



***More at Four* Progress Report
to the North Carolina General Assembly**

December 31, 2003

Submitted by

- ***More at Four* Pre-Kindergarten Program**
- **Department of Health and Human Services**
- **Department of Public Instruction**
- ***More at Four* Pre-Kindergarten Program Task Force**



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I. Overview of the *More at Four* Pre-Kindergarten Program

***More at Four* is preparing North Carolina's at-risk four-year-olds for success in school**

More at Four is North Carolina's educational pre-Kindergarten program to ensure that at-risk four-year-olds start school with the necessary skills for success. The *More at Four* Pre-Kindergarten Program specifically focuses on reaching those four-year-olds who are at risk of school failure due to poverty and other risk factors and who are not served by any other early education program. *More at Four* addresses a gap in the availability of high quality pre-K for preschool children who would most benefit from an early education opportunity, but do not have access to a quality program.

***More at Four* is serving at-risk preschool children for its third year**

The *More at Four* Pre-Kindergarten Program began in 2001-02 with an appropriation of \$6.5 million to serve approximately 1,600 children. Funding was awarded competitively to 34 counties across the state to implement *More at Four* pre-kindergarten classrooms. However, because funding was not available until mid-year, no county was able to provide *More at Four* services for a full school year in this first year of implementation.

In 2002-03, the program expanded statewide to serve 7,600 four-year-olds in the second year, with a total appropriation of \$34.5 million. Funding to implement *More at Four* was available to every county that chose to participate and an additional 56 counties began providing *More at Four* programs, bringing total participation to 90 counties.

In 2003-04, *More at Four* was expanded to serve 10,000 at-risk four-year-olds statewide, with a total appropriation of \$43.1 million. As of December 31, 2003, 99 counties are participating in *More at Four*.

***More at Four* is helping close the achievement gap**

We know that children facing the disadvantages of poverty in their preschool years have less exposure to the basic language and math skills necessary for success in Kindergarten. Children who start Kindergarten behind their classmates may never catch up. Compelling research demonstrates that pre-K programs like *More at Four* are successful in preparing at-risk young children for school.

Several studies of other programs have followed children over many years, finding not only short-term academic benefits of pre-K, but also major long-term academic and social benefits, such as higher academic achievement, more years of educational attainment, lower high school drop-out rates, and lower arrest rates. A plan is in place to evaluate the current and long-term success of *More at Four*.

***More at Four* classrooms meet the highest quality standards**

More at Four classrooms meet the highest quality standards that have been proven effective in promoting school readiness. Class sizes are small – no more than 18 children per class, with a teacher and teacher assistant. Teachers must be licensed in early childhood education. Programs must use a research-based curriculum and five have been recommended by a committee of curriculum experts. Families are involved in their children's education.

The *More at Four* classroom presents academic content in a developmentally appropriate context. Students in a *More at Four* classroom learn through child-initiated and teacher-initiated activities. Through these activities, children accomplish the work of learning language, math, science, and social skills. Such skills include counting, recognizing some alphabet letters, understanding the world around them, how and why we use books, and the broad range of skills that make future learning possible. Like all high quality programs, *More at Four* classrooms are responsive to cultural diversity and the needs of individual children.

***More at Four* fosters coordination and collaboration within North Carolina's early care and education system**

Communities implement *More at Four* classrooms in a variety of settings, including licensed child care centers, public schools, and Head Start programs, according to locally determined needs and resources. At the state and local levels, *More at Four* works closely with Smart Start, the public schools, Head Start, licensed child care providers, the Division of Child Development, the early intervention system and other relevant programs to create a coordinated system of early care and education services for North Carolina's young children.

Building on each community's existing early care and education delivery system, *More at Four* programs are implemented by coordinating with local programs. Local communities develop collaborative plans for implementing *More at Four* classrooms, with shared leadership from Smart Start and the public schools and broad representation from early childhood service providers.

