	2.30	9.30	-0.03	8.82	2.33	1.22	1.91	61	1011	
WJMathSS	1.85	12.02	1.16	13.87	0.69	1.70	0.41	54	859	
WJDictSS	1.63	15.62	2.03	13.34	-0.40	2.24	-0.18	51	799	
Book	0.82	1.48	0.79	1.40	0.03	0.15	0.20	97	2217	
Print	0.20	0.74	0.11	0.81	0.09	0.08	1.17	97	2244	
<b>DrawScr</b>	<b>1.07</b>	<b>2.12</b>	<b>0.63</b>	<b>1.60</b>	<b>0.44</b>	<b>0.22</b>	<b>2.03</b>	<b>98</b>	<b>2278</b>	
LtrsNamd	5.34	6.12	NA					99	0	
% knowing 10 or more letters	0.22	0.04	NA					99	0	
PBeProb	-1.02	3.23	-0.52	3.24	-0.50	0.36	-1.40	85	2202	
PBAggr	-0.52	1.62	-0.31	1.71	-0.21	0.18	-1.17	85	2182	
PBHyper	-0.42	1.43	-0.22	1.46	-0.20	0.16	-1.26	85	2184	
PBWith	-0.08	1.01	0.02	1.06	-0.10	0.11	-0.88	83	2169	
PSSPAL	0.27	1.66	0.00	1.83	0.27	0.18	1.47	85	2201	
<b>BProb</b>	<b>1.36</b>	<b>3.92</b>	<b>-0.37</b>	<b>4.71</b>	<b>1.73</b>	<b>0.43</b>	<b>4.04</b>	<b>89</b>	<b>2130</b>	
<b>BAggr</b>	<b>0.63</b>	<b>1.73</b>	<b>-0.05</b>	<b>1.80</b>	<b>0.68</b>	<b>0.19</b>	<b>3.62</b>	<b>89</b>	<b>2073</b>	
<b>BHyper</b>	<b>0.17</b>	<b>1.55</b>	<b>-0.16</b>	<b>1.44</b>	<b>0.33</b>	<b>0.17</b>	<b>1.97</b>	<b>89</b>	<b>2096</b>	
<b>BWith</b>	<b>0.56</b>	<b>2.42</b>	<b>-0.18</b>	<b>2.62</b>	<b>0.74</b>	<b>0.26</b>	<b>2.82</b>	<b>89</b>	<b>2080</b>	
SSRS	2.14	3.57	1.97	4.38	0.17	0.39	0.44	90	2191	

<b>Parent Outcomes Comparisons: GAINS</b>										
Significant t-value: 1.96										
	QRC SOC EMO		FACES F00-S01		diff	sediff	t	INT N	FACES N	
	INT F01-S02	sd1	sd2							
Authoritarian Style	-0.01	0.58	-0.03	0.75	0.02	0.06	0.31	85	2201	
Authoritative Style	0.07	0.61	0.01	0.66	0.06	0.07	0.89	85	2202	
Parent Energy	0.00	0.83	0.05	0.78	-0.05	0.09	-0.55	85	2201	
Parent Warmth	0.04	0.44	0.02	0.49	0.02	0.05	0.41	85	2202	
Rules in the Home	0.32	1.07	0.20	1.22	0.12	0.12	1.01	85	2202	
Monthly Outings	0.76	1.82	0.59	1.95	0.17	0.20	0.84	85	2197	
Weekly Literacy Activities	-0.34	2.42	-0.05	2.58	-0.29	0.27	-1.08	85	2199	
CDS	-0.21	1.23	0.00	1.07	-0.21	0.23	-0.90	28	2196	
CDS: Moderate or severe	-0.11	0.09	-0.01	0.01	-0.10	0.09	-1.10	28	2210	
CDS: Severe	0.00	0.07	-0.01	0.01	0.01	0.07	0.14	28	2210	
PMSLC	0.47	3.23	0.43	3.16	0.04	0.36	0.11	83	2194	
Spanks 3 or more times	-0.05	0.03	-0.03	0.32	-0.02	0.32	-0.06	85	2200	
Reads daily	0.02	0.06	-0.01	0.01	0.03	0.06	0.49	88	2210	
Reads 3-6 times/week	-0.02	0.06	0.03	0.01	-0.05	0.06	-0.82	88	2210	
Reads 1-2 times/week	-0.06	0.06	-0.01	0.01	-0.05	0.06	-0.82	88	2210	
Does not read	0.02	0.02	-0.01	0.01	0.03	0.02	1.34	88	2210	
Teaches words & letters	0.01	0.03	0.03	0.01	-0.02	0.03	-0.63	85	2201	

**QRC DCC 2001-2002: Teacher Training Focused Intervention Outcomes  
Comparisons with FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC TEACHER TRAINING INT Fall 2001</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>FACES N</b>	
PPVT SS	82.03	15.67	81.26	17.16	0.77	1.23	0.63	178	2349	
<b>WJWordSS</b>	<b>94.15</b>	<b>10.84</b>	<b>91.92</b>	<b>9.32</b>	<b>2.23</b>	<b>1.10</b>	<b>2.02</b>	<b>103</b>	<b>1130</b>	
WJMathSS	85.26	14.71	87.72	15.39	-2.46	1.57	-1.57	98	948	
WJDictSS	82.28	14.91	85.25	13.59	-2.97	1.56	-1.91	100	904	
Book	1.66	1.24	1.56	1.24	0.10	0.10	1.04	178	2433	
<b>Print</b>	<b>0.14</b>	<b>0.45</b>	<b>0.23</b>	<b>0.58</b>	<b>-0.09</b>	<b>0.04</b>	<b>-2.52</b>	<b>178</b>	<b>2451</b>	
DrawScr	3.19	1.51	2.98	1.34	0.21	0.12	1.82	181	2474	
LtrsNamd	4.61	7.26	NA					181	0	
% knowing 10 or more letters	0.24	0.03	NA					181	0	
PBeProb	5.98	3.85	6.16	3.57	-0.18	0.31	-0.58	162	2476	
PBAggr	2.99	1.78	3.15	1.74	-0.16	0.14	-1.11	161	2464	
PBHyper	1.81	1.68	1.86	1.51	-0.05	0.14	-0.37	162	2467	
PBWith	0.56	0.88	0.60	0.94	-0.04	0.07	-0.56	161	2455	
PSSPAL	12.23	1.80	12.14	1.75	0.09	0.15	0.62	163	2475	
BProb	5.46	5.07	5.64	5.01	-0.18	0.39	-0.46	183	2454	
BAggr	1.85	2.06	1.76	2.02	0.09	0.16	0.57	181	2419	
BHyper	1.31	1.59	1.36	1.53	-0.05	0.12	-0.41	181	2437	
BWith	2.20	2.42	2.52	2.65	-0.32	0.19	-1.68	175	2423	
SSRS	14.40	4.72	14.63	4.88	-0.23	0.37	-0.62	176	2488	

<b>Parent Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC TEACHER TRAINING INT Fall 2001</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>FACES N</b>	
<b>Authoritarian Style</b>	<b>2.33</b>	<b>0.77</b>	<b>2.20</b>	<b>0.71</b>	<b>0.13</b>	<b>0.06</b>	<b>2.10</b>	<b>163</b>	<b>2478</b>	
Authoritative Style	4.22	0.72	4.22	0.61	0.00	0.06	0.00	163	2479	
<b>Parent Energy</b>	<b>4.03</b>	<b>0.81</b>	<b>3.78</b>	<b>0.78</b>	<b>0.25</b>	<b>0.07</b>	<b>3.81</b>	<b>162</b>	<b>2478</b>	
Parent Warmth	4.44	0.40	4.38	0.46	0.06	0.03	1.84	163	2479	
<b>Rules in the Home</b>	<b>3.99</b>	<b>1.08</b>	<b>3.75</b>	<b>1.29</b>	<b>0.24</b>	<b>0.09</b>	<b>2.71</b>	<b>163</b>	<b>2476</b>	
<b>Monthly Outings</b>	<b>5.02</b>	<b>1.99</b>	<b>4.42</b>	<b>2.10</b>	<b>0.60</b>	<b>0.16</b>	<b>3.70</b>	<b>162</b>	<b>2473</b>	
Weekly Literacy Activities	6.35	2.36	6.28	2.55	0.07	0.19	0.36	163	2469	
CDS	1.91	1.14	1.89	1.03	0.02	0.20	0.10	34	2469	
CDS: Moderate or severe	0.29	0.08	0.25	0.01	0.04	0.08	0.50	34	2481	
CDS: Severe	0.15	0.06	0.12	0.01	0.03	0.06	0.49	34	2481	
PMSLC	14.18	3.82	14.80	3.28	-0.62	0.67	-0.93	33	2467	
Spanks 3 or more times	0.13	0.03	0.10	0.01	0.03	0.03	0.95	163	2475	
Reads daily	0.44	0.04	0.37	0.01	0.07	0.04	1.70	163	2481	
Reads 3-6 times/week	0.29	0.04	0.29	0.01	0.00	0.04	0.00	163	2481	
Reads 1-2 times/week	0.23	0.03	0.28	0.01	-0.05	0.03	-1.58	163	2481	
Does not read	0.04	0.01	0.05	0.01	-0.01	0.01	-0.71	163	2481	
Teaches words & letters	0.93	0.02	0.92	0.01	0.01	0.02	0.45	163	2476	



<b>Child Outcomes Comparisons: SPRING</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC TEACHER TRAINING INT Spring 2002</b>	<b>sd1</b>	<b>FACES Spring 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>FACES N</b>	
<b>PPVT SS</b>	<b>88.71</b>	<b>15.00</b>	<b>85.25</b>	<b>16.67</b>	<b>3.46</b>	<b>1.22</b>	<b>2.83</b>	<b>164</b>	<b>2263</b>	
<b>WJWordSS</b>	<b>97.63</b>	<b>11.04</b>	<b>93.30</b>	<b>10.98</b>	<b>4.33</b>	<b>1.00</b>	<b>4.32</b>	<b>130</b>	<b>1797</b>	
WJMathSS	89.20	16.98	87.21	17.27	1.99	1.52	1.31	134	1823	
<b>WJDictSS</b>	<b>89.58</b>	<b>14.07</b>	<b>86.35</b>	<b>13.46</b>	<b>3.23</b>	<b>1.27</b>	<b>2.54</b>	<b>130</b>	<b>1775</b>	
<b>Book</b>	<b>2.61</b>	<b>1.37</b>	<b>2.33</b>	<b>1.29</b>	<b>0.28</b>	<b>0.11</b>	<b>2.59</b>	<b>166</b>	<b>2303</b>	
<b>Print</b>	<b>0.61</b>	<b>0.81</b>	<b>0.34</b>	<b>0.67</b>	<b>0.27</b>	<b>0.06</b>	<b>4.14</b>	<b>166</b>	<b>2315</b>	
<b>DrawScr</b>	<b>4.23</b>	<b>1.87</b>	<b>3.63</b>	<b>1.74</b>	<b>0.60</b>	<b>0.15</b>	<b>4.00</b>	<b>166</b>	<b>2329</b>	
LtrsNamd	11.66	9.45	NA					166	0	
% knowing 10 or more letters	0.57	0.04	NA					166	0	
PBeProb	5.60	3.57	5.61	3.56	-0.01	0.31	-0.03	138	2282	
PBAggr	2.80	1.83	2.83	1.73	-0.03	0.16	-0.21	138	2270	
PBHyper	1.69	1.45	1.65	1.47	0.04	0.13	0.34	137	2270	
PBWith	0.61	0.86	0.62	0.93	-0.01	0.08	-0.13	136	2262	
<b>PSSPAL</b>	<b>12.69</b>	<b>1.42</b>	<b>12.14</b>	<b>1.77</b>	<b>0.55</b>	<b>0.13</b>	<b>4.33</b>	<b>138</b>	<b>2282</b>	
BProb	5.37	5.16	5.24	4.89	0.13	0.41	0.30	167	2196	
BAggr	1.82	2.16	1.72	2.03	0.10	0.17	0.56	165	2170	
BHyper	1.26	1.57	1.20	1.46	0.06	0.13	0.50	167	2175	
BWith	2.29	2.56	2.31	2.48	-0.02	0.20	-0.08	167	2167	
SSRS	16.10	5.35	16.62	4.59	-0.52	0.42	-1.22	168	2232	

<b>Parent Outcomes Comparisons: SPRING</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC TEACHER TRAINING INT Spring 2002</b>	<b>sd1</b>	<b>FACES Spring 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>FACES N</b>	
<b>Authoritarian Style</b>	<b>2.36</b>	<b>0.71</b>	<b>2.17</b>	<b>0.69</b>	<b>0.19</b>	<b>0.06</b>	<b>2.96</b>	<b>137</b>	<b>2278</b>	
Authoritative Style	4.28	0.63	4.23	0.59	0.05	0.06	0.83	137	2279	
<b>Parent Energy</b>	<b>4.13</b>	<b>0.76</b>	<b>3.82</b>	<b>0.76</b>	<b>0.31</b>	<b>0.07</b>	<b>4.66</b>	<b>137</b>	<b>2279</b>	
<b>Parent Warmth</b>	<b>4.48</b>	<b>0.48</b>	<b>4.40</b>	<b>0.46</b>	<b>0.08</b>	<b>0.04</b>	<b>1.97</b>	<b>137</b>	<b>2278</b>	
<b>Rules in the Home</b>	<b>4.26</b>	<b>0.96</b>	<b>3.94</b>	<b>1.22</b>	<b>0.32</b>	<b>0.09</b>	<b>3.73</b>	<b>138</b>	<b>2282</b>	
<b>Monthly Outings</b>	<b>5.61</b>	<b>2.01</b>	<b>4.99</b>	<b>2.16</b>	<b>0.62</b>	<b>0.18</b>	<b>3.50</b>	<b>138</b>	<b>2280</b>	
Weekly Literacy Activities	6.30	2.33	6.24	2.57	0.06	0.21	0.28	138	2285	
CDS	1.82	1.03	1.90	1.01	-0.08	0.11	-0.73	88	2280	
CDS: Moderate or severe	0.23	0.04	0.24	0.01	-0.01	0.04	-0.24	88	2285	
CDS: Severe	0.11	0.03	0.11	0.01	0.00	0.03	0.00	88	2285	
PMSLC	14.67	3.44	15.28	3.31	-0.61	0.63	-0.97	30	2279	
Spanks 3 or more times	0.11	0.03	0.07	0.01	0.04	0.03	1.26	137	2281	
Reads daily	0.36	0.04	0.36	0.02	0.00	0.04	0.00	139	2285	
Reads 3-6 times/week	0.37	0.04	0.33	0.01	0.04	0.04	0.85	139	2285	
Reads 1-2 times/week	0.24	0.04	0.27	0.01	-0.03	0.04	-0.69	139	2285	
Does not read	0.02	0.01	0.04	0.00	-0.02	0.01	-1.54	139	2285	
Teaches words & letters	0.93	0.02	0.94	0.01	-0.01	0.02	-0.45	138	2281	
Parent Involvement in Hstart	6.31	3.73	6.77	4.14	-0.46	0.33	-1.39	138	2176	
Parent satisfaction-family	3.69	0.43	3.65	0.44	0.04	0.04	0.95	137	2171	
Parent satisfaction-child	3.85	0.38	3.86	0.31	-0.01	0.03	-0.42	137	2172	

**NOTE: Significant HSQRC fall to spring gains highlighted in italics.**

<b>Child Outcomes Comparisons: GAINS</b>		<b>Significant t-value: 1.96</b>								
	<b>QRC TEACHER TRAINING INT F01 S02</b>	<b>sd1</b>	<b>FACES F00-S01</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>FACES N</b>	
<b>PPVT SS</b>	<b>6.62</b>	<b>11.37</b>	<b>4.32</b>	<b>11.07</b>	<b>2.30</b>	<b>0.93</b>	<b>2.48</b>	<b>161</b>	<b>2110</b>	
<b>WJWordSS</b>	<b>2.91</b>	<b>9.24</b>	<b>-0.03</b>	<b>8.82</b>	<b>2.94</b>	<b>1.02</b>	<b>2.89</b>	<b>89</b>	<b>1011</b>	
WJMathSS	1.40	11.05	1.16	13.87	0.24	1.26	0.19	89	859	
<b>WJDictSS</b>	<b>5.85</b>	<b>13.02</b>	<b>2.03</b>	<b>13.34</b>	<b>3.82</b>	<b>1.47</b>	<b>2.61</b>	<b>88</b>	<b>799</b>	
<b>Book</b>	<b>1.01</b>	<b>1.42</b>	0.79	1.40	0.22	0.12	1.91	<b>162</b>	2217	
<b>Print</b>	<b>0.48</b>	<b>0.88</b>	<b>0.11</b>	<b>0.81</b>	<b>0.37</b>	<b>0.07</b>	<b>5.19</b>	<b>162</b>	<b>2244</b>	
<b>DrawScr</b>	<b>1.08</b>	<b>1.77</b>	<b>0.63</b>	<b>1.60</b>	<b>0.45</b>	<b>0.14</b>	<b>3.17</b>	<b>165</b>	<b>2278</b>	
LtrsNamd	7.19	6.98	NA					165	0	
% knowing 10 or more letters	0.34	0.04	NA					165	0	
PBeProb	-0.46	3.02	-0.52	3.24	0.06	0.28	0.22	127	2202	
PBAggr	-0.29	1.53	-0.31	1.71	0.02	0.14	0.14	127	2182	
PBHyper	-0.14	1.65	-0.22	1.46	0.08	0.15	0.53	126	2184	
PBWith	0.10	0.77	0.02	1.06	0.08	0.07	1.10	125	2169	
<b>PSSPAL</b>	<b>0.48</b>	<b>1.86</b>	<b>0.00</b>	<b>1.83</b>	<b>0.48</b>	<b>0.17</b>	<b>2.84</b>	<b>128</b>	<b>2201</b>	
BProb	-0.08	4.21	-0.37	4.71	0.29	0.34	0.85	166	2130	
BAggr	-0.04	1.88	-0.05	1.80	0.01	0.15	0.07	162	2073	
BHyper	-0.04	1.42	-0.16	1.44	0.12	0.12	1.04	164	2096	
BWith	-0.03	2.09	-0.18	2.62	0.15	0.18	0.85	158	2080	
SSRS	1.73	4.27	1.97	4.38	-0.24	0.35	-0.69	160	2191	

<b>Parent Outcomes Comparisons: GAINS</b>		<b>Significant t-value: 1.96</b>								
	<b>QRC TEACHER TRAINING INT F01 S02</b>	<b>sd1</b>	<b>FACES F00-S01</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>FACES N</b>	
Authoritarian Style	0.01	0.80	-0.03	0.75	0.04	0.07	0.55	128	2201	
Authoritative Style	-0.02	0.61	0.01	0.66	-0.03	0.06	-0.54	128	2202	
Parent Energy	0.12	0.71	0.05	0.78	0.07	0.07	1.07	127	2201	
Parent Warmth	0.05	0.41	0.02	0.49	0.03	0.04	0.80	128	2202	
Rules in the Home	0.30	0.81	0.20	1.22	0.10	0.08	1.31	128	2202	
Monthly Outings	0.70	1.90	0.59	1.95	0.11	0.17	0.63	127	2197	
Weekly Literacy Activities	0.08	2.03	-0.05	2.58	0.13	0.19	0.69	128	2199	
CDS	0.08	1.06	0.00	1.07	0.08	0.21	0.38	26	2196	
CDS: Moderate or severe	0.00	0.10	-0.01	0.01	0.01	0.10	0.10	26	2210	
CDS: Severe	0.00	0.08	-0.01	0.01	0.01	0.08	0.12	26	2210	
PMSLC	1.04	3.52	0.43	3.16	0.61	0.71	0.86	25	2194	
Spanks 3 or more times	-0.04	0.03	-0.03	0.32	-0.01	0.32	-0.03	127	2200	
Reads daily	-0.09	0.05	-0.01	0.01	-0.08	0.05	-1.57	129	2210	
Reads 3-6 times/week	0.09	0.05	0.03	0.01	0.06	0.05	1.18	129	2210	
Reads 1-2 times/week	0.02	0.04	-0.01	0.01	0.03	0.04	0.73	129	2210	
Does not read	-0.02	0.02	-0.01	0.01	-0.01	0.02	-0.45	129	2210	
Teaches words & letters	-0.02	0.03	0.03	0.01	-0.05	0.03	-1.58	128	2201	

**QRC DCC 2001-2002: Individualizing Assessment Focused Intervention Outcomes  
Comparisons with FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC INDIVIDUAL ASSESSMENT INT Fall 2001</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>FACES N</b>	
<b>PPVT SS</b>	<b>77.06</b>	<b>14.99</b>	<b>81.26</b>	<b>17.16</b>	<b>-4.20</b>	<b>1.49</b>	<b>-2.82</b>	<b>107</b>	<b>2349</b>	
WJWordSS	94.19	11.04	91.92	9.32	2.27	1.30	1.74	75	1130	
WJMathSS	85.58	10.18	87.72	15.39	-2.14	1.32	-1.62	69	948	
WJDictSS	84.21	13.71	85.25	13.59	-1.04	1.69	-0.62	71	904	
Book	1.63	1.22	1.56	1.24	0.07	0.12	0.58	107	2433	
<b>Print</b>	<b>0.14</b>	<b>0.44</b>	<b>0.23</b>	<b>0.58</b>	<b>-0.09</b>	<b>0.04</b>	<b>-2.04</b>	<b>107</b>	<b>2451</b>	
DrawScr	3.28	1.59	2.98	1.34	0.30	0.15	1.94	109	2474	
LtrsNamd	5.34	7.56	NA					109	0	
% knowing 10 or more letters	0.27	0.04	NA					109	0	
PBeProb	5.83	3.77	6.16	3.57	-0.33	0.38	-0.87	102	2476	
PBAggr	2.89	1.75	3.15	1.74	-0.26	0.18	-1.47	102	2464	
PBHyper	1.92	1.69	1.86	1.51	0.06	0.17	0.35	102	2467	
PBWith	0.53	0.88	0.60	0.94	-0.07	0.09	-0.78	102	2455	
PSSPAL	12.24	1.76	12.14	1.75	0.10	0.18	0.57	103	2475	
BProb	4.92	4.85	5.64	5.01	-0.72	0.47	-1.52	110	2454	
BAGgr	1.78	1.96	1.76	2.02	0.02	0.19	0.10	108	2419	
BHyper	1.10	1.46	1.36	1.53	-0.26	0.14	-1.82	110	2437	
<b>BWith</b>	<b>2.01</b>	<b>2.47</b>	<b>2.52</b>	<b>2.65</b>	<b>-0.51</b>	<b>0.24</b>	<b>-2.10</b>	<b>109</b>	<b>2423</b>	
SSRS	14.51	4.44	14.63	4.88	-0.12	0.44	-0.27	108	2488	

<b>Parent Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC INDIVIDUAL ASSESSMENT INT Fall 2001</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>FACES N</b>	
<b>Authoritarian Style</b>	<b>2.48</b>	<b>0.84</b>	<b>2.20</b>	<b>0.71</b>	<b>0.28</b>	<b>0.08</b>	<b>3.33</b>	<b>103</b>	<b>2478</b>	
Authoritative Style	4.36	0.77	4.22	0.61	0.14	0.08	1.82	103	2479	
<b>Parent Energy</b>	<b>4.08</b>	<b>0.83</b>	<b>3.78</b>	<b>0.78</b>	<b>0.30</b>	<b>0.08</b>	<b>3.59</b>	<b>102</b>	<b>2478</b>	
<b>Parent Warmth</b>	<b>4.46</b>	<b>0.39</b>	<b>4.38</b>	<b>0.46</b>	<b>0.08</b>	<b>0.04</b>	<b>2.02</b>	<b>103</b>	<b>2479</b>	
<b>Rules in the Home</b>	<b>4.02</b>	<b>1.08</b>	<b>3.75</b>	<b>1.29</b>	<b>0.27</b>	<b>0.11</b>	<b>2.47</b>	<b>103</b>	<b>2476</b>	
<b>Monthly Outings</b>	<b>5.31</b>	<b>1.94</b>	<b>4.42</b>	<b>2.10</b>	<b>0.89</b>	<b>0.20</b>	<b>4.55</b>	<b>103</b>	<b>2473</b>	
Weekly Literacy Activities	6.61	2.44	6.28	2.55	0.33	0.25	1.34	103	2469	
CDS	1.91	1.14	1.89	1.03	0.02	0.20	0.10	34	2469	
CDS: Moderate or severe	0.29	0.08	0.25	0.01	0.04	0.08	0.50	34	2481	
CDS: Severe	0.15	0.06	0.12	0.01	0.03	0.06	0.49	34	2481	
PMSLC	14.18	3.82	14.80	3.28	-0.62	0.67	-0.93	33	2467	
<b>Spans 3 or more times</b>	<b>0.19</b>	<b>0.04</b>	<b>0.10</b>	<b>0.01</b>	<b>0.09</b>	<b>0.04</b>	<b>2.18</b>	<b>103</b>	<b>2475</b>	
Reads daily	0.44	0.05	0.37	0.01	0.07	0.05	1.37	103	2481	
Reads 3-6 times/week	0.24	0.04	0.29	0.01	-0.05	0.04	-1.21	103	2481	
Reads 1-2 times/week	0.26	0.04	0.28	0.01	-0.02	0.04	-0.49	103	2481	
Does not read	0.06	0.02	0.05	0.01	0.01	0.02	0.45	103	2481	
Teaches words & letters	0.93	0.02	0.92	0.01	0.01	0.02	0.45	103	2476	

<b>Child Outcomes Comparisons: SPRING</b>				<b>Significant t-value: 1.96</b>						
	<b>QRC INDIVIDUAL ASSESSMENT INT Spring 2002</b>	<b>sd1</b>	<b>FACES Spring 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>FACES N</b>	
PPVT SS	83.93	13.09	85.25	16.67	-1.32	1.35	-0.98	101	2263	
<b>WJWordSS</b>	<b>98.33</b>	<b>10.96</b>	<b>93.30</b>	<b>10.98</b>	<b>5.03</b>	<b>1.23</b>	<b>4.08</b>	<b>83</b>	<b>1797</b>	
WJMathSS	86.29	14.38	87.21	17.27	-0.92	1.60	-0.57	86	1823	
WJDictSS	89.27	14.33	86.35	13.46	2.92	1.60	1.83	84	1775	
Book	2.61	1.44	2.33	1.29	0.28	0.15	1.91	102	2303	
<b>Print</b>	<b>0.64</b>	<b>0.82</b>	<b>0.34</b>	<b>0.67</b>	<b>0.30</b>	<b>0.08</b>	<b>3.62</b>	<b>102</b>	<b>2315</b>	
<b>DrawScr</b>	<b>4.39</b>	<b>1.90</b>	<b>3.63</b>	<b>1.74</b>	<b>0.76</b>	<b>0.19</b>	<b>3.97</b>	<b>102</b>	<b>2329</b>	
LtrsNamd	13.14	9.41	NA					102	0	
% knowing 10 or more letters	0.64	0.05	NA					102	0	
PBeProb	5.72	3.76	5.61	3.56	0.11	0.40	0.28	93	2282	
PBAggr	2.90	1.94	2.83	1.73	0.07	0.20	0.36	93	2270	
PBHyper	1.85	1.54	1.65	1.47	0.20	0.16	1.23	93	2270	
PBWith	0.56	0.87	0.62	0.93	-0.06	0.09	-0.66	93	2262	
<b>PSSPAL</b>	<b>12.74</b>	<b>1.53</b>	<b>12.14</b>	<b>1.77</b>	<b>0.60</b>	<b>0.16</b>	<b>3.69</b>	<b>93</b>	<b>2282</b>	
BProb	4.67	5.08	5.24	4.89	-0.57	0.51	-1.11	104	2196	
BAggr	1.80	2.31	1.72	2.03	0.08	0.23	0.33	103	2170	
BHyper	1.03	1.46	1.20	1.46	-0.17	0.15	-1.18	104	2175	
<b>BWith</b>	<b>1.85</b>	<b>2.33</b>	<b>2.31</b>	<b>2.48</b>	<b>-0.46</b>	<b>0.23</b>	<b>-1.98</b>	<b>104</b>	<b>2167</b>	
SSRS	16.36	5.72	16.62	4.59	-0.27	0.57	-0.47	104	2232	

<b>Parent Outcomes Comparisons: SPRING</b>				<b>Significant t-value: 1.96</b>						
	<b>QRC INDIVIDUAL ASSESSMENT INT Spring 2002</b>	<b>sd1</b>	<b>FACES Spring 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>FACES N</b>	
<b>Authoritarian Style</b>	<b>2.48</b>	<b>0.76</b>	<b>2.17</b>	<b>0.69</b>	<b>0.31</b>	<b>0.08</b>	<b>3.89</b>	<b>93</b>	<b>2278</b>	
<b>Authoritative Style</b>	<b>4.43</b>	<b>0.58</b>	<b>4.23</b>	<b>0.59</b>	<b>0.20</b>	<b>0.06</b>	<b>3.30</b>	<b>93</b>	<b>2279</b>	
<b>Parent Energy</b>	<b>4.24</b>	<b>0.69</b>	<b>3.82</b>	<b>0.76</b>	<b>0.42</b>	<b>0.07</b>	<b>5.80</b>	<b>93</b>	<b>2279</b>	
Parent Warmth	4.50	0.50	4.40	0.46	0.10	0.05	1.86	93	2278	
<b>Rules in the Home</b>	<b>4.34</b>	<b>0.91</b>	<b>3.94</b>	<b>1.22</b>	<b>0.40</b>	<b>0.10</b>	<b>4.12</b>	<b>93</b>	<b>2282</b>	
<b>Monthly Outings</b>	<b>5.97</b>	<b>1.98</b>	<b>4.99</b>	<b>2.16</b>	<b>0.98</b>	<b>0.21</b>	<b>4.66</b>	<b>93</b>	<b>2280</b>	
Weekly Literacy Activities	6.34	2.33	6.24	2.57	0.10	0.25	0.42	93	2285	
CDS	1.82	1.03	1.90	1.01	-0.08	0.11	-0.73	88	2280	
CDS: Moderate or severe	0.23	0.04	0.24	0.01	-0.01	0.04	-0.23	88	2285	
CDS: Severe	0.11	0.03	0.11	0.01	0.00	0.03	-0.09	88	2285	
PMSLC	14.67	3.44	15.28	3.31	-0.61	0.63	-0.97	30	2279	
Spanks 3 or more times	0.15	0.04	0.07	0.01	0.08	0.04	1.94	93	2281	
Reads daily	0.31	0.05	0.36	0.02	-0.05	0.05	-0.93	93	2285	
Reads 3-6 times/week	0.33	0.05	0.33	0.01	0.00	0.05	0.07	93	2285	
Reads 1-2 times/week	0.32	0.05	0.27	0.01	0.05	0.05	1.07	93	2285	
Does not read	0.03	0.02	0.04	0.00	-0.01	0.02	-0.39	93	2285	
Teaches words & letters	0.92	0.03	0.94	0.01	-0.02	0.03	-0.63	93	2281	
<b>Parent Involvement in Hstart</b>	<b>5.89</b>	<b>3.35</b>	<b>6.77</b>	<b>4.14</b>	<b>-0.88</b>	<b>0.36</b>	<b>-2.45</b>	<b>93</b>	<b>2176</b>	
Parent satisfaction-family	3.65	0.46	3.65	0.44	0.00	0.05	-0.04	92	2171	
Parent satisfaction-child	3.82	0.44	3.86	0.31	-0.04	0.05	-0.86	92	2172	

NOTE: Significant HSQRC fall to spring gains highlighted in italics.

Child Outcomes Comparisons: GAINS											
Significant t-value: 1.96											
	QRC INDIVIDUAL ASSESSMENT INT F01-S02		FACES F00-S01		sd1	sd2	diff	sediff	t	INT N	FACES N
PPVT SS	6.82	12.46	4.32	11.07			2.50	1.28	1.96	99	2110
<b>WJWordSS</b>	<b>4.11</b>	<b>9.21</b>	<b>-0.03</b>	<b>8.82</b>	<b>4.14</b>	<b>1.17</b>	<b>3.55</b>	<b>66</b>	<b>1011</b>		
WJMathSS	0.43	10.03	1.16	13.87			-0.73	1.33	-0.55	65	859
<b>WJDictSS</b>	<b>5.45</b>	<b>12.45</b>	<b>2.03</b>	<b>13.34</b>	<b>3.42</b>	<b>1.60</b>	<b>2.13</b>	<b>66</b>	<b>799</b>		
Book	1.03	1.49	0.79	1.40			0.24	0.15	1.57	99	2217
<b>Print</b>	<b>0.52</b>	<b>0.83</b>	<b>0.11</b>	<b>0.81</b>	<b>0.41</b>	<b>0.09</b>	<b>4.81</b>	<b>99</b>	<b>2244</b>		
<b>DrawScr</b>	<b>1.16</b>	<b>1.78</b>	<b>0.63</b>	<b>1.60</b>	<b>0.53</b>	<b>0.18</b>	<b>2.94</b>	<b>101</b>	<b>2278</b>		
LtrsNamd	7.90	7.42	NA							101	0
% knowing 10 or more letters	0.39	0.05	NA							101	0
PBeProb	-0.45	3.06	-0.52	3.24	0.07	0.34	0.21	0.80	0.87	87	2202
PBAggr	-0.18	1.47	-0.31	1.71	0.13	0.16	0.80	0.87	0.87	87	2182
PBHyper	-0.20	1.76	-0.22	1.46	0.02	0.19	0.10	0.87	0.10	87	2184
PBWith	0.02	0.63	0.02	1.06	0.00	0.07	0.00	0.87	0.00	87	2169
<b>PSSPAL</b>	<b>0.52</b>	<b>1.89</b>	<b>0.00</b>	<b>1.83</b>	<b>0.52</b>	<b>0.21</b>	<b>2.53</b>	<b>88</b>	<b>2201</b>		
BProb	-0.24	3.73	-0.37	4.71	0.13	0.38	0.34	103	0.34	103	2130
BAggr	-0.03	1.83	-0.05	1.80	0.02	0.19	0.11	100	0.11	100	2073
BHyper	-0.05	1.29	-0.16	1.44	0.11	0.13	0.84	103	0.84	103	2096
BWith	-0.14	1.90	-0.18	2.62	0.04	0.20	0.20	102	0.20	102	2080
SSRS	1.92	4.33	1.97	4.38	-0.05	0.44	-0.11	101	-0.11	101	2191

Parent Outcomes Comparisons: GAINS											
Significant t-value: 1.96											
	QRC INDIVIDUAL ASSESSMENT INT F01-S02		FACES F00-S01		sd1	sd2	diff	sediff	t	INT N	FACES N
Authoritarian Style	0.02	0.88	-0.03	0.75	0.05	0.10	0.53	88	0.53	88	2201
Authoritative Style	-0.03	0.59	0.01	0.66	-0.04	0.06	-0.62	88	-0.62	88	2202
<b>Parent Energy</b>	<b>0.21</b>	<b>0.71</b>	<b>0.05</b>	<b>0.78</b>	<b>0.16</b>	<b>0.08</b>	<b>2.05</b>	<b>87</b>	<b>2201</b>		
Parent Warmth	0.05	0.45	0.02	0.49	0.03	0.05	0.61	88	0.61	88	2202
Rules in the Home	0.34	0.81	0.20	1.22	0.14	0.09	1.55	88	1.55	88	2202
Monthly Outings	0.76	1.83	0.59	1.95	0.17	0.20	0.85	88	0.85	88	2197
Weekly Literacy Activities	-0.07	2.02	-0.05	2.58	-0.02	0.22	-0.09	88	-0.09	88	2199
CDS	0.08	1.06	0.00	1.07	0.08	0.21	0.38	26	0.38	26	2196
CDS: Moderate or severe	0.00	0.10	-0.01	0.01	0.01	0.10	0.10	26	0.10	26	2210
CDS: Severe	0.00	0.08	-0.01	0.01	0.01	0.08	0.12	26	0.12	26	2210
PMSLC	1.04	3.52	0.43	3.16	0.61	0.71	0.86	25	0.86	25	2194
Spanks 3 or more times	-0.06	0.04	-0.03	0.32	-0.03	0.32	-0.09	88	-0.09	88	2200
<b>Reads daily</b>	<b>-0.14</b>	<b>0.06</b>	<b>-0.01</b>	<b>0.01</b>	<b>-0.13</b>	<b>0.06</b>	<b>-2.14</b>	<b>88</b>	<b>2210</b>		
Reads 3-6 times/week	0.08	0.07	0.03	0.01	0.05	0.07	0.71	88	0.71	88	2210
Reads 1-2 times/week	0.09	0.06	-0.01	0.01	0.10	0.06	1.64	88	1.64	88	2210
Does not read	-0.03	0.03	-0.01	0.01	-0.02	0.03	-0.63	88	-0.63	88	2210
Teaches words & letters	-0.02	0.03	0.03	0.01	-0.05	0.03	-1.58	88	-1.58	88	2201

**QRC DCC 2001-2002: Parent Involvement Focused Intervention Outcomes  
Comparisons with FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC PARENT INVOLVEMENT</b>									
	<b>Fall 2001</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>FACES N</b>	
PPVT SS	79.43	11.14	81.26	17.16	-1.83	1.25	-1.46	86	2349	
<b>WJWordSS</b>	<b>99.16</b>	<b>12.66</b>	<b>91.92</b>	<b>9.32</b>	<b>7.24</b>	<b>1.73</b>	<b>4.19</b>	<b>55</b>	<b>1130</b>	
WJMathSS	85.46	13.90	87.72	15.39	-2.26	1.91	-1.18	57	948	
WJDictSS	83.26	13.79	85.25	13.59	-1.99	1.88	-1.06	57	904	
Book	1.84	1.35	1.56	1.24	0.28	0.15	1.92	88	2433	
Print	0.17	0.46	0.23	0.58	-0.06	0.05	-1.19	88	2451	
DrawScr	3.17	1.59	2.98	1.34	0.19	0.17	1.11	88	2474	
LtrsNamd	6.45	8.53	NA					88	0	
% knowing 10 or more letters	0.36	0.05	NA					88	0	
PBeProb	5.32	2.88	6.16	3.57	-0.84	0.36	-2.36	68	2476	
PBAggr	2.79	1.63	3.15	1.74	-0.36	0.20	-1.78	67	2464	
PBHyper	1.79	1.24	1.86	1.51	-0.07	0.15	-0.46	68	2467	
PBWith	0.34	0.70	0.60	0.94	-0.26	0.09	-2.99	68	2455	
PSSPAL	12.18	1.44	12.14	1.75	0.04	0.18	0.22	68	2475	
BProb	6.00	5.30	5.64	5.01	0.36	0.58	0.62	87	2454	
BAggr	2.18	2.48	1.76	2.02	0.42	0.27	1.56	87	2419	
BHyper	1.44	1.68	1.36	1.53	0.08	0.18	0.44	86	2437	
BWith	2.34	2.31	2.52	2.65	-0.18	0.25	-0.71	87	2423	
SSRS	14.94	5.21	14.63	4.88	0.31	0.57	0.55	87	2488	

