Overall Motivation

- Overall Motivation was assessed in kindergarten through grade 2 with teacher ratings, which included items such as "eager to learn, reads for enjoyment, and tries hard." Items were summed and standardized to create Overall Motivation scales for each grade. Two composite variables (Overall Motivation K-1, Overall Motivation 1-2) were created by taking the mean of the standard scores for grades K-1 and grades 1-2, respectively.

- Overall Motivation was also assessed in grades 3 and 4 with student ratings, which included items such as "school is important, I like learning things, and schoolwork is easy for me." Items were summed and standardized to create Overall Motivation scales for each grade. The composite variable Overall Motivation 3-4 was created by taking the mean of the standard scores for grades 3-4.

School Commitment

- School Commitment is a subscale of Overall Motivation from the grades 3-4 student survey. Example items include "I like school and learning is fun." Items were summed and standardized within each grade to create a School Commitment scale. The composite variable School Commitment 3-4 was created by taking the mean of the standard scores for grades 3-4.

General School Attitudes

- General School Attitudes is a subscale of Overall Motivation from the grades 3-4 student survey. Example items include "I like school and learning is fun." Items were summed and standardized within each grade to create a School Commitment scale. The composite variable General School Attitudes 3-4 was created by taking the mean of the standard scores for grades 3-4.

Perceived Cognitive Competence

- Perceived Cognitive Competence is a subscale of Overall Motivation from the grades 3-4 student survey. Example items include "I am smart and work hard for school." Items were summed and standardized within each grade to create a Perceived Cognitive Competence scale. The composite variable Perceived Cognitive Competence 3-4 was created by taking the mean of the standard scores for grades 3-4.

Data Analysis & Results

- Multiple regression analyses were used to examine the predictive effects of early risk factors and CPC participation on measures of children's achievement motivation (see Table 1).

- Participation in the CPC preschool was a significant predictor of children's overall motivation in grades K-1 ($\beta = .233, p < .01$), grades 1-2 ($\beta = .398, p < .01$), and grades 3-4 ($\beta = .386, p < .10$) above and beyond early risk factors.

- CPC preschool participation significantly predicted children's school commitment ($\beta = .39, p < .01$) and cognitive competence ($\beta = .403, p < .10$) beyond early risk factors.

- Main effects also emerged for gender and mother's educational attainment.

- In addition, there was a significant interaction between preschool participation and gender ($\beta = .212, p < .05$) for overall motivation K-1.

- Adjusted mean comparisons were calculated for each scale for the grade levels measured using ANCOVA (see Table 2).

- Results confirmed hypotheses that children participating in a high-quality preschool intervention would show higher achievement motivation than children who did not.

- More specifically, children who participated in the CPC preschool had higher overall motivation ($\beta = .106, p < .10$) above and beyond early risk factors.

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