II. ***More at Four* Program Implementation, SFY 2002-03**

A. Children Served

During the SFY 2002-03, *More at Four* served 6,271 children. A total of 6,865 slots were contracted in 90 counties to provide *More at Four* educational services. Therefore, the vast majority (91%) of high quality pre-K slots funded this year were filled.

***More at Four* Serves Children with Risk Factors for School Failure¹**

Children served by *More at Four* must have risk factors that place them in jeopardy of school failure, and program data confirm that this service priority is being met.

Family income is the leading risk factor. Data show that substantial proportions of children served by *More at Four* during SFY 2002-03 typically had more than one risk factor. For example:

- eligibility for free or reduced lunch (84.1% of children served);
- living in multiple places during the previous year or had no stable place to live (31.9%);
- having a mother with a GED or no high school diploma (37.6%); and
- having been identified with a disability (11%).

Of particular note, data show that *More at Four* classrooms are striving to be inclusive of children with disabilities. Eleven percent of children in *More at Four* classrooms had identified disabilities in SFY 2002-03. This exceeds the *More at Four* program goal of serving a minimum of ten percent of children with disabilities.

Among those four-year-olds identified with risk factors, those who have never been served in any preschool or child care setting have first priority for *More at Four* participation followed by those currently underserved. During the SFY 2002-03, the majority of children who received services:

- were currently unserved in or never received child care (88.5%);
- had never received child care in a licensed or regulated facility (75.3%); and
- had never been served in any child care setting prior to their participation (70.2%).

¹ Risk factor data included in this section of the report were not available for children and families served within Alleghany or Martin counties because counties were not required to submit their data online using the *More at Four* Reporting System (MAFREPS) during the 2002-03 SFY.

B. Preliminary Child Outcomes, SFY 2002-03

In the 2002-03, the first year for any classes to operate for a full school year, 271 *More at Four* children in 40 randomly sampled classrooms were selected for pre- and post assessments. The average child age at the fall 2002 assessments was 4 years, 6 months and 5 years, 1 month at the spring 2003 assessments. It was impossible to construct a control or comparison group, but growth was assessed in terms of gains relative to national norms.

The assessment battery consisted of eight measures focusing on language and literacy skills, pre-math skills, and general knowledge. In addition, lead teachers rated each child's social skills and problem behaviors in the classroom. While additional analyses are still to be conducted by the external evaluators, with a final 2002-03 evaluation report due early in 2004, initial child gain scores on measures can be reported.

Children showed significant gain scores on all outcome measures over the program year, except for one. The amount of change was substantial for most measures, on the order of one-half standard deviation or more. Specifically, children:

- increased language and literacy skills, including receptive language ability, phonological awareness, alphabet knowledge, and early literacy skills.
- increased their cognitive skills over the *More at Four* year, including pre-math skills and general knowledge.
- improved in social skills over the course of the year, based on teacher ratings. The one exception was teacher ratings of problem behaviors. That is, positive social skills increased, but problem behaviors did not decrease substantially.

In other preliminary analyses, evaluators found that *More at Four* children:

- at greater risk (based on risk factors in the program guidelines) tended to show even greater gains in language/literacy and cognitive skills than those at lower risk;
- at a higher level of service priority status tended to make greater gains in math skills than children at lower service priority levels; and
- instructed by teachers who held Birth-Kindergarten licensure (or the equivalent) and directors/principals with higher levels of administrative credentials had some greater developmental gains.

In addition, children served in *More at Four* classrooms with higher levels of implementation of the specific curriculum showed greater growth in social skills development, both in terms of increased positive behaviors and decreased negative behaviors. However, higher implementation was also associated with lower growth in language/literacy skills. Further exploration is needed to determine if this is related to actual effects of curriculum practices which may limit activities related to language or to other difference in characteristics of these classrooms or children served.

C. County and Site Participation

***More at Four* serves children in nearly all North Carolina counties**

In 2002-03, 90 counties participated in *More at Four*. See Appendix A for county data on participation and children served. When reviewing these data, note that the total number of children served may be greater than the number under contract due to child turnover.