<b>Parent Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC PARENT INVOLVEMENT</b>									
	<b>Fall 2001</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>N</b>	<b>FACES N</b>	
Authoritarian Style	2.24	0.58	2.20	0.71	0.04	0.07	0.56	68	2478	
Authoritative Style	4.18	0.63	4.22	0.61	-0.04	0.08	-0.52	68	2479	
<b>Parent Energy</b>	<b>4.08</b>	<b>0.71</b>	<b>3.78</b>	<b>0.78</b>	<b>0.30</b>	<b>0.09</b>	<b>3.43</b>	<b>68</b>	<b>2478</b>	
Parent Warmth	4.32	0.48	4.38	0.46	-0.06	0.06	-1.02	68	2479	
Rules in the Home	3.82	1.26	3.75	1.29	0.07	0.15	0.45	68	2476	
<b>Monthly Outings</b>	<b>5.12</b>	<b>2.24</b>	<b>4.42</b>	<b>2.10</b>	<b>0.70</b>	<b>0.27</b>	<b>2.55</b>	<b>68</b>	<b>2473</b>	
<b>Weekly Literacy Activities</b>	<b>5.68</b>	<b>2.17</b>	<b>6.28</b>	<b>2.55</b>	<b>-0.60</b>	<b>0.27</b>	<b>-2.24</b>	<b>68</b>	<b>2469</b>	
CDS	2.13	1.14	1.89	1.03	0.24	0.14	1.72	68	2469	
CDS: Moderate or severe	0.34	0.06	0.25	0.01	0.09	0.06	1.48	68	2481	
CDS: Severe	0.19	0.05	0.12	0.01	0.07	0.05	1.37	68	2481	
<b>PMSLC</b>	<b>16.43</b>	<b>2.82</b>	<b>14.80</b>	<b>3.28</b>	<b>1.63</b>	<b>0.35</b>	<b>4.68</b>	<b>68</b>	<b>2467</b>	
Spanks 3 or more times	0.07	0.03	0.10	0.01	-0.03	0.03	-0.95	68	2475	
Reads daily	0.28	0.05	0.37	0.01	-0.09	0.05	-1.77	68	2481	
Reads 3-6 times/week	0.25	0.05	0.29	0.01	-0.04	0.05	-0.78	68	2481	
Reads 1-2 times/week	0.35	0.06	0.28	0.01	0.07	0.06	1.15	68	2481	
Does not read	0.12	0.04	0.05	0.01	0.07	0.04	1.70	68	2481	
Teaches words & letters	0.93	0.03	0.92	0.01	0.01	0.03	0.32	68	2476	

<b>Child Outcomes Comparisons: SPRING</b>				<b>Significant t-value: 1.96</b>						
	<b>QRC PARENT INVOLVEMENT Spring 2001</b>		<b>FACES Spring 2001</b>		<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>N</b>	<b>FACES N</b>	
	<b>sd1</b>	<b>sd2</b>	<b>sd1</b>	<b>sd2</b>						
PPVT SS	84.98	11.99	85.25	16.67	-0.27	1.37	-0.20	82	2263	
<b>WJWordSS</b>	<b>100.69</b>	<b>13.60</b>	<b>93.30</b>	<b>10.98</b>	<b>7.39</b>	<b>1.63</b>	<b>4.52</b>	<b>71</b>	<b>1797</b>	
WJMathSS	86.18	16.80	87.21	17.27	-1.03	2.01	-0.51	73	1823	
WJDictSS	87.21	14.07	86.35	13.46	0.86	1.68	0.51	73	1775	
Book	2.05	1.32	2.33	1.29	-0.28	0.15	-1.91	84	2303	
Print	0.29	0.59	0.34	0.67	-0.05	0.07	-0.76	84	2315	
DrawScr	3.83	1.78	3.63	1.74	0.20	0.20	1.01	84	2329	
LtrsNamd	13.96	10.47	NA					84	0	
% knowing 10 or more letters	0.67	0.05	NA					84	0	
PBeProb	5.48	3.05	5.61	3.56	-0.13	0.37	-0.35	69	2282	
PBAggr	2.90	1.53	2.83	1.73	0.07	0.19	0.37	69	2270	
PBHyper	1.62	1.25	1.65	1.47	-0.03	0.15	-0.20	69	2270	
PBWith	0.43	0.93	0.62	0.93	-0.19	0.11	-1.67	69	2262	
<b>PSSPAL</b>	<b>12.62</b>	<b>1.56</b>	<b>12.14</b>	<b>1.77</b>	<b>0.48</b>	<b>0.19</b>	<b>2.51</b>	<b>69</b>	<b>2282</b>	
<b>BProb</b>	<b>7.53</b>	<b>5.75</b>	<b>5.24</b>	<b>4.89</b>	<b>2.29</b>	<b>0.64</b>	<b>3.58</b>	<b>83</b>	<b>2196</b>	
<b>BAggr</b>	<b>2.86</b>	<b>2.41</b>	<b>1.72</b>	<b>2.03</b>	<b>1.14</b>	<b>0.27</b>	<b>4.20</b>	<b>81</b>	<b>2170</b>	
<b>BHyper</b>	<b>1.83</b>	<b>1.85</b>	<b>1.20</b>	<b>1.46</b>	<b>0.63</b>	<b>0.21</b>	<b>3.07</b>	<b>83</b>	<b>2175</b>	
<b>BWith</b>	<b>2.88</b>	<b>2.42</b>	<b>2.31</b>	<b>2.48</b>	<b>0.57</b>	<b>0.27</b>	<b>2.08</b>	<b>81</b>	<b>2167</b>	
<b>SSRS</b>	<b>14.11</b>	<b>4.73</b>	<b>16.62</b>	<b>4.59</b>	<b>-2.51</b>	<b>0.53</b>	<b>-4.75</b>	<b>83</b>	<b>2232</b>	

<b>Parent Outcomes Comparisons: SPRING</b>				<b>Significant t-value: 1.96</b>						
	<b>QRC PARENT INVOLVEMENT Spring 2001</b>		<b>FACES Spring 2001</b>		<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>N</b>	<b>FACES N</b>	
	<b>sd1</b>	<b>sd2</b>	<b>sd1</b>	<b>sd2</b>						
<b>Authoritarian Style</b>	<b>2.36</b>	<b>0.66</b>	<b>2.17</b>	<b>0.69</b>	<b>0.19</b>	<b>0.08</b>	<b>2.35</b>	<b>69</b>	<b>2278</b>	
Authoritative Style	4.20	0.57	4.23	0.59	-0.03	0.07	-0.43	69	2279	
<b>Parent Energy</b>	<b>4.01</b>	<b>0.67</b>	<b>3.82</b>	<b>0.76</b>	<b>0.19</b>	<b>0.08</b>	<b>2.31</b>	<b>69</b>	<b>2279</b>	
Parent Warmth	4.30	0.45	4.40	0.46	-0.10	0.06	-1.82	69	2278	
Rules in the Home	4.14	1.18	3.94	1.22	0.20	0.14	1.39	69	2282	
<b>Monthly Outings</b>	<b>6.45</b>	<b>2.20</b>	<b>4.99</b>	<b>2.16</b>	<b>1.46</b>	<b>0.27</b>	<b>5.43</b>	<b>69</b>	<b>2280</b>	
Weekly Literacy Activities	6.74	2.21	6.24	2.57	0.50	0.27	1.84	69	2285	
CDS	1.81	0.90	1.90	1.01	-0.09	0.11	-0.82	69	2280	
CDS: Moderate or severe	0.20	0.05	0.24	0.01	-0.04	0.05	-0.78	69	2285	
CDS: Severe	0.06	0.03	0.11	0.01	-0.05	0.03	-1.58	69	2285	
<b>PMSLC</b>	<b>16.74</b>	<b>3.07</b>	<b>15.28</b>	<b>3.31</b>	<b>1.46</b>	<b>0.38</b>	<b>3.88</b>	<b>69</b>	<b>2279</b>	
Spanks 3 or more times	0.09	0.03	0.07	0.01	0.02	0.03	0.63	69	2281	
Reads daily	0.32	0.06	0.36	0.02	-0.04	0.06	-0.63	69	2285	
Reads 3-6 times/week	0.30	0.06	0.33	0.01	-0.03	0.06	-0.49	69	2285	
Reads 1-2 times/week	0.38	0.06	0.27	0.01	0.11	0.06	1.81	69	2285	
Does not read	0.00	0.00	0.04	0.00	-0.04	0.00	#DIV/0!	69	2285	
<b>Teaches words &amp; letters</b>	<b>0.99</b>	<b>0.01</b>	<b>0.94</b>	<b>0.01</b>	<b>0.05</b>	<b>0.01</b>	<b>3.54</b>	<b>69</b>	<b>2281</b>	
<b>Parent Involvement in Hstart</b>	<b>8.35</b>	<b>4.42</b>	<b>6.77</b>	<b>4.14</b>	<b>1.58</b>	<b>0.54</b>	<b>2.93</b>	<b>69</b>	<b>2176</b>	
<b>Parent satisfaction-family</b>	<b>3.50</b>	<b>0.44</b>	<b>3.65</b>	<b>0.44</b>	<b>-0.15</b>	<b>0.05</b>	<b>-2.79</b>	<b>69</b>	<b>2171</b>	
Parent satisfaction-child	3.82	0.34	3.86	0.31	-0.04	0.04	-0.96	69	2172	

NOTE: Significant HSQRC fall to spring gains highlighted in italics.

Child Outcomes Comparisons: GAINS				Significant t-value: 1.96						
	QRC PARENT INVOLVEMENT F01-S02		FACES F00-S01		sd2	diff	sediff	t	N	FACES N
		sd1								
PPVT SS	5.05	11.59	4.32	11.07	0.73	1.32	0.55	80	2110	
WJWordSS	0.04	8.55	-0.03	8.82	0.07	1.22	0.06	52	1011	
WJMathSS	0.85	13.87	1.16	13.87	-0.31	1.93	-0.16	55	859	
WJDictSS	4.09	14.84	2.03	13.34	2.06	2.06	1.00	55	799	
<b>Book</b>	<b>0.20</b>	<b>1.16</b>	<b>0.79</b>	<b>1.40</b>	<b>-0.59</b>	<b>0.13</b>	<b>-4.54</b>	<b>84</b>	<b>2217</b>	
Print	0.11	0.69	0.11	0.81	0.00	0.08	0.00	84	2244	
DrawScr	0.62	1.53	0.63	1.60	-0.01	0.17	-0.06	84	2278	
LtrsNamd	7.31	8.85	NA					84	0	
% knowing 10 or more letters	0.29	0.05	NA					84	0	
PBeProb	0.33	3.02	-0.52	3.24	0.85	0.39	2.16	61	2202	
PBAggr	0.13	1.49	-0.31	1.71	0.44	0.20	2.25	60	2182	
PBHyper	-0.07	1.24	-0.22	1.46	0.15	0.16	0.93	61	2184	
PBWith	0.05	0.92	0.02	1.06	0.03	0.12	0.25	61	2169	
<b>PSSPAL</b>	<b>0.51</b>	<b>1.65</b>	<b>0.00</b>	<b>1.83</b>	<b>0.51</b>	<b>0.21</b>	<b>2.37</b>	<b>61</b>	<b>2201</b>	
<b>BProb</b>	<b>1.85</b>	<b>4.68</b>	<b>-0.37</b>	<b>4.71</b>	<b>2.22</b>	<b>0.53</b>	<b>4.21</b>	<b>82</b>	<b>2130</b>	
<b>BAggr</b>	<b>0.90</b>	<b>1.95</b>	<b>-0.05</b>	<b>1.80</b>	<b>0.95</b>	<b>0.22</b>	<b>4.29</b>	<b>80</b>	<b>2073</b>	
<b>BHyper</b>	<b>0.44</b>	<b>1.52</b>	<b>-0.16</b>	<b>1.44</b>	<b>0.60</b>	<b>0.17</b>	<b>3.49</b>	<b>81</b>	<b>2096</b>	
<b>BWith</b>	<b>0.51</b>	<b>2.18</b>	<b>-0.18</b>	<b>2.62</b>	<b>0.69</b>	<b>0.25</b>	<b>2.76</b>	<b>80</b>	<b>2080</b>	
<b>SSRS</b>	<b>-1.06</b>	<b>4.87</b>	<b>1.97</b>	<b>4.38</b>	<b>-3.03</b>	<b>0.55</b>	<b>-5.55</b>	<b>82</b>	<b>2191</b>	

Parent Outcomes Comparisons: GAINS				Significant t-value: 1.96						
	QRC PARENT INVOLVEMENT F01-S02		FACES F00-S01		sd2	diff	sediff	t	N	FACES N
		sd1								
Authoritarian Style	0.11	0.63	-0.03	0.75	0.14	0.08	1.70	61	2201	
Authoritative Style	0.14	0.71	0.01	0.66	0.13	0.09	1.41	61	2202	
Parent Energy	-0.07	0.82	0.05	0.78	-0.12	0.11	-1.13	61	2201	
Parent Warmth	0.01	0.55	0.02	0.49	-0.01	0.07	-0.14	61	2202	
Rules in the Home	0.41	1.07	0.20	1.22	0.21	0.14	1.51	61	2202	
<b>Monthly Outings</b>	<b>1.25</b>	<b>2.26</b>	<b>0.59</b>	<b>1.95</b>	<b>0.66</b>	<b>0.29</b>	<b>2.26</b>	<b>61</b>	<b>2197</b>	
<b>Weekly Literacy Activities</b>	<b>1.26</b>	<b>2.10</b>	<b>-0.05</b>	<b>2.58</b>	<b>1.31</b>	<b>0.27</b>	<b>4.77</b>	<b>61</b>	<b>2199</b>	
CDS	-0.21	1.11	0.00	1.07	-0.21	0.14	-1.46	61	2196	
CDS: Moderate or severe	-0.10	0.06	-0.01	0.01	-0.09	0.06	-1.48	61	2210	
<b>CDS: Severe</b>	<b>-0.13</b>	<b>0.05</b>	<b>-0.01</b>	<b>0.01</b>	<b>-0.12</b>	<b>0.05</b>	<b>-2.35</b>	<b>61</b>	<b>2210</b>	
PMSLC	-0.10	2.59	0.43	3.16	-0.53	0.34	-1.57	61	2194	
Spanks 3 or more times	0.00	0.41	-0.03	0.32	0.03	0.52	0.06	61	2200	
Reads daily	0.05	0.06	-0.01	0.01	0.06	0.06	0.99	61	2210	
Reads 3-6 times/week	0.05	0.07	0.03	0.01	0.02	0.07	0.28	61	2210	
Reads 1-2 times/week	0.02	0.08	-0.01	0.01	0.03	0.08	0.37	61	2210	
<b>Does not read</b>	<b>-0.11</b>	<b>0.04</b>	<b>-0.01</b>	<b>0.01</b>	<b>-0.10</b>	<b>0.04</b>	<b>-2.43</b>	<b>61</b>	<b>2210</b>	
Teaches words & letters	0.05	0.04	0.03	0.01	0.02	0.04	0.49	61	2201	



**QRC DCC 2001-2002: Literacy Focused Intervention Outcomes Comparisons with Control Group**

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>						
	<b>QRC LIT INT Fall 2001</b>	<b>sd1</b>	<b>QRC LIT CONTROL Fall 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>CONTROL N</b>
PPVT SS	85.12	15.57	NA					155	0
WJWordSS	94.57	10.33	NA					122	0
WJMathSS	89.33	15.17	NA					109	0
WJDictSS	86.02	12.40	NA					108	0
Book	1.70	1.24	NA					158	0
Print	0.16	0.49	NA					158	0
DrawScr	3.35	1.51	NA					158	0
LtrsNamd	5.18	7.41	NA					158	0
% knowing 10 or more letters	0.30	0.04	NA					158	0
PBeProb	5.29	3.67	NA					135	0
PBAggr	2.50	1.70	NA					133	0
PBHyper	1.58	1.54	NA					134	0
PBWith	0.60	0.87	NA					135	0
PSSPAL	12.22	1.93	NA					136	0
BProb	5.50	4.79	NA					159	0
BAggr	1.46	1.97	NA					157	0
BHyper	1.43	1.51	NA					158	0
BWith	2.58	2.45	NA					154	0
SSRS	15.35	4.83	NA					155	0

<b>Parent Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>						
	<b>QRC LIT INT Fall 2001</b>	<b>sd1</b>	<b>QRC LIT CONTROL Fall 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>CONTROL N</b>
Authoritarian Style	2.13	0.61	NA					136	0
Authoritative Style	3.89	0.65	NA					136	0
Parent Energy	3.88	0.80	NA					136	0
Parent Warmth	4.29	0.51	NA					136	0
Rules in the Home	3.78	1.26	NA					135	0
Monthly Outings	4.79	2.06	NA					137	0
Weekly Literacy Activities	6.12	2.61	NA					137	0
CDS	NA		NA					0	0
CDS: Moderate or severe	NA		NA					0	0
CDS: Severe	NA		NA					0	0
PMSLC	NA		NA					0	0
Spanks 3 or more times	0.01	0.01	NA					135	0
Reads daily	0.53	0.04	NA					137	0
Reads 3-6 times/week	0.23	0.04	NA					137	0
Reads 1-2 times/week	0.20	0.04	NA					137	0
Does not read	0.04	0.02	NA					137	0
Teaches words & letters	0.90	0.03	NA					137	0

<b>Child Outcomes Comparisons: SPRING</b>				<b>Significant t-value: 1.96</b>						
	<b>QRC LIT INT Spring 2002</b>		<b>QRC LIT CONTROL Spring 2002</b>		<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>CONTROL N</b>
PPVT SS	90.05	13.94	NA	NA					146	0
WJWordSS	98.69	11.71	NA	NA					137	0
WJMathSS	90.92	15.19	NA	NA					137	0
WJDictSS	93.25	14.22	NA	NA					137	0
Book	2.90	1.32	NA	NA					146	0
Print	0.41	0.72	NA	NA					146	0
DrawScr	4.84	2.24	NA	NA					146	0
LtrsNamd	13.87	9.84	NA	NA					146	0
% knowing 10 or more letters	0.69	0.04	NA	NA					146	0
PBeProb	4.83	3.53	NA	NA					105	0
PBAggr	2.49	1.63	NA	NA					104	0
PBHyper	1.29	1.46	NA	NA					105	0
PBWith	0.68	0.10	NA	NA					105	0
PSSPAL	12.14	1.77	NA	NA					105	0
BProb	5.72	5.12	NA	NA					148	0
BAggr	1.73	2.05	NA	NA					147	0
BHyper	1.26	1.55	NA	NA					145	0
BWith	2.70	2.61	NA	NA					145	0
SSRS	17.05	4.69	NA	NA					149	0

<b>Parent Outcomes Comparisons: SPRING</b>				<b>Significant t-value: 1.96</b>						
	<b>QRC LIT INT Spring 2002</b>		<b>QRC LIT CONTROL Spring 2002</b>		<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>CONTROL N</b>
Authoritarian Style	2.24	0.56	NA	NA					105	0
Authoritative Style	3.94	0.68	NA	NA					105	0
Parent Energy	3.94	0.85	NA	NA					105	0
Parent Warmth	4.38	0.46	NA	NA					105	0
Rules in the Home	3.98	1.34	NA	NA					105	0
Monthly Outings	5.54	2.31	NA	NA					105	0
Weekly Literacy Activities	6.70	2.26	NA	NA					105	0
CDS	1.00	NA	NA	NA					1	0
CDS: Moderate or severe	0.00	NA	NA	NA					1	0
CDS: Severe	0.00	NA	NA	NA					1	0
PMSLC	NA	NA	NA	NA					0	0
Spanks 3 or more times	0.00	0.00	NA	NA					104	0
Reads daily	0.51	0.05	NA	NA					106	0
Reads 3-6 times/week	0.30	0.04	NA	NA					106	0
Reads 1-2 times/week	0.16	0.04	NA	NA					106	0
Does not read	0.02	0.01	NA	NA					106	0
Teaches words & letters	0.94	0.02	NA	NA					105	0
Parent Involvement in Hstart	7.12	4.35	NA	NA					105	0
Parent satisfaction-family	3.62	0.54	NA	NA					105	0
Parent satisfaction-child	3.73	0.55	NA	NA					105	0

**NOTE: Significant gain scores are highlighted in italics.**

<b>Child Outcomes Comparisons: GAINS</b>		<b>Significant t-value: 1.96</b>							
	<b>QRC LIT INT F01- S02</b>	<b>sd1</b>	<b>QRC LIT CONTROL F01-S02</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>CONTROL N</b>
PPVT SS	<i>4.63</i>	<i>10.03</i>	NA					140	0
WJWordSS	<i>3.81</i>	<i>10.00</i>	NA					113	0
WJMathSS	<i>2.95</i>	<i>12.38</i>	NA					101	0
WJDictSS	<i>9.10</i>	<i>11.89</i>	NA					99	0
Book	<i>1.15</i>	<i>1.43</i>	NA					142	0
Print	<i>0.22</i>	<i>0.87</i>	NA					142	0
DrawScr	<i>1.51</i>	<i>2.06</i>	NA					142	0
LtrsNamd	<i>8.49</i>	<i>7.45</i>	NA					142	0
% knowing 10 or more letters	<i>0.37</i>	<i>0.04</i>	NA					142	0
PBeProb	-0.42	2.94	NA					101	0
PBAggr	-0.01	1.45	NA					99	0
PBHyper	-0.26	1.39	NA					100	0
PBWith	0.11	1.09	NA					101	0
PSSPAL	-0.14	1.90	NA					102	0
BProb	0.43	3.79	NA					146	0
BAggr	0.29	1.48	NA					143	0
BHyper	-0.12	1.20	NA					142	0
BWith	0.28	2.63	NA					138	0
SSRS	<i>1.41</i>	<i>4.25</i>	NA					143	0

<b>Parent Outcomes Comparisons: GAINS</b>		<b>Significant t-value: 1.96</b>							
	<b>QRC LIT INT F01- S02</b>	<b>sd1</b>	<b>QRC LIT CONTROL F01-S02</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>CONTROL N</b>
Authoritarian Style	0.13	0.67	NA					102	0
Authoritative Style	0.03	0.71	NA					102	0
Parent Energy	0.05	0.98	NA					102	0
Parent Warmth	0.06	0.52	NA					102	0
Rules in the Home	0.11	1.44	NA					101	0
Monthly Outings	<i>0.74</i>	<i>2.23</i>	NA					103	0
Weekly Literacy Activities	<i>0.41</i>	<i>2.04</i>	NA					103	0
CDS	NA		NA					0	0
CDS: Moderate or severe	NA		NA					0	0
CDS: Severe	NA		NA					0	0
PMSLC	NA		NA					0	0
Spanks 3 or more times	-0.02	0.01	NA					100	0
Reads daily	-0.05	0.05	NA					104	0
Reads 3-6 times/week	0.09	0.06	NA					104	0
Reads 1-2 times/week	-0.03	0.04	NA					104	0
Does not read	-0.02	0.01	NA					100	0
Teaches words & letters	0.03	0.04	NA					103	0

**QRC DCC 2001-2002: SocioEmotional Focused Intervention Outcomes  
Comparisons with Control Group**

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC SOC EMO Fall 2001</b>	<b>sd1</b>	<b>QRC SOC EMO CONTROL Fall 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>CONTROL N</b>	
PPVT SS	<b>84.38</b>	<b>15.98</b>	<b>92.35</b>	<b>19.92</b>	<b>-7.97</b>	<b>3.76</b>	<b>-2.12</b>	<b>104</b>	<b>34</b>	
WJWordSS	<b>91.67</b>	<b>7.99</b>	<b>96.55</b>	<b>8.92</b>	<b>-4.88</b>	<b>2.13</b>	<b>-2.29</b>	<b>69</b>	<b>22</b>	
WJMathSS	<b>89.37</b>	<b>15.37</b>	<b>99.11</b>	<b>15.76</b>	<b>-9.74</b>	<b>4.12</b>	<b>-2.36</b>	<b>60</b>	<b>19</b>	
WJDictSS	83.44	15.05	85.11	11.84	-1.67	3.35	-0.50	59	19	
Book	1.86	1.08	2.31	1.37	-0.45	0.25	-1.77	104	35	
Print	0.24	0.58	0.26	0.56	-0.02	0.11	-0.18	104	35	
DrawScr	3.08	1.07	2.94	2.09	0.14	0.37	0.38	106	35	
LtrsNamd	3.51	6.07	4.97	7.49	-1.46	1.40	-1.05	106	35	
% knowing 10 or more letters	0.24	0.04	0.31	0.08	-0.07	0.09	-0.78	106	35	
PBeProb	6.28	3.09	6.17	2.84	0.11	0.67	0.16	94	23	
PBAggr	2.98	1.63	2.52	1.44	0.46	0.34	1.34	94	23	
PBHyper	1.99	1.27	1.91	1.16	0.08	0.28	0.29	94	23	
PBWith	0.73	1.07	0.96	0.98	-0.23	0.23	-0.99	93	23	
PSSPAL	11.96	1.92	12.13	1.55	-0.17	0.38	-0.45	94	23	
<b>BProb</b>	<b>7.20</b>	<b>5.32</b>	<b>3.56</b>	<b>3.47</b>	<b>3.64</b>	<b>0.81</b>	<b>4.52</b>	<b>96</b>	<b>34</b>	
BAggr	2.18	1.98	1.68	1.75	0.50	0.36	1.38	96	34	
<b>BHyper</b>	<b>1.91</b>	<b>1.72</b>	<b>0.68</b>	<b>1.12</b>	<b>1.23</b>	<b>0.26</b>	<b>4.73</b>	<b>96</b>	<b>34</b>	
<b>BWith</b>	<b>3.11</b>	<b>3.07</b>	<b>1.21</b>	<b>2.10</b>	<b>1.90</b>	<b>0.48</b>	<b>3.98</b>	<b>96</b>	<b>34</b>	
SSRS	14.30	4.20	15.97	4.01	-1.67	0.81	-2.06	97	34	

<b>Parent Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC SOC EMO INT Fall 2001</b>	<b>sd1</b>	<b>QRC SOC EMO CONTROL Fall 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>CONTROL N</b>	
Authoritarian Style	2.19	0.57	2.22	0.58	-0.03	0.13	-0.22	94	23	
Authoritative Style	4.08	0.59	4.09	0.52	-0.01	0.12	-0.08	94	23	
Parent Energy	3.88	0.78	4.00	0.70	-0.12	0.17	-0.72	94	23	
Parent Warmth	4.37	0.44	4.37	0.55	0.00	0.12	0.00	94	23	
Rules in the Home	3.70	1.09	3.83	1.07	-0.13	0.25	-0.52	94	23	
Monthly Outings	4.69	2.03	4.48	1.88	0.21	0.44	0.47	94	23	
Weekly Literacy Activities	6.16	2.40	6.17	2.62	-0.01	0.60	-0.02	94	23	
CDS	1.94	0.97	2.00	0.95	-0.06	0.26	-0.23	33	23	
CDS: Moderate or severe	0.30	0.08	0.26	0.09	0.04	0.12	0.33	33	23	
CDS: Severe	0.06	0.04	0.09	0.06	-0.03	0.07	-0.42	33	23	
PMSLC	15.28	3.35	15.04	2.88	0.24	0.69	0.35	93	23	
<b>Spans 3 or more times</b>	<b>0.10</b>	<b>0.03</b>	<b>0.00</b>	<b>0.00</b>	<b>0.10</b>	<b>0.03</b>	<b>3.33</b>	<b>94</b>	<b>22</b>	
<b>Reads daily</b>	<b>0.33</b>	<b>0.05</b>	<b>0.65</b>	<b>0.10</b>	<b>-0.32</b>	<b>0.11</b>	<b>-2.86</b>	<b>94</b>	<b>23</b>	
Reads 3-6 times/week	0.30	0.05	0.17	0.08	0.13	0.09	1.38	94	23	
<b>Reads 1-2 times/week</b>	<b>0.37</b>	<b>0.05</b>	<b>0.13</b>	<b>0.07</b>	<b>0.24</b>	<b>0.09</b>	<b>2.79</b>	<b>94</b>	<b>23</b>	
Does not read	0.00	0.00	0.04	0.04	-0.04	0.04	-1.00	94	23	
Teaches words & letters	0.96	0.02	0.91	0.06	0.05	0.06	0.79	94	23	

<b>Child Outcomes Comparisons: SPRING</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC SOC EMO</b>		<b>QRC SOC EMO</b>							<b>CONTROL</b>
	<b>INT Spring 2002</b>	<b>sd1</b>	<b>CONTROL Spring 2002</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>N</b>	
<b>PPVT SS</b>	<b>88.40</b>	<b>15.06</b>	<b>99.50</b>	<b>15.37</b>	<b>-11.10</b>	<b>3.29</b>	<b>-3.38</b>	<b>96</b>	<b>28</b>	
WJWordSS	94.10	10.29	97.84	9.14	-3.74	2.01	-1.86	79	31	
<b>WJMathSS</b>	<b>89.43</b>	<b>16.67</b>	<b>99.27</b>	<b>15.43</b>	<b>-9.83</b>	<b>3.36</b>	<b>-2.93</b>	<b>83</b>	<b>30</b>	
WJDictSS	84.57	15.04	87.45	18.59	-2.88	3.73	-0.77	81	31	
<b>Book</b>	<b>2.66</b>	<b>1.39</b>	<b>3.15</b>	<b>1.18</b>	<b>-0.49</b>	<b>0.25</b>	<b>-2.00</b>	<b>99</b>	<b>33</b>	
Print	0.41	0.69	0.52	0.83	-0.10	0.16	-0.63	99	33	
DrawScr	4.16	2.10	4.36	2.38	-0.20	0.47	-0.43	98	33	
<b>LtrsNamd</b>	<b>9.02</b>	<b>8.77</b>	<b>12.61</b>	<b>9.08</b>	<b>-3.59</b>	<b>1.81</b>	<b>-1.98</b>	<b>99</b>	<b>33</b>	
% knowing 10 or more letters	0.50	0.05	0.67	0.08	-0.17	0.10	-1.71	99	33	
PBeProb	5.36	3.58	5.16	2.30	0.20	0.56	0.36	91	31	
PBAggr	2.41	1.58	2.39	1.23	0.02	0.28	0.07	91	31	
PBHyper	1.67	1.46	1.45	1.15	0.22	0.26	0.83	90	31	
PBWith	0.68	0.97	0.74	0.93	-0.06	0.20	-0.33	90	31	
PSSPAL	12.30	1.70	11.97	1.82	0.33	0.37	0.88	91	31	
<b>BProb</b>	<b>7.84</b>	<b>5.49</b>	<b>3.94</b>	<b>3.87</b>	<b>3.90</b>	<b>0.87</b>	<b>4.47</b>	<b>98</b>	<b>33</b>	
<b>BAggr</b>	<b>2.57</b>	<b>2.06</b>	<b>1.53</b>	<b>1.78</b>	<b>1.04</b>	<b>0.38</b>	<b>2.76</b>	<b>96</b>	<b>32</b>	
<b>BHyper</b>	<b>1.86</b>	<b>1.84</b>	<b>0.76</b>	<b>1.25</b>	<b>1.10</b>	<b>0.29</b>	<b>3.83</b>	<b>97</b>	<b>33</b>	
<b>BWith</b>	<b>3.43</b>	<b>3.09</b>	<b>1.61</b>	<b>1.98</b>	<b>1.82</b>	<b>0.47</b>	<b>3.91</b>	<b>98</b>	<b>33</b>	
SSRS	16.66	4.12	17.61	3.53	-0.94	0.74	-1.27	98	33	

<b>Parent Outcomes Comparisons: SPRING</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC SOC EMO</b>		<b>QRC SOC EMO</b>							<b>CONTROL</b>
	<b>INT Spring 2002</b>	<b>sd1</b>	<b>CONTROL Spring 2002</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>N</b>	
Authoritarian Style	2.16	0.68	2.18	0.37	-0.02	0.10	-0.16	91	31	
Authoritative Style	4.13	0.59	4.07	0.52	0.05	0.11	0.48	91	31	
Parent Energy	3.87	0.79	3.88	0.88	-0.01	0.18	-0.08	91	31	
Parent Warmth	4.39	0.43	4.43	0.47	-0.04	0.10	-0.41	91	31	
Rules in the Home	4.02	1.26	4.03	1.30	-0.01	0.27	-0.04	91	31	
Monthly Outings	5.49	1.91	4.84	1.90	0.66	0.40	1.66	91	31	
Weekly Literacy Activities	5.78	2.42	6.06	2.62	-0.28	0.53	-0.53	91	31	
CDS	1.65	0.95	2.00	1.06	-0.35	0.25	-1.41	34	31	
CDS: Moderate or severe	0.15	0.06	0.29	0.08	-0.14	0.10	-1.37	34	31	
CDS: Severe	0.09	0.05	0.13	0.06	-0.04	0.08	-0.49	34	31	
PMSLC	15.52	3.48	15.94	3.14	-0.41	0.67	-0.61	90	31	
Spanks 3 or more times	0.04	0.02	0.03	0.03	0.01	0.04	0.28	91	31	
Reads daily	0.35	0.05	0.55	0.09	-0.20	0.10	-1.92	94	31	
Reads 3-6 times/week	0.27	0.05	0.29	0.08	-0.03	0.09	-0.27	94	31	
<b>Reads 1-2 times/week</b>	<b>0.32</b>	<b>0.05</b>	<b>0.13</b>	<b>0.06</b>	<b>0.19</b>	<b>0.08</b>	<b>2.44</b>	<b>94</b>	<b>31</b>	
Does not read	0.03	0.02	0.03	0.03	0.00	0.04	0.00	94	31	
Teaches words & letters	0.96	0.02	0.90	0.05	0.06	0.05	1.11	91	31	
Parent Involvement in Hstart	8.05	3.40	9.52	4.50	-1.46	0.88	-1.66	91	31	
Parent satisfaction-family	3.76	0.36	3.63	0.57	0.13	0.11	1.20	91	31	
Parent satisfaction-child	3.88	0.29	3.83	0.32	0.05	0.06	0.71	91	31	

**NOTE: Significant fall to spring gains highlighted in italics.**

<b>Child Outcomes Comparisons: GAINS</b>										
Significant t-value: 1.96										
	QRC SOC EMO		QRC SOC EMO		diff	sediff	t	INT N	CONTROL	
	INT F01-S02	sd1	CONTROL F01-S02	sd2					N	N
PPVT SS	3.62	10.77	4.56	9.09	-0.94	2.07	-0.45	94	27	
WJWordSS	2.30	9.30	0.62	7.79	1.68	2.08	0.81	61	21	
WJMathSS	1.85	12.02	4.33	13.65	-2.48	3.61	-0.69	54	18	
WJDictSS	1.63	15.62	6.72	13.50	-5.09	3.86	-1.32	51	18	
Book	0.82	1.48	0.82	1.40	0.00	0.29	0.00	97	33	
Print	0.20	0.74	0.24	0.87	-0.04	0.17	-0.24	97	33	
DrawScr	1.07	2.12	1.39	1.52	-0.32	0.34	-0.94	98	33	
LtrsNamd	5.34	6.12	7.33	7.17	-1.99	1.39	-1.43	99	33	
% knowing 10 or more letters	0.22	0.04	0.36	0.09	-0.14	0.10	-1.42	99	33	
PBeProb	-1.02	3.23	-0.95	2.58	-0.07	0.66	-0.11	85	21	
PBAggr	-0.52	1.62	-0.05	1.47	-0.47	0.37	-1.29	85	21	
PBHyper	-0.42	1.43	-0.43	1.16	0.01	0.30	0.03	85	21	
PBWith	-0.08	1.01	-0.38	1.16	0.30	0.28	1.09	83	21	
<b>PSSPAL</b>	<b>0.27</b>	<b>1.66</b>	<b>-0.52</b>	<b>1.40</b>	<b>0.79</b>	<b>0.35</b>	<b>2.23</b>	<b>85</b>	<b>21</b>	
BProb	1.36	3.92	0.41	3.81	0.95	0.79	1.20	89	32	
<b>BAggr</b>	<b>0.63</b>	<b>1.73</b>	<b>-0.13</b>	<b>1.45</b>	<b>0.76</b>	<b>0.32</b>	<b>2.39</b>	<b>89</b>	<b>31</b>	
BHyper	0.17	1.55	0.06	0.95	0.11	0.23	0.47	89	32	
BWith	0.56	2.42	0.47	2.54	0.09	0.52	0.17	89	32	
SSRS	2.14	3.57	1.66	4.06	0.48	0.81	0.59	90	32	

<b>Parent Outcomes Comparisons: GAINS</b>										
Significant t-value: 1.96										
	QRC SOC EMO		QRC SOC EMO		diff	sediff	t	INT N	CONTROL	
	INT F01-S02	sd1	CONTROL F01-S02	sd2					N	N
Authoritarian Style	-0.01	0.58	0.03	0.56	-0.04	0.14	-0.29	85	21	
Authoritative Style	0.07	0.61	0.07	0.53	0.00	0.13	0.00	85	21	
Parent Energy	0.00	0.83	-0.02	0.68	0.02	0.17	0.12	85	21	
Parent Warmth	0.04	0.44	0.06	0.47	-0.02	0.11	-0.18	85	21	
Rules in the Home	0.32	1.07	0.10	1.00	0.22	0.25	0.89	85	21	
Monthly Outings	0.76	1.82	0.67	1.96	0.09	0.47	0.19	85	21	
Weekly Literacy Activities	-0.34	2.42	-0.14	2.29	-0.20	0.56	-0.35	85	21	
CDS	-0.21	1.23	0.05	0.97	-0.26	0.31	-0.83	28	21	
CDS: Moderate or severe	-0.11	0.09	0.05	0.13	-0.16	0.16	-1.01	28	21	
CDS: Severe	0.00	0.07	0.05	0.08	-0.05	0.11	-0.47	28	21	
PMSLC	0.47	3.23	1.00	3.30	-0.53	0.80	-0.66	83	21	
Spanks 3 or more times	-0.05	0.03	0.05	0.05	-0.10	0.06	-1.71	85	20	
Reads daily	0.02	0.06	-0.05	0.11	0.07	0.13	0.56	88	21	
Reads 3-6 times/week	-0.02	0.06	0.14	0.13	-0.16	0.14	-1.12	88	21	
Reads 1-2 times/week	-0.06	0.06	-0.05	0.08	-0.01	0.10	-0.10	88	21	
Does not read	0.02	0.02	-0.05	0.05	0.07	0.05	1.30	88	21	
Teaches words & letters	0.01	0.03	-0.05	0.11	0.06	0.11	0.53	85	21	

