

CHAPTER 4: DESCRIPTION OF EVEN START PARTICIPANTS

This chapter presents a description of the families, adults, and children who participated in Even Start during the 2000-2001 program year, and makes cross-year comparisons for selected characteristics. Key findings from this chapter are:

- ❑ The most common reason for participating in Even Start, cited by 47 percent of the parents, was to “further my education, to get a GED.”
- ❑ While many characteristics of newly-enrolled Even Start participants have remained consistent since the program’s inception, the percentage of language-minority families as well as the percentage of families headed by a teen parent have each increased substantially over the past decade. Forty-six percent of Even Start parents identified themselves as Hispanic or Latino in 2000-2001, compared with 17 percent in 1989-1990.
- ❑ Even Start continues to serve a very needy population, indicating that it is meeting its mandate to serve the “most in need” families.
- ❑ Even Start families are a good deal poorer than Head Start families (41 percent vs. 13 percent with income under \$6,000) and Even Start parents are considerably less well-educated than Head Start parents (15 percent vs. 72 percent with a high school diploma or GED at entry to each program).

REASONS FOR PARTICIPATING IN EVEN START

Parents who were new to Even Start in 2000-2001 were asked why they were interested in participating. One set of reasons had to do with self-improvement. The most common reason, cited by 47 percent of the parents, was to “further my education, to get a GED” (Exhibit 4.1). Several other reasons were related to the desire to improve oneself, including to learn English (28 percent), to improve my chances of getting a job (24 percent) and to generally improve myself (20 percent). A second set of reasons for parents to join Even Start had to do with improving life for their children: to become a better parent (38 percent), to become a better teacher of my child (29 percent) and to improve my child’s chance of school success (31 percent). Only 22 percent of parents joined Even Start “to get my child into an infant/toddler or preschool program.” This is surprising as the availability of preschool care typically is an important drawing card for parents with young children. These data show that parents tend to join Even Start primarily to further their education, to get a job, or to be a better parent. They appear less concerned with the availability of Even Start’s early childhood services.

AGE AND GENDER OF PARTICIPATING PARENTS AND CHILDREN

To enroll in Even Start a family must have a parent³³ who is eligible for adult education services under the Adult Education and Family Literacy Act or who is within the state's compulsory school attendance age range, and a child under eight years of age.³⁴ The average age of Even Start parents has declined over the past decade as the percentage of teen parents served by the program has tripled over time, from six percent in 1989-1990 to 18 percent in 2000-2001 (Exhibit 4.2). While remaining the largest age group served by Even Start, the percentage of Even Start parents in their 20s and 30s decreased during this period. At the same time, the percentage of parents in their 40s remained small and roughly stable.

The average age of children served by Even Start has moved steadily downward over time. This is due primarily to an increase in the percentage of infants and toddlers in Even Start. The percentage of children birth to two years old increased from 15 percent in the early 1990s to 40 percent in 2000-2001 (Exhibit 4.3). While children in the three- to five-year-old age range have always comprised the largest segment of Even Start children, they declined from 54 percent in 1992-1993 to 39 percent in 2000-2001. Similar declines occurred for six- to seven-year olds and eight- to nine-year olds. Even Start's move to serving younger children may reflect the mandate, effective in 1995-1996, that Even Start projects target at least a three-year consecutive age range with their early childhood education services. It also may reflect a growing national concern with providing early services to children from birth to age three.

FAMILY STRUCTURE

The percentage of two-parent Even Start families has been consistent over time, ranging from 46 to 51 percent. The middle and late 1990s saw the percentage of extended families more than double, from 10 to 27 percent. This was offset by a decrease in the percentage of single-parent families, from 40 to 25 percent (Exhibit 4.4).³⁵ These changes may be related to the rising enrollment of teen parents and Hispanic families. Teenage mothers often live with their own parents, and Hispanic families are less likely than others to be headed by a single parent.

FAMILY ECONOMIC STATUS

Even Start does not use any specific income cutoff or threshold as an eligibility criterion. However, local projects are mandated to serve families in their communities that are most in need of Even Start services, and projects are required to consider at least parents' education level

³³ If other caregivers serve in place of the parents of participating children, they are considered the children's parents within the context of Even Start.

³⁴ In addition, beginning in 2001, a parent is eligible if the parents is attending secondary school.