***More at Four* providers served children within a variety of educational settings**

Table I displays the distribution of types of educational settings (i.e. sites) and shows that:

- half of *More at Four* sites (49.0%) are located in public schools, and they served approximately half (45.9%) of all *More at Four* children;
- approximately 40 percent of sites are private child care settings. Most of these are for-profit centers (serving approximately 31 percent of the children); and
- another one tenth of sites (10.5%) are located in Head Start programs.

Table I. Types of *More at Four* Sites and Number of Children Served, SFY 2002-03

Site Type	Number of Sites	% of Sites	Number of Children Served	% of Children Served
Public School District ¹	210	49.0%	2,880	45.9%
Private For-profit Child Care Center	117	27.3%	1,967	31.4%
Private Nonprofit Child Care Center	49	11.4%	698	11.1%
Head Start ²	45	10.5%	555	8.9%
Other or Not Reported	8	1.9%	171	2.7%
Total	429	100.0%	6,271	100.0%

¹ Sites in public school settings include charter schools, those partnering with private centers or other type of providers to serve children within public school facilities.

² Head Start includes Head Start sites located within public schools.

D. Teacher Credentials

Many *More at Four* teachers meet program standards for teacher licensure and educational training guidelines

It is the goal that *More at Four* classrooms will be staffed by a lead teacher with NC Birth-Kindergarten or Pre-school Add-on licensure within four years of the establishment of the classroom. A growing body of research links teachers with four-year degrees and specialized knowledge in early childhood education with better child outcomes. The majority of *More at Four* teachers currently are under provisional approval as teachers work toward meeting the goal specified in the *More at Four* Guidelines.

During the SFY 2002-03, there were 140 teachers. Many of these teachers:

- held Birth-Kindergarten or Pre-school Add-on licenses (31.9%); or
- held another type of North Carolina teaching license (24.9%); and
- had earned bachelor degrees or higher (85.5%).

In the SFY 2002-03, 21.2% of lead teachers were working toward their B-K or Preschool Add-on license. There were 166 *More at Four* teachers participating in the T.E.A.C.H. scholarship programs with funds provided by *More at Four* to further their education. These teachers completed 2,241 credit hours of course work at North Carolina colleges and universities.²

Some barriers inhibited *More at Four* teachers from achieving the required credentials. Barriers included the lack of effective articulation agreements between some community colleges and universities as well as the lack of course offerings to complete requirements. There is currently no process or structure in place for teachers in private centers to obtain provisional or lateral entry licensure. In order to reduce these and other barriers, the *More at Four* State Office is working with the North Carolina BK Consortium (members include university and community college early childhood faculty) and the Department of Public Instruction.

E. SFY 2002-03 Expenditure Data

***More at Four* providers almost completely filled contracted slots**

During SFY 2002-03, the program was offered statewide and 90 counties participated in the program. Funding was authorized for 7,623 child slots based on allocation of slots among counties by free and reduced lunch data. A total of 6,865 child slots were under contract during the year for 83 contractors. Of the 6,865 slots under

² T.E.A.C.H. Early Childhood® Project gives scholarships to child care staff to complete course work in early childhood education.

contract, a total of 6,271 children were served between July 2002 and June 2003. Thus, 91.3 percent of approved operational slots were filled.

More at Four's contribution to the overall cost per child for high quality pre-K was \$2,872. This figure does not represent a full year of service, estimated at a *More at Four* rate of \$3, 710 per child.

The 737 slots not under contract largely resulted from the late state budget approval and inability of a few counties to find space, providers, qualified teachers, and/or children mid-year. In spite of budget barriers, the majority of slots were filled. Categories of actual expenditures are shown for SFY 2002-03 in Table II. Again, the actual expenditures reported do not reflect a full ten months of operation.

