

Appendix Table 1 of Gelber and Isen, “Children’s Schooling and Parent’s Investment in Children.” *Descriptive Statistics: definitions, means, standard deviations, and availability of dependent variables*

Dependent Variable	Categories	During	After	Availability				
				Fall 2002	Spring 2003	Spring 2004*	Spring 2005	Spring 2006*
<i>Learning-related activities with child</i>								
Practiced writing the alphabet in the past week	None:	0.38	--	X				
	One or two times:	0.30						
	Three or more:	0.32						
Practiced writing/spelling name in the past week	None:	0.31	--	X				
	One or two times:	0.31						
	Three or more:	0.38						
Practiced rhyming words in the past week	None:	0.63	--	X				
	One or two times:	0.23						
	Three or more:	0.14						
Help with letters, words, or numbers in the past week'	None:	0.09	--	X				
	One or two times:	0.34						
	Three or more:	0.57						
Told Stories	None:	0.22	--	X				
	One or two times:	0.64						
	Three or more:	0.36						
How many time read to child in past week	Not at all:	0.07	0.07	X	X	X	X	X
	Once or Twice:	0.32	0.28					
	Three or more times:	0.28	0.28					
	Every day:	0.34	0.37					
For about how long at a sitting	In minutes:	20.54	24.25	X	X	X	X	X
		(15.97)	(16.13)					
Number of minutes spent reading to child in last week (constructed)	In minutes per week	91.81	108.53	X	X	X	X	X
		(103.0)	(101.3)					
Work on learning the names of the letters	Never:	0.10	0.06		X	X	X*	
	Once a month or less:	0.07	0.04					
	Two or three a month:	0.09	0.05					
	Once or twice a week:	0.30	0.24					
	Three or four times a week:	0.22	0.25					
	Every day:	0.24	0.35					
Discuss new words	Never:	0.14	0.05		X	X	X*	
	Once a month or less:	0.06	0.04					
	Two or three a month:	0.08	0.06					
	Once or twice a week:	0.22	0.25					
	Three or four times a week:	0.16	0.24					
	Every day:	0.33	0.36					
Have [CHILD] tell you a story	Never:	0.16	0.07		X	X	X*	
	Once a month or less:	0.09	0.09					
	Two or three a month:	0.09	0.12					
	Once or twice a week:	0.23	0.29					
	Three or four times a week:	0.14	0.17					
	Every day:	0.30	0.26					

Appendix Table 1 (continued). Descriptive Statistics

Dependent Variable	Categories	During	After	Availability				
				Fall 2002	Spring 2003	Spring 2004*	Spring 2005	Spring 2006*
<i>Learning-related activities with child (continued)</i>								
Listen to you read stories where [CHILD] sees the print such as Big Books	Never:	0.15	0.06		X	X	X*	
	Once a month or less:	0.05	0.05					
	Two or three a month:	0.08	0.08					
	Once or twice a week:	0.24	0.29					
	Three or four times a week:	0.21	0.25					
	Every day:	0.27	0.27					
Listen to you read stories where (he/she) doesn't see the print.	Never:	0.36	0.31		X	X	X*	
	Once a month or less:	0.10	0.09					
	Two or three a month:	0.10	0.10					
	Once or twice a week:	0.21	0.27					
	Three or four times a week:	0.11	0.14					
	Every day:	0.12	0.10					
Retell or make up stories.	Never:	0.17	0.13		X	X	X*	
	Once a month or less:	0.09	0.11					
	Two or three a month:	0.10	0.12					
	Once or twice a week:	0.22	0.26					
	Three or four times a week:	0.16	0.17					
	Every day:	0.25	0.21					
Show [CHILD] how to read a book or magazine	Never:	0.17	0.15		X	X	X*	
	Once a month or less:	0.08	0.08					
	Two or three a month:	0.09	0.10					
	Once or twice a week:	0.22	0.24					
	Three or four times a week:	0.18	0.19					
	Every day:	0.25	0.25					
Have [CHILD] practice writing or spelling (his/her) name.	Never:	0.15	0.07		X	X	X*	
	Once a month or less:	0.07	0.02					
	Two or three a month:	0.08	0.03					
	Once or twice a week:	0.21	0.13					
	Three or four times a week:	0.19	0.20					
	Every day:	0.31	0.55					
Learn about rhyming words and word families such as cat, mat, sat.	Never:	0.38	0.11		X	X	X*	
	Once a month or less:	0.11	0.05					
	Two or three a month:	0.12	0.10					
	Once or twice a week:	0.18	0.25					
	Three or four times a week:	0.10	0.23					
	Every day:	0.11	0.26					

Appendix Table 1 (continued). Descriptive Statistics

Dependent Variable	Categories	During	After	Availability				
				Fall 2002	Spring 2003	Spring 2004*	Spring 2005	Spring 2006*
<i>Learning-related activities with child (continued)</i>								
Practice or teach directional words such as over, up, or in.	Never:	0.22	0.11		X	X	X*	
	Once a month or less:	0.09	0.08					
	Two or three a month:	0.09	0.11					
	Once or twice a week:	0.20	0.24					
	Three or four times a week:	0.14	0.21					
	Every day:	0.26	0.26					
Number of materials parents use to work on above reading and language activities	Average number of materials:	1.85 (1.00)	2.15 (0.84)		X	X	X*	
Practice reading, writing, or working with numbers	Not at all:	--	0.03				X*	X
	Once or Twice:		0.16					
	3-6 times:		0.24					
	Every day:		0.57					
Read Books to Child	Not at all:	--	0.06				X*	X
	Once or Twice:		0.26					
	3-6 times:		0.25					
	Every day:		0.41					
Sing Song	Not at all:	--	0.11				X*	X
	Once or Twice:		0.35					
	3-6 times:		0.22					
	Every day:		0.33					
Tell stories	Not at all:	--	0.08				X*	X
	Once or Twice:		0.48					
	3-6 times:		0.22					
	Every day:		0.22					
Counted things that you can see	None:	0.20	--	X				
	One or two times:	0.33						
	Three or more:	0.47						
Talk about the calendar	None:	0.51	--	X				
	One or two times:	0.29						
	Three or more:	0.19						
Talk about how big something is	None:	0.43	--	X				
	One or two times:	0.29						
	Three or more:	0.28						
Help with letters, words, or numbers	None:	0.09	--	X				
	One or two times:	0.34						
	Three or more:	0.57						

Appendix Table 1 (continued). *Descriptive Statistics*

Dependent Variable	Categories	During	After	Availability				
				Fall 2002	Spring 2003	Spring 2004*	Spring 2005	Spring 2006*
<i>Learning-related activities with child (continued)</i>								
Talk about the calendar or days of the week.	Never:	0.22	0.07		X	X	X*	
	Once a month or less:	0.09	0.06					
	Two or three a month:	0.09	0.08					
	Once or twice a week:	0.17	0.19					
	Three or four times a week:	0.13	0.19					
	Every day:	0.29	0.41					
Work with rulers, measuring cups, spoons, or other measuring instruments.	Never:	0.49	0.35		X	X	X*	
	Once a month or less:	0.12	0.14					
	Two or three a month:	0.10	0.14					
	Once or twice a week:	0.14	0.19					
	Three or four times a week:	0.08	0.10					
	Every day:	0.07	0.07					
Use dance or act out stories to practice math ideas such as numbers or size.	Never:	0.52	0.56		X	X	X*	
	Once a month or less:	0.08	0.10					
	Two or three a month:	0.08	0.09					
	Once or twice a week:	0.11	0.12					
	Three or four times a week:	0.09	0.07					
	Every day:	0.11	0.07					
Use music to understand math ideas.	Never:	0.57	0.56		X	X	X*	
	Once a month or less:	0.08	0.10					
	Two or three a month:	0.07	0.08					
	Once or twice a week:	0.10	0.11					
	Three or four times a week:	0.07	0.07					
	Every day:	0.11	0.07					
Play math-related games	Never:	0.30	0.13		X	X	X*	
	Once a month or less:	0.10	0.08					
	Two or three a month:	0.11	0.11					
	Once or twice a week:	0.21	0.29					
	Three or four times a week:	0.14	0.22					
	Every day:	0.15	0.17					
Count things such as small toys or chips, to learn math	Never:	0.10	0.07		X	X	X*	
	Once a month or less:	0.04	0.02					
	Two or three a month:	0.07	0.06					
	Once or twice a week:	0.20	0.22					
	Three or four times a week:	0.20	0.25					
	Every day:	0.39	0.38					
Work with shape blocks.	Never:	0.27	0.30		X	X	X*	
	Once a month or less:	0.08	0.10					
	Two or three a month:	0.08	0.12					
	Once or twice a week:	0.22	0.22					
	Three or four times a week:	0.16	0.14					
	Every day:	0.19	0.12					

Appendix Table 1 (continued). Descriptive Statistics

Dependent Variable	Categories	During	After	Availability				
				Fall 2002	Spring 2003	Spring 2004*	Spring 2005	Spring 2006*
<i>Learning-related activities with child (continued)</i>								
Practice reading, writing, or working with numbers	Not at all:	--	0.03				X*	X
	Once or Twice:		0.16					
	3-6 times:		0.24					
	Every day:		0.57					
<i>Other activities with child</i>								
Played sports or exercised together	None:	0.32	--	X				
	One or two times:	0.35						
	Three or more:	0.33						
Played with toys or indoor games together	None:	0.04	--	X				
	One or two times:	0.21						
	Three or more:	0.75						
Involved in chores	None:	0.11	--	X				
	One or two times:	0.28						
	Three or more:	0.62						
Took on errands	None:	0.05	--	X				
	One or two times:	0.25						
	Three or more:	0.70						
Arts & Crafts	None:	0.39	--	X				
	One or two times:	0.35						
	Three or more:	0.26						
Arts & Crafts	Never:	0.20	0.13		X	X	X*	
	Once a month or less:	0.07	0.10					
	Two or three a month:	0.09	0.12					
	Once or twice a week:	0.20	0.24					
	Three or four times a week:	0.15	0.17					
	Every day:	0.28	0.23					
Number of materials parents use to work on arts & crafts		2.20 (1.55)	--		X			
Gone to a play, concert, or other live show	No:	0.81	0.78	X	X	X	X	X
	Yes:	0.19	0.22					
Talked with [CHILD] about family history or ethnic heritage	No:	0.49	0.39	X	X	X	X	X
	Yes:	0.51	0.61					
Visited an art gallery, museum, or historical site	No:	0.81	0.77	X	X	X	X	X
	Yes:	0.19	0.23					
Attended an event sponsored by a community, ethnic, or religious group	No:	0.44	0.40	X	X	X	X	X
	Yes:	0.56	0.60					

Appendix Table 1 (continued). Descriptive Statistics

Dependent Variable	Categories	During	After	Availability				
				Fall 2002	Spring 2003	Spring 2004*	Spring 2005	Spring 2006*
<i>Other activities with child (continued)</i>								
Build something or play with construction toys with [CHILD]	Not at all:	--	0.31				X*	X
	Once or Twice:		0.44					
	3-6 times:		0.16					
	Every day:		0.10					
Involve [CHILD] in household chores, like cooking, cleaning, or caring for pets	Not at all:	--	0.04				X*	X
	Once or Twice:		0.21					
	3-6 times:		0.19					
	Every day:		0.55					
Help [CHILD] do arts and crafts	Not at all:	--	0.20				X*	X
	Once or Twice:		0.49					
	3-6 times:		0.19					
	Every day:		0.12					
Play a sport or exercise together?	Not at all:	--	0.15				X*	X
	Once or Twice:		0.32					
	3-6 times:		0.26					
	Every day:		0.27					
<i>Features of Parenting Practices</i>								
“I encourage my child to be curious, to explore, and to question things”	Not at all like you:	0.01	0.01	X		X	X	X
	Not much like you:	0.02	0.01					
	Somewhat like you:	0.11	0.11					
	Very much like you:	0.28	0.34					
	Exactly like you:	0.58	0.54					
“Make sure my child knows I appreciate what (he/she) tries to accomplish.”	Not at all like you:	0.00	0.00	X		X	X	X
	Not much like you:	0.01	0.00					
	Somewhat like you:	0.03	0.03					
	Very much like you:	0.20	0.25					
	Exactly like you:	0.77	0.72					
“I encourage my child to be independent of me.”	Not at all like you:	0.02	0.01	X		X	X	X
	Not much like you:	0.04	0.03					
	Somewhat like you:	0.13	0.12					
	Very much like you:	0.28	0.33					
	Exactly like you:	0.54	0.51					
“Once I decide how to deal with misbehavior of child, I follow through”	Not at all like you:	0.03	0.02	X		X	X	X
	Not much like you:	0.05	0.04					
	Somewhat like you:	0.19	0.20					
	Very much like you:	0.30	0.33					
	Exactly like you:	0.44	0.42					
“My child and I have warm intimate moments together”	Not at all like you:	0.00	0.01	X		X	X	X
	Not much like you:	0.01	0.01					
	Somewhat like you:	0.06	0.07					
	Very much like you:	0.29	0.32					
	Exactly like you:	0.64	0.59					

