

DOCUMENT RESUME

ED 482 303

PS 031 682

AUTHOR Irvine, David J.
TITLE The Impact of Participation in Project Family Read and Kinder Camp on Children's Readiness for School, 2002-2003.
INSTITUTION Granville County Schools, Oxford, NC.; Franklin-Granville-Vance Partnership for Children, Henderson, NC.
PUB DATE 2003-09-00
NOTE 5p.; A Smart Start Project.
AVAILABLE FROM Franklin-Granville-Vance Partnership for Children, P.O. Box 142, Henderson, NC 27536. Tel: 252-433-9110; Fax: 252-433-9230.
PUB TYPE Reports - Evaluative (142)
EDRS PRICE EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS Child Care; Early Childhood Education; *Intervention; Learning Readiness; Parent Education; *Preschool Children; *Program Effectiveness; Program Evaluation; *School Readiness
IDENTIFIERS Smart Start NC

ABSTRACT

This evaluation study examined changes in school readiness among 35 children who participated during the 2002-2003 fiscal year in two programs: (1) Project Family Read, an educational and parent education program operating during the school year for families of children not enrolled in regulated child care in Granville County, North Carolina; and (2) Kinder Camp, a more focused summer readiness program for children from Project Family Read who entered kindergarten in August. Both programs are supported through Smart Start funds. The measure of school readiness was the Cognitive/Language Profile of the Early Screening Profiles. Pretests were given soon after children's entry into Project Family Read, and posttests were given during the final week of Kinder Camp. Children's scores were converted into age equivalents (AE) for comparison with the children's chronological ages (CA). Results indicated that the average pretest AE was approximately 55 months, almost equivalent to the average CA at the time. The average posttest AE was approximately 70 months, in comparison to the average CA of about 63 months. Every child made a gain in AE score on the Cognitive/Language Profile. The results were consistent with those obtained in two previous years in which the average gain in AE scores was approximately double the change in CA between the children's entrance to Project Family Read and the end of Kinder Camp. The findings reinforce the conclusion that Project Family Read and Kinder Camp are effective in improving the readiness of children for kindergarten. (KB)

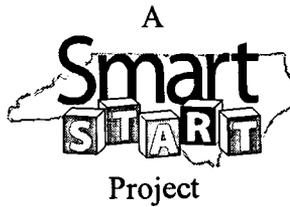
Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 482 303

**The Impact of Participation in
Project Family Read and Kinder Camp
On Children's Readiness for School
2002-2003**

A Project of
Granville County Schools
and
Franklin-Granville-Vance Partnership for Children

David J. Irvine
Kindergarten Readiness Coordinator
Franklin-Granville-Vance Partnership for Children
Henderson, NC



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

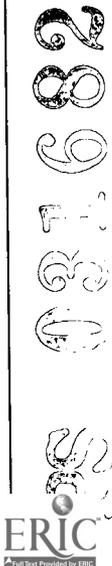
PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

David J. Irvine

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

September 2003



**The Impact of Participation in
Project Family Read and Kinder Camp
On Children's Readiness for School
2002-2003**

Project Family Read provides an educational program during the school year for families of children who are not enrolled in regulated child care. The children participate in age-appropriate learning activities and the adults in parenting instruction. Kinder Camp provides a more focused readiness program in the summer for children from Project Family Read who will be entering kindergarten in August. Both programs are operated by Granville County Schools and are supported with Smart Start funds provided by the Franklin-Granville-Vance Partnership for Children.

During the 2002-2003 fiscal year, 35 children participated in both Project Family Read and Kinder Camp. Thirteen were enrolled at West Oxford Elementary School and 22 at Stovall-Shaw Elementary School.

This report describes changes that took place in school readiness between the time the children enrolled in Project Family Read and the end of Kinder Camp.

The Measure of School Readiness

The *Cognitive/Language Profile* of the American Guidance Service Early Screening Profiles was used to measure the children's understanding of verbal concepts, reasoning ability, and mastery of basic school skills. These are areas that are important for success in school. Validity studies have shown the test to have moderate to high relationships with tests administered in the primary grades and with teachers' ratings of social skills and development, indicating that it is a good predictor of later academic performance.

