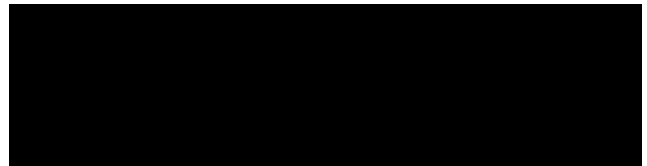


**School Readiness and the 2009-2010
Kindergarten Class in Hamilton County
Schools**

**Results of a Survey of Kindergarten Parents
March 2010**



Summary of Findings

In 2009, the Ochs Center for Metropolitan Studies surveyed all parents registering children for Kindergarten in Hamilton County Department of Education (HCDE) elementary schools. Based on 2,363 responses, the Ochs Center found that:

- ∞ Overall, 19.5% of children were beginning school without any past participation in child care or preschool programs. But children whose mothers had less than a high school education - among those most at risk of not being ready for school - were more than twice as likely (41.7%) not to have participated in a child care or preschool program: 28.1% of children of parents with a high school degree or GED had not participated in a program, compared to just 9.5% of children with parents with a college degree.
- ∞ More children participated in child care and preschool programs when they were older. More than three-quarters of children--77% -- were in child care or preschool programs between the ages of 3 to 5, compared to 43% between the ages of 0 to 3.
- ∞ The gap in participation rates was greatest in the early years. Among children between the ages of 0 to 3, only 17.3% of children with mothers who lacked a high school diploma were in a preschool or child care program, compared to an overall participation rate of 43.6% and a participation rate for mothers with a college degree of nearly 60%.
- ∞ Among both 0 to 3 year olds and 3 to 5 year olds, participation in a child care program was most frequent in Head Start, HCDE Pre-K or programs participating in the Tennessee Star Quality rating program.
- ∞ Participation rates in preschool and child care programs for Hispanic children were much lower--one-third the rate of either African American or White children. When children were between 0 and 3 years old, only 13.3% of Hispanic children participated in preschool or child care compared to 44.2% of Whites and 49.1% of African Americans. When kindergarteners were between 3 and 5 years old, 50.5% of Hispanics, 78% of Whites and 83.4% of African Americans participated in child care.

- ∞ Nearly sixty percent of African Americans and Hispanics in child care or preschool were reported to be in Head Start/HCDE Pre-K compared to nearly twenty percent of Whites.
- ∞ While public child care and pre-school programs—Early Head Start, Head Start and HCDE Pre-K—served less than half of all survey respondents with children in an early childhood program, they accounted for 84.9% of children with mothers without a high school degree and 69.3% of children with mothers with a high school degree or GED.
- ∞ Only 9.8% of all children of mothers who did not finish high school and 17.2% of all children with mothers with a high school degree or GED participated in private child care programs. By comparison, more than 40% of all children with mothers with a college degree were in private care.

Survey and Characteristics of the Sample

As part of its ongoing research on school readiness and early grade success in Hamilton County public schools, the Ochs Center for Metropolitan Studies conducted a first ever survey of parents registering children for kindergarten in 2009.

The survey (see Appendix A) was distributed by the Hamilton County Department of Education (HCDE) to each of 42 elementary schools throughout the county. Surveys were then made available by school administrators to parents at the time of Kindergarten registration in May 2009: additional surveys were also collected from August to September 2009 as some parents registered their children late.

A total of 2,363 surveys were completed and returned to the Ochs Center. Survey questions sought information about the child's race, ethnicity, and detailed year to year information about participation in pre-school interventions for children including home visitation, pre-school, Early Start, Head Start, HCDE Pre-K and childcare programs.¹ The survey also sought information about the zip codes of the parent's primary residence, number of years

¹ Survey distribution was accompanied by a letter of support from the office of Ray Swoffard Deputy Superintendent - Campus Support, Hamilton County Department of Education (HCDE). Signatories included Cindy Godwin Administrative Assistant, HCDE Campus Support and Susan Swanson Director, Urban Schools/Benwood Initiative. An email alert to school principals was sent along with a copy of the letter of support prior to the first date of enrollment.

lived in Hamilton County and the level of education completed by the mother of the kindergarten child.

Among survey respondents, 67% indicated their children were White, 22% were African American, 8.4% were Hispanic and 2.5% Asian.² By comparison, actual HCDE kindergarten registration in 2006-7 indicates that 59.4% of children in the kindergarten class were White, 30.3% African American and 7.6% Hispanic. As a result, it is likely that these survey results over-represent White respondents and under-represent African-American respondents.

² Due to the low number of children of Asian, Pacific Islander and American Indian descent, frequencies and percentages were not calculated for these subgroups in many of the tables in this report.