Appendix Table 1 (continued). Descriptive Statistics

Dependent Variable	Categories	During	After	Availability				
				Fall 2002	Spring 2003	Spring 2004*	Spring 2005	Spring 2006*
<i>Features of Parenting Practices (continued)</i>								
“There are not times I don't have the energy to make my child behave as (he/she) should”	Not at all like you:	0.09	0.05	X		X	X	X
	Not much like you:	0.09	0.08					
	Somewhat like you:	0.32	0.27					
	Very much like you:	0.20	0.24					
	Exactly like you:	0.29	0.37					
“Teach child that misbehavior or breaking the rules will always be punished”	Not at all like you:	0.03	0.02	X		X	X	X
	Not much like you:	0.04	0.04					
	Somewhat like you:	0.14	0.13					
	Very much like you:	0.28	0.30					
Exactly like you:	0.50	0.51						
<i>Medical involvement</i>								
Has [CHILD] been seen by a dentist since September (exclude if HS helped)	No:	0.38	0.30	X	X	X	X	X
	Yes:	0.62	0.70					
Do you have a place where you usually take [CHILD] for routine medical care	No:	0.03	0.03	X	X	X	X	X
	Yes:	0.97	0.97					
Has a professional tested [CHILD's] hearing (exclude if HS helped)	No:	0.47	0.25		X	X	X	X
	Yes:	0.53	0.75					
Has a professional tested [CHILD's] vision (exclude if HS helped)	No:	0.46	0.24		X	X	X	X
	Yes:	0.54	0.76					
<i>Father involvement</i>								
In the past month, on about how many days has [CHILD] seen (his/her) father	Average number of days in the past month:	6.10 (9.53)	5.02 (8.41)		X	X	X	X
Has your family received any child support payments from (his/her) father	No:	0.62	0.60		X	X	X	X
	Yes:	0.38	0.40					
<i>Tracking how child learns and grows</i>								
By keeping notes about (his/her) behavior or progress	No:	0.55	--		X			
	Yes:	0.45						
By collecting samples of [CHILD]'s work	No:	0.13	--		X			
	Yes:	0.87						

Appendix Table 1 (continued). Descriptive Statistics

Dependent Variable	Categories	During	After	Availability				
				Fall 2002	Spring 2003	Spring 2004*	Spring 2005	Spring 2006*
<i>Tracking how child learns and grows (continued)</i>								
By collecting photos	No:	0.11	--		X			
	Yes:	0.89						
By charting (his/her) behavior or skills with stars or stickers	No:	0.62	--		X			
	Yes:	0.38						
By other means	No:	0.86	--		X			
	Yes:	0.14						
<i>Rules or routines in the home</i>								
Do you have a daily routine that you usually follow with your child	No:	0.73	--		X			
	Yes:	0.27						
Do you regularly use an organized educational approach for activities	No:	0.57	--		X			
	Yes:	0.43						
Rules or routines about bedtime	No:	0.14	0.05	X	X	X	X	X
	Yes:	0.86	0.95					
Rule or routines about TV programs allowed to watch	No:	0.12	0.10	X	X	X	X	X
	Yes:	0.88	0.90					
Rules or routines about how many hours of TV allowed to watch	No:	0.35	0.25	X	X	X	X	X
	Yes:	0.65	0.75					
Rules or routines about what kinds of food child eats	No:	0.34	0.35	X	X	X	X	X
	Yes:	0.66	0.65					
Rules or routines about what chores child does	No:	0.30	0.20	X	X	X	X	X
	Yes:	0.70	0.80					
<i>Parent Involvement in School</i>								
How often work with [CHILD] on things he/she learned in school	Never:	--	0.01			X	X	X
	Once a month or less:		0.02					
	Two or three a month:		0.03					
	Once or twice a week:		0.13					
	Three or four times a week:		0.21					
	Every day:		0.60					
Mother attended general school meeting	No:	--	0.17			X	X	X
	Yes:		0.83					
Mother gone to parent teacher conference	No:	--	0.16			X	X	X
	Yes:		0.84					
Mother attended a class event, such as a play or sport event	No:	--	0.35			X	X	X
	Yes:		0.65					

