

2016

Evaluation of “ACCESS” to School

Year 4 Progress Report

A program by ACCESS



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Social Innovation Fund



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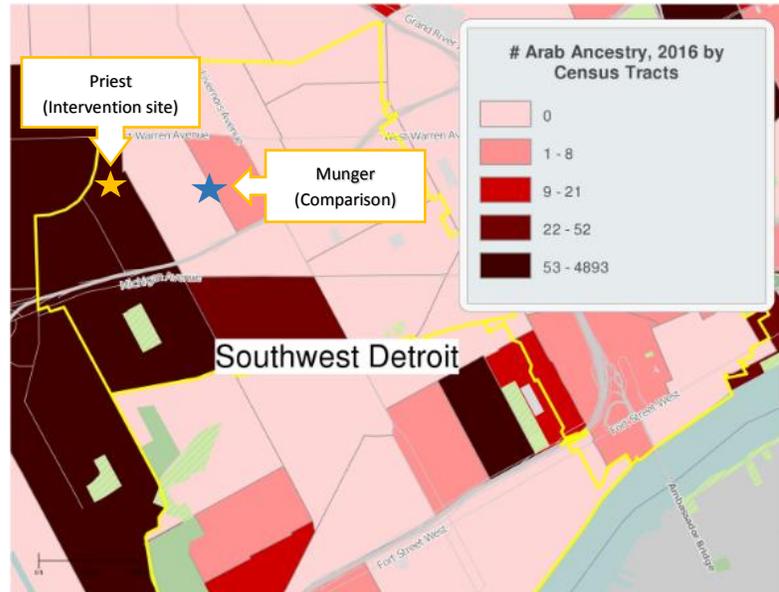
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Introduction

In 2012, the United Way for Southeastern Michigan (UWSEM) was awarded a grant from the Social Innovation Fund (SIF). UWSEM distributed these funds to 11 sub-grantee organizations, all of which aimed to improve school readiness among children, ages 0 to 5 within 10 regions in metropolitan Detroit. ACCESS is a sub-grantee, implementing “ACCESS” to School. In an effort to address the relationship between poverty, caregiving, and children’s readiness for school. ACCESS targets low-income parents/caregivers of children ages 0 to 5 throughout metropolitan Detroit. Through “ACCESS” to School, participants receive goal-oriented case management, parenting education, and interactive learning activities and English as a Second Language (ESL).

At the inception of this project, “ACCESS” to School had not yet been evaluated for its implementation processes, validity of its underlying theoretical assumptions, or its ability to impact participants. ACCESS

partnered with the Michigan Public Health Institute (MPHI) to prepare a sub-grantee evaluation plan (SEP). The study design outlined in the SEP includes implementation, formative, and impact evaluation.



The following report covers September 2, 2015 to August 31, 2016 (year 4), and provides an overview of program progress, implementation evaluation and impact evaluation findings to date. Findings provide insight into study context, implementation dimensions and impact evaluation results. Evaluation results also describe specific phases of program implementation, impact of programming, barriers and key success factors, and lessons learned for future development. Data sources for the implementation evaluation included attendance logs and adherence checklists. Impact evaluation data sources included Parent/Caregiver Surveys and Child Assessments. The following narrative provides a comprehensive overview of these methods and findings to date. Interim findings were provided to ACCESS on an ongoing basis to inform continuous process monitoring and rapid-cycle improvement.

Program Background

ACCESS’s School Readiness Program, “ACCESS” to School, addresses gaps in services available to low-income families in Southwest Detroit. In recognition of these problems and community need, “ACCESS” to School provides goal-oriented case management, parenting education, and interactive learning activities in combination with ESL instruction. Last year “ACCESS” to School reached 43 participants. The “ACCESS” to School Program integrates four primary activities:

1. Training for parents on how to be full partners in their child’s education by becoming their primary teacher and understanding the social and emotional development of their child (Parenting Education)
2. Interactive learning activities between parents and their children (PCIL)
3. Case-management
4. Parent literacy training that leads to self-sufficiency (Adult Education/ESL)

The program establishes a coordinated network of family services that work to ensure that families make meaningful advancements in parenting and literacy and in preparing children for productive academic careers. Table 1 displays the program’s target outcomes for parents/caregivers and children.

Parent/Caregiver Outcomes	Child Outcomes
<ul style="list-style-type: none"> • Improved English language and literacy • Improved parenting attitudes • Increased expectations to participate in child’s academic learning • Increased in-home learning activities • Increased frequency of reading to children 	<ul style="list-style-type: none"> • Improved cognitive skills • Improved socio-emotional development • Improved literacy • Improved numeracy

Evaluation Approach Summary

Because “ACCESS” to School had not previously been evaluated for its processes or ability to produce outcomes, the SEP details a multi-pronged approach. The evaluation has two distinct purposes:

- 1) Assess and refine the implementation of “ACCESS” to School; and
- 2) Evaluate its outcomes.

To achieve these goals, implementation and formative evaluation activities focused on exploring program fidelity, namely, adherence and program dosage as well as outputs and possible covariates.

Implementation Evaluation

During year 4 the evaluators collected process monitoring data through implementation checklists, attendance sheets, and through meeting notes with program stakeholders. The implementation evaluation addressed the following areas: program content, dosage, implementation facilitation, quality of delivery, participant responsiveness, recruitment, and evaluation context. The evaluation team adopted a troubleshooting strategy with the goal of providing rapid-cycle feedback to program developers (Chen, 2005). Systematic data collection was followed by rapid analysis for key themes, particularly those around program successes and barriers. Results and recommendations were provided to program stakeholders on an ongoing basis in order to equip them to continuously remedy problems and refine programming. Table 2 displays the implementation evaluation research questions. Under the Implementation Findings of this report further discussions describe the outcomes of the implementation evaluation research questions.

Table 2. Implementation Evaluation Research Questions

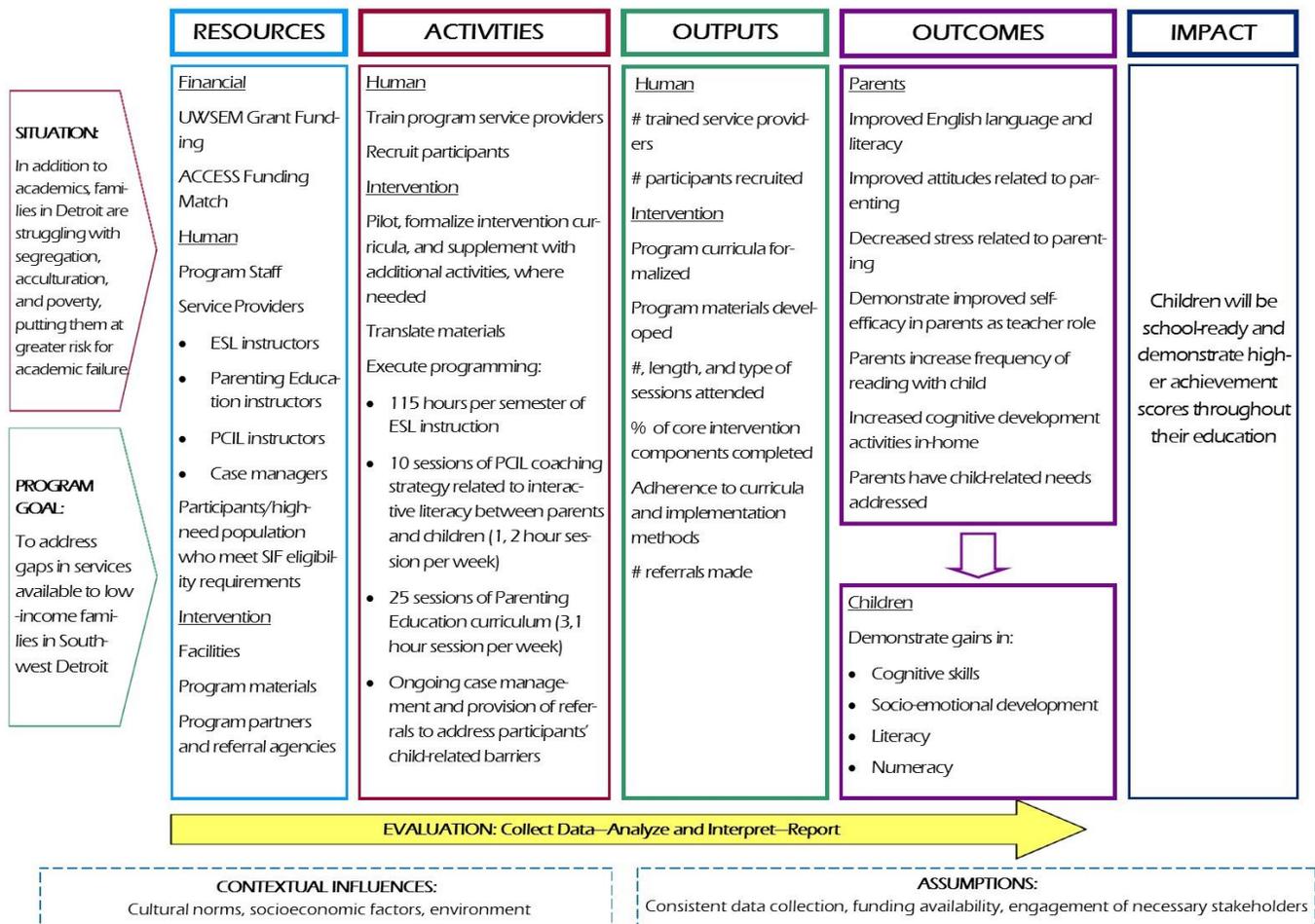
Category	Question
Content	<ul style="list-style-type: none"> How did the program as actually implemented compare to the original program model?
Dosage	<ul style="list-style-type: none"> How many sessions were implemented? To what extent did caregivers participate in each component of the program?
Implementation Facilitation	<ul style="list-style-type: none"> What strategies were used to support implementation? How were these strategies perceived by staff involved?
Participant Responsiveness	<ul style="list-style-type: none"> How were the participants engaged in intervention activities? How satisfied were the participants?
Recruitment	<ul style="list-style-type: none"> What recruitment procedures were used to attract individuals to the intervention?
Context	<ul style="list-style-type: none"> What contextual factors affected implementation?

Impact Evaluation

To build a moderate level of evidence supporting the “ACCESS” to School program by Year 5, this evaluation utilizes a between-group design formed by matching to evaluate anticipated program impacts as specified by the logic model. As part of the matching procedure, ACCESS screened participants within the comparison group catchment area on race and ethnicity (as described in the most SEP revision). Those who matched on to participants enrolled in the intervention group were selected to be in the study. Impacts measured relate to the program’s ability to increase caregivers’ knowledge, self-efficacy, attitudes, stress, literacy, and positive interactions, which promote school readiness. In turn, the program aimed to positively impact school readiness among those children of caregivers. Table 3 shows impact evaluation research questions.

Table 3. Impact Evaluation Research Questions

Confirmatory Questions	
Parent/Caregiver Level	Child Level
<ul style="list-style-type: none"> Are parents/caregivers who participate in the ACCESS program significantly superior relative to those who participate in the comparison group? 	<ul style="list-style-type: none"> Are children of parents’ caregivers who are offered all four components of ACCESS program more ready for school than children whose parents/caregivers in the comparison group?
Exploratory Question	
<ul style="list-style-type: none"> Are there any moderators (such as parent/caregiver level of knowledge, attitudes, self-efficacy, and dosage) that are related to child school readiness? (To be examined in Year 5) 	



Since it is not feasible to randomly assign sites to serve as control groups, a quasi-experimental design offers the strongest analyses for building a moderate level of evidence for ACCESS’s program effectiveness. Until this year, both the intervention and comparison groups include 2 cohorts who enroll in the program on ACCESS’s 2 ESL semester system and were surveyed at baseline, immediately after programming, and 3 months after the completion of programming. After the fall semester it was believed that tracking and interviewing participants at the 3 month follow-up for those individuals entering the spring cohort would be a challenge that would require significant time and resources for ACCESS Staff due to summer. Furthermore, many ACCESS clients travel back to their home countries during the summer months which could increase attrition. In order to conduct this evaluation in a way that minimizes attrition, the spring cohort final follow-up surveys were conducted 6 weeks after the conclusion of the program. ACCESS Staff and the evaluators agreed to move forward with both the fall and spring cohorts’ third time point to be completed 6 weeks after programming. While the longer follow-up period is preferable, this shorter follow-up period will still provide indication whether parents are continuing to read to their children with increased frequency and to interact with their children in ways that foster school readiness, and continue to improve on other outcomes after the program has ended. Statistically

significant improvements over a 4-6 week period in parenting stress, sense of competence, and parent-child interactions¹, as well as school readiness² have been demonstrated in previous evaluation studies.

Data Collection and Measurement

Based on implementation evaluation findings during year 3, Staff at ACCESS and the evaluators made minor modifications to the parent level outcome data collection tool for year 4. Individual survey items were reviewed extensively for cultural appropriateness as well as to ensure they were at the right level of comprehension for participants. ACCESS and the evaluators incorporated an additional question to the Parenting/Caregiver survey to determine if parents/caregivers are receiving other parenting classes outside of ACCESS's "ACCESS" to School program. This is one way for the evaluation to see if survey results could be affected due to additional parenting programs. Surveys were also translated and back-translated into Spanish and Arabic. Other data collection tools used included attendance logs and adherence checklists.

Parent/Caregiver Survey

Fall and spring program participants were surveyed at 3 time-points (baseline, immediate post-test, & 6 week follow-up). Caregiver-level data was collected using the tools described below. The parent/caregiver survey can be found in Appendix A.