**QRC DCC 2001-2002: Teacher Training Focused Intervention Outcomes  
Comparisons with Control Group**

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>										
										Significant t-value: 1.96
	QRC TEACHER TRAINING INT Fall 2001			QRC TEACHER TRAINING CONTROL Fall 2001						CONTROL N
		sd1		sd2	diff	sediff	t	INT N		
PPVT SS	82.03	15.67	83.54	13.21	-1.51	2.52	-0.60	178	35	
WJWordSS	94.15	10.84	94.19	11.51	-0.04	2.46	-0.02	103	27	
WJMathSS	85.26	14.71	85.89	13.39	-0.63	2.93	-0.21	98	28	
WJDictSS	82.28	14.91	83.96	9.82	-1.68	2.38	-0.71	100	28	
<b>Book</b>	<b>1.66</b>	<b>1.24</b>	<b>2.76</b>	<b>1.34</b>	<b>-1.10</b>	<b>0.24</b>	<b>-4.60</b>	<b>178</b>	<b>37</b>	
Print	0.14	0.45	0.30	0.62	-0.16	0.11	-1.49	178	37	
DrawScr	3.19	1.51	3.16	1.09	0.03	0.21	0.14	181	37	
LtrsNamd	4.61	7.26	6.81	8.19	-2.20	1.45	-1.52	181	37	
% knowing 10 or more letters	0.24	0.03	0.35	0.08	-0.11	0.09	-1.29	181	37	
PBeProb	5.98	3.85	4.79	3.41	1.19	0.66	1.81	162	34	
PBAggr	2.99	1.78	2.65	2.03	0.34	0.38	0.91	161	34	
PBHyper	1.81	1.68	1.38	1.37	0.43	0.27	1.60	162	34	
PBWith	0.56	0.88	0.44	0.79	0.12	0.15	0.79	161	34	
PSSPAL	12.23	1.80	12.12	1.39	0.11	0.28	0.40	163	34	
<b>BProb</b>	<b>5.46</b>	<b>5.07</b>	<b>2.72</b>	<b>3.81</b>	<b>2.74</b>	<b>0.74</b>	<b>3.72</b>	<b>183</b>	<b>36</b>	
<b>BAggr</b>	<b>1.85</b>	<b>2.06</b>	<b>1.09</b>	<b>1.70</b>	<b>0.76</b>	<b>0.33</b>	<b>2.33</b>	<b>181</b>	<b>35</b>	
BHyper	1.31	1.59	0.83	1.36	0.48	0.26	1.88	181	36	
<b>BWith</b>	<b>2.20</b>	<b>2.42</b>	<b>0.83</b>	<b>1.48</b>	<b>1.37</b>	<b>0.31</b>	<b>4.46</b>	<b>175</b>	<b>36</b>	
SSRS	14.40	4.72	15.06	4.88	-0.66	0.89	-0.74	176	36	

<b>Parent Outcomes Comparisons: FALL</b>										
										Significant t-value: 1.96
	QRC TEACHER TRAINING INT Fall 2001			QRC TEACHER TRAINING CONTROL Fall 2001						CONTROL N
		sd1		sd2	diff	sediff	t	INT N		
Authoritarian Style	2.33	0.77	2.48	0.80	-0.15	0.15	-1.00	163	34	
<b>Authoritative Style</b>	<b>4.22</b>	<b>0.72</b>	<b>4.71</b>	<b>0.39</b>	<b>-0.49</b>	<b>0.09</b>	<b>-5.60</b>	<b>163</b>	<b>34</b>	
Parent Energy	4.03	0.81	4.25	0.72	-0.22	0.14	-1.58	162	34	
Parent Warmth	4.44	0.40	4.41	0.45	0.03	0.08	0.36	163	34	
Rules in the Home	3.99	1.08	3.94	1.25	0.05	0.23	0.22	163	34	
<b>Monthly Outings</b>	<b>5.02</b>	<b>1.99</b>	<b>4.03</b>	<b>0.29</b>	<b>0.99</b>	<b>0.16</b>	<b>6.03</b>	<b>162</b>	<b>34</b>	
Weekly Literacy Activities	6.35	2.36	6.47	2.35	-0.12	0.44	-0.27	163	34	
CDS	1.91	1.14	NA					34	0	
CDS: Moderate or severe	0.29	0.08	NA					34	0	
CDS: Severe	0.15	0.06	NA					34	0	
PMSLC	14.18	3.82	NA					33	0	
Spanks 3 or more times	0.13	0.03	0.18	0.07	-0.05	0.08	-0.66	163	34	
<b>Reads daily</b>	<b>0.44</b>	<b>0.04</b>	<b>0.26</b>	<b>0.08</b>	<b>0.18</b>	<b>0.09</b>	<b>2.01</b>	<b>163</b>	<b>34</b>	
Reads 3-6 times/week	0.29	0.04	0.38	0.08	-0.09	0.09	-1.01	163	34	
Reads 1-2 times/week	0.23	0.03	0.32	0.08	-0.09	0.09	-1.05	163	34	
Does not read	0.04	0.01	0.03	0.03	0.01	0.03	0.32	163	34	
Teaches words & letters	0.93	0.02	0.94	0.04	-0.01	0.04	-0.22	163	34	

Child Outcomes Comparisons: SPRING										
										Significant t-value: 1.96
	QRC TEACHER TRAINING INT Spring 2002			QRC TEACHER TRAINING CONTROL Spring 2002						CONTROL N
	sd1		sd2	diff	sediff	t	INT N			
PPVT SS	88.71	15.00	85.48	11.68	3.23	2.35	1.38	164	33	
WJWordSS	97.63	11.04	98.32	12.05	-0.69	2.28	-0.30	130	34	
<b>WJMathSS</b>	<b>89.20</b>	<b>16.98</b>	<b>82.62</b>	<b>16.59</b>	<b>6.58</b>	<b>3.20</b>	<b>2.06</b>	<b>134</b>	<b>34</b>	
WJDictSS	89.58	14.07	84.09	16.12	5.50	3.03	1.82	130	34	
Book	2.61	1.37	2.94	1.43	-0.33	0.26	-1.26	166	36	
Print	0.61	0.81	0.44	0.73	0.16	0.14	1.19	166	36	
DrawScr	4.23	1.87	4.69	2.25	-0.47	0.40	-1.16	166	36	
LtrsNamd	11.66	9.45	14.53	9.69	-2.87	1.77	-1.62	166	36	
% knowing 10 or more letters	0.57	0.04	0.64	0.08	-0.07	0.09	-0.80	166	36	
PBeProb	5.60	3.57	4.48	3.37	1.12	0.70	1.61	138	29	
PBAggr	2.80	1.83	2.14	1.98	0.66	0.40	1.66	138	29	
PBHyper	1.69	1.45	1.52	1.33	0.18	0.28	0.64	137	29	
PBWith	0.61	0.86	0.48	0.74	0.13	0.16	0.82	136	29	
PSSPAL	12.69	1.42	12.72	1.51	-0.04	0.31	-0.12	138	29	
<b>BProb</b>	<b>5.37</b>	<b>5.16</b>	<b>3.95</b>	<b>3.66</b>	<b>1.42</b>	<b>0.72</b>	<b>1.97</b>	<b>167</b>	<b>37</b>	
BAggr	1.82	2.16	1.68	1.51	0.14	0.30	0.48	165	37	
<b>BHyper</b>	<b>1.26</b>	<b>1.57</b>	<b>0.84</b>	<b>0.99</b>	<b>0.43</b>	<b>0.20</b>	<b>2.10</b>	<b>167</b>	<b>37</b>	
<b>BWith</b>	<b>2.29</b>	<b>2.56</b>	<b>1.43</b>	<b>1.94</b>	<b>0.86</b>	<b>0.37</b>	<b>2.30</b>	<b>167</b>	<b>37</b>	
SSRS	16.10	5.35	16.81	4.54	-0.71	0.85	-0.83	168	37	

Parent Outcomes Comparisons: SPRING										
										Significant t-value: 1.96
	QRC TEACHER TRAINING INT Spring 2002			QRC TEACHER TRAINING CONTROL Spring 2002						CONTROL N
	sd1		sd2	diff	sediff	t	INT N			
Authoritarian Style	2.36	0.71	2.43	0.86	-0.07	0.17	-0.41	137	29	
<b>Authoritative Style</b>	<b>4.28</b>	<b>0.63</b>	<b>4.71</b>	<b>0.43</b>	<b>-0.43</b>	<b>0.10</b>	<b>-4.48</b>	<b>137</b>	<b>29</b>	
Parent Energy	4.13	0.76	4.32	0.58	-0.19	0.13	-1.53	137	29	
Parent Warmth	4.48	0.48	4.51	0.38	-0.03	0.08	-0.35	137	29	
Rules in the Home	4.26	0.96	4.17	1.26	0.09	0.25	0.36	138	29	
Monthly Outings	5.61	2.01	6.00	1.89	-0.39	0.39	-1.00	138	29	
Weekly Literacy Activities	6.30	2.33	6.93	1.93	-0.63	0.41	-1.55	138	29	
CDS	1.82	1.03	1.82	1.09	0.00	0.23	-0.01	88	28	
CDS: Moderate or severe	0.23	0.04	0.21	0.08	0.02	0.09	0.28	88	28	
CDS: Severe	0.11	0.03	0.14	0.07	-0.03	0.07	-0.38	88	28	
PMSLC	14.67	3.44	NA					30	0	
Spanks 3 or more times	0.11	0.03	0.14	0.07	-0.03	0.08	-0.39	137	29	
Reads daily	0.36	0.04	0.23	0.08	0.13	0.09	1.45	139	30	
Reads 3-6 times/week	0.37	0.04	0.47	0.09	-0.10	0.10	-1.00	139	30	
Reads 1-2 times/week	0.24	0.04	0.27	0.08	-0.02	0.09	-0.25	139	30	
Does not read	0.02	0.01	0.00	0.00	0.02	0.01	1.71	139	30	
Teaches words & letters	0.93	0.02	0.97	0.03	-0.04	0.04	-1.11	138	29	
Parent Involvement in Hstart	6.31	3.73	6.28	2.91	0.04	0.63	0.06	138	29	
<b>Parent satisfaction-family</b>	<b>3.69</b>	<b>0.43</b>	<b>3.84</b>	<b>0.25</b>	<b>-0.16</b>	<b>0.06</b>	<b>-2.57</b>	<b>137</b>	<b>27</b>	
<b>Parent satisfaction-child</b>	<b>3.85</b>	<b>0.38</b>	<b>3.98</b>	<b>0.07</b>	<b>-0.14</b>	<b>0.04</b>	<b>-3.84</b>	<b>137</b>	<b>27</b>	



**NOTE: Significant fall to spring gains highlighted in italics.**

<b>Child Outcomes Comparisons: GAINS</b>											
Significant t-value: 1.96											
	QRC TEACHER TRAINING INT F01 S02		sd1	QRC TEACHER TRAINING CONTROL F01-S02		sd2	diff	sediff	t	INT N	CONTROL N
<b>PPVT SS</b>	<b>6.62</b>	<b>11.37</b>		<b>2.09</b>	<b>9.53</b>	<b>4.53</b>	<b>1.89</b>	<b>2.40</b>	<b>161</b>	<b>33</b>	
WJWordSS	2.91	9.24		4.22	8.52	-1.31	1.91	-0.69	89	27	
<b>WJMathSS</b>	<b>1.40</b>	<b>11.05</b>		<b>-3.89</b>	<b>11.80</b>	<b>5.29</b>	<b>2.52</b>	<b>2.10</b>	<b>89</b>	<b>28</b>	
WJDictSS	5.85	13.02		1.68	15.88	4.17	3.31	1.26	88	28	
<b>Book</b>	<b>1.01</b>	<b>1.42</b>		<b>0.19</b>	<b>1.19</b>	<b>0.82</b>	<b>0.23</b>	<b>3.60</b>	<b>162</b>	<b>36</b>	
Print	0.48	0.88		0.19	0.79	0.29	0.15	1.95	162	36	
DrawScr	1.08	1.77		1.58	1.96	-0.50	0.35	-1.41	165	36	
LtrsNamd	7.19	6.98		7.89	7.67	-0.70	1.39	-0.50	165	36	
% knowing 10 or more letters	0.34	0.04		0.33	0.08	0.01	0.09	0.11	165	36	
PBeProb	-0.46	3.02		-0.04	2.83	-0.42	0.60	-0.70	127	28	
PBAggr	-0.29	1.53		-0.14	1.46	-0.15	0.31	-0.49	127	28	
PBHyper	-0.14	1.65		0.07	1.33	-0.21	0.29	-0.72	126	28	
PBWith	0.10	0.77		0.04	0.96	0.06	0.19	0.31	125	28	
PSSPAL	0.48	1.86		0.32	1.98	0.16	0.41	0.39	128	28	
BProb	-0.08	4.21		1.06	4.36	-1.14	0.80	-1.43	166	36	
BAggr	-0.04	1.88		0.51	1.84	-0.55	0.34	-1.60	162	35	
BHyper	-0.04	1.42		-0.03	1.16	-0.01	0.22	-0.04	164	36	
BWith	-0.03	2.09		0.50	2.02	-0.53	0.38	-1.41	158	36	
SSRS	1.73	4.27		1.83	5.01	-0.10	0.90	-0.11	160	36	

<b>Parent Outcomes Comparisons: GAINS</b>											
Significant t-value: 1.96											
	QRC TEACHER TRAINING INT F01 S02		sd1	QRC TEACHER TRAINING CONTROL F01-S02		sd2	diff	sediff	t	INT N	CONTROL N
Authoritarian Style	0.01	0.80		-0.01	0.85	0.02	0.18	0.11	128	28	
Authoritative Style	-0.02	0.61		0.03	0.64	-0.05	0.13	-0.38	128	28	
Parent Energy	0.12	0.71		0.07	0.74	0.05	0.15	0.33	127	28	
Parent Warmth	0.05	0.41		0.01	0.44	0.04	0.09	0.44	128	28	
Rules in the Home	0.30	0.81		0.14	1.27	0.16	0.25	0.64	128	28	
<b>Monthly Outings</b>	<b>0.70</b>	<b>1.90</b>		<b>1.57</b>	<b>1.57</b>	<b>-0.87</b>	<b>0.34</b>	<b>-2.55</b>	<b>127</b>	<b>28</b>	
Weekly Literacy Activities	0.08	2.03		-0.14	2.35	0.22	0.48	0.46	128	28	
CDS	0.08	1.06		NA					26	0	
CDS: Moderate or severe	0.00	0.10		NA					26	0	
CDS: Severe	0.00	0.08		NA					26	0	
PMSLC	1.04	3.52		NA					25	0	
Spanks 3 or more times	-0.04	0.03		-0.04	0.10	0.00	0.10	0.00	127	28	
Reads daily	-0.09	0.05		-0.07	0.08	-0.02	0.09	-0.21	129	29	
Reads 3-6 times/week	0.09	0.05		0.03	0.12	0.06	0.13	0.46	129	29	
Reads 1-2 times/week	0.02	0.04		0.00	0.12	0.02	0.13	0.16	129	29	
Does not read	-0.02	0.02		0.00	0.00	-0.02	0.02	-1.00	129	29	
Teaches words & letters	-0.02	0.03		0.00	0.05	-0.02	0.06	-0.34	128	28	

**QRC DCC 2001-2002: Individualizing Assessment Focused Intervention Outcomes  
Comparisons with Control Group**

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>				<b>Significant t-value: 1.96</b>						
	<b>QRC INDIVIDUAL ASSESSMENT INT Fall 2001</b>	<b>sd1</b>	<b>QRC INDIVIDUAL ASSESSMENT CONTROL Fall 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>CONTROL N</b>	
<b>PPVT SS</b>	<b>77.06</b>	<b>14.99</b>	<b>83.54</b>	<b>13.21</b>	<b>-6.48</b>	<b>2.66</b>	<b>-2.43</b>	<b>107</b>	<b>35</b>	
WJWordSS	94.19	11.04	94.19	11.51	0.00	2.56	0.00	75	27	
WJMathSS	85.58	10.18	85.89	13.69	-0.31	2.86	-0.11	69	28	
WJDictSS	84.21	13.71	83.96	9.82	0.25	2.47	0.10	71	28	
<b>Book</b>	<b>1.63</b>	<b>1.22</b>	<b>2.76</b>	<b>1.34</b>	<b>-1.13</b>	<b>0.25</b>	<b>-4.52</b>	<b>107</b>	<b>37</b>	
Print	0.14	0.44	0.30	0.62	-0.16	0.11	-1.45	107	37	
DrawScr	3.28	1.59	3.16	1.09	0.12	0.24	0.51	109	37	
LtrsNamd	5.34	7.56	6.81	8.19	-1.47	1.53	-0.96	109	37	
% knowing 10 or more letters	0.27	0.04	0.35	0.08	-0.08	0.09	-0.89	109	37	
PBeProb	5.83	3.77	4.79	3.41	1.04	0.69	1.50	102	34	
PBAggr	2.89	1.75	2.65	2.03	0.24	0.39	0.62	102	34	
PBHyper	1.92	1.69	1.38	1.37	0.54	0.29	1.87	102	34	
PBWith	0.53	0.88	0.44	0.79	0.09	0.16	0.56	102	34	
PSSPAL	12.24	1.76	12.12	1.39	0.12	0.29	0.41	103	34	
<b>BProb</b>	<b>4.92</b>	<b>4.85</b>	<b>2.72</b>	<b>3.81</b>	<b>2.20</b>	<b>0.79</b>	<b>2.80</b>	<b>110</b>	<b>36</b>	
<b>BAggr</b>	<b>1.78</b>	<b>1.96</b>	<b>1.09</b>	<b>1.70</b>	<b>0.69</b>	<b>0.34</b>	<b>2.01</b>	<b>108</b>	<b>35</b>	
BHyper	1.10	1.46	0.83	1.36	0.27	0.27	1.02	110	36	
<b>BWith</b>	<b>2.01</b>	<b>2.47</b>	<b>0.83</b>	<b>1.48</b>	<b>1.18</b>	<b>0.34</b>	<b>3.45</b>	<b>109</b>	<b>36</b>	
SSRS	14.51	4.44	15.06	4.88	-0.55	0.92	-0.60	108	36	

<b>Parent Outcomes Comparisons: FALL</b>				<b>Significant t-value: 1.96</b>						
	<b>QRC INDIVIDUAL ASSESSMENT INT Fall 2001</b>	<b>sd1</b>	<b>QRC INDIVIDUAL ASSESSMENT CONTROL Fall 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>CONTROL N</b>	
Authoritarian Style	2.48	0.84	2.48	0.80	0.00	0.16	0.00	103	34	
<b>Authoritative Style</b>	<b>4.36</b>	<b>0.77</b>	<b>4.71</b>	<b>0.39</b>	<b>-0.35</b>	<b>0.10</b>	<b>-3.46</b>	<b>103</b>	<b>34</b>	
Parent Energy	4.08	0.83	4.25	0.72	-0.17	0.15	-1.15	102	34	
Parent Warmth	4.46	0.39	4.41	0.45	0.05	0.09	0.58	103	34	
Rules in the Home	4.02	1.08	3.94	1.25	0.08	0.24	0.33	103	34	
<b>Monthly Outings</b>	<b>5.31</b>	<b>1.94</b>	<b>4.03</b>	<b>1.70</b>	<b>1.28</b>	<b>0.35</b>	<b>3.67</b>	<b>103</b>	<b>34</b>	
Weekly Literacy Activities	6.61	2.44	6.47	2.35	0.14	0.47	0.30	103	34	
CDS	1.91	1.14	NA					34	0	
CDS: Moderate or severe	0.29	0.08	NA					34	0	
CDS: Severe	0.15	0.06	NA					34	0	
PMSLC	14.18	3.82	NA					33	0	
Spanks 3 or more times	0.19	0.04	0.18	0.07	0.01	0.08	0.12	103	34	
Reads daily	0.44	0.05	0.26	0.08	0.18	0.09	1.91	103	34	
Reads 3-6 times/week	0.24	0.04	0.38	0.08	-0.14	0.09	-1.57	103	34	
Reads 1-2 times/week	0.26	0.04	0.32	0.08	-0.06	0.09	-0.67	103	34	
Does not read	0.06	0.02	0.03	0.03	0.03	0.04	0.83	103	34	
Teaches words & letters	0.93	0.02	0.94	0.04	-0.01	0.04	-0.22	103	34	

Child Outcomes Comparisons: SPRING			Significant t-value: 1.96							
	QRC INDIVIDUAL ASSESSMENT INT Spring 2002	sd1	QRC INDIVIDUAL ASSESSMENT CONTROL Spring 2002	sd2	diff	sediff	t	INT N	CONTROL N	
PPVT SS	83.93	13.09	85.22	11.77	-1.29	2.45	-0.52	101	32	
WJWordSS	98.33	10.96	98.55	12.17	-0.22	2.44	-0.09	83	33	
WJMathSS	86.29	14.38	82.48	16.83	3.81	3.31	1.15	86	33	
WJDictSS	89.27	14.33	84.24	16.35	5.03	3.25	1.55	84	33	
Book	2.61	1.44	2.97	1.44	-0.36	0.28	-1.29	102	35	
Print	0.64	0.82	0.46	0.74	0.18	0.15	1.21	102	35	
DrawScr	4.39	1.90	4.71	2.28	-0.32	0.43	-0.75	102	35	
LtrsNamd	13.14	9.41	14.94	9.50	-1.81	1.86	-0.97	102	35	
% knowing 10 or more letters	0.64	0.05	0.66	0.08	-0.02	0.09	-0.21	102	35	
PBeProb	5.72	3.76	4.64	3.31	1.08	0.74	1.46	93	28	
PBAggr	2.90	1.94	2.21	1.97	0.69	0.42	1.63	93	28	
PBHyper	1.85	1.54	1.57	1.32	0.28	0.30	0.94	93	28	
PBWith	0.56	0.87	0.50	0.75	0.06	0.17	0.35	93	28	
PSSPAL	12.74	1.53	12.68	1.52	0.06	0.33	0.19	93	28	
BProb	4.67	5.08	3.97	3.71	0.70	0.79	0.88	104	36	
BAggr	1.80	2.31	1.72	1.50	0.07	0.34	0.22	103	36	
BHyper	1.03	1.46	0.86	0.99	0.17	0.22	0.76	104	36	
BWith	1.85	2.33	1.39	1.95	0.46	0.40	1.16	104	36	
SSRS	16.36	5.72	16.86	4.59	-0.51	0.95	-0.53	104	36	

Parent Outcomes Comparisons: SPRING			Significant t-value: 1.96							
	QRC INDIVIDUAL ASSESSMENT INT Spring 2002	sd1	QRC INDIVIDUAL ASSESSMENT CONTROL Spring 2002	sd2	diff	sediff	t	INT N	CONTROL N	
Authoritarian Style	2.48	0.76	2.45	0.87	0.03	0.18	0.15	93	28	
<b>Authoritative Style</b>	<b>4.43</b>	<b>0.58</b>	<b>4.70</b>	<b>0.43</b>	<b>-0.26</b>	<b>0.10</b>	<b>-2.61</b>	<b>93</b>	<b>28</b>	
Parent Energy	4.24	0.69	4.32	0.59	-0.08	0.13	-0.59	93	28	
Parent Warmth	4.50	0.50	4.49	0.38	0.01	0.09	0.07	93	28	
Rules in the Home	4.34	0.91	4.14	1.27	0.20	0.26	0.78	93	28	
Monthly Outings	5.97	1.98	6.00	1.92	-0.03	0.42	-0.08	93	28	
Weekly Literacy Activities	6.34	2.33	6.96	1.95	-0.62	0.44	-1.41	93	28	
CDS	1.82	1.03	1.82	1.09	0.00	0.23	-0.01	88	28	
CDS: Moderate or severe	0.23	0.04	0.21	0.08	0.02	0.09	0.18	88	28	
CDS: Severe	0.11	0.03	0.14	0.07	-0.04	0.07	-0.47	88	28	
PMSLC	14.67	3.44	NA					30	0	
Spanks 3 or more times	0.15	0.04	0.14	0.07	0.01	0.08	0.12	93	28	
Reads daily	0.31	0.05	0.24	0.08	0.07	0.09	0.76	93	29	
Reads 3-6 times/week	0.33	0.05	0.45	0.09	-0.11	0.11	-1.09	93	29	
Reads 1-2 times/week	0.32	0.05	0.28	0.08	0.05	0.10	0.49	93	29	
Does not read	0.03	0.02	0.00	0.00	0.03	0.02	1.61	93	29	
Teaches words & letters	0.92	0.03	0.96	0.04	-0.04	0.05	-0.80	93	28	
Parent Involvement in Hstart	5.89	3.35	6.32	2.96	-0.43	0.66	-0.65	93	28	
<b>Parent satisfaction-family</b>	<b>3.65</b>	<b>0.46</b>	<b>3.84</b>	<b>0.25</b>	<b>-0.19</b>	<b>0.07</b>	<b>-2.71</b>	<b>92</b>	<b>26</b>	
<b>Parent satisfaction-child</b>	<b>3.82</b>	<b>0.44</b>	<b>3.98</b>	<b>0.07</b>	<b>-0.16</b>	<b>0.05</b>	<b>-3.34</b>	<b>92</b>	<b>26</b>	

**NOTE: Significant fall to spring gains highlighted in italics.**

<b>Child Outcomes Comparisons: GAINS</b>											
Significant t-value: 1.96											
	QRC INDIVIDUAL ASSESSMENT INT F01-S02		sd1	QRC INDIVIDUAL ASSESSMENT CONTROL F01-S02		sd2	diff	sediff	t	INT N	CONTROL N
<b>PPVT SS</b>	<b>6.82</b>	<b>12.46</b>		<b>1.69</b>	<b>9.39</b>	<b>5.13</b>	<b>2.08</b>	<b>2.47</b>	<b>99</b>	<b>32</b>	
WJWordSS	4.11	9.21		4.31	8.68	-0.20	2.05	-0.10	66	26	
WJMathSS	0.43	10.03		-3.74	11.99	4.17	2.62	1.59	65	27	
WJDictSS	5.45	12.45		1.78	16.17	3.67	3.47	1.06	66	27	
<b>Book</b>	<b>1.03</b>	<b>1.49</b>		<b>0.20</b>	<b>1.21</b>	<b>0.83</b>	<b>0.25</b>	<b>3.27</b>	<b>99</b>	<b>35</b>	
<b>Print</b>	<b>0.52</b>	<b>0.83</b>		<b>0.20</b>	<b>0.80</b>	<b>0.32</b>	<b>0.16</b>	<b>2.01</b>	<b>99</b>	<b>35</b>	
DrawScr	1.16	1.78		1.60	1.99	-0.44	0.38	-1.16	101	35	
LtrsNamd	7.90	7.42		8.11	7.66	-0.21	1.49	-0.14	101	35	
% knowing 10 or more letters	0.39	0.05		0.34	0.08	0.05	0.09	0.53	101	35	
PBeProb	-0.45	3.06		0.00	2.88	-0.45	0.64	-0.70	87	27	
PBAggr	-0.18	1.47		-0.15	1.49	-0.03	0.33	-0.09	87	27	
PBHyper	-0.20	1.76		0.07	1.36	-0.27	0.32	-0.84	87	27	
PBWith	0.02	0.63		0.04	0.98	-0.02	0.20	-0.10	87	27	
PSSPAL	0.52	1.89		0.33	2.02	0.19	0.44	0.43	88	27	
BProb	-0.24	3.73		1.09	4.42	-1.33	0.83	-1.60	103	35	
BAggr	-0.03	1.83		0.53	1.86	-0.56	0.37	-1.52	100	34	
BHyper	-0.05	1.29		-0.03	1.18	-0.02	0.24	-0.08	103	35	
BWith	-0.14	1.90		0.51	2.05	-0.65	0.39	-1.65	102	35	
SSRS	1.92	4.33		1.94	5.03	-0.02	0.95	-0.02	101	35	

<b>Parent Outcomes Comparisons: GAINS</b>											
Significant t-value: 1.96											
	QRC INDIVIDUAL ASSESSMENT INT F01-S02		sd1	QRC INDIVIDUAL ASSESSMENT CONTROL F01-S02		sd2	diff	sediff	t	INT N	CONTROL N
Authoritarian Style	0.02	0.88		0.00	0.87	0.02	0.19	0.10	88	27	
Authoritative Style	-0.03	0.59		-0.01	0.62	-0.02	0.13	-0.15	88	27	
Parent Energy	0.21	0.71		0.03	0.72	0.18	0.16	1.14	87	27	
Parent Warmth	0.05	0.45		0.01	0.45	0.04	0.10	0.40	88	27	
Rules in the Home	0.34	0.81		0.11	1.28	0.23	0.26	0.88	88	27	
<b>Monthly Outings</b>	<b>0.76</b>	<b>1.83</b>		<b>1.67</b>	<b>1.52</b>	<b>-0.91</b>	<b>0.35</b>	<b>-2.59</b>	<b>88</b>	<b>27</b>	
Weekly Literacy Activities	-0.07	2.02		0.00	2.27	-0.07	0.49	-0.14	88	27	
CDS	0.08	1.06		NA					26	0	
CDS: Moderate or severe	0.00	0.10		NA					26	0	
CDS: Severe	0.00	0.08		NA					26	0	
PMSLC	1.04	3.52		NA					25	0	
Spanks 3 or more times	-0.06	0.04		-0.04	0.10	-0.02	0.11	-0.19	88	27	
Reads daily	-0.14	0.06		-0.07	0.09	-0.07	0.11	-0.65	88	28	
Reads 3-6 times/week	0.08	0.07		0.04	0.12	0.04	0.14	0.29	88	28	
Reads 1-2 times/week	0.09	0.06		0.00	0.13	0.09	0.14	0.63	88	28	
Does not read	-0.03	0.03		0.00	0.00	-0.03	0.03	-1.00	88	28	
Teaches words & letters	-0.02	0.03		0.00	0.05	-0.02	0.06	-0.34	88	27	

**QRC DCC 2001-2002: Parent Involvement Focused Intervention Outcomes  
Comparisons with Control Group**

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>				<b>Significant t-value: 1.96</b>					
	<b>QRC PARENT INVOLVEMENT</b>		<b>QRC PARENT INVOLVEMENT</b>						<b>CONTROL</b>
	<b>INT Fall 2001</b>	<b>sd1</b>	<b>CONTROL Fall 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>N</b>
PPVT SS	79.43	11.14	NA					86	0
WJWordSS	99.16	12.66	NA					55	0
WJMathSS	85.46	13.90	NA					57	0
WJDictSS	83.26	13.79	NA					57	0
Book	1.84	1.35	NA					88	0
Print	0.17	0.46	NA					88	0
DrawScr	3.17	1.59	NA					88	0
LtrsNamd	6.45	8.53	NA					88	0
% knowing 10 or more letters	0.36	0.05	NA					88	0
PBeProb	5.32	2.88	NA					68	0
PBAggr	2.79	1.63	NA					67	0
PBHyper	1.79	1.24	NA					68	0
PBWith	0.34	0.70	NA					68	0
PSSPAL	12.18	1.44	NA					68	0
BProb	6.00	5.30	NA					87	0
BAggr	2.18	2.48	NA					87	0
BHyper	1.44	1.68	NA					86	0
BWith	2.34	2.31	NA					87	0
SSRS	14.94	5.21	NA					87	0

<b>Parent Outcomes Comparisons: FALL</b>				<b>Significant t-value: 1.96</b>					
	<b>QRC PARENT INVOLVEMENT</b>		<b>QRC PARENT INVOLVEMENT</b>						<b>CONTROL</b>
	<b>INT Fall 2001</b>	<b>sd1</b>	<b>CONTROL Fall 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>N</b>	<b>N</b>
Authoritarian Style	2.24	0.58	NA					68	0
Authoritative Style	4.18	0.63	NA					68	0
Parent Energy	4.08	0.71	NA					68	0
Parent Warmth	4.32	0.48	NA					68	0
Rules in the Home	3.82	1.26	NA					68	0
Monthly Outings	5.12	2.24	NA					68	0
Weekly Literacy Activities	5.68	2.17	NA					68	0
CDS	2.13	1.14	NA					68	0
CDS: Moderate or severe	0.34	0.06	NA					68	0
CDS: Severe	0.19	0.05	NA					68	0
PMSLC	16.43	2.82	NA					68	0
Spanks 3 or more times	0.07	0.03	NA					68	0
Reads daily	0.28	0.05	NA					68	0
Reads 3-6 times/week	0.25	0.05	NA					68	0
Reads 1-2 times/week	0.35	0.06	NA					68	0
Does not read	0.12	0.04	NA					68	0
Teaches words & letters	0.93	0.03	NA					68	0

<b>Child Outcomes Comparisons: SPRING</b>				<b>Significant t-value: 1.96</b>					
	<b>QRC PARENT INVOLVEMENT INT Spring 2001</b>	<b>sd1</b>	<b>QRC PARENT INVOLVEMENT CONTROL Spring 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>N</b>	<b>CONTROL N</b>
PPVT SS	84.98	11.99	NA					82	0
WJWordSS	100.69	13.60	NA					71	0
WJMathSS	86.18	16.80	NA					73	0
WJDictSS	87.21	14.07	NA					73	0
Book	2.05	1.32	NA					84	0
Print	0.29	0.59	NA					84	0
DrawScr	3.83	1.78	NA					84	0
LtrsNamd	13.96	10.47	NA					84	0
% knowing 10 or more letters	0.67	0.05	NA					84	0
PBeProb	5.48	3.05	NA					69	0
PBAggr	2.90	1.53	NA					69	0
PBHyper	1.62	1.25	NA					69	0
PBWith	0.43	0.93	NA					69	0
PSSPAL	12.62	1.56	NA					69	0
BProb	7.53	5.75	NA					83	0
BAggr	2.86	2.41	NA					81	0
BHyper	1.83	1.85	NA					83	0
BWith	2.88	2.42	NA					81	0
SSRS	14.11	4.73	NA					83	0

<b>Parent Outcomes Comparisons: SPRING</b>				<b>Significant t-value: 1.96</b>					
	<b>QRC PARENT INVOLVEMENT INT Spring 2001</b>	<b>sd1</b>	<b>QRC PARENT INVOLVEMENT CONTROL Spring 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>N</b>	<b>CONTROL N</b>
Authoritarian Style	2.36	0.66	NA					69	0
Authoritative Style	4.20	0.57	NA					69	0
Parent Energy	4.01	0.67	NA					69	0
Parent Warmth	4.30	0.45	NA					69	0
Rules in the Home	4.14	1.18	NA					69	0
Monthly Outings	6.45	2.20	NA					69	0
Weekly Literacy Activities	6.74	2.21	NA					69	0
CDS	1.81	0.90	NA					69	0
CDS: Moderate or severe	0.20	0.05	NA					69	0
CDS: Severe	0.06	0.03	NA					69	0
PMSLC	16.74	3.07	NA					69	0
Spanks 3 or more times	0.09	0.03	NA					69	0
Reads daily	0.32	0.06	NA					69	0
Reads 3-6 times/week	0.30	0.06	NA					69	0
Reads 1-2 times/week	0.38	0.06	NA					69	0
Does not read	0.00	0.00	NA					69	0
Teaches words & letters	0.99	0.01	NA					69	0
Parent Involvement in Hstart	8.35	4.42	NA					69	0
Parent satisfaction-family	3.50	0.44	NA					69	0
Parent satisfaction-child	3.82	0.34	NA					69	0

**NOTE: Significant fall to spring gains highlighted in italics.**

<b>Child Outcomes Comparisons: GAINS</b>		<b>Significant t-value: 1.96</b>							
	<b>QRC PARENT INVOLVEMENT INT F01-S02</b>	<b>sd1</b>	<b>QRC PARENT INVOLVEMENT CONTROL F01-S02</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>N</b>	<b>CONTROL N</b>
PPVT SS	5.05	11.59	NA					80	0
WJWordSS	0.04	8.55	NA					52	0
WJMathSS	0.85	13.87	NA					55	0
WJDictSS	4.09	14.84	NA					55	0
Book	0.20	1.16	NA					84	0
Print	0.11	0.69	NA					84	0
DrawScr	0.62	1.53	NA					84	0
LtrsNamd	7.31	8.85	NA					84	0
% knowing 10 or more letters	0.29	0.05	NA					84	0
PBeProb	0.33	3.02	NA					61	0
PBAggr	0.13	1.49	NA					60	0
PBHyper	-0.07	1.24	NA					61	0
PBWith	0.05	0.92	NA					61	0
PSSPAL	0.51	1.65	NA					61	0
BProb	1.85	4.68	NA					82	0
BAggr	0.90	1.95	NA					80	0
BHyper	0.44	1.52	NA					81	0
BWith	0.51	2.18	NA					80	0
SSRS	-1.06	4.87	NA					82	0

<b>Parent Outcomes Comparisons: GAINS</b>		<b>Significant t-value: 1.96</b>							
	<b>QRC PARENT INVOLVEMENT INT F01-S02</b>	<b>sd1</b>	<b>QRC PARENT INVOLVEMENT CONTROL F01-S02</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>N</b>	<b>CONTROL N</b>
Authoritarian Style	0.11	0.63	NA					61	0
Authoritative Style	0.14	0.71	NA					61	0
Parent Energy	-0.07	0.82	NA					61	0
Parent Warmth	0.01	0.55	NA					61	0
Rules in the Home	0.41	1.07	NA					61	0
Monthly Outings	1.25	2.26	NA					61	0
Weekly Literacy Activities	1.26	2.10	NA					61	0
CDS	-0.21	1.11	NA					61	0
CDS: Moderate or severe	-0.10	0.06	NA					61	0
CDS: Severe	-0.13	0.05	NA					61	0
PMSLC	-0.10	2.59	NA					61	0
Spanks 3 or more times	0.00	0.41	NA					61	0
Reads daily	0.05	0.06	NA					61	0
Reads 3-6 times/week	0.05	0.07	NA					61	0
Reads 1-2 times/week	0.02	0.08	NA					61	0
Does not read	-0.11	0.04	NA					61	0
Teaches words & letters	0.05	0.04	NA					61	0

***QRC DCC 202-2003: Child and Parent Outcomes Comparisons***



## QRC DCC 2002-2003: Outcomes Comparisons with FACES 2000

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC Fall 2002</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>FACES N</b>	
PPVT SS	82.02	16.57	81.26	17.16	0.76	0.71	1.08	736	2349	
<b>WJWordSS</b>	<b>94.22</b>	<b>10.7</b>	<b>91.92</b>	<b>9.32</b>	<b>2.3</b>	<b>0.59</b>	<b>3.87</b>	<b>414</b>	<b>1130</b>	
<b>WJMathSS</b>	<b>89.54</b>	<b>14.21</b>	<b>87.72</b>	<b>15.39</b>	<b>1.82</b>	<b>0.90</b>	<b>2.01</b>	<b>356</b>	<b>948</b>	
WJDictSS	85.89	14.69	85.25	13.59	0.64	0.91	0.70	342	904	
Book	1.58	1.24	1.56	1.24	0.02	0.05	0.38	739	2433	
Print	0.22	0.6	0.23	0.58	-0.01	0.02	-0.40	739	2451	
<b>DrawScr</b>	<b>3.17</b>	<b>1.28</b>	<b>2.98</b>	<b>1.34</b>	<b>0.19</b>	<b>0.05</b>	<b>3.51</b>	<b>742</b>	<b>2474</b>	
LtrsNamd	3.45	6.62	NA					746	0	
% knowing 10 or more letters	0.19	0.01	NA					746	0	
<b>PBeProb</b>	<b>5.67</b>	<b>3.69</b>	<b>6.16</b>	<b>3.57</b>	<b>-0.49</b>	<b>0.16</b>	<b>-3.02</b>	<b>641</b>	<b>2476</b>	
<b>PBAggr</b>	<b>2.8</b>	<b>1.76</b>	<b>3.15</b>	<b>1.74</b>	<b>-0.35</b>	<b>0.08</b>	<b>-4.48</b>	<b>634</b>	<b>2464</b>	
<b>PBHyper</b>	<b>1.71</b>	<b>1.55</b>	<b>1.86</b>	<b>1.51</b>	<b>-0.15</b>	<b>0.07</b>	<b>-2.18</b>	<b>633</b>	<b>2467</b>	
PBWith	0.59	0.9	0.6	0.94	-0.01	0.04	-0.25	628	2455	
PSSPAL	12.01	1.92	12.14	1.75	-0.13	0.08	-1.56	641	2475	
<b>BProb</b>	<b>4.65</b>	<b>4.83</b>	<b>5.64</b>	<b>5.01</b>	<b>-0.99</b>	<b>0.20</b>	<b>-4.93</b>	<b>776</b>	<b>2454</b>	
<b>BAggr</b>	<b>1.49</b>	<b>1.93</b>	<b>1.76</b>	<b>2.02</b>	<b>-0.27</b>	<b>0.08</b>	<b>-3.34</b>	<b>768</b>	<b>2419</b>	
<b>BHyper</b>	<b>1.07</b>	<b>1.42</b>	<b>1.36</b>	<b>1.53</b>	<b>-0.29</b>	<b>0.06</b>	<b>-4.85</b>	<b>773</b>	<b>2437</b>	
<b>BWith</b>	<b>2.09</b>	<b>2.45</b>	<b>2.52</b>	<b>2.65</b>	<b>-0.43</b>	<b>0.10</b>	<b>-4.14</b>	<b>760</b>	<b>2423</b>	
<b>SSRS</b>	<b>15.12</b>	<b>4.86</b>	<b>14.63</b>	<b>4.88</b>	<b>0.49</b>	<b>0.20</b>	<b>2.42</b>	<b>754</b>	<b>2488</b>	

