

APPENDIX B

Respondent Comments

Waterford Institute
UPSTART Survey

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Study conducted by

Dan Jones
& ASSOCIATES

515 South 700 East · Trolley Corners, Suite 3H · Salt Lake City, UT 84102
801.322.5722 · Fax: 801.322.5725

Question 1: What is the primary language spoken in the home? (Other – specify)

Arabic.

Both Spanish and English.

Japanese.

Russian.

Turkish. (2)

Question 2: First...How did you learn about the UPSTART program? (Unaided – other – specify)

A clinic.
A flyer at the library. (2)
A flyer someone gave me that they got from school.
A library.
A senator.
Ad at preschool.
Ad on TV.
Advertisement at the library.
Advertiser.
An advertisement on TV.
An article in the paper about abuses in government spending.
At the clinic.
Blog. (2)
Bulletin at hospital.
Church.
City library flyer.
Daycare, and librarian.
Daycare.
Deseret News.
Email ad.
Email from friend.
Email.
Employee of Waterford.
Employer.
Flyer at daycare.
Flyer at Health Department.
Flyer at my pediatrician's office.
Flyer at the hospital.
Flyer at the library. (3)
Flyer from school.
Flyer in church.
Flyer in the doctor's office.
Flyer on a bulletin.
Flyer sent home from school.
Flyer sent home with a little girl that I baby-sit.
Flyer. (6)

Question 2: First...How did you learn about the UPSTART program? (Unaided – other – specify)

Head Start or WIC.

Head Start. (2)

I saw a flyer in the city office.

I saw a notice at the library. And it appeared in my home email Yahoo group.

I think I read it somewhere. I can't remember where, and I called.

I think it was on the news.

I work at the state office.

It was on the news as their feature story.

K-12 Washington County virtual county sent out an email.

KSL Internet news.

KSL news. (3)

KSL. (2)

KSL.com.

Library flyers.

Library had a brochure on it.

Library. (2)

Local advertising channel.

Local news.

Mailer from the county or the state.

My daughter's elementary school.

My daughter's preschool.

My husband brought a flyer home.

My job.

My kids were in the pilot program a few years ago.

Neighbor went to computer class at a church. I heard on KSL that they were doing it at home.

News story on KSL.

News. (18)

Newspaper. (2)

Our Head Start coordinators talked to us about it.

Over the radio.

Phone message.

PTA.

Radio. (2)

Salt Lake County library.

School.

Scott Duvall.

Question 2: First...How did you learn about the UPSTART program? (Unaided – other – specify)

Search on the Internet.

There was an ad on KSL.

There was something on the radio about it.

They sent me a flyer.

Through a flyer.

Through a legislative representative.

Through his daycare, they had a flyer.

Through the preschool.

TV news. (2)

TV. (2)

Waterford Institute.

We got a flyer.

We were involved in the pilot program. I've done it with all my kids at our stake center. I heard about it through church.

Question 3: What do you like the most about UPSTART?

Almost everything. My five year old is reading. I like the reading readiness.

An activity for him to do to learn.

At first, my daughter loved it and spent a lot of time on it.

Because they teach my child good things.

Beneficial for my daughter.

Besides it being free.

Besides that it works? I think that it is a well-rounded program.

Child can do it independently.

Convenient. Doing it at home.

Discipline is one of the good things, and the format is very clever. It gradually gets them into recognizing words, making them aware of words as they progress. He loves Wyatt.

Everything about he program.

Everything is good. I've even learned some English.

Everything.

Everything. I like that it does not move on until the child has actually mastered that course. I like that it's exciting and gets my son's attention.

Everything. I love how interactive, animated, and lively the program is.

Everything. It helps my son learn a lot, like his letters and numbers.

Everything. It's good for us.

Everything. My son has been doing it for six months, and he's reading.

Everything---because it's helped my child a lot. It's a good program.

Focuses for first 15 minutes on reading, then math and science.

Forced us to take some time to do some learning.

Gets my kid excited about learning.

Good information for the children. They can learn math and to be consistent.

Good material.

He is learning English and is teaching his siblings.

He learned how to say letters and words. At the same time, he learned the correct way to speak.

He liked the songs and stories.

Helps him get ready for kindergarten.

How easy it is to use at home.

How interactive it is.

How it intrigued my child.

How much my child has grown and learned in such a short amount of time.

How much my kids learned, and that it made it fun for them.

How simple it is to use for both parent and child.

I feel like it is an extra help in the home to continue working on education. It's fun and helps to focus them on education.

Question 3: What do you like the most about UPSTART?

I feel like my son has learned a lot from it and is progressing academically.

I felt like it was a well conceived approach to primary education.

I found it was very high interest for the kids. I am a professional educator myself. And I found it to be really educationally sound. I couldn't keep my little girl off of it. I wish we had it for my younger boy. During the summer, things get crazy. And I like how they call it if they hadn't been on it in a couple days. It just helped me out that way. She is reading above grade level now.

I guess just the convenience of it.

I guess that it's in my home and easy to do.

I knew my daughter was ready to read, but I had a hard time in getting her interested in trying, but she was very interested in trying things on the computer. I introduced her into the program as a game, and she started to read very soon after.

I like a lot of things about it. It's hard to say what I like about it. I like that it's fast paced.

I like all of it.

I like everything about it. I loved it. I loved that it was free, at home, and it kept to her pace. It was personalized. The little song helped her learn her alphabet. The support staff was always able to help me. Every month they would send a postcard, which would reward the child with how many hours they spent on the program.

I like everything about it. My daughter likes it when she learns and then can do games after.

I like everything about it. My son is learning a lot.

I like everything because it teaches them everything.

I like everything. I like the support and that my child could use it. It was kid friendly on the computer, which some of them aren't. Every time I called, everyone was nice and helped me with what I needed. My child loved it.

I like how creative it is, entertaining.

I like how it doesn't move her on before she's ready. It's able to pace her.

I like how it engages my son.

I like how it has taught her the numbers and the sounds.

I like how much he likes it.

I like how much it teaches my kid. It is just very engaging.

I like how much it teaches the kids.

I like how much my son is actually learning.

I like how my kid is starting to read, and he's not even in kindergarten.

I like it all. My son has autism. It's hard for him to focus on things for a long period of time, and now he has a better focus of what's going on.

I like it all---the numbers.

I like it when he plays the game. He does real well playing it. He has a good time.

I like that he can do it himself.

I like that it goes according to his abilities.

I like that it goes off what my daughter did the day before. It's suited to her. It will advance as she advances, according to her level. It teaches her at the level she's at.

I like that it has a variety of things that he is able to do.

I like that it helps me teach my kids the alphabet.

Question 3: What do you like the most about UPSTART?

- I like that it involved a lot of the senses. My kids responded to the visual-ness and the songs. It brought a lot together nicely. I like that it is on their level. It advances with the child, according to the child's level.
- I like that it is individualized.
- I like that it is learning on the computer, which makes it fun.
- I like that it keeps track of the child's progress and gives them work on their level.
- I like that it progresses with the child as they are learning. They don't have to stay on something if they've learned it, and it's very kid friendly.
- I like that it teaches, and it's so engaging.
- I like that it was on the computer, easy for my daughter to access, and she enjoyed doing it.
- I like that it's a learning program and that it is at the kid's pace.
- I like that it's educational.
- I like that it's fun for my kids, and they're learning at the same time.
- I like that it's in our home, and takes the answers that kids have and where to go next from that point.
- I like that it's interactive. It uses a lot of songs, and I think that keeps my kid's attention really good.
- I like that it's on the computer, and that he's getting access to that, and it has a variety of activities for him to do.
- I like that it's very interactive and that she's learning stuff.
- I like that my child can do it independently.
- I like that my child learns form the program.
- I like that my daughter can do it whenever she wants during the day.
- I like that my daughter is learning English and other things, so that when she goes to school she will be prepared.
- I like that my daughter uses it.
- I like that my son can do it himself and that I don't have to help him.
- I like that she got to do it all summer. While all the other kids were playing, she was still learning.
- I like that she likes it, because she is learning her letters and numbers.
- I like that the kid doesn't need the adult there to sit and help them.
- I like that there is a lot of activities and that the staff is there to help me. That my child is learning. My child learned to read and the songs.
- I like that when the kids are doing activities, after they get an exam, and then get to do more activities.
- I like the convenience and the variety of the lessons.
- I like the convenience. I like that it is tailored to my daughter's needs. It grows with her.
- I like the different learning applications it has, the reading, lots of games.
- I like the emphasis on learning the different letters and the emphasis on phonics.
- I like the program. It's complete for us.
- I like the results.
- I like the software.
- I like the variety of different applications that they can do, but it's also repetitive at the same time. I like that.
- I like the variety of the activities they have. Keeps both of my kids entertained with different things to do.

Question 3: What do you like the most about UPSTART?

I like the way it keeps his attention and variety of the programs.

I like the way that it's very repetitive, but in a joyful way, not boring. I like that it was challenging.

I like the whole program. It teaches my child, and he loves the songs.

I like to see my son learn, especially learn English.

I liked it all.

I liked it just because my oldest daughter used it in school. Just that they could learn their letters, and the kids could enjoy it and have fun using it.

I liked that it gave the kids a regular time to work on school stuff. The structure.

I liked that it was at home and made my daughter feel successful, as well as the educational aspect of it.

I liked that it was entertaining and fun. And I liked that it adapted to what he needed to learn, because it would test him and the letters he missed. After, it would review.

I liked that it was free.

I liked that it was interactive and that it was appropriate for our son's age and that he had fun with it. It wasn't something I had to make him do, he wanted to do it.

I liked that she could go at her pace and that it's on the computer.

I liked that the kids could do it on their own and still learn a lot.

I liked that they provided us with a computer. That was the greatest perk for us.

I liked the way the way they teach the letter formation and how to say the sound.

I love all of it. I just really like that it is fun, and educational, and that my kids love it. It kind of compliments what I try to do with them at home.

I love that it's in our home. It is an awesome program. All my kids are top readers.

I love the work ability and that my son can do the basic computer stuff by himself. I like that it is good for his age group. Everything about that program is geared for the children, so that they learn and do not get frustrated.

I loved it. My son did so well with it. I like the way they would really engage the child. They would have them write the letters and say the letter, and then have them associate it with three or four words and with the songs as well. I liked that it has him work on it everyday. I like that it had him advance to new levels.

I really like the rhyming components. My daughter is in the syllable part of it and into the reading stuff.

I really liked the whole thing.

I think I like it because it really is teaching my son how to read, and it's fun for him.

I think I like the songs the best---by singing, she learns a little bit more. She learned her numbers really quickly because of the song. She likes the stories in the library.

I think it engages the kids and gets them used to working with computers. The basic letter recognition reinforcing what he learned in preschool.

I think it has taught her a lot. I think it's perfectly developed for the child, and I like everything about it.

I think it helps our children to learn some things that we are trying to teach them, but it kind of helps to have some sort of an additional resource.

I think it is changeable. He can get over the boring stuff and get some new stuff coming up.

I think it's a better program for preschoolers.

I think it's very consistent.

Question 3: What do you like the most about UPSTART?

I think the approach for learning everything on it is really good. She is catching on better. The repetitiveness of it.

I think the program itself is awesome. My son loves it, which makes it even better.

I thought it was creative, fun, and interactive. I thought it was well researched.

I thought it was good software for the kids to play on.

I'm lower income, and we didn't have a computer in the house. I am really glad that he gets to use that. He hears other kids play video games, and he thinks he is.

It did a really good job preparing them for kindergarten.

It doesn't cost anything, and my son can do it from home.

It gave my daughter an advantage in kindergarten.

It gives my daughter good exposure to letters, reading, songs, and nursery rhymes. It helps her to know her way around the computer as well.

It got him ready for kindergarten.

It had a variety of things, and my daughter was actually able to move up a level with her ability.

It helped my son a lot with letters and to make words.

It helps him learn, and my son likes it.

It helps my daughter learn more.

It helps. He has gotten quite a bit out of it so far.

It keeps his attention.

It kept her attention.

It kept my kids occupied.

It really helped my twins get ready for kindergarten.

It really helped. He enjoyed it. It was well put together.

It seems to engage my child. The program picks up inactivity and gets him back on task, which is really helpful.

It shows children real life ABC's. He started reading a little bit.

It so age appropriate. It does the testing, then fits them exactly where they belong.

It taught him how to write his name.

It taught my kid to my read.

It teaches them to read and about the letters in a way that is fun for them.

It was all good. It was easy, and my child liked it.

It was at home.

It was convenient.

It was easy to use, it was fun. It wasn't a fight to get her (my daughter) to do it. She loved to be able to do it everyday.

It was easy to use.

It was easy to use. It actually really works, and I wish he would have it sooner.

It was educational and entertaining.

It was really effective. Within a week of using it, she had all of her letters and sounds. It's a very good program.

Question 3: What do you like the most about UPSTART?

It was something to do on the computer other than play video games, and that it was in our home.

It was very animated. The kids like it.

It's a complete program and has everything.

It's a good program because it helps my daughter learn everything.

It's convenient, and it's really helped his reading level.

It's easy enough for the child to go through it himself and at his pace.

It's easy for my son to understand. I don't have to explain much. He can pretty much do it on his own and understand what is going on.

It's easy for the kids to follow along.

It's educational.

It's effective.

It's fun for my son, and it's convenient.

It's fun for the kids, and they learn doing fun things.

It's good, sound instruction for my preschoolers, and I know it works. It helps them, and they like it.

It's got things that make my kids continue to want to use it. It's engaging to them.

It's just a fun, interesting, different way for my son to learn letters, numbers, and reading. The format it's in is very interesting to him.

It's pretty good. Two of my granddaughters have been on the program, and they love it.

It's really easy for kids to use.

It's really educational.

It's really effective as a teaching skill, and it's convenient. It's fun, and my girls love it.

It's really interactive, and he likes to look at the music the most.

It's really kid friendly, and my kindergartener that used it is at grade level.

It's really teaching her how to read. She has fun with the songs.

It's something that is age appropriate that my son can do on the computer. It's also education oriented, and I like that.

It's teaching him a lot. It's done a lot at teaching my son.

It's user friendly for the kids. For the most part, they like it.

It's very flexible for what we need. You don't have to do it at a specific time.

It's very motivating, but not all games. It's educational. They don't realize they are learning, and it helps him to learn really quickly.

Its helped my child learn a lot. It has actually taught her up to a first grade level at the age of four.

Just how easy it is for my son. He can just go with it and the learning it comes with.

Just how much they learn.

Just it's very thorough, and provides a great education for preschoolers.

Just that it teaches. It has really helped my son learn how to read.

Just that it was fun for my daughter. She thought it was fun and animated.

Just that right now, he doesn't have preschool, so it's a good substitute.

Question 3: What do you like the most about UPSTART?

Just that we could do it at home, that I didn't have to trek outside to take her to preschool.

Just the different programs it offers my son.

Just the educational part.

Just the extra help it's giving him for learning.

Just the letter and sounds recognition my child is learning.

Just the stuff that they teach the kids. They seem to be able to remember it.

Keeps the kids interested.

Learning tool that my daughter can do by herself, independently driven learning.

Most of the time, she likes to do it.

My child loves it. They love the songs.

My daughter has really learned a lot.

My daughter likes all the games and the songs. She loves the pirate song, specifically. We wish it was for all ages. She was really loving it and enjoying it.

My daughter likes it.

My daughter loves it, and it's teaching her something.

My daughter loves it.

My daughter loves to do it and enjoys it. She seems to have learned quite a lot and progressed quite a bit.

My daughter loves to play with it, and she has been learning a lot. She has tried to write her own stories and words.

My daughter's learning a lot from it.

My favorite part is the exposure to all the different fonts, voices, and diversity---then cemented in another manner.

My girl likes it, and I could see she was having fun learning the stuff for kindergarten.

My kid learned a lot about his letters and everything he needs for school. I like that they have different kinds of songs.

My kids enjoy it. It's educational and a lot of fun.

My kids just love it. They think it's fun.

My son has learned so much. He has loved to learn the numbers.

My son is learning a lot. He even knows how to read.

My son likes to play on the computer anyway, so it is a good way for him to learn while he is playing.

My son loved it. It was very engaging, and he could do a lot of it on his own. I felt like he learned a lot.

My son seems to like the music and the songs on the program.

My son started to learn English. When he started kindergarten, he was prepared.

No comment. (5)

Probably it's easy it to use.

Probably that it's just really engaging and has good songs.

Probably the flexibility.

Probably the game. It was easy for my son to use.

Question 3: What do you like the most about UPSTART?

Probably the variety of the different lessons.

Recorded progress and the time we spent on there. The curriculum was perfect for my son.

Self directed.

She could relate to it really well because of the characters in it.

She enjoyed doing it.

She really liked to do it, and I liked the fact that she could do it by herself.

She's actually started to learn her alphabet and sounds very well.

She's doing great. She's starting to read words. It just builds each day, and her vocabulary is improving everyday.

She's learning so much. She's still learning a lot.

Teaches my children how to read.

That both my kids enjoyed it.

That he can just do it at home.

That he can kind of do it independently.

That he learns, and he enjoys it.

That he likes it, and that he does it totally himself.

That I can do it at home, and it's easy.

That I can do it at home.

That I really see results. My son has been in preschool for a year and a half, and he's picked up quite a bit from preschool.

That it didn't involve participation by the parent, and it was backed by a well-known learning company. And it was free to me.

That it focuses on the child. He just puts his headphones on and is in his own world.

That it gives my son a chance to get a good education or a good start. Also, that it is offered at no cost.

That it has a lot of different things they can learn, and that they can pretty much do it on their own.

That it helped her learn to read.

That it helps the kids.

That it is an extra program to help them learn their alphabet and their syllables. It seems to be a good pre-reading tool.