Socio-demographic Data Form. This form collects basic demographic information such as age, race/ethnicity, years of formal education, years in the U.S., number of individuals living within the household.

Parental Stress Scale (PSS) (Berry & Jones, 1995). Stress related to caregiving was captured using the parental stress scale. The PSS has a total of 18 items yielding a total score for parenting stress. On each question, participants are asked to rate how much they agree or disagree with a statement using the following choices: 1 strongly disagree, 2 disagree, 3 undecided, 4 agree, or 5 strongly agree. The scale's Chronbach's alpha has been show to be adequate (.83)³

About Being a Parent Scale (ABPS). Parent attitudes of role in early childhood learning will be assessed using the About Being a Parent Scale (Wentzel, 1993), which is a five-item measure of parents' efficacy beliefs about their children's education. The scale taps parents' beliefs about their ability to influence their children's learning relative to other factors. Sample items are "Parents do not have a powerful influence over their children's achievement when all things are considered" and "Even parents with good teaching abilities cannot teach their children as well as a classroom teacher." Responses are made on a six-point scale with 0 indicating "strongly agree"

¹ Skrypnek, B. J., & Charchun, J. (2009). *An evaluation of the Nobody's Perfect parenting program*. Canadian Association of Family Resource Programs.

² Fischel, J. E., Bracken, S. S., Fuchs-Eisenberg, A., Spira, E. G., Katz, S., & Shaller, G. (2007). Evaluation of curricular approaches to enhance preschool early literacy skills. *Journal of Literacy Research*, 39(4), 471-501.

³ Berry, J. O., & Jones, W. H. (1995). The parental stress scale: Initial psychometric evidence. *Journal of Social and Personal Relationships*, 12(3), 463-472.

and 5, "strongly disagree." The scale's internal consistency (Cronbach's alpha) is .86 (Wentzel, 1993).

Reading recall diary. Evaluators created an instrument to assess caregiver frequency of reading to their child using a 24-hour reading recall diary, with validity supported in other studies (Mendelsohn, 2011). Caregivers report on any reading or storytelling involving the child(ren) for whom they care for during the last typical day and in what language(s) these activities occurred. Caregivers will also describe the material used and the duration of each reading activity that had taken place. The total reading time will be summed for the 24-hour period.

Family Activities Scale. To capture the degree to which families engaged their children in cognitive development activities in the home, we will use the Family Activities Scale. This scale consists of 6 items and assesses the frequency of family practice of activities known to be linked to better school readiness. Such activities include reading, engaging in counting activities, singing songs, etc. Response options range from not at all to daily. This scale was created and used for an evaluation of a similar program (Gilstrap, 2007) who reported adequate internal consistency (alpha=.83).

Social Competence and Behavior Evaluation (SCBE-30). This tool is used to assess social competence, anger-aggression, and anxiety-withdrawal. Administered to parents who report on their child's behaviors, each 10-item subscale has been shown to demonstrate high rater reliability (.91,.83,.78), internal consistency (.92,.86,.77), and temporal stability of a 6 month period (.79,.78,.75). The measure also showed moderate associations with teacher ratings thereby demonstrating this to be a valid instrument. (LaFrenier & Dumas, 1996).

Child Assessment

The Child Assessment was administered at 3 time-points (baseline, immediate post-test, & 6 week follow-up) for fall and spring program participants. ACCESS and the evaluators chose to use the Bracken School Readiness Assessment 3rd Edition to assess the children's concept acquisition and literacy skills. The 5 subsets assess basic concepts such as colors, letters, numbers/counting, size/comparison, and shapes. The test may be administered with minimal training and there are no credential requirements for the interviewer. In a large psychometric study, the assessment specificity value was .96 indicating that 96% of those classified as not-at-risk had positive school outcomes. The positive predictive value was .73 indicating that 73% of student identified as at-risk had negative outcomes (Panter & Bracken, 2009). The child assessment record form can be found in Appendix B.

Attendance Logs

Attendance logs were maintained by program instructors for each session of "ACCESS" to School to assess participant program retention, dosage, and the general composition of program participants. Results are discussed in the implementation evaluation findings section.

Adherence Checklists

As part of the implementation evaluation, program instructors completed content adherence checklists for each session and/or topic of Parenting Education as well as for PCIL. Because evaluators were not able to observe program implementation directly, these checklists were important for gauging program fidelity as well as dosage. Curricula, lesson plans, and/or other materials for each program component were used to identify core program components for incorporation in the checklists. Questions regarding barriers, successes, key strategies employed, and lessons learned were also included. Collectively, 184 indicators were identified for inclusion in the Parenting Education checklists and 117 indicators were identified for the PCIL checklists. Findings from the adherence checklists are discussed in the implementation evaluation findings section and adherence checklists can be found in Appendix C and D.

Implementation Evaluation Finding

Program Components and Format

Parenting Education: ACCESS Staff assessed the programming schedule of year 3 implementation and determined a new schedule was needed for year 4. Year 3 fall parenting education occurred every other week over the course of 7 sessions for 2 ½ hours and the spring cohort for year 3 occurred twice a week over the course of 21 sessions for 1 hour. For year 4, ACCESS included 1 additional day and 4 additional sessions that were held for 1 hour. Therefore, Parenting Education program occurred three days a week Monday – Wednesday for one hour, over the course of 25 sessions for year 4. The final report to be submitted in year 5 will examine whether these changes to programming have impact on outcomes. Statistical controls for changes to program implementation will be used if needed. During the 25 sessions, the topics covered included:

- Understanding Young Children
- Understanding Children’s Behavior
- Building Self-Esteem in the Early Years
- Listening and Talking to Young Children
- Helping Young Children to Cooperate
- Discipline for Young Children
- Young Children’s Social and Emotional Development

Both fall and spring programming sessions ran for one hour, three days a week (11:00am-12:00pm). The program instructor displayed the chapter(s)’ key points covered in the day’s topic, rules for the classroom, and guidelines in English, Arabic, and Spanish to lead the discussion. The session itself commenced with the instructor reviewing key words that would apply in the day’s lesson followed by group discussion on interpretation of the words. This activity helped the instructor assess participant’s knowledge and provided insight on how to proceed with the group. Following this initial activity, the instructor typically delivered a presentation on the skills the parents would be learning for the day followed by a video or additional content.

The instructor then facilitated a group discussion activity on applying those skills, as well as, a review of the past session skills learned. As it applied, the group would discuss how some skills conflicted with their cultural norms. An example the instructor provided was cross-generational parenting conflicts as it is common for grandparents, aunts/uncles etc. to all live in the same household with different parenting styles. Participants had the opportunity to share successes and challenges as well as participate in group problem-solving. Group discussion was reported as key to maintaining participant engagement. In past years translation was a barrier to the program, specifically Spanish translation. ACCESS was able to provide a translator for part of year 4 programming that was beneficial to the instructor and to the Spanish speaking participants. The Parenting Education curriculum was presented in English and then translated into Arabic and Spanish, including program materials.

Instructor Quote: “I feel that they are more involved, they attend the class, and they bring discussion into the class, and try to apply it. I feel like you know they are more involved...parents are involved in the parenting class.”

PCIL: As described in the Parenting Education program, the year 3 PCIL programming schedule was assessed and ACCESS determined that a new schedule was also needed for year 4. ACCESS changed programming from every other week to every week and increased from 6 sessions to 10 sessions. Therefore, PCIL program occurred once every week, on Friday mornings, over the course of 10 sessions for both semesters. The final report to be submitted in year 5 will examine whether these changes to programming have impact on outcomes. Statistical controls for changes to program implementation will be used if needed. Over the 10 sessions 6 topics were covered, which included:

- ABC's and Learning⁴
- Numbers and Counting
- Colors and Shapes
- Size and Comparison
- Riddles, Rhymes, and Songs!
- Reading with Preschoolers

The sessions were held on Fridays and tended to last nearly 2 hours (9:00-11:00am). The program was designed to work with parents and children, both, separately and together. Therefore, the sessions were broken down into three sections: parents and children separate for the first 30 minutes, parents and children together doing an activity for 45 minutes, and remaining 30 minutes of programming was designed for parents to reflect on what they learned. Participants were all women who brought one child to participate in the program. One participant had twins. The sessions commenced with parents and children beginning their lessons separately. The parent instructor typically began by describing the activities parents would be participating in and reviewing some basic words in English (e.g. match, trace, write, and identify) that would be key for parents to implement interactive activities with their children. The instructor also reviewed strategies for parents to engage with their children during these activities.

⁴ ABC's and Learning was split into five sessions.

The instructor in charge of the children allowed them time to warm-up to her and the other children before moving into the lesson plan. Similar to last year, some children had a difficult time separating from parents and were shy with each other during this year's implementation. Following the first 30 minutes, the instructors brought the children and parents together for a 45 minute lesson. Parents and children worked together on different activities, such as coloring, counting, singing, etc., that they learned during the first 30 minutes of the program. After the interactive lesson, children proceeded to another room to play and the parents remained in the room to reflect on the activities. However, during the spring semester, the children stayed in the room with the parents due to the smaller number of participants. The instructor deemed that staying in the room together was beneficial for the child to continue the hands-on education activities while the parents engaged in the feedback session. During this discussion, parents identified what went well, what didn't go well, what they could have done differently, and shared advice with one another. A unique feature of the PCIL curriculum is that the majority of the content was presented in English. Instructors only translated in Arabic and Spanish when describing a difficult concept and during the reflection activity at the end of the session.

Instructor Quote: "Today's PCIL session with the children was great! The lesson's focus was on reviewing the entire alphabet. The children were very vocal in today's session and I think it was due to their increased levels of confidence".

Other important features of ACCESS' implementation of PCIL include the incorporation of time for group discussion and feedback among parents/caregivers at the end of the session as well as separating parents and children during the first part of the session. It appeared that the program maintained its core components as proposed, such as shared book time, reading, and engaging in conversation around literacy-related activities. A theme that the instructor emphasized during this year's programming was focused on how to implement the skills at home and building participants' vocabulary needed for teaching the basic learning concepts to their children. The instructor provided participants with take home materials and encouraged them to spend more time reviewing and practicing these activities for at least 20 minutes with their child at home.

Case Management: As one of the four primary activities of "ACCESS" to School programming, case management services were provided to all individuals who participated in programming. The purpose of case management is to assist families who are experiencing obstacles or barriers that prevent them from succeeding, particularly in areas related to their children. ACCESS Staff assessed each family's needs and made referrals to interagency departments and external agencies when more specific services were needed. During the assessments, ACCESS staff encouraged participants to set personal and family goals to help them succeed. Most commonly, participants' goals had to do with the enhancing their English language skills through practice and attending class.

ACCESS Staff reported reluctance from participants to seeking services or identify that they need assistance when they first enter in the programming. ACCESS has noted over the past years that self-esteem is a major contributing factor in participant's willingness to open up and realize that they can ask for help. Throughout the course of programming, ACCESS continued to follow-up with participants

regarding their needs and noticed participants comfort level with staff improved and began seeking assistance.

Adult Education/ESL: Adult Education/English as a Second Language (ESL) was offered to the intervention group during impact evaluation. During each semester, participants receive approximately 100 hours of ESL which occurs for 2 hours a day, 4 days a week. In the final year of evaluation when the sampling size goals are achieved, the evaluators will examine more closely the role of ESL on parent/caregiver outcomes.

Recruitment, Retention, and Dosage

In collaboration with ACCESS staff, the evaluators monitored recruitment and retention to determine the extent that the program would be able to recruit and retain the number of participants required for impact evaluation. This study ultimately aims to compare 60 caregivers receiving the program to a minimum of 60 caregivers who do not receive any interventions by the end of year 5. In addition, the study intends to compare the children of the 60 caregivers in the treatment group with the children of a minimum of 60 caregivers in the comparison group. Thus, the recruitment goal for this current year of implementation was 15 parents and children receiving the “ACCESS” to School Program and 15 comparison group parents and children. ACCESS had difficulties recruiting participants in the comparison group due to many parents switching schools with their children, taking a large portion of potential comparison group participants. ACCESS recruited participants through the resource center at Munger Elementary School and as much marketing as they could provide.

Program staff at ACCESS were responsible for recruitment. As reported by program instructors, participants were primarily recruited through announcements made during other programs at ACCESS, specifically ESL programs. Instructors also created flyers and contacted all ACCESS clients with children between the ages of 0 and 5 years to encourage participation. Additionally, participants were recruited through word of mouth and participants bringing their friends. Many parents knew each other prior to participation in “ACCESS” to School programming as their children attended the same school.

Fall Cohort: As Table 4 shows, the fall cohort of parents included a total of 31 parents and caregivers. Of those 31, 30 completed Parenting Education and 17 completed PICL. Programming started on October 5, 2015 with the Parenting Education component, which continued through December 14, 2015. On October 2, 2015, PCIL commenced and the final PCIL session occurred on December 18, 2015. Case management activities, which took place on an ongoing basis over the semester, were documented with 31 individuals. Case management included both phone and in person contacts, with participants receiving an average of 4.1 contacts overall. Table 4 provides numbers and percent of participants attending and retention by program components.

Table 4. Fall 2015 Recruitment & Retention by Program Component

Program Component (Fall 2015)	Participants per Program Component N=31	% or mean of Sessions Attended	% Attending All Sessions
Parenting Education	30*	65% (16.2)	0% (0)
PCIL	17**	73% (7.3)	18% (3)
Case Management	31	4.1 contacts	N/A

**2 participants dropped from Parenting Education programming. Removed from analysis.
**1 participant dropped from PCIL programming. Removed from analysis.*

Table 5 below indicates the numbers and percent for Parenting Education dosage. Among the 30 Parenting Education participants, the majority attended between 16-24 sessions of programming (n=18). No participants completed all 25 sessions, though two (7%) of the 30 participants completed 24 sessions. The average participant attended 16.2 of the 25 total Parenting Education sessions just over half of the program (65%).