Evaluation Design

The children were pre-tested using the *Cognitive/Language Profile* soon after they entered Project Family Read. They were post-tested during the final week of Kinder Camp. The differences between pre-test scores and post-test scores show the growth of the children in cognitive and language development during that period.

Because no control group was available, it was not possible to compare children in the program with similar children not in the program. That would have provided a more direct evaluation of the effects of the two programs. For that reason, another strategy had to be employed. This was done by converting the children's scores on the *Cognitive/Language Profile* into Age Equivalents (AE) and comparing these scores with the actual (chronological) ages.

An Age Equivalent score is the average score obtained by children of a given age on the *Cognitive/Language Profile*. For example, an AE score of 60 months is the

average score made by 5-year-old (that is, 60-month-old) children on the test when it was standardized. If a child who is 5 years old makes an AE score of 72 months, that indicates that the child is functioning about the way the average 6-year-old child functions in terms of cognitive and language development. In other words, she is somewhat advanced for her age in that area of development.

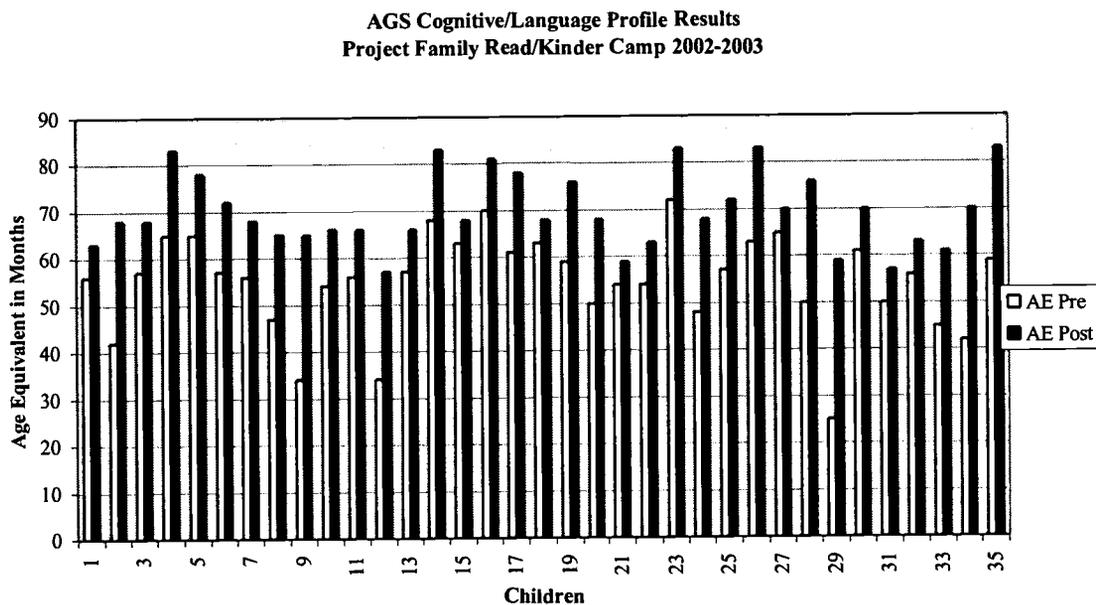
Results

The average AE score of the children when they were pre-tested near the beginning of Project Family Read was approximately 55 months, almost the same as the average chronological age of the children at that time. When the children were tested at the end of Kinder Camp, the average AE score had increased to approximately 70, while the average chronological age had increased to about 63 months. The results are summarized in the following table.

AGS Cognitive/Language Profile Results			
	Pre-Test	Post-Test	Gain
Average Chronological Age	55 months	63 months	8 months
Average Age Equivalent (AE) Score	55 months	70 months	15 months

As the table indicates, the average AE score increased by 15 months between pre- and post-testing. If the children had not participated in the programs, their average AE could have been anticipated to increase the same amount as their average chronological age of 8 months. It appears that participating in Project Family Read and Kinder Camp helped them make almost twice the gain they would have made without the programs.

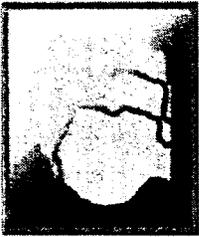
Every child made a gain in AE score on the *Cognitive/Language Profile*. Results for individual children are presented in the following graph.