Table 1. Child's Race/Ethnicity

	<u>Frequency</u>	<u>Percent</u>	<u>2006- 2007</u>
White	1562	66.9%	59.4%
Black	513	22.0%	30.3%
Hispanic	196	8.4%	7.6%
Asian/Pacific Islander	63	2.7%	2.4%
Indian (American)	1	0.0%	0.3%
<u>Total</u>	<u>2335</u>	<u>100.0%</u>	<u>100.0%</u>
Missing	28	1.2%	
	<u>2363</u>	<u>100%</u>	

The overall survey responses may also under-represent the number of at risk children registered for kindergarten. For purposes of this survey, risk was identified on the basis of maternal educational attainment. Children of mothers with a college education or school beyond college were considered most likely to succeed in the kindergarten year and represented 38% of the total survey sample; 26% were children with mothers with vocational training or some college and likely to have some advantage over children with mothers with a high school degree or less. Mothers with either high school or GED education or those who did not finish high school made up 36% of the total survey sample.

Table 2. Mother's educational attainment

	<u>Frequency</u>	<u>Percent</u>
Did not finish high school	254	11.1%
High school or GED	576	25.2%
Vocational school or some college	594	26.0%
Finished college	580	25.4%
School beyond college	283	12.4%
<u>Total</u>	<u>2287</u>	<u>100.0%</u>
Missing	76	3.2%
<u>Grand total</u>	<u>2363</u>	<u>100.0%</u>

Some schools with the highest percentages of children from low income households eligible for free and reduced lunch had low survey response rates. In each of the three schools with the lowest response rates (Hillcrest-11%, Hardy-18%, Orchard Knob-

18%), more than 90% of children qualify for the free or reduced lunch program.

Demographic Differences in Early Childhood Program Participation Rates

Parents were asked to indicate whether their child participated in any of six types of services or interventions:

- ∞ Pre-School
- ∞ Early Head Start
- ∞ Head Start
- ∞ HCDE Pre-K
- ∞ Childcare
- ∞ Parents Are First Teachers (PAFT)

Parents were also asked to indicate their child's age at the time of participation. Although much research has focused on disparities among children in early learning from ages 3 to 5, more recent findings indicate that disparities are evident in infancy and remediation must include targeted interventions to address risk factors for children ages 0 to 3.³

Most Children Were in Preschool or Child Care Programs Between the Ages of 3 to 5, but Not 0 to 3 Years Old

More than three-quarters of children—77% were in child care or preschool programs between the ages of 3 to 5, compared to 43% between the ages of 0 to 3. Overall, one in five parents indicated that their children were entering 2009 HCDE Kindergarten class without any past participation in child care or preschool.

³ According to a national study of children born in 2001, multiple risk factors were found to be evident in children with lower cognitive scores at 9 months (infants) and 24 months (toddlers) old. These risk factors were children from racial/ethnic minority groups, from homes where the language was not English, and/or who had mothers with low educational attainment. Other factors were family income, single parenthood, and teen parenthood. Disparities in "Early Learning and Development: Lessons from the Early Childhood Longitudinal Study - Birth Cohort (ECLS-B)," Tamara Halle, Nicole Forry, Elizabeth Hair, Kate Perper, Laura Wandner, Julia Wessel, and Jessica Vick *Child Trends* June 2009 and "Childcare quality and early academic skill acquisition among preschoolers" Paper presented by T. D. Snyder at the Head Start National Research Conference, June 23-25, 2008, Washington, DC

Table 3. Types of services: Children and care or pre-school arrangement
(N=2363)*

	Ages 0-3		Ages 3-5	
	Frequency	Percent	Frequency	Percent
No service program or care	1356	57.4%	550	23.3%
Children in Service or care	1007	42.6%	1813	76.7%
Star Quality Program**	668	28.3%	591	25.0%
Not participating in Star Quality	145	6.1%	118	5.0%
Head Start/Pre-K (3-Star programs)	0	0.0%	615	26.0%
Early Head Start (3-Star program)	73	3.1%	0	0.0%
Parents Are First Teachers	93	3.9%	66	2.8%
Not in Hamilton County	75	3.2%	65	2.8%
BBS/Family/Private/Friend/Grandparent/In home	50	2.1%	3	0.1%
Home School	3	0.1%	0	0.0%
Mothers Day Out	45	1.9%	22	0.9%
Indicated but service provider agency name could not be located in Hamilton County via Internet searches	41	1.7%	44	1.9%
Service(s) provided but no agency was indicated on the survey	210	8.9%	307	13.0%

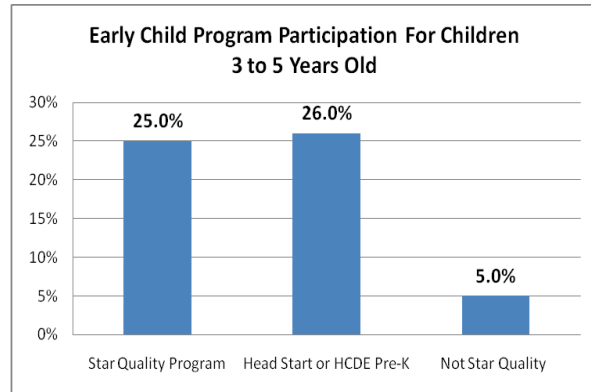
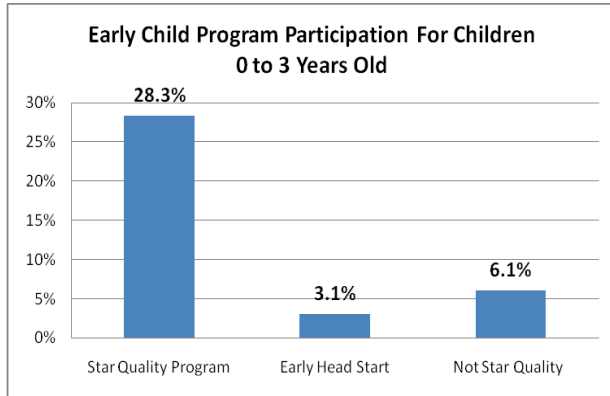
*Note: Totals in this column may reflect duplication where children are represented in two different groups. Only surveys with program or child care by child age are represented in this and all other tables.

**Note: Star quality programs include programs classified by parents as either child care or pre-school.

Children in Preschool or Child Care Programs Were More Likely to be in Programs that were Part of the Star Quality Program, Head Start or HCDE Pre-K

Among both 0 to 3 year olds and 3 to 5 year olds, participation in a child care program was most frequent in Head Start, HCDE Pre-K or programs participating in the Tennessee Star Quality rating program.⁴ By comparison, less than ten percent of responding parents indicated that their child participated in a child care program that is not rated.

⁴ In Tennessee, child care programs are rated by the Department of Human Services. Programs can receive from 0 to 3 stars, with the superior programs receiving more stars. Star quality programs are eligible for higher reimbursement rates by the State. Some licensed providers choose not to participate in the Star Quality system.



Hispanic Children were less Likely to Participate in Preschool and Child Care Programs at Any Age

Participation rates in preschool and child care programs for Hispanic children were much lower—one-third the rate of either African American or White children. When children were between 0 and 3 years old, only 13.3% of Hispanic children participated in preschool or child care compared to 44.2% of Whites and 49.1% of African Americans.

Table 4. Children in any type of child care or pre-school by race/ethnicity

	Survey total	All preschool/childcare frequency		All preschool/childcare frequency	
		Age 0-3	Age 3-6	Age 0-3	Age 3-5
White	1562	691	1219	44.2%	78.0%
African American	513	252	428	49.1%	83.4%
Hispanic	196	30	99	15.3%	50.5%
<i>Total</i>	<i>2271</i>	<i>973</i>	<i>1746</i>	<i>42.8%</i>	<i>76.9%</i>

Hispanic students were concentrated in four elementary schools. Nearly half of all Hispanic survey respondents were registering students in East Side, Clifton Hills, East Lake and Dupont. East Side and Clifton Hills also accounted for more than half of all surveys that were completed in Spanish.

Table 5. Hispanic survey respondents by school and Spanish/English languages

Elementary School	Spanish language survey	English language survey	Total Hispanic respondents	%Of total Spanish (N=66)	%Of total Hispanic (N=196)
<i>Total</i>	66	130	196	100.0%	100.0%
East Side	24	6	30	36.4%	15.3%
Clifton Hills	12	13	25	18.2%	12.8%
East Lake	5	16	21	7.6%	10.7%
Dupont	15	3	18	22.7%	9.2%
Apison	0	12	12	0.0%	6.1%
Bess T. Shepherd	0	10	10	0.0%	5.1%
Spring Creek	1	9	10	1.5%	5.1%
All other schools (24)	9	61	70	13.6%	35.7%

While participation rates in child care and preschool were higher for African American and White children, approximately two-thirds of the children of survey respondents who did not participate in preschool or child care programs were White.

Table 6. Non-participating children by race

Race/ethnicity	Survey total	Frequency	%Of frequency total (N=470)	%Of survey total by race/ethnicity
White	1562	301	64.0%	19.3%
African American	513	63	13.4%	12.3%
Hispanic	196	94	20.0%	48.0%
Asian	59	12	2.6%	20.3%
<i>Total*</i>	2330	470	100.0%	20.2%

Total excludes American Indian and Pacific Islander (N=5)

African American and Hispanic Children were More Likely to Rely on Head Start and HCDE Pre-K

Approximately 20% of White children in child care or preschool were reported to be in Head Start/HCDE Pre-K compared to nearly sixty percent of African Americans and Hispanics.

Table 7. Children in care: Percentages by general type* (universe of children reported to participate in an early childhood service)

Mother's educational attainment	Total	Head Start/HCDE Pre-K	Star rated and other child care programs only
Did not finish high school	119	84.9%	15.1%
High school or GED	293	69.3%	30.7%
Vocational school or some college	353	52.4%	47.6%
Finished college	359	30.6%	69.4%
School beyond college	186	21.5%	78.5%
<i>Total</i>	<i>1310</i>	<i>48.8%</i>	<i>51.2%</i>

*Percentages reflect those parents indicating the name of the services received.

Participation Rates Vary Significantly by Zip Code

There are geographic differences in early childhood program participation rates as well. The highest rates of children who did not participate in child care or early education programs were in East Lake and Highland Park zip codes. The two zip code areas also had the highest rates of families on public assistance. In the Brainerd zip code area—with a relatively high rate of participation in Families First—there was a very high rate of participation in pre-school and child care programs.

Table 8. Children not participating in programs/care - Zip Codes with Highest Response Rate and Lowest Participation Rate

Residential zip code	Post Office name	Survey total	No programs indicated		Families First Rates per 1000 April 2008
			Frequency	%Of survey total	
37341	Harrison	155	39	25.2%	15.2
37343	Hixson	310	54	17.4%	22.1
37363	Ooltewah	249	55	22.1%	12.7
37379	Soddy Daisy	184	31	16.8%	19.4
37404	Highland Park	77	25	32.5%	93.1
37407	East Lake	114	47	41.2%	166.2
37411	Brainerd	105	18	17.1%	73.5
37412	East Ridge	149	43	28.9%	35.6
37415	Red Bank East	164	35	21.3%	28.1
37421	Brainerd	219	48	21.9%	25.8

Children Most at Risk—Based on Maternal Education Attainment—Were Least Likely to Have Participated in Pre-School or Child Care Programs

For all children, quality care and age appropriate activities are considered a necessary part of healthy development and future academic success. But for children of mothers with a high school degree or less, limited resources can result in a child’s poor language development, smaller vocabularies and other physical, social and emotional issues that are problematic in kindergarten and in future years at school as well.⁵

Based on this assessment, or 11% of children of survey respondents had mothers with less than a high school education and were most likely to lack the preparation for kindergarten without an early childhood intervention. African American respondents were twice as likely as Whites to be in this high risk category, while Hispanics were more than eight times more likely as Whites to be in this category.

When mothers who are high school graduates or holders of a GED are included in the high risk category, 36% of the children of all survey respondents, 30% of White respondents, 42% of African American respondents and 74% of Hispanic respondents are at risk.

Table 9. Kindergarten Enrollees by mother’s educational attainment and Race/Ethnicity

	No high school/GED	High school or GED	Vocational school/ some college	Finished college	School beyond college
Total	11%	25%	26%	25%	12%
White	6%	24%	27%	29%	14%
African American	12%	30%	32%	18%	7%
Hispanic	51%	23%	11%	10%	5%

⁵ Parents with a higher educational status, such as a college degree, are associated with higher socio-economic status (SES) as well. Higher SES parents are more likely to read to their children and talk to them in the home, thus developing the child’s language skills and larger vocabularies. Children from lower educated and poorer families are less likely to have the language skills to become good readers and as a result enter school with “limited reading related skills [and] are at risk of qualifying for special education services.” In 2000, the National Institute of Child Health and Development reported that 10 to 15% of children with serious reading problems eventually drop out of high school and only 2% complete a 4-year college program. Surveys of adolescents and young adults with criminal records show that about half have reading difficulties. Found in *Handbook of early literacy research, Volume 1* (2002) by Susan B. Neuman and David K. Dickinson, Guilford Press: New York pp. 11-12.

*At Risk Children Were Twice as Likely to Have Never Participated
in Preschool or Child Care Programs Before Entering Kindergarten*

More than 40% of children whose mothers had less than a high school education had not participated in a child care or preschool program—double the overall rate and more than four times the rate for mothers with a college degree.

Table 10. Children not participating in programs/care

	Survey total	No programs indicated 0-5 years	
		Frequency	%Of survey total
Did not finish high school	254	106	41.7%
High school or GED	576	162	28.1%
Vocational school or some college	594	98	16.5%
Finished college	580	59	10.2%
School beyond college	283	20	7.1%
<i>Total</i>	<i>2287</i>	<i>445</i>	<i>19.5%</i>

Note: Totals and percentages do not include respondents without indication of mother’s educational attainment.

The gap in participation rates was greatest in the early years. Among children between the ages of 0 to 3, only 17.3% of children with mothers who lacked a high school diploma were in a preschool or child care program, compared to an overall participation rate of 43.6% and a participation rate for mothers with a college degree of nearly 60%.

Table 11. Children in any type of care or pre-school by mother’s educational attainment

Mother’s education	Survey total*	All preschool/childcare frequency		All preschool/childcare percent	
		Age 0-3	Age 3-5	Age 0-3	Age 3-5
		Did not finish high school	254	44	140
High school or GED	576	165	390	28.6%	67.7%
Vocational school or some college	594	286	469	46.3%	79.0%
Finished college	580	315	510	54.3%	87.9%
School beyond college	283	185	262	65.4%	92.6%
<i>Total</i>	<i>2287</i>	<i>997</i>	<i>1771</i>	<i>43.6%</i>	<i>77.4%</i>

*Respondents who did not indicate mother’s educational attainment (76) were excluded from results.

At Risk Children Largely Depend on Head Start and HCDE Pre-K Programs

While public child care and pre-school programs—Early Head Start, Head Start and HCDE Pre-K—served less than half of all survey respondents with children in an early childhood program, they

accounted for 84.9% of children with mothers without a high school degree and 69.3% of children with mothers with a high school degree or GED.

Both Head Start and HCDE Pre-K programs are somewhat targeted at lower income children.⁶ Still, a significant number of these children are eligible for vouchers for private child care through the Families First program. Nevertheless, most at risk children remain dependent on these public child care and pre-school providers.

Table 12. Children in care: Percentages by general type* (universe of children reported to participate in an early childhood service)

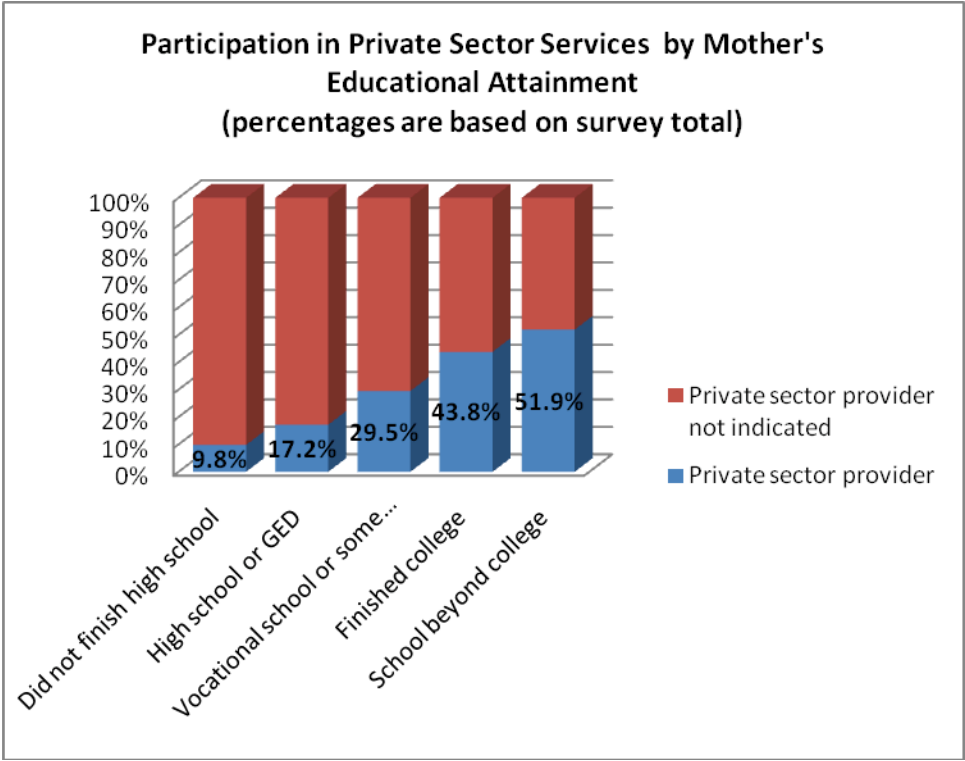
Mother's educational attainment	Total	Head Start/HCDE Pre-K	Star rated and other child care programs only
Did not finish high school	119	84.9%	15.1%
High school or GED	293	69.3%	30.7%
Vocational school or some college	353	52.4%	47.6%
Finished college	359	30.6%	69.4%
School beyond college	186	21.5%	78.5%
<i>Total</i>	<i>1310</i>	<i>48.8%</i>	<i>51.2%</i>

*Percentages reflect those parents indicating the name of the services received.

Less than 1 in 10 At Risk Children Were in Private Preschool or Child Care Program

Only 9.8% of all children of mothers who did not finish high school and 17.2% of all children with mothers with a high school degree or GED participated in private child care programs. By comparison, more than 40% of all children with mothers with a college degree were in private care.

⁶ Income is one of the risk factors considered in eligibility criteria. For a full description of Head Start and HCDE Pre-K criteria see Appendix B.



Overall, among children who participated in private programs, two-thirds of those younger than 3 years old were in 3-Star programs and 60% were in 3-Star programs after age three. While participation in private programs was lower for children with mothers without a high school degree or GED, those that did go to a private program were among the most likely to go to a 3-Star program.

Table 13. Ages 0-3: Child care and preschool by Star Quality Rate and mother's educational attainment

Mother's educational attainment	Total	0 to 3 Stars (variable)*	3 Star	Not participating in Star Quality program/Church**
No High School or GED	25	8.0%	92.0%	0.0%
High school or GED	99	23.2%	59.6%	17.2%
Vocational school or some college	175	19.4%	60.0%	20.6%
Finished college	254	15.0%	65.4%	19.7%
School beyond college	147	6.1%	76.9%	17.0%
<i>Total</i>	<i>700</i>	<i>15.1%</i>	<i>66.6%</i>	<i>18.3%</i>

*Childcare Network and YMCA had multiple sites that were mostly 2-Star and in some cases 1-Star and 3-Star. In most cases parents did not identify a particular site, so the classification is more general - "0 to 3 Stars (variable).'

**Churches were listed as preschool and child care, however they did not appear on the DHS list of licensed or Star Quality programs.

Note: Total exclude programs identified as Early Start, Head Start or HCDE Pre-K

Table 14. Ages 3-5: Child care and preschool by Star Quality Rate and mother's educational attainment

Mothers educational attainment	Total	0 to 3 Stars (variable)*	3 Star	Not participating in Star Quality program/ Church**
No High School or GED	30	23.3%	66.7%	10.0%
High school or GED	130	35.4%	49.2%	15.4%
Vocational school or some college	207	28.5%	55.6%	15.9%
Finished college	278	18.0%	61.2%	20.9%
School beyond college	156	8.3%	73.1%	18.6%
<i>Total</i>	<i>801</i>	<i>21.8%</i>	<i>60.3%</i>	<i>17.9%</i>

*Childcare Network and YMCA had multiple sites that were mostly 2-Star and in some cases 1-Star and 3-Star. In most cases parents did not identify a particular site, so the classification is more general - "0 to 3 Stars (variable).'

**Churches were listed as preschool and child care, however they did not appear on the DHS list of licensed or Star Quality programs.

Note: Total exclude programs identified as Head Start or HCDE Pre-K

African Americans and Hispanics are more likely to participate in Early Start, Head Start and HCDE Pre-K. Approximately 20% of White children in child care or preschool were reported to be in

Head Start/HCDE Pre-K, compared to approximately 60% of African American or Hispanic participants. Similarly while nearly 30% of African American and Hispanic children in any type of care were in Early Start, just 3.7% of White children were.

Table 15. Children in care: Percentages by general type* (universe of children reported to participate in an early childhood service ages 3 to 5)

Race/Ethnicity	Total	Head Start/HCDE Pre-K	Star rated and other child care programs only
White	878	21.2%	78.8%
African Americans	224	58.5%	41.5%
Hispanic	40	57.5%	42.5%
<i>Total</i>	<i>1142</i>	<i>29.8%</i>	<i>70.2%</i>

Table 16. Children in care: Percentages by general type (universe of children reported to participate in an early childhood service ages 0 to 3)

	Total	Early Start	Star rated and other child care programs only
White	518	3.7%	96.3%
Black	165	27.3%	72.7%
Hispanic	17	29.4%	70.6%
<i>Total</i>	<i>700</i>	<i>27.5%</i>	<i>72.5%</i>

Parents Are First Teachers

Parents Are First Teachers (PAFT) is a county-wide home visitation program that engages parents in age appropriate activities with their children to encourage the development of skills and behaviors to prepare children for school. Parents of 110 children surveyed indicated participation in the PAFT program for at least one year. More than two-thirds (69%) participated for two or more years. Nearly 60% of those served by Parents Are First Teachers did not have any other service provided for the child up to age 3 and 19% were solely served by the PAFT program throughout the pre-kindergarten years.

Table 17. Parents Are First Teachers program participation

	Total	No other service participation 0-3	No other service participation 0-5
1 year	34	16	0
2 years	18	9	3
3 years	12	8	1
4 years	10	8	2
5 years	36	22	15
<i>Total</i>	<i>110</i>	<i>63</i>	<i>21</i>

Of those responding to the survey, almost 40% in the PAFT program were children with mothers with a high school education or less, 26% were those with a vocational education and 35% had at least a college education.⁷ White participants represented 52% of the total, African Americans 30%, and the remaining 18 percent were Hispanic (10 surveys), Asian (8 surveys) and Pacific Islander (1 survey).

Table 18. Parents Are First Teachers (PAFT) by mother's educational attainment

	Frequency	Percent
Did not finish high school	16	15.0%
High school or GED	26	24.3%
Vocational school or some college	28	26.2%
Finished college	22	20.6%
School beyond college	15	14.0%
<i>Total</i>	<i>107</i>	<i>100.0%</i>
Missing	3	2.7%
<i>Grand total</i>	<i>110</i>	<i>100.0%</i>

⁷ Numbers and percentages are representative of those responding to the survey. Those with lower educational attainment are likely to be underrepresented in the total sample and may well be underrepresented in PAFT program participation.

Table 19. Parents Are First Teachers program
participation by race

	Frequency	Percent
White	57	52.3%
Black	33	30.3%
Hispanic	10	9.2%
Asian	8	7.3%
Pacific Islander	1	0.9%
<i>Total</i>	<i>109</i>	<i>100.0%</i>

Parent Survey of HCDE Kindergarten Registrants

Dear Kindergarten Parent,

Congratulations on this special day! Your child is a unique person. Everything is a learning experience, and we want to know about the variety of experiences provided by parents and caregivers for Hamilton County children. Please share some information with us by answering the following questions. Please **DO NOT** put your name or your child's name on this survey as your answers are confidential. If you choose not to answer the questions, it does not affect you or your child in any way.

Name of the school your child will attend kindergarten: _____

Gender of child: Male Female

Race of child: Asian Black Hispanic Indian (American) Pacific Islander White

How many years have you lived in Hamilton County? _____

What is the zip code of your primary residence? _____

Does your child go to a preschool or childcare program outside of your home? Yes No

If yes, how many hours per week? _____

Did your child go to or participate in any of the following? Please check all that apply.

	0-1 (age)	1-2 (age)	2-3 (age)	3-4 (age)	4-5 (age)	5-6 (age)	Please list name of school(s) or place(s)
Preschool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Early Childhood Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Parents Are First Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Books from Birth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Early Head Start	<input type="checkbox"/>	<input type="checkbox"/>					
Head Start			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hamilton County Pre-K classroom					<input type="checkbox"/>	<input type="checkbox"/>	
Childcare (other than listed above)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

What is the level of education completed by the mother of the kindergarten child?

- Did not finish high school
- High school or GED
- Vocational school or some college
- Finished college
- School beyond college



Thank you and have a great school year!

APPENDIX B

Head Start Eligibility Criteria

The Head Start Act establishes income eligibility for participation in Head Start programs based on the poverty guidelines updated annually in the Federal Register by the U.S. Department of Health and Human Services. Ten percent of Head Start slots may be for over-income children; however those slots are reserved for children with disabilities first.

Persons in family	Poverty guideline
1.....	\$10,830
2.....	14,570
3.....	18,310
4.....	22,050
5.....	25,790
6.....	29,530
7.....	33,270
8.....	37,010

For families with more than 8 persons, add \$3,740 for each additional person.

Pre-Kindergarten Eligibility Criteria 2009-2010

The following criteria determine eligibility into the pre-kindergarten program for the 2009-2010. All programs are designed to serve "at risk" students.

Title I Funded Pre-K Sites
(Section 1115(b)(2), ESEA)

To be *eligible* to attend a Title I preschool program, preschool-age children must be failing or most at risk of failing to meet the State's challenging student academic achievement standards. With respect to preschool children, this determination must be made on the basis of criteria such as teacher judgment, interviews with parents, and developmentally appropriate measures of child development. [Section 1115(b), ESEA.]

The use of family income to determine eligibility for Title I preschool is allowable, especially for the purposes of prioritizing when there are not sufficient Title I resources to serve all preschool age children with other educational needs, **but children should not be identified for Title I preschool solely on the basis of family income.**

In addition, children who participated in a Head Start, Even Start, Early Reading First, or Title I preschool program at any time during the two preceding years, homeless children, and children in institutions for neglected or delinquent children are automatically eligible for Title I preschool and to continue into Title I school programs. [Section 1115(b)(2), ESEA.]

Hamilton Co. Dept of Education prioritizes Title I preschool enrollment based on students who:

1. score in the red or yellow areas of the FirstStep screening instrument.
2. are zoned for a Title I school especially to a school that is identified as "on notice". "On notice" schools are identified by the Tennessee State Department of Education as schools that have not made significant gains on standardized test scores.
3. meet 2009-2010 federal income guidelines for free and reduced lunch.

In addition, children who participate in Head Start preschool programs, homeless children, and children in institutions for neglected or delinquent children are automatically eligible for Title I preschool (Section 1115(b)(2), ESEA). Information must be documented.

In all Title I preschool programs, students MUST be zoned for a Hamilton County Title I school.

State/Pilot Funded Pre-K Sites

Target first those children who are considered to be at risk, with family income that qualifies the child for the **Free and Reduced Lunch Program** being the first at-risk factor for consideration. **Students must be zoned for a Hamilton County Public School.**

Other criteria to be considered after at risk students are enrolled (after the 5th student day) are students who are closest to qualifying for free or reduced meals. Students who are within the \$5,000 range of qualifying for free or reduced lunch or increments of \$5,000 thereafter. Other criteria include but are not limited to students who are ELL and in state custody. After these criteria have been satisfied other students may be considered.

Survey response rates and demographics by school							
School	Survey response rate (estimated)	Demographic data by school					
		%Economically Disadvantaged	%White	%African American	%Hispanic	%Other race	
Hillcrest	11%	92.6	8.6	87.9	2.9	0.6	
Hardy	18%	95.0	1.2	97.8	0.7	0.3	
Orchard Knob	18%	95.0	0.8	98.1	0.3	0.8	
McBrien	30%	80.7	59.5	20.0	17.0	3.4	
Bess T. Shepherd	40%	83.9	20.3	55.3	20.3	4.1	
East Side	42%	95.0	7.1	47.8	44.4	0.7	
Soddy	46%	63.6	98.0	0.6	0.3	1.1	
Lakeside	50%	82.2	15.4	81.8	1.5	1.3	
Ganns	51%	48.2	87.4	4.8	3.5	4.3	
Brown	51%	95.0	11.2	84.7	2.6	1.6	
CSAS	53%	26.4	51.9	42.0	2.0	4.1	
Rivermont	55%	95.0	42.5	52.8	4.3	0.5	
Barger	59%	81.4	17.7	79.2	1.3	1.8	
Daisy	60%	67.0	96.5	0.6	1.9	1.0	
Alpine Crest	60%	64.2	77.4	15.0	4.5	3.2	
Big Ridge	62%	23.4	82.2	9.8	2.3	5.6	
North Hamilton Co.	63%	48.0	94.7	4.2	0.5	0.5	
Westview	65%	19.7	81.0	11.3	1.1	6.6	
Calvin Donaldson	68%	95.0	5.0	92.8	1.9	0.3	
East Brainerd	69%	68.9	56.3	26.3	10.8	6.7	
Clifton Hills	71%	95.0	17.3	63.5	19.0	0.2	
Spring Creek	71%	81.3	64.0	28.1	6.6	1.3	
Nolan	73%	13.0	95.8	0.8	1.8	1.6	
Apison	74%	45.2	77.4	5.4	12.8	4.4	
Woodmore	75%	95.0	4.0	95.5	0.2	0.2	
Harrison	75%	72.7	54.3	41.3	3.1	1.3	
Allen Elementary	77%	40.8	96.2	0.9	2.3	0.7	
McConnell	79%	35.3	97.0	1.5	0.5	1.0	
Lookout Valley Elementary	79%	77.0	90.7	3.0	4.2	2.1	
Ooltewah	79%	37.8	77.6	10.2	9.2	3.1	
Battle Academy	80%	75.2	27.5	71.0	0.7	0.9	
East Lake	81%	95.0	22.9	57.9	19.0	0.2	
Birchwood	83%	83.9	95.7	1.8	1.8	0.6	
Normal Park	84%	36.2	72.1	21.8	3.8	2.3	
Red Bank	85%	86.3	68.3	19.6	9.2	3.0	
Falling Water	86%	55.5	98.8	0.4	0.4	0.4	
Lookout Mountain	88%	2.7	94.8	1.0	1.0	3.1	
Wolfever Creek	88%	82.0	57.3	30.6	9.2	2.9	
Thrasher	89%	7.7	95.8	0.0	1.0	3.3	
CSLA	90%	23.7	63.2	26.6	1.0	9.2	
Hixson	90%	68.5	65.6	17.4	14.2	2.7	
East Ridge	91%	80.1	65.6	30.4	2.3	1.7	
Wallace A. Smith	>95%	27.9	84.8	9.9	4.4	1.1	
Dupont	>95%	76.8	60.7	12.1	25.0	2.2	
Snow Hill	>95%	37.0	94.3	3.6	0.9	1.2	

Source: Tennessee Department of Education Report Card (2009)