Table 6 describes the numbers and percent for PICL programming dosage. The greatest number of PICL participants, 53% (n=9), attended 7-8 sessions. Three participants (30%) received all 10 sessions. Of the 17 recruited, the average PCIL participant attended 7.3 of the 10 total sessions just over 70% of programming.

Table 5. Fall 2015 Dosage - Parenting Edu.

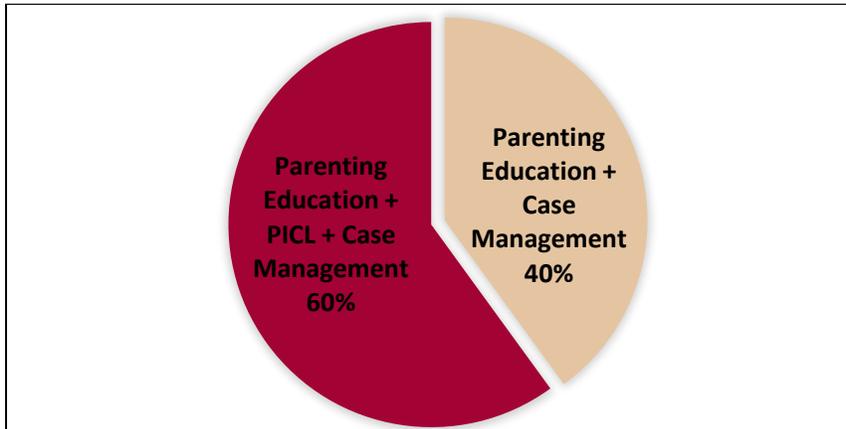
Parenting Education Participants (N=30)		
Variable	n	%
Number of Sessions Attended	(Mean= 16.2 sessions)	
1-3	0	0
4-6	3	10%
7-9	2	7%
10-12	3	10%
13-15	4	13%
16-18	6	20%
19-21	6	20%
22-25	6	20%

Table 6. Fall 2015 Dosage - PCIL

PCIL Participants (N=17)		
Variable	n	%
Number of Sessions Attended	(Mean= 7.3 sessions)	
1-2	1	6%
3-4	1	6%
5-6	2	12%
7-8	9	53%
9-10	4	24%

Looking at participation across program components, a total of 30 individuals took part in some combination of "ACCESS" to School program components. The greatest number (60%, n=18) took part in all three program components and the remaining 40% (n=12) participated in Parenting Education and Case Management. There were no participants who only completed PICL and Case Management (See Figure 1).

Figure 1. Fall 2015 Dosage



Spring Cohort: Table 7 summarizes the spring cohort of parents which included a total of 16 parents and caregivers. Spring programming for Parenting Education started on January 25, 2016 and ended April 12, 2016. Of the 16 total parents, 12 parents/caregivers participated in this program component. PCIL programming began January 29, 2016 and the final PCIL session ended April 15, 2016; 6 parent/caregivers and their children participated in the spring session. In total, all 12 individuals enrolled in the spring cohort received case management. Case management included both phone and in person contacts, with participants (n=16) receiving an average of 4.5 contacts overall.

Table 7. Spring 2016 Recruitment & Retention by Program Component

Program Component (Spring 2016)	Participants per Program Component N=16	% or mean of Sessions Attended	% Attending All Sessions
Parenting Education	12*	67% (16.8)	0% (0)
PCIL	6	78% (7.8)	10% (1)
Case Management	16	4.5 contacts	N/A

**4 participants dropped from Parenting Education programming. Removed from analysis.*

Tables 8 below indicates the numbers and percent for Parenting Education dosage. Among the 12 Parenting Education participants, the majority attended between 19-21 sessions of programming 42% (n=5). No participants completed all 25 sessions, though one (8%) of the 12 participants completed 24 sessions. The average participant attended 16.8 of the 25 total Parenting Education sessions (67%).

Table 9 summarizes the numbers and percent for PCIL programming dosage. Of the 6 participants, 2 (33%) received 9 sessions and one participants (17%) received all 10 sessions. Of the 6 recruited, the average PCIL participant attended 7.8 of the 10 total sessions (78%).

Table 8. Spring 2016 Dosage - Parenting Edu.

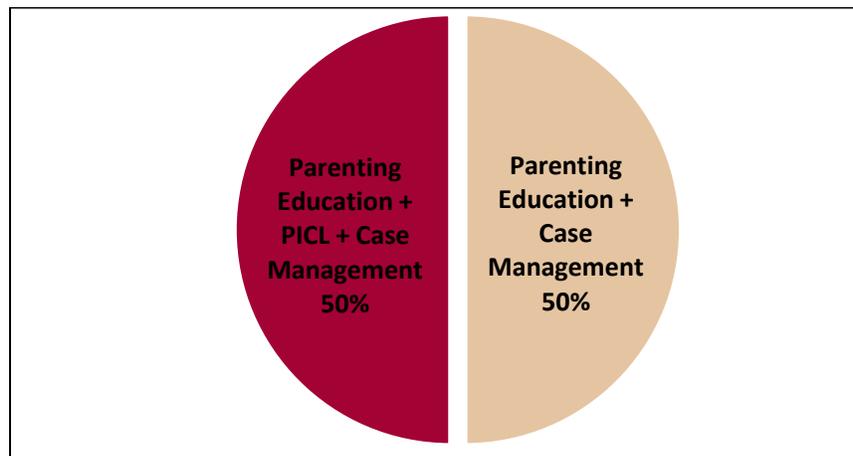
Parenting Education Participants (N=12)		
Variable	n	%
Number of Sessions Attended	(Mean= 16.8 sessions)	
1-3	0	0
4-6	0	0
7-9	1	8%
10-12	2	17%
13-15	1	8%
16-18	2	17%
19-21	5	42%
22-25	1	8%

Table 9. Spring 2016 Dosage - PCIL

PCIL Participants (N=6)		
Variable	n	%
Number of Sessions Attended	(Mean= 7.8 sessions)	
1-2	0	0%
3-4	1	17%
5-6	0	0%
7-8	2	33%
9-10	3	50%

Looking across program components, 12 individuals took part in some combination of “ACCESS” to School program components during the spring semester. Participants were split, 50% (n=6) took part in all three program components and 50% (n=6) participated Parenting Education and Case Management. Again, there were no participants who only completed PICL and Case Management (See Figure 2).

Figure 2. Spring 2016 Dosage



Across both semesters, the average “ACCESS” to School participant received 57% of the core program components (Parenting Education and PCIL). Issues related to attendance were explored with program instructors via informal interviews. Some items reported that may have attributed to attendance was PCIL scheduled for Fridays, long sessions, weather prohibiting participants ability to attend programming and illnesses. ACCESS has created a new recruitment plan for the final year of implementation to increase participation. This recruitment plan includes more ACCESS presence at community events promoting the program, expanding ESL, and hiring additional staff to assist in the recruitment and data collection.

Program Fidelity

To eliminate the possibility of influencing program implementation and/or disrupting instructor rapport with program participants, evaluators did not conduct any direct observation of Parenting Education or PCIL delivery. Alternatively, evaluators developed adherence checklists that captured core program components as well as barriers, successes, key strategies employed, and lessons learned. For each session (or topic) delivered, program instructors completed an adherence checklist. In total, there were 184 indicators of program adherence for Parenting Education and 177 indicators for PCIL (Appendix C and D). Program fidelity was not measured for case management given the degree to which it was tailored to the needs of individual participants.

Fall Cohort: Tables 10 and 11 display the level of adherence for each session or topic encompassed in the two program components during the fall semester of impact evaluation. “% Adherence” refers to the extent to which instructors indicated that, “yes,” they had conducted a particular activity on the adherence checklist; “% Non-adherence” refers to the extent to which instructors indicated, “no,” they had not done a particular activity; and “% Missing” represents those activities where neither yes or no was selected for a particular activity. Instructors reported administering Parenting Education with a moderately high level of adherence (94%) and PICL with a high level of adherence (97%).

Table 10. Fall 2015 Program Adherence- Parenting Edu. (7 topics total⁵)

Variable	% Adherence	% Non-Adherence	% Missing
Topic 1	97%	0%	3%
Topic 2	96%	4%	0%
Topic 3	96%	4%	0%
Topic 4	96%	4%	0%
Topic 5	96%	4%	0%
Topic 6	84%	16%	0%
Topic 7	93%	7%	0%
Overall*	94%	6%	0%

*based on 184 indicators of program adherence based on core program components

Table 11. Fall 2015 Program Adherence – PCIL (6 topics total⁶)

Variable	% Adherence	% Non-Adherence	% Missing
Topic 1	96%	4%	0%
Topic 2	100%	0%	0%
Topic 3	94%	6%	0%
Topic 4	100%	0%	0%
Topic 5	100%	0%	0%
Topic 6	100%	0%	0%
Overall*	97%	3%	0%

*based on 177 indicators of program adherence based on core program components

Spring Cohort: Tables 12 and 13 display the level of adherence for each session or topic encompassed in the two program components during the spring semester. A high level of adherence was reported (94% adherence for Parenting Education and 92% adherence for PCIL).

⁵ 7 topics were covered over the course of 25 sessions; fidelity was assessed by topic.

⁶ 6 topics were covered over the course of 10 sessions; fidelity was assessed by topic.

Table 12. Spring 2016 Program Adherence- Parenting Edu. (7 topics total⁷)

Variable	% Adherence	% Non-Adherence	% Missing
Topic 1	100%	0%	0%
Topic 2	100%	0%	0%
Topic 3	96%	4%	0%
Topic 4	96%	4%	0%
Topic 5	96%	4%	0%
Topic 6	84%	16%	0%
Topic 7	86%	14%	0%
Overall*	94%	6%	0%

*based on 184 indicators of program adherence based on core program components

Table 13. Spring 2016 Program Adherence – PCIL (6 topics total⁸)

Variable	% Adherence	% Non-Adherence	% Missing
Topic 1	92%	8%	0%
Topic 2	90%	10%	0%
Topic 3	94%	6%	0%
Topic 4	93%	7%	0%
Topic 5	94%	6%	0%
Topic 6	93%	7%	0%
Overall*	92%	8%	0%

*based on 177 indicators of program adherence based on core program components

Successes, Barriers, and Modifications

The implementation evaluation has also been critical for identifying factors supporting the overall success of “ACCESS” to School. Data collected through key informant interviews with program instructors and the implementation adherence checklists afforded program instructors the opportunity to report strategies they felt supported program success as well as the barriers to implementing and modifications to the programming. Key factors are described in the following discussion. Table 14 includes barriers, successes and modification factors reported for year 4.

Indicators of program fidelity should continue to be monitored and explored in future iterations of programming as some program components remained in flux over the course of the past year. For the final report, participants will be aggregated thereby allowing sufficient sample size to control for variations to program implementation by cohort. It is also important to note that missing data could be an indication of non-adherence, program modification, or simple error, and it is unclear which of these or other scenarios is true. Other mechanisms for assessing program fidelity might also be considered as adherence checklists rely on self-report and, therefore, may not offer an objective perspective of program implementation.

Table 14. Year 4 Barriers, Successes, and Modifications

	Barriers	Success Factors	Modifications
Parenting Education	✓ Spanish language barriers were challenging for some participants.	✓ Meeting for 1 hour 3 times a week improved class discussions, practice of skills at home, and feedback for participants.	✓ Translation of key program components into Spanish.

⁷ 7 topics were covered over the course of 25 sessions; fidelity was assessed by topic.

⁸ 6 topics were covered over the course of 10 sessions; fidelity was assessed by topic.

Table 14. Year 4 Barriers, Successes, and Modifications			
	Barriers	Success Factors	Modifications
	<ul style="list-style-type: none"> ✓ More class materials need to be translated to Spanish. 	<ul style="list-style-type: none"> ✓ Transportation and childcare services were helpful for participants. ✓ Similar parenting cultural norms among Hispanic and Arabic families created common ground for discussion. ✓ Parents seemed more engaged and improved attendance compared to previous years. 	
PICL	<ul style="list-style-type: none"> ✓ Friday classes can affect attendance for cultural reasons. ✓ Language barrier in children affects behavior management. ✓ Children can get restless by the end of PICL session. ✓ Rhyming in English was a difficult concept to understand for Arabic speakers. 	<ul style="list-style-type: none"> ✓ Children became more comfortable in class over time. ✓ Time apart from children at the end of the session gave parents an opportunity for follow up questions. ✓ Consistent classroom space and routine made the class easier for children. ✓ 9am-11am class times are an improvement over last year's schedule. ✓ The alphabet book activity is popular and engaging for both parents and children. ✓ Hands on or physical activities engage children. ✓ Program increased self confidence in parents and children. 	<ul style="list-style-type: none"> ✓ The alphabet book activity was turned into a competition. ✓ Some additional translation and modification was required for rhyming concepts.
Case Management	<ul style="list-style-type: none"> ✓ Client identified goals are usually related to ESL and the goal setting process makes it easy to miss more urgent areas of need. 	<ul style="list-style-type: none"> ✓ Rapport building efforts increase clients' comfort levels asking for help. ✓ Clients are treated with a high level of individual attention. ✓ Clients continue to use ACCESS services even 	<ul style="list-style-type: none"> ✓ To improve goal setting, staff are considering implementing a self-sufficiency matrix into case management procedures.