That it is educational, the songs are good.

That it is something they can do every day. Helping them learn their letters and even start to read.

That it is very well organized, and makes sure that they are achieving the certain tasks before they can actually advance. I like that they make it look like a game so it is fun for them.

That it teaches him a lot, and prepares him for school.

That it teaches them, and helps them to learn to read.

That it was educational, and the kids thought that they were playing video games.

That it was free.

That it works.

Question 3: What do you like the most about UPSTART?

That it's at home, and we can do it during nap time when she can concentrate the most. I've learned my daughter is not an auditory learner, so being able to tap out the letters for her multi-sensory use is very, very helpful.

That it's different every time they get on it.

That it's engaging.

That it's free and doesn't cost anything.

That it's here, you can do it when it's convenient, and progress them as needed.

That my child can go to the computer and start it up himself. When he wants to go sit down and do it, he can do it. The simplicity of it.

That my child could do it at home. They also had really awesome technical support.

That my child is actually learning something, and it's free.

That my daughter is learning.

That my son has learned his letters and words.

That my son is learning to read.

That my son's able to do it on his own every day.

That she can do it at home. It's fun for her.

That she can do it by herself, and it's catered to her.

That she can do it on her own schedule.

That the kids can work at their own pace, and that it tracks him.

That the kids learn a lot of stuff that they would have learned in Head Start.

That the kids like it. That it's fun. They think it's a game.

That they gave us a computer to use the program, and that we can fit it into our schedule.

That they learn new things, and it's good for them.

That we can do it at home.

That we can do it when fits in our schedule.

The availability. You can do it online. Instant feedback.

The children learn so much. She knew her colors and numbers when she started preschool.

The convenience of it at home.

The convenience of it.

The convenience of it. It can be done while I make dinner.

The convenience. I think it is very high quality.

The ease of use.

The education on the computer.

The educational value.

The fact that it pushes my kid.

The fact that it was free and convenient.

The fact that my son loves it.

The interaction with the songs.

Question 3: What do you like the most about UPSTART?

The kids learn a lot. When they go to kindergarten, they will be prepared.

The kids like it, and they learn.

The kids like it, it's catchy. It catches their attention. It's interesting, and it's not just boring stuff. They personalize it with their names.

The most important thing is they think they're playing, but they're learning.

The opportunity my child has to learn through something that is scheduled every day.

The power words, irregular words that it teaches.

The programs were cute and interesting, which kept his attention and made it fun to learn.

The results. It was entertaining, and my granddaughter jumped two grade levels in three months.

The science, and math.

The songs that go along with the lessons.

The songs, and the kids like it. It's easy to use, and the songs are catchy.

The songs, and the repetition.

The teaching reinforcement.

The variety of learning. They make learning fun.

The way it is really methodical. It teaches them letter names and sounds.

The way it taught my daughter to recognize letters. I liked that it was fun for her.

To learn the alphabet, they associated with the letters in their name.

We are happy with the results we've gotten.

We can do it whenever.

We've done a couple of at-home programs for learning, and I like the variety it gives. So for each of the activities, they have variety---so you're not repeating the same activity to learn the concept. The child stays constantly engaged.

Well, it helps my son. But also, just the fact that they helped provide us with a computer because we can't afford one, and it helped us out that way, too.

You can do it from home, and that it is free.

Question 4: And, what do you like least about UPSTART? (Unaided)

A few technical issues. And there are certain things that are repeated too much, just a little over the top.

As a parent, it is kind of hard to get her to do it every day. It proves a bit challenging to get her on there every day like I should.

At the beginning, it was tricky getting started up.

Can't go in and have them work on specific subjects.

Don't know. (9)

Every once in awhile, it freezes up.

Every once in awhile, it would shut down, or just quit when she was working on it. If she didn't log out of it just right, it would mess up the settings on our computer.

Every once in awhile, we'll have some technical difficulties.

Getting it on the computer actually took awhile.

Getting my son to do it. Getting him to start is always a fight.

Having to do it five days a week.

He didn't get to do it that much because it took awhile for the computer to get here.

I can't tell you anything I don't like.

I couldn't get the signal. I had so many problems setting it up and using the program.

I don't have a least part.

I don't have anything bad to say.

I don't know that there's anything.

I don't like having to convince her to do it every day.

I don't like that it is only for kids four and five. I think younger kids should be able to do it too.

I don't like the assessment. I don't like how it's laid out.

I don't think that it progresses as well as it should have.

I don't think they have a problem with it at all.

I guess how many days you have to do it.

I guess it probably moves too fast for his age. He just gets frustrated because he doesn't know it and doesn't want to do it.

I guess just trying to get my kids to do it consistently.

I guess that if you take too much time away, it makes you repeat things. My son didn't like that.

I had my younger child on it too. I couldn't continue the program once my older child graduated.

I had some problems with the drive that ran the program.

I had some technical difficulties with the software.

I had to disable user account controls to get updates.

I have a problem with the updates on my computer, so I have to call in and get it fixed every time.

I have to motivate her. At first, she was very motivated, and now I have to motivate her to get on there. I don't know if she's bored or if its getting harder. I think a lot of the time, I think it's because its getting harder.

I just wish she could still do it through kindergarten.

I keep having problems with it. Glitches and bugs that they say they've fixed, but they keep coming back.

Question 4: And, what do you like least about UPSTART? (Unaided)

I least like the pressure given to me by Waterford as a parent.

I liked everything.

I only have one computer that it can be done on, and I have five preschoolers.

I pretty much like everything about it.

I really don't have anything bad to say. Trying to return it was the hardest thing because I lost the return envelope.

I sent the program back, and they still send me emails that I'm not using the program. I should have just kept it.

I thought it was an effective program. Some of the things seem to be a little redundant for what he already knew. And he kept hammering home that kind of stuff.

I thought there were certain parts of the program that were confusing to little children. I love being a hands-on parent, but I thought there were some parts where they needed a little too much parental help.

I wish that I could check and see how much time he's done on the computer, instead of having to wait a week to see if he's done his minutes or not.

I wish that you could set it to more of his level.

I wish the words were a little more in sync with what's happening on the screen.

I wish they would have advertised it so I would have known about it sooner.

I would've liked to be able to pick the activities a little more, and that the levels were a little too inconsistent. It was hard to pick a level that was good in all the areas.

I would've liked to had it longer. Make payments so I could've had it, because it's a total benefit.

I'd really like to be able disable free play so he can stay and do the math or science modules longer.

I'm not sure yet. There's problems here and there, but they fix them quickly.

If they can make it so that it's up to the child on how long they want to be on the computer.

If you are not on it for the whole 15 minutes every day, they call or leave you pretty nasty e-mails.

In the beginning, she was doing only letters and sounds. She seemed to get bored with it.

It actually didn't work on my computer very much. There was trouble.

It asks a lot for her verbal feedback, or to record her voice reading, and we don't have any way to do that. She gets frustrated with that because she can't record.

It being hooked up to the Internet.

It blows my computer out of the water every few weeks---not super compatible. Computer interface issues.

It crashed my computer.

It doesn't change. For months, he wouldn't go to it because it is the same thing over and over. Repetition is good, but, as you learn, you should be able to progress to different levels. It's the same thing over and over.

It doesn't seem like there is a really easy way to see how they're doing. There's not an easy way to see that they're progressing. Maybe I just haven't looked hard enough, but I haven't found an easy way to see an up and down flow chart or anything.

It finished when my son started kindergarten.

It frequently causes the computer to crash. Then the computer would be at the smallest screen setting it could get to.

It had a glitch, and it didn't let her get to the program after she did her required 15 minutes.

It has some activities that I think are too weird for the kids to understand what they are learning.

Question 4: And, what do you like least about UPSTART? (Unaided)

It is kind of hard to do it 15 minutes five times a week. He doesn't like the syllable part.

It makes my computer do funny things sometimes.

It makes the resolution on my computer all funky.

It seemed to be a little repetitive. My little boy got a little bored with it, didn't want to do it.

It seems like it's kind of hard to navigate.

It seems like, because it is a computer program, that my daughter can circumvent the exercise she's suppose to be doing.

It seems that he has already mastered some things, and he gets bored, and he still has to go through them.

It seems to be pretty repetitive.

It seems to have some glitches on my computer.

It takes awhile to load up.

It was a little hard in the beginning. She was ahead of the lessons, but now she's gotten to the point of putting words together, and she loves it.

It was a little hard to get into some of the different areas of it.

It was kind of hard at first to fit it in our schedules.

It was kind of monotonous. I didn't feel like it adapted to his learning very well. He got bored with it.

It was not expensive, so we were not able to continue it.

It was too long, as far as the part that they had to do. It was at least 30 minutes before they could access any of the other features. She does well reading, but it took forever. And then she couldn't access the math or science. By the time it would let her access it, her interest was gone.

It was too repetitive, and my son would lose interest quickly.

It was very repetitive. Based on alphabet, not based on shapes and colors.

It wasn't adjustable based on the test results. It was too easy for my daughter.

It's a little repetitive. Can't find a happy medium with it.

It's a little too repetitive, and he gets bored.

It's hard to do it five days a week consistently. And if I don't do it five days a week, they call me.

It's hard to get them to do it every day.

It's hard to remember to do it every day.

It's hard to remember to have her go down and play. I have been on bed rest because I'm pregnant.

It's kind of slow moving for my son anyway. Maybe for others it's not.

It's nice that we can do it every day, but doing it every day, my son sometimes gets bored when they repeat the same activity for several weeks.

It's not my computer. Sometimes they don't let the kids the move for awhile. They're explaining things. My son gets impatient and stops listening to the instructions. It would be nice if we could skip through something that he detests. There are a few little things that he hates doing. If he has to do that, then he won't do preschool that day. It is actually too advanced for him. It is difficult for me to control. Some things that he is doing is right on his level. And then it advances to things he can't do, so he just hates it.

It's too bad that it isn't available to more people.

It's very repetitive.

Its hard to do it every day.

Question 4: And, what do you like least about UPSTART? (Unaided)

Just the logging on. You had to go into two different areas. One of them to test, and one of them to do the program, and that was a little bit confusing.

Just the time requirement.

Like right now, he has to take a test, and I have the wrong information. I can't log him into the right test.

Making her do it. The commitment of having to do it 25 minutes a day.

Maybe it's a little too slow. It doesn't progress as quickly as my daughter has.

More interaction with kids.

My child got bored of it.

My concern is the kids tied up to the computer. I worry about them watching the screen too long and the effect of looking at the monitor too long.

My daughter gets bored with the repetitive.

My daughter is in the reading stage of it, and it had one activity that was just really, really repetitive. It made her not excited because she had to do it over and over again. I think it was too repetitive and made her not want to do it as much.

My daughter isn't a big fan of it. She doesn't like it a lot, so it is kind of a big fight to get her to do it.

My son didn't want to spend five days a week with it, especially with the requirements of the program. It was making it harder to make him sit and do it.

My son got bored with it. He is not one that will sit at the computer. We tried to do the 15 minutes a day, and he just wasn't willing to do that. I don't think it's the program's fault, just a personality thing. It would freeze, and then there were several times when the sound would be going, but the picture wouldn't load. I would have to end up ending the task.

No comment. (63)

Nothing I don't like.

Nothing. (7)

Occasionally, there will be some parts in the program where it seems to be stuck in a certain spot. So it seems more of a technical issue, not the program itself. It doesn't happen often.

On some of the reading ones, they go too fast for her to actually read them.

Once they stop doing it, if they don't do it for a day, it is hard for me to get them started again. That is just my problem.

Our math and science portion didn't work after the 20 minute increment, initially. But they took care of it.

Periods where it will be repetitive, and the kids will get bored.

Probably just trying to get my son to focus every day. There's nothing that I don't like about the program. I highly recommend it to anybody. I even have my first grader on it too.

Probably just trying to make sure she did it every day.

Probably more of the fact that you have to do it five days a week. That kind of stresses me.

Probably some of the testing seemed like it was way, way out of his league. Beyond what he could begin to comprehend.

Probably the company itself. Waterford is very helpful.

Remembering to do it every day. (2)

Right now, I need to call. There is supposed to be some problems with it, as far as my computer. I really liked it though. My son has been able to learn so much with it.

Question 4: And, what do you like least about UPSTART? (Unaided)

Right now, it's kind of redundant. They tend to play one lesson over and over again for a couple weeks.

Seems like it sometimes makes my computer crash and messes with it sometimes. I've had to take my computer in a few times, and I'm sure it's related.

She didn't like that she could not go to a higher level until she completed the one she was on.

She don't [sic] like when she has to read.

She has a really hard time with the reading portion of it. She loves the math and science sections. It might just be her personality, but it's a struggle to get her through the first 15 minutes of reading to get to the fun stuff.

She just started Camp Confident, and I have to sign in every time.

Since I don't have Internet, they provided it, but it is kind of slow.

Some of our challenges are that it doesn't always hold their attention.

Some of the activities that he gets bored with can't be bypassed. They give him an alternative activity, then it goes back to that lesson.

Some of the technical difficulties. Having to log in twice to get to math and science sections.

Some of the test information is kind of frustrating for the younger children because they don't understand it.

Some of the things that teach them phonics, math, and reading are just too hard. She likes the math and the songs, but the reading part is hard. It's hard to keep her attention on it.

Some things can be really boring.

Sometimes he doesn't want to get on because it starts with the same thing, and he doesn't want to do it.

Sometimes he gets bored with the activities because it's the same thing over and over.

Sometimes he might get bored, but not with every session.

Sometimes I have a hard time logging in.

Sometimes I have a hard time meeting the criteria.

Sometimes it affects our computer functions. We have to sometimes shut it down to get it.

Sometimes it can be boring for my son.

Sometimes it froze up and jammed our computer up.

Sometimes it gets a bit repetitive. He'll play for an hour, and it kind of goes around and around. The drivers that come with the software don't accept USB microphones, and my Mac doesn't have a mic.

Sometimes it shuts my computer down. There is a particular part in the Rusty Rosy program where you record your voice reading the story, and if you don't have a microphone, it's really obnoxious.

Sometimes it was hard to do it 15 minutes a day.

Sometimes it's hard to find 15 minutes when you're on vacation.

Sometimes it's hard to get him to stay reading for 15 minutes.

Sometimes it's really hard getting my children to do it.

Sometimes my son thought it was kind of boring and didn't want to do it.

Sometimes the 15 minutes a day, sometimes it's just monotonous.

Sometimes the assessments don't align with the curriculum they are being taught.

Sometimes the update process would hang on my computer. I did notice that there was a couple of bugs where you had to go delete in setting, and it would update.

Sometimes there are glitches in the program. Sometimes it won't let her go to the free play.

Question 4: And, what do you like least about UPSTART? (Unaided)

Sometimes we have a hard time getting five days a week in.

Sometimes we have trouble with connecting with the program.

Sometimes when I get the emails about him not doing his 15 minutes a day. They need more of an understanding that he goes to school eight hours a day.

Sometimes when we would miss a few days because of a vacation or illness, the UPSTART people would call us, and I would tell them, "I know, sometimes life happens."

Sometimes, after he does the first 15 minutes, it is supposed to move on to math, and sometimes it doesn't.

Technical difficulties.

That I don't get to---it automatically starts out with the reading part, and if he never goes past the 15 minutes, we don't get to go to the math or science. I wish we could say that today we can just do the math for 15 minutes today.

That I get called if I slack off on a day.

That I had to give it back.

That I had to give the program back.

That if my son turns it off, he knows he can go back to his favorite part.

That it was difficult to get into the math program. We weren't able to get into the math program when my son was doing it.

That it's hard to motivate my son to do it sometimes.

That my son couldn't do one of the programs, and it wouldn't let him go on.

That the games, like the extra games, they weren't all available. He could only play certain ones, and that would get boring for him.

That the writing isn't right there with the program. You have to kind of do that on your own.

That they were on you and bothering you about getting it done.

That we had to give it back.

That we have so many issues with it on the computer.

That we were confined to a certain amount that we had to do every day.

That when I load it, it changes the resolution on the computer.

That you are required to do it a certain amount of minutes a day, and that it's Monday through Friday.

The 15 minutes a day, every day. Sometimes it's hard to get her on every day.

The assessment.

The battle to get your daughter on it.

The bugs in the system when stuff bugs out. It's a pilot system. They are working on the bugs.

The cartoons are kind of dated. The animation.

The computer has blocks on it, so I can't use it for regular Internet as much.

The different language book songs, foreign languages.

The fact that sometimes, and this happens rarely, that we've had some difficulty getting it to function correctly on our computer.

The five days a week, 15 minutes a day is hard to get my son to do.

Question 4: And, what do you like least about UPSTART? (Unaided)

The flexibility. He had to do 10 minutes a day, I guess. Some days were inconvenient, so some days I'd have him do 20 minutes.

The games get very repetitive, and then he gets bored with it.

The getting started process was really slow for us. There was a lot of bugs, and we really didn't know anything about the computer program. We were unclear about what the program was. It would be really helpful to have an orientation when you start.

The harassing phone calls if we don't do what we are suppose to.

The lack of variety.

The mandate on the time.

The only thing I can think of is I've had to call in several times for tech support.

The only thing I hated was trying to get her on the computer. Once she was on it, it was fine though.

The only thing I've noticed is that after she's gone through something many, many times, she gets bored. She's really smart and gets bored.

The pressure of having to have them do it every day or you get emails or phone calls.

The program kept screwing with my computer.

The repetitiveness. It gets kind of boring for my daughter. Then I have to argue with her about doing it.

The same song is again, and again, and again. It could be different.

The software itself freezes up a lot, and the software doesn't seem to adjust to the child's ability level.

The software keeps crashing.