<b>Parent Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC Fall 2002</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>FACES N</b>	
Authoritarian Style	2.22	0.69	2.2	0.71	0.02	0.03	0.65	635	2478	
<b>Authoritative Style</b>	<b>4.06</b>	<b>0.64</b>	<b>4.22</b>	<b>0.61</b>	<b>-0.16</b>	<b>0.03</b>	<b>-5.68</b>	<b>637</b>	<b>2479</b>	
<b>Parent Energy</b>	<b>3.87</b>	<b>0.74</b>	<b>3.78</b>	<b>0.78</b>	<b>0.09</b>	<b>0.03</b>	<b>2.71</b>	<b>636</b>	<b>2478</b>	
Parent Warmth	4.36	0.47	4.38	0.46	-0.02	0.02	-0.96	637	2479	
Rules in the Home	3.82	1.17	3.75	1.29	0.07	0.05	1.32	640	2476	
<b>Monthly Outings</b>	<b>4.67</b>	<b>2.14</b>	<b>4.42</b>	<b>2.1</b>	<b>0.25</b>	<b>0.09</b>	<b>2.65</b>	<b>641</b>	<b>2473</b>	
<b>Weekly Literacy Activities</b>	<b>5.89</b>	<b>2.4</b>	<b>6.28</b>	<b>2.55</b>	<b>-0.39</b>	<b>0.11</b>	<b>-3.61</b>	<b>639</b>	<b>2469</b>	
CDS	1.93	1.07	1.89	1.03	0.04	0.06	0.62	305	2469	
CDS: Moderate or severe	0.28	0.03	0.25	0.01	0.03	0.03	0.95	305	2481	
CDS: Severe	0.13	0.02	0.12	0.01	0.01	0.02	0.45	305	2481	
PMSLC	14.86	3.45	14.8	3.28	0.06	0.21	0.29	306	2467	
<b>Spans 3 or more times</b>	<b>0.04</b>	<b>0.01</b>	<b>0.1</b>	<b>0.01</b>	<b>-0.06</b>	<b>0.01</b>	<b>-4.24</b>	<b>635</b>	<b>2475</b>	
Reads daily	0.4	0.02	0.37	0.01	0.03	0.02	1.34	642	2481	
Reads 3-6 times/week	0.3	0.02	0.29	0.01	0.01	0.02	0.45	642	2481	
Reads 1-2 times/week	0.26	0.02	0.28	0.01	-0.02	0.02	-0.89	642	2481	
Does not read	0.04	0.01	0.05	0.01	-0.01	0.01	-0.71	642	2481	
Teaches words & letters	0.92	0.01	0.92	0.01	0	0.01	0.00	641	2476	

<b>Child Outcomes Comparisons: SPRING</b>				Significant t-value: 1.96						
	QRC Spring 2003	sd1	FACES Spring 2001	sd2	diff	sediff	t	QRC N	FACES N	
PPVT SS	85.73	16.04	85.25	16.67	0.48	0.72	0.67	655	2263	
<b>WJWordSS</b>	<b>96.62</b>	<b>12.45</b>	<b>93.3</b>	<b>10.98</b>	<b>3.32</b>	<b>0.59</b>	<b>5.62</b>	<b>549</b>	<b>1797</b>	
WJMathSS	87.63	17.25	87.21	17.27	0.42	0.84	0.50	551	1823	
WJDictSS	87.49	15.52	86.35	13.46	1.14	0.75	1.53	531	1775	
<b>Book</b>	<b>2.12</b>	<b>1.44</b>	<b>2.33</b>	<b>1.29</b>	<b>-0.21</b>	<b>0.06</b>	<b>-3.40</b>	<b>669</b>	<b>2303</b>	
<b>Print</b>	<b>0.25</b>	<b>0.59</b>	<b>0.34</b>	<b>0.67</b>	<b>-0.09</b>	<b>0.03</b>	<b>-3.37</b>	<b>670</b>	<b>2315</b>	
<b>DrawScr</b>	<b>4</b>	<b>1.92</b>	<b>3.63</b>	<b>1.74</b>	<b>0.37</b>	<b>0.08</b>	<b>4.50</b>	<b>674</b>	<b>2329</b>	
LtrsNamd	9.38	9.71	NA					674	0	
% knowing 10 or more letters	0.48	0.02	NA					674	0	
PBeProb	5.55	3.6	5.61	3.56	-0.06	0.17	-0.35	551	2282	
<b>PBAggr</b>	<b>2.66</b>	<b>1.67</b>	<b>2.83</b>	<b>1.73</b>	<b>-0.17</b>	<b>0.08</b>	<b>-2.13</b>	<b>551</b>	<b>2270</b>	
PBHyper	1.71	1.49	1.65	1.47	0.06	0.07	0.85	547	2270	
PBWith	0.65	0.93	0.62	0.93	0.03	0.04	0.68	544	2262	
PSSPAL	12.18	1.73	12.14	1.77	0.04	0.08	0.49	552	2282	
<b>BProb</b>	<b>4.36</b>	<b>4.55</b>	<b>5.24</b>	<b>4.89</b>	<b>-0.88</b>	<b>0.20</b>	<b>-4.34</b>	<b>686</b>	<b>2196</b>	
<b>BAggr</b>	<b>1.52</b>	<b>1.98</b>	<b>1.72</b>	<b>2.03</b>	<b>-0.2</b>	<b>0.09</b>	<b>-2.28</b>	<b>679</b>	<b>2170</b>	
<b>BHyper</b>	<b>0.97</b>	<b>1.36</b>	<b>1.2</b>	<b>1.46</b>	<b>-0.23</b>	<b>0.06</b>	<b>-3.78</b>	<b>680</b>	<b>2175</b>	
<b>BWith</b>	<b>1.85</b>	<b>2.28</b>	<b>2.31</b>	<b>2.48</b>	<b>-0.46</b>	<b>0.10</b>	<b>-4.48</b>	<b>675</b>	<b>2167</b>	
<b>SSRS</b>	<b>17.47</b>	<b>4.59</b>	<b>16.62</b>	<b>4.59</b>	<b>0.85</b>	<b>0.20</b>	<b>4.25</b>	<b>688</b>	<b>2232</b>	

<b>Parent Outcomes Comparisons: SPRING</b>				Significant t-value: 1.96						
	QRC Spring 2003	sd1	FACES Spring 2001	sd2	diff	sediff	t	QRC N	FACES N	
Authoritarian Style	2.19	0.64	2.17	0.69	0.02	0.03	0.65	551	2278	
<b>Authoritative Style</b>	<b>4.06</b>	<b>0.56</b>	<b>4.23</b>	<b>0.59</b>	<b>-0.17</b>	<b>0.03</b>	<b>-6.34</b>	<b>553</b>	<b>2279</b>	
Parent Energy	3.86	0.72	3.82	0.76	0.04	0.03	1.16	551	2279	
<b>Parent Warmth</b>	<b>4.32</b>	<b>0.47</b>	<b>4.4</b>	<b>0.46</b>	<b>-0.08</b>	<b>0.02</b>	<b>-3.61</b>	<b>553</b>	<b>2278</b>	
<b>Rules in the Home</b>	<b>4.1</b>	<b>1.05</b>	<b>3.94</b>	<b>1.22</b>	<b>0.16</b>	<b>0.05</b>	<b>3.11</b>	<b>552</b>	<b>2282</b>	
<b>Monthly Outings</b>	<b>5.29</b>	<b>2.18</b>	<b>4.99</b>	<b>2.16</b>	<b>0.3</b>	<b>0.10</b>	<b>2.91</b>	<b>554</b>	<b>2280</b>	
<b>Weekly Literacy Activities</b>	<b>5.89</b>	<b>2.47</b>	<b>6.24</b>	<b>2.57</b>	<b>-0.35</b>	<b>0.12</b>	<b>-2.97</b>	<b>554</b>	<b>2285</b>	
<b>CDS</b>	<b>1.65</b>	<b>0.95</b>	<b>1.9</b>	<b>1.01</b>	<b>-0.25</b>	<b>0.06</b>	<b>-4.02</b>	<b>264</b>	<b>2280</b>	
<b>CDS: Moderate or severe</b>	<b>0.19</b>	<b>0.02</b>	<b>0.24</b>	<b>0.01</b>	<b>-0.05</b>	<b>0.02</b>	<b>-2.24</b>	<b>264</b>	<b>2285</b>	
CDS: Severe	0.08	0.02	0.11	0.01	-0.03	0.02	-1.34	264	2285	
PMSLC	15.41	3.48	15.28	3.31	0.13	0.20	0.64	333	2279	
<b>Spanks 3 or more times</b>	<b>0.03</b>	<b>0.01</b>	<b>0.07</b>	<b>0.01</b>	<b>-0.04</b>	<b>0.01</b>	<b>-2.83</b>	<b>551</b>	<b>2281</b>	
Reads daily	0.39	0.02	0.36	0.02	0.03	0.03	1.06	566	2285	
Reads 3-6 times/week	0.32	0.02	0.33	0.01	-0.01	0.02	-0.45	566	2285	
Reads 1-2 times/week	0.24	0.02	0.27	0.01	-0.03	0.02	-1.34	566	2285	
Does not read	0.03	0.01	0.04	0	-0.01	0.01	-1.00	566	2285	
Teaches words & letters	0.92	0.01	0.94	0.01	-0.02	0.01	-1.41	554	2281	
Parent Involvement in Hstart	6.51	3.84	6.77	4.14	-0.26	0.19	-1.40	554	2176	
Parent satisfaction-family	3.61	0.46	3.65	0.44	-0.04	0.02	-1.84	552	2171	
<b>Parent satisfaction-child</b>	<b>3.82</b>	<b>0.35</b>	<b>3.86</b>	<b>0.31</b>	<b>-0.04</b>	<b>0.02</b>	<b>-2.45</b>	<b>553</b>	<b>2172</b>	

**NOTE: Significant HSQRC fall to spring gains highlighted in italics.**

<b>Child Outcomes Comparisons: GAINS</b>											
	QRC F02-S03		sd1	FACES F00-S01		sd2	diff	sediff	t	QRC N	FACES N
PPVT SS	4.82	<i>10.38</i>		4.32	11.07	0.5	0.48	1.03	613	2110	
<b>WJWordSS</b>	<b>1.85</b>	<b>9.21</b>		<b>-0.03</b>	<b>8.82</b>	<b>1.88</b>	<b>0.56</b>	<b>3.34</b>	<b>355</b>	<b>1011</b>	
WJMathSS	0.94	11.84		1.16	13.87	-0.22	0.83	-0.26	301	859	
WJDictSS	3.01	<i>13.24</i>		2.03	13.34	0.98	0.92	1.07	282	799	
<b>Book</b>	<b>0.57</b>	<b>1.4</b>		<b>0.79</b>	<b>1.4</b>	<b>-0.22</b>	<b>0.06</b>	<b>-3.48</b>	<b>629</b>	<b>2217</b>	
<b>Print</b>	<b>0.02</b>	<b>0.78</b>		<b>0.11</b>	<b>0.81</b>	<b>-0.09</b>	<b>0.04</b>	<b>-2.54</b>	<b>629</b>	<b>2244</b>	
<b>DrawScr</b>	<b>0.87</b>	<b>1.73</b>		<b>0.63</b>	<b>1.6</b>	<b>0.24</b>	<b>0.08</b>	<b>3.15</b>	<b>638</b>	<b>2278</b>	
LtrsNamd	6.02	7.49		NA					640	0	
% knowing 10 or more letters	0.3	0.02		NA					640	0	
PBeProb	-0.23	3.24		-0.52	3.24	0.29	0.16	1.79	488	2202	
<b>PBAggr</b>	<b>-0.12</b>	<b>1.66</b>		<b>-0.31</b>	<b>1.71</b>	<b>0.19</b>	<b>0.08</b>	<b>2.27</b>	<b>485</b>	<b>2182</b>	
PBHyper	-0.11	1.47		-0.22	1.46	0.11	0.07	1.49	480	2184	
PBWith	0.06	1		0.02	1.06	0.04	0.05	0.78	472	2169	
<b>PSSPAL</b>	<b>0.24</b>	<b>1.84</b>		<b>0</b>	<b>1.83</b>	<b>0.24</b>	<b>0.09</b>	<b>2.61</b>	<b>489</b>	<b>2201</b>	
BProb	-0.11	4.28		-0.37	4.71	0.26	0.19	1.34	675	2130	
BAggr	0.1	1.87		-0.05	1.8	0.15	0.08	1.81	661	2073	
BHyper	-0.06	1.36		-0.16	1.44	0.1	0.06	1.63	668	2096	
BWith	-0.16	2.24		-0.18	2.62	0.02	0.11	0.19	649	2080	
SSRS	2.22	4.87		1.97	4.38	0.25	0.21	1.18	661	2191	

<b>Parent Outcomes Comparisons: GAINS</b>											
	QRC F02-S03		sd1	FACES F00-S01		sd2	diff	sediff	t	QRC N	FACES N
Authoritarian Style	-0.05	0.72		-0.03	0.75	-0.02	0.04	-0.55	488	2201	
Authoritative Style	-0.02	0.65		0.01	0.66	-0.03	0.03	-0.92	489	2202	
Parent Energy	-0.01	0.78		0.05	0.78	-0.06	0.04	-1.54	488	2201	
<b>Parent Warmth</b>	<b>-0.04</b>	<b>0.5</b>		<b>0.02</b>	<b>0.49</b>	<b>-0.06</b>	<b>0.02</b>	<b>-2.41</b>	<b>489</b>	<b>2202</b>	
Rules in the Home	0.26	1.17		0.2	1.22	0.06	0.06	1.02	490	2202	
Monthly Outings	0.63	1.95		0.59	1.95	0.04	0.10	0.41	490	2197	
Weekly Literacy Activities	0.02	2.51		-0.05	2.58	0.07	0.13	0.55	488	2199	
<b>CDS</b>	<b>-0.28</b>	<b>1.06</b>		<b>0</b>	<b>1.07</b>	<b>-0.28</b>	<b>0.07</b>	<b>-3.78</b>	<b>226</b>	<b>2196</b>	
<b>CDS: Moderate or severe</b>	<b>-0.09</b>	<b>0.03</b>		<b>-0.01</b>	<b>0.01</b>	<b>-0.08</b>	<b>0.03</b>	<b>-2.53</b>	<b>226</b>	<b>2210</b>	
CDS: Severe	-0.04	0.02		-0.01	0.01	-0.03	0.02	-1.34	226	2210	
PMSLC	0.31	3.18		0.43	3.16	-0.12	0.22	-0.54	228	2194	
Spanks 3 or more times	0	0.1		-0.03	0.32	0.03	0.34	0.09	485	2200	
Reads daily	-0.02	0.2		-0.01	0.01	-0.01	0.20	-0.05	500	2210	
Reads 3-6 times/week	0.05	0.03		0.03	0.01	0.02	0.03	0.63	500	2210	
Reads 1-2 times/week	-0.02	0.02		-0.01	0.01	-0.01	0.02	-0.45	500	2210	
Does not read	-0.02	0.01		-0.01	0.01	-0.01	0.01	-0.71	500	2210	
Teaches words & letters	0.01	0.01		0.03	0.01	-0.02	0.01	-1.41	490	2201	

## QRC DCC 2002-2003: Literacy Focused Intervention Outcomes Comparisons with FACES 2000

*NOTE: Significant differences are highlighted in bold.*

Child Outcomes Comparisons: FALL			Significant t-value: 1.96							
	QRC LIT INT Fall 2002	sd1	FACES fall 2000	sd2	diff	sediff	t	QRC N	FACES N	
PPVT SS	79.97	15.81	81.26	17.16	-1.29	1.51	-0.85	116	2349	
WJWordSS	92.44	8.71	91.92	9.32	0.52	1.08	0.48	70	1130	
WJMathSS	85.57	12.68	87.72	15.39	-2.15	1.81	-1.19	53	948	
WJDictSS	87.21	10.1	85.25	13.59	1.96	1.54	1.27	47	904	
Book	1.49	1.29	1.56	1.24	-0.07	0.12	-0.58	118	2433	
Print	0.26	0.68	0.23	0.58	0.03	0.06	0.47	118	2451	
<b>DrawScr</b>	<b>3.36</b>	<b>0.9</b>	<b>2.98</b>	<b>1.34</b>	<b>0.38</b>	<b>0.09</b>	<b>4.34</b>	<b>117</b>	<b>2474</b>	
LtrsNamd	2.57	5.21	NA					118	0	
% knowing 10 or more letters	0.13	0.03	NA					118	0	
PBeProb	5.86	4.14	6.16	3.57	-0.3	0.42	-0.72	102	2476	
<b>PBAggr</b>	<b>2.74</b>	<b>1.96</b>	<b>3.15</b>	<b>1.74</b>	<b>-0.41</b>	<b>0.20</b>	<b>-2.07</b>	<b>101</b>	<b>2464</b>	
PBHyper	1.9	1.53	1.86	1.51	0.04	0.16	0.26	101	2467	
PBWith	0.7	0.9	0.6	0.94	0.1	0.09	1.09	100	2455	
PSSPAL	11.83	1.89	12.14	1.75	-0.31	0.19	-1.64	103	2475	
<b>BProb</b>	<b>4.1</b>	<b>4.9</b>	<b>5.64</b>	<b>5.01</b>	<b>-1.54</b>	<b>0.44</b>	<b>-3.48</b>	<b>129</b>	<b>2454</b>	
<b>BAggr</b>	<b>1.17</b>	<b>1.78</b>	<b>1.76</b>	<b>2.02</b>	<b>-0.59</b>	<b>0.16</b>	<b>-3.63</b>	<b>128</b>	<b>2419</b>	
<b>BHyper</b>	<b>0.88</b>	<b>1.34</b>	<b>1.36</b>	<b>1.53</b>	<b>-0.48</b>	<b>0.12</b>	<b>-3.92</b>	<b>128</b>	<b>2437</b>	
<b>BWith</b>	<b>2.01</b>	<b>2.52</b>	<b>2.52</b>	<b>2.65</b>	<b>-0.51</b>	<b>0.23</b>	<b>-2.20</b>	<b>125</b>	<b>2423</b>	
SSRS	15.42	4.62	14.63	4.88	0.79	0.42	1.89	129	2488	

Parent Outcomes Comparisons: FALL			Significant t-value: 1.96							
	QRC LIT INT Fall 2002	sd1	FACES fall 2000	sd2	diff	sediff	t	LIT INT N	FACES N	
Authoritarian Style	2.24	0.66	2.2	0.71	0.04	0.07	0.59	100	2478	
<b>Authoritative Style</b>	<b>4.03</b>	<b>0.72</b>	<b>4.22</b>	<b>0.61</b>	<b>-0.19</b>	<b>0.07</b>	<b>-2.60</b>	<b>100</b>	<b>2479</b>	
Parent Energy	3.84	0.72	3.78	0.78	0.06	0.07	0.81	99	2478	
Parent Warmth	4.35	0.54	4.38	0.46	-0.03	0.05	-0.55	100	2479	
Rules in the Home	3.81	1.07	3.75	1.29	0.06	0.11	0.55	101	2476	
<b>Monthly Outings</b>	<b>5.18</b>	<b>2.36</b>	<b>4.42</b>	<b>2.1</b>	<b>0.76</b>	<b>0.24</b>	<b>3.22</b>	<b>103</b>	<b>2473</b>	
Weekly Literacy Activities	5.97	2.46	6.28	2.55	-0.31	0.25	-1.25	102	2469	
CDS	NA		1.89	1.03				0	2469	
CDS: Moderate or severe	NA		0.25	0.01				0	2481	
CDS: Severe	NA		0.12	0.01				0	2481	
PMSLC	NA		14.8	3.28				0	2467	
<b>Spans 3 or more times</b>	<b>0.03</b>	<b>0.02</b>	<b>0.1</b>	<b>0.01</b>	<b>-0.07</b>	<b>0.02</b>	<b>-3.13</b>	<b>101</b>	<b>2475</b>	
Reads daily	0.41	0.05	0.37	0.01	0.04	0.05	0.78	103	2481	
Reads 3-6 times/week	0.27	0.04	0.29	0.01	-0.02	0.04	-0.49	103	2481	
Reads 1-2 times/week	0.3	0.05	0.28	0.01	0.02	0.05	0.39	103	2481	
<b>Does not read</b>	<b>0.02</b>	<b>0.01</b>	<b>0.05</b>	<b>0.01</b>	<b>-0.03</b>	<b>0.01</b>	<b>-2.12</b>	<b>103</b>	<b>2481</b>	
Teaches words & letters	0.86	0.03	0.92	0.01	-0.06	0.03	-1.90	103	2476	

<b>Child Outcomes Comparisons: SPRING</b>										
Significant t-value: 1.96										
	QRC LIT INT Spring 2003	sd1	FACES Spring 2001	sd2	diff	sediff	t	LIT INT N	FACES N	
<b>PPVT SS</b>	<b>81.86</b>	<b>16.54</b>	<b>85.25</b>	<b>16.67</b>	<b>-3.39</b>	<b>1.62</b>	<b>-2.09</b>	<b>109</b>	<b>2263</b>	
<b>WJWordSS</b>	<b>97.25</b>	<b>13.08</b>	<b>93.3</b>	<b>10.98</b>	<b>3.95</b>	<b>1.38</b>	<b>2.86</b>	<b>93</b>	<b>1797</b>	
WJMathSS	85.14	14.35	87.21	17.27	-2.07	1.53	-1.35	94	1823	
WJDictSS	88.62	13.25	86.35	13.46	2.27	1.42	1.60	92	1775	
Book	2.11	1.44	2.33	1.29	-0.22	0.14	-1.57	110	2303	
Print	0.41	0.77	0.34	0.67	0.07	0.07	0.94	111	2315	
<b>DrawScr</b>	<b>4.07</b>	<b>1.69</b>	<b>3.63</b>	<b>1.74</b>	<b>0.44</b>	<b>0.16</b>	<b>2.68</b>	<b>111</b>	<b>2329</b>	
LtrsNamd	9.79	9.92	NA					111	0	
% knowing 10 or more letters	0.49	0.05	NA					111	0	
PBeProb	5.85	2.92	5.61	3.56	0.24	0.32	0.75	87	2282	
PBAggr	2.69	1.65	2.83	1.73	-0.14	0.18	-0.77	86	2270	
<b>PBHyper</b>	<b>2.01</b>	<b>1.48</b>	<b>1.65</b>	<b>1.47</b>	<b>0.36</b>	<b>0.16</b>	<b>2.20</b>	<b>85</b>	<b>2270</b>	
PBWith	0.69	0.79	0.62	0.93	0.07	0.09	0.80	85	2262	
PSSPAL	11.97	1.84	12.14	1.77	-0.17	0.20	-0.85	87	2282	
<b>BProb</b>	<b>3.74</b>	<b>4.72</b>	<b>5.24</b>	<b>4.89</b>	<b>-1.5</b>	<b>0.45</b>	<b>-3.32</b>	<b>115</b>	<b>2196</b>	
<b>BAggr</b>	<b>1.3</b>	<b>1.95</b>	<b>1.72</b>	<b>2.03</b>	<b>-0.42</b>	<b>0.19</b>	<b>-2.25</b>	<b>115</b>	<b>2170</b>	
<b>BHyper</b>	<b>0.76</b>	<b>1.3</b>	<b>1.2</b>	<b>1.46</b>	<b>-0.44</b>	<b>0.13</b>	<b>-3.47</b>	<b>112</b>	<b>2175</b>	
<b>BWith</b>	<b>1.67</b>	<b>2.15</b>	<b>2.31</b>	<b>2.48</b>	<b>-0.64</b>	<b>0.21</b>	<b>-3.06</b>	<b>113</b>	<b>2167</b>	
<b>SSRS</b>	<b>17.87</b>	<b>4.72</b>	<b>16.62</b>	<b>4.59</b>	<b>1.25</b>	<b>0.45</b>	<b>2.78</b>	<b>116</b>	<b>2232</b>	

<b>Parent Outcomes Comparisons: SPRING</b>										
Significant t-value: 1.96										
	QRC LIT INT Spring 2003	sd1	FACES Spring 2001	sd2	diff	sediff	t	LIT INT N	FACES N	
Authoritarian Style	2.2	0.68	2.17	0.69	0.03	0.07	0.40	87	2278	
<b>Authoritative Style</b>	<b>3.96</b>	<b>0.65</b>	<b>4.23</b>	<b>0.59</b>	<b>-0.27</b>	<b>0.07</b>	<b>-3.81</b>	<b>87</b>	<b>2279</b>	
Parent Energy	3.74	0.88	3.82	0.76	-0.08	0.10	-0.84	87	2279	
Parent Warmth	4.32	0.47	4.4	0.46	-0.08	0.05	-1.56	87	2278	
Rules in the Home	3.85	1.08	3.94	1.22	-0.09	0.12	-0.76	87	2282	
Monthly Outings	5.09	2.4	4.99	2.16	0.1	0.26	0.38	87	2280	
Weekly Literacy Activities	5.77	2.76	6.24	2.57	-0.47	0.30	-1.56	87	2285	
CDS	NA		1.9	1.01				0	2280	
CDS: Moderate or severe	NA		0.24	0.01				0	2285	
CDS: Severe	NA		0.11	0.01				0	2285	
PMSLC	NA		15.28	3.31				0	2279	
<b>Spans 3 or more times</b>	<b>0.01</b>	<b>0.01</b>	<b>0.07</b>	<b>0.01</b>	<b>-0.06</b>	<b>0.01</b>	<b>-4.24</b>	<b>87</b>	<b>2281</b>	
Reads daily	0.44	0.05	0.36	0.02	0.08	0.05	1.49	91	2285	
Reads 3-6 times/week	0.27	0.05	0.33	0.01	-0.06	0.05	-1.18	91	2285	
Reads 1-2 times/week	0.21	0.04	0.27	0.01	-0.06	0.04	-1.46	91	2285	
Does not read	0.03	0.02	0.04	0	-0.01	0.02	-0.50	91	2285	
Teaches words & letters	0.95	0.02	0.94	0.01	0.01	0.02	0.45	87	2281	
Parent Involvement in Hstart	6.44	3.87	6.77	4.14	-0.33	0.42	-0.78	87	2176	
Parent satisfaction-family	3.63	0.56	3.65	0.44	-0.02	0.06	-0.33	86	2171	
Parent satisfaction-child	3.8	0.47	3.86	0.31	-0.06	0.05	-1.17	86	2172	

NOTE: Significant HSQRC fall to spring gains highlighted in italics.

Child Outcomes Comparisons: GAINS										
Significant t-value: 1.96										
	QRC LIT INT F02-S03	sd1	FACES F00-S01	sd2	diff	sediff	t	LIT INT N	FACES N	
PPVT SS	3.01	9.33	4.32	11.07	-1.31	0.98	-1.34	97	2110	
<b>WJWordSS</b>	<b>4.24</b>	<b>12.15</b>	<b>-0.03</b>	<b>8.82</b>	<b>4.27</b>	<b>1.61</b>	<b>2.66</b>	<b>59</b>	<b>1011</b>	
WJMathSS	1.3	11.04	1.16	13.87	0.14	1.75	0.08	43	859	
WJDictSS	3.23	12.8	2.03	13.34	1.2	2.08	0.58	40	799	
Book	0.59	1.5	0.79	1.4	-0.2	0.15	-1.30	99	2217	
Print	0.14	0.92	0.11	0.81	0.03	0.09	0.32	100	2244	
DrawScr	0.77	1.43	0.63	1.6	0.14	0.15	0.95	100	2278	
LtrsNamd	7.86	8.67	NA					100	0	
% knowing 10 or more letters	0.39	0.05	NA					100	0	
PBeProb	-0.14	3.35	-0.52	3.24	0.38	0.45	0.85	58	2202	
PBAggr	-0.07	1.73	-0.31	1.71	0.24	0.23	1.05	59	2182	
PBHyper	-0.06	1.5	-0.22	1.46	0.16	0.20	0.81	59	2184	
PBWith	0.04	0.9	0.02	1.06	0.02	0.11	0.18	69	2169	
PSSPAL	0.2	1.66	0	1.83	0.2	0.20	1.02	74	2201	
BProb	-0.12	4.1	-0.37	4.71	0.25	0.40	0.63	113	2130	
BAggr	0.17	1.86	-0.05	1.8	0.22	0.18	1.22	112	2073	
BHyper	-0.08	1.24	-0.16	1.44	0.08	0.12	0.65	109	2096	
BWith	-0.14	1.96	-0.18	2.62	0.04	0.20	0.20	107	2080	
SSRS	2.54	4.77	1.97	4.38	0.57	0.46	1.25	114	2191	

Parent Outcomes Comparisons: GAINS										
Significant t-value: 1.96										
	QRC LIT INT F02-S03	sd1	FACES F00-S01	sd2	diff	sediff	t	LIT INT N	FACES N	
Authoritarian Style	-0.06	0.78	-0.03	0.75	-0.03	0.09	-0.32	73	2201	
Authoritative Style	-0.01	0.72	0.01	0.66	-0.02	0.09	-0.23	73	2202	
Parent Energy	-0.1	0.85	0.05	0.78	-0.15	0.10	-1.49	73	2201	
Parent Warmth	-0.02	0.56	0.02	0.49	-0.04	0.07	-0.60	73	2202	
Rules in the Home	0.11	1.05	0.2	1.22	-0.09	0.12	-0.72	74	2202	
<b>Monthly Outings</b>	<b>0.05</b>	<b>2.07</b>	<b>0.59</b>	<b>1.95</b>	<b>-0.54</b>	<b>0.24</b>	<b>-2.21</b>	<b>74</b>	<b>2197</b>	
Weekly Literacy Activities	0.07	2.24	-0.05	2.58	0.12	0.27	0.45	73	2199	
CDS	NA		0	1.07				0	2196	
CDS: Moderate or severe	NA		-0.01	0.01				0	2210	
CDS: Severe	NA		-0.01	0.01				0	2210	
PMSLC	NA		0.43	3.16				0	2194	
Spanks 3 or more times	-0.03	0.02	-0.03	0.32	0	0.32	0.00	74	2200	
Reads daily	0.01	0.05	-0.01	0.01	0.02	0.05	0.39	78	2210	
Reads 3-6 times/week	0.05	0.07	0.03	0.01	0.02	0.07	0.28	78	2210	
<b>Reads 1-2 times/week</b>	<b>-0.13</b>	<b>0.06</b>	<b>-0.01</b>	<b>0.01</b>	<b>-0.12</b>	<b>0.06</b>	<b>-1.97</b>	<b>78</b>	<b>2210</b>	
Does not read	0.01	0.02	-0.01	0.01	0.02	0.02	0.89	78	2210	
Teaches words & letters	0.11	0.04	0.03	0.01	0.08	0.04	1.94	74	2201	

**QRC DCC 2002-2003: SocioEmotional Focused Intervention Outcomes Comparisons  
with FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC SOC EMO INT Fall 2002</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>SOC EMO N</b>	<b>FACES N</b>	
<b>PPVT SS</b>	<b>89.39</b>	<b>18.17</b>	<b>81.26</b>	<b>17.16</b>	<b>8.13</b>	<b>1.70</b>	<b>4.79</b>	<b>120</b>	<b>2349</b>	
<b>WJWordSS</b>	<b>95.75</b>	<b>12.06</b>	<b>91.92</b>	<b>9.32</b>	<b>3.83</b>	<b>1.26</b>	<b>3.04</b>	<b>96</b>	<b>1130</b>	
<b>WJMathSS</b>	<b>93.96</b>	<b>16.43</b>	<b>87.72</b>	<b>15.39</b>	<b>6.24</b>	<b>1.85</b>	<b>3.37</b>	<b>85</b>	<b>948</b>	
WJDictSS	87.34	17.45	85.25	13.59	2.09	1.95	1.07	85	904	
<b>Book</b>	<b>2.12</b>	<b>1.4</b>	<b>1.56</b>	<b>1.24</b>	<b>0.56</b>	<b>0.13</b>	<b>4.28</b>	<b>119</b>	<b>2433</b>	
<b>Print</b>	<b>0.49</b>	<b>0.87</b>	<b>0.23</b>	<b>0.58</b>	<b>0.26</b>	<b>0.08</b>	<b>3.24</b>	<b>120</b>	<b>2451</b>	
<b>DrawScr</b>	<b>3.38</b>	<b>1.56</b>	<b>2.98</b>	<b>1.34</b>	<b>0.4</b>	<b>0.14</b>	<b>2.76</b>	<b>120</b>	<b>2474</b>	
LtrsNamd	5.81	8.3	NA					120	0	
% knowing 10 or more letters	0.31	0.04	NA					120	0	
PBeProb	5.83	3.94	6.16	3.57	-0.33	0.38	-0.88	114	2476	
<b>PBAggr</b>	<b>2.76</b>	<b>1.77</b>	<b>3.15</b>	<b>1.74</b>	<b>-0.39</b>	<b>0.17</b>	<b>-2.30</b>	<b>114</b>	<b>2464</b>	
PBHyper	1.74	1.57	1.86	1.51	-0.12	0.15	-0.80	114	2467	
PBWith	0.63	0.98	0.6	0.94	0.03	0.09	0.32	112	2455	
PSSPAL	12.09	1.91	12.14	1.75	-0.05	0.18	-0.27	114	2475	
BProb	5.73	5.02	5.64	5.01	0.09	0.47	0.19	121	2454	
BAggr	1.75	1.97	1.76	2.02	-0.01	0.18	-0.05	121	2419	
BHyper	1.23	1.4	1.36	1.53	-0.13	0.13	-0.99	121	2437	
BWith	2.74	2.8	2.52	2.65	0.22	0.26	0.85	121	2423	
<b>SSRS</b>	<b>16.69</b>	<b>5.19</b>	<b>14.63</b>	<b>4.88</b>	<b>2.06</b>	<b>0.48</b>	<b>4.28</b>	<b>121</b>	<b>2488</b>	

<b>Parent Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC SOC EMO INT Fall 2002</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>SOC EMO N</b>	<b>FACES N</b>	
Authoritarian Style	2.14	0.58	2.2	0.71	-0.06	0.06	-1.07	114	2478	
Authoritative Style	4.16	0.62	4.22	0.61	-0.06	0.06	-1.01	114	2479	
Parent Energy	3.85	0.71	3.78	0.78	0.07	0.07	1.02	114	2478	
Parent Warmth	4.38	0.44	4.38	0.46	0	0.04	0.00	114	2479	
<b>Rules in the Home</b>	<b>4.04</b>	<b>0.99</b>	<b>3.75</b>	<b>1.29</b>	<b>0.29</b>	<b>0.10</b>	<b>3.01</b>	<b>114</b>	<b>2476</b>	
Monthly Outings	4.69	2.14	4.42	2.1	0.27	0.20	1.32	114	2473	
Weekly Literacy Activities	5.91	2.24	6.28	2.55	-0.37	0.22	-1.71	114	2469	
CDS	1.91	1.04	1.89	1.03	0.02	0.14	0.14	55	2469	
CDS: Moderate or severe	0.27	0.06	0.25	0.01	0.02	0.06	0.33	55	2481	
CDS: Severe	0.11	0.04	0.12	0.01	-0.01	0.04	-0.24	55	2481	
PMSLC	14.53	2.96	14.8	3.28	-0.27	0.40	-0.67	55	2467	
<b>Spans 3 or more times</b>	<b>0.01</b>	<b>0.01</b>	<b>0.1</b>	<b>0.01</b>	<b>-0.09</b>	<b>0.01</b>	<b>-6.36</b>	<b>114</b>	<b>2475</b>	
Reads daily	0.45	0.05	0.37	0.01	0.08	0.05	1.57	114	2481	
Reads 3-6 times/week	0.3	0.04	0.29	0.01	0.01	0.04	0.24	114	2481	
Reads 1-2 times/week	0.24	0.04	0.28	0.01	-0.04	0.04	-0.97	114	2481	
<b>Does not read</b>	<b>0.02</b>	<b>0.01</b>	<b>0.05</b>	<b>0.01</b>	<b>-0.03</b>	<b>0.01</b>	<b>-2.12</b>	<b>114</b>	<b>2481</b>	
<b>Teaches words &amp; letters</b>	<b>0.97</b>	<b>0.02</b>	<b>0.92</b>	<b>0.01</b>	<b>0.05</b>	<b>0.02</b>	<b>2.24</b>	<b>114</b>	<b>2476</b>	

<b>Child Outcomes Comparisons: SPRING</b>										Significant t-value: 1.96	
	QRC SOC EMO			FACES Spring 2001					SOC EMO	FACES N	
	INT Spring 2003	sd1		sd2	diff	sediff	t	N			
<b>PPVT SS</b>	<b>93.29</b>	<b>17.66</b>	<b>85.25</b>	<b>16.67</b>	<b>8.04</b>	<b>1.78</b>	<b>4.51</b>	<b>102</b>	<b>2263</b>		
<b>WJWordSS</b>	<b>96.26</b>	<b>12.17</b>	<b>93.3</b>	<b>10.98</b>	<b>2.96</b>	<b>1.24</b>	<b>2.39</b>	<b>101</b>	<b>1797</b>		
<b>WJMathSS</b>	<b>94.15</b>	<b>18.6</b>	<b>87.21</b>	<b>17.27</b>	<b>6.94</b>	<b>1.90</b>	<b>3.65</b>	<b>100</b>	<b>1823</b>		
WJDictSS	88.07	17.65	86.35	13.46	1.72	1.85	0.93	94	1775		
<b>Book</b>	<b>2.89</b>	<b>1.66</b>	<b>2.33</b>	<b>1.29</b>	<b>0.56</b>	<b>0.16</b>	<b>3.39</b>	<b>104</b>	<b>2303</b>		
Print	0.38	0.67	0.34	0.67	0.04	0.07	0.60	104	2315		
<b>DrawScr</b>	<b>4.81</b>	<b>2.41</b>	<b>3.63</b>	<b>1.74</b>	<b>1.18</b>	<b>0.24</b>	<b>4.96</b>	<b>105</b>	<b>2329</b>		
LtrsNamd	11.69	9.95	NA					105	0		
% knowing 10 or more letters	0.59	0.05	NA					105	0		
PBeProb	5.34	3.7	5.61	3.56	-0.27	0.37	-0.73	103	2282		
PBAggr	2.59	1.68	2.83	1.73	-0.24	0.17	-1.42	103	2270		
PBHyper	1.61	1.39	1.65	1.47	-0.04	0.14	-0.28	103	2270		
PBWith	0.62	0.99	0.62	0.93	0	0.10	0.00	102	2262		
PSSPAL	12.33	1.52	12.14	1.77	0.19	0.15	1.23	103	2282		
BProb	5.49	5.22	5.24	4.89	0.25	0.52	0.48	106	2196		
BAggr	1.84	2.2	1.72	2.03	0.12	0.22	0.55	106	2170		
BHyper	1.18	1.54	1.2	1.46	-0.02	0.15	-0.13	105	2175		
BWith	2.44	2.79	2.31	2.48	0.13	0.28	0.47	106	2167		
<b>SSRS</b>	<b>18.21</b>	<b>4.56</b>	<b>16.62</b>	<b>4.59</b>	<b>1.59</b>	<b>0.45</b>	<b>3.52</b>	<b>107</b>	<b>2232</b>		

<b>Parent Outcomes Comparisons: SPRING</b>										Significant t-value: 1.96	
	QRC SOC EMO			FACES Spring 2001					SOC EMO	FACES N	
	INT Spring 2003	sd1		sd2	diff	sediff	t	N			
Authoritarian Style	2.14	0.6	2.17	0.69	-0.03	0.06	-0.49	103	2278		
<b>Authoritative Style</b>	<b>4.09</b>	<b>0.53</b>	<b>4.23</b>	<b>0.59</b>	<b>-0.14</b>	<b>0.05</b>	<b>-2.61</b>	<b>103</b>	<b>2279</b>		
Parent Energy	3.85	0.65	3.82	0.76	0.03	0.07	0.45	103	2279		
Parent Warmth	4.34	0.42	4.4	0.46	-0.06	0.04	-1.41	103	2278		
Rules in the Home	4.12	0.96	3.94	1.22	0.18	0.10	1.84	103	2282		
Monthly Outings	5.04	1.97	4.99	2.16	0.05	0.20	0.25	103	2280		
Weekly Literacy Activities	5.85	2.1	6.24	2.57	-0.39	0.21	-1.82	103	2285		
CDS	1.91	1.05	1.9	1.01	0.01	0.16	0.06	46	2280		
CDS: Moderate or severe	0.28	0.07	0.24	0.01	0.04	0.07	0.57	46	2285		
CDS: Severe	0.11	0.05	0.11	0.01	0	0.05	0.00	46	2285		
PMSLC	15.82	3.34	15.28	3.31	0.54	0.35	1.55	96	2279		
Spanks 3 or more times	0.03	0.02	0.07	0.01	-0.04	0.02	-1.79	103	2281		
Reads daily	0.45	0.05	0.36	0.02	0.09	0.05	1.67	105	2285		
Reads 3-6 times/week	0.31	0.05	0.33	0.01	-0.02	0.05	-0.39	105	2285		
Reads 1-2 times/week	0.22	0.04	0.27	0.01	-0.05	0.04	-1.21	105	2285		
Does not read	0	0	0.04	0	-0.04	0.00	#DIV/0!	105	2285		
Teaches words & letters	0.92	0.03	0.94	0.01	-0.02	0.03	-0.63	103	2281		
Parent Involvement in Hstart	7.17	3.9	6.77	4.14	0.4	0.39	1.01	103	2176		
Parent satisfaction-family	3.68	0.35	3.65	0.44	0.03	0.04	0.84	103	2171		
Parent satisfaction-child	3.87	0.22	3.86	0.31	0.01	0.02	0.44	103	2172		



NOTE: Significant HSQRC fall to spring gains highlighted in italics.