³⁵ In this study, the term "Even Start family" refers to the nuclear or extended family that includes at least one adult and one child participating in Even Start, and, in all but unusual cases, living in the same household. Not all individuals in the family necessarily participate in Even Start.

and income when deciding which families are the neediest. Hence, Even Start families end up being drawn from the most economically disadvantaged segment of the population. Thirty-nine percent of the families who enrolled in Even Start in 2000-2001 reported annual household income of less than \$9,000 and 91 percent reported annual income of less than \$25,000 (Exhibit 4.5).³⁶ Statistics from the 2000 census show that 30 percent of all households nationally had annual income of less than \$25,000 (Census Bureau, 2001a). In spite of their low income level, the annual income of Even Start families has increased over time. This may be due to inflation (the data shown in Exhibit 4.5 are not adjusted for inflation) and changes in response instructions in the mid 1990s when families were specifically asked to include income from “all household members” rather than simply “the Even Start family” as stated in previous questionnaires.

Because household income data are reported in income ranges (for example, \$3,000-\$5,999), it is not possible to determine precisely whether each family was above or below the federal poverty level. However, by assuming that each family received the minimum of the income range, the percentage of Even Start families below the federal poverty level is estimated to be 85 percent in 2000-2001, 82 percent in 1999-2000, 85 percent in 1998-1999, and 90 percent in 1996-1997. Although some Even Start families fell above the federal poverty level using the method described above, these families still have literacy and educational needs. Compared to families below the poverty level, families above the poverty level were more likely to have a high school diploma or GED (27 percent vs. 15 percent), more likely to be living as a couple as opposed to a single parent or extended family (70 percent vs. 45 percent), more likely to receive most of their income from wages (94 percent vs. 56 percent), more likely to have received most of their education outside the U.S. (42 percent vs. 33 percent), and less likely to be a teenage parent (15 percent vs. 19 percent).

Differences in the way that income is measured complicate comparisons between Even Start and Head Start families. Still, a comparison of the available income data shows that Even Start families appear to be a good deal poorer than Head Start families. In 1997, 41 percent of Even Start families had annual household income under \$6,000 compared with 13 percent of Head Start families (Exhibits 5.5 and 5.6). At the upper end of the income scale, 4 percent of Even Start families had annual income over \$25,000 in 1997, while 15 percent of Head Start families had annual income over \$24,000 in that same year.

The percentage of new Even Start families that rely primarily on job wages increased from 46 percent in the mid 1990s to 66 percent in 2000-2001 (Exhibit 4.7). During this period, the percentage relying on government assistance decreased from about 50 percent to 27 percent. This substantial move away from reliance on government assistance and toward job wages is likely due to the combined effects of welfare reform, good economic times during the 1990s, and the rising percentage of teen parents in Even Start, many of whom live with their parents. In these extended households, the primary source of income often is the wage earned by the teens’ parents, even if the teen parent is also receiving public assistance. This is corroborated by the finding that only 23 percent of parents who enrolled in Even Start in 2000-2001 were employed

³⁶ The small percentage of households with annual incomes greater than \$25,000 tend to be located in areas with a high cost of living (for example, San Francisco, California, or Long Island, New York).

(see Exhibit 4.8). This means that there are many households in which most of the income comes from wages but the parent participating in Even Start is not a wage earner.

EMPLOYMENT STATUS OF PARENTS

Employment status is an important indicator of a family's capacity for self-sufficiency and has become more critical to Even Start participants in the context of welfare reform. As shown in Exhibit 4.7, wages from employment represented the primary source of income for 66 percent of Even Start families who enrolled in 2000-2001. However, only 23 percent of the parents who joined Even Start during that same year were employed full- or part-time when they enrolled (Exhibit 4.8), and this percentage does not vary for single parents, two-parent families, and extended families. This apparent contradiction is explained by the fact that about half of Even Start families are headed by couples; and in most families one parent (usually the mother—the child's primary caregiver) participates in Even Start while the other parent often is a wage earner.³⁷ In addition, some teen parents who live with their parents while attending high school may rely largely on incomes earned by their parents. As is shown in Exhibit 4.8, Even Start primary caregivers are less likely to be employed than the primary caregivers of Head Start children (26 percent vs. 53 percent in 1997).

RACIAL OR ETHNIC BACKGROUND

The racial/ethnic background of Even Start participants has important implications for the design and the delivery of instructional services. Race and ethnicity are related to the languages that families use at home and, for language-minority groups, their levels of English proficiency. In multi-racial or ethnic communities, educational activities offer opportunities to interact with members of different racial/ethnic groups, providing benefits for individuals and the community. At the same time, racial, ethnic, cultural, and linguistic diversity increases the difficulty of developing culturally sensitive and appropriate instructional materials and approaches.

The Even Start community includes a wide spectrum of racial and ethnic backgrounds, and notable changes in the mix of major racial and ethnic groups have occurred over time. The first two or three years of Even Start saw some sharp shifts in the racial-ethnic mix of families served. However, clear patterns have emerged since the early 1990s. The representation of Hispanic families in Even Start has more than doubled over time, from 18 percent in 1991-1992 to 46 percent in 2000-2001 (Exhibit 4.9). This rate of increase far surpassed the increase of Hispanics in the national population from 10 percent in 1992 to 12.5 percent in 2000 (Census Bureau, 2001b). Offsetting the increase in Hispanic families, the representation of Caucasian families in Even Start has declined from 45 percent to 30 percent, and African American families have declined from 27 percent to 19 percent. The percentage of Asian/Pacific Islanders and American Indian families in Even Start have remained roughly constant since the mid-1990s.

³⁷ This evaluation did not collect data on the employment or educational status of nonparticipating parents.

The racial and ethnic distribution of families in Even Start is quite different from that of Head Start. Exhibit 4.9 shows that in 2000, 35 percent of Head Start families were African American, 30 percent Caucasian, 29 percent Hispanic, 3 percent Asian, and 3 percent American Indian (Head Start Bureau, 2000).

EDUCATIONAL BACKGROUND

To be eligible for Even Start prior to 2001, a family must have an adult who is eligible for adult education services under the Adult Education and Family Literacy Act or who is within the state's compulsory school attendance age range. This means that we expect the parents of Even Start children to have limited good experiences within the formal school system, or have limited English proficiency.

In 2000-2001, 84 percent of the parents who were new enrollees in Even Start did not have a high school diploma or a GED, while 15 percent did have one of these credentials (Exhibit 4.10). National statistics for 2000 are that 81.6 percent of all adults over the age of 25 have an education level of high school or higher (Census Bureau, 2001c). The percentage of parents entering Even Start with at least a high school diploma or GED has been steady at between 14 percent and 17 percent since 1994-1995. Prior to that, more than 20 percent of entering parents had a diploma or GED. At the other end of the education attainment scale, about 40 percent of parents enter Even Start each year with a ninth grade education or less. Thus, more than four-fifths of the population of adults served by Even Start need a secondary level educational credential, and the 40 percent of the Even Start population that have not completed any high school face a long, difficult road before meeting their basic education goals.

But what about the 15 percent of Even Start parents that had a high school diploma or a GED when they enrolled in 2000-2001? Are they really eligible for Even Start? It is unfortunate, but a high school diploma or GED is not a guarantee of literacy, and some parents with these credentials have only minimal literacy skills. Thus, parents who have a high school diploma or GED and who remain in need of adult education services are legitimately eligible for Even Start. Exhibit 4.11 uses data from the Experimental Design Study to compare pretest scores on six subtests of the Woodcock-Johnson battery (see Chapter 6 for a description) for parents who entered Even Start with a GED or high school diploma against the pretest scores of parents who entered Even Start without these credentials. Having a GED or high school diploma does not make a consistent difference to pretest scores. Parents who entered with a GED or high school diploma scored higher on three subtests, while parents who entered without these credentials scored higher on three different subtests. This finding is consistent with research showing that while the GED may be helpful in getting a job, it is not a reliable indicator of literacy achievement (Boesel, Alsalam & Smith, 1998).

Second, a large percentage of Even Start adults are not native English speakers. Although these parents may have received a high school diploma in another country, they need ESL instruction and so are legitimate participants in Even Start. Compared to parents who did not have a high school diploma or GED at entry to Even Start, parents with a diploma or GED were more likely to be living as a couple (60 percent vs. 47 percent), more likely to receive most

of their income from wages (73 percent vs. 60 percent), more likely to have received most of their education outside the U.S. (43 percent vs. 34 percent), and less likely to be a teenage parent (three percent vs. 22 percent).

A final note is that, on the whole, Even Start parents are considerably less well-educated than Head Start parents. In 1997, 15 percent of Even Start parents had a high school diploma or GED, compared with 72 percent of Head Start parents.

ENGLISH PROFICIENCY OF ESL PARENTS

In 2000-2001, ESL parents comprised 45 percent of all newly-enrolled Even Start parents. About 75 percent of these newly-enrolled ESL parents reported difficulties in understanding, speaking, or reading English (Exhibit 4.12). The remaining quarter of newly-enrolled parents who reported speaking languages other than English at home were able to read, speak, and understand English well or very well. Of the same group of parents who spoke a language other than English at home when they entered Even Start in 2000-2001, 16 percent reported difficulties reading their native language, 10 percent had difficulties speaking their native language, and 19 percent had difficulties writing their native language (Exhibit 4.13).

On average, Hispanic parents had fewer years of formal education when they entered Even Start than Caucasian, Asian, African American, and American Indian parents (Exhibit 4.14). Parents in the latter groups had a 10th- to 11th-grade education, while Hispanic parents' educational experiences averaged around the ninth grade.

EXHIBIT 4.1 PERCENT OF EVEN START FAMILIES, BY REASONS FOR PARTICIPATING IN EVEN START, AND BY YEAR		
REASONS FOR PARTICIPATING IN EVEN START	YEAR	
	1999-2000	2000-2001
To further my education, to get a GED	48%	47%
To become a better parent	36%	38%
To become a better teacher of my child	28%	29%
To improve my child's chance of future school success	27%	31%
To learn English	26%	28%
To improve my chances of getting a job	24%	24%
To get my child into an infant/toddler/preschool program	22%	22%
To improve the education of my family	21%	22%
To generally improve myself	20%	20%
To be with other adults	3%	2%

Notes: Parents were allowed to report up to three reasons.
Exhibit reads: In 2000-2001, 38 percent of parents reported that they participated in Even Start to become a better parent.

EXHIBIT 4.2 PERCENT OF PARTICIPATING EVEN START PARENTS, BY AGE OF PARENT, AND BY YEAR				
YEAR	AGE OF PARENT			
	<20 YEARS	20-29 YEARS	30-39 YEARS	40+ YEARS
2000-2001	18%	46%	28%	7%
1999-2000	18%	47%	28%	7%
1998-1999	17%	47%	28%	8%
1997-1998	16%	48%	28%	8%
1996-1997	13%	48%	30%	9%
1995-1996	11%	52%	30%	7%
1994-1995	9%	49%	32%	10%
1992-1993	9%	52%	31%	8%
1989-1990	6%	53%	33%	8%

Notes: Bold shows the highest number in each column. Data are not available for 1990-1991, 1991-1992 and 1993-1994.
Exhibit reads: In 2000-2001, 18 percent of parents participating in Even Start were less than 20 years old.

EXHIBIT 4.3 PERCENT OF PARTICIPATING EVEN START CHILDREN, BY AGE OF CHILD, AND BY YEAR						
YEAR	AGE OF CHILD					
	0-2 YEARS	3-4 YEARS	5 YEARS	6-7 YEARS	8-9 YEARS	10+ YEARS
2000-2001	40%	28%	11%	14%	5%	3%
1999-2000	37%	29%	11%	15%	5%	3%
1998-1999	38%	29%	11%	15%	5%	2%
1997-1998	36%	29%	12%	16%	5%	2%
1996-1997	30%	42%		17%	7%	4%
1995-1996	32%	46%		16%	4%	2%
1994-1995	29%	42%		16%	6%	7%
1992-1993	21%	54%		21%	4%	0%
1990-1991	15%	43%		29%	13%	0%
1989-1990	15%	45%		30%	10%	0%

Notes: Bold shows the highest number in each column. Data are not available for 1991-1992 and 1993-1994.
Exhibit reads: In 2000-2001, 40 percent of children participating in Even Start were 0 to 2 years old.

EXHIBIT 4.4 PERCENT OF NEW EVEN START FAMILIES, BY HOUSEHOLD STRUCTURE, AND BY YEAR			
YEAR	HOUSEHOLD STRUCTURE		
	TWO-PARENT FAMILY	SINGLE-PARENT FAMILY	EXTENDED FAMILY
2000-2001	49%	25%	26%
1999-2000	47%	26%	27%
1998-1999	48%	32%	20%
1997-1998	47%	34%	19%
1996-1997	46%	38%	16%
1995-1996	47%	39%	14%
1994-1995	49%	39%	12%
1992-1993	51%	37%	12%
1990-1991	48%	40%	12%
1989-1990	50%	40%	10%
<i>Head Start (fall 1997)</i>	<i>43%</i>	<i>34%</i>	<i>23%</i>

Notes: Bold shows the highest number in each column. Data are not available for 1991-1992 and 1993-1994. Starting in 1999-2000, more refined definitions were provided to respondents regarding each type of household structure. Head Start data are from U.S. Department of Health and Human Services (2001c, p.49).
Exhibit reads: In 2000-2001, 49 percent of Even Start families were two-parent families.