Table 14. Year 4 Barriers, Successes, and Modifications			
	Barriers	Success Factors	Modifications
		<p>when aware of other area service providers.</p> <ul style="list-style-type: none"> ✓ Client contact log is useful for tracking the number of times and reason why a client has been contacted. 	
Recruitment	<ul style="list-style-type: none"> ✓ ACCESS staff have less connections with the Munger community, especially with Hispanic families. ✓ Potential control participants were kept from participating by Universal Academy research participation restrictions. ✓ SIF eligibility requirements such as zip code and age restricted interested people from participating. ✓ Area is oversaturated with SIF programming. ✓ Insufficient time and manpower limit recruitment efforts. ✓ Difficult to recruit for control group: finding effective incentives and breaking through participants' busy lives. ✓ Spanish language barriers, need more staff who speak Spanish. 	<ul style="list-style-type: none"> ✓ Waiting list for following semester was a good incentive for participation in the control group and led to a large waiting list for the next round of programming. ✓ ACCESS reaches women in need of services during control group recruitment who can enroll in programs after the evaluation. ✓ Previous SIF participants were a good source of referrals. ✓ Arabic and Spanish speaking staff members were helpful. ✓ Recruiting during the ESL intake process and other ACCESS program brought in SIF participants. 	<i>No modifications</i>

Impact Evaluation Findings

Sample

Cohort 1 was recruited and surveyed during the month of September before programming began (time 1), immediately after programming completion (time 2) and again at 6-week follow-up (time 3). The

parent sample included 31 parents/caregivers within the intervention group (Priest) and 23 comprised the comparison group (Munger). Only 1 individual from the intervention group and 2 from the comparison group were lost to attrition. The intervention group also included 17 children and the comparison group included 8 children. All children from both groups were retained.

Cohort 2 was recruited and surveyed during the month of January before programming began (time 1), immediately after programming completion (time 2) and again at 6-week follow-up (time 3). The parent sample included 12 individuals each group. Follow-up rates for the intervention group and the comparison group were both at 100% at immediate post-test. The intervention group also included 5 children while 4 children made up the comparison group. Follow-up rates at both time points were 100% for both groups (See Table 15).

	Time 1	Time 2	Time 3
Cohort 1			
Priest Adults	31	31	30
Priest Children	17	17	17
Munger Adults	23	21	21
Munger Children	8	8	8
Cohort 2			
Priest Adults	12	12	12
Priest Children	5	5	5
Munger Adults	12	12	12
Munger Children	4	4	4
Overall			
Priest Adults	43	43	42
Priest Children	22	22	22
Munger Adults	35	33	33
Munger Children	12	12	12

Analysis

For the purposes of analysis, data for both fall and spring cohorts were combined. The intervention sample included 43 parents/caregivers and 22 children while the comparison group contained 38 parents/caregivers and 8 children. Data analysis consisted of descriptive and bivariate statistical analyses. Multivariate analysis as described in the SEP will be reported in the final report as more data collection is needed in order to achieve sample size requirements. To prepare data for analyses, the frequency distributions for all study variables were examined to identify potential problems. Following examination of the data for missing data, descriptive statistics were run, including means, medians, and standard deviations for continuous variables. Visual inspection of histograms, normal probability plots, and box plots were examined in order to examine the distributional properties of continuous variables. In addition, Fisher’s skewness and kurtosis coefficients were calculated to confirm whether distributional problems existed.

For determining baseline equivalence on socio-demographic variables between the intervention and comparison groups, we conducted Chi-square tests for categorical variables. The Mann-Whitney U test

was used to compare sum score medians of the dependent variables based on dichotomous variables. The Mann-Whitney U test was used in this study because it is effective with small sample sizes and does not assume normality of distributions.

To test within group differences overtime, the Wilcoxon Signed Ranks Test was employed. The Wilcoxon Signed Ranks Test is appropriate for continuous variables and paired observations. In order to examine time by group interactions, change scores were computed (post score – pre score) and subjected to the Mann Whitney U test. The results presented should be interpreted with caution in light of the limitations of the available statistical methods. For instance, planned multivariate models used for the final report will include potential covariates and regression weights needed to better balance the intervention and comparison groups. In addition, the increased sample size to be included may impact these results.

Results

Comparisons were made on socio-demographic variables between the intervention and comparison group. The table below shows characteristics for all those who completed a baseline survey and at least one post-test. As seen in the table below, both intervention (79%) and comparison group (65%) were largely Arab/Chaldean. The proportion of Hispanic participants within the intervention group was lower than the comparison group (21% vs. 35%) but the differences were not statistically different.

With respect to country of origin, the groups were statistically different ($p < .01$). Though both the intervention group (79%) and the comparison group (54%) largely emigrated from Yemen, the comparison group was more diverse with individuals born in the United States (19%) and Guatemala (11%).

The intervention group members were about 30 years of age and the comparison group was about 31 years of age. Though not statistically significant, the intervention group appeared to be less educated with only 6 years of school compared to 8 years among those in the comparison group. Household size was the same for both groups ($mdn = 5$). A median of 6 years residing in the United States was reported among participants in the intervention group and 11 years in the comparison (see table 16).

Table 16. Parent Socio-Demographic Characteristics (N=86)

Variable	Intervention (n=43)		Comparison (n=38)		χ^2
	%	n	%	n	
Race/Ethnicity					2.014
<i>Arab/Chaldean</i>	79%	34	65%	24	
<i>Hispanic/Latino</i>	21%	9	35%	13	
Country of Origin					20.143**
<i>Yemen</i>	79%	34	54%	20	
<i>Mexico</i>	19%	8	16%	6	
<i>Honduras</i>	2%	1	-	0	
<i>Guatemala</i>	-	0	11%	4	
<i>United States</i>	-	0	19%	7	
	Median	n	Median	n	Mann-Whitney U

Table 16. Parent Socio-Demographic Characteristics (N=86)

Variable	Intervention (n=43)		Comparison (n=38)		χ^2
	%	n	%	n	
Parent Age	30.0	43	31.0	37	726.0
Highest Grade Achieved	6.0	43	8.0	37	682.5
Household Size	5.0	43	5.0	37	888.5
Years in US	6.0	43	11.0	33	560.0

*p<.05 **p<.01 †p<.10

Parent Level Outcomes

Table 17 displays median changes between baseline (time 1) and immediate post-test (time 2) on parent/caregiver outcomes for both the intervention and comparison group separately. The results of the Wilcoxon signed ranks test indicated that those children with parents participating in the intervention reduced the number of minutes that they read to their child from baseline (mdn=30) to post-test (mdn=20) and this change was marginally significant (p<.10). Intervention respondents also uniquely reported decreased negative attitudes towards parenting as teachers between baseline (mdn=3.6) to immediate post-test (mdn=2.8) (p<.01). Though marginally significant (p<.10), intervention participants reported decreased stress between baseline and immediate post-test (2.0 vs. 1.9 respectively). No statistically significant changes were found among the comparison group participants.

Table 17. Within-Group Change on Parent-Level Outcomes over Baseline and Immediate Post-Test

Variable	Intervention Group (n=43)			Comparison Group (n=38)		
	Time 1	Time 2	z	Time 1	Time 2	z
	Median	Median		Median	Median	
Frequency of Reading SCBE	30.0	20.0	-1.88 [†]	15.0	20.0	-1.08
<i>Anger/Aggression</i>	1.75	1.87	-.936	2.13	2.06	-.421
<i>Anxiety</i>	1.7	1.6	-1.099	2.1	2.0	0
<i>Social Competence</i>	4.6	4.6	-.672	4.1	3.9	-1.885 [†]
Parenting Stress (PSS)	2.0	1.9	-1.65 [†]	2.06	2.17	-.114
Efficacy	4.0	3.8	-.752	3.8	3.8	-.752
Family Activities	2.8	3.0	-.892	3.2	3.0	-.204
Negative Attitudes	3.6	2.8	-3.44**	.91	1.11	-.247

*p<.05 **p<.01 †p<.10

Table 18 displays median changes between immediate post-test (time 2) and 6-week follow-up (time 3) on parent/caregiver outcomes. The results of the Wilcoxon signed ranks test indicated that those children with parents participating in the intervention significantly increased the number of minutes that they read to their child from time 2 (mdn=20) to time 3 (mdn=35) (p<.01). Intervention respondents also reported increased social competence among their pre-school aged child(ren) (4.6 vs. 4.9 respectively) (p<.05). In addition, negative attitudes continued to decrease between time 2 (mdn=2.8) and time 3 (mdn=2.4) (p<.05) among parents completing the program. No statistically significant changes on any outcomes occurred among those in the comparison group.

Table 18. Within-Group Change on Parent-Level Outcomes between Immediate Post-test and 6 Week Follow-up

Variable	Intervention Group (n=42)			Comparison Group (n=31)		
	Time 2	Time 3	z	Time 2	Time 3	z
	Median	Median		Median	Median	
Reading to Child	20.0	35.0	-4.03**	20.0	5.0	-1.59
SCBE						
<i>Anger/Aggression</i>	1.9	1.9	-.410	2.1	2.1	-.376
<i>Anxiety</i>	1.6	1.5	-.056	2.0	1.8	-.435
<i>Social Competence</i>	4.6	4.9	-1.908*	3.9	4.0	-.216
Parenting Stress (PSS)	1.94	1.81	-1.154	2.17	2.06	-.638
Efficacy	3.8	4.0	-1.412	3.8	3.8	-.706
Family Activities	3.0	2.8	-.412	3.0	3.0	-1.026
Negative Attitudes	2.8	2.4	-2.11*	3.2	3.4	-.620

*p<.05 **p<.01 †p<.10

Table 19 displays median change from baseline (time 1) to 6-week follow-up (time 3). While the comparison group participants had no significant improvements, intervention group parents/caregivers made significant improvements in social competence, parenting stress, and attitudes.

Table 19. Within-Group Change on Parent-Level Outcomes over Baseline and 6 Week Follow-up

Variable	Intervention Group (n=42)			Comparison Group (n=38)		
	Time 1	Time 3	z	Time 1	Time 3	z
	Median	Median		Median	Median	
Reading to Child	30.0	35.0	-1.43	15.0	5.0	-1.77
SCBE						
<i>Anger/Aggression</i>	1.8	1.9	-.540	2.3	2.1	-.034
<i>Anxiety</i>	1.7	1.5	-.342	2.1	1.833.	-.903
<i>Social Competence</i>	4.6	4.9	-2.161*	4.1	4.0	-2.054*
Parenting Stress (PSS)	2.0	1.8	-2.27*	2.06	2.06	-.292
Efficacy	4.0	4.0	.862	3.8	3.8	-.607
Family Activities	2.8	2.8	-.591	3.2	3.0	-.648
Negative Attitudes	3.6	2.4	-4.2**	3.4	3.4	-.205

*p<.05 **p<.01 †p<.10

Table 20 shows the results of the Mann Whitney U test for between-group differences in change scores from baseline to the immediate post-test. At immediate post-test, those receiving the intervention read a median 0 fewer minutes to their children (mean change=-7.4) while reading increased by a median of 2.5 among comparison group parents (p<.05). Relative to the comparison group (mdn change=-.2), intervention respondents decreased their negative attitudes towards parenting (mdn change=-6) at a statistically greater amount (p<.05). Those receiving the intervention also reported increased positive changes in social competence among their children (mdn change=.1) while those in the children of parents in the comparison group were rated as being less socially competent (mdn change=-.6) (p<.05).

Table 20. Between-Group Differences in Parent-Level Change Scores: Baseline and Immediate Post-Test

Variable	Intervention (n=42)			Comparison (n=38)			Test
	Median Change	Mean Change	SD	Median Change	Mean Change	SD	U
Frequency of Reading	0	-7.4	23.2	2.5	5.5	45.9	613.0 [†]
Negative Attitudes	-.6	-.5	.79	-.2	-.02	1.1	437.0*
SCBE							
<i>Anger/Aggression</i>	.2	.2	.91	0	-.1	.82	496.5
<i>Anxiety</i>	0	-.2	.73	.2	-.1	.86	416.0
<i>Social Competence</i>	.1	.1	.99	-.6	-.4	1.1	326.0*
Parenting Stress	-.1	-.1	.30	0	.04	.48	573.5
Efficacy	0	-.1	.56	0	0	.61	628.5
Family Activities	0	.1	.58	0	-.02	.81	473.5

*p<.05 **p<.01 †p<.10

Table 21 indicates only one group by time effect on parent level outcomes between immediate post-test and 6-week follow-up. Frequency of reading increased at a higher rate (mdn=15.0 minutes) among intervention group participants than for the comparison group (mdn change=-7.5 minutes) (p<.01).

Table 21. Between-Group Differences in Parent-Level Change Scores: Immediate post-test and 6 Week Follow-up

Variable	Intervention (n=42)			Comparison (n=38)			Test
	Median Change	Mean Change	SD	Median Change	Mean Change	SD	U
Frequency of Reading	15.0	13.5	20.6	-7.5	-9.4	41.1	410.5**
Negative Attitudes	-.2	-.3	-.74	0	-.03	.76	557.0
SCBE							
<i>Anger/Aggression</i>	0	-.1	.95	.3	.1	1.0	534.0
<i>Anxiety</i>	0	.1	.75	0	-.1	.97	425.0
<i>Social Competence</i>	.3	.4	.99	.1	0	.98	413.0
Parenting Stress	-.1	-.1	.35	0	0	.34	603.0
Efficacy	.2	.04	.58	0	-.1	.53	524.5
Family Activities	0	-.02	.63	0	.1	.52	450.5

*p<.05 **p<.01 †p<.10

Group differences in change scores between baseline and 6-week follow-up are displayed in table 22. Negative attitudes about parenting decreased at a higher rate (mdn=-.8) among intervention group participants than for the comparison group (mdn change=0) and this difference was statistically significant (p<.01). Change in child social competence also differed between the two groups with an improvement among the intervention group participants (mdn change=.2) and a decrease among those respondents in the comparison group (mdn change=-.4) (p<.01). Parenting stress decreased at a higher rate (mdn change=-.2) among intervention recipients than for the comparison group (mdn change=0) though this difference was only marginally significant (p=.08).

