

Appendix S

Participant Involvement in School/Community Activities and Other Activities with their Child

	New Children				Continuing Children				All Children			
	Intake		Outcome		Intake		Outcome		Intake		Outcome	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Parent/school activities participated in last year^f	(n=1201)				(n=1041)				(n=2242)			
Attend school or class event	328	27% ^{a*}	364	30% ^{bc}	324	31% ^{a*}	401	39% ^{bc}	653	29% ^c	765	34% ^c
Attend parent-teacher conference	349	29% ^c	371	31% ^{bc}	321	31% ^c	412	40% ^{bc}	670	30% ^c	783	35% ^c
Attend general school meeting	185	15% ^c	214	18% ^c	168	16% ^c	175	17% ^c	353	16% ^c	389	17% ^c
Act as volunteer at school	121	10% ^a	127	11% ^b	170	16% ^c	194	19% ^b	291	13% ^c	321	14% ^c
Serve on school committee	29	2% ^a	33	3% ^b	60	6% ^c	63	6% ^b	89	4% ^c	96	4% ^c
Participate in community oriented activities ^g	76	6% ^{a*}	93	8% ^c	83	13% ^c	64	10% ^c	159	9% ^c	157	9% ^c
Participate in youth advisory committees ^g	5	0%	8	1%	3	1%	1	0%	8	0%	9	1%
Participate in other activities ^g	132	11% ^a	137	11% ^b	46	7% ^{a*}	28	4% ^{bc}	178	10% ^c	165	9% ^c
Did not participate in any activities	199	17% ^a	191	16%	227	22% ^{a*}	145	14% ^c	426	19% ^c	336	15% ^c
How often play/engage in activities with child?^f	(n=1120) ^{dc}				(n=973) ^{dc}				(n=2093) ^c			
Everyday	721	64%	726	65%	717	74%	652	67%	1438	69%	1378	66%
5 to 6 days per week	40	4%	39	4%	47	5%	44	5%	87	4%	83	4%
3 to 4 days per week	121	11%	130	12%	81	8%	99	10%	202	10%	229	11%
1 to 2 days per week	126	11%	128	11%	59	6%	104	11%	185	9%	232	11%
Every two weeks	27	2%	28	3%	27	3%	15	2%	54	3%	43	2%
Once a month	21	2%	27	2%	9	1%	22	2%	30	1%	49	2%
Does not play with child	64	6%	42	4%	33	3%	37	4%	97	5%	79	4%
How often read to child?^f	(n=1114) ^{dc}				(n=942) ^d				(n=2056) ^c			
Everyday	484	43%	522	47%	473	50%	467	50%	957	47%	989	48%
4 to 6 days per week	114	10%	100	9%	83	9%	94	10%	197	10%	194	9%
2 to 3 days per week	177	16%	192	17%	158	17%	148	16%	335	16%	340	17%
1 day or less per week	136	12%	123	11%	85	9%	89	9%	221	11%	212	10%
Does not read to child	203	18%	177	16%	143	15%	144	15%	346	17%	321	16%
How often work on homework with child?^h	(n=1083) ^{dec}				(n=884) ^{dc}				(n=1967)			

Everyday	242	22%	255	24%	221	25%	257	29%	463	24%	512	26%
4 to 6 days per week	58	5%	54	5%	50	6%	68	8%	108	6%	122	6%
2 to 3 days per week	83	8%	104	10%	62	7%	81	9%	145	7%	185	9%
1 day or less per week	75	7%	74	7%	31	4%	51	6%	106	5%	125	6%
Does not do homework with child	352	33%	360	33%	206	23%	223	25%	558	28%	583	30%
Child too young	273	25%	236	22%	314	36%	204	23%	587	30%	440	22%
How often watch educational television programs with child?^{fh}	(n=1078)^{de}				(n=894)^{dec}				(n=1972)^c			
Everyday	444	41%	456	42%	402	45%	446	50%	846	43%	902	46%
4 to 6 days per week	112	10%	111	10%	113	13%	100	11%	225	11%	211	11%
2 to 3 days per week	161	15%	185	17%	160	18%	146	16%	321	16%	331	17%
1 day or less per week	117	11%	110	10%	44	5%	71	8%	161	8%	181	9%
Does not watch TV with child	190	18%	184	17%	163	18%	122	14%	353	18%	306	16%
Child too young	54	5%	32	3%	12	1%	9	1%	66	3%	41	2%

a Continuing children's values at intake are significantly different ($p < .05$) than new children's values at intake (based on Pearson chi-square statistic).

b Continuing children's values at outcome are significantly different ($p < .05$) than new children's values at outcome (based on Pearson chi-square statistic).

c Intake values are significantly different ($p < .05$) than outcome values within the category (based on paired t-test).

d Continuing children's values at intake are significantly different ($p < .05$) than new children's values at intake (based on independent t-tests).

e Continuing children's values at outcome are significantly different ($p < .05$) than new children's values at outcome (based on independent t-tests).

f Participants were not asked this question until the 1999-2000 program year.

g Participants were not asked these components of the question until the 2000-2001 program year. Consequently, percentages in these rows are based on only 640 continuing children who submitted complete responses on both the intake and outcome forms.

h Analyses include only those respondents who had school-age children.