Table II: *More at Four* Program Expenditures, SFY 2002-03³

Expenditure Category State <i>More at Four</i> Funds	Total Expenditures	% of Total Expenditures
Classroom Start-up Funds (one-time allocation)	\$1,966,263	10.9%
Classroom Operational Funding	\$14,485,165	80.4%
Subtotal-Expenditures for classroom operations	\$16,451,429	91.3%
Professional Development	\$243,179	1.4%
T.E.A.C.H.® Scholarships	\$443,739	2.5%
External Evaluation and Database Development	\$406,177	2.3%
Administrative Costs	\$465,515	2.6%
Total Expenditures	\$18,010,039	100.0%

The Legislation requires that other sources of funds, such as Title I, Smart Start, Head Start, or county allocations be used to fully fund the *More at Four* Program. In fact, *More at Four* funds only approximately half the cost of high quality pre-K, requiring other funding sources be used. The local contractors reported \$13,766,295 in other sources, equaling 48.7 percent of operational (recurring) funding and 45.6 percent of total expenditures. (See Table III). Thus, as intended by the legislation, other sources of funds provided a substantial portion of the costs for the *More at Four* Pre-Kindergarten Program.

³ Note that the SFY 2002-03 is not a typical funding year because it is the first year the *More at Four* Program was offered statewide and many counties were not able to serve children.

⁴ Note that the SFY 2002-03 expenditure data does not represent a full year of program operation.

Table III. *More at Four* and Local Expenditures, SFY 2002-03

Expenditure Category for Classroom Operation	Total Expenditures⁴	% of Total Operations	% of Total Expenditures
1. <i>More at Four</i> Start-Up Funding	\$1,966,263	N/A	6.5%
2. <i>More at Four</i> Operational Funding	\$14,485,165	51.3%	47.9%
3. Local Contributions Reported	\$13,766,295	48.7%	45.6%
4. Total Operational Funding (#2- <i>More at Four</i> + #3- Local)	\$28,251,460	100.0%	93.5%
Total Classroom Expenditures (#1+#2+#3)	\$30,217,723	N/A	100.0%

III. *More at Four* Program Implementation, SFY 2003-04 as of December 31, 2003

A. Children Served

As of December 31, 2003, *More at Four* has served 2,961 more children than last year

In SFY 2003-04, the original 7,623 slots were available through the continuation budget and an additional 2,400 slots were approved for expansion of the program, making a total of 10,023 slots authorized for allocation statewide for SFY 2003-04. As of December 31, 2003, at least 9,232 children were served in 99 counties by *More at Four* providers; an increase of 2,961 children from the total served last year. This figure is low since all of the children served in December have not been reported. December 2003 child enrollment data is due January 15, 2004.

B. County Participation

As of December 31, 2003, *More at Four* is implemented in 99 counties within the State

Since the SFY 2002-03, 9 additional counties have contracted to provide *More at Four* services for children. See Appendix A for county data on participation and children served. When reviewing these data, note that the total number of children served may be greater than the number under contract due to child turnover.

C. SFY 2003-04 Budget Data

The budgeted amounts and anticipated expenditures by category are provided for SFY 2003-04 in Table IV.

**Table IV: *More at Four* Budgeted Amounts for SFY 2003-04
as of December 31, 2003**

Budget Category	Budgeted Amount	% of Total Budget
Classroom Start-up Funds (one-time allocation)	\$2,200,000	5.1%
Classroom Operational Funding	\$37,162,685	86.2%
Subtotal-Expenditures for classroom operations	\$39,362,685	91.3%
T.E.A.C.H.® Scholarships	\$740,000	1.7%
Professional Development	\$768,399	1.8%
External Evaluation and Database Development	\$988,931	2.3%
Administrative Costs	\$1,263,427	2.9%
Total Budget	\$43,123,442	100.0%

The amount of local contributions anticipated to date is \$28,879,718. Combined with the *More at Four* funding, the total budget supporting the *More at Four* Programs is \$72,003,160. The local contribution represents 44 percent of the classroom operating funding (not including one-time start-up funds).