Table 22. Between-Group Differences in Parent-Level Change Scores: Baseline to 6 Week Follow-up

Variable	Intervention (n=22)			Comparison (n=29)			Test
	Median Change	Mean Change	SD	Median Change	Mean Change	SD	U
Frequency of Reading	10.0	6.0	26.7	-8.5	-3.9	39.8	601.0*
Negative Attitudes	-.8	-.8	.96	0	-.1	.90	374.5**
SCBE							
<i>Anger/Aggression</i>	0	.1	.90	0	0	.98	559.0
<i>Anxiety</i>	0	-.1	.99	-.2	-.2	.81	415.5
<i>Social Competence</i>	.2	.4	1.1	-.4	-.3	.75	276.0**
Parenting Stress	-.2	-.2	.42	0	0	.51	503.0 [†]
Efficacy	.03	-.04	.58	0	-.08	.70	617.0
Family Activities	0	.1	.78	.2	.1	.78	509.5

*p<.05 **p<.01 [†]p<.10

Child-Level Outcomes

Table 23 shows median changes between baseline and immediate post-test scores on school readiness skills. The results of the Wilcoxon signed ranks test indicated children with parents participating in ACCESS to School significantly improved on all of the Bracken subscales (p<.01). Conversely, children in the comparison group only significantly improved on the color subscale (p<.05) and showed marginally significant improvement on the letter subscale (p<.10) between baseline and the 6 week follow-up.

Table 23. Within-Group Change on School Readiness Outcomes over Baseline and Immediate Post-test

Variable	Intervention Group (n=22)			Comparison Group (n=12)		
	Time 1	Time 2	z	Time 1	Time 2	z
	Median	Median		Median	Median	
Colors	4.00	10.00	-3.60**	0.50	5.50	-2.25 *
Letters	2.50	8.00	-3.83**	0.50	3.00	-1.83 [†]
Numbers	1.00	9.50	-3.81**	0	0.00	-1.12
Sizes	2.00	6.00	-3.14**	1.50	1.00	-1.09
Shapes	2.00	8.50	-4.02**	2.00	2.00	-0.30

*p<.05 **p<.01 [†]p<.10

Table 24 displays the median change from immediate post-test and the 6 week follow-up scores on school readiness skills. Children with parents participating in ACCESS to School demonstrated statistically significant improvements on letters (p<.01), numbers (p<.01), and shapes (p<.05). Children in the control group showed significant improvement in letters (p<.05) and marginally significant improvement in colors (p<.10).

Table 24. Within-Group Change on School Readiness Outcomes between Immediate Post-Test and 6 Week Follow-up

Variable	Intervention Group(n=22)			Comparison Group (n=12)		
	Time 2	Time 3	z	Time 2	Time 3	z
	Median	Median		Median	Median	
Colors	10.0	10.0	-1.56	5.5	7.0	-1.86 [†]
Letters	8.0	10.5	-3.44**	3.0	2.0	-1.15*
Numbers	9.5	12.0	-3.26**	0	.5	-.424
Sizes	6.0	7.5	-1.38	1.0	4.0	-1.02
Shapes	8.5	10.0	-1.89*	2.0	3.0	-.30

*p<.05 **p<.01 [†]p<.10

Table 25 displays the median change from baseline and three month follow-up scores on school readiness skills. Children with parents participating in ACCESS to School demonstrated statistically significant improvements on all Bracken subscales: colors, letters, numbers, sizes and shapes (p<.01). Children in the control group showed significant improvement in colors and sizes (p<.05) and marginally significant improvement in numbers (p<.10).

Table 25. Within-Group Change on School Readiness Outcomes between Baseline and 6 Week Follow-up

Variable	Intervention Group(n=22)			Comparison Group (n=12)		
	Time 1	Time 3	z	Time 1	Time 3	z
	Median	Median		Median	Median	
Colors	4.00	10.00	-3.63**	0.50	7.00	-2.44*
Letters	2.50	10.50	-4.11**	0.50	2.00	-1.43
Numbers	1.00	12.00	-4.02**	0	0.50	-1.89 [†]
Sizes	2.00	7.50	-3.20**	1.50	4.00	-2.05*
Shapes	2.00	10.00	-4.06**	2.00	3.00	-0.67

*p<.05 **p<.01 [†]p<.10

Table 26 shows the results of the Mann Whitney U test for between-group differences in change scores from baseline to immediate post-test. Between baseline and the immediate post-test, change scores differed significantly for the numbers (p<.05), and statistically significant change scores for the shapes subscales (p<.01). Differences in letters and sizes change scores differed with marginal significance (p<.10).

Table 26. Between-Group Differences in School Readiness Change Scores: Baseline and Immediate Post-test

Variable	Intervention (n=22)			Comparison (n=12)			Test
	Median Change	Mean Change	SD	Median Change	Mean Change	SD	U
Colors	4.05	4.00	3.71	1.00	2.67	3.68	100
Letters	4.00	4.77	3.85	3.00	2.17	3.49	84.50 [†]
Numbers	5.50	5.91	5.00	0.00	.83	2.48	52.50*
Sizes	2.50	2.77	3.28	1.00	1.17	3.28	81.00 [†]
Shapes	5.00	5.05	3.21	0.00	.25	2.99	31.50**

*p<.05 **p<.01 [†]p<.10

Table 27 shows the results of the Mann Whitney U test for between-group differences in change score from immediate post-test to the 6 week follow-up. Statistically significant change scores were identified for letters and numbers (<.01) between these time points.

Table 27. Between-Group Differences in School Readiness Change Scores: Immediate Post-test and 6 week Follow-up

Variable	Intervention (n=22)			Comparison (n=12)			Test
	Median Change	Mean Change	SD	Median Change	Mean Change	SD	U
Colors	0	.42	1.26	0	.67	1.15	124.0
Letters	2.0	1.82	3.85	-1.0	-.50	1.62	42.0**
Numbers	2.5	2.77	3.02	0	-.42	2.15	47.0**
Sizes	.50	1.45	4.14	0	.92	2.97	132
Shapes	1.5	1.32	3.99	0	.42	2.15	101.0

*p<.05 **p<.01 [†]p<.10

Table 28 shows the between baseline and 6 week follow-up, change scores differed significantly for the letters, numbers and shapes subscales (p<.01).

Table 28. Between-Group Differences in School Readiness Change Scores over Baseline and 6 Week Follow-up

Variable	Intervention (n=22)			Comparison (n=12)			Test
	Median Change	Mean Change	SD	Median Change	Mean Change	SD	U
Colors	3.5	4.45	4.08	2.00	3.33	3.75	105.00
Letters	6.5	6.59	4.03	1.00	1.67	3.98	46.00**
Numbers	9.00	8.68	4.64	0.00	0.42	.67	10.50**
Sizes	4.00	4.23	4.80	1.50	2.08	2.91	92.00
Shapes	6.00	6.36	3.63	0.00	0.67	3.42	33.50**

*p<.05 **p<.01 [†]p<.10

Evaluation Limitations

As with most program evaluations, the current study is not without some limitations which should be considered in light of these findings.

First, the high number of US-born parents/caregivers within the comparison group may call into question whether this group is an appropriate comparison to the intervention group. However, no other statistically significant differences between the two groups were found on socio-demographic variables or on any of the outcome variables at baseline. Therefore, it appears that these groups were reasonably equivalent at baseline. US born participants may be similar to their foreign born peers as they live within the same immigrant communities which are often isolated.

Second, all of the participants in this study were immigrants from Arab and Latin countries. Though validation studies were conducted on all of the instruments used, none were validated with Arab-Americans and only the Bracken was validated with Hispanic populations. Though these instruments were reviewed with representatives from the target populations, revised, translated, and back translated to increase comprehension and cultural appropriateness, resource constrictions prohibited the research team from conducting a formal validation study.

Third, the SIF zip code poses a limitation for the ACCESS team's ability to identify a larger sample size needed to conduct more sophisticated statistical methods. With a limited area to find new participants, ACCESS has identified that the area is over saturated with programming, creating a smaller eligible population in which to recruit from.

Finally, the small sample sizes prevented the use of more sophisticated statistical methods. Of particular concern is the small number of children in the comparison group. To address this concern, next year's program implementation will focus on parents with children who meet the age requirement (at least 3 years old) to be included in the study.

Conclusion

Parent recruitment was successful as a total of 43 respondents in the intervention group and 38 comparisons remained in the evaluation. Retention in the program and the evaluation was very high as only 1 respondent in the intervention group and 2 respondents in the comparison group were lost to follow-up. Similar to Year 3, recruitment of children continued to be a significant challenge, particularly for the comparison group because many of the parent's/caregivers' had children who were too young to participate in the Bracken assessment. To ensure that the sample size requirements for children are attained by end of year 5, ACCESS has added an additional inclusion criterion to their recruitment which requires evaluation participants to have a child between the ages of 3-5.

With respect to program dosage, a total of 35 sessions of parenting programming were offered to participants during each semester (25 parenting education sessions & 10 PCIL sessions). Though participants attended about 59% of these sessions, the average parent/caregiver received 22 sessions which represents a significant amount of programming. As parenting programs often struggle to get

participants in the door and experience even more hardship in getting them to keep coming back, the extent that the “ACCESS” to School program has been able to engage parents is a notable achievement.

Though another year of data collection is needed in order to obtain the required sample size for confirmatory analysis, the results summarized in this report suggest that the “ACCESS” to School program will prove to be effective with a moderate level of evidence. Focusing on longer term changes on outcomes between baseline and 6 weeks after programming (table 22), parents completing the program were reading more to their children, improved their attitudes about their role as teachers, reported decreased parenting-related stress⁹, and saw a greater degree of social competence among their children relative to the comparison group participants. As parents improved in their ability to prepare their children for school, their children demonstrated significant improvements in school readiness. Again, focusing on the comparison of difference scores between baseline and 6 weeks after programming (table 28), intervention group children made statistically significant improvements in the letters, numbers, and shapes domains of the Bracken relative to those in the comparison group. Change scores among children in the intervention group were also greater than those in the comparison group in the colors and sizes domains though the magnitude of these changes were not great enough to achieve statistical significance due to small sample size.

⁹ Parenting stress among program participants and those in the comparison group was statistically different at only a marginal level ($p=.08$).

Appendix A: Parent/Caregiver Level Survey

Instructions to Facilitator: Ask the participant the following question before moving on to the reading recall diary.

Have you ever participated in any parenting program within the past 6 weeks/3 months?

Yes

No

If yes, please describe the program in the box below.

Instructions to Facilitator: Ask participants the following questions, completing the table below as parents describe their reading activities with their child. Begin by asking parents what reading activity they did with their child and proceed to ask what they read, how long they read, and in what language. Repeat question 1, including 1a-1c, until caregiver has no more reading activities to report.

Note: Remind participant to only think about reading activities with one child, age 0-5, if they have more than one in this age range. If a child is participating in the child assessment, remind participant to only think about that child while completing this survey.

Think about the last typical day you had with your child. Did you do any reading activities on that day? Reading activities can include reading a book or story, storytelling, practicing letter sounds, or any other activities that will help your child learn to read.

1. **What reading activity did you do first? [e.g. reading a story, learning the alphabet, practicing letter sounds]**
 - a) What did you read or what materials did you use? [e.g. book, letter blocks, magazine, iPad]
 - b) How long did you read or do the activity?
 - c) In what language did you read?

<input type="checkbox"/>	No Reading Activities (<i>Check ONLY if participant has no reading activities to report on</i>)			
	Reading Activity	Reading Material	Reading Duration	Language
1				
2				
3				
4				
5				
6				
7				

Trial Items

<p>Instructions to Facilitator: Once you have completed the “Reading Recall Diary,” ask the participant to complete the trial item(s). You may encourage, demonstrate, repeat, and prompt as needed to teach the task. Do NOT precede to the test items until you are certain that the participant understands the task demands and expectations.</p>						
<p><i>The next set of questions is for you to practice. Please answer the following questions, selecting the response option that best represents how you feel.</i></p>						
Please circle the response that comes closest to how you feel.	Strongly Disagree	Disagree	Sort of Disagree	Sort of Agree	Agree	Strongly Agree
Trial #1. Winter in Michigan is my favorite season.	1	2	3	4	5	6
Trial #2. If the weather is nice, I prefer to walk to the store rather than drive	1	2	3	4	5	6

<p>Instructions to Facilitator: Once you have reviewed and practiced the trial items with the participant, ask whether they would like to read and complete the survey themselves or if they would like you to read the survey to them while they fill in their responses.</p>
<p>Would you like to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue the survey on your own? <input type="checkbox"/> Have the survey read to you while you circle your responses? <input type="checkbox"/> Have the survey read to you and responses circled by interviewer?

The next set of questions has to do with children's education. While you may not find a response that exactly states your feeling, your first reaction to each question should be your answer.

Please circle the response that comes closest to how you feel.	Strongly Disagree	Disagree	Sort of Disagree	Sort of Agree	Agree	Strongly Agree
1. Parents have less of an influence on their child's learning than their child's teacher.	1	2	3	4	5	6
2. A parent can't do much to help their children at school because most of a child's motivation and performance depend on the teacher and classroom environment.	1	2	3	4	5	6
3. Parents could do more for their children if teachers would do more for their students.	1	2	3	4	5	6
4. Parents do not have a powerful influence on children's achievement.	1	2	3	4	5	6
5. Even a parent with good teaching abilities cannot teach their child as well as a classroom teacher.	1	2	3	4	5	6

The next set of statements, describe feelings and perceptions related to being a parent. Think of each of the statements in terms of how your relationship with your child or children typically is.

