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Children’s Profile at School Entry User Guide (v2), June 2017

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<http://www.childrensresearchnetwork.org>

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1. Introduction to the User Guide

This User Guide provides an overview of the Children’s Profile at School Entry (CPSE) programme, specifically the objectives and methodology of the study and the resulting structure of the archived data. The User Guide should be used as a reference tool, and users of the data should refer to the individual Children’s Profile at School Entry study reports by the PFL Evaluation Team (see Appendix 3) for more detailed information on the research and results. This User Guide was prepared by the Children’s Research Network as part of the Prevention and Early Intervention Research Initiative (2017) and accompanies the deposition of the CPSE collection in the Irish Social Science Data Archive in June 2017. More information on the Children’s Profile at School Entry study can be found at the following locations:

<http://geary.ucd.ie/preparingforlife/>

<http://preparingforlife.ie/>

More on the Prevention and Early Intervention Research Initiative can be found at the following locations:

<http://www.childrensresearchnetwork.org>

<http://www.childrensresearchnetwork.org/knowledge/collection/prevention-and-early-intervention>

2. Background of study

2.1. Programme aims: The Children’s Profile at School Entry (CPSE) study was conducted between 2008 and 2015 as part of the wider Preparing for Life intervention by the Northside Partnership and its evaluation by the UCD Geary Institute at University College Dublin, Ireland. The Preparing for Life (PFL) intervention was developed by Northside Partnership in response to a 2004 study by the Children’s Research Centre in Trinity College Dublin (Kiernan et al., 2008) which showed low levels of teacher-reported school readiness amongst children in a number of disadvantaged areas of Dublin. PFL was implemented as a five year school readiness intervention, starting in pregnancy and lasting until the child started school. Participating families received facilitated access to enhanced preschool and public health information, as well as the services of a support worker. In addition, half of the families were randomly allocated into a ‘high treatment’ group and received enhanced supports including participation in a home-visiting mentoring programme and a group parent training programme. The CPSE study took place in parallel to the PFL evaluation, and provided an annual, representative survey of the levels of school readiness of all Junior Infant¹ children in the PFL catchment area – both those participating in PFL and the general population not participating in PFL. The annual survey 1) indicated the general level of school readiness of children attending schools in the PFL catchment area, 2) indicated whether the PFL programme was generating positive externalities, and 3) served as a baseline measure of school readiness for the PFL cohort.

¹ Junior Infants is the entry level class for primary education in the Republic of Ireland. Children commence Junior Infants at approximately 4 to 5 years of age.

2.2. Funding: The CPSE study was jointly funded by the Department of Children and Youth Affairs and The Atlantic Philanthropies as part of the broader Preparing for Life programme evaluation. The archiving of the research data from the CPSE study was carried out as part of the Children’s Research Network Prevention and Early Intervention Research Initiative (2016 -2017) and was funded by The Atlantic Philanthropies.

2.3. Evaluator: The CPSE study was undertaken between 2008 and 2015 by the PFL evaluation team at UCD Geary Institute. The Principle Investigator was Dr. Orla Doyle at the UCD School of Economics and UCD Geary Institute at University College Dublin. PFL team members were Ailbhe Booth, Carly Cheevers, Maria Cosgrove, Deirdre Coy, Sarah Finnegan, Nick Fitzpatrick, Olivia Joyner, Judy Lovett, Louise McEntee, Judy McGrath, Edel McGlanaghy, Kelly McNamara, Eylon Palamaro Munsell, Christine O’Farrelly, Catherine O’Melia, Caroline Rawdon, Sarah Thompson and Gerard Victory. The study was conducted under the direction of the scientific advisory committee members Professor Colm Harmon, Professor James Heckman, Professor Cecily Kelleher, Professor Sharon Ramey, Professor Sylvana Cote, and Professor Richard Tremblay.

2.4. Ethical approval: Ethical approval for the wider PFL study was provided by the University College Dublin’s Human Research Ethics Committee and the Rotunda Hospital’s Ethics Committee, and the National Maternity Hospital’s Ethics Committee. Primary caregivers of the study children gave consent to complete the questionnaire themselves and also for their child’s teacher to complete the questionnaire. Consent and information forms are included in Appendix 1 of this document. Prior to conducting the CPSE study, members of the PFL programme team and the UCD evaluation team met with school principals, the Boards of Management and teachers from each school to describe the project and obtain their support for conducting the survey. These meetings were held sequentially. School principals agreed for the study to take place and wrote a letter in support of the project that was submitted to the UCD Ethics Board, along with the project proposal on 24th June, 2008. Ethics approval was guaranteed from the UCD Ethics Board on 24th July, 2008. Support was subsequently obtained from the Boards of Management and the junior infant teachers in all participating schools.

3. Programme delivery

3.1. Target population: In order to assess the level of school readiness in the PFL catchment area, a cross-sectional design was deployed. All teachers and parents of junior infant children either residing in or attending schools in the PFL catchment areas were eligible for participation in the study. The original PFL catchment area included a number of communities in North Dublin. Due to the relatively slow uptake rate within these communities, the PFL catchment area was expanded to include the additional communities in North Dublin in January 2009. A second expansion was initiated in late June 2009 to include additional communities in North Dublin. Caregivers of children who did not reside in the area themselves, but were attending schools in the area, were also asked to participate in the CPSE study.

Parents were presented with an information and consent form which described the project in detail. Parents had to give consent to complete the questionnaire themselves and also for their child’s teacher

to complete the questionnaire. While the study is interested in gaining an index of school readiness for children who reside in the PFL catchment area, parents of classmates of children who do not reside in the area themselves, were also asked to participate to ensure no one child was excluded or singled out in the classroom.

It was anticipated that the majority of children living in the PFL catchment areas attend one of the two schools located in the area. However it was realised that an additional 20 pupils could be surveyed by approaching schools outside the PFL catchment area. Therefore, select children, identified by the school principals, from three additional schools were invited to participate. Once collected, data from all schools and parents were aggregated.

3.2. Sample design: The CPSE sample is made of child participants in Junior Infants class from the PFL catchment area. The sample is divided into three groups as follows:

- Children that received the high supports PFL intervention (high treatment group)
- Children that received the low supports PFL intervention (low treatment group)
- Children that did not receive the PFL intervention and represent a comparison, or baseline sample of school readiness for the PFL study

Trial group membership is indicated in the archived dataset by the variable **PFL_Group**². Table 1 below lists the supports that were provided to the low and high treatment groups in the PFL sample. The non-PFL group did not receive any supports from PFL.

Table 1: Supports provided to the groups as part of the experimental design of PFL (tick indicates treatment was provided by PFL)

	High treatment PFL group in CPSE study	Low treatment PFL group in CPSE study	Non-PFL group in CPSE study
Facilitated access to enhanced preschool	✓	✓	
Public Health workshops	✓	✓	
Facilitated access to local services	✓	✓	

² Primary caregivers were also asked whether their child was a participant in the PFL intervention, as indicated by the variables **PFL_child** and **PFL_which** in the archived file, to assess biased responding by the respondent. This variable is not an accurate measure of actual PFL membership and users should use the variables **PFL_code_int** and **PFL_Group** in the archived file for accurate information on PFL membership.

€100 development materials per annum	✓	✓	
Access to social events	✓	✓	
Mentoring (home visits)	✓		
Triple P (group parent training)	✓		
Baby massage	✓		

4. Programme evaluation

4.1. Evaluation design: A cross-sectional design was developed to collect information via surveys which were completed by the teachers and primary caregivers of Junior Infant children living in the catchment area. Data were collected at the start of each school year, for eight years between 2008 and 2015. Pupil school readiness was assessed in these surveys using (1) the Short Early Development Instrument (S-EDI; Janus, Duku, & Stat, 2005) and (2) measures that were constructed by the PFL evaluation team.

4.2. Respondents: Data about the study child was collected from two respondents: (1) the primary school teacher of the study child and (2) a primary caregiver of the study child. In the vast majority of cases the primary caregiver was the biological mother of the study child, but in some instances the grandmother or the biological father completed the caregiver survey.

4.3. Piloting: All survey instruments were piloted prior to survey administration. The teacher questionnaire was piloted with four teachers from the local primary schools who do not teach junior infants. The pilot teachers were given a paper version of the questionnaire and asked to write any comments directly on the questionnaire. Pilot teachers provided feedback on items that were unclear and appropriate adjustments were made to the online teacher survey which was the teacher data collection tool.

The parent questionnaire was piloted with four parents of young children (not junior infants) in the PFL catchment area. Two UCD researchers and the PFL Programme Manager conducted a focus group

with the pilot parents. The parents were given copies of the questionnaire and were asked to read through the questionnaire prior to this meeting. During the meeting the researchers went through the questionnaire question by question and asked the parents for their feedback on the material. Specifically, the parents identified sensitive questions which the parents participating in the project may not be comfortable answering and identified any questions that were unclear or that they did not understand. For questions or words that the pilot mothers did not understand, the researchers, together with the pilot parents, decided on alternative explanations to ensure (1) questions could be understood and (2) that standardised explanations would be given to all respondents.

4.4. Data collection: The teacher questionnaire was administered using an online survey with the teachers accessing a secure website using a unique user ID and password. The teacher completed the questionnaire at his/her convenience. The survey could be completed in one session, or in multiple sessions, as the teacher was able to return to the secure website at a suitable time. By completing an online questionnaire, the data were automatically entered onto a secure server housed in the UCD Geary Institute. The questionnaire took approximately 10 minutes to complete for each child.

Caregivers were recruited via their child’s teacher, and they completed the caregiver survey as a paper and pen questionnaire. Primary caregivers were recruited via their child’s teacher. Participating teachers gave a packet containing an information sheet, consent form, and parent questionnaire to the primary caregivers of every child in their class when they dropped off or collected their child from school. The consent form described the study in detail and provided contact information for the UCD researchers on the project. If the caregiver agreed to join the study they signed the consent form and returned it to the teacher along with the completed parent questionnaire. The questionnaire took approximately 30 minutes for the caregiver to complete.

4.5. Field work: Data was collected for each new group of Junior Infant students during the first term of each school year. Data was collected for each child at one point only. Table 2 shows the data collection period for each of the eight waves.

Table 2: Data collection schedule for CPSE

	Data collection dates	Sample size
Wave 1	October - December 2008	103
Wave 2	October - December 2009	133
Wave 3	October - December 2010	111
Wave 4	October - December 2011	106
Wave 5	October - December 2012	112
Wave 6	October - December 2013	160

Wave 7	October - December 2014	113
Wave 8	October - December 2015	142
TOTAL	2008 - 2015	980

4.6. **Sample size over the eight waves:** Because PFL participants were recruited during pregnancy there are no PFL children included in the data for CPSE waves 1 to 4, which was collected during 2008 to 2011 when the PFL children were not yet in school. The number of children that participated in both the PFL intervention and the CPSE study increased from wave 5 onwards as the PFL children started to reach school entry age (about age 4 to 5). Table 3 shows the sample size of each group per wave.

Table 3: Sample size for each group in archived CPSE collection

	Non PFL group	PFL low treatment group	PFL high treatment group	Total
Wave 1	103	0	0	103
Wave 2	133	0	0	133
Wave 3	111	0	0	111
Wave 4	106	0	0	106
Wave 5	108	1	3	112
Wave 6	104	27	29	160
Wave 7	51	38	24	113
Wave 8	110	12	20	142
TOTAL	826	78	76	980

5. The archived CPSE collection

5.1. **Structure of teacher survey:** Teachers were asked a series of demographic questions including their age, professional qualifications, how long they had been teaching in general, how long they had been teaching at their current school, and how long they had taught Junior Infant classes. Teachers in all waves completed short form of the Early Development Instrument (EDI; Janus & Offord, 2000), which was developed at the Offord Centre of Child Studies (OCCS), McMaster University (Hamilton, Ontario, Canada). In addition, a question assessing subjective teacher ratings of school readiness was included from Wave 2 onwards. Teachers were asked 'In terms of school readiness, how would you have rated this child when he/she started school in September, [relevant academic year]?'. From Wave 3 onwards teacher perceptions of the most and least important aspects of development for a child's school

readiness was assessed. Specifically, teachers were asked ‘Which of the areas [below] do you think is the most important and least important for a child’s school readiness?’

Table 4: Structure of teacher survey across all eight waves of CPSE (tick indicates section/question is included in this wave)

Question /section	Wave 1	Wave 2	Wave 3	Wave 4	Wave 5	Wave 6	Wave 7	Wave 8
Teacher demographics	✓	✓	✓	✓	✓	✓	✓	✓
Age of child on survey completion	✓	✓	✓	✓	✓	✓	✓	✓
Left or right handed	✓	✓	✓	✓	✓	✓	✓	✓
PFL special skills or talents	✓	✓	✓	✓	✓	✓	✓	✓
PFL measure	✓	✓	✓	✓	✓	✓	✓	✓
S-EDI measure	✓	✓	✓	✓	✓	✓	✓	✓
Teacher perceived school readiness of child		✓	✓	✓	✓	✓	✓	✓
Most and least important for school readiness			✓	✓	✓	✓	✓	✓

5.2. Structure of primary caregiver survey: Caregivers were asked socio-demographic information related to family composition, respondent age, ethnicity, employment and education, family income, social welfare status, and childcare utilisation. Mental well-being was assessed using the five item WHO-5 (World Health Organisation, 1998) instrument, a measure of positive mental health. The Center for Epidemiologic Studies Depression Scale (CES-D; Radloff, 1977) was used from Wave 3 onwards to measure caregiver self-reported depressive symptomology. The subjective health of caregivers was assessed via the question: ‘In general, how would you describe your overall, general health?’ Parenting was assessed using the Parenting Styles and Dimensions Questionnaire (PSDQ; Robinson, Mandleco, Olsen, & Hart, 2001). Caregivers in all waves completed short form of the Early Development Instrument

(EDI; Janus & Offord, 2000), which was developed at the Offord Centre of Child Studies (OCCS), McMaster University (Hamilton, Ontario, Canada). In addition, a question assessing the caregiver’s subjective rating of school readiness was included from Wave 2 onwards. Caregivers were asked ‘In terms of school readiness, how would you have rated your child when he/she started school in September, [relevant academic year]?’. From Wave 3 onwards caregiver’s perceptions of the most and least important aspects of development for a child’s school readiness was assessed. Specifically, caregivers were asked ‘Which of the areas [below] do you think is the most important and least important for a child’s school readiness?’

Table 5: Structure of caregiver survey across all eight waves of CPSE (tick indicates section/question is included in this wave)

Question /section	Wave 1	Wave 2	Wave 3	Wave 4	Wave 5	Wave 6	Wave 7	Wave 8
Household demographics	✓	✓	✓	✓	✓	✓	✓	✓
Household socio-economic details	✓	✓	✓	✓	✓	✓	✓	✓
Age of child on survey completion	✓	✓	✓	✓		✓	✓	✓
Left or right handed	✓	✓	✓	✓	✓	✓	✓	✓
PFL special skills or talents	✓	✓	✓	✓	✓	✓	✓	✓
PFL measure	✓	✓	✓	✓	✓	✓	✓	✓
S-EDI measure	✓	✓	✓	✓	✓	✓	✓	✓
PSDQ measure	✓	✓	✓	✓	✓	✓	✓	✓
Problems in school	✓	✓	✓	✓	✓	✓	✓	✓
Caregiver perceived school readiness of child		✓	✓	✓	✓	✓	✓	✓
WHO-3 measure		✓	✓	✓	✓	✓	✓	✓

Subjective general health		✓	✓	✓	✓	✓	✓	✓
CES-D measure			✓	✓	✓	✓	✓	✓
Most and least important for school readiness			✓	✓	✓	✓	✓	✓
Preschool/crèche attended					✓	✓	✓	✓
Preschool start and end dates					✓	✓	✓	✓

5.3. File structure of archived data: All eight waves of the caregiver data are included in a single statistical file, entitled **CPSE_Caregiver_Data**. All eight waves of the teacher survey are included in a single statistical file, entitled **CPSE_Teacher_Data**. These two files can be merged as the same 980 cases are included in both. Table 6 below lists the contents of the archived collection.

Table 6. Contents of folders in the archived collection

Folder name	File name	Contents
CPSE_Caregiver	CPSE_Caregiver_Data	The archived dataset for primary caregiver of study child
	CPSE_Caregiver_Codebook	The codebook listing all variables in the caregiver file with some basic frequencies. This codebook was created during the archiving process.
	CPSE_Caregiver_Survey	The survey instrument used to gather data from primary caregiver of study child. Copyrighted scale material may be redacted from the archived version, but where this occurs a citation for the scale is provided.
CPSE_Teacher	CPSE_Teacher_Data	The archived dataset for school teacher of study child
	CPSE_Teacher_Codebook	The codebook listing all variables in the teacher file with some basic frequencies. This codebook was created during the archiving process.
	CPSE_Teacher_Survey	The survey instrument used to gather data from teacher of study child. Copyrighted scale material may be redacted from the archived version, but where this occurs a citation for the scale is provided.

CPSE report		Report by UCD Geary on data collected between 2008 and 2013. Further reports can be found at http://geary.ucd.ie/preparingforlife/
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5.4. **Codebook:** In the codebook variables are listed chronologically as they appear in the archived data file. For each variable the following information is provided:

- Variable name
- Position
- Label
- Type
- Code values are listed for nominal variables
- Missing values including “don't know”, “not applicable” and “refuse”
- Some basic frequencies

Each codebook concludes with a chronological index of variables in the appendix. The name and label for each variable is provided in this index. Also variables are categorised into the major domains of the study for quick reference.

5.5. **Survey:** A copy of the survey that was used to collect the data is provided in PDF format. Scale material that cannot be shared due to copyrighted restrictions is redacted from the archived survey documents, but redacted survey material is cited in full in a yellow box. Users may acquire a copy of the copyrighted scale if they wish to examine copyright restricted survey questions in detail. Users should refer to the citations in the appendix of this guide to correctly cite scale material. Users should provide a full citation for standardised scale data in any new outputs from the archived dataset.

5.6. **Cases in archived file:** There are 980 individual cases in the CPSE archived dataset. Data was collected on an individual child at one time point only. In total there were eight waves of data collection from 2008 to 2015. The wave in which data was collected is indicated by the variable **Wave** in both the teacher and the caregiver data files.

5.7. **Missing data:** While participants were encouraged to answer all questions during the interview, there were some instances where a participant either could not provide a response to a question or did not wish to provide a response. Interpolation methods were used by the researchers to correct for missing data in their analysis, however imputed values are not included in the archived dataset so that new users can manage missing data in a manner that best suits their research design. Missing value codes are listed in Table 7.

Table 7: Missing value codes for categorical variables

Value code	Value label
996	Missing
997	Not applicable Don't know
998	Refuse

5.8. Anonymisation of archived data: In order to protect the identity of respondents every effort has been made to remove personal information that could be used to identify individuals. During 2016-2017, all of the archived data underwent anonymisation to remove primary identifiers (directly identifying information) and to alter secondary identifiers (data which could be used in combination to identify an individual). Where a variable was judged to be potentially identifying (for example a demographic category with a very small number of respondents) data were recoded into broader categories to reduce the chances of re-identification. For a small number of variables recoding was not sufficient to protect identity and these variables were removed entirely from the archived dataset. Every effort was made to retain the maximum quantity of data in the archived dataset to ensure its usefulness.

5.9. Variable naming convention: Variables in the archived data files were created using the following naming convention

- Variables that were generated by the survey are labelled with the survey question number and question text, for example, Q1.1 What is your age?
- Variables that were created from a standardised scale (such as the CES-D) are named with the scale acronym which is capitalised for ease of reference, and labelled with the question text
- Variables that were created by a standardised scale that cannot be shared due to copyright restrictions (such as the PSDQ) are named with the scale acronym which is capitalised for ease of reference, and labelled with the scale title and item number, for example Q3.1 Parenting Styles and Dimensions Questionnaire item 1

Punctuation (mostly apostrophes, commas and quotation marks) was removed from variable labels to prevent formatting errors from occurring when data is used across different software platforms. Labels are limited to 60 character and users should therefore refer to the survey question for the exact wording of the survey question. Users should refer to the codebooks in the archived collection for specific information on individual variables.

6. Recommended data citation

Users are required to provide a full citation for the CPSE data in any new outputs from the archived dataset. The data citation should contain at the very minimum the components shown in Table 8. Please refer to the in-house style of publisher to correctly format this citation.

Table 8. Components of recommended data citation

Identifier	Use DOI [if not available use archive reference or serial number]
Creators	Northside Partnership; Orla Doyle; UCD Geary Institute PFL Evaluation Team
Title	Children’s Profile at School Entry (CPSE) collection 2008 – 2015
Publisher [distributor]	Choose one of the following: Irish Social Science Data Archive Irish Qualitative Data Archive UK Data Archive
Publication year of data collection	2017
Resource type	Collection
Version	Optional [include the version you are using where multiple versions of archived data collection have been released]

6.1. Example citation for the CPSE data collection: Northside Partnership; Orla Doyle; UCD Geary Institute PFL Evaluation Team (2017). Children’s Profile at School Entry (CPSE) collection 2008 – 2015. [collection]. Version 2. Dublin: Irish Social Science Data Archive [distributor].

Appendix 1: Copies of information and consent forms

A1.1. CCA Consent Survey1 Oct2013

UCD Geary Institute
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Northside Partnership & UCD Geary Institute
INFORMATION AND CONSENT FORM
FOR PARENTS OF CHILDREN PARTICIPATING IN

MEASURING SCHOOL READINESS IN PRESCHOOL CHILDREN

Are you currently a PFL family?

Preparing for Life children are already due to be assessed for school readiness at age 4 as part of the PFL Evaluation. So, if you are currently participating in PFL, please DO NOT return this form.

You will be contacted separately about that part of the study.

Invitation for your child to take part in this study

The first few years of a child's life are a very important time when children grow and develop. It is the time when the child's health, happiness and ability to learn are shaped. As part of our on-going efforts to see how children in your community are doing, with your permission, we would like to talk with your child

directly when they are approximately 4 years of age. This meeting will include tasks and games designed to measure young children's abilities across a number of areas such as how they are getting on with letters and numbers and how well they can figure out new things. The session will take about an hour and will take place at your child's preschool.

What will happen if I agree that my child can take part?

If you agree that your child can take part in this study then information on your child's development will be collected by a researcher from the UCD Research Team. The researcher will collect the information through playing games with your child and asking your child to complete some tasks which are designed to be child friendly. These games and tasks have been widely used in other projects and children tend to enjoy them as they feel like they are playing a game rather than being given a test. As a small thank you for your child's time he/she will receive a developmental toy.

By signing this consent form you are agreeing that your child can participate in this direct assessment and that the UCD Research Team have permission to meet with your child at his/her preschool. With your permission, we will contact the preschool directly to set up a time and day to meet with your child.

We will also ask you to fill out a short questionnaire about your family which is included in this packet and can be completed and returned along with the consent form in the envelope provided.

How often will the researchers meet my child?

The researchers will meet your child once, when your child is approximately 4 years old. Eligible children will be between the ages of 4 and 4 ½.

How will the information be used?

The information about your child will be used to give us an idea of how well children in your community are doing. Information about your family from the short questionnaire will be used to provide contextual information about families of participating children. A report and other publications will be written for Preparing for Life. The results will only be presented for the whole group of children and no children or families will be named or identified in the report. All information will be held in the confidence of the research team and no identifying information on individual children or families will be reported or published. The researchers will not provide the results of individual assessments to parents, caregivers or teachers.

How will we keep your child's information safe?

All information about your child and family will be kept private and confidential. This means your child's and family's personal information will be safe and secure and not given to anyone outside of the UCD research team. Northside Partnership will own all the information collected in the study however the names of each child will be removed from this file and only be known by the lead UCD researchers.

Anyone else who sees the records, including the Northside Partnership, will not see your child's name. Instead, numbers will replace your child's name and he/she will only be identified by a number. The list of names and numbers will be kept in a locked file in UCD and all information collected will be kept on computers in a safe and secure place in UCD. The researchers will need passwords to see this information.

Once the study ends an anonymised dataset (with your name and contact details removed) will be placed in the Irish Social Science Data Archive in UCD and may be used by other researchers. Once stored, information based on any individual cannot be removed as it is anonymised and no longer identifiable. The data will be stored and archived the same level of confidentiality guaranteed in this research will apply to the storage and use of the data in the future.

We may wish to follow up with your children as they continue through school, therefore we ask your permission to keep your name and contact details after this initial study has ended in March 2016. This is voluntary, if you do not wish us to keep this information, we will destroy the file with your name and contact details.

Are there instances where my child's information will not be confidential?

All researchers working directly with children are required by the HSE to breach confidentiality only in those rare instances where the welfare of the child is at great risk.

Who are the research team?

The research team is from the Geary Institute at University College Dublin. This team of researchers have been conducting interviews with parents and children from your community for the past 5 years under the direction of Dr. Orla Doyle. They are experienced researchers who have been trained to work with young children. If you have any questions about the research, please telephone Dr. Orla Doyle at [phone number]

Thank you for your valued time and participation!

Signed: The Research Team

UCD Geary Institute
University College Dublin,
Belfield, Dublin 4, Ireland



Institiúid Geary UCD
An Coláiste Ollscoile, Baile Átha Cliath,
Belfield, Baile Átha Cliath 4, Eire

T +353 1 716 4645

geary@ucd.ie

F +353 1 716 1108

www.ucd.ie/geary

CONSENT FORM

Research Centre: UCD Geary Institute, University College Dublin, Belfield, Dublin 4	
Title of Study: Measuring School Readiness in Preschool Children	
To be completed by the: PARENT/GUARDIAN	
Are you currently participating in the Preparing for Life programme? (Please note: If you are currently participating in Preparing for Life, your child is not eligible to participate in this study as PFL children are due to be assessed at age 4 as part of the PFL Evaluation. You will be contacted directly about that part of the study.)	YES/NO
Have you been fully informed/read the information sheets about this study?	YES/NO
Have you been made aware of the research team's contact details and that you can contact them if you have any questions or to discuss this study?	YES/NO
Do you know that you can withdraw from this study at any time, without giving a reason for withdrawing and without affecting your future relationship with your child's preschool?	YES/NO
Do you agree for your child to take part in this study, the results of which are likely to be published in a report and other publications? Your child will not be identified in any way any report or publication.	YES/NO

<p>Do you give consent for a dataset with your name and contact details removed to be placed in the Irish Social Science Data Archive in UCD once the study ends? Once stored, information based on any individual cannot be removed as it is anonymised and no longer identifiable.</p>	<p>YES/NO</p>
<p>Do you give consent for the UCD research team to keep your name and contact details so that we may contact you again regarding potential school readiness research in the future? This information will be securely stored on a password protected database management system within UCD. Only the senior UCD research team will have access to it.</p>	<p>YES/NO</p>
<p>Child Name: _____</p> <p>Child Date of Birth: ___/___/_____</p> <p>What preschool does your child attend? _____</p> <p>Do we have your permission to contact your child’s preschool directly to schedule a time to speak with your child? YES/NO</p> <p>What days does your child attend preschool? _____</p> <p>What times does your child attend preschool? _____</p> <p>To help us to get to know your child and to help put your child at ease during the assessment, please tell us a little about her/him.</p> <p>What is your child like? (For instance is he/she shy, talkative, easily frustrated, generally happy)?</p> <div data-bbox="318 1858 1446 2043" style="border: 1px solid black; height: 88px; width: 695px; margin-top: 10px;"></div>	

What are your child's favourite interests?

Signed by Parent: _____

Date: __/__/____

Name in Block Letters: _____

Parent Address: _____

Parent Contact Number: _____

Thank you for completing this questionnaire. Please place this questionnaire along with the signed consent form in the white envelope included in the packet. Please return the entire packet to your child's teacher.



Parent Survey Number:

MEASURING SCHOOL READINESS IN PRESCHOOL CHILDREN

Short Questionnaire about You and Your Family

What gender is your 4 year old child? Male Female

What is your relationship to the child (i.e. mother/father)? _____

What is your birthdate? ____ / ____ / _____

Do you have any other children, not including your 4 year old child? Yes/No

If Yes, how many other biological children do you have? _____

What are their ages: ____ ____ ____ ____ ____ ____ ____

At what age did you have your first child? _____

Have you finished full time education? Yes/No

If you are finished, at what age did you leave full time education? _____

What is your highest level of education completed? (Please circle one).

No Formal Qualification

Primary Education

Lower Secondary (left before Junior Certification)

Junior/Group/Inter Certification

Upper Secondary (left before Leaving Certification)

Applied Leaving Certification

Leaving Certification/A Levels

Non-degree Qualification (Diploma, Technical or Vocational Qualification)

Primary Degree (Third Level Bachelor Degree)/Professional Qualification or Degree

Postgraduate Qualification

Other

These next questions ask you about your situation now and also when you were pregnant with your 4 year old child.

What is/was your relationship status?	Now? (Please circle one)	When you were pregnant with your 4 year old child? (Please circle one)
	Single Married Co-habiting/ living with boyfriend/partner Boyfriend/partner not living together Divorced Legally separated Widowed	Single Married Co-habiting/ living with boyfriend/partner Boyfriend/partner not living together Divorced Legally separated Widowed
Are/were you in paid work?	Now? (Please circle one)	When you were pregnant with your 4 year old child? (Please circle one)
	Yes No	Yes No

If Yes, what is/was your job?		
If No, for how long have you been without paid work?		
Do/did you have a medical card?	Now? (Please circle one)	When you were pregnant with your 4 year old child? (Please circle one)
	Yes No	Yes No

For the next few questions, please mark with an X which is closest to how you have been feeling over the last two weeks.

Over the last two weeks:	At no Time	Some of the Time	Less than Half of the Time	More than Half of the Time	Most of the Time	All of the Time
I have felt cheerful and in good spirits						
I have felt calm and relaxed						
I have felt active and vigorous (full of life and energy)						
I woke up feeling fresh and rested						
My daily life has been filled with things that interest me						

Thank you for completing this questionnaire. Please place this questionnaire along with the signed consent form in the white envelope included in the packet. Please return the entire packet to your child's teacher.

A1.2. PFL Annual School Readiness Survey Teacher consent form



PFL Annual School Readiness Survey

Preparing for Life & UCD Geary Institute

INFORMATION AND CONSENT FORM

Dear Teacher,

Parents, teachers, and professionals know how important school readiness is for young children. Children who enter school unprepared can experience academic, social and physical difficulties which have the potential to negatively impact on their future development.

The UCD Geary Institute are conducting the PFL Annual School Readiness Survey, a research project concentrating on the school readiness of Junior Infant children from the [name] area. As a teacher of some of the children from this area, we would like you to participate in this study. The principal and other school personnel have reviewed the study and have given us their permission to proceed.

This study will be conducted yearly in October of each academic year over the next four years. By collecting data for this period of time we hope to identify any change in levels of school readiness in young children in the [name] areas over time. By agreeing to participate in the study for the current academic year, you are not obligated to participate in future years. Rather, if you are teaching Junior Infant children in this school in future years, we will contact you again and invite you to participate for that year.

If you agree to join the study, we ask you to complete a questionnaire for each child in your class. The survey asks questions about your pupils levels of school readiness and includes questions related to the their physical health and well being, social competence, emotional maturity, language and cognitive development, communication skills and general knowledge. This survey can be completed at your

convenience via logging onto a password protected secure website using a unique username and password that we will give you. It will take about 5-10 minutes to complete this survey for each child and you do not have to complete the survey in one sitting. In addition to completing the survey, we would like to ask you to assist us in distributing and collecting information and consent forms, as well as questionnaires, to/from the children's parents. To achieve this, we will supply all the materials and just ask that you distribute them to the parents and collect them from the parents when they are complete.

We know that we are asking a lot from you and as a small thank you for your time you will receive a €10 shopping voucher for each completed child questionnaire. Therefore, if you have 15 children in your class and 12 parents agree to participate, you will receive €120 for completing all questionnaires.

Although we do not anticipate any major discomforts and/or risks associated with your participation in this study, some things may concern you about participating. You can choose not to answer any particular question in the questionnaire if you wish. We will listen to any concerns you may have at all times.

While you may not benefit directly from this study, you will be helping parents, children, schools, and other teachers like you to understand more about school readiness in young children from disadvantaged environments. In addition, this survey will serve as an important step toward understanding the needs of young children. Furthermore, findings from this research will allow your school to identify the specific areas of schools readiness e.g. language development, peer relations, to invest and concentrate their efforts on.

All information in the survey will be kept private and confidential. This means your personal information will be safe and secure and not given to anyone outside of the UCD research team. Northside Partnership will own all the information collected in the study, however the names of each teacher will be removed from this file and only be known by the lead UCD researchers. Anyone else who sees the results of the surveys, including the Northside Partnership, will not see your name. Instead, numbers will replace your name. All information collected from the survey will be kept on computers in a safe and secure place in UCD. The researchers will need passwords to see this information. Your name will never be used in any reports of the research. No specific information about your responses will be made available to the children's parents or the school and the school readiness of any individual child or classroom will not be examined. Rather, responses from several participants will be grouped together in an anonymised dataset and the information will be used to gain a general picture of school readiness for children in the area.

Once the study ends an anonymised dataset (with your name, contact details, and child identification number removed) will be placed in the Irish Social Science Data Archive in UCD and may be used by other researchers.

Your decision to join the study is voluntary. You are free to leave at any time without penalty and without giving a reason. If you decide to leave the study, it will not affect your current or future relationship with the school or with UCD.

If you have any further questions about the study, please contact Orla Doyle (email address) at [phone number] or Kelly McNamara (email address) at [phone number].

Your participation is highly valued and key to the success of this project. If you decide that you would like to participate please complete the form on the next page and we will send a copy of this agreement to you.

Thank you in advance for your interest and support in this project and we look forward to working with you in the approaching weeks.

Regards,

UCD Research Team

CONSENT FORM FOR THE 'PFL ANNUAL SCHOOL READINESS SURVEY' STUDY

DECLARATION

I have had the opportunity to read this consent form (or have it read to me) and I believe I understand what it says. I have also had time to consider whether to take part in this project. I have had the opportunity to ask questions about the information in this form and I believe that I have sufficient information to fill out this informed consent sheet.

Name in block capitals.....

Signed..... Date.....

Email address (only to communicate about issues related to this survey):

.....

A1.3. Senior Infants Parent Consent Page

DECLARATION

I have had the opportunity to read this consent form (or have it read to me) and I believe I understand what it says. I have also had time to consider whether to take part in this project. I have had the opportunity to ask questions about the information in this form and I believe that I have sufficient information to fill out this informed consent sheet.

	YES	NO
Do you give your permission for your child's Senior Infant's teacher to take part in this study?		

Child's name in block capitals.....

Child's date of birth.....

Parent's name in block capitals.....

Signed..... Date.....

For parents under the age of 18 years, we require that your parents/legal guardians agree that you take part in this survey. If you are under 18 years, please ask your child's class teacher for a parents/legal guardian's form.

A1.4. Teacher Consent external schools



PFL Annual School Readiness Survey

Preparing for Life & UCD Geary Institute

INFORMATION AND CONSENT FORM

Dear Teacher,

Parents, teachers, and professionals know how important school readiness is for young children. Children who enter school unprepared can experience academic, social and physical difficulties which have the potential to negatively impact on their future development.

The UCD Geary Institute are conducting the PFL Annual School Readiness Survey, a research project concentrating on the school readiness of Junior Infant children originally from the [name] area, participating in the Preparing for Life Evaluation. As a teacher of some of these children, we would like you to participate in this study. The principal of your school has reviewed the study information and has given us their permission to proceed.

This study has been conducted on a whole school basis in three schools in the [name] area in October of each academic year for the last six years. By agreeing to participate in the study for the current academic year, you are not obligated to participate in future years. Rather, if you are teaching Junior Infant children involved in the Preparing for Life evaluation, we will contact you again and invite you to participate for that year.

If you agree to join the study, we may ask you to complete questionnaires for one or more children in your class. The survey asks questions about the pupil's levels of school readiness and includes questions related to their physical health and well being, social competence, emotional maturity, language and cognitive development, communication skills and general knowledge. This survey can be completed at

your convenience via logging onto a password protected secure website using a unique username and password that we will give you. It will take about 5-10 minutes to complete this survey for each child. In addition to completing the survey, we would like to ask you to assist us in distributing and collecting information and consent forms, as well as questionnaires, to/from the children's parents. To achieve this, we will supply all the materials and may ask that you distribute them to the designated parents and collect them from the parents when they are complete.

We know that we are asking a lot from you and as a small thank you for your time you will receive a €10 shopping voucher for each completed child questionnaire. Therefore, if you have 2 participating children in your class, you will receive €20 for completing the questionnaires for those children.

Although we do not anticipate any major discomforts and/or risks associated with your participation in this study, some things may concern you about participating. You can choose not to answer any particular question in the questionnaire if you wish. We will listen to any concerns you may have at all times.

While you may not benefit directly from this study, you will be helping parents, children, schools, and other teachers like you to understand more about school readiness in young children from disadvantaged environments. In addition, this survey will serve as an important step toward understanding the needs of young children. Furthermore, findings from this research will allow schools to identify the specific areas of schools readiness e.g. language development, peer relations, to invest and concentrate their efforts on.

All information in the survey will be kept private and confidential. This means your personal information will be safe and secure and not given to anyone outside of the UCD research team. Northside Partnership will own all the information collected in the study, however the names of each teacher will be removed from this file and only be known by the lead UCD researchers. Anyone else who sees the results of the surveys, including the Northside Partnership, will not see your name. All information collected from the survey will be kept on computers in a safe and secure place in UCD. The researchers will need passwords to see this information. Your name will never be used in any reports of the research. No specific information about your responses will be made available to the children's parents or the school and the school readiness of any individual child or classroom will not be examined. Rather, responses from several participants will be grouped together in an anonymised dataset and the information will be used to gain a general picture of school readiness for children in the area.

Once the study ends an anonymised dataset (with your name, contact details, and child identification number removed) will be placed in the Irish Social Science Data Archive in UCD and may be used by other researchers.

Your decision to join the study is voluntary. You are free to leave at any time without penalty and without giving a reason. If you decide to leave the study, it will not affect your current or future relationship with the school or with UCD.

If you have any further questions about the study, please contact Orla Doyle (email address) at [phone number] or Ailbhe Booth (email address) at [phone number].

Your participation is highly valued and key to the success of this project. If you decide that you would like to participate please complete the form on the next page.

Thank you in advance for your interest and support in this project and we look forward to working with you in the approaching weeks.

Regards,

UCD Research Team

CONSENT FORM FOR THE 'PFL ANNUAL SCHOOL READINESS SURVEY' STUDY

DECLARATION

I have had the opportunity to read this consent form (or have it read to me) and I believe I understand what it says. I have also had time to consider whether to take part in this project. I have had the opportunity to ask questions about the information in this form and I believe that I have sufficient information to fill out this informed consent sheet.

Name in block capitals.....

Signed..... Date.....

Email address & Phone number (only to communicate about issues related to this survey):

.....

A1.5. Teacher Consent



PFL Annual School Readiness Survey

Preparing for Life & UCD Geary Institute

INFORMATION AND CONSENT FORM

Dear Teacher,

Parents, teachers, and professionals know how important school readiness is for young children. Children who enter school unprepared can experience academic, social and physical difficulties which have the potential to negatively impact on their future development.

The UCD Geary Institute are conducting the PFL Annual School Readiness Survey, a research project concentrating on the school readiness of Junior Infant children from the [name] area. As a teacher of some of the children from this area, we would like you to participate in this study. The principal and other school personnel have reviewed the study and have given us their permission to proceed.

This study has been conducted in October of each academic year for the last six years. By collecting data for this period of time we hope to identify any change in levels of school readiness in young children in the [name] areas over time. By agreeing to participate in the study for the current academic year, you are not obligated to participate in future years. Rather, if you are teaching Junior Infant children in this school in future years, we will contact you again and invite you to participate for that year.

If you agree to join the study, we ask you to complete a questionnaire for each child in your class. The survey asks questions about your pupils' levels of school readiness and includes questions related to their physical health and well being, social competence, emotional maturity, language and cognitive development, communication skills and general knowledge. This survey can be completed at your convenience via logging onto a password protected secure website using a unique username and

password that we will give you. It will take about 5-10 minutes to complete this survey for each child and you do not have to complete the survey in one sitting. In addition to completing the survey, we would like to ask you to assist us in distributing and collecting information and consent forms, as well as questionnaires, to/from the children's parents. To achieve this, we will supply all the materials and just ask that you distribute them to the parents and collect them from the parents when they are complete.

We know that we are asking a lot from you and as a small thank you for your time you will receive a €10 shopping voucher for each completed child questionnaire. Therefore, if you have 15 children in your class and 12 parents agree to participate, you will receive €120 for completing all questionnaires.

Although we do not anticipate any major discomforts and/or risks associated with your participation in this study, some things may concern you about participating. You can choose not to answer any particular question in the questionnaire if you wish. We will listen to any concerns you may have at all times.

While you may not benefit directly from this study, you will be helping parents, children, schools, and other teachers like you to understand more about school readiness in young children from disadvantaged environments. In addition, this survey will serve as an important step toward understanding the needs of young children. Furthermore, findings from this research will allow your school to identify the specific areas of schools readiness e.g. language development, peer relations, to invest and concentrate their efforts on.

All information in the survey will be kept private and confidential. This means your personal information will be safe and secure and not given to anyone outside of the UCD research team. Northside Partnership will own all the information collected in the study, however the names of each teacher will be removed from this file and only be known by the lead UCD researchers. Anyone else who sees the results of the surveys, including the Northside Partnership, will not see your name. Instead, numbers will replace your name. All information collected from the survey will be kept on computers in a safe and secure place in UCD. The researchers will need passwords to see this information. Your name will never be used in any reports of the research. No specific information about your responses will be made available to the children's parents or the school and the school readiness of any individual child or classroom will not be examined. Rather, responses from several participants will be grouped together in an anonymised dataset and the information will be used to gain a general picture of school readiness for children in the area.

Once the study ends an anonymised dataset (with your name, contact details, and child identification number removed) will be placed in the Irish Social Science Data Archive in UCD and may be used by other researchers.

Your decision to join the study is voluntary. You are free to leave at any time without penalty and without giving a reason. If you decide to leave the study, it will not affect your current or future relationship with the school or with UCD.

If you have any further questions about the study, please contact Orla Doyle (email address) at [phone number] or Ailbhe Booth (email address) at [phone number].

Your participation is highly valued and key to the success of this project. If you decide that you would like to participate please complete the form on the next page and we will send a copy of this agreement to you.

Thank you in advance for your interest and support in this project and we look forward to working with you in the approaching weeks.

Regards,

UCD Research Team

CONSENT FORM FOR THE 'PFL ANNUAL SCHOOL READINESS SURVEY' STUDY

DECLARATION

I have had the opportunity to read this consent form (or have it read to me) and I believe I understand what it says. I have also had time to consider whether to take part in this project. I have had the opportunity to ask questions about the information in this form and I believe that I have sufficient information to fill out this informed consent sheet.

Name in block capitals.....

Signed..... Date.....

Email address (only to communicate about issues related to this survey):

.....



PFL Junior Infant Survey

Preparing for Life & UCD Geary Institute

INFORMATION AND CONSENT FORM

Why are we doing this survey?

The first few years of a child's life are a very important time when children grow and develop. It is the time when the child's health, happiness and ability to learn are shaped. Our survey will look at children's school readiness as they enter junior infants. We would like to invite you to take part in our survey.

What is School Readiness?

School readiness means that the child is ready to learn. They are starting to recognise different shapes and sizes, as well as letters, colours and numbers. But being ready for school is not just about knowing the ABC's, it is also about being able to sit through classes, make friends with other children, and talk to their teachers. School readiness also means that the child is growing healthy and is excited about learning.

How will you be involved in the survey?

You are one of over 150 families from your community being invited to join our survey. We are asking you to join as your child is in Junior Infants. To help us find out what experiences play a role in getting children ready for school, we ask you to complete the enclosed questionnaire about some of your child's behaviours. The questionnaire will take about 20 or 30 minutes to complete. Also, we ask your permission for your child's teacher to complete a similar questionnaire about your child's school readiness.

You can choose to complete the parent questionnaire and allow your child's teacher to complete the teacher questionnaire. Or, you may choose to complete your parent questionnaire and not allow your child's teacher to complete her questionnaire. Or, you may choose to allow your child's teacher to complete the teacher questionnaire, but not complete the parent questionnaire yourself.

The parent questionnaire is included in this packet for you to take home and complete. Or if you prefer, you can call a UCD researcher on [phone number] to help you complete the questionnaire.

We know that we are asking a lot from you. As a small thank you for your time you will receive a €20 shopping voucher when you complete the questionnaire.

What's good and not so good about helping us?

Some things may concern you about being part of the survey. You can choose not to answer any particular question in the questionnaire if you wish. We will do our best to make sure you are happy with the survey and we will listen to any concerns you may have at all times. While you may not benefit directly from this project, you will be helping us find out about school readiness in young children. If you agree to take part, you will be helping other parents and their children, who are just like your family, as well as teachers and schools.

How will we keep your information safe?

All the information you give us in the questionnaire will be kept private and confidential. This means your personal information will be safe and secure and not given to anyone outside of the UCD research team. Northside Partnership will own all the information collected in the survey, however the names of each family will not be included in any documentation or file. Anyone else who sees the questionnaires, including the Northside Partnership, will not see your name. Instead, numbers will replace your name and you will only be identified by a number. All information collected from the questionnaires will be kept on computers in a safe and secure place in UCD. The researchers will need passwords to see this information. Your names will never be used in any reports of the research. No specific information about your responses will be made available to your child's teacher, classmates, or your child's school.

What happens after the survey ends?

Once the survey ends, an anonymised dataset will be placed in the Irish Social Science Data Archive in UCD and may be used by other researchers. This dataset will not contain any of your personal details and names will be replaced by numbers so that any researcher will not be able to identify the responses of any participant.

How do you join the survey?

Your decision to participate in the survey is voluntary. You are free to change your mind at any time without giving a reason. If you decide not to complete the survey, it will not affect your or your child's current or future relationship with the school or with UCD.

You may want a little time to decide if you want to take part or not. You may want to discuss it with others and those close to you. Also, if you have any further questions about the survey, please telephone Orla Doyle at [phone number] or Kelly McNamara at [phone number].

Your participation is highly valued and key to the success of this project. If you decide that you would like to participate, please sign the consent form on the next page, complete the enclosed questionnaire, and return it to your child's teacher.

DECLARATION

I have had the opportunity to read this consent form (or have it read to me) and I believe I understand what it says. I have also had time to consider whether to take part in this project. I have had the opportunity to ask questions about the information in this form and I believe that I have sufficient information to fill out this informed consent sheet.

	YES	NO
Do you agree to take part in the survey described above by completing the enclosed parent questionnaire?		
Do you give your permission for your child’s Junior Infants teacher to take part in this survey?		

Junior Infant Child’s Name.....

Parent/Guardian Name in block capitals.....

Signed..... Date.....

Address:

For parents under the age of 18 years, we require that your parents/legal guardians agree that you take part in this survey. If you are under 18 years, the following must be signed by your parents/legal guardians:

	YES	NO
Do you agree to allow your daughter/child in your care to take part in this survey by completing the enclosed parent questionnaire?		
Do you give your permission for your grandchild’s Junior Infant’s teacher to take part in this survey?		

Junior Infant Child’s Name.....

Guardian Name in block capitals.....

Signed..... Date.....

Address of child:

    PFL RESEARCHER CUT HERE    



FOR PFL RESEARCHER TO COMPLETE:

ID Number:

A1.7. CPSE Follow Up Letter consent only



PFL Junior Infant Survey

Dear Parents,

Your child's teacher gave you a survey booklet and an information and consent form for the PFL Annual Junior Infant Survey about a month ago. These surveys were given to the parents of all the children who started school in September 2009 in [school names]. We are delighted that over 100 parents have completed the survey and have also given their permission for the class teacher to complete the survey on their child.

Thank you very much for completing the survey!

Our records show that you haven't marked if your child's teacher has your consent to complete the survey regarding your child. We have included a photocopy of your signed consent form.

Can you please tick 'yes' if you give permission for your child's teacher to complete the questionnaire and 'no' if you do not give your permission.

We would be grateful if you could complete this form and return to your child's teacher by Friday the 11th December.

Thank you for taking the time to read this letter and for participating in this project.

Yours sincerely,

Preparing for Life Programme and UCD Research Team

Appendix 2: Indicators and standardised scales – full title and citations

Scale acronym in data files	Full title of scale	Scale citation
PSDQ	PSDQ; Robinson, Mandleco, Olsen, & Hart, 2001	Robinson, C.C., Mandleco, B., Olsen, S.F., & Hart, C.H. (2001). The Parenting Styles and Dimensions Questionnaire (PSDQ). In: B.F. Perlmutter, J. Touliatos and G.W. Holden, (Eds.), Handbook of family measurement techniques: Vol. 3. Instruments & index, (pp. 319- 321), Sage, Thousand Oaks.
WHO5	WHO-5; World Health Organisation, 1998	World Health Organisation: Regional Office for Europe (1998). Well-being measures in primary health care: The DepCare Project. Consensus Meeting, Stockholm, Sweden.
CESD	Center for Epidemiologic Studies Depression Scale (CES-D); Radloff, 1977	Radloff, L.S. (1977). The CES-D scale: A self report depression scale for research in the general population. Applied Psychological Measurement, 1, 385-401.
SEDI	Early Development Instrument (EDI; Janus & Offord, 2000)	Janus, M., & Offord, D. (2000). Readiness to learn at school. Canadian Journal of Policy Research, 1, 71-75.

Appendix 3: List of publications as of Dec 2016

A3.1. Public reports

Doyle, O., & UCD Geary Institute PFL Evaluation Team (2016). Preparing for Life Early Childhood Intervention Final Report: Did Preparing for Life Improve Children's School Readiness?

Doyle, O., & PFL Evaluation Team (2012). Report on children's profile at school entry 2008-2013. Report to Preparing for Life programme.

Doyle, O., & PFL Evaluation Team (2012). Report on children's profile at school entry 2008-2012. Report to Preparing for Life programme.

Doyle, O., & McNamara, K.A. (2011). Report on children's profile at school entry 2008-2011: Evaluation of the Preparing for Life early childhood intervention programme. UCD Geary Institute Working Paper Series, 2011/08.

Doyle, O., & PFL Evaluation Team (2010). Report on children's profile at school entry 2008-2010. Report to Preparing for Life programme (Atlantic Philanthropies & Office of the Minister for Children).

UCD Geary Institute PFL Evaluation Team. (2009). Report on children's profile at school entry 2008-2009: Evaluation of the Preparing for Life early childhood intervention programme. UCD Geary Institute Working Paper Series, 2009/24.

A3.2. Websites

Preparing for Life programme website: <http://preparingforlife.ie/>

Northside Partnership <http://northsidepartnership.ie/>

Preparing for Life programme at Northside Partnership: <http://northsidepartnership.ie/preparing-life>

UCD Geary Institute at University College Dublin: <http://www.ucd.ie/geary/>

Preparing For Life evaluation at the UCD Geary Institute: <http://geary.ucd.ie/preparingforlife/>