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Endnotes & Citations

diversitydatakids.org Head Start Policy Equity Assessment: Logic

- ¹ Braveman, P. & Gruskin, S. (2003). Defining equity in health. *Journal of Epidemiology & Community Health*, 57, 254-258.
- ² Congress appropriates funds to discretionary programs annually and thus these funds can be increased or decreased regardless of whether all eligible children are served (See: Vericker, T., Isaacs, J.B., Hahn, H., Toran, K., & Rennane, S. (2012). *How targeted are federal expenditures on children? A kids' share analysis of expenditures by income in 2009*. Washington D.C.: The Urban Institute and the Brookings Institution. Retrieved from http://www.brookings.edu/~media/research/files/reports/2012/3/kids%20share/03_kids_share.pdf).
- ³ Fade out effects: Studies have found that the statistically significant positive effects [cognitive and socio-emotional gains] found in Head Start participants at Kindergarten entry compared to non-Head Start participants fade away as children progress through elementary school.
- ⁴ Duncan, G. and Magnuson, K. (2005). Can Family Socioeconomic Resources Account for Racial and Ethnic Test Score Gaps? *Future of Children*, 15(1), 35–54.
- ⁵ Program performance standards for the operation of Head Start programs by grantees and delegate agencies, Family Partnerships, 45 CFR § 1304.40 (2007). Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements/1304/1304.40%20Family%20partnerships..htm>.