How much do you agree or disagree with the following?	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
6. I am happy in my role as a parent.	1	2	3	4	5
7. I would do anything or almost anything for my child(ren) if it was necessary.	1	2	3	4	5

8. Caring for my child(ren) sometimes takes more time and energy than I have to give.	1	2	3	4	5
9. I sometimes worry whether I am doing enough for my child(ren).	1	2	3	4	5
10. I feel close to my child(ren).	1	2	3	4	5
11. I enjoy spending time with my child(ren).	1	2	3	4	5
12. My child(ren) is/are an important source of affection for me.	1	2	3	4	5
13. Having child(ren) gives me a more certain and optimistic view for the future.	1	2	3	4	5
14. The major source of stress in my life is my child(ren).	1	2	3	4	5
15. Having child(ren) leaves little time and flexibility in my life.	1	2	3	4	5
16. Having child(ren) has been a financial burden.	1	2	3	4	5
17. It is difficult to balance different responsibilities because of my child(ren).	1	2	3	4	5
18. The behavior of my child(ren) is often embarrassing or stressful to me.	1	2	3	4	5
19. I feel overwhelmed by the responsibility of being a parent.	1	2	3	4	5
20. Having child(ren) has meant having too few choices and too little control over my life.	1	2	3	4	5
21. I am satisfied as a parent.	1	2	3	4	5
22. I find my child(ren) enjoyable.	1	2	3	4	5

<i>For the next set of statements, think about yourself in relation to your child.</i>					
How much do you agree or disagree with the following?	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
23. I find myself giving up more of my life to meet my children's needs than I ever expected.	1	2	3	4	5
24. I feel trapped by my responsibilities as a parent.	1	2	3	4	5
25. I have been unable to do new and different things since having my child(ren)	1	2	3	4	5
26. I feel that I am almost never able to do things that I like to do since having my child(ren).	1	2	3	4	5
27. Having a child has caused more problems than I expected in my relationship with my spouse and/or family members.	1	2	3	4	5
28. I feel alone and without friends.	1	2	3	4	5

<i>Continue to think about you and your child as you read the following statements.</i>					
How much do you agree or disagree with the following?	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
29. I know what I need to do with my child(ren) even though I may not be able to do it.	1	2	3	4	5
30. I am able to do things that will help my child learn.	1	2	3	4	5
31. The things I do make a positive difference in my child(ren)'s learning.	1	2	3	4	5

<i>The next set of statements relate to your general feelings about yourself.</i>				
How much do you agree or disagree with the following?	Strongly Disagree	Disagree	Agree	Strongly Agree
32. On the whole, I am satisfied with myself.	1	2	3	4
33. At times, I think I am no good at all.	1	2	3	4
34. I feel that I have a number of good qualities.	1	2	3	4
35. I am able to do things as well as most other people.	1	2	3	4
36. I feel I do not have much to be proud of.	1	2	3	4
37. I certainly feel useless at times.	1	2	3	4
38. I feel that I'm a person of worth, at least on an equal plane with others.	1	2	3	4
39. All in all, I am inclined to feel that I am a failure.	1	2	3	4
40. I take a positive attitude toward myself.	1	2	3	4

<i>Please tell us a little about how you spend time with your children age 5 and under at home.</i>					
How much do you agree or disagree with the following?	Never	Rarely	Frequently	Very Frequently	Always
41. I talk to my child about how he/she has spent her day.	1	2	3	4	5
42. I answer my child's questions and offer explanations, even if she repeats a question many times.	1	2	3	4	5
43. I read picture books with my child.	1	2	3	4	5

How much do you agree or disagree with the following?	Never	Rarely	Frequently	Very Frequently	Always
44. I read to my child when he/she wants me to.	1	2	3	4	5
45. I read books to my child.	1	2	3	4	5
46. When I'm with my child, I name and describe different objects and toys.	1	2	3	4	5
47. I allow my child to ask questions while I'm reading to him/her.	1	2	3	4	5
48. I allow my child to create his/her own stories while I'm reading to her.	1	2	3	4	5
49. When reading to my child, I talk to him/her about the content of the book.	1	2	3	4	5
50. I teach my child to count.	1	2	3	4	5
51. I encourage my child to learn a few words (e.g. Name).	1	2	3	4	5
52. I encourage my child to learn letters (e.g. I show letters in books, I teach letters in their name).	1	2	3	4	5

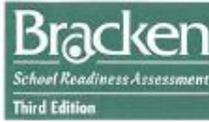
Think about materials you have at home that your child uses for learning.			
53. Do you have any of the following materials/items for learning (check No or Yes for each material/item)?	No	Yes	If Yes, please describe what materials/items:
Computer	<input type="checkbox"/>	<input type="checkbox"/>	
Books	<input type="checkbox"/>	<input type="checkbox"/>	
Educational Toys	<input type="checkbox"/>	<input type="checkbox"/>	
Educational TV Programs/Videos	<input type="checkbox"/>	<input type="checkbox"/>	
Educational Songs	<input type="checkbox"/>	<input type="checkbox"/>	
Other Items	<input type="checkbox"/>	<input type="checkbox"/>	

The next set of statements, describe your child's social and emotional characteristics. Think of each of the statements in terms of your child's behaviors that you may observe while caring for your child. Please circle the answer that reflects how often each statement occurs.

How often does your child do the following?	Never	Sometimes		Often		Always	Cannot Evaluate
54. Becomes tired.	1	2	3	4	5	6	7
55. Becomes easily frustrated.	1	2	3	4	5	6	7
56. Gets angry easily.	1	2	3	4	5	6	7
57. Helps other children with problems.	1	2	3	4	5	6	7
58. Worries.	1	2	3	4	5	6	7
59. Is shy or afraid (e.g. avoids new situations).	1	2	3	4	5	6	7
60. Is sad, unhappy, or depressed.	1	2	3	4	5	6	7
61. Is uncomfortable with other children.	1	2	3	4	5	6	7
62. Screams or yells.	1	2	3	4	5	6	7
63. Has a neutral facial expression (e.g. doesn't smile or laugh).	1	2	3	4	5	6	7
64. Avoids being in a group.	1	2	3	4	5	6	7
65. Is considerate of other children's feelings.	1	2	3	4	5	6	7
66. Hits, bites, or kicks other children.	1	2	3	4	5	6	7
67. Gets into arguments or fights with other children.	1	2	3	4	5	6	7
68. Gets mad or annoyed easily.	1	2	3	4	5	6	7
69. Shares toys with other children.	1	2	3	4	5	6	7

How often does your child do the following?	Never	Sometimes		Often		Always	Cannot Evaluate
70. Doesn't talk or interact with other children during group activities.	1	2	3	4	5	6	7
71. Helps or plays with younger children.	1	2	3	4	5	6	7
72. Works easily in groups.	1	2	3	4	5	6	7
73. Hits you or destroys things when angry at you.	1	2	3	4	5	6	7
74. Helps with everyday tasks (e.g. cleaning up).	1	2	3	4	5	6	7
75. Forces other children to do things they don't want to do.	1	2	3	4	5	6	7
76. Takes pleasure in own accomplishments.	1	2	3	4	5	6	7

Appendix B: Child Assessment/Bracken Record Form



English Edition Record Form

Name _____ M F

School/Agency _____ Grade _____

Teacher _____ Examiner _____

Pretest			
	Year	Month	Day
Date of Test			
Date of Birth			
Chronological Age			

Posttest			
	Year	Month	Day
Date of Test			
Date of Birth			
Chronological Age			

Score Summary									
Subtest	Pretest/ Posttest	Raw Score (# Correct)	% Mastery*	School Readiness Concepts to Target for Instruction/Remediation					
1 Colors	Pre	10							
	Post	10							
2 Letters	Pre	15							
	Post	15							
3 Numbers/Counting	Pre	18							
	Post	18							
4 Sizes/Comparisons	Pre	22							
	Post	22							
5 Shapes	Pre	20							
	Post	20							
	Pretest/ Posttest	Raw Score (# Correct)	% Mastery*	Norms**	Standard Score	Confidence Interval (_____ % Level)	Percentile Rank	Descriptive Classification	Concept Age Equivalent
School Readiness Composite (SRC)	Pre	85		N/L		to			
	Post	85		N/L		to			

* See Appendix A for percent mastery calculations for each subtest and School Readiness Composite.
 ** For national norms (N) see Appendix B. Local norms (L) can be established at the discretion of each district/agency (see Appendix D).



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Subtest 1 Colors					Subtest 3 Numbers/Counting				
Say, Look at all of the colors. Show me which color is. . .					Say, Look at all of the numbers/pictures. Show me. . .				
Item	Pretest Response	Score	Posttest Response	Score	Item	Pretest Response	Score	Posttest Response	Score
Items 1-10					Items 1-5				
1. red	_____	NR 1 0	_____	NR 1 0	1. the one	_____	NR 1 0	_____	NR 1 0
2. blue	_____	NR 1 0	_____	NR 1 0	2. the three	_____	NR 1 0	_____	NR 1 0
3. green	_____	NR 1 0	_____	NR 1 0	3. the two	_____	NR 1 0	_____	NR 1 0
4. black	_____	NR 1 0	_____	NR 1 0	4. the four	_____	NR 1 0	_____	NR 1 0
5. yellow	_____	NR 1 0	_____	NR 1 0	5. the zero	_____	NR 1 0	_____	NR 1 0
6. pink	_____	NR 1 0	_____	NR 1 0	6. three flowers	1 2 3 4	NR 1 0	1 2 3 4	NR 1 0
7. orange	_____	NR 1 0	_____	NR 1 0	7. six ducks	1 2 3 4	NR 1 0	1 2 3 4	NR 1 0
8. purple	_____	NR 1 0	_____	NR 1 0	8. nine ants	1 2 3 4	NR 1 0	1 2 3 4	NR 1 0
9. white	_____	NR 1 0	_____	NR 1 0	Items 9-13				
10. brown	_____	NR 1 0	_____	NR 1 0	9. the five	_____	NR 1 0	_____	NR 1 0
Raw Score <input type="text"/>					Raw Score <input type="text"/>				
Subtest 2 Letters					Items 14-18				
Say, Look at all of the letters. Show me. . .					14. the forty-one				
Item	Pretest Response	Score	Posttest Response	Score	15. the eleven				
1. the A	_____	NR 1 0	_____	NR 1 0	16. the ninety-five				
2. the W	_____	NR 1 0	_____	NR 1 0	17. the twenty-seven				
3. the X	_____	NR 1 0	_____	NR 1 0	18. the fifty-three				
4. the S	_____	NR 1 0	_____	NR 1 0	Raw Score <input type="text"/>				
Items 5-8					Raw Score <input type="text"/>				
5. the K	_____	NR 1 0	_____	NR 1 0					
6. the H	_____	NR 1 0	_____	NR 1 0					
7. the Q	_____	NR 1 0	_____	NR 1 0					
8. the D	_____	NR 1 0	_____	NR 1 0					
Items 9-11									
9. the m	_____	NR 1 0	_____	NR 1 0					
10. the i	_____	NR 1 0	_____	NR 1 0					
11. the b	_____	NR 1 0	_____	NR 1 0					
Items 12-15									
12. the e	_____	NR 1 0	_____	NR 1 0					
13. the t	_____	NR 1 0	_____	NR 1 0					
14. the j	_____	NR 1 0	_____	NR 1 0					
15. the g	_____	NR 1 0	_____	NR 1 0					
Raw Score <input type="text"/>									

Subtest 4 / Sizes/Comparisons					Subtest 5 / Shapes				
Say, Look at all of the pictures. Show me...									
Item	Pretest				Posttest				
	Response	Score	Response	Score	Response	Score	Response	Score	
1. which animal is big ...	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	1. the star	_____ NR	1 0	_____ NR	1 0
2. which dog is small ...	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	2. the heart	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0
3. which girl has long hair	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	3. the circle	_____ NR	1 0	_____ NR	1 0
4. which ball is little ...	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	4. which children are in a line	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0
5. which animals are not the same	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	Items 5-6				
6. which girl has short pants	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	5. the square	_____ NR	1 0	_____ NR	1 0
7. which shoes match ...	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	6. the triangle	_____ NR	1 0	_____ NR	1 0
8. which fruits are different	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	7. the cone	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0
9. which fence is tall ...	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	8. which one is round ..	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0
10. which water is deep	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	Items 9-11				
11. which rock is large ...	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	9. the diamond	_____ NR	1 0	_____ NR	1 0
12. which balloons are the same	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	10. the oval	_____ NR	1 0	_____ NR	1 0
13. which boats are alike	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	11. the rectangle	_____ NR	1 0	_____ NR	1 0
14. which boat is wide ...	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	12. the check mark	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0
15. which shoe fits exactly	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	13. which ducks are in a row	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0
16. which person is reading something other than a book	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	14. the pyramid	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0
17. which animals are similar	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	15. the cylinder	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0
18. which cans are of equal size	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	16. the cube	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0
19. which book is thin ...	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	17. the curve	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0
20. which ribbon is narrow	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	18. the column	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0
21. which glasses have unequal amounts of juice.....	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	19. the diagonal	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0
22. which water is shallow	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0	20. the angle	1 2 3 4 NR	1 0	1 2 3 4 NR	1 0
Raw Score				<input type="text"/>	Raw Score				<input type="text"/>

Appendix C: PCIL Implementation Checklists

Parent Education and Parent-Child Interactive Literacy (PCIL) Implementation Checklist

Session 1- ABC's & Learning

The following checklist should be completed for each session of PCIL. The implementation checklist will be completed as sessions are administered in three parts: Part 1 – Part 3. Please complete the checklist on the day the session is implemented.