Child Outcomes Comparisons: GAINS										
										Significant t-value: 1.96
	QRC SOC EMO INT F02-S03	sd1	FACES F00-S01	sd2	diff	sediff	t	SOC EMO N	FACES N	
PPVT SS	4.62	9.31	4.32	11.07	0.3	0.96	0.31	101	2110	
WJWordSS	0.8	8.5	-0.03	8.82	0.83	0.95	0.88	88	1011	
WJMathSS	3.05	12.44	1.16	13.87	1.89	1.49	1.26	77	859	
WJDictSS	1.31	13.8	2.03	13.34	-0.72	1.69	-0.43	72	799	
Book	0.78	1.53	0.79	1.4	-0.01	0.15	-0.06	102	2217	
Print	-0.12	1.12	0.11	0.81	-0.23	0.98	-0.23	1.3	2244	
<b>DrawScr</b>	<b>1.37</b>	<b>2.15</b>	<b>0.63</b>	<b>1.6</b>	<b>0.74</b>	<b>0.21</b>	<b>3.47</b>	<b>104</b>	<b>2278</b>	
LtrsNamd	5.44	7.08	NA					104	0	
% knowing 10 or more letters	0.27	0.05	NA					104	0	
PBeProb	-0.46	2.93	-0.52	3.24	0.06	0.30	0.20	100	2202	
PBAggr	-0.08	1.51	-0.31	1.71	0.23	0.16	1.48	100	2182	
PBHyper	-0.16	1.35	-0.22	1.46	0.06	0.14	0.43	100	2184	
PBWith	-0.04	0.94	0.02	1.06	-0.06	0.10	-0.61	98	2169	
<b>PSSPAL</b>	<b>0.34</b>	<b>1.46</b>	<b>0</b>	<b>1.83</b>	<b>0.34</b>	<b>0.15</b>	<b>2.25</b>	<b>100</b>	<b>2201</b>	
BProb	-0.02	3.59	-0.37	4.71	0.35	0.36	0.96	106	2130	
BAggr	0.17	1.66	-0.05	1.8	0.22	0.17	1.33	106	2073	
BHyper	-0.04	1.21	-0.16	1.44	0.12	0.12	0.98	105	2096	
BWith	-0.13	2.17	-0.18	2.62	0.05	0.22	0.23	106	2080	
<b>SSRS</b>	<b>1.13</b>	<b>3.5</b>	<b>1.97</b>	<b>4.38</b>	<b>-0.84</b>	<b>0.35</b>	<b>-2.39</b>	<b>107</b>	<b>2191</b>	

Parent Outcomes Comparisons: GAINS										
										Significant t-value: 1.96
	QRC SOC EMO F02-S03	sd1	FACES F00-S01	sd2	diff	sediff	t	SOC EMO N	FACES N	
Authoritarian Style	-0.03	0.56	-0.03	0.75	0	0.06	0.00	100	2201	
<b>Authoritative Style</b>	<b>-0.11</b>	<b>0.54</b>	<b>0.01</b>	<b>0.66</b>	<b>-0.12</b>	<b>0.06</b>	<b>-2.15</b>	<b>100</b>	<b>2202</b>	
Parent Energy	0.03	0.7	0.05	0.78	-0.02	0.07	-0.28	100	2201	
Parent Warmth	-0.04	0.36	0.02	0.49	-0.06	0.04	-1.60	100	2202	
Rules in the Home	0.05	0.97	0.2	1.22	-0.15	0.10	-1.49	100	2202	
Monthly Outings	0.25	1.77	0.59	1.95	-0.34	0.18	-1.87	100	2197	
Weekly Literacy Activities	0.03	2.14	-0.05	2.58	0.08	0.22	0.36	100	2199	
CDS	-0.05	1.02	0	1.07	-0.05	0.16	-0.32	43	2196	
CDS: Moderate or severe	0	0.08	-0.01	0.01	0.01	0.08	0.12	43	2210	
CDS: Severe	0	0.05	-0.01	0.01	0.01	0.05	0.20	43	2210	
PMSLC	0.77	2.23	0.43	3.16	0.34	0.35	0.98	43	2194	
Spanks 3 or more times	0.02	0.02	-0.03	0.32	0.05	0.32	0.16	100	2200	
Reads daily	-0.02	0.05	-0.01	0.01	-0.01	0.05	-0.20	101	2210	
Reads 3-6 times/week	-0.02	0.06	0.03	0.01	-0.05	0.06	-0.82	101	2210	
Reads 1-2 times/week	0.04	0.04	-0.01	0.01	0.05	0.04	1.21	101	2210	
Does not read	-0.01	0.01	-0.01	0.01	0	0.01	0.00	101	2210	
<b>Teaches words &amp; letters</b>	<b>-0.05</b>	<b>0.03</b>	<b>0.03</b>	<b>0.01</b>	<b>-0.08</b>	<b>0.03</b>	<b>-2.53</b>	<b>100</b>	<b>2201</b>	

## QRC DCC 2002-2003: Teacher Training Focused Intervention Outcomes Comparisons with FACES 2000

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>			Significant t-value: 1.96							
	QRC TEACHER TRAINING INT Fall 2002	sd1	FACES fall 2000	sd2	diff	sediff	t	TEACH TRN INT N	FACES N	
PPVT SS	80.71	17.68	81.26	17.16	-0.55	1.42	-0.39	165	2349	
WJWordSS	92.41	8.83	91.92	9.32	0.49	1.14	0.43	64	1130	
<b>WJMathSS</b>	<b>92.96</b>	<b>12.02</b>	<b>87.72</b>	<b>15.39</b>	<b>5.24</b>	<b>1.76</b>	<b>2.98</b>	<b>51</b>	<b>948</b>	
WJDictSS	85.12	14.34	85.25	13.59	-0.13	2.08	-0.06	50	904	
Book	1.47	1.12	1.56	1.24	-0.09	0.09	-0.99	165	2433	
Print	0.16	0.49	0.23	0.58	-0.07	0.04	-1.75	164	2451	
DrawScr	2.96	1.44	2.98	1.34	-0.02	0.12	-0.17	165	2474	
LtrsNamd	2.22	4.97	NA					166	0	
% knowing 10 or more letters	0.13	0.03	NA					166	0	
PBeProb	5.67	3.32	6.16	3.57	-0.49	0.29	-1.70	142	2476	
<b>PBAggr</b>	<b>2.67</b>	<b>1.6</b>	<b>3.15</b>	<b>1.74</b>	<b>-0.48</b>	<b>0.14</b>	<b>-3.45</b>	<b>141</b>	<b>2464</b>	
PBHyper	1.72	1.47	1.86	1.51	-0.14	0.13	-1.09	140	2467	
PBWith	0.68	0.95	0.6	0.94	0.08	0.08	0.97	140	2455	
PSSPAL	12.01	1.83	12.14	1.75	-0.13	0.16	-0.83	142	2475	
<b>BProb</b>	<b>4.81</b>	<b>4.94</b>	<b>5.64</b>	<b>5.01</b>	<b>-0.83</b>	<b>0.39</b>	<b>-2.12</b>	<b>171</b>	<b>2454</b>	
BAggr	1.65	2.05	1.76	2.02	-0.11	0.16	-0.68	170	2419	
<b>BHyper</b>	<b>1.08</b>	<b>1.42</b>	<b>1.36</b>	<b>1.53</b>	<b>-0.28</b>	<b>0.11</b>	<b>-2.47</b>	<b>170</b>	<b>2437</b>	
<b>BWith</b>	<b>2.08</b>	<b>2.5</b>	<b>2.52</b>	<b>2.65</b>	<b>-0.44</b>	<b>0.20</b>	<b>-2.20</b>	<b>169</b>	<b>2423</b>	
SSRS	13.91	4.74	14.63	4.88	-0.72	0.38	-1.88	164	2488	

<b>Parent Outcomes Comparisons: FALL</b>			Significant t-value: 1.96							
	QRC TEACHER TRAINING INT Fall 2002	sd1	FACES fall 2000	sd2	diff	sediff	t	TEACH TRN INT N	FACES N	
Authoritarian Style	2.21	0.74	2.2	0.71	0.01	0.06	0.16	141	2478	
<b>Authoritative Style</b>	<b>4.07</b>	<b>0.62</b>	<b>4.22</b>	<b>0.61</b>	<b>-0.15</b>	<b>0.05</b>	<b>-2.81</b>	<b>142</b>	<b>2479</b>	
Parent Energy	3.83	0.76	3.78	0.78	0.05	0.07	0.76	142	2478	
Parent Warmth	4.36	0.47	4.38	0.46	-0.02	0.04	-0.49	142	2479	
Rules in the Home	3.82	1.19	3.75	1.29	0.07	0.10	0.68	142	2476	
Monthly Outings	4.54	1.85	4.42	2.1	0.12	0.16	0.75	142	2473	
<b>Weekly Literacy Activities</b>	<b>5.81</b>	<b>2.38</b>	<b>6.28</b>	<b>2.55</b>	<b>-0.47</b>	<b>0.21</b>	<b>-2.27</b>	<b>141</b>	<b>2469</b>	
CDS	1.89	1.05	1.89	1.03	0	0.10	0.00	106	2469	
CDS: Moderate or severe	0.24	0.04	0.25	0.01	-0.01	0.04	-0.24	106	2481	
CDS: Severe	0.13	0.03	0.12	0.01	0.01	0.03	0.32	106	2481	
PMSLC	14.73	3.46	14.8	3.28	-0.07	0.34	-0.21	107	2467	
<b>Spans 3 or more times</b>	<b>0.04</b>	<b>0.02</b>	<b>0.1</b>	<b>0.01</b>	<b>-0.06</b>	<b>0.02</b>	<b>-2.68</b>	<b>139</b>	<b>2475</b>	
Reads daily	0.42	0.04	0.37	0.01	0.05	0.04	1.21	142	2481	
Reads 3-6 times/week	0.27	0.04	0.29	0.01	-0.02	0.04	-0.49	142	2481	
Reads 1-2 times/week	0.26	0.04	0.28	0.01	-0.02	0.04	-0.49	142	2481	
Does not read	0.06	0.02	0.05	0.01	0.01	0.02	0.45	142	2481	
Teaches words & letters	0.93	0.02	0.92	0.01	0.01	0.02	0.45	142	2476	

Child Outcomes Comparisons: SPRING										Significant t-value: 1.96	
	QRC TEACHER TRAINING INT Spring 2003	sd1	FACES Spring 2001	sd2	diff	sediff	t	TEACH TRN INT N	FACES N		
PPVT SS	85.14	15.07	85.25	16.67	-0.11	1.30	-0.08	145	2263		
<b>WJWordSS</b>	<b>95.84</b>	<b>12.18</b>	<b>93.3</b>	<b>10.98</b>	<b>2.54</b>	<b>1.22</b>	<b>2.08</b>	<b>104</b>	<b>1797</b>		
WJMathSS	87.04	17.3	87.21	17.27	-0.17	1.74	-0.10	105	1823		
WJDictSS	86.54	15.5	86.35	13.46	0.19	1.58	0.12	101	1775		
<b>Book</b>	<b>1.96</b>	<b>1.29</b>	<b>2.33</b>	<b>1.29</b>	<b>-0.37</b>	<b>0.11</b>	<b>-3.41</b>	<b>151</b>	<b>2303</b>		
Print	0.25	0.59	0.34	0.67	-0.09	0.05	-1.80	151	2315		
DrawScr	3.57	1.69	3.63	1.74	-0.06	0.14	-0.42	151	2329		
LtrsNamd	7.26	8.73	NA					151	0		
% knowing 10 or more letters	0.39	0.04	NA					151	0		
PBeProb	5.65	3.72	5.61	3.56	0.04	0.34	0.12	124	2282		
PBAggr	2.73	1.59	2.83	1.73	-0.1	0.15	-0.68	124	2270		
PBHyper	1.56	1.55	1.65	1.47	-0.09	0.14	-0.63	122	2270		
PBWith	0.74	0.97	0.62	0.93	0.12	0.09	1.34	124	2262		
PSSPAL	12.01	1.61	12.14	1.77	-0.13	0.15	-0.87	124	2282		
<b>BProb</b>	<b>4.48</b>	<b>4.18</b>	<b>5.24</b>	<b>4.89</b>	<b>-0.76</b>	<b>0.35</b>	<b>-2.16</b>	<b>155</b>	<b>2196</b>		
BAggr	1.64	1.81	1.72	2.03	-0.08	0.15	-0.53	154	2170		
<b>BHyper</b>	<b>0.92</b>	<b>1.35</b>	<b>1.2</b>	<b>1.46</b>	<b>-0.28</b>	<b>0.11</b>	<b>-2.48</b>	<b>155</b>	<b>2175</b>		
<b>BWith</b>	<b>1.92</b>	<b>2.34</b>	<b>2.31</b>	<b>2.48</b>	<b>-0.39</b>	<b>0.20</b>	<b>-1.98</b>	<b>152</b>	<b>2167</b>		
SSRS	16.9	4.24	16.62	4.59	0.28	0.35	0.79	155	2232		

Parent Outcomes Comparisons: SPRING										Significant t-value: 1.96	
	QRC TEACHER TRAINING INT Spring 2003	sd1	FACES Spring 2001	sd2	diff	sediff	t	TEACH TRN INT N	FACES N		
Authoritarian Style	2.12	0.66	2.17	0.69	-0.05	0.06	-0.82	124	2278		
<b>Authoritative Style</b>	<b>4.1</b>	<b>0.54</b>	<b>4.23</b>	<b>0.59</b>	<b>-0.13</b>	<b>0.05</b>	<b>-2.60</b>	<b>124</b>	<b>2279</b>		
Parent Energy	3.82	0.7	3.82	0.76	0	0.06	0.00	124	2279		
Parent Warmth	4.39	0.54	4.4	0.46	-0.01	0.05	-0.20	124	2278		
Rules in the Home	4.11	1.11	3.94	1.22	0.17	0.10	1.65	124	2282		
Monthly Outings	5.18	2.05	4.99	2.16	0.19	0.19	1.01	125	2280		
<b>Weekly Literacy Activities</b>	<b>5.54</b>	<b>2.67</b>	<b>6.24</b>	<b>2.57</b>	<b>-0.7</b>	<b>0.24</b>	<b>-2.86</b>	<b>125</b>	<b>2285</b>		
<b>CDS</b>	<b>1.36</b>	<b>0.74</b>	<b>1.9</b>	<b>1.01</b>	<b>-0.54</b>	<b>0.08</b>	<b>-6.47</b>	<b>84</b>	<b>2280</b>		
<b>CDS: Moderate or severe</b>	<b>0.08</b>	<b>0.03</b>	<b>0.24</b>	<b>0.01</b>	<b>-0.16</b>	<b>0.03</b>	<b>-5.06</b>	<b>84</b>	<b>2285</b>		
<b>CDS: Severe</b>	<b>0.04</b>	<b>0.02</b>	<b>0.11</b>	<b>0.01</b>	<b>-0.07</b>	<b>0.02</b>	<b>-3.13</b>	<b>84</b>	<b>2285</b>		
PMSLC	14.84	3.62	15.28	3.31	-0.44	0.40	-1.10	85	2279		
Spanks 3 or more times	0.04	0.02	0.07	0.01	-0.03	0.02	-1.34	123	2281		
Reads daily	0.31	0.04	0.36	0.02	-0.05	0.04	-1.12	127	2285		
Reads 3-6 times/week	0.31	0.04	0.33	0.01	-0.02	0.04	-0.49	127	2285		
Reads 1-2 times/week	0.32	0.04	0.27	0.01	0.05	0.04	1.21	127	2285		
Does not read	0.04	0.02	0.04	0	0	0.02	0.00	127	2285		
Teaches words & letters	0.94	0.02	0.94	0.01	0	0.02	0.00	125	2281		
Parent Involvement in Hstart	6.07	3.97	6.77	4.14	-0.7	0.37	-1.91	124	2176		
Parent satisfaction-family	3.62	0.46	3.65	0.44	-0.03	0.04	-0.71	123	2171		
Parent satisfaction-child	3.83	0.33	3.86	0.31	-0.03	0.03	-0.99	124	2172		

NOTE: Significant HSQRC fall to spring gains highlighted in italics.

Child Outcomes Comparisons: GAINS										
Significant t-value: 1.96										
	QRC TEACHER TRAINING INT F02- S03	sd1	FACES F00-S01	sd2	diff	sediff	t	TEACH TRN INT N	FACES N	
PPVT SS	5.76	10.96	4.32	11.07	1.44	0.96	1.50	139	2110	
WJWordSS	1.39	8.93	-0.03	8.82	1.42	1.25	1.14	54	1011	
WJMathSS	0.6	9.47	1.16	13.87	-0.56	1.54	-0.36	42	859	
WJDictSS	4.36	13.01	2.03	13.34	2.33	2.14	1.09	39	799	
<b>Book</b>	<b>0.56</b>	<b>1.35</b>	<b>0.79</b>	<b>1.4</b>	<b>-0.23</b>	<b>0.12</b>	<b>-1.98</b>	<b>145</b>	<b>2217</b>	
Print	0.1	0.74	0.11	0.81	-0.01	0.06	-0.16	144	2244	
DrawScr	0.6	1.63	0.63	1.6	-0.03	0.14	-0.22	146	2278	
LtrsNamd	5.36	7.06	NA					146	0	
% knowing 10 or more letters	0.29	0.04	NA					146	0	
PBeProb	-0.32	3.7	-0.52	3.24	0.2	0.36	0.56	111	2202	
PBAggr	-0.08	1.76	-0.31	1.71	0.23	0.17	1.34	110	2182	
PBHyper	-0.34	1.64	-0.22	1.46	-0.12	0.16	-0.75	108	2184	
PBWith	0.07	1.16	0.02	1.06	0.05	0.11	0.44	109	2169	
PSSPAL	0.07	2.03	0	1.83	0.07	0.20	0.36	111	2201	
BProb	-0.2	4.83	-0.37	4.71	0.17	0.40	0.42	154	2130	
BAggr	0.01	2.19	-0.05	1.8	0.06	0.18	0.33	152	2073	
BHyper	-0.12	1.46	-0.16	1.44	0.04	0.12	0.33	153	2096	
BWith	-0.11	2.3	-0.18	2.62	0.07	0.20	0.36	149	2080	
<b>SSRS</b>	<b>2.73</b>	<b>4.34</b>	<b>1.97</b>	<b>4.38</b>	<b>0.76</b>	<b>0.37</b>	<b>2.06</b>	<b>148</b>	<b>2191</b>	

Parent Outcomes Comparisons: GAINS										
Significant t-value: 1.96										
	QRC TEACHER TRAINING F02-S03	sd1	FACES F00-S01	sd2	diff	sediff	t	TEACH TRN INT N	FACES N	
Authoritarian Style	-0.08	0.79	-0.03	0.75	-0.05	0.08	-0.65	110	2201	
Authoritative Style	0.02	0.67	0.01	0.66	0.01	0.07	0.15	111	2202	
Parent Energy	-0.05	0.73	0.05	0.78	-0.1	0.07	-1.40	111	2201	
Parent Warmth	0.03	0.56	0.02	0.49	0.01	0.05	0.18	111	2202	
Rules in the Home	0.28	1.24	0.2	1.22	0.08	0.12	0.66	111	2202	
Monthly Outings	0.76	1.96	0.59	1.95	0.17	0.19	0.89	111	2197	
Weekly Literacy Activities	-0.4	2.86	-0.05	2.58	-0.35	0.28	-1.26	110	2199	
<b>CDS</b>	<b>-0.46</b>	<b>1.11</b>	<b>0</b>	<b>1.07</b>	<b>-0.46</b>	<b>0.13</b>	<b>-3.56</b>	<b>76</b>	<b>2196</b>	
<b>CDS: Moderate or severe</b>	<b>-0.16</b>	<b>0.05</b>	<b>-0.01</b>	<b>0.01</b>	<b>-0.15</b>	<b>0.05</b>	<b>-2.94</b>	<b>76</b>	<b>2210</b>	
CDS: Severe	-0.07	0.03	-0.01	0.01	-0.06	0.03	-1.90	76	2210	
PMSLC	0.29	3.29	0.43	3.16	-0.14	0.38	-0.37	78	2194	
Spanks 3 or more times	0	0.02	-0.03	0.32	0.03	0.32	0.09	108	2200	
Reads daily	-0.1	0.05	-0.01	0.01	-0.09	0.05	-1.77	111	2210	
Reads 3-6 times/week	0.07	0.05	0.03	0.01	0.04	0.05	0.78	111	2210	
Reads 1-2 times/week	0.05	0.05	-0.01	0.01	0.06	0.05	1.18	111	2210	
Does not read	-0.03	0.03	-0.01	0.01	-0.02	0.03	-0.63	111	2210	
Teaches words & letters	0.05	0.03	0.03	0.01	0.02	0.03	0.63	111	2201	

**QRC DCC 2002-2003: Individualizing Assessment Focused Intervention Outcomes  
Comparisons with FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>										
Significant t-value: 1.96										
	QRC INDIVIDUAL ASSESSMENT INT Fall 2002	sd1	FACES fall 2000	sd2	diff	sediff	t	IND ASS INT N	FACES N	
PPVT SS	79.10	18.74	81.26	17.16	-2.16	1.76	-1.23	118	2349	
WJWordSS	90.80	7.02	91.92	9.32	-1.12	1.03	-1.09	50	1130	
<b>WJMathSS</b>	<b>93.00</b>	<b>13.18</b>	<b>87.72</b>	<b>15.39</b>	<b>5.28</b>	<b>2.22</b>	<b>2.37</b>	<b>37</b>	<b>948</b>	
WJDictSS	83.22	14.17	85.25	13.59	-2.03	2.40	-0.84	36	904	
Book	1.48	1.11	1.56	1.24	-0.08	0.11	-0.76	118	2433	
Print	0.17	0.51	0.23	0.58	-0.06	0.05	-1.23	117	2451	
DrawScr	2.93	1.42	2.98	1.34	-0.05	0.13	-0.37	118	2474	
LtrsNamd	2.12	4.35	NA					119	0	
% knowing 10 or more letters	0.12	0.03	NA					119	0	
PBeProb	5.54	3.19	6.16	3.57	-0.62	0.32	-1.96	107	2476	
<b>PBAggr</b>	<b>2.53</b>	<b>1.46</b>	<b>3.15</b>	<b>1.74</b>	<b>-0.62</b>	<b>0.15</b>	<b>-4.24</b>	<b>106</b>	<b>2464</b>	
PBHyper	1.67	1.50	1.86	1.51	-0.19	0.15	-1.27	105	2467	
PBWith	0.66	0.88	0.60	0.94	0.06	0.09	0.69	106	2455	
PSSPAL	11.91	1.93	12.14	1.75	-0.23	0.19	-1.21	107	2475	
<b>BProb</b>	<b>4.24</b>	<b>4.33</b>	<b>5.64</b>	<b>5.01</b>	<b>-1.40</b>	<b>0.40</b>	<b>-3.47</b>	<b>123</b>	<b>2454</b>	
BAggr	1.51	1.86	1.76	2.02	-0.25	0.17	-1.44	122	2419	
<b>BHyper</b>	<b>0.97</b>	<b>1.32</b>	<b>1.36</b>	<b>1.53</b>	<b>-0.39</b>	<b>0.12</b>	<b>-3.17</b>	<b>123</b>	<b>2437</b>	
<b>BWith</b>	<b>1.77</b>	<b>2.04</b>	<b>2.52</b>	<b>2.65</b>	<b>-0.75</b>	<b>0.19</b>	<b>-3.90</b>	<b>122</b>	<b>2423</b>	
SSRS	14.68	4.75	14.63	4.88	0.05	0.45	0.11	116	2488	

<b>Parent Outcomes Comparisons: FALL</b>										
Significant t-value: 1.96										
	QRC INDIVIDUAL ASSESSMENT INT Fall 2002	sd1	FACES fall 2000	sd2	diff	sediff	t	IND ASS INT N	FACES N	
Authoritarian Style	2.29	0.75	2.20	0.71	0.09	0.07	1.22	107	2478	
<b>Authoritative Style</b>	<b>4.06</b>	<b>0.66</b>	<b>4.22</b>	<b>0.61</b>	<b>-0.16</b>	<b>0.06</b>	<b>-2.46</b>	<b>107</b>	<b>2479</b>	
Parent Energy	3.88	0.75	3.78	0.78	0.10	0.07	1.35	107	2478	
Parent Warmth	4.33	0.49	4.38	0.46	-0.05	0.05	-1.04	107	2479	
Rules in the Home	3.85	1.24	3.75	1.29	0.10	0.12	0.82	107	2476	
Monthly Outings	4.64	1.93	4.42	2.10	0.22	0.19	1.15	107	2473	
<b>Weekly Literacy Activities</b>	<b>5.70</b>	<b>2.47</b>	<b>6.28</b>	<b>2.55</b>	<b>-0.58</b>	<b>0.25</b>	<b>-2.36</b>	<b>106</b>	<b>2469</b>	
CDS	1.89	1.05	1.89	1.03	0.00	0.10	0.00	106	2469	
CDS: Moderate or severe	0.24	0.04	0.25	0.01	-0.01	0.04	-0.24	106	2481	
CDS: Severe	0.13	0.03	0.12	0.01	0.01	0.03	0.32	106	2481	
PMSLC	14.73	3.46	14.80	3.28	-0.07	0.34	-0.21	107	2467	
<b>Spans 3 or more times</b>	<b>0.03</b>	<b>0.02</b>	<b>0.10</b>	<b>0.01</b>	<b>-0.07</b>	<b>0.02</b>	<b>-3.13</b>	<b>106</b>	<b>2475</b>	
Reads daily	0.38	0.05	0.37	0.01	0.01	0.05	0.20	107	2481	
Reads 3-6 times/week	0.32	0.05	0.29	0.01	0.03	0.05	0.59	107	2481	
Reads 1-2 times/week	0.26	0.04	0.28	0.01	-0.02	0.04	-0.49	107	2481	
Does not read	0.04	0.02	0.05	0.01	-0.01	0.02	-0.45	107	2481	
Teaches words & letters	0.93	0.02	0.92	0.01	0.01	0.02	0.45	107	2476	

<b>Child Outcomes Comparisons: SPRING</b>				<b>Significant t-value: 1.96</b>						
	<b>QRC INDIVIDUAL ASSESSMENT INT Spring 2003</b>	<b>sd1</b>	<b>FACES Spring 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>IND ASS INT N</b>	<b>FACES N</b>	
PPVT SS	83.93	16.13	85.25	16.67	-1.32	1.62	-0.81	104	2263	
WJWordSS	95.27	12.02	93.30	10.98	1.97	1.38	1.43	79	1797	
WJMathSS	85.14	18.44	87.21	17.27	-2.07	2.10	-0.99	80	1823	
WJDictSS	87.21	13.12	86.35	13.46	0.86	1.53	0.56	77	1775	
<b>Book</b>	<b>1.89</b>	<b>1.25</b>	<b>2.33</b>	<b>1.29</b>	<b>-0.44</b>	<b>0.12</b>	<b>-3.55</b>	<b>107</b>	<b>2303</b>	
Print	0.29	0.64	0.34	0.67	-0.05	0.06	-0.79	107	2315	
DrawScr	3.74	1.81	3.63	1.74	0.11	0.18	0.62	107	2329	
LtrsNamd	7.65	8.82	NA					107	0	
% knowing 10 or more letters	0.43	0.05	NA					107	0	
PBeProb	5.40	3.61	5.61	3.56	-0.21	0.40	-0.53	85	2282	
PBAggr	2.58	1.60	2.83	1.73	-0.25	0.18	-1.41	85	2270	
PBHyper	1.48	1.53	1.65	1.47	-0.17	0.17	-1.00	83	2270	
PBWith	0.72	0.96	0.62	0.93	0.10	0.11	0.94	85	2262	
PSSPAL	12.04	1.71	12.14	1.77	-0.10	0.19	-0.53	85	2282	
<b>BProb</b>	<b>3.94</b>	<b>3.74</b>	<b>5.24</b>	<b>4.89</b>	<b>-1.30</b>	<b>0.37</b>	<b>-3.50</b>	<b>110</b>	<b>2196</b>	
BAggr	1.59	1.75	1.72	2.03	-0.13	0.17	-0.75	109	2170	
<b>BHyper</b>	<b>0.79</b>	<b>1.23</b>	<b>1.20</b>	<b>1.46</b>	<b>-0.41</b>	<b>0.12</b>	<b>-3.38</b>	<b>110</b>	<b>2175</b>	
<b>BWith</b>	<b>1.54</b>	<b>1.89</b>	<b>2.31</b>	<b>2.48</b>	<b>-0.77</b>	<b>0.19</b>	<b>-4.05</b>	<b>107</b>	<b>2167</b>	
<b>SSRS</b>	<b>17.68</b>	<b>4.23</b>	<b>16.62</b>	<b>4.59</b>	<b>1.06</b>	<b>0.41</b>	<b>2.57</b>	<b>111</b>	<b>2232</b>	

<b>Parent Outcomes Comparisons: SPRING</b>				<b>Significant t-value: 1.96</b>						
	<b>QRC INDIVIDUAL ASSESSMENT INT Spring 2003</b>	<b>sd1</b>	<b>FACES Spring 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>IND ASS INT N</b>	<b>FACES N</b>	
Authoritarian Style	2.17	0.68	2.17	0.69	0.00	0.08	0.00	85	2278	
<b>Authoritative Style</b>	<b>4.05</b>	<b>0.54</b>	<b>4.23</b>	<b>0.59</b>	<b>-0.18</b>	<b>0.06</b>	<b>-3.01</b>	<b>85</b>	<b>2279</b>	
Parent Energy	3.86	0.67	3.82	0.76	0.04	0.07	0.54	85	2279	
Parent Warmth	4.42	0.57	4.40	0.46	0.02	0.06	0.32	85	2278	
Rules in the Home	4.01	1.15	3.94	1.22	0.07	0.13	0.55	85	2282	
<b>Monthly Outings</b>	<b>5.51</b>	<b>1.90</b>	<b>4.99</b>	<b>2.16</b>	<b>0.52</b>	<b>0.21</b>	<b>2.48</b>	<b>86</b>	<b>2280</b>	
<b>Weekly Literacy Activities</b>	<b>5.16</b>	<b>2.76</b>	<b>6.24</b>	<b>2.57</b>	<b>-1.08</b>	<b>0.30</b>	<b>-3.57</b>	<b>86</b>	<b>2285</b>	
<b>CDS</b>	<b>1.36</b>	<b>0.74</b>	<b>1.90</b>	<b>1.01</b>	<b>-0.54</b>	<b>0.08</b>	<b>-6.47</b>	<b>84</b>	<b>2280</b>	
<b>CDS: Moderate or severe</b>	<b>0.08</b>	<b>0.03</b>	<b>0.24</b>	<b>0.01</b>	<b>-0.16</b>	<b>0.03</b>	<b>-5.06</b>	<b>84</b>	<b>2285</b>	
<b>CDS: Severe</b>	<b>0.04</b>	<b>0.02</b>	<b>0.11</b>	<b>0.01</b>	<b>-0.07</b>	<b>0.02</b>	<b>-3.13</b>	<b>84</b>	<b>2285</b>	
PMSLC	14.84	3.62	15.28	3.31	-0.44	0.40	-1.10	85	2279	
<b>Spanks 3 or more times</b>	<b>0.02</b>	<b>0.02</b>	<b>0.07</b>	<b>0.01</b>	<b>-0.05</b>	<b>0.02</b>	<b>-2.24</b>	<b>85</b>	<b>2281</b>	
Reads daily	0.32	0.05	0.36	0.02	-0.04	0.05	-0.74	88	2285	
Reads 3-6 times/week	0.30	0.05	0.33	0.01	-0.03	0.05	-0.59	88	2285	
Reads 1-2 times/week	0.32	0.05	0.27	0.01	0.05	0.05	0.98	88	2285	
Does not read	0.05	0.02	0.04	0.00	0.01	0.02	0.50	88	2285	
<b>Teaches words &amp; letters</b>	<b>0.99</b>	<b>0.01</b>	<b>0.94</b>	<b>0.01</b>	<b>0.05</b>	<b>0.01</b>	<b>3.54</b>	<b>86</b>	<b>2281</b>	
Parent Involvement in Hstart	6.25	4.45	6.77	4.14	-0.52	0.49	-1.06	85	2176	
Parent satisfaction-family	3.63	0.43	3.65	0.44	-0.02	0.05	-0.42	84	2171	
Parent satisfaction-child	3.87	0.31	3.86	0.31	0.01	0.03	0.29	85	2172	

NOTE: Significant HSQRC fall to spring gains highlighted in italics.

Child Outcomes Comparisons: GAINS										Significant t-value: 1.96	
	QRC INDIVIDUAL ASSESSMENT INT F02-S03	sd1	FACES F00-S01	sd2	diff	sediff	t	IND ASS INT N	FACES N		
PPVT SS	6.47	11.18	4.32	11.07	2.15	1.15	1.87	99	2110		
WJWordSS	1.57	9.04	-0.03	8.82	1.60	1.42	1.13	42	1011		
WJMathSS	-0.60	10.25	1.16	13.87	-1.76	1.93	-0.91	30	859		
WJDictSS	5.46	13.99	2.03	13.34	3.43	2.69	1.28	28	799		
<b>Book</b>	<b>0.47</b>	<b>1.34</b>	<b>0.79</b>	<b>1.40</b>	<b>-0.32</b>	<b>0.14</b>	<b>-2.35</b>	<b>102</b>	<b>2217</b>		
Print	0.14	0.79	0.11	0.81	0.03	0.08	0.37	101	2244		
DrawScr	0.79	1.77	0.63	1.60	0.16	0.18	0.90	103	2278		
LtrsNamd	5.77	7.16	NA					103	0		
% knowing 10 or more letters	0.33	0.05	NA					103	0		
PBeProb	-0.67	3.49	-0.52	3.24	-0.15	0.40	-0.37	78	2202		
PBAggr	-0.18	1.71	-0.31	1.71	0.13	0.20	0.66	77	2182		
PBHyper	-0.43	1.62	-0.22	1.46	-0.21	0.19	-1.11	75	2184		
PBWith	0.06	1.17	0.02	1.06	0.04	0.14	0.30	77	2169		
PSSPAL	0.23	2.08	0.00	1.83	0.23	0.24	0.96	78	2201		
BProb	0.05	4.57	-0.37	4.71	0.42	0.45	0.93	109	2130		
BAGgr	0.18	2.13	-0.05	1.80	0.23	0.21	1.10	107	2073		
BHyper	-0.06	1.36	-0.16	1.44	0.10	0.13	0.75	109	2096		
BWith	-0.07	2.14	-0.18	2.62	0.11	0.22	0.51	105	2080		
SSRS	2.59	4.72	1.97	4.38	0.62	0.47	1.31	104	2191		

Parent Outcomes Comparisons: GAINS										Significant t-value: 1.96	
	QRC INDIVIDUAL ASSESSMENT F02 S03	sd1	FACES F00-S01	sd2	diff	sediff	t	IND ASS INT N	FACES N		
Authoritarian Style	-0.15	0.78	-0.03	0.75	-0.12	0.09	-1.34	78	2201		
Authoritative Style	0.02	0.69	0.01	0.66	0.01	0.08	0.13	78	2202		
Parent Energy	-0.06	0.72	0.05	0.78	-0.11	0.08	-1.32	78	2201		
Parent Warmth	0.12	0.54	0.02	0.49	0.10	0.06	1.61	78	2202		
Rules in the Home	0.13	1.30	0.20	1.22	-0.07	0.15	-0.47	78	2202		
Monthly Outings	0.95	2.00	0.59	1.95	0.36	0.23	1.56	78	2197		
Weekly Literacy Activities	-0.68	3.08	-0.05	2.58	-0.63	0.36	-1.77	77	2199		
<b>CDS</b>	<b>-0.46</b>	<b>1.11</b>	<b>0.00</b>	<b>1.07</b>	<b>-0.46</b>	<b>0.13</b>	<b>-3.56</b>	<b>76</b>	<b>2196</b>		
<b>CDS: Moderate or severe</b>	<b>-0.16</b>	<b>0.05</b>	<b>-0.01</b>	<b>0.01</b>	<b>-0.15</b>	<b>0.05</b>	<b>-2.94</b>	<b>76</b>	<b>2210</b>		
CDS: Severe	-0.07	0.03	-0.01	0.01	-0.06	0.03	-1.90	76	2210		
PMSLC	0.29	3.29	0.43	3.16	-0.14	0.38	-0.37	78	2194		
Spanks 3 or more times	0.01	0.02	-0.03	0.32	0.04	0.32	0.12	77	2200		
Reads daily	-0.06	0.05	-0.01	0.01	-0.05	0.05	-0.98	78	2210		
Reads 3-6 times/week	0.00	0.06	0.03	0.01	-0.03	0.06	-0.49	78	2210		
Reads 1-2 times/week	0.06	0.06	-0.01	0.01	0.07	0.06	1.15	78	2210		
Does not read	0.00	0.03	-0.01	0.01	0.01	0.03	0.32	78	2210		
Teaches words & letters	0.08	0.04	0.03	0.01	0.05	0.04	1.21	78	2201		

**QRC DCC 2002-2003: Parent Involvement Focused Intervention Outcomes  
Comparisons with FACES 2000**

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC PARENT INVOLVEMENT INT Fall 2002</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>FACES N</b>	
PPVT SS	83.90	11.53	81.26	17.16	2.64	1.36	1.94	77	2349	
<b>WJWordSS</b>	<b>95.51</b>	<b>10.80</b>	<b>91.92</b>	<b>9.32</b>	<b>3.59</b>	<b>1.67</b>	<b>2.15</b>	<b>43</b>	<b>1130</b>	
<b>WJMathSS</b>	<b>88.16</b>	<b>11.32</b>	<b>87.72</b>	<b>15.39</b>	<b>0.44</b>	<b>1.80</b>	<b>0.24</b>	<b>43</b>	<b>948</b>	
WJDictSS	84.54	13.88	85.25	13.59	-0.71	2.21	-0.32	41	904	
Book	1.56	1.26	1.56	1.24	0.00	0.15	0.00	77	2433	
Print	0.17	0.52	0.23	0.58	-0.06	0.06	-0.99	77	2451	
<b>DrawScr</b>	<b>3.32</b>	<b>1.23</b>	<b>2.98</b>	<b>1.34</b>	<b>0.34</b>	<b>0.14</b>	<b>2.38</b>	<b>77</b>	<b>2474</b>	
LtrsNamd	4.19	7.45	NA					77	0	
% knowing 10 or more letters	0.26	0.05	NA					77	0	
<b>PBeProb</b>	<b>4.58</b>	<b>2.59</b>	<b>6.16</b>	<b>3.57</b>	<b>-1.58</b>	<b>0.34</b>	<b>-4.58</b>	<b>59</b>	<b>2476</b>	
PBAggr	2.78	1.62	3.15	1.74	-0.37	0.21	-1.73	59	2464	
<b>PBHyper</b>	<b>1.14</b>	<b>1.28</b>	<b>1.86</b>	<b>1.51</b>	<b>-0.72</b>	<b>0.17</b>	<b>-4.25</b>	<b>59</b>	<b>2467</b>	
<b>PBWith</b>	<b>0.28</b>	<b>0.56</b>	<b>0.60</b>	<b>0.94</b>	<b>-0.32</b>	<b>0.08</b>	<b>-4.21</b>	<b>58</b>	<b>2455</b>	
PSSPAL	12.14	1.61	12.14	1.75	0.00	0.21	0.00	59	2475	
<b>BProb</b>	<b>3.86</b>	<b>4.68</b>	<b>5.64</b>	<b>5.01</b>	<b>-1.78</b>	<b>0.54</b>	<b>-3.28</b>	<b>77</b>	<b>2454</b>	
BAggr	1.34	1.85	1.76	2.02	-0.42	0.22	-1.94	76	2419	
<b>BHyper</b>	<b>0.91</b>	<b>1.49</b>	<b>1.36</b>	<b>1.53</b>	<b>-0.45</b>	<b>0.17</b>	<b>-2.61</b>	<b>77</b>	<b>2437</b>	
<b>BWith</b>	<b>1.57</b>	<b>2.22</b>	<b>2.52</b>	<b>2.65</b>	<b>-0.95</b>	<b>0.26</b>	<b>-3.63</b>	<b>75</b>	<b>2423</b>	
SSRS	15.66	5.40	14.63	4.88	1.03	0.65	1.59	71	2488	

<b>Parent Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC PARENT INVOLVEMENT INT Fall 2002</b>	<b>sd1</b>	<b>FACES fall 2000</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>FACES N</b>	
Authoritarian Style	2.24	0.67	2.20	0.71	0.04	0.09	0.45	58	2478	
<b>Authoritative Style</b>	<b>4.03</b>	<b>0.57</b>	<b>4.22</b>	<b>0.61</b>	<b>-0.19</b>	<b>0.08</b>	<b>-2.53</b>	<b>59</b>	<b>2479</b>	
Parent Energy	3.94	0.78	3.78	0.78	0.16	0.10	1.56	59	2478	
<b>Parent Warmth</b>	<b>4.22</b>	<b>0.42</b>	<b>4.38</b>	<b>0.46</b>	<b>-0.16</b>	<b>0.06</b>	<b>-2.89</b>	<b>59</b>	<b>2479</b>	
Rules in the Home	3.92	1.15	3.75	1.29	0.17	0.15	1.12	59	2476	
<b>Monthly Outings</b>	<b>5.26</b>	<b>2.47</b>	<b>4.42</b>	<b>2.10</b>	<b>0.84</b>	<b>0.33</b>	<b>2.57</b>	<b>58</b>	<b>2473</b>	
Weekly Literacy Activities	6.17	2.62	6.28	2.55	-0.11	0.35	-0.32	58	2469	
CDS	<b>2.05</b>	<b>1.16</b>	1.89	1.03	0.16	0.16	1.01	<b>55</b>	2469	
CDS: Moderate or severe	0.33	0.06	0.25	0.01	0.08	0.06	1.32	55	2481	
CDS: Severe	0.18	0.05	0.12	0.01	0.06	0.05	1.18	55	2481	
<b>PMSLC</b>	<b>15.91</b>	<b>3.55</b>	<b>14.80</b>	<b>3.28</b>	<b>1.11</b>	<b>0.48</b>	<b>2.30</b>	<b>55</b>	<b>2467</b>	
Spanks 3 or more times	0.08	0.04	0.10	0.01	-0.02	0.04	-0.49	59	2475	
Reads daily	0.36	0.06	0.37	0.01	-0.01	0.06	-0.16	59	2481	
Reads 3-6 times/week	0.24	0.06	0.29	0.01	-0.05	0.06	-0.82	59	2481	
Reads 1-2 times/week	0.37	0.06	0.28	0.01	0.09	0.06	1.48	59	2481	
Does not read	0.03	0.02	0.05	0.01	-0.02	0.02	-0.89	59	2481	
Teaches words & letters	0.90	0.04	0.92	0.01	-0.02	0.04	-0.49	58	2476	



<b>Child Outcomes Comparisons: SPRING</b>				<b>Significant t-value: 1.96</b>						
	<b>QRC PARENT INVOLVEMENT</b>									
	<b>INT Spring 2003</b>	<b>sd1</b>	<b>FACES Spring 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>INT N</b>	<b>FACES N</b>	
PPVT SS	87.38	11.75	85.25	16.67	2.13	1.47	1.45	68	2263	
<b>WJWordSS</b>	<b>98.36</b>	<b>12.11</b>	<b>93.30</b>	<b>10.98</b>	<b>5.06</b>	<b>1.62</b>	<b>3.11</b>	<b>57</b>	<b>1797</b>	
WJMathSS	89.12	15.50	87.21	17.27	1.91	2.08	0.92	58	1823	
<b>WJDictSS</b>	<b>92.26</b>	<b>15.32</b>	<b>86.35</b>	<b>13.46</b>	<b>5.91</b>	<b>2.04</b>	<b>2.90</b>	<b>58</b>	<b>1775</b>	
Book	2.03	1.34	2.33	1.29	-0.30	0.16	-1.85	70	2303	
<b>Print</b>	<b>0.14</b>	<b>0.43</b>	<b>0.34</b>	<b>0.67</b>	<b>-0.20</b>	<b>0.05</b>	<b>-3.76</b>	<b>70</b>	<b>2315</b>	
<b>DrawScr</b>	<b>4.59</b>	<b>1.95</b>	<b>3.63</b>	<b>1.74</b>	<b>0.96</b>	<b>0.24</b>	<b>4.07</b>	<b>70</b>	<b>2329</b>	
LtrsNamd	11.73	9.95	NA					70	0	
% knowing 10 or more letters	0.56	0.06	NA					70	0	
<b>PBeProb</b>	<b>4.38</b>	<b>3.34</b>	<b>5.61</b>	<b>3.56</b>	<b>-1.23</b>	<b>0.49</b>	<b>-2.52</b>	<b>48</b>	<b>2282</b>	
PBAggr	2.42	1.65	2.83	1.73	-0.41	0.24	-1.70	48	2270	
<b>PBHyper</b>	<b>1.27</b>	<b>1.27</b>	<b>1.65</b>	<b>1.47</b>	<b>-0.38</b>	<b>0.19</b>	<b>-2.04</b>	<b>48</b>	<b>2270</b>	
<b>PBWith</b>	<b>0.33</b>	<b>0.60</b>	<b>0.62</b>	<b>0.93</b>	<b>-0.29</b>	<b>0.09</b>	<b>-3.27</b>	<b>48</b>	<b>2262</b>	
PSSPAL	<b>12.52</b>	<b>1.44</b>	12.14	1.77	0.38	0.21	1.80	<b>48</b>	2282	
BProb	4.30	4.05	5.24	4.89	-0.94	0.49	-1.91	71	2196	
BAGgr	1.48	2.02	1.72	2.03	-0.24	0.25	-0.96	67	2170	
BHyper	0.91	1.26	1.20	1.46	-0.29	0.15	-1.89	70	2175	
BWith	1.93	1.98	2.31	2.48	-0.38	0.24	-1.58	71	2167	
SSRS	16.65	4.26	16.62	4.59	0.03	0.51	0.06	71	2232	

<b>Parent Outcomes Comparisons: SPRING</b>				<b>Significant t-value: 1.96</b>						
	<b>QRC PARENT INVOLVEMENT</b>									
	<b>INT Spring 2003</b>	<b>sd1</b>	<b>FACES Spring 2001</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>FACES N</b>	
<b>Authoritarian Style</b>	<b>2.33</b>	<b>0.38</b>	<b>2.17</b>	<b>0.69</b>	<b>0.16</b>	<b>0.06</b>	<b>2.82</b>	<b>48</b>	<b>2278</b>	
Authoritative Style	4.09	0.51	4.23	0.59	-0.14	0.07	-1.88	48	2279	
<b>Parent Energy</b>	<b>4.21</b>	<b>0.59</b>	<b>3.82</b>	<b>0.76</b>	<b>0.39</b>	<b>0.09</b>	<b>4.50</b>	<b>48</b>	<b>2279</b>	
<b>Parent Warmth</b>	<b>4.26</b>	<b>0.37</b>	<b>4.40</b>	<b>0.46</b>	<b>-0.14</b>	<b>0.05</b>	<b>-2.58</b>	<b>48</b>	<b>2278</b>	
<b>Rules in the Home</b>	<b>4.42</b>	<b>0.79</b>	<b>3.94</b>	<b>1.22</b>	<b>0.48</b>	<b>0.12</b>	<b>4.11</b>	<b>48</b>	<b>2282</b>	
<b>Monthly Outings</b>	<b>6.40</b>	<b>2.17</b>	<b>4.99</b>	<b>2.16</b>	<b>1.41</b>	<b>0.32</b>	<b>4.46</b>	<b>48</b>	<b>2280</b>	
<b>Weekly Literacy Activities</b>	<b>6.94</b>	<b>1.78</b>	<b>6.24</b>	<b>2.57</b>	<b>0.70</b>	<b>0.26</b>	<b>2.67</b>	<b>48</b>	<b>2285</b>	
<b>CDS</b>	<b>1.58</b>	<b>0.82</b>	<b>1.90</b>	<b>1.01</b>	<b>-0.32</b>	<b>0.12</b>	<b>-2.66</b>	<b>48</b>	<b>2280</b>	
CDS: Moderate or severe	0.17	0.05	0.24	0.01	-0.07	0.05	-1.37	48	2285	
<b>CDS: Severe</b>	<b>0.02</b>	<b>0.02</b>	<b>0.11</b>	<b>0.01</b>	<b>-0.09</b>	<b>0.02</b>	<b>-4.02</b>	<b>48</b>	<b>2285</b>	
<b>PMSLC</b>	<b>16.98</b>	<b>2.86</b>	<b>15.28</b>	<b>3.31</b>	<b>1.70</b>	<b>0.42</b>	<b>4.06</b>	<b>48</b>	<b>2279</b>	
Spanks 3 or more times	0.06	0.04	0.07	0.01	-0.01	0.04	-0.24	48	2281	
Reads daily	0.44	0.07	0.36	0.02	0.08	0.07	1.10	48	2285	
Reads 3-6 times/week	0.27	0.06	0.33	0.01	-0.06	0.06	-0.99	48	2285	
Reads 1-2 times/week	0.23	0.06	0.27	0.01	-0.04	0.06	-0.66	48	2285	
Does not read	0.06	0.04	0.04	0.00	0.02	0.04	0.50	48	2285	
Teaches words & letters	0.85	0.05	0.94	0.01	-0.09	0.05	-1.77	48	2281	
Parent Involvement in Hstart	6.81	4.54	6.77	4.14	0.04	0.66	0.06	48	2176	
Parent satisfaction-family	3.58	0.38	3.65	0.44	-0.07	0.06	-1.26	48	2171	
Parent satisfaction-child	3.82	0.29	3.86	0.31	-0.04	0.04	-0.94	48	2172	

**NOTE: Significant HSQRC fall to spring gains highlighted in italics.**

<b>Child Outcomes Comparisons: GAINS</b>				<b>Significant t-value: 1.96</b>						
	<b>QRC PARENT INVOLVEMENT INT F02-S03</b>	<b>sd1</b>	<b>FACES F00-S01</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>FACES N</b>	
PPVT SS	3.04	8.89	4.32	11.07	-1.28	1.10	-1.16	68	2110	
WJWordSS	1.34	9.24	-0.03	8.82	1.37	1.52	0.90	38	1011	
WJMathSS	-0.26	10.85	1.16	13.87	-1.42	1.82	-0.78	38	859	
WJDictSS	6.95	14.43	2.03	13.34	4.92	2.42	2.03	37	799	
<b>Book</b>	<b>0.40</b>	<b>1.24</b>	<b>0.79</b>	<b>1.40</b>	<b>-0.39</b>	<b>0.15</b>	<b>-2.58</b>	<b>70</b>	<b>2217</b>	
<b>Print</b>	<b>-0.04</b>	<b>0.40</b>	<b>0.11</b>	<b>0.81</b>	<b>-0.15</b>	<b>0.05</b>	<b>-2.95</b>	<b>70</b>	<b>2244</b>	
<b>DrawScr</b>	<b>1.20</b>	<b>1.92</b>	<b>0.63</b>	<b>1.60</b>	<b>0.57</b>	<b>0.23</b>	<b>2.46</b>	<b>70</b>	<b>2278</b>	
LtrsNamd	7.19	7.50	NA					70	0	
% knowing 10 or more letters	0.27	0.05	NA					70	0	
PBeProb	-0.39	2.34	-0.52	3.24	0.13	0.37	0.35	41	2202	
PBAggr	-0.32	1.63	-0.31	1.71	-0.01	0.26	-0.04	41	2182	
PBHyper	0.10	1.24	-0.22	1.46	0.32	0.20	1.63	41	2184	
PBWith	-0.07	0.79	0.02	1.06	-0.09	0.13	-0.72	41	2169	
PSSPAL	0.29	1.40	0.00	1.83	0.29	0.22	1.31	41	2201	
BProb	0.70	5.18	-0.37	4.71	1.07	0.62	1.72	71	2130	
BAggr	0.26	2.02	-0.05	1.80	0.31	0.25	1.23	66	2073	
BHyper	0.06	1.75	-0.16	1.44	0.22	0.21	1.04	70	2096	
BWith	0.46	2.79	-0.18	2.62	0.64	0.34	1.88	69	2080	
SSRS	0.71	6.06	1.97	4.38	-1.26	0.76	-1.66	65	2191	

<b>Parent Outcomes Comparisons: GAINS</b>				<b>Significant t-value: 1.96</b>						
	<b>QRC PARENT INVOLVEMENT INT F02-S03</b>	<b>sd1</b>	<b>FACES F00-S01</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>FACES N</b>	
Authoritarian Style	-0.03	0.61	-0.03	0.75	0.00	0.10	0.00	41	2201	
Authoritative Style	-0.02	0.53	0.01	0.66	-0.03	0.08	-0.36	41	2202	
Parent Energy	0.24	0.91	0.05	0.78	0.19	0.14	1.33	41	2201	
Parent Warmth	-0.01	0.41	0.02	0.49	-0.03	0.06	-0.46	41	2202	
Rules in the Home	0.51	1.25	0.20	1.22	0.31	0.20	1.57	41	2202	
<b>Monthly Outings</b>	<b>1.23</b>	<b>1.37</b>	<b>0.59</b>	<b>1.95</b>	<b>0.64</b>	<b>0.22</b>	<b>2.90</b>	<b>40</b>	<b>2197</b>	
<b>Weekly Literacy Activities</b>	<b>0.78</b>	<b>2.22</b>	<b>-0.05</b>	<b>2.58</b>	<b>0.83</b>	<b>0.36</b>	<b>2.34</b>	<b>40</b>	<b>2199</b>	
<b>CDS</b>	<b>-0.49</b>	<b>0.94</b>	<b>0.00</b>	<b>1.07</b>	<b>-0.49</b>	<b>0.15</b>	<b>-3.22</b>	<b>39</b>	<b>2196</b>	
<b>CDS: Moderate or severe</b>	<b>-0.15</b>	<b>0.07</b>	<b>-0.01</b>	<b>0.01</b>	<b>-0.14</b>	<b>0.07</b>	<b>-1.98</b>	<b>39</b>	<b>2210</b>	
<b>CDS: Severe</b>	<b>-0.15</b>	<b>0.06</b>	<b>-0.01</b>	<b>0.01</b>	<b>-0.14</b>	<b>0.06</b>	<b>-2.30</b>	<b>39</b>	<b>2210</b>	
PMSLC	0.62	3.41	0.43	3.16	0.19	0.55	0.35	39	2194	
Spanks 3 or more times	-0.02	0.07	-0.03	0.32	0.01	0.33	0.03	41	2200	
Reads daily	0.07	0.06	-0.01	0.01	0.08	0.06	1.32	41	2210	
Reads 3-6 times/week	0.05	0.10	0.03	0.01	0.02	0.10	0.20	41	2210	
Reads 1-2 times/week	-0.12	0.09	-0.01	0.01	-0.11	0.09	-1.21	41	2210	
Does not read	0.00	0.00	-0.01	0.01	0.01	0.01	1.00	41	2210	
Teaches words & letters	-0.05	0.06	0.03	0.01	-0.08	0.06	-1.32	40	2201	

## QRC DCC 2002-2003: Literacy Focused Intervention Outcomes Comparisons with Control Group

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>										
Significant t-value: 1.96										
	QRC LIT INT Fall 2002	sd1	QRC LIT CONTROL Fall 2002	sd2	diff	sediff	t	QRC N	Control N	
PPVT SS	79.97	15.81	82.46	15.84	-2.49	2.23	-1.12	116	89	
WJWordSS	92.44	8.71	95.40	11.85	-2.96	1.85	-1.60	70	60	
WJMathSS	85.57	12.68	88.17	15.63	-2.60	2.76	-0.94	53	53	
WJDictSS	87.21	10.10	88.12	12.84	-0.91	2.35	-0.39	47	49	
Book	1.49	1.29	1.34	1.09	0.15	0.16	0.91	118	91	
Print	0.26	0.68	0.16	0.50	0.10	0.08	1.23	118	92	
DrawScr	3.36	0.90	3.21	1.05	0.15	0.14	1.09	117	92	
LtrsNamd	2.57	5.21	3.76	6.96	-1.19	0.87	-1.37	118	93	
% knowing 10 or more letters	0.13	0.03	0.22	0.04	-0.09	0.05	-1.80	118	93	
PBeProb	5.86	4.14	5.72	4.21	0.14	0.64	0.22	102	75	
PBAggr	2.74	1.96	2.83	1.98	-0.09	0.31	-0.29	101	71	
PBHyper	1.90	1.53	1.68	1.69	0.22	0.25	0.88	101	72	
PBWith	0.70	0.90	0.57	0.95	0.13	0.14	0.90	100	72	
PSSPAL	11.83	1.89	12.22	2.10	-0.39	0.31	-1.27	103	74	
BProb	4.10	4.90	5.23	4.73	-1.13	0.64	-1.77	129	101	
BAggr	1.17	1.78	1.56	2.03	-0.39	0.26	-1.50	128	96	
<b>BHyper</b>	<b>0.88</b>	<b>1.34</b>	<b>1.34</b>	<b>1.53</b>	<b>-0.46</b>	<b>0.19</b>	<b>-2.37</b>	<b>128</b>	<b>99</b>	
BWith	2.01	2.52	2.39	2.28	-0.38	0.32	-1.18	125	98	
SSRS	15.42	4.62	15.19	4.54	0.23	0.61	0.37	129	97	

<b>Parent Outcomes Comparisons: FALL</b>										
Significant t-value: 1.96										
	QRC LIT INT Fall 2002	sd1	QRC LIT CONTROL Fall 2002	sd2	diff	sediff	t	LIT INT N	Control N	
Authoritarian Style	2.24	0.66	2.32	0.75	-0.08	0.11	-0.73	100	73	
Authoritative Style	4.03	0.72	4.04	0.62	-0.01	0.10	-0.10	100	73	
Parent Energy	3.84	0.72	4.01	0.87	-0.17	0.12	-1.36	99	73	
Parent Warmth	4.35	0.54	4.46	0.47	-0.11	0.08	-1.43	100	73	
Rules in the Home	3.81	1.07	3.69	1.25	0.12	0.18	0.67	101	75	
<b>Monthly Outings</b>	<b>5.18</b>	<b>2.36</b>	<b>4.25</b>	<b>2.32</b>	<b>0.93</b>	<b>0.35</b>	<b>2.62</b>	<b>103</b>	<b>75</b>	
Weekly Literacy Activities	5.97	2.46	5.91	2.38	0.06	0.37	0.16	102	75	
CDS	NA		NA					0	0	
CDS: Moderate or severe	NA		NA					0	0	
CDS: Severe	NA		NA					0	0	
PMSLC	NA		NA					0	0	
Spanks 3 or more times	0.03	0.02	0.01	0.01	0.02	0.02	0.89	101	75	
Reads daily	0.41	0.05	0.39	0.06	0.02	0.08	0.26	103	75	
Reads 3-6 times/week	0.27	0.04	0.33	0.05	-0.06	0.06	-0.94	103	75	
Reads 1-2 times/week	0.30	0.05	0.23	0.05	0.07	0.07	0.99	103	75	
Does not read	0.02	0.01	0.05	0.03	-0.03	0.03	-0.95	103	75	
Teaches words & letters	0.86	0.03	0.91	0.03	-0.05	0.04	-1.18	103	75	

<b>Child Outcomes Comparisons: SPRING</b>											
										Significant t-value: 1.96	
	QRC LIT INT Spring 2003		sd1	QRC LIT CONTROL Spring 2003		sd2	diff	sediff	t	LIT INT N	Control N
PPVT SS	81.86	16.54		85.64	14.93	-3.78	2.32	-1.63	109	78	
WJWordSS	97.25	13.08		97.23	12.58	0.02	2.00	0.01	93	73	
WJMathSS	85.14	14.35		87.41	17.07	-2.27	2.49	-0.91	94	73	
WJDictSS	88.62	13.25		86.41	15.68	2.21	2.35	0.94	92	68	
Book	2.11	1.44		2.06	1.43	0.05	0.21	0.24	110	79	
<b>Print</b>	<b>0.41</b>	<b>0.77</b>		<b>0.20</b>	<b>0.56</b>	<b>0.21</b>	<b>0.10</b>	<b>2.18</b>	<b>111</b>	<b>79</b>	
DrawScr	4.07	1.69		3.89	2.08	0.18	0.28	0.64	111	81	
LtrsNamd	9.79	9.92		10.38	9.81	-0.59	1.44	-0.41	111	81	
% knowing 10 or more letters	0.49	0.05		0.57	0.06	-0.08	0.08	-1.02	111	81	
PBeProb	5.85	2.92		5.37	3.92	0.48	0.58	0.82	87	63	
PBAggr	2.69	1.65		2.34	1.71	0.35	0.28	1.26	86	64	
PBHyper	2.01	1.48		1.81	1.64	0.20	0.26	0.76	85	63	
PBWith	0.69	0.79		0.59	1.02	0.10	0.16	0.64	85	61	
PSSPAL	11.97	1.84		12.39	1.83	-0.42	0.30	-1.39	87	64	
BProb	3.74	4.72		4.23	4.03	-0.49	0.63	-0.78	115	82	
BAggr	1.30	1.95		1.42	2.02	-0.12	0.29	-0.42	115	81	
<b>BHyper</b>	<b>0.76</b>	<b>1.30</b>		<b>1.17</b>	<b>1.43</b>	<b>-0.41</b>	<b>0.20</b>	<b>-2.05</b>	<b>112</b>	<b>82</b>	
BWith	1.67	2.15		1.59	1.95	0.08	0.30	0.27	113	81	
SSRS	17.87	4.72		16.93	5.18	0.94	0.72	1.30	116	82	

<b>Parent Outcomes Comparisons: SPRING</b>											
										Significant t-value: 1.96	
	QRC LIT INT Spring 2003		sd1	QRC LIT CONTROL Spring 2003		sd2	diff	sediff	t	LIT INT N	Control N
Authoritarian Style	2.20	0.68		2.14	0.74	0.06	0.12	0.51	87	64	
Authoritative Style	3.96	0.65		4.10	0.61	-0.14	0.10	-1.36	87	64	
Parent Energy	3.74	0.88		3.94	0.69	-0.20	0.13	-1.56	87	64	
Parent Warmth	4.32	0.47		4.40	0.46	-0.08	0.08	-1.05	87	64	
Rules in the Home	3.85	1.08		4.00	1.20	-0.15	0.19	-0.79	87	64	
Monthly Outings	5.09	2.40		5.03	2.31	0.06	0.39	0.16	87	64	
Weekly Literacy Activities	5.77	2.76		5.77	2.30	0.00	0.41	0.00	87	64	
CDS	NA			NA					0	0	
CDS: Moderate or severe	NA			NA					0	0	
CDS: Severe	NA			NA					0	0	
PMSLC	NA			NA					0	0	
Spanks 3 or more times	0.01	0.01		0.02	0.02	-0.01	0.02	-0.45	87	64	
Reads daily	0.44	0.05		0.44	0.06	0.00	0.08	0.00	91	66	
Reads 3-6 times/week	0.27	0.05		0.29	0.06	-0.02	0.08	-0.26	91	66	
Reads 1-2 times/week	0.21	0.04		0.21	0.05	0.00	0.06	0.00	91	66	
Does not read	0.03	0.02		0.03	0.02	0.00	0.03	0.00	91	66	
Teaches words & letters	0.95	0.02		0.89	0.04	0.06	0.04	1.34	87	64	
Parent Involvement in Hstart	6.44	3.87		5.75	3.35	0.69	0.59	1.17	87	64	
Parent satisfaction-family	3.63	0.56		3.55	0.55	0.08	0.09	0.87	86	64	
Parent satisfaction-child	3.80	0.47		3.83	0.33	-0.03	0.07	-0.46	86	64	

**NOTE: Significant fall to spring gains highlighted in italics.**

<b>Child Outcomes Comparisons: GAINS</b>										
Significant t-value: 1.96										
	QRC LIT INT F02- S03	sd1	QRC LIT CONTROL F02-S03	sd2	diff	sediff	t	LIT INT N	Control N	
PPVT SS	3.01	9.33	2.70	10.83	0.31	1.60	0.19	97	70	
WJWordSS	4.24	12.15	2.56	8.68	1.68	2.00	0.84	59	50	
WJMathSS	1.30	11.04	0.02	14.10	1.28	2.68	0.48	43	46	
WJDictSS	3.23	12.80	0.63	13.82	2.60	2.98	0.87	40	40	
Book	0.59	1.50	0.75	1.42	-0.16	0.22	-0.71	99	73	
Print	0.14	0.92	0.01	0.61	0.13	0.12	1.12	100	73	
DrawScr	0.77	1.43	0.75	1.75	0.02	0.25	0.08	100	75	
LtrsNamd	7.86	8.67	7.08	7.40	0.78	1.21	0.64	100	76	
% knowing 10 or more letters	0.39	0.05	0.38	0.06	0.01	0.08	0.13	100	76	
PBeProb	-0.14	3.35	-0.78	3.61	0.64	0.66	0.97	58	54	
PBAggr	-0.07	1.73	-0.53	1.67	0.46	0.32	1.43	59	53	
PBHyper	-0.06	1.50	-0.17	1.52	0.11	0.29	0.38	59	52	
PBWith	0.04	0.90	0.06	1.04	-0.02	0.18	-0.11	69	50	
PSSPAL	0.20	1.66	0.57	2.18	-0.37	0.35	-1.05	74	54	
BProb	-0.12	4.10	-0.85	3.72	0.73	0.56	1.30	113	82	
BAggr	0.17	1.86	-0.01	1.58	0.18	0.25	0.72	112	77	
BHyper	-0.08	1.24	-0.12	1.39	0.04	0.19	0.21	109	82	
<b>BWith</b>	<b>-0.14</b>	<b>1.96</b>	<b>-0.77</b>	<b>2.03</b>	<b>0.63</b>	<b>0.30</b>	<b>2.12</b>	<b>107</b>	<b>79</b>	
SSRS	2.54	4.77	1.68	5.21	0.86	0.73	1.17	114	80	

<b>Parent Outcomes Comparisons: GAINS</b>										
Significant t-value: 1.96										
	QRC LIT INT F02- S03	sd1	QRC LIT CONTROL F02-S03	sd2	diff	sediff	t	LIT INT N	Control N	
Authoritarian Style	-0.06	0.78	-0.17	0.91	0.11	0.15	0.71	73	54	
Authoritative Style	-0.01	0.72	0.02	0.72	-0.03	0.13	-0.23	73	54	
Parent Energy	-0.10	0.85	-0.08	0.90	-0.02	0.16	-0.13	73	54	
Parent Warmth	-0.02	0.56	-0.06	0.53	0.04	0.10	0.41	73	54	
Rules in the Home	0.11	1.05	0.18	1.26	-0.07	0.21	-0.33	74	55	
Monthly Outings	0.05	2.07	0.69	2.34	-0.64	0.40	-1.61	74	55	
Weekly Literacy Activities	0.07	2.24	-0.38	2.39	0.45	0.42	1.08	73	55	
CDS	NA		NA					0	0	
CDS: Moderate or severe	NA		NA					0	0	
CDS: Severe	NA		NA					0	0	
PMSLC	NA		NA					0	0	
Spanks 3 or more times	-0.03	0.02	0.00	0.00	-0.03	0.02	-1.50	74	55	
Reads daily	0.01	0.05	0.00	0.08	0.01	0.09	0.11	78	57	
Reads 3-6 times/week	0.05	0.07	0.02	0.08	0.03	0.11	0.28	78	57	
Reads 1-2 times/week	-0.13	0.06	0.00	0.06	-0.13	0.08	-1.53	78	57	
Does not read	0.01	0.02	-0.05	0.04	0.06	0.04	1.34	78	57	
<b>Teaches words &amp; letters</b>	<b>0.11</b>	<b>0.04</b>	<b>-0.04</b>	<b>0.03</b>	<b>0.15</b>	<b>0.05</b>	<b>3.00</b>	<b>74</b>	<b>55</b>	

**QRC DCC 2002-2003: SocioEmotional Focused Intervention Outcomes Comparisons  
with Control Group**

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>									
	<b>Significant t-value: 1.96</b>								
	<b>QRC SOC EMO INT Fall 2002</b>	<b>sd1</b>	<b>QRC SOC EMO CONTROL Fall 2002</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>SOC EMO N</b>	<b>Control N</b>
<b>PPVT SS</b>	<b>89.39</b>	<b>18.17</b>	<b>78.47</b>	<b>14.31</b>	<b>10.92</b>	<b>4.05</b>	<b>2.70</b>	<b>120</b>	<b>15</b>
WJWordSS	95.75	12.06	94.62	10.48	1.13	3.16	0.36	96	13
WJMathSS	93.96	16.43	91.09	8.61	2.87	3.15	0.91	85	11
WJDictSS	87.34	17.45	87.55	14.94	-0.21	4.89	-0.04	85	11
Book	2.12	1.40	2.36	1.34	-0.24	0.38	-0.63	119	14
Print	0.49	0.87	0.29	0.61	0.20	0.18	1.10	120	14
DrawScr	3.38	1.56	3.40	0.83	-0.02	0.26	-0.08	120	15
LtrsNamd	5.81	8.30	5.67	8.45	0.14	2.31	0.06	120	15
% knowing 10 or more letters	0.31	0.04	0.33	0.13	-0.02	0.14	-0.15	120	15
PBeProb	5.83	3.94	4.79	2.23	1.04	0.63	1.65	114	19
PBAggr	2.76	1.77	2.37	1.38	0.39	0.36	1.09	114	19
PBHyper	1.74	1.57	1.79	1.23	-0.05	0.32	-0.16	114	19
<b>PBWith</b>	<b>0.63</b>	<b>0.98</b>	<b>0.16</b>	<b>0.37</b>	<b>0.47</b>	<b>0.13</b>	<b>3.74</b>	<b>112</b>	<b>19</b>
PSSPAL	12.09	1.91	12.58	1.64	-0.49	0.42	-1.18	114	19
BProb	5.73	5.02	3.93	4.23	1.80	1.18	1.52	121	15
BAggr	1.75	1.97	1.80	1.74	-0.05	0.48	-0.10	121	15
BHyper	1.23	1.40	0.93	1.16	0.30	0.33	0.92	121	15
<b>BWith</b>	<b>2.74</b>	<b>2.80</b>	<b>1.20</b>	<b>1.70</b>	<b>1.54</b>	<b>0.51</b>	<b>3.04</b>	<b>121</b>	<b>15</b>
SSRS	16.69	5.19	15.33	4.78	1.36	1.32	1.03	121	15

<b>Parent Outcomes Comparisons: FALL</b>									
	<b>Significant t-value: 1.96</b>								
	<b>QRC SOC EMO INT Fall 2002</b>	<b>sd1</b>	<b>QRC SOC EMO CONTROL Fall 2002</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>SOC EMO N</b>	<b>Control N</b>
Authoritarian Style	2.14	0.58	2.46	0.87	-0.32	0.21	-1.55	114	19
Authoritative Style	4.16	0.62	3.99	0.58	0.17	0.15	1.17	114	19
Parent Energy	3.85	0.71	3.83	0.69	0.02	0.17	0.12	114	19
Parent Warmth	4.38	0.44	4.26	0.43	0.12	0.11	1.12	114	19
Rules in the Home	4.04	0.99	3.89	0.30	0.15	0.12	1.30	114	19
Monthly Outings	4.69	2.14	4.37	0.34	0.32	0.22	1.49	114	19
<b>Weekly Literacy Activities</b>	<b>5.91</b>	<b>2.24</b>	<b>5.16</b>	<b>0.50</b>	<b>0.75</b>	<b>0.24</b>	<b>3.14</b>	<b>114</b>	<b>19</b>
CDS	1.91	1.04	NA					55	0
CDS: Moderate or severe	0.27	0.06	NA					55	0
CDS: Severe	0.11	0.04	NA					55	0
PMSLC	14.53	2.96	NA					55	0
Spanks 3 or more times	0.01	0.01	0.05	0.05	-0.04	0.05	-0.78	114	19
<b>Reads daily</b>	<b>0.45</b>	<b>0.05</b>	<b>0.16</b>	<b>0.09</b>	<b>0.29</b>	<b>0.10</b>	<b>2.82</b>	<b>114</b>	<b>19</b>
Reads 3-6 times/week	0.30	0.04	0.37	0.11	-0.07	0.12	-0.60	114	19
Reads 1-2 times/week	0.24	0.04	0.32	0.11	-0.08	0.12	-0.68	114	19
Does not read	0.02	0.01	0.16	0.09	-0.14	0.09	-1.55	114	19
Teaches words & letters	0.97	0.02	1.00	0.00	-0.03	0.02	-1.50	114	19

Child Outcomes Comparisons: SPRING										Significant t-value: 1.96	
	QRC SOC EMO INT Spring 2003	sd1	QRC SOC EMO CONTROL Spring 2003	sd2	diff	sediff	t	SOC EMO N	Control N		
<b>PPVT SS</b>	<b>93.29</b>	<b>17.66</b>	<b>77.81</b>	<b>24.47</b>	<b>15.48</b>	<b>6.36</b>	<b>2.43</b>	<b>102</b>	<b>16</b>		
WJWordSS	96.26	12.17	92.93	12.45	3.33	3.44	0.97	101	15		
<b>WJMathSS</b>	<b>94.15</b>	<b>18.60</b>	<b>78.20</b>	<b>21.10</b>	<b>15.95</b>	<b>5.76</b>	<b>2.77</b>	<b>100</b>	<b>15</b>		
WJDictSS	88.07	17.65	84.73	7.78	3.34	2.71	1.23	94	15		
<b>Book</b>	<b>2.89</b>	<b>1.66</b>	<b>2.06</b>	<b>1.48</b>	<b>0.83</b>	<b>0.40</b>	<b>2.05</b>	<b>104</b>	<b>16</b>		
<b>Print</b>	<b>0.38</b>	<b>0.67</b>	<b>0.13</b>	<b>0.34</b>	<b>0.25</b>	<b>0.11</b>	<b>2.33</b>	<b>104</b>	<b>16</b>		
DrawScr	4.81	2.41	4.56	2.00	0.25	0.55	0.45	105	16		
LtrsNamd	11.69	9.95	7.88	8.72	3.81	2.39	1.60	105	16		
% knowing 10 or more letters	0.59	0.05	0.50	0.13	0.09	0.14	0.65	105	16		
PBeProb	5.34	3.70	4.65	1.93	0.69	0.59	1.16	103	17		
PBAggr	2.59	1.68	2.47	1.23	0.12	0.34	0.35	103	17		
PBHyper	1.61	1.39	1.71	1.16	-0.10	0.31	-0.32	103	17		
<b>PBWith</b>	<b>0.62</b>	<b>0.99</b>	<b>0.13</b>	<b>0.34</b>	<b>0.49</b>	<b>0.13</b>	<b>3.78</b>	<b>102</b>	<b>16</b>		
PSSPAL	12.33	1.52	12.71	0.99	-0.38	0.28	-1.34	103	17		
<b>BProb</b>	<b>5.49</b>	<b>5.22</b>	<b>2.53</b>	<b>3.20</b>	<b>2.96</b>	<b>0.93</b>	<b>3.19</b>	<b>106</b>	<b>17</b>		
BAggr	1.84	2.20	1.24	1.75	0.60	0.48	1.26	106	17		
BHyper	1.18	1.54	0.76	1.15	0.42	0.32	1.33	105	17		
<b>BWith</b>	<b>2.44</b>	<b>2.79</b>	<b>0.53</b>	<b>0.72</b>	<b>1.91</b>	<b>0.32</b>	<b>5.92</b>	<b>106</b>	<b>17</b>		
SSRS	18.21	4.56	19.41	3.76	-1.20	1.01	-1.18	107	17		

