

CHAPTER 5: PARTICIPATION PATTERNS IN EVEN START

One of the most basic indicators of the success of any voluntary social or educational program is the extent to which families participate—the degree to which they take advantage of the services that are offered. Even Start does not have a fixed program duration, that is, families are not required or asked to participate for any particular period of time or engage in any specific amount of instruction. However, the legislation requires that family literacy services be “of sufficient hours, and of sufficient duration, to make sustainable changes in a family.” Even Start projects are supposed to recruit families that are most in need within a community and serve children in at least a three-year age range, setting the expectation for a relatively long period of participation to achieve the goal of sustainable change. Key findings from this chapter are:

- ❑ In 2000-2001, 82 percent of Even Start families participated in all instructional services, 84 percent of parents participated in adult education, 89 percent of parents participated in parenting education, and 95 percent of children participated in early childhood education.
- ❑ About half of the 66,000 families that joined Even Start between 1997-1998 and 2000-2001 left the program within 10 months while about half were enrolled for more than 10 months. Of all families that enrolled in Even Start during these four years, 28.4 percent left within six months, 65.6 percent left within 12 months, 77.8 percent left within 18 months, 88.7 percent left within 24 months, and 1.6 percent were still participating after 48 months.
- ❑ The length of enrollment in Even Start is greater than the number of months in which services were actually received. The average Even Start family was enrolled for 10 months (time between joining and leaving the program) but received instructional services in only seven of those months. Thus, the average Even Start family had three months of enrollment during which they did not receive any instruction.
- ❑ In 2000-2001, parents participated in an average of 42 hours of parenting education (5.8 hours per month for 7.1 months), 38 hours of parent-child activities (5.2 hours per month for 7.1 months), and 141 hours of adult education (19.6 hours per month for 7.0 months). The latter statistic is more than double the hours of participation in adult education nationally. Children birth to two participated in an average of 159 hours of early childhood education (23.0 hours per month for 6.7 months), children age three and four participated for an average of 254 hours (32.7 hours per month for 7.4 months), and children age five participated for an average of 246 hours (30.2 hours per month for 7.8 months).
- ❑ In 2000-2001, parents participated in about 30 percent of the adult education hours offered to them, 24 percent of the parenting education hours offered, and 25 percent of parent-child activities. Birth to two-year-old children participated in 30 percent of the early childhood education hours offered to them, three and four year olds participated in 37 percent of the hours offered, five year olds participated in 44 percent of the hours offered, and six and seven year olds participated in 62 percent of the hours offered.

PARTICIPATION IN ALL INSTRUCTIONAL SERVICES

Families who join Even Start are expected to participate in each instructional service. In Even Start's first year, only 46 percent of enrolled families participated in all instructional activities. In each subsequent year, between 75 and 93 percent of enrolled families participated in all instructional services (Exhibit 5.1).³⁸ In 2000-2001, 82 percent of Even Start families participated in all four instructional services. This means that 18 percent of the families participated in some, but not all, instructional services. While the data do not allow us to examine reasons for partial participation, these may include children who continue to participate after their parents completed their program goals, new projects that offer partial services in their beginning months, parents who continue after children are beyond the age of eligibility, or some parents being more interested in adult education than child education. Several programmatic and family characteristics are related to participation in all instructional services (Exhibit 5.2). A family is more likely to participate in all instructional services when it receives several support services, when the parent's education level is low, when the parent is young, when the participating child is young, and when the family is Hispanic rather than African-American. Age of the project seems unrelated to the extent to which families participate in instructional services.

PARTICIPATION OF PARENTS

PERCENTAGE OF PARTICIPATING PARENTS

One of the requirements for allowing a family to participate in Even Start is a parent's regular involvement in adult education and parenting education. In 2000-2001, 84 percent of all parents (new and continuing) participated in some form of adult education, and 89 percent participated in parenting education (Exhibit 5.3). The rate of participation in adult education is lower in 2000-2001 than it was in 1997-1998. Some families participate in Even Start by virtue of "continuing eligibility" whereby a child continues to receive Even Start services after his or her parent has completed the adult education requirements. In these families, adults are not expected to continue participation in adult education.

The type of adult education in which parents participated depended on their education and English proficiency levels (Exhibit 5.4). As would be expected, most parents with limited English proficiency participated in ESL programs, regardless of the amount of schooling they had completed on entry to Even Start. About two-thirds of the parents who entered Even Start with a 7th to 12th grade education (but without a high school diploma) and who were proficient in English participated in GED preparation services; about 30 percent of these parents participated in Even Start adult secondary programs. Thirty to 45 percent of the English-proficient parents who entered with a 6th grade or less education participated in beginning, intermediate or secondary adult education. It is strikingly optimistic that almost 50 percent of English-speaking parents who entered Even Start with a 6th grade education or less were in GED preparation.

³⁸ Families with missing data in one or more service area were excluded from the participation rate calculation since we did not know whether these families participated in all instructional service areas. A child or parent is defined as having participated in an instructional service if the project recorded one or more hours of instruction for them.

Participation in parenting education and parent-child joint activities was consistent across all groups of parents. More than 90 percent participated in parenting education regardless of English proficiency or educational background.

ANNUAL HOURS OF PARTICIPATION

Adult Education. During the first Even Start evaluation, average annual hours of participation in adult education increased steadily—from 68 hours per year in 1990-1991, to 91 hours in 1991-1992, and to 107 hours in 1992-1993. The latter figure represents 13.7 hours per month over an average of 7.8 months of participation (St.Pierre, et al., 1995, p. 138). These findings, based on a relatively small number of maturing projects, indicated that hours of participation increased as projects gained experience.