Part 1.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Introduction			
Parents			
• Named letters A, B, C, D, E and F?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Pointed to letters A, B, C, D, E and F?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Found letters A, B, C, D, E and F?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Sounded letters A, B, C, D, E and F?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Matched the letters A, B, C, D, E and F to the picture?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Children			
• Danced while singing the alphabet song?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Named letters A, B, C, D E and F with flash cards?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Identified letters A, B, C, D, E and F on the alphabet mat?			<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 2.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
PCIL Activity			
• Parents and children:			<input type="checkbox"/> Yes <input type="checkbox"/> No

a. Named the alphabet?	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Sounded the alphabet?	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Traced the alphabet?	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Matched uppercase and lowercase letters?	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Instructor needed to prepare extra materials if activities went too quickly?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 3.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Session Conclusion			
Parents			
• Reflected with parents (e.g. what went well? what didn't work? what could have been different to improve the activity)?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Noted any potential for follow-up activities based on parent-child interactions?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Parents had snack?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Children			
• Children had snack?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Children watched alphabet video?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Children played games?		<input type="checkbox"/> Yes <input type="checkbox"/> No	

After the session is over, please complete the following questions, if applicable:

- Did you make any modifications or additions to Session 1?
- Did you experience any barriers or challenges to administering Session 1?
- What strategies worked best when administering Session 1?
- Other notes:

Parent Education and Parent-Child Interactive Literacy (PCIL) Implementation Checklist
Session 2- ABC's & Learning Continued

The following checklist should be completed for each session of PCIL. The implementation checklist will be completed as sessions are administered in three parts: Part 1 – Part 3. Please complete the checklist on the day the session is implemented.

Part 1.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Introduction			
Parents			
• Named letters G, H, I, J, K and L?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Pointed to letters G, H, I, J, K and L?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Found letters G, H, I, J, K and L?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Sounded letters G, H, I, J, K and L?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Matched the letters G, H, I, J, K and L to the picture?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Children			
• Danced while singing the alphabet song?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Named letters G, H, I, J, K and L with flash cards?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Identified letters G, H, I, J, K and L on the alphabet mat?			<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 2.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
PCIL Activity			
• Parents and children:			<input type="checkbox"/> Yes <input type="checkbox"/> No
a. Named the alphabet?			<input type="checkbox"/> Yes <input type="checkbox"/> No

b. Sounded the alphabet?	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Traced the alphabet?	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Matched uppercase and lowercase letters?	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Instructor needed to prepare extra materials if activities went too quickly?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 3.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Session Conclusion			
Parents			
• Reflected with parents (e.g. what went well? what didn't work? what could have been different to improve the activity)?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Noted any potential for follow-up activities based on parent-child interactions?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Parents had snack?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Children			
• Children had snack?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Children watched alphabet video?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Children played games?		<input type="checkbox"/> Yes <input type="checkbox"/> No	

After the session is over, please complete the following questions, if applicable:

- **Did you make any modifications or additions to Session 2?**
- **Did you experience any barriers or challenges to administering Session 2?**
- **What strategies worked best when administering Session 2?**
- **Other notes:**

Parent Education and Parent-Child Interactive Literacy (PCIL) Implementation Checklist
Session 3- ABC's & Learning Continued

The following checklist should be completed for each session of PCIL. The implementation checklist will be completed as sessions are administered in three parts: Part 1 – Part 3. Please complete the checklist on the day the session is implemented.

Part 1.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Introduction			
Parents			
• Named letters M, N, O, P, Q and R?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Pointed to letters M, N, O, P, Q and R?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Found letters M, N, O, P, Q and R?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Sounded letters M, N, O, P, Q and R?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Matched the letters M, N, O, P, Q and R to the picture?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Children			
• Danced while singing the alphabet song?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Named letters M, N, O, P, Q and R with flash cards?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Identified letters M, N, O, P, Q and R on the alphabet mat?			<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 2.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
PCIL Activity			
• Parents and children:			<input type="checkbox"/> Yes <input type="checkbox"/> No
a. Named the alphabet?			<input type="checkbox"/> Yes <input type="checkbox"/> No

b. Sounded the alphabet?	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Traced the alphabet?	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Matched uppercase and lowercase letters?	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Instructor needed to prepare extra materials if activities went too quickly?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 3.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Session Conclusion			
Parents			
• Reflected with parents (e.g. what went well? what didn't work? what could have been different to improve the activity)?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Noted any potential for follow-up activities based on parent-child interactions?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Parents had snack?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Children			
• Children had snack?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Children watched alphabet video?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Children played games?		<input type="checkbox"/> Yes <input type="checkbox"/> No	

After the session is over, please complete the following questions, if applicable:

- **Did you make any modifications or additions to Session 3?**
- **Did you experience any barriers or challenges to administering Session 3?**
- **What strategies worked best when administering Session 3?**
- **Other notes:**

Parent Education and Parent-Child Interactive Literacy (PCIL) Implementation Checklist
Session 4- ABC's & Learning Continued

The following checklist should be completed for each session of PCIL. The implementation checklist will be completed as sessions are administered in three parts: Part 1 – Part 3. Please complete the checklist on the day the session is implemented.

Part 1.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Introduction			
Parents			
• Named letters S, T, U, V, W, X, Y and Z?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Pointed to letters S, T, U, V, W, X, Y and Z?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Found letters S, T, U, V, W, X, Y and Z?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Sounded letters S, T, U, V, W, X, Y and Z?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Matched the letters S, T, U, V, W, X, Y and Z to the picture?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Children			
• Danced while singing the alphabet song?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Named letters S, T, U, V, W, X, Y and Z with flash cards?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Identified letters S, T, U, V, W, X, Y and Z on the alphabet mat?			<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 2.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
PCIL Activity			
• Parents and children:			<input type="checkbox"/> Yes <input type="checkbox"/> No
a. Named the alphabet?			<input type="checkbox"/> Yes <input type="checkbox"/> No

b. Sounded the alphabet?	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Traced the alphabet?	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Matched uppercase and lowercase letters?	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Instructor needed to prepare extra materials if activities went too quickly?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 3.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Session Conclusion			
Parents			
• Reflected with parents (e.g. what went well? what didn't work? what could have been different to improve the activity)?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Noted any potential for follow-up activities based on parent-child interactions?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Parents had snack?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Children			
• Children had snack?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Children watched alphabet video?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Children played games?		<input type="checkbox"/> Yes <input type="checkbox"/> No	

After the session is over, please complete the following questions, if applicable:

- **Did you make any modifications or additions to Session 4?**
- **Did you experience any barriers or challenges to administering Session 4?**
- **What strategies worked best when administering Session 4?**
- **Other notes:**

Parent Education and Parent-Child Interactive Literacy (PCIL) Implementation Checklist
Session 5- ABC's & Learning Continued

The following checklist should be completed for each session of PCIL. The implementation checklist will be completed as sessions are administered in three parts: Part 1 – Part 3. Please complete the checklist on the day the session is implemented.

Part 1.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Introduction			
Parents			
• Named letters?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Pointed to letters?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Found letters?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Sounded letters?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Matched the letters to the picture?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Made an alphabet book?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Children			
• Danced while singing the alphabet song?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Named letters with flash cards?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Identified letters on the alphabet mat?			<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 2.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
PCIL Activity			
• Parents and children:			<input type="checkbox"/> Yes <input type="checkbox"/> No

a. Named the alphabet?	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Sounded the alphabet?	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Matched letters to the picture?	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Made an alphabet book?	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Instructor needed to prepare extra materials if activities went too quickly?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 3.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Session Conclusion			
Parents			
• Reflected with parents (e.g. what went well? what didn't work? what could have been different to improve the activity)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• Noted any potential for follow-up activities based on parent-child interactions?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• Parents had snack?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Children			
• Children had snack?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• Children watched alphabet video?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• Children played games?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

After the session is over, please complete the following questions, if applicable:

- Did you make any modifications or additions to Session 5?
- Did you experience any barriers or challenges to administering Session 5?
- What strategies worked best when administering Session 5?
- Other notes:

Parent Education and Parent-Child Interactive Literacy (PCIL) Implementation Checklist
Session 6- Numbers & Counting

The following checklist should be completed for each session of PCIL. The implementation checklist will be completed as sessions are administered in three parts: Part 1 – Part 3. Please complete the checklist on the day the session is implemented.

Part 1.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Introduction			
Parents			
• Named numbers 1-10?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Pointed to numbers 1-10?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Found numbers 1-10?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Traced numbers 1-10?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Counted and matched numbers 1-10?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Children			
• Danced while singing the number song?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Named the numbers with flash cards?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Identified numbers 1-10 on the number mat?			<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 2.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
PCIL Activity			
• Parents and children:			<input type="checkbox"/> Yes <input type="checkbox"/> No
a. Named numbers 1-10?			<input type="checkbox"/> Yes <input type="checkbox"/> No

b. Pointed to numbers 1-10?	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Found numbers 1-10?	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Traced numbers 1-10?	<input type="checkbox"/> Yes <input type="checkbox"/> No
e. Counted and matched numbers 1-10?	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Instructor needed to prepare extra materials if activities went too quickly?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 3.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Session Conclusion			
Parents			
• Reflected with parents (e.g. what went well? what didn't work? what could have been different to improve the activity)?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Noted any potential for follow-up activities based on parent-child interactions?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Parents had snack?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Children			
• Children had snack?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Children watched video?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Children played games?		<input type="checkbox"/> Yes <input type="checkbox"/> No	

After the session is over, please complete the following questions, if applicable:

- Did you make any modifications or additions to Session 6?
- Did you experience any barriers or challenges to administering Session 6?
- What strategies worked best when administering Session 6?
- Other notes:

Parent Education and Parent-Child Interactive Literacy (PCIL) Implementation Checklist
Session 7- Colors and Shapes

The following checklist should be completed for each session of PCIL. The implementation checklist will be completed as sessions are administered in three parts: Part 1 – Part 3. Please complete the checklist on the day the session is implemented. Note: Colors = red, blue, green, yellow, pink, purple, brown, black, orange and white. Shapes = circle, triangle, square, diamond, star, rectangle, heart and oval.

Part 1.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Introduction			
Parents			
• Named the colors and shapes?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Pointed to the colors and shapes?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Traced the shapes?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Matched the shapes with an object?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Children			
• Named the color and shapes?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Found the shapes on the floor mat?			<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 2.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
PCIL Activity			
• Parents and children:			
a. Named the colors and shapes?			<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Pointed to the colors and shapes?			<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Traced the shapes?			<input type="checkbox"/> Yes <input type="checkbox"/> No

d. Matched the shapes with an object?	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Instructor needed to prepare extra materials if activities went too quickly?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 3.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Session Conclusion			
Parents			
• Reflected with parents (e.g. what went well? what didn't work? what could have been different to improve the activity)?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Noted any potential for follow-up activities based on parent-child interactions?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Parents had snack?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Children			
• Children had snack?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Children watched video?			<input type="checkbox"/> Yes <input type="checkbox"/> No

After the session is over, please complete the following questions, if applicable:

- **Did you make any modifications or additions to Session 7?**
- **Did you experience any barriers or challenges to administering Session 7?**
- **What strategies worked best when administering Session 7?**
- **Other notes:**

Parent Education and Parent-Child Interactive Literacy (PCIL) Implementation Checklist
Session 8 – Sizes and Comparison

The following checklist should be completed for each session of PCIL. The implementation checklist will be completed as sessions are administered in three parts: Part 1 – Part 3. Please complete the checklist on the day the session is implemented.

Part 1.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Introduction			
Parents			
• Identified same, different, short, long, and big sizes?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Circled same, different, short, long, and big sizes?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Copied, glued, and colored same, different, short, long, and big sizes?			<input type="checkbox"/> Yes <input type="checkbox"/> No
•			<input type="checkbox"/> Yes <input type="checkbox"/> No
Children			
• Practiced shapes and colors?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Practiced same, different, big, small, short, tall, long sizes?			<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 2.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
PCIL Activity			
• Parents and children:			
a. Identified same, different, short, long, and big sizes (Plastic shapes, pencils and crayons of different sizes)?			<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Circled same, different, short, long, and big sizes?			<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Copied, glued, and colored same, different, short, long, and big sizes?			<input type="checkbox"/> Yes <input type="checkbox"/> No

<ul style="list-style-type: none"> Instructor needed to prepare extra materials if activities went too quickly? <input type="checkbox"/> Yes <input type="checkbox"/> No

Part 3.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Session Conclusion			
Parents			
	<ul style="list-style-type: none"> Reflected with parents (e.g. what went well? what didn't work? what could have been different to improve the activity)? 		<input type="checkbox"/> Yes <input type="checkbox"/> No
	<ul style="list-style-type: none"> Noted any potential for follow-up activities based on parent-child interactions? 		<input type="checkbox"/> Yes <input type="checkbox"/> No
	<ul style="list-style-type: none"> Parents had snack? 		<input type="checkbox"/> Yes <input type="checkbox"/> No
Children			
	<ul style="list-style-type: none"> Children had snack? 		<input type="checkbox"/> Yes <input type="checkbox"/> No
	<ul style="list-style-type: none"> Children watched video? 		<input type="checkbox"/> Yes <input type="checkbox"/> No

After the session is over, please complete the following questions, if applicable:

- **Did you make any modifications or additions to Session 8?**
- **Did you experience any barriers or challenges to administering Session 8?**
- **What strategies worked best when administering Session 8?**
- **Other notes:**

Parent Education and Parent-Child Interactive Literacy (PCIL) Implementation Checklist
Session 9 – Reading with Preschoolers

The following checklist should be completed for each session of PCIL. The implementation checklist will be completed as sessions are administered in three parts: Part 1 – Part 3. Please complete the checklist on the day the session is implemented.