The specific requirement of how often they wanted you to do it every day. Sometimes she wants to do more, and sometimes less.

The time periods that are on some games. They seem to go too long, and my child gets bored.

The time requirement.

The tracking on the Internet. You have to have it logged on to the Internet to keep track of the data.

The whole testing wasn't very clear or useful to me.

There a lot of upgrades with the computer.

There are occasional glitches in the program. And for awhile it seemed to be repetitive, but that has changed.

There are problems, like it randomly turns off a lot, and my daughter gets frustrated.

There are some kinks. The past couple of days, it's been blacking out on her. Also, with Rusty and Rosy, they are excited, and with Camp Consonant, they're kind of dull. Everything else was wonderful.

There is not enough writing, hands on, them telling her to do more writing.

There is one section of the reading section that asks you to press stop, record, or play, and it doesn't do what it tells you you're supposed to do.

There isn't anything.

There was a couple of inconveniences when the computer froze.

There were bugs in the software.

There's some issues with loading right now.

They are really strict on the time requirement.

Question 4: And, what do you like least about UPSTART? (Unaided)

They have a little section called free play, and when they do a certain amount of work, they can get to free play. Yesterday, my son worked on it for 45 minutes, and he never got to free play.

They have a software problem where you have to log off and log back in to get past the reading session.

They want me to do it every day, and when my other kids have a day off, she doesn't want to do it. She wants days off like her siblings.

They want my child to do it so often. She just got bored after awhile.

They want you to do it 15 minutes a day, five days a week, and sometimes it's very difficult to do that. So more flexibility in the time that goes into it.

They're still some technical issues that I don't like.

Too challenging of lessons for her level.

Trying to regulate the usage of the program.

We had a lot of technical difficulties, but it was probably more our computer.

We had problems with the program not allowing her to get into it for a couple weeks, but they fixed it.

We had to decrease our computer security because our firewalls thought it was a threatening program. I don't know what they did to fix it for me every time. I wish she could do it through kindergarten instead of ending there.

We have had a few technical difficulties.

We just have some computer glitches every once in awhile, where the computer shuts out of the program.

We kept having problems with the tests. It never seemed to report the tests properly. We don't really know how well she did.

We received three phone calls, and I wasn't pleased with that.

We struggled to get it compatible with our computer.

We're just mostly having a hard time working on my computer.

We've been having some issues. The same lesson comes on every single time she gets on it. It's a really lengthy lesson, so she doesn't want to do that lesson.

We've had a couple times where it's frozen up. He can get on it for hours, and I need to limit it.

We've had a little bit of trouble with the computer part of it---software.

We've had a lot of problems with the program not functioning right.

We've had a lot of technical problems. (2)

We've had quite a bit of technical problems.

We've had some difficulties getting up and running. We've had to purchase new memory and stuff to have it run on there.

We've had some technical difficulties with it.

We've had technical difficulties that they have been quick to remediate.

When my son is not excelling at something, it keeps coming, so sometimes he gets frustrated.

When they made him quit because he turned five.

You take the test at the beginning to see what level, but it starts everybody at the beginning. So, it didn't start her at her level.

Question 9: IF YES: When was your child frustrated?

A bird named Chester she doesn't like. That's the only thing she complains about.

Activities that are a little harder for her.

After a few months, it had her do this one module, and it just had her do it over again, and she didn't like it.

As the curriculum got harder.

At the end of the reading portion.

At the repetition.

Because she did not know very good English, but now she know more English than me [sic].

Because when he has to do it longer.

Been frustrated was his ABC's.

During the lessons on the syllable.

During the particularly challenging parts, like when she would take the tests to see where she was at. The parts of the tests that were well above where she was were really frustrating, and I would have to really encourage her.

During the reading portions.

During the summer when there were other things going on. The testing with reading was also frustrating for him.

During the testing, it was all I could do to get her through it. She would get so frustrated because she didn't know the answers.

He didn't like the fact that he had to play it every day. It was kind of a fight to get him to use it every day.

He doesn't like one particular game, and whenever Letter Hunt came up, he'd get frustrated. Didn't like having to use the arrow keys.

He doesn't listen to the question they're asking, so he'll just click to click.

He doesn't understand and asks me. And I don't understand English so, when I when I called for help, and they told me not to help.

He felt like he was doing the same things over again.

He gets frustrated when he cannot do something.

He got through the whole alphabet, and then it was having him read, and he would just make up words because it was too fast. But they called and put us on Camp Consonant, and that has him review the letters and the sounds. I told them I did have concerns, and they've obviously addressed those concerns.

He had a hard time when they would have similar words, when he had to pick the two most similar.

He hates to lose, so when he struggles with the games he becomes frustrated.

He is frustrated about when he has to put the sounds together with words.

He is frustrated with the requirements to do it every time. There is also a particular game, Letter Search.

He is learning sentences (reading sentences), and he seems frustrated with learning the words.

He just doesn't want to sit down and do it.

He just gets frustrated when it's not challenging enough.

He needs to master every single game and play, if he is one or two when they first start a 20 question quiz. He doesn't like to do it after. I wonder if every kid struggles like that.

He was doing the sounds of letters.

He was frustrated with the coordination of using the mouse and the keyboard.

Question 9: IF YES: When was your child frustrated?

He was frustrated during the testing part, and just the fact that he had to get on every day. He was OK at the very beginning, but towards the last part---I don't know if it went over too many things, or if it was repeating to many things and needed something new, but he was frustrated with the repeating.

He's at the part when he has to learn how to put sentences together, so it's a little tougher for him.

I am thinking it was a glitch. It kept repeating the same learning task over, and over, and over, and over again.

I don't know. She's very active, ADD type, so she would just get frustrated if the tests took a long time. She had a hard time sitting for the 15 minutes. For her, it took too much time, but that's just her. Regular kids probably would have been OK with it.

I think in doing some lessons he didn't understand. I can't think of the specific lessons.

I think it may be that she has to spend a certain amount of time on it, and the testing kind of got us off on a bad foot.

I think it started about three months ago when the same lesson kept coming up every time she logged on.

I think sometimes it repeats itself a lot, and she's already done it. And we've had lots of technical problems.

I think, just occasionally, it will freeze up. It's not a situation with the curriculum.

I would say when they're reading the sentences. It's kind of a jump from sounding out one word to jumping to a sentence.

If he didn't know the answer to something, he would get frustrated.

If he's doing it and I leave the room for two seconds, he'll follow me. And then when we come back, we have to start all over again. It's hard. I have to make sure I can't go anywhere the whole time.

If it gets to something he doesn't understand what he's doing.

If it repeats something he has done before, or if it repeats something he has already done and he don't [sic] like, he gets frustrated.

If it's too hard, or sometimes just being forced to do it every day.

If she doesn't master an activity, that it keeps repeating it, so she gets kind of bored and frustrated by that.

If she wants to do the free play, and she hasn't done the time enough to do that.

If they thought an activity was too easy, or they had to do something they had already done. There was an activity that required a microphone, and we couldn't figure out how to do it.

It asked her to read a paragraph, and she could not read.

It ebbs and flows, it depends.

It repeated itself a lot. She felt like she was redoing a lot of things.

It seems like it would do the same thing for awhile, and he wanted to move on.

It was more the computer took the time to go through.

It was mostly with the Camp Consonant, when she didn't understand why they weren't accepting her work.

It was one of the spelling ones. It was the same one she wanted to do, but it would always get stuck.

It was the times they did the testing, and he didn't know the answers. He felt like he should know the answers, but they were from upper levels.

It was when she was beginning the reading portion of it. She was frustrated because she was trying to get it faster.

It was with rhyming---he didn't get it.

It's either when they've lost interest or did not understand what to do next.

It's frozen a couple times, and there's one activity that's too hard for her on the easiest level.

Question 9: IF YES: When was your child frustrated?

Just because it moved so slow. He is pretty advanced.

Just because of having to do it every single day. She didn't like that.

Just certain things, like she doesn't understand the rhyming.

Just getting on. Just stopping playing to do UPSTART.

Just that it was so repetitive. That was frustrating for me too.

Just this morning, it repeated something she'd already done.

Just when he didn't know the answer and didn't want to take the time to figure it out.

Just when he didn't know, didn't understand.

Just when he doesn't get something on there.

Just when he is bored, or when it freezes up.

Just when it got to the point when there were things she never learned yet, and it kept asking her stuff, and she didn't know how to do it.

Just when it was too repetitive over several days.

Just when it wouldn't work right---sometimes it freezes.

Just when she got bored with it because it got a little repetitive.

Just when we would make him do it when he didn't want to. It wasn't anything to do with the program.

Learning new vocabulary.

Like when it turns off on him, or we can't get it to start. Sometimes he'll be playing the game, and it will turn itself off in the middle.

Mostly, it's when it has the glitches. She doesn't like it when it keeps making her do the same thing every day.

Mostly, just when the program was too difficult. There were portions that were reading, and she didn't know how to read at the time.

Mostly, when he is trying to understand something, and he doesn't quite get it yet.

Mostly, when he wanted to do some of the other activities, but he couldn't do them because he hadn't worked on the lessons long enough.

Moving the cursor fast enough when she has time limits.

No comment.

Not understanding. I don't know if goes too quickly sometimes, and so it is a little bit above her.

On the tests and stuff---when it tells him has to read something, and he can't.

On the tests. We never get the math lessons.

One of the games is tug-of-war, and it assigns you a character, and you get into tug-of-war with another character, he will decide he wants to be the other character. So he answers things wrong so that the other character will win. One of the games is with asteroids, and you have asteroids flying on the screen, and you're supposed to click on the asteroids and say the words. He knows the words, but he is not quick enough with the mouse to hit the asteroid, but he knows the answer.

One of the games where you do the garbage trucks through the maze. Sometimes it would get stuck in the corner, and I couldn't help him get it out.

Our program cuts out on him a lot, or if it's time to go do it and we can't get on, if he has to re keep doing the same requirements over and over again, or if it just sends him to free play.

Repetitive works.

Question 9: IF YES: When was your child frustrated?

She gets frustrated when the repetitive stuff starts. It goes over the numbers and the alphabet over and over again, and every once in awhile she's not sure what it wants her to do.

She got frustrated with reading, and it was the same program she'd been working on for a few weeks.

She is a special needs child, and three times a week.

She is impatient at times when there are stories and songs.

She just wasn't understanding the question.

She told me that it kept doing the same activities over and over again. I felt she was doing them correctly, and it was a problem in the program.

She wouldn't understand what they were asking her to do, and they wouldn't explain it anymore. They wouldn't go into detail.

She's frustrated when she has to go down during the day and use the program, as well as when she doesn't know how to put words together.

Sometimes he gets tired of doing the same things. Right now, he's at a point where there's supposed to be 15 minutes of reading, and then move to the science and math. Right now, it won't move into the science and math, so I don't know if that's a program glitch. Sometimes, I've also seen that the program goes so fast that the words flash by too fast for him to click on. It's even too fast for me to do, so that's a little frustrating for him.

Sometimes he thinks some of the things are too hard.

Sometimes it freezes up.

Sometimes it will have technical difficulties, and it will stop. Once in awhile they will do something they haven't been shown how to do, and they aren't familiar with that.

Sometimes it would get very repetitive, and then he wouldn't want to do it every day.

Sometimes she don't [sic] want to stay on for the whole 15 minutes.

Sometimes when they teach the letters the same way, he gets kind of bored.

Spelling---he reads very advanced, but then his spelling is more on his level, and so then he gets frustrated.

Testing, and she thought the calendar was boring.

That she has to do it for 15 minutes.

The cowboy test. It's the one that they do every three months.

The plumber game---sometimes you can't hit the letters the way they want you to.

The progress tests are way too hard for him, and it's a couple of days worth.

The repetitive stuff---not so much frustrated, but maybe bored.

The very first (when it was assessing it), and he was trying to figure out the instructions.

The Waterford tests---the ground hog one is hard for her.

The writing section.

There are a couple of times where there's a process of the same letter. Then when reading, she sometimes gets frustrated.

There are certain parts that he wants to skip through (the books) to get to the fun stuff.

There are some games where there is a maze, and they cannot type fast enough, so the animal ends up eating them.

There have been times where it has been too challenging for her. I called UPSTART and had them move back for her. It was moving too quickly for her.

Question 9: IF YES: When was your child frustrated?

There is a part in the maze game, and there is a critter, and he gets frustrated because he cannot get away fast enough. Sometimes it freezes on him.

There is one specific game that uses the keyboard instead of the mouse, and it got her frustrated.

There was [sic] some things that were more challenging, like the reading. Sometimes he didn't like to do certain activities that he had to do to go forward.

There was a time or two.

There were times when we would turn it on after playing, and it seemed like she was doing the same things over and over.

They started him on some reading stuff that was too difficult too soon.

Today---there was [sic] other things to do.

Towards the end, it stopped working. And with having to do it when I would make him do it.

Towards the end.

Typically, if we ask him to do it in the morning. If it's later in the afternoon, he never has a problem with it.

Usually it's just getting him motivated to start.

Usually it's just the technical difficulties.

Usually it's on something that he doesn't really like to do. There are certain lessons that he has to do that he doesn't enjoy as much as others. I know he gets tired of the reading portion, but he does it and does it well. He just gets tired of it.

Usually when it goes off or locks up. When it does the same thing over and over again.

Usually when it's one of the games he's already played, and it repeats the game. Some of the eye-hand coordination stuff, which he understands, but can't do because of his age.

We had trouble with ours not going to the next section.

When he couldn't do something.

When he couldn't get the numbers right.

When he couldn't get to the free play. He's OK with it now, but when he first started the program, there's a certain game called Tug-o-War Stadium, and he would have to race to get the words. He didn't like it because he couldn't do it that fast.

When he didn't understand something.

When he doesn't feel like doing it.

When he doesn't get a concept.

When he doesn't know something, when he doesn't want to do it.

When he gets timed out and has to start from the beginning.

When he guesses and gets it wrong.

When he had to do some games that were challenging for him. He didn't want to, and for some reason the game continues to start again and again.

When he has to do something over again, and he don't [sic] get why.

When he is working on something that is a little challenging for him.

When he started listening to sounds and words.

When he started reading the books and stringing the sentences together.

When he tries to get it to open.

Question 9: IF YES: When was your child frustrated?

When he wanted free time quicker.

When he wanted to move on to something more challenging, and how slow it was letting him advance to something, and that is why he got bored.

When he was forced to complete a task that he had no interest in.

When he was having to read. He doesn't like being wrong.

When he was trying the different sounds and trying to choose one that was similar, he would get a little frustrated. When he first started new concepts that were auditory.

When he's already done something. It will have a book he's read the day before, and he has to do it again.

When I wouldn't come help her. She didn't know the answer.

When it advances from learning new words. She wants my help, but I think that just comes from learning.

When it became repetitive.

When it doesn't work properly. There's a certain game that it always stops working on.

When it doesn't work right, or it repeats the same thing over and over.

When it freezes, he gets frustrated.

When it freezes.

When it gets a little more difficult for him. When he is learning something new.

When it goes slow---a few parts go slow, and that frustrates him.

When it got repetitive.

When it has repetition.

When it made him repeat stuff he'd already done before.

When it starts to do the same thing over and over again.

When it was hard for him.

When it was so easy and repetitive.

When it would freeze.

When it wouldn't work. We had issues trying to get it installed and working.

When it's hard. When they review a section, the testing is a little hard. He just wants to go on to the fun stuff, so he just clicks whatever.

When it's the same things every time he gets on.

When it's the things he doesn't know what to do or hasn't yet learned.

When other kids are home, and she has to do it.

When our computer wasn't working right.

When she can't do one of the activities, but once I help her, she gets happy again.

When she can't read certain words.

When she couldn't read what they wanted her to read.

When she gets stuck on the letters and cannot do it, that is when she gets frustrated.

When she had to repeat a lot of stuff.

When she has to repeat stuff.

When she is doing something else and does not want to be bothered.

Question 9: IF YES: When was your child frustrated?

When she is doing something new that she is not familiar with.

When she just didn't want to do it, and I made her do it.

When she was doing letters that she writes on the computer with the mouse, and the computer wouldn't recognize her letters, and it would make her do it over and over until she was just burnt out.

When she was having a hard time learning some stuff.

When something is too hard for him, or it's a boring activity. Most of the time it is boring because it is too hard.

When the directions weren't clear enough.

When the lessons become more challenging without having a lot of review on the prior skills.

When the loading problems occur.

When the updates don't work with Windows Vista.

When they could not get on to free play because they had to do their lessons first.

When they didn't know the answer, or when they didn't do as well as they wanted to.

When they didn't understand the process of how something worked.

When they do the reading books.

When they do the timer thing to do their letters.

When they don't get to do their favorite activity again, and when the computer advances to them to something that's too hard, and they have to do it every day.

When they don't want to do it.

When they had the book they had to read out loud. They had to push the record button, and, if they didn't read it fast enough, then they didn't pass.

When they were taking the assessment, where they put up a big story just to see if they could read, and it frustrated him because he couldn't read it.

When they were testing and asking her to do the things she didn't understand. Like they were asking her to read ridiculously hard words.

When things wouldn't work, or when she wouldn't understand what they wanted her to do.

When we had technical problems.

When we were having problems, when it would freeze up on her.

Whenever it crashes---because that happens a lot.

While she was taking a test.

While using the mouse.

While working on it, sometimes, if it gets above his head.

With anything that has to do with reading.

With the one reading activity.

With the reading one that has the press, stop, and record buttons.

With the reading section.

Yesterday.

**Question 12: What are some other ways Waterford could help to motivate your child?
(Unaided)**

A lot of their usage is based on how often mom and dad remember to have them sit down and do it.

A personal call towards the child.

A real gold medal.

Actual prizes for doing above and beyond what she should do.

Additional variety perhaps.

Anything rewarding.

As long as it keeps changing up a lot, he's fine.

Better animation.

Better to mix all the subjects, five minutes for each per day.

Can't think of anything.

Certificates for a free ice cream cone.

Continue them on it longer.

Continue to give him feedback with how far he's coming in the program.

Continue to make the program lively with the music.

Different approaches to the reading portion of it. Make it more interesting to little kids.

Don't know. (63)

Email, like fun emails for kids.

Even like emailed little things that say you did such-and-such today. More incentive rewards. Maybe something that came up on the screen after she was done for the day.

Everything helps him.

Everything is good for now.

Everything is good.

Get to free play quicker.

Have a little more variety of activities that she can do.

Have more games after the 15 minutes of reading.

He just liked to do it. He was self-motivated.

He likes how it is now.

He loves it and wants to be on UPSTART all the time.

He loves the certificates. Don't think there is anything else.

He really wants to do the wax thing all the time. I think he likes the little gopher guy, so if there was something like that "howdy partner!", then that would motivate him to do the program---because he liked that guy.

He will always get on the computer, and he likes up to be with help-to-help.

He would go to click on the free play area, and it didn't seem like new ones opened up very frequently. Couldn't tell how much we were supposed to do to get those games opened up.

I can't think of anything.

I can't think of one off the top of my head.

Question 12: What are some other ways Waterford could help to motivate your child? (Unaided)

I do know that he loves the testing ground hog they use. I don't know if they could incorporate that guy into the Rusty and Rosy, but that would be great.

I don't know if he realizes that he's reached a goal when he does it. Maybe a weekly something on the computer.

I don't know if there is anything Waterford could do. I think it's more in home rewards, encouragement, and things like that.

I don't know that they need to do anything else. She likes to go and play her games. When she was having problems, they changed her curriculum.

I don't know, but it would have helped ME more to know how the program was run.

I don't know. I feel like they've done as much as they can.

I don't think anything.

I don't think motivation was an issue.

I don't think that's their responsibility. I think they do a very good job.

I don't think there is any other way. I think it's a parental thing.

I don't think there was any more they could've done.

I don't think they could do anything. I think it's fun, so they don't dread doing it.

I don't think they could've done anything more.

I don't think they could've. It was me, not what they were sending.

I feel like I'm sold on the program. Zachary likes earning the badges. I know they'd be sending us badges, but I haven't seen anything in the mail.

I know that my daughter really likes getting emails to her, so maybe instead of sending it in the mail, maybe some animated email.

I know they had a town meeting, and they got to see the facility, and they saw Rusty and Rosy. Maybe a gala where they could meet and greet. She really liked that stuff.

I like how everything is right now.

I like how they do it now with the certificates.

I like how they're doing it now.

I like the certificate thing, if maybe they could do it more often. Even if it were like a message on the computer every so often. If they could pick a difficulty level.

I think a lot of motivation comes from the home.

I think doing only three days a week will be so much better for her.

I think having, maybe, like stars, or some kind of motivation at the bottom of the screen, so that for every 15 minutes they do, something pops up so that they get an instantaneous reward. So something more frequent or more daily.

I think he is motivated to do it.

I think if they get to the point where they get frustrated, they need to stop and just be done with it.

I think if we had additionally attended an orientation, that would have really helped.

I think it just started her where it was too easy so that she lost interest in it. She's reading, and it started her at her ABC's, so if there would be a way to start it at her level.

I think it would've been better if it would say how much more you have to do in order to unlock new lessons.

Question 12: What are some other ways Waterford could help to motivate your child? (Unaided)

I think it's mostly what parents can do.

I think motivation has to come from home.

I think sending a certificate online, or something with more immediate gratification, because I think they will correlate the reward better. Maybe rewarding them with more free time.

I think that by doing a good program is motivation enough. The emails did help, so that I could see how much she had done.

I think that coupons for kids' meals they give out at the school, like Del Taco. All my kids seem to dig that.

I think that was very motivating--the monthly certificate. They had a party, which was more of an informative parent night. My little girl was a little disappointed that they didn't have anything for her there and that she couldn't even play on Rusty and Rosy while she was there.

I think the biggest thing is that it just didn't really adjust to his level.

I think the certificates helped more than anything.

I think the immediate stuff on the computer, where it would say "you passed" was enough because it was immediate.

I think the kids really enjoy when you do the whack assessment, and the beaver says that they've achieved a sheriff status. So, I think if they had Rosy and Rusty come on and reward them for completing the alphabet, for example, or completing a test with 100% correct. Or, I think if they have some kind of system where the child could see their progress. Like a Candy Land game board where they could see how many steps they've completed, and they can see the next step having a reward---so the child can see the constant progress they are making, and that in the short term there will be some kind of reward.

I think the program itself motivates them.

I think the weekly usage emails are motivating for me. Like if I turn it on, she'll do it. The program itself is motivating enough.

I think they are doing a really good job. With Camp Consonants, she can go look at the badges when she gets frustrated, so that in itself is really motivating for her. The Rusty and Rosy certificates she had to wait for, and the badges she look at whenever she needs to.

I think they did a really good job keeping in touch with me. There was a time when we lost our Internet for awhile, and they called and asked if there was anything they could do to help, so that was nice.

I think they do a good job.

I think they're doing really good.

I think those certificates were a great thing to do.

I thought it was good like it was.

I thought the emails were good. Send a sticker along with the certificate. He loves stickers.

I would have continued to do it if it wasn't a challenge to keep him interested. It should probably have more games, more activity games. Some of the shooting stuff was cool for my son. Make it more attractive for them to come and do it.

I would like to see how much time he spent on it at the end of each session.

I would say maybe having some sort of a graph that he could see minutes on the game itself, along with the certificate in the mail.

I would say more of an instant reward on the screen when they're doing well. She loves seeing the letters of her name.

I wouldn't see it as their responsibility.

**Question 12: What are some other ways Waterford could help to motivate your child?
(Unaided)**

I'd like to go to another one of those meetings---get stickers, books, and stuff like that, and where she can meet other kids that are doing the same thing she's doing.

I'm not sure there is. Maybe just weekly updates of the child on the computer itself. So when you get on it says, "So far this week, you've done x amount of minutes."

Ice cream.

If he got like an email or something saying, "We missed you this week. Would you like to play the game some more?"

If there was a daily thing, that when the child is done with the 15 minutes, it lets them know by saying, maybe, "Congratulations! You have completed your 15 minutes of the day."

If they call her, and let her know she is doing good.

If they can receive more certificates.

If they can send him gift cards or certificates so that they can get in different activities or places for free.

If they can send him something else besides the certificates.

If they can tell him that he is doing good.

If they could send him some books on the programs that he is going to do, so that he could practice and then do it on the computer.

If they didn't send the certificates so frequently. If they didn't, he'd probably think they were cooler.

If they don't make him redo so many things.

If they give them a prize or maybe more certificates.

If they had some kind of calendar online that you could mark off what you have done would be nice. They could also have some kind of on-screen certificate come up.

If they were able to earn something that they could get a free something, dollar-store toy. It's the here-and-now rewards little kids like.

If we could get the technical things worked out, that would be more motivating to her.

If your price wasn't so much, I would love to continue using it.

In the middle month, do a little reminder to them of how much they've done and to keep going.

Instead of a certificate in the mail, a congratulations type thing on the computer when she finished things---an acknowledgement within the program.

Interesting and fun curriculum when she's on the program.

It helps her how it is now.

It would be fun if they had a meeting with the kids. Something fun like that, that they could come down and do something fun.

It would be helpful if the program worked correctly. It's supposed to spend equal amounts of time on reading and math. The online manager doesn't really care to do what you setup.

It's an encouraging program.

Just change up the curriculum sometimes. There were times where it was too repetitive.

Just extra rewards.

Just not being so repetitive. Every day it's the same things he's doing. Just mix it up a little bit.

Keep doing what they're doing now.

**Question 12: What are some other ways Waterford could help to motivate your child?
(Unaided)**

Lower the price---because we would not have been able to afford it, but they were doing it this one time. It is almost \$1,000 a year for a subscription to their program. They had this thing where, if you called in, the state would pay for a certain amount, and if you had a lower income, you could qualify, but otherwise it was \$1,000.

Make it more individually specified.

Make the software so that it doesn't crash so much. It's hard to encourage him to get on it when it crashes every time.

Making it different. A lot of programs, you complete a level and are able to move on to bigger and better things. Put some variety in it. As they pass one level, make it a little harder.

Making it easier to tell how he is doing.

Maybe a calendar with stickers for every day they do the program.

Maybe an immediate thing on the computer it self. Somehow incorporating that. There is too much of a delay for a four year old.

Maybe by letting them choose activities more to their interest.

Maybe do more awards.

Maybe give them prizes, but I think she did just fine with certificates.

Maybe giving her free time to play.

Maybe have a little more variety.

Maybe if there was like special sections that you could play in if you did well, like secret areas.

Maybe if they could send things twice month for my child.

Maybe just some different things every month.

Maybe like a sticker system, like stars or something.

Maybe offer a treat somewhere, a mini pizza, or an ice cream cone somewhere.

Maybe send a little prize or a little sticker---something they could actually do something with.

Maybe send some stickers or something that would allow her to see that she's doing a good job, as well as send the certificates that says she's the completed certain tasks.

Maybe somehow just showing how much more they need to do before they can do the fun activities. Someway to know that they can look forward to something soon.

Maybe vary the curriculum even a little bit more. He does better when it's new, rather than when it's something he has done before.

More games, or more fun games. Games seem to be the same as schoolwork.

More hands-on prizes, or a real medal.

More robots and dinosaurs.

More than just one thing in the mail. It helps her to get something physical.

Motivation wasn't an issue. She was self motivated.

My daughter likes the songs a lot so, if they could have more songs.

My kids like the gopher in the initial testing. Every time they test, they get to play with the little gopher. I think they could insert more little tests with the gopher because they like him. Maybe incorporate the character into the lessons.

No comment. (58)

**Question 12: What are some other ways Waterford could help to motivate your child?
(Unaided)**

Not make it so expensive.

Not sure.

Nothing. (3)

Opening up free-play activities more often. He really loves the free play. But there aren't enough new free play activities, probably because he gets frustrated by the lessons.

Parents play a very important role. I have to use the Santa Claus Christmas presents. I offer to take him to the library. I have to think of other ways to make him stay. We have to play with him.

Periodically, they could put something on the screen that says, "Good job, Mason."

Probably to get their software glitch fixed. My son gets bored on the reading portion.

Provide education for me, so that I would know how to make it not so repetitive.

Providing additional review before it moves on to more advanced topics.

Putting some more stuff in Spanish, because sometimes she don't [sic] understand it in English.

Saying, "See you tomorrow" in the software.

Send them more certificates or prizes. If they can play more games sooner.

She got a book in the mail once, and I think she really enjoyed that ,but it was only one. It was fun.

She is motivated with the certificates.

She just gets bored easily, I guess. Monitor it more closely, and make adjustments weekly, or review it weekly. I don't know.

She liked getting the certificate because it came in the mail. Maybe something in the email would have been fun for her.

She really liked the workbook they sent her, so maybe along with the certificate, occasionally send workbooks and coloring books. She really likes it when she can do her choice of an activity during a lesson. If it said, "Congratulations! Now you get your choice of a game!" I think that would motivate her more to do it.

She seems to like it.

She was real motivated. She wanted to do it.

She was really excited when she moved from level one to two. She is really excited when we get the emails each week that shows how much time she has used. Maybe it would be nice if they sent an email to her. She is really motivated. She always wants us to go into the manager to see how far and when she can move to the next level. Something to show her how far she has come.

She would've stayed motivated with the product if we could've gotten past the glitch faster.

So he doesn't have to do same things over and over again.

Something in the program that tells her she has reached minimum.

Something on the computer program, a pop-up window that says you are doing great.

Something online somehow.

Sometimes have a little more interaction from the gopher once in awhile.

Stickers.

Stop calling so much. They called me once a week, and it's driving me crazy.

That they keep teaching new things.

That you care about, and follow the program.

**Question 12: What are some other ways Waterford could help to motivate your child?
(Unaided)**

The certificates are good.

The certificates help.

The motivation came through the actual program itself.

The motivation is there. It's just finding the time to get on the computer. She likes the program.

The printing out things works lovely, and they're able to print out different little games and stuff. I don't know if they have printouts of their names and stuff, if that could be printed.

The program itself is pretty motivating.

The rewards, and the certificates.

The tests that they require her to take every once in awhile, she likes that. Maybe more tests or practice tests---that encourages, motivates her.

There were extra activities that he could do on his free time, so if those could be unlocked more easily.

They could have helped more getting more on the right level to start out with. He was on too low of a level to start out with, and that was part of the problem.

They were pretty consistent in calling when he didn't use the program. More emails concerning non-use of the program.

They're OK with it.

This program is helping him a lot already.

Time---time is our biggest issue. They want us to do it five times a week, and sometimes we do it three days a week.

To allow him to do some of the more fun games.

To get more variety in it. It is the same thing over and over again.

To help him more with reading. He likes the car songs, and would like it if there were more games of cars.

Vary it up a bit.

We are in Camp Consonants, and we noticed that that one doesn't have the games (like Rusty and Rosy). He enjoys the games.

We don't always know how long we have been on the program until the end of the week, so I think it would be better to have a daily update.

We enjoyed the chicken going from the egg. He really enjoyed the progression.

We had another reading program that had a little map. It looked like a game board, and there was a start and a finish, so my kids were motivated to get to the finish. I think that he would like to see kind of where he is at, and feel that there are smaller goals that he is working toward.

We just use a sticker chart at home. Once she gets so many stickers, she gets a prize. Maybe stickers.

Weekly certificates, more creativity with the certificates.

What they did. Their frequent emails. It might be fun if they did some rewards, like a coloring page once they get to a certain level, or maybe printable coupons.

When we got together at the library. Touching bases with my daughter and the UPSTART. Anyone on UPSTART could meet at the library.

With money---I'm just kidding. I don't know. They come after the month is over. It seems like if they came more frequently or more instantly.

Question 13: How has the UPSTART Program helped your child? (Unaided)

A lot of things. He knows his letters.

A lot. They know their numbers, letters, and they sing songs. I really enjoy the program.

ABC questions.

Alphabet, writing, and computer skills.

At her age, she's reading, she spells her first and last name, she reads words other kids her age don't.

Attention span. He's reading now. He's enjoy being on it.

Become more confident with knowing her numbers and letters.

Before we got the program, he was totally illiterate. He's learning how to say words, and when writing, he asks if it's spelled right. Now he is a computer freak!

Can write his name, and he is learning the alphabet more.

Counting, and numbers. She loves listening to the songs, counting, and the numbers and stuff.

Counting, recognizes alphabet, and write most of the letters.

Definitely has improved his reading.

Don't know.

Gave her consistent curriculum.

Gave him a foundation of numbers, letters, colors, and shapes.

Get a little bit familiar with the computer.

Given her more confidence with reading and writing. I like the reading, but it's the whole package that makes it amazing, including the math, science, and songs.

Has helped him pick up reading faster.

Have them learn their numbers, ABCs, songs, and their colors.

He can manage the computer mouse better. Reading.

He can read.

He can write his name, learned the alphabet in three weeks, and can count to 100.

He definitely understands what it takes to read, and he knows his letters and numbers.

He has a really long name, so it helped him learn how to spell his name. He's learned how to read and write letters, his numbers, and he's liking it.

He has definitely improved in letter recognition and sound recognition.

He has definitely learned all of his alphabet and his alphabet sounds. Probably not as fast as the program is paced though.

He has improved academically, and he learned songs.

He has learned his letters and numbers, and has improved his reading.

He has learned his letters, he's learned to read, and he will definitely be ready to go to kindergarten next year.

He has learned so much.

He has learned to read.

He has learning difficulties, and the consistency helped him to learn his alphabet.

He is actually interested in learning. Before we started, he wasn't identifying letters, and now he is sounding out words.

Question 13: How has the UPSTART Program helped your child? (Unaided)

He is becoming familiar with the reading part, and knows the alphabet well.

He is definitely reading more. He has better letter recognition. He knows his syllables. I noticed that was part of the UPSTART program, and that's probably something they taught him.

He is doing better, and he is learning how to read.

He is doing really well with reading.

He is four, and almost reading.

He is learning his lowercase letters. He is learning his letters, and he enjoys it a lot. He is learning to use the computer.

He is learning how to read on his own. He knows his letter sounds. He can see a word and sound it out on his own.

He is learning the letters and to spell the words. The concept of numbers is remarkable.

He is pretty voracious when it comes to reading. We can tell when he's playing the game what words are in the vocabulary in the game, so we know which words the game is pushing this week.

He is reading before kindergarten. He was reading before age five.

He is reading now. He enjoys math. I mean, he is reading everything.

He is reading the alphabet and power words.

He is starting to sound out words and trying to read now.

He knew his letters better. He learned how to better use a computer. His numbers they worked on, and how to follow instructions.

He knows all of his letters and sounds.

He knows all of his letters, and he's learned some of the basic sight words. He's learning how to sound things out for reading. It's also having him write letters.

He knows his ABC's and letters.

He knows his ABC's and numbers. I just think it's a wonderful program.

He knows his letters, words, and the songs.

He knows how to count really high, and knows almost all his letters.

He knows how to write his name. He knows letters and numbers.

He knows the letters. Now he can work on his English.

He learned all his letters and sounds. He learned how to put sounds together to make words. Number recognition, controlling the mouse. This is the most he has ever worked on the computer.

He learned English, letters, and songs.

He learned his lowercase letters. It's helped with some other basic skills, like math skills, and matching.

He learned his numbers and letters, and is starting to read. He also learned a lot of songs.

He learned how to read sight words.

He learned so much. He has learned the alphabet, and how to count, and he is just on his way to kindergarten.

He learned some early reading and math from it.

He learned the letters and how to write his name.

He learned the letters, songs, and parts of the body.

He learned to spell his name, and he learned most of his letters.

Question 13: How has the UPSTART Program helped your child? (Unaided)

He loves it. He calls Rusty and Rosy his best friends. It gives him something to do.

He reads, and he didn't before he started it.

He recognizes all the letters. He knows how to count, and he asks a lot of questions.

He talks more, and is learning English.

He was able to recognize his name and spell it within a shorter period of time.

He was able to recognize most letters before, but now he is able to read before kindergarten.

He was better acquainted with the letters, and could start reading by the time he was done with the program.

He was kind of an early reader, and it was good that it started him with the basics. I like that it talked about the blending. He is more of a sight reader. Basics.

He was more confident. He already knew the letters, but was more comfortable with saying the sounds of the letters. He started knowing challenging words. He started to try and sound out familiar words and patterns when we went to the market.

He was proactive in learning his alphabet and numbers, as well as it got him excited about learning and going to school.

He's actually learned that there are letters, and that they have names and sounds.

He's becoming an emergent reader. Learned all of his letters, and now he's working on sounding letters out.

He's done really well with his letters, and he's starting to read. He would never have been able to do that without the UPSTART program. It's helped a ton. He'd only done from May to August, which isn't very long, and he was ready for kindergarten.

He's gone from a preschool level to a 1st grade level (and almost to 2nd grade).

He's gotten a lot better at writing his letters and such.

He's learned a lot of the grammar rules.

He's learned letters and sounds, as well as starting to learn how to read.

He's learned to spell his name and little words. He gets excited about it, and thinks it's a big deal.

He's learning to read and counting higher. He is learning to write.

He's learning to write all the letters a lot more than before. It's helped him with his vocabulary too.

He's more familiar with letters, names, and sounds, as well as helping him with his counting up to 20. I wish they would do more counting games.

He's more interested in learning, and takes the time every day.

He's reading amazingly. He spells phonetically.

He's reading. He's recognizing letters and words that my older child wouldn't have a clue.

He's way ahead than many kids in his kindergarten class. It's scary the things some kids don't know.

Helped her a lot with her alphabet. She loved that. Even the dexterity with using the mouse, and she's left handed.

Helped her become familiar with a computer, and then the words, and numbers.

Helped her learn to read. Helped my younger one learn his letters faster than we were able to teach my older child.

Helped her to recognize sight words. Reading, science, and counting. I think the reading is more challenging than any of the math. I think she should be challenged more in the math area, but I like the science.

Helped him learn his alphabet and his numbers.

Question 13: How has the UPSTART Program helped your child? (Unaided)

Helped immensely with everything really.

Helped with letter recognition, improved letter recognition.

Her alphabet, and the sounds that the letters make, and it is starting to help her read now.

Her blending sounds together was a lot better.

His counting has improved. He has become much better with letter recognition.

I believe she started to sound out her letters.

I could tell he recognizes the letters in his name.

I have a four year old that's reading, and I've done nothing.

I like the tests because she challenged, but the day-to-day lessons weren't very challenging.

I think he has shown a lot of letter awareness. He hasn't quite made that jump where the lights turn on, but I think that's coming.

I think he is a better reader. He didn't know very much going into it. He really learned. It was fun and had good graphics, but we were done when school started. It was a good price.

I think he's ahead of the curve with early reading.

I think it gave him confidence. When he went into kindergarten, he would come home and say, "I already know this song", so a lot of the songs he already knows, so I think that gives him an edge up.

I think it gives him a little more confidence in reading, writing, and arithmetic.

I think it has helped get him ready for kindergarten.

I think it helped him increase his ability to start to read when he got to kindergarten. He knew all his letters and all his sounds. He was starting to blend his sounds. It prepared him to be ready for kindergarten.

I think it kept her learning over the summer.

I think it kept us focused on some things since we did it over the summer. I felt it was the right amount of time to be doing things over the summer. It allowed us to talk about the concepts, and there was a lot of material for me to go with, and it allowed me to interact with my children while teaching them new things.

I think it was good preparation for kindergarten.

I think it was just educational. I think she enjoyed sitting down and playing in it.

I think it's built her confidence in sounding out letters and putting the words together.

I think it's got him interested in learning to read. I tried to teach him myself, but now he's seeing just how reading works via the programs. It has showed him that reading is fun.

I think it's just helped him with letters, letter sounds, writing the letters, and syllables.

I think she is learning how to read. She recognizes words.

I think she surprises her preschool teacher.

I think she's doing a lot better at reading now.

I thought it helped get him better ready for kindergarten.

I've actually had two kids use it. My older one was kind of past that point. She was almost starting kindergarten, but my son---it's taken him a little longer to learn his letters, so it's an extra enforcement, and very helpful that way.

In a lot of areas. She has shown marked improvement in recognizing letters and know their sounds.

Increased his knowledge in different areas that he is working on.

It accelerated her learning phonetics, reading, and all of that.

Question 13: How has the UPSTART Program helped your child? (Unaided)

It didn't really because of his short attention with it.

It got her started reading. We read a lot at home, but she doesn't really like to learn letters from me, so it moved her quickly through that.

It got them excited about learning.

It got them ready for kindergarten.

It has basically taught her to read, which I think is amazing coming from a computer program. She goes to a regular preschool, and UPSTART does so much more for her academically.

It has helped her with letter recognition and sounds. She is progressing.

It has helped him a lot. He can sound out words, and he is not even in kindergarten.

It has helped him by learning things that I hadn't thought to teach him. The songs help him remember things like the months of the year.

It has helped him combine sounds, letters, and making words.

It has helped him greatly. He is doing really well, and is starting to understand words on a page and stuff.

It has helped him master the skills that the program teaches.

It has helped him start pre-kindergarten. His teacher is so happy that he understands a lot. And he is advanced.

It has helped them learn their ABC's and their counting. And it has helped them use the computer, especially the mouse.

It has helped with her phonics and numbers.

It helped her in writing her letters. Gave her confidence in recognizing her letters too.

It helped her learn English, her letters, and to count up to 30.

It helped her learn her letters and numbers.

It helped her learn how to use a computer. She learned her pre-kindergarten stuff.

It helped her learn to read.

It helped her to learn the skills she needed to learn to be ready for kindergarten. Makes it more fun than me and worksheets.

It helped her to read.

It helped her with letter and sound recognition. Of course, that just leads to easier reading.

It helped him in his computer skills.

It helped him learn his ABC's and the basics of reading, as well as taught him computer skills.

It helped him learn his alphabet.

It helped him with his alphabet.

It helped him with reading and with being able to do homework. It helped him with his alphabet.

It helped him with recognition of the letter, the sounds, and to pronounce some of the letters. Some of the games helped them understand that they had to do certain things to finish the game.

It helped him with sounds, identifying letters, blending sounds.

It helped him, because he is the top in his class.

It helped keep her busy through the summer.

It helped through the summer---kept him on top of it.

It helps her to get to know the computer.

Question 13: How has the UPSTART Program helped your child? (Unaided)

It helps him learn more English and to communicate.

It helps him. He is learning the numbers and his ABC's. He loves the songs and is talking more English.

It increased her confidence in reading. She could do it on her own. I could walk away, and she could navigate, and she felt confident in doing so.

It just helped her get more ready for kindergarten in a fun way.

It just helped prepare her for kindergarten and reading.

It just introduced reading in a really fun way. She wasn't intimidated by it. UPSTART made it fun for her.

It just taught him a lot about his letters. Getting him ready for school.

It kept my six year old engaged all summer long, every day, and he could understand the program. It gave him that repetition that wasn't mom, in a clear, friendly voice, in a way that he could understand. The little drag and drop pictures---the coordination has really helped.

It made him more familiar with his alphabet and got him closer to a reading level. It better prepared him for kindergarten.

It most definitely helped her get ready for school.

It really helped her learn numbers and specific phonics reading rules.

It really helped him, as far as positioning of letters. He was having trouble telling the difference between a "b" and a "d", and it helped him figure that out visually.

It reinforced all his alphabet and helped him hear the sounds they made. Independent learning was good for him.

It reinforced the alphabet and sounds.

It seems to help her academically.

It taught her letters.

It taught her to read.

It taught him a lot of letters, sounds, the syllables, words, and stuff.

It taught him how to recognize his letters. He can put words together, and he's almost able to read above level.

It was a computer game he liked.

It was fun. And because it was fun, he enjoyed doing it. He usually exceeded the 15 minutes each day. He would usually do an hour because it was so fun.

It was good for him to get in the habit of having to do it regularly, every day.

It's a good program for us, as parents, and for them, as kids, to learn more.

It's been great. She knew all her letter sounds, but she is learning how to blend them to read words.

It's definitely helped her with her letter recognition, reading readiness, and counting.

It's definitely helped her with the power words. It's helped her become familiar with the small words. I think it's helped her recognize the power words.

It's fabulous. I think it should be required for everybody. He's reading and can sound out words.

It's got to be helping, but I can't quantify it.

It's hard to say because he also started kindergarten.

It's hard to say until he goes to school, but I think it's helped a lot. Every day something comes up where he realizes the need for reading.

It's helped her learn a lot more.

Question 13: How has the UPSTART Program helped your child? (Unaided)

It's helped her learning for a head start for school, and she understands why she needs to learn and that there are different ways of learning.

It's helped her reading a lot.

It's helped her recognize her letters.

It's helped her to make progress in reading.

It's helped her with her computer skills, like mouse skills. She's rhyming, and her syllables.

It's helped her with numbers, letters, words, the names of the animals, and the colors.

It's helped her with sounds of letters and distinguishing between upper and lowercase letters. Pre-reading skills.

It's helped her with the power words. It's helped her with sounding stuff out better, and just more practice. It's helped her write her lowercase letters.

It's helped him a lot to learn English and other things.

It's helped him a lot with grammar. It's really made him more curious with math and science. He is definitely a better reader. His math skills are much better.

It's helped him a lot with reading. He's doing really well sounding out letters and words.

It's helped him a lot. He is far more ahead in his reading than my daughter was when she was his age.

It's helped him a lot. He's learned his letters and sounds through it.

It's helped him a lot. It's advanced him and helped him get up to where he needs to be for kindergarten.

It's helped him recite words, and a lot of the science things are things he didn't know.

It's helped him so much. He is now learning the songs and his ABC's. He's helping and talking to his brothers and sisters.

It's helped him to read, recognize letters and numbers, and learn songs.

It's helped him with his letters a lot.

It's helped him with his letters and with counting.

It's helped him with letter and number recognition, as well as memorization.

It's helped him, and he understands science and math. He loves science (since he knows his ABC's, colors, and numbers).

It's helped my oldest dramatically. When he started, he was really struggling with the alphabet sounds, and he entered into kindergarten, and he knew his entire alphabet and the phonics. Before he had absolutely no interest in learning it.

It's helped with everything that he knows now.

It's helped with him learning his letters. He's learned to write his name, and he knows his colors.

It's just helped her further along with her sounds and her letters.

It's pushed his reading level even further, and lets him focus more on vocabulary. Got him to ask more why questions.

It's really helped her in her pre-reading skills.

It's taught him how to talk, to identify letters and things.

It's teaching them to recognize their letters, numbers, read, and write. They're all learning at their own levels. It gives them a sense of ownership and growing up because they have homework or lessons.

Just becoming more familiar with the alphabet.

Just helped reinforcing the alphabet (sounds, and things like that).

Question 13: How has the UPSTART Program helped your child? (Unaided)

Just kindergarten readiness---more than she would have had, had she not had the program.

Just learning her letter sounds, and getting a head start on reading.

Just made him more interested in learning.

Just overall, I could see that she progressed.

Just reinforcing what he knows.

Knows all her letters and sounds. Does it very independently, and has definitely learned more nursery rhymes or songs.

Learn how to say their numbers, alphabet, shapes, and colors.

Learned to read before he's ever started kindergarten, and given him some responsibility for something he has to do every day.

Learning her letters, sounding out words.

Learning to read, and her math skills have improved.

Letter and sound recognition, counting.

Letter recognition, and more prepared for kindergarten. I was pleased with it. I felt like he was definitely ready to enter kindergarten.

Letter recognition, and sounds.

Letter recognition, reading, letter sounds, computer use (as far as point and click). Just computer proficiency in general, and it has taught them to read.

Letter recognition. It helped him learn to read, and helped his computer fluency.

Made him become much more aware of letters and numbers.

Made him ready for kindergarten.

More familiarity with his letters.

My son knows all his letters and knows how to use little letters. And it has given my eight year old better self-esteem with regard to reading.

No comment.

Now he's going to be ready for kindergarten. Maybe even more advanced.

Prior to the program, he could not write his name, and even though he could recognize letters, he wasn't able to put them together. And now he's above and ready for kindergarten.

Reading, letters, and so much that I didn't know how to approach him with. It made learning fun.

Reading-wise, it improved it.

Recognizing letters, sounds, and numbers. Understanding science.

She can pretty much read now, and she's only four. She can sound out words, and she can write some of the three-letter words.

She can write her name. She knows words she's never known---letters, numbers, everything.

She can write words.

She did not recognize the numbers at all, and now she does, and she sounds the words now.

She got to know her letters a little bit more. I wish she could have used it more. Our computer just wasn't compatible.

She has advanced. Now that she has started kindergarten, she is pretty advanced.

Question 13: How has the UPSTART Program helped your child? (Unaided)

She has been learning all sorts of stuff.

She has built a lot of self-confidence. Her reading skills.

She has just been learning more---spelling, reading, and writing.

She has learned a lot. Her alphabet, she didn't really know. It is teaching her quite a bit of stuff.

She has learned all of her numbers and letters, and even her overall computer skills.

She has learned her alphabet, her numbers, adding, and subtracting.

She is almost to the point of reading.

She is one of the more advanced students in her class right now.

She is starting to read now.

She just has come a long way. She can read some words. She learned a lot of stuff that her sister, when was her age, didn't know.

She just turned five, and I believe she is reading and writing little sentences partially because of UPSTART.

She knows all of her numbers and letters.

She knows all of letters by sight, most of the letter sounds, and she's doing well, without any major help from home. She's at a better point than any of my three other kids were at her age.

She knows her letters better, and she's starting words. She also likes the songs.

She knows her letters so much better than before, and she actually writes words.

She knows how to write her name, and she knows her numbers.

She learned everything that she needs now in kindergarten.

She learned her first ones off of it, and learning her letters.

She learned her letters, and recognizes colors and numbers.

She learned her letters, numbers, and ABC's. She learned her words.

She learned her letters, numbers, and some words.

She learned her letters, words, and numbers. It's helped her a lot.

She learned her numbers, and she knows how to write her name.

She learned how to blend her sounds together, and started to read.

She learned how to use the computer a lot, and was a little bit more prepared for kindergarten.

She learned to spell her name. She still sings some of the songs from the program. It is a good learning tool.
She learned how to use the computer.

She really liked the characters and getting the thing in the mail. It did help her recognize her letters, which she had struggled with before.

She started to read better now.

She's almost reading now.

She's come leaps and bounds compared to preschool.

She's definitely got a concept of early-reading skills, beyond what we would have normally worked with her on.

She's definitely gotten better with letter recognition, counting, days of the week, sounds.

She's doing awesome. She asked me to write a sentence, and then go copy it herself. She wouldn't be doing that with her letters if it were not for UPSTART.

Question 13: How has the UPSTART Program helped your child? (Unaided)

She's learned a ton of rhyming songs that she's memorized. It's built her confidence in wanting to read. It's teaching her how to write. It's teaching her little songs and rhymes for learning her vowels. It's been really beneficial.

She's reading now.

She's really good with vocabulary. Her vocabulary is really, really good.

She's sounding out words.

She's starting to read, which is fantastic.

She's starting to recognize words, and she's learning to sound stuff out.

Since doing it, they've learned their alphabet and their numbers, and they can identify them independently out of sequence. I feel them progressing to be able to learn how to read. I see steady progress.

So I have two boys using the program, and the older boy was reading, but with UPSTART, he's able to read on a much higher level. Then the younger boy was a little delayed in some of his learning, and now he is above his level. I'm a huge fan.

So now he is speaking words more clearly.

Sounds, and recognizing letters. I'm going to have her try and skip kindergarten.

Speeded up her learning, brighten her motor skills and everything.

Taught her to do things accurately the first time. Just built on concepts so she learned fast.

Taught her to recognize all of her letters and sounds.

Taught him the letters. He recognizes all of his letters. He can count. I feel that he has learned as much as he would in kindergarten.

Teaching him his letters and sounds.

Thanks to my friend and my Lord, she didn't have any trouble or problems starting kindergarten. Where I only speak Spanish, I feel bad that I can't help my children learn. It makes me feel bad that I can't help them with their studies.

The main thing was that it helped her spell and write her name.

The reading, and it helps with their mathematics and science skills.

The thing it helped him with the most is learning sight words.

There are programs that he has not learned with in preschool, but on this program, it was very beneficial for him.

They are familiar more with his name. It teaches him his ABCs, so he's more familiar with his name.

They are learning faster than other kids in the class.

They have been good at listening and making suggestions.

They've helped my child progress.

To learn a lot of his numbers and letters.

To learn their colors, ABCs, and numbers.

We have triplets, and all of them are using it. One is bright and is doing basic reading.

Well, it has helped him quite a bit. He's starting to learn how to read.

Well, it helped her to be able to blend the sounds together more with some of the lessons.

Well, she was completely ready for kindergarten. She learned all her ABCs, her sounds, and how to spell her name. And it helps her counting to 20. It helps her say the sounds of the letters. She was very prepared when she started. She is doing excellent in kindergarten.

Question 13: How has the UPSTART Program helped your child? (Unaided)

When he goes to school, he knows his letters, shapes, and everything he needs to know, and can understand more.

With English, numbers, and letters.

With learning to read, and recognizing numbers.

With math, reading, and science. Learning more than children her age know.

With reading, science, and especially math.

With the basic alphabet, and more attentive to environmental words.

Word recognition.

Question 15: Do you feel there is any negative aspects of UPSTART-aged children spending time on a computer? (Depends – specify)

As far as screen time goes, the computer isn't my favorite tool to use for education because of the ADD issues, but I think she will be bored in kindergarten.

As long as it's within a reasonable timeframe, then no.

Definitely not, if it's the amount of time the program suggests.

For me, it's great, but when you're fighting your child to do it, then it becomes more of a job.

How much a parent allows.

I think it's a bad thing to do for hours, but for the time they wanted them to do it, definitely not.

If it is only the 15 minutes required. I'd like her to do 30 minutes academically.

If they are learning, no.

It can be negative for someone like my son, but maybe not for all kids.

It depends on how long they're on their computer.

It is so much better than TV because he is learning so much.

Only if parents use it as a babysitting tool and allow the child to spend too much time.

What programs they are using, or what they are looking at, or if they have accidental access to other things.

Question 20: How effective are these calls in encouraging you to have your child use the program?

However, in my situation, my second son is now enrolled, and now my older son is no longer eligible. But they are still calling about my older son and not my younger son, so that is not at all effective.

We had one call, and it was very effective. He was very helpful. The second lady that called was very rude, and it was very ineffective.

Question 21: In your opinion, which would be the MOST helpful method for Waterford to use with parents to encourage children to meet the usage goals required by the program? (Other – specify)

A calendar of some kind.

A meeting for parents.

A monthly email.

All of the above.

All of them.

Emails, and the additional website information.

Free-play activities.

If a representative can come to the house (maybe once a month), and see how we're doing.

If they could teach us about how to get our child started.

If they had somewhere you can go to see how much time our daughter has used that day. Sometimes she shuts it off early, and there is no way to check how many times she has been on that day specifically.

It would be nice if there was a way for parents to track it.

Mail.

Maybe something more exciting than the certificate.

Newsletter, or phone calls.

Parent orientation to start off.

Phone call, or an email.

Weekly phone calls.

Question 22: **As you know, parents receive weekly usage emails with a bar graph showing their child's usage for the week. How helpful are these weekly usage emails to you?**

I think it's frustrating when they call and he's sick, or there's a computer problem, and the bar graph is still marked that he didn't meet his requirement. I want to be able to show him how great he did. It'd be nice to somehow make it OK when he's sick, or when he's on vacation, so he knows it's an OK day not to have it.

Question 24: IF YES: How would you most prefer to hear about the benefits of the UPSTART program? (Other – specify)

Any---whatever is most cost effective.

Email, and newsletter.

Mail, or e-mail

Phone call/by telephone. (4)

Question 27: IF ATTENDED: What would have made the training meeting more helpful to you? (Unaided)

A lot of it was a PowerPoint presentation. It would have been nice to have something to take home. I forgot a lot of it, so maybe a handout to send home with you, instead of just using PowerPoint. If we all, as parents, sat down at a computer where we could actually navigate the program.

Don't know. (8)

Everything was good.

Have a little more background to begin with.

I can't think of anything. It was pretty informative. Maybe have the meeting before the program started.

I can't think of anything.

I could just ask questions about glitches we were having, and they were able to address those.

I felt like I had enough information already, and would've preferred not to travel in for the meeting.

I think just being able to ask questions to a real person.

I think they answered every question.

I think they did a great job. Nothing.

I was already familiar with the program. I thought they did a good job.

I wasn't on it very long, so I'd have more questions now than I did at that time.

If I could have brought my kids.

If I would've had more time.

If they can focus on one thing at once, and do it in English and Spanish.

If they could teach me how to motivate my kids. How to train my kid to be more independent in doing that by himself.

If they had actually told us something that we did not know, and leave time for questions.

If they had it when I first started.

If they showed me how to see how my son is doing.

It seemed like the person that we had questions for---at least she was honest---said that she didn't know the answer. So maybe have the training people be a little more knowledgeable.

It was good. There were some things I didn't understand, but they explained them to me.

It was helpful how it was.

Maybe actually have us get on the computer, because she was showing us on one computer in front of everyone, so maybe if we had a chance to practice getting on. You have to set the controls. She did tell us how to do it, but practice doing it there.

Maybe just more time (individual time) for questions.

More frequent.

More hands on.

More meetings.

More people there.

My own knowledge of navigating the program.

No comment. (15)

It was so good. They were so nice, and they treated us so good.

Question 27: IF ATTENDED: What would have made the training meeting more helpful to you? (Unaided)

Nothing. It was great!

Nothing.

Probably if there was some information we could take home with us.

Some motivating ideas for days when she doesn't feel like doing it. We have come up with a sticker chart for her on our own. Something like that would be motivating.

Telling us the information they told us at the beginning of the program.

They changed my password on "My Manager", and I can't get in it now, so they weren't very helpful in that way.

They did great, and got on, and walked us through things. They answered our questions. It was really informational.

They didn't do it soon enough.

They explained things well.

They had already helped me, so I had already gotten the information.

To have had the training before my daughter started the program.

To have it when we started the program.

Walk through more of the program.

Question 28: IF NOT ATTENDED: Why didn't you attend a training meeting?

Because I forgot about it. (2)

Because I had a teaching thing I had to do on the same day.

Because I have four kids under the age of seven.

Because I think we got into the program after it started.

Because I'm a very computer-literate person, especially for online school.

Because it was so easy to get started, and we didn't feel we needed to.

Because of schedules.

Because the closest one was 40 minutes away.

Because they did not tell me I had to.

Because they didn't tell me I needed to.

Busy. Hard to find the time.

Didn't feel like I needed to.

Didn't have a convenient schedule for me.

Didn't know about it.

Didn't know there was a training meeting.

Didn't know there was one or that I was supposed to.

Didn't know there was one.

Don't know.

I can't think of ever being invited to a training meeting.

I could not make it.

I did not know there was one/didn't know about it/not aware there was one. (56)

I did not receive any information about it.

I did not think I needed to.

I didn't ever know of a training meeting. I heard about a feedback meeting at the end of the program. I was planning on going, but I had a newborn.

I didn't feel a need to, and I'm busy.

I didn't get a training meeting.

I didn't have a babysitter the days that it was available.

I didn't have one that I knew of.

I didn't have the time.

I didn't know about it. We started late.

I didn't know I had to go to one.

I didn't know I had to.

I didn't know I was supposed to. (2)

I didn't know I was supposed to. I wasn't told about it, I guess.

I didn't know there was one, or didn't realize that's what it was.

Question 28: IF NOT ATTENDED: Why didn't you attend a training meeting?

I don't ever remember hearing about it. I heard about an open house, if that was the same thing. It was probably location.

I don't know how to drive, and there was no one to take me.

I don't know if they had any out here. The one I went to, there was nobody there, but I was a little late.

I don't know when they are.

I don't recall knowing there was one or even being invited to a training meeting.

I don't remember about a training meeting.

I don't remember about it. I don't remember when it was.

I don't remember.

I don't remember. I think I was just unavailable at the time.

I don't remember---may have had to do with location and timing. It also wasn't clear to me how I was going to benefit from the meeting.

I don't think I got the message in time to make sure I could get there.

I don't think I was invited to one, or I didn't know about one.

I don't think it was offered.

I don't think there was one available locally or convenient for our schedule.

I don't think they had one down here. I live in St. George.

I don't think they had the training when we signed up. I've heard about other meetings since he started, and so I didn't go.

I don't think we were invited.

I forgot about it. (2)

I forgot---there no reason.

I guess I just didn't think I needed it. It seemed self-explanatory.

I had a conflicting appointment.

I had a lot going on at the time.

I had an appointment to attend.

I had another commitment that night.

I had another meeting the same day and time.

I had conflict with the time when it was offered in my area.

I had just had a baby.

I had other family obligations.

I had scheduled the meeting, but we couldn't make it, and there was never a time to go to another one.

I had school or something, and could not figure out how to do it.

I had signed up, but we had a conflict that night.

I had something that day when they were here.

I had surgery.

I had three sick kids.

I had to work.

Question 28: IF NOT ATTENDED: Why didn't you attend a training meeting?

I had too many kids.

I had training for my job that same time.

I has something going on that night.

I have a small baby, and I don't have a car.

I have new baby.

I have no clue.

I just couldn't go on the day.

I just couldn't make it.

I just didn't.

I just didn't. He was using it fine. I didn't have too many questions about the program.

I just had a baby.

I just now found out about it.

I never did. My daughter probably should have.

I never heard about it. (2)

I read the materials, and talked to someone on the phone. I didn't have time to do something extra.

I signed up, and forgot to go.

I think because my husband works nights, and it was at night.

I think I was busy the night it was here.

I think I was out of town when they came.

I think I wasn't aware there were training meetings. Maybe I didn't pay attention.

I was at another school function.

I was aware of a meeting, but I didn't hear of it being called a training meeting.

I was busy for the ones that were right here by my house, and didn't make an effort for those that weren't.

I was busy the night it was available.

I was busy.

I was having a baby that same week.

I was moving.

I was not able to.

I was not in town the weekend they were here.

I was on vacation.

I was out of town. (2)

I was too far away, or didn't get in on time for the meeting.

I was too far away.

I was unaware that there was one. I think I got a thing for the training thing after he was already enrolled.

I was working. (5)

I wasn't available to go at the time.

Question 28: IF NOT ATTENDED: Why didn't you attend a training meeting?

I wasn't informed of any meetings.

I wasn't offered a training meeting.

I wasn't told. I didn't know there was one.

I work a lot.

I'm busy!!

I'm not entirely sure I knew about a training meeting. It probably would have been helpful.

I'm not sure I was even aware of it. We did our training when we received our packet, but we didn't ever attend a meeting.

It seemed like it was after the summer was over.

It seems like they came here, and I had something going on that night.

It was held when we were out of town.

It was in Salt Lake City, and I live in St. George.

It was in the middle of the summer, and there wasn't time to do it.

It was just a busy night. I wasn't able to go.

It was on a night that I couldn't go.

It was too far away.

It wasn't at a time that I could go.

It wasn't close to my house.

It wasn't convenient. (4)

It wasn't offered to me.

It wasn't offered, or I wasn't available.

It wasn't required, and they never asked me to attend.

Just didn't feel the need to.

Location---there wasn't any close by.

My schedule.

My wife did.

My work.

No comment.

No time.

Other commitments.

Other obligation.

Probably didn't have time.

Schedule. (2)

She's not doing the computer program anymore.

Stuff in my life.

The one they had was 45 minutes away from my home.

The time of the training meeting, he was graduating to kindergarten.

Question 28: IF NOT ATTENDED: Why didn't you attend a training meeting?

The time was never convenient.

Their customer support was good. We didn't need to. Their packaging had all of their information, and it was easy to use. Their website is very user friendly. There was no use in going to a training meeting.

There is none close to my house.

There wasn't a training meeting in the town which I live.

There wasn't one.

There weren't any at a good time.

They did not tell me I had to go to one or where it would be at.

They didn't have one till way later, and that whole day, I was in court.

They didn't have them when I did it.

They didn't offer it.

They didn't offer one.

They didn't tell me I had to.

They had it during a time when we were moving.

They just gave me a number to call. They never told me I had to attend a meeting.

They never gave me information about one.

They never invited me to one.

They sent me an orientation kit. It was done through the mail.

They weren't doing that when I signed up.

This is my third child, so I'm pretty familiar with it.

Time restrictions.

Too busy. (2)

Too far away.

Wasn't aware, or at least I didn't pay attention.

We are way out here in a remote area. It can be a long ways.

We got the letter, and didn't remember about the training.

We got the mailer in the process of moving.

We had something going on.

We just had something when it was here.

We started a little bit late. I don't know that I heard about it.

We were busy.

We were in the middle of moving from California.

We were out of town when they were being held.

We were out of town. (3)

We were slightly late getting into the program.

We were supposed to go, but I don't know what happened.

Question 33: How could Waterford improve on the UPSTART training provided to parents?

A booklet sent with the program telling you more information.

A little more instruction sent out with it, so that as people got stuck, they don't have to go onto the Internet. A little more information printed out for them.

A website course. It would make it hard to make it to an actual meeting.

Adding something on the disc that came with the package, like a parental introduction.

Call me, or give me information in the mail. I will follow the rules with my child if I get it this way.

Do an online training.

Do web training, so you could do it from your home.

Don't know. (65)

Educating a little more on updates.

Email updates about information that's on the website, and more frequent training classes.

Emails that link to a specific topic on their website.

Get us parents or grandparents to attend an UPSTART meeting.

Getting the word out that it's there.

Give it more than once.

Give us more information regarding the printable features---for example, the worksheets, etc.

Giving them tips on how to handle the stressful situations.

Have a little introduction before the child starts the program, so it's a easy transition.

Have a training session on the computer.

Have meetings with the parents before they get the program, so that they know how to use it and what is expected of them.

Have the website be good, and do training when you hand out the hard drive or before they actual use the program.

Having meetings every so often, so that we know (as parents) what's going on.

Honestly, I think they are doing a pretty good job.

I called and needed some help---the older one on the program wasn't quite as advanced. We had to call, and the staff was very helpful in his reassessment.

I can't imagine how they could.

I can't think of anything. The information is actually really good.

I did not ever receive any information on what more there could have been. I didn't know---were their helpful hints on the website? I don't know what was on the website.

I didn't even know there was one, so they could make it a little more known that there is training.

I didn't feel like I received any training.

I didn't have any, so getting some would be better than none.

I didn't have anything, so you might want to let the parents know that's available.

I didn't know about the meetings, so that would have been interesting to know about. I think, also, being a little more descriptive on where they're located, and where you can receive information and help.

I didn't know that I was supposed to do or go to any training. Maybe just be a little more informative about that.

Question 33: How could Waterford improve on the UPSTART training provided to parents?

I didn't know there were training meetings, so publicizing them better.

I didn't really get any training.

I didn't really know that there was any training.

I didn't really receive any training. I don't know how I missed that.

I didn't really receive any. It wasn't hard to figure out though.

I didn't think much training was needed.

I don't know what they do for the training.

I don't know. I haven't used it.

I don't remember going through any training. It was just kind of self-explanatory. It wasn't anything difficult.

I don't think anything.

I don't think there needed to be a lot of training.

I don't think they can.

I don't think they could've.

I don't think we need any improvement really. It was clear and easy to use.

I felt totally trained. It was fine.

I guess just make us aware that there is a training class.

I guess through email.

I guess, maybe, I need to go to the website and look at the troubleshooting section. I actually didn't know there was a troubleshooting section.

I just need to know where to go to get the training.

I knew if I ever had a question, as soon as I would email, I would get a response quickly.

I think follow up to ensure that people are going.

I think it's self-explanatory.

I think it's up to the parents to know it's available and take advantage of it.

I think maybe an email every once in awhile with tips. Maybe it could be in the same emails that has the bar graph usage.

I think that it's invaluable training for your child. It looks like you can get worksheets and different stuff to do, and I liked that idea, I just never used it.

I think they are doing OK.

I think they did a great job.

I think they did a really good job.

I think they do a great job. (2)

I thought it was good.

I thought it was just fine. Although I did learn that you could press a certain key to skip an activity in a support call.

I thought it was OK. There weren't any problems, just the computer's software. It wouldn't go on my computers. It was too new or something.

Question 33: How could Waterford improve on the UPSTART training provided to parents?

I thought it was very beneficial. I received kind of training from Jorge over the phone when I spoke with him, and that was very beneficial. If that could be done when you sign up, on an individual basis, that was sure helpful to me. That was really nice.

I was very impressed. I thought they did a very good job keeping in touch with me, and getting the mailers every month was fun for him.

I wish I had known about the website access earlier in the program.

I would just say offer a little bit more to those of us that are in other areas of the state---more opportunities to attend.

I would like if it had more suggestions to keep the child interested.

I would say just more website content---more links, and more pages that go in depth.

I'm not sure. If you're technically sound, there's not a whole lot to train on.

If it can be done from home and done quickly.

If they can have more information about it.

If they can let us know about it more.

If they can let us know, or visit us at our house.

If they can put it in Spanish.

If they can send me more information.

If they could give us some more information about who qualifies.

If they could have them in English and Spanish.

If they had more training for the parents---maybe different days and times.

If they were more friendly. Also, maybe at the beginning, watch the parents and everything.

If they would send out a CD with the program or something would be nice.

In an email form or a mailer.

In the weekly email that they send, they can put information on better ways to or tips for the parents to learn something for the kids to take advantage of the program. An email to maybe do a tutorial online.

Include links in the weekly emails. Maybe even information they'd like to focus on by highlighting the aspects that are changing.

It is good how it was.

It is very cut and dry. It is easy to use.

It was fine.

It was me.

It was really easy to figure out, so I don't know.

It would be easier for me if an email was sent to me.

It's pretty easy.

It's pretty self-explanatory. (2)

It's really good now.

Just make me more aware of it.

Keep doing what they're doing.

Question 33: How could Waterford improve on the UPSTART training provided to parents?

Let me know about it.

Let us know that it exists.

Let us know that there is training available.

Let us know there is training, I guess.

Letting me know about the meeting.

Letting us know about it.

Make it a little more user friendly, as far as installation. The only way I could access the program was to turn off my firewall every time for him to use it every day.

Make it available online.

Make people more aware that it's available.

Make something that comes with the package instead of having to get online to do it.

Make sure that parents are aware of it.