During the second national evaluation, average annual hours of participation in adult education stabilized after the increases evident in the program's early years. From 1994-1995 to 1996-1997, average annual hours of participation in adult education ranged from 92 to 96 hours, based on data from all Even Start projects, including both new and mature projects, and new enrollees and continuing participants.

In the present evaluation, projects reported the number of hours of each instructional service that each parent/child received in each month that they were enrolled. Compared to data from prior Even Start evaluations, data from this study show that the average amount of adult education instruction has increased to between 135 and 156 annual hours, depending on the year (Exhibit 5.5). In 2000-2001, parents received an average of 19.6 hours of adult education services per month for an average of seven months. This is roughly 30 percent of the hours of adult education offered to parents (see Chapter 2 for data on annual hours offered). These annual averages are greater than the hours reported under previous evaluations and are about double the hours of participation in adult education programs nationally (Development Associates, 1994).³⁹

Parenting Education. The number of hours of parenting education that parents received decreased over the course of the first and second evaluations. The average parent participated for 58 hours per year in 1992-1993 (based on participants in 120 mature projects), higher than 32 hours in 1994-1995, 27 hours in 1995-1996, and 28 hours in 1996-1997. During the first years of the third evaluation, parenting education participation hours appear to have reversed their declines. Annual participation averaged 42 hours in 2000-2001 and 1999-2000, 52 hours in 1997-1998 and 53 hours in 1998-1999 (Exhibit 5.5). This is about 24 percent of the hours of parenting education offered to parents (see Chapter 2 for data on annual hours offered). In 2000-2001, parents received instruction in parenting education for an average of 7.1 months and 5.8 hours per month.

³⁹ This increase may reflect a new method of estimating hours of participation. In previous evaluations, projects reported hours of instruction received for the entire year. In 1997-1998 and 1998-1999 projects reported number of hours received in a typical month and the number of months of participation. In 1999-2000 and 2000-2001, projects reported actual hours of instruction received by each parent/child on a monthly basis.

Parent-Child Joint Activities. Hours of participation in parent-child joint activities were first reported in 1999-2000 and 2000-2001. In each of these years, parents spent about 40 hours in these activities (Exhibit 5.5). This is about 25 percent of the hours of parent-child activities offered to parents (see Chapter 2 for data on annual hours offered). In 2000-2001, parents received instruction in parent-child activities for an average of 7.1 months and 5.2 hours per month.

RELATIONSHIP BETWEEN AMOUNT OF PARTICIPATION AND PROJECT/FAMILY CHARACTERISTICS

Adult Education. In the second Even Start evaluation, Tao, Gamse, and Tarr (1998, Exhibit C.7) examined the relationship between project characteristics and annual hours of participation and found that the number of support services that families received and the amount of adult education offered had a positive relationship to adult education participation hours. Examining the relationship between monthly hours of participation and several variables shows a similar pattern for 2000-2001 (Exhibit 5.6).⁴⁰

- ❑ *Number of Support Services Families Received.* Families that received between five and nine support services participated in an average of 181 hours of adult education per year, compared to 81 hours per year for families who received no support services.
- ❑ *Hours of Adult Education Offered per Month.* Participation hours were higher in projects that offered more hours of adult education services when compared with projects with lower service intensity. Parents in projects that offered 54 or more hours of adult education per month participated an average of 201 annual hours, compared to an average of 94 annual hours in projects that offered less than 20 hours per month of adult education services.
- ❑ *Parent's Education Level.* Parents who enrolled in Even Start having only completed grades 0-6 spent less time in adult education (average of 130 hours per year) than parents who entered with a higher education level.
- ❑ *Parent's Age.* Teen parents were the most active participants in adult education. They participated for an average of 214 hours per year, compared with about 140 hours per year for older parents.

Parenting Education. An analysis of 1996-1997 Even Start data examined factors related to parents' participation in parenting education (Tao, Gamse, & Tarr, 1998, Exhibit C.8). An updated analysis using 2000-2001 data shows that hours of participation in parenting education were related to the following features of projects and program operations (Exhibit 5.6):

- ❑ *Number of Support Services Families Received.* Families receiving five to nine types of support services participated an average of 57 hours per year in parenting education, compared to 23 hours for families that received no support services.

⁴⁰ Causal interpretations of these results should be made with caution. For example, the relationship between support services received and participation hours may mean that regularly participating families had more chances to receive support services, rather than receipt of more support services leading to more hours of participation.

- *Hours of Parenting Education Offered per Month.* Parents in projects offering fewer than five hours of parenting education per month participated for an average of 24 hours per year compared to 65 hours per year for parents in projects offering 18 or more hours of parenting education each month.

Data from the first and second national evaluations showed a generally positive relationship between project age and annual parenting education participation hours. However, this relationship was not found in the more recent data.

Parent-Child Joint Activities. The same pattern is seen for parent-child activities as for parenting education. In particular, parents in projects offering fewer than five hours of parent-child activities per month participated for an average of 25 hours per year compared to 66 hours per year for parents in projects offering 15 or more hours of parent-child activities each month.

PARTICIPATION IN EARLY CHILDHOOD EDUCATION

PERCENTAGE OF PARTICIPATING CHILDREN

Ninety-five percent of Even Start children in 2000-2001 participated in some form of early childhood education services (Exhibit 5.7). This percentage has been constant for several years. The most commonly used types of early childhood education services in 2000-2001 were organized, center-based programs (56 percent of all children) and individualized, home-based programs (40 percent of all children). These percentages vary little across the years covered by the third national evaluation. As expected, the early childhood service received by most Even Start children age five and older was coordination of Even Start with compulsory education (Exhibit 5.8). Participation in Even Start-sponsored center-based programs and home-based services was more common among infants and toddlers (ages birth to two years) as well as preschoolers (age three to four years) than among kindergarten and school-age children.

ANNUAL HOURS OF PARTICIPATION

In 2000-2001, Even Start infants and toddlers (birth to two years old) received an average of 159 hours (6.7 months and 23.0 hours per month) of instruction in early childhood education (Exhibit 5.9). This is about 30 percent of what was offered. Preschoolers (three and four years old) received an average of 254 hours of instruction (7.4 months and 32.7 hours per month) or 37 percent of what was offered, kindergarteners (five year olds) received an average of 246 hours of instruction (7.8 months and 30.2 hours per month) or 44 percent of what was offered, and school-age children (six and seven year olds) received an average of 172 hours of instruction (8.0 months and 21.4 hours per month) or 62 percent of what was offered (see Chapter 2 for data on annual hours offered). Hours of instruction for infants/toddlers and preschoolers were relatively constant throughout the third evaluation. Hours of instruction for kindergarteners and school-age children appeared to decrease, but this was due to a change in instructions, asking project staff to exclude hours of compulsory education in 1999-2000 and 2000-2001.

RELATIONSHIP BETWEEN AMOUNT OF EARLY CHILDHOOD EDUCATION PARTICIPATION AND PROJECT OR FAMILY CHARACTERISTICS

Analysis of data from the second national Even Start evaluation (see Chapter 6 in Tao, Gamse, & Tarr, 1998) identified several parent, child, and project characteristics that were related to measures of participation in early childhood education. An updated analysis using data from 2000-2001 shows that annual participation hours in early childhood education were related to the following factors (Exhibit 5.10):

- ❑ *Child Age.* Children age three to five years participated for more hours than younger (birth to two) and older (age six and seven) children.
- ❑ *Number of Support Services Received.* As was the case for their parents, children participated for more hours if they were in families who received high levels of support services. Children in families receiving five to nine support services participated in an average of 237 hours of early childhood education that year, compared with only 147 hours for children in families receiving no support services.
- ❑ *Hours of Early Childhood Education Offered per Month.* Children in projects offering less than 20 hours per month of early childhood education averaged 133 hours per year of participation, compared to 288 participation hours for children in projects offering 60 or more hours of services monthly.
- ❑ *Parent Education Level.* Children of parents with a high school diploma or GED participated for more hours (average of 232) than children of parents who did not have one of these educational credentials.
- ❑ *Parent Age.* Children of older parents participated for more hours per year (average of 231) than children of younger parents.

ENTRY TO AND LENGTH OF PARTICIPATION IN EVEN START

Many Even Start projects operate under a rolling admission policy whereby families can enroll throughout the year. Further, participation in Even Start is open-ended, with no set length of expected participation. Therefore, families can enter Even Start at any time of the year, and can leave at any time. Thus, at the beginning of each program year some families are new to Even Start, and others are continuing participants from the prior year. Then, throughout the year, additional new families enroll. Also throughout the year, some of the newly-enrolled families and some of the families that continued from the previous year leave the program.

It was not possible to fully investigate this complicated pattern of entering and leaving Even Start with data from the previous national evaluations because those studies did not collect family-level information on enrollment and exit dates. Those evaluations told us whether each family participated in Even Start during each year but not how long they participated. Therefore, estimates of length of participation and program retention from the first and second national evaluations were based on relatively crude data. The present study allows a better analysis of

enrollment and retention patterns by examining data from the four cohorts of families that joined Even Start in the 1997-1998, 1998-1999, 1999-2000 and 2000-2001 program years.

PATTERN OF ENTRY TO EVEN START

Many Even Start project directors report that they have a rolling admissions policy. An analysis of enrollment dates shows the percentage of families that enrolled in each month during the four years of the third national evaluation (Exhibit 5.11). The data confirm what project directors say, that Even Start families do indeed enter throughout the year. As expected, a somewhat larger percentage of families enter in the late summer and fall (August-September-October), and after the winter holidays (January-February) than in other months. About 60 percent of the families in each year were enrolled in the first half of the program year, between July and December; conversely, about 40 percent enrolled between January and June. These percentages are quite consistent across program years.

LENGTH OF PARTICIPATION

Prior Even Start evaluations were only able to tell whether a family was present or absent at some point during each program year, not how long the family participated. So, in the first and second national evaluations, a family that enrolled at the end of one program year (e.g., May) and then left at the beginning of the next year (e.g., August), would count as having participated in two program years, when in reality the family participated for only four months.

Families that Joined Even Start Between 1997-1998 and 2000-2001. Enrollment and exit dates from the present evaluation were used to improve on prior analyses by looking at newly enrolled families and calculating the percentage of families that were enrolled in Even Start for at least one, two, three, etc. months. We had data on 66,541 families that joined Even Start during either the 1997-1998, 1998-1999, 1999-2000 or 2000-2001 program years. For this analysis, the year in which a family leaves Even Start is irrelevant. What is important is the number of months between their enrollment and exit dates.

About half of the families that joined Even Start during the four-year period between 1997-1998 and 2000-2001 left the program within 10 months; while about half were enrolled for more than 10 months (Exhibit 5.12). Of all families that enrolled in Even Start during these four years, 28.4 percent left within six months, 65.6 percent left within 12 months, 77.8 percent left within 18 months, 88.7 percent left within 24 months, and so on. About two percent were still enrolled after 48 months in the program.

It should be noted that the length of enrollment in Even Start is greater than the number of months in which services were received. The average Even Start family was enrolled for 10 months (the time between joining and leaving the program) but received instructional services in only seven of those months. Thus, the average Even Start family had three months of enrollment during which they did not receive any instruction. This could occur in projects that do not

provide instructional services during the summer, or if a family has poor attendance, temporarily drops the program, or leaves the country for a period of time.