Part 1.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Introduction			
Parents			
<ul style="list-style-type: none"> Instructor modeled an example of reading a book, using the strategies to encourage a story talk? 			<input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> Instructor asked parents to describe what they see on the cover? 			<input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> Instructor read story to parents? 			<input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> Instructor asked questions about the story, characters, setting, what occurred and how the story ended? 			<input type="checkbox"/> Yes <input type="checkbox"/> No
Children			
<ul style="list-style-type: none"> Children watched the story of “The very hungry caterpillar”? 			<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 2.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
PCIL Activity			
<ul style="list-style-type: none"> Parents and children: <ul style="list-style-type: none"> d. Parents asked child(ren) to describe what they see on the cover? 			
			<input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> e. Parents read the story to their child(ren)? 			<input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> f. Parents asked questions about the story, characters, setting, what occurred and how the story ended? 			<input type="checkbox"/> Yes <input type="checkbox"/> No

g. Child(ren) retold the story to parent or described parts of the story to parent?	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Instructor needed to prepare extra materials if activities went too quickly?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 3.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Session Conclusion			
Parents			
• Reflected with parents (e.g. what went well? what didn't work? what could have been different to improve the activity)?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Noted any potential for follow-up activities based on parent-child interactions?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Parents had snack?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Children			
• Children had snack?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Children watched video?		<input type="checkbox"/> Yes <input type="checkbox"/> No	

After the session is over, please complete the following questions, if applicable:

- Did you make any modifications or additions to Session 9?
- Did you experience any barriers or challenges to administering Session 9?
- What strategies worked best when administering Session 9?
- Other notes:

Parent Education and Parent-Child Interactive Literacy (PCIL) Implementation Checklist
Session 10 – Riddles, Rhymes, and Songs

The following checklist should be completed for each session of PCIL. The implementation checklist will be completed as sessions are administered in three parts: Part 1 – Part 3. Please complete the checklist on the day the session is implemented.

Part 1.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Introduction			
Parents			
• Discussed the importance of phonological awareness with preschoolers?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Parents identified rhyming words?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Parents matched the rhyming words?			<input type="checkbox"/> Yes <input type="checkbox"/> No
• Parents sang, identified and colored a rhyming book?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Children			
• Children watched, sang, and danced with nursery rhymes and played "I Spy"?			<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 2.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
PCIL Activity			
• Parents and children:			
h. Parents asked child(ren) to identify the rhyming words?			<input type="checkbox"/> Yes <input type="checkbox"/> No
i. Parents asked child(ren) to match rhyming words?			<input type="checkbox"/> Yes <input type="checkbox"/> No
j. Parents and children sang, identified and colored a rhyming book?			<input type="checkbox"/> Yes <input type="checkbox"/> No

k. Parents asked child(ren) to match different items that rhyming?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
l. Parents played with child(ren) "I Spy" with items that rhymed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Instructor needed to prepare extra materials if activities went too quickly?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Part 3.			
Facilitator Name(s):			
Date: Click here to enter a date.			
	Introduction	Activity	Conclusion
Start Time:			
End Time:			
Session Conclusion			
Parents			
• Reflected with parents (e.g. what went well? what didn't work? what could have been different to improve the activity)?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Noted any potential for follow-up activities based on parent-child interactions?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Parents had snack?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Children			
• Children had snack?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Children watched video?		<input type="checkbox"/> Yes	<input type="checkbox"/> No

After the session is over, please complete the following questions, if applicable:

- Did you make any modifications or additions to Session 10?
- Did you experience any barriers or challenges to administering Session 10?
- What strategies worked best when administering Session 10?
- Other notes:

Appendix D: Parenting Education Implementation Checklists

Parenting Education Implementation Checklist

Session 1- Understanding Young Children

The following checklists should be completed for session 1 of Parenting Education. The implementation checklists will be completed as sessions are administered in two parts: Part 1 and Part 2. Please complete the checklist on the day the session is implemented.

Part 1.		
Facilitator Name(s):		
Date: Click here to enter a date.		
	Introduction	Conclusion
Start Time:		
End Time:		
Introduction to First Session		
• Invited members to get acquainted, introduce themselves?		<input type="checkbox"/> Yes <input type="checkbox"/> No
• Had members complete 3"x5" cards with their names, contact information, and their child's information?		<input type="checkbox"/> Yes <input type="checkbox"/> No
• Asked members what they hope to learn from the program?		<input type="checkbox"/> Yes <input type="checkbox"/> No
• Gave an overview of the program?		<input type="checkbox"/> Yes <input type="checkbox"/> No
• Reinforced the importance of discussion and encouraged everyone to participate?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Discussion Guidelines		
• Introduced and explained discussion guidelines?		<input type="checkbox"/> Yes <input type="checkbox"/> No
• Put up Discussion Guidelines so they could be viewed?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Presentation of Material: "Understanding Young Children"		
• Presented reading material?		<input type="checkbox"/> Yes <input type="checkbox"/> No
• Asked questions:		
a. Does anyone have any questions about the reading?		<input type="checkbox"/> Yes <input type="checkbox"/> No
b. What did you learn from the reading?		<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Used additional questions to stimulate discussion?		<input type="checkbox"/> Yes <input type="checkbox"/> No
• Handed out packet?		<input type="checkbox"/> Yes <input type="checkbox"/> No
• Gave Activity Assignment (apply it at home)?		<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 2.		
Facilitator Name(s):		
Date: Click here to enter a date.		
	Introduction	Conclusion

Start Time:		
End Time:		
Review Material		
• Went over "Points to Remember" sheet?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Went over Chart?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Discussed how they applied at home?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Answered any questions?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Presentation of the Video		
• Watched video?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Stopped tape at each discussion point to discuss questions?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Asked group, "How might you apply the ideas on the video in your family?"	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Just for You		
• Did the Just for You activity in class?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Gave parents opportunity to share comments about the Just for You activity?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Asked discussion questions?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Skill-Building Exercise: Practicing Relaxation		
• Explained the purpose of skill-building exercises?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Introduced / explained the exercise?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Applied / practiced the skill in class?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Supplemental Activity		
• Completed supplemental activity- Skill Sheet	<input type="checkbox"/> In class	<input type="checkbox"/> Sent home
• Completed supplemental activity- Plan for Improving relationships	<input type="checkbox"/> In class	<input type="checkbox"/> Sent home
Summary		
• Provided summary of session?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Began with "I learned statement...." or asked participants what they learned?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

After the session is over, please complete the following questions, if applicable:

- **Did you make any modifications or additions to Session 1?**
- **Did you experience any barriers or challenges to administering Session 1?**
- **What strategies worked best when administering Session 1?**
- **Other notes:**

Parenting Education Implementation Checklist
Sessions 2-6

The following checklists should be completed for sessions 2- 6 of Parenting Education. The implementation checklists will be completed as sessions are administered in two parts: Part 1 and Part 2. Please complete the checklist on the day the session is implemented.

Session #: _____

Part 1.		
Facilitator Name(s):		
Date: Click here to enter a date.		
	Introduction	Conclusion
Start Time:		
End Time:		
Review and Introduction to Next Session		
<ul style="list-style-type: none"> Asked members to share their experiences carrying out the previous session's activity? <input type="checkbox"/> Yes <input type="checkbox"/> No 		
<ul style="list-style-type: none"> Gave an overview of the topic for the session? <input type="checkbox"/> Yes <input type="checkbox"/> No 		
Presentation of Material		
<ul style="list-style-type: none"> Presented reading material? <input type="checkbox"/> Yes <input type="checkbox"/> No 		
<ul style="list-style-type: none"> Asked questions: <ul style="list-style-type: none"> a. Does anyone have any questions about the reading? <input type="checkbox"/> Yes <input type="checkbox"/> No b. What did you learn from the reading? <input type="checkbox"/> Yes <input type="checkbox"/> No c. Used additional questions to stimulate discussion? <input type="checkbox"/> Yes <input type="checkbox"/> No 		
<ul style="list-style-type: none"> Handed out packet? <input type="checkbox"/> Yes <input type="checkbox"/> No 		
<ul style="list-style-type: none"> Gave Activity Assignment (apply it at home)? <input type="checkbox"/> Yes <input type="checkbox"/> No 		

Part 2.		
Facilitator Name(s):		
Date: Click here to enter a date.		
	Introduction	Conclusion
Start Time:		
End Time:		
Review Material		
<ul style="list-style-type: none"> Went over "Points to Remember" sheet? <input type="checkbox"/> Yes <input type="checkbox"/> No 		
<ul style="list-style-type: none"> Went over Chart? <input type="checkbox"/> Yes <input type="checkbox"/> No 		
<ul style="list-style-type: none"> Discussed how they applied at home? <input type="checkbox"/> Yes <input type="checkbox"/> No 		
<ul style="list-style-type: none"> Answered any questions? <input type="checkbox"/> Yes <input type="checkbox"/> No 		

Presentation of the Video	
• Watched video?	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Stopped tape at each discussion point to discuss questions?	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Asked group, "How might you apply the ideas on the video in your family?"	<input type="checkbox"/> Yes <input type="checkbox"/> No
Just for You	
• Did the "Just for You" activity in class?	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Gave parents opportunity to share comments about the "Just for You" activity?	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Asked discussion questions?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Skill-Building Exercise	
• Explained the purpose of skill-building exercises?	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Introduced / explained the exercise?	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Applied / practiced the skill in class?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Supplemental Activity	
• Completed supplemental activity- Skill Sheet	<input type="checkbox"/> In class <input type="checkbox"/> Sent home
• Completed supplemental activity- Plan for Improving relationships	<input type="checkbox"/> In class <input type="checkbox"/> Sent home
Summary	
• Provided a summary of session?	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Began with "I learned statement...." or asked participants what they learned?	<input type="checkbox"/> Yes <input type="checkbox"/> No

After the session is over, please complete the following questions, if applicable:

- **Did you make any modifications or additions to this session?**
- **Did you experience any barriers or challenges to administering this session?**
- **What strategies worked best when administering this session?**
- **Other notes:**

Parenting Education Implementation Checklist
Session 7- Young Children's Social and Emotional Development

The following checklists should be completed for the final session of Parenting Education. The implementation checklists will be completed as sessions are administered in two parts: Part 1 and Part 2. Please complete the checklist on the day the session is implemented.

Part 1.		
Facilitator Name(s):		
Date: Click here to enter a date.		
	Introduction	Conclusion
Start Time:		
End Time:		
Review and Introduction to Next Session		
• Asked members to share their experiences carrying out the previous session's activity?		<input type="checkbox"/> Yes <input type="checkbox"/> No
• Gave an overview of the topic for the session?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Presentation of Material		
• Presented reading material?		<input type="checkbox"/> Yes <input type="checkbox"/> No
• Asked questions:		
a. <i>Does anyone have any questions about the reading?</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No
b. <i>What did you learn from the reading?</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Used additional questions to stimulate discussion?		<input type="checkbox"/> Yes <input type="checkbox"/> No
• Handed out packet?		<input type="checkbox"/> Yes <input type="checkbox"/> No
• Gave Activity Assignment (apply it at home)?		<input type="checkbox"/> Yes <input type="checkbox"/> No

Part 2.		
Facilitator Name(s):		
Date: Click here to enter a date.		
	Introduction	Conclusion
Start Time:		
End Time:		
Review Material		
• Went over "Points to Remember" sheet?		<input type="checkbox"/> Yes <input type="checkbox"/> No
• Went over Chart?		<input type="checkbox"/> Yes <input type="checkbox"/> No
• Discussed how they applied at home?		<input type="checkbox"/> Yes <input type="checkbox"/> No
• Answered any questions?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Presentation of the Video		
• Watched video?		<input type="checkbox"/> Yes <input type="checkbox"/> No
• Stopped tape at each discussion point to discuss questions?		<input type="checkbox"/> Yes <input type="checkbox"/> No

<ul style="list-style-type: none"> • Asked group, "How might you apply the ideas on the video in your family?" <input type="checkbox"/> Yes <input type="checkbox"/> No
Just for You
<ul style="list-style-type: none"> • Did the "Just for You" activity in class? <input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> • Gave parents opportunity to share comments about the "Just for You" activity? <input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> • Asked discussion questions? <input type="checkbox"/> Yes <input type="checkbox"/> No
Skill-Building Exercise: Coping with Our Own Emotions
<ul style="list-style-type: none"> • Explained the purpose of skill-building exercises? <input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> • Introduced / explained the exercise? <input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> • Applied / practiced the skill in class? <input type="checkbox"/> Yes <input type="checkbox"/> No
Supplemental Activity
<ul style="list-style-type: none"> • Completed supplemental activity- Skill Sheet <input type="checkbox"/> In class <input type="checkbox"/> Sent home
<ul style="list-style-type: none"> • Completed supplemental activity- Plan for Improving relationships <input type="checkbox"/> In class <input type="checkbox"/> Sent home
Summary
<ul style="list-style-type: none"> • Provided a summary of session? <input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> • Began with "I learned statement...." or asked participants what they learned? <input type="checkbox"/> Yes <input type="checkbox"/> No
Concluding the Final Session
<ul style="list-style-type: none"> • Began with "I learned statement..." or asked participants to share new attitudes or behaviors they have adopted from the program <u>overall</u>? <input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> • Asked participants to complete the <i>Early Childhood STEP</i> Parent Survey? <input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> • Distributed the Certificate of Participation? <input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> • Introduced the other <i>STEP</i> programs for those that want more training? <input type="checkbox"/> Yes <input type="checkbox"/> No

After the session is over, please complete the following questions, if applicable:

- Did you make any modifications or additions to this session?
- Did you experience any barriers or challenges to administering this session?
- What strategies worked best when administering this session?
- Other notes: