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*Los Angeles County Young
Children's Literacy
Experiences, Emotional Well-
Being and Skills Acquisition:
Results from the Los Angeles
Family and Neighborhood
Survey*

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PREFACE

This report was produced as part of the First 5 LA-RAND Research Partnership. First 5 LA is the new name for the Los Angeles County Children and Families First - Proposition 10 Commission. First 5 LA was established as a result of the passing of Proposition 10 in November 1998 by the voters of California. Effective January 1, 1999, Proposition 10 added a 50 cent tax to cigarettes and other tobacco products. The revenue generated from this tax was earmarked for programs that promote the early childhood development for children from birth to age 5. Twenty percent of the tax dollars were allocated to the California state Proposition 10 Commission. The remaining 80 percent is distributed to individual county Proposition 10 Commissions based on the proportion of children born in each county. The Los Angeles County Board of Supervisors established the Los Angeles County Children and Families First-Proposition 10 Commission (now known as First 5 LA) in December 1998. The Commission's goal is to use the funds generated by the implementation of Proposition 10 to invest in the health and development of young children in Los Angeles County. For more information on First 5 LA, go to www.first5.org.

RAND is a nonprofit, independent, objective, and nonpartisan research institution, which helps to improve public policy through research and analysis. Additional information on RAND and RAND research can be found at www.rand.org. The RAND-First 5 LA Research Partnership was established to:

- To analyze the Los Angeles Family and Neighborhood Survey (L.A.FANS) data and disseminate research findings related to policy questions surrounding school readiness, childcare choices, children's health, the contribution of neighborhood characteristics to young children's well-being, and children's health insurance coverage, access, and utilization.
- To facilitate access to L.A.FANS results and other data by developing and implementing a strategy for outreach to organizations, agencies, and community groups concerned with early childhood development in Los Angeles.

- To develop standardized measures of school readiness, childcare choices, and children's health that can be used in other studies and evaluations.

Under the Research Partnership, RAND and First 5 LA research staff collaborate on identifying key policy questions on which policy makers and the public need more information. Although First 5 LA also provides funding to RAND to conduct the analyses, RAND research staff carryout the analyses and are responsible for all of the findings and conclusions drawn. Like all RAND publications, this report has been carefully reviewed for accuracy and objectivity as part of RAND's quality assurance program.

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CHAPTER 1 BACKGROUND

A key aspect of early childhood development is the child's acquisition of cognitive and social skills that prepare him or her for school. Children who are exposed to reading material prior to entering kindergarten show more reading achievements one year later compared to children who are not engaged in early literacy activities, such as parent-child reading (Wood, 2002). In addition, children capable of positively interacting with peers are more likely to succeed in school (Coolahan, Fantuzzo, Mendez & McDermott, 2000). Thus, children who develop cognitive and social skills before entering school are more "ready" to succeed academically.

In this technical report, we use data from the Los Angeles Family and Neighborhood Survey (L.A.FANS) to examine children's readiness for school in Los Angeles County. We present results on several aspects of school readiness and show how they vary by geography, socioeconomic status, maternal education, and child gender, ethnicity and immigrant status.

Our report is organized as follows. This first section of the report provides some background. We begin with a brief description of First 5 LA's school readiness initiative and the developmental domains within school readiness. We then provide a brief overview of the L.A.FANS study. Finally, we explain three school readiness measures pertaining to children and one parent reading measure used by L.A.FANS.

The next three sections of the report present results for children's home environment, emotional well-being, and skills development, respectively, for a sample of children ages 0 to 5 years. We conclude with a brief summary and discussion of our findings.

FIRST 5 LA SCHOOL READINESS INITIATIVE

First 5 LA's (FFLA) School Readiness Initiative focuses on three important aspects of a child's life that may help a child prepare for and succeed in school: family, school, and community. First 5 LA targets its efforts toward all children 0 to 5, particularly low income families, Latino families, and children whose first language is not

English. Specifically, FFLA focuses on the development of language skills and emergent literacy as well as numeracy skills among preschool children by working with parents and early childhood educators in a variety of settings including community based organizations and selected school sites.

First 5 LA has adopted several target areas appropriate for school readiness as defined by the National Education Goals Panel (NEGP).¹

These target areas are:

Children's readiness for school

- physical well-being and motor development
- social and emotional development
- approaches to learning
- language development
- cognition and general knowledge

Schools' readiness for children

- a smooth transition between home and school
- continuity between early care and education programs and elementary grades
- a student-centered environment focused on helping children learn
- a commitment to the success of every child
- approaches that have been shown to raise achievement for each student
- a willingness to alter practices and programs if they do not benefit children
- establishment of student access to services and supports in the community

Family and community supports and services that contribute to children's readiness for school success

- access to high-quality and developmentally appropriate early care and education experiences

¹ The National Education Goals Panel (1997). *Getting a Good Start in School*. Washington, DC: National Education Goals Panel.

- access by parents to training and support that allows them to be their child's first teacher and promotes healthy, functioning families
- prenatal care, nutrition, physical activity, and health care that children need to arrive at school with healthy minds and bodies and to maintain mental alertness.

In this report, we will focus on two of the three NEGP target areas: children's readiness for school and family supports that contribute to children's readiness for school success. Specifically, we assess children's home environment including parent-child reading behaviors, children's behavioral problems including withdrawal and hostility, and skills acquisition (i.e., reading and math skills). We investigate how these indicators vary by neighborhood, family, and child characteristics. Our objective is to provide data for policymakers and organizations working to increase school readiness and to pinpoint areas in which school readiness efforts might be focused.

CHAPTER 2
LOS ANGELES FAMILY AND NEIGHBORHOOD SURVEY DESIGN

L.A.FANS is a study of the effects of neighborhood social conditions and family life on the growth and development of children. The L.A.FANS data is designed for multilevel analyses including neighborhood level and family level analyses. The project is a collaboration of a multidisciplinary team of researchers at RAND, UCLA, and several other universities nationwide. Funding was provided primarily by the National Institutes of Health.

L.A.FANS is based on a sample of 65 neighborhoods (defined in L.A.FANS as census tracts) selected from the 1,652 census tracts in Los Angeles County. The sample was based on a stratified sampling design in which poor neighborhoods and households with children were oversampled relative to their proportion in the population. When the results are adjusted for the oversampling, the L.A.FANS sample is representative of the population of Los Angeles County.

Within each of the 65 neighborhoods, households were sampled randomly (with the oversamples noted above). For each household, one adult was chosen at random by computer to provide basic social and demographic information on household members. One resident child (age 0 to 17) was selected at random by computer to participate in the study. If the sampled child had siblings under age 18 living in the household, one of them was also randomly sampled.² Each child's primary caregiver (generally his/her mother) was also interviewed. Since primary caregivers were almost always mothers, we refer to them as mothers throughout this report.

This report is based only on the 724 households with children 0-5 years old which had complete data on characteristics examined. Of the

² In this report, we include both the sampled child and his/her randomly sampled sibling if two children were chosen as respondents within the household. This strategy may bias results by giving more weight to families with a larger number of children. The use of sample weights and reporting results separately for younger and older children partially eliminates any bias. In subsequent reports, we will also employ statistical procedures with robust standard errors, which correct for any potential bias.

3,010 households included in L.A.FANS, a total of 1,720 included at least one child in that age range. Data were collected for 1,086 children. Of those, 717 (66 percent) were the children originally sampled from their household and 369 (34 percent) were their siblings. All results in this report have been adjusted for oversampling.

The response rates were 89 percent for mothers and 87 percent for children. These response rates are equal to or better than response rates in high quality national sample surveys.

Table 2.1 provides basic characteristics of L.A.FANS neighborhoods from the 2000 census data for very poor (ranked in the top 10 percent of the poverty distribution as set by the Los Angeles County's Urban Research Division)³, poor (tracts in the 60-89th percentiles), and non-poor neighborhoods (those in the bottom 60 percent of the distribution)⁴, included in the L.A.FANS sample. The final column shows results for all Los Angeles County census tracts combined. When compared with the numbers in the second-to-last column, the numbers in the last column show that the L.A.FANS data, when adjusted for oversampling, closely matches the figures for Los Angeles County as a whole. However, the percent white and the median household income in the L.A.FANS sample are slightly higher than the comparable figures for Los Angeles County.

³ See Sastry, Ghosh-Dastidar, Adams and Pebley (2003) for further details. This report is available at <http://www.lasurvey.rand.org>.

⁴ Census tracts in Los Angeles County were divided into these three groups based on the percent of the population in poverty in 1997. The percent in poverty was an estimate made by the L.A. County Urban Research Division. Very poor tracts are those in the highest 10 percent of the distribution. Poor tracts are those in the next highest 30 percent, and nonpoor tracts are those in the lowest 60 percent of the poverty distribution. For more details, see Sastry et al. (2000).

Table 2.1
Characteristics of Neighborhoods Included in L.A.FANS

Characteristic	Very Poor Neighborhoods	Poor Neighborhoods	Non-poor Neighborhoods	Total for All L.A.FANS Tracts ⁵	Total for All L.A. County Tracts
Number of Census tracts	20	20	25	65	1,652
% Population foreign-born	49	49	26	34	35
% Population who are recent immigrants (since 1990)	21	18	7	11	12
Residential stability (% Population in same house five years ago)	48	49	53	52	53
% households with income <\$15k	35	21	11	16	17
% households with income >=\$75k	7	13	35	27	25
Median household income	\$23,391	\$33,854	\$55,378	\$46,981	\$42,189
%Families who are poor (below the federal poverty line)	39	24	10	16	17
% Female-headed single-parent households	16	10	6	8	8
% of population that is white	4	14	48	36	31
% African American	16	6	7	7	9
% Latino	69	64	24	38	45
% Asian and Pacific Islanders	4	9	16	13	12
% Other ethnic groups	6	7	5	6	3
% of All L.A. County Neighborhoods in this category	9	34	56	--	--

Source: All data come from the 2000 U.S. Census.

As shown in Table 2.1, about half of the population of very poor and poor neighborhoods and about a third of the population of all L.A.FANS neighborhoods were born outside the United States, reflecting the demographic composition of Los Angeles County. However, the majority of foreign-born residents came to the United States before 1990. For example, in very poor neighborhoods, 49 percent of residents

⁵ These averages were weighted to correct for over sampling and thus represent L.A. County as a whole.

are foreign born, but only 21 percent came to the United States after 1990.

Table 2.1 also shows the residential stability, or the degree to which residents move in and out, of each neighborhood. Residential stability appears to be important for the development of stable and healthy communities for children (Sampson, Morenoff, & Gannon-Rowley, 2002). Residential stability is only slightly higher in non-poor neighborhoods than in the poorer ones: roughly half of residents in each group of neighborhoods lived in the same dwelling unit in 1995 that they were occupying in 2000.

Not surprisingly, the three groups of neighborhoods differ dramatically in median household income and in the proportion of households who are very poor (defined here as having incomes below \$15,000 per year) or relatively well-off (defined here as having incomes of \$75,000 per year or more). We also show the proportion of households in each group of neighborhoods who are below the federal poverty line. This proportion varies from 39 percent in very poor neighborhoods to 10 percent in non-poor neighborhoods.

Female-headed single parent families are more likely to be poor and to face greater time constraints than families with two parents (McLanahan and Sandefur, 1994). Table 2.1 shows that female-headed single parent-families are more common in very poor than non-poor neighborhoods in Los Angeles County.

The ethnic composition of neighborhoods varies considerably by poverty status. Very poor neighborhoods are predominantly Latino and African American. Non-poor neighborhoods are predominantly white, Latino and Asian. Residents in the "other" ethnic groups include Native Americans, multiethnic individuals, and those who preferred not to report ethnicity. L.A.FANS does not include sufficient numbers of Native American or multiethnic respondents for us to analyze them separately.

Table 2.2 provides the sample distribution by neighborhood, family and child characteristics.

**Table 2.2
Sample Distribution by Neighborhood, Family and Child Characteristics (Percentage)**

	Under 1	1 Year- Olds	2 Year- Olds	3 Year- Olds	4 Year- Olds	5 Year- Olds	Total
Neighborhood							
Characteristics							
Service Planning Area (SPA)							
Antelope Valley (SPA 1)	9	11	9	7	10	8	9
San Fernando (SPA 2)	10	21	12	16	24	22	18
San Gabriel (SPA 3)	15	19	23	14	13	19	17
Metro (SPA 4)	12	5	8	12	9	6	8
West (SPA 5)	5	4	6	3	4	3	4
South (SPA 6)	9	7	9	8	10	10	9
East (SPA 7)	18	20	18	18	19	18	18
South Bay (SPA 8)	22	13	15	22	12	13	16
Neighborhood Poverty Level							
Very Poor	20	14	13	15	16	13	15
Poor	35	34	38	37	32	43	36
Non-Poor	45	52	49	48	52	44	49
Family Characteristics							
Maternal Education							
Less than High School	37	33	35	35	39	34	35
High School	21	20	21	23	15	26	21
Beyond High School	21	31	29	25	31	25	27
College	12	12	8	13	9	10	11
Beyond College	9	4	6	4	6	5	6

Table 2.2 (continued)

	Under 1	1 Year- Olds	2 Year- Olds	3 Year- Olds	4 Year- Olds	5 Year- Olds	Total
Child Characteristics							
Gender							
Male	50	55	56	43	53	55	52
Female	50	45	44	57	47	45	48
Ethnicity							
White	15	22	18	18	18	21	19
Latino	62	58	59	61	58	61	60
Black	12	8	10	9	14	8	10
Asian/Pacific Islander	11	12	13	12	10	10	11
Immigration Status							
U.S. born	98	97	98	97	93	96	96
Foreign-born	2	3	2	3	7	4	4

SUMMARY

L.A.FANS is a representative survey of children, families, and neighborhoods in Los Angeles County. It provides data on children living in a very broad range of neighborhoods and is a unique resource for studying children's school readiness.

L.A.FANS SCHOOL READINESS MEASURES

L.A.FANS included a number of school readiness measures, including:

- the Home Observation for Measurement of the Environment (HOME) inventory, which is designed to assess a child's cognitive and socio-emotional home environment
- the Behavior Problem Index (BPI) as a measure of depressive and aggressive behavior problems
- the Woodcock-Johnson-Revised Test of Achievement (WJ-R) as a measure of language and mathematical skills.

The data for the HOME and the BPI were reported by the child's mother. The WJ-R tests were given to children and to children's mother. Each measure is described in more detail below in Table 2.3.

The Home Observation for Measurement of the Environment (HOME)

To assess one of the NEGP's target areas "family supports that contribute to children's readiness for school success," (listed above) L.A.FANS used the HOME inventory (Caldwell & Bradley, 1984a). The HOME inventory was developed to assess children's home emotional and learning environment through mothers' reports and interviewer observations (see Appendix A for further details). In this report, we examine the HOME questions about the availability of books, reading at home, library use, and television watching and do not make use of scales typically associated with this measure. The specific questions we use for 1 to 5 years of age are:

- About how many children's books does [THIS CHILD] have? How often do you get a chance to read to [THIS CHILD]?
- How often do other family members get a chance to read to [THIS CHILD]?
- How often does [THIS CHILD] go to the library?

- How much time would you say [THIS CHILD] spends watching television or videos on a typical weekday, either in your home or somewhere else?
- For children 3 to 5 years of age, we also asked the following questions:
- About how often does [THIS CHILD] go to the library?
- When your family watches TV together, how often do you or his/her other parent discuss TV programs with [THIS CHILD]?

Based on results of the National Longitudinal Survey of Youth (NLSY), researchers recommend toddlers own a minimum of 3 children's books and preschoolers own a minimum of 10 children's books (NLSY79 1998 Child & Young Adult Data User Guide). Based on coding guidelines established in the NLSY79 1998 Child & Young Adult Data User Guide children's visits to the library were dichotomized into several visits a year or more and less than several visits a year. Television hours are coded by the number of hours parents report. Discussions surrounding television are coded as 'yes/no' responses. Item response rates are included in Appendix A.

The research has shown links between children's home literacy activities such as exposure to reading materials and parent-child shared reading and reading and vocabulary abilities (Foy & Mann, 2003; Stevens & Bakeman, 1985; Wood, 2002). Specifically, the HOME has been correlated with children's reading abilities (Molfese, Modglin & Molfese, 2003) and 1st grade achievement (Caldwell & Bradley, 1984b). Researchers have also found links between excess television viewing behaviors and poor school performance among preschool children (Clark & Kurtz-Costes, 1997).

The Behavior Problems Index (BPI)

The Behavior Problem Index (Peterson & Zill, 1986) is a well-tested measure of children's emotional development. It was designed to assess children's behavior problems (e.g., anxiety, depression, and aggression) in large-scale interview surveys. The BPI relies on maternal reports and is intended for use with children ages 4 and older. L.A.FANS adapted some questions to assess children as young as 3 years of age. However, in this report, we include only scores for 4

and 5-year-olds because national norms are available for those age groups.

The BPI asks parents how true each of a set of characteristics is of their child. Response categories are "often true," "sometimes true," and "not true at all." The BPI includes a list of 28 characteristics, which measure two primary types of behavior problems: internalizing and externalizing behaviors (see Appendix B for a list of items). Each scale score (internalizing or externalizing) is the sum of the items included in the scale. A higher score indicates that the child has more problems.

The internalizing behavior score provides an index of children's inwardly expressed behaviors, such as sadness and feelings of inadequacy. For instance, parents were asked how true it was that the child "...felt or complained that no one loved him/her." Children's externalizing behavior score provides a measure of children's outwardly expressed behaviors, for example, their aggressiveness and their tendency to lie, cheat, or express hostility. For instance, parents were asked how true it was that their child "...bullied or has been cruel or mean to others."

Studies have shown links between children's depressive (internalizing) behaviors and poor school performance (Chen, Rubin, & Li, 1995; Mesman, Bongers & Koot, 2001). Studies have also shown that depressed tend to be less engaged (Lous, Wit & Bruyn, 2002). All of these factors have a negative impact on a child's school performance (Reda-Norton, 1995). Children with higher levels of aggressive behaviors may also experience more problems in school because they act out, pay less attention, and may not get along with teachers and other pupils (Willoughby, Kupersmidt & Bryant, 2001; Wood, Cowan & Baker, 2002).

The Woodcock-Johnson-Revised Test of Achievement (WJ-R): Child Assessment

To assess children's language development and mathematical skills, L.A.FANS included tests of achievement taken from the Woodcock-Johnson Psycho-Educational Battery-Revised (WJ-R; Woodcock & Johnson, 1989; 1990). The WJ-R is a standardized and widely used battery of tests

designed to assess individual cognitive and scholastic abilities and achievement from ages 3 to 99 and has shown to be a valid measure of achievement (Konold, Glutting & McDermott, 1997). In L.A.FANS, it was administered to children ages 3 through 17. In this report we focus on scores for children ages 3-5. The tests are calibrated to each child's age and ability. Children were given two tests: the letter-word identification and applied-problems assessments. The letter-word identification assessment has two parts: picture-matching and identification of novel words. For instance, children were shown a picture and were asked to match the picture to a word shown on a list. Also, children of appropriate age are asked to read a list of words. Difficulty increases as the child progresses through the test. The applied-problems test assesses the child's ability to analyze and solve problems. The objective is to extract the necessary information from instructions provided for solving the problem. Tests were administered in English and Spanish, depending on the language in which the child felt more comfortable (see Appendix C for additional information). A computerized scoring system provides a series of test scores including standardized scores (see Appendix C for score details).

The Woodcock-Johnson-Revised (WJ-R): Parent Assessment

To assess parental literacy levels, L.A.FANS administered the passage comprehension test from the WJ-R (Woodcock & Johnson, 1989; 1990). The test was given to the child's mother. The test was calibrated to each mother's ability. It consists of two parts: picture identification and passage completion. First, the test taker is asked to identify a picture that represents a phrase read by the examiner. Next, the test taker is required to read a short, incomplete passage and then provide a key word that would complete the passage. Tests were administered in English and Spanish, depending on the language in which the mother felt more comfortable (see Appendix C for additional information). As in the case of the child measures, parent test scores are standardized and scaled by computer software. The passage comprehension test provides an overall assessment of mothers' reading and language ability.

The WJ-R has been shown to be a reliable test of reading and problem solving ability among individuals aged 3 to 99 years old (Tusing, 1999; Garcia & Stafford, 2000). To date, no systematic comparison has been made with Stanford-9 (SAT-9) used in the Los Angeles Unified School District and other L.A. County districts.

Table 2.3
School Readiness Assessment Summary

Target Person	Assessment Name	Source of Assessment	Assessment Purpose
Children 1-2 and 3-5 years old	Home Observation for Measurement of the Environment (HOME)	Parent	Assess child's literacy and television-viewing activities
Children 3-5 years old	Behavior Problems Index	Parent	Presence of depressive and aggressive behaviors
Children 4-5 years old	Woodcock-Johnson-Revised Test of Achievement: letter-word identification	Child	Vocabulary
Children 4-5 years old	Woodcock-Johnson-Revised Test of Achievement: applied problems	Child	Mathematical skills and problem-solving
Primary caretaker/mother	Woodcock-Johnson-Revised Test of Achievement: passage comprehension	Parent	Assess reading comprehension and vocabulary skills

CHAPTER 3 RESULTS

In this chapter, we examine the results for each school readiness measure in detail. We examine three sets of readiness measures, those reflecting children's home environment, their behavior problems, and their skills development. We consider how school readiness measures vary by neighborhood characteristics (i.e., SPA, poverty level), by family characteristics (i.e., maternal education), and by individual child characteristics (i.e., ethnicity, gender, immigration status). It is important for the reader to keep in mind that the neighborhood, family and child characteristics are interrelated. For example, recent Latino immigrants, on average, are more likely to live in lower income neighborhoods and to have lower levels of educational attainment than other groups. We report differences in school readiness measures across geographic, family, and child characteristics, without adjusting for other socioeconomic differences that exist across neighborhoods, families and children. However, we conducted tests of significance by using 95 percent confidence intervals. This test provides an estimated range of values that are likely to include an unknown population parameter; the estimated range is calculated using the study's sample. The range provided through this test gives researchers upper and lower bounds on the likely range of scores from a given test (see Appendix D for detailed results). Results from those tests are reported below.

CHILDREN'S HOME ENVIRONMENT

Results in this section are based on selected questions in the HOME scale, described in Chapter 2. We provide results for questions that are associated with children's school readiness. L.A.FANS asked parents how many children's books the child owns, how often parents read to the child, how often others read to the child, and how many hours the child spends watching television per weekday. These questions were asked for children ages 1-5. For children 3 to 5 years old, L.A.FANS also asked about children's other activities such as visits to the library and whether parents talk with the child about television programs. We present results separately for two age groups

(1 to 2-year-olds and 3 to 5-year-olds) because additional questions were asked for the older age group.

Neighborhood Characteristics

To examine the geographic variation in children's home environment, we examine the home environment measures by service planning area (SPA), and by neighborhood poverty level (see Table 2.1).

Service Planning Area

Service Planning Areas (SPAs) are subdivisions of Los Angeles County that were established by the Los Angeles County Children's Planning Council and its partners to facilitate planning and coordination of social and health services for children and adults. Each of the eight geographically-based SPAs has a council composed of community residents and representatives of agencies and organizations working in the area. SPA councils map, coordinate, and plan services and activities at the local level. They also serve as advisory groups to the Children's Planning Council. Since SPAs were established, county agencies and nonprofits have begun to use SPA boundaries and infrastructure to plan their own programs and activities.⁶ Table 3.1 defines the SPAs.

⁶ A map and more information about SPAs is available at www.childpc.org.

Table 3.1
Service Planning Areas

SPA No.	SPA Name	Communities Included (partial list)
1	Antelope Valley	Acton, Agua Dulce, Edwards AFB, Gorman, Lake Los Angeles, Lancaster, Little Rock, Palmdale, Valyermo
2	San Fernando	Agoura Hills, Burbank, Calabasas, Castaic, Glendale, Hidden Hills, La Canada-Flintridge, San Fernando Valley, Santa Clarita, Westlake Village
3	San Gabriel	Alhambra, Baldwin Park, Claremont, Covina, Diamond Bar, Duarte, El Monte, Glendora, La Puente, Monrovia, Monterey Park, Pasadena, Pomona, Rosemead, San Gabriel, West Covina
4	Metro	West Hollywood, Los Angeles: Downtown, Boyle Heights, Cypress Park, Eagle Rock, Echo Park, Hancock Park, Highland Park, Hollywood, Hollywood Hills, Mid-City, Montecito Heights, Silverlake, Westlake
5	West	Beverly Hills, Culver City, Malibu, Marina del Rey, Santa Monica, Venice, West L.A.
6	South	Compton, Lynwood, Paramount, Los Angeles: Crenshaw, Florence, Hyde Park, South L.A., Watts
7	East	Bellflower, Cerritos, Downey, East Los Angeles, Huntington Park, Lakewood, Montebello, Norwalk, Pico Rivera, South Gate, Whittier
8	South Bay/Harbor	Carson, Gardena, Hawthorne, Hermosa Beach, Inglewood, Lomita, Long Beach, Rancho Palos Verdes, Redondo Beach, San Pedro, Torrance, Wilmington

Reflecting the spatial diversity of Los Angeles County, SPAs vary markedly in social, economic, and demographic characteristics. This diversity is shown in Table 3.2 below.

Table 3.2
Service Planning Area Characteristics, 2000

Characteristic	Antelope	San	San	Metro	West	South	East	South
	(1)	Fernando (2)	Gabriel (3)	(4)	(5)	(6)	(7)	Bay (8)
% In poverty	15.7	13.5	13.7	25.7	11.7	31.5	15.9	16.9
% Foreign-born	15.3	36.6	37.5	51.1	28.2	35.4	37.8	29.0
% Adults w/college	22.2	35.3	33.2	28.4	58.0	12.1	19.0	33.5
% White	51.2	47.7	26.6	21.9	62.7	2.6	19.3	32.7
% Latino	29.1	35.8	44.8	54.2	16.0	59.7	68.2	34.9
% African American	12.8	3.5	4.7	5.9	6.4	34.7	2.7	15.9
% Asian/Pacific Islander	3.4	9.2	22.7	15.4	10.8	1.6	7.9	13.4
% Native American	0.6	0.3	0.3	0.3	0.2	0.2	0.3	0.3
% Other	3.0	3.6	2.2	2.3	3.9	1.2	1.5	2.9

Source: L.A. County Children's Planning Council, SPA councils. Demographic profiles available on www.childpc.org.

Notes: % in poverty is the percentage of the total population living below the federal poverty line. % Adults w/ college is the percent of adults age 25 and older who have a college degree (associate's, bachelor's, graduate, or professional). % Foreign-born and the % in each ethnic group refer to the percent of the total SPA population in each group.

Figures 3.1 and 3.2 show results for toddlers (1 and 2-year-olds) and preschoolers (3 to 5-year-olds), respectively, for three school readiness indicators taken from the HOME. The figures indicate that the majority of children (59 percent to 100 percent of toddlers, and 56 percent to 100 percent of preschoolers) own at least this minimum number of books. The test of significance⁷ indicates that 1 to 2-year-old children in SPA 1 (Antelope Valley) and SPA 5 (West) were significantly more likely to own the recommended minimum number of books than children in SPA 4 (Metro), SPA 6 (South) and SPA 8 (South Bay). Among preschoolers, we found that children in SPA 5 (West) were significantly more likely to own the recommended minimum of 10 children's books than children in SPA 3 (San Gabriel), SPA 4 (Metro), SPA 6 (South), SPA 7 (East) and SPA 8 (South Bay). This suggests that while a large proportion of children 1 to 5 years of age own the

⁷ Statistical significance for all analyses was conducted using 95% confidence intervals.

minimum number of books, children in particular SPAs may need outside resources or access to increased library services or free books.

We also calculated the proportion of children who were read to at least three times per week by their mother or a relative. Results indicate that, across SPAs, at least a quarter of all toddlers and close to half of all preschool-aged children are read to at least three times a week by their mother. Figure 3.1 shows that while 88 percent of mothers in the West read to their toddlers at least three times per week, only 26 percent of mothers in the South do so. Results from the test of significance indicate that these differences are significant. In fact, we found that toddlers in SPA 5 (West) were significantly more likely to be read to by their mother than were children in SPA 3 (San Gabriel), SPA 6 (South) and SPA 7 (East). We found that the differences between the Antelope Valley and the South were also statistically significantly different. Among preschoolers, the proportion of mothers who read to their children dropped in all but three SPAs (South, East and South Bay) where there was a slight increase. Furthermore, preschoolers in the East were significantly more likely to be read to than were children in the South region of the county and San Gabriel Valley. Future analyses will explore the effects of parent literacy skills on parental reading behaviors as well as the proximity to family members and its effects on relative's reading practices.

In terms of other's reading behaviors, our bivariate analyses indicate that a smaller proportion of children is read to by a relative than by their parent (see Figure 3.2). Again, between SPA differences were observed. Specifically, we found that toddlers in the West were significantly more likely to be read to by a relative than were children in the remaining seven SPAs; children in South Bay were significantly more likely to be read to by others compared to children in the Metro section of the county. While variation among preschoolers was observed, these differences were not statistically significant.⁸

⁸ Lack of statistical significance may indicate that the differences observed are due to random variation or that there are too few cases.



Figure 3.1-1-2 Year Olds' Home Literacy Activities by Service Planning Area

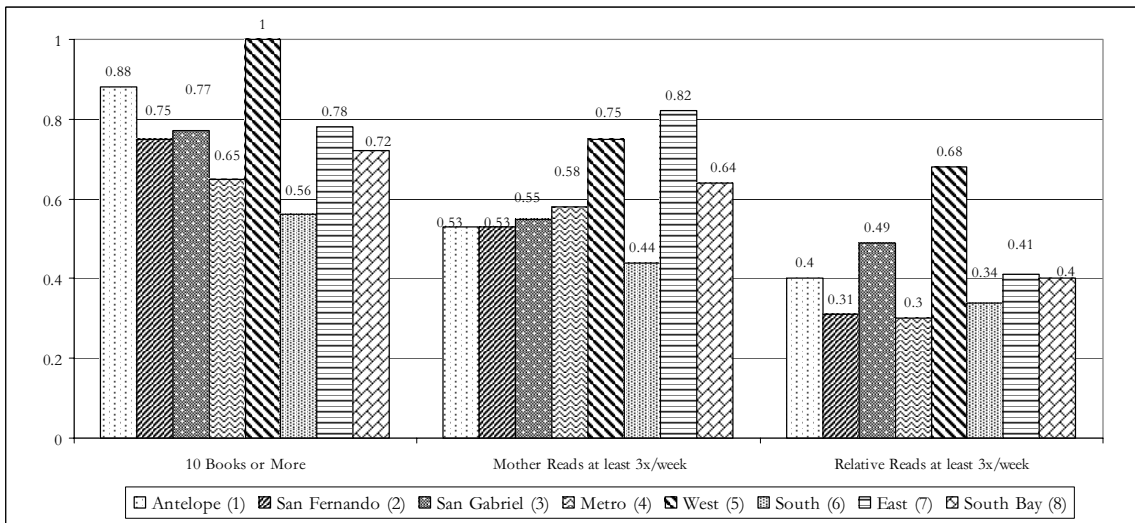


Figure 3.2-3-5 Year Olds' Home Literacy Activities by Service Planning Area

Table 3.3 provides results for the remaining HOME indicators for 1- and 2-year-olds and 3-to-5-year-olds. The amount of time toddlers spend watching television varies across SPAs from 1.54 hours to 2.50 hours per weekday. The range of time spent in front of the television varies even more widely for children 3 to 5 years of age, ranging from less than one hour to 3.31 hours per weekday. The test of significance

indicates that children in SPA 5 (West) spend significantly less time watching television during a given weekday than do children from all other SPAs. As for discussions surrounding television programs, we found that in five of the eight SPAs, roughly 90 percent of parents report that they discuss television programs with their preschool-aged child; in the West, that number is only 60 percent. Interestingly, preschoolers in SPA 1 (Antelope), who spend the most time watching television, are the least likely to visit their library several times per year. In fact, parents in SPA 1 (Antelope Valley) were significantly less likely to discuss television programs with their preschooler than were parents in SPA 2 (San Fernando), SPA 3 (San Gabriel), SPA 4 (Metro), SPA 6 (South) and SPA 7 (East). In terms of library visits per year, we found a wide variation ranging from 35 percent in SPA 1 (Antelope Valley) to 77 percent in SPA 5 (West). The test of significance revealed that children in SPA 5 (West) were significantly more likely to make frequent visits to the library than were children in SPA 4 (Metro) and SPA 6 (South). Future analyses will explore the effects childcare settings on children's television viewing behaviors. In addition, we will examine factors affecting parent-child discussions surrounding television programs such as hours spent at work. Finally, we will also test for links between proximity to libraries and library visiting behaviors.

Table 3.3
Television and Library Activity by Service Planning Area

	Antelope (1)	San Fernando (2)	San Gabriel (3)	Metro (4)	West (5)	South (6)	East (7)	South Bay (8)
1-2-Year-Olds								
Average TV hours per weekday	1.70	2.50	2.40	2.19	1.54	2.15	2.18	2.38
3-5-Year-Olds								
Average TV hours per weekday	3.31	2.39	2.14	3.27	0.86	3.26	2.52	2.35
% Parents who discuss TV programs	73	92	88	90	60	90	90	74
% Who visit library several times per year	32	54	58	43	77	37	64	52

In summary, the results show considerable variation among SPAs in literacy activities. Children in SPA 5 (West) generally have a home literacy environment more conducive to school readiness. The rank order of other SPAs on these home literacy environment variables varies depending on the measure and age group examined. On average, children in SPA (6) appear to be the most disadvantaged in terms of the home literacy environment.

Neighborhood Poverty Level

In Figures 3.3 and 3.4, we summarize the variation in the home environment indicators by neighborhood poverty level. We use the three neighborhood income groups described in Table 2.1 above: very poor, poor, and non-poor. For 1- and 2-year-olds there is little variability between very poor and poor neighborhoods for the three indicators shown. However, toddlers in non-poor neighborhoods score better on all three indicators: they are significantly more likely to have books and to be read to by their mother compared to very poor and poor children. This is to be expected given that poorer neighborhoods may have fewer children's bookstores and fewer families who can afford to buy books after more urgent purchases, such as groceries, are made. These hypotheses will be tested in future analyses.

Neighborhood poverty level is also associated with reading to children. Parents in very poor were significantly less likely to read to children than parents in poor and non-poor neighborhoods for toddlers. However, the biggest differences by neighborhood poverty are in parents' reading to children ages 1 to 2 years old. For this age group, only 31 percent of parents in very poor neighborhoods, compared to 43 percent of parents in poor neighborhoods read to children and 70 percent in non-poor neighborhoods. These results suggest that children growing up in non-poor neighborhoods may be advantaged in terms of school readiness in part because their parents began reading to them earlier in their lives.

Between 34 and 48 percent of children of both age groups were read to at least three times a week by relatives. The amount of variation in reading by relatives is much smaller than in reading by parents. Nonetheless, children in very poor neighborhoods are less likely to be read to by relatives in both age groups than children in non-poor neighborhoods.

Thus, children in non-poor neighborhoods have an important advantage in school readiness because their parents and relatives read to them more often, especially at younger ages.

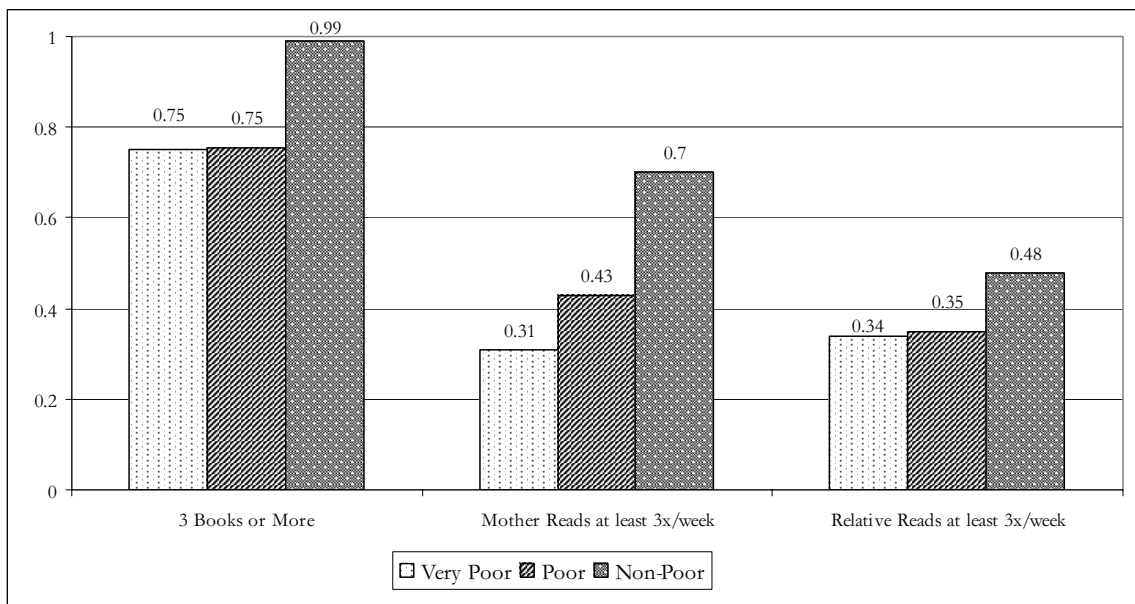


Figure 3.3-1-2 Year Olds' Home Literacy Activities by Neighborhood Poverty

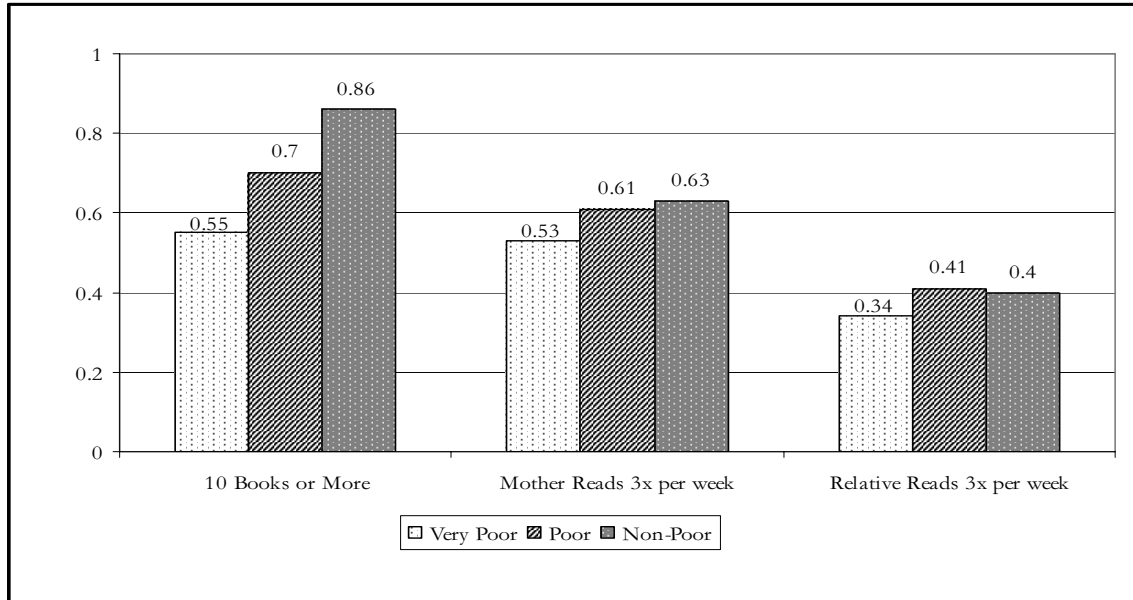


Figure 3.4-3-5 Year Olds' Home Literacy Activities by Neighborhood Poverty

Table 3.4 shows the average number of hours children in each age group watch television. For 3 to 5-year-olds, we also show the frequency of parents discussing TV programs with kids and the percent of children who visit the library several times a year.

**Table 3.4
Television and Library Activity by Neighborhood Poverty Level**

	Very Poor Neighborhoods	Poor Neighborhoods	Non-Poor Neighborhoods
1-2 Year Olds' Indicator			
Average TV hours per weekday	1.88	2.54	2.06
3-5 Year Olds' Indicators			
Average TV hours per weekday	2.47	2.85	2.30
% Parents who discuss TV programs	82	87	85
% Who visit library several times per year	34	58	55

The results show that the association between neighborhood poverty levels and television viewing is not a simple one. For both age groups, children in poor neighborhoods watch more TV than those in very poor and non-poor neighborhoods, although the differences for older children are not statistically significant.

Parents are about equally likely in all three groups of neighborhoods to discuss TV programs with children – the overwhelming majority of parents report that they do so. Children in poor and non-poor neighborhoods are about equally likely to visit the library several times a year. However, children in poor neighborhoods are significantly less likely to do so.

In summary, children in very poor neighborhoods are at a significant disadvantage compared to those in non-poor neighborhoods in terms of literacy activities in early childhood. They are less likely to have access to age-appropriate books, younger children are less likely to be read to, and older children less likely to visit the library.

Family Characteristics

Maternal Education

Next we examine variations in preschoolers' home environment by maternal educational attainment. Education may affect parents' knowledge about child development and the types of activities in which parents and children engage. More educated parents are more likely to have well-developed reading and problem solving skills and to enjoy reading for pleasure. These parents may also be more familiar with the school environment in which their children will be involved in the future and feel comfortable using public libraries.

Figure 3.5 and 3.6 clearly show that maternal education and children's book ownership are positively associated. Although book ownership increases as the levels of maternal educational attainment increase, the largest difference for both age groups is between mothers who have not completed high school and those who have. For example, for 1 to 2-year-olds, 70 percent of children whose mothers did not complete high school owned at least three books, compared to between 89 and 100 percent of children whose mothers completed at least high school.

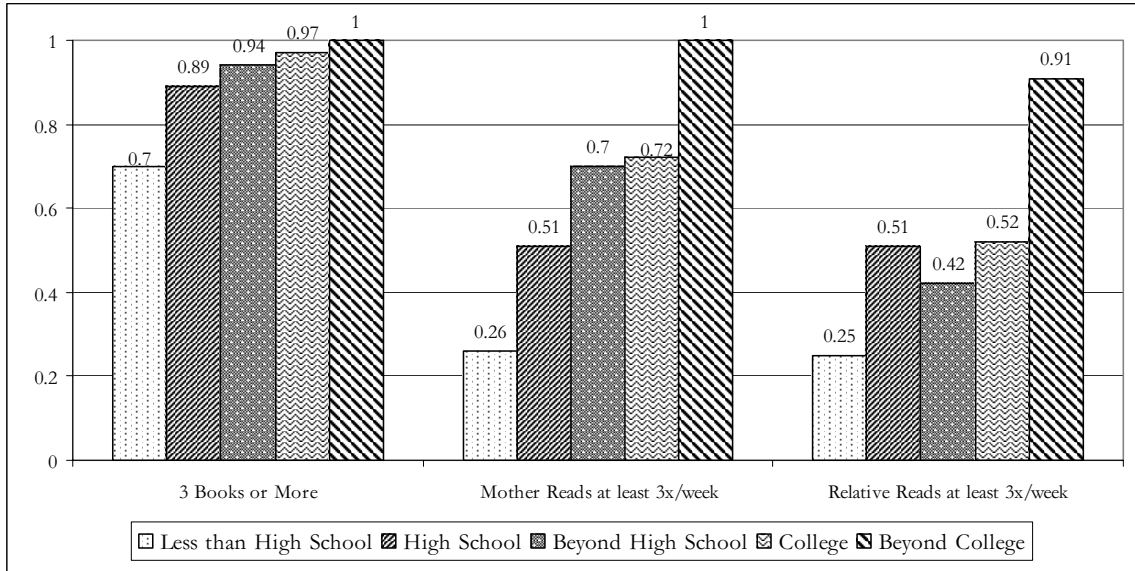


Figure 3.5–1-2 Year Olds' Home Literacy Activities by Maternal Education

Among preschoolers, children whose mothers had less than a high school education were significantly less likely to own the recommended 10 children's books than all other children. In terms of maternal reading behaviors, we see that maternal education and mother's reading behaviors are positively correlated.

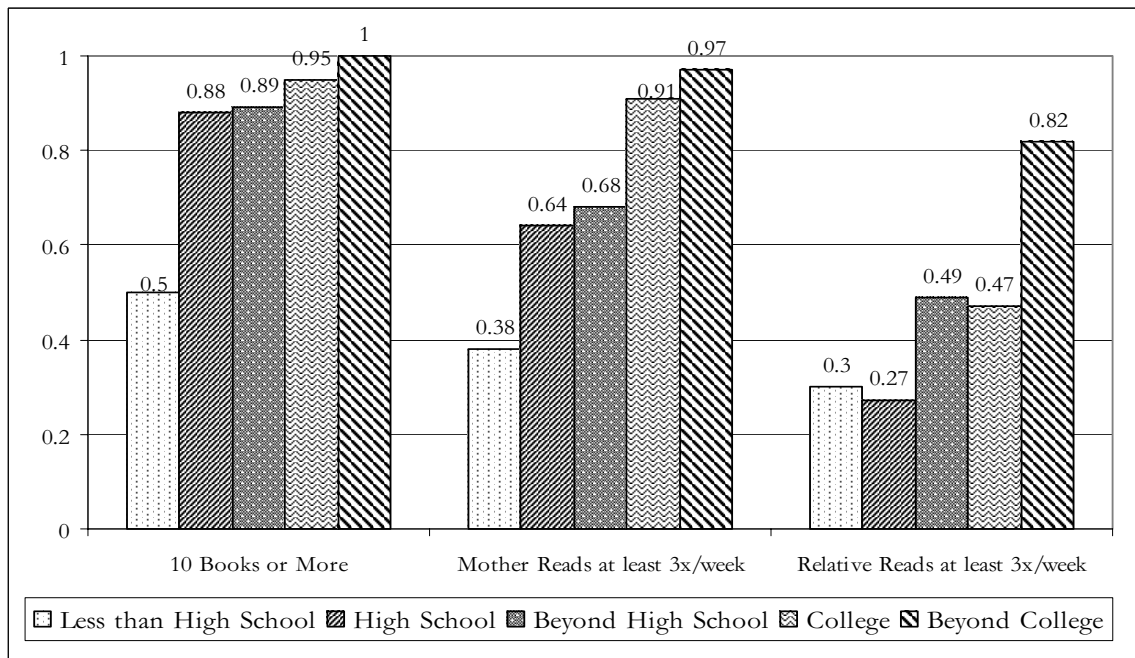


Figure 3.6–3.5 Year Olds' Home Literacy Skills by Maternal Education

Children of more educated mothers are also significantly more likely to be read to by parents. For example, only 38 percent of 3 to 5-year-olds whose mothers did not complete high school were read to at least three times a week by their mother, compared to 64 percent whose mothers completed high school and 91 percent whose mothers completed college. In fact, children whose mothers had less than a high school education were significantly less likely to be read to at least three times a week by their mothers than children whose mothers had more than a high school education. This was true for both age groups. Undoubtedly, part of the difference is due to maternal literacy and reading ability. Mothers who did not complete high school may not be able to read. Even if they are literate, they may not feel comfortable reading out loud to their children.

In general, relatives' reading to children also increases with maternal education, although the relationship is less clear-cut. For example, only 25 percent of 1 to 2-year-olds whose mothers did not complete high school were read to by relatives, compared to 52 percent of children whose mothers completed college. The test of significance indicates that toddlers whose mothers have more than a college education were significantly more likely to be read to at least three times a week by a relative than were children of mothers with less than a high school education. Among preschoolers, peaks and valleys were more defined. Still, preschoolers whose mothers have more than a college education were significantly more likely to be read to at least three times a week by a relative than were all other children. Additional analyses will be conducted to explore factors that might account for these differences.

Table 3.5 shows results for TV viewing and library visits. Our results indicate a clear association between maternal education and the number of hours children spend watching television. The number of hours watching TV decreases as maternal education increases. However, the relationship is not entirely linear. Children of mothers who did not complete high school watch fewer hours of television than children of high school graduates for both age groups. For toddlers, children whose mothers have a high school education watched significantly more television than children whose mothers have more than a college

education. Almost all mothers report discussing television programs with their children and the proportion discussing programs shows little association with maternal education. Maternal education is clearly associated with visits to the library. As the table shows, only 33 percent of children whose mothers did not complete high school visited the library several times a year, compared with 83 percent of children of mothers with some graduate education. The test of significance indicates that children of mothers with less than a high school education visit the library significantly less than all other children. Nonetheless, it is important to note that a significant proportion of even the most poorly educated mothers make sure their children visit the library.

Table 3.5
Television and Library Activity by Maternal Education

	Less than High School	High School	Beyond High School	College	Beyond College
1-2 Year Olds'					
Indicator					
Average TV hours per weekday	2.32	2.95	2.12	1.55	1.27
3-5 Year Olds'					
Indicators					
Average TV hours per weekday	2.27	3.01	2.55	2.82	1.75
% Parents who discuss TV programs	81	86	89	91	84
% Who visit library several times per year	33	59	62	69	83

In summary, maternal education is strongly associated with literacy activities in early childhood. Children of more well-educated mothers are more likely to own books, to be read to, and to visit the library. Children of the most well-educated mothers also watch less television. However, many of even the least educated parents strive to provide literacy activities for their children, despite time and

financial constraints - and in at least some cases, parents' own difficulty reading. These results suggest that school readiness programs should seek ways of enhancing the early literacy experiences of young children whose parents have relatively low educational attainment.

Child Characteristics

In this section, we determine the association of children's ethnicity and birthplace (United States or Foreign-Born) with home environment variables. We also tested for gender associations but found boys and girls in both age groups were very similar with one exception: male toddlers were more likely to have a relative read to them than females, but these results were not statistically significant. Because the results are so similar for boys and girls, we present results for both groups combined.

Ethnicity

Figures 3.7 and 3.8 show book ownership and reading by children's ethnicity. We have coded ethnicity into four groups: white, Latino, black or African American, and Asian and Pacific Islander (API). Among 1 and 2 year olds, virtually all white and API children were significantly more likely to own 3 or more books than Blacks and Latinos. For 3 to 5-year-olds, white, black, and API children were significantly more likely to own 10 or more books than were Latinos. In both cases, the group least likely to own the minimum number of books is Latino children. However, even for children in this group, 79 percent of 1 to 2-year-olds and 63 percent of 3 to 4-year-olds own the minimum number of books for their age group.

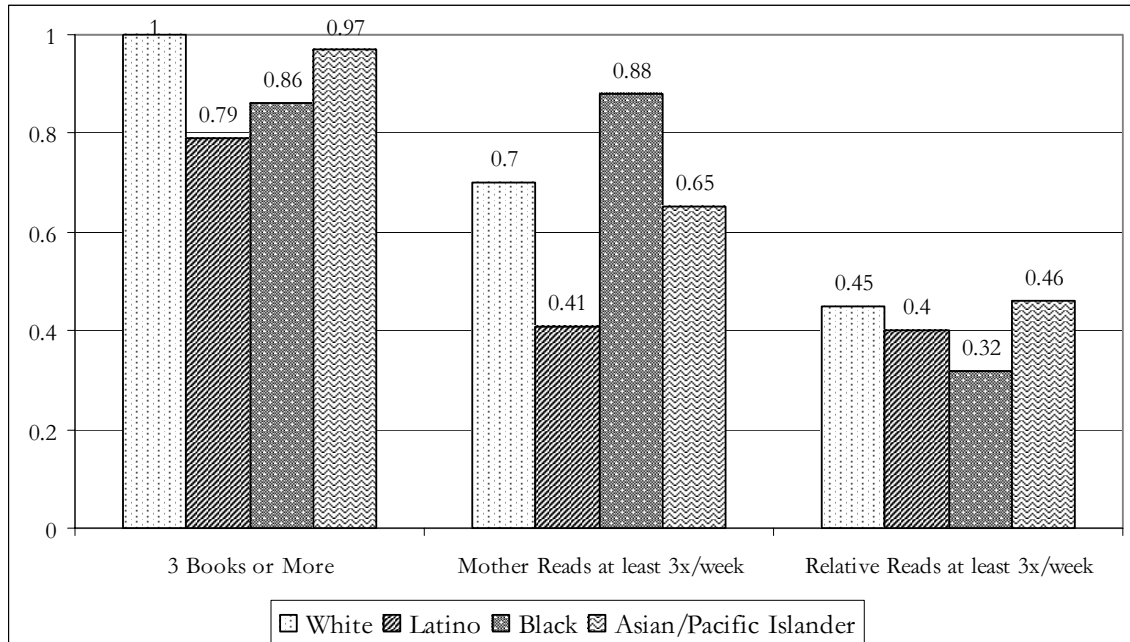


Figure 3.7-1-2 Year Olds' Home Literacy Activities by Child's Ethnicity

Reading to children also varies by ethnicity. For 1 to 2-year-olds, African American and white children were significantly more likely to be read to by a parent than Latinos. For 3 to 5-year-olds, white, Black and API children were most likely to be read to by a parent, followed by African Americans. In both cases, Latino children were least likely to be read to. We speculate that the reason is that Latino parents are more likely to be immigrants, less likely to be able to read in English, less likely to have strong literacy skills in any language, and may find it more difficult to locate children's books in Spanish. Results for reading by relatives follow a similar pattern to reading by parents. However, all of these differences were non-significant. Latino parents who are immigrants may also have longer work hours and less time for reading.

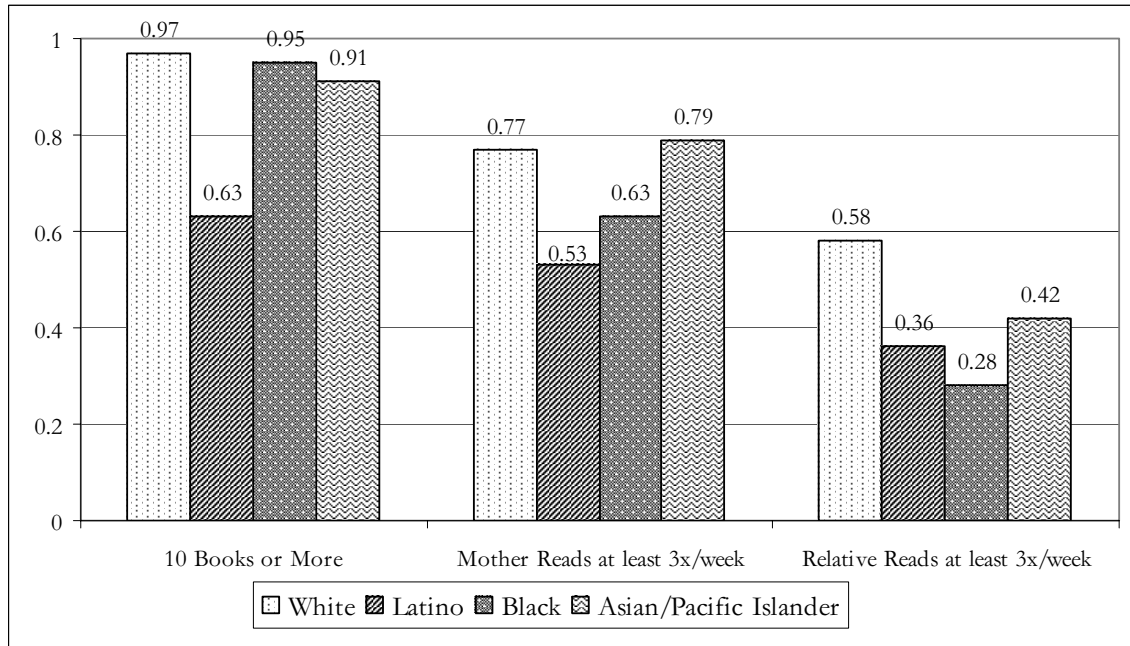


Figure 3.8–3-5 Year Olds’ Home Literacy Activities by Child’s Ethnicity

Table 3.6 below shows that ethnic differences in television viewing are generally small. For children ages 1 and 2, API children watch the most TV (2.6 hours per day), followed by Latino, and then white and African American children. Among 3 to 5-year-olds, African American children have the longest average television-viewing time (3.85 hours) while API and Latino children watch between 2.4 and 2.8 hours. White 3 to 5-year-olds watch the least amount of TV in this age group. All mothers of African American children report that they discuss TV programs with their children. Ninety-two percent of API parents and 82 to 85 percent of white and Latino parents also discuss programs with their children although significantly less than African American parents.

Table 3.6
Television and Library Activity by Child's Ethnicity

	White	Latino	Black	Asian/ Pacific Islander
1-2 Year Olds' Indicator				
Average TV hours per weekday	2.07	2.24	2.02	2.57
3-5 Year Olds' Indicators				
Average TV hours per weekday	2.02	2.43	3.85	2.80
% Parents who discuss TV programs	85	82	100	92
% Who visit library several times per year	67	44	65	65

The proportion of children who visit the library several times per year is roughly equal for whites, African Americans, and Asian and Pacific Islanders. Only Latino children are significantly less likely to visit the library than with children.

In summary, Latino children appear to be the most disadvantaged in terms of early literacy activities. Toddler's parents are significantly less likely to read to them and are significantly less likely to have access to books either at home or at the library. The reasons may be lower average literacy levels and less facility with English in the portion of the Latino population that is composed of immigrants - an issue that we examine below.

Immigrant Status

Next, we examine the association between nativity status (whether the child was born in the U.S. or another country) and measures of the home environment. Figures 3.9 and 3.10 show that the majority of both native and foreign-born 1 to 2-year-olds owned 3 or more books, although book ownership is considerably higher for U.S. born children. In contrast, only 35 percent of preschool aged foreign-born children owned 10 or more books, compared to 77 percent of U.S. born children—a significant difference. Foreign-born children are also considerably less likely to be read to in both groups compared to U.S. born children.

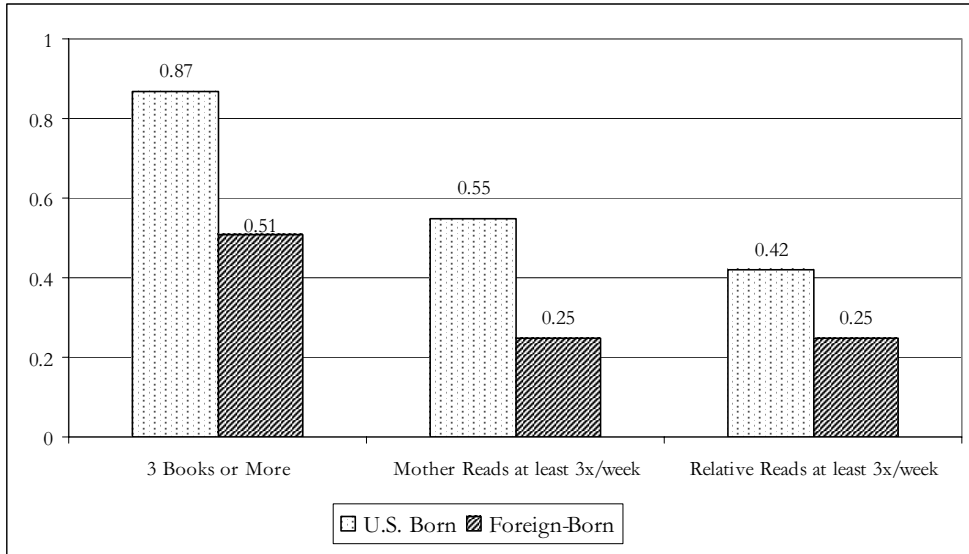


Figure 3.9—1-2 Year Olds’ Home Literacy Activities by Child’s Place of Birth

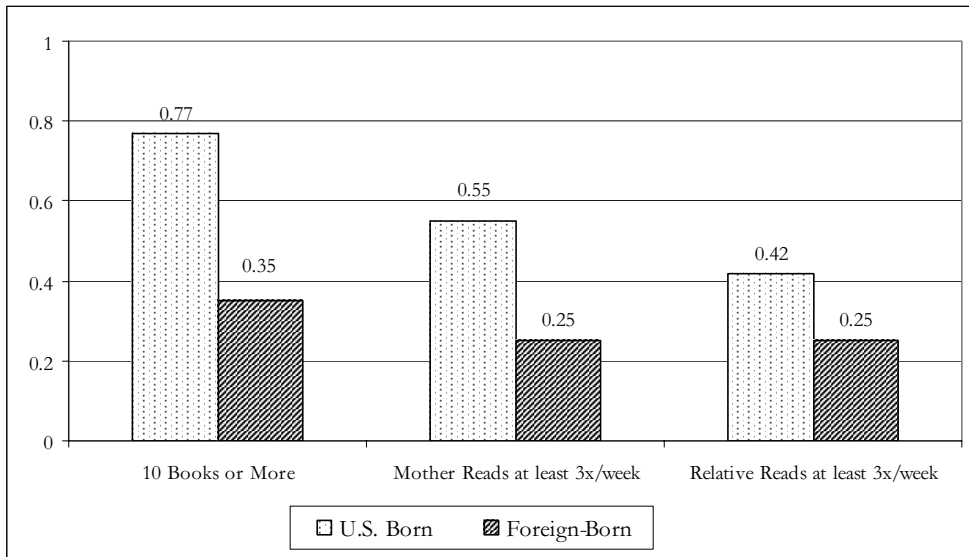


Figure 3.10—3-5 Year Olds’ Home Literacy Activities by Child’s Place of Birth

As mentioned above, immigrant parents have lower educational attainment, on average, and poorer literacy skills. They are also less likely to be fluent in English and may not have easy access to children’s books in their native language. Longer work hours may also make it less likely that immigrant parents read to children and insure that children have access to age-appropriate books.

The results for TV viewing and library visits are shown in Table 3.7. For 1 to 2-year-olds, the amount of television watched is slightly higher for foreign-born children, although the difference between the two groups is not statistically significant. By contrast, foreign-born 3 to 5-year-olds watch considerably less TV than U.S. born preschoolers. Thus, despite disadvantages in other dimensions, foreign-born preschoolers may have a developmental advantage because they watch fewer hours of television. However, this lower TV viewing does not translate into more reading-related activities for foreign-born children. Moreover, foreign-born children are also significantly less likely to discuss TV programs with their parents compared to U.S. born children, perhaps in part because they watch less TV overall. Finally, foreign-born children are less likely than U.S. born children to visit the library several times a year.

Table 3.7
Television and Library Activity by Child's Place of Birth

	U.S. Born	Foreign-Born
1-2 Year Olds' Indicator		
Average TV hours per weekday	2.22	2.38
3-5 Year Olds' Indicators		
Average TV hours per weekday	2.57	1.94
% Parents who discuss TV programs	87	46
% Who visit library several times per year	54	21

Summary of Children's Home Environment

Our results show that the home literacy environment differs considerably within Los Angeles County. Children living in poor and very poor neighborhoods, with mothers who have not completed high school are most disadvantaged in terms of literacy activities. Latino children are, on average, more disadvantaged in terms of literacy activities than children in other ethnic groups. Our results suggest that one reason for the Latino disadvantage is that a substantial proportion of Latino children are immigrants and/or have immigrant parents. Immigrant parents are less likely to have completed high school, to have strong literacy skills (especially in English), and may

feel less comfortable taking their children to the library. Nonetheless, a large portion of parents in all socioeconomic and ethnic groups read to their children, make sure they have access to books, and discuss television programs with children.

One key finding is that parents in non-poor neighborhoods not only are more likely to read to their children, but begin to read to them at younger ages. By contrast, parents in very poor neighborhoods and parents of Latino kids are more likely to begin reading to them when they are 3 to 5 years old.

Another result is that TV viewing appears to be negatively associated with library visits. In other words, when the average hours of TV viewing is lower the results also show that children are more likely to visit the library several times a year. This is a finding that we will explore further in future research.

CHILDREN'S EMOTIONAL WELL-BEING

As described above, the L.A.FANS measured behavior problems using two scales from the Behavior Problem Index (BPI). The scales have been normed using data from the National Longitudinal Survey of Youth (NLSY) (NLSY79, 1998).⁹ Scores for children 4 and 5 were normed according to the NLSY procedures. Because national norms are available only for 4 and 5-year-olds, data for 3-year-olds are not included in this report.

First, we present each measure by SPA, neighborhood income level, maternal education, child's gender, child's ethnicity, and child's immigrant status. There are 11 items in the internalizing or "depressive behaviors" scale making the possible score range 0 to 22, because response scores for each scale item range from 0 to 2 (0 for "not true at all," 1 for "sometimes true," and 2 for "often true"). Parents in L.A.FANS reported scores ranging from 0 to 17. Please note that we use the term "depressive" behaviors to refer to behaviors such as sadness and anxiety. A high score on the internalizing scale does not necessarily indicate that a child is experiencing clinical depression. We did not assess for clinical cut-offs. Scores on the

⁹ The NLSY is a longitudinal survey conducted by the Bureau of Labor Statistics, U.S. Department of Labor. For more information, see www.bls.gov.

externalizing or “aggressive behaviors” scale can range from 0 to 30, as there are 15 items in the scale. Children in the L.A.FANS scored between 0 and 28. For the purpose of this report, raw scores have been converted into normed scores using NLSY procedures. The normed scores include both percentile scores and standard scores with a national mean of 100 and a standard deviation of 15. Percentiles provide a more descriptive picture of how children compare to others who have been assessed with the same measure. For instance, scoring in the 80th percentile on the depressive-behaviors scale, suggests that that child received a score higher than 80 percent of the rest of the children who were assessed for these behaviors. In other words, this child has a very high level of depressive behaviors.

Neighborhood Characteristics

Service Planning Areas

Figures 3.11 and 3.12 show the BPI scales by service planning areas (SPAs). Each bar in these figures is divided into five categories. The first four categories are the first four quintiles of the distribution (i.e., the 0th to 20th percentile, the 20th to 40th percentile, etc.). The top group represents the 80th to 100th percentile. The Y-axis shows the proportion of each sample scoring within each category. In the discussion below we focus on children with the highest number of behavior problems. Specifically, we define the term “top” category to signify those children exhibiting the most behavior problems, (i.e., the top percentile [80th to 100th percentile]) of the distribution.

We begin by examining the proportion of children experiencing depressive behaviors. Figure 3.11 shows that there is significant variation across SPAs. Almost 47 percent of children in SPA 6 (South) are reported to have a high level of depressive behaviors. Specifically, children in SPA 5 (West) and SPA 2 (San Fernando Valley) are the least likely to be in the top depressive behaviors category while those in SPA 6 are the most likely to be in this category. The other SPAs have intermediate percentages of children in this category.

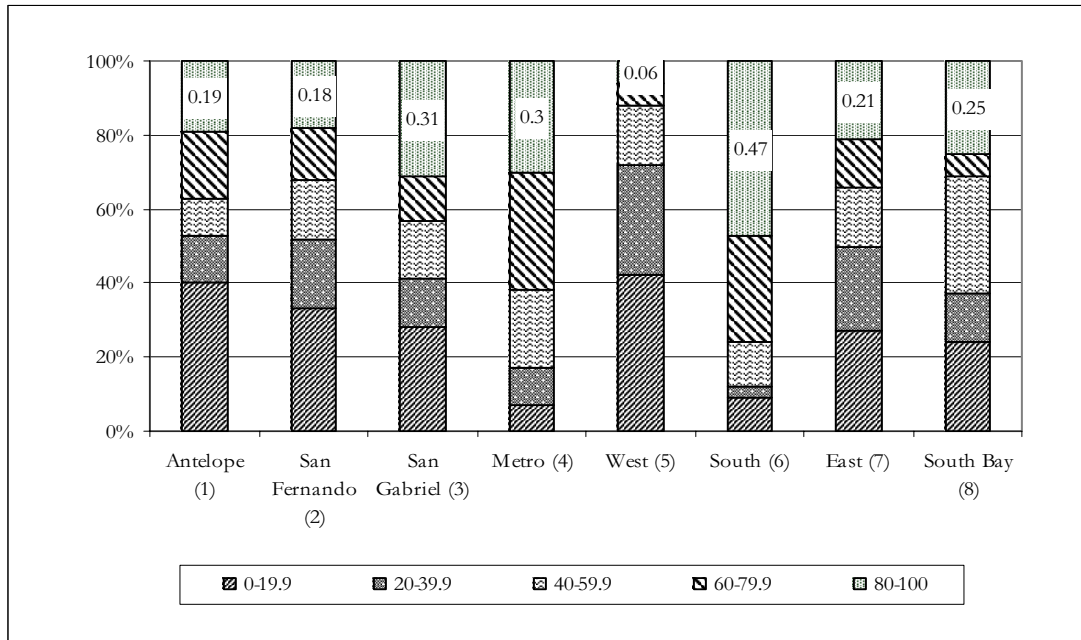


Figure 3.11—Depressive Behaviors by Service Planning Area

Figure 3.12 indicates that SPA 5 (West) had the lowest proportion of children scoring in top aggressive behavior category. Children in SPA 1 (Antelope) had the highest percentage (37 percent) in the top aggressive category. In all other SPAs, between 18 and 32 percent of children were in the top category. A comparison of Figures 3.11 and 3.12 shows that, while children in SPA 6 (South) have one of the highest percentages (32 percent) in the top aggressive behavior category, even more of these children (47 percent) are in the top depressive behavior category. Thus, parents in SPA 6 (South) report that their children have high levels of both types of behavior problems compared to children in other SPAs. In fact, SPA 6 had significantly higher proportion of children in the top depressive category compared to SPA 1 (Antelope), SPA 2 (San Fernando), SPA 5 (West), and SPA 7 (East).

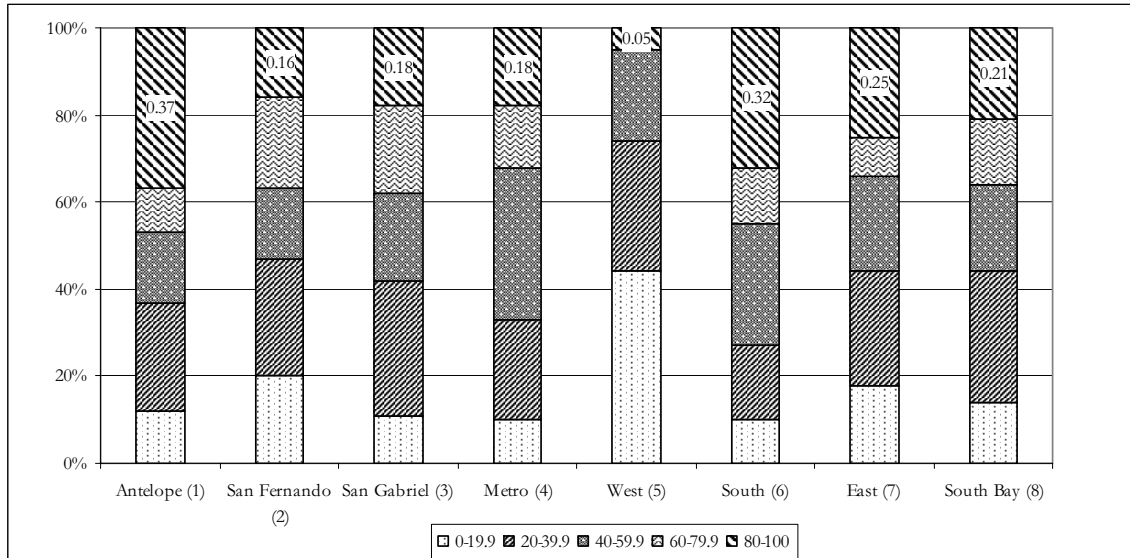


Figure 3.12—Aggressive Behaviors by Service Planning Area

The graphs also indicate that, on average, fewer children exhibit high aggressive scores than high depressive scores. For instance, in six of the eight SPAs the proportion of children who scored in the highest percentile for aggressive behaviors was lower than that scoring within the highest percentile for depressive behaviors.

In summary, children in Los Angeles are more likely to score in the top category on depressive (i.e., sadness and anxiety) behaviors than on aggressive behaviors. This is an important piece of information for parents, preschool teachers, and others who work with preschool children. While aggressive behaviors are, by definition, more readily apparent, depressive behaviors are less obvious and may be missed by family and other adults. Yet they may have important effects on children's behavior both before and after they enter school.

Neighborhood Poverty Level

Poor neighborhoods can be stressful and difficult places for children. Figure 3.13 shows an association between neighborhood income and depressive behaviors. Children in very poor neighborhoods are significantly more likely to be in the top depressive behavior category compared with other children. Forty nine percent of those in very poor neighborhoods are in the top category compared to 21 and 20 percent of children in poor and non-poor neighborhoods, respectively.

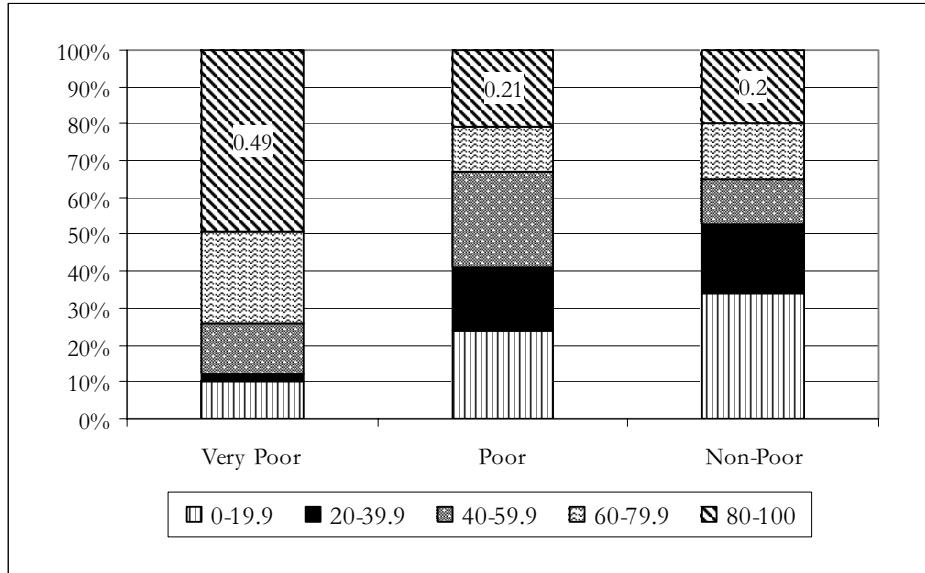


Figure 3.13—Depressive Behaviors by Neighborhood Poverty

The pattern is quite different for aggressive behaviors as shown in Figure 3.14. Roughly an equal proportion of children in the very poor (34%) and the non-poor neighborhoods (23%) are in the top aggressive behaviors category. While not statistically significant, both groups are substantially higher on this measure than children in the poor neighborhoods. These results are consistent with previous research. For example, Duncan, Brooks-Gunn and Klebanov (1994) argue that persistent poverty neighborhoods have particularly deleterious effects on children's behavior and mental health. Other studies have shown that children in affluent neighborhoods exhibit higher than expected levels of behavior and mental health problems (Chase-Landsdale, Gordon, Brooks-Gunn, & Klebanov, 1997).

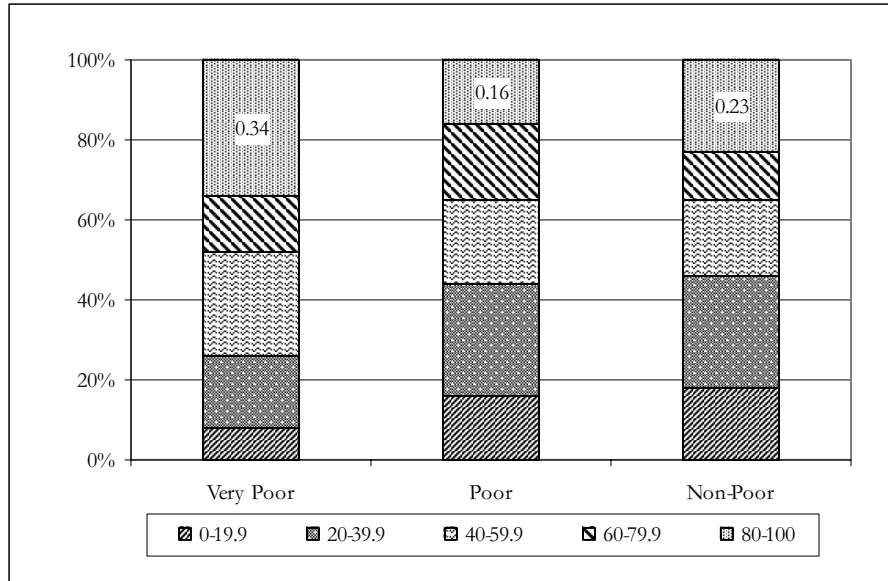


Figure 3.14—Aggressive Behaviors by Neighborhood Poverty

In summary, these results show that children in very poor neighborhoods are substantially more likely to be in the top category for depressive and to some extent aggressive behaviors compared with other children - suggesting that they may have a more difficult time adapting to school environments. Children in non-poor neighborhoods also have a higher chance of being in the top category for aggressive behaviors, but not for depressive behaviors.

Family Characteristics

Maternal Education

Previous research suggests that maternal educational attainment has important effects on children's development. Part of the reason may be differences by maternal education in understanding child development and in parenting styles. Figure 3.15 shows that the relationship between maternal education and scoring in the top depressive behaviors category is unclear-cut. Children of high school graduates are more likely to be in the top category than children of mothers who completed some post-secondary education. However, the children of mothers with the lowest educational attainment are less likely than those whose mothers graduated from high school to score in the top category. Still, none of these differences were statistically significant. This may be due to sample size.

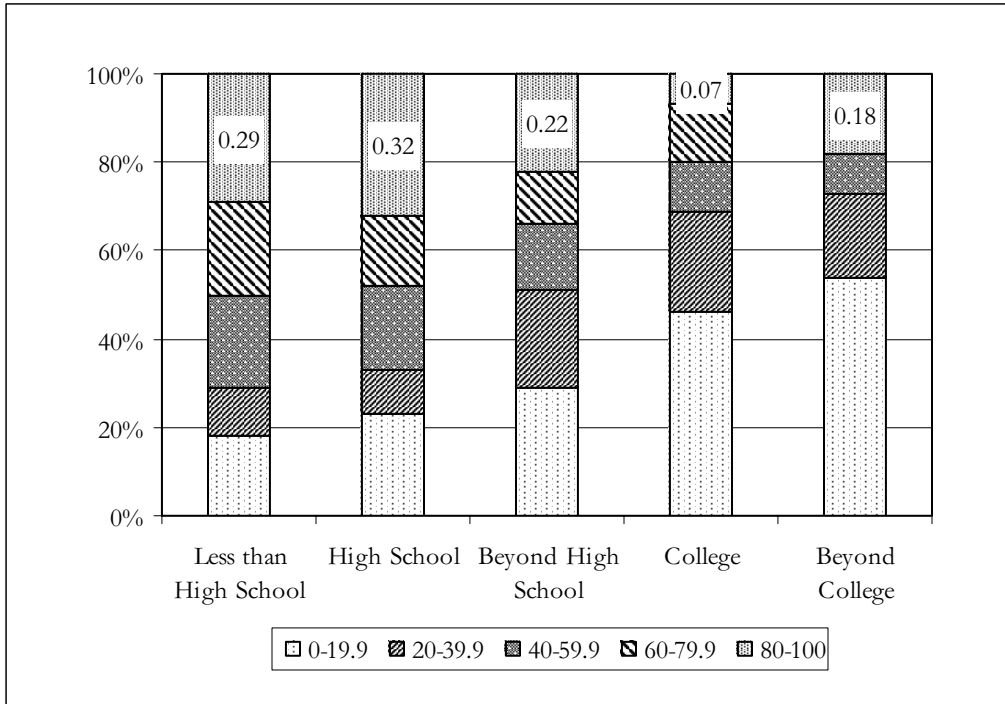


Figure 3.15—Depressive Behaviors by Maternal Education

Figure 3.16 shows that the proportion of children scoring in the top aggressive behavior category is not strongly related to maternal education. Children whose mothers completed high school but did not complete college are the most likely to be in the top aggressive behaviors category. The test of significance revealed no differences. Additional analyses will explore these results further.

In summary, behavior problems are less closely associated with maternal education than they are with neighborhood poverty levels. In particular, children whose mothers have the least education do not exhibit a higher level of behavior problems compared with other children.

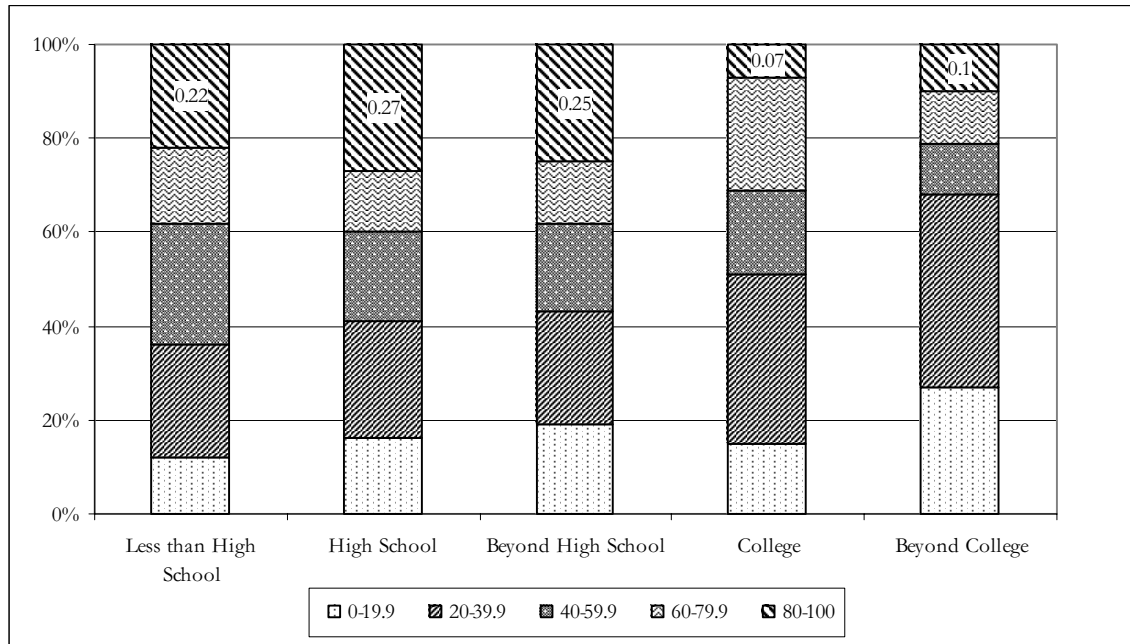


Figure 3.16—Aggressive Behaviors by Maternal Education

Child Characteristics

Gender

Figures 3.17 and 3.18 show depressive and aggressive behavior scores by the child's gender. Contrary to other studies which show that girls are more likely to show depressive problems such as sadness and withdrawal compared to boys, our results show no differences. Consistent with these studies, girls in the L.A.FANS sample are considerably more likely to be in the top depressive behavior category than boys: 31 percent for girls and 20 percent for boys. Boys and girls are equally likely to be in the top aggressive behavior category. The finding that girls have or appear to have more behavior problems is consistent with several recent studies. These figures suggest that 4 to 5-year-old girls have more behavior problems of the types that may be related to poorer subsequent integration into the school environment.

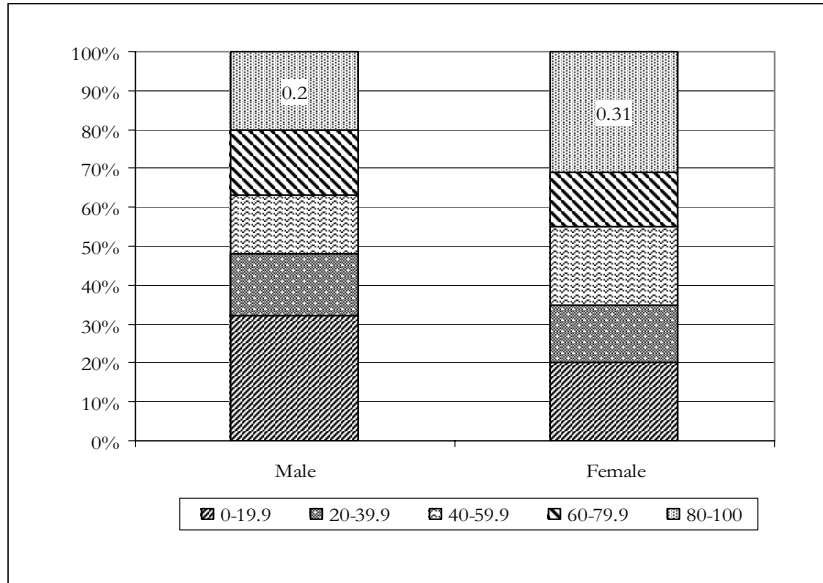


Figure 3.17—Depressive Behaviors by Child's Gender

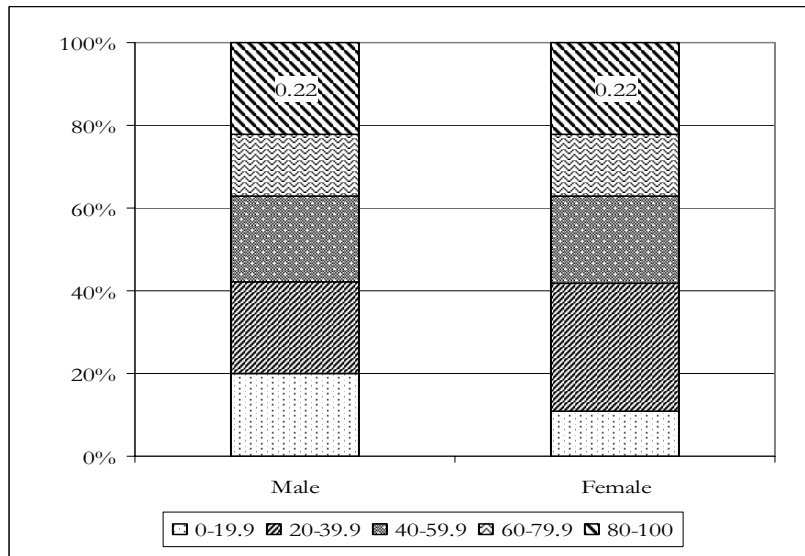


Figure 3.18—Aggressive Behaviors by Child's Gender

Figures 3.19 and 3.20 compare BPI scores for children of different ethnic groups. For depressive problems, Latinos and API children are more likely than children in other groups to be in the top category than children in other groups. African American and white children have lower percentages in this category (12 to 15 percent). However, it is also important to note that the proportions in the top category in each group are not statistically significantly different from one

another, implying that the more serious depressive behavior problems affect children of all ethnic groups.

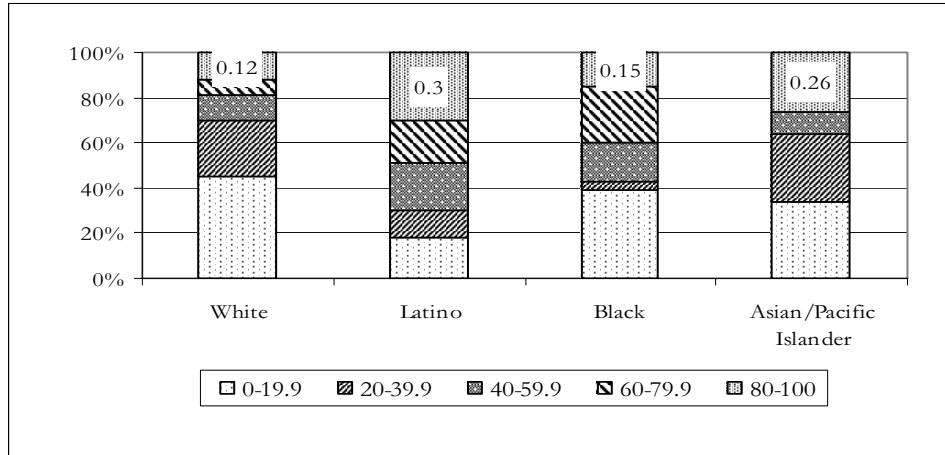


Figure 3.19—Depressive Behaviors by Child's Ethnicity

The distributions of aggressive behavior by ethnicity are shown in Figure 3.20. African American children have the highest proportion (34 percent) of children in the top aggressive behavior category. Latino children with 22 percent in the top category are the next highest. API and white children are lowest at 20 and 13 percent, respectively.

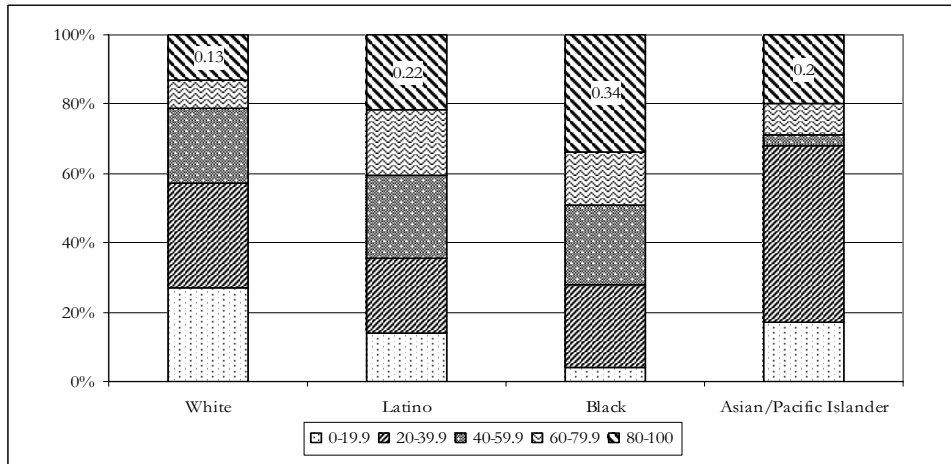


Figure 3.20—Aggressive Behaviors by Child's Ethnicity

In summary, Latino and API children are most likely to score in the top category on depressive behaviors while African Americans are most likely to be in the top category on aggressive behaviors.

Although the BPI is a well-tested and widely used measure of behavior problems, the fact that it is based on parents reports may mean that it is partly subject to cultural differences in parents' reports. For example, parents in one ethnic group may be more likely to perceive a child's behavior as "restless or overly active" or "disobedient" than parents in other groups. This is an issue we will investigate further in future research. Nonetheless, previous research has shown that the types of behaviors identified in the BPI are strongly associated with more objective observations of children's behavior by trained observers and closely related to subsequent adaptation to school.

Immigrant Status

Children born in another country who immigrated to the United States before the age of 5 may face substantially greater hardships than native-born children. The immigration process itself is disruptive and, for undocumented immigrant families, it can be highly stressful and even dangerous. Parents of young immigrant children are most likely to be recent immigrants themselves and are in the process of adapting to their new environment. Yet, Figure 3.21 shows that, in terms of depressive behaviors, there is virtually no difference between the two groups in the percent of children in the top category. Figure 3.22 shows no difference between the two groups in the top category for aggressive behaviors. To summarize, despite the hardships often associated with immigrant and adaptation, foreign-born children appear no more likely to exhibit the highest levels of depressive and aggressive behavior problems than U.S. born children.

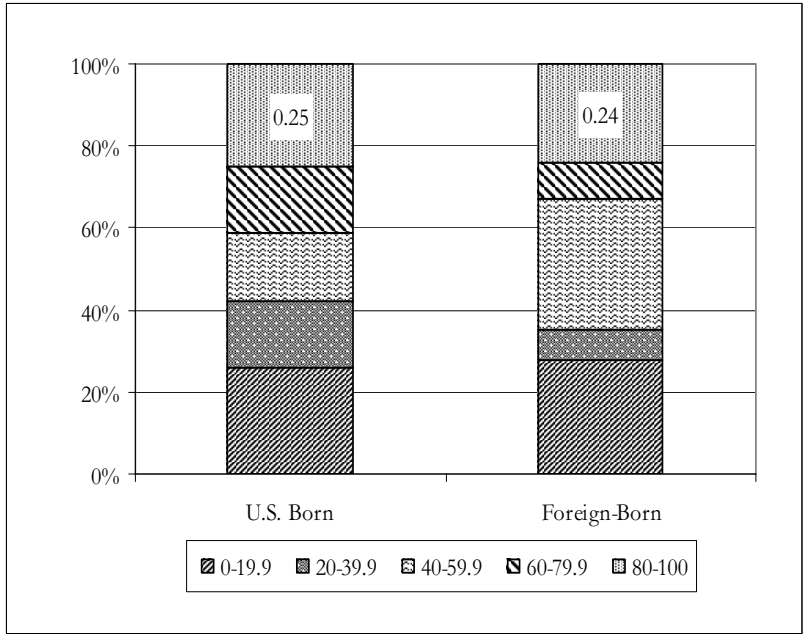


Figure 3.21—Depressive Behaviors by Child's Place of Birth

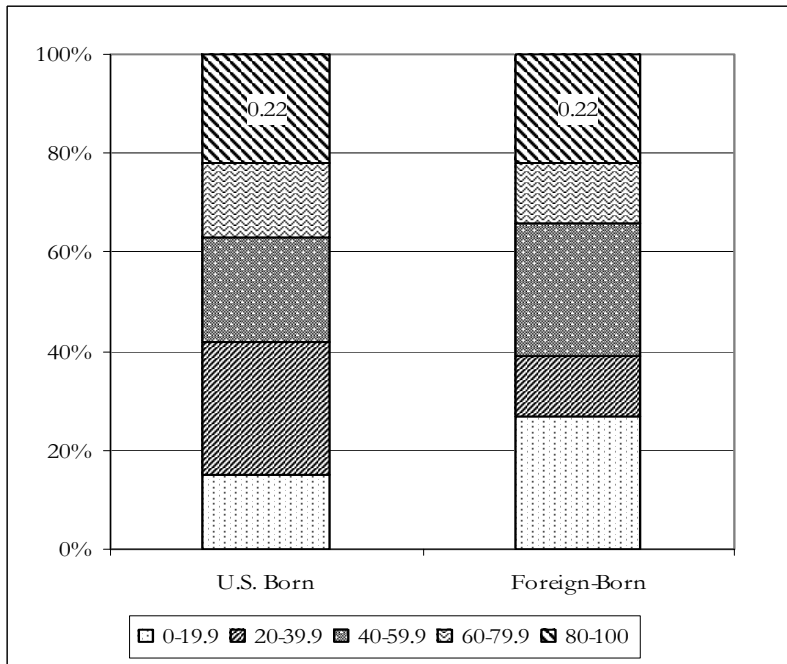


Figure 3.22—Aggressive Behaviors by Child's Place of Birth

SUMMARY OF CHILDREN'S EMOTIONAL WELL-BEING

Serious depressive behaviors are more common for children in Los Angeles County than serious aggressive behaviors. As we noted above,

this is an important finding because depressive behaviors may be less obvious to family and other adults, but may impede children's adjustment to school.

There is considerable variation among SPAs and neighborhoods in the extent of behavior problems reported. Children in very poor neighborhoods are significantly more likely to be in the top category for both depressive and, to some extent, aggressive behaviors than other children. Children in non-poor neighborhoods also are more likely to be in the top category for aggressive - but not depressive - behaviors. However, children in non-poor neighborhoods have many more advantages, such as access to mental health services or other related resources, than those in very poor neighborhoods, which are likely to offset any school readiness problems caused by more aggressive behaviors.

Behavior problems are less closely associated with maternal education than they are with neighborhood poverty levels, but are associated with children's gender. In particular, girls appear to be slightly more likely to exhibit depressive behaviors. Latino and API children are more likely to score in the top category on depressive behaviors while African Americans are most likely to be in the top category on aggressive behaviors. Foreign-born children appear no more likely to exhibit the highest levels of depressive and aggressive behavior problems than U.S. born children.

SKILLS DEVELOPMENT

Children's language development and mathematical skills were assessed using the Woodcock-Johnson-Revised (WJ-R) (see Chapter 2). Reading skills were evaluated with the WJ-R letter-word identification test and mathematics and problem-solving with the applied-problems test. For ease of presentation, we divided test scores from the WJ-R into four groups: low, below average, average, and high average. The groups labeled "below average" and "average" are standard WJ-R categories and are based on extensive testing conducted by the psychological specialists who designed the WJ-R tests. We created the other two categories ("low" and "high average") by collapsing standard WJ-R categories. Specifically, "low" is defined as all standard scores

below 80 and "high average" is all standardized scores above 111. The scores presented below are standardized for the child's age. Scaling is relative to the performance of a normed sample in the same age or grade level.

Children's language and problem solving skills appear to be closely associated with parents' skills. Therefore, we also show maternal reading scores in order to assess the potential role of maternal reading scores in the patterns of children's scores that we observe. Maternal reading was assessed with the WJ-R passage comprehension test described in Chapter 2. For maternal scores, age and grade equivalent scores compare the individual's performance with that of a normed sample in the same age or grade level.

Neighborhood Characteristics

Service Planning Areas

Figures 3.23 and 3.24 show language and reading scores for children and their mothers by Service Planning Areas (SPAs). For the letter-word identification test, the most common (modal) score in all SPAs is "average." There is considerable variability in scores within most SPAs. Not surprisingly, SPAs which have higher proportions of low scores also have relatively few children who score in the high average category. SPA 1 (Antelope) has the highest proportion of low scores and no children scoring in the high average category. At the other end of the spectrum is SPA 5 (West). Almost half of the children in this SPA score in the high average category while the other half score in the average category. In fact, SPA 5 (West) was significantly different than all other except SPA 1 (Antelope) and SPA 7 (East); SPA 2 (San Fernando) was significantly different than SPA 6 (South). Only 2 percent of children score below average. SPA 2 (San Fernando), SPA 8 (South Bay), and SPA 7 (East) all have sizeable proportions of children who score in the high average category.

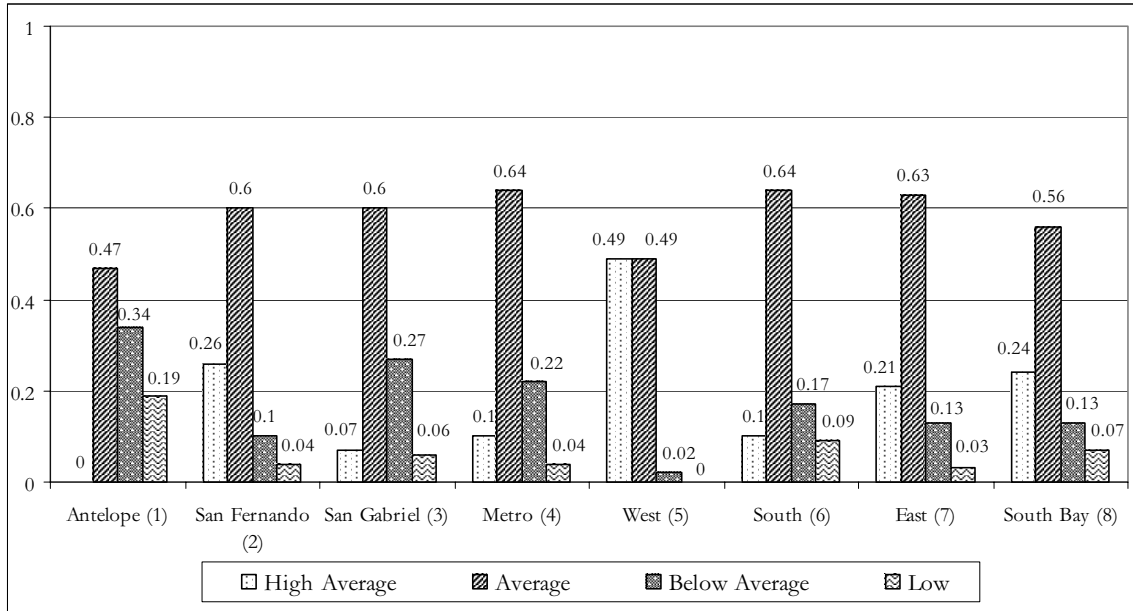


Figure 3.23—Language Skills by Service Planning Area

Figure 3.24 presents results of the mothers' reading comprehension and vocabulary skills test, which we label "reading skills." One striking difference between Figures 3.23 and 3.24 is that mothers have considerably lower reading skills (compared to a national sample of adults) than their children have (compared to a national sample of children the same age). For example, in SPA 4 (Metro) the majority of children (64 percent) are in the "average" category whereas the majority of their mothers are in the low category. In some cases, the distributions in Figure 3.23 for children are mirrored by the distributions in Figure 3.24 for mothers. For example, the better than average performance of children in SPA 5 (West) is mirrored by higher average maternal reading skills. This suggests that maternal reading skills in SPA 5 (West) might plausibly contribute to better skills development on the part of their children. However, in other cases the association is less clear. For example, SPA 1 (Antelope) has the highest proportion of any SPA in the low category for children, but not for mothers. Similarly, in SPA 6 (South) and SPA 4 (Metro) mothers have the largest proportion of low reading scores. However, Figure 3.23 shows that the majority of children in these SPAs are performing at an average level in language skills.

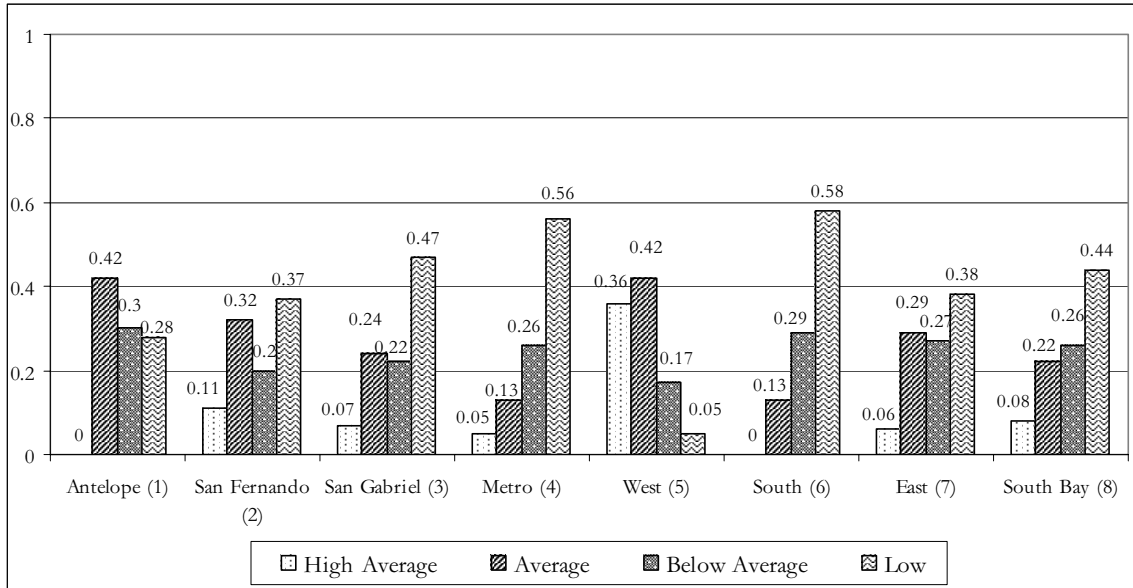


Figure 3.24—Maternal Reading Skills by Service Planning Area

Figure 3.25 shows the distribution of scores by SPA for mathematical skills. Children’s experiences numeric and problem-solving skills vary considerably more both within and between SPAs than their language skills. For example, more children score in both the “high average” and the “low” category than for language skills. SPA 5 (West) continues to have the highest proportion in the high average category and the lowest proportion in the low category. The test of significance revealed that SPA 5 (West) was significantly different than SPA 2 (San Fernando). SPA 4 (Metro) and SPA 6 (South) have the highest proportions in the low category and few or no children in the high average category. A comparison of Figures 3.23 and 3.25 suggests that school readiness efforts should emphasize numeracy and problem solving skills for children as well as reading and language skills. Considerably more SPAs have high levels of low scores on mathematics skills than they do on language skills for preschoolers.

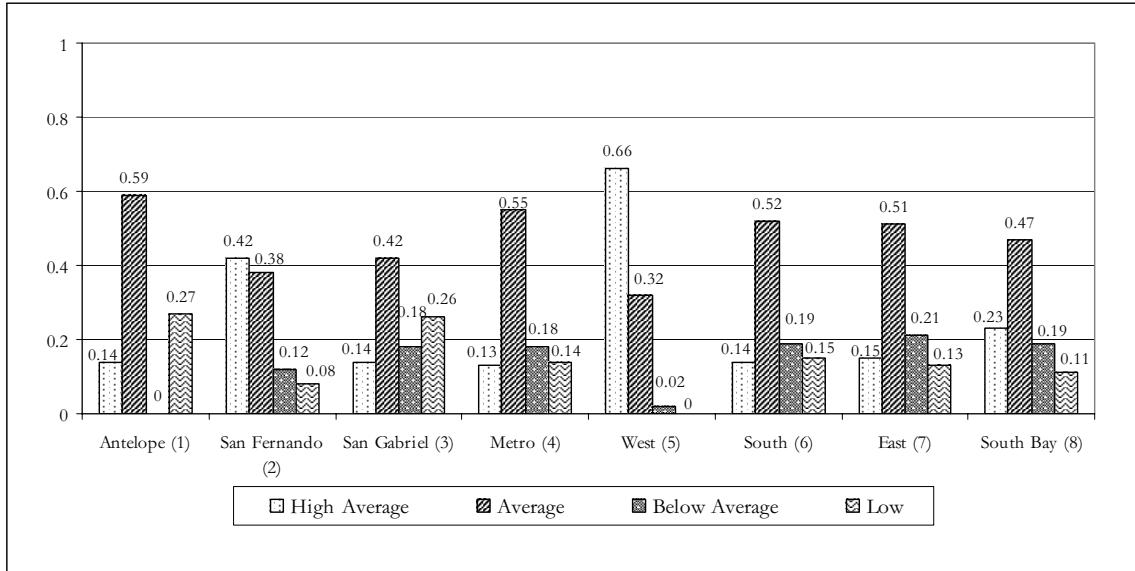


Figure 3.25—Mathematical Skills by Service Planning Area

In summary, the majority of young children in 7 of the 8 SPAs score in the average or high average category on language skills. The exception is children in SPA 1 (Antelope) who have the poorest scores on language skills. Maternal reading scores may play a role in boosting children’s language scores in SPA 5 (West) where both child and maternal scores are high. However, in other SPAs, maternal reading scores do not appear to be strongly related to inter-SPA variation in children’s language scores. On the whole, young children score worse in math skills compared to the national population than they do in language skills. This finding suggests that school readiness programs need to emphasize problem-solving as well as reading skills.

Neighborhood Poverty Level

Figure 3.26 shows the results of the children’s language skills test by neighborhood poverty level. Remarkably, between 53 and 65 percent of children in all three types of neighborhoods scored in the average range, although a higher proportion of children scored in the average and high average groups combined in non-poor neighborhoods. In very poor neighborhoods, 32 percent of children scored in the below average and low categories, a significant difference from very poor neighborhoods. The comparable figures are 23 percent in poor neighborhoods and 22 percent in non-poor neighborhoods.

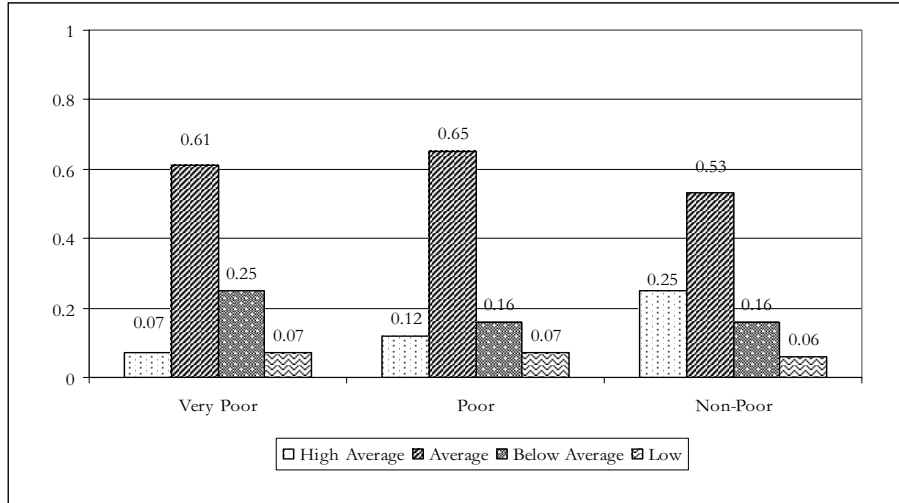


Figure 3.26—Language Skills by Neighborhood Poverty

In Figure 3.27 we examine maternal reading scores by neighborhood poverty. As Figure 3.26 shows for children’s language scores, mothers’ reading scores are associated with neighborhood level poverty. Specifically, the majority of mothers in very poor and poor neighborhoods score in the low category and less than one quarter score in the average or high average categories. In non-poor neighborhoods, only 25 percent scores in the low category and half score in the average or high average categories. Thus, difference in maternal reading scores may be part of the reason for variations in children’s language scores by neighborhood poverty level.

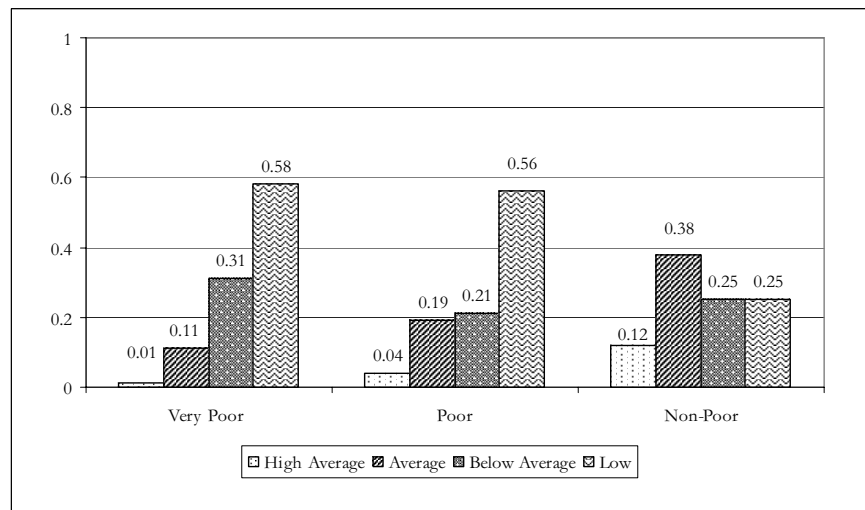


Figure 3.27—Maternal Reading Skills by Neighborhood Poverty

Figure 3.28 clearly illustrates the positive relationship between neighborhood income and above-average math skills. Although almost half of children in each neighborhood group score in the average category, the proportion in the high average category increases and the proportion in the below average and low categories declines as neighborhood poverty level declines. In fact, very poor neighborhoods were significantly different than non-poor neighborhoods on math high average scores.

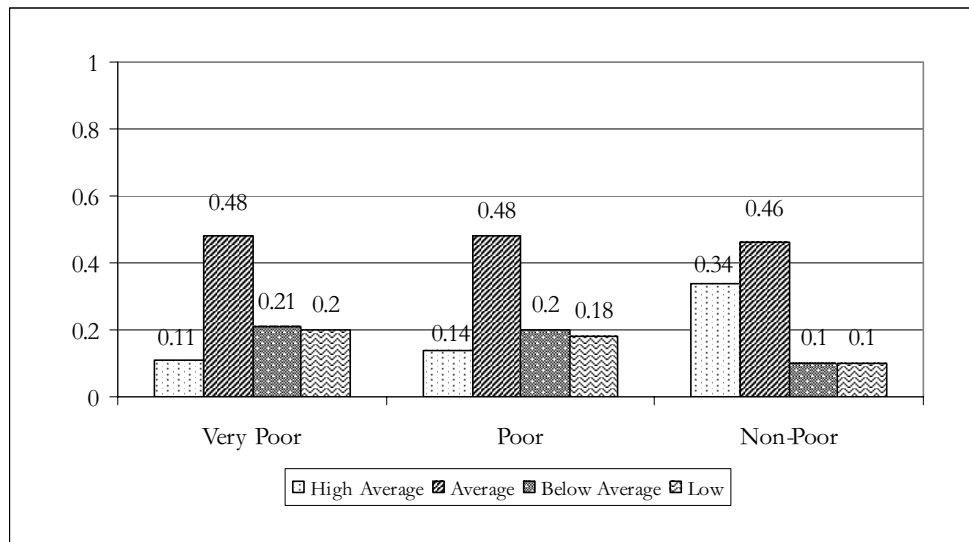


Figure 3.28—Mathematical Skills by Neighborhood Poverty

In summary, neighborhood poverty levels are associated with both language and math skills acquisition for preschool children. Children in very poor neighborhoods, in particular, are at risk of entering school without adequate language or math skills. Part of the reason may be that mothers in very poor and poor neighborhoods are less likely to read at an average or above average level themselves.

Family Characteristics

Maternal Education

Next, we examine variation in children's and mothers' skills by maternal educational attainment. Figure 3.29 shows children's language achievement scores by mother's education. The scores for children of mothers who had less than high school or completed high school are very similar, suggesting that high school graduation, by itself, makes

little difference in children's scores. However, children's scores are consistently associated with maternal education attainment for mothers who have attended at least some college. For example, the proportion of children in the high average category is 22 percent for mothers who have some education beyond high school, 31 percent for those who completed college, and 67 percent for those who continued their education beyond college. Beyond college was statistically different than less than high school, high school and beyond high school.

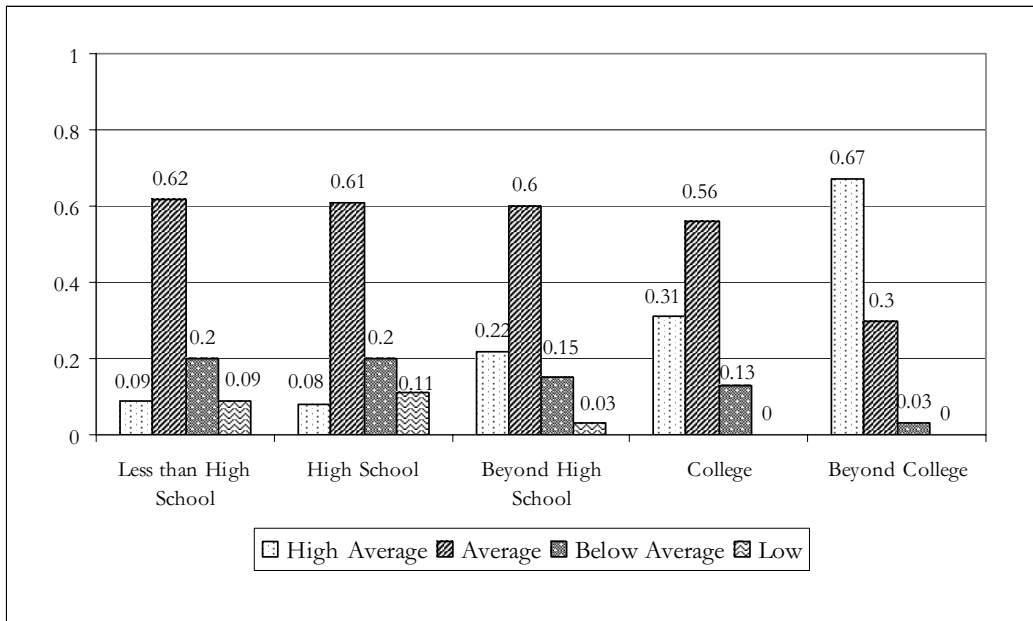


Figure 3.29—Language Skills by Maternal Education

As would be expected, Figure 3.30 shows that maternal reading scores are closely related to maternal educational attainment. More well educated mothers have considerably better scores on reading skills tests.

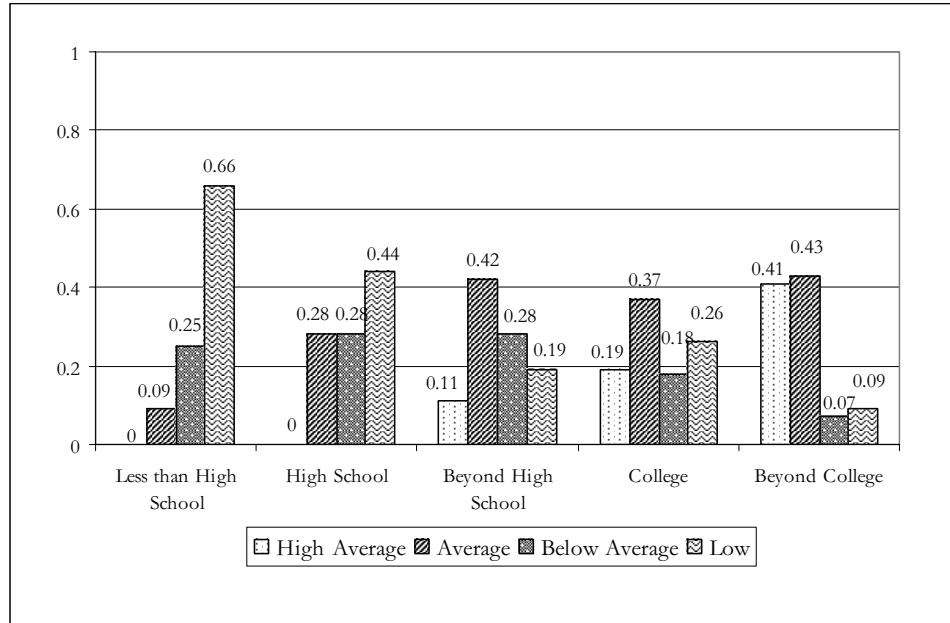


Figure 3.30—Maternal Reading Skills by Mother's Education

Children's mathematical skills, shown in Figure 3.31, are also strongly related to maternal educational attainment. Again we see that children of mothers with less than high school education and of high school graduates are very similar to each other in terms of math skills. However, math skills increase substantially with mother's education for women with post-secondary education. Almost all children whose mothers have at least completed college are in the average or high average categories, compared with about 60 percent of children whose mothers completed high school or less education. The test of significance revealed mothers with a college education were significantly different than mothers with less than a high school education and mothers with more than a college education were significantly different than mothers with less than a high school education and those with a high school diploma.

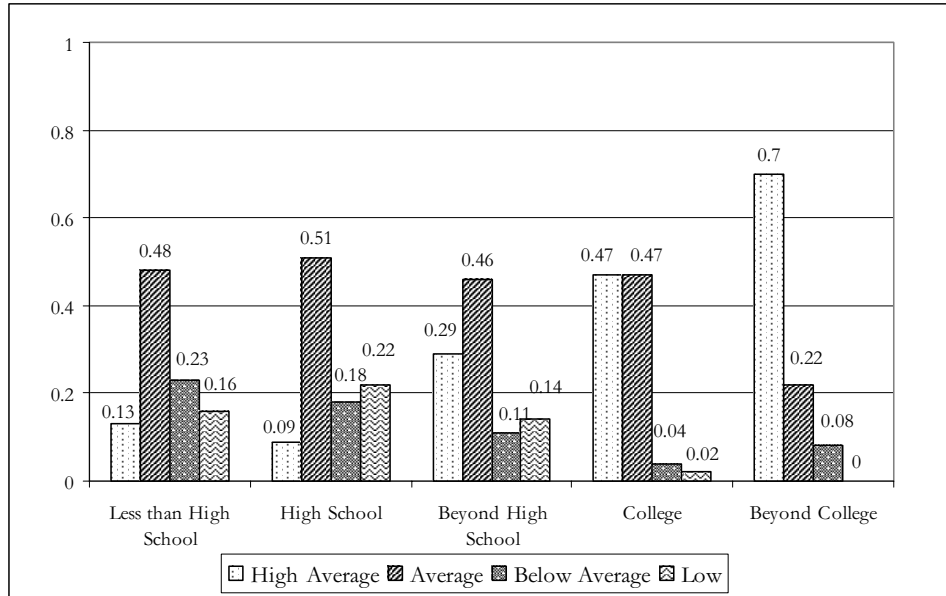


Figure 3.31—Mathematical Skills by Maternal Education

In summary, children’s test scores are closely associated with maternal educational attainment, especially when mothers have some post-secondary education. Our findings also suggest that part of this association may be due to higher maternal reading skills among more educated mothers. A key objective of school readiness programs is how to provide more poorly educated parents with the tools and resources to improve their children’s preschool skills acquisition.

Child Characteristics

In this section, we examine children’s and mothers’ test scores by the child’s gender, ethnicity, and immigrant status.

Gender

Boys and girls have very similar scores on both the language and the math tests (results not shown). The only exception is that for children’s language skills a slightly higher proportion of boys than girls (4 percentage points more) scored in the low group. However, this difference is not statistically significant.

Ethnicity

The results of language and math tests by ethnic group are shown in Figures 3.32 and 3.34 for children. As Figure 3.32 shows, for language skills, at least half of children in all ethnic scored in the

average scoring range. Asian and Pacific Islander and white children had a significantly larger percentages in the high average category compared to Latinos. For API and white children, only 3 percent and 2 percent, respectively, were in the low group. Nonetheless, the majority of Latino and African American children had average or better than average language skills: 71 percent of Latino children and 74 percent of African American children.

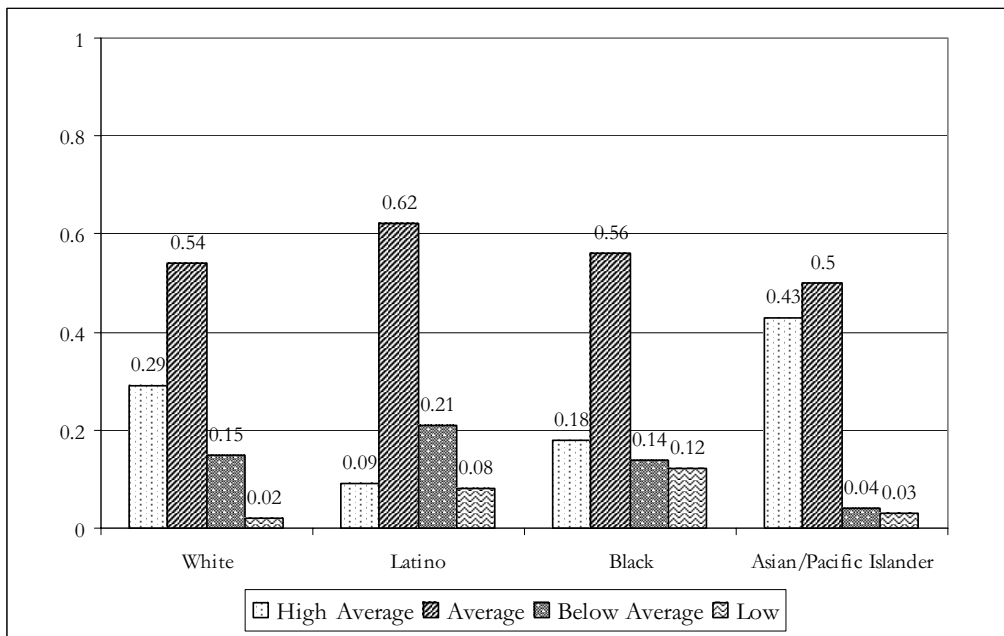


Figure 3.32—Language Skills by Child’s Ethnicity

As Figure 3.33 shows, these positive levels of language skills for Latino, African American, and API children despite the relatively poor reading skills of their mothers. Fifty-two percent of Latino,¹⁰ 36 percent of African American, and 36 percent of API mothers scored in the low category.

¹⁰ As described earlier in this report, the tests were administered in English and Spanish. Thus, Latino mothers who had limited or no English skills could take the test in Spanish. Asians and Pacific Islander mothers who did not speak English or Spanish well enough to be interviewed were excluded from the sample. However, it is possible that the reading scores for some API mothers who were immigrants are lower because they spoke English well enough for the interview but were less literate in English than in their native language.

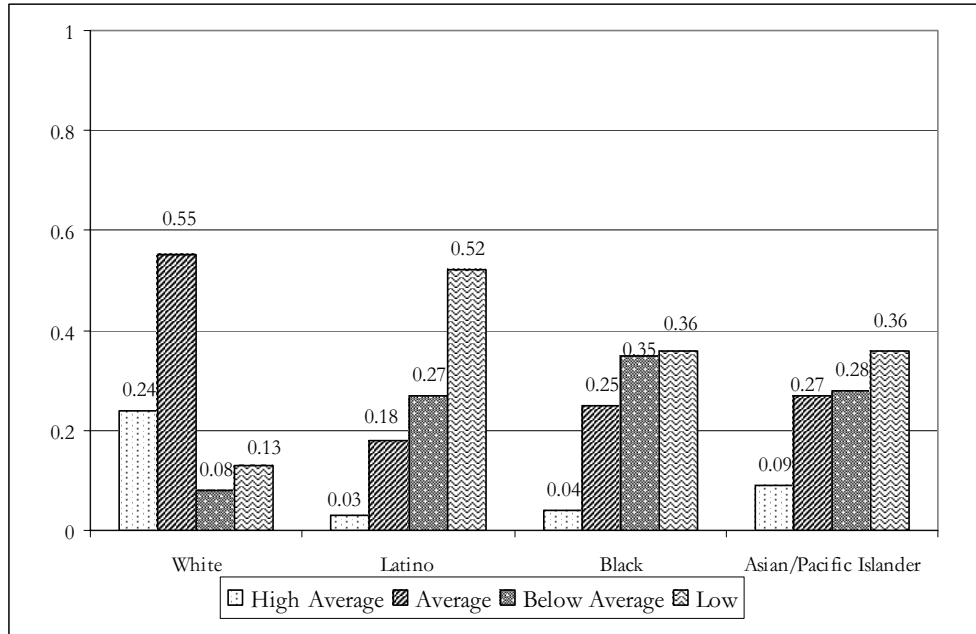


Figure 3.33—Maternal Reading Skills by Child's Ethnicity

Figure 3.34 shows the distribution of math skills by ethnic groups. White, African American, and API children have the highest percentages in the average and high average groups combined, although white children are significantly more likely to be in the high average category than Latino children; almost 60 percent of Latinos score in the average and high average groups combined.

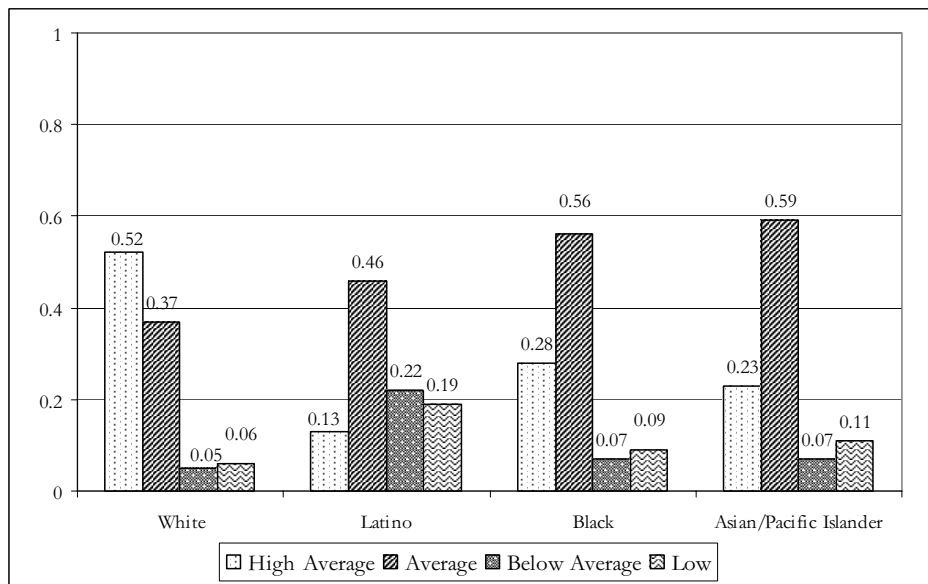


Figure 3.34—Mathematical Skills by Child's Ethnicity

To summarize, the results by child's ethnicity are different depending on the skills measure considered. The majority of children in each ethnic group have language skills in the average or high average category. For Latino, African American, and API families, this is a particularly striking achievement since many mothers' reading scores for these groups are substantially below average. Nonetheless, there are substantial numbers of white, African American, and Latino children whose language skills are below average or low. For children's math skills, white children score highest, followed by African American and API children. Latino children's scores are lower, suggesting a potentially important focus for school readiness programs targeted toward Latino children.

Immigrant Status

In Figures 3.35 and 3.36, we show the two skills tests by the child's place of birth. As noted above, for foreign-born 3 to 5-year-olds, immigration to the U.S. is a very recent experience. The results for the two tests show substantial differences in both types of skills in favor of U.S.-born children. The one exception is that foreign-born children scored in the low category less frequently than natives on the math test, but the difference is not statistically significant. In fact, no difference was significant on either test.

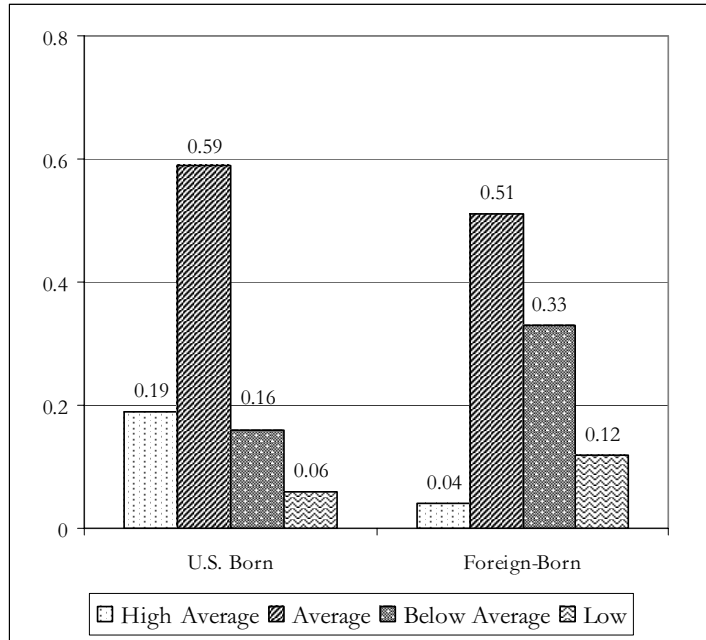


Figure 3.35—Language Skills by Child's Place of Birth

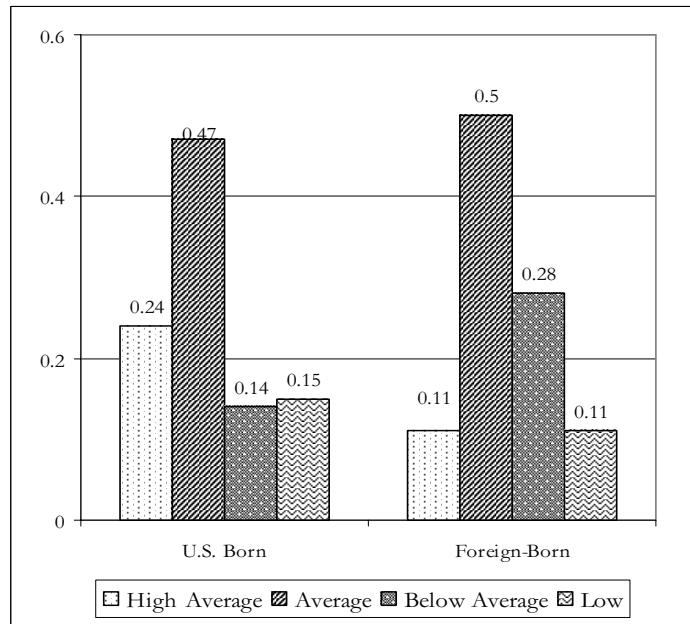


Figure 3.36—Mathematical Skills by Child's Place of Birth

Figure 3.37 shows a large variation between mothers of U.S.-born children and mothers of foreign-born children with a larger proportion of mothers of immigrant children falling in the lowest scoring category.

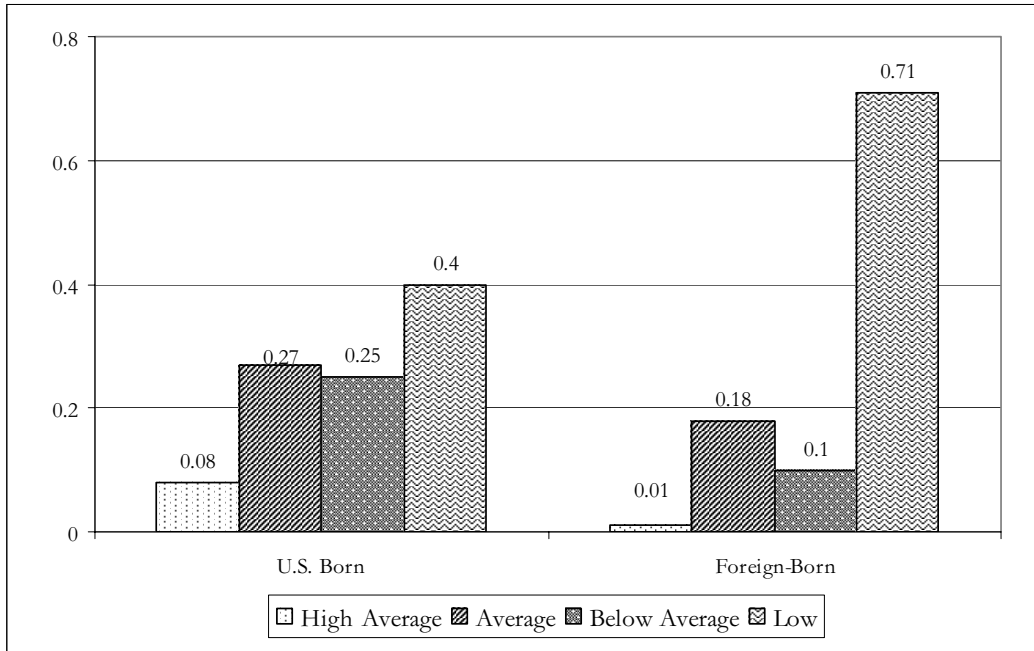


Figure 3.37—Maternal Reading Skills by Child's Place of Birth

In summary, foreign-born children have lower language and math skills than U.S.-born children. Furthermore, the majority of both groups scored in the average or above average categories on both tests.

Summary of Children's Skills Acquisition

The majority of young children score in the average or high average category on language skills, in all SPAs except SPA 1 (Antelope) where slightly less than half do so. On the whole, young children's math scores are poorer than their language skills, when compared to the national population. This finding suggests that school readiness programs need to emphasize problem-solving as well as reading skills. Children in very poor neighborhoods are at particularly high risk of entering school without adequate language or math skills. Part of the reason may be that mothers in these neighborhoods themselves have low reading scores. Children's test scores may be closely associated with maternal educational attainment, especially when mothers have some post-secondary education.

More than half of children in each ethnic group have language skills in the average or high average category. For Latino, African American, and API families, this is a particularly striking achievement

since many mothers' reading scores for these groups are substantially below average. Still, Latino children have lower scores, on average, than children in other ethnic groups on both tests. Further analyses are required to better understand these differences.

CHAPTER 4 CONCLUSIONS

In this report we have examined three major areas of school readiness: children's home environment and literacy-related activities, children's behavior problems, and children's skills acquisition. We have shown how measures of school readiness in these three domains vary among major socioeconomic and demographic groups in Los Angeles County. Our objective has been to provide data for policy makers and organizations working to increase school readiness and to pinpoint areas in which school readiness efforts might be focused. Below we present conclusions for each area investigated.

CHILDREN'S HOME ENVIRONMENT

Our focus in this report has been on aspects of children's home environment which are related to literacy and language acquisition, specifically access to books, reading to children, and television-related viewing and discussion. Our results show that most children in Los Angeles County are being exposed at home to at least some literacy experiences necessary to develop language skills required for school readiness. However, children's access to books, experience with being read to, development of language and math skills, and behavior development vary considerably among children in the county.

Children with living in poor and very poor neighborhoods, with mothers who have not completed high school are most disadvantaged in terms of literacy activities. Latino children are, on average, more disadvantaged in terms of literacy activities than children in other ethnic groups. One key finding is that parents in non-poor neighborhoods not only are more likely to read to their children but begin to read to them at younger ages. By contrast, parents in very poor neighborhoods and parents of Latino kids are more likely to begin reading to them when they are 3 to 5 years old.

Our results also suggest that TV viewing may be negatively associated with library visits. Specifically, SPAs and neighborhoods in which the average time children watch TV is longer are also those

SPAs and neighborhoods with a lower percentage of children visiting the library at least several times a year.

Although poor and immigrant parents often struggle financially to provide for themselves and their children, many are making clear efforts to prepare their children for school. For instance, even among the poorest neighborhoods, the majority of children have several children's books at home. Moreover, many parents in poor neighborhoods read to their children regularly and make sure that they visit the public library. These results suggest that there is a solid foundation, even in poor communities, on which to build. Parents who already make efforts to read to children may need support (e.g., expanded library reading programs, expanded library collections in Spanish and other languages, greater access to Head Start and other high quality child care, and parental literacy and numeracy courses) to extend these efforts. Parents, friends, and relatives may also benefit from the positive reinforcement provided by public service campaigns such as Read By 6 and other programs. However, it is also important to recognize that many parents face significant barriers to children's reading, such as their own inability to read, lack of access to or knowledge of library facilities, and lack of time to take children to the library. First 5-L.A. is in an excellent position to identify ways to support parents and other adults in providing stimulating and appropriate learning environments and experiences for young children.

EMOTIONAL WELL-BEING

Children's behavior can affect their ability to adapt to school environments and to learn. In this report, we focused on two types of behavior problems, which are common among children: depressive behaviors, such as sadness and anxiety, and aggressive behaviors, such as telling lies and being disobedient.

There is considerable variation among SPAs and by neighborhood, maternal and child characteristics in the frequency of behavior problems. Our results show that children in very poor neighborhoods are more likely than other children to be in the top category for both depressive and aggressive behaviors. Coupled with other disadvantages these children face, such as fewer literacy activities at home and the

stresses often associated with poorer neighborhoods, they are an important target group for school readiness programs. Girls are slightly more likely to exhibit both depressive and aggressive behaviors. Latino children are more likely to score in the top category on depressive behaviors while African Americans are most likely to be in the top aggressive behavior category. Again, these differences were not statistically significant but should be noted. As in the case of home environmental variables, much of the ethnic differences in behavior problems are likely to be due to factors such as family income levels, neighborhood poverty, and other forms of disadvantage. Both maternal educational attainment and whether the child was born in the United States are not strongly associated with behavior problems.

SKILLS ACQUISITION

Children who acquire strong language (i.e., speaking, sentence structure, vocabulary, symbolic representation, and reading) and math (i.e., problem-solving and reasoning) skills as young children are more likely to perform well when they get to school. Our results show that most young children in Los Angeles score in the average or high average category on language skills, in all SPAs except SPA 1 (Antelope) where slightly less than half do so. In general, young children's math scores are poorer than their language skills, when compared to the national population. This finding suggests that school readiness programs need to emphasis problem-solving as well as reading skills. Children in very poor neighborhoods are at particularly high risk of entering school without adequate language or math skills. Part of the reason may be that mothers in these neighborhoods themselves have low reading scores. Children's test scores may be closely associated with maternal educational attainment, especially when mothers have some post-secondary education.

More than half of children in each ethnic group have language skills in the average or high average category. For Latino, African American, and API families, this is a particularly striking achievement since many mothers' reading scores for these groups are substantially below average. Latino children have lower scores, on average, than

children in other ethnic groups on both tests. Part of the reason may be that Latino children are more likely to be children of immigrants. Nonetheless, a majority of Latino children, like those in other ethnic groups, scored at or above average.

SUMMARY

Our most consistent finding is that children living in the poorest neighborhoods¹¹ have the lowest levels of school readiness on multiple dimensions. Despite efforts of their parents, many of these children have more limited access to books and adults who read to them, are more likely to have mothers with lower literacy levels, have somewhat more behavior problems, and lower language and math scores than other children. Within poorer neighborhoods, the most disadvantaged children are likely to be those whose mothers did not go beyond high school and have poorer reading skills themselves. On some measures, girls and immigrant children, and Latino children are also less ready for school. In our future research, we will examine the reasons behind these patterns in greater detail.

¹¹ We define the poorest neighborhoods in this study as those in the top 10 percent of the percent in poverty distribution.

**APPENDIX A -
THE HOME OBSERVATION FOR MEASUREMENT OF THE ENVIRONMENT (HOME)**

In recent years, stage-specific versions of the HOME have been developed: Infant/Toddler, Early Childhood, Middle Childhood and Early Adolescence. Group-specific items from these versions of the HOME were used in L.A.FANS. Several modifications were made to those original instruments. First, some response items have been altered from 'yes/no' to a wider response range (e.g., Four-point Likert Scale never = 0; once = 1; several times = 2; almost everyday = 3) to better capture variability in the sample. Second, questions were reworded for age appropriateness. Also, new questions were added (e.g., How old was [child] when you first spanked him/her?).

The parent report items can be found in *Section H* of the Parent Questionnaire and are divided by age group as follows: Questions H3 through H15 correspond to 1 to 2-year-olds, H16-H31 relate to children 3 to 5 years of age, items H32 to H51 correspond to 6 to 9-year-olds and questions H52 through H70 relate to 10 to 15-year-olds. Observer items are located in the *Household Observation Questionnaire* and are all part of the HOME. The original HOME items are organized in subscales (e.g., Parent Responsivity or responsiveness to his/her child). In some cases, researchers using the HOME have created their own scales. Scales were not created for L.A.FANS because methods for creating scales and computing scores vary. Note that other than those created by the National Longitudinal Survey of Youth, normed scores for the HOME do not exist.

The following table lists the questions used in this report. In most instances, parents had more than one choice to respond. For instance, when asked how many books child owns parents could respond NONE, 1 TO 2, 3 TO 9, or 10 OR MORE. Answers were recoded based on codes created by the National Longitudinal Survey of Youth. The recoded responses are used in this report. For further information regarding the items, we refer you to the L.A.FANS website:

<http://www.lasurvey.rand.org>

Table A.1
HOME Items Used in Reported Analyses and Item Response Rate
by Child Age

HOME Question	1 Year-Olds (% Response Rate)	2 Year-Olds (% Response Rate)	3 Year-Olds (% Response Rate)	4 Year-Olds (% Response Rate)	5 Year-Olds (% Response Rate)
About how many children's books does [CHILD] have?	X (83%)	X (83%)	X (81%)	X (84%)	X (87%)
How often do you get a chance to read to [THIS CHILD]?	X (83%)	X (83%)	X (81%)	X (84%)	X (87%)
How often do other family members get a chance to read to [THIS CHILD]?	X (83%)	X (83%)	X (81%)	X (84%)	X (87%)
About how often does [THIS CHILD] go to the library?			X (81%)	X (83%)	X (87%)
How much time would you say [THIS CHILD] spends watching television or videos on a typical weekday, either in your home or somewhere else?	X (83%)	X (83%)	X (81%)	X (84%)	X (87%)
When your family watches TV together, how often do you or [THIS CHILD] discuss TV programs with him/her?			X (81%)	X (84%)	X (87%)

**APPENDIX B -
BEHAVIOR PROBLEMS INDEX ITEMS AND SCALES**

The Behavior Problems Index (BPI) was designed by Peterson & Zill (1986)¹² to assess children's behavior problems, including anxiety, depression, and aggression. The BPI was intended for use with children age 4 and up. L.A.FANS adapted some questions to assess children ages 3-15. However, only results for 4 and 5-year-olds are presented. The original instrument has 28 items, which make up three subscales: Internalizing, Externalizing and Total. The Internalizing scales assess the presence of withdrawn and sad behaviors. The Externalizing behaviors scores provide a measure of the presence of aggressive and related behaviors. The Total Behaviors score provides an overall score of both internalizing and externalizing behaviors.

The National Longitudinal Survey (NLS) included four additional items pertaining to older children, such as "He/She has been hanging around with kids who get into trouble." The LA FANS has also included those four items (see H71aa-H71dd). However these four items were not included in the scoring of any of the L.A.FANS BPI scales. The NLS also created six subscales: antisocial, anxious/depressed, hyperactive, headstrong, dependent, and peer conflicts (see NLYS79 1998 Child & Young Adult Data User Guide for more information).

Researchers more commonly use the original 28 BPI items used to calculate Internalizing and Externalizing behavior scores. Using a three-point Likert scale, parents report on how true each statement is of their child: 1 if the statement is often true, 2 if the statement is sometimes true, and 3 if the statement is not true. In computing the three primary scales (Internalizing, Externalizing and Total) items were reverse recoded (often true 1 = 2; sometimes true 2 = 1; not true 3 = 0) so that a lower number indicates fewer behavior problems. Summing the items in the respective subscale produces scale scores.

¹² Peterson, James L. & Zill, Nicholas (1986). Marital disruption, parent-child relationships, and behavior problems in children. *Journal of Marriage and the Family*, 48, 295-307.

For those interested in comparing the L.A.FANS data with that of the National Longitudinal Survey of Youth¹³ (NLSY) and the Panel Study of Income Dynamics (PSID)¹⁴, use items H71a-H71z. Items F20_a and F20_b¹⁵ were included in the L.A.FANS, NLSY and PSID for school-age children (older than 5 years of age); these questions are not included in the analyses for this report. Questions related to the child's behavior outside the school (H71a-H71dd) can be found in section H (Social/Behavior Development and HOME Scale) of the Parent Questionnaire. The BPI was administered by an L.A.FANS interviewer, but can be self-administered.

Table B.1, below, provides the list of BPI items. An 'X' indicates which items were used to compute Internalizing and Externalizing subscale scores. Table B.2 provides information about the percent of weighted cases used in the analyses as well as the raw number of cases used to create the graphs above.

¹³ The Children of the NLSY79 survey is sponsored by the U.S. Bureau of Labor Statistics and the National Institute for Child Health and Human Development. The survey is managed by the Center for Human Resource Research at The Ohio State University and interviews are conducted by the National Opinion Research Center at the University of Chicago.

¹⁴ Hofferth, S., Stafford, F.P., Yeung, W.J., Duncan, G.J., Hill, M.S., Lepkowski, J. & Morgan, J.N. PANEL STUDY OF INCOME DYNAMICS, 1968-1992 [WAVES I-XXV] [Computer file]. Ann Arbor, MI: Survey Research Center [producer], 1995. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 1995.

¹⁵ Questions about school (F20_a, F20_b) can be found in section F (School) of the Parent Questionnaire.

Table B.1
Behavior Problems Index Items by Subscale

Item in L.A.FANS	Internalizing	Externalizing
F20_a. He/She is disobedient at school.		
F20_b. He/She has trouble getting along with teachers.		
H71a. He/She has sudden changes in mood or feeling.		X
H71b. He/She has felt or complained that no one loved him/her.	X	
H71c. He/She has been rather high strung, tense and/or nervous.		X
H71d. He/She has cheated or told lies.		X
H71e. He/She has been too fearful or anxious.	X	
H71f. He/She has argued too much.		X
H71g. He/She has had difficulty concentrating, and/or has not been able to pay attention for long.		X
H71h. He/She has been easily confused and/or has seemed to be in a fog.	X	
H71i. He/She has bullied or has been cruel or mean to others.		X
H71j. He/She has been disobedient.		X
H71k. He/She has not seemed to feel sorry after he/she has misbehaved.		X
H71l. He/She has had trouble getting along with other children.		X
H71m. He/She has been impulsive or has acted without thinking.		X
H71n. He/She has felt worthless or inferior.	X	
H71o. He/She (is) not liked by other children.	X	
H71p. He/She has had a lot of difficulty getting his/her mind off certain thoughts (had obsessions).	X	
H71q. He/She has been restless or overly active, and/or has not been able to sit still.		X
H71r. He/She has been stubborn, sullen, or irritable.		X
H71s. He/She has had a very strong temper and has lost it easily.		X
H71t. He/She has been unhappy, sad or depressed.	X	
H71u. He/She has been withdrawn, and/or has not gotten involved with others.	X	
H71v. He/She has broken things on purpose or deliberately destroyed his/her own or another's things.		X
H71w. He/She has been clinging to adults.	X	
H71x. He/She has cried too much.	X	
H71y. He/She has demanded a lot of attention.		X
H71z. He/She has been too dependent on others.	X	
Number of Items	11	15

Table B.2
Behavior Problems Items Response Rate and Number of Cases

	Weighted %	No. of Cases (N=559)
H71a. He/She has sudden changes in mood or feeling.	99	552
H71b. He/She has felt or complained that no one loved him/her.	99	552
H71c. He/She has been rather high strung, tense and/or nervous.	99	552
H71d. He/She has cheated or told lies.	99	552
H71e. He/She has been too fearful or anxious.	99	552
H71f. He/She has argued too much.	99	552
H71g. He/She has had difficulty concentrating, and/or has not been able to pay attention for long.	99	552
H71h. He/She has been easily confused and/or has seemed to be in a fog.	98	551
H71i. He/She has bullied or has been cruel or mean to others.	99	552
H71j. He/She has been disobedient.	99	552
H71k. He/She has not seemed to feel sorry after he/she has misbehaved.	98	551
H71l. He/She has had trouble getting along with other children.	99	552
H71m. He/She has been impulsive or has acted without thinking.	98	551
H71n. He/She has felt worthless or inferior.	98	549
H71o. He/She (is) not liked by other children.	98	548
H71p. He/She has had a lot of difficulty getting his/her mind off certain thoughts (had obsessions).	98	548
H71q. He/She has been restless or overly active, and/or has not been able to sit still.	98	550
H71r. He/She has been stubborn, sullen, or irritable.	98	550
H71s. He/She has had a very strong temper and has lost it easily.	98	551
H71t. He/She has been unhappy, sad or depressed.	98	550
H71u. He/She has been withdrawn, and/or has not gotten involved with others.	98	551
H71v. He/She has broken things on purpose or deliberately destroyed his/her own or another's things.	98	551
H71w. He/She has been clinging to adults.	98	549
H71x. He/She has cried too much.	98	551
H71y. He/She has demanded a lot of attention.	98	551
H71z. He/She has been too dependent on others.	98	549

**APPENDIX C -
WOODCOCK-JOHNSON REVISED TEST OF ACHIEVEMENT**

The Woodcock Johnson-Revised Test of Achievement (WJ-ACH)¹⁶, a battery of tests designed to assess individual cognitive and scholastic abilities as well as achievement, was administered to children ages 3-17 and the Primary Care Giver (PCG). Scoring for each test is computed using the Woodcock Compuscore and Profiles Program Version 1.0¹⁷, a computer software program designed specifically for the Woodcock Johnson-Revised assessments. In order to compute scores, birth dates were required. In cases where birth dates were missing (those missing birth dates were mostly PCGs), dates were imputed.

For each assessment, the following series of test results are produced by the computer scoring system: raw scores, W scores, standard scores, standard score band, percentile ranks, age equivalents, grade equivalents, and relative mastery index. A raw score is the number of correct answers when the raw score is converted into a W score, which is used as an intermediate assessment of test performance. Standard scores are transformed raw scores that are used for comparison with other IQ tests. Standard Score Band represents the region within which a respondent's true score on a test probably falls. Percentile ranks is based on a 1-99 scale. Scaling is relative to the performance of a normed sample in the same age or grade level. WJ-R scores are normed with a national mean of 100 and a standard deviation of 15. Similarly, age and grade equivalent scores help compare the individual's performance with that of a normed sample in the same age or grade level. In addition, an "easy" to "difficult" range is computed for each child test based on the child's performance providing a range of performance or "zone," which is scaled by the scoring program. Finally, the relative mastery index is a score that can predict the respondent's mastery on a task in comparison to his/her peers.

¹⁶ Woodcock, R.W. & Johnson, M.B. (1989, 1990). *Woodcock-Johnson Psycho-Educational Battery-Revised*. Itasca, IL. Riverside.

¹⁷ Copyright 1998 Riverside Publishing. *Woodcock-Johnson Psycho-Educational Battery-Revised* (for English), *Batería Woodcoci-Muñoz Revisada* (for Spanish).

In addition to these scores a combined or broad score is also computed. Five "Broad" scores can be derived: Broad Reading, Broad Mathematics, Broad Written Language, Broad Knowledge, and Skills. The Applied Problems test also provides a measure of Mathematical Reasoning skills, which is a measure of the respondent's ability to analyze and solve mathematical problems. To make the scores useful, the following table, taken from the Woodcock-Johnson Test of Achievement Examiner's Manual,¹⁸ provides standard scores and percentile rank equivalent for all tests and provides a practical interpretation of those scores.

Seventy-eight percent of all children completed the two tests reported in this report. Please see Sastry and Pebley (2003) for additional information.

Table C.1
Woodcock-Johnson Classification Table

Standard Score	Percentile Rank	WJ-R Classification	Alternate Labels
131-135	98 to 99.9	Very Superior	Very High
121-130	92 to 97	Superior	Well Above Average
111-120	76 to 91	High Average	Above Average
90-110	25 to 75	Average	Normal
80-89	9 to 24	Low Average	Below Average
70-79	3 to 8	Low	Poor
69 and below	.1 to .2	Very Low	Deficient

¹⁸ Woodcock, R.W. & Mather, N. (1989, 1990). WJ-R Test of Achievement: Examiner's Manual. In R.W. Woodckcock & M.B. Johnson, *Woodcock-Johnson Psycho-Educational Battery-Revised*. Itasca, IL: Riverside.

APPENDIX D

Table D.1
Significance Test Results for 1-2 Year Olds' Home Literacy Activities by Service Planning Area

	Estimate	Standard Error	95% Confidence Interval
Child Has 3 Books or More			
Antelope (1)	1	0	1
San_Fern (2)	.8907645	.0678988	.7548504
San_Gabr (3)	.9202661	.0474089	.825367
Metro (4)	.8447976	.0614567	.7217787
West (5)	1	0	1
South (6)	.5877503	.0842013	.4192032
East (7)	.7736135	.1356089	.5021629
South_Bay (8)	.8906821	.0493558	.7918857
Mom Reads to Child 3/wk			
Antelope (1)	.710957	.0848767	.5410578
San_Fern (2)	.6121822	.0906135	.4307995
San_Gabr (3)	.5571809	.0839616	.3891136
Metro (4)	.6094517	.077594	.4541304
West (5)	.8777849	.0545284	.7686344
South (6)	.2547737	.0843124	.086004
East (7)	.3879679	.0916256	.2045592
South_Bay (8)	.573638	.1204861	.3324588
Relatives Read to Child 3/wk			
Antelope (1)	.3130369	.1118093	.0892263
San_Fern (2)	.3860167	.0973637	.1911221
San_Gabr (3)	.4936228	.072858	.3477817
Metro (4)	.2902742	.041113	.2079775
West (5)	.6974675	.0166799	.6640792
South (6)	.3611068	.0777092	.2055549
East (7)	.31229	.0747717	.1626182
South_Bay (8)	.511169	.0627112	.3856389
Average TV Viewing Hours			
Antelope (1)	1.704014	.743848	.2150401
San_Fern (2)	2.497445	.5188658	1.458822
San_Gabr (3)	2.403227	.3719012	1.658786
Metro (4)	2.19304	.2613456	1.6699
West (5)	1.538182	.4133609	.7107503
South (6)	2.148249	.2180578	1.711759
East (7)	2.175297	.3115491	1.551663
South_Bay (8)	2.381954	.388487	1.604313

Table D.2
Significance Test Results for 1-2 Year Olds' Home Literacy Activities by Neighborhood Poverty Level

	Estimate	Standard Error	95% Confidence Interval
Child Has 3 Books or More			
Very Poor	.7493207	.0733995	.6023957 .8962458
Poor	.750224	.0773149	.5954613 .9049866
Non Poor	.9857255	.0106968	.9643135 1.007137
Mom Reads to Child 3/wk			
Very Poor	.3108695	.0943963	.1219148 .4998243
Poor	.4296107	.0757352	.2780101 .5812112
Non Poor	.7019132	.0546344	.5925505 .8112758
Relatives Read to Child 3/wk			
Very Poor	.334476	.0504362	.233517 .435435
Poor	.3527778	.057224	.2382316 .467324
Non Poor	.4836323	.0494651	.3846172 .5826474
Average TV Viewing Hours			
Very Poor	1.876429	.1817113	1.512694 2.240163
Poor	2.536607	.2992498	1.937594 3.135621
Non Poor	2.060803	.2537137	1.552939 2.568666

Table D.3
Significance Test Results for 1-2 Year Olds' Home Literacy Activities by Maternal Education

	Estimate	Standard Error	95% Confidence Interval
Child Has 3 Books or More			
Less than HS	.7029961	.0860274	.5307936 .8751987
High School	.8942975	.0584707	.7772558 1.011339
Beyond HS	.9404207	.0279073	.8845582 .9962832
College	.9652396	.0357013	.8937757 1.036703
Beyond Colg.	1	0	1
Mom Reads to Child 3/wk			
Less than HS	.2643245	.0637697	.1366756 .3919735
High School	.5107878	.0925252	.3255785 .6959971
Beyond HS	.6985691	.060227	.5780117 .8191265
College	.7174026	.1158774	.4854488 .9493564
Beyond Colg.	1	0	1
Relatives Read to Child 3/wk			
Less than HS	.2498785	.0543307	.1411238 .3586332
High School	.5044451	.0991193	.3060362 .702854
Beyond HS	.4153038	.067648	.2798916 .550716
College	.518267	.1090775	.2999246 .7366095
Beyond Colg.	.9100986	.0920141	.7259124 1.094285
Average TV Viewing Hours			
Less than HS	2.319098	.331947	1.654634 2.983562
High School	2.950261	.4789693	1.9915 3.909023
Beyond HS	2.118362	.2775693	1.562747 2.673977
College	1.551443	.2912005	.9685421 2.134345
Beyond Colg.	1.26903	.2592385	.7501079 1.787952

Table D.4
Significance Test Results for 1-2 Year Olds' Home Literacy Activities by Child's Gender

	Estimate	Standard Error	95% Confidence Interval
Child Has 3 Books or More			
Male	.8518947	.0373131	.7772044 .926585
Female	.8762219	.0495332	.7770704 .9753734
Mom Reads to Child 3/wk			
Male	.5525218	.0542369	.4439548 .6610888
Female	.5335582	.064901	.4036446 .6634717
Relatives Read to Child 3/wk			
Male	.4486169	.0614166	.3256783 .5715556
Female	.3658514	.0508699	.2640242 .4676787
Average TV Viewing Hours			
Male	2.282117	.2470416	1.78761 2.776625
Female	2.151288	.2711239	1.608574 2.694001

Table D.5
Significance Test Results for 1-2 Year Olds' Home Literacy Activities by Child's Ethnicity

	Estimate		Standard Error	95% Confidence Interval	
Child Has 3 Books or More	0	1		0	1
White					
Latino	.7889224	.0550423	.6787432	.8991015	
Black	.8626367	.0870882	.6883108	1.036963	
Asian/Pa	.9714668	.0291676	.9130815	1.029852	
Mom Reads to Child 3/wk					
White	.6950428	.0769673	.540976	.8491095	
Latino	.4119013	.0469709	.3178788	.5059237	
Black	.8830191	.0844605	.7139529	1.052085	
Asian/Pa	.6500078	.1849306	.2798291	1.020187	
Relative Reads to Child 3/wk					
White	.4478976	.0986818	.2503645	.6454308	
Latino	.3964399	.0466148	.3031303	.4897496	
Black	.3155176	.1330662	.0491568	.5818785	
Asian/Pa	.4604046	.1467012	.1667501	.754059	
Average TV Viewing Hours					
White	2.073066	.3108743	1.450783	2.695348	
Latino	2.242748	.2069629	1.828467	2.657029	
Black	2.020912	.9955712	.0280592	4.013764	
Asian/Pa	2.567483	.5710731	1.424356	3.71061	

Table D.6
Significance Test Results for 1-2 Year Olds' Home Literacy Activities by Child's Place of Birth

	Estimate	Standard Error	95% Confidence Interval
Child Has 3 Books or More			
U.S.	.8736189	.0336154	.8063304 .9409075
Foreign Born	.5140235	.2048341	.1040036 .9240434
Mom Reads to Child 3/wk			
U.S.	.553956	.0429117	.4680589 .6398531
Foreign Born	.2450066	.1427829	-.0408044 .5308176
Relatives Read to Child 3/wk			
U.S.	.4182442	.0317012	.3547874 .481701
Foreign Born	.2450066	.1427829	-.0408044 .5308176
Average TV Viewing Hours			
U.S.	2.220592	.176671	1.866946 2.574237
Foreign Born	2.380282	.5072761	1.364858 3.395705

Table D.7
Significance Test Results for 3-5 Year Olds' Home Literacy Activities by Service Planning Area

	Estimate	Standard Error	95% Confidence Interval
Child Has 10 Books or More			
Antelope (1)	.8806181	.1072336	.6662612 1.094975
San_Fern (2)	.7515674	.1242416	.5032121 .9999227
San_Gabr (3)	.7713096	.0697323	.6319168 .9107025
Metro (4)	.6473002	.1109111	.4255921 .8690082
West (5)	1	0	1 1
South (6)	.5630273	.0736449	.4158133 .7102413
East (7)	.7829534	.0821194	.618799 .9471078
South_Bay (8)	.7208483	.0456223	.6296506 .812046
Mom Reads to Child 3/wk			
Antelope (1)	.5279017	.287778	-.0473584 1.103162
San_Fern (2)	.5339954	.1408041	.2525319 .8154589
San_Gabr (3)	.5482287	.0710308	.4062401 .6902173
Metro (4)	.5836185	.0721113	.4394702 .7277669
West (5)	.7475413	.1726306	.4024576 1.092625
South (6)	.4386433	.0559423	.3268163 .5504703
East (7)	.8184954	.0543627	.7098259 .9271648
South_Bay (8)	.6396319	.0884546	.4628137 .8164501
Relatives Read to Child 3/wk			
Antelope (1)	.3979402	.0143428	.3692693 .4266112
San_Fern (2)	.3101644	.0781855	.1538737 .466455
San_Gabr (3)	.4910143	.0457872	.399487 .5825417
Metro (4)	.3020497	.0726509	.1568227 .4472767
West (5)	.6777488	.1364477	.4049939 .9505038
South (6)	.3430892	.0775229	.1881232 .4980552
East (7)	.4130011	.081738	.2496091 .576393
South_Bay (8)	.4028753	.0666064	.269731 .5360195
Average TV Viewing Hours			
Antelope (1)	3.305883	.3783878	2.549497 4.06227
San_Fern (2)	2.390237	.3496548	1.691287 3.089187
San_Gabr (3)	2.142972	.2985203	1.546238 2.739706
Metro (4)	3.272665	.6144301	2.044436 4.500893
West (5)	.8622024	.1493593	.5636375 1.160767
South (6)	3.260118	.4888568	2.282907 4.237328
East (7)	2.524051	.2174051	2.089465 2.958638
South_Bay (8)	2.349316	.2450614	1.859445 2.839187

Parents Discuss TV Programs w/Child							
Antelope (1)	.7252326	.0225274	.6802009	.7702643			
San_Fern (2)	.9183854	.0269024	.8646082	.9721626			
San_Gabr (3)	.8777886	.0322914	.813239	.9423382			
Metro (4)	.8975905	.0450293	.8075783	.9876028			
West (5)	.6020041	.1497269	.3027043	.9013038			
South (6)	.8974416	.043505	.8104764	.9844067			
East (7)	.8964195	.0536676	.7891396	1.0037			
South_Bay (8)	.7379053	.0862784	.5654372	.9103733			
Several Annual Library Visits							
Antelope (1)	.3206543	.1748001	-.0287661	.6700747			
San_Fern (2)	.5356441	.1249906	.2857915	.7854967			
San_Gabr (3)	.5797317	.0740244	.431759	.7277044			
Metro (4)	.4333261	.0572023	.3189803	.5476719			
West (5)	.76656	.059268	.648085	.885035			
South (6)	.3736367	.0702261	.2332566	.5140167			
East (7)	.6392199	.0768479	.4856031	.7928367			
South_Bay (8)	.515314	.0653483	.3846846	.6459434			

Table D.8
Significance Test Results for 3-5 Year Olds' Home Literacy Activities by Neighborhood Poverty Level

	Estimate	Standard Error	95% Confidence Interval
Parents Discuss TV Programs w/Child			
Very Poor	.8229542	.0568987	.7092154 .936693
Poor	.8647	.0271342	.8104595 .9189406
Non Poor	.8473733	.0434545	.760509 .9342377
Child Has 10 Books or More			
Very Poor	.5465841	.0506735	.4452892 .647879
Poor	.6981493	.0453495	.6074969 .7888016
Non Poor	.8548895	.0716283	.7117065 .9980724
Mom Reads to Child 3/wk			
Very Poor	.5338872	.0693324	.3952937 .6724807
Poor	.6066452	.0487446	.5092062 .7040843
Non Poor	.6287778	.0918165	.4452392 .8123164
Relatives Read to Child 3/wk			
Very Poor	.3438391	.0523143	.2392644 .4484138
Poor	.4144301	.0398187	.3348338 .4940265
Non Poor	.3948666	.0555548	.2838141 .5059191
Average TV Viewing Hours			
Very Poor	2.473457	.2590787	1.955567 2.991348
Poor	2.852506	.2636781	2.325421 3.379591
Non Poor	2.303584	.2149234	1.873958 2.733209
Several Annual Library Visits			
Very Poor	.3418213	.0321841	.2774862 .4061565
Poor	.577093	.0488151	.479513 .6746729
Non Poor	.5447023	.0729632	.398851 .6905536

Table D.9
Significance Test Results for 3-5 Year Olds' Home Literacy Activities by Maternal Education

	Estimate	Standard Error	95% Confidence Interval
Child Has 10 Books or More			
Less than HS	.4945141	.0488787	.3968071 .5922212
High School	.875332	.0512062	.7729723 .9776917
Beyond HS	.8879285	.0359245	.8161164 .9597405
College	.9516928	.036312	.8791061 1.024279
Beyond Colg.	1	0	1
Mom Reads to Child 3/wk			
Less than HS	.3831916	.0651845	.2528897 .5134935
High School	.6347809	.0743316	.4861941 .7833678
Beyond HS	.6791115	.072876	.5334345 .8247886
College	.9096625	.0536192	.8024793 1.016846
Beyond Colg.	.9678019	.0307273	.9063789 1.029225
Relatives Read to Child 3/wk			
Less than HS	.3017202	.0488427	.204085 .3993554
High School	.2701161	.0654842	.1392151 .4010171
Beyond HS	.4913795	.070492	.3504681 .632291
College	.4718807	.0851298	.3017086 .6420529
Beyond Colg.	.818833	.0798857	.6591438 .9785223
Average TV Viewing Hours			
Less than HS	2.270919	.1562638	1.958552 2.583286
High School	3.008698	.3044293	2.400153 3.617244
Beyond HS	2.545844	.2166679	2.112731 2.978957
College	2.81483	.6369882	1.541508 4.088151
Beyond Colg.	1.74506	.7210858	.3036305 3.18649
Parents Discuss TV Programs w/Child			
Less than HS	.8120213	.0439119	.7242427 .8997999
High School	.862506	.0513243	.7599102 .9651017
Beyond HS	.886463	.0400175	.8064693 .9664568
College	.9058486	.0514896	.8029223 1.008775
Beyond Colg.	.8435965	.0895783	.6645322 1.022661
Several Annual Library Visits			
Less than HS	.3253409	.0513458	.2227021 .4279797
High School	.5857711	.0672764	.4512875 .7202546
Beyond HS	.6189265	.0620965	.4947974 .7430556
College	.6896628	.0693975	.5509392 .8283865
Beyond Colg.	.8273218	.0946511	.6381169 1.016527

Table D.10
Significance Test Results for 3-5 Year Olds' Home Literacy Activities by Child's Gender

	Estimate	Standard Error	95% Confidence Interval
Child Has 10 Books or More			
Male	.7312776	.0469771	.6373718 .8251834
Female	.7619872	.0383257	.6853752 .8385992
Mom Reads to Child 3/wk			
Male	.6026882	.0581295	.486489 .7188873
Female	.6082348	.0514129	.5054618 .7110077
Relatives Read to Child 3/wk			
Male	.3949101	.0548807	.2852052 .504615
Female	.3937541	.037591	.3186107 .4688975
Average TV Viewing Hours			
Male	2.551725	.203297	2.14534 2.95811
Female	2.526084	.1975212	2.131245 2.920924
Parents Discuss TV Programs w/Child			
Male	.8669211	.0299227	.8071066 .9267357
Female	.8350012	.037985	.7590702 .9109321
Several Annual Library Visits			
Male	.5453885	.0455627	.4543098 .6364671
Female	.5095776	.0495719	.4104848 .6086704

Table D.11
Significance Test Results for 3-5 Year Olds' Home Literacy Activities by Child's Ethnicity

	Estimate	Standard Error	95% Confidence Interval
Child Has 10 Books or More			
White	.9719522	.0209652	.9300433 1.013861
Latino	.6251658	.046682	.5318499 .7184817
Black	.9521561	.0388396	.8745168 1.029795
Asian/Pa	.9119939	.0512886	.8094694 1.014518
Mom Reads to Child 3/wk			
White	.7720245	.0758408	.6204209 .923628
Latino	.5254992	.0533741	.4188058 .6321925
Black	.6266121	.1228428	.3810528 .8721713
Asian/Pa	.7895093	.0867004	.6161977 .9628208
Relatives Read to Child 3/wk			
White	.5830124	.0876406	.4078214 .7582034
Latino	.3560662	.0357653	.2845724 .42756
Black	.2773323	.1078519	.0617394 .4929253
Asian/Pa	.4226619	.1110764	.2006234 .6447004
Average TV Viewing Hours			
White	2.02176	.3168191	1.388448 2.655073
Latino	2.433271	.1304678	2.172469 2.694072
Black	3.850994	.4313078	2.988822 4.713166
Asian/Pa	2.801162	.7049434	1.392001 4.210324
Parents Discuss TV Programs w/Child			
White	.8511012	.0731516	.7048732 .9973293
Latino	.8151218	.0353168	.7445246 .885719
Black	1	0	1 1
Asian/Pa	.9160792	.0555606	.8050152 1.027143
Several Annual Library Visits			
White	.6705889	.0586943	.5532607 .7879171
Latino	.4444421	.0480699	.3483516 .5405325
Black	.6487932	.1149121	.4190872 .8784993
Asian/Pa	.6480356	.102986	.4421694 .8539017

Table D.12
Significance Test Results for 3-5 Year Olds' Home Literacy Activities by Child's Place of Birth

	Estimate	Standard Error	95% Confidence Interval
Child Has 10 Books or More			
U.S.	.7676323	.0379204	.6918304 .8434342
Foreign Born	.3498159	.1265509	.0968442 .6027876
Mom Reads to Child 3/wk			
U.S.	.6166685	.047582	.5215535 .7117835
Foreign Born	.3884032	.1128124	.1628945 .6139119
Relatives Read to Child 3/wk			
U.S.	.4062395	.0315697	.3431326 .4693463
Foreign Born	.1602068	.0703052	.0196687 .3007449
Average TV Viewing Hours			
U.S.	2.568823	.1513846	2.26621 2.871437
Foreign Born	1.937938	.3533738	1.231554 2.644323
Parents Discuss TV Programs w/Child			
U.S.	.8702309	.0240495	.8221567 .9183051
Foreign Born	.4560793	.1284632	.199285 .7128737
Several Annual Library Visits			
U.S.	.538925	.039356	.4602535 .6175965
Foreign Born	.2132746	.0872692	.038826 .3877232

**Table D.13
Significance Test Results for 3-5 Year Olds' Language Skills by Service Planning Area**

Language Skills	Antelope (1)	San Fern (2)	San Gabr (3)	Metro (4)	West (5)	South (6)	East (7)	South Bay (8)
High Average								
Estimate	0	.2599	.0714	.1035	.4846	.0975	.2107	.2295
Standard Error	(0)	(.0456)	(.0435)	(.0339)	(.0347)	(.028)	(.0936)	(.0428)
95% Confidence Interval	[.0798,.4512]	[.0203,.222]	[.0541,.1694]	[.1793,.3607]	[.4161,.5538]	[.1551,.3259]	[.0527,.1933]	
Average								
Estimate	.467	.5977	.6001	.6356	.4933	.6363	.6253	.5626
Standard Error	(.0776)	(.0662)	(.0557)	(.0754)	(.0152)	(.0469)	(.0767)	(.0422)
95% Confidence Interval	[.3198,.6203]	[.4614,.7204]	[.4855,.7048]	[.4764,.7698]	[.4629,.5238]	[.5385,.724]	[.4645,.7625]	[.4773,.6443]
Low Average								
Estimate	.3368	.1036	.2695	.2169	.022	.1731	.1308	.1336
Standard Error	(.1347)	(.0473)	(.0515)	(.0673)	(.0195)	(.0499)	(.0314)	(.0376)
95% Confidence Interval	[.1321,.6289]	[.0401,.2423]	[.1794,.3837]	[.1116,.3794]	[.0037,.1213]	[.0944,.2958]	[.0798,.2072]	[.0746,.2278]
Low								
Estimate	.1962	.0388	.059	.0439	0	.0932	.0332	.0742
Standard Error	(.0571)	(.0229)	(.0318)	(.0233)	(0)	(.0292)	(.0222)	(.0306)
95% Confidence Interval	[.1058,.3348]	[.0117,.1211]	[.0195,.1647]	[.0149,.1223]	[.0406,.1024]	[.049,.17]	[.0085,.1206]	[.0319,.1633]

Table D.14
Significance Test Results for 3-5 Year Olds' Language Skills by Neighborhood Poverty

Language Skills	Very Poor	Poor	Non Poor
High Average			
Estimate	.066	.1211	.2477
Standard Error	(.0215)	(.035)	(.051)
95% Confidence Interval	[.034,.1242]	[.0666,.2102]	[.1601,.3625]
Average			
Estimate	.6114	.6526	.5344
Standard Error	(.0391)	(.0405)	(.0413)
95% Confidence Interval	[.531,.6861]	[.568,.7286]	[.4517,.6152]
Low Average			
Estimate	.2517	.1567	.158
Standard Error	(.0359)	(.024)	(.049)
95% Confidence Interval	[.1869,.3299]	[.1144,.2108]	[.0825,.2814]
Low			
Estimate	.071	.0696	.06
Standard Error	(.0207)	(.0198)	(.0261)
95% Confidence Interval	[.0391,.1253]	[.039,.121]	[.0247,.1386]

**Table D.15
Significance Test Results for 3-5 Year Olds' Language Skills by Maternal Education**

Language Skills	Less Than HS	High School	Beyond HS	College	Beyond College
High Average					
Estimate	.087	.078	.2192	.3127	.6741
Standard Error	(.0345)	(.0358)	(.0422)	(.0923)	(.119)
95% Confidence Interval	[.0384,.185]	[.0303,.1864]	[.1465,.3148]	[.1617,.5177]	[.412,.8593]
Average					
Estimate	.6195	.6126	.5949	.5575	.2926
Standard Error	(.0408)	(.0606)	(.0461)	(.123)	(.1058)
95% Confidence Interval	[.5354,.697]	[.487,.7249]	[.5005,.6828]	[.3174,.7734]	[.1295,.5348]
Low Average					
Estimate	.2009	.1963	.1529	.1298	.0333
Standard Error	(.033)	(.0462)	(.0423)	(.0663)	(.0322)
95% Confidence Interval	[.1428,.2749]	[.1197,.3049]	[.0859,.2574]	[.0441,.3255]	[.0046,.2026]
Low					
Estimate	.0927	.1132	.033	0	0
Standard Error	(.0351)	(.0326)	(.0153)	(0)	(0)
95% Confidence Interval	[.0424,.1907]	[.0624,.1964]	[.0129,.0816]	[.041,.1032]	

Table D.16
Significance Test Results for 3-5 Year Olds' Language Skills by Child's Gender

Reading Skills	Male	Female
High Average		
Estimate	.1636	.1881
Standard Error	(.0375)	(.0297)
95% Confidence Interval	[.1016, .2526]	[.1358, .2546]
Average		
Estimate	.5797	.5948
Standard Error	(.0492)	(.0266)
95% Confidence Interval	[.4794, .6739]	[.5406, .6467]
Low Average		
Estimate	.168	.1747
Standard Error	(.0373)	(.0313)
95% Confidence Interval	[.1058, .2561]	[.1206, .2463]
Low		
Estimate	.0887	.0424
Standard Error	(.0205)	(.0184)
95% Confidence Interval	[.0554, .1393]	[.0176, .0986]

Table D.17
Significance Test Results for 3-5 Year Olds' Language Skills by Child's Ethnicity

Language Skills	White	Latino	Black	Asian/Pa
High Average				
Estimate	.2895	.088	.1759	.431
Standard Error	(.0537)	(.0219)	(.0743)	(.0932)
95% Confidence Interval	[.1947,.407]	[.053,.1429]	[.0711,.373]	[.2616,.6183]
Average				
Estimate	.5412	.6238	.5616	.4987
Standard Error	(.0718)	(.0328)	(.1113)	(.0837)
95% Confidence Interval	[.3981,.6777]	[.5563,.6867]	[.3417,.7597]	[.3375,.6602]
Low Average				
Estimate	.1469	.2095	.1458	.0419
Standard Error	(.0945)	(.0238)	(.0577)	(.0404)
95% Confidence Interval	[.0368,.4373]	[.1659,.261]	[.0634,.3011]	[.0058,.2467]
Low				
Estimate	.0225	.0787	.1167	.0284
Standard Error	(.0179)	(.0225)	(.0725)	(.0285)
95% Confidence Interval	[.0045,.1046]	[.0439,.1371]	[.0314,.3501]	[.0037,.1867]

Table D.18
Significance Test Results for 3-5 Year Olds' Language Skills by Child's Place of Birth

Language Skills	U.S.	Foreign-Born
High Average		
Estimate	.1839	.0408
Standard Error	(.0302)	(.025)
95% Confidence Interval	[.131, .2519]	[.0117, .1325]
Average		
Estimate	.5916	.5157
Standard Error	(.0272)	(.1256)
95% Confidence Interval	[.5363, .6446]	[.2805, .7442]
Low Average		
Estimate	.1624	.3289
Standard Error	(.0282)	(.1151)
95% Confidence Interval	[.1136, .2269]	[.1474, .5815]
Low		
Estimate	.0621	.1145
Standard Error	(.0156)	(.0604)
95% Confidence Interval	[.0373, .1016]	[.0378, .2984]

Table D.19
Significance Test Results for 3-5 Year Olds' Math Skills by Service Planning Area

Math Skills	Antelope (1)	San Fern (2)	San Gabr (3)	Metro (4)	West (5)	South (6)	East (7)	South Bay (8)
High Average								
Estimate	.139	.4197	.1444	.1291	.6556	.1416	.1523	.2338
Standard Error	(.0996)	(.1378)	(.0516)	(.0474)	(.0786)	(.0232)	(.0646)	(.0569)
95% Confidence Interval	[.0296,.460]	[.1892,.691]	[.0682,.280]	[.06,.256]	[.4869,.7924]	[.1012,.194]	[.062,.3281]	[.1392,.365]
Average								
Estimate	.5928	.3787	.4218	.5489	.3223	.5203	.5099	.4714
Standard Error	(.2093)	(.0631)	(.0959)	(.0527)	(.0665)	(.036)	(.0911)	(.044)
95% Confidence Interval	[.2047,.891]	[.2628,.510]	[.2494,.615]	[.443,.6506]	[.2056,.4664]	[.4484,.591]	[.3343,.683]	[.3853,.559]
Low Average								
Estimate	0	.1251	.1765	.1806	.0221	.1928	.2034	.1889
Standard Error	(0)	(.0717)	(.0376)	(.0552)	(.022)	(.0268)	(.0791)	(.042)
95% Confidence Interval		[.0372,.346]	[.1133,.264]	[.0947,.317]	[.0029,.1479]	[.1448,.252]	[.0878,.404]	[.1186,.287]
Low								
Estimate	.2682	.0765	.2573	.1414	0	.1453	.1343	.106
Standard Error	(.1096)	(.0354)	(.0718)	(.044)	(0)	(.0327)	(.0292)	(.0414)
95% Confidence Interval	[.1072,.528]	[.0296,.183]	[.1406,.423]	[.074,.2535]		[.0913,.223]	[.0859,.204]	[.0471,.221]

Table D.20
Significance Test Results for 3-5 Year Olds' Math Skills by Neighborhood Poverty Level

Math Skills	Very Poor	Poor	Non Poor
High Average			
Estimate	.1122	.1408	.3389
Standard Error	(.0211)	(.0263)	(.0794)
95% Confidence Interval	[.0764,.1618]	[.096,.2019]	[.2015,.5101]
Average			
Estimate	.4815	.4745	.4602
Standard Error	(.0369)	(.0558)	(.0621)
95% Confidence Interval	[.4086,.5553]	[.3659,.5855]	[.3409,.5842]
Low Average			
Estimate	.2079	.2034	.1002
Standard Error	(.0255)	(.0407)	(.0368)
95% Confidence Interval	[.1616,.2634]	[.1339,.2967]	[.0469,.2013]
Low			
Estimate	.1984	.1813	.1008
Standard Error	(.0444)	(.0351)	(.0365)
95% Confidence Interval	[.1241,.3018]	[.1213,.2621]	[.0477,.2005]

**Table D.21
Significance Test Results for 3-5 Year Olds' Math Skills by Maternal Education**

Math Skills	Less Than HS	High School	Beyond HS	College	Beyond College
High Average					
Estimate	.1335	.094	.2946	.4743	.6971
Standard Error	(.0392)	(.0308)	(.0581)	(.1223)	(.1257)
95% Confidence Interval	[.0725,.2328]	[.048,.1761]	[.1928,.4222]	[.2528,.7063]	[.4118,.8833]
Average					
Estimate	.4828	.5055	.4625	.472	.2217
Standard Error	(.0546)	(.0916)	(.0556)	(.1139)	(.1053)
95% Confidence Interval	[.3761,.591]	[.3296,.6801]	[.3549,.5736]	[.2639,.6903]	[.0776,.4911]
Low Average					
Estimate	.2261	.1784	.1056	.0393	.0812
Standard Error	(.0372)	(.0579)	(.0288)	(.0257)	(.0677)
95% Confidence Interval	[.1604,.3089]	[.0897,.3236]	[.0603,.1784]	[.0104,.1374]	[.0142,.3515]
Low					
Estimate	.1576	.2221	.1373	.0145	0
Standard Error	(.0347)	(.0593)	(.0355)	(.0151)	(0)
95% Confidence Interval	[.0998,.2399]	[.1257,.3619]	[.0804,.2246]	[.0018,.1089]	[.1012,.1964]

Table D.22
Significance Test Results for 3-5 Year Olds' Math Skills by Child's Gender

Math Skills	Male	Female
High Average		
Estimate	.2372	.234
Standard Error	(.0467)	(.0503)
95% Confidence Interval	[.1565, .3427]	[.1484, .3488]
Average		
Estimate	.4624	.474
Standard Error	(.0465)	(.0416)
95% Confidence Interval	[.3719, .5556]	[.3924, .557]
Low Average		
Estimate	.147	.1576
Standard Error	(.0338)	(.0285)
95% Confidence Interval	[.0914, .2279]	[.1086, .2231]
Low		
Estimate	.1534	.1344
Standard Error	(.0292)	(.0322)
95% Confidence Interval	[.1036, .2211]	[.082, .2125]

**Table D.23
Significance Test Results for 3-5 Year Olds' Math Skills by Child's Ethnicity**

Math Skills	White	Latino	Black	Asian/Pa
High Average				
Estimate	.5193	.1285	.2821	.2258
Standard Error	(.0967)	(.0276)	(.0925)	(.0807)
95% Confidence Interval	[.3324,.7009]	[.0827,.1943]	[.1362,.4948]	[.1039,.4232]
Average				
Estimate	.3713	.4631	.5599	.587
Standard Error	(.0644)	(.04)	(.1055)	(.0859)
95% Confidence Interval	[.2539,.5061]	[.3847,.5434]	[.3508,.7496]	[.4117,.7428]
Low Average				
Estimate	.0465	.2199	.0697	.0733
Standard Error	(.0283)	(.0315)	(.0404)	(.0411)
95% Confidence Interval	[.0135,.1486]	[.1634,.2892]	[.0211,.2063]	[.0231,.2095]
Low				
Estimate	.0629	.1885	.0883	.1139
Standard Error	(.0369)	(.0362)	(.0491)	(.0518)
95% Confidence Interval	[.0189,.1899]	[.1264,.2715]	[.0279,.2467]	[.0441,.2638]

Table D.24
Significance Test Results for 3-5 Year Olds' Math Skills by Child's Place of Birth

Math Skills	U.S.	Foreign-Born
High Average		
Estimate	.2428	.1119
Standard Error	(.0469)	(.0706)
95% Confidence Interval	[.1615,.348]	[.0296,.3426]
Average		
Estimate	.4666	.4997
Standard Error	(.0385)	(.1281)
95% Confidence Interval	[.391,.5437]	[.264,.7356]
Low Average		
Estimate	.1451	.2777
Standard Error	(.0253)	(.1025)
95% Confidence Interval	[.1015,.2033]	[.1217,.5164]
Low		
Estimate	.1455	.1106
Standard Error	(.0245)	(.0577)
95% Confidence Interval	[.103,.2016]	[.0371,.2867]

**Table D.25
Significance Test Results for Maternal Reading Skills by Service Planning Area**

Reading Skills	Antelope (1)	San Fern (2)	San Gabr (3)	Metro (4)	West (5)	South (6)	East (7)	South Bay (8)
High Average								
Estimate	0	.1096	.0673	.0486	.3607	0	.0568	.0795
Standard Error	(0)	(.0426)	(.0235)	(.0267)	(.1048)	(0)	(.0267)	(.0221)
95% Confidence Interval	[.0217, .1404]	[.033, .1324]	[.0451, .1364]	[.0489, .2275]	[.1853, .5832]		[.0159, .1392]	
Average								
Estimate	.424	.3207	.2389	.127	.4235	.1296	.2928	.2227
Standard Error	(.101)	(.1329)	(.0581)	(.06)	(.0805)	(.0294)	(.0679)	(.0437)
95% Confidence Interval	[.2435, .6273]	[.1224, .6151]	[.1422, .3728]	[.047, .3003]	[.2754, .5867]	[.0813, .2005]	[.177, .4436]	[.1475, .3218]
Low Average								
Estimate	.2928	.1985	.2237	.2634	.1701	.288	.2724	.2592
Standard Error	(.119)	(.059)	(.0519)	(.0668)	(.0293)	(.0455)	(.0526)	(.0436)
95% Confidence Interval	[.116, .5662]	[.1055, .3419]	[.1369, .3436]	[.1523, .4157]	[.1192, .2369]	[.2061, .3866]	[.1805, .3888]	[.1818, .3553]
Low								
Estimate	.2833	.3712	.47	.5611	.0457	.5824	.378	.4386
Standard Error	(.0179)	(.1162)	(.0891)	(.043)	(.0123)	(.0415)	(.0746)	(.0705)
95% Confidence Interval	[.2488, .3204]	[.1792, .6149]	[.3025, .6446]	[.4741, .6445]	[.0265, .0777]	[.4978, .6624]	[.2437, .5341]	[.306, .5806]

Table D.26
Significance Test Results for Maternal Reading Skills by Neighborhood Poverty Level

Reading Skills	Very Poor	Poor	Non Poor
High Average			
Estimate	.0054	.044	.1174
Standard Error	(.0053)	(.0139)	(.0281)
95% Confidence Interval	[7.5e-04, .0376]	[.0233, .0817]	[.0718, .1862]
Average			
Estimate	.1077	.186	.3766
Standard Error	(.0247)	(.045)	(.0511)
95% Confidence Interval	[.0674, .168]	[.1121, .2926]	[.2811, .4828]
Low Average			
Estimate	.3045	.2152	.2543
Standard Error	(.0371)	(.0279)	(.0418)
95% Confidence Interval	[.2357, .3833]	[.1645, .2763]	[.18, .3464]
Low			
Estimate	.5824	.5548	.2517
Standard Error	(.0417)	(.0467)	(.0412)
95% Confidence Interval	[.4974, .6627]	[.4605, .6453]	[.1784, .3424]

Table D.27
Significance Test Results for Maternal Reading Skills by Child's Gender

Reading Skills	Male	Female
High Average		
Estimate	.0871	.0603
Standard Error	(.0191)	(.0145)
95% Confidence Interval	[.0557, .1336]	[.037, .0968]
Average		
Estimate	.2882	.2448
Standard Error	(.038)	(.0342)
95% Confidence Interval	[.2184, .3697]	[.183, .3194]
Low Average		
Estimate	.2572	.2366
Standard Error	(.0269)	(.033)
95% Confidence Interval	[.2072, .3146]	[.177, .3086]
Low		
Estimate	.3675	.4583
Standard Error	(.0316)	(.0368)
95% Confidence Interval	[.307, .4326]	[.3862, .5322]

**Table D.28
Significance Test Results for Maternal Reading Skills by Child's Ethnicity**

Reading Skills	White	Latino	Black	Asian/Pa
High Average				
Estimate	.24	.0248	.0377	.0903
Standard Error	(.0472)	(.0072)	(.0228)	(.0367)
95% Confidence Interval	[.1585, .3462]	[.0139, .044]	[.011, .121]	[.0391, .195]
Average				
Estimate	.5479	.1765	.2521	.2639
Standard Error	(.0678)	(.0316)	(.0365)	(.0651)
95% Confidence Interval	[.4123, .6768]	[.1219, .2486]	[.1862, .3317]	[.1551, .4119]
Low Average				
Estimate	.0812	.2753	.3478	.2814
Standard Error	(.0217)	(.0241)	(.0763)	(.0723)
95% Confidence Interval	[.0472, .1364]	[.2298, .326]	[.214, .511]	[.1608, .4445]
Low				
Estimate	.1308	.5234	.3625	.3643
Standard Error	(.0464)	(.0356)	(.0834)	(.0802)
95% Confidence Interval	[.0624, .2537]	[.4522, .5937]	[.2165, .5391]	[.2229, .5338]

Table D.29
Significance Test Results for Maternal Reading Skills by Child's Place of Birth

Reading Skills	U.S.	Foreign-Born
High Average		
Estimate	.0765	.0068
Standard Error	(.014)	(.0072)
95% Confidence Interval	[.0527, .1097]	[8.3e-04, .0537]
Average		
Estimate	.2703	.178
Standard Error	(.0335)	(.0631)
95% Confidence Interval	[.2088, .3421]	[.0838, .3389]
Low Average		
Estimate	.2527	.0994
Standard Error	(.0248)	(.0423)
95% Confidence Interval	[.2063, .3054]	[.0411, .221]
Low		
Estimate	.4006	.7158
Standard Error	(.031)	(.0675)
95% Confidence Interval	[.3405, .4637]	[.5647, .8302]

**Table D.30
Depressive Behaviors by Service Planning Area**

Depressive Score	Antelope (1)	San Fern (2)	San Gabr (3)	Metro (4)	West (5)	South (6)	East (7)	South Bay (8)
0-19.9	.3958 (.001) [.3938, .3978]	.3283 (.0819) [.1886, .5067]	.2865 (.0628) [.1784, .4262]	.0739 (.0695) [.0104, .3782]	.4225 (.0991) [.2451, .6225]	.096 (.031) [.0494, .1784]	.2694 (.0585) [.1691, .4005]	.2443 (.083) [.1162, .4428]
20-39.9	.125 (.0909) [.0264, .4294]	.1912 (.0625) [.0954, .3465]	.1316 (.0643) [.0469, .3182]	.0988 (.0402) [.0426, .2128]	.3023 (.0491) [.2138, .4083]	.0271 (.012) [.0111, .0646]	.228 (.0452) [.1501, .3305]	.1268 (.0612) [.0459, .3048]
40-59.9	.1008 (.0723) [.0222, .3558]	.162 (.0576) [.0764, .3112]	.1579 (.0393) [.0941, .2529]	.2121 (.1136) [.0646, .5118]	.1631 (.051) [.0845, .2915]	.1168 (.0451) [.0523, .2409]	.1551 (.041) [.0894, .2555]	.3184 (.111) [.1439, .565]
60-79.9	.1826 (.0145) [.1554, .2134]	.1405 (.0529) [.0637, .282]	.1162 (.0631) [.0371, .3098]	.3129 (.1091) [.1417, .5568]	.0561 (.056) [.0071, .33]	.2921 (.063) [.1832, .4315]	.133 (.0339) [.0786, .2163]	.0594 (.0319) [.0198, .1651]
80-100	.1958 (.0031) [.1897, .2021]	.1781 (.0214) [.1392, .2249]	.3077 (.0927) [.1569, .5149]	.3023 (.0657) [.1886, .4467]	.0561 (.056) [.0071, .33]	.4679 (.0533) [.3643, .5744]	.2146 (.0545) [.1252, .3427]	.2511 (.0565) [.1552, .3795]

Table D.31
Depressive Behaviors by Neighborhood Poverty Level

Depressive Score	Very Poor	Poor	Non Poor
0-19.9	.099 (.0445) [.0389, .2297]	.2386 (.0422) [.1645, .3328]	.3393 (.0475) [.2516, .4396]
20-39.9	.0178 (.0091) [.0063, .0489]	.1681 (.0384) [.1045, .2592]	.1871 (.0397) [.1201, .2794]
40-59.9	.1444 (.0391) [.0823, .2412]	.2589 (.0462) [.1775, .3611]	.1191 (.0334) [.0667, .2037]
60-79.9	.2505 (.0557) [.1558, .377]	.1172 (.0346) [.0638, .2057]	.1517 (.0319) [.0982, .2271]
80-100	.4884 (.0486) [.3929, .5847]	.2171 (.042) [.1448, .3125]	.2027 (.0277) [.1529, .2638]

Table D.32
Depressive Behaviors by Maternal Education

Depressive Score	Less Than HS	High School	Beyond HS	College	Beyond College
0-19.9	.1797 (.0457) [.1054, .2894]	.2261 (.0655) [.1214, .3817]	.2873 (.0487) [.2005, .3934]	.4612 (.093) [.2883, .6441]	.5428 (.1844) [.2118, .8399]
20-39.9	.1097 (.0409) [.0506, .2217]	.1016 (.0406) [.0445, .2157]	.2233 (.0562) [.1308, .3546]	.2261 (.0664) [.1203, .3842]	.1867 (.0953) [.0614, .446]
40-59.9	.2058 (.0293) [.1533, .2705]	.1914 (.0646) [.0931, .353]	.1483 (.0357) [.09, .2347]	.1128 (.0494) [.0452, .2545]	.0916 (.0512) [.0286, .2567]
60-79.9	.2079 (.0475) [.1286, .3184]	.162 (.0537) [.0806, .2988]	.1231 (.0448) [.0577, .2435]	.1317 (.0919) [.0295, .4305]	0 (0) [.1163, .2034]
80-100	.2969 (.0566) [.1971, .4207]	.319 (.0752) [.19, .4834]	.2179 (.0611) [.1198, .3634]	.0682 (.0563) [.0123, .3009]	.1789 (.1136) [.0443, .5057]

Table D.33
Depressive Behaviors by Child's Gender

Depressive Score	Male	Female
0-19.9	.3241 (.0449) [.2413, .4195]	.2002 (.0361) [.1375, .2821]
20-39.9	.1617 (.033) [.106, .2388]	.147 (.0328) [.0927, .2252]
40-59.9	.1489 (.0279) [.1012, .2137]	.203 (.0349) [.142, .2815]
60-79.9	.1649 (.0294) [.1141, .2324]	.1411 (.036) [.0831, .2292]
80-100	.2004 (.0303) [.1465, .2679]	.3088 (.0381) [.2382, .3895]

Table D.34
Depressive Behaviors by Child's Ethnicity

Depressive Score	White	Latino	Black	Asian/Pa
0-19.9	.4479 (.0552) [.3418, .559]	.1759 (.0319) [.1209, .2489]	.387 (.1289) [.1755, .6518]	.3376 (.1405) [.1267, .6416]
20-39.9	.2523 (.0801) [.1261, .441]	.1218 (.0255) [.0793, .1825]	.0371 (.0287) [.0077, .1611]	.2984 (.1082) [.1314, .5445]
40-59.9	.1109 (.0444) [.0482, .235]	.2089 (.0241) [.1648, .2612]	.1728 (.0894) [.0565, .4217]	.1032 (.097) [.014, .4834]
60-79.9	.0658 (.042) [.0176, .2166]	.1934 (.0282) [.1431, .2559]	.2485 (.0983) [.1035, .4864]	0 (0) [.1153, .2023]
80-100	.1231 (.043) [.0596, .2374]	.3 (.0312) [.2415, .3658]	.1546 (.0727) [.0567, .3575]	.2607 (.0912) [.1204, .4759]

Table D.35
Depressive Behaviors by Child's Place of Birth

Depressive Score	U.S.	Abroad
0-19.9	.2656 (.0298) [.2104, .3291]	.2843 (.1754) [.0662, .69]
20-39.9	.1603 (.025) [.1163, .2168]	.0646 (.0537) [.0115, .2899]
40-59.9	.1654 (.0219) [.1262, .2139]	.3169 (.1336) [.119, .6144]
60-79.9	.1576 (.0228) [.1172, .2087]	.0918 (.0584) [.0243, .291]
80-100	.2512 (.0228) [.2084, .2994]	.2424 (.1062) [.0914, .5043]

Table D.36
Aggressive Behaviors by Service Planning Area

Aggressive Score	Antelope (1)	San Fern (2)	San Gabr (3)	Metro (4)	West (5)	South (6)	East (7)	South Bay (8)
0-19.9	.1259 (.069) [.0395, .3354]	.1974 (.0424) [.1258, .2958]	.1098 (.0519) [.0409, .2628]	.1017 (.0704) [.0237, .3458]	.4373 (.1464) [.1913, .7186]	.1039 (.0318) [.0553, .1866]	.181 (.0781) [.0715, .388]	.1376 (.0667) [.0493, .3292]
20-39.9	.2448 (.0478) [.162, .3521]	.2759 (.0426) [.1992, .3685]	.3055 (.0896) [.159, .5059]	.2259 (.0692) [.1168, .3917]	.2967 (.0916) [.1492, .5036]	.173 (.0282) [.1236, .2367]	.2555 (.0411) [.1821, .3459]	.2948 (.1001) [.1377, .5226]
40-59.9	.1562 (.0856) [.0481, .4042]	.1572 (.0526) [.0777, .2921]	.2005 (.0417) [.1297, .2969]	.3476 (.1047) [.1747, .5729]	.2099 (.0538) [.1219, .3371]	.2699 (.0686) [.1557, .4257]	.2212 (.0739) [.1076, .401]	.2006 (.0523) [.1156, .3252]
60-79.9	.1008 (.0553) [.0321, .275]	.2079 (.0212) [.1686, .2536]	.2012 (.0645) [.1015, .3597]	.1404 (.0723) [.047, .3511]	0 (0) [.1151, .1911]	.1322 (.0262) [.088, .1938]	.0906 (.05) [.0287, .2511]	.151 (.0453) [.0807, .2648]
80-100	.3723 (.1621) [.129, .7036]	.1617 (.0349) [.1033, .244]	.1829 (.0793) [.0719, .3928]	.1843 (.0711) [.0807, .3677]	.0561 (.056) [.0071, .33]	.3211 (.0538) [.224, .4366]	.2518 (.0673) [.1415, .4073]	.2159 (.0497) [.1327, .3314]

Table D.37
Aggressive Behaviors by Neighborhood Poverty Level

Aggressive Score	Very Poor	Poor	Non Poor
0-19.9	.0806 (.0232) [.0448, .1409]	.1559 (.0485) [.0813, .2783]	.1874 (.0366) [.1249, .2715]
20-39.9	.1806 (.0297) [.1286, .2478]	.2767 (.0406) [.2032, .3646]	.2793 (.0394) [.2076, .3644]
40-59.9	.2654 (.0504) [.1772, .3772]	.2144 (.0445) [.1386, .3165]	.1886 (.0368) [.1257, .2731]
60-79.9	.1362 (.0326) [.0831, .2152]	.1937 (.0367) [.1305, .2778]	.1183 (.0245) [.0773, .1768]
80-100	.3372 (.0518) [.2426, .447]	.1593 (.0436) [.0899, .2664]	.2264 (.0362) [.1622, .3067]

Table D.38
Aggressive Behaviors by Maternal Education

Aggressive Score	Less Than HS	High School	Beyond HS	College	Beyond College
0-19.9	.1236 (.0349) [.0689, .2118]	.157 (.057) [.073, .3058]	.1893 (.0534) [.1044, .3188]	.1497 (.0876) [.0426, .4107]	.268 (.0928) [.1245, .4852]
20-39.9	.2408 (.0324) [.1819, .3114]	.2555 (.0722) [.1385, .4229]	.2387 (.0516) [.151, .3561]	.3621 (.1061) [.1848, .5872]	.4049 (.0813) [.2574, .5719]
40-59.9	.2605 (.0536) [.168, .3807]	.1896 (.0645) [.0917, .3514]	.1836 (.0489) [.1048, .3016]	.1801 (.0879) [.0626, .4194]	.1074 (.0725) [.0258, .3532]
60-79.9	.1576 (.0335) [.1016, .2365]	.1296 (.0533) [.0548, .2768]	.1325 (.0376) [.0736, .2271]	.24 (.1039) [.0917, .4967]	.1146 (.0757) [.0283, .365]
80-100	.2175 (.0451) [.1405, .3208]	.2683 (.0729) [.1486, .4352]	.2559 (.0638) [.1496, .402]	.0682 (.0563) [.0123, .3009]	.1051 (.086) [.0185, .4224]

Table D.39
Aggressive Behaviors by Child's Gender

Aggressive Score	Male	Female
0-19.9	.2027 (.0405) [.1335, .2955]	.1117 (.0305) [.0637, .1887]
20-39.9	.2186 (.0313) [.1624, .2876]	.3128 (.0482) [.2252, .4162]
40-59.9	.2121 (.0406) [.1421, .3044]	.2074 (.0315) [.1514, .2773]
60-79.9	.1469 (.0261) [.102, .207]	.1517 (.03) [.1008, .2219]
80-100	.2197 (.0373) [.1541, .3031]	.2164 (.0369) [.1517, .299]

Table D.40
Aggressive Behaviors by Child's Ethnicity

Aggressive Score	White	Latino	Black	Asian/Pa
0-19.9	.2735 (.0767) [.1483, .4489]	.1395 (.0264) [.0946, .201]	.0415 (.0418) [.0053, .2616]	.1726 (.1186) [.0381, .5232]
20-39.9	.3025 (.047) [.2174, .4037]	.216 (.0253) [.1697, .2708]	.2451 (.0977) [.1014, .4827]	.5048 (.1083) [.2999, .708]
40-59.9	.2205 (.0494) [.1374, .3345]	.2364 (.0297) [.1822, .3007]	.2263 (.1161) [.072, .5243]	.0296 (.0301) [.0037, .1993]
60-79.9	.0726 (.0368) [.0256, .1894]	.186 (.0322) [.13, .2589]	.1482 (.0684) [.0556, .3397]	.0908 (.0644) [.0206, .3222]
80-100	.1308 (.042) [.0671, .2395]	.2221 (.036) [.1585, .3021]	.3389 (.0957) [.1791, .5464]	.2022 (.0811) [.0849, .4092]

Table D.41
Aggressive Behaviors by Child's Place of Birth

Aggressive Score	U.S.	Foreign-Born
0-19.9	.1526 (.0242) [.1103, .2074]	.2687 (.1733) [.0593, .6818]
20-39.9	.2719 (.0249) [.2251, .3244]	.1267 (.0731) [.0373, .3521]
40-59.9	.2063 (.0251) [.1606, .2609]	.2672 (.1189) [.0977, .5512]
60-79.9	.1509 (.0198) [.1154, .1949]	.1215 (.092) [.0241, .4367]
80-100	.2183 (.0257) [.1711, .2741]	.2159 (.1009) [.0772, .4756]

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