Appendix Table 1 (continued). Descriptive Statistics

Dependent Variable	Categories	During	After	Availability				
				Fall 2002	Spring 2003	Spring 2004*	Spring 2005	Spring 2006*
<i>Parent Involvement in School (continued)</i>								
Father attended general school meeting	No:	--	0.65			X	X	X
	Yes:		0.35					
Father gone to parent teacher conference	No:	--	0.67			X	X	X
	Yes:		0.33					
Father attended a class event, such as a play or sport event	No:	--	0.69			X	X	X
	Yes:		0.31					
Father volunteer at the school	No:	--	0.91			X	X	X
	Yes:		0.09					
<i>Teacher- and Interviewer-Reported Parent Involvement</i>								
Parent attend open house	No:	--	0.15			X	X	X
	Yes:		0.85					
Have parents volunteered	No:	--	0.66			X	X	X
	Yes:		0.34					
Have parents met with teacher and special needs team for special needs children	No:	--	0.60			X	X	X
	Yes:		0.40					
A variety of learning materials are available	Inadequate:	--	0.02		X	X	X	X
	Fairly inadequate:		0.02					
	Minimal		0.06					
	Minimal+, good-:		0.09					
	Good:		0.29					
	Very good:		0.26					
	Excellent:		0.27					
<i>Child and Parent Time Allocation Variables</i>								
Non-parent Childcare Hours		22.10 (16.67)	--		X			
Hours at center-based daycare		4.71 (11.95)	--		X			
Hours at a day care home		1.71 (7.31)	--		X			
Childcare hours with non-parent relatives		2.59 (9.11)	--		X			
Money spent on childcare per month		37.45 (118.8)	--		X			

Appendix Table 1 (continued). Descriptive Statistics

Dependent Variable	Categories	During	After	Availability				
				Fall 2002	Spring 2003	Spring 2004*	Spring 2005	Spring 2006*
<i>Child and Parent Time Allocation and Other Variables (continued)</i>								
Mother working	No:	0.48	0.43	X	X	X	X	X
	Yes:	0.52	0.57					
Father working	No:	0.11	0.06	X	X	X	X	X
	Yes:	0.89	0.94					
Home cleanliness	Inadequate:	0.02	--		X	X	X	X
	Fairly inadequate:	0.02						
	Minimal	0.06						
	Minimal+, good-:	0.09						
	Good:	0.29						
	Very good:	0.26						
	Excellent:	0.27						
	Reading	Not at all:	0.08	--		X	X	X
	Once or twice:	0.29						
	Three or more times:	0.20						
	Everyday:	0.44						
<i>Childcare center director reported involvement with parents and family oriented services</i>								
Does the center staff work with every family to identify specific family service needs?	Continuous (constructed instrument)	0.69 (0.40)	--		X			
How do center staff meet the service needs of families? Coordinate with outside social or health service provider.	Continuous (constructed instrument)	0.67 (0.40)	--		X			
How do center staff meet the service needs of families? Provide services at center	Continuous (constructed instrument)	0.58 (0.42)	--		X			
During this year, have you used parent volunteers at the center?	Continuous (constructed instrument)	0.71 (0.38)	--		X			