The number of months of enrollment in Even Start is shown separately for families who joined in each year (1997-1998, 1998-1999, 1999-2000, 2000-2001) in Exhibit 5.13. In this exhibit, families that joined in 1997-1998 could be enrolled for as many as 48 months, while families that joined in 2000-2001 could only be enrolled for a maximum of 12 months.

REASONS FOR LEAVING EVEN START

Even Start project directors reported that 40 percent of the families that participated during 1999-2000 and 36 percent of the families that participated during 2000-2001 left the program during the year and gave one or more reasons for leaving (additional families left the program but did not give a reason for leaving). While no data are available for families that either left during the year and did not provide a reason, or that may leave prior to the start of the next program year, it could well be that these “non-responding” families leave for reasons that are different from families that report a reason for leaving.

Even Start has no standard criteria for “goal completion.” Goals for each family likely reflect the educational needs and capacities of participants and the educational curriculum offered by the project. Accordingly, the determination of goal completion is also likely to be specific to each family. Seventeen percent of the families that left Even Start in 2000-2001 did so after completing their planned educational goals (Exhibit 5.14). Comparisons among participant groups shows that rates of leaving the program after meeting goals vary by parent age and educational level (Exhibit 5.15). Parents who entered Even Start with a higher level of education and parents who entered in their 20s were most likely to meet their goals.

Of the families that left Even Start during 2000-2001, 20 percent left Even Start because parents found employment that conflicted with continued participation; 16 percent moved out of Even Start service areas; and seven percent left because they switched to other educational or job-training programs or to look for employment (Exhibit 5.14). Twenty-two percent left because of various motivational problems (for instance, poor attendance; family problems and crises preventing participation; and lack of interest). In addition, 21 percent of families that left Even Start in 2000-2001 did so for reasons other than those listed in Exhibit 5.14 such as health problems, maternity leave or the arrival of a new infant, lack of transportation, homelessness, and termination or reduction of Even Start services due to insufficient resources.

We hypothesized that short-term participants (families that participated for three or fewer months) might have different background characteristics than long-term participants (families that participated for 12 or more months). Compared to short-term participants, families that stayed in Even Start for more than one year were more likely to be Hispanic (less likely to be black or white) (Exhibit 5.16). Education level was not related to length of participation.

EXHIBIT 5.1 PERCENT OF EVEN START FAMILIES THAT PARTICIPATED IN ALL OF EVEN START'S INSTRUCTIONAL SERVICES, BY YEAR		
YEAR	FOUR INSTRUCTIONAL SERVICES (1) ADULT EDUCATION (2) PARENTING EDUCATION (3) EARLY CHILDHOOD EDUCATION (4) PARENT-CHILD ACTIVITIES	THREE INSTRUCTIONAL SERVICES (1) ADULT EDUCATION (2) PARENTING EDUCATION (3) EARLY CHILDHOOD EDUCATION
2000-2001	82%	84%
1999-2000	81%	83%
1998-1999	NA	91%
1997-1998	NA	87%
1996-1997	NA	93%
1995-1996	NA	75%
1994-1995	NA	80%
1992-1993	NA	86%
1991-1992	NA	84%
1990-1991	NA	75%
1989-1990	NA	46%
Notes: There were four instructional services in 1999-2000 and 2000-2001: adult education, parenting education, early childhood education, and parent-child joint activities. In prior years, parent-child joint activities was not considered an instructional service. Data are not available for 1993-1994.		
Exhibit reads: In 2000-2001, 82 percent of Even Start families participated in all four instructional services.		

EXHIBIT 5.2		
PERCENT OF EVEN START FAMILIES THAT PARTICIPATED IN ALL FOUR OF EVEN START'S INSTRUCTIONAL SERVICES, BY PROJECT/FAMILY CHARACTERISTICS, AND BY YEAR		
PROJECT/FAMILY CHARACTERISTIC	YEAR	
	1999-2000	2000-2001
Number of Support Services Received by Family		
0 support services	50%	53%
1-2 support services	76%	78%
3-4 support services	86%	86%
5-9 support services	90%	91%
Project Age		
1-2 years	80%	79%
3-4 years	82%	82%
5-6 years	81%	80%
7+ years	81%	84%
Parent Education Level		
Grades 0-6	84%	86%
Grades 7-9	84%	85%
Grades 10-12	82%	81%
HS diploma or GED	75%	77%
Parent Age		
15-19 years	85%	84%
20-29 years	82%	83%
30-39 years	80%	81%
40+ years	75%	77%
Child Age		
0-2 years	86%	86%
3-4 years	84%	85%
5 years	77%	81%
6-7 years	75%	78%
8+ years	70%	72%
Race/Ethnicity		
Hispanic	84%	86%
African-American	77%	76%
Caucasian	81%	80%
Total	81%	82%
Notes: Instructional services include early childhood education, adult education, parenting education and parent-child together activities.		
Exhibit reads: In 2000-2001, 50 percent of the Even Start families that received no support services participated in all four instructional services.		

EXHIBIT 5.3				
PERCENT OF EVEN START PARENTS,				
BY TYPE OF ADULT INSTRUCTIONAL SERVICE IN WHICH THEY PARTICIPATED, AND BY YEAR				
ADULT INSTRUCTIONAL SERVICE	YEAR			
	1997-1998	1998-1999	1999-2000	2000-2001
Parent Education				
Parenting education	89%	89%	88%	89%
Parent-child joint activities	NA	NA	88%	89%
Adult Education				
Adult basic education (0-4)	15%	15%	11%	11%
Adult basic education (5-8)	22%	18%	15%	13%
Adult secondary education (9-12)	29%	27%	19%	17%
GED preparation	43%	44%	38%	38%
English as a second language	38%	39%	37%	40%
High school (for teen parents)	NA	NA	5%	6%
Total: No adult education service	8%	10%	18%	16%
Total: Any adult ed service	92%	90%	82%	84%
Notes: Column percentages do not total to 100 percent because adults can participate in more than one type of adult education service.				
Exhibit reads: In 2000-2001, 89 percent of Even Start parents participated in parenting education.				

EXHIBIT 5.4								
PERCENT OF NEW EVEN START PARENTS,								
BY TYPE OF ADULT INSTRUCTIONAL SERVICE IN WHICH THEY PARTICIPATED,								
AND BY ENTERING EDUCATION LEVEL AND ENGLISH PROFICIENCY (2000-2001)								
ADULT INSTRUCTIONAL SERVICE	NEW PARENTS PROFICIENT IN ENGLISH				NEW PARENTS WITH LIMITED ENGLISH PROFICIENCY			
	GR 0-6	GR 7-9	GR 10-12	HS/ GED	GR 0-6	GR 7-9	GR 10-12	HS/ GED
Parent Education								
Parenting education	98%	95%	94%	89%	90%	94%	94%	93%
Parent-child joint activities	96%	92%	92%	94%	94%	95%	97%	96%
Adult Education								
Adult basic education (0-4)	30%	11%	9%	4%	11%	13%	11%	6%
Adult basic education (5-8)	45%	27%	20%	9%	4%	5%	5%	3%
Adult secondary education (9-12)	42%	26%	29%	17%	1%	7%	8%	5%
GED preparation	49%	68%	65%	12%	8%	25%	26%	10%
English as a second language	19%	2%	2%	4%	88%	87%	88%	92%
High school (for teen parents)	7%	10%	15%	2%	0%	1%	1%	0%
Total: No adult education service	8%	13%	18%	63%	7%	4%	4%	3%
Total: Any adult ed service	92%	87%	82%	37%	93%	96%	96%	97%
Notes: Column percentages do not total to 100 percent because adults can participate in more than one type of adult education service.								
Exhibit reads: In 2000-2001, 98 percent of Even Start parents who entered with 0-6 years of education participated in parenting education.								

EXHIBIT 5.5				
AVERAGE ANNUAL AND MONTHLY HOURS OF INSTRUCTION				
IN ADULT INSTRUCTIONAL SERVICES, BY YEAR				
ADULT INSTRUCTIONAL SERVICE	YEAR			
	1997-1998	1998-1999	1999-2000	2000-2001
All Types of Adult Education				
Annual hours	149 hrs	156 hrs	135 hrs	141 hrs
N of months	NA	NA	7.0 mths	7.0 mths
Monthly hours	NA	NA	19.1 hrs	19.6 hrs
Parenting Education				
Annual hours	52 hrs	53 hrs	42 hrs	42 hrs
N of months	NA	NA	7.1 mths	7.1 mths
Monthly hours	NA	NA	5.8 hrs	5.8 hrs
Parent-Child Joint Activities				
Annual hours	NA	NA	40 hrs	38 hrs
N of months	NA	NA	7.1 mths	7.1 mths
Monthly hours	NA	NA	5.4 hrs	5.2 hrs
Notes: The data do not distinguish between hours of participation in various forms of adult education. Monthly hours were collected only for 1999-2000 and 2000-2001.				
Exhibit reads: In 2000-2001, Even Start parents received in an average of 141 hours of adult education.				

EXHIBIT 5.6			
AVERAGE ANNUAL HOURS OF INSTRUCTION IN ADULT INSTRUCTIONAL SERVICES, BY PROJECT AND PARENT CHARACTERISTICS (2000-2001)			
PROJECT/PARENT CHARACTERISTIC	ADULT INSTRUCTIONAL SERVICE		
	ADULT EDUCATION	PARENTING EDUCATION	PAR-CHI JOINT ACTIVITIES
Number of Support Services Received			
0 support services	81 hrs	23 hrs	26 hrs
1-2 support services	112 hrs	32 hrs	30 hrs
3-4 support services	140 hrs	40 hrs	37 hrs
5-9 support services	181 hrs	57 hrs	53 hrs
Monthly Hours of Adult Education Offered			
1-20 hours	94 hrs	NA	NA
21-32 hours	130 hrs	NA	NA
33-54 hours	154 hrs	NA	NA
>54 hours	201 hrs	NA	NA
Monthly Hours of Parenting Education Offered			
1-5 hours	NA	24 hrs	NA
6-10 hours	NA	36 hrs	NA
11-18 hours	NA	47 hrs	NA
>18 hours	NA	65 hrs	NA
Monthly Hours of Parent-Child Activities Offered			
1-5 hours	NA	NA	25 hrs
6-10 hours	NA	NA	35 hrs
11-15 hours	NA	NA	45 hrs
>15 hours	NA	NA	66 hrs
Parent Education Level			
Grades 0-6	130 hrs	44 hrs	41 hrs
Grades 7-9	147 hrs	44 hrs	40 hrs
Grades 10-12	147 hrs	40 hrs	37 hrs
HS diploma or GED	145 hrs	48 hrs	47 hrs
Parent Age			
15-19 years	214 hrs	42 hrs	34 hrs
20-29 years	119 hrs	41 hrs	39 hrs
30-39 years	137 hrs	45 hrs	44 hrs
40+ years	143 hrs	45 hrs	42 hrs
Race/Ethnicity			
Hispanic	146 hrs	47 hrs	44 hrs
African-American	167 hrs	40 hrs	36 hrs
Caucasian	123 hrs	38 hrs	37 hrs
Notes:			
Exhibit reads: In 2000-2001, Even Start parents who received no support services received an average of 81 hours of adult education.			

EXHIBIT 5.7				
PERCENT OF ALL EVEN START CHILDREN,				
BY TYPE OF EARLY CHILDHOOD EDUCATION IN WHICH THEY PARTICIPATED, AND BY YEAR				
EARLY CHILDHOOD EDUCATION SERVICE	YEAR			
	1997-1998	1998-1999	1999-2000	2000-2001
Organized, center-based	53%	55%	56%	56%
Individualized, home-based	47%	50%	40%	40%
Coordinated with compulsory schooling	27%	26%	23%	24%
Day care with educational component	25%	27%	24%	28%
Even Start for school-age children	11%	13%	10%	10%
Total: No ECE service	4%	4%	6%	5%
Total: Any ECE service	96%	96%	94%	95%
Notes: Column percentages do not total to 100 percent because children can participate in more than one type of early childhood education service.				
Exhibit reads: In 2000-2001, 56 percent of Even Start children participated in organized, center-based early childhood education.				

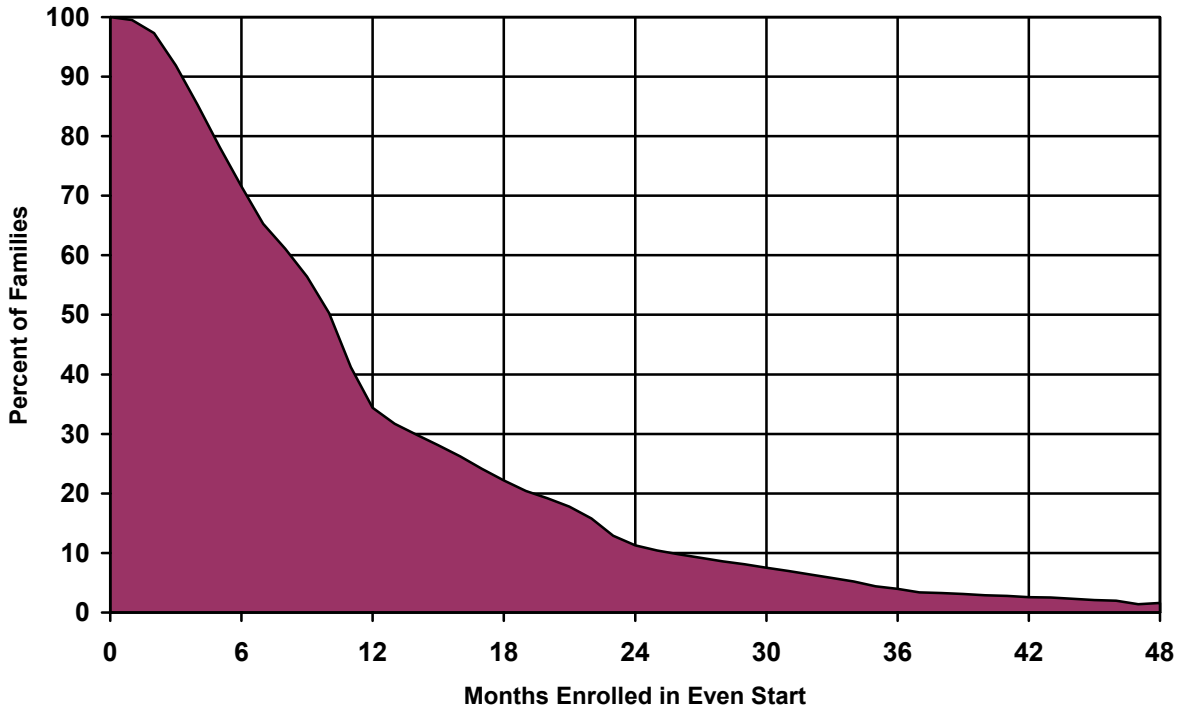
EXHIBIT 5.8					
PERCENT OF ALL EVEN START CHILDREN,					
BY TYPE OF EARLY CHILDHOOD EDUCATION IN WHICH THEY PARTICIPATED,					
AND BY AGE OF CHILD (2000-2001)					
EARLY CHILDHOOD EDUCATION SERVICE	AGE OF CHILD				
	0-2 YEARS	3-4 YEARS	5 YEARS	6-7 YEARS	8+ YEARS
Organized, center-based	60%	75%	51%	29%	22%
Individualized, home-based	44%	43%	36%	31%	23%
Coordinated with compulsory schooling	1%	6%	55%	79%	59%
Day care with educational component	40%	30%	17%	11%	10%
Even Start for school-age children	2%	6%	17%	26%	28%
Total: No ECE service	4%	3%	4%	5%	12%
Total: Any ECE service	96%	97%	96%	95%	88%
Notes: Column percentages do not total to 100 percent because children can participate in more than one type of early childhood education service. Some children age five and older show as not receiving any ECE service. This is because Even Start projects were asked to NOT count compulsory schooling as an ECE service.					
Exhibit reads: In 2000-2001, 75 percent of Even Start children who were three to four years of age participated in organized, center-based early childhood education.					

EXHIBIT 5.9				
AVERAGE ANNUAL AND MONTHLY HOURS OF INSTRUCTION				
IN EARLY CHILDHOOD EDUCATION, BY AGE OF CHILD, AND BY YEAR				
AGE OF CHILD	YEAR			
	1997-1998	1998-1999	1999-2000	2000-2001
0-2 Years				
Annual hours	144 hrs	172 hrs	155 hrs	159 hrs
N of months	NA	NA	6.7 mths	6.7 mths
Monthly hours	NA	NA	22.7 hrs	23.0 hrs
3-4 Years				
Annual hours	259 hrs	271 hrs	264 hrs	254 hrs
N of months	NA	NA	7.5 mths	7.4 mths
Monthly hours	NA	NA	33.5 hrs	32.7 hrs
5 Years				
Annual hours	397 hrs	416 hrs	210 hrs	246 hrs
N of months	NA	NA	7.6 mths	7.8 mths
Monthly hours	NA	NA	27.0 hrs	30.2 hrs
6-7 Years				
Annual hours	487 hrs	531 hrs	143 hrs	172 hrs
N of months	NA	NA	7.7 mths	8.0 mths
Monthly hours	NA	NA	18.7 hrs	21.4 hrs
Notes: Starting in 1999-2000, projects were asked NOT to include compulsory school hours for older children. In earlier years, projects were asked to include those hours. For each family in 1997-1998 and 1998-1999, projects reported the number of hours of participation in a typical month and the number of months of participation. For each family in 1999-2000 and 2000-2001, projects reported the number of hours of participation in each month of the year. Presumably, the latter method gives a more accurate accounting of hours of participation for each family.				
Exhibit reads: In 2000-2001, children under three years of age received an average of 159 hours of early childhood education.				

EXHIBIT 5.10	
AVERAGE ANNUAL HOURS OF INSTRUCTION IN EARLY CHILDHOOD EDUCATION, BY PROJECT AND PARENT/CHILD CHARACTERISTICS (2000-2001)	
PROJECT/PARENT/CHILD CHARACTERISTIC	AVERAGE HOURS OF INSTRUCTION FOR ALL CHILDREN
Child Age	
0-2 years	159 hrs
3-4 years	254 hrs
5 years	245 hrs
6-7 years	172 hrs
Number of Support Services Received by Family	
0 support services	147 hrs
1-2 support services	157 hrs
3-4 support services	192 hrs
5-9 support services	237 hrs
Hours per Month of ECE Offered	
1-20 hours	133 hrs
21-40 hours	171 hrs
41-60 hours	201 hrs
>60 hours	288 hrs
Parent Education Level	
Grades 0-6	193 hrs
Grades 7-9	186 hrs
Grades 10-12	193 hrs
HS diploma or GED	232 hrs
Parent Age	
15-19 years	197 hrs
20-29 years	186 hrs
30-39 years	206 hrs
40+ years	231 hrs
Race/Ethnicity	
Hispanic	198 hrs
African-American	229 hrs
Caucasian	173 hrs
Notes:	
Exhibit reads: In 2000-2001, Even Start children under three years of age participated in an average of 159 hours of early childhood education.	

EXHIBIT 5.11				
PERCENT OF EVEN START FAMILIES,				
BY MONTH OF ENTRY TO EVEN START, AND BY YEAR				
MONTH OF ENTRY	YEAR			
	1997-1998	1998-1999	1999-2000	2000-2001
July	3%	3%	4%	3%
August	11%	11%	11%	11%
September	21%	21%	20%	18%
October	13%	13%	12%	13%
November	7%	8%	8%	8%
December	5%	5%	4%	4%
January	11%	11%	11%	13%
February	8%	9%	11%	10%
March	9%	8%	8%	8%
April	6%	6%	5%	6%
May	4%	3%	4%	4%
June	2%	2%	2%	2%
Total	100%	100%	100%	100%
Notes:				
Exhibit reads: Three percent of all families that joined Even Start in 2000-2001 entered in July 2000.				

Exhibit 5.12: Percent of Families That Were Enrolled for at Least "N" Months, for Families That Joined Even Start During 1997-1998, 1998-1999, 1999-2000 and 2000-2001

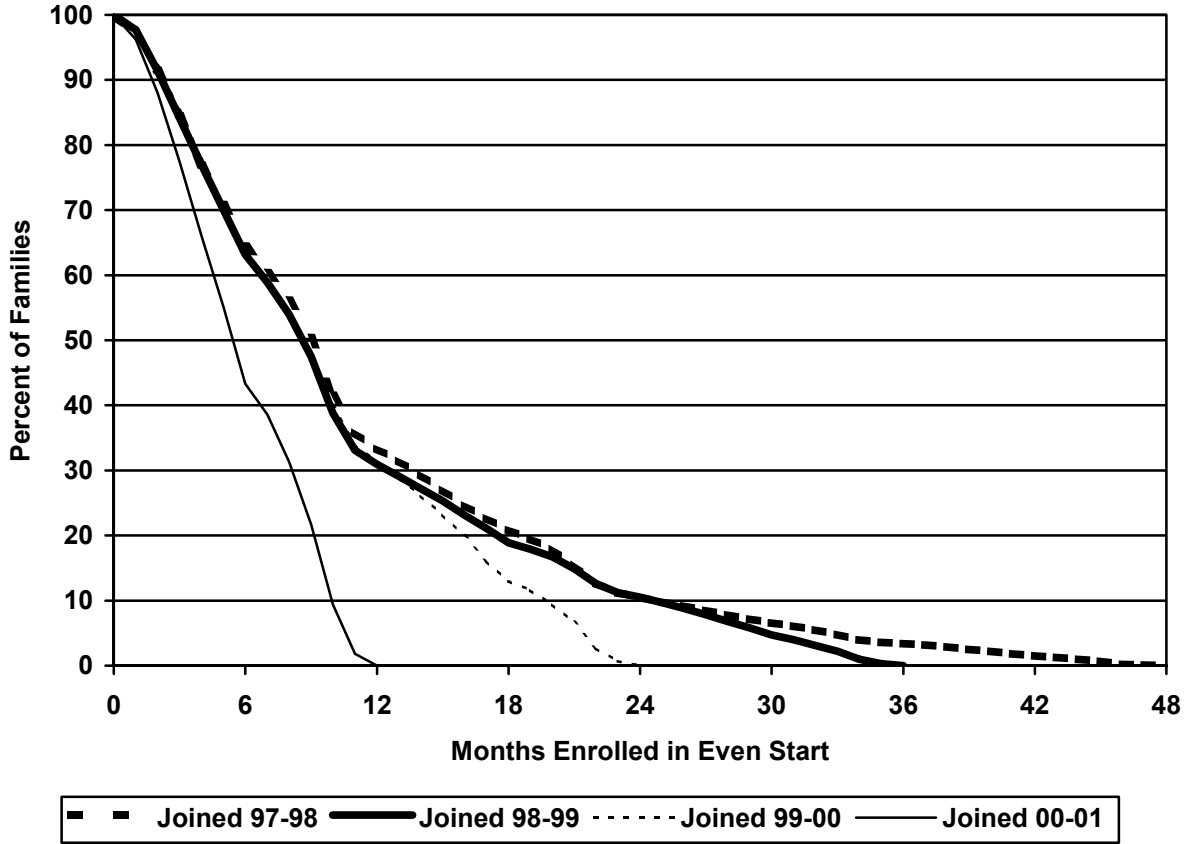


Note: Selected data points for the above exhibit are:

6 months	71.6 percent/28.4 percent
12 months	34.4 percent/65.6 percent
18 months	22.2 percent/77.8 percent
24 months	11.3 percent/88.7 percent
30 months	7.5 percent/92.5 percent
36 months	4.0 percent/96.0 percent
42 months	2.6 percent/97.4 percent
48 months	1.6 percent/98.4 percent

Exhibit reads: 28.4 percent of families that joined Even Start between 1997-1998 and 2000-2001 left the program within six months; 71.6 percent were enrolled for more than six months.

Exhibit 5.13: Percent of Families that Were Enrolled for "N" Months, for the Cohorts of Families That Joined Even Start During 1997-1998, 1998-1999, 1999-2000 and 2000-2001



Note: The number of months of enrollment in Even Start is shown separately for families who joined in each year (1997-1998, 1998-1999, 1999-2000, 2000-2001). In this exhibit, families that joined in 1997-1998 could be enrolled for as many as 48 months, while families that joined in 2000-2001 could only be enrolled for a maximum of 12 months.

EXHIBIT 5.14		
PERCENT OF FAMILIES THAT LEFT EVEN START		
BY REASON FOR LEAVING, AND BY YEAR		
REASON FOR LEAVING	YEAR	
	1999-2000 (40 PERCENT OF ALL FAMILIES LEFT EVEN START)	2000-2001 (36 PERCENT OF ALL FAMILIES LEFT EVEN START)
All Families		
Met goals and left program	17%	17%
Switched programs	4%	4%
Moved	16%	16%
Lack of interest, poor attendance	13%	12%
Found employment	21%	20%
Family crisis, illness	10%	10%
Looking for employment	6%	5%
Enrolled in job training	2%	2%
Other, unknown	22%	21%
New Families		
Met goals and left program	14%	15%
Switched programs	4%	3%
Moved	14%	15%
Lack of interest, poor attendance	13%	12%
Found employment	20%	18%
Family crisis, illness	11%	10%
Looking for employment	6%	5%
Enrolled in job training	2%	2%
Other, unknown	22%	22%
Continuing Families		
Met goals and left program	19%	18%
Switched programs	4%	4%
Moved	17%	16%
Lack of interest, poor attendance	14%	13%
Found employment	22%	21%
Family crisis, illness	9%	10%
Looking for employment	5%	5%
Enrolled in job training	3%	3%
Other, unknown	22%	21%
Notes: Percentages do not total to 100 because more than one reason could be given for leaving the program.		
Exhibit reads: In 2000-2001, 17 percent of all families that left Even Start did so because they met their goals.		

EXHIBIT 5.15			
PERCENT OF EVEN START FAMILIES THAT MET GOALS, BY PARENT CHARACTERISTIC AND NEW VS. CONTINUING FAMILIES (2000-2001)			
PARENT CHARACTERISTIC	TOTAL FOR ALL FAMILIES	NEW ENROLLEES	CONTINUED FROM PREVIOUS YEAR(S)
Parent Age			
15-19 years	27%	34%	19%
20-29 years	47%	49%	44%
30-39 years	20%	12%	28%
40+ years	6%	4%	8%
Parent Education Level			
Grades 0-6	3%	1%	5%
Grades 7-9	27%	26%	27%
Grades 10-12	54%	62%	47%
HS diploma or GED	16%	10%	21%
Total	100%	100%	100%
Notes:			
Exhibit reads: In 2000-2001, 27 percent of Even Start families that met their goals had a parent 15 to 19 years old.			

EXHIBIT 5.16		
CHARACTERISTICS OF SHORT- AND LONG-TERM EVEN START PARTICIPANTS, FOR FAMILIES THAT JOINED EVEN START IN THE 1997-1998, 1998-1999, 1999-2000 AND 2000-2001 PROGRAM YEARS		
CHARACTERISTIC	SHORT-TERM PARTICIPANTS (1-3 MONTHS)	LONG-TERM PARTICIPANTS (12+ MONTHS)
Race/Ethnicity		
Hispanic	36%	45%
African-American	24%	18%
Caucasian	34%	29%
Parent Education Level		
Grades 0-6	52%	48%
Grades 7-9	16%	19%
Grades 10-12	23%	22%
HS diploma or GED	8%	11%
Notes:		
Exhibit reads: Thirty-six percent of Even Start families that left the program with three or fewer months of participation were Hispanic.		

