

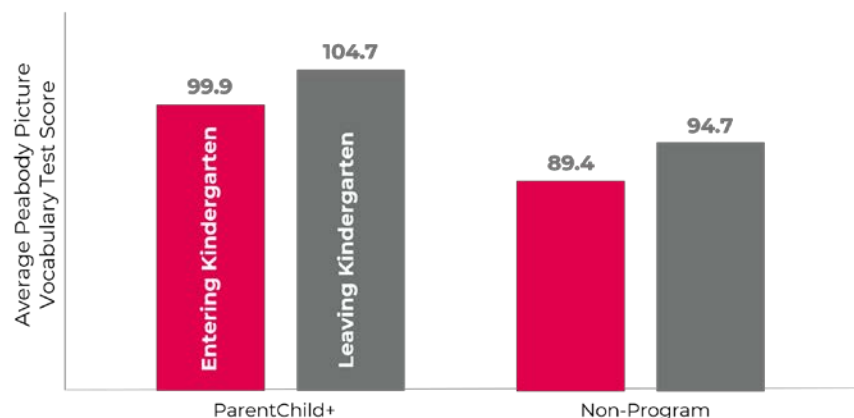
In 2006, the King Center Charter School, then located at the King Urban Life Center in Buffalo, New York, completed a study of the educational outcomes for children participating in its Early Admission Program for three- and four-year olds from low-income, minority families. Families admitted to this program were given the option to participate in ParentChild+, and the study included a data analysis of these children in order to examine the efficacy of ParentChild+ in preparing young children at-risk for educational disadvantages before they had even entered kindergarten for school success.

All students, those that completed ParentChild+ and those that did not participate, were assessed at three different times: (1) entering kindergarten, (2) leaving kindergarten, and (3) as third and fourth graders. Literacy skills and school readiness were measured when entering and leaving kindergarten by the Peabody Picture Vocabulary Test (PPVT).

### Key findings

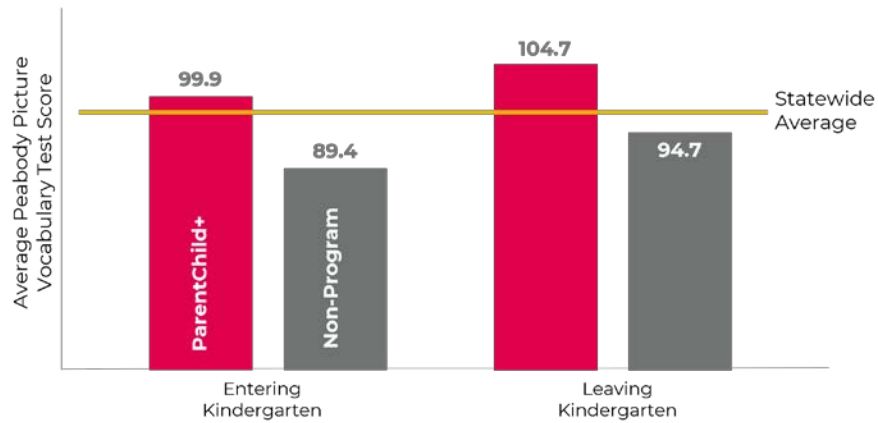
- ParentChild+ graduates entered kindergarten with better literacy skills than similarly situated non-Program children had when they completed kindergarten. Non-ParentChild+ children did not catch up, even after being in the same kindergarten program.
  - ParentChild+ graduates earned an average score of 99.9 on the PPVT upon entering kindergarten and an average score of 104.7 upon completing kindergarten (Figure 1).
  - Non-Program students earned an average score of 89.4 upon entering kindergarten (10.5 points behind their ParentChild+ counterparts) and an average score of 94.7 upon completing kindergarten (10 points behind their ParentChild+ counterparts) (Figure 1).

Figure 1 | ParentChild+ graduates outperform non-Program children



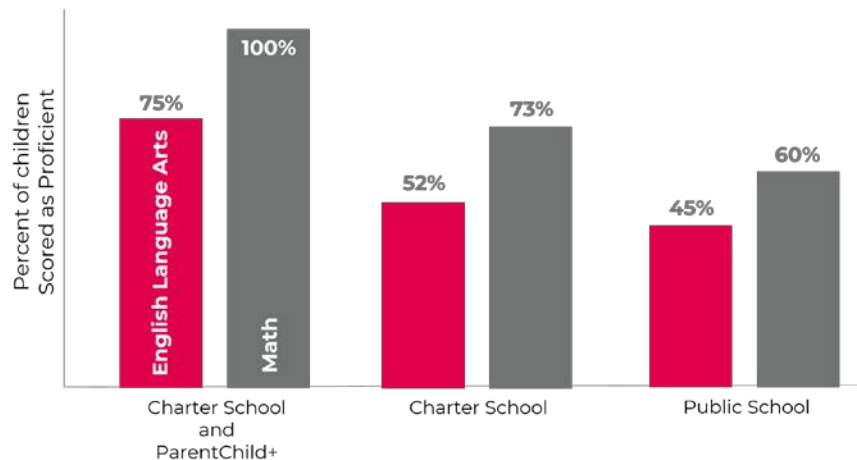
- The children who had not participated in ParentChild+ were behind the ParentChild+ participants after completing a year of kindergarten, and did not meet the national average on the PPVT (Figure 2).

Figure 2 | ParentChild+ graduates score higher than National average



- ParentChild+ graduates performed significantly better than non-Program children on the New York State English Language Arts and Math assessments.
  - Significantly more ParentChild+ children scored as “Proficient”, a score level of 3 or 4, than non-Program children, both than the non-Program students in the charter school (27% more in Math; 23% more in ELA) and those in the Buffalo Public School District overall (40% more in Math; 30% more in ELA) (Figure 3).

Figure 3 | ParentChild+ graduates outperform non-Program children in third and fourth grade



Note: New York State test scores are divided into four performance levels that measure whether the child meets the state’s Learning Standard. A Level 3 means the child meets the Learning Arts Standards, and a Level 4 means the child meets the state’s Learning Standards with distinction.