As of December 31, 2003, all but \$1,732,137 of the \$37,162,685 operational budget has been obligated/or under contract. Additionally, all but \$167,000 of the \$2,200,000 of the Start-up budget have been obligated/or under contract. Projected expenditures for the remaining fiscal year are tentative as of this report, as the predominant percentage of funding expended will be determined by local contract expenditures. A few counties are still not under contract for their expansion slots.

The State *More at Four* Pre-Kindergarten Program Office is entering into and revising contracts with counties as they establish classroom locations and number of slots. Therefore, the numbers under contract will change as contractors are able to establish additional classrooms. A total of 10,023 slots are authorized for allocation during the SFY 2003-04. Table V shows the number of slots under contract and the statewide average per slot for the SFY 2003-04, as of December 31, 2003.

**Table V: Funds and Slots under Contract,
SFY 2003-04 as of December 31, 2003**

Contracted Category	Contracted Amount	Number of Slots	Statewide Average per Slot
<i>More at Four</i> Start-up Funds	\$2,026,000	4,052	\$500
<i>More at Four</i> Operating Classroom Funds	\$35,377,129	9,691	\$3,651
Total <i>More at Four</i> Funding	\$37,403,129	9,691	N/A

IV. Summary

The *More at Four* Pre-Kindergarten Program has met the following legislative mandates and program goals. The Program:

- expanded to 99 North Carolina counties;
- served 2,961 more children at the time of this report than the total served during the SFY 2002-03;
- served children with risk factors who were previously unserved;
- prepared more four-year-olds with risk factors for school success;
- improved children's skills;
- served 4-year-olds in high quality settings within a diverse system of providers;
- maximized and leveraged resources; and
- by its expansion, has increased opportunities for families to enroll their children in high quality pre-K settings

Appendix A.

Children Served by *More at Four* by County in SFY 2002-03 and SFY 2003-04

SFY 2002-03				SFY 2003-04 as of December 31, 2003		
County / Region	Contractor	Number of Children Served ³	Number of Slots Under Contract	New Contractor (or contractor has changed)	Number of Children Served ⁴	Number of Slots Under Contract
Alamance	Alamance- Burlington School System	34	102		106	102
Alexander	Alexander County Partnership for Children	32	33		35	40
Alleghany	Alleghany County Schools	18	18		21	21
Anson	Union County Community Action & Anson County Partnership for Children	40	83	(Anson County Partnership for Children)	69	94
Ashe	Ashe County School System	21	19		32	36
Avery	Avery County Partnership for Children	38	39	(Avery County Public Schools)	38	44
Beaufort	Beaufort County Partnership for Children	90	88		92	106
Bertie	Bertie County Schools	0	40		0	40
Bladen	N/A ¹	N/A	N/A	Bladen School System	64	62
Brunswick	Brunswick County Partnership for Children	57	62		61	80
Buncombe	Buncombe County Smart Start	59	63		76	75
Burke	Burke County Partnership for Children	113	102		143	130
Cabarrus	Cabarrus County Partnership for Children	109	123		176	168
Caldwell	Communities in Schools of Caldwell County, Inc.	49	58		52	49

SFY 2002-03				SFY 2003-04 as of December 31, 2003		
County / Region	Contractor	Number of Children Served ³	Number of Slots Under Contract	New Contractor (or contractor has changed)	Number of Children Served ⁴	Number of Slots Under Contract
Camden	Camden County Board of Education	16	18		18	18
Carteret	Carteret County Schools	65	61		76	72
Caswell	Caswell County Schools	21	20		20	26
Catawba	Catawba County Partnership for Children	114	95		141	135
Chatham	Chatham County Partnership for Children	29	34		41	45
Chowan	Edenton-Chowan Board of Education	19	18		24	24
Cleveland	Cleveland County Partnership for Children	51	84		111	111
Columbus	Columbus County Schools	63	67		94	90
Craven	Craven County Board of Education	45	58		71	88
Cumberland	Cumberland County Partnership for Children	144	264		477	404
Currituck	Currituck County Schools	19	18		20	18
Dare	N/A	N/A	N/A	Dare County Schools	18	18
Davidson	Davidson County Partnership for Children	152	132		177	162
Davie	Davie County Schools	34	44		47	44
Duplin	Duplin County Schools	25	65		50	86
Durham	Durham's Partnership for Children	103	229		206	299
Edgecombe/Nash	N/A	N/A	N/A	Down East Partnership for Children	90	190