Appendix Table 1 (continued). *Descriptive Statistics*

Dependent Variable	Categories	During	After	Availability				
				Fall 2002	Spring 2003	Spring 2004*	Spring 2005	Spring 2006*
<i>Childcare center director reported involvement with parents and family oriented services (continued)</i>								
During this year, have parent volunteers at the center served as classroom aides?	Continuous (constructed instrument)	0.60 (0.38)	--		X			
During this year, have parent volunteers at the center served as consultants or workshop leaders?	Continuous (constructed instrument)	0.24 (0.31)	--		X			
During this year, have parent volunteers at the center served as providers of guidance on ethnic customs, traditions, and values?	Continuous (constructed instrument)	0.50 (0.39)	--		X			
During this year, have parent volunteers at the center served as home visitors?	Continuous (constructed instrument)	0.05 (0.15)	--		X			
During this year, have parent volunteers at the center served as interpreters for non-English speaking or limited English-speaking families?	Continuous (constructed instrument)	0.37 (0.36)	--		X			
During this year, have parent volunteers at the center served as bus monitors or drivers?	Continuous (constructed instrument)	0.26 (0.35)	--		X			
Have parent volunteers helped with height and weight measurements?	Continuous (constructed instrument)	0.28 (0.35)	--		X			
Have parent volunteers helped with vision or hearing screenings?	Continuous (constructed instrument)	0.25 (0.34)	--		X			
Have parent volunteers helped with classroom cleanup?	Continuous (constructed instrument)	0.62 (0.39)	--		X			
Have parent volunteers helped with dental care/prevention?	Continuous (constructed instrument)	0.34 (0.38)	--		X			

Appendix Table 1 (continued). Descriptive Statistics

Dependent Variable	Categories	During	After	Availability				
				Fall 2002	Spring 2003	Spring 2004*	Spring 2005	Spring 2006*
<i>Childcare center director reported involvement with parents and family oriented services (continued)</i>								
Have parent volunteers in your center assisted other families with food shopping or home management activities?	Continuous (constructed instrument)	0.20 (0.28)	--		X			
Have parent volunteers in your center assisted classroom staff during snack/meal times (e.g., serving, eating with children)	Continuous (constructed instrument)	0.68 (0.39)	--		X			
Have parent volunteers in your center assisted in recruiting families?	Continuous (constructed instrument)	0.63 (0.40)	--		X			
Have parent volunteers in your center contacted parents to notify them of meetings and other center activities?	Continuous (constructed instrument)	0.61 (0.40)	--		X			
Have parent volunteers in your center mentored or encouraged other families to participate?	Continuous (constructed instrument)	0.63 (0.41)	--		X			
Have parent volunteers in your center helped with chores and maintenance?	Continuous (constructed instrument)	0.53 (0.40)	--		X			
Have parent volunteers in your center helped with curriculum planning?	Continuous (constructed instrument)	0.57 (0.41)	--		X			
What staff positions do you have at the center? Family service worker.	Continuous (constructed instrument)	0.58 (0.43)	--		X			
Does the principal curriculum used by your center specify the following? Ways to involve parents in their child's learning activities	Continuous (constructed instrument)	0.70 (0.39)	--		X			

Appendix Table 1 (continued). *Descriptive Statistics*

Dependent Variable	Categories	During	After	Availability				
				Fall 2002	Spring 2003	Spring 2004*	Spring 2005	Spring 2006*
<i>Childcare center director reported involvement with parents and family oriented services (continued)</i>								
Which of the following activities do lead teachers perform in the center? Informing parents about the progress of their child	Continuous (constructed instrument)	0.73 (0.37)	--		X			
Which of the following activities do lead teachers perform in the center? Teaching parents about parenting/education/child development issues including activities to do with their children.	Continuous (constructed instrument)	0.69 (0.38)	--		X			
Which of the following activities do lead teachers perform in the center? Conducting family assessments.	Continuous (constructed instrument)	0.34 (0.34)	--		X			
Which of the following activities do lead teachers perform in the center? Providing guidance to families to help them meet their goals.	Continuous (constructed instrument)	0.48 (0.37)	--		X			
Which of the following activities do lead teachers perform in the center? Providing referral to community services.	Continuous (constructed instrument)	0.49 (0.36)	--		X			
Which of the following activities do lead teachers perform in the center? Providing informal counseling or addressing personal issues (e.g., marital stress/family relations).	Continuous (constructed instrument)	0.41 (0.33)	--		X			