EXHIBIT 4.5 PERCENT OF NEW EVEN START FAMILIES, BY ANNUAL HOUSEHOLD INCOME, AND BY YEAR									
YEAR	INCOME CATEGORY								PERCENT UNDER FED POV LEVEL
	<\$3,000	\$3,000- \$5,999	\$6,000- \$8,999	\$9,000- \$11,999	\$12,000- \$14,999	\$15,000- \$19,999	\$20,000- \$24,999	>\$25,000	
2000-2001	14%	14%	11%	13%	14%	14%	11%	9%	84%
1999-2000	14%	14%	11%	13%	15%	14%	10%	8%	82%
1998-1999	17%	16%	13%	13%	13%	12%	9%	7%	85%
1996-1997	19%	22%	15%	14%	11%	9%	6%	4%	90%
1995-1996	17%	23%	16%	14%	11%	9%	6%	4%	NA
1994-1995	16%	23%	17%	15%	12%	8%	5%	4%	NA
	<\$5,000	\$5,000- \$9,999	\$10,000- \$14,999	\$15,000- \$19,999	\$20,000- \$24,999	>\$25,000			
1992-1993	35%	31%	17%	9%	4%	4%		NA	
1990-1991	41%	30%	15%	7%	4%	3%		NA	
1989-1990	35%	36%	17%	6%	3%	3%		NA	

Notes: Bold shows the highest number in each column. Data are not available for 1991-1992, 1993-1994 and 1997-1998. Income categories changed in 1993-1994. After 1996-1997, projects were specifically asked to include incomes of all household members. Exhibit reads: In 2000-2001, 14 percent of Even Start families had annual household income below \$3,000.

EXHIBIT 4.6 PERCENT OF HEAD START FAMILIES, BY ANNUAL HOUSEHOLD INCOME	
INCOME CATEGORY	PERCENT OF HEAD START FAMILIES (FALL 1997)
> \$30,000	8%
\$24,000 - \$29,999	7%
\$18,000 - \$23,999	16%
\$12,000 - \$17,999	26%
\$6,000 - \$11,999	30%
\$3,000 - \$5,999	10%
\$0 - \$2,999	3%

Notes: Head Start data are from U.S. Department of Health and Human Services (2001c, p.51). Exhibit reads: In fall 1997, three percent of Head Start families had annual household income under \$3,000.

EXHIBIT 4.7 PERCENT OF NEW EVEN START FAMILIES, BY PRIMARY SOURCE OF HOUSEHOLD INCOME, AND BY YEAR			
YEAR	PRIMARY SOURCE OF HOUSEHOLD INCOME		
	GOVERNMENT ASSISTANCE	JOB WAGES	ALIMONY/OTHER
2000-2001	27%	66%	7%
1999-2000	30%	64%	6%
1998-1999	32%	61%	7%
1996-1997	43%	49%	8%
1995-1996	47%	46%	7%
1994-1995	47%	46%	7%
1992-1993	49%	46%	5%
1990-1991	52%	47%	1%
1989-1990	48%	52%	NA

Notes: Bold shows the highest number in each column. Data are not available for 1991-1992, 1993-1994 and 1997-1998. "Alimony/other" was not a valid category in 1989-1990.

Exhibit reads: In 2000-2001, 27 percent of Even Start families relied primarily on government assistance for income.

EXHIBIT 4.8 PERCENT OF NEW EVEN START FAMILIES, BY EMPLOYMENT STATUS OF PARENT AT ENTRY TO EVEN START, AND BY YEAR			
YEAR	EMPLOYMENT STATUS OF PARENT		
	EMPLOYED FULL-TIME	EMPLOYED PART-TIME	UNEMPLOYED
2000-2001	23%		77%
1999-2000	22%		78%
1998-1999	13%	13%	74%
1996-1997	14%	12%	74%
1995-1996	12%	11%	77%
1994-1995	16%	11%	73%
1992-1993	16%	8%	76%
1990-1991	22%	10%	68%
1989-1990	21%	10%	69%
<i>Head Start (fall 1997)</i>	53%		47%

Notes: Bold shows the highest number in each column. Data are not available for 1991-1992, 1993-1994 and 1997-1998. In 1999-2000, parents were asked separately whether they worked, and for how many hours. In earlier years, parents were asked whether they worked full-time or part-time. Head Start data are from U.S. Department of Health and Human Services (2001c, p.52). Percent employed in 2000-2001 (23 percent) is the same for single parents, two-parent families, and extended families.