Each pair of bars represents pre- and post-test results for a child. The light bar on the left represents the pre-test score, while the dark bar on the right represents the post-test score. The smallest gain in AE, made by two children, was 5 months. The largest gain was 34 months.

Conclusion

Results described here are consistent with those obtained in the two previous years. In each case, the average gain in Age Equivalent scores on the American Guidance Service *Cognitive/Language Profile* was approximately double the change in chronological age between the children's entrance to Project Family Read and the end of Kinder Camp. These findings reinforce the conclusion that Project Family Read and Kinder Camp are effective in improving the readiness of children for kindergarten.



ERIC·EECE

Clearinghouse on Elementary and Early Childhood Education



Publications

Popular Topics

Questions

Search

About ERIC

Reproduction Release — Specific Document



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

Reproduction Release
(Specific Document)



I. Document Identification:

Title: The Impact of Participation in Project Family Read and Kinder Camp on Children's Readiness for School
Author(s): David J. Irvine

Corporate Source: Franklin-Granville-Vance Partnership for Children

Publication Date: September 2003

II. Reproduction Release:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

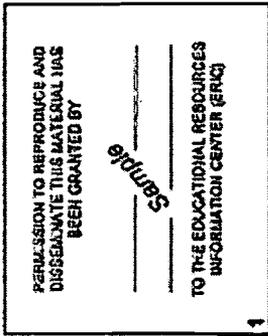
If permission is granted to reproduce the identified document, please **CHECK ONE** of the following options and sign the release below.

Permission is granted to the Educational Resources information Center (ERIC) to reproduce and disseminate this material in microfiche or other ERIC archival media (e.g. electronic) and paper copy

Permission is granted to the Educational Resources information Center (ERIC) to reproduce and disseminate this material in microfiche and in electronic media for ERIC archival collection subscribers only

Permission is granted to the Educational Resources information Center (ERIC) to reproduce and disseminate this material in microfiche only

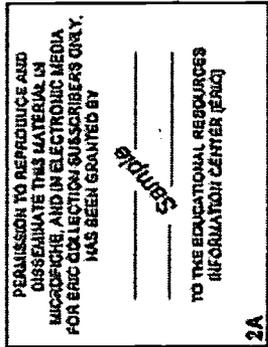
The sample sticker shown below will be affixed to all Level 1 documents



Level 1



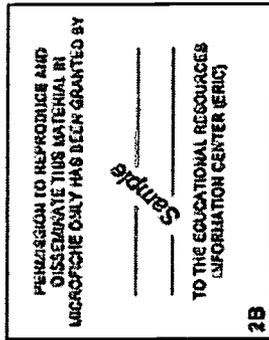
The sample sticker shown below will be affixed to all Level 2A documents



Level 2A



The sample sticker shown below will be affixed to all Level 2B documents



Level 2B



Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: *David J. Irvine*

Printed Name: David J. Irvine

Position/Title: Kindergarten Readiness Coordinator

Organization: Franklin-Granville-Vance Partnership for Children

Address: PO Box 142, Henderson, NC 27536

Telephone Number: 252-433-9110

FAX: 252-433-9230

E-mail address: dairvine@vance.net

Date:

III. Document Availability Information (from Non-ERIC Source):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of this document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS).

Publisher/Distributor:

Address:

Price:

IV. Referral of ERIC to Copyright/Reproduction Rights Holder:

If the right to grant a reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:

Address:

V. Where to send this form:

Send this form to the following ERIC Clearinghouse:

Karen E. Smith, Acquisitions
ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469
phone: (800) 583-4135
fax: (217) 333-3767
e-mail: ksmith5@uiuc.edu

[Return to: Home](#) | [About ERIC](#) | [About EECE](#)



ERIC/EECE is funded by the U.S. Department of Education
and is located at the University of Illinois at Urbana-Champaign
Children's Research Center; 51 Gerty Drive; Champaign, IL 61820-7469
Phone: 217/333-1386 or 800/583-4135; Fax: 217/333-3767
ERIC/EECE Web Address: <http://ericeece.org>
Send comments to the [ERIC/EECE Webmaster](#).