Understanding Head Start Children and Families in Spring 2020:
FACES 2019 Descriptive Data Tables and Study Design

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OVERVIEW

Head Start is a national program that helps young children from families with low incomes get ready to succeed in school. It does this by working to promote their early learning and health and their families' well-being. Head Start connects families with medical, dental, and mental health services to be sure that children are receiving the services they need to develop well. It also involves parents in their children's learning and development, and helps parents make progress on their own goals, such as housing stability, continuing education, and financial security (Administration for Children and Families 2020). Head Start operates by providing grants to local public and private nonprofit and for-profit agencies. The agencies in turn deliver comprehensive children's development services to economically disadvantaged children and families.

Introduction

The Head Start Family and Child Experiences Survey (FACES) provides national information about Head Start programs and participants. Mathematica and its partners—Educational Testing Service and Juárez and Associates—conducted the study under contract to the Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Data from the study respond to current policy questions and support programs and practitioners working with Head Start families.

This report includes information on the FACES 2019 study design, and presents key findings from the study's spring 2020 data collection. According to the study design, FACES would have assessed children's readiness for school, surveyed parents, and asked teachers to provide information on children in fall and spring of the 2019–2020 Head Start year. However, data collection in spring 2020 began at around the same time that COVID-19 was declared a pandemic by the World Health Organization and a public health emergency by the U.S. Centers for Disease Control (2020). In response, most Head Start programs closed their physical buildings and changed their operations to continue to meet the needs of the families who participate. Therefore, FACES cancelled the in-person data collection of direct assessments in spring 2020.

Topics

1. Children's characteristics, families' backgrounds, and home environments in fall 2019 and spring 2020, and any changes from fall 2019 to spring 2020

2. Children's social-emotional skills in spring 2020, and any changes from fall 2019 to spring 2020

3. Children's physical health and disability status in spring 2020, and any changes from fall 2019 to spring 2020

Purpose

The purpose of this report is to (1) provide information about the FACES 2019 study, including the background, design, methodology, assessments, and analytic methods; and (2) report detailed

descriptive statistics (averages, response ranges, and percentages) and related standard errors (the estimate of the standard deviation of each statistic) in a series of tables.

In reporting on the children and families, we use a number of terms that are commonly used in the early childhood field, but might not be familiar to general readers. We define those terms for general readers in a list of key terms. We also include a list of acronyms, formed from the first letters of longer names.

Findings and highlights

For children's characteristics, families' backgrounds, home environments, and program experiences (Section A), the tables show:

- Demographic characteristics (for example, age, race or ethnicity, language(s) spoken in the home, and who lives in the household) as reported in fall 2019 for children still enrolled in spring 2020

- Participation in an Early Head Start program serving infants and toddlers, and continuity in the current Head Start setting, as reported in fall 2019 for children who were still enrolled in spring 2020

- Parents' education and employment status in fall 2019, for parents whose children were still enrolled in spring 2020

- Household income as a percentage of federal poverty threshold, as reported in fall 2019 for households with children who were still enrolled in spring 2020

- Parents' total scores on depressive symptoms (such as feelings of sadness, hopelessness, or restlessness) in spring 2020

- Activities families do with children, how often parents and children read books together, and household bedtime and dinner routines in spring 2020 and fall 2019 to spring 2020 change

- Parents' child care plans for next year as of spring 2020

- Parents' participation in and satisfaction in Head Start activities in spring 2020

- Parents' report of program staff's culturally responsive practices in spring 2020

For children's social-emotional skills (Section B) and physical health and disability status (Section C), the tables show:

- Reliability of teacher-reported items that measure children's social skills, problem behaviors such as aggression and hyperactivity, and approaches to learning (such as concentration and eagerness to learn) in spring 2020

- Teachers' report of children's social skills, problem behaviors, and approaches to learning in spring 2020 and fall 2019 to spring 2020 change

- Teachers' report of children's disability status and type, and Individualized Education Program (IEP)/Individual Family Service Plan (IFSP) status in spring 2020

- Parents' reports of children's health status in spring 2020 and fall 2019 to spring 2020 change

The tables provide this information for all Head Start children. For some characteristics, the tables also provide the information by age or Head Start exposure (those who were newly entering Head Start versus those who were returning for a second year in fall 2019).

Methods

The FACES 2019 sample provides information at the national level about Head Start programs, centers, classrooms, and the children and families who participate. We selected a sample of Head Start programs from the 2017–2018 Head Start Program Information Report (PIR).[1] The sample included two centers per program and two classrooms per center. Within each classroom, we randomly selected 12 children for the study.

In response to the COVID-19 pandemic, FACES cancelled all in-person data collection but continued remote data collection in spring 2020. In total, 59 programs, 115 centers, 221 classrooms, and 2,132 children were still study participants in spring 2020. Of these 2,132 children, 1,162 had at least one parent survey completed and at least one of the fall or spring Teacher Child Reports (TCRs). The study did not conduct direct assessments or collect assessor ratings data in spring 2020. The tables provide information from parent surveys and TCRs. We also include information in this report on parent survey and TCR response rates.

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[1] The PIR provides data on the services, staff, children, and families in Head Start programs across the country. All grantees and delegates must submit a PIR for Head Start programs.

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STANDARD ERRORS FOR CHILDREN'S PHYSICAL HEALTH AND DISABILITY STATUS: FALL 2019, SPRING 2020, AND FALL 2019-SPRING 2020 CHANGE

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INTRODUCTION

Head Start is a national program that helps young children from families with low incomes get ready to succeed in school. It does this by working to promote their early learning and health and their families' well-being. Head Start connects families with medical, dental, and mental health services to be sure that children are getting the services they need to develop well. Head Start also involves parents in their children's learning and development, and helps parents make progress on their own goals, such as housing stability, continuing education, and financial security (Administration for Children and Families 2020). Head Start operates by providing grants to local public and private nonprofit and for-profit agencies. The agencies in turn deliver comprehensive childrens' development services to economically disadvantaged children and families.

The Head Start Family and Child Experiences Survey (FACES) provides national information about Head Start programs and participants. FACES began in 1997 as a study of Head Start performance. A series of nationally representative samples of Head Start children and their families, classrooms, and programs describe the population in Head Start; staff qualifications, credentials, and opinions; Head Start classroom practices and characteristics; and the outcomes of children and families. Typically, it includes assessments of children that measure children's cognitive skills, social-emotional skills, and physical health and disability status; observations of classroom quality; and surveys of children's parents, teachers, and program directors. The study is designed to help policymakers address current policy questions and to support programs and practitioners working with Head Start families.

In 2017, the Office of Planning, Research, and Evaluation in the Administration for Children and Families, U.S. Department of Health and Human Services, contracted with Mathematica and its partners—Educational Testing Service and Juárez and Associates—to design and conduct FACES 2019. FACES 2019 uses a variety of data collection activities to capture key characteristics and indicators related to programs, classrooms, families, and children.

In the following tables, we present findings on children and families from fall 2019 and spring 2020.[2] The first set of tables are on children's characteristics, families' backgrounds, and home environments (Section A). Some tables also report this information by children's age or Head Start exposure (those who were newly entering Head Start versus those who were returning for a second year in fall 2019).[3] We examine these characteristics of children, families, and homes to understand the population of children who are in Head Start and how their experiences in Head Start might fit into the larger context in which they are developing. The influence that early care and education experiences have on young children often depends on children's prior experiences and their family and home characteristics (Burchinal et al. 2002; Bryk and Schneider 2003; Fantuzzo and McWayne 2002; Lopez et al. 1999; Yoshikawa et al. 2013). Head Start programs

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[2] See the section Overview of Sampling and Data Collection Methods for information on the impact of the COVID-19 pandemic on in-person data collection. See Doran et al. (2022) for findings on classrooms and programs from spring 2020.

[3] Children's status as newly entering versus returning refers only to their participation in preschool Head Start, regardless of whether they were enrolled in Early Head Start.

may use this information to shape services to meet the needs of the children and families who participate.

In the next two sets of tables, we provide information on children's social-emotional skills (Section B) and their physical health and disability status (Section C). We provide information for all children and show results by children's age and Head Start exposure (those who were newly entering Head Start versus those who were returning for a second year in fall 2019). Differences in children's skills by their background characteristics (age, Head Start exposure) could have implications for classroom practice.

Each section includes a set of tables focusing on characteristics in spring 2020, and a subset of tables focusing on change during the program year (fall 2019 to spring 2020). Many of these items and assessments were collected both in fall 2019 and in spring 2020, making it possible to measure growth in children's skills and behaviors by comparing their scores in successive waves. We highlight fall–spring change that is statistically significant at the $p \leq .05$ level and lower and therefore, are unlikely to differ due to chance. Tables focusing on fall–spring change only include cases with valid data on the survey in both the fall and the spring. The Section A tables also include a set of tables that draw on data from the fall 2019 parent survey to describe the population at the beginning of the program year.

Because many tables include data from more than one instrument or from both waves (fall 2019 and spring 2020), a source note under each table describes the instrument(s) and wave(s) that are sources for the data in the table. Some tables use fall 2019 data to create subgroups that provide the information by age or Head Start exposure (those who were newly entering Head Start versus those who were returning for a second year in fall 2019).

In addition, there are standard error tables in Sections AA (children's characteristics, families' backgrounds, and home environments), BB (children's social-emotional skills), and CC (children's physical health and disability status). In the standard error tables, we show the estimate of the standard deviation of each reported mean (average) or percentage. The standard error tables can be used to determine the stability of the estimates. Readers can also use the standard errors with the means (averages) and percentages presented in the tables to see whether differences between those estimates are statistically significant and are unlikely to differ due to chance. See the Overview of Population Estimates section for more details.

Logic model

The Head Start logic model in Figure 1 shows the key parts of Head Start and the outcomes Head Start is designed to achieve. The logic model shows the expected pathways from inputs, which are the resources that a program has, to the ultimate goal of achieving better outcomes for children and families. The underlying assumptions are:

- **Program inputs** (for example, resources and funding, or staff characteristics) are linked with the **activities** provided by Head Start (for example, staff support, curricula, and assessments). Those activities in turn produce key **outputs** (for example, quality of instruction and children's attendance) that ultimately lead to child and family development and well-being **outcomes**.

- The model is not one-directional. Some activities, outputs, and outcomes may directly influence other parts of the model. For example, child and family well-being may influence

the activities conducted by programs, because programs design activities to meet families' needs.

- A broader context influences all inputs, activities, outputs, and outcomes. For example, federal, state, or local policies influence the inputs available to Head Start programs and families.

In Figure 1, we show in black italics the data reported in the spring 2020 data tables. In response to the COVID-19 pandemic in spring 2020, the study discontinued all in-person data collection, discussed further in the Overview of Sample and Data Collection Methods During the COVID-19 Pandemic section.[4] Consequently, the children's developmental outcomes described in this report are based only on parent surveys and TCRs. The study did not conduct direct assessments or collect assessor ratings in spring 2020.

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[4] In-person data collection typically includes direct assessment (tests conducted with children) that measure children's language (English and Spanish receptive vocabulary [words a child understands], English expressive vocabulary [words a child can say], conceptual expressive vocabulary [words a child can say in either English or Spanish]), literacy (letter-word knowledge, early writing skills), and math skills, as well as physical health (height and weight) and executive function (self-regulation). It also includes assessor ratings of children's behavior in the assessment situation (cognitive/social behaviors). More information on these assessments can be found in the FACES fall 2019 report (Kopack Klein, Aikens et al. 2021).

Figure 1. Logic model for Head Start
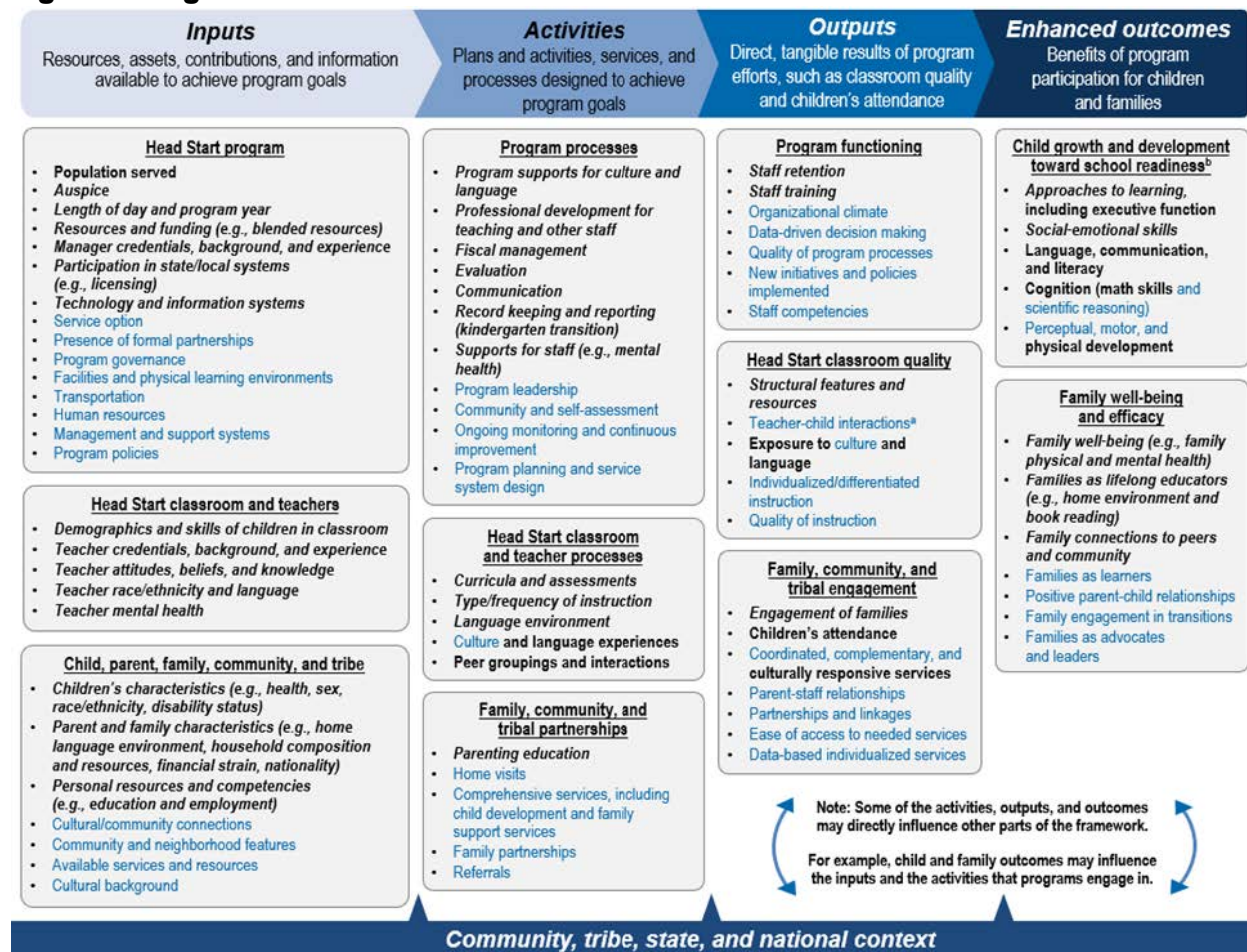
Note: The logic model is a more comprehensive view of Head Start that goes beyond what the FACES studies can measure. The items shown in the bullets in bold black font were measured in FACES 2019. The items shown in the bullets in regular blue font were not measured. The items shown in the bullets in bold and italics are reported in the spring 2020 data tables, either in this report or in "A Portrait of Head Start Classrooms and Programs in Spring 2020: FACES 2019 Descriptive Data Tables and Study Design" (Doran et al. 2022). The item shown in the bullet with a superscript (a) was planned for spring 2020 data collection but was not measured for the full sample due to the COVID-19 pandemic and cancelling classroom observations. Some items shown in the section with a superscript (b) were measured in the Teacher Child Report and direct assessment for the full sample in fall 2019 but only by the Teacher Child Report for the full sample in spring 2020. See the Overview of Sample and Data Collection Methods During the COVID-19 Pandemic section for details.

OVERVIEW OF SAMPLE AND DATA COLLECTION METHODS DURING THE COVID-19 PANDEMIC

We selected a sample of Head Start programs from the 2017–2018 Head Start Program Information Report (PIR); the sample included two centers per program and two classrooms per center. Within each classroom, we randomly selected 12 children for the study. In total, 59 programs, 115 centers, and 221 classrooms were still participating in the study in spring 2020, and 2,132 children were still enrolled in the study in spring 2020.[5] Of these 2,132 children, 1,162 had at least one (that is, fall or spring) parent survey completed and at least one of the fall or spring TCRs.

Data collection during the COVID-19 pandemic

Data collection in spring 2020 began at around the same time that COVID-19 was declared a pandemic by the World Health Organization and a public health emergency by the U.S. Centers for Disease Control (2020). The outbreak of COVID-19 has had a significant impact around the world. In the U.S., the COVID-19 pandemic increased unemployment and income instability, which had negative consequences for child well-being (Gassman-Pines and Gennetian 2020). The FACES 2019 spring 2020 data collection took place at the start of this difficult time for the U.S. Readers should keep in mind that data collection occurred during and after widespread shutdowns when interpreting the findings in these data tables.

In response to the COVID-19 pandemic, most early care and education (ECE) settings, including Head Start programs, closed their physical buildings and changed their operations to continue to meet the needs of the families who participate. The COVID-19 pandemic also affected FACES spring 2020 data collection. In particular, FACES cancelled in-person data collection and therefore did not conduct direct assessments or classroom observations. In Table 1, we show the data collected in fall 2019 and spring 2020 and note which data collection components were not administered due to the COVID-19 pandemic.

Table 1. FACES 2019 data collection conducted in fall 2019 and spring 2020

Instrument	Fall 2019	Spring 2020
Direct assessment[a]	X	Not conducted due to the COVID-19 pandemic
Parent survey	X	X
TCR	X	X
Classroom observation	n.a.	Not conducted due to the COVID-19 pandemic
Teacher survey[b]	n.a.	X
Program director survey[b]	n.a.	X
Center director survey[b]	n.a.	X

[a]The FACES 2019 direct assessments measured children's cognitive skills (language, literacy, and math), height and weight, and executive function (self-regulation), as well as assessor ratings of children's behavior.

[b]This report does not include data from the teacher, program director, or center director surveys. Descriptive information about these data can be found in "A Portrait of Head Start Classrooms and Programs in Spring 2020: FACES 2019 Descriptive Data Tables and Study Design" (Doran et al. 2022).

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[5] Fifty-nine of 60 sampled eligible programs agreed to participate in FACES 2019 in spring 2020. The number of centers and classrooms varied depending on program structure: for example, a program might have only one center or only one classroom in a center. All 115 sampled eligible centers and all 221 sampled eligible classrooms participated in FACES 2019 in spring 2020.

TCR = Teacher Child Report

n.a. = not applicable. FACES 2019 planned to collect classroom observations and teacher, program director, and center director surveys in spring 2020 only.

The spring 2020 data collection on children and parents through parent surveys took place over a five-month period (March–July 2020) and data collection of TCRs from teachers took place over a four-month period (April–July 2020) during the COVID-19 pandemic. As in fall 2019, the parent survey data describe children's health and other characteristics and families' backgrounds. TCRs provide information about children's social-emotional skills and developmental conditions and needs. In Table 2, we show the number of parents who completed surveys and the number of children with completed TCRs in each month. The majority of parents completed surveys in March and April, at the start of the COVID-19 pandemic, and most teachers completed their TCRs a little later, in April and May.

Table 2. Completed parent surveys and TCRs, by month

Instrument	March	April	May	June	July
Parent survey	487	380	75	21	5
TCR	n.a.	322	514	187	139

Note: These values reflect the monthly distribution of the 968 parents who completed spring 2020 parent surveys and whose child had at least one TCR in fall 2019 or spring 2020, and the 1,162 children with completed TCRs in spring 2020 and whose parent completed at least one survey in fall 2019 or spring 2020. As the TCRs were released in mid-April, none were completed in March.

TCR = Teacher Child Report

n.a. = not applicable. The TCR was not released to teachers prior to April 2020.

In Table 3, we show the number of parents and teachers who completed surveys or TCRs in time periods that correspond to the COVID-19 pandemic and the study's response to it. Before March 16, the date when many Head Start programs began to close in response to the COVID-19 pandemic, one parent had completed the survey, and the TCR had not yet been released to teachers. From March 16 to April 5, 965 parents completed surveys, and the TCR had not yet been released to teachers. In early April, we added special instructions directing parents and teachers to consider a typical time period, and not the COVID-19 pandemic period, when answering questions.[6] Such instructions continued through the rest of the survey field period. The instructions were included once, at the beginning of the surveys, and were not repeated throughout the surveys. All teachers and 501 parents completed instruments after these instructions were added. However, it is possible that the pandemic could have influenced respondents' feelings, interpretations, and thoughts about typical times, and therefore responses still may not actually reflect a typical time period despite this instruction.

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[6] Information on these statements can be found in the FACES 2019 User's Manual (Kopack Klein, Lepidus Carlson et al. 2021).

Table 3. Completed parent surveys and TCRs, relative to the timing of the COVID-19 pandemic

Instrument	Pre-COVID-19 March 11–March 15	During COVID-19, before special instructions added March 16–April 5	During COVID-19, after special instructions added April 6–July 17
Parent survey	n.a.	630	338
TCR	n.a.	n.a.	1,162

Note: These values reflect the monthly distribution of the 968 parents who completed spring 2020 parent surveys and whose child had at least one TCR in fall 2019 or spring 2020, and the 1,162 children with completed TCRs in spring 2020 and whose parent completed at least one survey in fall 2019 or spring 2020. As the TCRs were released in mid-April, none were completed in prior to the COVID-19 pandemic or before special instructions were added.

TCR = Teacher Child Report

n.a. = not applicable. No parent surveys or TCRs were completed during these windows.

Because of the COVID-19 pandemic, participation and response rates in the spring 2020 data collection were much lower than expected. If people who did not participate in data collection would have responded differently from people who did, this can create bias in study findings called nonresponse bias. This is of particular concern when response rates are low. Although bias cannot usually be measured directly, indications of the potential for bias can sometimes be found in key outcomes, and we can examine those outcomes to see whether the nonresponse-adjusted weights appear to have lessened the risk for bias. We do this by conducting a nonresponse bias analysis. This analysis showed that, for nearly all child- and parent-level characteristics, there were no differences between people who did and did not complete the surveys when weights are used. The child's primary funding source is the only characteristic that still showed a difference between people who did and did not complete the surveys when using weights. Because of this, we feel comfortable making estimates from FACES 2019 data using appropriate weights.[7]

In the 59 programs, a total of 2,132 children were eligible for the spring 2020 follow-up;[8] 1,147 children's parents completed surveys by telephone or on the web (68 percent of consented children's parents);[9] and teachers completed TCR ratings for 1,485 children (70 percent of children whose parents gave consent for them to participate) by using either a web-based or paper instrument.[10, 11]

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[7] More detailed information on the nonresponse bias analysis can be found in the FACES 2019 User's Manual (Kopack Klein, Lepidus Carlson et al. 2021).

[8] This total (2,132) represents 94 percent of the 2,260 children who were sampled, eligible, and consented for the fall 2019 baseline data collection. Six percent of children left the Head Start program they were sampled from between fall and spring and went to another Head Start program that was not part of the study.

[9] Forty-three percent of parents completed the survey on the web, and 57 percent completed it on the telephone. The parent survey was available in English or Spanish. Seventy-nine percent of parents completed the survey in English, and 21 percent of parents completed the survey in Spanish.

[10] Teachers completed 62 percent of TCRs on the web; 38 percent used a paper instrument. TCRs were available only in English.

[11] These rates are all unweighted marginal response rates and do not account for earlier stages of sampling and participation. By definition, the cumulative weighted response rates are lower. They account for the sampling weight and response rate for earlier stages of the sample (such as program, center, and classroom response rates), and fall 2019 rates for choosing children for the sample and getting their parents' consent. The corresponding cumulative response rates associated with completing the parent surveys and TCRs are 55 percent and 68 percent, respectively.

In addition to the nonresponse bias analysis, we examined potential differences in respondents to the parent survey before and after the inclusion of the special instructions. We conducted 64 omnibus significance tests of variables comparing parents who responded to the survey before the inclusion of special instructions to those who did so after. We examined whether these two groups of parents had different characteristics (such as employment status, education level, or marital status), experiences (such as household routines or child-family activities), or outcomes (such as depressive symptom scores) than parents who did so after. Of the many variables we tested, our analysis of experiences and outcomes found differences in 9 variables. We also conducted analyses to assess whether there were demographic differences based on the timing of parent survey completion, conducting 28 significance tests and finding differences in 4 variables. As we did not include any correction for the number of tests in our analysis, some of these differences may be due to chance and not true differences. Because there are not many differences between the two groups of parents (those who responded before the inclusion of special instructions and those who responded after), we are comfortable combining these groups in the descriptive analyses found in this report.[12]

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[12] Information on exploring relationships between respondent background characteristics, spring experiences, and potential outcome variables of those who responded to the parent survey can be found in the FACES 2019 User's Manual (Kopack Klein, Lepidus Carlson et al. 2021).

OVERVIEW OF COMPOSITES AND SCORES

In this section, we discuss how we measured children's (1) demographic characteristics, families' backgrounds, and the home environment; (2) social-emotional skills; and (3) physical health and disability status. We give details about composites, characteristics constructed from more than one survey item.

An example of a composite is *who is living in child's household*. This composite is constructed from two items: the people living in the house and the relationship of each member of the household to the child. Together, these two items make up the composite that indicates who is living in the child's household.

Children's characteristics, families' backgrounds, and the home environment

Parents reported on characteristics of their households (such as income and languages spoken in the home), the household members (including their relationship to the child in the sample), their own symptoms of depression (if any), and their ratings of their children's health status, among other subjects.

We created composites to describe child and family characteristics and define subgroups to provide the information by age or Head Start exposure. We describe these composites below. The composites describing the child's sex, race, and age, the language primarily spoken to the child, parents' marital status, mother's and father's ages, and mother's and father's education are based on fall 2019 data, and in some instances, spring 2020 data (if fall data are missing). All other composites are based on spring 2020 data only.

Head Start exposure identifies the percentage of children who were newly entering Head Start versus those who were returning for a second year in fall 2019. Information comes from Head Start programs (the child's date of birth and the date the child first enrolled in any Head Start program). In addition to providing tables that break out the data by Head Start exposure (that is, newly entering children versus returning children), we report some tables for newly entering children by age. Only 11 percent of the children in the sample were returning for a second year in fall 2019, so we do not report information on them separately by age; most children who were returning for a second year in fall 2019 (71 percent) were age 4 or older.

Child race/ethnicity is constructed from two questions asking parents whether the child belongs to one or more race categories and whether the child is Spanish, Hispanic, or Latino/a. If the parent indicated that the child's ethnicity was Spanish, Hispanic, or Latino/a, then we categorized the child as (1) Hispanic/Latino/a. If the parent indicated that the child was not Spanish, Hispanic, or Latino/a, then we used the one or more race categories they selected to categorize them as follows: (2) White, non-Hispanic; (3) Black, non-Hispanic; (4) American Indian or Alaska Native, non-Hispanic; (5) Asian or Pacific Islander, non-Hispanic; (6) Multiracial/biracial, non-Hispanic; and (7) Other, non-Hispanic.

Language that is always or usually spoken to the child in the home is constructed from parents' report of the language they always or usually use with the child at home. If parents reported speaking only one language in the home, we considered that to be the one they always used when speaking to the child. If they reported using more than one language in the home, we asked

which was used most often when speaking to the child. Categories include English, Spanish, and Other (non-Spanish) language.

Who is living in child's household is constructed from parents' reports of the people who live in the household, with each adult household member's relationship to the child. Categories are: child living with biological or adoptive mother and biological or adoptive father; living with biological or adoptive mother only; living with biological or adoptive father only; and living with neither the biological or adoptive mother nor the biological or adoptive father. These categories focus on biological or adoptive parents and do not include other adults, such as parents' romantic partners, stepparents, foster parents, or grandparents. Thus, for example, the "biological/adoptive mother only" category indicates that the biological or adoptive mother is the only biological or adoptive parent in the household; it does not necessarily mean the mother is the only adult in the household.

We show *parent marital status* for children who live with their biological or adoptive mother and biological or adoptive father. Marital status categories include married, registered domestic partnership or civil union, unmarried, and other.[13]

Highest level of education that mothers and fathers completed is constructed from parents' report of who lives in the household and their highest level of education. Categories include less than high school diploma, high school diploma or GED, some college/vocational/technical, and bachelor's degree or higher.

Employment status is constructed from parents' reports of who lives in the household and their current employment status. We only ask for the employment status of parents who live with the child. Categories include working full time, working part time, looking for work, not in the labor force, missing mother/father status, and no mother/father in household. We created a category showing the overall employment status for mothers and fathers across the individual employment status categories.

All potential sources of income supporting the household as a *percentage of federal poverty threshold* use 2018 thresholds set by the U.S. Census Bureau, determined by annual household income relative to the number of family members. In 2018, for example, 100 percent of the federal poverty threshold for a family of four was $25,701.[14] We also report *annual household income*, which includes all contributions from members of the household, public assistance programs, and other sources of income such as rental income, interest, and dividends. Household income is not used to determine eligibility for Head Start. Head Start qualifying criteria use family (not household) income, and there are other (non-income) ways to qualify for the program.

Parents' depressive symptoms are from the short form of the Center for Epidemiological Studies Depression (CES–D) Scale (Ross et al. 1983). Parents reported how often each item in a list of 12 statements applied to them in the past week. Scores for individual items were recoded from 0

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[13] Marital status focuses on biological or adoptive parents in the household and does not include other adults, such as parents' romantic partners, stepparents, foster parents, or grandparents. Other types of parents' marital status include divorced, separated, and widowed.

[14] When annual household income could not be constructed because of out-of-range or missing values, we imputed the continuous income variable.

to 3 and summed for a possible range of 0 to 36; total depressive symptoms scores are categorized as no to few depressive symptoms (0 to 4), mild depressive symptoms (5 to 9), moderate depressive symptoms (10 to 14), and severe depressive symptoms (15 and above). The CES-D is a screening tool, not a diagnostic tool, but scores have been correlated with clinical diagnosis (Radloff 1977).

We created a composite to describe the *number of family-child activities* by taking the sum of the number of times the parent or someone in the family did specific activities with the child in the past week (for example, taught the child songs or music, or took the child along on errands).

Findings on these topics and composites are reported in Section A.

Children's social-emotional skills

FACES 2019 used a variety of sources—teacher, assessor, and direct assessment—to get several perspectives on children's positive behavior and challenging behavior that could affect their ability to learn and interact with children of the same age and with adults. Table 1 shows the data collection components related to children's outcomes administered in fall 2019 and spring 2020. Because of the COVID-19 pandemic, the direct assessment (and assessor ratings) were not repeated in spring 2020. In spring 2020, teacher ratings in the TCR provide information about children's social-emotional skills. Teachers reported on children's cooperative classroom behavior or social skills (for example, following the teacher's directions or complimenting classmates) and on their problem behaviors (for example, hits/fights with others) in the classroom by using items taken from the Behavior Problems Index (Peterson and Zill 1986), the Personal Maturity Scale (Entwisle et al. 1997), and the Social Skills Rating Scale (Gresham and Elliott 1990). Teachers also rated children's approaches to learning (children's motivation, attention, organization, persistence, and independence in learning) by using the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 Approaches to Learning Scale (ECLS–K; U.S. Department of Education 2002).

Children's social-emotional skills scores

These scores are based on teachers' ratings of children. All scores are indicators of absolute performance, not performance relative to other children.

- *Social skills score* is a sum of 12 items with a total of 24 possible points, all related to children's cooperative behavior and social skills. The items come from the Personal Maturity Scale and the Social Skills Rating Scale. Higher scores indicate the child exhibits cooperative behavior more frequently.

- *Approaches to learning score* is a mean (average) of six items that make up the Approaches to Learning Scale from the ECLS–K. Higher scores indicate the child exhibits positive approaches to learning behaviors more frequently.

- *Problem behaviors total score* is a sum of 14 items that contains three subscale scores— Aggressive Behavior (4 items), Withdrawn Behavior (6 items), and Hyperactive Behavior (3 items).[15] The items come from an abbreviated adaptation of the Personal Maturity

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[15] The number of items in the three subscales add up to 13. One item that was not included in the subscales is included in the total score for problem behaviors. Therefore, there are a total of 14 items in the total score for problem behaviors.

Scale and from the Behavior Problems Index. Higher scores indicate the child exhibits negative behavior more frequently.

Findings on these topics and scores are reported in Section B.

Children's physical health and disability status

FACES 2019 measured children's physical health and disability status in several ways. Teachers reported on aspects of children's disability status and developmental conditions or concerns. For children with a teacher-reported disability, teachers reported on the type(s) of disability and whether the child had an Individualized Education Program (IEP) or Individual Family Service Plan (IFSP). Parents rated their child's overall health status.

Findings on these topics and composites are reported in Section C.

OVERVIEW OF POPULATION ESTIMATES

Below, we describe how we calculated the population estimates (estimates presented for **all** Head Start children and their families based on the FACES 2019 nationally representative sample) for family characteristics and children's social-emotional skills and physical health and disability status.

The data reported in this document on child and family characteristics and children's skills are weighted to represent all Head Start children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.[16] We use weights because children across the entire sample can have different probabilities of being selected. Additionally, we use weights to adjust for changes in children's eligibility status and the effects of nonresponse. This report applies an analysis weight to include 1,162 children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020, and whose parent completed at least one survey in fall and/or spring and whose teacher completed at least one of the fall or spring TCRs. Estimates and standard errors included in the data tables are based on weighted data.

These tables also include unweighted sample sizes which, along with standard errors, show the stability of the estimates for the Head Start population.[17] For each table of population estimates, we also provide accompanying standard error tables based on the weighted estimates. Along with the standard errors, readers may compare means (averages) and percentages presented in the tables for different groups to see whether differences between those estimates are statistically significant and are unlikely to differ due to chance. Readers can use a Student's *t* test to test for statistical significance at the .05 level, where *t* equals the difference between the estimates divided by the square root of the sum of the estimates' squared standard errors. Standard errors also provide information on the stability of the estimates, where a larger standard error signifies a wider confidence interval around the estimate. For example, a 95 percent confidence interval means that we can be 95 percent sure that the range of values included in the confidence interval contains the true mean or percentage of the population, based on our sample. The larger the sample size, the narrower the confidence interval. In the context of FACES, the confidence interval reflects the sampling variance for the estimates presented in this report based on the sample of children who participate in FACES and the range of possible true values for the entire population of Head Start participants.

To examine whether estimates in the fall differed significantly from those in the spring, we conducted ordinal regressions (for ordinal variables) and linear regressions (for binary variables),

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[16] This includes children who are new to the program and those who are returning for a second year in fall 2019.

[17] The number of children within and across tables can vary depending on item nonresponse, which happens when there are data from a parent survey or TCR for a child but a specific item within that instrument is missing. This can happen if an item is not administered by design or if someone chooses not to respond to a particular item. For example, in the parent survey, a parent may not receive an item based on a response to an earlier "gateway" item. Rates of item-level missing data are low in FACES 2019. Data on key children's characteristics such as race/ethnicity, age, sex, and language that is always or usually spoken to child in home are present for all sample members or missing in less than 1 percent of cases. Another type of FACES 2019 missing data is unit nonresponse, when the entire parent survey or TCR is missing. Rates of unit nonresponse are higher than in prior FACES studies. Our approach to addressing unit nonresponse is the use of analysis weights. For more information about how to handle nonresponse in FACES 2019 data, see the FACES 2019 User's Manual (Kopack Klein, Lepidus Carlson et al. 2021).

reporting those that are statistically significant at the $p \leq .05$ level. Some differences, although statistically significant, are very small and may not always be practically meaningful. We did not make adjustments for multiple comparisons. We examined fall-spring change across all children and separately for child's Head Start exposure (newly entering Head Start versus returning for a second year, and newly entering 3-year-olds versus newly entering 4-year-olds) and by child age (3-year-olds versus 4-year-olds). Specifically, significance tests examined whether mean values differed between fall and spring or whether the percentage of children with a specific characteristic differed between the two time points.

KEY TERMS

Analysis weights. A value applied to each child, parent, or staff observation before results can be generalized to represent the broader population of Region XI Head Start children, their families, programs, classrooms, or teachers.

Absolute performance. Scores that reflect a child's performance on an assessment isolated from any context; that is, without taking the performance of other children into account.

Approaches to learning. Children's motivation, attention, organization, persistence, and independence in learning.

Assessments. Measure children's skills or performance on a given area like language, literacy, math, and others, usually resulting in a score given either in the context of other children's performance or given without that context according to a criterion or criteria.

Composite. A characteristic constructed from more than one survey or measurement item.

Confidence interval. A range of values that the true estimate is expected lie in.

COVID-19 (for coronavirus disease 2019). An infectious disease that was declared a pandemic by the World Health Organization and a public health emergency by the U.S. Centers for Disease Control in March 2020.

Depressive symptoms. Feelings of sadness, hopelessness, or restlessness

Federal poverty thresholds. Set by the U.S. Census Bureau, these thresholds are based on household income relative to the number of family members in the house. For example, the federal poverty threshold for a family of four in 2018 was $25,701, representing 100 percent of the federal poverty threshold.

Head Start exposure. Length of time in the program, specifically whether children are newly entering Head Start for the first time or returning for a second year.

Head Start Program Information Report (PIR). The PIR provides data on the services, staff, children, and families in Head Start programs. All grantees and delegates must submit a PIR annually for Head Start programs. (The PIR was not required in the 2019–2020 program year because of the COVID-19 pandemic).

Lead teacher. The head or primary teacher in the classroom.

Nonresponse bias analysis. An analysis examining (1) whether important outcomes seem like they might be biased because certain people did not respond, based on comparing those who responded to the survey with those who did not, and (2) whether weights applied by the researcher lessen the severity of this bias.

Raw score. Indicator of absolute performance based on the items the child received. Calculated as either the sum of correct items, sum of items, or mean of items depending on the type of assessment. Raw scores are used to calculate other scores such as standard scores.

Social-emotional skills. Children's cooperative classroom behavior or social skills (such as following teacher's directions or complimenting classmates) and problem behaviors (such as aggression and hyperactivity).

Standard deviation. The amount of variation or spread of a set of scores or values. For standard scores, they highlight how far away a child's performance is from the mean score of 100.

Standard error. The estimate of the standard deviation of each score or value.

Subscale score. A score calculated from a set of items within a larger assessment that measures a particular aspect of the trait being measured (for example, hyperactive behavior as one part of a total problem behaviors score).

ACRONYMS

CES-D: Center for Epidemiological Studies Depression Scale

COVID-19: Coronavirus disease 2019 (year of origin)

ECE: Early care and education

ECLS–K: Early Childhood Longitudinal Study, Kindergarten Class of 1998–99

FACES: Head Start Family and Child Experiences Survey

IEP: Individualized Education Program

IFSP: Individual Family Service Plan

PIR: Program Information Report

TCR: Teacher Child Report

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SECTION A

CHILDREN'S CHARACTERISTICS, FAMILIES' BACKGROUNDS, AND HOME ENVIRONMENTS: FALL 2019, SPRING 2020, AND FALL 2019–SPRING 2020 CHANGE

Return to description of Section A topics and composites.

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Table A.1. Children's demographic characteristics

	n	Percentage
Head Start exposure	1,162	
Newly entering children		88.7
Returning children		11.3
Age as of September 1, 2019	1,162	
3 years old or younger		52.2
4 years old or older		47.8
Race/ethnicity	1,159	
White, non-Hispanic		20.2
Black, non-Hispanic		35.4
Hispanic/Latino/a		34.1
American Indian or Alaska Native, non-Hispanic		0.6
Asian or Pacific Islander, non-Hispanic		2.4
Multiracial/biracial, non-Hispanic		7.2
Other, non-Hispanic[a]		0.2
Sex	1,162	
Female		49.1
Male		50.9

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

    The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

    Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]"Other, non-Hispanic" includes respondents who noted a language or religion (rather than a race or ethnicity) or who did not fit into a category included in the table.

Table A.2. Children's demographic characteristics, by Head Start exposure

	All newly entering children		All returning children	
	n	Percentage	n	Percentage
Age as of September 1, 2019	1,072		90	
3 years old or younger		55.2		28.8
4 years old or older		44.8		71.2
Race/ethnicity	1,069		90	
White, non-Hispanic		19.8		23.8
Black, non-Hispanic		37.8		16.0
Hispanic/Latino/a		32.0		50.0
American Indian or Alaska Native, non-Hispanic		0.4		2.1
Asian or Pacific Islander, non-Hispanic		2.7		0.0
Multiracial/biracial, non-Hispanic		7.1		7.6
Other, non-Hispanic[a]		0.1		0.5
Sex	1,072		90	
Female		49.0		50.5
Male		51.0		49.5

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

Note: The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Note: Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]"Other, non-Hispanic" includes respondents who specified a language or religion (rather than a race or ethnicity) or who did not fit into a specified category.

Table A.3. Demographic characteristics of newly entering children in Head Start, by age

| | Newly entering children by age | | | |
| | 3 years old or younger[a] | | 4 years old or older[a] | |
	n	Percentage	n	Percentage
Race/ethnicity	565		504	
White, non-Hispanic		18.1		21.9
Black, non-Hispanic		42.0		32.7
Hispanic/Latino/a		31.8		32.3
American Indian or Alaska Native, non-Hispanic		0.4		0.4
Asian or Pacific Islander, non-Hispanic		2.1		3.4
Multiracial/biracial, non-Hispanic		5.4		9.3
Other, non-Hispanic[b]		0.2		0.0
Sex	568		504	
Female		50.2		47.4
Male		49.8		52.6

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Age as of September 1, 2019.

[b]"Other, non-Hispanic" includes respondents who specified a language or religion (rather than a race or ethnicity) or who did not fit into a specified category.

Table A.4. Whether children participated in Early Head Start and continued in the same center for Head Start

	n	Percentage
Participated in Early Head Start (EHS)	1,076	
Yes		23.9
No		76.1
Among the children who participated in EHS, EHS center was same as Head Start center	208	
Yes		68.3
No		31.7

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each construct.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table A.5. Whether children participated in Early Head Start and continued in the same center for Head Start, by Head Start exposure

| | Newly entering children by age | | | | All newly entering children | | All returning children | |
| | 3-year-olds[a] | | 4-year-olds[a] | | | | | |
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Participated in Early Head Start (EHS)	525		461		986		90	
Yes		27.8		19.7		24.2		21.7
No		72.2		80.3		75.8		78.3
Among the children who participated in EHS, EHS center was same as Head Start center	114		65		179		29	
Yes		63.9		68.2		65.6		!
No		36.1		31.8		34.4		!

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

          The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

          Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

! Too few cases for a reliable estimate.

[a]Age as of September 1, 2019.

Table A.6. Languages spoken in the home and language always or usually spoken to the child in the home and whether that language is used for classroom instruction

	n	Percentage
All languages spoken in the home[a]		
English	1,160	91.9
Spanish	1,159	29.4
Other (non-Spanish) language[b]	1,159	7.7
Language that is always or usually spoken to the child in the home[c]		
English	1,161	78.2
Spanish	1,143	18.1
Other (non-Spanish) language[b]	1,143	2.4
Language that is always or usually spoken to the child in the home is used for classroom instruction[d]	946	
Yes		93.2
No		6.8

Source: Fall 2019 FACES Parent Survey and Spring 2020 Teacher Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 Parent Survey data were collected from March 16, 2020 to July 17, 2020. Spring 2020 Teacher Survey data were collected from April 20, 2020 to July 17, 2020.

[a]The study based this on the parent's report of languages spoken in the home; it may sum more than 100 percent if the family speaks more than one language.

[b]"Other (non-Spanish) language" includes languages such as Russian and Nepali.

[c]Parents could report using more than one language in the home. If they reported using only one language in the home, we considered that to be the language always spoken to the child in the home. If parents reported using more than one language in the home, we asked about and used the language that is usually spoken to the child.

[d]The study based this on the teacher's report of the language(s) used for instruction in the classroom, as well as the parent's report of the language that is always or usually spoken to the child at home.

Table A.7. Languages spoken in the home and language always or usually spoken to the child in the home, and whether primarily language is used for classroom instruction, by Head Start exposure

| | Newly entering children by age | | | | | | | |
| | 3-year-olds[a] | | 4-year-olds[a] | | All newly entering children | | All returning children | |
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Language(s) spoken in the home[b]								
English	566	91.9	504	91.6	1,070	91.8	90	92.6
Spanish	567	29.3	503	27.3	1,070	28.4	89	36.9
Other (non-Spanish) language[c]	567	5.8	503	9.4	1,070	7.4	89	9.9
Language that is always or usually spoken to the child in the home[d]								
English	567	80.4	504	78.2	1,071	79.4	90	69.4
Spanish	562	17.1	491	16.5	1,053	16.8	90	28.3
Other (non-Spanish) language[c]	562	2.2	491	2.6	1,053	2.4	90	2.3
Language that is always or usually spoken to the child in the home is used for classroom instruction[e]	461		411		872		74	
Yes		95.7		93.4		94.7		82.2
No		4.3		6.6		5.3		17.8

Source: Fall 2019 FACES Parent Survey, Spring 2020 Teacher Survey, and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 Parent Survey data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic. Spring 2020 Teacher Survey data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Age as of September 1, 2019.

[b]The study based this on the parent's report of languages spoken in the home; it may sum to more than 100 percent if the family speaks more than one language.

[c]"Other (non-Spanish) language" includes languages such as Russian and Nepali.

[d]Parents could report using more than one language in the home. If they reported using only one language in the home, we considered that to be the language always spoken to the child in the home. If parents reported using more than one language in the home, we asked about and used the language that is usually spoken to the child.

[e]This study based this on the teacher's report of the language(s) used for instruction in the classroom, as well as the parent's report of the language that is always or usually spoken to the child at home.

Table A.8. Who is living in child's household[a]

	n	Percentage
Child living with	1,081	
Mother and father		33.1
Married		20.9
Registered domestic partnership or civil union		1.5
Unmarried		9.2
Marital status not reported		0.4
Mother only		57.5
Father only		5.1
Neither mother nor father		4.4

	n	Mean	Reported range
Number of people in household[b]	1,081	2.7	2 - 8

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]This table focuses on biological/adoptive parents and does not include other adults, such as parents' romantic partners, step-parents, foster parents, or grandparents. For example, the "Mother only" category indicates that the biological/adoptive mother is the only biological/adoptive parent in the household; it does not mean that is the mother is the only adult in the household.

[b]Number of people includes anyone who normally lives in the household with the child (including relatives and non-relatives).

Table A.9. Who is living in child's household, by Head Start exposure[a]

| | Newly entering children by age | | | | | | | |
| | 3-year-olds[b] | | 4-year-olds[b] | | All newly entering children | | All returning children | |
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Child living with	528		463		991		90	
Mother and father		32.6		32.1		32.4		38.4
Married		17.4		23.2		19.9		28.1
Registered domestic partnership or civil union		2.4		0.7		1.6		0.8
Unmarried		11.5		6.1		9.1		9.5
Marital status not reported		0.5		0.3		0.5		0.0
Mother only		59.7		58.3		59.1		45.7
Father only		3.6		4.8		4.1		12.3
Neither mother nor father		4.2		4.8		4.5		3.6

	n	Mean (reported range)	n	Mean (reported range)	n	Mean (reported range)	n	Mean (reported range)
Number of people in household[c]	528	2.7 (2 - 8)	463	2.7 (2 - 6)	991	2.7 (2 - 8)	90	2.8 (2 - 6)

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]This table focuses on biological/adoptive parents and does not include other adults, such as parents' romantic partners, step-parents, foster parents, or grandparents. For example, the "Mother only" category indicates that the biological/adoptive mother is the only biological/adoptive parent in the household; it does not mean the mother is the only adult in the household.

[b]Age as of September 1, 2019.

[c]Number of people includes anyone who normally lives in the household with the child (including relatives and non-relatives).

Table A.10. Highest level of education mothers and fathers completed, for children who live with at least one parent[a]

	n	Percentage
Mothers in household	985	
Less than high school diploma		20.9
High school diploma or GED		36.8
Some college/vocational/technical/Associate degree		33.5
Bachelor's degree or higher		8.9
Fathers in household	381	
Less than high school diploma		28.3
High school diploma or GED		36.2
Some college/vocational/technical/Associate degree		20.3
Bachelor's degree or higher		15.2

Source:	Fall 2019 FACES Parent Survey.

Note:	Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Data include one- or two-parent households with biological or adoptive parents. We exclude the 4.4 percent of children whose households do not include a biological or adoptive parent.

Table A.11. Highest level of education mothers and fathers completed, for children who live with at least one parent, by Head Start exposure[a]

	Newly entering children by age				All newly entering children		All returning children	
	3-year-olds[b]		4-year-olds[b]					
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Mothers in household	528		463		991		90	
Less than high school diploma		22.3		22.8		22.5		7.8
High school diploma or GED		36.0		37.2		36.5		38.9
Some college/vocational/ technical/Associate degree		34.5		31.1		33.1		36.5
Bachelor's degree or higher		7.2		8.8		7.9		16.8
Fathers in household	528		463		991		90	
Less than high school diploma		33.2		23.9		29.1		23.2
High school diploma or GED		34.0		40.1		36.6		33.7
Some college/vocational/ technical/Associate degree		21.0		21.8		21.3		14.4
Bachelor's degree or higher		11.8		14.2		12.9		28.8

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Data include one- or two-parent households with biological or adoptive parents. We exclude the 4.4 percent of children whose households do not include a biological or adoptive parent.

[b]Age as of September 1, 2019.

Table A.12. Mothers' and fathers' employment status, for children who live with at least one parent[a,b]

		Father's employment status					
		Overall mother's employment status	Working full-time	Working part-time	Looking for work	Not in labor force	Father status missing	No father in household
	n	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
Overall father's employment status	1,031	n.a.	26.8	4.9	2.4	5.0	0.8	60.1
Mother's employment status	1,031							
Working full-time		35.8	7.0	1.8	0.8	1.7	0.5	24.1
Working part-time		28.6	6.2	1.3	0.0	2.1	0.0	19.0
Looking for work		8.2	0.8	0.2	0.6	0.1	0.0	6.6
Not in labor force		20.9	9.8	0.6	0.1	0.5	0.2	9.8
Mother status missing		1.1	0.1	0.0	0.2	0.0	0.0	0.7
No mother in household		5.3	3.0	0.9	0.8	0.5	0.1	n.a.

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

   The n column in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

   Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

n.a.= not applicable. The table does not include households that do not include a mother and/or father

[a]Data reflect the percentage of children who have a mother and/or father in the designated employment status.

[b]Data include one- or two-parent households with biological or adoptive parents. We exclude the 4.4 percent of children whose households do not include a biological or adoptive parent.

Table A.13. Mothers' and fathers' employment status, for children who live with at least one parent, by Head Start exposure[a]

	All children		Newly entering children by age				All newly entering children		All returning children	
			3-year-olds[b]		4-year-olds[b]					
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Both parents working full-time	981	7.4	485	6.4	412	8.9	897	7.5	84	6.9
Single parent working full-time	981	27.8	485	25.9	412	30.4	897	27.8	84	27.2
One parent working full-time; one parent working part-time or less	981	22.0	485	22.8	412	17.7	897	20.6	84	31.6
Neither parent working full-time	981	5.9	485	5.7	412	7.6	897	6.5	84	1.7
Single parent working part-time or less	981	36.9	485	39.2	412	35.4	897	37.6	84	32.7

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Data include one- or two-parent households with biological or adoptive parents. We exclude the 4.4 percent of children whose households do not include a biological or adoptive parent.

[b]Age as of September 1, 2019.

Table A.14. All potential sources of incomesupporting the household as a percentage of federal poverty threshold[a,b]

	n	Percentage
Below 50 percent	1,081	12.0
50 to 100 percent	1,081	26.8
101 to 130 percent	1,081	20.7
131 to 185 percent	1,081	20.1
186 to 200 percent	1,081	3.7
201 percent or above	1,081	16.7

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on the construct.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]This table summarizes household income, so readers should not use it to estimate eligibility for Head Start. Head Start qualifying criteria use family (not household) income, and there are other (non-income) ways to qualify for the program. Household income in FACES includes all contributions from members of the household, public assistance programs, and other sources of income such as rental income, interest, and dividends.

[b]The federal poverty threshold is based on 2018 thresholds set by the U.S. Census Bureau, which use household income relative to number of family members. For example, 100 percent of the federal poverty threshold for a family of four in 2018 was $25,701.

Table A.15. All potential sources of income as a percentage of the federal poverty threshold, by Head Start exposure[a,b]

| | Newly entering children by age | | | | All newly entering children | | All returning children | |
| | 3-year-olds[c] | | 4-year-olds[c] | | | | | |
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Below 50 percent	528	11.7	463	12.9	991	12.2	90	10.3
50 to 100 percent	528	28.5	463	26.9	991	27.8	90	19.7
101 to 130 percent	528	20.6	463	20.4	991	20.5	90	22.2
131 to 185 percent	528	19.3	463	21.6	991	20.3	90	18.4
186 to 200 percent	528	2.7	463	1.8	991	2.3	90	14.2
201 percent or above	528	17.2	463	16.5	991	16.9	90	15.2

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]This table summarizes household income, so readers should not use it to estimate eligibility for Head Start. Head Start qualifying criteria use family (not household) income, and there are other (non-income) ways to qualify for the program. Household income in FACES includes all contributions from members of the household, public assistance programs, and other sources of income such as rental income, interest, and dividends.

[b]The federal poverty threshold is based on 2018 thresholds set by the U.S. Census Bureau, which use household income relative to number of family members. For example, 100 percent of the federal poverty threshold for a family of four in 2018 was $25,701.

[c]Age as of September 1, 2019.

Table A.16. Household income[a]

	n	Mean	Range
Annual household income[a]	1,081	$25,689	$2,400 - 75,000

	n	Percentage
Annual household income (categories)	1,081	
<$10,000		14.8
$10,001-$20,000		32.5
$20,001-$30,000		24.0
$30,001-$40,000		14.8
$40,001-$50,000		5.0
>$50,000[b]		9.0

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.
Parents include both biological and adoptive parents.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]This table summarizes household income, so readers should not use it to estimate eligibility for Head Start. Head Start qualifying criteria use family (not household) income, and there are other (non-income) ways to qualify for the program. Household income in FACES includes all contributions from all members of the household. It includes income from public assistance programs, and other sources such as rental income, interest, and dividends.

[b]To lessen the effect of a small number of respondents who reported extremely high salaries, we limit the annual household income at a maximum of $75,000.

Table A.17. Parents' total depressive symptoms scores[a]

	n	Percentage	
Total depressive symptoms score (categories)[b]	961		
No to few (0 to 4)		65.0	
Mild (5 to 9)		18.6	
Moderate (10 to 14)		9.7	
Severe (15 to 36)		6.8	

	n	Mean	Reported range
Total depressive symptoms score[b]	961	4.7	0 - 33

Source: Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]In spring 2020, 87 percent of respondents were biological/adoptive mothers, 7 percent were biological/adoptive fathers, and the remainder were other household members.

[b]The total depressive symptoms score is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). Total scores range from 0 to 36. The publisher reports that depressive symptoms scores have been correlated with clinical diagnosis, but the CES-D is a screening tool and not used to formally diagnose depression.

Table A.18. Parents' total depressive symptoms scores, by Head Start exposure[a]

| | Newly entering children by age | | | | All newly entering children | | All returning children | |
| | 3-year-olds[b] | | 4-year-olds[b] | | | | | |
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Total depressive symptoms score (categories)[c]	469		417		886		75	
No to few (0 to 4 symptoms)		67.3		58.5		63.3		77.3
Mild (5 to 9 symptoms)		18.9		22.4		20.5		4.3
Moderate (10 to 14 symptoms)		9.1		9.2		9.2		13.4
Severe (15 to 36 symptoms)		4.6		9.8		7.0		5.0
	n	Mean (reported range)	n	Mean (reported range)	n	Mean (reported range)	n	Mean (reported range)
Total depressive symptoms score[c]	469	4.2 (0 - 28)	417	5.5 (0 - 33)	886	4.8 (0 - 33)	75	4.0 (0 - 30)

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]In spring 2020, 87 percent of respondents were biological/adoptive mothers, 7 percent were biological/adoptive fathers, and the remainder were other household members.

[b]Age as of September 1, 2019.

[c]The total depressive symptoms score is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). Total scores range from 0 to 36. The publisher reports that depressive symptoms scores have been correlated with clinical diagnosis, but the CES-D is a screening tool and not used to formally diagnose depression.

Table A.19. Number of times a family member read to the child in the past week

	n	Percentage
Not at all	967	1.8
Once or twice	967	18.9
Three or more times, but not every day	967	39.1
Every day	967	40.2

Source: Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table A.19a. Change in the number of times a family member read to the child in the past week

	n	Fall 2019	Spring 2020	Fall-spring change[a]
		Percentage	Percentage	Percentage
Not at all	886	2.3	1.5	-0.8
Once or twice	886	23.5	18.9	-4.6
Three or more times, but not every day	886	36.2	39.7	3.5
Every day	886	38.0	39.9	1.9

Source: Fall 2019 and Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table include unweighted sample sizes to identify the number of children with valid data on the construct in both fall 2019 and spring 2020.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Asterisk (*) indicates if there is a statistically significant fall-spring change at the $p \le$ .05 level. There were no statistically significant fall-spring changes in this table.

Table A.20. Number of times a family member read to the child in the past week, by Head Start exposure

| | Newly entering children by age | | | | All newly entering children | | All returning children | |
| | 3-year-olds[a] | | 4-year-olds[a] | | | | | |
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Not at all	473	2.7	419	1.3	892	2.0	75	0.0
Once or twice	473	14.4	419	25.2	892	19.3	75	16.0
Three or more times, but not every day	473	40.7	419	36.6	892	38.8	75	41.1
Every day	473	42.3	419	36.9	892	39.8	75	42.9

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on the construct.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Age as of September 1, 2019.

Table A.21. Activities that family members did with the child in the past week

	n	Percentage
Told child a story	968	
Never		3.4
1 or 2 days		27.3
3 or 4 days		27.1
Most days		42.3
Taught child letters, words, or numbers	967	
Never		0.8
1 or 2 days		9.4
3 or 4 days		23.0
Most days		66.8
Taught child songs or music	967	
Never		4.5
1 or 2 days		16.9
3 or 4 days		20.7
Most days		57.9
Played with toys or games indoors	968	
Never		0.0
1 or 2 days		9.3
3 or 4 days		12.9
Most days		77.8
Played a game, sport, or exercised together	968	
Never		2.5
1 or 2 days		24.5
3 or 4 days		27.6
Most days		45.5
Took child along on errands	967	
Never		32.7
1 or 2 days		24.4
3 or 4 days		11.1
Most days		31.7
Involved child in household chores	968	
Never		3.3
1 or 2 days		16.1
3 or 4 days		22.9
Most days		57.6
Talked about what happened in Head Start	963	
Never		9.4
1 or 2 days		12.2
3 or 4 days		12.5
Most days		65.9
Talked about TV programs or videos	965	
Never		7.0
1 or 2 days		23.7
3 or 4 days		26.1
Most days		43.3
Played counting games	968	
Never		0.8
1 or 2 days		16.1
3 or 4 days		27.8
Most days		55.3

Table A.21 *(continued)*

	n	Percentage	
Played a board game or a card game	968		
Never		18.5	
1 or 2 days		38.6	
3 or 4 days		25.8	
Most days		17.1	
Played with blocks	967		
Never		16.6	
1 or 2 days		32.3	
3 or 4 days		22.1	
Most days		29.1	
Counted different things	968		
Never		1.2	
1 or 2 days		17.2	
3 or 4 days		28.4	
Most days		53.3	

	n	Mean	Reported range[a]
Number of activities	968	12.0	5 - 13

Source: Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Possible range for the number of activities is 0 to 13.

Table A.21a. Change in the activities that family members did with the child in the past week

	n	Fall 2019	Spring 2020	Fall-Spring Change[a]
		Percentage	Percentage	Percentage
Told child a story	881			*
Never		6.0	3.3	-2.8
1 or 2 days		36.6	26.8	-9.8
3 or 4 days		18.9	26.9	8.0
Most days		38.5	43.0	4.5
Taught child letters, words, or numbers	886			*
Never		0.7	0.8	0.1
1 or 2 days		14.9	8.9	-6.0
3 or 4 days		21.6	23.5	2.0
Most days		62.9	66.8	3.9
Taught child songs or music	886			
Never		5.4	4.6	-0.8
1 or 2 days		15.9	16.6	0.7
3 or 4 days		16.7	21.8	5.0
Most days		62.0	57.0	-5.0
Played with toys or games indoors	887			
Never		0.2	0.0	-0.1
1 or 2 days		5.3	9.3	4.0
3 or 4 days		12.7	13.1	0.4
Most days		81.8	77.5	-4.3
Played a game, sport, or exercised together	887			
Never		5.0	2.6	-2.4
1 or 2 days		29.8	24.2	-5.6
3 or 4 days		23.4	28.5	5.1
Most days		41.9	44.7	2.9
Took child along on errands	886			*
Never		2.9	33.4	30.5
1 or 2 days		30.4	23.4	-7.0
3 or 4 days		16.7	11.5	-5.2
Most days		50.0	31.7	-18.2
Involved child in household chores	887			
Never		4.7	3.3	-1.4
1 or 2 days		21.3	15.7	-5.6
3 or 4 days		15.3	23.2	7.9
Most days		58.7	57.8	-0.9
Talked about what happened in Head Start	883			*
Never		1.4	9.4	8.0
1 or 2 days		3.3	11.5	8.2
3 or 4 days		9.7	12.7	3.0
Most days		85.6	66.4	-19.2
Talked about TV programs or videos	883			
Never		7.0	6.8	-0.2
1 or 2 days		28.6	23.7	-4.8

Table A.21a *(continued)*

	n	**Fall 2019** Percentage	**Spring 2020** Percentage	**Fall-Spring Change[a]** Percentage
3 or 4 days		19.4	26.4	7.0
Most days		45.0	43.1	-2.0
Played counting games	886			*
Never		2.2	0.9	-1.3
1 or 2 days		22.8	15.7	-7.1
3 or 4 days		28.3	27.9	-0.4
Most days		46.7	55.5	8.8
Played a board game or a card game	885			*
Never		31.3	18.2	-13.1
1 or 2 days		46.9	39.1	-7.8
3 or 4 days		10.1	25.4	15.3
Most days		11.7	17.3	5.6
Played with blocks	886			
Never		21.1	16.3	-4.8
1 or 2 days		31.5	31.2	-0.3
3 or 4 days		23.7	23.3	-0.4
Most days		23.7	29.3	5.6
Counted different things	885			
Never		2.6	1.1	-1.5
1 or 2 days		16.8	16.4	-0.4
3 or 4 days		26.6	30.1	3.5
Most days		53.9	52.3	-1.6

	n	**Mean (reported range)[b]**	**Mean (reported range)[b]**	**Mean**
Number of activities	887	12.1 (6 - 13)	12.0 (5 - 13)	-0.1

Source: Fall 2019 and Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2019 and spring 2020.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Asterisk (*) indicates a statistically significant fall-spring change at the $p \leq .05$ level. This change may occur in any of the four categories (never, 1 or 2 days, 3 or 4 days, and most days).

[b]Possible range for the number of activities is 0 to 13.

Table A.22. Activities that family members did with the child in the past week, by Head Start exposure

| | Newly entering children by age | | | | | | | |
| | 3-year-olds[a] | | 4-year-olds[a] | | All newly entering children | | All returning children | |
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Told child a story	473		420		893		75	
Never		3.3		4.4		3.8		0.0
1 or 2 days		23.1		33.1		27.6		25.0
3 or 4 days		31.4		22.5		27.4		24.5
Most days		42.2		40.0		41.2		50.4
Taught child letters, words, or numbers	472		420		892		75	
Never		1.3		0.1		0.8		0.8
1 or 2 days		8.5		10.1		9.2		10.8
3 or 4 days		19.3		26.3		22.5		27.3
Most days		70.9		63.5		67.5		61.1
Taught child songs or music	472		420		892		75	
Never		4.1		5.2		4.6		3.9
1 or 2 days		12.2		20.3		15.9		24.8
3 or 4 days		20.6		22.3		21.4		15.2
Most days		63.1		52.2		58.1		56.1
Played with toys or games indoors	473		420		893		75	
Never		0.0		0.0		0.0		0.0
1 or 2 days		11.0		9.5		10.3		1.4
3 or 4 days		13.2		13.0		13.1		11.1
Most days		75.8		77.4		76.5		87.5
Played a game, sport, or exercised together	473		420		893		75	
Never		1.8		3.8		2.7		0.9
1 or 2 days		23.5		25.5		24.4		24.5
3 or 4 days		29.5		26.6		28.2		23.0
Most days		45.1		44.1		44.7		51.5
Took child along on errands	472		420		892		75	
Never		36.3		25.9		31.5		41.9
1 or 2 days		23.3		28.9		25.8		13.5
3 or 4 days		11.9		9.9		11.0		11.9

Table A.22 *(continued)*

| | Newly entering children by age | | | | All newly entering children | | All returning children | |
| | 3-year-olds[a] | | 4-year-olds[a] | | | | | |
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Most days		28.5		35.3		31.6		32.7
Involved child in household chores	473		420		893		75	
Never		1.7		5.7		3.6		1.7
1 or 2 days		18.2		16.6		17.5		5.8
3 or 4 days		22.7		22.0		22.4		27.4
Most days		57.4		55.7		56.6		65.2
Talked about what happened in Head Start	470		418		888		75	
Never		9.5		10.4		9.9		5.9
1 or 2 days		9.3		15.3		12.0		13.1
3 or 4 days		13.4		12.7		13.1		8.3
Most days		67.8		61.7		65.0		72.6
Talked about TV programs or videos	471		419		890		75	
Never		8.4		6.9		7.7		1.1
1 or 2 days		21.4		25.1		23.1		28.3
3 or 4 days		33.0		19.2		26.7		21.0
Most days		37.1		48.9		42.5		49.5
Played counting games	473		420		893		75	
Never		0.7		1.2		0.9		0.0
1 or 2 days		14.0		18.4		16.0		16.6
3 or 4 days		23.5		31.2		27.0		34.3
Most days		61.8		49.2		56.1		49.1
Played a board game or a card game	473		420		893		75	
Never		18.5		18.0		18.3		19.9
1 or 2 days		38.5		38.8		38.7		38.1
3 or 4 days		26.1		23.5		24.9		32.4
Most days		16.9		19.6		18.1		9.6
Played with blocks	473		419		892		75	
Never		13.3		23.3		17.8		6.8
1 or 2 days		31.5		33.2		32.3		31.9

Table A.22 *(continued)*

	Newly entering children by age				All newly entering children		All returning children	
	3-year-olds[a]		4-year-olds[a]					
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
3 or 4 days		23.3		18.7		21.2		28.8
Most days		31.8		24.8		28.6		32.5
	473		420		893		75	
Counted different things								
Never		1.7		0.8		1.3		0.0
1 or 2 days		13.2		18.7		15.7		28.3
3 or 4 days		30.6		27.7		29.3		21.8
Most days		54.4		52.9		53.7		49.9

	n	Mean (reported range)[b]	n	Mean (reported range)[b]	n	Mean (reported range)[b]	n	Mean (reported range)[b]
Number of activities	473	12.0 (5 - 13)	420	11.9 (5 - 13)	893	12.0 (5 - 13)	75	12.2 (9 - 13)

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Age as of September 1, 2019.

[b]Possible range for the number of activities is 0 to 13.

Table A.23. Family bedtime and dinner routines

	n	Percentage
Child has regular bedtime	947	
Yes		85.2
No		14.8
Number of days per week family eats dinner together (categories)	967	
0 - 2		3.0
3 - 4		11.6
5 - 6		19.6
7		65.7

	n	Mean	Reported range[a]
Number of days per week family eats dinner together	967	6.1	0 - 7

Source: Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Possible range for the number of days per week that the family eats dinner together is 0 to 7.

Table A.23a. Change in family bedtime and dinner routines

	n	Fall 2019 Percentage	Spring 2020 Percentage	Fall-spring change[a] Percentage
Child has regular bedtime	853			
Yes		89.3	86.8	-2.5
No		10.7	13.2	2.5
Number of days per week family eats dinner together (categories)	885			
0 - 2		3.2	2.8	-0.4
3 - 4		13.7	11.0	-2.7
5 - 6		20.9	19.4	-1.5
7		62.3	66.9	4.6

	n	Mean (reported range)[b]	Mean (reported range)[b]	Mean
Number of days per week family eats dinner together	885	6.0 (0 - 7)	6.1 (0 - 7)	0.1

Source: Fall 2019 and Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2019 and spring 2020.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Asterisk (*) indicates if there is a statistically significant fall-spring change at the $p \leq .05$ level. There were no statistically significant fall-spring changes in this table.

[b]Possible range for the number of days per week that the family eats dinner together is 0 to 7.

Table A.24. Family bedtime and dinner routines, by Head Start exposure

| | Newly entering children by age | | | | | | | |
	3-year-olds[a]		4-year-olds[a]		All newly entering children		All returning children	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Child has regular bedtime	464		409		873		74	
Yes		86.6		82.6		84.8		88.3
No		13.4		17.4		15.2		11.7
Number of days per week family eats dinner together (categories)	473		419		892		75	
0 - 2		1.7		4.2		2.8		4.7
3 - 4		10.7		14.4		12.4		5.7
5 - 6		23.6		16.5		20.4		14.1
7		64.0		65.0		64.4		75.6

	n	Mean (reported range)[b]	n	Mean (reported range)	n	Mean (reported range)	n	Mean (reported range)
Number of days per week family eats dinner together	473	6.1 (1 - 7)	419	6.0 (0 - 7)	892	6.1 (0 - 7)	75	6.3 (0 - 7)

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Age as of September 1, 2019.

[b]Possible range for the number of days per week that the family eats dinner together is 0 to 7.

Table A.25. Child care plans for next year

	n	Percentage
Child care plans for next year	952	
Child will attend same Head Start center		39.8
Child will attend different Head Start center		1.1
Child will attend another preschool		6.3
Child care will be provided by relative/someone else in home		0.0
Child will attend kindergarten		51.0
Other child care plans[a]		1.8
Among children not attending same Head Start center next year, not including kindergarten, reason why parent is sending child someplace new	93	
Offers services for child's special need(s)		3.2
Close to home		36.5
Cost		0.0
Has flexible hours to fit schedule		19.3
Has a teacher who speaks child's home language		0.0
Has a teacher that parent already knows		2.3
Know family or friends who had also sent their child		4.0
Other[b]		34.7

Source: Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

            The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

            Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Examples of "other" child care plans include enrolling the child in a pre-kindergarten program and homeschooling the child.

[b]Examples of "other" reasons include enrolling the child in the same school as their siblings, homeschooling the child, and the child's being eligible for pre-K. Fewer than 14 parents specified the "other" reasons.

Table A.26. Child care plans for next year, by Head Start exposure

	Newly entering children						All returning children	
	3-year-olds[a]		4-year-olds[a]		All newly entering children			
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Child care plans for next year	462		415		877		75	
Child will attend same Head Start center		73.9		5.2		42.4		20.0
Child will attend different Head Start center		2.0		0.0		1.1		0.8
Child will attend another preschool		12.0		1.2		7.0		0.6
Child care will be provided by relative/someone else in home		0.0		0.0		0.0		0.0
Child will attend kindergarten		8.9		93.3		47.5		77.1
Other child care plans[b]		3.3		0.2		1.9		1.5
Among children not attending same Head Start center next year, not including kindergarten, reason why parent is sending child someplace new	81		8		89		4	
Offers services for child's special need(s)		3.6		!		3.3		!
Close to home		39.3		!		37.9		!
Cost		0.0		!		0.0		!
Has flexible hours to fit schedule		19.6		!		20.0		!
Has a teacher who speaks child's home language		0.0		!		0.0		!
Has a teacher that parent already knows		2.5		!		2.4		!
Know family or friends who had also sent their child		4.5		!		4.2		!
Other[c]		30.5		!		32.2		!

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

! Too few cases for a reliable estimate.

[a]Age as of September 1, 2019.

[b]Examples of "other" child care plans include enrolling the child in a pre-kindergarten program and homeschooling the child.

[c]Examples of "other" reasons include enrolling the child in the same school as their siblings, homeschooling the child, and the child's being eligible for pre-K. Fewer than 14 parents specified the "other" reasons.

Table A.27. Head Start activities that parents are involved in

	n	Percentage[a]
Volunteered in classroom	968	52.4
Observed classroom	968	66.2
Prepared food/materials for special events	967	49.2
Helped with field trips or special events	967	34.9
Attended Head Start social events	965	60.9
Attended parent education meetings or workshops	967	60.8
Attended parent/teacher conferences	966	89.7
Head Start staff visited home	966	72.6
Participated in Head Start Policy Council	946	21.2
Participated in parent committee or other planning group	967	25.6
Prepared or distributed Head Start newsletters or materials	965	14.2
Participated in fundraising activities	965	26.3
Participated in any other Head Start activities[b]	968	4.7

Source: Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on the construct.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Percentage includes parents who report participating in an activity at least once during the program year.

[b]Examples of "other" activities include planning new parent orientation and organizing toy and food donations.

Table A.28. Head Start activities that parents are involved in, by Head Start exposure

	Newly entering children by age						All returning children	
	3-year-olds[a]		4-year-olds[a]		All newly entering children			
	n	Percentage[b]	n	Percentage[b]	n	Percentage[b]	n	Percentage[b]
Volunteered in classroom	473	55.1	420	50.8	893	53.2	75	46.5
Observed classroom	473	69.2	420	64.7	893	67.2	75	59.2
Prepared food/materials for special events	473	46.3	419	55.6	892	50.5	75	38.9
Helped with field trips or special events	473	35.3	419	34.0	892	34.7	75	36.2
Attended Head Start social events	472	61.2	418	58.3	890	59.9	75	68.8
Attended parent education meetings or workshops	473	62.0	419	61.3	892	61.7	75	54.3
Attended parent/teacher conferences	471	90.9	420	91.2	891	91.1	75	79.4
Head Start staff visited home	472	73.9	419	70.0	891	72.1	75	76.6
Participated in Head Start Policy Council	459	23.2	413	21.2	872	22.3	74	13.2
Participated in parent committee or other planning group	473	24.9	419	25.8	892	25.3	75	28.4
Prepared or distributed Head Start newsletters or materials	472	14.3	418	14.2	890	14.3	75	13.7
Participated in fundraising activities	473	29.6	417	25.9	890	27.9	75	14.3

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on the construct.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Age as of September 1, 2019.

[b]Percentage includes parents who report participating in an activity at least once during the school year.

Table A.29. Culturally responsive practices of program staff

	n	Percentage
Program staff respect my family's cultural and/or religious beliefs	953	
Strongly agree		85.6
Somewhat agree		10.6
Neither agree nor disagree		2.7
Somewhat disagree		0.5
Strongly disagree		0.6
Program staff encourage me to learn about my culture and history	948	
Strongly agree		54.4
Somewhat agree		19.7
Neither agree nor disagree		20.4
Somewhat disagree		2.1
Strongly disagree		3.4
Program staff have materials for my child that positively reflect our cultural background	945	
Strongly agree		59.4
Somewhat agree		18.6
Neither agree nor disagree		16.4
Somewhat disagree		2.2
Strongly disagree		3.4

Source: Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table A.30. Culturally responsive practices of program staff, by Head Start exposure

	Newly entering children by age				All newly entering children		All returning children	
	3-year-olds[a]		4-year-olds[a]					
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Program staff respect my family's cultural and/or religious beliefs	467		412		879		74	
Strongly agree		84.3		86.3		85.2		88.9
Somewhat agree		11.8		9.9		10.9		7.9
Neither agree nor disagree		2.8		2.7		2.7		2.6
Somewhat disagree		0.5		0.6		0.5		0.0
Strongly disagree		0.6		0.6		0.6		0.6
Program staff encourage me to learn about my culture and history	466		408		874		74	
Strongly agree		54.9		55.1		55.0		49.6
Somewhat agree		19.2		18.0		18.7		27.7
Neither agree nor disagree		18.1		24.0		20.7		17.8
Somewhat disagree		3.3		1.3		2.4		0.0
Strongly disagree		4.4		1.6		3.2		4.9
Program staff have materials for my child that positively reflect our cultural background	466		406		872		73	
Strongly agree		59.4		58.7		59.1		62.1
Somewhat agree		18.8		17.1		18.0		22.8
Neither agree nor disagree		14.9		20.0		17.2		10.1
Somewhat disagree		2.6		2.3		2.5		0.4
Strongly disagree		4.3		1.9		3.2		4.7

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Age as of September 1, 2019.

Table A.31. How satisfied parents are with Head Start program activities, location, and hours

	n	Percentage
Supports and respects my family's culture and background	954	
Very satisfied		89.1
Somewhat satisfied		9.0
Somewhat dissatisfied		1.0
Very dissatisfied		0.9
Identifies and provides services for child (for example, health screening, help with speech and language development)	954	
Very satisfied		84.7
Somewhat satisfied		9.1
Somewhat dissatisfied		1.5
Very dissatisfied		1.8
Never offered		3.0
Identifies and provides services for family (for example, public assistance, transportation, or job training)	931	
Very satisfied		68.8
Somewhat satisfied		19.4
Somewhat dissatisfied		1.5
Very dissatisfied		2.0
Never offered		8.2
Prepares child to enter kindergarten	953	
Very satisfied		82.0
Somewhat satisfied		14.3
Somewhat dissatisfied		2.1
Very dissatisfied		1.6
Among children in homes where families speak any language other than English, helps child develop English language skills[a]	381	
Very satisfied		87.1
Somewhat satisfied		9.6
Somewhat dissatisfied		2.1
Very dissatisfied		1.2
Among children in homes where a language other than English is always or usually spoken, helps child's language development[b]	208	
Very satisfied		70.1
Somewhat satisfied		18.8
Somewhat dissatisfied		6.5
Very dissatisfied		4.6
Makes parent feel welcomed	956	
Very satisfied		88.6
Somewhat satisfied		10.0
Somewhat dissatisfied		0.8
Very dissatisfied		0.5
Program proximity to the child's home	954	
Very satisfied		77.5
Somewhat satisfied		17.6
Somewhat dissatisfied		2.7
Very dissatisfied		2.2

Table A.31 *(continued)*

	n	Percentage
Program hours of operation	954	
Very satisfied		75.6
Somewhat satisfied		19.4
Somewhat dissatisfied		2.4
Very dissatisfied		2.7

Source: Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Thirty-seven percent of children live in homes where the family speaks a language other than English.

[b]Twenty-one percent of children live in homes where a language other than English is always or usually spoken to them.

Table A.32. How satisfied parents are with Head Start program activities, location, and hours, by Head Start exposure

| | Newly entering children by age | | | | All newly entering children | | All returning children | |
| | 3-year-olds[a] | | 4-year-olds[a] | | | | | |
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Supports and respects my family's culture and background	468		411		879		75	
Very satisfied		89.1		89.0		89.1		89.0
Somewhat satisfied		8.9		8.9		8.9		9.7
Somewhat dissatisfied		1.2		1.0		1.1		0.0
Very dissatisfied		0.8		1.0		0.9		1.3
Identifies and provides services for child (for example, health screening, help with speech and language development)	467		414		881		73	
Very satisfied		86.4		82.9		84.8		83.3
Somewhat satisfied		9.0		9.3		9.1		8.9
Somewhat dissatisfied		1.2		1.1		1.2		4.2
Very dissatisfied		1.7		1.7		1.7		2.2
Never offered		1.6		5.0		3.2		1.4
Identifies and provides services for family (for example, public assistance, transportation, or job training)	457		402		859		72	
Very satisfied		69.5		70.0		69.7		61.1
Somewhat satisfied		18.6		19.2		18.9		24.2
Somewhat dissatisfied		2.3		0.9		1.7		0.4
Very dissatisfied		2.9		1.4		2.2		0.7
Never offered		6.8		8.5		7.5		13.7
Prepares child to enter kindergarten	465		413		878		75	
Very satisfied		80.8		85.1		82.7		76.4
Somewhat satisfied		16.2		12.0		14.3		14.5
Somewhat dissatisfied		2.3		2.3		2.3		0.8
Very dissatisfied		0.7		0.7		0.7		8.2

Table A.32 *(continued)*

	Newly entering children by age				All newly entering children		All returning children	
	3-year-olds[a]		4-year-olds[a]					
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Among children in homes where families speak any language other than English, helps child develop English language skills[b]	182		162		344		37	
Very satisfied		87.0		90.7		88.7		77.8
Somewhat satisfied		8.3		6.7		7.6		21.0
Somewhat dissatisfied		2.9		2.1		2.5		0.0
Very dissatisfied		1.9		0.5		1.2		1.2
Among children in homes where a language other than English is always or usually spoken, helps child's language development[c]	102		84		186		22	
Very satisfied		73.3		73.9		73.6		!
Somewhat satisfied		15.7		24.0		19.4		!
Somewhat dissatisfied		2.8		0.7		1.8		!
Very dissatisfied		8.2		1.5		5.2		!
Makes parent feel welcomed	465		416		881		75	
Very satisfied		90.7		89.6		90.2		76.7
Somewhat satisfied		8.0		8.9		8.4		22.1
Somewhat dissatisfied		0.7		1.2		0.9		0.0
Very dissatisfied		0.6		0.3		0.5		1.2
Program proximity to the child's home	467		412		879		75	
Very satisfied		72.9		81.7		76.9		82.0
Somewhat satisfied		22.1		12.7		17.8		16.1
Somewhat dissatisfied		2.9		3.0		2.9		1.4
Very dissatisfied		2.2		2.6		2.4		0.6
Program hours of operation	467		412		879		75	
Very satisfied		69.2		82.6		75.3		77.3
Somewhat satisfied		24.2		13.4		19.3		19.9
Somewhat dissatisfied		2.2		2.8		2.4		2.2
Very dissatisfied		4.4		1.2		2.9		0.6

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Table A.32 *(continued)*

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

! Too few cases for a reliable estimate.

[a]Age as of September 1, 2019.

[b]Thirty-seven percent of children live in homes where the family speaks a language other than English.

[c]Twenty-one percent of children live in homes where a language other than English is always or usually spoken to them.

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SECTION B
CHILDREN'S SOCIAL-EMOTIONAL SKILLS: SPRING 2020 AND FALL 2019-SPRING 2020 CHANGE

Return to description of topics and scores.

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Table B.1. Reliability of teacher-reported social skills, problem behaviors, and approaches to learning scores

	Number of items administered	Cronbach's alpha
Social skills score[a]	12	0.91
Problem behaviors total score[a]	14	0.87
Aggressive behavior subscale score	4	0.87
Hyperactive behavior subscale score	3	0.78
Withdrawn behavior subscale score	6	0.76
Approaches to learning score (ECLS–K)	6	0.92

Source: Spring 2020 FACES Teacher Child Report.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

[a]Social skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating System.

Table B.2. Social skills, problem behaviors, and approaches to learning scores

	n	Mean	SD	Reported score range	Possible score range
Social skills score[a]	1,162	17.3	5.33	2-24	0-24
Problem behaviors total score[a]	1,161	5.0	4.91	0-28	0-28
Aggressive behavior subscale score	1,160	1.5	1.99	0-8	0-8
Hyperactive behavior subscale score	1,158	1.4	1.61	0-6	0-6
Withdrawn behavior subscale score	1,162	1.7	2.07	0-12	0-12
Approaches to learning score (ECLS–K)	1,160	2.9	0.77	1-4	1-4

Source: Spring 2020 FACES Teacher Child Report.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998-99.

SD=standard deviation.

[a]Social skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating System.

Table B.2a. Change in social skills, problem behaviors, and approaches to learning scores[a]

	n	Fall 2019 Mean (reported range)	Spring 2020 Mean (reported range)	Fall-spring change[b] Mean
Social skills score[c]	1,156	15.1 (0 - 24)	17.3 (2 - 24)	2.2*
Problem behaviors total score[b]	1,161	5.5 (0 - 27)	5.0 (0 - 28)	-0.5
Aggressive behavior subscale score	1,160	1.8 (0 - 8)	1.5 (0 - 8)	-0.2*
Hyperactive behavior subscale score	1,156	1.6 (0 - 6)	1.4 (0 - 6)	-0.2*
Withdrawn behavior subscale score	1,159	1.7 (0 - 12)	1.7 (0 - 12)	-0.1
Approaches to learning score (ECLS–K)	1,157	2.7 (1 - 4)	2.9 (1 - 4)	0.2*

Source: Fall 2019 and Spring 2020 FACES Teacher Child Report.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs or score in both fall 2019 and spring 2020.

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

[a]See Table B.2 for possible response ranges.

[b]Asterisk (*) indicates a statistically significant fall-spring change at the $p \leq .05$ level.

[c]Social skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating System.

Table B.3. Social skills, problem behaviors, and approaches to learning scores, by age[a]

	3 years old or younger[b]			4 years old or older[b]		
	n	**Mean (reported range)**	**SD**	**n**	**Mean (reported range)**	**SD**
Social skills score[c]	586	16.1 (2 - 24)	5.38	576	18.7 (2 - 24)	4.91
Problem behaviors total score[c]	586	5.7 (0 - 24)	4.72	575	4.1 (0 - 28)	4.98
Aggressive behavior subscale score	585	1.8 (0 - 8)	2.00	575	1.3 (0 - 8)	1.97
Hyperactive behavior subscale score	582	1.7 (0 - 6)	1.61	576	1.1 (0 - 6)	1.53
Withdrawn behavior subscale score	586	1.8 (0 - 11)	1.98	576	1.5 (0 - 12)	2.16
Approaches to learning score (ECLS–K)	584	2.7 (1 - 4)	0.76	576	3.1 (1 - 4)	0.72

Source: Spring 2020 FACES Teacher Child Report and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

SD=standard deviation.

[a]See Table B.2 for possible response ranges.

[b]Age as of September 1, 2019.

[c]Social skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating System.

Table B.3a. Change in social skills, problem behaviors, and approaches to learning scores, by age[a]

| | 3 years old or younger[b] | | | | 4 years old or older[b] | | | |
| | | Fall 2019 | Spring 2020 | Fall-Spring Change[c] | | Fall 2019 | Spring 2020 | Fall-Spring Change[c] |
	n	Mean (reported range)	Mean (reported range)	Mean	n	Mean (reported range)	Mean (reported range)	Mean
Social skills score[d]	585	13.6 (0 - 24)	16.1 (2 - 24)	2.4*	571	16.8 (1 - 24)	18.7 (2 - 24)	2.0*
Problem behaviors total score[d]	586	6.2 (0 - 27)	5.7 (0 - 24)	-0.5	575	4.7 (0 - 24)	4.1 (0 - 28)	-0.6*
Aggressive behavior subscale score	585	1.9 (0 - 8)	1.8 (0 - 8)	-0.2	575	1.6 (0 - 8)	1.3 (0 - 8)	-0.3*
Hyperactive behavior subscale score	581	1.9 (0 - 6)	1.7 (0 - 6)	-0.2	575	1.3 (0 - 6)	1.1 (0 - 6)	-0.2*
Withdrawn behavior subscale score	585	1.9 (0 - 12)	1.8 (0 - 11)	-0.1	574	1.5 (0 - 12)	1.5 (0 - 12)	-0.0
Approaches to learning score (ECLS–K)	582	2.5 (1 - 4)	2.8 (1 - 4)	0.3*	575	2.9 (1 - 4)	3.1 (1 - 4)	0.2*

Source: Fall 2019 and Spring 2020 FACES Teacher Child Report and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or score in both fall 2019 and spring 2020.

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

[a]See Table B.2 for possible response ranges.

[b]Age as of September 1, 2019.

[c]Asterisk (*) indicates a statistically significant fall-spring change at the $p \leq$ .05 level.

[d]Social skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating System.

Table B.4. Social skills, problem behaviors, and approaches to learning scores, by Head Start exposure[a]

| | Newly entering children by age | | | | | | All newly entering children | | | All returning children | | |
| | 3-year-olds[b] | | | 4-year-olds[b] | | | | | | | | |
	n	Mean (reported range)	SD	n	Mean (reported range)	SD	n	Mean (reported range)	SD	n	Mean (reported range)	SD
Social skills score[c]	568	16.0 (2 - 24)	5.45	504	18.6 (2 - 24)	4.86	1,072	17.1 (2 - 24)	5.35	90	18.8 (2 - 24)	4.97
Problem behaviors total score[c]	568	5.7 (0 - 24)	4.68	503	4.3 (0 - 28)	5.09	1,071	5.1 (0 - 28)	4.92	90	4.1 (0 - 21)	4.72
Aggressive behavior subscale score	567	1.7 (0 - 8)	2.01	503	1.3 (0 - 8)	1.97	1,070	1.6 (0 - 8)	2.00	90	1.3 (0 - 8)	1.91
Hyperactive behavior subscale score	564	1.7 (0 - 6)	1.61	504	1.1 (0 - 6)	1.54	1,068	1.4 (0 - 6)	1.61	90	1.1 (0 - 6)	1.54
Withdrawn behavior subscale score	568	1.8 (0 - 11)	1.97	504	1.5 (0 - 12)	2.25	1,072	1.7 (0 - 12)	2.11	90	1.4 (0 - 8)	1.76
Approaches to learning score (ECLS–K)	566	2.7 (1 - 4)	0.77	504	3.1 (1 - 4)	0.71	1,070	2.9 (1 - 4)	0.77	90	3.1 (1 - 4)	0.76

Source: Spring 2020 FACES Teacher Child Report and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

SD=standard deviation.

[a]See Table B.2 for possible response ranges.

[b]Age as of September 1, 2019.

[c]Social skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating System.

Table B.4a. Change in social skills, problem behaviors, and approaches to learning scores, by age for newly entering children[a]

		3-year-olds[b]			4-year-olds[b]		
					Newly entering children by age		
		Fall 2019	**Spring 2020**	**Fall-spring change[c]**	**Fall 2019**	**Spring 2020**	**Fall-spring change[c]**
	n	**Mean (reported range)**	**Mean (reported range)**	**Mean**	**n**	**Mean (reported range)**	**Mean (reported range)**	**Mean**
Social skills score[d]	567	13.5 (0 - 24)	16.0 (2 - 24)	2.5*	499	16.5 (1 - 24)	18.6 (2 - 24)	2.1*
Problem behaviors total score[d]	568	6.3 (0 - 27)	5.7 (0 - 24)	-0.5	503	4.8 (0 - 24)	4.3 (0 - 28)	-0.5
Aggressive behavior subscale score	567	1.9 (0 - 8)	1.7 (0 - 8)	-0.2	503	1.5 (0 - 8)	1.3 (0 - 8)	-0.2
Hyperactive behavior subscale score	563	1.9 (0 - 6)	1.7 (0 - 6)	-0.2	503	1.3 (0 - 6)	1.1 (0 - 6)	-0.2*
Withdrawn behavior subscale score	567	1.9 (0 - 12)	1.8 (0 - 11)	-0.1	502	1.6 (0 - 10)	1.5 (0 - 12)	-0.0
Approaches to learning score (ECLS–K)	564	2.5 (1 - 4)	2.8 (1 - 4)	0.3*	503	2.9 (1 - 4)	3.1 (1 - 4)	0.2*

Source: Fall 2019 and Spring 2020 FACES Teacher Child Report.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or score in both fall 2019 and spring 2020.

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

[a]See Table B.2 for possible response ranges.

[b]Age as of September 1, 2019.

[c]Asterisk (*) indicates a statistically significant fall-spring change at the $p \leq .05$ level.

[d]Social skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating System.

Table B.4b. Change in social skills, problem behaviors, and approaches to learning scores, by Head Start exposure[a]

	All newly entering children				All returning children			
		Fall 2019	Spring 2020	Fall-spring change[b]		Fall 2019	Spring 2020	Fall spring change[b]
	n	Mean (reported range)	Mean (reported range)	Mean	n	Mean (reported range)	Mean (reported range)	Mean
Social skills score[c]	1,066	14.8(0 - 24)	17.1 (2 - 24)	2.3*	90	17.6 (4 - 24)	18.8 (2 - 24)	1.2
Problem behaviors total score[c]	1,071	5.6 (0 - 27)	5.1 (0 - 28)	-0.5	90	4.5 (0 - 19)	4.1 (0 - 21)	-0.4
Aggressive behavior subscale score	1,070	1.8 (0 - 8)	1.6 (0 - 8)	-0.2*	90	1.7 (0 - 8)	1.3 (0 - 8)	-0.4*
Hyperactive behavior subscale score	1,066	1.6 (0 - 6)	1.4 (0 - 6)	-0.2*	90	1.1 (0 - 6)	1.1 (0 - 6)	-0.1
Withdrawn behavior subscale score	1,069	1.8 (0 - 12)	1.7 (0 - 12)	-0.1	90	1.3 (0 - 12)	1.4 (0 - 8)	0.1
Approaches to learning score (ECLS–K)	1,067	2.7 (1 - 4)	2.9 (1 - 4)	0.3*	90	3.0 (1.2 - 4.0)	3.1 (1.2 - 4.0)	0.2

Source: Fall 2019 and Spring 2020 FACES Teacher Child Report.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or score in both fall 2019 and spring 2020.

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

[a]See Table B.2 for possible response ranges.

[b]Asterisk (*) indicates a statistically significant fall-spring change at the $p \leq .05$ level.

[c]Social skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating System

SECTION C
CHILDREN'S PHYSICAL HEALTH AND DISABILITY STATUS: SPRING 2020
AND
FALL 2019-SPRING 2020 CHANGE

Return to description of topics and composites.

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Table C.1. Teacher report of disability, delay, health impairment and IEP or IFSP status[a]

	n	Percentage
Children with disabilities	1,153	
Yes		19.9
No		80.1
Among children with disabilities		
Type of disability[b]	232	
Speech or language		80.6
Cognitive[c]		37.9
Behavioral/emotional[d]		16.9
Sensory[e]		12.8
Physical[f]		8.9
Children who have multiple disabilities	232	45.2
Children who have IEP or IFSP	226	65.6

Source: Spring 2020 FACES Teacher Child Report.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

IEP = Individualized Education Program. IFSP = Individual Family Service Plan.

[a]Surveys asked teachers whether a professional had indicated that the child had a developmental problem/delay or other special need and, if so, to specify the need or disability.

[b]Percentages do not add to 100 because teachers could report that a child has more than one disability across the categories.

[c]Cognitive disability includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

[d]Behavioral/emotional disability includes: behavior problems, hyperactivity, and attention deficit.

[e]Sensory disability includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

[f]Physical disability includes: motor impairment.

Table C.2. Teacher report of disability, delay, health impairment, and IEP or IFSP status, by age[a]

	3 years old or younger[b]		4 years old or older[b]	
	n	Percentage	n	Percentage
Children with disabilities	579		574	
Yes		20.4		19.3
No		79.6		80.7
Among children with disabilities				
Type of disability[c]	124		108	
Speech or language		80.1		81.2
Cognitive[d]		34.1		42.1
Behavioral/emotional[e]		13.1		21.2
Sensory[f]		18.4		6.3
Physical[g]		8.2		9.8
Children who have multiple disabilities	124	42.0	108	48.9
Children who have IEP or IFSP	119	60.7	107	71.0

Source: Spring 2020 FACES Teacher Child Report, Fall 2019 Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 Teacher Child Report data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic. Spring 2020 Parent Survey data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

IEP = Individualized Education Program. IFSP = Individual Family Service Plan.

[a]Surveys asked teachers whether a professional had indicated that the child had a developmental problem, delay or other special need, and if so, to indicate the specific need or disability.

[b]Age as of September 1, 2019.

[c]Percentages do not add to 100 because teachers could report that a child has more than one disability across the categories.

[d]Cognitive disability includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

[e]Behavioral/emotional disability includes: behavior problems, hyperactivity, and attention deficit.

[f]Sensory disability includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

[g]Physical disability includes: motor impairment.

Table C.3. Teacher report of disability, delay, health impairment, and IEP or IFSP status, by Head Start exposure[a]

	Newly entering children by age						All returning children	
	3-year-olds[b]		4-year-olds[b]		All newly entering children			
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Children with disabilities	561		502		1,063		90	
Yes		20.2		20.1		20.2		17.8
No		79.8		79.9		79.8		82.2
Among children with disabilities								
Type of disability[c]	120		91		211		21	
Speech or language		79.3		82.5		80.7		!
Cognitive[d]		29.7		42.7		35.6		!
Behavioral/emotional[e]		13.4		20.0		16.4		!
Sensory[f]		19.9		2.1		11.9		!
Physical[g]		8.8		8.6		8.7		!
Children who have multiple disabilities	120	38.2	91	48.8	211	42.9	21	!
Children who have IEP or IFSP	115	58.3	90	73.1	205	65.0	21	!

Source: Spring 2020 FACES Teacher Child Report, Fall 2019 Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 Teacher Child Report data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic. Spring 2020 Parent Survey data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

IEP = Individualized Education Program. IFSP = Individual Family Service Plan.

! Too few cases for a reliable estimate.

[a]Surveys asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and if so, to indicate the specific need or disability.

[b]Age as of September 1, 2019.

[c]Percentages do not add to 100 because teachers could report that a child has more than one disability across the categories.

[d]Cognitive disability includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

[e]Behavioral/emotional disability includes: behavior problems, hyperactivity, and attention deficit.

[f]Sensory disability includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

[g]Physical disability includes: motor impairment.

Table C.4. Parent report of child health status

	n	Percentage
Child health status	965	
Excellent		61.4
Very good		22.8
Good		13.4
Fair		2.3
Poor		0.0

Source: Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on the construct.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table C.4a. Change in parent report of child health status

	n	Fall 2019	Spring 2020	Fall-spring change[a]
		Percentage	Percentage	Percentage
Child health status	885			*
Excellent		53.6	61.2	7.6
Very good		28.4	23.0	-5.4
Good		13.8	13.4	-0.4
Fair		3.2	2.4	-0.8
Poor		1.0	0.0	-1.0

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on the construct in both fall 2019 and spring 2020.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Asterisk (*) indicates a statistically significant fall-spring change at the $p \leq .05$ level. This change may occur in any of the five categories (excellent, very good, good, fair, and poor).

Table C.5. Parent report of child health status, by Head Start exposure

| | Newly entering children by age | | | | | | | |
| | 3-year-olds[a] | | 4-year-olds[a] | | All newly entering children | | All returning children | |
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Child health status	470		420		890		75	
Excellent		67.6		54.2		61.5		60.9
Very good		17.3		29.9		23.1		20.9
Good		12.5		14.0		13.2		15.2
Fair		2.5		1.9		2.2		3.1
Poor		0.0		0.0		0.0		0.0

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

   The n column in this table includes unweighted sample sizes to identify the number of children with valid data on the construct.

   Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Age as of September 1, 2019.

Table C.5a. Change in parent report of child health status, by Head Start exposure

| | All newly entering children | | | | All returning children | | |
| | Fall 2019 | Spring 2020 | Fall-spring change[a] | | Fall 2019 | Spring 2020 | Fall-spring change[a] |
n	Percentage	Percentage	Percentage	n	Percentage	Percentage	Percentage
Child health status — 810			*	75			
Excellent	53.0	61.2	-8.3*		57.5	60.9	-3.3
Very good	28.7	23.3	5.3*		26.9	20.9	6.1
Good	14.6	13.1	1.4		8.6	15.2	-6.6
Fair	3.1	2.3	0.7		3.9	3.1	0.8
Poor	0.7	0.0	0.7*		3.1	0.0	3.1

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on the construct in both fall 2019 and spring 2020.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Asterisk (*) indicates a statistically significant fall-spring change at the $p \leq .05$ level. This change may occur in any of the five categories (excellent, very good, good, fair, and poor).

Table C.5b. Change in parent report of child health status of newly entering children, by age

	Newly entering 3-year-olds[a]				Newly entering 4-year-olds[a]			
		Fall 2019	**Spring 2020**	**Fall-spring change[b]**		**Fall 2019**	**Spring 2020**	**Fall-spring change[b]**
	n	**Percentage**	**Percentage**	**Percentage**	**n**	**Percentage**	**Percentage**	**Percentage**
Child health status	431			*	379			
Excellent		54.0	67.7	-13.8*		51.8	53.2	-1.4
Very good		26.1	17.7	8.4*		31.9	30.3	1.6
Good		16.9	11.9	5.1		11.6	14.7	-3.1
Fair		3.1	2.7	0.4		3.1	1.9	1.2
Poor		0.0	0.0	0.0		1.7	0.0	1.7*

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on the construct in both fall 2019 and spring 2020.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Age as of September 1, 2019.

[b]Asterisk (*) indicates a statistically significant fall-spring change at the $p \leq .05$ level. This change may occur in any of the five categories (excellent, very good, good, fair, and poor).

SECTION AA

STANDARD ERRORS FOR CHILDREN'S CHARACTERISTICS, FAMILIES' BACKGROUNDS, AND HOME ENVIRONMENTS: FALL 2019, SPRING 2020, AND FALL 2019–SPRING 2020 CHANGE

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Table AA.1. Standard errors for children's demographic characteristics

	n	SE
Head Start exposure	1,162	
Newly entering children		3.33
Returning children		3.33
Age as of September 1, 2019	1,162	
3 years old or younger		4.47
4 years old or older		4.47
Race/ethnicity	1,159	
White, non-Hispanic		3.65
Black, non-Hispanic		5.65
Hispanic/Latino/a		5.51
American Indian or Alaska Native, non-Hispanic		0.21
Asian or Pacific Islander, non-Hispanic		1.03
Multiracial/biracial, non-Hispanic		1.58
Other, non-Hispanic[a]		0.12
Sex	1,162	
Female		1.12
Male		1.12

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]"Other, non-Hispanic" includes respondents who noted a language or religion (rather than a race or ethnicity) or who did not fit into a category included in the table.

Table AA.2. Standard errors for children's demographic characteristics, by Head Start exposure

	All newly entering children		All returning children	
	n	SE	n	SE
Age as of September 1, 2019	1,072		90	
3 years old or younger		5.04		5.53
4 years old or older		5.04		5.53
Race/ethnicity	1,069		90	
White, non-Hispanic		3.68		8.07
Black, non-Hispanic		5.74		8.48
Hispanic/Latino/a		5.04		16.25
American Indian or Alaska Native, non-Hispanic		0.17		1.56
Asian or Pacific Islander, non-Hispanic		1.18		0.00
Multiracial/biracial, non-Hispanic		1.67		5.11
Other, non-Hispanic[a]		0.12		0.52
Sex	1,072		90	
Female		1.30		7.20
Male		1.30		7.20

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

Of   The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Of   Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]"Other, non-Hispanic" includes respondents who specified a language or religion (rather than a race or ethnicity) or who did not fit into a specified category.

Table AA.3. Standard errors for demographic characteristics of newly entering children in Head Start, by age[a]

	Newly entering children by age			
	3 years old or younger[a]		4 years old or older[a]	
	n	SE	n	SE
Race/ethnicity	565		504	
White, non-Hispanic		3.71		5.60
Black, non-Hispanic		9.13		5.25
Hispanic/Latino/a		6.56		5.13
American Indian or Alaska Native, non-Hispanic		0.29		0.27
Asian or Pacific Islander, non-Hispanic		1.16		1.75
Multiracial/biracial, non-Hispanic		1.12		3.06
Other, non-Hispanic[b]		0.22		0.00
Sex	568		504	
Female		1.45		2.64
Male		1.45		2.64

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Age as of September 1, 2019.

[b]"Other, non-Hispanic" includes respondents who specified a language or religion (rather than a race or ethnicity) or who did not fit into a specified category.

Table AA.4. Standard errors for whether children participated in Early Head Start and continued in the same center for Head Start

	n	SE
Participated in Early Head Start (EHS)	1,076	
Yes		3.08
No		3.08
Among the children who participated in EHS, EHS center was same as Head Start center	208	
Yes		5.24
No		5.24

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each construct.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table AA.5. Standard errors for whether children participated in Early Head Start and continued in the same center for Head Start, by Head Start exposure

	Newly entering children by age				All newly entering children		All returning children	
	3-year-olds[a]		4-year-olds[a]					
	n	SE	n	SE	n	SE	n	SE
Participated in Early Head Start (EHS)	525		461		986		90	
Yes		4.88		3.63		3.32		9.34
No		4.88		3.63		3.32		9.34
Among the children who participated in EHS, EHS center was same as Head Start center	114		65		179		29	
Yes		8.03		7.42		5.18		!
No		8.03		7.42		5.18		!

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

   The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

   Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

! Too few cases for a reliable estimate.

[a]Age as of September 1, 2019.

Table AA.6. Standard errors for languages spoken in the home and language always or usually spoken to the child in the home and whether that language is used for classroom instruction

	n	SE
All languages spoken in the home[a]		
English	1,160	1.87
Spanish	1,159	4.43
Other (non-Spanish) language[b]	1,159	1.90
Language that is always or usually spoken to the child in the home[c]		
English	1,161	4.37
Spanish	1,143	3.77
Other (non-Spanish) language[b]	1,143	1.12
Language that is always or usually spoken to the child in the home is used for classroom instruction[d]	946	
Yes		2.40
No		2.40

Source: Fall 2019 FACES Parent Survey and Spring 2020 Teacher Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 Parent Survey data were collected from March 16, 2020 to July 17, 2020. Spring 2020 Teacher Survey data were collected from April 20, 2020 to July 17, 2020.

[a]The study based this on the parent's report of languages spoken in the home; it may sum more than 100 percent if the family speaks more than one language.

[b]"Other (non-Spanish) language" includes languages such as Russian and Nepali.

[c]Parents could report using more than one language in the home. If they reported using only one language in the home, we considered that to be the language always spoken to the child in the home. If parents reported using more than one language in the home, we asked about and used the language that is usually spoken to the child.

[d]The study based this on the teacher's report of the language(s) used for instruction in the classroom, as well as the parent's report of the language that is always or usually spoken to the child at home.

Table AA.7. Standard errors for languages spoken in the home and language always or usually spoken to the child in the home, and whether primarily language is used for classroom instruction, by Head Start exposure

| | Newly entering children by age | | | | All newly entering children | | All returning children | |
| | 3-year-olds[a] | | 4-year-olds[a] | | | | | |
	n	SE	n	SE	n	SE	n	SE
Language(s) spoken in the home[b]								
English	566	2.21	504	2.42	1,070	2.04	90	2.46
Spanish	567	5.11	503	4.30	1,070	4.20	89	12.92
Other (non-Spanish) language[c]	567	1.90	503	2.66	1,070	1.86	89	5.01
Language that is always or usually spoken to the child in the home[d]								
English	567	4.65	504	5.06	1,071	4.12	90	12.06
Spanish	562	4.34	491	3.78	1,053	3.46	90	11.25
Other (non-Spanish) language[c]	562	1.02	491	1.30	1,053	0.98	90	2.63
Language that is always or usually spoken to the child in the home is used for classroom instruction[e]	461		411		872		74	
Yes		1.56		2.68		1.51		12.18
No		1.56		2.68		1.51		12.18

Source: Fall 2019 FACES Parent Survey, Spring 2020 Teacher Survey, and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 Parent Survey data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic. Spring 2020 Teacher Survey data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Age as of September 1, 2019.

[b]The study based this on the parent's report of languages spoken in the home; it may sum to more than 100 percent if the family speaks more than one language.

[c]"Other (non-Spanish) language" includes languages such as Russian and Nepali.

[d]Parents could report using more than one language in the home. If they reported using only one language in the home, we considered that to be the language always spoken to the child in the home. If parents reported using more than one language in the home, we asked about and used the language that is usually spoken to the child.

[e]This study based this on the teacher's report of the language(s) used for instruction in the classroom, as well as the parent's report of the language that is always or usually spoken to the child at home.

Table AA.8. Standard errors for who is living in child's household[a]

	n	SE
Child living with	1,081	
Mother and father		1.80
Married		1.55
Registered domestic partnership or civil union		0.51
Unmarried		1.19
Marital status not reported		0.23
Mother only		2.26
Father only		0.98
Neither mother nor father		0.85
Mean number of people in household[b]	1,081	0.04

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]This table focuses on biological/adoptive parents and does not include other adults, such as parents' romantic partners, step-parents, foster parents, or grandparents. For example, the "Mother only" category indicates that the biological/adoptive mother is the only biological/adoptive parent in the household; it does not mean that they are the only adult in the household.

[b]Number of people includes anyone who normally lives in the household with the child (including relatives and non-relatives).

Table AA.9. Standard errors for who is living in child's household, by Head Start exposure[a]

	Newly entering children by age						All returning children	
	3-year-olds[b]		4-year-olds[b]		All newly entering children			
	n	SE	n	SE	n	SE	n	SE
Child living with	528		463		991		90	
Mother and father		2.65		2.76		2.01		5.58
Married		2.02		2.48		1.59		6.95
Registered domestic partnership or civil union		1.05		0.38		0.59		0.71
Unmarried		1.61		1.48		1.26		2.50
Marital status not reported		0.41		0.33		0.26		0.00
Mother only		2.68		3.00		2.12		7.53
Father only		1.24		1.00		0.84		6.13
Neither mother nor father		1.20		1.29		0.98		2.43
Mean number of people in household[c]	528	0.08	463	0.06	991	0.06	90	0.12

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]This table focuses on biological/adoptive parents and does not include other adults, such as parents' romantic partners, step-parents, foster parents, or grandparents. For example, the "Mother only" category indicates that the biological/adoptive mother is the only biological/adoptive parent in the household; it does not mean the mother is the only adult in the household.

[b]Age as of September 1, 2019.

[c]Number of people includes anyone who normally lives in the household with the child (including relatives and non-relatives).

Table AA.10. Standard errors for highest level of education mothers and fathers completed, for children who live with at least one parent[a]

	n	SE
Mothers in household	985	
Less than high school diploma		2.42
High school diploma or GED		2.65
Some college/vocational/technical/Associate degree		3.88
Bachelor's degree or higher		1.26
Fathers in household	381	
Less than high school diploma		4.13
High school diploma or GED		4.60
Some college/vocational/technical/Associate degree		3.63
Bachelor's degree or higher		2.96

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Data include one- or two-parent households with biological or adoptive parents. We exclude the 0.85 percent of children whose households do not include a biological or adoptive parent.

Table AA.11. Standard errors for highest level of education mothers and fathers completed, for children who live with at least one parent, by Head Start exposure[a]

| | Newly entering children by age | | | | All newly entering children | | All returning children | |
| | 3-year-olds[b] | | 4-year-olds[b] | | | | | |
	n	SE	n	SE	n	SE	n	SE
Mothers in household	528		463		991		90	
Less than high school diploma		2.49		3.21		2.41		3.69
High school diploma or GED		3.78		2.78		2.59		6.98
Some college/vocational/ technical/Associate degree		5.84		3.04		4.10		6.00
Bachelor's degree or higher		1.61		1.82		1.24		3.89
Fathers in household	528		463		991		90	
Less than high school diploma		5.83		5.51		4.60		9.06
High school diploma or GED		6.91		4.96		4.99		8.87
Some college/vocational/ technical/Associate degree		5.01		4.25		3.42		6.47
Bachelor's degree or higher		5.10		3.89		3.48		8.60

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Data include one- or two-parent households with biological or adoptive parents. We exclude the 0.85 percent of children whose households do not include a biological or adoptive parent.

[b]Age as of September 1, 2019.

Table AA.12. Standard errors for mothers' and fathers' employment status, for children who live with at least one parent[a,b]

		Father's employment status						
		Overall mother's employment status	Working full-time	Working part-time	Looking for work	Not in labor force	Father status missing	No father in household
	n	SE	SE	SE	SE	SE	SE	SE
Overall father's employment status	1,031	n.a.	3.11	1.12	0.67	1.07	0.53	2.31
Mother's employment status	1,031							
Working full-time		2.58	1.35	1.07	0.33	0.61	0.50	1.78
Working part-time		3.63	1.55	0.49	0.03	1.06	0.00	2.85
Looking for work		1.32	0.28	0.15	0.31	0.08	0.00	1.05
Not in labor force		2.03	1.65	0.25	0.08	0.21	0.15	1.24
Mother status missing		0.38	0.06	0.03	0.20	0.00	0.04	0.32
No mother in household		1.02	0.68	0.42	0.47	0.28	0.08	n.a.

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

n.a.= not applicable. The table does not include households that do not include a mother and/or father

[a]Data reflect the percentage of children who have a mother and/or father in the designated employment status.

[b]Data include one- or two-parent households with biological or adoptive parents. We exclude the 0.85 percent of children whose households do not include a biological or adoptive parent.

Table AA.13. Standard errors for mothers' and fathers' employment status, for children who live with at least one parent, by Head Start exposure[a]

	All children		Newly entering children by age				All newly entering children		All returning children	
			3-year-olds[b]		4-year-olds[b]					
	n	SE	n	SE	n	SE	n	SE	n	SE
Both parents working full-time	981	1.48	485	1.69	412	1.93	897	1.58	84	3.47
Single parent working full-time	981	1.97	485	2.69	412	2.44	897	1.98	84	5.35
One parent working full-time; one parent working part-time or less	981	2.02	485	2.76	412	2.43	897	1.84	84	6.24
Neither parent working full-time	981	1.20	485	1.67	412	2.14	897	1.27	84	0.90
Single parent working part-time or less	981	2.62	485	3.41	412	3.09	897	2.53	84	9.31

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Data include one- or two-parent households with biological or adoptive parents. We exclude the 0.85 percent of children whose households do not include a biological or adoptive parent.

[b]Age as of September 1, 2019.

Table AA.14. Standard errors for all potential sources of income supporting the household as a percentage of federal poverty threshold[a,b]

	n	SE
Below 50 percent	1,081	1.28
50 to 100 percent	1,081	2.32
101 to 130 percent	1,081	2.79
131 to 185 percent	1,081	1.72
186 to 200 percent	1,081	1.03
201 percent or above	1,081	1.89

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on the construct.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]This table summarizes household income, so readers should not use it to estimate eligibility for Head Start. Head Start qualifying criteria use family (not household) income, and there are other (non-income) ways to qualify for the program. Household income in FACES includes all contributions from members of the household, public assistance programs, and other sources of income such as rental income, interest, and dividends.

[b]The federal poverty threshold is based on 2018 thresholds set by the U.S. Census Bureau, which use household income relative to number of family members. For example, 100 percent of the federal poverty threshold for a family of four in 2018 was $25,701.

Table AA.15. Standard errors for all potential sources of income as a percentage of the federal poverty threshold, by Head Start exposure[a,b]

| | Newly entering children by age | | | | All newly entering children | | All returning children | |
| | 3-year-olds[c] | | 4-year-olds[c] | | | | | |
	n	SE	n	SE	n	SE	n	SE
Below 50 percent	528	2.09	463	2.22	991	1.43	90	3.11
50 to 100 percent	528	3.01	463	3.05	991	2.25	90	6.36
101 to 130 percent	528	4.77	463	2.34	991	3.02	90	6.21
131 to 185 percent	528	2.27	463	3.67	991	1.93	90	2.36
186 to 200 percent	528	1.01	463	0.70	991	0.68	90	7.27
201 percent or above	528	3.12	463	2.87	991	2.20	90	3.70

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]This table summarizes household income, so readers should not use it to estimate eligibility for Head Start. Head Start qualifying criteria use family (not household) income, and there are other (non-income) ways to qualify for the program. Household income in FACES includes all contributions from members of the household, public assistance programs, and other sources of income such as rental income, interest, and dividends.

[b]The federal poverty threshold is based on 2018 thresholds set by the U.S. Census Bureau, which use household income relative to number of family members. For example, 100 percent of the federal poverty threshold for a family of four in 2018 was $25,701.

[c]Age as of September 1, 2019.

Table AA.16. Standard errors for household income[a]

	n	SE
Mean annual household income[a]	1,081	657.06

	n	SE
Annual household income (categories)	1,081	
<$10,000		1.50
$10,001-$20,000		3.02
$20,001-$30,000		1.59
$30,001-$40,000		2.23
$40,001-$50,000		1.04
>$50,000[b]		1.72

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.
Parents include both biological and adoptive parents.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]This table summarizes household income, so readers should not use it to estimate eligibility for Head Start. Head Start qualifying criteria use family (not household) income, and there are other (non-income) ways to qualify for the program. Household income in FACES includes all contributions from all members of the household. It includes income from public assistance programs, and other sources such as rental income, interest, and dividends.

[b]To lessen the effect of a small number of respondents who reported extremely high salaries, we limit the annual household income at a maximum of $75,000.

Table AA.17. Standard errors for parents' total depressive symptoms scores[a]

	n	SE
Total depressive symptoms score (categories)[b]	961	
No to few (0 to 4)		2.42
Mild (5 to 9)		1.92
Moderate (10 to 14)		1.62
Severe (15 to 36)		1.63
Mean total depressive symptoms score[b]	961	0.30

Source: Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]In spring 2020, 87 percent of respondents were biological/adoptive mothers, 7 percent were biological/adoptive fathers, and the remainder were other household members.

[b]The total depressive symptoms score is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). Total scores range from 0 to 36. The publisher reports that depressive symptoms scores have been correlated with clinical diagnosis, but the CES-D is a screening tool and not used to formally diagnose depression.

Table AA.18. Standard errors for parents' total depressive symptoms scores, by Head Start exposure[a]

| | Newly entering children by age | | | | All newly entering children | | All returning children | |
| | 3-year-olds[b] | | 4-year-olds[b] | | | | | |
	n	SE	n	SE	n	SE	n	SE
Total depressive symptoms score (categories)[c]	469		417		886		75	
No to few (0 to 4 symptoms)		2.72		3.90		2.44		8.59
Mild (5 to 9 symptoms)		2.26		3.42		1.78		1.72
Moderate (10 to 14 symptoms)		2.15		2.15		1.55		8.92
Severe (15 to 36 symptoms)		1.46		2.72		1.83		2.51
Mean total depressive symptoms score[c]	469	0.32	417	0.50	886	0.33	75	0.62

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

   The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

   Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]In spring 2020, 87 percent of respondents were biological/adoptive mothers, 7 percent were biological/adoptive fathers, and the remainder were other household members.

[b]Age as of September 1, 2019.

[c]The total depressive symptoms score is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). Total scores range from 0 to 36. The publisher reports that depressive symptoms scores have been correlated with clinical diagnosis, but the CES-D is a screening tool and not used to formally diagnose depression.

Table AA.19. Standard errors for number of times a family member read to the child in the past week

	n	SE
Not at all	967	0.55
Once or twice	967	2.40
Three or more times, but not every day	967	2.16
Every day	967	2.66

Source: Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table AA.19a. Standard errors for change in the number of times a family member read to the child in the past week

		Fall 2019	Spring 2020	Fall-spring change
	n	SE	SE	SE
Not at all	886	0.64	0.48	0.60
Once or twice	886	2.96	2.36	2.61
Three or more times, but not every day	886	1.99	2.36	2.19
Every day	886	3.63	2.75	2.04

Source: Fall 2019 and Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

          The n column in this table include unweighted sample sizes to identify the number of children with valid data on the construct in both fall 2019 and spring 2020.

          Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table AA.20. Standard errors for number of times a family member read to the child in the past week, by Head Start exposure

| | Newly entering children by age | | | | | | | |
| | 3-year-olds[a] | | 4-year-olds[a] | | All newly entering children | | All returning children | |
	n	SE	n	SE	n	SE	n	SE
Not at all	473	1.02	419	0.65	892	0.60	75	0.00
Once or twice	473	2.50	419	3.22	892	2.53	75	4.79
Three or more times, but not every day	473	2.93	419	3.36	892	2.23	75	5.35
Every day	473	4.27	419	2.41	892	2.72	75	8.29

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on the construct.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Age as of September 1, 2019.

Table AA.21. Standard errors for activities that family members did with the child in the past week

	n	SE
Told child a story	968	
Never		0.86
1 or 2 days		1.92
3 or 4 days		3.51
Most days		3.16
Taught child letters, words, or numbers	967	
Never		0.32
1 or 2 days		0.97
3 or 4 days		2.09
Most days		2.31
Taught child songs or music	967	
Never		1.08
1 or 2 days		2.01
3 or 4 days		1.74
Most days		2.35
Played with toys or games indoors	968	
Never		0.01
1 or 2 days		3.63
3 or 4 days		1.15
Most days		4.39
Played a game, sport, or exercised together	968	
Never		0.71
1 or 2 days		1.80
3 or 4 days		2.94
Most days		2.70
Took child along on errands	967	
Never		4.06
1 or 2 days		1.82
3 or 4 days		1.55
Most days		2.70
Involved child in household chores	968	
Never		0.84
1 or 2 days		1.80
3 or 4 days		3.00
Most days		3.46
Talked about what happened in Head Start	963	
Never		1.31
1 or 2 days		1.83
3 or 4 days		1.34
Most days		3.12
Talked about TV programs or videos	965	
Never		1.27
1 or 2 days		2.16
3 or 4 days		3.55
Most days		3.26

Table AA.21 *(continued)*

	n	SE
Played counting games	968	
Never		0.33
1 or 2 days		1.69
3 or 4 days		1.49
Most days		2.11
Played a board game or a card game	968	
Never		1.53
1 or 2 days		2.73
3 or 4 days		3.56
Most days		2.13
Played with blocks	967	
Never		1.80
1 or 2 days		2.21
3 or 4 days		2.43
Most days		4.33
Counted different things	968	
Never		0.32
1 or 2 days		1.83
3 or 4 days		3.13
Most days		2.62
Mean number of activities	968	0.07

Source: Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Possible range for the number of activities is 0 to 13.

Table AA.21a. Standard errors for change in the activities that family members did with the child in the past week

	n	Fall 2019	Spring 2020	Fall-Spring Change
		SE	SE	SE
Told child a story	881			
Never		1.27	0.93	1.08
1 or 2 days		4.56	1.90	4.45
3 or 4 days		2.25	3.84	5.28
Most days		3.09	3.43	3.02
Taught child letters, words, or numbers	886			
Never		0.30	0.35	0.51
1 or 2 days		2.20	1.03	2.15
3 or 4 days		2.13	2.14	2.32
Most days		3.27	2.43	2.40
Taught child songs or music	886			
Never		1.11	1.16	0.74
1 or 2 days		2.27	1.99	1.49
3 or 4 days		1.67	1.87	1.85
Most days		2.35	2.42	2.24
Played with toys or games indoors	887			
Never		0.11	0.02	0.11
1 or 2 days		1.02	4.07	4.36
3 or 4 days		2.22	1.26	2.78
Most days		2.44	4.82	6.44
Played a game, sport, or exercised together	887			
Never		1.46	0.77	0.99
1 or 2 days		2.52	1.91	2.70
3 or 4 days		2.53	3.14	4.24
Most days		3.92	2.78	5.49
Took child along on errands	886			
Never		0.70	4.30	4.39
1 or 2 days		4.24	1.90	5.54
3 or 4 days		1.72	1.65	2.40
Most days		3.34	2.98	2.51
Involved child in household chores	887			
Never		0.94	0.84	0.99
1 or 2 days		3.37	1.93	3.21
3 or 4 days		1.51	3.32	4.13
Most days		2.53	3.85	2.71
Talked about what happened in Head Start	883			
Never		0.35	1.28	1.30
1 or 2 days		0.70	1.63	1.60
3 or 4 days		1.47	1.48	2.34
Most days		1.47	3.12	3.39

Table AA.21a *(continued)*

	n	Fall 2019	Spring 2020	Fall-Spring Change
		SE	SE	SE
Talked about TV programs or videos	883			
Never		1.00	1.19	1.79
1 or 2 days		1.97	2.15	2.94
3 or 4 days		1.71	3.80	4.63
Most days		2.81	3.35	4.84
Played counting games	886			
Never		0.67	0.35	0.73
1 or 2 days		3.55	1.60	4.36
3 or 4 days		2.49	1.63	2.62
Most days		2.10	2.13	3.31
Played a board game or a card game	885			
Never		2.63	1.17	2.65
1 or 2 days		3.91	2.73	5.88
3 or 4 days		1.52	3.70	4.67
Most days		1.66	2.19	2.30
Played with blocks	886			
Never		2.53	1.86	2.56
1 or 2 days		1.45	2.40	2.42
3 or 4 days		3.90	2.66	5.56
Most days		2.39	4.54	6.33
Counted different things	885			
Never		0.71	0.33	0.74
1 or 2 days		1.95	1.73	1.97
3 or 4 days		3.80	3.35	2.88
Most days		2.96	2.92	2.96
Mean number of activities	887	0.07	0.06	0.09

Source: Fall 2019 and Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2019 and spring 2020.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table AA.22. Standard errors for activities that family members did with the child in the past week, by Head Start exposure

	Newly entering children by age				All newly entering children		All returning children	
	3-year-olds[a]		4-year-olds[a]					
	n	SE	n	SE	n	SE	n	SE
Told child a story	473		420		893		75	
Never		1.04		1.23		0.92		0.00
1 or 2 days		1.96		3.32		2.02		6.71
3 or 4 days		5.55		3.33		3.92		6.67
Most days		5.77		2.91		3.67		8.27
Taught child letters, words, or numbers	472		420		892		75	
Never		0.61		0.11		0.33		0.77
1 or 2 days		1.60		2.22		1.00		4.10
3 or 4 days		2.75		3.77		2.28		7.56
Most days		3.75		3.63		2.50		6.11
Taught child songs or music	472		420		892		75	
Never		2.16		1.04		1.27		2.47
1 or 2 days		2.44		2.38		1.73		8.08
3 or 4 days		3.05		2.29		1.91		7.18
Most days		2.63		2.63		2.26		11.33
Played with toys or games indoors	473		420		893		75	
Never		0.00		0.04		0.02		0.00
1 or 2 days		7.45		1.87		3.93		1.60
3 or 4 days		1.82		1.73		1.29		3.67
Most days		8.69		2.38		4.81		4.15
Played a game, sport, or exercised together	473		420		893		75	
Never		0.59		1.46		0.78		0.97
1 or 2 days		1.75		3.40		1.98		3.31
3 or 4 days		5.38		2.58		3.31		6.28
Most days		4.62		2.70		2.72		7.63
Took child along on errands	472		420		892		75	
Never		7.64		3.63		4.68		3.40
1 or 2 days		3.44		2.89		2.12		6.92

Table AA.22 *(continued)*

	Newly entering children by age				All newly entering children		All returning children	
	3-year-olds[a]		4-year-olds[a]					
	n	SE	n	SE	n	SE	n	SE
3 or 4 days		2.49		1.48		1.59		5.14
Most days		4.01		3.27		2.87		6.05
Involved child in household chores	473		420		893		75	
Never		0.68		1.54		0.91		1.19
1 or 2 days		1.82		2.40		1.69		2.95
3 or 4 days		6.09		3.17		3.65		9.30
Most days		6.81		3.99		3.77		10.29
Talked about what happened in Head Start	470		418		888		75	
Never		1.90		1.29		1.33		3.19
1 or 2 days		1.67		2.02		1.43		7.69
3 or 4 days		2.58		2.33		1.60		2.56
Most days		4.57		2.64		2.95		10.17
Talked about TV programs or videos	471		419		890		75	
Never		1.80		1.45		1.35		0.74
1 or 2 days		3.13		3.09		2.46		5.27
3 or 4 days		5.30		2.58		3.84		7.82
Most days		4.36		3.79		3.72		6.58
Played counting games	473		420		893		75	
Never		0.35		0.60		0.36		0.00
1 or 2 days		2.20		2.48		1.68		4.83
3 or 4 days		1.94		2.64		1.48		8.36
Most days		3.03		3.23		2.43		7.96
Played a board game or a card game	473		420		893		75	
Never		1.88		2.46		1.74		3.30
1 or 2 days		4.78		2.76		3.09		3.40
3 or 4 days		6.03		2.91		3.72		7.16
Most days		3.23		2.19		2.21		4.36

Table AA.22 *(continued)*

| | Newly entering children by age | | | | All newly entering children | | All returning children | |
| | 3-year-olds[a] | | 4-year-olds[a] | | | | | |
	n	SE	n	SE	n	SE	n	SE
Played with blocks	473		419		892		75	
Never		2.63		2.61		1.97		3.16
1 or 2 days		4.06		2.05		2.43		3.73
3 or 4 days		4.07		2.36		2.37		9.53
Most days		8.43		2.18		4.88		7.85
Counted different things	473		420		893		75	
Never		0.56		0.34		0.36		0.00
1 or 2 days		2.38		2.47		1.83		5.01
3 or 4 days		5.39		2.90		3.26		6.63
Most days		4.28		3.13		2.70		9.85
Mean number of activities	473	0.09	420	0.09	893	0.07	75	0.06

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Age as of September 1, 2019.

Table AA.23. Standard errors for family bedtime and dinner routines

	n	SE
Child has regular bedtime	947	
Yes		1.76
No		1.76
Number of days per week family eats dinner together (categories)	967	
0 - 2		0.69
3 - 4		1.46
5 - 6		4.97
7		4.20
Mean number of days per week family eats dinner together	967	0.08

Source: Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table AA.23a. Standard errors for change in family bedtime and dinner routines

	n	Fall 2019 SE	Spring 2020 SE	Fall-spring change SE
Child has regular bedtime	853			
Yes		1.60	1.79	2.02
No		1.60	1.79	2.02
Number of days per week family eats dinner together (categories)	885			
0 - 2		0.73	0.67	0.74
3 - 4		2.20	1.37	2.05
5 - 6		3.95	5.34	2.54
7		3.28	4.53	2.42
Mean number of days per week family eats dinner together	885	0.07	0.09	0.08

Source: Fall 2019 and Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2019 and spring 2020.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table AA.24. Standard errors for family bedtime and dinner routines, by Head Start exposure

| | Newly entering children by age | | | | All newly entering children | | All returning children | |
| | 3-year-olds[a] | | 4-year-olds[a] | | | | | |
	n	SE	n	SE	n	SE	n	SE
Child has regular bedtime	464		409		873		74	
Yes		2.37		2.84		2.03		4.55
No		2.37		2.84		2.03		4.55
Number of days per week family eats dinner together (categories)	473		419		892		75	
0 - 2		0.62		1.16		0.71		2.49
3 - 4		2.10		1.79		1.59		2.79
5 - 6		8.85		2.69		5.54		6.40
7		7.79		3.24		4.59		4.96
Mean number of days per week family eats dinner together	473	0.15	419	0.10	892	0.09	75	0.11

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Age as of September 1, 2019.

Table AA.25. Standard errors for child care plans for next year

	n	SE
Child care plans for next year	952	
Child will attend same Head Start center		3.42
Child will attend different Head Start center		0.33
Child will attend another preschool		1.59
Child care will be provided by relative/someone else in home		0.00
Child will attend kindergarten		4.39
Other child care plans[a]		0.66
Among children not attending same Head Start center next year, not including kindergarten, reason why parent is sending child someplace new	93	
Offers services for child's special need(s)		1.76
Close to home		11.51
Cost		0.00
Has flexible hours to fit schedule		7.59
Has a teacher who speaks child's home language		0.00
Has a teacher that parent already knows		1.84
Know family or friends who had also sent their child		2.31
Other[b]		9.43

Source: Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Examples of "other" child care plans include enrolling the child in a pre-kindergarten program and homeschooling the child.

[b]Examples of "other" reasons include enrolling the child in the same school as their siblings, homeschooling the child, and the child's being eligible for pre-K. Fewer than 14 parents specified the "other" reasons.

Table AA.26. Standard errors for child care plans for next year, by Head Start exposure

	Newly entering children							
	3-year-olds[a]		4-year-olds[a]		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE
Child care plans for next year	462		415		877		75	
Child will attend same Head Start center		2.66		1.18		3.70		6.63
Child will attend different Head Start center		0.65		0.00		0.35		0.91
Child will attend another preschool		2.59		0.60		1.75		0.64
Child care will be provided by relative/someone else in home		0.00		0.00		0.00		0.00
Child will attend kindergarten		1.92		1.22		4.82		7.45
Other child care plans[b]		1.39		0.17		0.78		1.04
Among children not attending same Head Start center next year, not including kindergarten, reason why parent is sending child someplace new	81		8		89		4	
Offers services for child's special need(s)		2.11		!		1.83		!
Close to home		11.74		!		11.83		!
Cost		0.00		!		0.00		!
Has flexible hours to fit schedule		7.95		!		8.00		!
Has a teacher who speaks child's home language		0.00		!		0.00		!
Has a teacher that parent already knows		2.02		!		1.89		!
Know family or friends who had also sent their child		2.58		!		2.35		!
Other[c]		9.33		!		9.36		!

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

! Too few cases for a reliable estimate.

[a]Age as of September 1, 2019.

[b]Examples of "other" child care plans include enrolling the child in a pre-kindergarten program and homeschooling the child.

[c]Examples of "other" reasons include enrolling the child in the same school as their siblings, homeschooling the child, and the child's being eligible for pre-K. Fewer than 14 parents specified the "other" reasons.

Table AA.27. Standard errors for head Start activities that parents are involved in

	n	SE
Volunteered in classroom	968	2.74
Observed classroom	968	2.95
Prepared food/materials for special events	967	4.20
Helped with field trips or special events	967	3.62
Attended Head Start social events	965	3.34
Attended parent education meetings or workshops	967	2.77
Attended parent/teacher conferences	966	1.71
Head Start staff visited home	966	3.56
Participated in Head Start Policy Council	946	3.77
Participated in parent committee or other planning group	967	2.61
Prepared or distributed Head Start newsletters or materials	965	1.52
Participated in fundraising activities	965	4.85
Participated in any other Head Start activities[a]	968	0.87

Source: Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019
           and were still enrolled in spring 2020.

           The n columns in this table include unweighted sample sizes to identify the number of
           children with valid data on the construct.

           Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-
           19 pandemic.

[a]Examples of "other" activities include planning new parent orientation and organizing toy and food
donations.

Table AA.28. Standard errors for head Start activities that parents are involved in, by Head Start exposure

	Newly entering children by age							
	3-year-olds[a]		4-year-olds[a]		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE
Volunteered in classroom	473	3.96	420	3.43	893	2.91	75	5.89
Observed classroom	473	4.87	420	3.27	893	3.20	75	6.86
Prepared food/materials for special events	473	4.43	419	3.92	892	3.95	75	12.91
Helped with field trips or special events	473	6.37	419	3.60	892	3.62	75	8.97
Attended Head Start social events	472	4.07	418	4.08	890	3.45	75	5.83
Attended parent education meetings or workshops	473	3.67	419	4.26	892	2.89	75	9.33
Attended parent/teacher conferences	471	2.21	420	2.51	891	2.02	75	10.19
Head Start staff visited home	472	3.51	419	5.62	891	3.73	75	8.45
Participated in Head Start Policy Council	459	6.57	413	3.55	872	3.78	74	7.00
Participated in parent committee or other planning group	473	3.44	419	2.96	892	2.74	75	8.22
Prepared or distributed Head Start newsletters or materials	472	2.19	418	1.96	890	1.55	75	5.05
Participated in fundraising activities	473	7.51	417	4.53	890	5.08	75	6.09

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on the construct.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Age as of September 1, 2019.

Table AA.29. Standard errors for culturally responsive practices of program staff

	n	SE
Program staff respect my family's cultural and/or religious beliefs	953	
Strongly agree		1.57
Somewhat agree		1.40
Neither agree nor disagree		0.60
Somewhat disagree		0.21
Strongly disagree		0.25
Program staff encourage me to learn about my culture and history	948	
Strongly agree		2.64
Somewhat agree		1.90
Neither agree nor disagree		2.38
Somewhat disagree		0.56
Strongly disagree		1.05
Program staff have materials for my child that positively reflect our cultural background	945	
Strongly agree		2.93
Somewhat agree		1.67
Neither agree nor disagree		2.16
Somewhat disagree		0.60
Strongly disagree		1.00

Source: Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table AA.30. Standard errors for culturally responsive practices of program staff, by Head Start exposure

| | Newly entering children by age | | | | | | | |
| | 3-year-olds[a] | | 4-year-olds[a] | | All newly entering children | | All returning children | |
	n	SE	n	SE	n	SE	n	SE
Program staff respect my family's cultural and/or religious beliefs	467		412		879		74	
Strongly agree		2.06		1.55		1.40		5.00
Somewhat agree		2.02		1.28		1.29		3.82
Neither agree nor disagree		0.84		0.77		0.62		1.68
Somewhat disagree		0.38		0.34		0.24		0.00
Strongly disagree		0.38		0.39		0.27		0.63
Program staff encourage me to learn about my culture and history	466		408		874		74	
Strongly agree		3.99		2.98		2.60		9.43
Somewhat agree		2.19		2.21		1.60		7.91
Neither agree nor disagree		3.02		2.96		2.62		2.81
Somewhat disagree		1.09		0.59		0.63		0.00
Strongly disagree		2.05		0.57		1.21		3.10
Program staff have materials for my child that positively reflect our cultural background	466		406		872		73	
Strongly agree		4.29		3.05		2.89		9.03
Somewhat agree		2.68		2.11		1.61		7.49
Neither agree nor disagree		2.73		2.22		2.07		5.35
Somewhat disagree		1.02		0.83		0.67		0.40
Strongly disagree		2.04		0.68		1.18		2.86

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Age as of September 1, 2019.

Table AA.31. Standard errors for how satisfied parents are with Head Start program activities, location, and hours

	n	SE
Supports and respects my family's culture and background	954	
Very satisfied		1.56
Somewhat satisfied		1.34
Somewhat dissatisfied		0.37
Very dissatisfied		0.34
Identifies and provides services for child (for example, health screening, help with speech and language development)	954	
Very satisfied		1.66
Somewhat satisfied		1.22
Somewhat dissatisfied		0.63
Very dissatisfied		0.43
Never offered		0.71
Identifies and provides services for family (for example, public assistance, transportation, or job training)	931	
Very satisfied		2.79
Somewhat satisfied		2.45
Somewhat dissatisfied		0.63
Very dissatisfied		0.63
Never offered		1.45
Prepares child to enter kindergarten	953	
Very satisfied		1.64
Somewhat satisfied		1.49
Somewhat dissatisfied		0.60
Very dissatisfied		0.83
Among children in homes where families speak any language other than English, helps child develop English language skills[a]	381	
Very satisfied		1.92
Somewhat satisfied		1.85
Somewhat dissatisfied		1.08
Very dissatisfied		0.50
Among children in homes where a language other than English is always or usually spoken, helps child's language development[b]	208	
Very satisfied		3.73
Somewhat satisfied		3.72
Somewhat dissatisfied		3.69
Very dissatisfied		2.53
Makes parent feel welcomed	956	
Very satisfied		1.56
Somewhat satisfied		1.48
Somewhat dissatisfied		0.40
Very dissatisfied		0.25
Program proximity to the child's home	954	
Very satisfied		3.39
Somewhat satisfied		3.51
Somewhat dissatisfied		0.81
Very dissatisfied		0.59

Table AA.31 *(continued)*

	n	SE
Program hours of operation	954	
Very satisfied		3.32
Somewhat satisfied		3.35
Somewhat dissatisfied		0.63
Very dissatisfied		1.02

Source: Spring 2020 FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Thirty-seven percent of children live in homes where the family speaks a language other than English.

[b]Twenty-one percent of children live in homes where a language other than English is always or usually spoken to them.

Table AA.32. Standard errors for how satisfied parents are with Head Start program activities, location, and hours, by Head Start exposure

| | Newly entering children by age | | | | All newly entering children | | All returning children | |
| | 3-year-olds[a] | | 4-year-olds[a] | | | | | |
	n	SE	n	SE	n	SE	n	SE
Supports and respects my family's culture and background	468		411		879		75	
Very satisfied		2.29		1.96		1.61		3.89
Somewhat satisfied		1.95		1.75		1.36		3.83
Somewhat dissatisfied		0.58		0.63		0.42		0.00
Very dissatisfied		0.44		0.49		0.31		0.83
Identifies and provides services for child (for example, health screening, help with speech and language development)	467		414		881		73	
Very satisfied		2.23		2.27		1.83		4.26
Somewhat satisfied		1.60		1.54		1.28		4.53
Somewhat dissatisfied		0.91		0.59		0.63		3.01
Very dissatisfied		0.64		0.64		0.41		1.52
Never offered		0.65		1.34		0.79		0.95
Identifies and provides services for family (for example, public assistance, transportation, or job training)	457		402		859		72	
Very satisfied		2.86		4.35		2.94		6.75
Somewhat satisfied		2.51		3.47		2.40		6.85
Somewhat dissatisfied		1.23		0.52		0.71		0.42
Very dissatisfied		1.26		0.57		0.70		0.63
Never offered		1.62		2.21		1.58		3.56
Prepares child to enter kindergarten	465		413		878		75	
Very satisfied		2.13		1.79		1.53		8.47
Somewhat satisfied		1.97		1.56		1.49		4.95
Somewhat dissatisfied		1.03		1.06		0.67		0.77
Very dissatisfied		0.30		0.38		0.23		5.15

Table AA.32 *(continued)*

| | Newly entering children by age | | | | | | | |
| | 3-year-olds[a] | | 4-year-olds[a] | | All newly entering children | | All returning children | |
	n	SE	n	SE	n	SE	n	SE
Among children in homes where families speak any language other than English, helps child develop English language skills[b]	182		162		344		37	
Very satisfied		2.70		2.31		1.76		7.53
Somewhat satisfied		1.98		2.01		1.33		7.30
Somewhat dissatisfied		2.27		1.20		1.22		0.00
Very dissatisfied		0.89		0.50		0.51		1.14
Among children in homes where a language other than English is always or usually spoken, helps child's language development[c]	102		84		186		22	
Very satisfied		5.39		4.82		3.95		!
Somewhat satisfied		3.87		4.42		3.13		!
Somewhat dissatisfied		1.82		0.67		1.07		!
Very dissatisfied		4.73		1.17		2.96		!
Makes parent feel welcomed	465		416		881		75	
Very satisfied		1.75		1.81		1.43		6.19
Somewhat satisfied		1.57		1.58		1.23		5.99
Somewhat dissatisfied		0.38		0.83		0.45		0.00
Very dissatisfied		0.37		0.27		0.21		1.10
Program proximity to the child's home	467		412		879		75	
Very satisfied		6.20		3.20		3.71		5.24
Somewhat satisfied		6.61		2.13		3.96		4.67
Somewhat dissatisfied		0.85		1.44		0.88		0.90
Very dissatisfied		0.77		1.02		0.65		0.57
Program hours of operation	467		412		879		75	
Very satisfied		6.04		2.10		3.75		6.33
Somewhat satisfied		6.73		1.51		3.99		6.57
Somewhat dissatisfied		0.93		0.93		0.69		2.22
Very dissatisfied		2.08		0.79		1.17		0.57

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Table AA.32 *(continued)*

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

! Too few cases for a reliable estimate.

[a]Age as of September 1, 2019.

[b]Thirty-seven percent of children live in homes where the family speaks a language other than English.

[c]Twenty-one percent of children live in homes where a language other than English is always or usually spoken to them.

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SECTION BB
STANDARD ERRORS FOR CHILDREN'S SOCIAL-EMOTIONAL SKILLS: SPRING 2020 AND FALL 2019-SPRING 2020 CHANGE

Return to description of Section B topics and scores.

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Table BB.2. Standard errors for social skills, problem behaviors, and approaches to learning scores

	n	SE
Social skills score[a]	1,162	0.54
Problem behaviors total score[a]	1,161	0.39
Aggressive behavior subscale score	1,160	0.10
Hyperactive behavior subscale score	1,158	0.14
Withdrawn behavior subscale score	1,162	0.15
Approaches to learning score (ECLS–K)	1,160	0.08

Source: Spring 2020 FACES Teacher Child Report.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998-99.

[a]Social skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating System.

Table BB.2a. Standard errors for change in social skills, problem behaviors, and approaches to learning scores[a]

		Fall 2019	Spring 2020	Fall-spring change
	n	SE	SE	SE
Social skills score[a]	1,156	0.70	0.55	0.29
Problem behaviors total score[a]	1,161	0.32	0.39	0.26
Aggressive behavior subscale score	1,160	0.09	0.10	0.08
Hyperactive behavior subscale score	1,156	0.11	0.14	0.08
Withdrawn behavior subscale score	1,159	0.16	0.15	0.10
Approaches to learning score (ECLS–K)	1,157	0.09	0.07	0.05

Source: Fall 2019 and Spring 2020 FACES Teacher Child Report.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs or score in both fall 2019 and spring 2020.

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

[a]Social skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating System.

Table BB.3. Standard errors for social skills, problem behaviors, and approaches to learning scores, by age[a]

	3 years old or younger[a]		4 years old or older[a]	
	n	SE	n	SE
Social skills score[b]	586	0.81	576	0.36
Problem behaviors total score[b]	586	0.56	575	0.34
Aggressive behavior subscale score	585	0.15	575	0.12
Hyperactive behavior subscale score	582	0.20	576	0.10
Withdrawn behavior subscale score	586	0.23	576	0.14
Approaches to learning score (ECLS–K)	584	0.11	576	0.06

Source: Spring 2020 FACES Teacher Child Report and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

[a]Age as of September 1, 2019.

[b]Social skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating System.

Table BB.3a. Standard errors for change in social skills, problem behaviors, and approaches to learning scores, by age

	3 years old or younger[a]				4 years old or older[a]			
		Fall 2019	**Spring 2020**	**Fall-Spring Change**		**Fall 2019**	**Spring 2020**	**Fall-Spring Change**
	n	**SE**	**SE**	**SE**	**n**	**SE**	**SE**	**SE**
Social skills score[b]	585	1.05	0.81	0.37	571	0.46	0.36	0.33
Problem behaviors total score[b]	586	0.37	0.56	0.36	575	0.44	0.34	0.29
Aggressive behavior subscale score	585	0.12	0.15	0.10	575	0.14	0.12	0.10
Hyperactive behavior subscale score	581	0.14	0.20	0.13	575	0.13	0.10	0.08
Withdrawn behavior subscale score	585	0.24	0.23	0.12	574	0.20	0.14	0.14
Approaches to learning score (ECLS–K)	582	0.13	0.10	0.06	575	0.06	0.06	0.05

Source: Fall 2019 and Spring 2020 FACES Teacher Child Report and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or score in both fall 2019 and spring 2020.

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

[a]Age as of September 1, 2019.

[b]Social skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating System.

Table BB.4. Standard errors for social skills, problem behaviors, and approaches to learning scores, by Head Start exposure

	Newly entering children by age				All newly entering children		All returning children	
	3-year-olds[a]		4-year-olds[a]					
	n	SE	n	SE	n	SE	n	SE
Social skills score[b]	568	0.86	504	0.30	1,072	0.59	90	0.69
Problem behaviors total score[b]	568	0.59	503	0.36	1,071	0.42	90	0.33
Aggressive behavior subscale score	567	0.15	503	0.13	1,070	0.11	90	0.17
Hyperactive behavior subscale score	564	0.22	504	0.11	1,068	0.15	90	0.14
Withdrawn behavior subscale score	568	0.24	504	0.15	1,072	0.16	90	0.22
Approaches to learning score (ECLS–K)	566	0.12	504	0.06	1,070	0.08	90	0.09

Source: Spring 2020 FACES Teacher Child Report and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

[a]Age as of September 1, 2019.

[b]Social skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating System.

Table BB.4a. Standard errors for change in social skills, problem behaviors, and approaches to learning scores, by age for newly entering children

	Newly entering children by age							
	3-year-olds[a]				4-year-olds[a]			
		Fall 2019	Spring 2020	Fall-spring change		Fall 2019	Spring 2020	Fall-spring change
	n	SE	SE	SE	n	SE	SE	SE
Social skills score[c]	567	1.08	0.86	0.37	499	0.37	0.30	0.32
Problem behaviors total score[c]	568	0.38	0.59	0.35	503	0.47	0.36	0.34
Aggressive behavior subscale score	567	0.13	0.15	0.11	503	0.15	0.12	0.12
Hyperactive behavior subscale score	563	0.14	0.22	0.13	503	0.13	0.11	0.08
Withdrawn behavior subscale score	567	0.25	0.24	0.10	502	0.22	0.15	0.16
Approaches to learning score (ECLS–K)	564	0.13	0.10	0.06	503	0.06	0.06	0.05

Source: Fall 2019 and Spring 2020 FACES Teacher Child Report.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or score in both fall 2019 and spring 2020.

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

[a]Age as of September 1, 2019.

[b]Social skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating System.

Table BB.4b. Standard errors for change in social skills, problem behaviors, and approaches to learning scores, by Head Start exposure

	All newly entering children				All returning children			
		Fall 2019	**Spring 2020**	**Fall-spring change**		**Fall 2019**	**Spring 2020**	**Fall spring change**
	n	**SE**	**SE**	**SE**	**n**	**SE**	**SE**	**SE**
Social skills score[a]	1,066	0.72	0.59	0.27	90	1.42	0.64	1.01
Problem behaviors total score[a]	1,071	0.34	0.42	0.28	90	0.57	0.23	0.43
Aggressive behavior subscale score	1,070	0.10	0.11	0.09	90	0.30	0.16	0.17
Hyperactive behavior subscale score	1,066	0.11	0.15	0.09	90	0.17	0.10	0.22
Withdrawn behavior subscale score	1,069	0.17	0.16	0.09	90	0.21	0.23	0.30
Approaches to learning score (ECLS–K)	1,067	0.09	0.07	0.04	90	0.21	0.07	0.18

Source: Fall 2019 and Spring 2020 FACES Teacher Child Report.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or score in both fall 2019 and spring 2020.

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

[a]Social skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating System

SECTION CC
STANDARD ERRORS FOR CHILDREN'S PHYSICAL HEALTH AND DISABILITY STATUS: SPRING 2020 AND
FALL 2019-SPRING 2020 CHANGE

Return to description of Section C topics and composites.

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Table CC.1. Standard errors for teacher report of disability, delay, health impairment and IEP or IFSP status[a]

	n	SE
Children with disabilities	1,153	
Yes		2.61
No		2.61
Among children with disabilities		
Type of disability	232	
Speech or language		3.39
Cognitive[b]		4.29
Behavioral/emotional[c]		2.98
Sensory[d]		3.15
Physical[e]		2.91
Children who have multiple disabilities	232	4.21
Children who have IEP or IFSP	226	5.37

Source: Spring 2020 FACES Teacher Child Report.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

IEP = Individualized Education Program. IFSP = Individual Family Service Plan.

[a]Surveys asked teachers whether a professional had indicated that the child had a developmental problem/delay or other special need and, if so, to specify the need or disability.

[b]Cognitive disability includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

[c]Behavioral/emotional disability includes: behavior problems, hyperactivity, and attention deficit.

[d]Sensory disability includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

[e]Physical disability includes: motor impairment.

Table CC.2. Standard errors for teacher report of disability, delay, health impairment, and IEP or IFSP status, by age[a]

	3 years old or younger[b]		4 years old or older[b]	
	n	SE	n	SE
Children with disabilities	579		574	
Yes		3.65		3.02
No		3.65		3.02
Among children with disabilities				
Type of disability	124		108	
Speech or language		4.83		4.01
Cognitive[c]		5.13		5.98
Behavioral/emotional[d]		3.77		5.16
Sensory[e]		4.90		2.92
Physical[f]		4.25		3.66
Children who have multiple disabilities	124	3.64	108	7.32
Children who have IEP or IFSP	119	8.19	107	5.64

Source: Spring 2020 FACES Teacher Child Report, Fall 2019 Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 Teacher Child Report data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic. Spring 2020 Parent Survey data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

IEP = Individualized Education Program. IFSP = Individual Family Service Plan.

[a]Surveys asked teachers whether a professional had indicated that the child had a developmental problem, delay or other special need, and if so, to indicate the specific need or disability.

[b]Age as of September 1, 2019.

[c]Cognitive disability includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

[d]Behavioral/emotional disability includes: behavior problems, hyperactivity, and attention deficit.

[e]Sensory disability includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

[f]Physical disability includes: motor impairment.

Table CC.3. Standard errors for teacher report of disability, delay, health impairment, and IEP or IFSP status, by Head Start exposure

	Newly entering children by age						All returning children	
	3-year-olds[b]		4-year-olds[b]		All newly entering children			
	n	SE	n	SE	n	SE	n	SE
Children with disabilities	561		502		1,063		90	
Yes		3.77		3.27		2.85		5.30
No		3.77		3.27		2.85		5.30
Among children with disabilities								
Type of disability	120		91		211		21	
Speech or language		4.81		4.11		3.34		!
Cognitive[c]		5.41		5.98		4.68		!
Behavioral/emotional[d]		3.91		5.73		3.04		!
Sensory[e]		5.06		1.45		3.08		!
Physical[f]		4.52		2.68		2.69		!
Children who have multiple disabilities	120	3.98	91	7.17	211	4.52	21	!
Children who have IEP or IFSP	115	8.78	90	6.30	205	5.84	21	!

Source: Spring 2020 FACES Teacher Child Report, Fall 2019 Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Spring 2020 Teacher Child Report data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic. Spring 2020 Parent Survey data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

IEP = Individualized Education Program. IFSP = Individual Family Service Plan.

! Too few cases for a reliable estimate.

[a]Surveys asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and if so, to indicate the specific need or disability.

[b]Age as of September 1, 2019.

[c]Cognitive disability includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

[d]Behavioral/emotional disability includes: behavior problems, hyperactivity, and attention deficit.

[e]Sensory disability includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

[f]Physical disability includes: motor impairment.

Table CC.4. Standard errors for parent report of child health status

	n	SE
Child health status	965	
Excellent		2.87
Very good		2.12
Good		2.63
Fair		0.66
Poor		0.00

Source: Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on the construct.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table CC.4a. Standard errors for change in parent report of child health status

	Fall 2019	**Spring 2020**	**Fall-spring change**
n	**SE**	**SE**	**SE**
Child health status 885			
Excellent	3.09	2.96	3.21
Very good	1.87	2.09	2.32
Good	2.36	2.66	3.39
Fair	0.74	0.72	1.01
Poor	0.41	0.00	0.41

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on the construct in both fall 2019 and spring 2020.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table CC.5. Standard errors for parent report of child health status, by Head Start exposure

| | Newly entering children by age | | | | | | | |
| | 3-year-olds[a] | | 4-year-olds[a] | | All newly entering children | | All returning children | |
	n	SE	n	SE	n	SE	n	SE
Child health status	470		420		890		75	
Excellent		4.24		3.01		3.23		6.99
Very good		2.38		3.17		2.13		8.71
Good		2.44		3.99		2.70		6.61
Fair		1.31		0.68		0.75		2.49
Poor		0.00		0.00		0.00		0.00

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on the construct.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Age as of September 1, 2019.

Table CC.5a. Standard errors for change in parent report of child health status, by Head Start exposure

	All newly entering children				All returning children			
		Fall 2019	**Spring 2020**	**Fall-spring change**		**Fall 2019**	**Spring 2020**	**Fall-spring change**
	n	**SE**	**SE**	**SE**	**n**	**SE**	**SE**	**SE**
Child health status	810				75			
Excellent		3.10	3.44	3.22		7.03	5.37	8.69
Very good		1.79	2.30	2.23		8.44	7.68	9.13
Good		2.74	2.74	3.87		6.46	6.87	3.31
Fair		0.82	0.82	1.15		2.55	2.64	0.19
Poor		0.34	0.00	0.34		2.64	0.00	2.64

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on the construct in both fall 2019 and spring 2020.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table CC.5b. Standard errors for change in parent report of child health status of newly entering children, by age[a]

	Newly entering 3-year-olds[a]				Newly entering 4-year-olds[a]			
		Fall 2019	Spring 2020	Fall-spring change		Fall 2019	Spring 2020	Fall-spring change
	n	SE	SE	SE	n	SE	SE	SE
Child health status	431				379			
Excellent		5.07	4.45	3.69		2.15	2.91	3.04
Very good		2.11	2.47	2.79		2.73	3.66	3.92
Good		4.29	2.47	4.01		2.13	4.15	4.65
Fair		1.26	1.41	1.72		0.87	0.75	1.15
Poor		0.00	0.00	0.00		0.58	0.00	0.58

Source: Fall 2019 and Spring 2020 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on the construct in both fall 2019 and spring 2020.

Spring 2020 data were collected from March 16, 2020 to July 17, 2020, during the COVID-19 pandemic.

[a]Age as of September 1, 2019.

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