Make sure the parents have the training before they get the supplies.

Making it more accessible, and giving more information about it.

Making the 800 number available was enough.

Maybe a phone call that kind of explained it a little more. They basically only talk to you about your requirements when you sign up. It was more of a detailed description.

Maybe a video that they could watch to kind of introduce them.

Maybe a weekly email with tips in it.

Maybe do an online training, so we could do it from home.

Maybe do more meetings at different times of the day.

Maybe give us more information on how to use the program.

Maybe have a bit more printed information they could refer to. More references on where to go on the website.

Maybe have a tutorial for parents to go through on their own.

Maybe have more availability for training, more in different timeframes.

Maybe if they could send us literature we could read, and a little calendar would help.

Maybe include it in the beginning of the software.

Maybe instructing parents to be more involved.

Maybe just a checklist---did you know this, did you know that, or a step one, have the parents do this or do that, or a reference sheet to go back to, to see if we've done it. Everyone I have talked to there has been overly nice. They've been happy to help.

Maybe just more clarification on how to set it up.

Maybe just provide more examples, kind of on-screen examples.

Maybe make it in person.

Maybe more hands on.

Maybe occasional emails giving ideas, thoughts, and reminders about what the benefits are.

Question 33: How could Waterford improve on the UPSTART training provided to parents?

Maybe offer that initial meeting before or at the beginning of the training program. Mine was like halfway through.

Maybe send something showing what are typical problems and how to avoid them. Maybe ideas for motivating your child.

Maybe tell them about the class.

Maybe they could do a tutorial for the parents so you don't have to attend the meetings, but do it at home.

Maybe with specific troubleshooting problems.

More contact with the parents, and how the parents can interact with the children while they are working on the program. I'd feel more comfortable if I could interact with my child while he is working on the program.

More information about it.

More information provided.

More information. (2)

More meetings.

More than just that one time of coming down to the area for training. They are really good on the phones, but I think there was a lot I could still learn.

More training on the UPSTART program.

More training or helpful hints via email to make sure child is getting full benefits.

Mostly just emphasizing that we can call when something was wrong.

Need more early evening training.

No comment. (70)

Nothing.

Offer more classes, more time availability.

Offer more parent meetings.

Offering more than one date or time for parents outside of Salt Lake County.

Online training.

Parents have to be pretty stupid if they need training.

Possibly with email reminders that it is available, that the online training is available.

Probably make the installation a little smoother.

Probably provide more information upfront, like reading material, and knowing when the child is tested what those evaluations mean.

Provide an online training program. Possibly provide periodic refresher courses. Maybe a webinar on how to better use the system, or any updates or changes.

Provide information in the weekly emails about how to access the math and science programs, as well as any other training tips.

Provide it sooner.

Providing a list of ideas to help motivate our children to want to participate.

Reminders online are always helpful.

Sending cards, and explaining things.

Question 33: How could Waterford improve on the UPSTART training provided to parents?

The glitch in math and science.

The material I went through was very straightforward.

The program is good how it is.

The training meeting was kind of towards the end of our session. If that could have been more at the beginning, it would have been more effective.

There really wasn't any training that I got. Making more aware what all was on the program, what different activities they could do. I wasn't really sure how to use the other activities. After the lessons, they have other things, but I didn't know what was there or how they could use it.

They could not call, or they could tell you in the beginning that they were going to call, because I wouldn't have done it that particular year with someone having cancer in the family.

They could send a letter out about a training meeting.

They gave us a CD so we could have the children listen to songs, and it wasn't compatible for newer computers.

They need to when the child first starts to take the test, so they know what level to start the child at.

They send out those little books, and I really like those and the papers that he gets to do.

They should do a phone call.

They're meeting my needs.

They've done a good job.

Those meetings, and the training website is good. I just need to utilize them more myself.

Through emails, or have an online training.

To do more trainings.

To make sure they do it right away.

We got the program before we got the training, so maybe having the training first. And they do probably do that.

We were never trained.

Weekly emails on the information needed. It is hard for me to get to meetings.

Well, considering I don't really remember the training, make it more obvious that it's training.

When I didn't understand it, someone was right there on the phone helping me understand it. So, not much.

When I received the computer, it was just the computer. If there was a little more in the beginning, that would be helpful--a tutorial or letter.

When it comes to the test, and it told us to send through the WAX test. It should send them to the WAX test automatically.

When they send weekly email, it'd be nice if they gave pointers or updates as well.

When we did the UPSTART pilot program, sometimes they would test higher in the placement and still have to go through some of the stuff that they knew. If there was a way we could jump, because he knows what all the numbers are. It would be nice if there was a way to reassess his needs or skip some lessons.

Question 44: What other ways could Waterford Institute provide support to you while participating in the program?

A phone call is the easiest for me, explaining some of the benefits.

A software update, and an additional letter about what they are changing.

As long as I can talk with someone on the phone, I'm good.

Aside from training be earlier, I'm not sure there was anything else they could've done.

Because I don't know how parents get into the website, giving me a monthly progress report on what she's actually mastering and not mastering, and some other ways I could help her to master those things would be very helpful.

Better at answering emails.

Calling once a week, and seeing if we had any problems that could be fixed or how everything is running. My computer says that we need to have something installed.

Correspond by mail a little better.

Don't know. (59)

Don't know. I think they have helped me out a lot.

Either call or letter.

Email or phone are the best ways.

Emails for me is the best communication, and then if I have questions, I can call or email them back.

Emails, and website.

Everything is good how it is.

Everything is good with what they have done so far.

Everything is good.

Getting back with me, or figuring out the programs. They just kind of told us, "Oh well, deal with it."

Give me an email, when I have question, to refer to.

Have little helps on their website or webinars.

I can't think of any other way.

I can't think of anything. (2)

I didn't feel like I needed any more support. (2)

I didn't need any additional support.

I didn't need support.

I don't have any suggestions.

I don't have anything additional.

I don't know if there is another way.

I don't know of any other ways.

I don't know. I just don't like chat--I would rather talk to them in person.

I don't remember calling and not ever getting a pretty quick response. I had technical problems with my hard drive a lot, where it was "not accessible", or "plug in new cables", or whatnot. I guess the hard drive is the best way to do it though.

I don't think they can. They are fantastic, as far as customer service goes.

Question 44: What other ways could Waterford Institute provide support to you while participating in the program?

I don't think they could. They've got it covered.

I don't think they really need to improve.

I don't think we took advantage of all the ways they could help us.

I feel like they provided a lot of support.

I feel supported enough.

I felt like, because my child didn't use it every day, that they didn't want us in the program. So I think that they should offer some help with that, rather than just kick you off the program.

I guess more through the mail. By phone, and by email.

I just called them when we had an issue with it freezing up, and that was fine.

I just need to read up on it more. I think they're doing everything fine.

I like phone calls.

I liked it so much I bought it.

I really like information about the other items they sell, like the music.

I think a checklist, and maybe a reminder list, or a thing that tells you where your child should be. I didn't know exactly where they should have been. Maybe some averages, like by now the three year old should know this, etc.

I think it is just keeping the phone contact up.

I think that if I could get an email that states what he struggles with. If I were to receive an email so that I could follow up on what he is struggling with, that would be great.

I think that they do just fine.

I think that's all they could do.

I think the phone is good.

I think the phone is the best one for me.

I think they are doing a good job as it is.

I think they covered it pretty well.

I think they did a good job.

I think they did a good job. It's a great program.

I think they did a good job. The emails helped me know exactly where he was and when I needed to test him.

I think they did all they could.

I think they do a good job providing support.

I think they do a pretty good job. He's tested, so I know where he's at and what he needs to work on.

I think they do good enough.

I think they have given us a lot of options.

I think they have it covered. (2)

I think they provide it well.

I think they were very supportive. It was excellent.

I think they're doing a good job.

Question 44: What other ways could Waterford Institute provide support to you while participating in the program?

I think they're doing a pretty good job. (2)

I think they're doing great.

I think they're fine. If I need help, I know I can call the number.

I think what they're doing is fine.

I thought they did a good job.

I was thinking about calling them for more ideas because sometimes she gets bored.

I would appreciate monthly tips on how to keep the child interested in the program.

I would have been interested in learning more about training available.

I would kind of like to know, other than the WAX testing, how he is progressing aside from that.

I would like more times and options of times he spends on certain programs. They have specific times for each subject, but I wish he could spend more time on math, because that is where he is struggling.

I would think maybe a newsletter once a month or a phone call once every few months to see how it's going. It would be helpful if somebody called every once in awhile.

I'd like to see---like we get a usage email, but I'd like to get a learning graph, so I can see her progress without having to dig it up.

I'm satisfied with the service up until now.

I've tried to call back, and I can never talk to the same person---which I would like, because he knows our problems.

If I could receive calls and email updates.

If they call us on the phone to update us.

If they had a monthly open forum where the Waterford building was available to go and ask questions, that would be more helpful to me.

If they had extended hours, that would be easier, because we do it at night a lot of the time.

If they keep us with the program.

If they send me cards in the mail updating me on everything.

If you had online training sessions that parents could log into.

Initially, when we started, we had to get high speed Internet to do it. The program would have paid for it, but we wanted to do it, but it took us awhile to find a provider that was in a good price range and that we liked. So if they could maybe suggest a provider, that would be really helpful.

It is good how it is.

It was good. I probably could have been more involved.

It's easier to give them a call when I need it.

It's mainly been over the phone and some email.

Just any contact by email is the easiest.

Just emails.

Just giving ideas how to use the program more effectively. If they could progress more quickly through the program, that would be helpful.

Just keep doing the emails.

Just keep doing what they're doing. When I call, they answer all of my questions.

Question 44: What other ways could Waterford Institute provide support to you while participating in the program?

Just keep updating us and contacting us like they have been.

Just more knowledge about the things that are available, such as the chat---90% of the people, I assume, don't know that it's there. Maybe a newsletter talking about things you can do.

Just phone and email is good for me.

Just send more detailed instructions when they first start the program, so they know how to get their child on the right level.

Just the same as what they're doing.

Just to give us tips would be great, because I don't know if I should be sitting down with him, or if it's OK to leave him.

Letting me know about the website.

Maybe additional motivational strategies to encourage her to use the program when it becomes challenging.

Maybe have the person who is going to help the child attend a meeting I didn't know how to do anything on that computer. Maybe a training or something.

Maybe helping with ideas to motivate your child to do it.

Maybe just the follow-up courtesy things, so they can see if there is a problem.

Monitor when the program itself crashes. When it's a daily thing, it gets old having to call.

More calls.

More control over skipping things or moving a child backward in just one specific area.

More easily accessible. I could just contact them easier.

More emailed information.

More personal email.

No comment. (105)

No other ways. (2)

None that I can think of.

None. (2)

None. I got phone calls and emails, and that's enough for me.

Not much. I just need to look.

Not really any.

Not sure.

Not taking it away from us.

Nothing else. They did just great.

Nothing in addition to what they already do.

Offer a quarterly meeting for concerns.

Online and on the phone is pretty good.

Phone calls, and emails. (2)

Phone.

Question 44: What other ways could Waterford Institute provide support to you while participating in the program?

Probably give me information on future improvements or changes that they're making to the system, and ask for more frequent feedback from the parents and any recommendations we might have.

Quarterly meetings.

Right now, they have helped me with everything.

See daily time that my son does, either on the website or if I could peak through the program at how much time he spent on it.

Send information through mail.

Send other training tips in the weekly emails.

Sometimes I get lost in trying to find certain parts of the website. You know, there's the parent section where you log in, and there are other sections. It's not cohesive. Sometimes I am looking in the wrong place, and it's not what I need. I feel like their login information that they gave me with the box were very poor. The password situation is a real pain.

Suggestions on how to help my child when she doesn't want to do the program.

Technical problems with newer software.

Telephone call---I don't know.

The chat, the website, the over the phone---there's not really another way they can.

The emails are fine.

There wasn't anymore that could've been done.

There's been minimal need for it, so I can't think of anything.

They do a lot right now.

They're really good about the emails and the phone calls. Whenever I've called, they've been great about answering and getting the problem solved.

Through a letter.

Through email.

Through telephone calls.

To help me when I don't understand.

We've gotten good support.

What they do now is good.

When glitches were found, they would've communicated ways around the glitches until they were able to get them fixed.

When I have a question or concern, I can call, and they tell me what to do and how to fix the problem. So just keep it up.

Question 46: In your opinion, should the Utah Legislature fund the UPSTART PROGRAM? (Depends – specify)

Definitely not. The funds could be allocated through an RFP process, not designated to a specific company.

Depends on how much it would cost taxpayers, and if it's going to be provided to all children or only certain groups. The academic aspects are excellent, but it doesn't fully replace preschool because it doesn't give them the social aspect.

Depends on how much money is available.

Depends on the allocation of taxes used for it.

I think it should be available to homes, but government should supplement it, but not pay for it completely.

I would say probably not, unless it was a pretty nominal amount going to fund it.

I would want to know if it were handed out without any accountability.

If there are children with special needs, meaning learning disability, etc. Other than that, I'd say no.

It depends on if it is available for everyone and the government will fund it, then yes. But if it is not available to everyone, then no.

Maybe a needs based.

Maybe for underprivileged children.

Maybe to those who they know are going to be behind.

Who it's targeting---only for kids that need extra help.

Question 47: In your opinion, should UPSTART be expanded to serve more Utah children? (Depends – specify)

Depends on income level and access to other programs. Probably should.

For lower income or single parent homes. For disadvantaged children, it would be helpful.

I think the UPSTART program should be utilized by every child, but I don't know if parents are motivated enough to have their kids use it in the way that's beneficial.

I think they need to screen who they do it for. There are a lot of people in poverty, in shelters, and stuff that really don't have parents capable of teaching kids, that I feel some of the parents could learn the program. I think it needs to be for those that really need it and not just any and everybody.

If the desire is there, then sure.

If the funds are available, sure.

If they could.

Not only in Utah, all over the nation. I think Barack Obama should talk more about this program.

On who is paying for it.

Question 48: In your opinion, should UPSTART become required for Utah's 4- and 5-year olds before they enter kindergarten? (Depends – specify)

Depends on how many people have it available to them.

Encouraged, but not required.

I don't think every household could afford programming or computers, and I'm not sure the state could provide every household with the computers.

If the governments pay for it, yes. If not, then no.

If they're in a formal preschool setting, they probably don't need it. But if they are a stay-at-home student, with no education before kindergarten, then yes.

It depends on the kid.

It should be made available.

Not until other funding issues are dealt with in the state currently.

Some parents aren't able to get their kids involved.

Question 49: If you had another child eligible for the UPSTART program, how likely would you be to enroll him or her?

Depends if it was free again. I would not pay for it.

Depends on child's interest in learning and ability to sit for the time.

Depends on the child's need, but probably very unlikely.

I would enroll them, but I would want to pay for it.

Question 50: How likely would you be to recommend the UPSTART program to a friend or relative? (Depends – specify)

Everybody has their own needs and problems, so I don't know.

Question 51: What suggestions or comments do you have for the Waterford Institute that would improve the UPSTART program for parents or students?

A little more of a briefing on the importance of the whole program.

Access to different activities instead of the same activities for each letter.

Advertising the program availability in locations where kids need it most, like Head Start.

Allow the student to progress quicker to a higher level or have an option. More option to navigate through the software program.

Automatically assess them with the WAX test, and then do it again to assess their progress. If that was automated, it would be very helpful.

Better assessments, meaning increasing the alignment with the curriculum. And better, just additional information on how we can help them continue to be engaged.

Better response time with customer service. Allowing children to bypass certain activities for a day if they are bored, then come back to them the following day.

Calling the parents once a week to see if everything is going well.

Can't think of any.

Communicating glitch problems, so there is less frustration on the part of the parent and child.

Continue with what they're doing now. It helps kids a lot.

Don't have any.

Don't know. (25)

Don't try to make it government mandated. Let parents be in control of their education.

Earlier training. They had issues not being up-to-date on newer computers.

Everything is excellent.

Everything is good for now.

Everything is good. (3)

Everything is good. The program is great.

Expand it so the child can use it beyond kindergarten---during the summer months when they are out of school.

Finish getting the rest of the bugs out of it.

Fix the garbage truck thing.

Fix the technical problems with Vista.

For me to be able to see the daily time my son has spent on the program.

For them to never do away with this good help for our children. For those of us who speak Spanish, we need a lot of help so our children learn more English correctly.

Four year olds should not have to do it every day for 15 minutes. It is overwhelming for both myself and my child. They need to take into consideration the holidays and the summer. When they tell me that she has not done it, I know that she has done it more than they say. They need to fix the glitch so it brings up math and science.

Get better instructions to get them on the right level. Get parents to give the feedback while we're actually using the program, and not after, like you are right now. I felt like when I tried to give my comments during the process, they just blew me off, because they already felt it was so well researched.

Give me suggestions on how to help a child when they are bored with the program.

Give more parent information, and keep up the monthly medals for the kids.

Question 51: What suggestions or comments do you have for the Waterford Institute that would improve the UPSTART program for parents or students?

Having the tracking period run on a weekly basis instead of kind of splitting it week to week. Sometimes it does not end up recording the time that we did. There is some sort of a glitch in the system, so it looks like we didn't meet the goals when we did. It is very rare, but still.

I can't think of any.

I didn't even know there was a website. Just get that word out more. Other than that, they are doing a great job.

I don't have any suggestions. This helps my child learn, and I can see that he's learning.

I don't have any.

I don't like some of the music they put on the lessons.

I don't think very many people knew about it. It was more like word-of-mouth. I would like to know if they'd offer it for kids after kindergarten. I would totally use it again, but I don't know how to find out about that.

I feel that the parents teaching the child is the best thing, rather than a computer program, but sometimes that's not easy to do. This is a good supplement, but not a replacement.