SFY 2002-03				SFY 2003-04 as of December 31, 2003		
County / Region	Contractor	Number of Children Served ³	Number of Slots Under Contract	New Contractor (or contractor has changed)	Number of Children Served ⁴	Number of Slots Under Contract
Forsyth	Forsyth Early Childhood Partnership, Inc.	186	188		228	305
Franklin	N/A	N/A	N/A	Franklin-Granville-Vance Partnership for Children	6	18
Gaston	Gaston County Schools	212	186		258	238
Gates	Gates County Board of Education	7	10		11	14
Granville	Granville County Schools	33	32	Franklin-Granville-Vance Partnership for Children	32	32
Guilford	Guilford County Partnership for Children	425	402		545	507
Halifax-Warren	Halifax-Warren Smart Start Partnership for Children	29	115		132	151
Harnett	N/A	N/A	N/A	Harnett County Partnership for Children	100	129
Henderson	Henderson County Partnership for Children	45	48		72	70
Hertford	Hertford County Schools	37	36		47	46
Hoke	Hoke County Schools	99	90		97	111
Hyde	Hyde County Schools	12	18		14	15
Iredell	Mooreville Graded School District	125	118	Iredell Co Partnership for Children	138	160
Johnston	Partnership for Children of Johnston County	140	132		157	168
Jones	N/A	N/A	N/A	Jones County Partnership for Children	23	28

SFY 2002-03				SFY 2003-04 as of December 31, 2003		
County / Region	Contractor	Number of Children Served ³	Number of Slots Under Contract	New Contractor (or contractor has changed)	Number of Children Served ⁴	Number of Slots Under Contract
Lee	Lee County Partnership for Children	19	50		68	66
Lenoir/Greene	Lenoir/Greene Partnership for Children	137	144		183	175
Lincoln	Partnership for Children of Lincoln & Gaston Counties	46	54		56	68
Madison	The Opportunity Corporation of Madison-Buncombe Counties	5	18		18	18
Martin	Martin County Schools	4	21		33	31
McDowell	McDowell County Schools	31	33		45	44
Mecklenburg	Mecklenburg Partnership for Children	645	648		938	858
Mitchell	Intermountain Children's Services, Inc.	22	18		25	23
Montgomery	Montgomery County Partnership for Children	34	35		62	98
Moore	Moore County Schools	31	45		31	30
New Hanover	New Hanover County Schools	127	108		151	143
Northampton	Northampton County Schools	31	54		29	54
Onslow	N/A	N/A	N/A	Onslow County Schools	0	52
Orange	Orange County Partnership for Young Children	122	110		126	124
Pamlico	Pamlico County Schools	19	18		18	17
Pasquotank	N/A	N/A	N/A	County Task Force TBD	0	***

SFY 2002-03				SFY 2003-04 as of December 31, 2003		
County / Region	Contractor	Number of Children Served ³	Number of Slots Under Contract	New Contractor (or contractor has changed)	Number of Children Served ⁴	Number of Slots Under Contract
Pender	Pender County Partnership for Children	18	18		65	64
Perquimans	Perquimans County Schools	19	18		23	22
Person	Person County Partnership for Children	26	26		37	37
Pitt	Pitt County Public Schools	142	143		173	190
Polk	Polk County Schools	18	18		59	58
Randolph	Randolph County Partnership for Children	36	71		94	102
Region A²	Region A Partnership for Children	173	163		220	208
Richmond	Richmond County Schools	65	64		88	85
Robeson	Public Schools of Robeson County	317	278		359	377
Rockingham	Rockingham County Partnership for Children, Inc.	66	76		111	119
Rowan	Rowan Partnership for Children	22	58		118	108
Rutherford	Rutherford County Schools	48	64		90	85
Sampson	Sampson County Partnership for Children	95	90		115	125
Scotland	Scotland County Schools	81	72		81	72
Stanly	Stanly County School System	38	34		38	34
Stokes	Stokes Partnership for Children, Inc.	9	28		44	42
Surry	Surry County School	100	81		108	99

