

Performance Outcomes Measurement System Report

The School Link Project Year Two: Laying The Foundation for Long-Term Evaluation of School Readiness Programs

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Executive Summary

The Performance Outcomes Measurement System (POMS) Team of the Children and Families Commission of Orange County (the Commission) has now completed the second year of a pilot project called School Link. The purpose of the project is to assess the feasibility of linking Commission Core Data Outcomes Module (CDOM) data with school district data. The long-term goal of the project is to provide a mechanism for determining whether children receiving Commission-funded services do better in school.

To carry out the School Link project for the 2005/06 school year, the POMS Team partnered with five school districts: Newport Mesa Unified School District, Anaheim City School District, Santa Ana Unified School District, Magnolia School District and Centralia School District. Both administrative and technical information gained from the first year of the pilot enabled the team to add three districts and about 300 children to improve the strength of the statistical analyses. The steps carried out for the second year remained similar to the first year, including completion of Memoranda of Understanding between the Commission and the districts, assuring that the confidentiality of children's information was maintained, linking data from the districts with data in the Commission's database, and analyzing the linked data.

Once the administrative hurdles were overcome, data from CDOM and the five school districts were successfully merged, allowing for preliminary analysis of the relationships between family characteristics in the CDOM database and developmental assessment results in the district databases. The addition of more children to the study increased the sample size for statistical analysis and helped shore up earlier findings. The most significant findings were:

- Children's mastery of school readiness items rated by the Desired Results Developmental Profile (DRDP) improved significantly from the beginning of the school year to the end
- Children whose mothers had less than a high school education started behind their classmates and ended at the same level of mastery by the end of the school year
- Children from homes where the primary language is Spanish started behind their classmates and ended ahead of their classmates by the end of the school year

Introduction

One of the overarching, fundamental questions about the California Children and Families Act (Prop. 10) is whether children who receive services funded through Prop. 10 do better in school. Although this seems like a simple question, the route to answering it requires forging new partnerships and developing new data sharing processes in an era of increasing protections of individuals' information. To this end, the POMS Team has pursued a project called School Link to determine the feasibility of linking Commission data with school district data, which will be required if this question is ever to be answered in Orange County. This report documents the second attempt to link Commission data with data from school districts and presents the results of that effort.

Rationale and Method

The Children and Families Commission of Orange County (the Commission), in partnership with the First 5 California Commission, funds comprehensive preschool services at 13 school districts. These districts, in accordance with the Commission's Confidentiality and Data Sharing Protocol, collect demographic and other family characteristics data on the individual children they serve and enter this information into the Commission's database (Core Data Outcomes Module, aka CDOM). The districts also assess the school readiness of the preschool students at the beginning and end of the school year using an assessment tool called the Desired Results Developmental Profile (DRDP). The results of these assessments, as well as attendance records, are entered into the school districts' databases. The initial goal of the School Link project is to determine whether it is possible to link information in CDOM with information in the schools' databases to allow for a better understanding of the effect of early childhood programs on academic performance. Assuming this data linkage works, the long term goal is to assess the impact of early childhood programs on the subsequent academic performance of children through grade 12.

In 2005-06, the Performance Outcomes Measurement System (POMS) Team partnered with five school districts (Newport Mesa Unified School District, Anaheim City School District, Santa Ana Unified School District, Magnolia School District and Centralia School District) that have State School Readiness (SSR) grants jointly funded by the Commission and First 5 California. All five districts offer preschool programs through their SSR grants and use the DRDP to assess children's developmental progress in a variety of areas. Before district data could be shared with the Commission, the POMS Team and the districts addressed concerns about confidentiality, parent consent, and information technology compatibility.

This report documents the data sharing efforts in three major sections: 1) the identification of new requirements and a retrial of lessons learned in the past about administrative and technical requirements, 2) results of the second-year study, and 3) a summary of the findings and new lessons learned.