Parent Outcomes Comparisons: SPRING										Significant t-value: 1.96	
	QRC SOC EMO INT Spring 2003	sd1	QRC SOC EMO CONTROL Spring 2003	sd2	diff	sediff	t	SOC EMO N	Control N		
<b>Authoritarian Style</b>	<b>2.14</b>	<b>0.60</b>	<b>2.55</b>	<b>0.53</b>	<b>-0.41</b>	<b>0.14</b>	<b>-2.90</b>	<b>103</b>	<b>17</b>		
Authoritative Style	4.09	0.53	3.97	0.61	0.12	0.16	0.76	103	17		
Parent Energy	3.85	0.65	3.86	0.65	-0.01	0.17	-0.06	103	17		
Parent Warmth	4.34	0.42	4.32	0.47	0.02	0.12	0.16	103	17		
Rules in the Home	4.12	0.96	4.06	0.75	0.06	0.21	0.29	103	17		
Monthly Outings	5.04	1.97	4.59	1.06	0.45	0.32	1.40	103	17		
<b>Weekly Literacy Activities</b>	<b>5.85</b>	<b>2.10</b>	<b>4.82</b>	<b>1.94</b>	<b>1.03</b>	<b>0.51</b>	<b>2.00</b>	<b>103</b>	<b>17</b>		
CDS	1.91	1.05	NA					46	0		
CDS: Moderate or severe	0.28	0.07	NA					46	0		
CDS: Severe	0.11	0.05	NA					46	0		
PMSLC	15.82	3.34	15.29	3.22	0.53	0.85	0.62	96	17		
Spanks 3 or more times	0.03	0.02	0.06	0.06	-0.03	0.06	-0.47	103	17		
<b>Reads daily</b>	<b>0.45</b>	<b>0.05</b>	<b>0.17</b>	<b>0.09</b>	<b>0.28</b>	<b>0.10</b>	<b>2.72</b>	<b>105</b>	<b>18</b>		
Reads 3-6 times/week	0.31	0.05	0.39	0.12	-0.08	0.13	-0.62	105	18		
Reads 1-2 times/week	0.22	0.04	0.39	0.12	-0.17	0.13	-1.34	105	18		
Does not read	0.00	0.00	0.00	0.00	0.00	0.00	#DIV/0!	105	18		
Teaches words & letters	0.92	0.03	0.94	0.06	-0.02	0.07	-0.30	103	17		
Parent Involvement in Hstart	7.17	3.90	5.88	2.76	1.29	0.77	1.67	103	17		
<b>Parent satisfaction-family</b>	<b>3.68</b>	<b>0.35</b>	<b>3.43</b>	<b>0.48</b>	<b>0.25</b>	<b>0.12</b>	<b>2.06</b>	<b>103</b>	<b>17</b>		
Parent satisfaction-child	3.87	0.22	3.90	0.15	-0.03	0.04	-0.71	103	17		

**NOTE: Significant fall to spring gains highlighted in italics.**

<b>Child Outcomes Comparisons: GAINS</b>										
Significant t-value: 1.96										
	QRC SOC EMO INT F02-S03	sd1	QRC SOC EMO CONTROL F02-S03	sd2	diff	sediff	t	SOC EMO N	Control N	
PPVT SS	4.62	9.31	7.15	12.37	-2.53	3.55	-0.71	101	13	
<b>WJWordSS</b>	<b>0.80</b>	<b>8.50</b>	<b>-5.18</b>	<b>7.07</b>	<b>5.98</b>	<b>2.32</b>	<b>2.58</b>	<b>88</b>	<b>11</b>	
WJMathSS	3.05	12.44	-0.56	15.17	3.61	5.25	0.69	77	9	
WJDictSS	1.31	13.80	-3.89	7.39	5.20	2.95	1.76	72	9	
Book	0.78	1.53	-0.08	1.51	0.86	0.46	1.86	102	12	
Print	-0.12	1.12	-0.17	0.58	0.05	1.00	0.05	1.3	12	
DrawScr	1.37	2.15	1.54	1.76	-0.17	0.53	-0.32	104	13	
LtrsNamd	5.44	7.08	2.15	8.11	3.29	2.35	1.40	104	13	
% knowing 10 or more letters	0.27	0.05	0.15	0.10	0.12	0.11	1.07	104	13	
PBeProb	-0.46	2.93	-0.41	1.37	-0.05	0.44	-0.11	100	17	
PBAggr	-0.08	1.51	0.00	0.94	-0.08	0.27	-0.29	100	17	
PBHyper	-0.16	1.35	-0.24	1.09	0.08	0.30	0.27	100	17	
PBWith	-0.04	0.94	-0.06	0.44	0.02	0.15	0.14	98	16	
PSSPAL	0.34	1.46	0.29	1.40	0.05	0.37	0.14	100	17	
BProb	-0.02	3.59	-1.31	2.43	1.29	0.76	1.70	106	13	
BAggr	0.17	1.66	-0.46	1.45	0.63	0.43	1.45	106	13	
BHyper	-0.04	1.21	-0.31	0.75	0.27	0.24	1.13	105	13	
BWith	-0.13	2.17	-0.54	1.27	0.41	0.41	1.00	106	13	
<b>SSRS</b>	<b>1.13</b>	<b>3.50</b>	<b>4.00</b>	<b>4.98</b>	<b>-2.87</b>	<b>1.42</b>	<b>-2.02</b>	<b>107</b>	<b>13</b>	

<b>Parent Outcomes Comparisons: GAINS</b>										
Significant t-value: 1.96										
	QRC SOC EMO F02-S03	sd1	QRC SOC EMO CONTROL F02-S03	sd2	diff	sediff	t	SOC EMO N	Control N	
Authoritarian Style	-0.03	0.56	0.00	0.73	-0.03	0.19	-0.16	100	17	
Authoritative Style	-0.11	0.54	0.09	0.70	-0.20	0.18	-1.12	100	17	
Parent Energy	0.03	0.70	0.10	0.65	-0.07	0.17	-0.41	100	17	
Parent Warmth	-0.04	0.36	0.09	0.47	-0.13	0.12	-1.09	100	17	
Rules in the Home	0.05	0.97	0.18	1.42	-0.13	0.36	-0.36	100	17	
Monthly Outings	0.25	1.77	0.35	1.54	-0.10	0.41	-0.24	100	17	
Weekly Literacy Activities	0.03	2.14	0.12	1.73	-0.09	0.47	-0.19	100	17	
CDS	-0.05	1.02	NA					43	0	
CDS: Moderate or severe	0.00	0.08	NA					43	0	
CDS: Severe	0.00	0.05	NA					43	0	
PMSLC	0.77	2.23	NA					43	0	
Spanks 3 or more times	0.02	0.02	0.00	0.09	0.02	0.09	0.22	100	17	
Reads daily	-0.02	0.05	0.06	0.10	-0.08	0.11	-0.72	101	18	
Reads 3-6 times/week	-0.02	0.06	0.00	0.11	-0.02	0.13	-0.16	101	18	
Reads 1-2 times/week	0.04	0.04	0.06	0.15	-0.02	0.16	-0.13	101	18	
Does not read	-0.01	0.01	-0.17	0.09	0.16	0.09	1.77	101	18	
Teaches words & letters	-0.05	0.03	-0.06	0.06	0.01	0.07	0.15	100	17	



## QRC DCC 2002-2003: Teacher Training Focused Intervention Outcomes Comparisons with Control Group

*NOTE: Significant differences are highlighted in bold.*

Child Outcomes Comparisons: FALL											Significant t-value: 1.96	
	QRC TEACHER TRAINING INT Fall 2002		sd1	QRC TEACHER TRAINING CONTROL Fall 2002		sd2	diff	sediff	t	TEACH TRN INT N	Control N	
PPVT SS	80.71	17.68		77.78	16.91	2.93	2.07	1.42	165	120		
WJWordSS	92.41	8.83		93.32	10.17	-0.91	1.81	-0.50	64	50		
<b>WJMathSS</b>	<b>92.96</b>	<b>12.02</b>		<b>85.80</b>	<b>15.07</b>	<b>7.16</b>	<b>2.89</b>	<b>2.47</b>	<b>51</b>	<b>41</b>		
WJDictSS	85.12	14.34		81.48	16.34	3.64	3.28	1.11	50	40		
Book	1.47	1.12		1.41	1.15	0.06	0.14	0.44	165	121		
Print	0.16	0.49		0.11	0.41	0.05	0.05	0.93	164	120		
DrawScr	2.96	1.44		2.86	1.30	0.10	0.16	0.62	165	122		
LtrsNamd	2.22	4.97		2.33	5.88	-0.11	0.66	-0.17	166	123		
% knowing 10 or more letters	0.13	0.03		0.12	0.03	0.01	0.04	0.24	166	123		
PBeProb	5.67	3.32		6.39	3.69	-0.72	0.46	-1.58	142	104		
<b>PBAggr</b>	<b>2.67</b>	<b>1.60</b>		<b>3.19</b>	<b>1.74</b>	<b>-0.52</b>	<b>0.22</b>	<b>-2.38</b>	<b>141</b>	<b>103</b>		
PBHyper	1.72	1.47		1.99	1.68	-0.27	0.21	-1.30	140	103		
PBWith	0.68	0.95		0.64	0.91	0.04	0.12	0.33	140	102		
PSSPAL	12.01	1.83		11.61	2.21	0.40	0.27	1.51	142	104		
BProb	4.81	4.94		4.47	4.73	0.34	0.56	0.60	171	129		
BAggr	1.65	2.05		1.51	1.92	0.14	0.23	0.61	170	129		
BHyper	1.08	1.42		1.09	1.45	-0.01	0.17	-0.06	170	130		
BWith	2.08	2.50		1.87	2.23	0.21	0.28	0.76	169	124		
<b>SSRS</b>	<b>13.91</b>	<b>4.74</b>		<b>14.96</b>	<b>4.05</b>	<b>-1.05</b>	<b>0.52</b>	<b>-2.02</b>	<b>164</b>	<b>124</b>		

Parent Outcomes Comparisons: FALL											Significant t-value: 1.96	
	QRC TEACHER TRAINING INT Fall 2002		sd1	QRC TEACHER TRAINING CONTROL Fall 2002		sd2	diff	sediff	t	TEACH TRN INT N	Control N	
Authoritarian Style	2.21	0.74		2.17	0.71	0.04	0.09	0.43	141	104		
Authoritative Style	4.07	0.62		4.06	0.65	0.01	0.08	0.12	142	104		
Parent Energy	3.83	0.76		3.79	0.65	0.04	0.09	0.44	142	104		
Parent Warmth	4.36	0.47		4.38	0.46	-0.02	0.06	-0.33	142	104		
Rules in the Home	3.82	1.19		3.60	1.31	0.22	0.16	1.35	142	104		
Monthly Outings	4.54	1.85		4.15	1.84	0.39	0.24	1.64	142	104		
Weekly Literacy Activities	5.81	2.38		5.69	2.45	0.12	0.31	0.38	141	104		
CDS	1.89	1.05		2.06	1.08	-0.17	0.17	-1.03	106	69		
CDS: Moderate or severe	0.24	0.04		0.35	0.06	-0.11	0.07	-1.53	106	69		
CDS: Severe	0.13	0.03		0.13	0.04	0.00	0.05	0.00	106	69		
PMSLC	14.73	3.46		14.09	3.45	0.64	0.53	1.20	107	69		
Spanks 3 or more times	0.04	0.02		0.04	0.02	0.00	0.03	0.00	139	102		
Reads daily	0.42	0.04		0.38	0.05	0.04	0.06	0.62	142	104		
Reads 3-6 times/week	0.27	0.04		0.36	0.05	-0.09	0.06	-1.41	142	104		
Reads 1-2 times/week	0.26	0.04		0.23	0.04	0.03	0.06	0.53	142	104		
Does not read	0.06	0.02		0.04	0.02	0.02	0.03	0.71	142	104		
Teaches words & letters	0.93	0.02		0.91	0.03	0.02	0.04	0.55	142	104		

Child Outcomes Comparisons: SPRING										Significant t-value: 1.96	
	QRC TEACHER TRAINING INT Spring 2003	sd1	QRC TEACHER TRAINING CONTROL Spring 2003	sd2	diff	sediff	t	TEACH TRN INT N	Control N		
PPVT SS	85.14	15.07	83.42	15.55	1.72	1.96	0.88	145	107		
WJWordSS	95.84	12.18	95.02	12.34	0.82	1.82	0.45	104	81		
WJMathSS	87.04	17.30	84.81	17.45	2.23	2.58	0.86	105	80		
WJDictSS	86.54	15.50	84.08	15.86	2.46	2.36	1.04	101	79		
Book	1.96	1.29	1.74	1.36	0.22	0.17	1.31	151	107		
Print	0.25	0.59	0.14	0.44	0.11	0.06	1.71	151	107		
DrawScr	3.57	1.69	3.38	1.39	0.19	0.19	0.99	151	108		
LtrsNamd	7.26	8.73	6.56	9.08	0.70	1.13	0.62	151	108		
% knowing 10 or more letters	0.39	0.04	0.35	0.05	0.04	0.06	0.62	151	108		
PBeProb	5.65	3.72	6.72	3.98	-1.07	0.55	-1.96	124	85		
PBAggr	2.73	1.59	3.18	1.86	-0.45	0.25	-1.82	124	85		
<b>PBHyper</b>	<b>1.56</b>	<b>1.55</b>	<b>2.08</b>	<b>1.51</b>	<b>-0.52</b>	<b>0.22</b>	<b>-2.41</b>	<b>122</b>	<b>85</b>		
PBWith	0.74	0.97	0.85	0.99	-0.11	0.14	-0.79	124	84		
PSSPAL	12.01	1.61	11.73	2.18	0.28	0.28	1.01	124	85		
BProb	4.48	4.18	4.33	4.44	0.15	0.54	0.28	155	107		
BAGgr	1.64	1.81	1.47	1.85	0.17	0.23	0.73	154	106		
BHyper	0.92	1.35	1.03	1.27	-0.11	0.16	-0.67	155	106		
BWith	1.92	2.34	1.83	2.23	0.09	0.29	0.31	152	103		
SSRS	16.90	4.24	17.67	4.42	-0.77	0.55	-1.41	155	107		

Parent Outcomes Comparisons: SPRING										Significant t-value: 1.96	
	QRC TEACHER TRAINING INT Spring 2003	sd1	QRC TEACHER TRAINING CONTROL Spring 2003	sd2	diff	sediff	t	TEACH TRN INT N	Control N		
Authoritarian Style	2.12	0.66	2.16	0.61	-0.04	0.09	-0.45	124	84		
Authoritative Style	4.10	0.54	4.03	0.50	0.07	0.07	0.97	124	86		
Parent Energy	3.82	0.70	3.81	0.68	0.01	0.10	0.10	124	86		
<b>Parent Warmth</b>	<b>4.39</b>	<b>0.54</b>	<b>4.22</b>	<b>0.47</b>	<b>0.17</b>	<b>0.07</b>	<b>2.42</b>	<b>124</b>	<b>86</b>		
Rules in the Home	4.11	1.11	4.15	1.05	-0.04	0.15	-0.26	124	85		
Monthly Outings	5.18	2.05	5.27	1.94	-0.09	0.28	-0.32	125	86		
Weekly Literacy Activities	5.54	2.67	5.80	2.65	-0.26	0.37	-0.70	125	86		
<b>CDS</b>	<b>1.36</b>	<b>0.74</b>	<b>1.90</b>	<b>1.11</b>	<b>-0.54</b>	<b>0.16</b>	<b>-3.32</b>	<b>84</b>	<b>62</b>		
<b>CDS: Moderate or severe</b>	<b>0.08</b>	<b>0.03</b>	<b>0.27</b>	<b>0.06</b>	<b>-0.19</b>	<b>0.07</b>	<b>-2.83</b>	<b>84</b>	<b>62</b>		
<b>CDS: Severe</b>	<b>0.04</b>	<b>0.02</b>	<b>0.15</b>	<b>0.05</b>	<b>-0.11</b>	<b>0.05</b>	<b>-2.04</b>	<b>84</b>	<b>62</b>		
PMSLC	14.84	3.62	13.95	3.43	0.89	0.58	1.52	85	63		
Spanks 3 or more times	0.04	0.02	0.05	0.02	-0.01	0.03	-0.35	123	85		
Reads daily	0.31	0.04	0.36	0.05	-0.05	0.06	-0.78	127	87		
Reads 3-6 times/week	0.31	0.04	0.37	0.05	-0.06	0.06	-0.94	127	87		
Reads 1-2 times/week	0.32	0.04	0.23	0.05	0.09	0.06	1.41	127	87		
Does not read	0.04	0.02	0.03	0.02	0.01	0.03	0.35	127	87		
Teaches words & letters	0.94	0.02	0.93	0.03	0.01	0.04	0.28	125	86		
Parent Involvement in Hstart	6.07	3.97	6.59	3.32	-0.52	0.50	-1.03	124	87		
Parent satisfaction-family	3.62	0.46	3.55	0.46	0.07	0.06	1.09	123	87		
Parent satisfaction-child	3.83	0.33	3.74	0.44	0.09	0.06	1.62	124	87		

**NOTE: Significant fall to spring gains highlighted in italics**

<b>Child Outcomes Comparisons: GAINS</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC TEACHER TRAINING INT F02- S03</b>	<b>sd1</b>	<b>QRC TEACHER TRAINING CONTROL F02-S03</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>TEACH TRN INT N</b>	<b>Control N</b>	
PPVT SS	5.76	10.96	7.81	11.70	-2.05	1.51	-1.35	139	96	
WJWordSS	1.39	8.93	1.65	6.22	-0.26	1.56	-0.17	54	40	
WJMathSS	0.60	9.47	0.93	9.99	-0.33	2.34	-0.14	42	30	
WJDictSS	4.36	13.01	3.90	10.58	0.46	2.86	0.16	39	29	
Book	0.56	1.35	0.42	1.37	0.14	0.18	0.78	145	97	
Print	0.10	0.74	0.01	0.59	0.09	0.09	1.04	144	96	
DrawScr	0.60	1.63	0.64	1.40	-0.04	0.19	-0.21	146	99	
LtrsNamd	5.36	7.06	4.00	6.38	1.36	0.87	1.57	146	100	
% knowing 10 or more letters	0.29	0.04	0.23	0.04	0.06	0.06	1.06	146	100	
PBeProb	-0.32	3.70	0.68	3.30	-1.00	0.52	-1.92	111	73	
PBAggr	-0.08	1.76	0.18	1.79	-0.26	0.27	-0.97	110	73	
<b>PBHyper</b>	<b>-0.34</b>	<b>1.64</b>	<b>0.15</b>	<b>1.54</b>	<b>-0.49</b>	<b>0.24</b>	<b>-2.04</b>	<b>108</b>	<b>72</b>	
PBWith	0.07	1.16	0.25	1.13	-0.18	0.17	-1.03	109	71	
PSSPAL	0.07	2.03	-0.03	2.30	0.10	0.33	0.30	111	73	
BProb	-0.20	4.83	-0.11	4.35	-0.09	0.58	-0.16	154	105	
BAggr	0.01	2.19	0.00	1.70	0.01	0.24	0.04	152	104	
BHyper	-0.12	1.46	0.01	1.30	-0.13	0.17	-0.75	153	105	
BWith	-0.11	2.30	-0.20	2.47	0.09	0.31	0.29	149	96	
SSRS	2.73	4.34	2.85	4.16	-0.12	0.54	-0.22	148	103	

<b>Parent Outcomes Comparisons: GAINS</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC TEACHER TRAINING F02-S03</b>	<b>sd1</b>	<b>QRC TEACHER TRAINING CONTROL F02-S03</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>TEACH TRN INT N</b>	<b>Control N</b>	
Authoritarian Style	-0.08	0.79	-0.02	0.71	-0.06	0.11	-0.54	110	74	
Authoritative Style	0.02	0.67	-0.02	0.65	0.04	0.10	0.41	111	74	
Parent Energy	-0.05	0.73	-0.01	0.80	-0.04	0.12	-0.34	111	73	
<b>Parent Warmth</b>	<b>0.03</b>	<b>0.56</b>	<b>-0.17</b>	<b>0.50</b>	<b>0.20</b>	<b>0.08</b>	<b>2.54</b>	<b>111</b>	<b>74</b>	
Rules in the Home	0.28	1.24	0.60	1.21	-0.32	0.18	-1.74	111	73	
Monthly Outings	0.76	1.96	0.86	1.80	-0.10	0.28	-0.36	111	74	
Weekly Literacy Activities	-0.40	2.86	0.22	3.07	-0.62	0.45	-1.38	110	74	
CDS	-0.46	1.11	-0.19	0.99	-0.27	0.19	-1.46	76	54	
CDS: Moderate or severe	-0.16	0.05	-0.07	0.06	-0.09	0.08	-1.15	76	54	
CDS: Severe	-0.07	0.03	0.02	0.06	-0.09	0.07	-1.34	76	54	
PMSLC	0.29	3.29	-0.15	3.47	0.44	0.60	0.73	78	54	
Spanks 3 or more times	0.00	0.02	0.03	0.02	-0.03	0.03	-1.06	108	71	
Reads daily	-0.10	0.05	-0.04	0.07	-0.06	0.09	-0.70	111	75	
Reads 3-6 times/week	0.07	0.05	0.01	0.08	0.06	0.09	0.64	111	75	
Reads 1-2 times/week	0.05	0.05	0.04	0.06	0.01	0.08	0.13	111	75	
Does not read	-0.03	0.03	-0.03	0.03	0.00	0.04	0.00	111	75	
Teaches words & letters	0.05	0.03	0.03	0.04	0.02	0.05	0.40	111	74	

**QRC DCC 2002-2003: Individualizing Assessment Focused Intervention Outcomes  
Comparisons with Control Group**

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>										
Significant t-value: 1.96										
	<b>QRC INDIVIDUAL ASSESSMENT INT Fall 2002</b>	<b>sd1</b>	<b>QRC INDIVIDUAL ASSESSMENT CONTROL Fall 2002</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>IND ASS INT N</b>	<b>Control N</b>	
PPVT SS	79.10	18.74	74.86	16.75	4.24	2.55	1.67	118	80	
WJWordSS	90.80	7.02	93.65	9.18	-2.85	1.86	-1.53	50	34	
<b>WJMathSS</b>	<b>93.00</b>	<b>13.18</b>	<b>86.68</b>	<b>10.99</b>	<b>6.32</b>	<b>3.09</b>	<b>2.05</b>	<b>37</b>	<b>25</b>	
WJDictSS	83.22	14.17	81.17	13.54	2.05	3.64	0.56	36	24	
Book	1.48	1.11	1.44	1.10	0.04	0.16	0.25	118	81	
Print	0.17	0.51	0.14	0.47	0.03	0.07	0.42	117	80	
DrawScr	2.93	1.42	2.86	1.29	0.07	0.19	0.36	118	81	
LtrsNamd	2.12	4.35	2.54	6.41	-0.42	0.81	-0.52	119	82	
% knowing 10 or more letters	0.12	0.03	0.13	0.04	-0.01	0.05	-0.20	119	82	
PBeProb	5.54	3.19	6.53	3.50	-0.99	0.52	-1.90	107	70	
<b>PBAggr</b>	<b>2.53</b>	<b>1.46</b>	<b>3.28</b>	<b>1.66</b>	<b>-0.75</b>	<b>0.25</b>	<b>-3.06</b>	<b>106</b>	<b>69</b>	
PBHyper	1.67	1.50	2.13	1.74	-0.46	0.26	-1.80	105	69	
PBWith	0.66	0.88	0.56	0.90	0.10	0.14	0.72	106	68	
PSSPAL	11.91	1.93	11.57	2.34	0.34	0.34	1.01	107	70	
BProb	4.24	4.33	4.11	4.24	0.13	0.61	0.21	123	84	
BAggr	1.51	1.86	1.42	1.77	0.09	0.26	0.35	122	85	
BHyper	0.97	1.32	1.01	1.24	-0.04	0.18	-0.22	123	85	
BWith	1.77	2.04	1.72	2.06	0.05	0.29	0.17	122	82	
SSRS	14.68	4.75	15.00	3.41	-0.32	0.58	-0.55	116	80	

<b>Parent Outcomes Comparisons: FALL</b>										
Significant t-value: 1.96										
	<b>QRC INDIVIDUAL ASSESSMENT INT Fall 2002</b>	<b>sd1</b>	<b>QRC INDIVIDUAL ASSESSMENT CONTROL Fall 2002</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>IND ASS INT N</b>	<b>Control N</b>	
Authoritarian Style	2.29	0.75	2.32	0.75	-0.03	0.12	-0.26	107	70	
Authoritative Style	4.06	0.66	4.05	0.68	0.01	0.10	0.10	107	70	
Parent Energy	3.88	0.75	3.73	0.66	0.15	0.11	1.40	107	70	
Parent Warmth	4.33	0.49	4.37	0.49	-0.04	0.08	-0.53	107	70	
Rules in the Home	3.85	1.24	3.59	1.34	0.26	0.20	1.30	107	70	
Monthly Outings	4.64	1.93	4.43	1.88	0.21	0.29	0.72	107	70	
Weekly Literacy Activities	5.70	2.47	5.33	2.34	0.37	0.37	1.00	106	70	
CDS	1.89	1.05	2.06	1.08	-0.17	0.17	-1.03	106	69	
CDS: Moderate or severe	0.24	0.04	0.35	0.06	-0.11	0.07	-1.53	106	69	
CDS: Severe	0.13	0.03	0.13	0.04	0.00	0.05	0.00	106	69	
PMSLC	14.73	3.46	14.09	3.45	0.64	0.53	1.20	107	69	
Spans 3 or more times	0.03	0.02	0.03	0.02	0.00	0.03	0.00	106	68	
Reads daily	0.38	0.05	0.34	0.06	0.04	0.08	0.51	107	70	
Reads 3-6 times/week	0.32	0.05	0.40	0.06	-0.08	0.08	-1.02	107	70	
Reads 1-2 times/week	0.26	0.04	0.21	0.05	0.05	0.06	0.78	107	70	
Does not read	0.04	0.02	0.04	0.02	0.00	0.03	0.00	107	70	
Teaches words & letters	0.93	0.02	0.90	0.04	0.03	0.04	0.67	107	70	

Child Outcomes Comparisons: SPRING										Significant t-value: 1.96	
	QRC INDIVIDUAL ASSESSMENT INT Spring 2003	sd1	QRC INDIVIDUAL ASSESSMENT CONTROL Spring 2003	sd2	diff	sediff	t	IND ASS INT N	Control N		
PPVT SS	83.93	16.13	81.62	15.47	2.31	2.38	0.97	104	76		
WJWordSS	95.27	12.02	95.62	12.16	-0.35	2.09	-0.17	79	58		
WJMathSS	85.14	18.44	83.67	18.85	1.47	3.22	0.46	80	58		
WJDictSS	87.21	13.12	85.28	13.69	1.93	2.35	0.82	77	57		
Book	1.89	1.25	1.99	1.39	-0.10	0.20	-0.50	107	75		
Print	0.29	0.64	0.17	0.48	0.12	0.08	1.44	107	75		
DrawScr	3.74	1.81	3.53	1.36	0.21	0.23	0.90	107	76		
LtrsNamd	7.65	8.82	6.97	9.22	0.68	1.36	0.50	107	76		
% knowing 10 or more letters	0.43	0.05	0.38	0.06	0.05	0.08	0.64	107	76		
<b>PBeProb</b>	<b>5.40</b>	<b>3.61</b>	<b>7.08</b>	<b>4.19</b>	<b>-1.68</b>	<b>0.66</b>	<b>-2.56</b>	<b>85</b>	<b>63</b>		
<b>PBAggr</b>	<b>2.58</b>	<b>1.60</b>	<b>3.40</b>	<b>1.88</b>	<b>-0.82</b>	<b>0.29</b>	<b>-2.79</b>	<b>85</b>	<b>63</b>		
<b>PBHyper</b>	<b>1.48</b>	<b>1.53</b>	<b>2.22</b>	<b>1.60</b>	<b>-0.74</b>	<b>0.26</b>	<b>-2.82</b>	<b>83</b>	<b>63</b>		
PBWith	0.72	0.96	0.87	0.99	-0.15	0.16	-0.92	85	63		
PSSPAL	12.04	1.71	11.59	2.31	0.45	0.35	1.30	85	63		
BProb	3.94	3.74	3.97	4.11	-0.03	0.60	-0.05	110	73		
BAggr	1.59	1.75	1.53	1.88	0.06	0.28	0.22	109	72		
BHyper	0.79	1.23	0.97	1.16	-0.18	0.18	-1.00	110	72		
BWith	1.54	1.89	1.47	1.83	0.07	0.29	0.25	107	70		
SSRS	17.68	4.23	18.19	4.32	-0.51	0.65	-0.79	111	73		

Parent Outcomes Comparisons: SPRING										Significant t-value: 1.96	
	QRC INDIVIDUAL ASSESSMENT INT Spring 2003	sd1	QRC INDIVIDUAL ASSESSMENT CONTROL Spring 2003	sd2	diff	sediff	t	IND ASS INT N	Control N		
Authoritarian Style	2.17	0.68	2.18	0.61	-0.01	0.11	-0.09	85	62		
Authoritative Style	4.05	0.54	3.99	0.51	0.06	0.09	0.69	85	63		
Parent Energy	3.86	0.67	3.78	0.70	0.08	0.11	0.70	85	62		
<b>Parent Warmth</b>	<b>4.42</b>	<b>0.57</b>	<b>4.13</b>	<b>0.46</b>	<b>0.29</b>	<b>0.08</b>	<b>3.42</b>	<b>85</b>	<b>63</b>		
Rules in the Home	4.01	1.15	4.17	1.10	-0.16	0.19	-0.86	85	63		
Monthly Outings	5.51	1.90	5.71	1.84	-0.20	0.31	-0.65	86	63		
Weekly Literacy Activities	5.16	2.76	5.76	2.77	-0.60	0.46	-1.31	86	63		
<b>CDS</b>	<b>1.36</b>	<b>0.74</b>	<b>1.90</b>	<b>1.11</b>	<b>-0.54</b>	<b>0.16</b>	<b>-3.32</b>	<b>84</b>	<b>62</b>		
<b>CDS: Moderate or severe</b>	<b>0.08</b>	<b>0.03</b>	<b>0.27</b>	<b>0.06</b>	<b>-0.19</b>	<b>0.07</b>	<b>-2.83</b>	<b>84</b>	<b>62</b>		
<b>CDS: Severe</b>	<b>0.04</b>	<b>0.02</b>	<b>0.15</b>	<b>0.05</b>	<b>-0.11</b>	<b>0.05</b>	<b>-2.04</b>	<b>84</b>	<b>62</b>		
PMSLC	14.84	3.62	13.95	3.43	0.89	0.58	1.52	85	63		
Spanks 3 or more times	0.02	0.02	0.06	0.03	-0.04	0.04	-1.11	85	63		
Reads daily	0.32	0.05	0.35	0.06	-0.03	0.08	-0.38	88	63		
Reads 3-6 times/week	0.30	0.05	0.37	0.06	-0.07	0.08	-0.90	88	63		
Reads 1-2 times/week	0.32	0.05	0.25	0.06	0.07	0.08	0.90	88	63		
Does not read	0.05	0.02	0.03	0.02	0.02	0.03	0.71	88	63		
Teaches words & letters	0.99	0.01	0.94	0.03	0.05	0.03	1.58	86	63		
Parent Involvement in Hstart	6.25	4.45	7.13	3.43	-0.88	0.65	-1.36	85	63		
Parent satisfaction-family	3.63	0.43	3.52	0.49	0.11	0.08	1.42	84	63		
Parent satisfaction-child	3.87	0.31	3.76	0.44	0.11	0.06	1.70	85	63		

NOTE: Significant fall to spring gains highlighted in italics.

Child Outcomes Comparisons: GAINS										
Significant t-value: 1.96										
	QRC INDIVIDUAL ASSESSMENT INT F02-S03	sd1	QRC INDIVIDUAL ASSESSMENT CONTROL F02-S03	sd2	diff	sediff	t	IND ASS INT N	Control N	
PPVT SS	6.47	11.18	8.71	11.35	-2.24	1.76	-1.27	99	70	
WJWordSS	1.57	9.04	2.20	5.80	-0.63	1.75	-0.36	42	30	
WJMathSS	-0.60	10.25	0.52	10.19	-1.12	2.91	-0.39	30	21	
WJDictSS	5.46	13.99	5.25	11.80	0.21	3.74	0.06	28	20	
Book	0.47	1.34	0.61	1.30	-0.14	0.20	-0.69	102	70	
Print	0.14	0.79	0.00	0.64	0.14	0.11	1.27	101	69	
DrawScr	0.79	1.77	0.72	1.49	0.07	0.25	0.28	103	71	
LtrsNamd	5.77	7.16	4.10	6.26	1.67	1.02	1.64	103	72	
% knowing 10 or more letters	0.33	0.05	0.24	0.05	0.09	0.07	1.27	103	72	
<b>PBeProb</b>	<b>-0.67</b>	<b>3.49</b>	<b>0.64</b>	<b>3.21</b>	<b>-1.31</b>	<b>0.59</b>	<b>-2.24</b>	<b>78</b>	<b>55</b>	
PBAggr	-0.18	1.71	0.22	1.79	-0.40	0.31	-1.29	77	55	
PBHyper	-0.43	1.62	0.06	1.62	-0.49	0.29	-1.69	75	54	
PBWith	0.06	1.17	0.30	1.20	-0.24	0.21	-1.13	77	53	
PSSPAL	0.23	2.08	-0.16	2.43	0.39	0.40	0.97	78	55	
BProb	0.05	4.57	0.06	3.68	-0.01	0.62	-0.02	109	71	
BAggr	0.18	2.13	0.23	1.52	-0.05	0.27	-0.18	107	71	
BHyper	-0.06	1.36	0.10	1.02	-0.16	0.18	-0.90	109	71	
BWith	-0.07	2.14	-0.39	2.27	0.32	0.35	0.92	105	66	
SSRS	2.59	4.72	3.28	3.81	-0.69	0.65	-1.06	104	69	

Parent Outcomes Comparisons: GAINS										
Significant t-value: 1.96										
	QRC INDIVIDUAL ASSESSMENT F02 S03	sd1	QRC INDIVIDUAL ASSESSMENT CONTROL F02-S03	sd2	diff	sediff	t	IND ASS INT N	Control N	
Authoritarian Style	-0.15	0.78	-0.06	0.77	-0.09	0.14	-0.66	78	55	
Authoritative Style	0.02	0.69	-0.02	0.67	0.04	0.12	0.33	78	55	
Parent Energy	-0.06	0.72	0.06	0.82	-0.12	0.14	-0.87	78	54	
<b>Parent Warmth</b>	<b>0.12</b>	<b>0.54</b>	<b>-0.30</b>	<b>0.48</b>	<b>0.42</b>	<b>0.09</b>	<b>4.72</b>	<b>78</b>	<b>55</b>	
<b>Rules in the Home</b>	<b>0.13</b>	<b>1.30</b>	<b>0.64</b>	<b>1.19</b>	<b>-0.51</b>	<b>0.22</b>	<b>-2.34</b>	<b>78</b>	<b>55</b>	
Monthly Outings	0.95	2.00	1.07	1.84	-0.12	0.34	-0.36	78	55	
Weekly Literacy Activities	-0.68	3.08	0.40	3.22	-1.08	0.56	-1.93	77	55	
CDS	-0.46	1.11	-0.19	0.99	-0.27	0.19	-1.46	76	54	
CDS: Moderate or severe	-0.16	0.05	-0.07	0.06	-0.09	0.08	-1.15	76	54	
CDS: Severe	-0.07	0.03	0.02	0.06	-0.09	0.07	-1.34	76	54	
PMSLC	0.29	3.29	-0.15	3.47	0.44	0.60	0.73	78	54	
Spanks 3 or more times	0.01	0.02	0.04	0.03	-0.03	0.04	-0.83	77	53	
Reads daily	-0.06	0.05	0.00	0.09	-0.06	0.10	-0.58	78	55	
Reads 3-6 times/week	0.00	0.06	-0.07	0.10	0.07	0.12	0.60	78	55	
Reads 1-2 times/week	0.06	0.06	0.09	0.07	-0.03	0.09	-0.33	78	55	
Does not read	0.00	0.03	-0.02	0.04	0.02	0.05	0.40	78	55	
Teaches words & letters	0.08	0.04	0.02	0.05	0.06	0.06	0.94	78	55	

**QRC DCC 2002-2003: Parent Involvement Focused Intervention Outcomes  
Comparisons with Control Group**

*NOTE: Significant differences are highlighted in bold.*

<b>Child Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC PARENT INVOLVEMENT INT Fall 2002</b>	<b>sd1</b>	<b>QRC PARENT INVOLVEMENT CONTROL Fall 2002</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>CONTROL N</b>	
PPVT SS	83.90	11.53	80.59	10.26	3.31	2.20	1.51	77	34	
WJWordSS	95.51	10.80	94.67	13.01	0.84	3.48	0.24	43	18	
WJMathSS	88.16	11.32	85.68	8.69	2.48	2.64	0.94	43	19	
WJDictSS	84.54	13.88	83.58	13.93	0.96	3.86	0.25	41	19	
Book	1.56	1.26	1.53	0.99	0.03	0.22	0.13	77	34	
Print	0.17	0.52	0.12	0.33	0.05	0.08	0.61	77	34	
DrawScr	3.32	1.23	3.24	0.82	0.08	0.20	0.40	77	34	
LtrsNamd	4.19	7.45	4.62	7.82	-0.43	1.59	-0.27	77	34	
% knowing 10 or more letters	0.26	0.05	0.24	0.07	0.02	0.09	0.23	77	34	
PBeProb	4.58	2.59	4.35	3.30	0.23	0.73	0.32	59	26	
PBAggr	2.78	1.62	2.62	1.70	0.16	0.39	0.41	59	26	
PBHyper	1.14	1.28	0.96	1.40	0.18	0.33	0.55	59	25	
PBWith	0.28	0.56	0.40	0.87	-0.12	0.19	-0.64	58	25	
PSSPAL	12.14	1.61	12.77	1.24	-0.63	0.32	-1.96	59	26	
BProb	3.86	4.68	3.03	3.81	0.83	0.85	0.98	77	33	
BAggr	1.34	1.85	0.85	1.42	0.49	0.33	1.50	76	33	
BHyper	0.91	1.49	0.67	1.05	0.24	0.25	0.96	77	33	
BWith	1.57	2.22	1.52	2.03	0.05	0.44	0.11	75	33	
SSRS	15.66	5.40	13.42	5.86	2.24	1.20	1.86	71	33	