I find the 15 minutes a day frustrating. It'd be nice if you could do it less times a week, but for longer time periods.

I guess in my specific case, I wish that we could go in and hit skip this lesson because she didn't like it, and it kept coming up.

I had no idea what the capabilities of the program were until two to three months in. They could've put where to find this info in the Quick Start card. More of a guide would've been helpful. A parent's guide, for example.

I have a little background in computers and working with them. Just make certain that when they're speaking with people on the phone that they are able to use language that is very straightforward concerning the computer. I know a couple of people that would get very lost. When I was going through on setting up my programs, some people would get very, very lost on setting it up, and get frustrated. Just be very careful when they're trying to set it up. That they're very careful how they talk, and that's difficult to do. The program is wonderful. My son has absolutely enjoyed it. I teach school myself, and I think my own students would benefit from it.

I just love it the way it is.

I just think the only thing with the curriculum---it needs a wider range of activities to teach each concept. Sometimes it gets repetitive.

I know it's teaching him things, but I don't know what its end goal is.

I know there are people out there that aren't very familiar with computers, so if they could make it a little more user friendly, that would be helpful.

I like how everything is now.

I like how it is now and how I can call and they answer my questions.

I like how it is.

I might let parents have a little more control where their child is in the curriculum. My daughter already knew the alphabet, but still had to spend time on those sections and was bored. I figured out how to skip ahead, but the choice wasn't very granular [?].

I really don't have any. I thought it was an excellent program. I hope that they can get the funding they need so they can offer the opportunity to more kids.

I really like it, and he really likes the songs.

I think it is good how it is.

I think it was a great program, and if it could be available to more people.

Question 51: What suggestions or comments do you have for the Waterford Institute that would improve the UPSTART program for parents or students?

- I think it would be more helpful for me to know how I can help support my child in what he is doing. I feel like he's on his own a little bit or like he's playing a computer game.
- I think it's a great program. I really don't think there is a lot of improvement.
- I think it's a really good program. I just don't know if it should be a requirement.
- I think it's great, so I don't know.
- I think it's really good how it is.
- I think just some of the technical issues need to be worked out.
- I think my biggest thing is that it should have started at her level more. We had to get through a lot of stuff to get to something she was interested in.
- I think my favorite thing about it was the music. I think it was very catchy and unique, and great for that age group.
- I think something that might help. The program itself is fantastic, but I do think that not a lot of people are aware of it. I think it would be wise if schools were made aware, and they could somehow encourage families to use it. I think it would be beneficial to my kids if all their peers had this stuff too, so they wouldn't waste so much time in kindergarten.
- I think that if it goes into a household---I know that it is only supposed to be used for one child. I have a granddaughter that loves it---if it is in the household, more children should be able to use it. I think there needs to be more variety. If you complete something, you move to bigger and better things. The satisfaction of completing something, and not using the same things over and over.
- I think the program's great, and they're doing a great job.
- I think they are doing a good job.
- I think they are doing a great job.
- I think they are doing everything they can do. I'm very impressed with how organized they are.
- I think they did an OK job.
- I think they do a great job, but maybe more communication about resources available on the website.
- I think they should stay as conservative as possible.
- I think they're doing good.
- I thought it was perfect.
- I was pleased with what I experienced.
- I wish he would have something for after he's done with his time here, because it has been so helpful.
- I wish that you could see the data usage daily, besides the weekly update.
- I would change the assessment test. The first time my daughter took the test, the last part of it was reading, and she wasn't near that level. It was too hard for her first assessment test.
- I would just say making it more widely known, because I only heard about it through the grapevine. The fact that ours is consistently down, and figure out why, so that he is able to get on every day.
- I would like if the children could do it on the weekends as well. I'm a working mom, and sometimes we'd miss. Even if we did it on the weekends, it would count, and showed negatively on us, which was a bit discouraging.
- I would maybe say, provide more actual non-computer media, and practice, and stuff.
- I would say if they were to push to get legislation, because the costs would eliminate a lot of people who would benefit from the program.

Question 51: What suggestions or comments do you have for the Waterford Institute that would improve the UPSTART program for parents or students?

I'm gearing more towards meetings where parents can put tips on how to stay with the program.

I've been very pleased.

If I hadn't received the invitation to participate at no cost and gone to it myself, there would have been no way I would have been able to afford it. It's too cost prohibitive.

If it's used 30 minutes a day consistently, at the most. Don't let them spend too much time, but make it consistent.

If there could be something like a reunion, where they can update us to see what we can do better or what we're doing good.

If there was some way that the kids could do the letters with a stylus, rather than the mouse, then it would get them used to holding a pencil.

If there's any intermediate level. If your child already knows about it, if there was a way to change it, so they don't get bored over and over again.

If they can do things in Spanish for those who don't speak or understand English.

If they can have a program or class where there are other kids and parents, so we can teach each other things.

If they can have more meetings for the parents with more information.

If they can have someone who speaks Spanish.

If they can make it so that kids three to five years old can use the program. If they can reach out to a more diverse population, so that more kids learn English.

If they can put it in Spanish.

If they could have someone tracking when the program crashes.

If they have more ways to keep learning going, even after they start kindergarten.

If they keep expanding the program for the kids and parents.

If your child doesn't use it every day---maybe offer help with suggestions, instead of telling them they have to be kicked off or whatever.

Improve on their email communications.

Increased training for parents, and a better reward system for the kids.

It could maybe move a little faster through the modules. There is a lot of repetition. It could advance a lot faster, especially for kids who get it right the first time. It could have pushed her a little more.

It is such a good program. It not only helps my son, but, when my wife helps him, she is also learning English. It helps me also, because we speak only Spanish in our home.

It was nice that it was so kid friendly that I didn't have to help them on the computer. There aren't many programs like that.

It would be nice if they had programs for the parents. It would be nice for the older children when they're out of school, and if they had more learning games.

It's a good program, and kids learn a lot.

It's a good program, and the kids learn a lot. The parents need to sit with them and help them.

It's a good program.

It's a good program. If it just keeps reaching out to more kids.

It's been a good program.

Just continue it so I can enroll my other kid.

Question 51: What suggestions or comments do you have for the Waterford Institute that would improve the UPSTART program for parents or students?

Just keep doing what they're doing. (2)

Just like I've said before, the technical problems have been ongoing and pretty frustrating.

Just making it really clear to navigate. Maybe being able to pick lessons so that every time we log in it doesn't just decide where to go, but if we could navigate it a little bit.

Just making sure that the parents know the resources that are available. I'm not sure if I didn't know, or if they just didn't tell me, as far as training goes.

Just more information for the parents.

Just more training. More pre-training.

Just not making the child repeat stuff. The tests that you take at the end---it's supposed to stop when your child is unable to answer the questions, and we had to just stop because it kept going and going.

Just that they had more access out there so that more kids could be involved. I was sad that he had to quit. He was learning so much.

Just that we love it.

Just the compatibility with computers. We had the Windows 64, and it wasn't working well with it.

Just the ones about the technical support, and figuring out what's wrong with the technical support.

Just the orientation going into it.

Just the time to be a little more flexible.

Just to fine tune the technical aspects of it so that the kids don't run into some of the issues. The kids have had some repeated lessons. Probably a greater variety of lessons to teach the same concepts.

Just to have a stronger start for technical support. Making sure that people understand it is state funded, so that the parents know it's a credible program that can be trusted. I was hesitant to have a technical person help me and take over my computer, not knowing the background of the program.

Keep doing what they're doing. I think it's great.

Keep helping us. Don't give up the UPSTART program. I pray Waterford always has monies for the program.

Less repetition.

Letter formation is not the same as our school district. When she gets to school next year, she won't be taught the same way. Therefore, I'm trying to teach her the same way as they do in our district, instead of the Rusty and Rosy way.

Letting it be more available to people.

Make it available to more kids. When my son goes to kindergarten, I guess we'll have to give it back, and I think he could benefit by still using it.

Make it easier to click through without listening to all the instructions when the child is actually doing the program. I really like the program.

Make it more adaptive, so if they learn, they can skip certain things. It started out with the alphabet, which he knew, so he was really bored. I ran into some technical difficulties.

Make it more affordable.

Make it more known. I've been telling my friends, but most people don't know about it.

Make it more Mac friendly

Make it so the programs are interesting for the kids, so that they don't get bored.

Question 51: What suggestions or comments do you have for the Waterford Institute that would improve the UPSTART program for parents or students?

Make learning with letters a little more interesting, like the math and the music. My daughter really responds to the songs.

Make more variety in the teaching of the subject matter. The subject matter is great, it just gets too repetitive for my son.

Making it a wider variety of activities, so it wasn't quite so time consuming on different skills. Not getting the variety.

Making sure we, as parents, have the training.

Maybe a little bit more leniency with the 5 days a week.

Maybe a newsletter, or getting to know the website. I didn't even know about some of that.

Maybe after 15 minutes, you get certain fun games, and after 30 minutes, you get even more fun games.

Maybe have some parts where the parents are more involved in it, so that there is that interaction.

Maybe if they could tell me how he's improved, like results and feedback. Some kind of---so he used it all this time, and he made all this improvement, or he's showing these signs. If they would say, your son is still struggling with the letter J, then I could help. Some kind of progress report on how he's doing on the UPSTART program.

Maybe information for parents to keep us plugged in, whether it's a word game suggestion. The initial assessment they do---the kids love him! When Connor did his, they loved him. They just love him and want to know if he's going to come back. The kids love interacting with different characters they've never seen before.

Maybe just elongate it. Maybe let them start at an earlier age. I think it would have been beneficial to start at three rather than four.

Maybe make it a little less repetitive.

Maybe more rewards. She likes getting her certificates. They like getting things in the mail showing her accomplishments.

Maybe require training---can't start the program without training.

Maybe start it a little bit earlier, so it's a bit longer.

Maybe there are some days I have my child do twice as much time because I know we can't do it the next day, and then we get the weekly email, and she hasn't done enough. So I think just monitoring the time, not the frequency, would be helpful.

Maybe they could encourage people to do it as a routine during the first of the morning. Sometimes it's hard to do it when your busy. Maybe reduce the time frame during the summer to less than five days a week.

More advertising, so more people know about it.

More flexibility in the usage requirements. More ability for the child to go where they are interested.

More information on the parent side---how we can help, as well as how we can access things on their website.

More math for the kids.

More parent control to use to move kids back in more specific areas---to have the ability to just move them back in one program.

More parents and families given opportunity.

Question 51: What suggestions or comments do you have for the Waterford Institute that would improve the UPSTART program for parents or students?

More variety in the activities and the lessons. They have a lot, and are doing a good job, but there is a rhino guy, and she gets tired of that. A little more variety and less repetition of the same activities and characters. A lot of times when she gets on it, it doesn't let her do lessons. It will make her do free play, and I think it is good for her to do at least five or ten minutes of lessons a day. I don't know how it is gauged, but often she isn't allowed to do lessons. She has to do free play.

Mostly, if your child is a little higher up on certain subjects, to allow them to spend more. Kids should be tested. Needs to be adjustable according to the level of the child.

No comment. (70)

None at this time.

None. (4)

Not as much repetition with games. Have it go to math and science in a more timely manner. Everything else is really great.

Not make it so repetitive. He gets on the same things. He goes through it just to get his time; he's not learning. He doesn't care.

Not so much repetition. I just see a lot a lot a lot of repetition, a couple of times is fine.

Nothing more than what I have said about the calendar and other stuff.

Nothing. (2)

Offer other online things for the parent, so they can support their family from home.

On those weekly usage emails, if they would be from Sunday to Sunday, that would be helpful. If they turn off the program when he's to a part, that's hard and difficult for him---it will go back to an easy part. I really love the program.

Once the technical glitches are worked out, I would say it's a great program.

One thing I like on the Central Park preschool was, there was a timer, and I didn't see it on the UPSTART program. A timer would've been very helpful.

One thing I've had a little of an issue with---the calls from the representatives. There has been some miscommunications. It would help if there was one person, and that one person that would call me that would be assigned to me. Within two days, we had four or five people call, and I got a bit frustrated by the time I had to explain it that many times. A suggestion would be having one person assigned to each student or family, so there is one point of contact for support, questions, and whatever concerns they might have. Along with that, there should be an email specific to that person, so that you are able to reach the person directly. It doesn't feel like there is a consistency on their end, as far as support.

Please get it out for three year olds. User interface for being able to exit and going to the same exercise, or a pause button. Ability to pause and toggle something else.

Pretty much what I've said. Just more excitement in the beaver's voices. More feedback for the parents on what their child is learning. Learning about her progress would help me even more to encourage her in ways that would help her more. I wish it was available outside of Utah.

Probably just more freedom with me deciding how much time she does it and when she does it.

Probably just with all of the upgrades that they do. Maybe just try to keep parents informed when they're upgrading, and what some of the changes are to expect.

Provide more information. I never heard about a training meeting.

Put more children into the program. I think they have changed it so they can log into the math program now, but I would say continue updating the program so that it works better.

Receiving emails seeing what he needs to work on.

Question 51: What suggestions or comments do you have for the Waterford Institute that would improve the UPSTART program for parents or students?

Right now, you have to do 15 minutes of reading before you get to math or science. I think they should mix up math and science, instead of having you doing reading before getting to the math or science.

Since you asked about funding from the state---I home school my elementary kids. Since we don't use the taxes that go to public education, I think this would be a good option for home-school kids.

Some stuff that you can get from the program to work with my child when she's not on the program.

Sometimes it's hard to get to five days a week. Maybe be more strict on four days a week. And an hour instead of an hour and 15 minutes. Sometimes it's hard with the holidays and vacations. I mean, it's definitely awesome to be encouraged to do more.

Spending a little more time on the academic versus the songs. The computer freezing was our only issue.

Stick with the program---it works.

Taking breaks with the other subjects that they offer in-between. They do mostly reading, but I think they should have a break from reading to do another subject, then go back to reading.

Thank you so much for helping my child learn English. My son is intelligent. This program helps him so much. It is such a great program.

That they don't have to do it 15 minutes a day, but average 15 minutes a week. My daughter probably wants to do it three days a week. Because once she gets on, she is on for an hour. She just has a hard time getting on every day.

The initial tests didn't gauge where the child was at.

The issues that we've had with our computer, so just the functioning of it overall, not necessarily the learning of it. I think it might go a little bit fast on the skill level.

The learning to read should go more slowly. I know they have that in the option part, but they should have it in the required part.

The length of time they have kids use them. She started at the beginning of the summer, and, just recently, she has lost interest. So, I think it is just the duration of using the program.

The little bugs, like having to log in and out to get math and science. Finding the right balance between motivating parents through emails and crossing the line between being annoying by calling parents, especially if it's inaccurate.

The main thing is, as soon as summer begins---before kindergarten---then start the child, so they have a full summer of it.

The more variety they have, the less monotonous it is.

The only problem I had was the continual calls.

The only thing is that the continual phone calls if you're not doing it. I understand why they do it. I just get bugged.

The only thing that we've had trouble with is sometimes the computer---I don't know if the computer is not fast enough, if it has issues with the program. To actually go in the computer program. It does the English, then math and science, then to the keyboard. If you don't log in and log out, and log back in again, it won't ever go into the math or science. A couple of months ago, they said they'd fix that.

The program should be longer. Maybe start it at age three or four.

The reading got too difficult, too fast. More gradual introduction to reading.

The weekly emails that we get---it would be nice if it showed her progress, not just the time spent in the program.

Question 51: What suggestions or comments do you have for the Waterford Institute that would improve the UPSTART program for parents or students?

The weekly usage email goes from Wednesday to Wednesday. It would be nice if it went from Monday to Sunday, or something like that, and not the middle of the week. I would love a CD with the songs. We have all these really cool songs, and we can only listen to them on the computer.

There have been quite a few bugs. I am sure they are being worked on. Get the bugs out, and have that little gopher host, Wax, come and help him. Or Rusty and Rosy, something similar like that.

They have done a great job.

They keep saying after he uses it for 15 minutes that the math and science will start. And we very seldom get to that point, even if he has used it for 45 minutes.

They need to evaluate their assessments. Some of them are not good.

They need to work through the software. Some of the stuff came out of order. There are power words, and you'll get questions about power words, then you get introduced to it after the game. You'd think they would introduce it before the game. Some of the modules seem a little out of order.

They say five days, but actually they calculate seven. I asked my kid to do seven days. Sometimes the week starts on Sunday and ends on Thursday. I always want him to be in the limit, so I have him do 30 minutes from Sunday to Thursday now, to make sure he reaches the requirements. They told me every 30 minutes science would come in, I believe. I don't know how the program is set up. Because they say there are mathematics and science. I haven't seen the mathematics too much yet. I am wondering---in his level, in his age, I am wondering if mathematics is set up. I feel it should be more.

They start the week on Saturday and end it on Friday, so you get an email telling you that they didn't get enough days, but you don't have Saturday to make up for it. So it would be helpful if the week started on Monday and went through Sunday.

They've got a really great selection, as far as activities, but I think there could always be more activities.

To make it so that our computer doesn't freeze and crash so often.

To make the software more affordable, so that when they complete it, they can buy it.

Two thumbs up!! I love it. Add Spanish. The way they teach is really good, and I'd like for him to learn Spanish.

Two to three times a week instead of every day.

We are happy with it.

We have had a lot of problems with the program freezing. I think they resolved this, but we still have a problem with it. It doesn't click over to the math for 15 minutes. It just skips it, and lets it go on to free play.

When we go on vacation, they are pretty strict on still making them do it, so I think they should give them about two weeks vacation time in a year.

Whoever is going to help the child---a basic training for us, so that some of us computer illiterate people can do it. If there are websites that you can go to, to find information.