Appendix Table 1 (continued). *Descriptive Statistics*

Dependent Variable	Categories	During	After	Availability				
				Fall 2002	Spring 2003	Spring 2004*	Spring 2005	Spring 2006*
<i>Childcare center director reported involvement with parents and family oriented services (continued)</i>								
Which of the following activities do lead teachers perform in the center? Providing information/referral to parents about educational services.	Continuous (constructed instrument)	0.60 (0.37)	--		X			
Which of the following activities do lead teachers perform in the center? Providing assistance with basic needs (e.g., food/housing/clothing/medical care).	Continuous (constructed instrument)	0.35 (0.36)	--		X			
Which of the following activities do lead teachers perform in the center? Obtaining information from parents about their experiences with the center including suggestions for improvement.	Continuous (constructed instrument)	0.66 (0.37)	--		X			
Which of the following activities do lead teachers perform in the center? Other.	Continuous (constructed instrument)	0.02 (0.09)	--		X			
What services does the center provide? Mental health services	Continuous (constructed instrument)	0.61 (0.42)	--		X			
Which of the following activities do family service workers perform in the center? Informing parents about the progress of their child.	Continuous (constructed instrument)	0.46 (0.40)	--		X			

Appendix Table 1 (continued). *Descriptive Statistics*

Dependent Variable	Categories	During	After	Availability				
				Fall 2002	Spring 2003	Spring 2004*	Spring 2005	Spring 2006*
<i>Childcare center director reported involvement with parents and family oriented services (continued)</i>								
Which of the following activities do family service workers perform in the center? Teaching parents about parenting/education/child development issues including activities to do with their children.	Continuous (constructed instrument)	0.58 (0.42)	--		X			
Which of the following activities do family service workers perform in the center? Conducting family assessments.	Continuous (constructed instrument)	0.62 (0.43)	--		X			
Which of the following activities do family service workers perform in the center? Providing guidance to families to help them meet their goals.	Continuous (constructed instrument)	0.63 (0.43)	--		X			
Which of the following activities do family service workers perform in the center? Providing referral to community services.	Continuous (constructed instrument)	0.63 (0.43)	--		X			
Which of the following activities do family service workers perform in the center? Providing informal counseling or addressing personal issues (e.g., marital stress/family relations).	Continuous (constructed instrument)	0.61 (0.43)	--		X			
Which of the following activities do family service workers perform in the center? Providing information/referral to parents about educational services.	Continuous (constructed instrument)	0.61 (0.44)	--		X			

Appendix Table 1 (continued). Descriptive Statistics

Dependent Variable	Categories	During	After	Availability				
				Fall 2002	Spring 2003	Spring 2004*	Spring 2005	Spring 2006*
<i>Childcare center director reported involvement with parents and family oriented services (continued)</i>								
Which of the following activities do family service workers perform in the center? Providing assistance with basic needs (e.g., food/housing/clothing/medical care).	Continuous (constructed instrument)	0.62 (0.44)	--		X			
Which of the following activities do family service workers perform in the center? Obtaining information from parents about their experiences with the center including suggestions for improvement.	Continuous (constructed instrument)	0.60 (0.43)	--		X			
Are visits to children's homes required of any center staff?	Continuous (constructed instrument)	0.65 (0.44)	--		X			
How many home visits are required per program year?	Continuous (constructed instrument)	1.43 (0.99)	--		X			
Do you partner with other service providers in the community to help children get the services they need?	Continuous (constructed instrument)	0.69 (0.39)	--		X			
What services does the center provide to other family members? Income assistance, including welfare, SSI, or unemployment insurance.	Continuous (constructed instrument)	0.35 (0.39)	--		X			
What services does the center provide to other family members? Help with medical care	Continuous (constructed instrument)	0.49 (0.42)	--		X			

Appendix Table 1 (continued). Descriptive Statistics

Dependent Variable	Categories	During	After	Availability				
				Fall 2002	Spring 2003	Spring 2004*	Spring 2005	Spring 2006*
<i>Childcare center director reported involvement with parents and family oriented services (continued)</i>								
What services does the center provide to other family members? Food and nutrition assistance, including food stamps or WIC.	Continuous (constructed instrument)	0.46 (0.42)	--		X			
What services does the center provide to other family members? Help with housing.	Continuous (constructed instrument)	0.45 (0.42)	--		X			
What services does the center provide to other family members? Help with utilities (water, heat, electric, telephone).	Continuous (constructed instrument)	0.42 (0.41)	--		X			
What services does the center provide to other family members? Adult education/literacy.	Continuous (constructed instrument)	0.56 (0.42)	--		X			
What services does the center provide to other family members? Job training and unemployment assistance.	Continuous (constructed instrument)	0.49 (0.42)	--		X			
What services does the center provide to other family members? Alcohol or drug abuse treatment or counseling.	Continuous (constructed instrument)	0.39 (0.40)	--		X			
What services does the center provide to other family members? Family counseling or mental health services.	Continuous (constructed instrument)	0.54 (0.41)	--		X			
What services does the center provide to other family members? Help dealing with family violence.	Continuous (constructed instrument)	0.50 (0.41)	--		X			