Exhibit reads: In 2000-2001, 23 percent of parents were employed full-time when they entered Even Start.

EXHIBIT 4.9 PERCENT OF PARTICIPATING EVEN START PARENTS, BY RACIAL-ETHNIC BACKGROUND, AND BY YEAR							
YEAR	RACIAL-ETHNIC BACKGROUND						
	HISPANIC	CAUCAS- IAN	AFRICAN- AMERICAN	AMER. INDIAN	ASIAN/PAC ISLANDER	HAWAIIAN	MULTI- RACIAL
2000-2001	46%	30%	19%	3%	2%	<1%	<1%
1999-2000	43%	31%	19%	3%	2%	<1%	<1%
1998-1999	41%	30%	22%	3%	4%	NA	NA
1997-1998	38%	32%	23%	3%	4%	NA	NA
1996-1997	39%	32%	21%	3%	5%	NA	NA
1995-1996	35%	34%	23%	2%	6%	NA	NA
1994-1995	36%	34%	23%	2%	5%	NA	NA
1992-1993	22%	40%	26%	4%	8%	NA	NA
1991-1992	18%	45%	27%	6%	4%	NA	NA
1990-1991	19%	45%	26%	6%	4%	NA	NA
1989-1990	17%	38%	36%	5%	4%	NA	NA
<i>Head Start (2000)</i>	29%	30%	35%	3%	3%		NA

Notes: Bold shows the highest number in each column. Data are not available for 1993-1994. Data for 1999-2000 used race and ethnicity categories from the 2000 U.S. Census, in which individuals could identify themselves as belonging to more than one racial category. To make race/ethnicity data consistent across years, the 1999-2000 and 2000-2001 data reflect Hispanic ethnicity alone or in combination with other races. Head Start data are from U.S. Department of Health and Human Services (2001b).

Exhibit reads: In 2000-2001, 46 percent of Even Start parents were Hispanic.

EXHIBIT 4.10 PERCENT OF NEW EVEN START PARENTS, BY EDUCATIONAL BACKGROUND AT ENROLLMENT, AND BY YEAR						
YEAR	EDUCATIONAL BACKGROUND AT ENROLLMENT					
	HS, GED OR HIGHER	SPECIAL ED DIPLOMA	GRADES 10-12	GRADES 7-9	GRADES 1-6	NO SCHOOL
2000-2001	15%	1%	39%	30%	13%	1%
1999-2000	17%	1%	39%	30%	12%	1%
1998-1999	15%	NA	40%	31%	12%	2%
1997-1998	15%	NA	41%	32%	10%	2%
1996-1997	14%	NA	42%	30%	12%	2%
1995-1996	14%	NA	43%	30%	11%	2%
1994-1995	16%	NA	41%	29%	12%	2%
1992-1993	21%	NA	40%	25%	12%	2%
1990-1991	23%	NA	40%	26%	9%	2%
1989-1990	23%	NA	43%	22%	10%	2%
<i>Head Start (fall 1997)</i>	72%		28%			

Notes: Bold shows the highest number in each column. Data are not available for 1991-1992 and 1993-1994. Head Start data are from U.S. Department of Health and Human Services (2001c, p.53).

Exhibit reads: In 2000-2001, 15 percent of new Even Start parents had a high school diploma or a GED.