<b>Parent Outcomes Comparisons: FALL</b>			<b>Significant t-value: 1.96</b>							
	<b>QRC PARENT INVOLVEMENT INT Fall 2002</b>	<b>sd1</b>	<b>QRC PARENT INVOLVEMENT CONTROL Fall 2002</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>CONTROL N</b>	
Authoritarian Style	2.24	0.67	2.31	0.55	-0.07	0.14	-0.50	58	26	
Authoritative Style	4.03	0.57	3.91	0.58	0.12	0.14	0.88	59	26	
Parent Energy	3.94	0.78	4.07	0.69	-0.13	0.17	-0.77	59	26	
Parent Warmth	4.22	0.42	4.28	0.49	-0.06	0.11	-0.54	59	26	
Rules in the Home	3.92	1.15	3.92	1.20	0.00	0.28	0.00	59	26	
Monthly Outings	5.26	2.47	5.35	2.35	-0.09	0.56	-0.16	58	26	
Weekly Literacy Activities	6.17	2.62	6.50	2.44	-0.33	0.59	-0.56	58	26	
<b>CDS</b>	<b>2.05</b>	<b>1.16</b>	<b>1.50</b>	<b>0.89</b>	<b>0.55</b>	<b>0.25</b>	<b>2.17</b>	<b>55</b>	<b>20</b>	
CDS: Moderate or severe	0.33	0.06	0.15	0.08	0.18	0.10	1.80	55	20	
CDS: Severe	0.18	0.05	0.05	0.05	0.13	0.07	1.84	55	20	
PMSLC	15.91	3.55	16.30	3.63	-0.39	0.94	-0.41	55	20	
Spanks 3 or more times	0.08	0.04	0.08	0.05	0.00	0.06	0.00	59	26	
Reads daily	0.36	0.06	0.42	0.10	-0.06	0.12	-0.51	59	26	
Reads 3-6 times/week	0.24	0.06	0.35	0.10	-0.11	0.12	-0.94	59	26	
Reads 1-2 times/week	0.37	0.06	0.23	0.08	0.14	0.10	1.40	59	26	
Does not read	0.03	0.02	0.00	0.00	0.03	0.02	1.50	59	26	
<b>Teaches words &amp; letters</b>	<b>0.90</b>	<b>0.04</b>	<b>1.00</b>	<b>0.00</b>	<b>-0.10</b>	<b>0.04</b>	<b>-2.50</b>	<b>58</b>	<b>26</b>	

Child Outcomes Comparisons: SPRING				Significant t-value: 1.96						
	QRC PARENT INVOLVEMENT INT Spring 2003	sd1	QRC PARENT INVOLVEMENT CONTROL Spring 2003	sd2	diff	sediff	t	INT N	CONTROL N	
PPVT SS	87.38	11.75	85.73	12.06	1.65	2.62	0.63	68	30	
WJWordSS	98.36	12.11	99.48	13.05	-1.12	3.06	-0.37	57	25	
WJMathSS	89.12	15.50	85.38	16.90	3.74	3.89	0.96	58	26	
WJDictSS	92.26	15.32	89.29	15.73	2.97	3.79	0.78	58	24	
Book	2.03	1.34	2.00	1.02	0.03	0.24	0.12	70	32	
Print	0.14	0.43	0.13	0.42	0.01	0.09	0.11	70	32	
DrawScr	4.59	1.95	4.03	1.71	0.56	0.38	1.47	70	32	
LtrsNamd	11.73	9.95	12.97	10.41	-1.24	2.19	-0.57	70	32	
% knowing 10 or more letters	0.56	0.06	0.59	0.09	-0.03	0.11	-0.28	70	32	
PBeProb	4.38	3.34	4.13	2.80	0.25	0.75	0.33	48	24	
PBAggr	2.42	1.65	2.21	1.25	0.21	0.35	0.60	48	24	
PBHyper	1.27	1.27	1.08	1.28	0.19	0.32	0.60	48	24	
PBWith	0.33	0.60	0.63	1.06	-0.30	0.23	-1.29	48	24	
<b>PSSPAL</b>	<b>12.52</b>	<b>1.44</b>	<b>13.17</b>	<b>0.87</b>	<b>-0.65</b>	<b>0.27</b>	<b>-2.38</b>	<b>48</b>	<b>24</b>	
BProb	4.30	4.05	3.76	5.82	0.54	1.12	0.48	71	33	
BAggr	1.48	2.02	1.42	2.51	0.06	0.50	0.12	67	33	
BHyper	0.91	1.26	0.76	1.39	0.15	0.29	0.53	70	33	
BWith	1.93	1.98	1.50	2.20	0.43	0.45	0.95	71	32	
SSRS	16.65	4.26	17.67	5.28	-1.02	1.05	-0.97	71	33	

Parent Outcomes Comparisons: SPRING				Significant t-value: 1.96						
	QRC PARENT INVOLVEMENT INT Spring 2003	sd1	QRC PARENT INVOLVEMENT CONTROL Spring 2003	sd2	diff	sediff	t	QRC N	CONTROL N	
Authoritarian Style	2.33	0.38	2.50	0.75	-0.17	0.16	-1.05	48	24	
Authoritative Style	4.09	0.51	4.13	0.54	-0.04	0.13	-0.30	48	24	
Parent Energy	4.21	0.59	3.89	0.75	0.32	0.18	1.83	48	24	
Parent Warmth	4.26	0.37	4.14	0.47	0.12	0.11	1.09	48	24	
Rules in the Home	4.42	0.79	4.25	1.03	0.17	0.24	0.71	48	24	
Monthly Outings	6.40	2.17	6.75	2.89	-0.35	0.67	-0.52	48	24	
Weekly Literacy Activities	6.94	1.78	7.67	1.93	-0.73	0.47	-1.55	48	24	
CDS	1.58	0.82	1.63	0.97	-0.05	0.23	-0.22	48	24	
CDS: Moderate or severe	0.17	0.05	0.17	0.08	0.00	0.09	0.00	48	24	
CDS: Severe	0.02	0.02	0.08	0.06	-0.06	0.06	-0.95	48	24	
PMSLC	16.98	2.86	16.58	3.23	0.40	0.78	0.51	48	24	
Spanks 3 or more times	0.06	0.04	0.04	0.20	0.02	0.20	0.10	48	24	
Reads daily	0.44	0.07	0.38	0.10	0.06	0.12	0.49	48	24	
<b>Reads 3-6 times/week</b>	<b>0.27</b>	<b>0.06</b>	<b>0.58</b>	<b>0.10</b>	<b>-0.31</b>	<b>0.12</b>	<b>-2.66</b>	<b>48</b>	<b>24</b>	
<b>Reads 1-2 times/week</b>	<b>0.23</b>	<b>0.06</b>	<b>0.04</b>	<b>0.04</b>	<b>0.19</b>	<b>0.07</b>	<b>2.63</b>	<b>48</b>	<b>24</b>	
Does not read	0.06	0.04	0.00	0.00	0.06	0.04	1.50	48	24	
Teaches words & letters	0.85	0.05	0.92	0.06	-0.07	0.08	-0.90	48	24	
Parent Involvement in Hstart	6.81	4.54	7.75	4.65	-0.94	1.15	-0.81	48	24	
<b>Parent satisfaction-family</b>	<b>3.58</b>	<b>0.38</b>	<b>3.77</b>	<b>0.24</b>	<b>-0.19</b>	<b>0.07</b>	<b>-2.58</b>	<b>48</b>	<b>24</b>	
Parent satisfaction-child	3.82	0.29	3.90	0.16	-0.08	0.05	-1.51	48	24	



**NOTE: Significant fall to spring gains highlighted in italics.**

<b>Child Outcomes Comparisons: GAINS</b>				<b>Significant t-value: 1.96</b>						
	<b>QRC PARENT INVOLVEMENT INT F02-S03</b>	<b>sd1</b>	<b>QRC PARENT INVOLVEMENT CONTROL F02-S03</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>CONTROL N</b>	
PPVT SS	3.04	8.89	5.28	8.84	-2.24	1.96	-1.14	68	29	
WJWordSS	1.34	9.24	4.87	8.19	-3.53	2.59	-1.36	38	15	
WJMathSS	-0.26	10.85	-3.00	13.48	2.74	3.80	0.72	38	16	
WJDictSS	6.95	14.43	6.06	13.51	0.89	4.13	0.22	37	16	
Book	0.40	1.24	0.52	1.03	-0.12	0.24	-0.51	70	31	
Print	-0.04	0.40	0.06	0.51	-0.10	0.10	-0.97	70	31	
DrawScr	1.20	1.92	0.87	1.65	0.33	0.37	0.88	70	31	
LtrsNamd	7.19	7.50	8.03	7.95	-0.84	1.69	-0.50	70	31	
% knowing 10 or more letters	0.27	0.05	0.32	0.09	-0.05	0.10	-0.49	70	31	
PBeProb	-0.39	2.34	-0.37	2.73	-0.02	0.73	-0.03	41	19	
PBAggr	-0.32	1.63	-0.47	1.47	0.15	0.42	0.36	41	19	
PBHyper	0.10	1.24	0.17	1.29	-0.07	0.36	-0.19	41	18	
PBWith	-0.07	0.79	0.22	0.65	-0.29	0.20	-1.47	41	18	
PSSPAL	0.29	1.40	0.63	1.21	-0.34	0.35	-0.96	41	19	
BProb	0.70	5.18	0.68	3.45	0.02	0.87	0.02	71	31	
BAggr	0.26	2.02	0.61	2.01	-0.35	0.44	-0.80	66	31	
BHyper	0.06	1.75	0.10	1.08	-0.04	0.29	-0.14	70	31	
BWith	0.46	2.79	-0.07	1.26	0.53	0.41	1.30	69	30	
<b>SSRS</b>	<b>0.71</b>	<b>6.06</b>	<b>4.16</b>	<b>7.93</b>	<b>-3.45</b>	<b>1.61</b>	<b>-2.14</b>	<b>65</b>	<b>31</b>	

<b>Parent Outcomes Comparisons: GAINS</b>				<b>Significant t-value: 1.96</b>						
	<b>QRC PARENT INVOLVEMENT INT F02-S03</b>	<b>sd1</b>	<b>QRC PARENT INVOLVEMENT CONTROL F02-S03</b>	<b>sd2</b>	<b>diff</b>	<b>sediff</b>	<b>t</b>	<b>QRC N</b>	<b>CONTROL N</b>	
Authoritarian Style	-0.03	0.61	0.09	0.65	-0.12	0.18	-0.68	41	19	
Authoritative Style	-0.02	0.53	0.09	0.77	-0.11	0.20	-0.56	41	19	
<b>Parent Energy</b>	<b>0.24</b>	<b>0.91</b>	<b>-0.18</b>	<b>0.64</b>	<b>0.42</b>	<b>0.20</b>	<b>2.06</b>	<b>41</b>	<b>19</b>	
Parent Warmth	-0.01	0.41	-0.07	0.64	0.06	0.16	0.37	41	19	
Rules in the Home	0.51	1.25	0.21	1.08	0.30	0.32	0.95	41	19	
Monthly Outings	1.23	1.37	1.95	2.17	-0.72	0.54	-1.33	40	19	
Weekly Literacy Activities	0.78	2.22	1.00	1.80	-0.22	0.54	-0.41	40	19	
<b>CDS</b>	<b>-0.49</b>	<b>0.94</b>	<b>0.21</b>	<b>1.19</b>	<b>-0.70</b>	<b>0.35</b>	<b>-1.99</b>	<b>39</b>	<b>14</b>	
CDS: Moderate or severe	-0.15	0.07	0.07	0.16	-0.22	0.17	-1.26	39	14	
CDS: Severe	-0.15	0.06	0.00	0.10	-0.15	0.12	-1.29	39	14	
PMSLC	0.62	3.41	-0.07	3.34	0.69	1.05	0.66	39	14	
Spanks 3 or more times	-0.02	0.07	-0.05	0.05	0.03	0.09	0.35	41	19	
Reads daily	0.07	0.06	-0.11	0.11	0.18	0.13	1.44	41	19	
Reads 3-6 times/week	0.05	0.10	0.26	0.13	-0.21	0.16	-1.28	41	19	
Reads 1-2 times/week	-0.12	0.09	-0.16	0.09	0.04	0.13	0.31	41	19	
Does not read	0.00	0.00	0.00	0.00	0.00	0.00	#DIV/0!	41	19	
Teaches words & letters	-0.05	0.06	-0.11	0.07	0.06	0.09	0.65	40	19	

***Appendix B. Highlights of Head Start Quality Research Center Consortium Meetings***

**Head Start Quality Research Center Consortium Meeting: March 26, 2001**

**Highlights:**

- Overviews provided by HSQRCs
- FACES measures and findings presented
- Discussion of core data collection plans

**Special Presentations:**

- Discussion of Head Start Bureau literacy initiatives--Douglas Klafehn and Tom Schultz

**Head Start Quality Research Center Consortium Meeting: July 9-10, 2001**

**Highlights:**

- Presentations by HSQRCs
- Discussion of coordinated data collection—finalization of instruments  
HSQRC local site data collection responsibilities  
Training and data collection schedule
- Data processing and analysis procedures and schedule
- FACES presentation

**Head Start Quality Research Center Consortium Meeting: October 9-10, 2001**

**Highlights:**

- Research status presentations by HSQRCs
- FACES presentation
- Discussion of coordinated data collection progress, plans, and issues
- Report of publications policy subcommittee

**Special Presentations:**

- Grover (Russ) Whitehurst, Assistant Secretary for Educational Research and Improvement, on OERI (now Institute for Education Sciences, U.S. Department of Education) and the interagency research agenda in early childhood
- Melissa Welch-Ross, Director, Early Learning and School Readiness Program, Child Development and Behavior Branch, National Institute of Child Health and Human Development, on NICHD work in early childhood and the interagency early childhood task force (via written materials)
- Tom Schultz, Director, Program Support Division, Head Start Bureau
- Howard Rolston, Director, Office of Planning, Research and Evaluation,

Administration for Children and Families

## **Head Start Quality Research Center Consortium Meeting - Joint meeting of HSQRC Researchers and Program Partners: February 27-March 1, 2002**

### **Highlights:**

#### **Head Start Program Partners**

- General introductions including information on Head Start program, community served, unique features of program.
- Discuss experiences of being program research partner (discussion to result in report back to full group on Thursday session)
- Value and challenges in partnership
- Program partners in initial HSQRC sites share insights with newer program partner
- Fall 2001 data collection activities—improvements for Spring 2002 data collection

#### **Research Consortium Members**

- HSQRC research status presentations
- HSQRC-DCC discussion of progress, plans for spring data collection, analysis

#### **Joint Meeting of Program and Research Staff**

- 20-minute joint presentations by Principal Investigator and Head Start Program Partner for each HSQRC. The HSQRC interventions: What change was expected as a result of the intervention and why
- Group report from program partners on experiences as research partners
- FACES findings
- Discussion and input from HSQRC researchers on findings and analytic procedures

#### **Special Presentations**

- Joan Ohl, Commissioner, ACYF
- Windy Hill, Associate Commissioner, Head Start Bureau
- Heidi Schweingruber, Office of Educational Research and Improvement, DOE
- Melissa Welch-Ross, National Institute of Child Health and Human Development
- Cheryl Boyce, National Institute of Mental Health

#### **CORE staff presentations on other Head Start Research:**

- FACES
- Early Head Start Evaluation
- Head Start Impact Study
- American Indian/Alaska Native Research Project

## **Head Start Quality Research Center Consortium Meeting: June 25, 2002**

**Highlights:**

- HSQRC individual reports on plans for next year
- DCC plans for data collection and coordination with HSQRCs in Fall
- Discussion of plans for future HSQRC/DCC data analyses

**Special Presentations:**

- Discussion on Head Start Child Outcomes Framework

**Head Start Quality Research Center Consortium Meeting: September 18-19, 2002****Highlights:**

- HSQRC research status presentations
- Discussion of coordinated data collection progress, plans, and issues
- Discussion of cross-site data analyses
- Technical work group discussion of FACES 2000 analyses

**Special Presentations:**

- Head Start National Reporting System: Tom Schultz, Head Start Bureau and Clancy Blair, Pennsylvania State University
- New research initiatives by:
  - Kyle Snow, National Institute of Child Health and Human Development
  - Heidi Schweingruber, Office of Educational Research and Improvement/  
IES
  - Louisa Tarullo, Rachel Cohen, and Mike Lopez, ACF
  - Cassandra Simmel, SRCD policy fellow

**Head Start Quality Research Center Consortium Meeting - HSQRC Research and Program Partner Meeting: January 22-24, 2003****Highlights:**

- Research-program partner presentations  
Head Start Partners
- Discussion and development of presentation on experience as research and intervention sites  
Research Centers
- Presentation and discussion of HSQRC-DCC data and analytic issues
- Presentation of DCC data collection plans for spring 2003

**Special Presentations:**

- Douglas Klafehn, Deputy Associate Commissioner for Head Start
- Federal Research Presentations
  - Tom Schultz—Head Start National Reporting System
  - Kyle Snow—NICHD/ACF/ASPE/OSERS/Interagency School Readiness

Consortium Grants  
Heidi Schweingruber—Preschool Curricula Evaluation Research Grants

**Head Start Quality Research Center Consortium Meeting: May 21-22, 2003**

**Highlights:**

- Presentations of HSQRC study findings
- Plans for fall data collection
- FACES presentation on child outcomes
- Presentation of FACES family and neighborhood findings

**Special Presentations:**

- Heidi Schweingruber, Department of Education
- Tom Schultz, Head Start Bureau – Head Start National Reporting System

**Head Start Quality Research Center Consortium Meeting: September 24-25, 2003**

**Highlights:**

- Presentations of HSQRC study findings
- Update on fall data collection
- HSQRC-DCC cross-site data presentation
- Discussion of measures used in FACES 2003 and HSQRC cross-site research

**Special Presentations:**

- Stefanie Schmidt, IES/Education, Early Reading First
- Tom Schultz, Head Start Bureau, National Reporting System
- Mike Lopez and Jonathan Miles, ACF, Head Start Impact Study

## *Appendix C. Data Collection Instruments*

### **A. Direct Child Assessment**

The child assessment instruments selected for the HSQRC studies have been shown to give a reliable estimate of the level of school readiness skills and social competence. These measures were identical to those used with the nationally representative sample in the Head Start FACES 2000 study, and have reliably demonstrated an ability to predict later school performance, notably in the areas of reading and general knowledge (ACF, 2003). The entire assessment battery was designed to require no longer than approximately 30 minutes, and is interesting and fun for the child.

Brief descriptions of the direct child assessment measures and estimates of their internal consistency are provided below. Details of the reliability analyses can be found in Table A-1. Descriptive statistics (e.g., means, standard deviations, and statistical tests) can be found in Appendix A.

#### **A1. Peabody Picture Vocabulary Test – Third Edition - Revised**

The Peabody Picture Vocabulary Test (PPVT-III) (Dunn & Dunn, 1997) is designed to assess children's knowledge of the meaning of words by asking them to say or indicate by pointing which of four pictures best shows the meaning of a word that is said aloud by the assessor. A series of words is presented, ranging from easy to difficult for children of a given age, each accompanied by a picture plate consisting of four line drawings. The test requires about 10 minutes to administer. It is suitable for a wide range of ages from 2 1/2 through adulthood and has established age norms based on a national sample of 2,725 children and adults tested at 240 sites across the U.S.

The PPVT-III has been extensively revised from earlier versions of the test. These improvements were undertaken to promote easier testing and more accurate scoring. Also, new drawings have been added and dated illustrations dropped so as to achieve better gender and ethnic balance. Individual test items that showed statistical bias by race or ethnicity, gender, or region were deleted from the item pool for the scale prior to standardization. PPVT-III was found to be highly reliable with HSQRC data, with Cronbach's alpha coefficients ranging from .96 for Fall 2001 to .97 for Spring 2003. Similarly high reliability estimates were found with the nationally representative FACES 2000 data.

A Spanish-language test, the *Test de Vocabulario en Imagenes Peabody* (TVIP), is also available, but has not been updated to be directly comparable to the PPVT-III. For the HSQRC studies, the TVIP was used with children whose primary language was Spanish.

## **A2. Woodcock-Johnson Psycho-Educational Battery – Revised**

The updated edition of the Woodcock-Johnson Battery (WJ-R) is a carefully constructed and widely used test battery. The set of individually administered tests is designed to assess the intellectual and academic development of individuals from preschool through adulthood (Woodcock and Johnson, 1989; Salvia and Ysseldyke, 1991). FACES used three subtests from the Achievement Battery that together constitute an "Early Development -- Skills" cluster, according to the test developers. The cluster is comprised of the Letter-Word Identification, Applied Problems, and Dictation tests. The same three subtests of the Spanish version (*Woodcock-Muñoz Pruebas de Aprovechamiento-Revisada*) were used in the Spanish version of the FACES assessment battery.

**Letter-Word Identification.** The first five Letter-Word Identification items involve symbolic learning, or the ability to match a rebus (pictographic representation of a word) with an actual picture of the object. The remaining items measure children's reading identification skills in identifying isolated letters and words that appear in large type on the pages of the test book. As well as being part of the Early Development cluster, this subtest is also part of the Basic Reading Skills cluster. The internal consistency of the Letter-Word Identification subtest with HSQRC data ranged from .86 for Fall 2001 to .88 for Spring 2003. Similarly high reliability estimates were found with the nationally representative FACES 2000 data.

**Applied Problems.** This subtest measures children's skill in analyzing and solving practical problems in mathematics. In order to solve the problems, the child must recognize the procedure to be followed and then perform relatively simple counting, addition or subtraction operations. Because many of the problems include extraneous stimuli or information, the child must also decide which data to include in the count or calculation. As well as being part of the Early Development cluster, the subtest is also part of a Broad Mathematics cluster. The internal consistency of the Applied Problems subtest with HSQRC data ranged from .89 for Fall 2001 to .90 for Spring 2003. Similarly high reliability estimates were found with the nationally representative FACES 2000 data.

**Dictation.** The first six items in this subtest measure prewriting skills, such as drawing lines and copying letters. The remaining items measure the child's skill in providing written responses when asked to write specific upper- or lower-case letters of the alphabet. Later parts of the test ask the child to write specific words and phrases, punctuation, and capitalization. The internal consistency of the Dictation subtest HSQRC data ranged from .74 for Fall 2001 to .80 for Spring 2003. Similar reliability estimates were found with the nationally representative FACES 2000 data.

## **A3. McCarthy Scales of Children's Abilities**

The McCarthy Scales of Children's Abilities is a widely used and well-documented test battery. The HSQRC direct assessment battery employed one subtest from the battery, the Draw-A-Design Task. The Draw-A-Design Task was used to assess children's perceptual-motor skills. This task asks the child to draw copies of a series of increasingly complex

geometric figures. For the HSQRC studies, this task was directly translated as part of the Spanish version of the assessment. Reliability estimates with HSQRC data ranged from .58 for Fall 2002 to .75 for Spring 2002. Similar reliability estimates were found with the nationally representative FACES 2000 data.

#### **A4. Story and Print Concepts**

The Story and Print Concepts task was an adaptation of earlier prereading assessment procedures developed by Marie Clay (1979), William Teale (1988, 1990), and Mason and Stewart (1989). In these procedures, a child is handed a children's storybook (*Where's My Teddy?* (Alborough, 1992) or *¿Dónde Está Mi Osito?* (Alborough, Castro, Trans. 1992)) upside down and backwards. The assessor asks a series of questions designed to test the children's knowledge of books. These include questions regarding the location of the front of the book, the point at which one should begin reading, and information relating to the title and author of the book. The assessor reads the story to the child and asks basic questions about both the mechanics (print conventions) of reading and the content of the story. The print conventions questions pertain to children's knowledge of the left-to-right and up-and-down conventions of reading. Reliability estimates for Book Knowledge with HSQRC data ranged from .51 for Fall 2001 to .62 for Spring 2003. Reliability estimates for Print Conventions with HSQRC data ranged from .68 for Fall 2001 to .76 for Spring 2003.

#### **A.5. Letter Naming**

Children are shown all 26 upper-case letters of the alphabet, divided into three groups of 8, 9, and 9 letters, arranged in approximate order of item difficulty. They are asked to identify the letters they know by name. It has the virtue of providing specific numeric information about how many letters Head Start children learn and which ones they are more or less likely to acquire. The Letter Naming task provides complementary information to the Woodcock Johnson Letter Word Identification task regarding children's knowledge and awareness of letters. Children's knowledge and awareness of letters is an essential prerequisite to their learning how to read. This measure was not administered in the FACES 2000 direct child assessment battery. Reliability estimates with HSQRC data ranged from .97 for Fall 2001 to .98 for Spring 2003.

### **B. Classroom Observation Instruments**

In the HSQRC studies, two distinctive types of observation instruments (i.e., classroom observation) were used to measure peer interactions, friendships of children, and the extent to which Head Start programs employed skilled teachers and provided developmentally appropriate environments and curricula for their children.

Brief descriptions of the classroom observation instruments and estimates of their internal consistency are provided below. Details of the reliability analyses can be found in Table A-2. Descriptive statistics (e.g., means, standard deviations, and statistical tests) can be found in Appendix B.



## **B1. Assessment Profile**

The Assessment Profile (Abbott-Shim and Sibley, 1987) is a structured observation guide designed to provide a quantitative assessment of classrooms and teaching practices that facilitate the learning and development of children. Two subscales were used in the HSQRC analyses for this report: Scheduling and Learning Environment.

The **Scheduling** subscale assesses the written plans for classroom scheduling and how classroom activities are implemented. The appropriateness and completeness of the classroom activity plan are also noted. The subscale also assesses the balance and variety of learning contexts (e.g., individual, small group, and large group) and learning opportunities (i.e., child- vs. teacher-directed and active vs. quiet activities). The 14 observation items are scored in a yes/no format. High scores on this measure are indicative of a teacher that uses a “planful” approach to classroom activities. Reliability estimates with HSQRC data ranged from .81 for Fall 2001 to .89 for Spring 2002. Similarly high reliability estimates were found with the nationally representative FACES 2000 data.

The **Learning Environment** subscale focuses on the accessibility of a variety of learning materials to children in the classroom. Variety is assessed across various conceptual areas, such as science, math, language, fine motor, etc. and also within each conceptual area. The subscale also assesses how classroom space is arranged to determine whether the classroom encourages independence (e.g., whether the learning materials are located on low shelves and clearly labeled) and reflects the child as an individual. When materials are both available and accessible, and in sufficient numbers (typically a minimum of three in each group) the item is given a positive score. High scores on this 7-item measure indicate a “learning rich” environment, filled with toys and learning materials that address a variety of developmental domains. Reliability estimates with HSQRC data ranged from .61 for Fall 2002 to .73 for Spring 2002. Similar reliability estimates were found with the nationally representative FACES 2000 data.

## **B2. Early Childhood Environment Rating Scale-Revised (ECERS-R)**

The Early Childhood Environment Rating Scale-Revised (ECERS-R) is a global rating of classroom quality based on structural features of the classroom (Harms and Clifford, 1980). It has been widely used in child development research and has predicted optimal child outcomes in a number of studies (e.g., Phillips, Voran, Kisker, Howes and Whitebook, 1994). The revised version of the ECERS provides improvements to the items and represents an improvement on the standardization of the observational methods. In addition, the ECERS-R is easier to train and gain inter-rater reliability. The ECERS-R contains 37 items representative of classroom quality. Each item is coded on a 7-point scale with a score of 1 representing "inadequate", a score of 3 representing "minimal quality," a score of 5 representing "good quality," and a score of 7 representing "excellent quality."

Seven different elements of classroom quality are tapped by the ECERS-R: 1.) Personal Care Routines are measured using six items: greeting/departing, meals/snacks, nap/rest,

toileting/diapering, health practices, and safety practices; 2.) Furnishings is measured using four items: indoor space, furniture for routine care, play, and learning, furniture for relaxation and comfort, and room arrangement for play; 3.) Language Skills are measured using four items: books and pictures, encouraging children to communicate, using language to develop reasoning skills, and informal use of language; 4.) Motor Skills are measured using four items: space for gross motor play, gross motor equipment, fine motor activities, and supervision of gross motor activities; 5.) Creativity is measured using six items: child-related display, art, music/movement, blocks, sand/water, and dramatic play; 6.) Social Skills are measured using four items: supervision, other than gross motor activity, discipline, staff-child interactions, and interactions among children; and 7.) Program Structure is measured using four items: space for privacy, schedule, free play, and group time.

Reliability estimates with HSQRC data ranged from .89 for Fall 2002 to .92 for Fall 2001. Similarly high reliability estimates were found with the nationally representative FACES 2000 data.

A separate subscale, labeled ECERS-R Language, was comprised of four items and was devised to assess the quality of the language environment in Head Start classrooms. Reliability estimates with HSQRC data ranged from .69 for Fall 2002 to .79 for Fall 2001.

### **B3. Arnett Caregiver Interaction Scale**

The Arnett Caregiver Interaction Scale is a rating scale of teacher behavior towards the children in the classroom. It consists of 26 items that assess five areas of teacher behavior: sensitivity, punitiveness, detachment, permissiveness, and prosocial interaction (Arnett, 1989). The version of the Arnett Caregiver Interaction Scale utilized in the HSQRC studies consists of 30 items tapping five qualities of caregiver-child interactions: Sensitivity, Harshness, Detachment, Permissiveness, and Independence. At the end of the observational period, the observer completes the scale for an individual teacher, typically the lead teacher in the classroom. For example, in evaluating whether the teacher “speaks warmly to the children,” the observer will assign ratings indicating the extent to which the statement is characteristic of the teacher, from 1 “never seen” to 4 “always or almost always.” Reliability estimates with HSQRC data ranged from .92 for Fall 2002 to .94 for Fall 2001. Similarly high reliability estimates were found with the nationally representative FACES 2000 data.

### **C. Teacher's Child Ratings and Teacher Background**

Teacher ratings of children were important sources of information about children’s learning and behavior because teachers see children over extended periods of time and in a variety of settings. Using a rating form known as the Teacher's Child Report (TCR), teacher’s were first asked to rate each child on a set of behaviors that assessed the child’s basic social skills and classroom behavior. In these two sections, the teacher is asked to

indicate the extent to which a given statement (e.g., “follows the teacher’s directions”) is characteristic of the child, from 1 “never” to 3 “very often.” The items making up these ratings form two scales:

Brief descriptions of the Teacher’s Child Report form measures and estimates of their internal consistency are provided below. Details of the reliability analyses can be found in Table A-3. Descriptive statistics (e.g., means, standard deviations, and statistical tests) can be found in Appendix B.

### **C1. Cooperative classroom behavior:**

There are 12 ratings items for the teacher to indicate how often the child engages in cooperative classroom behaviors such as following teacher’s directions, helping put things away, complimenting classmate, and following rules when playing games. The ratings include items drawn from the Personal Maturity Scale (Alexander and Entwisle, 1988) and the Social Skills Rating System (Elliott, Gresham, Freeman, and McCloskey, 1988) to assess positive behavior such as cooperation, sharing, and expression of feelings. A summary score is created from the 3-point scale items which ranges from zero to 24, with high scores indicating more frequent cooperative behavior. Reliability estimates with HSQRC data ranged from .87 for Fall 2001 to .89 for Spring 2003. Similarly high reliability estimates were found with the nationally representative FACES 2000 data.

### **C2. Total behavior problems:**

The Behavior Problems scale is based on measures of negative child behaviors that are associated with learning problems and later grade retention. Items come from an abbreviated adaptation of the Personal Maturity Scale (Alexander and Entwisle, 1988), the Child Behavior Checklist for Preschool-Aged Children, Teacher Report (Achenbach, Edelbrock, and Howell, 1987) and The Behavior Problems Index (Zill, 1990). The items ask about the frequency of aggressive behavior (e.g., hits/fights with others), hyperactive behavior (e.g., is very restless), and anxious or depressed and withdrawn behavior (e.g., is unhappy). The summary score from the scale’s 14 behavior items ranges from zero to 28, with higher scores representing more frequent or severe negative behavior. Reliability estimates with HSQRC data ranged from .86 for Fall 2001 to .87 for Fall 2002. Similarly high reliability estimates were found with the nationally representative FACES 2000 data.

The **Lead Teacher Background Information** consists of questions asking the teacher about himself/herself, including sociodemographic and educational background and professional experience. Information about the curriculum being used, his/her attitude and knowledge about early childhood education practice, and accommodations he/she has made or that others have made to meet the learning needs of children in his/her classroom, particularly children with special needs are included, as well.

## **D. Parent Interview**

Data from the Parent Interview, administered in fall and spring, provide Head Start with a comprehensive understanding of the families that they serve, including the characteristics of households and household members, levels and types of participation in the program and in other community services, involvement with their children, and understanding of their children's development.

Parents were also asked to rate each child on a set of behaviors that assessed the child's basic social skills and behavior problems. In this section, the parent is asked to indicate the extent to which a given statement (e.g., "makes friends easily") is characteristic of the child, from 1 "not true" to 3 "very true or often true." The items making up these ratings were drawn from two well-known measures of children's positive behavior and behavior problems: the Entwisle scale of Personal Maturity (Entwisle, Alexander, Cadigan, and Pallis, 1987) and the Child Behavior Checklist for Preschool-Aged Children (Achenbach, Edelbrock, and Howell, 1987). Two scales were formed to assess children's social competence:

Brief descriptions of the parent interview measures and estimates of their internal consistency are provided below. Details of the reliability analyses can be found in Table A-4. Descriptive statistics (e.g., means, standard deviations, and statistical tests) can be found in Appendix B.

### **D1. Social skills and positive approaches to learning:**

Parents were asked to rate their child's social skills and positive approaches to learning by describing their children's skills in making friends and accepting their ideas, as well as enjoying learning and trying new things. A summary score based on the scale's seven items ranges from zero to 14, with higher scores representing more positive behavior. Table A-4 shows the reliabilities for the Social Skills measure in both the HSQRC 2001-2002 and 2002-2003 program years.

### **D2. Total Problem Behaviors:**

Parents were also asked to rate their children on negative behaviors that are relatively common among preschool children and that are associated with adjustment problems in elementary school. Parents were asked about three domains of problem behavior: hyperactive behavior, aggressive behavior, and depressed or withdrawn behavior. The 12 behavior items were combined in a summary score ranging from zero to 24, with higher scores representing more frequent or severe negative behavior. Table A-4 shows the reliabilities for the set of problem behavior measures in both the HSQRC 2001-2002 and 2002-2003 program years.

**D3. Other Parent Interview Scales/Measures Referenced in the Report:**

<b>NAMES AND SOURCES FOR OTHER PARENT INTERVIEW SCALES/MEASURES REFERENCED IN THE REPORT</b>	
<b>Name</b>	<b>Source</b>
Pearlin Mastery Scale (Locus of Control)	Pearlin, L. I. and Schooler, C. (1978). The structure of coping. <i>Journal of Health and Social Behavior</i> , 22, 337-356.
CES-D Depression Scale	Radloff, L. S. (1977). The CES-D: A self-report depression scale for research in the general population. <i>Applied Psychological Measurement</i> , 1, 385-401.
Family Activities with Children	National Household Education Survey - FACES Research Team
Parental Involvement in Head Start	Head Start Quality Research Consortium (HSQRC)
Parenting Style	National Longitudinal Study of Youth (NLSY), Early Head Start Evaluation (EHS), HSQRC

Table C-1. Reliability of HSQRC DCC only Child Assessment Data from 2001-2002 and 2002-2003 program years – English-language Instruments

Scales	Number of Items	2001-2002				2002-2003			
		Fall		Spring		Fall		Spring	
		Number of Cases	Cronbach Alphas	Number of Cases	Cronbach Alphas	Number of Cases	Cronbach Alphas	Number of Cases	Cronbach Alphas
PPVT-III	144	605	.96	564	.96	746	.97	674	.97
WJR: Letter-Word Identification	23	426	.86	500	.87	443	.87	569	.88
WJR: Applied Problems	23	390	.89	460	.90	370	.89	451	.90
WJR Dictation	12	390	.74	460	.77	370	.75	451	.80
McCarthy: Draw-A-Design	9	591	.64	554	.75	720	.58	652	.74
Story and Print Concepts: Book Knowledge	5	605	.51	564	.55	746	.51	674	.62
Story and Print Concepts: Print Knowledge	9	605	.68	564	.72	746	.76	674	.76
Letter Naming	26	577	.97	527	.97	716	.97	624	.98

Table C-2. Reliability of HSQRC DCC only Classroom Observation Data from 2001-2002 and 2002-2003 program years

Scales	Number of Items	2001-2002				2002-2003			
		Fall		Spring		Fall		Spring	
		Number of Cases	Cronbach Alphas	Number of Cases	Cronbach Alphas	Number of Cases	Cronbach Alphas	Number of Cases	Cronbach Alphas
ECERS-R Total Mean	37	45	.92	52	.91	83	.89	83	.89
ECERS-R Language	4	52	.79	54	.77	90	.69	89	.70
Assessment Profile: Scheduling	14	45	.81	47	.89	79	.88	72	.84
Assessment Profile: Learning Environment	18	48	.67	52	.73	78	.61	78	.61
Arnett Scale of Caregiver Behavior: Lead Teacher (Total)	30	55	.94	52	.93	83	.92	86	.92

Table C-3. Reliability of HSQRC DCC only Teacher's Child Report Form Data from 2001-2002 and 2002-2003 program years

Scales	Number of Items	2001-2002				2002-2003			
		Fall		Spring		Fall		Spring	
		Number of Cases	Cronbach Alphas	Number of Cases	Cronbach Alphas	Number of Cases	Cronbach Alphas	Number of Cases	Cronbach Alphas
Social Skills	12	570	.87	551	.89	716	.88	681	.89
Behavioral Problems (Total)	14	575	.86	551	.87	749	.87	663	.86
Withdrawn	7	582	.76	561	.77	760	.76	676	.74
Aggressive	4	590	.84	558	.83	768	.84	679	.87
Hyperactive	3	591	.73	562	.77	773	.73	380	.71



Table C-4. Reliability of HSQRC DCC only Parent Interview Data from 2001-2002 and 2002-2003 program years

Scales	Number of Items	2001-2002				2002-2003			
		Fall		Spring		Fall		Spring	
		Number of Cases	Cronbach Alphas	Number of Cases	Cronbach Alphas	Number of Cases	Cronbach Alphas	Number of Cases	Cronbach Alphas
Peerlin Mastery Scale (Locus of Control)	7	220	.73	219	.79	300	.77	330	.82
CES-D Depression Scale	12	162	.83	250	.85	299	.87	262	.86
Social Score Positive	7	514	.60	459	.58	631	.62	543	.58
Behavior Problems Index (Total)	12	508	.71	455	.72	617	.74	541	.74
Behavior Problems (Aggressive)	4	517	.57	462	.62	634	.60	551	.59
Behavior Problems (Hyperactive)	3	519	.55	461	.49	633	.58	547	.52
Behavior Problems (Withdrawn)	3	518	.34	460	.33	628	.34	544	.36
Parenting Style: Authoritative	4	515	.52	458	.54	626	.48	546	.36
Parenting Style: Authoritarian	3	517	.40	453	.47	630	.50	546	.50
Parenting Style: Warmth	5	521	.41	460	.40	637	.42	552	.47
Parenting Style: Energy	3	--	--	455	.71	--	--	549	.69
Parent Involvement in Head Start Scale	10	--	--	--	--	--	--	--	--
Parent Satisfaction with Head Start: Child issues	4	--	--	453	.80	--	--	533	.72
Parent Satisfaction with Head Start: Family issues	4	--	--	404	.74	--	--	466	.71

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