Findings

This study interrogated the significance of the relationship between race and family engagement in at-home Head Start activities. The research question for this study was "How is family involvement in Head Start Family Fun Time Activities related to race?". Race was not found to be a strong predictor of family engagement in at-home HeadStart activities. The findings from the current study's statistical tests (see below) are not statistically significant, but they are important–the findings of this study add to the existing body of literature that shows that families of color are just as engaged in their child's early academic success as White families, which helps to dispel the racial stereotype that parents of color are less supportive of their child(ren)'s education than are White parents.

Table 1.

T-test for Family Engagement by Race

Race	Mean	t-statistic
All Else	7.15	-0.14
Black or African American	7.24	

Note: N=66; p<.05*, p<.01**, p<.001***

The dependent variable for this independent sample T-test is engagement. The survey questionnaire for this study measured family engagement with the question, "How engaged was your family in this activity (working together)? Scale of 0-10. 0 = Not at all, 10 = A great amount." The independent variable for this T-test was race. Race was addressed in the survey questionnaire by the following statement: "Choose one or more races that you consider yourself to be." Originally, race was coded as "1 = White or Caucasian (includes Hispanic/Latino), 2 = Black or African American, 3 = American Indian/Native American or Alaska Native, 4 = Asian, 5 = Native Hawaiian or other Pacific Islander, 6 = Other, 7 = Prefer not to say." For this independent sample T-test, the variable race was

re-coded into two groups: "1 = All else, 2 = Black or African American." The variable race was re-coded this way because most of the participants in the current study identified as Black. This T-test resulted in a p-value of 0.89 (p>0.05). The resultant t-value from this test is -0.14. Based on these results, there is not a significant difference between the mean levels of engagement for the categories "Black" and "All else" at p<0.05. The null hypothesis (race is not a strong predictor of family engagement) was retained.

Table 2.

Analysis of Variance (ANOVA) of Family Engagement by Race

Race	Mean Family Engagement	F-value
Black or African American	7.24	1.09
White or Caucasian (includes Latino/Hispanic)	6.68	
All else	8.09	

Note: N=66; p<.05*, p<.01**, p<.001***

The dependent variable for this ANOVA test was family engagement. Family engagement was measured on a 0-10 scale in the current study's survey questionnaire. The independent variable for this ANOVA was race. Originally, respondents chose either, "White or Caucasian (includes Latino/Hispanic)", "Black or African American", "American Indian/Native American or Alaska Native", "Asian", "Native Hawaiian or other Pacific Islander", "Other", or "Prefer not to say" as their respective racial category. Race was recoded into three groups to run this ANOVA. The new categories for race became "Black or African American", "White or Caucasian (includes Latino/Hispanic)", and "All else". The mean engagement for each group was as follows: "Black or African American" was 7.24 out of 10, "White or

Caucasian (includes Latino/Hispanic)" was 6.68 out of 10, and the mean engagement for participants who were grouped into the "All else" category was 8.09 out of 10. According to the ANOVA results (F=1.09) there is not a significant difference between these means. Therefore, race does not significantly influence family engagement. The null hypothesis is retained.

Table 3.

OLS Regression of Family Engagement by Education and Race

	Model 1	Model 2
Education	-0.01	-0.06
Race (White)		
Black		0.64
All Else		1.31
R²	0.00	0.03

Note: N=66; $p < .05^*$, $p < 0.01^{**}$, $p < 0.001^{***}$

 In this OLS regression test, Model 1 compares the relationship between education (independent variable) and family engagement (dependent variable). Model 2 compares the relationship between education (independent variable), alongside the racial categories of "black" (independent variable) and "all else" (independent variable), with family engagement (dependent variable). The R² statistic is 0.03 meaning that this model explains 2.67% of the variation in the dependent variable (family engagement). This OLS regression test shows that for every one unit increase in education, family engagement

decreases by 0.06 units. Therefore, it appears that race does not contribute significantly to the relationship between education and family engagement; thus the findings of this model are not significant.

Conclusion

The current study employed three different statistical tests to analyze the data at hand. As the tables above demonstrate, the results of each test showed that race is not a significant predictor of family engagement in Head Start Family Fun Time Activities. The resultant t-value from the independent sample T-test was 0.14 (>0.05), the f-value from the one-way ANOVA test was 1.09 (>0.05), and the regression score from the OLS regression test comparing education and race with family engagement was 0.06 (>0.05). The findings of these tests prove that race cannot be regarded as a significant predictor of family engagement in early childhood education at Head Start programs. This finding matters, despite its statistical insignificance, because it provides empirical evidence to debunk a commonly held racial stereotype: that families of color are less involved in their child(ren)'s education.