SFY 2002-03				SFY 2003-04 as of December 31, 2003		
County / Region	Contractor	Number of Children Served ³	Number of Slots Under Contract	New Contractor (or contractor has changed)	Number of Children Served ⁴	Number of Slots Under Contract
Transylvania	Smart Start of Transylvania County	13	9		30	30
Tyrrell	N/A	N/A	N/A	Tyrell County Schools	13	13
Union	Union County Partnership for Children	84	98		140	134
Vance	Vance County Schools	20	18		37	36
Wake	Wake County Smart Start, Inc.	256	259		353	396
Washington	Washington County Schools	26	25		33	33
Watauga	Watauga County Schools	32	24		39	34
Wayne	Wayne County Partnership for Children	180	179		263	286
Wilkes	Wilkes County Schools	57	57		79	76
Wilson	Wilson County Partnership for Children	111	90		94	108
Yadkin	Yadkin County Partnership for Children	25	25		29	33
Yancey	Region D Child Care, Inc.	11	11		10	15
Total	90 Counties	6,271	6,865	99 Counties	9,232	9,691

¹ N/A indicates county was not participating in the program during that year.

² Region A includes Clay, Cherokee, Graham, Haywood, Jackson, Macon, and Swain counties.

³ Number of children served during the SFY 2002-03 FY was submitted by the More at Four evaluator, Frank Porter Graham, on November 26, 2003. This figure may exceed the total slots allocated by the contract due to child turnover.

⁴ Number of children served was obtained using data submitted by contractors using the live More at Four Reporting System (MAFREPS) as of December 31, 2003.

Appendix B
Fall and Spring Child Outcome Scores for 2002-2003.

Child Outcome Measure ¹	Fall 2002				Spring 2003				t-test ⁴
	N ²	Mean	SD ³	Range	N	Mean	SD	Range	
Language & Literacy Skills									
PPVT-III	267	85.55	15.07	40-130	230	89.07	13.91	47-128	5.18***
WJ-III Rhyming	267	1.01	1.70	0-9	228	3.38	3.15	0-14	11.93***
Naming Letters	270	0.25	0.30	0-1.0	230	0.59	0.35	0-1.0	18.37***
Story & Print Concepts	268	2.81	1.83	0-8	229	4.79	2.39	0-10	14.56***
Pre-Math Skills									
WJ-III Applied Problems	258	92.93	13.53	56-126	230	93.89	11.92	50-134	2.12*
Counting Bears	265	10.78	7.45	1-40	227	18.80	11.27	1-40	11.25***
General Knowledge									
Social Awareness	270	3.77	1.58	0-6	229	4.72	1.33	1-6	9.81***
Color Bears	270	15.91	5.62	0-20	230	18.66	3.15	1-20	9.61***
Social Skills & Problem Behaviors									
SSRS Social Skills	258	101.74	14.26	57-130	236	108.89	14.13	72-130	7.83***
SSRS Problem Behavior	271	100.68	13.49	85-138	237	100.90	14.14	85-145	0.18

¹ PPVT – Picture Peabody Vocabulary Test; WJ – Woodcock-Johnson; SSRS – Social Skills Rating System

² N = Number of children

³ SD = Standard deviation measures the variability of a set of scores around their mean.

⁴ The t-test measures the statistical significance of the average gains in *More at Four* children's skills between the pre- and posttest using the standard of: less than .05 probability (*), less than .01 probability (**), or less than .001 probability (***) of these results occurring by chance.