Appendix Table 1 (continued). Descriptive Statistics

Dependent Variable	Categories	During	After	Availability				
				Fall 2002	Spring 2003	Spring 2004*	Spring 2005	Spring 2006*
<i>Childcare center director reported involvement with parents and family oriented services (continued)</i>								
What services does the center provide to other family members? Foster care payments.	Continuous (constructed instrument)	0.15 (0.27)	--		X			
What services does the center provide to other family members? Any other service.	Continuous (constructed instrument)	0.09 (0.19)	--		X			
<i>Parent reported parent-center measures</i>								
Volunteered or observed in child's care setting?	Not yet:	0.58	--		X			
	Once or twice:	0.14						
	Several Times	0.13						
	About once a month:	0.07						
	At least once a week:	0.07						
Attended parent-teacher/care provider conferences?	Not yet:	0.52	--		X			
	Once or twice:	0.19						
	Several Times	0.16						
	About once a month:	0.10						
	At least once a week:	0.03						
Attended parent education meetings or workshops at child care center focusing on topics such as job skills or child-rearing?	Not yet:	0.76	--		X			
	Once or twice:	0.10						
	Several Times	0.07						
	About once a month:	0.05						
	At least once a week:	0.02						

Appendix Table 1 (continued). Descriptive Statistics

Dependent Variable	Categories	During	After	Availability				
				Fall 2002	Spring 2003	Spring 2004*	Spring 2005	Spring 2006*
<i>Parent reported parent-center measures (continued)</i>								
Attended or helped out with activities such as fieldtrips, fundraising, Policy Council, or other planning group	Not yet:	0.63	--		X			
	Once or twice:	0.14						
	Several Times	0.13						
	About once a month:	0.06						
Other ways participated in the care setting	At least once a week:	0.02						
	Not yet:	0.99	--		X			
	Once or twice:	0.00						
	Several Times	0.00						
Since last September, have you received home visits to talk about [CHILD]'s growth and development from setting	About once a month:	0.00						
	At least once a week:	0.00						
	No:	0.68	--		X			
	Yes:	0.32						
Did HS help you obtain a health screening for your child	No:	0.81	--		X			
	Yes:	0.19						
Did HS help you obtain dental care for your child	No:	0.89	--		X			
	Yes:	0.11						

Notes: Appendix Table 1 shows information about each of the dependent variables analyzed in Appendix Table 2 and aggregated in Table 2. The “categories” column shows the categories of possible responses to the question. The During column lists the mean of the dependent variable in the During period, and the After column lists the mean of the dependent variable in the After period. For binary variables, we show the mean of a dummy that equals 1 when the observation is in the category indicated by the variable and zero otherwise. We do not show standard deviations of binary variables since this is a simple function of the mean value of the variable. For non-binary variables, we show the standard deviation of the variable in parentheses in these columns. We do not show means and standard deviations of cognitive and non-cognitive measures and continuous variables because we normalize these variables by subtracting their mean and dividing by their standard deviation (in order to make them more comparable in a regression framework); thus, they all have a mean of 0 and a standard deviation of 1. Appendix Table 2 shows the number of observations available for each of the variables. The “availability” columns show the periods in which each variable is observed; an “X” denotes that a variable is observed during the period in question. “X*” indicates that data are available for either only the 3-year-old cohort or the 4-year-old cohort; X* in Spring 2004 indicates that only the four-year-old cohort is included, whereas X* in Spring 2006 indicates that only the three-year-old cohort is included. All observations are weighted by the final parent weights, except the teacher-reported variables, which are weighted by teacher interview weights. See Appendix A for information on how we construct the instruments whose summary statistics are reported for childcare center director-reported involvement with parents and family-oriented services.