Exhibit 4.11: Pretest Score on Woodcock-Johnson Subtest, by Educational Level of Parent at Entry to Even Start

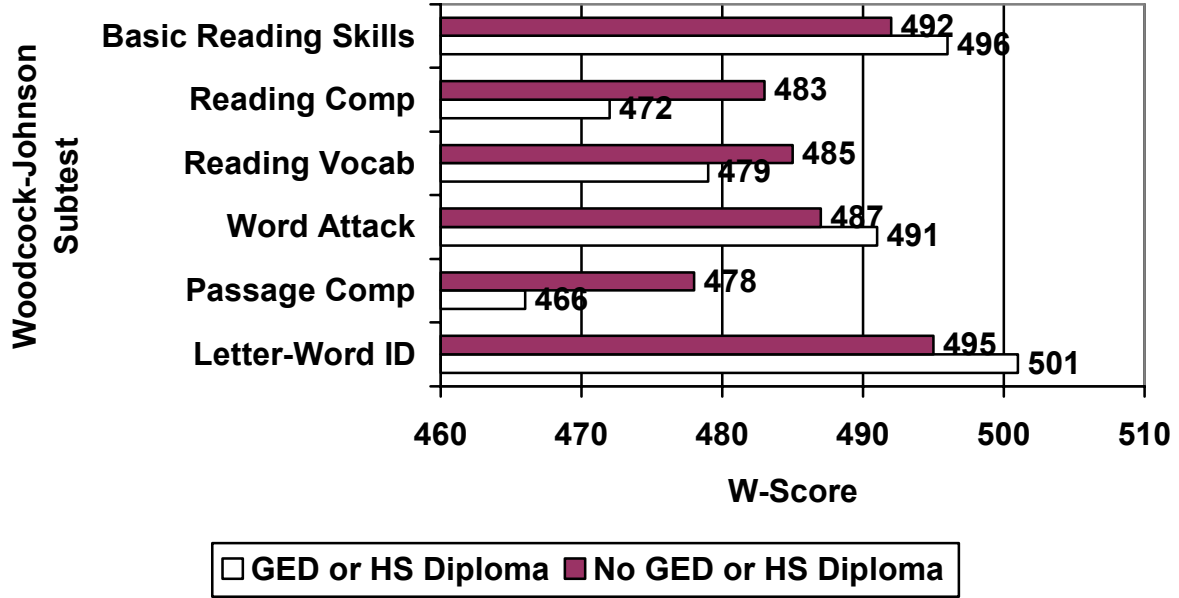


EXHIBIT 4.12			
PERCENT OF NEW EVEN START ESL PARENTS, BY LIMITED ENGLISH PROFICIENCY LEVEL, AND BY YEAR			
YEAR	LIMITED ENGLISH PROFICIENCY LEVEL		
	READ ENGLISH NOT WELL/NOT AT ALL	SPEAK ENGLISH NOT WELL/NOT AT ALL	UNDERSTAND ENGLISH NOT WELL/NOT AT ALL
2000-2001	75%	78%	72%
1999-2000	75%	77%	71%
1998-1999	76%	79%	73%
1996-1997	76%	77%	71%
1995-1996	76%	78%	73%
1994-1995	77%	76%	71%
1992-1993	85%	76%	77%
1990-1991	81%	79%	75%
1989-1990	77%	83%	83%

Notes: Bold shows the highest number in each column. Data are not available for 1991-1992, 1993-1994 and 1997-1998. ESL parents comprised 45 percent of all newly-enrolled parents in 2000-2001.

Exhibit reads: In 2000-2001, 75 percent of ESL parents read English “not well” or “not at all.”

EXHIBIT 4.13		
PERCENT OF NEW EVEN START ESL PARENTS, BY NATIVE LANGUAGE PROFICIENCY LEVEL, AND BY YEAR		
NATIVE LANGUAGE PROFICIENCY LEVEL	YEAR	
	1999-2000	2000-2001
Read native language not well/not at all	17%	16%
Speak native language not well/not at all	11%	10%
Write native language not well/not at all	19%	18%

Notes: Data are not available for 1989-1990 through 1998-1999.

Exhibit reads: In 2000-2001, 16 percent of ESL parents read their native language “not well” or “not at all.”

EXHIBIT 4.14		
AVERAGE YEARS OF EDUCATION COMPLETED AT ENROLLMENT FOR NEW EVEN START PARENTS, BY RACIAL/ETHNIC GROUP, AND BY YEAR		
RACIAL/ETHNIC GROUP	YEAR	
	1999-2000	2000-2001
Hispanic or Latino	8.9 yrs	8.8 yrs
Caucasian	10.4 yrs	10.3 yrs
African-American	10.3 yrs	10.2 yrs
Asian or Pacific Islander	9.1 yrs	9.9 yrs
American Indian	10.7 yrs	10.5 yrs

Notes:

Exhibit reads: In 2000-2001, Hispanics entered Even Start having completed an average of 8.8 years of education.