Identifying and Meeting Administrative and Technical Requirements for the Merger of School District Data with Commission Data

The second round of the School Link pilot continued to limit the size of the study in order to simplify the process, minimize the effort involved for each district and, thus, enhance the probability of success. While it was important to increase the number of students for statistical purposes, it was also important to ensure that the inclusion of new districts did not overburden other project goals. Planning continued to recognize the individuality of school districts and that the confidentiality and data sharing requirements would be different at each district. Therefore, in order to keep the pilot manageable, only three new districts were selected for addition to the project: Santa Ana Unified School District, Magnolia School District and Centralia School District. Newport Mesa Unified School District and Anaheim City School District continued their participation from the first year.

The POMS Team and representatives of the five school districts held a series of meetings to identify and address the administrative and technical requirements for the data merger. The discussions turned around what school-readiness outcome data were available and when, whether the data were collected in a uniform manner, whether district computer systems could export the data in a format suitable for merging with CDOM, as well as other administrative requirements that needed to be met in order to protect the children's information.

Administrative Requirements. As found in the first year, the introduction of three new districts brought new administrative requirements that varied by school district. Three of the five districts signed a Memorandum of Understanding (MOU) between the Commission and the district (Attachment 1) specifying the responsibilities of each partner and describing how conflicts would be resolved. Two of these districts needed school board approval in order to sign the MOU; in the third district, the Superintendent was able to sign directly. One of the districts required a complex application to conduct research, which was reviewed and approved by their research and evaluation unit and Cabinet. This application and review process took considerable time and resulted in the district requesting to remove five questions from the CDOM questionnaire, including one used in the School Link analysis. The fifth district has provided verbal agreement to participate but anticipates signing an MOU in the future.

Because the data analysis would be carried out by the Commission's independent evaluator, who is not a member of the Commission's staff, two of the districts required the evaluator to complete a no-cost independent contractor agreement. The agreements varied in their comprehensiveness. The other three districts did not require this type of agreement.

The districts also varied in their requirement for parental consent specific to the School Link project. One district would only include children in the study whose parents had signed a specific consent for School Link (Attachment 2). The other four districts felt their existing consents covered this project.

An update on the project was submitted to and approved by the County's Human Subjects Review Committee (HSRC) to ensure the protection of human subjects. For two of the districts, the project involves constructing a unique identifier using the student names and birthdates. As a result, the districts needed to release names and birthdates along with the DRDP results and attendance records. A new innovation to the project this year was the use by three of the participating districts of the statewide student identification numbers for their pre-kindergarten

students. This number also was added to CDOM so the data could be matched based on this number rather than having to use student names and birthdates. Incidentally, the change to the statewide identification number increased the percentage of students who were successfully located and matched in CDOM from approximately 60 percent in year one to nearly 80 percent for the current year.

Technical Requirements of the Data Merger. The outcome measure employed in this study was the Desired Results Developmental Profile (DRDP). Through meeting with the participating districts, the POMS Team learned that some effort was still required to make the DRDP uniform in all five districts. One district used a version of the DRDP required by Head Start, while the others' version of the test did not include the Head Start items. In the end, this problem and others were alleviated by supplying each district with an Excel spreadsheet in which to enter their data. The structure of the spreadsheet had the effect of indicating to districts only the DRDP items that should be submitted. Some of the districts had already used an Excel spreadsheet provided by the developers of the DRDP that was formatted to aide tracking individual children and their progress in preschool. However, this format was not conducive to analysis for the School Link evaluation. Because the School Link format was provided late in the school year, all the DRDP data needed to be re-entered into the new spreadsheet

Communication between the evaluators and information technology personnel in year one demonstrated that at that time both participating districts used information systems that could export data in an Excel format, which is easily imported into the data analysis software currently used by the POMS Team (SPSS). This year's meetings indicated that the new districts could also provide compatible data sets, but new problems arose. The DRDP has 55 distinct items that are scored twice annually, requiring 110 field spaces in the district's database if it is to be entered there. As a result, none of the participating districts enter the DRDP results into their district databases.

The number of required fields could be reduced to about 10 fields if subscale total scores were used instead of individual items. Because the reliability of the DRDP remained in question, and all 55 individual items are needed to test the internal consistency of the scale, it seemed prudent to use the individual items in the School Link study. However, future analyses may be completed using only the subscale and total scores, especially if the districts begin entering the DRDP data into their databases. In any event, with the assurances that the district databases can download data to Excel, none of this should inhibit future evaluations of the academic performance of pre-k program participants.

Once the districts' data were provided to the evaluator, very little additional effort was required to successfully merge data from the five districts into a single file. This effort mostly involved removal of explanatory notes added to the spreadsheet to help the data entry personnel reduce data entry errors. The only remaining effort was focused on building a unique identifier from the child's name and date of birth in the two districts not yet using the state identification number. Last year's lessons learned greatly smoothed the process of supplying the evaluator with the needed DRDP data.

On the Commission side, the unique identifier was also constructed for the two districts requiring it for the data merger. Then, because virtually all of the fields in CDOM became available for the study once the data were merged, a few key variables were selected that are known to relate to academic outcomes. They were: the mother's age at the birth of this child, her education level

and marital status, when she began prenatal care, the family's annual income, the child's health insurance coverage, the primary language spoken in the home, and the frequency with which parents read to their children during the week. Only these fields and children attending the state school readiness programs from the two collaborating districts were saved in the final dataset created especially for the project.

Many of the questions administered to parents as part of the CDOM interview concern a family's status, and that status can change from one six-month period to the next. Therefore, families whose children continue to receive Commission-funded services are interviewed every six months (the six-month snapshot) to track changes. The snapshots pertain especially to children who attend school readiness programs because they receive services for at least nine months. Therefore, for this study data from CDOM that were merged with the district data were restricted to the *most recent* interview about the child's family. The complex programming steps required to extract the most recent interview will be documented elsewhere. That documentation, reused in this year's study, greatly reduced the effort required to retrieve the most recent CDOM interview.

When the merger of CDOM and district data was finally attempted it was by and large successful. Introduction of the statewide identification number (aka CSIS, for California School Information Services) improved the success of the linking. In last year's study, only about 60 percent of the students for whom DRDP data were supplied were actually matched with their CDOM data. This year that value increased to nearly 80 percent.

Study Results

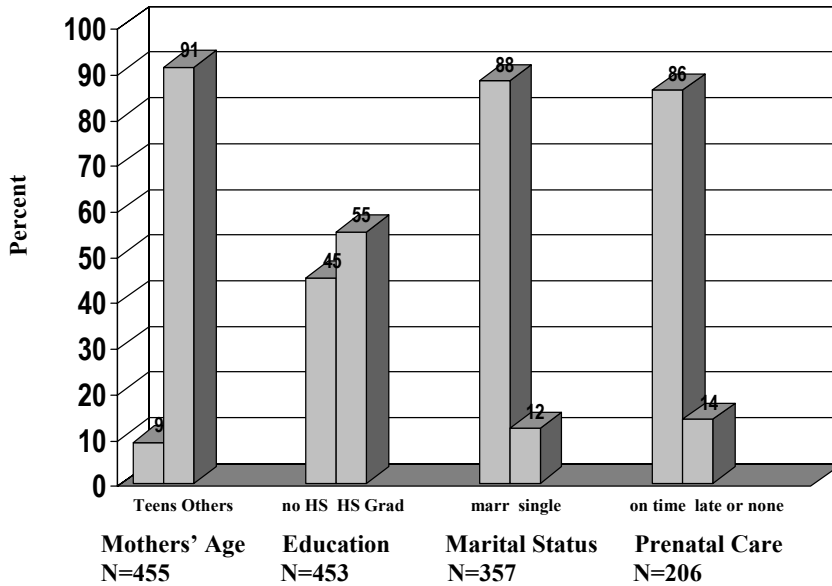
The study results can be broken down into three major components:

- A review of CDOM elements used in the study
- A review of DRDP results from the school readiness programs
- Results from an analysis of CDOM and DRDP results together

CDOM Data. This discussion begins with a review of the eight CDOM elements used in the study: the mothers' age, her education and marital status, when she began prenatal care, the family's annual income, the child's health insurance coverage, the primary language spoken in the home, and how often parents are reading to their children each week.

Figure 1 summarizes the data for mothers' age, education, marital status and prenatal care among the children in this year's School Link study. As seen in the figure, among children attending school readiness programs in the five collaborating districts, nine percent of mothers were 19 years old or younger when their children were born, and just under half of them (45%) did not graduate from high school. The majority (88%) reported they were married or living with a partner and 15 percent began prenatal care later than desired or had none at all.

Figure 1. Mothers' Age, Education, Marital Status, Prenatal Care



Prenatal Care data are provided by only four of the five districts.

Figure 2 provides information about the family's annual income and the child's health insurance coverage. The school readiness programs, as was anticipated, serve low-income children with 82 percent of represented families earning less than \$30,000 annually. Ten percent of the children still do not have health insurance, even though the data are from the most recent interview.

Figure 2. Income and Coverage

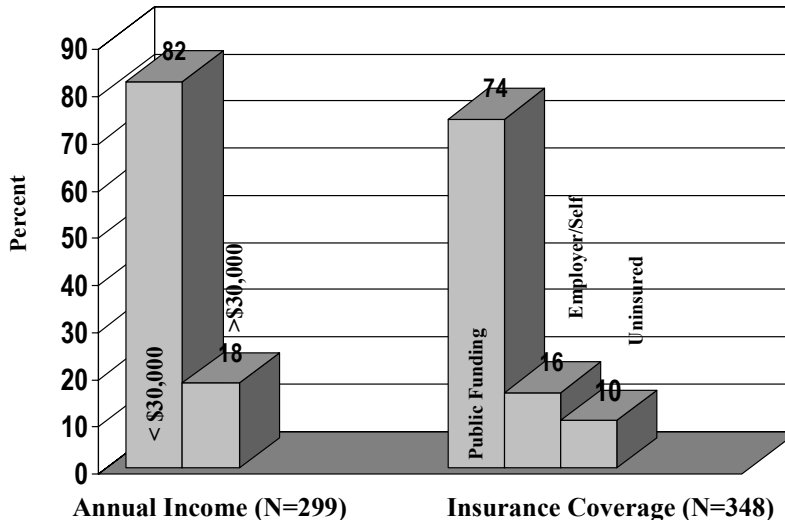
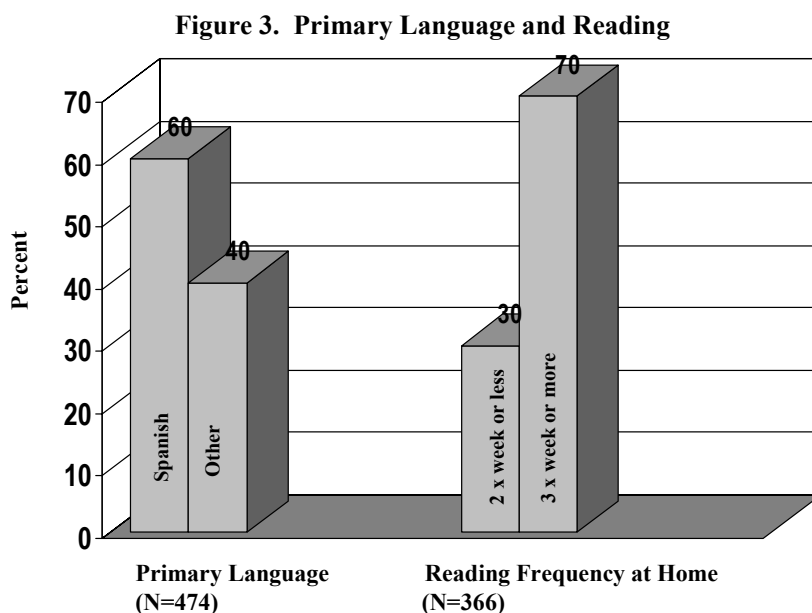


Figure 3 focuses on the primary language used in the home and how often parents report they are reading to their children every week. As seen in the figure, 60 percent of school readiness students speak Spanish in their homes, and nearly 80 percent of the "other" group speaks English. At the same time, a large majority of parents (70%) report that they are reading to their children three times a week or more.



DRDP Data. The Desired Results Developmental Profile is a teacher-completed observational rating scale on which the performance of students is rated on 55 distinct measures. Example measures would include such concepts as self-awareness (knows name and gender) or interactions with adults (knows when to ask for adult help). Each item receives a rating on a four-point rating scale as follows:

- 1 = Not yet observed
- 2 = Emerging
- 3 = Almost mastered
- 4 = Fully mastered.

The 55 items can be grouped into four subscales and a total score. The total score represents the student's average performance across all 55 items, while each subscale score captures average performance in a specialty area. The four specialty areas are:

- Personal and Social
- Effective Learner
- Physical and Motor
- Health and Safety.

Children's progress is gauged in this study by a comparison of their fall and spring scores on the DRDP overall as well as in the four specialty areas. Before examining those statistics, however, a brief remark is in order regarding the reliability of the DRDP and its special subscales. The internal consistency (reliability) of a scale is a gauge of how well the particular items on a scale cluster together to capture the construct they are said to measure. The statistic, Cronbach's alpha coefficient, is used to measure the internal consistency of a scale and is believed to be acceptable

for research when the coefficient reaches .7 or greater. The reliability of the DRDP total and subscales all met or exceeded this standard as seen in Table 1.

Reliability¹ of DRDP Total and Subscales	
<i>Subscale</i>	<i>Reliability Coefficient</i>
Total (all 55 items)	.980
Personal and Social	.943
Effective Learner	.960
Physical and Motor	.894
Health and Safety	.784

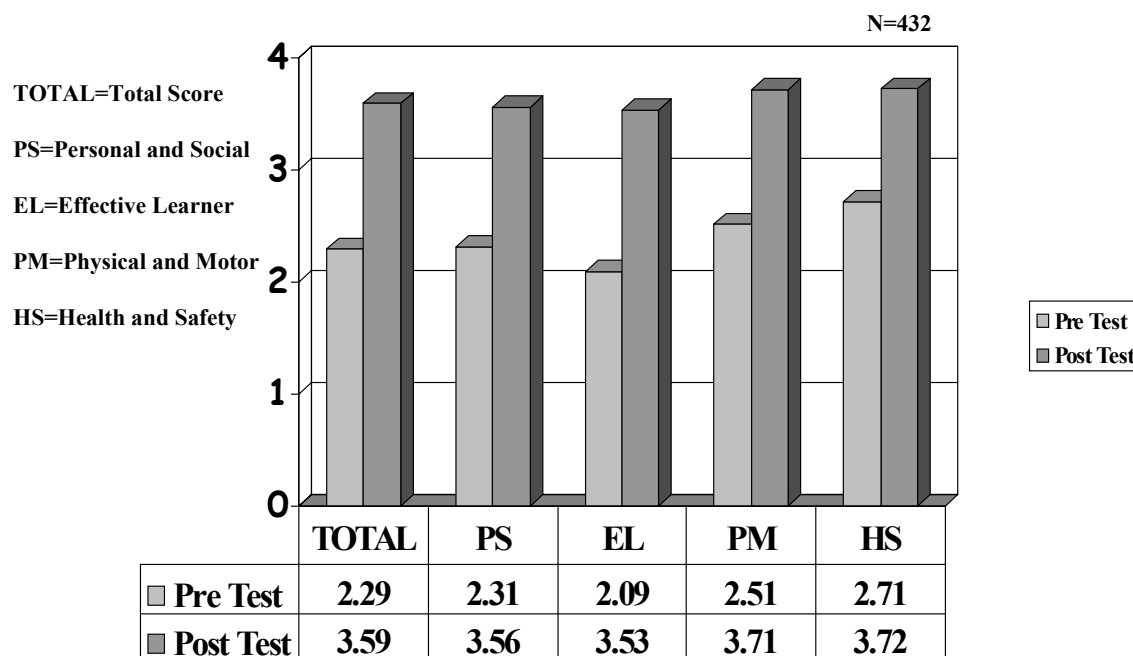
Figure 4 shows the comparison of fall (pre) and spring (post) DRDP teacher ratings for the 432 students who were rated both times. As the figure suggests, the students made statistically significant gains in each of the areas over the course of the school year. By and large, group averages were all below the level of almost mastered (a score of three) at the beginning of the school year, and approached the fully mastered level (a score of four) by the end of the school year. Without a comparison group it is unclear how much of this growth can be attributed to the program and how much must be credited to the maturation of the children. However, their teachers argue that these scores represent rapid growth and high achievement that is a result of the program's ability to *promote* maturation to its full potential.

The correlational analysis of DRDP scores and CDOM fields. The eight fields from CDOM that were merged with the students' DRDP scores were used in a simple set of group comparisons to learn whether background variables from CDOM were associated with or continued to be associated with the children's growth. Mothers' young age at the birth of their children, lack of formal education, and other variables, are known from the literature to be associated with lower school performance. Ideally, school readiness programs and the greater growth they are assumed to foster would tend to nullify the strong associations between a mother's background and her child's school performance. However, it should be stated from the outset that those questions cannot be fully addressed by this study. **These results must be viewed as still preliminary and interpreted with caution.**

The analysis of DRDP scores and CDOM variables focused on all three of the available outcome measures: the children's beginning- and end-of-year test total scores and the *change* in score averages from fall to spring. Children's scores on both these outcomes were broken down into two groups for each CDOM variable. For example, for the mother's age, the scores of children whose mothers were 19 years old or less when the student was born were compared to students whose mothers were older than 19. Similarly, the scores of students whose mothers had not

¹ Any value meeting or exceeding .7 is acceptable

Figure 4. Pre/Post Comparisons on Four Desired Results and Total



All pre/post differences are statistically significant at or beyond .001
 Bonferroni Corrected $p = .01$

completed high school were compared with those whose mothers did complete, and so on. Three groups were compared for health insurance coverage. Scores for the DRDP total for fall and spring as well as the differences from fall to spring (Change Scores) were used in this analysis. The results are reported in Table 2.

Both the considerable variation within groups (not shown in the table) and the “lopsidedness” of the group sizes make these statistics less reliable. Be that as it may, it can be seen in the table that significant differences in test scores were observed for the effect of mothers’ education and the families’ primary language. Children whose mothers had less than a high school education had scores that were nearly significantly lower than their classmates on the occasion of the first observation in the fall. By the time of the second observation they had closed the gap, and there were no longer significant differences between the group’s average scores. Most importantly, children whose mothers had less than a high school education showed significantly greater gains when the differences between fall and spring observations were compared. This analysis begins to suggest that the school readiness program may contribute to reducing the performance risk for children whose mothers have received less education.

A similar pattern is apparent in families whose primary language is Spanish. Although these children did not begin the preschool year significantly behind their predominantly English-speaking classmates, they were behind somewhat at the beginning of the school year. By the time of the second observation at the end of the school year, children from Spanish-speaking families had closed the gap and overtaken their classmates with significantly higher post-test scores. They also showed significantly greater gains than their classmates.

Table 2
Summary of CDOM and DRDP Analysis Results

<i>CDOM Variable</i>	<i>Groups Compared</i>	<i>Pre Test Total Group Average (n)</i>	<i>p-value</i>	<i>Post Test Total Group Average (n)</i>	<i>p-value</i>	<i>Change Score Group Average (n)</i>	<i>p-value</i>
Mothers' Age	19 or less Over 19	2.22 (35) 2.29(401)	n.s.	3.64 (38) 3.56 (399)	n.s.	1.41 (34) 1.27 (385)	n.s.
Mothers' Education	No High School High School Grad	2.24 (193) 2.33 (240)	.089	3.57 (192) 3.56 (242)	n.s.	1.35 (182) 1.23 (233)	.034
Mothers' Marital Status	Married ² Single	2.27 (297) 2.19 (39)	n.s.	3.56 (298) 3.56 (41)	n.s.	1.32 (282) 1.35 (37)	n.s.
Primary Language	Spanish Other	2.25 (276) 2.34 (176)	n.s.	3.62 (272) 3.50 (183)	.003	1.37 (264) 1.17 (170)	<.001
Prenatal Care	First trimester Later or none	2.32 (158) 2.35 (28)	n.s.	3.52 (162) 3.41 (27)	n.s.	1.20 (144) 1.07 (26)	n.s.
Annual Income	Less than \$30k \$30k or more	2.26 (234) 2.29 (50)	n.s.	3.62 (235) 3.54 (51)	n.s.	1.37 (226) 1.32 (46)	n.s.
Reading Frequency in the Home each week	No more than 0-2 times 3 times or more	2.26 (105) 2.24 (240)	n.s.	3.57 (102) 3.58 (247)	n.s.	1.29 (99) 1.37 (230)	n.s.
Insurance Coverage	Public Employer/Self Uninsured	2.23 (248) 2.32 (50) 2.29 (31)	n.s.	3.59 (248) 3.51 (53) 3.45 (30)	n.s.	1.36 (239) 1.21 (47) 1.25 (27)	n.s.

No other significant associations were observed.

This year's School Link study also attempted to examine the number of days of program attendance to investigate any "dosage" effect that might be present and to assess its impact on the children's progress. However, the results when all five districts were analyzed together were counterintuitive, showing a negative impact of attendance on gains made on the DRDP. This suggested that further exploration of the data was required. By analyzing the districts independently, it was discovered that patterns of attendance differ from one district to the next, which introduced a counterintuitive negative association between attendance and gains made when the districts' data were combined. For this reason, attendance was not incorporated into this year's analysis. More information on, and understanding of, district differences in attendance patterns will be required before one district's attendance data can be combined with another. This should be an important next step in new School Link efforts.

² The 'married' category includes mothers who are cohabiting; the 'single' category includes mothers who are single, never married, divorced and separated.

Summary and Lessons Learned

The second year of the School Link project added more information about the administrative and technical requirements of cooperative efforts between the Commission and districts funded to provide school readiness programs. It also demonstrated that it is possible to merge CDOM data with more school districts and to successfully locate CDOM information for more students from each district. With a much larger sample size, this year's results, although still tentative, also began to address the impact of school readiness programs on the relationship between psychosocial risk factors and academic performance. As in the past, there were a number of lessons learned.

- It was again confirmed that no two school districts are alike, and that flexibility and perseverance are helpful to determine the requirements of individual districts and the processes needed to meet them
- An MOU or agreement with each district remains essential, and it continues to be true that plenty of time should be allowed for school board review if that is required by the district
- Some districts will require active consent of participating families for this specific project and when this is the case, it is best to seek this at or near the beginning of the school year
- Until such time as districts overcome the space limitations imposed by the long DRDP to their systems, and an actual "download" can take place, it will be best to supply the districts with a blank spreadsheet early in the school year that helps ensure that each field has the same name and the format is usable for the evaluation
- Use of the statewide student identification number greatly increased the percentage of data that was matched with CDOM and its more widespread use should reduce concerns about confidentiality.

This year's results have begun to suggest that the programs may be able to reduce the adverse effects of parents' low levels of education and a primary language other than English on subsequent academic performance. These and other important questions can best be answered in the future with the addition of a comparison group in the future. Next year's effort could begin by experimenting on a small scale with different sources of likely comparison groups.

Acknowledgements

The authors would like to thank the following individuals for their good humor, patience, and diligence in making this project a success:

Newport Mesa Unified School District:	Lorie Hoggard Jan Marquardt Maria Echevarria
Anaheim City Elementary School District:	Elaine Coggins Lynda Durand Chantal Moreno
Centralia Elementary School District	Debi Miles Erika Favela
Magnolia Elementary School District	Jeannine Campbell Clydene Payne Sarah Miller Cerda Lenore Schaffer
Santa Ana Unified School District	Marjorie Cardenas Fabiola Bruhl Karyna Martinez Michelle LePatner
Corporation for Standards and Outcomes:	Traci Smith
Commission's State School Readiness Coordinator:	Cinda Muckenthaler

Memorandum of Understanding between the
Children and Families Commission of Orange County
and the **Fill in the Blank** School District

Purpose:

The purpose of this MOU is for the Children and Families Commission of Orange County (CFCOC) and **Fill in the Blank** School District (**XXXSD**) to participate in a pilot project to merge data from each organization's data system into a single data repository to improve the evaluation of and program planning for school readiness programs.

Term:

This MOU will be effective on January 1, 2006, and remain continuously in effect until December 31, 2006, unless terminated by either party as described below.

Responsibilities of the Children and Families Commission of Orange County:

1. Contract with an independent evaluator (Evaluator) to develop the merged data repository and prepare reports on the project. Reports will be of aggregate data only, no children or families will be identified in reports prepared as a result of this project.
2. Make Outcomes Collection, Evaluation, and Reporting Service (OCERS) data available to the independent evaluator.
3. Meet with School District staff on a regular basis to manage the project.
4. Work with School District staff to assure that children's rights to privacy are protected and confidentiality of the data is maintained and ensure that Evaluator signs a confidentiality agreement with the School District if required.
5. Work with School District staff to overcome technological challenges as they arise.
6. Provide final project report to the School District

Responsibilities of the **Fill in the Blank Unified School District:**

1. Obtain **active** parental consent to share School District data including but not limited to the Desired Results Developmental Profile (DRDP), preschool attendance, and child identifying information – e.g., school identification number (or name and date of birth), and any other data needed to match the child to records in the Commission's database with the Evaluator for the purpose of the evaluation.
2. Make School District data, including but not limited to the DRDP, preschool attendance, and child identifying information – e.g., school identification number (or name and date of birth), and any other data needed to match the child to records in the Commission's database. available to the independent evaluator in electronic format.
3. Meet with Commission staff on a regular basis to manage the project.
4. Work with Commission staff and consultant to overcome technological challenges as they arise.
5. Work with Commission staff to assure that children's rights to privacy are protected and confidentiality of the data is maintained. School District may request that Evaluator sign a confidentiality agreement.

No funds will be exchanged between the Commission and the School District to carry out this project. Reports resulting from data analysis linking School District data to data collected for the

Commission’s Outcomes Collection, Evaluation, and Reporting Service (OCERS) will not be shared publicly (e.g., with the Commission, School Board, or other groups) without consent of the School District.

Correspondence:

Correspondence concerning this MOU should be sent to:

CFCOC	Fill in the Blank School District
Evaluation Manager	Name of School Readiness Coordinator
17320 Redhill Avenue, Suite 200	Title
Irvine, CA 92614	Address
Email address	Address
	Email address

Confidentiality:

Each participant in this project agrees to maintain the confidentiality of all records and information about persons pursuant to all federal and/or state laws or regulations.

Conflict Resolution:

For resolution of conflicts between CFCOC and XXXSD regarding the contents of this Memorandum, the following steps will be taken:

- Step 1: Conference between the CFCOC Evaluation Manager and title of district person (probably the school readiness coordinator)
- Step 2: Conference between the CFCOC Director of Programs and Evaluation and the Assistant Superintendent, Elementary Education – or similar position
- Step 3: Conference between the CFCOC Executive Director and the Fill in the Blank School District Superintendent

Termination:

It is mutually understood that either party to this agreement may terminate this Memorandum of Understanding immediately upon written notice (email and fax are acceptable) to the other party.

By: _____ Dated: _____
 Executive Director
 Children and Families Commission of OC

By: _____ Dated: _____
 Superintendent
 Fill in the Blank School District

Attachment 2

School District Name

Program Name

Authorization for Release of Student Information

As the parent or legal guardian of _____
Child's Name (First) (Middle) (Last)

I agree to allow the XXXXXXXXXXXX School District to provide information about my child to the Children and Families Commission of Orange County and *insert name*, its independent evaluator. The information will include my child's name, birth date, results of school assessments, and number of school days attended.

The information will be used to learn how well school district and Commission services have helped prepare children for school. I understand that the school and the Commission may look at my child's achievements for several years in order to learn about the benefit of the school readiness program.

I understand that my child will not be identified in any reports prepared from this information.

I also understand that my child may attend preschool and participate in other services whether or not I sign this authorization.

I may revoke this authorization at any time by notifying _____
in writing

Parent/Guardian Signature

Parent/Guardian Name printed

Relationship to Child

Date

Child's Birthdate: